



Transformative and
Inclusive Leadership from
Deep Democracy

ACTIVITIES FROM TILDE TOOLKIT



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Erasmus+ 



Tips for the facilitation team

The facilitation team are the people who support other people or groups to:

- dialogue;
- managing or transforming conflicts;
- to encourage rapprochement;
- meet objectives;
- improving conflict management processes.

1. Your places in the world

Aim of the activity

This activity is about migration and celebrating **diversity**.

Diversity is different forms,
people or cultures
who deserve the same respect.

In this activity, people will express what they feel in different
places.

They will share their feelings with others.

This activity lasts 30 minutes (half an hour).



Steps to follow

Step 1



To begin with,

imagine a **world map** on the ground. **World map** is a drawing of the Earth. It shows its continents, countries and oceans.

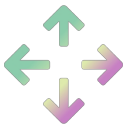
Step 2



Point out some countries or cities on the world map.

For example, China or Latin America.

Step 3



Next,

Move around the imaginary world map. Comment on how you feel in each place you go.



Step 4

Go to the place on the imaginary world map where your home is today.

Comment on what you feel in that place.



Step 5

Later,
go to the place on the world map where you were born.

When you are in it,
answer the following questions:

- what the place where you were born is like;
- how the place where you were born smells;
- how you feel in that place.



Step 6

Express yourself with your body
the above answers for 5 minutes.

Step 7



Next,

go to a place on the world map where you felt or feel at home.

When you are in it,

answer the following questions:

- what that place smells like;
- how you feel in that place;
- What do you like about the place?

Step 8



Express yourself with your body
the above answers for 5 minutes.

Step 9



Now,

go to a place on the world map where you did not feel or do not feel at home.

When you are in it,

answer the following questions:

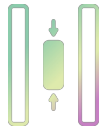
- why you feel uncomfortable in that place;
- what your body feels in that place.

Step 10



Express yourself with your body
the above answers for 5 minutes.

Step 11



Next,

find a place on the imaginary world map that is
in the middle of the 2 opposite places.

The 2 opposite places are:

- where you feel at home;
- where you don't feel at home.



Step 12

Express with your body what you felt in the place where you were as in your own home.



You can express yourself with gestures or movements.

Step 13



Later,

express with your body what you felt in the place where you were not at home.



You can express yourself with gestures or movements.

Step 14

To end the activity,

dance with movements from both places at the same time.

Important



You can change the dance in any way you want. Try new and different movements that come naturally.

Step 15



Discuss with the group

what you feel when you dance this new dance and if your dance has a name.



2. Singing in an invented language

Aim of the activity

We can enjoy our voice more when we sing in a group.

We can feel freer and without fear.

This activity is about inventing a language to sing in a group and enjoy it.

It doesn't matter if the language is invented.

In this activity we will understand:

- how people with different languages communicate;
- how our **behaviour** in groups changes.

Behaviour is the way we express what we think and feel.

This activity lasts 15 minutes.



Steps to follow

Step 1



Sing in an invented and **spontaneous** language all the people in the group together.
Everyone can invent his or her own language.

Spontaneous is that it happens suddenly without being planned.

Step 2



Breathe **in rhythm with** the other people in the group or in a similar way.

To the rhythm is at the same time as someone or something.

Step 3



Enjoy and have fun in a group!



Tips for the facilitation team

Many people will be surprised when this activity begins.

They will be ashamed or afraid to sing.

Help them to have fun and enjoy themselves!

3. Creating a safer space

Aim of the activity

This activity is about **group agreements**.

Group Agreements are the rules of groups. The rules protect and take care of everyone. The group together decides and changes the rules.

Some important group agreements to include in this workshop are:

- respect all opinions;
- not to interrupt anyone;
- not to judge any person or community;
- asking permission to touch a person;
- protect everyone's privacy;
- decide whether they want to participate or not;
- to be able to change their minds;
- respect other people in the group and their privacy;
- use a language familiar to the group or someone to help translate their language.

This activity lasts 30 minutes.



Steps to follow



Step 1

Ask yourselves what you need to feel more confident in the group.



Think about your answer for 5 minutes individually.

Step 2

Next,



talk as a couple for 10 minutes about your needs to feel more confident in the group.

Dialogue in a couple is 2 people in dialogue.

It is important to that the 2 people pay attention to each other.

Step 3



All pairs form a circle.
Each pair will share with the others what you need to feel more confident.

Step 4



Write down all the ideas on a blackboard.
The ideas will be group agreements of the group.



Tips for the facilitation team

This activity is about expressing what we feel and what we can do.

People can feel insecure. That's why you need to pay close attention and detect when they feel uncomfortable.

4. The rangometer

Aim of the activity

This activity is about power and **rank**.

Rank is the sum of a person's privileges in relation to another person at a given time.

The activity teaches:

- that power and rank change according to situation, time and relationships;
- what other people in the group feel.

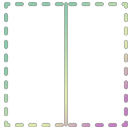
The activity provides support to be aware of our power and rank.

This activity lasts 30 minutes (half an hour).



Steps to follow

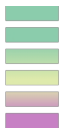
Step 1



To begin with,
imagine a long line on the ground.
Now, move along this imaginary line.

Step 2

Then imagine:



One side of the cold line.
On the cold side there are few
quantities. For example, there is
little health.



One side of the hot line.
On the hot side there are many quantities.
For example, there is a lot of health.



Step 3

Next,
you have to answer some questions.



In each question,
you will be placed on one side of the line or
the other depending on your answer.

You will not have to **justify your choice**.

To justify is to say
why one side is
chosen.

Remember

On the cold side there are fewer
quantities. On the hot side there are
more quantities.

The questions are:

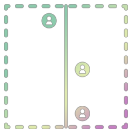


- Do you feel too young or not young enough?
- Are you healthy or unhealthy?
- Are you highly educated or poorly educated?
- Are you very **spiritual** or unspiritual?
- Have you been in the group for a long time or a short time?

The facilitation team will ask further
questions if they consider them interesting
for the group.

Spiritual is to
feel and
believe in
something
beyond the
physical.

Step 4



Then, choose from each question the answers of 2 or 3 people.

placed at different locations along the line.

For example,

- a person placed in the coldest place;
- a person placed in the hottest place;
- a person placed in a **warm** place.

Temperate is neither hot nor cold. In between.

The 2 or 3 persons express what they feel in their chosen place.

Step 5



To conclude, form groups of 4 people each.

Comment on what you felt on each side of the line.



The facilitating team will support people to express themselves by and to tell only what they want to tell.



Tips for the facilitation team

The facilitation team needs to be aware of the TILDE Theoretical Framework:

- What is **rank**

Rank is the sum of a person's privileges in relation to another person at a given time. The range changes according to the situation, the moment and the relationship with other people.

For example, when someone of high rank is talking in a group, receives more attention than the rest of the group.

- What is **privilege**

Privileges are advantages that a person has according to his or her place in society. and its **ability to impact** on others. **Impact capacity** is to have an effect.

- What is **power**

Power is influencing people. To have power is a high rank.

5. Rank in relations

Aim of the activity

This activity is about relationships between people of different ranks.

Rank is the sum of **privileges** that one person has in relation to another at any given time.

Privileges are the advantages a person has according to his or her position in society and how it affects other people.

The range is not always equal. It changes according to the situation, the moment and the relationship with other people.

Rank consciousness is knowing your rank and the rank of other people. When people **are aware** of their rank they can dialogue and relate to each other better.

Being aware is to realise.

For example,
you can avoid harming other people when you are aware of your high rank.

This activity lasts 60 minutes (1 hour).



Steps to follow

Step 1



To begin with,
define what rank is and what types of rank there are.
For example, social and psychological rank.

Step 2



Then, **discuss in pairs**
on situations that your rank is higher.
For example, knowing many languages.

Dialogue in a couple is 2 people in dialogue.

You can comment:

- whether you received the rank or got it;
- how you use rank in your daily life.



Tips for the facilitation team

Some people have more rank than others.

This situation is difficult to accept.

Facilitation provides support in this situation.

Facilitators

support others when they talk about their own rank. It does not matter if it is a high or low rank.

Step 3



Each person will think of one aspect or personal characteristic which gives it a higher ranking than its partner.

He will then comment:



- if you feel bad about having a high rank;
- if it is difficult to have a higher rank than someone else;
- whether its high rank is due to cultural norms or structural norms.

Step 4



Next,
the senior partner will treat his or her partner as the partner's as if I had more power than her.

The person will defend his or her high rank.



In the process,
analyse how her treatment of her partner **affects**.
Check whether she feels bad or calm.

Ask the person with the lowest rank how he or she can relate with people of higher rank without suffering.

To affect is to change your emotions. For example, feeling worse.

Step 5



Each person will think of one aspect or personal characteristic that detracts from his or her status in relation to his or her partner. For example, being poorly educated.

In the process,
analyse the reactions of each person.

Next,
people of lower rank will comment:



- if they feel empowered despite the low rank;
- if they learn anything from being in low rank;
- if they are more sensitive;
- if they can **identify** situations or emotions that people with high rank do not identify.

To identify is to recognise what is happening and what is felt in a moment.

For example,
A migrant can identify situations of social exclusion and insecurity. A non-migrant may ignore them.

Step 6



To conclude the activity,
Discuss as a group how rank affects your lives.

We dialogue and relate better with
other people.
when we are aware of our rank.



6. The game of statues

Aim of the activity

This activity is about power, high or low rank and expressing them with the body.

People will express their **rank** with the body and the use of **clay** at the end.

Rank is the sum of **privileges** that one person has in relation to another at any given time.

The range can be high or low.
It changes according to the situation,
the moment and the relationship with
other people.

For example, when someone of high rank is
talking in a group,
receives more attention than the rest of the group.

This activity lasts 30 to 60 minutes (1 hour).

Clay is a material that comes out of the earth and takes different forms.

Privileges are advantages that a person has according to his or her position in society and how it affects other people.



Steps to follow (part 1)



Step 1

Recall a situation that gave you a higher rank.
For example, receiving applause or winning something.

Comment on how you felt in that situation.



Step 2

Express your power with a gesture or movement. For example, look over your shoulder.

Later,
put up a posture that expresses that power.



Step 3

Next,
remember a situation that took away your rank. For example, receiving criticism or losing something.

Comment on how you felt in that situation.

Step 4



Express your little power
with a gesture or movement.
For example, shrug your shoulders.

Later,
put up a posture that expresses little power.

Step 5



Then move around the room
to show how much or how little power
you have and how other people move.

Step 6

Afterwards,
people with low rank think about:



- your highest-ranking position;
- copy your position with higher rank;
- how your higher-ranking position can help your lower-ranking position.

Step 7



Next, create a new statue that
combines gestures and movements of:

- the highest ranking position;
- the lowest ranked position;
- new and different gestures.

To combine is to
join 2 or more
things together to
form a new thing.



Step 8

Change the size and pose of your new figure or statue.

For example:

- make it bigger or smaller;
- move it faster or slower.



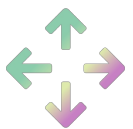
Step 9

Observe and pay attention to your body.

Comment on what you think about your statue and how you feel about it with little or a lot of power.

Step 10

To end part 1:



- move freely around the room;
- stop being statues;
- become yourselves again.

Next steps (part 2)

Step 11

In this part 2 and **optionally**:



- create a clay figure of your last statue;
- share your figure as a group;
- discuss the activity as a group.

Optional is that you can choose to do it or not.

Remember

The last statue was a combination of your positions with more and less rank.

7. Conflict in a box

Aim of the activity

This activity is about dialogue with the group and using different means of communication. Also, on expressing and **managing conflict**.

Managing conflict is about seeking respectful dialogue and better understanding.

Handicraft material for the activity:

- coloured cardboard;
- sticks, plastic, pieces of cloth, stones;
- Plasticine, string, buttons, paper;
- scissors, glue and staplers.

This activity lasts 120 minutes (2 hours).



Tips for the facilitation team

This activity can help people who find it difficult to communicate or express their conflicts.

If you don't know how to make an **origami** box you can learn how to do it in this link: [origami box](#). **Origami** is a traditional Japanese art.

Steps to follow



Step 1

To begin, form a circle.

Place the material in the centre of the circle.

The craft materials are:

- coloured cardboard;
- sticks, plastic, pieces of cloth, stones;
- Plasticine, string, buttons, paper;
- scissors, glue and staplers.



Step 2

Next, build a box

with coloured cardboard and other materials.



Step 3

Then, think of a current personal conflict.

Step 4



When you **visualise** your current conflict, use the material available in the circle to create something that **symbolises** the conflict. For example, a paper figure.

To visualise is to create the image in the mind.

To symbolise is to represent or to mean the same thing.

Step 5



Then introduce the figures and elements created on the basis of the conflict within your box.

Step 6



When everyone has their box, sit in a circle.

Tell us about your personal conflict if you want to.

Step 7



To end the activity, put your boxes inside the circle.



8. Creation of masks

Aim of the activity

This activity is about **roles**.

Analyse different **perspectives** of a conflict in order to manage it in a different way.

Perspectives are different ways of understanding a situation.

Role is the way people act according to the situation or the moment in which it is.

For example,
a person who advocates on an issue
has an advocacy role.

Handicraft material for the activity:

- coloured cardboard;
- sticks, plastic, pieces of cloth, stones;
- Plasticine, string, buttons, paper;
- scissors, glue and staplers.

This activity lasts 60 minutes (1 hour)
and is divided into 2 parts.



Steps to follow (part 1)



Step 1

To begin with,
form small groups of 3 or 4 people.



Step 2

Next,
think of a current personal conflict.

Conflict can be:

- something that bothers or upsets you;
- something you want to tell;
- something you want to manage or transform.

Step 3

When you **visualise** your conflict,
you can answer the following questions:

To visualise is to
create the image in
the mind.



- how you feel about the conflict;
- with whom you are in conflict;
- what bothers you about that person.



Step 4

Visualise what the person with whom you have the conflict is like.

You can answer these questions:



- what their personality is like;
- how he speaks and what he says;
- how it moves and what gestures it makes;
- how it **behaves**.

To behave is to act in a certain way.



Step 5

Next, create 2 masks to represent your current conflict with the material available.

Each mask will represent a **role in the conflict**.

- A mask will represent you.
- The other mask will represent the person with whom you have the personal conflict.

Conflicting roles are people in disagreement.

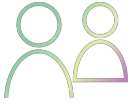


Tips for the facilitation team

Do the steps as best suits the group. The masks help to get to know the characters. They can have different materials and colours. The masks can be exchanged for dolls.

Next steps (part 2)

Step 1



When the 2 masks are created,
find a place in the room.
to continue this activity **in pairs**.

Couples are 2 persons.

Step 2

Next,

take it in turns to represent your personal conflict.

By turns it is one conflict first and then another.

Remember

Each person will have 2 different masks:



- 1 mask of herself.
- 1 mask of the other **party** to the conflict.

The parties are the groups or individuals involved in the conflict.

In each performance,
one person will start with his 2 masks.

The person who represents his or her own
conflict will put on the mask of himself or
herself.

Your partner will wear the mask of the other party.

Unused masks

shall be kept until the next performance.

Step 3



Act as the character in your mask and discuss your conflict.

The 2 roles will discuss the conflict.

Step 4



Ask a 3rd person from the group

be an observer or **witness** to your dialogue.

The 3rd person shall not intervene in it.

Witness is a person who witnesses something.

Step 5

Then ask the witness to participate in a role reversal.



The witness will put on the mask of the person who represents her own conflict.

The person representing your conflict will become a witness.

In this way, it will observe **from the outside** how they dialogue about their own conflict.

From the outside it is clearer.



Step 6

The 2 people with masks
will discuss the same conflict again.

Remember,
each person represents a role in the
conflict.



Step 7

Then ask the witness to lead the dialogue
about her conflict as if she
were the director of the film.

It will indicate to the 2 roles
what they have to say or how to act.

Ask what they feel and think. Listen
carefully to their answers.



Step 8

Then you can express what you
feel as a witness to your own
conflict.

For example, you can say:

- what he learned during the dialogue;
- which influenced their outlook;
- how it can help you transform your personal conflict;

Step 9



After expressing what he feels, he
will put on his own mask.
and will represent itself again.

Step 10

You will discuss your personal conflict in pairs.



Again,
the 2 people in the pair will wear masks as in
part 1 of the activity.

Remember,

each mask represents a role in the conflict.

Step 11

To end the activity,
you can answer the following questions:



- Did it change the way you talk to each other?
- Do you understand your conflict differently?
- can this activity help you to **manage**
or transform your personal conflict?

Managing conflict is
about seeking
respectful dialogue
and better
understanding.

When you have finished exploring one conflict,
you can repeat the process with other
conflicts, masks and roles.



9. Group processes

Aim of the activity

This activity is about **managing conflict**.

Deep Democracy is a methodology for improving dialogue between individuals or groups and creating **sustainable relationships**.

Group process is an **organised form of** to work through a conflict between people. **Organised form** is that it has some steps that people in the group follow.

The group process facilitates better knowledge and understanding the different **perspectives of a polarity**.

Perspectives of a polarity are the ways of understanding the same situation from opposing points of view.

This activity lasts 90 to 120 minutes (2 hours).
The activity uses body language and gestures.

Conflict management is about making it easier for people to talk to each other respectfully and to understand each other better.

A sustainable relationship is one that lasts because people care for and respect each other.



Steps to follow

Step 1



To begin with,
comment on important issues
you want to work on this activity.

The facilitating team
create a list of topics on a whiteboard.

Step 2



Then, the facilitating team
read aloud or sign all topics.

Make noise or move your hands to express your
favourite themes from the list.

Step 3



Decide as a group on the topic to be worked on.
The chosen theme will be the loudest one from step 2.

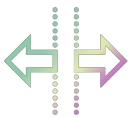


Step 4

When you have the topic, give your opinion on it. Let us know when you want to intervene.

For example, raise your hand or use your assistive technology.

Step 5



Among all the people in the group, look for **polarised roles** in the dialogue.

Polarised roles are opposing views.

For example, on **nuclear energy** someone may be in favour because it is cheap and someone against it because it harms nature.

Nuclear energy is the energy inside the atoms.

Step 6

Next,



2 people from the group will represent **polarity**.

Each person will defend their opinion.

Remember that their views will be opposing.

Polarity is 2 opposite things.

Step 7



The rest of the group

can bring new perspectives on the issue while the 2 people represent their polarity.

You can also reach out to others with similar ideas or perspectives to your own.

Important



Everyone will be able to express their ideas.

You can also change your mind and express different opinions on an issue.

This will help transform the conflict.

Diversity is within us!



In this step of the activity, people may feel **uncomfortable** or afraid to express opinions that are difficult for the group.

Discomfort

is to feel nervous, uneasy or insecurity.

The facilitation team will support people to express difficult ideas or emotions.

Paying attention to opposing views and not **using violence** is very important.

To inflict violence

is to cause harm to one or more persons.



The dialogue will have **high points** and **time resolution** points.

High is the same as very high or elevated.

Flashpoints are the most intense or hottest moments of the conflict.

Temporary resolution is deciding something for a period of time.

The **time resolution points** are moments of better understanding and rapprochement.



Step 8

At the point of temporal resolution people can discover their feelings.

They can also discover who share emotions, ideas or perspectives.

People recount personal experiences. And their experiences help to better understand the **polarised roles** of conflict.

Polarised roles are opposing views.



Step 9

The facilitation team will thank everyone for sharing their own personal experiences.

Step 10



To end the group process,
it is important to check that the dialogue is
at a point of temporal resolution.

It is better to end the activity
at a time of rapprochement between people because
the conflict can start again.



Tips for the facilitation team

The role of the team in this activity is:

- support people to recognise polarity;
- making it easier for people to express difficult things;
- observe how people communicate;
- show the group the high points and the low points.

10. Experiencing the phases of a conflict

Aim of the activity

This activity deals with the phases of conflict.

Conflicts go through **4 phases**.

Each phase presents a way of relating.

Phase is each part of a process or a project.

In phase 1, people are fine and do not perceive any conflict.

In phase 2, tension is generated between the **parties**.
Misunderstandings and polarisation are on the rise.

The parties are the persons or groups in conflict.

In phase 3, people talk to each other and understand each other better.
Sometimes they reach agreements and sometimes they do not.

In phase 4, the conflict seems to disappear.
People feel united, without **tension**.

Tension is the discomfort or agitation felt by people in conflict.

This activity lasts 45 minutes (almost 1 hour).
The activity uses the movement of people.



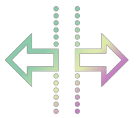
Steps to follow



Step 1

Think about or remember a personal conflict. It may be related to **migration**.

Migration is leaving one country to live in another.



Step 2

Look for the 2 **polarised roles** of your conflict.

Polarised roles are opposing views.



Step 3

Next,
play out the 2 roles in your conflict.

First,

Act out your own role in the conflict. Explain to the group what you feel and think.

Second,

play the opposite role in the conflict.

Try to imagine and explain
what the opposite role may think or feel.

Step 4



Express with your body what you feel in each role.
It can be a hand movement,
an expression with the face or with the whole body.

First,
express your own role with your body.

Second,
express with the body the opposite role.

Step 5



Repeat the gestures and movements of each role.
Change the speed
or allow new gestures to appear.

Step 6



To end the activity,
imagine a place in nature that you like.

When you feel you are in this special place,
try to perceive the conflict and the different roles.
Is there anything new or different in the conflict?

Try to understand the relationships
between the polarised roles of your conflict.

Step 7



Think about how you will use what
you have learned in your daily life.



11. Experiencing different sides of the conflict

Aim of the activity

This activity is about understanding a conflict from different **perspectives** in order to manage it differently.

Perspectives are different ways of understanding a situation.

In the activity you will learn how to work on conflicts between people with **polarised opinions**.

Polarised opinions are opposing opinions.

This activity lasts 60 minutes (1 hour). The activity uses movement and theatre.



Steps to follow



Step 1

To begin with, form groups of 4 people.



Step 2

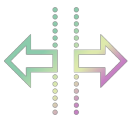
Choose a conflict

involving one person from each group to work and discuss together.

The issue of conflict has to be real.

Suggestion

Start with a simple problem, such as clutter in shared flats.



Step 3

Next,

recognise the 2 main **polarities** of the conflict.

Polarities are opposing views.



Step 4

After recognising polarities,

2 people in the group will defend one opinion.

Then 2 others will defend the opposite opinion.

Finally,

the 4 people will talk face to face.



Step 5



Next,
the 4 people will swap roles
and take it in turns to defend the opposing view.

Step 6



Then, the 4 people in the group will
comment on whether they liked any part of
the opposite role.
o seemed interesting, even if only a little.

Step 7



Pay attention to each person in the group.
Observe whether people
better understand each other or propose agreements.

Step 8



Each person will comment on how they
feel about the opposing view and the
conflict after this activity.

Conflict is when
people want or
They think different
things and that creates
tension.

Step 9



To conclude the activity,
gather in a circle and comment:

- if you connected with the opposite role;
- if you learned anything from the opposite role;
- if you shared any of the opposite role.

12. Inner work of a disruptive role

Aim of the activity

A disturbing role is a disturbing **opinion**.

Disruptive opinions are ideas that **affect** us, make us uncomfortable, we reject or dislike.

To affect is to change emotions. For example, feeling worse.

This activity is about **annoying opinions**.

The activity is useful:

- after a Group Process
- after an Open Forum;
- to understand nuisance roles;
- to feel better and freer.

This activity lasts 60 minutes (1 hour).

The activity uses the movement of people.

Steps to follow



Step 1

Do this activity **in pairs**.

Couple is 2 persons.

Step 2

Each person in the couple



will think of a **role** that they don't like or that bothers them. For example, you will think of an Open Forum role you did in the training.

Roles are our ways of acting in every situation.

Defending an opinion is a role.

Step 3



Next,

each person will explain why they do not like the role and what **values** or beliefs they have for rejecting the role.

A person's **values** are the ideas and beliefs that guide their way of life.



For example, a person which has the value of **social justice** can reject the role of someone who advocates border closures.

Social justice means that all people have equal rights and opportunities. For example, to live in dignity.



Step 4

Then, each person in the couple express their own values with their bodies.



Step 5

Next,
You will think again about the role you didn't like and express that annoying role with your body.



Step 6

Later,
you will forget the annoying role and still be able to move.
The important thing is to find out if something appeals to you or catches your movement's attention.

You can repeat your gestures and movements and change your speed or rhythm.

Also, to express new movements that come naturally.

Step 7

As you dance and move, you can comment:



- what you like or are attracted to in that movement;
- what you feel or what the movement conveys to you.



Step 8

Later,
express at the same time the 2 movements with the body.



First,
the movement that represents your values.



Second,
the movement that represents the nuisance role.

Third,
combine the 2 movements as a dance.

To combine is to
join 2 or more
things together to
create a new
thing.

Step 9

Next,
you can answer the following questions.



- What does your body feel now?
- What do you like most about your dance?
- What message does your dance want to convey?
- How can you use the message in your life?



Step 10

Finally, form a circle and share
your final dance.

Each person in the group will show their personal
dance and the rest will imitate it.





Tips for the facilitation team

The role of the team in this activity is:

- demonstrate the activity;
- demonstrate how they express their discomforting roles with their bodies.

13. Practise what you have learnt creatively

Aim of the activity

This activity is about:

- remember what you learned in training;
- apply what you learnt in the training in everyday life, at work and with groups.

Handicraft material for the activity:

- markers and coloured pencils;
- coloured paper and cardboard;
- small plastic toys;
- plasticine, watercolours and glitter;
- screen readers and devices;
- support resources and accessibility.

This activity lasts 60 minutes (1 hour).

Steps to follow

Step 1

Think about this training
and answer the following questions:



- What did you learn there?
- How did it change or **affect** you?
- What did you like or dislike?
- What was the hardest or easiest part?
- How did you feel?
- How did it help you?

Affect is that they change their emotions. For example, they may feel better or worse.



Step 2

Next,
share your experience of training.

Important

All persons will be able to express themselves
in the way that most amuses or excites them.



With beautiful music in the background,
for 40 minutes you can express and create:

- poems;
- drawings, comics, photographs, videos;
- dances, performances, songs;
- sculptures ...



Step 3

The only thing left to do now is to expose
and share all your creations.

Enjoy yourselves and have a lot of fun together!

