



“GUIDE US INTO ARTS 2-GUIA2”

Erasmus+ KA2 Strategic Partnership Project
in the Field of Adult Education

E-MANUAL- C2

Antalya / Turkey

AN EDUCATIONAL PROGRAM FOR
TRAINERS & FACILITATORS IN THE FIELD
OF ADULT EDUCATION

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INTRODUCTION OF GUIA2 PROJECT

GUIA2 is working to empower and improve employability of people with disability (PWD) and art-educators (EDU) who work for and with this population. Therefore, it is in line with goals set by the EU Ministries responsible for Education (the Paris Declaration, 2015): “strengthening the key contribution which education makes to personal development, social inclusion and participation“, „ensuring inclusive education for all“, „empowering teachers so that they are able to take an active stand against all forms of discrimination“ and that educators can „meet the needs of pupils from diverse backgrounds“. In terms of the needs of target groups: GUIA2! uses artistic education to address the immediate needs of PWD and EDU by combating marginalization and social discrimination but also low basic skills which are present due to high levels of self-stigma and low self-esteem (Corrigan, 2009). Inclusive education which includes artistic expression is crucial in this process as it helps raise selfesteem (O’Toole et.al., 2010), helps develop basic skills (Key Competences) of those involved and motivates them for education. This, in turn, gives greater employability.

Background Information

GUIA2 project is based on GUIA partnership which became an example of good practice in 2013 and addresses organizations experienced in inclusive and participatory work, especially in the field of performing arts; theatre, dance, music...

Title:

GUIDE= learn process, education

US = educators and disabled people

INTO = not only to consume, but really to go into, to participate, as equal, inclusion

ARTS = performing arts

TWO = continuation of good practice from GUIA 1

Project Aim, Activities & Partners

GUIA2 project aims to exchange experiential knowledge and methods of work with disabled people by means of artistic tools. The project will achieve:

- ☐ reducing prejudice and enhancing social and artistic inclusion,
- ☐ empowering participants by addressing their self-stigma and inviting them to join in this inclusive European educational program,
- ☐ development of inclusive methodologies for working with disabled people,
- ☐ learning through the sharing of professional knowledge.

To reach the aim of the Project, the trainings will consist of:

- ☐ Practical workshops for disabled participants, lead by host organization
- ☐ Professional teachers and trainees from partner organizations will attend these workshops,
- ☐ Post-session debriefings will exchange methodologies and experiences towards achieving monitoring and output measures,
- ☐ Public presentations to increase participation in European citizenship, promote discussions on disability & employability issue and enhance Disability Festivals,

The project acknowledges all participants as equal partners on the way to integration and to overcome stigmatization, marginalization, exclusion. Not only to guide them towards, but really to lead them “into” the arts, as active participants and artists.

During 210 days of 7 educational workshops for 100 participants (of which at least 18 are participants with disability) accompanied by 18 assistants, individual post-workshop public performances and 3 disability multiple-days festivals, participants and partners will produce and publish:

- ☐ Final photo exhibition,
- ☐ Digital Stories- short educational videos from all meetings,
- ☐ Website with educational materials (video, e-Manual, photos, descriptions of methods)
- ☐ E-Manual and a printed version- with all methods, experiences of participants, evaluation results and recommendations by experts (educators)
- ☐ Photographic documentary on the project and project partner organization

GUIA2! website will serve as a web tool where disabled people and teachers/trainees can upload their impressions, and where examples of best practice about working with arts and disabled people can be found.

The partnership was initiated by Akdeniz University from Antalya, Turkey and joined by 6 organizations from 6 countries of Europe: Tresnjevka Cultural Centre (Zagreb, Croatia), Stowarzyszenie Pracownia Filmowa "Cotopaxi" (Warszawa, Poland), Arts & Disability Forum (ADF) (Belfast, Ireland), Teatralie (Praha, Czech Republic), GC DE ZEYP (Brussels, Belgium), Blauschimmel Atelier e.V. (Oldenburg, Germany).



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WORKSHOP-2 IN TURKEY

Objectives & Target Group of Workshop-2

Objectives of the workshop-2

- ☐ learn the local educational method used by the host in working with people with special needs
- ☐ raise professional skills of educators of partner organisations
- ☐ raising EU Key Competences of participants (communication in foreign language; social and civic skills; cultural
- ☐ awareness and acceptance of differences; public speaking and communication skills; international experience)
- ☐ motivate participants (educators and people with special needs) to become involved in arts In the workshops, the participants will learn about this very special Blauschimmel approach and understanding of inclusion in the fields of arts. It will enable the participants to use these methods in their own work at home, to develop them, and adjust them to their own field and to the persons they work with. It will enhance their knowledge and their motivation because it is learning by doing and learning by having fun together.

The target groups are adult persons with and without disabilities, professional trainers, artists, and non-professionals in the fields of performing and music.

Program of Workshop-2

It is a 5-day workshop. Participants attended 6 hours of activities each day. Here is the program day by day:

WORKSHOP PROGRAMME LTT C6 ANTALYA					
TIME	16.08.2021	17.08.2021	18.08.2021	19.08.2021	20.08.2021
09.00-09.15	REGISTRATION	REGISTRATION	REGISTRATION	REGISTRATION	REGISTRATION
09.15-09.30	HOST INTRODUCTION Akdeniz University Asst. Prof. Dr. Rabia VEZNE	Group exploration and learning about disability and cultural awareness. (Yeliz SOYGÜR)	Quadruple Rotation: "Event, Space, Character" drama technique. What is Quadruple Rotation, how to play? A video on the subject will be watched. (Yeliz SOYGÜR)	PROF. DR. GÜNSELİ ORHON Introduction of the activity	POST –SURVEY QUESTIONNAIRE (Atahan Taşyürek & Asst. Prof. Dr. Rabia VEZNE)
09.30-11.00	PARTNER & PARTICIPANT INTRODUCTION Introducing the workshop objectives, facilitators and participants	Talking about the differences between international eating habits (a video will be preceded by), talking about international breakfast habits (watching a video first) (Yeliz SOYGÜR)	Playing Quadruple Rotation with different versions within the group (Yeliz SOYGÜR)	Creative writing workshop about the objects related to different cultures.	EVALUATION Backpack-Washing Machine-Waste bin (Asst. Prof. Dr. Rabia VEZNE)
11.00-11.30	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
11.30-13.00	Icebreakers: You Have the Spot, I'm You, Named Duel Facilitators encourage them to use drama to act some part of this cultural activity in groups since being in a group can make participants feel self-esteem and more relax. (Yeliz SOYGÜR)	The group will be divided into two and they will be asked to establish two separate countries (name of the country, national anthem, flag, language, traditional food and drink will be determined and written on the blackboard) (Yeliz SOYGÜR)	Tiptoi game with Turkish words (Yeliz SOYGÜR)	Creative writing workshop about the objects related to different cultures.	INTERVIEWS & FOCUS GROUP (Ayfer Sayit, Alina Aksoy, Arzu ÜLGER) Digital Story (Atahan Taşyürek & Yeliz SOYGÜR)
13.00-14.00	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK	LUNCH BREAK
14.00-15.30	Working together and in-group empathy games (Mirror, Wall, Quadruple Command, Hearing Impaired), listing the similarities and differences of how participants from different countries celebrate birthdays, new year and other special days in their countries.	How do lovers meet and start a relationship in this country? They will be animated by improvisation. What happens when the families of two young people who have decided to get married in this country meet?	Writing a story and sharing it with the group with the Quadruple Rotation technique.	Creative writing workshop about the objects related to different cultures.	Preparation for Final Performance (Atahan Taşyürek & Yeliz SOYGÜR)

	(Yeliz SOYGÜR)	They will be animated by improvisation. (Yeliz SOYGÜR)	(Yeliz SOYGÜR)		
15.30-16.00	Coffee Break	Coffee Break	Coffee Break	Coffee Break	Coffee Break
16.00-17.30	Different improvisation techniques to bring out the cultural awareness among the participants: “Free Improvisation” (Participants will think about their culture and find a specific cultural activity and talk about it. The activities can be celebrating birthday, New Year, a festival, preparing a dinner or hosting a friend. Facilitator encourages participants to talk about one of these or whatever they want. This introduction part will raise cultural awareness among participants and develop participants’ imagination.) (Yeliz SOYGÜR)	Talking and evaluating the improvisations made in the previous session (Yeliz SOYGÜR)	Animation and evaluation of written stories (Yeliz SOYGÜR)	Creative writing workshop about the objects related to different cultures.	Video Recording of Final Performance (Atahan Taşyürek & Yeliz SOYGÜR)

Learning Outcomes of the Workshop

Job-Related Skills

- ☐ improved communication in foreign language, primarily English
- ☐ raised cultural awareness about European cultures and their similarities
- ☐ Learning through the sharing of professional knowledge

Language Skills

- ☐ improved communication in foreign language, primarily English

Computer Skills

- ☐ improved computer skills necessary for filling out online questionnaires, often used for job applications, research, or online engagement in social and cultural programmes and activities

Organisational / Managerial Skills

- ☐ improved awareness of the importance of democratic decision making
- ☐ improved awareness of cultural and social differences and of risk management tools

Communication Skills

- ☐ I improved communication in foreign language, primarily English knowledge

Method Used in Workshop-2

Day 1

Activity 1: *Spot is on You:* In Round 1, when the Leader says 'You're in the spot', the participants briefly introduce themselves by saying their names. In Round 2, everyone compares himself to something that starts with his first letter (Ex: I'm Yeliz; I'm like a pillow) and the whole group repeats together. In Round 3, the participants add a name and an action to the object they compare themselves to, and when the leader says, 'You're in the spotlight', they say it; the whole group repeats.

Activity 2: *I Am You:* Participants become pairs in the circle and share non-specific information about themselves to each other. After the participants have introduced/explained themselves to each other sufficiently, everyone in the circle tells aloud what their partner told them in turn.

Activity 3: *Battle of Names:* Participants form a circle. The leader chooses a mother and takes her out of the circle, and the mother's name bends. Participants to the right and left of the bent participant shoot by saying each other's names as if they had a gun in their hands. The first participant wins and the other one goes out of the circle and becomes a mother.



Activity 4: Mirror: Participants are divided into pairs a and b. A's and B's stand opposite each other. Group a moves freely as if there is a mirror in front of it and repeats the same. Then group b moves, group a repeats.

Activity 5: Wall: Participants are divided into pairs a and b. A's and B's stand opposite each other. While group a concentrates and tries to stand still, group b tries to disrupt this situation. The same situation is repeated vice versa.

Activity 6: Sing with me: Participants are divided into pairs a and b. A's and B's stand opposite each other. He starts talking to the group and tries to say the same thing to the group and at the same time. The same situation is repeated vice versa.

Activity 7: Looking and Seeing: Participants are divided into pairs as a and b and take turns facing each other. They examine each other in the time determined by the leader. Then they turn their backs on each other. The leader asks the group questions about the clothes of the person with whom he is matched. After everyone has answered, the participants turn to each other and explain whether they answered the questions correctly or incorrectly. In the second round, one of the participants is removed from the circle and the group is asked to exchange clothes or jewelry. The participant outside the circle tries to find out what has changed.

Activity 8. The group is given brief information about improvisation techniques.

Activity 9: Participants talk about different celebrations and rituals held in their country. Then the participants are divided into groups according to their countries of origin. Each group chooses a special day and demonstrates how they celebrate according to their own traditions by making short improvisations.

Activity 10: Participants read and repeat the English nursery rhymes distributed by the group leader.

Day 2

Activity 1: Participants watch a video and then talk about different food habits and different foods between countries.



Activity 2: Participants watch a video about breakfast habits of different countries and talk about what affects our eating habits.

Activity 3: Participants talk about interesting events they have experienced while experiencing different cultures in countries they have visited before.

Activity 4: *Not Today:* Trainer puts both hands together and throws something in the circle, saying "Not today" to someone with whom they are making eye contact, as if they have something in their hands, the person who made eye contact picks up the thrown and makes eye contact with another person "not today" he throws it at her.

Activity 5: *Spaghetti:* The trainer throws the thing in his hand by saying "spaghetti" to someone with whom he makes eye contact in the circle as if he has something in his hand, the person who takes the thrown takes it by saying "gratsyas" and throws it by saying "spaghetti" to another person with whom he has eye contact.

Activity 6: *Boom:* Participants form a circle. They start counting one after the other. Instead of saying the number in multiples of 5 and 5, the boom is called and counting continues in this way.

Activity 7: *But & And:* Two volunteers are selected from the participants and they are asked to make sentences that are a continuation of each other with "But" but. Then the same activity is done with "and".



Activity 8: *Creating a country:* Participants are asked to form a country by dividing into two groups. When establishing the country, they are asked to create the name, flag, language, national food, national anthem, flag, national holiday, map, weather, vegetation, form of government, ancestral sport, national drink and a festival. The two groups tell each other about the country they founded.



Activity 9: Participants improvise about two young people from two different countries introducing their families for a dinner party to get married. While doing this, they use a made-up language called cibirca. Afterwards, each family chats amongst themselves about the dinner in chirpy language. When the improvisations are over, the participants are evaluated.

Activity 10: *Flipping Moves:* The trainer makes a move to the participants in the circle and then turns to the person on the right, they do that move at the same time with the person on the right, and they turn to the person on the right and do the same move at the same time, and the movement continues until the person who started the activity from the right. The activity then continues by adding two and three moves.

Activity 11: Participants are asked to tell a holiday memory of 15 sentences in total. Participants read after creating a 15-sentence story. The trainer then asks them to tell the same holiday story in 5 sentences and 2 sentences without losing any meaning and without disturbing its content and texture.

Day 3

Activity 1: *Not Today* and *Spaghetti* (explained before)

Activity 2: *Frozen Image:* 3 people from the participants come to the center of the circle and form a photo frame. The last person included in the frame remains, and two more volunteers from the group come and create another photo frame and continue by adding people until the event is over.



Activity 3: Participants are divided into groups of three among themselves. The groups draw one of the papers put in different bags, one of them has an event, one has a place, and one has a character. Participants perform an improvisation using these three.

Activity 4: *Quad rotation:* Participants stand with two people in front and two people behind, and the audience determines a place for the two people in the front, the row turns one round from back to front and a profession is determined for the two people in front and one more turn from back to front and After a theme is determined for the two people who are ahead in each turn, four rounds turn and everyone says their own theme and the event begins. The two people in the front improvise on their own theme until the trainer clap their hands, and when the trainer claps their hands, they continue to improvise on the new contact with the newcomer without changing the last movement on the right. Each time the trainer clap, one turn is made from the left side to the front to the back.



Activity 5: What Are You Doing? : One of the participants goes to the middle and performs an action without speaking. Another participant comes up to him and asks, 'What are you doing?' The person who started the action says another action instead of what he actually did, and the second participant starts to do the action. The group continues by adding to the actions.



Activity 6: Who is the Leader? : Participants form a circle. The trainer walks away with one person and the group chooses a leader. The selected person starts a move and the group repeats the same move. The leader changes the movement at regular intervals and the participant outside the circle tries to guess who the leader is.

Activity 7. Tiptoi: The groups are divided into three subgroups and each group is given a word. Only one person from the group tells the real purpose of the word given to the groups or what it actually means, while the others tell the wrong things about the word and the audience tries to find the person who tells the truth about the word.

Words: Proboscis, Rolling Pin, Ball, Bit

Activity 8. Tomatoe: The groups are divided into three subgroups. Each group is given a situation and asked to act out. They will only use the word 'tomatoe' when speaking.



Activity 9: Movement Flip: (explained before)

Activity 10: Sequential Flipping: Trainer tells the first day of the week to the person to his right, and the participant next to him conveys the next day to the person to his right. While this continues, the trainer says a number to the one to his right, and the participant next to him conveys the next number to the one to his right. Then the trainer tells one month of the year to the one on his right, and the participant on his right conveys the next month to the next one. The game lasts until the trainer finishes the game. Participants pay attention to eye contact.

Activity 11. The groups are divided into three subgroups. Each group develops an imaginary product and writes its features on a piece of paper. Papers are exchanged between groups and they are asked to name the products. The papers are redistributed among the groups and they shoot a commercial for the product whose name and features they read. Improvised performances are monitored.

Activity 12: The groups are divided into three subgroups. Each group writes a story for the final shoot.

Day 4

The workshop held at theAntalya Museum. It is about creative writing. When visiting the museum, participants chose an object, did a research about the object. Then they imagine themselves as the object. Then they talked about their feelings.



Day 5

Activity 1: The groups do the animation of the story they wrote.



Activity 2: The workshop is ended by shooting final videos.



Evaluation

10 Participants filled pre-survey before workshop and 9 participants filled the post-survey after the workshop.

Pre-Survey Results

Participants were asked about their expectations from the partnership, the host, and the workshop. Here are the answers:

Based on the information that you have, what do you expect from the partnership?

- ☐ I am looking forward to the theatre course and learn something new from the other participants.
- ☐ Gain new skills in using performative arts for working with people with disability.
- ☐ I expect to gain new knowledge, cultural exchange and to improve my language skills
- ☐ I wish that the theater group will grow together. I like to meet people from other nations and talk in foreign languages or find ways to communicate in other ways in speaking. For example by dance or standing pictures in the theater.
- ☐ New friendships and constructive conversations
- ☐ I don't have any expectations.
- ☐ I'd like to have chance to learn from each other and be respectful
- ☐ I expect collaboration and sharing for the future.
- ☐ Exchange with the partners from every partnership.
- ☐ I only expect to meet all people from partnership in real after so many months of covid isolation!

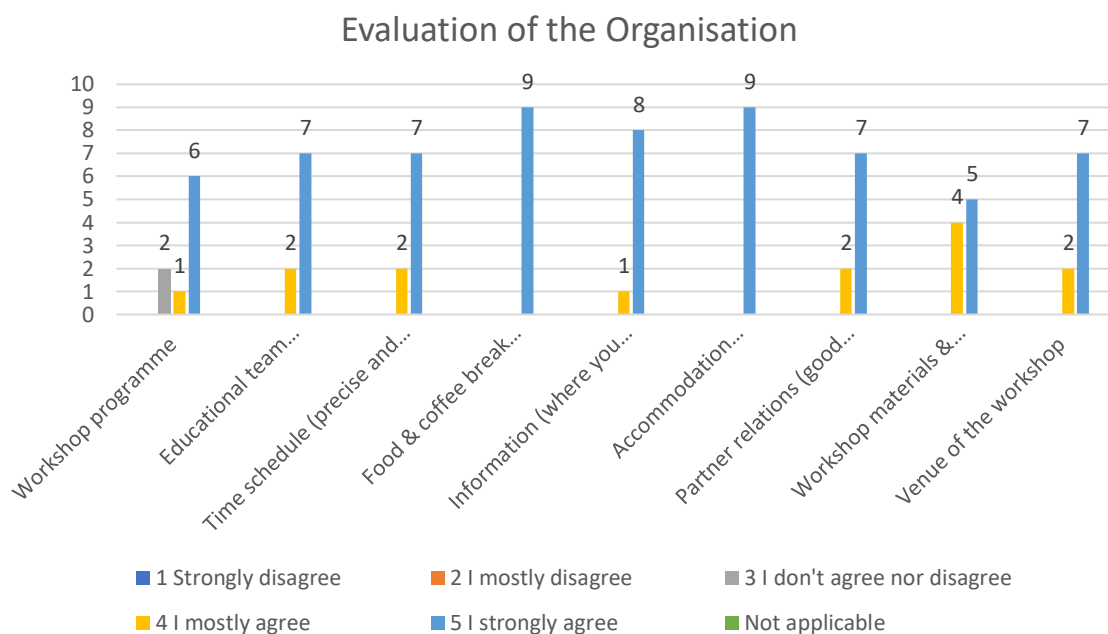
Based on the information that you have, what do you expect from the host?

- ☐ Friendly people
- ☐ Great educational experience, non-formal education with a lot of interaction.
- ☐ I don't have expectation Siehe oben...
- ☐ I have no expectations for now
- ☐ I don't have any expectations.
- ☐ Tolerant and acceptable atmosphere is the most important for me
- ☐ I expect organization of creative workshop, debates and support in any situation.
- ☐ To have exercises in theater work.
- ☐ I have been here before on TPM and everything was perfectly organised and planned so I am looking forward to meet all Akdeniz University project involved team!

Based on the information that you have, what do you expect to learn from this workshop?

- ☐ To bring something into my theatre-work in Germany
- ☐ To learn about the Turkish way of using performative arts in inclusive work.
- ☐ New skills
- ☐ Being open minded
- ☐ I have no expectations for now
- ☐ I expect to share and learn some new approaches to theatre as well as creating some new contacts for possible future cooperation.
- ☐ I'd like to learn how to use theory in practice
- ☐ I expect sharing of our experiences, planing and discussing our visions to the future and also to learn new ways of work and try some.
- ☐ I will see. I hope I will learn something for my theaterwork in Germany.
- ☐ I don't have a particular expectations. It would be great to keep balance between hard work and leisure time. And as a highly sensitive person sometimes I feel overstimulated so it would be nice to have a time only for myself.

Post-Survey Results

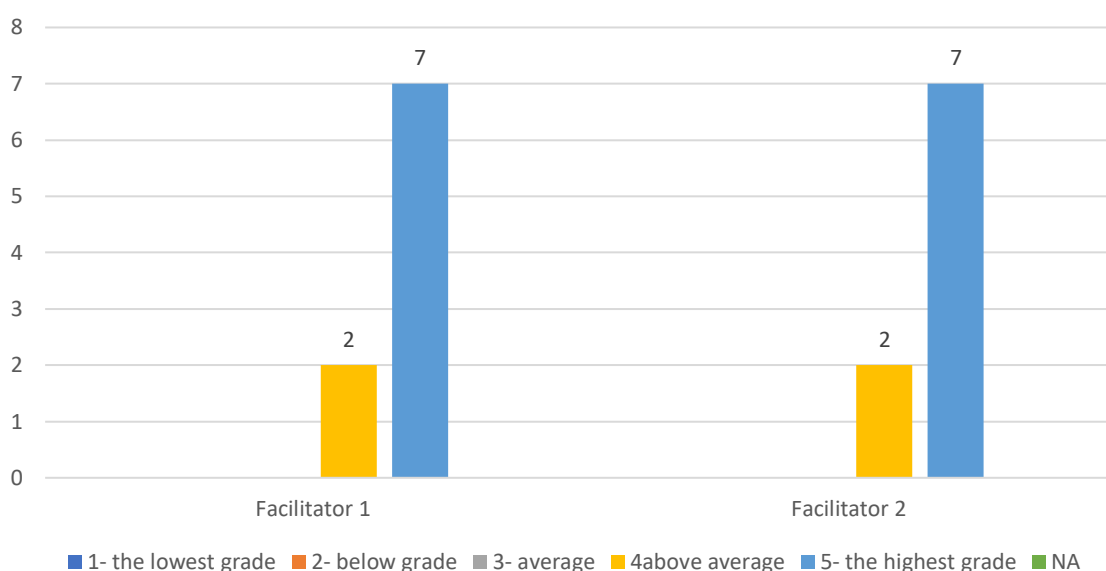


(Optional) Please comment on the organisation. Your comments will help improve future events.

- ☐ It has been a very great event. I would like to do it again next time. All people are so friendly.

- ☐ Everything was great. Keep the good work
- ☐ Everything was perfect, çok teşekkürler ederim
- ☐ The Workshop was well organised, in a very good structure, absolut professional.
- ☐ I do not have any recommendations
- ☐ The organization of the workshop was very good. I felt comfortable and it was easy to follow what is on the programme.
- ☐ Organisation of the workshop was really good. Some of the workshop tasks did not fit me and I new some of the techniques. But it is a question of individual taste. Some of the tasks I enjoyed a lot.
- ☐ I think the organisation is really friendly for people from another country. People from there are always helpful and show us a lot of new things workshop is the beautiful guesthouse lunch and dinner is super. The group is fantastic. I love it.

Evaluation of the Facilitators

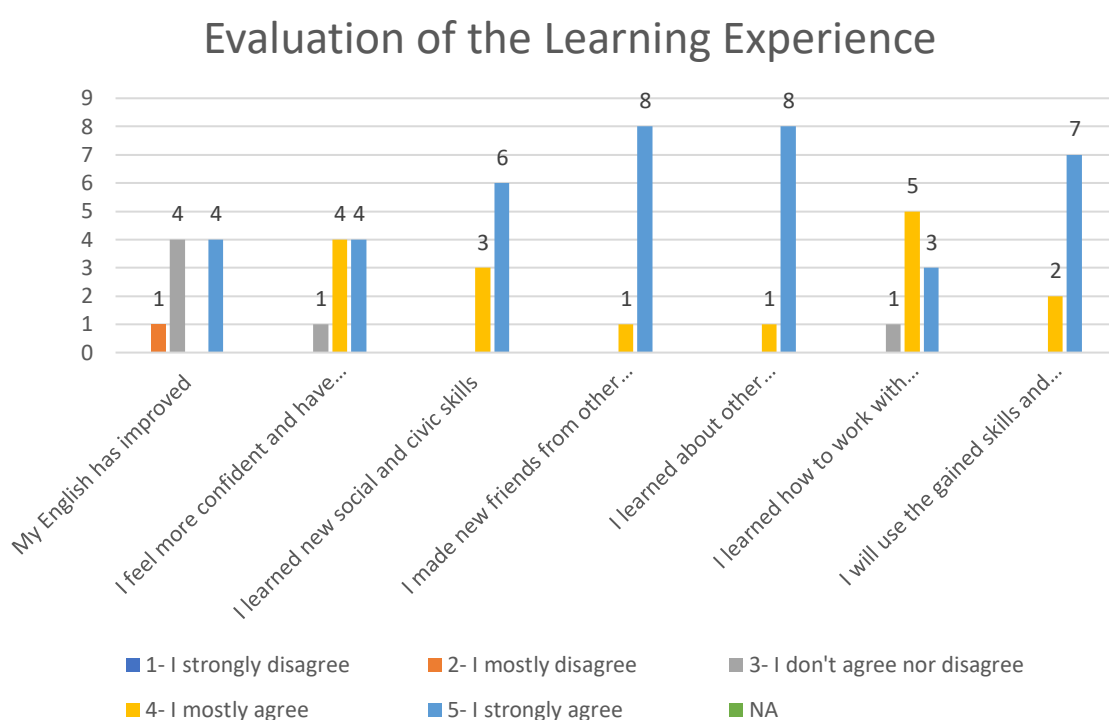


(Optional) Please comment on the facilitator. Your comments will help improve future events.

- ☐ The facilitator has been very friendly, funny and clear in saying things
- ☐ We got a very transparent, friendly and profesional workshop structure. The outcome and what I will take with me is amazing. I am also a teacher for theater, but I learned many new exercises.
- ☐ I am not so communicative person so I would appreciate more time to get closer to them.
- ☐ The facilitators were good explaining and very helpful and showed a destination.

(Optional) Please comment on other facilitators, if applicable. Participants and guest who gave energisers or parts of the programme. Your comments will help improve future events.

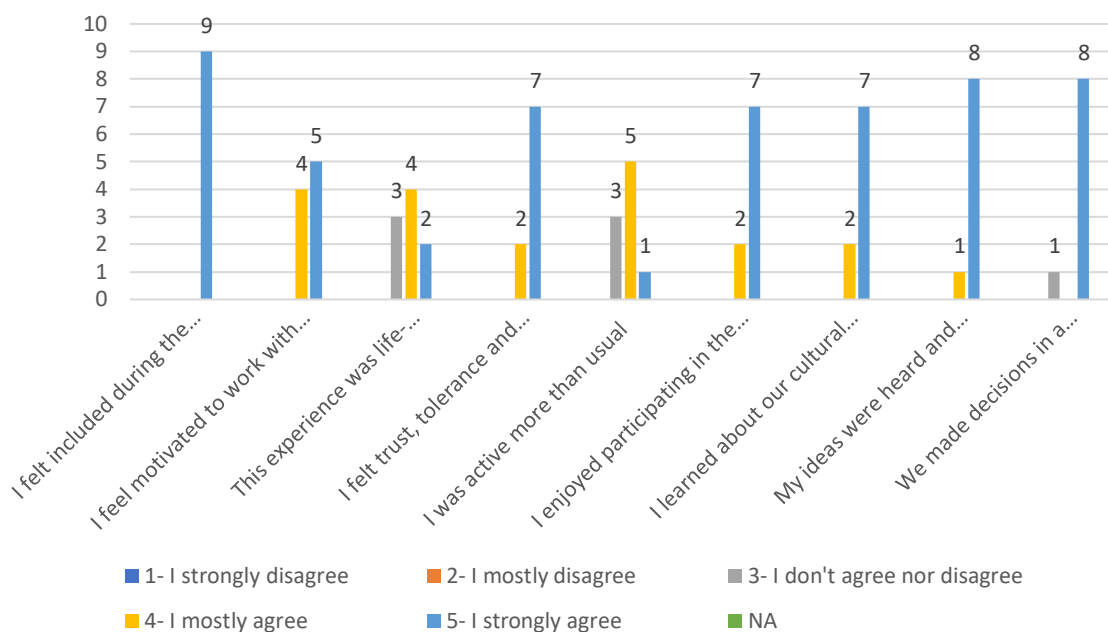
- ☐ It was a perfect hosting all the time.
- ☐ I really appreciated the workshop in museum. We could learn something about history and it was nicely connected to the introduction of creative writing. It was a complex day.
- ☐ The whole group was really good collective. I felt really comfortable and free to feel how I needed. some of the tasks at the workshop were a bit stressful. I am not an actor and also I did some of them many times and I already know what fits to me and what does not.



(Optional) Please comment on your learning experience. Your comments will help improve future events.

- ☐ As I said that I liked the day with museum, I think it is because it was simply more complex and we could dive little bit more into one topic. I think that could maybe help to improve future events - to stay longer with some skill or principal or technique, so we can really learn how the facilitators work and then we can talk about it deeper.
- ☐ I learned how empathic I need to be in my future work.

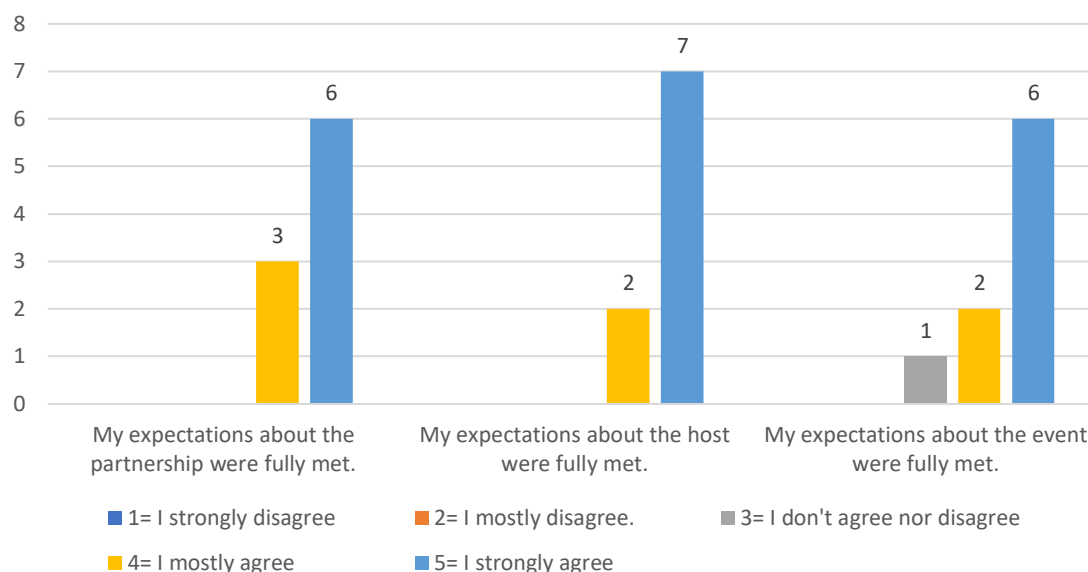
Evaluation of the Overall Experience



(Optional) Please comment on your overall experience. Your comments will help improve future events

- ☐ Every time it was something new and different. So it was very interesting.
- ☐ It was very nice experience for me. I appreciate that I could be here, so thank you very much for that. It would be maybe nice to talk more about how others work in their home countries.
- ☐ For me it is sometimes hard to share every idea I have so it is difficult to discuss with me sometimes.

Participant Expectations



Please comment on your expectations. What was good?

- ☐ Learned a lot about other countries customs.
- ☐ The exercises, the facilitators, the organisers, everything was perfect!
- ☐ The focus was absolutely on the theater with very different methods. It was amazing and helpful for my future.
- ☐ My expectations were fulfilled!
- ☐ Great environment, nice people.
- ☐ I enjoyed the sharing of our experiences and cultures the most.
- ☐ This workshop went further than my expectations. I was really positive surprised by many things, especially how I felt with the group, host and facilitators make really friendly and safety atmosphere
- ☐ It was very exciting for me to participate on a workshop where people from different countries meet and one can communicate and share experiences.

Please comment on your expectations. What was not to your expectation and needs to be improved?

- ☐ Everything was fine Everything was up to my expectation.
- ☐ All good - especially during COVID-19
- ☐ I missed a little bit, that they will be more people of disabilities.
- ☐ I can not find nothing to be improved.

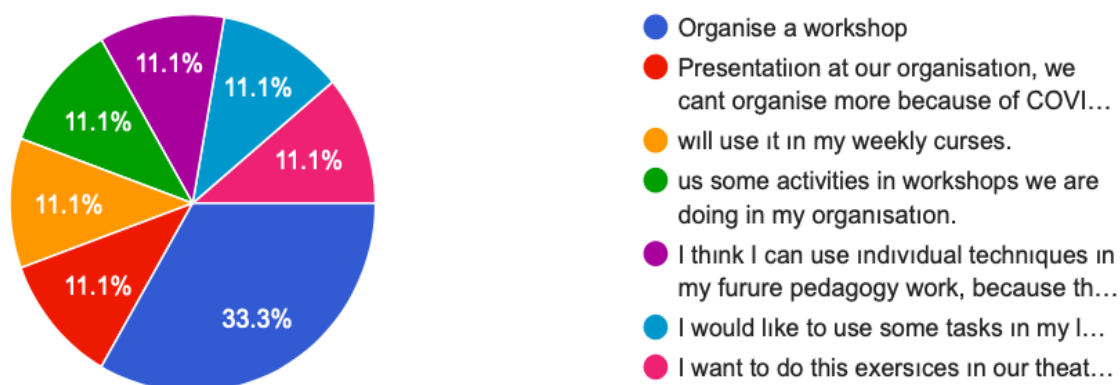
- ☐ The workshop had for me a weak concept and I did not know why am I doing some exercises. I did not see the point at the end of task sometimes. But as I said some of the techniques does not fit to me and I know it about myself.
- ☐ I think it could be more talks about excercises.

Please comment on your expectations. What should be avoided in the future events of GUIA2?

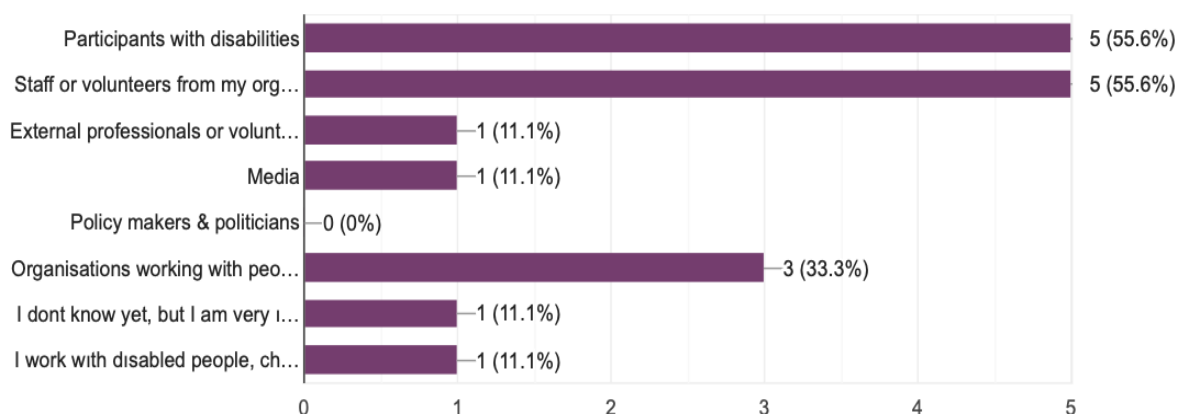
- ☐ I don't have any complains.
- ☐ This is an example for others to follow.
- ☐ I wish future events could take as much as possible from this one. Especially when it comes to balance between work and leisure time.
- ☐ I don't think there should be something avoided. It was balanced nicely.
- ☐ Maybe we could spend more time at the talks about goals and expectacion rather than another tasks.

Follow-Up

Participants were asked about how they plan to use the knowledge they gained at the workshop. Here are the answers:



Participants were asked about for which target group they will organise their follow-up workshop and who they will invite to join their follow-up activity. Here are the answers:



Please describe in short your planned activity

- ☐ I will give a course of mask theatre together with a colleagues. So the games and exercises that we learned here are perfect for warm-up and getting into improve scenes.
- ☐ Cekate will invite everyone for online presentation.
- ☐ Presentation on our weekly workshops, we will try some of the exercises we learned here
- ☐ We will continue with the weekly courses and will use the activities which I learned here.
- ☐ I would like to organize activity dedicated to our learning disability group and professionals working with such groups.
- ☐ I will discuss this workshop with Ilona and Stephan in regards to their work. And there is an opportunity to use some of the gained skills on a festival for theatre with mentally disabled actors called Menteatral which takes place every summer in Czechia. I have the opportunity here to work with special groups and there is also a great platform to discussion, so here I can talk about GUiA project.
- ☐ I just will play some of the games with children in my lesson.
- ☐ I think my planned activity will be for students who want to be more confident and also improve their social skills and creativity. I think that many students need something like that especially after pandemic.
- ☐ I will use exercise from workshop trying to make safety atmosphere in group and make individual goals come true. I will work in a theatre group and want to do these exercises with the participants.

Creative Evaluation

What did you find the most useful?

- ☐ The group and lots of ideas
- ☐ Learning Museum technique
- ☐ Exercises for theatre
- ☐ The exercises in theater.
- ☐ Movement and improv techniques improving self awareness
- ☐ Meeting others and have the opportunity to see what is their approach to different games and activities.
- ☐ The creative writing workshop in the museum.
- ☐ Exercise when we must be aware of others

- ☐ Experience

What was the least useful?

- ☐ Everything was useful
- ☐ Some exercises I know already before. but not that many.
- ☐ The made up language task.
- ☐ Some excercises was too long for me

What was difficult for you (working with people with disabilities, watching yourself on video, using the equipment, communicating with the trainer or other participants, etc.)?

- ☐ Seeing me at the photos
- ☐ I felt comfortable with everything
- ☐ Depending only on WIFI
- ☐ The hot weather
- ☐ To fill comfortable with my body during some activities
- ☐ There was a slight language barrier...of course ☐
- ☐ For me it was difficult to switch quickly between the improvisation principals.
- ☐ Sometimes I didn't understand the excercises
- ☐ The language

Was there anything outside the official curriculum that you won't forget? Why?

- ☐ That we tried to tell the taxi driver at the airport, that we would like to go to the guest house and he always said: Hospital!! Hospital!! :-D :-D :-D
- ☐ Your effort to make us enjoy every day
- ☐ Friends, beach and nice evening
- ☐ The time with the other people, get in touch with other culture and also the Aquarium visiting and of course the friendly hosting
- ☐ Hospitality!
- ☐ The enviroment...people, city,...
- ☐ I would mention really good organisation and communication with the host side.
- ☐ The beach side full of mountains we had really great time with group there

(OPTIONAL) If you have any comments, suggestions, or remarks, please share them here.

- ☐ Next time I would prefer more continual work on one or two tasks for longer time and have maybe (not neccessarily) some shape from it.