ARTcoWORKers

LEARNING MATERIALS for the ARTcoWORKers Training Course

ENGLISH LANGUAGE

Arts and People with Disabilities – Cooperative Digital Working for Inclusion during the Pandemic

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Verein zur sozialen und beruflichen INTEGRATION VSBI e.V.

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СЕНКИ И ОБЛАЦИ

Table of Contents

Welcome

Dear Reader!

Here you find the Learning material of the "Course for people with disabilities in the field of active citizenship and creative work" differentiated by modules is described. The course may be settled in person or online through this "Platform" course given the current circumstances still affected by the pandemic. Link to platform: Training – ARTcoWORKers Platform (artcoworkers-platform.eu)

These materials consist of 7 modules that have been prepared by the different ARTcoWORKers project partners, as well as an introductory module.

2.0 Introduction

The introduction part of the course deals with the methodology of the ARTcoWORKers project.

Module 1 - Developing self-knowledge

The "Developing self-knowledge" module has three subchapters which are: self-representation, developing creativity and building self-confidence. The goals are understanding the components of creativity, developing creative thinking and dealing with self-compassion.

Module 2 - Independent living, UN CRPD and peer Counselling

This module deals with independent living, UN CRPD and peer Counselling. The goal is learning new online tools with a focus on creativity and self-reflection.

Module 3 - Union citizenship active citizenship

The Union citizenship and active citizenship module helps us to develop intercultural competences, empathy, relations with culturally different others. Title of the subchapters are globalization, active citizen; identities and interculturalism; awareness of others.

Module 4 - Communication

The communication module deals with nonviolent communication, assertive communication techniques and disability-friendly communication.

Module 5 - Inclusion

In the inclusion module we are telling positive and negative examples, specifically for the period of the pandemic or its effects. We are sharing best practices from the field of art, focusing primarily on situations of the pandemic or other similar isolation.

Module 6 - Shadow Theatre

The shadow theatre module is about reflecting and self-reflecting on the specific roles of each team member during performance design, rehearsal and production period.

Module 7 - Blended learning, e-learning

The blended learning, e-learning module deals with inclusion design and accessibility in the online space.

All this is facilitated by a lot of learning materials, short enjoyable videos, links and/or homework in the modules.

Tips for the deeper learning:

- Make a learning diary!
- Use tutorials videos! Link to videos:

  ARTcoWORKers - Intro; Partners

  Module 1; Module 2; Module 3; Module 5; Module 6;

  Accessible Shadow Theatre

  About Independent Living

  Shadow theatre play: Autumn; Summer; Spring; Winter

  The magic of shadow Theatre

  Schattentheater bei KOPF, HAND und FUSS

- Get more experience in practice!

Kind regards,

your ARTcoWORKers Team

2.0 Introduction

Activity description

Getting to know the idea of ARTcoWORKERs. Know what expectations and goals are placed on ARTcoWORKERs. Getting to know each other.

Goals

Getting an understanding of the ARTcoWORKers project. Accompanied introduction to the structure of the course and its objectives.

Getting an overview of the methodology. Determining sample ground rules for training. Getting to know each other.

Warm-up questions

- Who are you?
- What is your goal with this training?
- What are your expectations from the course?

Notes

Find sample ground rules for training listed below:

1. Punctuality: Arrive on time to each workshop session.
2. No Disturbances: If you are unclear about the topic being discussed or the instructions, please ask the facilitator to clarify.
3. Respect Others: Respect each other, yourselves, and the trainer. Do not speak when someone else is. Listen actively. The trainer will be facilitating the discussions with your assistance. Not interrupting when someone else is speaking.
4. Participation: The workshop can only be successful if it is a two-way process and if everyone participates fully.
5. Agree to Disagree: During this workshop everyone must feel free to express opinions and concerns. Everyone should contribute to a safe/non-judgemental environment.

6. Give your honest feedback: Constructive criticism is appreciated and is the only way that we can improve.

Module 1- Developing Self-Knowledge

Activity description

Getting to know the other trainers and experiences in the field of the creative sector, dealing with personal experience in professional life on accessibility topics, and networking with disabled people in relation to the creative sector.

Define the self-image, (knowing personal strengths and weaknesses, what is the distance between the ideal and realistic version, how far is my ideal self- image). Getting to know how the abilities of a creative person can improve, testing and developing creative thinking, listening to each other, what the participation in teamwork means.

Understanding the components of creativity. Collect exercises which increase self-esteem.

Subchapters

2.1 Self-representation

2.2 Developing creativity

2.3 Building self-confidence

Goals

Collecting best practices which increase self-esteem. Understanding the components of creativity. Developing creative thinking. Dealing with self-compassion. Keeping self-esteem in balance.

Warm-up questions

- How do you view your abilities?
- How do you view your personality traits?
- What is creativity?
- How can you comfort and care for yourself?

2.1 Self-Representation

Warm-up questions

What do you think you look like? How do you view your abilities? How do you view your personality traits? What do you believe others think of you? Who are you? What is your ideal self-image? Are you nowhere near your ideal version of yourself? What do you want to be? Do you feel you have a good self-image? What do you do to boost your own self-image? Do you often have a positive self-image? Do you often have a negative self-image? What are your strengths?

Prologue

We deal with the question "who am I". The basis of self-knowledge is that I am aware of my self-image.

What is self-image?

We deal with the question "who am I". Self-image is the personal view, or mental picture, that we have of ourselves, that involves the characteristics of the self, including such things as intelligent, beautiful, ugly, talented, selfish, and kind. These characteristics form a collective representation of our strengths and weaknesses as we see them. So, self-image refers to how we see ourselves on a more global level, both internally and externally. What you see when you look in the mirror and how you picture yourself in your head is your self-image.

Self-image is based on our perceptions of reality, that is built over a lifetime and continues to change as we do. We all have things we don't love about ourselves and/or things we would like to change.

Have you got a role model?

Role hero may be someone you know personally, professionally or even someone you've never met (family members, friends, coworkers, someone famous, expert in your field). What have you learned from your role model? What are the qualities you admire? What are his/her strengths?

What are your personal strengths?

We discover our personal strengths list and collect tips to develop a positive self-image.

Core strengths

- Peterson and Seligman (2004) came up with the below list of 24 core strengths, referred to these as character strengths. Each of these strengths exists in all of us to varying degrees. These are defined as our built-in capacities for particular ways of thinking, feeling, and behaving.

- Our character strengths are relatively stable, but intentional activity will likely result in some significant changes in our character strengths ranking.

- Furthermore, changes in life circumstances alter the opportunities to act in particular.

- Positive psychology supports individuals to reflect on, consider, and identify their core strengths. The "virtues" can be described as the universal, core characteristics and the "strengths" are specific routes through which the virtues can be displayed (Niemic, 2018). These virtues are age-old and have been discussed by philosophers such as Plato, Aristotle and Socrates. (Appendix 1.1b)

- Fill out the survey of personal strength! Link to survey: https://www.viacharacter.org/survey/account/register

- Tips to develop a positive self-image:

- One of the best ways to work on your self-image is to gain some self-knowledge. Take a self-image inventory (make a list of your positive qualities, remember how far you have come).

- Define reasonable and measurable personal goals and objectives.

- Confront thinking distortions.

- Identify and explore the impact of childhood labels.

- Refrain from comparing yourself to others.

- Learn to love yourself.

- Give positive affirmations.

- Describe a specific time your strengths were able to help you in a relationship/your profession/with personal fulfilment.

- How other people have benefitted or might benefit from this skill?

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- Write down at least five things that you are proud of yourself for doing or accomplishing. These achievements can be big things, like winning a national competition, or smaller things, like acing a test. It reminding yourself of what you are capable of and challenging yourself to rise to the occasion next time you run into an obstacle.
- Put together a list of situations in which you overcame some kind of adversity (could be anything from institutional and systemic adversity, personal adversity.) Write down the details of each of these three occasions and use the written record to remind yourself of your strength, your resilience, and all that you are capable of.
- Observe what brings you joy, and then do more of it.

Do you want to know more things about self-image?

According to Oltmann (2014) a person's self-image has three elements and six dimensions.

Elements:

1. The way a person perceives or thinks of him/herself.
2. The way a person interprets others' perceptions (or what he thinks others think) of him/herself.
3. The way a person would like to be (his ideal self).

The six dimensions of a person's self-image are:

1. Physical dimension: how a person evaluates his or her appearance
2. Psychological dimension: how a person evaluates his or her personality
3. Intellectual dimension: how a person evaluates his or her intelligence
4. Skills dimension: how a person evaluates his or her social and technical skills
5. Moral dimension: how a person evaluates his or her values and principles
6. Sexual dimension: how a person feels he or she fits into society's masculine/feminine norms

Identifying emotions (Link to further information: emotions.)

"Emotions are a process, a particular kind of automatic appraisal influenced by our evolutionary and personal past, in which we sense that something important to our welfare is occurring, and a set of psychological changes and emotional behaviours begins to deal with the situation"(Paul Ekman). According to Ekman there are seven universal facial expressions of emotions. Anger, contempt, disgust, enjoyment, fear, sadness and surprise. (Link to more information: universal facial expressions.)

"You are not your feelings." What does it mean? Self-image and self-esteem tend to vary and fluctuate, our emotions greatly influence it. If we are able to recognize this, we can also handle it more consciously, for example when we are sad, because we know that this will not always be the case. If something fails, if we're rejected or if we're in a bad mood, we are still the same person.

Evaluation of the lesson

✓ Do you feel satisfied with your career? Did you get another picture during the pandemic?

✓ What have you learned from your role model?

✓ What are his/her strengths? Do you agree with the result of your strengths?

To-do list

1. Fill out the survey of personal strength! Link to survey: https://www.viacharacter.org/survey/account/register

2. Who are you? Make an introduction about yourself! Send it to the trainer and add it to your learning diary! You can use digital storytelling.

3. What is digital storytelling? ('2.03) Link to video: https://www.youtube.com/watch?v=JIix-yVzheM

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Balance wheel: https://www.worksheeto.com/post_life-balance-worksheet_284710/

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Appendix

1.1a Map your self-knowledge

What do I do best?	My motto	What am I proud of?
What are my professional goals?	What are my desires?	What have I done before?
	What do you need to know about me?	

1.1b Personal strengths wheel

Classification of 6 Core Virtues and 24 Strengths of Character (Table from Ruch et al., 2010)
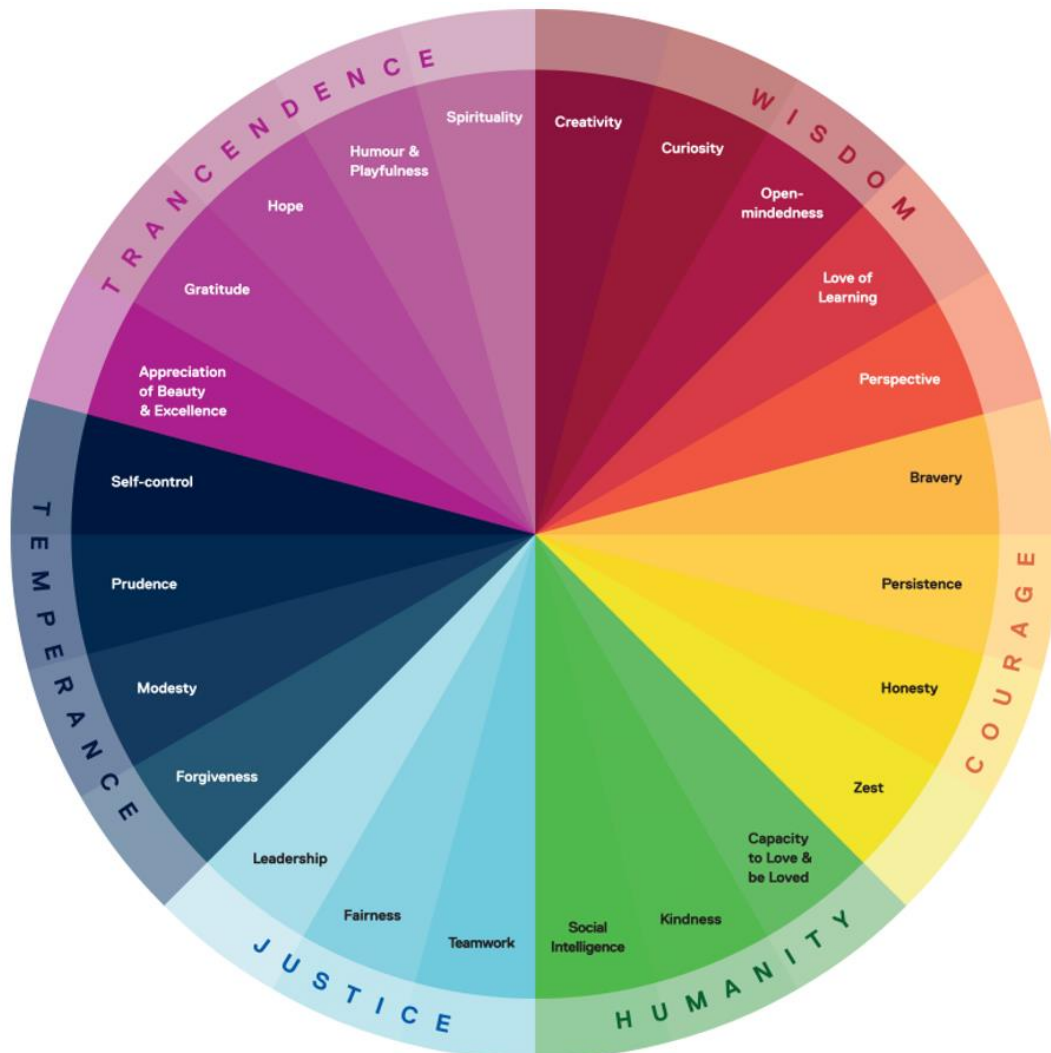
Virtue I. Wisdom and knowledge: cognitive strengths that entail the acquisition and use of knowledge.

(1) Creativity: thinking of novel and productive ways to do things

(2) Curiosity: taking an interest in all of an ongoing experience

(3) Open-mindedness: thinking things through and examining them from all sides

(4) Love of learning: mastering new skills, topics, and bodies of knowledge

(5) Perspective: being able to provide wise counsel to others

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Virtue II. Courage: emotional strengths that involve the exercise of will accomplish goals in the face of opposition, external or internal.

(6) Bravery: not shrinking from threat, challenge, difficulty, or pain

(7) Persistence: finishing what one starts

(8) Honesty: speaking the truth and presenting oneself in a genuine way

(9) Zest: approaching life with excitement and energy

Virtue III. Humanity: interpersonal strengths that involve "tending and befriending" others.

(10) Love: valuing close relations with others

(11) Kindness: doing favours and good deeds for others

(12) Social intelligence: being aware of the motives and feelings of self and others

Virtue IV. Justice: civic strengths that underlie a healthy community life.

(13) Teamwork: working well as a member of a group or team

(14) Fairness: treating all people the same according to notions of fairness and justice

(15) Leadership: organizing group activities and seeing that they happen

Virtue V. Temperance: strengths that protect against excess.

(16) Forgiveness: forgiving those who have done wrong

(17) Modesty: letting one's accomplishments speak for themselves

(18) Prudence: being careful about one's choices; not saying or doing things that might later be regretted

(19) Self-regulation: regulating what one feels and does

Virtue VI. Transcendence: strengths that forge connections to the larger universe and provide meaning.

(20) Appreciation of beauty and excellence: noticing and appreciating beauty, excellence, and/or skilled performance in all domains of life

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(21) Gratitude: being aware of and thankful for the good things that happen

(22) Hope: expecting the best and working to achieve it

(23) Humour: liking to laugh and joke; bringing smiles to other people

(24) Religiousness: having coherent beliefs about the higher purpose and meaning of life

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1.1c The wheel of life / Balance wheel

Directions: The eight sections in "the wheel of life" are one way of representing life. Mark your current level of satisfaction with each segment by drawing a line to create a new outer edge. The new perimeter of the circle represents your current balance wheel.

The eights sections are business/career, money, health, friends & family, love romance, personal development, fun & relaxation, personal spiritual growth. Link to sheet:

https://www.worksheeto.com/post_life-balance-worksheet_284710/

Personal &
Spiritual Growth

Business /
Career

Fun &
relaxation

Money

10   9   8   7   6   5   4   3   2   1

Health

Personal
Development

Love &
romance

Friends &
Family

Example

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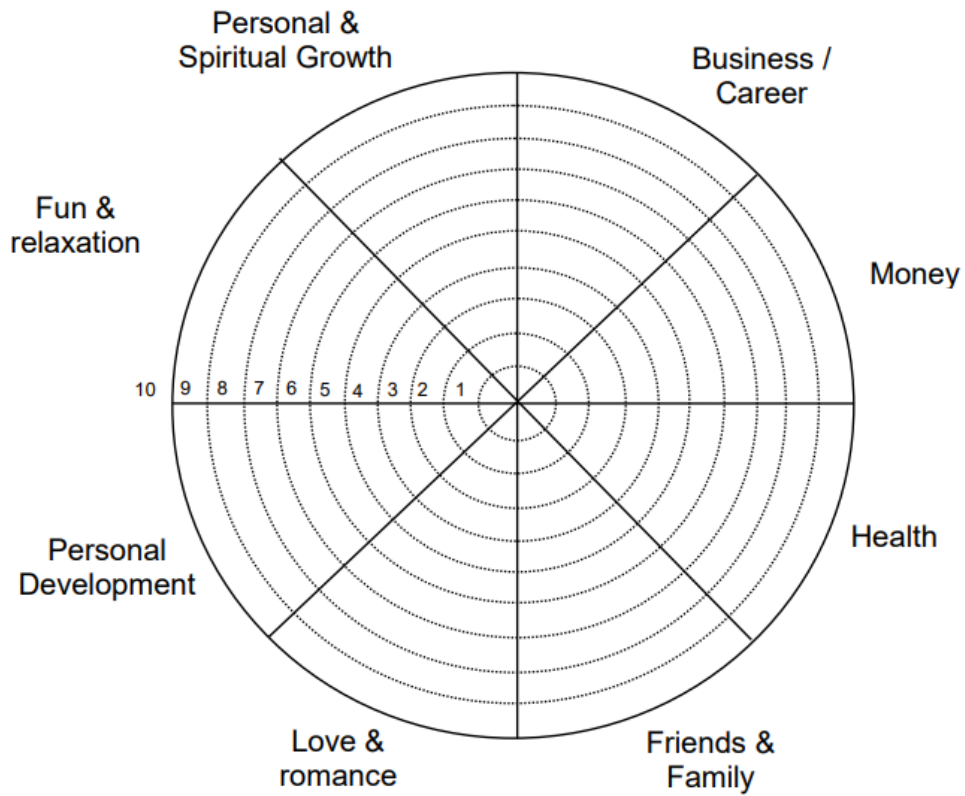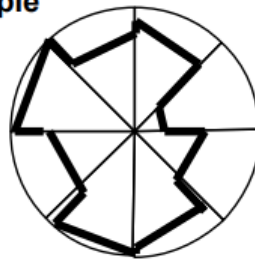
2.2   Developing Creativity

Warm-up questions

- Who is considered to be talented? Is talent some kind of special gift? Inherited or learned?
- In what areas can someone be talented?
- Is everyone talented in something, or is being a talent a privilege? Is it a blessing or a curse?
- Who seems talented as a child will remain so as an adult?
- Can someone be talented on their own or do they need some support? How can the environment affect the complete development of talent? Can accidental events play a role?
- What is creativity?
- Who is considered to be creative? Does (s)he have good ideas? Or strange ones? Does (s)he see the world differently? Imaginative? Spontaneous? (S)he never gets bored?

Prologue

In today's sense, talent is a socially useful phenomenon. Talented people take the world forward, shape culture and our way of thinking. They develop technology, science and set contemporary art trends, literature, music, gastronomy, architecture…

Today, talented people are considered as prominent figures shaping the world and having a great deal of responsibility.

Talent and creativity

What is talent? What does it mean to you?

Definition: „Talent is an ability built on the capabilities born with us and then developed through practice and ambitious development. An ability which can create an above-average performance in one or more areas of human activity." *(István Harsányi)*

As for talent, the models point out that talent alone cannot be described by certain outstanding abilities. The human nature of a talented person, as well as the personality

traits and external circumstances that contribute to the development of abilities, should not be neglected either.

What is creativity? What does it mean to you?

Definition 1: The word *creativity* comes from the Latin word *creare* which means to beget, to give birth, to make, to create. To see things differently than usual, not to apply but to create, not to learn but to invent. A self-sufficient, creative activity beyond intelligence but not independent of it; *(Landau, 1974).*

Definition 2: Mihály Csíkszentmihályi sheds new light on the question: he claims that we can talk about two kinds of creativity.

Small "c" creativity: people with unusual thoughts, interesting and inspiring personalities, unusually quick thinkers perceiving the world in an innovative and original way.

Big "C" Creativity: individuals who changed culture significantly. e.g., Einstein, Leonardo, Picasso, Edison.

Creativity is an act, an idea, or a product that either changes an existing domain or transforms it into a new domain.

The creative person is the one whose thoughts or actions change a domain or create a new one.

How creative are you?

Measure your creativity! Creativity tests include tasks with multiple correct solutions. In the case of open-ended tasks, the person tested does not choose from the given answers but creates the end of the task himself/herself. (Appendix 1.2f, 1.2g)

Tests are evaluated based on 3 criteria:

- fluency = number of answers (rapidity of association)
- flexibility = number of categories used (variation of solutions)
- originality = authenticity (unusual solutions)

What is the characteristic feature of creative thinking?

Divergent thinking allows you to analyse a problem from multiple perspectives and to connect elements that are usually independent or incompatible with each other. Divergent tasks may have several solutions and this is what is measured in creativity tests. Features: easiness and fluency of thinking; the ability to come up with as many ideas as possible; the ability to take new aspects into consideration; originality; problem sensitivity.

Components of creativity/divergent thinking was divided into the following components by *Guilford*:

Sensitivity: Sensitivity to the problem. Creative individuals may see problems non-creative people may not. They are susceptible to unusual things.

Fluency/easiness: Associative "wealth": creative people come up with a large number of ideas. Easiness, rapidity, quantity and fluency of mental productivity.

Originality/authenticity: With the help of new, unusual and innovative ideas, creative thinkers can provide original answers which are different from other people's solutions. It is also called a transformation factor as the structure of the problem shall be transformed to find the correct solution.

Flexibility/elasticity: Creative people apply a wide range of approaches and can create different ideas. This category refers to the transformability of stored information.

Elaboration/development: The need for elaboration of details, complexity. An ability which helps to build a structure from the available information. More specifically: creating a plan from an idea.

Redefinition: Reorganizing, reinterpreting, re-evaluating, transforming, or at least reviewing intellectual structures.

What motivates you?

A key factor in talent is MOTIVATION. Our interest will be determined by whether our feelings about work/studying are dominated by joy, boredom, or anxiety. You can concentrate best when you take pleasure in the given activity.

What is flow?

The individual experiencing the flow is so immersed in the activity that the person and the activity fully merge with each other and the individual becomes relaxed by the activity. The activity is autotelic and the action is rewarding in itself. *(Csíkszentmihályi)*

Conditions of flow experience (Appendix 1.2h):

The key to creating the perfect experience is the balance between our skills and the challenges; we should choose a clear and achievable goal for which our abilities are sufficient; to be able to receive continuous feedback on the steps taken in the process.

If these conditions are met, the flow experience encourages us to learn, to face new challenges and to acquire higher and higher levels of skills. *(Csíkszentmihályi)*.

Evaluation of the lesson

- ✓ What does talent mean to you?
- ✓ What do you do if you want to achieve some creative result? Did you get useful tips during the lesson which you can use for achieving creative results in the future?
- ✓ Did you have any creative work during the pandemic? And after it?
- ✓ Do you experience any difference between creative work opportunities during and after the pandemic?
- ✓ Remember for your "flow experiences"! Share one example!

To-do list

1. Measure your creativity! (Appendix 1.2b, c)
2. Read more about problem solving and mind mapping! Link to article: https://www.braindirector.com/ten-ways-to-use-mind-maps-for-increased-productivity/

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Useful links:

https://www.verywellmind.com/characteristics-of-creative-people-2795488

https://rockcontent.com/blog/creative-thinking-skills/

https://www.braindirector.com/ten-ways-to-use-mind-maps-for-increased-productivity/

https://renzullilearning.com/en/Menus/7-researchbased-learning-system

Creative Thinking: How to Increase the Dots to Connect:
https://www.youtube.com/watch?v=cYhgIlTy4yY ('5.10)

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Appendix

1.2a My name poem
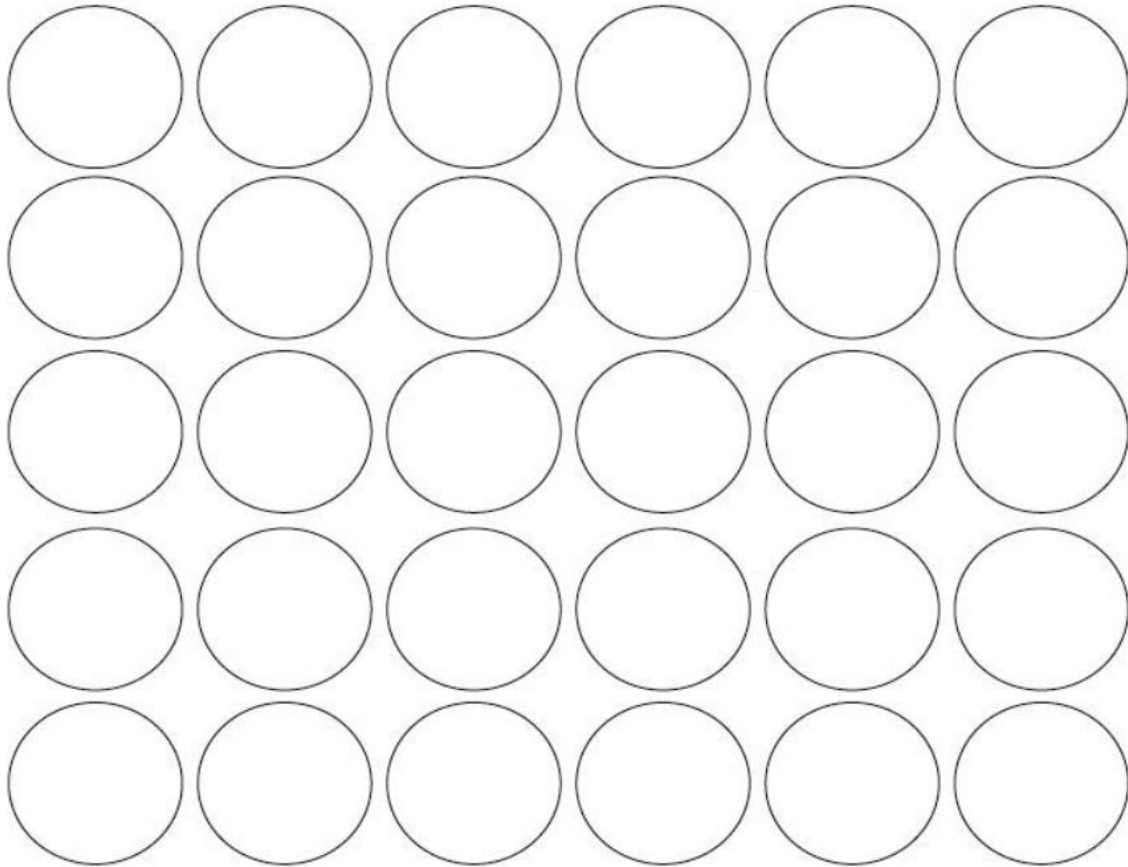
My Name Poem

Directions: Find the letters in your name. Complete the sentences to make an acrostic poem.

A: At school, I learn _____.

B: Before school, I _____.

C: Candies I like are _____ and _____.

D: Days off are fun. On holidays, I like to _____.

E: Every day, I _____.

F: For break, I went to _____.

G: Games I like are _____ and _____.

H: Hobbies I enjoy are _____ and _____.

I: I love _____.

J: Join me if you like exercise! My favorite sport is _____.

K: Knowledge helps me grow. My favorite school subject is _____.

L: Listening to music is fun! My favorite song is _____.

M: My dream is to _____.

N: Never feed me _____ because it is a food I dislike!

O: On the weekends, I like to _____.

P: Please feed me _____ because it is my favorite food!

Q: Quizzes and tests make me feel _____.

R: Reading is fun! My favorite English book is _____.

S: School makes me feel _____.

T: This year, I want to _____.

U: Usually, I eat _____ for dinner.

V: Vegetables make me feel _____.

W: When I grow up, I want to _____.

X: I get eXcited about _____.

Y: You can say "Happy Birthday!" to me on _____.

Z: Zoo animals that I like are _____ and _____.

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1.2b Circles

1.2c Unusual uses for pencils.

 Link to ideas: https://www.instructables.com/10-Unusual-Uses-for-Pencils/

Tame those cuticles   Offer plant support

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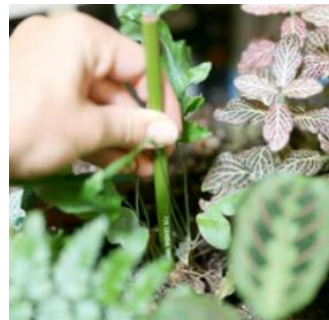
1.2d Mind map
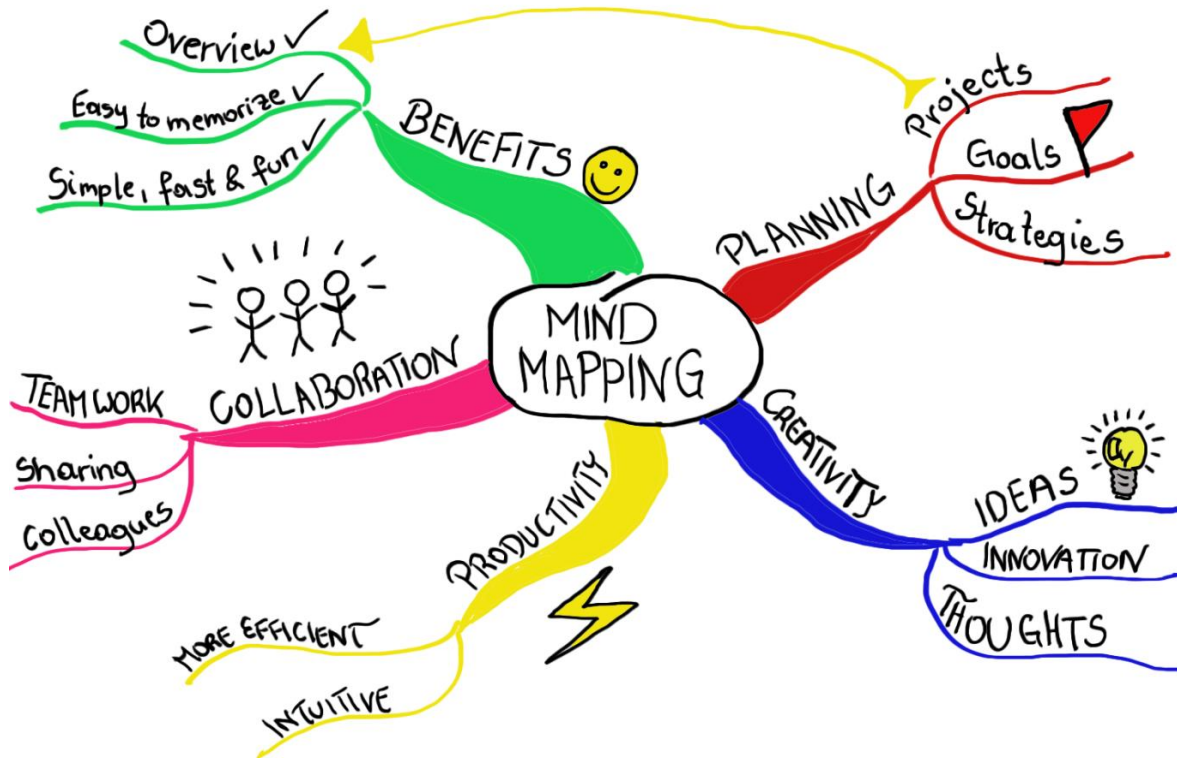
1.2e Thinking hats
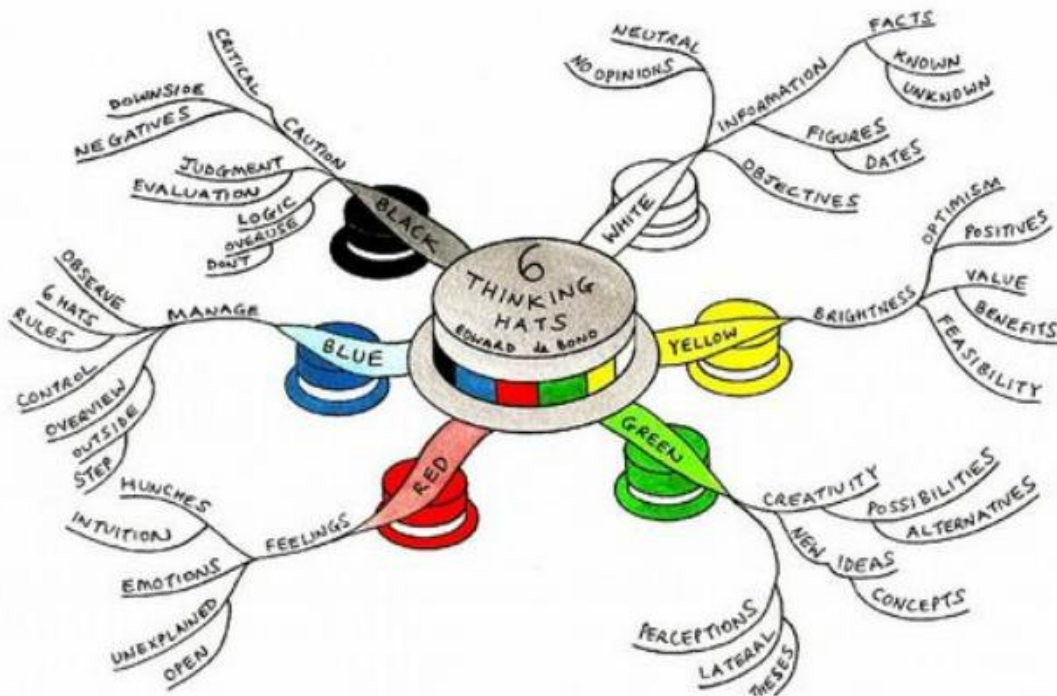
1.2.f General Systems Model of Creativity – Csíkszentmihályi Mihály
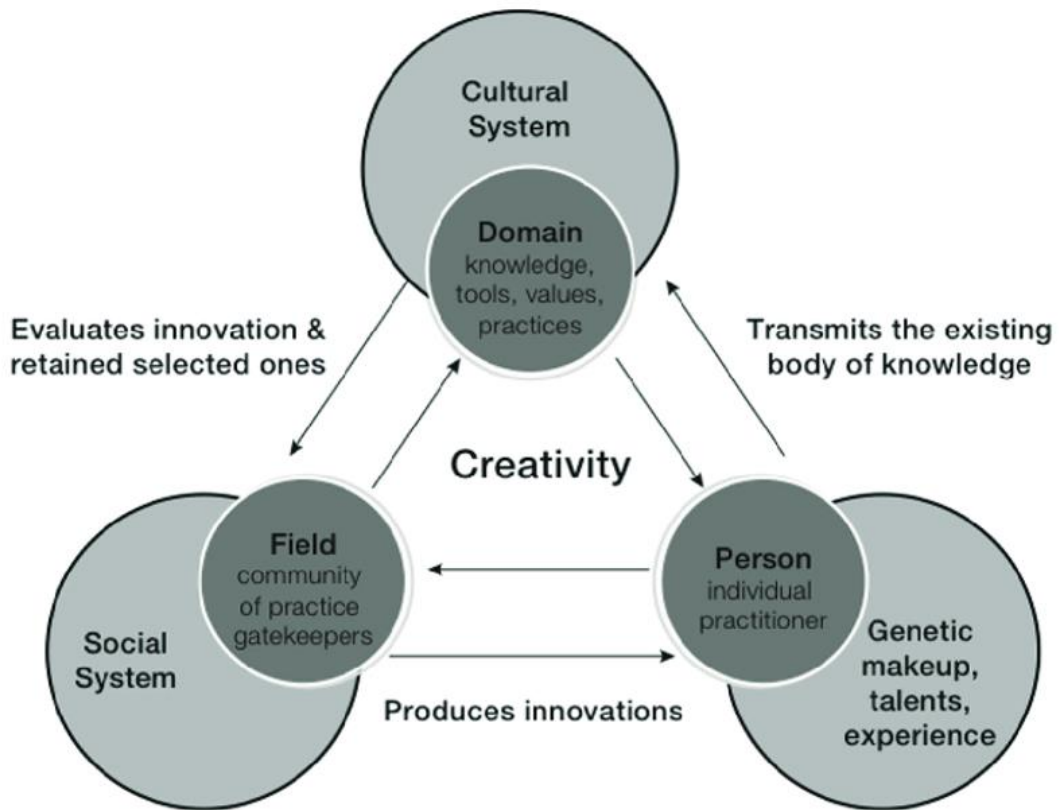
1.2g The creative-right vs. analytical-left brain

(Link to article: https://www.medicalnewstoday.com/articles/321037#left-vs-right)

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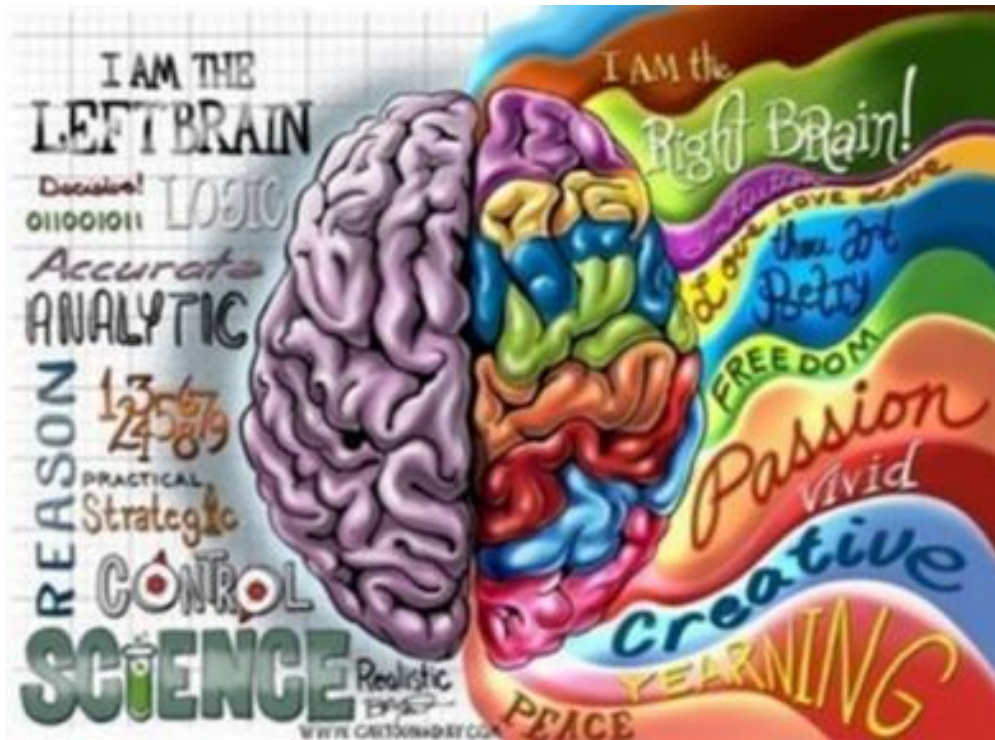
1.2h Conditions of flow experience

Link to article: https://flowleadership.org/flow-conditions-csikszentmihalyis-summary/

2.3   Building Self-Esteem and Self-Confidence

Warm-up questions

- How do you react when things don't always go the way you want them to?
- How do you behave if you make mistakes and bump up against your limitations, fall short of your ideals?
- How can you comfort and care for yourself in these moments?

Prologue

The basis of self-knowledge is that I am aware of my self-image. What is the distance between the ideal and realistic version of self-image? Ask yourself: How far is my ideal self-image? The answer determines self-esteem.

Self-esteem

What about your self-esteem?

Self-esteem refers to a person's overall sense of his or her value or worth. It is therefore really necessary for a realistic self-image. The big distance can cause anxiety, that we can't reach something, that we feel we are not enough.

Ask yourself: Am I able to break down the big task into smaller parts? Have you ever had a task that had to be assigned to small steps?

Low self-esteem is linked to a number of mental health problems (including panic disorder, social anxiety disorder, stress…). If our self-esteem is low, we tend to see ourselves and our life in a more negative and critical light. However, we are able to deal with life's ups and downs, if we have healthy self-esteem (including happiness, humility, resilience and optimism…). Take care of yourself! (Appendix 1.3.2a Low self-esteem.)

Boost your self-esteem

1. Strokes build self-esteem. Strokes can be divided into several different categories by Eric Berne:

- Verbal or non-verbal e.g., Hello (verbal) or a smile or hug (non-verbal).

- Positive or negative e.g. It's nice to see you (positive) or go away (negative).
- Conditional or unconditional. e.g., You did that well (conditional) or you are wonderful (unconditional).
- Being and doing strokes. e.g., It's so nice you are here (being), or I like how you did … (doing).

Positive strokes leave the recipient feeling good and provide a positive experience while those of a negative nature are exchanges that one may describe as painful in which the recipient is left feeling perhaps hurt or "not ok". Teasing and putting others down is not funny, it's hurtful. Let us work to create a culture where hurting, teasing and bullying is not present. Don't forget: control the strokes! (Reject the negative ones!)

2. Improve your stress management skills

Have you got a stressful environment? Certainly, many times we have stressful days. According to Eleanor Roosevelt having little or no control is always distressful – and that's what stress is all about. There are distresses, which affect you negatively (unemployment, conflict, illness) and eustress/positive stress is stress that has a positive effect on you, it energizes you and motivates you to make a change (raise at work, starting a new job, taking a vacation). They affect self-esteem; therefore, we need to support the skills of stress management. Good points to deal with prevention: time-management (creating protected time for both work and family responsibilities), values clarification, prioritization, taking breaks and vacations, spreading out predictable sources of stress, and being assertive).

2.1. Follow self-compassion

Don't always chase after high self-esteem, follow self-compassion, which supports the skills of stress management and your self-esteem! It helps you make self-kindness, common humanity, and mindfulness part of your daily life; it is not based on self-evaluations. Link to more information: https://self-compassion.org/the-three-elements-of-self-compassion-2/

2.2. Here are some tips to use mindfulness

- Try an app! Guided practices can be helpful for getting started. Link to app: https://www.verywellmind.com/best-mental-health-apps-4588479

- For instance: Tools for peace (link to article: https://www.toolsforpeace.org/)

- Practicing extending kindness and compassion to everyone: Just like me, link to video:

- https://www.youtube.com/watch?v=RHbXMG9ZdEs&feature=youtu.be ('1.17)

- Happier was created to be a "personal mindfulness coach," and to help you observe and regulate your emotions throughout the day. Link to app: https://thehappierapp.com/

- Practice focusing on one thing at a time.

- Go for a walk, live in the moment and observe the sights, sounds, and sensations of the world around you.

- Be kind to yourself, show yourself the same compassion and understanding that you would to a close friend.

- Build the Growth Mindset. Link to website:

- https://www.psychologytoday.com/us/blog/click-here-happiness/201904/15-ways-build-growth-mindset (For instance: embracing challenges; finding inspiration in others' success; accepting criticism as a way to learn).

- Always ask yourself first: What do you need? What helps to find balance? What helps to calm down? What do you do if you take a break? What do you like to do? (Appendix: 1.3.1a How to live mindfully, 1.3.1b 50 ways to relax)

- Motto's can be: No rush! No multitasking! No anxiety because of the past! No look into the future! Let us use mindfulness instead of self-criticism!

So, what do you think about your self-confidence?

It is an attitude about your skills and abilities. It means you accept and trust yourself and have a sense of control in your life.

Do you know your strengths and weaknesses well, and have a positive view of yourself? Do you set realistic expectations and goals, communicate assertively, and can you handle criticism?

Evaluation of the lesson

- ✓ What have you learned from this subchapter?
- ✓ Which tips are the best for you?
- ✓ During the pandemic did you have low self-esteem?
- ✓ Are you satisfied with your results currently?

To-do list

1. How do you build your self-esteem? Link to video: https://www.youtube.com/watch?v=dhuabY4DmEo ('6.27) Watch the video about the six pillars of self-esteem by Nathaniel Branden. They support the development of high self-esteem. The more we participate in these practices, the stronger our self-esteem becomes.

2. Measure your level of self-esteem (Rosenberg Self-Esteem Scale/SES). Link to test: https://wwnorton.com/college/psych/psychsci/media/rosenberg.htm

3. This is a 10-item scale developed by Dr. Morris Rosenberg. Please read each statement. The 10 items are answered on a four-point scale ranging from strongly agree to strongly disagree. There is a list below of the statements dealing with your general feelings about yourself. If you strongly agree, circle SA. If you agree with the statement, circle A. If you disagree, circle D. If you strongly disagree, circle SD. The scale ranges from 0-30, with 30 indicating the highest score possible.

4. Watch the video: 'How to make stress for friends?' ('14.28) Link to video: https://www.youtube.com/watch?v=RcGyVTAoXEU%20%20(%2714.28)

5. Link to self-compassion test (Dr. Kristin Neff): https://self-compassion.org/self-compassion-test/

6. Link to self-compassion journal: https://self-compassion.org/exercise-6-self-compassion-journal/

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Appendix

1.3.1a How to live mindfully

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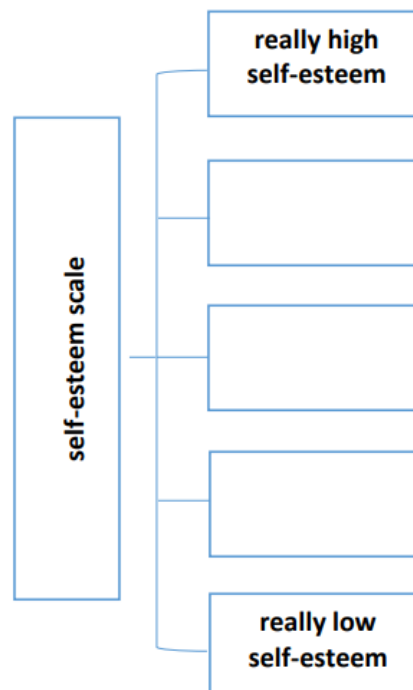
1.3.1b 50 ways to relax

1.3.2a Low self-esteem

Verywell / Madelyn Goodnight

1.3.2b Self-esteem scale

Self-esteem scale

Using the scale, participants describe a problem or life situation that can be corresponded to specific parts of the scale.

self-esteem scale

really high self-esteem

really low self-esteem

Module 2 - Independent Living, UN CRPD and Peer Counselling

Activity description

Reading and understanding the UN-CRPD. Critical discussion about the differences between theory and reality. What impact did the corona pandemic have on the application of the UN-CRPD?

Learning from an unknown area, which will bring us great insights, and we will realize that social inclusion can make the world better and we can become better people, getting to know more about independent living and social inclusion. The learners will use the online tool "Miro" to describe themselves and reflect on themselves.

Title of the subchapters

2.4 The UN-CRPD

2.5 Independent living, social inclusion

2.6 Insight view in an Art Workshop

Goals

Getting to know the most important articles and the importance of the UN-CRPD. Reflecting on your own situation and the situation of others. Getting to know more about independent living and social inclusion, getting to know an arts workshop with a focus on creativity and self-reflection. Learning new online tools and ways to be creative.

Warm-up questions

- What impact did the corona pandemic have on the application of the UN-CRPD?
- Why is it good for everyone to live in an inclusive society?
- What is the power of art when we think about inclusion?

2.4 UN CRPD

Short Quiz

	Question	Answer
1	What does UN-CRPD stand for?	
2	What is the UN-CRPD?	
3	What were some important dates for the UN-CRPD?	
4	How many articles are in the UN-CRPD?	

Answers:

	Question	Answer
1	What does UN-CRPD stand for?	United Nations-Convention on the Rights of Persons with Disabilities (UN-CRPD)
2	What is the UN-CRPD?	International Human Rights Treaty: The Convention is intended as a human rights instrument with an explicit, social development dimension. It adopts a broad categorization of persons with disabilities and reaffirms that all persons with all types of disabilities must enjoy all human rights and fundamental freedoms.

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3	What were some important dates for the UN-CRPD?	Drafted: 13 December 2006 Signed: 30 March 2007 Effective: 3 May 2008
4	How many articles are in the UN-CRPD?	50

Learning material activity 1: UN-CRPD

UN Convention on the Rights of People with Disabilities

A response to an overlooked development challenge: approximately 15% of the world's population are persons with disabilities (over one billion people) (https://www.who.int/news-room/fact-sheets/detail/disability-and-health).

A response to the fact that although pre-existing human rights conventions offer considerable potential to promote and protect the rights of persons with disabilities, this potential was not being tapped. Persons with disabilities continued being denied their human rights and were kept on the margins of society in all parts of the world. The Convention sets out the legal obligations on States to promote and protect the rights of persons with disabilities. It does not create new rights!

Purpose of the Convention: To promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity.

A Paradigm Shift: The Convention marks a "paradigm shift" in attitudes and approaches to persons with disabilities.

Persons with disabilities are not viewed as "objects" of charity, medical treatment and social protection; rather as "subjects" with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.

The Convention gives universal recognition to the dignity of persons with disabilities.

Relevant articles of the UN-CRPD in the context of communication

Article 2 -Definitions

For the purposes of the present Convention:

"Communication" includes languages, display of text, Braille, tactile communication, large print, accessible multimedia as well as written, audio, plain-language, human-reader and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology.

"Language" includes spoken and sign languages and other forms of non-spoken languages.

"Discrimination on the basis of disability" means any distinction, exclusion or restriction on the basis of disability which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, of all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It includes all forms of discrimination, including denial of reasonable accommodation.

"Reasonable accommodation" means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

"Universal design" means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. "Universal design" shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.

Article 3 – General principles

The principles of the present Convention shall be:

- Respect for inherent dignity, individual autonomy including the freedom to make one's own choices, and independence of persons;
- Non-discrimination;
- Full and effective participation and inclusion in society;

- Respect for difference and acceptance of persons with disabilities as part of human diversity and humanity;
- Equality of opportunity;
- Accessibility;
- Equality between men and women;
- Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities

Article 9 – Accessibility

1. To enable persons with disabilities to live independently and participate fully in all aspects of life, States Parties shall take appropriate measures to ensure to persons with disabilities access, on an equal basis with others, to the physical environment, to transportation, to information and communications, including information and communications technologies and systems, and to other facilities and services open or provided to the public, both in urban and in rural areas. These measures, which shall include the identification and elimination of obstacles and barriers to accessibility, shall apply to, inter alia:

a. Buildings, roads, transportation and other indoor and outdoor facilities, including schools, housing, medical facilities and workplaces;

b. Information, communications and other services, including electronic services and emergency services.

Article 21 – Freedom of expression and opinion, and access to information

States Parties shall take all appropriate measures to ensure that persons with disabilities can exercise the right to freedom of expression and opinion, including the freedom to seek, receive and impart information and ideas on an equal basis with others and through all forms of communication of their choice, as defined in article 2 of the present Convention, including by:

a. Providing information intended for the general public to persons with disabilities in accessible formats and technologies

appropriate to different kinds of disabilities in a timely manner and without additional cost;

b. Accepting and facilitating the use of sign languages, Braille, augmentative and alternative communication, and all other accessible means, modes and formats of communication of their choice by persons with disabilities in official interactions;

c. Urging private entities that provide services to the general public, including through the Internet, to provide information and services in accessible and usable formats for persons with disabilities;

d. Encouraging the mass media, including providers of information through the Internet, to make their services accessible to persons with disabilities;

e. Recognizing and promoting the use of sign languages.

Read more

You can find further information on the UN-CRPD and the full versions here:
Convention on the Rights of Persons with Disabilities (CRPD)

https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html

Easy-to-read Version

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/345108/easy-read-un-convention.pdf

PowerPoint on Convention on the Rights of Persons with Disabilities and its Optional Protocol

United Nations – Department of Economic and Social Affairs, Disability: Convention on the Rights of People with Disabilities and its Optional Protocol
http://www.un.org/disabilities/documents/ppt/crpdbasics.ppt

Watch this Video:

EFDS- reaching more people through inclusive and accessible communications –
YouTube: https://www.youtube.com/watch?v=XGcoCZa-a50

Ideas for situations to compare articles from the UN-CRPD with their practical application:

- On the way to work/school/church/friends etc.
- Transportation (plane, train, subway, car etc.)
- Education (school/university/adult learning); In TV (News, shows, movies)
- Sports and Recreation; Cultural Events; Arts; etc.

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2.5   Independent Living, Social Inclusion

Prologue

For this submodule, all learning material is included in the description of the "Training course" document. You can find links for a better understanding and further research below.

Learning activity 1 - Independent living philosophy:

The History of Independent Living Movement - NILP
Independent Living History - Access Living

Independent living and deinstitutionalization policy - European Disability Forum (edf-feph.org)

Independent living for people with disabilities - YouTube

Independence: 4 Young Disabled People Describe What It Means to Them - YouTube

Learning activity 2 - Empowering the target group to independent living

Social inclusion - Regional Policy - European Commission (europa.eu)

Assistenzdienst - VSBI (in German language)

Beratungsstelle Persönliches Budget - VSBI (in German language)

Learning activity 3 - Use the knowledge learned in everyday life

Good examples of cooperation:

1. City accessible database. It is unique in Hungary. It is created and maintained by the cooperation of a large number of actors: Barrier-Free Pécs | People First
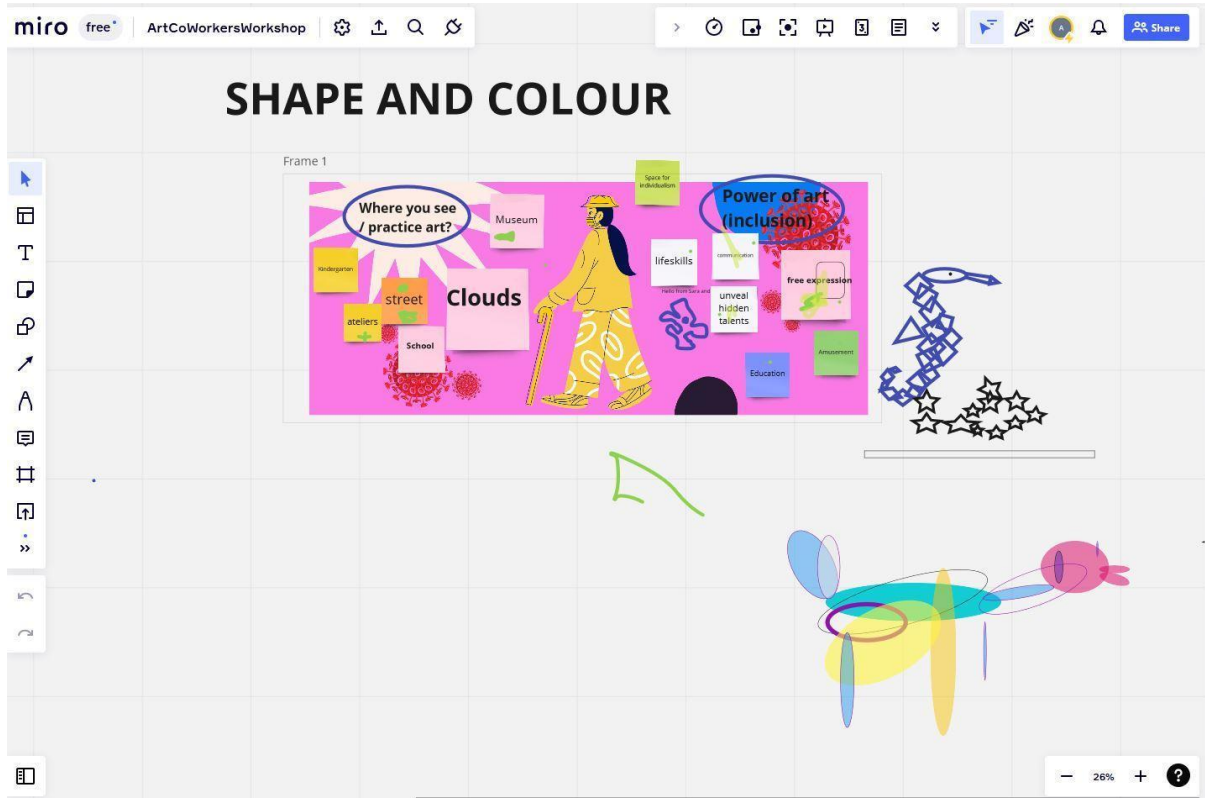2. Annual national inclusive festival in collaboration with several NGOs and many volunteers: Home - Akadálymentes Nap - Orfű (akadalymentesnap.hu)

Using Social Media to enhance Your NGO Visibility. (fundsforngos.org)

- Pécs People First Egyesület - YouTube

2.6   Insight View in an Art Workshop

<u>Example of Miro Board</u>

Module 3 - Union Citizenship Active Citizenship

Activity description

Discussing cultural and national identity. Discovering attitudes towards diversity and multiculturalism.

Developing intercultural competences, empathy, relations with culturally different others. Determining stereotyping and prejudice.

Title of the subchapters

2.7 Globalization, active citizen

2.8 Identities and interculturalism

2.9 Awareness of others

Goals

Participation in civil society, community, characterized by mutual respect and non-violence. This module toolkit was designed in order to examine troubled situations that are very frequent in real life and they help participants towards understanding and the solution of them.

The problems of social justice, identity and privilege can be very hard in reality. Therefore, this module helps them to get prepared to face them with their new knowledge and empathy in their own lives and communities.

Warm-up questions

- Who and how is an active citizen?
- Do you discover your attitudes towards diversity?
- How tolerant are you?
- Have you been able to put away your own fears and prejudices?

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2.7   Globalization, active citizen

Warm-up questions

Do you develop an awareness of certain cultural assumptions? Can you think of someone who may never experience discrimination? What is it? Was this phenomenon visible during the pandemic? Do you struggle acutely with your identity? Have you ever explored a new culture? Can you list some factors that contribute to culture shock?

Prologue

Participation in civil society, community, characterized by mutual respect and non-violence. Getting to know personal planning with focus on active citizenship. Discovering attitudes towards diversity and multiculturalism. The purpose of the activities is to explore the diversity among our members.

Definitions for the terms listed

[Writing for Change, Teaching Tolerance (PDF, 1 MB)](#)

antisemitism: Systematic discrimination against, disparagement of, or oppression of Jews, Judaism, and the cultural, intellectual, and religious heritage of the Jewish people.

classism: A system of power and privilege based on the accumulation of economic wealth and social status. Classism is the mechanism by which certain groups of people, considered as a unit according to their economic, occupational, or social status, benefit at the expense of other groups. Te effects of this imbalance are pervasive in the social system, affecting all facets of people's lives.

complicity: Collusion, or partnership in wrongdoing, such as the oppression of a target group. Social critic Kate Millett defines complicity as the act of "identifying—even if involuntarily or momentarily—with the society which force has brought into being."

compulsory heterosexuality: Te assumption that women are "naturally" or innately drawn sexually and emotionally toward men, and men toward women; the view that heterosexuality is the "norm" for all sexual relationships. Te institutionalization of heterosexuality in all aspects of society includes the idealization of heterosexual

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orientation, romance, and marriage. Compulsory heterosexuality leads to the notion of women as inherently "weak," and the institutionalized inequality of power: power of men to control women's sexuality, labour, childbirth and childrearing, physical movement, safety, creativity, and access to knowledge. It can also include legal and social discrimination against homosexuals and the invisibility or intolerance of lesbian and gay existence

co-optation: Various processes by which members of dominant cultures or groups assimilate members of target groups, reward them, and hold them up as models for other members of the target groups. "Tokenism" is a form of co-optation.

culture shock: The feelings of disorientation and anxiety that a sojourner experiences when entering a new culture.

difference: A characteristic that distinguishes one person from another or from an assumed "norm," or the state of being distinguished by such characteristics. Social justice issues such as racism, sexism, classism and homophobia usually centre upon the negative perception of difference by a dominant group. Viewed positively, difference can be a catalyst for equity, a recognition of interdependence, and a source of personal power.

discrimination: Unequal treatment of people based on their membership in a group. dominance: Te systematic attitudes and actions of prejudice, superiority, and self-righteousness of one group (a non-target group) in relation to another (a target group). Internalized dominance includes the inability of a group or individual to see privilege as a member of the non-target group.

diversity: The existence of different cultures within a larger society.

ethnocentrism: Te emotional attitude that one's own ethnic group, nation, or culture is superior to all others or is the norm by which others are measured.

gender: A cultural notion of what it is to be a woman or a man; a construct based on the social shaping of femininity and masculinity. It usually includes identification with males as a class or with females as a class. Gender includes subjective concepts about character traits and expected behaviours that vary from place to place and person to person.

globalization: The process of increasing interconnectedness between societies such that events in one place of the world are having more and deeper effects on people and societies far away.

heterosexism: A system of beliefs, actions, advantages, and assumptions in the superiority of heterosexuals or heterosexuality. It includes unrecognized privileges of heterosexual people and the exclusion of non-heterosexual people from policies, procedures, events, and decisions about what is important.

homophobia: Thoughts, feelings, or actions based on fear, dislike, judgment, or hatred of gay men and lesbians/of those who love and sexually desire those of the same sex. Homophobia has roots in sexism and can include prejudice, discrimination, harassment, and acts of violence.

in-group (non-target group): Te people in each system or relation of oppression who are in power in that oppression. Members of non-target groups are socialized into the role of being oppressive, becoming perpetrators or perpetrators of the cycle of oppression, either actively or indirectly. A non-target group may retain its power through force, the threat of force, and/or misinformation about the target group. Members of non-target groups also have a history of resistance that usually is not recognized.

invisibility: Te absence of target groups from the media, policies, procedures, legislation, social activities, and other milieus, which reinforces the notion, conscious or unconscious, that non-target groups are the "norm." Invisibility contributes to the disempowerment of target groups and the perpetuation of the cycle of oppression.

multiculturalism: At a descriptive level, multiculturalism can be used to characterize a society with diverse cultures; as an attitude, it can refer to a society's tolerance towards diversity and acceptance of equal societal participation.

oppression: Te systematic, institutionalized mistreatment of one group of people by another for any reason. Oppression is based on a complicated and changing network of unequal power relations.

out-group (target group): Te people in each system or relation of oppression who are without power in that oppression. Members of target groups are socialized into the role

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of being oppressed, internalizing the mistreatment and misinformation about the group(s) to which they belong. Each target group usually also has a history of resistance, which may not be recognized by people outside the target group.

power: Generally, the accumulation of money or goods, authority, sway or influence. Specifically, the differential ability, based on unequal distribution of wealth, influence, or physical force, to control the economic, political, sexual, educational, and other important decisions of others.

prejudice: An opinion, prejudgment or attitude formed without sufficient knowledge about a group or its members.

privilege: An invisible set of unearned rights, benefits, or assets that belong to certain individuals simply by virtue of their membership in a particular non-target group. Privilege is a dynamic system of overlapping benefits which may act to any particular individual's benefit in one set of circumstances and to that person's detriment in another.

racism: Te systematic mistreatment of people of colour based on the belief in the inherent superiority of one race and thereby the right to dominance. Racism is one manifestation of institutionalized differences in economic, social, and political power in which members of some ethnic and cultural groups benefit at the expense of others.

sexism: Te systematic economic, sexual, educational, physical, and other oppression of women as a group; the exploitation and social domination of members of one sex by another.

social justice: A combination of laws, behaviours and attitudes promoting equal rights and fair treatment of all members of society. Te practice of social justice includes resistance to racism, sexism, classism and other forms of oppression.

stereotype: An exaggerated belief, image or distorted truth about a person or group — a generalization that allows for little or no individual differences or social variation

subculture: The smaller, coherent collective groups that exist within the larger dominant culture and which are often distinctive because of race, social class, gender, etc. (co-culture, microculture).

values: Values inform the cultural group members of how to judge good or bad, right or wrong, true or false.

Evaluation of the lesson

- ✓ What do you think about diversity?
- ✓ How can you present your country and nationality briefly?
- ✓ Who is an active citizen? How?
- ✓ What does the corona crisis mean for the mental health of workers in the cultural sector, and for the confidence they have in their careers for the future in the globalized world?
- ✓ Were there questions you were hoping would not be asked? Any you wish had been asked?

To-do list

1. Discover your diversity competencies! Link to "Diversity Competencies Assessment": https://www.diversityinclusioncenter.com/learning-tools/di-instruments/#dca
2. Fill in the "Culture in the Workplace Questionnaire"; Link to questionnaire: https://www.cwqculture.com/

Read more

Goldbach,J. T.,Amaro, H.,Vega W., & Walter M. D. (2015). The grand challenge of promoting equality by addressing social stigma (Grand Challenges for Social Work Initiative Working Paper No. 18). Cleveland, OH: American Academy of Social Work and Social Welfare.

McRoy, R. G., Padilla, Y. C., Calvo, R., Goldbach, J. T., & Teasley, M. L. (with Amaro, H., … Waters, M. C.). (2016, September). Policy recommendations for meeting the Grand Challenge to Achieve Equal Opportunity and Justice (Grand Challenges for Social Work Initiative Policy Brief No. 12). Cleveland, OH: American Academy of Social Work & Social Welfare.

Grand Challenge: Achieve Equal Opportunities and Justice

Writing for Change, Teaching Tolerance (PDF, 1 MB)

Diversity Toolkit: A Guide to Discussing Identity, Power and Privilege | MSW@USC

Interactive Diversity Booklet 10-14-2011 Rev 3_1_16.pdf (stockton.edu)

Cultural Competence: An Important Skill Set for the 21st Century (unl.edu)

Cultural Intelligence (hbr.org)

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2.8 Identities and Interculturalism

Warm-up questions

- Can you think of someone who may never experience discrimination? What is it?
- Was this phenomenon visible during the pandemic?
- Do you struggle acutely with your identity?
- Have you ever explored a new culture?
- Can you list some factors that contribute to culture shock?

Prologue

Your identity, or who you are as a person, is made up of a whole range of different things. It can be made up of where you come from, your ethnicity, your religion, your language, your values, your hobbies, behaviours, beliefs, your unique personality and much more. A strong identity is a combination of lots of things. Don't be afraid to be you! Everybody has their own talents and special traits. This is what makes the world diverse. This subchapter aims to clarify the concept of ingroups and outgroups. It helps you to discuss identities based on nationality, ethnicity, gender, religion, culture, besides to develop intercultural competences.

Keywords

Ingroup: A special class of membership group characterized by internal cohesiveness among its members, often with a shared culture, worldview, or interest, i.e., "us"

Intercultural competence: The ability to communicate effectively and appropriately with people of other cultures.

Outgroup: A group whose attributes are dissimilar from those of the ingroup, i.e., "them".

Evaluation of the lesson

- ✓ Which tips have you got to develop intercultural competence
- ✓ What are the biggest social challenges of this century?
- ✓ Do you take action on the issues you care about most?
- ✓ How does social identity change across situations?

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✓ What is the most interesting message from the course to you?

To-do list

1. Choose and make a test to measure your intercultural competence! Link to test: https://www.digi-pass.eu/how-to-measure-intercultural-competence

2. Scale your intercultural effectiveness (IES)! Link to IES: https://www.globesmart.com/products/intercultural-effectiveness-scale/

3. Watch videos!

   Your identity is your superpower | America Ferrera - YouTube ('4.16)

   The importance of intercultural awareness | Mynd & Testo - YouTube ('2.13) Why interculturalism is necessary in a multicultural environment? - YouTube ('1.46)

   Cultural Onion vs Cultural Iceberg - YouTube ('2.28)

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2.9   Awareness of Others

Warm-up questions

- How tolerant are you?
- What does empathy mean? Is it important in your work?
- How can you communicate with your body as an actor/actress during the performance or as a visitor in the theatre?
- What is your opinion about your emotional intelligence?
- Do you come across as more approachable and empathetic? Do you seem calm and collected during stressful or emotional times? Do you have a drive to improve and better yourself?

Prologue

EQ measures a person's positive emotional response and ability to recognize and understand another's emotions. It is an important part of a person's personality. It might come naturally to some people, but that isn't always the case for every personality type. Cultivating higher EQ is possible.

Emotional intelligence

People with higher EQs may listen to a person's point of view, process it, and think before responding.

Emotional intelligence refers to the ability to identify and regulate our own emotions, to recognize the emotions of other people and feel empathy toward them, and to use these abilities to communicate effectively and build healthy, productive relationships with others according to Sparrow and Knight.

Accordingly, Daniel Goleman outlines five key components of high EQ: self-awareness, self-regulation, motivation, empathy and social skills. Having awareness of other people and how to communicate with them by listening, engaging, and making others feel welcome to talk to you are all social skills. Link to more information: Emotional Intelligence: Why It Can Matter More Than IQ)

Do you devise respectful responses to cultural differences?

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Keywords

Adaptability: Flexibility in handling change

Achievement Orientation: Striving to improve or meeting a standard of excellence

Emotional intelligence (EI): It is the ability to perceive, interpret, demonstrate, control, evaluate, and use emotions to communicate with and relate to others effectively and constructively. This ability to express and control emotions is essential, but so is the ability to understand, interpret, and respond to the emotions of others. Link to more information: emotions

Emotional Self-Awareness: Recognizing one's emotions and their effects

Emotional Self-Control: Keeping disruptive emotions and impulses in check

Empathy: Empathy is a social skill. It is the ability to understand others' feelings and perspectives without judgment, even when a person is different from you. Link to more information: Empathy

Motivation: It is the drive for self-growth and development.

Positive Outlook: Persistence in pursuing goals despite obstacles and setbacks

Self-regulation: Managing your emotions and thinking before you react to situations, especially in difficult circumstances.

Some ways to broaden your emotional horizons and build empathy might be:

- Reading articles or books
- Watching movies
- Listening to podcasts
- Listening to stories or consuming art and media made by people who have different life circumstances than yours can be very enriching for emotional intelligence.
- Appreciating art

- When upsetting or stressful situations arise, pay attention and recognize the emotions you are feeling.
- Understanding and communicating with others (family, co-workers, friends)
- Motivating others
- Ensuring co-workers and employees are engaged and interested in the work
- Waiting in emotional situations before immediately reacting
- Ask someone (family, friends, co-workers) to help evaluate your emotional intelligence according to the following traits: empathetic, adaptable, cooperative, flexible.
- Measure your empathy quotient/EQ by Simon Baron-Cohen. How do you evaluate your emotional intelligence? Do you agree with the results of your test! Link to test: empathy quotient/EQ
- Using strategies like maintaining emotional self-awareness and enhancing empathy (trying multiple things together can be effective)

Evaluation of the lesson

- ✓ Why is empathy important?
- ✓ Did you meet with useful thoughts and/or practice?
- ✓ What did cause you difficulties during the activities?
- ✓ Have you been able to practice conflict situations?
- ✓ Have you been able to put away your own fears and prejudices?

To-do list

1. How tolerant are you?; Link to test: https://www.quizony.com/how-tolerant-are-you/1.html?qisrc=start-1&qdevice=desktop
2. Check your empathy quotient/EQ by Simon Baron-Cohen. The Empathy Quotient (EQ) by Simon Baron-Cohen: https://psychology-tools.com/test/empathy-quotient

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Module 4 - Communication

Activity description

There are "core" communication skills that occur to a greater or lesser degree in most interactions. Our aim is to deal with these skills (nonverbal communication, questioning, reinforcement, explaining, self-disclosure, listening, humour, laughter, persuasion, assertiveness).

This module deals with nonviolent communication, positive communication techniques and disability-friendly communication. Furthermore, this module presents assertiveness, because it is an effective communication style. It is learnable and it gives tools for conflict management.

Subchapters

2.10 Intercultural communication and conflict management

2.11 Communication with people with disabilities

2.12 Being assertive

Goals

Developing communication skills, managing conflicts, sharing experiences.

Warm-up questions

- Do you often feel that you fail to get your opinions heard, or that people dismiss your views?
- Do you say yes to additional work even when your agenda is full?
- Are you quick to judge or blame others?

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2.10 Intercultural Communication and Conflict Management

Warm-up videos

Introduction videos Intercultural Communication

- Italy https://www.youtube.com/watch?v=rgaoglv6mws
- Commute https://www.youtube.com/watch?v=kv7ZN5m6R4k
- Eel https://www.youtube.com/watch?v=6_WAmt3cMdk

Learning Activity 2: Intercultural Communication and Active Listening

Communication

Communication is an intricate and complex construct often prone to lead to misunderstandings or other conflicts. Communication can be looked at from a very broad standpoint (like communication to the masses) or from the standpoint of individuals (like 1 on 1 communication). Communication is a generic term touching on different actions of communication and fields of research. There is an ongoing debate whether communication should be its own field of research or rather be part of many other fields of research (see figure below). Valid points can be made for either side, fact is that many different fields touch the topic of communication and have their own aim and focus when it comes to researching communication.
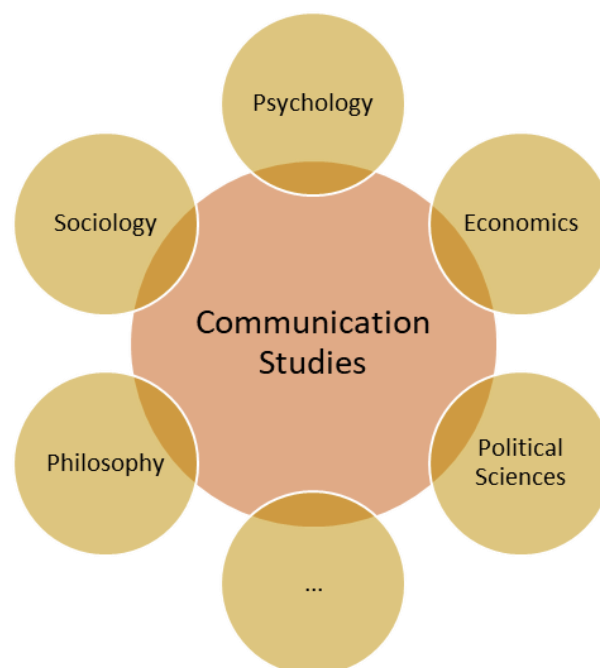
In this subchapter we would like to focus on a very short theoretical introduction followed by practical approaches. To this end, we intend to highlight only a few aspects and let the trainees follow this up with their own research focusing on topics they are interested in.

Generally speaking, communication always consists of at least one sender, one message and one receiver. An abundance of factors can influence this process at various stages, mainly at the sender level, the receiver level, or in between both (message itself)

Sender
- Knowledge
- Attitude
- Physical factors
- Goal
- ...

Message
- Language
- Structure
- Target
- Medium of message
- ...

Receiver
- Knowledge
- Attitude
- Attentiveness
- Physical factors
- ...
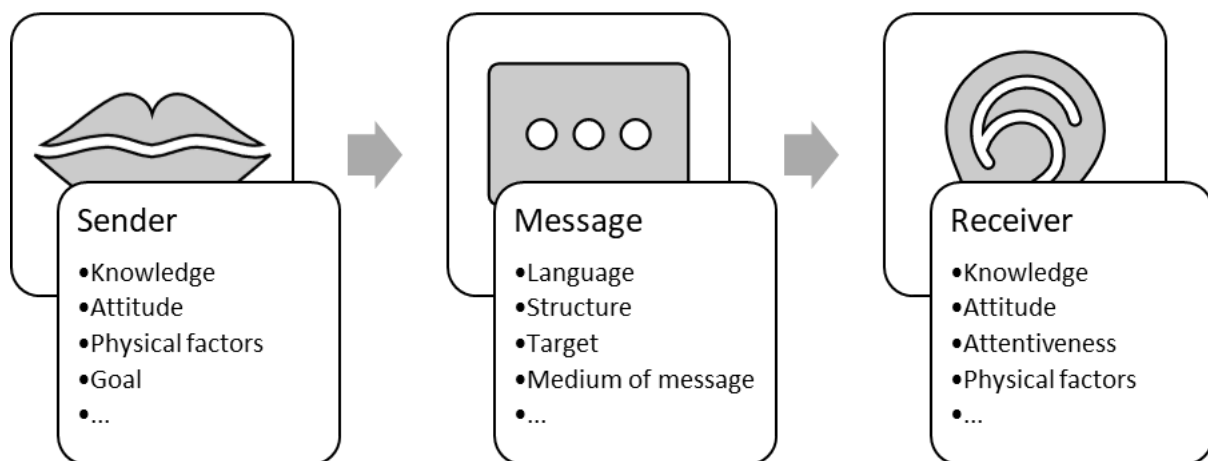
Learning task

Research for yourself: Focus on a certain field of research. How does this field approach communication? Look into two factors influencing communication. At what stage is their influence the strongest and how can we control them? Present your findings to the group.

Communication Barriers

Maybe you already found out in your own research that some factors can develop into barriers for productive and fair communication. These barriers can be categorized into listening barriers, barriers while speaking and environmental barriers. Other categorizations are possible as well. Physical barriers, as example, could be loud noises or a bad connection on the telephone/video call. Some barriers are hindering the process of an effective and fair communication, like interruptions or language

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barriers, others/or the very same are refusing a fair basis of communication all together (heavy stereotypes as example). Actions like "Gaslighting", the act of making up fake arguments and attacking the other person on the basis to confuse, manipulate and unsettle the other person or delegitimize their points, is the opposite of good communication. If the common ground is indeed to understand one another, barriers can be overcome with effort and awareness. It is a delicate undertaking to find balance between getting your own point across, making your voice heard, and letting the other side have those same opportunities.

You will learn more about this in subchapter 4.12. It is always vital to have an open mind and the ability to reflect on oneself and the situation. These main skills are not inherited but rather trained and learned through experience.

Learning task

Research yourself: Find more examples for barriers and categorize them in a way you deem fit. Do all barriers apply the same for everybody? What can be the differences? Discuss and brainstorm with the group.

Active listening and other useful skills

A good listener or receiver is essential for good communication. Of course, a good listener is not solely responsible for a communication turning good or bad. For this subchapter, we take on the role of the receiver and try to learn how to foster our listening skills.

An open mind and fighting negative predispositions and stereotypes are always a good start and practice for a better way of communicating. Honesty towards yourself and the person you are communicating with is key for equality and fair communication. Stereotypes are generalizations about a particular group of people. Everybody has stereotypes and without them, the human mind could not function as effectively as it does. We need to generalize perception, actions and many more functions, regulate our attention to function the way we do. One example is visual perception: We do not perceive everything we see. Otherwise, we would be too slow to react to our surroundings within an appropriate time span. We also overhear and overread words or mishaps, so we understand what is written or said. Therefore, generalization is not a bad thing at all. The key is the awareness of generalizations and the active effort to
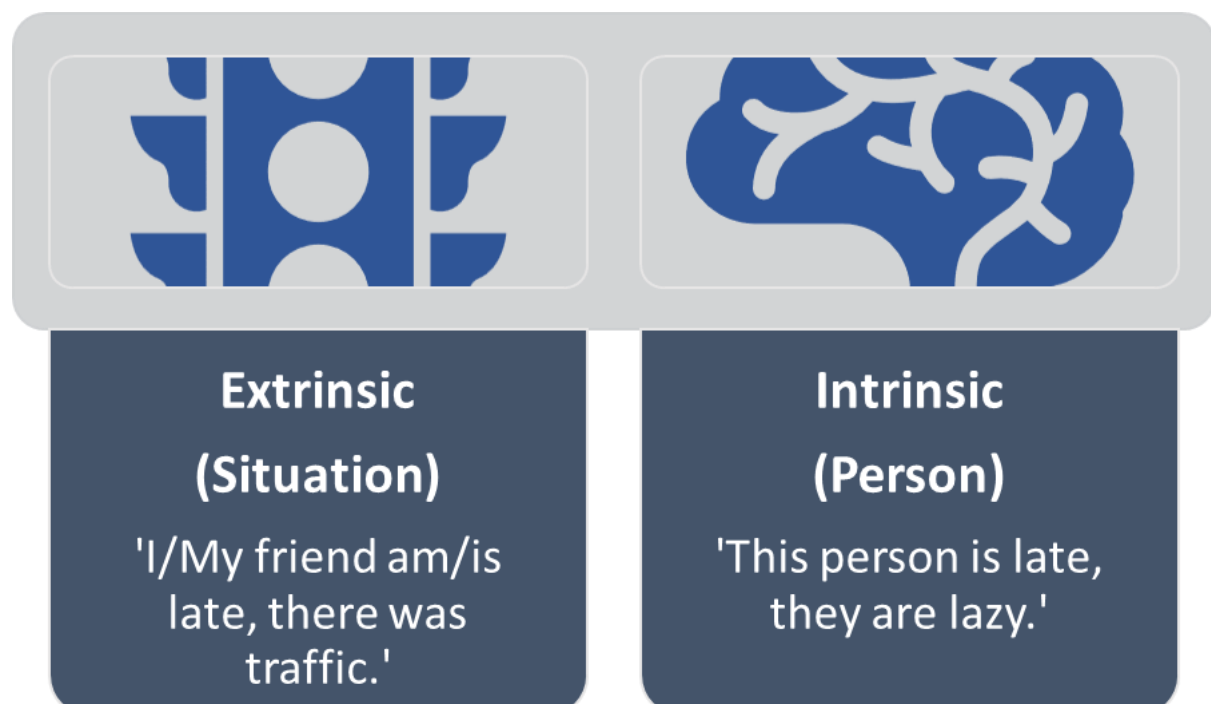
overcome generalizations that shouldn't be or are hindering a positive and fair communication. Humans are comfortable in groups they belong to and usually overvalue their own group to unfamiliar groups. This also shows in the way we attribute/value situations. Intrinsic and extrinsic attribution is one good example of how we differentiate between us/familiar persons and others (unfamiliar persons).

The main difference is where we place the reason for a certain action. We can place the reason negatively within a person, or in the situation. Attribution is a complex psychological construct but for this module it is enough to know that attribution has major implications of how we perceive others and to foster awareness and good practices about how we attribute outcomes to others and ourselves. Reflection and awareness about how we attribute is relevant for a fair estimate of a situation.

This figure shows one example for extrinsic and intrinsic attribution. Intrinsic and extrinsic attribution is not always bad/good. An example for positive intrinsic motivation is: "I got a good grade, I studied well vs. I got a good grade, the test had to be easy" (negative extrinsic attribution).

Extrinsic (Situation)
'I/My friend am/is late, there was traffic.'

Intrinsic (Person)
'This person is late, they are lazy.'

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Some handy tools to improve one's active listening skills are listed below.

1. Actively focus attention on what is being said.
2. Without compromising listening to the words, try to comprehend the intention and meaning of the other person.
3. Watch body language and other non-verbal cues. → Awareness
4. Give both verbal and non-verbal encouraging cues.
5. Ask questions.
6. Paraphrase important information to ensure you understand the other person adequately.
7. Ask for clarification. Especially if you feel like the other person said something controversial or triggering, before interrupting or judging.
8. Keep an active open mind and listen to the end before valuing what was said.
9. Take your time for the conversation.

Learning task

Find more useful skills for active listening and think of examples for at least four examples. Maybe you used some already in your daily life. Present your findings to the group.

Intercultural communication

Meaning communication across different cultures. This can be on a larger scale between nations cultures but also within one nation such as between genders or ethnicities. For our practical approach, we use the simple understanding that as soon as two people from different cultural backgrounds communicate with one another, they enter intercultural communication. One of the most important aspects in mastering intercultural communication is an open-mind and the acknowledgement of differences and accepting those.

Learning task

Remember the videos from the introduction. Cultural misunderstandings can have a funny nuance. Try to find another video depicting cultural communication problems in a humoristic way. Present to the group.

Learning Activity: 3 Video and Script for Scene

Link to video: https://www.youtube.com/watch?v=3_dAkDsBQyk

Script:

Scene: Amy's apartment.

Sheldon: So, first there was PlayStation, aka PS1, then PS2, PS3 and now PS4. And that makes sense. You'd think after Xbox, there'd be Xbox 2. But no, next came Xbox 360. Hmm? And now, after the 360, comes Xbox One. Why one? Maybe that's how many seconds of thought they put into naming it.

Amy: Can you get the butter, please?

Sheldon: You know, however, with the Xbox One, I can control my entire entertainment system using voice commands. Up until now, I've had to use Leonard.

Amy: Then get the other one. Pass the butter.

Sheldon: Get? Hang on. I don't feel like you're taking this dilemma seriously.

Amy: Fine, Sheldon. You have my undivided attention.

Sheldon: Okay, now, the PS4 is more angular and sleek looking.

Amy: No way.

Sheldon: Yeah, well, it's true. But the larger size of the Xbox One may keep it from overheating.

Amy: Well, you wouldn't want your gaming system to overheat.

Sheldon: No, see? Well, you absolutely would not. And furthermore, the Xbox One now comes with a Kinect included.

Amy: Included?

Sheldon: Yes. Not sold separately. Although the PS4 uses cool new GDDR5 RAM, while the Xbox One is still using the conventional DDR3 memory.

Amy: Why would they still be using DDR3? Are they nuts?

Sheldon: See? That's what I thought. But then they go and throw in an ESRAM buffer.

Amy: Whoa, whoa. Wait a second. Who's they?

Sheldon: Xbox.

Amy: You're kidding.

Sheldon: No, I am not. And this ESRAM buffer should totally bridge the 100-gigabit-per-second bandwidth gap between the two RAM types.

Amy: This is a nightmare. How will you ever make a decision?

Sheldon: You see? I don't know. What should I do?

Amy: Please pass the butter!

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2.11 Communication with People with Disabilities

Warm-up video

Start by watching this Video: EFDS- reaching more people through inclusive and accessible communications – YouTube

Link to video: https://www.youtube.com/watch?v=XGcoCZa-a50

Learning activity 2: Social Model of Disability and Communication

Privilege Game

Everybody stands/sits in a row next to each other. The trainer will read out loud a couple of statements. Every time the statement fits you move up in the length of approx. one step. When the trainer goes through all the statements, the trainees can look around and observe their own distance and the distance of the others. After some time find yourself back at your place and discuss the questions. There are no right or wrong answers to the statements. If you share, be honest to yourself. No one will be judged for their choices to move or to stay. If people want to, they can share their reasoning, but this is not mandatory and the reasoning will not be questioned! Also, participants do not have to participate/answer every statement. **Trigger warning! Some statements are very sensitive and can be a trigger for people. The trainer should ask about any known triggers of the participants in general <u>before</u> starting the game. If there are known triggers, the trainer should leave out the corresponding statements. (Example: talking about sexual abuse)**

Statements:

11	I can choose freely where I want to live.
22	I can visit my family and my family can visit me anytime.
33	I can visit my friends and they can visit me anytime.

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44	I can walk alone at night without fear.
55	I can move freely through my city/town.
66	I was in school for more than four years.
77	I can earn my living the way that I want to.
88	I can fairly easily travel.
99	I feel represented in my community.
10	I can be sure that my employer will treat me fairly.
11	My income is adequate and fair.
12	I perceive my future as certain and secure.
13	I am not at the risk of sexual misconduct at the workplace or in a similar context.
14	I do not perceive a risk of being raped.
15.	It is unlikely that I am the target of a hate-crime.
16	I was not afraid to become a victim of violence at some point in my life.

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17	My rights are well secured and represented.
18	I can participate equally in society.
19	I feel like my vote counts.
20	My livelihood was never threatened.

More statements are possible and encouraged, but not necessary.

UN-CRPD

See module 2.4.

Social Model of Disability

The social model of disability is a way of thinking about disability, created by disabled people.

What is Disability?

The Convention does not explicitly define disability

Preamble of Convention states:

"Disability is an evolving concept, and that disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders full and effective participation in society on an equal basis with others."

Article 1 of the Convention states:

"Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others."

Disability results from an interaction between a non-inclusive society and individuals:

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Person using a wheelchair might have difficulties gaining employment not because of the wheelchair, but because there are environmental barriers such as inaccessible buses or staircases which impede access

Person with extreme near-sightedness who does not have access to corrective lenses may not be able to perform daily tasks. This same person with prescription eyeglasses would be able to perform all tasks without problems.

Convention Terminology

YES:

"Persons with disabilities"

NO:

"handicapped"

"Physically or mentally challenged"

Note: Preferences for terminology among persons with disabilities and among geographic regions may vary. The individual wishes of persons with disabilities should be respected as much as possible.

Social Model: What is a barrier?

Note:

The term "disability" covers a wide range of impairments.

An impairment may be physical or mental but will be long term (lasting for more than 12 months) and have a substantial impact on the ability of someone to carry out day to day activities like washing, eating, or walking.

Often when we think of disability, we think of someone using a wheelchair. It is important to remember that wheelchair users only account for around 8% of disabled people.

A lot of disability is unseen – cancer, HIV, dementia, and autism are all included within the definition of disability.

Example of a multitude of barriers:
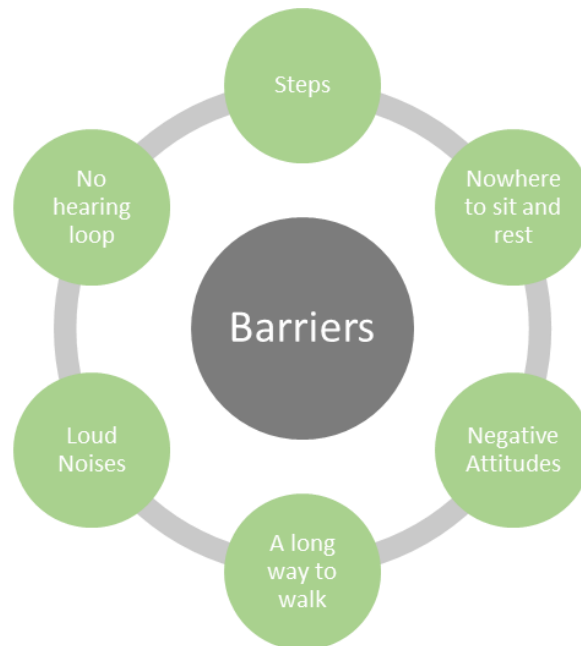
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United Nations – Department of Economic and Social Affairs, Disability: Convention on the Rights of People with Disabilities and its Optional Protocol http://www.un.org/disabilities/documents/ppt/crpdbasics.ppt

The Social Model of Disability Explained

https://www.thesocialcreatures.org/thecreaturetimes/the-social-model-of-disability

The social model of disability

https://www.sense.org.uk/about-us/the-social-model-of-disability/

Visit Britain: Do´s and Don'ts of accessible communication URL:
https://www.visitbritain.org/sites/default/files/vb-corporate/business-hub/resources/business_disability_forum_infographic_communicating_with_disabled_customers_0.pdf

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2.12 Assertive Communication

Warm-up questions

- Do you voice your opinions or remain silent?
- Do you often feel that you fail to get your opinions heard, or that people dismiss your views?
- Do you say yes to additional work even when your agenda is full?
- Are you quick to judge or blame others?
- Do people seem to be afraid to talk to you?

Prologue

This subchapter deals with assertiveness, because it is an effective communication style, which is learnable and it gives tools for conflict management. We will look at why assertiveness is important, how assertiveness can manifest itself, how you can communicate your needs and improve your ability to communicate more assertively. These exercises will help you to deal effectively with difficult circumstances, be effective when making decisions, and be more assertive.

Assertiveness

What is assertiveness? Assertiveness refers to the ability to defend one's rights and express one's feelings and thoughts easily as well as to an attitude in human relations that treats everyone equally and is free from anxiety. In addition, individuals with an assertive attitude find the rights of others as valuable as theirs (Alberti & Emmons, 2002). Assertiveness affects an individual's self-confidence, adaptation to society, and mental well-being. Assertive individuals are aware of the need for self-disclosure while doing what they want (Townend, 2007), and they develop a pattern of behaviour that takes into account the situation of the other person as well as their own situation.

Consequently, it affects the quality of the individual's relationship with oneself and others and requires that the individual treat oneself and others fairly. It is important what you say but it is also important how you say it that's important. Assertiveness is an effective communication strategy in which self-assertion and consideration of the interest of others are present at the same time. Thereby it creates the conditions for

nonviolent communication and social efficiency. It is often hard to be assertive when you're challenged or need to ask for something.

According to the textbook Cognitive Behaviour Therapy (2008) if the behaviour:

- **Assertive:** assertive people are able to express their will and belief, which is an important part of clear communication.
- **Passive:** a person who is passive suppresses their emotions, feelings and thoughts, even if it causes discomfort or unhappiness for him/her. If you avoid conflict, with this you give others the license to disregard your wants and needs.
- **Aggressive:** aggressive people interact disregarding the rights and/or feelings of others. Aggression undercuts trust and mutual respect.
- **Passive-aggressive:** a person who is passive-aggressive expresses aggression in a passive way, such as being stubborn or grumpy, procrastinating things, intentionally underperforming, sarcastic or complaining about others behind their backs.

Here are some tips/techniques to help you become more assertive by Mayo Clinic Staff

- **Saying no:** Protect your time and take control of your workload by saying "no" when necessary. Try to find a win-win solution that works for everyone. Don't hesitate — be direct. If an explanation is appropriate, keep it brief. "No, I can't do that now."
- **Asking for more time:** I need some more time to think things over. Can we get back to it tomorrow morning?
- **Using an I-statement:** For instance, say, "I disagree," rather than, "You're wrong." If you have a request, say, "I would like you to help with this" rather than, "You need to do this."
- Example: Last week I cleaned up the office alone. I would be less exhausted and nervous if you could help me. Can we do it together next time?
- **Giving feedback:** Without you, we would not have been able to complete the project by the deadline. Thanks!

- **Listening to others:** If I understand well, you say that…; what is your opinion about it?
- **Using body language:** Act confident, keep an upright posture, but lean forward a bit. Make eye contact, maintain a neutral or positive facial expression. Don't cross your arms or legs.
- **Keeping emotions in check:** If you feel too emotional to get into a situation, wait a bit if it is possible. Then try to remain calm, breathe slowly, keep your voice even and firm.
- **Rehearse what you want to say.** Consider role-playing with a friend or colleague and ask for clear feedback.
- **Benefit of affective behaviour:** express yourself effectively; stand up for your point of view, while also respect the rights and beliefs of others, earn respect from others; create win-win situations; gain self-confidence and self-esteem; improve coping skills; focuses on emotional awareness (understand and recognize feelings, it results honest personal relationships and feeling more secure); improve communication skills and conflict management skills, eliminate the problem; improve your decision-making and negotiation skills; improve stress management skills, especially if you tend to take on too many responsibilities because you have a hard time saying no.

Summary

One of the main features of communication is that the communication partners want to influence each other's thinking and behaviour, but the effect always prevails through emotions. Therefore, partners must first establish a positive emotional relationship in order for the message to reach the recipient. Of course, no one is completely aggressive, assertive, or passive. However, the more situations you can be assertive in, and the more assertive you can be with those who are important to you (it's much easier to be assertive with a stranger), the better your relationships will be. Besides, it improves your self-confidence. It is important for a person to be able to recognize if they are afraid to say no to certain people. This can impede personal progress. So, let's try to articulate and undertake our needs in an assertive way.

Evaluation of the lesson

- ✓ Are you able to articulate and take on your needs in an assertive way? Was it harder to do during the pandemic?
- ✓ Did you find your role in the shadow play group?
- ✓ How do you say No? Are you able to use more assertive ways to respond?

To-do list

1. Fill in the assertiveness inventory! Link: Inventory!

2. Situations - create assertive sentences (appendix 12d)

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Appendix

12.a What are you afraid of when you have to say no to a request?

What are you afraid of when you have to say no to a request?	✓
They won't love me.	
They think I'm selfish and don't want to help them.	
If I don't help them, they won't help me either.	
They won't give me a job / they won't promote me.	
It gives me confidence when they ask me for help so I say yes.	
I feel useful/important/ I feel loved.	
They will blame me if something goes wrong.	
I'm skilful and more efficient/faster if I do the task myself.	
They get angry if I say no.	
They think badly of me if I say no.	
I feel excluded if I say no.	

12.b Say No

A situation where
I could say no.

in my behavior

in my feelings

in my thoughts

in my self-esteem

A situation where
I couldn't say no.

Difference between
the two situations
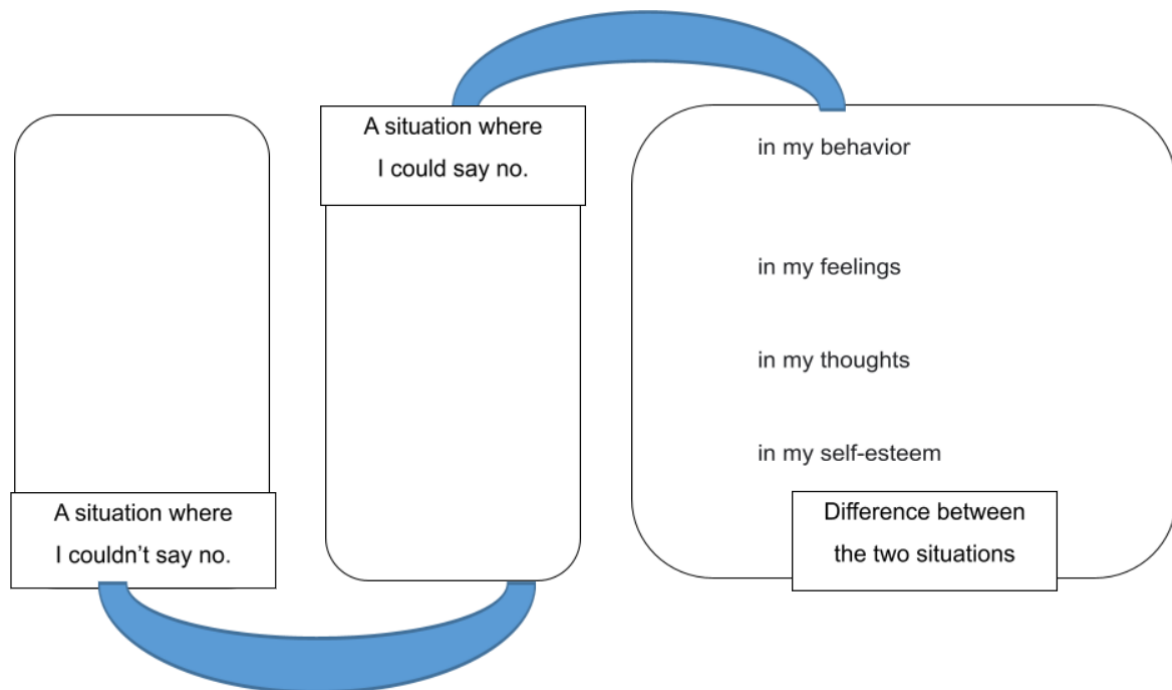
12.c Situational exercise

Task description: The group stands in a circle. Everyone reaches out and closes their eyes. The group leader makes various statements and members of the group can vote with their eyes closed. Thumbs-up: "I agree!". Thumbs-down: "No, I see it differently!".

Situation: At work a colleague asks you to do one of the tasks instead of her, in which she has also regularly asked for your help in the past. You have difficulty in doing it and you'd be happy if she did the work herself. Choose what you would most like to do or say. Which behaviour can you best identify with?

1. Anna, I'm glad you think I can do the task, but I'm pretty busy since I've been helping you a lot lately. It would be nice if you would do this task yourself in the future or ask someone else to do it.
2. You take over the extra work from Anna, but you just procrastinate for days, so it's not done on time. In the end, she won't ask you for help anymore.
3. I know you're having trouble with this extra work, Anna. Maybe I can take some time to help you with it.
4. Anna, I'll tell the boss how lazy you are and that you are never able to do your own tasks.

The trainer describes and identifies the names and characteristics of the forms of behaviours. Everyone can identify which category of behaviour their response represented.

1. Assertive: assertive people are able to express their will and belief, which is an important part of clear communication.
2. Passive: a person who is passive suppresses their emotions, feelings and thoughts, even if it causes discomfort or unhappiness for him/her.
3. Aggressive: aggressive people interact disregarding the rights and/or feelings of others.
4. Passive-aggressive: a person who is passive-aggressive expresses aggression in a passive way, such as being stubborn or grumpy, procrastinating things, or intentionally underperforming.

12.d Situations - being assertive

Task description:

You can see a handful of examples of situations, (sound threatening and some not). Create one or more possible assertive responses. During these assertiveness group therapy activities, ask your group to identify whether the response is assertive, passive, or aggressive. Alternatively, ask if they can think of a better way to respond.

Situation #1: You are in the pub with your colleagues. The barmaid serves you the wrong drink.

Response: "What do you call this? I asked for a Mojito, not Margarita – get your act together."

Situation #2: A new colleague, with whom you share an office, smokes continuously. You dislike the smell of smoke.

Response: "Gosh, I've really got a headache, but then smoky atmospheres always bring on my migraine."

Situation #4: You make a mistake at work during rehearsal and the stage director tells you off in a very abrupt and angry manner. What is your response?

Module 5 - Inclusion

Activity description

Discussion about inclusion and accessibility. Clearing concepts. Clearing the target group. Sharing best practices from the field of art, focusing primarily on situations of pandemic or other similar isolation.

Title of the subchapters

2.13 Effects of exclusion and storytelling

2.14 Accessibility, best practices

Goals

Telling own positive and negative examples, specifically for the period of the pandemic or its effects. Learning about the world of people living with otherness. Collecting best examples.

Warm-up questions

- What are the effects of exclusion? What does society gain from inclusion?
- How does storytelling relate to the theme of inclusion?
- What does accessibility mean to you?

Notes

There are no further learning materials for this submodule. You can find links as below for more information:

Social inclusion - Regional Policy - European Commission (europa.eu)

Re-Link - Exclusion, Segregation, Integration & Inclusion: How Are They Different?

What Is Storytelling? – National Storytelling Network (storynet.org)

Learn more:

2.13 Effects of exclusion and storytelling

2.14 Accessibility, best practices

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Module 6 - Shadow Theatre

Activity description

Reflecting and self-reflecting on the specific roles of each team member during performance design, rehearsal and production period.

Identifying key elements of a shadow theatre performance, distinguishing similarities with other artforms.

Getting to know more about technical elements of shadow theatre, light techniques and crafting puppets. Focusing on different performance techniques - puppets, hands, body, voice, fabrics etc.

Subchapters

2.15 History of shadow theatre and artistic specifics

2.16 Technical specifics

2.17 Directing, rehearsing and performing

Goals

Acquiring theoretical knowledge and offering space for creative practical exploration about the use of shadow theatre as an inclusive artform.

Warm-up questions

- What does art mean to you? Which forms of art do you consume on a daily, weekly, monthly basis?
- Are you an artist or maybe you want to become one?
- Have you ever watched a shadow theatre performance? (Which was it, when and where, what do you remember of it?)
- Where do you see yourself in the performance creation process?
- How will you get inspired for creative activities?
- Do you feel motivated to start crafting puppets?

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2.15 History of Shadow Theatre and Artistic Specifics

Warm-up questions

When was the last time you've done some drawings, singing, writing or crafts? How does doing that make you feel? Do you maybe feel childish and ridiculous or inspired and relaxed whilst doing it? What does art mean to you? Which forms of art do you consume on a daily, weekly, monthly basis? Are you an artist or maybe you want to become one? If yes, which artform do you feel will express you the most and why is that? Have you ever watched a shadow theatre performance? (Which was it, when and where, what do you remember of it?)

Prologue

Art as a form of expression aims to spark 2-way communication. The artist creates the work so they send a message, tell a story, share an opinion, fight for or against something, address a conflict, change or keep the world the same as it is. As people are social animals and seek company and constant exchanges, especially during and after the pandemic, art gives many options for that. Anyone has the capacity and the right to become an artist, as long as they have a story to tell, show, write or perform.

This subchapter includes history of shadow theatre and artistic specifics and endless possibilities for inclusion of disabled people. The goals are: acquire theoretical knowledge about the use of shadow theatre as an art form, both inclusive and educational; being able to reflect and self-reflect on the specific roles of each team member during performance design, rehearsal and production period; identify key elements of a shadow theatre performance, distinguish similarities with other artforms.

What is art therapy?

Art therapy is an integrative mental health and human services profession that enriches the lives of individuals, families, and communities through active artmaking, creative process, applied psychological theory, and human experience within a psychotherapeutic relationship. There is increasing evidence in rehabilitation medicine and the field of neuroscience that art **enhances brain function by impacting brain wave patterns, emotions, and the nervous system**. Art can also raise serotonin

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levels. These benefits don't just come from making art, they also occur by experiencing art.

Here are few exercises focused on emotions:

1. **Create an emotion wheel.** Using colour, this activity will have you thinking critically about your emotions.

2. **Put together a journal.** Journals don't have to just be based around words. You can make an art journal as well, that lets you visually express your emotions.

3. **Explore puppet therapy.** Puppets aren't just for kids. Make your own and have them act out scenes that make you upset.

4. **Use line art.** Line is one of the simplest and most basic aspects of art, but it can also contain a lot of emotion. Use simple line art to demonstrate visually how you're feeling.

5. **Design a postcard you will never send.** Are you still angry or upset with someone in your life? Create a postcard that expresses this, though you don't have to ever send it.

6. **Paint a mountain and a valley.** The mountain can represent a time where you were happy, the valley, when you were sad. Add elements that reflect specific events as well.

Art forms

There are seven basic art forms and here are options for their implementation in a shadow theatre process.

1. Painting is the application of paint, usually on a two-dimensional surface. In shadow theatre you design, draw and paint the puppets, backgrounds and sets.

2. Sculpture as a form of art involves the creation of art in the three dimensions. The type of material used can be anything natural or artificial – from clay, metal, and wood to objects that artists come across in their everyday lives. In shadow theatre you sculpt some of the puppets and sets on which you project the light. Performer's body is also

considered to be a moving sculpture when dancing with shadows on the screen.

3. Architecture is designing and building permanent structures in small and large sizes. Not directly applied in shadow theatre, except for the skills to design the set of the performance as a whole.

4. "Literature" is derived from the Latin word that is translated as "letters" and refers to the written word in particular. Language is a powerful and symbolic way of communicating, and writing is no exception. In shadow theatre we write the story we tell or perform, and also, we literally write words and text on some of the backgrounds, which are made from see through materials.

5. Music is created when there is an organization of sounds, as vibrations, that are put together to form an audible composition. Elements of a musical composition that are valuable for shadow theatre are melody and rhythm, which can be performed live or recorded.

6. Cinema or video making is a fairly recent form of art, relative to the other art types and enables one to produce and see pictures in motion. In shadow theatre you can project videos with a projector and perform between the projector light beam and the screen, casting shadows on top of the video.

7. Theatre is a performance art that includes a cohesion of different techniques and mainly visual elements. Evidence for visual storytelling goes back tens of thousands of years, but it is widely accepted that storytelling through sounds, song, dance, and charts formed an integral medium through which traditions were passed down and retained. Theatre is a unique form of art in the sense that it can combine several different forms of art in one theatre production. A variety of artists can be involved in the range of complex elements that may be involved in a theatre production, including costume and stage designers, musicians, actors, and writers.

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Chinese Shadow Puppetry

Chinese Shadow Puppetry in 2011 is inscribed on the Representative List of the Intangible Cultural Heritage of Humanity!

It is a form of theatre acted by colourful silhouette figures made from leather or paper, accompanied by music and singing. Manipulated by puppeteers using rods, the figures create the illusion of moving images on a translucent cloth screen illuminated from behind. Many older shadow puppetry artists can perform dozens of traditional plays, which are orally transmitted or found in written form. They master special techniques such as improvisational singing, falsetto, simultaneous manipulation of several puppets, and the ability to play various musical instruments. Many puppeteers also carve the puppets, which can have between twelve and twenty-four moveable joints. Shadow plays are performed by large troupes with seven to nine performers and smaller troupes of only two to five, primarily for entertainment or religious rituals, weddings and funerals and other special occasions. Some puppeteers are professional, while others are amateurs performing during slack farming seasons. The relevant skills are handed down in families, in troupes, and from master to pupil. Chinese shadow puppetry also passes on information such as cultural history, social beliefs, oral traditions and local customs. It spreads knowledge, promotes cultural values and entertains the community, especially the youth.

To-do list

Do you feel motivated to start crafting puppets?

1. Explore these shadow puppet theatres and find differences in their visual languages.
   a. https://www.unterwassertheatre.com/
   b. https://www.mariedonath.net/
   c. https://www.lichtbende.nl/
   d. https://www.luzmicroypunto.com/inicio/
   e. http://zoomwooz.com/
   f. https://verbashadow.com/
   g. https://budrugana.ge/en/
   h. http://www.annafabuli.de/

References

100 Art Therapy Exercises:

https://intuitivecreativity.typepad.com/expressiveartinspirations/100-art-therapy-exercises.html

Types of art: https://artincontext.org/types-of-art/

What is art: https://youtu.be/QZQyV9BB50E

Lighting Design: https://www.bbc.co.uk/bitesize/guides/zjqsxyc/revision/2

Chinese Shadow Puppetry: https://ich.unesco.org/en/RL/chinese-shadow-puppetry-00421

How to make a shadow puppet video:

https://www.youtube.com/watch?v=5opu4mwCtA0

2.16 Technical Specifics

Activity description

The content of this subchapter supports the shadow theatre technical specifics, equipment, craft materials and tools, puppets and set design.

Goals

Acquiring practical knowledge about shadow theatre technical elements with focus on light and stage.

Being able to design and craft puppets and set for shadow theatre.

Acquire practical knowledge about performing with shadow theatre, in the role of a voice over actor, musician, multimedia creator.

To-do list

1. Invite participants to make a self-portrait, turn it into a puppet and incorporate some of your characteristics (for example that you are very cheerful, very serious at times, or very stubborn). Aside from crafting a puppet you could easily perform a shadow with your gestures and body. This can be done as a solo task or in pairs of 2 peers, based on participants' abilities.
2. This works in pairs. Grab a random book, open at a random page, pick a random sentence and think of a way how this sentence could take place in a shadow theatre performance.
3. Participants within their group of assigned roles need to think of answering the following questions: What am I doing in the performance? Who will I be interacting with the most? What are the things that are ready and what are the things that are not yet ready in my role? What is the first thing we need to do next?

Read more

Shadow puppets and storytelling

Explorations into Shadow Theatre: Explorations into Shadow Theatre: An Instruction Manual from ShadowLight Productions

Shadow theatres of the world

[Teacher guide](#) , [Teacher Guide 2](#)

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2.17 Directing, Rehearsing and Performing

Warm-up questions

- Are you excited about what is coming for the group?
- Do you have any previous theatre, performance, film or music experience?
- How ready do you think the performance is at this point?
- Who from your family and friends will be in the audience on the premier day?

Goals

Discovering how to become a performer, potentially how to become a shadow theatre workshop facilitator.

Read more

Six Acting Exercises to Practice at Home pdf

Directing workshop pdf

Module 7 - Blended Learning, E-Learning

Activity description

The digital society and digital technologies are opening up new ways of learning, having fun, working, discovering and realizing ambitions. They also bring new freedoms and rights and give EU citizens the opportunity to transcend physical communities, geographical locations and social positions. The EU will pursue a human-centric, sustainable vision for digital society throughout the digital decade to empower citizens and businesses.

The content of the chapter supports solidarity and inclusion, fostering participation in the digital public space, increasing safety, security and empowerment of individuals, promoting the sustainability of the digital future.

Subchapters

2.18 Online learning environment

2.19 Inclusion design and accessibility in the practice

Goals

Identifying digital skills, digital environment, digital identity.

Creatively using digital technologies (to engage individually and collectively in cognitive processing to understand and resolve conceptual problems and problem situations) How do you view your personality traits?

Sharing best practices about barrier-free online experiences What is creativity?

Warm-up questions

- How does your online networking look?
- Which online platforms do you use?
- How do you use digital technologies in your professional life?

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2.18 Online learning environment

Warm-up questions

- Are you aware of your digital level?
- Did you have the chance to practice your online skills during the pandemic?
- What is your experience with barrier-free platforms?

Prologue

Digital technologies allow students to study remotely, adults to work from home, and the world population to continue social interaction despite social distancing requirements. As the world is going digital, strengthening capacity in areas like cybersecurity and data protection has become more important than ever.

What about your digital skills? Does your employer invest in people?

Digital environmental

Notes about digital inclusion

Digital technologies have kept people, governments and businesses connected during the pandemics such as the one the world experienced with COVID-19.

Do you know?

"One billion people in the world cannot prove their identity which limits their access to digital services and opportunities. The gender gap persists, and globally, 62% of men go online, compared with only 57% of women. The share of internet users in urban areas is twice as high as in rural areas. 71% of the world's younger population aged 15-24 is using the internet, compared with 57% of all other age groups." (Digital Development. Overview | World Bank)

What kind of inclusive and innovative solutions did you find in the creative sector during and after the COVID-19?

What is your favourite barrier-free homepage, blog or social media tool? Why is that?

Main terminology

The **digital environment** is a context, or a "place", that is enabled by technology and digital devices, often transmitted over the internet, or other digital means, e.g., mobile

phone network. Records and evidence of an individual's interaction with a digital environment constitute their digital footprint. In DigComp, the term digital environment is used as a backdrop for digital actions without naming a specific technology or tool.

A **digital identity** is an online or networked identity adopted or claimed in cyberspace by an individual, organization or electronic device. These users may also project more than one digital identity through multiple communities. In terms of digital identity management, key areas of concern are security and privacy.

Digital skills are becoming essential for everyone. At work, at home or at school, we use smartphones, computers and tablets and we need to be able to master them. To order a pizza, to pay an invoice, or to schedule a work meeting, digital tools and the internet are indispensable for our lives and work.

Netiquette means to be aware of behavioural norms and know-how while using digital technologies and interacting in digital environments. To adapt communication strategies to the specific audience and to be aware of cultural and generational diversity in digital environments.

Web accessibility means that websites, tools, and technologies are designed and developed so that people with disabilities can use them.

The Digital Competence Framework 2.0

Identifies the key components of digital competence in 5 areas which can be summarized as below. Link to more information: DigComp.

1. **Information and data literacy**

   1.1 Browsing, searching and filtering data, information and digital content

   1.2 Evaluating data, information and digital content (judging the relevance of the source and its content)

   1.3 Managing data, information and digital content (e.g., storing, organizing digital data)

2. **Communication and collaboration** (while being aware of cultural and generational diversity)

   2.1 Interacting through digital technologies

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2.2 Sharing through digital technologies

2.3 Engaging in citizenship through digital technologies (participating in society through public and private digital services and participatory citizenship)

2.4 Collaborating through digital technologies

2.5 Netiquette

2.6 Managing digital identity

3. **Digital content creation**

3.1 Developing digital content

3.2 Integrating and re-elaborating digital content

3.3 Copyright and licenses

3.4 Programming

4. **Safety**

4.1 Protecting devices (knowledge about safety and security measures and to have due regard to reliability and privacy)

4.2 Protecting personal data and privacy

4.3 Protecting health and well-being (e.g., cyber bullying; protecting physical and psychological health, be aware of digital technologies for social well-being and social inclusion)

4.4 Protecting the environment (being aware of the environmental impact of digital technologies and their use)

5. **Problem solving**

5.1 Solving technical problems

5.2 Identifying needs and technological responses (e.g., adjusting and customizing digital environments to personal needs such as accessibility)

5.3 Creatively using digital technologies (using digital tools to innovate processes and products)

5.4 Identifying digital competence gaps

About the internet safety rules

Have you got any other tips for the top 10 internet safety rules? Watch this video! Link to video: video! ('5.10)

Evaluation of the lesson

✓ Do you agree that fostering digital inclusion is of paramount importance? Why?

✓ How do you get the most out of your online environment?

To-do list

1. Test your digital skills! Link to test: Online test

2. What is internet safety? Test your knowledge! Link to quiz: quiz.

3. How do you get the most out of your online environment? Link to video: video

References

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https://ec.europa.eu/info/strategy/priorities-2019-2024/europe-fit-digital-age/europes-digital-decade-digital-targets-2030_en

Inclusive education. Universiteit Leiden.
https://teachingsupport.universiteitleiden.nl/getting-started/inclusive-education

Test your digital skills tool. (2021, December 6). Digital Skills and Jobs Platform.
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2.19 Inclusion Design, Accessibility in the Practice

Prologue

In this document you will find further content on Module 7.19, such as instructions on how to use an online tool or ideas for possible outcomes.
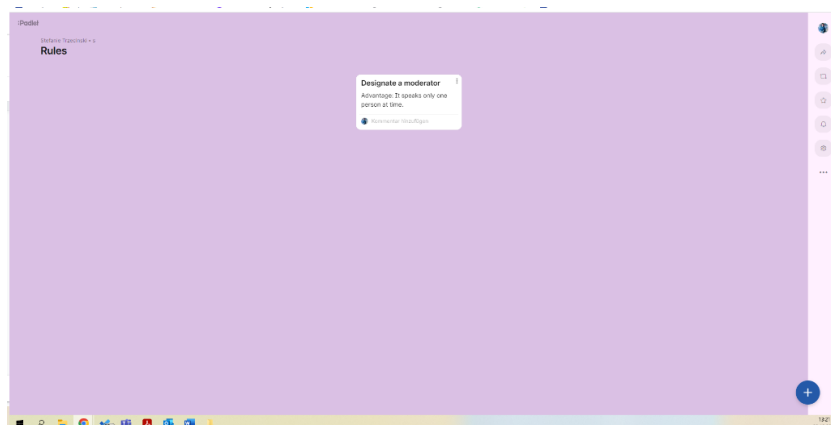
Padlet

More information about padlet

Padlet is an online tool for working together on lists etc. There are free and paid memberships. For our workshop, a free membership is sufficient. However, registration with Padlet is necessary for the trainer


When creating a padlet, there are several choices of how to display the information - as a list, in a world map, as a storyboard and many other variations.

What is always identical: At the bottom right there is a "Plus/+" sign. This must be clicked to write a new comment.

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In order for Padlet to be filled by all workshop participants, they need the link to Padlet.

To do this, simply click on the cogwheel on the right-hand side and copy the link to the padlet in the settings. All participants with the link can add their comments to the padlet without logging in, so that the rules can be worked out together.
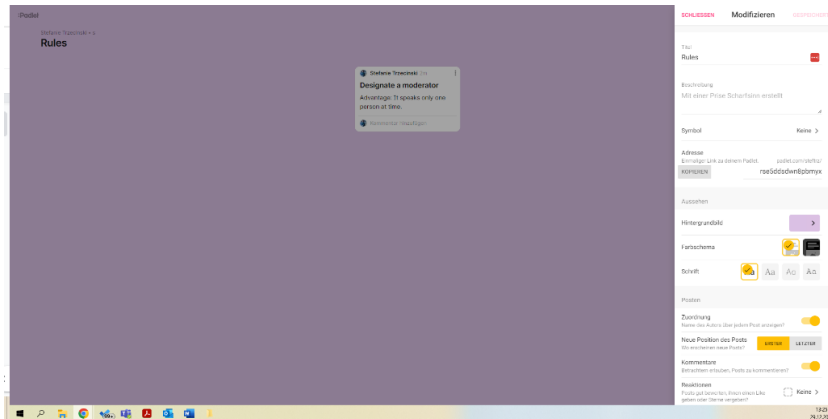
More information how to use padlet on YouTube:

https://www.youtube.com/watch?v=dC69Sr-OQik

Suggestions for the Digital guide for working together at eye level

- Designate a moderator so that only one person speaks at a time.
- As a general rule, when speaking, look at the hearing-impaired staff member so that he or she has a chance to so that they have a chance to hear what is being said from their mouths.
- Let the speaker finish and only speak when the moderator gives the floor.
- Address the next person to speak by name and give them the floor with eye contact and a hand gesture in their direction - this gives hearing impaired people enough time to target the person in the meeting.
- Do not form box sentences, but instead formulate clear sentences and get to the point.
- Do not use complicated language or too many foreign words so that everyone understands you.
- Announce changes of topic - this makes it easier to understand and the common thread remains intact.

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- To the moderator: Every now and then give a summary of the conversation/meeting to get everyone back on board.
- Sit in a circle of chairs or at a round table so that all participants have good eye contact.
- Speak at an appropriate pace, pronounce clearly and use body language/gestures - but do not over-articulate or wave your hands around.
- If a sentence is not understood several times, repeat it in a different formulation - if necessary, name the topic again or give a keyword.
- When using listening technique: hold the microphone under the mouth and pass it to the next speaker if necessary - and wait until the microphone has arrived before speaking.
- Do not whisper to the hearing-impaired employee during a lecture - a piece of paper and pencil can help here.
- Accessibility of digital tools for online meetings
- Useful Websites:
- GERMAN:https://www.bundesfachstelle-barrierefreiheit.de/SharedDocs/Downloads/DE/Veroeffentlichungen/videokonferenztoos-vergleich-der-barrierefreiheit.pdf?__blob=publicationFile&v=6
- ENGLISH: https://www.washington.edu/accessibility/meetings/

Tabelle 1: Screenreader-Kompatibilität

Anforderung	Adobe Connect	BigBlue Button	Cisco Webex	Google Meet	GoTo Meeting	Jitsi Meet	Microsoft Teams	Skype	Zoom
Ansage von fokussierten Elementen	Teilweise[1]	Ja	Ja	Ja	Nein	Teilweise[2]	Ja	Ja	Ja
Ansage von Statusmeldungen	Nein	Ja	Nein	Ja	Nein	Nein	Ja	Ja	Ja
Touchscreen-Steuerung	Nein	Ja	Ja	Ja	Nein	Teilweise[3]	Ja	Ja	Ja
Screenreader-Kompatibilität bei Bildschirmfreigabe	Teilweise[4]	Nein	Nein	Nein	Nein	Nein	Teilweise[5]	Nein	Nein

Tabelle 2: Bedienoberfläche

Anforderung	Adobe Connect	BigBlue Button	Cisco Webex	Google Meet	GoTo Meeting	Jitsi Meet	Microsoft Teams	Skype	Zoom
Kontrastreiches Design	Teilweise[6]	Ja	Teilweise[7]	Ja	Nein	Teilweise[8]	Ja	Ja	Ja
Separate Skalierbarkeit der Fenster/Textgröße	Ja	Teilweise[9]	Ja	Nein	Teilweise[10]	Nein	Ja	Nein	Ja
Deaktivierung der Sprecherfunktion & Spotlightfunktion	Nein	Teilweise[11]	Ja	Ja	Nein	Nein	Ja	Nein	Ja
Über Tastatur/ Tastenkombinationen steuerbar	Teilweise[12]	Ja	[13]	Ja	Ja	Teilweise[14]	Ja	Ja	Ja

Tabelle 3: Kommunikations- & Kollaborations-Funktionen

Anforderung	Adobe Connect	BigBlue Button	Cisco Webex	Google Meet	GoTo Meeting	Jitsi Meet	Microsoft Teams	Skype	Zoom
Chatfunktion	Ja	Ja	Ja	Ja	Ja	Ja	Ja	Ja	Ja
Automatische Untertitelfunktion	Ja	Teilweise[15]	Ja	Ja	Nein	Teilweise[16]	Ja	Ja	Teilweise[17]
Manuelle Untertitelfunktion	Ja	Ja	Ja	Nein	Nein	Nein	Nein	Nein	Ja
Zuschalten weiterer Tonspur	Ja	Teilweise[18]	Ja	Nein	Nein	Nein	Nein	Nein	Ja
Gruppenräume (Breakout-Sessions)	Ja	Ja	Ja	Ja	Ja	Ja	Ja	Nein	Ja

Tabelle 4: Kompatibilität & Sicherheit

Anforderung	Adobe Connect	BigBlue Button	Cisco Webex	Google Meet	GoTo Meeting	Jitsi Meet	Microsoft Teams	Skype	Zoom
Plattformunabhängig	Nein	Teilweise[19]	Ja	Teilweise[20]	Ja	Teilweise[21]	Ja	Ja	Ja
Kein Konto zur Teilnahme notwendig	Nein	Ja	Ja	Teilweise[22]	Ja	Ja	Ja	Ja	Ja
Ende-zu-Ende-Verschlüsselung (Datenschutz)	Ja	Teilweise[23]	Ja	Nein	Ja	Teilweise[24]	Ja	Ja	Ja
Warteraumfunktion	Ja	Ja	Ja	Ja	Ja	Ja	Ja	Nein	Ja

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ENGLISH LANGUAGE

Arts and People with Disabilities – Cooperative Digital Working for Inclusion during the Pandemic

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