



EAR Methodology

ONLINE PART 1 Training of Trainers

ACADIMIA project

Co-funded by the
Erasmus+ Programme
of the European Union



Warm up-getting to know each other

List of questions/ ask your own questions

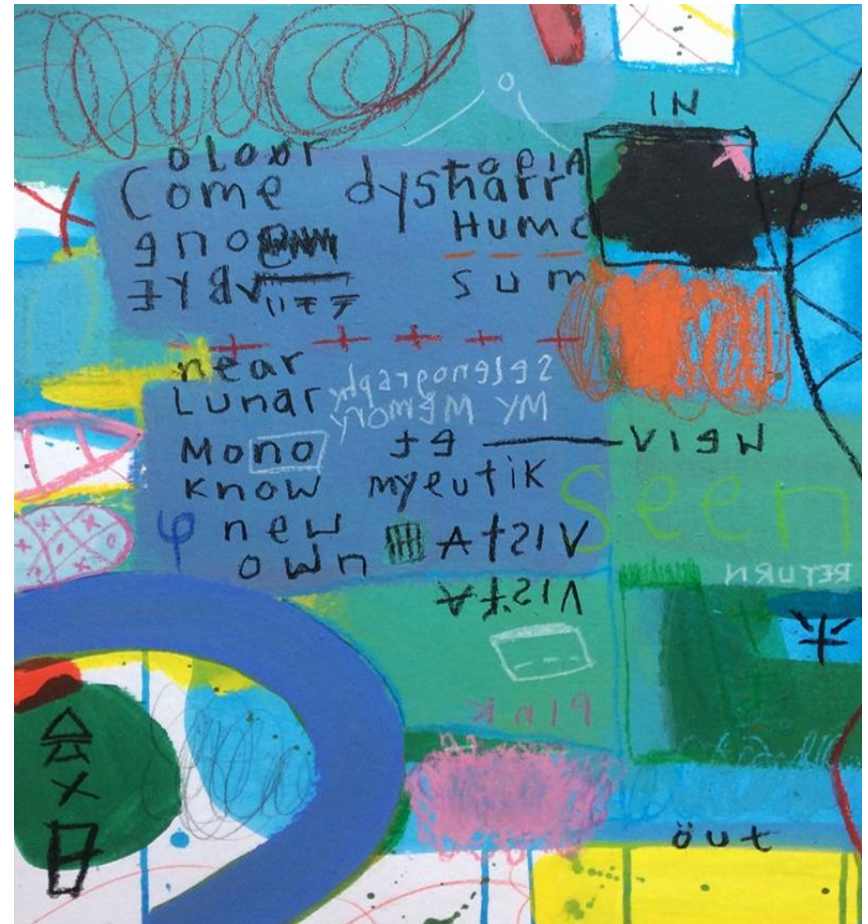
Raise your hand if the answer is YES!

1. Have you ever played theatre? If yes, when and where?
2. Have you ever taught people from different ethnic background?
3. Have you ever taught citizenship?
4. Do you know what Dialectics is?
5. Are you unhappy with the Citizenship education in your country?
6. Do you know who was Socrates?
7. Do you know what is the Theatre of the Oppressed?
8. Do you know what a Fish Bowl as an educational tool is?
9. Have you even been in the Conscience Alley ?
10. Have you heard about the 5 Whys tool?
11. Do you know what is the Documentary Theatre?
12. Do you know what is the Participatory Theatre?
13. ...
14. ...

EAR Methodology

Forming active European Citizens through the dialectical method and theatre

- Is based on a simple **series of activities**, which have a common goal: to **change attitudes** and behaviours and **develop active citizenship** in students.
- Aims to combine the use of the **dialectical method** with **theatre** techniques such as forum theatre, participatory/community theatre and documentary/verbatim theatre.
- The **theatre techniques** allow the creation of a **safe environment** in which students will be able **to express** more freely their reasoning and their **arguments** and this way they are going to facilitate the implementation of the dialectical method and **develop critical thinking skills**.
- EAR Educational Platform
<https://actionlearning.eu/login/>



Presentation of the training

1+3 sessions, online and f2f

Aims:

- At the end of the course, participants are expected to have acquired the knowledge and skills that will enable them to:
- **Select the drama strategies** and the **dialectical techniques** suitable for organising an efficient course
- Adjust, produce, apply and evaluate the **appropriate teaching tools**
- Cooperate with each other and **exchange teaching experiences**, ideas and materials on using theatre and dialectical techniques in the classroom
- Become aware and cope with **different practical problems** in using the EAR methodology
- Improve the **motivation of their learners** and overcome monotony in lessons, as they **work with the Mind, Body and Heart.**
- Become inspired on how **to develop their own theatrical and critical thinking skills** through non-formal learning methods

EAR concept and main steps

- 1. Warm –up** - where the learners react to one of the topics, and the facilitator checks their interest, involvement and prior knowledge on the topic. This can be done through the presentation of a concept, a poem, a music, a painting, a newspaper article, a text of literature, a photo, a letter, a diary, an object, a song, a video, a still image and other stimuli. Each learner thinks and/ or writes her/ his view and feelings on the topic, the main term or the main question(s). The learners' first reactions are explored.
- 2. The main concept(s)**- where learners analyze and define further the main concept(s) or problem(s), based on questions, definitions from the dictionary etc., and they try to find the real meaning of the concept(s) in different contexts
- 3. Theatre techniques** – where they explore the topic through experiential theatrical activities of different kind, whether it is Forum Theatre, Documentary Theatre or Participatory Theatre. **Debriefing should follow** - where learners step outside their roles as actors and discuss how they felt and how they feel now and what they think.
- 4. Dialectical Discussion**- where learners develop critical thinking skills. They create a discussion upon the Dialectics principles and not just a guided conversation or a debate where two groups will cross swords on a binary opposition. **Individual and group work**- where every learner will think and possibly write about what s/he believes on a topic, what are the arguments to base her/ his opinion on, why s/he has this view, which are the factors affecting what s/he believes today. Learners present and explain their opinion to the others and they answer questions that are relevant and based more on the “aporia”. Learners become self-directed and autonomous learners and researchers.
- 5. Personalized Action plan** - where learners record their **feelings and opinions** now, and create their personal or group action plan with short-term, medium-term and long-term measures

Step by step 1

- **WARM-UP**

where the learners react to one of the topic to be discussed and analyzed, and the facilitator checks their interest, involvement and prior knowledge on the topic. This can be done by through the presentation of a concept, a poem, a music, a painting and so on.

INDIVIDUAL WORK

where each learner thinks and writes / notes down her/ his view and feelings on the topic, the main term or he main question.

STIMULUS

where a newspaper article, a poem, a text of literature, a photo, a letter, a diary, an object, a song, a video, a still image by some of the learners etc is presented to the learners.

DISCUSSION - REACTION TO THE STIMULUS

where the learners' first reactions are explored.

- **THE MAIN CONCEPT(S)**

where learners analyze and define further the main concept(s), based on dictionary etc., and they try to find the real meaning of the concept(s) in different contexts

- **THEATRE TECHNIQUES**

where they explore the topic through experiential theatrical activities of different kind, whether this is the Theatre of the Oppressed or other Methods.

DEBRIEFING where the learners step outside their roles as actors and discuss first how they felt and then how they feel now.

Step by step 2

- **DIALECTICAL DISCUSSION TO EXPLORE**

where the facilitator guides a discussion based on questions that develop critical thinking skills.

However, there are specific activities that the EAR project proposes, in order to create a real dialogic discussion upon the Dialectics principles and not just a guided conversation or a debate where two groups will cross swords on binary oppositions and one of the two will win and the other lose.

- **INDIVIDUAL WORK**

where every learner will think and possibly write about what s/he believes on a topic, what are the arguments to base her/ his opinion on, why s/he has this view, which are the factors affecting what s/he believes today.

- **WORK IN PAIRS OR IN TRIO**

where one presents and explains her/ his opinion to the other(s) and s/he answers questions that are relevant and based more on the “aporia”.

Here the other(s) ask(s) questions to just understand in depth an opinion. No one tries to persuade the other, they just apply the active listening principles, by avoid judging and asking for clarifications only.

Step by step 3

RESEARCH BY THE LEARNERS

where learners work individually or in small groups, based and guided by the questions that their classmates asked in the previous stage, in order to find more evidence to support a view (even a slightly different one from their own initial opinion). Learners become self-directed and autonomous learners and research in books, the internet, literature, videos, comics, etc.

DISCUSSION IN PLENARY

where different groups, according to the views reflected, present their opinions and ask for real critique and feedback. Here is crucial to reflect based on research and arguments and to develop critical thinking.

- **PERSONALIZATION**

where the facilitator calls to make the whole topic and discussion personal, so that students may be more involved and mobilized.

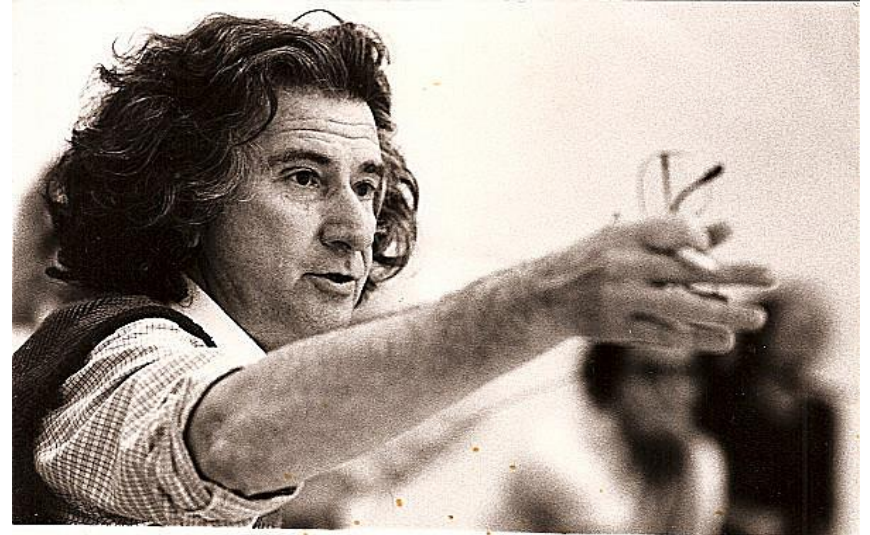
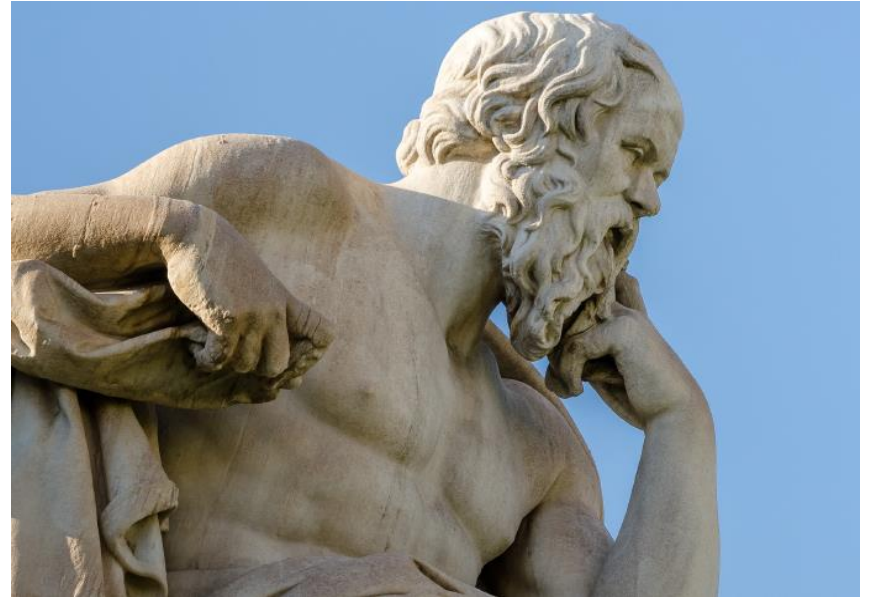
Step by step 4

ATTITUDE CHANGE

where learners record their feelings and opinions now, after working on a topic.

ACTION PLAN

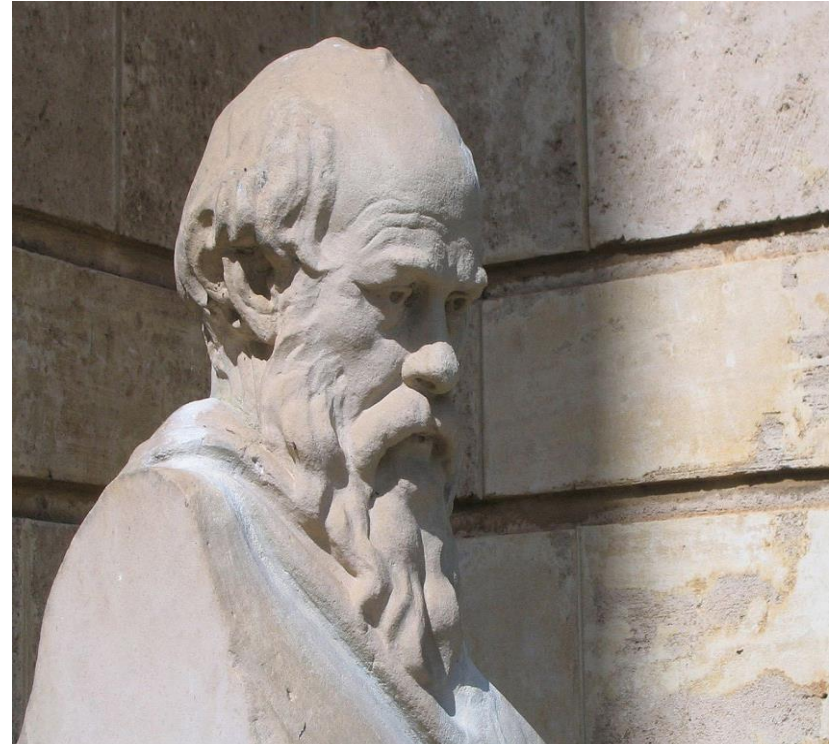
where learners create their personal or group action plan, in order to manage this topic when it will occur in their lives. They decide what can be done in terms of short-term, medium-term and long-term measures and by whom.



Η διαλεκτική μέθοδος

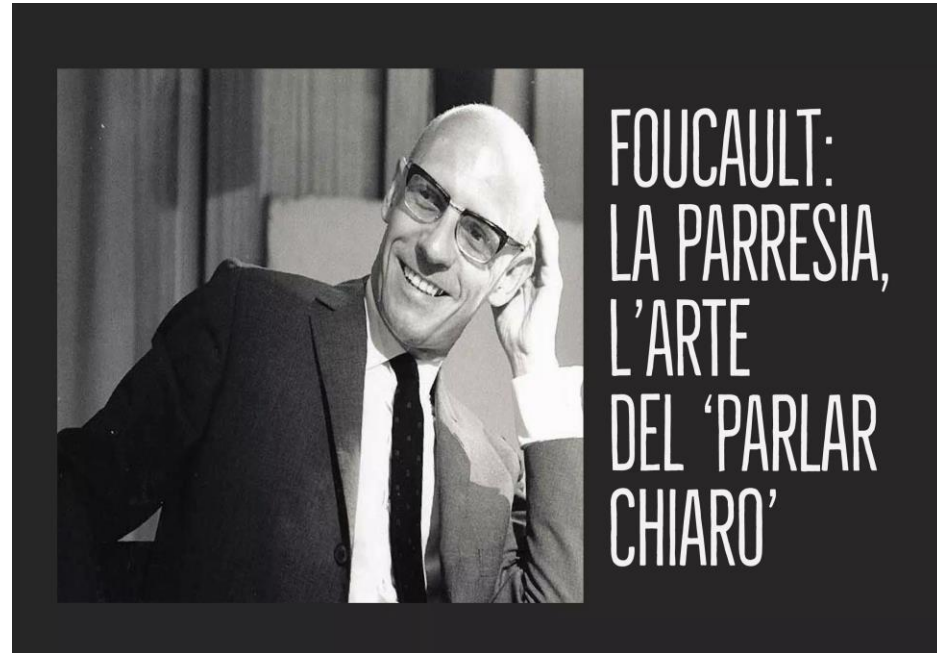
The dialectical method

- **Dialectic** or **dialectics** (Greek: **διαλεκτική, dialektiké**), also known as the **dialectical method**, is a discourse between two or more people holding different points of view about a subject, but wishing to establish the truth through reasoned arguments.
- dia-/ δια-:inter, between, among



related to dialogue

- **Dialogue**=I speak freely with/ to someone about something/ someone (Πλάτων, Γοργίας.491, Λάχεσις.178Α, Χαρμίδης.151Α)
- Through **parrhesia** (παρρησία<παν +ρήμα : λέω, εκφράζω τα πάντα, I speak, I express everything)= **free** expression of opinion, courage and clear expression of thoughts



Dialectics is NOT:

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"Don't worry too much about math, science, or history — just make sure you get good marks in *rhetoric*."

- **Rhetoric.** This is characterized by monologue, the person does not express own beliefs and the truth of the speaker, and it is not in line with the speaker's actual life.
- Moreover, rhetoric addresses an audience and not a subject that is in dialogue.
- Rhetoric uses cheating techniques (lie, flattery, emotional dependence, rhetorical forms) to dominate and to direct the mind and the actions of the listeners, to convince and persuade.
- "it offers belief with no knowledge, and does not teach on right and wrong" (Πλάτων, Γοργίας461e,487a-e).

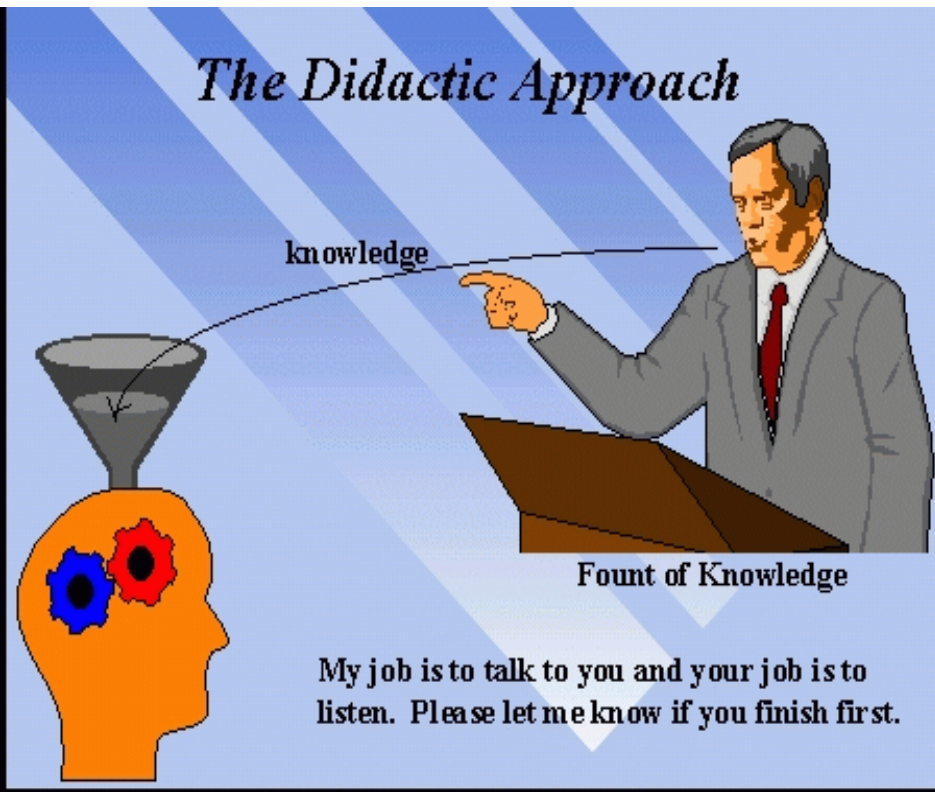
Dialectics is NOT:

- **Debate**, where opposing arguments are put forward to argue for opposing viewpoints.
- Debate occurs in public meetings, academic institutions, and legislative assemblies. It is a formal type of discussion, often with a moderator and an audience, in addition to the debate participants.
- Logical consistency, factual accuracy but also subjective elements and some degree of emotional appeal to the audience are elements in debating,
- where one side often prevails over the other party by presenting a superior "context" or framework of the issue.



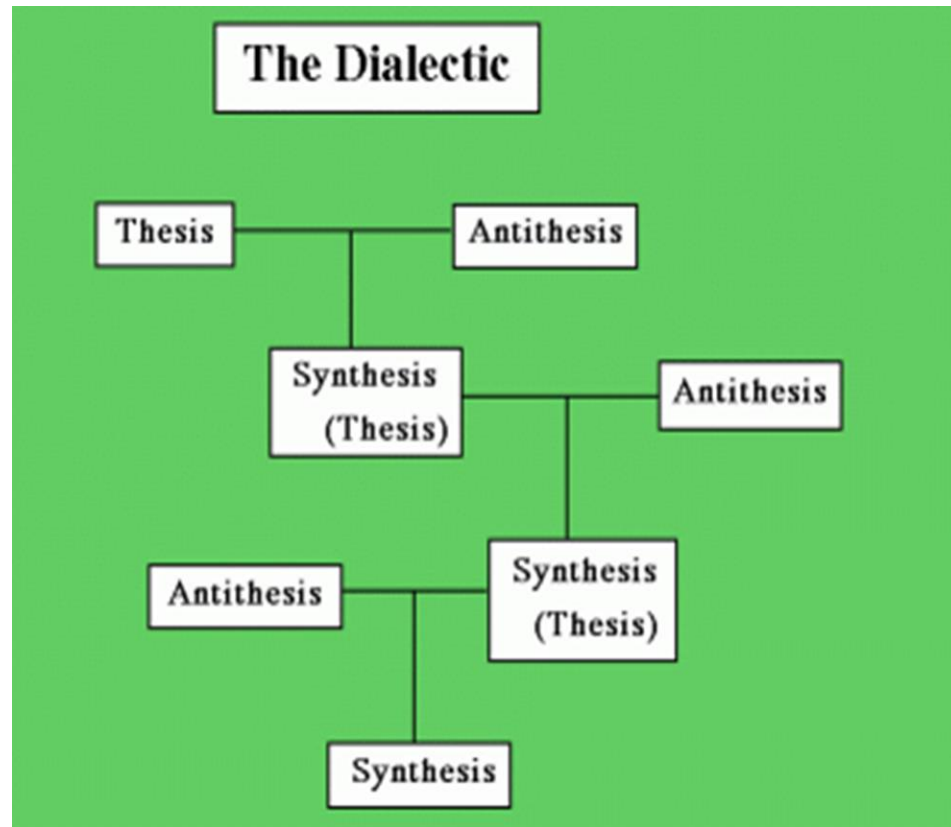
Dialectics is NOT:

- A **didactic method** (διδάσκειν didáskein, "to teach"), wherein one side of the conversation teaches the other
- that follows a consistent scientific approach or educational style to present information to students
- This theory might be contrasted also with **open/experiential learning**, in which people can learn by themselves, in an unstructured manner, on topics of interest.



Dialectics in three stages of development

- (1) **thesis**: a beginning proposition
- (2) **antithesis**: a negation of that thesis
- (3) **synthesis**: the two conflicting ideas are reconciled to form a new proposition



Dialectics and Theatre of the Oppressed

SUBJECT

opposition / conflict in a particular oppressive condition-

ROLES

- **OPPRESSOR:** the being - the subject, the one in power **and his allies**
- **OPPRESSED:** and the non-being - the non-subject, the ruled **and his allies**
- ruler-ruled, principal-teacher, teacher-student, parent-child, majority-minorities

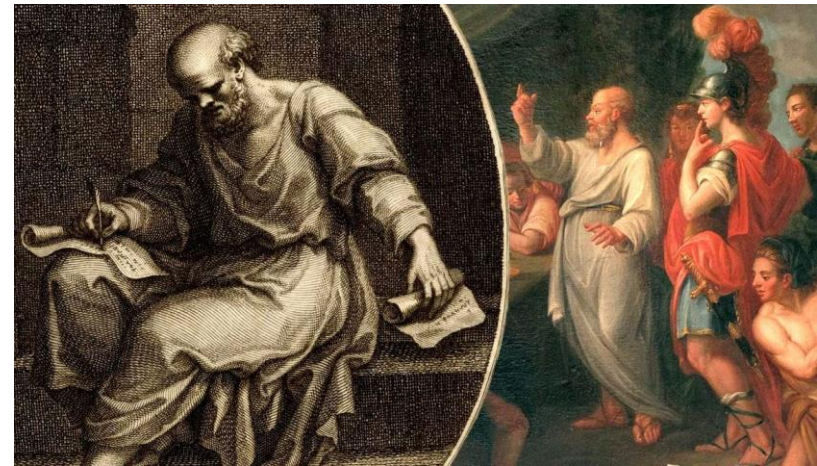


The dialectics of the oppressed

the oppressed is not a victim-passive recipient of oppression (Ismene) but is aware of oppression and tries to deny it (Antigone)

in order to define his/ her identity the oppressed must refuse

- the power given by the oppressor (external conflict- Creon)
- the internalization of this power by himself (internal conflict- gender/ desire to marry)



The dialectics of the oppressed

- **Attendees/ spectators** (are witnesses to the oppressive situation and are able to prevent it from happening)
- **From spectator to actor- Switching roles**
the spectators by saying “**stop**” replace the actors and play the role of oppressor or the oppressed or of an ally



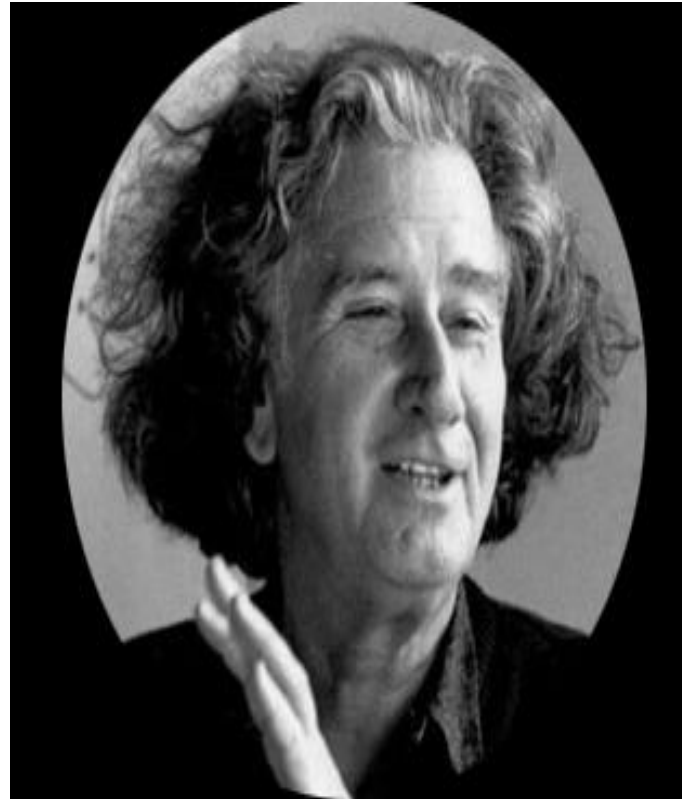
Joker or Facilitator

- Warming up the spectators
- the play is performed for the first time
- the play is performed for second time
- the Joker stops the action and invites the attendees to replace one role in order to change the situation
- summarizes and rewards any intervention, thanks the viewer / actor for his / her participation and invites alternatives
- Having exhausted all the possible solutions, the Joker summarizes possible solutions proposed by the spectators
- presents the opportunities that will allow someone to intervene in a difficult situation



Theatre of the Oppressed

- "The oppressed are the individuals or groups deprived of social, cultural, political, economic, racial, sexual or other rights and the right to dialogue or have otherwise found obstacles in the exercise of this right."
- www.theatreoftheoppressed.org



Other Theatrical methods to be used

- Participatory Theatre
- Image Theatre
- Documentary Theatre
- Invisible theatre



The template to construct an EAR session

- Following you will find the template of a scenario, i.e. a series of lessons with the same aims and learning objectives

1. Identification of the educational scenario

1.1 Title of the scenario

1.2 Creator

Name, Surname:

e-mail:

Website/ blog:

School:

1.3 Topics or courses involved

i.e. Language, History ...

1.4 Educational level

Reception class

Primary

Secondary

Second chance school

Other

1.5 Learning outcomes of the scenario

Based on the Council of Europe Framework, at the end of the course/ scenario, students are expected to have acquired the skills that will enable them to:

- ...

- ...

1.6 Time-duration

Class time: 3-8 hours

Outdoor preparation: 1-3 hours

How many hours to be used in total: 4- 11 hours

1. Development of the educational scenario

2.1 General description

1. Warm up

2. Discussion to explore

3. Using Theatre techniques

(3a.)

(3b.)

4. Dialectical Discussion to reveal meaning

4a. The facilitator guides a discussion based on questions that develop critical thinking skills.

Example - Questions for Critical Thinking based on the Dialectical Method

Define the main concept: what do you think is...?

Where this concept / phenomenon / term is present, in your opinion, in which level, (societal) place, location, field? How much extended is in the community and the society?

In which form / kind is it present?

What are its consequences at a personal, local, national, societal level?

Is there any extreme form of this problem?

Do you think that the oppressed / victim may have been an oppressor in the past? Can you think of any examples?

These two roles may possibly be changed with each other in different contexts and groups?

If this scene or events like this are being reproduced, how and by whom it is reproduced?

What kind of solutions can you propose? Short-term, mid-term, long-term solutions?

Are there many solutions? Are there any permanent solutions?

Do you believe that making the problem public or sharing it with someone might contribute to its solution or not? Why and How?

4b. **Personalization** The facilitator tries to make the whole topic and discussion personal, so that she/he may mobilize students more.

Example - Questions for Personalization:

Are there any persons that a student at your age could trust on this matter?

Whom would you trust personally?

If you were the oppressed/ victim, would you share your problem with some school mates? With all school students in public? With the teachers?

How do you feel about this problem?

Why do you think you feel like this?

How do you feel now, after this discussion?

Can you create a personal Action Plan on this topic? (learning, acting, sharing etc.)

Conclusions

2.2 Worksheets & Resources



2.3 Infrastructure & Materials needed

2.4 Versions-adaptations

2.5 Challenges

2.6. Further reading

1. Evaluation of the educational scenario

- Evaluation
- Lessons learned – conclusions

Evaluation tools to support professional learning and collect data

1. Autonomous learning tasks/ assignments
2. Questionnaires
3. Focus groups
4. Observation
5. other

- **Autonomous work:**

- 1. Choose one scenario from the resources in the platform and tell us why you liked it
- 2. Prepare ideas on where we could apply the EAR methodology to present to other participants
- **3. Think of a personal experience that you want to propose to the group to analyse and explore during the face to face training in Athens**

Explore the EAR platform

- <http://ear-citizen.eu> Project website
- <http://ear-citizen.eu/guidance-book/> Guidance book for trainers and trainees
- The Action Synergy platform
<https://actionelearning.eu/>
- Introduction to online resources & learning platform
- List of articles / papers

See you in Athens!

