

DRAMA ACTIVITY PLAN FOR STUDENTS
THEME: SOCIAL INCLUSION
04-10 March 2018
Cuneo / ITALY

A –PREPARATION/WARM-UP:

1. The participants stand in a circle. The leader introduces himself/ herself to the participants.

A breathing exercise is done. The instructions below are repeated three times. The leader:

- *First breathe deeply and then exhale...*
- *Take a deep breath, hold it for a few seconds and exhale slowly.*
- *Take a deep breath, hold it for a few seconds and exhale swiftly.*

2. The participants walk around the setting to the accompaniment of music (Caracteres Pavane).

a) The participants walk around at different paces. When the music is stopped, the participants look at each other and say “good morning”. The leader:

- *Walk around the setting freely to the accompaniment of music. When it is stopped, smile and say to your next friend “good morning”. Say “good morning” in a happy, sleepy, angry, conceited, surprised, etc. manner. Then, a few people gather and say “good morning” to each other.*

b) The participants dance to the accompaniment of music. The leader:

- *Whenever the music stops, shake hands with the next friend, Touch his/her shoulder, Touch his/her knee, Touch his/her elbow, Touch his/her nose, Hold his/her ankle.*

3. “Where are you-I’m here game”:

The participants stand in a circle. A pair goes to the middle. One of them closes his/her eyes and tries to catch his/her friend. S/he asks “Where are you?” to find his/her friend. The runaway friend responds “I’m here” whenever the question is repeated. When the runaway is caught, the roles are exchanged. Then, a new pair goes to the middle.

4. Trust Activity:

I. Stage:The participants are told to form pairs and hold hands. One of the pairs becomes A and the other becomes B. The leader wants As to close their eyes and Bs to show As round. Bs are told to hold As’ right hands with their right hands and As’ left shoulders with their left hands (They are told to be responsible for their partners’ security). They are told to show their partners round without speaking (after a while). The leader wants the participants to stop where they are and exchange their roles (those with closed eyes open

their eyes and those with open eyes close their eyes). They are told that the previous rules are completely valid.

II. Stage: The Leader wants the participants to become pairs with somebody else and hold hands (in a flirtatious way). They are told to decide who will become A or B. (They are told that the rules in the previous activity are completely valid.)

III. Stage: The leader wants the participants to be partners with somebody else and determine A-B. They are told to touch each other with As' left and Bs' right index fingers (They are told that the rules in the previous activity are completely valid).

Interim Evaluation: The participants are asked how they feel? A conversation is held about the aims of the activity. There is a discussion on "Trust" and "empathy with the handicapped".

B- DRAMATIZATION:

PART 1: Handicapism

The video on the link "<https://www.youtube.com/watch?v=awGctTODPBk&t=2s>" is watched.

The leader: *"There are some cases in life which can set back us compared to others. S/he asks what they are ... "One of them is to have a disability. They are asked what the types of disability are."*

1. 6 groups are formed. Each group is given a case of disability. Physical disability, Visually-impaired, Hearing impaired, mentally-handicapped, special learning difficulty (e.g. dyslexia-reading disorder), Motor speech disorders (App.1: Disabilities).

A. Groups are wanted to dramatize a problematic case that individuals with the disability type they have been given.

* Dramatizations are watched one by one. They are asked what they can do to facilitate the lives of the handicapped.

B. The groups are required to propose solution suggestions to facilitate the lives of the people with the disability having been discussed a short while ago. The solution suggestions discussed in the group are shared with the other groups.

2. The students are required to give examples of world-famous handicapped people.

Interim Evaluation: The participants are asked how they feel? A conversation is held about how to include the disabled in an ordinary life.

The Leader: *Up to now, we have talked about the inclusion of the disabled individuals in a social life. It is also called “social inclusion”. Social inclusion is defined as “the improvement of conditions to include individuals or groups in society” or “the improvement process of the individuals’ and disadvantaged individuals’ skills, opportunities and honor on the basis of their identities for their involvement in the community” Who are the other disadvantaged groups and individuals to be included in social inclusion?*

PART 2: Refugee-Migrant

3. Just now, we have talked about what situations could set us back compared to others. One of them is to be a “refugee/migrant”. The leader to the groups:

“You have been working as an officer in the commission about refugees in the United Nations. As the commission officer, the leader gives the instruction “Prepare a report on refugees’ “Housing, Nutrition, Health, Education and Employment” problems and your solution suggestions concerning the issue.

The groups are allocated some time to prepare their reports. At the end of the period, the reports are compared. Problems and solution suggestions are discussed.

C. EVALUATION:

1. The participants sit in circles. They are asked how they felt during the activities.
2. The activities done today are written on the board. They are asked about the aims of these activities. A conversation is held about the “Social inclusion” concept.

APP 1:

PHYSICAL DISABILITY



VISUALLY-IMPAIRED



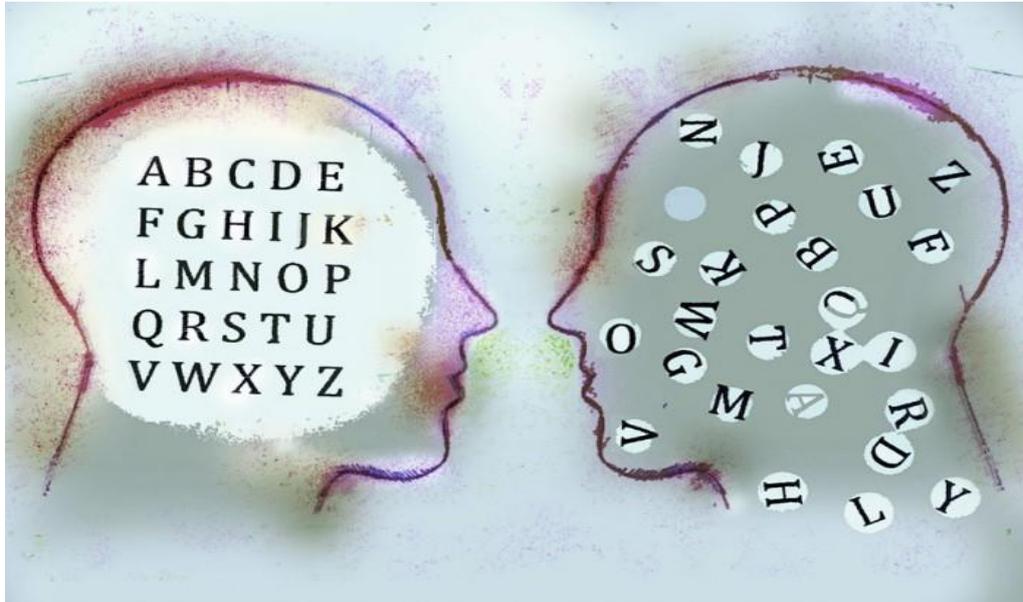
HEARING IMPAIRED



MENTALLY-HANDICAPPED



SPECIAL LEARNING DIFFICULTY (E.G. DYSLEXIA-READING DISORDER...)



SPEECH DISORDERS

