

FÓRUM

FOR EXPERIENTIAL EDUCATION

Educational performances and project days based on experiential teaching for:

-  the prevention of bullying, cyberbullying and violence
-  the deepening of social competence of pupils
-  the strengthening of media literacy

22 500 pupils and **1 100** pedagogues have already participated, Almost **850** educational performances More than **10** years of experience, Seminars and workshops for pedagogues, Our own team of actors and instructors

Structured drama

Forum Theatre

Patrons: Karel Zima
and Petra Špalková

Accredited by
the Ministry of Education
of the Czech Republic

I'm a patron of
Forum for Experiential
Education. Thank you for
helping us.
Karel Zima



 www.forumppv.cz

FORUM FOR EXPERIENTIAL EDUCATION, z.ú.

offers **educational performances** and **project days** focused on the prevention of bullying, cyberbullying and violence, as well as the strengthening of media literacy. The content is developed **inter alia** in cooperation with the platform “**e-bezpečí**” of Palacký University in Olomouc and other external specialists. The format of each performance and project day is then shaped by our internal experts from the field of pedagogy and child psychology.

THE FORMAT OF EDUCATIONAL PERFORMANCES

A group of actors acts out a storyline, during which the main character is to resolve a number of complex situations. Due to the poor choices and mistakes made by the protagonist and others, **the storyline gets more and more complicated**, usually ending in tragedy. The actors subsequently **perform the storyline again, with pupils able to stop or correct it at any time**. The pupils are encouraged to replace the actors, solving the situation in a manner of their own choosing. **Their intensive involvement in the storyline** of the main character increases the probability **that in their future** life the pupils will behave better in a similar situation.

THE FORMAT OF PROJECT DAYS

The instructors act out an illustrative story in various forms. For example, they may start with reading a part of the storyline. Unlike the educational performance, **the main task of pupils is not to change the course of the storyline, but to understand the behaviour and decision-making** of the main characters. This is achieved by getting **pupils gradually involved in each activity**, through which they develop a better understanding of the story. The activities can be in the form of riddles, movement, theatrical tableaux, etc. Similar to the educational performances, **pupils are encouraged to identify with the story** and to understand the topic through empathy and their personal experience, thus remembering the relayed information for longer.

SPACE/TECHNICAL REQUIREMENTS

We give educational performances directly in schools, children's homes and leisure facilities, ideally in front of class-sized groups. Typically five actors perform together with a qualified supervisor. We only need a small amount of space, such as in front of a blackboard in a classroom, five chairs and an electrical outlet. The project days are usually conducted by two instructors. Here we only need a classroom with the desks moved to one side and an electrical outlet.



Bullying prevention

The children learn to differentiate teasing and bullying in a specific story. They will be motivated to develop their critical thinking and to realize the possible impacts of bullying. They find out who they should turn to in case they need help, how to solve an imminent crisis, how to strengthen the teamwork in their class, their social connections with classmates etc.



Prevention of cyberbullying

A story, in which a child is victimized, is used to teach pupils the dangers of cyberbullying and to understand the difference between 'typical' bullying and cyberbullying. They find out who they should turn to for help and how to solve crisis situations. They also develop a greater understanding of how they can strengthen their social connections with classmates, friends, family and others.



Prevention of violence

This prevention programme is designed in more general terms so that pupils realise the importance of cooperation as a basis for violence prevention. The pupils are also encouraged to develop critical thinking and to reflect on the possible impact of their behaviour. They are empowered to work with their emotions. They are also given a blueprint for solving possible crisis situations and to whom they should turn for help.













Media literacy

The goal of this programme is to support and develop creativity and imagination, to learn to cooperate in a group, to understand the potential interpretations of a text, to recognise the differences between tabloids and serious media on the one hand and between credible news and fake news on the other, as well as to familiarise with the ways news spread and to be aware of the importance of verifying news stories.

Our educational programmes for pupils come in two basic forms. These are **EDUCATIONAL PERFORMANCES** based on Forum Theatre principles and **PROJECT DAYS**, which apply the technique of **Structured Drama**. The programmes are conducted directly in schools or in children's homes for smaller groups, ideally the size of a typical class. The reason for having smaller groups is simple – we want the pupils to be fully involved in our programmes and to participate as much as they can. **The programmes are conducted by our internal team of specially trained actors and instructors. We also cooperate with many external specialists.**

CURRENT OFFER

Educational performances and project days designed for primary or secondary schools and focusing on the following themes:

-  **What is democracy – education on civic responsibility**
-  **Understanding and tolerance of different cultures**
-  **Human and civil rights**
-  **Fighting prejudices and stereotypes**
-  **Media literacy**
-  **Financial literacy**
-  **Prevention of violence**
-  **Prevention of bullying**
-  **Prevention of cyberbullying**
-  **Holocaust as a cautionary example from history**

In addition to programmes for pupils, we also organise **SEMINARS AND WORKSHOPS FOR PEDAGOGUES** focused on the application of the **experiential education technique** to prevention programmes and in regular school lessons.

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