



Project Number: 2017-1-LT01-KA201-035235

DESCRIPTIVE TAB N° 13

MY ENEMY MY WAR

General Purpose

- Self-awareness and group awareness
- Increase self-confidence and towards the group
- Strengthen the group
- Building positive relationships
- Growth of empathy

Challenges to be Addressed

- 1) Being safe from maltreatment, neglect, violence, bullying and discrimination, crime and anti-social behaviour in and out of school.
- 2) It's useful to set up this exercise:
 - In the middle of the OFF-Book Theatre Lab;
 - When there is a lack of cooperation within the group;
 - When there is a lack of empathy;
 - When students don't feel comfortable with themselves;
 - When students don't understand the differences and similarities between experiences and attitudes.

Aims to Be Achieved

- The main objective is to develop empathy and a listening attitude towards the others
- To recognize and accept that each person has a different challenge and needs respect.
- To recognize and value the different attitudes and different inclinations within the group.

Exercise Procedure – The Students' Role

All group together.

The exercise takes place through verbal communication.

The leader arranges the students sitting on the floor and in a circle, facing each other.

He/she introduces the dynamics of the exercise creating, at the same time, a relaxed atmosphere of trust, openness and sharing.

The topics are "Dreams" and "Fears": in the "Dreams" we will identify the force that pushes us to act or to go forward, in the "Fears" we will identify that force that holds us back or stops us.

It would be advisable for the leader not to explain the subject in a straight way, but to help the children to formulate and understand it together.

Once these topics introduced, we will draw a scale on a single simple sheet of paper: even just a simple straight horizontal line balanced by a triangle placed under its half. On one of the two scales we will write the word "Dreams" and on the other the word "Fear", then, after showing it to the students, we will place the



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

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Project Number: 2017-1-LT01-KA201-035235

sheet on a table or in any area of the place where the group is working that allows everyone to write without being seen by the others.

At this point the leader starts the central part of the exercise by asking the students two questions:

- What's your enemy?
- What's your war?

Through the first question, we ask the main cause that hinders us in life, while with the second we ask ourselves what the cause is for which we commit ourselves, our highest purpose, the "ultimate goal" of our daily actions.

Examples of answers:

- My enemy is me ... my shyness ... the judgment of others.
- My war is against indifference ... against the frantic rhythms of modern life.

All the answers are encouraged.

After the answer, each student gets up and goes to put in the sheet with the scale his "pebble" (a simple "X") over the word "Fear" if he feels like being a person who is concerned with reflection and which brakes his own desires or above the word "Dreams" if you feel you are a person who launches and dares; according to a different key of interpretation we choose one or the other dish if our Enemy is stronger than our War or vice versa.

The leader must answer the questions first (and write on the scale) expose and open, thus demonstrating that even the adult (often perceived as a judging subject) is affected by the same uncertainties and desires of the students.

Recommended age:

From 12 years up.

Time

About 35 minutes for 20 students.

Laboratory Phase

Phase 1 knowledge	Phase 2 Inclusion	Phase 3 Deconstructing	Phase 4 Positive relationship building	Phase 5 Performance elaboration
X	X	X	X	X

Group Size

From 12 to 24 students for 1 leader



Project Number: 2017-1-LT01-KA201-035235

The Leader's Role

- Explain the dynamics of the exercise
- Create and maintain a confident and sharing atmosphere that allows everyone to open up
- Make sure that the work proceeds in the total absence of judgment
- Be the first to open up, expose yourself and talk about yourself in a sincere and non-artificial way, stimulating openness and tranquillity
- Promote the growth of trust within the group
- Perceive the difficulties of opening up of the individual and to help them or to help them, particularly in harmony with the exercise or with the student in difficulty
- Keep the atmosphere composed and profitable knowing how to lighten up a possible heavy climate or leading back to the right concentration in case of too hilarious responses
- Pay attention to the answers of individual students to recognize signals and important messages to be explored together with the group itself
- Perceive and prevent any person or group tensions before they create problems that must be avoided, and remember that it is still a game and a simple group dialogue

Setting

- Outdoor (without visual distractions like children playing or similar)
- Indoor (possibly in an empty space)
- Ensure that a silent atmosphere can be guaranteed

Equipment Needed

Just a sheet of paper and a pen

Safety

No danger

Possible Mistakes

- Let individual students take too long for their response by focusing on the individual the energy of the exercise and losing the attention of the rest of the group
- Force responding to students who prove reluctant to talk about themselves. In this case you can try it later or let the answer be given to a few others in the group; in any case, we will have an opening that, albeit partial, will have nevertheless resulted in sharing
- Approve and pass on any "extravagant" answers given to avoid exercise and to gain the sympathy (and not the empathy) of the group
- Talk too much, concentrate attention on oneself, to be self-referential, artefact and superficial
- No form of judgment must be allowed



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

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Project Number: 2017-1-LT01-KA201-035235

Final Debriefing

The debriefing phase can take place at two distinct times: the first during the exercise itself and the second in the end.

During the exercise:

- We can take advantage of unclear answers from the students to create moments of deepening.

At the end of the exercise:

- Leave two minutes of individual reflection, encouraging the group to observe silence.
- We invite each student (it does not matter if they will not all do it at the end) to express their mood using just one word. The purpose is to express feelings and emotions and not to illustrate arguments. We will take action so that there are no differences.
- While the students tell one or two words about their emotions and moods, the leader collects the words that have emerged on a sheet of paper.

The debriefing phase at this point can be managed in two different ways:

1) Technique: the balance of emotions.

The leader groups together in two great macro-areas the emotions that emerged, in the first macro area he inserts all the emotions that push the individual to continue, on the second plate of the scale all the emotions that restrain the individual in research and development, creating photography of the current state at the emotional level of the class group.

2) Technique: the analysis of variables.

The leader emphasizes the diversification of the expressions that emerge, highlighting the class group's wealth of emotional wealth.

Finally, we highlight the value of the listening process as closing.

The question to ask the students that can help us to define their scope is:

- What was this exercise useful?

As a consequence of the answers, the leader highlights how the listening process has generated the mechanisms that have emerged and are recognized during the debriefing phase.