



Forum

TOOLBOX

Theatre



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FORUM THEATRE

THE CLASSICAL FORUM THEATRE IS BASED ON EVERYDAY EXPERIENCE WITH VIOLENCE OR DISCRIMINATION, DEVELOPS SMALL SCENES, AND FINALLY SEEKS FOR BEHAVIORAL ALTERNATIVES. THIS HAPPENS JOINTLY BETWEEN ACTORS AND AUDIENCE. EVERYBODY IS ALLOWED TO BECOME INVOLVED IN THE PLAY.

OUR STUDENTS CREATED DIFFERENT SCENARIOS BASED ON THEIR CONCRETE EXPERIENCES. OUR GOAL WAS TO MAKE BEHAVIOR MECHANISMS VISIBLE, SHOW THE CHILDREN BEHAVING ALTERNATIVES OR BEHAVIORAL PATTERNS. THE NOT SPOKEN MIGHT COME TO THE SURFACE AND OBJECT OF A DISCUSSION. IN FURTHER STEPS THE PARTICIPANTS ARE ALLOWED TO MAKE EXPERIMENTS, THEY CAN TRY OUT DIFFERENT BEHAVIORAL ALTERNATIVES IN THE THEATRE. THROUGH PLAY PEOPLE ACT TOGETHER OVER THINGS THAT THEY ALL SHARE - EVERYDAY EXPERIENCE. THE METHOD IS AS WELL SUITABLE FOR CONFLICT SOLUTION.

FORUM THEATRE NEEDS THE MODERATOR. THE MODERATOR IS NOT INTERVENING IN THE CONTENT OF THE SCENES. HE OR SHE IS SIMPLY COORDINATING THE CHOICE OF THE SCENES THAT SHOULD BE PLAYED AND PICKS UP THE "STOP" SHOUTS. THE MODERATOR STARTS THE SCENES AND STOPS ONLY THEN, WHEN NO FURTHER DEVELOPMENT TAKES PLACE.

CHOICE OF A SCENE AND STAGING

EVERY COUNTRY DEVELOPED 2 SHORT SCENE DESCRIPTION (THE SAME SCENES WERE PLAYED IN “COURT OF JUSTICE” AS THE COURT CASE SCENARIOS IN DIFFERENT PROJECT ACTIVITY).

THE PARTICIPANTS FIRST AGREED ON ONE SITUATION THEY WANTED TO PLAY. SOME PARTICIPANTS PLAYED THE SCENE IN AROUND 10 MINUTES. THERE WAS NO PARTICULAR TEXT CREATED FOR FORUM THEATRE PLAYS, EVERYBODY WAS IMPROVISING. IT WAS AN ADVANTAGE WHEN THE PLAYERS SHOWED THEIR ROLES A LITTLE BIT “OVER THE TOP”, SO THE AUDIENCE CAN EASILY REMEMBER THEM.

IN THIS BOOK, YOU CAN SEE THE ROUGH GUIDELINES, HOW THE SCENES COULD BE DEVELOPED BY THE MODERATOR. WE DID NOT GIVE ANY READY-WRITTEN THEATRE SCENARIOS, FIRSTLY BECAUSE IT IS NOT THE NATURE OF FORUM THEATRE NATURE, AND SECONDLY, THESE DEVELOPMENTS ARE ONLY ONE WAY HOW WE SAW THESE SITUATIONS TO BE SOLVED. THERE ARE MANY OPTIONS OUT THERE.

Rules of the Forum Theatre process

1. Watch the scene through without interfering.
2. The group discusses the performance between themselves.
3. The group repeats the performance and at any time, any audience member can call out "STOP" and come onto stage to replace the main character in order to change the outcome of the scene.
4. The audience should only stop the scene if they have an idea of how to change/resolve the problem.
5. Once an audience member has stopped the scene, the moderator asks where they want the scene to start from and start the scene again.
6. The audience member will try to change the outcome and it is the other performer's aim to make sure the same outcome happens.
7. If an audience member has an idea for change, but is too shy to get on stage, they can suggest their ideas to the actors who can play out the suggestion.
8. NO violent act is allowed.
9. After each audience interaction discuss with the group, what worked? What didn't? What would they change about the method and why?
10. Repeat this a few times so that different people can try out ideas.
11. REFLECTION ROUND

Forum Theatre Scenarios

Scenario 1:

A NEW STUDENT CAME TO YOUR SCHOOL, SHE IS LEARNING YOUR NATIVE LANGUAGE AND IS BEING TARGETED WITH BULLYING BEHAVIOUR.

THERE IS A NEW STUDENT IN YOUR CLASS. SHE IS FROM ANOTHER COUNTRY, AND SHE IS LEARNING YOUR NATIVE LANGUAGE. DURING THE RECESS, YOU SEE SOME STUDENTS MAKING FUN OF THE WAY SHE PRONOUNCES THE WORDS, OF HER ACCENT. ALSO, YOU HEAR THEM MAKING FUN OF HER CLOTHING AND SURNAME.

THINKING AND DISCUSSION POINTS

- WHAT COULD YOU DO TO SUPPORT YOUR CLASSMATE?
 - WHAT ADVICE COULD YOU GIVE ?
- HOW WILL YOU MAKE SURE THAT THIS KIND OF PROBLEM DOESN'T HAPPEN AGAIN?
 - WHAT WOULD YOU SAY TO THE BULLIES?

Scenario 2:

YOU RECEIVE AN EMAIL TELLING AN EMBARRASSING STORY ABOUT ANOTHER STUDENT WHO HAS OFTEN BEEN MEAN TO YOU.

ONE DAY YOU RECIEVE AN EMAIL TELLING AN EMBARRASSING STORY ABOUT ANOTHER STUDENT WHO HAS BEEN MEAN TO YOU. YOU KNOW THAT THAT KIND OF INFORMATION CAN NOT BE OFTEN TRUE AND IT IS RUDE TO SHARE EMBARRASSING THINGS ABOUT ANOTHER PERSON. BUT PART OF YOU WOULD LIKE TO REVENGE AND YOU KNOW YOUR FRIENDS WOULD THINK IT'S FUNNY.

THINKING AND DISCUSSION POINTS

- WHAT WOULD BE THE RIGHT THING TO DO NOW?
- WHAT ADVICE COULD YOU GIVE TO YOUR CLASSMATE?
- WHAT WOULD YOU SAY TO THE BULLIES WHO SENT THE EMAIL?

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Scenario 3:

THE MEANEST GIRL AT SCHOOL THINKS IT'S FUN TO BULLY AND TEASE YOU EVERY CHANCE SHE GETS. YOU'RE AFRAID SHE'S GOING TO HURT YOU, AND YOU'RE STARTING TO AVOID AND HATE SCHOOL.

YOU ARE BULLIED BY THE "MEAN GIRL" AT SCHOOL. SHE CALLS YOU NAMES, COMMENTS YOUR OUTFIT, YOUR GRADES, THE WAY YOU WALK AND TALK. IT IS OBVIOUS SHE HAS SELECTED YOU AS HER TARGET. YOU HAVE NOTICED THAT YOU DON'T WANT TO GO TO SCHOOL AND YOU ARE AFRAID OF EVERY NEW SCHOOL DAY.

THINKING AND DISCUSSION POINTS

- WHAT CAN YOU DO TO HELP YOURSELF?
- WHAT CAN SOMEONE ELSE DO TO HELP YOU?
- WHAT ADVICE COULD YOU GIVE TO OTHER VICTIMS IN SIMILAR SITUATION?
- HOW WILL YOU MAKE SURE THAT THIS KIND OF PROBLEM DOESN'T HAPPEN AGAIN?
WHAT WOULD YOU SAY TO THE BULLY?

Scenario 4:

MARY REPORTS BULLYING TO HER TEACHER, BUT THE TEACHER DOESN'T BELIEVE HER

MARY HAS BEEN BULLIED IN SCHOOL. SHE DECIDED TO REPORT TO HER TEACHER. SHE TOLD HER STORY BUT THE TEACHER DID NOT BELIEVE HER. TEACHER THINKS THAT MARY IS MAKING THINGS UP AND SENDS THE GIRL AWAY.

THINKING AND DISCUSSION POINTS

- WHAT CAN YOU DO TO HELP MARY?
- WHAT ADVICE COULD YOU GIVE TO MARY TO MAKE TEACHER TO BELIEVE HER STORY?
- WHAT WOULD YOU SAY TO THE TEACHER?

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Scenario 5:

YOU HEAR THAT SOMEONE YOU THOUGHT WAS A FRIEND HAS BEEN SPREADING A CRUEL AND UNTRUE RUMOR ABOUT YOU.

ONE DAY AT SCHOOL, DURING THE RECESS YOU HEAR FROM YOUR CLASSMATES THAT YOUR FRIEND HAS TOLD RUMORS ABOUT YOU. ALL STORIES THAT THIS "FRIEND" HAS SPREAD ARE UNTRUE AND REALLY CRUEL.

THINKING AND DISCUSSION POINTS

- WHAT IS THE FIRST THING YOU SHOULD DO?
- WHAT CAN SOMEONE ELSE DO TO HELP YOU?
- WHAT ADVICE COULD YOU GIVE TO OTHER VICTIMS IN SIMILAR SITUATION?
- HOW WILL YOU MAKE SURE THAT THIS KIND OF PROBLEM DOESN'T HAPPEN AGAIN?
WHAT WOULD YOU SAY TO THE BULLY?

Scenario 6:

MARK HAS BEEN INVITED TO A PARTY BUT HIS FRIEND ISN'T. AT THE PARTY, SOME OF THE KIDS MAKE JOKES ABOUT MARK'S FRIEND AND LAUGH AT HIM.

MARK IS AT THE BIRTHDAY PARTY AND OVERHEARS CRUEL JOKES ABOUT HIS FRIEND WHO IS NOT INVITED TO THAT PARTY. HE LISTENS THE JOKES AND WONDERS WHAT TO DO NEXT.

THINKING AND DISCUSSION POINTS

- WHAT CAN MARK DO TO HELP HIS FRIEND WHO IS NOT THERE?
- WHAT COULD MARK SAY TO THE KIDS WHO ARE MAKING FUN OF HIS FRIEND?
- SHOULD MARK TELL ABOUT THIS INCIDENT TO MARK?

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Scenario 7:

YOU ARE HAVING A BIRTHDAY PARTY. WHEN "POPULAR BOY" DAVID ARRIVES TO YOUR PARTY, HE TELLS YOU TO CALL YOUR FRIEND MATT AND CANCEL HIS INVITATION BECAUSE DAVID DOES NOT LIKE MATT.

YOU ARE HAVING A BIRTHDAY PARTY. WHEN "POPULAR BOY" DAVID ARRIVES TO YOUR PARTY, HE TELLS YOU TO CALL YOUR FRIEND MATT AND CANCEL HIS INVITATION BECAUSE DAVID DOES NOT LIKE MATT.

DAVID SAYS HE WOULD RUIN YOUR PARTY IF YOU WOULDN'T CALL.

THINKING AND DISCUSSION POINTS

- HOW WOULD YOU REACT TO DAVID'S REQUEST?
- WHAT CAN SOMEONE ELSE DO TO HELP YOU?
- WHAT IS THE JUST THING TO SAY TO DAVID?
- HOW WILL YOU MAKE SURE THAT THIS KIND OF PROBLEM DOESN'T HAPPEN AGAIN?
WOULD YOU TELL MATT WHAT HAPPENED?

Scenario 8:

PAUL IS CALLED "STUPID" IN CLASS BY HIS TEACHER AND CLASSMATES.

PAUL'S TEACHER KEEPS CALLING HIM 'STUPID' EVERY TIME HE GETS AN ANSWER WRONG IN CLASS AND SAYS THAT THERE'S NO POINT IN EVEN TRYING TO TEACH HIM BECAUSE HE CAN'T LEARN. OTHER CHILDREN HAVE STARTED CALLING HIM NAMES TOO.

THINKING AND DISCUSSION POINTS

- WHAT CAN YOU DO TO HELP PAUL?
- WHAT SHOULD THE TEACHER DO TO SOLVE THIS PROBLEM?
 - WHAT WOULD YOU SAY TO THE TEACHER?
- WHO CAN HELP PAUL TO SOLVE THIS SITUATION FOR GOOD?

Forum Theatre Scenarios

Scenario 9:

KARINA AND MIA ARE IN SUMMER CAMP WHEN MIA STARTS TO BULLY YOUNGER KIDS.

KARINA IS IN THE SUMMER CAMP WITH HER FRIEND MIA. ONE DAY KARINA NOTICED THAT MIA IS TEASING AND MAKING FUN OF THE YOUNGER CHILDREN IN THE SUMMER CAMP. EVEN WORSE, MIA HAS STARTED TAKING THINGS FROM THEM AS WELL.

THINKING AND DISCUSSION POINTS

- HOW WOULD YOU REACT IF YOU WERE KARINA?
 - WHAT SHOULD KARINA DO?
- WHAT IS THE JUST THING TO SAY TO MIA?
 - WHO CAN SOLVE THE SITUATION?

HOW WOULD YOU COMFORT THE VICTIMS OF MIA'S BULLYING BEHAVIOR?

Scenario 10:

PRIMARY SCHOOL CHILDREN ARE BULLIED BY OLDER KIDS.

YOU KNOW THAT A GROUP OF KIDS FROM YOUR SCHOOL LIKE TO PICK ON YOUNGER FROM YOUR PRIMARY SCHOOL. THEY WAIT TO CATCH A CHILD WALKING HOME OR WAITING FOR THE BUS ALONE. THEN THEY SURROUND HIM OR HER, AND TAKE MONEY, FOOD, OR TOYS. THEY ALSO THROW ROCKS AND THREATEN TO DO WORSE IF THE SMALL ONE TELLS ANYONE ABOUT THE BULLYING.

THINKING AND DISCUSSION POINTS

- WHAT CAN YOU DO TO HELP?
- WHAT SHOULD YOU/THE VICTIM DO AS FIRST THING IN THIS SITUATION?
 - WHO SHOULD YOU INFORM ABOUT THIS SITUATION?
IS IT WISE TO GO ALONE AND INTERFERE THE GROUP?

Forum Theatre Scenarios

Scenario 11:

CARRY'S PARENTS ARE NOT VERY WEALTHY AND THEIR CHILDREN ARE BULLIED BECAUSE OF THAT.

THEY HAVE 5 KIDS IN THEIR FAMILY, EVEN THEY HAVE NO MONEY TO BUY THEM EXPENSIVE THINGS, ALL THE CHILDREN ARE WELL BEHAVED, SMART AND CLEAN.

BUT IN THE SCHOOL, CARRY AND HER SIBLINGS ARE BULLIED BECAUSE OF THEIR POORER CLOTHING AND "NOT BRANDED" STUFF"

THINKING AND DISCUSSION POINTS

- HOW WOULD YOU FEEL IF YOU WERE CARRY?
 - WHAT SHOULD CARRY DO?
- WHAT IS THE JUST THING TO SAY TO BULLIES?
 - WHO CAN SOLVE THE SITUATION?

HOW WOULD YOU COMFORT THE VICTIM OF BULLYING BEHAVIOR?

Scenario 12:

A REFUGEE STUDENT FROM UKRAINE STARTED LEARNING IN YOUR SCHOOL.

A REFUGEE STUDENT DIMA STARTED TO LEARN IN YOUR SCHOOL. YOU HAVE ALSO MANY RUSSIAN CHILDREN IN YOUR SCHOOL. ONE DAY YOU OVERHEAR HOW A RUSSIAN STUDENT SAYS POLITICALLY INCORRECT THINGS TO DIMA. DIMA STARTS TO CRY AND GOES HOME.

THINKING AND DISCUSSION POINTS

- WHAT CAN YOU DO TO HELP?
- WHAT SHOULD YOU/THE VICTIM DO AS FIRST THING IN THIS SITUATION?
- WHO SHOULD YOU INFORM ABOUT THIS SITUATION?
 - HOW THE BULLY SHOULD BE TREATED?

Forum Theatre tips for the moderator

- Let the group play 1st time without any interference by you.
- IF the group needs guidance, give it AFTER the 1st play-through during group discussion.
- If the audience is involved in Forum Theatre for the 1st time, show them how to clap "STOP" and how to step in to the scene.
- If someone is too shy to perform by themselves, show example and help the children out.
- Make sure that there is an order in audience during performance.
- Lead the performance towards the solution.

**Thank you for
making theatre
with us!**



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