



Inclusive Impro Theatre

Common European report

Project Number: 2020-1-RO01-KA227-SCH-095356

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Background of the project -

From their academic success to their social skills and mental health, the pandemic is a crisis for today's children – and the fallout may follow them for the rest of their lives. The school closures are one of the most visible – and controversial – means by which Covid-19 is affecting young people. According to Unesco, the education of nearly 1.6 billion pupils in 190 countries has so far been affected – that's 90% of the world's school-age children. All of which has made a full return to normality difficult for most children. And when that is combined with the other stresses of living in isolation under quarantine, it may have some serious consequences – delaying their cognitive, emotional and social development. Social exclusion and early school drop-out is a general phenomenon in our society, particularly in the context of the worldwide pandemic crisis.



Combating social and cultural disadvantages in the school environment becomes a fundamental need for our countries and the fight for social inclusion must be a priority for all European institutions, particularly in the wake of the worldwide pandemic crisis. In this context, our Inclusive Impro Theatre project aims to promote social inclusion and fight against early school leaving through creativity and theatre, in primary and secondary schools. The narration and dramatisation of everyday current problems through the values latent in universal, traditional and classical stories, are an important source in the lives of young people because of their connection between imagination and reality, because of their capacity to make people live adventures and because they stimulate the capacity to see the world as something new and different. When all this can be expressed, preparing and interpreting a story in a theatrical key, divergent thinking, imagination, fantasy, social inclusion and creativity are encouraged.

This is an initial list of 12 stories that portray key universal values.

1.- Bambi 2.- Little Red Riding Hood 3.- The Three Little Pigs 4.- Little Thumbing / Tom Thumb 5.- The Ugly Duckling 6.- Pinocchio 7.- Dumbo 8.- Sleeping Beauty 9.- Snow White 10.- Beauty and the Beast 11.- Frozen 12. Peter Pan.



As part of the Inclusive Impro Theater project, we have prepared a questionnaire for primary and secondary teachers and education experts from the different countries participating in the project to offer us a vision of how stories and tales with universal values are perceived in their countries. What are the stories that they would propose and what values are derived from these stories.

For this, we will use the following questions as a guide to obtain the information:

1. What would you have any other suggestions (stories) that you could consider in our project?
2. Why did you choose those stories? What values are portrayed by those stories suggested? (Please number your answers).
3. What values can you suggest to help solve everyday situations of inequality and social exclusion affecting students in your country?

General view of the questionnaires:

The analysis of the five questionnaires' reports shows us a good reception among the participants (teachers and education experts) in the questionnaire both in the number of participants and in the quality of the answers provided.

In the Romanian questionnaire, a total of 25 teachers made a list of the traditional stories and tales that most clearly represent for them European and universal values or referents of justice, integration or inclusion.

Besides including universal stories, there is also a great representation of Romanian traditional tales and stories.

In the Greek questionnaire, the one with the highest participation, with 40 primary and secondary teachers and experts, they came up with a total of 12 stories. Many of them agreed on the same stories and coincided with the same values and teachings.

In the Italian questionnaire, their answers offer a different vision away from the stories, including titles of universal literature such as "Gulliver's travels", traditional legends such as "Oisìn and Tir na nÒg" (The land of the eternal youth) of Irish origin or reference to the Harry Potter books.

In the Danish questionnaire represented by the responses of 20 teachers, we find traditional stories and well-known titles but with a deep background such as the Grimm brothers' story "The death Messenger".

In the Irish questionnaire completed with 22 secondary school teachers, they propose in addition to the universally known stories and tales, a series of youth literature stories such as

"The boy in the striped pyjamas" "Goodnight Mr Tom", "Wonder" or "Warhorse".

One of the participants in the Irish questionnaire pointed out that the proposed stories fall into the fairy tale category and suggests that more mature and ethnically diverse titles be used.



Stories and values collected from the five questionnaires of the organizations participating in "Inclusive IMPRO Theatre"

In the questionnaires of the different participating countries we observe that many of the stories or tales proposed by teachers and education professionals are repeated, for this reason we have chosen the most popular or representative titles among the participants of each country, along with the values that emerge, in the opinion of the participants, from the aforementioned stories.

ROMANIA: (CPIP)

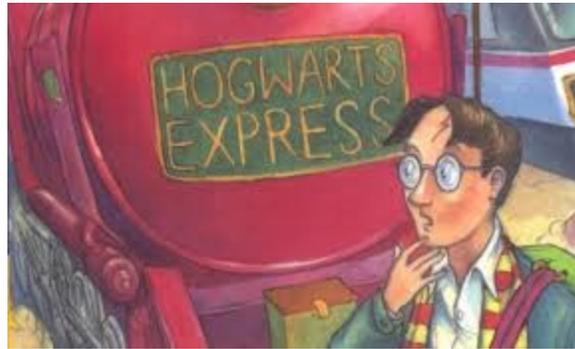
Most representative stories:

Hansel and Gretel , Heidi , Elmer the elephant , the match girl, the brave little tailor, the Musician of Bremen, Wild swans, Matilda, Wonder, Charlie and the chocolate Factory, Gulliver's travels and Wizard of Oz.

Among the values revealed by the universal literature stories at the teachers' suggestion there are some that stand out: the trust in one's own strength (12%) and courage (12%), followed by love / respect for family (10%), empathy (10%) and compassion (8%).

Values to help to solve daily problems, social exclusion or inequality in Rumania:

Empathy (20%) and perseverance (17%) are the values considered by the teachers when discussing the ones that could help solving the daily problems, the social exclusion and inequity that affects the students in Romania. There are also mentioned values like self-confidence, tolerance and respect.



GREECE: (SMART UMBRELLA)

Most representative stories:

The little Prince: The values developed in this work are the development of imagination with painting, the mystery, it is the development of friendship by breaking down inequalities and discrimination, responsibility, care, and devotion.

Matilda: A story that highlights the phenomenon of bullying in the school environment and in the family. The hero of the project promotes courage, love for learning, trying to overcome obstacles.

The lord of the bees: The Lord of bees promotes exploration and belief in the inner truth of the individual instead of compromising with the views of others.

Turtle and the rabbit: They highlight timeless values such as friendship, cooperation, truth as opposed to lying, respect for fellow human beings and diversity, the right of choice, hard work and effort as opposed to laziness and more.

Trigonfish: is a traditional and modern fairy tale which shows that through the difficulties of adaptability there is finally another world. Promotes and supports diversity by wanting to project that if someone is different it is beautiful and interesting.

The gift of quilts: The gift of quilts promotes generosity and the search for happiness in human relationships instead of in material things.

The selfish giant and the angry teddy bear: They talk about the proper management of the body, the power of empathy and the wondrous effect of love and creativity.

The king's clothes, The Mouse and his daughter and The sweetest bread: This tale refers to the fact that most people turn a blind eye to power or just get comfortable seeing what others tell them they need to see. At the same time, however, it also gives the optimistic message that each of us has power when we raise our voice. It therefore promotes the truth, the purity of childhood, humility, work, effort, self-esteem, and real power.

The king seeds: promote the values of love, consistency, honesty, cooperation, and kindness.

Values to help to solve daily problems, social exclusion or inequality in Greece:

Values are one of the most important aspects of education that lead to the broader concept of education for a person today. And along this path, many times in life everyone has been faced with the question of what those values ultimately are, which in some cases are a measure of assessing a person's character and behaviour within society.

Teachers and experts who answered the questionnaire included in their answers many different values that they believe will be able to solve social problems and exclusion, according to the data that dominates Greek society.

The answers they give are the social values of responsibility and justice that help solve situations of inequality and social exclusion. Also, respect for people and things, respect for minorities, peace, repression of violence, solidarity, equality, cooperation, respect and acceptance of diversity, friendship, trust, cooperation, understanding, altruism, responsibility, discipline, animation, the suppression of stereotypical views, mutual assistance, love, kindness, and equal opportunities for all.

These values according to the answers given can be learned and understood by children through these stories mentioned above. Children through these stories will be able to understand the importance of these values and may be able to adopt them, thereby combating the cases of social exclusion and problems that exist.



ITALY: (CEIPES)

Most representative stories:

The Little prince: "The importance of human relations, the time to take care of others, the knowledge of one's self and of the important things in life compared to materials things". "Equality, honesty, and the spirit of sacrifice" "The value of friendship".

Robin Hood: "Social injustice, the mechanisms of power, politics and citizenship" "A hero who steals from the rich and gives to the poor."

The Musician of Bremen: "Resilience and cooperation".

The selfish giant: “Selfishness vs. generosity”

Harry Potter books: “Love always wins against power, the value of perseverance.”

The wizard of Oz: “Courage, adventure, taking care of people, and reciprocal helping

Gulliver’s travels: The voyage of migration, social inequality, the irrationality of war”

Alice in Wonder land: “The fantasy, the process of growing up and becoming an adult, the responsibility”

The rescuers: “Never say never, the importance of living according to one’s values”.

The little Seagull and the Cat: “Introduces the respect of others and of nature

The lady and the Tramp: Never trust appearances [don’t judge a book by its cover], to get to know someone you have to give them the chance

Mary Poppins: “Rebuilding the relationship between parents and children.

Values to help to solve daily problems, social exclusion or inequality in Italy:

The following values were identified by the respondents:

-Solidarity, Empathy, Cooperation, Sensitivity to diversity, Tolerance, inclusion, listening, value of the dialogue, problem awareness through discussion, creating communal spaces for exchange (of ideas, communication)

Regarding this list of values, it is possible to identify several significant trends, and also to draw similarities between the values, at which point several groups begin to emerge.

The first notable result is the prominence of “solidarity”. While this was only identified explicitly by one participant as a value inherent in the stories they suggested, connected values were identified by other respondents, such as “resilience and cooperation”, and also has significance regarding some of the themes identified in the stories, like “social inequality”, “Social injustice, the mechanisms of power, politics and citizenship”, “Equality”, “the subordination in hierarchies”.

The other values identified by multiple respondents were tolerance, listening, and inclusion.

As discussed above, several of these values could be grouped. Thus, we believe that Solidarity, Empathy, and Cooperation are deeply connected. Further, we would group Acceptance of difference, Sensitivity to diversity, Tolerance, Inclusion, and Listening. Finally, we would make a third group of Sensitivity to problems through debate, Creating communal spaces for exchange, the value of dialogue, and again listening. Although we did not group the other values identified, most of them are certainly connected to the others on some level.

Similarly, referring to question 2, several of the values and themes identified in the stories the respondents chose to suggest can be connected. Regarding the values, altruism, generosity, selflessness, helping and caring for people and the spirit of sacrifice are similar to one another, and are prominent in the respondents' answers. Perseverance, "never say[ing] never", and being resilient are values also found in multiple stories and multiple respondents' answers.

Prominent themes are that of social inequality, justice and injustice (including that of patriarchal society).

An interesting theme that is found in respondents' answers is that of respecting and learning about diversity, and others' cultures. One participant suggested Gulliver's Travels because of its relevance to a migratory voyage. In Palermo there is a significant migrant population (as there is in many parts of Europe), which may partly account for this focus.



IRELAND: (I&F)

Most representative stories:

The Lion King: Acceptance of responsibilities, maturity, overcoming the loss of a loved one and accepting that death is a stage of life. Leadership, friendship, and the importance of the family nucleus.

Shrek: Value of friendship, teamwork, inclusion, awareness that appearance is not important. The figure of the antihero who becomes a hero.

Wonder: about putting up with difficulties, positivity, family, dealing with bullying situations.

Little Mermaid: perseverance to achieve your goals, friendship, good vs bad. Positive outlook on new people and places.

Aladdin: the value of truth vs justification of lies. Realize that there are wrong laws that need to be changed.

The boy in the stripe pyjamas: Determination, overcoming, Resilience, role models, Positivity.

Good Night Mr Tom: Non conventional family unit, Acceptance of one another, acceptance of being different.

Warhorse: showing a bond between a young man and a horse. It also includes messages of courage, bravery, and determination.

The frog prince: the importance of the inner beauty vs beauty stereotypes.

The Emperor new Clothes: remark truth values and faith (in intangible Things).

Gruffalo: Intelligence and cunning to face dangerous situations.

Toy Story: Friendship, loyalty, teamwork, overcome new stage in life, awareness of other people feelings.

Values to help to solve daily problems, social exclusion or inequality in Ireland:

From the answers collected in the questionnaire we collect the following values;

-Respect (own and towards others: people, friends and objects) Kindness, Empathy, goodwill honesty and tolerance.



DENMARK: (BRAIN LOG)

Most representative stories:

Three little pigs: critical thinking. Reward of work and effort.

Snow White - justice, friendship, protection of the weak or needy.

Robin Hood: Justice, social protection, fight to change laws and avoid abuse of power.

The Ugly Duckling: inclusion, fairness, social inclusion, family values, kindness.

Death's messenger: Values and Priorities. Time is valuable and we must cherish it.

Harry Potter books: range of messages spanning from friendships, interaction with different ethnic minorities and animals to working together to achieve a common goal. It also shows different sides of emotions, from love to fear and hate. Lastly, it highlights different paths of growth according to what kind of experiences characters went through.

Puss in Boots: message about appropriate speech and extolling being well dressed.

Lilo and Stich: for dealing with the everyday life's difficulties, such as keeping a job. Thus, the importance of family and friendships.

Happy Feet: embracing your qualities.

Inside out: suppressing and expressing emotions and its effects.

The land before time: receiving help as not being a sign of weakness.

The little Prince: for teaching about seeing with your heart as opposed to with just your eyes.

Values to help to solve daily problems, social exclusion or inequality in Denmark:

Respondents were asked to suggest values, that they think could help in solving everyday situations of inequality and social exclusion, that are affecting students in their countries.

There are 3 values that were mentioned by the most respondents: Acceptance, kindness and inclusion.

Thus, several other values were mentioned several times as well:

Compassion, friendship, bravery/courage, respect, equality, honesty, resilience, personal development, determination, tolerance, solidarity.





Conclusions:

Once the analysis of the different reports presented is finished, we want to end this State of the art with a compilation of the 12 common stories in the different questionnaires and the 20 most repeated values about them.

Top 12 stories from the 74 stories collected in the diferents report:

1. The little prince by Antoine de Saint-Exupéry.
2. The Emperor new clothes by Hans Christian Andersen.
3. Cinderella by [Charles Perrault](#).
4. The musician of Bremen by [Jacob Grimm](#) and [Wilhelm Grimm](#).

5. The wizard of Oz by L. Frank Baum.
6. Robin Hood by Walter Scott.
7. Puss in boots by Charles Perrault.
8. The Gulliver travels by Jonathan Swift.
9. Matilda by Roald Dahl.
10. Harry Potter by J.K Rolling.
11. Wonder by Raquel Jamarillo Palacio.
12. The selfish giant by Oscar Wilde.





Top 20 universal values proposed by the participants of the five questionnaire reports

1. Empathy.
2. Solidarity.
3. Compassion.
4. Friendship.
5. Respect.
6. Equality.
7. Honesty.
8. Inclusion.
9. Tolerance.

10. Cooperation.

11. Sensivity to Inclusion.

12. Resilience.

13. Acceptance.

14. Bravery / courage.

15. Personal development.

16. Determination.

17. True love.

18. Faith.

19. Goodwill.

20. Value of the dialogue and listening.

Others values...

21. Respect for animals and the environment.

22. Perseverance.

23. Value of work well done.





Participating organisations

Liceul Teoretic Grigore Moisil Timisoara (Romania)

Instruction and Formation (I&F) Dublin (Ireland)

C.E.I.P.E.S (Centro Internazionale per la promozione dell'educazione e lo Sviluppo) Palermo (Italy)

SMART UMBRELLA. Athens (Greece)

C.P.I.P (Center for Promoting Lifelong Learning) Timisoara (Romania)

BRAIN LOG. Odense (Denmark)

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