

The YouthDOCs Project

DSEEA-Gr: Directorate of Secondary Education of Eastern Attica, Greece

BiMEM-Tr: Local Authority of Education, Bayrampaşa, Istanbul, Turkey

www.youthdocs.eu



“The December 2014 Seminar Notes”

Athens 18-22/12/2014

Facilitators:

Menis Theodoridis, Nikos Govas, Maria Leonida, Nassia Choleva, Christina Zoniou, Esra Acungil Tüysüz



Introduction

Below are notes of the first 24hours Teachers' Seminar on YouthDOCs methodology.

The seminar covers the following areas:

A: The Project's **aims** and its **methodology**.

B: Simulation of **Techniques and strategies** to be used in schools during the implementation periods

C: Developing and sharing of **useful material & evaluation**

The trigger question: *“Suppose you are asked to create, together with your friends, a short drama or a short video in order to show to others elements of your own culture that you, as a group, consider important for your lives now. What would you choose to record and to share with others?”*

More specific **this seminar focuses** on

a) how students **collectively decide on a theme** that includes elements of their own **youth culture**.

The element of youths' own culture is stressed.

b) how to **use personal stories** and **objects** as an initiation procedure to help students find common elements of their youth culture and how they may finally choose one story to present

c) how the chosen story can **be turned into a scenario** that can be presented with **drama or video** to other students to watch and comment.

d) **other possible ways** to come to a common story

Preparation: Participants (teachers in the training course) must

a) “bring and share a story (personal or someone else’s) of something that has happened, is indicative of what currently concerns/influences you mostly and is related to who you are now culturally”.

(“currently” may refer to recent days as the answering person may feel. It can be “these last days”, or “these last years” or even “this period of economic crisis” or “these days of a local festival”.)

b) «bring an object that you think is related to the story or helps you while sharing the story to us.

Day 1: Friday 19/12/2014

Morning Session

Welcome - Introduction: Short presentation of the project - pps (Nikos)

What is the Project about? Who are the Partners?
The focus and the main challenges of this first Seminar delivery:

- a) sharing a **personal story** that might be of others' interest. Use **an object** while sharing the story. Choose **a common story** that others can connect and relate to create a piece of drama or film
- b) add **"documents"** to the story.
- c) explore elements of own and group **culture**



Warm up "Learn the names!" (Nassia)

Welcome in a circle. 12 seconds for everyone to learn 4 new names of other people in the group! Check in circle.

Key words: name game, ice breaker

Comment: short, sharp and good for introduction, no need of language skills, not necessary to go through everybody

Energizer activity "My name and a gesture" (Nassia)

I say my name and I do a movement which I feel expresses me, using an object I happen to carry (scarf, ring, glasses, phone etc). The rest of the people in the circle repeat as a group, the name and the movement. The animator asks participants to recall names and gestures!



Key words: name game, body memory, body expression (language), ice breaker

Main activity "Today I am..." (Nassia)

Each participant creates a list of social roles he/she played that day.

1st step: individual lists.

2nd step: discuss in groups of 5/6 and find the most common social roles we share.

3rd step: 4 groups discuss and write on the board the most common ones for the entire group.

Key words: identity, social aspects of myself, constantly changing roles, social environments

Comments: good process for building an understanding of the team. A first attempt to describe aspects of the group's profile. Preparation for the "personal culture" issues to follow.



Main activity "Ways of looking" (Menis, Maria)

Photography exercise in groups

1st step: Discussion with the entire group:

1st question: What are some important differences between theatre and still photography?

Exemplary answers/ points:

observer's point of view (close or distant frame), a final result that can be "read" and "re-read" many times

From Photography to still pictures in a row to Video we add qualities such as:

flow-succession of pictures, sound, rhythm, movement missing from photography

2nd question: What are the similarities?

heroes, situation, context, scenery

2nd step: 1st exercise: Each group will choose one gesture and one object from the "My name and a gesture" game.

3rd step: The group will then take 3 pictures:

1st picture: a close shot from a person performing the chosen gesture with the object

2nd picture: the same in a long to medium shot (full body).

3rd picture: a medium shot of the group performing a situation and using the object in a peculiar- strange-paradox way –as in a surreal situation.

4th step: The wider plenary view, comment and give a title to each of all the pictures.

Useful questions and comments on giving titles: *Is it day or night? Which is the object? What do you see in the picture? Start from describing the picture before you interpret. Why is this photo very nice? We must think of proportion and help the audience see what we want to emphasize.*

Key words: close shot, long shot, surreal picture, frame, background, proportion

Comments-Tips: We should always think of the setting, the background, the point of view and the framing of each picture taken. When we show pictures in a row, we can use the element of surprise. For example: 1st picture: everybody thinks the man is looking at his watch. 2nd picture: Surprise! He is looking at the flipped-coin on his hand. Actually, in a row of pictures, each picture contributes an extra meaning to all other pictures in the row.



Lunch Break

Afternoon session

Warm up activity "The string game" (Esra)

In a circle, participants throw the string to one another and ask a question the person who catches it. The result is a web which connects the people in the circle.

Key words: knowing each other, circle, connection

Comment: developed quite slowly and the questions were not so surprising. Maybe should have happened earlier or be more focused to trigger ideas or feelings.



Energizer activity “Send a clap in a circle” (Nassia)

Without speaking, we pass a clap from one to the other in a circle. After a while the clap can go backwards, or to someone opposite. The clap should travel between the players on a very high speed, using the whole body (a little bit towards the person we give it to)!

Key words: energiser, fun

Main activity “Sharing of personal stories” (Menis, Nassia)

Five (5) Groups created according to the medium to be used. There were 2 “Video Groups” & 3 “Drama Groups”.

1st step: In pairs. A tells his/her story to B. The story is connected to an object (document). B actively listens and asks for more information/clarifications, if needed. Then B tells his/her story and A actively listens. After discussion, the pair decides which story they will choose to tell to their group. **Selection should be based on the power of the story, the strength of a wider social issue that may be common to more people.**



2nd step: In groups of 4 or 6. The chosen story is narrated to the others by the “listener” i.e. the groups listen to all 3 stories by their first listeners - **not** by the original narrator. They discuss about the issues behind the stories and decide which one will be the basis of the group’s work from now on. They may choose to add to the story elements heard from the other stories (facts, gestures, phrases, atmospheres etc), if suitable.

3rd step: All five Groups choose a new narrator for their stories who presents the story and the object to the plenary. The plenary may ask for more information about the stories.

Key points:

Stories should be personal, connected with the person’s identity and current reality (“how this story has affected who I am right now?”) but also connected with a wider social issue.

The document/object is connected to the story.

The story telling is always in the 1st person (“I was there...”, “I saw...”, “it all happened to me...” etc).

The selected stories:

Group A: “The laptop that disappeared from the Principal’s office” (media)

Group B: “The credit card courier who decided to become a teacher” (media)

Group C: “The girl who expected new shoes as a gift and the joke her father and brother played on” (drama)

Group D: “The woman who enjoys 5 minutes of herself, drinking coffee in the morning, just before the day starts” (drama)

Group E: “The woman who lost her university friend, had a health problem and after years met this friend again” (drama).



Closing activity “1-2-3 hip & clap” (Nikos)

In the circle. Arms stress in front of us. We shall clap all together simultaneously, without previous communication.

Key words: wind down activity, group synchronisation

Comments: non verbal communication

Day 2 Saturday 20/12/2014

Morning Session

Warm up activity "Find a space to stand!" (Nassia)

All group members form two lines, standing one opposite the other (like a wide corridor). One person is in the middle, and can only find a space to stand, in one of the lines, if someone leaves it open. The rest of the players communicate non-verbally (with eye contacts) and try to exchange places before the person in the middle manages to steal one of them.

Key words: reflects, use of body, energizer game.

Comment: enjoyable, easy going, but no connection with other storytelling issues

Main activity « What is a good story for YOUTH DOCS?» (Christina) (ppt)

Our criteria for the selection of the stories

- The story must concern: 1) the participants 2) the audience to which it is addressed
- It should have reference to our culture, our identity and our social roles
- It should concern the present
- It should provoke dialogue; include a question, a "disturbance", a critical view on reality.

"How to tell the stories of the others" (Christina) (ppt)

- The stories are based on the original narrations of the participants (or of the interviews).
- When we tell the story of somebody else, we try to respect the original emotions, ideas and viewpoints of our sources
- Reflect on what is the central point or question or key concepts of the story we just heard.
- Try to use words and also non-verbal elements of the original narrator.
- Reflect on who is narrating the story, from what perspective and what are his/her emotions and questions.
- Try to include elements of the sensory reality around the narration (e.g. smells, sounds, light, time of the day, weather).
- Decide if the narration is choral, monological, dialogical, physical, with sounds or images.



Main activity "Preparing the stories through images" (Nassia, Christina, Menis, Maria, Nikos)

1st step: The 5 Groups (as divided the previous day), discuss and suggest still images (the 3 drama groups) and photos (the 2 media groups), that reflect the stories, the objects, but most importantly, the **social issues** behind them.

a. The media groups proceed to the shooting of photographs. First they find the different parts of the story told. They put them in order. In this way a basic scenario is formed.

Key point: Which are the Key pictures? How many do we need and what kind of pictures?

b. The drama groups share their stories through images, and give feedback to one another, concerning the issues, the clarity, even the form.



Key points:

We select clearly whose point of view we are telling the story through.

We check that the story we say has respected the initial stories, fully.

We make sure we talk about issues we consider relevant/interesting/concerning our audience (as described on Friday, during the "Social roles" exercise).

Comment:

During the preparation, stories must be carefully considered (imagined) from the point of view of an imaginary audience: will everybody understand each point of our story?

Lunch break**Afternoon session****Warm up activity "Give the ball"** (Nikos-Nassia)

All in a circle; without speaking, people give different tennis balls to one another, in any way they want. Gradually, the giving of the balls should start having a theatrical interest (give it as a specific character of theatre or life would give it, have a specific emotion or purpose when giving it, etc).

Keywords: non verbal communication, imagination, body expression, energiser

Main activity: work in groups (Nassia, Christina, Menis, Maria, Nikos)

Continue of groups' work on stories, in order to present a **first draft** of them to the plenary.

a. The media groups continue the shooting of photographs: as their story takes place in a school, the first group searched the school's classes and took pictures in the director's office, the teacher's room and the computer room. The other group, according to their story of a young man delivering credit cards, visited the neighborhood and took pictures of their hero in the café nearby and in other places. They put the pictures in order and give a title to their presentation.



b. Drama groups work on their pieces again, to clarify more the issues they want to represent. They may add small gestures, sounds, a few words to their pieces.

All stories presented to the plenary, where questions are asked and comments/feedback is given.

Stories & issues (board notes)

A. *The stolen laptop* – what should be the main issue behind it? Whose point of view does the group adopt?

B. *The "changing my life"* – when you struggle, you will succeed (the courier who became a teacher), struggling to make a personal dream come true / Perhaps consider stories of how teachers became teachers, in order to connect the product with the plenary profile?

C. *The unsatisfied expectations* – the girl who expected a gift but was disappointed by her family members. The betrayal by people of higher status / Perhaps more stories about betrayal?

D. *Stop before running* – the hectic life of the Woman / how many women? How many actors?

E. *The right of access to health services* – not everyone is lucky to have friends and support. This groups went back to the initial story, discarded any ideas/elements that were irrelevant to it or the themes in issue. Then the focus turned to the theme given here.

Key points: point of view for the story presentation, main social issue, connection of to audience's interests

Comments: In some stories there is difficulty in trying to stay close to the original story, so the point of view is not clear from the start and the group finds it during the procedure (*The stolen laptop*, *The right of access to health services*). In other groups the point of view is clear, because from the beginning it is one person's story ("*changing my life*"). In one group (*Stop before running*) one person's story is multiplied, played by many actors, creating an interesting story that concerns everyone. In another group (the unsatisfied expectations) the group faces the challenge of connecting the personal story to a wider social issue, interesting to more people watching it.

Some pictures do not have the same significance/meaning for the audience, in the way that the groups have planned, so they need clarification or something to be added in order to emphasize the groups' point of view.

Day 3 Sunday 21/12/2014

Afternoon session

Warm-up activity "Tell my name" (Christina)

The entire group forms a big circle, I am in the center and I chose someone and say his/her name 3 times. If he /she doesn't say my name before I conclude the 3 times, he /she now comes in the circle and continues.

Energizer activity "The inner and the outer circle narration" (Christina)

The group forms 2 circles, one inside the other. Those in the inner circle (A) face those in the outer circle (B). Each one has one person in front of him/her. A starts describing his/hers favorite food to B. B listens. Then B does the same to A.

The outer circle moves aside by two places, to the right. In the new couple, A describes what the previous B person told about their favorite food (description in 1st person).

Key points: When we say the story of someone else we need to attach to the sensory facts, and try to share the essence of what is being told. We should try to notice what is important in one's story.

Comment: interesting sense of group noise and then structured short monologues which give value to simple things such as "my favorite food". With teenagers I would definitely try that with "my favorite video/ online game", "my favorite accessory" etc. Participants hadn't understood the importance of gestures and intonation, but it is worth mentioning earlier to them. This game has many variations and can be used as an introduction to a group. We can put music as the 2 circles go round. When music stops we have a new couple.

Main activity "How to add documents in the group's story" (Christina, Menis)

In two large groups (1: media and 1: drama), directions are given on how to insert documents/objects in the groups' pieces. Groups work on their pieces again, considering possible points where other data could be used and background research that could be done. They present their ideas to the plenary and discuss/receive more ideas by the rest of the groups.



Ideas for "**hard data**" and "**documents**" that can be used in the chosen stories:

1st Story: about disappointment and injustice from someone in higher status (drama group).

- Interviews (i.e. "When did you feel disappointment or suffered injustice from someone in higher position than you?")

2nd Story: about solidarity, friendship, health system, claiming my rights (drama group)

- authentic speech of a politician before the elections (played by an actor or the original video of it)

- newspaper interviews by poor people with health problems

- statistics of homeless and poor people and health conditions

- real video of a demonstration as a background

- interaction with audience - asking them on the spot to share similar personal stories

- technology- live camera showing a hospital on the background, as the performance continues

3rd Story: "stop before running" (drama group)

* 1st scene:

- news in journals about teachers

- Youtube student videos (lessons)

- Interviews with teachers - the challenges they face

- interviews with pupils (what do they do when the lesson is boring?)

* 2nd scene:

- interviews with men/women on women's driving

- news research on children

* 3rd scene:

- official statements on women's rights

- interviews with mother-in-laws on the role of their daughter-in-laws

* 4th scene:

- songs about motherhood

- morning news programmes

- interviews with bartenders on coffee "what is 'silence' for you?"

4th Story: "The stolen laptop" (media group)

- form and content was developed by including a questioner style (multiple choice questions as an element of stressing different points of view in a funny way),

- interview in a vox-pop way (answering the question: "What do you think the school should do about the punishment of the students who stole the laptop?" representing different sides of the arguments e.g teachers/ students).

- Pages from the school's registry for broken rules

- Statistics:

a. How many schools have how many computers etc.

b. The budget of Ministry of Education for school materials In Greece today and in other countries.

c. School Punishment files: What are the most common causes of punishment? What is the most common punishment chosen?

Note: In their 1st presentation, the group added Music of Pink Panther. However, after a comment that this made the story funny but doesn't reflect the issues that the group wanted to talk about, there was no music in the final presentation.

5th Story: The "success story" (media group)

- interview parts were added.

Day 4 Monday 22/12/2014

Morning session:

Warm up- "Hug me to save me!" (Nikos)

One person chases the rest. In order to be saved, they can only hug one another, but not more than two and not more than a few seconds!

Variation: one of the two people hugging, should be on the air!

Key words: energizer, collaboration, reflects, use of whole body

Main activity “The iceberg of culture” (Christina)

When we see an iceberg, the portion which is visible above water is, in reality, only a small piece of a much larger whole. Similarly, people often think of culture as the numerous observable characteristics of a group that we can see with our eyes, be it their food, dances, music, arts, dress, language, religion, rituals. The reality, however, is that these are merely an external manifestation (the external culture) of the deeper and broader components of culture (the internal culture), the complex ideas and deeply-held preferences and priorities known as attitudes and values, that we can only understand by analyzing what is underlying the outward behaviors of a culture, such as beliefs, values, thought patterns, power structures, conception of time, sense of humor, family relationships, institutions.

Key words: external culture – internal culture

Comments: What this model teaches us is that we cannot judge another or a culture based only on what we see in the surface. Moreover, culture is not something stable as an iceberg, but something flowing and changing continuously as a river or a tree.

Variation: before presenting the iceberg we can ask our students to draw in groups of five on a big piece of paper a group image of what is culture and discuss it afterwards.

Main activity “The onion of identity” (Christina)

Who am I? What am I? Identity is like culture, there are many aspects to it, some hidden some visible. One way of looking at this could be to imagine yourself as an onion. Each layer corresponds to a different part of your identity. What are the most important things which make up your identity? Some of these will be related to:

- the roles you play in life: a daughter, a friend, a school student, a baker, a banker;
- the parts of your identity you may be able to choose: fan of a certain type of music, member of a political party, style of clothes;
- where you were born, where you now live;
- belonging to a minority or not;
- your gender and your sexuality;
- your religion

and, perhaps strangely,

- what you are not or don't want to be: not a woman, not a socialist, not French, not an alcoholic.

Identity is not only a question of how we perceive ourselves. Others identify us, and we may not like the label they give us. However, your self-determination plays an important role.

Consider your identity as something that changes constantly, according to the context you find yourself. How would you describe your identity in this context?

Draw an onion with various layers. Place in the core of the onion the most important aspect of your identity **here and now** and in the next layers as you moving outwards the less important aspects.

Key words: context related, self-determined mutable identity

Comments: You can create individual frozen images for your core of your identity, or group frozen images for each onion, make the images speak with each other, etc.



Summarizing “The YouthDOCs Project” (Nikos)

Full presentation of YouthDOCs aims, methodologies, key words, procedures, deliverables.
Discussion

Epilogue (Christina)

One-phrase-feedback in one phrase (video)

Closing of M2 Seminar (Nikos)

Circle massage! Goodbye

Video with still pictures in a row and sound presented by Vassilis

The end



Hoş Geldiniz

Καλώς ήρθατε



YouthDOCs

recording critical glances on personal identity, youth culture and contemporary reality

Code: 2014-1- EL01-KA201-001545

The December 2014 YouthDOCs Seminar

Athens Transnational Teachers & Experts Groups Meetings

(M2)

18-22/12/2014, Athens, Greece

“YouthDOC Seminar Challenges”

Nikos Govas

An ERASMUS+ project, 2014-2016

KA2– Cooperation and Innovation for Good Practices/ Strategic Partnerships for school education



Erasmus+

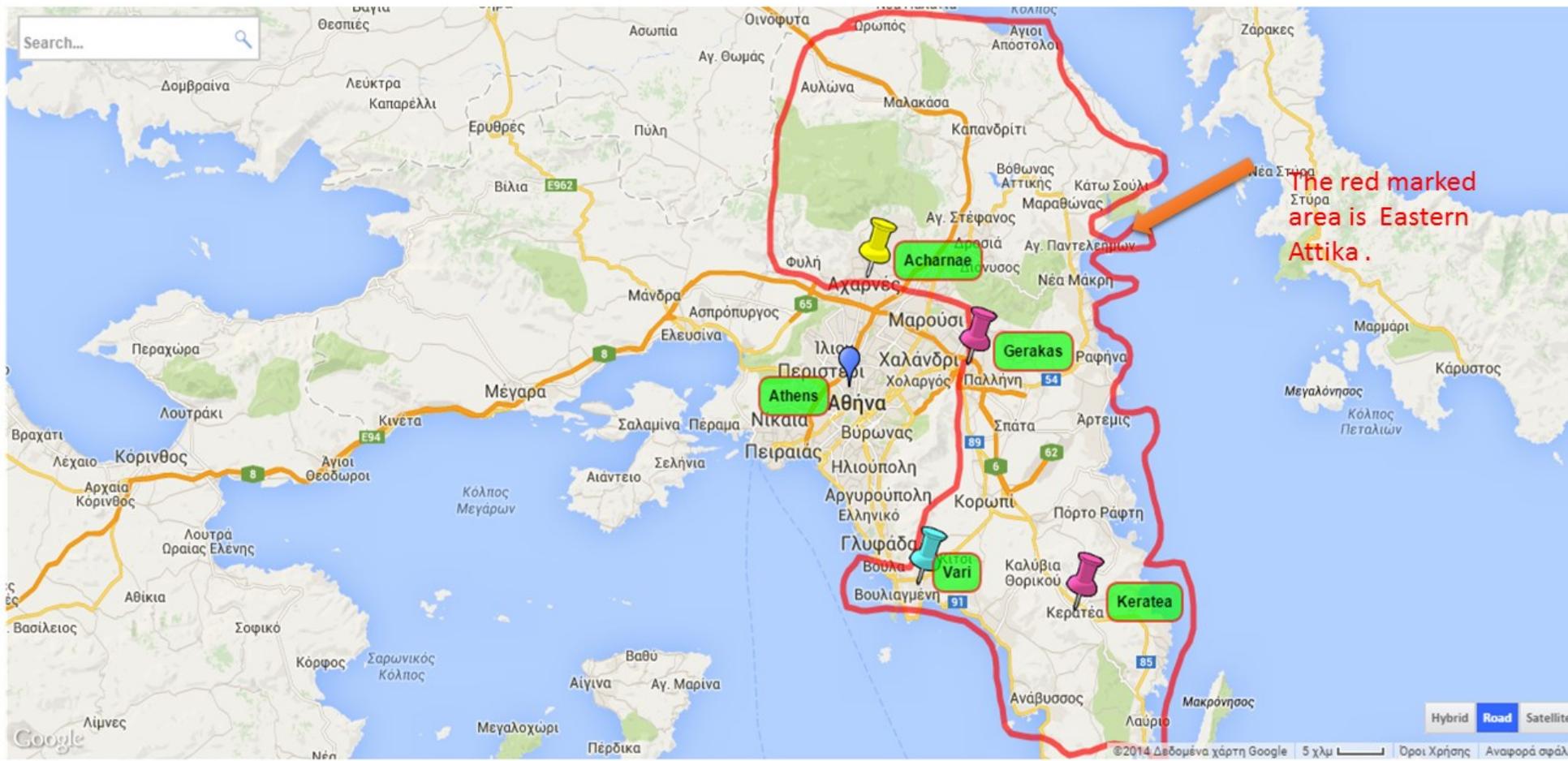
• **Project Partners**

- **DSEEA-Gr: Directorate of Secondary Education of Eastern Attica, Greece, Project coordinator**

Legal representative: Mr Stefanos Kapellas, Director

- **BiMEM-Tr: Local Authority of Education, Bayrampaşa, Istanbul, Turkey**

Legal representative: Mr. Abdülaziz Yenişol, Headmaster



The red marked area is Eastern Attika .

Hybrid Road Satellite

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Local Associated Partners

In Greece:

- Hellenic Theatre/Drama & Education Network (TENet-Gr)
- KARPOS-Center of Education and Intercultural Communication (KARPOS-Gr)
- University of Peloponnese/Faculty of Arts/Theatre Studies (UoP-Gr)
- 3rd Gymnasio Acharnon (GYM-ACH03_GR) Lower High School, Gr
- 5th Gymnasio Acharnon (GYM-ACH05_GR) Lower High School, Gr
- 12th Gymnasio Acharnon (GYM-ACH12_GR) Lower High School, Gr
- 3rd Gymnasio Geraka (GYM-GER03_GR) Lower High School, Gr
- Gymnasio Kerateas (GYM-KER_GR) Lower High School, Gr
- Lykeio Varis (LYL-VAR_GR) Upper High School, Gr

In Turkey:

- Innovative Educators Association (IEA-Tr)
- T.C.M.B. Technical & Vocational Secondary School, Upper High School Tr
- Atatürk Ortaokulu Lower High School, Tr
- Mobil İmam Hatip Ortaokulu, Lower High School, Tr
- Bayrampaşa Ticaret Meslek Lisesi Upper High School Tr

The People

- the Management Group

(they facilitate the project, the money, the reports etc)

- the Media / Drama Experts Group

(they develop the methodology, train teachers and other facilitators, support schools, contribute in the outcomes, etc)

- the Teachers' Group

(they apply the methodology in schools with their students, with the support of the 'experts' etc)

The participants 22 Teachers (14 Greek and 8 Turkish) from schools in the Project

Ms Maria (Mary) Kaldi, Greek Language/Literature teacher, 3rd Gymnasio Acharnon Gr

Ms Paraskevi (Vivi) Antonogianni, Greek Language/Literature teacher, 3rd Gymnasio Acharnon Gr

Ms Ioanna (Zanna) Zerigka, French Language teacher, 5th Gymnasio Acharnon Gr

Ms Neratzoula (Julia) Efetzi, Arts teacher, 5th Gymnasio Acharnon Gr

Ms Athina Stakia, Greek Language/Literature teacher, 12th Gymnasio Acharnon Gr

Ms Maria Vasilopoulou, English Language teacher, 12th Gymnasio Acharnon Gr

Ms Vasiliki Xidi, Physics teacher, 12th Gymnasio Acharnon Gr

Ms Eftychia Chroni, English language teacher, 12th Gymnasio Acharnon Gr

Ms Anastasia (Tatiana) Rodolfou, Greek Language/Literature teacher, 3rd Gymnasio Geraka Gr

Ms Maria Patrinely, Physical Education teacher, 3rd Gymnasio Geraka Gr

Ms Eleni Karakosta, German Language teacher, 3rd Gymnasio Geraka Gr

Mr Vasilios Oglanis, Mathematics teacher, Gymnasio Kerateas Gr

Ms Evangelia Georgouli, English Language teacher, Gymnasio Kerateas Gr

Ms Panagiota (Betty) Giannouli, Sociology teacher, Lykeio Varis Gr

Ms. Huriye Kaya, Principal, Bayrampaşa Ticaret Meslek Lisesi Tr

Mr. Ali Arslantas, English Language teacher, Bayrampaşa Ticaret Meslek Lisesi Tr

Mr. Esat Cevahiroglu, Principal, Mobil İmam Hatip OrtaokuluTr

Ms. Dilek Şenocak, Drama & Literature Teacher, Mobil İmam Hatip OrtaokuluTr

Mr. Mehmet Okuyucu, Principal, Atatürk OrtaokuluTr

Mr. Cemalettin Bayraktaroglu, English Language teacher, Atatürk Ortaokulu Tr

Ms. Banu Inan, Maths teacher, TCMB Tr

Mr. Cemalettin Aydogan, Vice Principal, TCMB Tr

- **The Facilitators: members of the Media/Drama Experts Group & Media Assistants**

Mr Menis Theodoridis - Media/Video (Karpos Centre-Greece)

Ms Maria Leonida - Media/Video (Karpos Centre-Greece)

Mr Nikos Govas - Drama/Theatre (Hellenic Theatre/Drama & Education Network, TENet-Greece)

Ms Athanasia (Nassia) Choleva - Drama/Theatre (Hellenic Theatre/Drama & Education Network, TENet-Greece)

Ms Christina Zoniou - Drama/Theatre (University of Peloponnese/Theatre Studies, UoP-Greece)

Ms Theodora Malliarou – Media Assistant (Karpos Center- Greece)

Mr Giorgos Pitsakis -Media Assistant (Karpos Center- Greece)

Mr Alexandros Papachristopoulos - Media Assistant (Karpos Center- Greece)

Mr Hürcan Tarhan - Media/Video & Drama (Innovative Educators Association, IEA-Turkey)

Ms Esra Acungil Tüysüz - Drama/Theatre (Innovative Educators Association, IEA-Turkey)

Mr Sadık Acar - Media/Video (Innovative Educators Association, IEA-Turkey)

Mr Osman Tosun - Drama/Theatre (Innovative Educators Association, IEA-Turkey)

Mr Seyit Yavuz- Media/Video (TCMB-Turkey)

- **The Management-Implementation Group:**

Ms Katerina Alexiadi DSEEA-Gr

Mr Serkan Tekguzel BiMEM-Tr

Mr Nikos Govas TENet-Gr

Mr Hürcan Tarhan IEA-Tr

- **Guests**

Mr. Hasan Gozen, Governor of Bayrampaşa District, Tr

Mr. Abdülaziz Yenyol, Director BiMEM– Tr

Mr. İbrahim Halil Danis, Deputy Director BiMEM– Tr

- **Hosts**

Mr Stefanos Kapellas, Director DSEEA-Gr

Mr Petros Filippou, Deputy District Governor of Attica, Gr

Mr Nikos Nikas, Principal of 6th EPAL Athens Gr

Mr Takis Tzamargias, Artistic Director of Pireus Municipal Theatre, Pireus Gr

What is the *YouthDOCs* Project?
recording critical glances on personal identity,
youth culture and contemporary reality

*“Suppose you are asked to create,
together with your friends,
a short drama or a short video*

*in order to show to others, elements of your own culture
that you, as a group, consider important for your lives now.*

What would you choose to record and to share with others?”

seminar challenges

- a) how students **collectively decide on a theme** that includes elements of their own **youth culture**, The element of youths' own culture is stressed.

- b) how to **use personal stories** and **objects** as an initiation procedure to help students find common elements of their youth culture and how they may finally choose one story to present

- c) how the chosen story can **be turned into a scenario** that can be presented with **drama or video** to other students to watch and comment.

- d). **other possible ways** to come to a common story

What to bring: Participants (teachers in the training course) must

a) “bring and share a story (personal or someone else’s) of something that has happened, is indicative of what currently concerns/influences you mostly and is related to who you are now culturally”.

(“currently” may refer to recent days as the answering person may feel. It can be “these last days”, or “these last years” or even “this period of economic crisis” or “these days of a local festival”.)

b) «bring an object that you think is related to the story or helps you while sharing the story to us.