



SO LONG, AND THANKS FOR ALL THE RED NOSES!

TOOLS MANUAL

25. 1. – 1. 2. 2025, SLOVENIA



Funded by
the European Union

INTRODUCTION

This manual was made during one of the Erasmus+ training courses, organized by Cirkus La Bulle/Društvo CIK. In it you can find different activities, from introductory games you can use with groups at the start of their creation, activities from Theatre of the Oppressed methodology, introduction to clowning, to exercises that deal with emotions. The manual was written with the help of all the participants who were diligently taking notes during the week. We hope it gives you some inspiration.

WELCOME GAME – TRUTH OR LIE PARTY

1. Choose a paper: Everyone chooses one of the three prepared papers: tie, bow, or dress.
2. Write two lies and 1 truth: Write these on the chosen papers, stick them on your body.
3. Tape and stripes: Draw as many stripes on the tape as the letters of your name.

N A M E



Gameplay

- Everyone walks around the room and meets different people. When you meet a person, try to guess what the truth is. If you guess correctly, a person can write one letter of their own name on their own tape, if you guess wrong, go to someone else.

End: It ends when everyone has their name or the atmosphere fades.

WHO ARE WE?

1. NEIGHBOR'S NAME GAME

- Sitting in a circle, one by one you put your right hand on the shoulder of the person beside you and say your name.
- Everybody does it in order and one by one.
- It is done in the opposite direction.
- Afterwards, the same is done but by saying the name of the person behind you.
- Again, opposite direction
- Now you say the person 2 places next to you.
- Opposite again.

2. NAMES ISLAND

- Form small groups of a maximum of 5 people.
- Name round: One person says the name of someone else in the group, and that person then says another name. This continues until the game is over or you are standing alone in a circle. Be careful not to say the name of the person who just mentioned you. You play it in rhythm.
- If you wait too long or give the wrong name, you change groups.

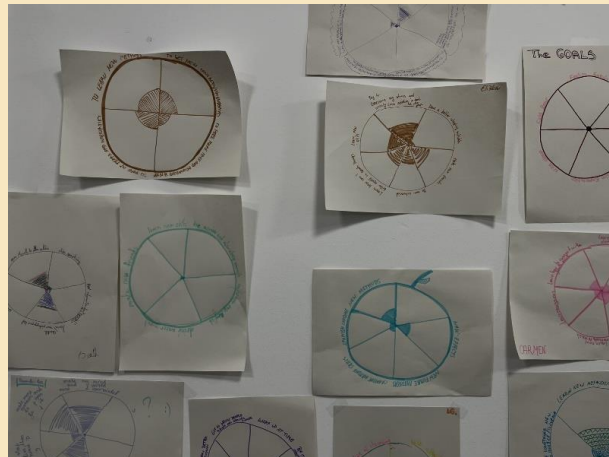
WHY ARE WE HERE?

BEGINNING THE JOURNEY THROUGH THE GALAXY

- Clarify the reason for presence using a rocket, asteroid rain and planet.
- Rocket: Make a large rocket and have participants write down their values. What can they contribute or learn from the group?
- Asteroid rain: Write down what they don't like, what they fear or dread about the week.
- Planet: Write down what they expect to learn or achieve during the week.
- *The expectations on the planet will be grouped together by common themes.

EXPECTATIONS AND INTENTIONS

- Create a spider web in which participants indicate their expectations. Let them indicate where they stand and let them draw daily how far they have come.



BOUNDARIES

- Make the boundaries as clear as possible using tape, paper, string, or other material. This can include physical touch, mental fatigue, humor, daily routines, and so on.
- Everyone chooses a place in the room.
- Divide the group into two halves:
- (Group 1) explores the boundaries of (Group 2). Then switch.
- Divide the group again into two new halves (Group 3 and Group 4) to also explore the remaining quarter of the room.

WHAT IS INCLUSION (FOR US)?

ENERGIZER EXERCISES

1. Per pair:

- Person 1 stands behind person 2 and taps body parts. Person 2 responds by moving the correct body part:

1. Left shoulder → Left hand up
2. Right shoulder → Right hand up
3. Head → Jump
4. Back → Bending

- Change roles after 1 minute.

- Reverse: The movements are reversed:

1. Left shoulder → Right hand up
2. Right shoulder → Left hand up
3. Head → Bending
4. Back → Jump

- Change again after 1 minute.

2. Per 3 people:

- The third person stands opposite the person being tapped. When this person raises a hand, a high five should be given, while the person still responds to the touch.

3. Per 4 people:

- The fourth person states daily questions during the process, and the person tapped must answer.

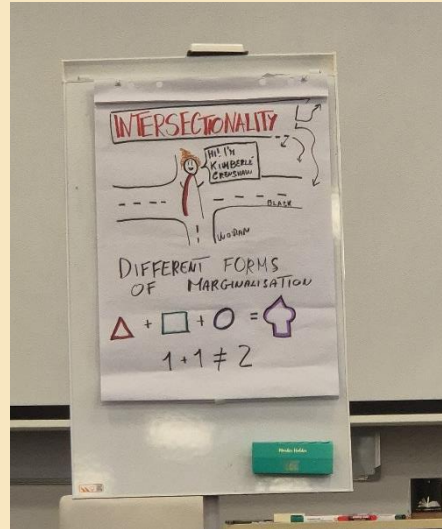
4. Per 5 people:

- The fifth person asks specific questions, such as about politics.

Each participant try every role.

INTERSECTIONALITY

Definition: Intersectionality is the interwoven nature of social categories such as race, class, and gender, which create overlapping and interdependent systems of discrimination or disadvantage.



WHEEL OF POWER

- Divide a circle as if you were to cut a pizza; within this division, divide it with two other concentric circles.

- Write down categories (such as race, age, gender, education etc.) on each portion and discuss which identity holds more power. The ones written in the innermost circle will be the ones that hold the most power.

SUPER MACHINE

First think about the children you work with and the problems they have.

Then you choose a superpower (like flying, mind reading...) that can help to work with the children.

Stand per 2 and say which power you choose and combine the 2 powers so it can be useful.

Go stand in group of 4, tell each other the combined powers, after that you make a machine of it with the 4 powers.

Finally create with your group a short scene about the machine and make it clear what the powers are and how to use it, without saying it.

Show it to each other and let the other guess the powers of the machine.

GLOWNING

10 MINUTES OF FAILURE

During the whole week we had 10 minutes every day to try learning a new skill. On the first day each of us chose an activity or circus tool that we didn't know how to do before and for ten minutes we tried to do it. Try to be mindful of your body when you make a mistake and not judge yourself. On the first and the last day, take a video of you doing it, so you can compare and see the change. One day do it in pairs. On the last day we all presented what we learned during the week.

FLOW TO FIND OUR CLOWNS

Feel your body: imagine that you are a plant or something that wants to grow. Feel your body and let it grow, bloom and then wither. Let your body lead yourself without thinking.

Micromovements: feel and control every move you make with your body.

Body weight: feel how much weight every part of your body has. Build yourself as a stone / mountain.

Animal energy: (in pairs) feel the energy inside you, find your inner animal. Create an imaginary fight between yourself and a partner, throw energy balls, let partners energy balls hit you. Move across the whole room. (in the next step you are one against the others)

Drawing lines and creating sound, adding movement: (in pairs - sit on the ground with faces against each other) Person 1 has closed eyes and sits still. Person 2 discovers a partner's face, finds lines, then adds sound or melody to particular lines and shapes. Person 1 learns the sound or melody. Both stand up. Person 2 stands on the back of person 1 who has closed eyes. Person 1 learns the melody and starts to repeat it, then adds some movements inspired from the melody. Person 2 has to guide person 1 not to crash into someone else in the room. When person 1 has created movements he / she opens the eyes and continues the sound and movements. Person 2 goes away.

Different nature energies (earth, fire, water and air): walk around the room, explore the room and fill the empty spots, change the speed of walking, add different energies to your body. Team leader changes the energy and the speed (speed levels from 1-10).

Exploring the place with body parts: different body parts lead the person. The facilitator changes the leading body part and speed (speed levels from 1-10).

Greeting others: walk around the room and greet others with feet, then with fingers, then add elbows and shoulders.

Monster and the victim: the monster slowly tries to catch the victim, and the victim very slowly tries to run away. Then if a monster catches the victim, they have to switch roles. If two monsters bump into each other they have to greet each other.

Mirroring: (in pairs) Make eye contact with each other for 20 seconds. Person 1 shows the movement and person 2 reflects it. Then switch the roles.

Crossing the room together with a partner by pulling and pushing: the pair have one aim - to cross the room. Partners are in imaginative disagreement about directions. They pull or push each other in different directions but still keeping in their minds that they have one aim.

EXPLORING THE ROOMS AS A NEWBORN CLOWN.

The slowest race in the world: everybody stands in the start line. Facilitator gives the start signal (very slowly). You have to “run” and cannot be still, you cannot go back. The winner is the last one.

Moving chairs as clowns: (in pairs) Pair has to move the chair from one point to another, they cannot speak only using their body, movements and mimics. They move the chair only when the audience is laughing, when no one laughs then the pair cannot move the chair. When the facilitator claps the pair has to look at the audience for a few seconds.

WORLD CAFÉ

(in groups) there are 4 facilitators and each of them sits at the table with 5 free seats. Each of them has different questions.

Where do you see a clown?

How do you feel as a clown? In youthwork?

How much do you feel? How much do you think?

What are your strategies to overcome the pressure to perform?

Others have to go to the tables and (split into groups) and answer a particular question (-s). After 20 minutes groups have to go to the next table and answer. After all groups have answered all questions, facilitators summarize the main ideas.

REFLECTION IN PLANET GROUPS

What happened today? How do we feel about it? What can you take from this?

EVENING GAME: ANIMALS OF THE FOREST

playing time: 15min to 15 years

Players: minimum 10

Terrain: room equipment: 1 chair per player in a circle, except the hunter

INSTRUCTION:

Everyone chooses their animal and portrays it with a simple move without sound. Each move should be different from other moves, so they don't get mixed up. Everyone should learn the moves of each player. The point of the game is to send signals without the hunter (person in the middle) finding them out.

You always portray your own animal when you receive and portray the other animal when sending a signal.

The person in the middle (hunter) must always turn. They want to find the signal of the animals.

If they find the signal (see that someone is sending it) the hunter must say "you are" and point to the animal they are accusing. They have to do this before the signal is sent on.

HOW DO YOU BECOME THE HUNTER?

- If you portray the animal incorrectly
- if you have the signal and the hunter indicates you
- exception: if you have already sent the signal on to another animal and the hunter still choose you, you don't become the hunter.

GAME FLOW:

Everyone chooses an animal in the jungle and gives it a gesture without making a sound, everyone must know the gestures.

Once everyone knows the animals, one person (the hunter) stands in the middle and closes his eyes, the first animal starts sitting behind the hunter. The game starts when the first animal portrays his animal and then passes on (by portraying the other animal). When that is done, you say done and then the hunter turns 3 times with his eyes closed and then he can start turning with his eyes open.

Every time the hunter has a guess or is wrong, he closes his eyes and turns 1 time. If the hunter is correct, the hunter and the animal switch and it continues from the old hunter passing on his animal.

The game ends when it's time or when no one wants to play anymore.

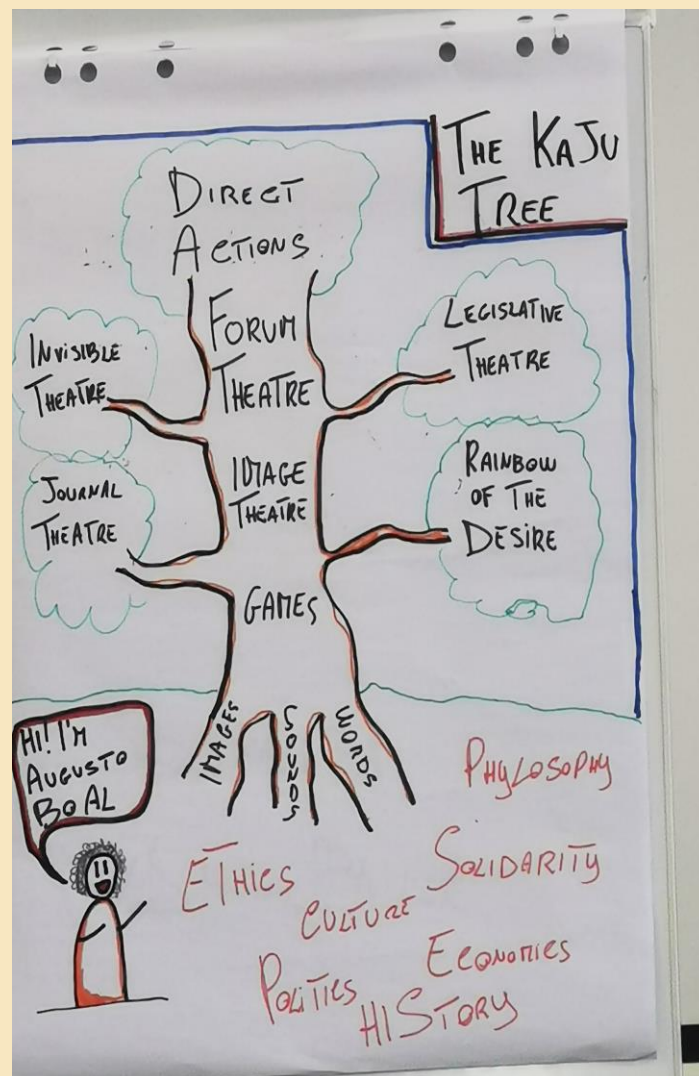
IMAGE THEATRE

MUSICAL CHAIRS

There are chairs set up in the room randomly, music is playing. The people are dancing around the room. When the music stops, everyone has to be on the chairs. Each time the music stops there are less chairs. In the end everyone has to get on one chair.

THE KAJU TREE

Introduction to The Theater of the Oppressed



ENERGIZER: RABBIT RABBIT - GARROT GARROT

GAME STEPS:

1. PREPARATION

- All participants form a circle, and the rules of the game are explained.
- One player is selected as the starter.

2. RABBIT RABBIT PHASE

- The chosen first player starts the game by saying "Rabbit Rabbit."
- When they say "Rabbit" for the first time, they make a rabbit ear motion with their fingers and point them towards their mouth.
- When they say "Rabbit" for the second time, they direct the rabbit ear motion towards another participant to pass it on.
- The indicated participant repeats the same motion and continues the game.

3. CARROT CARROT PHASE

- Once the players are warmed up, an additional movement is introduced.
- The first two participants to the right and left of the player who says "Rabbit Rabbit" start waving their hands in the air while saying "Carrot Carrot."
- This movement continues as long as "Rabbit Rabbit" is being said.

4. GAME CONTINUATION AND ENDING

- The game continues rhythmically.
- Once participants' energy levels are sufficiently raised, the game is concluded.
- At the end of the game, the group can come together and share their experiences.

BENEFITS OF THE GAME:

- Enhances participants' attention skills.
- Strengthens group cohesion and interaction.

- Boosts energy levels through its dynamic structure.
- Creates a fun and engaging atmosphere.

LSD (LEARNING SPACE DYNAMIC) ACTIVITY

DESCRIPTION:

In this activity, participants are given time and resources to prepare for an activity. By noon the next day, they will define the details of the activities they want to implement, specifying their characteristics.

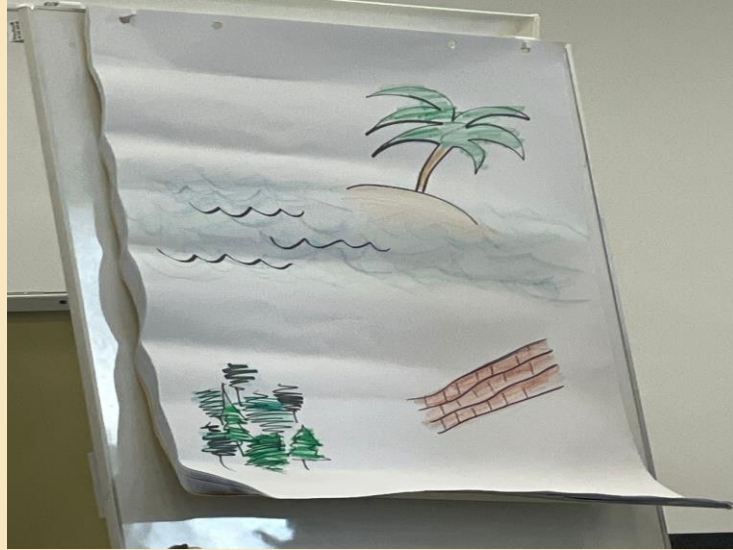
REQUIRED SPECIFICATIONS:

- **Duration:** The estimated time needed to conduct the activity.
- **Number of Participants:** The total number of people involved.
- **Space:** The required area for the activity.
- **Materials:** Any tools or objects necessary for execution.
- **Learning Goals:** The expected educational outcomes.
- **Objectives:** The purpose and aim of the activity.

INNER MAP ACTIVITY

STEP 1: INTRODUCTION TO INNER MAP

- A sample Inner Map is presented, and its features are explained.
- Participants are guided through the key elements of an Inner Map, which represents one's internal thoughts, emotions, and perspectives.



STEP 2: CREATING YOUR INNER MAP

- Participants take 30 minutes to create their own Inner Map, using the example of "Island" as a foundational template.
- Each participant personalizes their map to reflect their unique thoughts and experiences.

STEP 3: PAIR SHARING AND EVALUATION

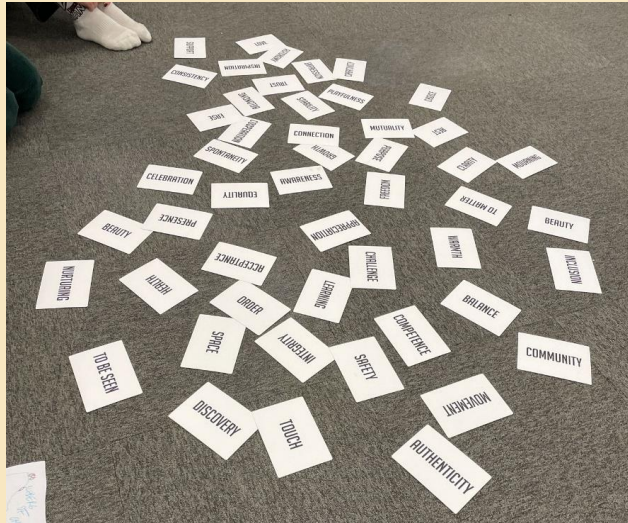
- Participants pair up and exchange Inner Maps with their partner.
- Each pair spends 10 minutes evaluating and discussing their maps.
- After discussing, participants switch partners and repeat the process with a new person.

STEP 4: ADDING KEY CONCEPTS

- Participants are asked to integrate **Problem-Solving** and **Clowning** into their Inner Maps.
- They brainstorm how these concepts fit into their personal representations and where they can be applied.
- This step lasts 10 minutes.

STEP 5: REFLECTION SESSION

- A guided reflection session is conducted using **Basic Needs and Emotion Cards**.
- Participants share their thoughts and experiences regarding the activity.
- The session concludes with questions on how participants felt throughout the process and feedback on the overall application.



BASIC PH MODEL

THEORY OF MOOLI LAHAD (OFRA AYALON)

“BASK PH MODEL OF COPING AND RESILIENCY”

- ▶ A theory about how people cope with stressful/dangerous situations, what their reaction is.

Mooli Lahad studied people who survived in terrible moments in life: the Holocaust, traumatic experiences, etc.

During her research, she discovered that there are **6 coping styles**:

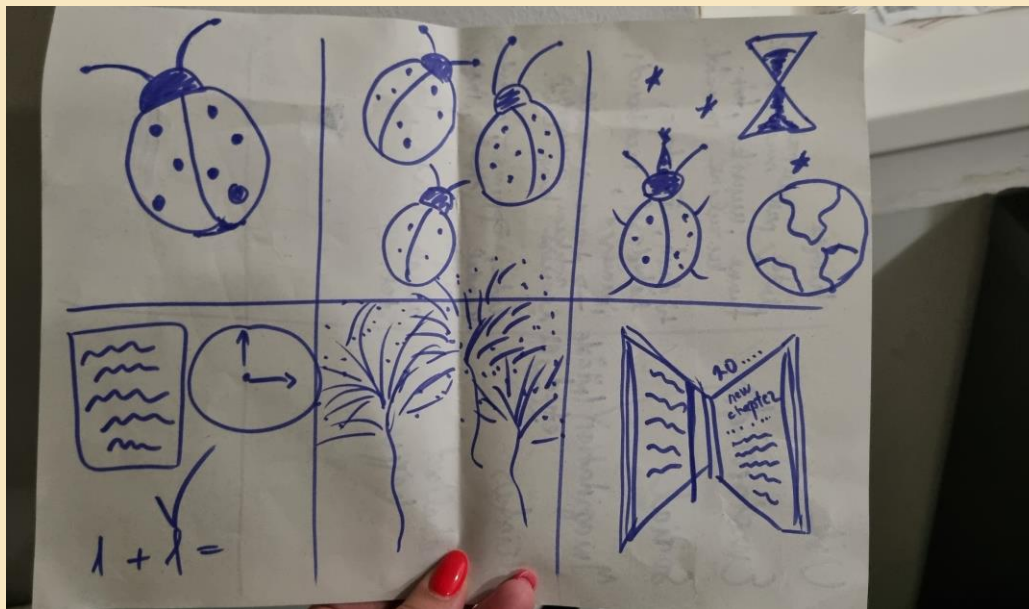
- BELIEF (belief in something better or religion)
- AFFECT (emotions, feelings) (when people experience emotions, they allow themselves to be in them)
- SOCIAL (people) (call to mother, or after difficult day chatting with friends and saying how it was)

- IMAGINATION (drawing, creativity, doing something special)
- COGNITION (brain) (write lists, look for pros and cons, think through a strategy)
- PHYSICAL (doing sports, going out for the walk)

We have all 6 styles, but some are more developed, some are not. In an ideal life, if you work in a good mood and when everything in life is more or less stable, developing all 6 styles, then it becomes easier to cope/deal with stressful situations.

Task: will help you find the most developed patterns in yourself (and in young people)

- You need: paper A4, and pen/markers.
- PLEASE: there is no need to overthink it. 😊
- PLEASE NO NEED TO WRITE, just drawing.
- Divide the paper into 6 equal squares.



- To the first squares you have to draw a character – the main character of the story
- in the second square draw what is their dream
- in the third square draw what/who is stopping this character from achieving this dream
- in the fourth square draw what or who can help the character

- In the fifth square, draw how the dream becomes reality/how the character achieves their dreams
- in the sixth square draw what will happen next (to the character, to the world, what awaits them)
- Divide into pairs and take turns telling each other a story based on the picture for two-three minutes.
- When one person is telling, the other person ONLY listens, there is no need to ask anything, there is no need to analyze the drawing (we are not psychologists). The most important thing is to listen to the language.
- AND write down all 6 coping styles and try to track them by words (**WORK ONLY WITH WORDS THAT THE OTHER PERSON SAYS**) in which area they can be placed and try to make notes opposite these patterns.
- **For example:** social (parents, son, friend ...); physical (go, buy, fly doing); affect (good feelings, lovely, amazing and ...)
- **CONCLUSION:** Lastly, analyze what the person uses most and together you can discuss what needs to be worked on, what the person lacks now or how you can help him, focusing on these patterns.

THEATRE OF THE OPPRESSED

- Choose one protagonist and one antagonist. There is a power relation between them. It's roles, they aren't themselves.
- The protagonist shares with the antagonist an oppressive situation in his own life.
- the two characters play the scene of oppression with improvisation without speaking.
- the audience speaks about what they have seen. (No analyze).
- each protagonist does a statue of his character.
- each protagonist tells what his character would say.
- each protagonist continues the dialogue in his head.
- the protagonist take others person in the audience and make them as a statue which represent an emotion felt during the scene. (One emotion one person).
- after the audience can add others, emotions seen in the scene.
- This exercise shows us that in one situation, each protagonist has different feelings.

After then,

1. People who represent feelings from the two protagonists make two lines face to face with the same group.
2. We re-imagine reliving the feelings we presented.
3. Each person chooses one from front of their line, which one with their feelings are meeting.
4. People who have chosen each other form a cluster.
5. They transmit their feelings to each other.

Finally, the two first protagonists play again the first scene with all the feelings played by the others.



WAY OF COUNCIL

- A space for everyone to share their feelings and thoughts on the past week/on experiences gained through this project.
- Everyone gathers in a circle; the person who wants to speak needs to take "a speaking" object that represents that it is their turn to talk. Other participants listen and wait for their turn.
- Principles: talk from the "I", share the essence, share from the heart, listen from the heart, be spontaneous.



LSD (OPEN SPACE)

Juggling with scarves (Nastja)

- Basics on how to juggle with scarves.
- Learning the correct grab and various ways of throwing and catching a scarf.
 - Crab Grab
 - Left hand throws, left hand catches.
 - Change of hands
 - Left hand throws, right hand catches.
 - Throwing the scarf in the air and blowing air into it
 - Standing in a close circle, throwing the scarves in the air, moving one (or two) steps left (or right) and catching the scarf of the person next to me.

Improv games

- Barometer games:
 - Without talking and pointing, create one line that starts with people with dark eyes, and ends with people with light eyes.
 - Create a line without talking and pointing according to your height.
- Without talking or nonverbal communication, divide into groups according to number of siblings (0, 1, 2+)
- Without talking or nonverbal communication, divide into groups according to the number of countries you've visited (0-5, 5+)
- Get to know me better game
 - Create a circle and mark your spot. One person goes in the middle and says one thing that's true about them. If this thing applies to someone else, they have to step out of the circle and exchange positions with other people who also stepped out. One person ends up in the middle of the circle again and repeats the entire process.

Feedback

- The facilitators prepare questions they want to have answered regarding their activity/session and write them on paper. For example, technical things or missing information.

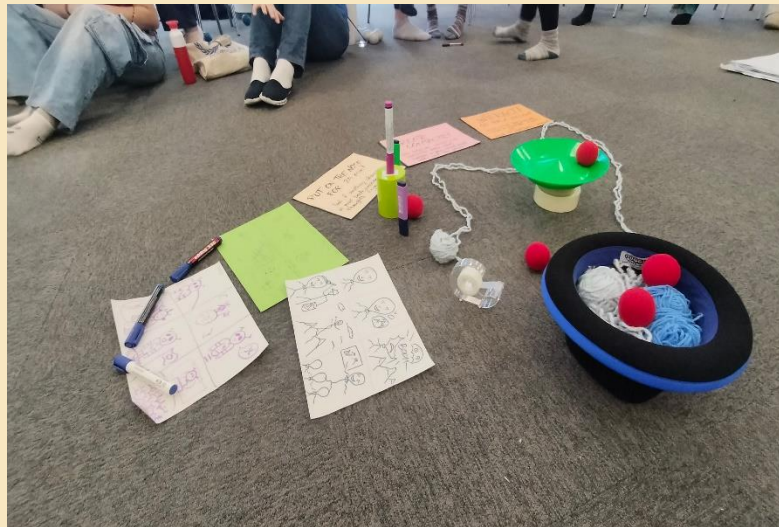
- When the facilitators have their questions ready, the participants go freely to answer the questions based on what they have experienced, and how it made them feel.
- The point is to help the facilitators to better themselves in facilitating, conducting the activities or explaining the issues.

Reflection planets

- Talk about the activities of the day, what you found useful, how did it made you feel!
- Twist: recreate your reflection through a written text/scene in a certain way - telenovela, fairy-tail, breaking News, funeral, wedding

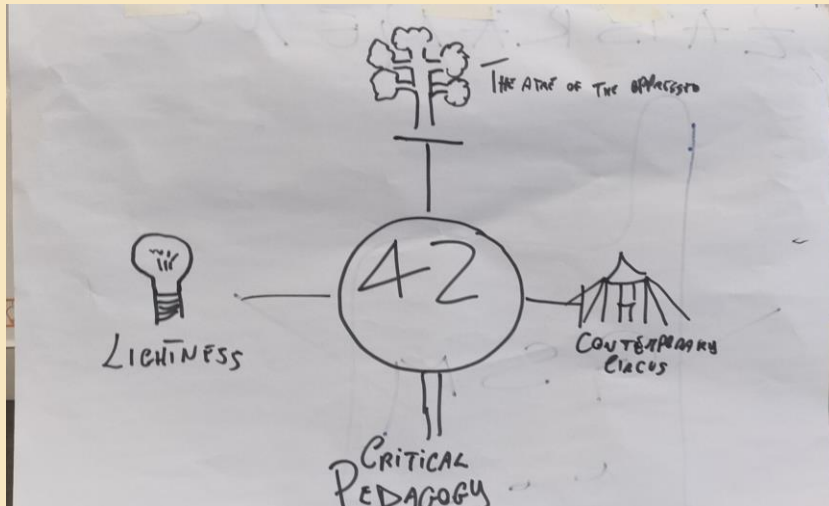
PRESENTATIONS OF THE WEEK

- aim: everyone to remember what we did during the week
- Each planet finds the materials corresponding one day in the training
- make the “sculpture” of the day and present it in 1 minute



COMPASS

- Gingerbread is going back to his planet and needs a compass.
- 4 things which are guiding us in youth work
- draw symbols



NETWORKING VIA HASHTAGS

1. Write 3 topics on paper, you are curious about, it could be targeting groups,

for example:

#environment

#clowning

#youthexchange

2. Go around (without talking) and check who has a similar topic and sign their name on your paper.

3. Choose one hashtag, for 5 minutes go find person(s) to share and find out what's behind the hashtag.

4. Go for 15 minutes to one hashtag,

answers some questions.

-Why do you want to do this?

-What is it going to be?

-Specifics (time, place, project type etc.)

5. Pitch the idea to the “Erasmus investors”, it is good enough, you will get the money 🇺🇸 🇩🇪 🇪🇺 🇬🇧 🇮🇹



MUSEUM EXHIBITION

You have 15 min to use the materials and do a sculpture of your experience this week using the chair.



- Everyone goes out of the room, we enter “the museum” and observe each sculpture. It feels like a real museum.
- The artists say the title and a few words about the sculptures.