

Project INTEGRA - Migrants Integrating Kit Basic Language for Dealing with Financial Matters

The aim of the project is to work together with social partners such as migrant communities and financial institutions from a range of different European countries to create a Europe wide network of relevant institutes in order to reach migrants in partner countries to improve their integration into local society by providing them with opportunities to gain language skills on basic financial matters.

Six (Language Skills) Workshops using Drama and Theatre to develop basic language skills with Migrant Communities for dealing with financial matters

OVERAL AIMS

- To use drama and theatre activities with migrant communities to develop basic language skills for dealing with financial matters
- To introduce financial terms in a creative and enjoyable way

Note:

'Six Language Skills Workshops' conducted by the 'Representative' with 'Recipients' (members of migrant communities) cover:

Workshop One:	Induction Claiming Social Benefit
Workshop Two:	Introduction to the Website Training Opening a Bank Account
Workshop Three:	Exchange and Transfer of Money Paying for Services or Products Job Related Information
Workshop Four:	Negotiating Payments for Accommodation
Workshop Five:	Reporting a Stolen Bank Card by Telephone
Workshop Six:	Borrowing Money and Getting Credit Summing Up

Below are details of the 'Six Language Skills Workshops'.

Workshop One

Induction

'Claiming Social Benefit'

AIMS:

- To carry out an induction to introduce participants to the INTEGRA project and training
- To clarify aims, objectives and expectations for the six session workshop programme
- To introduce participants to each other and to learn names
- To work on drama and theatre activities with migrant communities to develop basic language skills in relation to 'Claiming Social Benefit'

OBJECTIVES :

- Carry out a sequence of activities to introduce the project and website
- Carry out a sequence of activities and exercises to develop basic language skills in relation to 'Claiming Social Benefits'
- Provide a list of terms for 'Claiming Social Benefits' – Handout One
- Provide Web-based Resources to support the training

CONTENT:

1. Induction – A talk introducing the project, the website and the training aims and objectives
2. Identify Ground Rules
3. Distribute Handout One with Project Information and List of Terms
4. Introduce participants to the topic 'Claiming Social Benefit' through drama games and exercises:
 - (a) Name Game
 - (b) Culture Shock: Introduce different cultural greetings and explore approaches to meeting new people using partner languages
 - (c) Energy Circle: Introduce terms in partner languages. Start with basic terms such as Hello, Goodbye, I would like, etc and move on to financial words re 'Claiming Social Benefit' – see key words below.
 - (d) Getting to Know You: This game introduces personnel who work in areas of finance or money i.e. a Social Welfare Office or a bank. Use cards for characterisation in partner languages. Characters can include a bank customer, a bank provider or teller, a Social Welfare Officer, a Government Official etc.
 - (e) 'Claiming Social Welfare': Carry out option one OR option two below.

Option One - Improvisation:

Distribute Handout One with List of key Words and Phrases for 'Claiming Social Benefit'. Discuss handout. Divide into pairs or groups of four. Each pair/group prepares a short improvisation using some of the key words and phrases. Perform the improvisations. Discuss the issues raised.

Option Two – Playscript

Distribute Handout One with List of key Words and Phrases for 'Claiming Social Benefit'. Discuss handout. Divide into pairs and give

each pair a playscript on 'Claiming Social Welfare'. The pairs spread out in the space and each pair, all working at the same time, reads the script aloud several times. Select one or more pairs to read/perform the script aloud watched by the rest of the group. Discuss the issues raised.

To End: Wind Down and Feedback

HANDOUT ONE – CLAIMING SOCIAL BENEFIT IRELAND

Key Words:

Benefit
Unemployment Benefit
Family and Housing Support
Housing Benefit
Disability Benefit
To apply
To prove
To offer
Income
Income statement
Training courses
Employment agency
Incentive
Office
Allowance
Appointment
Means Testing

Key Phrases:

Social Welfare payments provide financial support.
Means Testing determines whether you are eligible for financial assistance from the government depending on how much money or assets you have.
I would like to apply for social benefit.
I want to apply for child benefit.
Where do I apply for housing benefit?
May I have the form for an education allowance?
What payment am I entitled to?
What extra social welfare benefits am I entitled to?
Complete this application form.
Provide supporting documentation such as a birth certificate.
Do you meet the qualifying criteria?
You have to prove your monthly income.
We need an income statement.

Return the form to the Department of Social Protection
Where is the employment agency?
We offer free training courses.
Where can I get information about business start-up incentives?
Your benefit entitlements change when you start a job.

Additional Information:

You may qualify for a 'Job Seeker's Allowance' if you are of working age and are out of work or working less than 16 hours a week on average. If eligible, the benefit is paid while you are looking for work.

You may qualify for 'Child Benefit' if you are responsible for a child or young person.

If you are on a low income you may qualify for 'Housing Benefit' to assist you with payment of rent.

FAS is the Irish National Training and Employment Authority and is a government funded organisation you can go to if you are looking for a job or need career advice or information on training. To find out how to register with FAS and to get assistance in getting a job, contact your local FAS office.

A P45 is a record of your pay and any tax deductions made in the year to date and is given to you by your employer when you stop work.

A form P60 is a statement given to you by your employer showing the amount you earned in the last year and how much Tax you paid.

PLAYSCRIPT: CLAIMING SOCIAL BENEFIT

CLIENT: I would like to apply for social benefit.

SOCIAL WELFARE: You will need to complete this application form and return it to the Department of Social Protection with some supporting documentation.

CLIENT: What supporting documents do I need?

SOCIAL WELFARE: Some identification with your picture on it and a utility bill in your name showing proof of address.

CLIENT: Thank you, do I need to make an appointment?

SOCIAL WELFARE: No just come back any day and take a number.

Variation with Conflict

CLIENT: I would like to apply for social benefit.

SOCIAL WELFARE: You will need to complete this form and return it to the office with supporting documentation.

CLIENT: What additional documents do I need?

SOCIAL WELFARE: Some identification with your picture on it and a utility bill in your name showing proof of address.

CLIENT: I am living with friends I don't have a bill in my name.

SOCIAL WELFARE: Well we have to see a bill in your name to process your claim.

CLIENT: But I don't have one. Is there anything I can do?

SOCIAL WELFARE: Well we need it sorry.

CLIENT: There must be something I can do to fix this problem. Can you help me?

SOCIAL WELFARE: Ok. Let me check with my supervisor.

Workshop Two –
Introduction to Website Training
'Opening a Bank Account'

AIMS:

To introduce participants to the Internet training component
To work on drama and theatre activities with migrant communities to develop basic language skills in relation to 'Opening a Bank Account'

OBJECTIVES:

Carry out a sequence of activities to introduce the website
Carry out a sequence of activities and exercises to develop basic language skills in relation to 'Opening a Bank Account'
Provide a list of terms for 'Opening a Bank Account' – Handout Two
Provide Web-based Resources to support the training

CONTENT:

1. Introduce participants to the website – a resource containing material for independent learning (self-learning) and containing useful information for migrants in relation to dealing with financial matters.
2. Bring participants on a virtual tour of the website
3. Distribute website passwords

4. Teach participants how to use the website in relation to developing basic language skills for dealing with financial matters
5. Introduce participants to the topic 'Opening a Bank Account' through drama games and exercises:
 - (a) Energy Circle: Introduce key words on 'Opening a Bank Account'
 - (b) Physical Game: Walk in Pairs
Bomb and Shield
 - (c) 'Opening a Bank Account': Carry out option one OR option two below.

Option One - Improvisation:

Distribute Handout Two with List of key Words and Phrases for 'Opening a Bank Account'. Discuss handout. Divide into pairs or groups of four. Each pair/group prepares a short improvisation using some of the key words and phrases. Perform the improvisations. Discuss the issues raised.

Option Two – Playscript

Distribute Handout One with List of key Words and Phrases for 'Opening a Bank Account'. Discuss handout. Divide into pairs and give each pair one of the three playscript on 'Opening a Bank Account'. The pairs spread out in the space and each pair, all working at the same time, reads the script outloud several times. Select three pairs to read/perform the three playscripts, one at a time, to the rest of the group. Discuss the issues raised.

To End:

Allocate activities re website
Wind Down and Feedback

HANDOUT TWO – OPENING A BANK ACCOUNT IRELAND

Key Words

Bank Account
Current Account
Deposit Account
Bank Charges
Transfer
Cheque
Direct Debit
Standing Order
Cheque

Key Phrases

There are two main types of bank account – a current account and a deposit

account.

Bank charges are costs such as (a) fees for services provided, (b) penalty charges if you go over certain limits such as not having enough money in your account to pay a standing order or (c) interest rates on an overdraft.

A cheque is a written instruction to your bank to pay a certain amount of money from your account to the person or company you have made the cheque out to.

A current account is the most common account available. It can be used to receive payments such as a salary deposited into your account, to pay bills over the counter or by direct debit or standing order and to get cash by withdrawing at the counter or by using an atm card or a debit card.

A transaction is any activity on your account such as taking money out or putting money in and paying bills.

A Bank statement outlines the activity on your account.

ATM stands for 'automated teller machine' also known as a 'hole-in-the-wall'.

How do I get transaction free banking?

How much interest will I pay on an overdraft?

What is the fee for a cheque?

What are the fees for using an ATM card or a debit card or a combined ATM and debit card?

Who much credit interest will I be paid on my account balance?

Opening a Bank Account

Managing your money is easier when you have a bank account as it helps you to keep track of your income and spending. A bank account can be used to save money in, to pay bills from and to manage your money more easily. Two main types of bank accounts are a Current Account and a Deposit Account.

Opening a bank account can involve:

Discuss the type of bank account – such as a current account or a deposit account – that you may like to open and where you would like to open it. In Ireland only banks offer current accounts. Banks, building societies, credit unions and An Post provide deposit accounts and some have accounts that enable you to make and receive payments.

Ask the provider directly about the list of documents required to open an account. These are documents for proof of your name and date of birth and proof of address.

Identify other questions to ask the provider about when opening a

bank account. Do not sign anything until you have read and understand what is involved.

Fill out the application form and provide the relevant documentation.

Playscript: Opening a Bank Account
A Visit to the Bank to get information

Cast: *CUSTOMER*
 PROVIDER

Setting: *A Bank Counter*

CUSTOMER: I want to open a bank account.

PROVIDER: A business or personal account?

CUSTOMER: Personal.

PROVIDER: What kind of account? A current or deposit account?

CUSTOMER: I don't understand, what is the difference?

PROVIDER: A current account allows you to receive payments such as a salary deposited into the account, to withdraw cash using an ATM machine or to write cheques and can be used daily. You can pay bills or ask for an overdraft, a loan facility. A deposit account is for saving money and is not used as regularly.

CUSTOMER: Ok, I'd like to open a current account please.

PROVIDER: A current account is the most common account available.

Playscript: Opening a Bank Account
Documents required to open a bank account

Cast: *CUSTOMER*
 PROVIDER

Setting: *A Bank Counter*

CUSTOMER: I would like to open a current account please.

PROVIDER: OK. I need to establish your identify and proof of address.

CUSTOMER: What documents do I need?

PROVIDER: One to prove identity and a separate one to prove your address.

CUSTOMER: What type of documents?

PROVIDER: For identity you can use a valid passport or current Irish driving license or an identification form with a photograph and signed by a member of An Garda Siochana.

CUSTOMER: I have none of these, is there anything else I can use?

PROVIDER: A document issued by a government department showing your name.

CUSTOMER: I will use this.

PROVIDER: This document has to be verified by a statement from a person in a position of responsibility.

CUSTOMER: Who will you accept as a person in a position of responsibility?

PROVIDER: A person such as a solicitor, an accountant, a doctor, a community employment scheme supervisor or a social worker. This person must come with you to the bank with proof of their identity.

CUSTOMER: What document do I need to prove where I live?

PROVIDER: A utility bill.

CUSTOMER: What do you mean?

PROVIDER: A gas, electricity, telephone or mobile phone bill? You can also use a current car or home insurance policy showing your home address.*

CUSTOMER: I have no permanent address yet as I have only arrived in Ireland.

PROVIDER: How about a letter from your employer or licensed employment agency stating that you have recently arrived in Ireland and have started work but cannot yet provide evidence of your Irish address. In this case you have to provide evidence of your address at a later date.

CUSTOMER: OK.

PROVIDER: If you open an account that pays interest on your money, you also need to supply a PPS number.

CUSTOMER: What is this?

PROVIDER: A personal public service number. If you do not have one you can contact your local social welfare office for details on how to apply for one.

CUSTOMER: I see. Thank you.

Variation: You are not resident in Ireland and the bank needs verification of your identity from a bank or other financial institution in your country of residence.

Playscript: Questions to ask on opening a Bank Account

*Cast: CUSTOMER
FRIEND OF CUSTOMER*

Setting: KITCHEN

FRIEND: Make sure to read the Terms and Conditions before you sign anything.

CUSTOMER: Yes and I have additional questions to ask before I open the account.

FRIEND: What are they?

CUSTOMER: What are the fees and charges involved for the services provided particularly in relation to the cost of the services I expect to use the most?

FRIEND: Remember to ask what way can you reduce the charges? Maybe keeping a minimum balance in the account?

CUSTOMER: That's a good idea.

FRIEND: What services can you get?

CUSTOMER: The bank gave me a full list. The account has a cheque book, an ATM card and there is 24 hour telephone and internet banking if I wish to use this. Now I have to fill out

the application form. Will you help?

FRIEND: Of course. Remember to ask for a copy of the application form after you have filled it in.

CUSTOMER: I will thanks.

Workshop Three – **‘Exchange and Transfer of Money’**

AIMS:

To work on drama and theatre activities with migrant communities to develop basic language skills in relation to the ‘Exchange and Transfer of Money’

To put participants at their ease and develop a supportive environment

To build confidence and self-esteem through a creative process

OBJECTIVES:

Carry out a sequence of activities and exercises to develop basic language skills in relation to the ‘Exchange and Transfer of Money’

Provide a list of terms for the ‘Exchange and transfer of money’ – Handout Three

Provide Web-based Resources to support the training

CONTENT:

- (a) Energy Circle: Introduce key words on the ‘Exchange and Transfer of Money’
- (b) Physical Games: Falling
Columbian Hand Hypnosis leading to full group work
- (c) Complete the Image (Pairs)
- (d) Improvisation: Distribute Handout Three with key words and phrases for ‘Exchange and Transfer of Money’ and discuss. Divide into pairs or groups of four. Each pair/group a short improvisation using some of the key words and phrases. Perform the improvisations. Discuss the issues raised.

To End:

Allocate activities re website
Wind Down and Feedback

Workshop Four –

‘Negotiating Payments for Accommodation’

AIMS:

To work on drama and theatre activities with migrant communities to develop basic language skills in relation to ‘Negotiating Payments for Accommodation’
To put participants at their ease and develop a supportive environment
To build confidence and self-esteem through a creative process

OBJECTIVES:

Carry out a sequence of activities and exercises to develop basic language skills in relation to ‘Negotiating Payments for Accommodation’
Provide a list of terms for ‘Negotiating Payments for Accommodation’ – Handout Four
Provide Web-based Resources to support the training

CONTENT:

- (a) Physical and Vocal Warm-Up: Stretch the Body and Warm up the Voice
- (b) Physical Games: Walk in Pairs
Bomb and Shield
- (c) Image of the Hour Group Exercise
- (d) Distribute Handout Four with List of key Words and Phrases for ‘Negotiating Payments for Accommodation’ and discuss.
- (e) Image of the Word Exercise on Key Words and Phrases
- (f) Improvisation on Key Words and Phrases. Divide into pairs or groups of four. Each pair/group prepares a short improvisation using some of the key words and phrases. Perform the improvisations. Discuss the issues raised.

To End:

Allocate activities re website
Wind Down and Feedback

HANDOUT FOUR – NEGOTIATING PAYMENTS FOR ACCOMMODATION IRELAND

Key Words

Rent
Rent Agreement
Weekly
Monthly
Tenant
Accommodation
Landlord
Deposit
Bill
Contract
Lease

Fixed Term
Rent Book
Appliances
Utility Bill

Key Phrases

Is the rent paid weekly or monthly?
How much is the rent per week or month?
Can I afford the rent?
What day is the rent due?
Who pays for the heat and the hot water?
How are the bills paid?
Is there a deposit?
Is the deposit a week or a month's rent?
How much is the deposit in total?
May I have a receipt for the deposit I have paid?
Is there a lease?
Is the lease periodic or fixed term and for how long?
May I have a copy of the lease please?
I am entitled to a rent book. A rent book records the rent paid and must contain some specific information.
Can the landlord please record the rent payments in the rent book.
Is there a list of furnishings and appliances?
If you leave before the end of a fixed-term lease, you may lose your deposit.

Additional Information

If you pay rent to a landlord for the use of accommodation or property you are a tenant.

If you are living in private rented accommodation you pay the rent either directly to the landlord or to an agent on behalf of the landlord.

The amount of rent payable is negotiated between you and the landlord at the start of the tenancy.

Landlord's can ask for a deposit which may be a week or a month's rent or more.

If you are living in private rented accommodation you may qualify for either tax relief on part of your rent if you are paying income tax or a Rent Supplement. You cannot get rent supplement if you are in full-time employment.

Threshold is a housing organization that can provide useful information and advice on landlord and tenant issues.

Ask for contact information for the landlord such as telephone, email or postal address in case you need to contact him or her at a reasonable time.

Workshop Five –
‘Reporting a Stolen Bank Card by Telephone’

AIMS:

To work on drama and theatre activities with migrant communities to develop basic language skills in relation to ‘Reporting a Stolen Bank Card by Telephone’
To put participants at their ease and develop a supportive environment
To build confidence and self-esteem through a creative process

OBJECTIVES:

Carry out a sequence of activities and exercises to develop basic language skills in relation to ‘Reporting a Stolen Bank Card by Telephone’
Provide a list of terms for ‘Reporting a Stolen Bank Card by Telephone’ – Handout Five
Provide Web-based Resources to support the training

CONTENT:

- (a) Physical and Vocal Warm-Up: Stretch the Body and Warm up the Voice
- (b) Complete the Image
- (c) Distribute Handout Four with List of key Words and Phrases for ‘Negotiating Payments for Accommodation’ and discuss.
- (d) Image of the Word Exercise on Key Words and Phrases
- (e) Improvisation on Key Words and Phrases. Divide into pairs or groups of four. Each pair/group prepares a short improvisation using some of the key words and phrases. Perform the improvisations. Discuss the issues raised.

Workshop Six –
‘Borrowing Money and Getting Credit’

AIMS:

To work on drama and theatre activities with migrant communities to develop basic language skills in relation to ‘Borrowing Money and Getting Credit’
To integrate the learning to date
To put participants at their ease and develop a supportive environment
To build confidence and self-esteem through a creative process

OBJECTIVES:

Carry out a sequence of activities and exercises to develop basic language skills in relation to ‘Borrowing Money and Getting Credit’
Provide a list of terms for ‘Borrowing Money and Getting Credit’ – Handout Six
Provide Web-based Resources to support the training
Work with participants to reflect on the the training to date

CONTENT:

- (a) Energy Circle: Introduce key words on 'Borrowing Money and Getting Credit'
- (b) Physical Games: Fruit Bowl
People to People
- (c) 'Borrowing Money and Getting Credit': Carry out option one OR option two below.

Option One - Improvisation:

Distribute Handout Six with List of key Words and Phrases for 'Borrowing Money and Getting Credit'. Discuss handout. Divide into pairs or groups of four. Each pair/group prepares a short improvisation using some of the key words and phrases. Perform the improvisations. Discuss the issues raised.

Option Two – Playscript

Distribute Handout Six with List of key Words and Phrases for 'Borrowing Money and Getting Credit'. Discuss handout. Divide into pairs and give each pair one of the three playscript on 'Borrowing Money and Getting Credit'. The pairs spread out in the space and each pair, all working at the same time, reads the script outloud several times. Select three pairs to read/perform the three playscripts, one at a time, to the rest of the group. Discuss the issues raised.

To End:

Allocate activities re website
Reflection on Work to Date
Wind Down and Feedback

DESCRIPTION OF EXERCISES

Name Game

Culture Shock

Energy Circle

Getting to Know You

Walk in Pairs

Bomb and Shield

Falling

Columbian Hand Hypnosis leading to full group work

Fruit Bowl

People to People

Complete the Image (Pairs)

Physical and Vocal Warm-Up: Stretch the Body and Warm up the Voice

Image Work including Image of the Hour and Image of the Word

Improvisation

Reading a Play script

Exercise: Name Game

Aims: To break the ice and connect with a sense of fun and playfulness in

order to free up the group To get our bodies moving in space To provide a fun and quick way to learn names To synchronise energy

Instructions:

1. Participants spread out in the space. The facilitator demonstrates the 'exchange' with someone from the group; the 'exchange' between two people consists of making eye contact, doing a handshake and each person saying their first and second name.

All move around space, the facilitator says 'go' and each person now finds someone

to conduct the exchange with (eye contact, shaking hands and each person in pairs saying first and last name). Once the exchange is completed they move on to a new person to conduct the exchange and so on.

2. On 'freeze', you freeze; on 'continue' you continue. When you continue pick up exactly where you left off.

3. Then do on the run, complete introductions before running to someone else and repeat.

4. Then do on the run and also hysterically shout out names. This should be done with speed, everyone moving quickly through the space, and encourage participants to call out their names loud and clear.

5. The group returns to a normal pace and is asked to continue making 'exchanges' (making eye contact, shaking hands and saying your first and last name). However, this time you can only let go of the first person's hand when you have a second hand in your grip so that as you move around the room shaking hands, you are always shaking at least one person's hand.

Exercise: Culture Shock

Aims: To free up the group and encourage playfulness and fun
To provide a fun way to learn names To get our bodies moving in the space To introduce different cultural greetings To explore approaches to meeting new people using partner languages

Instructions:

1. Explain to the group that there are many different cultural greetings, for example one we may be familiar with is a handshake. Everyone walks around the room, mingling and shaking hands with everyone they meet. You move from person to person with the greeting 'Hi, my name is...' saying your first and second name, making direct eye contact and accompanied by the handshake. The facilitator can introduce different words that may be use in the partner language to say hello. For example 'Hi my name is . . 'or 'How are you, my

name is . . ‘ or ‘Good afternoon, my name is . . ’ or ‘Good evening, my name is . . ’.

2. The facilitator calls 'freeze' and introduces the next cultural greeting, which is to stick out your tongue (a tradition of some Tibetan tribes). Again everyone mingles and greets each other with 'Hi, my name is...' accompanied by sticking out your tongue.
3. Two more cultural greetings are introduced; rubbing noses and finally hugging and kissing with two great big kisses on both cheeks or large 'air' kisses. Encourage the participants to exaggerate all the greetings.
4. Then ask the participants for suggestions on a final cultural greeting that they may know of or to create their own variation.
5. To finish, ask for comments and feedback.

Discussion: The game is an icebreaker; it frees up the group and encourages playfulness and a sense of fun, which are essential for accessing creativity. Participants hear each other's names and it develops connection and group awareness. Start the discussion at the end of the exercise by asking for comments and feedback on the different cultural greetings. Can the group identify any other cultural greetings? Discuss the various key words and phrases that can be used in the partner language to meet and greet someone.

Exercise: Energy Circle

Aims: To assist participants to relax and overcome inhibitions
 To foster team spirit
 To develop concentration To raise energy and synchronies so group operate at same level of energy and focus To introduce key words

The emphasis should be on participation rather than on doing the exercises in an exact way. For people who may be nervous about the workshop, it is an easy way to become involved and to start using key words on the theme without anybody being under the spotlight.

Instructions:

1. Form a circle.
2. Drama Facilitator turns his/her body fully to his/her right and makes eye contact with the person to his/her immediate right and claps his/her hands.
3. This person then makes a similar gesture to the person on their immediate right, passing the clap on.
4. Allow the clap to move all around the circle a number of times without either anticipation or delay and to get a rhythmical flow of handclaps going around the circle without a break.
5. Drama Facilitator then changes the direction of the clap so that it passes to the person on their immediate left and passes all the way around.
6. When this is clearly established, the facilitator then explains that each individual in the circle can then pass the clap energy to his/her immediate right or left.
7. When this is established, the facilitator introduces a sound, for example 'yo' or 'ho' or 'ha', so that participants clap and make this sound simultaneously as they pass energy around the circle. Facilitator makes eye contact with the person on his/her right, claps his/her hands and makes a loud energetic vocalization of 'ha', passed on simultaneously as a single gesture. The sound/gesture should be powerful and vigorous and involving a total commitment of body and voice.
8. The clap/sound can also be sent across the circle. The speed should remain the same, the clap moves quickly across the circle the same as it does around the circle and the emphasis should be on eye contact and a strong desire to get the gesture to its target.
9. Facilitator can then replace the word 'ha' with 'hello' and 'goodbye'.

10. When group are proficient at this, facilitator can then establish the rule that 'hello'

is sent in a right direction and the word 'goodbye' is sent in the left direction.
11. Facilitator then adds in key words from the theme to be explored. For example if the theme is 'Opening a Bank Account' words such as 'open', 'fee', 'current' can be introduced.

Exercise: Improvisation: Getting to Know You

Aim: This exercise explores different 'roles' and encourages participants to use key phrases.

Instructions:

1. The facilitator distributes a set of cards with each card containing a piece of information that could be used in the description of a 'role'. If the theme of the workshop is 'Claiming Social Benefit' the roles can include a customer, a Social Welfare Officer, a Government Official, an advisor, a friend, etc. Each participant is given one card.
2. Each person in the group also has Handout One with key words and phrases in relation to 'Claiming Social Benefit'.
3. Each participant is now the 'role' referred to on the card and each person is encouraged to come up with three key phrases from Handout One that their character or 'role' would speak. For example the role is 'a customer'. The three key phrases he or she may use are: *I want to apply for child benefit; Where do I apply for housing benefit?; May I have the form for an education allowance.*
4. Divide the group into pairs and in pairs, each person discusses the role and the three key phrases they have decided to use in relation to each role.
5. On a given signal, the partners begin an improvisation called 'Getting to Know You' where they get to know each other. During the improvisation they must act as if the information on the card is true, that they are the person described. The whole group is working together in pairs at the same time and depending on the group experience you may ask one pair to demonstrate on their own for the whole group.
6. End with a group discussion – see below.

Resource: Set of cards with written instructions.

Exercise: Walk in Pairs

Aims: To develop concentration

To develop awareness of each other

Instructions:

1. The group walks freely around the space.
2. On an instruction from the facilitator the participants pair up with the person nearest to them. In pairs the participants continue to walk around the space side by side, walking close to each other without actually touching.
3. Each participant observes their partner's walk, attempting to get a sense of how they move. Does your partner walk fast or slow, lead with their legs or hips or head, what is the rhythm of their walk? Become aware of the connection

between you and your partner.

4. Now try to link up your walks, to walk and move like your partner. There is no leader as each person tries to walk like their partner with each pair attempting to find a common walk.

5. Now ask them to respond to random shifts of direction initiated by either of the

partners. Either one can take the initiative and slow down or speed up, stop walking, or start walking or change direction at any moment. The instant one of the two makes the slightest change the other follows. Either partner can change the pace, level or direction at any time, they can crawl, run or walk normally, on tiptoe, etc. 6. After a while instruct the participants to walk on their own and then find a new partner and carry out instructions from 3 to 5 above.

Exercise: Bomb and Shield

Aims: To develop group and spatial awareness

To develop concentration

Instructions

1. Group moves randomly around the space.
2. As the participants are walking around the space instruct them to choose one Person in the room as their 'bomb', without letting that person know, and to try and walk as far away from that person as you can (as if you feared that person).
3. After a few moments, instruct the participants to now choose another person, (again, without letting them know) and this person is their shield. So each person now has two people they have identified, one is their bomb and one is their shield. Ask each person to try to get the person who is the shield in BETWEEN you and the person who is the bomb, the person you fear. The person who is the shield is your protector.
4. Allow a few minutes for each person to try and get their shield in between them and their bomb, without letting either person know. 5. Then count down from 10 to 1 and on 1 everybody freezes. Ask each person to name their bomb and shield.

Discussion: In life we all have 'bombs' and 'shield's, a 'bomb' refers not to a person but to a 'problem' we may have. Ask for people to volunteer to identify a 'bomb' in their life and to then identify a 'shield'. Link this to the theme being explored in the workshop.

Exercise: Falling

Aims: To support teamwork
To develop group bonding
To have fun

Instructions

1. Allocate a number to each participant from one to three. One, two, three, one, two, three etc. If the group is large number the participants from one to five or six.
2. Group moves randomly around the space.
3. The facilitator calls out a number and any person with that number now pretends to 'faint and fall down'. The person must make a noise and stretch out their arms and exaggerate the sounds and gestures as if they are about to faint. The idea is that the person makes enough noise and physical gestures to indicate to the rest of the group that they are going to faint. Before the person faints the rest of the group gathers round and holds or catches the person before he or she faints and gently lowers them to the ground. No person actually faints, they pretend to faint and do a slow fall until the other group members have

arrived to help them.

4. Once the person who is fainting has been gently lowered to the ground they then get back up immediately and the game continues.
5. The facilitator calls out numbers randomly. Number one, number four etc, and then calls out numbers one AND numbers four, until eventually they call out all the numbers at the same time so everybody is rushing around helping each other.

Exercise: Colombian Hand

Hypnosis

- Aims:**
- To develop teamwork
 - To help the group become disinhibited
 - To free up the body and get the muscles moving
 - To develop physical awareness of the body in space
 - To develop concentration
 - To explore issues around power

This is a low focus exercise and it is about 'give and take' as the pairs must work with each other to maintain on-going movement.

Instructions:

1. Participants walk randomly around the room always walking towards an empty space.
2. Facilitator says 'stop' and participants pair off with the person nearest them.
3. Facilitator chooses one person to illustrate the exercise with; Facilitator places the palm of his/her hand one foot in front of the participant's face. Facilitator explains that the participant is now 'hypnotised' to the facilitator's hand and the distance of one foot must always be maintained between facilitator's hand and participant's face. Facilitator then moves his/her hand back and forwards and participant should move too. Facilitator can walk forwards or backwards, move up or down, etc.
4. Pairs then decide who is A and B. A places his/her hand in front of B's face, with the tops of the fingers level with the hairline and one foot away from the face. A leads B around the room always ensuring that B's face is one foot from A's hand and avoiding other players.
5. When A and B have had sufficient time to practice, the roles are reversed so that B now leads and A follows.
6. Facilitator asks for three volunteers. A extends both of his/her arms so that palms are facing outwards. B and C are then placed one foot from both hands. As A moves hands B and C move accordingly. Participants can then be divided into groups of three and this part of the exercise can be practiced. Reverse roles so that all three in each group have a chance to lead.

Some questions the facilitator might ask:

- a. Which part of the exercise did you find easier? Leading or following?
- b. Did the leader make it easy to follow or did they make it difficult? How did they make it difficult? By moving their hand too quickly so that it became difficult to follow?
- c. Who has the most control or power in this exercise? The leader or follower? (usually, participants will say the leader). Did the leader sometimes abuse this

- power or exploit the other person? How? Why? A short discussion on power and equality can ensue. For example, within a relationship, people may often exploit each other rather than work in harmony.
- d. Facilitator can then ask participants to *repeat* the exercise with the emphasis now firmly on the leader and the follower working in *harmony*. The concept here is that the leader and the follower should share power by working together. When the exercise is repeated a second time, ask participants:
- In

what way did it *feel* different? Why? Is it healthy for us to exploit each other? Is it healthy to allow ourselves to be exploited?

Exercise: Fruit Bowl / Anyone Who...?

Aims: To raise energy and develop concentration
To stimulate group and spatial awareness

Instructions:

1. All sit on chairs in a circle or stand in a circle with one person standing in the middle.
2. Give each person on the chairs a name, either apple, pear or banana. The person in the middle also gets the name of one of the three fruits.
3. Person in middle calls out one of the fruit, for example 'apple' and all apples must change places, and they cannot go to the seat directly on either side of them, directly to their right or to their left.
4. Person in middle also tries to sit on a chair and so one person will be left standing once everyone has found a chair. That person now goes to middle and calls a fruit, such as bananas, all bananas change place and so on.
5. The person in the middle can also call 'fruit bowl' and when 'fruit bowl' is called, everybody changes places.
6. We now link the game to 'identify' as the person in the middle calls out categories to do with a person's identity for example anyone who has...black hair, blue eyes, lives outside Ireland, etc. The categories to cover are (a) appearance, (b) family, (c) place, (d) likes and dislikes, (e) something you have done or love that no one else has done/loves, I like you because... This can be used to discuss what we may have in common with each other.

Exercise: Complete the Image

Aims: To introduce image work
To generate a sense of play
To develop the imagination as a source of inspiration without the pressure of full performance
To make physical use of our bodies to create, looking at the body/imagination connection
To develop observation

Instructions:

1. Participants form a circle.
2. The facilitator stands in the centre of the circle and asks for a volunteer. The volunteer stands in front of the facilitator and they shake hands and freeze in mid-action. The facilitator explains that they are frozen and with their bodies they are making a still picture or image. The facilitator then steps out of the image and the participant continues to remain frozen like a statue.
3. Everyone observes this new image consisting of one person only. A second person now enters the image, they 'complete the image' by adding themselves in, striking a different pose. They are placing themselves within the image and making a shape with their bodies that

- compliments and gives meaning to the first shape so as to create a two-person tableau. The shape/image can be abstract or representational.
4. Once the second person has entered and frozen in the image the first person then steps out. Everyone now looks at the new image and a third person now

enters, adding themselves to the image by making a shape that compliments and gives meaning to the shape or image already there. Again the image is held for a moment and the second person sits down leaving the third person in a new image to which a fourth person now enters and so on. Continue until everyone in the group has entered at least once.

5. After everyone has had a go in creating an image the facilitator now adds the following: the second person who enters freezes in their shape and then says a sentence to make clear what the tableau is. For example the first person's shape could be a bent back, with their arms flopping downwards. The second person could complete the tableau by pretending that the first person is carrying something heavy and needs help. The sentence could be 'Oh, do you need a hand?' The first person then exits the circle and a third person enters to make a new tableau with the second person's shape...and so on. Continue until everyone in the group has entered the image and said a line.
6. When you reach the last couple, both people stay in the image and the facilitator now asks all the other group members to join in the image one by one to complete a group image.
7. When everyone is inside the still image, invite each person to reflect on who they might be within the image and what is the story of the image. Invite each person to create a gesture with their body that can be repeated and to think of one word to reflect who you think you are within the image. On a signal everyone at the same time repeats his or her gesture three times. On a signal everyone at the same time says their word and then one by one each person says their word with the gesture. To finish ask for thoughts on the final group image.

Image of the Hour

Aims: To encourage participants to act out the 'story' of their daily activities
To make physical use of our bodies to create, looking at the body/
imagination connection

Instructions:

1. Participants walk freely around the space.
2. The facilitator calls 'Freeze' and participants stop. Ask participants to ensure they are equally spread out around the space.
3. The facilitator now calls out times of the day for example 8am, 9am and so on, starting early in the morning and moving through the day and into evening. The entire group, all working at the same time, and spread out around the space, carry out the activity they would normally be doing at that time of the day, the activity they associate with that time of the day. The activity is carried out through mime. Everyone is creating a living clock...building up a group picture of the day by sharing daily routines.
4. After going through the day, divide the group in two and one half now watch the other mime the activities associated with the times of the day called out, ie 8am, 11am, 2pm, 5pm, 8pm etc. When finished, swap over and repeat.
5. Discussion: Ask where do we begin and end each day? Are we at home? Discuss the theme of 'accommodation' and 'home', the importance of having a place of your own and introduce key words from the handout.

Exercise: Physical and Vocal Warm-Up – Stretch and Breath

Aims: To prepare bodies, voices and imaginations for work
To promote energy

Instructions:

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1. Form a circle. Each person gently massages the main muscle areas of the body, calves, thighs, stomach, chest, back, and arms and then a gentle massage of the

facial areas and scalp. If you like add in a gentle jog on the spot.

2. Standing with feet parallel and hip distance apart gently flex the neck up and down and from side to side, rotate the elbows, wrists and stretching out fingers, then rotate

the shoulders, hips, knees and ankles, first one way and then the other. Circle shoulders forward and back again. Inhale and lift shoulders up towards ears, aim to touch ears to shoulders. Exhale and let shoulders drop down. Repeat two more times. Make sure the shoulder balls and blades are well dropped down and arms hang loosely at sides and hands and fingers are relaxed.

3. Standing with feet parallel and hip distance apart, close eyes and concentrate on the breath, allowing it to naturally slow down and deepen. Extend your awareness to include the whole body. On the in breath imagine the breath filling the whole body. On the out breath imagine the body emptying. On each exhalation feel your hands and arms swell out and float away from the side of your body and imagine your breath is like a wave of the sea. At the beginning keep movements subtle and small, as the practice progresses, the feeling is that they are effortless and coming from the inside out...non-acting, non-doing...unification of the body and breath. Extend the movement gradually, breathing in as you raise the arms out and breathing out as you relax them, all the time imagining the breath as waves of the ocean flowing through you.

4. Standing with feet parallel and hip distance apart take three deep breaths, raising arms and heels all the way up on the inhale and lowering on the exhale for each breath. To finish stand still maintaining awareness of the breath and how you feel. For alignment, concentrate on the top of the head; imagine a silk thread pulling the whole body upwards as though the skull were being suspended from it. Visualise the vertebrae in the back as beads on that thread.

5. To put in voice exercises for key words and phrases.

To add in information on

Image Work including Image of the Word

Improvisation

Reading a Play script