



Peacebuilders

Peacebuilders (PB) – Hiroshima



Yes 4 Future



JAPAN

Official Development Assistance

(NGO grant assistant program, the ministry of foreign affairs – Japan)



Yes Theatre

Palestine - Hebron- Ein Sara

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Introduction



Yes4Future is a capacity building program that targets school teachers and social workers who directly communicate with children in Hebron. This training program is funded by the Ministry of Foreign Affairs in Japan and is jointly developed by Yes Theatre and Peacebuilders. The program offers a series of workshops in drama education, followed by extra lectures on child care, children rights, and puppet workshops. After the workshops, participants are expected to have an opportunity to utilize what they have learned. At the end of the program, participants will receive a certificate signed by Peacebuilders and Yes Theatre indicating the credit hours that they have had.

What is Drama Education?

Drama education uses the art form as an educational pedagogy for students of all ages. It incorporates elements of an actor's training to facilitate the students' physical, social, emotional, and cognitive development. It is multisensory mode of learning designed to increase awareness of self (mind, body, and voice) and others (collaboration and empathy), improve clarity and creativity in communication of verbal and non verbal ideas; and deepen understanding of human behavior, motivation, diversity, culture and history.

Drama education Network : <http://www.dramaed.net/aboutus.htm>

Benefits of Drama Activities

Drama is an excellent tool to learn by doing. It offers students an opportunity to explore new ideas while carrying out fun activities. Drama can positively influence students and develop their personalities. It helps in building the confidence of students and in developing their skills.

Drama teaches students to imagine, explore, create, and share. It teaches interpretation, personal creativity, and new ways of looking at the same information (e.g., how to act out a familiar role or story such as Hamlet or The Tortoise and the Hare). Students learn to trust and develop their creative imaginations by playing and engaging drama games.



TAG citizens theatre : <http://citz.co.uk>

The Wind Blows Exercise

This is a good exercise for mixing up cliques and a variation of fruit bowl which you already know. Put chairs in a circle. Turn one chair to face out. Choose a caller to stand in the center of a circle. The caller calls:

“The wind blows for everyone” ... (Any criteria the caller likes) ...

Such as: “Everyone wearing a watch”,

“Everyone who supports Arsenal”,

“Everyone who can swim well”,

“Everyone who had breakfast today”,

“Everyone who likes ice cream”, etc...



The child who thinks the statement applies to him/her must get up from his/her chair and change places. The caller finds a seat. The last child left standing, becomes the new caller. No one can change places with the person sitting next to them.

This exercise helps the teacher get introduced to the students in a better way. In addition, it enhances interaction between students. It increases the concentration of students and it is very entertaining.

Catch a Story Exercise

The first speaker holds a ball (a beanbag is desirable, if available). Start a story and throw the ball to the person who must continue it.

Setting a key word rule will help children to continue the story. Shy children can move on with the story more easily than just passing the story around.

For example, set key words “fortunately, unfortunately”. Each child must add a sentence, changing the sentence of the main character. E.g.,

“Unfortunately the plane’s engines broke.”

“Fortunately the pilot had a parachute.”

“Unfortunately the parachute would not open.”

“Fortunately there was a haystack underneath.”
and so on...

This exercise is a successful method to create a story. The children’s mind will be stimulated to imagine and create a good story.



Children Workshops

Drama involves practical application of activities. It cannot be learned by standing and watching. It needs full involvement. Thus, Yes4Future provides participants with an opportunity to utilize what they have learned in the workshops. Participants are advised to seek the trainers and ask them for information so as to be ready to work with students.

Albert Einstein said, "Imagination is more important than knowledge." He advanced the existing knowledge of his day by using his imagination. He turned the knowledge upside down and inside out, and dared to think outside of the box. As a result, he created new knowledge. Without imagination, education becomes a kind of intellectual recycling of the same knowledge passed from teacher to student and back to teacher on the test. Education should do more than simply transmit information; it should develop skills such as imagination that evolve our knowledge and move us forward as a species.

<http://www.adlibentertainment.com.au/tag/kids>



Yes Theatre Library

It is an organized collection of resources made accessible to you. The majority of resources available focus on drama education, psychosocial care, theatre and literature.

It includes useful books, magazines and a collection of videos to facilitate carrying out drama activities with children. The materials also serve the curriculum and the educational needs of students.

You are most welcome to visit the library at anytime.

Library's location: Al-Mahawer St., Opposite al Hussein International Stadium
(The first floor of Yes Theatre's main office).



Yes4Future 2013 is an advanced version of the 2012 training. It targets teachers working in the schools of the Palestinian Ministry of Education and UNRWA. It also targets animators working in child related organizations in Hebron. The aim of the program is to improve the capacities of teachers, social workers and animators to use drama as a mean to educate children in order to improve their life skills. Consequently, it positively contributes to the improvement of the psychosocial well-being of the Palestinian children and youth. Furthermore, it aims to help the Palestinian children and youth build constructive relations with their peers, families, and with the society through the development of their social skills.



Training Contents

The 2013 training provides three courses with a more advanced content than the one given in 2012. This year, follow up mechanisms will be in place through visiting participants in their workplaces to ensure the effective use of drama in education. Moreover, drama experts from Japan will carry out workshops with the participants. They will open the door for a more profound understanding of drama in education. In addition, these workshops will encourage participants to support the psychological development of children through the use of drama. In order to encourage the learning process, the Yes Theatre library will be opened to assist participants and help them find information especially these related to the psychological support of children in education.

Introductory workshops and information sessions will be held to strengthen the understanding of drama education. Materials will be provided to help people understand the impact of drama in education. Moreover, a conference will be held to document the main findings and accomplishments of the training by the end of the year.

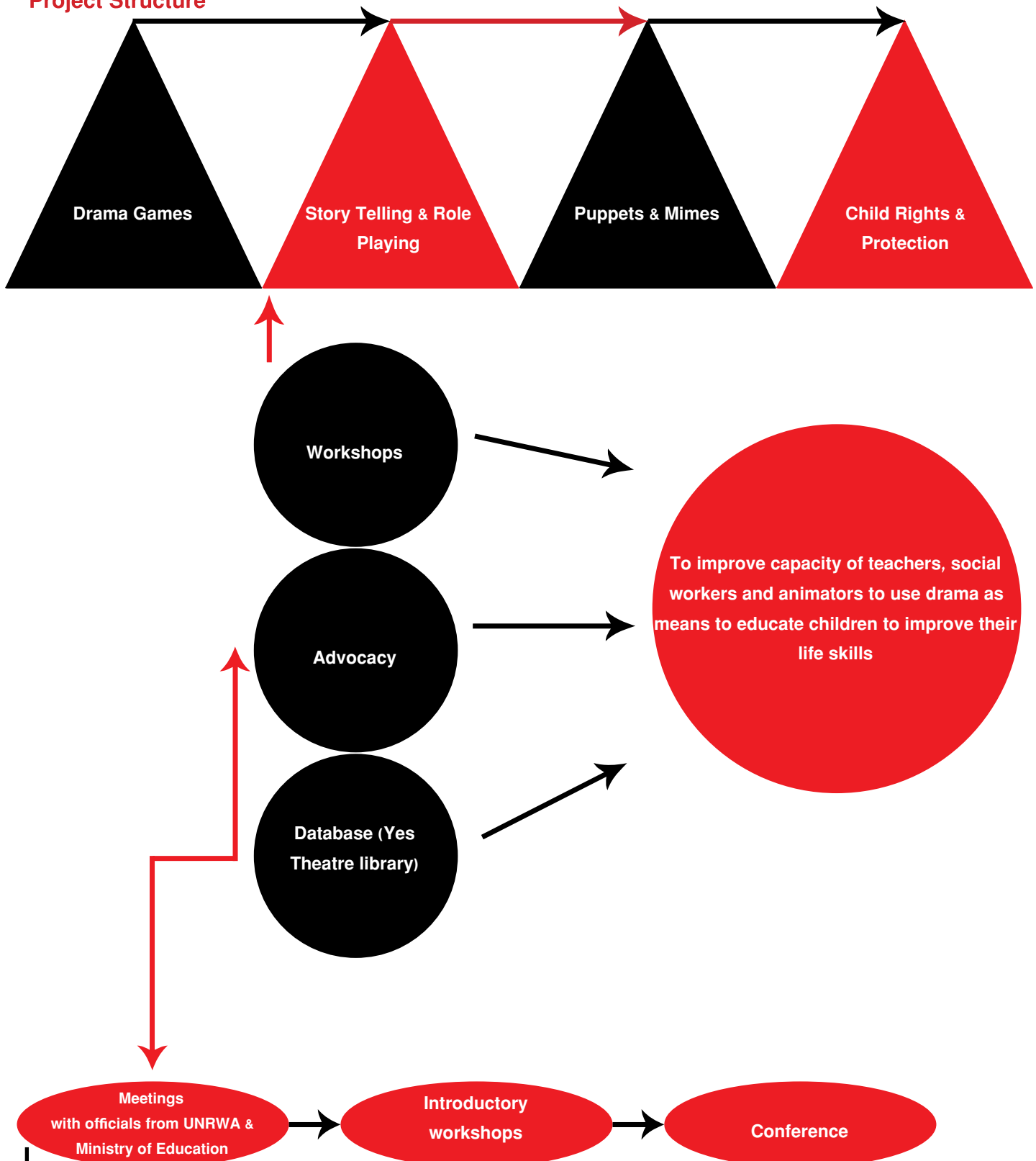
The ultimate goal of the program is to serve children by reaching as many teachers, social workers, and animators as possible and through cooperating with the educational directorates and UNRWA in Hebron.



Introduction on the Training Courses

Each drama course contains various drama games and exercises including warming up, concentration, interaction, and closing. Each exercise has an objective. For example, the storytelling and role playing exercises enhance the use of imagination and help participants to better express themselves. Through these exercises, children will gain the skills needed to freely express themselves, build their confidence, and develop their critical thinking. It is worth mentioning that the workshops will not only concentrate on games and exercises. Educational sessions on child rights and protection will be held focusing on the main conventions on child rights. Moreover, puppets and mime workshops will be carried out to introduce different methods of drama in education.

Project Structure



Hiroshima- Japan

Hiroshima, the homeland of Peacebuilders is famous for its history during the World War II. The very first atomic bomb in the history of human beings was dropped in the heart of the city on August 6th 1945. Before the fall of the atomic bomb on Hiroshima, it was an active town with 250 thousand people, having one of the most important military coasts. The tremendous heat wave and blast of the bomb destroyed the town completely in a second and turned it into a dead place. Houses and buildings were totally destroyed and burned; people were roaming around searching for water. Even worse, the enormous radioactivity resulted from the bomb affected the human genes and hematopoietic functions. By the end of 1945, 140 thousand people died from the bomb's effect and radioactivity. It was said at that time that plants and trees would never grow for 75 years.

After 68 years, Hiroshima has become active again with its beautiful scenery and rivers. However, people are still suffering from physical or psychological scars. Therefore, we would say that we are still in the process of recovery. The process has not been easy and there have been conflicts related to city reconstructions and indemnities for victims. Although, one thing has been always clear, nobody wants to repeat that horrible scene. Nobody wants to see the destroyed city and the burnt people again. The city we have now is a snapshot of a history of struggle after the bomb. In the case of Hiroshima, it is true that political and economical stability helped a lot. However, it is also true that the town was not rebuilt on its own. People helped in building up the city, civilians, former militants, medics, journalists, politicians and somewhat gangs. People worked for survival and better life. We, Peacebuilders believe in this power of people and will continuously work on supporting all the "Peacebuilders" in the world.



Administrative Staff



One year ends and another begins. It feels that Yes4Future was developed just yesterday. At the end of 2012, Yes Theatre celebrated the end of the project pilot phase which opened the door for another two years of cooperation between YT and PB. In 2012, Yes Theatre and Peacebuilders (Japan) were able to train more than 110 teachers and to carry out hundreds of workshops and activities with school students. This is a real achievement for the first year of cooperation between a Palestinian and a Japanese Organization in Hebron at a community development level. A lot of findings, lessons learned and recommendations have been generated. All of you, I mean Palestinian and Japanese are invited to study this experience and try it out for the benefit of the two countries which are different in cultures yet very similar in their goals and interests.

Mohammad Issa - Administrative Manager / Yes Theatre

The educational system in Palestine is very broad. Drama is a new term that we have partially succeeded in integrating it to this system. We have put great efforts into this process. Then, we tasted the fruit of success in a relatively short time. We have tried through this project to emphasize the role of drama in education. I truly believe that this is a great initiative to develop the educational system in Palestine and to empower the future generations.



The feedback we received on the project was amazing. This feedback reflects the impact of the training on teachers, children, social workers, families, and child related organizations. As a matter of a fact, I am happy to work with Peacebuilders (Japan) and Yes Theatre.

Ruba Jaddua - Yes4Future Project Associate

Yes4Future is the very first project for Peacebuilders in Palestine. 2012 was the year of challenges and beautiful encounters with the people in Hebron. We believe in creativity and the ability of reconstruction in all human beings. "Peacebuilders" is one of the missions which refers here to all people working in the fields of public health, public administration, human rights, media, advocacy, community building and education. We know



from experience that peace cannot be achieved by one person only. For example, politicians alone cannot provide people with a stable life without the cooperation of local community. The development process usually starts from down to up. To involve different actors of society, we must concentrate on children as they have amazing potentials. What we need is to encourage them to enjoy their childhood as much as possible, develop their creativity and imagination, and explore their opportunities. Educators play a key role in this process as they work closely with children. While working with educators in Hebron, we have discovered that many of them are very passionate and serious when it comes to their work despite the difficult situations they are going through. Actually, this was the most impressive and pleasant experience for us in 2012. We would like to thank Yes Theatre for their great contribution by

accepting us as a partner from Far East and providing us with support. Based on our conviction of supporting "Peacebuilders", we are happily working on the next step of Yes4Future project.

Sae Imamura - Program Coordinator / Peacebuilders Hiroshima

Trainers' Feedback



Fast, short, and effective. This is how I describe Yes4Future. It is one of the most influential and useful programs of Yes Theatre. 11-18 participants meet at the beginning of each month. They are intensively trained on using drama games and exercises in the classrooms. Participants communicate with each during the workshops and they become a family. It is a program for bonding, creating relationships, and building friendships.

As a trainer, I love the implementation process of the program and I was very satisfied with the results. The best activities were chosen to be carried out with the participants. This was greatly reflected in the results. Both the quality and the structure of the program supported by Peacebuilders is amazing. I hope that the cooperation between Yes Theatre and Peacebuilders will continue in the future.

Raed Shyoukhi

Artistic Staff Member / Yes Theatre

Trainer / Yes4Future



Yes4Future with its drama games and exercises develops the communication and interaction skills of the participants. These skills are very significant to those involved in drama especially the participating teachers. They can utilize the skills that they acquire in the classroom.

The program serves the career of participants and helps in their personal growth. It also builds their confidence. The knowledge and skills acquired in Yes4Youth are very valuable. Through this program, both teachers and students increase their knowledge in theatre and drama.

Yes4Youth allows students to express themselves and prepares them for the current and future challenges. Drama helps in the intellectual growth of students by encouraging their creativity, self expression, and critical thinking. Furthermore, it teaches them to love life, search for better opportunities, and be positive.

Ihab Zahdeh

Artistic Staff Member / Yes Theatre (YT)

Trainer / Yes4Future



A teacher should use drama because it facilitates the educational process. It develops the listening and speaking skills of children. It can be used to deliver information to the students. Drama offers various educational methods in learning language, history, mathematics, and science.

Drama provides students with unique experiences through the use of imagination and role playing. Role playing can create a special form of communication between the teacher and the student. It is a tool that encourages creativity through verbal and non-verbal communication. Drama exercises and improvisations help in understanding communication, discovering obstacles, and overcoming problems. They also help in realizing the significance of non-verbal messages.

The role of drama in education is reflected in its ability to help individuals express their feelings. Thus, they become more able to influence others. People encounter problems and find themselves in the middle of different situations all the time. Drama helps them deal with these situation in a better way. Drama helps in relieving stress and getting rid of the negative vibes. It allows the individual to know himself and understand his potentials. Therefore, his personality grows. It develops the skills through drama games and movements. It also builds the confidence, enhances team work, fulfills curiosity and develops imagination. Above all, drama simplifies the educational curriculum through introducing information in interesting ways. It also enriches the vocabulary of the student. Students through drama become joyful. Consequently, their willingness to learn increases.

Mohammed Titi

Artistic Staff Member / Yes Theatre (YT)

Trainer / Yes4Future



The number of participants reached 111 in October 2012. They were introduced to the Convention of the Child Rights and to the Palestinian Child Rights Law. The participants also developed their skills in communicating with children and involving them in the activities. Some of the participants were surprised by the articles mentioned in the International conventions. They realized that by applying the International Convention of the Child Rights, many children will get to live a quality life. Even after the end of the child rights workshop, participants were keen on collecting more information on the subject and pass on the knowledge that they have to others.

The child rights workshops were complementary to the contents of the training program. Participants were carrying out activities which can help them to better deal and communicate with children.

I believe that the training paved the way for cooperation between individuals and schools. Participants now realize that there are organizations and resources available to them despite the absence of the responsible authorities.

Ghada Aruri

Child Rights & Child Protection trainer

Beneficiaries' Feedback

Drama has a very important role in education. It develops the skills of students in a way that helps their learning process. Drama pays attention to the facial expressions and body language. Yes4Future provided us with an opportunity to apply what we have learned on the ground. We carried out drama activities in the schools we work in. This created a joyful atmosphere in the classrooms. The traditional teaching method made students bored. However, drama made them interested in learning.

The credit goes back to the staff that trained us. They were amazing. We hope that there will be more training programs available in the future to help us in our communication with students.



Rushdeya Abu Hadeed

Social Worker

Wedad Girls School and Al-Ukhowa School

I was introduced to drama through Yes Theatre. The trainers in Yes4Future helped me develop myself and improve my performance in drama. Drama encourages students to learn. The strategies used in drama focus on thinking, observation, and discussion. This increases the understanding of students for the materials in the curriculum. Students feel comfortable and happy while carrying out drama activities. The educational environment provided after applying drama enhances self expression, critical thinking, confidence, independence, and decision making. Students interact with drama with all their emotions and energy. They understand the information themselves or with the help of their fellow students away from the traditional methods in education.

Drama encourages communication, negotiation, and exchange of information between students. It also fulfills their needs and allows them to use all their skills. The movement element in drama catches the students' attention and makes them interested in learning. They connect the events with each other, listen, and pay attention to details in an environment that allows them to have fun and move. The students by using drama become active rather than being passive recipients. This increases their self confidence

Thus, I would like to thank Yes Theatre and the Japanese people for their efforts to draw a smile on the faces of the Palestinian children.



Yousef Titi

Arabic Language Teacher

Fahd Al-Aawasmeh School

Beneficiaries' Feedback

The world is witnessing a scientific and technological revolution in all fields. Therefore, people are encouraged to have different skills and abilities to keep up with the development nowadays. Using the right approaches with students is very essential in motivating them to learn. This is where the role of drama in education becomes important. We were very successful in applying what we have learned in Yes4Future with students. Students were not bored and they communicated with their teachers effectively. The school curriculum was presented in an interesting way which revealed the hidden talents of students. Students were creative and innovative. Yes4Future changed both teachers' and students' way of thinking.

Therefore, we would like to thank the Japanese for their efforts and support. We hope that more will be accomplished in Yes4Future program. We would like to have cooperation with the Japanese schools to exchange experiences. Schools in Palestine should be equipped in a way that allows the implementation of drama activities. In addition, schools specialized in drama should be established in Palestine.



In'am Makhamra

School Principle

Al-Esra' Primary School



Summary of Yes4Future 2012

Number of Beneficiaries



No.	Month	Beneficiaries
1	March	11
2	April	15
3	May	18
4	June	12
5	July	13
6	August	15
7	September	13
8	October	14
Total		111



Schools			
1	Tyoor Aljaneh Kindergarten and School	33	Al Shaheed Abd El Azeez School
2	Al-Sakhra Girls School	34	Tayseer Maraqa School
3	Um Al Safa School	35	Ahmad Seder Girls School
4	Tal Al Rabe' Girls School	36	Al Rayyan School
5	Al-Esra Girls School	37	Al Quds School
6	Al Thahreya Boys School	38	Ibn Khaldoun School
7	Zaid Ibn Haretha School	39	Al Thahry Girls School
8	Beit Awa School	40	Zahret Al Mada'en Girls School
9	Al Karmel School	41	Kreisa School
10	Kharrasa School	42	Beit Awwa Girls School
11	Al Fawwar School	43	Beit Awwa Boys School
12	Al Manar Kindergarten	44	Dar Al Salam Girls School
13	Al Amal School for Deaf Children	45	Ja'far Boys School
14	Zaid Ibn Thabet Boys School	46	Al-Bukhary Boys School
15	Al Jaza'er Boys School	47	Um Rashed School
16	Yaser Amro School	48	Al Za'tary School
17	Al Ukhwa School	49	Al Jawaher Girls School
18	Wedad School	50	Al Kofeya Al Falasteneya School
19	Yafa School	51	Al Atawneh School
20	Fahd Al Qawsmeh School	52	Yasser Amro Girls School
21	Al Samou' Boys School	53	Al-Rayyan Girls School
22	Al Musafer School	54	Hebron School
23	Al Reehyeh School	55	Ibn Rushd School
24	Tallet Al Somoud Girls School	56	Rade Al Natsheh School
25	Al Ghazaly Boys School	57	Ibrahim Abu Daba'at School
26	Um Salma School	58	Al Seddeeq School
27	Asqalan School	59	Al Farooq School
28	Al Thaher Bebers School	60	Tayseer Maswadeh Girls School
29	Al Sara'ia School	61	Tafooh School
30	Abd Alhade Sarahneh Boys School	62	Zeif School
31	That Al Netaqain Girls School	63	Karmel School
32	Rabeeha Al Deejanya Boys School	64	Dora Girls School

Organizations			
1	Happy Houses Association	5	Palestinian Family Planning & Protection Association (PFPPA)
2	Sharek Youth Forum	6	Children Happiness Center
3	Palestinian Medical Relief Society (PMRS)	7	Hebron Charitable Society for Women
4	Hebron Blind Association		

