

CIRCUS

TRANS

FORMATION

A GUIDEBOOK FOR
SOCIAL CIRCUS TRAINERS



European Youth Circus
and
Education Network

CIRCUS TRANS FORMATION

A GUIDEBOOK FOR SOCIAL CIRCUS TRAINERS

To Léopold

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A GUIDEBOOK FOR SOCIAL CIRCUS TRAINERS

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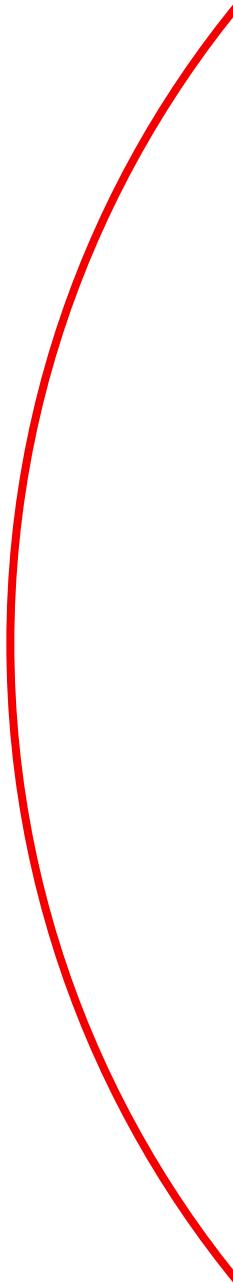
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PREFACE

« Circus arts, a tool for social inclusion », the concept has been around for twenty years or more. Some talk about it, others put it into practice, others still, observe it, analyse it, study it. It has turned into a worldwide phenomenon. Are we facing a trend, a way to get funding? It turns out researchers have measured the impact of social circus and have attributed special, even magical features to it. After twenty years of experiments, it was important to extract its pedagogical virtues, to identify the origin of this « magic », to determine the skills that should be enhanced by the users of this particular tool.

With the support of the European Commission, eight circus schools, members of the CARAVAN association (*), and two universities (**), have put their energy together during five years to produce this Guidebook. Months of observation, analysis, meetings, discussions, essays, exchanges, trainings and the development of a framework of competences for social circus trainers, have led to the creation of a common European curriculum. This gave birth to the Guidebook for Social Circus Trainers.

This guidebook does not belong to us any more. Take hold of it, make it evolve and come back to us. We are eager to learn more and more.

For Caravan

Vincent Wauters, Director of Ecole de Cirque de Bruxelles.

(*) *Caravan aisbl, European youth circus and education network*

(**) *Université Libre de Bruxelles (ULB) and the Université catholique de Louvain (UCL)*

PROJECT'S BACKGROUND

Social circus is an innovative tool for the education and social inclusion of children, young people and adults with fewer opportunities. Started more than 25 years ago in Europe as a pilot experience, social circus spread and proved its value all over the world. In Europe, approximately 2,500 circus schools offer educational circus activities for people with fewer opportunities, and the member circus organizations of Caravan provide social circus activities to about 10,000 individuals.

This has led to the creation of a new profession: social circus trainer. However, no specific European training programme exists at the moment to develop the competences of new social circus trainers, or to validate the competences of those already working in the field.

This *Guidebook for social circus trainers* is aimed at providing the social circus sector with a 20-day training programme for social circus trainers.

It is the result of 2 major European projects submitted under the Life Long Learning Programme of the European Commission and led by Caravan along with its members and in partnership with the Université Libre de Bruxelles and University catholique de Louvain.

The 1st European project took place from 2009 to 2011 under the Leonardo Da Vinci - Partnership programme. This 2-year research in the field of social circus developed a proper bottom-up methodology based on field analyses, which enabled to bring up the specific competences a social circus trainer needs to acquire. It resulted to the creation of the framework of competences for social circus trainers and the definition of social circus.

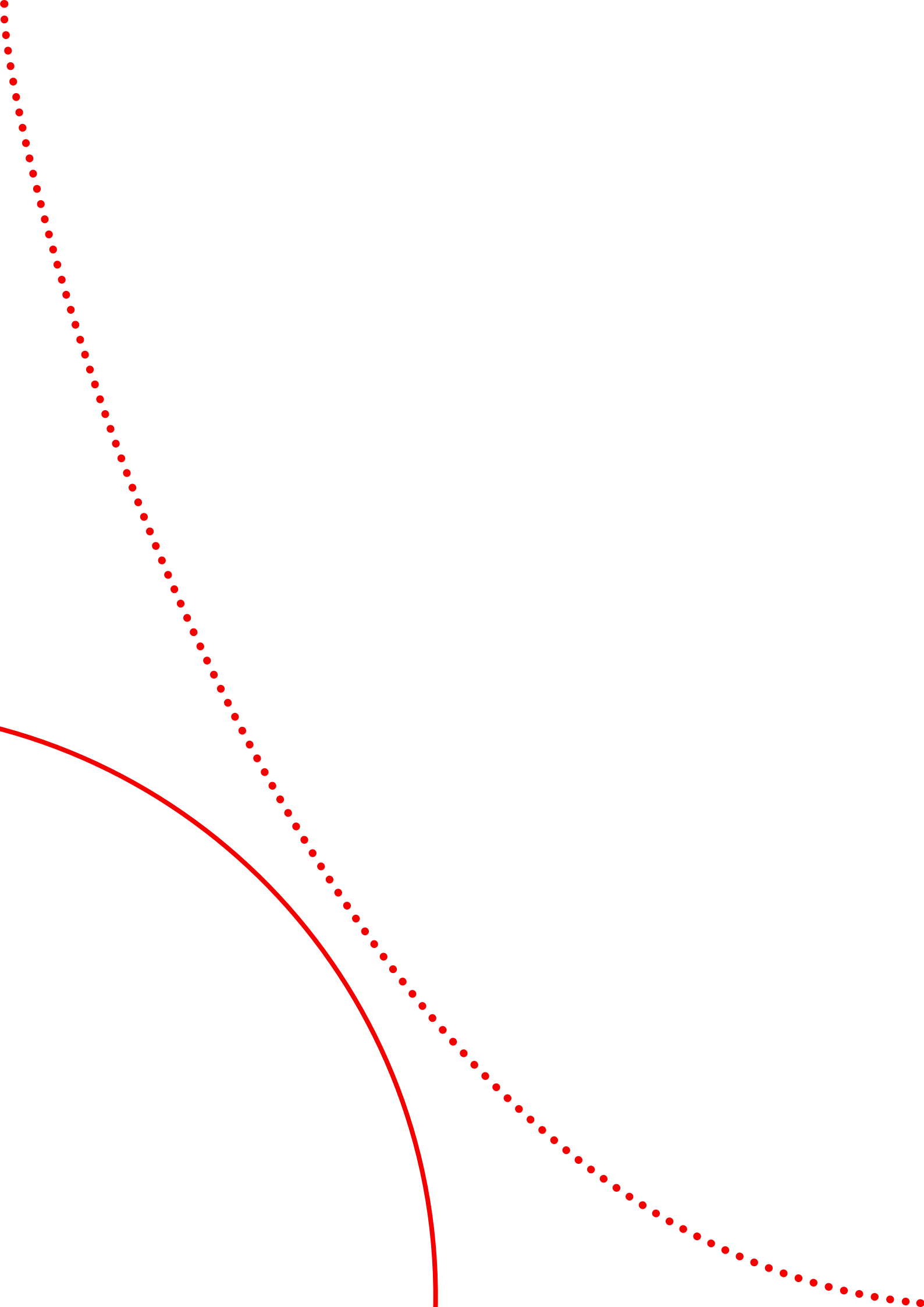
Caravan definition of social circus :

Social circus is directed to a public often with fewer opportunities, specific needs and from different sociocultural backgrounds. Generally speaking, these publics' needs or difficulties are of different kinds: trouble focusing on tasks, behavioural difficulties, body-awareness, ...

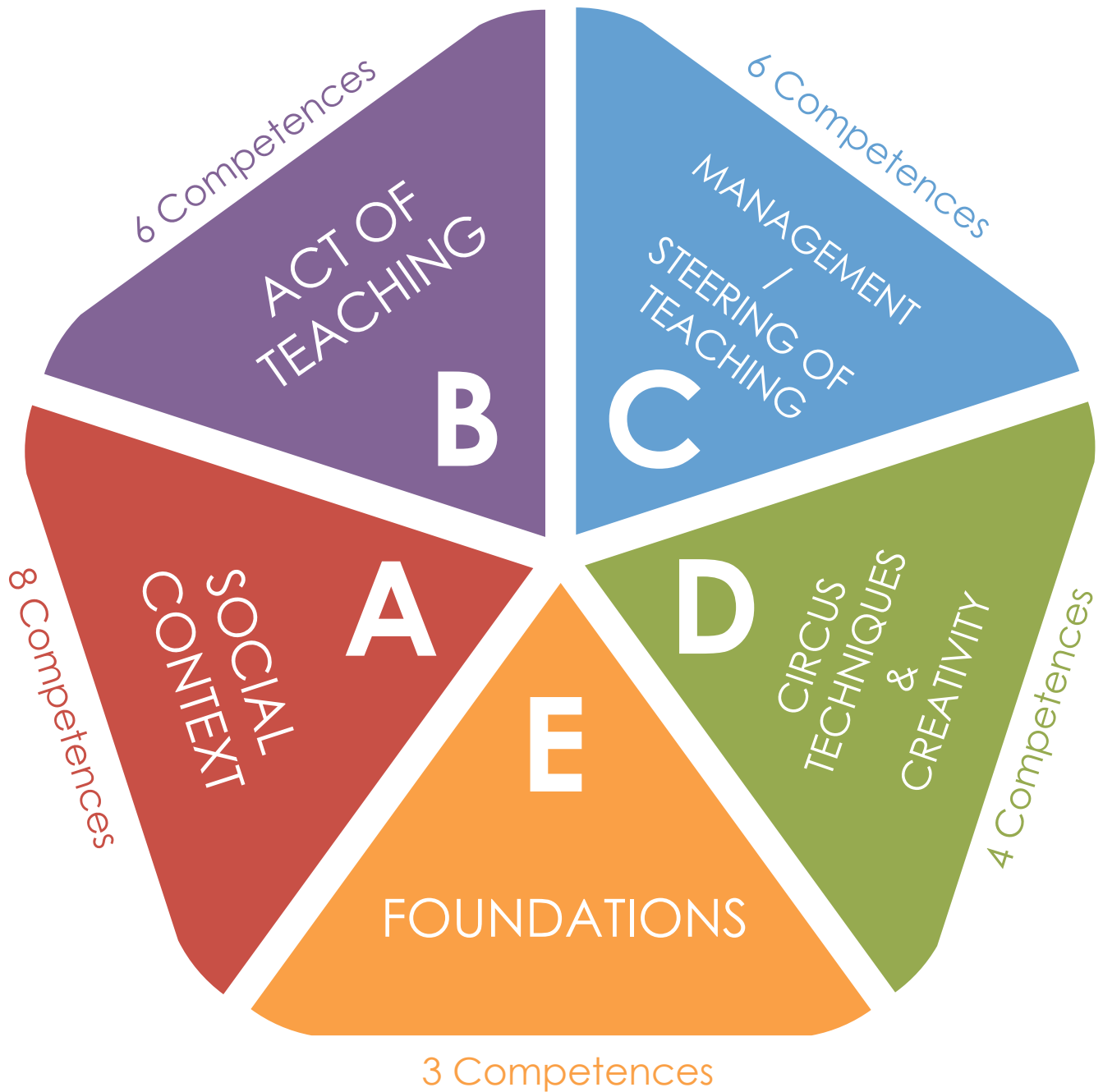
The main objective of the pedagogical work is the personal development of its participants, by developing personal skills such as open-mindedness, self-esteem, tolerance, respect, responsibility, autonomy, perseverance and self-confidence. Circus arts serve also as mediator enabling the creation of true group cohesion by working on the inclusion of all participants. Social circus promotes hence individual and relational abilities and becomes a convector of human values since it wishes to equip its participants with useful skills for every-day life.

Following this 1st project, Caravan submitted a Transfer of Innovation project (TOI) to the European Commission. Based on the results of the Partnership project, the aim is to create the first 20-day European training programme for social circus trainers. Respecting a tight schedule and supervised by a pedagogical team of experts led by the Professor Emeritus Léopold Paquay (UCL), this TOI project is a great success! It has been prepared, tested and evaluated in 8 European countries.

The *Guidebook for social circus trainers* is more specifically the outcome of this second European project "Circus Trans Formation".



- FRAMEWORK OF MINIMUM COMPETENCES -



SOCIAL CONTEXT

Main competence A

The trainee will be able to analyze the context of, and to develop a social circus project.

A-1. To identify the key issues of social circus.

A-2. To identify the different aspects of a social circus project.

A-3. To identify and understand the different target groups.

A-4. To work within intercultural environments.

A-5. To understand the concepts of social inclusion.

A-6. To identify and analyse the different socio-geographical aspects of the territory defined by the project.

A-7. To understand their own position and function in the organisation.

A-8. To understand the responsibilities, expectations and motivations of the project partners.

THE ACT OF TEACHING

Main competence B

The trainee will be able to set adapted learning objectives, to design a social circus course, to plan pedagogical activities, and to document their preparation...

B-1. To define and set achievable objectives adapted to the target group and to the context.

B-2. To create and adapt activities in accordance with the objectives and with the context.

B-3. To define and to set short, medium and long term objectives.

B-4. To plan the content and the learning sequences of a course.

B-5. To create, to adapt or to use pedagogical tools for the preparation, monitoring and evaluation of a project.

B-6. To set up procedures to evaluate their own teaching skills and to evaluate the acquired competences of the participants.

MANAGEMENT OF TEACHING / LEARNING SITUATIONS

Main competence C

The trainee will be able to manage pedagogical situations with specific attention given to the conditions of safety; they will use principles and models to analyze critical situations of conflicts or group management

C-1. To communicate effectively and to adapt the mode of communication to the target group.

C-2. To create a frame for the management of the group in order to ensure good teaching/learning conditions.

C-3. To analyse a conflictual situation and to identify various solutions.

C-4. To create and ensure a safe environment, taking into account the physical, environmental and the emotional safety of the participants.

C-5. To create, develop and implement a pedagogical project in a team.

C-6. To observe the behaviour of the target group and to give adapted and positive feed-back.

CIRCUS TECHNIQUES AND CREATIVITY

Main competence D

The trainee will be able to use creativity particularly through circus arts in order to improve the personal development and the social inclusion of each participant.

D-1. To stimulate participants' creativity by exploring various methods

D-2. To choose the most appropriate form for the final presentation of a project and to define guidelines for being on stage

D-3. To include diverse arts within a social circus project and open the audience to other art and culture

D-4. To have a good command of one or several circus techniques and to be able to teach them, while at the same time stimulating creativity

FOUNDATIONS

Main competence E

The trainee will develop their identity as a social circus trainer and to develop their ability to solve difficulties, and to accept changes, uncertainty and failure...

E-1. To explain his/her personal conception of the "social circus trainer" and to be aware of the importance of professional ethics

E-2. To analyse his/her own practice and to become aware of his/her own capacities and limits

E-3. To act as an involved and responsible professional

THE MINIMUM COMPETENCES IN THE PROJECT "CIRCUS TRANSFORMATION"

A. "SOCIAL CONTEXT" MINIMUM COMPETENCES

MAIN COMPETENCE: The trainee will be able to analyze the context of, and to develop a social circus project.

COMPETENCES	Competence components (Action - To be able...)	Awareness	Methodological proposition
A-1. To identify the key issues of social circus.	<ul style="list-style-type: none"> To define social circus and its main objectives To identify the different fields of application (scope) of social circus To describe different social circus projects 	<ul style="list-style-type: none"> To explore his/her own definition of social circus To explore the impacts of a social circus project 	Phase A-1. Challenges of a social circus project.
A-2. To identify the different aspects of a social circus project	<ul style="list-style-type: none"> To analyse a social circus project. To identify the social-geographical context and the material constraints of the action. To identify and define the target group and partners 	<ul style="list-style-type: none"> To be open to the particularities of the context 	Phase A-2. Analysis of the context of a social circus project.
A-3. To identify and understand the different target groups	<ul style="list-style-type: none"> To conduct research on a target group To analyse the motivations, needs, expectations and potential of the target group 	<ul style="list-style-type: none"> To have an objective and open minded attitude towards the different cultural groups 	Phase A-3. Knowledge of the target group
A-4. To work within intercultural environments.	<ul style="list-style-type: none"> To understand the concept of intercultural awareness and to give examples, and counter examples, of intercultural awareness 	<ul style="list-style-type: none"> To adopt an non-judgemental attitude. To have an respectful attitude towards different cultures 	Phase A-4. Intercultural awareness.

COMPETENCES	Competence components (Action - To be able...)	Awareness	Methodological proposition
<p>A-5.</p> <p>To understand the concepts of social inclusion.</p>	<ul style="list-style-type: none"> To define the concept of social inclusion and give examples, and counter examples, of social inclusion 	<ul style="list-style-type: none"> To integrate social inclusion into his/her own practice 	<p>Phase A-5.</p> <p>Understanding the concepts of social inclusion.</p>
<p>A-6.</p> <p>To identify and analyse the different socio-geographical aspects of the territory defined by the project.</p>	<ul style="list-style-type: none"> To identify and analyse the historical, demographic, economic, cultural and social structures of their territory 		<p>Phase A-6.</p> <p>Analysis of the territory</p>
<p>A-7.</p> <p>To understand their own position and function within the host organization.</p>	<ul style="list-style-type: none"> To explain their own position within the structure of the host organization. To understand their own level of responsibility within the host organization. To understand the principles, the values and the philosophy of the host organization. 	<ul style="list-style-type: none"> To be aware of the implications and responsibilities of being part of an organization. 	<p>Phase A-7.</p> <p>Analysis of the host organization</p>
<p>A-8.</p> <p>To understand the level of responsibility and the expectations and motivations of all the actors within a partnership.</p>	<ul style="list-style-type: none"> To analyse the levels of responsibility of all the partners of a social circus project. To use appropriate tools for communicating and cooperating with a partner To participate in the evaluation of the project in collaboration with the partners 	<ul style="list-style-type: none"> To be aware of the necessity of communicating and conveying information between the partners of a social circus project and the host organization. 	<p>Phase A-8 .</p> <p>Working in partnership</p>

(*) The term « Phases » is employed here to indicate the main parts of a TLU; the “phases” are not necessarily successive!

B. "THE ACT OF TEACHING"

MINIMUM COMPETENCES

MAIN COMPETENCE: The trainee will be able to set adapted learning objectives, to design a social circus course, to plan the pedagogical activities, and to document their preparation...

COMPETENCES	Competence components (Action - To be able...)	Awareness	Methodological proposition
<p>B-1.</p> <p>To define and set achievable objectives adapted to the target group and to the context.</p>	<ul style="list-style-type: none"> • To define and set learning objectives adapted to the target group and to the social context • To adapt the contents of the course to the target group. 	<ul style="list-style-type: none"> • To understand the importance of defining objectives adapted to the needs and capacities of the target group • To be attentive to the needs of the participants 	<p>Phase B-1.</p> <p>Introduction to the concept of "learning objectives"</p>
<p>B-2.</p> <p>To create and adapt activities in accordance with the objectives and with the context</p>	<ul style="list-style-type: none"> • To propose activities in line with the objectives • To explain the objectives of an activity • To adapt an activity to a context, a specific group or to a pedagogical objective • To identify the resources and constraints (time, material and other resources) and to use them efficiently 	<ul style="list-style-type: none"> • To understand how an exercise is created • Understand the influence that the constraints (material, time, space) can have on the creation of a social circus course 	<p>Phase B-2.</p> <p>Creating activities adapted to the learning objectives and to the context</p> <p>Phase B-3.</p> <p>Adapting the difficulty of an activity</p>
<p>B-3.</p> <p>To define and to set short, medium and long term objectives</p>	<ul style="list-style-type: none"> • To define and to document precisely the main objectives of a programme • To sub-divide a main objective into sets of sub-objectives • To define and to document precisely the specific objectives of one course session 	<ul style="list-style-type: none"> • To recognise the need to define precise and measurable objectives 	<p>Phase B-4.</p> <p>Using backward planning</p>

COMPETENCES	Competence components (Action - To be able...)	Awareness	Methodological proposition
<p>B-4.</p> <p>To plan the content and the learning sequences of a course</p>	<ul style="list-style-type: none"> • To develop a short-medium-long term programme (for example, by using the method of backward planning) • To plan the chosen activities in a succession of steps (always taking into account the need of the participants) • To adapt the content of a session to the duration of the project 	<ul style="list-style-type: none"> • To understand the importance of building a course by sequence 	<p>Phase B-4.</p> <p>Using a backward planning</p>
<p>B-5.</p> <p>To create, to adapt or to use pedagogical tools for the preparation and monitoring of a project</p>	<ul style="list-style-type: none"> • To prepare their session on a preparation form (sheet) • To write detailed instructions 	<ul style="list-style-type: none"> • To understand the necessity of documenting the essential elements of a planned course (in order to improve them after the course) 	<p>Phase B-5.</p> <p>How to use preparation forms?</p>
<p>B-6.</p> <p>To set up procedures to evaluate their own teaching skills and to evaluate the acquired competences of the participants</p>	<ul style="list-style-type: none"> • To evaluate the competences and level of knowledge of the participants • To prepare and use tools for the monitoring and the evaluation of a course • To participate in the debriefing meetings in team and with their partners • To evaluate and adjust the objectives of a project 	<ul style="list-style-type: none"> • To understand the importance of non-judgemental formative evaluation 	<p>Phase B-6.</p> <p>Evaluation of their own teaching skills and acquired competences of the participants</p>

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C. “MANAGEMENT / STEERING OF TEACHING”

MINIMUM COMPETENCES

MAIN COMPETENCE: The trainee will be able to manage pedagogical situations with a specific attention to the conditions of safety ; they will use principles and models to analyze critical situations of conflict or group management.

COMPETENCES	Competence components (Action - To be able...)	Awareness	Methodological proposition
<p>C-1.</p> <p>To communicate effectively and to adapt the mode of communication to the target group</p>	<ul style="list-style-type: none"> • To give clear and precise explanations • To use different communication modes when teaching (verbal and non-verbal) 	<ul style="list-style-type: none"> • To identify his/her own communication mode when teaching (visual, auditory, kinaesthetic) • To be attentive to the behaviour of the target group 	<p>Phase C-1.</p> <p>Communication within the teaching-learning situation</p>
<p>C-2.</p> <p>To create a framework for the management of the group in order to ensure good teaching/ learning conditions</p>	<ul style="list-style-type: none"> • To set rules and to have them respected • To use the basic tools for the management of the group energy (warm-up, energetic, cool down, team building, concentration...) • To analyse the group and its dynamic using group management tools and techniques 	<ul style="list-style-type: none"> • To be aware of the principle of group management • To find a good balance between the attention given to one person and the attention given to a whole group • To pay attention to his/her own position within the group and to his/her role within the group dynamic 	<p>Phase C-2.</p> <p>Group Management</p>
<p>C-3.</p> <p>To analyse a conflictual situation and to identify various solutions</p>	<ul style="list-style-type: none"> • To analyse a conflict in order to understand the situation experienced • To understand how a conflict breaks out and how to manage it • To use the basic principles of non-violent communication 	<ul style="list-style-type: none"> • To work on his/her own emotions... • To learn how to manage conflicts 	<p>Phase C-3.</p> <p>Conflict Management</p>

COMPETENCES	Competence components (Action - To be able...)	Awareness	Methodological proposition
<p>C-4.</p> <p>To create and ensure a safe environment, taking into account the physical, environmental and the emotional safety of the participants</p>	<ul style="list-style-type: none"> • <i>To understand and respect the limits and functions of the human body</i> • <i>To identify the most frequent injuries in circus practice</i> • <i>To follow the health procedures and emergency rules defined by the host organization and the country's legislation</i> • <i>To know and apply the basic rules of safety concerning circus equipment (according to each country)</i> • <i>To teach safety requirements to the participants and identify how to implement them</i> • <i>To create and ensure trust and emotional safety [cf. ethic]</i> • <i>To ensure the physical and moral integrity of the participants</i> 	<ul style="list-style-type: none"> • <i>To be aware of safety issues of a specific target group</i> • <i>To recognise the importance of the safety...</i> 	<p>Phase C-4.</p> <p>Safety</p>
<p>C-5.</p> <p>To create, develop and implement a pedagogical project in a team</p>	<ul style="list-style-type: none"> • <i>To be able to define the role of all the members of a team</i> • <i>To be able to work with an assistant</i> 	<ul style="list-style-type: none"> • <i>To underline the role of the assistant and to stress the importance of defining everyone's tasks when working as part of a team</i> • <i>To respect the role of everyone in the team</i> 	<p>Phase C-5.</p> <p>Leading a workshop with a pedagogical partner or assistant</p>
<p>C-6.</p> <p>To observe the behaviour of the target group and to give adapted and positive feed-back</p>	<ul style="list-style-type: none"> • <i>To be able to give useful and helpful feedback to the participants, using a variety of techniques</i> 	<ul style="list-style-type: none"> • <i>To be aware of the importance and of the limits of observation</i> • <i>To distinguish the different types of observation (subjective, objective, with an instrument...) and to be aware of the utility of observation tools (check-lists, grids...)</i> • <i>To recognise the efficacy of positive and encouraging feedback</i> • <i>To be aware of the importance of encouraging feed-back</i> 	<p>Phase C-6.</p> <p>Observation, Feed-Back and Supervision</p>

D. “CREATIVITY AND CIRCUS TECHNIQUES“

MINIMUM COMPETENCES

MAIN COMPETENCE: The trainee will be able to use creativity, specifically through circus arts, in order to improve the personal development and the social inclusion of each participant.

COMPETENCES	<u>Competence components</u> <u>(Action - To be able...)</u>	<u>Awareness</u>	<u>Methodological proposition</u>
<p>D-1.</p> <p>To stimulate participants' creativity by exploring various approaches</p>	<ul style="list-style-type: none"> • <i>To create a framework and clear instructions for fostering creativity</i> • <i>To encourage multiple answers</i> • <i>To stimulate in each participant:</i> <ul style="list-style-type: none"> - <i>curiosity and exploration</i> - <i>imagination and self-expression</i> - <i>research and experimentation</i> - <i>decision making</i> • <i>To create various types of structured activities and games, adapted to the objectives and to the context, in order to stimulate creativity</i> 	<ul style="list-style-type: none"> • <i>To understand the role of creativity in personal development</i> • <i>To understand the importance of stimulating creativity through diverse types of games, play, structured activities and exercises</i> 	<p>Phase D-1.</p> <p>To stimulate and explore</p>
<p>D-2.</p> <p>To choose the most appropriate form for the final presentation of a project and to define guidelines for being on stage</p>	<ul style="list-style-type: none"> • <i>To explain and to justify the choice of the form for the presentation of a project</i> • <i>To create a presentation of the project involving each participant</i> • <i>To use the basic tools for the organization, the communication and the logistics of an event/ show/artistic creation/ presentation</i> 	<ul style="list-style-type: none"> • <i>To understand the use of a collective artistic creation in a social circus project</i> • <i>To understand the importance of concluding the creative project of the participants</i> 	<p>Phase D-2.</p> <p>To create</p>

COMPETENCES	<u>Competence components</u> <u>(Action - To be able...)</u>	<u>Awareness</u>	<u>Methodological</u> <u>proposition</u>
<p>D-3.</p> <p>To include diverse arts within a social circus project and open the audience to other art and culture</p>	<ul style="list-style-type: none"> • <i>To use the different artistic skills and cultural elements of the participants during session, as well as within the presentation</i> • <i>To foster the idea that circus is an open art.</i> • <i>To use arts and culture as a tool against social exclusion by organizing cultural activities that stimulate the curiosity of the participants for art and culture</i> 	<ul style="list-style-type: none"> • <i>To understand that the concept of hybridization (mixing different disciplines) is essential to the circus identity</i> • <i>To understand the importance (within a social circus project), to combine other artistic disciplines with circus arts</i> • <i>To grasp the fundamentals of cultural mediation</i> 	<p>Phase D- 3.</p> <p>To combine and open</p>
<p>D-4.</p> <p>To have a good command of one or several circus techniques and to be able to teach them, while at the same time stimulating creativity</p>	<ul style="list-style-type: none"> • <i>The choice of the disciplines and the required level of technical proficiency are decided by each school.</i> 		

(*) The term « Phases » is employed here to indicate the main parts of a TLU; the “phases” are not necessarily successive!

E. "FOUNDATIONS"

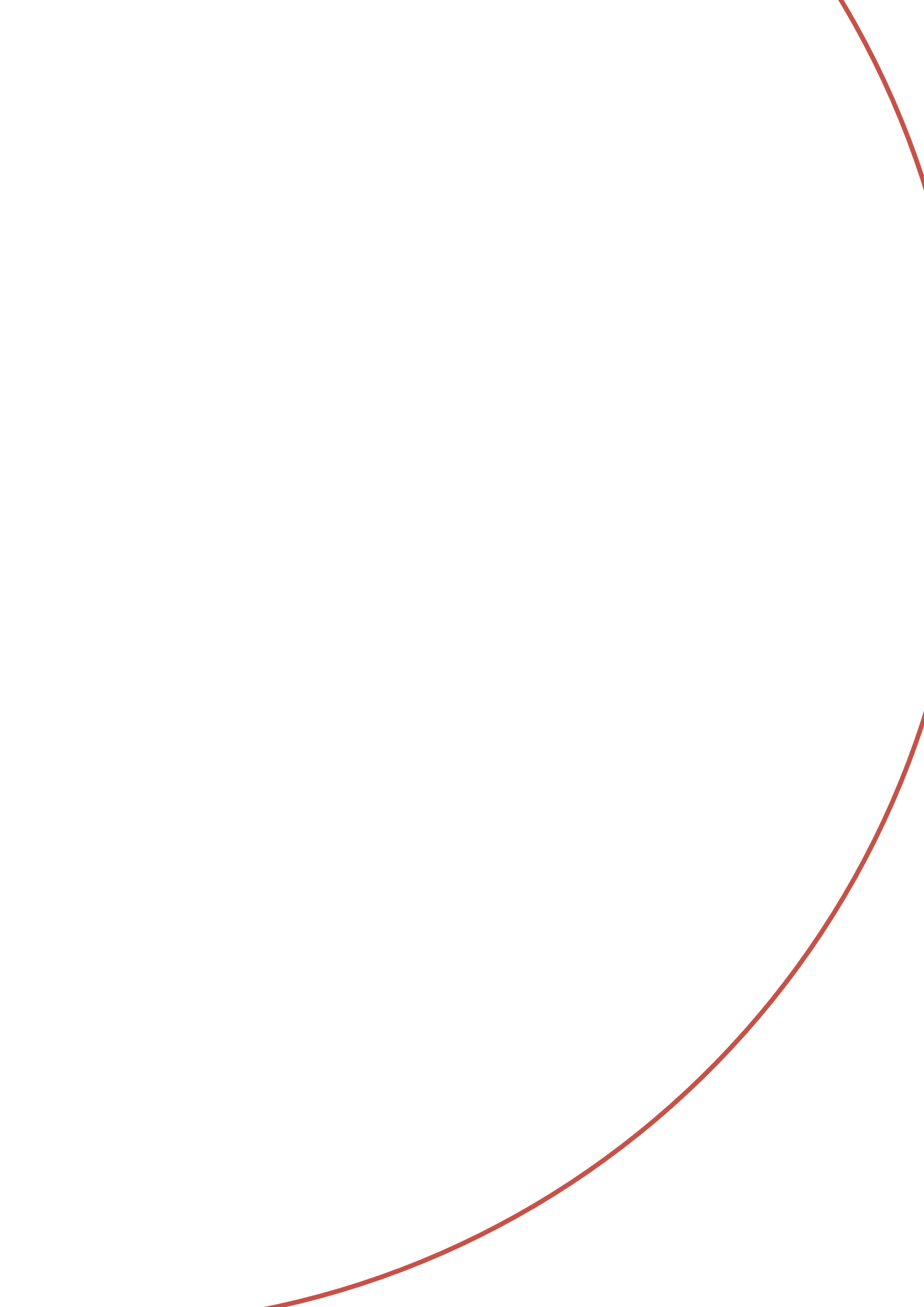
MINIMUM COMPETENCES

MAIN COMPETENCE: The trainee will develop their identity as a social circus trainer and develop their ability to solve difficulties, and to accept changes, uncertainty and failure.

COMPETENCES	Competence components (Action - To be able...)	Awareness	Methodological proposition
<p>E-1.</p> <p>To explain his/her personal conception of the "social circus trainer" and to be aware of the importance of professional ethics</p>	<ul style="list-style-type: none"> • <i>To explain their personal conception of the profession: commitments, responsibilities and limits</i> • <i>To be aware of the code of ethics of their organization and to define their organization's values and philosophy.</i> • <i>To respect the rules (and laws) of professional ethics</i> 	<ul style="list-style-type: none"> • <i>To be prepared to confront their own concepts of a social circus trainer against the concepts of others.</i> • <i>To be open minded.</i> • <i>To be aware of the importance of a code of ethics.</i> 	<p>Phase E-1. My beliefs concerning the vocation of a social circus trainer</p> <p>Phase E-3. Define a personal professional ethic</p> <p>Phase E-4. The role of a social circus trainer</p>
<p>E-2.</p> <p>To analyse his/her own practice and to become aware of his/her own capacities and limits</p>	<ul style="list-style-type: none"> • <i>To analyse personal training situations</i> • <i>To question them</i> • <i>To propose adapted solutions</i> • <i>To evaluate these solutions</i> • <i>To redefine adapted solutions</i> 	<ul style="list-style-type: none"> • <i>To step back from his/her own work and practice in order to have a critical point of view on his/her own actions</i> • <i>To become aware of his/her own capacities and limits</i> 	<p>Phase E-2. Face the unexpected</p> <p>Phase E-4. The role of a social circus trainer</p>

COMPETENCES	<u>Competence components</u> <u>(Action - To be able...)</u>	<u>Awareness</u>	<u>Methodological proposition</u>
E-3. To act as an involved and responsible professional	<ul style="list-style-type: none"> • <i>To be able to argue and justify the choices made</i> • ... 	<ul style="list-style-type: none"> • <i>To be involved in the projects</i> • <i>To be aware that his/her behaviour is seen as a model</i> 	Phase E-3. Define a personal professional ethic Phase E-4. The role of a social circus trainer

(*) The term « Phases » is employed here to indicate the main parts of a TLU; the “phases” are not necessarily successive!



TEACHING LEARNING UNIT / TLU

SOCIAL CONTEXT

MAIN COMPETENCE – **A**



COMPETENCE A1 – A4

TLU A "SOCIAL CONTEXT"

INTRODUCTION

GLOBAL UNDERSTANDING OF A SOCIAL CIRCUS PROJECT

Before starting any social circus project, it is important to know and understand its global context. In order to make a project successful, the trainee should be able to research and collect the necessary pieces of information that are essential to any coherent analysis. Having analysed the parameters, he will be able to meet the objectives, understand any risks, adapt his pedagogical approach and satisfy the expectations of the partners and the target group. The information gathered concerning the global context will help the trainee to clarify their responsibilities, encourage autonomy and facilitate personal development.

The object of the TLU-A is to help the trainee develop an educative project within the pre-established framework of a social or educative organization or institution.

MAIN OBJECTIVES

Through the activities included in this TLU the trainees will be encouraged to reflect on the following questions.

- **Who?** Who is the initiator of the project? Who is involved in the project? Who is the reference person for this project? Who is responsible for what? Who are the field workers?
- **With whom?** Who are the partners involved in the project? What are their roles?
- **For whom?** Who is this project for? Who is the target group? What are the needs and expectations of the target group?
- **Where?** Place-space-equipment?
- **When?** When does the project start and when does it finish?
- **Why?** What are the main objectives of the project? Are they realistic? Are they adapted to the needs of the target group?
- **How?** How can the goals be reached? How to prepare a programme in accordance with the objectives of the project and adapted to the context? How do we know if these goals have been reached?

MAIN COMPETENCE A

The trainee will be able:

- To analyze the context of a social circus project
- To develop a social circus project.

COMPETENCE COMPONENT

- A-1.** To identify the key issues of social circus.
- A-2.** To identify the different aspects of a social circus project.
- A-3.** To identify and understand the different target groups.
- A-4.** To work within intercultural environments.
- A-5.** To understand the concepts of social inclusion.
- A-6.** To identify and analyse the different social-geographical aspects of the territory defined by the project.
- A-7.** To understand their own position and function within the host organization.
- A-8.** To understand the level of responsibility and the expectations and motivations of all actors within a partnership.

TLU STRUCTURE

The TLU-A is divided into 8 phases following the structure of the table of minimum competences:

- Phase A-1.** Challenges of a social circus project.
- Phase A-2.** Analysis of the context of a social circus project.
- Phase A-3.** Knowledge of the target group.
- Phase A-4.** Intercultural awareness.
- Phase A-5.** Understanding the concepts of social inclusion.
- Phase A-6.** Analysis of the territory.
- Phase A-7.** Analysis of the host organization.
- Phase A-8.** Working in partnership

PHASE A-1. CHALLENGES OF A SOCIAL CIRCUS PROJECT

COMPETENCE

A-1. To identify the key issues of social circus

COMPETENCE COMPONENT

The trainee will be able:

- To define social circus and its main objectives.
- To identify the different fields of application (scope) of social circus.
- To describe different social circus projects.

Awareness:

- To explore his/her own definition of social circus.
- To explore the impact of a social circus project.

PHASE A-2.

ANALYSIS OF THE CONTEXT OF A SOCIAL CIRCUS PROJECT

COMPETENCE

A-2. To identify the different aspects of a social circus project.

COMPETENCE COMPONENT

The trainee will be able:

- To analyse a social circus project
- To identify the social-geographical context and the material constraints of the action.
- To identify and define the target group and partners.

Awareness:

- To be open to the particularities of the context.

PHASE A-3. KNOWLEDGE OF THE TARGET GROUP

COMPETENCE

A-3. To identify and understand the different target groups.

COMPETENCE COMPONENT

The trainee will be able:

- To conduct research on a target group.
- To analyse the motivation, the needs and the expectations and potential of the target group.

Awareness:

- To have an objective and open minded attitude towards the different cultural groups.

PHASE A-4.

INTERCULTURAL AWARENESS

COMPETENCE

A-4. To work within intercultural environments.

COMPETENCE COMPONENT

The trainee will be able:

-To understand the concept of intercultural awareness and to give examples, and counter-examples, of intercultural awareness.

Awareness:

- To adopt an non-judgemental attitude.
- To have an respectful attitude towards different cultures.

PHASE A-5.

UNDERSTANDING THE CONCEPTS OF SOCIAL INCLUSION

COMPETENCE

A-5. To understand the concepts of social inclusion.

COMPETENCE COMPONENT

The trainee will be able:

-To define the concept of social inclusion and give examples, and counter examples, of social inclusion.

Awareness:

-To integrate social inclusion in his/her own practice.

PHASE A-6. ANALYSIS OF THE TERRITORY

COMPETENCE

A-6. To identify and analyse the different social-geographical aspects of the territory defined by the project.

COMPETENCE COMPONENT

The trainee will be able:

-To identify the historical, demographic, economic, cultural and social structures of their territory

PHASE A-7.

ANALYSIS OF THE HOST ORGANIZATION

COMPETENCE

A-7. To understand their own position and function within the host organization.

COMPETENCE COMPONENT

The trainee will be able:

- To explain their own position within the structure of the host organization.
- To understand their own level of responsibility within the host organization.
- To understand the principles, the values and the philosophy of the host organization.

Awareness:

- To be aware of the implications and responsibilities of being part of an organization.

PHASE A-8. WORKING IN PARTNERSHIP

COMPETENCE

A-8. To understand the level of responsibility and the expectations and motivations of all actors within a partnership.

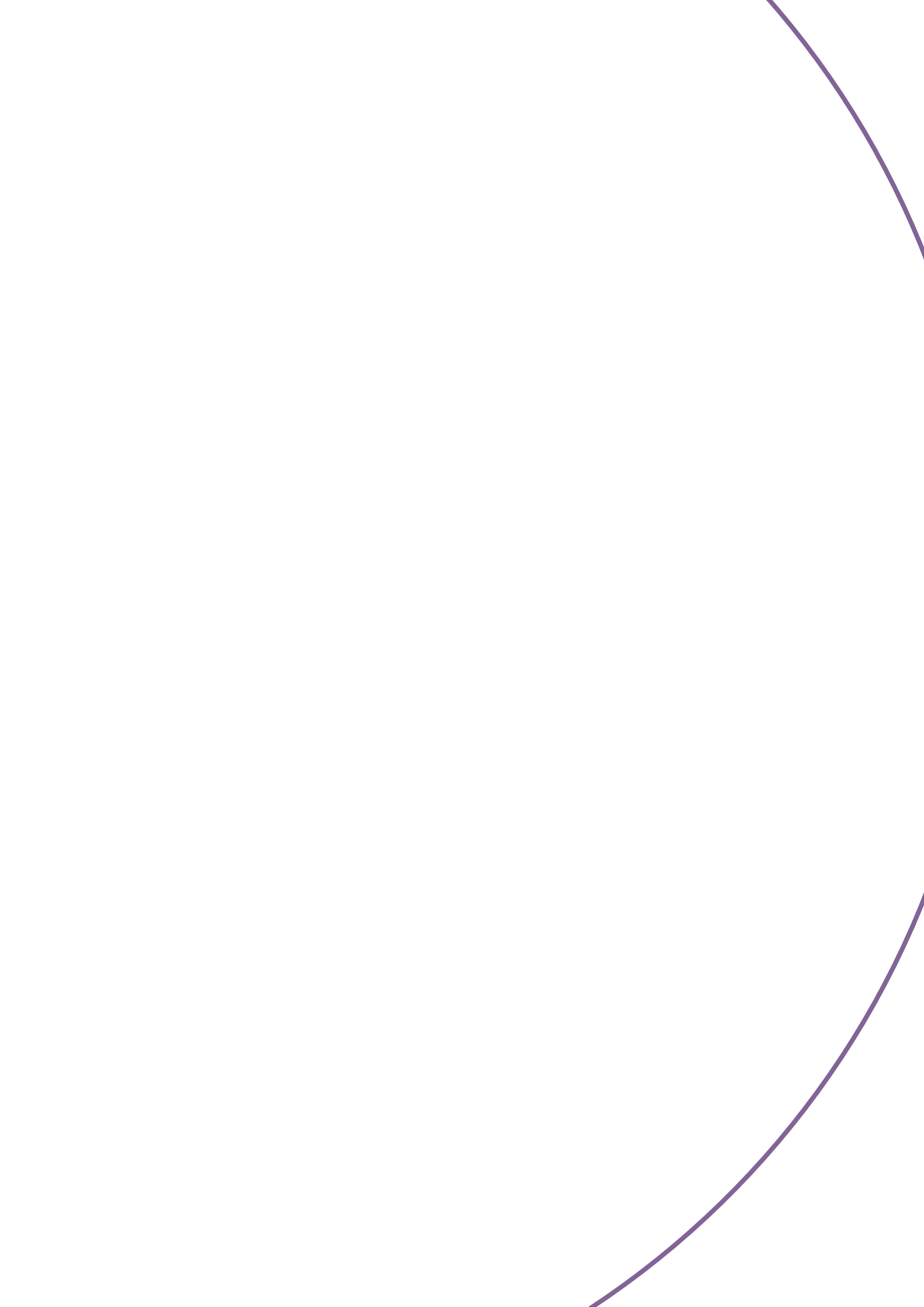
COMPETENCE COMPONENT

The trainee will be able:

- To analyze the levels of responsibility of all the partners of a social circus project.
- To use appropriate tools for communicating and cooperating with a partner
- To participate in the evaluation of the project in collaboration with the partners

Awareness:

- To be aware of necessity of communicating and conveying information between the partners of a social circus project and the host organization.



TEACHING LEARNING UNIT / TLU

ACT OF TEACHING

MAIN COMPETENCE – B



COMPETENCE B1 – B4

TLU B “ACT OF TEACHING”

INTRODUCTION

COURSE PLANNING / DESIGNING

The TLU B is mainly based on alternation and on the field experience acquired during the internship.

The TLU B supports the learner during his internship. It keeps track of his evolution on the field and gives him progressively the pedagogical tools to be able to take gradually in charge the responsibilities related to the profession.

MAIN OBJECTIVES

The TLU-B shall teach the trainees:

- How to create a teaching programme, and a long-term planning
- How to create a course in accordance with the learning objectives
- How to evaluate their own teaching skills as well as the acquired competences of the participants

MAIN COMPETENCE B

The trainee will be able:

- To set adapted objectives
- To plan pedagogical activities
- To design a course
- To write a preparation of a session

COMPETENCES COMPONENTS

B-1. To define and set achievable objectives adapted to the target group and to the context.

B-2. To create and adapt activities in accordance with the objectives and with the context

B-3. To define and to set short, medium and long term objectives

B-4. To plan the content and the learning sequences of a course

B-5. To create, to adapt or to use pedagogical tools for the preparation and monitoring of a project

B-6. To set up procedures to evaluate their own teaching skills and to evaluate the acquired competences of the participants

TLU STRUCTURE

The TLU-B is divided into 6 phases following the structure of the table of minimum competences:

Phase B-1. Introduction to the concept of “learning objectives”

Phase B-2. Creating activities adapted to the learning objectives and to the context

Phase B-3. Adapting the difficulty of an activity

Phase B-4. Using backward planning

Phase B-5. How to use preparation forms?

Phase B-6. Evaluation of their own teaching skills and acquired competences of the participants

PHASE B-1.

INTRODUCTION TO THE CONCEPT OF "LEARNING OBJECTIVES"

COMPETENCE

B-1. To define and set achievable objectives adapted to the target group and to the context

COMPETENCE COMPONENT

The trainee will be able:

- To define and set learning objectives adapted to the target group and to the social context
- To adapt the contents of the course to the target group.

Awareness:

- To understand the importance of defining objectives adapted to the needs and capacities of the target group
- To be attentive to the needs of the participants

PHASE B-2.

CREATING ACTIVITIES ADAPTED TO THE LEARNING OBJECTIVES AND TO THE CONTEXT

COMPETENCE

B-2. To create and adapt activities in accordance with the objectives and with the context

COMPETENCE COMPONENT

The trainee will be able:

- To propose activities in line with the objectives
- To explain the objectives of an activity
- To identify the resources and constraints (time, material and other resources) and to use them efficiently

Awareness:

- To understand how an exercise is created
- To understand the influence that the constraints (material , time, space) can have on the creation of a social circus course

PHASE B-3.

ADAPTING THE DIFFICULTY OF AN ACTIVITY

COMPETENCE

B-2. To create and adapt activities in accordance with the objectives and with the context

COMPETENCE COMPONENT

The trainee will be able:

-To adapt an activity to a context, a specific group or to a pedagogical objective

Awareness:

-To understand how an exercise is created

PHASE B-4. USING A BACKWARD PLANNING

COMPETENCE

B-3. To define and to set short, medium and long term objectives

B-4. To plan the content and the learning sequences of a course

COMPETENCE COMPONENT

The trainee will be able:

- To define and to document precisely the main objectives of a programme
- To sub-divide a main objective into sets of sub-objectives
- To define and to document precisely the specific objectives of one course session
- To develop a short-medium-long term programme
- To plan the chosen activities in a succession of steps (always taking into account the need of the participants)
- To adapt the content of a session to the duration of the project

Awareness:

- To recognise the need to define precise and measurable objectives
- To understand the importance of building a course by sequence

PHASE B-5.

HOW TO USE PREPARATION FORMS?

COMPETENCE

B-5. To create, to adapt or to use pedagogical tools for the preparation and monitoring of a project

COMPETENCE COMPONENT

The trainee will be able:

- To prepare their session on a preparation form (sheet)
- To write detailed instructions

Awareness:

- To understand the necessity of documenting the essential elements of a planned course (in order to improve them after the course)

PHASE B-6. EVALUATION OF THEIR OWN TEACHING SKILLS AND ACQUIRED COMPETENCES OF THE PARTICIPANTS

COMPETENCE

B-6. To set up procedures to evaluate their own teaching skills and to to evaluate the acquired competences of the participants

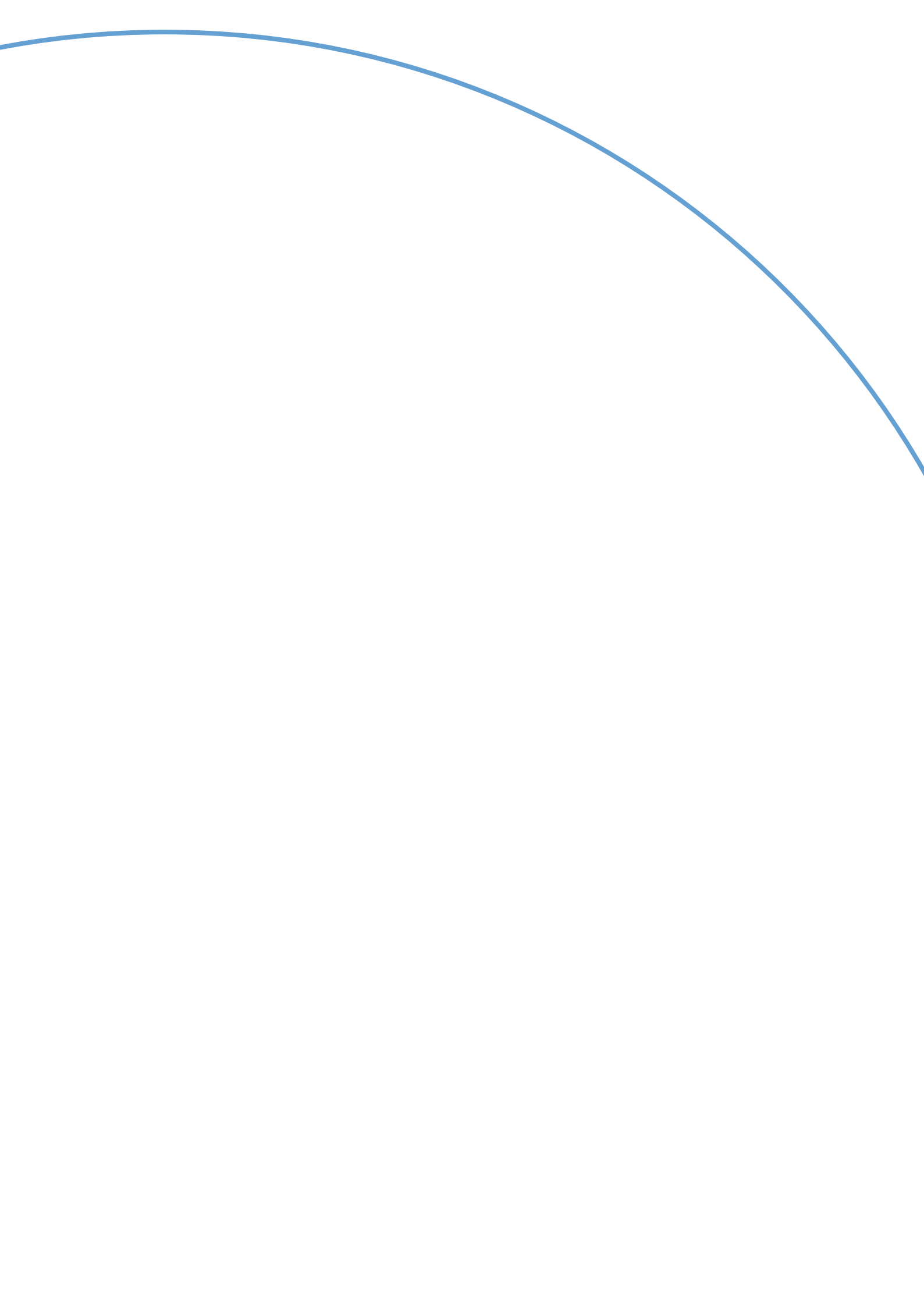
COMPETENCE COMPONENT

The trainee will be able:

- To evaluate the competences and level of knowledge of the participants
- To prepare and use tools for the monitoring and the evaluation of a course
- To participate in the debriefing meetings in team and with their partners
- To evaluate and adjust the objectives of a project

Awareness:

- To understand the importance of non-judgemental formative evaluation



TEACHING LEARNING UNIT / TLU

MANAGEMENT / STEERING OF TEACHING

MAIN COMPETENCE – C



COMPETENCE C1 – C4

TLU C “MANAGEMENT/STEERING OF TEACHING - LEARNING SITUATION”

INTRODUCTION

MAIN OBJECTIVES

The course should enable the trainees to acquire communication tools to help the management of a group in teaching-learning situations :

- Defining an effective functioning system for the groups' regular activities.
 - Communicating to students clear requirements in terms of appropriate social behaviour and making sure they adhere to them
 - Adopting strategies for preventing the emergence of inappropriate behaviour and intervening appropriately when it is needed
 - Maintaining an environment suitable for learning
 - Ability to ensure that safety rules are respected
 - Creating an environment that gives a sense of safety, reassures
 - Adapting one's communication and attitude to a specific public
 - Ability to channel young people's energy into something good
- Including every participant

MAIN COMPETENCE C

The trainee will be able:

-To manage pedagogical situations with a specific attention to the conditions of safety ; they will use principles and models to analyze critical situations of conflict or group management.

COMPETENCES COMPONENTS

- C-1.** To communicate effectively and to adapt the mode of communication to the target group
- C-2.** To create a framework for the management of the group in order to ensure good teaching/learning conditions
- C-3.** To analyse a conflictual situation and to identify various solutions
- C-4.** To create and ensure a safe environment, taking into account the physical, environmental and the emotional safety of the participants
- C-5.** To create, develop and implement a pedagogical project in a team
- C-6.** To observe the behaviour of the target group and to give adapted and positive feed-back

TLU STRUCTURE

The TLU- C is divided into 6 phases based on the table of minimum competences:

- Phase C-1.** Communication within the teaching-learning situation
- Phase C-2.** Group Management
- Phase C-3.** Conflict Management
- Phase C-4.** Safety
- Phase C-5.** Leading a workshop with a pedagogical partner or assistant
- Phase C-6.** Observation, Feed-Back and Supervision

PHASE C-1.

COMMUNICATION WITHIN THE TEACHING-LEARNING SITUATION

COMPETENCE

C-1. To communicate effectively and to adapt the mode of communication to the target group

COMPETENCE COMPONENT

The trainee will be able:

- To give clear and precise explanations
- To use different communication modes when teaching (verbal and non-verbal)

Awareness:

- To identify his/her own communication mode when teaching (visual, auditory, kinaesthetic)
- To be attentive to the behaviour of the target group

PHASE C-2. GROUP MANAGEMENT

COMPETENCE

C-2. To create a framework for the management of the group in order to ensure good teaching/learning conditions

COMPETENCE COMPONENT

The trainee will be able:

- To set rules and to have them respected
- To use the basic tools for the management of the group energy (warm-up, energetic, cool down, team building, concentration...)
- To analyse the group and its dynamic using group management tools and techniques

Awareness:

- To be aware of the principle of group management
- To find a good balance between the attention given to one person and the attention given to a whole group
- To pay attention to his/her own position within the group and to his/her role within the group dynamic

PHASE C-3. CONFLICT MANAGEMENT

COMPETENCE

C-3. To analyse a conflictual situation and to identify various solutions

COMPETENCE COMPONENT

The trainee will be able:

- To analyse a conflict in order to understand the situation experienced
- To understand how a conflict breaks out and how to manage it
- To use the basic principles of non-violent communication

Awareness:

- To work on his/her own emotions...
- To learn how to manage conflicts

PHASE C-4. SAFETY

COMPETENCE

C-4. To create and ensure a safe environment, taking into account the physical, environmental and the emotional safety of the participants

COMPETENCE COMPONENT

The trainee will be able:

- To understand and respect the limits and functions of the human body
- To identify the most frequent injuries in circus practice
- To follow the health procedures and emergency rules defined by the host organization and the country's legislation
- To know and apply the basic rules of safety concerning circus equipment (according to each country)
- To teach safety requirements to the participants and identify how to implement them
- To create and ensure trust and emotional safety [cf. ethic]
- To ensure the physical and moral integrity of the participants

Awareness:

- To be aware of safety issues of a specific target group
- To recognise the importance of the safety

PHASE C-5. LEADING A WORKSHOP WITH A PEDAGOGICAL PARTNER OR ASSISTANT

COMPETENCE

C-5. To create, develop and implement a pedagogical project in a team

COMPETENCE COMPONENT

The trainee will be able:

- To be able to define the role of all the members of a team
- To be able to work with an assistant

Awareness:

- To underline the role of the assistant and to stress the importance of defining everyone's tasks when working as part of a team
- To respect the role of everyone in the team

PHASE C-6.

OBSERVATION, FEED-BACK AND SUPERVISION

COMPETENCE

C-6. To observe the behaviour of the target group and to give adapted and positive feed-back

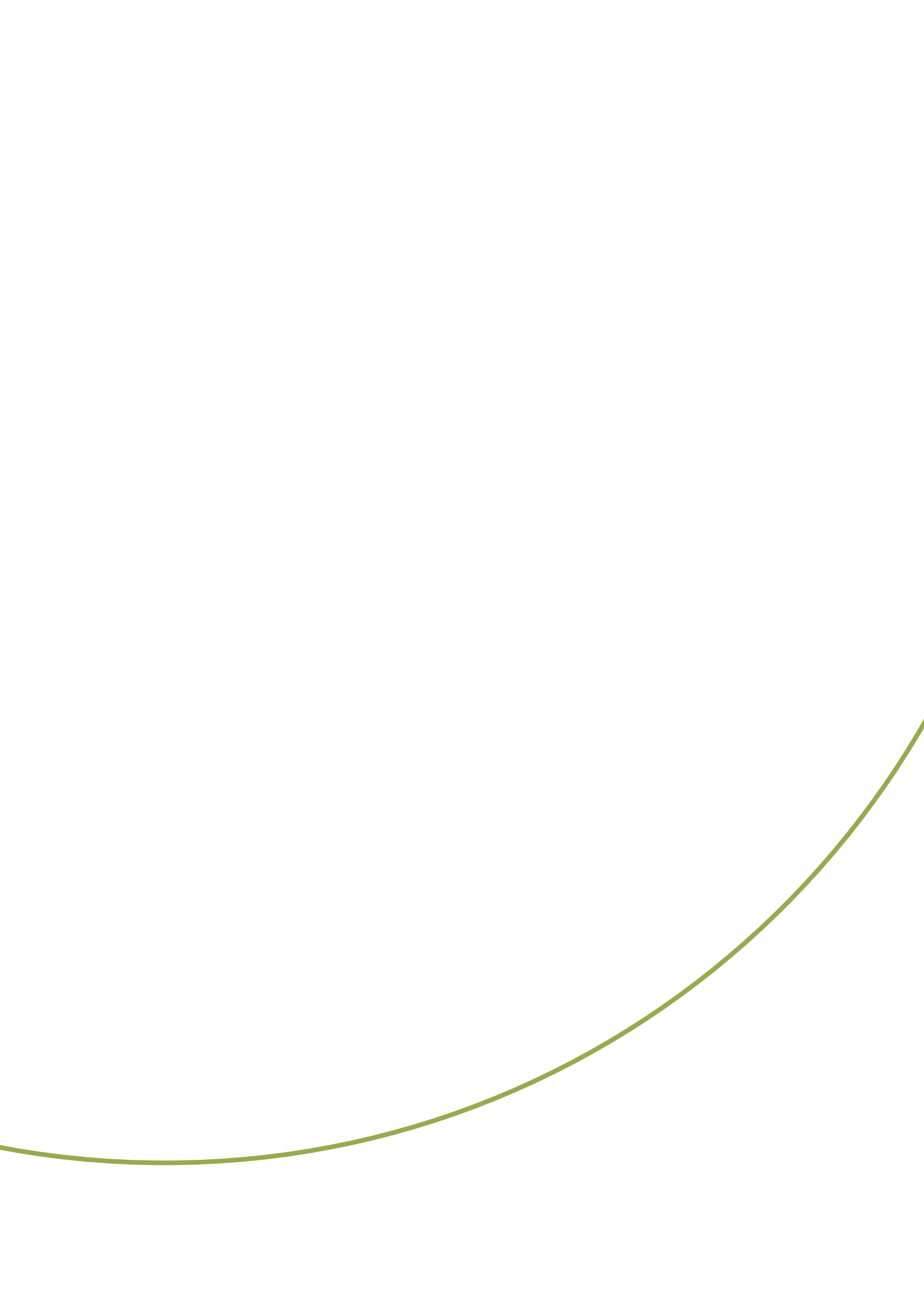
COMPETENCE COMPONENT

The trainee will be able:

-To be able to give useful and helpful feedback to the participants, using a variety of techniques

Awareness:

- To be aware of the importance and of the limits of observation
- To distinguish the different types of observation (subjective, objective, with an instrument...) and to be aware of the utility of observation tools (check-lists, grids...)
- To recognise the efficacy of positive and encouraging feedback
- To be aware of the importance of encouraging feed-back



TEACHING LEARNING UNIT / TLU

CIRCUS TECHNIQUES & CREATIVITY

MAIN COMPETENCE – D



COMPETENCE D1 – D4



TLU D "CIRCUS TECHNIQUES AND CREATIVITY"

INTRODUCTION

MAIN OBJECTIVES

- Stimulate and explore creativity in each/every circus technique
- Stimulate creative thinking
- Lead the participants to create a collective ending form to a project
- Teach the participants to be on stage
- Mix the artistic disciplines
- Use cultural and social mediation (open up to new cultures and arts)

MAIN COMPETENCE D

The trainee will be able:

-To use creativity, specifically through circus arts, in order to improve the personal development and the social inclusion of each participant

COMPETENCES COMPONENTS

- D-1.** To stimulate participants' creativity by exploring various approaches
- D-2.** To choose the most appropriate form for the final presentation of a project and to define guidelines for being on stage
- D-3.** To include diverse arts within a social circus project and open the audience to other art and culture
- D-4.** To have a good command of one or several circus techniques and to be able to teach them, while at the same time stimulating creativity

TLU STRUCTURE

The TLU-D is divided into 3 phases following the structure of the table of minimum competences:

- Phase D-1.** To stimulate and explore
- Phase D-2.** To create
- Phase D-3.** To combine and open

PHASE D-1. TO STIMULATE AND EXPLORE

COMPETENCE

D-1. To stimulate participants' creativity by exploring various approaches

COMPETENCE COMPONENT

The trainee will be able:

- To create a framework and clear instructions for fostering creativity
- To encourage multiple answers
- To stimulate in each participant:
 - curiosity and exploration
 - imagination and self-expression
 - research and experimentation
 - decision making
- To create various types of structured activities and games, adapted to the objectives and to the context, in order to stimulate creativity

Awareness:

- To understand the role of creativity in personal development
- To understand the importance of stimulating creativity through diverse types of games, play, structured activities and exercises

PHASE D-2. TO CREATE

COMPETENCE

D-2. To choose the most appropriate form for the final presentation of a project and to define guidelines for being on stage

COMPETENCE COMPONENT

The trainee will be able:

- To explain and to justify the choice of the form for the presentation of a project
- To create a presentation of the project involving each participant
- To use the basic tools for the organization, the communication and the logistics of an event/show/artistic creation/presentation

Awareness:

- To understand the use of a collective artistic creation in a social circus project
- To understand the importance of concluding the creative project of the participants

PHASE D-3. TO COMBINE AND OPEN

COMPETENCE

D-3. To include diverse arts within a social circus project and open the audience to other art and culture

COMPETENCE COMPONENT

The trainee will be able:

- To use the different artistic skills and cultural elements of the participants during session, as well as within the presentation
- To foster the idea that circus is an open art.
- To use arts and culture as a tool against social exclusion by organizing cultural activities that stimulate the curiosity of the participants for art and culture

Awareness:

- To understand that the concept of hybridization (mixing different disciplines) is essential to the circus identity
- To understand the importance (within a social circus project), to combine other artistic disciplines with circus arts
- To grasp the fundamentals of cultural mediation



TEACHING LEARNING UNIT / TLU

FOUNDATIONS

MAIN COMPETENCE – E



COMPETENCE E1 – E4

TLU E “FOUNDATIONS”

INTRODUCTION

MAIN OBJECTIVES

The objectives of the TLU- E for the trainees are :

To act as a professional with a critical and reflective approach.

To act as an involved and responsible professional.

To be able to reflect on their own practice.

To be prepared to face a number of recurrent and unexpected problematic situations

The TLU-E should lead the trainees to reflect on their own methods, analyze a work situation, analyze their own work in that situation, evaluate and adapt their approach to the situation.

MAIN COMPETENCE E

The trainee will be able:

-To develop their identity as a social circus trainer and to develop their ability to solve difficulties, and to accept changes, uncertainty and failure.

COMPETENCE COMPONENT

- E-1.** To explain his/her personal conception of the social circus trainer and to be aware of the importance of professional ethics.
- E-2.** To analyse his/her own practice and to become aware of his/her own capacities and limits.
- E-3.** To act as an involved and responsible professional.

TLU STRUCTURE

The TLU-E is divided into 4 phases following the structure of the table of minimum competences:

- Phase E -1.** My beliefs concerning the vocation of a social circus trainer
- Phase E -2.** Face the unexpected
- Phase E -3.** Define a personal professional ethic
- Phase E -4.** The role of a social circus trainer

PHASE E-1.

MY BELIEFS CONCERNING THE VOCATION OF A SOCIAL CIRCUS TRAINER

COMPETENCE

E-1. To explain his/her personal conception of the social circus trainer and to be aware of the importance of professional ethics

COMPETENCE COMPONENT

The trainee will be able:

- To explain their personal conception of the profession: commitments, responsibilities, limits.
- To be aware of the code of ethics of their organisation and to define their organisation's values and philosophy.
- To respect the rules and laws of professional ethics.

Awareness:

- To be prepared to confront their own concepts of a social circus trainer against the concepts of others.
- To be open minded.
- To be aware of the importance of a code of ethics.

PHASE E-2.

FACE THE UNEXPECTED

COMPETENCE

E-2. To analyse his/her own practice and to become aware of their own capacities and limits.

COMPETENCE COMPONENT

The trainee will be able:

- To analyse personal training situations.
- To question them.
- To propose adapted solutions.
- To evaluate these solutions.
- To redefine adapted solutions.

Awareness:

- To step back from his/her own work and practice in order to be able to have a critical point of view of his/her own actions.
- To become aware of his/her own capacities and limits.

PHASE E-3.

DEFINE A PERSONAL PROFESSIONAL ETHIC

COMPETENCES

- E-1.** To explain his/her personal conception of the social circus trainer and to be aware of the importance of professional ethics
- E-3.** To act as an involved and responsible professional

COMPETENCE COMPONENT

The trainee will be able :

- To explain their personal conception of the profession: commitments, responsibilities, limits.
- To be aware of the code of ethics of their organisation and to define their organisation's values and philosophy
- To respect the rules (and laws) of professional ethics

Awareness :

- To be prepared to confront their own concepts of a social circus trainer with the concepts of others.
- To be open minded.
- To be aware of the importance of a code of ethics.
- To be aware that his/her behavior is seen as a model.

PHASE E-4.

THE ROLE OF A SOCIAL CIRCUS TRAINER

COMPETENCES

- E-1.** To explain his/her personal conception of the social circus trainer and to be aware of the importance of professional ethics.
- E-2.** To analyse his/her own practice and to become aware of his/her own capacities and limits.
- E-3.** To act as an involved and responsible professional.

COMPETENCE COMPONENT

The trainee will be able:

- To explain their personal conception of the profession: commitments, responsibilities, limits.
- To be aware of the code of ethics of their organisation and to define their organisation's values and philosophy.

Awareness:

- To be prepared to confront his own concepts of a social circus trainer with the concepts of others
- To be aware that his/her own behavior is seen as a model

