

## **Workshop 1 – „Civil courage”**

### **For teenagers between 15 and 18 years of age (a group of 10-15 people)**

The aim of the workshop:

To enable students to talk about the concept of civil courage and to acquaint them with Polish and Indian heroines who serve as examples of civil courage.

Teaching goals:

To inspire students so that they could feel they can do more than they expect, that they have a choice and should always take action.

Learning outcomes:

Knowledge:

- They know Polish and Indian heroines.
- They know what civil courage is.
- They know how to work on their own civil courage.

Skills:

- They can name examples of people who had civil courage.

Attitude:

- They are aware that everybody can make their own choices.
- They believe that everybody can lead a life as they wish, no matter where they were born.
- They feel that what they think can be put into action.
- They believe that a hero is an ordinary and at the same time extraordinary human being.

Time: 1,5 h



Time	What (titles, topics, contents)	Why (goals, expected outcomes)	How (module's description – steps, intervals, what the trainer has to take into account, other comments)
5 min	Introduction	Introduction to the topic.	<p>The trainers introduce themselves. They say:</p> <ul style="list-style-type: none"> <li>- who they are,</li> <li>- why they chose the subject,</li> <li>- why the workshop takes place in a given location,</li> <li>- and why with these students.</li> </ul> <p>The students introduce themselves.</p> <p>The trainers talk about workshop goals and expected outcomes (do not talk about those concerning attitudes).</p>
30 min	Heroic actions	Defining heroism and civil courage, introduction to the topic, personal engagement.	<p>Question from the trainers as part of an open discussion: <i>What kind of actions do you regard as heroic? Give examples.</i></p> <p>The participants give examples of heroic actions.</p> <p>The trainers: <i>Give examples of people who are heroic for you.</i></p> <p>The trainers: <i>There are forms of heroism that we call civil courage. Now, we would like you to define civil courage and write your definitions on separate pieces of paper.</i></p> <p>The participants work individually and write: <i>Civil courage is....</i> 3 min.</p> <p>Question: <i>Who would like to present their understanding of the concept of civil courage?</i></p> <p>The trainers write the features of civil courage on a flipchart. Then, on the basis of the named features, they define the concept, they can add information.</p> <p>(involves work in the public sector, risky, courageous, aimed at confrontation, expressing one's point of view, involves work in the name of certain values, conscious work)</p>

			<p>Work in pairs. The trainers ask the students: <i>Recall of a situation (from your own or your friends' lives) when you (or someone else) had civil courage. Tell your partner about the situation. 6 min.</i></p> <p>In open discussion, the trainers ask the students to give examples of such actions. They write them on the board in a general form, e.g. reaction after a fight, calling emergency service. Question: <i>How can we group the examples? 3 min.</i></p> <p>Introduce the theory: <i>Civil courage operates at two levels, which allows us to order its various forms.</i> The trainer presents the model as two appropriately named axes (like coordinates). (Attachment 1)</p> <p>Name of the horizontal line: To the right: direct intervention, e.g. alarming other people in danger, action against sexual harassment in your office. To the left: communication, a clear way of expressing oneself, e.g. revealing your point of view – I don't like it when you hit your child, I don't like the words that you are using to describe foreigners.</p> <p>Name of the vertical line: Top: Planned, strategic and organized political action e.g. defending the discriminated, calling for the rights of the expelled. Bottom: Spontaneous reaction when you unexpectedly become part of an event, e.g. a fight in your school, a person with a cigarette in a bus, racist jokes.</p>
45 min.	'Heroines'	Getting acquainted with the heroines,	Introduction made by the trainer: <i>Now, when you know what civil courage means and what it is characterized by, it's time for you to meet 8 women from Poland and India, who were very</i>

	<p>Set 1: Wałęsa, Gandhi, Ordonówna, Devi</p> <p>Set 2: Krzywonos, Rangnekar, Chmielewska, M. Teresa</p>	<p>comparing them, instilling the concept and examples of civil courage in the students.</p> <p>Set 1: Wałęsa, Gandhi, Ordonówna, Devi</p> <p>Set 2: Krzywonos, Rangnekar, Chmielewska, Mother Teresa</p>	<p><i>important for the public lives of their respective countries. Read their biographies and find examples of civil courage. See what helped them maintain this attitude.</i></p> <p>The trainer divides the group into 4 smaller groups and gives the sets of 4 different biographies of the heroines out (sets 1 and 2). Each participant has to read one biography. They receive their own charts that they are supposed to fill out after reading the text. 15 min.</p> <p>(Attachment 2) Table divided into categories:  First and last name:  Country/nationality:  Education:  Religion:  What did they do that made them special?  What constituted their civil courage?  The turning point:  What helped them – internal factors?  What helped them – external factors?</p> <p>The participants discuss and compare their heroines in their groups – the trainer asks: <i>What are the similarities and differences between them?</i> 15 min.</p> <p>Next, the students present what they learned in their groups – they talk about the heroines, their similarities and differences, what they did and when their civil courage could be spotted. If necessary, the trainer gives more information about the heroines. 15 min.</p> <p>Question: <i>What made it possible for women to act in the public life?</i></p>
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6 min.	On my heroism.	Relating the concept of civil courage to one's own life and experience.	<p>The participants are asked to answer the questions individually on separate pieces of paper: <i>What would you need to act according to the principles of civil courage?</i> 3 min.</p> <p>The trainers collect the answers on a flipchart. 3 min. (possible answers: working on oneself, safety, revealing one's feelings, confrontation, conviction that our actions are correct)</p>
10 min	The end of the workshop		<p>Conclusions: <i>Civil courage can be learned and trained.</i></p> <p>The trainers sum the session up. They make an evaluation round (all participants take part) – <i>What have you learned from the session?</i> <i>What was new/surprising/interesting?</i> <i>What would you change in the workshop?</i></p> <p>The trainers thank for participation.</p>

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