

# Playback theatre in Lüneburg

## Kopernikus-Realschule



- Secondary school with pupils of more than 30 different nationalities
- 157 girls and 170 boys, aged 10 to 18
- Economically poor suburb
- Network of counselling facilities

## Experiences

- Only 30% of the parents at meetings or less (parents whose children have problems at school don't appear)
- Keeping rules as constant problem and lack of understanding
- Helpless parents

## Integrating parents in education

- Parent-teacher meetings
- Information about the pupils' development
- extraordinary meetings
- Special notes and letters
- Phone calls
- Official invitation
- Counselling
- Advise to contact educational organizations
- Contacting the youth welfare office

## Verbund Sozialtherapeutischer Einrichtungen (VSE)

- Counselling and care centre for girls, boys and their parents
- Individual support settings for socially handicapped people
- Community work: empowerment
- Social and educational projects

## Cooperation between school and youth care

- Support for truants
- Improving social atmosphere in school
- Support for professional orientation
- Improving possibilities of participation of young people and their parents in school life and educational processes
- Creating support networks in communities

## Playback theatre

- Cooperation between VSE, Kopernikus-Realschule, Mänz and Rossmann and playbackTheaterhannover
- Financial support of a nation-wide program: „Vielfalt TUT GUT“
- Managing diversity in communities and public institutions
- Creating an atmosphere of tolerance and democracy in daily life

# Improving the relationship between parents, pupils and teachers

## Playback-Theatre



- Acting out problematic situations in school
- Visualising the different points of view
- Creating an atmosphere of understanding

## Workshop

- Role-play (ad lib performance-marathon)
  - Bullying
  - Disturbing the learning atmosphere
- Evaluation
  - Looking at and going into the different perspectives
  - Finding ways of tackling problems

## Effects

- Parents and pupils start reflecting and understanding
- friendly atmosphere
- More acceptance of the variety of characters and needs
- Pupils take a more favourable view of the necessity of learning and rules
- More parents participate in meetings
- Teachers show more consequence
- Teachers respond more to the pupils needs and problems