



The Power of Expression

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Name of Activity The power of expression	Total time 12 sessions of at least two hours each
Overview SCREAM is the acronym for Supporting Children's Rights through Education Art and Media. The method is built on the principle that promotes creativity of children as a methodology that puts into consideration the creativity of the children and the power of music as a mode of expression.	Materials/room <ul style="list-style-type: none">• Space (with flexible chairs that can be moved)• Black or white board, Pens, Papers.• Images that are related to the topic of discussion, Pencils, Balloons, Crayons, Stick notes, Sacks. <i>(However these materials can be substituted with any local materials that can serve the same purpose.)</i>
Number of people Maximum 20	Target groups & Age Youngsters between 10 and 18
Learning outcomes Children will be able to utilize their creativity to contribute to the development of their communities in a manner that does not deprive them of their own rights but also do so without conflicting with the feelings of the adult world.	

*Unexpressed feelings never die. They are buried alive within
and will come out later in more aggressive ways*
Sigmund Freud¹

PART I: The background to the Method²

Educational philosophy:

SCREAM literally means to speak out, to shout out and to call for help. SCREAM is therefore a method that aims at empowering children to be able to speak out. SCREAM is the acronym for Supporting Children's Rights through Education Art and Media. The method is built on the principle that promotes creativity of children as a methodology that puts into consideration the creativity of the children and the power of music as a mode of expression. It is an educative and mobilization method that provides a platform where children can utilize their creativity to contribute to the development of their communities in a manner that does not deprive them of their own rights but also without conflicting with the feelings of the adult world.

It can be utilized in cases of exploitation and violation of rights, in education where learners are transiting from one level of education, one academic system, learning topic or learning method to another. It begins with the identification of the young people that are going to benefit from the session. Put young people with the same desired situation and possibly background together (for example school dropouts that wish to go back to school) and provide open space for interaction so that they can freely participate. Start with a bonding activity or energizer. The method is more applicable for a smaller group of young people not more than 20 (for easy monitoring of all the participants) between 10 and below 18 years.

PART II: The Method

The whole SCREAM methodology requires 12 sessions of at least two hours each. This can be done consecutively or with regular intervals of days or weeks but ideally all sessions are important.

It comprises of 14 modules including Basic Information, Collage, Research and Information, Interview and Survey, The Image, Role-Play, Art Competition, Creative Writing, Debate, Media Radio, and Television, Media, Press, Drama, World of Work and Community Integration.



Session 1: **The myths and facts.**

The very first session of the myths and facts segment begins with the objective to ascertain what the group knows about the subject. This can be done by coming up with statements that are either myths or facts and asking the group to choose or decide if they are true or false. If you want the group to get a few points that came out of the discussion then you can pick them out of the discussion and tell each group to present something out of them in just one minute through a 'one minute mime'. The mime aims at deepening the children's understanding of the issue at hand or the topic of interest.

Session 2: **Basic information and Information & research**

These are two modules that can be done separately or concurrently.

With basic information, the facilitator provides the fundamental knowledge about the topic of interest, clear the myths that participants have as well as emphasize the facts to ensure that the participants have the correct and appropriate information.

With the information and research part, the young people come up with a simple questionnaire with guiding questions regarding what information they want to know about the particular topic. Give them an opportunity to interact with the desired situation and they come back and present to the bigger group what exactly they found out.

Session 3: ***The moving debate***

This moving debate is for aiding the reporting back of the information that is collected by the participants. It aims at providing space to all the participants to speak out and this builds their ability for public speaking and to express themselves.

Facilitate the moving debates. Here you only need any random object to use as an imaginary microphone, and ensure that each and every young person gets hold of the imagined microphone and says what they found out when they went to the research (however this may not work for very young people. This is applicable for young people above 10 years). Emphasize that all opinions are valid so that there is respect for everybody's opinion.

Session 4: ***The image***

The objective of this session is to heighten the emotional awareness of the children towards the issue of discussion and the expectations (imaginary emotional, psychological and physical awareness) of the participants from a particular course of action or a level of achievement.

Utilize pictures that bring out the topic of discussion at a particular time, for example, if one is talking to young people who are joining college, present to them pictures of other young people who have been to college before. Start with the simple profiling of the pictures and later get deeper to attach character, mindset and any other aspects as deemed important for the group to understand. This session can be utilized to discuss with the participants the actual situation so that they can move away from the imaginary.

Session 5: ***The role-play, drama***

This introduces the participants to the use of drama in education and gives them a platform to act out the roles of all the people around them in the desired world and supports young people to understand the role they and the other stakeholders have to play.

In the already divided groups (maximum of 20 young people), collect all the information that is used to describe the images in the previous session and ask the group to come up with a drama/play that depicts the person described in the desired situation. It is even more fun when the images are interchanged with different groups.

If the group does not feel very comfortable about acting the roles, together as the big group they could come up with any funny action like a sound, walking style and let the group do it together before the actual role play.



In this activity you find that young people shall start questioning their own interpretation of the image but even after the presentation of the drama a facilitator can even go ahead to ask them what they feel about the drama as either the audience or even as actors.

Session 6: **The power of ART**

The power of art is a strong means of expressing feelings and needs. This can be done in smaller groups of a maximum of 10 people while putting children of the same age in the same group. The participants should draw images depicting what they feel they are and what they desire to be in line with the topic of interest. Seek approval of individuals to discuss their art pieces with the bigger group so that the whole group is able to share the feelings of others. As a facilitator invest time in understanding the feelings and needs behind the art piece of every participant. Some art pieces depict happiness and contentment, others portray future prospects and many reveal sorrows, worries or fears of the participants, it is better to employ counselors and social workers to provide psycho-social support and to talk to the participants so that they are able to confront their fears and pave the way to meet their needs. During this session we come up with the next step of action in their lives. For example, for cases where young people had dropped out of education, at this level the participants must be able to choose if they want to go back to formal education or would they opt for vocational training or something else. Or if they are supposed to choose a career they should be able to choose among the available options or actually come up with a better option.

Session 7: **The power of music and poetry**

This can be employed as a mode of *evaluation* to know if the participants have actually benefited from the sessions.

At the end of the session you can choose to bring the big group together and subdivide them again and ask the groups to either sing songs, write poems, act skits out of all that they have learnt in the day and take notes of their presentations and from them find out what they have learnt and what they have not learnt for the future meetings.

Tips for the facilitator

Understand the group of people you are working with and their dynamics including their gender, personal backgrounds and treat all of them with respect and in a non-discriminatory manner. Each session should take a maximum of 2 hours. It is advisable to have a co-facilitator.

Notes:

1. Sigmund Freud. 1930. *Civilization and its discontents, in the standard edition of the complete psychological works of Sigmund Freud: 21.* (J. Strachey, Trans., pp. 59–145). London: Hogarth Press.
2. SCREAM is a programme developed by the International Labour Organisation ILO. Somero Uganda has been working successfully with this methodology for years and adapted it to its needs. SCREAM consists of 14 modules, which are implemented in 12 sessions of 2 hours each. In this article 7 modules are presented as examples. Further information on the method can be found at <<http://www.ilo.org/ipecc/Campaignandadvocacy/Scream/lang--en/index.htm>>.

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She's passionate about working with young people and observing change in their behaviour patterns.