



DREAM AND ANGER

<p>WHERE ARE WE IN THE PROCESS? STEP 1</p> 	<p>Timing 60' (steps 1 to 3) + 45' (steps 4 & 5)</p> 	<p>Reminder It is important that everyone is able to speak their mind individually, free of any influence</p>
<p>Objectives</p> <ul style="list-style-type: none"> Identify the object or theme the group wants to work on Translate that concern into a question 	<p>Description of the activity Identification and discussion of young people's concerns (what makes them dream/angry)</p>	
<p>Equipment</p> <ol style="list-style-type: none"> Sticky notes in 2 different colours Pens Paperboard/large display board 	<p>Preparation</p> <ul style="list-style-type: none"> The facilitator establishes a calm, friendly atmosphere in a table-less room to avoid a classroom mood. This activity can be done outdoors. 	
<p>Steps</p> <ol style="list-style-type: none"> Individual work on the prompt: in a lived experience (mine or someone close to me), what made me angry? what dream can I put in words? - start from what is real-life, concrete, palpable. If the young people are not moved by the notion of "being angry", you can also talk about "being afraid", "frustrated", etc. Discuss in groups of 2 or 3 to clearly express the lived experience and anger or dream. List what treasures you discover; cluster contributions (i.e. group similar or corresponding subjects); and develop a collective reading of them to adjust and define themes without sacrificing their political dimensions, i.e. without attaching them from the start to a specific concept or action. Form groups around the themes you identify. In groups: discuss the theme to clarify what it implies and chose a concrete starting point (the original problem situation) redefine the anger and the dream associated with the problem situation, and express the concern in the form of a question. 		
<p>Practical use of the tool:</p>		