

# SHARED HISTORY MASTER CLASS

TUTORIAL ON THE PROJECT OUTCOMES  
(BASED ON THE PROJECT'S VISUALS AND TEXTS)  
FOR PUPILS AND/OR TEACHERS (SCHOOLS/SEMINARS)

THIS TUTORIAL HAS BEEN COMMISSIONED  
BY THE BALTIC SEA CULTURAL CENTRE  
WITHIN THE FRAMEWORK OF THE SHARED HISTORY PROJECT

<< Shared History >>  
<< Splecione Losy >>

[www.nck.org.pl](http://www.nck.org.pl)  
[sharedhistory.eu](http://sharedhistory.eu)

# << Shared History >>

## << Splecione Losy >>

## Master Class

<b><u>TITLE</u></b>	In Search of Freedom of Expression
<b><u>OBJECTIVES</u></b>	<ul style="list-style-type: none"><li>• Reflection on the right to freedom of opinion and expression</li><li>• Understanding the factors affecting freedom of opinion</li><li>• Increasing knowledge about the causes of migration</li></ul>
<b><u>EXPECTED LEARNINGS</u></b>	After the workshop, the participants will understand the importance of the right to freedom of opinion and expression. They will be able to determine the factors influencing the shaping of our opinions and attitudes. They will understand the reasons for the emigration, especially the migration of artists.
<b><u>TARGET GROUP</u></b>	Adults and youth over 15 years old 10-25 persons in the group
<b><u>DURATION</u></b>	120 min.
<b><u>SPACE</u></b>	The room with the chairs arranged in the circle
<b><u>RESOURCES</u></b>	Large sheets of paper (flip chart), markers, color paper (size A5), colour pencils, glue, scissors, colour newspapers (possibly other materials for the collage, ie tissue paper, aluminum foil, etc.) Printed Annex 1 A computer and projector with the access to the InternetVideo: <a href="#">The Shared History project in Gdansk (3'09" - 4'34")</a> And/or <a href="#">The making of Ibrahim Mouhanna's film "UnderWeAre"</a>
<b><u>PREPARATION</u></b>	Before the class, obtain information about The International Cities of Refuge Network (ICORN) and the Shared History project. Discover the history of selected 2-3 artists who decided to leave their country of residence due to persecution and restriction of the freedom of artistic expression.

# << Shared History >>

## << Splecione Losy >>

## CONDUCTION

### INTRODUCTION

Start the class by introducing yourself. Ask the participants to draw a symbol on the colored A5 card that describes them/their feelings today.

After finishing the work, invite the participants to present themselves and show and explain the drawn symbol **(15 min)**.

### ACTIVITIES

**Wyjaśnienie tematu (10 min).**

Inform the participants that the subject of the classes is the freedom of expression. Recall the Universal Declaration of Human Rights and quote its article 19:

*Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.*

Ask the participants about their understanding of this right. Is it important and for whom? Ask, for example, about situations in which there was a violation of the right to freedom of expression, both in Poland and in other countries.

# << Shared History >>

## << Splecione Losy >>

## CONDUCTION

### ACTIVITIES

#### Freedom of expression - is it everywhere? (60 min)

Inform the group that now they will watch the film about making Ibrahim Mouhanna's video work (The making of Ibrahim Mouhanna's film "UnderWeAre"). Ibrahim Mouhanna is a Syrian refugee. He was working as a journalist and documentary film maker in an opposition television in Damascus. When civil war started in Syria, he tried to settle down and work in Dubai. Finally he moved to Sweden.

He is one of the artists invited to the European project "Shared history", in the frame of which local artists from Poland, Latvia and Sweden cooperate with the refugee artists, who found their new home in Sweden/Europe. Screen the film. After that, divide the participants into groups of 3-4 people. Explain that the task is to create a collage referring to the right to freedom of expression in authoritarian regime and/or war-torn countries. Invite groups to talk and reflect on people, social groups, occupations that may be particularly affected by the violation of the right to express opinions. What groups can these be? How do they feel? What is important to them? What can they do in case of a violation of the right to express their opinion? What are the consequences of their reactions?

Distribute to the groups as an additional material  
- cartoons drawn by Fadi Abou Hassan - refugee from Palestine (Annex 1).

# << Shared History >>

## << Splecione Losy >>

## CONDUCTION

### ACTIVITIES

When the time is over, ask the groups to present the results of their work: created collages. Ask the participants how they understand the term “limited the freedom of expression”. What factors influence our views and opinions? Are we aware of this influence?

Screen the video: [The making of Ibrahim Mouhanna's film "UnderWeAre" \(3'09" - 4'34"\)](#)

Ask the participants, what in the opinion of Ibrahim Mauhanna shapes our opinions and perceptions of the world? Do they agree with the artist? Why so? Why not? What are the examples of the influence of other people, the situation on our behavior, attitudes? Are we always aware of this? Why is it difficult to identify such factors?

In the discussion you can raise the issues of authority, education, power, subordination, media, and social trust.

#### **Making the short videos (30 min)**

Ask the participants to make, using their own mobile phones, a short video about the right to freedom of opinion and expression or the video, which will support artists persecuted because of their opinions. Propose the work in pairs or individually.

After completing the task, ask the participants to present results of their work.

# << Shared History >>

## << Splecione Losy >>

## CONDUCTION

### DEBRIEFING

In the summary discussion, refer to article 19 of the Universal Declaration of Human Rights, from which you started the meeting. Ask participants about possible actions which can be taken to uphold the right to freedom of opinion and expression.

You can start with the questions:

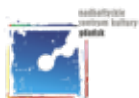
- Who is responsible for respecting the right to freedom of opinion and expression?
- Why artists are a group particularly vulnerable to persecution?
- What can we do to obey the right to freedom of opinion and expression? (15 min)

# << Shared History >> << Splecione Losy >>

www.nck.org.pl  
sharedhistory.eu

<b><u>INSPIRATION</u></b>	<p>The project Shared History: <a href="http://sharedhistory.eu">sharedhistory.eu</a></p> <p>The International Cities of Refuge Network (ICORN): <a href="http://www.icorn.org">www.icorn.org</a></p>
<b><u>IDEAS FOR ACTION</u></b>	<p>You can suggest the group to create a profile on social media (facebook, instagram), on which you will upload the recorded videos.</p> <p>The tutorial can be used at school e.g. during art classes or social classes or outside school at workshops.</p>
<b><u>ANNEXES</u></b>	<p>Annex 1: Cartoons</p>

The tutorial authors:  
Katarzyna Błasinska, Łukasz Grosz



INSTYTUCJA KULTURY  
SAMORZĄDU  
WOJEWÓDZTWA  
POMORSKIEGO



LATVIJAS LAIKMETĪGĀS  
MĀKSLAS CENTRS

FÄRGFABRIKEN

Co-funded by the  
Creative Europe Programme  
of the European Union



This work is licensed under a Creative Commons Attribution 3.0 Unported License. Certain rights reserved for The Baltic Sea Cultural Centre in Gdansk. Any use of the work is permitted, provided that the above-mentioned information, including information about the license used and about the rights holders. The content of the license is available at <http://creativecommons.org/licenses/by/3.0/en>

# << Shared History >> << Splecione Losy >>

## Annex 1: Cartoons

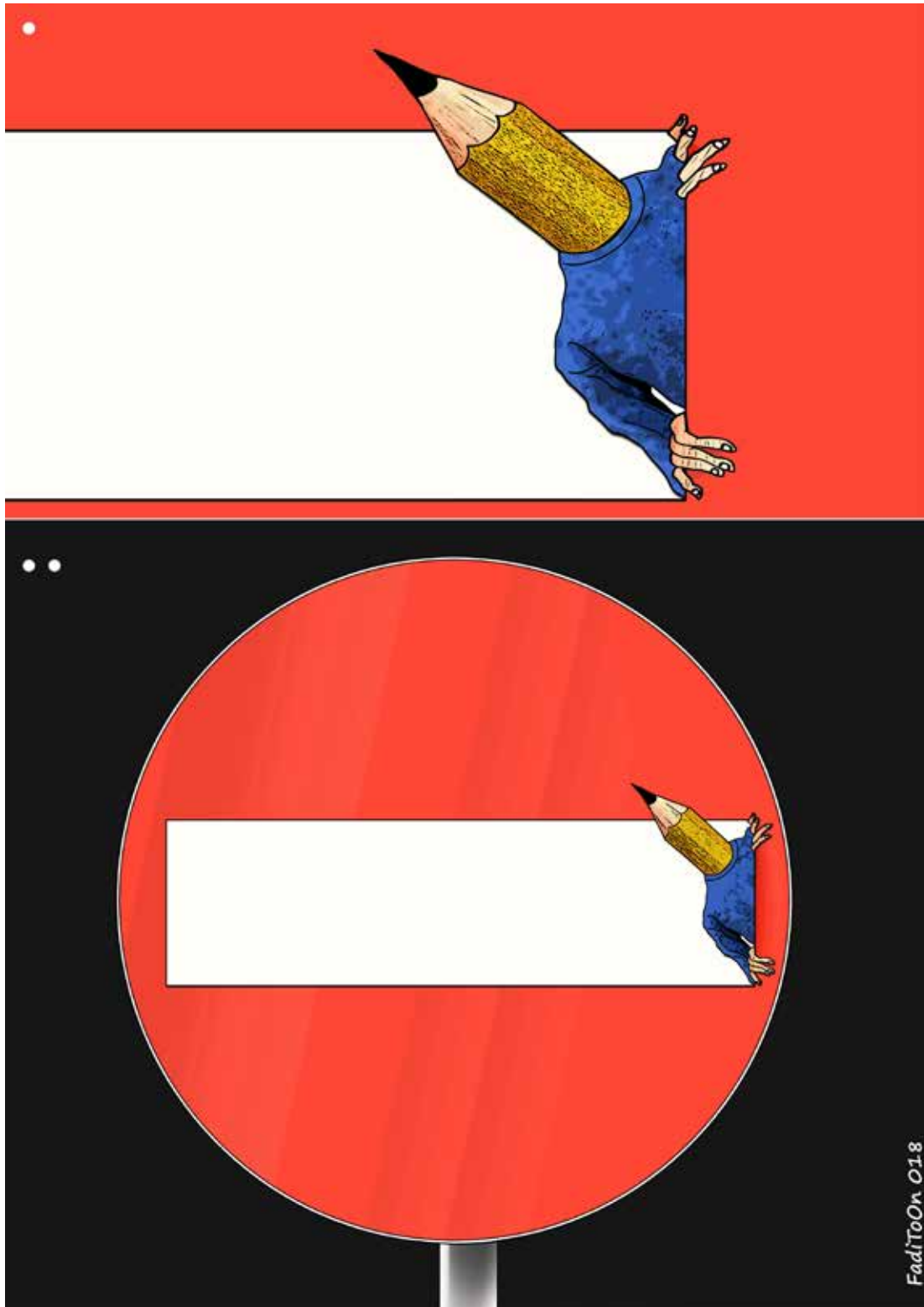


1. Fadi Abou Hassan, Article 19..



# << Shared History >> << Splecione Losy >>

## Annex 1: Cartoons



# << Shared History >> << Splecione Losy >>

## Annex 1: Cartoons



Fadi Abou Hassan, World Press Freedom Day.03 May