

## PAPER ACT

**TOPIC:** Art of Photography Integrated Learning module

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### Objectives of the Paper Act

A basic condition for the best conduct of photography courses is the guidance of instructors. With the guidance we hope to make the most of the opportunity for education that art gives us.

We will try to train our educators so that they acquire as much equipment as they can to cope with the needs of the trainees.

So our aim is:

- Introduce educators to Roma culture and particularities. The Roma population, having experienced discrimination and prejudice, was left on the sidelines for years, as a result of which they developed defense mechanisms and maintained a more cautious attitude, even in the field of education.
- To utilize and be inspired by the Roma tradition in the arts. To use modern methods but to preserve their traditional elements, Roma are skilled musicians, they helped to preserve traditional music in the countries where they lived. There are also Roma painters and poets, inspired, mainly by the hardships they went through in World War II.
- Courses should follow the model of active learning. There should clearly be a theoretical part, but the purpose is to be able to keep their interest in the lessons alive, so we need to put more emphasis on the practical part.
- Courses should maintain a flexibility so that they can keep pace and adapt to the needs of learners.
- The environment that we will create in the classroom should enhance the self-confidence of the trainees. In the training room we were all equal and everyone has the right to express their opinion. To be precise, we strive for everyone to be able to express their opinion.

The trainers are invited, evaluating the needs of the trainees, to:

- ✚ Suggest monitoring activities
- ✚ Improve the skills of the trainees.
- ✚ To create and strengthen the team spirit, which is a cornerstone of our society, among the participants.

- ✚ They can handle difficult situations that may arise.
- ✚ They can be so flexible and forward-thinking that the peculiarities of each, which are considered disadvantages, turn into advantages.

The trainers should give stimuli to the participants in order to strengthen their evolutionary course. Active learning, group exercises, interactive games, the direct correlation of lessons with every day-life, increasing motivation are some of the ways that will contribute to this evolutionary process.

## General Preparation

Given the fact that the educational background is not the same for all participants, as well as the prejudices that have followed the Roma for years, it is obvious that educators should:

1. Use simple vocabulary.
2. To treat the participants with understanding and courtesy. It is enough to try every time to take the place of the other, to look from his own point of view.
3. The knowledge that will offer them to be immediately applicable in their daily lives.

Of course, the participants will have to understand some difficult basic concepts, which concern us all:

1. Social inclusion is a difficult concept, the social and political context of which is difficult to determine and which, of course, is not linear. In general, in a first scientific-sociological approach, the return of the position to an individual in the context of the organization of the social whole can be defined as social inclusion. Of course, as a concept, it includes a number of processes and actions, such as encouraging diversity, creative integration, adaptation, reconciliation, "cultural parity, etc. It is a two-way process, basically political and consequently social.

In order to achieve social inclusion, different actors must be activated in order to achieve a result in the long run. It is a simpler way for a person to perceive and "feel" that as a member of a new social group he will be treated by all formal (institutional) and informal (non-institutional) bodies of a society with parity, equality and equality.

2. Integration - Integration, two concepts that we all often confuse.

Integration is a long process that involves reciprocity processes of adapting, understanding and recognizing the abilities of all of the members of the group, to such an extent that the person with disabilities. He can coexist, collaborate and be accepted by those around it.

It is a continuous interaction, a progressive process through which the person reserves the right to be himself, to be different.

We are all members of a chain, we support each other, we learn from each other, we act and we interact.

Membership is the acceptance of the individual in a group, the members of the group accept it by compromise. Its diversity (its weakness) is well known and often accepts the pity of others. Conceptually sidelined or indifference is cultivated for its existence.

3. Social normality is the peaceful coexistence of all individuals, the social environment operates without deviations from the rules & principles.

## The participants' background

The experiences of each person always affect the younger generations, so we should always take this into account. For example, in Greece, although many years have passed, after the occupation we Greeks are used to filling our cupboards with food, we call it the occupation syndrome.

It is therefore necessary, in order to make learning more efficient, to know the history of the Roma. This will help us to understand their behavior and culture while at the same time we will be able to use their rich tradition in the art lessons we will do. The Roma are a people of penance and delusion, but so much musicians, they come from the Northwest of India, their language is Romani and it is only oral. From North India they reached the Middle East and Europe through persecution and hardship. Their movement began around 500 AD with the expansion of Islam, they arrived in Europe in the 8th century through present-day Iran, Armenia and Turkey. In the middle of the 11th century they appeared in Byzantium, while in the 14th to 15th century they continued to enter the Balkans. Their reception was initially good, but then they were faced with persecution, executions, bans, exile culminating in the extermination of the Roma, their Holocaust by the Third Reich (Paraimos), after being judged by the Nazis as "racially inferior" ».

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### **Cultural elements:**

The Roma engaged in various professions such as: fortune tellers and magicians, bear breeders (snake breeders), snake charmers, acrobats, sieves, musicians, blacksmiths and basket weavers. Most of their activities were of an artistic nature. They excelled in music and dance, which is why they often participated as entertainers in various events. Also due to this appeal they contributed to the evolution of folk songs of the various countries where they settled. Many artists were inspired by the Roma way of life and their free spirit. Of course there are also many distinguished Roma artists.

"Witch Hunt" by Delaine La Bas was part of the defining "Reconsidering Roma" exhibition in Berlin in 2011\*



© Reconsidering Roma/Moritz Pankok

© Reconsidering Roma/Moritz Pankok



Artworks by artist Gabi Jimenez\* 1



museum of handmade basket \*2

Nevertheless, they remained on the sidelines as nomadic people they were often treated with caution, suspicion and curiosity. While in some cases they developed into aggression and persecution mania. J-P gives us most of the information on the subject. Liegois. Sentences such as exile, imprisonment, haircuts, flogging, beheadings, and even the death penalty were common punishments for gypsies who refused to give up their habits and culture. Two more punishments were their transfer to galleys, where they performed the duties of rowers, and their transfer to colonies (America-Africa), where they cleared or drained areas for exploitation. Authorities in some countries, such as France and Spain, urged citizens to take part in the persecution of gypsies at gunpoint, and even went so far as not to punish gypsy murderers!

The consequence of all this was the lack of education, the lack of access to health services and their general marginalization.

\*1 ['We are the magicians': Roma and Sinti artists create a bold vision from Berlin | Arts | DW | 22.10.2018](#)

\*2 [Ένα σπάνιο μουσείο θα σε βρει 9 χιλιόμετρα από την πόλη της Κομοτηνής - Parallaxi Magazine](#)

## Pedagogical Tips for the Trainers

1. The learning process must be active, expand our knowledge and enjoy this process. It must also motivate us so that we can evolve.
2. It is equally important, in every art form, both to observe the world and to explore the environment around us. In this way we will help the participants to develop their sensitivity towards the environment and to gain ecological awareness.
3. An important part of teaching is the participation of the trainees. Instructors should encourage the participation of all students.
4. Each art form can be associated with a variety of interdisciplinary fields. The art of photography for example can be linked to:
  - a. With the field of physics, since lighting as well as weather phenomena play a dominant role in photography.
  - b. With the field of History, by photographing historical monuments we gain new knowledge.
  - c. Photography plays a dominant role in book illustration, therefore it helps us in reading, writing and editing.
  - d. Our involvement with various photo editing programs acquaints us with technology.

With the new things they learn, questions are created, so that their curiosity and imagination are aroused.

A key part of training is teamwork. As they strengthen the bonds of the team, they promote the spirit of cooperation and develop their empathy.

Everything we teach the participants must be immediately applicable in their daily lives. If the knowledge is applicable in their daily life, it will help them not to lose interest. For example it would be interesting to learn about product photography, since today we can all sell things on the internet, so it is a knowledge they can apply.

The course process must be flexible and tailored to the needs of the participants.

Instructors should build relationships of trust with learners, as well as learners with each other. This will be helped by teamwork and the enhancement of collective learning.

Art is not a one-dimensional fact that helps us to be more flexible and to be able to adapt the lesson according to

- ✦ The background of the participants.
- ✦ The problems that concern them.
- ✦ Their cognitive level, so we have to make sure we are understood by everyone.

## Roma and their way of life inspire famous photographers.

### Jose Maria Ferreira:

Connoisseur of customs, traditions and customs, the author, Jose Maria Ferreira seeks to express his interest in this race and records this charm of their culture, so rich and mysterious. For over a year now (2008/09) he has forged ties and close ties with members of three camps in Faro. With his camera he immortalizes expressions and habits that flood not only his eyes but also his soul. Their relationship with the land and their roots, the laughter of children playing on the grass and the re-creation of ancient customs remind us of the presence of a perpetual culture.



Τσιγγάνοι: η γοητεία της κουλτούρας τους (o-klooun.com)

Jose Maria Ferreira, in addition to photographing their figures, "captures" their soul through every face, look, smile and fear.

### Eskildsen & Rinne:

Eskildsen and Rinne's travels are compiled in *The Roma Journeys*: With photos of the former and texts by the latter, seven years of travel are captured. Traveling through the images, the reader has the opportunity to notice, among other things, that the unique color of each community is highlighted by the culture of the country where he lives - it, however, when it does not penetrate deep enough to make him lose the its peculiarity.

When asked what motivated him and Rinne to get involved in Roma life, Joakim explains: "We have often been asked what sparked our interest in Roma, but we could not give a clear or comprehensive answer as to how rather one that exhausts the subject. The only thing for sure is that, from the moment we started, it was simply impossible for us to stop this project. "The more we found out about the Roma as we got to know them, the more our interest and sympathy for them grew."

Looks that tell, silently, their own story.



Τσιγγάνικα ταξίδια μέσα από το φακό του Joakim Eskildsen | Athens Voice

## Joseph Kundelka

Born in Moravia, he took his first photographs when he was a student in the 1950s. At the same time that he began his career as an aeronautical engineer in 1961, he also began photographing Gypsies in Czechoslovakia and a theater in Prague. He turned to full-time photography in 1967.



Josef Koudelka: Gypsies • Magnum Photos

His work "The Gypsies" offers an incomparable picture of the daily life of the Roma communities in Europe. Carrying only his equipment, a backpack and sleeping bag, Koudelka moved freely between different villages and camps in the sixties and early seventies, sleeping outside and spending his days immersed in recording the people he met. Similar to the communities he photographed, Koudelka's life during this period was marked by displacement and alienation. Undoubtedly his affinity with the way of life of these people was what pushed him to photograph them and allowed him to record the intimacy and complexity of their existence to an unprecedented degree.

### Åke Ericson

He is a Swedish photographer. During a visit to the Czech Republic, back to 2009 he discovered that Romani families were being evicted from their homes in Breclav in order to make way for a new shopping mall.

The families – all of whom had lived there for several generations – had been forced from the town and moved to a stable, where living conditions were predictably pitiful. For Ericson, a photographer since the age of 16, his disbelief at the situation was the beginning of a project that would span almost 10 years.

By documenting communities in France, Serbia, Kosovo, Romania, Sweden, the Czech Republic, Slovakia, Hungary, Spain and Switzerland, Ericson's work includes twice the number of countries featured in Josef Koudelka's landmark photo essay on the Roma people.



## Introduction and warm up activities

The acquaintance of the participants both with each other and with their teachers is a very important step.

The team must be united, have common goals and everyone must be and feel equal within it, so that they can work together in the best possible way.

There are exercises that can strengthen the bonds of the group by helping its members get to know each other better.

## WARM UP ACTIVITIES( for get to know each other better):

### **Just a minute:**

Materials: paper airplane.

Procedure: It is a very simple activity that you can use to get your students talking. Write a bunch of general categories on the board such as jobs, hobbies, dreams, movies, food, etc.

Put the participants into group of 4 and they can number themselves 1-2-3-4. Then, ask one of them to stand up and throw a paper airplane at the board and whatever word it gets closest to is the topic for the first participant. All the number ones must talk about the topic for one minute without stopping and if they stop or have a long pause, they have lost the challenge

.You can set the time limit to be higher or lower depending on the level of the participants (beginner = 30 seconds, advanced = 2 minutes). Delete the first round word from the board and continue the activity with the other three students except that they have different topics.

For senior students, you can ask each group member to ask the speaker a follow-up question at the end of each round.

### **Find the lie.**

Materials : Small pieces of paper, one for each student

Procedure:

1. Give each student a small piece of paper.
2. Tell them to write three pieces of information about themselves on the piece of paper. Two of these bits of information must be true, one is a lie. - My name is Sophal (True) - I am married (False) - I visited Japan in 1999 (True)
3. Tell the students to stand up and to hold their pieces of paper in front of them. 4. They should walk around the classroom, read the information about people and see if they can guess which statement is a lie.

### **Circle of names**

Materials: none

Procedure:

1. Have all students stand in a large circle.
2. Each student must say his or her name clearly.
3. A student points to another student, shouts his name at both students change position. The second student calls points, shouts it name of another student and change position.

### **Find someone who...**

Materials: paper and pens

Procedure :

1. Before the class the trainer prepares a game sheet. Eg, find someone who... likes fishing ... comes from Greece ... has two older brothers ... can ride a motorbike ... is married ... has two children

2. The trainer writes the game sheet on the board and the students copy it.
3. The students then stand up and have to ask each other questions to find someone who "likes fishing" or "is married". When they find someone they must write their name on the game sheet. They should find a different person for each statement. Find someone who... Sofia likes fishing George comes from Greece Tomas has two older brothers John can ride a motor-bike Helen is married Maria has two children.

## **WARM UP EXERCISES( For creative thinking and preparation of the lessons):**

### **Tonal preparation:**

**When to do this warm-up:** This is a good one to do now and again before embarking on any composition as it'll put you into the right frame of mind for the task of picture creation. It'll get you thinking about tone and shape.

You could do this before you even arrive at the studio, or as you first walk in. I suggest setting yourself a time limit on this warm-up so that you don't get sucked into it for too long, e.g. 20 minutes.

**You need:** A digital camera or a Smartphone, preferably one that you can set to shoot in black and white. If working indoors, I recommend using a camera on which you can disable the flash temporarily. Or sketchbook and pencil.

A location of your choice (e.g. your garden, your studio, a room of your house or a section of your street).

**To do:** Let's look at the camera option first. Set your camera to shoot in black and white. Look around your chosen location for interesting shapes of light and dark tone. If you see a pattern of tones that could be interesting then view it through your camera. Can you point the camera to fill your shot with an interesting balance of light and dark shapes?



Use your camera like an artist's rectangular viewfinder, and decide which view is most balanced and pleasing. You can look from any angle.



*Or zoom right in close 1*



*You can look from a distance 1*

Remember to look at shapes rather than objects. For example, folds of a jacket combine with their own shadows to create interesting dark and light shapes.



The purpose of this warm-up is simply to get you thinking about tone and shape in a rectangular picture format. You are taking these photos in order "to practise seeing". The plan of this warm-up is not really to find source material for your work that day.

Don't upload your photos or print them out during your warm-up period. This would only waste time. You can view and evaluate your photos much later if you wish (e.g. the next day), before filing or deleting them. But this exercise does not aim at producing a gallery-worthy photograph!

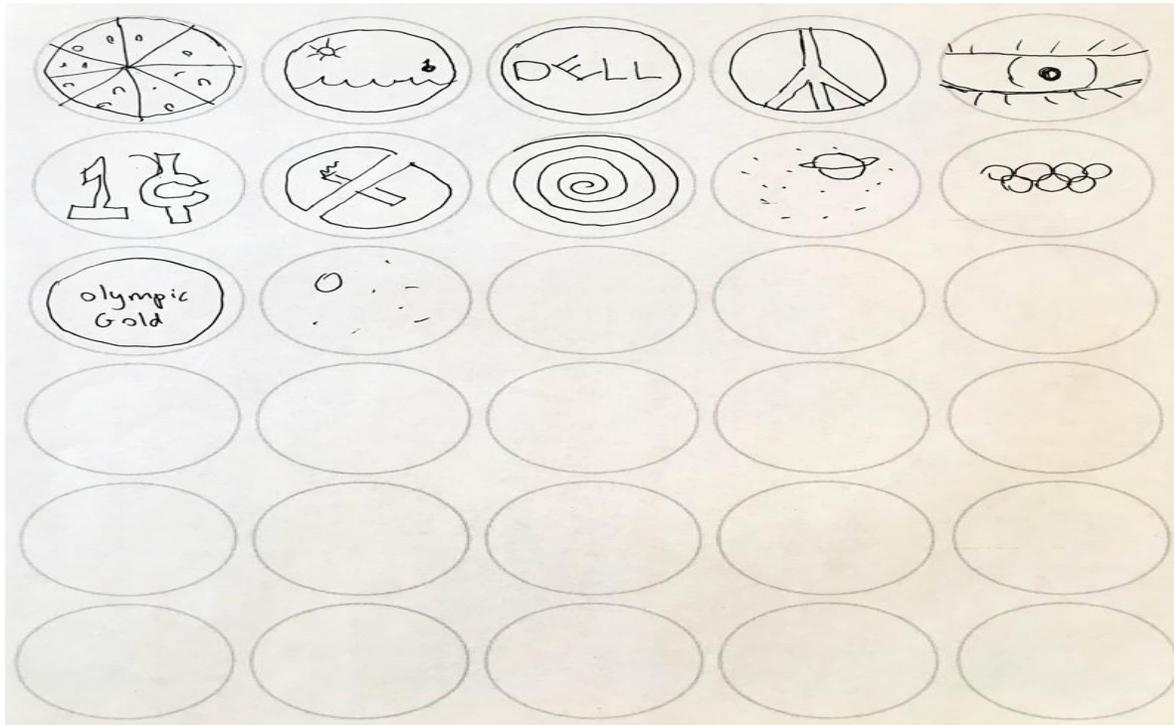
**Practical tips:** If possible, avoid using flash on your camera for this exercise. This exercise is possible using simple automatic cameras and camera phones. However, some control over your camera settings is preferable if you are shooting in dim lighting.

## CONCENTRATE ON QUANTITY:

Materials: A piece of paper with 30 blank circles on it and a pencil, per participant.

Preparation: Each participant is given a piece of paper with 30 blank circles on it, a pencil and 3 minutes on the clock. You are challenged to fill in as many circles as possible- with the aim being quantity, not quality. Maybe all your circles are variations on a theme, perhaps they are all emojis ... your one goal was to fill out as many as possible.

Then, after the exercise, share and reflect what similarities there were and encourage collaboration. The motive behind the 30 circles is to stop yourself from self-censoring. When you go for quantity, you don't have time to think your idea is bad, you can edit later. This is the stage where creativity flourishes.



## Suggestions for follow-up activities

### WORK OF FAMOUS PHOTOGRAPHERS

The contact of the participants with the work of famous photographers will be an occasion for discussion and reflection. Let's not forget that we do not all have the same vision for a work of art. Also a work of art does not create the same emotions in everyone.

Sharing the impressions of a work of art with the rest of the participants helps us broaden our horizons and evolve.



Steve McCurry



Khalil Hamra

## THE STORY BEHIND THE PHOTO.

We show each participant a photo and ask them to tell us the story of the photo (what happened a little while ago, what will happen a little later, what is the relationship of the persons etc). Everyone tells their own story according to the photo they saw and discusses it with the others. In the end we reveal the true story of photography. Has anyone approached the true story?



GEORGE MOUTAFIS ( Γιώργος Μουτάφης) 1



JOHN BEHRAKIS(Γιάννης Μπεχράκης) 1

## How to end the lesson

The purpose of learning is to develop and evolve our skills. Participants are asked to work in groups, to discuss, to interact with each other, to exchange views and sometimes to reconsider their opinion. An equally important part is the assimilation of knowledge, in order to achieve it, what we learn must be repeated (through class discussion or through questions at the end of the lesson), so that this knowledge is immediately applicable in our daily lives.

All team members should be and feel equal to each other, everyone can express their opinion without fear and everyone is acceptable to the team. Also in art there is no right or wrong, everyone's opinion about a work of art is subjective.

If we manage to maintain the above, we will have managed to ensure the calm of the team.

So at the end of the day and if the atmosphere in the team is good, we can ask the participants to rate each other's photos, according to the knowledge they have acquired and their personal perspective.

## Assessment of the impact

The trainees evaluate the learning process (what helped them and what did not, what they found interesting and what was not, which of what they learned they applied in their lives and which did not, etc.)

Instructors are required to be insightful and flexible, so that depending on the needs of the learners, they can differentiate their lesson, so that participants do not lose interest.

This change in the course flow can be done before the assessment, it depends on the experience and perceptual ability of each instructor.

The opinion of the trainees is important to us, their opinion is of paramount importance and is taken into account. We would like to encourage all participants to express their views. It helps us become better.