

# Renato Rocha

## WORKSHOP SOCIAL / ARTS FOR CHANGE

Renato Rocha develops a unique kind of work that fuses language research theater with the methodology he has developed working on art education projects in different parts of the world in the last ten years, in addition to the seven years he worked in theater group Nós do Morro, as an actor, acting teacher and coordinator of social projects outside Vidigal hill, in Rio de Janeiro. Plus the very famous tools created by Augusto Boal (The Theatre of the Oppressed) and Professor Paulo Freire.

In all these years, Renato had the opportunity to see the human being confronted in totally different realities and could perceive how art is a powerful tool in the work of social inclusion, in elevating the human being as a citizen capable of building his own history.

Today Renato leads projects around the world, training teachers and community leaders, implementing his philosophy of art education, which consists of thinking art not only as an instrument capable of mirroring the human being, but also as a form of education and training of the citizen as an individual capable of thinking, motivating and modifying the reality where he lives by multiplying knowledge, as a transforming agent that can continue to connect these different worlds. A multiplier agent who knows how to look into the eyes of difference and understand where we are exactly the same, where we differentiate ourselves, where we complement each other, where we potentiate and multiply in the return of so many worlds.

### ARTS FOR CHANGE

#### Renato Rocha one-week arts program for social projects

" The theater is a mirror of reality." - W. Shakespeare

"Shakespeare says that theater is a mirror of reality . But in my view this mirror has to be like the mirror of Alice in Wonderland , where you can get inside of it if you don't like the reality that is reflected to modify it . And once you change that reality that this mirror reflects you, you change yourself . " (Augusto Boal)

Augusto Boal vision has been inspiring most of the projects created in Brazil at the 80s and 90s, and Renato Rocha is part of a generation of artists raised by this philosophy that uses the arts as a powerful tool of transforming realities. Boal used to say when you use the art to identify your problem and rehearse how to find the solution, you are actually preparing yourself to solve the same problem in real life.

#### One-week arts program

During one week Renato will collaborate with facilitators, professors and community leaders, in order to offer to them different perspectives about their own work and their

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own reality inside the project they work. And also to build together a common philosophy of working.

In the first two days, Renato brings his own experience from his work in Brazil and around the world, with substantial exercises created by Augusto Boal, Nós do Morro, Professor Paulo Freire and also Renato's own exercises developed by himself. The idea is to amplify their knowledge, open their horizon and feed them with different tools that will help them in their own work, finding new solutions, helping them on how to identify the community problems, and improve their skills on finding the young people potentials to improve their self esteem. In the other part of the day Renato works with the young people in each project to offer to the facilitators a different view, and a chance to see how Renato lead each exercise, deal with problems and find solutions to the obstacles he will face.

In the third day, Renato create a big debate about different methodologies, the goals behind each exercise, how to face the problems that will appear, and how to balance planning and improvising during delivering the each day program. Renato also asks to everyone is working with him about their own methodologies and exercises and when and how they use for. They have to elaborate and prepare two exercises to the next day.

At the fourth and fifth day, Renato ask to all facilitators, professors and community leaders to lead their exercises to the group. That is the climax, where everyone has the opportunity to exchange and learn from each other from a plenty of new exercises, visions, methodologies and ways to lead, face and solve problems. It is also a moment to elevate the facilitators, professors and community leaders potential and self esteem, because Renato knows how difficult is the everyday life each one there is facing in each project they work. And at the end of the fifth day, Renato invites everyone to create a collective program putting together the exercises they think work better together. They think about the order, connection and the vision behind each exercise. At that point you expand everyone repertory, elevate their proud and put in their hand the tools to transform their projects reality.

At the final day, all the facilitators, professors and community leaders, lead the work with the children and Renato just supervision them.

At the end of the week, Renato bring everyone together to evaluate the work during the week, the impact of the work in their methodologies, and everyday life work. And how this week can improve, strengthen, expend their vision in lives and work.

Its important to enphacise that during the whole week Renato will also talk about on how to develop out reach work to mapping the community around each project, finding the references, the characters, the underneth and untold stories there and how to engage the community around the project.

### **ARTS TO CHANGE**

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### CONCEPT / MISSION / VISION / METHODOLOGY

#### Revealing Your Powers

Understanding who you are.

Finding your potentials.

Rebuilding your self esteem

Amplifying your voice.

Delivering your message.

#### Mission

Offering a transformative arts platform, using different artistic expressions and methodologies to illuminate the potential of the young people. Thus they can understand themselves better, express better to what they desire for themselves, for their families, and relating better with the world in which they live in. And from this new understanding in relation to themselves, restores their self-esteem and self-confidence as individuals turning them into the subject of their own history, in order to ensure their feeling of belonging and revealing their own powers to transform their lives.

#### Vision

Through a work philosophy that unites the values of sports (union of the body and mind, play as a team, improvement of skills, who is you team, what are your goals, confidence, etc.) and of the arts (sensibility, a perception of the world around you, your place in this world, how to find and amplify your voice, a philosophical views about yourself, to know how to deal with emotions, generosity, differences, simplicity, etc), Girls and boys at risk will learn different tools to create metaphors to connect the people in the community and bring a unique understanding about themselves.

It is important to emphasize that social intervention are collective actions. As well as the process of construction, reflexion and development of the activities involve the whole community (young people, old generations, family, teachers and community)

#### Methodology

The methodology will be built in partnership with each frontline organization, focusing on their core goals for the children they serve. A fusion of Renato's methodology, acquired in

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more than ten years of experience in the favelas and periferias of Brazil, in his work with Nós do Morro, and around the world in the projects in which he has collaborated, together with the methodologies used by each organization in their day to day.

### **Methodology step by step:**

Creatives interventions / Sharing workshops methodologies / Creating Groups workshop / Out Reach / Exchanging with local groups and different generations

### **Step one:**

Training the teams

Understand which kind of methodologies have been used from the leaders in their projects

Exchange methodologies and points of views

Workshops

Finding the questions and the themes from them / understand how they see their community

Images references from each metaphor / from the neighborhood memory

Mapping the community

Find the elders guys in the community

Find the most known people in the community (the "characters/references")

### **\*Create a program together with the team**

PS: In this first step, its essential to emphasize the importance of focusing in the individual, revealing the powers of the girls and boys at risk. What we call: Lighting of the potential – practical classes of different artistic expressions ( theatre, dance, music, circus, visual and audio-visual arts, etc) where will be worked the basic concepts of inhibition, self-confidence, socialization, creativity, quick thinking, motor coordination and group work. In this stage work is concentrated on the individual and on his development

Arts Workshops – Theatre / Dance / Music / Film

- Develop their skills

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- Shine their potential
- Amplify their voices
- Rebuild their self esteem / confidence
- working in collaboration / devising
- their eyes to the others
- their issues translated in images
- tell the histories that never been told before

**Step two:**

Create a system to evaluate the methodology and pedagogy

Find out the metaphors for the themes through arts

Make them interview the old generations and find out their history, where they come from.

Community Work – Memory / Histories / network / interviews / short documentaries /  
Generation Exchange / Convergence places

- How do you see your community?
- What are the different communities there?
- What do they have in common?
- What is available to you in your community?
- Who are the older guys in there?
- Who are the older artists in there?
- What would you change there?
- What would you improve there?
- What are the bad and the good points?
- The community through their eyes

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### **Step three:**

Out comes ( to be developed in partnership with each organization)

### **Art education concept**

It is through art education that the young people have had the opportunity to amplify their voices and where debate and reflexion have been further intensified, so their development becomes essential, for they interfere directly in the educational concept and in the formation of citizens.

The concept in art education, spreading in Brazil since the `80s in various ways according to the reality to be worked on, was inspired by the work of Paulo Freire and also by the theories of the playwright Augusto Boal.

The overall goals of art education are based on to learn to know and express yourself, Learn to perceive your potential and the world around you.

Art education respects and makes no distinction of gender, biotype, social class, creed or ethnic group. It is understood that diversity is an opportunity to learn how to live with differences.

Working with art education stimulates the abilities of the human being beyond art, developing his competence to social insertion, therefore exercising citizenship, becoming subject of his own history and developing a critical gaze on the world, himself and of art itself and of the different context in which you can manifest through it.

Art education aims to democratize access to culture , education and arts, in order to promote full growth of the young people as transforming agent of their lives and their community. Therefore it is necessary the participation of all involved in the structuring of the education process like the family, teachers and community. Everyone should understand the importance of the rebuilding of the sense of community through the transformation of the young people, how they see themselves and the community in which they live.

As a result of this work in art education the youngsters gain social and creative independence. It strengthens their capacity to analyze, evaluate, decide, promote and organize their participation and that of others in social and artistic performances in their community. Thus once we expand access to artistic events, from the concept of inclusion and transformation we will have a larger number of participants able to bring social transformation to the individual and consequently to his family. And finally to his entire community.