

Fix the theatre

Our lesson is called Fix the theater and we want participants to learn how to avoid and fix toxic relationships.

Topic: healthy relationships + conflict resolution

Lesson summary:

Participants will experience different relationship situations. They will decide if the situation is healthy or toxic, explain why, and discuss how they would feel in that situation. This helps them recognize toxic behavior in real life.

Team Members and Roles:

- Evelina - acts in scenes 1 and 2
- Jòzsika - leads the theatre and stops the scenes
- Patrick - acts in scenes 1 and 4
- Carla - acts in scenes 1 and 3
- Michalis - acts in scenes 2 and 4
- Filip - acts in scene 3

What real-life problem or need does the lesson address?

Toxic relationships, that may exist in any situation or setting.

Target group

Ideally victims or bystanders who have been in similar situations previously

Concrete objectives

- Someone stops theatre and then the [listeners] must find a solution, acting out real situations
- Paying attention to the theatre, Paying attention to the theatre
- They have to think about it and if they recognize that in themselves, contemplate about what they saw

Instructions

1. Set the Stage
2. Observe the Scenario
- 3 Stop the Theatre
- 4 Brainstorm & Act Solutions
- 5 Reflect & Self-Check

Material List

Printed Script / Scenario Sheets: 4 copies (1 sheet per theatre group/scene)

Lesson Plan Worksheets: 1–2 copies (for facilitators to guide the session)

Pens / Pencils: 6 (one for each member of Team 6)

Chairs / Basic Props: 2–4 chairs (to stage the theatre scenes)

Reflection Questions at the end of activity

1. How did the victim feel in this scene?
2. Was this situation healthy or toxic? Why?
3. What was the best way to solve this problem?
4. Have you ever seen something like this in real life?
5. What can you do if a friend treats you like this?

Self-reflection during testing with other groups

	Yes	Almost	Needed work
Were the instructions clear to the participants?	☒	☐	☐
Are participants active rather than listening to a lecture?	☒	☐	☐
Does the activity achieve its objectives?	☒	☐	☐
Did it realistically fit in 20–30 minutes?	☒	☐	☐
Is everyone meaningfully involved?	☒	☐	☐
Is the activity inclusive?	☒	☐	☐
Is there enough reflection/debriefing?	☒	☐	☐
Is the learning connected to real life?	☒	☐	☐

Based on the peer test session, the strongest part of the lesson was –
that participants were very active during the theatre scenes

Based on the peer test session, one thing that was unclear was –
who should step up first to act out the solution