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Forming active European Citizens through the dialectical method and theater

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Educational Scenarios-Portugal

EDUCATIONAL SCENARIO

1. Identification of the educational scenario

1.1 Title of the scenario

“Beautiful”

1.2 Creator

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1.3 Topics or courses involved

Citizenship Education, Health, Body Image, Eating disorders, Eating healthy, Lifestyle, Social Inclusion.

1.4 Educational level

Primary

Secondary **X** (secondary education) 14-15 years old

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

At the end of the scenario, students are expected to have acquired the skills that will enable them to:

- Have consciousness and mastery of the body
- Increase awareness and foster an understanding of body image as a social construction
- Identify key concepts related to this topic throughout schooling that promotes well-being and individual and collective health
- Develop personal and social practices that promote social inclusion throughout a healthy lifestyle
- Increase their school culture, based on a logic of participation and co-responsibility.

1.6 Time-duration

Class time: 3,5 hours

Outdoor preparation: 30 minutes

How many hours to be used in total: 4 hours

2. Development of the educational scenario

2.1 General description

1. Warm-up

1a. Challenge students to think and discuss **“body image”**, based on a theatrical game, such as *“three-word stories”* (15 minutes):

Group sits in a circle. The Leader explains that the aim is to tell a story around the circle, with each student contributing only three words each in succession. The story must make sense, have a beginning and most importantly, must end when it reaches the student where it began. The facilitator can introduce the theme of “Body image” starting the story.

Suggestions for lines:

- “When I look...”
- “I am hungry...”
- “What I like...”
- “I like/I don’t like...”

After the exercise, a discussion is important to highlight the main conclusions of it and share the definition of “body image” (**Worksheet 1**). Questions such as “What is meant by body image?”, “Why is body image a problem?”, “Is body image a social issue?”, “How does negative body image affect self-esteem?” can be launch by the facilitator.

2. Discussion to explore

2a. Show the videos “The Perfect Woman Body Type Throughout History” and “How the perfect body for men has changed over the last 150 years” to the students, challenged them to reflect and write down their thoughts about it. (15 minutes)

i) “The Perfect Women Body Type Throughout History” ¹: <https://www.youtube.com/watch?v=-lpWdOZkdk0>

ii) “How the perfect body for men has changed over the last 150 years” ²: <https://youtu.be/kPAOPWIJt2k>

2b. Brainstorming activity:

Challenge students to think and share some ideas and their perspectives about the videos, following a set of questions. (10 minutes)

1. What did you saw in the videos?
2. What do you think about the videos?
3. What did the videos make you feel?

¹ Producer: The talko | Available on the Youtube.

² Producer: Tech Insider | Available on the Youtube

4. Does having a positive body image means that everything about your body is perfect?
5. Does having a positive image means accepting your body for what it is, with its size and shape?

Tips for the teacher:

- During the brainstorming activity, write down the main ideas on the board.
- Ask one of the students to write down in a notebook the ideas shared by students.
- It is important to guarantee that all students share, at least, one idea or opinion.

At the end of the activity, highlight the main conclusions of it.

BINARY OPPOSITIONS to be explored

1. Should we change our diet to achieve the body image that society and the media define as perfect even if we have healthy and balanced eating habits?
2. Should we change our body appearance to impress our friends even if we have a positive body image of ourselves? Do you think your friends will like you most if you look different?

Binary opposition 1: Should we change our diet to achieve the body image that society and the media define as perfect even if we have healthy and balanced eating habits?

3. Using Theatre techniques

3a. Discussion

- Divide the class into small groups of 3 or 4 elements.
- Each group will discuss the binary opposition, based on key-questions previously prepared (**Worksheet 2**). Some questions are provided on the Worksheet 2, however teachers can adapt, add or change it. (10 minutes)
- Each group will share the results from the discussion in small groups and the teacher will write the main conclusions on the board. (15 minutes)

3b. Using theatre techniques

- Each group will structure a 2 minutes scene, exemplifying different behaviours related to healthy eating habits and the relation with their own body image. Each element of the group needs to play a different role and show unique behaviour. (15 minutes)
- Each group will represent the scene to the large group. (15 minutes)

3c. Debriefing

- During the activity, students are likely to feel strong emotions. It is important to have frequent debrief sessions and make sure that participants' feelings are not repressed. It is important to start the debriefing by allowing people to describe what they feel or think. The teacher can let them speak freely or can guide them asking some questions, namely: (15 minutes)
 1. Think about the scene that you prepared:
 - a. what did you feel in your role?
 2. Imagine that you would witness or live a situation related to body image:

- a. do you know what you could do?
- b. would you tell it to someone?

4. Dialectical Discussion to reveal the meaning

4a. Dialectical discussion to explore

- The teacher guides a discussion based on questions fostering the development of critical thinking skills (**Worksheet 3**). (10 minutes)

4b. Personalization

- The teacher tries to make the whole topic and discussion personal to mobilize students more (**Worksheet 4**). (10 minutes)

Binary opposition 2: Should we change our body appearance to impress our friends even if we have a positive body image of ourselves? Do you think your friends will like you most if you look different?

3. Using Theatre techniques

3a. Discussion

- Divide the class into small groups of 3 or 4 elements.
- Each group will discuss the binary opposition, based on key-questions previously prepared (**Worksheet 5**). (15 minutes)
- Each group will share the results from the discussion in small groups and the teacher will write the main conclusions on the board. (15 minutes)

3b. Using theatre techniques

- In fours, students tell each other a story. The four choose one story, then create a scene to perform to the class. The class has to guess who the story belongs to. (20 minutes)

Examples of stories:

“One day that you feel really good (or bad) with your body image”

“The worst dinner ever...”

“The best treats...”

3c. Debriefing

- During the activity, students are likely to feel strong emotions. It is important to have frequent debrief sessions and make sure that participants' feelings are not repressed. It is important to start the debriefing by allowing people to describe what they feel or think. The teacher can let them speak freely or can guide them asking some questions, namely: (15 minutes)
 1. Think about the scene that you prepared:
 - a. what did you feel in your role?
 2. Imagine that you would witness or live a situation related to body image:
 - a. do you know what you could do?
 - b. would you tell it to someone?

4. Dialectical Discussion to reveal the meaning

4a. Dialectical discussion to explore

- The teacher guides a discussion based on questions fostering the development of critical thinking skills (**Worksheet 6**). (15 minutes)

4b. Personalization

- The teacher tries to make the whole topic and discussion personal to mobilize students more (**Worksheet 7**). (10 minutes)

5. Action Plan

- The teacher can create an action plan with the students to define how they can deal with this problem.

Conclusions

- To closure the topic is important to discuss:
 - a) Recall the conclusions of the full activity;
 - b) About what students can do in the case they are living or know someone struggling with his/her body image, providing contacts and identifying organisations that can support victims and oppressors at National level. (10 minutes)

2.2 Worksheets & Resources

- Worksheet 1: Definition of “Body Image” by the National Eating Disorders Association (NEDA) and Definition of “Body Image” from the Government Equalities Office
- Worksheet 2: Questions to explore in small groups
- Worksheet 3: Questions for Dialectical Discussion
- Worksheet 4: Questions for Personalisation
- Worksheet 5: Questions to explore in small groups
- Worksheet 6: Questions for Dialectical Discussion
- Worksheet 7: Questions for Personalisation

2.3 Infrastructure & Materials needed

- Computer with access to internet
- Data show and sound
- Board
- Paper and pen

2.4 Versions-adaptations

Teachers may adapt the scenario to their own context, adapting the advertisements, but also the duration of the activities.

2.5 Challenges

- Some students may not want to participate due to personal experiences that can be related to the topic. The teacher needs to be aware and prepared to deal with this situation.

- The lack of knowledge of teachers related to theatre techniques.

2.6. Further reading

- Skills for Health from the World Health Organization: https://www.who.int/school_youth_health/media/en/sch_skills4health_03.pdf
- Taking action on body image: <https://bit.ly/2RQgcVi>
- 3 Council of Europe (2016). Competences for Democratic Culture. Living together as equals in culturally diverse democratic societies. Strasbourg: Autor. http://www.coe.int/t/dg4/education/Source/competences/CDC_en.pdf
- All-Party Parliamentary Group on Body Image (2012) Reflections on Body Image Report. Available from: www.ymca.co.uk/bodyimage/report
- Male Body Ideals Through Time: <https://lammily.com/magazine/male-body-ideals-through-time/>

3. Evaluation of the educational scenario

- **Evaluation** - At the end of the scenario, through a focus group, the teacher will ask students to write down about:
 - a) What they felt about the activity
 - b) the challenges of the activity
 - c) what they learn with the activity
- **Lessons learned – conclusions**

Worksheet 1

Definition of “Body Image”

By the National Eating Disorders Association (NEDA)³

“Body image is how you see yourself when you look in the mirror or when you picture yourself in your mind. It encompasses:

- What you believe about your own appearance (including your memories, assumptions, and generalizations).
- How you feel about your body, including your height, shape, and weight.
- How you sense and control your body as you move. How you physically experience or feel in your body.

Many of us internalize messages starting at a young age that can lead to either positive or negative body image. Having a healthy body image is an important part of mental wellbeing and eating disorders prevention.”

Definition of “Body Image” from the Government Equalities Office⁴

“What is body image? Body image is the way we think and feel about the size, shape, weight and overall appearance of our bodies. It has two components:

- Evaluation: whether we like our physical appearance and feel positive about it.
- Investment: how important our appearance is for our sense of self-esteem and value as a person.

A person has poor body image when they are dissatisfied with an aspect of their appearance and this has an impact on their overall self-esteem (i.e. low evaluation, high investment). A person with poor body image will worry about the way they look, and these worries can get in the way of them feeling confident and trying out new things. In contrast, positive body image is when a person accepts their body as it is, actively appreciates it for what it allows them to do, and does not feel their self-esteem is contingent on their appearance (i.e. high evaluation, low investment). “

Body image and gender: When most people think about problems with body image they think about young women. It is true that you can’t separate questions of body image from those of gender and what it means to be a man or woman in our society. Historically, women have been subjected to greater objectification in the media – girls are constantly fed the message that the only way they can succeed is by being attractive. That said, we know that body image is a problem for many young men. Media images of men focus on ultra-lean and muscular physiques and men are pushed towards ‘quick fixes’, such as using anabolic steroids, to achieve these ideals. So, whereas young women are sold a thin ideal, young men are sold an ideal of muscularity.

³ National Eating Disorders Association available [here](#)

⁴ Government Equalities Office available [here](#).

Worksheet 2

Questions to explore in small groups

Binary opposition 1: Should we change our diet to achieve the body image that society and the media define as perfect even if we have healthy and balanced eating habits?

3a. Discussion

1. Should we change our eating habits even though they are healthy just to be thinner (women) or more muscled (man)?
2. Why is body image so important among young people?
3. Is it possible to prevent radical behaviours to achieve the body image that society and the media define as perfect?
4. Why do girls and boys think they are less physically attractive if they don't have that ideal body image?
5. What health problems can result from a body image issue?

Worksheet 3

Questions for Dialectical Discussion

Binary opposition 1: Should we change our diet to achieve the body image that society and the media define as perfect even if we have healthy and balanced eating habits?

4a. Dialectical discussion to explore

1. What does it mean to have a good/bad body image?
2. What are the beauty standards being enforced through media?
3. What is a healthy body shape?
4. What are healthy eating habits?
5. What is an unhealthy body image?
6. How can body image affect personal health?
7. Does Body Image cause eating-disorders?

Worksheet 4

Questions for Personalisation

Binary opposition 1: Should we change our diet to achieve the body image that society and the media define as perfect even if we have healthy and balanced eating habits?

4b. Personalization

1. Think about the scene that you prepared:
 - a. what did you feel in your role?
 - b. what affects our image of ourselves?
 - c. in what ways can you improve your body image?
2. Think about the scenes prepared by your colleagues:
 - a. what did you feel about each one of the characters?
 - b. what do you think it needs to change?

Worksheet 5

Questions to explore in small groups

Binary opposition 2: Should we change our body appearance to impress our friends even if we have a positive body image of ourselves? Do you think your friends will like you most if you look different?

3a. Discussion

1. Why is having a positive body image important?
2. What is the perfect body image?
3. How can you improve your perception related to your body image?
4. What Causes Negative Body Image?

Worksheet 6

Questions for Dialectical Discussion

Binary opposition 2: Should we change our body appearance to impress our friends even if we have a positive body image of ourselves? Do you think your friends will like you most if you look different?

4a. Dialectical discussion to explore

1. How can body image and self-esteem directly influence each other (and your feelings, thoughts, and behaviours)?
2. What does poor body image mean?
3. How does your body image affect the way you related to others?
4. Do you think your friends will like you most if you look different?

Worksheet 7

Questions for Personalisation

Binary opposition 2: Should we change our body appearance to impress our friends even if we have a positive body image of ourselves? Do you think your friends will like you most if you look different?

4b. Personalization

1. Think about the scene that you prepared:
 - a. what did you feel in your role?
 - b. what would you do differently?
 - c. How can I promote my body acceptance?
2. Think about the scenes prepared by your colleagues:
 - a. what did you feel about each one of the characters?
 - b. what do you think it needs to change?

EDUCATIONAL SCENARIO

1. Identification of the educational scenario

1.1 Title of the scenario

“In the name of love”

1.2 Creator

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School/organisation: Mentortec

1.3 Topics or courses involved

Gender equality; Citizenship Education

1.4 Educational level

Primary

Secondary **X** (lower secondary education) 12-15 years old

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

At the end of the scenario, students are expected to have acquired the skills that will enable them to:

- Be aware of key concepts such as gender equality, gender stereotypes, teen dating violence, respect for others, balanced love relationship, mutual respect, types of violence, be yourself, know the other
- Think critically about how to live and be in a love relationship.
- Be in a balanced love relationship, based on mutual respect and altruism.

1.6 Time-duration

Class time: 2,5 hours

Outdoor preparation: 1 hour

How many hours to be used in total: 3,5 hours

2. Development of the educational scenario

2.1 General description

1. Warm-up

1a. Challenge students to think and discuss **“teen dating violence”**, based on an improvisation exercise, such as *“Impro-wheel”*. (15 minutes)

Description: “Ask the group to stand in a circle, then go round labeling each person A then B. Then ask all the A’s to take two steps forward and then turn around and reposition themselves so they are facing a B, thus forming two circles, inner and outer. The first line is then given to those in the inner circle – the “A’s eg. “You cannot go out dressed like that!”. The facilitator cues everyone in the inner circle, the A’s, to say this line at the same time, and the B’s respond instantly, improvising with the person facing them. Everyone continues to improvise at the same time until the facilitator says to stop. This will be after approximately 20 seconds. The outside circle, the B’s, are asked to move one person to their left while the A’s standstill so that everyone is now facing a new partner. A new first line is then given to the B’s, and a new improvisation begins. The process repeats and continues until all the A’s have worked with all the B’s, or for as many times as the facilitator feels is appropriate.”

Suggestions for lines:

“Let me check your phone”

“Where are you going”

“You would not heart me, you love me”

“Let me help you”

After the exercise, a discussion is important to highlight the main conclusions of it and share the definition of “teen dating violence” (**Worksheet 1**). Questions such as “Do you ever heard about “teen dating violence”?”; “In your opinion, which are the main factors for the occurrence of “dating violence in adolescence”?”; “What types of “teen dating violence” do you know?” can be launch by the facilitator.

2.Discussion to explore

2a. Show the video “Picture Perfect: Teen Dating Violence PSA” to the students: <https://youtu.be/3fm9FTDWHZQ> (5 minutes)

2b. Brainstorming activity:

Challenge students to think and share some ideas and their perspectives about the video, following a set of questions. (15 minutes)

1. What did you saw in the video?
2. What do you think about the video?
3. What did the video make you feel?
4. Imagine that you are in the girl’s shoes, what would you do differently?
5. Imagine that you are in the boy’s shoes, what would you do differently?
6. Imagine that you are a friend of the couple, and you know what is going on, what would you do?
7. Which dilemmas can you identify in this situation?

BINARY OPPOSITIONS to be explored

1. Should we remain in violent dating if we are in love with our partner? Is it possible to stop violence without stopping dating? Can we actually change the behaviour of our partner? Can we lose our friends and family if we assume that we are victims of dating violence?

Binary opposition 1: Should we remain in violent dating if we are in love with our partner? Is it possible to stop violence without stopping dating? Can we actually change the behaviour of our partner? Can we lose our friends and family if we assume that we are victims of dating violence?

3. Using Theatre techniques

3a. Discussion

- Based on the video, the teacher will introduce the typologies of “violent dating”, distributing the **Worksheet 2** among students. (5 minutes)

3b. Using theatre techniques

- Divide the class into small groups of 3 or 4 elements.
- Each group will identify 1 type of dating violence and will prepare a sequence of 3 **frozen images**, as a technique of the Forum Theatre technique (Theatre of the Oppressed, by Augusto Boal). (5 minutes)
- Each group will represent the frozen image to the large group. Each scene should have 10 seconds to be analysed. In the first image, the facilitator should ask to each element of the group which character are they representing and to add a feeling or emotion to that scene. In the other scenes, each element should express a feeling or emotion related to the new scenes. By the end, the elements of other groups will be challenged to identify the typology of violent dating. (15 minutes)

3c. Debriefing

- During the activity, students are likely to feel strong emotions. It is important to have frequent debrief sessions and make sure that participants’ feelings are not repressed. It is important to start the debriefing by allowing people to describe what they feel or think. The teacher can let them speak freely or can guide them asking some questions, namely: (15 minutes)
 1. Think about the frozen image that you prepared:
 - a. what did you feel in your role?
 2. Imagine that you would witness a situation of dating violence:
 - a. do you know what you could do?
 - b. would you tell it to someone?

4. Dialectical Discussion to reveal the meaning

4a. Dialectical discussion to explore

- The teacher guides a discussion based on questions fostering the development of critical thinking skills (**Worksheet 3**). (10 minutes)

4b. Personalization

- The teacher tries to make the whole topic and discussion personal to mobilize students more (**Worksheet 4**). (10 minutes)

5. Action Plan

- The teacher can create an action plan with the students to define how they can deal with this problem.

Conclusions

- To closure the topic is important to discuss:
 - a) Recall the conclusions of the full activity;
 - b) About what students can do in the case they are living or witnessing a violent dating, providing contacts and identifying organisations that can support victims and oppressors at National level. (10 minutes)

2.2 Worksheets & Resources

- Worksheet 1: Definition of “Teen dating violence” from the European Institute of Gender Equality
- Worksheet 2: Typologies of Violent Dating
- Worksheet 3: Questions for Dialectical Discussion
- Worksheet 4: Questions for Personalisation

2.3 Infrastructure & Materials needed

- Computer with access to internet
- Data show and sound
- Board
- Paper and pen

2.4 Versions-adaptations

2.5 Challenges

- Some students may not want to participate due to personal experiences that can be related to the topic. The teacher needs to be aware and prepared to deal with this situation.
- The lack of knowledge of teachers related to theatre techniques.

2.6. Further reading

- SALTO-YOUTH Network. 2017. [Prevention of Teen Dating Violence - Handbook with tools.](#)
- Violence Prevention Initiative. Available [here](#).

3. Evaluation of the educational scenario

- **Evaluation** - At the end of the scenario, through a focus group, the teacher will ask students to write down about:
 - a) What they felt about the activity
 - b) the challenges of the activity
 - c) what they learn with the activity
- **Lessons learned – conclusions**

Worksheet 1
Definition of “Teen dating violence”
from the European Institute of Gender Equality

<https://eige.europa.eu/thesaurus/terms/1073?lang=en>

“Type of intimate partner violence occurring between two people in a close relationship.

The nature of dating violence can be physical, emotional, or sexual (including stalking). Dating violence can take place in person or electronically, such as repeated texting or posting sexual pictures of a partner online.

Dating violence and more specifically teen dating violence is an emerging area of study that is similar in many respects to adult intimate partner violence. Its emergence partly reflects an evolution in how young adults and teens describe their dating partners.”

Worksheet 2

Typologies of Violent Dating

Binary opposition 1: Should we remain in violent dating if we are in love with our partner? Is it possible to stop violence without stopping dating? Can we actually change the behaviour of our partner? Can we lose our friends and family if we assume that we are victims of dating violence?

3a. Discussion

"1. Physical Violence

Physical violence occurs when someone uses a part of their body or an object to control a person's actions.

2. Sexual Violence

Sexual violence occurs when a person is forced to unwillingly take part in sexual activity.

3. Emotional Violence

Emotional violence occurs when someone says or does something to make a person feel stupid or worthless.

4. Psychological Violence

Psychological violence occurs when someone uses threats and causes fear in a person to gain control.

5.. Verbal Abuse

Verbal abuse occurs when someone uses language, whether spoken or written, to cause harm to a person.

6. Financial Abuse

Financial abuse occurs when someone controls a person's financial resources without the person's consent or misuses those resources."

Source: Violence Prevention Initiative. Available [here](#).

Worksheet 3

Questions for Dialectical Discussion

Binary opposition 1: Should we remain in violent dating if we are in love with our partner? Is it possible to stop violence without stopping dating? Can we actually change the behaviour of our partner? Can we lose our friends and family if we assume that we are victims of dating violence?

4a. Dialectical discussion to explore

1. Which type of dating violence do you consider more common?
2. Which type of dating violence do you consider more severe?
3. Which type of dating violence do you consider easier to proof?
4. Should we remain in violent dating if we are in love with our partner?
5. Is it possible to stop violence without stopping dating?
6. Can we actually change the behaviour of our partner?
7. Who can support/help the victim?

Worksheet 4

Questions for Personalisation

Binary opposition 1: Should we remain in violent dating if we are in love with our partner? Is it possible to stop violence without stopping dating? Can we actually change the behaviour of our partner? Can we lose our friends and family if we assume that we are victims of dating violence?

4b. Personalization

1. If you were a victim of dating violence:
 - a. what would you do?
 - b. is there anyone with which you could talk?
 - c. do you know any organisation that could support you?

EDUCATIONAL SCENARIO

1. Identification of the educational scenario

1.1 Title of the scenario

"I Am What I Am"

1.2 Creator

Name, Surname: Andreia Monteiro & Rita Sousa

e-mail: andreia.monteiro@mentortec.eu & rita.sousa@mentortec.eu

Website/ blog: www.mentortec.eu

School/organisation: Mentortec

1.3 Topics or courses involved

Mental health; Sexual Identity; Citizenship Education.

1.4 Educational level

Primary

Secondary **X** (lower secondary education) 14-15 years old

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

At the end of the scenario, students are expected to have acquired the skills that will enable them to:

- Be aware of key-concepts and understand the difference between sexual identity and gender identity;
- Think critically about the relevance of sexual identity in personality development and in the relationships we establish with others and the world;
- Understand how they can provide and ask for help in situations in which guidance about sexual identity is needed;
- Improve their skills of establishing and maintaining a healthy and balanced relationship with others;
- Respect the singularity of different people.

1.6 Time-duration

Class time: 2,5 hours

Outdoor preparation: 30 minutes

How many hours to be used in total: 3 hours

2. Development of the educational scenario

2.1 General description

1. Warm-up

1a. Challenge students to think and discuss **“sexual identity”**, based on the following questions:

- Do you ever hear about “sexual identity”? In which context/situation?
- What do you understand about “sexual identity”?
- Do you consider important to think and discuss “sexual identity”? Why?
- Does anyone ever talk or discuss with you about “sexual identity”? In case of yes, which was the conversation or discussion?

After the discussion in a large group, is important to introduce and clarify the concept of “sexual identity” (**Worksheet 1**). (15 minutes)

2. Discussion to explore

2a. Present the images “Brides and Grooms” (**Worksheet 2**) (5 minutes)

2b. Brainstorm activity

Challenge students to think and share some ideas and their perspective about the images, following a set of questions: (15 minutes)

1. What is the focus of the images?
2. What do you think about the images?
3. What did the images make you feel?

Tips for the teacher:

- During the brainstorming activity, write down the main ideas on the board.
- Ask one of the students to write down in a notebook the ideas shared by students.
- It is important to guarantee that all students share, at least, one idea or opinion.

At the end of the activity, highlight the main conclusions of it.

BINARY OPPOSITIONS to be explored

1. Should we assume our sexual identity to feel good with ourselves or should we change our sexual identity just to be approved by others? Is it normal I feel uncertain or conflicted about my sexuality or this mean that I have a problem? Should I talk with someone in the case I am questioning my sexuality?

Binary opposition 1: Should we assume our sexual identity to feel good with ourselves or should we change our sexual identity just to be approved by others? Is it normal I feel uncertain or conflicted about my sexuality or this mean that I have a problem? Should I talk with someone in the case I am questioning my sexuality?

3. Using Theatre techniques

3a. Discussion

- Divide the class into 3 groups.
- Each group will discuss the binary opposition, based on key-questions previously prepared, however, teachers can adapt, add or change it. (**Worksheet 3**). The teacher will share some ideas about sexual identity and how students can know more about it. In the **worksheet 3** are identified some possible reasons that teachers can use as support. (15 minutes)

3b. Using theatre techniques

- Select a group of 5 students responsible for structuring a scene, using the forum theatre technique, about a daily day life of a teenager interacting with his/her family, friends and colleagues, discussing his/her sexual identity. In each interaction, the students need to define the oppressed and the oppressor (15 minutes).
- The group of students will represent the complete scene to the other elements of the class once. In the second round of the presentation of the scene, students can stop the scene, whenever they consider that something “wrong” is happening and show how it should be the interaction between the characters, in their perspective. After showing how the scene should be, the group can proceed with the original scene. The teacher will act as the moderator of the presentation (30 minutes).

3c. Debriefing

- During the activity, students are likely to feel strong emotions. It is important to have frequent debrief sessions and make sure that participants’ feelings are not repressed. It is important to start the debriefing by allowing people to describe what they feel or think. The teacher can let them speak freely or can guide them asking some questions, namely: (15 minutes)
 1. Think about the scene that you prepared:
 - a. what did you feel in your role?
 2. Imagine that you would witness or live a situation of sexual identity:
 - a. do you know what you could do?
 - b. would you tell it to someone?

4. Dialectical Discussion to reveal the meaning

4a. Dialectical discussion to explore

- The teacher guides a discussion based on questions fostering the development of critical thinking skills (**Worksheet 4**). (15 minutes)

4b. Personalization

- The teacher tries to make the whole topic and discussion personal to mobilize students more (**Worksheet 5**). (15 minutes)

5.Action Plan

- The teacher can create an action plan with the students to define how they can deal with this problem.

Conclusions

- To closure the topic is important to discuss:
 - a) Recall the conclusions of the full activity;
 - b) About what students can do in the case they are living or know someone struggling with sexual identity, providing contacts and identifying organisations that can support them. (10 minutes)

2.2 Worksheets & Resources

- Worksheet 1: Definition of “sexual identity”
- Worksheet 2: Images “Brides and Grooms”
- Worksheet 3: Questions to explore in small groups
- Worksheet 4: Questions for Dialectical Discussion
- Worksheet 5: Questions for Personalisation

2.3 Infrastructure & Materials needed

- Board
- Paper and pen

2.4 Versions-adaptations

2.5 Challenges

- Some students may not want to participate due to personal experiences that can be related to the topic. The teacher needs to be aware of and prepared to deal with this situation.
- The lack of knowledge of teachers related to theatre techniques.

2.6. Further reading

- Kids helpline – Anytime, Any Reason. Available [here](#).
- International Lesbian, Gay, Bisexual, Trans and Intersex Association (ILGA) website. Available [here](#).

3. Evaluation of the educational scenario

- **Evaluation** - At the end of the scenario, through a focus group, the teacher will ask students to write down about:
 - a) What they felt about the activity
 - b) the challenges of the activity
 - c) what they learn with the activity
- **Lessons learned – conclusions**

Worksheet 1
Definition of “sexual identity”
from the Kids Help Line (Australia)

<https://kidshelpline.com.au/teens/issues/sexual-identity>

“Sexuality is about how you see and express yourself sexually - like who you have a crush on, who you want to go out with, and who you want to have sexual experiences with.

It’s not really known why some people are straight while others are gay, lesbian, bisexual, asexual, or queer. But some researchers think that there might be things that happen in our bodies from very early in life that shape our sexuality. There are lots of ways that people describe their sexuality.

Gender identity and sexual identity are often confused, but it’s important to understand how they are different. Gender identity is about how we see ourselves in terms of gender: male or female. Whereas sexuality is about who we’re emotionally, physically and romantically attracted to.”

Source: Kidshelpline – Anytime, Any Reason. Available [here](#) and [here](#).

Worksheet 2

Image “Brides and Grooms”

2a. Present the following images:



Worksheet 3

Questions to explore in small groups

Binary opposition 1: Should we assume our sexual identity to feel good with ourselves or should we change our sexual identity just to be approved by others? Is it normal I feel uncertain or conflicted about my sexuality or this mean that I have a problem? Should I talk with someone in the case I am questioning my sexuality?

3a. Discussion

1. In your opinion, can we love and have a relationship with anyone we want? Why?
2. What do you think about a boy loving a girl, a boy loving a boy and a girl loving a girl?
3. Do you think that is common to teenagers questioning their sexual identity?
4. Should a teenager talk to someone when questioning their sexual identity?
5. What do you think a teenager should do when finding they have a different sexual identity? Should they tell their family and friends?

Sexual identity

The relevance of sexual identity

“Sexual identity is fundamental to a persons’ overall sense of well-being, it is an important part of how we interact with others. Identity formation, and specifically sexuality are of the most basic and essential aspects of being a human. In order to have a healthy process of this formation of the self, it is important to allow others to freely express themselves without discrimination.”

Source: Article from Psycalive published by Daniella Pavone, Clinic Psychologist. Article available [here](#).

Sexual identity: which one?

“Most people know from very young who they want to have relationships with. For others, it can take until they are adults or longer to make sense of their sexuality.

But remember, sexuality is NOT a choice! It is different for everyone and is a natural part of who you are. Everyone has the right to feel comfortable and to be accepted for who they are.

Just because you define your sexuality one way now, doesn’t mean you can’t change your mind later. This doesn’t mean you’re ‘confused’ or ‘choosing’, it just means you’re still learning about who you are and what attractions and relationships feel right to you.

Your sexuality can be the same all your life or you might define yourself differently as you learn more about yourself.”

Does questioning my sexuality mean I'm...?

“Understanding yourself is a lifelong process, so it’s normal to feel uncertain or conflicted about your sexuality.

For some people, trying to make sense of their sexual identity can be confronting, confusing and emotionally difficult. These feelings are common when the attractions and relationships you have are not commonly accepted in your community.

For others, understanding their sexual identity, being themselves, and being around others like them is usually liberating and exciting.

We all have the right to be ourselves without needing to explain or justify this to anyone. Feeling pressure to hide who you are attracted to can feel very stressful. Like anyone that feels unable to be themselves, this can be stressful and lead to mental and physical health problems.”

Source: Kidshelpline – Anytime, Any Reason. Available [here](#).

Worksheet 4

Questions for Dialectical Discussion

Binary opposition 1: Should we assume our sexual identity to feel good with ourselves or should we change our sexual identity just to be approved by others? Is it normal I feel uncertain or conflicted about my sexuality or this mean that I have a problem? Should I talk with someone in the case I am questioning my sexuality?

4a. Dialectical discussion to explore

1. Should we hide our sexual identity to guarantee that we are accepted by our friends and family?
2. In your perspective is it common for teenagers to hide their sexual identity? Why?
3. In your perspective, why is sexual identity so important? Why we should discuss it?
4. Can we lose our friends and family if we a different sexual identity?
5. Do you think we can change our sexual identity throughout our life?

Worksheet 5

Questions for Personalisation

Binary opposition 2: Should we hide our sexual identity to guarantee that we are accepted by our friends and family? Can we lose our friends and family if we have a different sexual identity? Does sexual identity change along with life, can we try to have a different sexual identity?

4b. Personalization

1. Think about the scene that you prepared, what did you feel in your role?
2. Think about the scenes you saw:
 - a. what did they make you feel?
 - b. Are you able to imagine what a person struggling with her/his sexual identity can feel, which are his/her fears?

EDUCATIONAL SCENARIO

1. Identification of the educational scenario

1.1 Title of the scenario

“You don't fool me”

1.2 Creator

Name, Surname: Andreia Monteiro & Rita Sousa
e-mail: andreia.monteiro@mentortec.eu & rita.sousa@mentortec.eu
Website/ blog: www.mentortec.eu
School/organisation: Mentortec

1.3 Topics or courses involved

Citizenship Education, Media, Education for Consumer, Misleading Advertising

1.4 Educational level

Primary

Secondary **X** (lower secondary education) 12-15 years old

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

At the end of the scenario, students are expected to have acquired the skills that will enable them to:

- Identify a range of strategies used in advertising to target consumers.
- Think critically about advertising to prevent the consumer to make informed and efficient choices.
- Be aware of key concepts such as interpretation of misleading advertising, Misleading advertising impact on consumers' decisions, regulation of misleading advertising, consumer protection.

1.6 Time-duration

Class time: 1,5hours

Outdoor preparation: 30 minutes

How many hours to be used in total: 2 hours

2. Development of the educational scenario

2.1 General description

1. Warm-up

1a. In a large group have students to think about “misleading advertising”. Through the following questions discuss the concept. (15 minutes)

- What forms of advertisement do you know?
- Do you know what misleading advertising is?
- Can you identify an advertisement that is seen as misleading?
- Were you a “victim” of false, misleading information in the advertisement?

Together you can reach the main conclusion and compare it with the definition of the above concept (**Worksheet 1**).

2. Discussion to explore

2a. Collate some print examples of effective and appealing advertising and share them with students. The teacher may choose from the link which advertisements want to show to students without saying what is wrong, so they can discuss it. (10 minutes)

<https://soldin60secs.wordpress.com/2012/05/25/top-10-famous-deceptive-ads/>

2b. Brainstorming activity:

Challenge students to think and share some ideas about the previous examples and have them analyse: (10 minutes)

1. What is the misleading information(s)
2. What do you think is the impact these advertisements have on your consumption?
3. Do advertisements affect your behaviour? Do you acquire more products?
4. Can you identify an advertisement with misleading information?
5. What are your feelings when you see an appealing advertisement?
6. Can you identify the message of the advertisement? Do you really think you need that product as much you think you do?

Tips for the teacher:

- During the brainstorming activity, write down the main ideas on the board.
- Ask one of the students to write down in a notebook the ideas shared by students.
- It is important to guarantee that all students share, at least, one idea or opinion.

At the end of the activity, highlight the main conclusions of it.

BINARY OPPOSITIONS to be explored

1. Should we believe in all advertising just because it seems that satisfy our needs or solve our problems? Does the advertisement have such an impact on us that lead us to act in a way that we might otherwise not?

Binary opposition 1: Should we believe in all advertising just because it seems that satisfy our needs or solve our problems? Does the advertisement have such an impact on us that lead us to act in a way that we might otherwise not?

3. Using Theatre techniques

3a. Discussion

- Divide the class into 3 groups.
- Each group will have a short discussion about the binary opposition, based on **Worksheet 3**. (5 minutes)
- In the end, the teacher will write on the board the main conclusions that each group will share with the classmates (5 minutes)

3b. Using theatre techniques

- Using the improvisation theatre technique, each group choose one product and prepare two different advertisements: one with misleading information and another one truthful. Each group will prepare a scene that will take 30 seconds. (10 minutes)
- All groups present both advertisements to the large group discussing, in the end, the differences between them. (15 minutes)

3c. Debriefing

- During the activity, students are likely to feel strong emotions. It is important to have frequent debrief sessions and make sure that participants' feelings are not repressed. It is also important to start debriefing by allowing people to describe what they feel or think. The teacher can let them speak freely or can guide them asking some questions, namely: (15 minutes)
 1. What did you notice about yourself while doing this?
 2. How did you feel when you saw and heard the advertisement?
 3. Did the advertisements presented create a desire for you?
 4. How does that affect your life?

4. Dialectical Discussion to reveal the meaning

4a. Dialectical discussion to explore

- The teacher guides a discussion based on questions fostering the development of critical thinking skills (**Worksheet 3**). (10 minutes)

4b. Personalization

- The teacher tries to make the whole topic and discussion personal to mobilize students more (**Worksheet 4**). (10 minutes)

5.Action Plan

- The teacher can create an action plan with the students to define how they can deal with this problem.

- #### 4b. Personalization
- The teacher tries to make the whole topic and discussion personal to mobilize students more (**Worksheet 4**). (10 minutes)
- #### 5.Action Plan
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Conclusions

- To closure the topic is important to discuss:
 - a) Recall the conclusions of the full activity;
 - b) About what students can do in the case they are living or know someone struggling with some issues related to the misleading advertisement, providing contacts and identifying organisations that can support them. (10 minutes)

- ## Conclusions
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 - a) Recall the conclusions of the full activity;
 - b) About what students can do in the case they are living or know someone struggling with some issues related to the misleading advertisement, providing contacts and identifying organisations that can support them. (10 minutes)

2.2 Worksheets & Resources

- Worksheet 1: Definition of “Misleading Advertising” by the Federal Trade Commission
- Worksheet 2: Questions to explore in groups
- Worksheet 3: Questions for Dialectical Discussion
- Worksheet 4: Questions for Personalisation

- ## 2.2 Worksheets & Resources
- Worksheet 1: Definition of “Misleading Advertising” by the Federal Trade Commission
 - Worksheet 2: Questions to explore in groups
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2.3 Infrastructure & Materials needed

- Computer with access to internet
- Data show and sound
- Board / Printed activities
- Paper and pen

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Teachers may adapt the scenario to their own context, adapting the advertisements, but also the duration of the activities.

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- The lack of knowledge of teachers related to theatre techniques.
- Misleading advertising examples can be tricky to find.

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2.6. Further reading

- #TrendingOnThe10s: Sketchers Sued \$45 Million For False Advertising (987ampradio.cbslocal.com)
- How much value the company's personality can add to a brand? (soldin60secs.wordpress.com)
- FDA Warns: Stop Using Hydroxycut Products (mariaslastdiet.com)
- Nutella Maker May Settle Deceptive Ad Lawsuit For \$3 Million (wnyc.org)

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- <https://www.thebalancecareers.com/deceptive-advertising-38512>

3. Evaluation of the educational scenario

- **Evaluation** - At the end of the scenario, through a focus group, the teacher will ask students to write down about:
 - a) what they felt about the activity
 - b) the challenges of the activity
 - c) what they learn with the activity
- **Lessons learned – conclusions**

Worksheet 1

Definition of “Misleading advertising”

Misleading advertising is officially defined by the Federal Trade Commission (FTC) as "a representation, omission or practice that is likely to mislead the consumer" and "practices that have been found misleading or deceptive. Specific cases include false oral or written representations, misleading price claims, sales of hazardous or systematically defective products or services without adequate disclosures, failure to disclose information regarding pyramid sales, use of bait and switch techniques, failure to perform promised services, and failure to meet warranty obligations" (By the Federal Trade Commission)¹.

Under the Consumer Protection Act 2007, advertising is seen as misleading if it involves false, misleading or deceptive information that is likely to cause the average consumer to act in a way they might otherwise not. Advertising may also be considered misleading if important information that the average consumer needs to make an informed decision is left out. Misleading advertising covers claims made directly to consumers by manufacturers, distributors, and retailers, as well as in advertisements, catalogs, websites, etc. (By the Competition and Consumer Protection Commission - CCPC)².

However, it's important to note that misleading advertising does not represent the entire industry, and makes up a very small percentage of the ads you will encounter every day. But there are always people out there looking to dupe consumers and make money in any way that they can.

¹ Federal Trade Commission: <https://www.ftc.gov/>

² Competition and Consumer Protection Commission: <https://www.ccpc.ie/>

Worksheet 2

Questions to explore in groups

Binary opposition 1: Should we believe in all advertising just because it seems that satisfy our needs or solve our problems? Does the advertisement have such an impact on us that lead us to act in a way that we might otherwise not?

3a. Discussion

A question to develop critical thinking:

1. Why is important to identify if advertising is deceptive or misleading? Explain your reasons.
2. What are the consequences at a personal, local, national and European level?
3. Is Misleading advertising unethical?
4. How does false advertising affect daily day life?

Worksheet 3

Questions for Dialectical Discussion

Binary opposition 1: Should we believe in all advertising just because it seems that satisfy our needs or solve our problems? Does the advertisement have such an impact on us that lead us to act in a way that we might otherwise not?

4a. Dialectical discussion to explore

1. What is the purpose of misleading information in an advertisement?
2. What techniques are used to attract and hold attention in an advertisement?
3. Does the advertisement have such an impact on us that lead us to act in a way that we might otherwise not?

Worksheet 4

Questions for Personalisation

Binary opposition 1: Should we believe in all advertising just because it seems that satisfy our needs or solve our problems? Does the advertisement have such an impact on us that lead us to act in a way that we might otherwise not?

4b. Personalization

1. After sharing the scenes that you prepared, think about:
 - a. How do I feel now after this representation/discussion?
 - b. How do I feel about this?
 - c. How will I behave now?