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EAR
project

Forming active European Citizens through the dialectical method and theater

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Educational Scenarios-Spain

<p align="center">1. Identification of the educational scenario</p> <p align="center">Wusmed ES2</p>
<p align="center"><u>1.1 Title of the scenario</u></p> <p align="center">Unit 1. Valuing cultural diversity</p>
<p align="center"><u>1.2 Creator</u></p> <p>Name, Surname: Maria Isabel Almagro Nóbrega e-mail:malmagro@xtec.cat Website/ blog: School:</p>
<p align="center"><u>1.3 Topics or courses involved</u></p> <p>Language, History, Ethics, Citizenship education</p>
<p align="center"><u>1.4 Educational level</u></p> <p>Primary Secondary <input checked="" type="checkbox"/> 13-16 years old Second chance school Reception class Other</p>
<p align="center"><u>1.5 Learning outcomes of the scenario</u></p> <p>Based on the Council of Europe Framework, at the end of the course/ scenario, students are expected to have acquired the skills that will enable them to:</p> <p>Basic</p> <p>7 Promotes the view that we should be tolerant of the different beliefs that are held by others in society</p> <p>8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another</p> <p>9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated</p> <p>Intermediate</p> <p>10 Argues that intercultural dialogue should be used to help us recognize our different identities and cultural affiliations</p> <p>Advanced</p> <p>11 Argues that intercultural dialogue should be used to develop respect and a culture of “living together”</p>

1.6 Time-duration

Class time: 4 hours

Outdoor preparation: 2 hours

How many hours to be used in total: 6 hours

2. Development of the educational scenario

FIRST CLASS

STIMULUS

1. Warm up

THE AGRUPATION GAME

The target of this game is to make students think about group identity arbitrariness.

The teacher share different figures with different colors and shapes to the students. Then students have to make groups which are based on their own criteria. Once students are grouped together with other students, teacher will ask them why they have grouped in the way they did.

Dialectical discussion to reveal meaning:

What have you based on to do this groups?

Could you have done different group criteria?

Why have you make groups based on the figures the teacher gives you?

Think about the way you have chosen the group in this game, and the way we chose groups in our real life, is there any similarity?

Once you have finished the discussion, you order student to make different new groups based on his own criteria. Then you will compare both. Teacher can ask again previous questions.

On this game we are

Brainstorming what do you know about religions? / what do you think when you hear people who talk about their religion? / what do you feel when you see people who are wearing clothes or things of their religion?

2. Discussion to explore

Choose 2 or 3 videos:

Video 1 (Muslims)

<http://justicia.gencat.cat/ca/ambits/afers-religiosos/recursos/Audiovisuals/Videos-joves/>

Video 2 (Sikhs)

<http://justicia.gencat.cat/ca/ambits/afers-religiosos/recursos/Audiovisuals/Videos-joves/>.

Video 3 (Evangelical Christians)

3. Using Theatre techniques

For small groups they represent improvised situations about a group of young people belonging to different religions talking about common topics such as activities on the weekend, clothes they like, meals ...

4. Dialectical Discussion to reveal meaning

The facilitator guides a discussion based on questions that develop critical thinking skills.

Questions to explore and define a term:

Have you heard the word Sikh, Muslim?

What does it mean?

In which context have you heard or read this word?

Have you heard or read this word in another context and on another subject?

In which circumstances you would use this word?

Check the dictionary

<http://www.thearda.com/learningcenter/religiondictionary.asp#M>.

Dictionary of religions for boys and girls (Catalan)

<http://justicia.gencat.cat/ca/ambits/afers-religiosos/publicacions/Diccionari-noies-nois/>

Personalization The facilitator tries to make the whole topic and discussion personal, so that she/ he may mobilize students more.

Improvisation. Students select phrases that are of importance from a story and create different roles of people who will say these phrases.

In a circle, students create physical images in response to a given theme, for example, different religions. They should do this quickly, without pre-thought. They are then invited to step into the center of the circle and remake their image. Other students can now add in their own still images. This could lead to an abstract group image or a tableau that is “dynamized” or brought alive through thought tracking or by adding sound or movement.

Pairs or small groups can also create their own images, where they take it in turns to “sculpt”

each other into a shape and then find a way to put these shapes together. This is most effective if done without talking.

In pairs, **create a freeze-frame** where one partner has a religion with higher status than the other. Show some examples and ask members of the group to guess which partner the higher status has, explaining why. Discuss why there may be areas of disagreement.

Activity 4: Before and after as a further dynamization, the participants are asked to move to the position they would have been in one minute before this moment took place. Thought-track each character. Next, they move to a position one minute after the moment took place, again speaking their thoughts. Ask the onlookers to suggest where the scene could be taking place, as well as names and other details for each of the characters.

Conclusions

Flashbacks. (30') With everybody back in the group, discuss what could have happened to any of the characters previously that may have led to the other religions. In small groups make one or more frozen images showing a scene or scenes that took place earlier related to this moment of talk about religion, including one or more of the characters. Show these to the other groups, using thought-tracking if appropriate

2.2 Worksheets & Resources

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2.3 Infrastructure & Materials needed

- Definitions of different religions
- Knowledge of similarities and differences between religions

2.4 Versions-adaptations

2.5 Challenges

If you have a multicultural and multilingual class, it's possible that there is a great participation or perhaps there is not much involvement.

2.6. Further reading

3. Evaluation of the educational scenario

- Evaluation

To know what changes have occurred in the knowledge of different religions. It can be done for small groups or large groups with a couple of questions such as:

What would you have modified in the conversation that you did on the first day about common topics?

- Lessons learned – conclusions

It should be taken into account that the purpose of this unit is to know and respect the other religions not to make an in-depth study of all religions.

1. Identification of the educational scenario

2. Wusmed ES2

1.1 Title of the scenario

Unit 2. Conflict- resolution skills

1.2 Creator

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School:

1.3 Topics or courses involved

Language, Ethics, Citizenship Education

1.4 Educational level

Primary

Secondary X (12-16 years-old)

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

Based on the Council of Europe Framework, at the end of the course/ scenario, students are expected to have acquired the skills that will enable them to:

- Can communicate with conflicting parties in a respectful manner

Basic

- Can identify options for resolving conflicts
- Can assist others to resolve conflicts by enhancing their understanding of the available options
- Intermediate

- Can encourage the parties involved in conflicts to actively listen to each other and share their issues and concerns
- Regularly initiates communication to help solve interpersonal conflicts

Advanced

- Can deal effectively with other people's emotional stress, anxiety and insecurity in situations involving conflict

1.6 Time-duration

Class time: 4 hours

Outdoor preparation: 1 hours

How many hours to be used in total: 5 hours

3. Development of the educational scenario

2.1 General description

1. Warm up

Brainstorming:

- what do you think when you hear the word conflict?
- what do you think is negative?
- what do you know about conflict resolution?
- what do you feel when you see different options in front of conflict?

2. Discussion to explore

Questions to explore and define a term:

Have you heard the word "conflict"?

What does it mean?

In which context have you heard or read this word?

Have you heard or read this word in another context and on another subject?

Is there a synonym with problem, trouble?

In which circumstances you would use this word?

Does it have any other meaning?

Is the word conflict positive?

Paint-design this term (conflict) and explain to others

3. Using Theatre techniques

Status Pictures

In pairs, create a freeze-frame where one partner has a higher status than the other (see photo). Show some examples and ask members of the group to guess which partner the higher status has, explaining why. Discuss why there may be areas of disagreement.

Still image

In a circle, students create physical images in response to a given theme (CONFLICT). They should do this quickly, without pre-thought. They are then invited to step into the center of the circle and remake their image. Other students can now add in their own still images. This could lead to an abstract group image or a tableau that is “dynamized” or brought alive through thought tracking or by adding sound or movement.

Pairs or small groups can also create their own images, where they take it in turns to “sculpt” each other into a shape and then find a way to put these shapes together. This is most effective if done without talking.

4. Dialectical Discussion to reveal meaning

The facilitator guides a discussion based on questions that develop critical thinking skills.

Activity 4:

Before and After As a further dynamization, the participants are asked to move to the position they would have been in one minute before this moment took place. Thought-track each character. Next, they move to a position one minute after the moment took place, again speaking their thoughts. Ask the onlookers to suggest where the scene could be taking place, as well as names and other details for each of the characters.

The facilitator guides a discussion based on questions that develop critical thinking skills.

The facilitator asks for the entire topic and the discussion, so that students can be more involved and mobilized.

Personalization The facilitator tries to make the whole topic and discussion personal, so that she/ he may mobilize students more.

Random Sound Story

(Small groups 4-6). Each group is asked to come up with a selection of random sounds - with each member making one vocalized sound. The group then decides on a sequence in which these sounds are made and practices it. Each group performs its sound sequence in turn to the whole class. Now the groups are asked to make up a story in which these sounds occur - in the sequence already decided upon. The story can be narrated or acted.

Conclusions

2.2 Worksheets & Resources

It's important and necessary to know the concept "conflict" and see it as an opportunity for growth.

<https://transformingconflict.org/>



2.3 Infrastructure & Materials needed

Enough space to act and to do restorative approaches

2.4 Versions-adaptations

2.5 Challenges

Some students can't to share own problem in from of audience. It's important don't put pressure on

2.6. Further reading

4. Evaluation of the educational scenario

- **Evaluation**

A co-evaluation or joint assessment to find out if an active listening has been achieved in the group and if you found any way to resolve a small conflict.

- **Lessons learned – conclusions**

The students create their personal or group action plan to manage this topic when they occur in their lives. They decide what can be done in terms of short, medium and long-term measures and for whom.

Identification of the educational scenario

Wusmed ES3

1.1 Title of the scenario

3: CITIZENSHIP

1.2 Creator

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School: WUSMED

1.3 Topics or courses involved

Citizenship Education

Topics: Valuing human dignity and human rights.

1.4 Educational level

Primary

Secondary X

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

Based on the Council of Europe Framework, at the end of the course/ scenario, students are expected to have acquired the skills that will enable them to:

- Argues that human rights should always be protected and respected.
- Defends that no one shall be subjected to torture or to inhuman or degrading treatment or punishment.
- Argues that all public institutions should respect, protect and implement human rights.
- Expresses the view that all laws should be consistent with international human rights norms and standards.

1.6 Time-duration

Class time: 5 hours

Outdoor preparation: 1-2 hours

How many hours to be used in total: 6 - 7 hours

2. Development of the educational scenario

2.1 General description

First class

1. Warm up (15')

Stimulus:

<https://www.youtube.com/watch?v=nSOjMkoBYYA>



As an initial activity, we will purpose students to watch “The Box” trailer. After this 3 minutes video we will ask some questions in order to make students start thinking.

Brainstorming

What's the trailer about?

If you were the person who received the box what would you do? Why?

Can you explain the advantages of opening the box? And the disadvantages?

Do you think you would regret your decision? Why?

2. Discussion to explore (45')

Students will watch three different videos that will help the teacher to guide a discussion about ignorance, responsibility and human rights.

1st video:



The goal of this video is to make the students think about the consequences of ignorance and how the lack of information makes us take wrong decisions.

Dialectical Discussion to reveal meaning:

- What's the video about?
- What's the girl complaining about?
- Which is the cause of the problem?
- Would her point of view change if she knew the meaning of " π "?
- Have you ever had a misunderstanding cause of ignorance?
- Which reflection can you get from this video?

2nd video:



The target of this video is thinking about the responsibility of our actions once we know the consequences of them. In this case the topic will be climate change.

Dialectical Discussion to reveal meaning:

- What's the tale about?
- What do you think about the final sentence "it's up to us how the story ends"?
- What kind of actions we can do to stop climate change?
- Do you think people doesn't do anything to stop climate change because they don't know about it?
- Who is the responsible of climate change?
- Who has to fight against it?

- Which reflection can you get from this video?

3rd video:



The target of this video is to make students think about human rights. Although we can have different opinions about a topic, there are inherent rights that have to be respected.

Dialectical Discussion to reveal meaning

- What's happening on the video?
- Why do you think migrants try to arrive to Spain?
- Why do you think police is shooting them?
- Do you think people can have different opinions about immigration?
- Any of this opinions justify shooting people?
- Which reflection can you get from this video?

At the end of the class each student will write a little conclusion about what they have learnt and they comment it with their partners.

2nd class (60')

At the beginning teacher asks about the conclusions of the previous class.

Then the teacher will present a video about the holocaust in order to introduce Human Rights Universal Declaration origins.



Dialectical Discussion to reveal meaning

- What's the video about?
- After WWII what did politicians decide in order to not repeat it again?
- What kind of agreements have they achieved?

3. Using Theatre techniques

After knowing that a Human Rights Declaration exist, students have to imagine in groups, which kind of right are included on it.

For doing this activity, they will have to work in groups. Each one, will choose a Right to be represented by image-theatre technique where they should create a physical image to be pictured in order to represent the right they have chosen.

The rest of the class, will be spent on discover what rights have been represented.

In the last part of the class, teacher will ask student why they have chosen these rights and no others. Then, teacher will present student some of the most important right of HRUD in order to see that, depending on the context we live, we assume or not some of the basic rights as inhereents of the human conditions.

3rd and 4th class (120')

The target of this lesson is to make them focus on a Human Right article in order to study it deeply and see if it is respected all over the world. Moreover, throughout theatre students will have the opportunity of living the conflict and be an active part of the conflict resolution.

At the beginning pictures of the last class are shown in order to review some of the Human Rights and teacher asks them if they are respected.

Then students will choose one article. Using an interactive map they will have to choose one conflict in the world where this right is vulnerated.



Once they have focused on a conflict they should have to represent it using forum-theatre technique. In this technique, students in groups represent a short piece of theatre where the conflict is shown. During this representation, opposite opinions of each topic have to be shown by the characters.

Then, they will represent it again and the rest of the class will have the opportunity of become part of the scene in order to change it. In this second part dialectical discussion will be a must in order to find a solution based on peace culture and Human Rights.

(60 minutes will be necessary for introducing Human Rights vulneration, exploring the map and preparing the script and 60 minutes will be spend on representing forum-theatre scenes)

5th class (60')

Personalization

The target of this class is to think about individual and collective actions which can be realized for fighting against humanitarian problems.

This session will start talking about the last day performances and discussing about all we can do to solve these situations.

Dialectical Discussion to reveal meaning

- Who can contribute to create a world that handle Human Rights?
- What can we do in our daily life?
- What do you think about the importance of:
 - ONGs
 - Protests
 - Voting
 - Voluntary service
 - Fairtrade
 - Daily acts
- What do you think is the meaning of this sentence: "think globally, act locally"?

Then, we will compare students solutions with some activists actions.

Finally we will see "The box" trailer again. Students will have to answer first day questions again in order to check if they are able to valuing human dignity and human

rights. They also will have to answer what have they learnt and if what we learn can modify in some sense their daily life attitude.

Conclusions

For the topic to have a successful closure, is important to:

- Summarize the main topics that were discussed in order to clarify the concepts.
- Sensitize that Human Rights should be respected and protected.
- Take care of human dignity being able to show respect to all humans without restrictions.
- Assume ethical attitudes according to Human Rights

2.2 Worksheets & Resources

First class

The box trailer: <https://www.youtube.com/watch?v=nSOjMkoBYYA>

Pi Pas video: <https://www.youtube.com/watch?v=H1v-bCyeIR4>

Climate change video: <https://www.youtube.com/watch?v=zMvWGT6l3II>

Ceuta's shooting: <https://www.youtube.com/watch?v=e6AlI1OzrO4>

Second class:

Holocaust video: https://www.youtube.com/watch?v=CDxX_OP0G1M

Third class:

Human Rights interactive map: <http://mapamundi.portalpaula.org/>

Fifth class:

Activist videos:

EKO camp: <https://www.youtube.com/watch?v=axiE1oFmUoU>

Greta Thunberg speech about climate change:

<https://www.youtube.com/watch?v=EAmUIEsN9A>

Fairtrade: <https://www.youtube.com/watch?v=PLKTGWH398Q>

Emma Watson speech about gender equality:

<https://www.youtube.com/watch?v=nlwU-9ZTTJc>

2.3 Infrastructure & Materials needed

- Computer with access to internet
- Slide projector
- Paper and pen
- Camera (for the pictures)
- Some laptops, tablets or mobiles (for exploring the map)

2.4 Versions-adaptations

Teacher can look for different video topics or materials depending on student's interest or cognitive abilities.

2.5 Challenges

The main challenge of this scenario is to change the way students react in front of Human Rights vulnerations, making it more sensitive and responsible.

3. Evaluation of the educational scenario

1st class:

Initial evaluation through the brainstorming of "The box" trailer and summative evaluation from the final conclusion written by the student.

2nd class:

Co-evaluation and auto-evaluation of the image theatre activity.

3rd and 4th class:

Co-evaluation and auto-evaluation of the forum-theatre scene.

Evaluation of the student's attitudes through of their discussions and arguments in the performance.

5th class:

Final evaluation where we can see if they have change the way they solve "The box" dilemma.

EDUCATIONAL SCENARIO EXAMPLE

1. Identification of the educational scenario

1.1 Title of the scenario

Art and ethics

WUSMED ES4

1.2 Creator

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School:

1.3 Topics or courses involved

Mainly Art. But every course or every subject can apply the proposed methodology in its own field.

1.4 Educational level

Primary

Secondary x

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

- Reflect critically on how the concept of citizenship has evolved in different ways in different cultures over time.
- Outline diverse narratives from different perspectives.
- Critically analyse the own behaviour team working.

1.6 Time-duration

Class time: 4 hours

Outdoor preparation: 2 hours

How many hours to be used in total: 6 hours

2. Development of the educational scenario

2.1 General description

THE UNIT consists in 4 sessions, each one based on a specific work art:

1. The kidnapping of Helena .The Greek myth. The individual interest in front of the collective one.
2. The judgment of Salomon. The biblical story of Saloon king. Strategies to discover the true in a specific case.
3. The wedding by force. Relationship between feelings, human relationship and economy.
4. Charlie Hebdo and Mahoma. The freedom of expression.

WARM-UP

The topic of the session was not specifically announced before starting. Brainstorming among the students about the possible argument of the work under the title.

STIMULUS

Presentation of the real content or story of he work on which is based the session. Oral presentation by the teacher. Reading of images in the case 2 and 4.

LEARNING ACTIVITY

A main learning activity will be used trough the four sessions of the unit, with the double objective of

- 1, discover the values inside the presented works and
- 2, practice the dialogue team working as a tool to approach all of the human topics and issues.

Each session will be developed in four steps:

A, individual collection of information about the art work that is in the centre of the session (sources: given by teacher or internet)

B, Share the found information in small groups (4-5 students each) with the aim to agree the content of the work and its ethical implications.

C, Analyse the dynamics done inside the group during the debate: which specific things (roles, positions, interactions,...) must be avoided in the next sessions and which ones must be applied in deep.

D, Shearing the results among the different small groups.

At the end of the last session, final conclusions of the unit in both ways: lessons learnt from each art work and lessons learnt about team working.

Conclusions

2.2 Worksheets & Resources

The myth of Helena of Troy. The story of the judgement of Salomon.

The picture about this story from the walls of Pompei. Any summary of the story provided by the teacher.

The work of Molière. The original text or a summary. If possible, some record of the representation.

The images published by the magazine in the terrorist episode in Paris

2.4 Versions-adaptations

2.5 Challenges

2.6. Further reading

3. Evaluation of the educational scenario

- **Evaluation**

The evaluation of the unit must be centred in one hand on the level of recognition of the values and unvalues of the characters of the art works presented, and in the other hand on a self-reflection about the own characteristics and positive aspects to work in team, and the aspects to be improved. A short evaluation activity will be done at the end of each session.

- **Lessons learned – conclusions**

1. Identification of the educational scenario

Wusmed ES5

1.1 Title of the scenario

1.2 Creator

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School:

1.3 Topics or courses involved

Transversal

1.4 Educational level

Primary

Secondary X

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

Based on the Council of Europe Framework, at the end of the course/ scenario, students are expected to have acquired the skills that will enable them to:

(Autonomous learning skills)

Shows ability to identify resources for learning (e.g. people, books, internet)

Seeks clarification of new information from other people when needed

Identifies what he/she knows already and what he/she doesn't know

Can identify gaps in his/her own knowledge independently

1.6 Time-duration

Class time: 4 classes of 1 hour each

Outdoor preparation: 3 hours

How many hours to be used in total: 7 hours

2. Development of the educational scenario

2.1 General description

1. Warm up (First class)

Stimulus:



Brainstorming:

What do you think that is the meaning of autonomy? Do you use this word? When? Where? Do you think that autonomy could have some relation with learning? and... What does learning means? ...

If possible collect or record the brainstorming to be used later (15')

2. Discussion to explore (First class)

The main concept: Autonomous learning and self-regulation. The teacher can introduce the concept with some questions:

Since when do you think you have been learning things? - Can we learn things only at school? - Do you think we learn everything in the same way? Do we learn from ourselves or with other people help? What do you think it means to be autonomous in the learning process?

He/she has to answer this questions using the answers of the students and the materials available (30')

The students summarize aloud the main ideas discussed during the class following the teacher guide. The teacher can ask the students if they would add something else they consider interesting and is missing. If there are some doubts the teacher can propose one student answer the other, if there isn't an answer he/she can answer and close the discussion (15')

3. Using Theatre techniques ([Second class](#))

The students, in groups of 10, have to organize a role playing:

5 of them have to play the role of a teacher/educator/facilitator and 5 of them have to play the role of students. The teacher has to facilitate some tools to play the role: To agree before the representation different profiles of teacher/ educator/facilitator (traditional, innovative, empathetic...) and different learning contexts (school, sport team, leisure team, family...). Also different profiles of the students they want to play (shy-participative - autonomous...). Theatrical techniques have to be introduced. (40').

Discuss the main roles played and the own perspective about the best way to become an independent but also collaborative learner. Analyze the changes in their opinions in respect at the previous class (the activities recorded or written can help to do it). This activity can be used also for evaluation (20').

4. Dialectical Discussion to reveal meaning

4a. The facilitator guides a discussion based on questions that develop critical thinking skills.

[\(Third class\)](#)

The teacher summarizes the main ideas about autonomy and decision making that were discussed during the prior session and ask the students if they would add something else they consider interesting and is missing. The teacher also can clarify some doubts and answer some questions. (10')

Main concept: Students, in groups of 4, have to plan an activity to do it jointly, out of school and during their free time. An activity that could be really done (go to the movies, go out for a drink, go to one of them home to do some activity ...) The teacher can offer a guide to facilitate the process (20')

4b. Personalization The facilitator tries to make the whole topic and discussion personal, so that she/ he may mobilize students more.

(Third class)

Analysis and discussion within the whole class about the process of decision making of each group. It is better not to leave full autonomy and that the teacher offers a guide for the discussion. It can be considered a guided self-questioning:

What aspects have we considered to decide what activity do? what are they related to? with our preferences? with our timetable? with the conditions? Has it been easy to arrive to an agreement? have we been respectful with the other proposals? ...

This discussion can also be recorded or collected in writing so that it can be used later (30')

4.Dialectical Discussion to reveal meaning

4a. The facilitator guides a discussion based on questions that develop critical thinking skills.

(Fourth class)

Watch (twice) 5 minutes from the movie "Society of Dead Poets", a 1989 American dramatic movie, starring Robin Williams and directed by Peter Weir. More specifically, the scene where the teacher says " Open de book *Understanding Poetry...*" and after one student read it, the teacher invites the students to boot the entire page and all the introduction. (10')

<https://www.youtube.com/watch?v=c7TM5584Xp4>

After the second visualization, give and explain to the students a short guide to analyze the role of the teacher and the role of the students. For example:

What does it mean learn for the teacher? are the students used to this kind of teacher behavior? What is the difference between repeat and thinking autonomously? what would be your own reaction? Is it possible to learn while you have fun? Are emotions involved on the learning process? (10')

Write a short report individually and co-evaluate on pairs (20')

4b. Personalization The facilitator tries to make the whole topic and discussion personal, so that she/ he may mobilize students more.

(Fourth class)

Final activity and closure:

The students, in groups of 4, have to write a summary of the main content that they have learnt during the educational scenario (10-30 line text). One student of each group have to read aloud the summary and all together have to discuss if they agree with the main ideas and if there are some important things missing. The teacher also can clarify some doubts and answer some questions (20')

Conclusions

2.2 Worksheets & Resources

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2.3 Infrastructure & Materials needed

2.4 Versions-adaptations

2.5 Challenges

3. Evaluation of the educational scenario

Evaluation

First class:

- The brainstorming can be used as an evaluation of the previous learning and can be used at the final of the class (jointly) to analyze the changes in their knowledge and opinions.
- The summary of the main ideas discussed during the class and the clarification of the doubts can be used as a formative evaluation.

Second class:

- The discussion of the role playing can be used as a formative evaluation and can offer inputs to the teacher about the progress of the level of competence of the students.

Third class:

- The summary at the beginning of the class can be used as a formative evaluation.
- The discussion at the final of the class also can be used as a formative evaluation activity.

Fourth class:

- Co-evaluation of the individual reports.
- The final activity can be used as a self-evaluation of the group and a co-evaluation inter-groups. The teacher also can evaluate the activity.

If necessary all this activities can be also used to put a

qualifications or a mark.

The evaluation of the educational scenario can be done taking in account if the students have adquired the learning outcomes planned.

- [Lessons learned – conclusions](#)