



Co-funded by the
Erasmus+ Programme
of the European Union



EAR
project

Forming active European Citizens through the dialectical method and theater

604699-EPP-1-2018-1-EL-EPPKA3-IPI-SOC-IN

EDUCATIONAL SCENARIOS - UK

EDUCATIONAL SCENARIO EXAMPLE

1. Identification of the educational scenario

1.1 Title of the scenario

Refugee Crisis

1.2 Creator

Name, Surname:

e-mail:

Website/ blog:

School:

1.3 Topics or courses involved

Human Rights

1.4 Educational level

Primary

Secondary 11 – 16 years old

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

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

- consider what their responsibility is in regards to the refugee crisis
- an understanding of the different attitudes towards the refugee crisis
- an ability to form their own informed opinions

1.6 Time-duration

Class time: 3 hours

Outdoor preparation: 1 hours

How many hours to be used in total: 4 hours

2. Development of the educational scenario

2.1 General description

1. Warm up

Drama game – I am sitting on the grass...

See worksheet 1

2. Discussion to explore

What do you feel are human rights?

Do you know situations when people have their rights taken away?

What do we mean by The Refugee Crisis?

See worksheet 2 - United Nations List of Universal Human Rights

3. Using Theatre techniques

Looking at worksheet 3 – image of Syrian refugee crisis

In small groups discuss what would make people leave their country. What is happening in the picture?

In these groups create a frozen picture of people leaving/fleeing their country, each person the says one line of how they are feeling or why they are leaving.

4. Dialectical Discussion to reveal meaning

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

The first binary opposition is then discussed:

Looking at worksheet 4 – refugee crisis

Refugees need a home, to be safe, how can we help?

Who is responsible for the crisis?

How can we make sure everyone has their human rights?

Using Theatre techniques

Two volunteers improvise a scene. One is a home owner, the other wants shelter and food. The home owner is unsure and the new comer needs to use their persuasive skills to gain access. The teacher can freeze the action and ask the class for suggestions that the new comer could say to help their cause. At the end of the scene they will enter the house, the home owner eventually being persuaded.

The second binary opposition is then discussed:

Looking at worksheet 5, images and newspaper headlines.

Why may people be resistant to migration?

What is the idea behind “build a wall?”

What are the reasons for closing Uk borders to refugees?

Theatre exercise

Two volunteers again improvise a scene where one person is a refugee and one a home owner, this time the home owner needs to think of as many reasons as they can to not let the new comer in and the new comer must try and give as many reasons as they can to be let in. The teacher can encourage other pupils to offer suggestions on what can be said, how would you feel if you came home to see a stranger eating your tea?

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

What can you do to help people have their human rights met?

How can we work towards a fairer world?

Are there things you can do? What are they?

Conclusions

- Discuss conclusions from all activities and discussions
- What are responsibilities in maintaining human rights for all?
- What can we do to work towards a fairer world.

2.2 Worksheets & Resources

[Worksheet 1 – Drama warm up explanation – I am sitting on the grass...](#)

[Worksheet 2 – United Nations List of Human Rights](#)

[Worksheet 3 – Image of Syrian Refugee Crisis](#)

[Worksheet 4 – Images of refugee crisis](#)

[Worksheet 5 – Images of closed borders, building “walls” and newspaper headlines](#)



2.3 Infrastructure & Materials needed

2.4 Versions-adaptations

2.5 Challenges

2.6. Further reading

3. Evaluation of the educational scenario

- Evaluation
- Lessons learned – conclusions

Refugee Crisis – Worksheet 1

Drama game – I am sitting on the grass

The class sit in a circle with one extra seat. The person with the empty seat on their right moves into it saying “I am sitting” the next person moves into the empty on their right saying, “on the grass.” The next person with the chair on the right moves into it saying “with my friend,” the next person with the empty chair on their right moves into it saying the name of a person in the class, this person then moves into the chair. This leaves a new empty chair, and the game continues, repeating the above actions and words.

This is a welcoming game, encouraging movement and therefore reflects the theme.

Worksheet 2 – refugee crisis

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Article 4.

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5.

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6.

Everyone has the right to recognition everywhere as a person before the law.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8.

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9.

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10.

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11.

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12.

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13.

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14.

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15.

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16.

(1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its

dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17.

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18.

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20.

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21.

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22.

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23.

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

- (2) Everyone, without any discrimination, has the right to equal pay for equal work.
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
- (4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24.

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25.

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26.

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27.

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28.

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29.

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

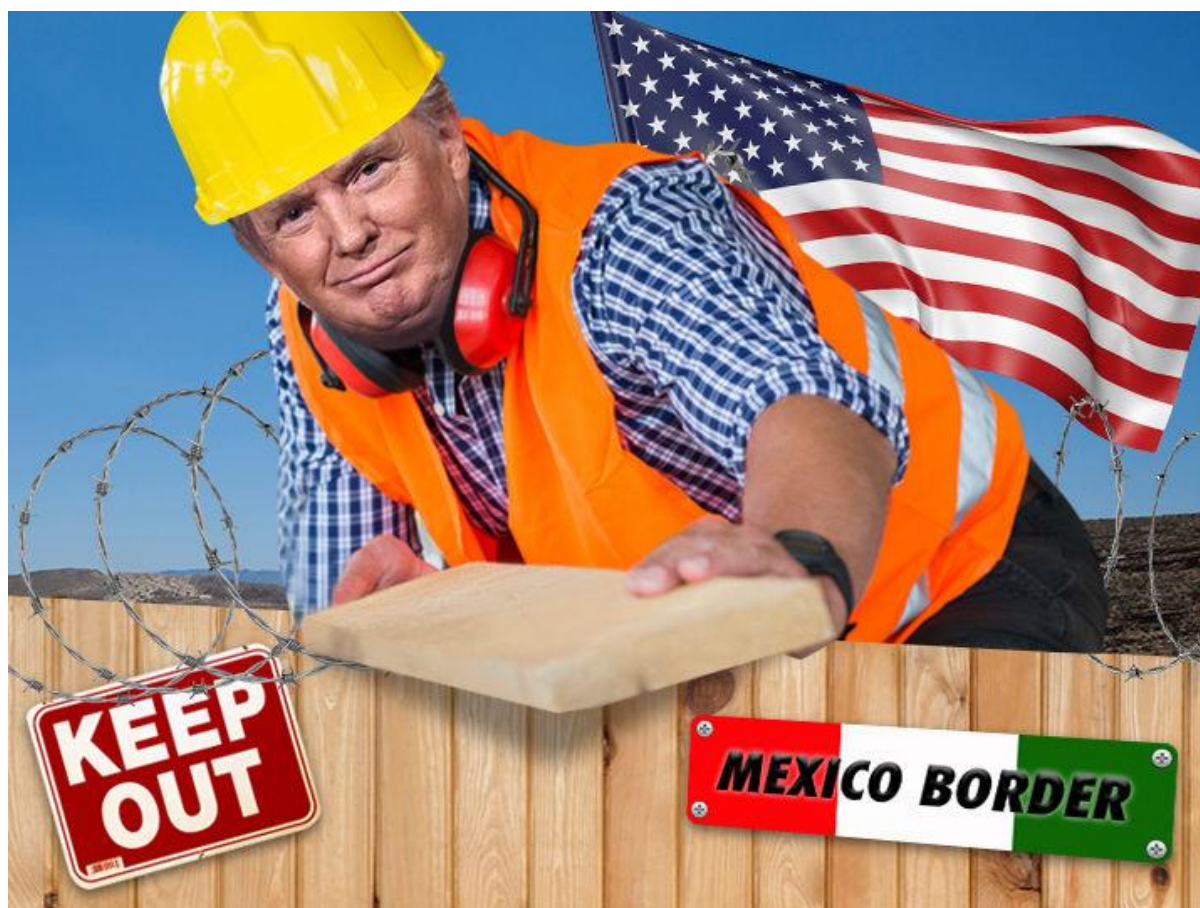
Article 30.

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.



Worksheet 4





Petitions
UK Government and Parliament

Petition
Stop all immigration and close the UK borders until ISIS is defeated.
404,070 signatures

WHY SIGNING THE "CLOSE THE BORDERS" PETITION IS SUCH A SHAMEFUL REACTION TO THE PARIS ATROCITIES

ANOTHER ANGRY VOICE



Meltdown... Liam

Fears for 1D Liam over gig

By DAN WOOTTON

ONE Direction used a gig after Liam Payne had a backstage meltdown. The pressure of fame was said to have made Liam, 22, ill before Tuesday's show in Belfast.
Full Story - Page Three

CHAMPIONS LEAGUE

Man City	2
Sevilla	1
CSKA	1
Man Utd	1

SEE SUNSPORT



Watson... yesterday

Watson sorry for perv slur

By STEVE HAWKES

LABOUR deputy leader Tom Watson yesterday apologised over false paedophile claims against Lord Brown as a former cop blasted him for a "baseless witchhunt".
Full Story - Page 11

Boatloads at Cyprus RAF base seek back door to UK



Talks... Brit servicemen and migrants yesterday

ILLEGALS HAVE LANDED

By NICK PISA and DAVID WILLETTS

ILLEGALS who landed illegally at a British base on Cyprus yesterday saw it as a back door to the UK, it was feared.

Two boats carrying 114 refugees from Syria arrived at RAF Akrotiri.

They were the first to land directly on British sovereign soil in the current migrant crisis.

Aid staff believe they hoped to claim asylum in Britain via the base.

Full Story - Pages 4&5

"Targeted"... RAF base



32

5p **DAILY EXPRESS**
 THE WORLD'S GREATEST NEWSPAPER express.co.uk WEATHER: SHOWERS
 SATURDAY AUGUST 29, 2015 85p

£5 OFF
 FOR EVERY READER
 WHEN YOU SPEND £40
 Pull details in the List
 News pull out inside your
 Saturday Magazine

**ESSENTIAL BACK TO SCHOOL
 STATIONERY PACK**
 FOR JUST **£1**
 at WHSmith
 SEE PAGE 34

Inside: The pictures that prove...

MIGRANTS SWARM TO BRITAIN

By John Chapman
 THE scale of the migrant crisis facing Britain was underlined yesterday by a series of arrivals.
 On last one day, 37 suspected illegal immigrants were found in a lorry on the M25 in Surrey. Another six were caught scrambling out.

M25 SURREY
 Police quit some of the 27 illegal migrant suspects found in a lorry



TURN TO PAGE 4

FLASH SALE
 SAVE AN EXTRA
£100

Sandals
 THE
Autumn
 SALE
 SAVE UP TO 45%
 PLUS UP TO £700 AIR CREDIT

BOOK THE WORLD'S LEADING ALL-INCLUSIVE RESORTS
 Call 0800 122 3463 | Visit sandals.co.uk | See your local Travel Agent

DAILY EXPRESS
 THE WORLD'S GREATEST NEWSPAPER express.co.uk MONDAY 1.20p 85p

GET YOUR DAILY EXPRESS FOR JUST 20p
20,000 FARE FREE FLIGHTS WITH RYANAIR
 Exclusive to every Daily Express reader

BARCELONA ROME PARIS PRAGUE VALENCIA VIENNA ZAGREB

EACH ILLEGAL IMMIGRANT TO COST US £1M

AN ARRESTY glimpse
 Illegal immigrants in Spain in the U.K. would cost a staggering £1m each, according to a new report. The report, which was published by the Home Office, says that the cost of each illegal immigrant is £1m, including the cost of their arrest, detention, and removal from the country. The report also says that the cost of each illegal immigrant is £1m, including the cost of their arrest, detention, and removal from the country.

Felicity Kendal on the pain of losing her sister



GET £1 OFF OK! MAGAZINE

WHY WE ALL FEAR DENTISTS ARE NATURAL BORN KILLERS

QUENTIN LETTS PAGE 14

As police seize stowaway migrants across South, Cameron is attacked for 'likening them to insects'



Making it through: Police across southern England arrested alleged illegal immigrants yesterday after hundreds stormed the Channel Tunnel entrance in Calais

THE 'SWARM' ON OUR STREETS

THE Calais crisis intensified last night after a day of astonishing scenes on both sides of the Channel triggered by the chaos at the French port.

By Claire Ellicott and Stephen Wright

point, a mother and her young son clutching a teddy bear were seen crawling through a security fence. It came as David Cameron was attacked

pected migrants on the M20 after they made it to the other side of the Tunnel. One even risked his life by stowing away under a horsebox for two hours. Last night, 200 migrants tried to storm the Tunnel. Shortly after a shuttle train from the UK pulled in, they rushed at the point where cars leaving the Tunnel join

it through before riot police formed a cordon. On another day of drama, Eurotunnel dramatically sealed back its overnight freight service to reduce the opportunities for stowaways - a move which will have major implications for the UK economy, which is already losing £250million a day because of the chaos.



SUPERB PULLOUT INSIDE

THURSDAY, SEPTEMBER



EDUCATIONAL SCENARIO EXAMPLE

1. Identification of the educational scenario

1.1 Title of the scenario

Our local community

1.2 Creator

Name, Surname:

e-mail:

Website/ blog:

School:

1.3 Topics or courses involved

Diversity and equality

1.4 Educational level

Primary

Secondary 11 – 16 years old

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

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

- consider are all people treated equally, what do people make judgements on?
- think critically when deciding their behavior and those of others in regards to equality
- have developed opinions in regards to is diversity a positive thing? Are there benefits and what are they?

1.6 Time-duration

Class time: 3 hours

Outdoor preparation: 1 hours

How many hours to be used in total: 4 hours

2. Development of the educational scenario

2.1 General description

1. Warm up

Drama game – shapes in common or three things in common.

See worksheet 1

2. Discussion to explore

What different communities are there in Bristol?

What different areas do people generally live in Bristol?

Is there cultural segregation?

When is this a good thing?

Look at images – St Paul's festival and Southmead street, both Bristol – See worksheet 2 and 3

3. Using Theatre techniques

In groups discuss the benefits of cultures living together, support, understanding, shared beliefs etc. Devise a short scene which explores this.

4. Dialectical Discussion to reveal meaning

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

The first binary opposition is then discussed:

Should cultural groups stay living in the same area?

Why do you think Bristol housing is organized this way?

Are communities welcoming to new families in your experience?

What are the problems with diversity?

What are people afraid of with cultural diversity? Where do these fears come from?

Using Theatre techniques

Looking at worksheet 4 – image of Bristol diverse community.

In groups devise a scene which shows the benefits of cultural diversity, what can we learn from each other?

The second binary opposition is then discussed:

What do these scenes show about the benefits of cultural diversity?

Does it help to get to know people from different cultural backgrounds?

Are there problems with different communities with different beliefs living in the same street?

Which areas do you know that are diverse? How does it work there?

Theatre exercise

Group discussion about our community:

In groups think of three words which sum up your community:

Eg. Welcoming, friendly, mixed

Then create three physical freezes which represent this.

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

What is your community like?

How diverse is it? Is this a good thing?

Is your community welcoming?

What are the problems in your community?

What would you like to see as the future for Bristol and its communities?

What can you do to make a change?

Conclusions

- Discuss conclusions from all activities and discussions
- Is diversity a good thing?
- Are there benefits and what are they?
- What does your community look like?
- What can we do to make positive change in our community?

2.2 Worksheets & Resources

Worksheet 1 – Drama warm up explanation – shapes in common and 3 things in common

Worksheet 2 – image of St Paul’s carnival Bristol

Worksheet 3 – Image of Street in Southmead Bristol

Worksheet 4 – Image of diverse community in Bristol



2.3 Infrastructure & Materials needed

2.4 Versions-adaptations

2.5 Challenges

2.6. Further reading

3. Evaluation of the educational scenario

- Evaluation
- Lessons learned – conclusions

Worksheet 1 – Our local community

Drama game – shapes in common

The class take it in turns to say something that is true about themselves, eg. I can ride a bike, they create a body position which represents this, everyone who also rides a bike takes on this position. If you can't ride a bike you stay in neutral. The next pupil says something true about themselves and creates a body position, if this is true for you, you take on this position, if not you stay in your last position and so on until everyone has had a go.

The class can see, as the game is played, who they have things in common with.

Drama game – three things in common

In pairs, the class talk and discover three things that they have in common with their partner. This is then shared with the class.



Worksheet 3



Worksheet 4



EDUCATIONAL SCENARIO EXAMPLE

1. Identification of the educational scenario

1.1 Title of the scenario

Bullying

1.2 Creator

Name, Surname:

e-mail:

Website/ blog:

School:

1.3 Topics or courses involved

Change

1.4 Educational level

Primary year 6

Secondary year 7- 11

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

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

- Understand what power they have
- Be able to challenge situations where they feel disempowered
- get their voice heard

1.6 Time-duration

Class time: 3 hours

Outdoor preparation: 1 hours

How many hours to be used in total: 4 hours

2. Development of the educational scenario

2.1 General description

1. Warm up

Drama game – Prisoner and Guard

See worksheet 1

2. Discussion to explore

Who do you know who has power?

Are there times when you have felt powerless or powerful?

How can power be misused?

Stan Lee said “With Power comes great responsibility” what do you think he meant by this?

3. Using Theatre techniques

See worksheet 2 – images of superheroes

In pairs discuss if you had a superpower what would it? Why do you want that one? How will you use it? What is your character called?

Create a still in your pair where we see each character using their power and a line which says your character’s name and what they do.

4. Dialectical Discussion to reveal meaning

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

The first binary opposition is then discussed:

with power comes choice, when do people misuse power?

Have you seen someone who is powerless?

When is it ok to assert power over someone else?

Using Theatre techniques

Looking at worksheet 3 – image boy being bullied

In groups devise a scene where we see a child being bullied.

Using forum theatre the teacher can then ask students for various responses for the victim to try and the scene can be replayed using these responses, with the aim of shifting the power and the victim being empowered.

The second binary opposition is then discussed:

Look at the worksheet 4 – Greta Thunberg

What issues do you feel strongly about?

Who has the power in doing something about these issues?

Are people misusing their power and if so in what way?

What ways are there is getting your voice heard?

Which ways are more effective?

When are people more likely to listen?

Theatre exercise

In groups choose situation where you see the misuse of power, eg. The destruction of the rain forest.

Then choose a method of getting your voice heard/message across eg. Turn the other cheek, demonstrate, violence or mediation.

Create a scene in small groups which looks at addressing an issue with one of these methods.

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

What can I do to help people who are powerless?

What skills can I use to help me in situations where I feel powerless?

What methods are the most effective for me to use to get my point of view heard?

Conclusions

- Discuss conclusions from all activities and discussions
- In which situations do you feel powerless and what can you do to change this?
- How can we challenge people who misuse power?

2.2 Worksheets & Resources

[Worksheet 1 – Drama warm up explanation – prisoner and guard](#)

[Worksheet 2 – image superheroes](#)

[Worksheet 3 – Image student being bullied](#)

[Worksheet 4 – Greta Thunberg image and prose](#)



2.3 Infrastructure & Materials needed

2.4 Versions-adaptations

2.5 Challenges

2.6. Further reading

3. Evaluation of the educational scenario

- Evaluation
- Lessons learned – conclusions

Worksheet 1 – Bullying – drama game prisoner and guard

Half the class sit in a circle in chairs, the other half the class stand up behind their chairs. Those sat are the prisoners, those stood are the guards. The guards have their hands behind their backs. There is one guard who doesn't have a prisoner, this guard winks at the prisoners, they then try and get away from their guard. The guard standing behind them can keep them by gently tapping their shoulder, if they miss then the prisoner is free and can move to the chair of the guard who winked. The new guard with the empty chair now winks to claim a new prisoner and so the game continues.

After a few minutes the teacher will ask the prisoners and guards to switch over so they all get a chance to experience being the more powerful one.

Worksheet 2



Worksheet 3





Greta Tintin Eleonora Ernman Thunberg¹ (born 3 January 2003) is a Swedish activist who, at age 15, began protesting outside the Swedish parliament about the need for immediate action to combat [climate change](#) and has since become an outspoken [climate activist](#). Thunberg is credited with initiating the [school strike for climate](#) movement that formed in November 2018 and spread globally after the [United Nations Climate Change Conference](#) (COP24) in December the same year.

EDUCATIONAL SCENARIO EXAMPLE

1. Identification of the educational scenario

1.1 Title of the scenario

Gang Culture

1.2 Creator

Name, Surname:

e-mail:

Website/ blog:

School:

1.3 Topics or courses involved

Risk and Safety

1.4 Educational level

Primary

Secondary 11 – 16 years old

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

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

- Be aware of what risk taking is especially when considering gangs
- think critically when deciding their behavior and those of others
- feel confident in decision making in regards to their safety and friendships

1.6 Time-duration

Class time: 3 hours

Outdoor preparation: 1 hours

How many hours to be used in total: 4 hours

2. Development of the educational scenario

2.1 General description

1. Warm up

Drama game – do you want to be in my gang?

See worksheet 1

2. Discussion to explore

Do you ever hear about gang culture?

When and where have you heard about it?

What does gang culture mean to you?

Who is at risk?

What are the risks?

See definition of gang culture *See worksheet 2*

3. Using Theatre techniques

(3a.) Using the image – worksheet 3, in small groups discuss what you think the story behind the image is, create three stills in the group to tell the story that led up to this image.

These are then shared with the class.

4. Dialectical Discussion to reveal meaning

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

The first binary opposition is then discussed:

Should I do things I'm unhappy with, to stay in the gang?

The teacher then asks questions to lead discussion:

What might the gang member be being pushed into?

When is it ok to say no?

Is acceptance a good reason to take risks?

How can you say no?

Using Theatre techniques

In groups the class the devise short scenes where the young man from the image attempts to say no.

The teacher can then replay these scenes asking for suggestions from the rest of the class for other ways that the gang member can say no and for the power to shift in the scene. – theatre technique, forum theatre.

The second binary opposition is then discussed:

Who is to blame for pressurizing gang members?

Is it other gang members?

Is it by standers who watches and say nothing?

Is it the gang members who do what they are told?

Is it the family who are not supporting the young person?

Is it the school who are unaware of the young person's involvement in the gang?

Using Theatre techniques

In groups create a still picture where each person takes on a different character involved around the gang member who was being pushed into activities from the image.

Each character once in the image can then one by one say a line about how they feel about the young man and what he's doing in the gang, do they feel they are to blame?

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

Have you ever felt pressurized into doing activities you didn't want to?

How can you say no?

When do you feel safe?

How can you protect yourself from these kind of risks?

Who would you turn to if you felt pressured into high risk activities?

When does a friendship group become a gang?

How do you feel after this discussion?

What coping strategies have you learnt?

What will you take forward from this lesson?

Conclusions

- Discuss conclusions from all activities and discussions
- Provide help services for young people who are vulnerable to gang culture

2.2 Worksheets & Resources

[Worksheet 1 – Drama warm up explanation – do you want to be in my gang](#)

[Worksheet 2 – Definition of gang culture](#)

[Worksheet 3 – Image of gang](#)



2.3 Infrastructure & Materials needed

2.4 Versions-adaptations

2.5 Challenges

2.6. Further reading

3. Evaluation of the educational scenario

- Evaluation
- Lessons learned – conclusions

Worksheet 1

Do you want to be in my gang? Drama game:

One person offers to be the first person to ask to join the gang.

The rest of the class decide on an agreed movement, body position etc that they must do when asking "Can I be in your gang?" eg. Scratch your head after you ask. Then different people ask and if they do the agreed movement the teacher agrees they can join their gang, if they don't they are told no you can't be in the gang. The person doing the guessing can keep asking the question "Can I be in your gang" trying out different ways that they have seen. When they guess right then they are allowed to join the gang.

Worksheet 2

Gang Culture. Gang culture is growing in the UK, with increasingly young people joining gangs, often carrying imitation or real firearms and knives, both for protection and as part of their image. When violence erupts, it gains a high profile in the press.

Worksheet 3



EDUCATIONAL SCENARIO EXAMPLE

1. Identification of the educational scenario

1.1 Title of the scenario

Moving Schools

1.2 Creator

Name, Surname:

e-mail:

Website/ blog:

School:

1.3 Topics or courses involved

Change

1.4 Educational level

Primary year 6

Secondary year 7

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

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

- Deal with change
- Equip them with life skills
- See positives as well as challenges when dealing with change.

1.6 Time-duration

Class time: 3 hours

Outdoor preparation: 1 hours

How many hours to be used in total: 4 hours

2. Development of the educational scenario

2.1 General description

1. Warm up

Drama game – change places if ...

See worksheet 1

2. Discussion to explore

When is change a good thing? Eg. Birth of a sibling

When is change a bad thing? Eg. Loss

What changes have you experienced?

What changes are you going to experience?

How do you feel about moving up to secondary school? – share in pairs and then discuss.

3. Using Theatre techniques

Looking at worksheet 2 – image of girl at school

In small groups discuss your fears about moving to secondary school.

Devise a short scene which reveals all your fears about moving to secondary school.

The groups then perform these scenes back to the class.

Choosing one of these scenes using Forum Theatre, the teacher can then ask the group to perform part of their scene again and encourage the class to discuss different ways the actors to deal with the given situation, give them lines to say to help the character or they could step into role to change the dynamics of the scene creating a more positive outcome for the character.

4. Dialectical Discussion to reveal meaning

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

The first binary opposition is then discussed:

How can we face our fears when facing change?

What skills will help when dealing with change?

Using Theatre techniques

Looking at worksheet 3 – image Bristol school students achieving

In groups look at the image and then discuss your hopes for moving to secondary school.

Devise a group scene where we see all your hopes for your time at secondary school.

The second binary opposition is then discussed:

What can we do to create these positive outcomes?

What did the characters do differently to have these positive outcomes?

How does attitude to change effect the outcome?

What skills were used to help with dealing with change?

Theatre exercise

Looking at worksheet 4 – poem on change

In small groups - Create a slogan – one line which sums up a positive element to change, create a frozen picture which expresses this and the line is then said with the image.

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

What skills have you used in the past to deal with change?

What skills do you want to develop more to help with change?

How can you help other people who are faced with change?

Conclusions

- Discuss conclusions from all activities and discussions
- Do you feel differently about change? If so in what way?
- Do you feel more equipped to deal with change when you are faced with it?
- Have your feelings about moving to secondary school changed?

2.2 Worksheets & Resources

[Worksheet 1 – Drama warm up explanation – change places if ...](#)

[Worksheet 2 – image girl sad at school](#)

[Worksheet 3 – Image pupils achieving at Bristol school](#)

[Worksheet 4 – poem - changes](#)



2.3 Infrastructure & Materials needed

2.4 Versions-adaptations

2.5 Challenges

2.6. Further reading

3. Evaluation of the educational scenario

- Evaluation
- Lessons learned – conclusions

Worksheet 1 –

drama game – change places if....

In a circle there is one less chair than there are people. The person without a chair says something that is true about themselves and everyone who that is also true for changes seats, this therefore leaves someone else in the middle who again then says something true about themselves and people swap seats.

Worksheet 2



Worksheet 3



C *C*oncentrate on a new outcome

H *H*ave a vision of what you want to achieve

A *A*lways be open to the new possibilities

N *N*ever let fear dictate your decisions

G *G*ive your new direction a chance to work

E *E*mbrace the change as it unfolds

Dan Mount