

EDUCATIONAL SCENARIO EXAMPLE

1. Identification of the educational scenario

1.1 Title of the scenario

“Speak out or be silent forever”

A scenario for higher education students (13-15 years old)

on ethical dilemmas

1.2 Creator

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1.3 Topics or courses involved

Language, Biology, Literature, Ethics, Citizenship education

1.4 Educational level

Primary

Secondary X 13-15 years old

Higher education

Adult education

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:

- Clarify key concepts such as: the nature of freedom and ethical laws, the responsibility of the citizen, the right of freedom of speech, the awareness of the environmental conscience, the responsibility to nature's protection, the moderate people's point of view, the relationship between a parent and a child or a young person and a mature person, the responsibility of speak up the truth
- Explore today's examples of ethical dilemmas
- Exercise and develop their skills: Language and communication skills, empathy, critical thinking etc.
- Generate and answer the relevant questions on law and responsibility
- Apply active listening and communication rules
- Listen to different points of view
- Work co-operatively
- Develop empathy
- Recognize and promote critical thinking

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

1a. We start to warm up and know each other with the theatrical technique "Two truths, one lie"

Two truths, One lie

We work in a cycle, and every student introduce him/herself by writing three things about him/her, two of which are true

and one of which is a lie. The others try to guess who the person is and which the lie is.

1b. Then share with them the definitions of the expression “freedom of speech” from **Universal Declaration of human rights (Art. 19), European Convention on Human Rights (Art. 10) and Greek Constitution (Art. 14 par.1 (Worksheet 1)** and let them comment

2. Discussion

2a. Stimulus: We share with the students the story of Angela and the dilemma she faces (**Worksheet 2**) and tell them that we are going to analyze the dilemma and connect it to situations we also face in everyday life.

2b. Reaction to the stimulus: what do you think Angela should do? Write down your thoughts and share with the class. Each student writes down his/her decision, so that can compare it with the one at the end of the scenario.

3. THE MAIN CONCEPTS

Binary opposition 1: should we express our ideas and opinion in case this puts into danger our beloved persons?

We present the ethical dilemma of Angela. We get sure that students understand exactly the dilemma and its components.

3a. Discussion

Students work in groups and discuss the dilemma and the values that are involved. (**Worksheet 3**)

At the end they present the conclusions and they write them down in two columns.

-Students report to the plenary

3b. Using Theatre techniques

Students improvise the dialogues. What or how is the true from their point of view. Here It is important to express feeling, not logical arguments.

- Angela's monologue.
- Angela discussing with her father / her mother / with a friend / with her teacher / with her brother.

3c. Debriefing

During the workshop activities participants are likely to feel strong emotions. It is important to have frequent debrief sessions and make sure that participants' feelings are not repressed. (**Worksheet 4**). It is important to start the debriefing by allowing people to describe what they feel or think. Then slowly move into probing questions and gently help them inquire into the source of such feelings and thoughts. Students do a debriefing session so that they disconnect from their roles and express their feelings and thoughts. The floor is given to the "actors" first, and then to anyone who wants to comment. It is not necessary to debrief activities during the workshop as a big group. Once you do an activity with the group, it is sometimes useful to break the group into smaller subgroups and allow people to talk about what they felt and thought. This will depend on time available for the day and your judgement of group dynamics. You can also ask the sub-groups to come back and do a quick 2 minute share of their dialogue.

3d. Dialectical Discussion to explore

- The facilitator guides a **debate** based on arguments that develop critical thinking skills. (**Worksheet 5**)

3e. Personalization

- The facilitator calls to make the whole topic and discussion personal, so that students may be more involved and mobilized. Students think and answer the **Worksheet 6**, Questions for Personalization.

3.f. Action plan

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

2.2 Worksheets & Resources

- Articles about Freedom of speech in Universal Declaration of Human Rights, European Convention on Human Rights and Greek Constitution, Worksheet 1
- The story of Agela's dilemma, Worksheet 2
- Debriefing methods after each theatrical action, Worksheet 4
- Guide lines for a debate for Critical Thinking based on the Dialectical Method, Worksheet 5
- Questions for Personalization, Worksheet 6
- How to Conduct a Debate, Worksheet 7

2.3 Infrastructure & Materials needed

- enough space to act as in a school class, theatre or yard
- paper, colours or other material
- some accessories to wear for the needs of each role

2.4 Versions-adaptations

2.5 Challenges

- Many students do not want to share their own problem in front of an audience. In case this happens, be prepared to choose and propose your own example.
- If you have a multinational and multilingual class, you may not find enough students who can understand the play in the target language and can participate.

2.6. Further reading

3. Evaluation of the educational scenario

- **Evaluation** may take place after the end of the scenario, through questionnaires and a group interview in order to explore the impact of the students and the problems they encountered during the process
- **Lessons learned – conclusions**

Worksheet 1 “Freedom of speech”

Universal Declaration of Human Rights (Art. 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.

Greek Constitution (Art. 14.1)

1. Every person may express and propagate his thoughts orally, in writing and through the press in compliance with the laws of the State

European Convention of Human Rights (Art. 10) Article 10 – Freedom of expression

1. Everyone has the right to freedom of expression. This right shall include freedom to hold opinions and to receive and impart information and ideas without interference by public authority and regardless of frontiers. This article shall not prevent States from requiring the licensing of broadcasting, television or cinema enterprises.

2. The exercise of these freedoms, since it carries with it duties and responsibilities, may be subject to such formalities, conditions, restrictions or penalties as are prescribed by law and are necessary in a democratic society, in the interests of national security, territorial integrity or public safety, for the prevention of disorder or crime, for the protection of health or morals, for the protection of the reputation or rights of others, for preventing the disclosure of information received in confidence, or for maintaining the authority and impartiality of the judiciary.

Worksheet 2

The story of Angela and the ethical dilemma

Angela is a 14 years old girl living in a small town by the sea in southern Greece.

Her mother is unemployed and her father, who drives a truck, does not have a permit job. So the family hasn't got a proper income. Their expenses are many because the big brother is a student in a city away of home and the younger brother gets extra private lessons so that he can pass the exams for the university.

Angela is a lively girl with a lot of hobbies and interests. She plays trumpet in the local band, and volleyball in the local team. Her passion is journalism, she wants to be a journalist. She is good at writing and the town's newspaper often publishes her articles.

Last year she took part in an environmental project at her school. She worked with a group of students and they find factors for the beach pollution. The most important factor is that the local drink and food

industry throws its waste to the channel of rainwater that ends to the sea instead of drive them to the pipe ending to biological cleaning factory, as the law dictates.

Angela worked a lot with her chemistry teacher to gather the evidence for the pollution and now she is passionate about writing an article for the local newspaper that uncovers the environmental violation and speaks about the responsibility of the local industry to the people and their health.

Two days before Angela gives the article to the newspaper, she comes home after the volleyball training and finds the family very excited, because her father got a permanent job with his truck to the local food and drink company.

Angela's dilemma

If she publishes her article, the cause of the sea's pollution will be revealed, and the industry will comply with the law. But the industry will be annoyed and maybe her father will be faired, and the family once again will be financially stressed. This would affect all members of the family.

Nevertheless, she will exercise her right to free speech.

If she doesn't publish her article, then she covers a violation of the law and she doesn't exercise her right to free expression.

The main value is the **freedom of speech** if Angela decides to publish the article.

But if it is not published:

Which values are violated? Which values are defended/pursued?

Analyze and write on the board in two columns

Values that are violated

- The respect and the right to human health
- The law
- The respect to the environment by the hostile action against it (ground, water, sea life, clean beach)
- The right to free press and the right to free speech of every human
- The right to free expression without fear or other kind of force, or violence of any kind
- The right to the progress and the dreams of the youth

Values to defended

- The right to work (for the father)
- The right to protect the family members and family'happiness and well being
- The right to each person's progress
- Responsibility for the well being of all members of family

Worksheet 4
Debriefing methods
after each theatrical action

1.1. How do you feel now?

How do you think the person A/ B... feels now? How she/ he felt while being in this dilemma?

How do you think each person of the play felt during their involvement in this event?

Was it easy to do? Why? Why not?

What did you notice about yourself while doing this?

What would you do in case you were person A or person B etc?

2.1. Start with affective (feeling) questions:

a) What was that like for you?

b) How did you feel when you saw/heard/did that?

2.2. Now let the thoughts be verbalized:

a) What came to your mind when you saw/heard/did that?

b) What connections did you see, if any?

2.3. Probe:

a) How do you know this? (Instead of “Why did you say that?” which might come

across as an accusation rather than a genuine inquiry)

b) Can you elaborate on that or talk more about it?

c) How does that affect our lives, our relationships?

d) What could be the history behind this?

Throughout the debriefing, encourage people to be gentle.

2.5. Use paraphrasing. For instance, “ I heard you say that.....so, did you mean.....or.....”.

2.6. Describe personal emotions instead of judging other’s behavior. For instance, “I felt when you said/did....” as opposed to “What you said was not ok”.

2.7. Encourage people to notice their emotions as if they were a witness.

I often give the

analogy of being like the sky and watching the clouds (of thoughts) form shape. My role

then shifts to being a witness of my feelings and thoughts.

2.8. Be aware of your own emotions. Don’t judge them. Notice what you notice.

Worksheet 5

Debate for Critical Thinking based on the Dialectical Method

The facilitator organizes a debate.

Students make three groups.

Each of the first two groups write down arguments to defend the one or the other side of dilemma 1. "Agela should publish her article", 2. "Agela should not publish her article".

The third groups are the judges, who are discussing the different arguments, so that at the end can evaluate the strength, the depth and the quality of arguments the two opposite groups present. They also evaluate the vocabulary and the body language of the speaker. It is not necessary for the judges to declare a winner.

The scenery is a court room, with the place for the speaker, the judges and the opponent groups. It's good to agree all after a short discussion for the rules of the debate.

A person of each group is elected by its members to be the first speaker. She/he presents in specific time their arguments (3-4 min). Then it follows the first speaker of the second group and presents their arguments. Then the groups discuss again and elect a second speaker who can speak in 1-2 min.

Worksheet 6

Questions for Personalization

- When have I found myself in a position/ condition like this?
- What did I do?
- How do I feel about this?
- Why do I feel like this?
- How do I feel now, after this discussion?
- Are there any persons that I could consult on this matter?
- Can I create a personal Action Plan on this topic? (Learning, being active, sharing etc.)
- *Have I heard any similar or relevant situation nowadays? Where does it happen? What are the common points? Which are the differences?*
- What can I / we do about similar situations nowadays?

Please write individually:

What are my thoughts and feelings on this topic now?

Worksheet 7 How to Conduct a Debate

1. Introduce the topic

All debates start with a topic, or resolution. Often, this resolution is a proposed course of action that one team will argue for and another will argue against. Choose a topic to which your students can relate and perhaps one with practical application.

2. Assign the Affirmative and the Negative

There are two sides to any debate. Naturally, one will argue for and another against the resolution. With ESL students, it is best to group your

students into teams to research and argue the issue rather than expecting one student to do all the work. This way one student does not have all the pressure to perform, and the other members of the group can help with comprehension and strategy. Ideally, break your class into four groups (you will want at least three students in each group) and assign two groups to each of two resolutions. Then assign one of each pair of student groups to the affirmative. This group will argue for the issues being presented. The other two groups will be the negative and will argue against the resolutions. During the debate, the other groups will serve as the judges and decide which side presented a stronger case voting for the winners of the debate at its conclusion.

3. Give Time for Research

Your students will need time to research the issue. Not only that, they will also need additional instruction on the specific vocabulary that may be involved. Make sure all of your students understand any specialized vocabulary so the efficacy of their arguments does not depend on simple comprehension. Encourage each group to form a strategy as to who will do most of the talking during the debate though remind them that all of them are expected to participate in the research and strategy of the debate. Then, during the preparation time in anticipation of the rebuttal, your students should discuss with their teams the points the opposition made and decide how to refute them.

4. Keep Track of Time

If you are unfamiliar with formal debate, the speakers follow a set order. The following is the most basic of debate structure.

First, the affirmative group receives two minutes to present their case to the audience.

The negative group then receives two minutes to present their case.

After both sides have a chance to speak, both teams receive two minutes to prepare a rebuttal and summary. The order of speech is reversed now and the negative side presents their rebuttal and summary for the first two minutes.

The last to speak is the affirmative team who then presents their rebuttal and summary for two minutes. The debate is now concluded.

There are other structures that you can follow for debate, and they may be useful once your class is familiar with the process and strategy of debate, but if this is the first time your students are formally debating, keeping things simple is best.

5. Make a Judgment

Usually in debate, the winner is the one who has presented the strongest case. To determine the winner, have the audience vote on which team they thought made the most convincing argument. With this, weigh your own opinion as to who communicated clearly and refuted the opponent's arguments best. This combination will identify your winners.

Your grading process, on the other hand, does not have to name a winner and a loser. As long as your students were able to communicate clearly, use good grammar, and have good pronunciation, the debate was a success, and their grades should reflect that success.

Though debates are often formal and structured, do not let them intimidate you. Controversial issues are always a great resource for ESL students' speaking practice, and discussing the issues in a formal manner is just as valuable as informal class discussions.

The next time your curriculum brings up a controversial issue, why not use it as an occasion for a class debate and give your students a new and structured experience!