

EDUCATIONAL SCENARIO EXAMPLE

1. Identification of the educational scenario

1.1 Title of the scenario

“Medea as a Refugee”

A foreigner deprived from all connections to family and homeland

A scenario for secondary education students (12-15 years old)

Questions on refugees and ethical/political dilemmas

1.2 Creator

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1.3 Topics or courses involved

European population movement, accepting the different, political/ethical/empathy issues, the archetypes of Ancient Greek Theater drama, Citizenship/Ideology education.

1.4 Educational level

Primary

Secondary X 12-15 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:

- Identify the meaning of a Refugee an Immigrant or a person seeking a political asylum.

Clarify key concepts such as:

Policies and Politicians, all people are equal to a States laws whether native or foreigners.

State and ethical laws, the rights of citizens and aliens, the responsibilities of countries receiving foreign citizens (immigrants, refugees etc) and of a leader of a European State and other

- Explore today's Ethical dilemmas and what exactly does Empathy mean

- Exercise and develop their skills: Language and communication skills, co-operation, empathy, critical thinking etc.

- Generate and answer the relevant questions on law and ethical responsibility

- Apply active listening and communication rules and be able to listen to different points of view

- Recognize and promote critical thinking

1.6 Time-duration

Class time: 6 hours

Outdoor preparation: 2 hours

How many hours to be used in total: 8 hours

2. Development of the educational scenario

2.1 General description

1. Warm up

1a. Encourage students to discuss the situation when a person (adult or child is a refugee/immigrant/political fugitive.

Statement by the Educator :

Europe in the last 10 years, has accepted an extended

number of Refugees population, mostly from third world countries that are suffering war. Europe is facing an ideological/ethical and existential dilemma: how will these people be integrated and adapt their lives to their new homelands. How will we, citizens of Europe accept and accommodate them.

Questions can include:

Have you heard about the contemporary situation about people fleeing their countries...?

Do you have any idea why this is happening?

Tell us a story about these people you recently heard about (from the news, your parents/teachers/friends, other...)

Is it happening only in your country or all over Europe ?

Do you believe we as citizens and our governments as States and lawful countries have a moral/ethical/political responsibility for these people?

Can you imagine in any way what they have left behind to arrive here? What did they risk? How and why?

Empathy. What do feel about the situation of these people?

Share with them the definitions of the words “Policy” and “Law” from the Dictionary (**Worksheet 1**) and let them comment

2. Discussion

2a. We share with the students the story of the ancient Greek tragedy “Medea” by Euripides (**Worksheet 2**) and tell them that we are going to explore its hidden meanings and connect it to nowadays situations.

2b. Brainstorming activity: How do you react to the story of Medea that was just shared? What are your first thoughts? (Facilitator/ teacher writes on the board and one student notes down the different thoughts expressed). Which are the **ethical** dilemmas and binary oppositions that need a discussion and exploration by us all?

3. BINARY OPPOSITIONS to be explored

Binary opposition 1: Should all Laws of a State/Country apply in the same manner for natives and foreigners? What happens if they oppose to ethical / humanitarian laws? Disobedience to that state laws should be criticized negatively? Under what (pre)conditions can we break the law? Find examples and arguments of both sides.

3a. Discussion

- Students are asked to think in small groups
- Students report to the plenary
- Short discussion, locating examples

3b. Using Theatre techniques

Involving the whole class make a first reading of the piece of Medea.

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. However, this is easier said than done (**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 discussion based on questions that develop critical thinking skills (Questions for Critical Thinking based on the Dialectical Method, **Worksheet 5**)

3e. Personalization

- The educator can point out certain meanings that connect characters

from the theater play to our contemporary times, our situation today so the students can relate more and find a more personal to them story to discuss:

1. Jason: represents the reason why someone leaves their country, as he takes Medea away from her country, father and kills her brother too. He disconnects her from her homeland. The State, the political situation etc.

2. The Gods in this piece and in all tragedies: represent the Rules, the Laws, the principals of a country or the civilization of people.

Binary opposition 2:

Can a person fleeing their country (for any reason) find safety in another? What will protect a person's rights as he will be an Alien, a suppliant, a foreigner once he arrives somewhere else?

3a. Discussion

-Students are asked to think answers in small groups, divided as on behalf of the main characters in Medea (Medea, Jason, the Gods and Aegeus)

- Students can write down their thoughts as a group and then discuss opinions between groups.

-Short discussion, exploring the reasoning of the answers. What is the position of each character.

3b. Using Theatre techniques

Each group decides to have a representative/s to play the according role in Medea theater piece and the rest can be the supporters of the characters opinion.

The Educator can help by pointing out the following:

The character of Aegeus considers Religion as his Civilisation and therefore will protect the Refuggee Medea who is abandoned away from her omeland.

Medea demands guaranties for her protection. At this point we can connect these guarantees with the Laws of a contemporary Civilised

country that are the means for protecting all the people and especially the vulnerable ones.

When Medea praises the earth of her new land she is referring to The Tradition. The civilization and the Laws of this country. Both written and Ethical.

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. However, this is easier said than done. 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 discussion based on those questions that develop critical thinking skills (Questions for Critical Thinking based on the Dialectical Method, **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.

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Binary opposition 3: Can all people from different cultures and backgrounds, live together, even when they have brought up in totally different environments? Can an organized State by enforcing the same Laws for all citizens provide a safe and prosperous (in the future) new Life and homeland for all foreigners that see a new life. Weather they are Immigrants, Refugees or seeking for political asylum?

3a. Discussion

- Students are asked to think in small groups with opposite views
- Students report their thoughts of the groups
- Short discussion all together

3b. Using Theatre techniques :

Students can decide to work with specific characters in order to express by improvisation their opinion. They can work in small groups one for each character.

3d. Dialectical Discussion to explore

The facilitator guides a discussion based on questions that develop critical thinking skills (Questions for Critical Thinking based on the Dialectical Method, 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 5, Questions for Personalization.

2.2 Worksheets & Resources

- Definitions of the words “Law”, “Policy” and from the Merriam-Webster Dictionary, Worksheet 1
- A summary of Medea Worksheet 2
- The story of the ancient Greek tragedy “Medea” by Euripides, Worksheet 3
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- Questions for Critical Thinking based on the Dialectical Method, Worksheet 4
- Questions for Personalization, Worksheet 5
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Film: Medea 1969, by Pier Paolo Pasolini

- Film for TV: Medea 1988, by Lars Von Trier
- How to Conduct a Debate, Worksheet 6

2.3 Infrastructure & Materials needed

- enough space to act as in a school yard
- text of Medea, by Euripides
- Medea (1969) film (or images) by Pasolini and also an online excerpt can be helpful
- Medea (1988) TV Film by Lars Von Trier or just an excerpt
- some accessories to wear for the needs of each role

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.
- The films are not easily found for free on the internet but scenes or excerpts or even photos, there are plenty

2.6. Further reading

Rebel and Martyr: The Medea of Lars von Trier,
in: Ancient Greek Women in Film, ed. Konstantinos P. Nikoloutsos, Oxford 2013

[https://www.academia.edu/11231849/Rebel and Martyr The Medea of Lars von Trier in Ancient Greek Women in Film](https://www.academia.edu/11231849/Rebel_and_Martyr_The_Medea_of_Lars_von_Trier_in_Ancient_Greek_Women_in_Film)
ed. Konstantinos P. Nikoloutsos Oxford Oxford University Press 2013 117 136

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
Definitions of the word “Law” and “Policy”
<https://www.merriam-webster.com/dictionary/law>

Definition of *law*

1a(1): a binding custom or practice of a community : a rule of conduct or action prescribed (see PRESCRIBE_SENSE 1A) or formally recognized as binding or enforced by a controlling authority

(2): the whole body of such customs, practices, or rulesThe courts exist to uphold, interpret, and apply the *law*.

(3): COMMON LAW

b(1): the control brought about by the existence or enforcement of such lawpreserved *law* and order in the town

(2): the action of laws considered as a means of redressing wrongsalso : LITIGATIONdeveloped the habit of going to *law* over the slightest provocation— H. A. Overstreet

(3): the agency of or an agent of established lawWhen he saw that the fighting was escalating, he called in the *law*.

c: a rule or order that it is advisable or obligatory to observea *law* of self-preservation

d: something compatible with or enforceable by established lawThe decrees were judged not to be *law* and were therefore rescinded.

e: CONTROL, AUTHORITY The child submits to no *law*.

2a often capitalized : the revelation of the will of God set forth in the Old Testament

b capitalized : the first part of the Jewish scriptures : PENTATEUCH, TORAH— see [BIBLE TABLE](#)

3: a rule of construction or procedure the *laws* of poetry

4: the whole body of laws relating to one subjectcriminal *law*probate *law*

5a: the legal professionstudied for a career in *law*

b: law as a department of knowledge : JURISPRUDENCE

c: legal knowledge a man with much history but little *law*

6a: a statement of an order or relation of phenomena that so far as is known is invariable under the given conditions a *law* of thermodynamics Boyle's *law*

b: a general relation proved or assumed to hold between mathematical or logical expressions

at law

: under or within the provisions of the law enforceable *at law*

Noun

LAW, RULE, REGULATION, PRECEPT, STATUTE, ORDINANCE, CANON mean a principle governing action or procedure. LAW implies imposition by a sovereign authority and the obligation of obedience on the part of all subject to that authority. obey the *law* RULE applies to more restricted or specific situations. the *rules* of the game REGULATION implies prescription by authority in order to control an organization or system. *regulations* affecting nuclear power plants PRECEPT commonly suggests something advisory and not obligatory communicated typically through teaching. the *precepts* of effective writing STATUTE implies a law enacted by a legislative body. a *statute* requiring the use of seat belts ORDINANCE applies to an order governing some detail of procedure or conduct enforced by a limited authority such as a municipality. a city *ordinance* CANON suggests in nonreligious use a principle or rule of behavior or procedure commonly accepted as a valid guide. the *canons* of good taste
synonyms see in addition hypothesis

English Language Learners Definition of *law*

: the whole system or set of rules made by the government of a town, state, country, etc.

: a particular kind of law

: a rule made by the government of a town, state, country, etc.

**Definitions of the word "Policy"
from the Merriam-Webster Dictionary**

policy

noun (1), often attributive

plural policies

Definition of policy

1a: prudence or wisdom in the management of affairs

b: management or procedure based primarily on material interest

2a: a definite course or method of action selected from among alternatives and in light of given conditions to guide and determine present and future decisions

b: a high-level overall plan embracing the general goals and acceptable procedures especially of a governmental body

policy
noun (2)

plural policies

Definition of policy

a writing whereby a contract of insurance is made

Worksheet 2

Theater Piece of “Medea” by Euripides

The story of Medea

Medea theater piece by Euripides (Theater event by the students)

AEGEUS Why are your eyes so sad, your cheeks so pale?
Tell me truly—
what things have made you so
unhappy?

Points for discussion

MEDEA Jason abusing me 1➡. I've done him no harm.

Symbols (what it means=From Medea to the nowadays)

1➡ Jason= The circumstances that drive them away from their country. The state, the political situation etc

AEGEUS What has he done? Give me more details.

MEDEA He' drives me away from my home, from the country I leave so far.

The gods= the rules, the laws and the principals of a country, civilization or people.

AEGEUS Then, lady, it's quite understandable why you're in such distress.

MEDEA I'm done for, finished.

2➡.What are the reasons people are

	I'm being banished from this country ² ➡.	forced out of their country?
MEDEA	The king Creon is driving me into exile, forcing me out, away from Corinth.	<ol style="list-style-type: none"> 1. Immigrate to... 2. Become a Refugee
AEGEUS	I find that disgraceful	What is the difference between them?
MEDEA	He says not. Still, he's planning to accept it. But, Aegeus, ³ ➡. I beg you by your beard, and at your knees implore you—have pity. Take pity on me in my misfortune. Don't let me be exiled without a friend. Accept me as a suppliant in your home, your native land. I beg you And I promise that many goods you will accept from me.	<p>³➡.The refugee or the immigrant is a contemporary suppliant</p> <p>What are these peoples needs and what can they offer them in an organized country?</p>
AEGEUS	Lady, I'd like to grant this favor to you, for many reasons. Because of the gods that I believe and respect. Here's what I'll do. If you get to my country, I'll treat you as a foreign guest—I will respect your life and your safety. ⁴ ➡. I will generously shelter and host you. that's the proper thing for me to do.	<p>⁴➡. King Aegeus : Religion is his civilization that makes him protect the refugee, the alien.</p> <p>⁵➡. Medea demands guarantees.</p>
MEDEA	Promise and swear to the gods. ⁵ ➡.	What is the guaranty in a contemporary civilized country if not the Laws and the Constituons
AEGEUS	I swear and promise that I will accept you to my home and protect you.	
MEDEA	I do trust you. But the house of Pelias dislikes me, and so does Creon's, too. If you bind yourself to a promise now, you'll not hand me over when they come, seeking to remove me from your country. ⁶ ➡. If you use words, and don't swear by the gods, you may become their friend and then comply with their political demands. I'm weak, and they have wealth, a king's resources.	<p>⁶➡.Medea speaks about policy and politicians. She recognizes Aegeas as a leader and a Leader may change a political position because of profit.</p> <p>The refugee (MEDEA) doesn't want to be the epicenter of political games and negotiations, and political transactions.</p>
AEGEUS	What you've just said is very shrewd. All right, if it's what you want, I'm not unwilling to do what you require. Your proposal gives me some security. I can show those hostile to you I've a good excuse. And it makes your position more secure. Tell me the gods that I should swear by.	
MEDEA	Swear by the plain of this Earth , by Helios, ⁷ ➡. my father's father, by the family of gods,	⁷ ➡. When Medea praises the earth of the new homeland , she invokes the tradition the civilization, the principals

	by all of them collectively.	and the laws (written and unwritten)
AEGEUS	Tell me what I must swear to do and not to do	
MEDEA	Never to cast me out from your own country. And if some enemy of mine asks 8 ➡, you if he can take me off, you'll not agree, not while you're still alive.	8 ➡. Protection and security. Asylum
AEGEUS	To that I swear. By the Earth, by Helios' sacred light, by all the gods, I'll do what I've just heard.	
MEDEA	That's good. And if you betray this promise, 9 ➡. what happens to you then?	9 ➡. We are all equal before the laws. Kings and servants alike. Medea asks for this equality and if the King does not abide to his promises to have according punishment.
AEGEUS	May I then suffer the punishment that falls on profane men.	
MEDEA	All is well. Now, go your way in peace.	

Worksheet 3 A Summary of MEDEA by Euripides

Euripedes' *Medea* opens in a state of conflict. Jason has abandoned his wife, Medea, along with their two children. He hopes to advance his station by remarrying with Glauce, the daughter of Creon, king of Corinth, the Greek city where the play is set. All the events of play proceed out of this initial dilemma, and the involved parties become its central characters.

Outside the royal palace, a nurse laments the events that have lead to the present crisis. After a long series of trials and adventures, which ultimately forced Jason and Medea to seek exile in Corinth, the pair had settled down and established their family, achieving a degree of fame and respectability. Jason's recent abandonment of that

family has crushed Medea emotionally, to the degree that she curses her own existence, as well as that of her two children.

Fearing a possible plot of revenge, Creon banishes Medea and her children from the city. After pleading for mercy, Medea is granted one day before she must leave, during which she plans to complete her quest for "justice"--at this stage in her thinking, the murder of Creon, Glauce, and Jason. Jason accuses Medea of overreacting. By voicing her grievances so publicly, she has endangered her life and that of their children. He claims that his decision to remarry was in everyone's best interest. Medea finds him spineless, and she refuses to accept his token offers of help.

Appearing by chance in Corinth, Aegeus, King of Athens, offers Medea sanctuary in his home city in exchange for her knowledge of certain drugs that can cure his sterility. Now guaranteed an eventual haven in Athens, Medea has cleared all obstacles to completing her revenge, a plan which grows to include the murder of her own children; the pain their loss will cause her does not outweigh the satisfaction she will feel in making Jason suffer.

For the balance of the play, Medea engages in a ruse; she pretends to sympathize with Jason (bringing him into her confidence) and offers his wife "gifts," a coronet and dress. Ostensibly, the gifts are meant to convince Glauce to ask her father to allow the children to stay in Corinth. The coronet and dress are actually poisoned, however, and their delivery causes Glauce's death. Seeing his daughter ravaged by the poison, Creon chooses to die by her side by dramatically embracing her and absorbing the poison himself.

A messenger recounts the gruesome details of these deaths, which Medea absorbs with cool attentiveness. Her earlier state of anxiety, which intensified as she struggled with the decision to commit infanticide, has now given way to an assured determination to fulfill her plans. Against the protests of the chorus, Medea murders her children and flees the scene in a dragon-pulled chariot provided by her grandfather, the Sun-God. Jason is left cursing his lot; his hope of advancing his station by abandoning Medea and marrying Glauce, the conflict which opened the play, has been annihilated, and everything he values has been lost through the deaths that conclude the tragedy.

Worksheet 4

Questions for Critical Thinking based on the Dialectical Method

- Define the main concept: what do you think is...?
- There this concept / phenomenon / term is present, in your opinion, in which level, (societal) place, location, and field? How much extended is in the community and the society?
- In which form / kind is it present?
- What are its consequences at a personal, local, national, societal level?

- Is there any extreme form of this problem?
- What kind of solutions can you propose? Short-term, mid-term, long-term solutions?
- Are there many solutions? Are there any permanent solutions?
- Do you believe that by making the problem public or sharing it with someone might contribute to its solution or not? Why and How?
- What evidence can you present for/against...?
- How does ... contrast with ...?
- How could you outline or concept map...? Explain your response with examples.
- Why is ... significant? Explain your reasoning.
- What are the advantages and disadvantages of ...?
- What is the point or 'big idea' of ...?
- How could you judge the accuracy of ...?
- What are the differences between ... and ...?
- How is ... related to ...?
- Describe ... from the perspective of
- What do you think about ...? Explain your reasoning.
- When might ... be most useful and why?
- How could you create or design a new...? Explain your thinking.
- What solutions could you suggest the problem of ...? Which might be most effective and why?

- What might happen if you combined ... and ...?
- Do you agree that ...? Why or why not?
- What information would you need to make a decision about ...?
- How could you prioritize ...?
- How is ... an example of ...?
- What are the most important parts or features of ...?
- Which details of ... are most important and why?
- What patterns do you notice in ...?
- How could you classify ... into a more/less general category?
- What makes ... important?
- What criteria could you use to assess ...?
- How could ... and ... function together? How do they work separately and together and different ways?
- Where is ... most/least ...? Explain your reasoning.

Worksheet 5
Questions for Personalization

- If I was/found myself in a position/ condition like this, What would I

do?

- Can I possibly imagine what it feels like to leave everything in an instance to flee to another country endangering my life?
- How do I feel about this situation that people are forced to endure?
- Why do I feel like this?
- How do I feel now, after this discussion? Do I sympathize more ?
- Can I become active concerning the refugees in my country ?
- ***Have I heard any similar or relevant situation near me ? Where would they need my help?***
- What can I / we do about similar situations nowadays?

Worksheet 6 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!