

EDUCATIONAL SCENARIO EXAMPLE

1. Identification of the educational scenario

1.1 Title of the scenario

“Education-Knowledge-Culture”

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

Based on Based on the 1st protocol article 2

Provides for the right not to be denied an education and the right for adults (parents, instructors etc) to have their children educated in accordance with their religious and other views.

1.2 Creator

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1.3 Topics or courses involved

Education-knowledge-culture.

Teaching methods and the manipulation of students through the official educational system

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

- Listen & consider to different points of view.
- understand their elders and work co-operatively
- Develop empathy for each other's character and talents.
- Recognize the broader sense of life and promote critical thinking and the value of knowledge

1.6 Time-duration

Class time: 3 hours

Outdoor preparation: 2 hours

How many hours to be used in total: 5 hours

2. Development of the educational scenario

2.1 General description

1. Warm up:

Challenge the students to express the true meaning of education.

Is it just reading and writing? Or is it the whole process of growing up to be a balanced adult. What else might a person need?

1a. We discuss the meaning of the words:

Education & Knowledge

Character & Culture

Talent-Profession-Vocation : Define a talent. Is it Talent or hard work? What does Culture really mean? Why was Einstein not a good student? (a fun question 😊 to further explore or be prepared previously as a paper)

Questions to explore and define these terms:

- What does Education of a young citizen mean
- Is Education a consumption of information-what else can it possibly be.
- What kind of values can be the source of the new ideas and innovations in a young person?
- What is the role of fantasy, sensitivity, experience, talent for the birth of new ideas and innovations?
- Are they (fantasy, sensitivity, experience, talent) included in the Knowledge and the Educational process.
- Do adults (teachers, parents, adults, society in general) and in what extent do they have the right to intervene and form the knowledge, culture and education of a young citizen (students etc)
- To what extent and what leverage can parents have upon their children to force them to adapt to a certain Education/profession, defying their talents and needs.

2. Discussion

2a. The class watches the film:

“Dead poets society”, What is it truly about:

An inspiring Professor will encourage his students to “seize the day,” meaning the kinds of lives he wants his students to live, and has a philosophy of life different from that celebrated at the Academy.

Right away, these words ring true to his students because they represent an alternative to the ideas they’re used to hearing from their teachers and parents. Students are indoctrinated to believe in a simple, straightforward model of how to live their lives. To work hard, follow the rules, go to good colleges, find lucrative jobs, marry and have children, and eventually raise these children in the same manner that they were raised themselves.

Essentially, all boys are supposed to obey the same rules and live more or less the same life, just as their fathers and their fathers' fathers did before them.

In stark contrast to the cyclical, "one size fits all" philosophy of life that the Academy offers its students, their teachers philosophy of life is grounded in one simple fact: we are all going to die. On the first day of class, the Professor tells his students that one day, no matter what kinds of people they become as adults, they're going to be "food for worms." In other words, where the Academy sees sameness as the basic condition for a good life (that is, obeying the same rules and desiring the same things as everyone else), he sees sameness as the basic condition of death—i.e., something to fight against. Therefore, he argues, a good life should resist sameness and blind conformity. Because life is all-too short, students should make the most of their time on the earth. The best way to make the most of life is to be creative and original—to seize the day—and not simply to repeat one's parents' and grandparents' lives. **In short, his goal as an educator is to teach his students to think for themselves (see Education theme): to explore their passions and live accordingly.**

The tragedy of *Dead Poets Society* is that some of the students misinterpret their Professors celebration of life, originality, and the "carpe diem" mindset to mean that a life *without* creativity and originality is worthless and not worth living.

2b. Brainstorming activity:

How do you feel when the film ends?

What is it exactly about? (Education-Society....)

Did you like/expect the end? Did you dislike and feel sad for the end?

Could the end be avoided ?

Why the main character could not obey his father?

3. BINARY OPPOSITIONS to be explored

Binary opposition 1:

Education and profession/vocation? Are they always connected?

3a. Discussion

-What is the need for education?

-In what way is education useful to? To sustain a person financially or to make one happy and fulfilled.

Education-knowledge-culture. Were do they connect?

3b. Using Theatre techniques

1.

The Educator can choose one of many scenes from the film according of the purposes of the meaning he/she needs to elaborate on. Or the students can choose a favorite dialogue from the movie to present. There are many scenes that vary in meaning and therefore provide freedom of choice. First the scene can be read out loud, then students can choose a favorite character to improvise upon. This can be made in pairs or small groups so collaboration will help them create better.

2.

Reading of poems about Education, learning, knowledge.
The teacher can find poems or quotes speaking about Knowledge, learning, education etc from his language and country.

We propose...Bertolt Brecht

a. **My Young Son Asks Me...**

My young son asks me: Must I learn mathematics?
What is the use, I feel like saying. That two pieces
Of bread are more than one's about all you'll end up with.
My young son asks me: Must I learn French?
What is the use, I feel like saying. This State's collapsing.
And if you just rub your belly with your hand and
Groan, you'll be understood with little trouble.
My young son asks me: Must I learn history?
What is the use, I feel like saying. Learn to stick
Your head in the earth, and maybe you'll still survive.
Yes, learn mathematics, I tell him.
Learn your French, learn your history!

"In Praise of Learning" by Bertolt Brecht

(When this was written in 1931 the Weimar republic had died and Hitler was on the road to power).

Study from bottom up,
for you who will take the leadership,
it is not too late!
Study the ABC; it is not enough.
but study it!
Do not become discouraged, begin! You must know everything!
You must prepare to take command, now!
Study, man in exile!
Study, man in the prison!
Study, wife in your kitchen!
Study, old-age pensioner!
You must prepare to take command now!
Locate yourself a school, homeless folk!
Go search some knowledge, you who freeze!
You who starve, reach for a book: it will be a weapon.
You must prepare to take command now.
Don't be afraid to question, comrades!
Never believe on faith.
see for yourself!
What you yourself don't learn
you don't know.
Question the reckoning
you yourself must pay it
Set down your finger on each small item. asking:
where do you get this?
You must prepare to take command now!

ROBERT FROST The Road Not Taken:

"The Road Not Taken" is an ambiguous poem that allows the reader to think about choices in life, whether to go with the mainstream or go it alone. If life is a journey, this poem highlights those times in life when a decision has to be made. Which way will you go?

(for age 17-18 yo)

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could

Εγκώμιο στη μάθηση

Μάθαινε και τ' απλούστερα! Γι' αυτούς
που ο καιρός τους ήρθε
ποτέ δεν είναι πολύ αργά!
Μάθαινε το αβγ, δε σε φτάνει, μα συ
να το μαθαίνεις! Μη σου κακοφανεί!
Ξεκίνα! Πρέπει όλα να τα ξέρεις!
Εσύ να πάρεις πρέπει την εξουσία.

Μάθαινε, άνθρωπε στο άσυλο!
Μάθαινε, άνθρωπε στη φυλακή!
Μάθαινε, γυναίκα στην κουζίνα!
Μάθαινε, εξηντάχρονε!
Εσύ να πάρεις πρέπει την εξουσία.
Ψάξε για σχολείο, άστεγε!
Προμηθεύσου γνώση, παγωμένε!
Πεινασμένε, άρπαξε το βιβλίο: είν' ένα
όπλο.
Εσύ να πάρεις πρέπει την εξουσία.
Μην ντρέπεσαι να ρωτήσεις, Σύντροφε!
Μην αφηθείς να πείθεσαι
μάθε να βλέπεις συ ο ίδιος!
Ό,τι δεν ξέρεις ο ίδιος
καθόλου δεν το ξέρεις.
Έλεγξε το λογαριασμό
εσύ Θα τον πληρώσεις.
Ψάξε με τα δάχτυλα κάθε σημάδι
Ρώτα: πώς βρέθηκε αυτό εδώ.
Εσύ να πάρεις πρέπει την εξουσία.

To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
And that has made all the difference.

3c. Debriefing (is explained as a worksheet 5)

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.

Subjects we propose to be discussed

If it is enough for a human being know how to obtain ones basic needs (food, safety, reproduction) why is constant Education useful?

School : what is it? Why is it necessary?

Is school necessary for all? Why ?

Is school a right or a responsibility ?

Do all people have a right to go to school?

Can school knowledge be restricted only to the kind of Education that has to do with practical skills that have to do only with our work and everyday life ?

3d. Dialectical Discussion to explore

-- The facilitator guides a discussion based on the above questions that develop critical thinking skills regarding our life education.

(Questions for Critical Thinking based on the Dialectical Method, Worksheet 3)

- The connection of the multiple part subject of Education-Schooling-knowledge-Culture (Cultivation of the Spirit).
- Relationship of Education-Schooling-knowledge-Culture with Life Values.
Life Values and the directions they give us.
Man and Inhuman.
[Humanism and «inhumanism»](#).
Democracy and Totalitarianism.
- School : what is it? Why is it necessary?
- Is school necessary for all? Why ?
Is school a right or a responsibility ?
- Do all people have a right to go to school?
- Can school knowledge be restricted only to the kind of Education that has to do with practical skills that have to do only with our work and everyday life ?

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 4**, Questions for Personalization.

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Binary opposition 2:

Can Students in a young age, foresee their education and their future? How capable is one at that age to make decisions for the future. How can the Educational environment help such a decision.

3a. Discussion

- Students are asked to think examples in small groups
- Students can come up with examples of famous people that had poor academic scores but excelled in Life once discovering their true talents.
- Students report to each other first to combine their answers and then to the Educator.
- Short discussion, to point out the basic ideas.

3b. Using Theatre techniques

2-3 Students can dress and read out/ presenting the ideas of the above poems as men of that time. Supporting students can oppose or agree presenting the thesis as a conference /debate **Forum Theatre technique** (can be used as support). Each group having a main Speaker-Presentator can speak out their opinion while having a chorus of supporters. The 2 groups can oppose each-other upon a stage.

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 5**). 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 3**)

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 4**, Questions for Personalization.

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2.2 Worksheets & Resources

- Worksheet 1: Definition of personal, private according to Citizens rights.
- Worksheet 2: Film: Dead Poets society
- Worksheet 3: Questions to explore in small groups
- Worksheet 4: Examples of personal/ private and Social/ Public Situations.
- Worksheet 5: Questions for Dialectical Discussion
- Worksheet 6: Questions for Personalisation
- Worksheet 7: Questions to explore in small groups
- Worksheet 8: Borderline between private and public ?
- Worksheet 9: Questions for Dialectical Discussion
- Worksheet 10: Questions for Personalisation

2.3 Infrastructure & Materials needed

- enough space to act
- texts concerning the film and its philosophy of Life
- Texts of the Poems

- some theater accessories and books

2.4 Versions-adaptations

2.5 Challenges

- Students don't always feel comfortable to share a problem of their own in front of an audience. Experiencing it through a character always helps.
- All Students, in all ages and eras face the same problems of not agreeing with their parents about the necessity of education and the need for further knowledge to ensure their future life. It is a challenge if they can understand the possibilities life can offer.

2.6. Further reading

Further readings can be films or texts of well known people that were never considered talented enough to be educated or achieve goals in life.

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**