Example of an Educational Scenario

1. Identification of the educational scenario

1.1 Title of the script

==**Climate change and pandemic**==

1.2 Creator

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1.3 Subjects or subjects covered

e.g. environmental education, information technology

1.4 Level of training

Secondary education: high school

1.5 Learning outcomes

By the completion of this course/educational scenario, students are expected to have acquired the knowledge and skills to:
  - Identify the causes and impacts of climate change
  - Know possible solutions
  - understand their personal responsibility towards their fellow human beings and the earth in relation to climate change.
  - Create a power point presentation

1.6 Time - Duration

Preparation outside the classroom: 2 hours (learning to use power point)

Total preparation time: 2 hours

You develop the scenario in 3 teaching hours.

2. Development of the Educational Script

2.1 General description

1. Stimulation where students react to one of the terms to be discussed and analysed and the teacher identifies their interest in the topic, their involvement and their prior knowledge.

First, the students discuss the pandemic (covid-19), i.e. how they experienced it, how it affected their lives, etc. I ask them the question: In your opinion, did the pandemic result from climate change?

2. A stimulus where a newspaper article, a poem, a literary text, a photograph, a letter, a diary, an object, a song, a video, a "frozen image" is presented to the students.

We read with the students an article from the newspaper "Kathimerini" entitled: "SOS for our relationship with nature" which explains how climate change is the cause of pandemics such as Covid-19.

The article is available at:

https://athinakokkori.wordpress.com/2020/05/27/i-sxesi-tis-pandimias-me-tin-klimatiki-allagi/

3. Discussion as a reaction to the stimulus where students' first reactions are explored

This is followed by a discussion on climate change and its impacts, including the creation of pandemics.

4. The basic concept(s) where students analyse and further define the basic concept(s), based on questions, dictionary, etc., and try to find the real meaning of the concepts in a different context

Negotiating the concepts of climate change and pandemic

5. Dialectical Discussion for Inquiry where the teacher leads a discussion based on questions that develop critical thinking.

The following open questions are raised for discussion:

* How does climate change affect our lives?

* How is climate change linked to the occurrence of Covid-19?

* Will there be similar phenomena in the future and why?

* What positive effects did the lockdown have on the environment?

The dialectical method chosen is the 5 why's.

6. Theatrical techniques that explore and experience the theme through experiential theatrical exercises of various kinds, either through the theatre of the oppressed or other forms of theatre.

The corridor of consciousness technique is used.

The teacher tells the students the following story:

There is a businessman called Georgiou who does a lot of travelling either by plane or by car. He rarely walks and never uses a bicycle. He has businesses in places outside the residential areas and his employees come to work in their cars. He eats a lot of meat and wild animal

delicacies. He is also a very consumerist man. In short his life is very energy consuming.

One student takes the role of Mr. Georgiou while the others are divided into two groups where one group encourages him to continue the same lifestyle while the other group encourages him to change his lifestyle by using the corridor of consciousness.

At the end Mr Georgiou will tell the group how he felt, what he thought, if he can change or improve his life to make it more friendly to the planet.

7. **Discharge** where students step out of their roles as actors and first discuss how they felt and how they feel now.

This is followed by a discussion where students describe how they felt at the beginning and how they feel now.

8. **Personalisation** where the teacher invites the students to look at the whole issue from a personal point of view, so that they become more involved and motivated.

The following questions will be discussed: Does climate change affect you personally? Is it important for our lives?

9. **Action Plan**

What can we each do personally for the environment? What we can do as a group to improve the situation around us.

We create an action plan on these questions which we construct in a power point and present to the plenary.

2.3 Infrastructure and available materials
We need the computer lab

2.4 Variations

2.5 Challenges and problems
The stimulus article is quite long and perhaps a little difficult to understand for high school students. One solution is for the teacher to make a summary of the article.

2.6. Additional reading

3. Evaluation of the educational scenario

- Evaluation
  The script worked very well. The connection to the pandemic makes it a timely topic. The children showed interest, participated in the discussion lively. They particularly liked the corridor of consciousness, the arguments told to the businessman either to convince him to maintain his lifestyle or vice versa were apt. The plan of action was rich in ideas. The students seemed to reflect on the seriousness of the issue and its impact on their lives and showed a willingness to try to resolve it.

- Lessons learned - conclusions
  The link between the pandemic and climate change is a powerful motivation for students to reflect and act in order to improve the climate situation of the planet. The scenario awakens children to these issues, encourages them to think about and study the climate problems of the earth, the effects they have on all people indiscriminately and motivates them to think about and adopt solutions. Both dialectical techniques and theatrical techniques helped to make the lesson interactive and understandable.