

# 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 Thunberg!** (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.