

# EDUCATIONAL SCENARIO EXAMPLE

## 1. Identification of the educational scenario

### 1.1 Title of the scenario

**Our local community**

### 1.2 Creator

**Name, Surname:** .....

**e-mail:** .....

**Website/ blog:** .....

**School:** .....

### 1.3 Topics or courses involved

Diversity and equality

### 1.4 Educational level

**Primary**

**Secondary 11 – 16 years old**

**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:

- consider are all people treated equally, what do people make judgements on?
- think critically when deciding their behavior and those of others in regards to equality
- have developed opinions in regards to is diversity a positive thing? Are there benefits and what are they?

### 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 – shapes in common or three things in common.

*See worksheet 1*

#### 2. Discussion to explore

What different communities are there in Bristol?

What different areas do people generally live in Bristol?

Is there cultural segregation?

When is this a good thing?

Look at images – St Paul's festival and Southmead street, both Bristol – See worksheet 2 and 3

#### 3. Using Theatre techniques

**In groups discuss the benefits of cultures living together, support, understanding, shared beliefs etc. Devise a short scene which explores this.**

#### 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:

Should cultural groups stay living in the same area?

Why do you think Bristol housing is organized this way?

Are communities welcoming to new families in your experience?

What are the problems with diversity?

What are people afraid of with cultural diversity? Where do these fears come from?

### Using Theatre techniques

Looking at worksheet 4 – image of Bristol diverse community.

In groups devise a scene which shows the benefits of cultural diversity, what can we learn from each other?

The second binary opposition is then discussed:

What do these scenes show about the benefits of cultural diversity?

Does it help to get to know people from different cultural backgrounds?

Are there problems with different communities with different beliefs living in the same street?

Which areas do you know that are diverse? How does it work there?

### Theatre exercise

Group discussion about our community:

In groups think of three words which sum up your community:

Eg. Welcoming, friendly, mixed

Then create three physical freezes which represent this.

**4b. Personalization** The facilitator tries to make the whole topic and discussion personal, so that she/ he may mobilize students more.

What is your community like?

How diverse is it? Is this a good thing?

Is your community welcoming?

What are the problems in your community?

What would you like to see as the future for Bristol and its communities?

What can you do to make a change?

### Conclusions

- Discuss conclusions from all activities and discussions
- Is diversity a good thing?
- Are there benefits and what are they?
- What does your community look like?
- What can we do to make positive change in our community?

### [2.2 Worksheets & Resources](#)

[Worksheet 1 – Drama warm up explanation – shapes in common and 3 things in common](#)

[Worksheet 2 – image of St Paul’s carnival Bristol](#)

[Worksheet 3 – Image of Street in Southmead Bristol](#)

[Worksheet 4 – Image of diverse community in Bristol](#)



### [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 – Our local community

### Drama game – shapes in common

The class take it in turns to say something that is true about themselves, eg. I can ride a bike, they create a body position which represents this, everyone who also rides a bike takes on this position. If you can't ride a bike you stay in neutral. The next pupil says something true about themselves and creates a body position, if this is true for you, you take on this position, if not you stay in your last position and so on until everyone has had a go.

The class can see, as the game is played, who they have things in common with.

### Drama game – three things in common

In pairs, the class talk and discover three things that they have in common with their partner. This is then shared with the class.



Worksheet 3





Worksheet 4

