

EDUCATIONAL SCENARIO EXAMPLE

1. Identification of the educational scenario

1.1 Title of the scenario

Moving Schools

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

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 ac the skills that will enable them to:

- Deal with change
- Equip them with life skills
- See positives as well as challenges when dealing with change.

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 – change places if ...

See worksheet 1

2. Discussion to explore

When is change a good thing? Eg. Birth of a sibling

When is change a bad thing? Eg. Loss

What changes have you experienced?

What changes are you going to experience?

How do you feel about moving up to secondary school? – share in pairs and then discuss.

3. Using Theatre techniques

Looking at worksheet 2 – image of girl at school

In small groups discuss your fears about moving to secondary school.

Devise a short scene which reveals all your fears about moving to secondary school.

The groups then perform these scenes back to the class.

Choosing one of these scenes using Forum Theatre, the teacher can then ask the group to perform part of their scene again and encourage the class to discuss different ways the actors to deal with the given situation, give them lines to say to help the character or they could step into role to change the dynamics of the scene creating a more positive outcome for the character.

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:

How can we face our fears when facing change?

What skills will help when dealing with change?

Using Theatre techniques

Looking at worksheet 3 – image Bristol school students achieving

In groups look at the image and then discuss your hopes for moving to secondary school.

Devise a group scene where we see all your hopes for your time at secondary school.

The second binary opposition is then discussed:

What can we do to create these positive outcomes?

What did the characters do differently to have these positive outcomes?

How does attitude to change effect the outcome?

What skills were used to help with dealing with change?

Theatre exercise

Looking at worksheet 4 – poem on change

In small groups - Create a slogan – one line which sums up a positive element to change, create a frozen picture which expresses this and the line is then said with the image.

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

What skills have you used in the past to deal with change?

What skills do you want to develop more to help with change?

How can you help other people who are faced with change?

Conclusions

- Discuss conclusions from all activities and discussions
- Do you feel differently about change? If so in what way?
- Do you feel more equipped to deal with change when you are faced with it?
- Have your feelings about moving to secondary school changed?

2.2 Worksheets & Resources

[Worksheet 1 – Drama warm up explanation – change places if ...](#)

[Worksheet 2 – image girl sad at school](#)

[Worksheet 3 – Image pupils achieving at Bristol school](#)

[Worksheet 4 – poem - changes](#)



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 –

drama game – change places if...

In a circle there is one less chair than there are people. The person without a chair says something that is true about themselves and everyone who that is also true for changes seats, this therefore leaves someone else in the middle who again then says something true about themselves and people swap seats.

Worksheet 2



Worksheet 3



C *C*oncentrate on a new
outcome

H *H*ave a vision of what you
want to achieve

A *A*lways be open to
the new possibilities

N *N*ever let fear dictate your
decisions

G *G*ive your new direction a
chance to work

E *E*mbrace the change as it
unfolds

Dan Mount