

EDUCATIONAL SCENARIO EXAMPLE

1. Identification of the educational scenario

1.1 Title of the scenario

Art and ethics

WUSMED ES4

1.2 Creator

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School:

1.3 Topics or courses involved

Mainly Art. But every course or every subject can apply the proposed methodology in its own field.

1.4 Educational level

Primary

Secondary x

Second chance school

Reception class

Other

1.5 Learning outcomes of the scenario

--Reflect critically on how the concept of citizenship has evolved in different ways in different cultures over time.

-Outline diverse narratives from different perspectives.

-Critically analyse the own behaviour team working.

1.6 Time-duration

Class time: 4 hours

Outdoor preparation: 2 hours

How many hours to be used in total: 6 hours

2. Development of the educational scenario

2.1 General description

THE UNIT consists in 4 sessions, each one based on a specific work art:

1. The kidnapping of Helena .The Greek myth. The individual interest in front of the collective one.
2. The judgment of Salomon. The biblical story of Saloon king. Strategies to discover the true in a specific case.
3. The wedding by force. Relationship between feelings, human relationship and economy.
4. Charlie Hebdo and Mahoma. The freedom of expression.

WARM-UP

The topic of the session was not specifically announced before starting. Brainstorming among the students about the possible argument of the work under the title.

STIMULUS

Presentation of the real content or story of he work on which is based the session. Oral presentation by the teacher. Reading of images in the case 2 and 4.

LEARNING ACTIVITY

A main learning activity will be used trough the four sessions of the unit, with the double objective of

- 1, discover the values inside the presented works and
- 2, practice the dialogue team working as a tool to approach all of the human topics and issues.

Each session will be developed in four steps:

A, individual collection of information about the art work that is in the centre of the session (sources: given by teacher or internet)

B, Share the found information in small groups (4-5 students each) with the aim to agree the content of the work and its ethical implications.

C, Analyse the dynamics done inside the group during the debate: which specific things (roles, positions, interactions,...) must be avoided in the next sessions and which ones must be applied in deep.

D, Shearing the results among the different small groups.

At the end of the last session, final conclusions of the unit in both ways: lessons learnt from each art work and lessons learnt about team working.

Conclusions

2.2 Worksheets & Resources

The myth of Helena of Troy. The story of the judgement of Salomon.

The picture about this story from the walls of Pompei. Any summary of the story provided by the teacher.

The work of Molière. The original text or a summary. If possible, some record of the representation.

The images published by the magazine in the terrorist episode in Paris

2.4 Versions-adaptations

2.5 Challenges

2.6. Further reading

3. Evaluation of the educational scenario

- **Evaluation**

The evaluation of the unit must be centred in one hand on the level of recognition of the values and unvalues of the characters of the art works presented, and in the other hand on a self-reflection about the own characteristics and positive aspects to work in team, and the aspects to be improved. A short evaluation activity will be done at the end of each session.

- **Lessons learned – conclusions**