

# 1. Identification of the educational scenario

## Wusmed ES5

### 1.1 Title of the scenario

**AUTONOMY**

### 1.2 Creator

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School: .....

### 1.3 Topics or courses involved

Transversal

### 1.4 Educational level

Primary

Secondary X

Second chance school

Reception class

Other

### 1.5 Learning outcomes of the scenario

Based on the Council of Europe Framework, at the end of the course/ scenario, students are expected to have acquired the skills that will enable them to:

(Autonomous learning skills)

Shows ability to identify resources for learning (e.g. people, books, internet)

Seeks clarification of new information from other people when needed

Identifies what he/she knows already and what he/she doesn't know

Can identify gaps in his/her own knowledge independently

### 1.6 Time-duration

Class time: 4 classes of 1 hour each

Outdoor preparation: 3 hours

How many hours to be used in total: 7 hours

## 2. Development of the educational scenario

### 2.1 General description

#### 1. Warm up (First class)

Stimulus:



Brainstorming:

*What do you think that is the meaning of autonomy? Do you use this word? When? Where? Do you think that autonomy could have some relation with learning? and... What does learning means? ...*

If possible collect or record the brainstorming to be used later (15')

#### 2. Discussion to explore (First class)

The main concept: Autonomous learning and self-regulation. The teacher can introduce the concept with some questions:

*Since when do you think you have been learning things? - Can we learn things only at school? - Do you think we learn everything in the same way? Do we learn from ourselves or with other people help? What do you think it means to be autonomous in the learning process?*

He/she has to answer this questions using the answers of the students and the materials available (30')

The students summarize aloud the main ideas discussed during the class following the teacher guide. The teacher can ask the students if they would add something else they consider interesting and is missing. If there are some doubts the teacher can propose one student answer the other, if there isn't an answer he/she can answer and close the discussion (15')

### 3. Using Theatre techniques ([Second class](#))

The students, in groups of 10, have to organize a role playing:

*5 of them have to play the role of a teacher/educator/facilitator and 5 of them have to play the role of students. The teacher has to facilitate some tools to play de role: To agree before the representation different profiles of teacher/ educator/facilitator (traditional, innovative, empathetic...) and different learning contexts (school, sport team, leisure team, family...). Also different profiles of the students they want to play (shy-participative - autonomous...). Theatrical techniques have to be introduced. (40').*

Discuss the main roles played and the own perspective about the best way to became an independent but also collaborative learner. Analyze the changes in their opinions in respect at the previous class (the activities recorded or written can help to do it). This activity can be used also for evaluation (20').

### 4. Dialectical Discussion to reveal meaning

4a. The facilitator guides a discussion based on questions that develop critical thinking skills.

#### ([Third class](#))

The teacher summarizes the main ideas about autonomy and decision making that were discussed during the prior session and ask the students if they would add something else they consider interesting and is missing. The teacher also can clarify some doubts and answer some questions. (10')

Main concept: Students, in groups of 4, have to plan an activity to do it jointly, out of school and during their free time. An activity that could be really done (go to the movies, go out for a drink, go to one of them home to do some activity ... ) The teacher can offer a guide to facilitate the process (20')

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

**(Third class)**

**Analysis and discussion within the whole class about the process of decision making of each group. It is better not to leave full autonomy and that the teacher offers a guide for the discussion. It can be considered a guided self-questioning:**

*What aspects have we considered to decide what activity do? what are they related to? with our preferences? with our timetable? with the conditions? Has it been easy to arrive to an agreement? have we been respectful with the other proposals? ...*

**This discussion can also be recorded or collected in writing so that it can be used later (30')**

#### **4. Dialectical Discussion to reveal meaning**

**4a.** The facilitator guides a discussion based on questions that develop critical thinking skills.

**(Fourth class)**

**Watch (twice) 5 minutes from the movie "Society of Dead Poets", a 1989 American dramatic movie, starring Robin Williams and directed by Peter Weir. More specifically, the scene where the teacher says " Open de book *Understanding Poetry...*" and after one student read it, the teacher invites the students to boot the entire page and all the introduction. (10')**

<https://www.youtube.com/watch?v=c7TM5584Xp4>

**After the second visualization, give and explain to the students a short guide to analyze the role of the teacher and the role of the students. For example:**

*What does it mean learn for the teacher? are the students used to this kind of teacher behavior? What is the difference between repeat and thinking autonomously? what would be your own reaction? Is it possible to learn while you have fun? Are emotions involved on the learning process? .... (10')*

## Write a short report individually and co-evaluate on pairs (20')

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

(Fourth class)

### Final activity and closure:

The students, in groups of 4, have to write a summary of the main content that they have learnt during the educational scenario (10-30 line text). One student of each group have to read aloud the summary and all together have to discuss if they agree with the main ideas and if there are some important things missing. The teacher also can clarify some doubts and answer some questions (20')

Conclusions

### 2.2 Worksheets & Resources



### 2.3 Infrastructure & Materials needed

### 2.4 Versions-adaptations

### 2.5 Challenges

### 3. Evaluation of the educational scenario

#### Evaluation

##### First class:

- The brainstorming can be used as an evaluation of the previous learning and can be used at the final of the class (jointly) to analyze the changes in their knowledge and opinions.
- The summary of the main ideas discussed during the class and the clarification of the doubts can be used as a formative evaluation.

##### Second class:

- The discussion of the role playing can be used as a formative evaluation and can offer inputs to the teacher about the progress of the level of competence of the students.

##### Third class:

- The summary at the beginning of the class can be used as a formative evaluation.
- The discussion at the final of the class also can be used as a formative evaluation activity.

##### Fourth class:

- Co-evaluation of the individual reports.
- The final activity can be used as a self-evaluation of the group and a co-evaluation inter-groups. The teacher also can evaluate the activity.

If necessary all this activities can be also used to put a

**qualifications or a mark.**

**The evaluation of the educational scenario can be done taking in account if the students have adquired the learning outcomes planned.**

- [Lessons learned – conclusions](#)