

# EDUCATIONAL SCENARIO EXAMPLE

## Identification of the educational scenario

### 1.1 Title of the scenario

#### **RIGHT TO CURIOSITY**

**“Education and freedom of thought”**

### 1.2 Creator

Name, Surname: .....

e-mail: .....

Website/ blog: .....

School: .....

### 1.3 Topics or courses involved

Schooling, awareness of rights and duties, being / becoming a citizen

### 1.4 Educational level

Primary x

Secondary

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:

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- Greater ability to interact with different points of view
- Increased ability to address a controversial topic in dialectical terms
- Greater awareness of one's role as a student and future citizen in the society
- Increased awareness of the role of the educational institution within society
- Increased ability to think critically
- Greater relational quality within the class group

### 1.6 Time-duration

Class time: 6 hours

Outdoor preparation: 3 hours

How many hours to be used in total: 9 hours



### Development of the educational scenario

### 2.1 General description

#### 1. Warm up

The following questions are intended to encourage students to reflect on the school as an institution within society and as a place for developing critical thinking and knowledge.

#### **Questions to introduce and explore the topic**

What does it mean to educate?

What and how do we learn in school?

What is the role of teachers in society?

Who decides what is taught in school?

Who decides how long to stay in school?

Why does the compulsory education (or public school) exist in some societies whilst it does not?

Does the school create questions or answers?

What are the limits of research to reach knowledge?

## **2. Discussion**

The facilitators share with the children a few readings taken from the *Book of Why* by Gianni Rodari and ask to express their opinion. (worksheet 1)

### 3 BINARY OPPOSITIONS to be explored

#### Binary opposition 1:

**Is it possible to have an authentic and equal exchange between the teacher and the learner by remaining within an institutional structure with roles, judgments, votes and formalities of a certain type?**

#### 3a. Discussion

The facilitators propose a collective discussion based on specific questions. (worksheet 2)

Division into small groups aimed at choosing some “why?” (worksheet 2)

Collective sharing of the “why?” (worksheet 2)

#### 3b. Theatre

Taking inspiration from the documentary theater, the facilitator will ask a child or a girl to play the role of Gianni Rodari, and the other children to ask questions among those identified in the group work and those of the column originally held by the writer in the newspaper *The Unity*. The role of Rodari must be performed by several children and everyone must ask at least one question. (worksheet 3)

#### 3c Debriefing

Children who will face this path will need a collective moment of elaboration and sharing. Facilitators can guide the collective discussion by imagining the production of materials to leave in the classroom. (worksheet 4)

#### 3d. Dialectical Discussion to explore

I The facilitators lead the discussion to bring the participants' attention to the different points of view that are expressed, always underlining in positive terms the parts of the discussion that can lead to a synthesis. (worksheet 5)

#### 3e. Personalization

Participants at the end of the activity are asked to reflect on the contents

and rework them in a more personal and biographical way (worksheet 6)

## Conclusions

### 2.2 Worksheets & Resources

Worksheet 1: Extracts from the newspaper's column The Unity by Gianni Rodari. In this column Rodari answered to why of the children

Worksheet 2: Structure of the discussion activity with materials to be

produced and questions

Worksheet 3: Context, materials and setting indications on theatrical improvisation

Worksheet 4: debriefing questions

Worksheet 5: questions for the dialectical discussion

Worksheet 6: materials for personal elaboration

## **WORKSHEET 1**

### **THE BOOK OF THE WHY by Gianni Rodari**

From August 18, 1955, Rodari held a weekly column in which he answered to the questions made by the children on the news the Unity, entitled The book of whys, with some interruptions until October 25, 1956. From May 25, 1957 to June 5, 1958, the column resumed with the title The mail of the whys. The questions and answers were collected and published in a book in 1984.

### ***Why do they give us such difficult problems at school? I hope become adult soon ...***

*I'll answer you with a little song:*

*Even the big ones at school go:*

*every day throughout the year ...*

*It is a school without desks,*

*without aprons with white bows,*

*but complicated problems*

*to resolve are condemned:*

*- With this salary you have to try*

*the family to support. -*

*What a headache, the lesson:*

*- Study how to pay the rent. -*

*What a mess, finally, the task in class:*

*- There's the tax collector. Pay taxes.*

***Why is gold so precious?***

*Gold, in itself, is nothing but a shining metal. It is human work that makes it valuable. The value of gold depends on the working time necessary for its production: to obtain a gram, it is necessary to work a hundred times more than to obtain a gram of iron, or a gram of bread.*

*According to a certain proverb even silence is golden. Second, I say: for example, when at school you are questioned in geography, silence is not even brass. And if you have to say your reasons, when you're right, the silence is of papier-mache and sawdust.*

*Those who are wrong are going straight  
if those who are right remain silent.*

*Who can't tell his reason,  
the first to pass is his master.*

***Why do scientists want to go to the moon?***

*To see how it's made. To see the stars up close. To see the Earth, which from up there will look like a blue moon. And they will say so:*

*From here you can finally see  
how small the Earth is:  
there is no place to make war,  
stay in peace, people with people.*

*More extracted from the Book of Why here:*

***<http://www.stagniweb.it/perche.htm>***

## **Worksheet 2**

Some of Rodari's responses to school and society are pointed out, for example:

- In addition to counting for what do you learn at school that you need even when the school is over?
- What does Rodari want to communicate through his nursery rhyme?
- What would you have answered to the question about the "difficult problem"?
- Why does science "want to go to the moon"?

### **Suggestions for work settings:**

- In this phase it is important to build a non-frontal setting. The optimum would be to place students in a circle, a spatiality that facilitates confrontation and discussion, and places boys and girls in a freer dimension.
- To have an active participation it is essential to clarify that this activity does not fall within the usual evaluation process taking place at school.
- If the activity takes place with the co-presence of both teachers and assistant, it is desirable that one of the two leads the activity and the other chooses whether to observe or actively participate. Of course, this decision must be taken in advance, in the planning phase.
- It is very important, in conducting the activity, to leave as much space as possible to the responses and interventions of boys and girls, accepting any observation without any form of judgment.

### **Discussion in small groups**

The students prepare and write their own why and try themselves to respond in turn, a why each.

Prepare the why to ask the teachers.

They prepare questions that according to them cannot be done if "it commands only one"



### **Plenary sharing of groups work**

Collective sharing of why and answers. We suggest the preparation of a poster to leave in the classroom with all the questions that were thought for the teacher and those that are thought could not be done when "only one commands".

### **Worksheet 3**

The space must be clearly divided between the place dedicated to the scenic action and the place occupied by the audience, for example by drawing a line on the ground with chalk. Two chairs will be placed in the room, one for the interpreters of Gianni Rodari and the other for those who want to ask questions.

### **Worksheet 4**

The children will be asked to prepare a poster with the answers that most impressed them and that seem to them to be more correct. They will be asked to summarize the experience with a word. The words will be written on another billboard. It is important that the materials remain in the classroom. To reflect on the activity, the questions and the highlighted words will be followed.

### **Worksheet 5**

We suggest some questions:

- How did you feel in the shoes of Gianni Rodari?
- Did the answers satisfy your questions?
- Did you feel free to answer all the questions you have been asked?
- Did you feel free to ask all the questions you had in mind?
- Are there similarities between this game and when you are at school and are you asked to answer questions?

### **Worksheet 6**

At the end of the activity participants will be asked to write the questions they have answered in their notebook.

### 2.3 Infrastructure & Materials needed

Cardboard, paper, markers. A space collected, but free from the desks or with the possibility of being freed, a sound system for listening to audio materials, the possibility of using the internet connection.

### 2.4 Versions-adaptations

### 2.5 Challenges

During the first part of the activity tensions could be generated that risk deviating reflection and turning it into a debate. It will be important that the facilitators who act as guides and mediators have a conciliatory approach, trying to give space to the different possibilities and guiding the class group's gaze on the different interpretations.

### 2.6. Further reading



#### Evaluation of the educational scenario

- **Evaluation** may take place after the end of the scenario, through questionnaires and a group interview in order to understand the impact of the students and the problems they encountered during the process
- **Lessons learned – conclusions**