

Teaching Plan – Three Lesson Hours

Cognitive Subjects: Language, Drama Education, Informatics

Education Level: Secondary Education - High School

Topic: Creating Dynamic Photos and Images Related to School Bullying

Method: Creative Dramatization and Discussion

Materials:

- Open, spacious area
- Camera
- Scarves
- School environment materials (e.g., furniture, clothes, small items) to support the staging

Objectives:

1. Cognitive Objectives

- Understanding the social and emotional consequences of school bullying.
- Developing storytelling and non-verbal communication skills through images.

2. Social Objectives

- Enhancing teamwork and acceptance of different roles and responsibilities.
- Developing empathy and understanding of others' psychology through adopting different roles.

3. Experiential Objectives

- Expressing emotions and experiences related to school bullying through creative media.
- Promoting emotional intelligence and critical reflection through experiential storytelling.

4. Psychomotor Objectives

- Cultivating the use of body language for expressing emotions and messages.
 - Coordinating and developing non-verbal communication skills through dramatic representation.
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Activity Description – Three Phases

Phase A (Duration: 45 minutes)

Title: Creating a Story about School Bullying through Photographs

1. Group Formation (15 minutes):

- Students are divided into groups of 5 people.
- Introduction to the activity's objective and the importance of expressing emotions without words.

2. Assignment of Roles and Clarifications on Limitations:

- Roles: The teacher invites the students to decide and assign the following roles:
 - **Director:** Will guide the team.
 - **Photographer:** Will take the photographs.
 - **Actors (3 people):** Will act as the protagonists in the photos.
- **Limitations:** After students have decided and announced the role distribution, the teacher will inform them about three additional parameters:
 - **Director:** Will guide the team with the limitation of having their eyes covered (scarf provided).
 - **Photographer:** In addition to taking photos, will help understand the director's ideas and guide the actors.
 - **Actors (3 people):** Are required to communicate through body posture and remain silent.

3. Execution (30 minutes):

- The photographer, in collaboration with the director, guides the actors to create 3-5 photos that tell a school bullying story.

4. **Homework:**

- The photos will be compiled into a presentation (3-5 slides) that tells the story, which will be presented in the next class.

Phase B (Duration: 45 minutes)

Title: Dynamic Image

General Notes:

- a) The teacher provides general instructions (5 minutes) on how the groups will work.
- b) Each group has 5 minutes to decide which dynamic image they will "bring to life." After the decision, they will proceed to "revive" the image.

Procedure:

1. Groups are asked to choose one of their photos to "bring to life" in front of their classmates.
2. Each group will stage the image with the participation of its members. It is emphasized that if desired, the "director" and "photographer" can also be included in the image.
3. The teacher will invite the other students to observe and participate in the "dynamic images," posing questions to activate them.

Questions for Reflection:

- **Representing Emotions:** Observe the image, think about the characters' emotions, step into the image, and give voice to the protagonist.
- **Interview:** Choose a character, "remove" them from the image, and interview them to understand their story.
- **Closed-Ended Questions:** "Unfreeze" a character and ask them 5 questions to which they will answer "yes" or "no."
- **Observation of Details:** Try to draw conclusions from the body language, posture, and expression of each character.
- **Hypotheses for the Future and Past:** Imagine what preceded or what will follow in the story of this image.

Phase C (Duration: 45 minutes)

Title: Discussion and Reflection

General Notes:

- a) Ideally, students can sit in a circle.
- b) The teacher has gathered the groups' presentations and will display them on the interactive board.

1. **Image Presentation:** Groups present their photos, tell the story they created, and compare the interpretations of their classmates.
2. **Discussion and Feedback:** Students are invited to reflect on their impressions:
 - They discuss how they felt during the process and how they perceived the issue of school bullying through role-playing.
 - They suggest changes to their stories if they believe their classmates' feedback revealed new insights.

Evaluation:

Expected Outcomes:

After the activity, the following are expected:

- **Development of Collaboration:** Students collaborated harmoniously, adopting roles they might not have initially chosen.
 - The student with leadership tendencies: Was forced to guide as "blind," facing limitations.
 - The actors: Relied on body language for expression, understanding the importance of non-verbal communication.
 - The photographer: Played the role of the coordinator, proving the value of observation and understanding in creating the story.

- **Enhancement of Empathy and Understanding Bullying:** Through creating "bullying stories," students gained a better understanding of the feelings of victims and witnesses of bullying.
 - **Enhancement of Psychomotor Expression:** Students expressed emotions through body language, developing psychomotor skills and non-verbal communication.
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Evaluation Tool:

After completing the activity, students can fill out a questionnaire (e.g., Google Forms), which will include different axes for evaluating their performance and the quality of the activity in various dimensions.

Evaluation Axes:

1. **Collaboration and Teamwork:** Evaluates students' ability to collaborate harmoniously, take on and execute their roles, and the effectiveness of the group in completing the activity.
2. **Creativity and Quality of Interpretation:** Evaluates the originality and creativity of the story created by the students through photos and dynamic images. It also assesses the quality of expressions and authenticity in the scenes created.
3. **Understanding of the Topic (School Bullying):** Evaluates how well students understood and highlighted the issue of school bullying through their photos and dramatizations, and their ability to link emotions and experiences to the social problem.
4. **Psychomotor Skills and Empathy:** Evaluates the use of body language and the empathy displayed during the execution of the dynamic images. Also assesses students' ability to understand and express the characters' emotions through body expressions.
5. **Critical Thinking and Reflection:** Evaluates students' ability to reflect on their experience, assess their images and stories based on feedback, and re-evaluate or modify their ideas after the discussion.

