

SCENARIO OF CLASSES/EDUCATIONAL WORKSHOPS

PART 1 OF THE SCENARIO

TITLE	Social alienation – a timeless theme
MAIN TOPIC	Tolerance and acceptance of otherness
OTHER SUBJECTS/DISCIPLINES	<ul style="list-style-type: none"> • literature painting film art
TYPE/Form OF CLASSES	full-time classes
DURATION OF CLASSES	class Duration 90 minutes (2 lessons)
AGE OF STUDENTS	students aged 13-16.

PART 2 OF THE SCENARIO

PURPOSE OF THE ACTIVITIES	The aim of the class is to show or consolidate the knowledge of the epoch of the Middle Ages, with emphasis on its dimension in art, especially in architecture, showing the social panorama of medieval Paris, including the theme of intolerance with regard to appearance or ethnicity ethnicity. The goal is also to reflect on the subject of exclusion social exclusion, learning to accept otherness in society. An important aspect of the classes will be building adequate self-esteem and self-concept value of the student, including the courage to express oneself, and building a sense of of agency in dealing with conflict situations.	
LEARNING OUTCOMES	WITHIN THE REALM OF KNOWLEDGE	The participant/participant knows: - basic features of the medieval era, including the late phase of the epoch (especially in France), - features of Gothic - style in European architecture of the late medieval period, the exemplary example of a Gothic building is considered a Gothic cathedral, - the importance of the symbolism of the cathedral, - examples of works of art inspired by the motif cathedral, - the importance of tolerance in society, - presentation of the problem of social alienation due to due to appearance/ethnicity/level of wealth.

	IN THE AREA OF SKILLS	The participant/participant is able to: - analyze and interpret architectural creations, - list the features of the Middle Ages and Gothic, - explain the importance of tolerance and acceptance in society, - show examples that confirm that otherness is not a barrier to self-realization.
	IN TERMS OF SOCIAL COMPETENCE	The participant/participant: - is aware of what makes him/her different from others, treating it as "otherness", - is able to defend his/her rights, - knows his/her strengths and is aware of what comes out weaker, - has adequate self-esteem and self-worth, - is able to respond effectively in a conflict situation, - has the courage to express himself, - thinks empathetically, - thinks holistically.
TEACHING METHODS	didactic game, individual and group work	
PROPOSED TEACHING TOOLS / NEEDED MATERIALS	For a successful class, the following basic are recommended materials: <ul style="list-style-type: none"> ● a computer with Internet access and an overhead projector ● printed worksheets, ● white board, ● smartphone (to be used by students). ● knowledge quiz (created in LearningApps). 	
PREREQUISITES (if applicable)	As part of their homework, students should have watched a musical "The Bell Jar of Notre-Dame" (Victor Hugo): https://www.youtube.com/watch?v=qG6LM2KzI68	

<p>SCIENTIFIC CONTENT – DETAILS CHARACTERIST ICS</p>	<p>I. Characteristics of the Middle Ages - introduction and/or reminder of the the most important features of the medieval era (summary quiz at the end of class).</p> <p>II. Analysis of the style of architecture on the example of the Cathedral of Notre-Dame - identification of the most important features of the Gothic style (in connection with the Romanesque style that arose Romanesque style that preceded it).</p> <p>III. Inspiration of the motif of Notre-Dame Cathedral in art and literature (including contemporary).</p> <p>IV. Discussion of exclusion in society - starting point exclusion shown in the novel on the basis of ethnicity and appearance.</p> <p>V. Discussion on the manifestations of otherness in society - presentation of characters with the characteristic of "otherness", showing it as a an asset.</p> <p>VI. Strengthening self-esteem and building courage to express oneself -. encouraging young people to search for their strengths and self-expression, encouraging acceptance of others as they are.</p>
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PART 3 OF THE SCENARIO

<p>BASIC CONCEPTS</p>	<p>Middle Ages, Gothic style, acceptance of otherness</p>		
<p>CLASS STRUCTURE</p>	<p>LESS ON 1</p>	<p>PRELIMINARY ACTIVITIES (5 min)</p>	<p>STEP 1 The instructor before the class asks participants a task: listening to a radio play which is a summary of the novel "The Bell Jar of Notre-Dame" by Victor Hugo.</p> <p>STEP 2 The instructor shows the painting "Boulevard Saint-Michel and Notre Dame" by Maximilien Luce (on an overhead projector). The painting is available at https://artsandculture.google.com/ (in the magnifying glass type in: The Quai Saint-Michel and Notre-Dame) asking what building the painting depicts the painting and what novel or character they associate it with it is associated with. Then the presenter introduces participants with the plan of the meeting (introducing the background historical background of the creation of the cathedral, inspirations in literature and art).</p>
		<p>INTRODUCTION OF NEW CONTENTS (75 min)</p>	<p>STEP 1 The instructor discusses the medieval era, being part of the historical background, the emphasis is placed on the description of the style in architecture - the Gothic (with reference to the Romanesque style) Supporting issues/questions:</p> <ul style="list-style-type: none"> ● What is the timeframe of the era? ● What are the characteristics of the era? ● What was the role of the Christian church? ● Medieval art - Romanesque style vs. Gothic style <p>The presenter again displays on the screen the painting "Boulevard Saint-Michel and Notre Dame" by Maximilien Luce. The task class participants will be to describe and analyze the building depicted in the painting. The presenter. Divides the class into groups of 4 and distributes to each team a work sheet No. 1 (Appendix no. 1 to the scenario). The time allotted for completion is 10 minutes.</p>

			<p>After the expiration of the The allotted time, students are asked to present the results of their work. Supporting questions (in addition to those described in the work sheet):</p> <ul style="list-style-type: none"> ● Who is the author of the building? ● What is the name of the cathedral and what is its significance? ● At what time and place was it built? ● What is the symbolism of the cathedral? ● What architectural style does it represent and what features characterize it? <p>STEP 2</p> <p>After analyzing the buildings and discussing the era the instructor shows the participants examples of other inspirations with the theme of buildings in literature and art, which can be a pretext for a deeper interpretation of its symbolism.</p> <p>- image: "Notre-Dame de Paris" by Zdzislaw Beksinski, 1983, Historical Museum in Sanok - film: Cathedral (The Cathedral) by Tomasz Baginski, 2017, source: https://www.youtube.com/watch?v=lrCN2dLFF5Y - film: The Bell Jar of Notre Dame (1982), dir. Michael Tuchner - music: "Quasimodo," by Jacek Kaczmarski (source: https://www.youtube.com/watch?v=ilqJMS2uESM)</p> <p>STEP 3</p> <p>Students sit in a circle, the instructor refers to the homework assignment, which was listening to the radio play.</p> <p>STEP 4</p> <p>The facilitator invites participants to discussion on the phenomenon of exclusion. Suggestions for supporting questions/questions:</p> <ul style="list-style-type: none"> ● Point out the marginalized people society depicted in the novel. ● What are the characteristics of these people? ● What was the attitude of society towards these individuals and was it adequate? ● Can you determine whether Quasimodo is a good or evil character? ● What positive qualities characterize Quasimodo (sense of justice and willingness to make sacrifices, kindness, kindness).
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			<p>STEP 5 Presentation of otherness (students receive worksheets showing examples of people who, despite difficulties realized themselves (work sheet no. 2, Appendix 2 to the scenario). Students have 5 minutes to complete it. Then the teacher in interaction with the students presents the characters included in the work card, adds other examples, asks if the students know such. (Answers: 1. Oscar Pistorius (disabled athlete, winner of 6 gold medals) 2. Ludwig van Beethoven (outstanding composer and pianist, began to lose his hearing at the age of 26, some of his works were written when he was already completely deaf) 3. Peter Dinklage (American actor, known, among others, from the series "Game of Thrones", short height (1.35) never constituted a complex for the actor) 4. Stephen Hawking (prominent scientist, progressive disease did not prevent him from developing his brilliant mind). 5. George VI (King United Kingdom of Great Britain and Northern Ireland, stuttering was not an obstacle to holding such an important position in the state).</p> <p>STEP 6 What do I have in common with the whole group, and what makes me distinguishes me from the group? The leader on the white board draws a flower - in its center he writes the characteristics common to the whole group (we are Polish, we are in a class, we breathe), and in the individual petals one attribute of the participant each, which, against the background of the group describes him exclusively (I have curly hair - when no one else in the group has, I grow frogs - when no one else else does)</p> <p>STEP 7 Students get into pairs, tell each other each other about themselves: skills/traits, what they are good at, what they like to do. After 5 minutes, the person in the pair describes their partner by referring to what he/she heard from him/her. For task will use work sheet No. 3 (Appendix 3)</p>
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			<p>STEP 8</p> <p>Discussion based on the previous task - the teacher asks the students the question:</p> <ul style="list-style-type: none"> ▪ What characteristic distinguishes you and in what it manifests - according to the scheme: I am courageous because.... e.g. yesterday during a math lesson I volunteered to perform a difficult task. <p>Discussion:</p> <ul style="list-style-type: none"> ▪ Why is it important to be yourself? ▪ How do we behave when someone insults us, ignores, slanders us? ▪ Our good practices for being brave in expressing yourself, on building strength internally - also in difficult situations (e.g., at school). Exchange of thoughts and experiences.
		<p>SUMMARY AND FINAL ACTIVITIES (20 min)</p>	<p>STEP 1</p> <p>Final quiz to test participants' knowledge learned from the class. The teacher sends the students link to the quiz (using Learning Apps1). (Appendix 5). Answers: 1.c, 2.a, 3.c, 4.a, 5.c, 6.b, 7.b, 8.d, 9.d, 10.a</p> <p>STEP 2</p> <p>Final word - summary of the class.</p>

PART 4 OF THE SCENARIO

<p>BENEFITS</p>	<p>A detailed discussion of the architectural work in the narrative of the epoch Middle Ages. The use of works of art (architecture, film, painting, literature) can become a pretext for considering the divisions that can exist in society, as well as the enormous role of the medieval era in shaping the foundations of modern culture, creating its lasting values in the field of art. There may also be a benefit in the development of skills interpersonal skills of participants as a result of reflecting on one's strengths, as well as building awareness in seeing one's person as complete in the context of what may distinguish one, constitute her "otherness." Detailed benefits are described in the learning outcomes section.</p>
<p>RISKS AND SUGGESTED SOLUTIONS</p>	<p>Risk: lack of time to carry out all the points stipulated in the scenario (depends on the degree of involvement of the participants). Proposed solution: treating the unrealized tasks as a homework - expand to include own work, e.g. preparing a flyer promoting the virtues of "being yourself", regardless of the expectations of your peers; spreading the activities over three lessons and preaching the short film "Cathedral" short film by Tomasz Baginski) with a discussion on the symbolism of the of the cathedral depicted in the film, adding their own story to the film; building effectiveness in dealing with conflict situations (assertive message - UFO, use of work sheet No. 4 - Appendix No. 4)</p> <p>Exchange of thoughts and experiences.</p>