



# Dramatization.

A practise that wants to find a way to encourage research, disseminate and present results



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# Introduction

This practice aims, with the use of a dramatization process, to deepen the knowledge of a situation or social approach that arouses controversy, investigating real cases and avoiding initial prejudices or negative attitudes.

We intend to give the student a leading role so that they are the ones who lead the decision-making on the future final product and where the teacher acts only as a guide.

There are two compatible possibilities for the final dramatization product:

1. On live, supported or not by audiovisual products
2. Recorded as an embedded multimedia (video) product



# Motivation

The student's approach to understanding the society in which he lives is sometimes complex and full of prejudices and false truths.

A route that motivates the student to a deep analysis of the situation is necessary. In this way we will work on:

1. The social context of the situation
2. The motives
3. The negative consequences
4. Possible solutions



# Objetives

We can establish specific objectives within the project and general objectives integrated within its educational stage.

Specific objective:

- Understanding and raising awareness of situations of discrimination
- Analysis of the different more subtle forms of discrimination.

General objectives:

- Acquisition of strategies to improve their oral and written expression
- Ac. of est. in ICT tools related to audiovisual production.
- Ac. of est. in collaborative work.



# Recipients and responsible

## Target persons:

- Spectator students
- Participating students in the different production profiles.

## Responsible persons:

- Coordinator of the educational project
- Teachers participating in educational project
- ICT area managers
- Responsible for platforms and social networks
- Language area teachers



# Implementation

The development of this GP involves the following sessions:

- Meeting to explain objectives and organization of teams and roles
- Script writing. Translations. Documentation printing
- Two rehearsal sessions.
- Recording and editing in the case of videos
- Subtitle the final edition in English
- Evaluation

There are a total of six one-hour work sessions, of which at least three must be in a face-to-face team.

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## Results and benefits

Final product. Brief 2 or 3 minute role-play on possible situations of discrimination.

[https://youtu.be/NK-OL49\\_a9Q](https://youtu.be/NK-OL49_a9Q)

The possible results and benefits are related to the achievement or not of the planned objectives. In addition, good practice will contribute to the fulfillment of the following functions of the teaching staff:

- Attention to the integral development of students.
- The promotion and organization of complementary activities.
- Training and testing of innovative techniques





## Potential difficulties in implementation.

1. Although the activities are for a small part of the teaching staff and students, there must be close collaboration with the activities department.
2. It is necessary to acquire prior technical knowledge for video editing and to have sufficiently powerful computer equipment and the necessary software. Free software. Open Shot.
3. The calendar must be accepted by all the people involved, expressing the commitment to comply with it.
4. Difficulties with English.
5. Delays in the completion of previous jobs due to “higher priority jobs”.



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## Relations with the actions of the School and our project.

This good practice relates to:

- The school project.
- Any of the topics covered in our RPR project or others

Just add that it was also very fun to do it.

