



	<b>REPORT SHEET ON PILOT ACTIVITIES</b>
<b>FIELD THEME</b>	
Identity, role playing and social exclusion	
<b>PLACE, DATE, TIME OF SESSION</b>	
Gdansk, Gimnazjum nr 2, 24.04.2015, 11:45- 2:30	
<b>TARGET GROUP, NUMBER OF PARTICIPANTS</b>	
Teachers, 2 participants Youngsters, 29 participants	
<b>OBJECTIVE OF THE SESSION (WHAT DID WE WANT TO ACHIEVE)</b>	
(1) Test good practices; (2) Train trainers; (3) Youngsters collectively creating a lesson plan on identity, roles and social exclusion	
<b>METHODS USED (ILLUSTRATE WITH IMAGES WHEN POSSIBLE)</b>	
B.E.L.S. good practice	
<b>REACTIONS - OBSERVATIONS - EVALUATIONS: WHAT ADVANTAGES AND RISKS OF THE METHOD HAVE WE FOUND?</b>	
The first three steps of the good practice were implemented during the get-together: introduction, brainstorm, plan creation. The implementation will take place in the Fall of 2015.	
<b>ANY FURTHER OBSERVATIONS</b>	



The session was provoked by a school Management Team reaction to two girl students speaking out frankly about their class atmosphere during a previous meeting. The reaction had been punishment. Thereupon we decided, with the teacher, to do an intervention. The intervention used B.E.L.S. to discuss the theme of identity as role playing (E.Goffman) and what roles the students accepted for themselves. It appeared that none of them accepted the role imposed by school of having to be an ambassador of the school at all times. As a result, they were regularly punished (excluded) and they did not understand why. The lesson that was created was a collective reading of the school regulations and formulating questions and opinions on them to start a dialogue with the school Management Team.

The teachers present thought this approach could work for their contact with parents too.