

## Scenario 2

### Conflict and relationships inside the school

**Method/s:** Transactional analysis / Creative Collaborative Approach (Planning made with method *Learning by Design*)

**Area/s of work:** Creativity / Identity / Cartography

#### Closed workshop

**Duration:** 2 days

#### Goals of the training:

Activity made with the youngsters from Second Chance School Arco Maior (Porto)

1<sup>o</sup> part – Transactional analysis

2<sup>o</sup> part – Creative Collaborative Approach (Planning made adapting the method *Learning by Design*)

This activity – planed in two phases – is based on the theme of the relationships people develop between themselves (TA) and is designed for the group of young people with whom it is intended to work with, but also aims to extend the works produced by the students of Arco Maior beyond its walls (CCA). In this sense, the various exercises wander between individual reflection / action and collective results, representative of the specific context of the School and the students that attend it.

| ARCO MAIOR ACTIVITY  |   |  |  |
|--|---|--|--|
| Experiencing the know  | Experiencing the new  | Applying appropriately   | Applying creatively  |
| <div><b>1</b> Daily routines</div> <div>Describing the routines they face everyday, emphasizing the ones made in School.</div> <div>- Individual writing / sharing with the group</div>                              | <div><b>3</b> School's Mind map</div> <div>Producing a map from memory of the School's spaces</div> <div>- drawing or written description</div> | <div><b>3.1</b> Collective map of the School</div> <div>Producing, in group, a map of the School using textile materials</div>   | <div><b>7</b> Pick a card</div> <div>In some pictures chosen from the School's archive, the students will be asked to write some messages to other people that may be facing conflict on their lives. The pictures will be placed outside of the School – on the street – inside of a box that contains the message "Pick a card", where every card transmits a solution/prediction.</div> |
| Conceptualizing through nouns  | Conceptualizing through theory  | Analyzing functionally   | Analyzing critically   |
| <div><b>2</b> Which is the School's role in your life?</div> <div>Individual answer to the questions, followed by group discussion (brainstorming of the answers)</div> <div>- Individual writing / discussion</div> | <div><b>4</b> Ego states</div> <div>Explaining the Ego States – psychological states that regulate people's interactions</div>                  | <div><b>6</b> Finding solution for conflict</div> <div>Continuing with the ideas/conflicts shared before, the remaining group will write solutions for them. These answers will be gathered on a box, where the person who first shared the conflict will randomly pick one solution</div> <div>- Individual writing / group sharing</div> | <div><b>8</b> Final discussion</div> <div>Opinions about the activity</div>  |
| <div><b>5</b> When conflict emerges</div> <div>Talking about the conflicts that emerge amongst the School's routines</div>   |   |  |  |

### ***Exercises and their descriptions***

- 1 – **Daily routines** (describing everyone's routines, with an emphasis on school)
- 2 – **What is the part school takes in your life?** (answering the question individually)
- 3 – **Mind map of the school** (making a map, as a group activity, though drawing or applications in fabric)
- 4 – **Learning about the ego states** (understanding what lies behind people's interactions)
- 5 – **When does conflict emerge** (group discussion)
- 6 – **Finding solutions for conflict** (starting from the individual shares, trying to come up with solutions)
- 7 – **Pick a card** (bringing the solutions outside of the school: this intervention in the public space aims to take to the street a game, similar to tarot cards, where everyone can pick a card that has a picture and a message, chosen/written by the students)
- 8 – **Final discussion**

### **First Day**

1. Making a map of the school, drawing its three floors. Group activity, made with burlap, paper tape, and cotton yarn. (Directing students minds to their daily experiences of the school.)



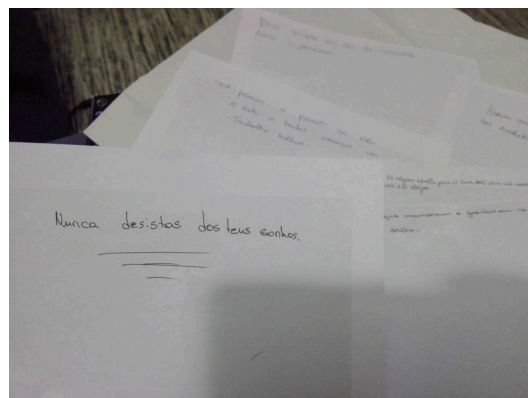
2. Discussion about the student's relationships: when do conflicts arise; how do we deal with them; talk about the concept of ego states (TA) and how we can use that knowledge.

### **Second Day**

1. Making relations between the problems discussed on the first day and black and white pictures. (Why did you choose it, what relations did you make with them, where do you put yourself towards the image)



2. If your problem/conflict was from someone else, what would you tell them? (The first step to build “pick a card”: writing a message or solution for someone else’s problem/conflict.)



3. Decorating the boxes for “Pick a card”



4. Distributing the “Pick a card” in the area, placing them on trees.

### **Material List**

Burlap, paper tape, and cotton yarn.

bBlack and white pictures (photocopies)

### **References**

Cope, Bill; Mary Kalantzis. Learning by Design. Common Ground Publishing Pty, Limited, 2006.

— ——. A Pedagogy of Multiliteracies: Learning by Design. Springer, 2016.

<http://newlearningonline.com/learning-by-design>