

Using Movement and Drama in Civic Education
Usando de Movimento e Drama na Educação
Cívica

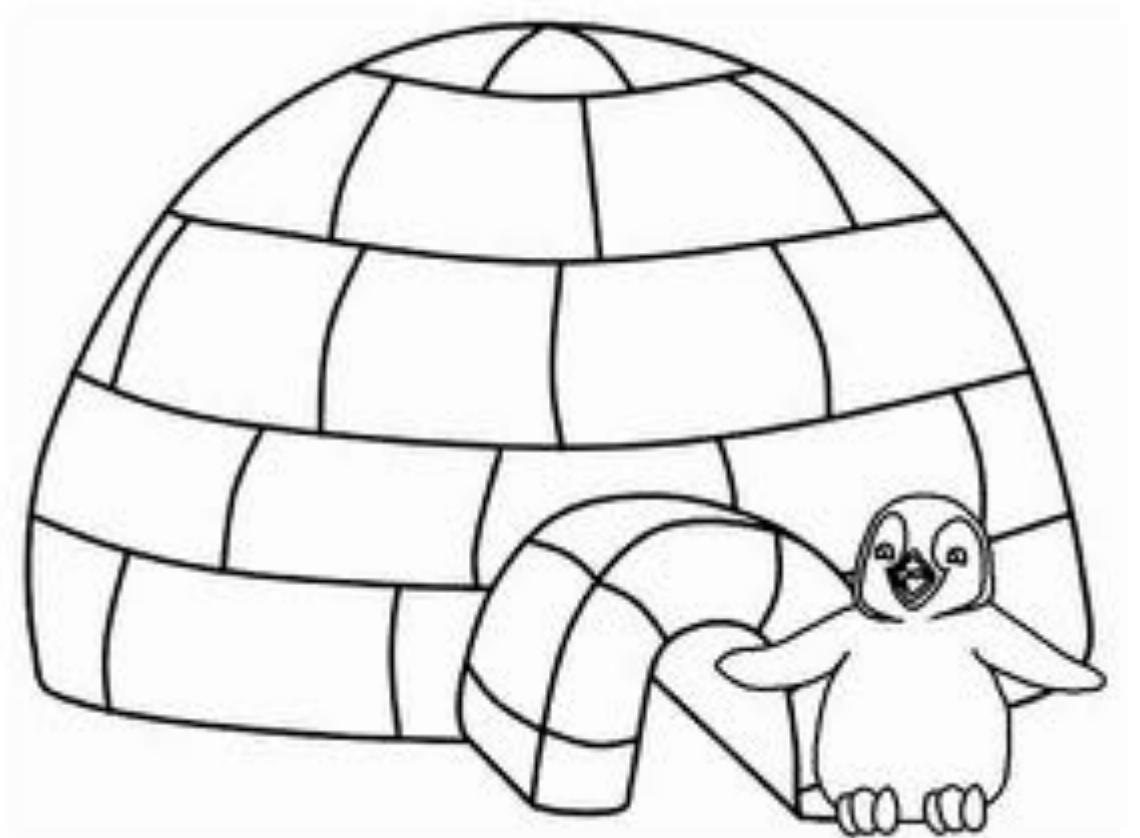
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In knowledge-based societies, innovation is a key engine of economic growth, and arts education is increasingly considered as a means to foster the skills and attitudes that innovation requires, beyond and above artistic skills and cultural sensitivity. OECD

Como aprender a viver juntos?
Learning how to live together

Uma casa



Learning for gender equality

se comportam
como uma
menina



não chore, não
se comportam
como uma
menina

Example of organisation of the subject

- How to support future teachers and community educators?
- How to develop sensitivity to social issues and social engagement?
- How to based education on process vs product?
- How to avoid correct answers?

The hypothesis: students would develop confidence and self-initiative if they participate in the creation of the curriculum and choose how to make an exam

How we worked?

- No clear outcomes
- No defined theory

Co-creation, collaboration and multiple possibilities

We wanted to leave the walls of the faculty building and engage with the community – to feel the vibe of the city, map social issues and become familiar with the existing educational initiatives.

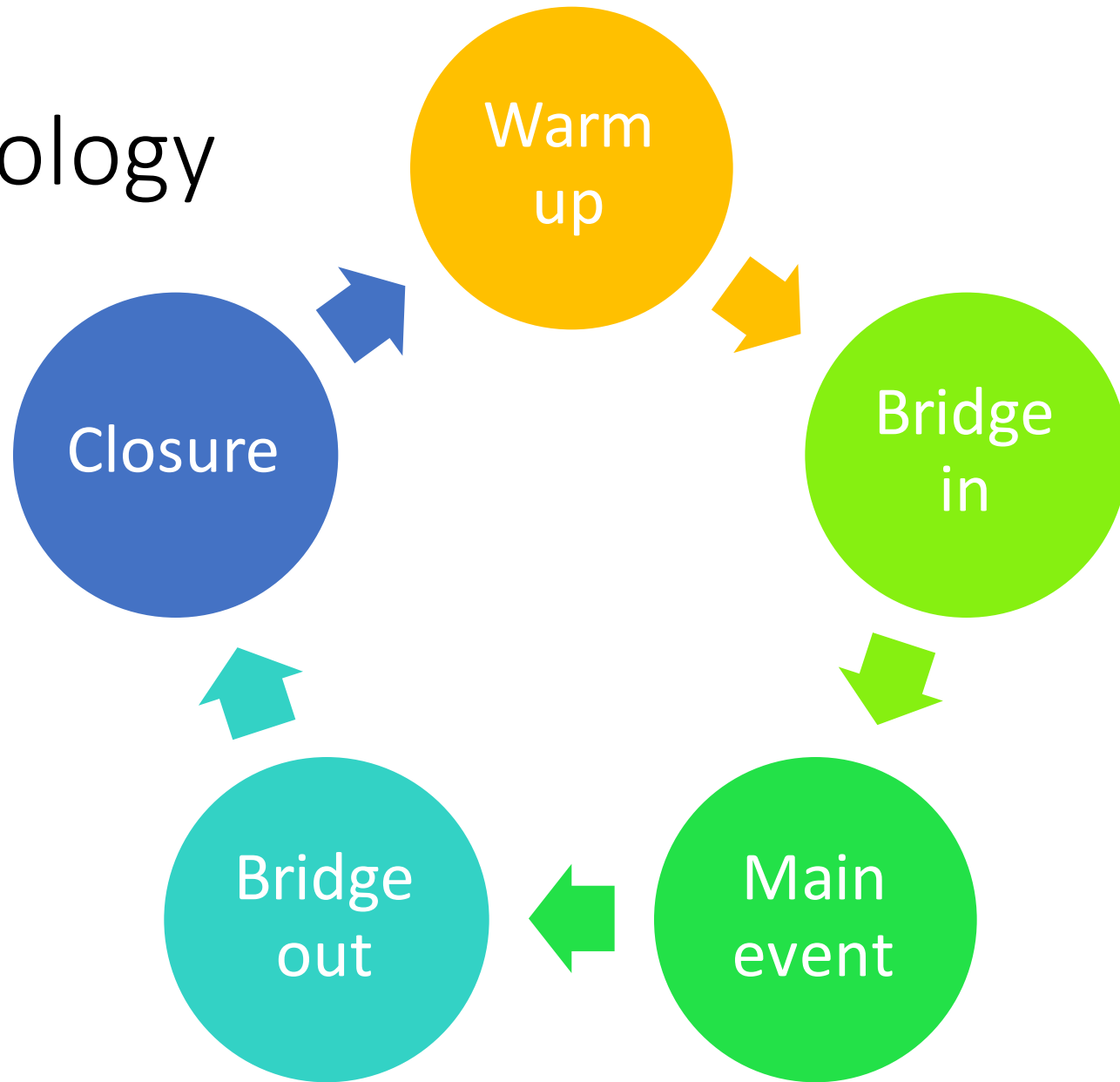
How we used drama and movement for gender equality?



**Female
Characters**

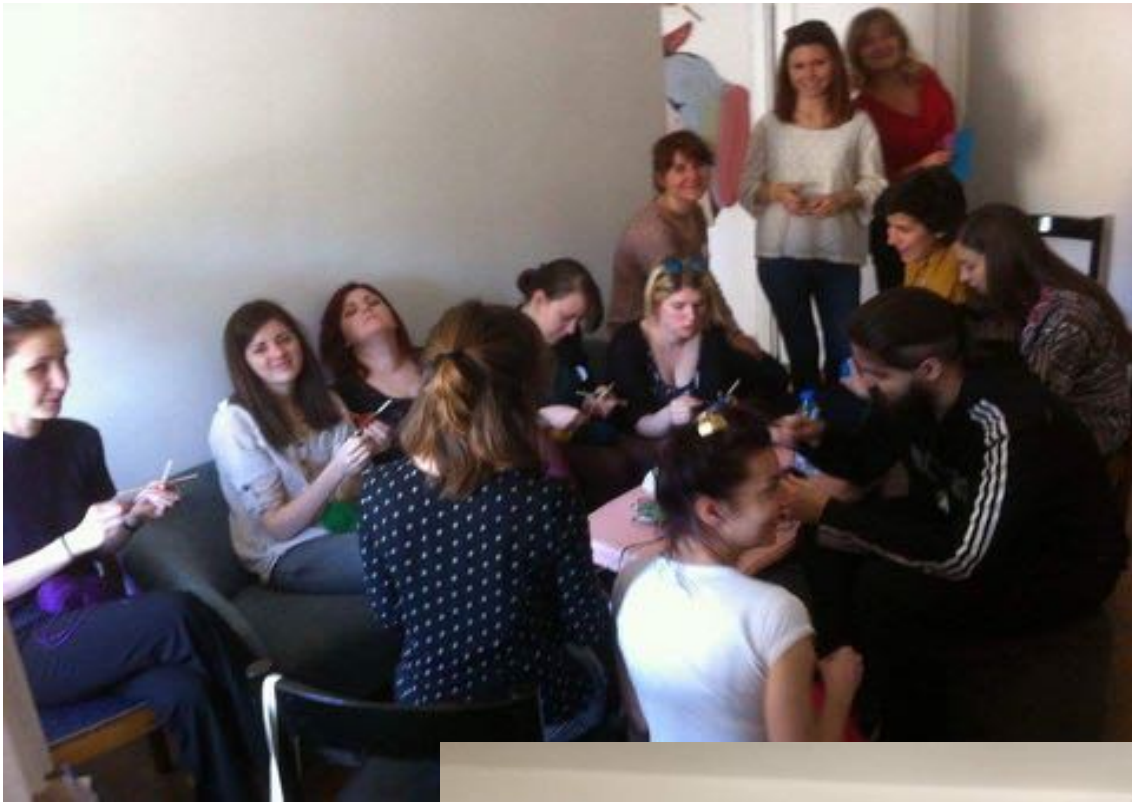
**Theories of
Sexuality**

Sesame methodology



Ехат





Ellos dijeron....

- *The initially undefined curriculum pushed us from the comfort zone and caused frustration: How should we respond, what was expected from us. After I realized that we were free to decide in what ways we would learn and we did not know what to do with that. **During our schooling we have always known what has been expected of us and our only duty was to respond adequately.***
- *On the one hand I see this as a very positive thing, but at times this was a problem. **Probably because during our entire schooling we were not accustomed to have so much freedom and sometimes it was difficult to focus.** But I think we overcame that and learned much more than if the curriculum was defined.*

- *I am grateful for not having specific directions, because I opened myself to some important questions and dilemmas about myself and other people. I felt how hard it is to get out of the comfort zone and experience freedom: freedom frustrates; freedom has no boundaries and directions; freedom makes one think, act and initiate. To have the freedom means you can finally do what you want. Then you finally ask yourself questions what you want, what you can, **for what you are willing to take responsibility and to act***
- *It put me in a position that required intensive cooperation with other colleagues and I learned a lot from that situation. The exam was striking and I will certainly remember it, because unlike the other exams (which I usually forget), I feel like I've really done something important.*
- ***I surprised myself, noticing how creative I can be if I have a chance to.***

My learning

- It is not about activities that are proposed by teacher, it is about relationship as a cite for learning
- Empty space –



- Self-confidence includes critical thinking, trust in one's own judgments and decisions, and readiness to influence and change society

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Obrigada!