



Training For Primary School Teachers In Crisis Contexts

THE RISK OF EDUCATION



Summary

Core Competencies

- Teacher demonstrates the awareness of the desire for totality as the proper human dimension and nature.
- Teacher recognises tradition as the starting point of educating the person.
- Teacher demonstrates that education is the communication of that truth which has become one's life experience.
- Teacher identifies and uses a method of work that enables a person fulfil what truly corresponds to her/his hearts' desires.

Sessions



Session 1
Education to Totality



Session 2
Tradition and the Present



Session 3
The Role of a Master (Authority)



Session 4
Critical Truth Seeking



Session 5
Education to Freedom

The value of the method

According to the etymology of the word, method means a way, a path.

During the trainings our interest is to promote an effective dialogue, because always, but especially in the field of education, the first and main resource is the person: it is only the person, in fact, that communicates the enthusiasm for the discovery and the understanding of reality, the fascination of acting on it, the openness to the adventure of personal verification and creativity.

Thus the training is structured and organized as an example of a way of teaching that aims at a common work of verification, comparison and evaluation of a proposal that is interesting and fascinating for us. The result is always the experience of "encountering" new people, making new discoveries, receiving important inputs and creating new links.

The value of the method lies in the fact that the content is not an idea or a theory, but the experience we live and communicate in the act itself of our activity as facilitators (the unity among us, the way we relate to the participants, handle the content, express ourselves etc). In other words, in the experience we propose there is an identity between content and method.

Therefore, this method is not a strategy for delivering pre-packaged knowledge or developing competences and skills that are rigidly defined, but the true and effective sharing of what we are, live and look at.

Outline of the training

The training presents education as the process by which the person becomes aware of the value of his/her existence and of the deepest needs defining his/her humanity: the need for meaning, truth, justice, happiness; identifies the link with a tradition, the relationship to a master, the personal verification of the learner and freedom as original and unavoidable factors of the educational event; offers examples adequately tuned to the type of trainees.

The training develops 5 themes:

1. Education to Totality: This identifies the process by which a person becomes aware of the value of his/her existence, environment and basic needs. The participants are introduced to an educational method, which focuses on bringing out the inherent potential in every learner using the subject, not as an end in itself, but as a means to help the learner understand the meaning of life.
2. Tradition and the Present: This identifies learners' backgrounds as important factors in the educational process. Every subject taught is a result of the human experience and should therefore be presented in a way that respects the background of the learner, the teacher and the

entire institution.

3. **The Role of the Master (Auctoritas-Authority):** This stresses a teacher's responsibility to bring about growth in their learners, their colleagues and the wider community through his/her words, deeds and life.
4. **Critical Truth Seeking:** This identifies the need to engage learners in critical and analytical thinking, essential for reasonable and mature decisions. It proposes a method that enables a person make decisions and choices that correspond to the deepest desires of his heart. It defines the goal of education in terms of enabling learners to carry out problem solving and situational analysis for daily life using the human heart as a yardstick.
5. **Education to Freedom:** This presents the need for a teacher to awaken learners' ability to make independent decisions and take personal responsibility for their own decisions and actions, regardless of circumstances. It reveals how true freedom is attained only in a relationship, in a belonging.

How to use this Manual



This icon represents the Scripted section of the Session.



This icon shows a Tip or Suggestion to help you along with the Session.



This icon points to Questions you should ask your participants.



This icon indicates the length of Time a particular Session should take.

Education to Totality

SESSION 1

OBJECTIVES

By the end of this session, participants will be able to:

- Appreciate the desire of totality as the proper human dimension and nature.
- Create links between education and the human nature and its original dynamics.
- Appreciate that reality is the factor that activates the educational process and is also, at the same time, its achievement.
- Identify the common concept of education and that of objectives, methods and habits generally accepted and used in education.

Outline



Introduction

- Review Competencies and Expectations



Reflect and Revisit

- The great teacher



Learn

- Education as an introduction to total reality



Practice

- The concept of educating vs stuffing



Planning and Action

- Rediscovery of the educational method: Implications



Assess

- Skills and strategies worksheet

PRE-WORK FOR FACILITATORS

- Read through all instructions.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).

Materials

- Flipchart, markers, extra papers, stickers
- Handout 0.1A: Notes on stuffing and bringing out
- Handout 0.1B: The picture of 'The First steps' by Vincent Van Gogh
- Handout 0.1C: Meaning of education

Key Words

- **Educate:** comes from the Latin word e-ducere, which means "to bring out", or to lead out of the person (the potentials inherent in him/her). Not to stuff into but to bring out
- **Education:** An introduction to total reality.
- **Reality:** Whatever that exists
- **Totality:** The meaning of things
- **Desires:** Aspirations, needs, goals (material and non-material things)

INTRODUCTION

Review Competencies and Expectations

Materials:

- Notebooks and pens



“Welcome to the foundational component of our teacher professional development training. This training was developed with the understanding that you as teachers are also learners, who must be supported to develop, determine, and assess your own learning. We believe that teaching is the adult way of learning, a means to continue learning.

Education is a child’s need that thrusts him into an infinite search for knowledge and understanding. This is manifest in children’s curiosity to ask, explore and experience reality. However, this curiosity sometimes is trampled on by educators.

The emphasis put on the side of acquiring knowledge and/or values is associated with the absence of reference to the self-awareness of the learner as the main object of any true educational intervention, and therefore even of an effective learning process. Often, the learner is not introduced to the understanding of this knowledge and value systems.

Moreover, sometimes the word education is also associated with the word “inculcation” in order to emphasise that the task of an educator is the production of certain given results in the learners even without the involvement of their awareness and freedom. In the same direction, very rarely do we find mention of a master able to guide learners to the discovery of the meaning of their existence and of all reality. This session introduces participants to a method of educating that causes growth of the learner’s inherent potentials as the truest way of enabling him/her achieve total fulfilment.



This can be paraphrased focusing on the main components of the session

REFLECT AND REVISIT

The great teacher

Materials:

- Note books, pens, flip charts and markers, video projector computer.
- Video clip: *What makes great teachers great?*



"Before starting, take some time to remember the time when you were 4-6 years old."



Ask Participants (Individually):

What used to attract you to school? What were your best moments in school? How was the relationship with your parents/ your siblings/ your teachers? What bothered you? What did you like most? What did you wish for?



"By travelling back in time like this, you can notice, that even when you were only five years old you had your own desires and thoughts, your own inner world. True education must happen at the point of the person's deepest desires. It is easy to ignore and sometimes to underestimate its value but when teaching and learning happens at the level of the child's interests, it becomes more interesting and generates sustainable results."

Ask: Reflect on the children today. Were your desires at that time different from the desires of children today?



Give participants some few minutes to reflect individually, but don't ask them to share in plenary.



"Now let's watch together the TV footage: *What makes great teachers great?* and identify what attracts children to school and how they want to be treated to complete our initial discussion."

Ask: From the experiences shared and the video watched, what does it mean to educate a person?



Ask at least 5 participants to share their understanding of 'education' in plenary. You will notice that the video has helped them widen their horizons of the meaning of the word and you will notice some of them mentioning important aspects like helping the child to live a memorable experience and not only aspects like inculcating values or morals.

LEARN

Education as an introduction to total reality

Materials:

- Flipchart, markers, paper stickers (or white paper sheets and masking tape)



“Now we are going to talk about the concept of educating and stuffing. By the end of this session, you will be able to:

- Identify the different approaches to teaching and learning;
- Identify and describe the deepest needs of the child.

The real starting point is to reflect on the meaning of the concepts from the etymological point of view. The term; to educate, comes from the Latin word e-ducere, which means “to bring out”, or to lead out of the person (the potential inherent in him/her). Not to stuff into but to bring out. (See practice activity on the next page)

There are many recognized attempts to define the term education. In this training, we shall reflect on the definition by an Austrian philosopher Joseph Jungmann, upheld and demonstrated strongly by a renowned Italian educator; Luigi Giussani, that; education is an introduction to total reality as cited in his book, The Risk of Education.

Introduction

Education as an introduction provides the conditions for an encounter, a discovery, an experience. The adult is called to participate in the adventure of the young in encountering the reality. In the young, there is a natural dynamism the adult has to accompany, to nurture.

Ask: Think about some of the desires you are having now. They can be very important, “big” desires (like ‘a child’) or simple ones (like ‘a soda’).



Ask Participants:

Please write at least 3 desires (one desire on each sticker)
Now stick your ‘desires’ on the blackboard (or flip chart)

As a facilitator, you shall try to cluster the desires that are similar in nature (usually, you can have material desires like cars, houses, money, etc... social relationship desires, like children, marriage, girlfriend, family... or desires like peace, happiness, love etc...)

Choose one desire among the one of the above categories and invite participants to reflect on the reasons why they have this desire. Repeat the exercise with more than one desire.

Participants make a guided correspondence of the identified desires with the fundamental desires like love, truth, justice, beauty and happiness.



“As you can notice, we have similar desires yearning to be fulfilled. And if we dig down into the true reasons behind our desires, we see that all the desires point to the desire for beauty, love, truth, justice and happiness. Looking at the human experience, we recognize that every human being has the same fundamental desires. This is true for everyone, even for our learners.

The satisfaction of these desires is the reason why children, like us, move in the reality. This is what attracts them and awakens their thirst for knowledge.

Reality

This is whatever exists. It makes the person move, because it fascinates, provokes, puts questions.

Total

Total doesn't just mean a sum of things, but the meaning of those very things. Reality is really understood and enjoyed when we discover its meaning, its value.

PRACTICE

Bringing out (educating) vs stuffing into (inculcating)



Materials:

- Paper stickers
- Handout 0.1A: Comparison of bringing out and stuffing
- Handout 0.1B: The First steps



"At this moment of the session we are going to reflect on the teaching-learning practices that are linked to educating (bringing out) and those that show that the teacher is stuffing. It is paramount to think about our own experiences, and experiences in our schools.

Ask: Write on one sticker two ways of stuffing and on another, two ways of bringing out. Stick them on the wall.



Ask Participants (Whole Group):

When you used the methods above, how did the children react?

From these experiences, what method(s) bring(s) about the sustainable results?

See Handout 0.1A: Comparison of bringing out and stuffing



"We shall continue reflecting on the final aim of education.

Ask: Look at the picture given to you ([Handout 0.1B: The First steps](#)) and identify the key features. What do they represent? What is the educational implication of the scene in the picture?"

The picture portrays a child who is learning how to walk and the mother sustaining the child to prevent him/her from falling. What is interesting is that the child is walking towards someone whom she knows and wants to reach out to.

Make a synthesis of the picture with emphasis on education as a journey made together whose destination is total happiness.

PLANNING AND ACTION

Curricular or Co-curricular Activities

Materials:

- Note books
- Individually choose one of the lessons you are going to teach after this training and identify the methods you would use to foster deeper learning. Share your choice of lesson and method with a friend



“We are almost concluding our session about education to totality. Now the task for you is to reflect on the kind of steps you are going to take to ensure that learning takes place at the level of the learners’ deepest needs.”

Participants reflect individually and select one lesson and method of teaching it that will foster deeper learning.

Ask: Are there participants that would like to share their choice of lessons and methods?



Individually reflect on the session we have just concluded and identify a lesson and method you would use to teach that lesson. Explain how the lesson would foster deeper learning or how it would bring out the inherent potentials of the learner.

Sample some (4/5) participants for presenting the planned activity in plenary.

ASSESS

Lessons learnt

Materials:

- Notebooks



"Let's think back on everything we have worked on together today and brainstorm on the lessons learnt from the session."



Encourage participants to come up with what they feel about themselves, not merely a repetition of contents but what they have learnt that would be useful in their lives.



Make a synthesis of the contents by highlighting the key points of the session and implications. [See Handout 0.1C: Meaning of education](#)

Tradition and the present

SESSION 2

OBJECTIVES

The specific objectives of the session are to introduce trainees to:

- Develop the awareness of the importance of tradition as the starting point given by nature to a child for approaching reality;
- Develop the awareness of the importance of tradition in the definition of personal identity; to develop respect within any tradition;
- Develop the awareness that the educator must accompany the learner in the personal verification of what has been received from his/her tradition;
- Develop the awareness of the dangerous effects of rejecting tradition.

Outline



Introduction

- Review Competencies and Expectations



Reflect and Revisit

- Tradition and culture



Learn

- Meaning of tradition
- Effects of rejecting tradition



Planning and Action

- Brainstorming solutions



Assess

- Skills and strategies worksheet

PRE-WORK FOR FACILITATORS

- Prepare flipcharts for each activity, including key vocabulary flipcharts (some need flipcharts even with a PowerPoint).
- Prepare how you will choose group members e.g. by saying numbers 1-4.

Materials

- Handout 0.2A: The meaning of tradition
- Flipcharts, markers, extra paper, coloured markers

Key Words

- **Tradition:** From the Latin 'tradere' which means to hand down from one generation to the next
- **Explanatory hypothesis:** starting point for verifying the contents of tradition

REFLECT AND REVISIT

Tradition and culture

Materials:

- Flipchart, markers



"To start with, I would like you to reflect on your tradition: what are those things that were given to you by your parents and grandparents that you feel you shouldn't lose? Why are they important to you?"



Ask Participants (individual reflection followed by whole group sharing):

What are the practices, way of life and things that were handed to you by your fore fathers that you feel you shouldn't lose? Why are they important to you?

After 5 minutes discuss answers as a whole group. Write answers on the flipchart/board.



"In this session, we are going to learn about our tradition. By the end of the session, we shall be aware of how to embrace tradition as a possibility of educating the child because we are respecting his identity, his truest self."

LEARN

Meaning of tradition and effects of rejecting it.

Materials:

- Flipchart, markers



“Education is a personal event, but it happens within a human, cultural context.

In order to understand the meaning of tradition, we shall start from a group work activity.



This activity is going to use group discussion to bring out our understanding of the meaning of the traditional practices that are practiced in our communities.

The most important thing is to understand deeply what tradition means. As noted, tradition is an explanatory hypothesis, it is not fixed content that must be merely copied; rather it can be modified without losing its roots. Discuss in your groups the questions below and present your findings in plenary.



Ask Participants (Group discussion):

1. Chose a tradition and discuss how it is practiced in your community?
2. Why is that tradition practiced?

Summarise the main findings of the group activity underlying that tradition is what is handed down from one generation to the next. It is what is cherished by the community, what the community thinks are the most important values that should be handed over to the present and the next generation.



"The term tradition, comes from the Latin word Tradere which means "to hand over", hand down. TRADITION is handing over of... from generation to generation. What is handed down is what we cherish, our heritage. All traditions ultimately aim at achieving the happiness of the people who live in a specific community. This is connected with the activity we have covered in the previous section that showed how every human being is longing for desires like Love, Truth, Justice, Beauty, Happiness.

Every tradition (African, Chinese, American, etc.), though unique in its practices, proposes important values for the growth of every human being. Not all traditional practices can be considered positive, but the important aspect of every tradition is a means to introduce the young to reality.



Tradition is an explanatory hypothesis of reality

Every person grows in a tradition, a cultural environment that communicates knowledge, values, rules and habits; all the traditions are positive, because their value is the attempt to answer the deepest questions of the heart of man; tradition offers a meaning, an explanatory hypothesis of reality; tradition is different from traditionalism – the blind, uncritical, piecemeal acceptance of what was done or believed in the past; tradition is the starting point given by nature to a child for approaching and understanding reality; tradition as explanatory hypothesis of reality is the only condition of giving certainty to the learner; the effects of rejecting tradition are uncertainty, indifference, alienation, lack of commitment to reality and skepticism.

The emphasis put on tradition is never the negation of the uniqueness of the individual, but, on the contrary, is the condition for its affirmation: only in link with his/her own tradition can a child develop as a full personality; the link with a tradition does not mean its passive acceptance, but its understanding up to the point of affirming it in a different way and renewing it (novelty always blossoms from tradition)."



Effects of rejecting tradition

Teenage hood is generally the time when conflict with one's origin and belonging blows up; only the patient and bold presence of educators assures the possibility of coherence to the search of the teenagers and fashions a generation of people with unitary and strong personalities. The absence of the educator to offer this coherent path only generates persons that are uncertain about their identity. Other possible consequences could be: fear, indifference, alienation, skepticism and lack of commitment to life."

PLANNING AND ACTION

Brainstorming Solutions

Materials:

- Flip charts, markers, synthesis of the theme.



“Think about the discussion we have had about tradition for about 3 minutes. How would you use the tradition of the child to educate him much deeply? Share your views with a colleague.”

Walk around the room to encourage participants to reflect and share.



“Now turn to your partner and for 5 minutes explain the strategies that you are now going to try in your classrooms to ensure that tradition becomes the starting point of educating the child.”

ASSESS

Lessons learnt

Materials:

- Notebooks



“Now reflect individually and note down the lessons learnt for yourself and also ways in which you are going to make tradition an educational opportunity.”

Example Answers:

- I will try to relate the traditional practices with the deepest desires of every person to generate positivity about it.
- I will incorporate tradition say a song, a dance to energize the class.
- I will relate my subject contents to the tradition of the people in the community.

Use the example to help explain the instructions if needed. Before beginning the activity, have participants explain the instructions back to you to make sure they understand the activity.



“Great work today everyone. I hope you will try out these new teaching strategies as soon as possible.”

The Role of a Master (Authority)

SESSION 3

OBJECTIVES

The specific objectives of the session are to introduce trainees to:

- The awareness of the importance of an authoritative figure in the educational process.
- The distinction between the common understanding of authority as power and the figure of an authority in education.
- The recognition of the authoritative figures in their experience.
- The awareness of the responsibility to offer the learner a lived exhaustive proposal for life.

Outline



Introduction



Reflect and Revisit

- Point of reference



Learn

- Meaning of authority



Practice

- Educational method of an authority: Discussion of Movie, *The Sound of Music*



Assess

- Lessons learnt

PRE-WORK FOR FACILITATORS

- Prepare flipcharts for each activity, including key vocabulary flipchart
- Read through all the activities of this session.
- Prepare flipcharts for each activity, including key vocabulary flipchart (some need flipcharts even with a PowerPoint).
- Watch the movie before showing it
- Read the texts: The Perfume and Educating, a Communication of self' before showing the participants and anticipate responses and misconceptions

Materials

- Flipcharts, markers, extra paper
- Handout 0.3A: Julián Carrón, from *Educating: a communication of yourself, that is, of your own way of relating with reality.*
- Handout 0.3B: The Perfume
- Handout 0.3C: The meaning of authority

Key Words

- **Authority:** From the Latin 'auctoritas' which means one who causes growth.

INTRODUCTION



"A participant may be asked to make a synthesis or recap of the previous sessions.

Looking back in your school days and your life in general, do you have somebody that you can call a point of reference that is someone that changed your life? What attracts you to this person?"

REFLECT AND REVISIT



Materials:

- Notebooks and pens



"To begin with, think of someone in your life that impacted on who you are today. What are the characteristics of this person? What attracts you to this person? Can you share the story of your experience with her/him..."

Example Answers:

- It could be that he helped you overcome a challenge
- May be you had a positive relationship with the teacher.
- May be that person helped you to discover your potentials
- Accompanied you to discover your career path...

Ask the participants to share their experience with the whole group.

LEARN

The meaning of authority



Materials:

- Handout 0.3A: Julián Carron, from *Educating: a communication of yourself, that is, of your own way of relating with reality.*
- Handout 0.3B: The Perfume



“Today we are going to learn about the meaning of authority. By the end of this session, you will be able to:

- Explain the meaning of authority.
- Identify from your daily experience examples of persons that portray qualities of an authority
- Explain the educational approach an authority uses to impact on the lives of others.

To start with, we shall use tools that will help us to come up with a shared understanding of the meaning of authority. We should be able to compare what we discover in these tools with what we have received as the definition of authority and what you would desire for yourself. The tools that will help us to go deeper into this are: *The Perfume*, *Educating: a communication of self*, by Carron and the movie, *The Sound of Music*.

To begin with let’s read together [Handout 0.3B: The Perfume.](#)”



This text shows participants that an authority can be anybody that helps the other to grow. A teacher can be an authority to his learners, but a learner too can be an authority to his teacher.



"You have just read the text 'The Perfume'. Reflect individually and share your thoughts on the following questions:"



Ask Participants (Whole Group):

What ignites Mrs Thompson's change of attitude towards Teddy?

- What reawakens Teddy from his withdrawn status?
- How is Teddy's life impacted by Mrs Thomson's change of attitude?
- What then can we say is the major role of an educator?
- From the experiences we shared and the discussion we've just had, who then is an authority?



"Since tradition is an explanatory hypothesis of reality, it implies the need for someone in whom this hypothesis is reflected; someone in whom the true tradition is deeply rooted. The term "Authority" is from the Latin word, Auctoritas, which means "one who causes growth".

Education happens within a relationship, so there is need of a person who helps us to be introduced to the reality through sharing life experiences. An authority is the location of the most conscious expression of tradition. Authority proposes to me a way (a hypothesis) of living reality that is fascinating and that helps me discover what really corresponds to me, causing my growth.

"Every child and every adolescent will encounter the bearer of what we have called an explanatory hypothesis. This is unavoidable, and it begins in the family, for the initial hypothesis is the view of the world we receive from our parents or from those to whom, our parents have entrusted our education" (Luigi Giussani)

PRACTICE

The educational approach of an authority

Materials:

- Movie: The Sound of Music



“Now let’s think about all the previous sessions. We said that to educate means to bring out of the person the inherent potentials. We also said that educating happens in the traditional context of the learner and therefore there is need for someone who bears the true tradition; this is an authority. In the previous lesson we have learnt that an authority is one who causes growth.

Now let’s watch the movie and see if we are able to identify an authority. In this movie, we should be able to identify the method an authority uses to cause growth.”



Note that in the movie we are given two main protagonists: Maria, the Governess and the Captain, the head of the family. Let’s look at the two in relation to the children and reflect on who is an authority and the kind of approach he uses to cause growth in the children.



Ask Participants (Whole Group):
Individually, reflect on the following:

- a) Reflect on the attitude of the two main characters, the Captain and Maria.
- b) With reference to our discussion of educating as ‘bringing out’ comment on the protagonist you consider to be an educator in the film.
- c) Who is a true authority in the movie? What shows it?

ASSESS

Lessons learnt

Materials:

- Handout 0.0 - Skills and Strategies Worksheet



"Let's think back on everything we have learned together today and brainstorm a list of skills or strategies you can use in your classroom to make learning more engaging."



- Appreciate the participants for the lessons learnt. Let them note that the educator/authority does not impose but he proposes and so the learners have the freedom to verify the proposal as Fr. Giussani said: "I'm not here so that you can take my ideas as your own; I'm here to teach you a true method that you can use to judge the things that I will tell you."(Luigi Giussani, 1922-2005)

Critical Truth Seeking

SESSION 4

OBJECTIVES

The specific objectives of the session are to introduce trainees to:

- The awareness of the importance of personal verification in the educational process.
- The understanding that criticism is the habit to compare any experience with one's origin, and not necessarily a rebellious and negative attitude in front of reality.
- The understanding of the importance of criticism in the development of a learner's personality.
- The understanding that the task of the educator is to fashion personalities capable of facing personally the challenges of life.

Outline



Reflect and Revisit

- Critical decision making moments



Learn

- Critical truth seeking (personal verification)
- Asking questions effectively



Assess

- Lessons learnt

PRE-WORK FOR FACILITATORS

Materials

- Flipcharts, markers, extra paper
- Handout 1: Meaning of Critical Truth Seeking (Personal Verification)

Key Words

- **Verify:** From the Latin *Verus*= true, *Facere*=Make. This therefore means to make true.
- **Criticism:** From Greek *Kritikos* which means skilled in judging, critic; and from *Krinein* which means to sieve, to separate, to sift.
- **Problem:** From the Greek word '*Proballo*' which means: something in front of my eyes; to look intently at something

REFLECT AND REVISIT

Critical decision making

Materials:

- Slide 43



"This activity requires you to reflect on your personal life specifically on moments when you made critical decisions. Ask yourself what made you take one course of the action not the other. Try to link as much as possible this experience with the contents of this training: is there a link with your experience and what we discussed?"



Ask Participants (Whole Group):

- When was the last time you remember you had to take a tough decision?
- What was making it so difficult?
- How did you come to the final decision?
- Can you describe the process?

Request two or three participants to share their story.

LEARN

Critical truth seeking (personal verification)

Materials:

- Flip charts, markers



that comes from tradition needs to be verified. The term "to verify" comes from two Latin words: Verus = "true" and Facere = "to make". Hence, to verify is made possible through a comparison of the proposal with the self. It is necessary to stimulate / provoke the adolescent to personally compare what is given by tradition with her/his own heart, with the desires of happiness, truth, freedom that we were mentioning at the beginning of this module. The comparison is not with my ideas, my sentiments, my thoughts... but with what is truest in me.

Verification is important because true education must be an education in criticism.

The word "criticism" comes from the Greek word Kritikós: skilled in judging, critic. Otherwise from Krinein, meaning to sieve, separate or sift.

Criticism is not related to the word "doubt". The young must verify the traditional contents being offered to him; this can be done only if he himself takes the initiative: no one else can do it for him. This is what takes to conviction.

ASSESS

Lessons learnt

Materials:

- Flip charts, markers



"Reflect on the theme of critical truth seeking and ask yourself what your take home is. What have you learnt from this session?"

Education to freedom

SESSION 5

OBJECTIVES

The specific objectives of the session are to introduce trainees to:

- The awareness of the task to educate to freedom.
- The awareness that the experience of freedom is always caused by the satisfaction of a desire; the awareness that the desires of the human heart are accomplished only by totality and that, therefore, freedom is true and greater if it tends to totality.
- The awareness that freedom can be acquired only in a relationship.

Outline



Reflect and Revisit

- Moments of freedom



Learn

- Education to freedom



Practice

- Movie discussion



Assess

- Skills and strategies worksheet

PRE-WORK FOR FACILITATORS

- Read the text *The Mystery of Man's Freedom* before giving it to the participants.
- Watch the movie *Freedom Writers* ahead of time to anticipate learning moments

Materials

- Flipchart, markers
- Handout 0.5A: *The Mystery of Man's Freedom* by Charles Peguy

Key Words

- **Freedom:** The satisfaction of a desire in a belonging
- **Satisfaction:** From the Latin *Satis Facere* which means to fulfill (man's heart)

REFLECT AND REVISIT

Moments of freedom

Materials:

- Notebooks and pens



"The real starting point for this last session is to look back in the olden days and reflect on the moments when we felt free and what enabled this freedom to happen."

Take a round to hear participants' experiences about freedom



Ask Participants (Whole Group):

Ask the following questions to guide the discussion about freedom:
Have you ever felt free? What brought about this freedom? What then is the meaning of freedom?

LEARN

Education to freedom

Materials:

- Handout 0.5A: *The Mystery of Man's Freedom* by Charles Peguy



"We are approaching the end of the foundational module The Risk of education. It is important to note that the true education should lead to freeing persons from mental slavery and the tendency to conform. Let us now learn the meaning and implication of freedom."

Ask one participant to read the [Handout 0.5A: The Mystery of Man's Freedom](#) by Charles Peguy



Ask Participants (in pairs):

Ask the following questions to guide the discussion about freedom:

- a) Is the method of education proposed by Peguy applicable to our reality?
- b) Should our children be educated this way?
- c) What is the most important aspect for this method to work?
- d) What is the meaning of freedom according to Peguy?

In plenary, ask the participants to share their views.



Education to freedom

“The purpose of education is to fashion a new human being free from mental slavery, and from the tendency to conform. We feel free when something satisfies us. To satisfy is a verb from Latin ‘Satis facere’ that means “to fulfill”. Freedom is to satisfy the desires of the heart: desires for beauty, love, truth, justice, happiness. The heart is made for the Infinite and nothing less can satisfy it.

Freedom is the capacity to recognize and pursue what corresponds to the heart. The figure of a Master, of an authority is necessary. Freedom is to be linked, to belong.

Conditions:

- Awareness of who I am and my destiny: of the nature of the human being, of what he is, longs for and of his dignity.
- Self-governance: a kind of self-determination guided by autonomy and independence of heart.
- Authoritative companionship: a master who testifies true freedom in his life

The risk for the educator:

- The increasing autonomy of the adolescent is a “risk” for the educator’s intelligence and heart and even for his pride.
- It is a risk because the adolescent can either take up the proposal or rubbish it.

The risk for the learner:

- To confront the proposal of the educator with his heart and use it in facing reality
- It is here that the learner develops his freedom and his personality.
- With this understanding of freedom, the educator will gradually detach himself from his student.
- This is the beginning of a new journey: the time has come for the mature, deep camaraderie that binds those who live the same experience of the world. This is the time when the former pupil and the former teacher work together side by side for a destiny that unites everyone.”

PRACTICE

Educating to Freedom

Materials:

- Video Projector, Computer, Speaker, Movie: *Freedom Writers*



"We shall watch together a movie that shows the experiences of a teacher, Ms Erin that works in a school that has very vulnerable students and huge challenges of violence and drug abuse. Please pay attention to the attitude and the pedagogy of the teacher and how the students change in the course of the movie."

Participants will watch the *Freedom Writers* movie, and will discuss the following questions in pairs.



Ask Participants (in pairs):

1. What important lesson have you learned from the film?
2. What is your view on Erin's first day at school?
3. What motivates Erin to cause change in her class?
4. How does her motivation influence her relationship with the learners?
5. Is what Eva did the right thing to do? Why?
6. Put yourself in the shoes of Eva's parents and clan... Why haven't they accepted her decision? In your view, was it the right decision?

Participants in their own words summarise the lessons learnt from the activity.

ASSESS

Lessons learn

Materials:

- Handout 3.0 - Skills and Strategies Worksheet



"Let's look back on everything we have learned together today and share what we have learnt. What steps are you going to take following the provocations from this training."

