

Between us all

Activity

CALM... SLOW EDUCATION

And I think... What for?
Precisely, for that reason: so we can think about what we want, what we are going to say, the message about what we hear or see... so we can reflect.

Objectives:

- To realise the importance of time spent reflecting on daily life.
- To strengthen critical thinking against the proposals, information... received.
- To encourage participation, decision making and responsibilities.

Skills developed:

- Learn to learn
- Linguistic communication
- Social and citizen-related
- Autonomy and personal initiative

AT SCHOOLr

Do you think that in the running of your school you have the option to do anything we have mentioned: think, reflect, discuss, decide... in short, PARTICIPATE?

Take a little time to think about this question. If you see that you do have that option, go ahead and continue along that path. However, if you believe you can improve something, let's get to work. In both cases it is always a good idea to discuss it in the tutorials, in class meetings, with representatives, with teachers...

AT HOME

Do you have the option to give your opinion, to decide things? Timetables, time spent studying and free time, TV... responsibilities such as cooking, tidying your room... Do you personally think about things before you

do them? When you buy something do you ask yourself if you really need it? Clothes, shoes, appliances... Think and respond to yourself. Then you can discuss it with your group of friends.

WITH YOUR GROUP OF FRIENDSs

How do you decide what you are going to do at weekends, on days off, during the holidays? Do you think about it or does it happen without organising it? Try comparing organised activities with the ones that just happen. What conclusions do you find? In your opinion... is it good to have different proposals and ways of thinking? Why? What for? Can you imagine a world where everyone thinks the same and has the same opinion? Or a world where no-one thinks?

AN EXAMPLE:

Have you noticed that we often hear news with contradictory information? That is because in addition to what it is reported, there are different opinions. They may talk about controversial issues that sound familiar: use of social networks, climate change, different types of energy, construction of major infrastructures. In these situations are you able to form your own opinion? How do you do it? Asking, searching...? Where, with whom?

TO FINISH

Would you be able to find or do you have any other examples in everyday life of your school or your town? Try, first think for a while individually, and then pool your ideas to exchange views, information, etc. in the background, to continue with what we started out calling CALM, SLOW EDUCATION, with time to think.

