**Transformative Learning through Aesthetic Experience**

**LESSON PLAN ……..**

transforming stereotypical perceptions - migration

* **Target Group:**
* **Learning Objectives:** At the conclusion of this activity, participants will be able to…

**1.**

**2.**

**3.**

**4.**

**……**

* **time needed:** ……… hours
* **instruments and materials needed:**

 **TITLE: …………………………………………………………………………………………..**

**STAGE I**

* *Determination of the need to critically examine the taken for granted assumptions concerning a certain issue.*
* *Elicitation of the consent by the participants to further examine the issue.*

 **STAGE IIThxpress their the issue**

* *The participants express their opinions about the issue*

**STAGE IIΙThxpres**

* *Defining the viewpoints to be examined*

**STAGE IV**

* *Selection of works of art & connecting them with our critical questions*

**it is very important to pay particular attention to the correlation between the work of art and the dysfunctional view, as well as the critical question determined in the previous stage. So the team decides based on the above (let s say that they chose:)**

|  |  |
| --- | --- |
| **Works of art**  | **the correlation between the work of art and the dysfunctional view, as well as the critical question** |
| **1s question:** | **2nd question:** | **3rd question:** |
| **1st** |  |  |  |
| **2nd** |  |  |  |

**STAGE V**

* *Critical thinking through aesthetic experience -* applying the Perkins model (1994)

**STAGE VI**

* *Re-evaluation of premises*
	+ - * *assesment (closure)*

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