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**Project Name: Echoes of Unity: Shaping a Diverse Future Through
Educational Synergy**

ACTIVITY 7

Drama Scenarios

Short Scripts, Role Play Practices and Cross Country Performance Evidence

Partner Countries: Spain, Italy, Finland and Türkiye

Partner Schools: CEIP Portal Nou; Liceo Español Cervantes de Roma; Miinan koulu; Suleyman Yazici Imam Hatip Ortaokulu

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Introduction

This document presents the drama scenarios prepared as part of the ECHOES project. The activity focused on cultural differences, empathy, exclusion, prejudice, discrimination, friendship, and respectful communication. Students worked in groups to create short scenes and then performed or discussed them in classroom and school settings.

The written scenario texts are supported with photos from the implementation process. In this revised version, the visual documentation is not limited to one partner team. Photos from Türkiye, Italy / Rome, Finland, and Spain are included to show the international dimension of the project. These photos reflect activities related to role play, mediation, movement, performance, inclusive communication, and classroom expression.

Purpose of the Activity

- To help students recognize exclusion, prejudice and unfair communication in daily school life.
- To support empathy by asking students to act from different points of view.
- To practice respectful sentences, apology, listening, cooperation and inclusive behavior.
- To make cultural difference visible through spoken, physical and visual classroom expression.
- To collect scenario texts and implementation photos as a project output.

Scenario Overview

Activity 7.1: The Accent in English-Spain

Activity 7.2: Same Class, Different Homes- Italy

Activity 7.3: The Prejudice Wall-Türkiye

Activity 7.4: The Misunderstood Joke-Italy

Activity 7.5: Two Songs in the Class-Türkiye

Activity 7.6: A Place in the group-Finland

Activity 7.7: Group Project-Spain

Activity 7.8: The Map on the Wall-Finland

Activity 7.1: The Accent in English

Theme: language, respect, learning pace, empathy

Characters: Teacher, Student A, Student B, Student C

Scenario Text

Student A: I do not want to read aloud. My English sounds different.

Student B: It is okay. Everyone is learning in a different way.

Student C: Sometimes I speak slowly too. We can help each other.

Teacher: In this class, an accent is not a mistake. It shows that we are learning from different backgrounds.

Student A: Then I can try. Please listen without laughing.

Student B: We will listen with respect.

Expected Result

Students learn that different accents and learning speeds should not be mocked. Respectful listening helps everyone feel safer when learning a new language.

Reflection Questions

- What changed in the scene?
- Which sentence helped the situation?
- How can students use this idea in daily school life?



Spain:

Students take part in a classroom drama activity about speaking English with confidence and respect. Standing face to face, they practice listening to one another without laughing or judging, showing that different accents and learning paces should be accepted in the classroom.

Activity 7.2: Same Class, Different Hearts

Theme: home life, responsibility, empathy, understanding, different emotions, different ways of love

Characters: Student A, Student B, Student C, Teacher

Scenario Text

Student A: Why are you always tired after school?

Student B: I help at home after lessons. I do not have the same routine as you.

Student C: I did not know that. I thought you just did not want to join us.

Teacher: Before judging a friend, we can ask and listen.

Student A: I am sorry. We can share the project tasks in a better way.

Student B: Thank you. That would help me a lot.

Expected Result

Students understand that classmates may have different family responsibilities, families, ways of love and daily routines. The scenario supports empathy and fair task sharing. Different but the same

Reflection Questions

- What changed in the scene?
- Which sentence helped the situation?
- How can students use this idea in daily school life?



Italy:

Student artwork on love, care, and empathy. The hearts represent different feelings and personal experiences, supporting the scenario's message that classmates should be understood with kindness rather than judged quickly.

Activity 7.3: The Prejudice Wall

Theme: Recognizing and changing prejudice

Characters: Narrator, Student A, Student B, Student C, Teacher

Narrator: The class writes unfair sentences on paper bricks.

Student A: This brick says: People from small villages don't know technology.

Student B: That is not true. My cousin is from village and he is good with computers.

Student C: Another brick says: New students cannot join fast.

Teacher: We will change each unfair sentence into a fair sentence.

Student 1: Better sentence: Every student can have different skills.

Student 2: Better sentence: New students need time and support.

Student 3: Now we remove the bricks.

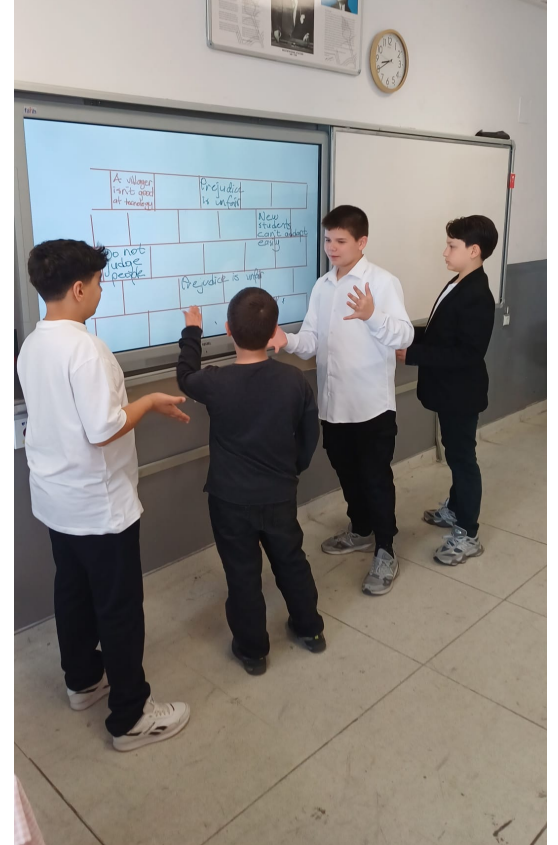
Narrator: The wall goes down when the class changes its words.

Expected Result

Students will understand that unfair words can hurt people and that every student has different skills and needs. They will learn to change unfair sentences into kind and fair sentences and help create a more inclusive classroom.

Reflection Questions

1. Why are the sentences on the paper bricks unfair?
2. How can kind words help new students feel safe?
3. What can we do when we hear an unfair sentence about someone?



Türkiye

Students act out the Prejudice Wall activity using the brick wall shown on the screen. They read unfair statements, talk about why these words can hurt others, and replace them with kinder and more respectful sentences.

Activity 7.4: The Misunderstood Joke

Theme: prejudice, respectful language, apology, kindness

Characters: Student A, Student B, Student C, Teacher

Scenario Text

Student A: I was only joking about your family words.

Student B: It did not feel like a joke to me. I felt embarrassed.

Student C: Sometimes a joke can hurt someone even if we do not mean it.

Teacher: A respectful class thinks about the effect of words.

Student A: I am sorry. I will not make jokes about your background again.

Student B: Thank you for understanding.

Expected Result

Students recognize that humour can become exclusionary when it targets language, family or cultural difference. The scenario encourages apology and repair.

Reflection Questions

- What changed in the scene?
- Which sentence helped the situation?
- How can students use this idea in daily school life?



Italy

Students perform a short scene in front of younger classmates, showing how a joke can hurt and how the situation can be repaired with apology and respectful words.

Activity 7.5: Two Songs in the Class

Theme: cultural diversity, music, listening, shared performance

Characters: Student A, Student B, Student C, Teacher

Scenario Text

Student A: My song is better. We should sing only this one.

Student B: But my song is also important for my family.

Student C: Maybe both songs can be part of the performance.

Teacher: Cultural diversity means listening before deciding.

Student A: We can start with your song and then add mine.

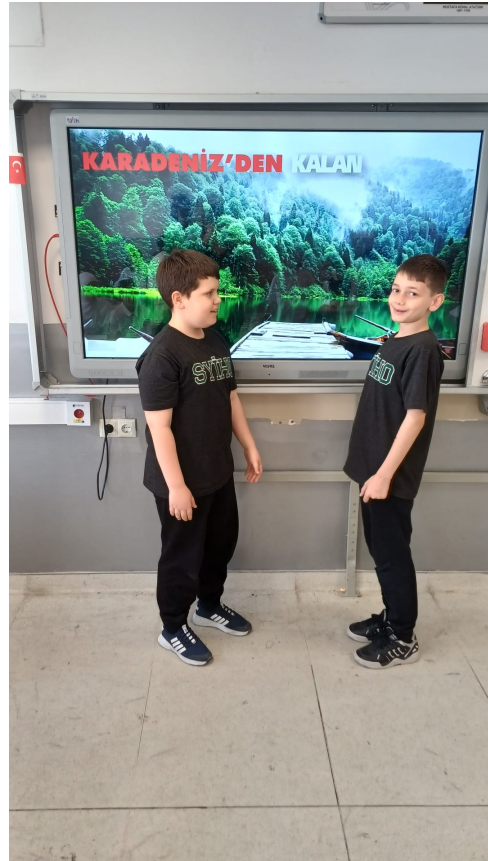
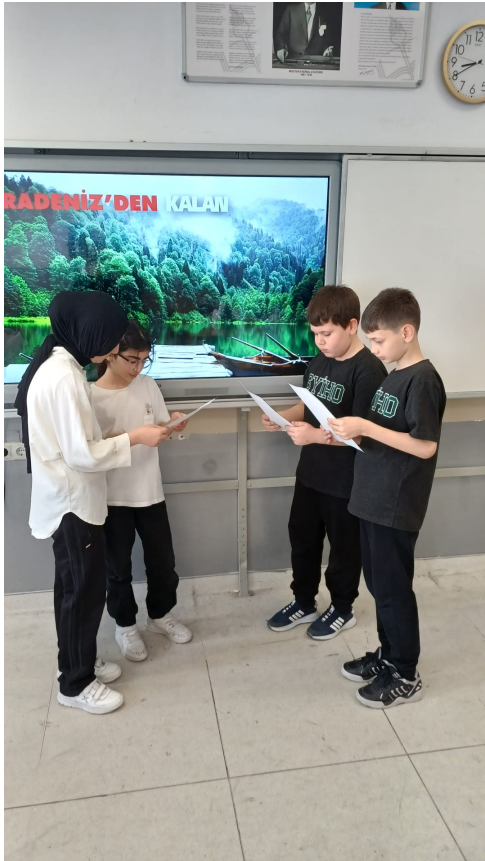
Student B: That sounds fair. Both voices can be heard.

Expected Result

Students learn that cultural expressions should not compete with each other. Different songs, stories and traditions can be brought together respectfully.

Reflection Questions

- What changed in the scene?
- Which sentence helped the situation?
- How can students use this idea in daily school life?



Türkiye

Students perform a short scene about sharing songs, listening respectfully, and bringing different musical ideas together.

Activity 7.6: A Place in the group

Theme: inclusion, empathy, respectful communication, friendship, school life

Characters: Narrator, Student 1, Student 2, New Student , Teacher

Scenario Text

Narrator: A new student joins the class and stands quietly near the board.

Teacher: Today, everyone will work in groups and share one idea.

Student 1: I do not want the new student in our group because she speaks differently.

New Student: I understand the lesson, but I need some time to feel comfortable.

Student 2: We should not leave someone alone just because they are new or different.

Teacher: A respectful class gives every student a chance to join.

Narrator: The students change their behavior and invite the new student into the group.

Expected Results

Students will understand that new classmates may need time, support, and kindness to feel part of the group. They will learn that respectful communication and inclusive behavior can help prevent exclusion in daily school life.

Reflection Questions

How did the new student feel at the beginning of the scene?

Why was it unfair to leave the new student out of the group?

What can students do to help a new classmate feel included?



Finland:

Students take part in a classroom drama activity guided by their teacher. The scene was performed in front of the class and supported by a visual shown on the screen, helping students connect the role play with empathy, participation, and respectful classroom communication.

Activity 7.8: The Map on the Wall

Theme: regional diversity, stereotypes, critical thinking, cultural awareness

Characters: Student A, Student B, Student C, Teacher

Scenario Text

Student A: Everyone from that region must live the same way.

Student B: That is not true. Cities and families can be very different.

Student C: The map shows places, but it does not tell every person's story.

Teacher: Exactly. A map can start a question, but it should not create a judgement.

Student A: Then we should research before speaking.

Student B: And we should ask people about their own experiences.

Expected Result

Students realise that generalising about regions and cities is incorrect. They learn to approach differences through questions, research and respect.

Reflection Questions

- What changed in the scene?
- Which sentence helped the situation?
- How can students use this idea in daily school life?

Finland:



A student shares her ideas at the front of the class while classmates listen. The activity helps students discuss places, differences, and stereotypes in a respectful way.