

Script and Learning Biography

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Significance for the educational process

- Awareness that educators influence these processes in a deep way
- Awareness that the child is building up his script during and by the educational processes
- Awareness that the script (which is brought by the child) influence the learning process
- Awareness that the beliefs about learning will be included in the script development
- Awareness that the “learning script” influence the later working styles

DEFINITION

The script is a personal life plan developed mainly before the age of seven under parental, familial, social and cultural pressure.

It determines the most important aspects of a person's life.

The script is 'written' in early childhood, rehearsed and revised in later childhood and performed in adulthood.

Berne

DEVELOPMENT OF SCRIPT

Children begin developing a script instead of following their own autonomous nature as a result of their vulnerability and dependence, attributions, their developmental stage, their suggestibility, the modelling they receive from caretakers and older siblings, trauma, verbal and non-verbal messages, and in response to fantasies and dreams.

Child's decisions are very rarely as cognitive and conscious as the word implies. They are visceral, embodied, emotional, 'limbic brain'; they are adaptations made long before the rational neo-cortex is fully developed.

Later to make sense of this will be developed a narrative about life – the modern view of script building.

Sills, Tosi and others

BUILDING UP AND MODELLING SCRIPT

The general behaviour of parents and other authority figures in childhood is another vehicle for the communication of script messages.

Telling children to 'do as I say, not as I do' is pointless.

The way children see people behave is much more influential than imploring words.

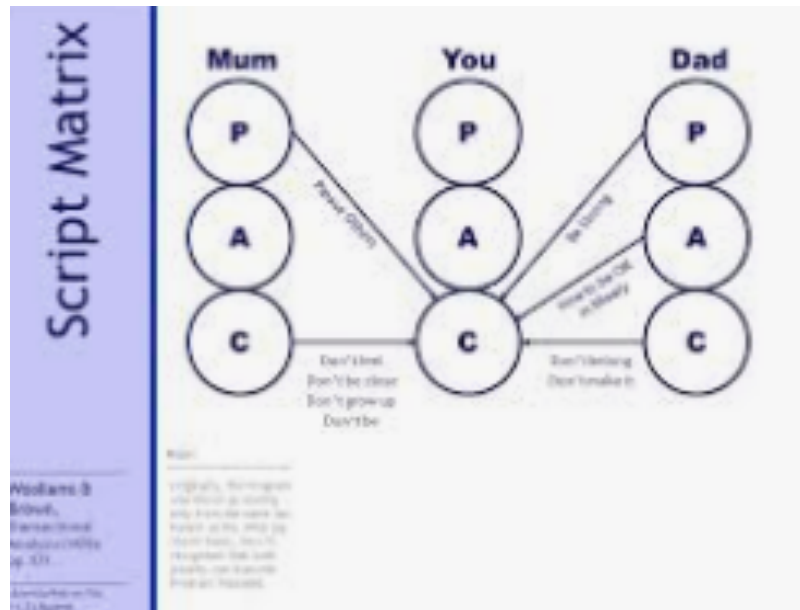
Another form of modelling is that found in story books, radio and television stories, films, songs, nursery rhymes and so on.

INFLUENCES ON SCRIPT BUILDING

Keith Tudor describes in his Script Helix
The influence of all relevant people
To the script development – children are influenced
By many different persons,
But in the same way like it is drawn here.

You can use the script matrix to explore the influence
of relevant teachers

- working With your own learning biography
- Analysing teachers behaviour
- Learning difficulties of children and adults



TA Diagrams Edit these diagrams accordin...
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Goulding and Goulding (1976) identified **12 main injunctions**. These are:

“Don’t be or Don’t exist”

“Don’t be you (the sex you are)”

“Don’t be a child”

“Don’t grow up”

“Don’t make it”

“Don’t” (do anything)

“Don’t be important”

“Don’t belong”

“Don’t be close”

“Don’t be well”

“Don’t think”

“Don’t feel”

Use your possibility
As educator
To give permissions
Instead of
Injunctions!

Drivers and Working styles

The Five Drivers

“Be Perfect”

“Be Strong”

“Try Hard”

“Please (people)”

“Hurry Up”

Imagine the working styles your students
will develop if you confirm this drivers

IMPORTANT QUESTIONS FOR EDUCATORS

- What do you think is the influence of teachers and educators to the script building
- How can teachers and Educators influence this process
- What will be the influence to the learning process?
- What will be the influence to the self beliefs of children about their learning capacity?

The script development is deep vconnected with the learning process

People learn

when they can relate new information to her own experience

They can have their individual preference, their preferred learning style

The learning process can be connected to the previous experience and the beliefs and attitudes they have acquired

By the way in which teachers and students relate in classroom

Strategies for making learning more effektiv can be learned trough reflective practice

Transactional Analyses provide both insight

On how we learn

And TA offers tools to make the process effektive

Experiential Learning (Kolb)

A four Stage cyclical theory of learning that combines experience, perception, cognition and behavior

Learning is the process whereby knowledge is created through the transformation of experience.

4 stages:

Concrete experience (do)

Reflective observation (observe)

Abstract conceptualization (think)

Active experimentation (plan)

