

Yay! Darn!

This working method helps students to get acquainted with different perspectives and learn to think from the brighter side and the darker side. It also encourages them to be creative in their thinking. In addition to this principle, this activity supports Learning Through Thinking and Learning through reflection and evaluation.

Expected Outcome(s) – students will:

- ✓ Be able to listen actively to others.
- ✓ Be able to understand others better by imagining how things look from their perspective.
- ✓ Be able to show fairness and respect in cooperation with others/peers.
- ✓ Be able to explore different perspectives on a topic.

Timing

The minimum amount of time you should plan for this method is 40 minutes.

Material

→ An article, a story, a report ...

Offline	Blended
Worksheet Yay! Darn!	Create an account for Google Jamboard A tablet/laptop for each pair to work on Google Jamboard More info on the tools?

Prepare yourself

- Search for a story or topic about which they can discuss.
- Divide your students into pairs.

Offline	Blended
Make a worksheet. Draw a strip in the middle of a sheet of paper. Write the topic or statement you will discuss. On both sides of the central strip, you write 'Yay!' and 'Darn!'. Give each pair of students a paper sheet Yay! Darn! (See example below)	Go to Google Jamboard, create a Google account, or log in with your account. Create a frame with two sided: Yay! Vs. Darn! (See example below) for each pair. Make sure it's sharable and editable by clicking on 'share' and set the setting to 'editing'. Share the link with your students in step 2.

Step-by-step

1. Introduction

Read together the article, story or watch a newsflash. Or think further about a topic after a class discussion. Briefly summarize the content. Share down a situation, fact, statement on which you want to explore a positive or negative view.

2. First steps

Familiarize the students with this exercise. Tell them they will be asked to think positively or negatively about a topic, statement, situation.

Divide them into two groups. They cannot change groups: they must think according to the group they were assigned to.

- Group A thinks positively, looks at the topic from the bright side.
- Group B thinks negatively, looks at the topic from the darker side.

Give a statement or situation e.g., summer holidays will last 4 instead of 6 weeks.

- Students from group A who think positively, stand up and say: 'Yay, this is/means/.... because ...'.
- Students from group B who think negatively, stand up and say: 'Darn, this is/means/.... because...'.

This means that some students might not share their own opinion because they are asked to think and look at the given situation in an opposite way. As soon as the students are familiar with this method you can apply it to the chosen topic.

3. Work in pairs

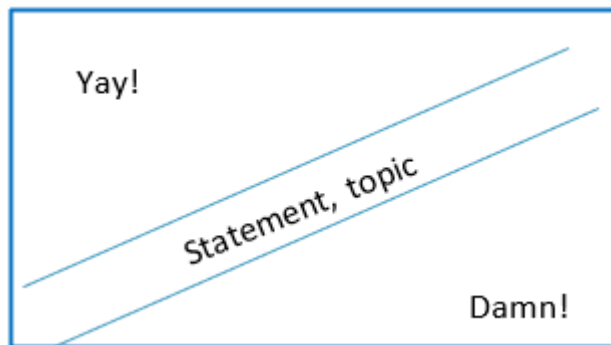


Give each pair a paper sheet or tablet/laptop and provide the link to the Google Jamboard. Assign each group to one frame of the Google Jamboard.

Each pair decides who will respond positively (Yay!) and who will react negatively (Darn!).

Share a statement and invite the students to think further. The students work in pairs on a paper sheet or on the tablet/laptop.

- 1 child thinks positively, looks at the topic from the bright side.
- 1 child thinks negatively, looks at the topic from the darker side.



The students write their arguments in the zone that corresponds to their point of view. Afterwards they compare their arguments with their pair partner.

- ✦ What do you think is positive about ...? Why do you think so?
- ✦ What do you think is negative about ...? Why do you think so?

When the pairs have finished writing and talking about their arguments, students meet another pair. They come together in groups of four and exchange their points of view and arguments.

- ✦ What do you think is positive about ...? Why do you think so?
- ✦ What do you think is negative about ...? Why do you think so?

Class discussion:

- ✦ Did you have the same or different arguments?
- ✦ Which arguments were new to you?
- ✦ Which arguments (positive or negative) surprised you or caught your attention? Why?

4. Variation

If your students are familiar with this working method, you can challenge them further.

After the groups of four have exchanged, let the students switch perspective:

- The two students who thought positively, now will have to think negatively. The two students who thought negatively, now will have to think positively.
- The 'positive' thinkers form a pair, and the 'negative' thinkers form a pair.
- Each pair takes one of the sheets of paper / laptop/tablet and each pair adds new positive/negative arguments.

Class discussion:

- ✦ How was it to switch from positive to negative or the other way around?
- ✦ How was it to come up with extra/new arguments?

- ✦ Which arguments (positive or negative) surprised you or caught your attention? Why?

You can also use the given arguments to come to a common choice about a statement/topic/. 'The pyramid' in [module](#) 'learning through societal issues' or 'Bull's eye' in [module](#) 'learning through thinking' are working methods that can help you do so.

5. Reflection

- ✓ What exactly did I ask you to do?
- ✓ How was it to mandatory think positively/negatively? Explain.
- ✓ Why would this exercise be useful?
- ✓ To which topic would you (like to) apply this exercise another time?