

Bullseye

This activity supports students to categorize and prioritize ideas. They do this by formulating and using criteria. In addition, this method supports them in Learning Through Interaction and Dialogue and Learning Through Reflection and Evaluation.

Expected Outcomes – students will:

- ✓ Be able to formulate criteria for ideas, actions, or solutions.
- ✓ Be able to generate purposeful ideas by using criteria.
- ✓ Be able to categorize ideas using self-formulated criteria.
- ✓ Be able to prioritize ideas using self-formulated criteria.

Timing

The minimum amount of time you should plan for this method is 25 minutes.

Material

Offline	Blended
Large sheet of paper or board A paper for each student	A piece paper for each student Create a Mentimeter account. Provide tablets/laptops for each student or in pairs for step 3. More info on the tools?

Prepare yourself

- Choose or identify a societal issue or problem.
- Formulate the question you want to generate and select ideas for.
- Give each student a paper to note their top 3 at the end of step 2.

Blended:



- Prepare a Mentimeter slide with (1) a word cloud and (2) an open-ended question to gather ideas for step 3 and 4.
- Make sure every pair/group has a device.

Step-by-step

1. Input

Present a situation, problem ... inspired by a text, a story or an experience shared by the students. E.g., students have experienced that drivers don't pay enough attention to them when they go to school by foot or by bike.

Explain to the students that you will think of ideas together to deal with this issue or solve the problem. To do so, you will think of criteria (features, properties) an idea must have. This will help you to select ideas.

2. Think of ideas

Present the central question: *How can we (make sure that) ...? What does it take to ...?* E.g., How can make sure the drivers pay more attention to us as we go to school on foot or by bike?

Invite the students to come up with ideas for this question. Think about it as a group, or let the students work autonomously, individually or in pairs. Discuss afterwards, make a list of the ideas on a large paper or a board.

Let the students sum up their ideas through an open-ended slide on Mentimeter. Use a think, pair share method, where the students first think individually on paper about solutions, secondly, they come together in pairs and post their ideas on the Mentimeter. Discuss all responses together.



3. Think of criteria

Repeat the question: *How can we (make sure that) ...? What does it take to ...?*

Refer to the list of ideas. Tell your students that you will think of criteria: these are features, properties that will help you to select ideas.

What are the criteria for our actions or ideas? How/what do we want them to be, to look like, to ...? The ideas must be fun, for free, feasible in the classroom, colorful, musical, easy to do, accessible for ..., no tools needed, ...

Collect all the criteria on the board, so students have an overview of the criteria. Let them make an individual top 3 of their favorite criteria on paper.

Tip

If thinking of criteria is too difficult for your students, feed them with some of your criteria. E.g., Should we think of an idea that we can try out at home or at school? Is it okay if we think of an idea where you need help from an adult or do you want to do it all by yourself?

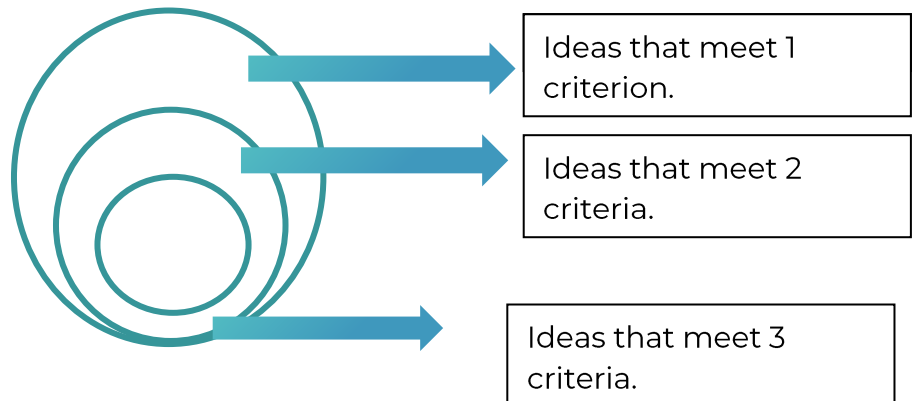
4. Select criteria

Let the students vote for criteria. Use a word cloud in Mentimeter to vote three criteria. Let all your students choose their top 3 in Mentimeter. Highlight the three criteria that come out as result on the board.



5. Check the idea

Draw a bullseye with three circles.



Does this idea meet criterion 1, 2, 3? How many criteria does it meet?

Count once, twice or three times. Write the idea in the right circle.

If an idea doesn't meet any criterion, write it outside the circle.

Discuss: where in the circles do we find most of the ideas? What does that mean? Which ideas meet all our criteria? Which ideas meet none of our criteria? Could we change this idea to put it in the circle?

Find out in [module 1](#) how you can use Bullseye to determine what issue is a societal issue.

6. Reflection

Explain how you categorized and prioritized ideas using criteria (properties) you thought of yourselves.

- What did you learn from this thinking exercise?
- For which issue did you think of ideas? How did you do that?
- Is the bullseye helpful to think of ideas? Why (not)? What makes it helpful?
- To which other topics would you apply this thinking exercise?

Learn more about evaluation and reflection in [module 5](#) 'Learning through Reflection and Evaluation.

7. Bringing it home

Ask your students to think about a situation they experience at home. Invite them to do the same exercise together with their family. Give them a worksheet with a blank bullseye or refer them to a digital space where you created a bullseye.