

## Impact of Societal Issues Venn Diagram

This method is helpful to introduce and deepening your students understanding of societal issues. During this activity the students will work on considering how societal issues impact three different realms: Social, environmental, and economical. They will practice respectful conversations, share their own thinking, and listen to the thinking of other and specifically practice expressing non-judgmental attitudes when faced with disagreement. In addition to this principle, this activity support Learning Through Dialogue and Interaction and Learning Through Thinking and Learning Through Reflection and Evaluation.

### Expected Outcomes – students will:

- ✓ Be able to show willingness to alter his/her point of view.
- ✓ Be able to take part in a conversation, support their views and respect the views of others.
- ✓ Be able to demonstrate active listening behaviours.
- ✓ Be able to participate in discussing societal issues (individually and in group).
- ✓ Be able to express non-judgmental attitudes towards students expressing conflicting views on societal issues.
- ✓ Be able to discuss societal issues and their impact socially, economically, and environmentally.
- ✓ Be able to reflect on how their thinking has changed.
- ✓ Be able to demonstrate and explain how their thinking evolved and changed at different moments.

### Timing

The timing of this activity is dependent on many factors: experience, classroom culture, and how you implement it, etc., the minimum amount of time you should plan for the Venn Diagram is 45 minutes.

### Material

Offline	Blended
<p>A large paper or blackboard to draw three circles or three hula hoops</p>	<p>Create an account to <a href="#">Google Jamboard</a> or <a href="#">Miro</a>.</p> <p>Share the link of the digital tool with your students, so they can get access on their device.</p> <p>You will need:</p> <ul style="list-style-type: none"> <li>• A screen to show the overview to the students</li> </ul>

	<ul style="list-style-type: none"> <li>• A laptop, tablet for each small group of students</li> </ul>
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## Prepare yourself

Review the definition of societal issue. Think of a societal issue yourself and consider how that issue impacts the social, economic and/or environmental realm.

### Offline:

- Draw a large Venn diagram consisting of three circles on paper or a board; label each circle with one of the following words: societal (human), environmental (tree), economic (money) - young students may benefit from a visual cue for each of the words or criteria.
- You can also use the words: people, place, profits. Or create a Venn diagram using hula-hoops and label each circle accordingly.

### Blended:

- Create a Venn diagram on Miro, or Google Jamboard with three large overlapping circles; label each circle with one of the following words: societal, environmental, economic.



## Step-by-step

### 1 Input

Ask the students to think about their lives, their classroom, their neighborhood, their community as they think about a societal issue. On a digital or real sticky note have the students write down one issue that is important to them, or that they have observed in their lives.

### 2 First Venn diagram Round

Review the meaning of societal, economic and environmental. Ask the student to place their sticky notes on the part of the Venn diagram they think best shows where their issue belongs.

\*Take a picture of the Venn diagram to show later

### 3 Read

With the students read through all the issues.

Ask the students: Is there any issue (that isn't yours) on the board you think you want to move to another place? Ask a few volunteers to move the issue to a new place and to explain why they did so. Allow the conversation to unfold naturally.

### 4 Second Venn diagram Round

Invite the students to consider what they have heard and move their *own* issue if they choose to

Ask a few students to share their thinking once they have moved their issue.



\*Show them the picture of the Venn diagram when they began and ask: what do you notice about the Venn diagram now? What has changed? Why do you think it has changed?

## 5 Reflection

Individually, ask the students to fill in the blanks of this reflection:

I used to think\_\_\_\_\_ and

now I think\_\_\_\_\_

## 6 Bringing it Home

Have the students take home a paper with the labeled Venn diagram drawn on it. They will then share it at home and ask people in their house to place three issues on the diagram. The student then moves one they think needs to be someplace else on the Venn diagram and explains why. Then the student invites the person in their house to move the issues and tell them why.



*If everyone has digital capabilities, you can create a shared Miro or Google Jamboard where all the students can add in issues they collected. They can move an issue on the shared Venn diagram and explain why and then invite the person in their home to move some as well.*