

Disruption

This method is useful for exploring additional perspectives on a concept, issue or problem. This activity supports Learning Through Thinking and Learning Through Dialogue and Interaction and Learning Through Societal Issues.

Expected Outcomes – students will:

- ✓ Be able to explore additional perspectives of an issue/problem/situation.
- ✓ Be able to explore alternative realities.
- ✓ Be able to consider that alternative developments may occur in the future.
- ✓ Be able to think critically.
- ✓ *Be able to be actively involved in a debate (show active listening to others and building arguments to support their opinion).*

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 40-45 minutes.

Material

This working method can be implemented in-person or in a blended format if you choose. It would be good (but not mandatory) to have story cubes or custom-made cubes (see in the “Prepare yourself section of this method for explanation).

Offline	Blended
<ul style="list-style-type: none"> - Create one large visual space (Board or large paper) to collect small group (or plenary) ideas in the form of a concept map. - Create an additional visual space for the last step of the process. 	<ul style="list-style-type: none"> - Create a Padlet for each group in step 3 (since Padlet only allows you to make 3 Padlets on one account, you can create multiple Padlet accounts for the students). - Choose the option ‘story board’. - The Padlet will be a space to collect ideas for the story. - A device for each student/pair of students

Prepare yourself

This method works well in combination with the “story as a concept introduction” method. You can use it independently; however, you still need an existing story to work with.

Optional: Create a logic structure of the story in the form of a concept map. This will be the basis of the visual space. Some examples for Little Red Riding Hood are:

- https://d32ogoqmya1dw8.cloudfront.net/images/integrate/teaching_materials/mineral_resources/activities/red_riding_hood_concept.v2.jpg
- <https://i.pinimg.com/564x/b4/4e/ab/b44eab1e91bc99b447a34384500697e8.jpg>
- <https://www.mindmeister.com/image/xlarge/69785987/mind-map-little-red-riding-hood.png>

Acquire Rory's Story cubes or create your own: these are dices you can throw to create a story. You can select images and put them together in the form of a cube. Google search the word "cube printout" to find a cube template which you can print and cut out. Print, cut out and glue on the cube template the selected images. Alternatively, you may use ordinary dice. Create a table with six columns and up to 4 rows. Each row corresponds to a dice and each column to a dice-side. When needed, throw the dice to select an image. See also Step 2 for more ideas and inspiration.

Padlet:



- Create a Padlet choosing 'story board' for each group in step 3.
- Go to settings and change the 'new posting position' to 'last'.
- Depending on the way you want to use the Padlets, you can change the settings of 'comments' and 'reactions'.

Step-by-step

Begin by selecting a story which represents a societal problem or issue you wish to work with. The story should be complete and have a clear ending.

1. Story in plenary

You will need 10-15 minutes for this step. Present the story to the students. Discuss the story with them and perform a brief analysis to help them understand the problem within the story and its solution. The story can be real, from the news or fictional, a fairy tale. For example, it can be the story of:

- a child who grew up in poverty and despair only to become a successful businessman/woman.
- a village which experienced a natural disaster and managed to thrive after solving all the infrastructural problems that emerged.
- a region which managed to shift from energy consuming to energy efficient.

Suggestion: it is better if you start with the "Story as a concept introduction method" and use this method as a follow up.

2 Assign groups – first impression

Put your students into small groups with 2-4 members.

Give the students 10 minutes to reflect on the story and comment upon the proposed solution. Give them the freedom to propose other solutions to the problem within the story to fully understand it. For examples, provide the following questions:

- Who are the main characters?
- What is the problem the characters face?
- How is the problem solved?

- What elements/characters affect the solution of the problem?
- How difficult is for the character to solve the problem?

Introduce a disruption to the story. The disruption can be random, using the cubes or dice to introduce it, or you may have prepared some disruptions to present orally.

Assign one disruption to each team

What is a Disruption? It is an element that can significantly alter or divert the evolution of the story. Usually, it is introduced in the form of **“What if...?”**. For example, “What if valuable minerals were found while digging the fields to plant crop?”, “What if heavy rain was to put out the forest fire before the forest was destroyed?”, “What if the nearby river flooded?”.

Considering the examples in the bullet list in step 1, some disruption could be:

- The child who became a successful businessman/woman:
 - loses a fortune in an unexpected financial crisis
 - finds out he/she was adopted and his/her parents are owners of a competitive company with which a big opposition exists
 - has a significant health issue because of the hard work
- The thriving village:
 - faces another extreme natural disaster, one never happened before (e.g., an earthquake)
 - Inhabitants start arguing about financial issues which leads to financial recess
 - A new virus leads to a health crisis
- Energy efficient area
 - Their main energy source becomes limited or very expensive
 - New emerging technology makes their energy sources become obsolete
 - Their energy needs increase as they develop industry

A disruption may lead to an alternative path towards the same end or to a totally different end of a story.

Suggestion: if you have story cubes available or created your own, you can use them to introduce a disruption. Give one or more story cubes to each group and ask one student to toss it/them. This way the disruption introduction becomes random. Choose or create a cube with images relevant to the disruptions you have thought of. Following the examples above, you can create a cube with a dollar sign deleted (with a strike through line), a hospital sign, a virus image, a factory, etc.

3 Group work

Each group takes 5-10 minutes to work on their new storyline, introducing their assigned disruption in the designated spot. Either you or the students select the disruption point, based also on the nature of the disruption element. For example, if a new character appears in the story, the students may choose when

that happens. If the character has a super power, it can be evident from the beginning of the story or at a later point (you also decide which point that is).

The students are required to draw the new story path on the visual board with the existing story path that you created beforehand.

Give them following guidelines:

- ❖ *A description of the disruption*
- ❖ *A justification of the point in the story where the disruption occurred, if it wasn't provided beforehand (e.g., in the case of a flooding river, when would that happen)*
- ❖ *A justified change that this disruption brought to the storyline, referring to why did the disruption bring the specific change and not another. For example, finding natural resources in a crop field could totally alter the production of the area or a justified decision could be made to continue with primary production.*
- ❖ *A description of the new storyline and ending.*

Blended:



Each group gets an assigned Padlet where they can collect ideas for the new storyline. They search the internet for ideas and pictures to create the story board. This could be carried out as an out of the classroom activity and last a few days.

4 Plenary



All groups present their altered storyline in plenary by sharing their Padlet on the screen. Use 5 minutes for each group. Their presentation should include:

- A description of the disruption
- A justification of the point in the story where the disruption occurred, if it wasn't provided beforehand (e.g., in the case of a flooding river, when would that happen)
- A justified change that this disruption brought to the storyline, referring to why did the disruption bring the specific change and not another. For example, finding natural resources in a crop field could totally alter the production of the area or a justified decision could be made to continue with primary production.
- A description of the new storyline and ending

This allows the students to explore new perspectives, considering that real-life situations always depend on several parameters which can be triggered at any time. So, especially regarding sustainability and societal issues it is better to make backup plans in advance.

5 Consider next steps

After completing the previous steps, your students should have gained new insights on a given problem/issue as the storyline changes because of the disruption.

Optionally you may ask them to work on an empathy map of the main character of the story and reflect on their feelings towards the character. Refer to the Empathy Map working method.

Use the “I used to think and now I think” working method to reflect on the issue presented with the original story.

Use the new perspectives as a foundation for building a project through which the students address the differentiated problem at stake. For example, if the problem is access to clean running water, they might consider all the presented disruptions to design a better solution overall which takes into account all the potential threats to this natural resource. In the example of the businessman/woman the students may explore security, insurance, equality, and financial issues. In the example of the thriving village (see step 3), the infrastructures should consider all the possible threats (e.g., include the earthquake). In the example. In the example of the energy efficient area, an approach of utilizing all the available energy production resources could be explored.

6 Bring it Home

You may ask your students to work on their assigned disruption at home, in collaboration with their families, in order to examine the issue at stake further. Then they may return to the classroom and work in small groups, as described in step 3.

Complementarily, depending on the examined issue, the families could be invited to plenary (face to face or online through videos) of the new solutions (if you opt for a project) and vote for their favorite one with an optional justification of their choice.