

You need me

This activity makes students think about how things and persons are interdependent. In addition to this principle, this activity supports Learning Through Dialogue and Interaction and Learning Through Reflection and Interaction.

Expected Outcomes – students will:

- Be able to explain connections and interdependence between persons, animals and/or objects.
- Be able to demonstrate awareness of parts and wholes regarding an issue.

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 this method is 30 minutes.

Material

Offline	Blended
- A large paper, board or table	- Create a Miro account and a Miro board for step 2 and 3 - A laptop for each student or pair of students

Prepare yourself

- Choose a person, animal, object or situation in a story, text or topic. Provide a corresponding image or object.

Offline	Blended
You can use a large paper, board or even a table to let the students draw and explain the connections.	- Upload the image to your Miro board. - Draw an outline around the image. - Provide different colours of digital post-its, according to the number of groups there are in step 2

Step-by-step

1 Input

Choose a societal issue by means of a text, a story or an experience shared by the pupils. This can be a 'real' situation or a hypothetical one. Discuss the content

briefly. Explain to the students that together you will explore the needs of a character, animal, or object. E.g., a character from a story, a cartoon hero, an object, an animal, a natural phenomenon like trees, flowers, glaciers, related to the societal issue.

As soon as the students are familiar with this kind of thinking, you can introduce a more abstract element. E.g., what does it take to have a nice classroom climate?

2 Exploring needs

Visualize the character, animal, or object you want to discuss. Put the image or draw it in the middle of large paper or board. Draw a circle around it.

Ask the question: *what does A need to ...?*



Give every student a laptop/tablet. Provide the link of the Miro board to your students.

Let the students individually or in pairs write down their ideas on post-its (with their name), surrounding the image. Give them a couple of minutes. Afterwards, go over the answers and let each student explain their connection. Try to structure the Miro board as a teacher when going over the answers.

A needs Y because ...

Questions:

Why does A need ..., Why is this helpful to ...? What if A had a lot of ...? What if A could/would ...? Who or what can provide this? How can A be sure there is ... or that he/she has ...? Who or what else is involved?

You can integrate this step or the activity into building an Empathy Map (see Learning Through Structured Processes).

3 Comparing ideas



Browse all the ideas. Add new ideas on the Miro board if the students are inspired by others, or let the students add post-its. Make sure to keep a clear overview.

Can you think of other possibilities? What differences or similarities between the ideas do you notice? Can you come up with even more ideas now that you see this?

4 Expand students' thinking

Return to the story, the text, topic ... Let the students think which other character or object might be useful to think about.

Whose needs are also interesting to explore? Why do you think so?

If there is time, let students do the same exercise for other characters, objects. You could also divide the students in groups and let them explore the needs of different characters. Afterwards, compare the connections, similarities, and differences.

5 Reflection

- ✓ If someone asked you what you just did, what would you answer? How did you experience this exercise? What made it easy/difficult/interesting ... to you?

- ✓ Was there a connection you hadn't thought about yet? Why did it surprise you?
- ✓ How did this exercise help you to understand the topic better or not?
- ✓ To which other topic, story .. would you apply this thinking exercise?

Learn more about evaluation and reflection in module 'Learning Through Reflection and Evaluation'.

6 Bring it home

Ask your students to draw and fill in the same exercise with their family, applied to e.g., their pet, their garden, Send the link if you have worked on an online platform. What would the family say? Do they agree with the ideas of the students? Why do or don't they?

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