

Concept Cartoon Variation*

This exercise comes in handy when you want to do a first exploration of a topic to then decide (with or without the students) where to go deeper. It's an excellent way of stimulating children's thinking and sparking class discussions. In addition to this principle, this activity supports Learning Through Thinking.

We present you 3 options:

- Option A: focus on easy and quick exchanges (also good option if you have non-native speakers)
- Option B: focus on short and fast exchanges, but more conversation
- Option C: focus on longer and deeper conversations

*Concept cartoons are commonly used in inquiry-based learning/STE(A)M/science education. We made a variation for ESD.

Expected Outcome(s)

Students will:

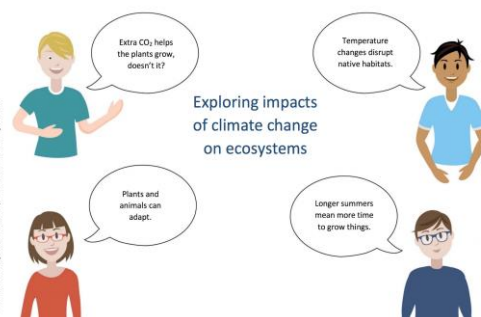
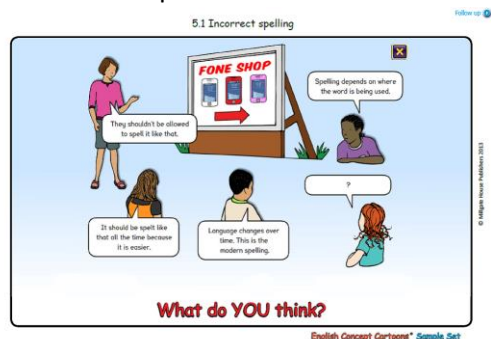
- Be able to explore other perspectives.
- Be able to articulate own thinking.
- Be able to identify similarities and differences in opinions.
- Be able to demonstrate flexibility in opinion formation.
- Be able to listen to each other actively.

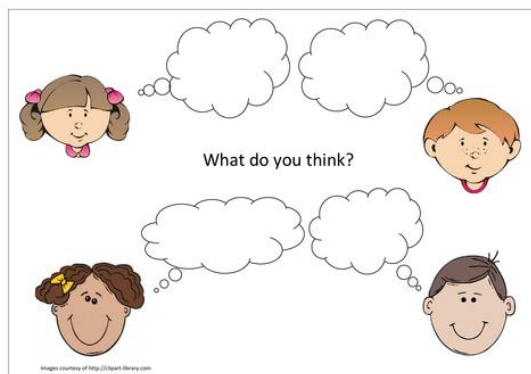
Timing

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 40 minutes (if you use option A).

Material

- Concept cartoon





- You can find concept cartoons on the internet. These mostly contain science and math subjects. You can also make your own or use a template like you can see above.
- Make sure you always have one person in the cartoon with a blank speech bubble. That way the students always have the option to add another opinion.

Offline	Blended
<ul style="list-style-type: none"> - black board - Large Papers or posters - Sticky notes for your students <p>If your students have difficulties with writing and/or expressing themselves in the used language:</p> <ul style="list-style-type: none"> - skip the sticky notes and just let them answer. - Write down key words or draw icons/pictures on the board to support their conversation. 	<ul style="list-style-type: none"> - Create a Plickers account as a teacher - Create a Padlet with a link or QR-code to share with your students. - Print out the amount of Plickers cards needed, one for each student. - You need a tablet for each student/pair of students for the Padlet exercise. - You need a smartphone to scan the answers of the student for Plickers. <p>You can choose Plickers or Padlet, or use them both.</p> <p>If your students have difficulties with writing and/or expressing themselves in the used language:</p> <ul style="list-style-type: none"> - skip the Padlet and just let them answer. - Write down key words or draw icons/pictures on the board to support their conversation. <p>More information about Plickers and Padlet?</p>

Prepare yourself

- Choose a topic you want to address with the students.
- Find or make a concept cartoon. Print it or make sure you can show it on a screen.
- You can choose to put the question or issue on the concept cartoon or provide that in another way. (a sentence or picture on the board, ...).

- Provide a separate paper version of each person on the concept cartoon (with their opinion).

Blended

- Create a new Plickers set for step 2.
- Hand out the Plickers cards to your students in step 2.
- Upload your concept cartoon in a Plickers set and provide 4 answers, one for each opinion. Create two identical versions, one for their first opinion and one for their opinion after the discussion.
- Make sure the questions are set from 'graded' to 'survey'.
- Example:

With who do you agree?



A

 I agree with purple jacket

B

 I agree with green jacket

C

 I agree with grey jacket

D

 I have an other explanation

- Create a Padlet with 4 columns, one for each statement.

Step-by-step or course

1 Input

Introduce the topic. Make sure you don't give away too much information.

e.g.: show an object, a picture, a cartoon, a small text, a short video fragment, etc. Optionally, let them describe what they've seen or read.

2 Action

- Show the concept cartoon on Plickers and go through all the different opinions of the people in the cartoon.
- Distribute the Plickers cards so that every student has one.
- Give each student a tablet/laptop for the Padlet exercise.
- Let the students think individually about the statements that are on the cartoon. Which statement do they most agree with?
- Let them write down:
 - They choose a statement and think about the reason why and write it in the Padlet/on a sticky note.
 - If they don't agree with any statement, they write down their own answer + the reason why in the padlet/on 2 sticky notes.
- Use your first Plickers question. Let your students put their Plickers card in the air with their answer on top. In this way, you have an overview of the opinions in the classroom. Not sure

how this works? Take a look at the overview of blended learning methods in the general core.

- Offline: Hang each paper of one of the persons in the concept cartoon scattered around the room. Let the students go to the person they agree with and let them hang their sticky note(s) on the paper.

Option A: focus on easy and quick exchanges (also good option if you have non-native speakers)

- Ask why the students have chosen a statement. Indicate answers provided on padlet. Ask questions to stimulate more conversation. But remember, the goal here is to create a short, dynamic conversation:
 - *'Those who had more or less the same reason to choose this statement, raise your hand.'*
 - *'Let me hear some other reasons as well.'*
 - *'Does anyone of the other groups have a question for this group?'*
 - ...

As a support you can write down key words of the conversation on the board.

TIP: If you have many non-native speakers, this is often the best approach (especially the first time). Students who do not have enough language to write down their arguments are given the opportunity to formulate their opinion using the language they hear from others or they can read from what the teacher writes on the board.

- Read all the statements out loud again or let the students do so.
- Let the students think individually again: do they stick to their opinion now that they have heard the arguments of others? Has their opinion or argument(s) changed?
- Use your second Plickers question. Let the students put their Plickers card in the air so that it matches their opinion.
- Offline: Let the students move to another statement or stay at the same place if their opinion remains the same.
- Short exchange. Only pick out some students to answer:
 - *'Who changed opinion? What made you do so?'*
 - *'What made you keep your opinion? Who agrees with that?'*

Option B: focus on short and fast exchanges, but more conversation

- For each statement, designate one student that will take the roll of a reporter after the conversation that will take place.
- Let the students exchange within their group: why did they agree with the statement? The reporter can note down some key elements if he/she wants to.
- The reporters summarize, in turn, the arguments given by their group. Ask questions to elaborate further and write down the different opinions on the board.
 - *'What makes you think that?'*
 - *'What do you mean by ... ?'*
 - *'Does someone from the other groups have a question for this group?'*
- Read all the statements out loud again or let the students do so.
- Let the students think individually again: do they stick to their opinion now that they have heard the arguments of others? Has their opinion or argument(s) changed?
- Use your second Plickers question. Give a sign for the students to put their Plickers card in the air so that it matches their opinion.

- Offline: give a sign to the students to go and stand next to the statement that matches their opinion. The students can go to the same statement as before or choose to go to another one.
- Short exchange. Only pick out some students to answer:
 - *'Who changed opinion? What made you do so?'*
 - *'What made you keep your opinion? Who agrees with that?'*
 - ...

Option C: focus on longer and deeper conversations

- To exchange use 'inner circle-outer circle'
 - Form an inner circle of about 10 children. Make sure all the different statements are represented by no more than 2 students.
 - The other students sit in the outer circle and observe the conversation.
 - Initiate the conversation: which statement did they agree with and why?
 - > The students in the inner circle can respond to each other, ask questions, they lead the conversation.
 - >The outer circle observes / listens to the conversation carefully
 - Introduce new arguments throughout the conversation by letting students from the outer circle switch places with someone from the inner circle.
 - > The dynamics are important here, so encourage students to switch spontaneously when they have new arguments to offer to the conversation. Ask them to tap the shoulder of a student in the inner circle to start the switch.
 - > If the switching doesn't go smoothly you can also repeatedly point out some students to switch so that eventually everyone has been in the inner and outer circle.

TIP:

- You can help the students in their conversation by providing them conversation guidelines and/or conversation starters (see 'guidelines' in this module). Or by bringing in some challenging questions (see module 'learning through thinking')
- You can give the outer circle a small observation assignment. E.g. let them indicate in what degree fellow students put the conversation guidelines into practice.
- Read all the statements out loud again or let the students do so.
- Let the students think individually again: do they stick to their opinion now that they have heard the arguments of others? Has their opinion or argument(s) changed?
- Use your second Plickers question. Give a sign for the students to put their Plickers card in the air so that it matches their opinion.
- Offline: give a sign to the students to go and stand next to the statement that matches their opinion. The students can go to the same statement as before or choose to go to another one.
- Short exchange. Only pick out some students to answer:
 - *'Who changed opinion? What made you do so?'*
 - *'What made you keep your opinion? Who agrees with that?'*
 - ...

TIP: The value of option C is in the fact that they will listen more to each other during a longer conversation because of the inner-outer circle. If you want a deeper discussion with the whole group

and you keep them standing at the statements, they're much more likely to not be actively listening.

3 Reflection

- *How was it to choose one answer/perspective? Why?*
- *Who changed his thinking during the exercise? What made you do so?*
- *What made you doubt?*
- *What made you believe even more strongly in your opinion?*
- *What do you take with you from the conversation? What arguments did you find interesting to hear?*

4 What now?

- Let the students answer the following questions:
 - *'What do you want to know more about?'*
 - *'How can we learn more about the topic?'*You can let them answer individually or in small groups.
- If you want to decide together with the students what to explore more and/or how to do so, you can use the working method 'the pyramid' in the module 'learning through societal issues'.

5 Bring it home

- Let the students take the concept cartoon home and ask them to do the exercise with their parents.
- The student asks the parent(s) to choose one of the answers on the concept cartoon concerning the topic/question that was addressed in class and to explain why.
- The next day the students report in class or you ask them to write their experiences down or report by making a short movie.