



Assignment

- Watch screencast on
- Watch two clips on Youtube.

Clip 1 - <https://youtu.be/SycaC14abqI>

Clip 2 - https://youtu.be/Zc_GjDydpoU

Look and listen: how did/does the teacher stimulate thinking of the students?

Take notes and discuss this during module 3.





Digital Destiny

A project about education for sustainable development
& didactical guidelines for teachers and parents

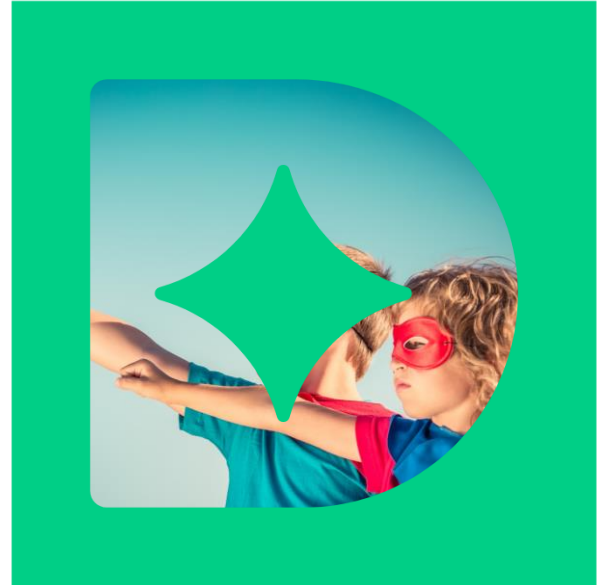
Module 3: Thinking about societal issues





Table of content

- Why thinking is important and relevant in ESD?
- How to teach thinking?
- How to visualize thinking?





Welcome, let's check-in with each other!

What do you do or look like when you're thinking deeply?

Show us your face and/or gesture!





Welcome, contract

How did/does the teacher stimulate thinking of the students?

Break-out in trio's – 5 minutes





Digital Destiny Five Principles

1) Learning through societal issues

2) Learning through interaction

3) Learning through thinking

4) Learning through meaningful learning

5) Learning through reflection & evaluation



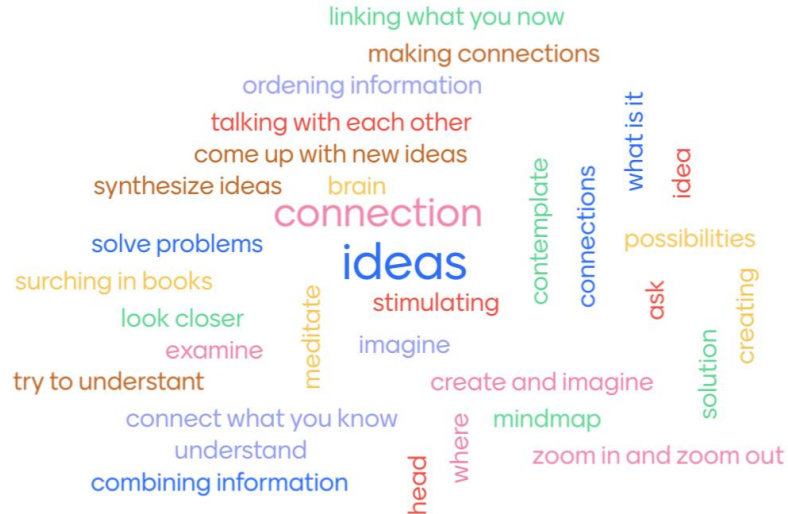
Goals of this module

- Understand why **thinking about societal issues is important** in ESD.
- Observe, experience and reflect on **various tools** to help you **teach thinking**.
- Inspire and support you with **tools to initiate and stimulate** your students to think about societal issues.
- Experience and receive tips on how to **visualize** thinking processes.



Wordcloud – Thinking

What do you think of when you hear the word "think"?





Importance and relevance of thinking about societal issues.

- Thinking = umbrella term for many cognitive activities.
- Why is it so **important**? --> **For making conscious choices.**





Exercise : define a thinking strategy

Choose one out of these two societal issues.

1. **Climate/Drought:** There's a lack of water due to the latest heat waves. This was literally a hot topic in lot of European areas.
> Challenge: You have to minimize your consumption of water at home.
2. **Unaccompanied teenage refugees:** A teenage refugee joins your class. You notice the huge contrast between the social life of many pupils and the more isolated life of the refugee child.

> Challenge: You want to find ways to minimize the obstacles for refugees to participate in social activities in your community.

MIRO



Exercise : Define a thinking strategy

- Go to 'MIRO'.
- Choose an issue.
- Think:
 - What is your strategy to tackle the challenge?
 - What steps could you take?
 - Write your steps on a sticky note (blue: water, green: refugee).



Exercise : Define a thinking strategy

- Discussion
- Reflection
- Conclusion
 - There are many different strategies
 - Unavoidable
 - Complex
 - Classroom = space to explore and learn
 - **Action Oriented thinking!**



Action oriented thinking – a step-by-step plan

Goal-orientedness

- Think about societal issues
- Define what about the issue touches you
- Define a challenge accordingly
- Set up a strategy to achieve the goal (action)
- Reflect on the process



Key Thinking Processes

Key Thinking Processes

- **compare** different volumes water shower, bath, kitchen, ..
- **compare** different volumes necessary for members of your family, roommates, ...
- **ask questions** such as ..
- **brainstorm** about different ways to organize free social activities
- **describe/make a list** of free or easy accessible activities in the community
- examine or **explore the causes** of the more isolated life of young refugees
- **classify** activities in the classroom or elsewhere in terms of access, language demands, budget, ...



Key Thinking Processes (KTP)

clarify
compare
sequence
ask questions
elaborate criteria
describe
observe
predict
imagine
make connections
brainstorm



Exercise with Kahoot! - Smartphone

Let's play – [Kahoot link](#)



Thinking processes - powerful questioning



What do you see in this picture?

What might be the message the artists want to bring?



Thinking processes - powerful questioning

Tips & Tricks

1. Consider carefully which **thinking processes** you want your pupils to apply.
2. Formulate questions in an **invitational** way (plural)
What is >> What might be some ..?
3. Formulate questions in a **tentative** way
What might be the message?



Coffee Time ! 5 minute break





Break-out time (3 groups) - 20 minutes

- Task: Experience and reflect upon 1 method (children's level) that invites and supports children to think about a societal issue.
Point out a reporter! Don't forget to rate the method by giving it a smiley.
- [Miro link](#)
- Overview
 - Group 1: Caterpillar --> Group Wendy
 - Group 2: You need me/this --> Group An
 - Group 3: Cartoon hero --> Group Sara
 - All groups: Questioning strategies --> Everyone



Methods – recap

- Reporters , report!
- What method did you try?
- Summarize your experience.





Visualize thinking about societal issues.

- Make an individual thinking process a common/shared one
- Elicit metacognition
- Exercise [Venndiagram](#)





Visualize thinking about societal issues.

Reflection – how was your experience?

Question – what could be the benefit?

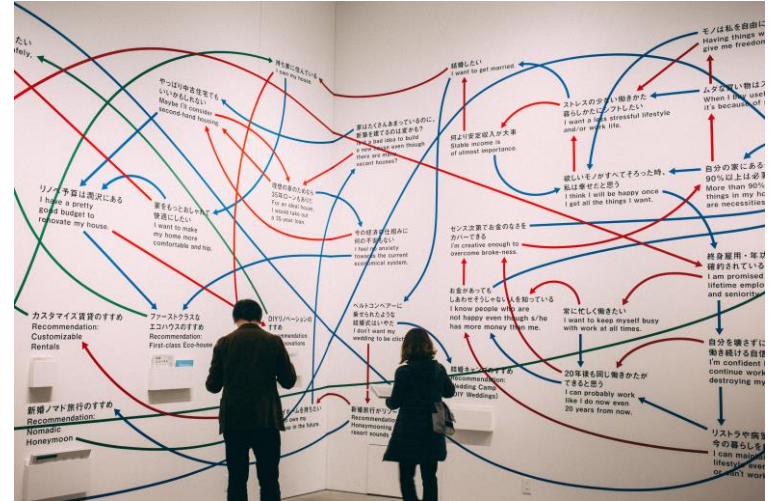
- More engagement
- More space for formative evaluation
- Enhances the metacognitive competence
- Opens the dialogue and keeps it running
- Develops thinking disposition (demonstrates value of thinking.)
- Feeds and inspires ideas and thoughts



How to visualize thinking about societal issues?

Visual thinking tool

- Dynamic
- Reflect the thinking
- Makes thinking common
- Helps you to formulate your thoughts
- Is the way to a deeper understanding
- Elaboration on ideas of others



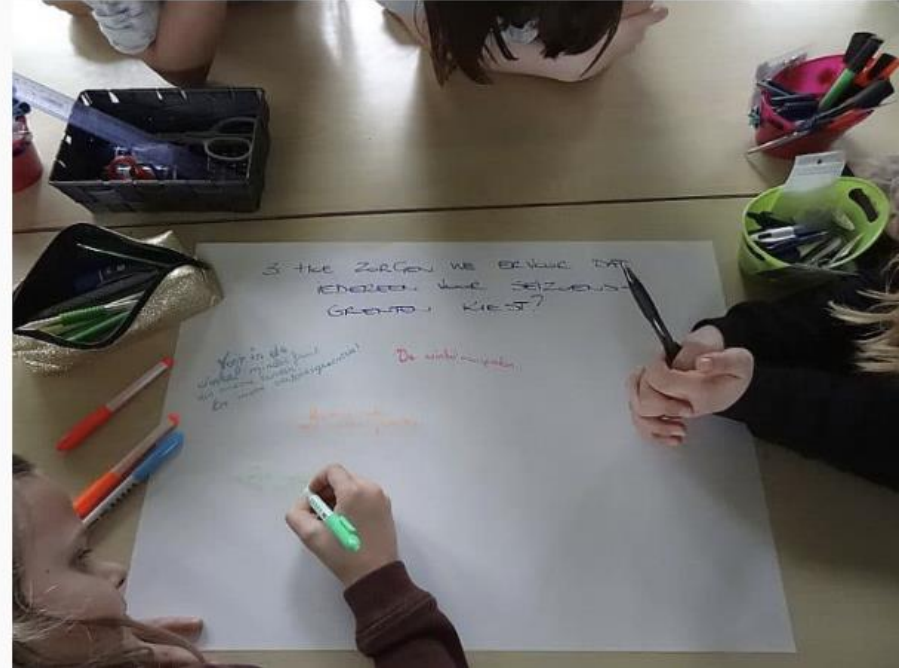


How to visualize thinking about societal issues?

1. Language (spoken & written)
 - Ask questions purposefully
 - Reflect upon the thinking that is applied
 - Valorize by giving specific feedback
 - Paraphrase (which requires active listening by teacher)
2. Visualizing for the eye
 - By documenting
 - By visualizing thinking tools (Hyerle ..)



How to visualize thinking about societal issues?





Video





Break-out time 2 (4 groups - 10 minutes)

Exercise: Try out the splitfork method

- [Miro with Splitfork](#)
- Reflect upon this method
- Point someone out to be the reporter.
- In which subject would you apply this method?



Exit Ticket

I know how to learn pupils to think about societal issues

- I absolutely do
- Yes, I do
- Maybe I do
- No, I don't



Country break-out rooms:

- **How** was this session for you today?
- What were your **“aha’s”** and **“euhms”**?
- What would you **want to try in your classroom** that you experienced today?



Questions and more information?

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