

Reflection tasks

1. The diamond – as a basis for reflection on emotions

Please look at to the filmed discussion with Professor Panu Pihkala at

<https://youtu.be/wBEm9B5Urxs>

In the diamond model you can reflect on your own emotions according to a) nature overall and b) climate change. Suggestions for emotional words to use e.g. here

<http://ecoanxietyandhope.blogspot.com/2020/11/lists-of-ecological-emotion-words.html>

Instructions for the Diamond model:

Participants work individually. In the top box, the participants fill in their most important/strongest emotional word about the theme/concept. In the boxes on the second line, the participants fill in two emotional words that they sometimes associate with the theme. In the box on the third line, the participants fill in an emotional word that is seldom or never associated with the theme.

The diagram shows a diamond-shaped arrangement of four blue rectangular boxes. The top box is a single wide rectangle. Below it are two narrower rectangles side-by-side. At the bottom is a single wide rectangle, identical to the top one. This forms a diamond shape.

The document with the list of emotion words also contains suggestions for emotion words that can be used if you do the task together with students.

2. The teachers own values around various aspects of sustainable development and resilience – How to teach in an ethical way about values and controversial issues?

” Controversial issues can challenge teachers’ own thinking at times, but with good guidance and training, educators can have the confidence to handle moments of uncertainty in discussion... Teachers need to find approaches that meet the need for balance and objectivity, and avoid bias.” (OXFAM, 2018, p. 8)

According to the guide *Teaching Controversial Issues* (OXFAM, 2018, p.9) the teacher plays a pivotal role when discussing controversial issues and it is important to judge when, how, and if to express personal attitudes, views and opinions. Six possible roles for the teacher are described when dealing with difficult conversations in the classroom.

Please read the description of the teacher's roles and reflect on a) what role you usually take as a teacher and b) pros and cons with the different roles.

The six roles are:

1. Committed

The teacher is free to share their own views for young people to challenge, making it clear that this role could lead to biased discussion.

2. Objective or Academic

The teacher gives an explanation of all possible viewpoints without stating their own position.

3. Devil's Advocate

The teacher deliberately adopts an opposite stance irrespective of their own viewpoint. This approach helps ensure all views are covered and challenges existing beliefs.

4. Advocate

The teacher presents all available viewpoints then concludes by stating own position with reasons.

5. Impartial Chairperson

The teacher ensures that all viewpoints are represented, through young people's statements or published sources. Teacher facilitates but does not state their own position.

6. Declared Interest

The teacher declares their own viewpoint so that young people can judge later bias, then presents all positions as objectively as possible

[Please click here to view the complete guide *Teaching Controversial Issues* \(OXFAM, 2018\)](#)

3. Using concept cartoons as a tool to increase the reflection and discussion about sustainable development issues in the classroom

Concept cartoons are visual tools composed of three or more characters' proposing ideas, discussing or thinking on a subject, an incident or a concept in daily life. Concept Cartoons were first developed

in the 1990s by Keogh and Naylor. This strategy takes account of constructivist views of learning, that is, taking students' ideas into account when planning teaching. By presenting a number of possible alternatives, "cognitive conflict" generates conditions for discussion and learning readiness.

Reference: Naylor, S. and Keogh, B. (1999). Constructivism in classroom: Theory into practice. *Journal of Science Teacher Education* 10 (2), 93-106.

How to use a concept cartoon:

- Present the concept cartoon to individual pupils, small groups, or the class.
- Ask them to comment on each statement or ask them to indicate which statement they agree with.
- Ask pupils to give a reason for their choice. This is particularly important for accessing their thinking processes.
- Encourage debate between pupils with different opinions.
- Follow up discussions with pupils setting up investigations to explore their ideas.

Note that for some concept cartoons there may be no one right answer. "It depends on..." may be an appropriate response.

[Two examples of Concept Cartoons](#)



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