

A blurred background image showing students in a classroom setting. One student in the upper right is wearing a black face mask. The image is partially obscured by a large green rectangular overlay.

GCED in Practice

Class on Polarization and Possibility of Flexible Thinking

Teacher's Guide

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Class on Polarization and Possibility of Flexible Thinking

Learning Objectives:

Students can soften their polarized decisions and thoughts resulting from a conflicting situation by looking at the issue from different point of views

Grade Level: Grade 6

Subject:

Social studies, Korean language, creative activities, or any other activities on conflict

Unit:

May link to any unit on pros/cons or conflict

The background of the slide shows two individuals in a professional setting. On the left, a person is wearing a light-colored, short-sleeved button-down shirt with a blue lanyard. On the right, another person is wearing a white lab coat and a black face mask, holding a dark smartphone. The scene is brightly lit, suggesting an indoor office or clinical environment.

Learning Topic:

Should the information of COVID-19 patients be disclosed?

Class on Polarization and Possibility of Flexible Thinking

1.Subject:

- Social studies, Korean language, creative activities, or any other classes on conflict

2.Unit: May link to any unit on pros/cons or conflict

3.Grade Level: Upper elementary students and above

4.Lesson Number: 2 Lessons (80 minutes)

5.Group Formation:

- 4-5 students per group depending on the activity

6.Format:

- Present their thoughts on whether they agree or disagree on a rating scale from 1-5
- Attain flexible thinking through role playing

Class on Polarization and Possibility of Flexible Thinking

Overall Learning Objectives

Students can soften their polarized decisions and thoughts resulting from a conflicting situation by looking at the issue from different points of view.

GCED-related Goals

- Students can understand that there are diverse values and positions within a conflicting situation.
- Students can overcome feelings of hatred resulting from the conflicting situation by looking at the issue from different points of views.
- Students can experience that pursuing peaceful values is essential in forming a healthy society.

Class on Polarization and Possibility of Flexible Thinking

Prior Activities

- Share articles, news or personal experience related to COVID-19
- Research conducted in advance sets the basis for decisions to be made in this lesson

Follow-up Activities

- Express in writing the experiences and emotional changes the students have gone through during the class
- Conduct activities that deals with social problems based on this lesson

Class on Polarization and Possibility of Flexible Thinking

Introduction (Present the situation) (5 min)

- Share with the students that several decisions need to be made in regards to a case of COVID-19 infection within the school.
- Suggest that the school is facing difficulties in deciding whether the information of a student that has been infected with COVID-19 should be disclosed.
- Ask students for their opinions

Class on Polarization and Possibility of Flexible Thinking

Development(Assert Opinions, Polarization) (Total 30 min)

- Ask students to present their opinions on information disclosure by standing on a rating scale marked on the floor

Development(Asset Opinions)

- Let students share their thoughts and assert their opinions on why they chose to stand on that number on the rating scale
- Students may change their thoughts or the number on the rating scale during the process

Class on Polarization and Possibility of Flexible Thinking

Development(Position Reinforcement, Polarization)

- Form a group of like-minded students and have them share their thoughts with each other (4-5 students per group)
- Guide the students to reinforce their positions and create polarization by having them share their opinions with like-minded students

Development(2nd Decision on Rating Scale)

- After exchanging opinions with like-minded students, have the students assert their opinions to classmates that are on the opposite side
- Students should be able to critically decide and not react emotionally after listening to their peers

Class on Polarization and Possibility of Flexible Thinking

Development(Decisions made considering various opinions, Role Play) (20 min)

-After forming groups, conduct role-playing activity where students represent the roles given on role play cards

- Students should take turns to play all five roles
- Materials: Roleplay cards, may suggest starting lines for each role

Comments (Tips for Teachers)

- The situation presented in the introduction needs to be rather urgent, but at the end of the class the students must be informed that the situation is fictional.
- While discussing pros and cons, polarization will occur even more if a competition is heightened.
- Sharing thoughts between like-minded students is a process to reinforce their position (selection process).
- Role playing should be conducted in a serious manner for the students to be fully immersed into the roles.
- Final and follow-up activity should be should be guided in connection with global citizenship and the social phenomenon.

Students' Responses and Feedback

- It was possible to see that the students' thoughts have been reinforced or changed as a result of the lesson, compared to their initial responses.
- This shows that the role-playing activity where students experienced other people's position has caused their thoughts to be more flexible.
- Students have said that the reason behind the changes in their opinions is because they could empathize with students on the opposite end.
- Students have said that this class would help them in making value-related decisions in the future.

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Closure(Final Decision) (25 min)

- Ask the students to show their final decisions on the rating scale
- Students share thoughts on how their decisions have changed and why
- Students express their thoughts and feelings about the class in writing as a follow-up activity

Should the information of COVID-19 patients be disclosed?

My decision is? (On a scale of 1-5)

Agree

(The information
should be disclosed)

Disagree

(The information
should not be disclosed)

5

4

3

2

1

0

1

2

3

4

5

Neutral

ROLE 1

Parent of the
Patient's Classmate



ROLE 2

Parent of
COVID-19 Patient



ROLE 3

Classmate of
COVID-19 Patient



ROLE 4

COVID-19 Patient



ROLE 5

School Official
Receiving Inquiries



ROLE 1

Parent of the

COVID-19 Patient's Classmate

What if my child is infected?
Let us know who has the
disease!



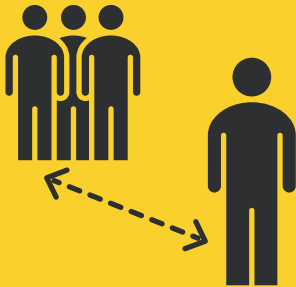
ROLE 2

Parent of COVID-19 Patient



ROLE 3

Classmate of
COVID-19 Patient



Go away!
Don't come
close!

ROLE 4

COVID-19 Patient



ROLE 5

School Official Receiving Inquiries



What should we do?
We cannot make a
decision!