

‘Community’ Concept Cards

Description & Purpose

Students read and consider a range of hypothetical scenarios on cards and decide whether or not they are good for the wellbeing of an imagined community. This presupposes a discussion of what is meant by ‘community’ and also what wellbeing means. Students need to think about the possible outcomes of the scenarios and how they might affect a community and if these effects are good or bad for the wellbeing of the community.

The scenarios have been written to encompass seemingly simple situations, through to more complex situations. These challenge the students to discern if there is any difference in the quality and nature of a scenario and determine which criteria they will use to make that determination. These criteria should include the consequences of a scenario and the effects in the wider world. Students should be challenged to give thoughtful reasoning to their positions. They need to think about psychological as well as real world consequences and effects. Students are also expected to consider notions of harm, intent and motivation in their reasoning. If they aren’t expressed spontaneously then they should be thoughtfully asked to explore by the facilitator during their reporting process.

By providing a broad range of hypothetical situations in this activity students have the chance to develop a concrete notion of the concept of a good community as they explore the scope of the criteria for defining the concept. They see that a community is a complex expression of rights, responsibilities and freedoms.

Student Brief

Students have been tasked to advise a new community that is being established on an island about the strategies they should take **to maximise community wellbeing**. They need to assess a range of possibilities so that they can make recommendations after the process. They will be given potential strategies on cards to assess and then grade on a spectrum of **Helpful to Not Helpful**. It is important that they give their reasons for where they put their cards on the spectrum.

Set-Up

A set of cards will need to be prepared as well as a sign that says, ‘Helpful’ and another that says, ‘Not Helpful’. A rope or other linear object can be used to represent the scale. The signs will be placed apart, at either end of a line/spectrum, in the centre of the class circle.

Procedure

1. The class is broken into groups of 4 students.
2. Each group is given several scenario cards.
3. Groups discuss and come to an agreement about whether or not the strategy will maximise community wellbeing.
4. They need to come to group consensus about how much a strategy will maximise community wellbeing through thoughtful negotiation.
5. After a set period (5-10mins) groups must have reached their decisions and be prepared to share their responses.
6. The whole class reconvenes with their groups in a circle with the spectrum scale set up in the middle for everyone to see.
7. Groups then take turns presenting their cards (reading them out) and placing them where they think they should go
8. Groups must give their reasons for their decisions
9. The other groups cannot speak whilst each presentation occurs
10. After each group finishes the teacher asks the rest of the class how they feel about that placement, do they agree/disagree? Can they give reasons sufficient to change the opinions of the group who placed the cards? If so, that group can move them if they wish. If they can't convince them then the cards stay in their original position.
11. As the presentations progress groups need to be thoughtful about how they place their cards relative to others.

Rules of Engagement

1. Be kind.
2. Be patient.
3. Be inclusive (Listening & Reflecting).
4. Be respectful (Gentle voices).
5. Agreement – Everyone must be heard and have a chance to express their opinion-no-one else may speak whilst they set out their cards (maybe use a talking stick/ball etc.)
6. After each group has finished an open discussion can occur about whether or not others agree with the placement and why.
7. Only one person speaks at a time.
8. The whole class must negotiate to arrive at a new agreement, or the issue stays where it is.

Reflection

After completing the activity, it is important to spend time helping students reflect on their experience. Metacognitive reflection is an important skill that needs attention throughout learning. Students reflect on doing the activity and how well they engaged in their thinking skills.

You can either ask students to respond with thumbs up or thumbs down in response to your questions, have a more considered class discussion.

Use these questions to get started:

Did you find this activity challenging? Was it difficult to come up with responses? Do you think you listened well to others? Did you come up with good ideas? Did you get a chance to share? Do you think you will share more next time? Were you able to agree on all of your conclusions? Are there more questions you want to raise?

– any final thoughts?

Follow-up Activity

Having begun to develop their framework for a community with wellbeing as a focus students can continue to work in their groups to develop more strategies that they think would be beneficial.

They could consider things like,

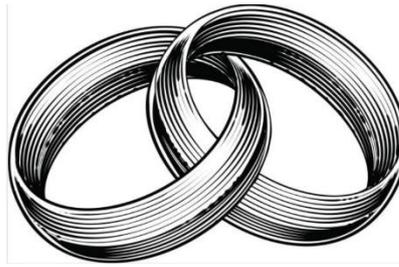
- Layout
- Access
- Laws
- Mental Health
- Rights
- Responsibilities
- Freedoms
- Welfare

You could let groups select a particular focus and deep dive into that area. They would need to undertake research into current and possible practices, as well as use their own experiences and imagination to develop their strategies.

This activity could result in either a presentation or a creative project that can be shared.



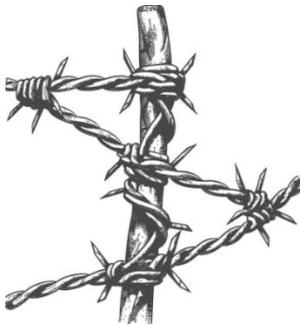
There should be strict road rules.



Gay marriage should not be allowed.



People can say whatever they like without limits.



People must live in zones according to the colour of their skin.



People don't talk to strangers.



People can wear whatever they like.



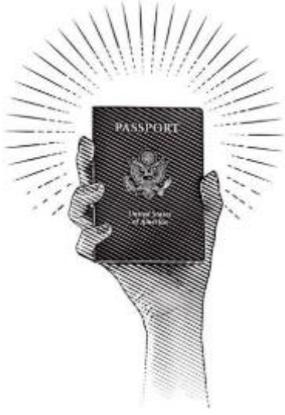
People must wear clothes in public.



There are beautiful, accessible parks.



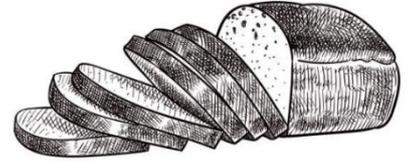
Non-medical drugs are illegal.



Migrants have a pathway to citizenship.



Everyone has good housing.



Food is very expensive.



Not everyone has access to the beach.



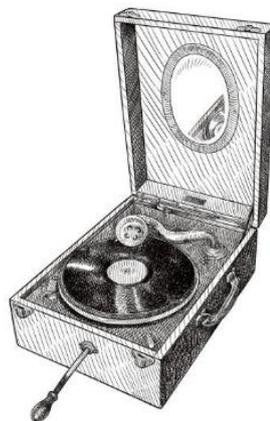
Internet access is free.



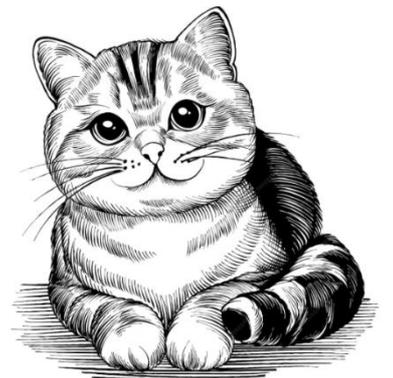
People have to hug when they meet.



Public music is banned.



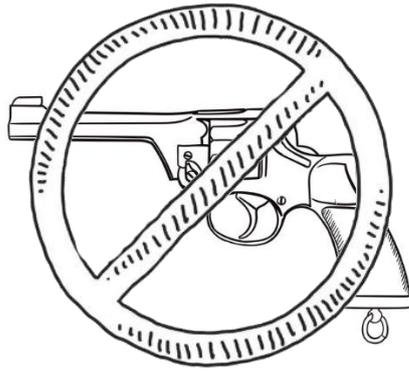
Happy music is played in the streets.



Everyone must have a cat.



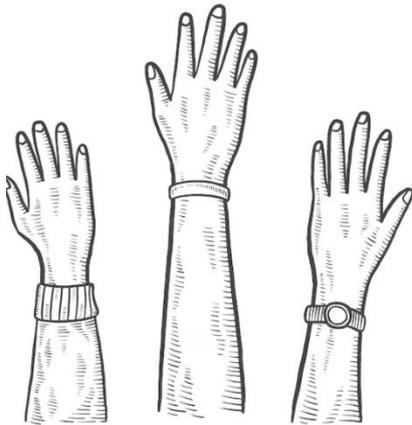
There should be safe places where people can let off steam.



Guns should be banned.



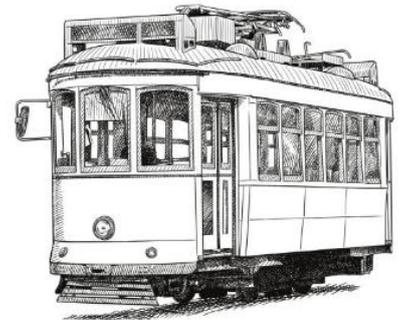
People try to be kind to one another.



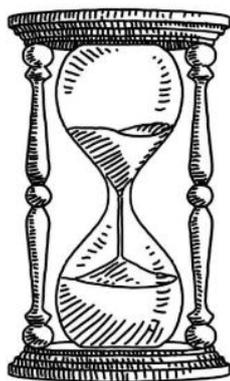
Everyone has to volunteer.



There are few sports' facilities.



Everyone travels on public transport.



People have more time-off than school or work.



Everyone must wear exactly the same clothes.



People with disabilities attend different schools.