

Task sheet for teachers: Finding an inquiry question

Target audience	14 - 18 year olds
Cross curricular links	History, political science, citizenship / civics, ethics, philosophy, language learning, media literacy, photography and
Time needed	2 hours
Technology / materials needed	<ul style="list-style-type: none"> ● Smart phones, tablets or computers for taking photos and looking for materials online ● Internet access
Activity objectives	<p>This activity invites students to find and define an inquiry question which would be a starting point for their individual research project. The aim of this activity is to provide students with tools that help activate their curiosity and imagination, that encourage them to look out to the world, explore the global challenges and connect them with their own challenges, values, dispositions.</p> <p>Skills that this activity is aiming to improve in the area of critical thinking, creativity and collaboration:</p> <ul style="list-style-type: none"> - Curiosity; - Imagination; - Self-guided learning; - Confidence in making own choices; - Exploring an issue using various sources and kinds of information; - Presenting your points of view to others in creative ways;
Preparation to be done	<p>Before you get started with your students:</p> <ul style="list-style-type: none"> ● Read the approach document; ● Carefully study the description of the activity, check the links provided, adapt to the needs of your students if needed.

Task sheet - Finding an inquiry question

Step 1: Take a photo of a wall - before the activity

Explore your environment and take a photo of any **wall** you find interesting.

(Here and further in blue font - notes to teachers.) Give this task just a day or a few days before the activity.

Step 2: Discuss wall photos in pairs -15 mins.

Pair up and discuss the photos you took. Talk about what you see in your partner's image, what it says to you, and what questions does it raise? In the same way, tell your partner about your photo. (10 mins.)

Afterwards spend three minutes free writing about the picture you took reflecting on:

- What does this wall say about me?
- Why did I choose to take a photo of precisely this wall? What attracted me to it?

(5 mins.)

Here and in other steps of this activity, students are often invited to discuss in small groups, give and receive feedback. To support the development of skills to do so, you might provide a structure or prompt beginnings of sentences (as What was really interesting to me.... or What I would be curious to know more about.., or What surprised me was.., or I would like to suggest,... etc.)

The main idea of free writing - to write continuously, spontaneously, without internal editing, just writing down the free flow of thoughts.

Step 3: Explore WordPress photos - 20 mins.

<https://www.worldpressphoto.org/collection/photocontest/2021>

Individually explore WordPress photos thinking about “walls” our community/society/world faces today. Think about which of these “walls” genuinely matter to you.

Choose one picture.

In this step we start to talk about walls in a metaphorical way. So in the beginning you might want to discuss with students what a wall stands for as a metaphor.

Before the activity definitely check the link of the WPP, update if needed, decide if your group is mature enough for exposure to the content of the photos, if some prep work or other adjustments are needed.

Step 4: Discuss photos in groups - 30 mins.

Show your chosen picture to the whole group and shortly tell about themes that are captured in the photo. Listen attentively to what others show and say. After everybody presents their photos, divide into groups of 3 based on similar topics.

In groups of three discuss chosen photos:

- How do you understand various walls?
- Why did you choose this one?
- What does it mean to you personally?
- Whom does it matter the most - to you, community, society, world? Why?

Afterwards spend five minutes free writing 'Wall that matters to me...'

This step is about presenting ideas, giving and receiving feedback, and developing (shaping, questioning, expanding or narrowing etc.) an idea in a dialogical way. It may be important to explain this to students and encourage them to try their best at taking in inspirations, different perspectives and questions as a way to improve their ideas.

Step 5: Mind-mapping - 35 mins.

Look through your free writing notes. Circle keywords or phrases that matter to you the most. Take a blank sheet of paper and in the middle of it write a topic or a question that you would like to explore further. It can be a global topic or something from your everyday life. Something that is connected to the metaphor of a wall, a wall that you would like to step over or on the contrary to reinforce or maybe make invisible. (20 mins.)

A few people can be given time to present their mindmaps to the group. Others listen actively and add to their notes new ideas or questions, share their insights and questions. (15 mins.)

If your class is not familiar with mind-mapping, show them examples and explain how it works.

It might be important for everybody to present their map. Just mind that it needs time - both for presentation and for feedback from the group.

This step can be expanded into a separate activity, if you have time. For example, students can draft their first mind map, present to each other in groups of three, receive some feedback and then explore their theme deeper, look for more information in different sources. Based on this, students can draw a more elaborated mind map and present it to the whole group.

Step 6: Reflection - 20 mins.

With the group discuss:

- What was your experience doing this task?
- What did you learn about yourself and others?
- What was your experience choosing a topic that matters to you?
- How was it working on the mindmap?
- Did listening to others change your opinions or choices you made?

Depending on the size of the group, adjust the process of reflection. Students can start with reflecting individually (by free writing or drawing), then in smaller groups and only then sharing main insights with the whole group.