

6” Scenario



Visiting developing countries, homeless individuals,
and students from underprivileged families

Students' response:

“My life is as miserable as theirs.”

Teachers can guide students to analyze their response as their personal feelings.

1.1

Students' living conditions are generally far less distressing than those of impoverished Africans or homeless individuals. Depending on the situation, teachers may decide either to let students continue sharing within the group or take them aside individually for more detailed discussions. Students may be going through something that makes them unhappy, and teachers can inquire about their personal circumstances, allowing students to share if they wish to do so. Possible questions are:

“Do you, like the homeless, have nowhere to go?”

“Where do you live? What is your home environment like?”

“Does your home or school experience power outages like in Africa? How often does it happen?”

“In what ways do you think your life is as miserable as theirs? Could you share with me?”

1.2

Students may encounter unfortunate events related to their family, academic performance, personal growth, interpersonal relationships, and so on, which may lead to the thoughts and feelings mentioned above. If students are willing to share, teachers should provide further guidance, analyze the problems, and help them find support and solutions.

1.3

If students are going through some unfortunate events, experiencing a low point, or feeling overwhelmed with issues difficult to resolve, teachers can guide them to further contemplate the following questions:

“Because you are going through a low point too, do you think you can better understand the situation and emotions of the beneficiaries? Please imagine and share!”

“What kind of emotions and thoughts do you think the beneficiaries would have? What do you think they need?”

“What can help the beneficiaries change their current situation?”

This allows students to think more empathetically about the situation of the beneficiaries, cultivating their empathy. By considering the challenges faced by the beneficiaries, students can also reflect on their own situation and contemplate the support and assistance available to them. It encourages students to think more deeply for themselves and not be confined to surface-level understanding of things.

2.1

Another scenario involves students teaching underprivileged primary school students computer and scientific knowledge, such as STEM, programming, robotics, and so on. Students may feel that they themselves did not have the opportunity to learn these subjects during their own primary school years, and feel regretful about it. Teachers can guide students to reflect on this by asking:

“Why do you think primary school students should learn this knowledge?”

“Do you think it is difficult for underprivileged primary school students to learn this knowledge?”

The current expectations for students' learning are increasingly high, and primary school students need to acquire technological and computer knowledge to keep up with the developments of the modern age. However, primary school students from disadvantaged backgrounds often lack access to computers and the internet at home, and their academic knowledge may be lacking, which makes learning difficult for them and weakens their competitiveness. In comparison, students may not start learning STEM and programming until secondary school, but they have a solid foundation in fundamental subjects and have access to ample learning resources, making it easier for them to grasp and apply what they have learned.

2.2

Teachers can wrap up by guiding students to rethink their experience in this activity and its impact on themselves.

“What experiences/insights did this activity bring you?”

“What impact do these experiences have on you?”

“Based on this learning, what further actions would you like to take?”

“What will you continue/start/stop doing?”

