



MENU

BEING ABLE TO RECOGNIZE CONTEXT

Teacher's material
Choice Menu for Being Able to Recognize Context

Learning Menu is a method of **differentiating instruction** that provides flexible ways to engage students and that can be adapted to various classroom environments. Students become familiar with different types of study methods that they can use to self-regulate learning in the future. Tasks include simpler activities for students with an average level of knowledge and more complex activities to challenge advanced students.

The ideas in the menu can be used to allow students to choose a dish from each group or to determine a choice of two or three dishes.



APPETIZERS

Say the first thought that comes to your mind when you hear the phrase "It is important to understand the context of the situation".

Create an attention-grabbing slogan that encourages your peers to think about the need to learn the context of each situation, instead of picking out one sentence, or number, or listening to only one opinion.

Choose five words or word combinations that describe every situation in our life.

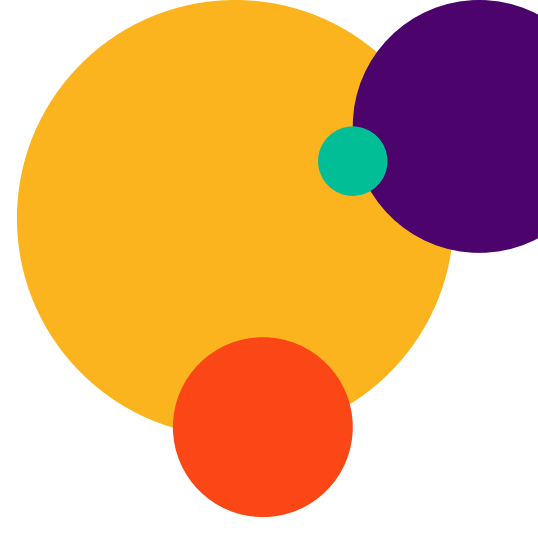


SALADS

Find an explanation or definition of the concept "context". Try to understand what this concept means. Tell the others what you learned.

Share two examples from your life. One example that describes a situation where you or someone else did not assess the context of the situation and, therefore, was misled and made the wrong judgment. The second - when the context of the situation was understood and assessed. Describe the causes and consequences of both situations.

Tell us about what you do to understand the context of the situation as accurately and broadly as possible.





SOUPS

Work in pairs. Discuss the phrase “It's taken out of context”. Think of three specific examples where this phrase applies.

Choose someone who, in your opinion, always tries to understand the context of the situation before making a judgment or decision. Contact him/her and ask for advice on how to develop this skill and way of thinking. Define what you can learn from him/her.

Work in pairs. Discuss which factors help and which factors hinder you and your peers from understanding the context of the situation, finding out all the circumstances, and get detailed information about the situation.



MAIN COURSE

Conduct an experiment involving at least 5 participants. Think of a situation that, in your opinion, most clearly demonstrates the importance of the context of the situation. Model this situation and record the responses or behaviour of the participants. Collect the results and interpret them.

Create a survey and receive at least 10 responses. In the survey, find out whether young people more often make spontaneous decisions based on first impressions or whether they still analyse the situation and get versatile information. Collect the results and interpret them.

Choose a recent situation in class, school, or society when the reluctance or inability of the participants to see the context of the situation was manifested. Analyse the situation, its causes, and its consequences. Choose one participant from the situation and write a letter constructively presenting your thoughts.



DESSERTS

Find or create a picture, take a photograph, which, in your opinion, most accurately describes a situation in which, not knowing all the information, a false impression of an event can be formed. Choose a name for the image, or photo.

Find and watch a movie that shows how many wrong decisions a person makes if he does not get extensive and reliable information and is unable to analyse the situation and see its context. Tell us about this movie.

Find a fairy tale, story, poem, or song that reflects a one-sided view of the situation.



BEVERAGES

Praise yourself for being active! Share a specific fact that was new to you about the importance of context in the perception of a situation.

Define a commitment that you personally find meaningful after this lesson.

Which phrase made you think the most in this lesson, spoke to you personally?

