

3.7.4 I have, who has?

Brief description, and rules of the implementation of the learning activity

This learning activity expands the traditional “I have, who has?” format into a creative reasoning and association-building task. Instead of simply matching cards in a sequence, students explore multiple possible connections, invent new links between concepts, and create their own cards and chains. The activity can be implemented both indoors and outdoors. A flexible classroom layout is recommended, allowing students to move freely, collaborate in pairs or small groups, and arrange materials in a way that supports exploration and creativity. The activity emphasises flexible thinking, curiosity, originality, and connecting ideas, while strengthening communication and collaboration.

Skill focus

- **Primary Skill Focus**
 - Curiosity, sense of wonder and openness
- **Complementary/Secondary Skill Focus**
 - Problem-solving
 - Curiosity, sense of wonder and openness

Age group	Student number	Duration
6-10 years old	Whole class working in pairs or small groups	45-60 minutes

Proposed step by step implementation of the learning activity

1. **Warm-up:** Introduction to creative linking. The teacher shows a few example cards (words, pictures, numbers, objects). Students brainstorm different ways two cards could be connected, how one concept can lead to another in unexpected ways.
2. **Exploration phase:** Discovering multiple connections. Students examine their cards individually or in pairs. They look for: unusual or imaginative links, personal associations, patterns that others might not notice. The teacher prompts curiosity: “How many different connections can you find?”; “What is a surprising way these two cards could fit together?”
3. **Guided activity:** Creative chaining. Instead of the traditional linear chain, students create branching chains: Each “I have...” card must connect to at least two “Who has...?” possibilities. Students explain the creative reasoning behind each choice. This expands the original structure into a higher-order thinking process.
4. **Main activity:** Whole-class creative chain. Students sit in a circle. The chain begins with one student reading their “I have...” card and choosing a creative “Who has...?” connection. Multiple answers are accepted if justified. Teacher prompts: “Convince us! Why does your card connect?” “Who has a different but also valid connection?” This makes the activity a collaborative creativity task, not a race.

5. **Student-generated cards:** Students create their own cards using vocabulary from the unit, pictures, mathematical symbols, science categories. They design connections that are funny, abstract, symbolic or imaginative.
6. **Whole-class reflection:** Students share which connection they found the most surprising, enjoyable or meaningful.

Indoor/Outdoor Classroom layout notes

The activity can be implemented both indoors and outdoors. A flexible classroom layout is recommended, allowing students to move freely, collaborate in pairs or small groups, and arrange materials in a way that supports exploration and creativity. Indoors, desks can be grouped or pushed aside to create an open working area; outdoors, students may gather around a central space or move between stations. The layout should encourage visibility of materials, smooth transitions between activity phases, and a safe, spacious environment for creative interaction.

How does this learning activity develop this particular skill?

This activity fosters creativity by encouraging students to generate multiple ideas, explore diverse associations, and justify imaginative connections. They practise divergent thinking (many possibilities), flexible thinking (shifting between ideas), originality (unexpected links), creative communication (explaining their reasoning). By valuing not one correct answer, but many possible answers, the activity strengthens confidence in creative expression.

What do we want to achieve regarding primary skill development (student understanding and/or behaviour)?

As a result of this activity, students will be able to generate original associations, explore multiple creative connections between concepts, and explain their thinking in flexible and imaginative ways.

- They will understand that creativity involves building unexpected links and staying open to different interpretations.
- They will be able to communicate their ideas clearly and value the creative contributions of others.

Suggested use, and practical subject-related examples

This learning activity can be meaningfully integrated into different subjects by adapting the card sets and the types of creative connections students are encouraged to make.

Language Arts / English

- Vocabulary development (nouns, adjectives, verbs, categories)
- Story-building: cards become story elements, characters, settings
- Exploring synonyms, antonyms, rhyme associations
- Creative dialogue: “I have... a forest. Who has... something that could appear in my story?”

Mathematics

- Number sequences: “I have 12. Who has... something divisible by 3?”
- Shapes and geometry associations
- Fractions, patterns, or measurement vocabulary

- Logical reasoning: cards connected through rules or features
- Science
- Animal classifications, habitats, food chains
- Weather types, materials, states of matter
- Energy sources or environmental concepts
- Creative analogies (e.g., “Who has something that could produce light?”)

Environmental Studies / Social Studies

- Categories related to community roles, feelings, fairness, responsibility
- Ethical connections: “I have kindness. Who has a situation where kindness is needed?”
- Exploring values and relationships

Arts

- Symbolic connections between images and emotions
- Using cards as inspiration for drawings, collages, or story illustrations
- Exploring colour associations and sensory links
- Creative transitions: “Who has a card that matches the mood of my card?”

Materials and tools needed for implementation

- “I have, who has?” cards (words, pictures, numbers, categories)
- Blank cards for student-generated additions
- Markers / pens
- Table or group working space
- Optional: thematic card sets (animals, adjectives, science concepts)

Guiding questions

Pair / small group:

- What made you connect these two cards?
- Can you find a second or third possible connection?
- What is the most unusual link you discovered?

Whole class:

- Did someone find a different connection than you expected?
- How did your idea change after hearing from others?

Tips and Tricks for dealing with challenges

- **Challenge:** Students make only one, obvious connection.
Tip: Ask for three different associations. Give prompts such as “Think of a story connection... a shape connection... a sound connection...”
- **Challenge:** Some students hesitate to speak.
Tip: Allow pair-sharing before whole-class sharing. Trick: Provide sentence starters (“I chose this because...”).
- **Challenge:** Students treat it as a speed game.
Tip: Remove competitive elements; emphasise creativity points. Reward “most original connection” each round.

- **Challenge:** Creative fatigue or repeated answers.

Tip: Offer category prompts (colour, emotion, habitat). Let students invent one completely new card to refresh the chain.

Difficulty level tailoring

Teachers can adapt the activity to three difficulty levels based on students' curiosity, readiness, and ability:

- **Beginner learner (6-7 years old):** Simple picture or noun cards. One required connection + short explanation. Teacher provides scaffolded prompts.
- **Advanced learners (8-9 years old):** Abstract or multi-meaning words. At least two different creative connections per card. Students create their own cards.
- **Experts (9-10 years old):** Complex categories (e.g., empathy, fairness, energy). Students generate full connection webs, not linear chains. Students justify and compare interpretations.

Debriefing and Reflection questions

Creativity

- Which connection did you invent that you felt most proud of?
- Did someone else's idea inspire your next one? How?

Flexibility

- Did you change your mind at any point? Why?
- How did you adapt when someone offered a new idea?

Curiosity and Openness

- Which card made you the most curious?
- What new question or idea came to your mind today?