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Strategies

Build a repertoire of critical and creative thinking strategies that complement contemporary learning models.

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3 – 2 – 1

3 – 2 – 1 is a strategy to help students summarise key ideas, rethink and refocus.

What to do:

1. Students complete a 3 – 2 – 1 scaffold:
 - o **3** things you found out
 - o **2** interesting things
 - o **1** question you still have
2. Use the students' 3 – 2 – 1 responses to guide future instruction and provide focused learning support to individuals.

Variations:

Change 3 – 2 – 1 responses to suit the context, for example, 3 differences.... 2 similarities.... 1 question you still have, or 3 thoughts... 2 questions... 1 analogy

- [Read more](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Blog](#)
- [Chat tool](#)
- [Discussion forum](#)
- [Journal](#)
- [Web conferencing](#)

The 3 – 2 – 1 strategy is great for:

- summarising key ideas
- posing questions

- reading comprehension
- identifying cause and effect
- viewing a video
- online discussion or web conference follow-up activity
- checking for understanding.

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5Ws and 1H

5Ws and 1H is a scaffold structure to organise thinking and ideas.

What to do:

Students use the following headings to organise or plan their ideas.

- Why?
- What?
- When?
- Where?
- Who?
- How?

Variations:

Change to suit different contexts, for example, 3W's 1H, 2W's 1H.

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Blog](#)
- [Journal](#)
- [Wiki](#)
- edStudio: [Graphic Organisers](#)
- edTube album: [5Ws template blank](#)

5Ws and 1H is great for:

- connecting to prior knowledge
- planning a story
- beginning a new topic
- demonstrating thinking
- organising research notes.

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Barrier game

A barrier game is a strategy that involves two or more students sharing, guessing or replicating the 'given object' that is placed on the other side of the barrier. A barrier may be a book, file folder or digital device. Students take turns to give the other students specific clues or directions to help them guess or replicate the 'given object' that the other student has. A given object can be anything from a shape to a scene.

What to do:

1. Have students create a concept/object/scene on a mobile device, based on the concept being learnt.
2. Partner students together and have them sit opposite each other so that they cannot see each other's device.
3. Student 1 provides clues or directions to student 2 so that they can start to duplicate what student 1 has on their device.
4. This continues until student 2 has guessed or replicated student 1's concept/object/scene.
5. Students should then swap roles and play again.

Hint: Establish a time limit for students to complete the given task.

Variations:

- Use magnetic boards with magnetic stickers.
- Cut out shapes with coloured paper and have students create patterns that their partners must match.
- Provide grid paper where students hide treasure and their partner asks questions using co-ordinates and other positional language to guess where the treasure is hidden.
- Have students ask questions of their partner instead of receiving instructions.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- Laptop computer
- [Mobile devices](#)
- [Online drawing tools](#) or [Play School Art Maker](#) mobile app
- [Playing with words 365 Barrier Games: Great for Language Enrichment](http://www.playingwithwords365.com/2011/11/barrier-games-great-for-language-enrichment/) <http://www.playingwithwords365.com/2011/11/barrier-games-great-for-language-enrichment/>

- [Talking Matters: Barrier Games](http://www.talkingmatters.com.au/information/downloads/barrier-games) <http://www.talkingmatters.com.au/information/downloads/barrier-games>

Barrier games are great for:

- comprehension
- vocabulary development
- following directions
- learning about positional language and other mathematical concepts
- developing language fluency
- listening skill development.

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Bloom's taxonomy for reflective thinking

Bloom's taxonomy (Anderson and Krathwohl, et al., 2001) helps to scaffold thinking. It is useful in developing questions to guide reflective thinking.

What to do:

Use sentence starters to guide reflective thinking, for example:

- Remember: I did... I observed... I saw... I remember... I noticed...
- Understanding: I now understand... I discovered... I now believe... I learned... I realised... I found out that... The most important thing I learned...
- Applying: I hope to... I would like to know... I wonder... In the future...
- Analysing: I was surprised when... It was challenging to... A problem with... I conclude that...
- Evaluating: My ideas were different to... When I think about what others have to say about... I disagree with... I agree with... Another way of looking at this is... If I changed...
- Creating: New ideas I have... I think this science concept could be used to... I plan to... I wonder what would happen if... I would like to further explore...

- [Read more](#)
- [Great for](#)

Digital tools that complement this strategy:

- [edStudio](#)
- [Journal](#)
- [Wiki](#)

Bloom's taxonomy for reflective thinking is great for:

- assisting students to reflect on science learning
- identifying new understandings
- considering other points of view

- reflective thinking.

Source:

Anderson, L and Krathwohl, D (eds.) 2001, *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Allyn & Bacon, Boston, MA.

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Chain analysis

Chain analysis is a strategy that enables students to build on the ideas of others. It works well in a discussion forum as the chain of thinking becomes visible to all students and supports the development of ideas. The final collaboration can be reviewed to analyse, compare and extend learning. It may also be used to support students as they start to work independently on their own texts.

What to do:

1. Student 1 starts by writing a sentence stating their position on a topic or argument.
2. Student 2 contributes the first piece of evidence that will prove the argument identified by student 1 (second post).
3. Student 3 contributes the second piece of evidence that will prove the argument (third post).
4. Student 4 can create the conclusion.

Variations:

- Adapt the writing context. For example, narrative, recount.
- Use as a whole class activity or group task.
- [Read more](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Discussion forum](#)
- [Journal](#)
- [Wiki](#)
- [Microsoft OneNote](#)

The chain analysis strategy is great for:

- developing generic structure
- sequencing events
- writing biographies
- problem solving in maths

- drafting instructional texts.

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Compare and contrast

The compare and contrast strategy involves students comparing and contrasting the features of two texts, objects or locations.

What to do:

1. Provide students with a graphic organiser to sort their ideas. A Venn diagram works well.
2. Students compare and contrast the features of the texts, objects or locations they are studying by recording their ideas in the graphic organiser.
3. If using a digital graphic organiser, this can be displayed using an interactive whiteboard or projector to complete a compare and contrast strategy as a whole class.

Variations:

- A great way to do a Venn diagram with young learners is to use overlapping hula hoops with students placing cards with feature names in the different sections of the hula hoops.
- At the Prep level, compare and contrast can be done using a simple table with the headings 'same' and 'different' or using a simple Venn diagram.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Microsoft Word](#) table
- [edStudio](#)
- [Venn diagram](#) template available in the edTube Album: [Graphic Organisers to share and use in studios](#) or Learning object: [Graphic Organiser toolkit](#).
- edStudio: [Analyse interconnections](#) (Example of strategy in context)

The compare and contrast strategy is great for:

- making connections
- identifying similarities and differences.

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Compass points

Compass points is a visible thinking routine for fleshing out ideas and making evaluations. It supports students to explore various sides and facets of an idea, concept or proposal by using the E,W,N,S of a standard compass point.

What to do:

Provide students with a visual representation of EWNS (like a compass) to complete their evaluation or analysis.

- **E** = Excited
What excites you about this idea or proposition? What's the upside?
- **W** = Worrisome
What do you find worrisome about this idea or proposition? What's the downside?
- **N** = Need to know
What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?
- **S** = Stance or suggestion for moving forward
What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition?

Variations:

- Students adopt all or just one of the perspectives.
- Rate the responses 1–10.
- Students follow up by justifying their responses (I said this because...).
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Blog](#)
- [Concept mapping](#) tool
- [Journal](#)
- [Web conferencing](#)
- [Visible Thinking: Compass Points Routine](#)
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/CompassPoints/CompassPoints_Routine.html
- edStudio: [Graphic Organisers](#)

The compass points strategy is great for:

- justifying opinions
- analysing historical perspectives
- summarising key ideas in a text or video
- planning an excursion

- debating a topic.

Source:[Visible Thinking: Compass Points Routine](http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/CompassPoints/CompassPoints_Routine.html)

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Consensogram

A consensogram is a strategy for gathering data quickly about a group's perceptions, knowledge, effort or understanding about a specific topic. A question or topic is posed and students record their thoughts or feelings using the given criteria. The results are then discussed and analysed.

What to do:

1. Design the consensogram question and criteria. For example: Do you like to do multiplication problems? Always, most times, sometimes, never.
2. Ask students to respond to the question.
3. Display the results.
4. Use the information accordingly (based on the purpose of the consensogram).

Variations:

Vary the criteria, for example:

- Emoticon symbols
- Numerical scale 1–10
- Cold – Cool – Warm – Hot.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [edStudio](#)
- [Web conferencing](#)
- [The teacher toolkit](http://www.theteachertoolkit.com/index.php/tool/consensogram) <http://www.theteachertoolkit.com/index.php/tool/consensogram>

A consensogram is great for:

- determining levels of understanding
- gathering quick data to inform the direction of teaching
- evaluating a new topic learnt in class
- reflect on activities
- pre- and post-test knowledge.

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Decision-making matrix

A decision-making matrix is a strategy for weighing up different factors. It is useful in helping to make informed decisions or determining the best course of action.

What to do:

1. Provide students with a decision making matrix template (digital or paper-based).
2. Identify the issue or problem to be decided.
3. List the criteria and possible solutions or responses to be applied to the issue or problem.
4. Support students to evaluate the possible solutions or responses according to their degree of success in meeting the criteria.
5. Conclude the strategy with students giving a clear statement: The best decision is option # because ...

Variations:

- Sometimes referred to as an evaluation, grid, problem or criteria matrix.
- Students can brainstorm the evaluation criteria appropriate to the situation, before using the matrix.
- Different curriculum areas may have varied processes.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [edStudio](#)
- [Microsoft Excel](#) spreadsheet
- [Wiki](#)
- [Decision-making Matrix. Sheet](#) resource (Supports C2C: Health and Physical Education)
- [Decision-making matrix. Slideshow](#) resource (Supports C2C: Geography)
- [Making judgements: using criteria](#) resource (Supports C2C: Geography)

The decision-making matrix strategy is great for:

- identifying and narrowing options
- analysing several criteria
- determining priorities
- rating performance
- organising information
- determining the best action when making a decision.

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Double circles

Double circles is a strategy for exchanging information with a number of partners. This is a great activity for sharing information or exchanging ideas. It supports a blended approach to learning where students combine learning in online environments with physical spaces.

For example, after students have worked in an online environment this strategy is a nice way to bring the class back together to discuss their findings.

What to do:

1. Students form two circles: an inner circle and an outer circle.
2. The outer circle faces in and the inner circle faces out so that students pair with another student.
3. Students share information as per the topic of the lesson.
4. Set a clear time limit. For example, the outer circle student first shares their idea (1 minute) then the inner circle student shares their idea (1 minute).
5. After each exchange, one circle shifts to the right.

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Blog](#) – students can complete a blog entry following the double circles activity, reflecting on any changes to their thinking after hearing different perspectives
- [Audio recorder](#) – students can record the different perspectives they gather during the activity to use in a related writing activity
- [Concept mapping](#) tool – students can add new ideas gathered from their peers to a concept map showing how their thinking has grown
- YouTube: [Discovering Voice: Inside-Outside Circle](http://www.youtube.com/watch?v=91G11egVsQ0) <http://www.youtube.com/watch?v=91G11egVsQ0>

The double circles strategy is great for:

- sharing information
- building a supportive learning community.

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EEKK Read to someone (Buddy reading strategy)

The EEKK Read to someone strategy sets expectations for buddy reading activities. Students sit side by side with one child reading and the other providing feedback. EEKK stands for elbow to elbow, knee to knee.

What to do:

1. The EEKK poem can be displayed as a prompt in the classroom to reinforce expectations during buddy reading sessions.

Elbow to elbow, knee to knee

I'll read to you and you'll read to me.

Elbow to elbow, knee to knee,

book in the middle so we both can see.

2. Discuss and model what is expected for effective peer feedback.
3. Students participate in reading activities with a partner and provide effective feedback.

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Audio recorders](#) – practise and self-evaluate reading skills
- [Blog](#) – provide peer feedback
- YouTube: [Elbow-to-Elbow, Knee-to-Knee Feedback: Providing Effective Feedback to Readers](http://www.youtube.com/watch?v=_xeBt-bOK1s) http://www.youtube.com/watch?v=_xeBt-bOK1s

The EEKK read to someone strategy is great for:

- providing reading feedback to peers
- practising reading.

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Expert jigsaw

In the Expert jigsaw strategy, students become 'experts' in one or two concepts or pieces of information and then share their expertise with students in their home group. At the completion of the activity, the pieces of information all come together like a jigsaw puzzle.

What to do:

1. Form home teams of the same size (4–6 students in each team).
2. Each home team member chooses a topic they will take responsibility for researching/investigating. Alternatively, number or letter off group members and assign a topic for investigation to each number or letter.
3. The home team members then join with members from other home teams who are researching/ investigating the same topic to form an expert group.
4. Expert group elects a 'recorder' to record main ideas in a group wiki.
5. The expert groups complete research/investigation using the wiki to collate agreed and shared understandings.
6. The home teams reform and the 'experts' share their information using the wiki as a reference item.

Tips:

- Discuss protocols and expectations for working in groups.
- Provide clear expectations about time allocation, recording of information sources, and the level and depth of information required of the expert groups.

Variations:

- Allocate roles to students within expert groups.
- Provide students with information sources to use in their expert group.
- Increase web conference participant engagement by using breakout rooms to create an expert jigsaw.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Wiki](#)
- [Web conferencing](#)
- [The Jigsaw Classroom](https://www.jigsaw.org/) <https://www.jigsaw.org/>

The expert jigsaw strategy is great for:

- learning new content
- efficient use of time
- cooperative learning and teamwork
- encouraging empathy and active listening.

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Expo

Expo is a strategy for students to present their work to a given audience such as families or other classes in the school. An expo can be conducted in physical spaces, online spaces or blended spaces that utilise both physical and online resources.

What to do:

- Each child or small group needs to be the 'host' of their presentation at the expo and be able to answer any questions the guests may have.
- An expo runs smoothly when invitations are written, timetables are made for visiting classes and students have practised how to present at the expo and how to answer questions.

Variations:

- Use QR codes for audiences to access students' digital work.
- Pre-recorded audio can be placed near physical work to automatically provide voiceover.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- Multimodal text programs to create interactive expo displays, for example:
 - [Microsoft PowerPoint](#)
 - [Windows Movie Maker](#)
 - [Book Creator for iPad](#)
- eSpaces for sharing student work in a virtual expo:
 - [edStudio](#)
 - [edTube](#) album
 - [Virtual Classroom](#)
- [Gallery Walk Teaching Strategy | Facing History and Ourselves](http://www.facinghistory.org/resources/strategies/gallery-walk-teaching-strateg) <http://www.facinghistory.org/resources/strategies/gallery-walk-teaching-strateg>

The expo strategy is great for:

- providing students with an audience for their creative works
- students teaching other students on a given topic
- celebrating learning.

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First Word – Final Word

First Word – Final Word is a strategy for students to share their ideas and thoughts without judgement, and to practise effective listening skills.

What to do:

1. Divide students into groups of three or four.
2. Provide clear instructions for the activity and model an example. Clarify with students that they understand what they will be doing in this activity.
3. Number each person in the group.
4. First person says a word or phrase that sums up their response to the stimulus material or scenario (no further comment).
5. Next person responds to that word/phrase by adding what it meant to them.
6. The process continues around the group until it comes back to the original person who stated the word/phrase who has the final say.
7. Repeat this process again, with the second person saying a word or phrase that sums up their response. The remaining group members respond by adding what it meant to them.
8. Continue until all group members have had the opportunity to have the first and final say about their stimulus material or scenario.

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Blog](#) – each student creates a conversation topic that each person in the team responds to.
- [eBook](#)
- [Web conferencing](#) breakout rooms would work well with this strategy.
- [Final word strategy](#) (PDF, 123KB) by Dr Robert Garmston <http://eisforlearning.wikispaces.com/file/view/Final+Word.pdf>

First Word – Final Word strategy is great for:

- sharing or exchanging information
- developing effective listening skills
- summarising key ideas
- identifying main ideas
- comprehension activities.

[Back to top](#)**Fruyer model**

The Fruyer model is a scaffold that assists students to develop and demonstrate their understanding of vocabulary or concepts. It was designed by Dorothy Fruyer and her colleagues at the University of Wisconsin. The use of technologies with this strategy enables students to continue to add ideas and to also review ideas.

What to do:

1. Provide students with a word or concept.

2. Ask them to write or construct a definition (the use of audio recorders or digital cameras could enhance students' definition construction and also support reluctant writers).
3. Then have students state the facts or characteristics.
4. Next they give examples of the word or concept.
5. Finally, provide non-examples of the word or concept.

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Blog](#)
- [edStudio](#)
- [Microsoft OneNote](#)
- [Microsoft PowerPoint](#)
- [Virtual Classroom](#)
- edTube image template: [Frayer Model](#)
- Microsoft Word graphic chart example: [Frayer model \(graph\). Sheet.](#)

The Frayer model strategy is great for:

- developing metalanguage in mathematics or other subjects
- identifying prior knowledge
- providing students with basic understandings before commencing a unit.

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Generate, Sort, Connect, Elaborate

Generate, Sort, Connect, Elaborate is a strategy to help students organise and extend their understanding of a topic through concept mapping.

What to do:

Students complete a Generate, Sort, Connect, Elaborate scaffold:

1. Select a topic, concept or issue to understand. Write this in the centre of the concept map page.
2. *Generate* a list of ideas and thoughts on the topic.
3. *Sort* the ideas according to how central they are to the topic. The more important ideas are positioned towards the centre of the concept map while the less central ideas are placed toward the outside of the map.
4. *Connect* ideas by drawing lines between ideas that have something in common. Write a short sentence explaining how the ideas are connected.
5. *Elaborate* any ideas on your map by expanding, extending or adding to your initial ideas.

6. Students continue to generate, sort, connect and elaborate until their map shows a good representation of their understanding of the topic. This map can be added to throughout the course of study of a topic.

Teachers use the students' Generate, Sort, Connect, Elaborate responses to guide future instruction and provide focused learning support to individuals.

Students use their Generate, Sort, Connect, Elaborate responses to organise their growing understanding of a topic and as a reflection tool.

Variations:

- This concept map can be completed by small groups of students or individually. Working in teams requires students to justify the positioning and connections they make to their team members, adding depth to the process.
- The concept maps can be added to a blog or discussion forum allowing other members of the class to view and/or elaborate on further by making comments.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Concept mapping](#) tool
- [Kidspiration®](#)
- [Discussion forum](#)
- [Blog](#)
- [Journal](#)
- [Visible Thinking: GSCE Routine](#)http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/GSCE/GSCE_Routine.html

The Generate, Connect, Sort, Elaborate strategy is great for:

- identifying and summarising key ideas from a text or video
- checking for understanding
- making connections
- justifying opinions
- stimulating and extending thinking
- non-linear representations of thinking.

Source:

[Visible Thinking: GSCE Routine](#)

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/GSCE/GSCE_Routine.html This web site is copyrighted 1996–2009 by the President and Fellows of Harvard College on behalf of Project Zero at the Harvard Graduate School of Education. Materials from this site may be printed, copied, and disseminated for non-profit educational use, provided that no charge is made for the copy and this notice appears on all copies. For all other uses, please contact Project Zero.

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I used to think ... but now I know

This strategy provides students with a scaffold for reflecting on their learning and helps the teacher check for understanding.

Students are asked to reflect on their learning as they compare before and after learning of new ideas. It is different to a [KWL](#) because the reflection takes place after instruction allowing students to show a change in thinking.

What to do:

1. Discuss the following statement with students.
I used to think ... but now I know
2. Provide time and an online space for students to record their reflection using the statement: I used to think ... but now I know.
3. Support students to record their reflection, articulating what they used to think about the topic, and what they now think as a result of the instruction or learning activity.

Variations:

- Add a further scaffold 'And this is how I know'.
- [Read more](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Blog](#)
- [Chat tool](#)
- [Journal](#)
- [Web conferencing](#)

The I used to think ... but now I know strategy is great for:

- self-assessment and reflection
- recognising how thinking has changed
- working towards learning goals.

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KWL

KWL is a brainstorming strategy that scaffolds students to activate prior knowledge, identify learning goals, and reflect on learning. Completion online enables students to regularly review their KWL to inform future learning and review learning goals.

What to do:

Students complete their KWL individually or as a group task.

- **K** – Start the strategy with asking students to brainstorm what they already Know about the topic or concept.
- **W** – Then ask students to identify what they Want/Wonder to learn further.
- **L** – Students revisit their initial reflections to identify what they have Learned.

Variations:

- Add a H (How I/we will learn more or How I/we will find out) to assist students to identify how they will proceed with their learning.
- Use a TWLH Chart which is available in the Learning object: [Graphic Organiser toolkit](#) (select organiser type).
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Wiki](#)
- [edStudio](#)
- [Blog](#)
- [Discussion forum](#)
- [Journal](#)
- [KWL](#) graphic available in the edTube Album: [Graphic Organisers to share and use in studios](#)
- [KWL template](#) <http://www.theteachertoolkit.com/index.php/tool/kwl>

KWL strategy is great for:

- identifying prior knowledge
- planning a research task
- reading comprehension: pre, during and post reading activity
- comparing before and after
- showing understanding
- starting a new topic or unit.

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Paraphrase passport

The paraphrase passport strategy is used as a variation of a jigsaw activity for collaborative learning. In pairs, small groups or class groups, students share their ideas or details from a section of a set text, only after they paraphrase the person who spoke before them. Speakers are required to listen carefully to the person who spoke before them, before

they contribute their ideas.

What to do:

1. Provide students with a topic to discuss, or sections of a text to read.
2. Model effective ways to paraphrase. For example, suggest sentence starters such as “Let me see if I got this right...” or “You said...”.
3. One student speaks first and gives their summary, ideas or information.
4. The following student must paraphrase what the previous student said before taking their turn to share their summary, ideas or information.
5. Continue until all group members have shared and paraphrased.

Note: this is a teacher-contributed strategy.

Variations:

- Support English Language Learners (ELL) with a low level of language with mentor sentences or sentence frames to guide the paraphrasing.
- Ensure the ELL student is the second or third speaker so they have a model to follow.
- Provide students with notes (or a graphic organiser) to support their paraphrasing.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Graphic organisers](#) or other visual representations as notes for discussion
- [Blog](#) – students write or upload an audio recording of their paraphrased version of the text on a group blog.
- [Kagan Structures for Emotional Intelligence](http://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK14.php) http://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK14.php

The paraphrase passport strategy is great for:

- scaffolding the reading and comprehension of a difficult text
- sharing points of view about historical events
- generating solutions to problems
- building background knowledge of new content
- developing effective listening skills.

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Parking lot

Parking lot is a strategy to track unanswered questions as well as further ideas and issues that may not be addressed during a class discussion or meeting. It supports all students to have a voice and to take time to consider the issues for discussion.

What to do:

1. Create a Parking lot in an eSpace such as a wiki, edStudio or blog.
2. Provide students with access to the eSpace and explain how the Parking lot should be used.
3. During the discussion/meeting students make online notes of unanswered questions, further ideas and issues.
4. Encourage students to contribute further notes to the Parking lot following the class discussion or meeting.
5. At the end of the discussion or learning sequence, return to the Parking lot to review the items students have recorded.

Variations:

Use Parking lot as a backchannel by allocating specific group members the role of posting questions to the space during a class discussion.

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Discussion forum](#)
- [edStudio](#) (use activity feed or chat to park ideas)
- [Journal](#)
- edStudio: [Graphic Organisers](#)

The parking lot strategy is great for:

- class discussions or meetings
- backchannelling while viewing and listening
- creating a supportive classroom environment for new ideas and discussion
- reviewing ideas.

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Peer editing

Peer editing is a strategy where students provide editing feedback to other students on specific tasks such as written drafts, oral presentations, or science reports.

Documenting peer feedback in secure online environments such as [Wikis](#), [Discussion forum](#) or [Blog](#):

- provides teachers and students with history of task development

- enables anywhere/anytime access
- encourages students to produce high quality work.

What to do:

1. Provide students with a clear scaffold for providing feedback to peers. See variations for examples.
2. Link feedback scaffold to assessment task criteria.
3. Regularly monitor the feedback students are providing their peers in online learning spaces.

Variations:

- Three step strategy:
 1. Provide compliments
 2. Make suggestions
 3. Suggest corrections
- [Three stars, one wish](#) strategy
- [Read more](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Wiki](#)
- [Discussion forum](#)
- [Blog](#)
- [Journal](#)

The peer editing strategy is great for:

- providing feedback on written drafts
- encouraging collaboration
- self-reflection and monitoring.

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Photovoice

Photovoice is a strategy that supports students by using visual representations to demonstrate and apply their understandings.

What to do:

1. Provide students with a prompt or topic.

2. Students take a number of digital photographs to represent their understanding of the prompt or topic.
3. They analyse their photographs and select the top three (negotiate criteria) to represent the prompt/topic.
4. Each student shares their three photographs in a blog space with a justification for choosing each.
5. Teacher or other students provide feedback or ask further questions about what/why these photographs were chosen.

Variations:

- Students search for [Creative Commons](http://creativecommons.org/) [http://creativecommons.org/] images on the internet instead of taking their own photographs.
- Students work in pairs or groups to support each other with the technical requirements of the task.

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Blog](#)
- [Journal](#)
- [edStudio](#)
- [Readwritethink: Blogging with Photovoice](http://www.readwritethink.org/classroom-resources/lesson-plans/blogging-with-photovoice-sharing-1064.html?tab=4#tab) http://www.readwritethink.org/classroom-resources/lesson-plans/blogging-with-photovoice-sharing-1064.html?tab=4#tab

The photovoice strategy is great for:

- pre-writing activities
- representing historical knowledge
- analysing sources
- identifying point of view
- representing and presenting understanding about mathematical concepts in real life contexts
- depicting school/class/individual behaviours and values.

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PMI

Plus, Minus, Interesting (PMI) is a strategy that encourages breadth in investigation and focuses on the details rather than an emotional response to a topic or concept. It scaffolds students to investigate and reflect on both sides of an issue by looking at concepts or issues from different perspectives.

What to do:

1. After discussing/investigating a concept, issue or product, students reflect individually or in small groups on the details and consider different perspectives or points of view.

2. Students create or are provided with a PMI scaffold to record their responses.

- Plus: list positive points
- Minus: list negative points
- Interesting: list things students found interesting

Plus

Minus

Interesting

Recording PMI ideas in an online tool allows for students to revisit and revise their contributions. Collaborative responses can also be used for further learning and whole class discussions.

Variations:

- Students record responses about the artifact for each of the scaffolding questions
- Replace *Interesting* with *Implications* or *Improvements*
- Plus, minus and what's next?

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Discussion forum](#)
- [edStudio](#)
- [Wiki](#)
- [Blog](#)
- [Journal](#)

- [PMI](#) graphic organiser available in the edTube Album: [Graphic Organisers to share and use in studios](#)

The PMI strategy is great for:

- evaluating information sources
- analysing characters
- encouraging reflection
- analysing perspectives
- making decisions
- providing feedback.

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Predict, observe and explain

Predict, observe, explain is a strategy that encourages students to analyse and interpret demonstrations or experiments in greater depth. While often used in science, it could easily be used in other learning areas. It works best with demonstrations that allow immediate observations. The use of digital tools allows students to record and review their thinking as well as provide options for students with a learning disability.

What to do:

1. Set up the demonstration, experiment or focus topic that students will be undertaking.
2. *Predict*: ask students to predict what will happen, including what they think they will see and why they think this.
3. Then carry out the demonstration, experiment or focus topic.
4. *Observe*: provide students with observation time and ask them to write down or state what they observe (focus is on the facts).
5. *Explain*: students then write or state an explanation, taking into account both their prediction and observation.

Variations:

- This strategy could be completed individually or in small groups.
- For students with limited writing skill, consider using audio recorders for them to record their prediction, observation and explanation.
- In mathematics, use investigate, rather than observe.
- Change to PROE – Predict, Reason, Observe, Explain.
- [Read more](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Audio recorder](#)
- [Microsoft OneNote](#)
- [Wiki](#)

The predict, observe and explain strategy is great for:

- finding out students' initial ideas
- generating discussion
- evidencing learning
- helping students make connections
- developing thinking skills.

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Prefix 're' sentence starters

Sentence starters help students through a guided thinking process. Consider probing students' thinking using words beginning with the prefix 're' when formulating questions to guide reflection, evaluation and analysis.

For example: Review...Revisit...Reconsider...Rethink...Reassess

Revisit your first journal entry. What do you understand now that you didn't understand on that day?

Reconsider your original ideas. Have your ideas changed or stayed the same?

- [Read more](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Blog](#)
- [Discussion forum](#)
- [Journal](#)

The prefix 're' sentence starters strategy is great for:

- probing and developing students' thinking
- reflecting
- helping students make connections
- engaging in inquiry processes.

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Reflect – Connect – Apply

The Reflect – Connect – Apply strategy gives learners a chance to *reflect* on learning, *connect* ideas and *apply* learning to an authentic context. Traditionally used for practical learning applications, it can also be used in most other learning contexts.

What to do:

During or after a learning activity, set the Reflect – Connect – Apply parameters. This can be done over a time period or within one lesson, depending on the learning context. For example:

Reflect	What have you read today...
Connect	How does this compare to the novel that you previously read...
Apply	Design a new character that...
Reflect	Explain two new ideas you discovered.
Connect	How are these ideas connected to your school's agenda for improvement...
Apply	Show how you will use these ideas to improve your teaching practice...

Substitute your key questions using the Reflect – Connect – Apply scaffold.

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Blog](#)
 - [edStudio](#)
 - [Web conferencing](#)
 - [Wiki](#)
- Mattern, M, Sethi RS & Texeira, E [Right to Play: A Case Study on the Application of 21st Century Skills](#) (DOC, 217KB)
<http://isites.harvard.edu/fs/docs/icb.topic1377845.files/Right%20to%20Play%20Case%20Study%20-%20Megan%20RashikaTexeira.doc>

The Reflect – Connect – Apply strategy is great for:

- reflection
- active learning
- accessing and building on prior knowledge
- making links.

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Role play

Role play is a strategy where students apply their knowledge of a topic or person by looking at a situation from a different perspective. It can help students understand the concerns, values, and positions held by different people. Through the use of technology, this activity can be transformed into an interactive and engaging practice.

What to do:

1. Assist students to select a character to represent or provide them with a list to choose from (depending on the curriculum focus).
2. Show students how to create a fakebook imaginary profile for a character using the [ClassTools.net fakebook](#) [<http://www.classools.net/fb/home/page>] tool.
3. After creating the *fakebook* profile, ask students to add peers to their *fakebook* page.
4. Have students take on the role of the character to plan and write posts and comments that express the character's viewpoint on an issue.

Variations:

- Create fake SMS texting at [ifaketext.com](#) [<http://ifaketext.com/>] or [SMS Generator!](#) [<http://www.classools.net/SMS/>]. If the characters had access to mobile phones what would they text each other?
- Create a [Web conference](#) where students use character names instead of their own and type in the chat window role playing their character.
- Create a discussion in [edStudio](#) where students type a response from the perspective of a character.
- Create a voki and imagine what the character would say.
- Write a [Blog](#) from the perspective of another person.

- Use a webcam with avatar software to role play as a character.

Note: These digital tools or apps were recommended by teachers and may have changed. Some may incur a cost or in-app purchases for effective teaching and learning use. Products requiring student registration are not suitable for use in Queensland State Schools. Refer to Teaching tips: [Safe, legal and ethical practices](#).

- [Read more](#)
- [Great for](#)

Use with:

- [Blog](#)
- [Character creating](#) tools
- [edStudio](#)
- [Web conferencing](#)

The role play strategy is great for:

- understanding historical perspectives
- representing characters in a story
- learning a different language
- presenting different viewpoints.

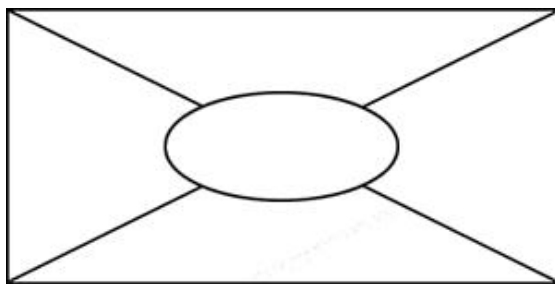
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Round Robin

Round Robin is a strategy where students voice their opinion on a topic and then identify similarities between theirs and other students' perspectives. This strategy helps students form a viewpoint and develop their understanding of the topic. It also allows students to listen to other's opinions and gives every student a voice.

What to do:

1. Create a Round Robin template in Microsoft PowerPoint, or download and print one from the [Graphic organisers](#) edStudio.



2. Place students into groups of four.
3. Provide each group with a topic to discuss and a Round Robin template to collect information and record ideas.

4. Every student in the group contributes to the outer spaces on the organiser in turn, recording their thoughts about the topic. It's probably best to provide a time limit for each student to contribute their ideas, for example, 90 seconds.
5. After each student has contributed to the organiser, have the group identify the similarities or common points. Instruct them to record these in the middle circle.
6. Each group then reports their common points to the class.

Variations:

- Export a Round Robin template from the edStudio: [Graphic Organisers](#) to use with students into your class edStudio. Add students as participants and authors of the page so that they can add text to the diagram. See Help Centre file: [Manage studio access](#) (PDF, 291KB) for more information about this.
- This strategy could be done as a paperless exercise, using the textbox function to add text to the Microsoft PowerPoint template.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [edStudio](#)
- [Microsoft OneNote](#)
- [Microsoft PowerPoint](#)
- [Microsoft Word](#)
- edStudio: [Graphic Organisers](#)
- [PowerPoint template: Round Robin](#) (PPTX, 46KB)

The Round Robin strategy is great for:

- facilitating discussion
- listening to other viewpoints
- sharing
- collaborating
- building on the ideas of others
- analysing a character from a story or from history.

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Scavenger hunt

This strategy encourages students to locate specific, purposeful information. It is particularly useful for orientating students to digital information sources.

What to do:

1. Create a scavenger activity based on the information source that students will be using.

2. Think of interesting and creative items for students to find. Also ensure that any questions are open-ended to encourage a range of student responses.
3. Have students work individually or in pairs to locate all of the scavenger hunt items.
4. On completion of the scavenger hunt, have a whole class discussion about what students have explored and found.

Variations:

- Create a scavenger hunt using QR codes and [Mobile devices](#).
- The scavenger hunt activity is a great way to orientate your students to your online learning environment, for example, [edStudio](#) or [Virtual Classroom](#).
- A useful student task would be for them to create a scavenger hunt for their peers.

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Blog](#) – students record their responses
- [edStudio](#) – students access their scavenger hunt in digital form to complete and place back in the drop box
- QR code system (see [Kathy Schrock's Guide to Everything](#) [http://www.schrockguide.net/qr-codes-in-the-classroom.html])
- [Virtual Classroom](#)

- Learning Place blog: [Scavenger Hunt](#)

The scavenger hunt strategy is great for:

- preparing for research or assignment tasks
- locating and filtering information
- developing literacy skills
- all learning areas.

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See – Think – Wonder

See – Think – Wonder is a visible thinking routine that supports students to make careful observations and thoughtful interpretations of visual artifacts, for example, art work, visual texts, advertisements or images.

What to do:

1. Students record responses about the artifact for each of the scaffolding questions:
 - What do you **see**?
 - What do you **think** about that?
 - What does it make you **wonder**?

2. Students negotiate questions for further investigation based on their recorded thoughts.

Variations:

- Students justify their interpretations.
- Change to Hear – Think – Wonder for use with music or other audio.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Wiki](#)
- [Blog](#)
- [Discussion forum](#)
- [Journal](#)
- Media from an [edTube](#) album embedded in an [edStudio](#)
- [Visible Thinking: See Think Wonder Routine](#)
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03c_Core_routines/SeeThinkWonder/SeeThinkWonder_Routine.html
- edStudio: [Graphic Organisers](#)

The See – Think – Wonder strategy is great for:

- developing creative and critical thinking skills
- analysing elements of art works
- deconstructing persuasion in visual advertising
- exploring the outdoors (nature, plants, animals)
- developing investigation questions.

Source:

[Visible Thinking: See Think Wonder Routine](#)

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Six Thinking Hats

Six Thinking Hats, developed by Dr Edward de Bono, is a practical thinking tool. It provides a framework for students to think, reflect and develop critical thinking skills. Each hat is represented by a different colour which signifies a thinking skill.

Blue hat thinking – process

White hat thinking – facts

Green hat thinking – creativity

Yellow hat thinking – benefits

Black hat thinking – cautions

Red hat thinking – feelings

What to do:

- Before students use the Six Thinking Hats it is important to firstly model and explain what each hat represents and how it should be used.
- Use some or all of the Thinking Hats in your learning activities.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Wiki](#)
- [Blog](#)
- [Journal](#)
- [Critical and creative thinking tools de Bono for schools](http://www.debonoforschools.com/asp/six_hats.asp) http://www.debonoforschools.com/asp/six_hats.asp
- edStudio: [deBono Six Hats template](#)
- Learning Place Resource: [Thinking hats feedback](#) worksheet

The Six Thinking Hats strategy is great for:

- providing feedback
- evaluating a plan
- reflecting on ideas
- adopting different viewpoints
- considering options.

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SMART Goals

SMART is an approach for setting goals.

- Specific
- Measurable
- Agreed upon
- Realistic
- Time-based

What to do:

1. Discuss each of the elements of a SMART goal with students.
2. Model an example of setting a SMART goal using the stem:
 - By (date) I will (what you wish to achieve) so that (why this is of benefit to self).
 - Example: By the end of Term 2, I will develop active listening and share information with my peers so that I can operate as an effective team member to achieve the best outcomes for the group.
3. Support students to develop their SMART goal.
4. Depending on your context, students could share their goals with each other and provide feedback.
5. Have students publish their goals in their digital portfolio.
6. Ensure that students regularly reflect on their goal and that they also identify specific actions that will help them to achieve their goal.

Variations:

- S – specific, significant, stretching
 - M – measurable, meaningful, motivational
 - A – agreed upon, attainable, achievable, acceptable, action-oriented
 - R – realistic, relevant, reasonable, rewarding, results-oriented
 - T – time-based, time-bound, timely, tangible, trackable
-
- [Read more](#)
 - [Resources](#)
 - [Great for](#)

Digital tools that complement this strategy:

- [Blog](#)
 - [Digital portfolio](#)
 - [Virtual Classroom](#)
-
- YouTube: [Explaining how to set SMART Goals](https://www.youtube.com/watch?v=d6o5PyJM3bY) <https://www.youtube.com/watch?v=d6o5PyJM3bY>
 - [PROJECTSMART.CO.UK](http://www.projectsmart.co.uk/smart-goals.php) <http://www.projectsmart.co.uk/smart-goals.php>

The SMART goals strategy is great for:

- setting learning goals
- identifying specific actions to help achieve goals

- reflecting on learning
- developing autonomous learners.

Source:

2015, [SMART criteria](http://en.wikipedia.org/wiki/SMART_criteria), http://en.wikipedia.org/wiki/SMART_criteria, Wikipedia, CC-BY-SA.

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Snowball

Snowball is a strategy that encourages students to make connections and build on the ideas of others.

What to do:

1. The first student enters a response to a question.
2. The second student posts a response that shows one thing in common with the first response, and then their own additional response.
3. The third student posts a response that makes a connection to the first and second response, and then their own response.
4. This continues until all students have responded to the question/content.
5. Students refer to all collaborative responses to create their individual response for the assessment task.

Tip:

Model and clarify what is expected in the activity with an example.

Variations:

Students copy all responses into a word cloud generator to identify key words or themes.

- [Read more](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Discussion forum](#)
- [Journal](#)
- [Concept mapping](#) tool
- [Microsoft OneNote](#)
- [Wiki](#)

The snowball strategy is great for:

- introductions/icebreaker

- identifying prior knowledge
- summarising key ideas
- team building
- making connections
- solving a problem
- stimulating thinking.

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Socratic questioning

Socratic questioning is a strategy for using effective questions to stimulate thinking. It involves different types of questions, including clarification, assumption and probing questions.

This strategy is useful in online, physical or blended learning environments.

Providing students with prompt cards containing a range of question starters can assist students to develop their Socratic questioning skills.

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Blog](#)
- [Discussion forum](#)
- [Journal](#)
- [The Socratic Process – 6 Steps of Questioning \(infographic\)](https://alfredovela.files.wordpress.com/2012/03/procesosocratico.jpg) <https://alfredovela.files.wordpress.com/2012/03/procesosocratico.jpg>
- [The role of Socratic questioning in thinking, teaching and learning](http://www.criticalthinking.org/pages/the-role-of-socratic-questioning-in-thinking-teaching-learning/522) <http://www.criticalthinking.org/pages/the-role-of-socratic-questioning-in-thinking-teaching-learning/522>

The Socratic questioning strategy is great for:

- stimulating rich dialogue
- providing constructive feedback
- developing thinking
- class discussions.

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SWOT analysis

A SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis is a strategy or framework to analyse, reflect and identify the positives and negatives of a situation or topic. It can be used to assist in problem-solving and planning projects.

What to do:

1. Create a table in Microsoft Word or Microsoft PowerPoint with 2 columns and 2 rows.
2. Label the sections as follows:

Strengths	Weaknesses
Opportunities	Threats
3. Support students to respond to each of the sections, identifying Strengths, Weaknesses, Opportunities and Threats – in relation to the situation or topic.
4. Use student responses to discuss or further analyse. Alternatively, share with the whole class or upload into a Virtual Classroom or edStudio for additional work.

Variations:

- Export a SWOT template from the edStudio: [Graphic Organisers](#) to use with students. Add students as participants and authors of the page so that they can add text on the diagram.
- Use a [Concept mapping](#) tool for students to create their own SWOT organiser.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Concept mapping](#) tool
- [edStudio](#)
- [Microsoft OneNote](#)
- [Microsoft PowerPoint](#)
- [Microsoft Word](#)
- edStudio: [Graphic Organisers](#)

SWOT strategy is great for:

- analysing
- identifying different perspectives
- reflecting
- problem solving.

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Think – Pair – Share

This is a strategy for students to formulate individual ideas and share these ideas with a partner. It encourages a high level of student response through active reasoning and explanation.

What to do:

Think – Provide thinking time for individual students to think about an answer or solution to a problem or question

Pair – Ask students to pair with a partner

Share – Each student shares and discusses their topic or solution

Use a timer to provide students with specific time limits for thinking and sharing.

Variations:

- 1:2:4 is a similar strategy with the '4' requiring pairs of students to partner with another pair to share further.
- Think – Write – Pair – Share requires students to write down their ideas before pairing and sharing.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Blog](#) – students work with a partner to contribute to a blog entry.
- [Web conferencing](#)
- [Visible Thinking: Think Pair Share Routine](#)
http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ThinkPairShare/ThinkPairShare_Routine.html

The Think – Pair – Share strategy is great for:

- reviewing vocabulary
- brainstorming
- planning ideas
- developing an opinion
- summarising ideas
- making predictions.

Source:

[Visible Thinking: Think Pair Share Routine](#)

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ThinkPairShare/ThinkPairShare_Routine.html This web site is copyrighted 1996–2009 by the President and Fellows of Harvard College on behalf of Project Zero at the Harvard Graduate School of Education. Materials from this site

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Think – Puzzle – Explore

The Think – Puzzle – Explore strategy is a visible thinking routine that helps set the stage for deeper inquiry by asking students to record responses about a topic.

What to do:

Provide students with the following scaffolding questions to respond to:

1. What do you **think** you know about this topic?
2. What questions or **puzzles** do you have?
3. How can you **explore** this topic?

Teachers and students negotiate individual inquiry questions and processes based on recorded responses.

Tips:

- Be clear about the types of questions you want students to ask.
- Using an online environment with this strategy creates a visible record of students' ideas so they can revisit their thinking and continue to contribute or review their ideas.

Variations:

Complete as an individual learning activity or in small groups.

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Discussion forum](#)
- [Wiki](#)
- [Blog](#)
- [Journal](#)

- [Visible Thinking: Think Puzzle Explore Routine](#)

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ThinkPuzzleExplore/ThinkPuzzleExplore_Routine.html

- edStudio: [Graphic Organisers](#)

Think – Puzzle – Explore strategy is great for:

- connecting to prior knowledge
- stimulating curiosity
- preparing for independent inquiry
- reviewing content
- establishing learning goals
- developing inquiry/investigation questions.

Source:

[Visible Thinking: Think Puzzle Explore Routine](#)

http://www.visiblethinkingpz.org/VisibleThinking_html_files/03_ThinkingRoutines/03d_UnderstandingRoutines/ThinkPuzzleExplore/ThinkPuzzleExplore_Routine.html

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Three stars, one wish

Three stars, one wish is a strategy for evaluating or providing feedback.

What to do:

Students identify:

- Three stars (positive aspects)
- One wish (an area for improvement)

Teachers need to model the strategy, using samples of student work before asking students to use the strategy independently.

Variations:

- Two stars and a wish
- Use with negotiated criteria
- [Read more](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Discussion forum](#)
- [Blog](#)
- [Journal](#)

The three stars, one wish strategy is great for:

- providing feedback on written drafts
- evaluating a book or movie
- self-assessment.

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Values continuum

The values continuum strategy assists students to identify and clarify attitudes about specific issues. It also raises awareness of inclusive behaviours, encouraging students to consider others' thoughts and attitudes. This activity works well in a physical or digital environment.

What to do:

1. Prepare your continuum with opposing responses. For example, 1 – 10, helpful – unhelpful, nasty – kind, agree – disagree, certain – unsure.
2. Place each response at opposite ends of either your classroom or on a digital page.
3. Explain to students what a continuum is and that there are many places along the continuum, not just the end.
4. Model an example for students. For instance, students should be allowed to bring mobile phones to school – agree or disagree. Have students move to a place on the continuum to show their response to this statement.
5. As a class, discuss why there are variations in where students are standing.
6. It is important at this stage to also set appropriate norms for this strategy so that students understand honesty and respect in this activity.
7. Allow students to change their place on the continuum, following the class discussion.

Extension: Ask students to justify their place on the continuum. “I am standing here because”.

Variations:

- This activity works well in the web conferencing environment where participants are asked to place clip art to represent their view along the continuum.
- In History, the continuum could become a timeline for a chronology of events.

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Interactive whiteboard](#)

- [Web conferencing](#)
- edStudio: [Interactive Timeline example](#)
- [Facing history and ourselves: Human Timeline](#)<https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/human-timeline>
- Learning Place resource: [Task sheet – Chance challenge](#)

The values continuum strategy is great for:

- analysing characters in texts
- assessing prior knowledge
- making a stand about an environmental issue
- describing objects or phenomenon
- exploring probability.

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Warm and cool feedback

Warm and cool feedback is a process for providing feedback to students about their work, either from the teacher or a peer. Warm feedback refers to positive aspects of a student's work and cool feedback refers to areas that need improvement.

What to do:

1. Model the strategy several times using student work samples.
2. Ask students to use the strategy in pairs or on their own.
3. Provide sentence starter examples for both warm and cool feedback.
4. Some students may have difficulty in providing cool feedback, so emphasise the importance of feedback is to help students improve their work, as well as acknowledge what they do well.

Variations:

Often used in conjunction with the 'Fine Tuning' protocol.

- [Read more](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Discussion forum](#)
- [Blog](#)
- [Journal](#)

The warm and cool feedback strategy is great for:

- providing feedback on written drafts
- evaluating a book or movie
- self-assessment.

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Word wall

A word wall is a strategy for collating sets of identified words. The collection of words is displayed on a surface or online space. The word wall can have a focus such as unfamiliar words, high frequency words, adjectives, word families etc. The use of online spaces for a word wall enables students to have access anywhere–anytime, and allows them to continue to use the resource to support learning.

What to do:

1. While students read a text, they highlight or note unfamiliar words.
2. They collect these words in a space such as a backchannel or edStudio.
3. If applicable, students find the definition of each word.
4. They record the definition of the word so they can access it as needed.
5. This becomes a resource for ongoing referral and later reflection.

Variations:

- An edStudio can be used to display a word wall. Create a studio, add students as participants to the studio and add them as trusted users in page permissions. Students can add a popup with the definition or link to a web page with the definition.
- A word wall can be done traditionally with sticky notes on a board or by writing on a whiteboard.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Backchannel tools](#)
- [edStudio](#)
- edStudio: [Word wall templates](#)

The word wall strategy is great for:

- recognising high frequency words

- developing comprehension skills
- identifying patterns and relationship in words
- providing support during reading and writing activities
- encouraging independent learning.

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World Café

World Café is a simple strategy for hosting conversations about questions that matter. It helps students to build on each other's ideas, discover new insights and enable collective intelligence to evolve. The World Café approach makes use of the café metaphor literally.

What to do:

1. The room is set up like a Café, with students sitting in groups of four or five at different locations.
2. Café patrons move to new tables as part of a series of conversational rounds.
3. Café hosts remain at their original table and need access to a computer to record key ideas of the discussions.
4. A timekeeper controls the allotted time for discussions.
5. Be clear about what you want students to achieve during their discussions.
6. Always start with clear expectations for how students are to operate and what they are to achieve.
7. Provide the first question/topic for discussion.
8. Start the timer.
9. Café patrons engage in discussion, while the café host records key ideas from the discussion.
10. After the allocated time, café patrons randomly move to another group while the café host remains where they are. Note: café patrons don't have to stay with the same group of café patrons as they progress around.
11. Start the timer.
12. The café host starts by summarising the main ideas identified from the previous group, before the new café patrons commence their discussion.
13. Repeat this process as appropriate.
14. Using a digital space, such as a wiki, to record the discussions provides students with the opportunity to further contribute to the discussion and review the summary at a later time.

Variations:

- Teachers use the same issue/question for each group or use a number of key questions.
- Use a [KWL](#) prior to this strategy to identify what questions students would like answered.
- [Read more](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Wiki](#)

- [Discussion forum](#)
- [Journal](#)

The World Café strategy is great for:

- identifying prior knowledge
- brainstorming
- sharing information
- adopting perspectives
- justifying and expressing opinions
- persuading others.

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Wraparound

The wraparound strategy provides an efficient way for all students to share their ideas about a question, topic or text and identify commonalities.

What to do:

1. Start with providing a prompt for example, question, topic, stimulus material.
2. Provide students with 1-2 minutes to think about their response before being asked to share.
3. Students independently write down all of their responses.
4. Organise students into a circle formation.
5. Wraparound one student at a time. Students share one of their responses and then proceed to the next student in the circle.
6. Continue around the circle for every student to contribute.
7. Typically all students share their ideas, however, they can 'pass' if their idea has already been contributed or they have no further ideas.
8. Conclude by discussing the common themes that emerged.

Variations:

Nominate a group of students to actively listen for specific or common themes and to not participate in the wraparound.

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Concept mapping](#) tool – add student responses to a class concept map to summarise ideas
- [edStudio](#) – post summary to an online learning space for reference.

- [Facing History and Ourselves: Wraparound \(Whiparound\)](http://www.facinghistory.org/resources/strategies/wraparound-whiparound) <http://www.facinghistory.org/resources/strategies/wraparound-whiparound>

The wraparound strategy is great for:

- summarising key ideas
- generating new ideas
- identifying commonalities.

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Y-chart

A Y-chart strategy is a graphic organiser based on three dimensions: looks like, sounds like and feels like. It supports students to articulate their ideas from different perspectives.

What to do:

1. Identify a template for students to use (digital or non-digital).
2. Decide if students will contribute individually, in pairs or in groups.
3. Discuss the elements represented on the Y-chart (looks like, feels like, sounds like), modelling an example.
4. Support students to complete the Y-chart (based on the identified topic or text).
5. Provide opportunity for students to share and substantiate their responses.

Variations:

Change the dimensions to reflect the activity, such as feels like, smells like, tastes like.

- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [edStudio](#)
- [Web conferencing](#)
- edStudio: [Graphic organisers](#) (Y Chart copiable template)
- [Graphic organiser toolkit](#)
- [Y-chart sheet](#) (supports C2C: Science Year 3)

The Y-chart strategy is great for:

- responding to a reading text

- analysing characters
- understanding what a class rule means
- documenting a science investigation
- responding to a problem, situation or proposal.

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Yarning circles

Yarning circles is an inclusive strategy used by Aboriginal peoples for thousands of years. This strategy promotes inclusive and collaborative discussions where students can have their say in a safe place without judgement. It encourages deep listening, sharing of knowledge and establishing rules of respect.

What to do:

1. Form a circle of students so that all students can see each other.
2. Reinforce that everyone in the group is equal, including the teacher, and everyone's responses are valid. Students need to understand that the circle is a safe place where all contributions are valued and respected.
3. Use a symbolic object that can be passed around. When a student is holding the object it signals that it is their turn to speak. Without the object, you cannot speak.
4. Before the *yarn* starts, set clear expectations and do a 'check in' to ensure students understand the topic for discussion. This can be achieved with a 'thumbs up', 'thumbs down' or 'flat palm' to demonstrate how students are feeling about the issue for discussion.
5. Explain that when the person holding the object is speaking, everyone must listen to the words they are saying.
6. When the discussion is complete, 'check out' by asking students to do a 'thumbs up', 'thumbs down' or 'flat palm' to demonstrate how they are feeling after the discussion.

Variations:

- This strategy is also known as Dialogue circles.
- While the process remains the same for this strategy, the topic or issue can be varied.
- [Read more](#)
- [Resources](#)
- [Great for](#)

Digital tools that complement this strategy:

- [Discussion forum](#)
- [Web conferencing](#)
- C2C Supporting learning resource: [Yarning circles](#) (PDF, 86KB)
- [Dialogue circles \(Aboriginal and Torres Strait Islander Perspectives – Resources\)](#) (PDF, 60KB)https://www.qcaa.qld.edu.au/downloads/approach2/indigenous_res_dialogue_circ.pdf
- [Yarning circle process](#) (PDF, 153KB)

- [Yarning circle](#) (PDF, 136KB) – resource for students with disability

The yarning circles strategy is great for:

- promoting student to student or student to community connectedness
- allowing students to explore other viewpoints with mutual respect
- developing common understandings
- reflecting and consolidating after an online learning event
- problem solving.

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