 



Ref1ect \nd\vidua\\y on the issue or oplc being e.xam·ned, then workJng ,n tr\ads:

* The 1st person in the group **shares** for ,a set time (1-2 m,nutes). The

other members Hsten attent\ve\y w\thout comment or \nterruption\_

 □ **Pause** for 20 - 30 seconds o-f sHence to take \n what was sa\d.

* **Repeat** -for persons 2 and 3, paus·ing for ,a moment of sHence after each



round\_

* **Dlscuss**as a group (5-10 m ".n u t es) I referenc\ng the comments hat have been made and makJng connections between the responses of the group\_

Th\s rout\ne s designed to ensure eq\_ual p art ic11 pat lon and make sure

everyone contnbutes during doss discussion. *n* also helps to buUd act\ve

t1sten1ng skHls and the abW!ty to buHd on and connect to others' dea.s\_

**PUAPOSE**

*VVhat kind of* thfnkJng *does thJs routine encourage?*

Tots routme ,.s de.stgne.d to ensure e.q\_ua.l partKtp,a t on and

**LAUNCH**

**What *are the steps needed for starttng and using this***

***routine?***

make sure. everyone. contnbutes durtng class d\scusslon a also helps to b'l.fild active Hsteniog skills and the abrnty to bu\\d on and connect to others' \d.eo,s.

# APPLICATION

***When and where can It* ,be *used?***

Use thts rout\ne:

* To discuss and explore perspectives cm current and events, to re-Aed and sho:re what one ho:s. \eo:rned so

far, to explore o,,nd pr oc e.ss, to d1scuss possible

prob le m-sotvtng .st r ateg te.s..

* **NB** as with any d\scusslon content matt ers. Mean\n g,fu !

d1scuss1ons e merge from meantngful content

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# ASSESSl'\EMT

*How can I* use *this routine as an as.sessm ,ent7*

As th\.s routme. exists in a moment of, t m e, there. extsts both

opportunities a.rid challenges when o.sse.ss mg.

*o Are learners able2 to mak.e2 connections to what others*

*have* sajd?

*f J Do they ask probing questions* or *darlflcatlon where*

*needed?*

*o Are students abl.e to buUd on one another's* jde,as *to*

*deepen* thejr *own undf rstandlng?*

*o can* they *spot rdeas both different and Sjmi/ar to their*

own?

1. **Set *up*** lnform the learners of what you want to discuss and what you hope t hey wilt get out of' these dlscu sstons. G e lean1ers 5-10 to r efl ect Cwr\tten)
2. **5h-are** --+ L e.arner 1 begms shanng for set time (1-2

rn,nutes). No one s.peak.s e.xcept the. s pe.ake.r.

1. ***Pause--+*** Al\ow 20-30 seconds of silence for everyone. to process what was heard. 1n the be.gtn, n ng, you may ask students just to mento.Hy rev\ew what they heard.

***R:epeat*** Repeat steps 2 o.rid 3 above unt ·ii every

member of the. group has shared the.tr th\nk\ng. \f a

, !ea r ner rnshes speaking before t\me·s up, the group

spends the rest of the t\rne re:flecttng in silence.

5. *Discuss --1-* Groups can now eng,age m an open dLscu sston for o: pre.de.te.rm\ned time (5-10 m\nutes.J Encourage groups to begm by making conne:cttons between what others have satd or asKmg 9...ue.st,ons

of cle1.n f\cattot1.

**5hare the thrnkmg-+** *As* a who\e group. ask students to reflect on the protocol itself and how they felt \t facmtated their thtnKmg about the issue or topic.

Adapted by AUce \Agors 2017