

Using Thinking Routines to Enhance Values Education in English Language and Literature Lessons

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teacher symposium 2022*



MSS Core Values



Reverence (2019-2020)

Gratitude (2020-2021)

Compassion (2021-2022)

Integrity

Perseverance

Wisdom

What are Thinking Routines?

- A thinking routine is a short series of steps that guide your thought process.
- They're simple and easy to use.
- They help learners make their thinking visible.
- Best of all, encouraging students to use them regularly will lead to them growing in confidence, improving critical thinking, and more open discussions.

*From a practical
point of view,
thinking routines
have helped me
with students
who....*

- Struggle to make connections in a reading text
- Don't think they are creative
- Usually provide generic or memorised responses in their writing rather than unique and authentic responses
- Don't always understand how to write for an audience

Some Samples of Activities from MSS

FORM: S1 ELAN

VALUE: compassion, empathy, wisdom

TOPIC:

‘A Letter to your Future Self’

THINKING ROUTINES:

Four Corners

Think, Feel, Care

I used to think.... Now I think....

FORM: S2 ELAN/ELIT

VALUE: compassion, empathy, resilience

TOPIC:

‘Halloween Stories’

THINKING ROUTINES:

Creative Questions Starts

Think, Feel, Care

Appreciate, Wonder, Suggest

FORM: S3 ELAN/ELIT

VALUE: compassion, empathy, hope, resilience

TOPIC:

‘Be Your Own Superhero’

THINKING ROUTINES:

Step Inside

Think, Feel, Care

Appreciate, Wonder, Suggest

Form 3: 'Be Your Own Superhero'

Part 1:

Based on your partner's worries, students **CREATE A SUPERHERO AVATAR** for your partner. The superhero should have **A COSTUME AND SUPER POWERS** which address your partner's **WORRIES OR FEARS**, giving them **COURAGE AND HOPE** to face the challenges they might encounter this year.



Part 2:

Create **A SHORT ILLUSTRATED NARRATIVE** involving your superhero overcoming your classmate's fears and challenges.

1 thinking routine, 2 strategies

Step Inside Interviewing a Classmate

Interview your partner and try to learn about their worries, concerns and fears regarding the upcoming school year. You can use and adapt these questions to help you better understand your partner's perspective.

1. What can this person see, observe, or notice.....

In this classroom?

In school?

At home when they are studying?

When they are with friends?

For understanding and making sense:
Students use the thinking routine to try empathise with their partner

2. What might this person know, understand, hold true, or believe?

What do they know about their habits and routines?

What do they understand about the impact of their behaviour, thoughts and actions?

What do they believe to be certain about this school year?

3. What might this person care deeply about?

4. What might this person wonder about or question this year?

For demonstrating understanding:
Students use the thinking routine to develop a character that reflects their understanding of their partner's needs and emotions

Name: _____

Step INSIDE Perceive, Know about, Care about	Learning Target: I can use evidence from a story to make judgments about a character; CCSS RL3.3
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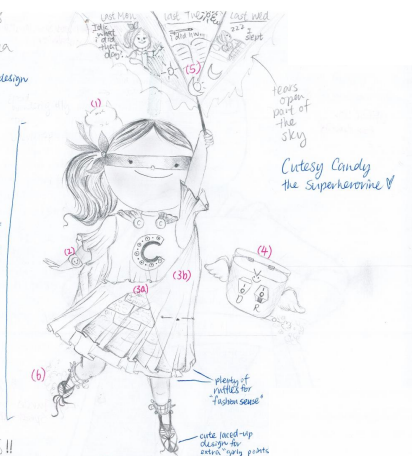
SELF: My character thinks that he/she is : 1) _____ 2) _____ 3) _____	Perceive How does the character see themselves and other people/ things? 	OTHERS: What does the character see? Observe? Notice? 1) _____ 2) _____ 3) _____
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KNOW What does the character know? Understand? Believe? 	1) _____ 2) _____ 3) _____
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1) _____ 2) _____ 3) _____	CARE ABOUT What/Who does the character care about? 
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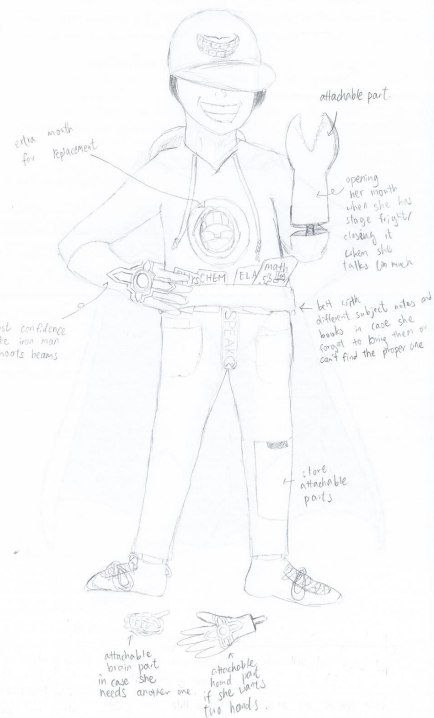
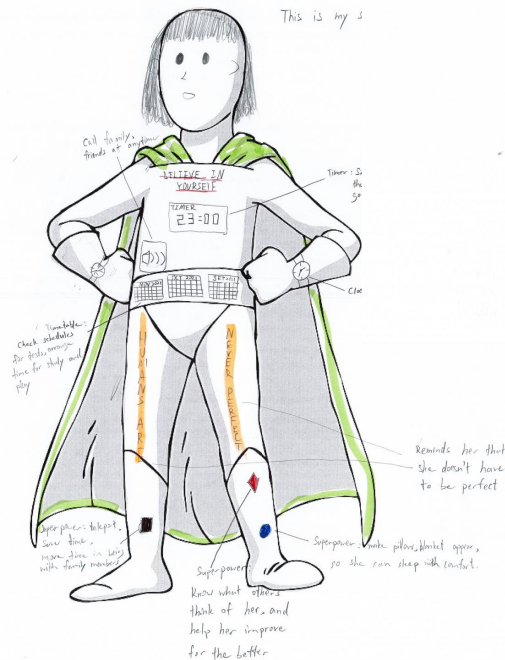
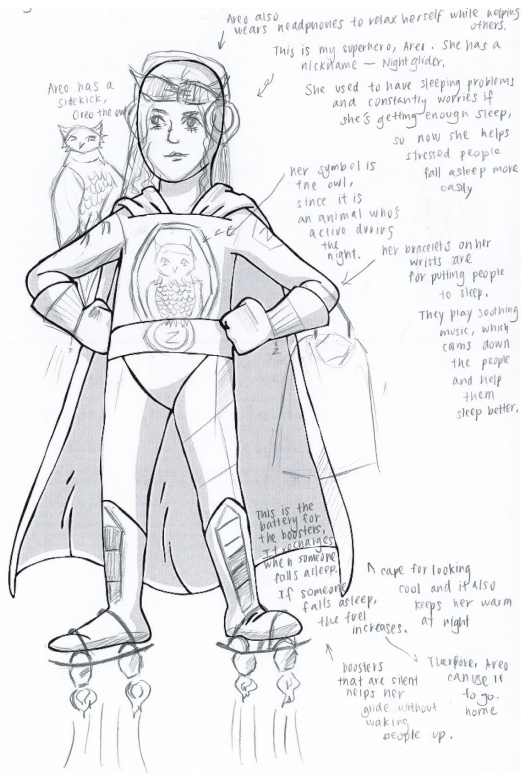
STUDENT WORK

General worries
→ Academic
→ Turtle Trauma
→ Social skills
blue ink = costume design



- Character design in general:
 - chubby limbs and round face—cute!
 - fun ruffles and folds around the cape and dress
 - character-defining "C" in middle of blouse

- (1) Enhanced Intelligence — Smart Kitty
 - The cat evolved on C head needs everything.
 - Acts as a second access to C.
 - Also possesses exceptional intellectual abilities like memorization, delay
 - Higher brain capacities more than monkeys and studies more alone
- (2) Management of physical appearance — Smiling-praising demand
 - A quite sensitive about her tail-thin-allow height, so I grant change its physical appearance with this demand.
- (3a, 3b) An Excellent Appearance — "Rasho" (wand born on an inner chi)
 - C is a very elegant animal; why to avoid social situations
 - Rather one who... will live from sight to the distant need to interact with others just the right one cards while people dance
- (4) Look after things that tempt you — The DSR Concentration box
 - Expresses difficulty in winning for time and controlling eyes to close that temptation
 - D stands for Destruction and R for Regeneration — just those goals, not the DSR itself which will remain constant over centuries until it fades
 - Then the DSR Concentration box will miraculously repair the H if they intend to
 - Helps speed up the process in which C passes to soul carrying it



Form 2: Halloween Writing

Write a Halloween story for your partner. Your story should be written in a way that captures your classmate's deepest fears and the protagonist overcomes her fears in the end.

Using a thinking routines to dig deeper into their audience

Thinking routines for reflection and feedback

THINKING ROUTINE: CREATIVE QUESTION STARTS

Aim: You may choose these to revise/edit your original interview questions. The better questions you ask, the more you'll have to inform the character and the plot of the story

1. Why...?
2. What if...?
3. What is the purpose of...?
4. How would it be different if...?
5. Suppose that...?
6. What if we knew...?
7. What would change if...?
8. When did...?

Appreciate, Wonder, Suggest- Use this to give feedback!

What do you appreciate?	What does it make you wonder (curious to know)?	What suggestions do you have to make it better?

DESCRIBE YOUR CLASSMATE'S HOPES/MISSION WITH REGARD TO THEIR FEAR(S) (What do they intend to do about it? Would they confront it? If so, how?)

DESCRIBE YOUR CLASSMATE'S FEARS(S)

DESCRIBE YOUR CLASSMATE

DESCRIBE THE EMOTIONS AND FEELINGS OF YOUR CLASSMATE WITH REGARD TO THEIR FEAR

Using Question Starts to Improve Inquiry

In step 1, students first brainstormed a list of 12 questions to ask their classmate

Class: _____ ()

Getting to know a classmate! (EWT 1)

My partner is: _____

Interview Questions - 1st Draft

1. Which kind of music genre do you like the most?
2. Do you like k-pop or pop more?
3. Do you like BTS more or TXT?
4. What is your favourite colour?
5. When is your birthday?
6. What is your favourite song?
7. Do you prefer friends or family? Why?
8. Who is your bias in BTS, SVT?
9. Do you like TXT more or Seventeen?
10. What is your dream pet?
11. Which country/city do you like the most?
12. Are you a dog person or a cat person?

Using Question Starts to Improve Inquiry

Then, students were asked to incorporate “question starts” into their questions to strengthen them

Class: _____ ()

Getting to know a classmate! (EWT 1)

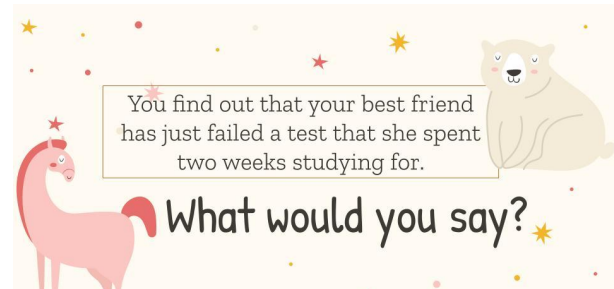
My partner is: _____

Interview Questions - 1st Draft

1. Which kind of music genre do you like the most? Why?
2. Do you like k-pop or pop more? Who is your favourite artist?
3. Do you like BTS more or TXT? Why? (TXT for me :D)
4. What is your favourite colour?
5. When is your birthday? How do you usually celebrate it? Who do you celebrate with?
6. What is your favourite song? Which artist does it belong to?
7. Do you prefer friends or family? Why?
8. Who is your bias in BTS, SVT? Why? (My bias is Jungkook and Wonwoo :D)
9. Do you like TXT more or Seventeen? Why?
10. What is your dream pet? Why?
11. Which country/city do you like the most? Have you been there before?
12. Are you a dog person or a cat person? Do you have any pets?

Form 1: 'A Letter to your Future Self'

Write a **letter** to **your future self** as an **S6 graduate**. In this letter, **give a quick overview** of what your life is like right now, then **give yourself advice** on how to be **self-compassionate**.



You find out that your best friend has just failed a test that she spent two weeks studying for.

What would you say?

Far Left Corner (A) "You should study harder next time."	Far Right Corner (B) "It's okay, don't be too hard on yourself. There will always be another time."
Front Left Corner (C) "How do you feel about it?"	Front Right Corner (D) "I guess some of us are really just not good at X subject."

Using a thinking routines to improve complexity of understanding and reflection

 THINK What might this person be thinking?	 FEEL What might this person be feeling?	 CARE What might this person care about?
<i>Consider your best friend's perspective!</i>		

thinking routines for

understanding and making sense

- 4 corners
- see, think, wonder
- think, pair, share
- step inside
- creative question starts

thinking routines for

demonstrating their learning

- think, feel, care
- step inside

thinking routines for

reflecting on learning

- appreciate, wonder, suggest
- I used to think... now I think...

learn more about thinking routines [here](#)



PROJECT ZERO



HARVARD
GRADUATE SCHOOL OF EDUCATION



SUPPORT PZ'S REACH

Who We Are

Topics

Projects

Resources

Professional Development



Project Zero's Thinking Routine Toolbox

Welcome to **Project Zero's Thinking Routines Toolbox**. This toolbox highlights Thinking Routines developed across a number of research projects at PZ. A thinking routine is a set of questions or a brief sequence of steps used to scaffold and support student thinking. If you're new to thinking routines and PZ's research, [please click here to explore more about thinking routines](#).

Thinking Types



by Teaching Subject...



by Thinking Disposition or Competence

by Project...

