

STRATEGIES



The word "STRATEGIES" is rendered in a bold, dark blue, sans-serif font. Each letter is intricately decorated with a different icon: the 'S' features a yellow boot; the 'T' has a magnifying glass; the 'R' is topped with a yellow gift box; the 'A' has a small yellow cactus on its peak; the 'T' has a yellow gift box; the 'E' contains a yellow compass rose; the 'C' is supported by a pair of yellow scales of justice; the 'I' has a yellow gift box; the 'E' has a yellow gift box; and the 'S' has a yellow gift box. The entire word is set against a white background with a dark blue horizontal bar at the bottom.



Perspective Taking



Moral Reasoning



Responsible Decision Making



Reflection



Sensitive Issues



New Issues

1. 3-2-1 Bridge

1. Get students to respond individually to a topic or stimulus by writing down 3 thoughts, 2 questions, and 1 analogy.
2. After students engage in an activity related to the stimulus or topic, get students complete another 3, 2, 1.
3. Elicit students' sharing on their initial and new thinking, explaining to their partners how and why their thinking shifted.



2. Admission Ticket and Exit Pass

1. Get students to jot down a response to an issue or artefact on post-it at the beginning as a trigger activity.
2. Alternatively, get students to do this at the end of the lesson for a quick consolidation.



4. Cultural Heritage Quest

1. Adapted from Racial Harmony Forum 2016 facilitation plan.
2. Get students to visit a community space, places of significant heritage or religious places of worship.
3. Follow up with a Journey Map to get students to trace their emotions and stories as they went about their visit.
4. Elicit students' sharing of the stories.
5. Facilitate students' reflection on the stories shared by getting them to pick one question to reflect on.
 - a. Identity: Who am I? How do I see people and the world around me? How do I identify myself as a Singaporean? What are the other aspects of my identity?
 - b. Relationships: How do I define relationships? How do I relate to people who are like me or different from me?
 - c. Choices: What choices do I make? How do I make choices? What choices define me? Does my choices make me more/less of who I am? Who do I choose as my friends? Who do I choose to be vulnerable with?



3. Circle of Viewpoints

1. Divide students into groups and assign each group a role and present them with a statement.
2. Get groups to craft a response to the statement in their assigned role for sharing with the class.
3. Get the groups to craft a question they have for another role and get them to share the questions. Groups may answer the questions but ensure it remains a dialogue rather than a debate.
4. Get students to reflect on whether their perspective has changed and any insights gained.



5. Deciding Line

1. Place a line or rope on the ground to divide the space into two, with students spread out between the two sides.
2. Present an issue. Students from one side find a partner from the other side to share a proposal with after considering the guiding questions.
3. The pair decides on 1 of the 2 options, or merges the options to form a better idea. The focus should be on producing a high quality proposal to address the issue.
4. The pair moves to join another pair and the process repeats until the group is left with only 2 proposals to consider.
5. The entire group then chooses a final proposal.



6. Fear in a Bag

1. Seat students in groups with post-its and present them with a context or scenario.
2. Individually, students will write a fear on a post-it and place it in the bag in the middle. They may write more than one fear.
3. After that, shift the bags around so that each group gets a bag of fears without knowing which group it is from.
4. Students respond to the fears received by writing solutions or encouraging comments on the post-it. They may share with their group members.
5. Elicit sharing from groups on the most striking fear. Alternatively, return bags to rightful groups so students can read what others have written to them.



7. Freeze Frame

1. Get one student to act as sculptor to create still images by positioning individuals in the group in relation to one another.
2. Create an image by adding characters one by one, to show a large group situation e.g. after a road accident.
3. Pause the creation of the still image at any time to draw out learning points for the audience.



8. From Near to Far

1. Guide students to reflect on an experience through a mirror: what have they have learned about themselves? How has the experience challenged them?
2. Guide students to reflect on the experience using a microscope: what is the impact on the larger community? What role did they play?
3. Guide students to reflect on the experience using a pair of binoculars: what are the larger issues surrounding the experience? What are the causes and effects? What is the impact on future developments?



9. Horse Shoe

1. Draw an imaginary U-shaped line in the classroom with one end saying 'Strongly Agree' and the other 'Strongly Disagree'.
2. Based on a statement presented, students take a place on the imaginary line or horseshoe.
3. Get students to share with the person next to them before eliciting responses from different positions on the line.



10. Silent Brainstorming

1. Get students to individually write comments, ideas or opinions on post-it notes based on a proposed question or issue.
2. Conduct a gallery walk of these post-it notes to discuss issues that have surfaced.



11. 'I used to think... Now I think...'

1. Present prompts for students to use individually.
2. Elicit students' sharing about their shifts in thinking.



12. Replay

1. Get students to reflect on a recent experience.
2. Surface significant moments for students to re-enact.
3. Pause, rewind or slow down certain moments to draw out learning points for the students and elicit response on what could have been done differently.



13. Reporter's Notebook

1. Identify a situation, a story or dilemma for discussion.
2. Ask students to identify the Facts and Events of the situation. As students name them, ask if these are clear facts, or if they need more information about them.
3. Ask students to name the Thoughts & Feelings of the characters/participants involved in the story. As students name them, ask if these are clear facts, or if they need more information about them.
4. Consolidate the discussion by eliciting students' response on their best judgment of the situation, based on the information at hand.



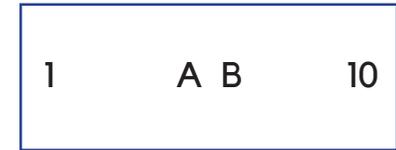
14. See Think Wonder

1. Present the stimulus and give participants time for close observation.
2. Ask learners to state what they noticed.
3. Ask learners what they think is going on in the stimulus.
4. Ask learners what they are now wondering about based on what they have seen and been thinking. What broader questions do they have?
5. Facilitate the sharing of the thinking, which can be done at each step.



15. Split and Slide

1. Present a statement to students that has room for polarizing opinions.
2. On a scale of 1 – 10, students select a number to represent their views on this issue, and stand in a chronological line with the '1's at the front and '10's at the back.
3. Divide the class along the midway point (represented by Students A and B in the diagram on the right) and get the students at the back to 'slide' forward, such that the '1's will be facing the '5's and '5's will be facing the '10's.
4. They will take turns to explain their perspectives to their partners (e.g. Student 1 pairs with Student B).
5. Elicit students' response on whether they changed their stand after listening to their partners to conclude.



16. Stand up, Hands up, Pair up

1. Get students to stand and make eye contact with someone else in the room.
2. Get them to move over to give the person a high five and, in their pairs, discuss a statement or question presented.
3. Repeat the process for multiple statements or questions.



17. Step Inside

1. Introduce a stimulus to get students to think about the people involved in the issue. Alternatively, assign class or group perspectives.
2. Ask, 'What can this person or thing see, observe or notice?' and document students' answers.
3. Ask, 'What might the person or thing know, understand or believe?' and document students' answers.
4. Ask, 'What might the person or thing care about?' and document students' answers.
5. Ask, 'What might this person or thing wonder about or question?' and document students' answers.
6. Facilitate discussion of the perspective taken.



18. Storyline

1. Divide students into small groups and give them small slips of paper that list the events that happened in an experience.
2. Each student takes one of the pieces of paper.
3. Get students to quickly and accurately organise themselves into a line that depicts the chronological order in which the events took place.
4. Elicit students' response on story order as a possible trigger.



19. Storytelling Chair

1. Get a student to sit on the designated chair in front of the class.
2. The student begins narration of an experience in response to the stimulus presented.
3. Any participant can stand up to replace the previous storyteller and continue the story or share another personal experience.
4. Alternatively, students can do this in small groups.



20. Think-Puzzle-Explore

1. Ask students, 'What do you think you know about ...?' Give them time to draw on past experiences and jot these ideas down e.g. on post-its.
2. Ask, 'What questions or puzzles do you have?' Push the thinking further and invite them to ask additional questions e.g. 'What would be interesting to investigate and learn more about? What are the things about this topic which you are curious about?'
3. Ask, 'How can we explore these puzzles?' and guide learners to think about where to get further information and the sources worth tapping on.
4. Facilitate sharing of the thinking.



21. Thumbometer (similar to Fist to Five)

1. Get participants to rate their experience or learning using three hand signs:
 - a. Thumb up
 - b. Thumb sideways
 - c. Thumb down
2. Alternatively, get students to think about how they feel in response to a statement or scenario given by rating their feelings from a 0 (closed fist) to 5 (hand open).



22. Traffic Lights

1. Get students to draw a traffic light and colour in the light that best represents how they feel at the moment:
 - a. Green: completely ready and raring to take action
 - b. Amber: ready but has some doubts or would need some help
 - c. Red: not that ready because of some considerations
2. Get students to elaborate more in writing or verbally by sharing with a partner:
 - a. Green: what action are you ready to take?
 - b. Amber: what are the doubts you still have and what can be done to help you overcome those doubts?
 - c. Red: are these considerations temporary or permanent? What can be done to help you overcome them?



24. Wandering Flipcharts (similar to Ambassadorial Sharing)

1. Place flip charts around the room (or blank sheets of paper on the wall) with a category, question or issue on each sheet.
2. Get students to move from flipchart to flipchart in groups to jot down ideas in response. Each group can add to what other groups have commented.
3. Repeat the process until all the flipcharts have been visited.
4. Alternatively, assign each group a flip chart with a specific category, question or issue. The group jots down their response and appoints an ambassador to present the group's thoughts while the groups visit each other's flip charts.



23. Tug of War

1. Present a fairness dilemma.
2. Identify the factors that "pull" at each side of the dilemma. These are the two sides of the tug of war.
3. Ask students to think of "tugs", or reasons why they support a certain side of the dilemma. Ask them to try to think of reasons on the other side of the dilemma as well.
4. Generate "what if?" questions to explore the topic further.



25. Word Webbing (similar to Word Splash)

1. Present a concept or topic to students.
2. Get students to respond by sharing the words that come to mind to form a word web.
3. Alternatively, create a word splash, also known as a word cloud using online platforms such as www.mentimeter.com*. Students can submit their one-word responses and 'word clouds' are formed from the text provided. The clouds give greater prominence to words that appear more frequently.
4. *With an account at www.mentimeter.com, click on 'New Presentation'.
 - a. Select 'Open-ended' at 'Question Type'.
 - b. Select 'Speech bubbles' at Result Layout'.
 - c. Input: '(your question/statement here)'
 - d. Save and check by clicking on 'Show Presentation'
 - e. Students can respond by keying in a 6-digit code given when they access the website.



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