

The slide features a dark blue background with decorative geometric patterns on the left and right sides. These patterns consist of overlapping, colorful shapes (yellow, pink, blue, and grey) that resemble stylized arrows or chevrons pointing towards the center.

# Thinking Routines

for Social & Behavioral  
Skill Building

# What we hope to do in this session

- Share routines we have used within our curriculum
- Give a general overview, explain how the routine was used, and show an example
- Discuss as a group how these routines could be used to promote social and emotional growth in other school situations

# Compass Points – In General

## **NORTH = NEEDS**

What else do you need to know?

## **SOUTH = STANCE, STEPS, or SUGGESTIONS**

What is your current stance or opinion? **OR** What should your next step be?

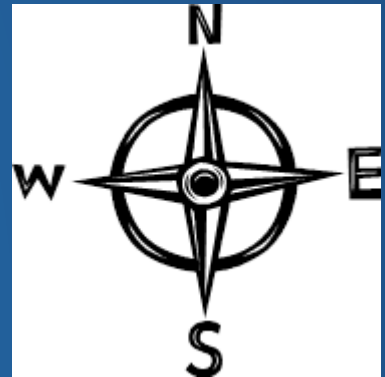
**OR** What suggestions do you have?

## **EAST = EXCITEMENTS**

What excites you? What's the upside?

## **WEST = WORRIES**

What do you find worrisome? What's the downside?



# How Compass Points were used

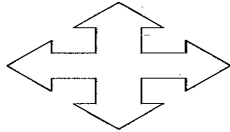
- 7th Grade Career Unit
- “Organizational Seminar” with parents

Compass Points Thinking Activity

Regarding this 2-Day Career Unit . . .

<sup>N</sup>  
What do you still NEED to know?

I need to know  
what field of marine  
biology only involves  
helping + rescuing  
animals. Not examining  
rocks!



<sup>W</sup>  
What are your WORRIES?

I am worried  
that I may be  
killed by a  
shark if I  
go deep sea  
diving to interact  
w/ some animals

<sup>E</sup>  
What EXCITES you  
about the future?

I am excited  
to even think  
that I could  
have a chance  
to work  
with dolphins  
as a living

<sup>S</sup>  
What SUGGESTIONS do you have for the  
counselors regarding career exploration?

How do you know  
if you will be good  
at or enjoy  
your "job"?

Example

# Other Ways to Use Compass Points - Social & Emotional Impact

## IDEAS:

- Student having a personal issue and you are not sure what questions to ask
- Use with Conflict Resolution - Separate → Together
- Group Share...Ideas???

# Headlines – In General

**Description:** The Headlines routine asks students to reflect and synthesize as they identify the essence or core of a situation or learning experience. This helps to build understanding of big ideas and core principles.



# How Headlines were used

- We use Headlines when students come to us with problems but can't seem to pinpoint the main issue.
- Students are asked to make their thinking visible by formulating and writing down a “headline” that summarizes their primary concern.



# Headlines - Example

What can I do  
to change things?

Communication Needed

# Other Ways to Use Headlines - Social & Emotional Impact

## IDEAS:

- Conflict resolution. It forces students to think about the *core issue* of the conflict.
- Anytime you want students to *summarize* a topic or event.
- Group Share...Ideas???

# See-Think-Wonder – In General

**Description:** The See-Think-Wonder routine draws on students' observations as the foundation for greater insights, interpretations, theory building, and curiosity.



# How See-Think-Wonder was used

- We used See-Think-Wonder to introduce the 7th grade “Signs of Suicide” unit.
- Students were asked to make their thinking visible regarding a projected image. They shared aloud their observations, thoughts, and questions.

# See-Think-Wonder - Example



# Other Ways to use See-Think-Wonder

- Social & Emotional Impact

## IDEAS:

- When a student is upset over something she saw, S-T-W may be helpful in guiding the student to realize that what she is thinking and wondering might be *perception* rather than *fact*.
- Group Share...Ideas???

# Micro Lab Protocol – In General

**Description:** The Micro Lab Protocol is a simple structure for ensuring that all voices are heard and ideas attended to before the topic of focus is discussed.



# How Micro Lab was used

- We used Micro Lab for teaching parents how to deal with conflict at home.
- We used Micro Lab during a department meeting to make sure everyone's ideas were heard in a timely manner.



# Micro Lab - Example

Parents were asked to make their thinking visible by practicing the Micro Lab routine in small groups using topics that often bring about conflict with their children. After “role-playing,” parents discussed how they could use Micro Lab in the future.

\* The emphasis of Micro Lab is listening.

# Other Ways to use Micro Lab

## - Social & Emotional Impact

### IDEAS:

- Conflict resolution
- Problem-solving
- Use it with colleagues to generate ideas or share opinions.
- Use it in class to dialogue about sensitive topics.
- Group Share...Ideas???

"I Used to Think... Now I Think"...

– In General

**Description:** The “I Used to Think... Now I Think...” routine helps students reflect on their thinking about a topic or issue and explore how and why that thinking has changed.

# How "I Used to Think... Now I Think" was used

- Used at the end of the "Signs of Suicide" lesson and quiz
- Used at 5th Grade Parent Night to allow parents to process what they learned and to realize that everything will be okay when their child moves on to middle school

## "I Used to Think...Now I Think" Example:

### **I used to think (before the SOS program)...**

"Depression is the same as sadness because I wasn't talking to my friends at lunch. They would always tell me I was depressed."

### **NOW I think . . .**

"That I was just sad and that they didn't really know what depression was at the time. Now I know depression is for a couple weeks and sadness is for a couple days."

# Other Ways to use "I used to Think... Now I Think"... - Social & Emotional Impact

## IDEAS:

- After an individual behavior problem has been addressed, use this routine to help solidify learning. (*I.E. - "I used to think it was more important to make people laugh. Now I think there's a time and place for that."*)
- Following a lesson on communication skills
- Group Share...Ideas???

## Authentic questions to make students think:

- ★ What makes you say that?
- ★ What do you think you're going to do?
- ★ How is that working for you?
- ★ Can you say more about that?
- ★ What does that tell you, then?
- ★ What are you basing that on?
- ★ I'm not quite following you. Can you say what you were thinking in a different way?
- ★ How do you think that makes him feel?
- ★ I don't know. What do you think?
- ★ If you *did* know, what do you think your answer would be?

\* Be a listener! You can't question well unless you're listening well.

# Discussion -

What other routines have you found to be helpful both in and out of the classroom for social and emotional skill-building?



Find more info. on Visible Thinking:

[www.rcsthinkfromthemiddle.com](http://www.rcsthinkfromthemiddle.com)



# Think!

From the Middle  
Rochester Community Schools

Evaluation