Note: *The completed thinking tools cannot be saved as a file. However they can be printed on paper or 'printed' then saved as a PDF to be kept for future use.*

Reflection Frames

- These provide sentence starters for students responding to content such as video clips, pictures or articles.

- The intention is that they will improve the depth of responses students give rather than giving limited responses to questions such as 'what did you think of that?' or 'do you have any questions?'

- Students view the content and then complete the sentences to give their responses.

3-2-1

- Similarly to the reflection frames, this is designed to structure and develop student responses to content such as video clips, pictures or articles.

- Students complete each section as suggested either in class or at home as a flipped learning activity. The questions they have could be used as the basis for class discussion and help deal with any misconceptions of the material.

Funnelling

- This activity is designed to help students summarise information and pick out the important points from a stimulus material such as an extract from a book or article.

- Students should read the content and then pick out 15-20 words or phrases to place at the top of the funnel.

- They can then drag and drop the 5-7 words or phrases they consider to be most important to the bottom of the funnel.

- These words or phrases can then be used as the basis for writing the summary of the content in the box at the bottom.

66 words

- Like the funnelling activity, this tool helps students to summarise information and pick out the important points from lessons or a stimulus material such as an extract from a book or article.

- They need to write one word in each box (including any necessary capitalization and punctuation) to create full sentences that would summarise the information required.

- Clicking on submit creates the full paragraph at the bottom, which can then be used for revision or as notes.

Question and Answer Tool

- This tool helps students organise questions and answers about a particular topic, and can encourage them to do wider reading to answer the questions.

- The topic is placed in the middle box and questions are written around the outside, along with responses.

- The questions chosen could be teacher or student led, and the activity could be completed individually or in groups.

Evaluate Concept Map

- This tool helps students to structure evaluation and weigh up arguments for and against a particular statement.

- In the 'claim made' box, students put the overall statement or issue to be evaluated.

- The next level of response is to write down possible arguments for and against the claim ('reasons for the claim' and 'objections to the claim').

- In the next boxes, evidence for each side of the argument should be added ('evidence for the claim', 'evidence against the claim').

- This process will help students to make a judgement about the overall strength of each side of the argument in the next boxes ('overall support for claim', 'overall support for objections').

- They can then draw an overall conclusion about how well the claim made at the start is supported ('overall evaluation').

- This could then be used to structure an evaluation paragraph on the topic being discussed.