



Use of Thinking Routines to Enhance Critical Thinking and Oracy in Students

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12 SEP 2017**



Content

- Checking-in
- Why employ Thinking Routines?
- Debates in Fairfield
- Application
- Q & A



LET'S CHECK IN!

Fairfield's
interest in
these
Thinking
Routines

The
journey of
growing
children
to
become...

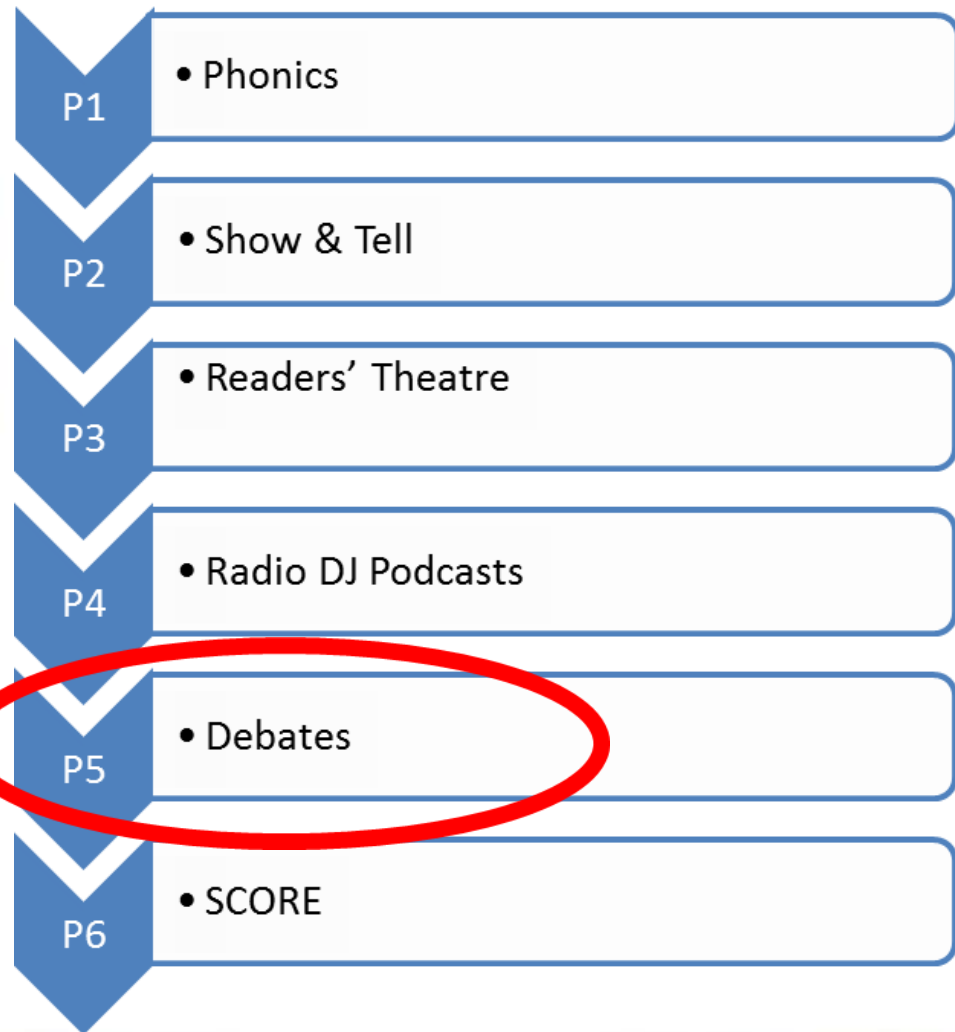


- Articulate
- Confident
- Empathetic



Fairfield's Oracy Programme

• **SPEAK**
(School-wide
Programme to
Enhance
Articulateness
among Kids)





WHAT CHILDREN CAN LEARN THROUGH DEBATING





Debate Programme

P5 Debates Programme

- Definitions
- Structure and Format
- Reasons and Evidences
- Speech Structure
- Rebuttals



ACTIVITY



Observations

- Surface comments
- Lack of details
- Points are haphazardly-presented



What is an argument?

- Communications directed at judges with the intent of influencing them
- Point - Label of argument
- Explanation & logic
- Example
- Link to Point



To exercise critical thinking...

- Evaluate information to determine whether it is right or wrong
- Be open-minded and consider alternative ways of looking at solutions



HOW TO ENHANCE CRITICAL THINKING AND ORACY



INTRODUCING CIRCLE OF VIEWPOINTS



Circle of Viewpoints

- Brainstorm a list of different perspectives and then use this script skeleton to explore each one:
- **I am thinking of ...** the topic... **From the point of view of ...** the viewpoint you've chosen
- **I think ...** describe the topic from your viewpoint. Be an actor - take on the character of your viewpoint
- **A question I have from this viewpoint is ...** ask a question from this viewpoint
- **Wrap up:** What new ideas do you have about the topic that you didn't have before? What new questions do you have?



- **When and Where was it be used?**

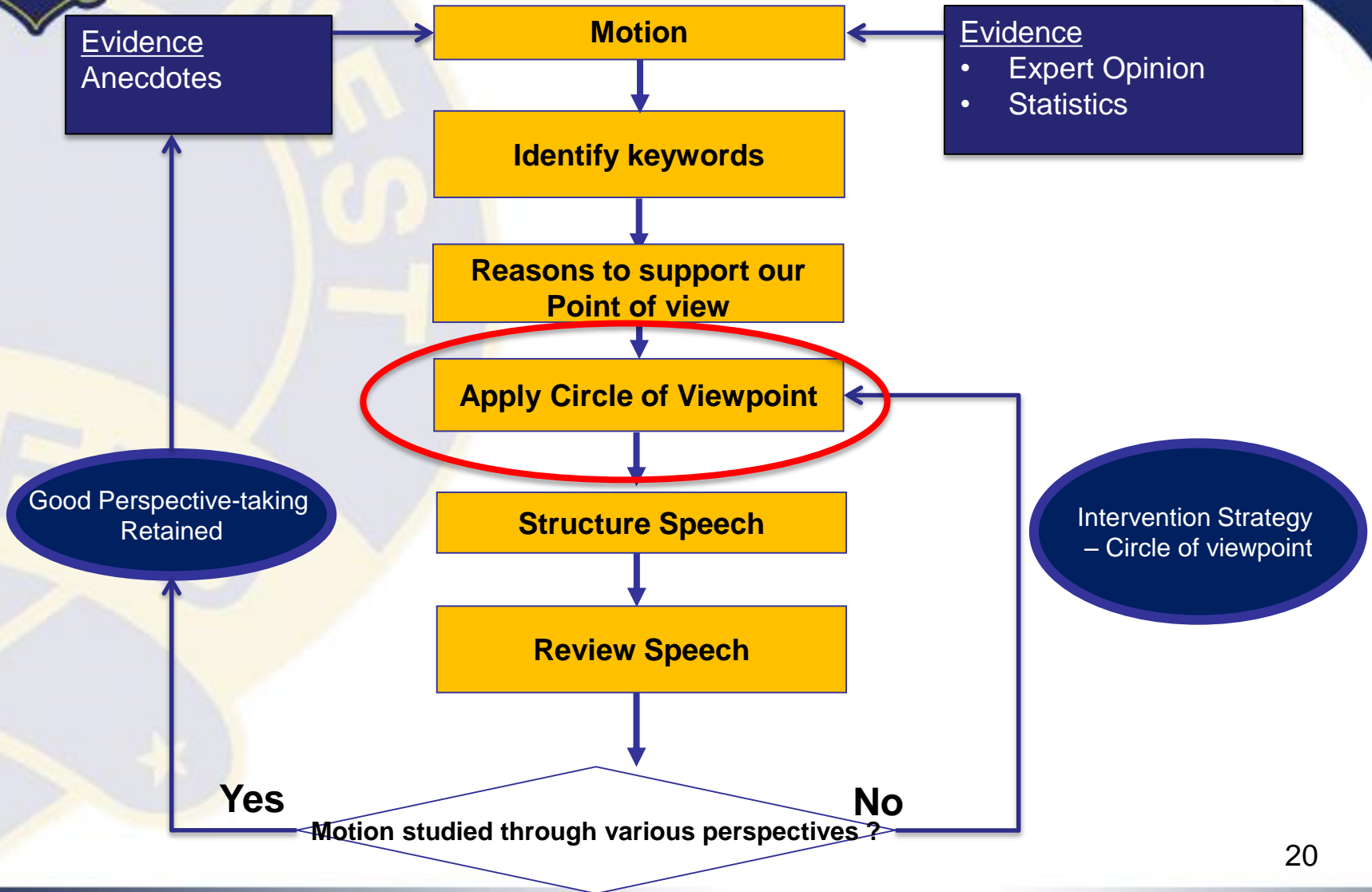
This routine was used at the beginning of debate motion discussion to help students brainstorm new perspectives about the motion.



- **What we did to use this routine?**
 - 1) After identifying a motion.
 - 2) Ask students to brainstorm various viewpoints about this motion. This was be done in groups.
 - 3) Give the initial brainstorm enough time for students to really stretch and explore diverse ideas. If students need help thinking of different viewpoints, try using the following prompts:
 - *How does it look from different points in space and different points in time?*
 - *Who (and what) is affected by it?*
 - *Who is involved?*
 - *Who might care?*



Process





Pre-intervention:

- 6 groups of 4/5 students brainstorming a motion

As was the current situation –

Surface comments

Lack of details

Points are haphazardly-presented

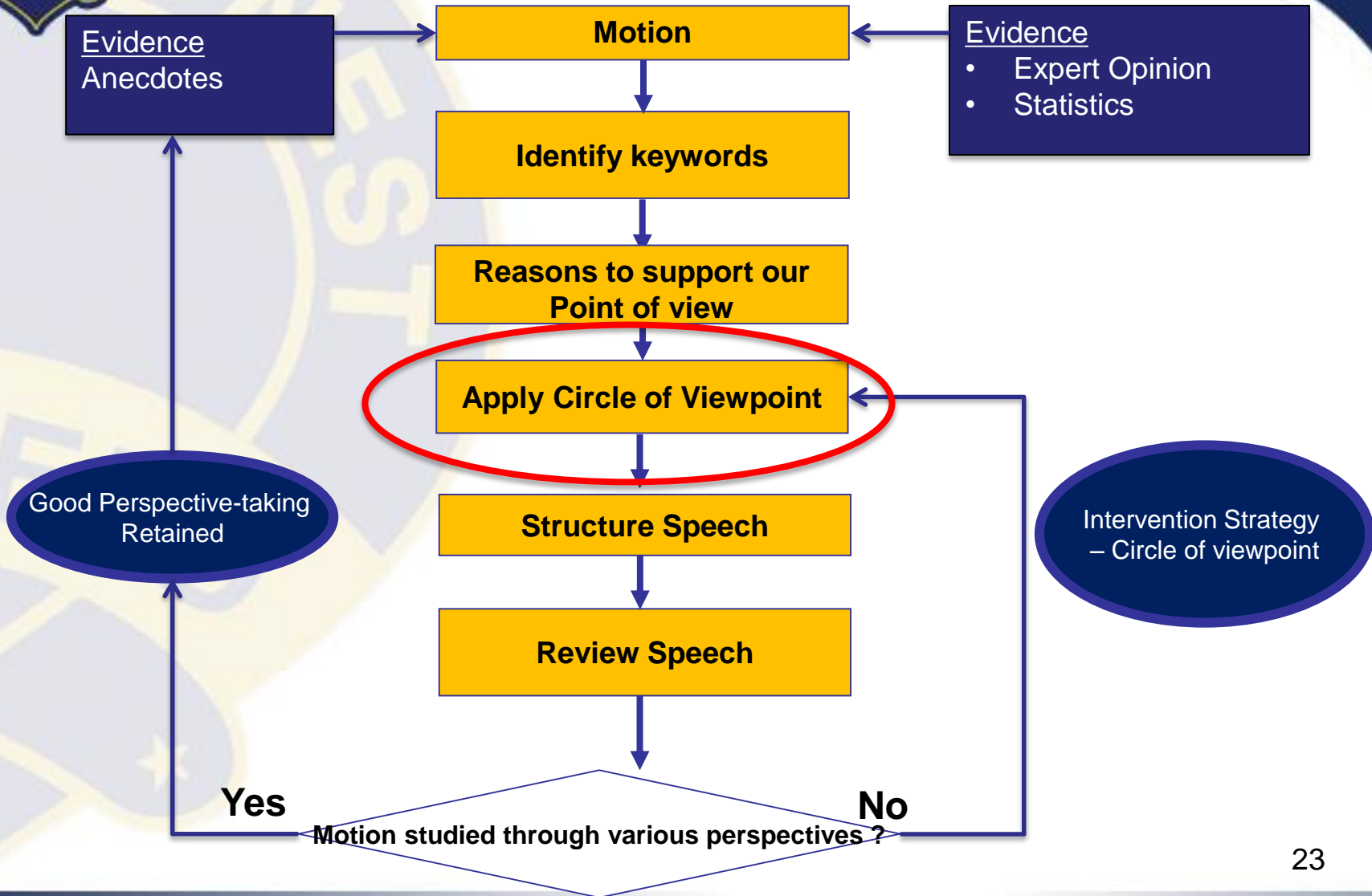


Pre-intervention data



ACTIVITY 6: Reasons to Support our Point of View

10 Reasons that Support Us	
Robots have no feelings so everybody will be treated the same and nobody would feel like they are treated less well than the other students	Teachers may be biased.
You can tell the robot what exactly it should teach the kids.	Robots would not catch diseases.
You would not need to pay the robots.	School is a waste of time.
School is stressful.	school is disrupting.
Teachers are less creative and innovative.	students would be disrupted by other students.





APPLICATION



Motions

- Should hand phones be allowed in class?
- Examinations should be abolished.
- Should students get paid for attending school?
- Should you change the way you dress because of what people might think?



Better arguments formed

- 1) Various perspectives were taken
- 2) Students used evidences more
Anecdotal, Research-based and Statistical
evidences according to the perspective
- 3) Arguments were more detailed
- 4) Speeches were more organised



Impact/Outcomes

- Improvement in the structure of the discussion
- Structure of the debate proceedings



Other Evidence

- Use of Thinking Routine as a pre-writing stimulus



BOOK READING



Challenges Faced

- Time
- Control class
 - Depth of discussion
 - Amount of supervision of students



Teachers' Reflection

“Although this method takes time, it allows students to delve into another person’s world – to see things from their perspective.” –

Ms Kavitha



Acknowledgement

P5 EL Teachers from FMSP

Sofia Parkash

Sandra Hou

Rena Tham

Kavitha Periyasamy

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Thank you



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