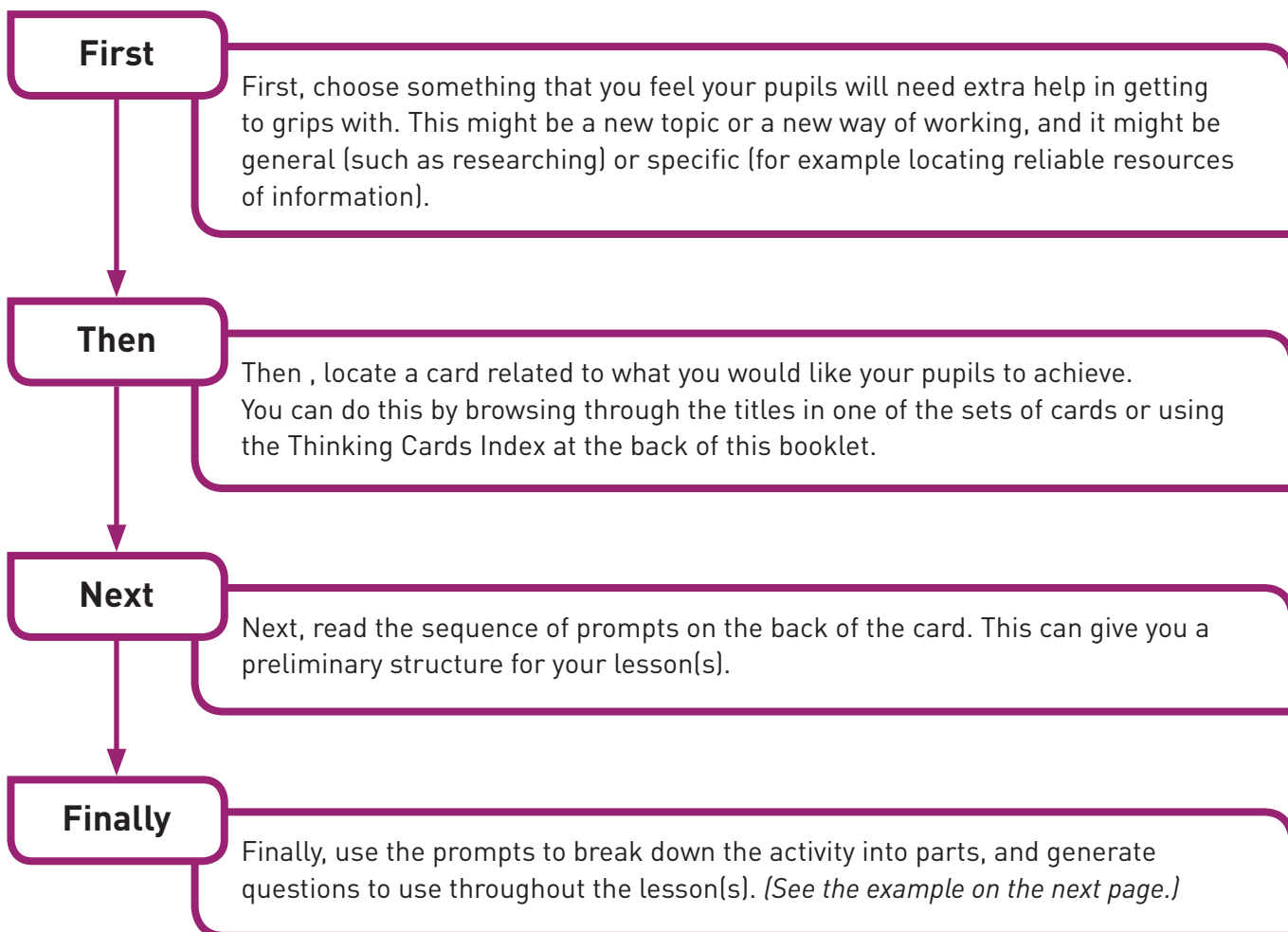


## Step 3

# Use the Cards to Help Plan Activities

If you are considering where to include a Thinking Skills and Personal Capabilities focus within the activities planned in your scheme of work, the Thinking Cards can help with ideas.



## Card 3.22: Is this the best way?



Prompts on card	Questions you may ask
1. Where can you get ideas from?	<ul style="list-style-type: none"> <li>• Is there anywhere you can look for ideas?</li> <li>• Are there some places you can look that will give you reliable ideas?</li> <li>• Does an <b>idea</b> need to be reliable, or is it just the information that may <b>inform</b> your idea that needs to be reliable?</li> </ul>
2. How will you decide which is the best thing to do?	<ul style="list-style-type: none"> <li>• Do you need to decide the same 'best way' as someone else?</li> <li>• Can the 'best way' just be what <b>you</b> think?</li> </ul>
3. How would someone else do this?	<ul style="list-style-type: none"> <li>• Why do you think someone else might choose to do it another way?</li> <li>• What can <b>you</b> learn from this?</li> </ul>
4. Is there a good way to do this that you already know about?	<ul style="list-style-type: none"> <li>• What have you done before that worked out?</li> <li>• What are the pros and the cons of doing this task in the same way?</li> <li>• Do you have the right materials and enough time to carry out this task in the same way as before?</li> </ul>
5. Is it better to go slowly or quickly?	<ul style="list-style-type: none"> <li>• Should you spend more time planning or more time trying things out?</li> <li>• Does it matter?</li> <li>• Does everyone work in the same way?</li> </ul>

Breaking an activity down in this way makes the pupils think through the prompts in detail and consider things from various angles. It also builds on and consolidates their 'thinking vocabulary'. Over time, this will help you create a true 'thinking classroom'.

Reviewing the suggestions on the cards as you prepare can also help you to spot opportunities for including Thinking Skills and Personal Capabilities that you may not have covered in as much detail.

### Planning for the assessment of Thinking Skills and Personal Capabilities

Using a card as the basis for structuring a lesson in this way can also form the basis for planning to **assess** Thinking Skills and Personal Capabilities. Once pupils have had an opportunity to show what they can do when applying their skills, you will have evidence to base your assessment on.

To read more about using the cards to help with assessing Thinking Skills and Personal Capabilities, see **Step 10**.