

Step 5

Introduce a Strand

For example, you might choose:

Managing Information

- Asking focused questions
- Plan and set goals
- Break a task into sub-tasks
- Locate sources of information
- Select, classify and evaluate information
- Select the most appropriate method for a task
- Use a range of methods for collating, recording and representing information
- Communicate information with a sense of audience and purpose.

Thinking Skills & Personal Capabilities Guidance Booklet

This has two advantages:

- Focusing on one strand of the Thinking Skills and Personal Capabilities framework over a period of time allows you to develop the pupils' understanding of skills that fall naturally into a skill-set. You can infuse your lessons with elements of the strand and have the pupils use the Thinking Cards to support them in working through activities.
- Your pupils will have the opportunity to develop confidence in using the Thinking Cards at a suitable pace. If you introduce the cards too quickly, they may feel overwhelmed and struggle to engage with the cards in a meaningful way.

Ideally, you should repeat this step until you have introduced all five strands of the Thinking Skills and Personal Capabilities framework.

During today's topic work time, I asked the pupils to talk through what stage they were at in their independent work and what issues they were having. I then gave out some Thinking Cards. I've got several packs of Set 2 cards in my class, so I was able to give each group a set of Being Creative cards...

One group were having issues with their 3D model. The method they were using to make it wasn't working, and they were becoming very frustrated with the outcome. They selected the card 2.23 'Changing your plan' and, after some discussion and a bit of support from me, they were up and running in no time. We didn't even have to resort to the 'Solving disagreements' card!

