

STRATEGY 1***Rule or Criteria Induction***

- Rationale** This strategy builds critical thinking by encouraging students to review examples and develop criteria; they apply inductive reasoning. In addition, it allows students to work cooperatively, contributing to co-construction of knowledge in small groups.
- Materials** At least four examples of a class of items (e.g., letters, brochures, an art form, a lab report, equations, etc.)
- Description** Students are given examples of the item studied. In small groups, they review the examples and rank them, best to worst. Next, they identify why they classify some criteria as better or worse. Students record the criteria in small groups. As a large group, compare the criteria.
- Ideal for** Any topic that requires the student to create a work that has to meet particular criteria. Rather than the teacher telling them what is good or bad, students use induction to arrive at criteria. For example, a task such as writing a letter would begin with samples of letters with students applying induction to determine the parts of a letter and criteria for good and bad letter content.
- Variation** Provide a placemat to guide their induction (e.g., parts of a letter, effective elements of a composition, ineffective elements, etc.).

STRATEGY 2*Four Corners*

Rationale This strategy allows learners to reflect on an issue or topic as it is introduced and respond accordingly. It also provides a diagnostic assessment for teachers.

By having students pair up with those from an opposing position, students are encouraged to listen to divergent opinions and potentially cultivate critical thinking by considering alternative positions.

Materials Signs posted in each of the four corners of the room reading: Strongly Agree, Agree, Disagree, Strongly Disagree

Description Write a question or statement on the board and have students gather in the corner that best represents their level of agreement. In groups, they can discuss their reasons for that position on the matter.

Group the *strongly agree* and *strongly disagree* groups and the *agree* and *disagree* groups. Ask each individual to find a partner with the opposite position. Partners share their views by listening carefully to the reasons for the opposing position.

At the end of the lesson or unit, repeat this to see if or how students' reactions have changed.

Ideal for Any controversial topic for which students could potentially agree or disagree

Preparation for debate