

Before The Unit: ABOUT WAR

THINK-PUZZLE-EXPLORE: What do you think you already know about what war is like? What questions or puzzles do you have about the direct experience of war? How might you explore these puzzles?

Purpose:

- To encourage learners to connect to their prior knowledge, be curious and plan for further inquiry;
- To provide the teacher with a sense of the students' current knowledge about the experience of war and as a result, modify lessons. For this reason, this activity is useful near the beginning of a unit.
- To help students move beyond facts to a broader understanding.
- To access student's learning on the nature and experience of war from a youth/child perspective. This includes what students have learned from the unit, what they still want to know more about, and how their learning may continue.

Steps:

1. *Collect statements* expressing what learners think they know. "What have you learned about war from the perspective of young people who have this direct experience?"
2. *Collect puzzles:* "What would you like to learn more about?" "What are you wondering about?" "What makes you curious?"
3. *Ask,* "How can we explore these puzzles?" "Where could we get further information?" "What key words would you use in your search?" "Other than looking up information, what else could we do to answer our puzzles?"
4. *Group together puzzles with similar themes or connections.* Keep this list posted and refer to it through the instruction to note when puzzles are solved.

Source: The protocol Think-Puzzle-explore is found in Church, M, Morrison, K. & Ritchhart, R. (2011). *Making Thinking Visible: How to Promote Engagement, Understanding and Independence for All Learners*. San Francisco: Jossey-Bass.