




# Thinking routines



- Module IV  Interpersonal skills
-  Active Listening
-  Levels of conversation

## Activity: Thinking routines

- **Short Description:** This activity consists in organising debates within the classroom and observe the progress of behaviours and opinions of the different members of the group during the exercise. How the flow of ideas expressed will influence the group, and how people will learn from each other?
- **Methodology:** Debate
- **Duration:** 10 minutes + time for discussions / feedbacks
- **Difficulty (high - medium - low):** Any
- **Individual / Team:** Teams of at least 3 – 4 members
- **Classroom / House:** This activity is to be developed in the classroom. It can also be developed in virtual mode
- **What do we need to do this activity?** (Indicate what resources we need to be able to carry out the proposed activity)
  - **Hardware:** Computers or phone or any device for video calls, if virtual
  - **Software:** Video-conference app if virtual
  - **Other resources:** Annex table

## Description

- **Text description:**

In this activity, students will practice conversation. Teacher form small groups and propose them a topic to be debated. Students should first expose their respective opinions, without justification. After divergences are established, they should seek for a compromise. During this process, they should observe what are the elements



that makes them change their way of thinking, thanks to new information, facts, beliefs, or principles, but also influence from other members of the group.

- **Illustration:**



<https://unsplash.com/photos/O-FR79xcGh8>

## Instructions

1. STEP 1 – Each team will pick up one topic for debate
2. STEP 2 – As a start for the debate, students should make a first roundtable where each one will express an initial position.
3. STEP 3 – Students will successively argue to defend their positions, until they are able to reach a compromise with which all of them agree. The debate should last for about 10 minutes.
4. STEP 4 – Then, students will fill the annex table where they will report how they progressed from the initial to the final position.
5. STEP 5 – Students will share their outcomes with the rest of the class



6. STEP 6 – General feedback about their performance

Expected outcomes

- This exercise is aimed at making students reflect on their thinking and the process of how and why this thinking has changed
- Students will identify their thinking and develop capacity to better express their thinking / feeling
- They will increase their level of emotional intelligence, as they will reflect on the positions of others while looking for a compromise
- They will practice conversation

This activity can be used in other (module, course, topic, lesson):

- **Module III, Business Pitch, Topic 4 Message Vs Audience, Lesson 2 Adapt your Speech to the Audience**
- **Module IV, Interpersonal Skills – emotional intelligence, conversation**

**ENTRECOMP (Competences developed): Vision, Valuing ideas, into action competences.**

Example:

The group must debate about the dominance of American audio-visual culture over the European:

Initial positions USA audiovisual sector is better	What I learn European audiovisual sector is rich	Final position Both sectors present peculiarities, and things are not that simple
Things I am sure Big productions always come from the US	What I wanted to learn Vs what I learnt. I wasn't really interested in EU audiovisual production. But I learnt that some movies I love are actually not American, but European, or product of a transatlantic collaboration.	How did we reach the consensus? Others also listen to my arguments. We opened our perspective so not to focus only on super-productions, as audiovisual sector goes far beyond.
Assumptions (I believe, but there is some ambiguity) Few European movies are awarded with Oscars Hollywood is a sacred place plenty of beautiful actress	What did I ask? Proofs and name of the movies	
Doubts (It is not clear to me) Maybe things are not as beautiful as they let us see.	Sources? Other members of the group, google, etc.	

Each student should fill his own table with personal progress.



ANNEX:

Proposal of topics for debate:

- American audiovisual productions are better than the European
- European cultural heritage is the strongest of the world
- A big city is more stimulating than a rural area for creativity
- Eurovision is a major symbol of our European cultural diversity
- Videogames will make us smarter
- Theatre vs Cinema
- Social networks should be considered as part of our modern cultural heritage
- Television is an effective tool for building culture
- We are manipulated by the media
- We should apply censorship to inappropriate audio-visual contents

Thinking routine table

Initial positions	What I learn	Final position
Things I am sure	What I wanted to learn Vs what I learnt.	How did we reach the consensus?
Assumptions (I believe, but there is some ambiguity)	What did I ask?	
Doubts (It is not clear to me)	Sources?	

