

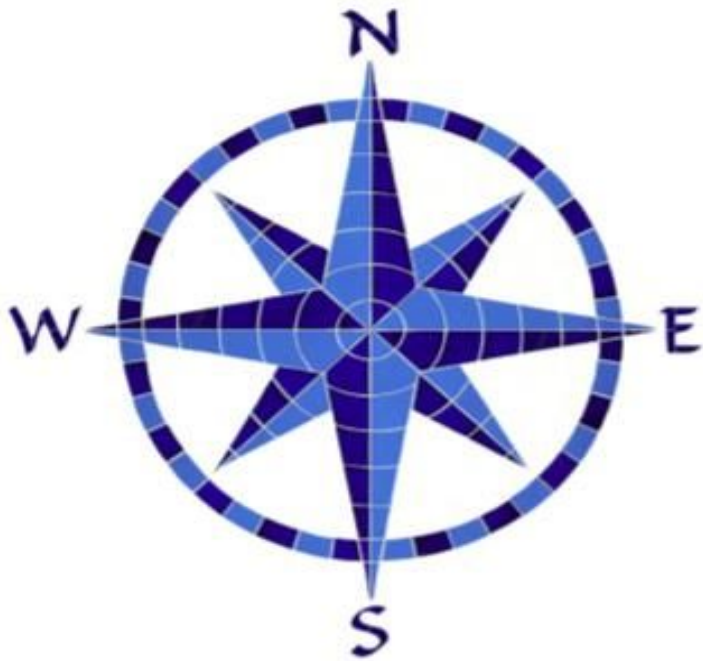
Compass Points

What **E**xcites you about this idea or proposition? What's the upside?

What do you find **W**orrisome about this idea or proposition? What's the downside?

What else do you **N**eed to know or find out about this idea or proposition?

What is your current **S**tance or opinion on the idea/ proposition? What should your next **S**tep be in your evaluation of this idea/ proposition?
What **S**uggestions do you have at this point?



purpose

This routine helps students examine an idea or proposition and eventually evaluate it

Introducing
& Exploring
Ideas

PURPOSE

What kind of thinking does this routine encourage?

This routine enables groups of learners to consider an idea or proposition from different angles. By exploring issues from multiple perspectives and identifying areas where more information is needed, individuals can avoid rushing into judgement.

APPLICATION

When and where can it be used?

Use this routine:

- To explore various sides and facets of a proposition or idea prior to taking a stand or expressing an opinion on it.
- When a topic includes a dilemma or differing points of view.

ASSESSMENT

How can I use this routine as an assessment?

Routine provides many opportunities to observe learners' flexibility in considering different aspects of a problem.

- Are learners able to think beyond their immediate reactions and positions?
- Are they able to generate multiple responses at each juncture or just one?
- Noticing how learners manage 'Need to know' step enables you to see how they analyse the information they have & identify what else is needed to further understanding.

Adapted by Alice Vigors 2017

LAUNCH

What are the steps needed for starting and using this routine?

1. **Set up** → Frame the issue, event or proposition & present it to the learners. If it is new to learners, allow for questions & clarification.
2. **Identify excitements** → Ask 'What excites you about this idea?' Allow time to think & record ideas.
3. **Identify worries** → Ask 'What worries would you have about this? What are your concerns? What's the downside?' Allow time to think and record ideas.
4. **Identify needs** → Ask 'What do you need to know & gather more information about to help you better understand this issue?' Allow time to think and record ideas.
5. **Ask for stances, steps or suggestions** → Depending on the issue ask students to take a stance, identify next steps for actions, or make suggestions for enhancing the situation.
6. **Share the thinking** → Invite learners to review the comments made by others. Invite comments on:
 - What themes emerged?
 - Where were common issues & reactions seen?
 - What responses surprised you?