This routine helps to guide the exploration of a topic, idea or text. It encourages learners to 'peel' back the layers to gain a deeper understanding.
PURPOSE

What kind of thinking does this routine encourage?
This routine helps to guide the exploration of a topic, idea or text. It encourages learners to peel back the layers to gain a deeper understanding.

APPLICATION

When and where can it be used?
Use this routine:
- Across a variety of Key Learning Areas
- To examine a text or part of a text
- To explore a topic, idea or concept

ASSESSMENT

How can I use this routine as an assessment?
- Over time, look for deepening responses.
- Are learners about to explain what it is really about in a deeper way or is their explanation only scratching the surface?
- Can learners make connections beyond themselves and their own experiences?
- Do learners identify different viewpoints and consider the issue, topic or text from the perspective of another?
- Are learners able to recognise the central theme or message being conveyed?

Adapted by Alice Vigors 2017

LAUNCH

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

1. **Set up** → Give learners time to read the selected text, passage, information in advance. Encourage active reading and highlighting or recording key points or questions on post-it notes as they read.

2. **Outside Skin** → Ask: What do you see, observe, or notice? This could be done as a simple list of items or written in sentences by individuals or as a whole class.

3. **Under the Skin** → Ask: What questions or puzzles do you still have? Document questions or puzzles. Talk and turn to a partner to share questions.

4. **Building Explanations** → Ask: What is this really about? Document thinking.

5. **Make a Connection** → Ask: How does this fit with your life? Encourage learners to make text to self, text to text and text to world connections. Document thinking. Talk and turn to a partner to share connections.

6. **Different Viewpoints** → Ask: How could we see this from another perspective? Encourage learners to use evidence from the text. Document thinking. Talk and turn to a partner to share different perspectives.

7. **Capturing the Heart** → Ask: What is the central idea or message? What is it the author wants us to know? Document thinking.

8. **Share the Thinking** → If the routine has been done as a whole class and documented, the group’s thinking has been visible throughout the process. Looking at the documentation ask the class to articulate what the central theme(s) is.