

Red Light, Yellow Light



- What are the **red** lights here? What things stop you in your tracks because you doubt their truth or accuracy?
- What are the **yellow** lights here? What things slow you down a bit, give you pause, and make you wonder if they are true and accurate or not?

purpose

This routine helps learners become more aware of specific moments that hold signs of possible puzzles of truth. It also helps to build sensitivity to spotting potential puzzles within claims, ideas, conclusions, generalisations.

Digging
Deeper into
Ideas

PURPOSE

What kind of thinking does this routine encourage?

This routine helps learners become more aware of specific moments that hold signs of possible puzzles of truth. It also helps to build sensitivity to spotting potential puzzles within claims, ideas, conclusions and generalisations.

APPLICATION

When and where can it be used?

Use this routine:

- With material that presents a particular stance, claim, conclusion or generalisation
- With an issues, problem, conflict that is large enough so that a variety of red lights and yellow lights can be identified

ASSESSMENT

How can I use this routine as an assessment?

- What are you noticing about how readily students identify places of potential puzzles?
- What are you noticing about their reasons for making particular choices?
- Do you see them scrutinising their own arguments, ideas, theories and generalisations?

LAUNCH

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

1. **Set up** → Briefly introduce the source material. Tell students you want them to dig below the surface of the ideas, issues or findings that may be present.
2. **Look for red lights and yellow lights** → Search the source for specific moments and signs of possible puzzles of truth. It may help to highlight using these colours. **Red lights**: glaring, halting places. **Yellow lights**: proceed with care and caution.
3. **Collect observations and reasons** → Make a list of specific points marked **R** and **Y** as students offer them to the group. Ask students to provide their reasons as to why they categorised a particular point or zone as red or yellow. Document reasons as well.
4. **Share the Thinking** → Once the collected list is created, have the class stand back and look at the documentation. Ask:
 - What have we learned about particular signs that indicate where there could be a problem or puzzle of truth?
 - What have we learned about zones to watch out for?