Inquiry Stages		Design Thinking Stages	Learning Intention & Success Criteria	LEARNING Experiences and Instruction Provoking, Structured, Differentiated, L.I & S.C, Multimodal, Relate to key questions & C.I, Assessable, Focus Skills, Capabilities & Knowledge	Formative Assessment / Feedback Strategy
TUNING IN	 **Assessing Prior Knowledge** ○ Provocation(s) ○ Assess prior knowledge ○ Assess prior skills ○ Tasks connected to students' interests ○ Connections to other learning areas/capabilities	**Empathise** (The Hook) Plan motivational learning experiences that immerse students to connect with different learning opportunities. Students seek to understand different perspectives and empathise.	We are learning to … I can ○ ○ ○ ○ ○	**Week 1:** **Lesson 1:** ○ ○ ○ **Lesson 2:** ○ ○	
			We are learning to … I can ○ ○ ○	**Week 2:** **Lesson 1:** **Lesson 2:** **Lesson 3:** **Specialist lesson:**	
FINDING OUT	 **Bringing In Ideas** **Identify, Label, List, Define, Describe, Retell, Recall, Recite** ○ Thinking tools to gather information: Loose hexagons, cluster maps, spider diagrams, brainstorm maps, Who-What-When-Where, White & Red Hat Tasks help skill / capability growth ○ Students/groups pursue inquiries	**Define** Students identify a problem that is important to them by exploring different information. Younger students may need direction. (Update curriculum links based on student identified problems)	We are learning to … I can ○ ○ ○ ○ ○	**Week 3:** **Lesson 1:** ○ ○ ○ **Lesson 2:** ○ ○	
			We are learning to … I can ○ ○ ○	**Week 4:** **Lesson 1:** **Lesson 2:** **Lesson 3:** **Lesson 4:**	

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<table>
<tr><td rowspan="3">SORTING OUT & GOING FURTHER</td><td rowspan="3">
Linking Ideas
Sequence, Classify, Compare & Contrast, Cause & Effect, Analysis, Explain, Analogy, Question

Thinking tools to help connect & share information: SWOT Analysis, Connected Hexagons, Venn, Concept Map, Tree Diagrams, Rank & Reason, Flow Chart, Yellow & Black Hat, etc.</td><td rowspan="2">Ideate
Students brainstorm and develop creative solutions to solve the problem. They design their solution.</td><td>We are learning to …

I can
○
○
○</td><td>Week 5:
Lesson 1:

Lesson 2:

Lesson 3:

Lesson 4:</td><td></td></tr>
<tr><td rowspan="2">We are learning to …

I can
○
○
○</td><td rowspan="2">Week 6:
Lesson 1:

Lesson 2:

Lesson 3:</td><td rowspan="2"></td></tr>
<tr><td>Prototype & Timelines
Students bring their designs to life by creating tangible objects/ solutions.</td></tr>
<tr><td rowspan="3">TAKING ACTION</td><td rowspan="3">
Extending Ideas
Predict, Hypothesise, Generalise, Imagine, Reflect, Evaluate, Create

○ Thinking tools to help create information: Fishbone, Analysis,
○ Opportunities for action
○ Summative Assessment Task</td><td rowspan="2">Test
Students check and test prototype and evaluate effectiveness.</td><td></td><td></td><td></td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td>Communicate

Students communicate and or deliver on the Product or Performance</td><td></td><td></td><td></td></tr>
</table>

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Hooked on Thinking: Coding Thinking Interventions against SOLO Taxonomy

Thinking Skills Interventions Coded against Student Learning Outcomes (SOLO Taxonomy)	Structured Overview of Learning Outcomes			
	Unistructural	**Multistructural**	**Relational**	**Extended Abstract**
	BLOOM'S Understanding and Remembering SOLO: Bringing in ideas: Identify/Label/List/Define/Describe/ Recall/Recite		BLOOM'S Analyse and Apply SOLO Linking Ideas: Compare/Contrast/Causal/ Sequence/Classify/Part whole/ Explain/Classify/Questioning	BLOOM'S Create and Evaluate SOLO Putting linked ideas in another context: Predict/ Generalise/Imagine/Reflect/ Evaluate/Create
[Hooked on Thinking Template and Self-Assessment Rubrics]	Describe Map Define Map Identify Map		Compare Contrast Map Classify Map Part Whole Map	Sequence Map Cause/Effect Map Analogy Map	Generalise Map Evaluate Map Predict Map	
[de Bono 6 Thinking Hats]	White Hat Red Hat		Yellow Hat Black Hat		Blue Hat Green Hat	
[de Bono CoRT] and DATT Thinking Tools	CAF (Consider all factors) KVI (Key Values Involved)		PMI (Plus, Minus, Interesting) RAD (Recognise, Analyse, Divide)	OPV (Other People's View) FIP (First important Priorities)	C&S (Consequences and Sequel) AGO (Aims, Goals, Objectives)	APC (Alternatives, Possibilities, Choices) DOCA (Decisions/Design, Outcome, Channels, Action)
Curriculum Based Reflections					Reflective Journals/Jeni Wilson Triggers/ Mrs Potter's Questions	
Graphic Organisers	Target maps Circle Maps Single set diagrams Spider diagrams Webbing	Conceptual maps Cluster maps Central idea graphs Brainstorm maps Explosion charts	Affinity diagrams Mindmaps Tree Diagram Concept map Vee maps Venn diagrams Double Bubble maps Matrix diagrams Force Field	Analysis SWOT Bridge map Continuum line Priorities grid Ranking order Time line Flow chart Cycle Storyboard GANTT chart	Fishbone diagram Relations diagram Critical path analysis Algorithm Systems diagram Flowscape	ICT Reason!Able argument maps Rationale Bcisive
Question Frameworks	Open/Closed					
	Who/What/Where/When		Why/How			
Three Storey Intellect Questions	Complete/Count/Define/Describe/Identify/List/Match/ Name/Observe/Recite/Select/Scan		Compare Contrast/Classify/Sort/ Distinguish/Explain (Why)/Infer/ Sequence/Analyse/Synthesize/Make analogies/Reason		Evaluate/Generalise/Imagine/Judge/ Predict/Speculate/If/Then/Apply a principle/Hypothesise/ Forecast/Idealise	
[Tony Ryan's Thinkers Keys]	Alphabet Variations Picture Brainstorming		Reverse Listing Disadvantages BAR Alphabet Variations	Picture Commonality Question Brainstorming	What if Combination Prediction Different Uses Ridiculous	Invention Brick Wall Construction Forced Relationships Alternative Interpretation

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