

# Thinking Move A



## Ahead

**Expect – Predict**

*What will happen next?*

*“You do this sort of thinking everyday – when you wake up, you’re already thinking about what will happen that day. There are lots of ways to think ahead – you might be predicting what will happen next in a story, getting ready for something, setting yourself a challenge, or be looking forward expectantly to a special occasion.”*

Predicting, preparing, intending and hoping are all ways of bringing the future into the present. Anticipating what will, or might, happen enables us to be ready when it does. Foretelling dangers enables us to minimise harm, whilst foreseeing opportunities enables us to maximise benefits.

In school, thinking ahead is crucial for forming targets, setting short-term goals for group work and preparing revision timetables. With young children, we do most of the thinking ahead for them, but getting them think ahead for themselves is important for developing independence. What’s needed in today’s schoolbag? How should I organize these notes so they will help me revise

## How would we use it in class?

### **What would happen then?**

This storytelling game thinks ahead through chains of predictions. Start with an imaginative scenario, for example, “What would happen if you were invisible?” Take the first suggestion offered, e.g. “You’d be lonely because nobody could see you.” Then ask, “What would happen then, because of that?” Continue the chain, recapping occasionally or breaking into pairs to generate new ideas. “Because of that” is the key element, as stories are not just random, they follow in a chain of consequences.

### **Won't, Could, Will**

Get some predictions for what won’t happen next (this helps to narrow the domain of reasonable answers) and what could happen next. Then from the candidate “coulds” – four or five are enough – hear reasons for what students think actually will happen.

### **Project Projections**

Ask a student “What are the first words you associate with ‘Project’?” and they’re likely to mention words like **duration, groups, and presentation** long before **planning, delegation, and reflection** which are crucial to “projecting” one’s thinking into the future. Next time there’s a group task that lasts 2 lessons or more, pause them after the first lesson and ask them “*If you carry on like this, will you achieve what you want to achieve?*” They can reflect on current progress and predict how they will fare against their deadline. They might need to change tack!

## Applications in the curriculum

Music - later in a composition

ICT - ... in a robot's response an algorithm

RE - ...in a Hindu wedding