

## What happens next?

A routine for predicting, justifying, comparing and reflecting

1. What happens next? What makes you think that?
2. What actually happened? Compare and reflect.

### **Purpose: What kind of thinking does this routine encourage?**

This routine encourages students to make predictions in order to enrich their understanding. Students evaluate a set of criteria or actions in order to predict what happens next. They then justify their hypothesis by explaining their reasoning. Having identified what actually happens next, students then explore the extent to which the 'reality' differs from their hypothesis, reflecting on how their understanding is enriched.

### **Application: When and where can it be used?**

- This routine works best when students don't know what happens next. Students might be reading a narrative and be asked to use this routine just before a moment of structural climax. This could apply to a variety of different forms, including novels, short stories, films and narrative poems.
- The routine is readily adaptable to a variety of different disciplines. In History, students may have studied the full contextual background to a moment in history when an individual or government made a key decision, without actually revealing the decision itself. The routine is then applied, and all the possible decisions discussed and explored, before 'the big reveal' is shared. In Science, the routine supports the hypothesising process, encouraging students to justify their hypothesis prior to testing it.
- After 'the big reveal', students compare what they thought with what actually happens, and reflect on how their understanding has been enriched.

### **Launch: What are some tips for starting and using this routine?**

- The effectiveness of this routine derives from the power of suspense and the intrinsically inquisitive nature of the human mind. It relies on the fact that we all want to find out what happens next. We don't like being left in the dark. Therefore, it follows that it is good practice not to reveal everything that happens too soon. Encourage students to relish the moment of 'not knowing'.
- Keep a visible record of students' predictions and explanations. Get them to record their ideas on a 'Prediction Map', particularly if you are stopping at multiple prediction points. That way they can track how their conjecturing may have changed and consider why this is.
- When it comes to phase 2, questions you might ask learners include, "What actually happened? How does this compare with your prediction? What have you learned?"
- Note that it is known for some students to challenge the worth of this process, particularly at the beginning. Initially, some students find it frustrating not just to be told what happens next. In practice, it does not take long for them to move beyond these concerns. Help students understand that frustration often fuels the will to learn.