GOOD PRACTICES

1	Title	*Look, think,Wonder...*
2	Country	Israel
3	How is/was it promoted?	- as a part of a school curriculum
4	Context of implementation	*The context where the best practice was developed* ☑ large city ☐small city ☐village
5	Goals of the activity	Encourage asking fruitful questions following observation and promoting independent research
6	Description	The practice must be implemented in three stages: 1. **See**- describe what you see. Be sure to only describe the the phenomenon and not explain or interpret.) is more difficult than that sounds 2. **Think** - allocate time to think, without interruptions. Be careful not to Allow conversation and don't let the fastest speak first. 3. **Wonder** - reflect on the phenomenon and ask intriguing questions you. Use questions such as what would have happened if? how Does it make you feel? What do you imagine in your head? what else would you like to know? The things said and written by the students can be sorted into categories: What do I know? And what do I want to know? This is the preliminary stage for an independent research process, which came into being from the intriguing questions that will arise in the first stages of the activity. After the research process, students should be given different options to present the knowledge they have gained in diverse ways.
7	Implementation choices	*Write a brief presentation of the best practice (max: 500 words) by referencing to:* a. Target groups: Students of all ages b. The activity can be done with any group of learners in any forum

		c. The duration of the activity for the three stages - observe, think, ask, is about 90 to 120 minutes d. Number of sessions: 1-3 f. The first steps will be discussed in the plenary class, in small groups or teacher-student individually. The research phase will be monitored by the teacher and the students will work in small groups or alone. The results of the research process can be presented in a variety of ways: an exhibition, models, presentations, podcasts, lessons that will be passed on by the students to other students, videos, lectures, production of learning games and more...
8	**Materials**	*The means vary according to the subject of the lesson: in a science observation lesson, laboratory means are required. In history class a historical relic will be represented, in theater classes we will watch a play, in law class we will visit the court, in art class we will look at a work of art...*
9	**Who runs the activity**	☐ mentors ☐ an organization/institution ☑ a school ☐ an informal group ☐ an NGO ☐ other
10	***Benefits and results***	The practice encourages metacognitive discourse and creative thinking of all the students in the class and is particularly suitable for responding to gifted and outstanding students as a homogeneous group but also in the heterogeneous class. This way of learning allows them to analyze, hypothesize, use their imagination and go out and explore the things that intrigue them. After the students learn the tool in relation to one example, they will be able to apply it repeatedly to other observations and other areas of thought.
11	**Relevance for the GATE Project**	a. *The practice also emphasizes the emotional and social aspects of the gifted students, as it enables development according to areas of interest, promotes teamwork and brainstorming and brings the student together with successes and failures in the process.* b. *21st century skills enter the process as needed.* c. *A universal design for learning allows each student to build his own curriculum, according to the limits of his interest and allow him to progress according to his abilities, his curiosity, thus motivating him for independent learning.*
12	**Website/E-mail /Other contact info + References, if any**	Thinking Routines Wonder - Think – See *https://www.youtube.com/watch?v=3rG6gtZ61x8* *Provided by dr. Yehuda Hamovitz*