

Think → Pair → Improve → Share

Make discussion improve an idea, rather than simply repeat two first answers.

3 min preparation | Science, Maths and Humanities

Before the lesson

Choose an open question with evidence to consider. Give listeners a clear job: ask for a reason or identify a missing detail.

Teach it in four steps

1. Think: each learner writes or sketches an initial response privately.
2. Pair: partners explain their ideas without interrupting and identify a point of agreement or difference.
3. Improve: each learner adds evidence, qualifies a claim or corrects a misconception.
4. Share: ask learners to show what changed between their first and improved response.

History: interpreting a source

First: "The poster shows that everyone supported the war." Improved: "The poster encourages support for the war, but it does not show how everyone felt."

Teacher: "What can this source show us? What would we need another source to establish?"

Check understanding

Collect both versions from a few learners. Look for a meaningful change in reasoning or evidence, not just a longer sentence.

Fade the support

Remove the improvement prompts as learners begin to ask their own questions about evidence and limits.

Adapt it across subjects

Science: discuss whether one result is enough to establish a pattern.

Maths: compare two solution methods and improve an explanation of efficiency.

Adjust the language support

A1-A2 access: keep the subject goal; use visuals, a small word bank, pointing or drawing and partner rehearsal. Use a home language to establish meaning where helpful.

B1-B2 extension: ask for fuller explanations, precise subject vocabulary and qualifications. Reduce sentence openings when learners can organise the response independently.

These are starting points, not placement rules. Judge support from the learner's response to this task; proficiency can differ across skills.