

## ACTIVITY 1.1.2: SEE–THINK–WONDER

### Purpose:

- To emphasize the importance of slow and careful observation as the basis for an interpretation; and
- To identify “wonderings” to open up new areas of thought and inquiry.

### Steps:

1. *Project the chosen image(s)* in a darkened room. Allow one to two minutes for silent and close inspection. If possible, print an image of each photo that you will use for this activity as well.
2. *See:* What do you notice that you can put your finger on? Don’t interpret yet please. Do a Think-Pair-Share. Share with the class those things your partner noticed that you missed.
3. *Think / Interpret.* Ask: “What is going on here?” “What else is going on here?” “What does this make you think?” “What makes you say that?”
4. *Wonder:* Students may initially confuse wonder with confirmation of their interpretations: “I wonder if he is really dead.” “I wonder what that is in the foreground”. Explain that wondering pushes us beyond interpretation to explore ideas raised by the subject in the picture. “I wonder if there is significance in the appearance of that person?” “I wonder how the secondary people in the photo were feeling at this moment?” There may be parts of the image which make no sense to us, but which would be understood by someone in a different time or culture
5. *Share the wonderings about each image* by writing them down and posting them around the room beside the relevant photo(s) if you have printed copies. Encourage students to add to the wonderings as the unit progresses.

### Suggestions:

- Do not rush through the *SEE* stage because this is the foundation for the next two stages.
- Include your own observations, couched as a learner too: “Something that I see just now is....”

**Source:** The See-Think-Wonder protocol is found in Church, M, Morrison, K. & Ritchhart, R. (2011). *Making Thinking Visible: How to Promote Engagement, Understanding and Independence for All Learners*. San Francisco: Jossey-Bass.