

ACTIVITY 2.1: THE GREAT WONDERING BRAINSTORM

Time: 30–45 minutes

Materials: Handout: “The Great Wondering Brainstorm”

Step 1: Briefly review each of the eight passions described in Chapter 2 of *The Reflective Educator’s Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner Inquiry*, Fourth Edition. (5–10 minutes)

Step 2: Distribute one copy of Handout 2: The Great Wondering Brainstorm to each participant. Ask participants to list one or two wonderings they have about their practice in relation to each passion. (10 minutes)

Step 3: Ask participants to review their list of wonderings and place stars next to the top three wonderings on their list that they feel would be most important for them to explore through the process of inquiry this school year. (5 minutes)

Step 4: Ask participants to share their top three wonderings with the person next to them, sharing the wondering itself as well as their reasoning for selecting that wondering as one of their top three choices for exploration through the process of inquiry. (10 minutes)

Step 5: As facilitator, you will lead a whole-group discussion by asking participants to share what they learned about themselves and/or their colleagues by participating in the great wondering brainstorm. (10–15 minutes)

THE GREAT WONDERING BRAINSTORM

Directions: As you read Chapter 2 in The Reflective Educator's Guide to Classroom Research, brainstorm one to three "wonderings" in each category.

A Child

Curriculum

Content Knowledge

Teaching Strategies/Techniques

Beliefs About Practice

Personal/Professional Identities

Social Justice

Context
