

## Activity 4.6: Three Levels of Text: Considering Ethical Dimensions for My Work as an Inquirer

*This activity was modified from a protocol titled “Three Levels of Text Protocol,” by Camilla Greene of the Southern Maine Partnership from the School Reform Initiative and National School Reform Faculty websites. Please visit their websites (<https://www.schoolreform-initiative.org>; [www.nsrffharmony.org](http://www.nsrffharmony.org)) for additional text-based protocols that can be utilized to discuss this chapter.*

**Time:** 25–30 Minutes

**Materials:** *The Reflective Educator’s Guide to Practitioner Inquiry* (5th edition), one highlighter for each participant.

**Step 1.** Create groups of three participants. Ask the person in the group with the longest hair to serve in the role of timekeeper. The timekeeper must either have a watch or borrow a watch from another member of the group. The timekeeper also participates.

**Step 2.** Ask each person to open up *The Reflective Educator’s Guide to Practitioner Inquiry* (5th edition) to Chapter 4. Silently, each person reads Chapter 4 and identifies one passage (plus a couple backups) that they feel may have important implications for their work as an inquirer.

**Step 3.** When the group is ready, the person in the group whose first name comes first alphabetically begins a three-level process to debrief the text in relationship to their own work as an inquirer. This three-level process is completed in 3 minutes or less:

- **Step 1:** Read aloud the passage they selected in Step 2.
- **Step 2:** Say what they think about the passage (interpretation, connection to past experience, etc.).
- **Step 3:** Say what they see as the implications of the passage for their work as an inquirer.
- **Step 4:** Other members of the group respond for up to 2 minutes to what has been said.
- **Step 5:** The same process is repeated for each member of the group.
- **Step 6 (Optional):** Facilitate a whole-group discussion about Chapter 4 and the ideas and questions raised as the individual groups of three discussed a passage from the text and the implications that passage might have for their work as inquirers.