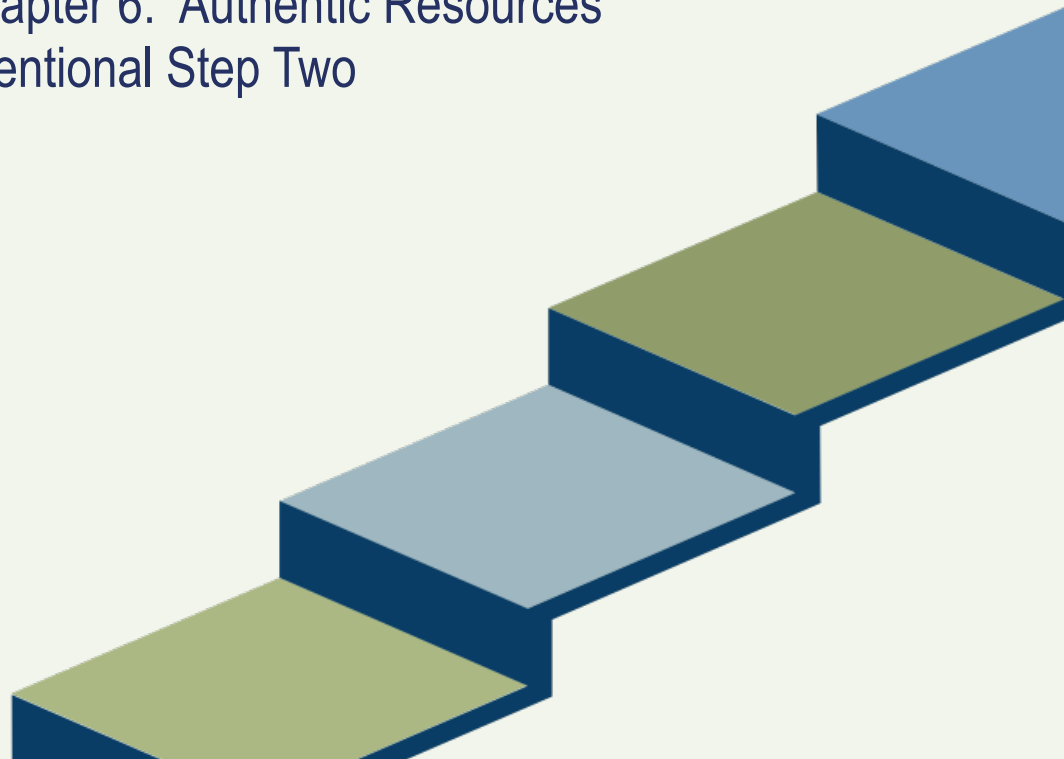


Intentional Instructional Moves

Strategic Steps to
Accelerate Student
Learning

Companion Guide

Chapter 6: Authentic Resources
Intentional Step Two



Chapter 6

Intentional Step Two: Find Multiple Solutions to a Scenario-Based Problem

While it might not always be possible to set up a mock grocery store in the classroom, teachers can simulate that experience by immersing students in scenario-based learning.

Scenario-based learning (SBL) presents students with a real-world, complex problem and asks them to consider potential solutions. The intent is to help improve students' problem-solving, decision-making, and critical-thinking skills. However, what happens if students get stuck on one solution?

Strategy 1: Find More Than One Solution

To help students identify more than one solution for a problem, teachers can implement a graphic organizer that asks students to write down possible solutions, justifications for those solutions, and their final conclusion. For an example of the Analyzing Multiple Solutions graphic organizer, see the corresponding handout. There are three possible sheets, which scale up from comparing the pros and cons of one solution, to comparing two, and then three possible solutions.

If students struggle to develop a broader range of solutions after completing this exercise, it can be scaffolded with the following strategy, RAFT, which will help students examine the problem from different perspectives.

Strategy 2: RAFT

RAFT is a highly effective literacy strategy that enables students to practice seeing the subject or ideas from various real-world viewpoints. First, teachers will provide students with the

text they are reading and a copy of the RAFT worksheet (see handout). Then, the teacher will explain each section of the worksheet. For each section, they will assign roles, audiences, formats, and topics. Alternatively, the teacher can let students choose roles.

1. **Role of the Writer:** Who are you? For example, a consumer, buyer, student, company president, or character from a story.
2. **Audience:** To whom are you writing?
3. **Format:** What is the format of your writing? For example, a speech, letter, memo, etc.
4. **Topic:** What is the subject and purpose of your writing? Examples might include: to educate the audience, persuade the audience to change their minds, present a new argument on a known subject or idea, etc.

Students will then use information in the text to write about the topic from different viewpoints and fill out their answers in the worksheet. For example, let's say the class is reading *Romeo and Juliet*. The students might pretend to be Romeo and explore how he would react to a particular scene. What would he be thinking? Then they can examine the same scene from Juliet's perspective. How would she view the scene differently?

This strategy helps students examine the problem from multiple perspectives. By role-playing, they can think about the topic from a specific lens and understand how others might approach it. It also aids in the transfer of learning (.86) and allows students to have multiple exposures to the content (.60). Research has demonstrated that spaced practice, or allowing for multiple exposures over time, is more effective than massed practice. As students have more opportunities to revisit information throughout the semester, they're more likely to retain that information and be able to apply it to other situations (Weinstein, 2018). Robert Marzano found that when students had multiple exposures to a word and its meaning, their vocabulary

acquisition doubled. Similarly, John Hattie’s research found that giving students opportunities to practice a new concept or skill led to more than 25% improvement in their performance (Killian, 2021).