"I do it" teaching routines provide direct explanation of content depicted on a graphic organizer.

Using Completed Graphic Organizers

Partially Completed Graphic Organizers

"I do it" teaching routines involve direct explanation of essential content information via the use of graphic organizers. Before the lesson, the teacher depicts essential information on a graphic. The graphic is subsequently provided at some point during the lesson and the teacher ensures via direct explanation that each idea on the graphic is thoroughly understood by the students. There are a number of advantages to employing "I do it" routines to explain content using preconstructed graphic organizers.

**Use of preconstructed graphic organizers**

* **Ensures that essential information is organized into a logical format that is readily understandable by students.**
  In the absence of organizing the information on the graphic, students are left to their own abilities to form these conceptualizations. The belief that students are able to perform this kind of cognitive task effectively is often erroneous for all but the brightest students in the classroom, and sometimes even for them too. Students commonly confuse details with main ideas, or do not even recognize main ideas because these must often be inferred. Students often focus their energies on memorizing details without having any real idea what the main ideas associated with these details are.

* **Provides initial experiences that can lead to teaching students how to organize information.**
  Many students do not know how to organize information. We tend to assume students will either figure that out for themselves, or assume that they are unable to learn how to do these kinds of tasks.

* **Ensures that students will have a complete set of notes they can study later.**
  Many students, especially those who experience problems with short-term memory, forget essential information before it can be recorded in their notes. Students expend energy recording tangential information...
and thus fail to record that which is more essential. Many also try to rely on their auditory memory of the information, and simply do not take notes.

* **Allows you to cover more information faster, but in a more in-depth and meaningful way.**
  For example, use of preconstructed graphics allows class time to focus on facilitating elaboration and reflection of the content rather than on the recording of information (it takes time for students to write down ideas). It also frees up more class time for activities and experiences.

* **Allows you to address ideas at more complex and sophisticated levels.**
  For example, difficult to understand-concepts can often be made considerably more understandable when key elements of such concepts are depicted spatially via use of graphics.

* **Eliminates problems associated with the linearity of outlines.**
  While many teachers commonly provide their students with outlines depicting essential information, the effectiveness of outlines is limited to only one information format -- hierarchical. They cannot be effectively used to depict other types of very important relationships (e.g., Compare/Contrast, Cause/Effect, Problem/Solution/Reciprocal Processes or Cycles).

**INSTRUCTIONAL ROUTINES MENU**

**Using Completed Graphic Organizers**

Completed graphic organizers can be used to anchor key information presented over a series of lessons. For example, the figure below shows a hierarchical frame that addresses three forms of mental illness -- neurosis, psychosis, and depression. The teacher may use this graphic, in conjunction with other instructional devices, for several lessons. For example, on one day, s/he might address the key characteristics of neurosis and then follow this with a role-playing activity about phobias. On another day, students may view a film about schizophrenia, followed by an analysis of the characteristics of psychosis as presented on the graphic organizer. As these characteristics are explored, they are related to events presented in the film. Thus, the graphic organizer about mental illness is used here over several days and several lessons.
Two basic approaches for presenting the content are (a) the Instruct, Experience, then Debrief (IED) routine; and (b) the Experience, Debrief and Clarify (EDC) routine. Each approach involves using a combination of direct explanation, experience, and debriefing of the experience. These approaches are explained below followed by tips for using each.

**Instruct, Experience, then Debrief (IED) routine**
Consider teaching the information on the graphic organizer about mental illness illustrated in the above figure. In IED, the teacher first provides students with a copy of the completed graphic organizer, and then explains the information on it (Instruct); next, a film about a teenager experiencing psychosis might be viewed by the class (Experience); finally, the teacher helps students make connections between the key information previously addressed on the graphic with the ideas presented in the film (Debrief).

See sample social studies lesson plan Think Sheet
Experience, Debrief and Clarify (EDC) routine
In EDC, similar tactics are used, but in a different order. For example, the film about psychosis might first be viewed (Experience), followed by a teacher-facilitated discussion about what students observed in the film (Debrief); then the students’ knowledge would be clarified and extended by providing them with the graphic organizer about mental illness and explaining the information on it, linking key concepts presented on the graphic to the ideas encountered during the experience of the film (Clarify).

See sample science lesson plan Think Sheet

Teaching Tips

Explain, Experience, then Debrief (EED)

Step 1: Provide an advance organizer.
* Introduce the lesson topic.
* Provide a “hook” to gain students’ interest; you could choose from many of the Think Ahead activities provided.
* Activate students’ background knowledge of related information.
* In relation to the overall unit of study, review where the class has been, where it currently is, and where it is headed.

Step 2: Explain the information on the graphic organizer.
• Introduce the main ideas of the lesson
• Explain, discuss and ask questions about pertinent details related to each main idea.
• As you present the information on the graphic, facilitate quality interactions with and among students to increase student elaboration of the subject matter.

Suggestion: When “walking students through” the pertinent information on the graphic organizer, use an overhead projector and transparency of the graphic. You can use a piece of paper and sticky-notes to cover up everything but the key points on which you want students’ attention to be focused. As you move on to the next point, you can shift the paper or remove the sticky-note that was covering it. For example, the figure below shows how a teacher might use sticky-notes and a piece of paper to cover all but the key points being addressed about neurosis.
**Step 3:** Provide observation/hands-on activity (e.g., watch a film, create a web, interview people, listen to original text, analyze pictures, etc.).

**Step 4:** Either during or after the experience, debrief students and facilitate reflection. For example, you can ask questions that help students make connections to key ideas presented earlier.

**Samples of general, open-ended questions**
*What connections can you make between this experience and the information on your graphic organizer?*
*In what ways does the information on your graphic organizer “show up” in this experience?*

**Samples of questions targeted at specific ideas**
*How does the way Jon acted in the film illustrate paranoia?*
*Considering the way Jon acted in the film, was his symptoms more consistent with neurosis or psychosis?*
Why do you think so?

Make explicit connections for students.

**For example ...** Think about the way Jon behaved when he started acting so bizarre at the party during the film. Did you notice how he really thought everybody was talking about him and how upset and scared he got? That's a classic symptom of paranoia. While everyone feels a little paranoid at times, the degree to which you saw Jon act paranoid suggests that he might be experiencing a form of psychosis. What other evidence did you see that suggested Jon might be psychotic?

**Teaching Tips**

**Experience, Debrief and Clarify (EDC)**

**Step 1:** Provide an advance organizer.
- Introduce the lesson topic.
- Provide a “hook” to gain students’ interest. See Think Ahead activities for ideas.
- Activate students’ background knowledge of related information.
- In relation to the overall unit of study, review where the class has been, where it currently is, and where it is headed.

**Step 2:** Experience.
- “Set up” parameters for the observation experience.
  - Introduce the observation experience.
  - Alert students to what they should observe during the experience.

  **For example ...**
  *In a minute, we are going to watch a film about a teenager named Jon who may be experiencing mental illness. Watch for clues that indicate that he may be having problems. Note specific behaviors you observe that suggest to you that he might be mentally ill.*

- Complete the observation experience.
  - Periodically, remind students about what they should be observing during the experience.

**Step 3:** Debrief.
a. ask general, open-ended questions.
   * Cue students to share their observations.
   * As appropriate, note key observations that students make on the board.

b. Ask questions targeted at specific ideas.
   * Cue students to share their observations about specific observations.

Step 4: Clarify.
   * Introduce the main ideas presented on the graphic organizer.
   * Explain, discuss, and ask questions about pertinent details related to each main idea.
   * Facilitate student reflection.

Step 5: Reflect.
   * Provide an activity that promotes reflection on the core idea. See Think Back activities for ideas.

INSTRUCTIONAL ROUTINES MENU

Partially completed Graphic Organizers: Blanks for key words
This teaching routine involves providing students with copies of partially completed graphic organizers that contain blanks in lieu of key words. Providing students with partially completed graphics is sometimes more advantageous than simply providing them with complete versions. This method allows students to be more active as you explain the key information because they must take some notes as they fill in blanks with key words. The method also causes students to attend more carefully to many of the most important key words associated with each idea because they have to write them in the blanks.

Accommodating the needs of students who are poor writers.
You may be tempted to provide students with blank frames so they have to take a more complete set of notes during the presentation. While this method may be appropriate in some circumstances, it is not very desirable for students who experience physical constraints that prevent them from writing quickly or legibly. Providing students who are poor at scripting with partially completed graphics containing blanks helps accommodate their needs, while at the same time allowing you to cover more content in an organized, meaningful way. This way, all students have to do is write one or two words per idea presented on the graphic organizer.
The partially completed graphics with blanks for key ideas can be used any time you are explaining the ideas presented on the graphic. Thus, you can use it with either the IED or the EDC teaching routines. The following tactics are suggested:

### Teaching Tips

**Step 1:** Develop a complete version of the graphic organizer containing all main ideas and details; make an extra copy.

**Step 2:** Decide on the most important words in each space on the graphic, then substitute blanks for them.

**Step 3:** Make copies of the partially completed graphic with blanks and distribute them to students.

**Step 4:** Explain the content presented on the graphic.
* Use an overhead transparency of the partially completed graphic when explaining the information depicted on the graphic.
* Explain, discuss, and ask questions about main ideas and pertinent details.
* Model note-taking by writing some key words on your overhead transparency.
* Cue students to take notes as you address key words that go in each blank.
* Facilitate student reflection (e.g., you might use one of the Think Back activities such as *What*, *So what, Now what?* or *CROWN*.)

INSTRUCTIONAL ROUTINES MENU