

### Some strategies starting and extending inquiries

Note: strategies can be used alone or in any combination

- Strategy 1: Sharing a complete story – picture book; story book; video; audio; TV etc.
- Strategy 2: Sharing a partial narrative selected/created in advance – a letter; or part of a letter; a photograph; a clip from a video/film/TV programme; part of a story; a piece of audio; an overheard conversation; or a report of a conversation; a map; a drawing; an artefact etc.
- Strategy 3: Interacting with an adult representing a point-of-view (Adult in Role – AIR) – someone in a story (or imaginary scenario) who we can watch and then interact with - ask questions, give advice, provide help & support, learn more from. For example, a person in a story we have been reading, or a person from history, or someone invented by the adults or the children. This strategy is very useful when the children need to know more or want answers to their questions.
- Strategy 4: Interacting with the teacher representing a point-of-view (Teacher in Role TIR) – The same as Strategy 3 except the teacher now represents the role and moves in and out of the imaginary world to facilitate the children's inquiry supporting them and helping them to see the role as a resource for their investigations.
- Strategy 5: Creating an image or other resource with the children – This strategy is similar to Strategy 2 except the resource is created with the children rather than in advance. It involves careful negotiation and clear planned outcomes. Examples include – making a map together; creating a plan of a house or a tomb; drawing the front door of a castle or a museum; making a set of keys or a warning sign etc.
- Strategy 6: Children creating the images and resources – This strategy is close to Strategy 5 except the children work in small groups or alone to make the resources and not together as a whole class.
- Strategy 7: Interacting with the children representing one (or more) points-of-view (Children in Role CIR) – During this strategy the children (with the adults) represent one or more points-of-view. For example, they might be looking around a ruined castle (imagined within the classroom) either as people with the job of restoring it, or as people responsible for making it safe, or of telling its history to the public, or a TV history team researching a new programme etc.

**This planning tool was developed by Tim Taylor and Brian Edmiston. It is designed to help teachers with sequencing and gives seven different ways of moving from task to task within a Mantle of the Expert experience. The tool can also be used in other forms of dramatic inquiry (dramatic play, process drama and rolling role)**