

See, Feel, Think, Wonder

SEE: What do you see?

FEEEL: What do you feel as you read?

THINK: What does this text make you think about?

WONDER: What do you wonder about this text?



For the Teacher

PURPOSE: This activity aims to provide learners with an opportunity to connect and share ideas about data and justice. Use this activity to encourage learners' curiosity and set the stage for inquiry into data and social action.

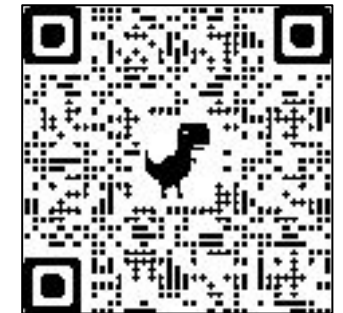
PROCEDURE:

1. Model the activity with slide #1 featuring Mona Chalabi's quotation, "People should feel something about numbers, especially when they're about injustice." Read the quotation aloud a few times, practicing thought groups. Option: For more fluency work, invite students to practice saying the sentence aloud if they were the CEO of Google at a board meeting, a protester at a social justice rally, an adult learner speaking in front of Congress.
2. Show the slide with the questions for See, Feel, Think, Wonder. Model for the students by sharing what you see (what words do you see and know? what words are new?), what you feel as you read, what you think as you read, and what you wonder as your read. Pause now and then and invite students to add their own ideas to your think-aloud. You can use sentence starters on slide 4.
3. Break the class into groups of three or four, and assign them one of the slides #2-7, or they can choose their own slide. Each group should choose a learner to be the writer for their group, and a learner to be the spokesperson for their group. Together, the students share their responses what they see, feel, think, and wonder about the statement on their slide. Encourage them to use the sentence starters on slide 4.
4. **BONUS:** Invite all the groups to use Google Images to find an image that captures the meaning of their statement or their group's ideas.
5. After the small-group discussion time is up, invite the spokesperson for each group to read their group's statement aloud, and share their responses to the 4 prompts.
6. **TIP:** We suggest talking about Slide #8 as a whole class, a good way to wrap up this activity. The slide features the voices of adult learners talking about data and increased confidence working with data. This discussion can be used to learn about your learners' own goals for working with data in their own everyday lives.
7. **FOLLOW-UP:** Shuffle groups, and ask students to share their ideas about other statements. Post statements and handouts on the board for everyone to see. Encourage a gallery walk during break time.

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Source: https://pz.harvard.edu/sites/default/files/See%20Feel%20Think%20Wonder_0.pdf

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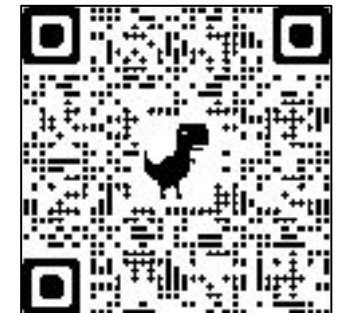


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Conversation Starters

See	Feel	Think	Wonder
<p>I see that...</p> <p>I notice that....</p>	<p>I feel hopeful because...</p> <p>I feel sad because...</p> <p>I feel angry because....</p> <p>I am worried because... I'm not sure. I need to read again.</p>	<p>This word reminds me of another word.</p> <p>I think that word means...</p> <p>I think the speaker means...</p> <p>In my language, I think this sentence means...</p>	<p>I wonder why....</p> <p>Maybe this means...</p> <p>What if...</p> <p>I am surprised because...</p> <p>I am confused because....</p>

Can you add more phrases?



“People should feel something about numbers, especially when they're about injustice.”

Mona Chalabi



True or false?

“There is a law that protects your individual data.”



Check your answer! Go to page 3 in this issue of *The Change Agent*:
<https://changeagent.nelrc.org/wp-content/uploads/2020/01/Census-Packet.pdf>



“People hear statistics, but they feel stories.”

Brent Dykes



“Numbers have an important story to tell.
They rely on you to give them a clear and convincing
voice.”

Stephen Few



“Love numbers for what they tell you about real lives.”

Hans Rosling



“Data can be humanizing.
Data can be liberatory.
Data can be healing.”

Shane Safir and Jamila Duggan



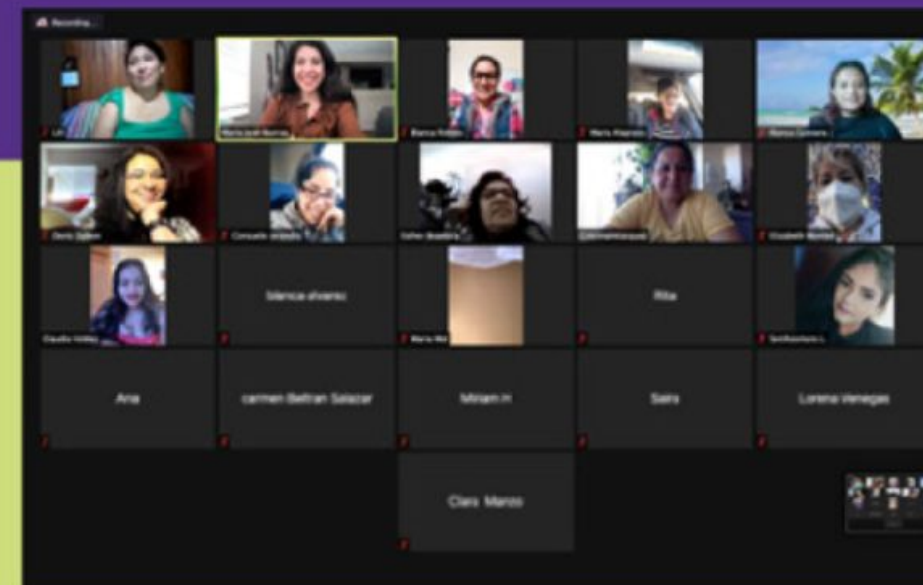
“Data to me is more than one voice in the room.”

Mona Chalabi

SEGUIMOS APRENDIENDO VIRTUALMENTE WE KEEP LEARNING ONLINE

– Claudia V., Doris D., Ana P. y Cristina V.

La clase de inglés en MUA nos permite el aprendizaje de una forma interactiva y participativa. Por ejemplo, aprendemos acerca de nuestros derechos laborales, nosotros practicamos como pedir ayuda para mejorar nuestra salud mental y física para nosotras y nuestras familias; interpretamos datos como gráficos de barras, gráficos circulares, nube de documentos de word, estadísticas, evaluar fuentes de información; y evitar fraudes y estafas relacionadas con COVID19. En nuestra clase no hay respuestas incorrectas lo cual nos da la confianza de NO tener miedo cuando hablamos frente a otros; por lo tanto, nos sentimos más confiadas y empoderadas.



The English class in MUA gives us the opportunity to learn in an interactive and proactive way. For instance, we learn about our labor rights; we practice asking for help to improve our physical and mental health for us and our families. We interpret data like bar graphs, pie charts, word clouds, statistics; we evaluate sources of information; and learn to avoid fraud and scams related to COVID 19. In our class there is never a wrong answer, which provides us with the confidence to not be afraid when talking in front of others; therefore, we feel more confident and empowered..

Claudia V., Doris D., Ana P., and Christina V. are adult English learners in California.

Sources

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