

# High School Students Develop Original Thinking Sheets

## Art: Make Thinking Visible

Thinking Sheets ask users to **RESPOND**, **CREATE**, **PRESENT**, and **CONNECT** with art and ideas. This template will help you create original learning resources for your classmates. For each Thinking Sheet, vary the instructions, area where they will sketch, and art inspiration you provide.

**Title:** \_\_\_\_\_

*Create a title that reflects the core idea, question, or challenge you are exploring.*

**Discipline or Theme:** \_\_\_\_\_

*(Art, English, Science, History, STEAM, Multidisciplinary, Social-Emotional, etc.)*

When you write the learning resource, ask classmates to:



**RESPOND** to a central idea, question, text, image, phenomenon, or problem in a way that helps spark conversation or further inquiry.

*To pique classmates' interest or inspire their research on a topic or main point, you could ask them to identify what stands out as complex, surprising, or unresolved. You could ask questions that encourage classmates to articulate what they are thinking or believe and why and suggest dilemmas you think are worth investigating further.*



**CREATE** a sketch, concept map, symbol, or visual metaphor that makes your thinking visible.

*Encourage classmates to create images that show relationships, patterns, or contrasts and to include evidence or details. You might ask them to label parts of their drawings or create a series with panels that show contrast or progression. You can customize the drawing area so the shape or background is relevant to the topic of the Thinking Sheet.*



**PRESENT** the visual created and explain the choices made, what details were added and why, and how the design helps to communicate ideas.

*The Thinking Sheet could ask users to engage in dialogue, ask for feedback, and describe how their thinking evolved. Encourage classmates to be open to alternative perspectives and respectfully respond to comments.*



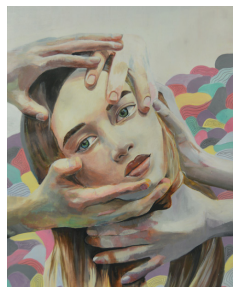
**CONNECT** your thinking about this topic to a broader context such as a real-world issue, personal experience, possible solution, or important decision.

*The copy you write could encourage classmates to reflect on how their perspectives changed or the patterns they saw as they explored this topic. Ask how this exercise might influence future decisions or actions they take. You might also ask them to consider the metacognitive process of thinking about their thinking or how this could be adapted for portfolio use or assessment artifacts.*

*Providing some art examples on your Thinking Sheet can inspire classmates to create original art related to the theme.*



Maci R., Grade 9



Ryun S., Grade 11



Alex H., Grade 12



**THINKING SHEET**

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