

STAGE	TUNE IN
Definition	Teachers 'tune in' to what the students know, think and feel about the topic. Guided by the teacher the students identify questions, issues and interests related to the topic. This is where students activate their prior knowledge. It is the time for pre-assessment activities that will connect students' existing schemas about the topic to new information they encounter.
Strategies / tools	
Questions	<p>What do I know about the topic?</p> <p>How do I know it?</p> <p>What experiences do I have with this topic?</p> <p>What do I want to know?</p> <p>What do my friends know and think about this?</p> <p>How is this relevant to me?</p> <p>What ideas am I interested in?</p> <p>What are my questions?</p>
Reflection	What am I feeling?

STAGE	FIND OUT
Definition	Having identified questions, issues and interests related to a topic students access experiences and resources that provide them with new information. They collect information which either answers some of their earlier questions or provides a basis for further exploration. This stage of inquiry provides a shared experience for all students to process on and reflect upon. Research skills are developed.
Strategies / tools	
Questions	<p>Where might I go to find more information?</p> <p>What resources might I use?</p> <p>What key words could I use in my searches?</p> <p>Where can I find different points of view on this?</p> <p>What can I do to learn more?</p> <p>What are my questions?</p> <p>How do I know whether my resources are good?</p>
Reflection	<i>What am I feeling at this phase? Is there anything I can do about the way I feel to be more successful?</i>

STAGE	MAKE MEANING
Definition	<p>Students begin to apply and transfer some of the information they have gained to a range of tasks or contexts. Specialist teachers often become more specifically involved at this stage as students develop skills in the arts, mathematics, language and technology. Concrete records of experience & information gathered in these areas are created as students expand their ideas and forge cross-curriculum connections. Emphasis shifts from what students <i>know</i> to what they are coming to <i>understand</i>. At this stage students' prior knowledge is built upon & misconceptions are challenged or modified. This stage helps teachers & learners evaluate the extent to which new learning has taken place. This is a time for big picture thinking, stepping back from the investigation, synthesizing ideas & beginning to draw conclusions.</p>
Strategies / tools	
Questions	<p>What have I learned? How (why) have my ideas changed? How is this connected to what I know? How can I plan to show the connections I have made? Have I considered the different points of view on this topic?</p>
Reflection	<p><i>How do I feel about what I have learned? Where do I go from here?</i></p>

STAGE	TAKE ACTION
Definition	<p>This stage extends & develops the skills & strategies students need for discussion, reporting & sharing ideas with each other. Strategies for reflection and self-assessment are also included. Armed with new knowledge, students seek to apply it to a real life & purposeful context in the form of meaningful action. This stage helps students make links between their understandings and their experience in the real world. It enables students to make choices, and develop the belief that they can be effective participants in society</p>
Strategies / tools	<p><i>When designing strategies for taking action, our aim should be to help students feel they have made a positive and constructive contribution to change. Therefore it is important that the action is appropriate to their age and capabilities.</i></p>
Questions	<p>How can what I have learned help me in my learning / life or help others? How will my action(s) affect others? How will I know if my action has been effective? What steps will we need to take to implement the action?</p>
Reflection	<p><i>From what I have learned, what do I feel most passionate about?</i></p>