

I used to think...Now I think...

We use it in every booklet from S3 to Higher, to encourage pupils to reflect on how their thinking has changed from what they initially knew before starting a topic. They'll normally complete this at the start of the topic, then revisit at the end, with discussion at each point. Normally we have excellent discussions stemming from the 'I used to think' part which can show misconceptions or common myths in Science/Biology. Also, it's a great way for them to show what they've learned and discuss at the end of the topic, looking back at their initial thoughts. I pair this up with 'What makes you say that?' as it's important to discuss why their knowledge or thoughts changed – e.g. why does diffusion require no energy? Why is inheritance difficult to predict and often different from predictions in Punnett squares?