

Handouts – Every Voice Counts: Think, Choose, Build

These handouts form part of the method package. Schools may translate and adapt examples while preserving choice, equal value across contribution modes, honest follow-up, accessibility and safeguarding.

Handout 1 – Think–Choose–Build Quick Guide

Use this guide in class discussions, group work, project planning and school consultations.

The aim is not equal speaking time; it is meaningful and equitable opportunity to contribute.

Stage	What the contributor can do	What the group/facilitator must do
THINK	Pause for 60–90 seconds. Write a key point, question, example, image or diagram. Decide whether you need clarification.	Protect quiet thinking time. Do not call on students before the pause ends. Make the prompt visible and explain unfamiliar words.
CHOOSE	Speak; write/post; draw/diagram; rehearse with a partner; use an accessible digital or communication tool; ask someone to read your idea with permission; or pass and return later.	Offer at least two routes and explain that they are equally valued. Do not require public explanation for choosing a route or passing.
BUILD	Listen to others. Clarify, connect, add, question or disagree respectfully. Correct a rephrasing if it does not match your meaning.	Acknowledge the idea accurately, record it where relevant, connect it to the task and explain what happens next.

Contribution menu

Speak now Share the idea aloud when invited.	Write or post Use a card, sticky note, shared board or chat.
Draw or map Use a diagram, symbol, flow chart or visual example.	Pair rehearsal Explain the idea to one person before sharing it more widely.
Supported contribution Use assistive communication or ask someone to read the idea with permission.	Pass and return Choose not to contribute now and ask to return later.

Sentence starters for showing that an idea was heard

- "I heard you say ... Is that accurate?"
- "Your idea connects with ... because ..."
- "Could you explain what you mean by ...?"
- "I would like to add ..."
- "I see it differently because ..."
- "We cannot use that suggestion this time because ... The part we can use is ..."
- "We need more information before deciding. The next step is ..."