



MENU

CULTIVATING CIVIC ATTITUDE

Teacher's material

Choice Menu for Cultivating Civic Attitude

Learning Menu is a method of **differentiating instruction** that provides flexible ways to engage students and that can be adapted to various classroom environments. Students become familiar with different types of study methods that they can use to self-regulate learning in the future. Tasks include simpler activities for students with an average level of knowledge and more complex activities to challenge advanced students.

The ideas in the menu can be used to allow students to choose a dish from each group or to determine a choice of two or three dishes.



APPETIZERS

Say the phrase or sentence that you most often hear or read about critical thinking.

Create an attention-grabbing slogan that encourages your peers to think critically.

Choose five words or word combinations that have a similar meaning to the word combination 'critical thinker'.



SALADS

Find at least two or three explanations or definitions of critical thinking. Try to understand what critical thinking is. Tell the others what you learned.

Tell two examples from your life. One example that describes a situation where you or someone else demonstrated the ability to think critically. The second - when the lack of critical thinking was visible. Describe the causes and consequences of both situations.

Explain in your own words what critical thinking is and how it manifests in your everyday life in different spheres.



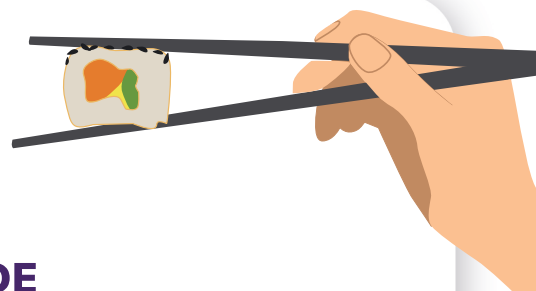
SOUPS

Choose a classmate or a friend. Discuss the statement: "The less a man thinks, the happier he is". Give at least three reasons why you think the saying came about and at least three arguments that prove the saying is false. Explain in your own words what critical thinking is and how it manifests in your everyday life in different spheres.

Choose someone whose ability to think critically you admire. Contact the person and find out how he/she developed critical thinking. Define what you can learn from him/her.

Choose a classmate or a friend. Discuss what factors help and what factors hinder you and your peers from developing critical thinking.

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MAIN COURSE

Conduct an experiment involving at least 5 participants. Create an idea that you think could contribute to the digital participation of young people. Model this idea and record the participant's responses or behaviour. Collect the results and interpret them.

Create a survey and receive at least 10 responses. In the survey, find out what young people think about digital participation, what forms they use most often, and why. Collect the results and interpret them.

Choose a recent situation in the classroom, school, or society, in which the importance of youth participation was manifested. Analyse the situation, its causes and its consequences. Choose one participant from the situation and write a letter constructively presenting your thoughts.



DESSERTS

Find or create a picture, take a photograph, which, in your opinion, most accurately describes the civic participation of young people. Choose a name for the image, or photo.

Find and watch a film about a civically active young person or group of young people. Share what they are fighting for and how what changes they want to achieve. Tell us about this movie.

Find a story, poem, or song that reflects the importance of young people's participation in society and young people's vision of what is happening.



BEVERAGES

Praise yourself for being active! Mention specific information that was new to you about digital participation.

Define a commitment that you personally find meaningful after this lesson.

Which phrase made you think the most in this lesson, spoke to you personally?

