



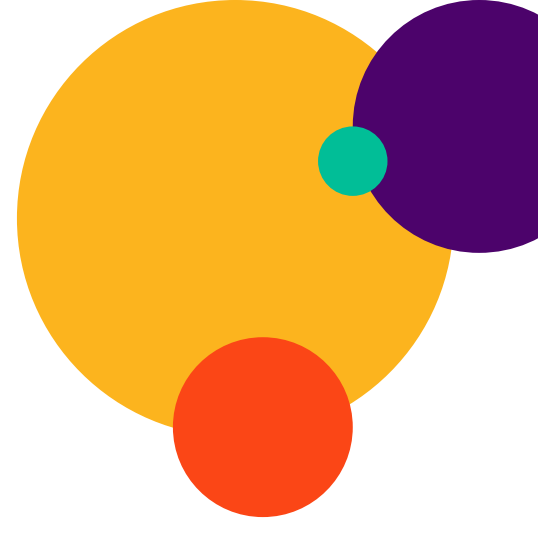
MENU

DEVELOPING A CRITICAL APPROACH

Teacher's material
Choice Menu for Developing a Critical Approach

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.



MAIN COURSE

Conduct an experiment involving at least 5 participants. Think of a situation that, in your opinion, most clearly proves the existence or lack of critical thinking. Enact this situation and record participants' responses or behaviour. After conducting the experiment, collect the results and interpret them.

Create a survey and receive at least 10 responses. In the survey, find out in which situations it was most difficult for your peers to think critically.

Choose a recent situation in class, school, or society. Analyse this situation, focusing on the role of critical thinking. Define who could not think critically in this situation, what consequences it led to, and what would have changed if a person could think critically. Choose one participant from the situation and write a letter constructively presenting your thoughts.



DESSERTS

Find or create a picture, or take a photo, which you think most accurately describes critical thinking, its presence or absence. Decide on a name for the image, or photo.

Choose a movie that is closely related to the topic of critical thinking. Justify the observed connection.

Find a fairy tale, story, poem, or song that is closely related to the topic of critical thinking. Justify the observed connection.



BEVERAGES

Praise yourself for being active and learning something new about critical thinking. Share one specific fact that was new to you.

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?

