

GLC; CRITICAL THINKING



Co-funded by
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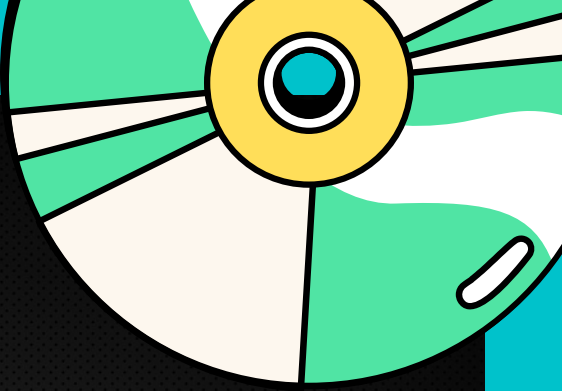
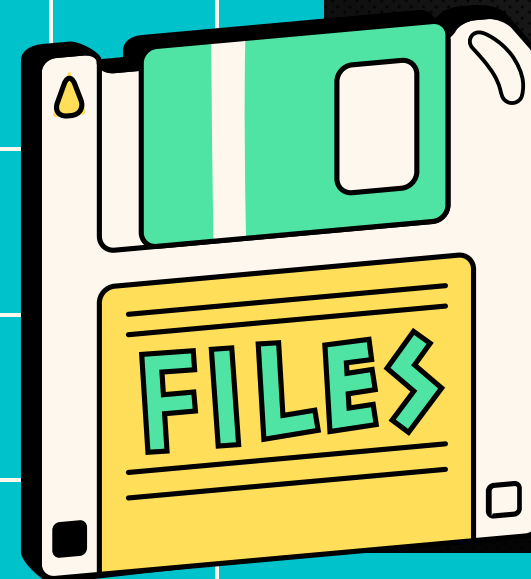
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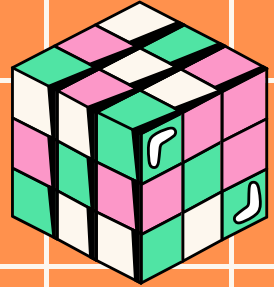
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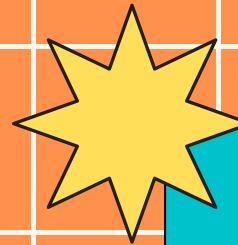
Produções Fixe
Formação / Coação
Criação de Jogos Educativos

BLUE
ROOM
INNOVATION





KEY COMPETENCES



CREATIVITY



**CRITICAL
THINKING**

DIVERSITY

EMPATHY

EMPLOYABILITY

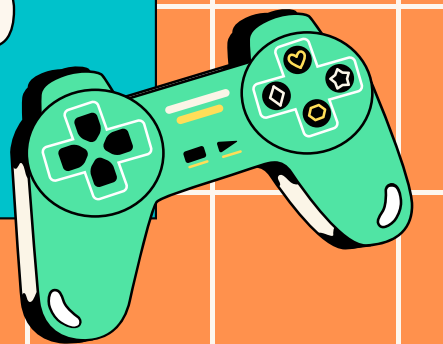
GREEN

LEARNING

**MENTAL
HEALTH**

**TEAM
WORK**

VALUES



THE PROJECT GAMED

This series of 10 educational and thematic booklets is one of the 4 tangible intellectual outputs that resulted from an international partnership forged between 6 partners from 3 European countries (Portugal, Romania, Spain). A cross sectoral consortium combining different educational sectors was the base for the creation of different rich educational multi-layered interventions.

While working with young people, we identified the lack of efficient and adequate tools to support our learner-centred educational approach, particularly in the domain of adequate key competences in today's reality.

The 10 thematic booklets with Gamified Learning Content (GLC), aim to introduce, support and develop the capacity of professionals working with youth in non-formal and formal education contexts. They have a clear focus on improving the quality of educational programs which aim at the development of key competencies leading to a successful life and in the same time instill in youth core values of fairness, social justice, non-discrimination and involvement in the community.

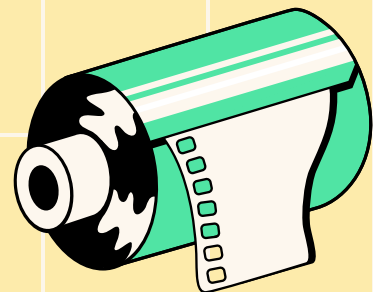
Each GLC booklet stands on itself, yet they are all interlinked in order to create the opportunity and possibility to easily transfer them to the different realities the young people find themselves in. The GLC booklets can be easily used in all the different spheres the young people are active within: youth work, education, families and peer groups.

The educational activities are aimed at young people from 13 years to 30 years. Clearly, it is beneficial and desirable to adjust the emphasis and complexity level of the exercises towards the age group you engage with.

The 10 different educational booklets follow the same philosophy, a similar structure and a consistent visual image. Each booklet also contains valuable links and references for further thematic deepening.

We hope this booklet and its content will inspire you to explore further.

‘gamED: Gamification for Developing Essential Competences in Youth Work’ is a Key Action 2 project co-funded by the Erasmus+ Youth in Action Programme of the European Union under reference number 2020-3-RO01-KA205-095067. The content does not obligatory reflect the vision and opinion of the European Commission.



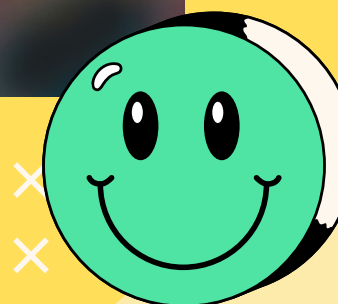
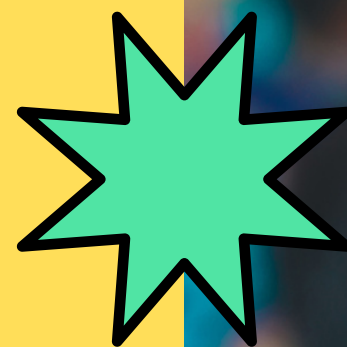
CRITICAL THINKING

This Gamified Learning Content booklet focuses on Critical Thinking. It is an exciting introduction into analysing things in an objective manner, looking at different perspectives and filtering out our biases. Critical Thinking is, however, not a competence we acquire in an instant. It requires practice, accepting critics and comments, and, most importantly: having the capability to accept changing your point of view.

In our current globalised reality, information reaches us from all sides, in all formats, smells and colors. This constant exposure to information is not a choice anymore, it has become as good as impossible to avoid. A Critical Thinking competence has become increasingly important and significant to deal with such an information flux. We see Critical Thinking as an effective and essential competence for any task or profession.

Critical thinking is a competence that young people gradually develop as they progress in learning. Although this competence is increasingly important, not everyone will immediately understand the concept and consequently be easily able to acquire it.

The Foundation for Critical Thinking (<https://www.criticalthinking.org/>) defines the concept as “the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action”.



Critical thinking is viewed as one of the most essential life skills that should be promoted in all learning environments, formal and non-formal (LMTF, 2013).

The reason critical thinking can be difficult to understand is because it requires young people to set aside assumptions and beliefs, to learn to think without prejudice or judgment.

Critical thinking goes beyond memorization; it largely involves encouraging young people to differentiate concepts, solve problems, think creatively, and apply knowledge rightly.

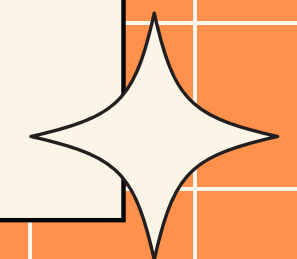
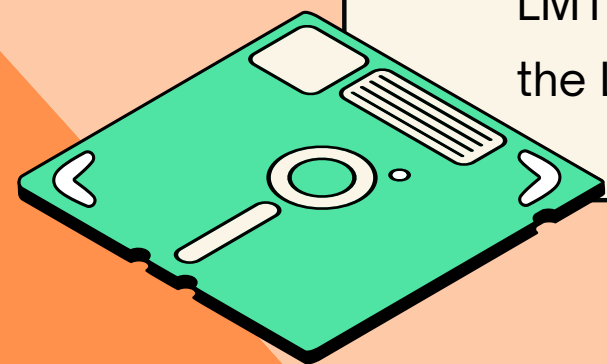
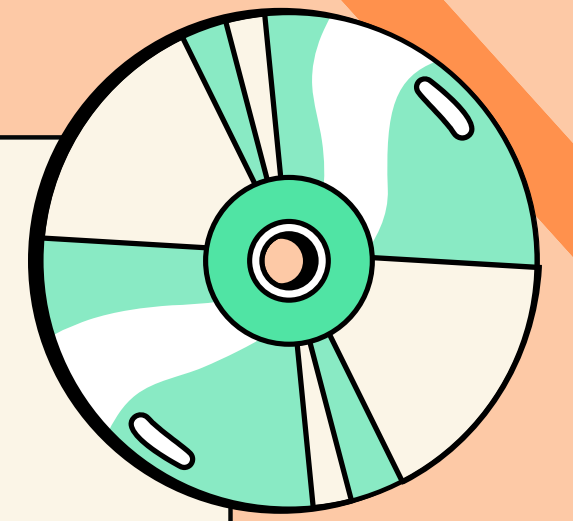
Essentially, we can define Critical Thinking Competence as the ability to look at situations from multiple perspectives. Breaks problems into component parts. Considers and organizes parts in a systematic way. Discriminates between facts and opinions. Looks for underlying causes and analyses the consequences of different courses of action. Supports making sound decisions.

Critical Thinking is not a synonym for 'Creative Thinking', instead, it is built on a disciplined process of conceptualizing, analysing, evaluating information and realistic reasoning. Since creative thinking is divergent (e.g. helping us to think of several ways to solve a problem), critical thinking is convergent (e.g. helping us choose the most useful approach or discovering the truth). Additionally, we see creativity very much in its place after a critical thinking process on a topic or subject. When an objective and truthful frame is built, creative solutions and resolutions become more sustainable and realistic.

We invite you to engage in both proposed activities, as an exciting start in exploring more in depth critical thinking with the group of young people.

For more information:

LMTF (Learning Metrics Task Force). (2013). Toward universal learning: What every child should learn (Report No. 1 of the Learning Metrics Task Force). UNESCO Institute for Statistics and Brookings Institute.





CRITICAL THINKING ACTIVITIES

PRO & CONTRA

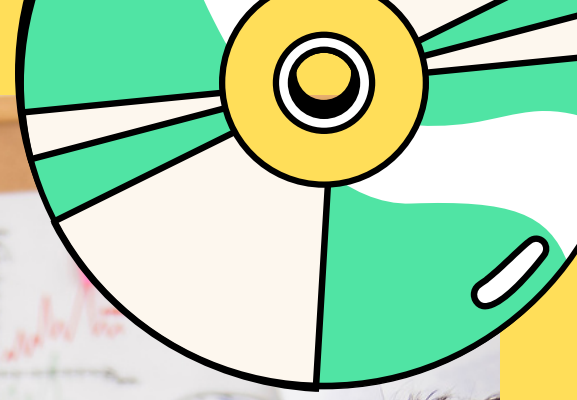
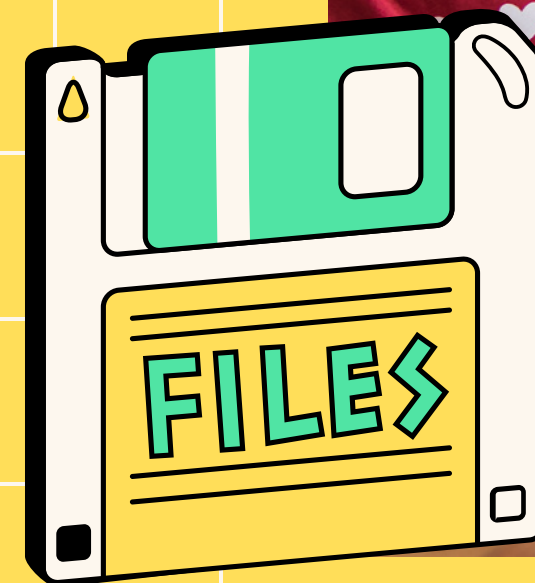


THE ALIEN'S
TOUR



PRO & CONTRA

What's your stand?





DURATION

50 minutes

GROUPSIZE

Between 4 to 24 people

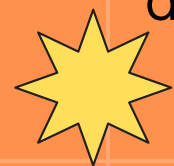
COMPLEXITY LEVEL

Moderate to Difficult



OVERVIEW

In several smaller groups, young people are confronted with different statements. Through analysing each statement and gathering concrete facts, they build together arguments in favor and against. Final conclusions are presented to each other and feedback from other subgroups deepens the exercise. A debriefing at the end completes the exercise.



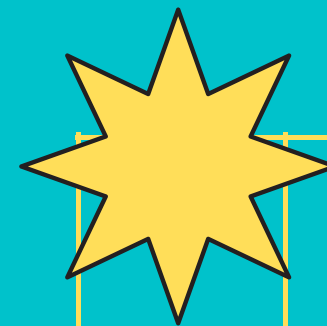
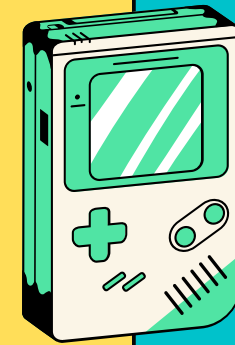
OBJECTIVE

As youthworker, you can use this activity to

Practice the distinction between subjective and objective facts and reasoning.

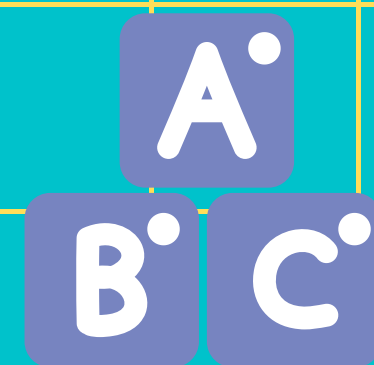
Experience the process of Critical Thinking based upon feedback and comments of peers.

Build consistent narratives which support a formed opinion.



MATERIALS

HAVE THE 10 STATEMENTS
PRINTED ON A PAPER FOR
EACH SUBGROUP, OR
ALTERNATIVELY, PROJECT
THEM ON A SCREEN FOR
EVERYONE.



PAPER AND PEN
FOR EACH PERSON

A SAME OR SIMILAR DISTINGUISHED
OBJECT (OR COLOURED CARD) FOR EACH
SUBGROUP. THIS OBJECT SYMBOLISES
THE 'SUBJECTIVITY TOKEN' (SEE BELOW)





STEP BY STEP



Tell the group that you have prepared several challenging statements for them. But before engaging, ask them to form freely chosen groups, 4 to 6 persons each. Limit to maximum 4 groups in total: group 1, 2, 3 and 4.

1

Show the 10 statements. Tell participants that each group can choose 1 statement to give to another group.

2

Inform all groups that they will have to prepare a speech in relation with the statement that they receive, based on their position towards the subject.

3

Ask group 1 which statement they choose for group 2, group 2 for group 3, group 3 for group 4 and group 4 for group 1. If the same statement is chosen more than once, that is ok. It shows the triggering effect of that statement in the overall group and can be retaken in the debriefing (see further below).

4

Tell the groups that they have 10 minutes to decide if they agree or disagree with the received statement. Ask them to list both the pro and contra arguments.

5

After 10 minutes, stop the previous process. Ask each group shortly how they are doing so far, before explaining the next step.

6

Tell the groups they have 5 minutes to mark on their list what are objective or subjective arguments. If needed, clarify both words with an example (e.g. a subjective argument could be based upon a personal preference or feeling, and an objective argument is based upon clear facts and research results).

7





STEP BY STEP

8

Inform the groups that they have 10 minutes to produce a 2 minute speech, which explains their opinion about the statement. This speech should be based upon their listed objective arguments. Ask them to assign a spokesperson.

9

Before listening to the different speeches, give each group a 'subjectivity token'. Tell the groups they can raise this token in the air, when they believe an argument was rather subjective, instead of objective. If during a speech these tokens were used, then allow time after t

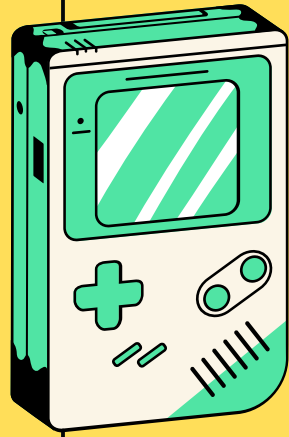
10

Listen to the different speeches.

11

When this is finished, initiate the debriefing.





FOLLOWING QUESTIONS CAN BE
ASKED IN THE SUGGESTED ORDER.

How did you feel about this activity? At the start and now?

Did your group reach the objective?

How easy or difficult did you perceive this challenge?

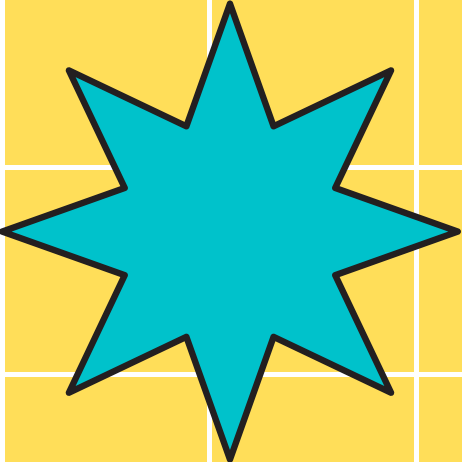
Were there any surprising moments during the activity?
Which ones?

Would we be able to find more similarities? How many
more?

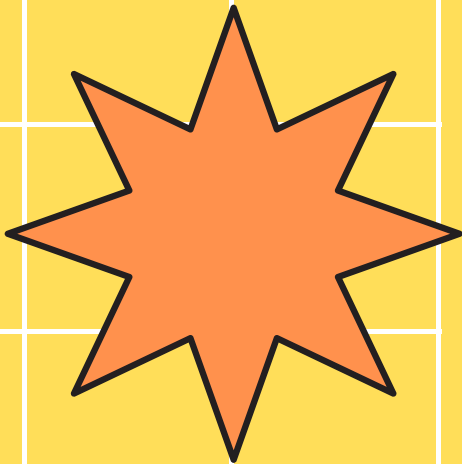
According to you, what was the objective of this activity?

Which links to reality can you make?

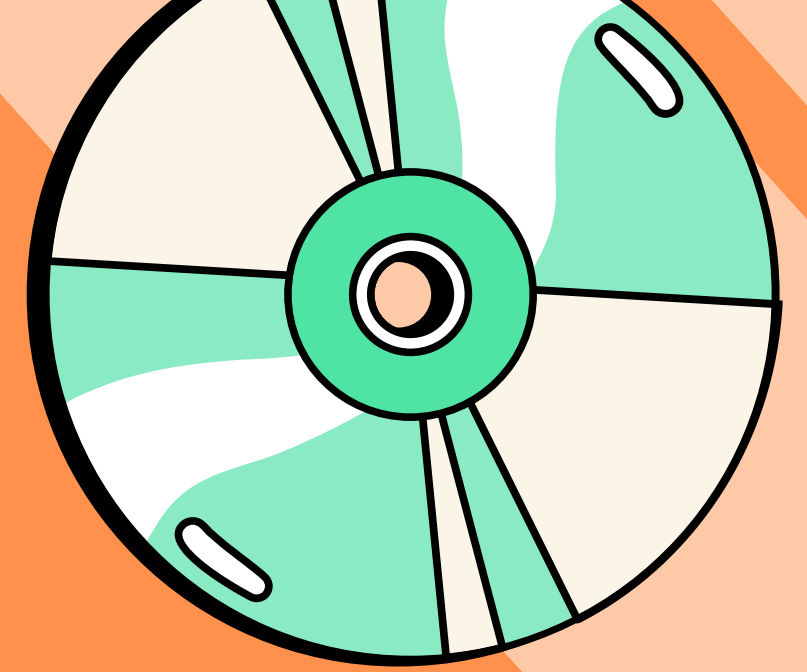
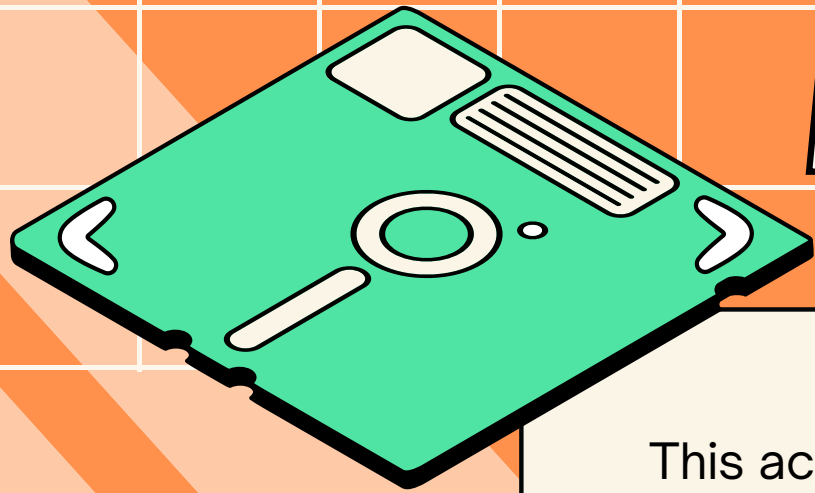
What aspects do you take out of this activity for yourself?



DEBRIEFING EVALUATION



POSSIBLE ADAPTATIONS



This activity can also be done all together in 1 group. It is, however, more challenging to ensure that everyone (and you) can clearly hear all the answers. Some young people get very enthusiastic about the new connections found and might simply and spontaneously express them.

Ask each young person to write an object (any object e.g. the sun, a pencil, a bread, a 100 € bill, etc) on a piece of paper. Place all the papers in a box. Have each subgroup randomly take out 2 papers and invite them to find similarities between them.

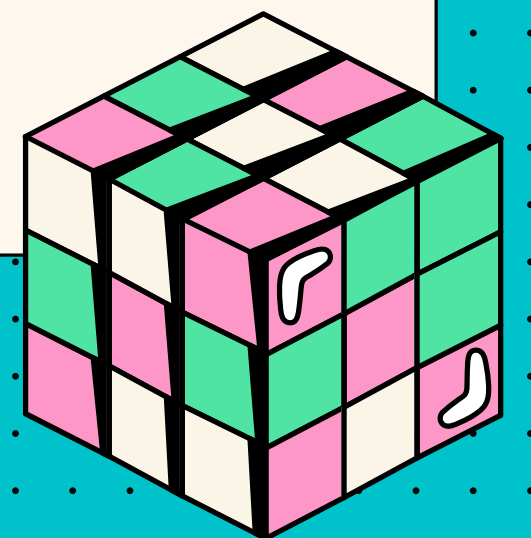
To increase the difficulty level: ask each group to randomly take out 3 papers, instead of 2, and repeat the task.

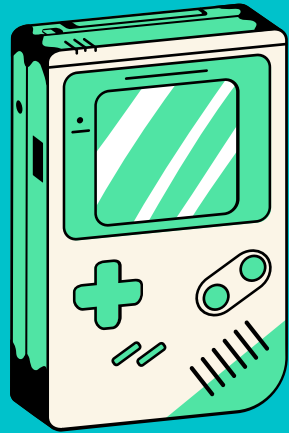
Even though the exercise can be done on an individual level, we advise the creation of (sub)groups between 4 to 6 people. Experience showed us that creative thinking and processes are supported and sparked better in small groups.

The first tens of answers are relatively fast and easy connections. The activity becomes more interesting as time passes by. More creative similarities are found and abstract connections increase. Setting the number of similarities to be found higher is not only more challenging, but also results in a bigger amount of creative connections.

This exercise works well with concrete subjects/objects. However, it might be interesting to explore also other possible connections, if relevant for the group of young people and the intended learning objectives. It is exciting to explore smells, weather conditions, feelings and more.

TIPS FOR FACILITATOR





SUGGESTIONS FOR FOLLOW UP

Run this exercise by using (more abstract) concepts which are close to the actual reality of young people. This can be related to their studies (e.g. school), free time engagements (e.g. youth club) or hobbies (e.g. playing music, watching movies, hanging around, etc). E.g. learning & a movie.

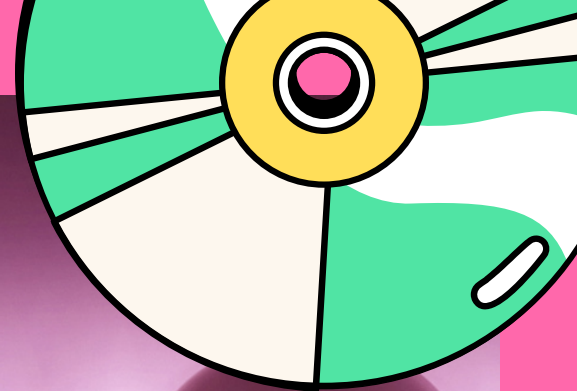
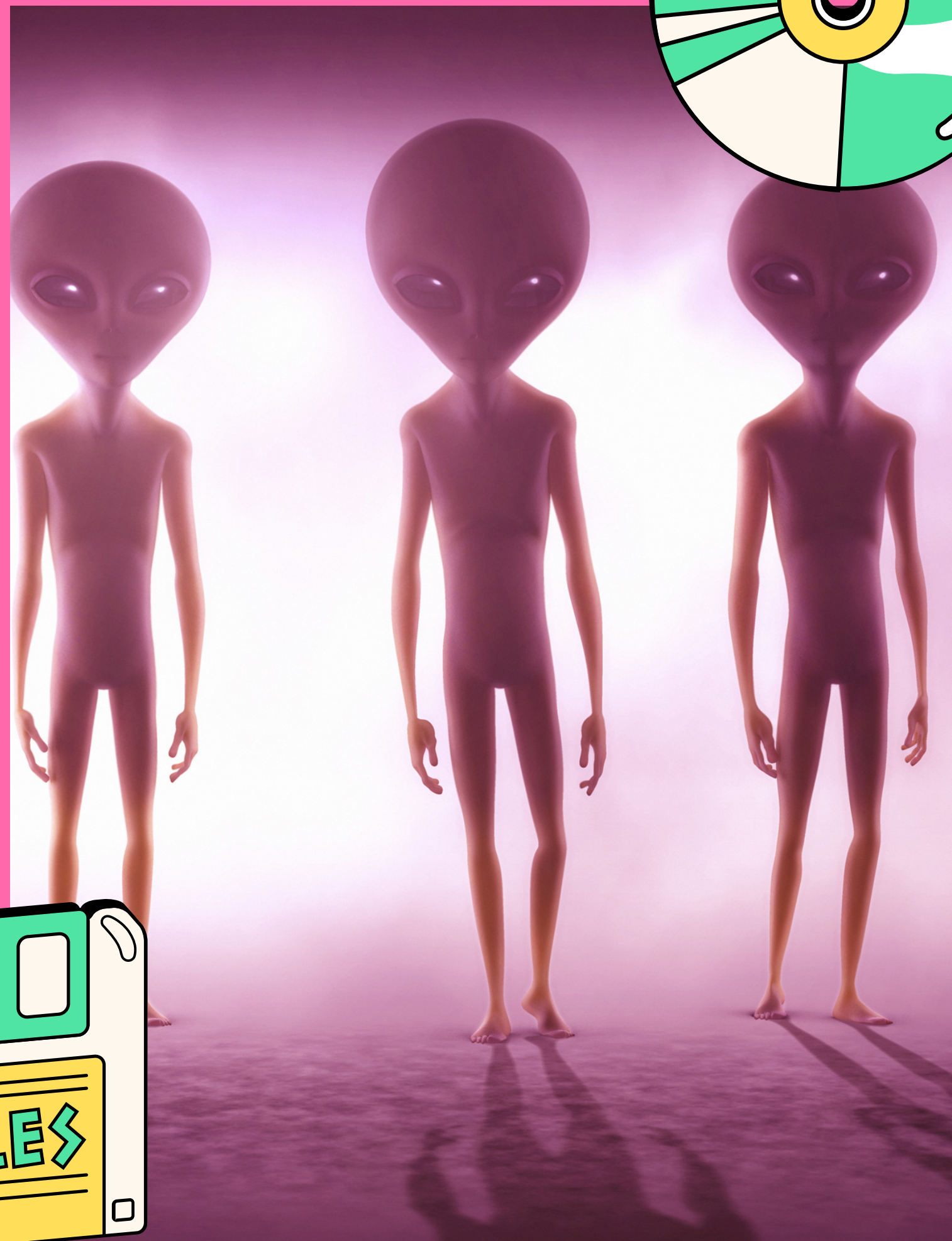
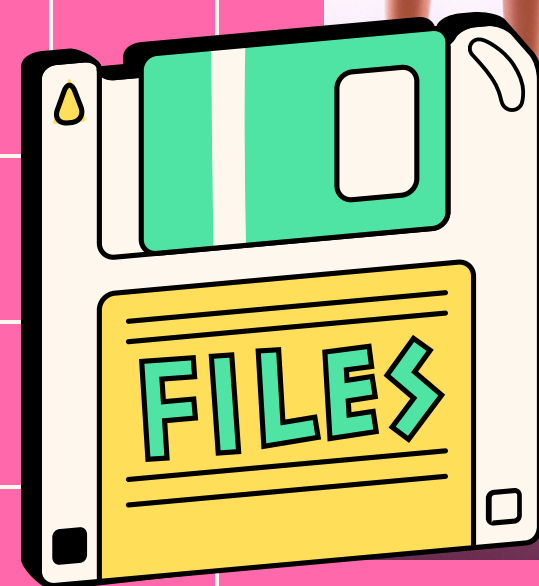
IDEAS FOR ACTION

Use this type of exercise when forming interest groups, or different working teams where people seem to have different interests, competences and expertise. Showing and emphasising similarities rather than differences works as an empowering and positive kick off.



THE ALIEN'S TOUR

Give the answers
to the aliens





DURATION

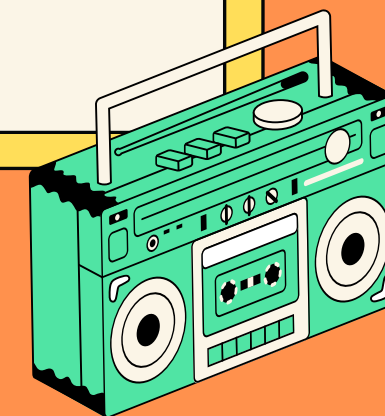
30 minutes (depending on the time taken for the debriefing of the activity)

GROUPSIZE

Minimum 3 participants

COMPLEXITY LEVEL

Moderate



OVERVIEW

This activity intends to encourage young people to look much deeper at who we are both as individuals and as a society. It's about looking at what we do or what we value with a fresh perspective. The purpose is to encourage the participants to answer a sample of questions as a way of exploring assumptions and some common situations in life that we take for granted.



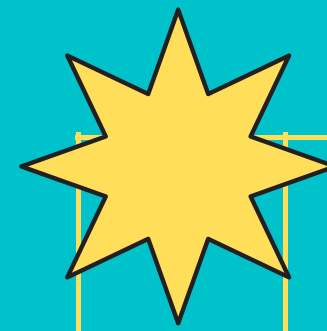
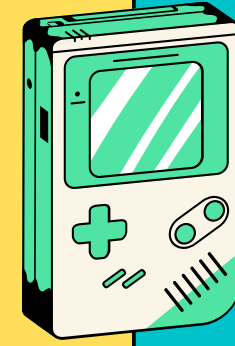
OBJECTIVE

As youthworker, you can use this activity to

Stimulate critical thinking in order to look much deeper at who we are both as individuals and as a society.

Encourage looking at what we do or what we value with a fresh perspective.

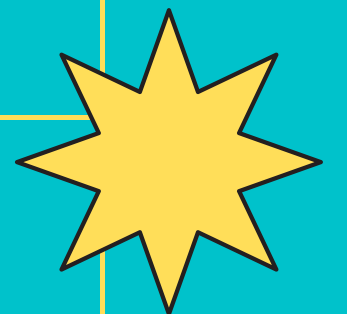
Support in finding different arguments and angles in order to explain a situation.



MATERIALS



PAPER AND PEN
FOR EACH GROUP



STEP BY STEP



1

Have the group split into subgroups (min 2, max 5).
Give a paper and pen to each group.

2

Read the scenario to the whole group and prepare cards containing one question each, numbered 1 to 5.

3

Explain that each group will reflect and answer only one question.

4

Ask each group to choose a number between 1 and 5 and give the card with the corresponding question to be answered.

5

Tell the groups they have 20 minutes to think and write their ideas or points of view in order to answer aliens' questions in a way they will understand.



STEP BY STEP



6

Invite each group to share their point of view.

7

After a group shares their point of view, ask the other groups to contribute with ideas

8

Resume the ideas from the group and the contributions from the other groups.



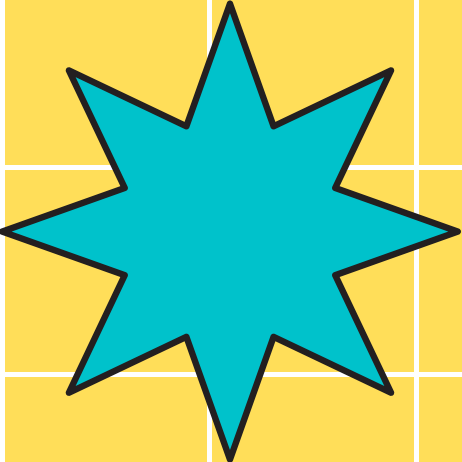
9

Discuss the contributions with all groups and stimulate them to be critical about the subject.

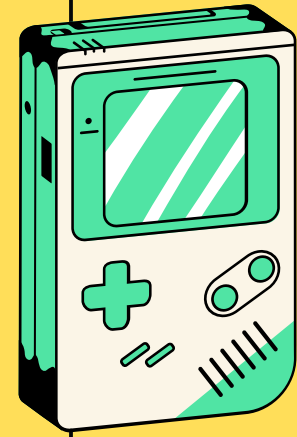
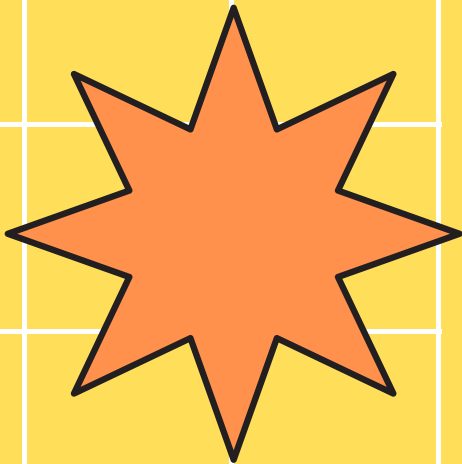
10

Start the debriefing.





DEBRIEFING EVALUATION



FOLLOWING QUESTIONS CAN BE
ASKED IN THE SUGGESTED ORDER.

How easy or difficult did you perceive this activity? Which
were those moments more specific?

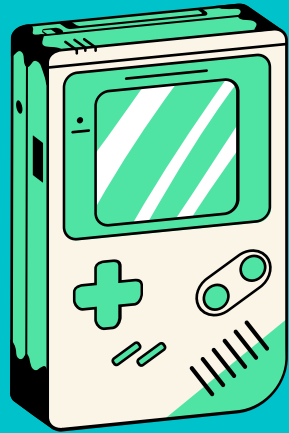
According to you, what was the objective of this activity?

Did your group reach the objective?

Can you imagine other types of questions the aliens
could ask you, about the same or other subjects? If so,
how would you answer those questions?

What did you learn from this activity?

How could you apply this learning in your life?



SUGGESTIONS FOR FOLLOW UP

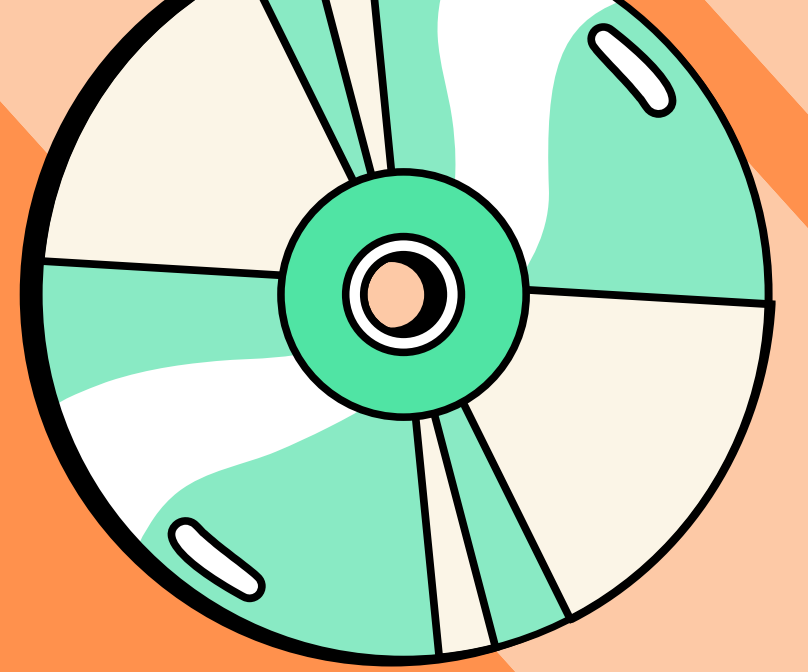
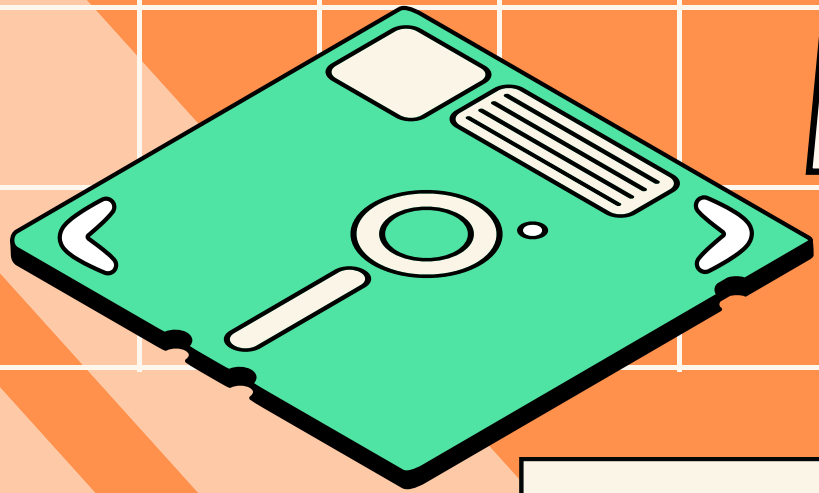
Run this exercise by using subjects which are close to the actual reality of young people. This can be related to their studies, or with other subjects relevant for our society.

IDEAS FOR ACTION

It would be interesting to switch the questions between groups. Everyone would be able to provide input on all issues, while enhancing cooperation and collaboration. Discuss with the group what supported them in answering the questions and finding different ways of explaining something. Support them in reflecting about moments in which they need to use a different “language” in order to have a dialogue with a person which has a different understanding.



POSSIBLE ADAPTATIONS



This exercise can be combined with the ‘World Café’ methodology ([www.http://theworldcafe.com](http://theworldcafe.com)). Be aware that more time is needed in this case.

During group work, the facilitator can move between groups, giving inputs that guide the young people in the activity - for instance, reinforcing the question and asking other similar questions. The objective is to guide the young people to think out of the box.

This exercise works well with concrete subjects. However, it might be interesting to explore other possible connections, if relevant for the group of young people and the intended learning objectives. For instance, it can be interesting for the group to explain to the aliens issues related to climate change, environment protection, relationships between humans, etc.

TIPS FOR FACILITATOR

