

9

Unit Nine

Thinking Skills

Ages 9-12

Total Time: 2 Hours

PART 1: Ice Breaker

PART 2: Creative Thinking

PART 3: Critical Thinking Skills

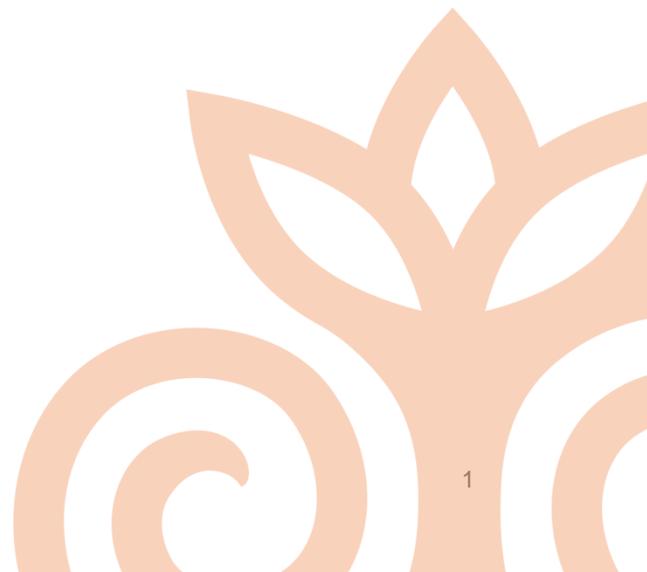
PART 4: Follow – Up Activities

ANNEXURE 1: Same or Different

ANNEXURE 2: Patterns Worksheet

ANNEXURE 3: Create Your Own Patterns

ANNEXURE 4: Evaluation



Part 1: Ice Breaker

Time:

15-20 Minutes

Objective:

Participants will take part in an ice breaker designed to get them thinking creatively

Materials:

Option One: Marker board or chart paper and markers

Option Two: Paper and crayons or markers

Techniques:

Ice Breaker

TRAINER INSTRUCTIONS:

1. Welcome the participants and tell them that today we are going to be learning about thinking skills. This icebreaker will give them a chance to get warmed up and begin to think creatively. Lead the activity from one of the options below.

Option One: Think of Something That... – Invite the group to brainstorm various categories and list their responses on the marker board or chart paper. Ask them to think of as many things they can that are:

- green
- round
- cold
- loud

Explain that they just took part in “brainstorming” where everyone in the group adds as many ideas as they can think of.

Option Two: Group Creativity – Divide the group into smaller groups of 3-4. Give each group one sheet of paper and some crayons or markers. Explain that each group is going to create a drawing of anything they wish. It can be a design or a picture of something, but the group cannot decide ahead of time what they are going to draw.

When you tell the groups to begin, the first person will begin by drawing something on the paper in 2-3 minutes, then pass it on to the next member. They will draw for 2-3 minutes and pass it on to the next person. Continue until each person has had a chance to add to the drawing. Allow each group to share what they created.

Part 2: Creative Thinking

Time:

45 Minutes

Objective:

Participants will take part in activities to build their creativity.

Materials:

- Paper, crayons, or markers
- Props such as comb, cooking utensil, piece of string or rope, bracelet, etc.

Techniques:

- Group Discussion
- Individual Activity

TRAINER INSTRUCTIONS:

1. Explain that creative thinking involves coming up with new ideas or new ways of looking at things. They are going to take part in some activities to build their creativity which will help them in their school work and in their daily life as they need to make decisions.
2. Note that creative thinking is an ability that we all have, but sometimes we need to develop it through practice.
3. Lead the group through the following activities which will help them develop their creative thinking. (Trainer: It may be difficult for the children to think in this way at first since our creativity often needs to be nurtured and developed. Guide and encourage them and let them know that it will become easier with more practice. They will have more opportunities to build their creativity in the follow up sessions.)
 - **Open your mind to different possibilities** – think about how things could be different if... (Invite the children to share their ideas with the group.) Help the children to think about how life would be different if:
 - The sun never set

- People could only get around by walking (there were no bikes, cars, trains, etc.)
- You were a bird and not a human

Explain that this kind of thinking challenges them to think about the world differently.

- **Look at things from different perspectives** – Often you will see things in a new way if you view them from a different angle. Distribute paper and crayons or markers and ask the children to draw a picture as if they were looking up as an ant or spider, or looking down as a bird. How would things look different from their usual view? When finished, allow the children to share their drawings with the group. Make the point that there are many situations where it is important to view things from all sides to really understand or to see things in a new way.
- **Think of new uses for an item** – Hold up an item from the list in the materials section and ask the children to brainstorm ways they could use that item other than the way it was intended. (For example, a comb can be used as a rake, as a tool for painting a picture, as a sifter for sand, as a weaving loom, etc.) Again, explain that these types of activities expand creative thinking skills.

Part 3: Critical Thinking Skills

Time:

45 Minutes

Objective:

Participants will learn and practice critical thinking techniques.

Materials:

- Annexure 1: Same of Different
- Annexure 2: Patterns Worksheet
- Annexure 3: Create Your Own Patterns
- Crayons or markers
- Annexure 4: Evaluation

Techniques:

- Group Discussion
- Worksheets

TRAINER INSTRUCTIONS:

1. Explain that critical thinking involves organizing information that you have. (Compare that with creative thinking which involves new ideas or new ways of looking at things).
 - For example, if we are trying to solve a problem, we would use creative thinking to brainstorm all of the possible solutions, and we would use critical thinking to sort out and compare the list of possible solutions.
 - We need to develop both types of thinking skills to make good decisions.

2. Lead the children in the following series of exercises that will teach them some critical thinking skills.
 - **Sort by same or different (Compare and contrast)** – This technique is important for organizing information when looking at several options. How are they similar, what is different? It can help you determine the pros and cons of your various choices when you understand what is different.
 - Distribute Annexure 1 and either divide the children into small groups or complete the worksheet together as a whole group. For each pair of items, list what is similar and what is different between the two.
 - **Finding Patterns** – Looking at patterns can help you to predict what might come next. When you are trying to determine what may happen, or when you are working to make something happen, patterns may be helpful, whether they are patterns of information or behavior.
 - Distribute Annexure 2 and work through the first set of patterns with the group. Continue to work as a group if necessary, or allow the children to work individually or in pairs to complete the worksheet.
 - Give each child Annexure 3 and invite them to create their own patterns using whatever shapes and colors they wish.
3. Invite the children to discuss times when they have been in a situation when they have had to think differently, or compare/contrast, or find patterns...at school or in daily life.
4. Distribute Annexure 4 and invite the children to complete the evaluation form regarding this Unit.
 - Explain that they are to give a score from 1-5 (5 being the highest) for each part of the Unit, as well as a score for the Unit overall.
 - Then they should write comments under the happy face for items they liked/learned, and under the sad face for items they didn't like or are confused about.
 - Briefly recap what was covered in each part so their memory is fresh when evaluating.
 - Instruct them to be as specific as possible in their comments.
 - Items to consider include:
 - Did you understand the topics covered? If not, what was confusing?
 - Was there enough time to cover the material?
 - Did the presentation keep your interest?
 - Were the handouts/power points/videos helpful?
 - Add any comments that would be helpful for future programs.
 - Gather the completed evaluations and include them in your trainer report

Part 4: Follow-Up Activities

Time:

Varies by activity

Objective:

Participants will have the opportunity to practice the skills learned in this lesson

Materials:

Option One: Paper, paint, string or yarn, scissors, paper plates for the paint

Option Four: Paper, crayons or markers

Techniques:

- Applying learning to daily life

TRAINER INSTRUCTIONS:

1. Explain that participants will have the opportunity to review the material learned in the session throughout the next few weeks, and take part in activities designed to put the learning into action. They will take part in follow-up sessions to discuss the activities.

Option One: String Paintings – Provide the children with the materials listed in the materials section – cut the string in varying lengths and provide paint for each child on the paper plates. Explain that they will be using their creativity to make string paintings. There are no rules for the paintings – encourage them to create whatever makes them feel good - each painting will be unique.

- Provide some paint on a paper plate for each child. Instruct each child to drop some paint onto a piece of paper and make a design by dragging string through the paint and around the paper. Use different types and lengths of string and yarn for varying effects.
- Try it again by dipping the string in the paint and dragging it across the paper.

When completed, allow each participant to show off their creations to the group. Display paintings in a prominent place in the home.

Option Two: Create a Story – The children will create a “group” story using items they find around the home. Instruct the children to go on a hunt inside or outside to gather 2-3 small objects such as a stick, small ball, flower, book, etc. Then gather everyone in a circle with their items. Ask for a volunteer to start the story and include one of her objects in the story. The next child continues the story, incorporating one of their items. Continue until all children have had a chance to add to the story. You may start all over again with a new story if desired, using the items they gathered earlier.

Option Three: Critical Thinking Skills Review - Patterns –The more often someone is exposed to critical thinking, the greater the probability that they will transfer critical thinking to other areas of their life. In the Life Skills Unit, the skill of identifying patterns was taught. Review this skill by stating that patterns help you to organize information, and help you predict what will come next when you understand the pattern. Explain that patterns exist all around us (not just on the worksheets they completed in the unit.) Teach the group a pattern to clap and help them to follow the pattern. Next, lead the children in some simple dance steps that follow a pattern. Help the children to join in and again discuss the pattern within the steps. Show them the pattern made with the windows, or the floor tiles (identify patterns within your space). Invite the children to brainstorm other places that patterns exist (eg, patterns in a fabric, when they sit boy-girl, boy-girl, in the wings of a butterfly, etc.)

Option Four: Combining Creative and Critical Thinking -

Instruct the children to draw an alien or make-believe creature. Tell them to make it as crazy and creative as they'd like... it can have 2 heads, 3 tails, wings, etc. When everyone is finished with their drawing, assign each person a partner and ask them to compare their drawings. What is same, what is different? Then invite the pairs to share their drawings and their comparisons OR Invite the pairs up to the front of the room and ask the group to state what is same, what is different.

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Unit Nine Annexures

Thinking Skills

Ages 9-12

ANNEXURE 1: Same or Different

ANNEXURE 2: Patterns Worksheet

ANNEXURE 3: Create Your Own Patterns

ANNEXURE 4: Evaluation

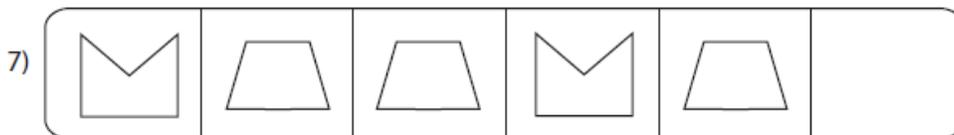
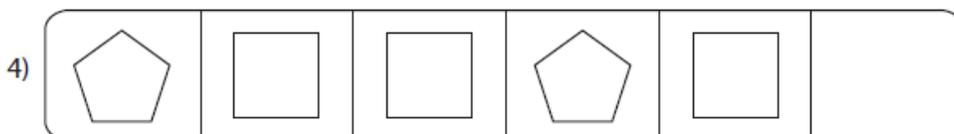
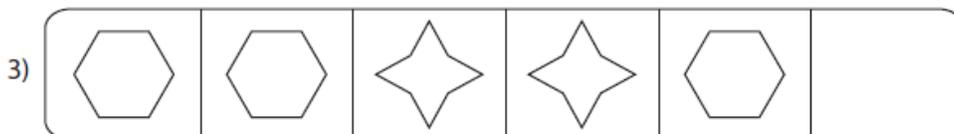
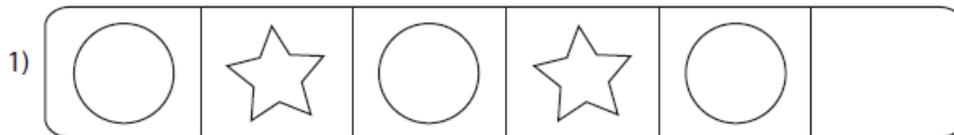
Annexure 1: Same or Different

	Same	Different
Sweater/blanket		
Puppy/baby		
Pencil/candle		
Rain/tears		
Lion/eagle		
Apple/banana		
Fish/soap		

Annexure 2: Patterns Worksheet

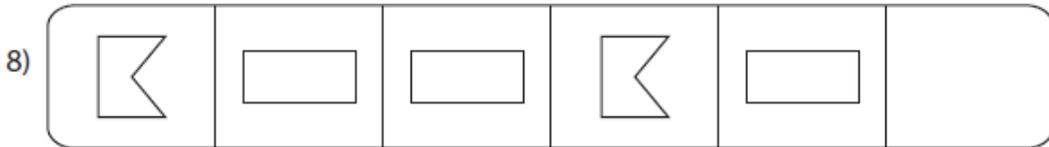
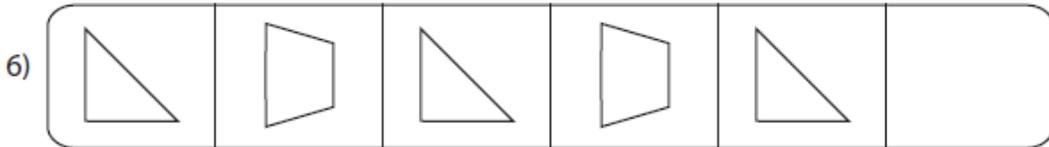
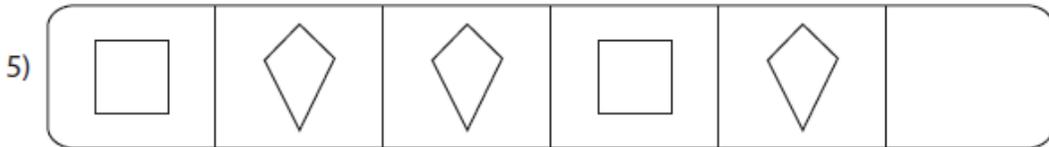
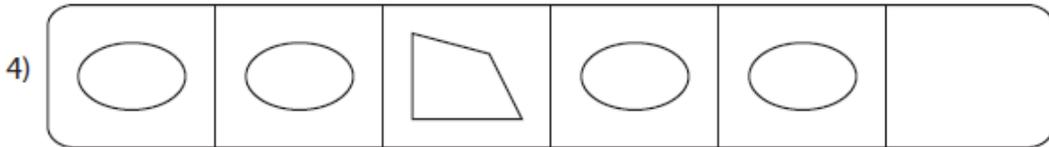
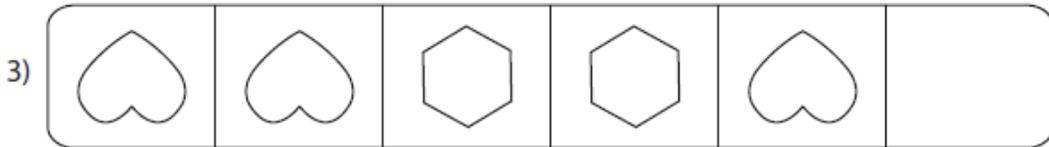
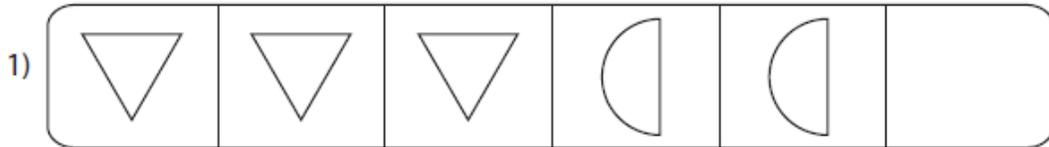
Identifying Shape Pattern

Complete the shape pattern.



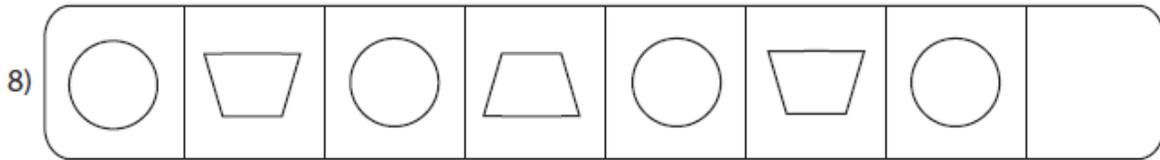
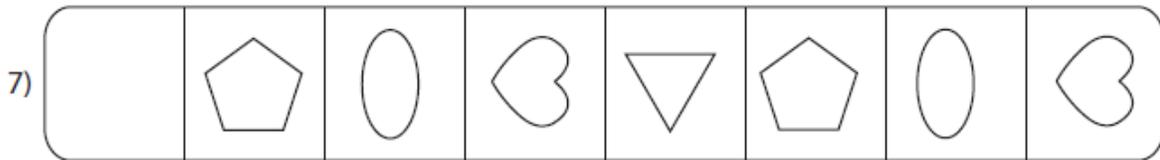
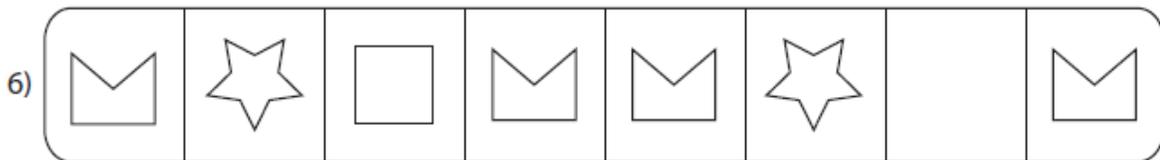
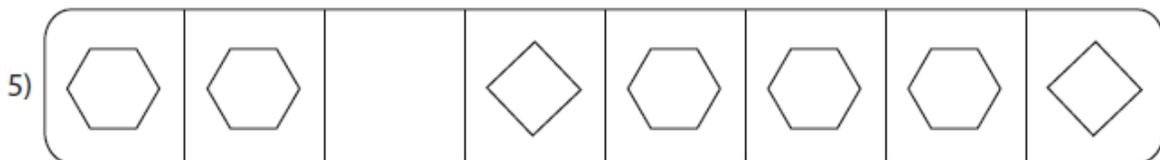
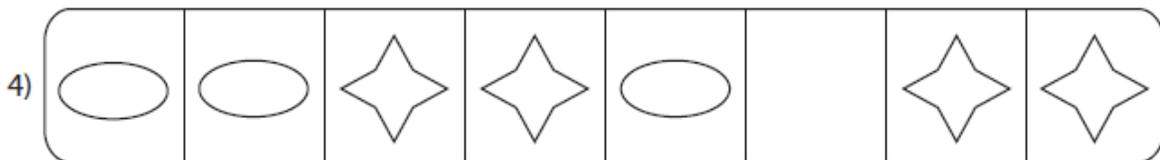
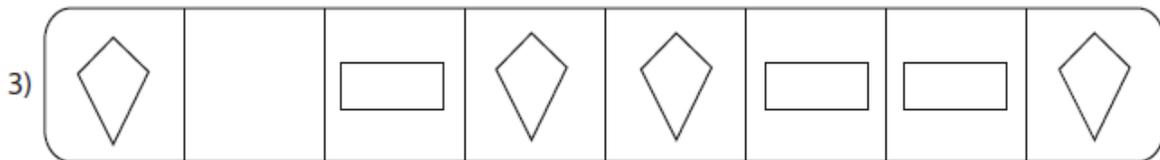
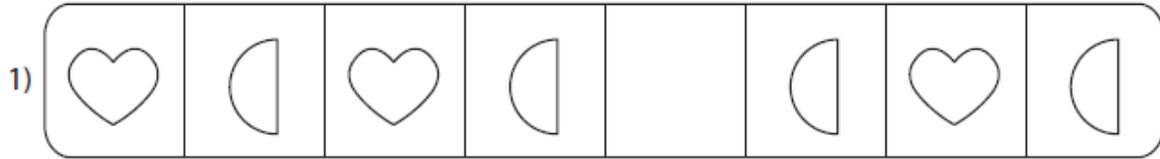
Identifying Shape Pattern

Complete the shape pattern.



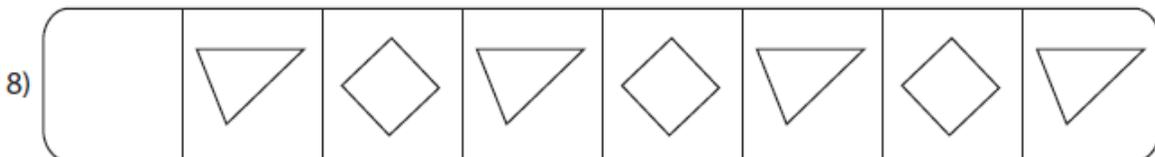
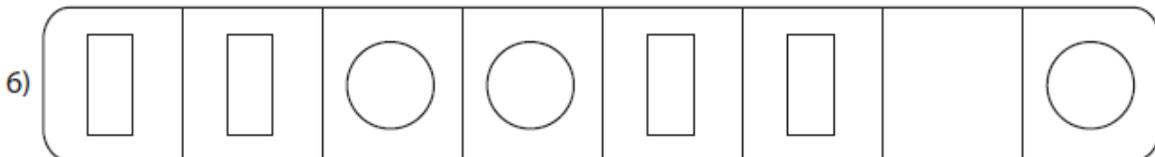
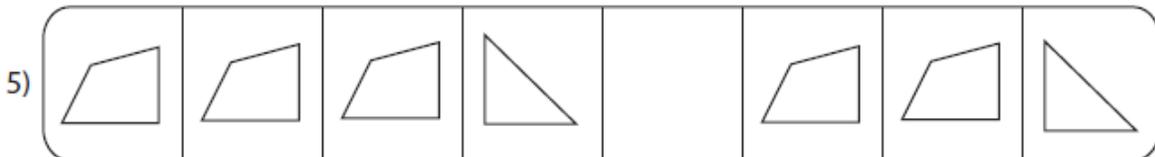
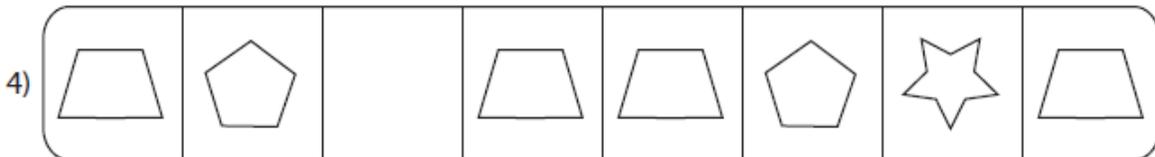
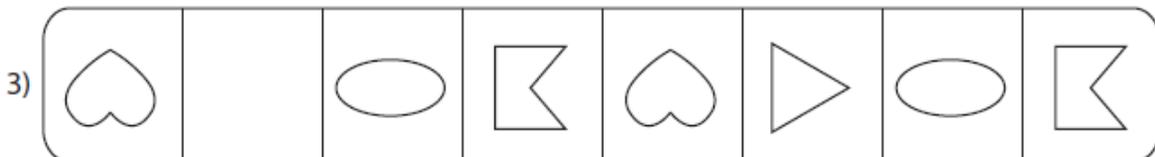
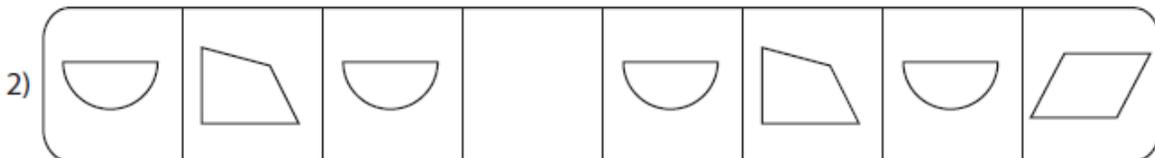
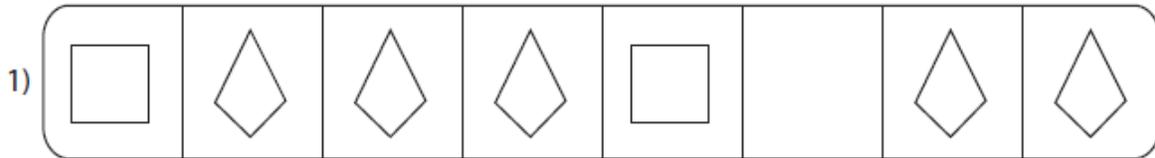
Identifying Shape Pattern

Complete the shape pattern.



Identifying Shape Pattern

Complete the shape pattern.



Annexure 3: Create Your Own Patterns

Annexure 4: Evaluation

Unit # 9 Thinking Skills	Score (Circle a number, 5 is the Best)	 What I Liked/Learned	 What I Didn't Like or Things I'm Confused About
Part 1 Icebreaker	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Part 2 Creative Thinking	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Part 3 Critical Thinking Skills	1 2 3 4 5	<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
		<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
Overall Score	1 2 3 4 5		