



**Passerelles
numériques**
A Gateway for Life

Lesson 2: Critical Thinking

Module 3 - Professional Life

Instruction (15 minutes)

- Whole class
- Trainer asks the following questions and each questions to a few students:
 - Have you ever criticize anyone? Why did you criticize him/her?
 - Do you think you are so easy to believe anyone or claim?
 - How do you know the information you hear is fact or fake?

A G E N D A

- 01 Thinking and critical thinking
- 02 Criticism and critical thinking
- 03 Powerful techniques to think critically

Thinking

The process of using your mind

ពិចារ

ណា

to consider something
carefully

ដោយប្រុងប្រយ័ត្ន

Critical Thinking

ពាក់ព័ន្ធនឹង

The process of thinking that involves

អ្នកវិភាគ

analytic evaluation of

ការវាយតម្លៃ

a situation.

ស្ថានភាព

OR

ប្រុងប្រយ័ត្ន

The careful application of reason in the
determination of whether a claim is true.

ការប្រើជ្រាបចិត្ត

Critical thinking is all about...

Thought

Process

Explanation

Reasoning

Considération

Planning

Préparation

Problem
solving

Critical thinking

≠

Criticism

Criticism Vs. Critical thinking

Criticism	Critical thinking
<ul style="list-style-type: none">▪ About finding fault with something	<ul style="list-style-type: none">▪ About judgement, which can include finding faults and flaws, but has more emphasis on questioning and analysis.
<ul style="list-style-type: none">▪ Directed at a person	<ul style="list-style-type: none">▪ Directed towards the argument (or produced work, or concept)
<ul style="list-style-type: none">▪ Sometimes driven by emotion	<ul style="list-style-type: none">▪ Analyses emotion as part of the overall process

With Critical Thinking, you can...

- Perform better
- Achieve more
- Enhance creativity
- Outperform others with your efficient critical thinking and problem solving skills
- Question what you are told

Critical thinking requires...

Careful, intentional thinking

Use of reason or logic

Judgement about beliefs

Application to real world problems

Powerful techniques to think critically

Analytical thinking

Communication

Creativity

Open-mindedness

Problem-solving

Powerful techniques to think critically



Analytical thinking is the gathering and breaking down of information into small bites that help make sense of it.

Powerful techniques to think critically



To use Analytical thinking:

- Be very clear on *why* you need the information
- Gather information from as many sources as you can
- Break down the data into factual subsets and relate each to the issue
- Think on paper to make new connections

Powerful techniques to think critically



Communication is a key technique for critical thinking as it gives you access to the thoughts of people around you.

Powerful techniques to think critically



Communication

- Ask for different points of view and seek justification for the same thing
- Listen without interrupting and only ask questions
- Paraphrase the speaker/writer's point of view and ask for affirmation
- Observe actively

Powerful techniques to think critically



To really learn critical thinking, you need to include **elements of creativity** in the process.

Powerful techniques to think critically



Creativity

- Brainstorm idea with your team
- Gather data and tabulate it in the form of mind map
- Play brain games
- Learn new skills

Powerful techniques to think critically



Open-mindedness

- Be brutally honest about your strengths and weaknesses
- Hear an opinion that conflicts with your own without forming a response before the opinion is fully voiced
- Acknowledge that there may be more than one approach to solve a problem and that they may all be right in some way
- Consider your true feelings when you will implement any required changes

Powerful techniques to think critically



Problem-solving

Critical thinking is heavily dependent on
problem-solving.

****More details in Lesson 3****



Practice



Practice



Practice

Practice 1

Instruction (30 minutes)

- Handout: Practice 1 - brain teaser
- Students work in groups of 3 to find the answer of each of the riddles/brain teasers with the possible explanation of the answer.
- Each group compares their answers to another group.
- Trainer finalizes the answers with the class.

Practice 2

Instruction (15 minutes)

- Handout: Practice 2 - count the squares
- Students work individually to count the squares.
- Then they work in groups of three to compare and discuss their answer with each other.
- Trainer finalizes the answer with some explanation in the answer sheet.

Practice 3

Instruction (40 minutes)

- Handout: Practice 3 - story ending
- Students work in pair to finish the story based on their own idea.
- The students then compare their story ending with another pair.
- Trainer asks several students to read their story ending to the whole class.

Practice 4

Instruction (30 minutes)

- Handout: Practice 4 - fact Vs. assumption
- Students work individually.
- Students get one statement from trainer and then decide whether it is **fact** or **assumption/opinion**.
- Students read their statement to a few of their classmates and discuss it together.
- Trainer finalizes the answers with the class with possible explanation.

Practice 5

Instruction (40 minutes)

- Handout: Practice 5 - most to least important
- Students work in groups of three to put the characteristics of a great staff from the most important to the least important. They need to explain their decision, too.
- Each group explains their decision to the class.

Practice 6

Instruction (30 minutes)

- Handout: Practice 6 - sequence of the story
- Students work in pair to put the parts of the story in the correct sequence.
- They then compare their sequence of the story with another pair.
- Trainer finalizes the sequence of the story with the class.

Practice 7

Instruction (30 minutes)

- Handout: Practice 7 - agree or disagree
- Students work individually and read the claim on the slide show.
- Students then decide whether they agree or disagree with the claim and need to list down their reasons to support their decision.
- Students work in pair and explain each other why they agree or disagree.
- Trainer asks a few students to explain it to the class.

Practice 8

Instruction (50 minutes)

- Handout: Practice 8 - comparison and contrast
- Students work in groups of 3 to discuss the given topic.
- Each group presents it to the class.

Practice 9

Instruction (40 minutes)

- Handout: Practice 9 - problem solving
- Students work individually and give solutions or advice based on the problem shown on the slide.
- Students then work in groups of 3 to compare their solutions or advice to each other.
- Trainer asks a few students to share their solutions or advice to the class.

Practice 10

Instruction (40 minutes)

- Handout: Practice 10 - scenario
- Students work in pair and respond to the scenario given by the trainer.
- Students then discuss their response with another pair.
- Trainer selects a few students to share their response to the class.



Thank you !



www.passerellesnumeriques.org