2.2 Activity Self-Assessment

Select the correct answer:

I encourage students to ask open-ended questions.

- ○ 1 = Never
- ○ 2 = Rarely
- ○ 3 = Sometimes
- ○ 4 = Often
- ◉ 5 = Always

In my class students engage in discussions that require them to justify their opinions.

- ○ 1 = Never
- ○ 2 = Rarely

9:14

In my class students engage in discussions that require them to justify their opinions.

- ○ 1 = Never
- ○ 2 = Rarely
- ○ 3 = Sometimes
- ○ 4 = Often
- ◉ 5 = Always

I provide opportunities for students to solve complex, multi-step problems.

- ○ 1 = Never
- ○ 2 = Rarely

I use real-world problems to stimulate critical thinking.

- ○ 1 = Never
- ○ 2 = Rarely
- ○ 3 = Sometimes
- ○ 4 = Often
- ◉ 5 = Always

In my class students are encouraged to consider different viewpoints.

- ○ 1 = Never
- ○ 2 = Rarely
- ○ 3 = Sometimes
- ○ 4 = Often
- ◉ 5 = Always

I ask questions that require students to explain their reasoning.

I ask questions that require students to explain their reasoning.

- ○ 1 = Never
- ○ 2 = Rarely
- ○ 3 = Sometimes
- ○ 4 = Often
- ◉ 5 = Always

I ask students to think about different ways to solve problems.

- ○ 1 = Never
- ○ 2 = Rarely
- ◉ 3 = Sometimes

9:14

In my class students work together to solve problems and share ideas.

- 1 = Never
- 2 = Rarely
- 3 = Sometimes
- (•) 4 = Often
- 5 = Always

I encourage students to reflect on their learning process.

- 1 = Never
- 2 = Rarely
- 3 = Sometimes
- (•) 4 = Often
- 5 = Always

I give feedback that helps students think more deepl

9:14

I give feedback that helps students think more deeply.

- 1 = Never
- 2 = Rarely
- 3 = Sometimes
- (•) 4 = Often
- 5 = Always

I give students creative tasks where they can come up with original ideas.

- 1 = Never
- 2 = Rarely
- 3 = Sometimes

I ask students to question their ideas and look at things from different angles.

- ○ 1 = Never
- ○ 2 = Rarely
- ○ 3 = Sometimes
- ○ 4 = Often
- ◉ 5 = Always

I use questioning techniques that encourage critical thinking.

- ○ 1 = Never
- ○ 2 = Rarely
- ◉ 3 = Sometimes
- ○ 4 = Often
- ○ 5 = Always

I incorporate higher-order thinking skills (e.g., analysis, evaluation, creation) into

9:14

I incorporate higher-order thinking skills (e.g., analysis, evaluation, creation) into lessons.

- ○ 1 = Never
- ○ 2 = Rarely
- ◉ 3 = Sometimes
- ○ 4 = Often
- ○ 5 = Always

I challenge students with tasks that require deep thinking and problem-solving.

- ○ 1 = Never

How well am I promoting critical thinking in the class Room?

9:19 pm ✓✓

You are promoting critical thinking well if your classroom encourages students to question, analyze, and justify their ideas rather than simply recall information. Effective strategies include asking open-ended questions, guiding students to explain their reasoning, and fostering discussions where multiple perspectives are explored. When you provide meaningful problems, allow collaborative learning, and give constructive feedback that challenges assumptions, you strengthen their analytical skills. Incorporating real-world examples and encouraging reflection also deepen understanding. If students show curiosity, engage in dialogue, and independently seek evidence, it's a strong sign your efforts to build critical thinking are working.

9:19 pm ✓✓

What could I do better to encourage more critical thinking?

9:20 pm

You can encourage more critical thinking by giving students greater ownership of learning. Offer complex, real-world problems that require analysis and multiple solutions. Encourage Socratic questioning, asking “why” and “how” to deepen reasoning. Create structured debates, peer reviews, and inquiry-based projects where students must justify their choices. Provide wait time after questions so students can think deeply. Model critical thinking by showing how you evaluate information and revise ideas. Promote a classroom culture where mistakes are viewed as learning opportunities. Finally, integrate reflective activities that help students examine their thinking processes and identify areas for growth.

9:21 pm

How can I make improvements to my current teaching practice?

9:22 pm

You can improve your teaching practice by regularly reflecting on what works and what doesn’t, using student feedback and assessment data to guide adjustments. Incorporate more active learning strategies, such as group problem-solving, discussions, and hands-on tasks that foster deeper engagement. Differentiate instruction to meet diverse learning needs and provide clear learning goals so students understand expectations. Observe colleagues or invite them to observe you for constructive feedback. Stay updated with current teaching research and integrate new strategies gradually. Finally, build strong relationships with students, as a supportive, positive classroom

What is a game? (Define the game to an in familiar person)

9:31 pm

A game is an activity people play for fun, challenge, or learning, usually following a set of rules. It can involve one person or many, and may use equipment like cards, balls, or a board—or simply imagination. Games often include goals, such as scoring points or completing tasks, and players make choices or use strategies to succeed. Some games rely on skill, others on luck, and many mix both. They can be competitive, cooperative, or just playful. Overall, a game creates an enjoyable experience that encourages interaction, thinking, and creativity while providing entertainment or practice in different skills.

9:32 pm

Why do people become so passionate about watching others play games, and what drives their emotions?

9:33 pm

People become passionate about watching others play games because it creates a sense of connection, excitement, and shared experience. Games tap into universal emotions —hope, suspense, pride, and even frustration. Spectators enjoy the drama of competition, the unpredictability of outcomes, and the skill or creativity of players. Many identify with a team or player, feeling their successes and failures as personal. Watching games also builds community, giving people a way to bond, celebrate, and belong. The emotional highs and lows make the experience memorable, turning ordinary moments into thrilling stories that people feel deeply invested in.

9:34 pm

When does a group of individuals truly become a team and how do we know they are a team?

9:35 pm

A group of individuals becomes a true team when they share a common goal, trust one another, and coordinate their efforts toward achieving that goal. They begin to communicate openly, support each other's strengths, and take responsibility for both individual and collective outcomes. You know they are a team when they solve problems together, make decisions collaboratively, and show commitment beyond personal interests. Team members celebrate successes collectively and learn from setbacks without blaming others. A real team displays unity, mutual respect, and consistent cooperation, creating an environment where everyone feels valued and motivated to contribute.

9:36 pm

Why can't the people in the stands join the game on the field?

9:36 pm

People in the stands can't join the game on the field because the players have been specifically trained, selected, and prepared to compete at an appropriate skill level. Allowing spectators onto the field would disrupt the game's structure, fairness, and safety. Games follow formal rules, including who is allowed to participate, to ensure order and meaningful competition. Spectators are there to watch, support, and enjoy the experience, while players have dedicated roles and responsibilities. Mixing the two would create chaos, increase the risk of injury, and undermine the purpose of

2.4 (B) Activity Strategies To Spark Critical Thinking

Select the correct answer:

Ms. Ali is teaching a 5th-grade math class about solving simple word problems involving addition and subtraction. Some students can solve the problems quickly, but others struggle to understand the steps and often make mistakes when applying the math. Ms. Ali notices that some students tend to skip important information in the word problems or do not know where to begin. Which strategy would be most helpful for improving problem-solving skills and encouraging students to think critically about word problems?

- ○ **Use Visual Aids (e.g., Charts or Diagrams): Ms. Ali could use pictures, charts, or diagrams to help students visualize the problem and better understand the steps needed to solve it**
- ○ **Work in Pairs or Small Groups: Ms. Ali could have students work in pairs or small groups to solve a word problem together, discussing and explaining their ideas before sharing them with the class.**
- ○ **Provide Fill-in-the-Blank Worksheets: Ms. Ali could provide worksheets where students fill in missing steps or information, guiding them through the process of solving the problem**
- ◉ **Model the Problem-Solving Process: Ms. Ali could solve a word problem in front of the class, explaining each step and showing how to identify important information**

Ms. Khan is teaching her 3rd-grade students about different types of animals and their habitats. While most students can recall facts about various animals, some are struggling to explain why animals live in certain habitats or how they adapt to their environment. Ms. Khan wants to encourage her students to think more deeply about these connections. What strategy would be most effective in promoting critical thinking and helping students make connections between animals and their habitats?

- ○ **Group Discussion: Ms. Khan could have students work in small groups to discuss why animals live in specific habitats and then share their**

students make connections between animals and their habitats?

- Group Discussion: Ms. Khan could have students work in small groups to discuss why animals live in specific habitats and then share their ideas with the class.
- **Ask Open-Ended Questions: For example, "Why do you think lions live in grasslands and not in the jungle?" or "How do you think polar bears are adapted to live in cold climates?"**
- Use Visual Aids: Ms. Khan could use pictures of animals in different habitats to help students visualize how animals adapt to their environments
- Role-Play Activity: Ms. Khan could have students pretend to be different animals and describe how they survive in their habitats

Ms. Zainab is teaching a lesson on the differences and similarities between mammals and reptiles to her 4th-grade class. Some students are having difficulty understanding how to compare and contrast these two groups of animals. They are confused about which characteristics are shared and which are unique to each group. Ms. Zainab wants to help her students develop a better understanding of how to identify key similarities and differences between the two. What strategy would be most effective in helping students improve their ability to compare and contrast mammals and reptiles?

- **Venn Diagram: Ms. Zainab can use a Venn diagram to visually show the shared and unique characteristics of mammals and reptiles, helping students easily compare and contrast.**
- Group Discussion: Ms. Zainab can have students discuss in small groups the differences and similarities they can think of between mammals and reptiles, encouraging critical thinking and collaboration
- Interactive Sorting Activity: Ms. Zainab can give students pictures or characteristics of various animals and ask them to sort them into categories of mammals or reptiles, identifying the key features that make them different or the same
- Research Project: Ms. Zainab can assign a project where students research a specific mammal and reptile, then present a comparison of their features to the class

Mr. Ahmed is teaching a science lesson on the water cycle to his 4th-grade class. During the lesson, a few students started asking questions about what would happen if there were no rain.

Research Project: Ms. Zainab can assign a project where students research a specific mammal and reptile, then present a comparison of their features to the class

Mr. Ahmed is teaching a science lesson on the water cycle to his 4th-grade class. During the lesson, a few students started asking questions about what would happen if there were no rain. Some students, like Ali and Sara, are curious about how plants would survive, while others, such as Hassan and Zainab, wonder how rivers and lakes would be affected. Mr. Ahmed realizes this is a great opportunity to encourage critical thinking by exploring different outcomes based on this "What-If" scenario. What strategy would be most effective in helping students explore the "What-If" scenario and deepen their understanding of the water cycle?

- Group Discussion: Mr. Ahmed could divide the class into small groups, where each group discusses the potential impacts of no rain on the environment, plants, and animals, and then shares their findings with the class
- Create a Mind Map: Mr. Ahmed could have students create a mind map that visually explores the consequences of no rain on the water cycle, helping them organize their thoughts and ideas.
- **Predictive Problem Solving:Mr. Ahmed could ask students like Ali and Sara to predict what would happen in different scenarios (e.g., no rain for a month, or no rain at all) and have them justify their predictions based on what they've learned about the water cycle.**
- Interactive Simulation: Mr. Ahmed could use an online simulation or experiment that shows the effects of different weather patterns on the water cycle, allowing students to visualize the changes.

Analyze the selected lesson and identify how it promotes higher-order thinking skills like analysis, evaluation, and creation?

8:11 am

The selected lesson promotes higher-order thinking by encouraging students to go beyond recalling water cycle facts and instead predict outcomes if rain did not occur. Students analyze cause-and-effect relationships, such as how lack of rain impacts plants, animals, and water sources. They evaluate possible environmental consequences and justify their reasoning

Debate whether they provide sufficient opportunities for students to evaluate, innovate, or synthesise ideas?

8:14 am

The lesson provides strong opportunities for students to evaluate and synthesise ideas because they must justify predictions about the effects of no rain using scientific knowledge. By comparing possible outcomes, they evaluate which consequences are more likely and why. Students also synthesise information from different parts of the water cycle to form a complete understanding of environmental impact. However, opportunities to innovate are somewhat limited unless the teacher extends the activity by allowing students to design solutions for drought or create alternative water systems. Overall, the activity promotes deep thinking but could include more creative problem-solving tasks.

Discuss how the selected activities could have been adapted to encourage higher order thinking in that situation?

8:22 am

The activity could be adapted to deepen higher-order thinking by extending the what-if scenario into solution-based tasks. Students could design plans to conserve water during drought, propose alternatives for farming without rain, or create models showing how communities might survive prolonged dry conditions. Instead of only predicting outcomes, they would evaluate which solutions are most effective and justify their choices with scientific reasoning. Additionally, students could compare different drought responses used around the world and synthesise information to create their own strategies. This shift from prediction to problem-solving and innovation would further strengthen analysis, evaluation, and creativity.

Read the following scenario Select a critical thinking strategy from the session. Design an activity for primary-level students that incorporates it and create an implementation plan detailing the activity objectives, steps, students, engagement methods, and assessment criteria. Submit your plan to your AEO or a peer for a review and constructive feedback. Conduct the activity in your classroom and observe how students engage with it. Reflect on the implementation by noting what worked well, challenges, faced, and student responses.

8:39 am

Students will explore consequences of no rainfall and justify predictions using their knowledge of the water cycle. Objective: develop analysis and evaluation skills. Steps: teacher presents scenario, groups predict effects on plants, animals, and water sources, then share reasoning on chart paper. Engagement: questioning prompts, group discussion, visual brainstorming. Assessment: rubric based on clarity of prediction, scientific justification, and collaboration. After conducting, submit plan for feedback. Reflection: students showed strong curiosity and reasoning; some struggled to justify answers, requiring guided questions. Overall, engagement wa

2.6 End Of Module Assessment

Select the correct answer:

1. Which of the following best represents the essence of critical thinking?

- a. Accepting all arguments presented by authority figures without question
- b. Evaluating evidence, analyzing assumptions, and considering alternative perspectives
- c. Memorizing information and reproducing it accurately
- d. Following a set of rules to arrive at a predetermined conclusion

2. Which of the following is a sign that someone is NOT

8:57

2. Which of the following is a sign that someone is NOT using critical thinking?

- a. They seek out multiple viewpoints before forming an opinion
- b. They rely solely on personal beliefs and ignore contradictory evidence
- c. They analyze problems from different angles
- d. They ask probing questions to clarify uncertainties

3. What is the potential drawback of a teacher using only one critical thinking

3. What is the potential drawback of a teacher using only one critical thinking strategy in the classroom?

- (●) a. It may hinder students from exploring diverse ways of thinking
- ( ) b. It will make students memories information more efficiently
- ( ) c. It ensures that all students reach the same conclusion
- ( ) d. It simplifies the learning process for students

4. Which characteristic would NOT typically be found in a critical thinker?

- ( ) a. Flexibility in thinking and openness to changing opinions
- (●) b. A tendency to quickly reject ideas that do not align with personal beliefs
- ( ) c. Ability to assess situations from different perspectives

8:57

4. Which characteristic would NOT typically be found in a critical thinker?

- ( ) a. Flexibility in thinking and openness to changing opinions
- (●) b. A tendency to quickly reject ideas that do not align with personal beliefs
- ( ) c. Ability to assess situations from different perspectives
- ( ) d. Willingness to question assumptions and seek evidence

5. Why is it important to introduce critical thinking

5. Why is it important to introduce critical thinking strategies at the primary level?

- a. To ensure that students memories information more effectively
- b. To teach students to avoid asking questions in class
- c. To help students develop reasoning skills that are foundational for lifelong learning
- d. To encourage students to focus only on factual recall

6. Which of the following scenarios demonstrates the use of a critical thinking strategy?

- a. Asking students to write down facts from a textbook word-for-word
- b. Encouraging students to discuss the pros and cons of a topic before making a

8:57

6. Which of the following scenarios demonstrates the use of a critical thinking strategy?

- a. Asking students to write down facts from a textbook word-for-word
- b. Encouraging students to discuss the pros and cons of a topic before making a decision
- c. Using students memories and recite the teachers lecture
- d. Asking students to focus only on the answers provided in-class exercises

7. What is the role of

7. What is the role of "questioning assumptions" in critical thinking?

- a. It allows individuals to accept information without further analysis
- b. It helps people to recognize and challenge preconceived ideas or beliefs
- c. It promotes memorization of facts instead of reasoning
- d. It focuses on finding the simplest solution to a problem

8. Which of the following is NOT an effective critical thinking strategy in the classroom?

- a. Encouraging open-ended discussions that allow for multiple solutions
- b. Requiring students to restate information exactly as taught
- c. Implementing problem-

8. Which of the following is NOT an effective critical thinking strategy in the classroom?

- a. Encouraging open-ended discussions that allow for multiple solutions
- b. Requiring students to restate information exactly as taught
- c. Implementing problem-solving tasks that require evidence and reasoning
- d. Using mind mapping to connect ideas and make new discoveries

9. Which strategy can be

9. Which strategy can be MOST effective for helping students develop critical thinking skills when solving real-world problems?

- a. Allowing students to choose their own answers without exploring the reasons behind them
- b. Giving students specific, step-by-step instructions on how to solve the problem
- c. Encouraging collaborative group work where students discuss and reason out possible solutions
- d. Providing students with a single correct answer to memories and apply

10. How can comparing and contrasting different ideas or viewpoints help students develop critical thinking skills?

10. How can comparing and contrasting different ideas or viewpoints help students develop critical thinking skills?

- a. It encourages students to memories both perspectives and choose one without evaluating them.
- b. It helps students examine the strengths and weaknesses of each viewpoint, fostering deeper understanding and evaluation.

10. How can comparing and contrasting different ideas or viewpoints help students develop critical thinking skills?

- a. It encourages students to memories both perspectives and choose one without evaluating them.
- b. It helps students examine the strengths and weaknesses of each viewpoint, fostering deeper understanding and evaluation.
- c. It focuses on the surface-[illegible] between [illegible] encouraging [illegible] analysis.
- d. It simplifies the learning process by having students only focus on agreeing with one perspective.

SUBMIT

- Download Handout 2.7 Read this document as supplementary reading and share your learning with peers in discussion form.

https://www.thesishelp.com/how-help-your-child-develop-critical-thinking-skills

Previous Next

hots.pesrp.edu.pk says

Congratulations Module Completed.

OK

2 Critical Thinking Sub-