THINKING CAN BE FUN

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CLIL CEBS

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CLIL FOR VOCATIONAL SCHOOLS AND COLLEGES

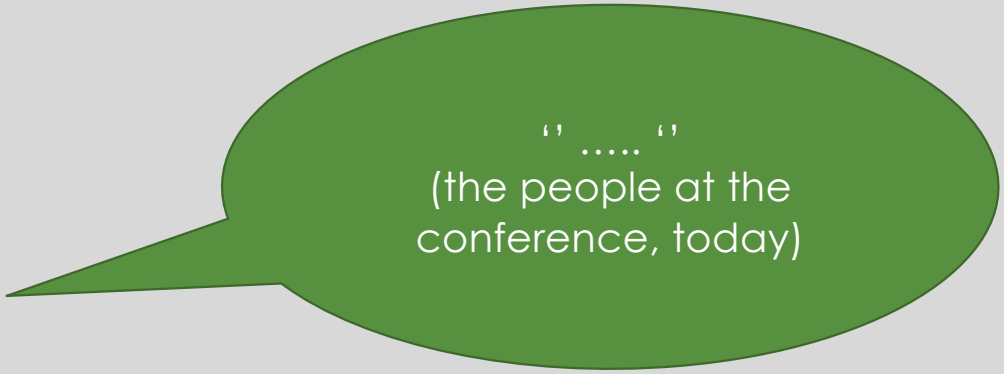
Thinking can be fun

WHAT DO WE MEAN BY ‘CRITICAL THINKING’?

WHY IS IT IMPORTANT?

HOW CAN WE PROMOTE IT?

What?



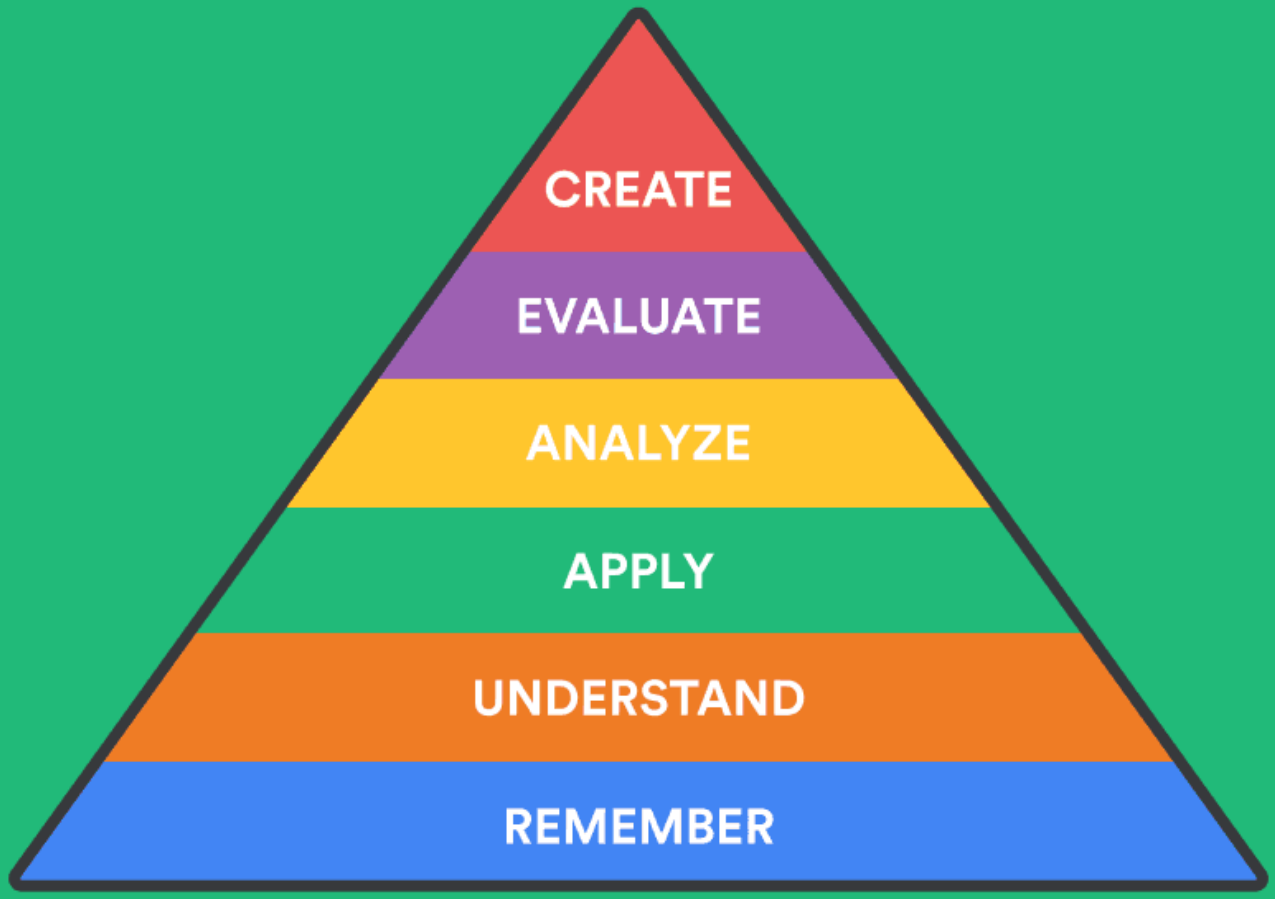
reflective thought that requires a healthy scepticism, an open mind, and the abilities to question assumptions and suspend judgement. (John Dewey 1910)

the process of applying reasoned and disciplined thinking to a subject. (The Open University)

thinking out of the box (Amanda McLoughlin, today)

4/20/25

What are we talking about?



www.britishcouncil.org

Why?

‘’In many classrooms I visit, students’ primary focus is on what they are expected to do and how it will be measured. It seems that we are becoming successful at producing students who are able to jump through hoops and pass tests. But are we producing children that are positive about teaching and learning and can think critically and creatively? Consider your classroom environment and the extent to which you employ strategies that develop students’ critical-thinking skills and their self-esteem as learners.’’

(*Dr. Kulvarn Atwal exec head teacher of two large primary schools in Redbridge, London: quoted in* Larry Ferlazzo’s blog edweek.org)

How?

1 questions

2 images

3 play

4 representing

5 taking a breaks

1 questions

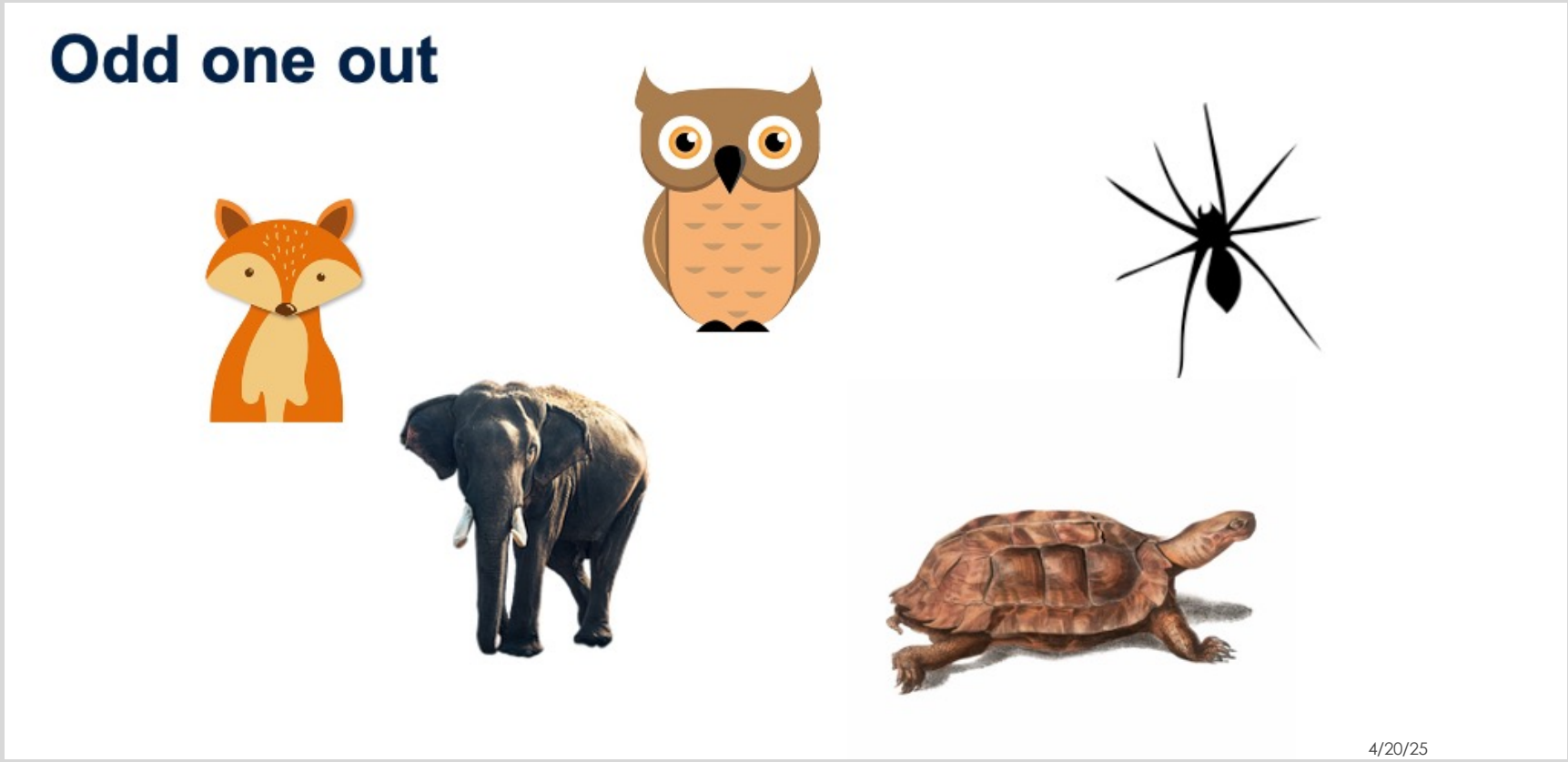
- You could plan some regular group or pair work, or perhaps a ‘student question time’ so that students can raise queries or ask for clarification.
- Entitle a section of your lesson ‘Hands up if you have a question’ or create a question wall
- Put a student in the hot-seat and encourage the other students to question that student in another persona connected to what you are learning about
- Play a ‘Tell Me More’ game in pairs or small groups
- Give the students some data (such as the data available from the World Data Bank, e.g. the percentage of children in full-time education or exclusive breastfeeding rates for different countries), and ask them to think of questions you could ask about this data

Question Matrix

TE@CHER TOOLKIT

	Is? / Does? Present	Has? / Did? / Was? Past	Can? Possibility	Should? Opinion	Would? / Could? Probability	Will? Prediction	Might? Imagination
What? Event							
Where? Place							
When? Time							
Which? Choice							
Who? Person							
Why? Reason							
How? Meaning							

2 images



www.internetgeography.net

Which is the odd one out? Why?

A	Hydraulic Action	Abrasion	Traction	Solution
B	Saltation	Solution	Suspension	Slumping
C	Spit	Arch	Stack	Stump
D	Rockfall	Slumping	Landslide	Freeze-thaw
E	Sand dune	Beach	Salt marsh	Spit
F				

Can't work it out? How many key words can you define?

Challenge: Create your own odd one out on row F.

internet geography

Other ways to use images

Arthropod

Echinoderm

Mollusc

Porifera

Annelid

What is this?

Echinoderm

Illustrating key words and concepts

Brain break

3 play

4 representing

5 taking a break

For Leonardo Cohen, a neuroscientist at the National Institutes of Health and the senior author of a June 2021 study published in the journal *Cell*, the idea that breaks are a cooling-off period is a misconception.

Cohen and his colleagues used magnetoencephalography—a highly sensitive brain-scanning technique—to observe the neural activity of young adults as they learned how to type with their nondominant hand. After a practice session, the study participants were given a short break and then continued practicing for a total of 35 sessions.

When analyzing the data, Cohen's team made an intriguing discovery: They observed a spike in brain activity, mimicking the neural pattern seen during the practice session, but compressed by twentyfold. Rather than being idle, the brain was replaying the practice session over and over at an astonishingly high rate of speed—flipping the material from the neocortex, where sensory and motor skills are processed, to the hippocampus, the brain's memory center, over two dozen times in the span of 10 seconds. Stepping away from the activity, it turns out, is not stepping away from the activity at all.

https://www.edutopia.org/article/we-drastically-underestimate-importance-brain-breaks/

Remember:

- Keep brain breaks to under 2 minutes.
- Use a countdown timer so kids know when it's time to get back to schoolwork.
- Ask kids to vote for their favourite brain breaks.
- Create a master list of brain break activities and every day pick two or three that kids can choose from.
- Allocate brain break managers so kids can choose when they have their brain breaks

Brain break ideas

- GIF workout
- Body brain challenges
- Chair yoga & breathing exercises
- Play Pictionary with virtual whiteboards
- Read out some riddles or tongue twisters

Thanks!

Any questions?