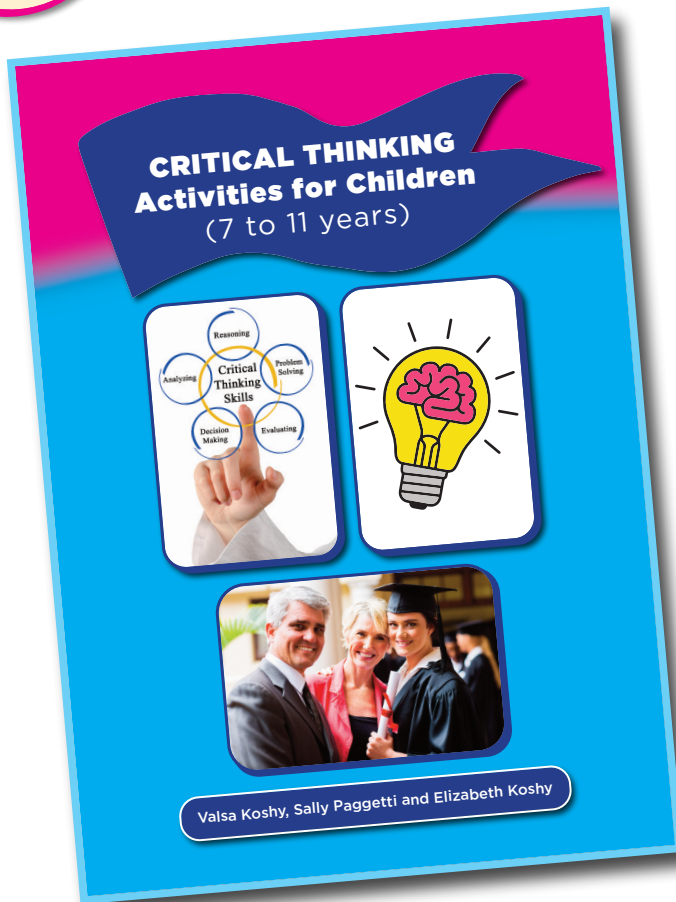




# CRITICAL THINKING Activities for Children

(For Ages 7 to 11 Years)

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During recent years there has been an increased awareness of the importance of encouraging children of all age groups to think more and be involved in the decision-making process. There are many different models of Thinking Skills offered to practitioners. This pack specifically addresses the processes of Critical Thinking. It provides teachers with structured material which should support pupils to think critically. The authors, who have been involved in writing material to enrich children's education in a range of topics, including teaching Critical Thinking to different age groups in both secondary and primary schools - have evidence that the processes involved in Critical Thinking - analysis,

interpretation, reasoning, evaluating and making rational decisions - should enhance the learning process of all children.

Being engaged in activities which promote Critical Thinking increases children's confidence, language proficiency and problem solving skills. Teaching of specific Critical Thinking skills should also enable children to transfer these to other academic studies and in everyday life situations.

This pack contains a collection of short and extended activities which are designed to develop **Critical Thinking** skills in children (aged 7-11 years) to help them to:

- realise that Critical Thinking is not about finding fault with ideas and events

*Continued overleaf...*







## How to use this pack

All children benefit from learning Critical Thinking skills. You may want to teach in small groups or introduce the activity to the whole class and assign them into groups to work together. It is possible to change the order of activities. It is possible for teachers to be flexible in the use of the ideas within the activities or create new ideas or/and adapt them to fit in with other topical issues or in the normal curriculum.

## Which children do the activities?

All children benefit from learning Critical Thinking skills. You may want to teach small groups or introduce the activity to the whole class and assign them into groups to work together. As discussion and interaction are vital to the use of the skills, we do not recommend children working only individually all the time on the activities. Our own research and many years of practical work have shown that being involved in talk interaction can raise children's confidence and deeper understanding of ideas.

## The Authors

**Valsa Koshy** has worked on several projects for enriching children's learning as a Professor of Education at Brunel University. For many years she has led Professional Development courses for teachers and taught on master's and doctoral research degree programmes, as well as carrying out extensive research. Valsa was the founding director of the Brunel Able Children's Education (BACE) Centre, which has supported talent development for 20 years. Through her own research and from many years of reviewing expert literature, Valsa is a firm believer in the role of developing Critical Thinking, reasoning and problem solving in enhancing younger children's learning, confidence and achievement. Valsa has published widely on a range of topics, including Critical Thinking.

**Sally Paggetti** has been a teacher for 25 years, the last 15 of those as an Advanced Skills Teacher, specialising in developing teaching strategies and programmes for enriching student learning. For the past 10 years she has been working as a consultant on the Brunel University's intervention Programmes. She is an expert on teaching Critical Thinking skills to secondary school and, recently, has focussed on developing Critical Thinking skills in younger children.

**Elizabeth Koshy** is a mother and has been a general practitioner (GP) and is a medical researcher. She obtained a PhD in Medicine from Imperial College London. She believes that Critical Thinking contributes to reduce children's anxiety and fear by encouraging them to think deeply, seek evidence and reflect before making decisions. In the present times of fake news and wrong information in circulation, Critical Thinking is more important than ever in children.



**This book (80 pages) is photocopiable for the school it is provided for. ISBN 978-1-900-905-31-2**