

WEEK 1 PROMOTING 21ST CENTURY SKILLS
Classroom activities for critical thinking
Lesson plan

Below is a lesson plan for the activities you saw in the video.

Lesson Stage and timing	Aim	Procedure	Interaction
Lead in 10 mins	To introduce and raise interest the topic of maps and countries To create a fun, competitive environment to motivate learners To review names of countries	Divide learners into groups of 5 or 6 Give each learner a world map. This should be a mercator version Ask whole class to stand up by their map The first learner to find the country on the map wins	Groups, within whole class
Posing the problem 15 mins	To draw attention to a critical question for the lesson To review essential vocabulary for the lesson	Ask 'Which is bigger – Greenland or Australia? How much bigger?' Learners find the answer by looking at the map Hand out globes and ask learners which country is bigger on the globe – Australia or Greenland Ask 'Why are the maps different?' Demonstrate the problem of making a flat map from a round object (use orange peel) Ask 'Which is better? Which is more accurate?'	Whole class
	To problematize the idea of maps by offering an alternative	Show Peter's projection map and ask learners to point out the differences between the Mercator map and the Peter's projection map Ask 'What's the problem?'	

Understanding the problem – video 20 mins	To listen for specific information To build confidence and share knowledge before sharing as a whole class To emphasise the importance of critical thinking skills	Hand out video viewing task. Learners read questions Play video*. Learners answer questions Ask learners to ‘vote’ for their favourite map Learners compare their answers to the video viewing task in groups Clarify answers as a whole class In feedback, discuss the importance of thinking critically about things that we see and accept every day	Individual Groups Whole class
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*You can find a longer version of the lesson here <https://www.teachingenglish.org.uk/article/critical-thinking>. This includes the video (5:10-6.28) which you could show to your learners