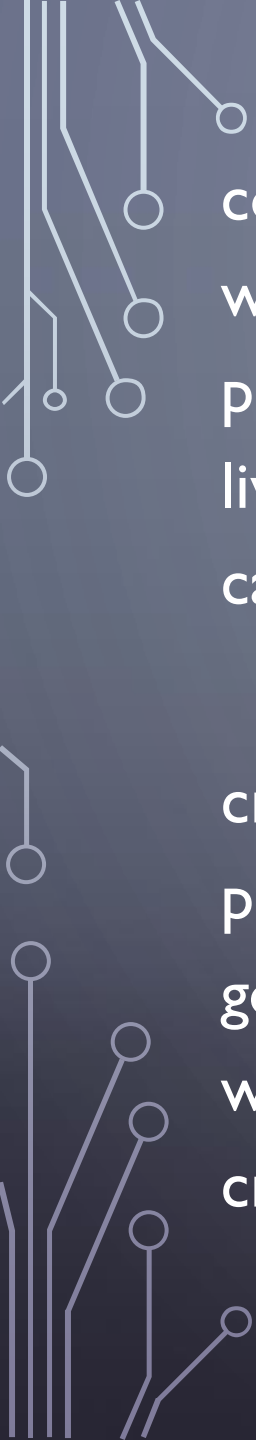





CRITICAL THINKING SKILLS FOR PRIMARY LEARNERS


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Throughout their time at school, learners are expected to compare, contrast, evaluate, understand, organise, and classify information – in other words, think critically. This empowers pupils to make decisions and deal with problems confidently, which are essential skills in school and the rest of their lives. It seems like a lot to ask of a 6-year-old, but by taking some small steps, we can develop our children's critical thinking skills from an early age.

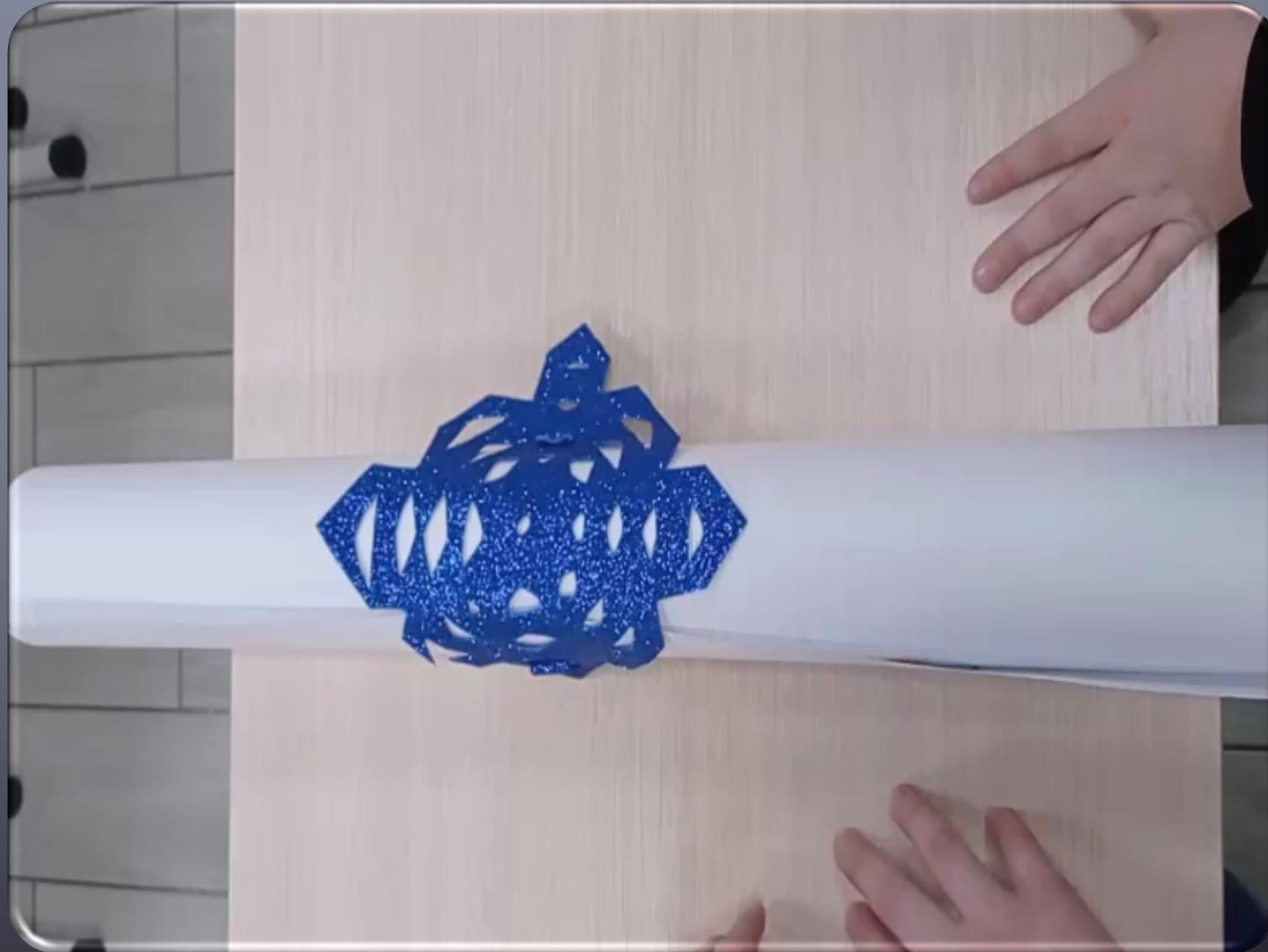
In the primary classroom, we use many different techniques to encourage critical thinking. Giving learners critical challenges is often difficult, but vital in pushing children to think more critically. Teachers should ask for answers which go beyond repeating information or expressing likes or dislikes. Sometimes, a wrong answer with an interesting explanation shows a stronger mastery of critical thinking processes than a correct answer with no explanation.



The background is a dark blue gradient. In the corners, there are decorative white lines that resemble circuit traces or a stylized tree structure, with small circles at the end of the lines. These lines are located in the top-left, top-right, bottom-left, and bottom-right corners.

Most importantly, we need to create a supportive environment in which pupils are free to use their critical thinking ability without fear of getting the wrong answer. This is done by asking pupils for their opinions; and encouraging pupils to give reasons for their choices.

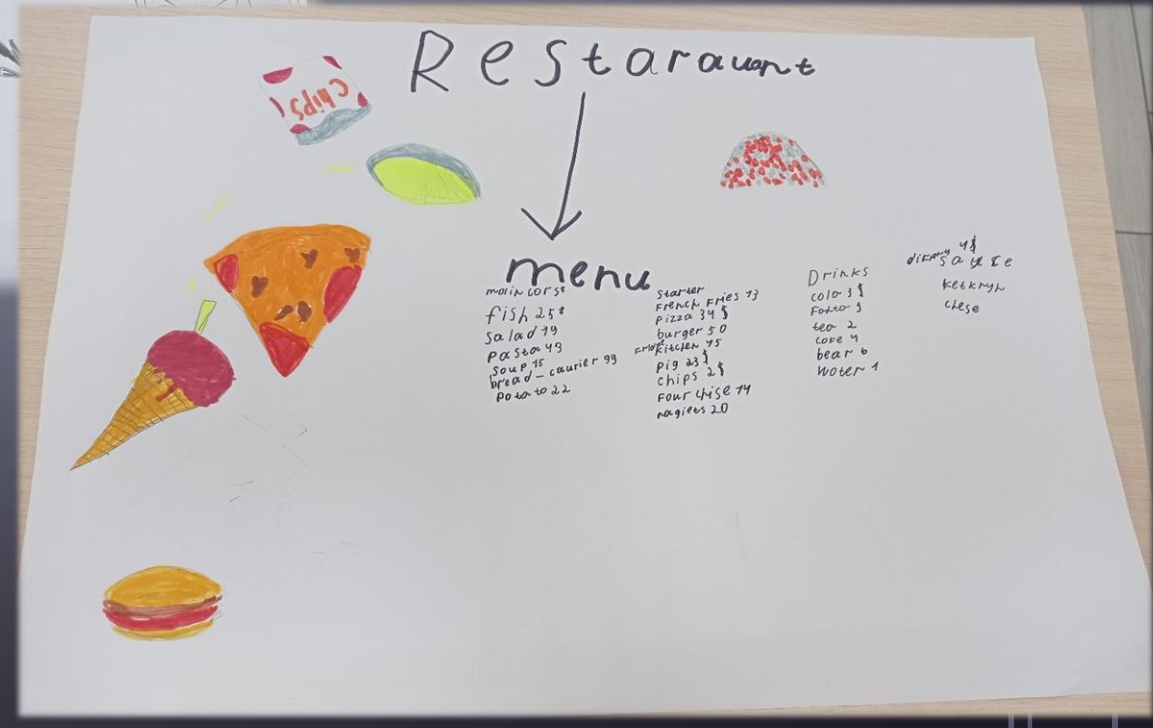
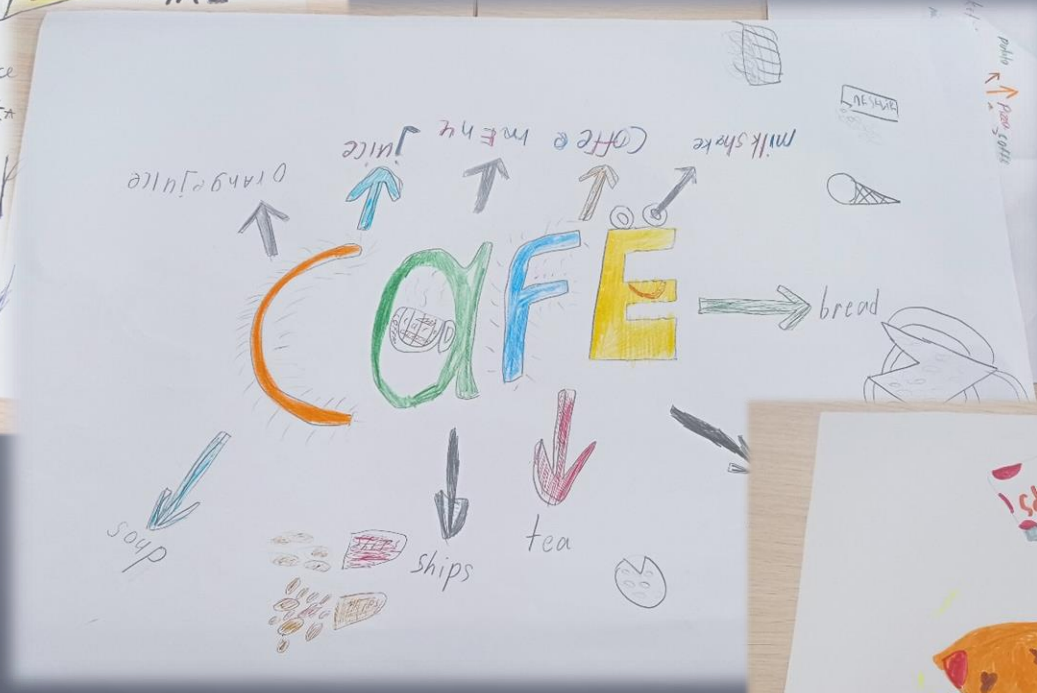
MIND MAPS



MIND MAPS



A mind map is also known as a “spider diagram” and it is a visual thinking tool. It is used to structure information and generate ideas.

Mind maps imitate the brain’s way of thinking: bouncing ideas. This is why they are a better option for organizing information than linear notes or plain text. Moreover, it is fun to create one! Mind mapping is an excellent place to start to boost team collaboration. It helps teams work together by encouraging open communication and allowing teams to discuss new ideas.





The background is a dark blue gradient. In the four corners, there are white line-art patterns resembling circuit boards or neural networks, with lines connecting to small circles.

TIC-TAC-TOE (CORRELATION)



The second activity is Tic-tac-toe. It is based on this game. Here's a fun way to work on correlation, which is a part of analysis. Show kids a 3 x 3 grid with nine pictures, and ask them to find a way to link three in a row together to get tic-tac-toe. For instance, in the pictures above, you might link together the cracked ground, the landslide, and the tsunami as things that might happen after an earthquake.



I took different pictures. The topic was "Food". They need to put cards into different categories (I will not tell them how. They need to do it by themselves). During this activity: they speak with each other and make decisions. Try to do it with your children.