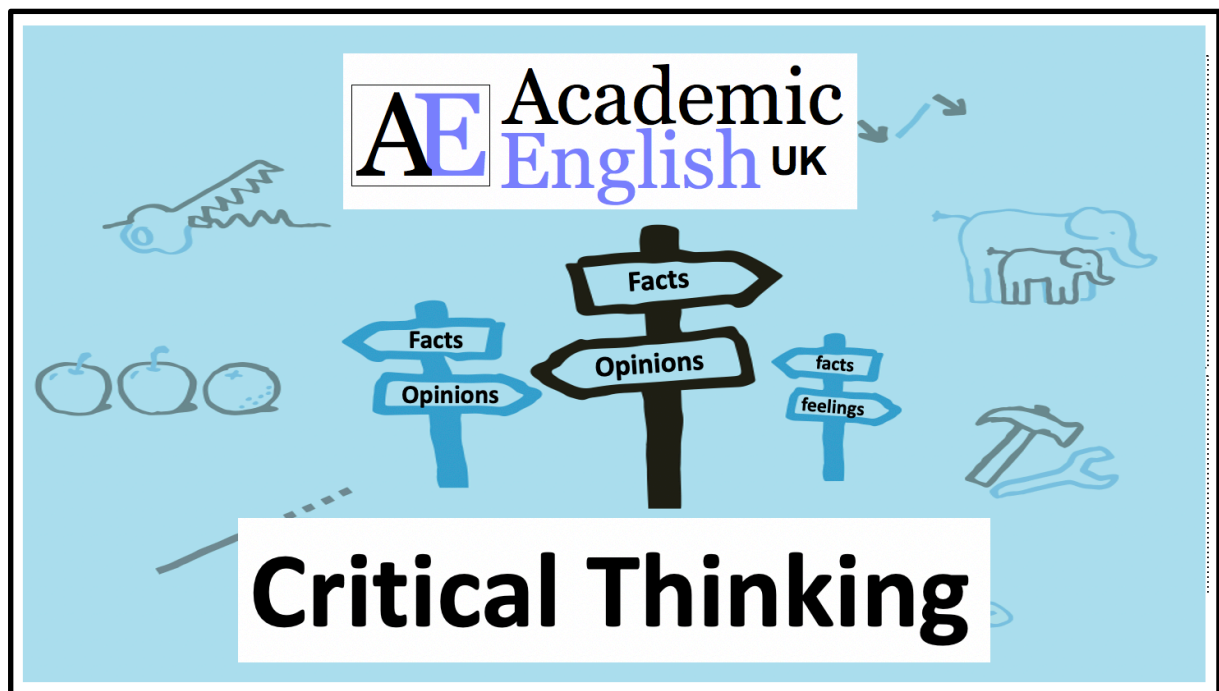




Critical Thinking



Speaking Skills

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Critical Thinking – Speaking

Lesson Plan

Aim: to provide quality practice in developing analytical critical thinking skills based on facts rather than feeling and opinion.

Background for this lesson: *This lesson is based on the book ‘Factfulness’ by Hans Roslin. He generally argues that many people’s worldview is dramatic and inaccurate. The over-dramatic worldview is very widespread. This has been demonstrated by Hans Rosling and the Gapminder Foundation (2005). For many years, he has posed people questions on various topics, ranging from poverty and wealth, to education, health and gender differences. The results of these tests have been discouraging: ‘Everyone seems to get the world devastatingly wrong’ concludes the authors (p. 9). By accessing credible data from the UN and World bank, the over-dramatic worldview can be replaced with a fact-based worldview.*

Free source: <https://www.gapminder.org/wp-content/uploads/Factfulness-Teachers-Guide-Eng-181010.pdf>

Rationale: This lesson is based on eight questions that many people get wrong. The idea is to get students to discuss the questions and to identify that opinions can often distort the way we see things. The teacher’s notes are detailed and based on facts.

1. Preparation

- Photocopy ‘Critical thinking questions’: cut-up one set per group (4-5 students).
- Photocopy ‘Critical thinking feedback sheet’ on A3 paper: one set per group (4-5 students).
- Photocopy the ‘Answer Sheet’ (one sheet between two).

2. Introduction

- Ideally the students will have already studied the critical thinking theory and completed some of our easier activities from <https://www.academic-englishuk.com/critical-thinking>

3. Lesson

- Put students in groups of 4-5.
- Explain that they are going to have a discussion and need to apply critical thinking strategies.
- Give out the critical thinking feedback sheet and make one student in each group the designated recorder of ideas.
- Give out the card sets & set a time of 30-40 minutes. They must write ideas down and come to a mutual agreement if possible.
- **Good idea!** Do question one together. Give them 5-10 minutes to discuss and then feedback as whole group. Use the teacher’s notes to guide your answers – highlight the critical thinking strategy.

4. Feedback

- Feedback as a whole class.
- Each group could present their ideas for one of the questions.
- Teacher highlights key answers and elicits other possible critiques.

Critical Thinking Questions [✂..cut-up activity]

1	Are the rich getting richer and the poor getting poorer?
2	Are 'developed countries' and 'developing countries' [redacted] ?
3	Is the world getting better or worse?
4	Will world population growth [redacted] increasing?
5	Are most people worried about the threat of terrorism?
6	In 1996, [redacted] and black rhinos were all listed as endangered. How many of these species are more critically endangered today? Why? / Why not?
7	Which are the most [redacted] countries in the world?
8	If we don't do something now about climate change, it will be too late. Do [redacted] with this statement?

Critical Thinking Feedback Sheet: write your ideas here:

1	Are the rich getting richer and the poor getting poorer?
2	Are 'developed countries' and 'developing countries' <input type="text"/> ?
3	Is the world getting better or worse?
4	Will world population growth <input type="text"/> increasing?
5	Are most people worried about the threat of terrorism?
6	In 1996, <input type="text"/> black rhinos were all listed as endangered. How many of these species are more critically endangered today? Why? / Why not?
7	Which are the most <input type="text"/> countries in the world?
8	If we don't do something now about climate change, it will be too late. Do <input type="text"/> this statement?

Critical thinking **ANSWERS**

The answers are based on statistical facts and evidence from the United Nations and the World Bank.

1) Are the rich getting richer and the poor getting poorer?

NO – the question in itself is misleading. It suggests that there is a ‘gap’ between the two points, but in fact it is what is between the points that is much more interesting: the majority. Using data from The World Bank (2019) 75% (5.7Bn) world’s population are living in middle income economies. Thus, [redacted] in extreme poverty, 8.9% (680m) are super rich and [redacted] are high income economies. So, the question is [redacted] insignificant. The data shows that there is no serious gap.

Key critical thinking strategy: there are no gaps or separate groups. The reality is [redacted] at all. Always look for the majority.

2) Are ‘developed countries’ and ‘developing countries’ [redacted] ?

NO- this term is possibly [redacted]. The true question is what are the key indicators of a developed country? According to the UN (2019), a developed country has health care services, electricity, education, [redacted], [redacted] size, tourism and [redacted] incomes. 75% of people live in middle-income economies suggesting that 85% of countries are now ‘developed’. Many people use GDP per capita as an argument, but this is only one factor of the whole picture. The [redacted] in 1999 dropped the terms ‘[redacted]’ and now divide the world into four income groups.

Level 1	Low income	Approx. \$1-\$3 a day	< 1,025
Level 2	Lower-middle income	[redacted]	[redacted]
Level 3	[redacted] income	Approx. \$12 a day	3,996 - [redacted]
Level 4	High income	Approx. [redacted]	> [redacted]

Link: <https://blogs.worldbank.org/opendata/new-country-classifications-income-level-2019-2020>

Critical Thinking Strategy: thinking clearly – what is the criteria for a label? Does all the criteria work. Binary thinking of separating things into two parts is usually inaccurate.

3) Is the world getting better or worse?

BETTER. Of course, there are lots of problems and no one is saying it’s time to relax, but overall, humanity has made [redacted].

This question is a trick. It questions

ALL ANSWERS IN PAID VERSION...