

CONCEPT: Critical thinking allows individuals to take responsibility for personal decisions. The ability to separate fact from opinion is necessary before problems associated with prejudice, phobias, and poor decision making can be addressed. The human brain can be trained to think critically and creatively; opinions and prejudices can be changed. Critical thinking empowers individuals to take control of their lives, and thereby enhances the quality of one's life.

OBJECTIVE: The student will examine the components of the critical thinking process, identify situations in which the process can be used, apply these components through contrived situations, and analyze how these skills can enhance human relationships.

COMPETENCIES:

1. Identify the components of the critical thinking process. (1-1)
2. Identify situations for applying the critical thinking process. (2-1, 2-2)
3. Examine how using the critical thinking process can help manage and/or prevent problems. (3-1, 3-2, 3-3, 3-4)
4. Examine how the human brain can be trained to think critically and creatively. (4-1, 4-2, 4-3, 4-4, 4-5)
5. Analyze how the critical thinking process can enhance and/or block human relationships and how attitudes influence judgments. (5-1, 5-2, 5-3, 5-4, 5-5)
6. Implement the critical thinking process in contrived situations. (6-1, 6-2, 6-3, 6-4, 6-5)
7. Develop a plan for applying the critical thinking process to personal situations. (7-1, 7-2)

**The greatest ignorance is
to reject something you know nothing about.
- Author unknown**

ACTIVITIES:

Introduction to Topic

1-1 Critical Thinking Process

1-2 Knowledge/Ignorance Illusion

2-1 Critical Thinking Situations

2-2 Critical Thinking: My Position

3-1 Fears and Phobias

3-2 Phobias of the Famous

3-3 A New Start for Sylvia

3-4 Julio's Big Decision

4-1 Introductory Activity: About the Brain

4-2 Brain Teasers: Creative Thinking

4-3 Physical and Non-Physical
Self-Description

4-4 Mental Pictures

4-5 The Brain Trainer

5-1 Introductory Activity: Historical Tidbits

5-2 Attitude Trail

5-3 Ethnocentrism

SUPPLIES:Pictures depicting social or
controversial issues

Overhead transparency (I-D-21)

Overhead transparency (I-D-22)

or

Bulletin board pieces (I-D-23 to I-D-28)

Optional: Individual student cards

(pages I-D-29 and I-D-30)

Overhead transparency (I-D-31)

Large piece of butcher paper and
marker

Copies of student activity guide (I-D-33)

Overhead transparencies

(I-D-35 and I-D-36)

Copies of student activity guide (I-D-37)

Copies of student activity guide (I-D-39)

Copies of student activity guide

(I-D-41 and I-D-42)

Copies of student activity guide

(I-D-43 and I-D-44)

None

Overhead transparencies

(I-D-45, I-D-46, and I-D-47)

None

Blank sheets of paper

None

None

Overhead transparency (I-D-50)

Overhead transparency (I-D-51)

or

Bulletin board pieces (I-D-52 to I-D-60)

Overhead transparency (I-D-61)

Copies of student activity guide (I-D-62)

ACTIVITIES:

- 5-4 C.S.Ford's 33 Customs
- 5-5 Customs, Manners, Culture
- 6-1 Introductory Activity:
Excerpt from Life Boat
- 6-2 The Life Boat
- 6-3 Judge and Jury
- 6-4 Up, Up and Away
- 6-5 What Would You Do?
- 7-1 Critical Thinking: My Situation
- 7-2 What If...?

SUPPLIES:

- Overhead transparency (I-D-64)
- Copies of student activity guide (I-D-64)
- Copies of student activity guide (I-D-67)
- Video of Alfred Hitchcock's movie,
Life Boat
- Copies of student activity guide (I-D-68)
- None
- Copies of student activity guide (I-D-73)
- None
- Copies of student activity guide (I-D-75)
- Copies of student activity guide (I-D-76)

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