

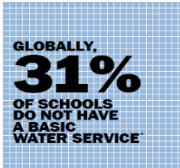
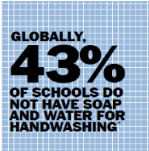

OVERVIEW OF 3 CRITICAL THINKING SESSIONS

Session	Session Aims Session Length	Critical Thinking Questions/discussions	Critical Thinking Strand *	Resources	English National Curriculum Links
Session 1: Inequality and Taboos	<p>To explore the role of girls in Nepal</p> <p>To challenge gender inequality and aspirations due to gender</p> <p>To raise awareness of the barriers for women during menstruation</p> <p>Session Length: 15 –30 minutes</p> <p>Extension Get involved with campaigns and projects and learn about ongoing response and solutions to WASH challenges such as Beacon Project</p>	<p>Consider the Statements:</p> <p>‘Boys in Nepal should collect all the household water and do all the household chores’</p> <p>‘All animals are equal, but some animals are more equal than others’ <i>George Orwell, Animal Farm</i></p> <p>Is this true in relation to education?</p> <p>Discussion on the roles of girls in Nepal, barriers to education and equality in expectations</p>	<p>Strand ‘becoming a more open thinker’</p> <p>Activity Continuum line</p>	<p>PowerPoint presentation</p> <p>Teacher notes</p> <p>Activity Print Out (includes resources)</p> <p>Videos Grace's Story</p> <p>The Beacon Project</p> <p>Unheard Voices</p>	<p>PHSE Equality and gender stereotypes</p> <p>Citizenship Understanding key citizenship ideas and concepts</p> <p>English Language Written and spoken word</p> <p>KS3 Geography International development; Place knowledge</p> <p>AQA Geography AQA -3.2.1 Section A: Urban issues and challenges AQA -3.2.3 Section C: The challenge of resource management</p> <p>OCR Geography A OCR - 2.2 People of the Planet Science</p> <p>AQA Chemistry AQA - 4.10.1.1 Using the Earth's resources and sustainable dev</p> <p>OCR Biology Topic B6: Global challenge</p>

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<p>Session 2: Access to Education</p>	<p>To consider the education challenges facing students globally</p> <p>To explore the impact of poor sanitation and water quality on education</p> <p>To explore UN Sustainable Development Goal 6 to ensure availability and sustainable management of water and sanitation for all</p> <p>Session Length: 15 –30 minutes</p> <p>Extension Get involved with campaigns and projects and learn about ongoing response and solutions to WASH challenges such as Beacon Project</p>	<p>Consider the statement:</p> <p>Everyone up to 16 should be entitled to an education regardless of culture, gender or the country in which you live.</p>	<p>Strand Becoming better thinkers</p> <p>Activity Flat Chat</p>	<p>PowerPoint presentation</p> <p>Teacher notes</p> <p>Activity Print Out (includes resources)</p> <p>Videos WaterAid Explains: Periods</p> <p>WaterAid Explains: Gender</p> <p>Grace's Story</p> <p>The Beacon Project</p> <p>Unheard Voices</p>	<p>PHSE Equality and gender stereotypes</p> <p>Citizenship Understanding key citizenship ideas and concepts</p> <p>English Language Written and spoken word</p> <p>KS3 Geography International development; Place knowledge</p> <p>AQA Geography AQA -3.2.1 Section A: Urban issues and challenges AQA -3.2.3 Section C: The challenge of resource management</p> <p>OCR Geography A OCR - 2.2 People of the Planet Science</p> <p>AQA Chemistry AQA - 4.10.1.1 Using the Earth's resources and sustainable</p> <p>OCR Biology Topic B6: Global challenge</p>

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<p>Session 3: Access to water</p>	<p>To explore the inequality of water availability in schools across the world</p> <p>To challenge inequality in access to education across the world</p> <p>To raise awareness of the barriers to education across the world</p> <p>Session Length: 15 -30 minutes</p> <p>Extension Debate using question themes from the activity.</p> <p>Get involved with campaigns and projects</p> <p>Ongoing response and solutions such as WASH Project. Video on PowerPoint.</p>	<p>Consider the statements:</p>    <p>Question Generator:</p> <table border="1" data-bbox="786 807 1068 967"> <thead> <tr> <th>Focus:</th> <th>is</th> <th>did</th> <th>was</th> <th>could</th> <th>if</th> </tr> </thead> <tbody> <tr> <td>What</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Where</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Who</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Why</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>How</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Using prompt words to create questions relating to the above statements E.g. What is the impact? Where is this happening? Who is impacted? Why is this happening? How can we raise awareness?</p>	Focus:	is	did	was	could	if	What						Where						Who						Why						How						<p>Strand Becoming better thinkers</p> <p>Activity Question Generator</p>	<p>PowerPoint presentation</p> <p>Teacher notes</p> <p>Activity Print Out (includes resources)</p> <p>Videos Beacon Project</p> <p>Unheard Voices</p>	<p>PHSE Equality and gender stereotypes</p> <p>Citizenship Understanding key citizenship ideas and concepts</p> <p>English Language Written and spoken word</p> <p>KS3 Geography International development; Place knowledge</p> <p>AQA Geography AQA -3.2.1 Section A: Urban issues and challenges AQA -3.2.3 Section C: The challenge of resource management</p> <p>OCR Geography A OCR - 2.2 People of the Planet</p> <p>AQA Chemistry AQA - 4.10.1.1 Using the Earth's resources and sustainable development</p> <p>OCR Biology Topic B6: Global challenges</p>
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*All the sessions are developing critical thinking activities so will help develop:

- **becoming better at thinking** – being inquisitive, asking and organising good questions, awareness and understanding of one's own thought processes (metacognition).
- **making better sense of information** – thinking about its source, is it fact or opinion, considering the value of the information to support problem solving or reasoning.
- **becoming a more open thinker** – identifying and exploring alternative points of view, considering bias, developing and evaluating arguments and reasoning, challenge assumptions.