



Critical and Creative Thinking: Learning About The World With The World

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Teacher and
Founder of Education Elevators



My Journey

Argentina
Brazil
India
USA
Qatar
China



Our Global Classroom

Our Global Classroom believes:

We live in a world where education depicts the future of its successors.

As educators, teaching allows us to change the lives of children, to make them worthy citizens; show them how to be empathetic and to prepare them for the future.

There is a big world just waiting to be explored. If educators don't innovate the curriculum and integrate the world into their classrooms, some children will never, ever know there is actually a world out there that they can be part of.

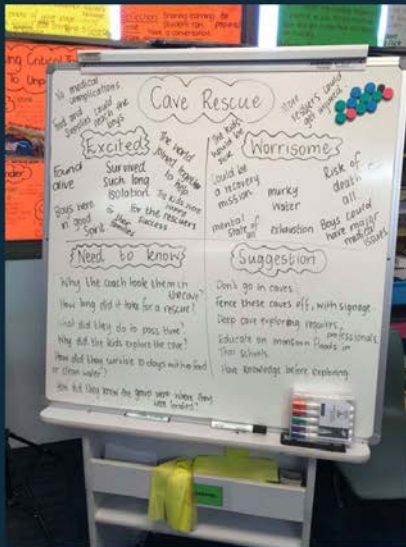


The Problem

Educators are not preparing students to be future ready. Learning is rarely connected to the real world. Students are lacking knowledge about the world around them and the opportunities available for their future.

FUTURE READY™
SCHOOLS
PREPARING STUDENTS FOR SUCCESS

What defines Curriculum Innovation?



Teachers continually refresh their classroom practices to achieve the best learning outcomes for their students. ... You also access information about teaching and learning materials to help implement a teaching program that will meet the changing needs of your students locally and globally.

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Inquiry Roadmap Goals		Topic: Refugees	Unit: Middle Years	Year: 2017
<p>Established Goals: Students will reflect, acquire information, form judgments and express points of view about issues and influences when inquiring into the elements that define a refugee, the issues surrounding accepting refugees in a country and what support networks refugees have in different societies. Students will examine different viewpoints about significant events and issues linked to diverse cultures and refugees and demonstrate these viewpoints through concept mapping, ICT, visual representations and making independent learning decisions to action in society.</p> <p>Learning Focus: This unit is about refugees. Students will examine a variety of different elements of what a refugee is, the impact they have on countries and communities and what support networks are available to help them. They will explore how refugees housing, journeys, supports and barriers. During the unit students will discover what they can do to help educate people about and develop calls to action to make a change in their community, country or the world.</p> <p>Inquiry Preparation: Create anchor charts on – What is an inquirer? Active Learner. Active Learners Problems Solve. Collaborating Work – how to work as part of a team. How to Reflect. How to Research? Kath Murdoch...Power on Inquiry. You know you understand when...</p>				
Essential Questions	Knowledge (Curriculum)	Capabilities/ Assets	Learning Plan with linked assessment	
<p>How do we define someone as a refugee?</p> <p>Why do some countries accept refugees but others do not?</p> <p>How can we support refugees? Locally and Internationally</p>	<p>Critical and Creative Thinking Explore reactions to a given situation or problem and consider the effect of pre-established preferences (VCCCTQ011)</p> <p>Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view (VCCGTR013)</p> <p>Identify and use 'If, then...' and 'What if...' reasoning (VCCCTR016)</p> <p>Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020)</p> <p>Digital Technologies Individually and with others, plan, create and communicate ideas and information safely, applying</p>	<p>Self Aware Manage- Dev of Resilience Identify strengths and select personal qualities that could be further developed.</p> <p>Identify how persistence and adaptability can be used when faced with challenging situations and change.</p> <p>Name and describe the skills required to work independently.</p> <p>Social Aware Manage – Relationship & Diversity Examine the similarities & differences between individuals & groups based on factors such as sex, age, ability etc.</p> <p>Social Aware Manage – Collaboration Demonstrate skills for effective participation in group tasks & use criteria provided to reflect on the</p>	<p>Immersion / Tune In (Weeks 1 - 2) Immerse students in resources and tasks to understand what is a refugee. Read Aloud: <ul style="list-style-type: none"> Ziba Came on a Boat by Liz Lofthouse. https://ourglobalclassroom.com/2017/02/12/ss-rewrite-a-descriptive-sentence-using-mentor-text-reading-globaled-refugees-m_drez-room_ten-bes_murphy/ True Person by Gabiann Marin https://ourglobalclassroom.com/2014/02/18/shared-experiences-using-evidence-in-our-reading-responses/ </p> <p>Assessment Venn Diagram – Student will complete a Venn Diagram comparing the two books. What things were the same about the refugee journeys and what were different.</p> <p>Finding Out – How will we find out? Gathering information. (Weeks3 – 4.) <ul style="list-style-type: none"> Source a guest speaker Refugee Survival Pack https://ourglobalclassroom.com/2015/10/19/homework-week-2-term-4-what-is-in-a-refugees-backpack-vifearn-edcampglobal-globaled/ Using Za'atar: 360 to see inside Camp Za'atari, Jordan https://ourglobalclassroom.com/2017/02/07/using-zaatar-360-to-learn-about-zaataricamp-the-power-of-bringing-the-world-into-the-classroom-teacheredchat-m_drez/ </p> <p>Assessment Unpack the word "Refugee". Draw pictures, brainstorm emotive words, and express your feelings about refugees. Use the lyrics and visual from Missy Higgins song 'Oh Canada' https://youtu.be/TsFaj0YWU0 Lets think about refugees? what we know about them? how they feel? Why they flee? We will make inferences about the lyrics and think about what Miss Higgins was thinking when she wrote these words.</p> <p>Sorting Out – Organising, analysing and communicating the information. (Weeks?) Organise four focus areas into columns and have students build and sort questions under each focus area. Areas – Housing, Journeys, Support, Barriers</p>	

Innovating Our Planning

from David Perkins

One simple problem with thinking is that it's invisible. Making thinking visible isn't as hard as it sounds. The program encourages students to talk about an activity while using visual stimuli to debate. Then comes one of the most important aspects of the program: asking questions. The two basic questions are, "What's going on here?" and "What do you see that makes you say so?" This can be done in history, political issues or issues in science to connect to the curriculum and is used from kindergarten through to high school.

from The Age, June, 20, 2005

Look To Learn

Prompting Critical and Creative Thinking through rich digital media



Resourced from <http://tommarch.tumblr.com/>

Victorian Curriculum		Critical and Creative Thinking: Foundation – Level 10			
Foundation to Level 2	Levels 3 and 4	Levels 5 and 6	Levels 7 and 8	Levels 9 and 10	
Questions and Possibilities Identify, describe and use different kinds of question stems to gather information and ideas	Construct and use open and closed questions for different purposes	Examine how different kinds of questions can be used to identify and clarify information, ideas and possibilities	Consider how to approach and use questions that have different elements, including factual, temporal and conceptual elements	Investigate the characteristics of effective questions in different contexts to examine information and test possibilities	
Consider personal reactions to situations or problems and how these reactions may influence thinking	Explore reactions to a given situation or problem and consider the effect of pre-established preferences	Experiment with alternative ideas and actions by setting preconceptions to one side	Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives	Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions	
Make simple modifications to known ideas and routine solutions to generate some different ideas and possibilities	Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas	Identify and form links and patterns from multiple information sources to generate non-routine ideas and possibilities	Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts	Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provide shifts in perspectives and cross boundaries to generate ideas and solutions	
Reasoning					
Examine words that show reasons and words that show conclusions	Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view	Investigate common reasoning errors including contradiction and inconsistency, and the influence of context	Examine common reasoning errors including circular arguments and cause and effect fallacies	Examine a range of rhetorical devices and reasoning errors, including false dichotomies and begging the question	
Compare and contrast information and ideas in own and others reasoning	Distinguish between main and peripheral ideas in own and others information and points of view	Consider the importance of giving reasons and evidence and how the strength of these can be evaluated	Investigate the difference between a description, an explanation and a correlation and speculation about cause and effect	Examine how to identify and analyse suppressed premises and assumptions	
Consider how reasons and examples are used to support a point of view and illustrate meaning	Investigate why and when the consequences of a point of view should be considered	Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated	Investigate when counter examples might be used in expressing a point of view	Investigate the nature and use of counter examples structured as arguments	
	Identify and use 'if, then...' and 'what if...' reasoning	Examine the difference between valid and sound arguments and between inductive and deductive reasoning, and their degrees of certainty	Consider how to settle matters of fact and matters of value and the degree of confidence in the conclusions	Consider ambiguity and equivocation and how they affect the strength of arguments	
	Explore distinctions when organising and sorting information and ideas from a range of sources	Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas	Examine how to select appropriate criteria and how criteria are used in clarifying and challenging arguments and ideas	Investigate use of additional or refined criteria when application of original criteria does not produce a clear conclusion	
Meta-Cognition					
Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self	Consider concrete and pictorial models to facilitate thinking, including a range of visualisation strategies	Investigate thinking processes using visual models and language strategies	Consider a range of strategies to represent ideas and explain and justify thinking processes to others	Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases	
Explore some learning strategies, including planning, repetition, rewording, memorisation, and use of mnemonics	Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal	Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations	Examine a range of learning strategies and how to select strategies that best meet the requirements of a task	Investigate how the use of a range of learning strategies can be monitored, evaluated and re-directed as necessary	
Investigate ways to problem-solve, using egocentric and experiential language	Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses	Investigate how ideas and problems can be disaggregated into smaller elements or ideas, how criteria can be used to identify gaps in existing knowledge, and assess and test ideas and proposals	Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals	Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of validity and workability	
Achievement Standard					
By the end of Level 2, students use and give examples of different kinds of questions. Students generate ideas that are new to them and make choices after considering personal preferences. Students identify words that indicate components of a point of view. They use reasons and examples for different purposes. Students express and describe thinking activity. They practice some learning strategies. Students demonstrate and articulate some problem-solving approaches.	By the end of Level 4, students explain how to construct open and closed questions and use them for different purposes. Students select and apply techniques to generate a range of ideas that extend how problems are solved. Students describe and structure arguments with clearly identified aims, premises and conclusions. They use and explain a range of strategies to develop their arguments. They identify the need to make distinctions and apply strategies to make these. Students use concrete and pictorial models to facilitate thinking, including a range of visualisation strategies. They practice and apply an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation. Students select and apply a range of problem-solving strategies.	By the end of Level 6, students apply questioning as a tool to focus or expand thinking. They use appropriate techniques to copy, borrow and compare aspects of existing solutions in order to identify relationships and apply these to new situations. Students distinguish between valid and sound arguments and between inductive and deductive reasoning. They explain how reasons and evidence can be evaluated. They explain and apply basic techniques to construct valid arguments and test the strength of arguments. Students represent thinking processes using visual models and language. They practice and apply learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information. Students disaggregate ideas and problems into smaller elements or ideas, develop criteria to assess and test thinking, and identify and seek out new relevant information as required.	By the end of Level 8, students prioritise the elements of a question and justify their selection. Students demonstrate flexibility in thinking by using a range of techniques in order to repurpose existing ideas or solutions to meet needs in new contexts. Students explain different ways to settle matters of fact and matters of value and issues concerned with these. They explain and apply a range of techniques to test the strength of arguments. Students use a range of strategies to represent ideas and explain and justify thinking processes to others. They evaluate the effectiveness of a range of learning strategies and select strategies that best meet the requirements of a task. Students independently segment problems into discrete stages, synthesise new knowledge at intermediate stages during problem-solving and develop and apply criteria to assess ideas, proposals and emerging thinking.	By the end of Level 10, students construct and evaluate questions, including their own, for their effectiveness. They demonstrate a willingness to shift their perspective when generating ideas, resulting in new ways of perceiving solutions. Students structure complex valid arguments. They explain and defend their thinking processes. They use, monitor, evaluate and redirect as necessary a range of learning strategies. Students develop, justify and refine criteria to evaluate the quality of ideas, proposals and thinking processes.	

Look to Learn Critical Thinking Prompts

WHAT'S GOING ON HERE?

1. Use your vocabulary to describe everything you can.
2. Discuss why do you think someone posted this.
3. Write a headline or caption that uses your most dynamic description that you think is important.

WHAT MAKES YOU SAY THAT?

1. What's going on?
2. What do you see that makes you say that?

CLAIM SUPPORT QUESTION

1. Make a claim about the topic
2. Identify support for your claim
3. Ask a question related to your claim

THINK PUZZLE EXPLORE

1. What do you think you know about this topic?
2. What questions or puzzles do you have?
3. How can you explore this topic?

THINK PAIR SHARE

1. Pose a question to students
2. take a few minutes of thinking time
3. turn to a nearby student to share thoughts

Let me introduce you to Joel Bergner
<http://joelartista.com>

How could you use Joel's work to support your students creative and critical thinking?





 [Back to Our Global Classroom](#)

Unbelievable Journey of a Refugee

Jun 17, 2018

What if you had to take the treacherous journey by sea to build a new life? Australian recording artist Miss Higgins shares with us a journey through music that brought a student in 5/6J Australia to tears. Reflect on the lyrics, unpack the words, share your heart felt message to the world about what these words mean to you. Think about the families, the children, their reasoning to flee, the lies they encounter from human traffickers all to have a new life that is safe for all. See lyrics below



Fatherhood in the ruins. Beautiful picture by photographer Emad Nassar showing that, despite the devastation around him, this Palestinian father can still make bath time fun for his daughter and niece.

1. What does this picture tell you about this family?
2. What if this was your family?
3. Why is this picture so peaceful to look at?
4. Write a short paragraph describing the picture. Write from the first person as if you were one of the people.

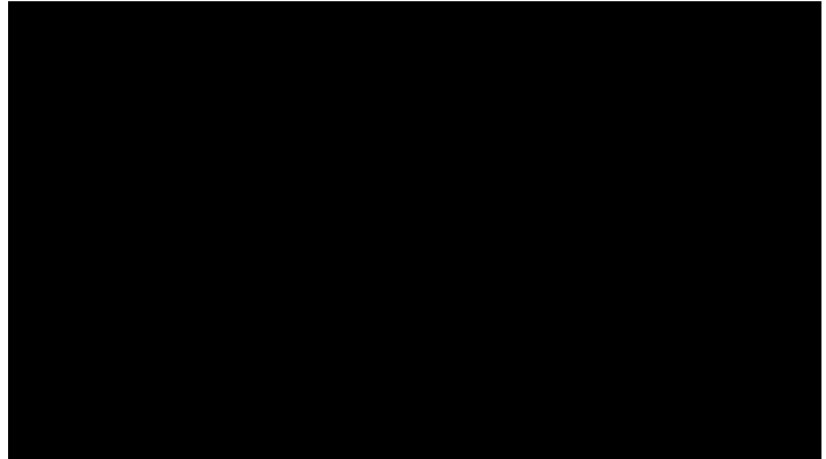
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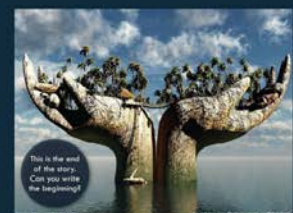
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<https://ourglobalclassroom.blog/category/look-to-learn/>

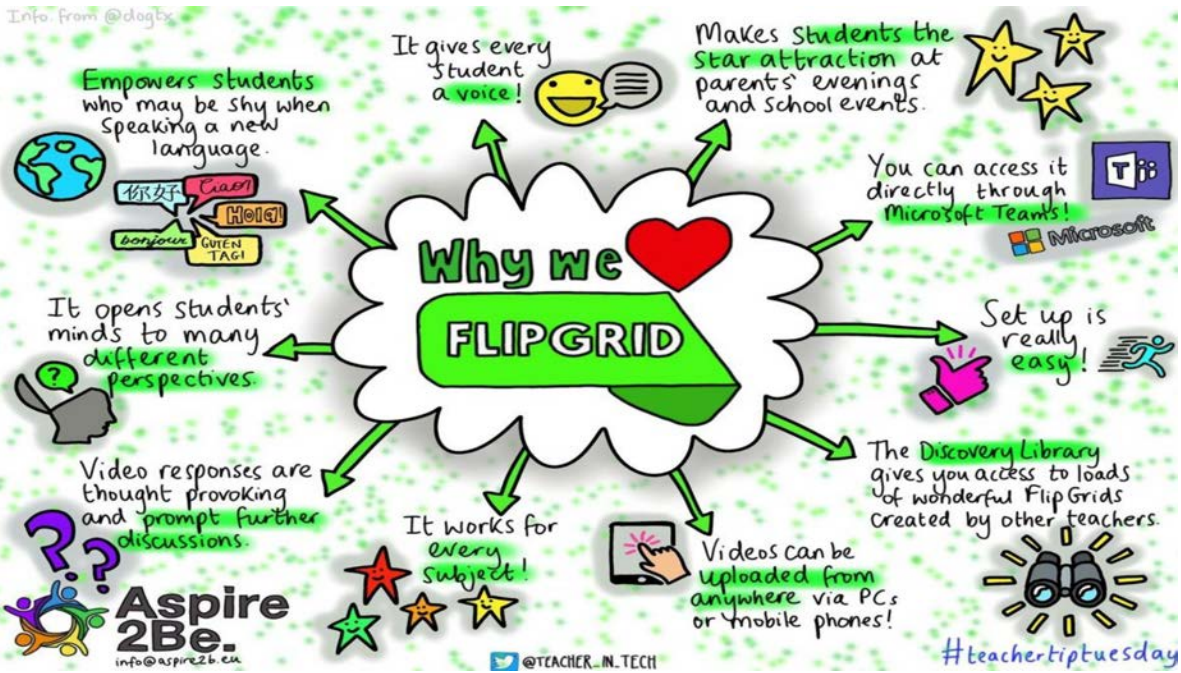
186+ Look to Learn Lessons that can be used for writing, reading, homework, theme studies, critical thinking sessions and science any area of the curriculum.



The Worlds Goal Is To Reach The 2030 Deadline Of Achieving the UN Sustainable Goals:



Every student should know about and be aiming to achieve the United Nations Sustainable Global Goals. Every teacher should be integrating these goals into their classroom.




Ideas for Integrating


FLIPGRID

Math < > %


- Explain solutions/thinking
- Create/solve word problems
- Correct errors
- Share algorithms

Reading 


- Record oral reading
- Monitor fluency progress
- Share decoding strategies
- Ask questions and make inferences
- Discuss text with literature circles
- Share book reviews
- Share examples of writer's craft
- Share connections
- Practice reading with expression

Conduct Interviews 


Created by @joliboucher

Science 

- Record hypothesis
- Video tape experiments
- Brainstorm project ideas

MUSIC 


- Record performances
- Share compositions
- Sing song ideas
- Brainstorm lyrics

ART 


- Discuss artist's statement
- Share thoughts about artwork
- Discuss favorite artists
- Answer essential questions

Feedback

- Reflections
- Questions
- Ideas

Social Studies 

- Communicate globally
- Mystery Sessions
- Share artifact boxes
- Discuss primary sources
- Cross-cultural communication

Writing 

- Read published pieces
- Share revisions
- Crowd-source ideas/opinions

Improve confidence in communication skills

Using Flipgrid.com I was able to innovate the curriculum and create (as we speak) the most used Global Educational Grid in the world.

<http://flipgrid.com/whatif>

<https://flipgrid.com/4c88d2>





Human Rights And SDGs

Ayush Chopra (16 Years Old) teaches us that Human Rights are essential to the achieve Sustainable Development Goals. Human rights are everyone's rights.

To join Ayush's campaign share your definition or understanding of What are Human Rights? and Why are Human Rights important?

Record yourself reading any one of the 30 Human Rights posted <http://www.sdgforchildren.org/human-rights-campaign.php> by SDGsForChildren and share with us.

Watch Sid from Australia, in the video, model a message that can change the world



All About the What if...Grid

- * Every topic is linked to the United Nations Sustainable Goals and the world's big issues.
- * Topics covering diverse areas of the curriculum
- * All Lessons link to critical and creative thinking.
- * Topics are multi- facet, so lessons can be sequences across a week.
- * Students present to global audience.
- * Already 25,000 students and teachers have recorded their voices.



Watch the video and explore Zaatari 360 and Clouds Over Sidra - Place yourself at the Camp & describe what you see, feel and hear.



With what you now know about Camp Zaatari what action would you take?

If you went to Camp Zaatari what could you do to help the residents living there or the children in the schools?



Take Learning Beyond the Walls



One World, One Classroom

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<http://educationelevators.com>

