

# Thinking Skills (reasoning, enquiry, creativity and evaluation)

## Discussion Topics:

Children learn to research topics, to gather basic information before beginning to evaluate it.

- What do children think of the information that is displayed on food packaging?
- Does it make them want to buy (or not buy) something?
- What are the challenges of having lots of information on packaging?
- What happens to this information if supermarkets reduce the amount of product packaging as they will shortly be required to do?
- Why will supermarkets reduce packaging?
- What might the shopping of the future look like?
- Who buys online? Will online shopping grow?
- Are there things that people will buy online and things they will not?
- How important is human contact in the sales process?
- How will shopping be influenced by the 'cashless society'?

## Debating Society:

Children will learn to use persuasive language. They should understand that they are expressing opinion (see Language and Literacy) and that there is no right and wrong answer. They will learn to listen to other points of view and to respect others' opinions.

Halve the class. One half thinks of as many reasons as possible FOR a given topic and the other half, against. Representative speakers put each case and at the end the class puts the argument to the vote.

Example topics:

- The school should have a tuck shop
- Schools should give free breakfasts
- All schools should have uniforms
- Mobile 'phones should be allowed in school
- We should be allowed to take no exercise if we want to
- We should be allowed to eat no vegetables if we want to

## **Map and Plan**

Having measured out the route for the run (see Mathematics and Numeracy), children may:

- Draw a scaled map
- Draw a perceptual map
- Sketch a drawing of the route.

Then they can discuss and identify:

- Useful landmarks – posts, trees, walls – that can signify distance eg 0.5 km, half way
- The need for signs – directional signs, information (these can be drawn in preparation for the run)
- Potential hazards – generating ideas to remove or minimize as appropriate.

## **Creative Marketing**

If children are fund-raising, they can brainstorm ways of marketing the event to raise more funds for it. For example, they may design, publish and distribute posters of their event among local business and community groups, contribute to local websites, give talks . . .

## **Evaluating the Run**

To do this effectively, objectives will have to be set in advance – for example for fundraising, participation or achievement targets. You may simply want to have more children running this year than last or look for an ‘enjoyment rating’ from those who have taken part. Children can then either research or be given data and be asked to interpret it in an evaluation of the event’s ‘success’.