Critical Thinking develops thinking and reasoning knowledge, skills and confidence. Students learn to construct arguments, rebut counter-arguments and critically appraise alternative solutions.

Critical Thinking is a UNIFY Project for students in Year 4-5-6. It is available in Round 2 and Round 3. Schools can include students from one year level or form a composite group across Year 4-5-6.

The target group for Critical Thinking is students who would benefit from extension in higher order thinking. Many schools use this project as part of their extension program for high achieving or gifted students. It can also be used as a tool to engage students who are coasting and may respond to a challenging learning program.

NB: Students must be mature thinkers. If they still believe in the tooth fairy, then this project may not be for them.

**Content & Assessment Guide**

<table>
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<tr>
<th>Lesson No.</th>
<th>Lesson Focus</th>
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| 1 | **Project Introduction, Technology Introduction**  
Introduction to the project content and web conferencing technology. |
| 2 | **IMPACT and Introduction to Argument**  
Introduction to IMPACT workflow via guidelines for discussions, reasons and ideas. eLearn tour and practice quiz. |
| 3 | **Pre-assessment**  
Knowledge quiz in eLearn followed by student construction of an argument. Brief review of IMPACT workflow via argument guidelines. |
| 4 | **What is an argument?**  
Why should we argue? Argument or fight? Premises and conclusions. |
| 5 | **Fact or Opinion?**  
Sorting out the facts from opinions, making moral decisions. |
| 6 | **What is a Reason?**  
Introduction to metacognition. When justification goes beyond facts. |
| 7 | **What is Fairness?**  
Identifying the three types of fairness and making moral choices about when to apply them. |
| 8 | **Is Lying OK?**  
The moral dilemmas of lying - perspective from Kant and Mill - and philosophical debate. |
| 9 | **Why Do People Believe Strange Things?**  
Identifying common fallacies and what to do if you spot one. |
| 10 | **Structuring a Good Argument.**  
analysis and evaluation of enhanced arguments. |
| 11 | **Post-assessment**  
Knowledge quiz in eLearn followed by student construction of an argument. |
| 12 | **Where to From Here**  
Review, consolidate and extend on project learning. Celebrate success. |

**NB: This is a guide only – there may be minor changes.**

**Key Points**

- The content introduces students to a few of the great philosophers in history, with an analysis of their ideas – it also gives students the opportunity to reflect on their perspectives and other’s perspectives.
- Students participate in 1 x 60-70 min web conference per week and access online extension activities any time.
- Students connect with university and industry representatives via a special online event each round, including representatives from the School of History, Philosophy and Classics from the University of Queensland.

“Critical Thinking teaches me things to help me through everyday life e.g. argument will help me argue and hopefully emerge victorious. I am learning about justifying my explanations and also a rebuttal. Thank you. I love it.”

Primary Student – CQ Region
**Critical Thinking – Round 1 2015**

“I have recently been trying to persuade my parents to get me a horse and this is going to increase my chances of getting one.”

Primary Student – NC Region
**Critical Thinking – Round 1 2015**

“The course content is rigorous, which we had hoped for given it is a G&T opportunity. The students are being asked to think deeply and use specific vocabulary. They are very motivated and are enjoying their involvement.”

Supervisor Feedback
**Critical Thinking – Round 1 2015**