

## Lesson Plan: Self-evaluating Critical Thinking skills for writing

**Age group:** Adult learners

**Life Competency:** Critical Thinking

**Language focus:** Language of criticality

**Aim:** This task aims to equip learners with the ability to judge arguments and evaluate propositions. The task develops critical writing skills, which encourage learners to:

- recognise problems, issues and limitations,
  - question and evaluate assumptions, and evaluate arguments and ideas.
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### Step 1:

Learners brainstorm what it means to write critically. You can share this on the screen in a word cloud, for example.

### Step 2:

Learners reflect on their critical writing skills. They may need prompts such as the following:

- Do I create a logical structure for my account, to help me develop my argument and to help the reader to follow it?
- Do I avoid making sweeping generalisations?
- Do I make explicit the values guiding what I write?

These guiding questions can be useful to help learners self-evaluate their writing practices and identify where they need to improve their Critical Thinking.

### Step 3:

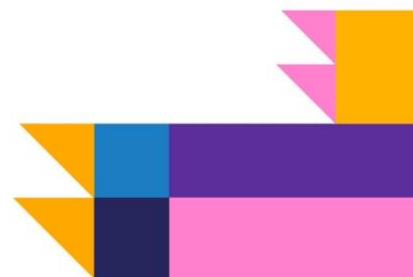
Get learners to vote on how many of the above writing processes they undertake and decide the one with which they are least likely to engage.

### Step 4:

Learners then write a text specifically aiming to write critically, with a focus on the critical writing process they identified in Step 3. For example, they may focus on avoiding generalisation in their writing by ensuring that they evaluate their own arguments.

### Step 5:

Get learners to reflect on what their critical writing has shown them and what strategies they have used to avoid generalisation.





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For support whilst teaching this lesson, refer to either the [Adult Learners](#) or [Critical Thinking](#) booklet, from the [Cambridge Life Competencies Framework](#).

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