

Lesson Plan: Self-evaluating Critical Thinking skills for reading

Age group: Teenage 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 reading skills, which encourage learners to:

- recognise problems, issues and limitations,
- question and evaluate assumptions, and evaluate arguments and ideas.

Step 1:

Discuss Critical Thinking with your learners and give them examples of how you use it e.g., when reading the news. You may want to make sure that learners understand the concept, so you can get them to try to express what it means to read critically in their own words. You can share this on the screen in a word cloud, for example.

Step 2:

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

- Do I try to work out what the authors are aiming to achieve?
- Do I try to identify the main claims being made?
- Do I assess the evidence for any generalisations made?

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

Step 3:

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

Step 4:

Learners then read a text with a focus on the critical reading process they identified in Step 3. For example, they may focus on trying to work out what the authors are aiming to achieve and how they do this. For online contexts, learners can choose a text themselves.

Step 5:

Get learners to reflect on what their critical reading has shown them and what strategies the authors have used to achieve a particular aim.





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

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