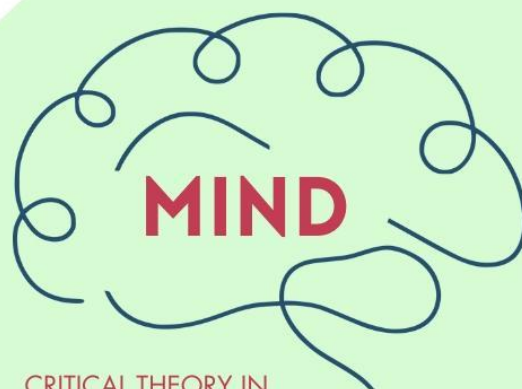


THE MIND TOOLKIT

Tools for development of critical thinking in non-formal adult education



CRITICAL THEORY IN
ADULT EDUCATION PRACTICE:
EMPOWERMENT FOR CRITICAL ACTIONS

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This intellectual output (IO5) was conceived and developed under the project “MIND – Critical theory in adult education practice: empowerment for critical actions”.

Thanks to partners for their precious contributions

Lietuvos suaugusiųjų švietimo asociacija, LT
Latvijas Pieaugušo izglītības apvienība, LV
Asociatia Egomundi, RO
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Introduction

A set of methodological tools has been developed within the project "Critical thinking theory in adult education practice – MIND". It supplements [“The MIND programme: Critical thinking development programme and materials for non-formal adult education”](#), who will implement the program, can use the tools of the set as methods described to diversify program content or adjust them to their target group’s needs. The methodical tool set will also be useful for adult education program managers, non-formal educators, lecturers and adult educators for including critical thinking approach in their own programs.

The methodical tool set is structured according to the topics and tasks of the five modules of the Program. Methodological basis of the Toolkit, which was developed in the project for adult education, is a critical thinking model consisting of five chapters:

1. Evocation
2. Key questioning of prior knowledge, experience & intuitions
3. Comprehension
4. Reflection & metacognition
5. Decision making & acting

In each chapter, there is one or more tools offered, providing their general characteristics, practical action steps, feedback, materials needed for the work and the recommended literature. The description of the tools includes recommendations on the forms of work organization, the number of group members and the time required for activities.

The set of methodological tools was created with the intention to provide for inspiration and examples for the development of adult critical thinking. The tools included in it can be easily adapted for the learning of different topics to make the learning process more meaningful, reducing the stereotypes of the participants, deepening their understanding and strengthening critical views.

MODULE 1. What is critical thinking in adult education?

Objectives:

1. To get acquainted/deepen the knowledge about the concept of critical thinking (further – CT).
2. To reveal the interlink between adult education and the development of CT.
3. To build personal relationship with the concept of CT.

By the end of the module adult educators:

- will be able to conceptualise CT;
- will make sense of relevance of CT to adult education;
- will be able to formulate personal concepts of CT.

1. Evocation

Let learners generate various ideas, opinions about CT concepts based on their prior knowledge, experience, imagination, orally or in written form.

Tool 1.1. Brainstorming/Brainwriting



Description of the tool (activity):

1. Ask learners to write their definition of CT down on sticky notes.
2. Collect the notes.
3. Read note by note and stick notes to the whiteboard grouping according to the ideas.



Debriefing/Feedback on the results of the activity:

Comment that “in the next step we will go deeper into analyzing our definitions and argument why we think so”.



Materials (text, image, video with references):

- Sticky notes, pencils.
- Effective brainstorming techniques: <https://www.lucidchart.com/blog/effective-brainstorming-techniques>



Organization (on-site/remote/mixed work; individual work/pair or group work)

Activity can be organized on site or using remote learning platform. In that case the facilitator can ask participants to write their ideas in the chat window.



Group size:

Up to 20 learners.



Duration:

30 min.

2. Key questioning of prior knowledge, experience & intuitions

Let learners share their assumptions on CT concept and discuss what they are based on, share what else has to be included/wanted to be learned.

Tool 2.1. K-W-L



Description of the tool (activity):

K-W-L is a research strategy. The approximate acronym stands for "What I **Know**," "What I **Want** to Know," and "What I **Learned**."

The first two chapters of the K-W-L should be used for this stage of learning: "What I **Know**" and "What I **Want** to Know".

1. Divide the group into small groups of three or four learners and ask them to share their assumptions on CT concept and discuss what are they based on:

I think that critical thinking is....

I think so, because I have read... / saw.../ observed...

2. Ask the groups to decide what they as a group would like to clarify and/or learn.
3. Ask the groups assign the group *rapporteur* who will present the ideas of the group members.
4. Write the ideas "I want to know" on the flipchart.



Debriefing/Feedback on the results of the activity:

Comment the list what they would like to learn connecting it with the content of the Modules of the curriculum.



Materials (text, image, video with references):

- Sticky notes, pencils.
- Effective brainstorming techniques: <https://www.lucidchart.com/blog/effective-brainstorming-techniques>
- K-W-L method: <https://rasmussen.libanswers.com/faq/32579#:~:text=Answer,as%20a%20reading%20comprehension%20aid>



Organization (on-site/remote/mixed work; individual work/pair or group work):

The activity can be organized both on-site or as distant learning.
Process of distance learning:

- Divide the group into small groups of four learners.
- Ask the participants to choose the rapporteur before discussing.
- After the time assigned ask rapporteurs present the discussion results and what the group would like to know/learn.
- Write their ideas on the white board.



Group size:

Up to 20 learners.



Duration:

Approximately 45–60 min.

3. Comprehension

Let learners get deeper into the topic by working with a new material – textual or visual, use proposed reading or/and visual strategies.

Tool 3.1. Jigsaw



Description of the tool (activity):

Jigsaw is a cooperative learning strategy that enables each learner of a “home” group to specialize in one aspect of a topic (for example, one group studies habitats of rainforest animals, another group studies predators of rainforest animals).

1. Select 4–5 short (1–2 pages) texts on CT or one bigger article with 4–5 chapters.
2. Divide the group into smaller groups of 4-5 learners.
3. Give each group to read and discuss the same piece of information. Each learner will be an “Expert” of the topic.
4. Create new groups assigning one learner from each expert group.
5. Ask “Experts” share their information with the participants of a new group.
6. Ask new groups to make the visual reflection of the whole information.
7. Present it to the plenary.



Debriefing/Feedback on the results of the activity:

- Despite the fact that all groups were reading the same materials, their presentations will be significantly different.
- Adult educator shall ask how CT of the learners of the group influenced the result.



Materials (text, image, video with references):

Short texts on CT. Some links to articles can be found in Module 1 of “[The MIND Programme: Critical thinking development programme and materials for non-formal adult education 1](#)”.



Organization (on-site/remote/mixed work; individual work/pair or group work):

On-site activity.



Group size:

Up to 20 learners.



Duration:

105 min.

Tool 3.2. I.N.S.E.R.T.



Description of the tool (activity):

I.N.S.E.R.T. (Interactive Noting System of Effective Reading and Thinking) is a method of active reading, when the reader stays alert and interested in the topic and the text. To keep this interest alive the learners, use three different colours of stickers to mark reading text and to demonstrate that they are 'familiar' or 'less familiar' with certain things in the textbook, or they 'wish to know more'. Learners also can use the sign system to mark reading text: ✓ (known already), - (information different from what one knew), + (new information), ? (confusing information). Marked text can be conveniently used to highlight newly acquired information, compare what you read with brainstormed thoughts and assumptions, select topics for future work or research, etc. This task-oriented approach encourages active, reflective engagement with the text.

1. Give the course learners text about critical thinking in National language.
2. Ask them to read it using the I.N.S.E.R.T. method (Interactive Noting System for Effective Reading and Thinking) – mark the text with the following notes while reading it:

✓ - already known information
 - - information contradicts one's opinion or is different from what one knew or thought that he/she knew
 + - new information
 ? - unclear, confusing information

3. The learners put different marks in the margins or another convenient place on the text according to their current knowledge and understanding. It is not required to mark each line or each idea presented, but to do it thoughtfully and reflectively. There is no requirement for the particular number of marks.
4. Ask the learners to reflect on what they have read in small groups and write answers on the flipchart paper and present the results of small group to all group.
 - What knowledge was confirmed?
 - What beliefs were disconfirmed?
 - What was new?
 - What is still unclear/questionable/confusing?
5. Alternative presentation of the group results can be the mind map (see Tool 3.3. Mind-

map).



Debriefing/Feedback on the results of the activity:

- Summarize the presentations paying attention to similarities and differences of the results.
- Pay special attention to the last question: *What is still unclear/questionable/confusing?*
- Connect.



Materials (text, image, video with references):

- One-page text on CT on national language. An example of the short text on CT in English: <https://www.criticalthinking.org/pages/defining-critical-thinking/766>.
- I.N.S.E.R.T. method: Vaughn, J. L., & Estes, T. H. (1986). *Reading and reasoning beyond the primary grades*. Allyn & Bacon.



Organization (on-site/remote/mixed work; individual work/ pair or group work):

Individual reading, discussion in smaller groups of 3–5 participants, depending on the size of the whole group.



Group size:

12–20 learners.



Duration:

45–60 min.

Tool 3.3. Mind-map



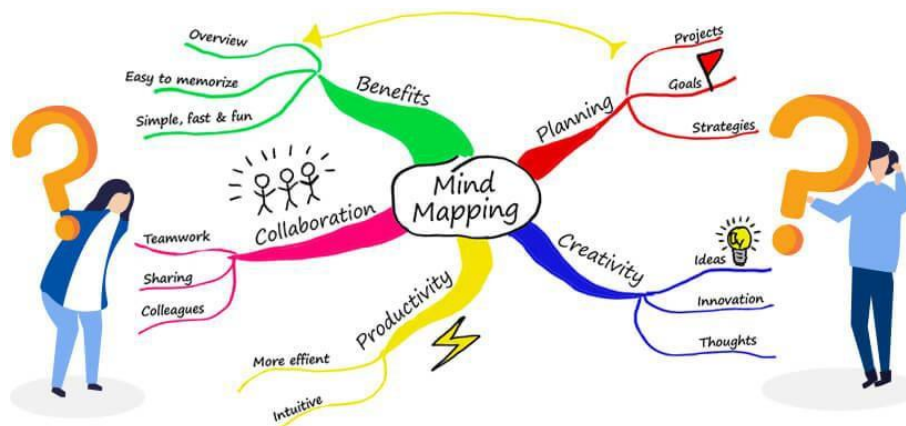
Description of the tool (activity):

2. Explain the learners the idea of Mind mapping.

The term "mind map" was first popularized by British popular psychology author and television personality Tony Buzan.

A Mind map is an easy way to brainstorm thoughts organically without worrying about order and structure. It allows you to visually structure your ideas to help with analysis and recall.

A Mind map is a diagram for representing tasks, words, concepts, or items linked to and arranged around a central concept or subject using a non-linear graphical layout that allows the user to build an intuitive framework around a central concept.



Picture 1. Mind mapping

Steps of creating Mind Map:

Enter the Main Topic. Start by entering the main subject in the center of the mind map, for instance “Capitals of the world”.

Brainstorm Topics. Create main branches to enter your topics such as “London”, “Paris”, “New York” and “Beijing”. Do not worry about the order of the topics.

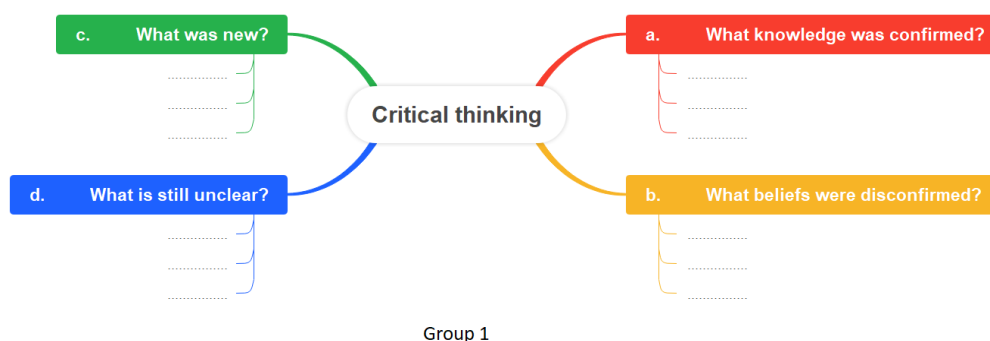
Create Sub-Topics. Elaborate on your topics by creating sub-topics. Make sure to use very short phrases or even single words.

Rearrange the Topics. If you need to rearrange the topics in your mind map, most software tools allow you to drag-and-drop branches. This will enable you to structure the topics that you brainstormed.

Add Images and Formatting. According to the mind mapping theory, images and colours improve memory retention. You can use different colours and fonts and place images on branches.

Notes and Research. Take notes to your topics and attached research files – if your mind mapping software allows you to.

3. Prepare in advance flipchart paper sheets (one sheet per group) with beginning of the mind map on the article on CT with first level branches (see Tool 3.2. I.N.S.E.R.T.).
4. Ask learners to come to the sheet and write their information at the subbranches of the Mind Map.



Picture 2. Subbranches of the Mind Map



Debriefing/Feedback on the results of the activity:

- Read the information on each sheet and comment.
- Summarize the presentations paying attention to similarities and differences of the results.
- Pay special attention to the last question: *What is still unclear/questionable/confusing?* Connect those issues with the topics of the program.

Materials (text, image, video with references):

- Buzan, T. (1996). *The mind map book: How to use radiant thinking to maximize your brain's untapped potential*. Penguin Publishing Group.
- How To Make a Mind Map: <https://www.mindmapping.com/>
- Canva's mind map maker: <https://www.canva.com/graphs/mind-maps/>



Organization (on-site/remote/mixed work; individual work/pair or group work):

Activity is designed for on-site work in groups of 3–5 learners.



Group size:

12–20 learners.



Duration:

30–45 min.

4. Reflection & metacognition

Let learners to evaluate and re-evaluating previously held knowledge, beliefs and attitudes, as well as overall learning process in oral form.

Tool 4.1. K-W-L

**Description of the tool (activity):**

KWL is a research strategy. The approximate acronym stands for "What I **Know**," "What I **Want** to Know," and "What I **Learned**."

For this stage of learning the third stage of the K-W-L should be used: "What I Learned".

1. Ask learners individually to finish the sentences on different sticky cards (e.g., yellow and green):

Previously I have thought, (on yellow card)

Now I think, that.... (on green card)

2. Collect cards from participants, read each card and stick them to the white board, divided into two parts with titles "Previously I thought" and "Now I think".

**Debriefing/Feedback on the results of the activity:**

On debriefing emphasize the difference between previous knowledge and new knowledge.

For summarizing the adult educator can use the project definition of CT: **CRITICAL THINKING**: etymological meaning „kritikos" (gr.) to be able to make judgments, "krinein" (gr.) – to separate, decide (<https://www.etymonline.com/word/critical>) For ancient Greeks it was considered an ability to make a decision based on a certain standard. In today's context, it is understood as a set of specific dispositions and skills of a person that manifest in the context of thinking - helps to understand and decide what is true and what is false, what is right, correct or what is wrong.

**Materials (text, image, video with references):**

More definitions can be found in "Compendium of scientific ideas: Critical Thinking in non-formal adult education"

**Organization (on-site/remote/mixed work; individual work/pair or group work):**

On-site learning.

**Group size:**

Iki 20 learners.

**Duration:**

30 min.

Tool 4.2. Save last word for me**Description of the tool (activity):**

1. Choose a text on CT in the National language for participants to read independently.
2. After reading, instruct learners to determine the text's main idea. Ask them to summarize it in their own words in two or three complete sentences and record the summary.
3. Ask learners to choose two to three sentences from the text that they think are important, keeping their main idea summary in mind.

4. Put learners in small groups to share their selections. Group size may vary.
5. Let the first learner begin by reading her/his first quote to the group without making any disclaimers or comments about the quote.
6. Prompt each learner of the group to respond briefly to the quote until everyone has had a chance to comment. Remind learners not to engage in cross-talk.
7. After everyone has commented, the first learner elaborates on why he or she chose that phrase or sentence as important to the central text. That learner gets “the last word.”



Debriefing/Feedback on the results of the activity:

- Monitor the discussion as learners take turns reading their quotes, listening to the group’s responses and explaining their reasons for choosing those quotes. Repeat the process until all learners have shared.
- Pay attention to the process of the activity as an example of the application of CT.



Materials (text, image, video with references):

- One-page text on CT on National language. An example of the short text on CT in English:
<https://www.criticalthinking.org/pages/defining-critical-thinking/766>
- Save the last word for me:
<https://www.learningforjustice.org/classroom-resources/teaching-strategies/community-inquiry/save-the-last-word-for-me-35>



Organization (on-site/remote/mixed work; individual work/pair or group work):

- On-site individual and group work.
- Adult educator has to prepare assistants from the learners of the group, or adult educator’s team for monitoring the process in the groups.



Group size:

12–20 learners.



Duration:

35–45 min.

5. Decision making & acting

Let learners make their own definition of CT concept orally or/and in written form.

Tool 5.1. Reflective essay



Description of the tool (activity):

1. Independent learning.
2. Ask participants individually to write 1-page essay on the topic: “How I understand what is CT and how I will apply it in my life”.
3. The essay shall have those headlines:
 - My description (my preferred description) of CT

- How training activities influenced my description.
- How I will apply it in my life.



Debriefing/Feedback on the results of the activity:

Each learner individually should give feedback on the essay after the training session. It should be based on the following aspects:

- How the learner understood the topic.
- How he/she used the results of activities.
- Originality of ideas.

The results of the essay can be used for the introduction for Module 2. Portrait of a critical thinker.



Materials (text, image, video with references):

Paper and pencils.



Organization (on-site/remote/mixed work; individual work/pair or group work):

Individual work. Independent learning.



Group size:

N/A



Duration:

90 min.

MODULE 2. Portrait of a critical thinker

Objectives:

1. To get acquainted with CT skills and dispositions.
2. To analyse “portraits” of personalities and to recognize their CT traits.
3. To evaluate one’s CT skills and dispositions.
4. To make list of CT skills and dispositions to be improved.

By the end of the module adult educators will be able:

- to name CT skills and dispositions, to understand difference and interrelation between them;
- to apply gained knowledge on CT skills and dispositions in practical tasks, make connections with personal experience;
- critically reflect and rethink personal skills and dispositions;
- make decisions on personal

1. Evocation

Let learners make a list of personal traits, that notify critically minded person (individually/in pairs or in groups).

Tool 1.1. Think-Pair-Share



Description of the tool (activity):

Think-Pair-Share is a cooperative learning activity that can work in varied size classrooms and for any subject. Adult educator poses a question, participants first THINK themselves prior to being instructed to discuss their response with a person sitting near them (PAIR). Finally, the groups SHARE out what they discussed with their partner to the entire class and discussion continues.

At this stage use the first part – Think.

Ask the learners individually to write 3-5 traits of the person who is thinking critically (critical thinker).



Debriefing/Feedback on the results of the activity:

At this stage there is no need for debriefing.



Materials (text, image, video with references):

A4 paper, pencils.

Think-Pair-Share: <https://www.kent.edu/ctl/think-pair-share>



Organization (on-site/remote/mixed work; individual work/pair or group work):

Individual work.

**Group size:**

12–20 learners.

**Duration:**

5–10 min.

2. Key questioning of prior knowledge, experience & intuitions

Let learners share their lists & discuss, argue about their choice: what prior knowledge, experience & intuition its built.

Tool 2.1. Think-Pair-Share

**Description of the tool (activity):**

Think-Pair-Share is a cooperative learning activity that can work in varied size classrooms and in any subject. Adult educators pose a question, learners first THINK to themselves prior to being instructed to discuss their response with a participant sitting near them (PAIR). Finally, the groups SHARE out what they discussed with their partner to the entire class and discussion continues.

At this stage use second and third step: **Pair and Share.**

1. Divide the group into pairs.
2. Ask learners to share their lists and discuss on what prior knowledge, experience and intuition its built.
3. Ask pairs to share what they discussed with all group.

**Debriefing/Feedback on the results of the activity:**

- For debriefing highlight that we have different ideas what are the traits of critical thinker and diversity of experiences which base our opinions.
- Explain that later they will return to their lists and update them based on new knowledge.

**Materials (text, image, video with references):**

- No additional materials.
- Think-Pair-Share: <https://www.kent.edu/ctl/think-pair-share>

**Organization (on-site/remote/mixed work; individual work/pair or group work):**

Pair work.

**Group size:**

12–20 learners.

**Duration:**

~ 30 min.

3. Comprehension

Let learners get deeper into the topic by working with a new material – textual or visual, use proposed reading or/and visual strategies (for example, biographies, interviews, movies, videos, etc.).

Tool 3.1. Double diary



Description of the tool (activity)

Double-Entry Diaries are a version of two-column note-taking and are tailored for guiding learners in monitoring their comprehension.

1. Choose reading or/and visual material (for example, biography, interview, movie, video, etc.).
2. Select several chapters or episodes for participants to read or watch (pages, episode minutes).
3. Ask learners to read or view proposed chapters or episodes of the material and fill in their reflection on the chapter or episode in the table:

Double Diary Table

Chapter/Episode	Reactions/comments on what traits does
1 chapter/episode (min.)	
2 chapter/episode (min.)	
3 chapter/episode (min.)	
4 chapter/episode (min.)	

Picture 3. Double Diary Table

4. Divide learners into groups of 3–5 and ask them to discuss what traits of critical thinker they noted and share their ideas with all group.



Debriefing/Feedback on the results of the activity:

- Make notes of the main ideas of the groups.
- Summarize by writing the main findings on flipchart.



Materials (text, image, video with references):

Any material on National language about critical thinkers or texts, essays, articles in newspapers or magazines, interviews. Here are some examples:

- Conversation with Paul Freire:
<https://www.youtube.com/watch?v=aFWjnkFypFA>
<https://www.youtube.com/watch?v=U8aExMg8foA>
- Martin Luther King speech:
<https://www.youtube.com/watch?v=vP4iY1TtS3s>
- Double Entry Diaries. https://lesn.appstate.edu/fryeem/double_entry_diaries.htm



Organization (on-site/remote/mixed work; individual work/pair or group work):

- On-site individual work, group work.
- It can be organized as mixed work: reading text or watching video can be organized as individual self-learning activity and discussion in the groups on-site or in the remote rooms.



Group size:

12–20 learners.



Duration:

60–90 min., depending on the size of the material.

Tool 3.2. Check your list



Description of the tool (activity):

1. Give the learners an article in the national language on the Traits of Critical Thinker.
2. Ask learners to come back to their previously made list, review it and make editions.
3. Pay attention of the learners, that they should not necessarily stick to the list of traits from the article, and they can make their own list of traits using personal CT.
4. Ask learners to share their lists in groups of 3-5 persons and explain why they made this choice.



Debriefing/Feedback on the results of the activity:

Ask 3–5 learners from the group to share what was the most important what they learned doing this activity.



Materials (text, image, video with references):

- Any material on national language about traits of critical thinkers.
- Example of the material on traits of critical thinker –
The 7 Most Common Traits of Highly Effective Critical Thinkers:
<https://get.cultureofexcellence.net/drip-ct-cheatsheet>

- Check list:
<https://www.edutopia.org/article/using-checklists-classroom-enhance-efficiency/>



Organization (on-site/remote/mixed work; individual work/pair or group work):

- On-site individual and group work.
- It also can be organized as remote work: sharing document to read on line and organizing discussion in the rooms.



Group size:

12–20 learners.



Duration:

Up to 30 min.

4. Reflection & metacognition

Let learners evaluate and re-evaluating previously held knowledge, beliefs, & attitudes, as well as the overall learning process in oral form.

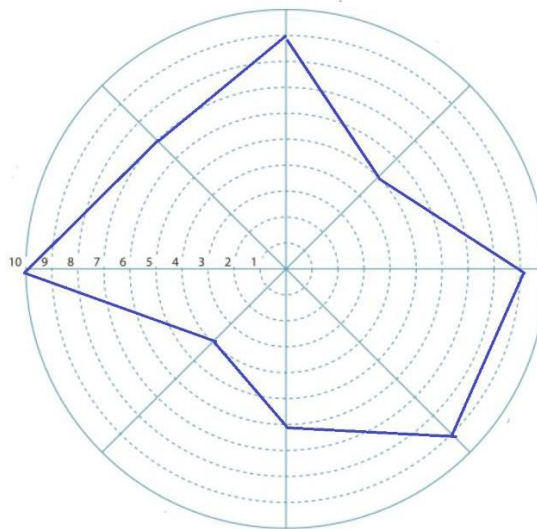
Tool 4.1. Spider-web diagram (Spider chart)



Description of the tool (activity):

A spider chart, also sometimes called a radar chart, is often used when you want to display data across several unique dimensions. Although there are exceptions, these dimensions are usually quantitative and typically range from zero to a maximum value. Each dimension's range is normalized to one another, so that when we draw our spider chart, the length of a line from zero to a dimension's maximum value will be the same for every dimension.

1. Give the learners the template of the spider-web diagram.
2. Ask learners to put the traits from their revised list to the axes of the net (if there are less traits than number of axes, leave those axes blank, if there are more traits than axes, participants are free to draw additional axes).
3. Invite the learners to evaluate the level of their traits from 1 to 10, mark the evaluation and connect the marks to make the spider net as in the example.
4. Make an exhibition of the spider-webs on the wall and ask several (3–5) persons to comment.



Picture 4. Spider-web example



Debriefing/Feedback on the results of the activity:

For debriefing the adult educator can pay attention:

- to the variety of traits in the webs
- to the different evaluation of the traits by different persons which will lead to different action plans in the next stage of learning.



Materials (text, image, video with references):

- Spider-web diagram template.
- What is spider chart?:
<https://www.storytellingwithdata.com/blog/2021/8/31/what-is-a-spider-chart>



Organization (on-site/remote/mixed work; individual work/pair or group work):

- On-site individual work.
- Alternative organization: spider-webs can be designed using computer programs, e.g. Canva and printed.



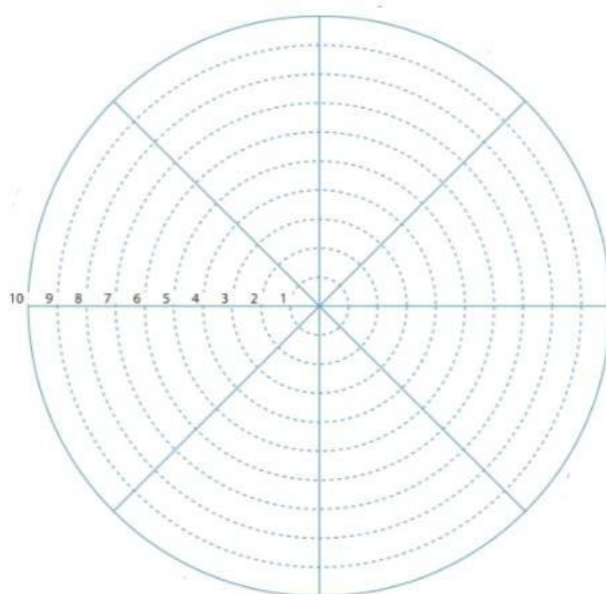
Group size:

12–20 learners.



Duration:

Approximately 30 min for on-site organization.



Picture 5. Spider-web diagram template

5. Decision making & acting

Let learners make their own definition of CT concept orally or/and in written form.

Tool_5.1. Improvement steps



Description of the tool (activity):

1. Invite the learners to look at their spider-webs and choose one area for improvement.
2. Ask them to write what he/she will do (actions) for improvement of selected area.
3. Put those actions on the improvement steps leading to the better CT.
4. Invite learners to share their steps in smaller groups.

Improvement area		
Action 1. When?	Action 2. When?	Action 3. When?

Picture 7. Template of improvement steps



Debriefing/Feedback on the results of the activity:

- Encourage learners to implement at least one step in the nearest future.

- Pay attention to the quote of British actor Reg Revans: “There can be no learning without action, and no action without learning.”



Materials (text, image, video with references):

Top 4 Reg Revans Quotes: <https://quotefancy.com/reg-revans-quotes>



Organization (on-site/remote/mixed work; individual work/pair or group work):

Individual work.



Group size:

12–20 learners.



Duration:

20–30 min.

MODULE 3. Value of a critical thinking for an individual: Wellbeing

Objectives:

1. To describe the concept of wellbeing and its implications.
2. To exemplify the two dimensions of wellbeing (affective and cognitive).
3. To establish connections between the concept of CT and wellbeing.

By the end of the module adult educators:

- to describe the concept of wellbeing and its implications;
- to exemplify the two dimensions of wellbeing (affective and cognitive);
- to establish connections between the concept of CT and wellbeing.

1. Evocation

Let learners propose various ideas about the concept of wellbeing by drawing on previous information, as well as their related experience.

Tool 1.1. Keywords/brainstorming



Description of the tool (activity):

1. Invite learners to write a variety of words/ideas/opinions about the concept of wellbeing.
2. For this activity, adult educators can use a “Mentimeter” or “Slido” to ask participants "What is the first thing that comes to your mind when you think of well-being?".
3. The adult educator will read the words and grouping according of interest area.



Debriefing/Feedback on the results of the activity:

The adult educator will advise that their opinions about the concept of wellbeing could be further developed during the next steps on the course.

Materials (text, image, video with references):



- Sticky notes, pencils, flipchart, “Mentimeter”, “Slido”.
- Rojas, M. (2019). *Wellbeing and its conceptualization*. p. 19–30, doi: [10.1007/978-3-030-33498-7_3](https://doi.org/10.1007/978-3-030-33498-7_3)



Organization (on-site/remote/mixed work; individual work/pair or group work):

Activity will be organized on site or using remote learning platform. In that case the adult educator can ask learners to write their ideas in a “Mentimeter” or “Slido”.



Group size:

Up 25 learners.



Duration:

15 min.

Tool 1.2. Discussion



Description of the tool (activity):

Discussions:

1. Ask the participants the following questions (in this order):

- Think to an event/situation in which you experience happiness/a good feeling.
- What triggered the situation?
- How did it happen?
- What was the result?

Because adult educators are seeking to encourage participants to think critically about their experience, they will ask them to find something that was not so good about the previous event, even if it was considered a positive event.

2. Ask the participants the following questions (in this order):

- Think to an event/situation in which you experience sadness/a negative feeling.
- What triggered the situation?
- How did it happen?
- What was the result?

As in the previous activity, participants are asked to find something positive (on this time) even if it was an event that created sadness/a negative feeling.

After discussing the positive and negative aspects adult educators will project the “yin yang” sign so that in the next stage (intuition) participants can realize (and understand more easily) that each situation can be interpreted nuanced.

1. Encourage learners to develop links between wellbeing and CT, based on their prior knowledge.
2. The ideas can be written by the adult educator on a flipchart paper.



Debriefing/Feedback on the results of the activity:

Observational comments concerning the connections between wellbeing and the content of CT developed in Module 1.



Materials (text, image, video with references):

Pencils, paper, flipchart.



Organization (on-site/remote/mixed work; individual work/pair or group work):

- On-site individual and group work.
- The adult educator will monitor the group activity.



Group size:

Up to 25 learners.

**Duration:**

15–20 min.

Tool 1.3. DIY Fortune cookies

**Description of the tool (activity):**

1. Participants will extract a “cookie” (a piece of folded blank paper) which will be kept until the end of the workshop.
2. They will add (stick) post-it papers with ideas / thoughts around it throughout the module.
3. At the end of the workshop the participants will write a message to take with them or to give away, as a gift to someone else.

**Debriefing/Feedback on the results of the activity:**

The adult educator will advise that their opinions about the concept of wellbeing could be further developed during the next steps on the course.

**Materials (text, image, video with references):**

Sticky notes, papers.

**Organization (on-site/remote/mixed work; individual work/ pair or group work):**

- Activity will be organized on site.
- The adult educator will monitor the group activity.

**Group size:**

Up to 25 learners.

**Duration:**

15 min.

2. Key questioning of prior knowledge, experience & intuitions

Let learners to share their views on wellbeing and the influence of CT, justifying the information, experiences they have considered. Ask the learners what information and/or ideas they would like to deepen or enhance concerning wellbeing and its implicit link to CT.

Tool 2.1. K-W-L

**Description of the tool (activity):**

K-W-L is a graphic organizer with three columns about what learners **Know**, what learners **Want to learn**, and what learners **Learned**.

1. The adult educator interacts with the entire group of learners and invites them to write about the notions they already know about wellbeing related to CT based on:
 - What do you mean by....?
 - Can you explain...?
 - How do you feel that...?
 - Are others that confirm this?
2. The second column will be filled with learners' responses about what they want to know.



Debriefing/Feedback on the results of the activity:

Comment the list what they would like to learn connecting it with the wellbeing.



Materials (text, image, video with references):

- Pencils, paper, flipchart, video.
- K-W-L method:
<https://study.com/academy/lesson/kwl-chart-example-graphic-organizer-and-classroom-applications.html#quiz-course-links>



Organization (on-site/remote/mixed work; individual work/pair or group work):

- Activity can be organized both on-site/distance learning.
- The adult educator will challenge the learners to answer the questions.
- The adult educator writes their responses in the first and the second column.



Group size:

Up to 25 learners.



Duration:

Approximately 25–40 min.

Tool 2.2. Discussion



Description of the tool (activity):

Discussions:

1. Learners will take two tests:

- [Satisfaction with life inventory \(Ed Diener\)](#) and its [Interpretation](#)
- [Life Orientation Test \(LOT-R\)](#)

2. Learners individually will make a list of 5 things that make them happy/make them feel good.

3. Teamwork: 2 members. Afterwards, they will select 2 of those (5 things) that take less than 5 min. to experience wellbeing.

4. They will share the list with their partner. They will be asked to decide if there is something that works for them in this list.

5. Participants will be asked to think about and answer the following question:

„Do you think that wellbeing is under your control?“ For this activity, adult educators can use a “Mentimeter” or “Slido”.

In the first part (the applied tests) participants will realize that optimism like other personal characteristics can be measured objectively, but the way we interpret the quantitative results is contextual and relative to each person's conditions. That is, we need to think critically about any results that concern our personal lives.

Parts two and three are about sharing experiences. This involves using CT in reference group.

1. Encourage learners to develop links between wellbeing and CT, based on their prior knowledge.
2. The ideas can be written by the adult educator on a flipchart paper.



Debriefing/Feedback on the results of the activity:

Observational comments concerning the connections between wellbeing and the content of CT developed before.



Materials (text, image, video with references):

Pencils, paper, flipchart, “Mentimeter”, “Slido”.



Organization (on-site/remote/mixed work; individual work/pair or group work):

- On-site individual and group work.
- The adult educator will monitor the group activity.



Group size:

Up to 25 learners.



Duration:

15–20 min.

3. Comprehension

Let learners explore the topics in more depth by using new material (articles, books, videos, etc.), encouraging the exchange of ideas and opinions between learners. Allow learners to work individually together for a better understanding of the concept of wellbeing, its link with CT and its implications.

Tool 3.1. I.N.S.E.R.T.



Description of the tool (activity):

I.N.S.E.R.T. (Interactive Noting System of Effective Reading and Thinking) is a method of active reading, when the reader stays alert and interested in the topic and the text. To keep this interest alive the learners, use three different colours of stickers to mark reading text and to demonstrate that they are 'familiar' or 'less familiar' with certain things in the textbook, or they 'wish to know more'. Learners also can use the sign system to mark reading text: ✓ (known already), - (information different from what one knew), + (new information), ? (confusing information).

Marked text can be conveniently used to highlight newly acquired information, compare what you read with brainstormed thoughts and assumptions, select topics for future work or research, etc. This task-oriented approach encourages active, reflective engagement with the text.

1. Give the learners a text about wellbeing in national language.
2. Ask them to read it using the I.N.S.E.R.T. method and mark the text with green what is familiar, with red what is less familiar and with orange what they want to know.
3. The learners will use the colors on the text to highlight the information as mentioned.
4. Ask the learners to reflect on what they have read in pairs and write answers on the flipchart paper and present the result to all group.
 - What knowledge was confirmed?
 - What beliefs were disconfirmed?
 - What was new?
 - What is still unclear/questionable?



Debriefing/Feedback on the results of the activity:

- Summarize the presentation paying attention to similarities and differences of the results.
- Pay special attention to the last question: What is still unclear/questionable?
- Connect those issues with the topics of the program.



Materials (text, image, video with references):

After discussing how to define the concept of wellbeing participants will be given a document in which several definitions/approaches to the term wellbeing are provided and the dimensions of wellbeing are also explained.



Organization (on-site/remote/mixed work; individual work/pair or group work):

Individual reading, discussion in pairs.



Group size:

18–25 learners.



Duration:

45–50 min.

Tool 3.2. Discussion

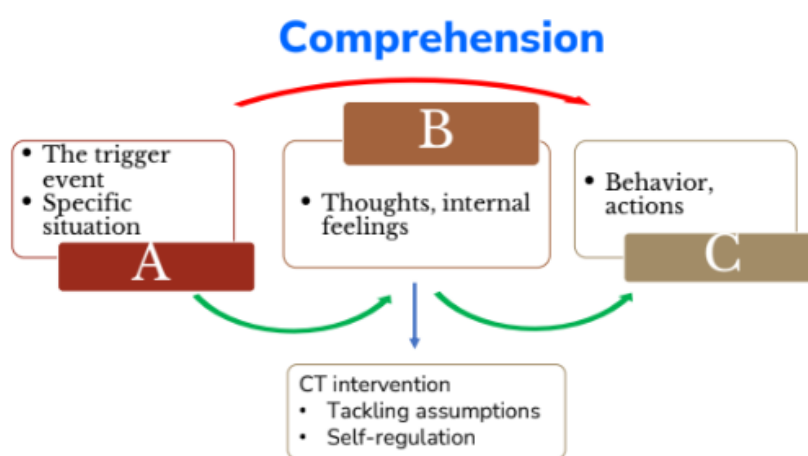


Description of the tool (activity):

Discussions:

The trainer will explain Ellis's reinterpreted diagram, from which the participants will comprehend that the installation of wellbeing depends on the use of CT between a triggering event and the actual behavior of the subject.

Encourage learners to develop links between wellbeing and CT, based on their prior knowledge.



Picture 7. A. Ellis diagram



Debriefing/Feedback on the results of the activity:

Observational comments concerning the connections between wellbeing and the content of CT developed before.



Materials (text, image, video with references):

Pencils, paper, flipchart.



Organization (on-site/remote/mixed work; individual work/pair or group work):

- On-site individual work.
- The adult educator will monitor the group activity.



Group size:

Up to 25 learners.



Duration:

17–20 min.

4. Reflection & metacognition

Let learners reflect and evaluate on previously held information about the concepts studied, so that they become active participants and not just passive receivers of wellbeing knowledge.

Tool 4.1. K-W-L



Description of the tool (activity):

K-W-L is a research strategy. The approximate acronym stands for "What I **Know**," "What I **Want** to Know," and "What I **Learned**".

1. Let learners to evaluate and re-evaluating previously held knowledge, beliefs, & attitudes, as well as overall learning process in oral form.
2. For this step of using the K-W-L method, should be filled the last column: "What I Learned".
3. Ask participants individually to fill the third column using the knowledge achieved.



Debriefing/Feedback on the results of the activity:

The adult educator presents, using the participants ideas, how CT influences the wellbeing in everybody's life.

1. Emotional wellbeing refers to self-awareness and emotional coping. Emotional wellbeing is partly dependent on the capacity for self-reflection.
2. Social wellbeing refers to experiencing positive relationships and connecting with others and is important for pro-social behavior and empathy towards others.
3. Physical wellbeing is the extent to which a person feels physically healthy and safe. Physical wellbeing creates positive premises for health.
4. Spiritual wellbeing refers to a person's sense of meaning and purpose. It can include connection to culture, religion or community and includes beliefs, values and ethical principles.

<https://www.linkedin.com/pulse/how-you-can-optimize-your-mental-physical-emotional-allison>



Materials (text, image, video with references):

<https://highschool.bbhcsc.org/link-three-clone/health-and-wellness/dimensions-of-wellness>



Organization (on-site/remote/mixed work; individual work/pair or group work):

On-site learning, individual reading, discussions.



Group size:

Up to 25 learners.



Duration:

30–40 min.

Tool 4.2. 3–2–1 Wellbeing check-in



Description of the tool (activity):

Adult educators will ask learners to complete the following tasks individually:

3 things you're grateful: List three aspects of life that currently bring you a sense of wellbeing.

2 areas for improvement: Identify two areas in your life where you feel wellbeing could be strengthened.

1 actionable goal: Write one small, realistic action you can take this week to improve your wellbeing in one of these areas.

Encourage learners to develop links between wellbeing and CT, based on their prior knowledge. The ideas will be written by the adult educator on a flipchart paper.



Debriefing/Feedback on the results of the activity:

The trainer monitors the discussions and provides positive specific observation about participants ideas clarifying some misunderstandings.



Materials (text, image, video with references):

Pencils, paper, flipchart.



Organization (on-site/remote/mixed work; individual work/ pair or group work):

- On-site individual and group work.
- Adult educator has to prepare assistants from the members of the group, or trainers' team for monitoring of the process in the groups.



Group size:

18–25 learners.



Duration:

35–45 min.

5. Decision making & acting

Let learners develop their own definition of the concept of wellbeing and the implications of CT about it.

Tool 5.1. DIY Fortune cookies



Description of the tool (activity):

1. Learners will write a message to take with them or to give away, as a gift to someone else. During the training participants might observe or think to another person that will benefit from the message written on the fortune cookies. Hence, they might decide to give away their "fortune", "their personal fortune cookie".

2. Alternatively, adult educators can mix the lucky cookies in a 'basket' and each

participant will draw a “cookie” again. In this way, each person will receive a “lucky message”.



Debriefing/Feedback on the results of the activity:

The adult educator will assess the learners' understanding of well-being.



Materials (text, image, video with references):

A4 paper, pencils.



Organization (on-site/remote/mixed work; individual work/pair or group work):

Individual work.



Group size:

18–25 learners.



Duration:

15–20 min.

Tool 5.2. Reflective essay



Description of the tool (activity):

The method of reflective essay is designed to stimulate the learning by asking learners to think about (“reflect on”) what they learned from a particular text, event, or experience. The process of thinking consciously about their learning deepens and reinforces that learning.

1. Independent learning.

- Švarcová, E. (2010), The role of critical thinking for well-being of individual and society. In P. Doucel., G. Chroust., & V. Oškrdal (Eds.) *IDIMT-2010: Information technology – human values, innovation and economy*. 18th Interdisciplinary information management talks, September 8–10, 2010, Jindřichův Hradec, Czech Republic (pp. 323–331). https://idimt.org/wp-content/uploads/proceedings/IDIMT_proceedings_2010.pdf#page=326
 - Richițeanu-Năstase, E. R., & Stăiculescu, C. (2019). Are extrovert people more satisfied with life? Case study. *Mental hHealth: Global Challenges Journal*, 1(1), 68–70. <https://doi.org/10.32437/mhgcj.v1i1.28>
 - Richițeanu-Năstase, E., Stăiculescu, C., & Lăcătuș, M. L. (2019). The relationship between optimism and life satisfaction: Case study. In E. Soare, & C. Langa (Eds.), *Education facing contemporary world issues*, vol 67. European proceedings of social and behavioural sciences (pp. 1023–1028). Future Academy. <https://doi.org/10.15405/epsbs.2019.08.03.124>
2. The learners will write one-page essay with the title: How CT helps me to develop my wellbeing?
 3. The essay will have the following structure:

- My definition of wellbeing.
- How CT helps me to improve my wellbeing?
- How can I apply the concept of CT to achieve the wellbeing?



Debriefing/Feedback on the results of the activity:

The adult educator will assess individually each essay and will offer positive feedback as following:

- how the learners understood the concept of wellbeing;
- how they used the concept of CT referring to wellbeing;
- the creativity of writing.



Materials (text, image, video with references):

A4 paper, pencils.



Organization (on-site/remote/mixed work; individual work/pair or group work):

Individual work.



Group size:

18–25 learners.



Duration:

90–100 min.

MODULE 4. Value of a critical thinking for a community: Engaging minds for shared understanding and progress

Objectives:

1. Discuss the importance of critical thinking in community dynamics.
2. Formulate strategies for promoting CT, emphasising community engagement.
3. Provide practical tools for educators to guide learners in applying CT to community challenges.

By the end of the module adult educators will be able to:

- analyse the role of CT in addressing community issues related to tolerance, confrontation, tradition and innovation;
- facilitate discussions that encourage learners to examine their perspectives and those of others;
- apply CT frameworks in practical community scenarios.

1. Evocation

Encourage learners to express their ideas and opinions about what CT means to them in a community context, drawing from their personal experiences, knowledge, or imagination, either through discussion or written reflections.

Tool 1.1. Think-pair-share



Description of the tool (activity):

Think-Pair-Share is a cooperative learning activity that can work in varied size classrooms and in any subject. Adult educators pose a question, learners first THINK to themselves prior to being instructed to discuss their response with a learner sitting near them (PAIR). Finally, the groups SHARE what they discussed with their partner to the entire class and discussion continues.

1. Before showing the video, ask learners to think about the following as they watch:
 - Have you ever been in a situation where you felt misunderstood because someone had a limited perception of who you are?
 - What impact do single stories have on community relations?
 - How can CT help us move beyond these single stories to create more inclusive communities?
2. Show a short video that illustrates a community issue.
3. Ask learners to share their impressions.



Debriefing/Feedback on the results of the activity:

- After watching the video, initiate a debriefing session by asking learners to reflect on the key themes presented.
- Encourage them to share their thoughts on how the video connects to the community context and CT.
- Finally, guide learners in exploring how the video and their reflections might apply to real-life community challenges.



Materials (text, image, video with references):

- Video of the TedTalk given by Chimamanda Ngozi Adichie (subtitles available in English, Latvian, Lithuanian, Romanian, and Croatian). You can play the first 8 minutes of the 18-minute video: <https://www.youtube.com/watch?v=D9lhs241zeg>
- Think-Pair-Share:
[https://www.kent.edu/ctl/think-pair-share#:~:text=Think%2DPair%2DShare%20\(TPS,sitting%20near%20them%20\(PAIR_](https://www.kent.edu/ctl/think-pair-share#:~:text=Think%2DPair%2DShare%20(TPS,sitting%20near%20them%20(PAIR_)



Organization (on-site/remote/mixed work; individual work/pair or group work):

Activity can be organized on-site and remote.



Group size:

Up to 20 learners.



Duration:

40 min.

2. Key questioning of prior knowledge, experience & intuitions

Let learners think critically about their own experiences, share and discuss their own encounters. Learners would explore different community member's perspectives on inclusiveness and confrontation.

Tool 2.1. Role play



Description of the tool (activity):

Role-play is a form of experiential learning. The role play can be carried out one-to-one (individual role play) or as a group role play with each member in the group taking on a role/character.

1. Ask participants to divide into groups of 3–5 people and share conflicting experiences related to differences of opinion in their communities on issues of tolerance and inclusion.
2. Ask each group to choose one situation and describe it: who plays what role, what are the interests, how are coalitions formed, and how do people participate in decision-making?
3. Ask the groups to act out the situation based on their description.



Debriefing/Feedback on the results of the activity:

Use a list of provocative questions that challenge learners to think critically about their own experiences:

- Is tolerance always beneficial for a community?
- Can confrontation be a sign of growth and progress in a community?
- Can traditions limit innovation?
- How can communities balance respect for tradition while embracing innovation?
- What role does CT play in determining which traditions to preserve?



Materials (text, image, video with references):

No materials.



Organization (on-site/remote/mixed work; individual work/pair or group work):

On-site activity.



Group size:

Up to 20 learners.



Duration:

Approximately 60 min.

3. Comprehension

Let learners analyze, discuss, identify key issues and propose solutions which will encourage them to think critically.

Tool 3.1. Case studies, scenarios



Description of the tool (activity):

Scenario-based training typically involves interactive activities, prompting learners to consider various possible responses or solutions. Realistic scenarios give learners the opportunity to engage in problem-solving and mentally prepare for situations they may encounter.

Case studies are valuable tools for encouraging learners to practically apply their skills and knowledge to real-life situations. They are especially beneficial when dealing with complex circumstances where solutions are not clear-cut.

Use case studies or real-life scenarios in which tolerance or traditions play a key role.

1. When preparing for the training, you can choose one case or scenario for the whole group to analyze that causes community problems or dissatisfaction (e.g., a newspaper article, TV program, etc.) or several cases if you plan to discuss different topics in smaller subgroups.
2. Divide the learners into smaller groups of 3–5 people.
3. Give each group a description of the case (scenario).
4. Ask the groups to analyze the case or scenario, paying attention to the following questions:
 - What assumptions or attitudes toward the topic does the author present? Are there any biases, and how might they affect the meaning of the article?

- How could the ideas (or problems) discussed in the article be applied (or revealed) in your community? Can you think of any similar situations or value issues?
- How can CT help communities address the issues raised in the article? What specific critical thinking skills would be valuable?



Debriefing/Feedback on the results of the activity:

Even though all groups had the same materials, their view on the same case study/scenario would be completely different. Learners should be asked how they identified key issues and how would they solve them.



Materials (text, image, video with references):

Case study or a real-life scenario by choice.



Organization (on-site/remote/mixed work; individual work/pair or group work):

On-site learning, group work.



Group size:

Up to 20 learners.



Duration:

Approximately 60 min.

4. Reflection & metacognition

Tool 4.1. Stand where you stand



Description of the tool (activity):

Teaching about current issues provides opportunities for learners to practice CT, persuasive speaking, evidence-based reasoning, and listening skills. Learners analyse issues, develop their own position statements, listen respectfully to the opinions of others, and evaluate persuasive arguments in support of positions.

Support learners in processing how their perception of CT in the community has changed with questions like:

- How has this discussion challenged your understanding of community dynamics?
- Can you identify moments when CT might have helped resolve conflicts or fostered inclusiveness in your community?
- How has your understanding of inclusiveness changed?
- How has your understanding of confrontation changed?



Debriefing/Feedback on the results of the activity:

Highlight the distinction between prior knowledge and newly acquired knowledge.



Materials (text, image, video with references):

No materials.



Organization (on-site/remote/mixed work; individual work/ pair or group work):

On site. Group work.



Group size:

Up to 20 learners.



Duration:

Approximately 60 min.

Decision making & acting

Let learners use their knowledge of CT through making decisions using the knowledge of CT that they have gathered through past modules.

Tool 5.1. Action plan



Description of the tool (activity):

Action learning is the process of finding creative solutions to challenges while reflecting on results. Often used when tackling difficult problems.

Learners create a personal action plan identifying how they will apply CT to their work with communities.



Debriefing/Feedback on the results of the activity:

Feedback on the action plan should be given to learners after the finished action plans. It should be based on the following aspects:

- Evaluate how clearly the learner has defined their goals and objectives in the action plan.
- Provide feedback on how well the learner has incorporated CT principles into their action plan.
- Highlight how effectively the learner has included problem-solving strategies for potential challenges.



Materials (text, image, video with references):

No materials.



Organization (on-site/remote/mixed work; individual work/ pair or group work):

On-site or remote. Individual work.



Group size:

Up to 20 learners.



Duration:

Approximately 90 min.

MODULE 5. The value of critical thinking for society: A dialogue between a person and a piece of work of art (aspect of material culture)

Objectives:

1. To expand the understanding of culture as a dialogue between an individual and a piece of the work of art.
2. To learn to look at a work of art from different perspectives based on learners' CT skills.
3. To learn to listen to different opinions and to express one's personal opinion providing arguments.

By the end of the module adult educators:

- will be able to understand culture as a dialogue between the individual and the work of art;
- will be able to form a dialogue with different forms and expressions of contemporary culture;
- will be able to show tolerance to the different and the obscure/incomprehensible in art and in other people.

1. Evocation

To allow learners verbally or in writing express their feelings about the provocative nature of art.

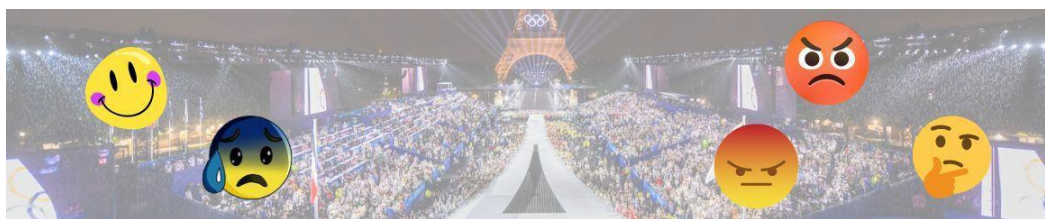
Tool 1.1. Free associations



Description of the tool (activity):

The method of free associations allows you to activate the unconscious component of the psyche; bypass rational thinking, break stereotypes and create new connections with the object of perception. The adult educator does not ask any leading questions, does not try to clarify anything. The condition is that the learners do not limit their emotions and talk about everything that is happening in their thoughts. The adult educator listens to everything and then makes a careful analysis of what was said.

1. Invite the learners to remember the opening ceremony of the 2024 Paris Olympic Games. You can show a short overview of the ceremony.
2. Invite the learners to write 2-3 associations on the slips of paper that describe their feelings about the opening ceremony of the 2024 Paris Olympic Games.
3. Read the slips in turn and invite learners to explain their associations.



Picture 8. The method of free associations



Debriefing/Feedback on the results of the activity:

Comment on the fact that the feelings were different, including offensive ones. This raises the question of the relationship between the individual and the work of art, to which the answers will be sought in the continuation of the lesson.



Materials (text, image, video with references):

Video recording of the opening ceremony of the 2024 Paris Olympic Games:
<https://youtu.be/j-Ou-ggS718>



Organization (on-site/remote/mixed work; individual work/pair or group work):

The activity can be organized on-site or through the distance learning platform. In this case, participants can be asked to write their associations on the Padlet board.



Group size:

Up to 20 learners.



Duration:

20 min.

2. Key questioning of prior knowledge, experience & intuitions

Invite the learners to question their ideas about the topic, confronting them with the opinions of other learners.

Tool 2.1. Think-Pair-Share

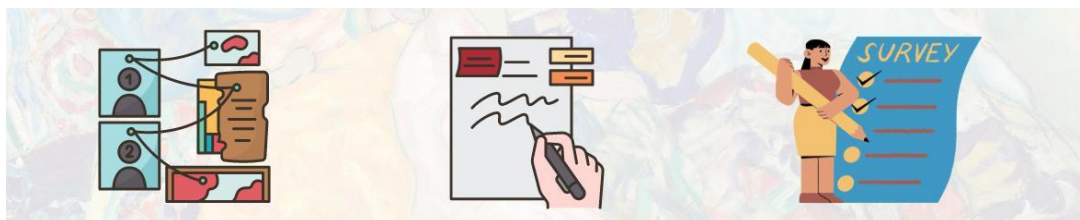


Description of the tool (activity):

Think-Pair-Share is a cooperative learning activity that can work in varied size classrooms and on any subject. An adult educator poses a question, learners first THINK to themselves prior to being instructed to discuss their response with a person sitting next to them (PAIR). Finally, the groups SHARE out what they discussed with their partner to the entire class and the discussion continues.

1. Ask the learners to share their experiences of the perception of works of art in pairs, mentioning those works of art that have appealed or confused them. Invite them to share their understanding of why works of art can have different effects.

2. Match the two pairs. In these new groups, invite pairs to share the effect of works of art on them, clarified in the previous step. Each combined group agrees on the 3-5 most important factors that influence the perception of the works of art and writes them on the board.
3. The participants get acquainted with the conclusions of other groups and supplement their list of factors with those they agree with.



Picture 9. Cooperative learning activity – Think-Pair-Share



Debriefing/Feedback on the results of the activity:

Comment on the fact that a work of art can be viewed from different perspectives, resulting in a change of perception of the work of art.



Materials (text, image, video with references):

Not necessary.



Organization (on-site/remote/mixed work; individual work/pair or group work):

The activity can be organized face-to-face or through the distance learning platform. In this way, the facilitator can invite the participants to write their associations on the Padlet board.



Group size:

Up to 16 learners.



Duration:

30 min.

3. Comprehension

Invite the learners to deepen their understanding of the topic by getting acquainted with theoretical knowledge and discussing them.

Tool 3.1. I.N.S.E.R.T.



Description of the tool (activity):

I.N.S.E.R.T. (Interactive Noting System of Effective Reading and Thinking) is a method of active reading, when the reader stays alert and interested in the topic and the text. To keep this interest alive the learners, use three different colours of stickers to mark

reading text and to demonstrate that they are 'familiar' or 'less familiar' with certain things in the textbook, or they 'wish to know more'.

Learners also can use the sign system to mark reading text: ✓ (known already), - (information different from what one knew), + (new information), ? (confusing information).

Marked text can be conveniently used to highlight newly acquired information, compare what you read with brainstormed thoughts and assumptions, select topics for future work or research, etc. This task-oriented approach encourages active, reflective engagement with the text.

1. Learners work individually with the proposed text and mark statements they agree with and disagree with.
2. Learners are divided into groups of 5-6 persons and invited to discuss the topic "Society needs aesthetic art". Each member of the group expresses his/her opinion on the topic, using the findings after reading texts and argues them. As a result of the discussion, the group should come to a specific position on the issue under discussion.
3. Groups present their position on the topic of discussion and provides justification for it.



Picture 10. Interactive Note System for Effective Reading and Thinking



Debriefing/Feedback on the results of the activity:

The adult educator summarizes the work of the groups, emphasizing the key points in the expressed opinions for deepening CT.



Materials (text, image, video with references):

Text from the book: Welsch, W. (2005). *Estētikas robežceļi*. Center for Contemporary Art, p. 129–134. In the original: Wolfgang, W. (1996). *Grenzgänge der Ästhetik*. Philip Reclam jun.



Organization (on-site/remote/mixed work; individual work/pair or group work):

The activity can be organized face-to-face and using the distance learning platform. In order to save time, learners can be asked to familiarize themselves with the material and prepare arguments at home before the lesson.



Group size:

Up to 20 learners.



Duration:

40 min.

4. Reflection & metacognition

Invite the learners to focus on the main lessons learned, formulating them in writing.

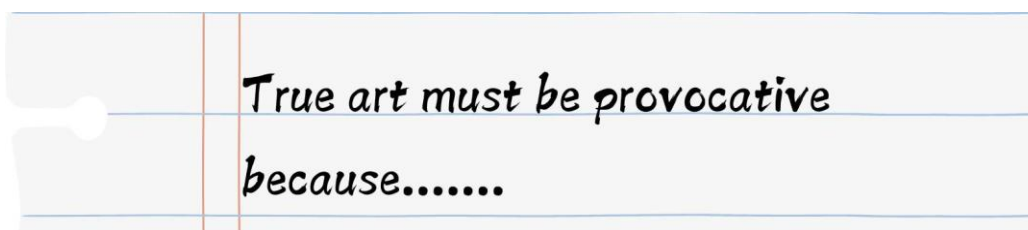
Tool 4.1. Incomplete sentences



Description of the tool (activity):

The method helps to find out the opinion or ideas of all learners on a topic. The adult educator writes incomplete sentences on large sheets of paper and places them around the room. Learners go around the sheets and write down their opinion, as well as add comments to what others have written. A discussion of the opinions expressed can follow after the task is completed. The method can also be used in individual work, when each participant completes a sentence on his own page.

The learners reflect on what they have done in the previous activities and create a continuation of the proposed text. For example, "True art must/does not have to be provocative because..."



Picture 11. Incomplete sentences



Debriefing/Feedback on the results of the activity:

Commentary summarizing the insights created.



Materials (text, image, video with references):

Not necessary.



Organization (on-site/remote/mixed work; individual work/pair or group work):

Individual work.



Group size:

N/A



Duration:

20 min.

5. Decision making and acting

Invite the learners to express their opinion to others by materializing it into a creative product.

Tool 5.1. Creative work



Description of the tool (activity):

Creative work is one of the types of project work. The purpose of the tool is to make the learner look at the situation from different points of view, notice new opportunities and offer original solutions, proactively look for opportunities to improve their own and others' quality of life, experience process management from the creation of an idea to implementation.

1. Learners are divided into groups of 4-5. Each group chooses a target audience for their creative work: students, visitors to cultural centers, national associations, etc.
2. The task of the group is to create a poster about the mission of art and its limits in society. You can use visual design programs (Canva, Adobe Illustrator, etc.) for the work or do it manually and then take a picture of the result.
3. Learners post their creative works to other groups.



Picture 12. Creative work



Debriefing/Feedback on the results of the activity:

There are two types of feedback. One is provided by the adult educator, commenting on how the learners have understood the topic. The second feedback is formed from learners' comments on other groups.



Materials (text, image, video with references):

Not necessary.



Organization (on-site/remote/mixed work; individual work/pair or group work):

Work in groups can be done face-to-face or remotely or in a combination of both. In order to save time, the learners can be told about this creative work at the very beginning of the lesson, so that while they implement activities, they can already be thinking about the completion of the final work.



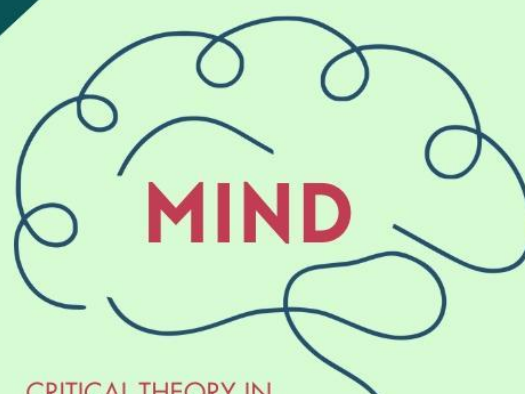
Group size:

N/A



Duration:

60 min.



CRITICAL THEORY IN
ADULT EDUCATION PRACTICE:
EMPOWERMENT FOR CRITICAL ACTIONS



Co-funded by
the European Union

The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein. Project number: 2023-1-LT01-KA220-ADU-000153426