



# Bridge

E+ project

## TOOLKIT

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## 18 CRITICAL THINKING 1 What do they need to know about us?

**Asturia vzw**

### Template

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Methodologies: Reflecting on important elements of information about yourself.

Research suggests that the way in which each of us thinks and acts in daily life can be influenced by the way we handle information effectively and ethically. We can describe the term "information literacy" as a set of abilities that enables an individual to acquire, evaluate, and use information. One can think of information literacy as having five components: identify, find, evaluate, apply, and acknowledge sources of information. The 'What do they need to know about us?' handout is designed to help you identify some of the ways in which you can handle information.

Methodology:	Group work	Strategies for reflecting on important elements of information about yourself.
Subject	Ethics	
Life skill related	Critical thinking	
Title	<b>What do they need to know about us ?</b>	
Age/Grade	Children of the age of 14 who are able to prioritize important information about themselves that other people would benefit from knowing	
Timing	135 minutes ( 3 meetings / 45 minutes)	
Suggestion for who facilitate	Preparatory training: <ul style="list-style-type: none"> <li>- Providing new specific lexical set (sentence, question and answer structure)</li> <li>- Providing sentence modeling</li> <li>- Providing examples of conversation</li> </ul> Supports: <ul style="list-style-type: none"> <li>- Online dictionary, how to search particular information (e.g. economy, labor, politics, every day life); curiosity of peers, absence of judgment or criticism.</li> </ul>	
Description of the activity	<p>Provide each pair with a copy of the 'What do they need to know about us' handout</p> <p>Each pair has to prepare an interview where one child is a leader of a group and the other child wants to join the group. Use the table below as a guide to the content.</p> <p>The child who is the leader of the group asks questions about</p> <ol style="list-style-type: none"> <li>1. Background</li> <li>2. Society</li> <li>3. Traditions and customs</li> <li>4. Daily life</li> <li>5. Business etiquette</li> </ol> <p>After 20 minutes the children change roles.</p> <p>Additional questions for the children of the age of 14</p> <ol style="list-style-type: none"> <li>1. Where you have identified important differences in information given by the child who wants to join the group, consider...</li> <li>2. Are these differences important?</li> <li>3. How might these differences become apparent in the group environment?</li> <li>4. How might new candidates perceive certain questions?</li> <li>5. What challenges do these differences present?</li> </ol>	

**‘What do they need to know about us?’ handout**

1	Background of the child who wants to join the group	Geography and topography History Economic system Business and commerce Political structures Media and broadcasting Language(s)
2	View on society of the child who wants to join the group	Current political situation Legal system Religious influences Regional differences Social and community life Ethnic minorities Gender issues Education system Heroes and myths Private / work life overlap
3	Traditions and customs of child who wants to join the group	Communication styles Greetings Gestures Levels of formality Holidays and festivals Taboos Gift-giving
4	Daily life of the child who wants to join the group	Shopping Entertaining Food and Eating out Getting around Climate Healthcare Housing Security
5	Business etiquette of the child who wants to join the group	Business relationships Approaches to work Approaches to leadership and teams Management styles Formal and informal meetings and discussions Negotiations and presentations



## 19 CRITICAL THINKING 2 Mathematics for Everyone

### IRECOOP AAS Template

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Methodology:	Peer and cooperative learning /Group work/simulations	
Subject	Mathematics	
Life skill related	Critical Thinking	
Title	<b>Mathematics for Everyone</b>	
Age/Grade	Ages 11-14	
Timing	120/150 minutes - 2 sessions	
Suggestion for who facilitate	<ul style="list-style-type: none"> <li>- Developing mathematical skills through the application of concepts in real situations.</li> <li>- Enhancing critical thinking through solving complex problems.</li> <li>- Foster collaboration and discussion among students to stimulate critical reasoning.</li> </ul> <p>Tip: before the activity it is suggested to implement the lesson on percentages, introducing students to the concept of a monthly budget. You can use real-life data from national statistics institutes, such as the Italian National Institute of Statistics (ISTAT), to show how families spend their income on different needs like housing, food, and transportation. This practical example makes it easier for students to understand how percentages are used in everyday life.</p>	
Description of the activity	<p><b>Lesson 1: Application of Mathematical Concepts</b></p> <p><b>Warm-up Activity (15 min): Percentage Calculation</b></p> <p>To engage students in the activity, we recommend starting with a warm-up game that applies basic mathematical concepts through practical examples.</p> <ul style="list-style-type: none"> <li>● <b>Review:</b> Recap percentage calculation using practical examples.               <ul style="list-style-type: none"> <li>○ Example: "If an item initially costs 100 euros and is discounted by 20%, what will be the discounted price?"</li> <li>○ Guide students through calculating a 20% discount on 100 euros (20 euros), then determining the discounted price (80 euros).</li> </ul> </li> </ul> <p><b>Introduction to Context (15 min): Monthly Budget Management</b></p> <p>The objective of this activity is to analyze, define, and solve a real-world problem, specifically managing a monthly budget for everyday expenses.</p> <ul style="list-style-type: none"> <li>● <b>Introduction:</b> Introduce the concept of a monthly budget.               <ul style="list-style-type: none"> <li>○ Example: "Each student receives an imaginary 'monthly budget' and must plan how to allocate money for expenses such as food, transportation, and leisure."</li> <li>○ Discussion on key aspects to consider in budget planning: basic needs vs. leisure, prioritizing expenses, balancing different spending categories.</li> </ul> </li> </ul> <p><b>Group Work (30 min): Monthly Budget Planning</b></p>	

Divide the class into small groups. Students in each group will collaborate to plan a monthly budget.

- Roles: Assign specific roles within each group (e.g., food expenses manager, transportation manager, etc.).
- Use percentage and proportion concepts to allocate a percentage of the budget to each expense category.
- Each group prepares a brief presentation to illustrate their budget plan to the class.
- Encourage discussion and shared decision-making within the group.

## **Lesson 2: Stimulating Critical Thinking**

### **Discussion of Results (30 min): Group Presentations**

Each group presents their budget plan to the class, explaining the decision-making process behind their choices.

- Facilitate discussion on the different strategies used by groups, comparing various spending proportions and priorities identified.
- Reflect on budget management and the importance of making informed decisions based on financial limits and personal needs.

### **Problem Review (30 min): Discussion of Proposed Solutions and Introduction to Critical Thinking**

Review the solutions proposed by various groups for the budget problem from the previous lesson.

- Discuss the different strategies and approaches used by groups to allocate the budget among different spending categories.
- Compare the decisions made and the implications of choices in different budget scenarios. Introduce concepts of analysis, evaluation, and synthesis.
- Engage students in a discussion using concepts of analysis (breaking down the problem), evaluation (judging available options), and synthesis (constructing a comprehensive solution) in the context of solving mathematical problems.
- Connect the problem-solving process in mathematics with the critical thinking skills necessary to tackle complex problems.

### **Output**

- At the end of the work, the working groups will have produced posters/posters that will be made available to the class.
- **Poster Presentation:** Ask the working groups to display different models of monthly budgets for daily expenses.

### **Assessment:**

Assessment will be based on active participation, quality of responses, ability to apply mathematical concepts in real-world situations, and clarity in critical reasoning. Collaboration during group activities will also be evaluated.

### **Final Notes:**

This activity aims to integrate mathematics with critical thinking, encouraging collaboration and stimulating students to explore different perspectives in problem-solving. The use of realistic problems fosters a deeper understanding of mathematical concepts and promotes critical thinking.

## CRITICAL THINKING 3 Language and critical thinking

### IRECOOP AAS

#### Template

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Methodologies:

Developing students' language skills through critical analysis of literary texts and promoting critical thinking through restorative justice approaches among peers.

Methodology:	Tools for developing peer-to-peer restorative justice approaches/text analysis/text production	
Subject	Italian	
Life skill related	Critical Thinking	
Title	Language and critical thinking	
Age/Grade	11- 14 years	
Timing	120-240 minutes - at least in 2 meetings	
Suggestion for who facilitate	<p><b>Materials Needed:</b></p> <ul style="list-style-type: none"> <li>Literary texts (poems, short stories, excerpts from novels) For example, "Romeo and Juliet" by William Shakespeare is suggested in the example. In general, choose appropriate texts that can stimulate discussion on themes of conflict and interpersonal relationships. For instance, you could select an excerpt from a novel, a poem, or a short story that presents a significant conflict between characters.</li> </ul> <p>Italian Literature Text: "Pinocchio" by Carlo Collodi Description: This classic tale follows the adventures of Pinocchio, a wooden puppet who dreams of becoming a real boy. The story addresses themes of honesty, responsibility, and the consequences of one's actions. Activity: Focus on the conflicts Pinocchio faces due to his decisions and interactions with characters like Geppetto, the Blue Fairy, and the Fox and the Cat. Discuss how Pinocchio learns from his mistakes and apply peer restorative justice principles to explore how misunderstandings and conflicts can be resolved.</p> <p>Romanian Literature Text: "The Story of the Pig" (Povestea Porcului) by Ion Creangă Description: This folktale tells the story of a poor man and his magical pig that can transform into a young man. The story touches on themes of kindness, bravery, and the rewards of good deeds. Activity: Discuss the various conflicts and resolutions within the story, focusing on how characters resolve their differences. Use restorative justice principles to explore alternative ways conflicts could be handled to promote understanding and cooperation.</p> <p>Greek Literature Text: "The Adventures of Odysseus" (Adapted versions of Homer's "Odyssey") Description: Simplified and adapted versions of "The Odyssey" tell the story of Odysseus' long journey home after the Trojan War, highlighting his cleverness and perseverance in overcoming obstacles and conflicts. Activity: Focus on the conflicts Odysseus encounters, such as with the Cyclops, the Sirens, and the suitors in Ithaca. Discuss the different ways</p>	

	<p>Odysseus resolves these conflicts and apply restorative justice principles to imagine peaceful resolutions and mutual understanding.</p> <p>Serbian Literature Text: "Stribor's Forest" (Šuma Striborova) by Ivana Brlić-Mažuranić Description: This fairy tale, part of the book "Croatian Tales of Long Ago," is about a young man who, bewitched by a snake-woman, returns to his village with her, only to face various trials and conflicts. Activity: Analyze the conflicts between the young man, his mother, and the snake-woman. Discuss the lessons learned and apply restorative justice principles to explore how the characters could better understand and resolve their differences.</p> <ul style="list-style-type: none"> <li>• Sheets of paper and pens</li> <li>• Guides for the development of peer restorative justice approaches</li> </ul>
Description of the activity	<p><b>Lesson 1: Critical Analysis of Literary Texts</b></p> <p><b>Warm-up Activity (15 minutes):</b></p> <p>The activity begins with a brief discussion on the concepts of critical thinking and peer restorative justice. During the brief discussion, present hypothetical cases of peer conflicts. For example, discuss situations where a classmate unintentionally damaged another student's property. Students can explore together possible solutions to address the conflict fairly and respectfully. <b>GUIDE 1</b></p> <p><b>Reading and Analysis (20 minutes):</b></p> <p>At the start of the activity, introduce the literary texts that you will analyze. In the example provided, "Romeo and Juliet" by William Shakespeare is used.</p> <p>Students read and critically analyze an assigned literary text, identifying themes, characters, and implicit messages. They use guides for the development of peer restorative justice approaches to examine conflicts and relational dynamics present in the text.</p> <p>For this activity, divide the class into small groups to enhance their ability to work collaboratively. <b>GUIDE 2</b></p> <p><b>Discussion and Reflection (25 minutes):</b></p> <p>During the class discussion using the guides for the development of peer restorative justice approaches, students examine how characters in the text address conflicts. For example, they can focus on the conflict between the rival families, the Montagues and Capulets, and explore possible solutions to the conflict that leads to the tragic end of the protagonists. Alternatively, they could reflect on how misunderstanding and hatred between the two families could be addressed more fairly using principles of peer restorative justice, seeking ways to promote mutual understanding and reconciliation between the conflicting factions.</p> <p><b>GUIDE 3</b></p> <p><b>Lesson 2: Textual Production and Practical Application</b></p> <p><b>Review Activity (10 minutes):</b></p> <p>Review key concepts covered in the previous lesson: critical thinking, peer restorative justice, and critical analysis of literary texts.</p>



### **Textual Production (25 minutes):**

Students (individually or in small groups) write a short text (story, poem, etc.) based on the themes and characters discussed in the previous lesson. They must integrate peer restorative justice approaches into their text.

### **Sharing and Feedback (25 minutes):**

Students read their work aloud and receive feedback from their classmates using the guide for the development of peer restorative justice approaches used previously. Discuss strengths and areas for improvement in their texts.

### **Evaluation:**

Assessment will be based on active participation in class discussions, the quality of critical analysis of literary texts, and the creativity and originality of the texts produced. Additionally, students' ability to apply peer restorative justice approaches in their written work will be evaluated.

### **Final Notes:**

This integrated activity aims to develop students' language skills through critical analysis of literary texts while simultaneously promoting critical thinking and the ability to resolve conflicts constructively through peer restorative justice approaches. The combination of these skills fosters the development of critical and aware citizens capable of understanding and effectively responding to relational and social dynamics.

According to the class group, it could also be possible to anticipate the topic in different ways: reading the book in advance, listening to podcasts, going to the theater, etc.

## **GUIDE 1**

### **Warm-up Activity Guide (15 minutes):**

#### **Introduction to Concepts (5 minutes):**

- Start the activity by briefly introducing the concepts of critical thinking and peer restorative justice.
- Explain that critical thinking involves carefully examining a problem, considering different perspectives, and making informed decisions.
- Define peer restorative justice as an approach aimed at resolving conflicts fairly, involving dialogue and mutual understanding.

#### **Group Discussion Activity (10 minutes):**

- Divide the class into groups of 3-4 students each.
- Assign each group a hypothetical case of peer conflict. Use realistic scenarios that could occur among students, such as accidental damage to property. Another option could be to use scenarios from the text that was chosen, like in this case different relations between the protagonists of "Romeo and Juliet".
- Students should discuss the following questions within their groups:
  - What is the conflict in this scenario?
  - Who are the people involved and what are their viewpoints?
  - What are the underlying causes of the conflict?
  - What could be balanced and respectful solutions to resolve the conflict?

## GUIDE 2

### Reading and Analysis of "Romeo and Juliet" (30 minutes):

#### Introduction to the Text (10 minutes):

- Briefly present the play "Romeo and Juliet" by William Shakespeare.
- Discuss the central themes of love, rivalry, and tragedy present in the text.
- Emphasize the importance of relational dynamics and conflicts between the main characters.

#### Group Division and Role Assignment (5 minutes):

- Divide the class into groups of 3-4 students each.
- Assign each group a specific aspect of the text to focus on during the analysis, such as:
  - Conflicts between the rival families (Montagues and Capulets)
  - The relationship between Romeo and Juliet
  - The role of Mercutio in the conflicts

#### Reading the Text (15 minutes):

- Students read the assigned excerpt or a significant passage from "Romeo and Juliet."
- During the reading, they should note the main themes, the characters involved, and the critical points of the conflict.

## GUIDE 3

### Guide for the Development of Peer Restorative Justice Approaches:

- **Identification of the Conflict:** Describe the main conflict in the text.
- **Analysis of Perspectives:** Explore the different perspectives of the characters involved in the conflict. What do they think and feel?
- **Recognition of Responsibilities:** Determine the responsibilities of each character in the conflict. Who has been harmed and who caused the problem?
- **Generation of Solutions:** Brainstorm possible solutions that promote mutual understanding and peaceful resolution of conflicts between the characters.
- **Implementation:** Decide which solution might be most effective in the context of the text and how it could be implemented.
- **Reflection:** Reflect on the consequences of the characters' actions and the effectiveness of the proposed solutions

## CRITICAL THINKING 4 Creative workshops

### Secondary School „Voievod Litovoi”- Romania Template

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Methodology:	The role of education in personality development	
Subject	Education in schools-extracurricular activities.	
Life skill related	<u>Critical thinking</u> Problem solving Confidence Motivation Communication Learning Listening, writing, speaking and reading skills Creativity	
Title	<b>Creative workshops</b>	
Age/Grade	7 <sup>th</sup> grade	
Timing	60 minutes	
Suggestion for who facilitate	<ul style="list-style-type: none"> <li>This activity can be co-facilitated by a teacher and a visual or performing arts educator.</li> <li>A youth worker, school counselor, or external artist can support the reflection and emotional expression components.</li> </ul> <p>It's important the facilitator encourages exploration, respects diverse forms of expression, and promotes a safe, judgment-free environment.</p> <p>Creative workshops and development of artistic skills represent an important aspect in the learning process.</p> <p>Cultivating artistic skills through painting and drawing workshops are conducive environments for the expression of creativity and the development of individual talents.</p> <p>Through this kind of activities, teachers observe that children discover and develop their artistic abilities. These contribute to the formation of their own vision of the world around them.</p>	
Description of the activity	<p>This workshop uses learning corners to guide students through a creative exploration of their emotions, ideas, and identity. Each corner represents a different artistic form — offering hands-on, movement-based, or visual ways to express their “inner world.”</p> <p>Introduction (Whole Group)</p> <p>Introduce the theme: “Discovering and expressing who we are through art.”</p> <p>Explain the format: students will rotate through 3 creative corners, spending 15–20 minutes at each.</p> <p>Encourage them to reflect on their emotions and imagination during each task.</p> <p>Learning Corners (max 20 minutes per station):</p> <p>Corner 1: Visual Expression – Painting &amp; Drawing</p> <p>Task: Students create a visual representation of a feeling, memory, or imaginary world using watercolor, crayons, or markers.</p> <p>“Draw a safe place in your imagination.”</p>	

“Use colors to show how happiness or curiosity feels.”

Corner 2: Paper Craft – Origami Creation

Task: Students fold paper into simple origami shapes (heart, butterfly, star, bird).

Each student assigns a symbolic meaning to their origami and writes a short sentence about what it represents.

Example: “My butterfly means freedom and transformation.”

Corner 3: Music & Movement – Choreography Corner

Focus: Emotional expression through body movement

Task: Students listen to a short piece of music (2–3 minutes) and create a few simple gestures or movements that express the rhythm or emotion.

They can work solo or in small groups.

Final Reflection Circle (Whole Group – 10 minutes)

Gather all students in a circle to share one creation or insight from their favorite corner. Reflect with questions like:

“What did you discover about yourself?”

“Which way of expressing yourself felt easiest or hardest?”

## CRITICAL THINKING 6 Problem Solving Through POWER Model in Algebra

### Asociatia Edulifelong

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Methodologies: POWER method

The first step to problem-solving is the identification of the problem. Until we identify and acquaint ourselves with the issue/problem, it will be difficult to address it properly. This activity will help achieve the following learning outcomes:

- Understand the process of problem solving
- Apply the POWER model in daily life situations

Methodology:	POWER method	Critical Thinking Reflection
Subject	Mathematics/ Geometry / Technology	
Life skill related	Problem Solving, Critical Thinking, Decision Making	
Title	<b>Problem Solving Through POWER Model in Algebra</b>	
Age/Grade	13-14 years old/ 7th Grade	
Timing	45-50 Minutes	
Suggestion for who facilitate	Mathematics Teachers/ Tutors Dividing students into numerically equal, heterogeneous work groups that have access to different sources of information, internet, computer/laptop, video projector, interactive whiteboard.	
Description of the activity	<p><b>Activity Overview:</b></p> <ul style="list-style-type: none"> <li>● <b>Initiate the Activity (10 minutes):</b> Explain the POWER model for problem-solving to the students. Clearly outline the steps of the adapted P.O.W.E.R. Model for Problem Solving in the context of algebra.</li> <li>● <b>Problem Analysis in Groups (25 minutes):</b> Divide students into small groups of three or four. Distribute the following problem statements to each group and instruct them to apply the POWER model to solve the problem.</li> </ul> <p><b>Sample Problems for Groups:</b></p> <ul style="list-style-type: none"> <li>● <b>Group 1:</b> Problem Statement: You are running a concession stand at a basketball game. You are selling hot dogs and sodas. Each hot dog costs \$1.50 and each soda costs \$0.50. At the end of the night, you made a total of \$78.50. You sold a total of 87 hot dogs and sodas combined. You must report the number of hot dogs sold and the number of sodas sold. How many hot dogs were sold and how many sodas were sold?</li> <li>● <b>Solution Steps:</b> P (Problem): Identify the problem: finding the number of hot dogs and sodas sold. O (Options): Set up equations based on the given information.</li> </ul>	



W (Weigh): Compare methods like substitution or elimination to solve the system of equations.

E (Elect and Enact): Solve using the chosen method.

R (Review and Reflect): Reflect on the accuracy and efficiency of the method used.

- **Group 2:**

Problem Statement:

A theater sells tickets for a play at \$8 for adults and \$5 for children. If 250 tickets were sold and the total amount collected was \$1700, how many adult tickets and how many children's tickets were sold?

- **Solution Steps:**

P (Problem): Identify the problem: finding the number of adult and children's tickets sold.

O (Options): Set up equations based on the given information.

W (Weigh): Compare methods like substitution or elimination to solve the system of equations.

E (Elect and Enact): Solve using the chosen method.

R (Review and Reflect): Reflect on the accuracy and efficiency of the method used.

- **Group 3:**

Problem Statement:

You have a budget of \$100 to spend on pencils and notebooks for a school project. Pencils cost \$1 each and notebooks cost \$2.50 each. If you need to buy a total of 50 items, how many pencils and how many notebooks can you buy?

- **Solution Steps:**

P (Problem): Identify the problem: finding the number of pencils and notebooks to buy within the budget.

O (Options): Set up equations based on the given information.

W (Weigh): Compare methods like substitution or elimination to solve the system of equations.

E (Elect and Enact): Solve using the chosen method.

R (Review and Reflect): Reflect on the accuracy and efficiency of the method used.

- **Group 4:**

Problem Statement:

A farmer wants to plant two types of crops on his 120-acre farm. He plans to plant wheat on one part and corn on the other. He wants to plant twice as many acres of wheat as corn. If he plants the whole farm, how many acres of each crop will he plant?

- **Solution Steps:**

P (Problem): Identify the problem: determining the acres of wheat and corn to plant.

O (Options): Set up equations based on the given information.

W (Weigh): Compare methods like substitution or elimination to solve the system of equations.

E (Elect and Enact): Solve using the chosen method.

R (Review and Reflect): Reflect on the accuracy and efficiency of the method used.

- **Class Discussion (10 minutes):**

Invite each group to present their problem, the options they considered, their chosen solution, and their reflections.

Encourage other groups to provide feedback and discuss alternative solutions.

- **Wrap-Up (5 minutes):**

Summarize the key points discussed and emphasize the importance of structured problem-solving.

Encourage students to apply the POWER model to other areas of their academic and personal lives.

## 24 CRITICAL THINKING 7 Modeling Velocity in Real-Life Scenarios

### Asociatia Edulifelong

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Methodologies: Problem-Based Learning, Experiential Learning, Graphical Representation, Reflection

The Motion Modeling with Linear Functions activity challenges students to explore how linear functions can be used to model motion and velocity in real-life scenarios. By analyzing motion data and applying mathematical concepts, students will develop a deeper understanding of linear functions and their practical applications in physics and everyday life.

Methodology:	Problem-Based Learning	
Subject	Mathematics	
Life skill related	Critical Thinking, Problem-Solving, Analytical Skills	
Title	<b>Modeling Velocity in Real-Life Scenarios</b>	
Age/Grade	14-15 years old/ 8th Grade	
Timing	1 hour	
Suggestion for who facilitate	Mathematics Teachers/ Physics Teachers	
Description of the activity	<p><b>Activity Overview:</b></p> <p><b>Getting Started:</b></p> <p>Introduce the Motion Modeling with Linear Functions activity to the students, framing it as an opportunity to investigate the relationship between motion and linear functions. Emphasize the importance of understanding velocity in physics and its relevance to real-world situations.</p> <p><b>Procedure:</b></p> <ul style="list-style-type: none"> <li>• <b>Introduction to Linear Functions and Velocity:</b> Begin by reviewing key concepts related to linear functions and velocity, including slope, y-intercept, and the equation of a line (<math>y = mx + b</math>). Explain how linear functions can be used to model velocity, where the slope represents the rate of change (velocity) and the y-intercept represents the initial position.</li> <li>• <b>Real-Life Scenario:</b> Present students with a real-life scenario involving motion, such as a car traveling along a straight road or a person riding a bicycle. Provide data sets containing information about the distance traveled over time. Feel free to use this Geogebra simulation <a href="https://www.geogebra.org/m/vujqfryw">https://www.geogebra.org/m/vujqfryw</a></li> <li>• <b>Data Analysis:</b> Instruct students to analyze the given data sets and identify patterns in the motion. Encourage them to calculate the velocity (rate of change) between different time intervals and graph the data points on a coordinate plane.</li> <li>• <b>Linear Function Modeling:</b> Guide students in using linear functions to model the motion data. Have them determine the equation of the line that best fits the data points, using techniques such as finding the slope and y-intercept.</li> <li>• <b>Graphing and Interpretation:</b> Provide students with graph paper or graphing software to graph the linear function representing the motion. Encourage them to interpret the slope of the line in terms of velocity and the y-intercept in terms of initial position.</li> <li>• <b>Discussion and Reflection:</b> Facilitate a discussion where students share their findings and interpretations. Encourage them to discuss the significance of the slope and y-intercept in the context of the motion scenario. Ask guiding questions to prompt critical thinking and deeper understanding.</li> </ul>	

**Reflections:**

Encourage students to reflect on the connections between linear functions and motion. Discuss how understanding velocity and linear functions enables individuals to analyze and predict motion in various contexts, from physics experiments to everyday activities like driving or running

## 27 CRITICAL THINKING 10 Unraveling the Past

### YAEDA Template

n. 27

Methodologies: Problem- based learning

Objective: To develop students' critical thinking skills by engaging them in an investigative project where they assess historical information and arguments to support reasoned conclusions and develop innovative solutions.

Methodology:	Problem- based learning	
Subject	History	
Life skill related	Critical thinking	
Title	<b>Unraveling the Past</b>	
Age/Grade	13-14 age, 7 <sup>th</sup> grade	
Timing	60 minutes	
Suggestion for who facilitate	History teacher , educator figure, language teacher, drama teacher	
Description of the activity	<p><b><u>Introduction to Historical Investigation:</u></b>            Begin with a discussion about the importance of critical thinking in historical research and analysis.            Introduce the concept of historical investigation as a process of assessing evidence, evaluating arguments, and drawing reasoned conclusions.</p> <p><b><u>Case Assignment and Evidence Collection:</u></b>            Assign each student or group a specific historical mystery or unsolved question to investigate.            Provide Case Files containing primary and secondary sources, artifacts, and other clues related to the assigned case.            Students examine the evidence, take notes, and brainstorm possible hypotheses or solutions to the historical mystery.</p> <p><b><u>Analysis and Argumentation:</u></b>            Students analyze the evidence collected in their Case Files, critically evaluating the reliability, relevance, and credibility of each source.            Encourage students to construct reasoned arguments and develop innovative solutions based on their analysis of the historical evidence.            Facilitate discussions within groups to explore different interpretations and perspectives on the historical mystery.</p> <p><b><u>Presentation and Peer Review:</u></b>            Each student or group presents their findings, arguments, and proposed solutions to the class.            After each presentation, facilitate a peer review session where students provide feedback on the strength of the arguments presented and offer constructive criticism or alternative perspectives.</p> <p><b><u>Reflection and Conclusion :</u></b>            Lead a guided reflection session where students reflect on their experiences as historical detectives and the critical thinking skills they applied during the investigation.            Wrap up the activity by emphasizing the importance of critical thinking in historical inquiry and encouraging students to continue developing these skills in future investigation</p>	



## CRITICAL THINKING 11 Debating the Theme

**YAEDA**

**Template**

**n.28**

Methodologies: Debate bas learning

Objective: To develop students' critical thinking skills by assessing information and arguments to support reasoned conclusions and develop innovative solutions through the analysis and debate of themes in Lois Lowry's novel "The Giver."

Methodology:	Debate bas learning	Inquiry-Based Learning Collaborative Learning Reflective Practice Textual Analysis
Subject	English language and history	
Life skill related	Critical thinking	
Title	<b>Debating the Theme</b>	
Age/Grade	7 <sup>th</sup> grade, 13-14 years old	
Timing	45 minutes	
Suggestion for who facilitate	English teacher	
Description of the activity	<p><b>Class Setup:</b> The classroom is arranged for a debate, with desks set up in two opposing rows and a central space for speakers. Copies of "The Giver," as well as debate guidelines and evaluation sheets, are provided.</p> <p><b>Class Activities:</b> Introduction to Critical Thinking and Debate: Begin with a brief discussion about critical thinking and its importance in analyzing literature. Introduce the concept of debate as a method for assessing information and forming reasoned conclusions.</p> <p><b>Theme Identification and Group Assignment</b> Discuss major themes in "The Giver" (e.g., freedom vs. control, individuality vs. conformity). Divide students into small groups, assigning each group a specific theme to analyze and debate.</p>	

### **Argument Development**

Groups work together to develop arguments supporting and opposing their assigned theme.

Encourage students to find textual evidence from "The Giver" to support their arguments.

Provide an argument development template to help students organize their points logically and coherently.

### **Debate Preparation**

Each group selects speakers for the debate, ensuring everyone has a role (e.g., researchers, note-takers, speakers).

Groups practice their arguments and prepare for possible counterarguments.

Also teacher and educator can take part of the debate, giving suggestions and help students to expose and argue ideas.

### **Debate**

Conduct the debate, with each group presenting their arguments and responding to counter arguments. Encourage active listening and respectful engagement, reminding students to critically assess the information presented by their peers.

### **Reflection and Conclusion**

Lead a guided reflection session where students discuss what they learned about critical thinking and forming reasoned conclusions through the debate.

Have students complete a reflection journal entry about the experience, noting any new insights or changes in their understanding of the themes in "The Giver."



# Bridge

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