



Wise Thinking: Developing our thinking skills and asking questions is really valuable. By thinking creatively we can discover new ideas and understand different perspective and exploring our own biases.

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How can I stay curious?

Let's grow our curiosity and love of asking questions to understand things better. We'll see how thinking hard helps us ask really good questions and learn more.

Do we see the same world?

Let's have fun finding out about different ideas and ways of looking at things. We'll learn together how different people's views can help us see the world in new and exciting ways.

How can I tell what is 'true?'

Uncover where information comes from and find out how our biases can affect the information we receive. Get ready to sharpen your investigative skills and dive deep into the world of information!

Lesson Life-Skills

Decision-making

Information
Synthesis

Creative
thinking

Critical Thinking

Problem-solving

Lesson Plan: How can I tell what is 'true'?

Lesson support:

- Click on the lesson plan for a detailed guide to each activity.
- There are supporting notes beneath each slide
- Note: Most CfL activities work best when the teacher does them with the students.

Equipment needed:

- Pencil, paper, computer, projector, [truth detective worksheet](#), [Post-Learning Survey](#)

Lesson Plan– How can I tell what is true?

Purpose : Uncover where information comes from and find out how our biases can affect the information we receive. Get ready to sharpen your investigative skills and dive deep into the world of information!

Equipment needed: Pencil, paper, computer, projector, [truth detective worksheet](#), [Post-learning survey](#)

Lesson timings (50 minutes): The timings are just a guide. The lesson can be delivered as a whole, in sections, or if there is a rich discussion in one section, take the time and allow that to develop.

Pre-Work		
Teachers : Watch the warm up video ahead of the lesson to better understand how it relates to cognitive bias. Students. Additionally, a quick read (5 mins) on what critical literacy is may also be useful.		
Students: Complete the post-learning survey and not any shifts in your thinking across the 3 lessons		
Lesson structure	Lesson Content	Resources / Comments
Class Environment 5C Slide	Share the 5C's of the CfL classroom to create a respectful, safe atmosphere and to build trust with each other. Together we are growing a creative, critical, caring, collaborative environment where positive, supportive communication is developed through listening, sharing and building on ideas.	Remind learners how a classroom that explores CfL topics needs to look, feel and sound.
Check-In Whole class (5 mins)	Students check-in by bringing their attention to what they enjoy. By selecting something they have heard or read that gave them joy, students can name and feel that emotion.	What did you enjoy about it? Why did you enjoy it? How did it make you feel?
Warm-Up Groups of 4 (10 mins)	Do you fool yourself? <ul style="list-style-type: none">● Play the first 1:10 secs of the warm up video.● Students will try to guess the rule● Play the rest of the video● Discuss why they had issues guessing the rule, notice the assumptions that they made when they tried to guess it.	Guide students to notice that they tend to only follow the rules they set for themselves. It demonstrates our blindness beyond our own assumptions.
Main Activity Groups of 4 (30 mins)	Introduce students to the 4 -step strategy to detecting truth and bias in what they see, hear and read. The worksheet guides students through the process of selecting, examining, reimagining and challenging a story.	Students can select their own story, it is important to make sure the story is appropriate for the age group and setting. Alternatively, provide a selection to choose from.

Lesson Video Guide: How can I tell what is 'true'?

Lesson support

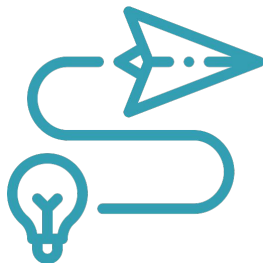
Click on the video for a short introduction on how to approach this lesson.



The 5 C's



Collaborative



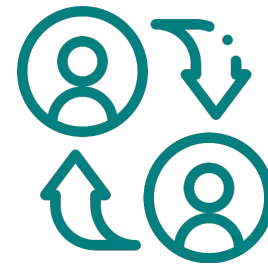
Creative



Caring



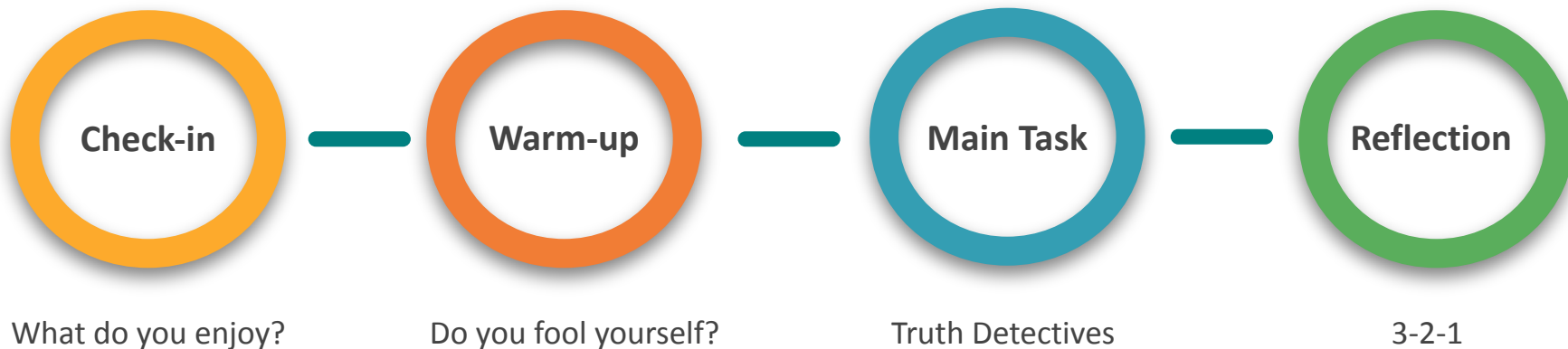
Critical



Communication

Activity guide: How can I tell what is 'true'?

Uncover where information comes from and find out how our biases can affect the information we receive. Get ready to sharpen your investigative skills and dive deep into the world of information!



“Vulnerability sounds like truth and feels like courage. Truth and courage aren’t always comfortable but are never weakness” - Brené Brown



Check-in: What do you Enjoy?

Whole
Class

Think of a song, movie, book, podcast,
social media post you have enjoyed:

Share (or pass)

- What did you enjoy about it?
- Why did you enjoy it?
- How did it make you feel.





Warm-up: Do you fool yourself?

Groups of 4

1. Play and then pause the video at 1:10
2. Take it in turns to guess the rule using this phrase: “I think the rule is ... **because...**”
3. Play the rest of the video
4. Discuss: Why do people have trouble guessing the rule?
5. What can we learn from this video about the information we hear and read?



Read the four stages, we will use these to examine a story from every angle!

1. Select the story

A text, image or social media post

2. Examine the story

What are the hidden messages?

3. Reimagine the story


- Consider multiple views
- Whose voice seems loudest, whose is missing?

4. Challenge the story

- Ask tough questions
- Focus on social issues and flip it



- As a group, **agree** on an image, text, article or social media post to investigate
- Share the reasons for selecting this.
- Use the worksheet to document your group's ideas if needed.



Story	Suggested approach	Share your thoughts as a group
Select the Story	<ul style="list-style-type: none">● Decide as a group on an image, text, article or social media post to investigate● Share the reasons for selecting this.	
Examine the Story	<ul style="list-style-type: none">● Try to see different points of view● Think of people you know and respect, what would they think?● What is missing?● Whose voice is missing from the article?	
Reimagine the story Consider multiple views	<ul style="list-style-type: none">● Whose voice is missing? Whose voice seems loudest?● Think of people you know and respect, what would they think of the story?● Ask friends and family. What does your grandmother or carer think	
Challenge the story Ask tough questions	<ul style="list-style-type: none">● Flip it to check it. Change the identity of the people in the story such as gender or ethnicity● Does it still seem fair	



Examine the story

Groups of
4

- Are parts of the story easily believable?
- Think: "Is this always true? Is this true for everyone?"
- Uncover Hidden Messages: Sometimes, authors have ideas they don't say directly, so look for hidden messages or feelings in the text.
- Write down what you decide and share the deconstruction with the class.





Reimagine the story

Groups of
4

- What if you were a different person or from a different place?
How might we view the story?
- What would people you know and respect think of the story?
- Whose voice is missing from the article?
- What doesn't the article say? Has something important been left out?
- **Write down** what you decide and share the reconstruction with the class.





Challenge the story – Is it Fair?

Groups of
4

- **Flip it to check it:** If you change the identity of the people in the story (such as gender or ethnicity) how does the story sound?
- **Ask tough questions:** Challenge what the article says and think about what it means.
- **Share** your question shortlist and answers with the class

What if...?
How might...?
Why do you think...?

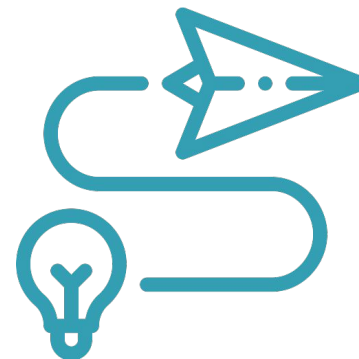
What are the different ways...?
What could happen if...?



3 things you have learned from this experience

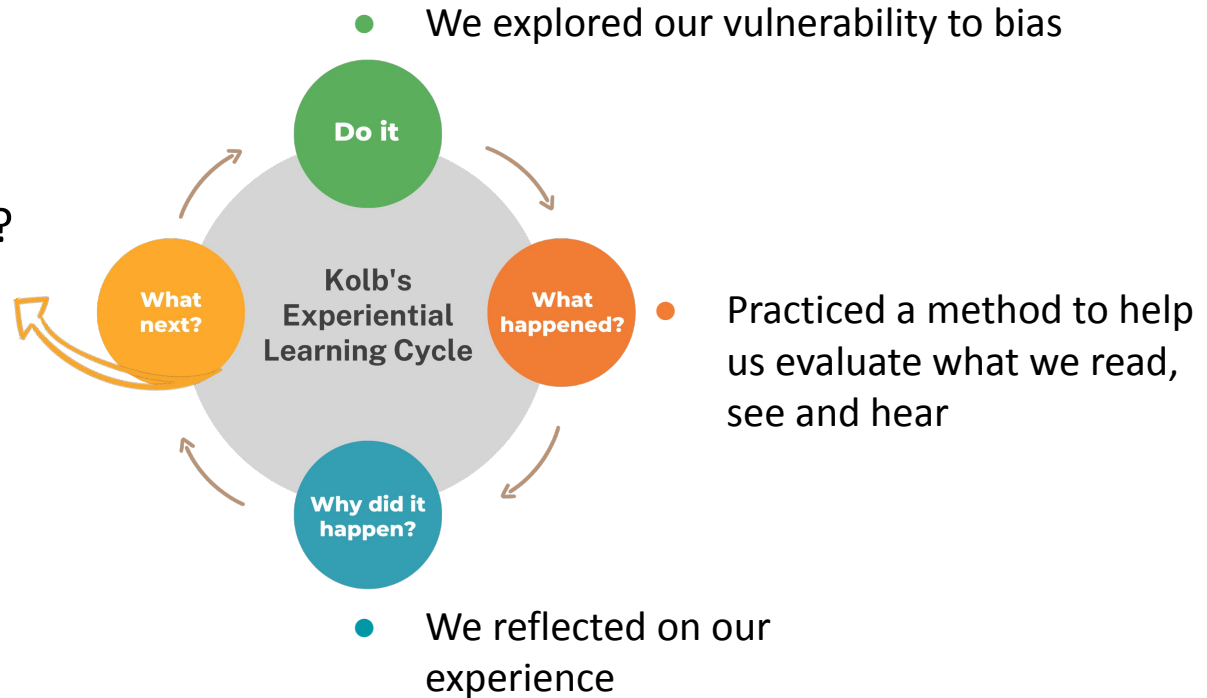
2 questions you still have that you can share?

1 part of this lesson that you enjoyed or made you think deeply.





- How will you apply the experience in this lesson to your daily life?



Complete this short Critical Thinking questionnaire

- You completed this at the start of this topic (3 lessons) on being kind

Compare the responses on this questionnaire to the first time you did it.

Think about the experiences in these lessons:

- What made you think?
- What do you want to practice?

	Never	Rarely	Sometimes	Often	Always
Critical Thinking					
I feel confident asking questions					
I can read information and interpret what it means					
I can weigh up the pros and cons of my decisions					
I am aware of my biases					
I can understand different ideas and opinions					

Adapted from GWC's YRSS tool

<https://www.youthimpact.uk/sites/default/files/2022-11/YRSS%20Tool%20-%20Questionnaire.pdf>

How was this lesson produced?

This lesson was co-created with youth, educators and topic experts from around the world.

Together, we:

- Discussed what, why and how we'd like to learn
- Curated resources
- Created experiential learning activities
- Weaved in evidence-informed approaches
- Built-in opportunities for reflection and contextualisation



Co-creation Journey: Positive Relationships



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