

CRITICAL THINKING FOR SUCCESSFUL FUTURE CAREER. PRACTICAL APPROACH



TRAINING PROGRAMME. TRAINING MANUAL



MIND 2
Critical thinking
for successful future
career in EU:
practical approach

CRITICAL THINKING FOR CAREER EDUCATION: PRACTICAL APPROACH

IN-SERVICE TEACHER TRAINING
PROGRAMME AND MANUAL



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CRITICAL THINKING FOR CAREER EDUCATION: SOME BACKGROUND

Daiva Penkauskienė, Lithuania

We all live in a rapidly changing world. No one has ready-made answers for all of today's issues and questions. The new challenges of our age require schools to assume a different role as well. Educators, from policy makers and curriculum developers to classroom teachers, are trying to answer the question: How can we prepare students for the future if we don't know what the future will be? We cannot see what lies even five or ten years ahead of us. Many countries are in the midst of education reforms designed to address this problem. These reforms may differ depending on national and philosophical differences, but there is one common element for all the countries – the need for critical thinking. Because “every citizen is required to make countless important decisions, it may seem obvious that, as a society, we should be concerned with the way these decisions are made” (Diane F. Halpern, *Thought and Knowledge*, 1996, p. 3.).

There is no single definition of “critical thinking”. Its characteristics have been investigated and discussed by many researchers and educators. The consensus opinion is that critical thinking is directed thinking, thinking that uses cognitive skills and strategies for achieving a desired outcome. Thinking critically involves selecting information, examining ideas, expressing different points of view, problem solving, and argumentation, decision making and forming independent opinions. Many educators have concluded that individual success in today's society depends on knowing how to learn and knowing how to think about ever increasing and ever changing information. We are witnessing unbelievable transformations not only in the world of scientific knowledge, information and technology, but in daily life as well. Credit cards, mobile phones, and super markets are now familiar to most of us, regardless of nationality, age, or social status. But all these developments are quite recent. If you were to ask any child today to describe a bakery and what a baker does, you would get quite a different answer from the answer to the same question just few years ago. It has been estimated that approximately twenty-five percent—or even more—of occupations will change in the near future: some of them will be transformed, some will disappear entirely, and new jobs will appear in response to socio-economic demands. So if when you are ten years old you decide to become a locksmith, six years later this profession will not necessarily be marketable, or at least it may not look the same and require the same skills. Such an unstable situation requires us to rethink the concept of *Career Education and Guidance*. In the modern world, due to economic changes, people are likely to change jobs three, four, five or even more times in their lifetime. *The message is clear: It is impossible for teachers to teach—or for students to learn— everything; it is however possible to educate lifelong learners, capable of thinking critically and making the best possible choices, professional as well as personal.* We believe that this is where critical thinking, as a basic skill, intersects with career education. The skills of critical thinking can

help anyone to select what is useful from the jumble of available information, to recognize personal strengths and weaknesses, to set personal learning goals, to choose the best solution to a problem and revise it according to changes in the situation, and finally—to make critical decisions. Critical thinking values different opinions, but favours those that are reasonable and well supported. It is not enough to assert that civil servants enjoy work that is easy and well paid because they are well dressed, well groomed, and attractive. It is much more important to ask relevant questions: “Do all civil servants really look like movie stars? What skills and capacities might justify their high salaries? Which civil servants are well paid and which are not, and why? Is the image of civil servants of prime importance, and why? “ We do not claim that everyone needs to know all the answers to all these questions, but we do claim that is extremely important to raise such questions and seek reasonable answers.

The ideas discussed above are the philosophical basis for the **Socrates projects “Critical Thinking for a Successful Future Career in the EU” (MIND 1)** and **“Critical Thinking for a Successful Future Career in the EU. Practical approach” (MIND 2)**. Our starting point was to explore the perspectives of different countries on the importance of critical thinking for the future of the young generation, in order to establish common criteria and common concepts. These criteria were then used in developing an integrated programme for career education built on critical thinking methods and strategies. Project team members from the Czech Republic, Greece, Finland, Lithuania, and Malta worked together to develop a common product – the *Programme for Career Education and Guidance* and the *Guidebook for the Programme and Training Manual for the trainers who will teach teachers to work with developed programmes in the framework of the MIND 1 project*.

INTRODUCTION TO THE TEACHER'S TRAINING GUIDE: PRE-SERVICE AND IN-SERVICE TEACHER TRAINING COURSES

Dr. Joseph Giordmaina, Malta

Introduction

Critical Thinking for Career Education: An Integrated Programme and Guidebook as well as *Critical Thinking for Career Education: Specialised Programme and Guidebook* was the products of a project carried out by the support of the European Community in the framework of the Socrates programme (2003). The main idea behind this project was that we need, as educators, to develop the Critical Thinking abilities of students in our care in order to help them attain employment once they leave school. The project does not exclude other forms of thinking, like reflective thinking or creative thinking. It focuses on critical thinking because the authors felt that this form of thinking, one that has a long tradition within the Anglo-American history of education, is basic to deal with both the present and the future challenges students face, especially within a global economy framework.

The Programme and Guidebook

In the above mentioned programme and guidebook a simple pattern was followed. Following a brief introduction, the book gives some background on critical thinking, on learning theories as well as the programme 'Mind'. It then focuses on the necessity to consider the needs of children with special educational needs with regards to employability. The programme then sets out to cover all levels of education, from pre-school to senior and upper secondary school. If we take the Pre-School Programme for Career Education as an example, teachers were provided with a *Programme* that included the objectives of the lesson, the topics to be covered, the tasks, activities as well as results to be achieved. It also included a *Guidebook* in which one could find the following details:

■ General Topic Descriptions

- ✓ Objectives
- ✓ Key Concepts
- ✓ Methods and Strategies
- ✓ Materials
- ✓ Tasks and Activities
- ✓ General Outcomes
- ✓ Evaluation and Assessment
- ✓ Time Estimated for the entire Topic

■ Teacher Tips

- ✓ Time sheet: Duration
- ✓ Tasks and activities
- ✓ Method used
- ✓ Terms and concepts discussed
- ✓ Integration of the subject into the curriculum
- ✓ Additional topics
- ✓ Additional materials
- ✓ Special needs
- ✓ Guest speakers
- ✓ Home assignments
- ✓ Specific outcomes

Example of a Programme

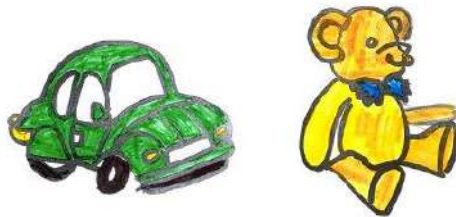
OBJECTIVES	TOPICS	TASKS	ACTIVITIES	RESULTS
<p>TO DEVELOP:</p> <ul style="list-style-type: none"> - interest in and concern about other people; - self-sufficiency and consideration for others; - realistic expectations based on understanding of personal limitations; - understanding, tolerance, and appreciation of diversity; - positive attitude toward communication. <p>TO TEACH:</p> <ul style="list-style-type: none"> - improved interpersonal skills; - ability to listen to and hear others; - sharing with others; - observation and identification of similarities and differences in close friends and family members; - communication skills. 	<p>MY RELATIONSHIP TO OTHER PEOPLE</p> <ul style="list-style-type: none"> - I am a member of the group; - My friends and I; - How my friends see me; - I want to understand others; - We are all connected... - We are all different... - Other people are interesting, because... 	<ul style="list-style-type: none"> - Read about the norms and rules of communication. - Establish rules for communication in the group - Observe friends and think about: "How I am like other people," "How I am different from other people," "Why my friend is interesting". 	<p>Observation and analysis; drawing conclusions; coping with problematic inter-personal situations.</p>	<p>Children will:</p> <ul style="list-style-type: none"> - learn to recognise and label similarities and differences in external appearances and personalities; - understand that communication is facilitated by knowing and observing the rules; - be introduced to the concepts similarities, differences, needs, desires, rules.
<p>TO DEVELOP:</p> <ul style="list-style-type: none"> - interest in the immediate environment; - interest in the past; - positive attitude to work; - awareness of the importance of work and responsibility; - appreciation and critical evaluation of the results of one's own work and the results of joint efforts. <p>TO TEACH:</p> <ul style="list-style-type: none"> - how to observe and investigate the surroundings and the environment; - how to describe those who live and work near-by; - names and descriptions of occupations and professions; - recognition of old and new things, and preservation of the past; - activities involved in different jobs; - positive response to criticism. 	<p>MY NEIGHBORHOOD:</p> <ul style="list-style-type: none"> - Who lives and works in my neighborhood; - Everybody works; - At the store, at the barber shop, at the market; - jobs and traditions; - inventions and discoveries; - What will the future be like? 	<ul style="list-style-type: none"> - Watch people working in the neighborhood; - Talk about different jobs and professions; - Develop a sense of history: recognise which things and inventions are old and which are more recent; - Think and dream about future jobs. 	<p>Field trips; conversations; interviews; observations; drawings; games.</p>	<p>Children will:</p> <ul style="list-style-type: none"> - observe similarities and differences between jobs; - learn to describe various jobs and the products they create; - recognise what is old and what is more recent; - learn to value different jobs and the products they create; - think imaginatively about the future.

Example of Children's Work

Task number 1
Build a toy from separate parts.



Task number 2
In the picture you see a broken toy. "Repair" it by drawing the missing part, and color the picture.



Task number 3
From these of tools shown, choose those those belonging to a certain profession and paste them on a sheet of paper.



Example from the Guidebook

Myself:

My favourite toy

Country: Lithuania

Institution: "Vyturio" Primary School, Vilnius

Subject and year: Communication activities in pre-school

Name: Jelena Baltušienė



General topic descriptions:	Teacher tips
<p>OBJECTIVES:</p> <ol style="list-style-type: none"> 1. To teach free expression of thoughts and description of a favourite toy. 2. To teach children how to identify and describe the things that are important to them. 3. To teach children to appreciate and value the work of other people. <p>KEY CONCEPTS: Toy, special, appreciate.</p> <p>METHODS AND STRATEGIES: Open-ended questions, role-play.</p> <p>MATERIALS: Puzzles, toys brought in by the children. Materials to be distributed: drawings of toys with details missing.</p> <p>TASKS AND ACTIVITIES:</p> <ol style="list-style-type: none"> 1. Puzzles. 2. Description of unique characteristics of a toy. 3. Individual reports and listening to others. 4. Conveying the thoughts of a friend. 5. Presentation of questions (according to a given example). 6. Questions. Communicating the thoughts of a friend to the others. 7. Colouring a drawing of a toy, supplying the missing details. 8. Role-play. <p>GENERAL OUTCOMES:</p> <ol style="list-style-type: none"> 1. The children will learn to appreciate and value their toys. 2. They will be able to listen carefully to a friend, to understand the friend's ideas and present them to others. 3. They will be able to ask questions and to play a suggested role. 4. They will remember new concepts and will apply them in their everyday language. <p>EVALUATION AND ASSESSMENT: The children learned to explain how toys should be appreciated. They could listen to a friend's thoughts and present them to others. They learned new concepts and were able to apply them in everyday speech. They gained experience in asking questions.</p> <p>TIME ESTIMATED FOR THE ENTIRE TOPIC: 1 lesson (30 minutes).</p>	<p>TARGET GROUPS: Pre-school, children aged 5-6.</p> <p>TIME SHEET DURATION: 1 lesson (30 minutes).</p> <p>TASKS AND ACTIVITIES: Working in groups, children assemble various puzzles (doll, car, elephant, bear) and identify the general category—toys. The entire group discusses the question "Why do we have toys?" Everyone presents his/her own toy to the group, and tells why this toy is special. The group members ask questions. Each group selects one child to present his toy to the others. Working individually, children draw the missing details on their pictures. The drawings are presented and discussed, and children suggest how broken toys might be repaired. Teacher asks open-ended questions about broken toys. Groups present the topic "A broken toy" from the point of view of actors, artists, toy makers, singers.</p> <p>METHODS USED: Open-ended questions, role-play.</p> <p>TERMS AND CONCEPTS DISCUSSED: The general word "toys", "special", "appreciate".</p> <p>INTEGRATION OF THE SUBJECT INTO THE CURRICULUM Communication activities are integrated into art activities.</p> <p>ADDITIONAL TOPICS: Things that are special to me. The story of an old toy. A trip to a toyshop.</p> <p>ADDITIONAL MATERIALS: Toys brought in by the children, puzzles. Materials to be distributed: drawings of toys with details missing.</p> <p>SPECIAL NEEDS: Goda, a girl with special needs (cerebral palsy) participated in the lesson with the other children and performed the oral activities. Instead of drawing, she was presented with pictures and had to tell about them. During the presentation, she was given a special role – manager of the whole presentation.</p> <p>GUEST SPEAKERS: -</p> <p>HOME ASSIGNMENTS: -</p> <p>SPECIFIC OUTCOMES: The children learned to describe a toy and tell how it is special. They learned to identify and describe the things that are important to them. They learned new concepts and are able to apply them in everyday speech. They gained experience in communication, collaboration, and listening.</p>

The Second Phase

Having developed the teacher's guide as well as the teacher's programme the next logical step was on the development of the Teacher's Training Guide – that is a guide that helps those involved in teacher training, both at pre-service and in-service level to implement the programme. This came to be as a result of another Comenius 2.1 project aptly entitled: *Project Mind 2 / Critical Thinking for Successful Future Career in EU: Practical Approach*.

Teacher Training for the Implementation of the Programme

The main questions the partners of this project asked themselves in developing this programme was: How does one go about training teachers in order to implement the programme successfully? Elaborating on this question we reworded the question into the following question: What kind of Competences, Knowledge, Skills and Attitudes does a teacher need in order to implement the programme?

We all agreed that a guidebook would be of an asset to teacher trainers and again this issue was turned into a question in order to help us focus. The question was: What kind of guidebook does a teacher-educator need in order to introduce the programme to teachers (pre-service/in-service)?

The following are some suggestions that might help in answering the above mentioned questions.

The Teacher's Training Guide

It is important to note that a teacher's guide can never be a substitute to a training course. The guide is simple a tool in the hands of the teacher trainer in order to introduce the competences, the knowledge, skills and attitudes one needs to implement successfully the programme. The guide is also the means by which the teacher trainer introduces the teachers to the original material they will be using in class. It is through 'hands on' experience that such a guide helps teachers to acquaint themselves with the material of the first project.

We also agreed that a successful guidebook – any guidebook for that matter – has to be clear in its philosophy – what is the purpose of the guidebook? And how is it to be used? A guidebook also has to be clear on the kind of assumptions it is taking. For example, one has to make a clear distinction between pre-service and in service teachers. Experience in teaching makes such a difference, and the guidebook has to consider the experience baggage teachers come with – from zero to years of experience, with attitudes ranging from high enthusiasm to complete scepticism. Instructional material has to be clear as well, with well defined time-frames. In some countries an in-service course takes a day, in others it takes a week. This guidebook does not require any prerequisites in training in critical thinking – the only pre requisite it makes is that the persons who implement the programmes are trained teachers. The basics of teaching are assumed to be there.

The idea of a guidebook should remind one of a travel guide. It is more open ended (even physically) than a manual or a handbook. It leaves space for the teacher to develop the guidebook herself. It is suggestive rather than prescriptive, respecting the expertises the practicing teacher has. This guidebook also includes the necessary information and knowledge one needs of the area – it identifies some of the competencies, the knowledge as well as the skills and attitudes one needs to implement the project successfully. This is done in the form of notes, articles, examples as well as references and a glossary of the main terms used. The guidebook is also sensitive to the cultural, political and ideological perspectives of the countries taking part. One can give the example of the issue of 'women' at the place of work, as contrasted for example with her role of the fulcrum of the family.

In drawing up this guide we were also very conscious of the use of language, trying to be as clear as possible, producing a readable guidebook that clearly communicates with its readers its main goals. Diagrams have been used to this end as well. The guide gives ideas about the planning and preparation stage of giving courses for teachers, ideas about how to deliver the course as well as the encouragement of reflective practice – mainly through a process of self-evaluation. The guidebook has been field tested, and revised according to the suggestions of the participants. Examples have been extensively used, including suggested handouts, PowerPoint presentations, use of information technology etc.

One difficulty we had in developing this guidebook was to tie it to the national curriculum of each country, since this obviously varies from one country to another. It is up to the teacher trainer to do this, and suggestions and examples of how this can be done are included. The guidebook also makes reference to the current situation, both with regards to research in the field of education and employability and education and critical thinking, as well as to the current issues that have to do with employment in Europe in general.

The guidebook identifies a number of future visions: this is not a closed ended project, but one that opens up a hundred possibilities to teacher trainers, teachers as well as their students.

Competences

One way of preparing teachers to implement this programme is to ask oneself: What kind of competences ought a teacher to have in order to successfully implement this project? In particular areas, such as in Information technology this question is easily answered. Just to give an idea, if one wants to know if a teacher is competent in using word processing, he/she can use the following basic checklist:

- Be able to edit a document using cut/copy and paste
- Be able to use different format options
- Be able to print and preview a document

- Be able to use a spellchecker and thesaurus
- Be able to save and retrieve a document
- Be able to insert tables and graphics into a document
- Be able to use headers and footers

This list also helps one in engaging in some form of self-evaluation: one can gauge for him/herself the competent s/he has in the area.

With regards to critical thinking and employability the checklist is much more complex. The following is simply an attempt in identifying some of these competences.

- Commitment to the value of the project
- Be able to make an evaluation of progress achieved throughout the course
- Create the appropriate environment for the teaching and learning of the goals of the programme
- Plan well the delivery of the programme
- Manage well classroom discussions and evaluate own classroom management
- Provide feedback to students
- Select and use a wide variety of resources
- Know what is happening in the world of employment (job-seeking programmes etc)
- Set expectations that are appropriate for the pupils under one's care
- Question effectively and support discussion
- Encourage pupils to be responsible for their own learning
- Sustain pupil interest and motivation
- Set whole class, group, pair or individual teaching opportunities
- Develop relations with employers and training agencies
- Identify and respond to the special educational needs of all pupils
- Assess quality of pupils' learning and understanding (record progress)
- Take cultural differences into account
- Tie the content of this programme with the rest of the curriculum

Inform and discuss with parents what the goals of the programme are

- Be competent in planning, managing and assessing learning
- Be aware of theories of learning
- Be aware of learning styles
- Be capable of evaluating one's own teaching strategies

A teacher who has the above competences, competences that are self-explanatory, will be, in our opinion, capable of delivering the programme successfully, whatever level s/he is teaching in. These competencies are developed through the various activities, throughout this guidebook.

Each of these competences can also be used for self evaluation or peer-evaluation. Such performance criteria act as an internal check to the teacher's performance. It provides the teacher with a list against which s/he can think about his/her successful implementation of the project

The following is a simple example taken from Reece and Walker (2005: 270)

Competence	Performance Criteria
Demonstrating effective communication skills	Use language appropriately to the ability of the students Use a variety of stimuli to enhance communication Select appropriate means of communication to suit the learners and the topic Use questions and answer techniques effectively
Assist students to develop their communication skills	Identify the communication skills required by students Monitor progress in skill development Assist students to develop these skills Provide opportunities for students to practice these skills

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CRITICAL THINKING- A HISTORICAL OVERVIEW

Manolis Sofos, Greece

1. The Greeks

The intellectual and philosophical roots of critical thinking are as ancient as its etymology, traceable, ultimately, to the teaching practice and vision of the Greek philosopher Socrates 2,500 years ago, who discovered by a method of **probing questioning** that people could not rationally justify their confident claims to knowledge or the stereotypes they had created into their minds.

Despite the fact that Socrates contribution to critical thinking and generally philosophy was ethical in character, he demonstrated that persons may have power and high position, “authority,” and yet be deeply confused and irrational. He established the importance of asking deep questions that probe profoundly into thinking before we accept ideas as worthy of belief.

He also underlined the importance of seeking evidence, closely examining reasoning and assumptions, analyzing basic concepts, and tracing out implications not only of what is said but of what is done as well. His method of inquiry is generally known as “**Socratic questioning**” and is the best known critical thinking teaching strategy. He believed that all vice is the result of ignorance and that no person is willingly bad. Therefore virtue is knowledge and those who know the right will act rightly. His logic placed particular emphasis on rational argument and the quest for general definitions.

Socrates’ practice was followed by the critical thinking of Plato (who recorded Socrates’ thought), Aristotle, and the Greek sceptics, all of whom emphasized that things are often very different from what they appear to be and that only the trained mind is prepared to see through the way things look to us on the surface (delusive appearances) to the way they really are beneath the surface (the deeper realities of life).

Aristotle developed rules of reasoning (*validity rules*) for thinking critically upon things and for drawing inferences. In reasoning, the basic tools are syllogisms: pairs of propositions that, taken together, provide a new conclusion. He demonstrated that Science results from constructing more complex systems of reasoning. In his logic, Aristotle distinguished between dialectic and analytic.

From this ancient Greek tradition emerged the need, for anyone who wished to understand the deeper realities, to think systematically, to trace implications broadly and deeply, for only thinking that is comprehensive, well-reasoned, grounded on sound arguments and responsive to objections can take us beyond the surface.

2. The Middle Ages and after

During the Middle Ages, the tradition of systematic critical thinking is evident in the writings and teachings of such thinkers as Thomas Aquinas (*Summa Theologica*). Aquinas increased our awareness

not only of the potential power of reasoning but also of the need for reasoning to be systematically cultivated and “cross-examined.”

In the Renaissance (15th and 16th Centuries), a great number of scholars in Europe began to think critically about religion, art, society, human nature, law, and freedom. At the same time they questioned the established order of things. Among these scholars were Erasmus, and More in England. They followed up on the insight of the ancients.

Another prominent scholar, Francis Bacon, in England, argued that people misuse their minds in seeking knowledge. He recognized explicitly that the mind cannot safely be left to its natural tendencies. In his book *The Advancement of Learning*, he pointed to the importance of studying the world empirically. He laid the foundation for modern science with his emphasis on the information-gathering processes. His book could be considered one of the earliest texts in critical thinking, for his agenda was very much the traditional agenda of critical thinking.

Some fifty years later in France, Descartes attempted to apply the rational deductive methods of science, and particularly of mathematics, to philosophy. He wrote what might be called the second text in critical thinking, *Rules for the Direction of the Mind*. In it, Descartes argued for the need for a special systematic disciplining of the mind to guide it in thinking. Every part of thinking, he argued, should be questioned, doubted, and tested. His method for discovering a truth of which he could be absolutely certain was to use scepticism: he attempted to doubt everything that he believed to be true and investigated if it was indeed possible to doubt it. In order to doubt, he had to exist. Descartes expressed this conclusion in the famous words “*Cogito, ergo sum*” (“I think, therefore I am”). He used it as the foundation stone on which to build a complete system of indubitable knowledge.

In the same time period, Sir Thomas More developed a model of a new social order, *Utopia*, in which every domain of the present world was subject to critique. His implicit thesis was that established social systems are in need of radical analysis and critique.

In the Italian Renaissance, Machiavelli's *The Prince* critically assessed the politics of his contemporaries by analysing, on the one hand, the real agendas of politicians and, on the other hand, the many contradictions and inconsistencies of the hard, cruel, world of the politics of his day. Hobbes and Locke (in 16th and 17th Century England) displayed the same confidence in the critical mind of the thinker that we find in Machiavelli. Hobbes adopted a naturalistic view of the world in which everything was to be explained by evidence and reasoning.

Locke laid the theoretical foundation for critical thinking about basic human rights and the responsibilities of all governments to submit to the reasoned criticism of thoughtful citizens.

It was in this spirit of intellectual freedom and critical thought that people such as Robert Boyle (in the 17th Century) and Sir Isaac Newton (in the 17th and 18th Century) did their work. Boyle severely

criticized the chemical theory that had preceded him. Newton, in turn, developed a far-reaching framework of thought which roundly criticized the traditionally accepted world view.

Another significant contribution to critical thinking was made by the thinkers of the French enlightenment: Montesquieu, Voltaire, and Diderot. They all began with the premise that the human mind, when disciplined by reason, is better able to figure out the nature of the social and political world. They believed that all authority must submit in one way or another to the scrutiny of reasonable critical questioning.

Eighteenth Century thinkers extended our conception of critical thought even further, developing our sense of the power of critical thought and of its tools. Applied to the problem of economics, it produced Adam Smith's *Wealth of Nations*. In the same year, applied to the traditional concept of loyalty to the king, it produced the *Declaration of Independence*. Applied to reason itself, it produced Kant's *Critique of Pure Reason*.

In the 19th Century, critical thought was extended even further into the domain of human social life by Comte and Spencer. Applied to the problems of capitalism, it produced the searching social and economic critique of Karl Marx. Applied to the history of human culture and the basis of biological life, it led to Darwin's *Descent of Man*. Applied to the unconscious mind, it is reflected in the works of Sigmund Freud. Applied to cultures, it led to the establishment of the field of Anthropological studies. Applied to language, it led to the field of Linguistics and to many deep probing of the functions of symbols and language in human life.

In the 20th Century, our understanding of the power and nature of critical thinking has emerged in increasingly more explicit formulations. In 1906, William Graham Sumner published a land-breaking study of the foundations of sociology and anthropology, *Folkways*, in which he documented the tendency of the human mind to think sociocentrically and the parallel tendency for schools to serve the (uncritical) function of social indoctrination:

Schools make persons all on one pattern, orthodoxy....[which] is produced in regard to all the great doctrines of life. It consists of the most worn and commonplace opinions[that] .always contain broad fallacies, half-truths, and glib generalizations (p: 630).

At the same time, Sumner recognized the deep need for critical thinking in life and in education:

The critical faculty is a product of education and training..... that men and women should be trained in it. It is our only guarantee against delusion, deception, superstition, and misapprehension of ourselves and our earthly circumstances. Education is good just so far as it produces well-developed critical faculty.....which it can be truly said that it makes good citizens (pp: 632- 633).

John Dewey agreed. From his work, we have increased our sense of the pragmatic basis of human thought (its instrumental nature), and especially its grounding in actual human purposes, goals, and objectives. From the work of Ludwig Wittgenstein we have increased our awareness not only of the

importance of concepts in human thought, but also of the need to analyze concepts and assess their power and limitations. From the work of Piaget, we have increased our awareness of the egocentric and sociocentric tendencies of human thought and of the special need to develop critical thought which is able to reason within multiple standpoints, and to be raised to the level of “conscious realization”.

To sum up, the tools and resources of the critical thinker have been vastly increased in virtue of the history of critical thought. The result of the collective contribution of the history of critical thought is that the basic questions of Socrates can now be much more powerfully and focally framed and used. In every domain of human thought, and within every use of reasoning within any domain, it is now possible to question:

ends and objectives,
the status and wording of questions,
the sources of information and fact,
the method and quality of information collection,
the mode of judgment and reasoning used,
the concepts that make that reasoning possible,
the assumptions that underlie concepts in use,
the implications that follow from their use, and
the point of view or frame of reference within which reasoning takes place.

In other words, questioning that focuses on these fundamentals of thought and reasoning are now baseline in critical thinking. It is beyond question that intellectual errors or mistakes can occur in any of these dimensions, and that students need to be fluent in talking about these structures and standards.

Independent of the subject studied, students need to be able to articulate thinking about thinking that reflects basic command of the intellectual dimensions of thought. For example they can address an issue or a problem with some basic questions that apply to common sense. For Example:

Let's see, what is the most fundamental issue here?

From what point of view should I approach this problem?

Does it make sense for me to assume this?

From these data may I infer this?

What is implied in this graph/ scheme/ table etc?

What is the fundamental concept here?

Is this consistent with that?

What makes this question complex?

How could I check the accuracy of these data?

If this is so, what else is implied?

Is this a credible source of information?, etc....,

As a result of the fact that students can learn these generalizable critical thinking moves, they need not be taught history simply as a body of facts to memorize; they can now be taught history as historical reasoning. Classes can be designed so that students learn to think historically and develop skills and abilities essential to historical thought. Math can be taught so that the emphasis is on mathematical reasoning. Students can learn to think geographically, economically, biologically, chemically, in courses within these disciplines. In principle, then, all students can be taught so that they learn how to bring the basic tools of disciplined reasoning into every subject they study.

3. Attempts to define Critical Thinking.

There have been various attempts to define critical thinking. Originally the dominion of cognitive psychologists (such as Paul Chance and Richard Mayer), philosophers (such as [Richard Paul](#)), behaviourally-oriented psychologists and content specialists (such as Hickey and Mertes) have recently joined the discussion (Huitt,1998). Contributors from the area of [cognitive psychology](#) delineate the set of operations and procedures involved in critical thinking. They work to establish the differences between critical thinking and other important aspects of thinking such as creative thinking.

Consequently the process of its development critical thinking has been conceptualized as:

...the ability to analyze facts, generate and organize ideas, defend opinions, make comparisons, draw inferences, evaluate arguments and solve problems (Chance,1986, p. 6);

...a way of reasoning that demands adequate support for one's beliefs and an unwillingness to be persuaded unless support is forthcoming (Tama, 1989, p. 64);

...involving analytical thinking for the purpose of evaluating what is read (Hickey, 1990, p. 175);

...a conscious and deliberate process which is used to interpret or evaluate information and experiences with a set of reflective attitudes and abilities that guide thoughtful beliefs and actions (Mertes,1991, p.24);

...active, systematic process of understanding and evaluating arguments. An argument provides an assertion about the properties of some object or the relationship between two or more objects and evidence to support or refute the assertion. Critical thinkers acknowledge that there is no single correct way to understand and evaluate arguments and that all attempts are not necessarily successful (Mayer & Goodchild, 1990, p. 4);

...the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action (Scriven & Paul, 1992);

...reasonable reflective thinking focused on deciding what to believe or do (Ennis, 1992).

HISTORY OF CAREER DEVELOPMENT THEORY

Zina Baltreniene, Lithuania

Career theory is bound by, and reflects, the social and economic environment in which it exists. The history of career theory is driven by social and economic realities. The modern concept of career is the product of the industrial age (Watts, 1996). During the industrial age, most individuals were employed by large organizations whose primary purpose was producing a tangible product. These organizations provided much of the structure for people's lives. The vertically integrated hierarchical organizations provided the opportunity for advancement through promotion up the "corporate ladder." During the industrial age, work was concentrated in employment, learning was concentrated in education, and education preceded employment. The role of career counseling was to facilitate the passage from one system (education) to the next (employment). This is why most career counseling takes place in educational institutions (Borow, 1964).

Although the origins of career thought could be traced to the fifteenth century (Brown & Brooks, 1996), and earlier (Savickas & Lent, 1994), organized career counseling had no clear beginnings. Some of the conditions from which it evolved were economic (industrialism and the growing division of labor); social (urbanization, child labor, and immigration); and scientific (the emergence of the social sciences and the advent of mental testing) (Crites, 1981). These conditions are critical to understanding the historical development of career counseling (Borow, 1964). Career counseling and career development theory was the product of a particular social and economic environment and was developed in the context of that environment.

The beginning of the formulation of career development theories arrived with Frank Parsons in the early twentieth century (Brewer, 1942). Frank Parsons began his work at the Vocational Bureau in Boston in 1908 (Shertzer & Stone, 1968). He is credited with first using the term "vocational guidance" to describe the methods that he used with young people. Parsons urged that vocational guidance become a part of the public school program with experts to conduct it (Bernard & Fullmer, 1969). Although Parsons never developed a formal theory of career development, most career theorists credit his work as being the framework upon which career theory has developed. The long-range impact and importance of Parsons' work was not understood until many years later when it was recognized in the Minnesota Employment Stabilization Research Institute during the 1930s when E.G. Williamson at the University of Minnesota developed the first career counseling theory, Trait Factor theory, a modification and operationalizing of Parson's work (Williamson, 1939, 1972). This became known as the Minnesota Model. (Crites, 1981).

There were others who were influential in the beginning of what became known as guidance counseling, such as Jesse Davis, who, in 1898, was initiating guidance activities in a high school in Detroit (Van Hoose & Pietrofesa, 1970). In 1904, Eli Weaver was conducting vocational placement services at a

boy's high school in Brooklyn (Shertzer & Stone, 1968). The first American journal devoted to vocational guidance, The Vocational Guidance Newsletter, was published in 1911 and was the predecessor to the Vocational Guidance Magazine, and, when the Personnel and Guidance Association was established in 1951, to Occupations and later to Personnel and Guidance Journal (Crites, 1981). Although there were others who were beginning to work on the idea of career development, Frank Parsons is usually referred to as the "father of vocational guidance" because the roots of career development *theory* did not emerge until Parsons developed a schema for successful career decisions making in 1909 (Brown, 1997). Parsons proposed three broad factors in career choice: (1) understanding oneself, (2) having a specific knowledge of the world of work, and (3) understanding the relationship between the two (Parsons, 1909). He believed that a person should actively choose his or her career or vocation rather than allowing chance alone to operate in the career decision process. By doing this, Parsons believed that personal job satisfaction would be enhanced, employers' cost would decrease, and employees' efficiency would increase (Brown, 1997). Whatever approach to career counseling is taken, one must deal with Parsons' central components when choosing a vocation (Crites, 1981).

For much of the twentieth century, career counselors focused on the second of Parsons' triad, increasing peoples understanding of the world of work (Brewer, 1942, Brown & Brooks, 1996). This began to change when the stock market crash of 1929 was followed by drastic deterioration of every aspect of the economy. Large-scale unemployment led the United States Employment Service to provide testing, counseling, and placement services to workers (Shertzer & Stone, 1968). The World Wars and the Depression increased the need to classify people in a meaningful way and fit them into jobs that they could perform satisfactorily (Brown, 1997). The role of tests increased significantly during this time. The Army General Classification Test and the U.S. Employment Service General Aptitude Test Battery were developed to enhance the selection and placement concerns that arose at the beginning of the Second World War when manpower problems became acute (Shertzer & Stone, 1968). It was during this period, marked by the World Wars and The Great Depression that the role of career counselors expanded tremendously. It was also during this time that Parsons' theory was given a new name: "trait and factor" theory (Brown, 1997). This theory dominated the 1920s and 1930s. Carl Rogers (1942, 1951) challenged this perspective in his books on client-centered counseling, which questioned the directive approach that trait and factor theorists used.

This trait-factor approach was also challenged by theorists such as Ginsberg (Brown, 1997). Career development began to be seen as a lifelong developmental process that is filled with compromise. Super (1962) further expanded upon these ideas with his developmental theories of career decision (Peterson, Sampson, & Reardon, 1991). Other such as Roe (1956) focused on psychological theories of personality, giving attention to the early childhood experiences that predisposed individuals to enter certain occupations.

Holland (1959) developed a more comprehensive trait-oriented theory of career development and choice. This approach has been the most researched and the most influential approach to career choice theory (Brown & Brooks, 1996) and has perhaps provided the most pragmatic application for the career counselor.

These ever-newer theoretical approaches have included different aspects of the developmental processes and added psychological and sociological understanding to the career choices that individuals make. Many of the differing theoretical approaches are, in fact, looking at differing aspects of the complex process of career choice, adjustment, and development.

Models of Career Development

Several major trends have culminated in the different approaches to career choice and adjustment. The primary theme in the history of career counseling has been the Personal focus on the individual, the occupation, and the relationship between the two (Crites, 1981). This model is the cornerstone of the trait and factor approach to career counseling with its emphasis on tests and occupational information. Combined with this is the view that career choice is primarily an expression of an individual's personality (Osipow, 1983). Another trend in career counseling has been the recognition that the choice of a career is a lifelong developmental process (Super, 1962). There has also been a shift toward examining cognitive variables and processes in studying career choice and adjustment (Lent, 1996). This has influenced not only the modification of existing career development theories, but has been the impetus for emerging theories. These trends have produced different schemas for classifying differing theories. Any attempt to classify models of behavior runs the risk of oversimplification and models can be classified in different ways. Yet, some attempt at classification can be useful in understanding the history and the state of career development theory.

Trait-Factor Theories

The oldest theoretical approach to career counseling has its antecedents in the theories of individual differences in behavior and the identification of these differences through tests and measurements (Crites, 1981). The terms *trait* and *factor* refer principally to abilities, interest, and personality characteristics (Super 1962). This system assumes that the matching of an individual's abilities and interest with the available career opportunities can be accomplished, and once accomplished, solves the problems of career choice for that individual (Osipow, 1973). The roots of this approach go back to parsons and are based on the pragmatic consideration of assisting individuals in choosing the best career based on their abilities, interest, and personality characteristics. This system has been the foundation for the vocational testing movement, producing interest inventories and aptitude test (Reardon & Burck, 1975). Philosophically, this approach focuses on the uniqueness of the individual and differential psychology (Crites, 1981).

Largely, trait-factor systems are a theoretical. The primary proponent of this approach is John Holland. Holland (1992) put forth a model with the following assumptions:

- In our culture, most people can be categorized as one of six types: Realistic, Investigative, Artistic, Social, Enterprising, or Conventional.
- Six model environments correspond to the six personality types.
- People search for environments that will allow them to exercise their skills and abilities, express their attitudes and values, and take on agreeable problems and roles.
- Behavior is determined by interaction between personality and environment (p.4).

Holland furthered his theoretical concepts with the development of the hexagon as a heuristic for understanding the nature of interests. This development led to the exploration of other important concepts in Holland's developing theory. Four diagnostic/theoretical indicators are used as interpretative constructs:

- Congruence, which is the degree of fit between an individual's personality and the type of work environment the person is currently in or anticipates entering.
- Consistency, which is the measure of internal coherence of an individual's type score.
- Differentiation, which is the measure of crystallization of interests and provides information about the relative definition of types in an individual's profile.
- Identity, which is the measure of the degree of clarity of the picture of one's goals, interests, and talents (Spokane, 1996).

Sociological Models of Career Development

Often referred to as "accidental theories" or situational theories of career development (Osipow, 1973), sociological theories have as their central tenant the idea that circumstances beyond the control of the individual play a pivotal role in career decisions (Brown, 1997). These circumstances include the economic and social development of the society in which career decisions are made as well as the individual's social status and experiences. This approach to career development emphasizes the need for the individual to develop the skills and coping mechanisms to deal effectively with the environment (Crites, 1981). Most of the emphasis of the sociological approach is based on the recognition that career choices reflect a compromise between an individual's inclinations and those possibilities that the culture opens to the individual (Osipow, 1973). Career counseling approaches differ from sociological approaches in important ways. Most of the differences are found in the fact that counseling theories gives at least moderate weigh to the individual's choice-making process in spite of the external obstacles and conditions while sociological theories assign much more weight to the institutional and impersonal market forces that significantly limit individual decision making and career aspirations (Hotchkiss & Borow, 1996). According to Hotchkiss and Borow, the most prominent sociological theories are:

Status Attainment Theory that postulates that the social status of ones parents affect the level of schooling achieved, which in turn affects the occupational level that one attains. This basic model is expanded upon by what is known as the “Wisconsin model” (Sewell, Haller, & Portes, 1969), which adds an intervening variable of ability to the relationship between parental social status and level of schooling.

Human Capital theories (Becker, 1975) states that the individual invests in activities such as education, health care, and migration with an expectation of return. These theories predict that any form of discrimination in the job market will disappear over time as a result of competitive pressures.

Sociology of Labor Markets (Parcel & Mueller, 1983) theory states that the Social Attainment Model is incomplete because it does not account for how social structures such as rules of access to jobs, salary schedules, job security, and performance standards interact with individual characteristics to influence the outcome of career attainment. This theory also argues against the microeconomic theories that focus on “human capital.” Sociology of Labor Markets theorists, or structuralist, believes that institutionalized inequalities are pervasive and persistent. This theoretical approach dominates most of the sociological research about determinates of occupational status.

Developmental Self-Concept Theories of Career Development

A third approach to career development is the self-concept approach that weaves two models into one. This system combines the developmental and the self-concept models. The basic tenants of this approach hold that: (1) individuals form more clearly defined self-concepts as they grow older; (2) people develop images of the world of work that they compare to their self-image; and (3) the adequacy of career decisions are based on the similarity between an individual’s self-concept and vocational concept (Osipow, 1971). This approach has expanded with the life-span, life-space approach of Super (1980), which addresses life span and social-role psychology (Super, Savikas, and Super, 1996). The graphical presentation of this theoretical approach is captured in the Life-Career Rainbow (Super, 1980), which has two dimensions: time and space. The time dimension addresses the roles that an individual plays and the space dimension depicts the social setting in which the roles take place. This approach attempts to portray the multiple-role careers and their determinants and interactions. The time dimension adds a developmental approach that focuses on how people change and make transitions (Super, Savikas, & Super, 1996). Super’s developmental theory has attempted to provide a comprehensive framework for understanding the complexities of career behavior. It has evolved over time and has been influenced by constructivistic thought and by the cognitive processing theories.

Social Learning Theories of Career Development

Social learning theories of career development have their roots in the more general social learning theories of Bandura (1971, 1986). This general approach assumes that an individual’s personality and behavior can be explained by their unique learning experiences combined with their innate propensities

(Mitchell & Krumboltz, 1990). Although this theory posits that current personality is a result of past learning experiences, this is not meant to imply that the individual is passive and controlled by environmental events. Social learning theory recognizes that people are intelligent beings that interact with and attempt to control their environment to meet their needs.

Social learning theory holds that there are two major types of learning experience that result in an individual's behavior and preferences. The first is *instrumental learning*, which takes place when an individual is positively reinforced or punished in response to certain behaviors or cognitive skills. The second is *associative learning*, which occurs when an individual associates a previous direct or indirect experience that was affectively neutral with emotionally laden stimuli (Mitchell & Krumboltz, 1990).

Social learning theory of career decision-making attempts to answer the question of why individuals enter a particular occupation, why they change occupations, and why they prefer different occupational activities at different points of their lives. Mitchell and Krumboltz (1996) list the following four categories of factors that influence the career decision-making path of an individual:

- Genetic endowment and special abilities. These genetically inherited qualities may affect an individual's ability to acquire certain educational and occupational skills and opportunities. The interaction between the genetic endowment and the environmental experiences help to determine the behavioral repertoire that affects career decisionmaking.
- Environmental conditions and events. The environmental conditions and events that affect career decision include social, cultural, political, and economic forces. Combined with natural resources and natural disasters, these factors set the parameters for learning experiences.
- Learning experiences. The unique instrumental and associative learning experiences that form an individual's personal history result in a chosen career path.
- Task approach skills. The interaction between learning experiences, genetic characteristics and special skills, and environmental influences results in task approach skills. These skills include performance standards, work habits, perceptual and cognitive processes, mental sets, and emotional responses. These approach skills determine the manner in which new problems are addressed and affect the outcome.

Social cognitive career theories (SCCT) (Lent, Brown, & Hackett, 1994) build upon the social learning theories of Krumboltz (1979). SCCT focuses more on the cognitive theories of self-regulatory and motivational processes than on the strict learning theories of Bandura (1986). Although both perspectives acknowledge the impact of reinforcement history on career behavior, SCCT is more concerned with the specific cognitive mediators through which learning experiences guide career behavior.

Decision-Making Theories of Career Development

From the field of cognitive psychology, cognitive information-processing (CIP) theories (Peterson, Sampson, & Reardon, 1991; Peterson, Sampson, Reardon, & Lentz, 1996) apply general cognitive information processing skills to career problem solving and career decision-making. By examining actual thought and memory processes involved in social learning theories, CIP theories provide a fuller understanding of the manner in which an individual makes career choices. CIP theory assumes:

- Career problem solving involves affective as well as cognitive processes. The capacity for career problem solving depends on the availability of cognitive operations as well as knowledge.
- Career development involves change in knowledge structures, or schemas. The development of career problem-solving skills is accomplished through the enhancement of the information processing capacity.

CIP focuses on the decision making *process* and adapts Sternberg's work (1985) to describing the process as a pyramid with three domains: knowledge, decision-making skills, and executive processing. This theoretical approach does not attempt to replace other theoretical perspectives; rather it adds insight into the decision making process that is a part of most theories.

Chaos Theory

Chaos theory (Abraham & Gilgen, 1995; Barton, 1994; Butz, 1997; Peterson & Krumboltz, 1999; Peterson, Krumboltz, & Garmon, 2003; Robertson & Combs, 1995; Waltrap, 1994) has been described as one of the most prominent theories of the twentieth century, along with quantum and relativity (Gleick, 1988). Chaos theory is the study of complex non-linear systems and describes the complex and unpredictable motion or dynamics of systems that are sensitive to their initial conditions. In chaos theory, a range of expected behavior can be predicted, but exact behavior cannot be predicted. Chaotic systems are mathematically deterministic – that is, they follow precise laws, even though their irregular behavior can appear random to the casual observer.

As chaos theory has continued to develop, the concepts and conceptualizations of chaos theory have been applied to a variety of complex, dynamic, and nonlinear systems that do not technically qualify as representing the narrow mathematical notion of chaos. While chaotic processes are believed to take place in all major categories of systems - conservative, dissipative, and quantum - most work has focused on the occurrence of chaos in dissipative systems, of which biological and social systems are prime examples (Hudson, 2000).

Chaos theory has been used to advance the understanding of diverse phenomena such as electric circuitry, measles outbreaks, clashing gears, heart rhythms, electrical brain activity, circadian rhythms, animal populations, and chemical reactions (Butz, 1997). It is suspected that even economic systems (Savit, 1991) and social systems (Iannone, 1995; Masterpasqua & Perna, 1997; Robertsons & Combs, 1995; Ward, 1995) may conform to chaotic assumptions. It has been posited that career path

development, like many behaviors, is a nonlinear relationship between unstable variables (Peterson & Krumboltz, 1999; Peterson, Krumboltz & Garmon, 2003; Pryor & Bright, 2003). Much of the measurements and assessment of human behavior has thus far been reported using episodic and averaged observations (Heiby, 1995). In much research that looks at linear relationships, irregularities have been attributed to noise, error, and randomness. According to Heiby, these measures are inadequate in measuring transitions between states of existence and chaotic behavior.

Career as Path-Dependent Phenomena

In an industrial society with a predominance of large hierarchical, monolithic organizations, career progression could best be described in terms of a linear career ladder in which individuals were expected to progress “upward through the ranks.” However, in a globalized information society, organizations will shift toward smaller, flatter, and decentralized workplaces with an increase in temporary and contingent employment (Mohrman & Cohen, 1995). In organizations that are flatter, smaller, and decentralized, career progression might more accurately be described and understood as a progression of nonlinear moves in time and space. With this, a career path is a more appropriate description than a career ladder. The nature of career paths is that they are unknown until they are traveled and viewed retrospectively and that no two individual paths will be the same. The starting point, or initial conditions, is different for each individual as are the external conditions and the internal states that follow.

CRITICAL THINKING, EDUCATION AND EMPLOYABILITY

Dr. Joseph Giordmaina, Malta

Introduction

The project entitled *Critical Thinking for Career Education*, a project carried out with the support of the European Community within the framework of the Socrates programme, was innovative in relating two different notions: critical thinking and career education. The underlying premise of the whole project is that someone who has strong critical abilities is in a better position to develop his/her career.

This chapter deals with the practical teaching of critical thinking. In this chapter I argue that in order to teach critical thinking effectively one has to develop three basic ingredients: knowledge about critical thinking, the skills to use critical thinking, as well as an attitude towards critical thinking.

In the first section we will review some ideas of critical thinking, in order to demonstrate that there are different ideas of how critical thinking can be taught and the skills involved in each approach. My main focal point will be the ideas of John Dewey. I will also point to the importance given to the idea of developing attitudes in the teaching of critical thinking, especially as stressed by Richard Paul. Another aim of this section is to give the teacher trainer the necessary knowledge about critical thinking he/she needs in order to discuss the issue with his/her colleagues and audience.

In the second section of the paper it will then be argued that “telling” a teacher of how to teach critical thinking is a process of deskilling the teacher him/herself. The alternative that is presented here is a compendium of ideas/examples that the teacher can then transpose to the area he/she is developing – in this case the empowerment of students of various ages to eventually find employment within the EU. The two programmes whose methodology will be reviewed and promoted in order to teach for successful career in the EU are the Philosophy for Children approach (PFC) as developed by Lipman (1988) and the ERR method (Evocation, Realization and Reflection) as developed by Meredith and Steele.

Grounding Critical Thinking in the works of John Dewey

The teaching of thinking and of “thinking skills” is on the agenda of most curricula at both Primary and Secondary school levels. There seems to be a general agreement that reflective thinking is a characteristic of an educated person, that it is a must for responsible citizenship, a tool to exercise one’s contribution for a democratic society, as well as a tool for employability.

In a world of rapid change, reflective thinking enhances responsible choices. The principal differences for the teaching for better thinking within the different curricula lie mainly in the way this should be done, and not whether it should be taught or not (although this is debatable as well). Coles and Robinson (1989) published one of the first surveys on teaching thinking programmes, a survey that highlighted

such different approaches. Fisher (1990) gives a similar but more practical review of a number of programmes, identifying the main concepts and methods used in the teaching of thinking. The strength of his review lies in the way the author suggests how the different approaches can be integrated within the normal class curriculum. The spectrum of approaches to the teaching of thinking is more apparent in the *Inventory of Teaching Thinking European Programmes* (Hamers and Overtoon 1997). The editors group the programmes into two categories: programmes with general educational aims, stressing more on a skills based approach, under which philosophy for children programmes are included, and programmes with specific educational aims, those that are infused within the school subjects. This last category is subdivided into two parts: those infused in one school subject and those in more than one. The authors of the inventory identified 42 different programmes, ranging from pre-school to secondary levels of education. The same division is used by the editors of the Proceedings of the OECD Conference *Learning to Think, Thinking to Learn* (Maclure and Davies 1991). Similarly Cotton (1991) identifies the 12 most common and successfully used programmes for the teaching of thinking. Impressive is also the number of websites in which one can find lesson notes on how to teach thinking,ⁱ as well as conferences on the subject. The theory behind most of these programmes can be traced back to the works of the philosopher John Dewey.

Dewey, mainly through his writings in books such as *Democracy and Education* (1997), *How We Think* (1991) and *Intelligence in the Modern World* (1939) sensitised both American and Anglo Saxon philosophers of education, on the importance of the development of reasoning and good thinking within the school. He makes the important link *between* the private domain and the social domain, as he himself writes in *The Public and its Problems*:

Many private acts are social; their consequences contribute to the welfare of the community or affect its status and prospects (Dewey 1927: 13-15)

Of course this is an important insight for those working in career education. What is being suggested in this project is that such growth takes place, is promoted, if the faculty of critical thinking is enhanced in our pupils at school. It is only if teachers grow as critical thinkers that their pupils become better thinkers themselves. Both teacher and pupil become students in this respect. And basic to such growth is the skill of communication. Communication is important for Dewey for without it there could be no community, and hence no general social aims and active citizens.

For Dewey responsible citizenship is only possible through a cultivation of the thinking ability of the individual, of the “social” use of one’s intelligence. Such use of intelligence brings about action: responsible citizenship and the bringing together of the ‘individual’ and the ‘community’ through communication, through a process of reflection, creative thinking, and critical thinking; what he called inquiry. Inquiry and the sharing of experiences are made possible through a process of communication (Dewey 1997).

In *How We Think* (1991) Dewey argues that one cannot teach children to think. Thinking is a natural disposition that takes place anyway. What one can teach is the ability to think well, to improve one's own thinking, one's own beliefs. Dewey differentiates among different kinds of reflective thinking,ⁱⁱ arguing that education should concern itself with reflective thoughts that result in a belief, through a process of inquiry. Reflective thought is thus presented

as an active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it, and the further conclusions to which it tends. (Dewey 1991: 6)

and involves a process of thinking which is defined as that operation in which present facts suggest other facts (or truths) in such a way as to induce belief in the latter upon the ground or warrant of the former. (Dewey 1991: 8)

This process involves a 'state of hesitation', a 'perplexity', a 'doubt', and an act of search or investigation directed towards bringing to light further facts which serve to corroborate or to nullify the suggested belief. But for this to be possible Dewey stresses that there is a need for experience. This experience is what most children lack in order to engage in a process of thinking. One of the main differences between the thinking of children and that of adults is that the latter have more 'experience', a bigger 'luggage' from where they can search for examples or similar situations that might help them decide present problems. The implication of Dewey's insight is that the classroom and teacher should be providers of experiences – real or imaginary – towards which children can refer when in need to examine present situations; when they are in need to think and reflect. The question that the teacher involved in teaching critical thinking for career education is: What kind of experiences am I to bring forth to the classroom, to children in order that they can think, experiment and explore issues that deal with their future careers and employability? What kind of communication skills can I develop with these children, and more importantly, how can I, as a teacher turn my classroom into a community of inquiry where pupils can inquire about issues that are of relevance to them, in this particular case, related to career education and employability.

Dewey draws attention to one major problem in teaching of critical thinking to children. This is the problem of the destabilisation of children's knowledge, of children's serenity with what they know, of possibly instilling a very strong sense of scepticism at a very early age. Dewey (1991: 10) points out that reflective thinking is a troublesome activity. It involves the questioning of what one accepts at face value, a sort of disturbance. The problem here is whether such destabilisation should be encouraged in children, and whether the message will be, as a consequence, that truths will be perceived by children as totally relative. However, the important distinction that Dewey makes relevant to our discussion is his distinguishing between an education in which children are feed information all the time, and a reflective education, one that ought to be given under the guidance of the teacher. Dewey divides this reflection process into five distinct steps that are:

1. a felt difficulty
2. its location and definition
3. suggestion of possible solution
4. development by reasoning of the bearings of the suggestion
5. further observation and experiment leading to its acceptance or rejection, that is, the conclusion of belief or disbelief (Dewey 1991: 72)

This is mainly a summary of the scientific method that Dewey so much promoted in schools. Unfortunately this method of thinking is extremely rigorous and systematic and does not give space to other forms of thinking, such as the ones identified by Egan (1997). But it is a kind of thinking that is based mainly on interaction between the self within a community and others, as well as an interaction with one's environment.

Dewey suggests that teachers should provide pupils with problems that involve observation and discovery, and encourage the students to find out the sort of perplexity that confronts them, after which they infer hypothetical explanations and test the suggested ideas. This relationship between the teacher and child in such teaching is described as

"It is through the teacher that the value even of what is contained in the text-book is brought home to the child; just in the degree in which the teacher's understanding of the material of the lessons is vital, adequate, and comprehensive, will that material come to the child in the same form; in the degree in which the teacher's understanding is mechanical, superficial and restricted, the child's appreciation will be correspondingly limited and perverted" (Dewey 2001: 397)

Attitudes

Dewey points to the evils and sources of what he terms 'wrong' beliefs, arguing that these are dangerous, and one way of avoiding them is through a process of training of the mind for such situations. Teaching for Dewey should 'fortify the mind against irrational tendencies current in the social environment, and help displace erroneous habits already produced' (Dewey 1991: 26). This is possible through the process of inferencing, an exercise that involves a "leap", a jump from the known to the unknown; a dangerous act since a false step might create havoc. The best situation for the training of such an exercise, Dewey emphasises, is the classroom, for it is in the classroom that the teacher can create the appropriate conditions where such risks can be taken in a safe environment. Education transfers such inferences into habits of critical examination and inquiry, processes by means of which wrong beliefs can be avoided. Inferences lead to judgments, which provide meaning. This creation of meaning is what ought to be one of the main aims of the education process:

And if our schools turn out their pupils in that attitude of mind which is conducive to good judgment in any department of affairs in which the pupils are placed, they have done more than if they sent out their pupils merely possessed of vast stores of information, or high degrees of skill in specialized branches.

(Dewey 1991: 101)

Drawing on Locke, Dewey mentions dogmatic principles, closed minds, strong passion (for example for money), as well as dependence on the authority of others as possible reasons for wrong beliefs. Paul (1993) seems to pick up on these reasons when he distinguishes between the two types of critical thinker: the 'strong sense' and the 'weak sense' critical thinker. Thinkers of the latter kind are:

1) *Those who do not hold themselves or those with whom they ego-identify to the same intellectual standards to which they hold "opponents".* 2) *Those who have not learned how to reason empathically within points of view or frames of reference with which they disagree.* 3) *Those who tend to think monologically.* 4) *Those who do not genuinely accept, though they may verbally espouse, the values of critical thinking.* 5) *Those who use the intellectual skills of critical thinking selectively and self-deceptively to foster and serve their vested interests (at the expense of truth); able to identify flaws in the reasoning of others and refute them; able to shore up their own beliefs with reasons."* (Paul 1993: 488)

The similarities between Dewey's ideas and Paul's are apparent.

For Dewey the process of thinking involves also what he calls a 'suggestion', followed by a hypothesis, for the acceptance of a conclusion as well as a process of inquiry to test the value of the same suggestion before accepting it. This process involves three stages that are crucial for the class teacher:

(a) a certain 'fund' or 'store' of experience and facts from which the suggestions proceed (b) promptness, flexibility, and fertility of suggestions; and (c) orderliness, consecutiveness and appropriateness in what is suggested. (Dewey 1991: 30)

These have implications for the classroom and for the teaching of thinking. For it requires of the teacher to create as many diverse and appropriate experiences as possible, to employ a pedagogy based not on transmission of knowledge, but on one based on play, discovery learning and inquiry and the creation of an environment where communication is possible. This should lead to a process of thinking which Dewey in his 1916 *Democracy and Education* calls the method of intelligent learning, of learning that employs and rewards mind (Dewey 1997: 153). Dewey stresses that thinking does not take place in isolation, but within an experience. It is 'postponement of what has to be done', a 'delayed response' (Dewey 1939: 191). Dewey views education as experience and emphasises the process of experiencing rather than the dishing out of the results of others' experiences as fixed knowledge (Baker 1955: 43). One needs experience in order to think. The more experience one has, the better one's thinking. Hence the role of the teacher in providing such experience. And this experience is best provided by giving pupils things to do and not something to learn.

Intelligent activity is distinguished from aimless activity by the fact that it involves selection of means – analysis - out of the variety of conditions that are present, and their arrangement – synthesis - to reach an intended aim or purpose. That the more immature the learner is, the simpler must be the ends held in view and the more rudimentary the means employed, is obvious. (Dewey 1938: 84)

Dewey stresses the relationship between teaching and learning, arguing that the latter can only be done by the learner for him/herself. The teacher, for Dewey (1939: 615) is the guide, the director who creates the necessary environment where children can involve themselves in thinking, mainly through doing. Doing for Dewey is of “*such a nature as to demand thinking, or the intentional noting of connections; learning naturally results*” (Dewey 1997: 154). Dewey stresses that to think effectively

...one must have had, or now have, experiences which will furnish him resources for coping with the difficulty at hand. A difficulty is an indispensable stimulus to thinking, but not all difficulties call out thinking. Sometimes they overwhelm and submerge and discourage. (Dewey 1997: 157)

The caution Dewey makes at the end of this paragraph is an important one. For what Dewey is saying, is that one has to be cautious on two counts: the first being that children have a limited experience, and this limitation of experience may hinder their grasp of the issues at hand. The second issue is that teachers ought never to give children problems or situations that are beyond their ability, problems or situations that might be “overwhelming”. Hence the need for the selection of an appropriate curriculum, what Dewey would call an appropriate ‘experience’ for children? Dewey also stresses that thought just as thoughts are incomplete. They are only suggestions, indications. Thoughts are complete only when they are put to situations of experience, when they are tested for their meaning. The strength of the process of thinking is summed up in Dewey’s preface to his book *Intelligence in the Modern World*.

“Let us admit the case of the conservative: if we once start thinking no one can guarantee where we shall come out, except that many objects, ends and institutions are doomed. Every thinker puts some portion of an apparently stable world in peril and no one can wholly predict what will emerge in its place.” (Dewey 1939: Preface)

Within the American tradition, Dewey’s ideas on the teaching of thinking were mainly taken up by Israel Scheffler. The goal of education for Scheffler (1973: 76) is the development of the “rational man” the person who is “*consistent in thought and in action, abiding by impartial and generalisable principles freely chosen as binding upon himself.*” Harvey Siegel (1988), who describes his work as an “*extension and exploration of Scheffler’s insistence that ‘critical thought is of the first importance in the conception and organisation of education activities*” (Siegel 1988: x), argues that education has two important goals: that of fostering in students the ability to reason well, to evaluate the reasons offered for particular beliefs, judgements and actions, as well as to develop in children the disposition or inclination to be guided by reasons so evaluated, to believe, judge and act in accordance with the results of such reasoned evaluations.

Siegel (1988) argues that the interest in education in the development of reasoning is mainly due to the work of The Informal Logic Movement, a movement concerned with the kind of reasoning required in ordinary everyday situations. An example of such an approach is Thomson (1996) who uses a whole range of texts in order to encourage students to recognize, analyze and evaluate various reasoning that can be found in literature (for example in the works of Lewis Carroll and Desmond Morris), in newspapers (The Guardian, The Independent, The Times), Law School Admission Tests, etc. This approach can be contrasted with Copi's (1990) classical logic textbook *Introduction to Logic*, which, although using the same technique of using examples from various literature sources (Copi and Cohen 1990: 372 use Lewis Carroll as well), is much more formal in its approach. Siegel draws also from the works of Ennis and Paul from whom he defines the critical thinker as 'one who is appropriately moved by reasons' (Siegel 1988: 23).

Critical thinking, which for Siegel (1997: 19) involves believing and acting on the basis of reasons, and involves rational justification, is defined in the most general way by Ennis (Norris and Ennis 1989: 3) as "reasonable and reflective thinking that is focused upon deciding what to believe and do". Ennis makes the important point that the teaching of critical thinking is not just a matter of transmitting skills. There are abilities and dispositions that need to be developed as well. Norris and Ennis group the abilities in the following four general sets:

Those involved in thinking clearly

Those involved in making and evaluating inferences

Those needed to establish a sound basis for inference

Those involved in carrying out the critical thinking process in an orderly and effective way

(Norris and Ennis 1989: 10)

Norris and Ennis (1989) also argue that one has to have a number of dispositions in order to use these critical thinking abilities and also to maintain open-mindedness. Paul et al (1989) suggests a way in which normal lesson notes can be rewritten so that the teaching of critical thinking can be infused into the normal lesson. One can easily insert these suggestions into the lesson notes as published in *Critical Thinking for Career Education* (EU Commission 2003) in order to transform those lesson plans into critical thinking lessons as well.

In the UK, as early as 1967, John Passmore was also writing about the need to teach critical thinking. Passmore argued that to teach children to be critical it is not enough to impart facts, nor to instil critical thinking as a "habit", for habits diminish conscious attention, just like when one scratches his head. This is clearly a critique of Dewey's position mentioned above. Passmore argues against the idea of equating critical thinking with a skill. For Passmore critical thinking is more of a 'character trait', an idea further developed by Paul (1990). The educator, for Passmore, should be interested in encouraging the development of what he labels the 'critical spirit', which is difficult to teach. For unlike knowledge or

skills, the teaching of such a spirit can and should be mostly done through example, through the hidden curriculum, the 'atmosphere of the school.' For Passmore critical thinking can only be taught by 'men who can themselves partake in critical discussion'.

A child will be encouraged to be critical only if he finds that both he and his teacher can be at any time called upon to defend what they say - to produce, in relation to it, the relevant kind of ground. This is very different from being called upon, on a set occasion, to produce a case in favour of one side in a debate. (Passmore 1967: 198)

Passmore also mentions a number of difficulties in the teaching of critical thinking. The first difficulty mentioned is that teachers themselves might have beliefs that they are not ready to discuss with their students, either because they consider them as private, or else because they are afraid that they might influence their pupils in an undesirable way. Such beliefs can include for example religious or political beliefs. And secondly, according to Passmore, even if the teacher is willing to critically discuss such positions, there might be outside pressures, like for example the school authorities, who pressure teachers to promote the 'prevailing' norms of the time. The third difficulty deals with the kind of training teachers themselves receive a training that does not encourage critical thinking. Passmore reminds us that *anybody who sets out to teach his pupils to be critical must expect constantly to be embarrassed. He can also expect to be harassed, by his class, by his headmaster, by parents. If he gives up the idea of teaching his pupils to be critical and saves his conscience by training them in skills, it is not at all surprising. But he should at least be clear about what he is doing, and even more important, what he is not doing.* (Passmore 1967: 209)

Peters (1967) too reacts to Dewey's ideas on critical thinking. The main difference between Dewey's and Peters' position is that Peters stresses that the teaching of critical thinking has to take place within a body of knowledge. For Peters (1967) the role of the teacher is to pass a body of knowledge in such a way that a critical attitude towards it can also be developed. This debate eventually developed into what Siegel (Bailin and Siegel 2003) describe as the question that "has divided critical theorist like no other." The debate is whether critical thinking should be conceived as something general or as domain specific. The controversy on whether one ought to teach general thinking skills or domain specific skills has been a long one, with those in favor such as Ennis (1995), Paul (1990), Swartz and Perkins (1990), Fisher A., (2001) arguing that there are such general skills that can be applied in most domains, while those against, notably McPeck (1981) arguing that thinking is domain specific. Smith (2002) shows how the situation is not an "either/or" one, but an "and" one in which there are what one might call "general thinking skills" that can be applied in various situations as well as domain specific skills; particular thinking skills which occur when one is applying these skills within the particular domain knowledge. For example in Moore, McCann and McCann's (1985) text, critical and creative thinking (the summation of which they label as effective thinking) is developed through "applied" logic, which, according to the

authors, helps students in decision making. Their approach is a course designed to help students to 'study of the techniques of effectively thinking directly'. In their opinion, "*sound thinking is too complex a process to be adequately treated as an adjunct to a course devoted primarily to other matter and is too important to be relegated to spare moments*" (Moore, McCann and McCann 1985:).

McPeck strongly argues that the teaching of thinking skills is redundant since such skills are "*not something different from, or over and above, disciplinary thinking... but is in fact part and parcel of disciplinary thinking*" (McPeck 1990: 34). The argument McPeck brings forth is that thinking takes place within a discipline, that thinking in one discipline is of a different nature from thinking in another discipline (e.g. thinking in history is of a different nature from thinking in science), and that thinking has to be about something: one cannot just simply think. Mc Peck is here echoing Dewey (1991) who also pointed out that:

Thinking is specific, not a machine-like, ready-made apparatus to be turned indifferently and at will upon all subjects, as a lantern may throw its light as it happens upon horses, streets, gardens, trees, or river. Thinking is specific, in that different things suggest their own appropriate meanings, tell their own unique stories, and in that they do this in very different ways with different persons...Thinking is not like a sausage machine which reduces all materials indifferently to one marketable commodity, but is a power of following up and linking together the specific suggestions that specific things arouse.

(Dewey 1991: 39)

Peters argued similarly when he said that what is essential in education is the grasp of a conceptual scheme for ordering facts; and that the various forms of thought such as historical, moral, scientific, aesthetic etc. all have their own such schemes and thus "*provide different perspectives for the interpretation of experience*" (Peters 1967: 20-21). What is important for Peters is the way such schemes and such knowledge is passed on, "*kindling the passion for truth that lies at the heart of all of them*".

Whether such a passion is due to fostering the natural curiosity of the child, [Dewey] is caught from those who are already possessed by it, [Passmore] or develops because an individual is confronted by conflicting opinions, is difficult to determine."

(Peters 1967: 21)

Dewey made another important observation in *How We Think*. Not only is thinking for Dewey subject specific, it is also individual specific, in the sense that there are great individual differences in the way pupils think, and that teachers "*should not try to force the pattern and model upon all*" (Dewey 1991: 143).

In the 1960's Hirst proposed the idea of specific "forms of knowledge" into which students should be 'initiated' (Peters 1965: 110) so as to have a complete liberal education.

In summary, then, it is suggested that the forms of knowledge as we have them can be classified as follows:

(i) Distinct disciplines or forms of knowledge (subdivisible): mathematics, physical sciences, human sciences, history, religion, literature and the fine arts, philosophy.

(ii) Fields of knowledge: theoretical, practical (these may or may not include elements of moral knowledge). It is the distinct disciplines that basically constitute the range of unique ways we have of understanding experience if to these is added the category of moral knowledge. (Hirst 1974: 46)

For Hirst (1974: 52), drawing from Oakeshott, these forms of knowledge can be seen as “*voices in a conversation, a conversation to which they each contribute in a distinctive manner*”. Hirst and Peters (1970: 31) argued that such forms of knowledge are a necessity for critical thinking to take place. They are the tools for critical, creative and autonomous thinking. One cannot, argue the authors, be critical without having some content to be critical of. The ‘powers of mind’ cannot be exercised in a vacuum (Hirst and Peters 1970: 54). Without the acquisition of these forms of knowledge, the development of rationality in its wider sense, of mind itself, is “*logically impossible*” (Hirst 1974: 22). Each form of knowledge involves the development of creative imagination, judgment, thinking, and communication skills particular to its own way of understanding experience.

Following Passmore, Hirst and Peters (1970: 31) also argue that “*people have to be trained to think critically; it is not some dormant seed that flowers naturally*”. In fact Hirst and Peters distinguish between critical thinking and being “*contra-suggestible*”. Critical thinking requires a mastering mode of experience and training in particular techniques. Of course the main problem here is what is one going to be critical about in career-education? Are we going to give children general thinking skills as identified above? Or are there any particular thinking skills that are directly related to the domain itself. These are the kind of questions that a class teacher has to deal with when relating critical thinking to career education.

The Practical Approach

The section above highlighted the main aims and objects as well as diverse approaches and ideas to the teaching of critical thinking. Such an outline is meant to help the teacher identify the knowledge pupils need, the skills they ought to learn and the attitudes he/she ought to help children to develop, and to do this both through his/her normal lessons as well as during the lessons identified in *Critical Thinking For Career Education* (EU Commission 2003). In this section I will elaborate the ideas reviewed above in two approaches, one as developed by Meredith and Steetle (ERR) and the other by Lipman (philosophy for children).

ERR stands for Evocation, Realisation of Meaning and Reflection. The authors stress that the process by means of which one teaches content is as important as the content itself. The authors also stress the

importance of metacognition – that is that the learner is aware, is conscious, of what is going on in one's mind. This process brings about meaningful learning. The method recommended by the authors is a straightforward one – pupils are asked to think about a particular topic, in this case it could very well be something related to employment in the EU, for example the issue of mobility for labour within the EU. This is called 'evocation'. At this point the participants are asked to list what they know about the topic – meaning that the participants actually list all they know – giving them the necessary confidence that they are not 'tabula rasa', that they know something, but they do not know everything either. This process involves thinking on one own, thinking in pairs and in small groups. It also involves the process of communication mentioned above; the communication necessary to make one's own thoughts clear to the whole group. The authors also ask the participants, throughout this process to classify the information eventually given on the topic in four sections: information that they already know, information that contradicts what they know, new information and information that the participant finds puzzling. This is called the 'realization of meaning'. These four classifications help the learner to realise his/her knowledge and his/her potential to learn more knowledge – a simple method by means of which he/she can clearly identify what he/she has learned. The last stage is 'reflection'. At this stage the participants are asked to reflect on the process: what has happened, what have I learned, what did I already know? Here visuals such as thinking maps and charting of ideas, old and new, are often used. It is at this stage that the learner takes full ownership of his/her new knowledge.

A different kind of exercise that promotes critical thinking in class is the Philosophy for Children approach, a programme developed in America in the early 1970, and one that has spread to most continents. The term 'philosophy for children' does not refer to any one particular kind of programme available on the market but is used mainly as an 'umbrella' term under which programmes that claim to teach critical thinking fall. These programmes try to develop critical thinking, or better thinking, through the subject of philosophy. Apart from these two general goals, one finds two other features that are common to all such programmes. These are the methodology employed, referred to as the 'community of inquiry', as well as the extensive use of dialogue in the search for meaning, relying more on the spoken rather than the written word; a tradition that has its roots in the Socratic dialogues. This dialogue is mainly encouraged among students, and the teacher is expected to take the role of a facilitator of the discussion, than being a disseminator of knowledge, while students are empowered to select the topics for discussion as well as facilitate the same discussion themselves, if possible. All programmes tend to identify critical thinking with philosophical activity. The variations among the different programmes rests more on the approach taken and the stimulus material used to provoke thinking in children. Some programmes use specifically written novels, others use children's stories, poems, picture books or current affairs. There is also great difference in what the writers of these curricula understand by philosophy itself. One of the first syllabi in this area was developed by Lipman and Sharp (1994). It is a

syllabus in Philosophy for Children that covers the period from early childhood education to secondary education. One of Lipman's aims is to allow children to experience in class what it is like to exist in a context of "mutual respect, of disciplined dialogue, of cooperative inquiry, free of arbitrariness and manipulation" (Lipman 1988: 48). And this can possibly be done through his idea of a "community of inquiry", which is the methodology he proposes for Philosophy for Children. Of course such an atmosphere can be created outside the parameters of Philosophy for Children, but Lipman ties the methodology to the philosophical content. A basic premise for Lipman's theory for developing thinking in children is that thinking always takes place within a context. The context suggested by Lipman is philosophy since it is the subject within which one can develop logic as well as develop the skill of making judgements, specifically value judgements. The context suggested by Lipman can take the form of a "story", a story which itself mirrors a process of thinking by a group of children who reflect on their own thought processes (metacognition). The methodology promoted by Lipman for the activity of Philosophy for Children is referred to as 'the community of inquiry'. In a community of inquiry students are placed facing one another. This way the arrangement is of one large circle in which all can see one another, all can easily dialogue – and all are equal in status, including the teacher. This set-up makes inquiry possible. The community of inquiry is the alternative to the traditional set-up where the teacher (perceived as the giver of knowledge) stands in front of the class (sometimes on a platform) and delivers knowledge, as a product to be understood and reproduced rather than produced. Participation by the pupils within this set up is more possible. Trust and respect are crucial for the community of inquiry to take place. Class rules are set-up by the group. These include simple rules such as respect for one another, listening to one another, waiting for one's turn etc. Conversation, or better still, inquiry is encouraged by first stimulating the pupils with a story to which they are encouraged to react through the identification of a number of questions they would like to discuss. This takes the form of a dialogue, based on a Socratic model, where through a process of questioning and answers, a better understanding of the issue is reached by the whole class (the dialectic method). The teacher within this set up is mostly referred to as a facilitator, or monitor, rather than as the traditional authority of a particular domain of knowledge. The emphasis is on verbal thinking. This model is followed practically by all writers working within this tradition.

Lipman's main idea of Philosophy for Children was taken up by a number of authors, most of who studied for some time under his direction. Some of these authors had particular concerns with Lipman's curriculum, for they were either not totally convinced of the methodology proposed, or of the stimulus material used or of its place in the curriculum. Such authors developed their own programmes and material. Murriss (1992: 12) for example, summarises her approach by claiming that it is "teaching through questioning", starting with the students' questions, and it is only when necessary, for example, when the discussion becomes bogged down, that the teacher is to introduce his/her own

questions in order to move the inquiry. The picture books she uses are simply the starting points for a discussion on, for example topics like good or bad, right and wrong, love and hate etc. (Murriss 1992: 14). Philosophy for Children is overviewed in *Teaching Children to Think* where Fisher (1990) shows how thinking can be taught through a number of programmes, including Philosophy for Children, Instrumental Enrichment, and problem solving exercises. Thinking, Creative Thinking and Critical thinking and the relationship between the three is discussed. The book that focuses solely on Philosophy for Children is his (1998) *Teaching Thinking: Philosophical Enquiry in the Classroom*. In this book Fisher makes a case for philosophy and for the use of philosophy to teach children to think through philosophising. One justification for the teaching of thinking not mentioned by other writers in this tradition is the teaching of thinking for the pleasure we gain out of the activity of thinking. Fisher (1998: 6) argues that intellectual stimulus and challenge offers a kind of pleasure, producing both virtue and satisfaction. Apart from the usefulness of thinking, Fisher also argues that a successful society “will be a thinking society in which the capacities for lifelong learning of its citizens are most fully realised” (Fisher 1998: 8). McCall (1989) extended the idea of Philosophy for Children to adults.

Conclusion

In the first section I gave a quick overview of the main ideas of writers who, in one way or another, promoted critical thinking in education. Among these is Dewey, whom I consider the forefather of the movement. Through a discussion of his views I tried to elicit the main ingredients of how one can develop critical thinking in the classroom. These include the idea of linking the private with the public, and the idea of growth within a community through a process of communication. I also highlighted a number of skills one can develop within the community of inquiry. Apart from skills I emphasised the need to develop particular attitudes towards the use of critical thinking. In the second part of the essay I identified two approaches that both pivot on the idea of dialogue. Both use a stimulus for the beginning of a dialogue/discussion. The methods vary in their style of development, for whereas the ERR follows three identified steps, the Philosophy for Children approach starts with a stimulus, usually a text in its widest sense, a text that is problematised and discussed in a community of inquiry as explained above. Children might come to particular conclusions, but these conclusions are considered to be temporary, until they come to a point where the issues are discussed again, and maybe new positions are taken up. Teachers involved in the teaching of critical thinking for career education have a number of options. They can follow the ERR model using particular text related to the subject. Alternatively they can use Philosophy for children approach when they want to open a discussion/debate about an identified topic – identified by themselves or by the students themselves. Both approaches can be integrated as well. Teachers also have the option of using Paul’s strategies, embedding these within the lesson notes guidebook produced in the first part of the project. Following such a project, one can safely conclude

that the educated person, the critical person, is the one who is capable of choosing and planning his career. Whatever path the teachers take, I believe they will be successful to promote critical thinking in children, which will definitely result in better citizens not only for Europe of tomorrow, but also that of today.

Notes

The programmes reviewed included the Somerset Thinking Skills Course, the Oxfordshire Skills Programme, Instrumental Enrichment, the use of 'problem solving' to develop thinking skills, the use of philosophy and of critical thinking as well as the importance of logic in the development of thinking.

The following is a list of the twelve most commonly used effective thinking skills programmes as identified by Cotton (1991). Cotton claims that these are the most widely used and known programmes and are representative of the several thinking skills approaches used in schools. The author also claims that these programmes have been found to be effective.

- COMPREHENSIVE SCHOOL MATHEMATICS PROGRAM (CSMP). This is an elementary-level math curriculum that focuses on classification, elementary logic, and number theory. Children use computers, calculators and geometry models to pose problems, explore concepts, develop skills, and define new ideas (Baum 1990).
- CoRT (COGNITIVE RESEARCH TRUST). Intended for use by students of any age/grade level, the program develops critical, creative, and constructive thinking skills over a three-year period (Baum 1990).
- HOTS (HIGHER-ORDER THINKING SKILLS). HOTS is a computer laboratory program for level 1 and other elementary students. It uses readily available computer software combined with specific teaching practices to enhance skills in metacognition, inferencing, and decontextualization, i.e., taking something learned in one setting and applying it to another (Pogrow 1988, Baum 1990).
- INSTITUTE FOR CREATIVE EDUCATION (ICE). ICE is a creative problem-solving process for students in grades K-12. It develops students' ability to apply the creative thinking qualities of fluency, flexibility, originality, and elaboration to problem-solving activities (Baum 1990).
- INSTRUMENTAL ENRICHMENT (IE). Upper elementary and secondary students engage in clusters of problem solving tasks and exercises that are designed to make students "active learners" and enhance their general learning ability (Baum 1990, Sternberg and Bhana 1986).
- KIDS INTEREST DISCOVERY STUDY (KIDS) KITS. Elementary schools conduct surveys of students' interests and, based on results, students engage in active, self-directed learning and higher-level thinking around selected topics (Baum 1990).
- ODYSSEY. For use by upper elementary or secondary students, this program focuses on six aspects of cognitive functioning - the foundations of reasoning, understanding language, verbal reasoning, problem solving, decision making, and investigative thinking (Sternberg and Bhana 1986).
- PHILOSOPHY FOR CHILDREN. Designed to develop thinking and reasoning skills through classroom discussion of philosophical topics, the program is organized around six novels in which children apply philosophical thinking to their daily lives. The curriculum spans the entire K-12 range (Baum 1990; Sternberg and Bhana 1986).
- PROBLEM SOLVING AND COMPREHENSION. This program concentrates on four problem-solving components - decoding skills, vocabulary, basic arithmetic operations, and precise thinking. Students work in problem solver-listener pairs. The program is frequently used in conjunction with other thinking skills programs (Sternberg and Bhana 1986).
- SAGE. Sage is designed for gifted elementary students and extends the regular curriculum through incorporating thinking skills development activities, mini-study units, and independent study (Baum 1990).
- SOI. Based on Guilford's structure-of-intellect theory, the program is organized around the development of 120 intellectual skills from foundation level to higher order and emphasizes reasoning as the key component of successful learning (Baum 1990; Sternberg and Bhana 1986).
- TALENTS UNLIMITED (TU). TU is designed for elementary students and helps participants develop multiple thinking skills (called "talents" in the program). Teachers receive training to instruct their students in productive thinking, decision-making, planning, forecasting, communication, and knowledge base development (Baum 1990).
- THINK. Secondary students engage in problem-solving activities in which they are encouraged to discuss the rationales leading to their conclusions, consider other points of view, and analyse various reasoning processes (Worsham and Austin 1983).

Examples of such web-based resources include: *The National Centre for Teaching Thinking*:

<http://www.nctt.net/lessonsarticles.html>, Robert Fisher's *Teaching Thinking – Adventures in Ideas*:

<http://www.teachingthinking.net/>, Critical Thinking Consortium: <http://www.criticalthinking.org/>, The Thinking Classroom:

<http://learnweb.harvard.edu/alps/thinking/index.cfm>, The Inventive Thinking Curriculum Project:

<http://www.uspto.gov/web/offices/ac/ahrapa/opa/projxl/invthink/invthink.htm>, Thinking Skills and Thinking Classrooms:

<http://www.scre.ac.uk/forum/forum2001/mcguinness.html>, Patterns of Thinking Project:

<http://www.pz.harvard.edu/Research/PatThk.htm>, and Children Thinking.co.uk: <http://www.childrenthinking.co.uk/home.htm>

Rogers (2002: 844-855) identified four criteria that characterise Dewey's concept of reflection and the purposes he felt it served. These are:

- 1) Reflection is a meaning-making process that moves a learner from one experience into the next with deeper understanding of its relationships with and connections to other experience and ideas. It is the thread that makes continuity of learning possible, and ensures the progress of the individual and, ultimately, society. It is the means to essentially moral ends.
- 2) Reflection is a systematic, rigorous, disciplined way of thinking, with its roots in scientific inquiry.
- 3) Reflection needs to happen in community, in interaction with others.
- 4) Reflection requires attitudes that value the personal and intellectual growth of oneself and of others.

Burt (1960: 411) describes Dewey's thinker as one who is 'always moving from a situation marked by the disunity of doubt, ambiguity, confusion, with alternative possible solutions, to a resolving and releasing unity.'

Mead (1935: 73) stresses this same point when he writes: 'There can be no objects in the child's mind which do not arise out of his own experience and it is only with objects in the child's own experience that the educator can operate.'

Egan (1997) distinguishes between different kinds of understanding: mythical understanding, romantic understanding, philosophical understanding, ironic understanding and somatic understanding.

It was Locke (1994) who first identified why thought might go wrong. He argues that error is not a fault of our knowledge, but a mistake of our judgment-giving assent to that which is not true. And the reasons for this can be grouped in the following four subsections, which he discusses in detail in the chapter entitled 'Of Wrong Assent, or Error' (Book IV - Chapter XX):

- i. Want of proofs.
- ii. Want of ability to use them.
- iii. Want of will to see them.
- iv. Wrong measures of probability.

For Paul (1993: 486) the strong sense critical thinker "is predominantly characterized by the following traits: 1) an ability to question deeply one's own framework of thought; 2) an ability to reconstruct sympathetically and imaginatively the strongest versions of points of view and frameworks of thought opposed to one's own; and 3) an ability to reason dialectically (multilogically) in such a way as to determine when one's own point of view is at its weakest and when an opposing point of view is at its strongest. Strong sense critical thinkers are not routinely blinded by their own points of view. They know they have points of view and therefore recognize on what framework of assumptions and ideas their own thinking is based. They realize the necessity of putting their own assumptions and ideas to the test of the strongest objections that can be levelled against them.

This process should involve the following stages:

- (1) suggestions, in which the mind leaps forward to a possible solution;
- (2) an intellectualization of the difficulty or perplexity that has been felt (directly experienced) into a problem to be solved, a question for which the answer must be sought;
- (3) the use of one suggestion after another as a leading idea, or hypothesis, to initiate and guide observation and other operations in collection of factual material;
- (4) the mental elaboration of the idea or supposition as an idea or supposition (reasoning, in the sense in which reasoning is a part, not the whole, of inference); and
- (5) testing the hypothesis by overt or imaginative action (Dewey 1939: 855).

Before Scheffler, mainly more from the psychological aspect, Glaser (1941: 5) as quoted in Fisher A (2001: 6) defined critical thinking in a similar way to Dewey: "(1) an attitude of being disposed to consider in a thoughtful way the problems and subjects that come within the range of one's experience; (2) knowledge of the methods of logical enquiry and reasoning; and (3) some skill in applying those methods. Critical thinking calls for a persistent effort to examine any belief or supposed form of knowledge in the light of the evidence that supports it and the further conclusions to which it tends." Glaser also developed, with Watson the *Watson-Glaser Critical Thinking Appraisal*, a widely used test for critical thinking. Another important contribution to the area of thinking in the mid-60 was made by Prof Benjamin Bloom, and what eventually became known as Blooms Taxonomy. This taxonomy includes six levels and each level is summarised with examples by Shermes (1992: 75-78). The levels are: Level 1: 'knowledge', which is a level exclusively concerned with memorisation. Level 2: 'comprehension', or 'understanding'. Level 3, called 'application' introduces some element of novelty, while Level 4 is called 'analysis'. Level 5 is called 'synthesis' while the last identified level, Level 7 is called 'evaluation'. Evaluation requires judgment and it is mainly at this level that the skills of critical thinking are used.

Burbules argues that the main philosophical writers in education who focus on reason or critical thinking, mainly Robert Ennis, John McPeck, Richard Paul, Israel Scheffler and Harvey Siegel, equate reasoning with rationality (Burbules 1995: 83).

For example a letter to the *Independent* editor dated 31st March 1995 which reads: 'Sir, Martin Kelly ('Fishy business in Loch Ness', 28 March) reports Dr Ian Winfield as saying that the fish stocks in Loch Ness are not big enough to feed a monster, therefore a monster does not exist. He confuses cause and effect. It is perfectly obvious to me that the reason why the fish stocks are low is because the monster keeps eating them. (Peter Stanton)'

Introduction to Logic was first published in 1953. It focuses on the use of Language (including fallacies and definitions), Deductive reasoning (propositions, syllogisms, arguments, symbolic logic, quantification theory) as well as Inductive reasoning (analogies, hypothesis, probability, and Logic and the Law).

For a detailed discussion on three definitions of critical thinking see Norris (1992). Norris claims that for a definition of critical thinking to be significant it must be capable of serving as a basis for empirical research. Norris discusses the three most widely used definitions of critical thinking, these being of Ennis, McPeck and Siegel.

According to Norris and Ennis (1989: 12) critical thinkers should have the following dispositions:

1. seek a statement of the thesis or question;
2. seek reasons;
3. try to be well informed;
4. use credible sources and mention them;
5. take into account the total situation;
6. keep their thinking relevant to the main point;
7. keep in mind the original or most basic concern;
8. look for alternatives;
9. are open-minded and
 - a. seriously consider points of view other than their own;
 - b. reason from starting points with which they disagree without letting the disagreement interfere with their reasoning;
 - c. withhold judgment when the evidence and reasons are insufficient;
10. take a position and change a position when the evidence and reasons are sufficient to do so;
11. seek as much precision as the subject permits;
12. deal in an orderly manner with the parts of a complex whole;
13. employ their critical thinking abilities;
14. are sensitive to the feelings, level of knowledge, and degree of sophistication of others.

These abilities for Norris and Ennis (1989: 14) should include:

Elementary Clarification

1. Focusing on a question
2. Analysing arguments
3. Asking and answering questions that clarify and challenge

Basic Support

1. Judging the credibility of a source
2. Making and judging observations

Inference

1. Making and judging deductions
2. Making and judging inductions
3. Making and judging value judgments

Advanced Clarification

1. Defining terms and judging definitions
2. Identifying assumptions

Strategies and Tactics

1. Deciding on an action
2. Interacting with others

Paul et al (1987: 56) suggests the following strategy list which one can use in order to transform an ordinary lesson note into one that promotes critical thinking. The following is what he labels as the dimensions of critical thinking, and in his works shows how these dimensions can be inserted in a normal lesson plan:

A. Affective Strategies

- s-1 thinking independently
- s-2 developing insight into egocentricity or sociocentricity
- s-3 exercising fairmindedness
- s-4 exploring thoughts underlying feelings and feelings underlying thoughts
- s-5 developing intellectual humility and suspending judgment
- s-6 developing intellectual courage
- s-7 developing intellectual good faith or integrity
- s-8 developing intellectual perseverance
- s-9 developing confidence in reason

B. Cognitive Strategies - Macro-Abilities

- s-10 refining generalizations and avoiding oversimplifications
- s-11 comparing analogous situations: transferring insights to new contexts
- s-12 developing one's perspective: creating or exploring beliefs, arguments, or theories
- s-13 clarifying issues, conclusions, or beliefs
- s-14 clarifying and analyzing the meanings of words or phrases
- s-15 developing criteria for evaluation: clarifying values and standards
- s-16 evaluating the credibility of sources of information
- s-17 questioning deeply: raising and pursuing root or significant questions
- s-18 analyzing or evaluating arguments, interpretations, beliefs or theories
- s-19 generating or assessing solutions

- s-20 analyzing or evaluating actions or policies
- s-21 reading critically: clarifying or critiquing texts
- s-22 listening critically: the art of silent dialogue
- s-23 making interdisciplinary connections
- s-24 practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives
- s-25 reasoning dialogically: comparing perspectives, interpretations, or theories
- s-26 reasoning dialectically: evaluating perspectives. Interpretations, or theories

C. Cognitive Strategies - Micro-Skills

- s-27 comparing and contrasting ideals with actual practice
- s-28 thinking precisely about thinking: using critical vocabulary
- s-29 noting significant similarities and differences
- s-30 examining or evaluating assumptions
- s-31 distinguishing relevant from irrelevant facts
- s-32 making plausible inferences, predictions, or interpretations
- s-33 evaluating evidence and alleged facts
- s-34 recognizing contradictions
- s-35 exploring implications and consequences

Peters (1967: 19) points out that: '...if too much emphasis is placed on critical thought the danger is that all processes of education will be conceived too much in terms of what is necessary for a critical attitude to emerge. This is one of the dangers immanent in Dewey's system in which the concept of being 'educated' is more or less co-extensive with that of being critical.'

Fisher A., (2001: preface) makes a case for critical thinking as a basic competence, 'akin to reading and writing, which needs to be taught.' He identifies these main skills as having the ability to:

- identify the elements in a reasoned case, especially reasons and conclusions;
- identify and evaluate assumptions;
- clarify and interpret expressions and ideas;
- judge the acceptability, especially the credibility, of claims;
- evaluate arguments of different kinds;
- analyse, evaluate and produce explanations;
- analyse, evaluate and make decisions;
- draw inferences;
- produce arguments.

Fisher A. also stresses that critical thinking is not solely a matter of transmitting skills, but also a question of imparting particular dispositions and values. Fisher A discusses the term 'critico-creative thinking' in order to stress the creative element of critical thinking: "to be good at evaluating arguments and ideas one often has to be very imaginative and creative about other possibilities, alternative considerations, different options and so on. To be a good judge of issues it is not enough to see faults in what other people say, you need to base your judgement on the best arguments you can devise (in the time available) and this often requires that you think of relevant considerations other than those presented, look at issues from different points of view, imagine alternative scenarios and perhaps find other relevant information - in short, you will need to be quite creative (Fisher A., 2001: 13).

Such creativity reminds one of the dialectic method of reasoning where the thesis 'creates' the antithesis from which a synthesis is produced.

The following quote by Oakeshott (1962: 198-199) is reproduced here from Hirst (1974:52-53): 'As civilised human beings, we are the inheritors, neither of an inquiry about ourselves and the world, nor of an accumulating body of information, but of a conversation, begun in the primeval forests and extended and made more articulate in the course of centuries. It is a conversation which goes on both in public and within each of ourselves. Of course there is argument and inquiry and information, but wherever these are profitable they are to be recognized as passages in this conversation, and perhaps they are not the most captivating of the passages . . . Conversation is not an enterprise designed to yield an extrinsic profit, a contest where a winner gets a prize, nor is it an activity of exegesis; it is an unrehearsed intellectual adventure ... Education, properly speaking, is an imitation into the skill and partnership of this conversation in which we learn to recognize the voices, to distinguish the proper occasions of utterance, and in which we acquire the intellectual and moral habits appropriate to conversation And it is this conversation which, in the end, gives place and character to every human activity and utterance.'

Lipman (1996: 11-12) summarises the process of developing and maintaining a community of inquiry in the following way: Forming a Philosophical Community of Inquiry

I. Presentation of the Text

1. The text as a model, in story form, of a community of inquiry
2. The text as reflecting the values and achievements of past generations
3. The text as mediator between the culture and the individual
4. The text as a highly peculiar object of perception that carries mental reflection already within itself
5. The portraying of human relationships as possibly analyzable in terms of logical relations (e.g., reciprocity, transitivity, symmetry, etc.)
6. Taking turns reading aloud

- a. The ethical implications of alternating reading and listening
 - b. The oral reproduction of the written text
 - c. Turn-taking as a division of labor: the beginnings of classroom community
7. Gradual internalisation of the thinking behaviours of the fictional characters (e.g., reading how a fictional character asks a question may lead a real child to ask such a question in class)
 8. Discovery by the class that the text is meaningful and relevant, and the appropriation by the members of the class of those meanings

II. The Construction of the Agenda

1. The offering of questions: the initial response of the class to the text
2. Recognition by the teacher of the names of the contributing individuals
3. The construction of the agenda as a collaborative work of the community
4. The agenda as a map of areas of student interest
5. The agenda as an index of what students consider important in the text and as an expression of the group's cognitive needs
6. Cooperation of teacher and students in deciding where to begin the discussion
7. Discovery of the problematic - of discrepancies, inconsistencies, and contradictions to be overcome by the process of inquiry

III. Solidifying the Community

1. Group solidarity through dialogical inquiry
2. The primacy of activity over reflection
3. The articulation of disagreements and the quest for understanding
4. Fostering cognitive skills (e.g., assumption-finding, generalization, exemplification) through dialogical practice
5. Learning to employ cognitive tools (e.g., reasons, criteria, concepts, algorithms, rules, principles)
6. Joining together in cooperative reasoning (e.g., building on each other's ideas, offering counterexamples or alternative hypotheses, etc.)
7. Internalization of the overt cognitive behavior of the community (e. g., introjecting the ways in which one's classmates correct one another until one becomes systematically self corrective) – 'intrapyschical reproduction of the interpsychical'
8. Becoming increasingly sensitive to meaningful nuances of contextual differences
9. Group collectively "gropes its way" along, following the argument where it leads; deliberations proceed toward settlements (judgments)

IV. Using Exercises and Discussion Plans

1. Employing questions from the academic tradition: recourse to professional guidance
2. Appropriation by the students of the methodology of the discipline
3. Opening students to other philosophical alternatives
4. Focusing on specific problems so as to compel the making of practical judgments; ascending from relations to relationships
5. Compelling the inquiry to examine overarching regulative ideas such as truth, community, personhood, beauty, justice, and goodness

V. Encouraging Further Responses

1. Eliciting further responses (in the form of the telling or writing of stories, poetry, painting, drawing, and other forms of cognitive expression)
2. Recognizing the synthesis of the critical and the creative with the individual and the communal
3. Celebrating the deepened sense of meaning that comes with strengthened judgment

Web- Based Resources on Critical thinking

<http://www.criticalthinking.org>

<http://www.austhink.org/critical/>

<http://www.criticalthinking.com/index.jsp>

<http://www2.sjsu.edu/depts/itl/graphics/main.html>

<http://www.sonoma.edu/cthink/>

<http://falcon.jmu.edu/~ramseyil/critical.htm>

<http://www.library.ucsb.edu/untangle/jones.html>

http://www.insightassessment.com/pdf_files/what&why98.pdf

<http://www.churchofcriticalthinking.com/index.shtml>

<http://my.execpc.com/~dboals/geneo.html>
<http://www.phact.org/>
<http://wsuctproject.cflt.wsu.edu/ctr.htm>
<http://scholar.lib.vt.edu/ejournals/JTE/jte-v7n1/gokhale.jte-v7n1.html>
<http://www.humboldt.edu/~act/HTML/>
<http://www.calpress.com/critical.html>
<http://www.insightassessment.com/>
<http://www.chss.montclair.edu/ict/homepage.html>
<http://www.santarosa.edu/~dpeterso/>
<http://www.coun.uvic.ca/learn/crit.html>
<http://www.kcmetro.cc.mo.us/longview/ctac/corenotes.htm>
<http://www.library.ucsb.edu/untangle/jones.html>
<http://www.wadsworth.com/>
<http://chiron.valdosta.edu/whuitt/col/cogsys/critthnk.html>. [
http://www.ed.uiuc.edu/PES/92_docs/Ennis.HTM.
<http://www.ncrel.org/sdrs/areas/issues/envrmnt/drugfree/sa3crit.htm>
<http://skepdic.com/refuge/ctlessons.html>
<http://eduscapes.com/tap/topic69.htm>
<http://lonestar.texas.net/~mseifert/crit2.html>
<http://philosophy.hku.hk/think/>
<http://www.ithaca.edu/library/training/think.html>
<http://www.drury.edu/ess/critthink.html>
<http://www.freeinquiry.com/critical-thinking.html>
<http://ailact.mcmaster.ca/>
<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7thnkc.htm>

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IN-SERVICE TEACHER TRAINING PROGRAMME (I)

1 DAY

9.00-10.00	Introduction to seminar. Critical Thinking for Career Education: Some background
10.00-10.30	Introduction to the teacher's training guide. Pre-service and In-service Teacher Training Courses
10.30-11.00	Break
11.00-13.00	The relationship between critical thinking and career education: Effective teaching strategies
12.30-14.00	Break
14.00-15.15	ERR framework and other models
15.15-16.30	Sensitive and respect to special needs
16.30-17.00	Using different texts
17.00-17.30	Evaluation of the day's seminar

2 DAY

09.00-9.15	Reflection on the first day. Practical examples of the lessons: introduction
9.15-10.30	Pre-primary education: practical examples
10.30-11.00	Break
11.00-12.30	Pre-primary education: practical examples
12.30-13.30	Break
13.30-15.30	Group work: planning of the lessons according ERR
15.30-17.00	Group work presentations, discussions
17.00-17.30	Evaluation of the day's seminar

3 DAY

09.00-9.15	Reflection on the second day.
9.15-10.30	Primary education: practical examples
10.30-11.00	Break
11.00-12.30	Primary education: practical examples
12.30-13.30	Break
13.30-15.30	Group work: planning of the lessons according ERR
15.30-17.00	Group work presentations, discussions
17.00-17.30	Evaluation of the day's seminar

4 DAY

09.00-9.15	Reflection on the third day.
9.15-10.30	Upper secondary-basic education: practical examples
10.30-11.00	Break
11.00-12.30	Upper secondary-basic education: practical examples
12.30-13.30	Break
13.30-15.30	Group work: planning of the lessons according ERR
15.30-17.00	Group work presentations, discussions
17.00-17.30	Evaluation of the day's seminar

5 DAY

09.00-9.15	Reflection on the fourth day.
9.15-10.30	Gymnasium education: practical examples
10.30-11.00	Break
11.00-12.30	Gymnasium education: practical examples
12.30-13.30	Break
13.30-15.30	Group work: planning of the lessons according ERR
15.30-17.00	Group work presentations, discussions
17.00-17.30	Evaluation of the day's seminar

IN-SERVICE TEACHER TRAINING PROGRAMME (II)

1 DAY

- 9.00-10.00 Introduction to seminar. Critical Thinking for Career Education: Some background
- 10.00-10.30 Introduction to the teacher's training guide. Pre-service and In-service Teacher Training Courses
- 10.30-11.00 Brake
- 11.00-13.00 The relationship between critical thinking and career education: Effective teaching strategies
- 12.30-14.00 Brake
- 14.00-15.15 ERR framework and other models
- 15.15-16.30 Sensitive and respect to special needs
- 16.30-17.00 Using different texts
- 17.00-17.30 Evaluation of the day's seminar

2 DAY

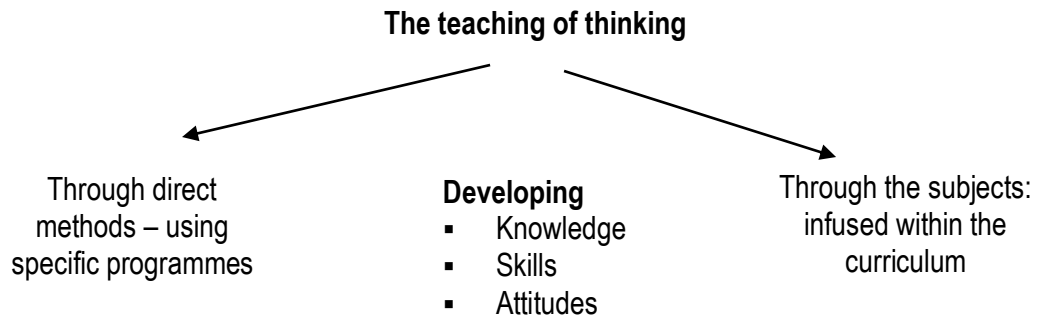
- 09.00-9.15 Lesson models according to MIND 1
- 9.15-10.30 Practical examples: pre-primary education
- 10.30-11.00 Brake
- 11.00-12.30 Practical examples: primary education
- 12.30-14.00 Brake
- 14.00-15.30 Practical examples: lower secondary-basic education
- 15.30-17.00 Practical examples: Upper secondary-gymnasium education
- 17.00-17.30 Evaluation of whole seminar

THE RELATIONSHIP BETWEEN CRITICAL THINKING AND CAREER EDUCATION: EFFECTIVE TEACHING STRATEGIES

Joseph Giordmaina, Malta

Kinds of Thinking: Higher order thinking skills in children

- Metacognition
- Critical thinking
- Creative thinking
- Thinking for oneself
- Caring thinking
- Reflective thinking
- Effective thinking



Thinking skills – UK curriculum

Information processing:

- Finding relevant information
- Organising information
- Comparing/contrasting information
- Identifying and analysing relationships

Enquiry

- Asking questions
- Defining questions for enquiry
- Planning research
- Predicting outcomes
- Anticipating consequences
- Drawing conclusions

Evaluation

- Developing evaluation criteria
- Applying evaluation criteria
- Judging the value of information and ideas

Reasoning:

- Giving reasons for opinions/actions
- Inferring
- Making deductions
- Making informed judgements/decisions
- Using precise language to reason

Creativity

- Generating ideas
- Developing ideas
- Hypothesising
- Applying imagination
- Seeking innovative alternatives

Web-Based Support

1. Choose a thinking skills key phrase ... (You may need to scroll down.)

Information processing

- Search all topics
- Finding relevant information
- Organising information
- Comparing/contrasting information
- Identifying and analysing relationships

Reasoning

- Search all topics
- Giving reasons for opinions/actions
- Inferring
- Making deductions
- Making informed judgements/decisions
- Using precise language to reason

2. AND choose your subject/s ...

- English
- Mathematics
- Science
- Design and technology
- ICT
- History
- Geography
- MFL
- Art and design
- Music
- Physical education
- Citizenship
- PSHE
- All subjects

3. AND choose your key

- Key stage 1
- Key stage 2
- Key stage 3
- Key stage 4
- Key stage 4 - higher mathematics/double

4.

Learning across the Curriculum

Learning across the curriculum

You are here: [NC online](#) > [Learning across the curriculum](#) > [Thinking skills curriculum search](#) > [Search results](#)

You have searched for **Making informed judgements/decisions**. These are the results.

Citizenship key stage 4

Knowledge, skills and understanding

Developing skills of enquiry and communication

2 Pupils should be taught to:

- a research a topical political, spiritual, moral, social or cultural issue, problem or event by analysing information from different sources, including ICTbased sources, showing an awareness of the use and abuse of statistics
- b express, justify and defend orally and in writing a personal opinion about such issues, problems or events
- c contribute to group and exploratory class discussions, and take part in formal debates.

Developing skills of participation and responsible action

3 Pupils should be taught to:

- a use their imagination to consider other people's experiences and be able to think about, express, explain and critically evaluate views that are not their own

35 Dimensions of Critical Thought

Paul, Binker, Jensen, and Kreklau (1990) have developed a list of 35 dimensions of critical thought:

A. Affective Strategies

S-1 thinking independently

S-2 developing insight into egocentricity or socio-centricity

S-3 exercising fair-mindedness

S-4 exploring thoughts underlying feelings and feelings underlying thoughts

S-5 developing intellectual humility and suspending judgment

S-6 developing intellectual courage

S-7 developing intellectual good faith or integrity

S-8 developing intellectual perseverance

S-9 developing confidence in reason

Cognitive Strategies: Macro-Abilities

S-10 refining generalizations and avoiding oversimplifications

S-11 comparing analogous situations: transferring insights to new contexts

S-12 developing one's perspective: creating or exploring beliefs, arguments, or theories

S-13 clarifying issues, conclusions, or beliefs

S-14 clarifying and analysing the different meanings of words or phrases

S-15 developing criteria for evaluation: clarifying values and standards

S-16 evaluating the credibility of sources of information

S-17 questioning deeply: raising and pursuing root or significant questions

S-18 analysing or evaluating arguments, interpretations, beliefs, or theories

S-19 generating or assessing solutions

S-20 analysing or evaluating actions or policies

S-21 reading critically: clarifying texts

S-22 listening critically: the art of silent dialogue

S-23 making interdisciplinary connections

S-24 practicing Socratic discussion: clarifying and questioning beliefs, theories, or perspectives

S-25 reasoning dialogically: comparing perspectives, interpretations, or theories

S-26 reasoning dialectically: evaluating perspectives, interpretations, or theories

Cognitive Strategies: Micro-Skills

S-27 comparing and contrasting ideals with actual practice

S-28 thinking precisely about thinking: using critical vocabulary

S-29 noting significant similarities and differences

S-30 examining or evaluating assumptions

S-31 distinguishing relevant from irrelevant facts

S-32 making plausible inferences, predictions, or interpretations

S-33 evaluating evidence and alleged facts

S-34 recognizing contradictions

S-35 exploring implications and consequences" (p. 56)

Definitions of Ennis, Paul, Siegel, McPeck

Ennis – Some Definitions:

- critical thinking is the correct assessment of statements
- critical thinking is reasonable reflective thinking that is focused on deciding what to believe or do
- Ennis presents a 'pure skills' conception of critical thinking.

"A person is a critical thinker if and only if he/she has the skills, abilities or proficiencies necessary for the correct assessing of statements"

Critical Thinking Skills:

- Grasping the meaning of a statement.
 - *Is it meaningful?*
- Judging whether there is ambiguity in reasoning.
 - *Is it clear?*
- Judging whether statements contradict each other.
 - *Is it consistent?*
- Judging whether a conclusion follows necessarily.
 - *Is it logical?*
- Judging whether a statement is specific enough.
 - *Is it precise?*
- Judging whether a statement applies a principle.
 - *Does it follow a rule?*
- Judging whether an observation statement is reliable.
 - *Is it accurate?*
- Judging whether an inductive conclusion is warranted.
 - *Is it justified?*
- Judging whether the problem has been identified.
 - *Is it relevant?*
- Judging whether something is an assumption.
 - *Is it taken for granted?*
- Judging whether a definition is adequate.

○ *Is it well defined?*

- Judging whether a statement taken on authority is acceptable.

○ *Is it true?*

Richard Paul– Some Definitions

Definition:

- *Critical Thinking is thinking about your thinking while you are thinking in order to make your thinking better.*

- We do critical thinking when we have at least one problem to solve.

For Paul critical thinking

○ entails self-improvement

○ is disciplined thinking

○ raises the quality of our thinking

Weak and Strong critical thinking

- Paul is best known for his distinction between 'strong and weak' critical thinking.

- The weak critical thinker is skilled in the techniques of argument, but uses these skills only to pursue his or her own selfish interests.

- The strong critical thinker is skilled in the techniques of argument, and uses them 'fair-mindedly'.

- Paul insists that critical thinking involves not only skills but also the character of the person.

R. Paul: The Selfish Thinker

THE UNCRITICAL THINKER



lacking skills



easily manipulated



NO CRITICAL THINKING

THE SELFISH THINKER



range of skills



Egocentric



WEAK CRITICAL THINKING

THE REASONABLE THINKER



range of skills



fair-minded



STRONG CRITICAL THINKING

Harvey Siegel: Intellectual Traits

- Intellectual courage

Being able to recognize other viewpoints which are in opposition to our own and face these ideas, beliefs, and viewpoints fairly.

- Intellectual perseverance

Being able to stand firm in our own beliefs despite the opposition of others. It also forces us to readjust our own thinking in the face of confusion and achieve a deeper understanding or insight into an issue.

- Intellectual humility

knowing that we have limited knowledge and sensitivity to certain circumstances.

- Intellectual empathy

Being able to honestly put ourselves in someone else's shoes and to really be able to understand their feelings. We need to understand their motivations, reasoning, and assumptions.

- Faith in reason

Being confident that ultimately people need to come to their own conclusions by developing their reasoning abilities. People can learn to think for themselves and draw reasonable conclusions and society will be better served by allowing people to freely explore ideas and reach their own conclusions.

- Fair-mindedness

Treating all points of view equally.

John McPeck

Definition:

- critical thinking is the appropriate use of reflective skepticism within the problem area under consideration.

- McPeck challenges the idea that there are general and generalizable skills of reasoning that transcend disciplines or areas of study.

- McPeck's argument is that there is not - and cannot be - any single critical thinking skill that can be applied generally across subject-area domains.

Philosophy for Children

Methodology: *Telling the Story*

- Selecting the story

- Knowing the story

- Using visuals: gestures, miming, illustrations, using puppets

- Involving children in the telling of the story: eye-contact, participation, making it fun

Main Approach

- The use of Narrative

- The reading of 'texts': children's stories; diaries and biographies; pictures; videos; newspapers; real life stories

- Multi-media software

Educational Goals

- Language skills

- Collaboration Skills

- Communication skills

- Listening Skills

- Reading skills

- Educational Visits

- Comprehension skills:

- Working on Projects

Reading – Writing – Listening - Speaking

- ...bringing change about...

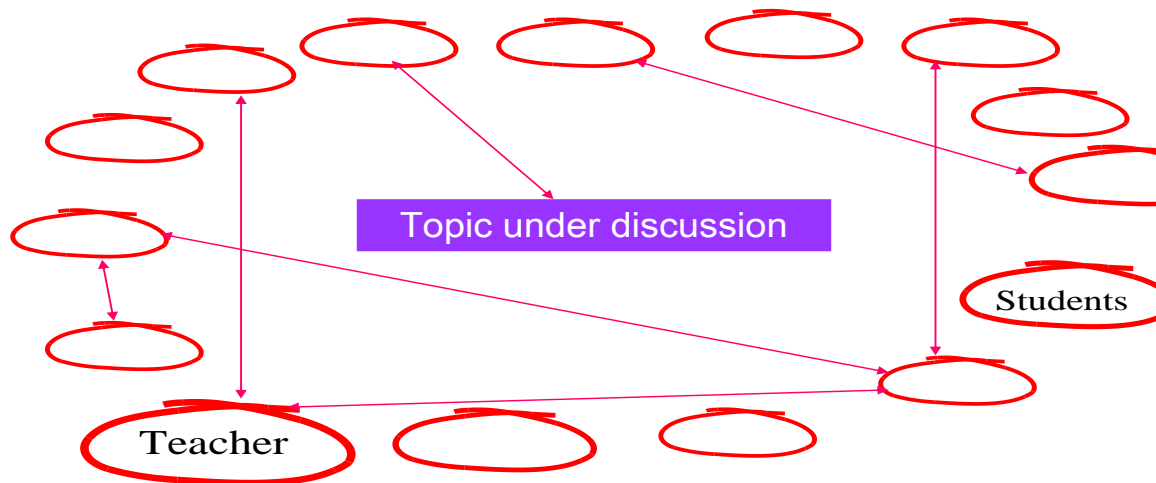
- Social Skills

(From reflection to action)

Personal and Social Education

- Preparation for participation in a democracy
- Developing a sense of community
- Respect for diversity
- Development of positive attitudes
- Ethical and Moral education
- Media Education
- Identity: personal and national
- Employability

Setting the classroom



Response to the Story

- Inviting responses as one reads/tells the story
- Retelling of the story
- Discussing questions from the story
- Creating a visual response to the story
 - Designing a poster
 - A model
 - An interview
 - Writing a poem/story on a theme from the story

Using the Story

- Questioning the story – asking questions about the story
- Interpreting the story – giving meaning
- Discussing and Inquiring the story

Rules

- Children are to suggest their own classroom rules, for example:
 - Give everyone time to speak
 - No interruption
 - No unkind laughing at what someone says
 - Think before asking a question

Questioning

- Focusing questions
 - What is your view, your idea, your opinion?
- Reasoning questions
 - Why do you say that?
 - Can you give me a reason for saying that?
- Defining
 - What do you understand by ...?

Creative Tasks

- Generating alternatives
 - Who has another idea or thought?
 - Give me an example
- Seeking the truth
 - How do we know?
 - How can you tell?
- Summarising
 - Who can summarise what we have said?

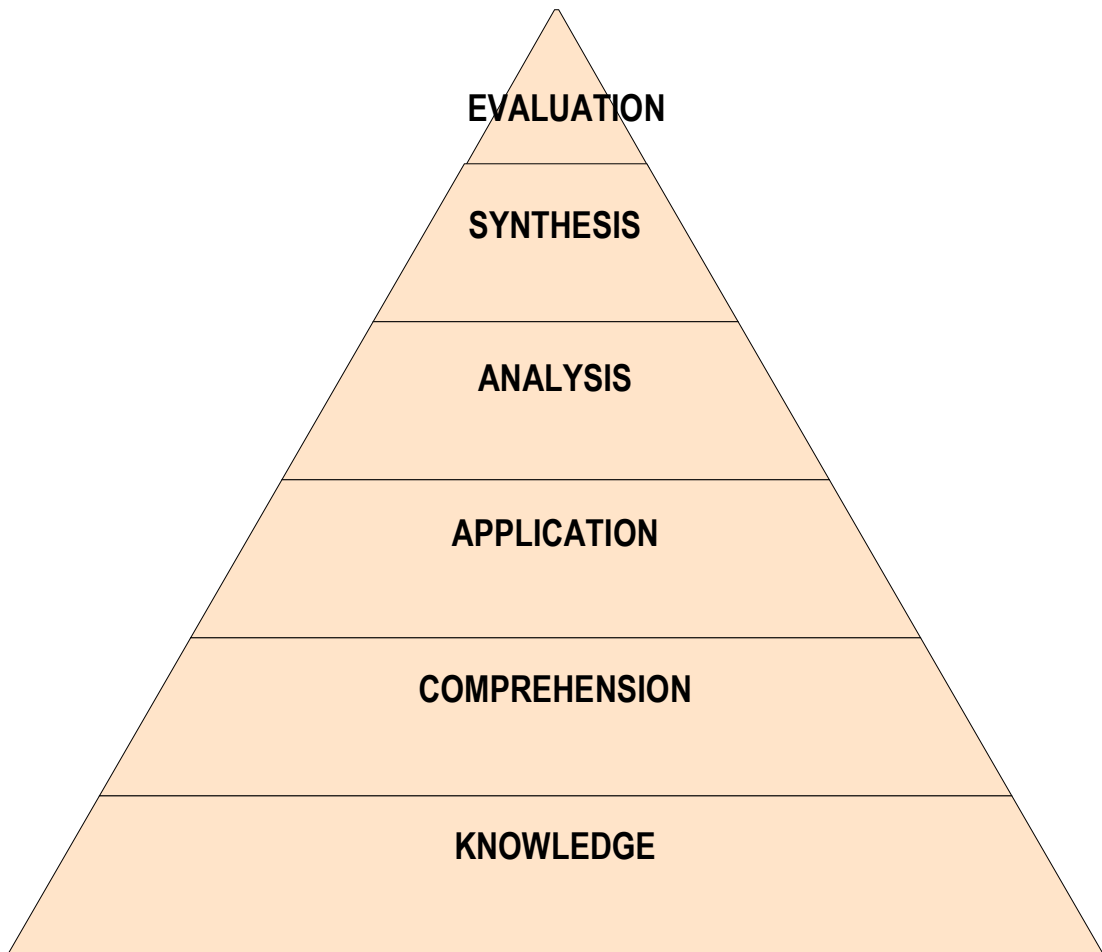
Activities

- Keeping a 'Thinking Notebook'
- Drawing exercises
 - E.g. draw something you would be afraid of and explain why
- Writing exercises
 - Imagine that you were Bernard: how would you feel?
- Drama

Developing different kinds of Intelligence:

- Verbal - Physical - Social
- Visual - Musical - Naturalist
- Logical - Personal - Existential

Creating the Questioning Classroom



Knowledge:

- Materials / Situations: events, people, newspapers, magazine articles, definitions, videos, dramas, textbooks, films, television programs, recordings, media presentations, WWW
- Measurable Behaviours: define, describe, memorize, label, recognize, name, draw, state, identify, select, write, locate, and recite.

Comprehension

- Materials / Situations: speech, story, drama, cartoon, diagram, graph, summary, outline, analogy, poster, bulletin board.
- Measurable Behaviours: summarize, restate, paraphrase, illustrate, match, explain, defend, relate, infer, compare, contrast, and generalize.

Application

- Materials / Situations: Diagram, sculpture, illustration, dramatization, forecast, problem, puzzle, organizations, classifications, rules, systems, routines.

- Measurable Behaviours: apply, change, put together, construct, discover, produce, make, report, sketch, solve, show, collect, prepare.

Analysis

- Materials / Situations: survey, questionnaire, an argument, a model, displays, demonstrations, diagrams, systems, conclusions, report, graphed information

- Measurable Behaviours: examine, classify, categorize, research, contrast, compare, disassemble, differentiate, separate, investigate, and subdivide.

Synthesis

- Materials / Situations: experiment, game, song, report, poem, prose, speculation, creation, art, invention, drama, rules.

- Measurable Behaviours: combine, hypothesize, construct, originate, create, design, formulate, role-play, and develop.

Evaluation

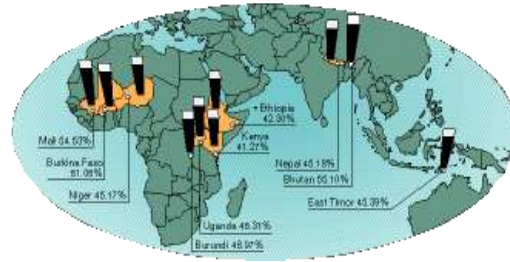
- Materials / Situations: recommendations, self-evaluations, group discussions, debate, court trial, standards, editorials, values

- Measurable Behaviours: compare, recommend, assess, value, solve, criticize, weigh, consider, debate.

Texts: Using Single Photos



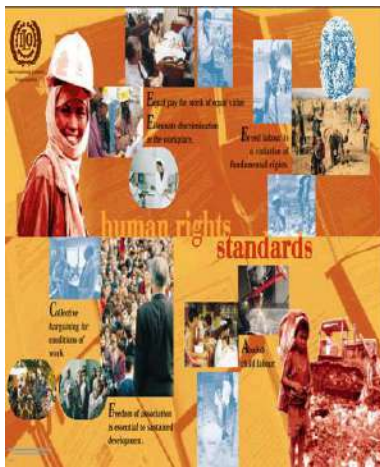
Information



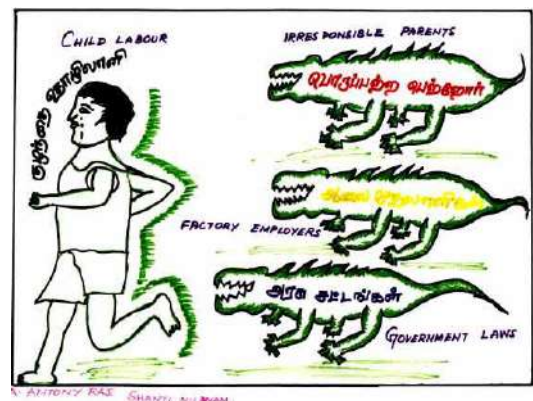
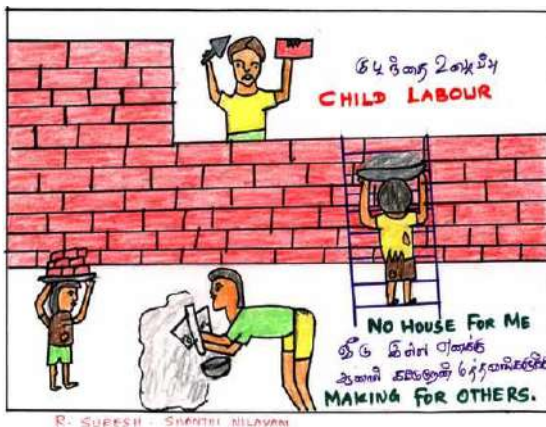
Using Photo Essays



Posters



Children's Drawings



You are a good critical thinking teacher if

- Learners are active and in a continuous dialogue with teacher
- Learning is constructing, not feeding
- Truth is discovered, not delivered
- Teacher "leads from behind"
- Teacher functions as a facilitator/mentor instead of lecturer
- Questions are answered with explanations or questions, not simply "yes" or "no"
- Questions rarely have *one* right answer
- Pertinent discussions on related issues often break out
- Debate is common
- Peers exchange ideas
- Learner and teacher satisfaction increases
- Teachers often face questions for which they have no answers
- Social interaction and acceptance in the class is generally high

Some useful questions

1. Are your teaching objectives, activities, and assessments geared to develop higher order thinking?
2. Do *all* learners have the opportunity to interact with you and others?
3. Do you allow time in your lessons for debating and discussion?

In a nutshell:

- We hope to encourage students to: explore issues of personal concern; develop their own views; think about the views of others; be clear in their thinking; listen and respect others; experience moments of thinking and reflection

ERR FRAMEWORK AND OTHER MODELS

Daiva Penkauskiene, Lithuania

It is said, that a teacher, like a showman, needs to have different teaching methods and strategies in his/her pocket, and feel very comfortable about it, but the most important thing is- to know where and when those strategies to use. Without foundational premises teaching is often reduced to delivery of a collection of “methods”. Teachers are always happy to grab as much as possible different instructional tools, but not always knowing how to use them properly.

For teaching critical thinking very often is used teaching and learning framework, that serves as background for different strategies to lay on and helps organize them into a coherent instructional model. The framework is three-phase model of a lesson or training (teaching and learning process).

The model is based on research, how people learn best. This framework offers a conceptual base for teaching, which can be realized systematically within classrooms across grade levels and content. It provides a way of thinking about teaching, which promotes critical analysis, comprehension and reflection. When students apply the framework to their own independent learning situations they are able to contextualize their knowledge by adding new information to what they already know, actively engage in new learning experience and reflect on how new experience effects their prior understanding. The model describes a process of thinking, cognitive process that students are engaged before, during and after a learning experience and benefit from it. Usually the courses are organized in such a way, when teachers first are in the role of students and go through the whole process of three phases learning and later analyze the process from the perspective of adult learners. After that, they themselves develop implementation plans in their classrooms. In-service training course participants discuss and share among themselves how the experienced practice can be used in their subject teaching.

The framework presentation begins with short instruction to participants. They are asked to follow all trainers' instructions and to work on two levels: students- as learners and adults/ teachers as learners.

First stage:

Now you are asked to read an article by Howard Sambol “Design Your Ideal Career”. But first, please remember yourself as last year students at secondary school. How did you imagine your future career? Please, think, and write from 3 to 5 main points of your dream career at that time.

It is important at that stage to write everything, what comes to ones mind. It does not matter if the writing is accurate or not. Later participants can be asked to share in pairs or bigger groups their memories. When they complete their discussion, all ideas can be brought to a big sheet of paper as a whole group picture.

Second stage:

The trainer announces, that course participants will read the article. While reading, they need to mark the main points, which were new +; you would like to disagree; - ; confusing or unclear-? ; you knew it before*

Marking usually is made in the margins of the text. It is not necessary to mark each line. Marking depends on individual knowledge and understanding.

Trainer needs to have enough copies of the article. When the article is distributed, everybody starts to read individually for the agreed time for reading.

Here is the article:

Design Your Ideal Career

By Howard Sambol

Introduction

Are you unsure about what career to pursue? Do you wish an angel would come down from heaven and tell you what to do with your life? Has your current field turned out to be a dead end or less satisfying than what you had hoped? Or, perhaps, after spending many years of being in a satisfying profession, you are now finding yourself at a crossroads point needing to make some new choices. If any of these are true, this article is for you!

Our purpose here is to get you started with the process of clarifying your ideal career direction. We will be showing you how to design your future. This process requires a "big picture" view and a willingness to put aside previous assumptions in order to create new opportunities. So, take a moment now to "wipe your slate clean" and be willing to approach designing your future with a new and fresh perspective.

Without realizing it, many people seek to satisfy their immediate income needs AND their desire for career fulfillment at the same time. This often causes confusion, frustration and other problems. Therefore, we will operate with the premise that you have some source of immediate income, which we will refer to as your Taxi Job. If this need has not been satisfied, I recommend that you create and implement a plan for satisfying your short term needs while applying the recipe here for designing your ideal future.

Step 1: De-Mystifying the Process of Gaining Clarity

Most programs give you a set of tests that attempt to fit you into some established occupational title or category. Instead, our aim here will be to teach you HOW to uncover your deepest desires and motivations. This is the source of your career success and fulfillment.

When you are clear about your own interests, values, skills and passions, you can craft these into a career path you can fully own as yours. This allows you to know in your heart that you are pursuing what

you want and something that will allow you to be successful on your terms, whatever is meaningful to you.

With this orientation, you are not pursuing a path because someone told you it's what you should do or just because there's good money to be made in this field, but because it is the central, strongest motivation inside you. Don't worry. We did not forget about money. This will be factored in later.

Today, clarity is available to anyone who wants it. Some people find it natural and easy to be clear, to know what they want while others struggle continuously with this issue all their lives. Most people agree that clarity is important. The question is how do we go about "getting it" and why is it so difficult for some to achieve?

Let's consider a profile of a person who is naturally clear on what they want to do. From careful observation we see that a clear person has a particular kind of relationship with himself. The relationship is based on acknowledging, validating and speaking the truth when he or she knows it and uncovering the truth when he or she doesn't. This is the underlying key to knowing what you want and being able to pursue it confidently and successfully.

Step 2: Overcoming the Barriers to Gaining Clarity

It is now useful for you to ask yourself the following questions:

Am I utilizing these natural means described above for becoming clear within yourself?

If not, what is preventing me from doing so?

Am I lacking the tools or techniques for career clarification?

What fears, beliefs or other limiting factors might be getting in my way of discovering and knowing the truth for myself?

Am I struggling to resolve this by myself?

Would it help to receive the input of someone experienced in this area? There are many people today who can help you. They are skilled career and life coaches who create breakthroughs for people like you all the time.

There are many things that often get in the way of people knowing what they want. For example, some people hold on to the viewpoint (and the fear) that they will never be able to make money doing what they love. As a result, they unconsciously stop themselves from even attempting to know what it is they truly love. Their lack of clarity in turn perpetuates the cycle of being unmotivated, confused and stuck in a job that is unsatisfying. We often see people like this spending the best years of their life unhappy and in dead end jobs. Ultimately, this prevents them from ever attaining the level of success and fulfillment they truly want and deserve. Does this sound familiar?

By virtue of the fact that you are reading this, it is time for you to take a close look at what is standing in the way of knowing what you want. You can begin by writing down all that you do know about the life you want and also where you're still unclear. Wherever possible, formulate questions in areas where

you are having difficulty. Even better, ask a friend to ask you questions which will help you determine where you are stuck. If you're not sure who to ask or simply don't have resources available, consider getting someone to coach you.

Step 3: Tools for Gaining Clarity

Analytical Assessment consists of exercises that identify your interests, skills and values. This systematic identification is basic to any career assessment and is highly recommended as a good place to begin your journey.

Perhaps you have always been intrigued by some area but never studied it in school because you felt it was impractical or because you were lacking in some ability or talent. Well, now is a good time for you to open your mind to these areas and discover the potential they have for you. You will have plenty of opportunity later to identify the income potential of these interests but do not let your beliefs about this deter you.

Creative Assessment methods allow you to include "right brain" skills such as imagination, intuition and creativity in the clarification process. Some examples are visualization and creative writing exercises. One of the most powerful of the creative assessment techniques is called Clarity Dialogue. It is an interactive technique done with 2 or more people that allow you to clarify just about anything in your life. Its fun, creative and VERY revealing.

How do you do a Clarity Dialogue? You simply ask questions in a fashion that bring about discoveries and insights. Clarity Dialogue sessions are directed by a friend or a guide or coach. The idea is to unravel your interests more and more and discover what is really the passion underneath it all. After going through several Clarity Dialogues you will have gained tremendous insights about what you love! You will also see how you unknowingly have placed barriers in your path and how to remove them.

Step 4: Learning to Live Life Passionately

People sometimes associate career fulfillment with living life passionately. This implies that you are most likely to experience fulfillment when you are engaged in something that you care about deeply and that you are connected to emotionally.

So much of our educational process and day to day living emphasizes cognitive (intellectual) awareness that you may have been seeking passion and fulfillment in places it doesn't exist. The challenge is to uncover the passion that lives inside you which you feel in your body. To accomplish this you need to expand your capacity to FEEL. When you learn how to open yourself up to deeper levels of feeling you give yourself permission to really come alive! This is the doorway into feeling satisfaction in all areas of your life.

Ways of Knowing Things

If you're like most people, you are aware of WHAT you know but probably not HOW you know it. Yet, the way you know something makes a big difference in your life. For example, recall something you

learned in college that originated from a professor or textbook. Now think of the real world experiences which occurred later in life which not only reinforced the original principle but gave it life because it was so real when it happened.

A good example is learning how to ride a bicycle. You cannot teach someone to ride a bicycle by means of explanation. They must get on the bicycle and "experience" what it feels like to ride it. Once they have had this experience, it is unlikely that they will forget it even if they don't ride in a while. Clarifying your ideal career direction needs to be this kind of experience, not limited to the intellect but including a gut level "experiential knowing" of the path that is right for you.

Step 5: Writing Your Career Objective Statement

After you have completed your journal writing and Clarity Dialogue exercises and are beginning to get a sense of where things are heading, it is now time for you to write a career objective statement based on what you have learned so far. Expect this statement to change numerous times before it feels totally perfect for you. This is completely natural. Learning and growing is an evolutionary process.

Conclusion

There is no doubt that it takes some time to complete the above steps. However, it is worth the effort no matter what it takes. There are few things more important than learning the truth about what you love. It is a very special gift that only you can give to yourself.

Trainer asks to stop after reading and think for a moment: what ideas were similar, confirmed, what new, what was unclear or needs to be explicated more? Everybody is asked to review the marks. It is sometimes recommended to make personal chart/table in order to structure thinking in another way. Like that:

*	+	-	?
Many people seek to satisfy their immediate income needs	Creative Assessment as a tool to evaluate ones interests, skills and values	Today clarity is available to anyone who wants it.	The need to create an individual plan for satisfying short term needs
Some people hold on to the viewpoint that they will never be able to make money doing what they love			

Third stage

After filling the table trainees discuss the article returning back to their prior knowledge at the beginning – brainstorming, writing and sharing. Discussions can be very interesting and rich, if the trainers allow to raise questions, share agreements and disagreements.

Analysis of the process

First stage –Evocation

After conversation is completed, analysis of the gone process takes place. Teachers/trainees are asked to remember, what they have done at the very beginning. What they were asked to do? What they did?

It needs to be explained, that at that time, when they were brainstorming and generating their prior knowledge about career, this first phase is called EVOCATION phase. During the lessons students are often asked to brainstorm what they know or think that they know about one or another topic, one or another idea at evocation stage. Brainstorming can be completed individually, in pairs or bigger groups (whole classroom) At that stage all ideas are accepted, not criticized, commented or neglected. The teacher can ask only for clarifying one or another point. Teacher's role is to listen carefully and record all ideas.

At that stage learners are actively engaged in the new topic: they try to recall their memories, to remember what they know already, what they have heard, seen. The attempts to reexamine prior knowledge help to concentrate on lesson topic and start working from the very beginning. The learning process connects the new with the known; it helps to see more clear misunderstandings, confusions, and mistakes in the knowledge that would not be able to do without active reexamination of prior knowledge. Learners are activated in that stage and come to the learning process fully prepared and motivated. Through this stage interest and purpose are established for the rest of the learning process. They are established not by the teacher, but by the learners themselves, and it is more powerful than imposed instructions by teacher.

Second stage- REALIZATION OF MEANING (OR COMPREHENSION)

At that phase learners meet with new information and ideas. This “new” can be a reading text, a film, a picture, a visit, sightseeing, story and etc. At that stage teacher has almost no impact on learners, as they individually are building their new understanding.

Course participants remember, how they have read the text. They read it using marking system, called I.N.S.E.R.T strategy.(interactive noting system for effective reading and thinking)

Teachers or students themselves can choose the marking system. The number is not so important. For example, primary school children can use only 2 marks (flowers; clouds, pluses, minuses, dots and etc.). The marks can vary depending on the purpose of reading and experience with the marking system. I.N.S.E.R.T strategy allows learners to control their reading and understanding. Very often in the classrooms students are asked to read from page number X to page number Y without any meaningful directions for reading: why and for what to read?

Realization of meaning maintain the interest established and the evocation phase and then lead towards meaningful understanding of new information. When learners monitor their own comprehension they are actively engaged in applying the information to their established scheme. They are logically and purposefully connecting already known with new and make bridge to new quality of understanding.

Third stage- REFLECTION

It is very important stage and not always valued by teachers. During this stage learners consolidate new learning and actively restructure their scheme to accommodate new concepts. It is the phase, when learner can build personal knowledge, correct or change previous understanding. It is very powerful to find out, that you have been mistaken or incorrect, your knowledge was not sufficient, and that new ideas had enriched your understanding. Change at that stage is very welcomed. It is possible only when learners are actively engaged in the reconstructing their thinking schemes.

After reading “ Design Your Ideal Career” one can say, how it would be different, if they knew those ideas, expressed in article, at that time, when they were choosing their professional career and reflect, if it could have any impact or not? And why?

It is very important at that stage allow students to use their own words and vocabulary, to express ideas free, but ask at that time for arguments to support their ideas. By allowing discussion during the reflection phase students are exposed to a variety of constructs for consideration. This is a time for re-conceptualization in the learning process.

CONCLUSION

The ERR framework enables teachers to lead students through the learning process. Teachers and students can:

Activate thinking

Set purposes for learning;

Provide fruitful discussions

Motivate learning;

Engage into active learning process;

Stimulate change and reflection;

Value different opinions and raise different questions.

Teachers no more are the “teachers”. They are guides and facilitators. Students become a teachers and classroom – a learning community. ERR framework is both a process of teaching and process of learning. Students always work on two levels: they are taught the content (knowledge) and a process. Critical thinking requires ability to understand and reflect on what one knows and thinks. Before this can happen students need first bring their knowledge and understanding to an awareness level. Reflection and critical analysis requires creative consideration about how new knowledge can be applied to previous understanding and about how previous understanding may be used to accommodate new information. It is an active process and takes time. Teaching for thinking is about both cognitive and metacognitive processes. Learners need to ask: “What I do think about one or another idea?” “How this information combines with my previous knowledge?” “How my understanding, believes are effected by new information?” When learners become aware and in control of their own metacognitive process, they become better able to hear and accept new ideas. Their thinking scheme becomes more flexible, they are able to manage new information, make independent decisions.

This lesson can be used for Integrated programme and Specialized programme as well. For example, the subtopic “Decision making factors and stages in career planning” in a topic “WORK AND PROFESSION / OCCUPATION” at basic education level (lower secondary). It can be part of ethics or civic education subject teaching. It perfectly fits for upper secondary (gymnasium) level teaching languages, ethics, civic education and talking about values systems and personal orientation (see topic- SELF-KNOWLEDGE and SELF EXAMINATION in Integrated programme) or about career decision-making models (see topic- DECISION MAKING AND CHOICE OF PROFESSION in Integrated programme). Specialized programme topics are very appropriate for using such and similar texts for discussions about DECISION MAKING, GOALS AND PROFESSIONS, and JOB SEARCH. Teacher can review all possibilities and decide to what subject, what topic provided lesson model suits the best. Anyway, it is only an example. Teachers as professionals are able to make choices and look for available materials in their textbooks, methodical materials and any other informational sources that they use for their daily teaching.

ERR framework is one of possible ways to work with any material and use it as one of possible structure of the lesson or training. There are different other ways, how is possible to talk about career issues using another methods and strategies. Teachers and trainers are free to use any instructions, that work for them or they feel comfortable with. The most important thing is to create the open climate for discussions, debates, questioning and value different approaches and opinions, use different information sources and be able to analyze them critically and make independent decisions.

SENSITIVITY AND RESPECT TO SPECIAL NEEDS

Vera Janikova, Ivan Janik, Czech Republic

Message for trainer

Following pages are tips for work on the topic „Sensitivity and respect to special needs“.

You will find several possibilities – possible activities which you can use according the needs, aims you follow.

You can exclude some activities, you can change them, and you can use the whole piece as it is written. It is on you.

Your work will depend on the number of participants, on the length of time...on many other things.

The only one thing which we would like kindly to ask you:

Please respect the whole personality of each participant, respect holistic approach to everybody.

Each of your participant comes to your workshop – seminar not only with some knowledge but also with own experiences, emotions, attitudes, values And as you can read the title of this chapter – “Sensitivity and respect ...” – please be sensitive and show respect.

If we would like to develop or empower sensitivity and respect to special needs in our participants we should serve as an example during our work.

Thank you

OVERVIEW

To live successful and happy life is a wish of everybody. We try to be successful workers, friends, spouses and parents ...

How are we prepared to fulfill this wish – to have successful career?

How does school respect different – special - needs of students in preparation for life?

Do we use holistic approach in education and develop whole personality of a student to help them to be prepared for their future career?

Are we able to develop all potential of our students?

Following pages would like to help in seeking answers for these questions. This program is designed to enable participants to develop sensitivity and respect to special needs and to use holistic approach in career education or education at all.

TRAINING OBJECTIVES:

Participants will have opportunities to understand:

- the term „children with special needs“ as wide as possible
- that to have some special need does not have to mean unsuccessful career
- that the fact, that a child has some specific needs can't lead to discrimination
- the term “holistic approach”
- that career education concerns development of the whole personality of a child, pupil, student, it means holistic development

MATERIAL, SUPPLIES NEEDED:

WORKSHEETS – „*Children with special needs*“ (this worksheet is necessary to adapt to national conditions and according to national law)

„*Holistic philosophy – Flower*“

„*Holistic education*“

“*MIND – Topics for all categories*” (you can copy them from the manual)

Sheets of paper for participants;

Big sheets of paper;

Pencils, crayons;

Masking tape;

Big sheet of paper with picture of „Flower“;

Big sheet of paper with picture of “Reflection on special needs children in 4 areas of life”.

Text written in black color – notes, recommendations for trainer

Text written in blue color – text which the trainer could use

PROGRAM OUTLINE:

INTRODUCTION		
ACTIVITY 1	CHILD WITH SPECIAL NEEDS	15 min
ACTIVITY 2	CHILDREN WITH SPECIAL NEEDS AND LAW AND COMMUNITY	15 – 20 min
ACTIVITY 3	CHILDREN WITH SPECIAL NEEDS AND CAREER	15 min
ACTIVITY 4	REFLECTION ON SPECIAL NEEDS CHILDREN IN 4 AREAS OF LIFE	40 min
ACTIVITY 5	HOLISTIC UNDERSTANDING OF HEALTH - HEALTH AND SPECIAL NEEDS	50 min
CONCLUSION		
Time is approximated		

PROGRAM DIRECTIONS:

INTRODUCTION

"We believe that every parent wishes to have a healthy child. Unfortunately this wish is not always granted.

While most children are born healthy and develop without problems, there are also children with some handicaps or divergences – which may either be present at birth or may become apparent during their later development.

Determining the prognosis for these children is not simple they may be very seriously affected or they suffer comparatively little damage as a result of their condition.

*In education these children it is important to focus on their potential as well as their needs, so we call them "**children with specific needs**"."*

ACTIVITY 1: CHILD WITH SPECIFIC NEEDS

Time – approximately 15 minutes (depending on the number of participants)

Method/s - individual work;

- discussion in pairs or small groups;
- discussion with trainer and the whole group.

Material needed – papers for everybody, big sheet of paper for trainer, pens – pencils

TASK

„Write, please, what does it mean „child with special need.; you can state some example of a child with special needs.“

Participants put down their notes and then all share their ideas in pairs or small groups. Give them enough time to share their ideas but help if it is necessary.

Later discuss the answers with the whole group and put down all ideas on a big sheet of paper.

As the discussion ends you can use following activity.

ACTIVITY 2: CHILDREN WITH SPECIAL NEEDS AND LAW AND COMMUNITY

Time: about 15 minutes

Method: INSERT system

Material: Worksheets: „Children with special needs“ for every participant (it is necessary to adapt the text according national law)

Give the work sheets „Children with special needs“ to each participant.

TASK

Put down marks:

- * *What you knew before*
- + *What you did not know*
- *If you disagree*
- ? *If it is unclear*

Give them enough time to go through the whole text.

After work go through the marks which participants did – putting down their thoughts on a big sheet of paper. In the end of this discussion it is necessary to say that **term “special needs” is general but quite controversial term for children who need some form of extra help and assistance. It is not**

possible to give a precise definition as their needs can vary so much. You can follow by next activity.

ACTIVITY 3: CHILDREN WITH SPECIAL NEEDS AND CAREER

Time: 10 - 15 minutes

Method/s - individual work;

- discussion with trainer and the whole group.

Material: nothing or papers for each participant.

TASK

Our program concerns career education, could you please complete the sentence:

(Put down the beginning of the sentence on a big sheet of paper)

WHEN I THINK ABOUT CAREER OF CHILDREN WITH SPECIFIC NEEDS ...

Participants can complete this sentence verbally – one by one or everybody can put down this sentence and then to post up his/her paper on one place. When all the papers are posted up, the trainer goes through all thoughts with the whole group. People can stand around the place where papers are posted, or they can sit in their places.

After discussion participants could think about the position or situation of a child with specific needs. It could be done through following activity:

ACTIVITY 4 : REFLECTION ON SPECIAL NEEDS CHILDREN IN 4 AREAS OF LIFE

Time: about 30 - 40 minutes

Method/s - work in small groups;

- presentation for the whole group.

Material: big sheet of paper with picture for trainer, 4 big sheets of paper for each group, crayons, masking tapes.

INTRODUCTION:

Explain the purpose of the picture on the big sheet of paper - there is a figure of a child and it is surrounded – from one side is written word “family”, from another side “school”, from another side “peers”, and from the forth side “community”.

You can say:

Imagine a child. This child is born in a family which has big influence on him/her. But as this child grows up he/she meets new friends, begins to attend a school and lives in broader society (as media,

shopping, life on streets, in buses....politics....). All these aspects have some influence on this child. But – imagine that this child has special needs.

TASK

Divide the whole group into 4 small groups and asks each group to imagine the situation of this child with specific needs in one area:

What are his/her experiences in these areas? What he can come across in these areas?

How are his/her specific needs reflected in this area?

So one group discusses and expresses – by words or drawings – family

Another group – school

Before this work - it is good to say how much time the group has. It could be enough 15 minutes.

After work all groups present their paper to the whole group and explain what the discussion was about.

Put up all papers – posters on walls.

ACTIVITY 5: OPEN QUESTIONS FOR TEXT ANALYSIS

Daiva Penkauskiene, Lithuania

Time: about 45- 50 minutes

Method/s

- Reading with prediction
- Open questions
- Discussions in pairs and groups
- Free writing

Materials: Text “An Armless Prodigy”.

Questioning is powerful tool for promoting or discouraging critical thinking. The kind of questions teachers asks establishing the atmosphere in the classroom. These questions determine what is most valued, how right and wrong are defined, and who and what are or are not, sources of information and knowledge. Questions that invite students to reflect, speculate, reconstruct, imagine, create or weight carefully elevate the level of student thought and teach students that their thinking is valued and that they can contribute to the community of understanding and beliefs. The types of questions asked can teach students that knowledge is not fixed, and that ideas are malleable.

We will model how teacher questioning during the lesson can successfully engage students in critical thinking at different levels, enhancing their capacity for reflection.

MODEL LESSON

This is a guided reading activity, which is intended to engage students actively into the reading process. The ERR framework demonstrated here with narrative text is the same as with the previous text. This lesson includes 2 parts. In the first part, participants act as students and engage in the guided lesson. Participants are asked to experience the learning process but also notice what they are doing and how the various activities within the lesson affect them so they will be able to reflect on their experience in the second part of the lesson.

This model lesson uses the short [story "AN ARMLESS PRODIGY \(the whole text see in appendix\)](#)

Begin this lesson by informing students that they will be reading a story together. Tell them not to look at the story as you hand it out because they will be reading it as a group and it is not good to read ahead.

Before reading the text, ask students to think alone or in pairs, what they think the text will be about, guessing only from the title: An Armless Prodigy.

Give from 3 to 5 minutes to think and then share with the whole group. You need to accept all thoughts and to write them down.

Later distribute the story; explain that you want them to read only as far as they are instructed. Caution them that it is important not to read past the stopping point. They are to read only the first paragraph. They read the first paragraph: and then stop.

"The new baby was not quite like any other newborn.

The midwife was the first to notice that. She wrapped the crying baby up into a blanket and hurried out with the baby on her arms into the neighboring room where the father of the boy, a village teacher, was waiting impatiently.

The face of Gottfried Antanas brightened up. But when the woman unwrapped the blanket, the smile on his face froze. From both shoulders of the newborn, instead of arms, there were only stumps hanging with a single little finger on each of them. The father was silent, but not the midwife. She uttered that a child like this had better not be given a chance of living at all."

FIRST STOP

You can ask following questions to discuss this part: "Why do you think, the father was silent?" Why the midwife said, that for this child better not be given a chance of living at all." "What do you think, what century- year could be described in this story? Please, guess, what could be reaction of the mother?" Let the students to guess and accept different views. Then go to the second part for reading.

"The boy's mother was having a rest, and nobody wanted to interfere with her restfulness. When, after some time, she asked to bring in the baby, the village teacher, as mildly as he could only manage, explained to the woman that the baby was born armless.

The mother unfolded the blanket and examined her own child. There appeared tears in her eyes. "This is our son. God sent him to us and God will not forsake him".

The news about the armless baby who was born on the fifth of April 1848 spread fast in Eastern Prussia. Most of the people sided with the midwife. This world is hard enough even for healthy people, not to speak of the lame ones... What could an armless boy do in a world like this?

Little Hermann grew unexpectedly well. When he was nine months old, he surprised his father by trying to reach for things with his feet. The father called his wife and asked her, "Please do not put anything on the child's feet any more, neither socks, nor shoes".

From that time on, Little Hermann spent most of the day bare-footed. With time, his feet became much stronger and more sensitive. He was able to get the things around him and to take away toys from other children with the help of his feet. He managed even defend himself with his feet when other children attacked him."

SECOND STOP

"Please compare, your initial guess with the reaction of child's mother, was it similar or not? Did you expect the same reaction, as the author described"?

"Why do you think many people were of the similar opinion as the midwife?" "How you can explain the position of the father? " How do you think what will be the growth of the child later?" Before reading the next part, please guess, what will happen next?"

Let discussion go on and fix all students answers. Then move to the third part:

"Grown-ups, on seeing the child, would often start to keen: "Poor child. What an ill-fated accident. Let us pray God to take him back as soon as possible". The child was unable to understand these words, but he must have felt pity that was directed towards him. And he would burst crying because of this pity, and then no one could calm him down.

The father was fast to notice that. He could understand too well that a pitied child would soon start pitying himself as well, and he may not ever be able to get rid of this feeling in his further life The teacher forbade the family members to show pity or regrets in the presence of the child.

Once, soon after Hermann's second birthday, the family was having dinner. The mother was busy minding the boy's sister, and the hungry boy raised one of his legs, scooped up some porridge with the help of his foot and fast put it into his mouth. Everyone smiled on seeing the traces of porridge on his face.

"Go and wash the naughty boy's face", ordered the father. "Then give him a spoon and let him eat on his own".

The boy was given his spoon. Part of the porridge went into his mouth but nearly as much of the porridge reached the floor, too. Everyone was ready to help the child, but not his father. "Leave that to the little one himself", ordered the father. "Anyone to attempt to help him is sure to be noticed by me".

The child learnt how to eat on his own. What is more, his father's strict words and similar encounters with other family members stuck in his mind for the rest of his days. The father's orders like that lay solid foundations for the son's independence"

THIRD STOP

"Please, compare, the reaction and attitude towards child of different people: neighbors, father, family member". "Do you think, if the father was not a teacher, does his approach was different or not"? Please, reflect upon the last sentence of the paragraph:" The father's orders like that lay solid foundations for the son's independence" Please, guess, how this independence will be reflected in the boy's future?

Allow time to respond. Silence is not a concern. Thinking takes time. It is very important not to agree or disagree with what will be said, but simply to acknowledge the respondents.

The next part reading:

"At the age of four, Hermann started to learn how to write and read. He would sit at his father's lessons, with one foot on his writing slate trying to produce letters on the slate with the other foot. No one was paying any attention to what that child was doing under the table. He was officially admitted to school only when he was six. His father's eyes became wide with astonishment when he saw that his son could already do both – write and read. The village carpenter was given an order to make a special type of desk, as low as to fit the writer who was writing with his foot instead of his hand. In the second year at school Hermann got far ahead of his classmates, and his father gave him an errand to help those who were lagging behind in their learning.

But the greatest joy for the boy came from singing. He had a wonderful ear and soon learnt to read the music notes – even of the most intricate melodies.

At the age of ten Hermann had already mastered everything what a small village school could offer him. His father understood that his son was worth a better future than staying in his own village and farming and presented his son with a Latin grammar book, but at that time something else happened, and that something changed Hermann's life completely."

FORTH STOP

“Did you expect the similar flow of the story as the author described?” Why? (in different cases)
“Please, try to imagine, how the 10th years old boy could look like, and describe his portrait”. Please, guess, what could change the boy’s life”

Allow the time for discussion. Let views be expressed freely. Participants (students) should be speaking to one another and not through the teacher. Encourage this to take place by saying something, nodding and deferring to students.

Next reading:

“The father’s assistant Fritz could play the violin. And Hermann would listen to his music with beaming eyes. If there was now something in the world Hermann was craving for – it was definitely his desire to learn to play the fiddle. Once at a dinner, Hermann pulled all his courage together and asked his father permission to start learning how to play the violin.

All people around burst into laughter. And Hermann fled from the room, crying. When he finally calmed down, he made a resolution: if they are not going to teach me, I will learn playing by myself.

After school, he snatched Fritz’s violin, lowered his head so as to hold the violin on his shoulder and, in this way, brought the violin into his room. He tried to play it but he was unable to hold the violin steady. He could not go on and handle the violin in the position he had brought it into the room. He tried placing the violin on the floor, but, with the violin in the latter position, he could touch only one string. He tried changing several positions for the violin, but that took him nowhere.

Hermann burst into tears. His family members proved right... He is not meant to play the violin and he will never learn it... As he was looking at the violin lying like this there on the floor, an idea came into his mind that there should be a way of playing the violin without using your arms. You must only not give way to hopelessness. He went and fetched a piece of rope which he used to tighten the violin to a low chair. Now he was holding the bow with his left foot, and he could place the toes of his right foot on the strings of the violin. He tried once the strings. The sound he obtained had not much in common with a musical sound. It was more like the noise a crow would produce given a violin into its claws...

But Hermann kept trying every day, and on some days he would succeed in obtaining clear musical sounds.

Once, while the boy was busy “producing music”, his father came into the room. “Carry on with what you are doing”, said his father. The boy started to play, with his feet trembling all over. When he finished, his father was smiling: “I will ask the village music teacher to help you”

FIFTH STOP

“Please, find the places in this paragraph, describing Herman’s attempts to win himself,” Think, how often you yourself fight for your dreams.” Please, remember and share, some event, when you struggled

and won”. Or: “Please, share if you have heard about similar accidents in our days? Please, guess, what will happen with the boy later?”

Reading of the last paragraph:

“At the age of fifteen, Hermann had acquired the skills his village music teacher could help him to gain. His father sent him to Königsberg. Hermann was such a fast learner that his father started to believe his son might really become a professional violin player. Another year passed, and the young Hermann went to the higher music school in Leipzig.

The first time when Hermann was playing in front of audience was at a charity concert. He was playing the solo part. When he placed the violin in front and took off his shoes, all the people in the hall gasped – as he remained in front of them only in his socks that were open across the toes.

When he finished, there was not a single movement made in the audience. Hermann got up and stepped numbly in the direction of stairs. He was caught by a storm of applause. “It is not me, it is the violin”, was thinking the fellow.

The following morning, there appeared reviews of the concert in the newspapers. The music critics praised him to the skies but many of them also noted that he had no future ahead of him as a violin player. Hermann felt his heart sink. He had devoted to music nine years out of the nineteen he had lived. He intended to make his living by playing the violin. And now all his hopes are being shattered because in a position like his, for him, an armless man, there is no prospect of earning his living in any other ways...

It took people some time to realize that Hermann was a different sort of violin player, not like all others, as he turned out to be a violin player being born armless.

He traveled much of the world with his concerts. Franz List listened to him playing and congratulated him on his achievements. With time, Hermann learnt to swim, shoot, and ride on horse. Later on he got married. And his marriage turned out to be a successful one. At the age of eighty he wrote a book about how he had overcome his misfortune. The first words of his book run like this, “WHERE THERE IS WILLPOWER, THERE IS FUTURE”.

SIXTH STOP

“Please, compare what was your first thought before reading the text and now, after you have read it.”

“How you could comment the beginning of the Herman’s book?” -

It is appropriate at this time to ask students to do some individual reflection of the story.

ACTIVITY 6: HOLISTIC UNDERSTANDING OF HEALTH AND SPECIAL NEEDS

Time: about 50 minutes

Method/s – lecture;

- work in small groups;
- presentation for the whole group;
- discussion with the whole group.

Material: big sheet of paper with picture, 4 big sheets of paper for each group, crayons, masking tapes

INTRODUCTION - OPENING QUESTION:

If we opened our common session with the question: “what does it mean „child with special need”, we would like to open this last part with question “what does it mean to be healthy”?

Participants can express their thoughts freely, can react one to another... you have to listen carefully and accept all ideas which are said.

LECTURE:

The flower – explains holistic understanding of health, emphasize the fact that when a child has problem in one part it can happen that the other part (parts) can be also affected ...

(Participants can get handouts with explanation of holistic philosophy of health.)

WORK IN SMALL GROUPS:

After explanation each participant gets a card where is a short description /characterization/ of a child with specific needs. You can find some descriptions in the text for trainer – in the end of this document but you can create your own.

You will need several such descriptions – it depends on the number of participants.

Each description is copied several times – to create a small group.

When the cards are delivered to each participant, they have to read it and then to divide into small groups according the description – so all who got Peter’s description create a groupetc.

When small groups are created - give to each group a big sheet of paper and ask them:

TASK

Try to name which parts of the “flower” of the child and how could be affected. Put it down. You can draw, write.

Again – say how much time the participants will have /15 minutes/.

Presentations.

In the end of each presentation you can ask the group in what parts of the health this child needs help, or support ...

After presentations:

TASK

Think about contemporary school and choose this part of flower on which is school concentrated the most. Which part of the flower does the school develop the most?

Discussion.

TASK

Choose this pedal of the flower – from the point of view the preparation the future teachers at universities – on which are the future teachers prepared the most.

Discussion

If they will find out that it is mainly mental health on which the contemporary school and the education of future teachers are concentrated – you can continue. If not – try to use examples from practice on which teacher was not prepared and has to face such situations (e.g. communication with parents, work with children with behavioral problems, work with neurotically child, and manage conflicts among children, problems in behavior in class...)

You can continue:

Probably this way of understanding the role of school comes up from the past, when the main emphasis was put on basic skills as reading writing and counting.

It corresponded to the needs of the society of that time.

It was useful to teach wide population literacy, and the simplest way how to do it was through collective education conducted by one teacher.

It is very simple explanation but the substance was like that.

Most children would not get the base of literacy anywhere else.

The amount of knowledge necessary for life wasn't so huge as today but usual human being could manage with them the whole life.

In past it was not so necessary to concentrate on development of practical, social and other skills as necessary minimum of these skills children gained in family or close surrounding.

Society – at that time – needed school mainly for developing of mental health.

THIS UNDERSTANDING OF THE ROLE OF SCHOOL CORRESPONDED TO THAT TIME.

But contemporary society is different - family is different, its position changed, roles inside family, professions are different ...almost everything changed.

And as we think that school should react to the needs of society – so contemporary school should change too. It should help in preparation of each child to his/her career.

Nevertheless the education is still often understood by many people as development of only intellectual abilities. But it is not the whole education. Education is related not only to knowledge and learning but also to the acquisition of social and other skills, spiritual, moral and aesthetic values, and desirable relations with other people and society as a whole, to emotional and volitional development and last but not least to the ability to survive in changing conditions of employment and the labor market.

This understanding of education fully respects the holistic approach to the personality of a human being. All children need to develop each part of his/her flower ...the whole flower.

All children - as these who do not have any special needs as these who have.

It is difficult to advice generally, how to help a child with specific needs, as it is very individual. But if we have such child in our class and we want to develop him/her, then it is not any mistake, when we contact specialists and communicate with family... we seek the ways how to help this child in his/her development and preparation to career.

Maybe we do not know special pedagogical methods, we do not have all necessary supplies and conditions, but nevertheless we can do many things.

We can find such areas, which are common for all children, with whatever specific need and if we will try to do it, then we can help each child. We want to offer such topics in this manual, In this program MIND.

Participants could get the handouts with the lists of all main topics for all age categories.

WORKSHEETS FOR PARTICIPANTS AND PICTURES FOR TRAINERS

Text for participants

CHILDREN WITH SPECIFIC NEEDS

(From Czech law - In European context)

Use the text from laws of your country

We use this term for children, pupils and students with **healthy disability, health handicap or social handicap**.

Health disability can be mental, physical, visual or hearing impairments, lisps, combined impairments, autism and genetic malfunction of learning and behavior.

Health handicap is health weakening, long-term disease or light health handicap leading to defect in learning and behavior, which need special approach in education.

Social disability is:

- a) family background with low socio-cultural situation, exposure by socio-pathological effects;
- b) status of claimer asylum.....

(From manual – based on research)

Many people think that handicaps and divergences of these children must be visible and everybody will recognize such individual. It is a very big mistake. Such children very often look like their healthy peers and then it can cause many problems in communication, in cooperation ... in education and then of course in their career.

At present increasing number of pupils with learning difficulties are being recorded. This increase which runs counter to the decline in total numbers of pupils in schools, represent pupils with neurological or psychiatric problems, also including pupils with learning and concentration disorders, children with hyperactivity and behavior disorders or emotional disorders resulting from it.

The numbers of children at risk in their development as a result of disadvantageous socio-economic environment are increasing.

Children with special needs usually realize in their minds their handicaps. Sometimes because of the fact that they compare themselves with their healthy peers and sometimes because of the way how society deals with them.

It is said that the quality of society is the same as its quality of care about people with handicaps.

If we would agree with this sentence we should say that the quality of our society was not very high for a long time.

When we would look to this care only from perspective of school system, for a long time our schools were full of “dry” theoretical information, without any connections with real life, that pupils live in.

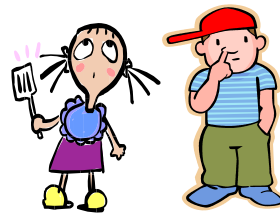
Before democratic changes which happened in Central and Eastern Europe – about 14 years ago, educators put their knowledge into the heads of their pupils without thinking about if the knowledge is relevant to pupils, if they have perspective in their future. It touched the children with specific needs more deeply than healthy children. During this time children – or people at all – with specific needs were not treated with big respect.

But at present the education of children with special needs, i.e. children who, without individual specialized approach, are disadvantaged in the educational arena for health-related or social reasons, has seen the qualitative shift during last years. There has been a gradual change in the view of these children from negative description of their inabilities toward an emphasis on their performance and the application of their humanistic approach to solving the problem

Picture for trainer (Activity 4)

REFLECTION ON SPECIAL NEEDS CHILDREN IN 4 AREAS OF LIFE

FAMILY



COMMUNITY

FRIENDS

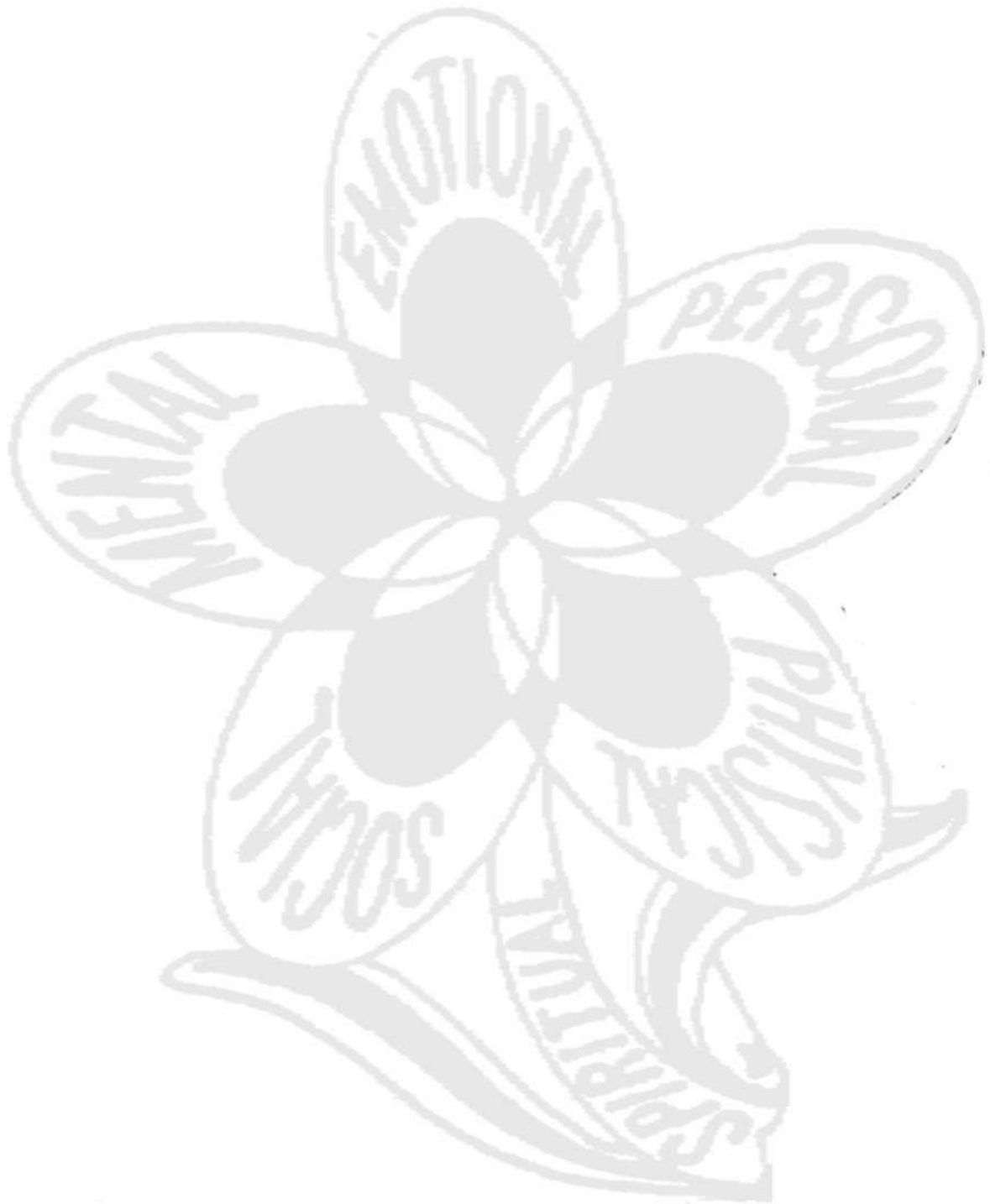
SCHOOL

Picture for trainer

A VIEW OF HEALTH FROM A HOLISTIC PERSPECTIVE

To better understand this holistic perception of health we use the graphical demonstration adapted from the concept described by Richard Erbst.

"Flower"



Text for participants

HOLISTIC PHILOSOPHY “FLOWER”

This flower is an adaptation of a concept described by Richard Erbst in an article published in The Journal of School Health/

Physical health – relates to the health of each of the body systems and how our bodies function. It is important for us to understand how our bodies are supposed to function. We can then identify when we are in good physical health and when something may be wrong.

Mental health relates to how we get information, knowing where to get information we need, and knowing how to use the information we receive. We must be able to gather knowledge from a variety of sources and be able to use the information to make decisions concerning our health.

Emotional health relates to understanding our feelings and the ability to express them. Knowing how we feel about ourselves and other people helps us express our feelings in ways others can understand. It is important to feel comfortable with the range of emotions.

Social health relates to how we see ourselves as individuals, as male or female, and how we interact with other people. We need to understand what is really important to us in relationships with friends, family, boyfriends/girlfriends and others with whom we interact. We should develop skills necessary to help us in all these relationships.

Personal health relates to how we see ourselves as people, how our egos develop {the ego is that part of ourselves that needs to develop a sense of self and fulfillment}, what we hope to achieve, and how we define success for ourselves. We each find self-fulfillment in unique ways, ways that are defined by what we value and what we hope to accomplish for ourselves and our community. For example, some people find fulfillment in their jobs or careers, others in their family, and others in work they do on behalf of others. We can define for ourselves endeavors that will bring us ego satisfaction.

Spiritual health, the stem and core of the flower, is vital to our overall health. It relates to the essence of our being : it is the core of our existence, holding us together, enabling us to understand and relate to the other five aspects of health. This aspect could be for many people very new and it could be surprising for them. Most people understand the term “spiritual” only in connection with religion or they even do not make a difference between “spirituality” and “spiritism”.

Spirituality for someone who follows a religion is easy to define. The person follows the rituals and the traditions of the religion. But people who are not religious can have an equal identity to a spiritual existence. Their spirituality can be in the form of seeking, or finding and keeping a relation with something that extends beyond a human being and into the cosmic universe.

Descriptions for trainer (Activity 5)

HEALTH AND SPECIAL NEEDS

Description 1:

My name is Peter. I am 14 years old. From my early childhood I have problems with my eyes. I have special glasses. My classmates shy at me. I can't play any sport what they do and I can't play games in the computer as they do ...

Description 2:

My name is Vera. I am 15. I have problems with communication. I falter. In third grade our class was divided.

My classmates who were my quite good friends left to special class where English is taught. I had to stay in our class because of my communication's problems. Almost all my classmates have problems in learning and behavior. They shy at me and sometimes they threaten me. I am scared to go to school.

Description 3:

My name is Martin. I am 13. When I was 9 doctors found that I have problems with hearing. This problem is worse and worse. Due to this I sometimes do not hear what my classmates say. I do not understand what our teacher says. I feel badly...I feel small....

Description 4:

My name is Ann. I am 11 years old. My class teacher often upbraids me that I wok slowly and the others have to wait for me. It is true that sometimes it takes time when I comprehend sometimes but I really try to do my best.

My parents do not help me....they are very busy I care about my younger brother.

I would like to be better but I do not know how to do it. Some of my classmates shy at me.

Text for participants

HOLISTIC EDUCATION

The education is still often understood by many people as development of only intellectual abilities.

But it is not the whole education.

Education is related not only to knowledge and learning but also to the acquisition of social and other skills, spiritual, moral and aesthetic values, and desirable relations with other people and society as a whole, to emotional and volitional development and last but not least to the ability to survive in changing conditions of employment and the labor market.

This understanding of education fully respects the holistic approach to the personality of a human being.

All children need to develop each part of his/her flower ...the whole flower.

All children - as these who do not have any special needs as these who have.



USING DIFFERENT TEXTS FOR LESSON MODELING

Zina Baltreniene, Lithuania

Every teacher needs to have different teaching methods and strategies while modeling her/his lessons, and feel very comfortable about it, but the most important thing is- to know where, when, WHAT and HOW those strategies and methods to use.

A text, as a piece of message, is very important for effective teaching and learning process.

WHAT IS A TEXT?

- It is a written, oral or visual message you want to pass to the audience
- It is a reflection of values and achievements of different generations
- It is a mediator between a culture and an individual
- It is an object of perception that carries mental reflection already within itself
- It is an implication of human relationships
- It is internalization of the thinking behaviors

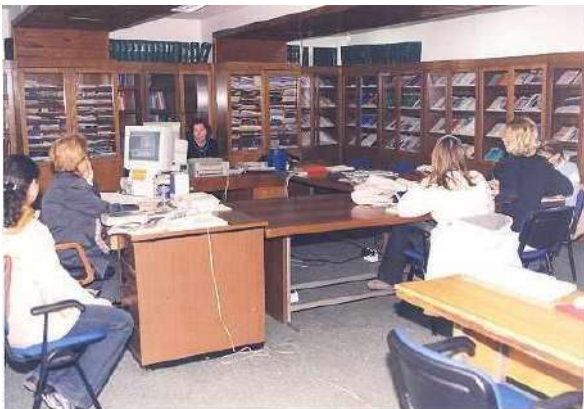
Workshop activities:

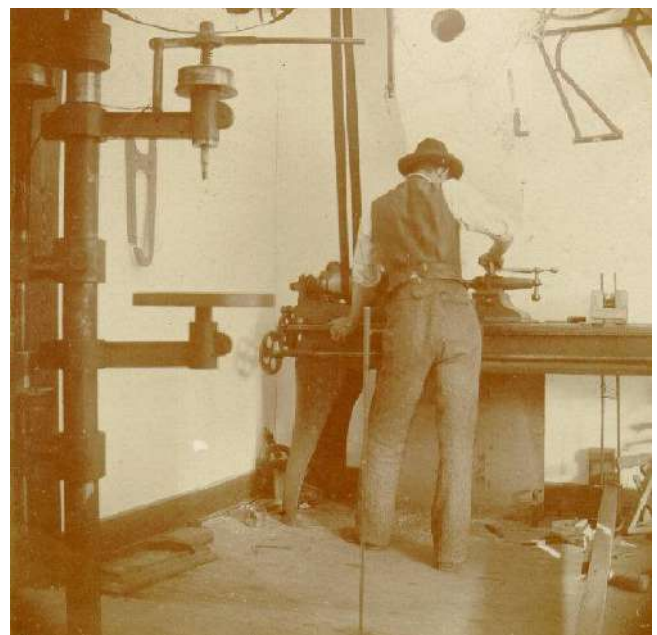
1. Workshop participants are divided into groups.
2. Every group is presented with a different TEXT:

Group 1 – a note with web page –

<http://www.europass.lt>

Group 2 – a set of different pictures





Group 3 – commercial advertisements

1. Are you tired of traveling? Dallas based company is seeking a **Corporate Medicare Nurse** for its five Medicare/private pay facilities. All facilities are located in Dallas and Bedford. Candidate must have a current RN license, knowledge of MDSs, know Medicare program in a nursing home setting and understands the business aspects of the program. Must be a team player, self starter, is hands on type of person and has exceptional interpersonal skills. This position will be a great opportunity for the right person. Telesis is privately owned and has been in the industry for 35 years and has an excellent reputation. If you want to know more or have someone you believe would be a great candidate, please contact us.

2. Baltimore City high school with established community presence is looking for an outstanding candidate to **teach Math** to 9th-12th grade students. All applicants must hold a BA, BS or an equivalent undergraduate degree and strong background in Math. The ideal candidate has experience working with high school students and holds teacher certification in Math or another related field. Candidates must be available immediately for in-person interviews.

School is located near public transportation.

Interested candidates must submit resume detailing education, experience and certification (if applicable) to mlaskowski@tntp.org by Thursday, August 25th at 7am EDT.

3. We are seeking for **Technical Architect's** for one of our client who high tech IT services firm, working in the exciting world of Product Development services.

Education: B.Tech / M.Tech. in CS or EE from reputed Institution

Experience: 10+ years

Location: Chennai, India

Skills Required:

- 1) Broad knowledge of multiple technologies, distributed transaction-processing, middleware, rules engines, workflow, network communication and database design
- 2) Familiar with Patterns concepts and Architectural concepts
- 3) Understands, and can articulate to others, baseline enterprise software requirements (I18N, Logging, Upgrade, API design and lifecycle, scalability, and performance)
- 4) Makes effective and informed technical decisions in a timely fashion and does not over-analyze problems
- 5) Working knowledge of the following skills: EJB, RMI, XML, Oracle, DB2, SQL Server, JDBC, web technologies such as JSP servlets and Apache Tomcat

6) Proven ability to present to and interact with customers, displaying confidence and the expertise to make product decisions, to develop project plans, and to meet project deadlines

7) Capacities to build group consensus while acting as a leader and team player

Effective written and verbal communication skills essential

If you are interested, please send in your updated resume to paul @ alphaeus.com

Thanks

Paul Vinay

Note: Please send your resume in MS-Word format

4. We have an immediate opening with our MNC client based in Bangalore for the position of **Multimedia Driver Engineers.**

Job Requirements:

1. Candidate should have 3 – 5 years of experience in relevant field.
2. Expertise in writing drivers and fine tuning performance for devices like Camera.
3. Well versed with the various image, video and audio coding standards and formats,
4. Prior experience in similar work on mobile or similar devices.
5. Good working knowledge of reference boards and platforms.
6. Should have 1 Year experience in Mobile Handset Software Development

Location: Bangalore

Qualifications: B.E/B.Tech, M.E/M.Tech

Experience: 3 – 5 years of experience,

Thanks & Regards, Murali,

murali@techpointsolutions.com

Group 4 – glossary of terms

GLOSSARY

Ability - characteristic indicative of an individual's competence in a particular field. The word "ability" is frequently used interchangeably with aptitude, although many psychologists use "ability" to include what others term "aptitude" and "achievement."

Active job search- An active job search is one that could have resulted in a job offer without further action on the part of the job seeker.

Activity - the conditions of being active or moving about.

Actual - important, significant, sore subject or question.

Applicant - means any person seeking employment from an employer. The term includes any person using an employment agency's services.

Behavior - the way one conducts oneself; manners; the treatment of others; moral conduct.

Budget - an estimate of the income and expenses needed to carry out programs for a fiscal year.

Calling - the combination of personal traits which make dependent on their quality of life.

Career - is a lifestyle concept that involves a sequence of work and leisure activities in which one engages throughout a lifetime. Careers are unique to each person and are dynamic, unfolding throughout life. They include not only occupations, but pre-vocational and post vocational concerns as well as how persons balance their work and personal life roles.

Careerist - person predominantly or overly concerned with personal advancement in a career.

Communication - transmitting of information.

Confidential - entrusted with secrets.

Conflict - disagreement between two or more persons.

Conflict management - the ability to manage conflict effectively.

Co-operation - common pursuing of object, participating in common activity.

Decision making - having the desire and ability to make wise choices.

Discussion- conversation on specific subject, a debate.

Discrimination - the unequal treatment of individuals on the basis of their personal characteristics, which may include age, sex, sexual orientation, ethnic or physical identity.

Dismissal- dissolution of labour treaty on employer's initiative

Education - The social institution responsible for the systematic transmission of knowledge, skills, and cultural values within a formally organized structure.

Employee - means a person who is permitted, required or directed by any employer to engage in any employment for consideration of direct gain or profit. A person separated from employment while receiving a mandated benefit, including but not limited to workers' compensation, unemployment compensation and family medical leave, is an employee for the period the person receives the benefit and for a minimum of 30 days beyond the termination of the benefit. A person separated from employment while receiving a nonmandated benefit is an employee for a minimum of 30 days beyond the separation.

Employer- means any person, partnership, corporation, association or other legal entity, public or private, that employs one or more employees.

Group - number of people working together.

Group conflict - disagreement between groups

Inner conflict - clash of almost the same strong, but oppositional motives, requirements, interests.

Interest - subject, hobby, etc. in which one is concerned.

Interpersonal conflict - disagreement between people, which seek different aims, have different point of view about values and norms and try to implement its in interrelations.

Intuition - immediate apprehension by the mind or sense without reasoning

Job place - is a respondent's place of paid employment, except for those respondents who work unpaid in a family business, in which case it refers to the place at which the respondent works unpaid for that business.

Job search - personal efforts to find the job.

Job search methods - determines all the ways the respondent looked for paid work in the four weeks prior to the census including:

looked at job advertisements

wrote, phoned or applied in person to an employer

contacted Department of Work and Income to look for a job

contacted friends or relatives for help in finding a job

contacted career advisers or vocational guidance officers

other job search methods.

Job seeker - person who has no job and want to have it, or person who have work but want to change work place.

Group 5

Video with job interviews

Group 6

a basket with toys

Group 7

CD with professions' overview

3. Every group is asked to get acquainted with the text message and draw a plan how a teacher can use this text for his/her lesson:
 - for which age of children
 - which subject they would integrate the text with
 - what aim of the lesson the teacher would draw
 - what topic of the lesson the text would go to
 - what tasks the teacher would give to the students during the lesson (remember ERR framework!)
 - what tasks the teacher would give as a home work
4. The TEXT presentation begins with short instruction to participants. They are asked to follow all trainers' instructions and to work on two levels- students- as learners and adult/ teachers as learners
5. 4. Groups present lesson plans/play model lessons

LESSON MODELS ACCORDING TO MIND 1

INTRODUCTION

Tiina Harma, Finland

Examples that you will see here are made for giving ideas for the planning of lessons. ERR can be used in any age groups, the basic rules are the same. Teachers can consider what the right level is for his /her students. ERR is a suitable way to learn also wide cases. It gives a new way to plan the teaching.

ERR teaches students to question, to be critical. It is also a democratic way to learn. Teacher does not talk so much, students more. Teacher's role is more like an observer. Students find the knowledge by themselves; it is not given to by someone else. Students are easy to motivate to use this method and also it is easy to approach the subject by using ERR. It gives teacher very quickly the knowledge of students' level.

From the students point of view this method forces everyone to concentrate into subject. It wakes students' interests to the subject. Also for the quiet persons it is a safe way to learn. It is a personal way to approach the subject and you can find surprisingly much knowledge from your brains. ERR makes also the tacit knowledge to come out.

PRACTICAL EXAMPLES: PRE-PRIMARY EDUCATION

Danguole Dauksiene, Vyturys primary school, Vilnius, Lithuania

Asta Navickaite, Centre for modern School, Vilnius, Lithuania

Lesson theme: "I WONDER, LIKE TO DO, WOULD LIKE TO LEARN"

Course structure

This course is based on participants' knowledge from previous courses and participants' competence in promoting critical thinking for successful future career for children of preschool age. Young children are able to engage into complex thinking complying their own development. They are eager to solve problems and are able to find perfect solutions. Educators have to choose appropriate educational strategies, to adapt them for young learners of such age, and to model lesson in such a way, that it was maintained according to scheme **evocation, realization of meaning, reflection**.

In this part it is aspired to demonstrate, how to promote children critical thinking for successful future career through most often in preschool institutions applicable activities, such as: drawing, listening, answering questions and role-playing. As we can judge from experience, in learning process, firstly, it is advisable to engage into specific activity, and only then, when participants will acquire some experience, proceed with discussions and discuss that process. Therefore mini-seminar starts only with brief introduction, and participants are offered to try lesson model, in which group work, anticipation, reading aloud, open questions, role-playing strategies are applied. Lesson model is adapted for preschool age children, and is offered to try for adults, so that they would acquire not only using strategies, but also lesson planning experience. Participants would have to play two roles: of learner, who is actively engaged in activity, uses critical thinking promoting strategies, and educator, who these strategies will apply in his/her activity.

Some tasks for promoting critical thinking through reading and writing suites perfectly for children not able to read or write yet, if work order is changed a little. When working with young children, educator can read texts aloud by himself, use book illustrations, build on children anticipation. It is important, that teacher speaks with children, and they speak among each other about their experiences. Later, teacher can write children thoughts on the board so that children would realize that writing and reading are the ways to fix their ideas and experience.

The presented lesson is aimed to implement goals of stages according *evocation, realization of meaning, reflection* scheme.

Later it is advisable to discuss about promoting critical thinking in preschool education/instruction stage, applying strategies, adapting them for the audience of young children.

Expected results

General

It is expected, that at the end of mini-course participants:

- Will become skilled teachers, able to integrate career education themes into general lessons and knowingly help colleges from their professional environment.
- Will conduct staff development courses in other educational institutions.

Specific

After mini-course participant would have:

- to understand the importance of passing career knowledge in preschool education stage;
- to understand importance of promotion critical thinking for successful future career;
- to be able to integrate career education themes into preschool programs;
- to be able to plan lessons according to learning and teaching scheme;
- to apply various critical thinking promoting strategies, to use them purposely in educational process.

Necessary means

To conduct presented mini-seminar teachers will need only few means. This is:

- Narration or a story, which participants will read in classroom. It would be helpful, if the story would be figuratively illustrated.
- Various means for drawing, paper for drawing pictures.
- Overhead projector, large paper sheets, writing board.
- According to program selected reading material.

Terms vocabulary

Preschool education

Career

Evocation

Realization of meaning

Reflection

Hobbies

Anticipation

Reading aloud

Keynote

Role-playing

The run of workshop

1. Participants are assigned to groups of 4 – 5.

On small sheets of paper are written names of movements:

- Jumping on right leg.
- Jumping on both legs.
- Standing with their necks bent down.

- Waving with left hand.
- Turning head to the right, then to the left.
- Waving with right hand.

Participants, when grouping, have to make the action which name is written on their withdrawn sheet.

2. *Evocation* activity.

2.1. Participants on a sheet of paper have to draw 4 - 5 things that would describe one of their hobbies.

2.2. Work in small groups introducing their hobbies.

3. *Realization of meaning* activity.

3.1. Each group receives a picture with grasshopper or snail drawn on it. In groups participants are anticipating:

- What grasshopper would like to learn?
- What snail would like to know?

3.2. Reading text „Grasshopper and snail“

3.3. Questions after reading the text:

- Whether anticipation proved out?
- What could we learn from this text?

3.4. Participants confer in groups and write a moral of this tale.

4. *Reflection* activity.

4.1. Everyone individually does the task on a sheet „I know how – I don't know how. Want to learn...“

4.2. In groups, participants confer and decide what else they need to learn. Then they have to role-play. Other groups have to guess, what their peers had had in mind and to explain, why this is needed to learn.

Further we give a chart with goals, tasks, activities and results of this lesson.

A CHART

Goals	Tasks	Activity	Results
<p>TO DEVELOP: ability to communicate and collaborate; self-knowledge.</p> <p>TO LEARN: to tell about oneself hobbies (tastes); to comprehend text; to express, what one want to learn and why.</p>	<ul style="list-style-type: none"> ▪ draw pictures and tell about oneself hobbies; ▪ anticipate what the text will cover; ▪ outline the keynote of the text; ▪ to mark what oneself know how to do, and what doesn't know; ▪ to show (to act), what oneself would like to learn to do. 	<ul style="list-style-type: none"> ▪ Drawing, ▪ listening to the text (reading), ▪ answering questions, ▪ role-play. 	<p>Children:</p> <ul style="list-style-type: none"> ▪ will be able to talk about their hobbies; ▪ will be able to answer the questions related to the text; ▪ will understand that they need to learn not only what they want, but also what they will need in their lives; ▪ will express what everyone would like to learn.

Text

Grasshopper and Snail

D. Bisset

Once upon a time there lived a grasshopper named Sindy. Sindy was very proud. When he was small, and together with other small grasshoppers was learning to jump, he was jumping off very long jumps, and a teacher said to him:

- Sindy, you have to learn short jumps too.

- No, - objected Sindy. – I am not ordinary grasshopper. I will jump off only long jumps.

Therefore, he has not learned to jump off short jumps.

One day, when he goes out to jump, he met a snail, whose name was Olaiva.

- Aren't you, darling, tired from such a slow life? – asked grasshopper.- Through the day you are creeping with the house on your back.

- Oh, no, - answered Olaiva. – I like to creep. And I like being a snail, especially when it is raining, because I have never got wet beneath my beautiful cowrie. And I am never late to get home, because I am always at home, if you get what I mean. Thus, being a snail is very funny.

- Nothing to do, --- said Sindy. – Tastes are different. Goodbye!

And jumped off. Oh, what arrogant he was! Well, he was jumping indeed fine. As all grasshoppers in one jump he could jump off twelve inches. This was very much because he himself was only one inch. But there was something Sindy didn't know. He couldn't jump off short jumps. For example, he couldn't jump off six inches, or three inches, he could only twelve. Each time only twelve.

After his talk with Olaiva, there was a time to lunch, therefore Sindy begin to jump towards home. But near the home, when it was only six inches left till hiss small cave, he saw, that he isn't able to get inside. When he jumped, he jumped over his house and found himself on another side. Many times he tried, but jumped his cave over and over. Poor Sindy got very tired and even angry. Suddenly he saw - there was Olaiva crawling up with her house on her back.

- You see, Sindy, - she said. – Sometimes it is better to be a snail. Least you can get home without any trouble.

Yet she was soft-hearted snail (Most snails are soft-hearted, only early in the morning they might be a little bit ill-tempered). Therefore she said to Sindy:

- If you would get onto my back, I would carry you.

Sindy climbed onto her back, and she carried him home. How happy Sindy was!

- Thanks, dear Olaiva, - he said. – Now I understand, that long jump is not everything.

- Right, - Olaiva answered. – Short jumps aren't worse than long ones. Cheerio, Sindy!

PRACTICAL EXAMPLES: PRIMARY EDUCATION

Manolis Sofos, Greece

They say that most people do complete and total career changes at least once often twice in their lifetimes. Very few people chose the ideal perfect career for themselves when they're in high school or even earlier in primary school and blissfully happily work those same jobs for the rest of their lives. With the way that technology and everything else changes so fast, I think it's almost impossible to expect to stay in one job from the time you leave school until you retire. So how will primary education and later on secondary help students pick their first career?

Primary education should be able to provide students not only with skills but also with a holistic development of their personality in order to help them be get prepared for their future career and become successful and happy workers, friends, partners, parents etc.

Bellow there is a list with some of the skills that could ideally be developed to various extents and help students become aware of themselves, of the others, and creatively plan their way towards career choice.

Basic Skills

1. **Reading:**

Identify relevant facts; locate information in books/manuals; find meanings of unknown words; judge accuracy of reports; use computers to find information.

2. **Writing:**

Write ideas completely and accurately in letters and reports with proper grammar, spelling, and punctuation, use computers to communicate information.

3. **Mathematics**

Use numbers, fractions, and percentages to solve problems; use tables, graphs, and charts; use computers to enter, retrieve, change, and communicate numerical information.

4. **Speaking:**

Speak clearly; select language, tone of voice, and gestures appropriate to an audience.

5. **Listening:**

Listen carefully to what a person says, noting tone of voice and body language; respond in a way that shows understanding of what is said.

People Skills

1. **Social:**

show understanding, friendliness, and respect for feelings of others; assert oneself when appropriate; take an interest in what people say and why they think and act as they do.

2. **Negotiation:**

Identify common goals among different parties; clearly present one's position; understand party's position; examine possible options; make reasonable compromises.

3. **Leadership:**

Communicate thoughts and feelings to justify a position; encourage or convince; make positive use of rules or values; demonstrate ability to have others believe in and trust you because of competence and honesty.

4. **Teamwork:**

Contribute to group with ideas and effort; do own share of work; encourage team members; resolve differences for the benefit of the team; responsibly challenge existing procedures, policies, or authorities.

5. **Cultural Diversity:**

Work well with people having different ethnic, social, or educational backgrounds; understand the cultural differences of different groups; help the people in these groups make cultural adjustments when necessary.

Personal Qualities

1. **Self-Esteem:**

Understand how beliefs affect how a person feels and acts; *listen* and identify irrational or harmful beliefs you may have; and understand how to change them when they occur.

2. **Self-Management:**

Assess one's own knowledge and skills accurately; set specific, realistic, personal goals; monitor progress toward goal.

3. **Responsibility:**

Work hard to reach goals, even if task is unpleasant; do quality work; display high standard of attendance, honesty, energy, and optimism.

Thinking Skills

1. **Creative Thinking:**

Use imagination freely, combining ideas or information in new ways; make connections between ideas that seem unrelated.

2. **Problem-Solving:**

Recognize problem; identify why it is a problem; create and implement a solution; watch to see how well solution works; revise as needed.

3. **Decision Making:**

Identify goals; generate alternatives and gather information about them; weigh pros and cons; choose best alternative; plan how to carry out choice.

4. **Visualization:**

Imagine building, object or system by looking at a blueprint or drawing.

(the list above is by no means exhaustive)

The programme outline that follows concerns three aspects of students' development:

1. Social/ Personal Development
2. Academic Development
3. Career Development

Each aspect involves several skills that could be developed through the suggested lesson plans and activities

The starting lesson topic concerns the first aspect of development (Social/ Personal) and could serve as a kick off. The additional topics / activities could be given as additional activities related to the kick off topic or taught as separate units with the aid of the corresponding outline.

TOPIC: Role models of the Past and Present
Country: Greece
Institution: 8th Primary School of the Municipality of Rhodes
Teacher: Manolis Sofos

General topic descriptions:**Objectives:**

To present children some positive role models that can act as a source of inspiration and children could identify with some of their qualities, attitudes or behaviours. In that way the social / personal aspect of their development is addressed.

Key concepts:

author, diplomat, philosopher, and scientist, achievements, opportunity experiment, invention, groundwork, Declaration of Independence, basic human necessity, a non-profit organization, fundraising, funds raising, keynote speaker, sanitation project, volunteering

Methods and strategies:

Application of the ERR frame work.

STAGE 1: Evocation The students are asked to talk about their heroes and generally people that have gained their admiration. What are the qualities that admire on these and are inspired by? When choosing a role model (or a hero), one has to think very carefully and search throughout the depths of their mind. Sometimes it is not what one's hero has accomplished one admires, but rather it is the hero's feelings and traits that one prefers over others. Also, it is important how they accomplished things, with what methods they used and such.

STAGE 2: Realization of meaning

Students read the article. While reading, they need to mark the main points, which were new (+), they would like to disagree (-), confusing or unclear (?), they know before (*). Marking depends on individual knowledge and understanding.

STAGE 3: Reflection

In this stage students consolidate their new learning and actively restructure their schemes to accommodate the new concepts and information. At this stage they build their personal knowledge, correct or change previous understanding. Change at this stage is very welcomed. It is very important that students are allowed and encouraged to use their own words and express their ideas, arguments, opinions, etc freely. Hopefully they will understand that *"There is no one without something to teach. There is no one so endowed that he/she has nothing to learn from the other"* Daniel Reyes

Materials:

pens and notepads, printouts

Tasks and activities:

Individual activity, group discussion, note taking

General outcomes:

Students will learn to talk freely about their feelings, ideas opinions, arguments

Evaluation and assessment:

Group reflection

Target groups:

The 5th-6th grade primary school students, 10-12 years

Time sheet. Duration:

Lesson (90 minutes);

Optional methods:

Individual activity, group activity, role-play, discussion, open questions

Introduced concepts: author, diplomat, philosopher, and scientist, achievements, opportunity experiment, invention, groundwork, Declaration of Independence, basic human necessity, a non-profit organization, fundraising, funds raising, keynote speaker, sanitation project, volunteering

Integration to the subject, integration into curriculum:

Flexible zone programme, "My word and Myself", Environmental Project

Additional materials:

Photos, websites, articles, etc e.g.

Special needs:

Students with attention disorders were given special individual attention,

Home assignments:

"Which person would you admire most and why"

Specific outcomes:

Students understood that a positive role model encompasses many different qualities and puts them into action not only for his / her benefit but also for the benefit of the wider community.

Additional topics:

Activity 2.1 "Steps to Problem- Solving"
 If you faced a similar problem to those B. Franklin or R. Heljac did, (choose any one), how would you go about it?

1. SCIENCE HERO: BENJAMIN FRANKLIN



by Scott from Montvale

As a printer, author, diplomat, philosopher, and scientist, Benjamin Franklin will be known as one of America's greatest people of all time. I think he is a hero because he dedicated his life for the benefit of others. Like when he went to France for years to try to convince them to help us during the American Revolution.

That was also an example for him standing up for what he believed in. In addition, his many advances in science greatly improved society. One of his better-known achievements in the field of science was his discovery that lightning was electricity. Next to that, he also founded what is thought to be the first ever public library, so the less fortunate could expand their minds and learn by reading books. He is a role model to many others and me.

This great man's life began on January 17, 1706. As one of 17 children, Ben was apprenticed to his older brother James as a printer. When Ben got old enough to act for himself, he left to Philadelphia because of conflicts with his brother's printing business. Through pure luck, Ben got the opportunity to meet the governor of Pennsylvania, Sir William Keith. Eighteen year-old Benjamin took the governor's advice to go to London to acquire the proper tools and equipment needed to start a printing business at a much cheaper price. About a year later in 1730 upon his return home, he married a girl named Deborah Read. Being home gave Ben the opportunity to read more. Ben got so involved with reading that he organized the construction of the first ever public library in 1731. Now that he had read a lot of books, he started to write. He wrote books on philosophy and even a very funny book called "Poor Richard's Almanac," which turned out to be a bestseller back then.

When Franklin was in need of some money, Ben began a new career, this time as a scientist. In 1747, he started to perform small, scientific experiments in the basement of his house. Then in 1752, with the aid of his son William, Benjamin Franklin conducted experiments in electricity with his invention, the lightning rod, and also his famous kite experiment. These made him one of the most famous scientists of his day. He was especially famous in France, where there were more portraits hanging of his face than that of the king's!

Benjamin Franklin did not discover electricity. Electricity has been known since the time of the ancient Greeks. However, Franklin's kite experiment and invention of the lightning rod laid the groundwork for the great inventions in electricity in the next century. Though he is well known for this great discovery, Franklin also invented other things such as the stepladder, swim fins, bifocal glasses, and the instrument we call the harmonica.

With the beginning of the war in 1775, Benjamin, now an American diplomat was sent on a mission to Canada to plea for their aid in the war against Britain. Upon his return from the failed mission, he was chosen as one of five men to draft the Declaration of Independence. Ben was sent away again, this time to France. On February 6, 1778, he finally negotiated the Treaty of Commerce and Defence Alliance with King Louis XVI. Now, we note that day and event as the turning point of the American Revolution.

"Hoorah," the colonists shouted as they gained their independence and freedom on September 3, 1783. Ben Franklin was one of few to actually sign the Treaty of Paris claiming us as a free nation. Now since the war was over Ben left France and in 1785, he returned to his home once again in Philadelphia. On April 17, 1790, Benjamin Franklin died. His last act on the Pennsylvania Assembly was to sign a petition to the National Congress urging the abolition of slavery. He dedicated his last couple of years trying to eliminate slavery in our country. Though being a printer, author, diplomat, philosopher, and scientist were a large part of Ben's life, I will forever see him as more than that. He never actually fought in a battle with a gun, but he fought for our country in its time of need. To me, his service and contributions in the field of science were great, but I think his greatest achievement was as a diplomat. His wisdom, tolerance, and intelligence helped to create our government, which our great country would not be complete without.



2. LIFESAVER HERO: RYAN HRELJAC

by Wendy Jewell

RYAN HRELJAC was 6 years old when a talk by his grade one teacher, Mrs. Prest, changed his life. She told the class about people in Africa who had a very hard time getting clean water and access to wells. Without this basic human necessity, people, especially children, can get sick and sometimes die. Deeply moved, Ryan persuaded his parents to pay him to do extra chores and finally came up with the \$75 he thought was needed to drill a well. But he was in for a shock. **WaterCan** (a non-profit organization that provides clean water to poor countries) told him that it would actually cost \$2,000 to drill a well on another continent. Ryan didn't give up.

He got very busy doing more chores and expanding his fundraising. Several months later he had finally collected the \$2,000 and the rest, "as they say", is history. He sent the money to WaterCan and **in January, 1999, The Canadian Physicians for Aid and Relief (CPAR) drilled a well beside Angolo Primary School in northern Uganda, with funds raised by Ryan and many others.**

Since that first well was dug in Uganda in 1999, **RyansWell.ca** has, with the support of organizations such as WaterCan, CPAR, CIDA (Canadian International Development Agency), and Free the Children, raised over \$800,000 to provide clean water to people in Africa. According to his mother Susan, many others have helped along the way, including his school, Holy Cross, Millennium Kids, UNICEF, Rotary, The World Health Organization, World of Children and Living Water International.

In the past 18 months Ryan has travelled across Canada, and to Australia, South Africa, the United States, China, Japan and Italy to motivate and inspire others to spread his "dandelion seeds of hope". *Next month **Ryan will be a keynote speaker, along with DAVID SUZUKI,** (the award-winning scientist, environmentalist and broadcaster) at CANWELL 2004, the biannual convention and Conference on ground-water in Vancouver, Canada.* **His Ryan's Well Foundation has supported water and sanitation projects that have been completed or are under way in Uganda, Malawi, Nigeria, Kenya, Ethiopia and Tanzania.** Ryan has met many famous people all over the world and has even been blessed by the Pope but he insists he is "just a normal boy." His mother Susan says: "Ryan treats everyone he meets in the same way. In his heart we all make a difference whether we are Prime Ministers, gas station attendants or Grade 7 students. He believes in his heart that a five-year-old girl from Florida who sent him five cents from doing chores is as important as the man from Dubai who sent him five thousand dollars."

Interview with Ryan

My HeroCom youth reporter Slater (11 years old) recently caught up with Ryan.

My Hero: "What made you, even though you were 6 years old; feel like you just had to help the people in Africa?"

RYAN: "When I learned that there were people dying in the world because they didn't have clean water, I couldn't believe it! I take nine steps and there, I have it. Clean water right in my tap. Some people in Africa have to walk for five miles to get clean water. My new brother **Jimmy Akana** used to live in Uganda. He told me that he would get up at 12 midnight and walk for five miles to get water for his aunt. Then he walked five miles back. He did this three times before he went to school!"

My Hero: What have you learned from the people you've met in Africa?

RYAN: "I learned that we are all the same. When I went to Uganda, I asked if I could go to school for a day. I had a great time in school and I had a great time playing soccer, too. The kids in Uganda are just regular kids. They are unlucky though because they were born in a country that does not have as much clean water as we have here in North America.

I have learned that every child needs certain things if they are going to be healthy and happy no matter where they live. Kids need clean water and sanitation, they need enough food to eat, they need to be

able to go to school, and they need a chance to play and have fun. That way they can help out in the world too.

The world is like a great big puzzle and we all have to figure out where our puzzle piece fits. I figure my piece fits with clean water. I just hope everyone else finds out where their puzzle piece fits too."

My Hero: If you had the attention of the world for 5 minutes, what would you do?

RYAN: "If I had the attention of the world for 5 minutes, I would ask everyone to think about how much they have. In Canada we have so much stuff. I'd ask people to think about what they want and what they really need. I'd ask them to share just a little bit no matter where they lived.

I would tell everyone to believe in their dreams. If you do, you can accomplish anything.

Sometimes people think they don't have a lot extra to share but they are wrong. I will tell you why. The kids at Angolo Primary School in Uganda (that's where my first well is) decided after I visited there that they could share too. They told me that they were going to do like me and make a difference. These kids didn't have anything. But they decided that they were going to spend five days out of every school year volunteering, helping older people or people who had HIV/Aids and other stuff. In Uganda, they learned that you can help others no matter who you are. If everyone thought that way and did something nice every day for someone else, the world would be a much better place. The world would be more equal too.

I would call all the world leaders and I would ask them to think about EVERYONE in this world and not just the people in their countries with the boundaries. I would ask them to do what I learned when I was in kindergarten - and share. I would ask them to spend more time listening to kids too."

My Hero: "You are a hero to many people all over the world. Who is your hero and why?"

RYAN: "My heroes are all the kids all around the world who are working to make a difference even though there are tons of adults who don't always listen to them and don't think they can do it but they are and that's great!"

My Hero: You've already accomplished so much in your young life, what are your goals for the future?

RYAN: "I want to be a water engineer when I grow up and do my work in Africa and I want everyone in the world to have clean water."

My Hero: How can kids get involved building wells with you?

RYAN: "Kids can raise money for water projects. When it comes to building a well, the cost may vary depending on the region of Africa i.e. soil conditions, depth of the well, equipment & availability of skilled labour. We have also learned that building the well is only one step in the process of providing clean water. There are other costs like training local individuals on maintaining the well and teaching proper sanitation procedures to ensure that the well is a success. We just completed a project in Malawi where we built 8 wells. Two Deep wells cost approximately \$3000.00 each and 6 shallow wells at 1500.00 each. In Ethiopia it can cost up to \$15,000 to drill a well because the terrain is very different in some parts of the country.

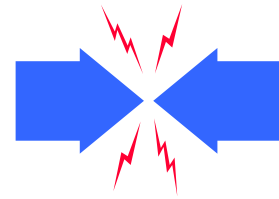
If kids want to do fundraisers and they want some ideas, you can do a car wash, a bake sale, a garage sale, or sell bottled water. Some schools are doing what I did and they do extra chores to reach a school goal of building a well. If every student in a school saved \$1 a week for 10 weeks and there were 100 people in the school then that would be \$1,000!!! Some students donate part of their babysitting money or pick up litter in their neighbourhood. *The average Canadian uses about 343 litres of water per person and the average person in the USA uses 555 litres (or 147 gallons). In Uganda, the average person uses less than 10 litres. Some kids in Canada sell t-shirts or water bottles with 343 vs.10 on their shirts to tell people that we need to save more water."*

My Hero: How do you have fun?

RYAN: "I spend half my time helping out in the world and the other half being a kid. I am on my school basketball team and I play on an ice hockey team too. I like computer games and I like to read and play chess. Oh I like to laugh too. I watch the Simpson's a lot."

5- PROBLEM-SOLVING STEPS

1. IDENTIFY THE PROBLEM
2. THINK OF POSSIBLE SOLUTIONS
3. CHOOSE ONE
4. LIST THE ACTIONS NEEDED TO SOLVE THE PROBLEM
5. EVALUATE THE SOLUTION



Situation:

Steps

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Aspects of Development	Skills	Objectives	Lesson topics / Activities
Social / Personal	1. Self- Understanding and Self-Acceptance. 2. Problem solving and Decision making skills	1.1 Develop a positive attitude toward self. 2.1 Understand how to solve problems and make decisions.	<i>Learning with style</i> <i>Steps to Problem-Solving</i>
Academic	3. Self Management Skills for Learning	3.1 Understand attitudes and behaviors related to academic achievement. 3.2 Formulate challenging academic goals and plans to reach them.	<i>Subjects Matter</i> <i>Goals</i>
Career	4. Career and Educational Awareness 5 .Career Planning Skills	4.1 Identify personal interests, abilities, and values. 5.1 Understand the career planning process. 5.2 Identifying Non-traditional Occupations	<i>All about Me</i> <i>Planning for a Career that Fits You</i> <i>Identifying Non-traditional Occupations</i>

Personal/Social Development

Skill : 1. Self -Understanding and Self-Acceptance

Objective: 1.1 Develop a positive attitude toward self.

Lesson Topic: Learning With Style

Grade Level: 5th / 6th

Length: 30- 45 min.

Materials

The “Learning With Style” worksheet.

Evaluation

Students will determine their individual learning styles by completing the worksheet.

Procedure

Students complete the “Learning with Style” worksheet.

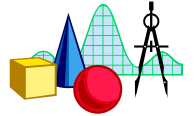
They view their results and rank their learning styles.

The teacher leads a class discussion asking students which learning styles would be a good match for specific jobs.



LEARNING WITH STYLE

Some people learn best by thinking quietly alone; others like to talk things out. Background music or noise suits some learners; others prefer quiet places. Research shows we work better when we use our unique learning needs and strengths.



Check the blank beside those items that describe you. Add up the items for each section and record your top three learning styles below.

VERBAL

- 1. I learn best from reading books _____
- 2. I learn a lot from listening. _____
- 3. I really enjoy explaining things. _____
- 4. I find it easy and fun to learn. _____
- 5. I easily remember the things I've learned. _____

Total _____

MUSICAL

- 1. I learn information easily when it is put to music. _____
- 2. I can't concentrate unless there is background music. _____
- 3. I find it easy to pick out rhythms. _____
- 4. I always remember songs I hear. _____
- 5. I can easily repeat sounds and music I hear. _____

Total _____

MATHEMATICAL

- 1. I am good at solving problems with symbols. _____
- 2. I enjoy working with numbers. _____
- 3. I find it easy to answer based on information at hand. _____
- 4. I remember information best when it's in logical order. _____

- 5. I can easily apply new information to old formulas. _____

Total _____

VISUAL

- 1. Diagrams and drawings help me understand new ideas. _____
- 2. Give me a map and I can find my way anywhere. _____
- 3. I'd rather watch an expert first, and then try a new skill. _____
- 4. It's easier for me to learn something new if it is on a graph or chart. _____

- 5. I like to explain my ideas by drawing pictures. _____

Total _____

BODILY

- 1. I learn by doing. _____
- 2. I like activities that require me to move around. _____
- 3. I often learn by imitating others. _____

- 4. I prefer to explain my ideas by acting them out in role plays. _____

- 5. I enjoy physical challenges. _____

Total _____

INTERPERSONAL

- 1. I learn a lot from discussions. _____
- 2. I work better when I'm in a group. _____
- 3. I pick up on what other people think and want. _____

- 4. I learn about others by looking at their point of view. _____

- 5. I'd rather get information from people than books. _____

Total _____

INTERPERSONAL

- 1. I learn best by thinking quietly. _____
- 2. I remember things easily when I can relate it to my own experience. _____
- 3. I succeed most often when I rely on my own intuition. _____
- 4. I'd rather talk about feelings than abstract ideas. _____
- 5. I enjoy thinking about different ideas when I am alone. _____

My top three learning styles:

Total _____

Total _____

Personal/Social Development

Skills : 2. Problem-Solving and Decision-Making Skills

Objectives: 2.1 Understand how to solve problems and make decisions.

Lesson Topic: Steps to Problem-Solving

Grade Level: 5th / 6th

Length: 30- 45 min

Materials

“Interactive Problem-Solving” worksheet.

Evaluation

Students will understand the steps to problem-solving and use the steps to problem-solve life-like situations.

Procedure

The teacher leads a discussion on problems the students might have such as: getting along with someone, peer pressure, etc.

The teacher displays the five-step problem-solving chart and goes over each step.

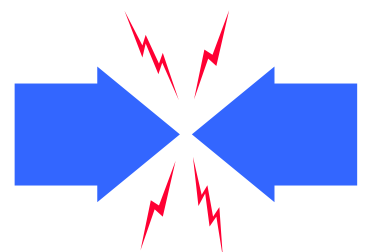
The teacher divides the class into groups of 4-5 participants.

Each group receives a worksheet with real-life problems. The group decides on a possible solution to the situations using the problem-solving steps.

Each group reports their solutions on the worksheet and orally to the class.

PROBLEM-SOLVING STEPS

1. IDENTIFY THE PROBLEM
2. THINK OF POSSIBLE SOLUTIONS
3. CHOOSE ONE
4. LIST THE ACTIONS NEEDED TO SOLVE THE PROBLEM
5. EVALUATE THE SOLUTION
- 6.



Use the five steps to solve these problems.

Situation: **NAME CALLING (A classmate calls you a name or puts you down.)**

- 1.
- 2.
- 3.
- 4.
- 5.

Situation: **THE LIE (A friend tells a lie about you.)**

- 1.
- 2.
- 3.
- 4.
- 5.

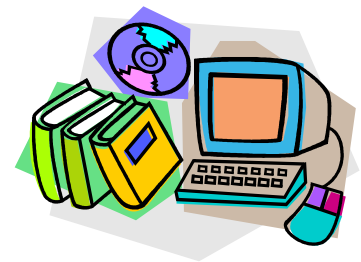
Situation: **THE MISSING LUNCH (Your lunch is missing and you have a hunch on who might have taken it.)**

- 1.
- 2.
- 3.
- 4.
- 5.



Academic Development

Skill:	3. Self-Management Skills For Learning		
Objectives:	3.1. Understand attitudes and behaviors related to academic achievement.		
Lesson Topic:	Subjects Matter		
Grade Level:	5th / 6th	Length:	30- 45 min
Materials:	Subjects Matter worksheet.		
Evaluation:	Students will be able to describe school tasks that are similar to skills essential to job success.		



Procedure:
1. Introduce the lesson by talking about things you learned in school and how they relate to your job.
2. Distribute the Subjects Matter worksheet and have the students complete the worksheet.
3. Have a class discussion on the results.

SUBJECTS MATTER

Part 1

Below is a list of things that you might do at school. Put a check by the ones you have done in the last week. Write one of the following next to each activity:

Like

Don't Like

Don't Mind

__Addition

__Cleaning or tidying up

__ Writing	_____	__ Looking things up in books	_____
__ Speaking to the class	_____	__ Using a computer	_____
__ Acting/Singing	_____	__ Working in groups	_____
__ Drawing	_____	__ Playing games outdoors	_____

Part 2

Below is a list of jobs. List the activities from above that each job would require.

Architect _____

Copywriter _____

Kitchen Assistant _____

Meteorologist _____

Scientist _____

Singer _____

Recreation Attendant _____

Teacher _____

Academic Development

Skills: 3. Self-Management Skills For Learning

Objective: 3. 2. Formulate challenging academic goals and plans to reach them.

Lesson Topic: Goals

Grade Level: 5th / 6th

Length: 30-45 min

Materials

“The Long and Short of It” worksheet.

Evaluation

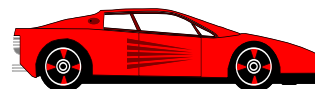
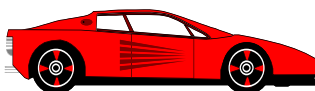
Students will be able to distinguish between long and short-range goals and the actions necessary to achieve them.

Procedure

1. The teacher leads a discussion on goals, both long and short-range.
2. The teacher gives examples of each.
3. Distribute “The Long and Short of It” worksheet and give directions.
4. Promote a class discussion upon completion of worksheets.

GOALS

THE LONG AND SHORT OF IT!



GOALS are things you want to accomplish.

Short-range goals are those you want to reach in the near future like in a day or two or the next couple of weeks.

Long-range goals are those you plan to reach in the future, within the next few months or years.

S Write three Short-term goals for yourself:

1. _____
2. _____
3. _____

L write three Long-term goals for yourself:

1. _____
2. _____
3. _____

Choose one goal from each category above and list actions you can take to achieve that goal.

Career Development

Skills: 4. Career and Educational Awareness

Objectives: 4.1. Identify personal interests, abilities, and values.

Lesson Topic: All about Me

Grade Level: 5th / 6th

Length: 30-45 min

Materials

“All About Me” Worksheet

Evaluation

Students will identify themselves in terms of their personal interests, abilities, and values by completing the "All About Me" worksheet.

Procedure

The teacher asks students to complete the "All About Me" worksheet.

Students may then choose one statement from the worksheet to use as a topic sentence and write a paragraph about themselves.



ALL ABOUT ME



Directions: Fill in the blanks below.

I am happiest when _____

I like to play _____

My best friends this year are _____

I don't mind losing when _____

When I have time, I like to _____

I like to listen to _____

I am good at _____

I like myself because _____

One thing I would like to change about myself is _____

When I have a problem, I _____

I don't like to _____

I get along best with my parents when _____

I get angry when _____

I need help when _____

My best school subjects are _____

Skills: 5. Career Planning Skills

Objective: 5.1 Understand the career planning process.

Lesson Topic: Planning for a Career that Fits You

Grade Level: 5th /6th

Length: 30 – 45 min

Materials

“Careers that Fit” worksheet.

Evaluation

Students identify their current interests and abilities and relate them to a future career.

Procedure

The teacher will lead a class discussion on the five categories of abilities:

physical, creative, academic, social, and mechanical.

Give each student a “Careers that Fit” worksheet.

Ask the students to complete the worksheet and compare their interests and abilities with five careers that interest them. Ask them to decide which elements would work to either help or hinder their success in each career.

CAREERS THAT FIT

Abilities: **Physical**

In what physical activities or sports do you excel?

Example: I can run fast.

- 1.
- 2.
- 3.



Creative

What things have you made that are one of a kind?

Example: I designed the invitations for my party.

- 1.
- 2.
- 3.

Academic

In what school subjects do you do well?

Example: I like math, especially story problems.

- 1.
- 2.
- 3.



Social

How well do you get along with people?

Example: I usually get along with kids in my class.

- 1.
- 2.
- 3.

Mechanical

What things have you taken apart or fixed?

Example: I took apart the vacuum cleaner and fixed it.

- 1.
- 2.
- 3.

Interests: Make a list of things you most like to do.

Example: Going camping.

- 1.
- 2.
- 3.



- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Occupations: List occupations on the left that might interest you. Then list your Abilities and Interests that would help you to succeed in each career.

Example: newspaper reporter A2, 3

- 1.
- 2.
- 3.
- 4.
- 5.

Career Development

Standard: 5. Career Planning Skills

Competency: 5.2 Awareness of different occupations and changing male/female roles.

Lesson Topic: Identifying Non-traditional Occupations

Grade Level: 5th / 6th

Length: 1 class period

Materials:

"JOB CHECKLIST" worksheet

Paper and pencil.

Evaluation:

Students will be able to identify non-traditional jobs for females and males.

Procedure:

1. The teacher will lead a class discussion on non-traditional occupations for males/ females. Have students help to make a list of ten jobs that are non-traditional for females and a list of ten jobs that are non-traditional for males on a chart or the board.

2. Have students select one of the ten jobs that would be non-traditional for them. Have them research the job to determine if they or other members of their gender could be employed in that job by analyzing the skills required for the job. Consider the following:

a. The activities of the job.

The skills necessary to carry out each activity.

The training and/or experience needed to develop each skill.

3. Have students discuss the following questions from their research.
 - a. Are any gender-related (i.e., can they only be performed by one gender)? Why? Can you think of any exceptions?
 If skills are not gender-related, why are members of one gender not found working that job?
 If skills are not gender-related, can training/education be obtained for members of both genders? If not, why?
 Would you be interested in working at this job? Why or why not.

JOB CHECKLIST

Identify which jobs on the list are traditionally done by men/women.

JOB	MEN	WOMEN
Plumber		
Librarian		
Forest Ranger		
Secretary		
Elementary Teacher		
Photographer		
Scientist		
Babysitter		
Pilot		
Carpenter		
Lawyer		
Cab Driver		
Truck Driver		
Architect		
Nurse		
Dental Assistant		
Cashier		
Artist		
Model		
Bank Teller		
Accountant		
Homemaker		
Gardener		
Radio Announcer		
Day Care Worker		

Postal Worker		
Musician		
Professional Athlete		
Physical Therapist		
Factory Worker		
Newspaper Editor		
Pilot		
Computer Programmer		

PRACTICAL EXAMPLES: LOWER SECONDARY – BASIC EDUCATION

Tiina Harma, Finland

Example 1:

Target group: Students from the sixth to ninth class.

Subject: Good manners, interaction, social skills in working life.

General outcomes: To understand what is suitable and polite to say in different situations (working life, in social communication etc.). Also a question of racism and tolerance might come up in discussions.

Method: ERR
Students first read an article from the newspaper. Article tells about Italian Prime Minister Silvio Berlusconi, who opened a Food Agency of EU in Italy. In his opening speech he told how he got the Agency to Italy by using his masculine attraction to Finnish president Tarja Halonen. Finland was competing with Italy to get this agency. Also he told how terrible food he had to eat in Finland and how good it was that Finland didn't get this agency while their food is so bad.

After a brainstorm and general discussion students can look films about good manners or read about the subject from the book.

Evaluation: Discussion first in pairs and then together with all the children.

Estimated time for the topic: About 3 lesson hours

PRACTICAL EXAMPLES: UPPER SECONDARY - GYMNASIUM EDUCATION

Audronė Masiulytė, Lithuania

Subject: ENGLISH LANGUAGE

Topic: VERBAL AND NON VERBAL COMMUNICATION

Objectives:

1. to develop tolerance;
2. to develop skills of effective observation;
3. to teach students how to recognize and interpret nonverbal information.

Key concepts:

Verbal, nonverbal, body language.

Methods and strategies:

Brainstorming, team/group work, role-play, staging.

Materials:

Overhead projector, visuals, cards, illustrations, pictures/photos.

Duration:

1 – 2 hours.

Teacher tips:

1. One of our most important conversational skills doesn't come from our tongue but from our body. Research has shown that over 70% of communication is nonverbal. "Body language" as it is called often communicates our feelings and attitudes before we speak and it projects our level of receptivity to others. We are judged quickly by the first signals we give off, and if the first impressions are not positive

or friendly, it's going to be difficult to maintain a good conversation. To start with there are the so called "softening techniques" which can make the first impressions work *for* you, not against you.

S – SMILE

O – OPEN POSTURE

F – FORWARD LEAN

T – TOUCH

E – EYE CONTACT

N – NOD

Firstly, together with students we discuss and define the techniques. Students try to express different feelings, while their friends are trying to guess them. Remember that these nonverbal softening gestures alone do not replace verbal communication. Moreover, if you only see isolated gestures rather than clusters of gestures, your perception of receptivity may be incorrect. However, when you look for and use clusters of these softening gestures together with good conversational techniques, you will create an impression of openness and availability for contact and conversation.

2. After the warming up activities you can explain to the students, that it is possible to express a lot of ideas using different clusters of gestures. I usually use nonverbal techniques in teaching vocabulary, which really works as students are very interested in acting and drawing. Of course, it is difficult to do without verbal communication as well.

3. Usually I prepare three sets of cards which are used for different purposes. They are of different colors or at least are written in different color pen. The class is divided into teams, which are competing with each other. Competition makes students concentrate on the task better, and the activity itself becomes more interesting. The vocabulary included had been discussed before we start the activity.

4. Tasks:

- To guess the word having defined it in three separate words, ex. "Dinner"- wine, meals, table. The teacher may point out what part of speech should the defining words be. Members of the teams in turn take one card at a time and do the task. The time for thinking is limited. I usually count to 5. The team which manages to guess the word gets a point. The length of the round depends on the teacher's decision.
- To act the word using only nonverbal technique. The procedure is very similar to the previous one.
- To draw the word written on the card on the board.
- Study several pictures or photos and explain what signals the various postures convey. Which ones do you react positively to? This activity involves individuals not teams.
- Discuss how important body language is to you when you talk to other people?
 - a) Do you pay attention to the signals sent out by others?
 - b) Do you think about the possible reaction to your own behavior?

c) Some people seem to be more responsive to body language than others. Do you think it is simply the matter of learning or does it go deeper?

5. Having finished the activity together with the students we discuss which task was more difficult to fulfill and why. In this stage once again I draw my students' attention to the importance of knowing techniques of nonverbal communication.

CARDS

Act the word to reveal its meaning

To complain about	A cashier	Dry
To be on diet	A date	To insist on
A change	To improve	To fix food
A waiter	A fussy eater	Freshly squeezed juice

To bake	To worry about	A customer
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Draw the word on the board

An apricot	A carton	A rubbish bin
A wound	A jar	A jacket potato
An oven	To boil	A cover
A sausage	A pan	A bar of soap

A slice	A trout	Pasta
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Describe the word in three separate words

Atmosphere	Eating habits	A starter
A staff	Smart	Success
A snack	To wonder	To assess
Dairy products	To demand	Junk food

To worry about	Constantly	A caterer
An experience	Overall	A menu

Audronė Masiulytė, Lithuania

Subject: ENGLISH LANGUAGE AND LITERATURE

Topic: THE ANALYSIS OF HAMLET'S CHARACTER SKETCHES, EMPHASIZING THE STRENGTHS AND WEAKNESSES OF THE HERO AND STUDENTS THEMSELVES.

Objectives:

- 1) Students develop positive attitude towards themselves, which helps pursuing a career;
- 2) They identify their own strengths and weaknesses and develop critical thinking through poetry.

Key concepts: moral values, strengths and weaknesses, humanism, pessimism, optimism, irresolution, individual capacities.

Methods and strategies: group work, brainstorming, discussion.

Materials: Character sketches, books, illustrations, video tapes "Hamlet" with Lawrence Olivje and Mel Gibson.

Preparation: None.

Duration: 1 hour.

Activity:

1. Divide into groups of four.
2. Each group analyses Hamlet's character sketch (See annex 1).
3. Answer these questions:
 - a) Which of the following adjectives would you choose describe Hamlet:

Angry	Optimist
Proud	Philosophical

Ironic Melancholic
Passionate Dejected

b) What aspects of Hamlet's character emerge:

His desire to revenge
His confusion
His lack of courage
His melancholy nature
His weariness
His strong religious convictions
His indecisions
His hatred of his uncle
Other...

c) How would you describe Hamlet's attitude towards his mother?

Mocking Sympathetic
Respectful Loving
Provocative Other...

d) Consider the aspects of Hamlet's character:

Rational Confused
Forgiving Mad
Passionate Heartless
Hysterical Righteous

e) Summarize: Hamlet is a complex and sensitive idealist who is paralysed by

Indecision:

Is he strong or weak?

Is he really mad or is he only pretending?

Do you know any famous actors who played the role of Hamlet (both English and Lithuanian)?

Which traits in Hamlet's character do you like best?

4. Students compare Hamlet with themselves underlining the hero's positive and negative traits, commenting each other's personal qualities.

Discussion: While analyzing Prince Hamlet's tragism students enlist possibilities of their personal change and development.

General outcome: Students have learnt to evaluate themselves and others critically.

Specific outcome: Students have learnt to evaluate and love not only themselves but others as well.

Annex 1

HAMLET'S CHARACTER SKETCH

Written by Andrius Rinkevicius la

Hamlet is a tragedy written by William Shakespeare. Hamlet is the protagonist of the play and is portrayed as a very emotional soul, a daring, brave character who has a bad and violent temper.

Hamlet is a very emotional young man. As we all know, his father's death was a shock for him and he could not get over it. Claudius mentions that Hamlet was taking the mourning of his father's death to extremes:

"To give these mourning duties to your father; But you must know, your father lost a father; That father lost his, and the survivor bound In filial obligation for some term To do obsequious sorrow."

Another example of Hamlet's emotions getting the better of him can be seen when he is reminiscing his father's death. Hamlet says:

"...How stand I then,
That have father killed, a mother stained..."

He is asking himself what kind of a person he is if he can allow his father to be murdered and his mother to be married so soon after his father's death to his uncle. This shows us that he pities himself and is putting himself down.

Yet another example of his emotions running wild is seen in his first soliloquy:

"...She married. O, most wicked speed, to post with such dexterity to incestuous sheets!
It is not, nor can't it come to good. But break my heart, for I must hold my tongue!"

He wants to express his true feelings to his mother, but since it will hurt her, he must be silent for the time being. This shows us that he has a great and deep love for his mother. He will not say or do anything to hurt her, even though what she is doing is wrong.

Hamlet is also a brave and daring character. There are several examples of his fearless attitude, but I will only discuss the two that I feel are the most important. The first example occurs when the ghost visits Hamlet, Horatio and Marcellus. Here Hamlet is determined to meet the ghost:

"If it assumes my noble father's person, I'll speak to it, Though hell itself should gape and bid me hold my peace."

Hamlet wants to speak to the ghost, even though it might be a demon instead of his father's spirit.

Another example of his bravery is portrayed when he actually sees the ghost:

"HAMLET: It will not speak. Then I will follow it.

HORATIO: Do not, my lord!

HAMLET: Why, what should be the fear?"

Another significant incident that brings out Hamlet's daring character is when he arranges for the players to perform "The Murder of Gonzago" to find out whether or not the King is guilty of his father's murder. Hamlet's plan is:

"...The play's the thing

Wherein I'll catch the conscience of the King"

He decides to use the play to test the King's conscience and if the King seems nervous or behaves strangely he will know his course from there (To do what the apparition told him. Get revenge.)

Hamlet also has a bad and violent temper. This is expressed when the meeting between Hamlet and Ophelia goes sour:

"...You jig, you amble, and you lisp

You nickname God's creatures and make your wantonness your gnorance.

Go to, I'll no more on't! It hath made me mad."

Here he is upset with Ophelia and insults her and tells her that she names things according to her own fancy and then acts as if her own willfulness is ignorance.

Another scene where he expresses his anger is immediately after killing Polonius and Hamlet shouts at his mother:

"Here is your husband, like a mildew'd ear Blasting his wholesome brother.

Have you eyes? Could you on this fair mountain leave to feed? And batten on this moor? Ha! Have you eyes?"

He is telling Gertrude that her new husband is nothing like Hamlet's biological father.

These are three of Hamlet's character traits as seen in Shakespeare's Hamlet. I think that all these character traits are important, but the most significant one is the portrayal of his brave and daring character. I feel that this character trait is the most significant because if Hamlet had not met with the ghost or set up "The Mousetrap", the play would have been very different than it is now since he wouldn't have known what happened to his father.

CHARACTER SKETCH OF PRINCE HAMLET

Written by *Rima Bertaševičiūtė II^D*

In the tragedy of Hamlet, perhaps the greatest ever-written play in English, we see the character of Prince Hamlet, who is the main and most remarkable personage,

Hamlet is 30 years old, the only son of the King of Denmark and his wife Queen Gertrude. He's studying philosophy at Wittenberg University, which must be the reason of his strange and extraordinary personality.

Hamlet is not a simple prince: without being really kind and noble, he has got a very deep inner world. The ideas we hear coming out of his mouth cannot be born in a head of an ordinary man, and his famous soliloquy shows that Hamlet's mind is occupied by worldwide problems like existence or the meaning of life.

Having seen the dead King's ghost, Prince of Denmark gets confused because he is not sure about believing that his father was murdered or not, but when he gets proof of his uncle's guilt, Hamlet plans the revenge. He is a person who always seeks for truth and justice, so his revenge is shown as the triumph of Good.

Hamlet stays humanistic until the very end of the play. He doesn't accept the idea of suicide, though it's quite attracting him. The Prince is disappointed with love, because his mother, who was the example of true devotion and fidelity, has failed and broken his trust. That is why he does not love (or is afraid to love) Ophelia, a pretty girl who sincerely believes in the truthfulness of his feelings.

Although Hamlet is loved and adored by many common people, he has got no true friends, except his servant Horatio. Hamlet is lonely and shrunk into himself, he is not supported by anyone: his mother is loyal to his father's murderer, his first sparks of love were destroyed by distrust of love itself, and nobody really cares for him. So that is why Hamlet keeps all his ideas for himself, and all the great thoughts can be found not in his dialogues but soliloquies. However, he is always thinking about the others, he is depressed with the sight of his country that is becoming poor while the present King is only feasting in his castle. Destroying the Evil is the only purpose and meaning of this rather short but sublime life.

In my opinion, Hamlet is a magnificent person, and creating this character Shakespeare wanted to show how beautiful, unselfish, kind and wise a man can remain even when everything around is covered in black, covered in evil.

Appendix 1

DESIGN YOUR IDEAL CAREER

By Howard Sambol

Introduction

Are you unsure about what career to pursue? Do you wish an angel would come down from heaven and tell you what to do with your life? Has your current field turned out to be a dead end or less satisfying than what you had hoped? Or, perhaps, after spending many years of being in a satisfying profession, you are now finding yourself at a crossroads point needing to make some new choices. If any of these are true, this article is for you!

Our purpose here is to get you started with the process of clarifying your ideal career direction. We will be showing you how to design your future. This process requires a "big picture" view and a willingness to put aside previous assumptions in order to create new opportunities. So, take a moment now to "wipe your slate clean" and be willing to approach designing your future with a new and fresh perspective.

Without realizing it, many people seek to satisfy their immediate income needs AND their desire for career fulfillment at the same time. This often causes confusion, frustration and other problems. Therefore, we will operate with the premise that you have some source of immediate income, which we will refer to as your Taxi Job. If this need has not been satisfied, I recommend that you create and implement a plan for satisfying your short-term needs while applying the recipe here for designing your ideal future.

Step 1: De-Mystifying the Process of Gaining Clarity

Most programs give you a set of tests that attempt to fit you into some established occupational title or category. Instead, our aim here will be to teach you HOW to uncover your deepest desires and motivations. This is the source of your career success and fulfillment.

When you are clear about your own interests, values, skills and passions, you can craft these into a career path you can fully own as yours. This allows you to know in your heart that you are pursuing what you want and something that will allow you to be successful on your terms, whatever is meaningful to you.

With this orientation, you are not pursuing a path because someone told you it's what you should do or just because there's good money to be made in this field, but because it is the central, strongest motivation inside you. Don't worry. We did not forget about money. This will be factored in later.

Today, clarity is available to anyone who wants it. Some people find it natural and easy to be clear, to know what they want while others struggle continuously with this issue all their lives. Most people agree that clarity is important. The question is how do we go about "getting it" and why is it so difficult for some to achieve?

Let's consider a profile of a person who is naturally clear on what they want to do. From careful observation we see that a clear person has a particular kind of relationship with himself. The relationship is based on acknowledging, validating and speaking the truth when he or she knows it and uncovering the truth when he or she doesn't. This is the underlying key to knowing what you want and being able to pursue it confidently and successfully.

Step 2: Overcoming the Barriers to Gaining Clarity

It is now useful for you to ask yourself the following questions:

Am I utilizing these natural means described above for becoming clear within you?

If not, what is preventing me from doing so?

Am I lacking the tools or techniques for career clarification?

What fears, beliefs or other limiting factors might be getting in my way of discovering and knowing the truth for myself?

Am I struggling to resolve this by myself?

Would it help to receive the input of someone experienced in this area? There are many people today who can help you. They are skilled career and life coaches who create breakthroughs for people like you all the time.

There are many things that often get in the way of people knowing what they want. For example, some people hold on to the viewpoint (and the fear) that they will never be able to make money doing what they love. As a result, they unconsciously stop themselves from even attempting to know what it is they truly love. Their lack of clarity in turn perpetuates the cycle of being unmotivated, confused and stuck in a job that is unsatisfying. We often see people like this spending the best years of their life unhappy and in dead end jobs. Ultimately, this prevents them from ever attaining the level of success and fulfillment they truly want and deserve. Does this sound familiar?

By virtue of the fact that you are reading this, it is time for you to take a close look at what is standing in the way of knowing what you want. You can begin by writing down all that you do know about the life you want and also where you're still unclear. Wherever possible, formulate questions in areas where you are having difficulty. Even better, ask a friend to ask you questions which will help you determine where you are stuck. If you're not sure who to ask or simply don't have resources available, consider getting someone to coach you.

Step 3: Tools for Gaining Clarity

Analytical Assessment consists of exercises that identify your interests, skills and values. This systematic identification is basic to any career assessment and is highly recommended as a good place to begin your journey.

Perhaps you have always been intrigued by some area but never studied it in school because you felt it was impractical or because you were lacking in some ability or talent. Well, now is a good time for you to open your mind to these areas and discover the potential they have for you. You will have plenty of

opportunity later to identify the income potential of these interests but do not let your beliefs about this deter you.

Creative Assessment methods allow you to include "right brain" skills such as imagination, intuition and creativity in the clarification process. Some examples are visualization and creative writing exercises. One of the most powerful of the creative assessment techniques is called Clarity Dialogue. It is an interactive technique done with 2 or more people that allow you to clarify just about anything in your life. Its fun, creative and VERY revealing.

How do you do a Clarity Dialogue? You simply ask questions in a fashion that bring about discoveries and insights. Clarity Dialogue sessions are directed by a friend or a guide or coach. The idea is to unravel your interests more and more and discover what is really the passion underneath it all. After going through several Clarity Dialogues you will have gained tremendous insights about what you love! You will also see how you unknowingly have placed barriers in your path and how to remove them.

Step 4: Learning to Live Life Passionately

People sometimes associate career fulfillment with living life passionately. This implies that you are most likely to experience fulfillment when you are engaged in something that you care about deeply and that you are connected to emotionally.

So much of our educational process and day-to-day living emphasizes cognitive (intellectual) awareness that you may have been seeking passion and fulfillment in places it doesn't exist. The challenge is to uncover the passion that lives inside you, which you feel in your body. To accomplish this you need to expand your capacity to FEEL. When you learn how to open yourself up to deeper levels of feeling you give yourself permission to really come alive! This is the doorway into feeling satisfaction in all areas of your life.

Ways of Knowing Things

If you're like most people, you are aware of WHAT you know but probably not HOW you know it. Yet, the way you know something makes a big difference in your life. For example, recall something you learned in college that originated from a professor or textbook. Now think of the real world experiences which occurred later in life which not only reinforced the original principle but gave it life because it was so real when it happened.

A good example is learning how to ride a bicycle. You cannot teach someone to ride a bicycle by means of explanation. They must get on the bicycle and "experience" what it feels like to ride it. Once they have had this experience, it is unlikely that they will forget it even if they don't ride in a while. Clarifying your ideal career direction needs to be this kind of experience, not limited to the intellect but including a gut level "experiential knowing" of the path that is right for you.

Step 5: Writing Your Career Objective Statement

After you have completed your journal writing and Clarity Dialogue exercises and are beginning to get a sense of where things are heading, it is now time for you to write a career objective statement based on

what you have learned so far. Expect this statement to change numerous times before it feels totally perfect for you. This is completely natural. Learning and growing is an evolutionary process.

Conclusion

There is no doubt that it takes some time to complete the above steps. However, it is worth the effort no matter what it takes. There are few things more important than learning the truth about what you love. It is a very special gift that only you can give to yourself.

Appendix 2

A CAREER! WHAT DO YOU GET OUT OF IT?

By Ray Rock

That is the million-dollar question and one you should think about and consider very carefully. If you have just left one of the educational facilities looking to launch your working career. There is a very important question that you must ask yourself and that question is, "What do I get out of my career?"

Unless you find an occupation that you love and are enthusiastic about, you are on a never-ending treadmill going nowhere, only becoming more and more disillusioned. For want of a better word you are just marking time until you can retire. In the meantime, you will grow to hate the occupations you try and everything associated with them. Which can have a knock on effect, not only in your working environment but also in your social life as well? To have a full and rewarding life you must find a career that is the right one for you. Looking forward to going to work to gain valuable experience and knowledge. Experience not only in your working environment but in life in general, willing and eager to learn something new everyday, that will stimulate your mind and broaden your prospective of life.

So what are these important factors that make up your career?

The first and obvious benefit for yourself is the wage you collect at the end of each week or month. But should that be your main and only consideration.

The answer to that question is a big and resounding NO!

There is a very good and logical reason for the above statement. You may find a career that pays you very well, but AT WHAT COST TO YOURSELF? It is no good having a career that pays a great salary, if getting that salary exacts too high a price from you. That high price can come in a number of ways, but the main two are stress and long hours. Each one of these can have a dramatic effect on your health, and believe me if you lose your health then everything else pales in significance. Stress and long hours are two different issues but more often than not go together like hand and glove.

Stress

Only recently have doctors and employers recognized stress as a disease. Stress alone accounts for millions of lost working hours every year. Stress brought on in any form does not appear like a cold or flu. It is more devious than that and creeps up on you mainly without you knowing it, until it is too late. Stress takes its toll in various ways like, making you bad tempered flying off the handle for the least little thing. You can't sleep properly so you are continually tired, you go off your food so don't have a balanced diet. This can result in you turning to drugs or drink to help you cope, and unfortunately it can help for a short period. However all you are doing is replacing one problem with a bigger one. Because you can become an addict to either the drink or the drugs. From this point on unless you get some help

you are on a downward slide to oblivion. Which can result in you loosing your job, a break up of your marriage, trouble with the police or in extreme circumstances suicide? Every occupation regardless of what that might be has a stress factor; unfortunately that's part of life. It may not be the job that creates the stress, but getting to and from your place of work. For example stuck in rush hour traffic on the roads or railways. Your boss or immediate supervisor giving you a hard time, your work environment, your shift patterns anything at all can cause you stress. The secret is to find a career that the stress factor is at a level that you can cope with easily. If you love and enjoy your work then the stress factor will not play a major role.

Long Hours

Is very similar to stress, the only difference is you are continuously tired, but the end results can be the same. The other major factor is because you are always tired your powers of concentration are at there lowest. This loss of concentration can lead to you having an accident, be it at work, at home or in your car. But it doesn't stop there your lack of concentration could also put fellow workers, your family or other people at risk. Simple everyday things like a car accident, one minute you are driving along thinking you are totally in control. But because you are tired your powers of concentration, observation and reflexes are not as they should be. The next thing you know you is in an ambulance being rushed to hospital. However that is not the worst part you could live but your family or friends may not survive the accident. Look at Christopher Reeves one-day superman the next day confined to a wheelchair for the rest of his life. Oh! I can hear you say, "That will never happen to me". Unfortunately this is real life and accidents do happen to all of us and when we least expect them. To take the argument a step further, say your career is in one of the emergency services; i.e. the police, fire brigade or ambulance. These services very often depend on fast reaction and quick thinking to save lives. If you are tired and not giving the job in hands one hundred and ten percent concentration. Then you are not only putting the lives of the people you are trying to save at risk but your own and your fellow colleague's.

I know it would be great to earn a good salary, so you will not have any money worries. You will always have money (if you don't waste it and save accordingly), for holidays, nice cars, clubbing and a good standard of living. We would all like a big fat pay check at the end of each week or month. But as the old saying goes 'money is not everything'. It is no good having a big salary if you are too ill or tired to enjoy the benefits. So think carefully what is it you want out of life and what is the cost you are prepared to pay to achieve it. Another point worth remembering is how you earn that great salary. If it is through working overtime this can bring a new set of problems for you to cope with. The obvious being you have to work longer hours, which I have covered above. You can create a serious problem with overtime by bringing to life a money monster. Which believe me once you have created it can take a long time to get off your back. The way you create the money monster is by living off your total wage; i.e. your basic wage and overtime combined. Living of your total wage is all well and good, until the overtime stops or

you are off sick. Then you find yourself in a situation where you cannot meet all of your commitments, which can easily result in you ending up in debt.

So you see there is a lot more to think about other than the monetary side of things. That is if you want a career that will not only give you the job satisfaction you should be seeking. But will also not ruin your health or get you into debt.

Appendix 3

BUS DRIVER

*From „Exploring Careers. A young person’s guide to over 300 jobs“.
JIST Works, Inc., Indianapolis*

A pleasant smile appeared on Betsy Hanratty’s face as she greeted Dan Martin. Dan was a regular customer on the X-2 bus that ran from Hillside into the city every morning.

“Looks like it’s going to clear up this morning ... should be a beautiful weekend,” Dan remarked as he dropped two quarters into the coin machine. He took a few steps down the aisle and chose the first empty seat.

Behind Dan, another half dozen passengers followed, most of them also on their way to work. One by one, they deposited their coins and moved back.

Once all the riders were safely on the bus, Betsy grabbed the handle that was connected to the door and pulled it towards her to close the door. Out of habit, she glanced up at the rearview mirror that gave her a full view of the interior of the bus. Next, Betsy checked the sideview mirrors on both sides of the bus and turned her head to take a quick look at the traffic. This allowed a complete view that Betsy felt was necessary before she pulled away from the curb and joined the flow of traffic. Light chatter could be heard throughout the bus, which was about one-third full now. Many of the passengers, however, settled back and read the morning newspaper or a book.

Betsy continued on her way, stopping every block or two to pick up passengers. The morning rush hour traffic was heavy, as usual, but moved at a steady pace. The early morning fog had lifted, and the sun was beginning to break through the clouds. Betsy reached to the panel on her right and picked up her sunglasses, which had been resting between the buttons marked “Defroster” and “Hi-Beam Lights”.

A young woman with two children stepped onto the bus. “Does this bus go to Greenwich?” she asked in a shy voice.

“No, ma’am,” Betsy responded. “The X-2 only goes as far as Cedar Crossroads. You can take this bus if you want, but you’ll have to transfer at Cedar Crossroads to get to Greenwich. Or, if you want to wait, the X-18 will be by in about 20 minutes. That one goes all the way to Greenwich.”

“Are you sure this doesn’t go to Greenwich? My sister told me to catch the bus at 7: 15 at the corner of 35th and Wilson Boulevard. She said that one would take me to Greenwich.”

“I’m sorry, ma’am, but I’m only going as far as Cedar Crossroads. You can ride this bus if you’d like; the transfers will cost 10 cents extra apiece.”

“But I know my sister can’t be wrong. She rides the bus all the time.”

“Well, ma’am, you must decide what you want to do now. By the way, next time why don’t you telephone for bus information? That way you will be sure to get the correct bus routes and time schedules.”

The young woman, still looking bewildered, opened her purse and took out some coins. "How much is children's fare?"

"Thirty-five cents, plus ten cents extra if you want to buy a transfer. That comes to a total of \$1.50 for all three of you."

As the coins fell to the bottom of the coin box Betsy tore three transfers from a booklet attached to the box. The women moved to the back of the bus and Betsy breathed a slight sigh of relief. After 4 years of driving a city bus, Betsy had learned to be calm and courteous in dealing with customers. She also had learned to answer all questions and complaints politely, but firmly. "It's funny," she thought, "when I first started driving, I figured that being in traffic all day would take the most patience. But hectic traffic is nothing compared to some of the people I meet!"

In the next few stops, all the seats filled up. The pace of the traffic slowed as the X-2 approached the city. The road became more crowded, and Betsy instinctively became more cautious about her driving. Too many times, Betsy had seen drivers make a last-minute decision to turn-not paying any attention to the fact that they were in the wrong lane or that the traffic light was red. Betsy felt that a good driver must be a defensive one. She took pride in her own fine driving record.

The bell rang frequently between stops, signaling to Betsy that a passenger wanted to get off at the next stop. Occasionally, she glanced at her watch to make sure she stayed on schedule. Along with safety, Betsy considered being on time a very important part of the job.

Up ahead, Betsy saw that a delivery truck was stopped in the right lane with its lights flashing. This meant that the driver was delivering goods nearby and would return shortly. Being able to see "trouble spots" in plenty of time was one of the advantages Betsy enjoyed because, in driving the bus, she sat quite a bit higher off the ground than most of the other drivers in the traffic. Whenever she could, Betsy would plan ahead to minimize her delays.

"Good morning, Mrs. Godfrey," Betsy greeted the elderly woman who was boarding the bus. Mrs. Godfrey was one of the few patrons who rode the morning bus regularly on its return from the city out to Hillside. Three times a week, she volunteered at the YWCA.

"Hello, Betsy. Fine morning, isn't it?" the woman replied as she reached into her purse for the bus fare.

"Oh, dear, I have forgotten my change purse. What shall I do?"

"Don't worry," Betsy replied kindly. She took some change from her pocket, deposited it in the coin box, and said, "You can bring me the money on Friday."

"You're a real lifesaver! You can trust me not to forget it on Friday." Mrs. Godfrey made her way to the first empty seat.

The return run from the city to Hillside went quickly, as Betsy passed many of the bus stops along the route without having to stop and pick up passengers.

“Excuse me, ma’am, but does this bus goes by St. John’s Hospital? It’s on the corner of Fourth and Pine Streets,” asked a well-dressed man as he stepped onto the bus.

“Yes, it does, sir. If you’d like, I’ll call out that stop as we get to it,” Betsy replied.

“That would be very helpful, thank you,” he said as he dropped some coins in the box. “By the way, what’s a pretty little girl like you doing in a job like this?”

“What do you mean? I can handle this bus as well as anyone,” she replied good-naturedly.

“In fact,” she thought to herself, “I can handle it better than most. After all, when I applied for the job of a bus driver, I had over a year’s experience driving a delivery truck for a dry cleaner’s. And in the training program the bus company gives, I had the best grades in my class-both on the written exam and in driving skills! Not bad at all.”

Meanwhile the man bound for St. John’s had found a seat at the back of the bus.

The rest of the trip was smooth, with no major problems or traffic delays. In fact, at one point Betsy had to make an effort to pace her driving so as not to get ahead of her schedule. She didn’t want to pass any of the bus stops early and take the chance of leaving a passenger behind.

After this run was finished, Betsy drove about a mile to the garage, where she checked in with the dispatcher. This included reporting the runs she made that morning, counting the fares collected, turning in her booklet of transfer slips, recording the number of transfers given out, and reporting special problems or delays. Since Betsy worked a split shift - from 5:30 to 9:30 a.m. and later from 4:00 to 8:00 p.m. - she did not have to write up her reports until later that evening.

SELF-ANALYSIS

Bus drivers must be easygoing and even-tempered to be able to deal with all kinds of passengers, weather conditions, and traffic problems.

- Can you control your emotions when everything seems to go wrong?
- Can you keep your temper when an umpire calls you out and you thought you were safe?
- Can you remain calm and courteous, even when people irritate you or something troubles you?
- Can you make your case calmly when a teacher gives you a grade that you think is unfair?

Bus drivers must be safety conscious and follow traffic regulations in delivering passengers safely to their destinations.

- Do you look both ways before you cross the street?
- Do you obey traffic regulations, such as riding your bicycle with the traffic and only crossing at a crosswalk?
- Have you ever been responsible for the care of anyone else-baby-sitting, for example?

Bus drivers are generally free from close supervision while at work. They must be able to drive their routes, stay on schedule, and handle any emergencies on their own.

- Do you do your homework without being told to?
- Do you clean your room or help with chores around the house without being told to?
- Are you generally on time for class or for meetings?
- Do you budget your time?
- Would you know what to do in case of a fire or other emergency at home?

Bus drivers must have good driving ability to maneuver the bus in heavy traffic. This includes good eye-foot-hand coordination, quick reflexes, and good depth perception.

- Can you ice skate, ride a skateboard, or ride a bicycle?
- Are you a good bowler?
- Can you pitch, hit, and catch a softball?

Appendix 4

ARCHITECT

*From „Exploring Careers. A young person’s guide to over 300 jobs“.
JIST Works, Inc., Indianapolis*

Jack Myers takes out his key as he approaches the door with “J. Myers, Architect” stenciled in neat black letters. Unlocking the door and turning on the lights in one swift motion, he hurries into the attractive office. It is a large, cheerful room, full of light and color. But Jack is in a hurry this morning; he scarcely notices. Hanging baskets overflowing with plants fill the windows. The bright orange sofa where clients usually sit looks inviting. Across the room is Jack’s desk, a broad expanse of white formica. On the walls are photographs and architectural drawings, all carefully matted and framed.

Jack notices none of this. He heads for a table in the corner, picks up some floor plans from the pile of papers and drawings there, and then settles down at his CAD terminal and turns the system on. He glances at the clock as the system warms up: 6:45 a.m. “Two hours of design time before I have to take care of other things,” he thinks. “I should be able to make these changes in the Wrights’ house plans...maybe even spend some time on the plans for the library.”

Jack has been coming in to the office very early ever since he opened his own business about 2 years ago. That had been a big step, one he had taken only after gaining experience working with other architects in a large firm. Jack had gone to work for Jarvis Associates right after completing the 5-year college program that resulted in a bachelor’s degree in architecture.

At Jarvis, Jack had started out with simple tasks such as tracing details from a book of standard architectural forms onto otherwise completed plans. Sometimes he would put dimensions or other notations on plans.

Later he advanced to drafting. He did the “working drawings” that the builder followed in constructing the building. Drafting was enjoyable and taught him a lot, but Jack knew almost from the start that he wouldn’t be completely satisfied until he could design an entire building from start to finish. He stayed with Jarvis for about 6 years before deciding to open his own firm.

Now, because he hasn’t been in business for himself long enough to develop a large clientele, he operates his office alone. That means long hours almost every day, because Jack does all of the office work as well as the architectural design and drafting. He goes to the post office to mail finished plans to clients, answers the telephone, makes appointments with clients, and sends out the bills. He’s working much harder now than he did when he was with Jarvis Associates. But he doesn’t expect to work such long hours forever! He knows that the more projects he designs, the more people will hear about him and see his work. And that, after all, is the way architects create names for themselves...and build up a clientele.

The plans Jack has just spread out on the worktable are for a new home he's designing for Neal and Ellen Wright. The plans include marks and notations for some changes that the Wrights requested. "These changes would have meant a lot more work before I installed this computer aided design system," Jack thinks as he loads the Wrights' house plans in to the system and brings the first drawing to the screen.

Knowing the client is an important part of the architect's job, for it's up to the architect to understand how a client wants to use the space that's being designed. It's the architect who translates the client's needs into something real and practical-as real and practical as a kitchen with lowered counter tops and appliances for a wheelchair user.

Later, Jack had spent some time with the entire family in order to learn how they lived-and how they wanted to use the space he was designing for them. He had asked questions about how and where they spent their time at home. Jack had gone into the zoning commission office to make sure that such a project was in accordance with zoning regulations for the area where the Wrights owned land.

Feeling that he understood the Wrights' preferences and needs, Jack had turned to the next step-designing preliminary floor plans.

Since then, while Jack had been drawing up more detailed plans, there have been even more changes for him to bring into his design.

Being able to get along with clients is important in Jack's job. He has to treat his clients with tact and respect and consider their needs and desires. At the game time, he must gain *their* trust and respect so that they will value his opinions and suggestions and have faith in his work.

The plans on Jack's drafting table include several site plans, which show from different viewpoints how the Wright house will fit on the property. There also are floor plans, which show the layout of the rooms in the house and include such details as the sizes of the doors, the thickness of the windows, and the width of the stairway. Jack has still other kinds of plans to draw. Plans called "sections" show different vertical slices of the house and illustrate such things as insulation in the walls and roof. And he must also prepare plans that show the plumbing and electrical systems with their code markings. On these plans, Jack will indicate where to put all the plumbing fixtures and pipes, as well as the electrical wiring system, outlets, and light fixtures.

Jack has always been proud of the neatness and accuracy of his drawings, even when he drew them by hand. The computer assures that the drawings are always neat. But it is still essential for Jack to know the proper design principles and to make accurate calculations of dimensions. He must also be creative, and have a sense of beauty and harmony so that the buildings will be pleasant to look at and fit naturally in to the environment.

Jack is eager to get the revised plans to the Wrights for their approval this week so that he can get in touch with some contractors and open bidding for the project. Contractors supply the materials and

skilled workers needed to construct a building. Contractors such as plumbing and electrical contractors, painters, carpenters, and bricklayers handle different phases of the job. The contractors figure out how much time, labor, and materials will be involved, and then make their cost estimate. They do this carefully, knowing that they'll have to stick to the agreed-on estimate if they get the job. Usually Jack acts as general contractor himself, coordinating the work of all the other contractors. He generally tries to get more than one estimate of cost for each construction job in order to be sure that he gets a good price.

Jack rolls up the revised set of plans for the Wrights' house, which he has just taken from the printer. These new copies include the changes they had requested. "With any luck," Jack thinks, "this will be the last of the changes and we can start building soon."

After stopping at the Post Office to mail the Wright plans, Jack drives across town to the site of a garden apartment complex he has designed. Construction is supposed to be completed by September 1. Jack tries to visit the construction site at least two or three times a week to see how things are going. With so many people handling different parts of the job, problems seem to crop up frequently. Just last week the glass supplier had cut the window glass to the wrong size. Every delay creates a problem for Jack, whose responsibility it is to make sure the apartments are completed on time.

SELF-ANALYSIS

Architects are concerned with the relationship between people and their environment. They must have an aesthetic sense as well as a practical understanding of people's needs.

- Do you notice your surroundings?
- Can you name some of the things that make your neighborhood or community pleasant to look at?
- Can you name things that make it unpleasant or even ugly?
- Do you notice different styles of architecture?
- Do buildings that are aesthetically pleasing or displeasing make a strong impression on you?
- Have you ever thought about the design of your school? Is it attractive? Is it functional?
- Can you explain why? Are the design and layout of your school similar or dissimilar to those of other schools in your community?

Architects use drawings and sketches to express their ideas. They must sketch quickly, neatly, and accurately.

- Do you like to draw?
- Do you draw landscapes? Portraits?
- Do you draw illustrations or cartoons for the school newspaper?
- Do you like to draw posters for school and community events?
- Do you draw signs and illustrations for exhibit areas in your school?
- Is the written work for your school projects neat and accurate?

- Is your homework easy to read?
- Is your handwriting neat?

Architects have to understand how things are put together.

- Do you like to take things apart just to see how they are put together?
- Do you take apart radios, clocks, toys, household appliances, or engines?
- Are you good at doing jigsaw puzzles, crossword puzzles, mathematical puzzles, or brain teasers?
- Do you enjoy putting things together by following diagrams or written instructions?
- Do you like to sew clothes, build models, or assemble radios from kits?

Architects are responsible for many of the details involved in putting up a building. They must be good at organizing work and getting along with people.

- Are you a good leader? Do other people go along with your ideas when you're in charge of a group?
- Do they follow your suggestions?
- Do you like working with others on school clubs or committees?
- Do you like to coordinate cookie sales, calendar sales, car washes, greeting card sales, or other fund raising projects?

Architects must meet deadlines. They often work under pressure, so they must be self-motivated and good at working independently.

- Are you able to stick to schedules? Do you usually get your school assignments in on time?
- Can you sacrifice leisure activities such as a movie or a baseball game when you have school work to be done?
- Do you take pride in completing projects by yourself?

Appendix 5

PHYSICAL THERAPISTS

From „Exploring Careers. A young person’s guide to over 300 jobs“.

JIST Works, Inc., Indianapolis

Doctors Hospital, with 500 beds, always seems busy, and the physical therapy department isn't immune from that hustle. Two patients were already in the waiting area when Julie arrived at 7:45. A middle-aged man was sitting quietly in a wheelchair and a fellow in his 20's was lying on a transport bed. Both were inpatients – patients staying at the hospital. Julie greeted them, said hello to the receptionist, and then went on to the treatment rooms. There, two other physical therapists were preparing for the patients in the waiting room.

Tom Harmon was adjusting the water temperature in the Hubbard tank for his burn patient, Joe Power. Joe had been badly burned when the gasoline can he had been holding had exploded. He had second and third degree burns on his legs and arms and first degree burns on his face. Joe had been using gasoline to restart the fire in a pile of smoldering weeds. He prefers not to talk about the accident.

The water in the Hubbard tank will make bending the burned limbs easier and soften the dead skin tissue so Tom can remove it. This was one of the treatments that physical therapists like Tom and Julie liked the least, because the patient usually is in so much pain. Without the treatment, though, the burned skin would tighten up and leave the patient with much less mobility after the burn healed. It gives the therapists some comfort to know the pain is worthwhile in the long run.

Nicki Bathista was the other therapist. She was setting up the parallel bars. Her first patient had lost his leg in a construction accident. He had just been fitted with an artificial leg and Nicki would help him learn to walk normally with it.

Julie was bound for room 514 and a patient she had seen several times in the last 2 days. After collecting the patient's records, she headed for the elevators.

"I hope the swelling in his leg is down today," Julie thought. While she waited for the elevator and 'on the ride up to the fifth floor, she reviewed Mark's case. Mark is an 18-year-old gas station attendant. Two nights ago, he was riding his motorcycle on the freeway when a drunken driver swerved into his lane, knocking him to the pavement. Mark's helmet prevented any head injuries and probably saved his life, but he didn't escape unharmed. He wound up with a cracked forearm, a fractured hip, and a badly fractured femur or thigh bone that was giving him a lot of trouble. The fracture had severed some important arteries in his leg. The surgeons had reconnected the arteries, but the swelling in his leg was considerable and the doctors weren't sure there was enough blood circulation. Inadequate circulation could mean that Mark would lose his leg. Before the fractured leg could be set and Mark wrapped in a

cast to immobilize his hip and leg, the swelling had to be reduced and the surgeons had to be sure there was adequate circulation.

The elevator doors opened onto the fifth floor and Julie strode down to 514.

Mark looked unhappy. Although she didn't ask, Julie guessed that no one had visited him yet. Yesterday, Mark had told her that no one had come to see him. He was sure no one cared. Julie tried to encourage Mark and boost his morale. Realizing that she was concerned about him would, she hoped, ease his loneliness.

The exercises Mark performed were prescribed by a physician. After she had performed the emergency surgery on Mark's injured leg, the surgeon had written an "order" or prescription for Mark to receive physical therapy. Ordinarily, Julie would know exactly what to do after reading the order, but Mark's injuries were extensive and Julie wanted no chance for an error in his treatment. So, before she even visited with Mark, she consulted with the physician and discussed her goals for Mark's treatment.

The exertion caused Mark some pain, but Julie explained how necessary the exercises were to the leg's recovery, so Mark didn't complain. "He's doing pretty well," Julie thought. "In spite of his depression, he's trying hard at his therapy, so, as his physical condition improves, his spirits probably will improve too."

Julie's next patient was a special one. Sarah was a 5-year-old with cerebral palsy. Cerebral palsy affects the brain so that the patient has great difficulty controlling the muscles used for moving about. Physical coordination is greatly hampered, but with the proper therapy, improvement usually is possible. Julie's evaluation of Sarah at this time indicated the child had the physical coordination of an 8-month-old baby. Sarah was still improving, though, so she may eventually learn to walk. The damage from cerebral palsy is difficult to identify. The therapist doesn't know the limits of a patient's abilities until he or she reaches them. When the patient stops improving, then the therapist knows the extent of the damage. "She almost has the knack of rolling over," thought Julie. "Maybe next week I can start teaching her to crawl." After crawling, Julie would try to teach Sarah to sit, then kneel, then stand, and, she hoped, walk.

As Sarah and her mother were leaving, Toby Pappas walked in. Toby, a high school junior, is a volunteer aide here in the P.T. department. Toby obviously enjoys helping Julie, and she takes extra time to explain the equipment and procedures to him. Toby is a bright student and Julie hopes to interest him in physical therapy as a career.

"The first job of the therapist, Toby, is to evaluate the patient. Every stroke patient is different. Some patients can't use their legs. With others, only the arms are affected. Many can't talk. So you have to isolate the muscle groups that are affected and then work to reeducate those muscles and raise the patient's level of functioning to his or her full potential".

After they were seated, Toby asked Julie how she first became interested in physical therapy.

“Doing volunteer work, just like you,” replied Julie. “I volunteered to help at St. John’s Hospital and was assigned to the P.T. department. I liked the work so much that I majored in physical therapy when I went to college.”

“What was the course work like in college?”

”A lot of science. I had courses in chemistry, biology, physics, neurology, physiology, and anatomy. Psychology was required, too, and that proved to be very helpful. A course in psychology of the handicapped really opened my eyes to the way handicapped persons view the world and helped me understand some of their hopes and fears.”

SELF-ANALYSIS

Physical therapists must be concerned about good health.

- Do you eat a well-balanced diet?
- Do you get enough sleep?
- Do you see the dentist regularly?
- Do you pay attention to warnings about alcohol, drugs, or tobacco abuse?
- When you ask someone how he or she is feeling, are you really concerned or do you consider it a social custom?

Physical therapists must be interested in science.

- Do you like science courses?
- Do you enjoy doing projects for a science class or a science fair?
- Do you read articles about science in magazines or the newspaper?
- Do you like to visit museum exhibits of science and technology?

Physical therapists must teach patients special exercises.

- Do you like to help your friends with homework?
- Are you good at teaching children sports or directing them in arts and crafts?
- Are you good at teaching a child to swim or ride a bicycle?
- Have you ever tutored elementary school children?
- Do you help your younger brothers or sisters with reading, writing, or arithmetic?

Physical therapists don’t see the results of their work right away. They must remain supportive and hopeful even when progress is slow.

- Do you appreciate small gains or progress?
- Do you have the patience to grow a garden?
- Can you stick with a diet or exercise program?
- Do you appreciate the eventual benefit of having braces on your teeth right now?
- Do you have the patience to practice a musical instrument faithfully?

Physical therapists must believe that one can succeed if he or she really tries.

- Are you an optimistic, upbeat person?
- Can you make people believe in themselves?
- Do you look at the bright side of things?
- Can you talk someone into a good mood?
- Are you able to comfort a younger brother or sister when his or her feelings have been hurt?
- Are you good at boosting a friend's confidence when he or she is nervous about an exam, a tryout, or asking someone for a date?
- Would you be good at coaching a team that's on a losing streak?

Appendix 6

STRUCTURE OF OCCUPATIONAL DESCRIPTION

Nature of the Work

Working Conditions

Employment

Training, Other Qualifications, and Advancement

Job Outlook

Earnings

Related Occupations

Appendix 7

USING COMMERCIAL ADVERTISEMENTS TO TEACH CRITICAL THINKING

By Susan J. Behrens and Leslie Levin

Critical thinking skills are an important part of today's school curricula (Kurland, 1995). At our institution, an undergraduate college, critical thinking skills are explicitly taught through three courses on writing, research and public speaking. In addition, students learn to hone their critical thinking skills as they pursue courses in other disciplines.

We are language and business instructors and have been interested in how linguistic and marketing concepts can be used to teach critical thinking. For this reason, we developed an interdisciplinary course in which students examine business language to understand how companies shape consumers' perceptions of their image. We chose business language, specifically advertising, because it is an integral part of our modern, demand-driven economy and a form of discourse with which students are very familiar. Furthermore, students benefit from a linguistic analysis of business communication, particularly advertising, because it enables them to better evaluate the reality behind the company's corporate image.

The pervasiveness of advertising language is noted by the international renown of such commercial jingles and slogans as "Just Do It" (Nike), "You Deserve a Break Today" (McDonald's), and "Things Go Better with Coke" (Coca Cola). In addition, advertisements work well as a beginning "text" in the business classroom, for they start with the familiar. Later, other forms of business communication are introduced into our readings. We believe that by analyzing print and broadcast advertising, with an eye to language manipulation, students develop an increased sensitivity to language, a critical eye for marketing communications, and improved writing and reasoning skills.

The theoretical foundation for this course rests on concepts from the fields of linguistics and business. Knowledge of basic theory is necessary for students to intelligently analyze the advertising material. Students read about media discourse analysis, which focuses on the linguistic devices that contribute to coherence in a text and how authors alter their language to suit the audience (Brown & Yule, 1983). We also cover the linguistic areas of semantics (word choice), syntax (grammatical structure), figurative language (metaphors and similes), and gender differences in language. Business concepts include integrated marketing communications, in which a company carefully coordinates all its advertising and promotion to deliver a clear and consistent message about the company and its products; and the creation of strong brand equity. Brand equity refers to the value of a brand based on the extent to which it has high brand loyalty, name awareness, perceived quality, strong brand associations, and other assets such as patents, trademarks, logos, and slogans (Armstrong & Kotler, 2000).

Our syllabus integrates theory with practical application. Assignments are based on ads that the students (and we) select, write about, discuss in groups, and present to the class. Using print and broadcast ads as visual and aural stimuli, students write a variety of creative and expository papers: The creative papers present student responses to the advertising, such as how the ads made them feel and how they would rewrite the ads to improve the delivery of the product message. The expository pieces explore topics such as the communication of company marketing strategies.

While our students are college undergraduates, and for the most part business majors, we believe the exercises we discuss in this paper can be applied to a wide range of ages and subjects areas. These exercises can be used to develop strong critical thinking, writing, and inference skills in any discipline, from primary school onward. After working with ads, for example, students are more prepared to analyse other visual texts such as fine art or, with younger students, illustrations in books. And as with our own course, other written texts can be introduced into lessons and learned using the same tools of analysis we use with the ads. Students enjoy the unusual presence of ads in the classroom and warm to the work quickly.

We next describe several critical thinking lessons, with their learning objectives, and sample responses from our students. We first discuss the use of print advertising, specifically magazine ads and movie posters. We then move to broadcast advertising, specifically television commercials and the Internet.

Print Advertising

We start with magazine advertising for several reasons. First, print ads are easier to examine because there is no motion, there are fewer elements to analyze, and they can be viewed for a long period without having to rewind a tape. Second, magazine ads are preferable to newspaper ads because the production values are stronger: clearer typeface, better color, easier to read.

The objective of all lessons is to improve analytical and writing skills within the framework of a familiar form of discourse. The specific objectives of the lesson devoted to print advertising are to analyze the synergy between the visual and linguistic elements of an ad, and to understand how these elements create/ reinforce a brand's image.

Students bring in magazine ads, exchange clippings with one another, and free-write about the ad in front of them. Free-writing is an informal type of writing used to generate ideas, much discussed in the writings of Peter Elbow (cf. Elbow & Belanoff, 1995). Students find free-writing a low-risk exercise that allows them to think through the process of writing.

The following questions can be used as prompts to a series of free-writes:

What are some of the striking images you notice?

Can you name the product if just shown the logo?

How do the written taglines in magazine ads differ from the spoken ones in TV commercials?

How would these ads sound if read aloud?

How do the visuals support or contradict the text?

How do the graphic elements enhance the ad: color, images, and typeface?

Continuing with the free-write technique, students reflect on what particular advertisements mean to them. Students are told to write back to the advertisement by writing dialogues with the spokesperson or ad narrator. Often we require students to take on a role promoting the product, and this allows them to see the product from multiple perspectives. Following are specific tasks with magazine ads that we assigned and some student responses.

Magazine Lesson and Student Responses

One specific exercise we assign is for students to compare two ads from the 1950s that were popular in the US. The visual in each ad presents a well-known spokesman who has achieved the status of icon in his respective product category. The ad for Marlboro cigarettes shows the familiar Marlboro Man cowboy, which is still the icon of today's ads.



Perhaps less well-known is the Hathaway Man representing Hathaway shirts, a sophisticated, well-dressed man with an eye-patch. These two images make a wonderful lesson in contrast. (These ads and many others can be found in Twitchell's *Twenty Ads That Shook the World*, 2000.)

We ask students to do various types of writing with these ads. Students discuss the difference in brand image created by the ads for Marlboro cigarettes and Hathaway shirts. They consider the following questions:

How strong is each of the brand images?

What does each spokesman contribute to the brand's image?

Would you recognize the product if shown only the visual?

How do the visuals support or contradict the copy?

Since voice quality is able the ad, how do font type and print size substitute for the spoken word?

Students analyze the strength of the brand image through the following visual and verbal elements:

Illustration

Symbols: cowboy hat, tattoo, work shift vs. eye patch, necktie, dress shirt, etc.

Product shots and packages

Background activity

Typeface

Copy

Wording

Syntax

Length

Tone

Mood

For example, our students immediately noticed the different use of text in the two ads. The Marlboro ad uses several large-font slogans and a four-sentence paragraph under the illustration addressing the reader directly: "This one you'll like." The Hathaway ad, in contrast, includes a five-paragraph passage under the illustration discussing details about the product such as mother-of-pearl buttons and elegant stitching. Here too, though, the reader is addressed directly: "*You* will get a great deal of quiet satisfaction out of wearing shirts which are in such impeccable taste." This comparison of ads led to class discussion of how companies tailor their ads to the target audience's traits, here a no-nonsense vs. fussy get of consumers.

Next, students address the following question: How would each brand's image change if the spokesmen were reversed? Students noted how the sophisticated appearance of the Hathaway man in his immaculate attire would be completely out of place in the rough, rugged cowboy world of Marlboro-land. In fact, the image of the product would change from a strong, "manly" tobacco to one for those of subtle tastes.

In the second part of the assignment, students write ads for new or imaginary products and choose spokespeople to reinforce the brand image they want to create. This assignment generates amusing essays and lively class discussion as students consider local politicians and film or pop stars, among others, as spokespeople for a broad range of products. Students need to critically analyze their product in order to select a spokesperson whose personal, physical, and/ or moral attributes match the product image they wish to create and communicate.

One very interesting example involves former New York City mayor Rudy Giuliani. Before the terrorist attacks of September 11, 2001 on New York City, our students cast then-mayor Giuliani in an unflattering light, hawking disagreeable (imaginary) products such as liver-flavored soda. After his image improved in the world's eyes, it also improved in our classroom. The students changed their image of Giuliani to a positive one with connotations of heroics and patriotism, making him the spokesperson for various "I Love New York" products.

Poster Lesson

In the unit on print advertising, we also use movie posters as another way to teach critical thinking. Inexpensive reprints can be found in poster shops, and hundreds of posters are reproduced at <http://www.posteritati.com>. Students are asked to write responses to posters through free-writing:

What is eye-catching, or not, about a poster?

How does printed language internet with the visuals?

Comparisons can be made between posters from mid-century and current ones, as well as between the foreign-language versions of movies and their domestic versions. We ask students to notice translation changes and any change of emphasis: What is the center of attention in the poster? and How may it have shifted from the original version? If it is a movie with which they are unfamiliar, they try to tell the story of the film, based solely on the poster visuals.

Some cross-cultural comparisons our students made involved posters advertising *The Wizard of Oz* from different countries (<http://www.posleritati.com>). In a poster from Spain, the four main characters in the film wear startled, scared looks, while the figure of the Wicked Witch of the West hovers above them. In contrast is a poster from Argentina. The four main characters are all smiling, there is no sign of the Witch, and the slogan reads "The Happiest Film Ever Made." Our students discussed the different expectations movie-goers would have, encountering the poster from Spain compared to the one from Argentina.

Once students are comfortable with the poster as a linguistic and visual object, we ask them to develop their own posters for an imaginary movie. The creation of collages works well here, with pieces of ads from magazines, newspapers, and photocopies of posters matched with print and illustrations from the students. The posters are displayed in the classroom, and students respond in writing to one another's posters: as critics, movie-goers, and film producers. As their role as viewer changes, students experience how a shift in perspective influences their writing. Film producers must say something positive about even a terrible film, and film critics use different vocabulary from the average movie-goer. Next we move to a discussion of lessons using broadcast advertising, specifically television commercials and ads on the Internet.

Broadcast Advertising

Broadcast advertising adds voice, action, and emotion to the printed word. We have three objectives for our broadcast lesson:

1. To analyze the structure of dialogue or monologue.
2. To develop sensitivity to spoken language and the visual components that are paired with it.
3. To compare students' memory of commercial dialogue and jingles with the actual language.

How have advertisers manipulated language so that years later people still remember "You Deserve a Break Today"? Students also examine how accents, tone of voice, and body language contribute to brand imagery and the advertiser's message. Our students noted, for example, that the volume of the advertising is often louder than the volume of the surrounding programming. The final objective is to work in groups and develop an advertising campaign. Teamwork is an essential part of the workplace, and many students are unaccustomed to sharing the workload. Thus, it is essential to

reinforce collaborative work in the classroom. Following are specific tasks we assigned with television commercials and some student responses.

TV Commercial Lesson and Student Responses

To begin this lesson, we ask students to free-write about commercials they remember. They list slogans, bits of jingles, and dialogue that have been memorized. Almost all the jingles are for food products: McDonald's, Coca Cola, candy bars. We share these pieces of our culture and notice the recognition among students. This part of the exercise usually leads to even more memories as those hours of TV watching are recalled, and students become very aware of how much advertising they encounter and of the staying power of ads.

Next we ask students to perform some of these recollected commercials and consider the following questions:

How did the performers' voices change when they performed?

How much of the "script" did they remember or have to ad-lib?

What were some common elements of language use/body language?

Our students became more sensitive to such aspects of spoken language as speaking rate and the prosodic elements of voice: stress placement, intonation, and emotional tone. Our students also noticed that hand gestures and body postures are exaggerated in their re-enactments of commercials. Students write and perform their own commercials for either an imaginary product or an existing one (but with a new approach to marketing it). Students respond in writing to each other's performances, discussing the performer's voice qualities, body language, use of formal or informal language, and the success of the sales pitch. They also discuss the unique elements of commercial language. A consistent comment is that a real conversation about the product would sound very different from the ones performed in class. This is a good lesson in the artificiality of advertising (and television).

A follow-up step at this point is to show some current TV commercials, which can be taped earlier or, if the classroom gets TV reception, seen in real-time. This new material leads to comparisons among (1) commercials recreated from memory, (2) commercials constructed by students, and (3) current commercials viewed on TV. The class can also do a little time-travel and try to recall old marketing campaigns for current products. Some advertising agencies will distribute tapes of old commercials, which are wonderful to view in class. Our students noticed a change in Nike ads for running shoes from the 1970s, when non-professional athletes are seen jogging, to the 1990s, when superstar athletes act as the spokespeople for the company (Chiat/Day Advertisement Agency & Weiden/Kennedy Advertisement Agency, 1987-1997). For McDonald's, some of our students remembered all the slogans going back to the early 1970s. Again, the power of ads is evident, and we had lively discussions about the influence of advertising on our own ability to judge the quality of products.

Internet Lesson

If computers are available, analysis and writing of Internet advertising will add another dimension to this segment of the course. The Internet, a hybrid form of communication, provides the voice and motion of broadcast, but the viewer has the ability to control what the he or she reads. An Internet lesson is a good way to compare three forms of advertising for the same product. Most major companies today spend some money on Internet advertising; therefore, students can easily find websites for Procter and Gamble, Kraft General Foods, or any of the other major consumer goods companies. Students select a single product advertised in magazines, on television, and on the Internet and write a piece that compares the advertising on the following dimensions:

Which visual and verbal elements are common to all three forms of advertising?

Which elements are unique to either print or broadcast advertising?

Is the product a better fit with print or broadcast advertising? Why?

Which form of advertising conveys the product's benefits best?

Are the visual and verbal message elements consistent among the three forms of advertising; if not, what are the differences?

The final part of this lesson is to develop a new campaign for the product using print and broadcast advertising. This project should be done in groups, and students should be encouraged to organize their groups like an advertising agency: some write strategy, some write ad copy, and some design the visuals. Again, students benefit from the collaborative, team approach to thinking critically.

Conclusion

In these lessons, we teach students to develop critical thinking skills by evaluating the kinds of advertisements they encounter every day. The evaluation is done actively through verbal response, performance, and writing about print and broadcast advertising.

We have used various forms of advertising—print, broadcast, and Internet—in conjunction with the following writing practices:

Free-writing

Dialogue/ write-back exercises

Collages/writing to and about collages

Performances/writing to and about commercials

Comparison of print vs. broadcast advertising

Using these practices, students analyze commercial language and formulate concise responses in written and oral form. We believe these techniques work well in all classrooms to reinforce critical thinking skills and help instructors introduce other texts into the classroom. Students quickly warm to the tasks and, in a low-risk climate that includes informal free-writing and familiar material, make great strides in thinking through the writing process.

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Appendix 8

BUSINESS AND ETHICAL CHOICE

Dr. Kurt Meredith

The survival of communities depends on the vitality of their commerce. Over this there is little debate. However, the relationship between commerce and community, between business and social need, between the right to do business versus individual rights, between labour and management, and between poverty, prosperity and the distribution of wealth have long been discussed and debated. There are those who argue powerfully and effectively that commerce is the life blood of community, the resolution to poverty and injustice and the more free the markets, the less restrained the market place, the more wealth will be generated for all. It is acknowledged that injustices and inequities do occur but an open competitive marketplace provides the arena for self correction.

Others argue equally persuasively that the business community thrives best in a healthy community where justice, equality, and equal opportunity are assured through regulation of commerce and some level of governmental involvement to facilitate the redistribution of wealth through taxation and other means. The argument is offered that history is replete with corporate abuses of power and influence that inequalities emerge that are not addressed through the marketplace. These discussions lead to deliberation about the role of business in society, the role of government in the regulation of business and the nature of the corporate "citizen". This course component is intended to guide students toward a discussion of the nature of business in society. This discussion should turn to issues of corporate/business obligations to workers, the environment, the community as a whole, and to government. Conversation should also range over issues of wealth creation, employment, commercial vitality, entrepreneurship and other benefits of commercial activity.

Today there is a global debate over the role of global corporations in world markets. These giant enterprises have vigorously sought to locate manufacturing facilities in places where labour costs are relatively cheap and regulations minimal. Many complain that this is exploitation of the poor. Yet, poor nations with low labour costs eagerly receive these corporate facilities in the belief that job creation is essential to successful development. They resist the claims of exploitation as they work to secure job opportunities and exports to drive development. The answers to these dichotomous views are elusive. Questions of global corporate ethics arise, as do questions about the very nature of corporate beings. Are they in fact entities with obligations and rights similar to human citizens?

In this component participants are encouraged to deliberate on these issues by assuming various roles- as corporate executive, local or national elected official, labour leader, environmentalist, and social worker. They should then become familiar with these basic issues as they represent these various roles in the elaborated discussions.

Suggested Methods for Reading and Discussion

1. For an evocation activity, ask participants to respond in writing or in small group discussion to these questions: *Do corporations, like individuals, have both rights and responsibilities? If so, what are they?* Following a period of writing or small group discussion, open the issue to full-group discussion. On the chalkboard, keep a list of the main issues that emerge. At the end of the discussion, ask the group to formulate questions about the rights and responsibilities of corporations they hope to answer through their ensuing reading and inquiry.

2. The materials for this section include some case studies of corporate activities that have triggered debate. Each case can be assigned to a small group, with the group developing a skit or presentation to perform for the full class. The participants can be asked to take the various business, consumer, and government roles within the case, and to argue their positions as fully and fairly as they can. Each case should conclude with each "actor" presenting a question to the full group for discussion.

3. Also included are a number of articles in the globalization component that familiarize participants with such issues as child labour and sweatshops. These articles can be debated using comers or other classroom debate strategies.

4. A secondary discussion that can follow from this topic has to do directly with being a member of a university community. Universities around the world are engaged in a great debate about their fundamental purpose. Over the years the preponderance of liberal arts universities (at least in the west) have given way to a greater emphasis on professional training or preparation for jobs after school. Now, increasingly there are calls for reconsideration of their movement towards professional training. University leaders and faculty are suggesting that there is a need for liberal arts studies regardless of the job one might have after university. There is the belief that a person should leave the university an educated person and not merely well trained. They suggest that a liberal arts background is the basis for a well educated person.

Concomitantly universities are also engaged in a discussion about just what their "product" is and just who their "clients" are. Universities are also working hard to recruit the best and brightest. As one article in this course packet suggests, universities are beginning to employ the same terminology about the institution and its students that might be encountered in a commercial for laundry detergent or a clothing outlet.

One intention of this component is to encourage participants to deliberate on how they see themselves as members of the university community, what short and long term outcomes they expect from their university life and what their beliefs are about what universities ought to do. The language we use to define our roles and ourselves say much about our expectations and understandings of who we are what we do and where we are headed. It is important for students to consider the terms used to define them and their future so they can have a say in that definition. Instructors are encouraged to engage

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participants in deliberation about student perceptions of themselves as students and their understanding of how others perceive them and the impact that it has on their lives as students. It is suggested that students engage in both oral conversation and writing about this topic and these issues.

Appendix 9

AN ARMLESS PRODIGY

The new baby was not quite like any other newborn.

The midwife was the first to notice that. She wrapped the crying baby up into a blanket and hurried out with the baby on her arms into the neighboring room where the father of the boy, a village teacher, was waiting impatiently.

The face of Gotfried Antanas brightened up. But when the woman unwrapped the blanket, the smile on his face froze.

From both shoulders of the newborn, instead of arms, there were only stumps hanging with a single little finger on each of them. The father was silent, but not the midwife. She uttered that a child like this had better not be given a chance of living at all.

The boy's mother was having a rest, and nobody wanted to interfere with her restfulness. When, after some time, she asked to bring in the baby, the village teacher, as mildly as he could only manage, explained to the woman that the baby was born armless.

The mother unfolded the blanket and examined her own child. There appeared tears in her eyes. "This is our son. God sent him to us and God will not forsake him".

The news about the armless baby who was born on the fifth of April 1848 spread fast in Eastern Prussia. Most of the people sided with the midwife. This world is hard enough even for healthy people, not to speak of the lame ones... What could an armless boy do in a world like this?

Little Hermann grew unexpectedly well. When he was nine months old, he surprised his father by trying to reach for things with his feet. The father called his wife and asked her, "Please do not put anything on the child's feet any more, neither socks, nor shoes".

From that time on, Little Hermann spent most of the day bare-footed. With time, his feet became much stronger and more sensitive. He was able to get the things around him and to take away toys from other children with the help of his feet. He managed even defend himself with his feet when other children attacked him.

Grown-ups, on seeing the child, would often start to keen: "Poor child. What an ill-fated accident. Let us pray God to take him back as soon as possible". The child was unable to understand these words, but he must have felt pity that was directed towards him. And he would burst crying because of this pity, and then no one could calm him down.

The father was fast to notice that. He could understand too well that a pitied child would soon start pitying himself as well, and he may not ever be able to get rid of this feeling in his further life. The teacher forbade the family members to show pity or regrets in the presence of the child.

Once, soon after Hermann's second birthday, the family was having dinner. The mother was busy minding the boy's sister, and the hungry boy raised one of his legs, scooped up some porridge with the help of his foot and fast put it into his mouth. Everyone smiled on seeing the traces of porridge on his face.

"Go and wash the naughty boy's face", ordered the father. "Then give him a spoon and let him eat on his own".

The boy was given his spoon. Part of the porridge went into his mouth but nearly as much of the porridge reached the floor, too. Everyone was ready to help the child, but not his father. "Leave that to the little one himself", ordered the father. "Anyone to attempt to help him is sure to be noticed by me".

The child learnt how to eat on his own. What is more, his father's strict words and similar encounters with other family members stuck in his mind for the rest of his days. The father's orders like that lay solid foundations for the son's independence and self-reliance that he manifested later on.

At the age of four, Hermann started to learn how to write and read. He would sit at his father's lessons, with one foot on his writing slate trying to produce letters on the slate with the other foot. No one was paying any attention to what that child was doing under the table. He was officially admitted to school only when he was six. His father's eyes became wide with astonishment when he saw that his son could already do both – write and read. The village carpenter was given an order to make a special type of desk, as low as to fit the writer who was writing with his foot instead of his hand. In the second year at school Hermann got far ahead of his classmates, and his father gave him an errand to help those who were lagging behind in their learning.

But the greatest joy for the boy came from singing. He had a wonderful ear and soon learnt to read the music notes – even of the most intricate melodies.

At the age of ten Hermann had already mastered everything what a small village school could offer him. His father understood that his son was worth a better future than staying in his own village and farming and presented his son with a Latin grammar book, But at that time something else happened, and that something changed Hermann's life completely.

The father's assistant Fritz could play the violin. And Hermann would listen to his music with beaming eyes. If there was now something in the world Hermann was craving for – it was definitely his desire to learn to play the fiddle. Once at a dinner, Hermann pulled all his courage together and asked his father permission to start learning how to play the violin.

All people around burst into laughter. And Hermann fled from the room, crying. When he finally calmed down, he made a resolution: if they are not going to teach me, I will learn playing by myself.

After school, he snatched Fritz's violin, lowered his head so as to hold the violin on his shoulder and, in this way, brought the violin into his room. He tried to play it but he was unable to hold the violin steady. He could not go on and handle the violin in the position he had brought it into the room. He tried placing

the violin on the floor, but, with the violin in the latter position, he could touch only one string. He tried changing several positions for the violin, but that took him nowhere.

Hermann burst into tears. His family members proved right... He is not meant to play the violin and he will never learn it... As he was looking at the violin lying like this there on the floor, an idea came into his mind that there should be a way of playing the violin without using your arms. You must only not give way to hopelessness. He went and fetched a piece of rope, which he used to tighten the violin to a low chair. Now he was holding the bow with his left foot, and he could place the toes of his right foot on the strings of the violin. He tried once the strings. The sound he obtained had not much in common with a musical sound. It was more like the noise a crow would produce given a violin into its claws...

But Hermann kept trying every day, and on some days he would succeed in obtaining clear musical sounds.

Once, while the boy was busy "producing music", his father came into the room. "Carry on with what you are doing", said his father. The boy started to play, with his feet trembling all over. When he finished, his father was smiling: "I will ask the village music teacher to help you".

At the age of fifteen, Hermann had acquired the skills his village music teacher could help him to gain. His father sent him to Konigsberg. Hermann was such a fast learner that his father started to believe his son might really become a professional violin player. Another year passed, and the young Hermann went to the higher music school in Leipzig.

The first time when Hermann was playing in front of audience was at a charity concert. He was playing the solo part. When he placed the violin in front and took off his shoes, all the people in the hall gasped – as he remained in front of them only in his socks that were open across the toes.

When he finished, there was not a single movement made in the audience. Hermann got up and stepped numbly in the direction of stairs. He was caught by a storm of applause. "It is not me, it is the violin", was thinking the fellow. The following morning, there appeared reviews of the concert in the newspapers. The music critics praised him to the skies but many of them also noted that he had no future ahead of him as a violin player. Hermann felt his heart sink. He had devoted to music nine years out of the nineteen he had lived. He intended to make his living by playing the violin. And now all his hopes are being shattered because in a position like his, for him, an armless man, there is no prospect of earning his living in any other ways... It took people some time to realize that Hermann was a different sort of violin player, not like all others, as he turned out to be a violin player being born *armless*. He traveled much of the world with his concerts. Franz List listened to him playing and congratulated him on his achievements. With time, Hermann learnt to swim, shoot, and ride on horse. Later on he got married. And his marriage turned out to be a successful one. At the age of eighty he wrote a book about how he had overcome his misfortune. The first words of his book run like this, "WHERE THERE IS WILLPOWER, THERE IS FUTURE".

Appendix 10 KNOW - DON'T KNOW. WANT TO LEARN ...

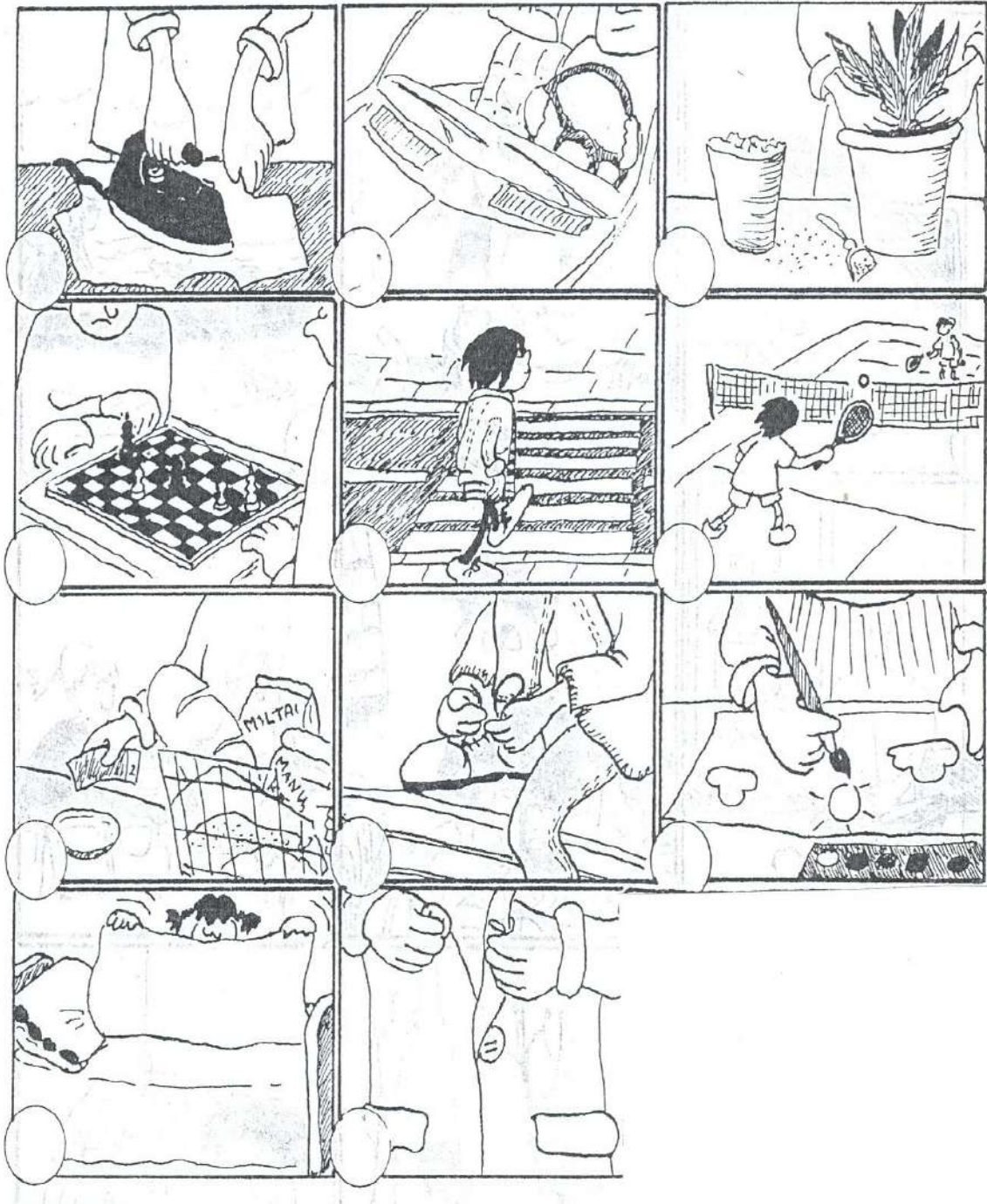
Please mark:

What you have learned – “☺”

What you haven't learned yet – “—”

MOKU — NEMOKU. NORIU IŠMOKTI...

1 Pažymėk ☺, ką jau moki, ir ☹ — ko dar nemoki:



Appendix 11

EVALUATION OF THE DAY'S SEMINAR

Manolis Sofos, Greece

Your Reactions to the seminar

Please express your level of agreement (v) with each statement using the scale below:

Strongly Agree (5) Agree (4) Neutral/Undecided (3) Disagree (2) Strongly Disagree (1)

	5	4	3	2	1
1. Participation in this faculty seminar was valuable to me.					
2. Presentation of material was appropriately balanced with activities and discussion.					
3. The information presented was relevant to my needs and interests.					
4. Interacting with other participants made the workshop more valuable.					
5. I will use some of the ideas from the seminar in my teaching.					
6. The seminar accomplished the goals articulated by the seminar leaders.					
7. The seminar speakers provided helpful assistance to me.					
8. I would recommend this seminar to others.					

9. What aspects (if any) of this seminar did you find most beneficial to you?

10. Please describe one thing you plan to do differently in your work as a result of this seminar.

11. What other teaching enrichment activities, materials, or services would you like to see the Campus Writing and Speaking Program provide in the future?

12. Please share any other comments or suggestions.

Thanks again for your time and for your participation in the seminar on Critical Thinking and Career Education

Appendix 12

EVALUATION FORM

(That can be used after seminar)

Daiva Penkauskiene, Lithuania

You are kindly asked to express your opinion about seminar. Write down your remarks and mark the number that fits your evaluation.

1. Did you like the way, you were taught?

5	4	3	2	1
yes		maybe		no

Remarks:

2. Have you learned anything?

5	4	3	2	1
yes		maybe		no

Remarks:

3. Did you feel that were engaged in teaching and learning process actively?

5	4	3	2	1
yes		maybe		no

Remarks:

4. How did work trainers?

5	4	3	2	1
very well		not bad		bad

Remarks:

5. What elements of the seminar you could use in your teaching practice?

6. What was the most important for you?

7. What you would like to learn more?

8. Final remarks and questions:

EVALUATION FORM

(To be filled up at the end of seminar)

1. How do you think, what is Critical Thinking? Is it possible to learn Critical Thinking?

2. How do you understand Career Education? Is it possible to manage Career?

3. Is there any interaction between Critical Thinking and Career Education? If “no”, please argue your opinion. If “yes”, please give at least two points.

4. If the seminar was useful for you? Why? (in “no” and “yes” cases)

5. How do you feel now? What do you need more to improve your mood?
