

The Challenge Toolkit



**Fifty stretch and challenge
strategies to use in your lessons.**

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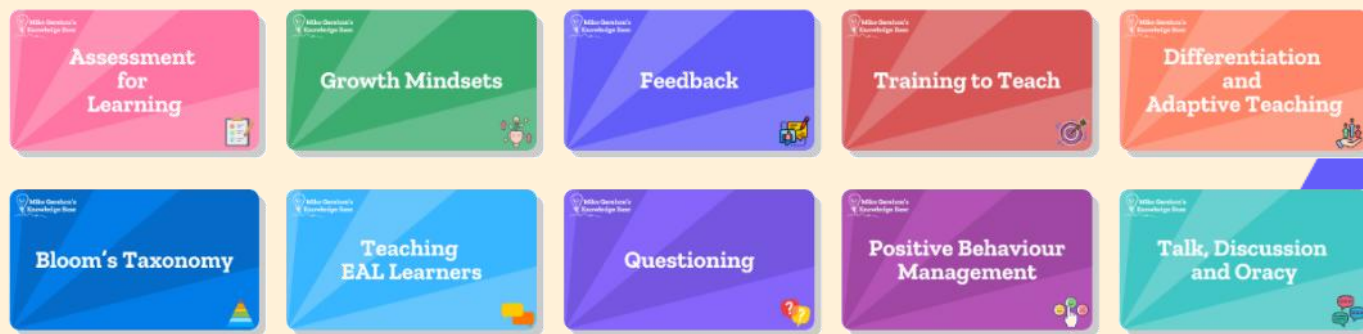


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Insoluble Problems



Much of philosophy centres on questions that seem to be insoluble.

Use some of these to challenge your learners:

- Can we prove God does or does not exist?
- What is art?
- Can security and freedom coexist?
- Is my blue the same as your blue?
- Are the mind and body separate?
- Do we have free will?
- Why does evil exist?
- Are some judgements better than others?

Extension: Ask learners to develop their own insoluble problems, to have a go at answering them, and to then share their ideas with you.

Ethical Dilemmas



Ethics provides fertile ground for challenging thinking. The very notion of why we ought to act in a certain way is itself sharply contested.

Ethical dilemmas provide a testing experience for learners in making moral judgements.

Classic dilemmas include:

- Is it ever OK to steal?
- Would you do something that saved a person's life if it meant letting someone else die?
- Should people be forced to be vaccinated?
- Would you act immorally if you knew you wouldn't get caught?

Extension: Ask learners to construct their own moral dilemmas and then to answer these.

Random Words

Box
Cow
Sunshine
Beyond
Fence

Give learners a list of five random words.

For example: 'Box, Cow, Sunshine, Beyond and Fence.'

Ask learners to ...

- Show how any or all the words connect to each other.
- Explain how they may influence one another.
- Suggest how they might link to the learning.
- Create a story encompassing all the words.
- Mind-map the connotations of each word and then analyse the links between them.

Extension: Challenge learners to write a haiku, limerick or sonnet that uses all five random words at least once.

Exam Questions



Ask learners to create one or more exam questions for the topic you are studying.

You can leave this open or caveat it by asking for certain types of exam questions, or questions with certain amounts of marks.

Extensions:

- Learners create model answers once they have developed their question(s).
- Learners swap questions with each other and then answer these.
- Questions are taken in by the teacher and redistributed at random. After writing answers learners meet up with the question author to mark the work.

Perspectives



This works well if learners have been debating or building arguments.

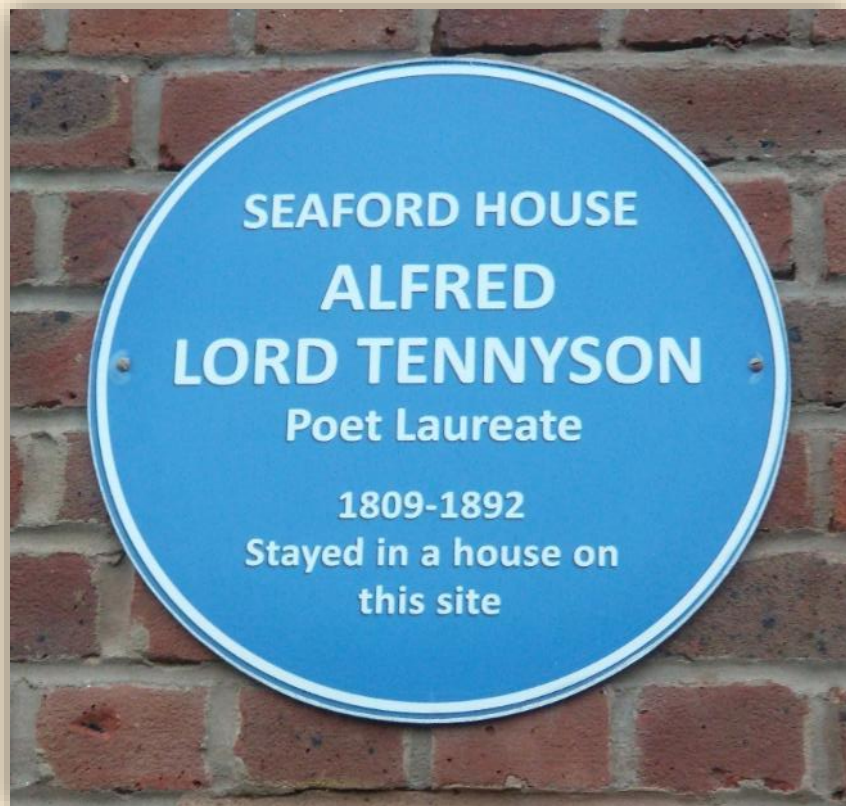
When a learner finishes their work, ask them to change perspective and develop an argument or way of thinking that goes directly against what they have been writing or speaking about.

Explain that the new perspective the learner develops should try to undermine all the points they have previously made in their work (whether that was written or spoken).

Extensions:

- Challenge learners to repeat the process twice, with two completely different perspectives.
- Challenge learners to redo their original work, taking account of the new perspective they played around with.

Poetry



Whether it is an English lesson or not, have some laminated poetry in your room (or bag if you move between rooms) for learners to ...

- Read
- Consider
- Analyse
- Mimic
- Question
- Ponder
- Be inspired by
- Use as the basis of their own poetry

Extensions:

- Invite learners to find a poem they like and to then share it with you, explaining why they chose it.
- Give learners a poem and ask them to translate it into code (they must create the code).

Symbols

Ask learners to translate something into symbols.

The goal here is to get learners thinking about how they turn a piece of knowledge into something composed only of symbols.

Explain that whatever learners end up with must be decipherable by someone who looks at.

Here's an example from politics. The idea of first past the post voting can be translated into the following:

A	B	C
vA vA vA	vB vB	vC vC vC vC
A	B	<u>C</u>

Extension: Challenge learners to turn a list of keywords into symbols and to then write a paragraph in which they use the symbols instead of the keywords.

Paradox



Paradoxes contain contradictions.

They defy intuition.

Here are two examples:

- Is the answer to this question 'no'?
- This statement is false

Find some examples of paradoxes online and give these to your learners to consider.

Ask them:

- If they think they can solve the paradox.
- To explain why the paradox is a paradox.
- Whether they think the paradox is true, or a clever word game.

Extension: Invite your learners to try and develop their own paradoxes, and to then share these with you and their peers.

Zen



Zen Buddhism emphasises meditation as a way to access truth.

Many Zen teachings are gnomic, encouraging deep concentration and consideration of their meaning.

Provide learners with Zen teachings or sayings and ask them to consider their purpose or meaning.

This is all about engaging with a different way of thinking, seeing and talking about the world.

‘ Sitting quietly, doing nothing, spring comes, and the grass grows by itself’

Zen proverb

Extension: Challenge learners to research the origins of Zen Buddhism and ask them to compare this to what they know about other major religions.

Articles

Laminate newspaper, website or magazine articles relevant to the subjects or topics you teach. Keep these to hand for when learners finish their work.

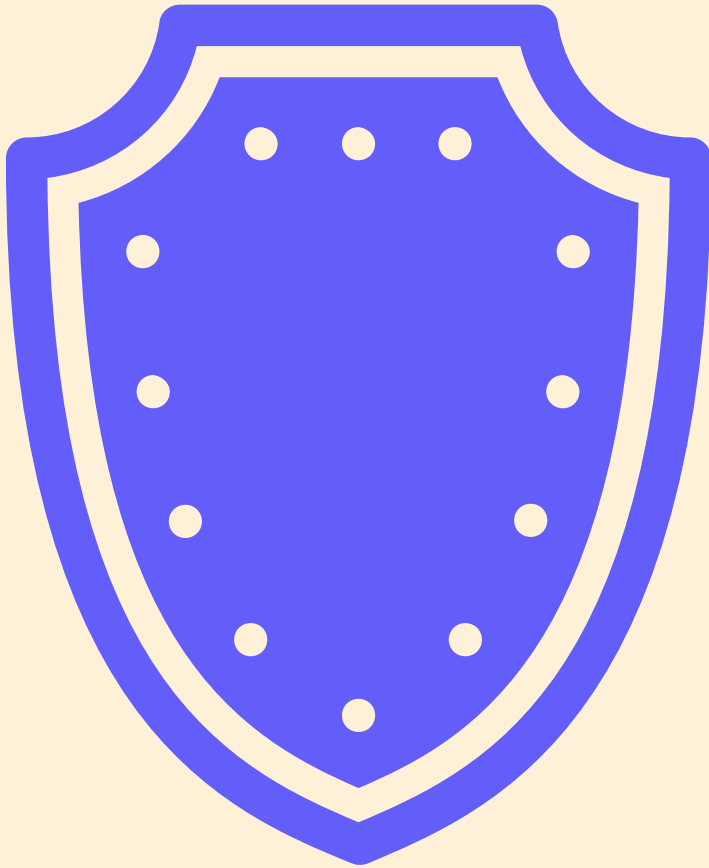
Supplement the articles with questions or tasks that give learners' reading purpose. For example:

- What is the main argument?
- Is there any bias in the text?
- Do you agree with the article? Why?
- How would you summarize the article for a peer? What about for someone three years younger than you?
- What questions does the article make you think of?

Extension: Challenge learners to write a three-sentence summary of the article they have read, and to ensure that those three sentences capture everything of importance.



Defend Your Consequence



Give learners a consequence for which they must develop a defence. You can do this with individual learners, or with groups.

For example:

The most important consequence of not listening to your parents is ...

- You save your ears from being worn out
- You miss potentially life-changing information
- You fail to get a complete picture of their world
- They might not listen to you
- They may decide not to share important information with you

The goal here is to give learners something they must defend. And defending something is an evaluation exercise, from the top of Bloom's Taxonomy (hence challenging).

Extension: Ask learners to identify all the arguments someone could use to undermine their defence, and to produce rebuttals for each one.

Set Yourself a Target



Learners must set themselves a target.

This could be based on their most recent work, or it could be something they want to achieve within the context of your subject or the work you are doing with them (depending if it's primary or secondary).

The aim is to get learners thinking about what success they want, and to then encapsulate that in a target.

Of course, once the target is defined, learners must then focus on achieving it.

Extension: Ask learners to set themselves a target they think is almost impossible to achieve at the present time. Then, ask them to answer the question: 'If this target seems impossible now, how can I change things so that it becomes possible in the future?'

Observer



Select a learner whose thinking you want to stretch and challenge.

Explain that they will be taking on the role of observer.

Their job is to not take part in the next activity. Instead, they must observe you and their peers.

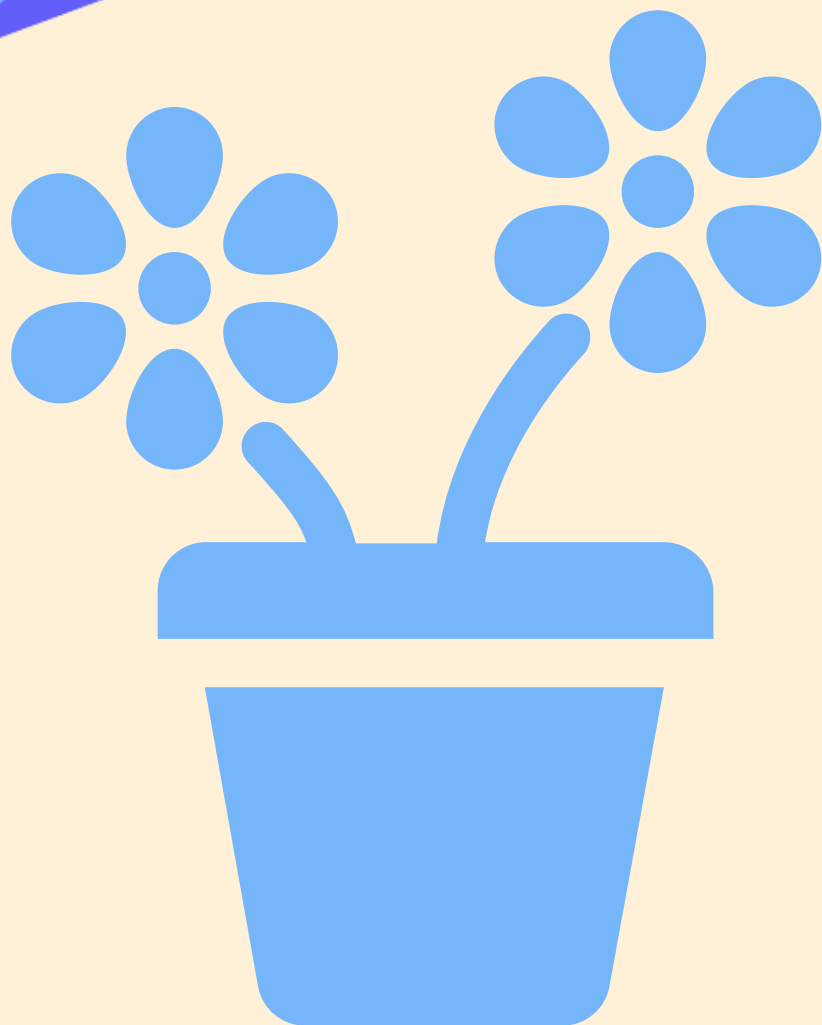
They will need to report back on:

- Whether the task was too easy, too challenging or just right.
- How the task could be changed in the future to make it better.
- How they would define and explain what was needed to be successful in the task.

Extension: Ask the learner to present their findings to you directly after the task or at the end of the lesson – and to persuade you that their observations are worth acting on.

Bloom's

Here is a list of evaluation and synthesis keywords you can use to create extension tasks and questions off-the-cuff.



Synthesis

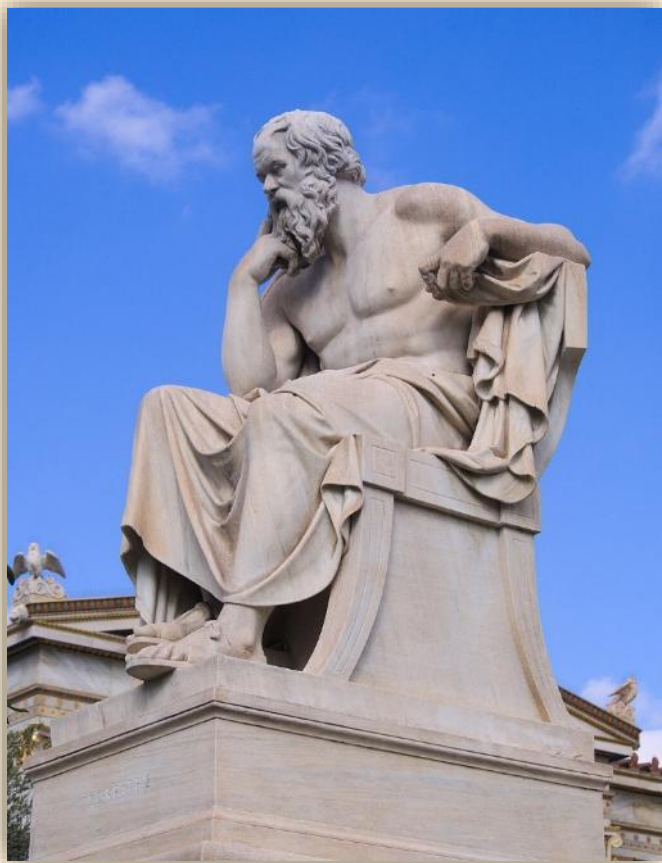
Combine
Compose
Construct
Create
Devise
Design
Formulate
Hypothesise
Integrate
Merge
Organise
Plan
Propose
Synthesise
Unite

Evaluation

Appraise
Argue
Assess
Critique
Defend
Evaluate
Examine
Grade
Inspect
Judge
Justify
Rank
Rate
Review
Value

Extension: Share the lists with learners and invite them to develop extension tasks or questions.

Philosophical Problems



Give learners philosophical problems to grapple with.

For example:

- What makes a choice good?
- Can you trust your memories?
- How do we know things?
- Can we rely on the information we get from our senses?
- When does courage become recklessness?

Learners can think about these problems on their own, discuss them with you, or talk about them with their peers.

One option is to have a list of 30 numbered questions on hand. Learners then give you a number between 1 and 30, and you give them a question to think about.

Extension: Try using my Philosophiser, Ethicist or Political Philosophiser resources with your learners.

Image Translate



Translation involves careful thought, precision and synthesis.

Learners must convey the same meaning through a different form.

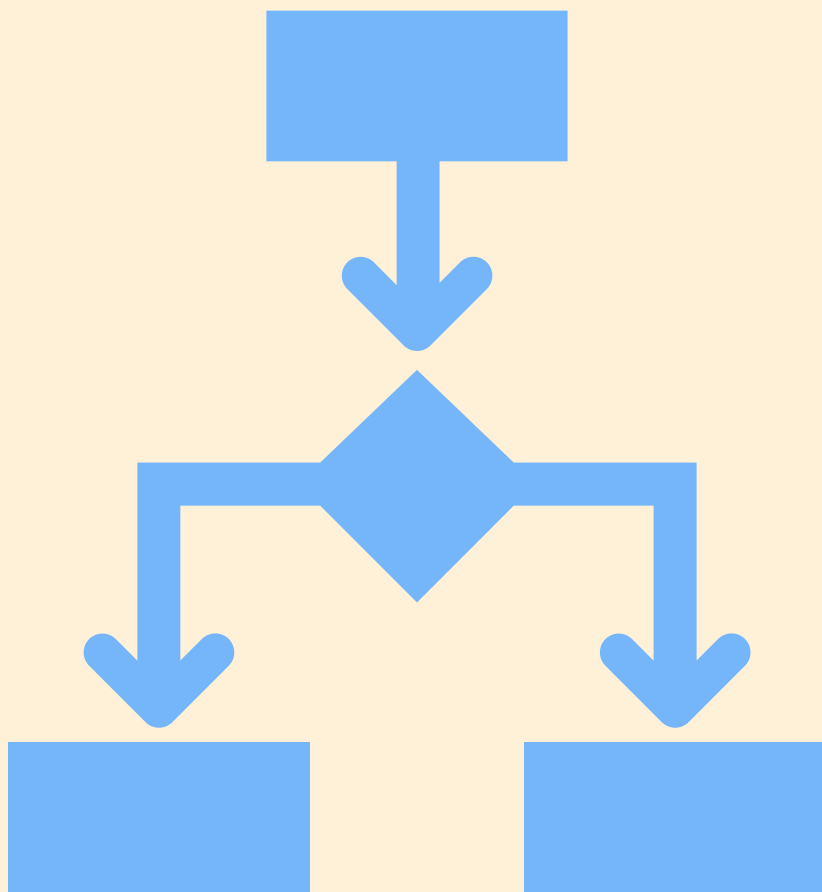
Manipulating content in this way can appear easy at first, however, to be effective, and to recreate the depth of meaning in the translated work, is challenging.

Challenge learners to translate the work they've been doing in your lesson into an image.

Specify that their image must be intelligible and must convey as much of the lesson as possible.

Extension: Ask learners to translate the lesson into an image that is made from one continuous line (i.e. they must not take their pencil off the paper once they begin to draw).

Specify



Ask a learner a question and then ask them to be more specific.

Keep asking them to be more specific until they get to a point where they cannot answer or feel they have reached the absolute end point of specificity.

The goal here is to tweak your questioning so learners are challenged to be more specific with the language, ideas, and arguments they use.

It works especially well when learners rely on generalities, or when they try to give general answers.

Extension: Write a paragraph about the topic you are studying that lacks specificity. Give this to your learner and challenge them to rewrite it so it is as specific as possible.

Analogies

Analogical reasoning requires learners to make connections between different things.

The strength of an analogy lies in how well it fits; how well it uses one thing to explain or illuminate another thing.

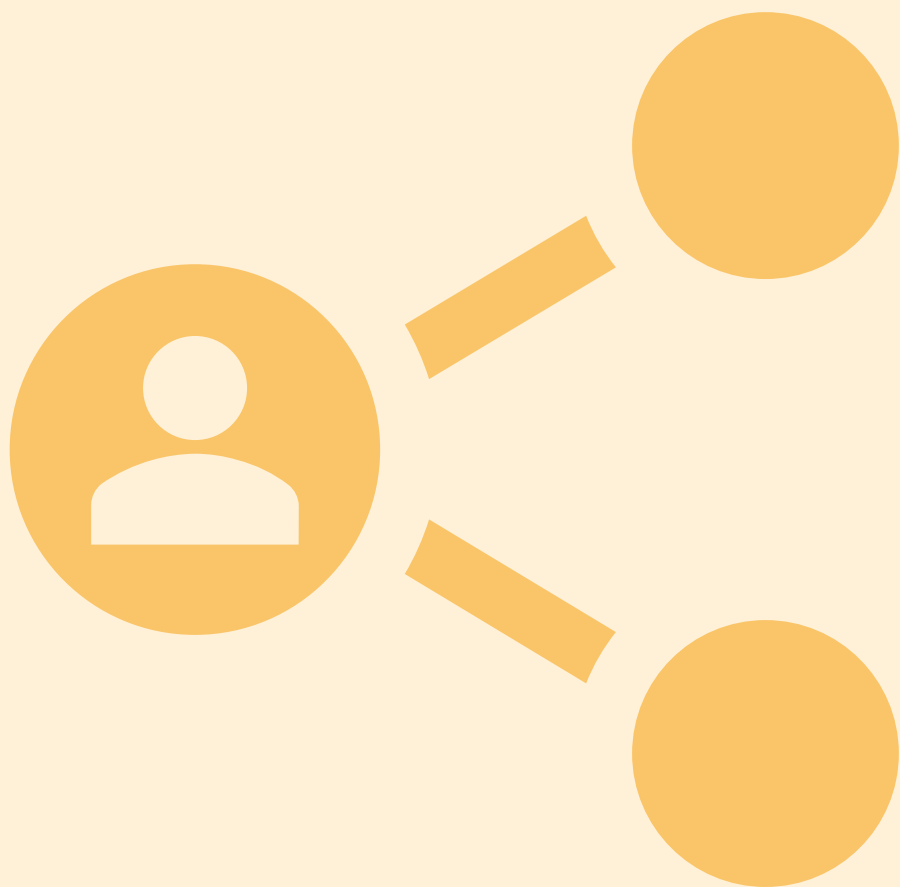
Analogies are particularly useful in problem-solving and in developing lateral thinking.

When learners have completed their work, ask them to create an analogy based around something they have been studying. For example:

- Can you create an analogy that would help a six year-old understand how fractions work?
- Can you create an analogy that would help your parents understand osmosis?

Extension: Give learners bad, weak or flimsy analogies and ask them to make these better.

This or That



Give learners a difficult choice.

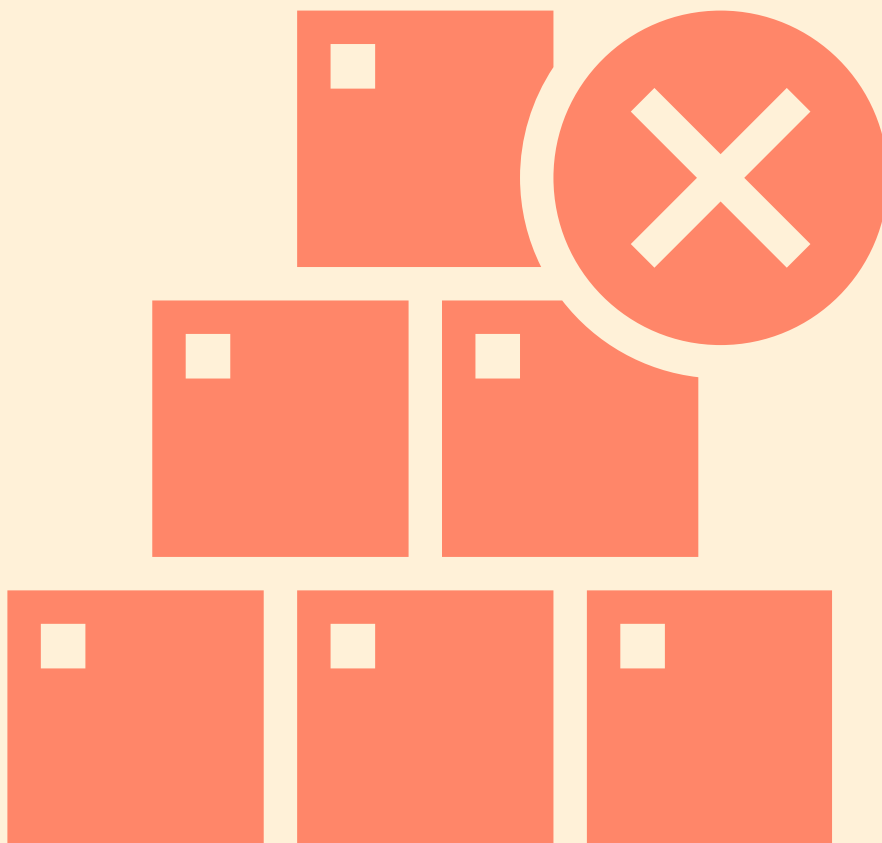
They must decide on one answer or course of action and then defend it, critiquing the alternative in the process.

For example:

- Should the government spend money on scientific research or on building new fire stations?
- Should Goldilocks be punished or should the three bears be more understanding?

Extension: Ask learners to develop their own difficult choices and to then share these with their peers. Or increase the difficulty by presenting learners with three options (turning it into 'This, That or The Other').

Bad Reasoning



Give learners a piece of bad reasoning.

Ask them to explain why it is bad, and to suggest a better alternative.

For example:

- Little Red Riding Hood should have known about the wolf because wolves are always looking for food to eat.
- Coastal erosion matters because it is important that countries don't become any smaller than they are.
- Jane Eyre must be a great novel because, otherwise, why would people still read it today?

Extension: Challenge learners to develop their own piece of bad reasoning, to explain why it is bad, and to then suggest an alternative and to explain why the alternative is better.

Lateral Thinking



Challenge learners to think laterally by giving them two seemingly intractable problems that they must solve at the same time.

For example:

- How could we produce more plastic and ensure less plastic gets into the environment?
- How could we advocate for the great man theory of history while also advocating for the centrality of social forces in creating change?
- How could we use negative numbers to measure our classroom while also using positive numbers at the same time?

In each of these examples, lateral thinking is required to reconcile two items that appear logically opposed.

Extension: Ask learners to create their own lateral thinking problem, and to then share this with a peer.

Story Time



Ask learners to write a story centring on some key aspect of the lesson.

Increase the challenge by providing caveats or criteria learners must follow. For example:

- Your story should show how what we are learning about relates to the wider world.
- There should be at least three characters in your story, one of who's life changes after discovering what we've learned about today.
- Your story should be only dialogue, like a play.
- There should be a plot twist in your story, connected to what we've learned today.
- Your story should end with a question we can follow up on in our next lesson.

Extension: Challenge learners to take a story with which they are familiar and to rewrite it, so it focuses on the key aspect of the lesson.

In the mind of...



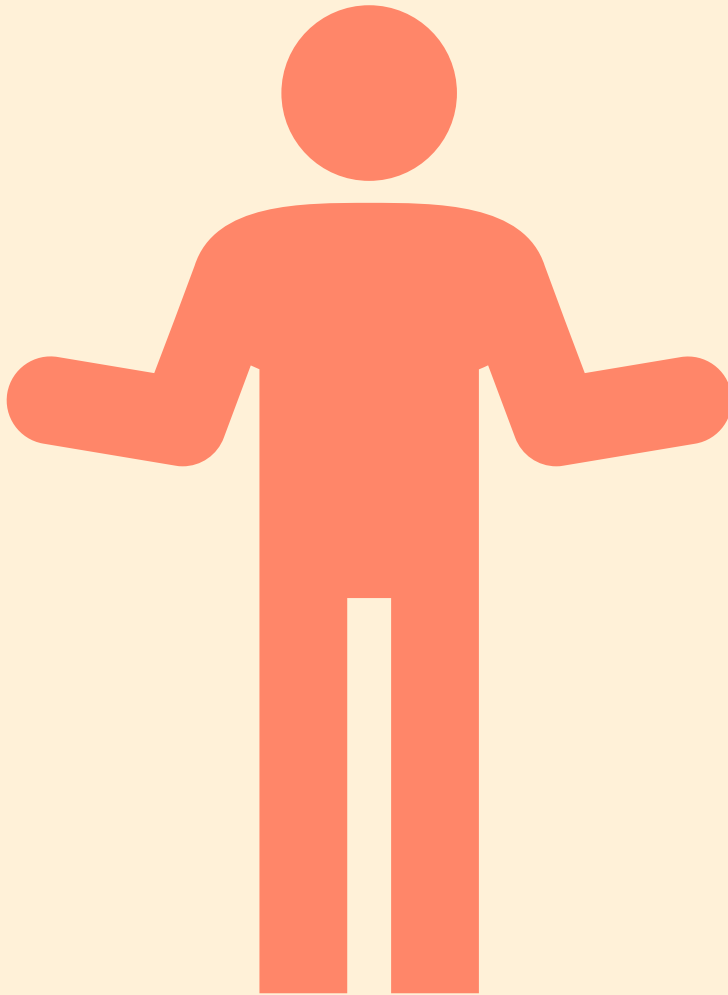
Give learners a figure from whose point of view they must write.

For example, in a geography lesson about coastal erosion, the teacher could challenge a learner to write a diary entry about the phenomenon from the perspective of a person living in a clifftop home.

Or in a lesson on the Vikings, the teacher might challenge learners to write a report about Viking living arrangements as if they were a modern-day interior designer who has been transported back in time.

Extension: Identify three people connected to your topic. Challenge learners to write the same thing three different times, each from a different perspective. For example, three letters to the local newspaper, from three different people, all about plans to build a new skyscraper in the city centre.

Ambiguity



Set learners deliberately ambiguous tasks or questions and offer them only limited help in completing them.

The vague nature of what is going on may lead learners into difficulties, however it is here that they will be forced to apply problem-solving skills, try different approaches and develop an appropriate response.

When using this technique, signal to learners that they will be receiving less help and guidance from you than normal, and that this is an opportunity for them to use trial and error, and their problem-solving skills, to solve whatever you've set for them.

Extension: Increase the ambiguity by giving learners false, irrelevant or conflicting information – and then explaining that they need to identify the useful bits of what you say.

Interpret

Interpretation is a hard skill to develop in any area of life.

It requires knowledge of the subject, whatever that may be, a critical, analytical approach to evidence, and the ability to ask meaningful questions of whatever you're looking at.

All the better to challenge learners with then!

Give out a piece of text that is difficult or ambiguous and ask learners to interpret it as best they can.

Or try giving learners some evidence alongside a set of questions that are not directly answered in the material. This means learners must interpret and infer from what they have.

Extension: Challenge learners to develop multiple interpretations for the same text or evidence and to then assess which they find most compelling.



Justify the Impossible

Dinosaurs still exist today.

Give learners something impossible, or difficult, that they must then justify.

This works well as an extension task for learners who have finished the main activity.

You can give learners statements to justify that are directly related to the topic you are teaching, or you can create statements that are a little more leftfield.

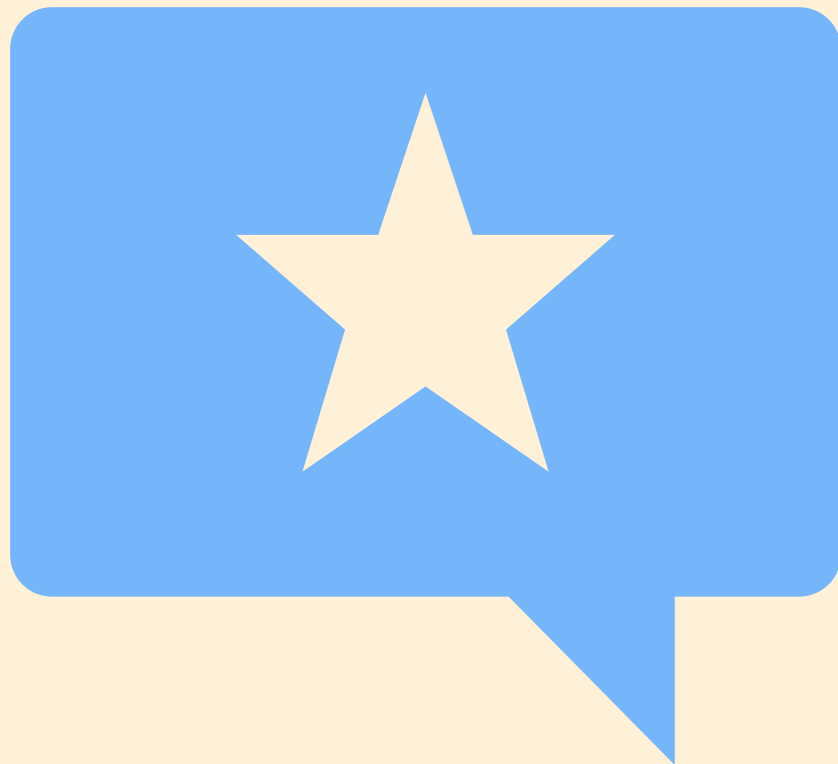
Either way, learners will be working at the top of Bloom's Taxonomy as justification is an evaluation skill.

Extension: Ask learners to create their own impossible statements and to share these with you. The two of you can then have a contest, seeing who can best justify the impossible in a given time frame (for example sixty seconds).

Goldilocks should have eaten all the porridge and locked the three bears out of their home.

Formations are irrelevant in team sport. Players should be able to do what they like at all times.

What's Your Criteria



Whenever we make judgements, we refer to some sort of criteria. These are often implicit and not stated.

A good way of demonstrating this is to compare judgements made by two individuals with different backgrounds – quite often they may evaluate the same thing in very different ways.

Ask learners to make explicit the criteria they use to make judgements (or that the subject uses, or the school, department or exam board).

For example:

- What criteria would you use to judge the quality of drawing made using only a pencil?
- What criteria underlie judgements about government effectiveness?
- How do you judge whether your work is of a sufficient standard to hand in? What criteria do you use?

Extension: Give your learner an image, text or piece of information, along with two different sets of criteria. Ask them to assess the thing in question twice, using each set of criteria, and to compare the results.

Change Over Time



How might X change over time?
Explain your reasoning.

This question can be used in many lessons and encourages learners to think hypothetically, but at the same time justify their ideas with reasoning.

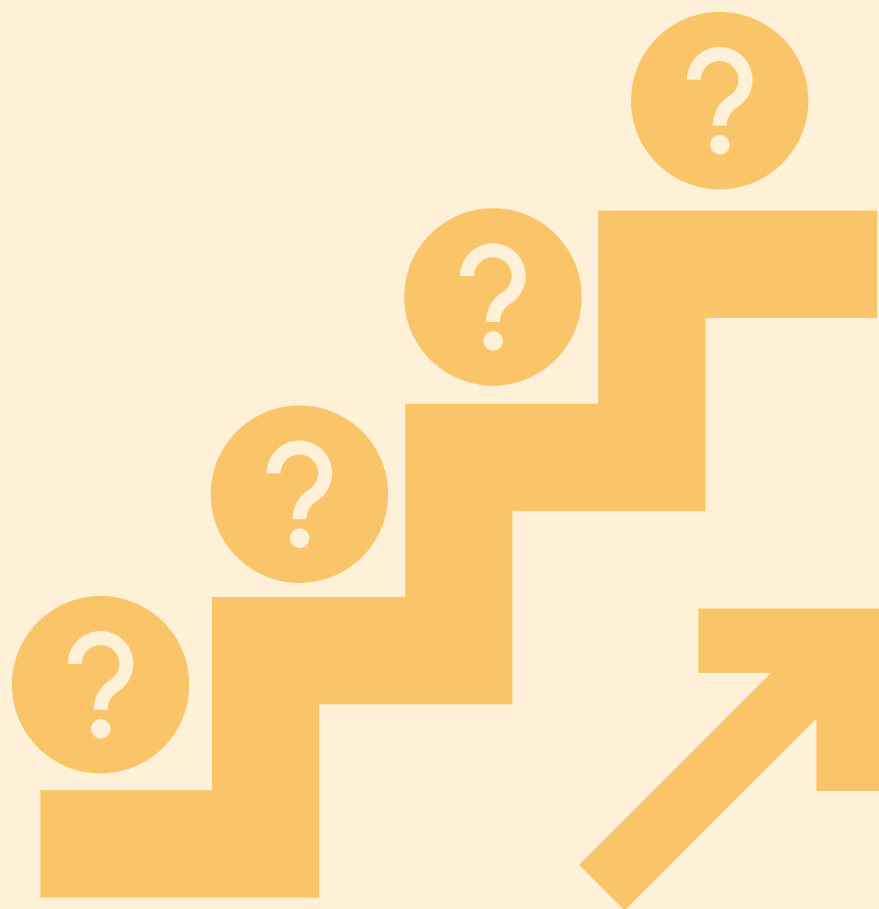
For example:

- How might interpretations of World War Two change over time?
- How might our understanding of atomic structure change over time?
- How might Goldilocks' views of the three bears change over time?

In all these examples, it's about bringing together speculation, creative thinking and sound reasoning. A challenging combination.

Extension: Ask you learner to flesh out their answer by writing an imaginary news report from the future detailing how the thing in question has changed.

Rank the Questions



Give learners a set of five questions connected to the topic you are studying and ask them to rank these from 'most difficult to answer' to 'easiest to answer'.

The technique works best if there is no definitive ranking, as this creates more opportunities for discussion, discrimination and justification.

Try to include a mix of question types as this means learners must think more carefully than if they have a set of questions that are largely the same.

If doing this with the whole class, have learners work in pairs or groups. They can then compare their rankings with each other.

The technique also works well as an extension task.

Extension: Ask learners to answer the question they have ranked as the hardest.

100%



Tell learners they have 100% and that they must divide this between a set of items, based on which they think are more or less important.

Caveat this by stating that learners cannot give different items the same percentage amounts, nor can they give items percentage amounts that differ by only one or two percent.

For example:

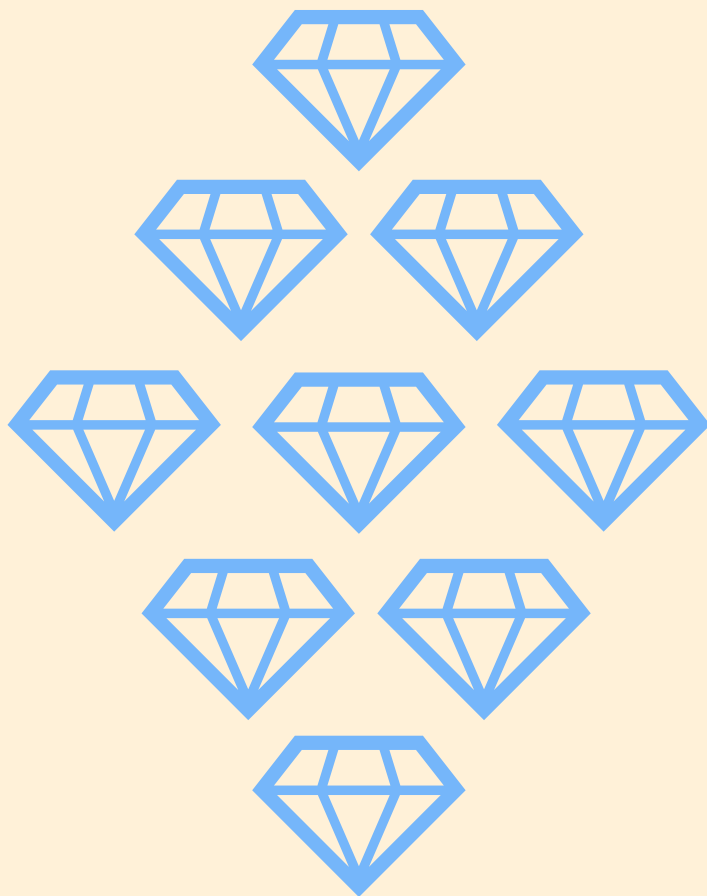
How important are the following in maths:

- Addition
- Subtraction
- Multiplication
- Division

You have 100% and must divide this between the four items, based on how important you believe each one to be. You must be ready to justify your decisions!

Extension: Throw an additional element into the mix and ask learners to redo their percentages, taking account of this new item.

Diamond 9



Give learners nine items related to your topic and ask them to rank these in a diamond nine, based on a set of criteria.

For example:

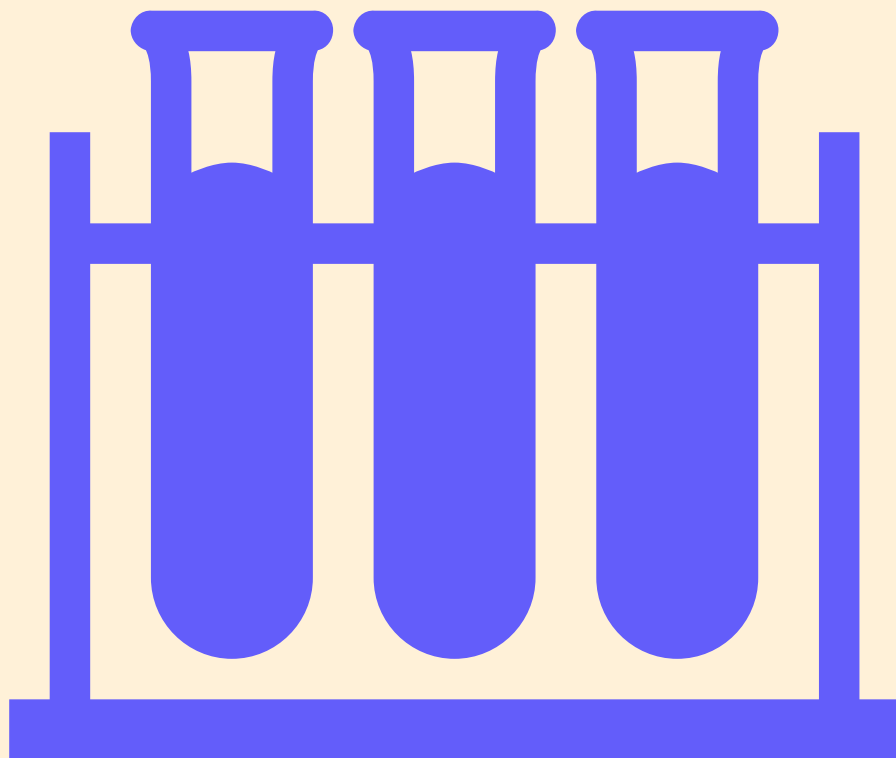
- Football
- Golf
- Athletics
- Rugby
- Table Tennis
- Swimming
- Cricket
- Volleyball
- Darts

Put these into a diamond nine based on how much skill you believe is required to play the sport at the highest level. Be ready to justify your decisions.

This works best when there is no definitive ranking. Learners must then rely on their reasoning to successfully complete the task.

Extension: Give learners new criteria by which to judge the items and ask them to create a new diamond nine, which they then compare to their first one.

Experimenter



Ask learners to design an experiment they could use to test:

- What they have learned
- Their opinions
- Their arguments
- The ideas of others
- A key idea from the lesson

This works in subjects beyond science.

For example, a learner in a French lesson could design an experiment to test whether a non-native speaker is correctly using formal or informal language in a given situation.

Extension: Challenge learners to imagine what they think the outcome of their experiment would be, and to give reasons for why they think this.

What might happen if...



Ask learners 'What might happen if ...'

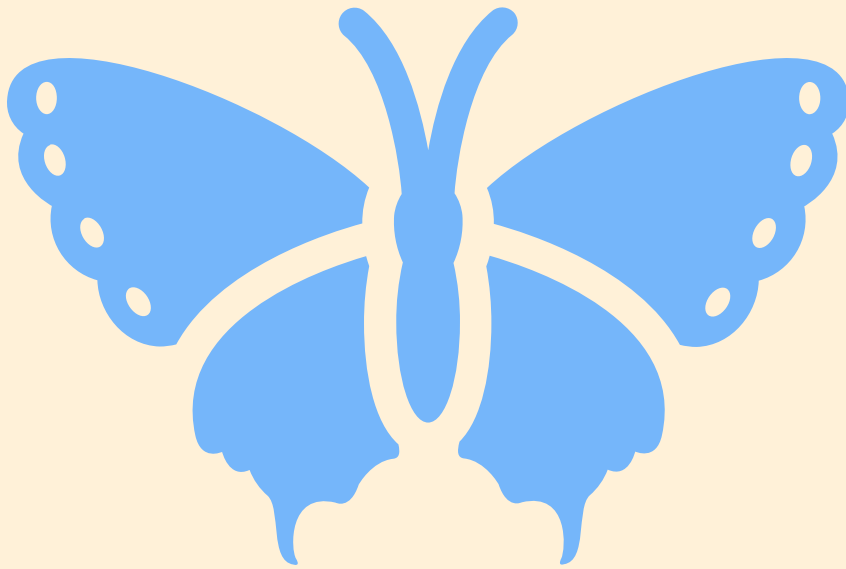
- ... holidays were banned tomorrow
- ... the laws of physics were temporary
- ... mathematical functions altered over time
- ... birds did not migrate
- ... written translation was not reliable

You can create 'What if ...' questions relevant to what you are teaching or have ones that are completely unrelated.

Either way, lateral and creative thinking is prioritised.

Extension: Ask learners to create and answer their own 'What if ...' questions. Or try using my 'What if ...? Box' resource with your learners.

Changes



Ask learners to recommend changes to something and explain why they have made such recommendations.

For example:

- How might you change this interpretation of the causes of World War One?
- How might you change the structure of the textbook to make it more user-friendly?
- How might you alter today's lesson so future learners learn more easily from it?

Here we are combining creative thinking (the changes learners propose) with evaluative thinking (the justification they give for their proposals).

Extension: Ask learners to write a paragraph arguing persuasively for why their proposed change is beneficial.

Inventors



Invention requires creative, synthetic thinking, the use of the imagination and the proposal of possibilities.

It requires an open mind, yet one that is also capable of homing in and sustaining a course of action; capable of cultivating an idea from seed to tree.

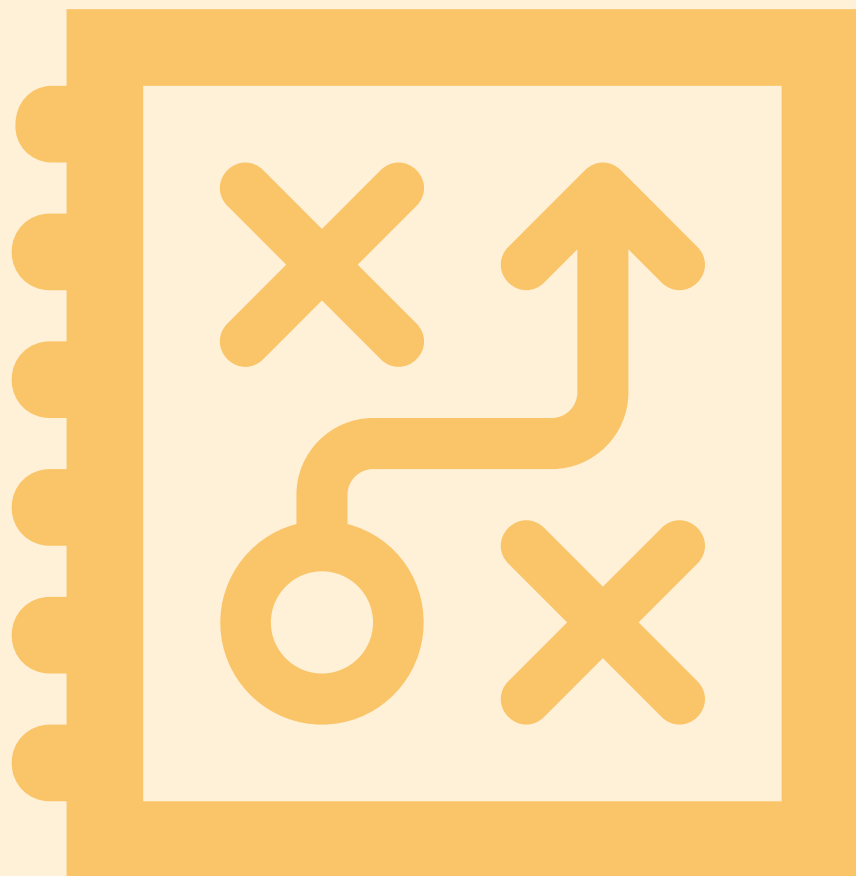
Great skills for learners to develop!

Challenge your learners to invent machines, slogans, theories, solutions, products, contraptions, advertisements ...

You can set them a brief, provide criteria to fulfil, or give them a problem that needs solving.

Extension: Ask learners to create a prototype of their invention. Something they can use to test whether it will work, or whether it needs refining.

Devise a way to...



Like invention but centred more on the notions of planning and action.

Set learners a challenge related to the lesson in which they must devise a way to do something.

For example:

- Devise a way to ensure companies comply with consumer rights legislation.
- Devise a way to remember irregular verbs in German.
- Devise a way to ensure your writing is always as persuasive as it can be.

Extension: Ask learners to devise a way to do something that isn't possible. For example: 'Devise a way to circumvent the laws of thermodynamics.' The aim isn't to trick learners, but to see where their efforts take them and to use this as the basis for a discussion.

Make a Proposal



Challenge learners to make a proposal for something.

You could define what it is you want them to make a proposal about, or you could invite them to choose something themselves.

Proposals should focus on something new or something that could be changed.

For example:

- Create a proposal for reducing CO2 emissions in the UK.
- Create a proposal for how MacBeth could be reimagined for a younger audience.
- Create a proposal for teaching probability using playing cards.

Extension: Challenge learners to persuade you that their proposal deserves attention and has a realistic chance of being successful.

Ultimate Reasoning



What are the ultimate reasons for our actions?

Do we always act with a conscious knowledge of why we are acting?

Challenge learners to interrogate their own reasoning, or the reasoning of others.

Can they get to the bottom of why they or others act like they do. Can they find the ultimate reason!

For example:

- What is the ultimate reason you decided to change the ending of your story?
- What is the ultimate reason World War One began when it did?
- What is the ultimate reason designers like to use materials that are durable?

Extension: Challenge learners to categorise the ultimate reasons they identify. Can they spot any patterns or trends in why people do the things they do?

Round Table



Take a specific idea, question or thought linked to the lesson and ask learners to imagine it as the focal point for a roundtable discussion.

They must construct a debate in which the different contributors discuss and argue back and forth with each other.

You can give learners a list of participants or ask them to come up with their own.

For example:

- **Question:** Is freedom a human right?
- **Participants:** A dictator, a farmer in the third world, a middle-class professional, a school-age child.

Learners can write out their debates or develop them verbally. Either way, their focus is on getting into the different mindsets of the participants.

Extension: Ask learners to develop a role-play out of the work they've done, either in pairs or threes.

Conceptual Confusion



We all use concepts to orient ourselves in the world.

They help us to understand, order, classify and judge information.

They also enable us to communicate through a shared language.

It can be intellectually and emotionally difficult to have the concepts on which you rely challenged.

However, when managed carefully, it can be a rewarding – sometimes revelatory – experience.

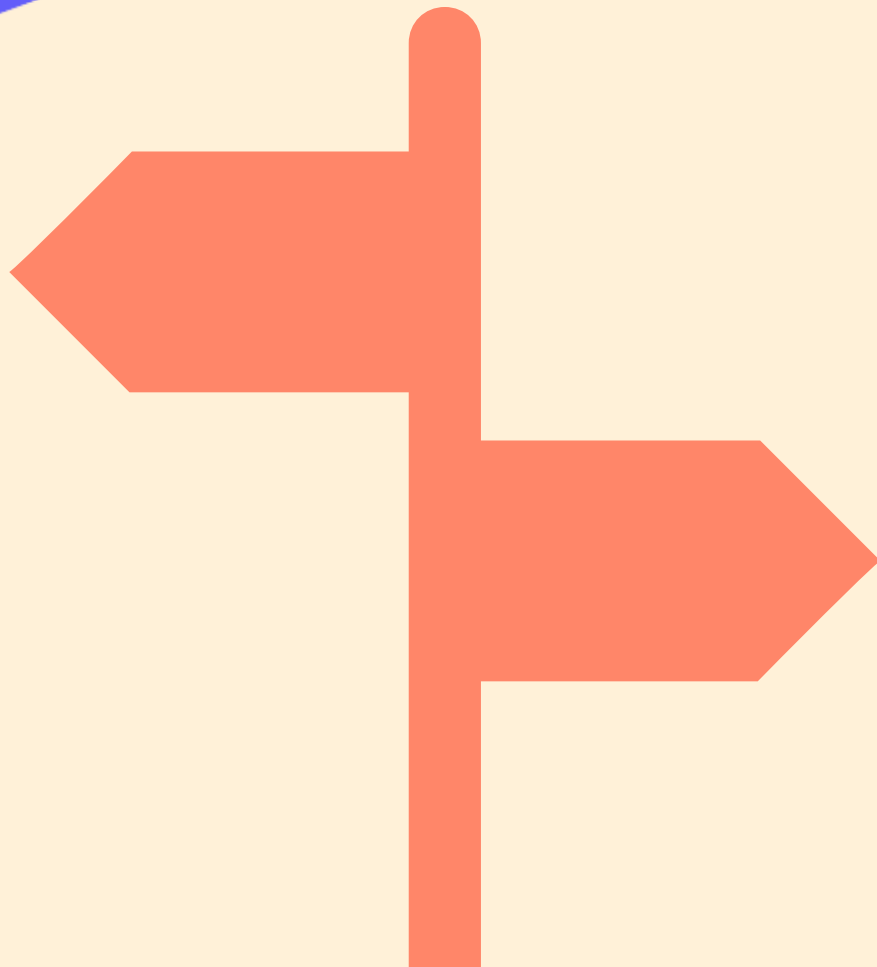
Make a point of explicitly challenging the concepts learners use.

Push their reasoning, use counterexamples, counterfactual thinking, and your own wider base of knowledge.

Then, ask learners to reflect on the concepts in question and to consider whether they still think about these in the same way.

Extension: Give learners a concept – for example, friendship – and ask them to imagine and then explain a scenario in which that concept takes on a different meaning from what they are familiar with.

Decisions



Making good decisions requires careful thought and consideration, the weighing up of options, and an understanding of motive.

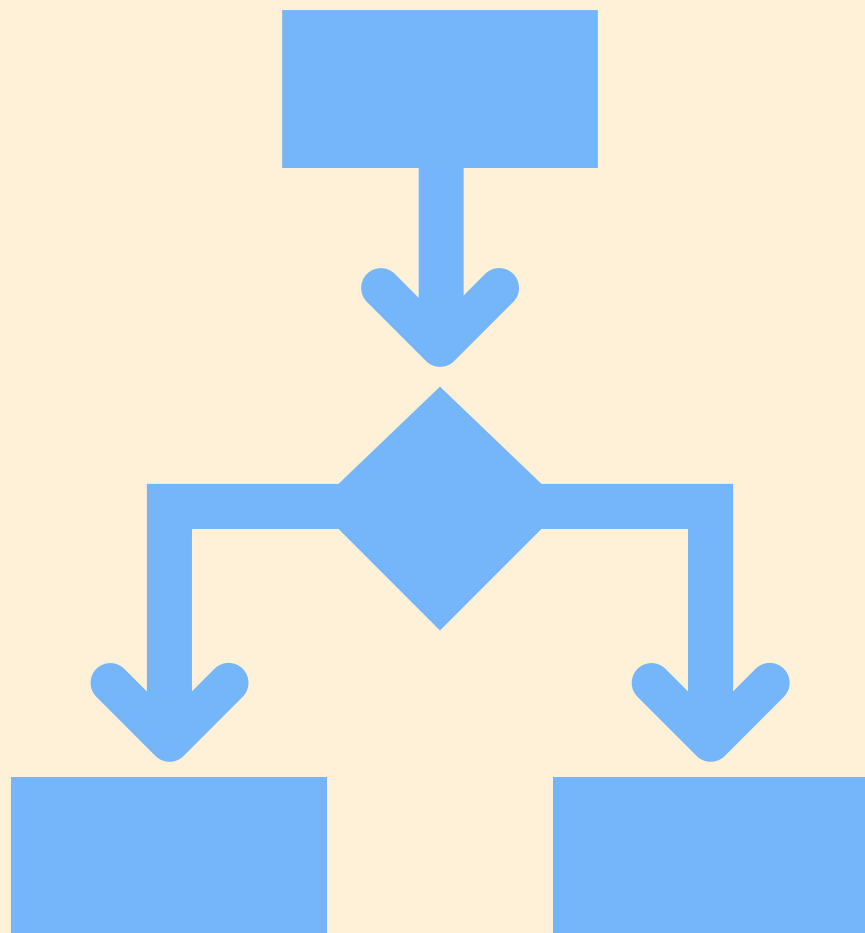
Set learners decisions they must make and ask them to justify the reasoning behind their choices.

For example:

- Should taxes be raised, lowered, or stay the same?
- What should we learn next lesson?
- Is it better to conduct field or laboratory experiments in this topic?
- In what order should we study these different aspects of Roman life?
- Which is the best way to divide large numbers?

Extension: Invite learners to create their own decision-making scenarios and to then share these with their peers.

Make the Metaphor



Give learners a word, item or object and then explain that they must use it to make a metaphor or create a simile for something they are learning about.

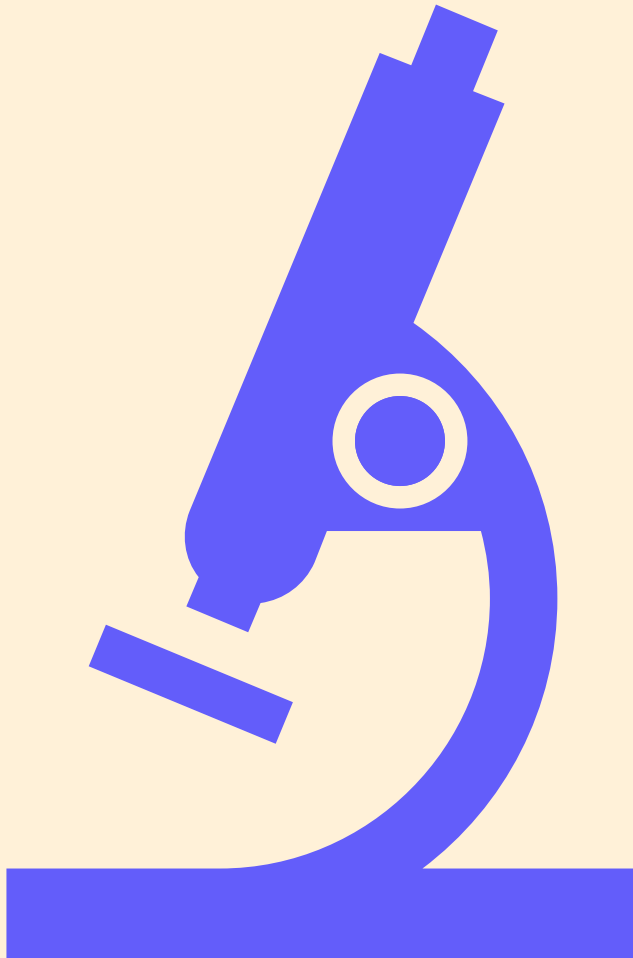
For example:

- In an English lesson, the teacher pulls out a satsuma and asks learners to use it to make a metaphor or simile about the poem they're studying.
- In a maths lesson, the teacher shows a picture of a buffet and challenges learners to use it to make a metaphor or simile about long division.
- In a science lesson, the teacher displays the word 'cabinet' on the board and asks learners to use it to make a metaphor or simile about magnetism.

This is all about creative, lateral thinking.

Extension: Make it harder for learners by using unusual words, items or objects. Or turn it into a competition in which learners compete to create the best simile or metaphor.

X is Like Y



X is like Y because ...

Get learners thinking creatively, either by giving them a comparison related to the lesson or by giving them something completely random to explain.

For example:

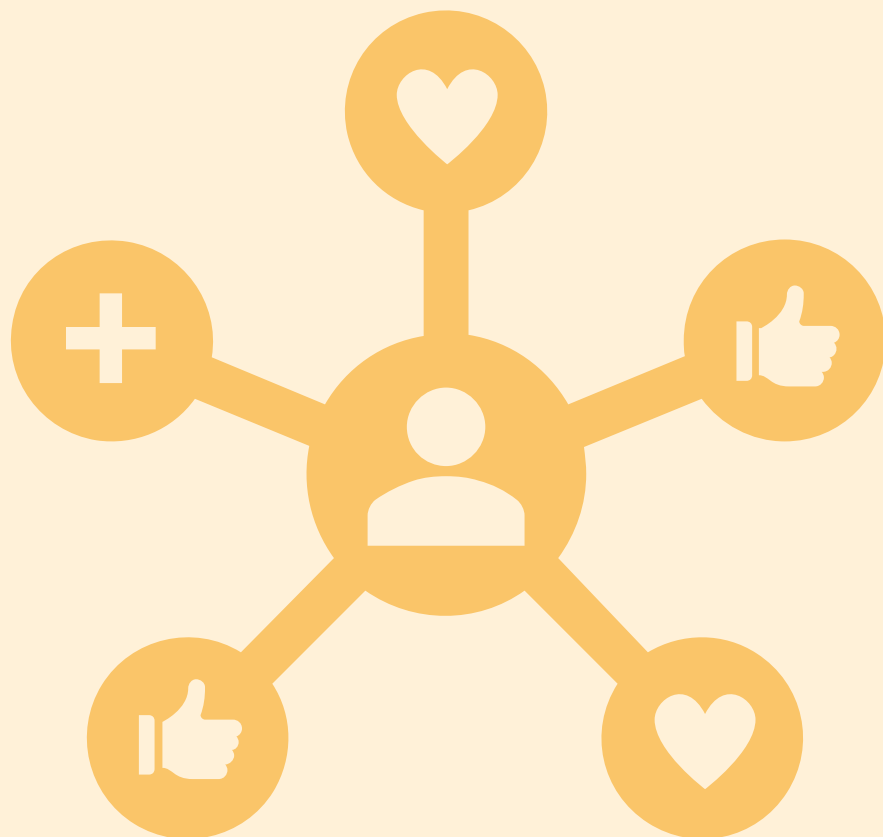
- Rainfall is like tears because ...
- Multiplication is like cooking because ...
- Nouns are like farms because ...

Or:

- Parrots are like windmills because ...
- Change is like refrigeration because ...
- Houses are like nuclear fusion because ...

Extension: Have learners develop their own comparisons that they test out on each other.

Persuade Me



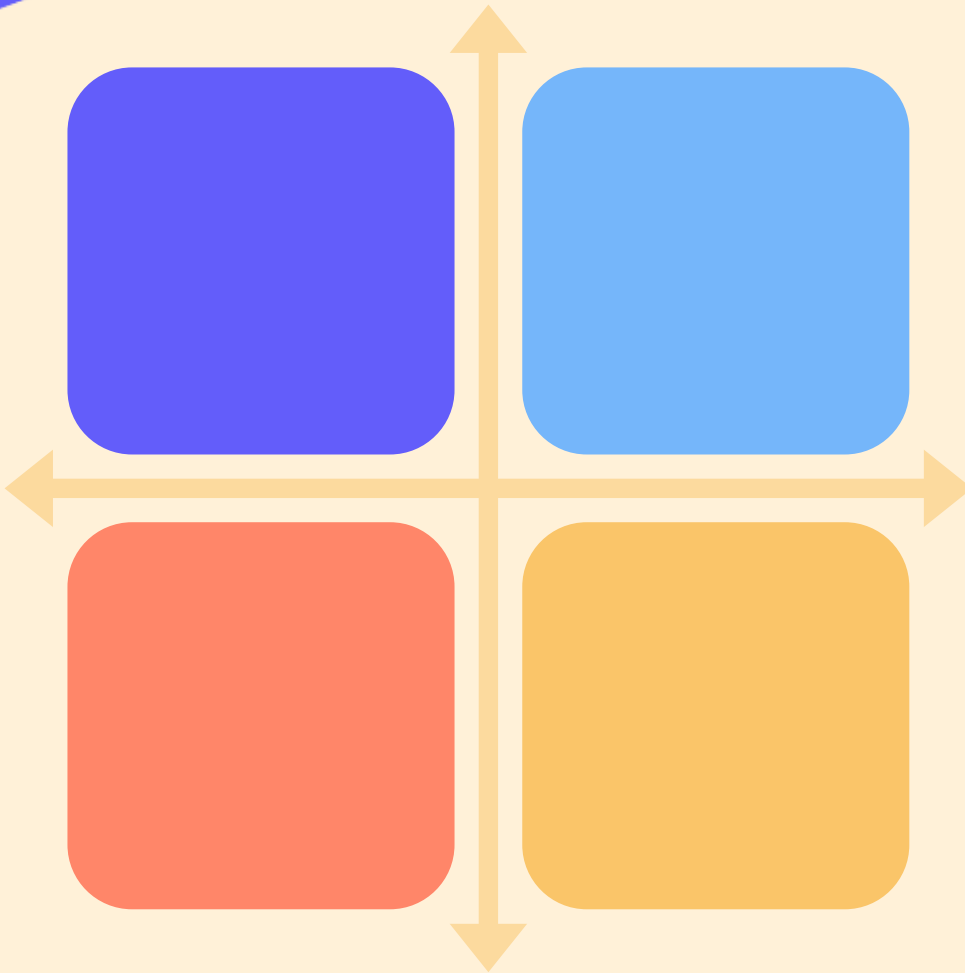
Give learners something of which they must persuade you.

For example:

- In an English lesson, the teacher gives one of their learners an interpretation of the play they are reading and then says: 'In ten minutes I'm going to come back, and I want you to persuade me that this interpretation of the play is the best there is.'
- In an art lesson, the teacher gives one of their learners an image of a painting created by a Gauguin. They then say: 'By the end of the lesson, I want you to be able to persuade me that this is Gauguin's most important work.'

Extension: Make it harder for learners by asking them to persuade you of something that isn't true. For example, to art teacher might give the learner one of Gauguin's lesser works, or the English teacher might give a contentious interpretation of the play.

Typology



A typology is a division of certain items into a classification system.

Challenge learners to turn a collection of items into a typology.

The items could be connected to the lesson or to the wider topic.

The challenge here is twofold.

First, learners must develop a suitable set of categories to use. Second, they must classify the items using these categories and be able to justify their decisions.

Extension: Specify the number of categories learners must develop, or give learners a set of categories to use, some of which are ambiguous, overlapping or tangential.

Counterfactual

Counterfactual thinking runs counter to the facts.

It is similar to 'What if...' thinking.

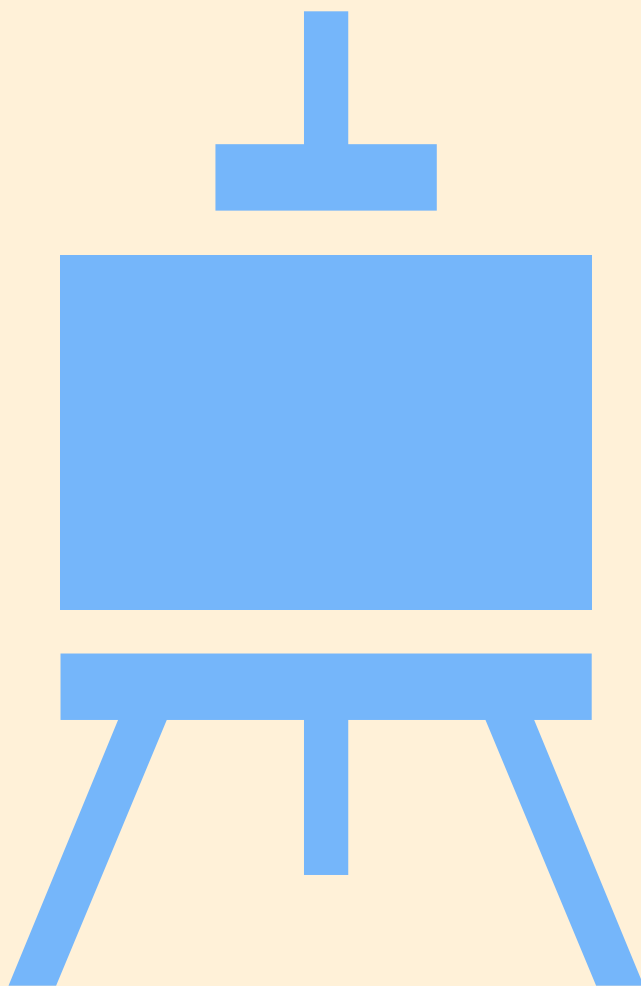
Here, we are interested in what could, would or might happen, if circumstances were different.

For example:

- What if America had chosen not to get involved in World War Two?
- What if Martin Luther had been ignored by Christians in Germany?
- What if Goldilocks had eaten all the porridge?
- What if atomic energy had never been discovered?
- What if impressionism, as a movement, had started twenty years earlier?

Extension: Ask learners to develop their own counterfactuals and to then discuss with a partner the potential ramifications of what they have suggested.

Aesthetic Judgement



Give learners something about which they must make an aesthetic judgement.

For example:

- A painting
- A picture
- An item of clothing
- A piece of design
- A piece of furniture

The key here is that learners must make a judgement – and then defend this judgement to you and/or others.

Increase the complexity by giving learners a set of criteria they must consider when making their judgement, or by asking them to rate the item in question out of 100 for each of the criteria, before coming to an overall assessment.

Extension: Challenge learners to write a speech in which they explain and defend their judgement, with the intention of persuading others that they are right.

Assumptions



In critical thinking an assumption is a missing step in the reasoning.

A reason that is not stated but on which an argument depends for its conclusion.

For example:

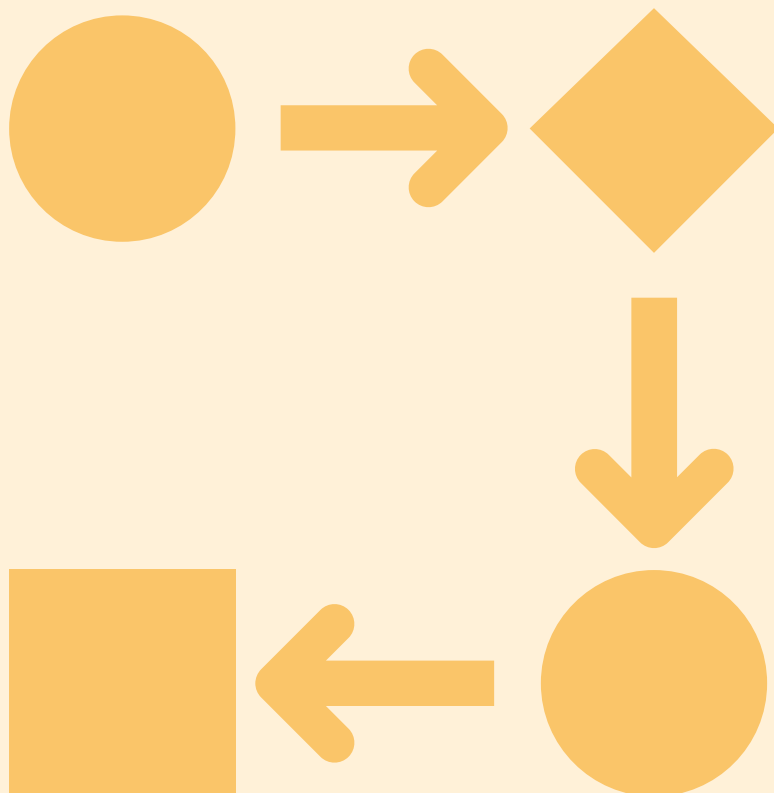
- Chris works here.
- The safe is broken and the money gone.
- Chris is not in today.
- Therefore, Chris must have stolen the money.

The assumption here is that Chris does not have some other reason for being absent.

Give learners arguments or newspaper articles and ask them to identify the assumptions hidden inside.

Extension: Challenge learners to develop an argument that has one or more assumptions hidden inside it. Learners then share these with a partner and try to work out what assumptions are hiding in each other's work.

Hypothetical Reasoning



Hypothetical reasoning involves making a prediction.

It generally takes the form: If X, then Y.

For example:

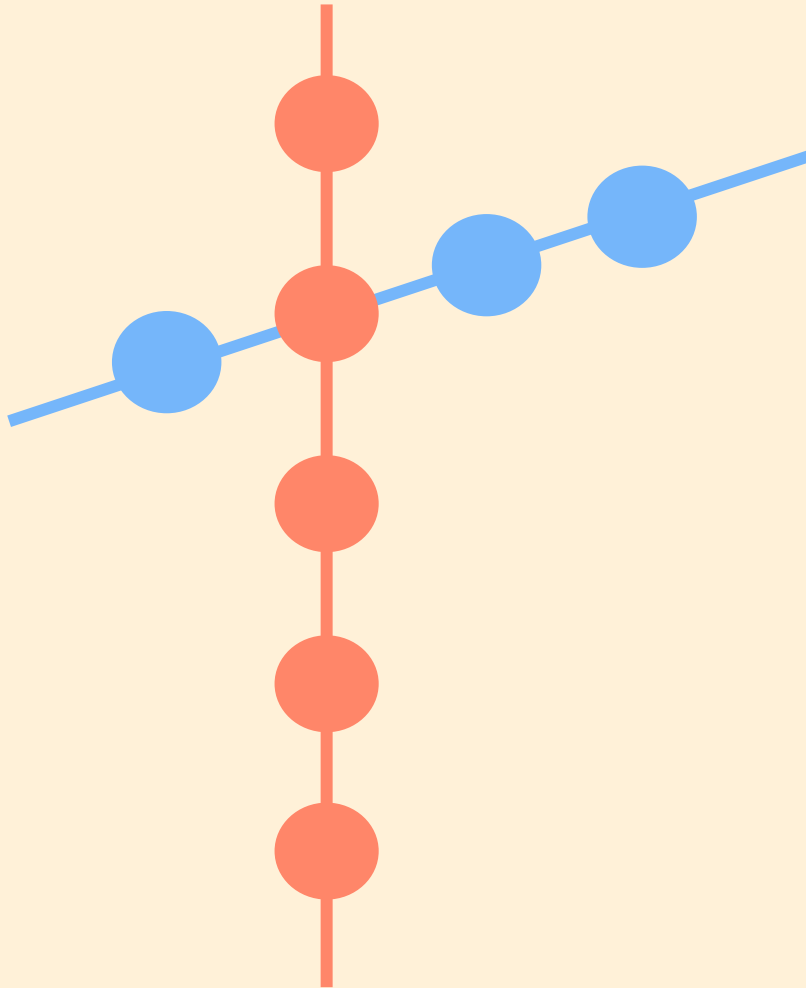
- If it rains tomorrow, then I won't be going to the park.
- If the government raises taxes, then many people will leave the UK.

Ask learners to develop their own hypothetical reasoning and to defend the strength of their arguments.

The hypothetical reasoning could be directly related to the topic you are teaching, or you could give learners a specific category on which to base their efforts.

Extension: Present learners with three different yet related examples of hypothetical reasoning and ask them to rank these from most to least believable and to justify their decisions.

Tube Line



Give learners a blank tube map and place a key concept at each end.

Ask learners to fill in the rest of the stations so that the two concepts are connected.

Indicate that each station must connect to the station that precedes it and to the station that comes after it.

Learners must be able to explain and justify all the connections on their maps.

Extension: Increase the level of challenge by giving learners tube maps with two or more interconnecting lines. All lines should have different concepts at each end.