

1) DESCRIPTION OF THE TOOL

The main task is to develop critical thinking. This activity should be done in a group. To start a practice, you will need a piece of paper. The trainer reads situation about robbery. The participants receive one role in it, nobody knows who is. Asking opened questions to person on the left hand solve mystery and find guilty one and other participant roles.

2) OBJECTIVES OF THE TOOL

1. Provide understanding of critical thinking.
2. Promote observation.
3. Develop your ability to solve problems by thinking critically

3) CONNECTION OF THE TOOL WITH THE SKILL

The task promotes observation skills, fact analysis skills and information gathering for situation analysis. As it is important to gather information and get facts, it is important to ask right questions. Perhaps every individual sees a question or situation from another side, so in the group these views and vision can manifest themselves and form one common landscape. All is important for training critical thinking skills. This exercise also trains coordination and negotiation skills, complex problem-solving skills, judgement and decision-making skills.

4) RESOURCE MATERIALS

TIMING: about 10 – 20 minutes

MATERIALS: story about situation, leaflets with role figures from the story

SPACE: any place and space

5) HOW TO APPLY THE SKILL

This activity should be done in a group. To start a practice, you will need a leaflet with roles from story. The template provided can be used.

STEP 1- There are paper sheets with acting characters from story on them. Each participant takes one sheet with it. Do not show others, don't show any emotions, disappointment, joy or anything to others.

STEP 2 – Trainer read the story:

It was a sunny summer day. Beach by the banks of the river. Every year, Rita goes to the beach to sunbathe like many other people. Today, like all the other times, she sunbathed in her usual place in the sandy place. There

was no one near the two-meter radius. There was a noticeable fisherman throwing fishing rod. A family in which mom was sleeping and sunbathing, but dad looked at two kids who played in sand. Not far away was a man who looked very familiar (Rita didn't know that it was very famous thief). There was also a company of youngsters where everyone played volleyball. And there were two pensioners reading the books on the nearby bench. Rita decided to sunbathe and removed her favorite silver bracelet from her hand, put it next to her and fell asleep. After two hours she woke up and saw no bracelet. No traces were taken near her. A policeman was called, and all present was questioned.

STEP 3 - The participants start from one side and ask questions to the person sitting on the left side. The questions can be only opened questions. The participant who answers to it must be in his role and answer only within the information he has received before about himself. Can make a little amplitude about it.

As example: question-What You were doing in the time of robbery? Youngster answers: playing football, drinking soda. Pensioner: Reading my favorite book". Gone with the wind" etc. Each can ask and answer at least 2 questions.

STEP 4 – Participants don't accuse others while answering questions, just telling about themselves. Trainer asks to participants if they already know who is guilty. Participants should recognize all roles and then point out guilty one. If yes, then should be explained why, what give away guilty one.

6) WHAT TO LEARN

You will learn the importance of question asking. Participants will learn observation skills which are essential in critical thinking. To ask right questions is very important to develop critical thinking.

If exercise is done within a group-then it will teach how to collaborate in a group, how to make a collective critical thinking. By answering these questions in the group, you will be able to conclude whether everyone in the team is aware of what is happening, how much everyone connects to a issue that everyone notices. Perhaps every individual sees a question or situation from another side, so in the group these views and vision can manifest themselves and form one common landscape. This exercise also trains coordination and negotiation skills. This exercise also trains coordination and negotiation skills, complex problem-solving skills, judgement and decision-making skills

<p>RITA</p> <p>You were sleeping, sunbathing. Victim.</p>	<p>FISHERMAN</p> <p>You were fishing, unlucky with the fish, but lucky to fish bracelet. Guilty one.</p>
<p>DAD</p> <p>Tired to play with children, thinking of football. Not guilty.</p>	<p>MOTHER</p> <p>Happy to be in the sun, tried to sleep. Not guilty.</p>
<p>PENSIONAIR NR. 1</p> <p>Was reading book” Gone with the wind”. Not guilty.</p>	<p>PENSIONAIR NR. 2</p> <p>Not guilty. Was pretending to read book, was sleeping.</p>
<p>MAN(THIEF)</p> <p>Not guilty. Just walking in river side, rethinking life.</p>	<p>YOUNGSTER NR.6</p> <p>Not guilty. Enjoying life, playing game.</p>
<p>YOUNGSTER NR. 1.</p> <p>Not guilty. Enjoying life, playing game.</p>	<p>YOUNGSTER NR.7</p> <p>Not guilty. Enjoying life, playing game.</p>
<p>YOUNGSTER NR. 2</p> <p>Not guilty. Enjoying life, playing game.</p>	<p>YOUNGSTER NR.8</p> <p>Not guilty. Enjoying life, playing game.</p>
<p>YOUNGSTER NR. 3</p> <p>Not guilty. Enjoying life, playing game.</p>	<p>YOUNGSTER NR.9</p> <p>Not guilty. Enjoying life, playing game.</p>
<p>YOUNGSTER NR. 4</p> <p>Not guilty. Enjoying life, playing game.</p>	<p>YOUNGSTER NR.10</p> <p>Not guilty. Enjoying life, playing game.</p>
<p>YOUNGSTER NR. 5</p> <p>Not guilty. Enjoying life, playing game.</p>	<p>YOUNGSTER NR.11</p> <p>Not guilty. Enjoying life, playing game.</p>

