

Thematic overview and selection criteria

FOCUS: CRITICAL AND CREATIVE THINKING

Changing the Game

Every game has rules—but who decided what those rules should be? Through questioning, imagination and purposeful action, students will challenge assumptions, rethink familiar systems and discover how changing a rule, perspective or strategy can transform what is possible. Young people don't have to wait for change; their ideas, choices and actions can help create it. Don't just play the game. Change it.

Think Differently: Reframe — Challenge — Imagine

Program outcomes

In this program, students will explore content from within and beyond the Critical and Creative Thinking Capabilities from the curriculum. Through *The Curious And Courageous* workshops, students will:

- Think abstractly, critically, and creatively.
- Develop problem-solving strategies.
- Practice their executive functioning skills through a range of higher order thinking activities.
- Explore cross-disciplinary concepts and topics (e.g., philosophy, psychology, or neuroscience).

Top 20 prompts for student selection considerations

To assist you (the teacher) in nominating students for this program, we have compiled a series of 20 prompts that may help hone your judgement as to student suitability. Although these prompts are helpful, please remember they are only a guide.

Student selection can be informed by different means, from formal testing and professional reports, through to anecdotal records or observed behaviours.

As this program has been specifically developed for high potential and gifted children, as well as those with a very keen interest and ability in creative and critical thinking, the students you select should demonstrate some (but not all) of the following characteristics. It is important to consider that these characteristics may not necessarily be reflected in a student's achievement and performance at school.

A student who is suitable for this program may:

- Possess advanced reasoning skills.
- Demonstrate ability and interest in dealing with abstraction, identifying relationships and patterns, drawing connections between concepts, generalising from facts, organising and ordering of information, and inferring meaning.
- Demonstrate intellectual curiosity within and across different disciplines and subject areas.
- Demonstrate tolerance for ambiguity.
- Be attracted to complexity.
- Learn easily, readily and/or rapidly and complete classwork quickly.
- Have a well-developed vocabulary and/or memory.
- Demonstrate interest in solving puzzles and problem solving.
- Be imaginative and open-minded.
- Be emotionally intense.
- Maintain a strong sense of justice.
- Demonstrate fluency of ideas, original/divergent thinking, and intellectual risk taking.
- Be musically adept.
- Enjoy creating and critiquing art and/or composing pieces of writing utilising cohesive themes and/or ideas.
- Demonstrate passion and interest in Thinking Skills (may be short lived or long standing.)
- Demonstrate a long attention span, supporting concentration and perseverance with solving problems and pursuing interests (not necessarily school-related).
- Exhibit keen and/or advanced observation skills.
- Demonstrate alertness, be highly motivated and respond quickly to new ideas.
- Have reading interests across a broad range of topics.
- Demonstrate superior Numeracy and/or Literacy knowledge, skills and understanding, particularly those involving problem-solving.