

Questions for critical thinking

This list of critical thinking questions is widely used across Health Education topics. You may not answer all questions exactly as worded below or with every topic, but you will have answered versions of these from time to time.

Choose a popular Health Education topic you have studied in some detail this year and/or in years 9 or 10 e.g. vaping, consent, or social media use.

Find the following sources of information about your topic (your teacher may help you with this):

- Locate your Learning Journal and Workbook notes about the topic
- Locate 4-5 recent news items about the topic
- Locate a New Zealand website focused on the topic
- Locate any recent New Zealand research about the topic

Note that you may already have links to these last three items in your Learning Journal and Workbook.

Using the information collected, answer as many of the following questions as possible. For this activity you only need to give short bullet point responses.

Critical thinking questions	Your responses
What do you know about this issue or situation?	
How did you come to know this?	
How do you feel about this issue or situation?	
What is the evidence for this knowledge?	
What are your beliefs about this knowledge? And why do you believe this?	
What information is missing from this picture?	
Why is this information missing?	
Have the social, cultural, economic, political, and/or ethical aspects of this situation been considered?	
Whose voice is heard in this writing, article, or classroom activity?	
Whose interests are being served? Who has the power in this situation?	
Who is being advantaged?	
Who is not being heard or served?	
Who is being disadvantaged?	
What are the inequalities that exist in this situation?	
What needs to change? What action needs to be taken to enhance wellbeing?	
How can you contribute to this change?	

Source: Based on Brookfield, 1995, and Smyth, 1992, in *The New Zealand Curriculum*.

Overall: Why is a critical thinking approach important to go through BEFORE taking action?

Reliable information

There is an acronym to help remember the essentials for seeking realisable information – TRAAP (or CRAAP). Use an online search to find out what each of these points refer to and note it below.

T=timeliness (or C=currency)	
R=relevance	
A=accuracy	
A=authority	
P=purpose	

Another framework for seeking out reliable information is [Rauru Whakarare Evaluation Framework](#)

Locate a copy the overall framework and copy and paste this into your Learning Journal and Workbook for reference.

OR you may have access to a digital literacy framework that your school uses.

Copy of the Rauru Whakarare Evaluation Framework

Make a list of situations where you have used reliable information during your Health Education course e.g. the information:

- It comes from a .govt, .org or .ac website
- It is relevant to New Zealand
- It is recently published
- Is based on reliable research
- It comes from an original source (and not from social media for example)

What are the possible consequences for peoples' wellbeing if **unreliable sources of information** are used. Give some examples of what could happen if unreliable information is used as the basis for making decisions about hauora and wellbeing.