

About Abstract Reasoning Skills - Level 3

Staff Activity Guide



What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find: a Student Video Viewing Guide, Student Activity guide, and a Brain Quiz with an answer guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find

Viewing the Video:

Without Student Video Viewing Guide - (5 minutes)

With Student Video Viewing Guide - (5-10 minutes)

Student Activities:

Activity #1 Class Brainstorm - (10 minutes)

Activity #2 Skit - (15 minutes)

Activity #3 Write About It - (5 minutes)

Brain Quiz:

(5-10 minutes)

Student Video Viewing Guide Strategies:

Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning on the following idea that will be brought up in the video- "Though abstract reasoning is a higher-order skill, research has shown that abstract thinkers may be more likely to engage in risky behavior whereas concrete thinkers are more likely to avoid risk. Why do you think this is?"
- Have students to "pair and share" with a classmate why staying "in the know" about current events is important to thinking critically?

During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share. Students can complete the brain quiz either during or after the video.



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Brain Quiz Answer Key: (5-10 minutes)

1. All of the following are examples of abstract thinking EXCEPT: (Answer: B. Identifying the color of a banana.)
2. Abstract thinking is most likely to occur in which part of the brain? (Answer: A. Frontal Lobe)
3. True or False: Abstract reasoning has been linked to cognitive ability. (Answer: True)
4. Hobbies and activities that require abstract reasoning include: (Answer: D. all of these require abstract reasoning.)
5. True or False: Overanalyzing failures is associated with abstract reasoning. (Answer: True)

Student Activity Options:

Activity #1 Class Brainstorm (10 minutes)

Rate yourself on a scale of 1-10.

- a. Materials needed: Whiteboard, dry erase markers, and tech to use for research (phones, tablets, laptops, etc.)
- b. Directions: As a class, brainstorm sources that are reliable and sources that are unreliable. Make a list on the board.
Allow the students to use tech to research.
- c. Criteria for Success: Students are able to identify reliable (Local news stations, newspaper, community newsletter, school website) and unreliable (social media, gossip blogs, friends/ neighbors) sources of information.

Activity #2 Skits (15 minutes)

- a. Materials needed: Paper and writing utensil for notes.
- b. Directions: In groups of 3-5 students, have each group create a skit with people exploring two different sides of a divisive issue while using good abstract reasoning skills and maintaining intellectual empathy.
- c. Criteria for Success: Students are able to demonstrate appropriate reasoning skills (Analyze a situation, notice patterns in relationships or interactions, form theories about why something is happening) and empathy (consider another point of view) surrounding divisive issues (Examples of issues: limiting teen technology use, raising minimum wage.)

Activity #3 Write About It (5 minutes)

- a. Materials needed: Journal or paper and writing utensil.
- b. Directions: Write about a divisive topic that is important to you. Why is it important? Why do you believe what you believe? Consider it from the other point of view. How does it feel to explore both sides of the issue?
- c. Criteria for Success: Students are able to articulate the rationale behind their own beliefs, consider another point of view, and reflect on how using abstract reasoning can help them make good decisions and show empathy.