

Teacher's Guide To Thinking Adventures



Dr Catherine C. McCall

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Introduction

Welcome

Welcome to the Teachers Guide to the 'Thinking Adventures' course which forms part of the Guided Socratic Discussion curriculum. I have created this new curriculum to develop both dispositions and skills in individual students, and also to develop a community within each class.

About the curriculum

The discipline of Philosophy forms the theoretical base of The Guided Socratic Discussion curriculum. However this Teachers Guide does not assume any knowledge of Philosophy on the part of the teacher, it is created as an aid to teachers.

The curriculum introduces pupils to philosophical concepts and to the reasoning and co-operation skills which are required to become competent in philosophical thinking and dialogue. Both the concepts and the skills are fundamental to developing the ability of young people to think critically and creatively and to generate alternatives. Simultaneously the development of a community among young people through the practice of co-operative thinking and dialogue is fundamental to producing the skills and dispositions required of citizens in a democracy.

Through participation in a community and the development of critical and creative skills and dispositions, young people develop confidence in themselves, and confidence in their ability to create their own futures and the future of their communities.

Teachers Guide to 'Thinking Adventures'

Introduction

Using the Teacher's Guide

If you are reading this Guide for the first time, you are probably taking an in-service course in how to implement *Guided Socratic Discussion*. The Guide is written to enable you to glance at the book and see what you should be doing at each stage. At the beginning of each lesson there are notes which explain:

- the different activities in the lessons
- the progression in the lessons
- the philosophical aspects within the lessons
- the changes in the pupil exercises and activities within the lessons

The course is designed to be used as a whole. Each exercise and each lesson builds upon the others (they do not work in isolation).

The Guide is designed to help you. If your pupils have already had experience with *Guided Socratic Discussion* you may find you do not need to be as explicit in your descriptions and instructions as recommended in this Guide. When you have some experience with the curriculum you may find different ways of working with the pupil book which suits your particular class.

The philosophical domains in which the pupils' thinking will take place will be the same for every class of pupils who take this course. However *within* those domains, the thinking of the children or young people in your class will be unique. No Teacher's Guide can foresee all the possibilities of the pupil's creative thinking so you may be surprised and delighted when pupils raise ideas which are not articulated within the course book

Teachers Guide to 'Thinking Adventures'

Introduction

Thinking Adventures Structure

Thinking Adventures is composed of 10 lessons. Each lesson is composed a combination of the following of six elements:

1. Skills exercises
2. Meta-cognitive exercises
3. Shared reading aloud
4. Discussion questions
5. Guided group discussion
6. Group review

Development progression

Each lesson introduces:

- New skills
- New philosophical concepts.

The skills are introduced:

- First - in the skills exercises
- Second - modelled within the extracts from "John's Story"
- Third - incorporated into the discussion sections.
- Fourth - in the meta-cognitive exercises

The concepts are introduced:

- First - in the extracts from 'John's Story'
- Second - in the skills exercises
- Third - in the discussion sections

The skills are sequenced in a stage structure. Each stage builds upon and incorporates earlier stages.

Teachers Guide to 'Thinking Adventures'

Introduction

Outcomes

Through their participation in the Guided Socratic Discussion and exercises, students develop:

- Improved self image
- Enlarged horizons
- Increased self esteem
- Increased emotional intelligence
- Increased IQ scores

As the course progresses students:

- Learn to welcome different points of view
- Learn to understand others
- Develop social-intellectual relationships with the community
- Learn to share dialogue
- Learn share ideas
- Learn to collaborate with others
- Learn to value the opinions of others

Students develop specific skills:

- Critical thinking skills
- Creative reasoning skills
- Moral reasoning skills
- Listening skills
- Talking skills
- Communications skills
- Comprehension skills
- Concept forming skills
- Meta-cognitive skills

Teachers Guide to 'Thinking Adventures'

Introduction

Implementation

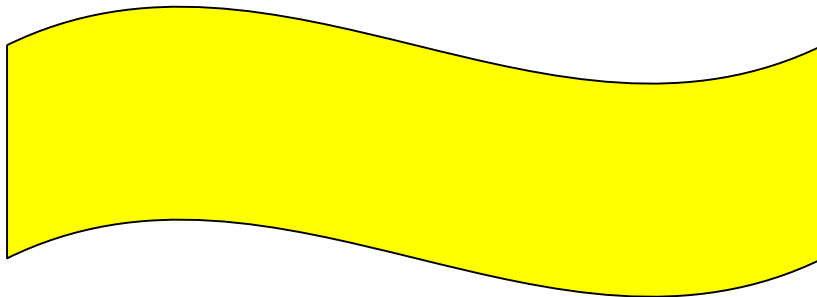
This Teachers Guide begins by taking you step by step through the implementation of the first lesson.

The pupil book is on the right hand page and the implementation guidance for each part is given on the opposite left hand page.

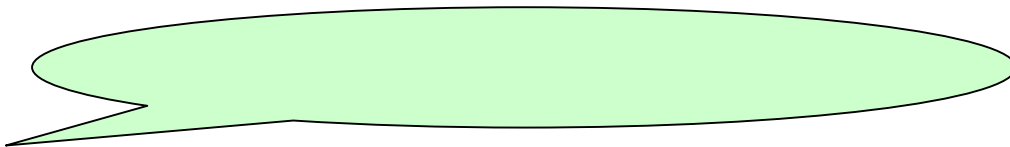
Wherever possible the teachers 'action' is indicated graphically for ease of use.

For example

- when something should be written on the board or flip chart it is indicated thus:



- when the teacher should give instructions or explanations it is indicated thus:



Since the pattern of delivery is similar in each lesson, less detailed guidance is given for some subsequent lessons.

Before each lesson you will find Notes which explain the activities and exercises and give you some background to the course.

Teachers Guide to 'Thinking Adventures'

Introduction

Materials

Before you begin you will need:

- A board, screen or flip chart to write on
- Badges with each participant's name in large letters
- A stick or other object which you will use to pass from participant to participant in the exercises and discussions
- Your Teachers Guide
- A pupil book for each participant

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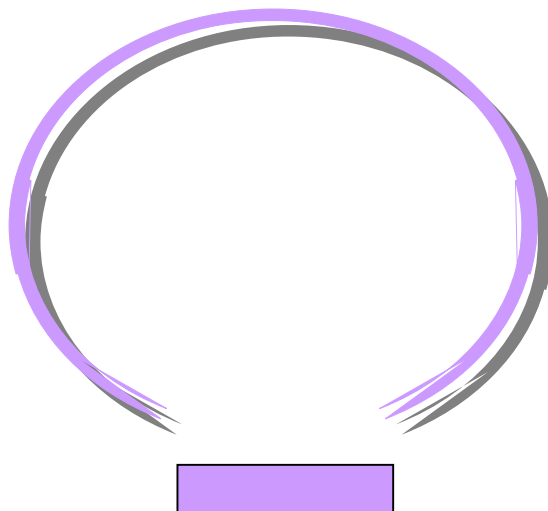
Introduction

Five Steps Before Each Lesson

- 1) Before the class begins write up on the board:

**THINKING, LISTENING and TALKING
About IDEAS and REASONS**

- 2) Begin every class by organising the students to move the chairs into a horseshoe shape facing the board or flip chart with no desks.



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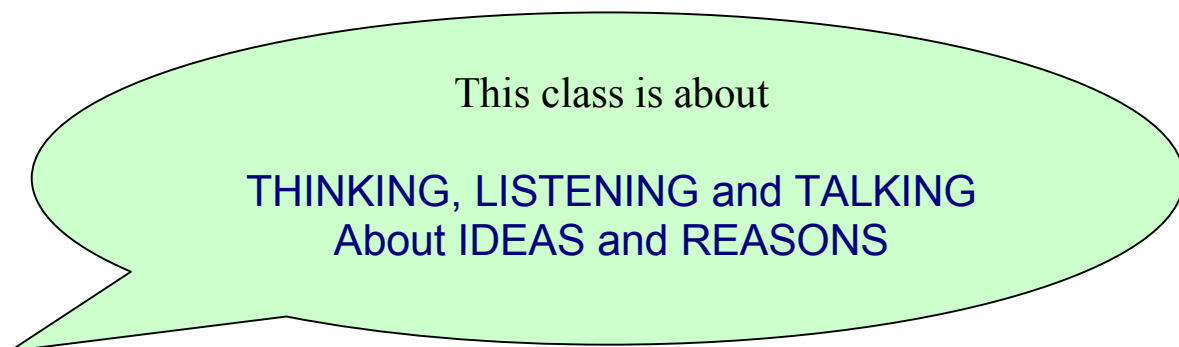
Introduction

3) After the students are seated, redistribute them.

In most schools the students automatically choose their own seats. This means that cliques and groups will sit together and almost inevitably boys and girls will divide up into two groups. You will want to separate cliques and friends who might distract each other.

- One way to redistribute is to move them into an alternate girl/boy distribution
- An alternate way is to 'number off' the pupils (one two three in succession) and move them according to their numbers.
- Or you can use 'games' such as everyone wearing white socks move to the left

4) Using the board, tell the class that



5) Give out the Name badges

It is important that everyone can read the names across the circle. The names will be used as part of the lesson in both exercise and in discussions. You will hand the out the name badges at the beginning of every lesson and collect the name badges at the end of every lesson.

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Lesson One

Notes

Skills Exercises

The Skills Exercises in Lesson One introduce the pupils to the use of the talking stick and the general structure of the skills exercises which they will be following throughout the course.

Exercise 1

This exercise combines practice in using voice with practice in listening and waiting to speak.

It is useful:

- *when beginning with a new class - for everyone to learn names*
- *for introducing a new child to the group and helping him/her learn the names of others*
- *for helping the 'shy' child begin to speak - as his or her name is easy to say*
- *for helping with the spelling and pronunciation of names which may not be familiar to everyone*
- *to introduce the idea that we use names when talking to people*

Teachers Guide to 'Thinking Adventures'

Lesson One

Exercise 2

This exercise combines practice in using voice with practice in listening and waiting to speak and adds a second dimension to the task.

- *The pupils will become more comfortable at speaking with practice*
- *The pupils will become more familiar with everyone's names and how they are pronounced*
- *The exercise introduces the pupils to sharing some information with the group*

Exercise 3

This exercise combines practice in using voice with practice in listening and waiting to speak and introduces practice with remembering

- *The pupils have to remember more information*
- *The pupils gain practice with listening speaking and remembering*
- *The pupils gain more experience with sharing information with the group*
- *The pupils are introduced to the idea that they need to think ahead*

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Lesson One

Exercise 4

Although each exercise is staged gradually this exercise is difficult, and many pupils may not succeed at first. You need to allow them to learn this for themselves, and let the class discuss what skills they need to master to be successful in this exercise in the following meta-cognitive exercise.

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Lesson One

Meta-cognitive Exercises

Every lesson includes either one or two meta-cognitive exercises.

Note- you do not use the talking stick with these exercises. The meta-cognitive exercises are designed to teach pupils:

- *to reflect on their performance,*
- *to think about their own thinking*
- *to think about how to improve their own thinking*
- *to reflect on the performance of the group as a group*

The first meta-cognitive exercise introduces pupils to the nature of the task of reflection. Their first set of skills exercises form the subject of the first meta-cognitive exercises.

This is the opportunity for pupils to explain what was difficult in the skills exercises, and to consider how to improve. You want the pupils to discover this for themselves and to articulate it, rather than have you telling them.

Pupils are introduced to the idea that they should take some time to think before answering the questions.

You may find that only a few pupils will raise their hands to answer the questions. As the class proceeds more pupils will volunteer to speak, as they will have gained confidence and skills through the exercises and practice.

If you only have a few volunteers, at this point you might gently 'nudge' the class to consider e.g. that they have to listen very carefully to what people say or they won't be able to remember what has been said.

Teachers Guide to 'Thinking Adventures'

Lesson One

Reading

The extracts from 'John's Story' form the core of the Thinking Adventures course. Both the thinking and reasoning skills and the philosophical puzzles and concepts are embedded in the story.

The philosophical questions and concepts are introduced:

- *First in the story.*
- *Second in the questions and discussion part of the class.*
- *Third in the skills exercises in the following class.*

The task of reading aloud:

- *Gives pupils practice in the physical act of vocalising in preparation for talking*
- *Gives the whole class a shared task which helps to build the community*
- *Helps to suggest alternate meanings for those listening by hearing where the emphasis is placed by another reader*

If you feel it would be helpful, you can read the extract from 'John's Story' to the pupils yourself after they had finished reading aloud. For some pupils it can take time to become accustomed to reading aloud and listening, so it can be helpful for them to hear it again in order to understand the meanings and implications within the story.

Teachers Guide to 'Thinking Adventures'

Lesson One

Discussion Questions

The discussion questions immerse the pupils immediately into a major philosophical domain.

- 1) Do you think there is a difference between dreaming and thinking?**
- 2) Do you think there is a difference between dreaming and feeling?**
- 3) Can a person change what they dream?**
- 4) Can a person change what they think?**

Addressed by many philosophers, most famously Descartes, the distinction between dreaming and thinking is rich with philosophical potential. Since dreaming and thinking are activities which people of all ages experience, pupils will have their own direct experience to think about.

You need to be careful to keep the discussion on the level of conceptual distinctions. You are not asking for reports on dreams or what dreams mean – but rather what is the difference between the activities of dreaming and thinking.

The questions introduce the pupils to philosophical distinctions and to the kind of philosophical reasoning they will be learning throughout the course.

The questions also provide a model of finding philosophical dimensions in the story. As the class progresses the examples in the story extracts and the exercises teach the pupils how to recognize the philosophical dimensions. Later in the course pupils have the opportunity to use this new skill when they begin to ask their own questions.

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Lesson One

Guided Discussion

In the early Guided Discussion sessions the pupils will use the talking stick in turns .

This helps the pupils :

- *to learn to take turns*
- *to learn to listen to the ideas of others in the group*
- *to learn how to speak about the ideas.*

By having everyone speak in turn, the more confident pupils provide a model for the less confident pupils giving them an idea of how to answer the questions. This also motivates them to listen.

Later in the course the pupils will move to more open discussion without using the talking stick. By then most pupils will have developed the confidence and skills to participate in a dialogue with the group.

In the first class you can expect a lot of repetition. It will take some time before pupils really understand that it is their ideas which matter and that there is no one answer you are looking for.

Depending on how the pupils are managing, you can decide when to move to a new question. You can have everyone answer every question in turn, or change questions after 6 or so pupils have answered.

Teachers Guide to 'Thinking Adventures'

Lesson One

- 1) Introduce yourself
- 2) Write the rules on a board , screen or flip chart

Rules

Only the person holding the stick may talk, and everyone else must listen

Pass the stick to the person on your left

- 3) Tell the class to open their books

Open your books to Page 1

- 4) Read the Introduction to the class

Teachers Guide to 'Thinking Adventures'

Pupil book page 2

Introduction

Welcome to the 'Thinking Adventures' course. This course is part of the *Guided Socratic Discussion* series. The series takes its name from the Greek philosopher Socrates who lived over 2,000 years ago. Socrates believed that everyone could think and that thinking was the most important part of being a human being. Socrates also believed that people should always question whether they really know what they think they know. Socrates encouraged people to think about their ideas and to think about what was right and wrong by asking them questions and having discussions with them.

This course is all about thinking and then talking about your ideas. In each class you will do some thinking exercises, some discussion exercises and some reading, and then you will take part in a discussion about your ideas and the ideas of everyone else in the class.

You need to listen carefully to what other people say and remember what they have said, and they need to listen carefully to you and remember what you have said. You have to respect everyone in the class, and they have to respect you.

You will hear some interesting ideas from other people, you will be surprised at what you think yourself, and you will probably change your mind about what you think. This is what Socrates thought everyone should do.

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Lesson One

5) Explain the 'keys' in the Thinking Adventures book

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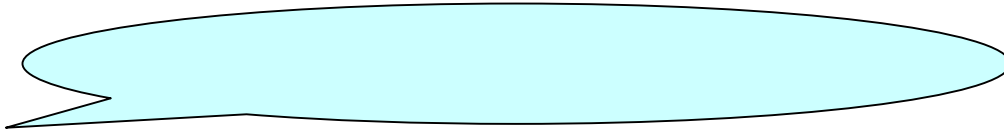
Pupil book page 4

1) When you see this red shape



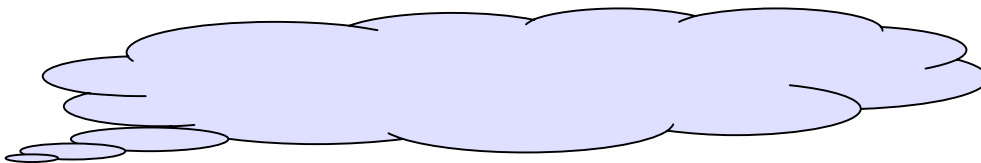
it is telling you what rules you need to follow

2) When you see this blue shape



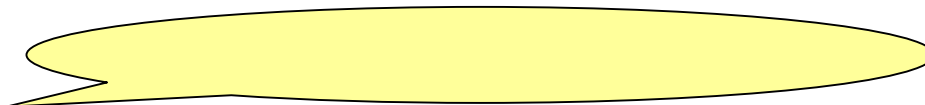
it is telling you that you need to talk and what you will be talking about

3) When you see this violet shape



it is telling you that you should take a few minutes to think

4) When you see this yellow shape



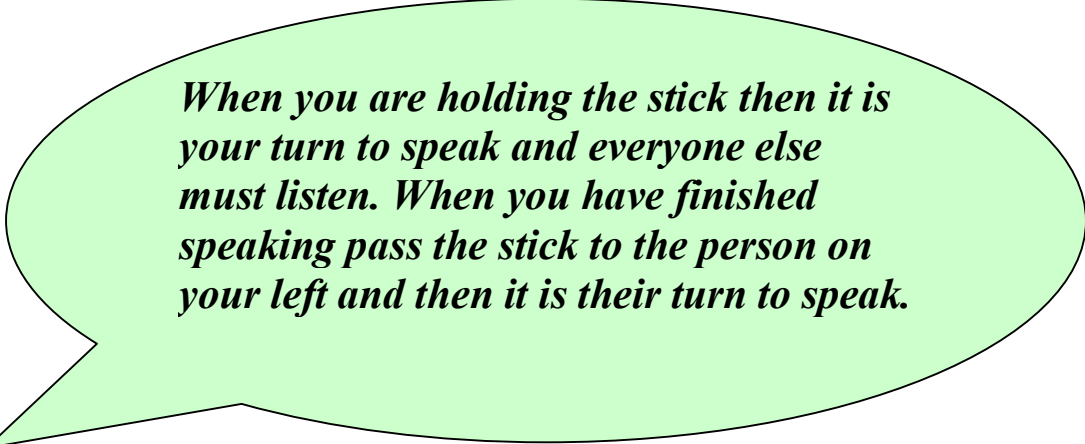
it is telling you that you need to talk about your ideas and questions

Teachers Guide to 'Thinking Adventures'

Lesson One

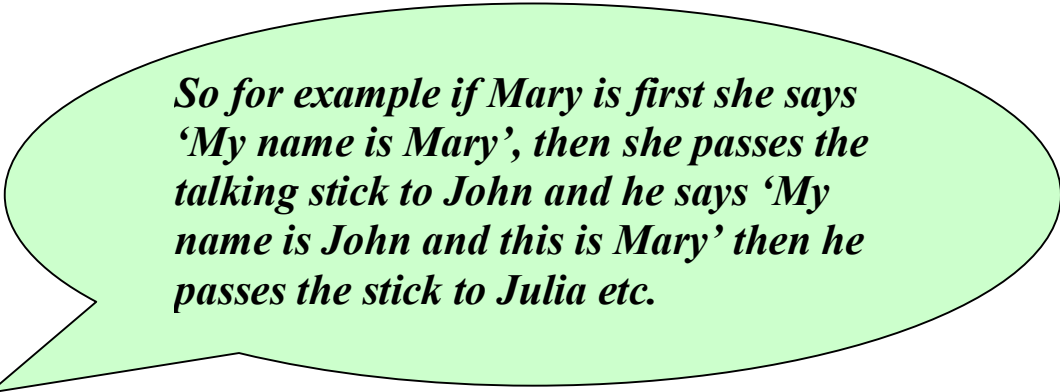
Skills Exercises

6) Begin Exercise 1 by explaining the rules



When you are holding the stick then it is your turn to speak and everyone else must listen. When you have finished speaking pass the stick to the person on your left and then it is their turn to speak.

7) Continue Exercise 1 by demonstrating how the exercise works using first two the pupils (with their names)



So for example if Mary is first she says 'My name is Mary', then she passes the talking stick to John and he says 'My name is John and this is Mary' then he passes the stick to Julia etc.

Teachers Guide to 'Thinking Adventures'

Pupil book page 6

Lesson One

Skills Exercise: talking, listening and remembering

Rules

- Apart from the teacher only the person holding the talking stick may talk, and everyone else must listen
- Pass the stick to the person on your left

What to do

1) The first person holding talking stick says:

"My name is" "

then passes the stick to the person on the left.

The next person holding talking stick says:

"My name is
and this is [name of person on
right]"

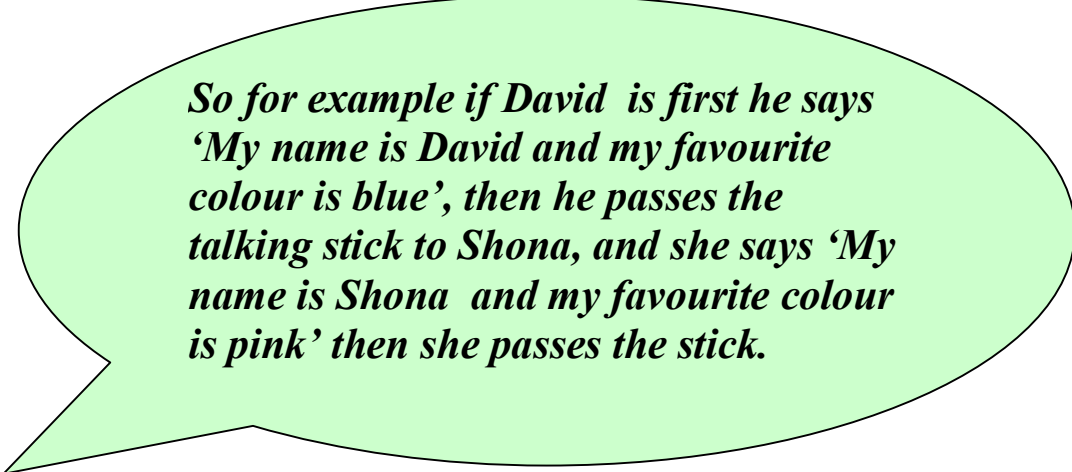
then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson One

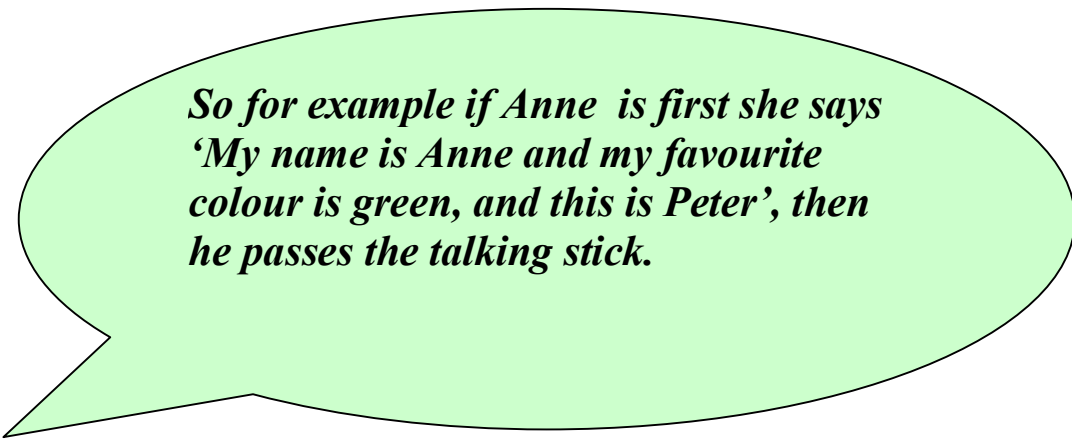
Skills Exercises

- 8) Begin Exercise 2 by demonstrating how the exercise works using first two the pupils (with their names)



So for example if David is first he says 'My name is David and my favourite colour is blue', then he passes the talking stick to Shona, and she says 'My name is Shona and my favourite colour is pink' then she passes the stick.

- 9) Begin Exercise 3 by demonstrating how the exercise works using two pupils (with their names).

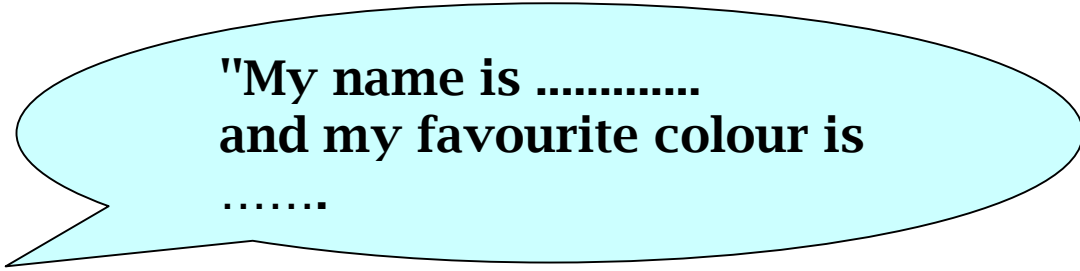


So for example if Anne is first she says 'My name is Anne and my favourite colour is green, and this is Peter', then he passes the talking stick.

Teachers Guide to 'Thinking Adventures'

Pupil book page 8

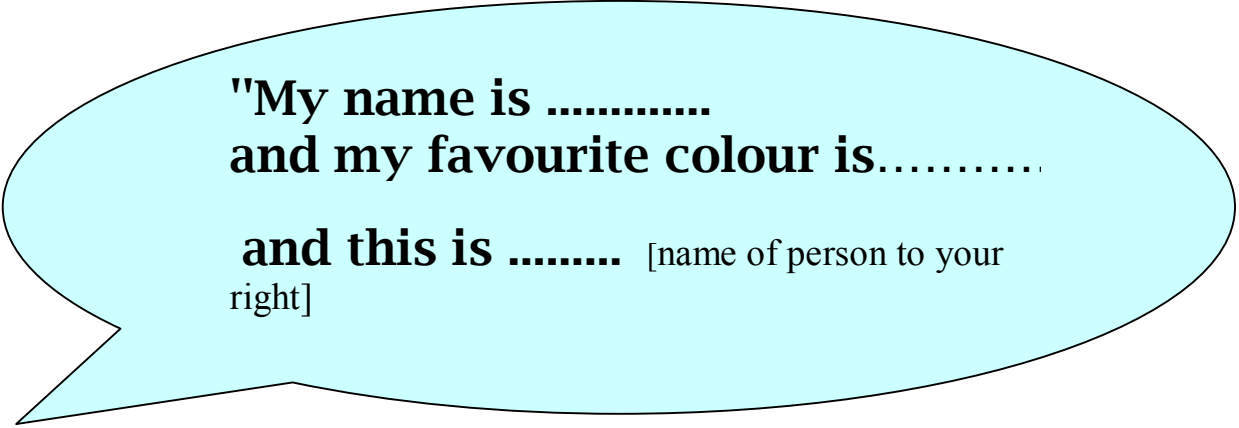
2) The person holding talking stick says:



**"My name is
and my favourite colour is
.....**

then passes the stick to the person on the left.

3) The person holding talking stick says:



**"My name is
and my favourite colour is.....
and this is [name of person to your
right]**

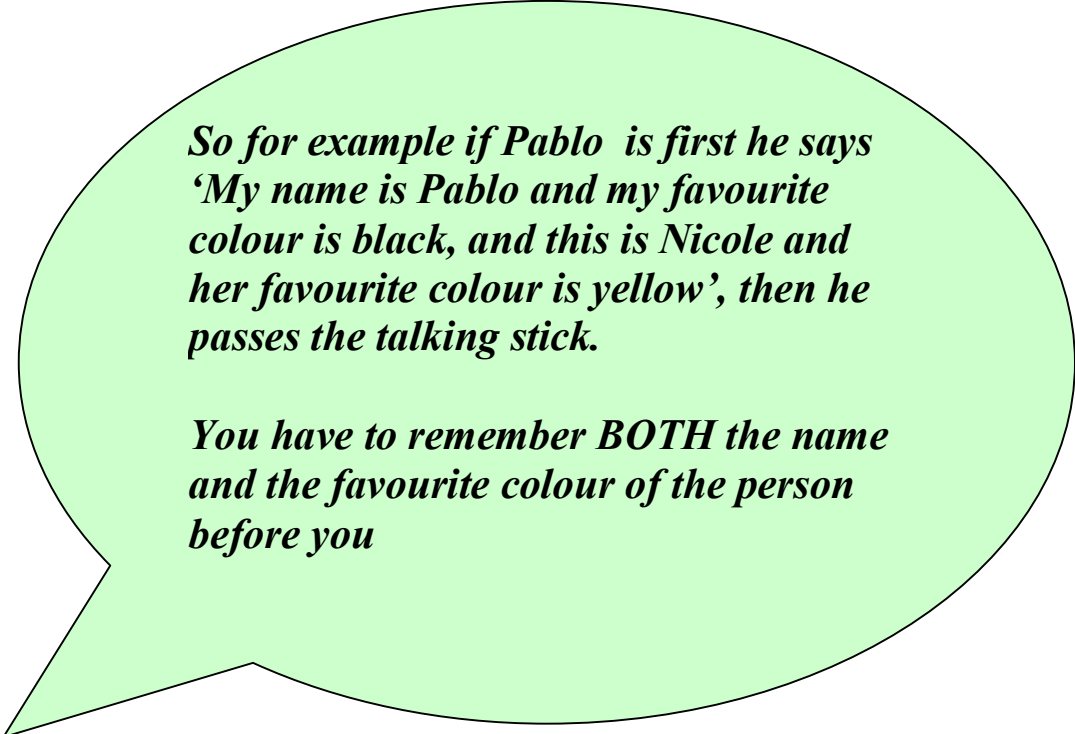
then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson One

Skills Exercises

10) Begin Exercise 4 by demonstrating how the exercise works using two pupils (with their names). Tell the pupils that they have to remember BOTH the name and the favourite colour of the person before them, and say them.



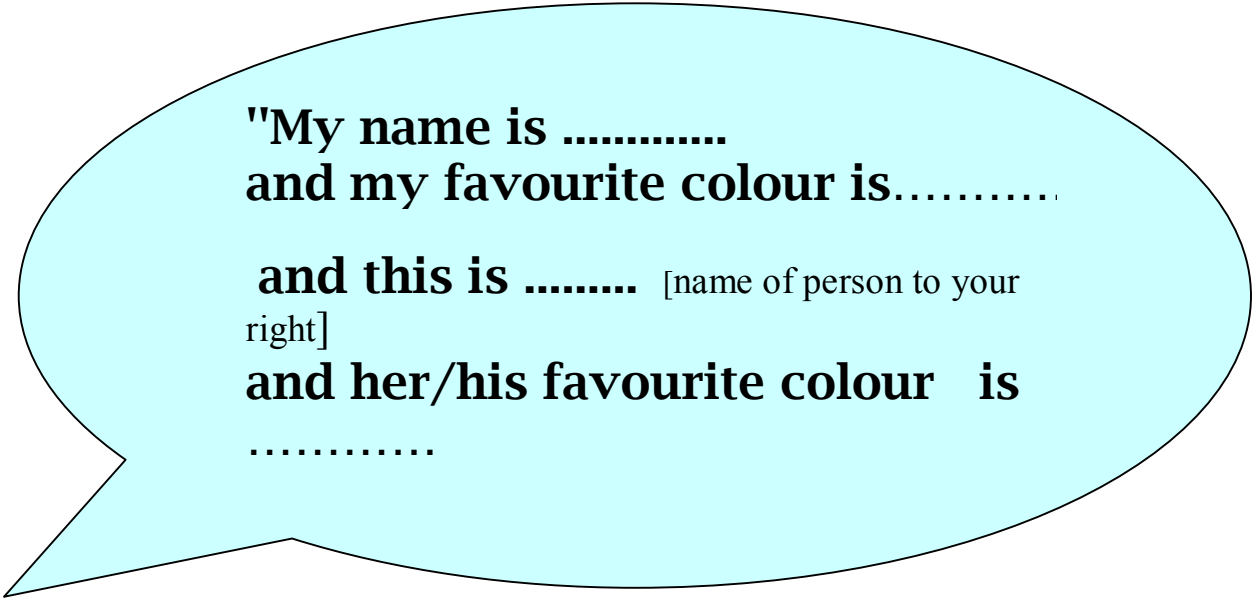
So for example if Pablo is first he says 'My name is Pablo and my favourite colour is black, and this is Nicole and her favourite colour is yellow', then he passes the talking stick.

You have to remember BOTH the name and the favourite colour of the person before you

Teachers Guide to 'Thinking Adventures'

Pupil book page 10

4) The person holding talking stick says:



"My name is
and my favourite colour is.....

and this is [name of person to your
right]
and her/his favourite colour is
.....

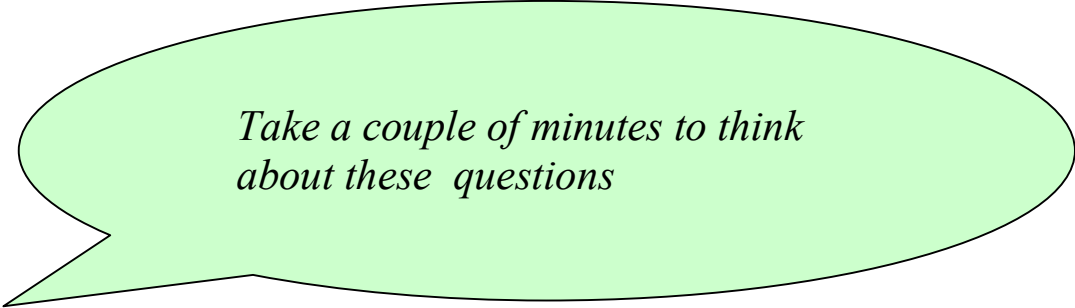
then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson One

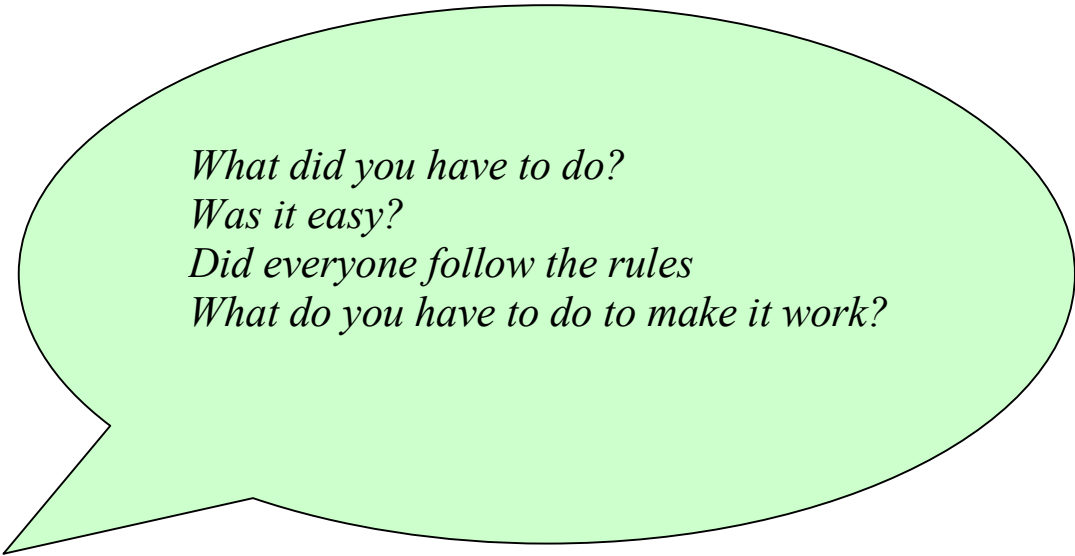
Meta-cognitive Exercises

11) Explain to the pupils that it is important they to take a few minutes to think about these questions before they talk about them.



*Take a couple of minutes to think
about these questions*

12) Read the questions out loud



*What did you have to do?
Was it easy?
Did everyone follow the rules
What do you have to do to make it work?*

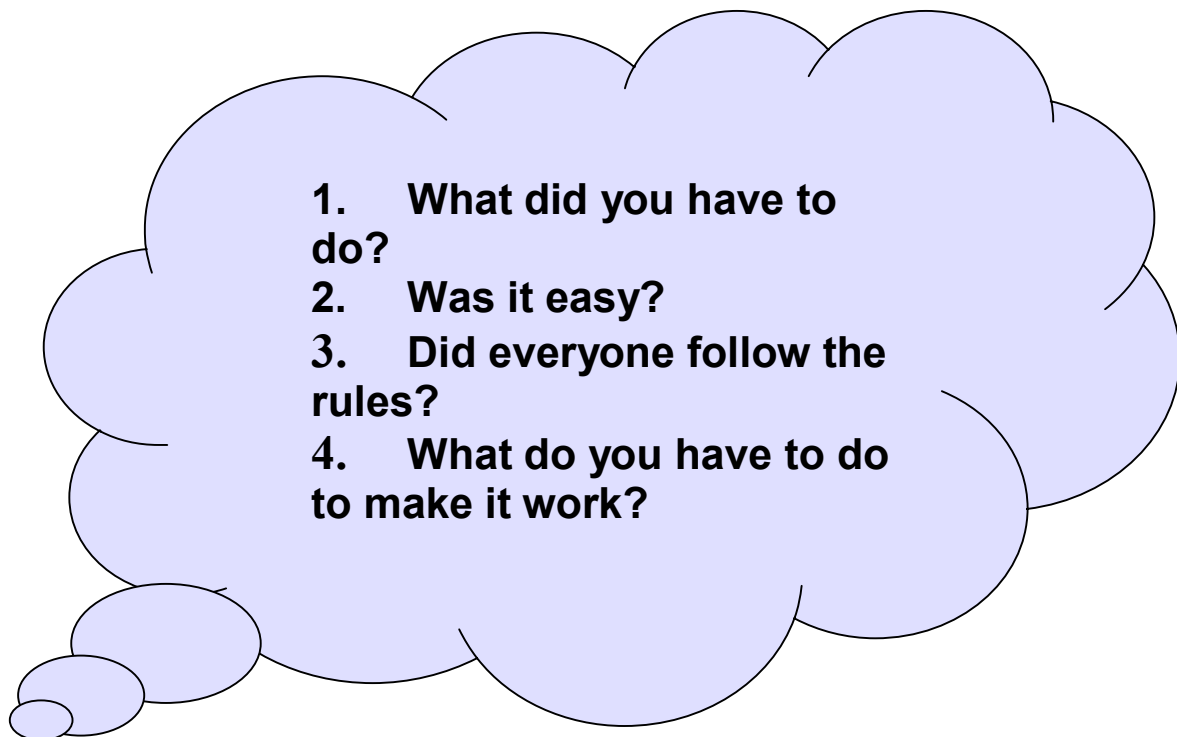
Teachers Guide to 'Thinking Adventures'

Pupil book page 12

Meta-Cognitive Exercise. (Thinking about Thinking)

What to do

1) Think about these questions



Teachers Guide to 'Thinking Adventures'

Lesson One

Meta-cognitive Exercises

13) Ask pupils to raise their hands if they have an answer to question 1

*Can anyone tell me what did you have to do in the exercise?
Raise your hand if you have an answer*

14) Ask pupils to raise their hands if they have an answer to question 2

*Can anyone tell me was it easy?
Raise your hand if you have an answer*

15) Ask pupils to raise their hands if they have an answer to question 3

*Can anyone tell me did everyone follow the rules?
Raise your hand if you have an answer*

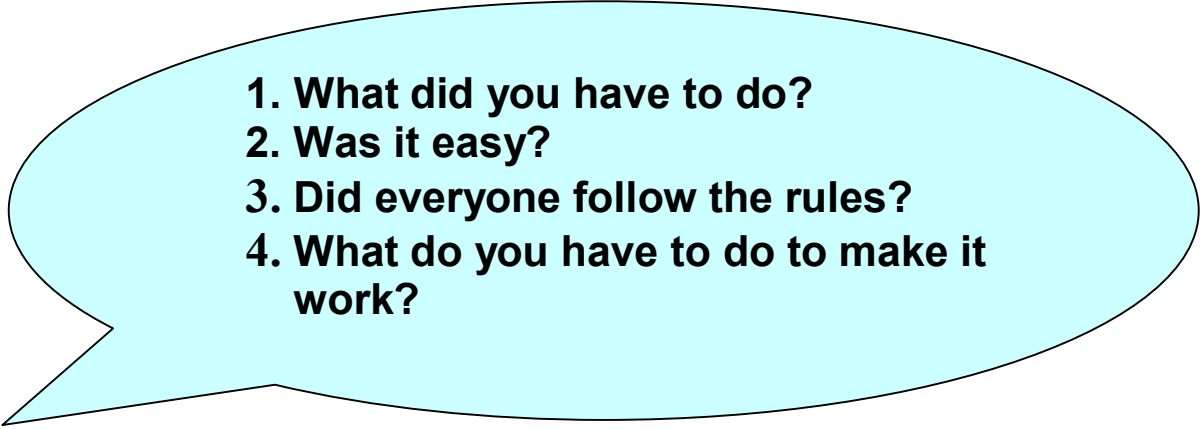
16) Ask pupils to raise their hands if they have an answer to question 4

*Can anyone tell what do you have to do to make it work?
Raise your hand if you have an answer*

Teachers Guide to 'Thinking Adventures'

Pupil book page 14

2) Talk about the questions. When the teacher asks, raise your hand and say something about these questions.

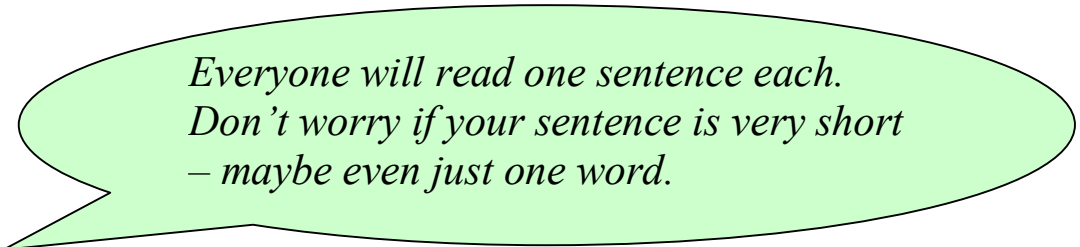
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- 1. What did you have to do?**
 - 2. Was it easy?**
 - 3. Did everyone follow the rules?**
 - 4. What do you have to do to make it work?**

Teachers Guide to 'Thinking Adventures'

Lesson One

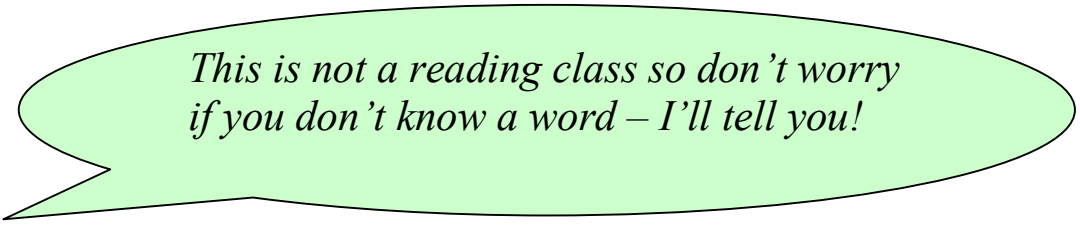
Reading

17) Explain to the pupils that everyone is going to read aloud



*Everyone will read one sentence each.
Don't worry if your sentence is very short
– maybe even just one word.*

18) Explain that this is not a reading class, so if a pupil finds an unfamiliar word you will tell him/her what it is.



*This is not a reading class so don't worry
if you don't know a word – I'll tell you!*

19) Chose a confident pupil to begin the reading.

Teachers Guide to 'Thinking Adventures'

Pupil book page 16

Reading

What to do

Rules

- Read the extract from *John's Story* out loud
- Each person reads one sentence in turn

'John's Story' extract 1

“ He felt a warm feeling all over. “What was it?”
Something beautiful and sweet. John tried to hold on to
the feeling.

“If I just try really hard, I can keep this feeling, “ he
was thinking. But it was slipping away. He was aware of
a golden light. A smile played on his face.

“Maybe it is a dream. If only I could hold on to it,
wouldn't life be great! But how could a feeling be a
dream?” he wondered. “Dreams are different from
feelings. So it must be real. “

The ideas seemed to be floating through his mind,
and he could feel himself almost watching them go by.

“Am I awake?” he wondered.

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Teachers Guide to 'Thinking Adventures'

He let that question hang in the air for a while.

"How do I know if I am awake and thinking, or asleep and dreaming? Maybe I will wake up and find that this is a dream"

John lay in bed for a while; he wanted to enjoy the cosy feeling a little longer. Then he remembered – today was Saturday.

He thought about the day ahead. His Mum would be going out to work soon. He would go into town, and see who was there. There were always other lads he knew in the town centre. They would probably see a film, unless the girls were there. John thought about that. He was beginning to get bored with hanging round town. These days he was getting the feeling that there were other things to do, and he was missing something.

In one movement he pulled the covers back and jumped out of bed landing on his feet.

"Yeah!" he did it. Like the Olympics.

"Right, shower, teeth, breakfast and then ..." he said to himself.

"But then what?"

John was full of energy, he wanted to *do* something. Something more than they did every Saturday, something bigger – but what?

John went into the kitchen. His Mum was sitting at the table reading the paper.

"Morning John!" she smiled at him.

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

He bent down to give her a kiss on the cheek. "I thought you were at work this morning" John said.

"The shifts change today – I'll be going in later," his Mum replied. "So you'll have to get your own tea"

John started to make himself some breakfast.

"Got a match this morning?" His Mum asked.

"No , it was cancelled" John said. "The Waterside team double booked!"

"Well you can take it easy then. What are you going to do today?" His mum asked.

"Nothing much," John replied "I thought I'd just go into town."

His Mum glanced up saying "Don't go spending ...

"... money we haven't got". John grinned as he finished her sentence for her. "Don't worry Mum, I'm saving my millions for the yacht and the helicopter!"

John sat down to eat his breakfast.

“

Teachers Guide to 'Thinking Adventures'

Lesson One

Discussion Questions

20) Write question on board , flip chart or screen

- 1. Do you think there is a difference between dreaming and thinking?**
- 2. Do you think there is a difference between dreaming and feeling?**
- 3. Can a person change what they dream?**
- 4. Can a person change what they think?**

21) Explain that pupils should take time to think to themselves about the questions

Take a few minutes to think about these questions

There isn't any one right answer

It's what you think that matters

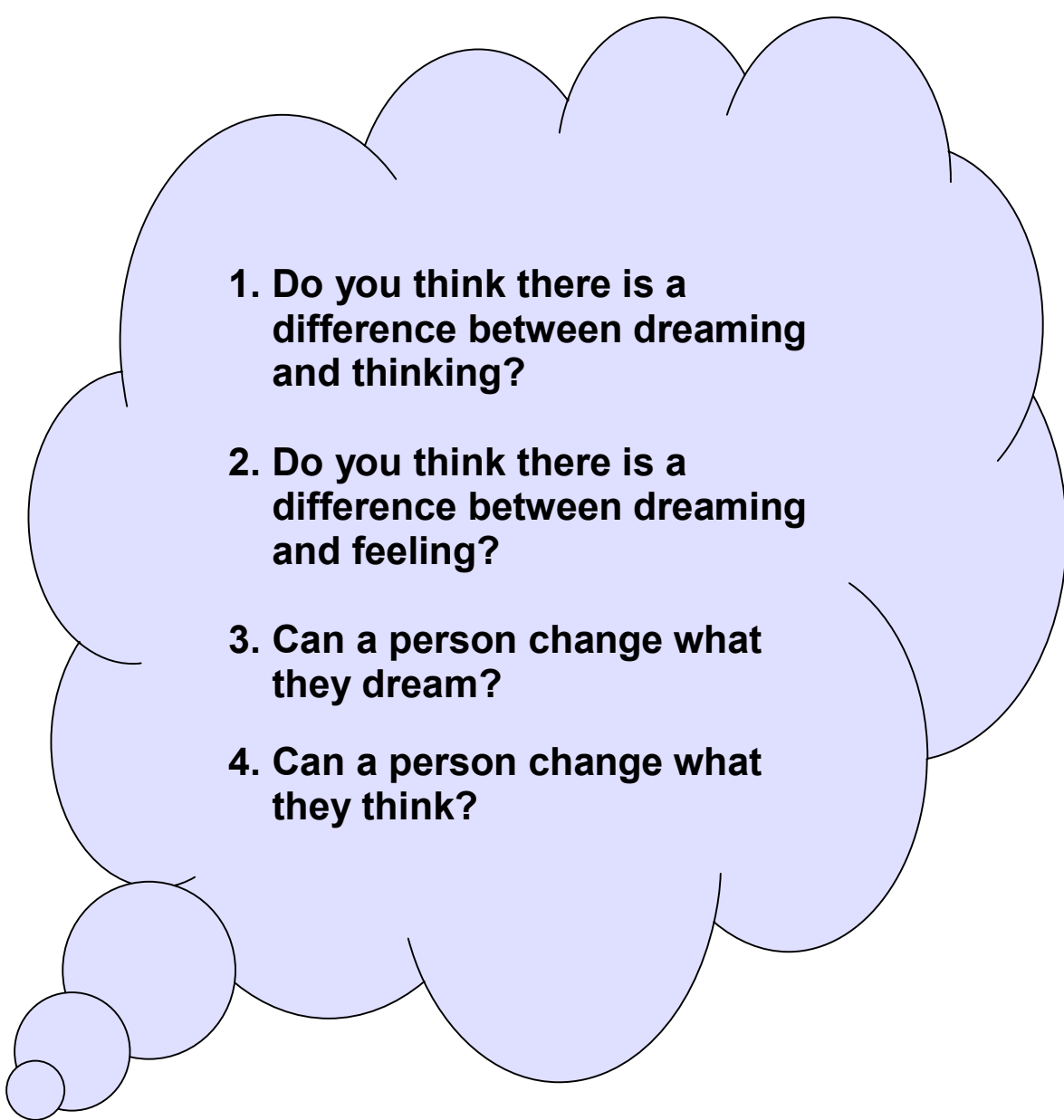
Teachers Guide to 'Thinking Adventures'

Pupil book page 22

Questions For Discussion

What to do

Think about these questions

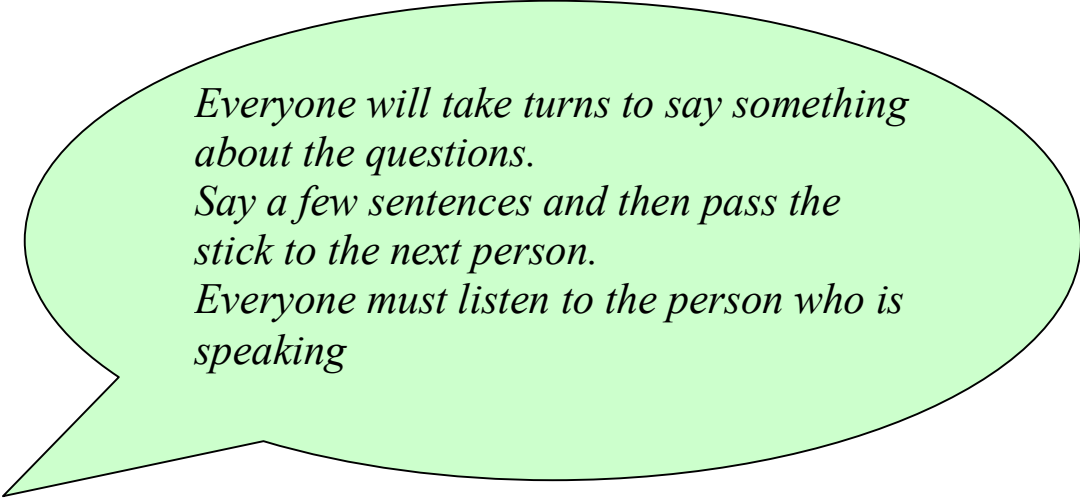
- 
1. Do you think there is a difference between dreaming and thinking?
 2. Do you think there is a difference between dreaming and feeling?
 3. Can a person change what they dream?
 4. Can a person change what they think?

Teachers Guide to 'Thinking Adventures'

Lesson One

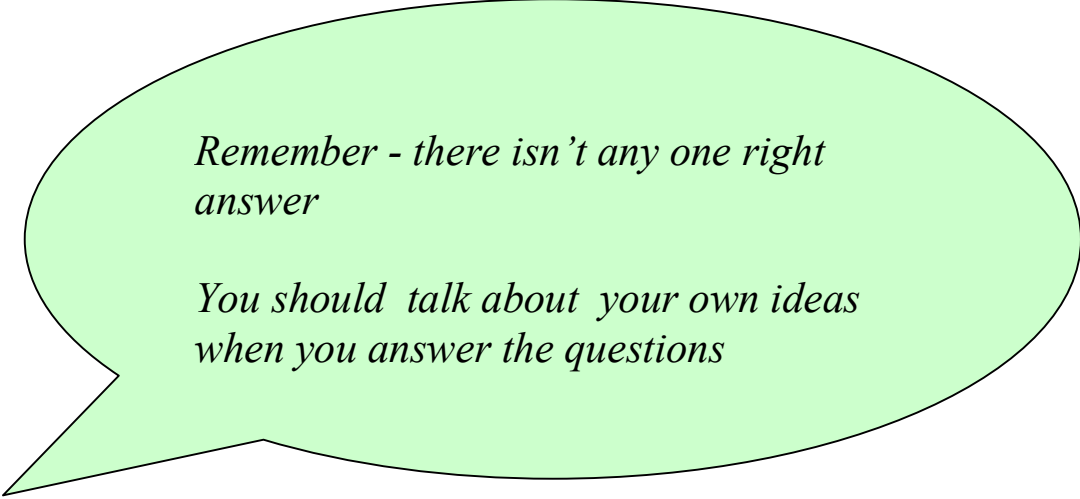
Discussion

22) Explain the discussion rules.



*Everyone will take turns to say something about the questions.
Say a few sentences and then pass the stick to the next person.
Everyone must listen to the person who is speaking*

23) Explain that pupils should talk about their own ideas about the questions



Remember - there isn't any one right answer

You should talk about your own ideas when you answer the questions

Teachers Guide to 'Thinking Adventures'

Pupil book page 24

Guided Discussion

Rules

- Apart from the teacher, only the person holding the stick may talk, and everyone else must listen.
- Say one or two sentences then pass the stick to the next person.

What to do

Talk about the questions.

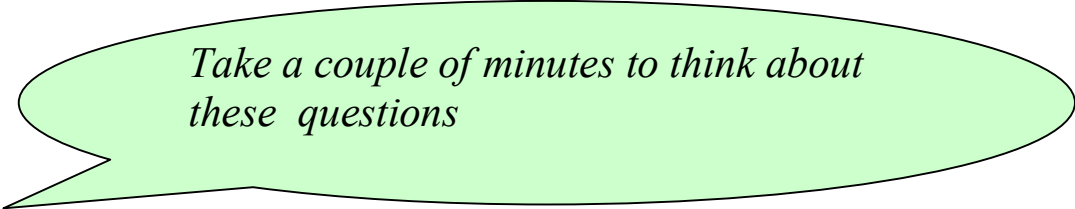
1. Do you think there is a difference between dreaming and thinking?
2. Do you think there is a difference between dreaming and feeling?
3. Can a person change what they dream?
4. Can a person change what they think?

Teachers Guide to 'Thinking Adventures'

Lesson One

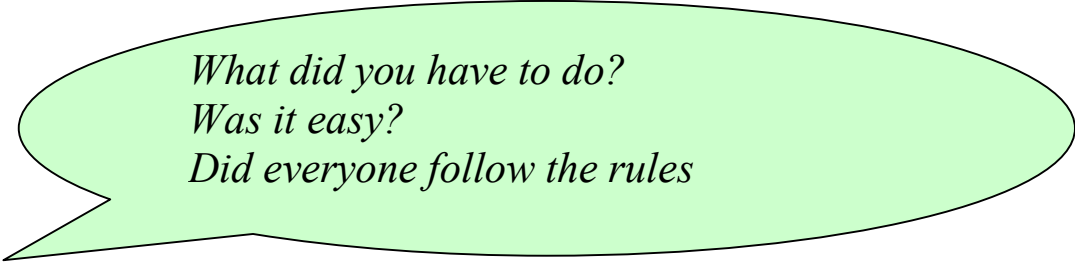
Closing meta-cognitive exercise

24) Explain to the pupils again that it is important they to take a few minutes to think about these questions before they talk about them.



Take a couple of minutes to think about these questions

25) Read the questions out loud



*What did you have to do?
Was it easy?
Did everyone follow the rules*

26) Finish the class - Congratulate THE CLASS



Congratulations everyone....

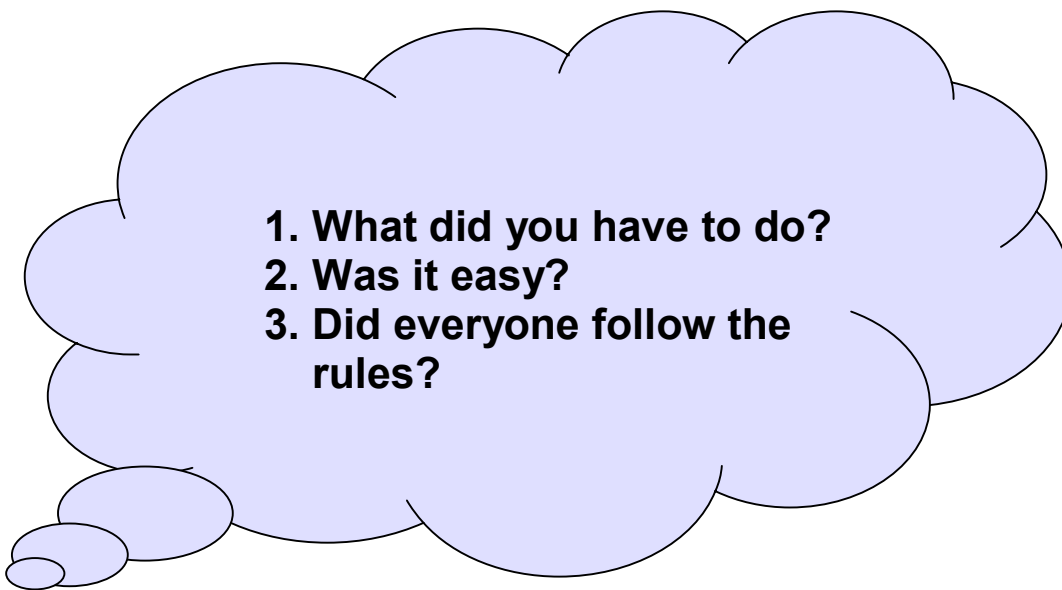
Teachers Guide to 'Thinking Adventures'

Pupil book page 26

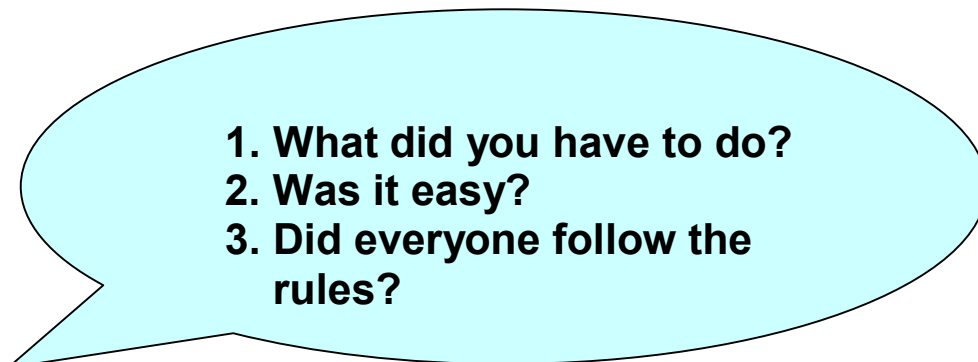
Meta-cognitive Exercise (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions. When the teacher asks, raise your hand and say something about these questions.



Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Lesson Two

Skills Exercise

The first skills exercise in Lesson Two follows the same pattern as Lesson One, but the content is more challenging as the pupils are asked to answer the question:

'Is there a difference between thinking and dreaming?'

- *The philosophical ideas from Lesson One are re-visited*
- *Pupils need to think more to follow the exercise*
- *Pupils need to listen more to be able to remember what has been said by the person before them*

The pupils will have had two exposures to the concepts of thinking and dreaming in Lesson One – firstly in the extract from 'John's Story' which they read, and secondly in the questions and discussion which followed. So, even if they have not fully thought out their own idea about the concepts, they have heard different ideas from other pupils and from the story which they can draw on to help them with the exercise.

However these exercises are not easy, so expect some pupils to have difficulty with them.

Meta-cognitive Exercise

The meta-cognitive exercise in Lesson Two follows the same pattern as Lesson One.

Expect the pupils to reflect upon the difficulty of the skills exercises in Lesson Two compared to Lesson One.

Teachers Guide to 'Thinking Adventures'

Lesson Two

Discussion Questions

The discussion questions in Lesson Two investigate the nature of work itself and the changes in social requirements for work :

- 1. Why do people work?**
- 2. What is the difference between a hobby and a job?**
- 3. Why would you have to take risks if you want to work?**
- 4. What do you think John's Mum was going to say at the end ?**

Guided Discussion

In Lesson Two The pupils continue to use the talking stick in turns .

This helps the pupils :

- *to learn to take turns*
- *to learn to listen to the ideas of others in the group*
- *to learn how to speak about the ideas.*

In this lesson expect less repetition of ideas as pupils develop their own thinking and their confidence in speaking.

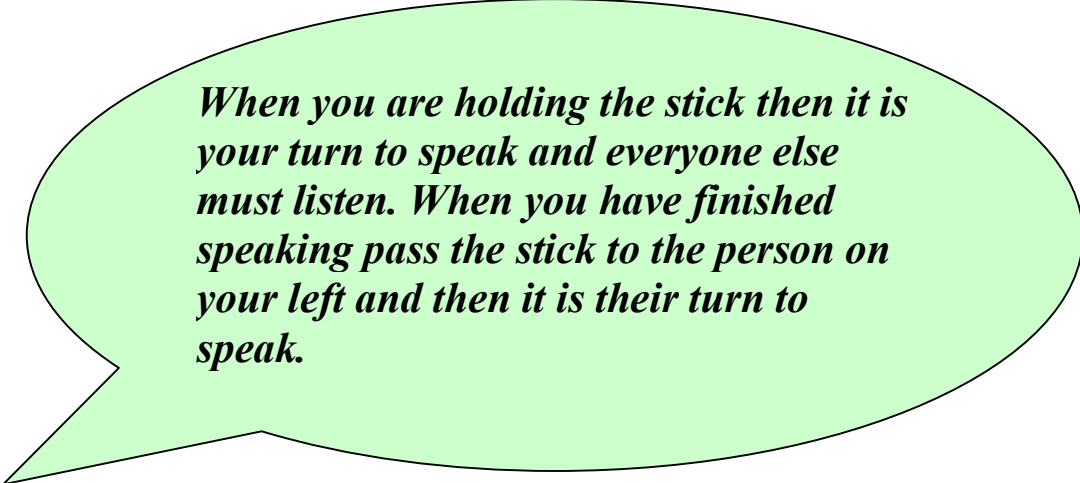
Again - Depending on how the pupils are managing, you can decide when to move to a new question. You can have everyone answer every question in turn, or change questions after 6 or so pupils have answered.

Teachers Guide to 'Thinking Adventures'

Lesson Two

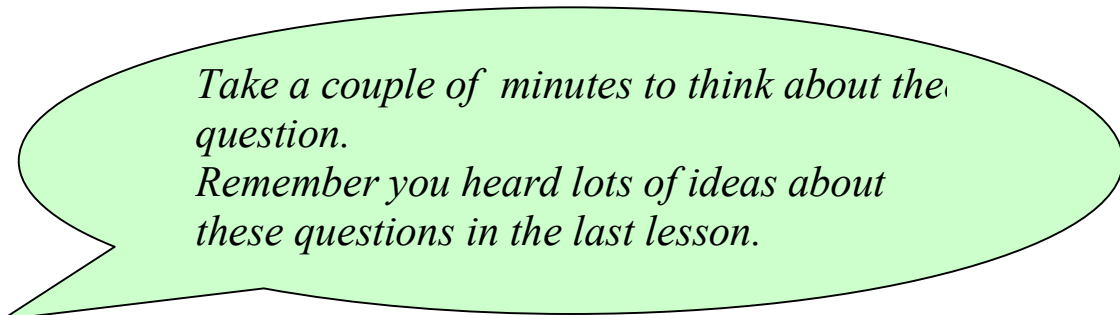
Skills Exercise

- 1) Begin Exercise by explaining the rules



When you are holding the stick then it is your turn to speak and everyone else must listen. When you have finished speaking pass the stick to the person on your left and then it is their turn to speak.

- 2) Tell the pupils that they need time to think about the questions before the exercise begins. Remind them that they have heard ideas about these questions in the last lesson.



*Take a couple of minutes to think about the question.
Remember you heard lots of ideas about these questions in the last lesson.*

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Pupil book page 28

Lesson Two

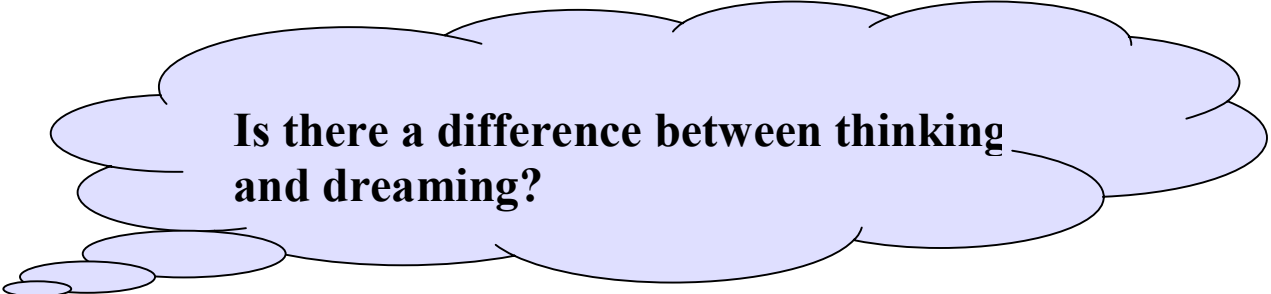
Skills Exercise: talking, listening, remembering and reviewing

Rules

- Apart from the teacher only the person holding the stick may talk, and everyone else must listen
- Pass the stick to the person on your left

What to do

1) Think of an answer to the question:



**Is there a difference between thinking
and dreaming?**

Teachers Guide to 'Thinking Adventures'

Lesson Two

Skills Exercise

3) Continue with Exercise 2 by demonstrating how the exercise works using two the pupils (with their names) as a hypothetical example.

So for example if Mary is first she might say:

'I think dreaming is a kind of thinking so they are not really different'.

Then she passes the talking stick to John and he might say:

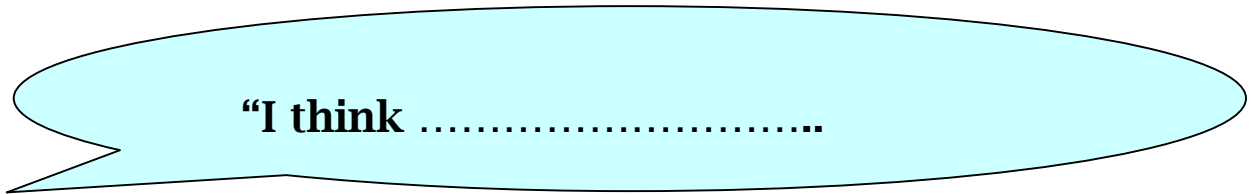
'I think dreaming and thinking are completely different'

then he passes the stick to Julia etc.

Teachers Guide to 'Thinking Adventures'

Pupil book page 30

2) The person with the talking stick talks about the question



then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Two

Skills Exercise

4) Continue Exercise 3 by demonstrating how the exercise works

*If Mary is first she might say:
'I think dreaming is a kind of thinking so
they are not really different'.*

**YOU HAVE TO LISTEN CAREFULLY
SO THAT YOU CAN REMEMBER
BECAUSE THE NEXT PERSON HAS TO
SAY BOTH :**

E.g. John has to say :

*'Mary thinks that dreaming is a kind of
thinking so they are not really different and
I think dreaming and thinking are
completely different'*

Teachers Guide to 'Thinking Adventures'

Pupil book page 32

3) Listen to the person before you and remember what they say, and think of your answer to the question:

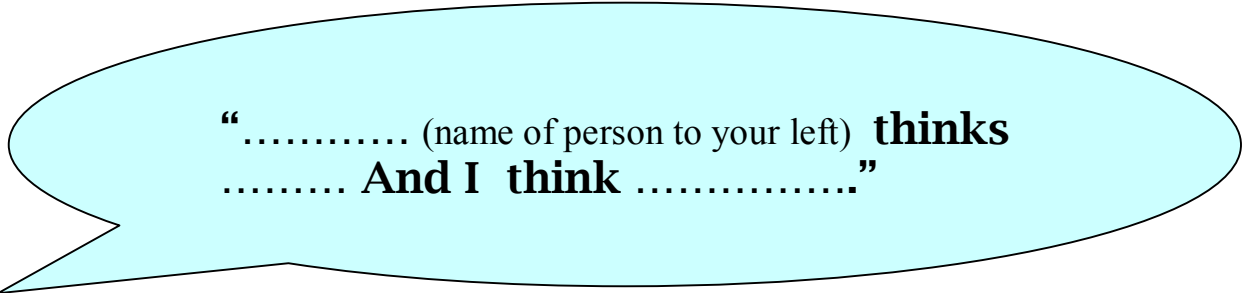
The first person holding talking stick says:



"I think"

then passes the stick to the person on the left.

The next person holding talking stick says:



"..... (name of person to your left) **thinks
..... **And I think**"**

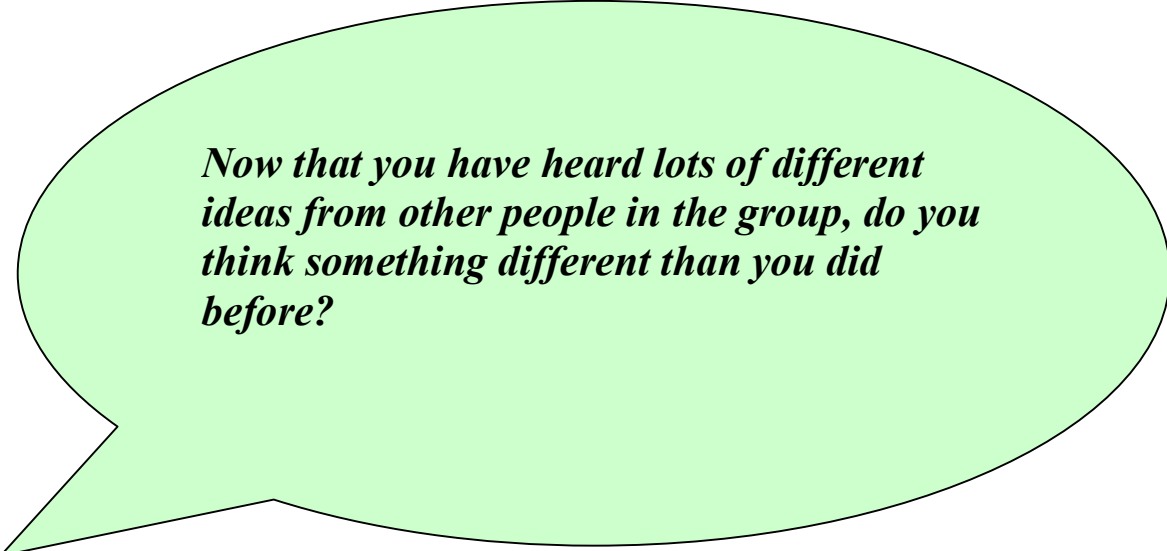
then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Two

Skills Exercise

5) Begin exercise 4 by explaining that pupils might have changed their minds.



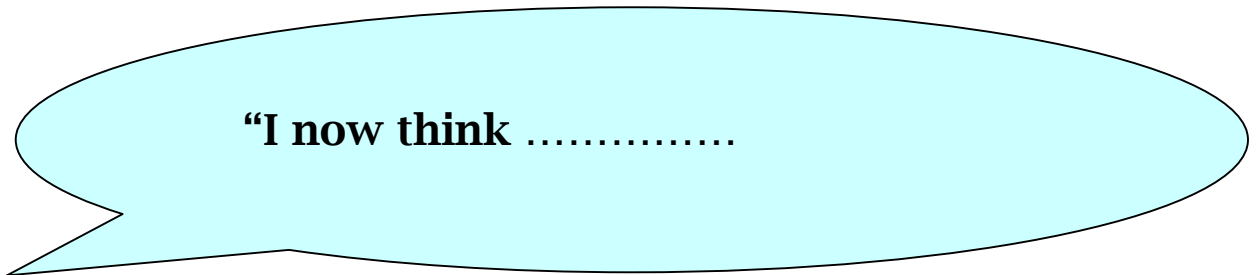
Now that you have heard lots of different ideas from other people in the group, do you think something different than you did before?

Teachers Guide to 'Thinking Adventures'

Pupil book page 34

4) Listen to everyone's ideas. Do you have something new to add to your idea?

The person holding talking stick says:



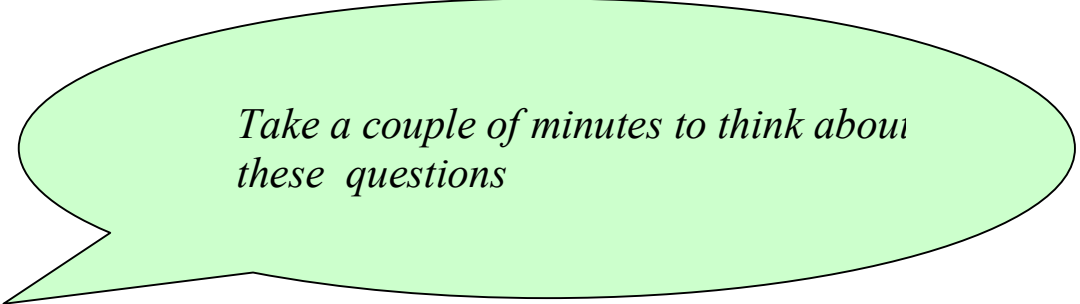
then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Two

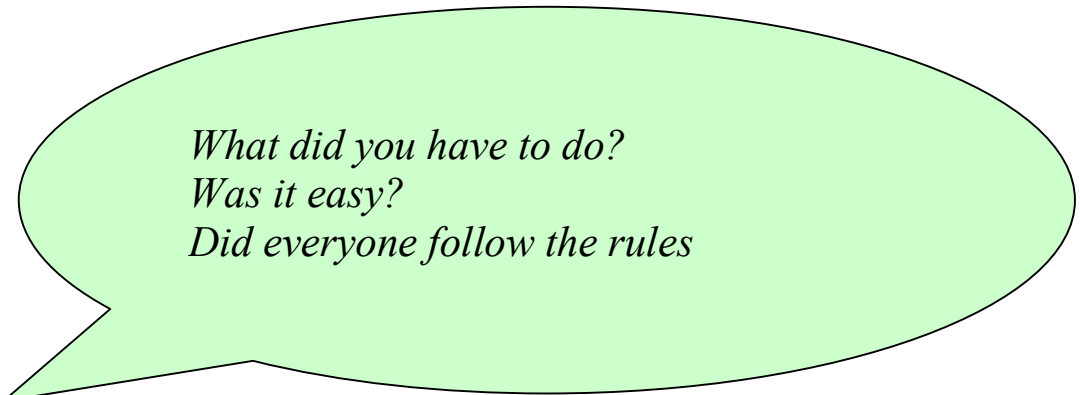
Meta-cognitive exercise

6) Follow the same pattern with the meta-cognitive exercise as in Lesson One. Explain to the pupils that it is important they to take a few minutes to think about these questions before they talk about them.



Take a couple of minutes to think about these questions

7) Read the questions out loud



*What did you have to do?
Was it easy?
Did everyone follow the rules*


Teachers Guide to 'Thinking Adventures'

Pupil book page 36


Meta-Cognitive Ex. (Thinking about Thinking)

What to do

1) Think about these questions

- 
1. What did you have to do?
 2. Was it easy?
 3. Did everyone follow the rules?

2) Talk about the questions. When the teacher asks, raise your hand and say something about these questions.

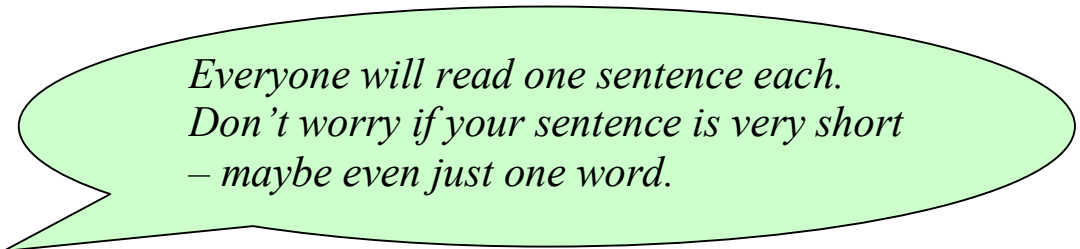
- 
1. What did you have to do?
 2. Was it easy?
 3. Did everyone follow the rules?

Teachers Guide to 'Thinking Adventures'

Lesson Two

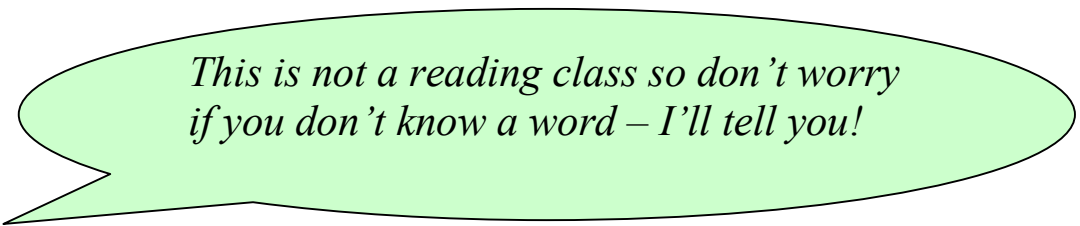
Reading

8) Reading Explain to the pupils that everyone is going to read aloud



*Everyone will read one sentence each.
Don't worry if your sentence is very short
– maybe even just one word.*

9) Explain that this is not a reading class, so if a pupil finds an unfamiliar word you will tell him/her what it is.



*This is not a reading class so don't worry
if you don't know a word – I'll tell you!*

10) Chose a confident pupil to begin the reading.

Teachers Guide to 'Thinking Adventures'

Pupil book page 38

Reading

What to do

Rules

- Read the extract from *John's Story* out loud
- Each person reads one sentence in turn

'John's Story' extract 2

“

It was lunch time and John's Mum was getting ready to go to work. John was looking at a big headline in the paper. It was just one word : "SCROUNGERS!"

"Mum why didn't you ever sign on?" John asked.

His Mum thought for a minute. "Well, it did cross my mind sometimes. Specially when you were little. I was so tired doing night shifts so that I could be home during the day."

She paused for a moment, then continued " But I love my work . I know I keep telling you to be careful about money, but money isn't everything"

"How d'you mean? John asked.

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

"Well people work for other reasons too, not just money. No-one goes into Nursing for the money! " his Mum said.

"And loads of people don't work – they just get money from the government – see what it says here! " John said, holding the paper.

"But often they want to work John, it's just that the job they did has gone. Like Ben Taylor . He was made redundant when the works closed. He's a skilled man, but there's no work for him around here."

"Why doesn't he get a different job?" john asked

"It's not so easy when you are older and you've done the same job all your life" his mum said.

"Then why doesn't he move then?" John asked.

"He has a family, John – the twins are in school here, and Jackie just started working now , it wouldn't be fair to her and the kids to have to move again. They only just moved into the flats. That's a lot of stress, specially when you don't want to move."

"See I don't get that," John said. "Jackie is working now, so what's the problem – they've got enough money!"

"That's what I mean, money isn't everything." His Mum said. "It's hard to explain. But for some people they just don't feel right if they are not working. Things have changed since Ben Taylor was your age. In those days folk would go straight into a job from school. And if you were good at your job you thought you'd always have it. Now you need to be ready to change your job, do different things."

"Except if you're a Nurse!" John said.

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

His Mum laughed. "Well yes – people always need Nurses! But that's changing too. It's not the same job it used to be. Still, there's hardly any jobs like Nursing where you plan to do it for life. Now a days you need to take risks, do new things if you want to keep working."

"Take risks?" John said. "You were always telling me not to take risks!" He grinned at his Mum. She sighed.

"I don't mean something like going out all night drinking," she replied. "I mean - be more adventurous, be ready to do lots of different things, or to move maybe to a different country. Or to make your own work- like start your own business"

"That doesn't sound risky - sounds like fun to me!" John said. "I could be DJ in Spain, or a programmer in China, or how -a -bout an Explorer – that's adventurous!"

"Well" John's Mum didn't finish her sentence.

”

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Lesson Two

Discussion Questions

11) Write question on board , flip chart or screen

- 1. Why do people work?**
- 2. What is the difference between a hobby and a job?**
- 3. Why would you have to take risks if you want to work?**
- 4. What do you think John's Mum was going to say at the end ?**

12) Explain that pupils should take time to think to themselves about the questions

Take a few minutes to think about these questions

There isn't any one right answer

It's what you think that matters

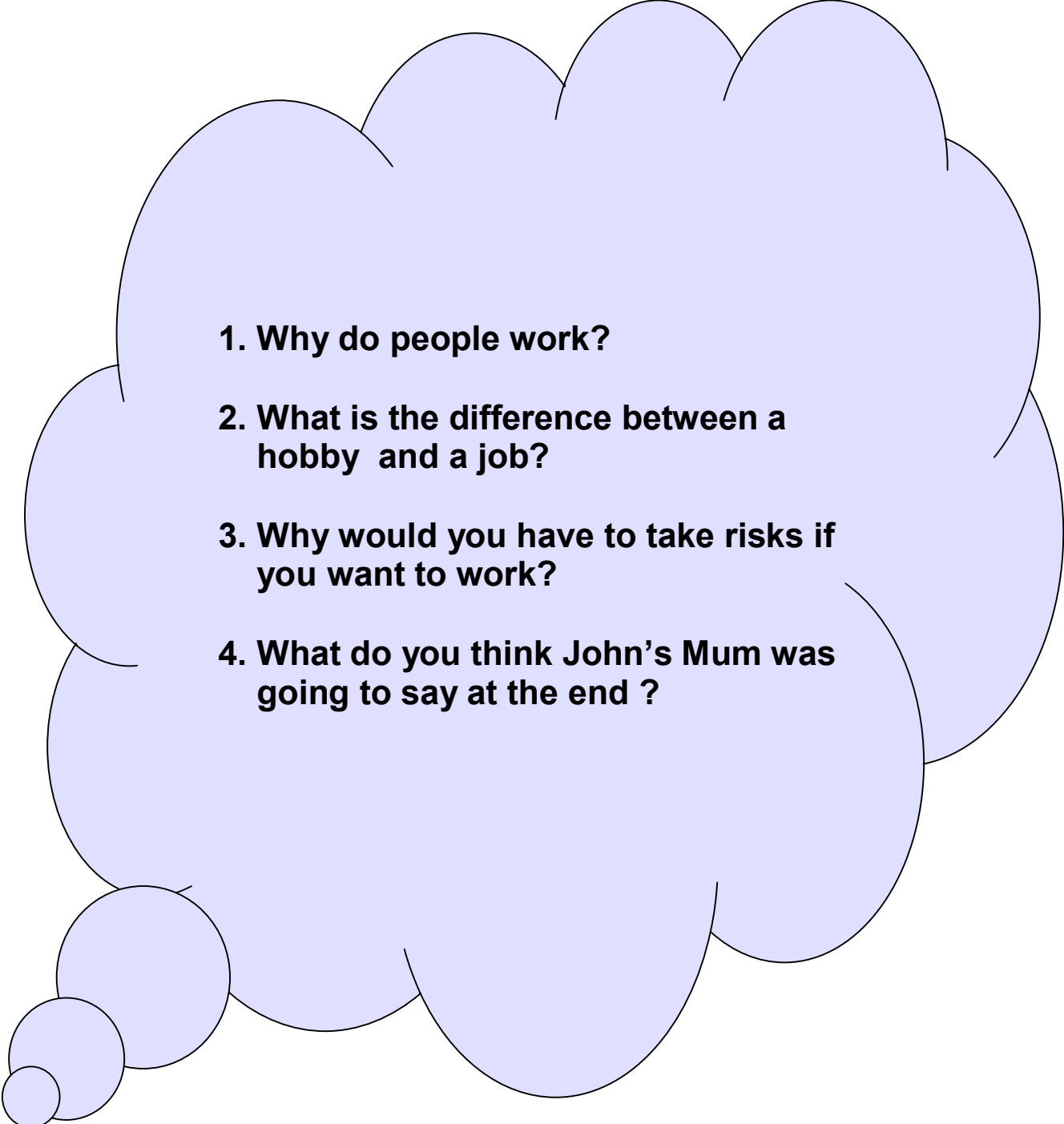
Teachers Guide to 'Thinking Adventures'

Pupil book page 44

Questions For Discussion

What to do

Think about these questions

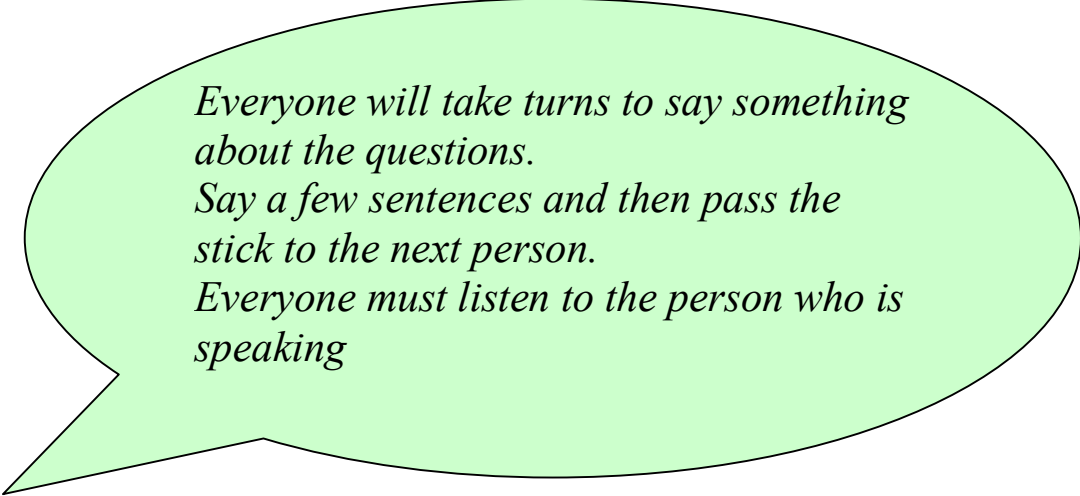
- 
1. Why do people work?
 2. What is the difference between a hobby and a job?
 3. Why would you have to take risks if you want to work?
 4. What do you think John's Mum was going to say at the end ?

Teachers Guide to 'Thinking Adventures'

Lesson Two

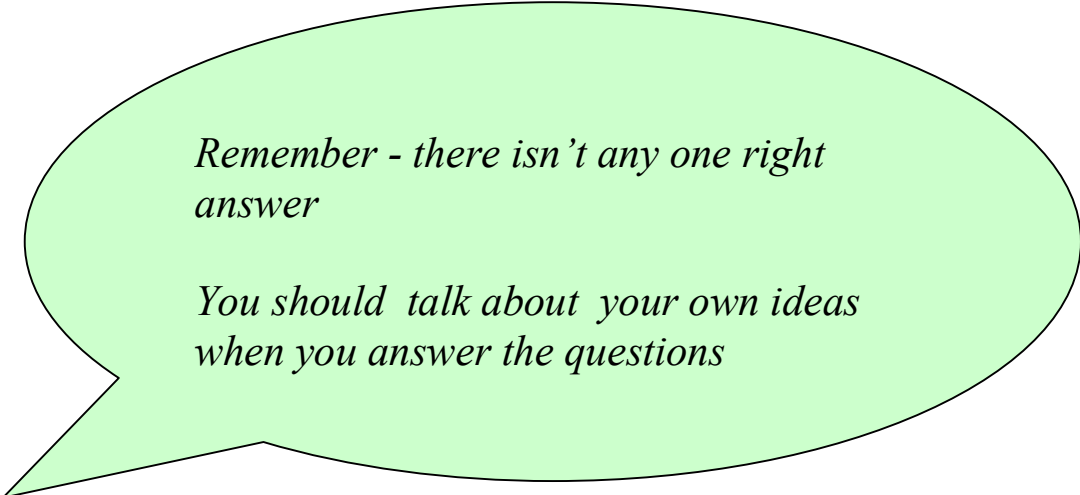
Discussion Questions

13) Explain the discussion rules.



*Everyone will take turns to say something about the questions.
Say a few sentences and then pass the stick to the next person.
Everyone must listen to the person who is speaking*

14) Explain that pupils should talk about their own ideas about the questions



Remember - there isn't any one right answer

You should talk about your own ideas when you answer the questions

Teachers Guide to 'Thinking Adventures'

Pupil book page 46

Guided Discussion

Rules

- Apart from the teacher, only the person holding the stick may talk, and everyone else must listen.
- Say one or two sentences then pass the stick to the next person.

What to do

Talk about the questions .

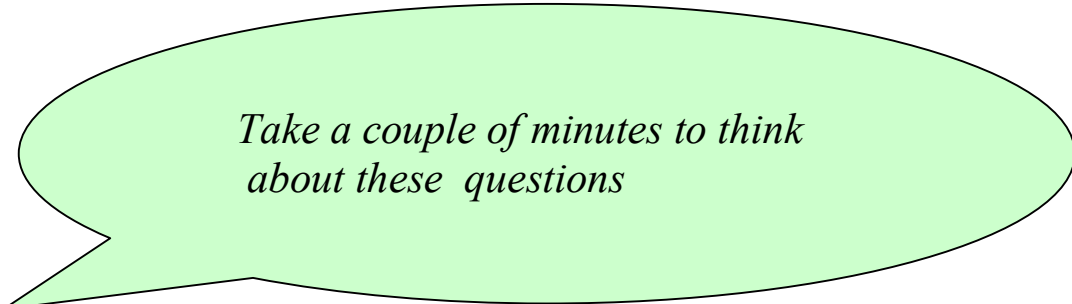
1. Why do people work?
2. What is the difference between a hobby and a job?
3. Why would you have to take risks if you want to work?
4. What do you think John's Mum was going to say at the end ?

Teachers Guide to 'Thinking Adventures'

Lesson Two

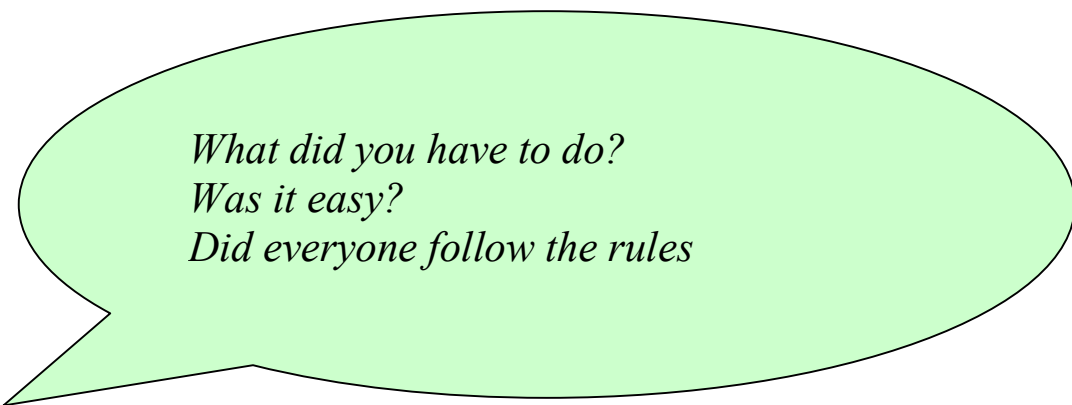
Closing meta-cognitive exercise

15) Follow the same pattern with the meta-cognitive exercise - Explain to the pupils that it is important they to take a few minutes to think about these questions before they talk about them.



*Take a couple of minutes to think
about these questions*

16) Read the questions out loud



*What did you have to do?
Was it easy?
Did everyone follow the rules*

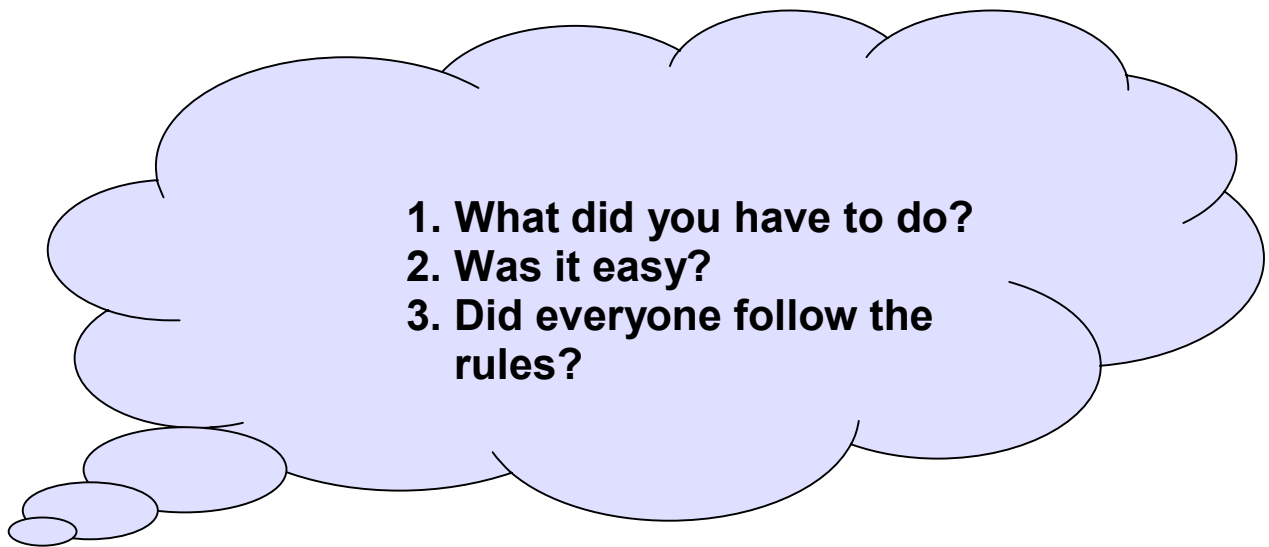
Teachers Guide to 'Thinking Adventures'

Pupil book page 48

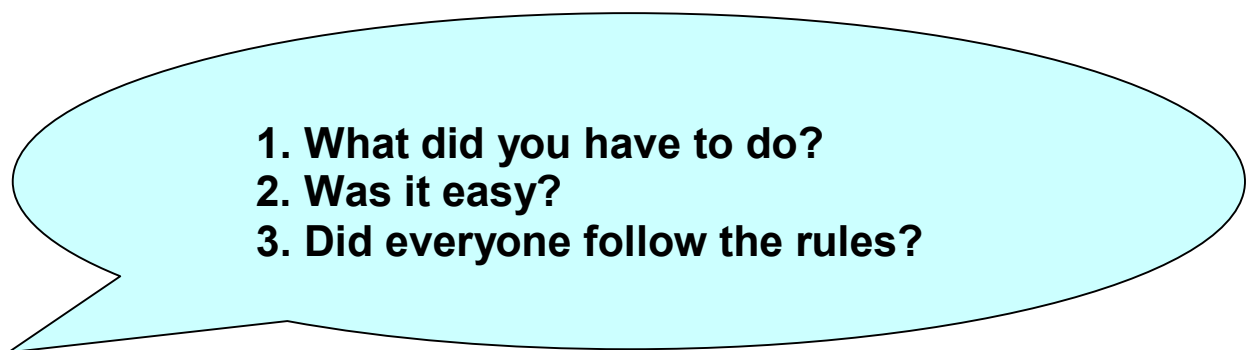
Meta-cognitive Exercise (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions. When the teacher asks, raise your hand and say something about these questions.



Teachers Guide to 'Thinking Adventures'

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Teachers Guide to 'Thinking Adventures'

Lesson Three

Notes

Skills Exercise

NEW

In Lesson Three the pupils practice the skills exercises with 2 questions which ask them to make philosophical distinctions between related concepts, and to think about meaning.

**Is there a difference between a job and a hobby?
What does it mean to take risks if you want to work?**

Pupils develop skills in

- *Taking turns*
- *Talking*
- *Listening*
- *Remembering*
- *Thinking*
- *Understanding*
- *Reasoning*

The pupils are becoming familiar with the structure of the exercises, and also with the kind of analytical distinctions and reasoning which are typical in philosophical thinking.

The skills exercises in Lesson Three uses ideas and concepts which the pupils have encountered twice in lesson Two – in the story and in the discussion which followed.

As pupils become more accustomed to the structures of the skills exercises you can expect their performance to improve.

Teachers Guide to 'Thinking Adventures'

Lesson Three

Meta-cognitive exercise

You should expect the pupils to be more accurate in their assessment of their own performance in skills exercise

Reading

NEW

In stead of reading the rules to the pupils you will ask them to tell you the rules

Discussion Questions

- 1. Is change good?**
- 2. What's the difference between thinking and daydreaming?**
- 3. Should everyone do similar jobs?**
- 4. Should everyone have the same amount of money?**

Questions 3 and 4 introduce moral issues which will be raised again in the skills exercise in Lesson Four.

Teachers Guide to 'Thinking Adventures'

Lesson Three

Skills Exercise

1) Begin Skills exercise by asking the pupils to say what the rules are

What are the rules for the exercise?

2) Remind the pupils that they need time to think about the questions before the exercise begins. Remind them that they have heard ideas about these questions in the last lesson.

*Take a couple of minutes to think about the question.
Remember you heard lots of ideas about these questions in the last lesson.*

3) By this lesson the pupils should know how to do the exercise. Begin with a confident pupil

OK lets begin the exercise

Teachers Guide to 'Thinking Adventures'

Pupil book page 50

Lesson Three

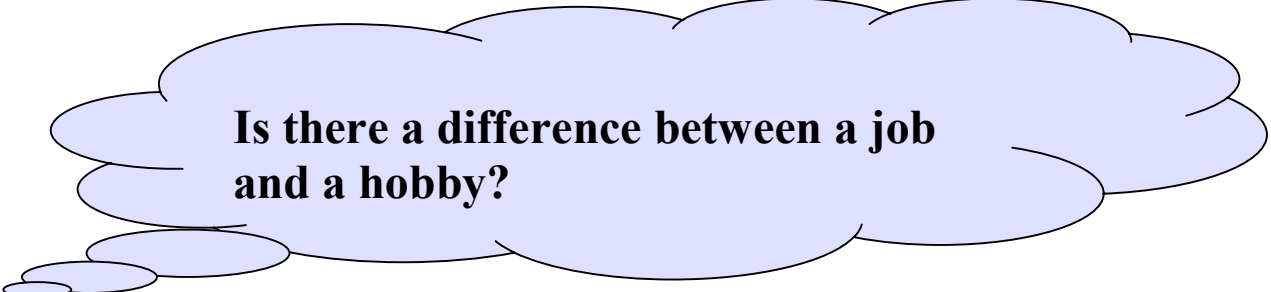
Skills Exercise: talking, listening and remembering

Rules

- Only the person holding the stick may talk, and everyone else must listen
- Pass the stick to the person on your left

What to do

1) Think of an answer to the question:



**Is there a difference between a job
and a hobby?**

**2) The person with the talking stick says a few sentences
about the question**



"I think

then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Three

Skills Exercise

4) Continue with Exercise 2 by demonstrating how the exercise works using two the pupils (with their names) as a hypothetical example.

So for example if Mary is first she might say:

'I think there is a difference between a job and a hobby'.

Then she passes the talking stick to John and he might say:

'I think a job and a hobby could be the same thing'

then he passes the stick to Julia etc.

5) Continue

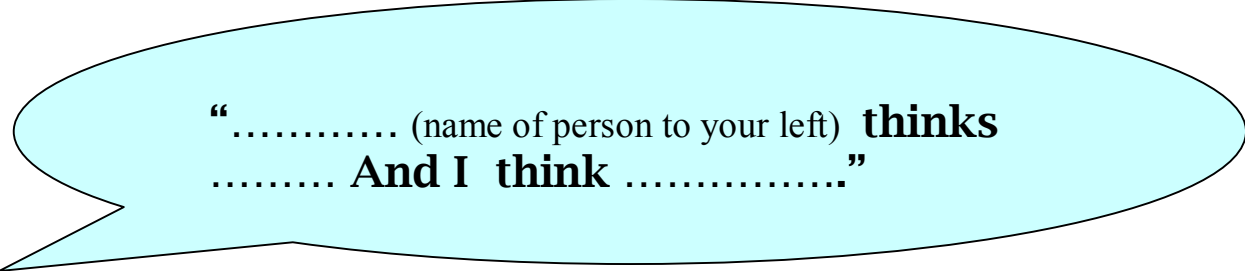
Now that you have heard lots of different ideas from other people in the group, do you think something different than you did before?

Teachers Guide to 'Thinking Adventures'

Pupil book page 52

3) Listen to the person before you and remember what they say, and think of your answer to the question:

The person holding talking stick says:



“..... (name of person to your left) **thinks**
..... **And I think**”

then passes the stick to the person on the left.

4) Do you think something new? Think of your answer to the question:

The person holding talking stick says:



“I now think”

then passes the stick to the person on the left.

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Lesson Three

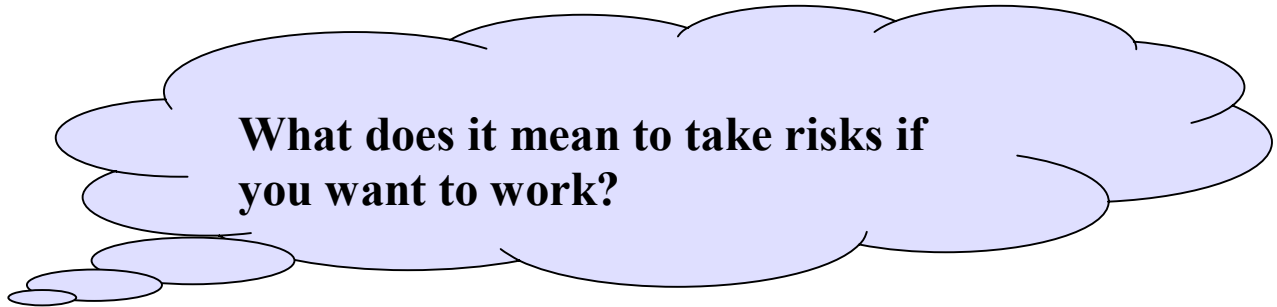
Skills Exercise

6) Continue to the second question, reminding them to think first.

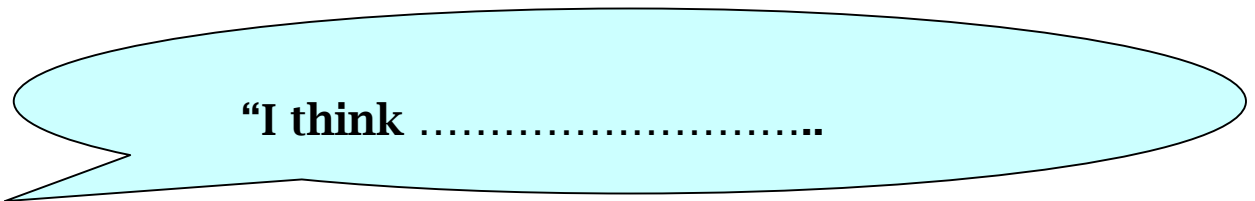
Teachers Guide to 'Thinking Adventures'

Pupil book page 54

5) Think of an answer to the question:



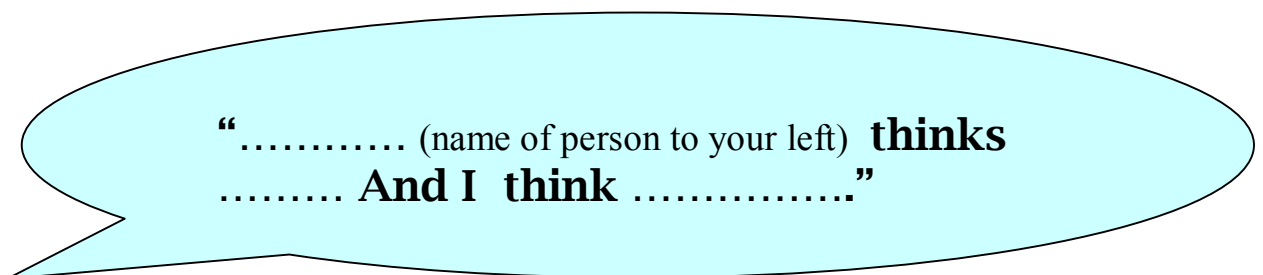
6) The person with the talking stick talks about the question



then passes the stick to the person on the left.

7) Listen to the person before you and remember what they say, and think of your answer to the question:

The person holding talking stick says:



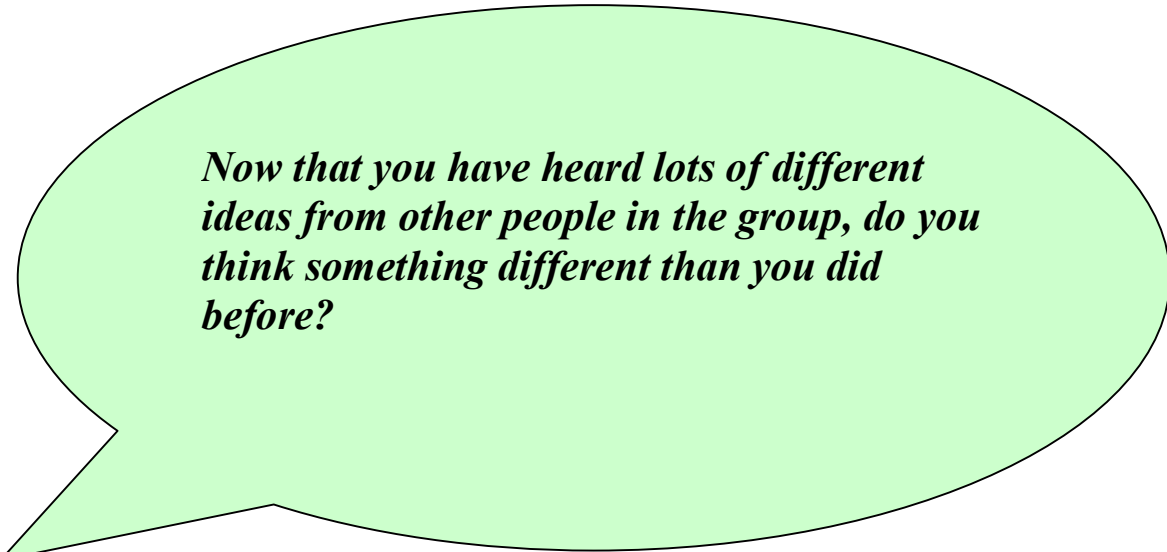
then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Three

Skills Exercise

7) Continue by explaining that pupils might have changed their minds.



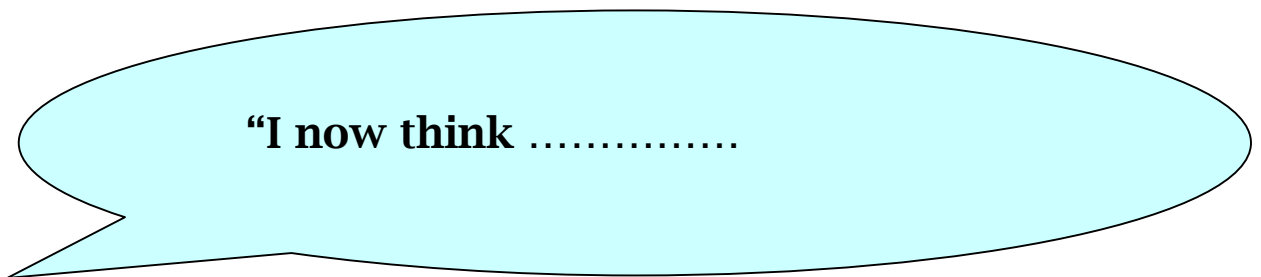
Now that you have heard lots of different ideas from other people in the group, do you think something different than you did before?

Teachers Guide to 'Thinking Adventures'

Pupil book page 56

8) Do you think something new? Think of your answer to the question:

The person holding talking stick says:



then passes the stick to the person on the left.

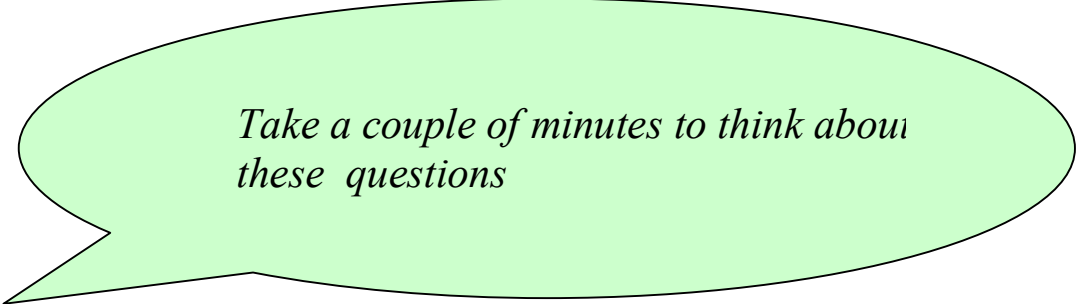
Teachers Guide to 'Thinking Adventures'

Lesson Three

Meta-cognitive exercise

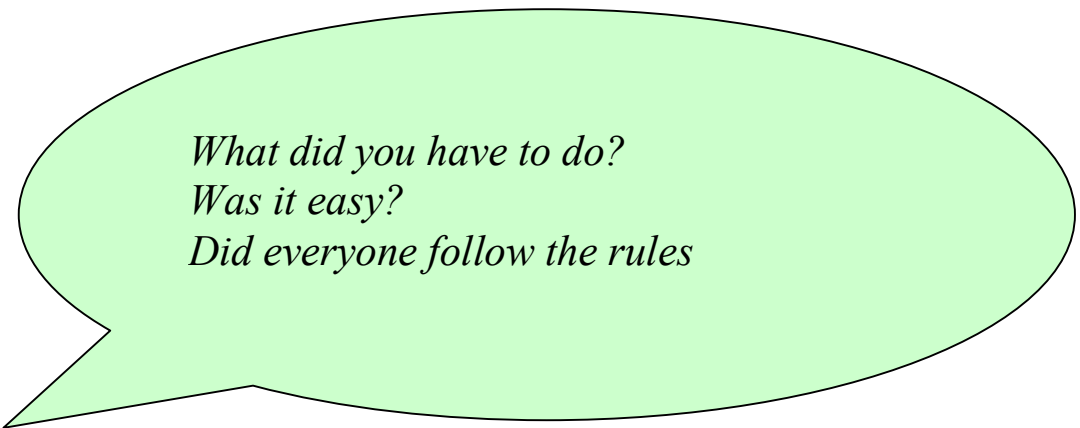
8) Follow the same pattern as lesson 1 and 2

Explain to the pupils that it is important they take a few minutes to think about these questions before they talk about them.



Take a couple of minutes to think about these questions

9) Read the questions out loud



*What did you have to do?
Was it easy?
Did everyone follow the rules*

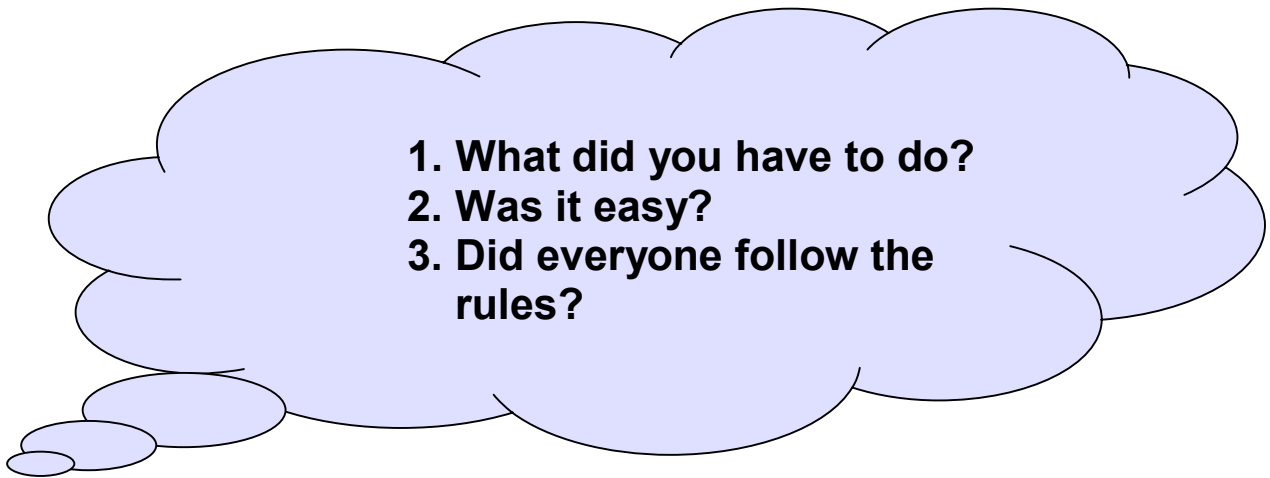
Teachers Guide to 'Thinking Adventures'

Pupil book page 58

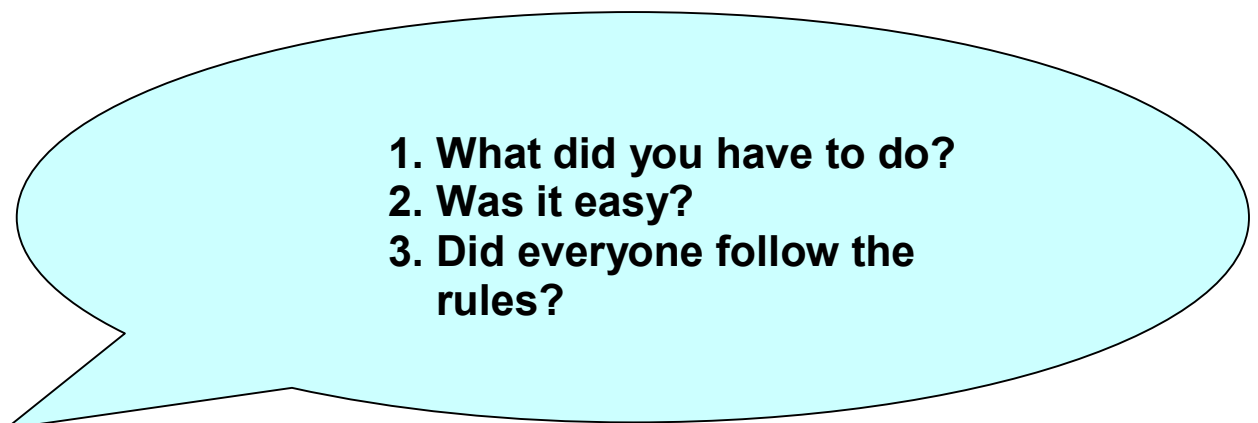
Meta-Cognitive Ex. (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions. When the teacher asks, raise your hand and say something about these questions.

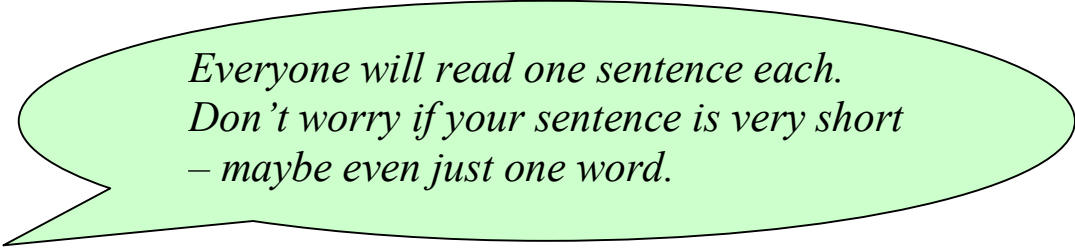


Teachers Guide to 'Thinking Adventures'

Lesson Three

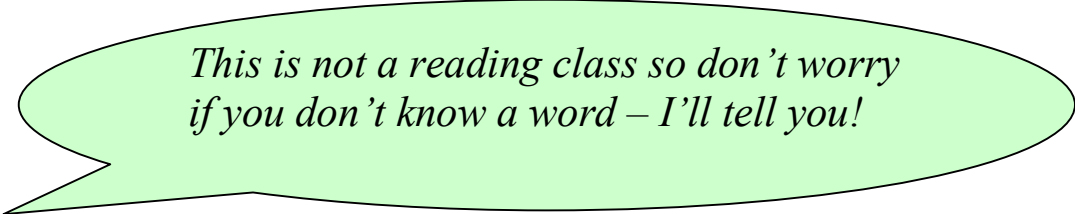
Reading

10) Explain to the pupils that everyone is going to read aloud



*Everyone will read one sentence each.
Don't worry if your sentence is very short
– maybe even just one word.*

11) Explain that this is not a reading class, so if a pupil finds an unfamiliar word you will tell him/her what it is.



*This is not a reading class so don't worry
if you don't know a word – I'll tell you!*

12) Chose a confident pupil to begin the reading

Teachers Guide to 'Thinking Adventures'

Pupil book page 60

Reading

What to do

Rules

- Read the extract from *John's Story* out loud
- Each person reads one sentence in turn

'John's Story' extract 3

“

John was waiting for the bus into town. It had been raining earlier, but now the clouds were clearing. He was wondering how long he would have to wait for the bus.

“Maybe I won't bother going in” he thought. He realised he was beginning to get bored with hanging round in town. The other lads never wanted to do anything different.

“That's the problem “ he thought. “They've got no sense of adventure.”

He was just about to give up waiting and go home when the bus came.

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Teachers Guide to 'Thinking Adventures'

As he sat on the bus he looked out of the window. The bus went down the hill and he could see where the old houses on Forest Street had been demolished. He looked back at the tower blocks on the top of the hill. They looked strange standing alone with nothing around them.

"Things are changing around here" he thought.

There were new buildings going up, and even a new road.

"Maybe there'll be more jobs here soon." Someone had said they were building office blocks. John imagined the new offices, and wondered what people would be doing in them.

"I don't want to work in an office" he thought. He hated the idea of having to sit all day.

He smiled to himself "Maybe I *will* be a DJ - then at least I'd be my own boss - I could decide where I want to work"

John day-dreamed about being a DJ. In his mind he could hear the sound, and see all the adoring faces looking up at him.

"Or maybe I'll play in a band" he thought. That would be even better, he would be famous and rich and travel all over. He was smiling to himself as he was imagining his wonderful life. There would be TV, and reporters wanting to interview him, and beautiful girls all wanting to go out with him....

Suddenly he realised he was at his stop. He jumped up and just got to the door in time to get off the bus.

//

Teachers Guide to 'Thinking Adventures'

Lesson Three

Discussion Questions

13) Follow the same pattern as Lesson One and Two with the guided discussion

Write question on board , flip chart or screen

- 1. Is change good?**
- 2. What's the difference between thinking and daydreaming?**
- 3. Should everyone do similar jobs?**
- 4. Should everyone have the same amount of money?**

14) Explain that pupils should take time to think to themselves about the questions

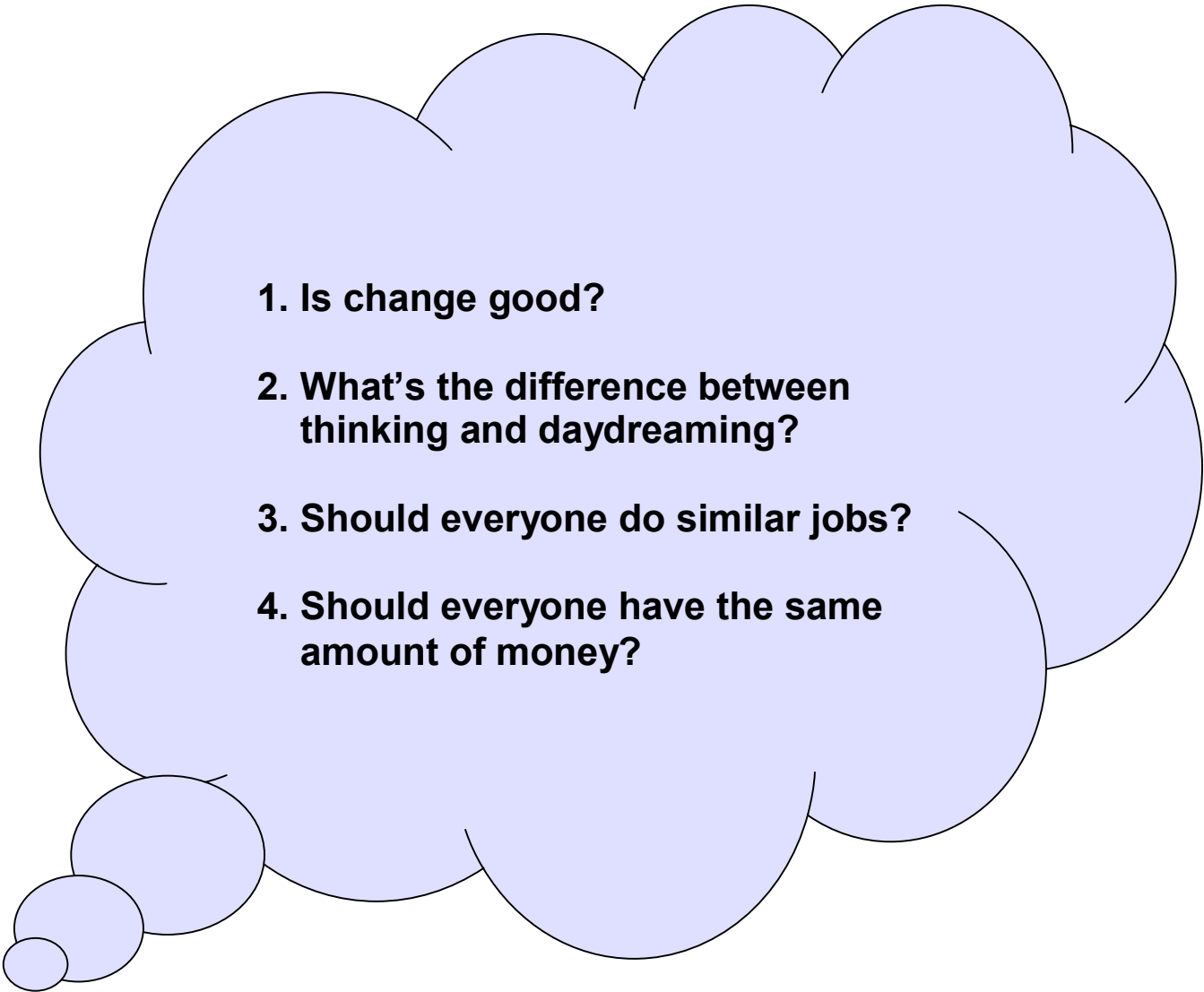
*Take a few minutes to think about these questions
There isn't any one right answer
It's what you think that matters*

Teachers Guide to 'Thinking Adventures'

Pupil book page 64
Questions For Discussion

What to do

Think about these questions

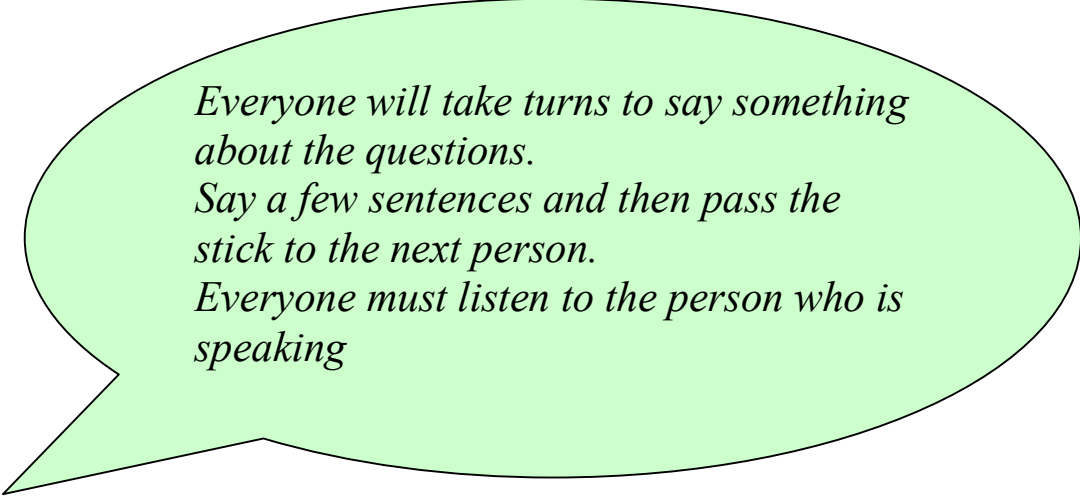
- 
1. Is change good?
 2. What's the difference between thinking and daydreaming?
 3. Should everyone do similar jobs?
 4. Should everyone have the same amount of money?

Teachers Guide to 'Thinking Adventures'

Lesson Three

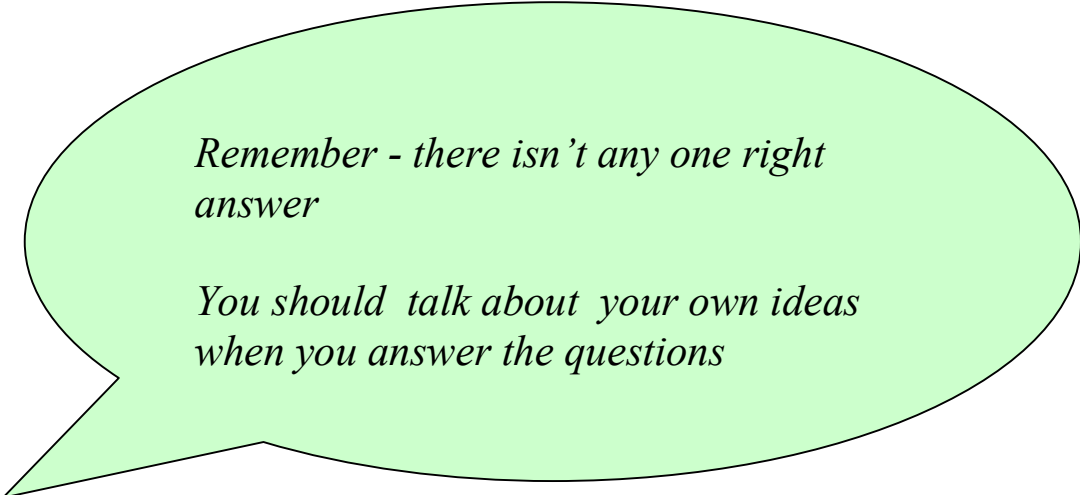
Discussion Questions

15) Explain the discussion rules.



*Everyone will take turns to say something about the questions.
Say a few sentences and then pass the stick to the next person.
Everyone must listen to the person who is speaking*

16) Explain that pupils should talk about their own ideas about the questions



Remember - there isn't any one right answer

You should talk about your own ideas when you answer the questions

Teachers Guide to 'Thinking Adventures'

Pupil book page 66

Guided Discussion

Rules

- Apart from the teacher, only the person holding the stick may talk, and everyone else must listen.
- Say one or two sentences then pass the stick to the next person.

What to do

Talk about the questions

1. Is change good?
2. What's the difference between thinking and daydreaming?
3. Should everyone do similar jobs?
4. Should everyone have the same amount of money?

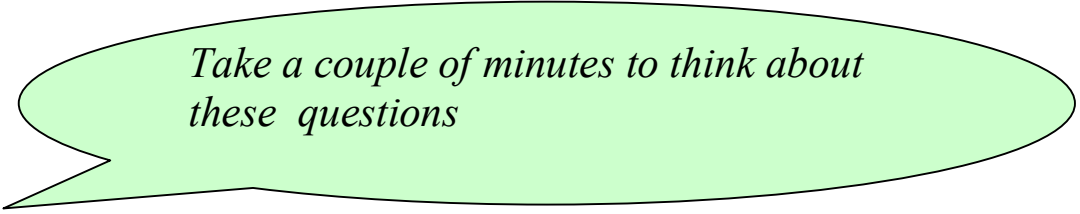
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Lesson Three

Closing meta-cognitive exercise

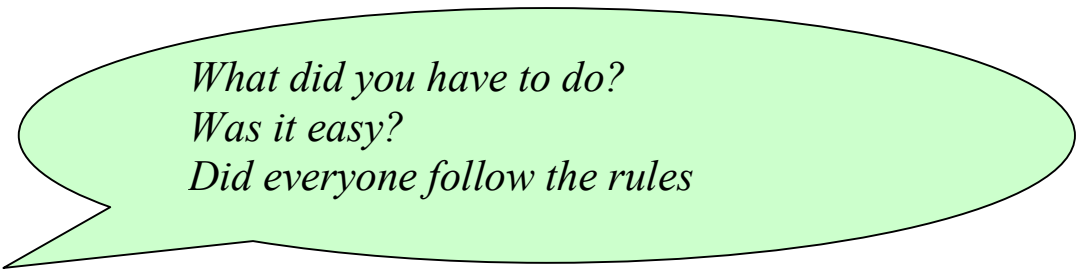
17) Follow the same pattern introducing the meta cognitive exercises

Explain to the pupils again that it is important they to take a few minutes to think about these questions before they talk about them.



Take a couple of minutes to think about these questions

18) Read the questions out loud



*What did you have to do?
Was it easy?
Did everyone follow the rules*

19) Finish the class - Congratulate THE CLASS

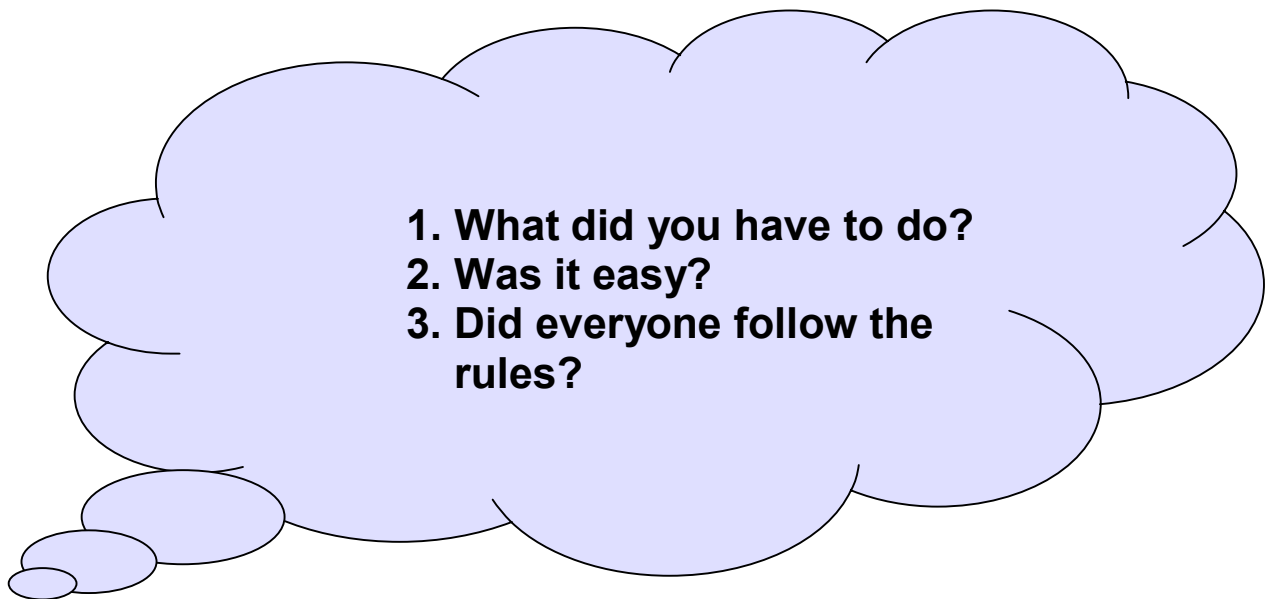
Teachers Guide to 'Thinking Adventures'

Pupil book page 68

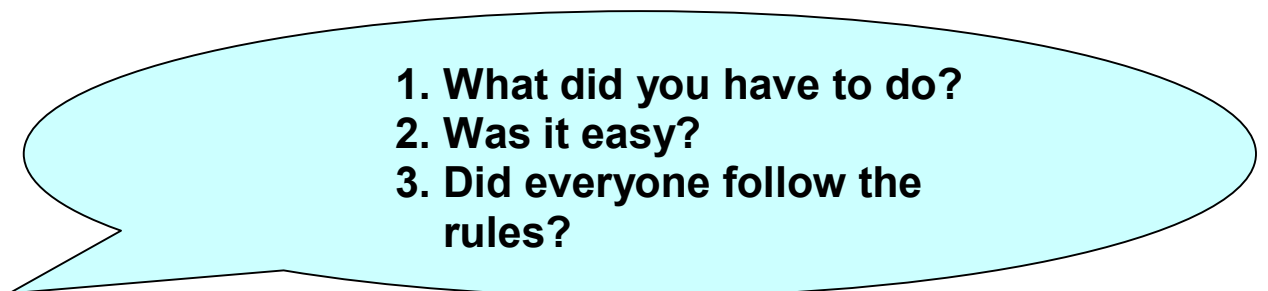
Meta-cognitive Exercise (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions. When the teacher asks, raise your hand and say something about these questions.



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Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Lesson Four

Notes

Skills Exercises

NEW

There are two changes in the skills exercises in Lesson Four.

1) The first change involves the pupils adding another person's thought after they have said their own.

This requires an increased level of listening and remembering skills. It also requires more understanding in order to remember the ideas of the pupil before them.

Expect pupils to have some difficulty with this at first. You need to allow them to learn this for themselves, and let the class discuss what skills they need to master to be successful in this exercise in the following meta-cognitive exercise.

2) The second change is the introduction of giving reasons for views and ideas.

Some pupils may already have begun to give reasons spontaneously, for most pupils this exercise develops their reasoning skills.

MORAL REASONING

The skills exercise in Lesson Four introduces formal moral reasoning:

with the topic of the question:

Should everyone have the same amount of money?
and the requirement to give reasons to support views.

Teachers Guide to 'Thinking Adventures'

Lesson Four

Reading

The reading in Lesson Four introduces four different philosophical Ethics theories:

1. *Egoist Ethics*
2. *Utilitarianism*
3. *Ethics of Caring*
4. *Deontological Ethics*

These different Ethical approaches are introduced in the extract from 'John's Story' in the context of a situation which pupils can recognise: the main character(John) finds himself in an ethical dilemma not knowing what to do and presents the reader with 4 different ways of addressing the dilemma.

Discussion Questions

The discussion questions:

1. **What would happen if John followed a rule which said he should do whatever he wants?**
2. **What would happen if John followed a rule which said he should make the biggest number of people happy?**
3. **What would happen if John followed a rule which said he should avoid hurting someone?**
4. **What would happen if John followed a rule which said he should think about 'What if everyone did that?'**

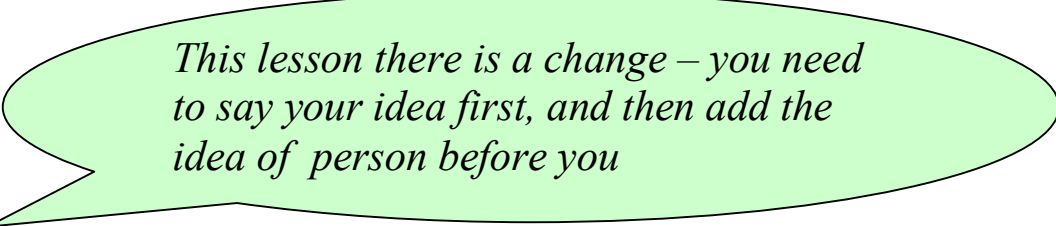
raise the 4 different theories for the pupils to consider and further ask pupils to consider the different consequences which the different ethical theories can have when put into practice.[Many adults have difficulty recognising the distinctions between ethical theories – or indeed that there are different Ethical theories.]

Teachers Guide to 'Thinking Adventures'

Lesson Four

Skills Exercise

- 1) Begin the skills exercise by explaining to the pupils that the structure is different



This lesson there is a change – you need to say your idea first, and then add the idea of person before you

- 2) Continue the Exercise by demonstrating how the exercise works using two the pupils (with their names) as a hypothetical example.



So for example if Mary is first she might say

'I think everyone should have the same amount of money'

Teachers Guide to 'Thinking Adventures'

Pupil book page 70

Lesson Four

Skills Exercise: talking, listening, remembering AND reasoning

Rules

- Only the person holding the stick may talk, and everyone else must listen
- Pass the stick to the person on your left

What to do

3) **Think of an answer to this question:**

Should everyone have the same amount of money?

2) **The person with the talking stick talks about the question**

"I think"

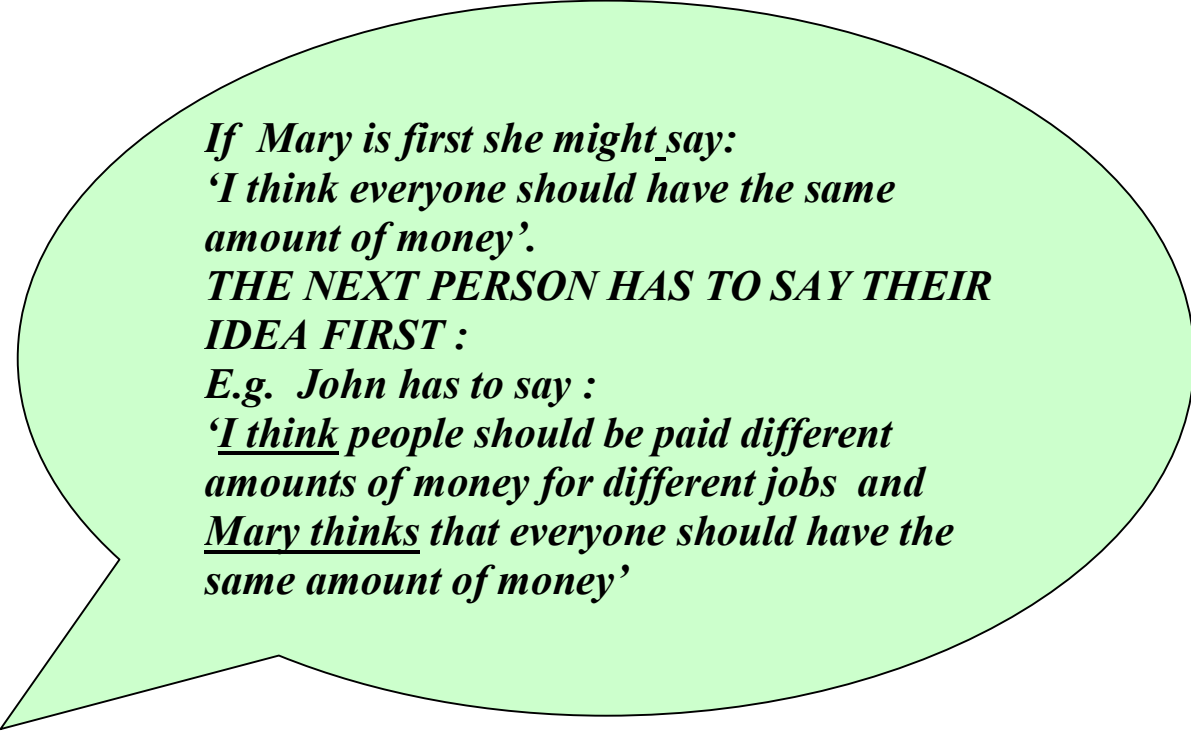
then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Four

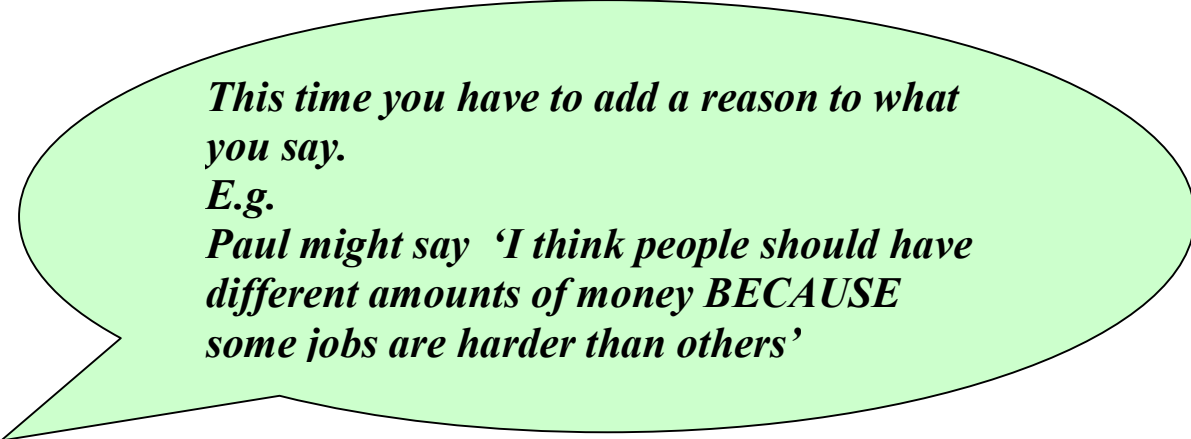
Skills Exercise

3) Continue the exercise by Demonstrating to the pupils



*If Mary is first she might say:
'I think everyone should have the same amount of money'.
THE NEXT PERSON HAS TO SAY THEIR IDEA FIRST :
E.g. John has to say :
'I think people should be paid different amounts of money for different jobs and Mary thinks that everyone should have the same amount of money'*

4) Introduce exercise 4 by demonstrating to the pupils



*This time you have to add a reason to what you say.
E.g.
Paul might say 'I think people should have different amounts of money **BECAUSE** some jobs are harder than others'*

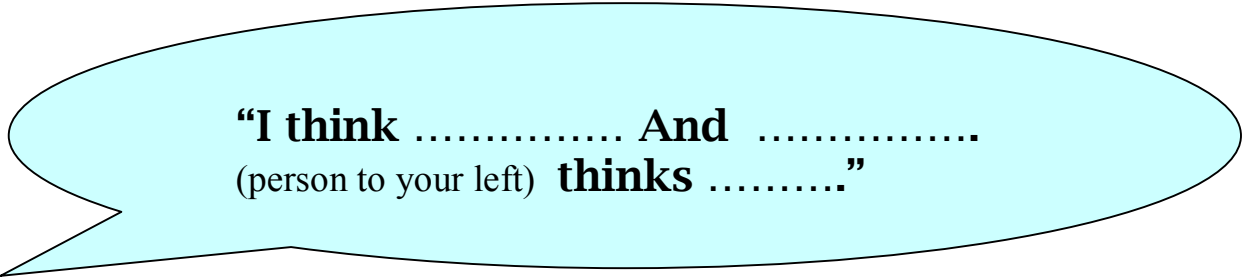
Teachers Guide to 'Thinking Adventures'

Pupil book page 72

3) Listen to the person before you and remember what they say, and think of your answer to the question.

THIS TIME YOU BEGIN WITH YOUR IDEA!

The person holding talking stick says:

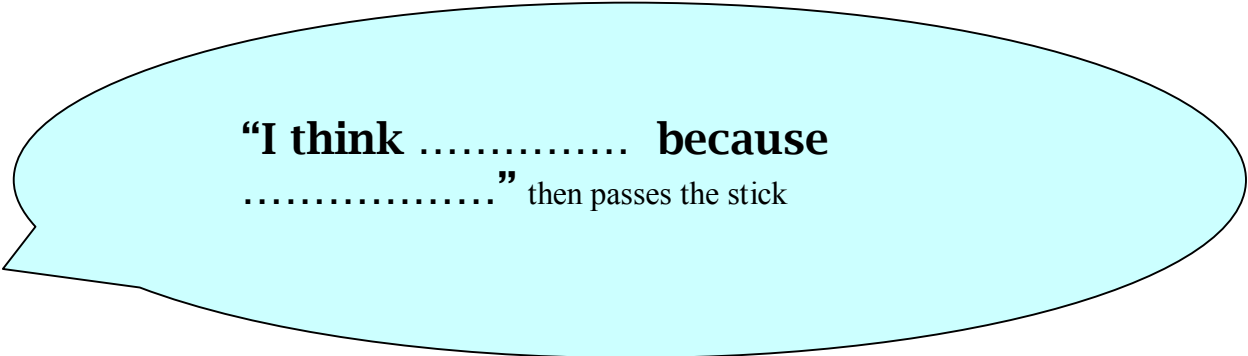


**“I think And
(person to your left) **thinks**”**

then passes the stick to the person on the left.

4) Think of a reason to say after your idea **THIS TIME YOU BEGIN WITH YOUR IDEA AND ADD BECAUSE !**

The person holding talking stick says:



**“I think because
..... ” then passes the stick**

then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Four

Skills Exercise

5) introduce exercise 5 by telling the pupils that it is hard, but you are sure they can do it. Then demonstrate how to do it.

This time say your idea and reason as well as the idea and reason of person before you

*E.g.
David might say*

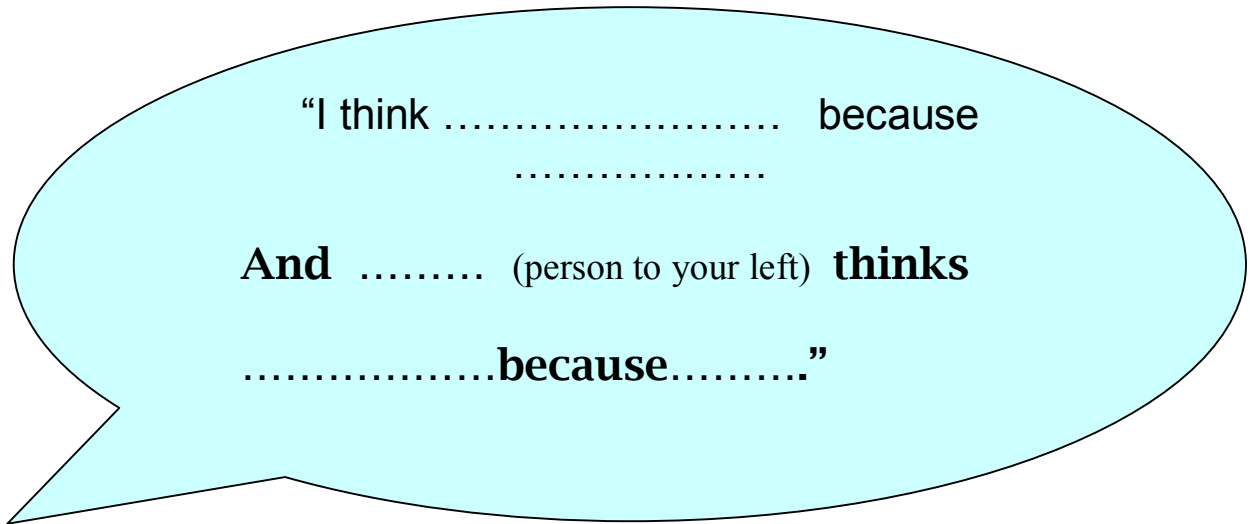
'I think people should have different amount of money BECAUSE some jobs are harder than others and Bet thinks that people should have the same money BECAUSE that's fair'

Teachers Guide to 'Thinking Adventures'

Pupil book page 74

5) Listen to the idea and the reason of person before you and remember it, and think of your idea and a reason **THIS TIME YOU BEGIN WITH YOUR IDEA!**

The person holding talking stick says:



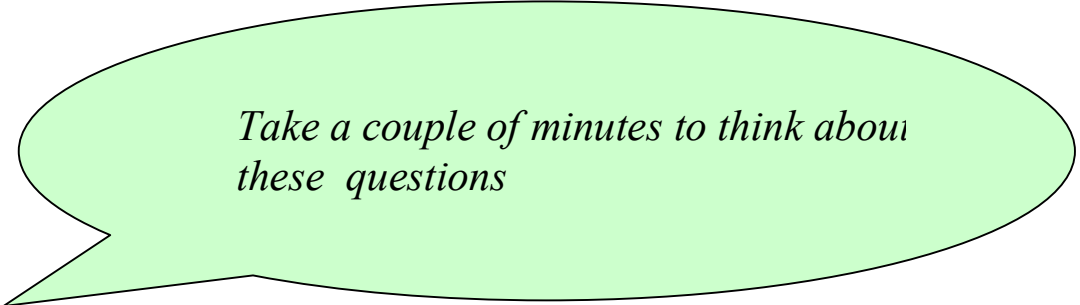
then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Four

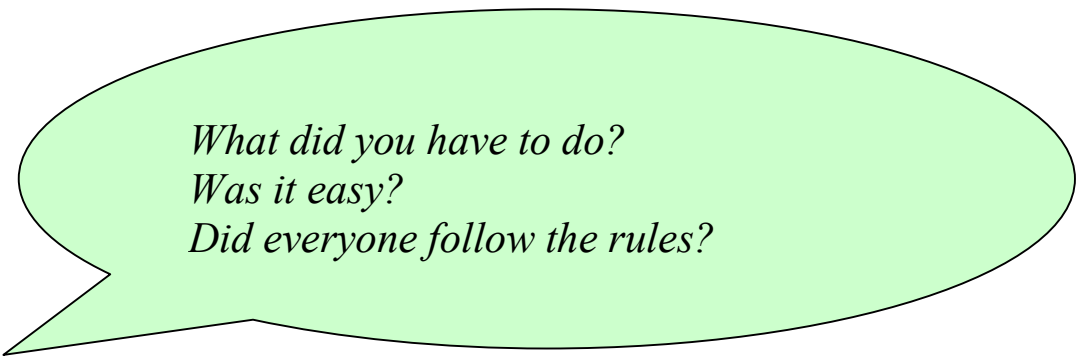
Meta-cognitive exercise

6) Explain to the pupils that it is important they to take a few minutes to think about these questions before they talk about them.



Take a couple of minutes to think about these questions

7) Read the questions out loud



*What did you have to do?
Was it easy?
Did everyone follow the rules?*

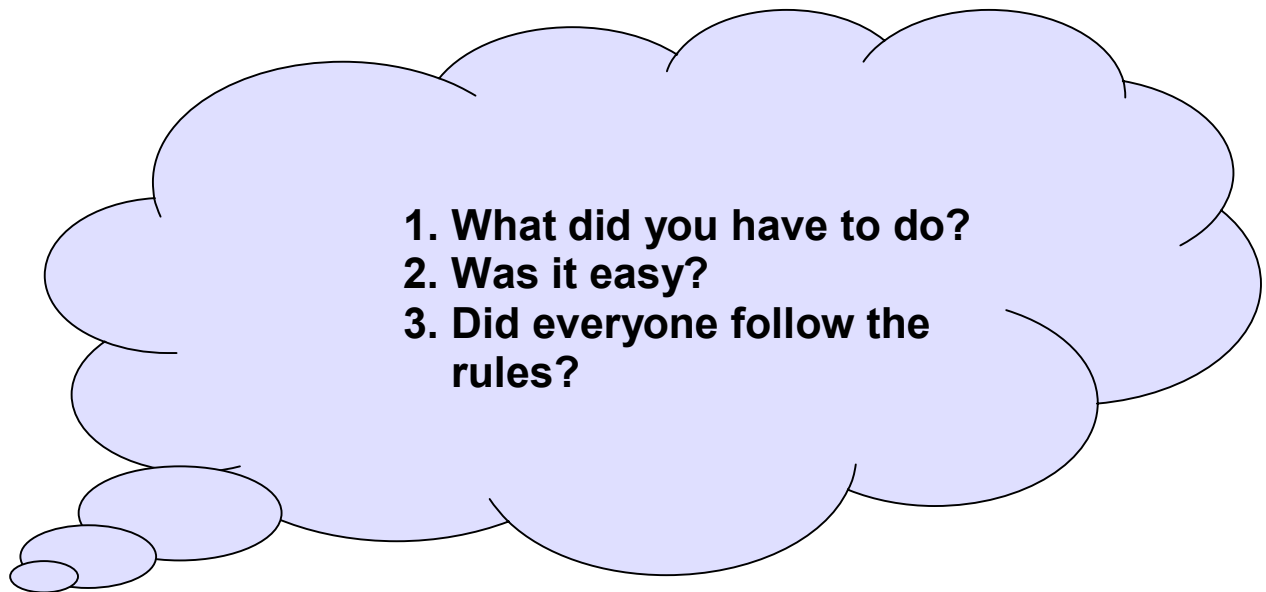
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Pupil book page 76

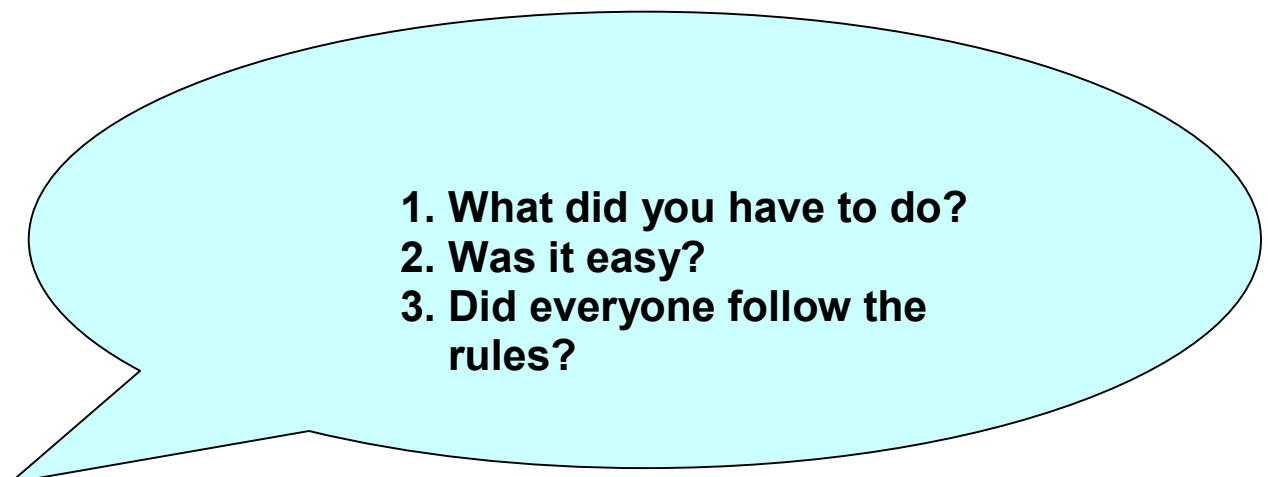
Meta-Cognitive Ex. (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions

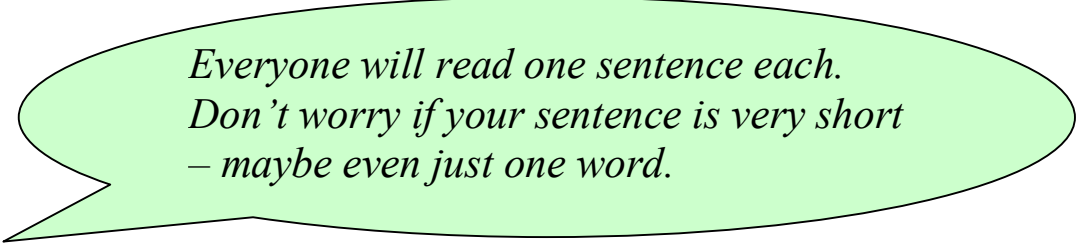


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Lesson Four

Reading

8) Reading Explain to the pupils that everyone is going to read aloud



*Everyone will read one sentence each.
Don't worry if your sentence is very short
– maybe even just one word.*

9) Chose a pupil to begin the reading.

Teachers Guide to 'Thinking Adventures'

Pupil book page 78

Reading

What to do

Rules

- Read the extract from *John's Story* out loud
- Each person reads one sentence in turn

'John's Story' extract 4

“

John was in the shopping centre. As he walked towards the coffee bar he saw Tim Lee looking at trainers in a shop window. He knew Tim from football and went up to him.

“Hi” John said. Tim looked up and nodded. Tim was often by himself. He didn't talk much, but he was the best striker on the team and John had always got on well with him.

“You going to buy some?” John asked.

“Maybe later” Tim said.

They wandered down the Mall towards the centre.

“Hey, John” a loud voice shouted. “Here!”

John looked round. There was Dave and the 'gang'.

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"Hang on" John said to Tim, and walked over to the group. Tim stayed where he was and looked at the ground.

"What's up?" John said to Dave.

"We're going to see 'Death Car', want to come?" Dave asked.

"Sure, I'll ask Tim" John said.

"Naw, no him!" Dave said, "he's no coming with us!"

John glanced over at Tim. He wasn't sure what to do. Should he just leave Tim standing there and go with the 'gang'? He wanted to see the film, and it would be gone by Monday. He liked Tim even though Tim was a loner. But John also liked being popular. How could he decide what to do?

He could hear his Mum's voice in his head – 'What's the *right* thing to do'. Well it was easy enough to ask, but how could you answer that – how can you tell what the right thing is?

"It's a free country" he said to himself, "I can go if I want".

But he knew that Tim would be hurt if he just left him. He wouldn't say anything but

Then he was in the same team as Tim, they had to play together, so

"Come on then!" Dave said, "What you standing there for?"

"Well, Tim is just one person," John was thinking, "If I go with Dave, that'll be 5 people happy and one unhappy – 5 has got to be better than 1!"

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John tried another way to think about it. Supposing everyone did that - just left someone because they got a 'better' offer? What kind of world would that be? Immediately John thought of his Dad. He hated his Dad for leaving him and his Mum.

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Teachers Guide to 'Thinking Adventures'

Lesson Four

Discussion Questions

10) Write question on board , flip chart or screen

- 1. What would happen if John followed a rule which said he should do whatever he wants?**
- 2. What would happen if John followed a rule which said he should make the biggest number of people happy?**
- 3. What would happen if John followed a rule which said he should avoid hurting someone?**
- 4. What would happen if John followed a rule which said he should think about 'What if everyone did that?'**

11) Explain that pupils should take time to think to themselves about the questions

*Take a few minutes to think about these questions
There isn't any one right answer
It's what you think that matters*

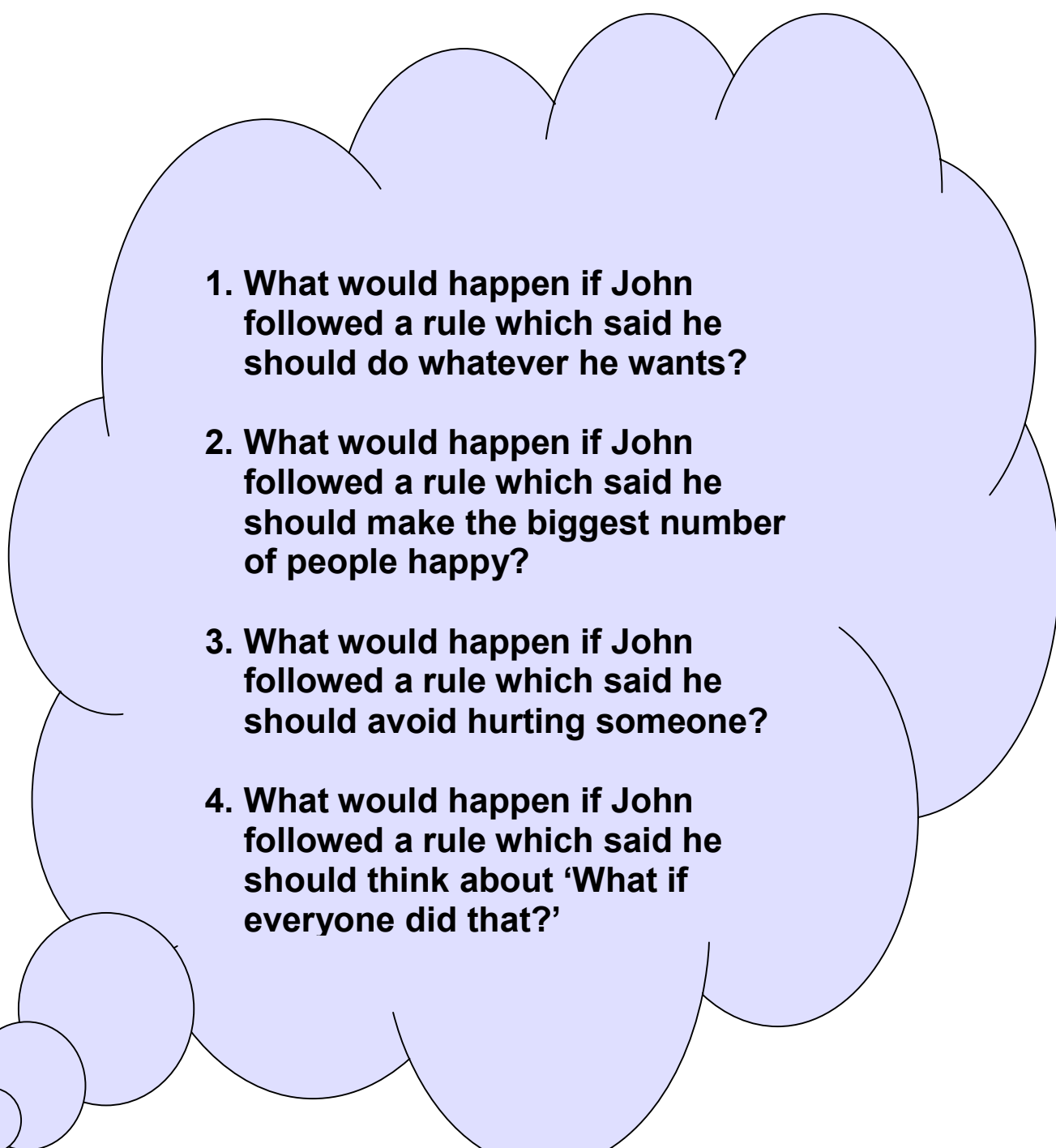
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Pupil book page 84

Questions For Discussion

What to do

1) Think about these questions

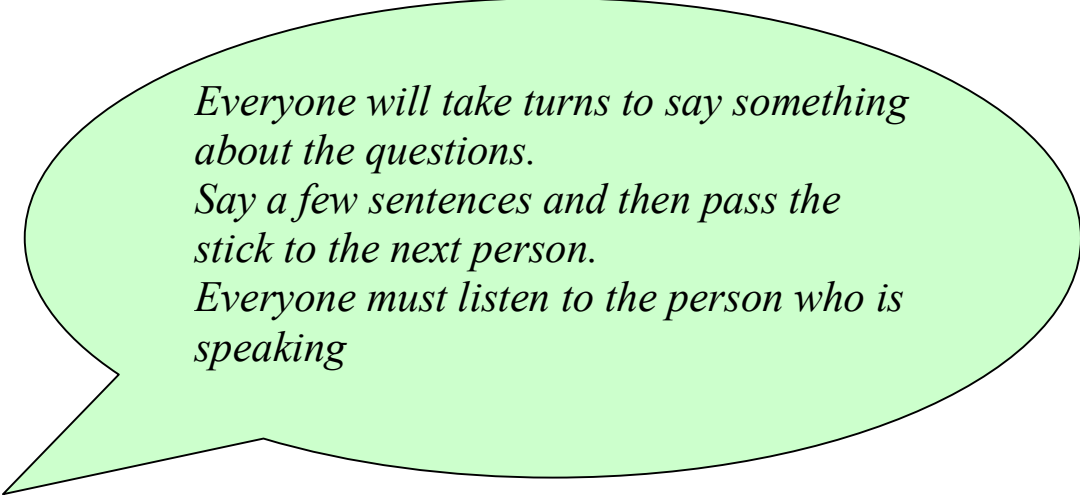
- 
1. What would happen if John followed a rule which said he should do whatever he wants?
 2. What would happen if John followed a rule which said he should make the biggest number of people happy?
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Teachers Guide to 'Thinking Adventures'

Lesson Four

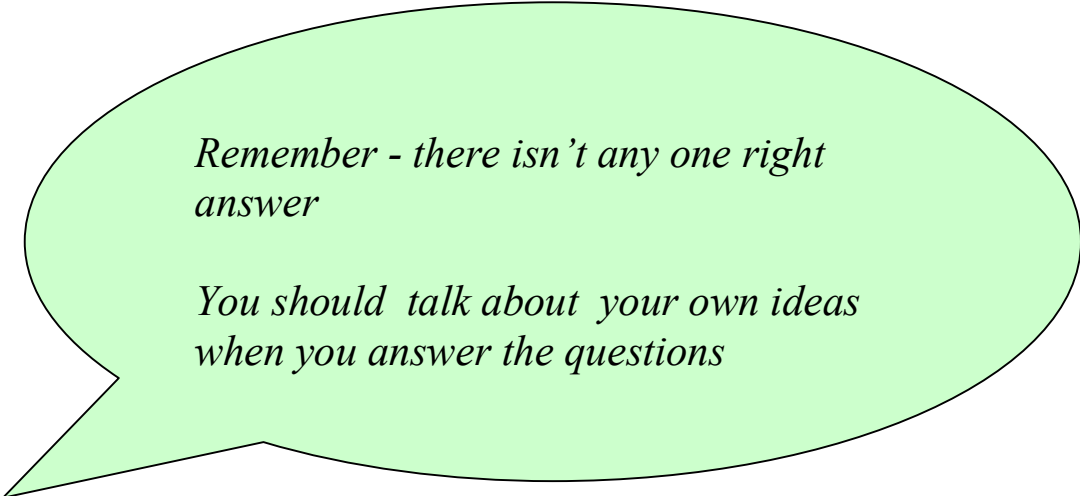
Discussion Questions

12) Explain the discussion rules.



*Everyone will take turns to say something about the questions.
Say a few sentences and then pass the stick to the next person.
Everyone must listen to the person who is speaking*

13) Explain that pupils should talk about their own ideas about the questions



Remember - there isn't any one right answer

You should talk about your own ideas when you answer the questions

Teachers Guide to 'Thinking Adventures'

Pupil book page 86

Guided Discussion

Rules

- Apart from the teacher, only the person holding the stick may talk, and everyone else must listen.
- Say one or two sentences then pass the stick to the next person.

What to do

Talk about the questions

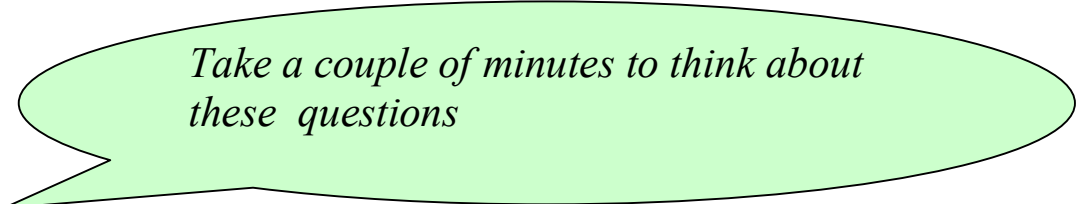
1. What would happen if John followed a rule which said he should do whatever he wants?
2. What would happen if John followed a rule which said he should make the biggest number of people happy?
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Teachers Guide to 'Thinking Adventures'

Lesson Four

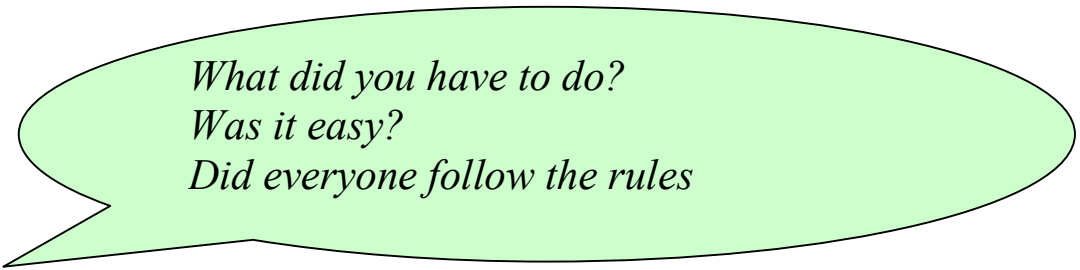
Closing meta-cognitive exercise

14) Explain to the pupils again that it is important they to take a few minutes to think about these questions before they talk about them.



Take a couple of minutes to think about these questions

15) Read the questions out loud



*What did you have to do?
Was it easy?
Did everyone follow the rules*

16) Finish the class - Congratulate THE CLASS

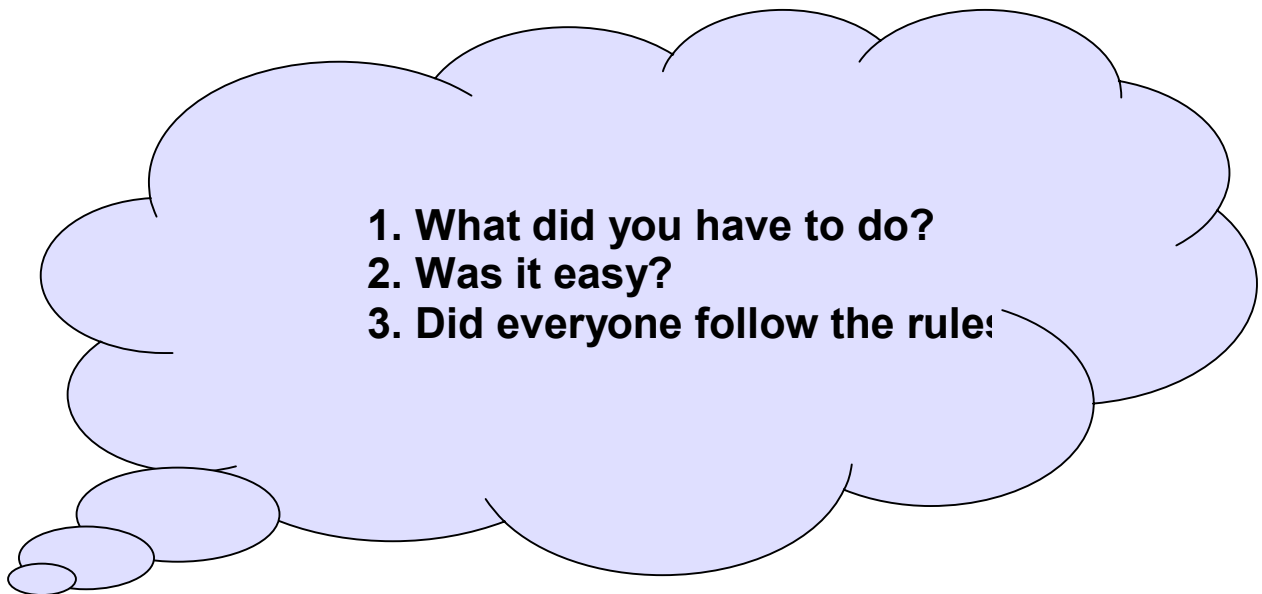
Teachers Guide to 'Thinking Adventures'

Pupil book page 88

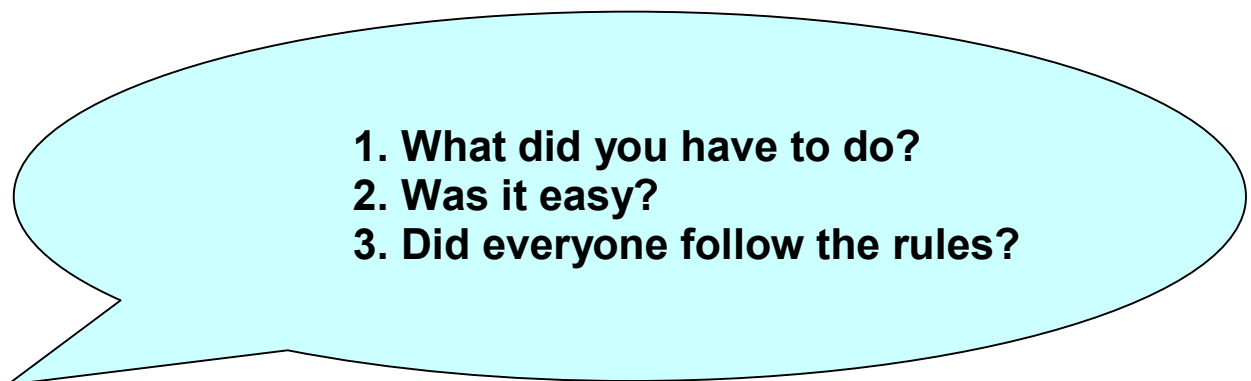
Meta-cognitive Exercise (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



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Lesson Five

Notes

Skills Exercises

NEW

There is a further development of reasoning skills in the skills exercises in Lesson Five. From the beginning the pupils need to give reasons for what they think. Then the pupils have to add the view and reason of the person before them

This requires an increased level of listening and remembering skills. It also requires more understanding in order to remember the ideas of the pupil before them.

Expect pupils to have some difficulty with this at first. You need to allow them to learn this for themselves, and let the class discuss what skills they need to master to be successful in this exercise in the following meta-cognitive exercise.

Moral Reasoning

The questions in the skills exercises also require the pupils to think and reason about three of the four different classical Philosophical Ethical theories which were presented in the extract from 'John's Story' in the last lesson.

This will take some time.

Meta-cognitive exercise

THERE IS NO OPENING META-COGNITIVE EXERCISE!
Because of the time taken in the Skills exercise you will move directly to the reading.

Teachers Guide to 'Thinking Adventures'

Lesson Five

Reading

In Lesson Five you will choose a less confident reader to start.. by now the pupils will all have developed in confidence and should all be able to read and talk.

Pupils will learn that

- *The each have a responsibility to participate*
- *Everyone has an equal role to play in the class*

Guided Discussion

NEW

There are two new developments in Lesson Five

1. *In Lesson Five the pupils will stop using the discussion stick to discipline the discussion. They will learn how to become self disciplined without external aids.*

In Lesson Five the class moves from talking in turn round the group to volunteering to speak by raising their hands when they have something to say.

Since this is the first time the discussion has been 'open' in this sense you may find that only a few pupils wish to talk(or you may find lots of pupils wishing to talk).

Allow the discussion to carry on with as many pupils as wish to talk. If there are only a few, allow the class to learn how this works when most pupils do not contribute.

Teachers Guide to 'Thinking Adventures'

Lesson Five

Pupils own discussion questions

2. *Pupils will raise their own questions for the first time.*

By this stage in the course pupils will have learned from the Thinking Adventures book about which kinds of questions raise philosophical puzzles.

You will write up the questions from the pupils in exactly the words they express them

Do not try to improve the language in their questions as this runs the risk of changing the meaning.

If you have a lot of questions write as many as you have room for and tell them you will do this. This is an arbitrary way of deciding a cut off point, and therefore does not involve any judgement as to the quality of the questions.

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Lesson Five

Skills Exercise

1) Introduce the exercise by demonstrating to the pupils

*This time you have to **START** with adding a reason for what you say.*

E.g.

*Paul might say 'I think people shouldn't just do what they want **BECAUSE** they might want to do bad things'*

Teachers Guide to 'Thinking Adventures'

Pupil book page 90

Lesson Five

Skills Exercise: talking, listening, remembering AND reasoning

Rules

- Only the person holding the stick may talk, and everyone else must listen
- Pass the stick to the person on your left

What to do

1) Think of an answer to this question:

Should a person always do what ever they want?

2) The person with the talking stick talks about the question, and add a reason

“I thinkbecause”

then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Five

Skills Exercise

2) Continue the exercise by telling the pupils that it is hard, but you are sure they can do it. Then demonstrate how to do it.

This time say your idea and reason as well as the idea and reason of person before you

*E.g.
David might say*

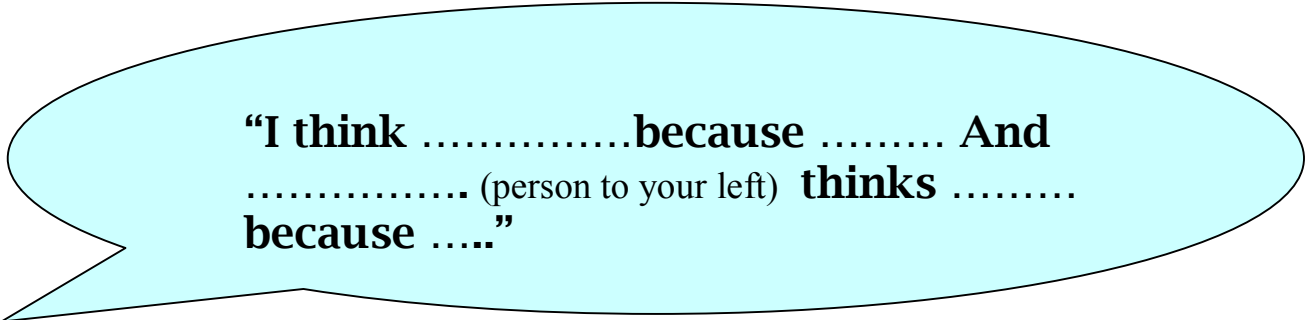
*'I think should do what they want
BECAUSE it's your freedom and Bet thinks
that people shouldn't do what they want
because it would not be fair to other people'*

Teachers Guide to 'Thinking Adventures'

Pupil book page 92

3) Listen to the person before you and remember what they say, and think of your answer to the question:

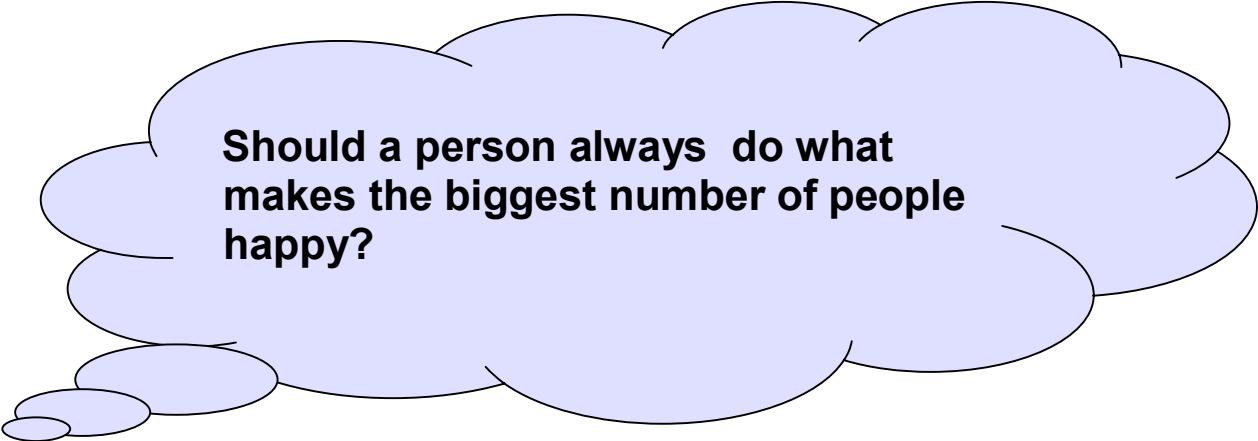
The person holding talking stick says:



**"I thinkbecause And
..... (person to your left) **thinks**
because"**

then passes the stick to the person on the left.

4) Think of an answer to this question:



Should a person always do what makes the biggest number of people happy?

Teachers Guide to 'Thinking Adventures'

Lesson Five

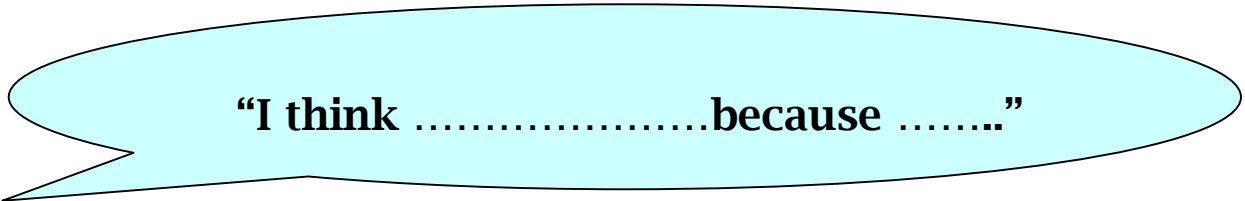
Skills Exercise

3) Continue to the next question reminding pupils to listen to the reason as well as the ideas of the person before them

Teachers Guide to 'Thinking Adventures'

Pupil book page 94

5) The person with the talking stick talks about the question, and add a reason

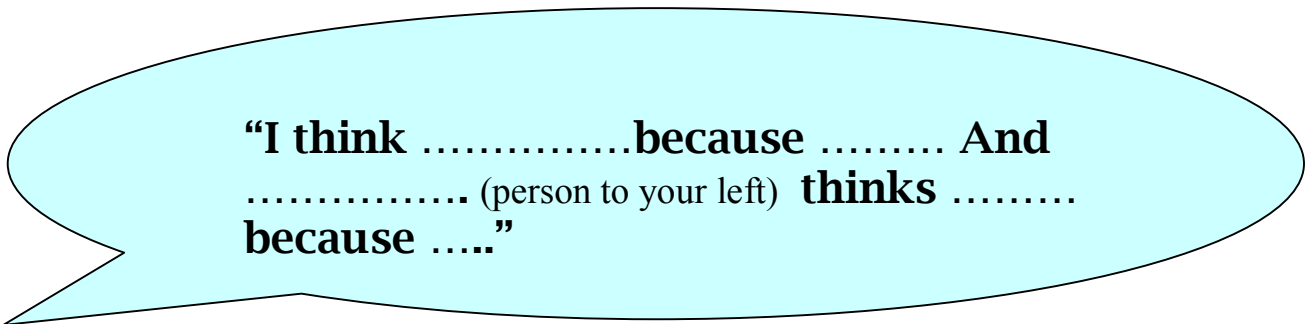


“I thinkbecause"

then passes the stick to the person on the left.

6) Listen to the person before you and remember what they say, and think of your answer to the question:

The person holding talking stick says:



**“I thinkbecause And
..... (person to your left) **thinks**
because"**

then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Five

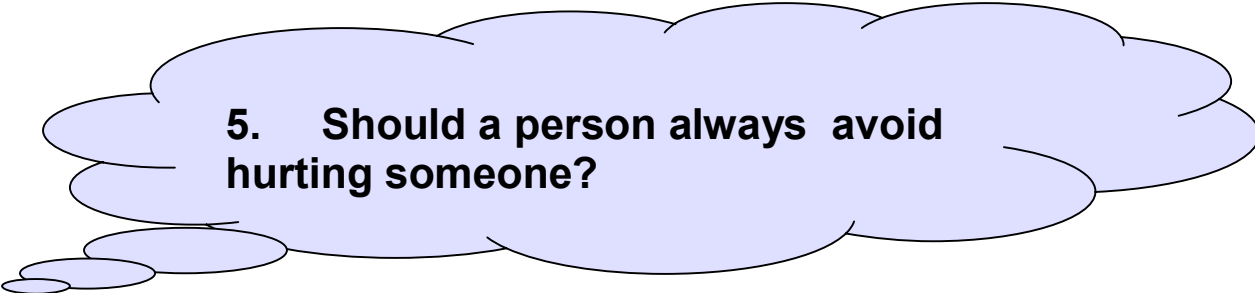
Skills Exercise

4) Continue to the third question

Teachers Guide to 'Thinking Adventures'

Pupil book page 96

5) 7) Think of an answer to this question:



5. Should a person always avoid hurting someone?

8) The person with the talking stick talks about the question, and add a reason

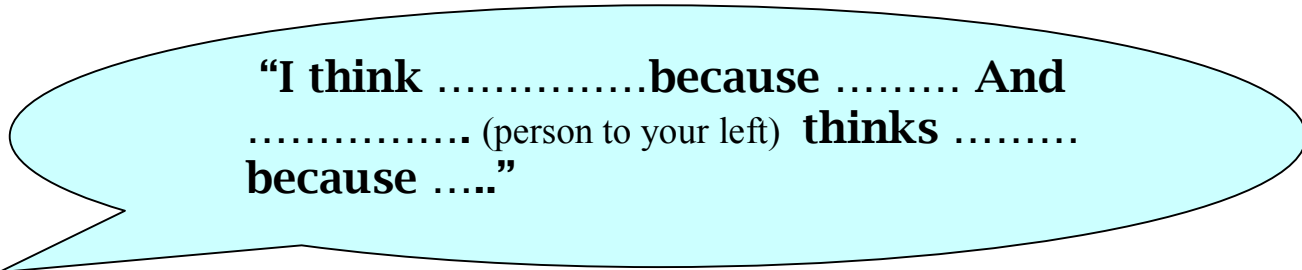


"I thinkbecause"

then passes the stick to the person on the left.

9) Listen to the person before you and remember what they say, and think of your answer to the question:

The person holding talking stick says:



"I thinkbecause And (person to your left) **thinks** because"

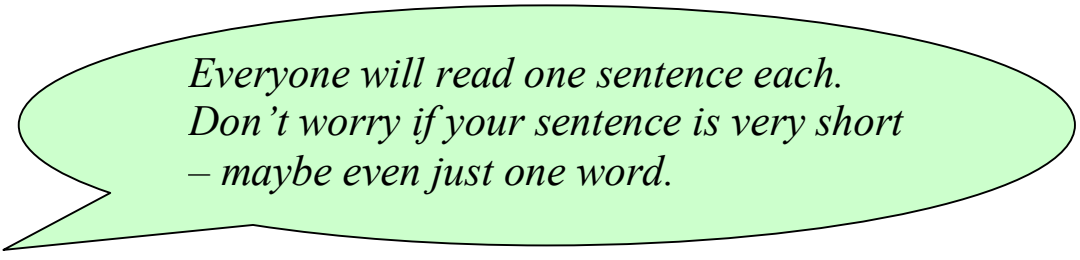
then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Five

Reading

5) Reading Explain to the pupils that everyone is going to read aloud



*Everyone will read one sentence each.
Don't worry if your sentence is very short
– maybe even just one word.*

6) Explain that this is not a reading class, so if a pupil finds an unfamiliar word you will tell him/her what it is.

6) Chose a LESS confident pupil to begin the reading.

Teachers Guide to 'Thinking Adventures'

Pupil book page 98

Reading

What to do

Rules

- Read the extract from *John's Story* out loud
- Each person reads one sentence in turn

'John's Story' extract 5

“

Almost as soon as John got home from school on Monday the phone rang. It was Jackie Taylor who lived up on the twelfth floor (in the same block of flats as John). She was asking if he could baby-sit their twins.

“I'm sorry its such short notice, “Jackie said “but both Ben and I have to go out. Can you be here by seven?”

John did a quick calculation in his head. He had football at 5.30. Usually he ate when he got home from football, but if he went straight to the Taylor's he could just make it by seven.

“That'll be fine Jackie” he said, “see you at seven”

Grabbing a roll from the breadbox in the kitchen, John went to his room and got changed as he ate it. He

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

stuffed his football gear into his sports bag, wrote a note for his Mum, and left the flat.

When he got to the park, most of the team were already there.

This was a 'friendly' game but the teams were rivals.

John looked around. Some of the boys were practising shooting balls into the goal. Nelson, the captain, was stretching while the Coach talked to him.

Then John noticed that Tim was not there.

Walking up to the Coach John asked, "Where's Tim?"

"We got a message - he won't be playing this evening" The Coach replied.

"Can I move up to centre?" John asked. John had wanted a chance to play up front for ages. He really wanted to score goals.

"No John, I need you in defence" Coach replied. John's face fell.

"Look," Coach said, taking John's arm and walking into the middle of the field, "I know you can play up front, but so can Smithy and Tom. I need you in defence because you can read the game, and I don't have anyone else who can do that as well as you can."

John sighed.

"We need intelligence as well as skills", Coach continued. "I know all you boys want the glory, but without you in defence the team risks losing"

John knew the Coach was right. But he wished that just sometimes he could get the recognition - just a little glory.

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

"No-one can *see* what I'm doing when I cut off the opposition's chances by being in the right place." John was thinking.

That wasn't quite true. The Coach could see, and so could some of the Dads who came to the games. But the girls who came to watch couldn't see that. The girls saw Tim and Nelson scoring goals. And if they missed, everyone said 'bad luck' or 'you'll get it next time'. But if John made a mistake and someone got by him, they just shouted 'go right' or 'get him' as if John didn't know! No one shouted 'bad luck'.

The game was about to start. John turned to walk back to his position.

"John," the coach said, "Remember the team depends on you more than the strikers. Without you we would lose, without them we just risk not winning."

//

Teachers Guide to 'Thinking Adventures'

Lesson Five

Discussion Questions

8) Write question on board , flip chart or screen

- 1. What is the difference between a team and a group of friends?**
- 2. Why do something good if no one knows you are doing it?**

9) Explain that pupils should take time to think to themselves about the questions

Take a few minutes to think about these questions

There isn't any one right answer

It's what you think that matters

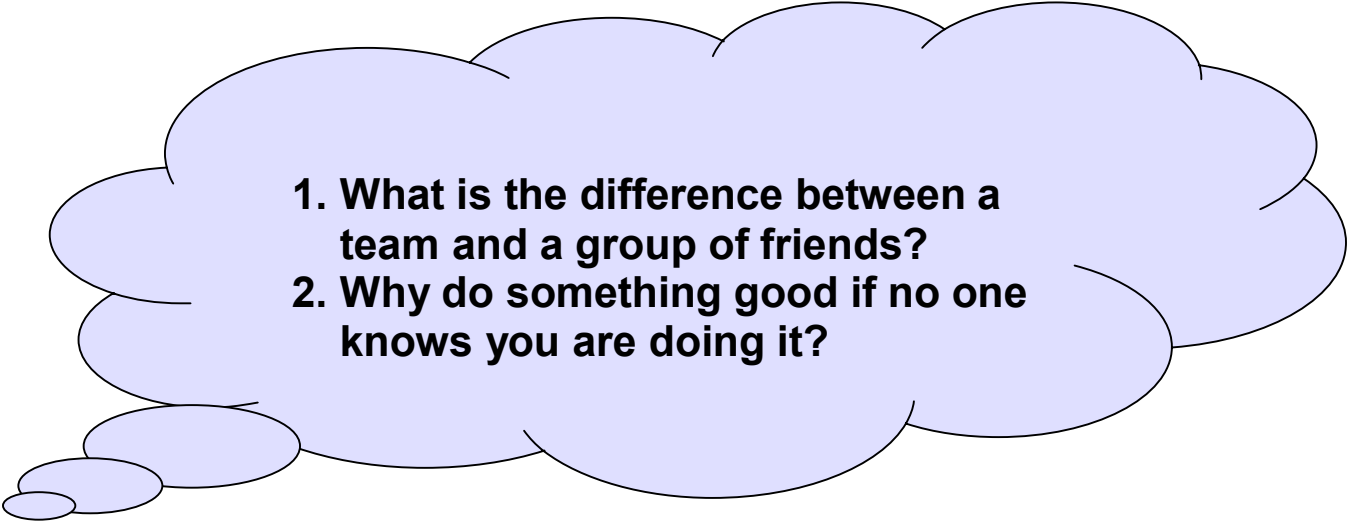
Teachers Guide to 'Thinking Adventures'

Pupil book page 104

Questions For Discussion

What to do

1) Think about these questions

- 
1. What is the difference between a team and a group of friends?
 2. Why do something good if no one knows you are doing it?

Teachers Guide to 'Thinking Adventures'

Lesson Five

Discussion Questions

10) Explain the discussion rules.

This time we will not use the talking stick

Everyone will take turns to say something about the questions.

Say a few sentences and try to use the reasoning skills we practised at the beginning of the lesson

Everyone must listen to the person who is speaking

11) Now ask for questions from the class

Does anyone have any other questions from John's story?

Anything puzzling or interesting that you would like to talk about?

I will write your questions on the board/flipchart/ screen and take as many as I have rooms for.

Teachers Guide to 'Thinking Adventures'

Pupil book page 106

Guided Discussion

Rules

- Without using the talking stick – raise your hand to speak.
- Only one person may talk, and everyone else must listen.
- Say one or two sentences and try to use the skills you practised

What to do

1) Talk about the questions

1. What is the difference between a team and a group of friends?
2. Why do something good if no one knows you are doing it?

2) NEW - think about a question you would like to ask. Raise your hand and ask the question. The teacher will write your question on the board. Then everyone can discuss it.

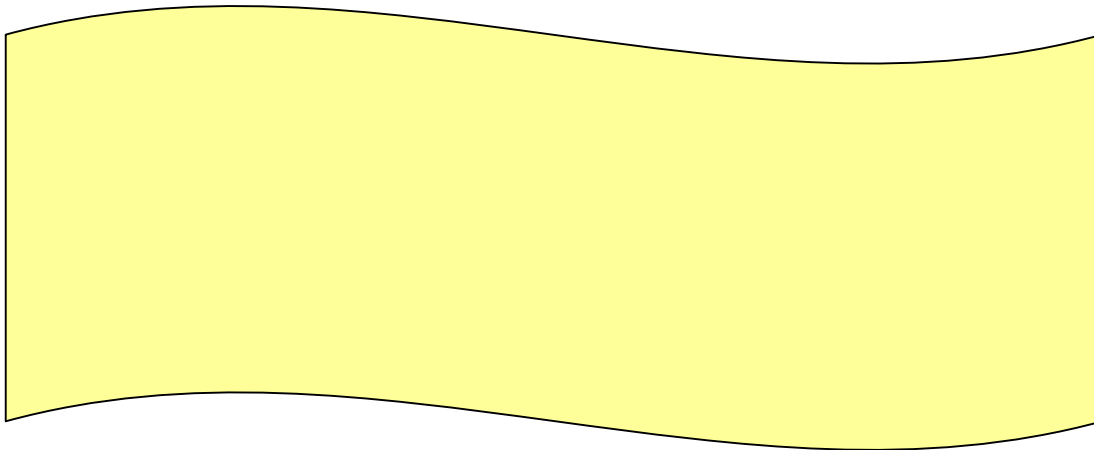
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Teachers Guide to 'Thinking Adventures'

Lesson Five

Pupils Discussion Questions

12) Write question on board , flip chart or screen



13) Choose the first question to begin the discussion

14) Read out question

15) ask pupils to raise their hands if they have something to say about the question

16) choose one pupil to begin discussion

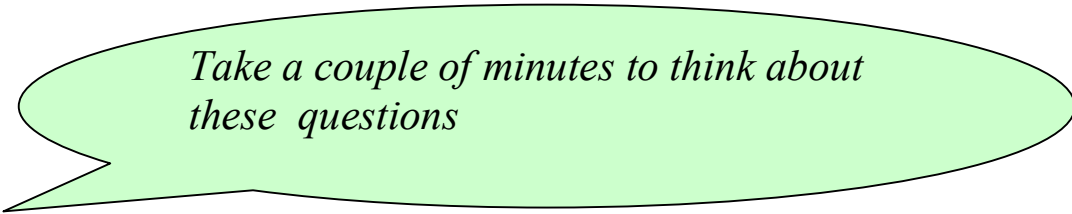
Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Lesson Five

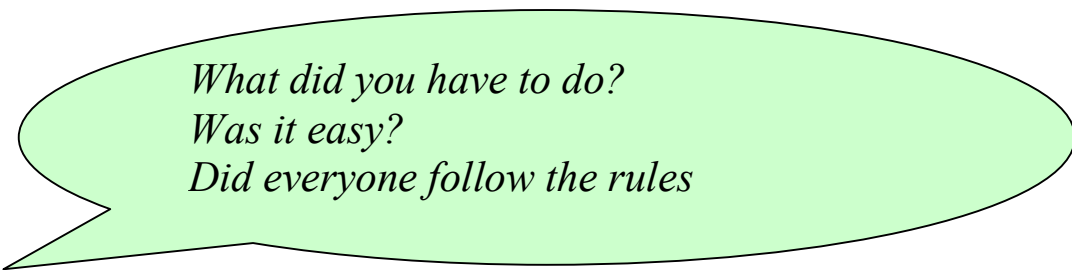
Closing meta-cognitive exercise

17)



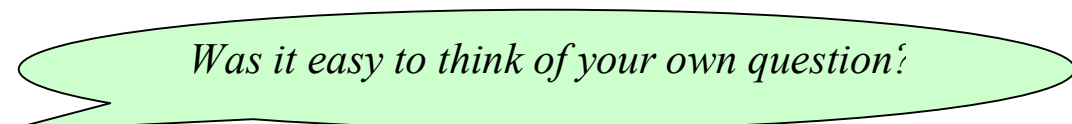
Take a couple of minutes to think about these questions

18) Read the questions out loud



*What did you have to do?
Was it easy?
Did everyone follow the rules*

19) Ask pupils what they think of having to ask their own questions



Was it easy to think of your own question?

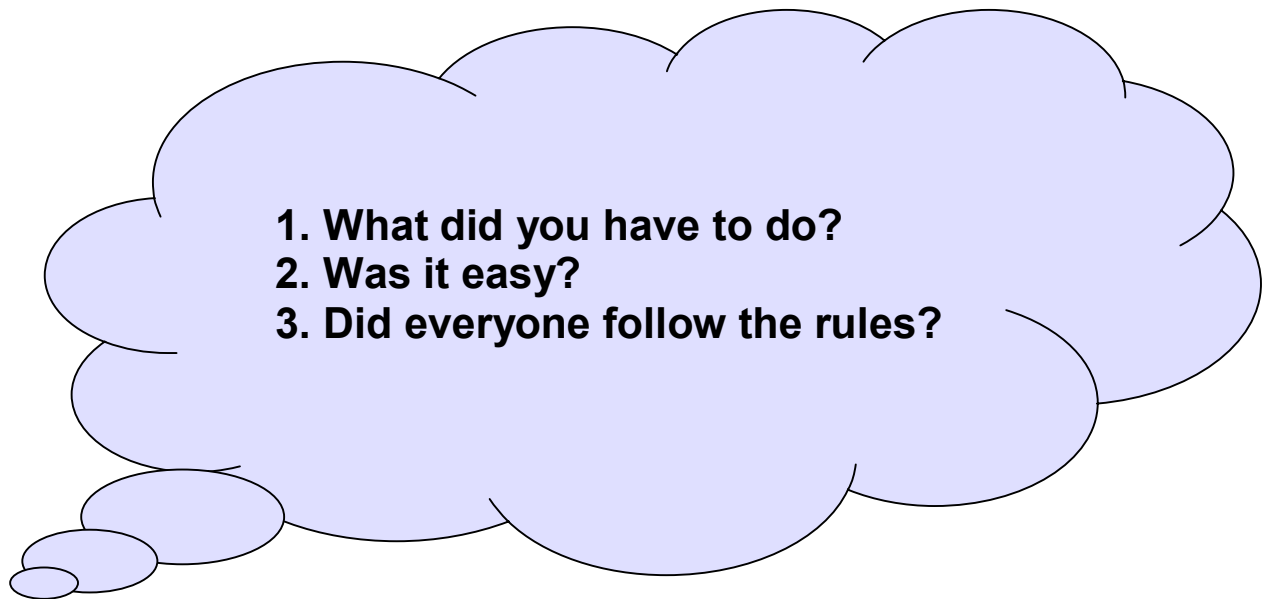
Teachers Guide to 'Thinking Adventures'

Pupil book page 108

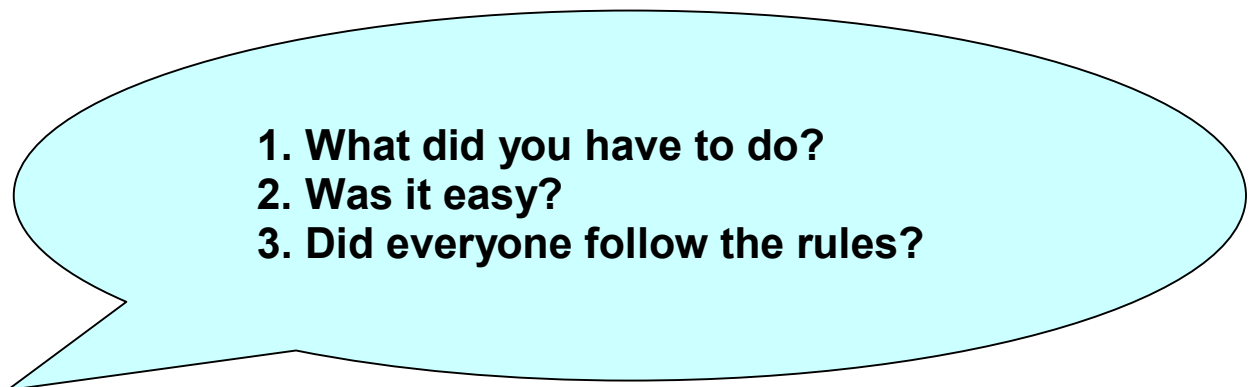
Meta-cognitive Exercise (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



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Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Lesson Six

Notes

Skills Exercises

In Lesson Six you will ask the pupils to begin the skills exercise without giving them a demonstration. By this stage in the course they should have mastered the general structure of the skills exercises.

Pupils continue to practise complex reasoning skills in the skills exercises.

Expect pupils to be getting more proficient at :

- *Listening to others*
- *understanding others*
- *remembering*
- *thinking for themselves*
- *speaking*
- *reasoning*

Meta-cognitive exercise

Expect the pupils to be quite accurate in their self assessment of their performance

Reading

Choose a less confident reader to start. You will be varying the choice of 'opening' reader in each lesson.

Teachers Guide to 'Thinking Adventures'

Lesson Six

Guided Discussion

In Lesson Six the pupils will ask their own questions for the second time.

If only a few pupils asked questions in Lesson Five, you can expect more pupils to raise their own questions in this lesson.

You will write up the questions from the pupils in exactly the words they have used. Resist the temptation to improve the language in their questions as this runs the risk of changing the meaning.

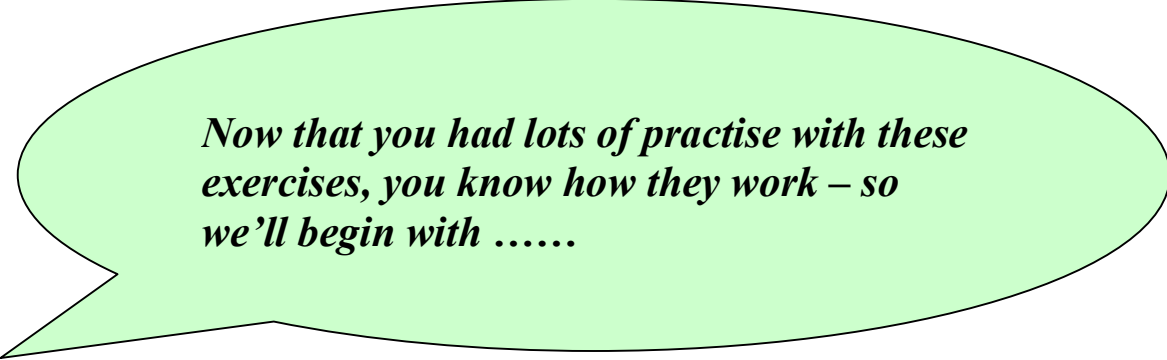
If you have a lot of questions write as many as you have room for and tell them you will do this. This is an arbitrary way of deciding a cut off point, and therefore does not involve any judgement as to the quality of the questions.

Teachers Guide to 'Thinking Adventures'

Lesson Six

Skills Exercise

1) Tell the pupils that they should begin the exercise themselves, and choose a confident pupil to start



Now that you had lots of practise with these exercises, you know how they work – so we'll begin with

Teachers Guide to 'Thinking Adventures'

Pupil book page 110

Lesson Six

Skills Exercise: talking, listening, remembering, reasoning

Rules

- Only the person holding the stick may talk, and every else must listen
- Pass the stick to the person on your left

What to do

1) Think of an answer to this question:

**What's the difference between a team
a group of friends**

2) The person holding talking stick says:

**"I think because
....."**

then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Six

Skills Exercise

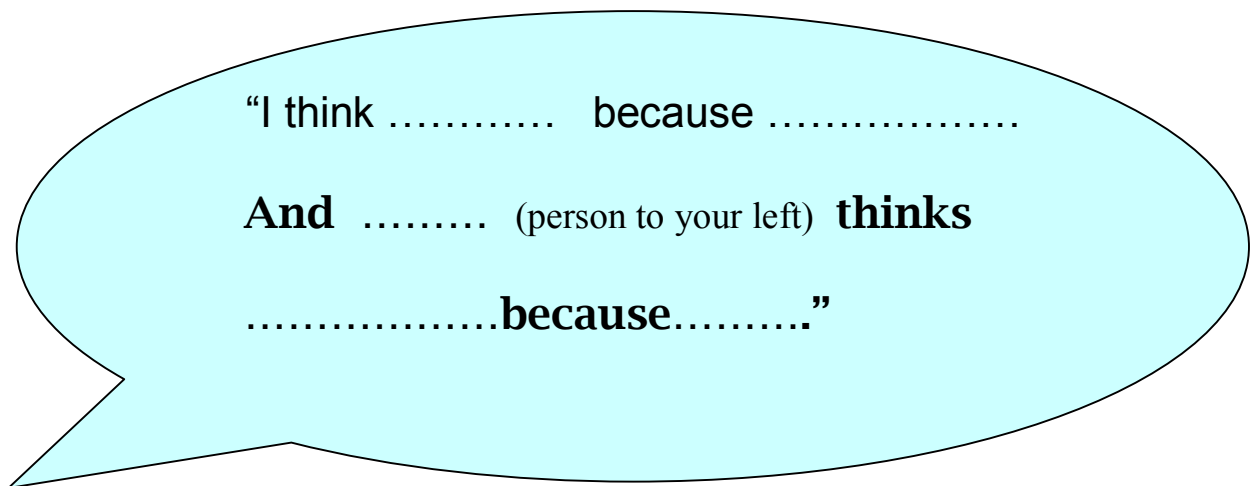
3) Continue

Teachers Guide to 'Thinking Adventures'

Pupil book page 112

3) Listen to the idea and the reason of person before you and remember it, and think of your idea and a reason:

The person holding talking stick says:



then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Six

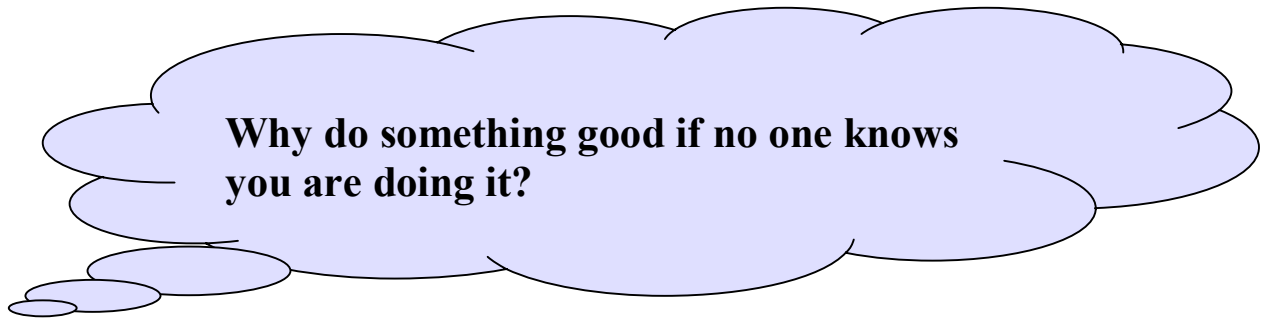
Skills Exercise

3) Continue

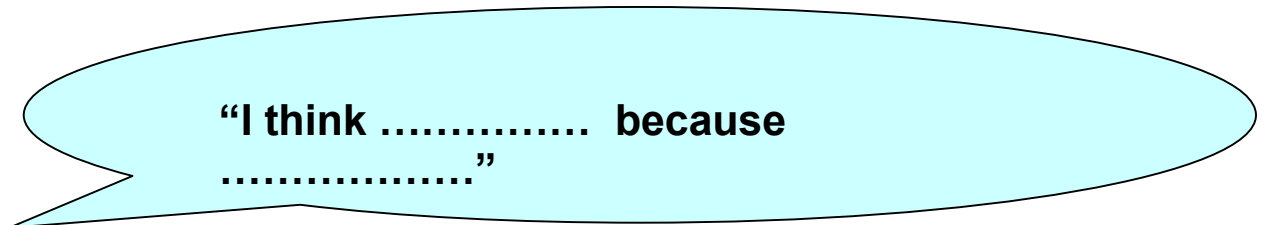
Teachers Guide to 'Thinking Adventures'

Pupil book page 114

4) Think of an answer to this question:



5) The person holding talking stick says:



then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Six

Skills Exercise

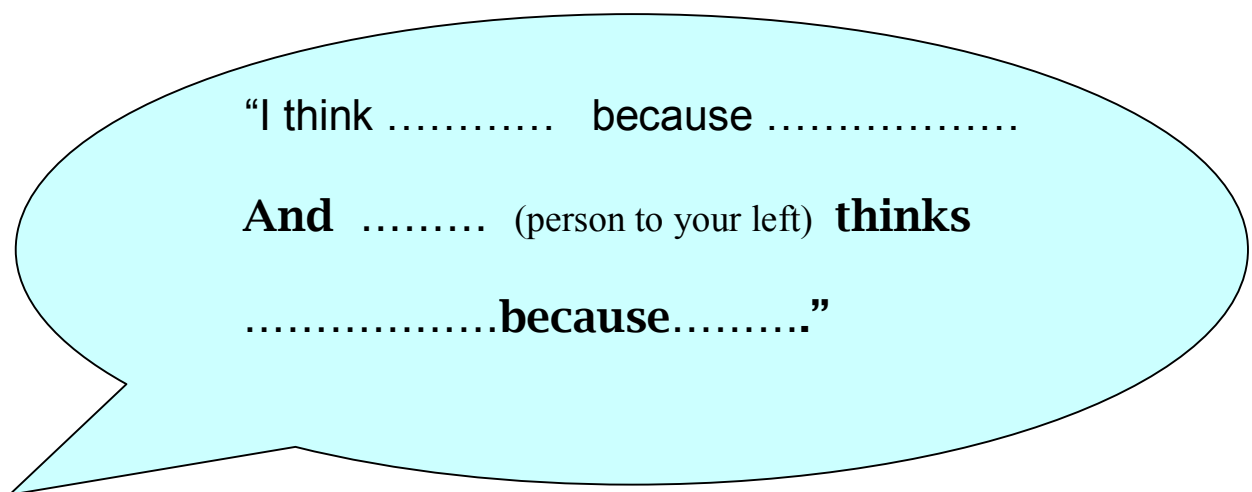
Continue

Teachers Guide to 'Thinking Adventures'

Pupil book page 116

6) Listen to the idea and the reason of person before you and remember it, and think of your idea and a reason:

The person holding talking stick says:



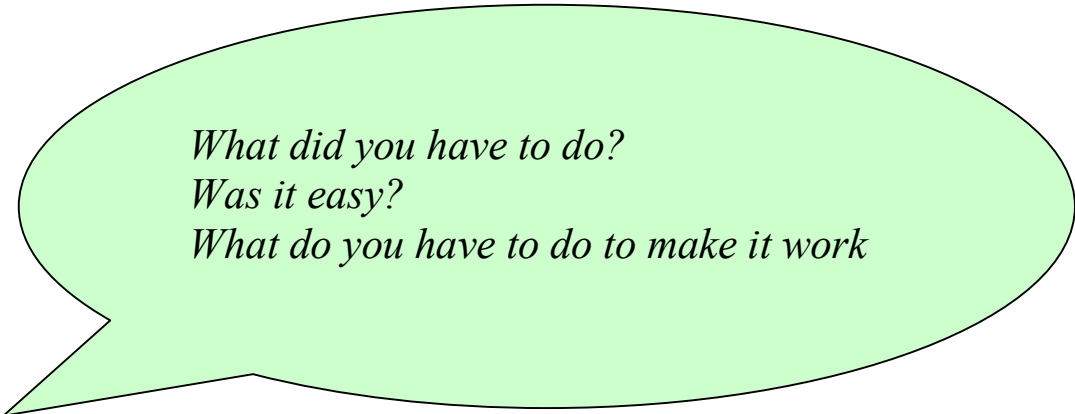
then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Six

Meta-cognitive exercise

5) Read the questions out loud



*What did you have to do?
Was it easy?
What do you have to do to make it work*

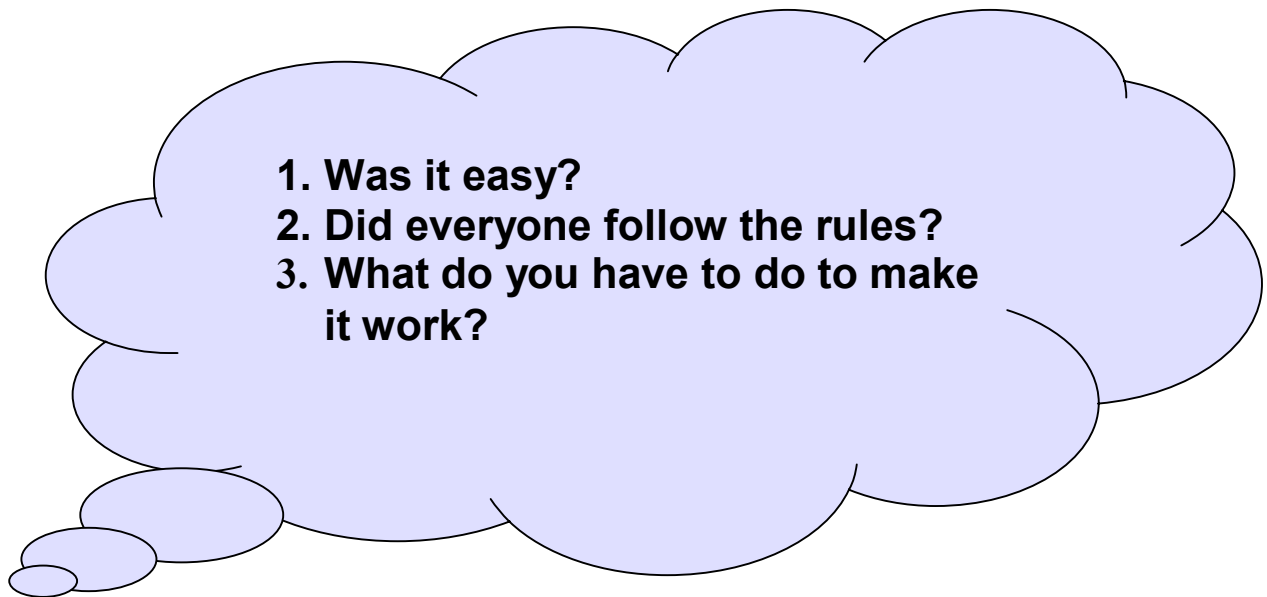
Teachers Guide to 'Thinking Adventures'

Pupil book page 118

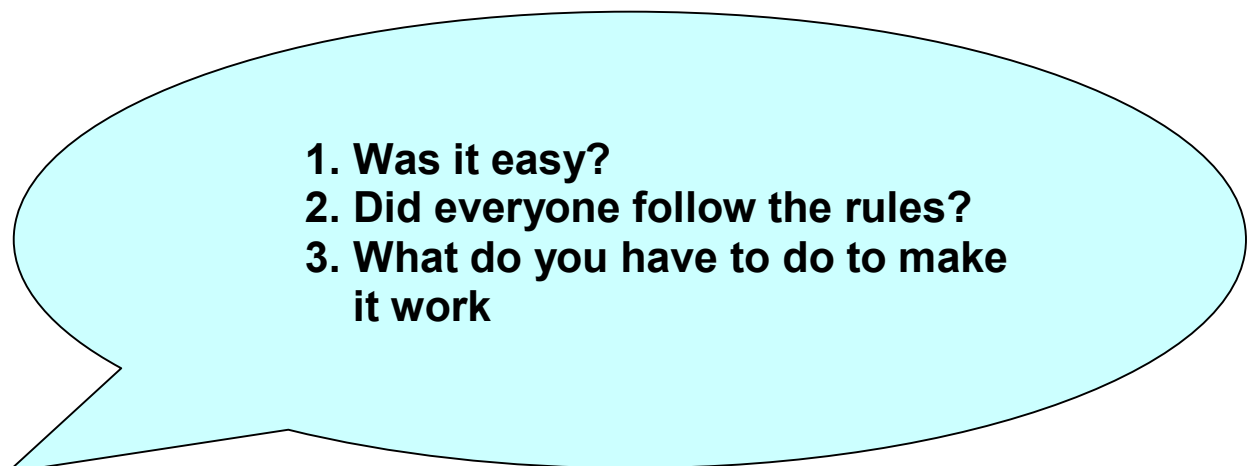
Meta-Cognitive Ex. (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



Teachers Guide to 'Thinking Adventures'

Lesson Six

Reading

6) Ask the pupils to tell you the rules for reading

What are the rules for reading?

Teachers Guide to 'Thinking Adventures'

Pupil book page 120

Reading

What to do

Rules

- Read the extract from *John's Story* out loud
- Each person reads one sentence in turn

'John's Story' extract 6

“

John pressed the buzzer at the door of the flat. It had been a rush to get there on time after football, but he had made it. He didn't want to let the Taylors down, and the money he got from baby-sitting for them was going to pay for his new computer.

The door opened.

“Come in John, I'm so glad you could come this evening” Jackie was taking John's coat and hanging it up for him on the hook next the door.

“I know this isn't really part of your job, but could you do me a big favour and see that Paul does his homework?” Jackie asked.

“Sure!” John said, as Paul made a face behind his parents' backs.

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Teachers Guide to 'Thinking Adventures'

"OK - you know where the tea and coffee are, and help yourself to any food." Jackie said "And you can watch TV – but don't let them make a mess ..."

"Don't worry Mrs. T. " John said, "They don't dare mess with me!"

"Right, bye then!" Jackie said, as she went through the door.

"John, John, can we watch " shouted Laura and Paul.

"Hold on there , " John said, "first you've got to do your homework, right?"

"I don't have any!" Laura said.

"She does all hers in class," explained Paul, "'Cause she gets all the work finished real fast"

"You must be some brain box then" John said, and tickled Laura. Paul jumped on top of John and started to wrestle him.

"Ok that's enough ", John said after a few minutes, "your Mum will kill me if we break anything!"

"John, why do you do baby sitting?" Laura asked

"I need the money!" John said.

"Why don't you just get money from your Mum?" Paul asked.

"'Cause I'm old enough to earn my own money" John said.

"No, no what I meant was . Its girls that do baby sitting " Laura said.

"Well that's not right, 'cause I'm not a girl!" John said.

"But don't your friends make fun of you?" Laura asked.

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Teachers Guide to 'Thinking Adventures'

"They'd only try that once!" John said "Anyway why do I care what other people think? I need to earn money and this is an easy job," John said.

"Is that what you're going to do for a job , do baby sitting?" Paul asked.

"Naw!" John said, "This is just while I'm at school. When I get out I'm going to college, and I'll work in the pub soon as I'm 16 "

"You mean you're going to work and go to college at the same time?" Laura asked.

"Aye!" John replied.

"Why?" Paul asked.

"Are you trying to avoid doing your home-work?" John said.

"He is but I'm not, 'cause *I* don't have any" Laura said.

"Look why don't you do your homework first then I'll talk to you when its finished" John said.

Paul groaned.

"That sometimes works with the teacher, "Laura said.

"What?" asked John.

"If you get her to talk about herself sometimes she forgets what we're supposed to be doing" explained Laura.

John laughed. "But see I'm still at school so I know all these tricks", he said.

“

Teachers Guide to 'Thinking Adventures'

Lesson Six

Discussion Questions

7) Write questions on board , flip chart or screen

- 1. What is work?**
- 2. Is there such a thing as Women's work ?**
- 3. Is there such a thing as Men's work?**
- 4. Why should anyone work?**

8) Explain that pupils should take time to think to themselves about the questions

*Take a few minutes to think about these questions
There isn't any one right answer
It's what you think that matters*

Teachers Guide to 'Thinking Adventures'

Pupil book page 126

Questions For Discussion

What to do

1) Think about these questions



1. What is work?

2. Is there such a thing as Women's work ?

3. Is there such a thing as Men's work?

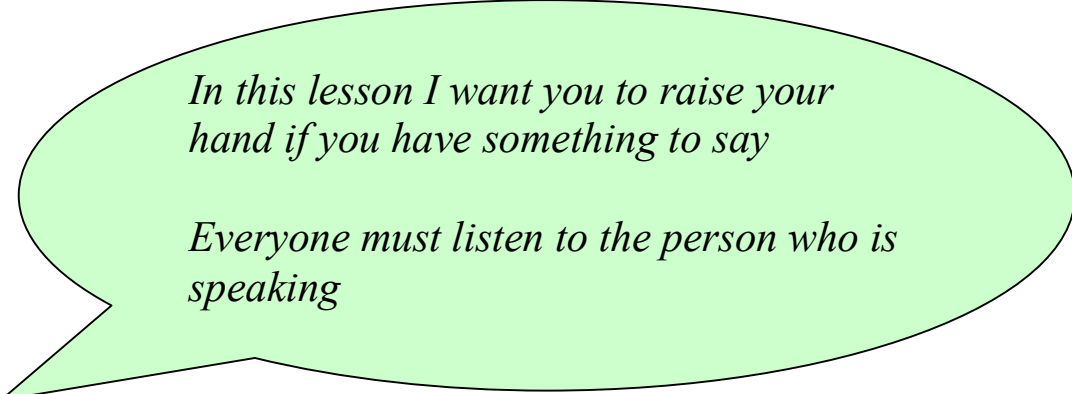
4. Why should anyone work?

Teachers Guide to 'Thinking Adventures'

Lesson Six

Discussion Questions

9) Explain the discussion format.



In this lesson I want you to raise your hand if you have something to say

Everyone must listen to the person who is speaking

Teachers Guide to 'Thinking Adventures'

Pupil book page 128

Guided Discussion

Rules

- Without using the talking stick – raise your hand to speak.
- Only one person may talk, and everyone else must listen.
- Say one or two sentences and try to use the skills you practised

What to do

1) Talk about the questions

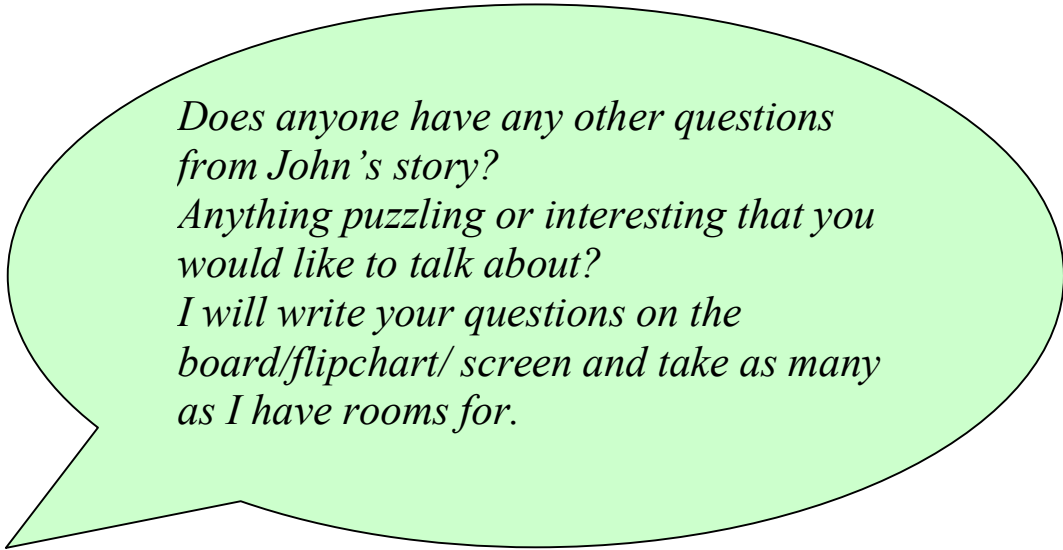
1. What is work?
2. Is there such a thing as Women's work
3. Is there such a thing as Men's work?
4. Why should anyone work?

Teachers Guide to 'Thinking Adventures'

Lesson Six

Discussion Questions

10) Now ask for questions from the class

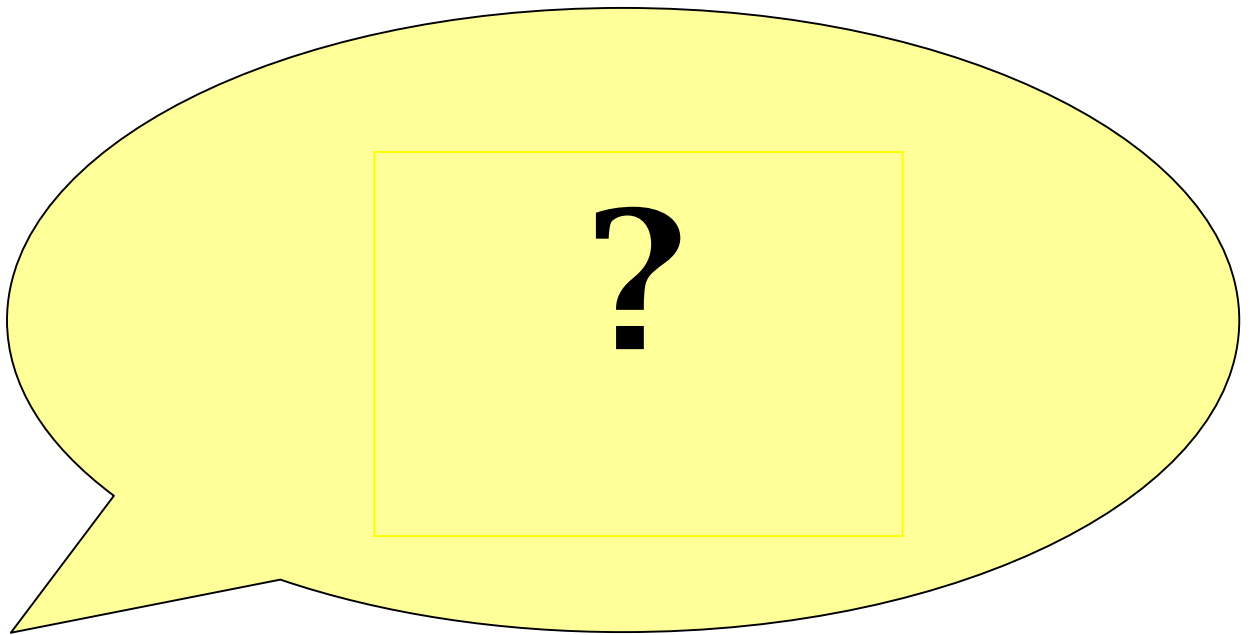


*Does anyone have any other questions from John's story?
Anything puzzling or interesting that you would like to talk about?
I will write your questions on the board/flipchart/ screen and take as many as I have rooms for.*

Teachers Guide to 'Thinking Adventures'

Pupil book page 130

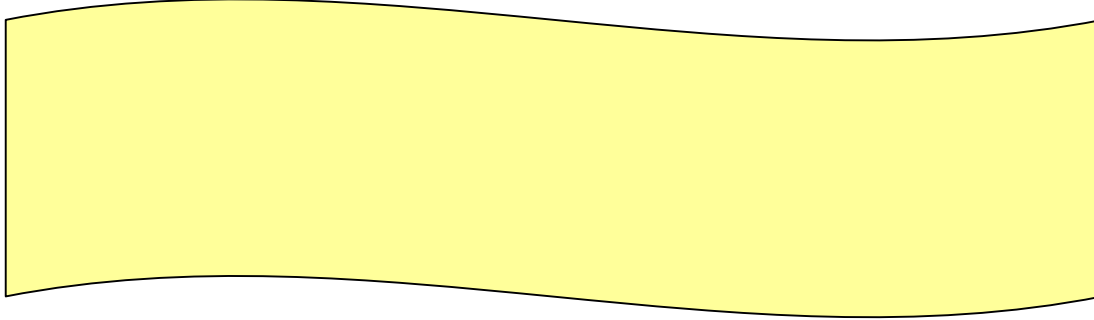
2) Think about a question you would like to ask. Raise your hand and ask the question. The teacher will write your question on the board. Then everyone can discuss it.



Teachers Guide to 'Thinking Adventures'

Pupils Discussion Questions

11) Write question on board , flip chart or screen



12) Choose the first question to begin the discussion

13) Read out question

14) Ask pupils to raise their hands if they have something to say about the question

15) Choose one pupil to begin discussion

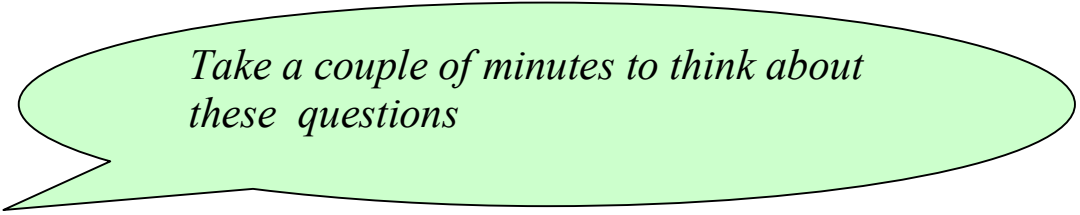
Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Lesson Six

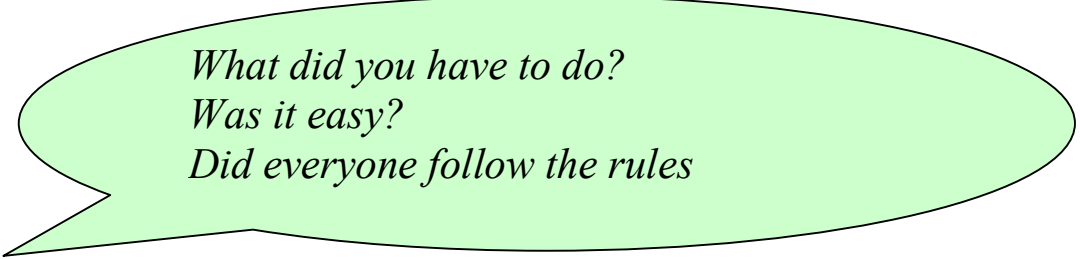
Closing meta-cognitive exercise

16) Explain to the pupils again that it is important they to take a few minutes to think about these questions before they talk about them.



Take a couple of minutes to think about these questions

17) Read the questions out loud



*What did you have to do?
Was it easy?
Did everyone follow the rules*

18) Finish the class - Congratulate THE CLASS

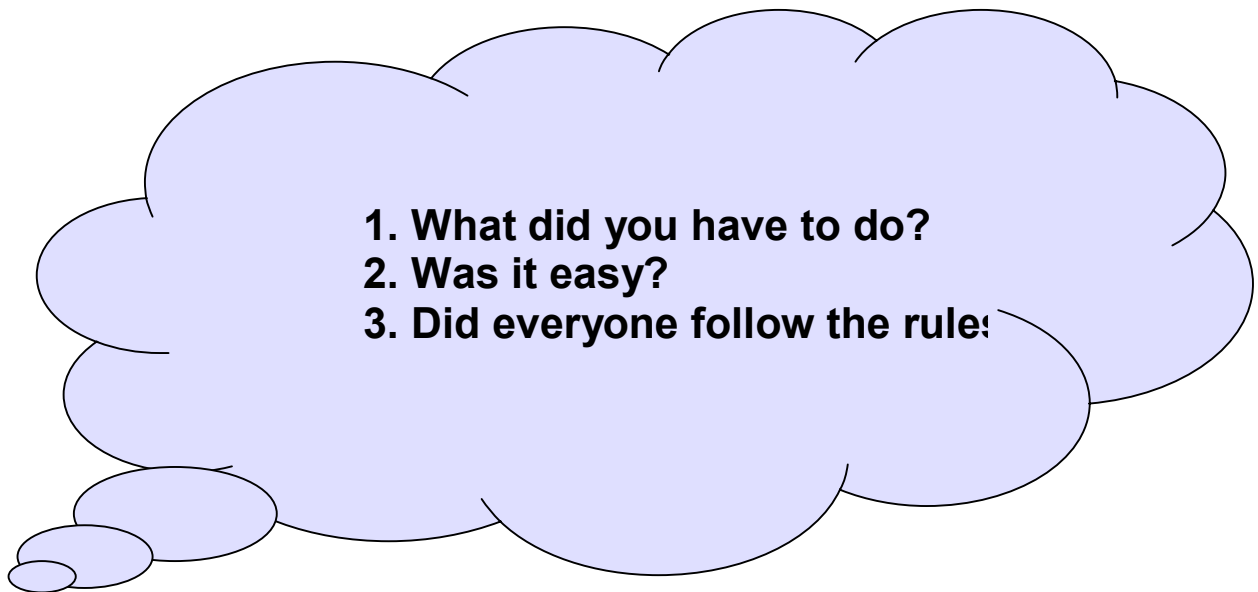
Teachers Guide to 'Thinking Adventures'

Pupil book page 132

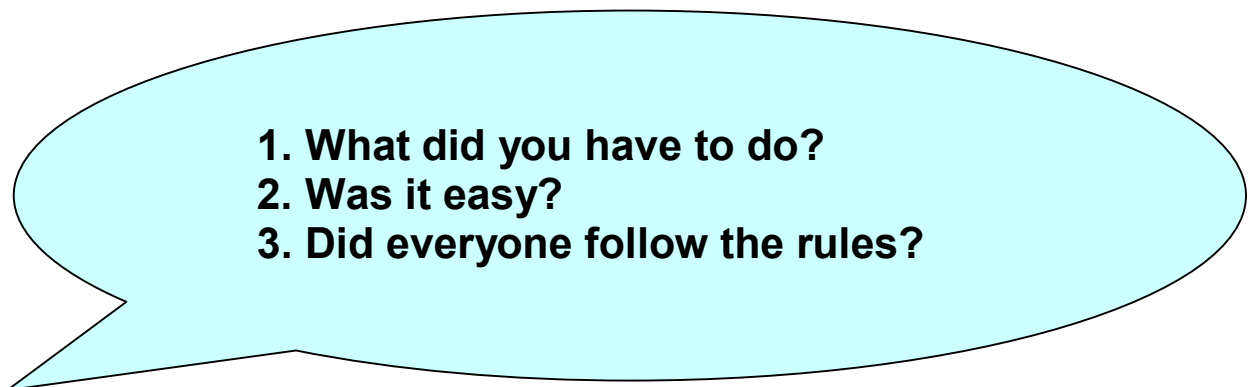
Meta-cognitive Exercise (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Lesson Seven

Notes

Skills Exercises

In Lesson Seven the skills exercise is short – giving the pupils a chance to consolidate the changes in Lesson Six. You begin the skills exercise without giving them a demonstration. By this stage in the course they should have mastered the general structure of the skills exercises.

Meta-cognitive exercise

Expect the pupils to be quite accurate in their self assessment of their performance

Reading

Again choose a less confident reader to start. You will be varying the choice of 'opening' reader in each lesson.

Guided Discussion

OPEN DISCUSSION

Lesson Seven continues the pupils practise with open discussion. If only a few pupils wish to talk in this Lesson you can begin to ask the non-talkers 'What do you think?' in order to encourage them to talk and to indicate that contribution is expected.

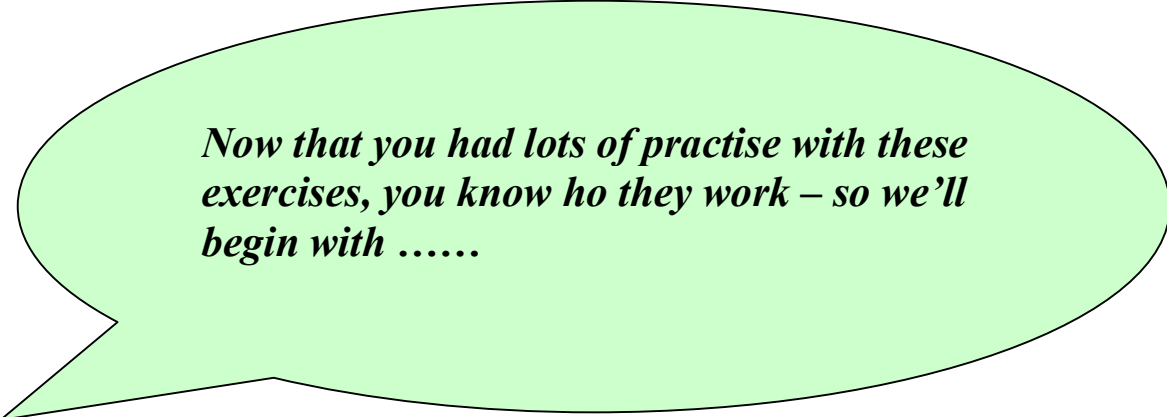
Pupils will raise their own questions for the third time. You will write up the questions from the pupils in exactly the words they express them

Teachers Guide to 'Thinking Adventures'

Lesson Seven

Skills Exercise

1) Tell the pupils that they should begin the exercise themselves, and choose a confident pupil to start



Now that you had lots of practise with these exercises, you know ho they work – so we'll begin with

Teachers Guide to 'Thinking Adventures'

Pupil book page 134

Lesson Seven

Skills Exercise: talking, listening, remembering, reasoning

Rules

- Only the person holding the stick may talk, and every else must listen
- Pass the stick to the person on your left

What to do

1) Think of an answer to this question:

Is there a difference between women's work and men's work?

2) Think of a reason to say after your idea

The person holding talking stick says:

**"I think because
....." then passes the stick**

then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Seven

Skills Exercise

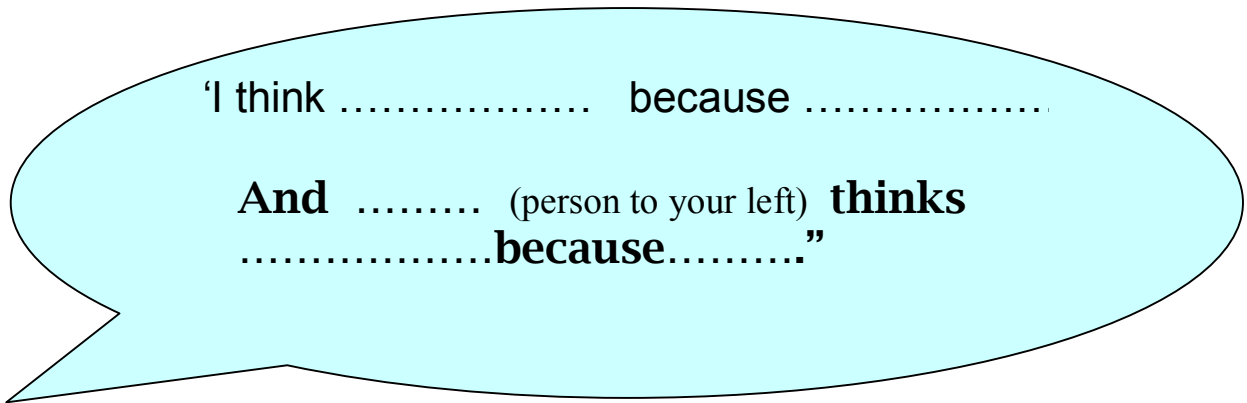
2) Continue

Teachers Guide to 'Thinking Adventures'

Pupil book page 136

3) Listen to the idea and the reason of person before you and remember it, and think of your idea and a reason:

The person holding talking stick says:



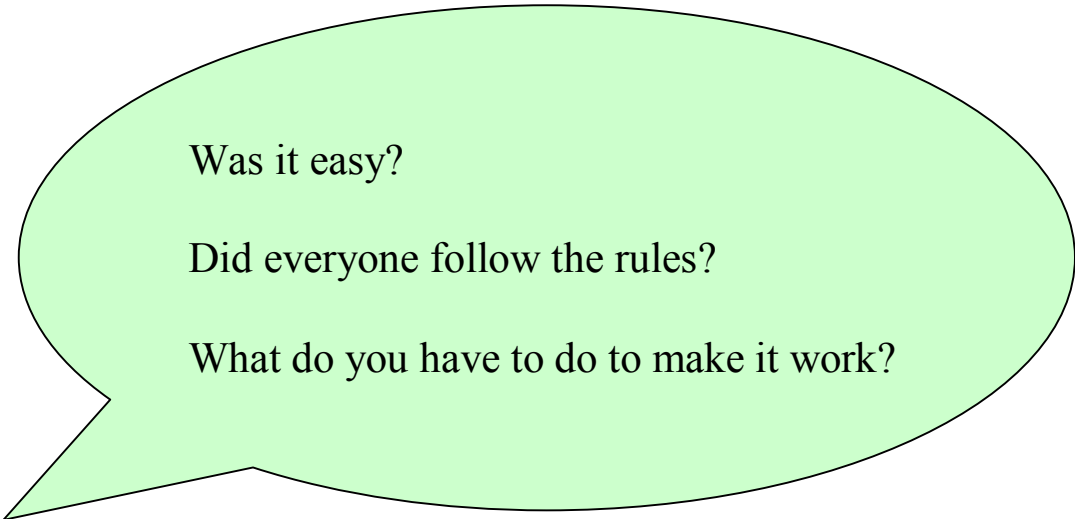
then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Seven

Meta-cognitive exercise

3) Read the questions out loud



Was it easy?

Did everyone follow the rules?

What do you have to do to make it work?

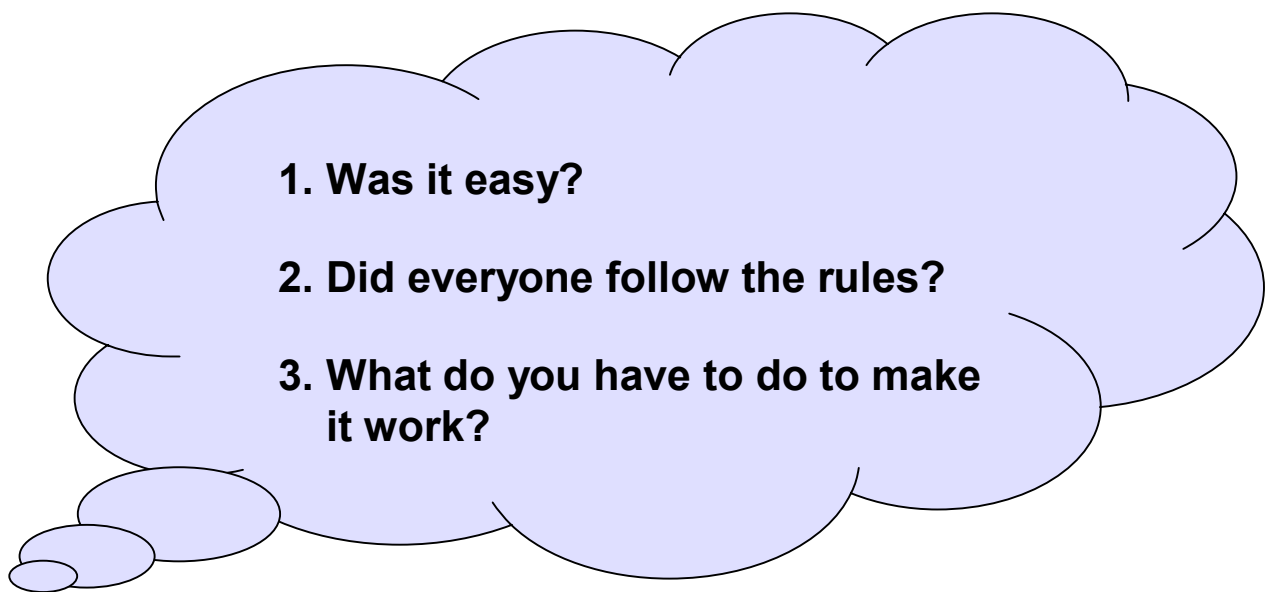
Teachers Guide to 'Thinking Adventures'

Pupil book page 138

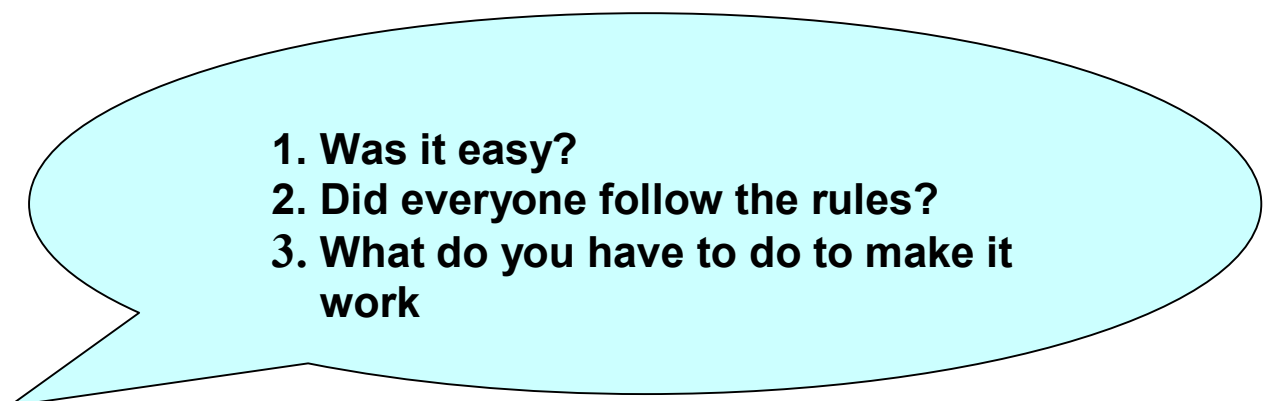
Meta-Cognitive Ex. (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



Teachers Guide to 'Thinking Adventures'

Lesson Seven

Reading

4) Ask the pupils to tell you the rules for reading

What are the rules for reading?

Teachers Guide to 'Thinking Adventures'

Pupil book page 140

Reading

What to do

Rules

- Read the extract from *John's Story* out loud
- Each person reads one sentence in turn

'John's Story' extract 7

“

By 8.30 John had managed to get Paul to finish his homework. He knew he would have to get the twins ready to the idea of going to be at least half an hour before they actually had to go to bed.

“Right,” he said, “time to get your pyjamas on!”

Laura looked round from the TV.

“But John”, she said “ you said you would talk to us when Paul finished his homework”

“After you've brushed your teeth and got ready for bed” john replied.

“But it's not bed time yet!” Paul said.

“The faster you get ready, the longer we'll have to talk” John said.

Twenty minutes later the twins were both ready.

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Teachers Guide to 'Thinking Adventures'

"How much money will you get for babysitting us?" Laura asked.

John laughed. "Well it's not a fortune," he said. "But I'll put it in the bank, and with my paper round every week it adds up"

"What do you mean?" Laura asked. She was imagining the pounds doing arithmetic.

"Well each week I get a little money from delivering papers, and then sometimes I do jobs for people like clearing out their sheds, or like babysitting for you two. I save up all the money."

"Why?" Paul asked.

"So that I can buy things I need." John said. "Or just in case."

"In case of what?" Laura asked.

"You never know what's going to happen" John answered. He was thinking of how his Dad had suddenly left them. And how his Mum had been desperate about having no money.

"Like a meteor falling from the sky?" Laura said.

"Where did you get that idea?" John asked.

"It was in a book in the library at school," Laura explained. "It killed all the dinosaurs".

"Is that true, John?" Paul asked.

"Well a lot of people think it is true" John said.

"But *is* it?" Laura asked

"I don't know for sure," John said.

"Are you getting money in case a meteor falls and kills everyone?" Paul asked.

John tried not to laugh, the kids seemed so serious.

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Teachers Guide to 'Thinking Adventures'

"No" he said, "I don't think any meteors are going to fall on us. It's just because you don't know what might happen – something good maybe. Like there's a really good job in Germany, and I need the money for the airplane to get there."

Laura was amazed. She had never thought of someone going to Germany for a job.

"Yeah, Life is like a box of chocolates – you never know what you are going to get. Some you like, some you don't." John said, almost to himself.

"What?" Paul looked puzzled.

"It's just something from a film, Paul " John said. "Now it is your bed time!"

”

Teachers Guide to 'Thinking Adventures'

Lesson Seven

Discussion Questions

5) Write questions on board , flip chart or screen

Is life like a box of chocolates?

Are there times when you know what is going to happen?

Are there times when no-body knows what is going to happen?

Are there things which everybody knows?

Are there things which nobody knows?

6) Explain that pupils should take time to think to themselves about the questions

Take a few minutes to think about these questions

There isn't any one right answer

It's what you think that matters

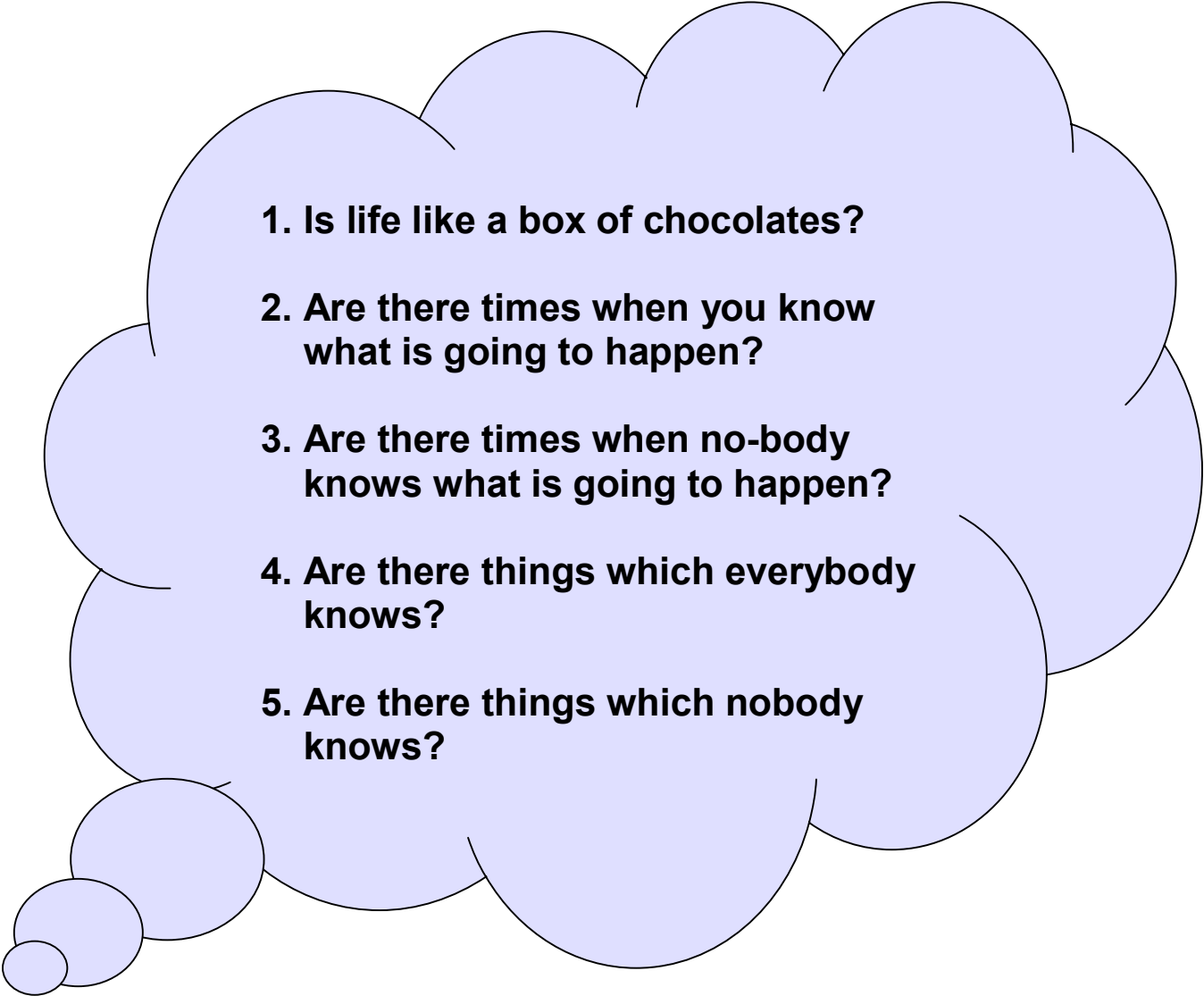
Teachers Guide to 'Thinking Adventures'

Pupil book page 146

Questions For Discussion

What to do

1) Think about these questions

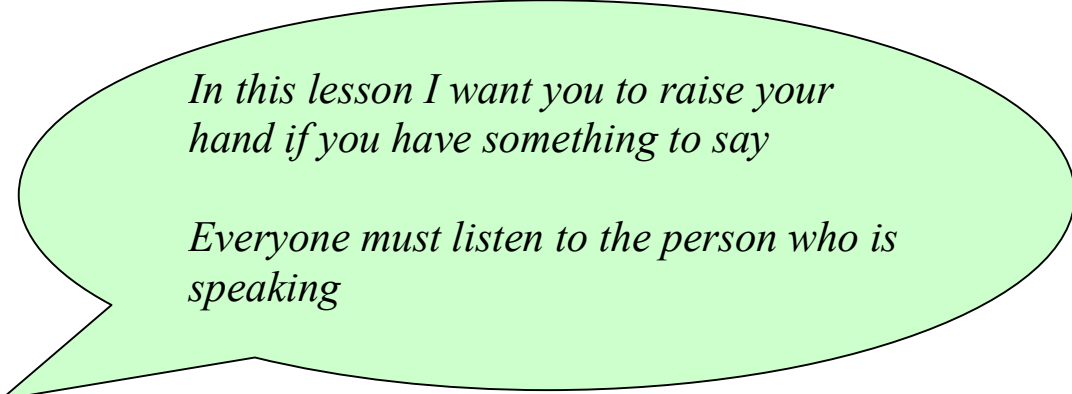
- 
1. Is life like a box of chocolates?
 2. Are there times when you know what is going to happen?
 3. Are there times when no-body knows what is going to happen?
 4. Are there things which everybody knows?
 5. Are there things which nobody knows?

Teachers Guide to 'Thinking Adventures'

Lesson Seven

Discussion Questions

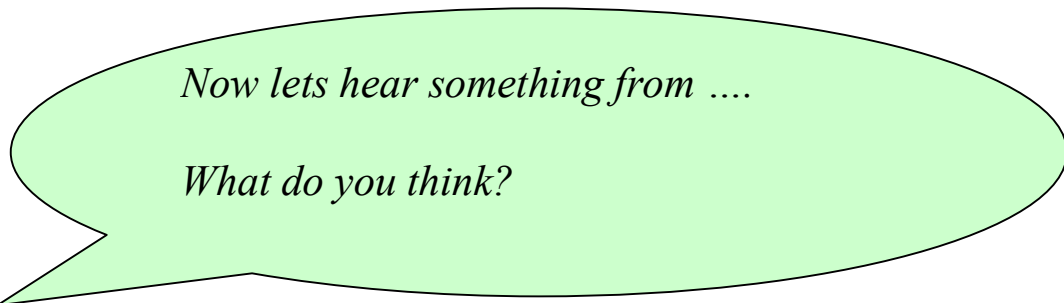
7) Again explain the discussion format.



In this lesson I want you to raise your hand if you have something to say

Everyone must listen to the person who is speaking

8) Try to bring in some pupils who have not talked



Now lets hear something from

What do you think?

Teachers Guide to 'Thinking Adventures'

Pupil book page 148

Guided Discussion

Rules

- Without using the talking stick – raise your hand to speak.
- Only one person may talk, and everyone else must listen.
- Say one or two sentences and try to use the skills you practised

What to do

1) Talk about the questions

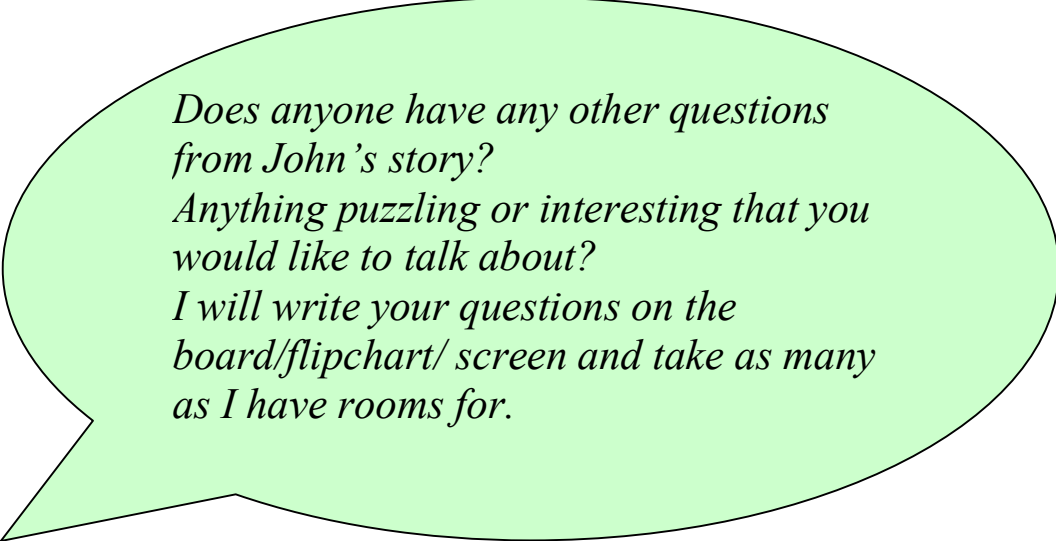
1. Is life like a box of chocolates?
2. Are there times when you know what is going to happen?
3. Are there times when no-body knows what is going to happen?
4. Are there things which everybody knows?
5. Are there things which nobody knows?

Teachers Guide to 'Thinking Adventures'

Lesson Seven

Discussion Questions

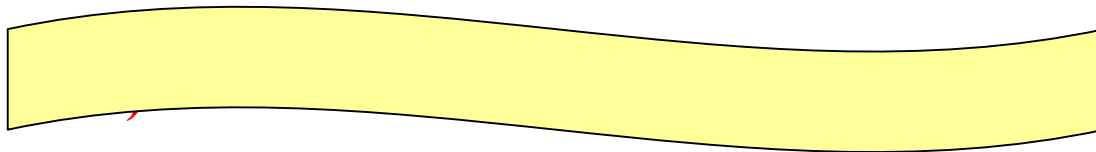
9) Now ask for questions from the class



*Does anyone have any other questions from John's story?
Anything puzzling or interesting that you would like to talk about?
I will write your questions on the board/flipchart/ screen and take as many as I have rooms for.*

Pupils Discussion Questions

10) Write question on board , flip chart or screen



11) Choose the first question to begin the discussion

12) Read out question

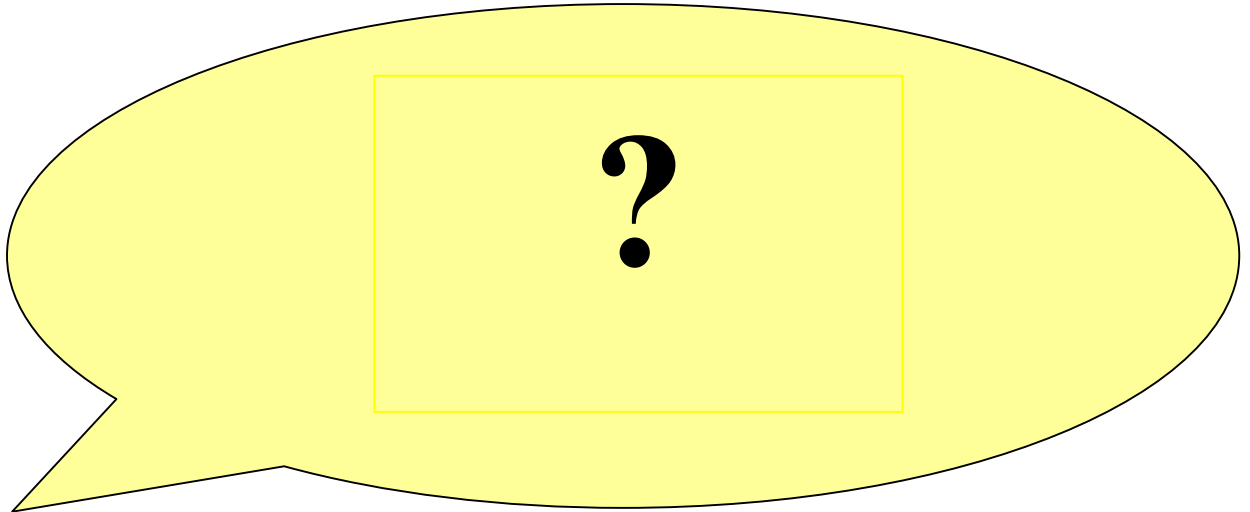
13) Ask pupils to raise their hands if they have something to say about the question

14) Choose one pupil to begin discussion

Teachers Guide to 'Thinking Adventures'

Pupil book page 150

2) Think about a question you would like to ask. Raise your hand and ask the question. The teacher will write your question on the board. Then everyone can discuss it.

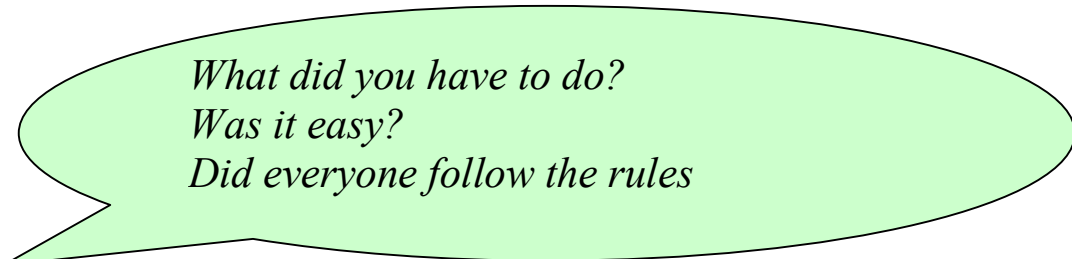


Teachers Guide to 'Thinking Adventures'

Lesson Seven

Closing meta-cognitive exercise

15) Read the questions out loud



*What did you have to do?
Was it easy?
Did everyone follow the rules*

16) Finish the class - Congratulate THE CLASS

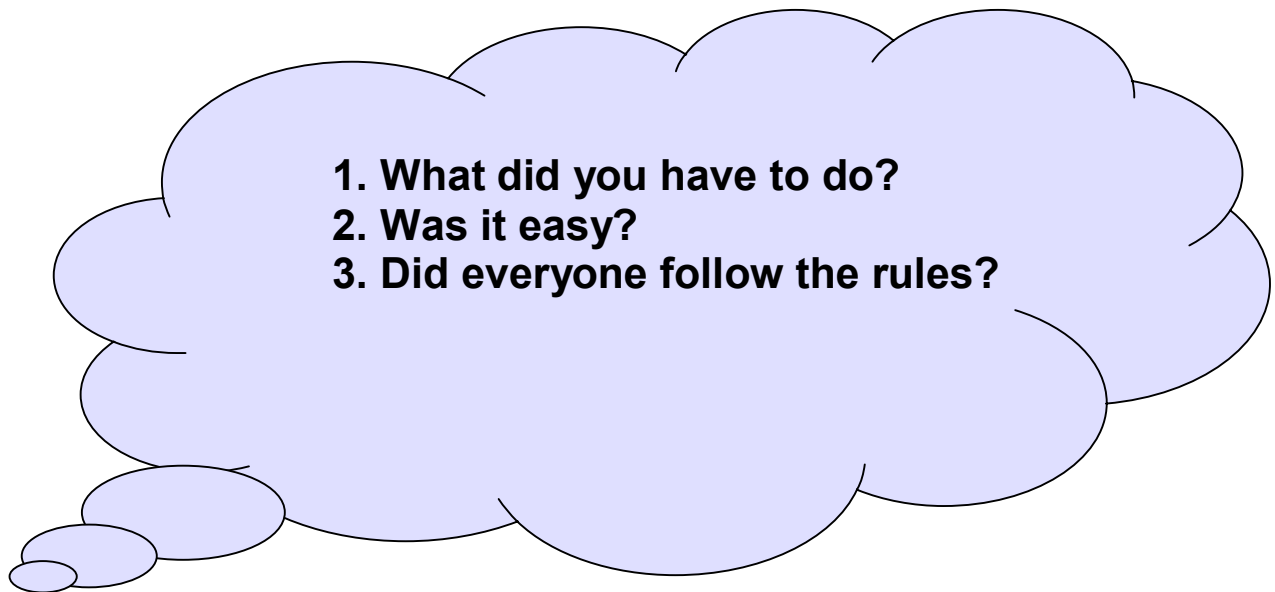
Teachers Guide to 'Thinking Adventures'

Pupil book page 152

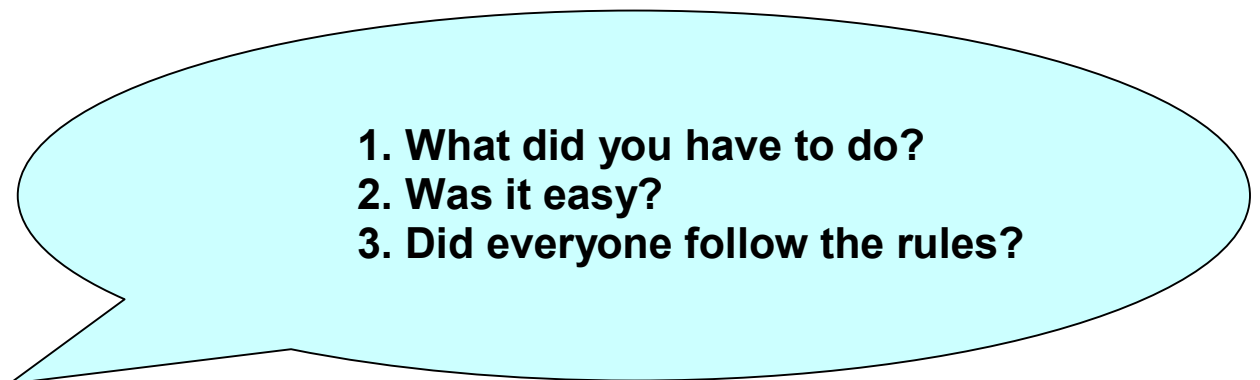
Meta-cognitive Exercise (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Lesson Eight

Notes

NEW Skills Exercises

In Lesson Eight the skills exercises develop the pupils understanding of similes. The exercise develops their thinking follow the introduction of the simile which they have discussed in Lesson Seven – 'Life is like a box of chocolates'

The pupils will begin by working in small groups :

- *To discuss the exercise*
- *To write their answers in their pupil books*

You decide the size and composition of the groups depending on the nature of your class.

You might use different criteria for choosing the composition of the groups, E.g. you may wish to :

- *mix different abilities of pupils in each group*
- *divide groups of friends so they are in separate groups*
- *keep groups of friends together in small groups*
- *mix the more and the less articulate pupils in each group*

You might use different criteria for choosing the size of the groups, E.g. you may wish to :

- *have groups of 5 to emphasize practice in discussion*
- *have groups of 4 to allow for more participation for each pupil*
- *have groups of 3 to allow less able pupils to learn in a small group*
- *have pairs to encourage peer tutoring*

Teachers Guide to 'Thinking Adventures'

Lesson Eight

Through their practise in the skills exercise the pupils will develop

- *their creative thinking*
- *their critical thinking*
- *their understanding of similes*
- *their ability to judge similes*

Meta-cognitive Exercises

NO META-COGNITIVE EXERCISE . Move straight into reading after skills exercise finish lesson after open discussion.

Discussion Questions

In Lesson Eight the extract from 'John's Story' gives an example of a common error in reasoning by the 'hero' John. John makes a logical mistake in his reasoning – one which is commonly made by adults also. The story extract shows how the context can lead people to making these kinds of mistakes.

Pupils are guided towards thinking about the reasoning by the questions :

1. What does John think the reason is for Tim missing the match?
2. Is there a difference between thinking and knowing?

Some pupils may figure out for themselves what is wrong with John's reasoning.

Teachers Guide to 'Thinking Adventures'

Lesson Eight

Open discussion

In Lesson Eight you will continue to draw the more quiet pupils into the open discussion. After those who have their hands raised have spoken, begin to ask the quiet pupils what they think about the questions.

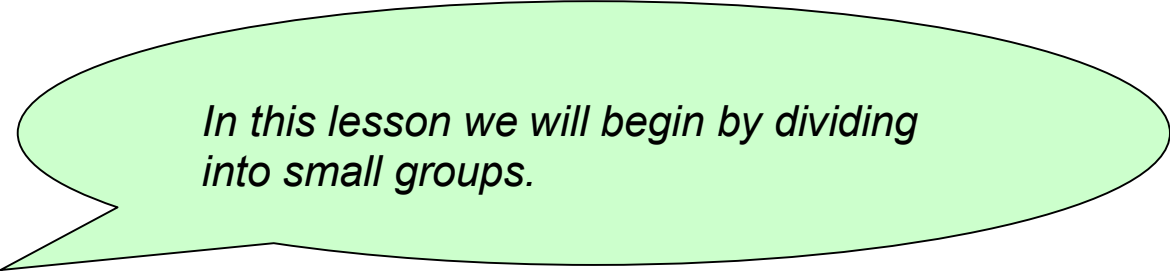
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Lesson Eight

Skills Exercises

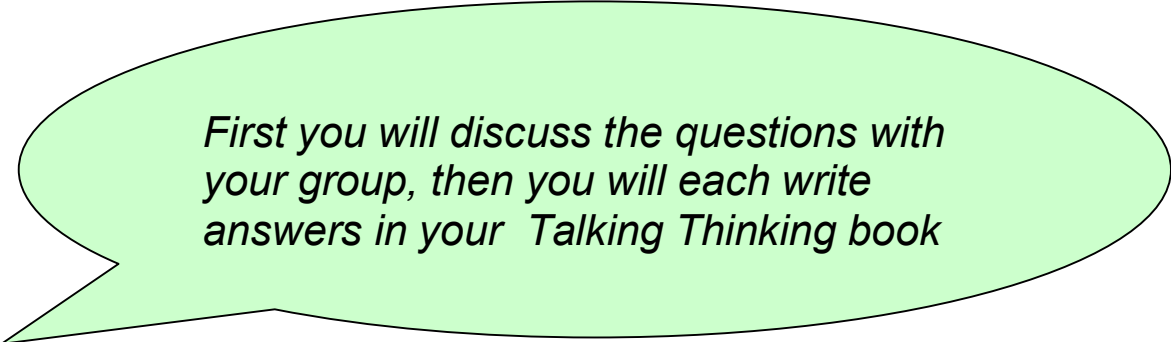
1) Explain to the class that in this lesson , they will be working in small groups.



In this lesson we will begin by dividing into small groups.

2) Divide the class into groups

3) Explain that they will be discussing in small groups and then writing their answers in the pupil books



First you will discuss the questions with your group, then you will each write answers in your Talking Thinking book

4) Throughout the exercise, move from group to group helping the pupils to complete the exercise

Teachers Guide to 'Thinking Adventures'

Pupil book page 154

Lesson Eight

In this lesson you are going to work in a small group and write some answers in your book. The first exercise is about similes.

Skills Exercise: analogical reasoning

'Life is like a box of chocolates' is a simile.

What is a Simile?

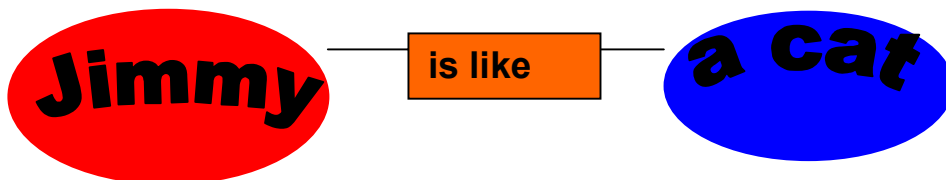
A simile is a comparison between two things

A simile is saying that one thing is like another thing

A simile says that one thing is like another thing is some ways, *but not in every way.*

Examples

A) Jimmy is like a cat

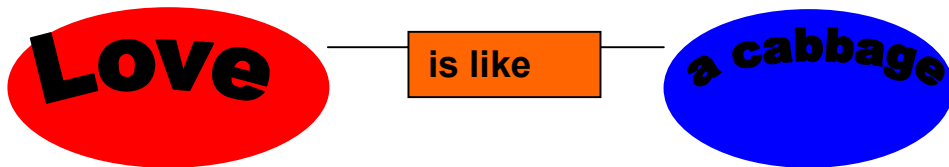


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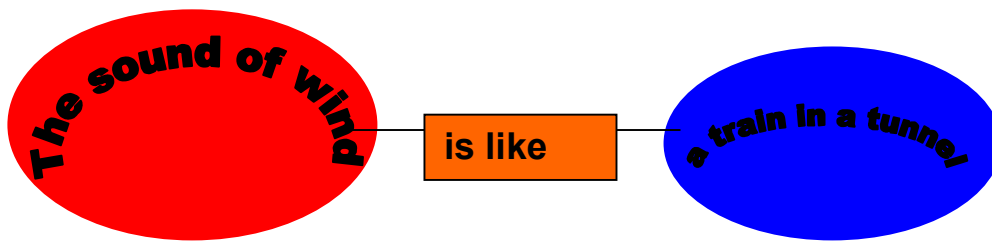
Teachers Guide to 'Thinking Adventures'

Pupil book page 156

B) Love is like a cabbage



C) The sound of the wind was like a train in a tunnel



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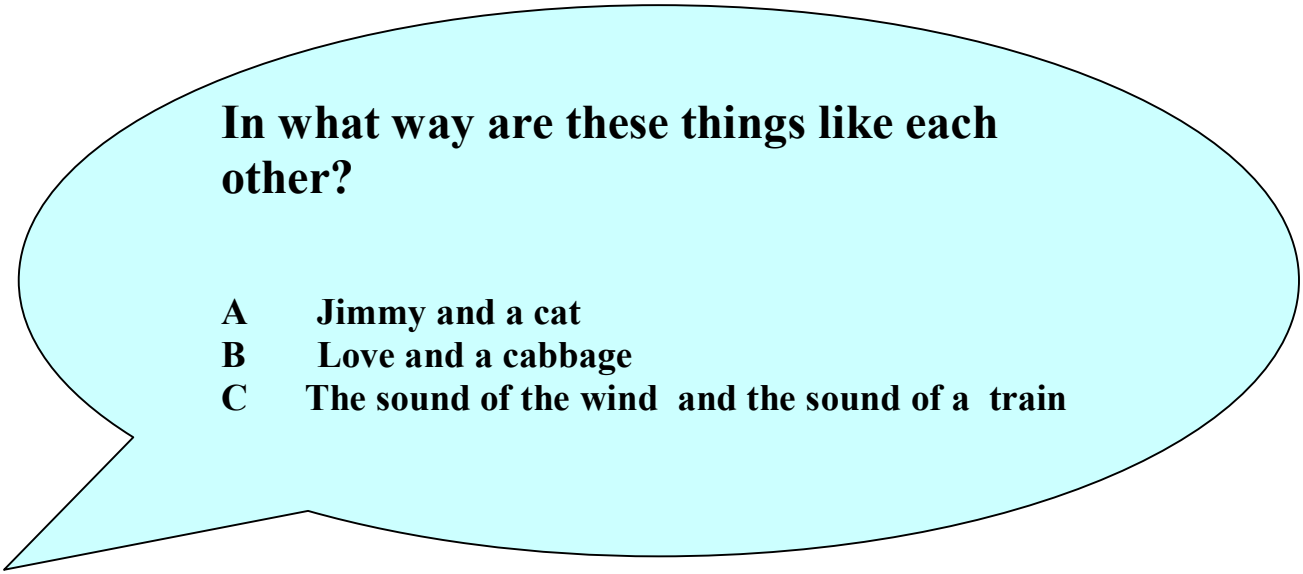
Teachers Guide to 'Thinking Adventures'

Pupil book page 158

Exercise 1: Judging Similes

What to do

1) Small groups. Discuss with your group



In what way are these things like each other?

- A Jimmy and a cat**
- B Love and a cabbage**
- C The sound of the wind and the sound of a train**

2) Write your answers below

In what way are these things like each other?

A Jimmy and a cat

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Pupil book page 160

B Love and a cabbage

C The sound of the wind and the sound of a train

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Pupil book page 162

3) Discuss with your group

In what way are these things *different* from each other?

- A Jimmy and a cat
- B Love and a cabbage
- C The sound of the wind and the sound of a train

4) write answers below

In what way are these things different from each other?

A Jimmy and a cat

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Pupil book page 164

B Love and a cabbage

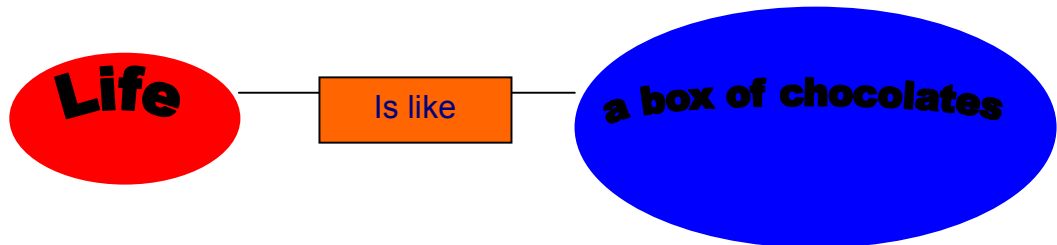
C The sound of the wind and the sound of a train

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Pupil book page 166

Exercise 2 Judging Similes



5) Small groups. Discuss with your group

In what way is life like a box of chocolates?

6) write answers write answers below

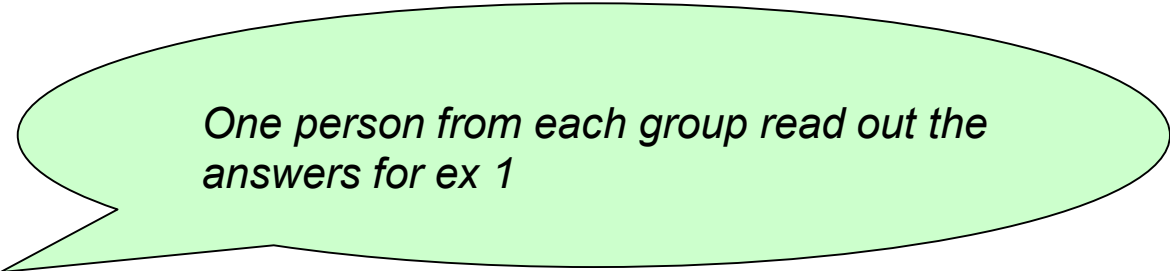
In what way is life like a box of chocolates?

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Lesson Eight

Skills Exercises

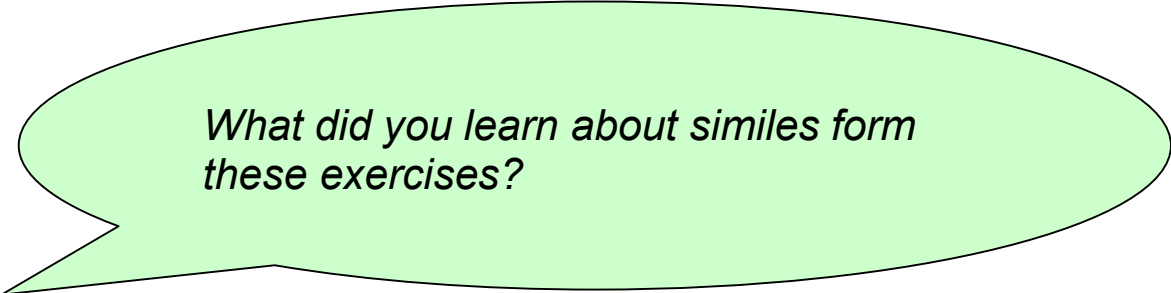
- 5) When the class have finished writing their answers, ask one person from each group to read them out to the class.



One person from each group read out the answers for ex 1

- 6) Continue reading with each exercise

- 7) When everyone has finished reading answers ask the class what they have learned about similes



What did you learn about similes from these exercises?

Teachers Guide to 'Thinking Adventures'

Pupil book page 168

Small groups . Discuss with your group

In what way is life different from a box of chocolates?

8) write answers below

In what way is life different from a box of chocolates?

Teachers Guide to 'Thinking Adventures'

Lesson Eight

Reading

8) Continue with reading

Teachers Guide to 'Thinking Adventures'

Pupil book page 170

Reading

What to do

Rules

- Read the extract from *John's Story* out loud
- Each person reads one sentence in turn

'John's Story' extract 8

“

John got his babysitting money from Jackie Taylor and walked down the stone steps to his flat. He could see light under the front door so he knew his Mum was home.

“How did your team do?” his Mum asked as he walked into the kitchen.

“We drew the game,” John said, “No goals. Tim wasn't there, or we'd have won for sure!”

“I saw Tim today stacking shelves in the supermarket – where his Dad usually works,” his Mum said.

“Oh!” John said.

John felt disappointed.

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Teachers Guide to 'Thinking Adventures'

He was thinking "Tim knows that we need him, so why did he skive off? I want to earn money too, but I turned up for the team. I don't just let them down because I can make some cash!"

John had done his job for the team - playing in defence. He had prevented the opposition from scoring, but they really needed Tim up front to win. When Tim hadn't shown up for the match, John had assumed that he was ill.

John was frowning.

"What's wrong?" his mum asked.

"Nothing," John said.

His Mum looked at him.

"Well - its just that I didn't think Tim was like that. I mean you know some lads in the team might not turn up, but I always thought Tim was ... what's the word?

"Reliable?" his Mum suggested.

"Yeh - reliable" John said.

His Mum sighed. She looked at her son. She loved the way he was so optimistic about people, but that also meant he was headed for disappointments in his life. She wondered if she should tell him that people were just like that- they had flaws. But she decided not to.

"Maybe he *had* to work" she suggested.

"Yeh, 'cause having loads of money is more important than letting the team down!" John said with sarcasm.

"John, you don't know" his Mum replied, "there might be some other reason."

John was silent.

His Mum was tying up the rubbish bag.

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Teachers Guide to 'Thinking Adventures'

"I'll take that down" John said.

"Thanks," his Mum smiled at him.

John picked up the rubbish bag.

"Oh John, " his Mum said," Your cousin's going to be staying overnight on Wednesday – there's some student union conference she has to go to, now that she's involved in politics. So I'm putting her in your room and you can sleep on the couch. OK?"

John sighed, "OK"

He liked his cousin, but he'd have to tidy his room. Still it would be nice to see her again. He hadn't seen her since she started college. He wondered if she had changed.

//

Teachers Guide to 'Thinking Adventures'

Lesson Eight

Discussion Questions

9) Write question on board , flip chart or screen

- 1. What does John think the reason is for Tim missing the match?**
- 2. Is there a difference between thinking and knowing?**

10) Remind the pupils to take time to think to themselves about the questions

*Take a few minutes to think about these questions
There isn't any one right answer
It's what you think that matters*

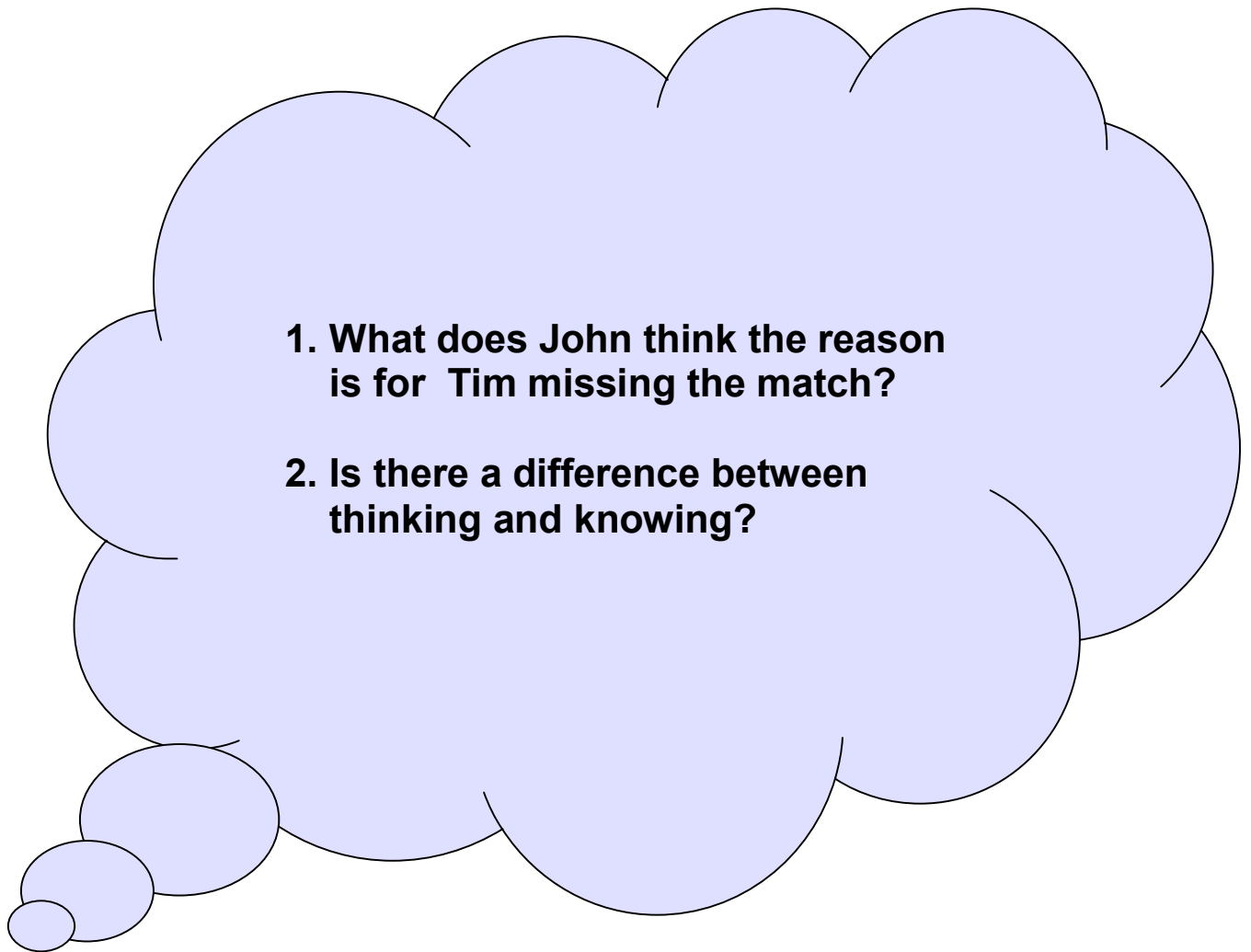
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Pupil book page 176

Questions For Discussion

What to do

1) Think about these questions

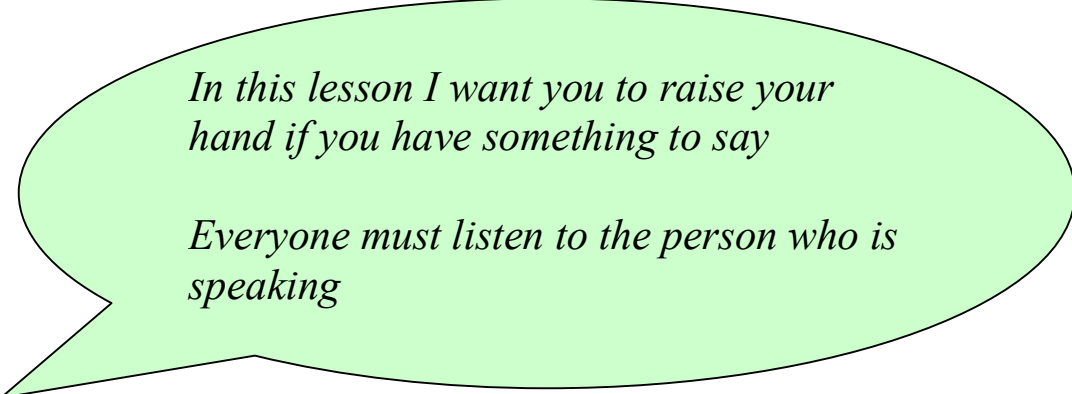


Teachers Guide to 'Thinking Adventures'

Lesson Eight

Discussion Questions

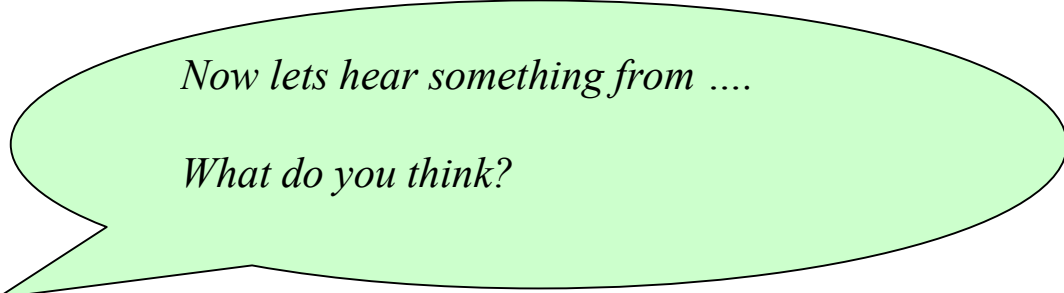
11) Remind pupils about the open discussion



In this lesson I want you to raise your hand if you have something to say

Everyone must listen to the person who is speaking

12) Ask to hear from some pupils who have not spoken.



Now lets hear something from

What do you think?

Teachers Guide to 'Thinking Adventures'

Pupil book page 178

Guided Discussion

Rules

- Without using the talking stick – raise your hand to speak.
- Only one person may talk, and everyone else must listen.
- Say one or two sentences and use the skills you practised

What to do

1) Talk about the questions

1. What does John think the reason is for Tim missing the match?

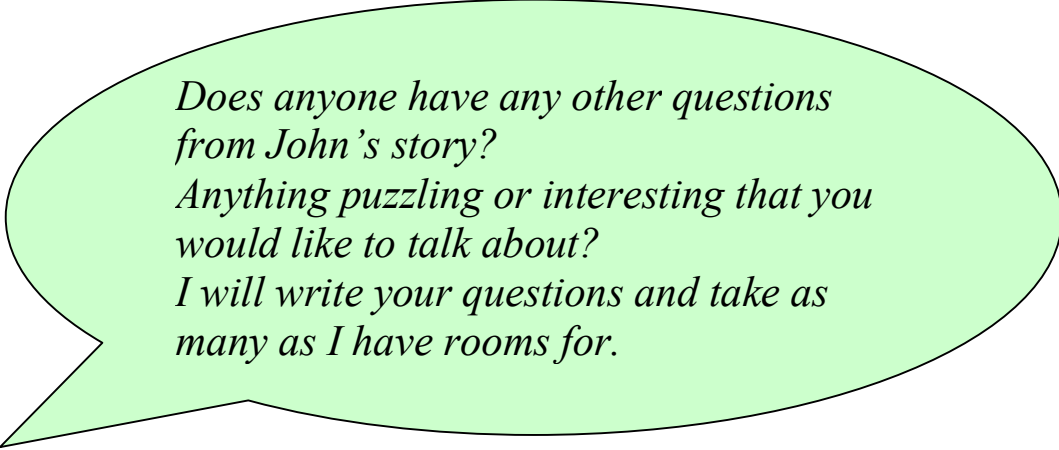
2. Is there a difference between thinking and knowing?

Teachers Guide to 'Thinking Adventures'

Lesson Eight

Discussion Questions

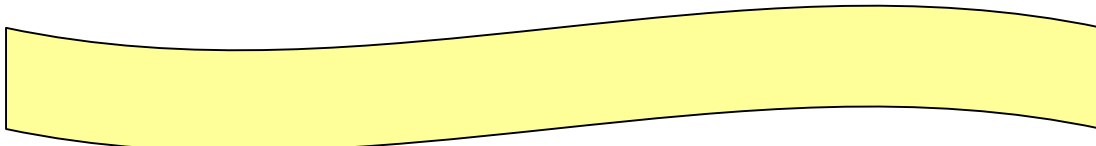
13) Now ask for questions from the class



*Does anyone have any other questions from John's story?
Anything puzzling or interesting that you would like to talk about?
I will write your questions and take as many as I have rooms for.*

Pupils Discussion Questions

14) Write question on board , flip chart or screen



15) Choose the first question to begin the discussion

16) Read out question

17) Ask pupils to raise their hands if they have something to say about the question

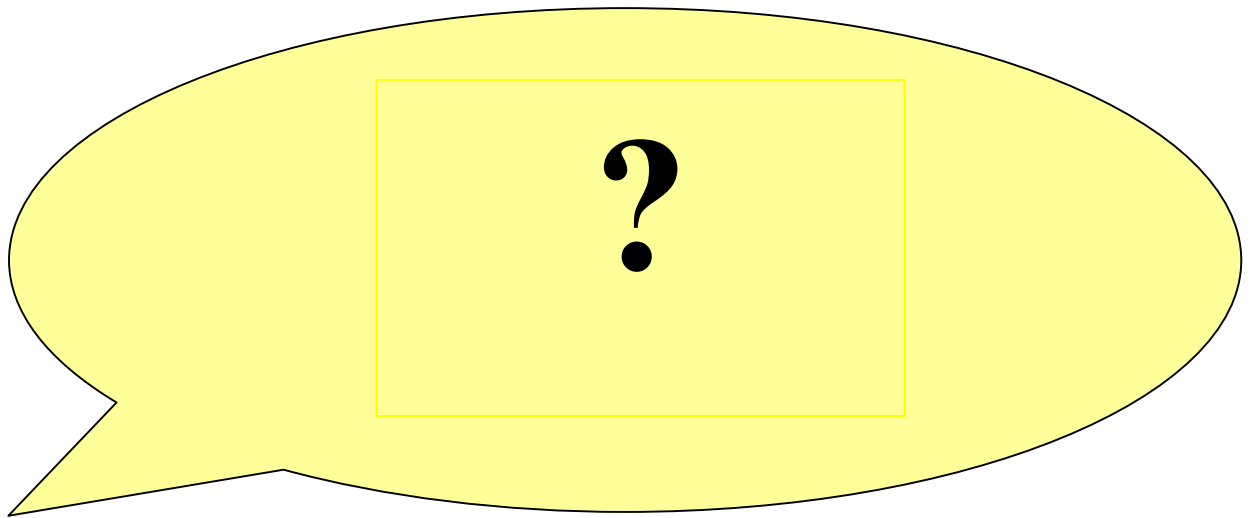
18) Choose one pupil to begin discussion

19) Finish class

Teachers Guide to 'Thinking Adventures'

Pupil book page 180

2) Think about a question you would like to ask. Raise your hand and ask the question. The teacher will write your question on the board. Then everyone can discuss it.



Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Lesson Nine

Notes

Lesson Nine returns to the familiar structure of the earlier lessons

Skills Exercises

The content of the exercise is a classic philosophical question which remains as important today as it did 2,500 years ago.

'Is there a difference between thinking and knowing?'

This skills exercise prepares pupils for the idea that one can be wrong in one's thinking.

Pupils have been introduced to possible distinctions between these two concepts in lesson eight – both in the story and in the discussion.

Meta-cognitive Exercises

Only one meta-cognitive exercise at the end of the lesson

Reading

In Lesson Nine the reading extract from 'John's Story' shows the pupils that John's thinking in extract 8 was mistaken, and also shows how such mistakes can easily happen. (In lesson Ten pupils will learn what the reasoning error is, and how to recognise it)

Teachers Guide to 'Thinking Adventures'

Lesson Nine

Discussion Questions

The discussion questions :

- Can thoughts cause anger?**
- Can thoughts cause sadness?**
- Can actions cause anger?**
- Can actions cause sadness**

raise issues concerning the relationships between thinking, emotions and actions.

Expect the pupils to be integrating the reasoning skills which they have practiced through out the course into their open discussion

Teachers Guide to 'Thinking Adventures'

Lesson Nine

Skills Exercises

- 1) Tell the pupils they are doing the exercise the way they have through out he course.

Teachers Guide to 'Thinking Adventures'

Pupil book page 182

Lesson Nine

Skills Exercise: talking, listening, remembering, reasoning

Rules

- Only the person holding the stick may talk, and everyone else must listen
- Pass the stick to the person on your left

What to do

1) Think of an answer to this question:

Is there a difference between thinking and knowing?

2) Think of a reason to say after your idea

The person holding talking stick says:

"I think because
....." then passes the stick

then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Nine

Skills Exercises

2) Continue with skills exercise

Teachers Guide to 'Thinking Adventures'

Pupil book page 184

3) Listen to the idea and the reason of person before you and remember it, and think of your idea and a reason:

The person holding talking stick says:

"I think because"

And (person to your left) **thinks**
.....**because**....."

then passes the stick to the person on the left.

Teachers Guide to 'Thinking Adventures'

Lesson Nine

3) Begin reading

Teachers Guide to 'Thinking Adventures'

Pupil book page 186

Reading

What to do

Rules

- Read the extract from *John's Story* out loud
- Each person reads one sentence in turn

'John's Story' extract 9

“

It was Tuesday and John was walking home from school when saw Tim Lee walking ahead of him.

“Right, “ John thought, “I'm going to ask him about missing the game last week!” He was determined to face Tim out.

He walked faster to catch up to Tim. When Tim heard the footsteps he jerked round suddenly, and for a second John saw fear in his face! Not as though Tim was startled , but real fear!

John was surprised. As soon as Tim recognised him, the look was gone. John hesitated, after seeing that look the idea of confronting Tim didn't feel right. So instead he just said

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Teachers Guide to 'Thinking Adventures'

"Hi"

"Hi" Tim said. There was an awkward silence.

Then Tim said "Sorry about the match"

"Right" John said. He didn't know what to say next. They walked along in silence for a few minutes.

"I had to work," Tim said.

There was some more silence. Finally John said "In the supermarket!"

Tim looked slightly surprised. "How did you know?" he asked.

"My Mum saw you" John said.

There was another silence. Tim glanced sideways at John. He seemed about to say something, but stopped.

John knew something was not quite right, but he couldn't stop himself.

"Why?" he blurted out.

"Why what?" Tim asked, looking nervous.

They turned the corner on the road and were almost at the bus stop where the girls were standing.

"Why d'you have to work on the day you *knew* we had an important match?" John demanded.

"Because, because" Tim started to answer, then gave up.

Then he turned to John and shouted "You wouldn't have a clue!"

The girls at the bus stop stopped talking to each other and stared at them.

John was stunned! He felt a rush of anger. As he turned towards Tim not knowing what he would do, the bus came round the corner. Immediately Tim ran four

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Teachers Guide to 'Thinking Adventures'

steps, pushed in front of the girls and jumped onto the bus.

John stood on the pavement.

He watched the bus go.

Christine had stayed behind. She walked towards John.

"What was that about?" she asked quietly.

"I have no idea" John said. He started to shake.

"You want to go for a coffee?" Christine asked,

"Yeh" John said.

.....

John was staring at his coffee. He had almost stopped shaking.

"I was going hit him" he said.

"Why on earth would you want to hit *Tim*?"

Christine asked. "He is so quiet, and well ... small"

"I don't know" John said.

"Well, you didn't hit him" Christine said, "so you can calm down. What were you fighting about?"

"I wasn't fighting, I didn't touch him!" John said.

"I mean what were you arguing about?" Christine said.

"I wasn't even arguing," John said, "I just asked him why he was working when we had a big match on!"

"Don't you know," Christine said.

"Know what?" John was puzzled.

"His Dad" Christine began ..

"What about his Dad?"

"His Dad gets these fits and he can't work, and Tim has to do his job for him 'cause they're afraid his Dad will lose his job. "

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John just looked at Christine.

"Tim's in my maths class and sometimes he's off school - working" Christine explained. "The school doesn't know, so you have to keep it secret!"

"You mean Tim's off school because his Dad is scared of losing a job stacking shelves!" John found this hard to believe.

"Don't you know what happened to them?" Christine asked.

"What d'you mean?" John asked.

"Before they got here, before they escaped ...?" Christine added.

"No" John said.

//

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Lesson Nine

4) Write questions on board , flip chart or screen

1. Can thoughts cause anger?
2. Can thoughts cause sadness?
3. Can actions cause anger?
4. Can actions cause sadness?

5) Explain that pupils should take time to think to themselves about the questions

*Take a few minutes to think about these questions
There isn't any one right answer
It's what you think that matters*

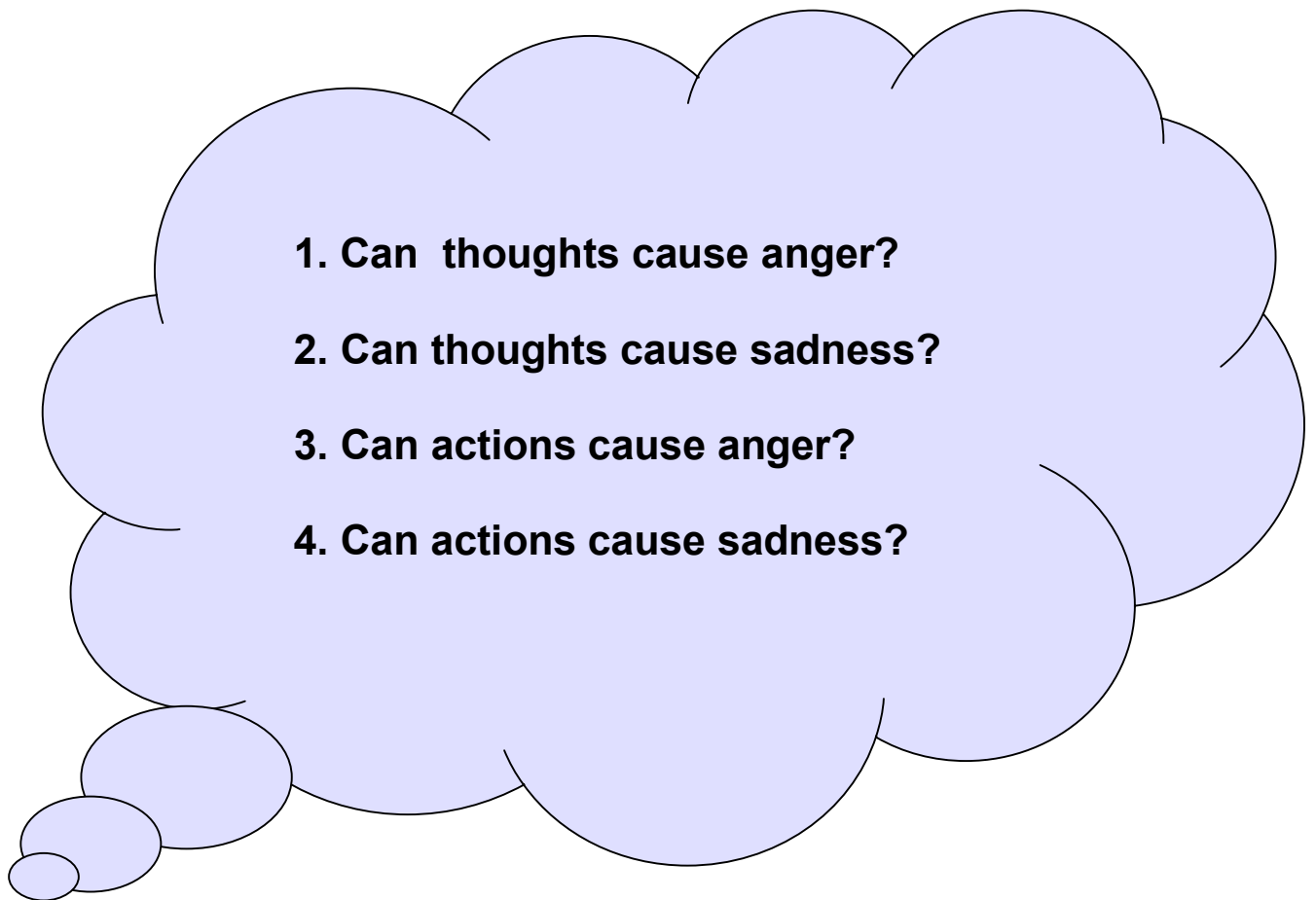
Teachers Guide to 'Thinking Adventures'

Pupil book page 194

Questions For Discussion

What to do

1) Think about these questions

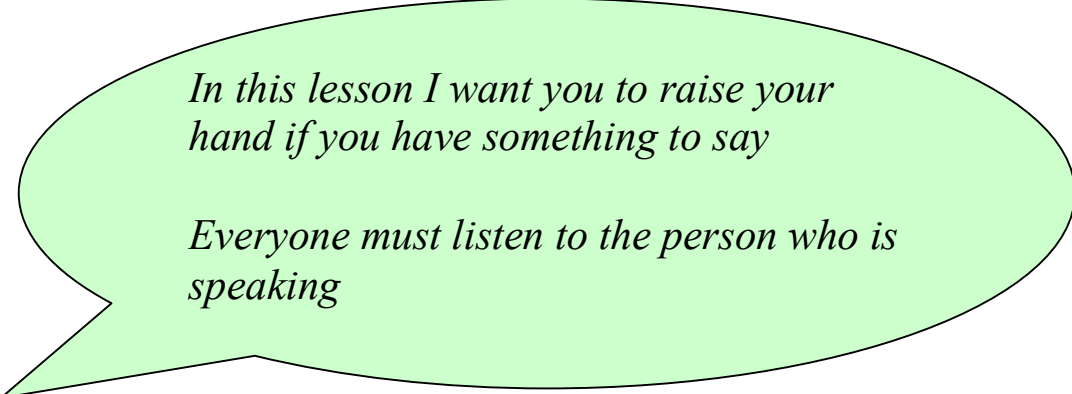


Teachers Guide to 'Thinking Adventures'

Lesson Nine

Discussion Questions

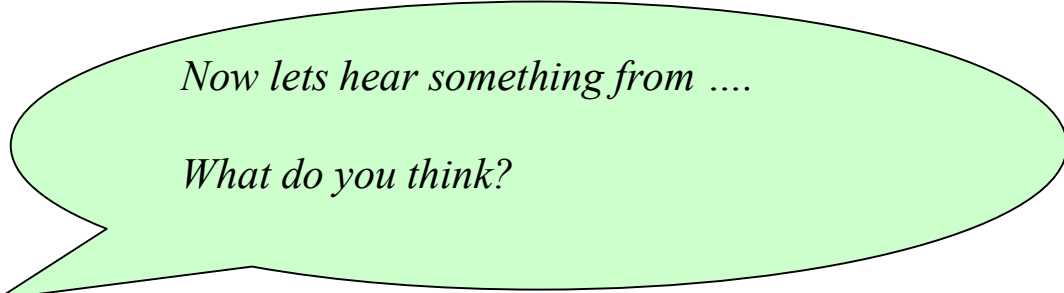
6) Remind pupils about the open discussion



In this lesson I want you to raise your hand if you have something to say

Everyone must listen to the person who is speaking

7) Ask to hear from some pupils who have not spoken.



Now lets hear something from

What do you think?

Teachers Guide to 'Thinking Adventures'

Pupil book page 196

Guided Discussion

Rules

Only one person at a time may talk, and everyone else must listen

Use the skills you practised

What to do

1) Talk about the questions

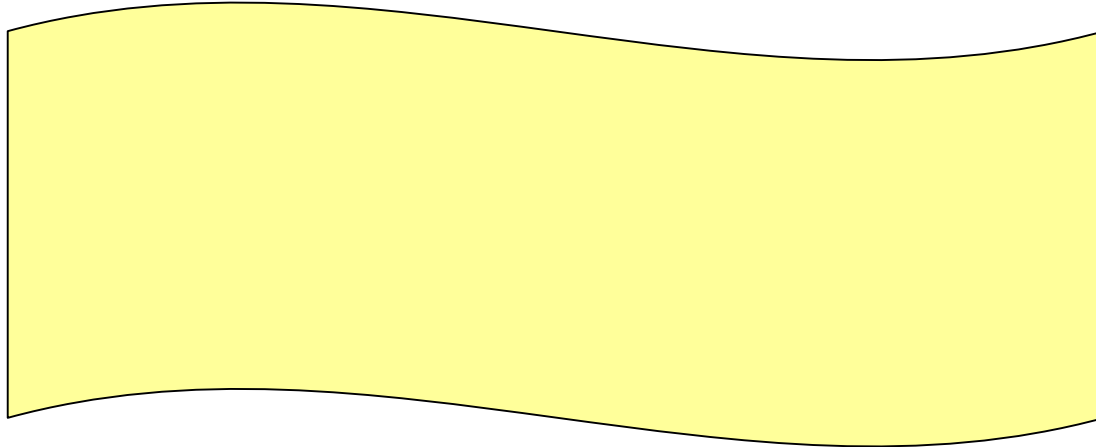
1. Can thoughts cause anger?
2. Can thoughts cause sadness?
3. Can actions cause anger?
4. Can actions cause sadness?

Teachers Guide to 'Thinking Adventures'

Lesson Nine

Pupils Discussion Questions

8) Write question on board , flip chart or screen



9) Choose the first question to begin the discussion

10) Read out question

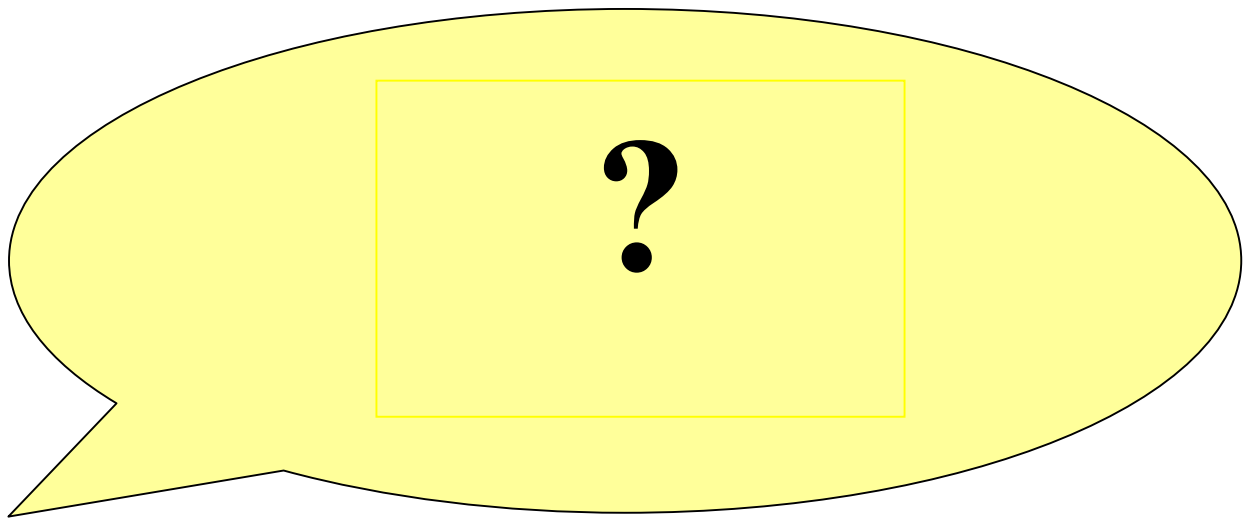
11) Ask pupils to raise their hands if they have something to say about the question

12) Choose one pupil to begin discussion

Teachers Guide to 'Thinking Adventures'

Pupil book page 198

2) Think about a question you would like to ask. Raise your hand and ask the question. The teacher will write your question on the board. Then everyone can discuss it.

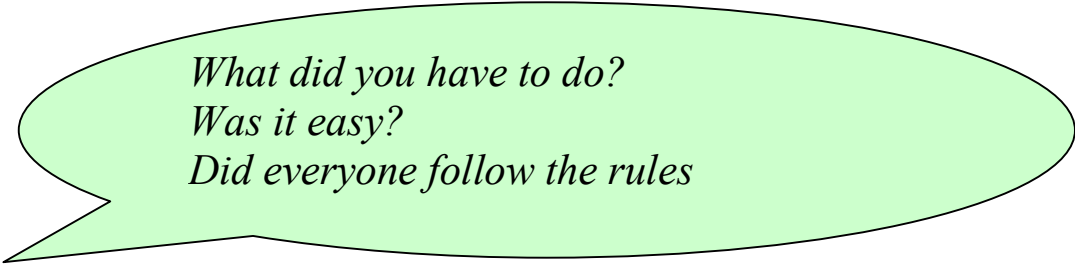


Teachers Guide to 'Thinking Adventures'

Lesson Nine

Closing meta-cognitive exercise

13) Read the questions out loud



*What did you have to do?
Was it easy?
Did everyone follow the rules*

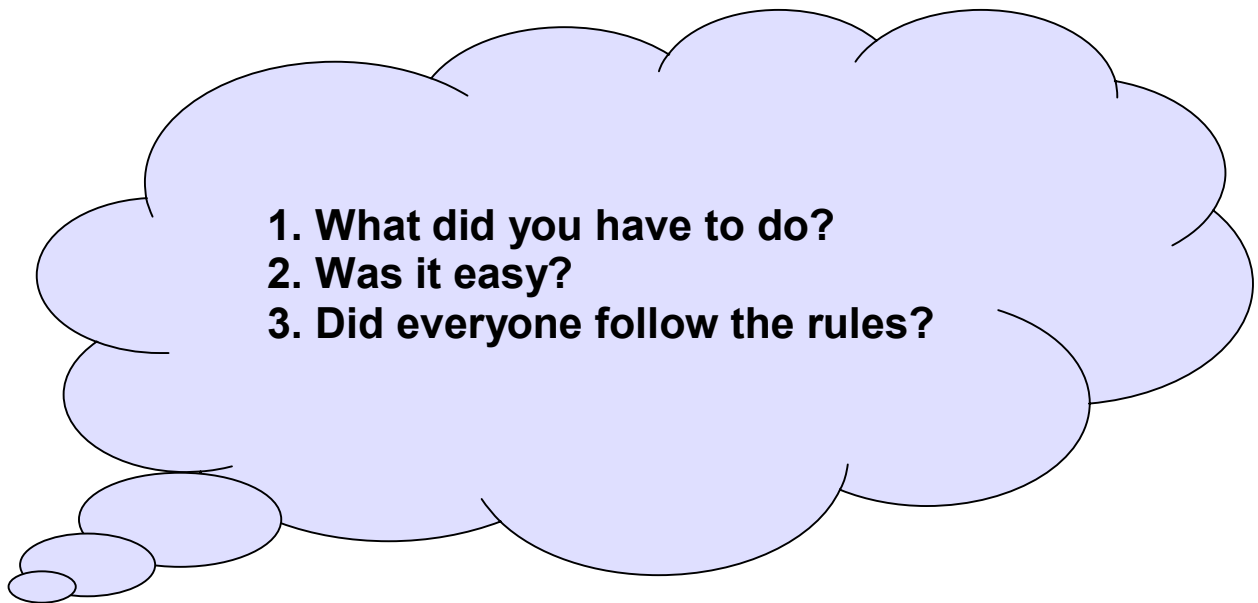
Teachers Guide to 'Thinking Adventures'

Pupil book page 200

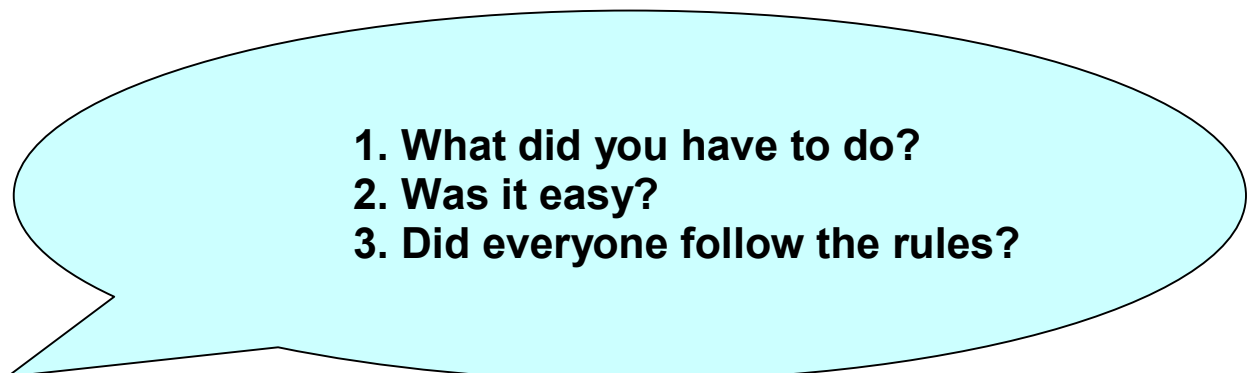
Meta-cognitive Exercise (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



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Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Lesson Ten

Notes

Skills Exercises

Lesson Ten returns to the mistake in reasoning which was addressed first in Lesson Eight where the extract from 'John's Story' gives an example of the error. [The character John makes a logical mistake in his reasoning – one which is commonly made by adults also. The story extract shows how the context can lead people to making these kinds of mistakes.]

In Lesson Eight Pupils were guided towards thinking about the reasoning by the discussion questions. Some pupils may have figured out for themselves what was wrong with John's reasoning, but many pupils will not have made this discovery for themselves.

The exercises in Lesson Ten are designed to allow pupils to discover what is wrong in the reasoning for themselves

Each exercise shows the same error – technically known as 'affirming the consequent' - beginning with an example which is fairly easy for the pupils to figure out.

The staged exercises lead the pupils to the final example, which shows the structure of John's error :

'If he thinks money is more important than his team, **then** he will work instead of playing for his team

He **is** working instead of playing for his team

So he must think money is more important than his team'

Teachers Guide to 'Thinking Adventures'

Lesson Ten

Clues to what is wrong with this reasoning have already been given in the extract 9 from 'John's Story' in Lesson Nine. If the pupils are having difficulty explaining the error, you might remind them that in Lesson Nine John discovered a different reason for Tim working instead of playing football for his team.

Meta-cognitive exercise

There is only one meta-cognitive exercise at the end of Lesson Ten

Reading

The final reading is an extract from 'John's Story'. However the story does not finish because the book 'John's Story' 'does not finish at chapter 10. If the pupils ask you may want to tell them that the book continues. ('John's Story' is one of a series of philosophical novels written for use in Philosophical Inquiry)

Open Discussion

By this last lesson individual pupils will have developed

- *Talking skills*
- *Listening skills*
- *Creative thinking skills*
- *Critical thinking skills*
- *Comprehension skills*
- *Moral reasoning skills*
- *Collaborative skills*
- *Self confidence*

Teachers Guide to 'Thinking Adventures'

Lesson Ten

And the class will have developed

Co-operative skills

Mutual respect

To become a community of enquiry.

Final meta-cognitive exercise

In the final meta-cognitive exercise , pupils will assess what they have learned from the thinking adventures course.

You can expect that the pupils will have become more accurate in their self assessment over the 10 lessons, and they will be realistic in their judgement of the course.

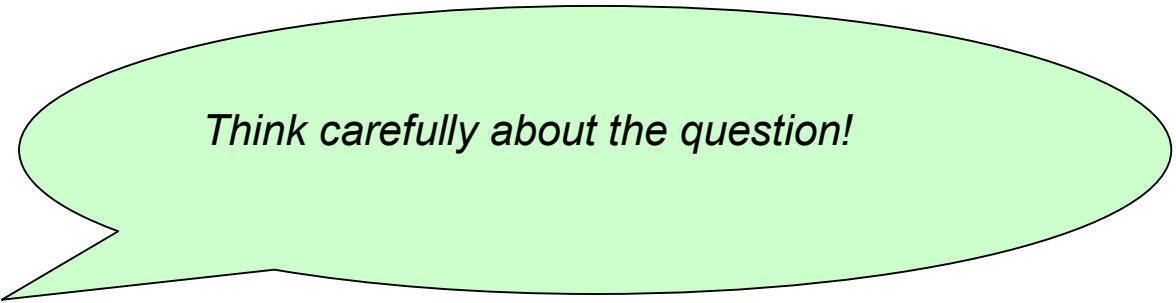
Teachers Guide to 'Thinking Adventures'

Teachers Guide to 'Thinking Adventures'

Lesson Ten

Skills Exercises

1) Remind pupils to think before answering



Think carefully about the question!

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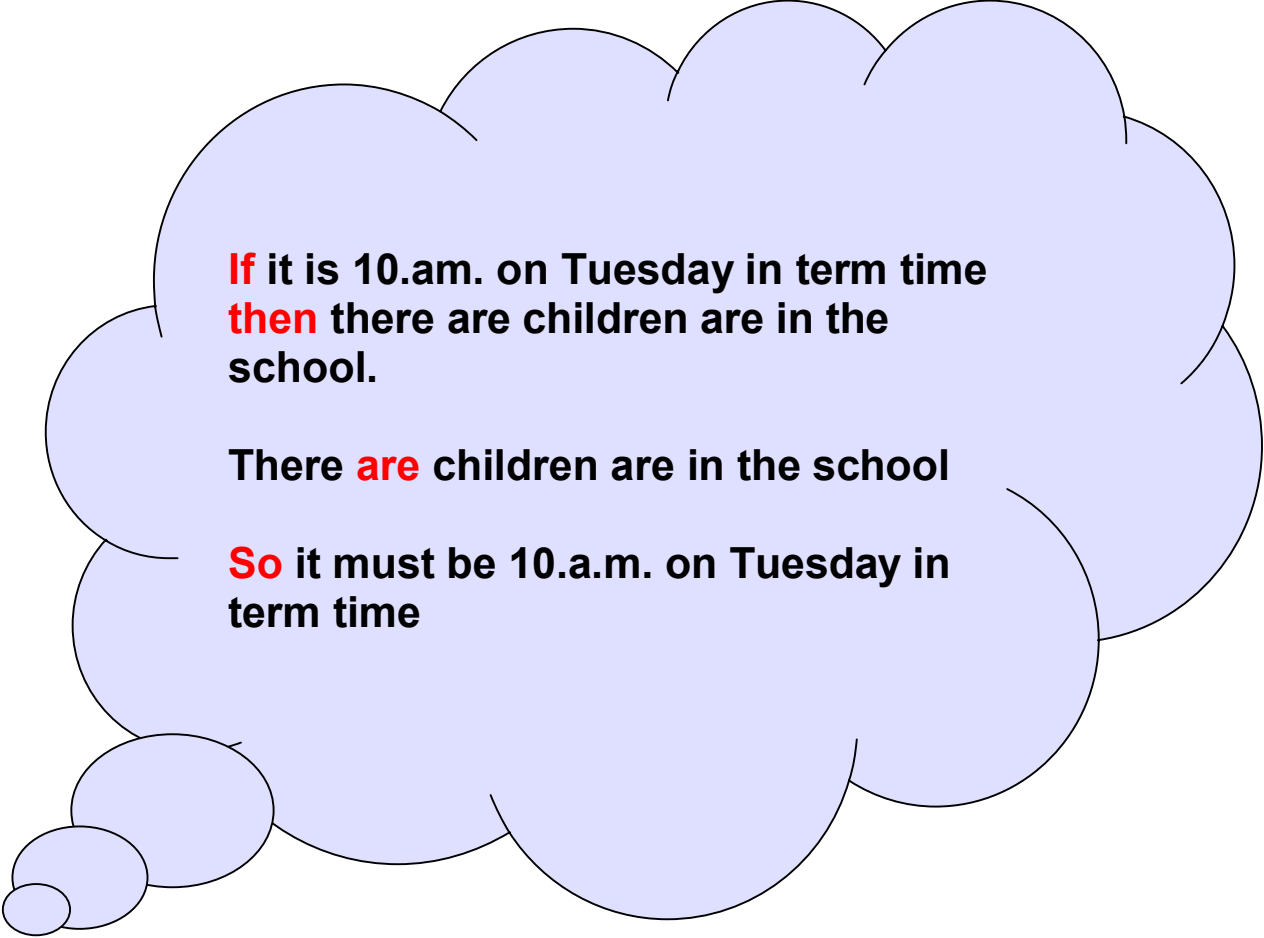
Pupil book page 202

Lesson Ten

Skills Exercise: hypothetical syllogistic reasoning

What to do

1) Think about what is wrong with this



If it is 10.am. on Tuesday in term time
then there are children are in the
school.

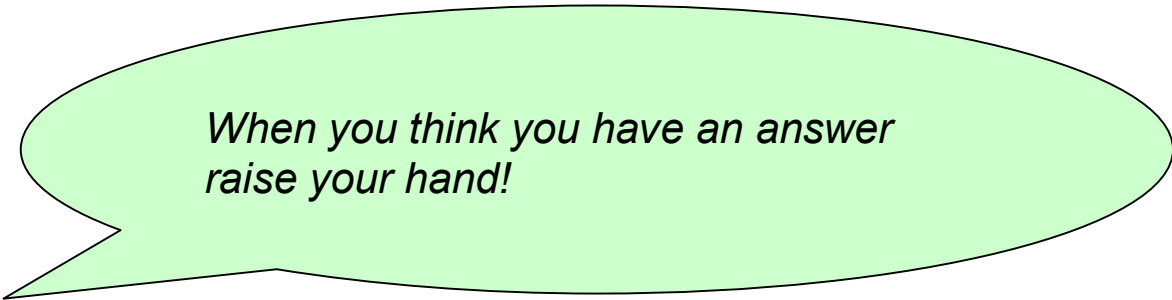
There **are** children are in the school

So it must be 10.a.m. on Tuesday in
term time

Teachers Guide to 'Thinking Adventures'

Lesson Ten

2) Ask pupils to raise their hands when they have an answer, and call on them in turn



*When you think you have an answer
raise your hand!*

Teachers Guide to 'Thinking Adventures'

Pupil book page 204

2) Discuss what is wrong with this

If it is 10.am. on Tuesday in term time
then there are children are in the school.

There **are** children are in the school

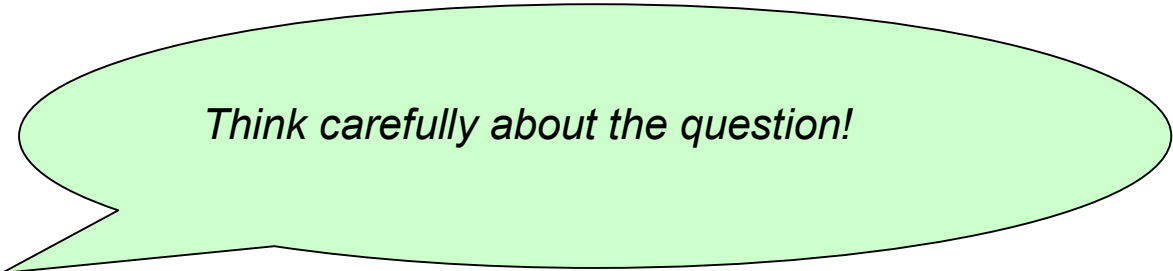
So it must be 10.a.m. on Tuesday in term
time

Teachers Guide to 'Thinking Adventures'

Lesson Ten

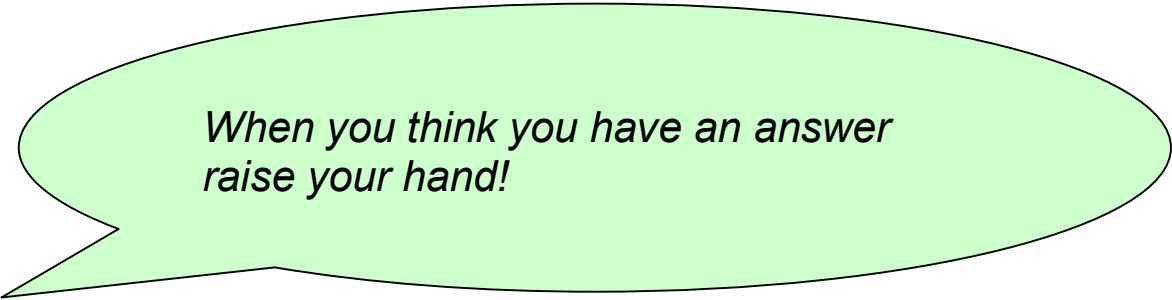
Skills Exercises

3) Remind pupils again to think before answering



Think carefully about the question!

4) Ask pupils to raise their hands when they have an answer, and call on them in turn

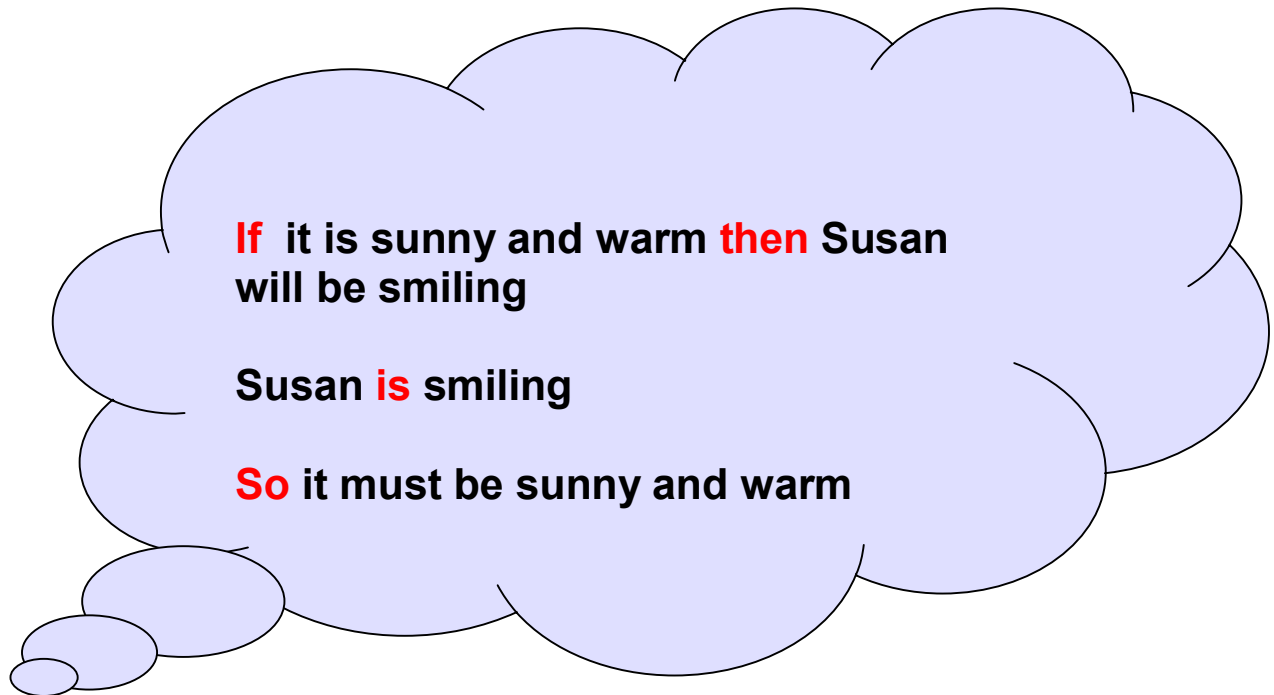


*When you think you have an answer
raise your hand!*

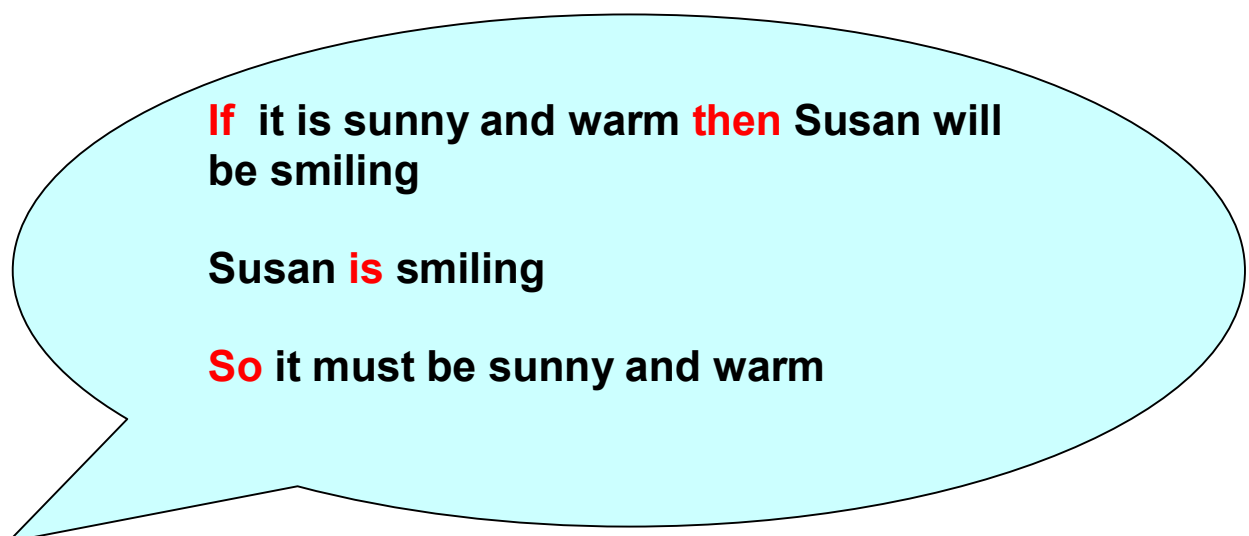
Teachers Guide to 'Thinking Adventures'

Pupil book page 206

3) Think about what is wrong with this



4) Discuss what is wrong with this

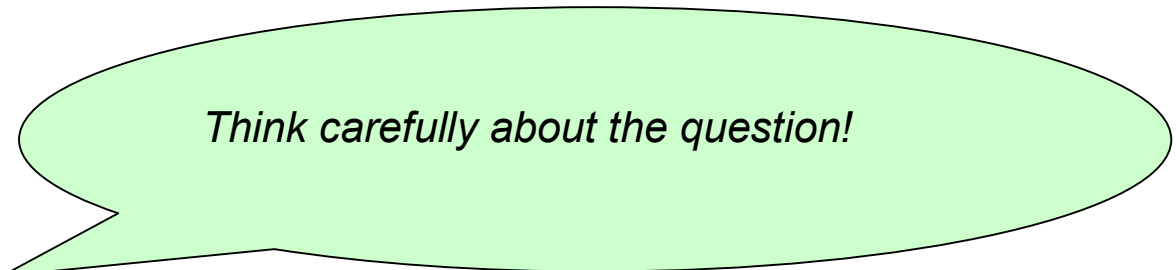


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Lesson Ten

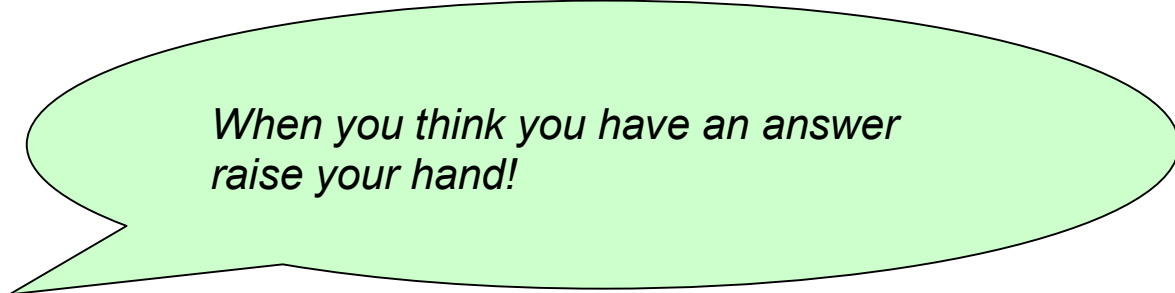
Skills Exercises

5) Remind pupils again to think before answering



Think carefully about the question!

6) Ask pupils to raise their hands when they have an answer, and call on them in turn

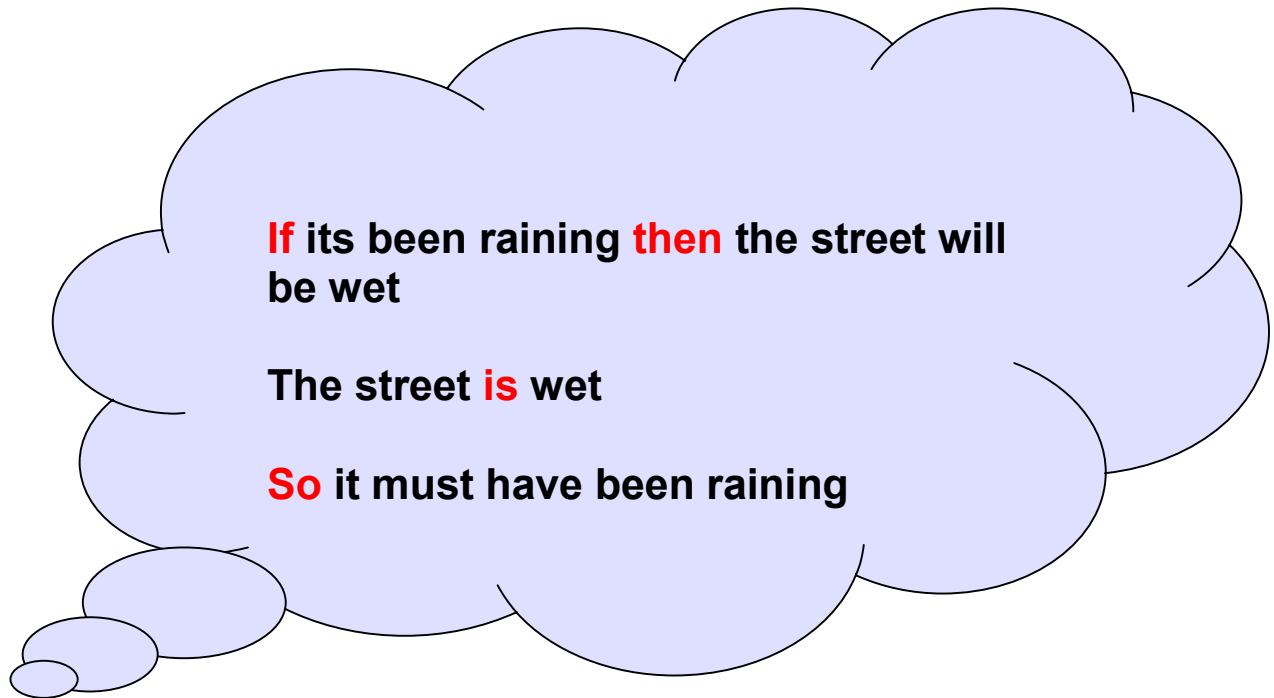


*When you think you have an answer
raise your hand!*

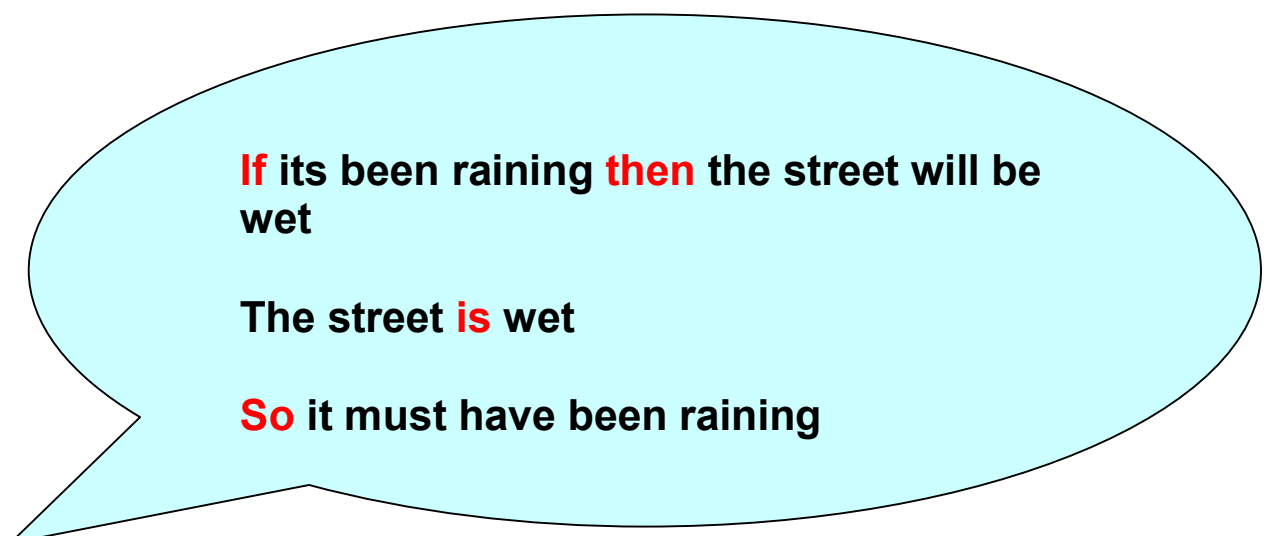
Teachers Guide to 'Thinking Adventures'

Pupil book page 208

5) Think about what is wrong with this



6) Discuss what is wrong with this

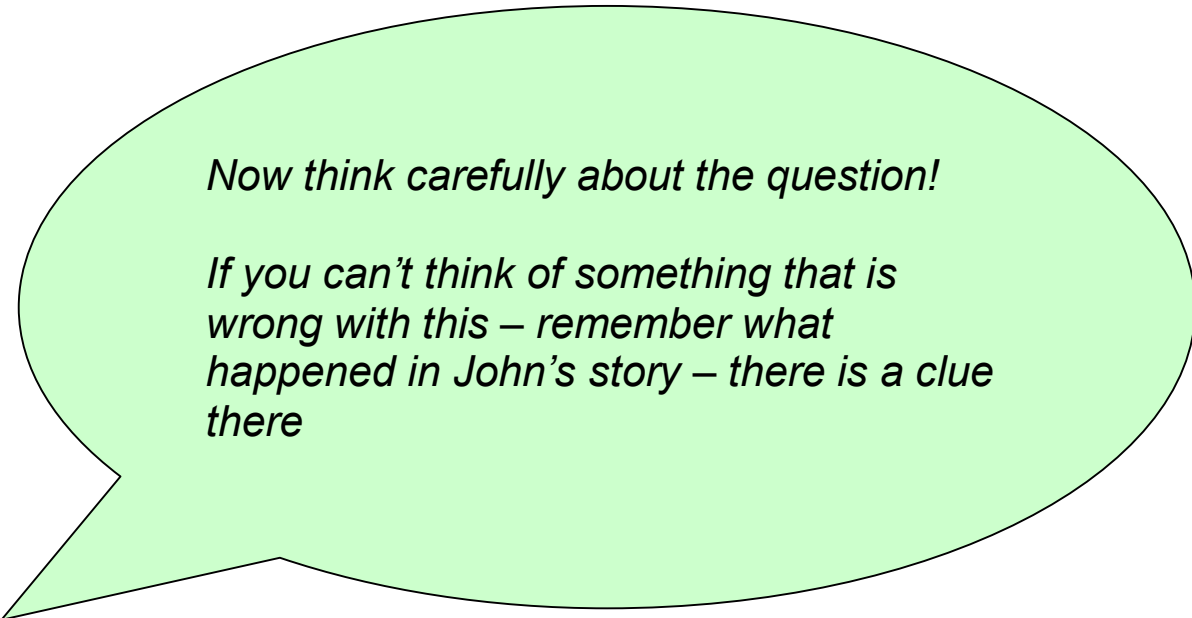


Teachers Guide to 'Thinking Adventures'

Lesson Ten

Skills Exercises

7) Remind pupils to think before answering. You can tell them they had a clue in 'John's Story'



Now think carefully about the question!

If you can't think of something that is wrong with this – remember what happened in John's story – there is a clue there

Teachers Guide to 'Thinking Adventures'

Pupil book page 210

7) Think about what is wrong with this

If he thinks money is more important that his team, **then** he will work instead of playing for his team

He **is** working instead of playing for his team

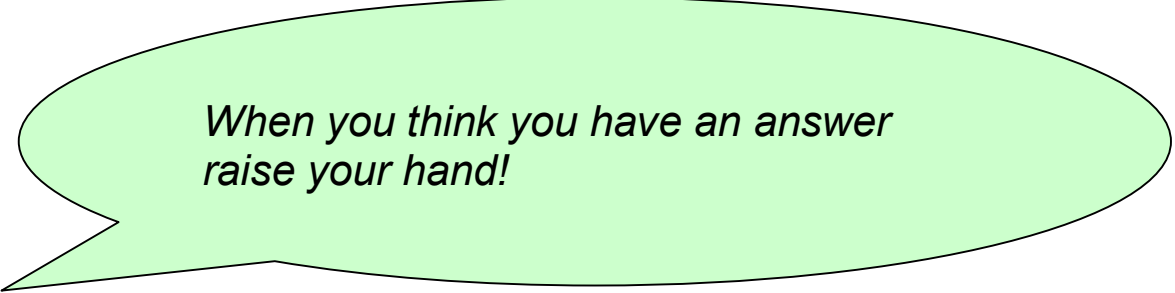
So he must think money is more important than his team.

Teachers Guide to 'Thinking Adventures'

Lesson Ten

Skills Exercises

8) Ask pupils to raise their hands when they have an answer, and call on them in turn



*When you think you have an answer
raise your hand!*

Teachers Guide to 'Thinking Adventures'

Pupil book page 212

8) Discuss what is wrong with this

If he thinks money is more important that his team, **then** he will work instead of playing for his team

He **is** working instead of playing for his team

So he must think money is more important than his team.

Teachers Guide to 'Thinking Adventures'

Lesson Ten

Reading

- 9) Ask the pupils to read aloud

Teachers Guide to 'Thinking Adventures'

Pupil book page 214
Reading

What to do

Rules

- Read the extract from *John's Story* out loud
- Each person reads one sentence in turn

'John's Story' extract 10

“

John was sitting at the kitchen table moving his food around with a fork. They were eating late because his Mum had just got back from the Taylor's.

“ and I think it's a great idea, John” she was saying, but John hadn't been listening.

“Sorry, what?” he asked.

“You haven't heard a word I said , have you ?” his Mum said. “We're going to clear out the waste ground at the back.”

“Who's 'we'?” John asked.

“Some of the people from the flats – you know the MacGregors , the Taylors , and a couple of others”

“I thought you didn't like Robert MacGregor?”

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Teachers Guide to 'Thinking Adventures'

"I never said that, John, I just find him a bit , well ..."

"Boring!" John suggested.

"No, well , anyway never mind about that, I was telling you what happened when we started to move the rubbish down there."

"What?" John asked

"Rats!" his Mum said.

"Well that's no surprise, the place is a real dump," John said.

"I didn't finish yet – there were two of them over in the corner by the wall. We had just started to clear the rubbish - one of them ran away as soon as it saw us, but the other one, this huge fat rat, just stood there against the wall. Then Robert tried to kill it with a shovel – only before he could hit it, the rat bit him!"

"Serves him right" John said, "showing off!"

"Oh John – rat bites are serious, Bernadette had to take him to hospital!"

"Aye, well he'll get over it" John said.

"What's up with you John?" his Mum said, "You're in a real mood – you haven't eaten, you're not even interested that we're actually doing something around here! "

John looked down at his plate.

"You haven't been this moody since you were thirteen!" his Mum went on. John didn't answer. There was silence for a few minutes.

"Mum – what do you know about the Lee's ? You know -Tim's family?" John asked.

"Well" his Mum thought for a bit. "I don't know if they're legal, if that's what you're asking"

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Teachers Guide to 'Thinking Adventures'

"No, I didn't mean that" John said. " Well not exactly,"
He paused for a second.

"I had a kind of run in with Tim " John said.

"John, you didn't get in a fight!" his Mum's voice went higher. "I thought you'd finished with all that ..."
she was almost crying.

"No" John said, "Why does everyone assume I'm going to get in fights all the time?"

"You *know* why, John" his Mum said quietly.

"Look that's all in the past - I'm not like that anymore" John said.

"I know, I know," his mum said. "But once you've got a reputation some people think you can't change."

"Well I *have* changed!" John said. "I don't do that anymore. I do my school work, I play for the team, I work . I really *try* – I even baby-sit, for ****'s sake!"

"Watch your language," his Mum said.

"Sorry" John mumbled. "It's just ... when people can't see that I've changed – its like they don't see *me*, they see someone else".

" I know," his mum said.

"I'm not that person any more. And I'm never going to be like that again , I'm never going to be a loser!" John almost shouted.

"Like my Dad!" he thought, but for once he had the sense not to say it.

“

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Lesson Ten

Questions For Discussion

10) Write question on board , flip chart or screen

- 1. Is there a difference between thinking and doing?**
- 2. Is there a connection between thinking and doing?**
- 3. Can you become a different person?**

11) Explain that pupils should take time to think to themselves about the questions

*Take a few minutes to think about these questions
There isn't any one right answer
It's what you think that matters*

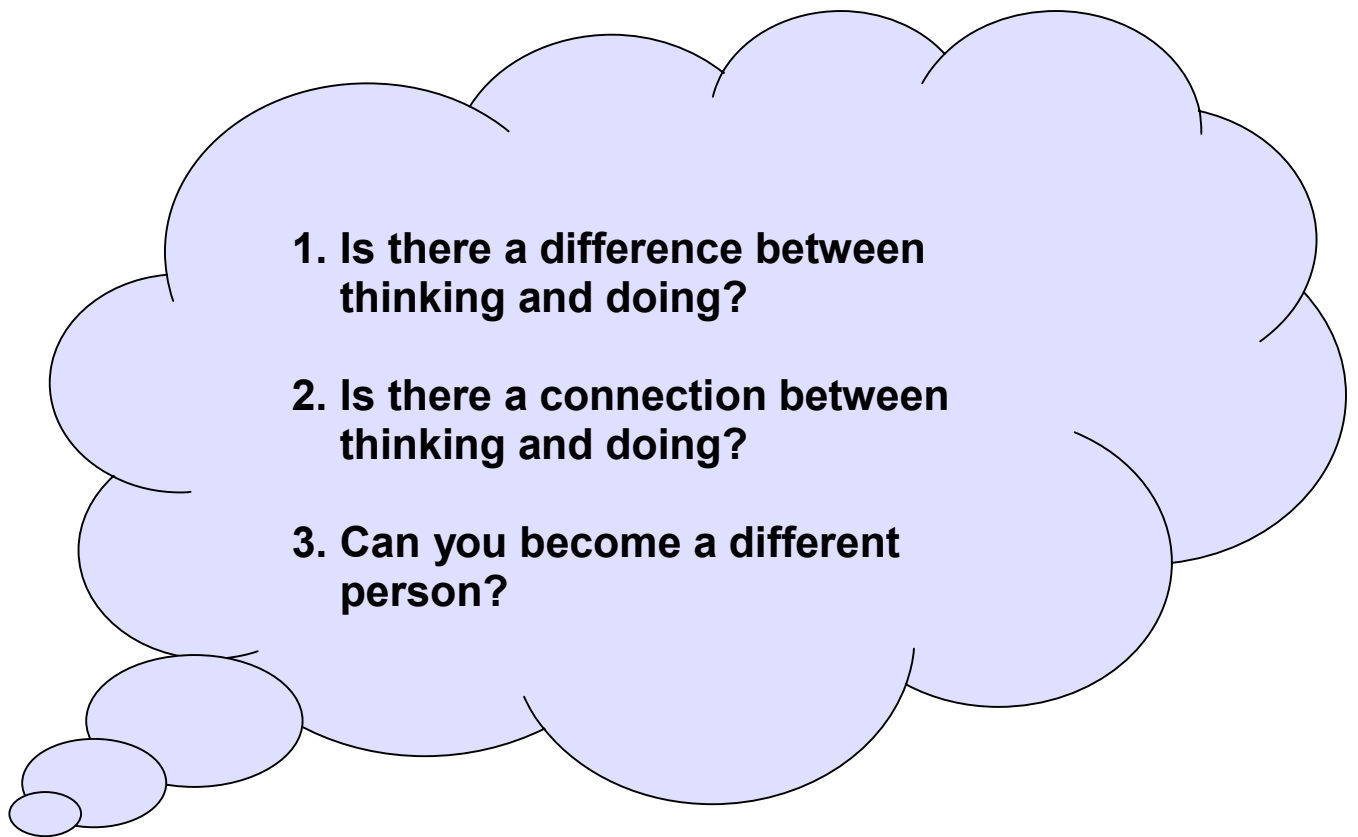
Teachers Guide to 'Thinking Adventures'

Pupil book page 220

Questions For Discussion

What to do

1) Think about these questions

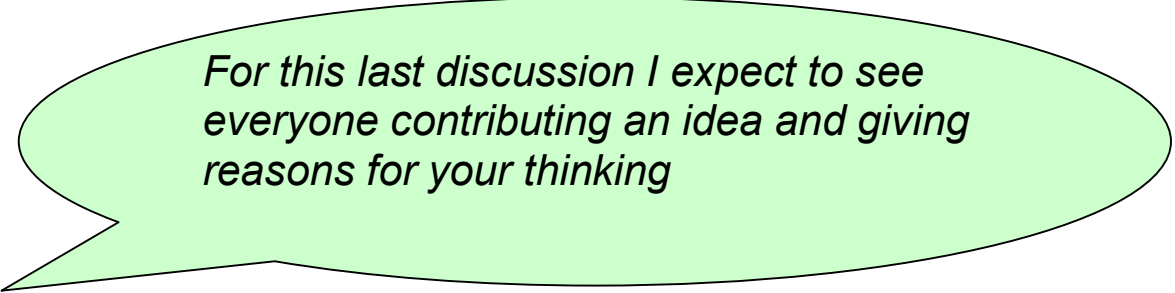


Teachers Guide to 'Thinking Adventures'

Lesson Ten

Open discussion

12) Tell the pupils that you expect to see everyone contributing to the discussion



For this last discussion I expect to see everyone contributing an idea and giving reasons for your thinking

Teachers Guide to 'Thinking Adventures'

Pupil book page 222

Guided Discussion

Rules

Only one person at a time may talk, and everyone else must listen

Use the reasoning skills you have learned

What to do

1) Talk about the questions

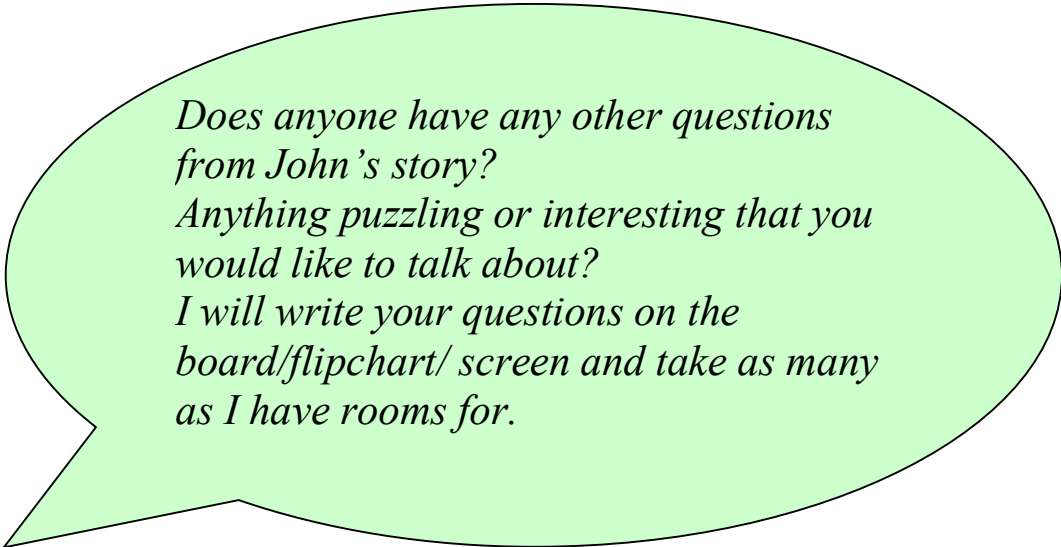
- 1. Is there a difference between thinking and doing?**
- 2. Is there a connection between thinking and doing?**
- 3. Can you become a different person?**

Teachers Guide to 'Thinking Adventures'

Lesson Ten

Discussion Questions

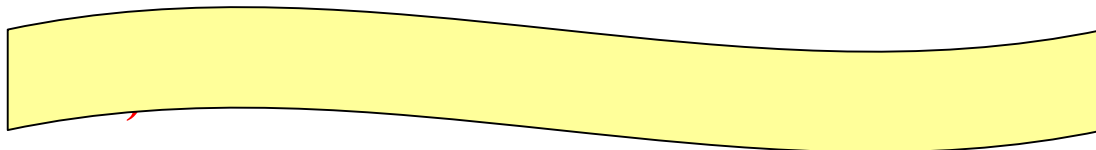
13) Now ask for questions from the class



*Does anyone have any other questions from John's story?
Anything puzzling or interesting that you would like to talk about?
I will write your questions on the board/flipchart/ screen and take as many as I have rooms for.*

Pupils Discussion Questions

14) Write question on board , flip chart or screen



15) Choose the first question to begin the discussion

16) Read out question

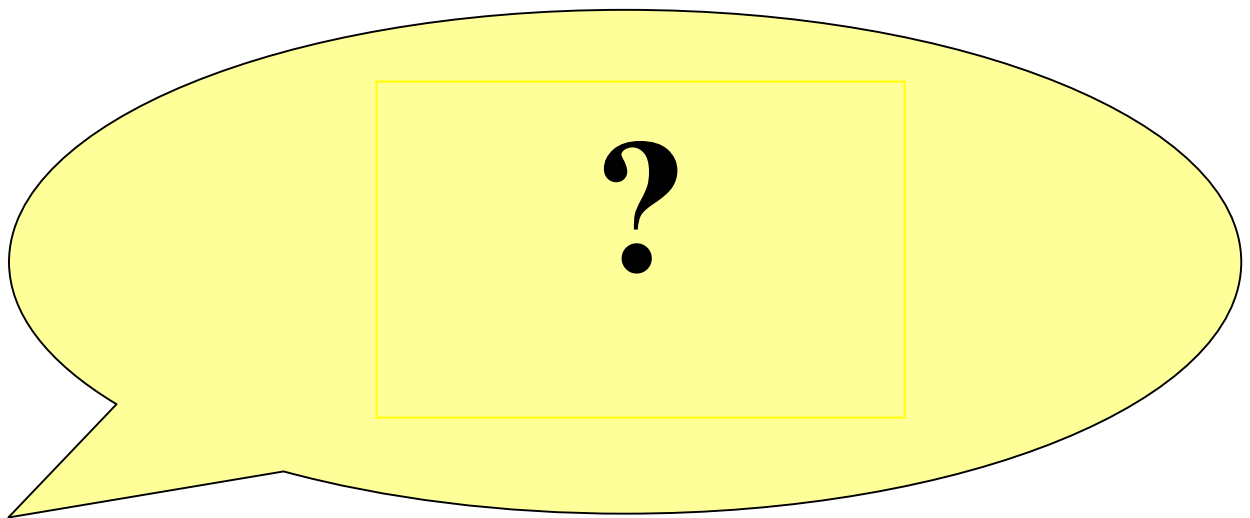
17) Ask pupils to raise their hands if they have something to say about the question

18) Choose one pupil to begin discussion

Teachers Guide to 'Thinking Adventures'

Pupil book page 224

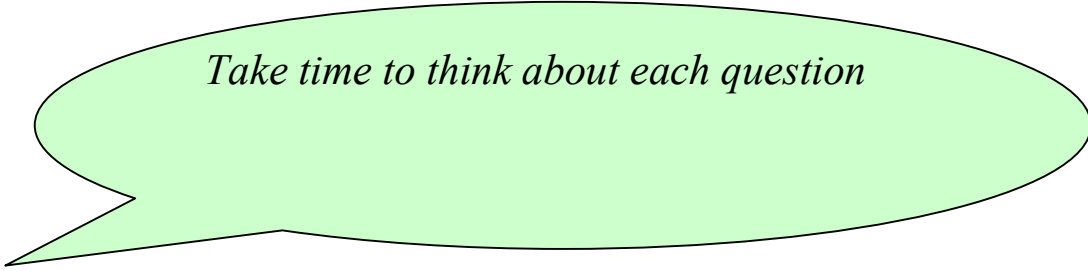
2) Think about a question you would like to ask. Raise your hand and ask the question. The teacher will write your question on the board. Then everyone can discuss it.



Teachers Guide to 'Thinking Adventures'

Lesson Ten

19) Tell the pupils to take time over each question



Take time to think about each question

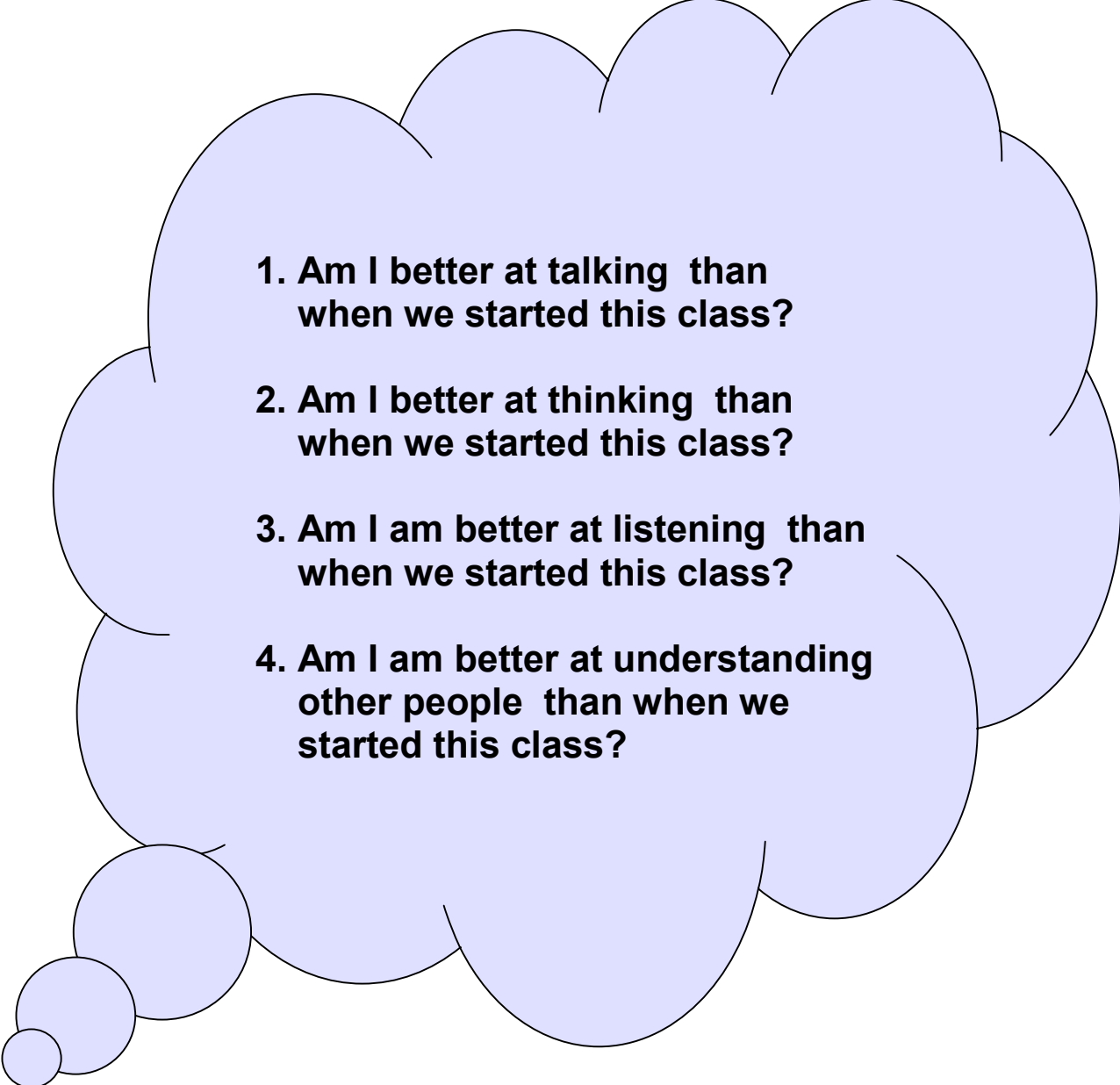
Teachers Guide to 'Thinking Adventures'

Pupil book page 226

Meta-cognitive Exercise (Thinking about Thinking)

This is the last class for this course

1) Think about these questions


- 
1. Am I better at talking than when we started this class?
 2. Am I better at thinking than when we started this class?
 3. Am I am better at listening than when we started this class?
 4. Am I am better at understanding other people than when we started this class?

Teachers Guide to 'Thinking Adventures'

Lesson Ten

Closing meta-cognitive exercise

20) Read these questions out loud to the class



Are you better at talking than when we started this class?

Are you better at thinking than when we started this class?

Are you better at listening than when we started this class?


Are you better at understanding other people than when we started this class?

21) Ask pupils in turn to give an answer to the questions

Teachers Guide to 'Thinking Adventures'

Pupil book page 228

2) Talk about the questions

- 
- 1. Am I better at talking than when we started this class?**
 - 2. Am I better at thinking than when we started this class?**
 - 3. Am I am better at listening than when we started this class?**
 - 4. Am I am better at understanding other people than when we started this class?**

Teachers Guide to 'Thinking Adventures'

Lesson Ten

Final discussion

22) Open discussion to the pupils - about any topic they wish to discuss

23) Finish class

Teachers Guide to 'Thinking Adventures'

Pupil book page 230

End Note

I hope that you have enjoyed this Guided Socratic Discussion class with 'Thinking Adventures'. You will have learned to talk about ideas and to think about your own ideas and the ideas of other people in your class. You will also have learned that everyone has ideas which are worth listening to and that new ideas help you to understand more!

Everyone can make mistakes, so it is always useful to hear from other people who have different views from your own. When people think together they achieve more than when they think alone.

So I hope that you continue with your own thinking adventures, keep your discussions going and your mind open.

Catherine McCall