

Thinking Adventures

Thinking Adventures

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.

Thinking Adventures

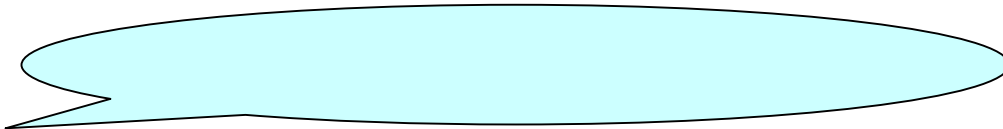
Thinking Adventures

1) When you see this red shape



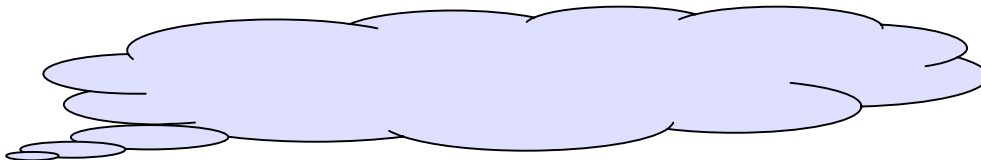
it is telling you what rules you need to follow

2) When you see this blue shape



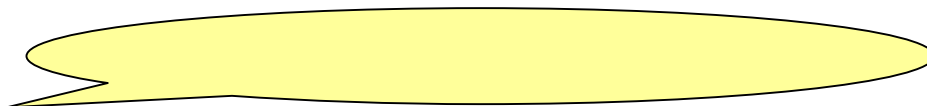
it is telling you that you need to talk and what you will be talking about

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

Thinking Adventures

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]"

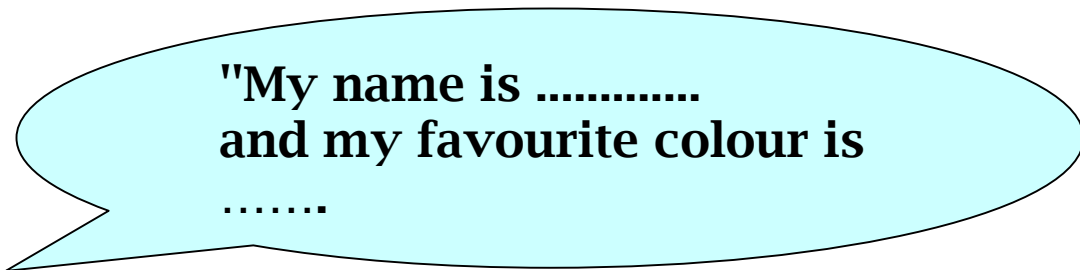
then passes the stick to the person on the left.

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Lesson One

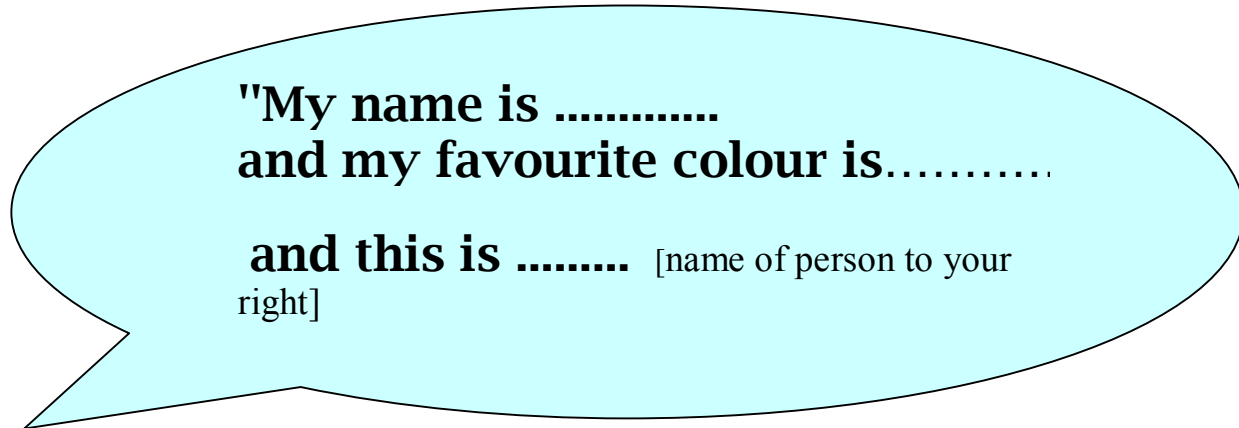
2) The person holding talking stick says:



**"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]"**

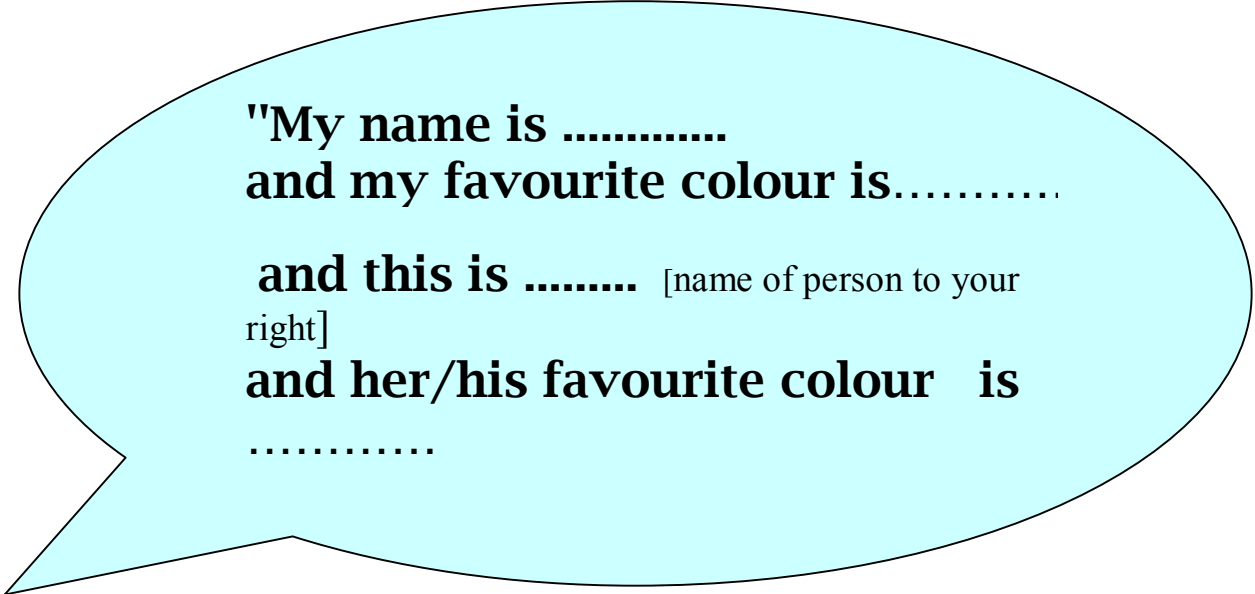
then passes the stick to the person on the left.

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Lesson One

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.

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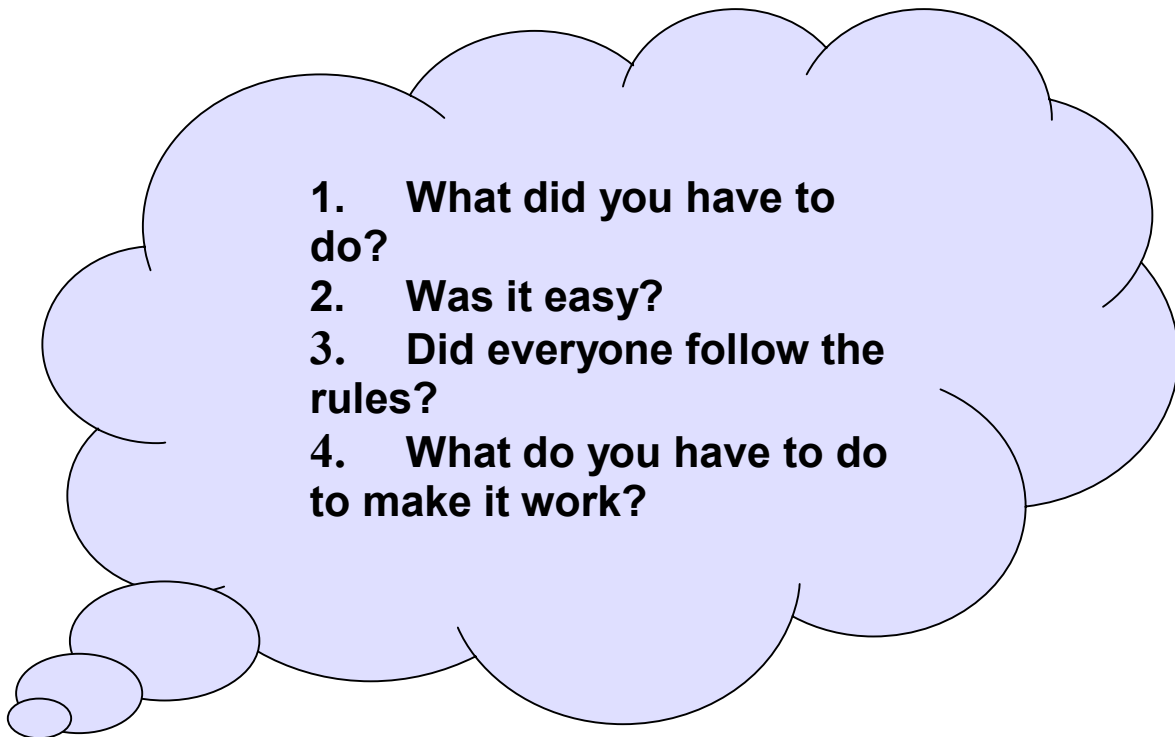
Thinking Adventures

Lesson One

Meta-Cognitive Exercise. (Thinking about Thinking)

What to do

1) Think about these questions

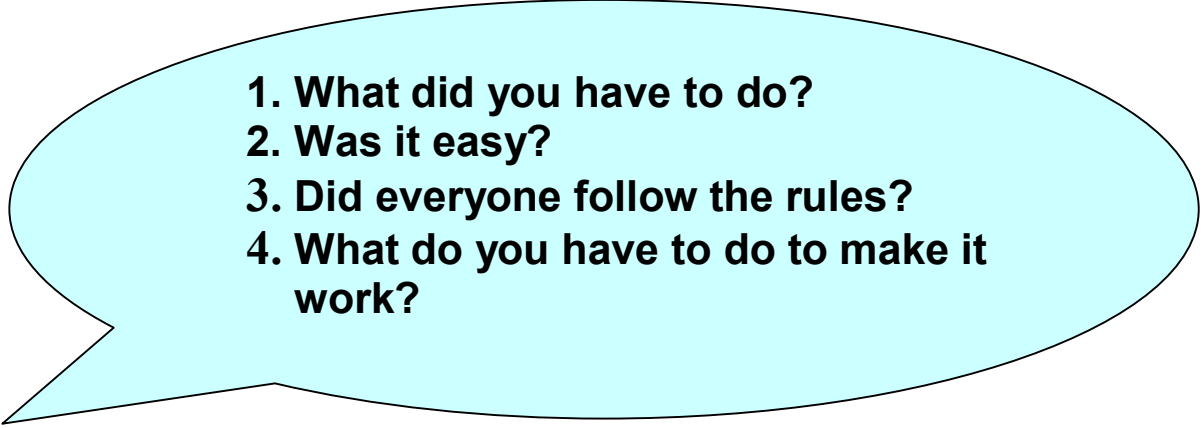


Thinking Adventures

Thinking Adventures

Lesson One

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?**
 - 4. What do you have to do to make it work?**

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Lesson One

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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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.

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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.

“

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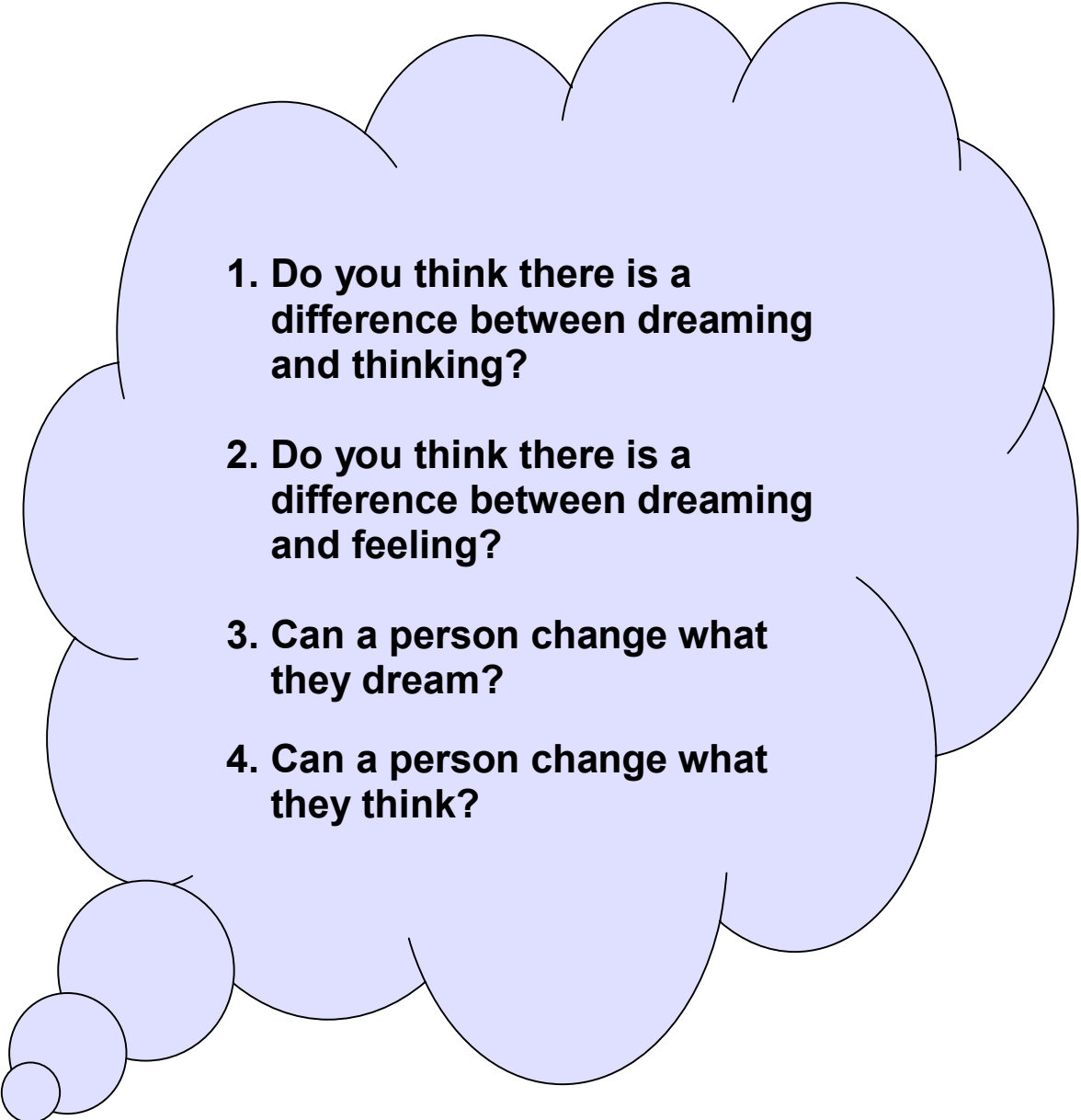
Thinking Adventures

Lesson One

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?

Thinking Adventures

Thinking Adventures

Lesson One

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?

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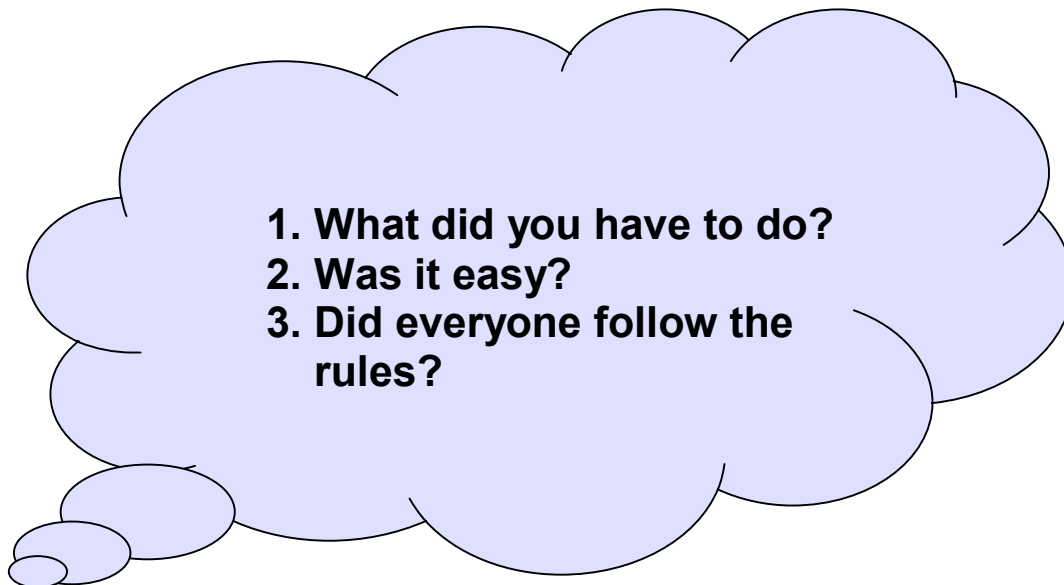
Thinking Adventures

Lesson One

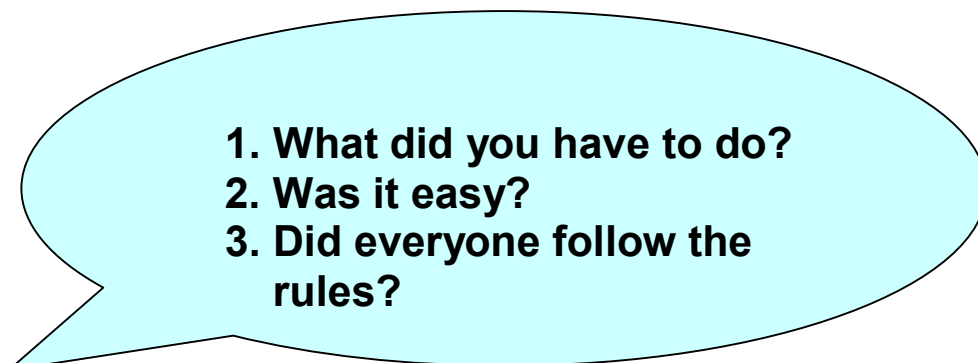
Meta-cognitive Exercise (Thinking about Thinking)

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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Lesson Two

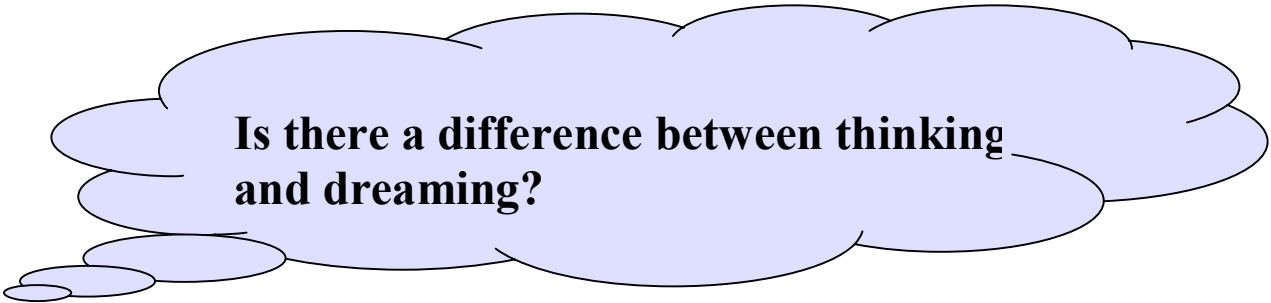
Skills Exercise: talking, listening, remembering and reviewing

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:



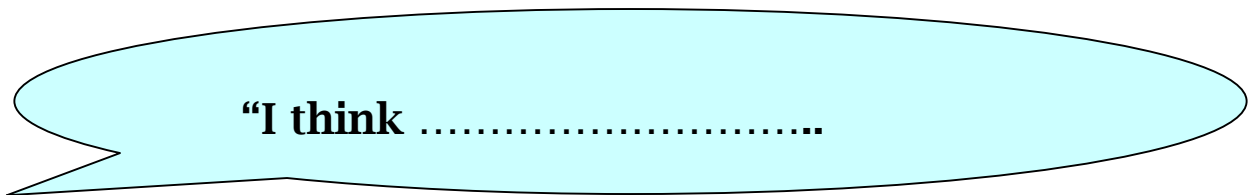
Is there a difference between thinking and dreaming?

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Lesson Two

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



then passes the stick to the person on the left.

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Thinking Adventures

Lesson Two

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

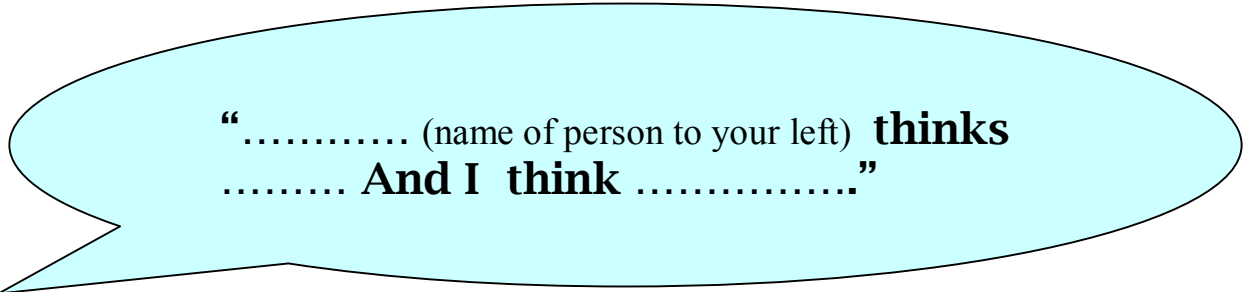
The first person holding talking stick says:



“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.

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Lesson Two

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

The person holding talking stick says:



"I now think"

then passes the stick to the person on the left.

Thinking Adventures


Thinking Adventures

Lesson Two


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?

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Lesson Two

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.

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“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.”

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“Except if you’re a Nurse!” John said.

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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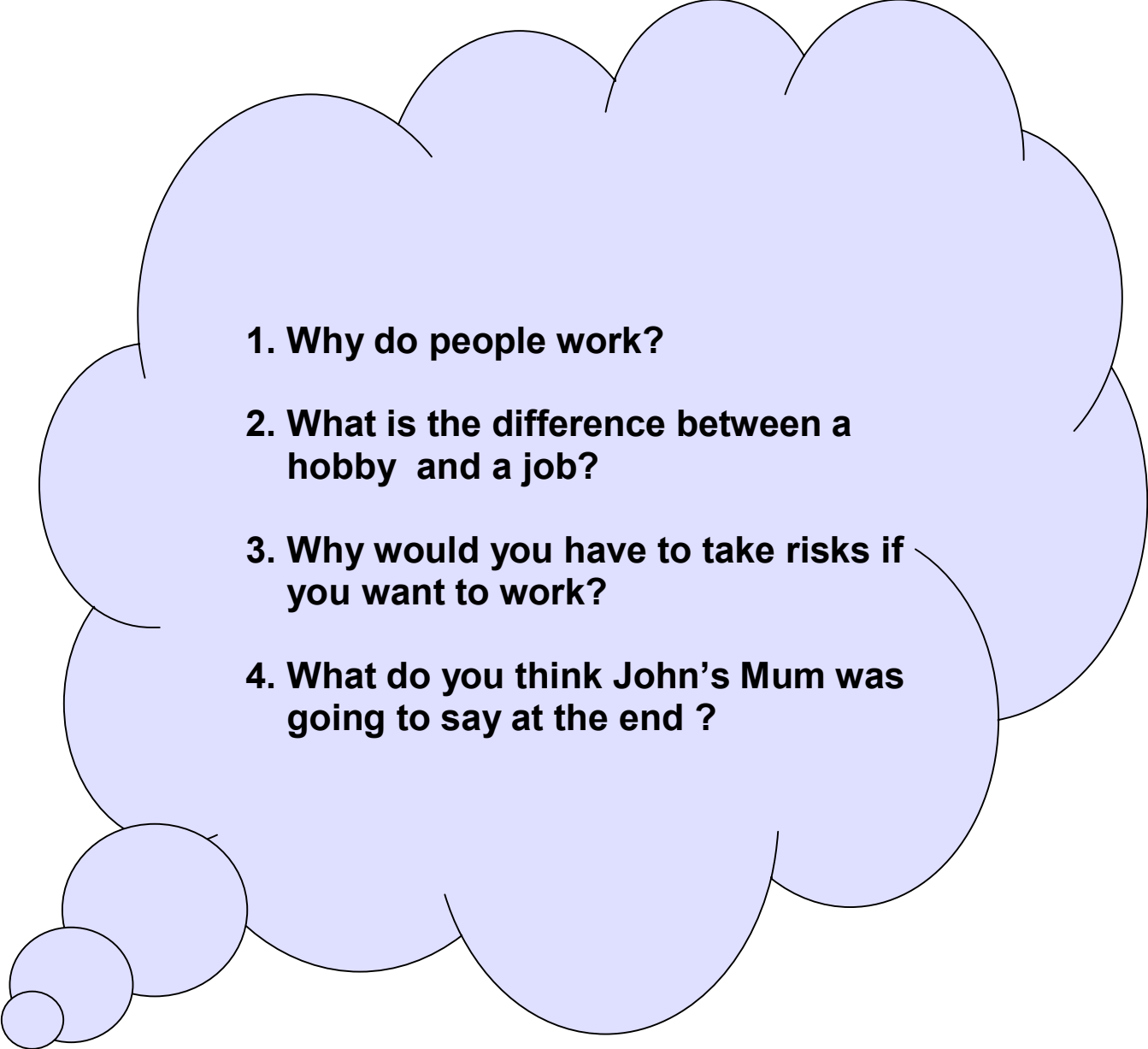
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Lesson Two

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 ?

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Lesson Two

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 ?

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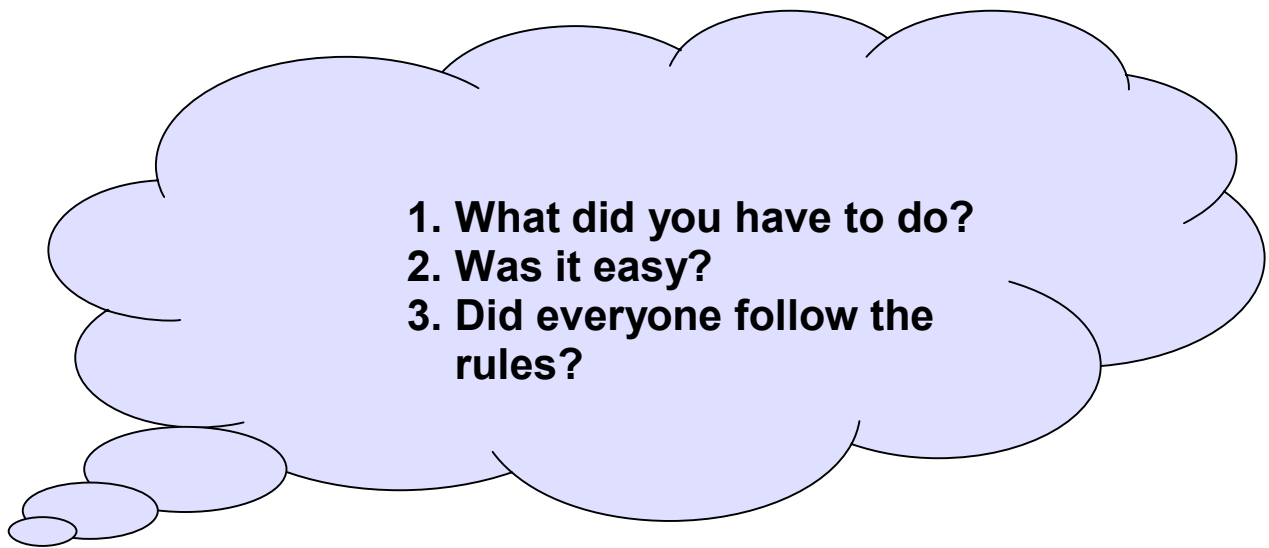
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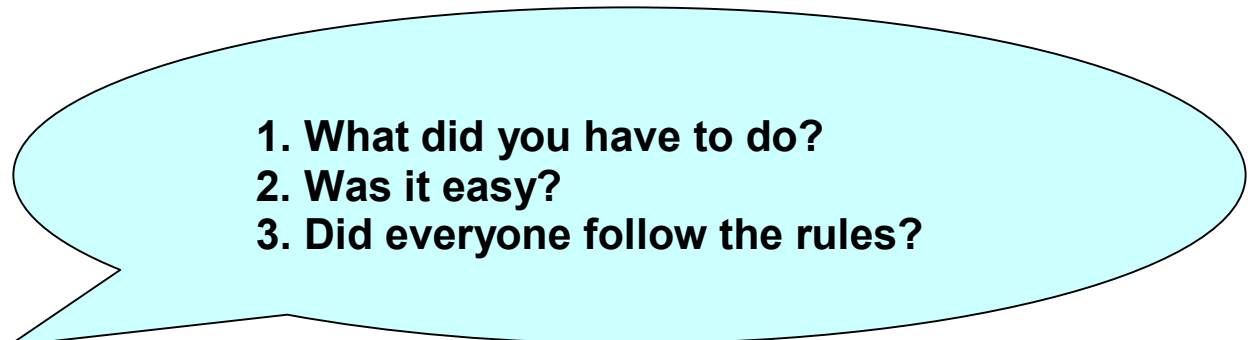
Meta-cognitive Exercise (Thinking about Thinking)

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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Lesson Three

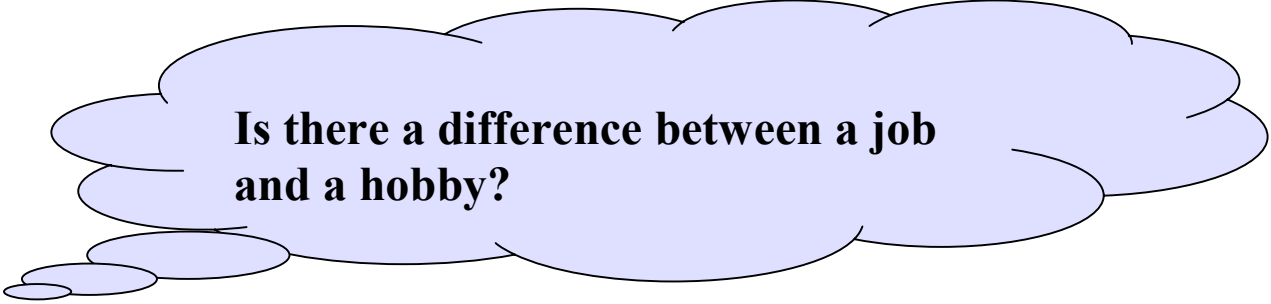
Skills Exercise: talking, listening and remembering

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.

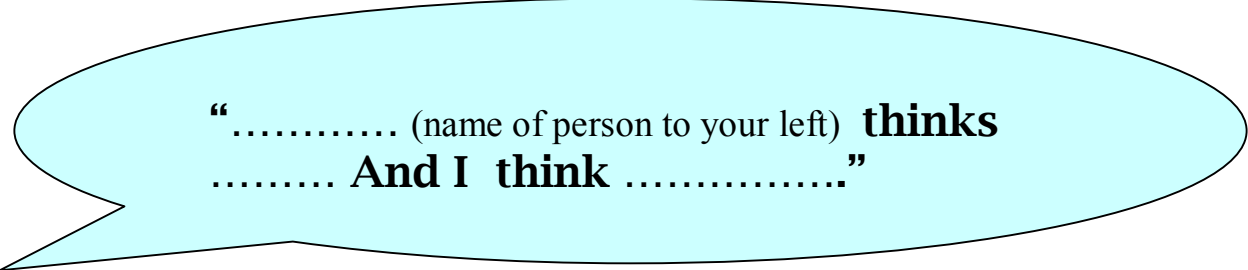
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Lesson Three

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”

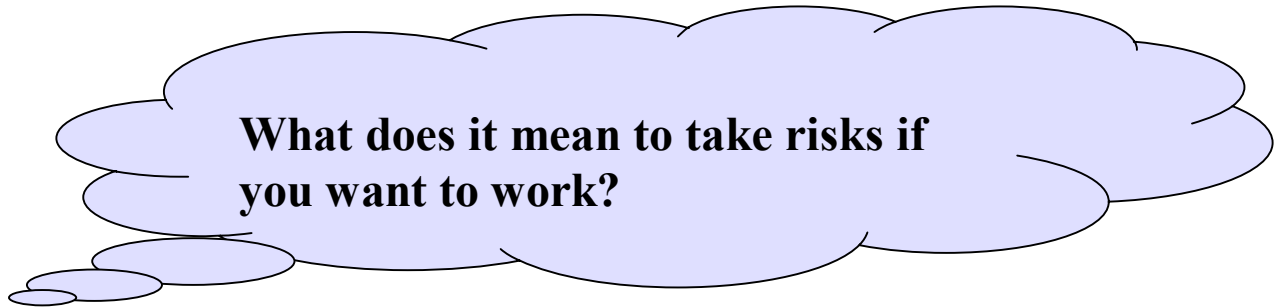
then passes the stick to the person on the left.

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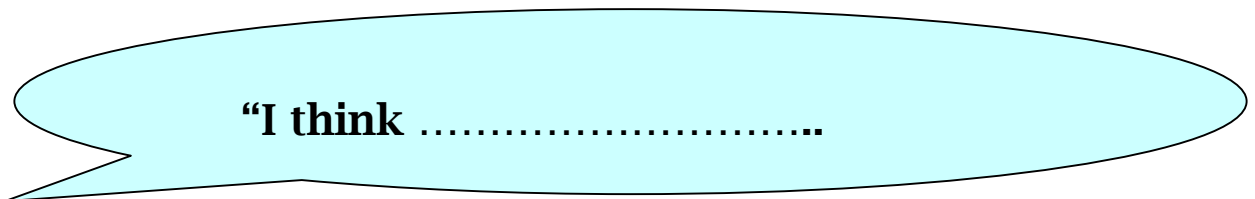
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Lesson Three

5) Think of an answer to the question:



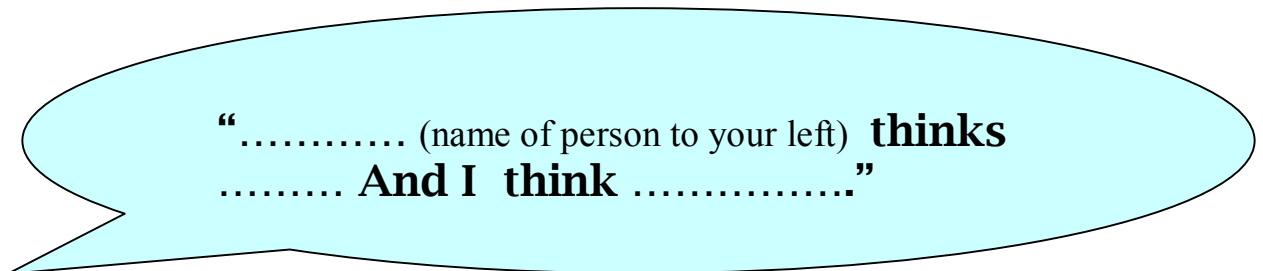
6) The person with the talking stick talks about the question



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.

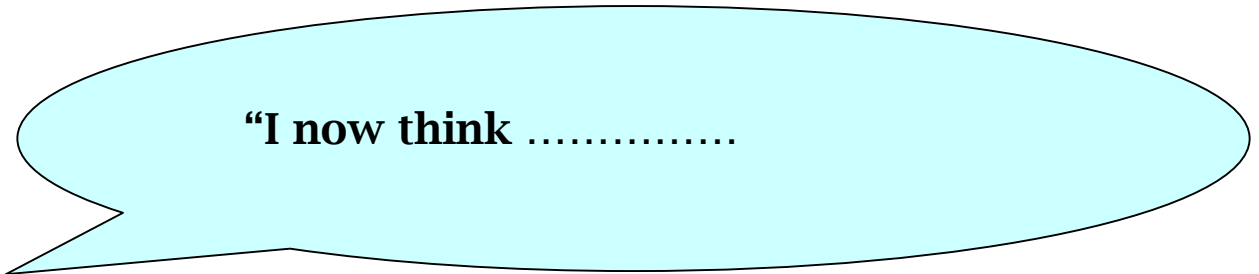
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Lesson Three

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.

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Lesson Three

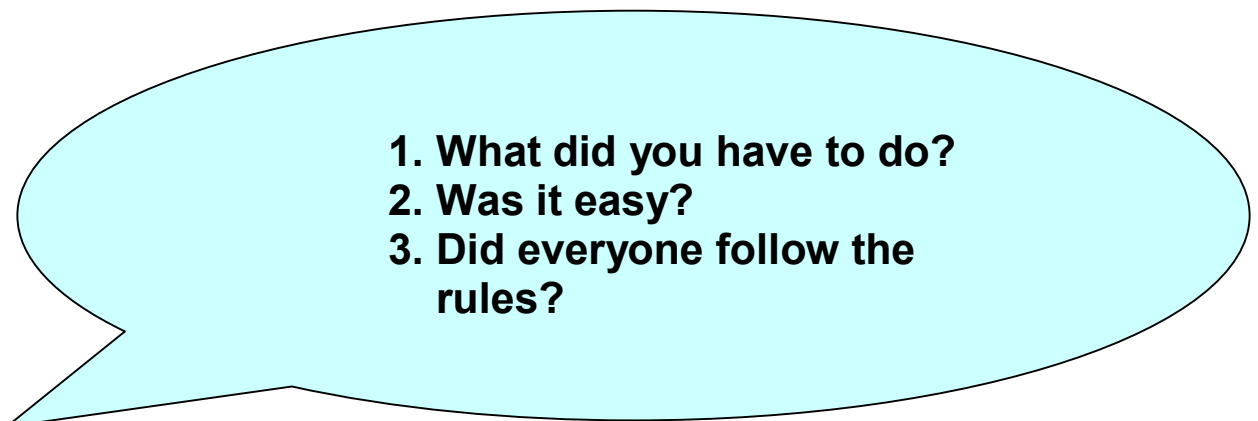
Meta-Cognitive Ex. (Thinking about Thinking)

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.



Thinking Adventures

Thinking Adventures

Lesson Three

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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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.

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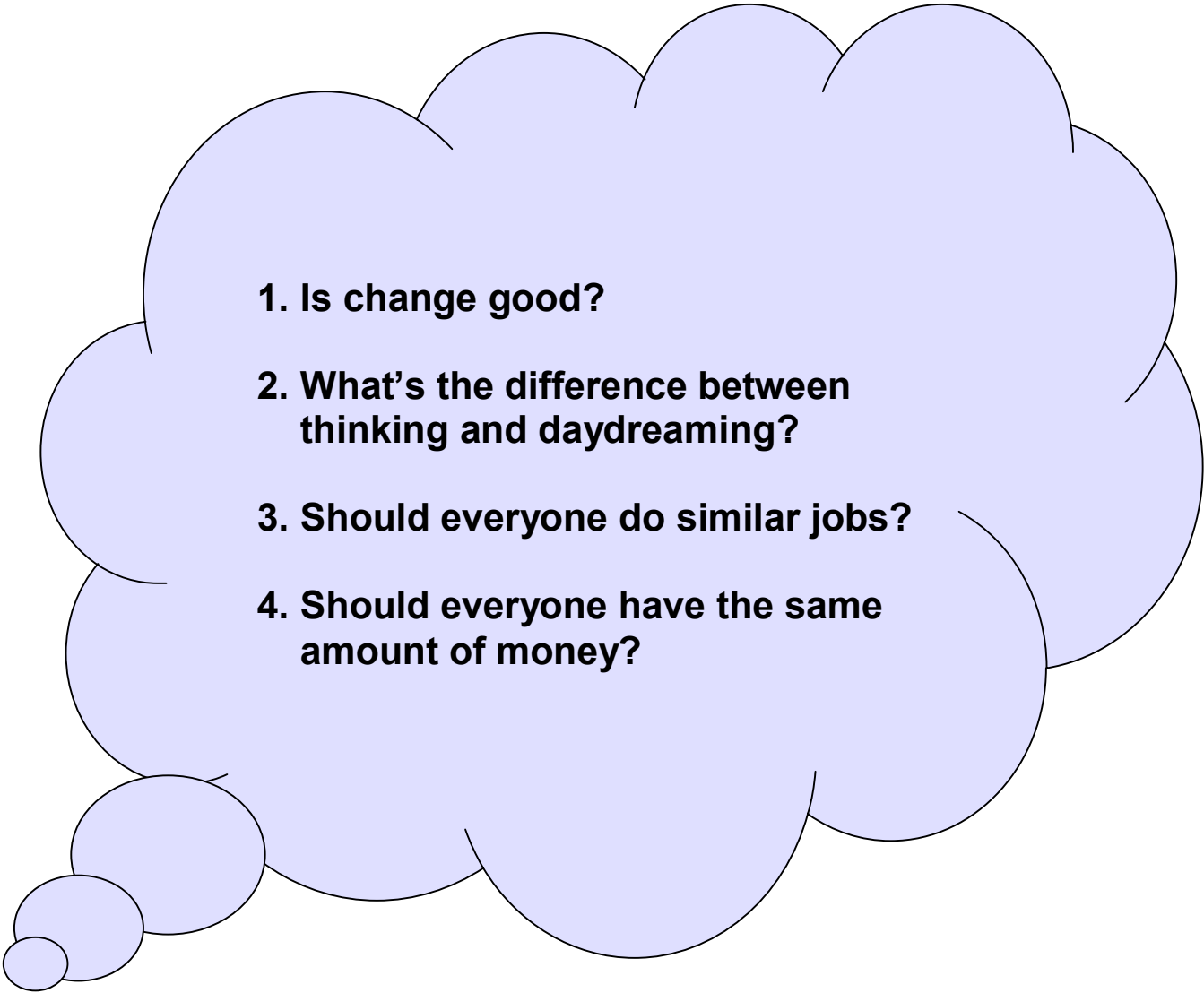
Thinking Adventures

Lesson Three

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?

Thinking Adventures

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Lesson Three

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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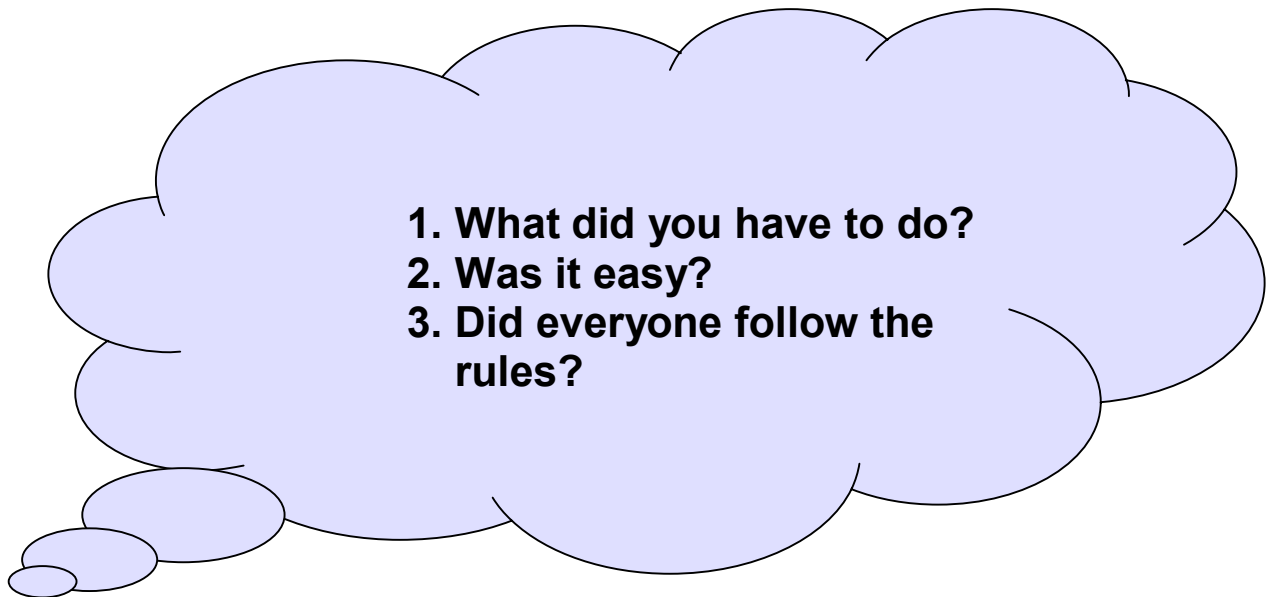
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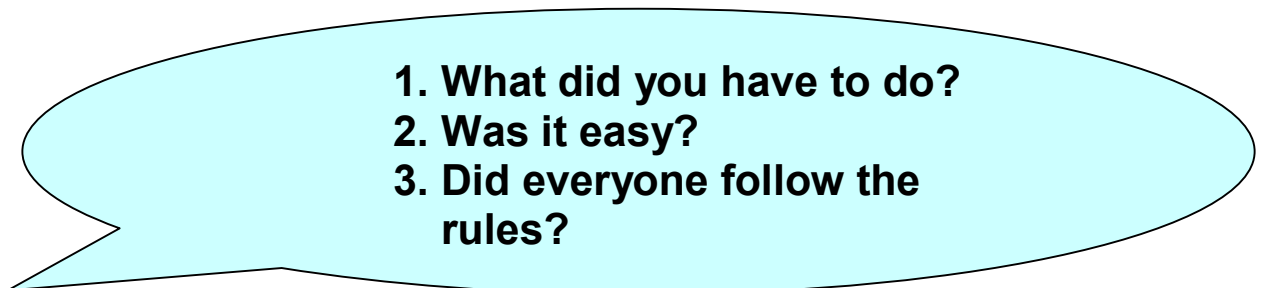
Meta-cognitive Exercise (Thinking about Thinking)

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.



Thinking Adventures

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.

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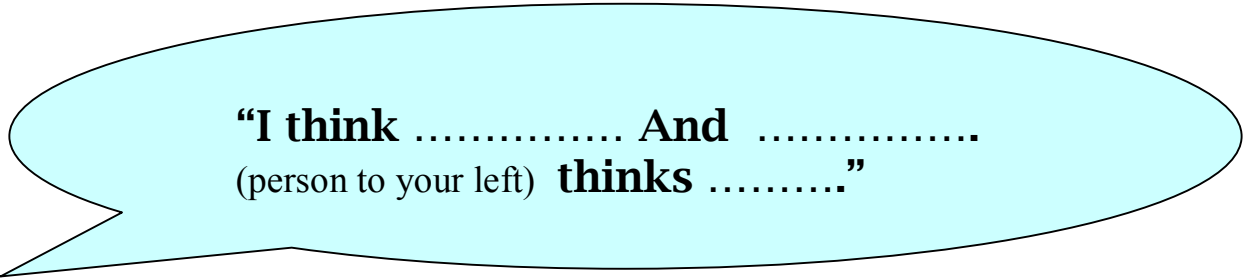
Thinking Adventures

Lesson Four

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:

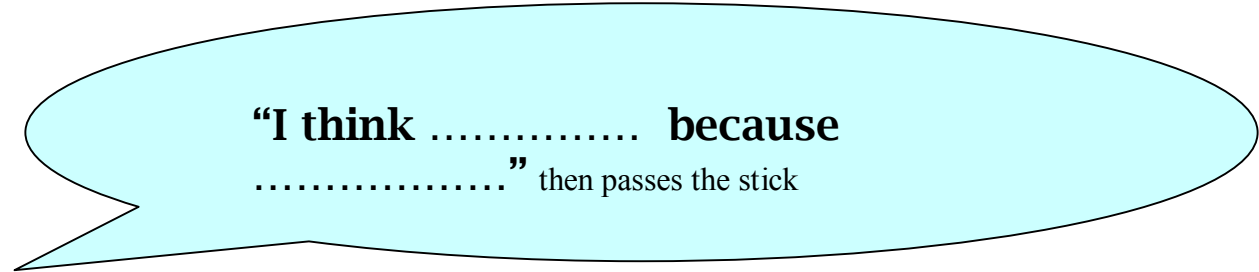


**“I think And
(person to your left) thinks”**

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.

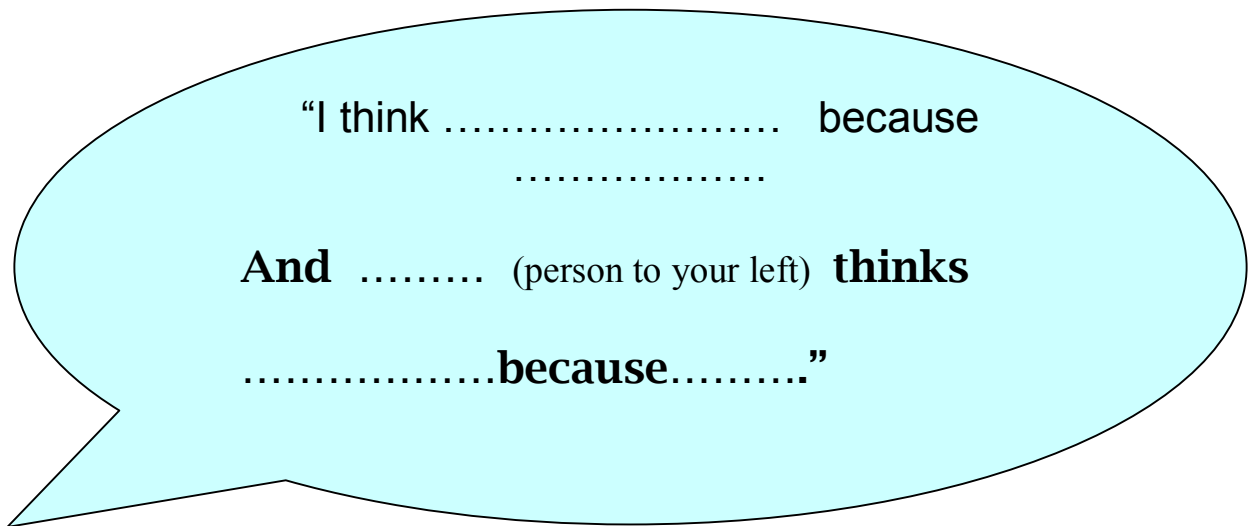
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Lesson Four

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.

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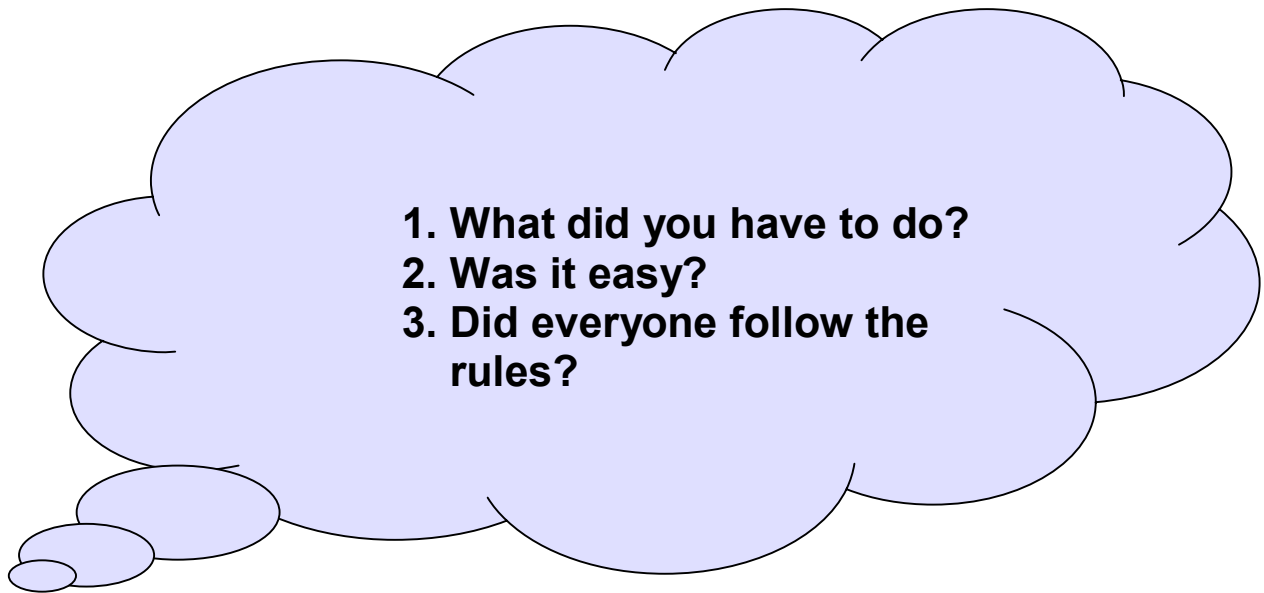
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Lesson Four

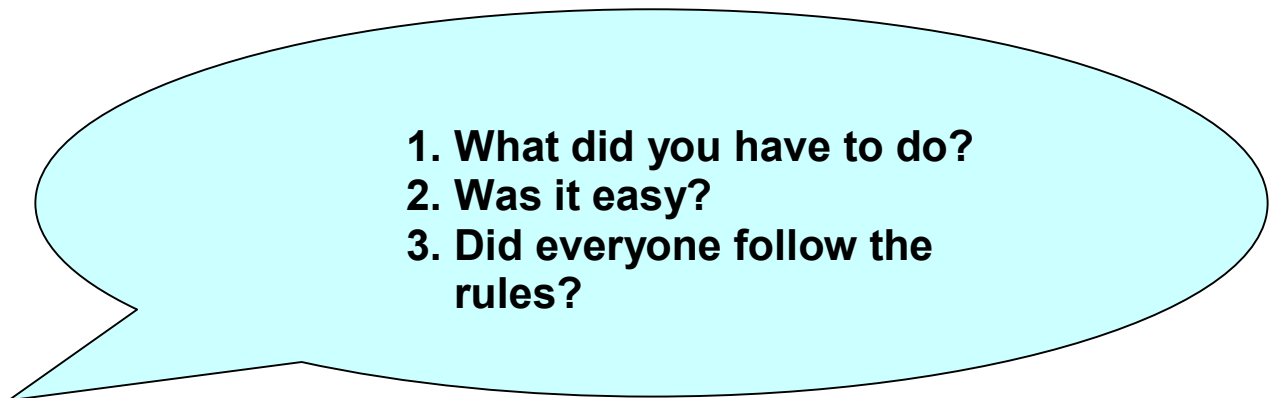
Meta-Cognitive Ex. (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



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Lesson Four

Reading

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!”

Thinking Adventures

Thinking Adventures

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.

//

Thinking Adventures

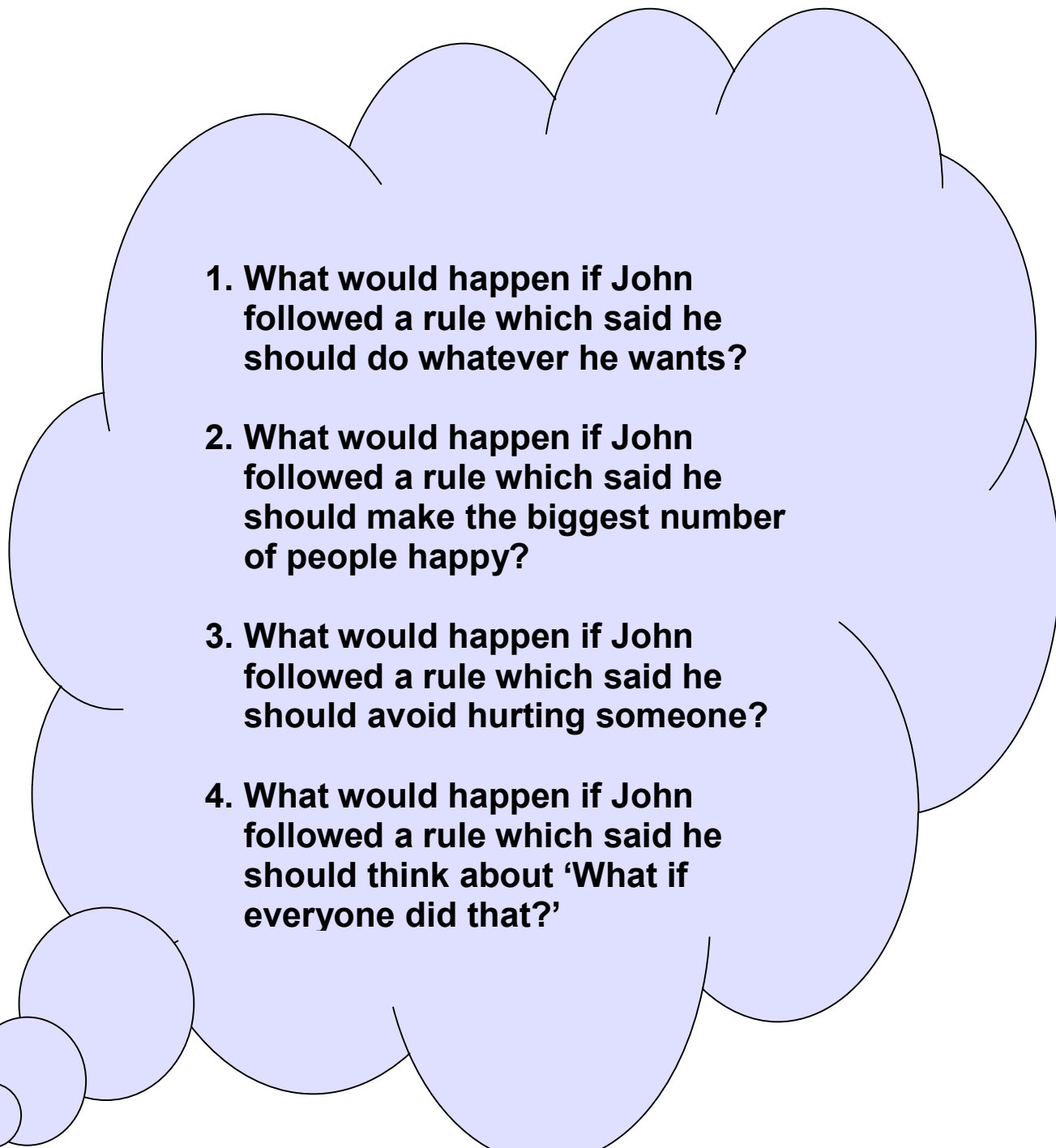
Thinking Adventures

Lesson Four

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?
 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?'

Thinking Adventures

Thinking Adventures

Lesson Four

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?
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?'

Thinking Adventures

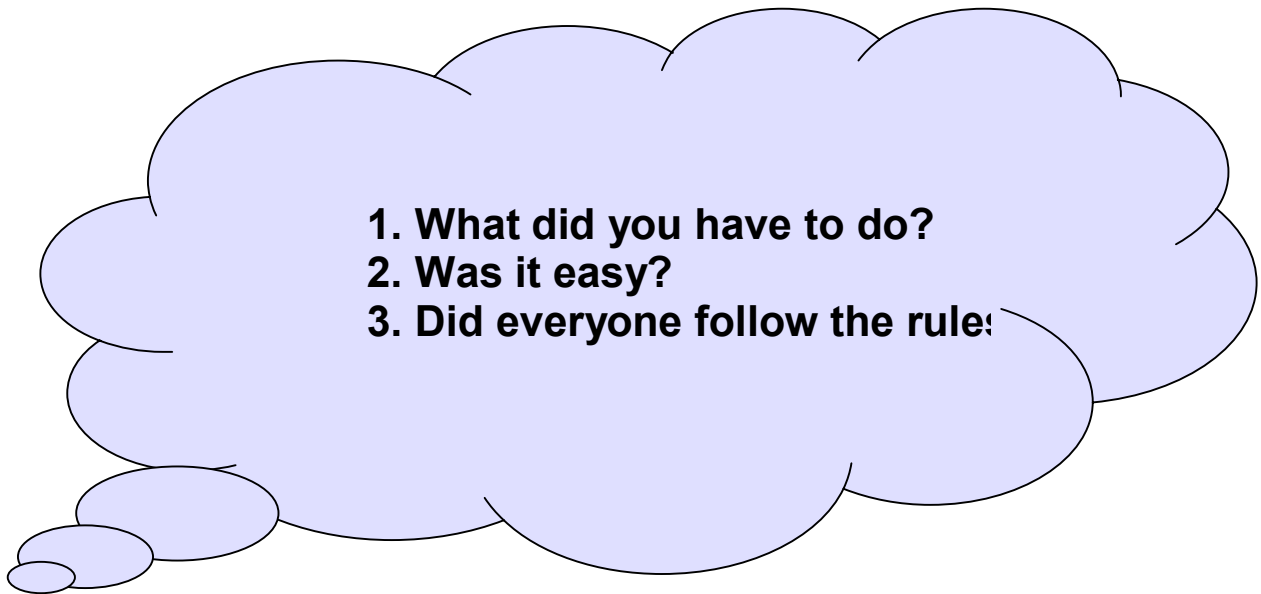
Thinking Adventures

Lesson Four

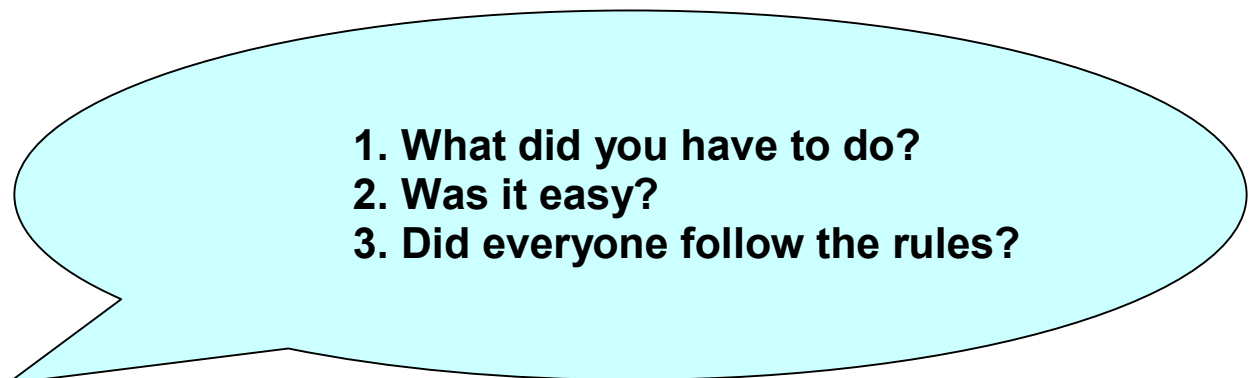
Meta-cognitive Exercise (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



Thinking Adventures

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.

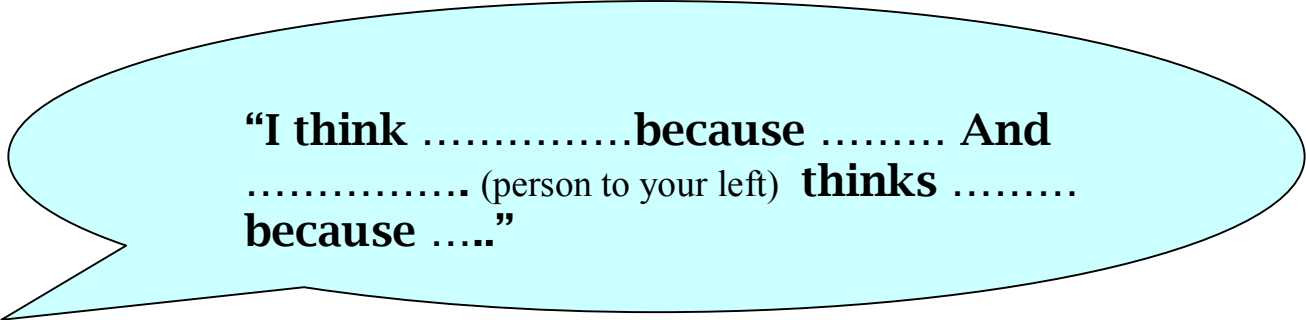
Thinking Adventures

Thinking Adventures

Lesson Five

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

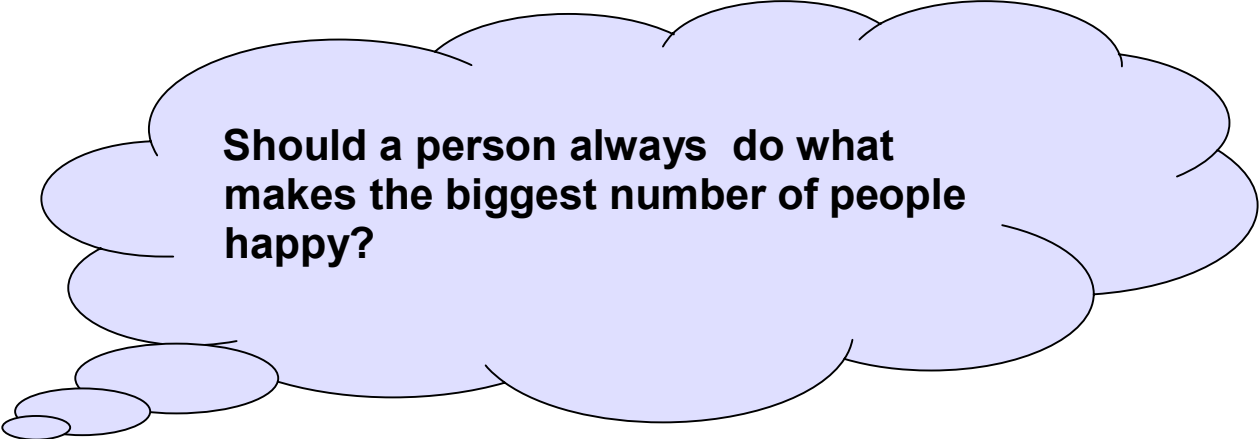
The person holding talking stick says:



**“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:



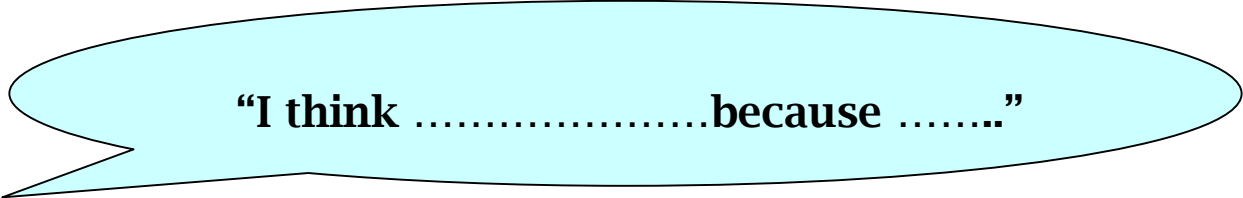
Should a person always do what makes the biggest number of people happy?

Thinking Adventures

Thinking Adventures

Lesson Five

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

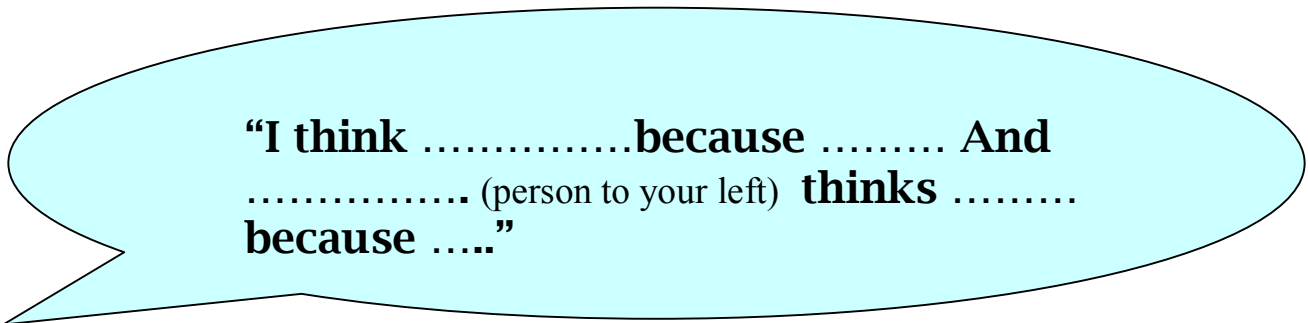


“I thinkbecause”

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”**

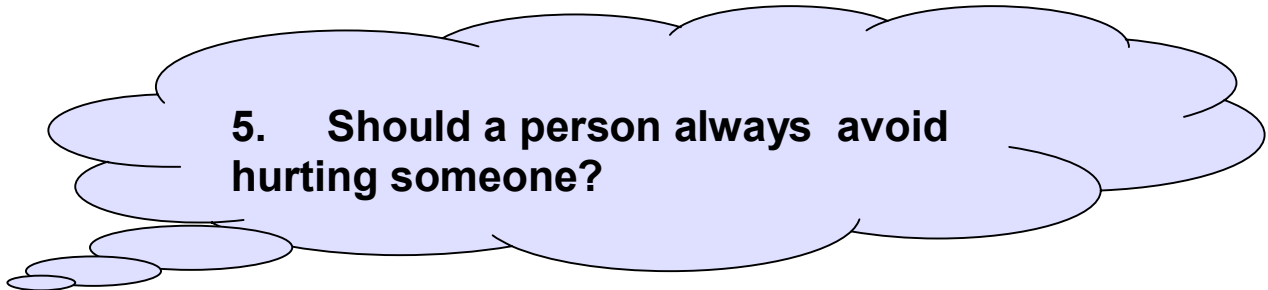
then passes the stick to the person on the left.

Thinking Adventures

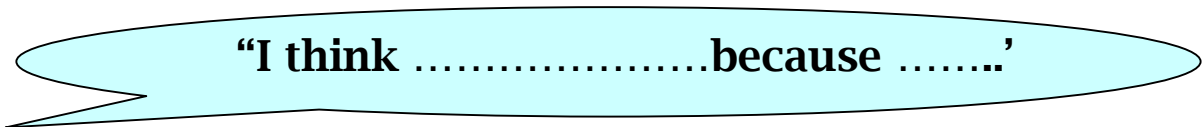
Thinking Adventures

Lesson Five

7) Think of an answer to this question:



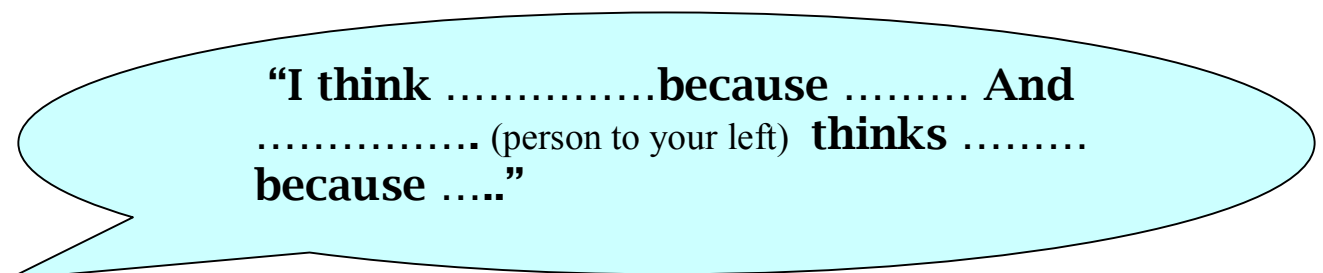
8) The person with the talking stick talks about the question, and add a reason



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:



then passes the stick to the person on the left.

Thinking Adventures

Thinking Adventures

Lesson Five

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

Thinking Adventures

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.

Thinking Adventures

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.”

“

Thinking Adventures

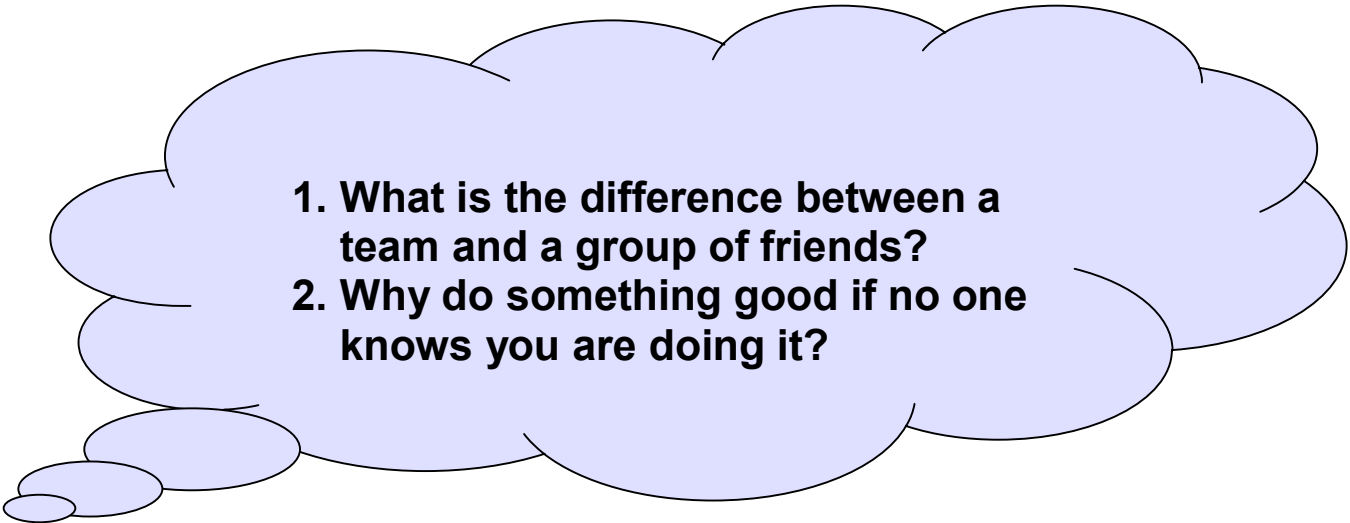
Thinking Adventures

Lesson Five

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?

Thinking Adventures

Thinking Adventures

Lesson Five

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.

?

Thinking Adventures

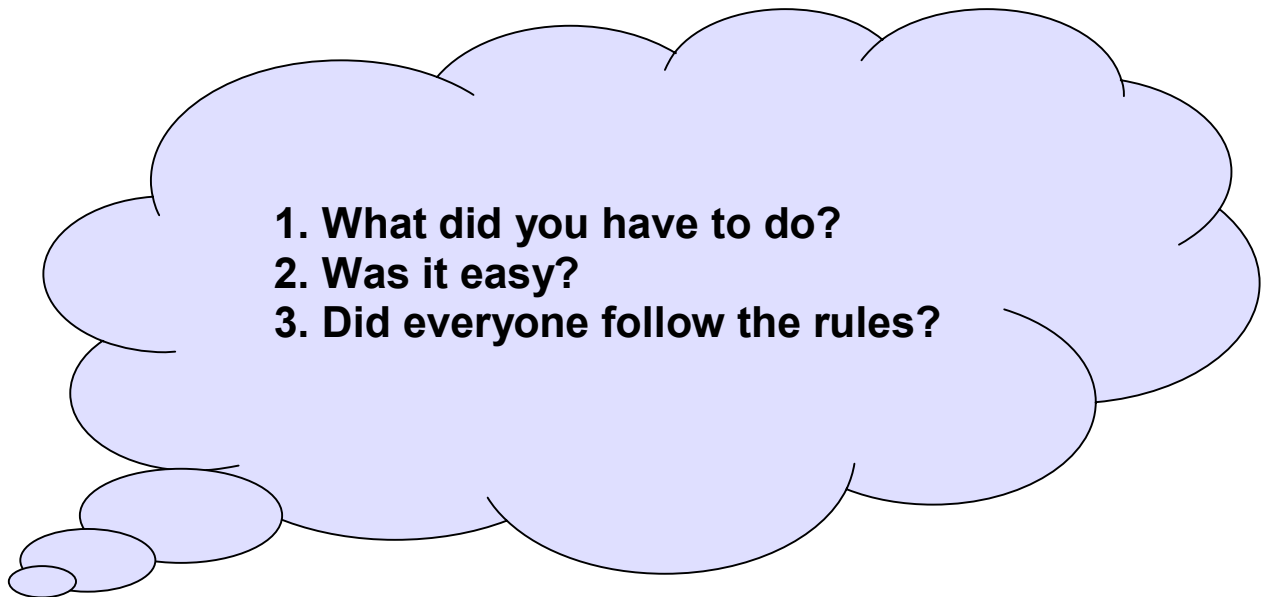
Thinking Adventures

Lesson Five

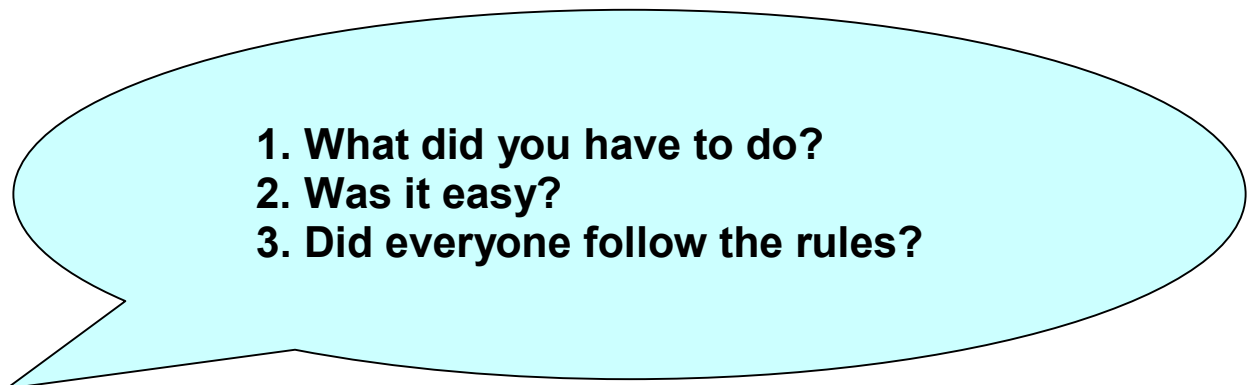
Meta-cognitive Exercise (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



Thinking Adventures

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.

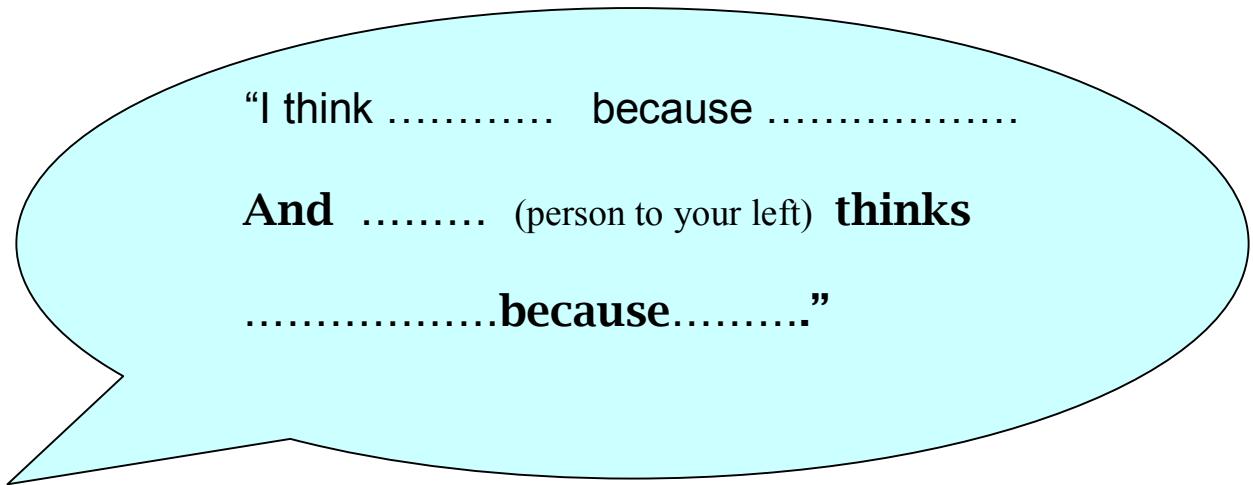
Thinking Adventures

Thinking Adventures

Lesson Six

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:



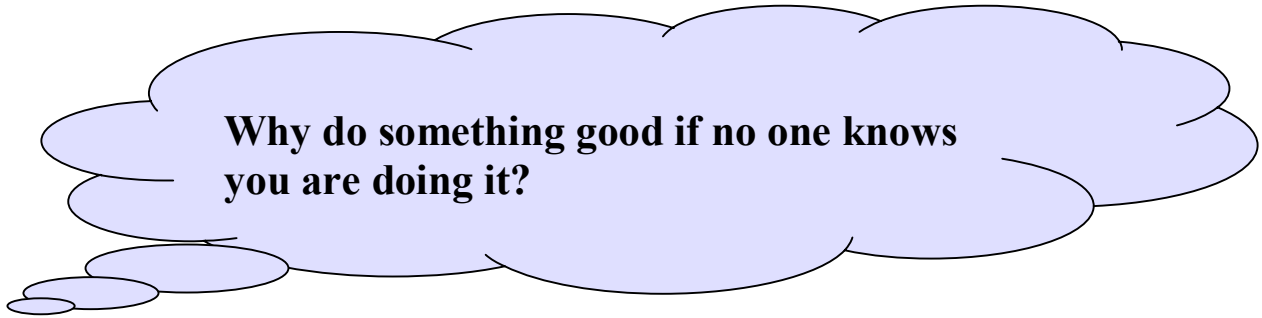
then passes the stick to the person on the left.

Thinking Adventures

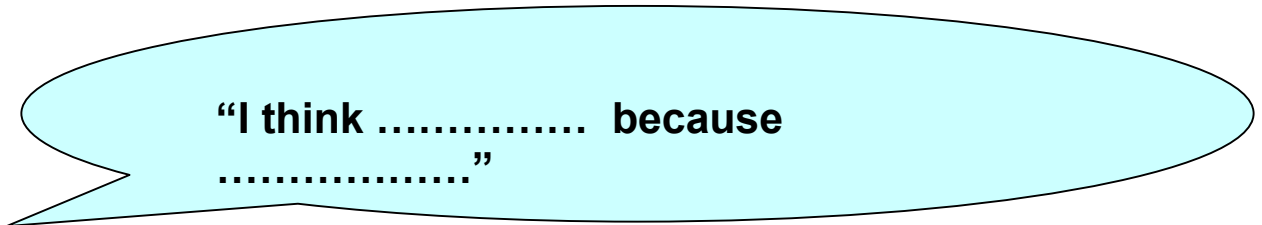
Thinking Adventures

Lesson Six

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.

Thinking Adventures

Thinking Adventures

Lesson Six

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:

“I think because

And (person to your left) **thinks**

.....**because**.....”

then passes the stick to the person on the left.

Thinking Adventures

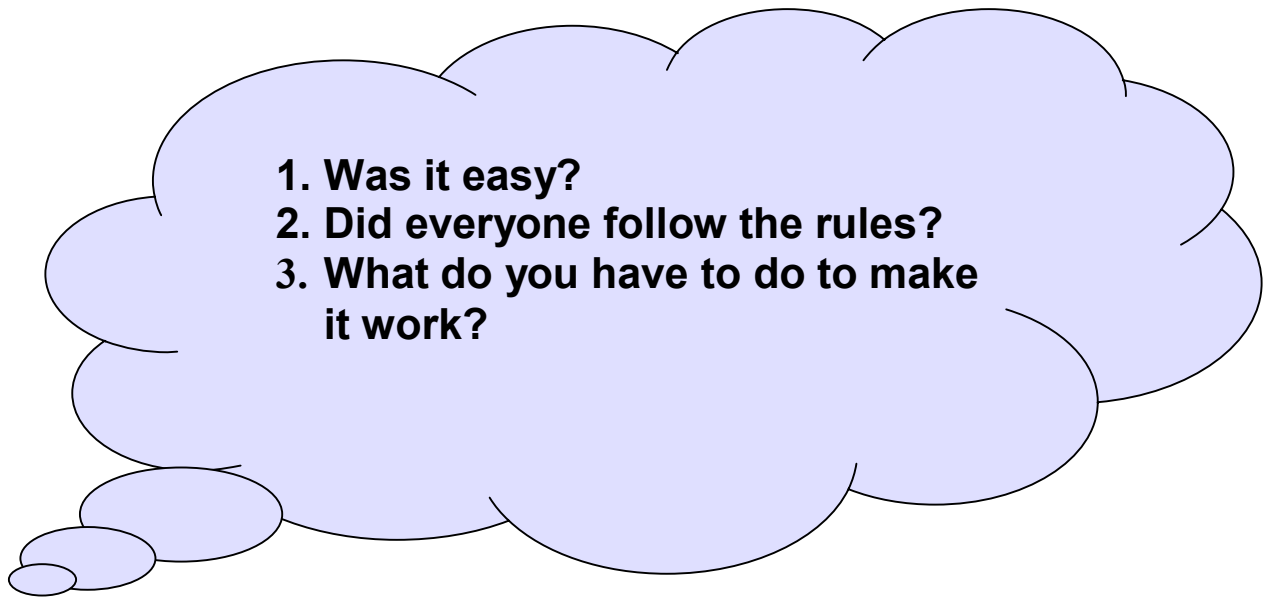
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Lesson Six

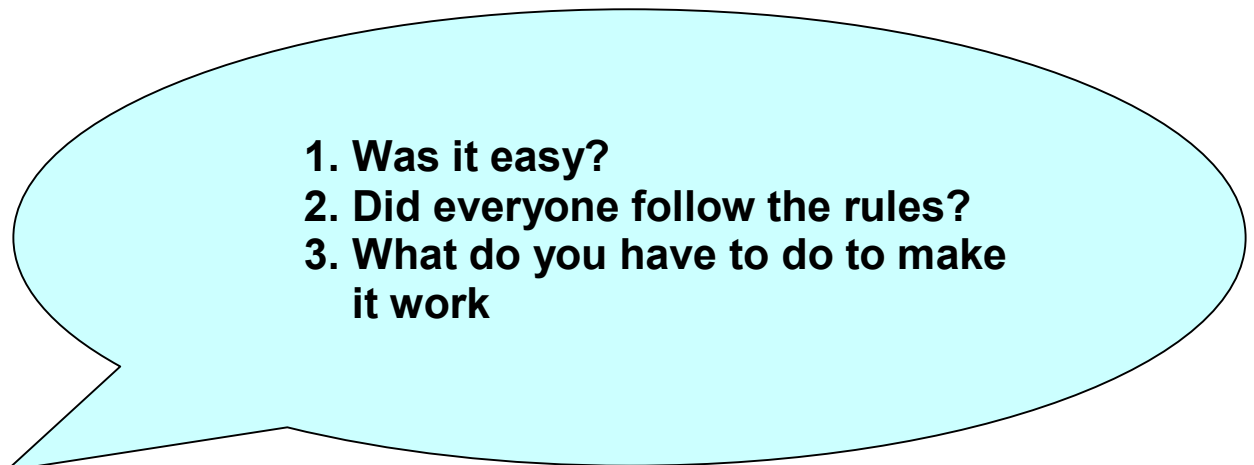
Meta-Cognitive Ex. (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



Thinking Adventures

Thinking Adventures

Lesson Six

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.

Thinking Adventures

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.

Thinking Adventures

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.

“

Thinking Adventures

Thinking Adventures

Lesson Six

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?

Thinking Adventures

Thinking Adventures

Lesson Six

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

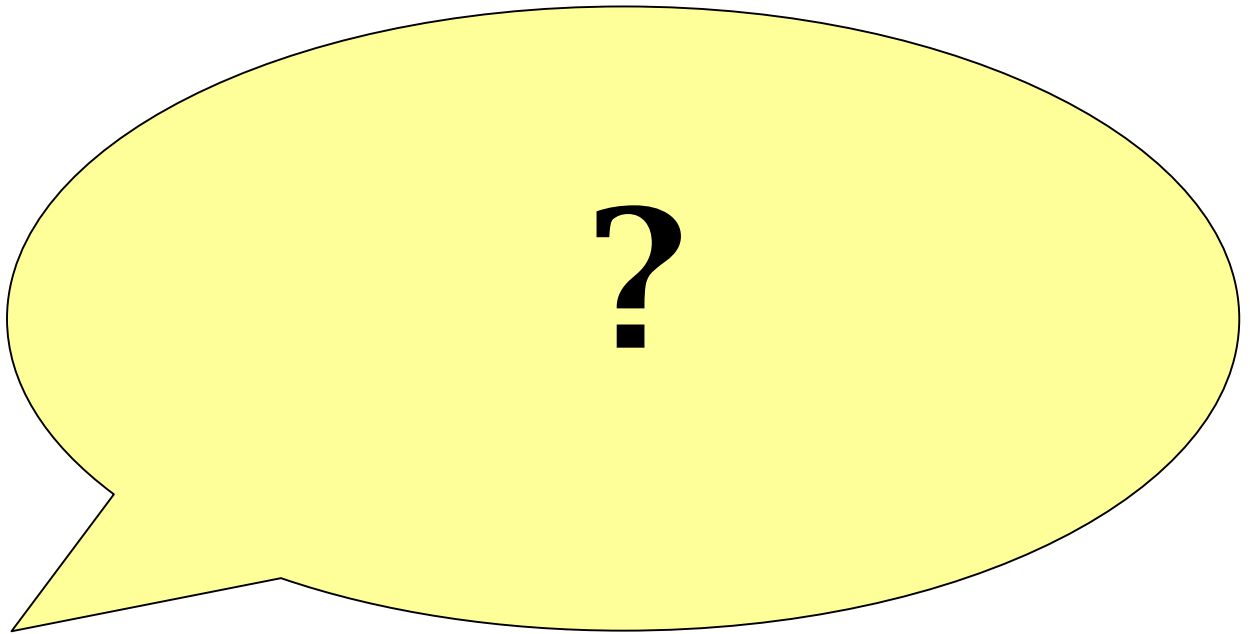
1. What is work?
2. Is there such a thing as Women's work
3. Is there such a thing as Men's work?
4. Why should anyone work?

Thinking Adventures

Thinking Adventures

Lesson Six

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.



Thinking Adventures

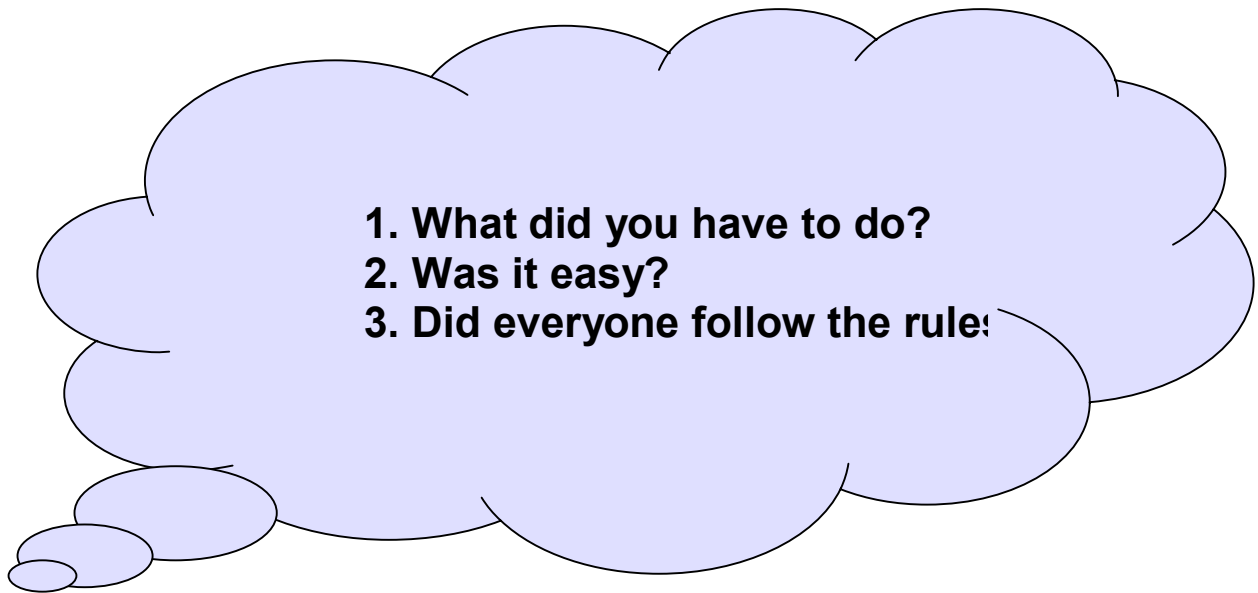
Thinking Adventures

Lesson Six

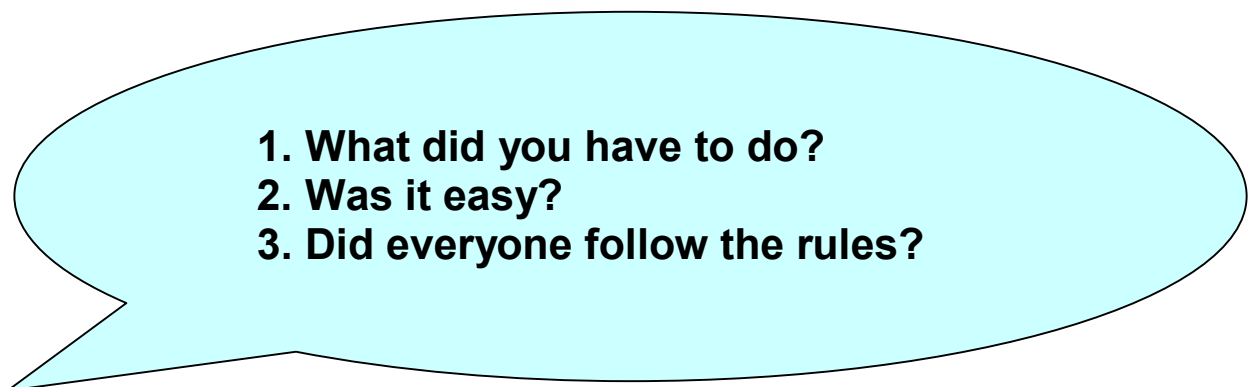
Meta-cognitive Exercise (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



Thinking Adventures

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.

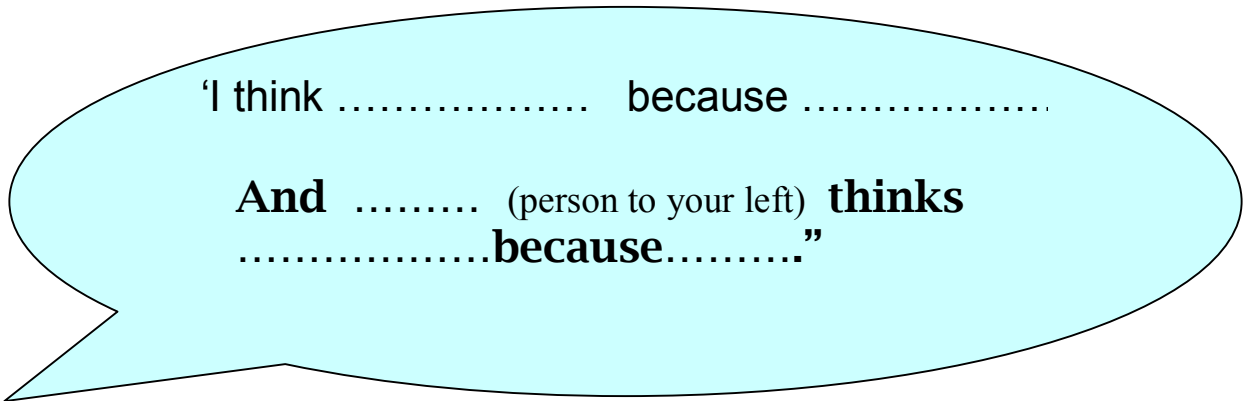
Thinking Adventures

Thinking Adventures

Lesson Seven

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.

Thinking Adventures

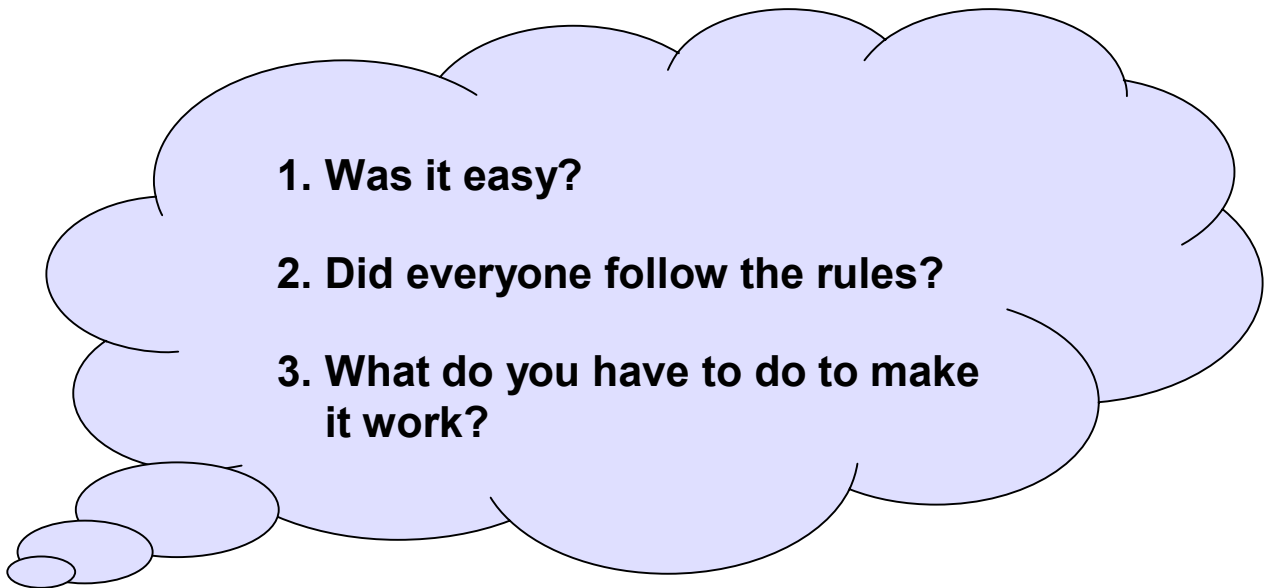
Thinking Adventures

Lesson Seven

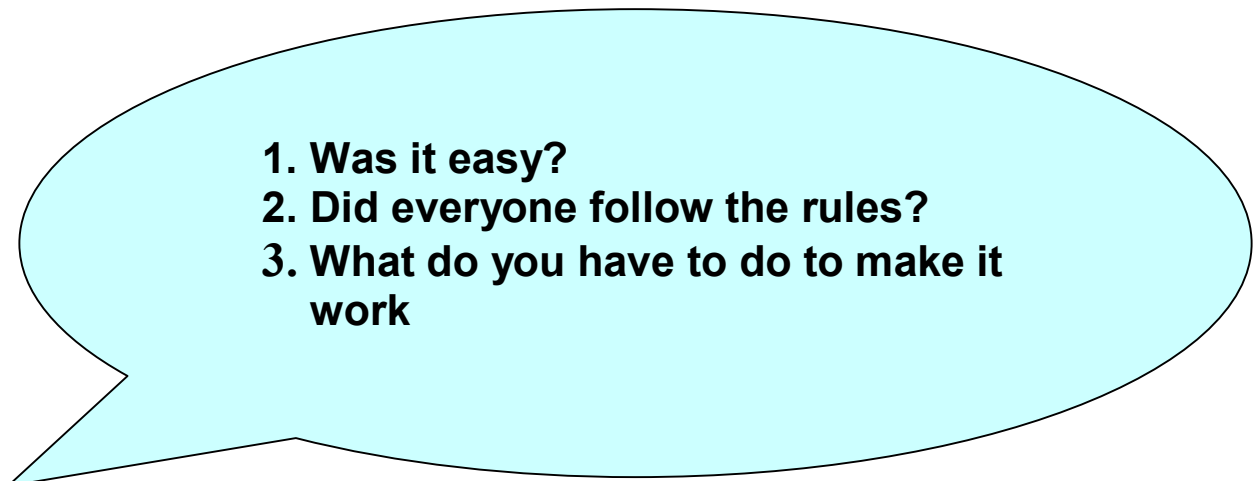
Meta-Cognitive Ex. (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



Thinking Adventures

Thinking Adventures

Lesson Seven

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.

Thinking Adventures

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.

Thinking Adventures

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!”

”

Thinking Adventures

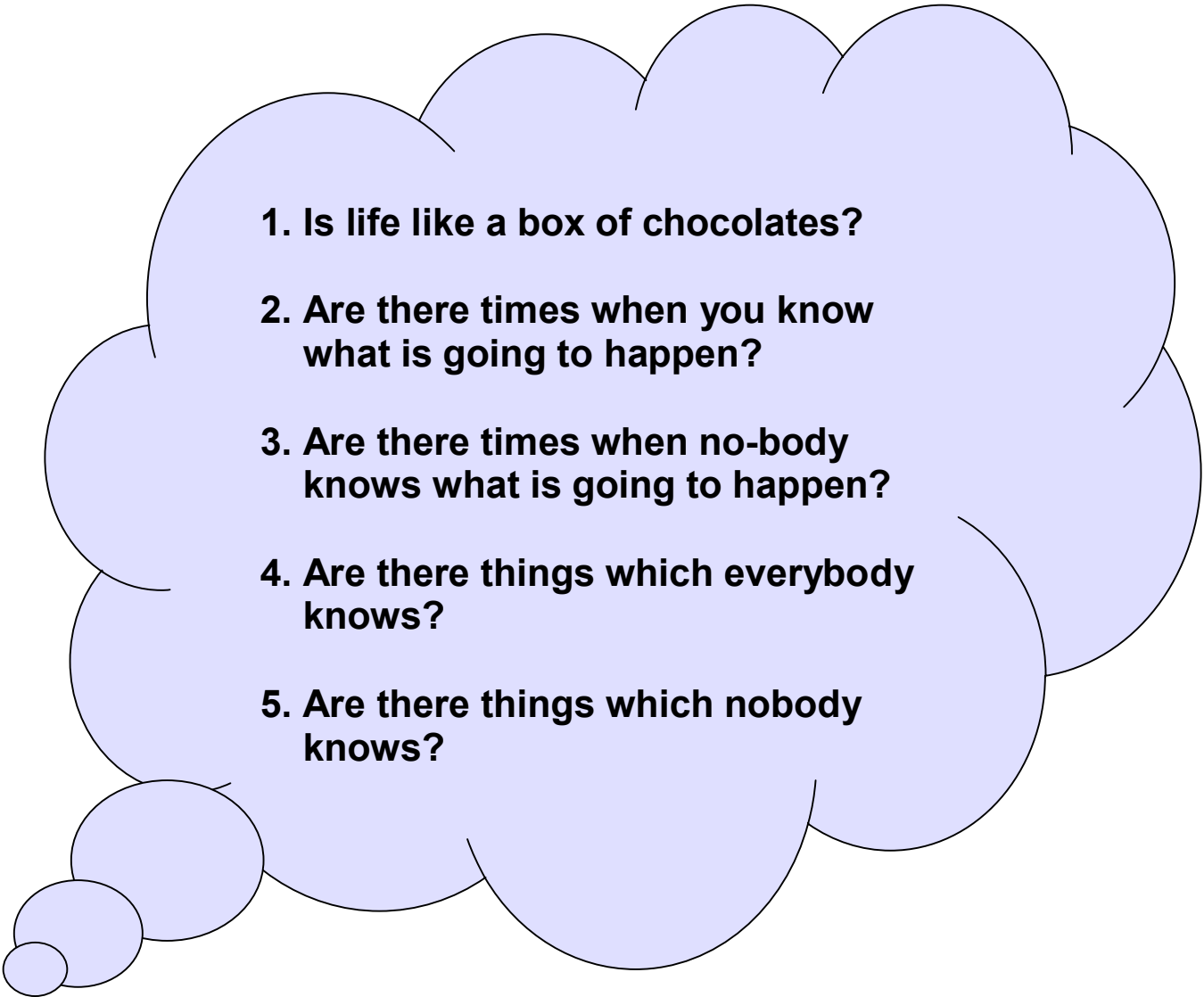
Thinking Adventures

Lesson Seven

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?

Thinking Adventures

Thinking Adventures

Lesson Seven

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

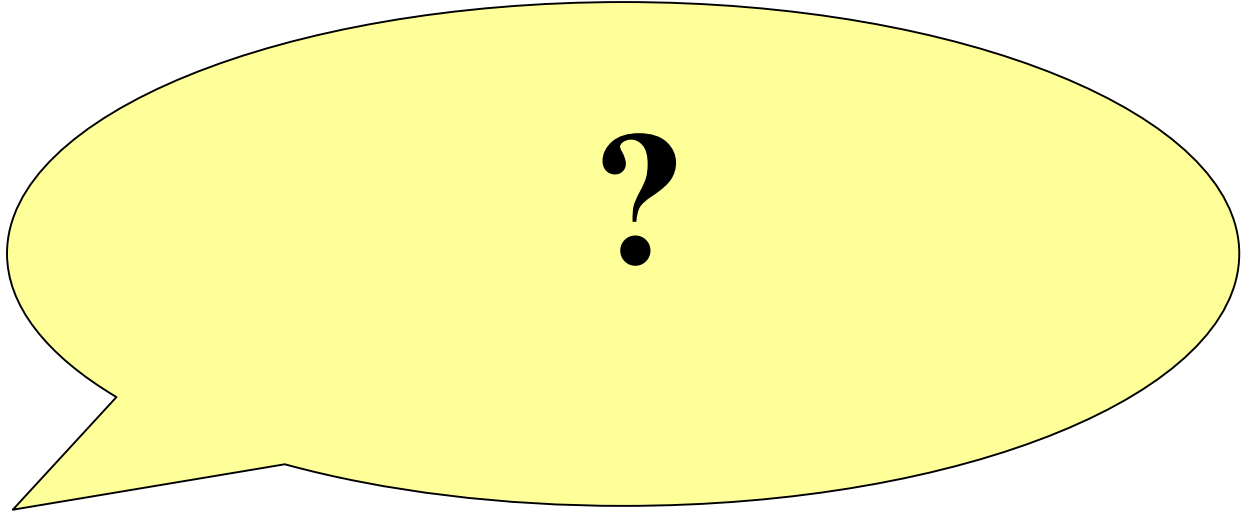
1. Is life like a box of chocolates?
2. Are there times when you know what is going to happen?
3. Are there times when no-body knows what is going to happen?
4. Are there things which everybody knows?
5. Are there things which nobody knows?

Thinking Adventures

Thinking Adventures

Lesson Seven

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.



Thinking Adventures

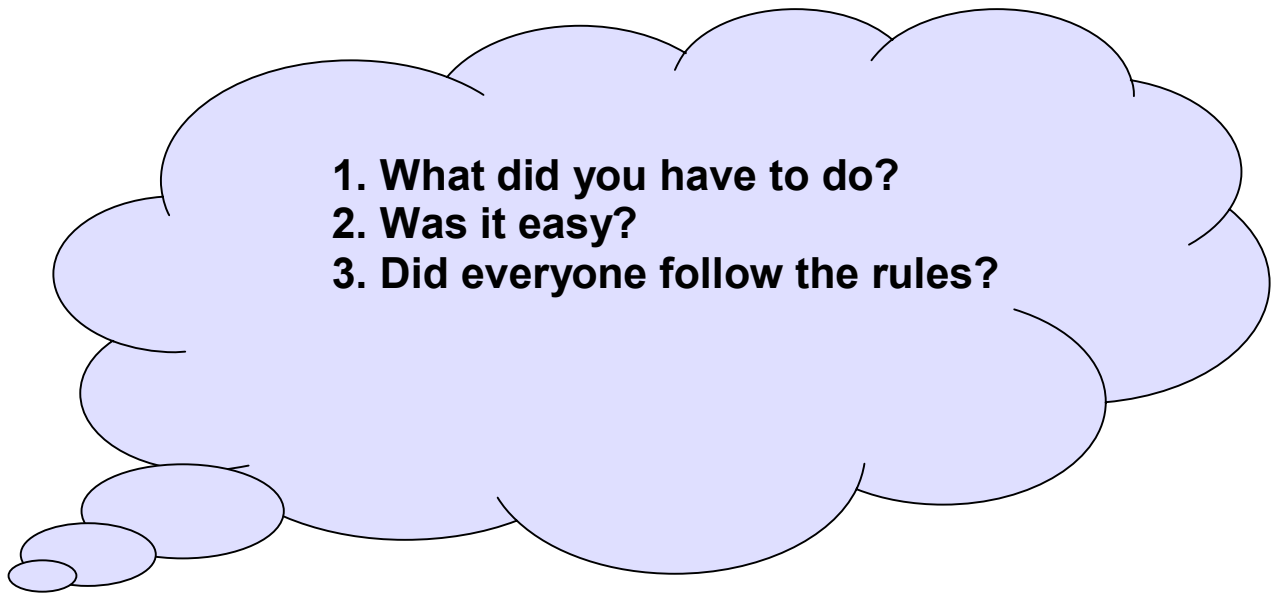
Thinking Adventures

Lesson Seven

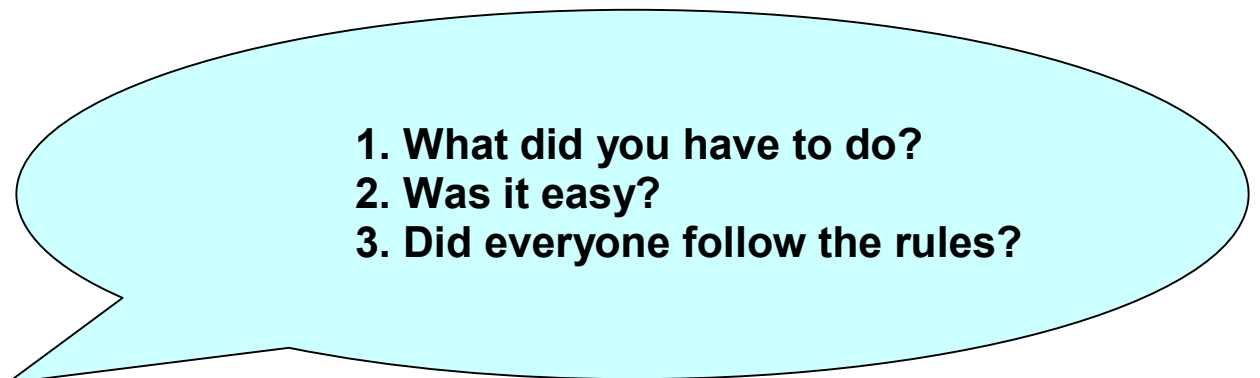
Meta-cognitive Exercise (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



Thinking Adventures

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?

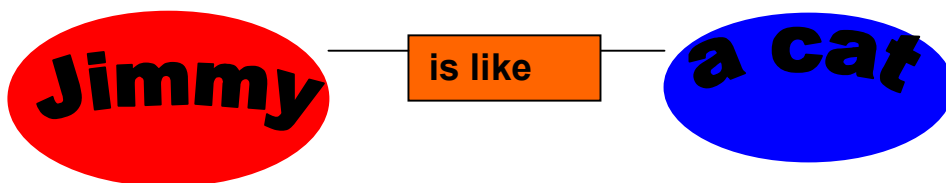
A simile is a comparison between two things

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

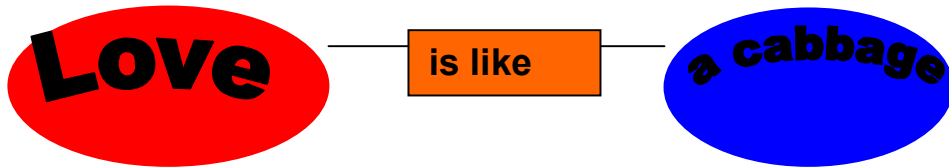


Thinking Adventures

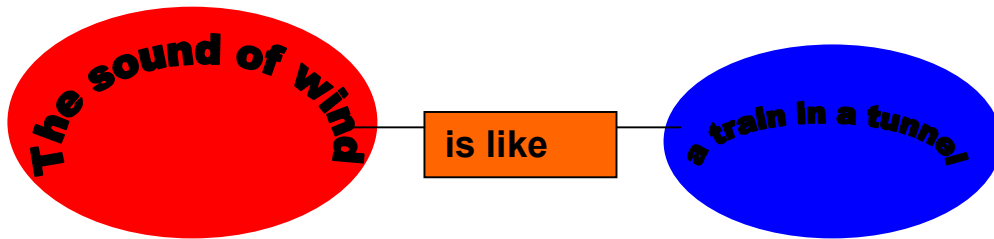
Thinking Adventures

Lesson Eight

B) Love is like a cabbage



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



Thinking Adventures

Thinking Adventures

Lesson Eight

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

Thinking Adventures

Thinking Adventures

Lesson Eight

B Love and a cabbage

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

Thinking Adventures

Thinking Adventures

Lesson Eight

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

Thinking Adventures

Thinking Adventures

Lesson Eight

B Love and a cabbage

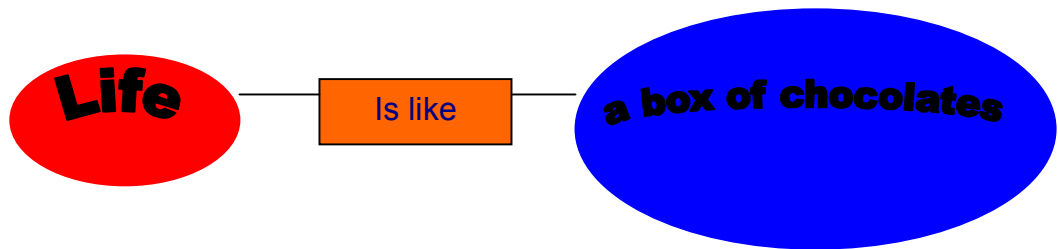
C The sound of the wind and the sound of a train

Thinking Adventures

Thinking Adventures

Lesson Eight

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

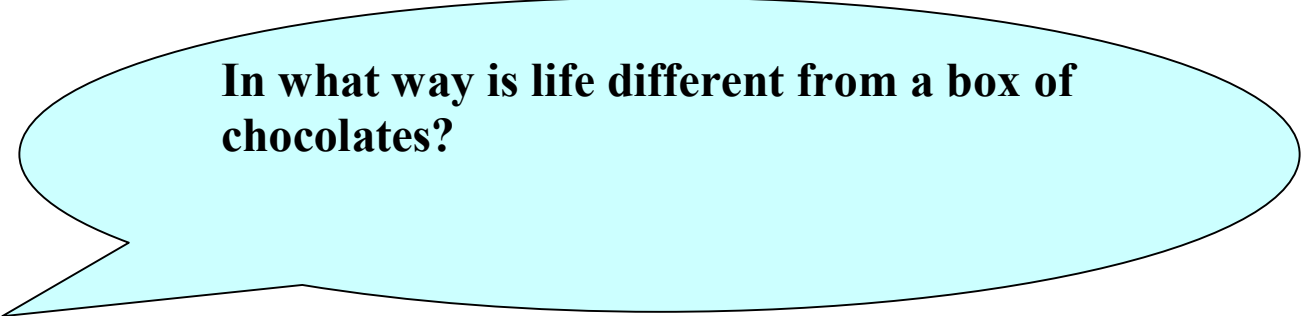
In what way is life like a box of chocolates?

Thinking Adventures

Thinking Adventures

Lesson Eight

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?

Thinking Adventures

Thinking Adventures

Lesson Eight

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.

Thinking Adventures

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.

Thinking Adventures

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.

//

Thinking Adventures

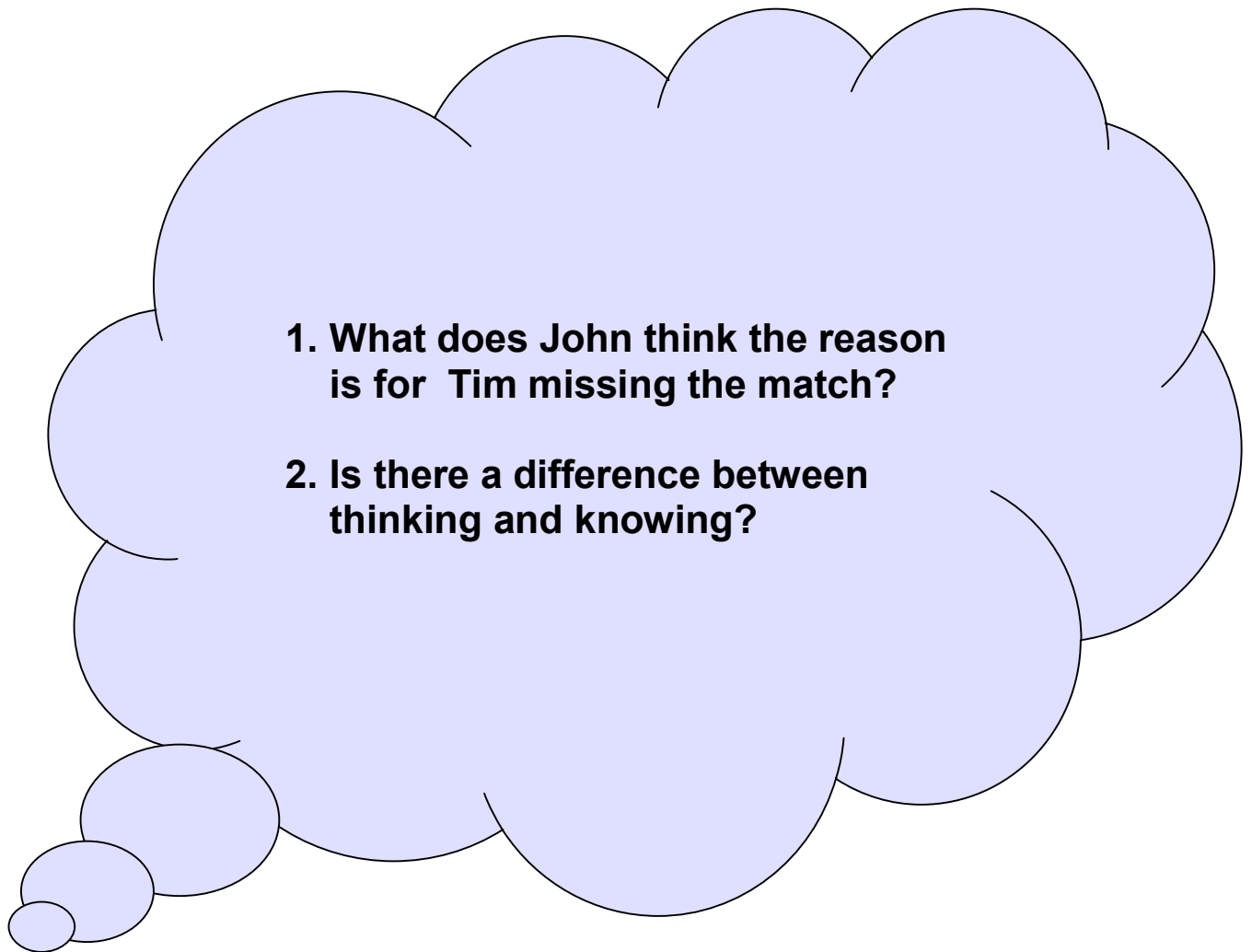
Thinking Adventures

Lesson Eight

Questions For Discussion

What to do

1) Think about these questions



Thinking Adventures

Thinking Adventures

Lesson Eight

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?

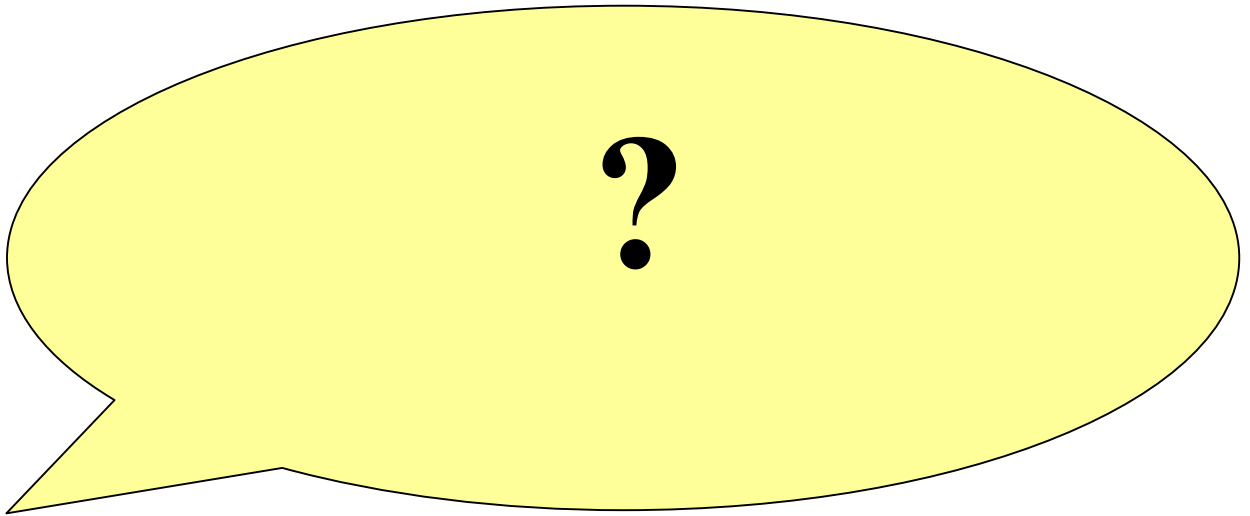
2. Is there a difference between thinking and knowing?

Thinking Adventures

Thinking Adventures

Lesson Eight

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.



Thinking Adventures

Lesson Nine

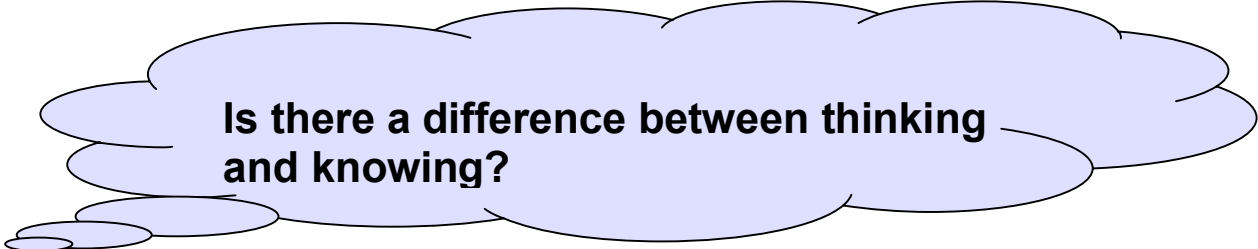
Skills Exercise: talking, listening, remembering, reasoning

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

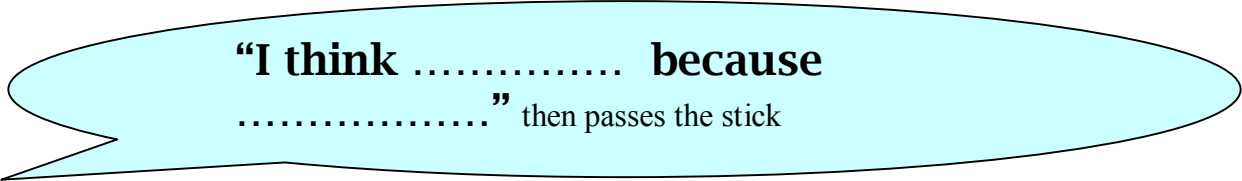
1) Think of an answer to this question:



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.

Thinking Adventures

Thinking Adventures

Lesson Nine

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.

Thinking Adventures

Thinking Adventures

Lesson Nine

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

Thinking Adventures

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

Thinking Adventures

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. “

Thinking Adventures

Thinking Adventures

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 loosing 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.

“

Thinking Adventures

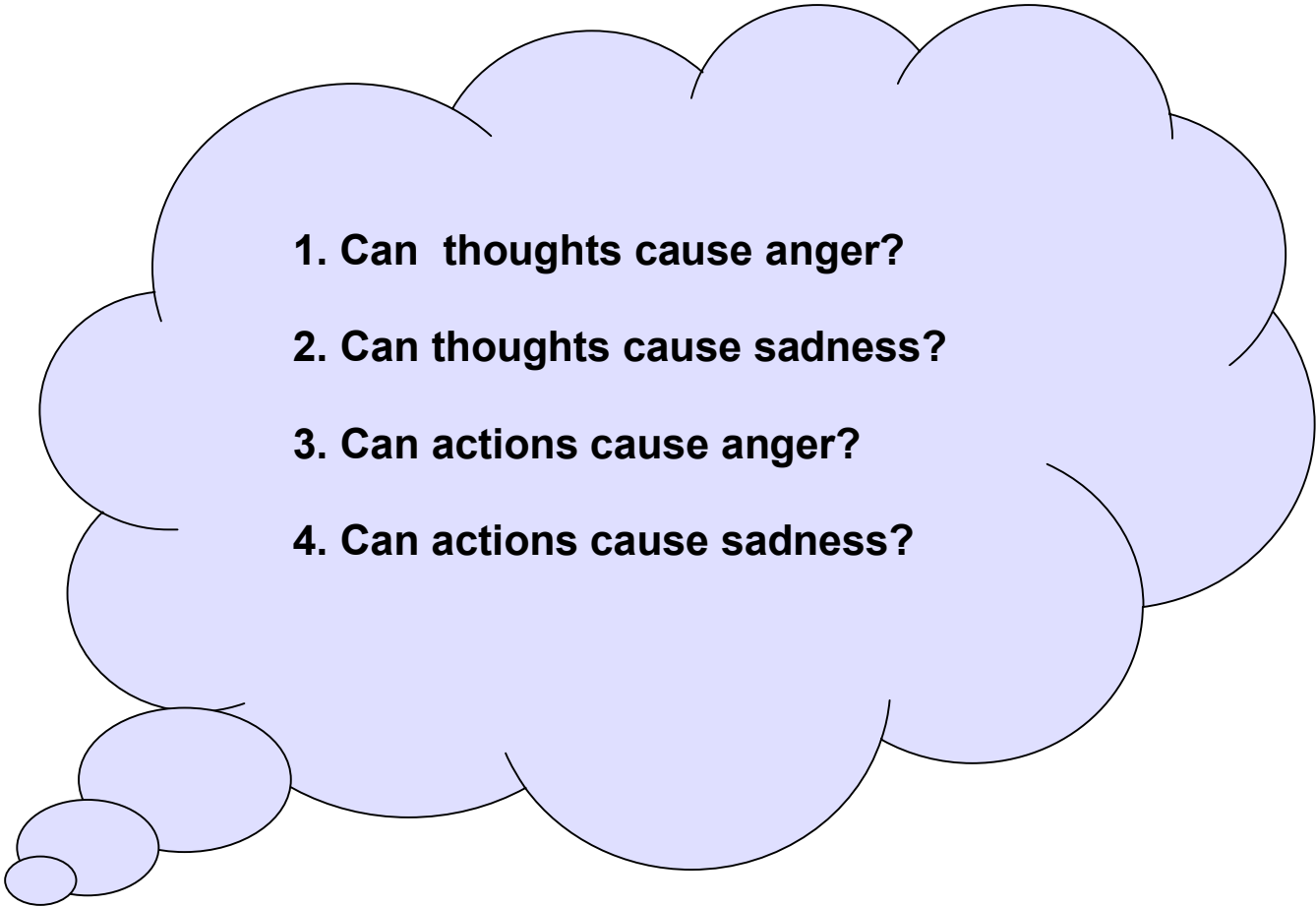
Thinking Adventures

Lesson Nine

Questions For Discussion

What to do

1) Think about these questions

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

Thinking Adventures

Thinking Adventures

Lesson Nine

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

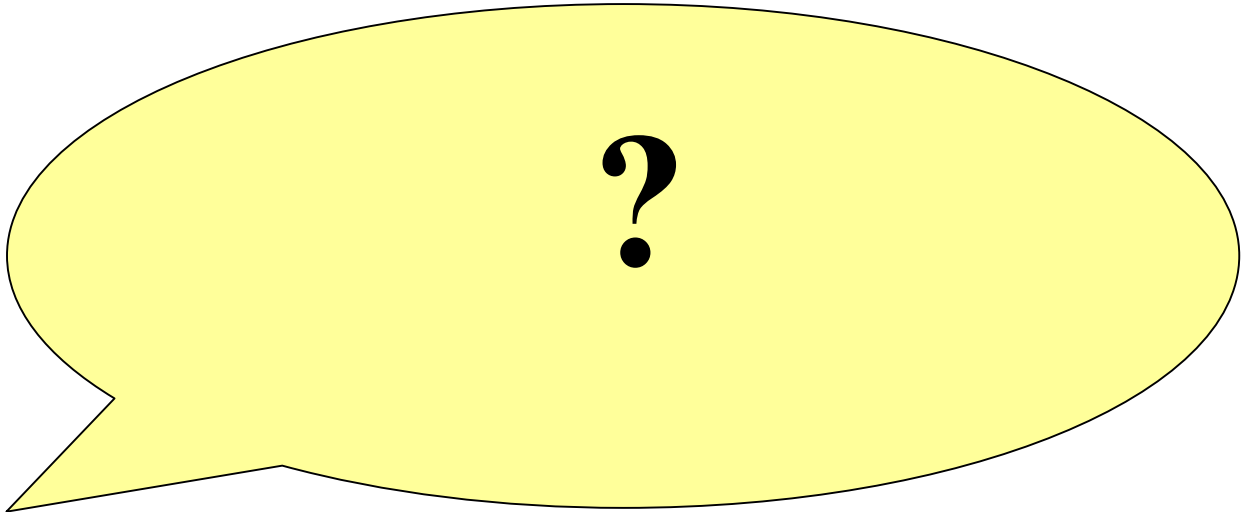
1. Can thoughts cause anger?
2. Can thoughts cause sadness?
3. Can actions cause anger?
4. Can actions cause sadness?

Thinking Adventures

Thinking Adventures

Lesson Nine

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.



Thinking Adventures

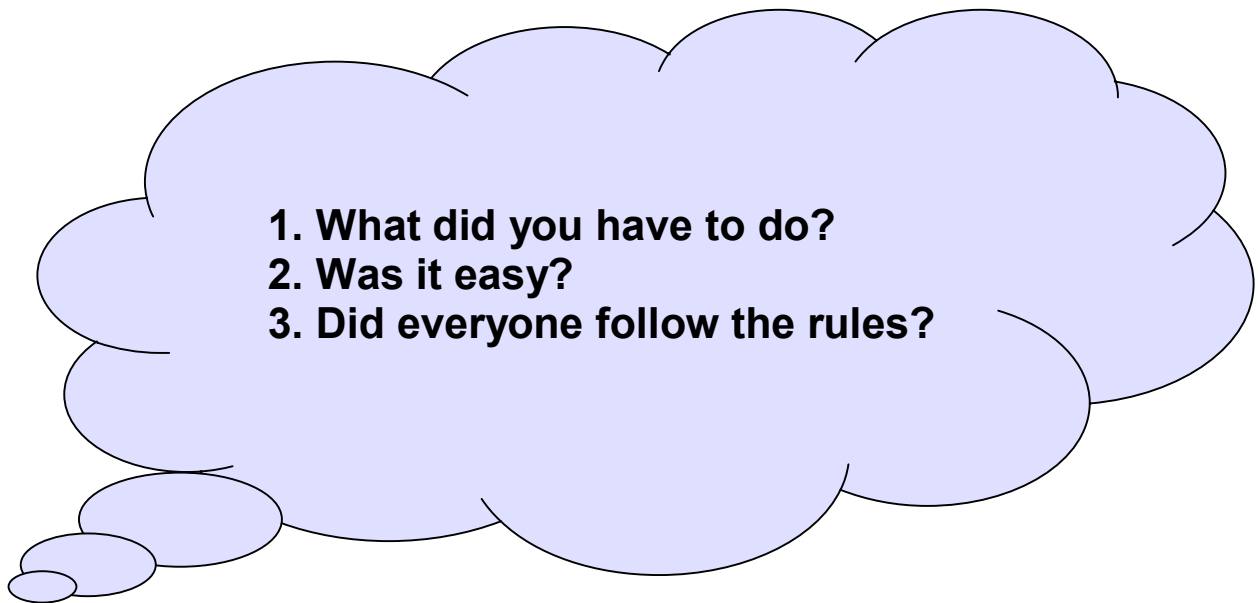
Thinking Adventures

Lesson Nine

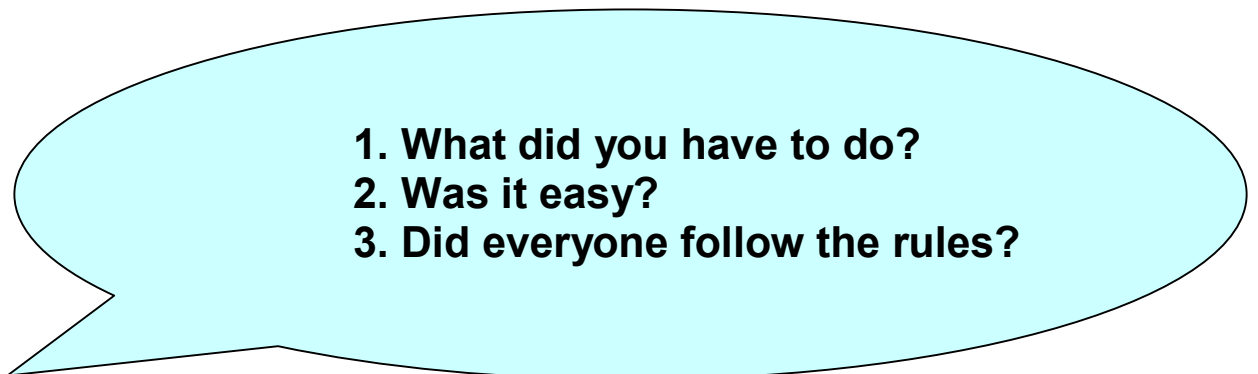
Meta-cognitive Exercise (Thinking about Thinking)

What to do

1) Think about these questions



2) Talk about the questions



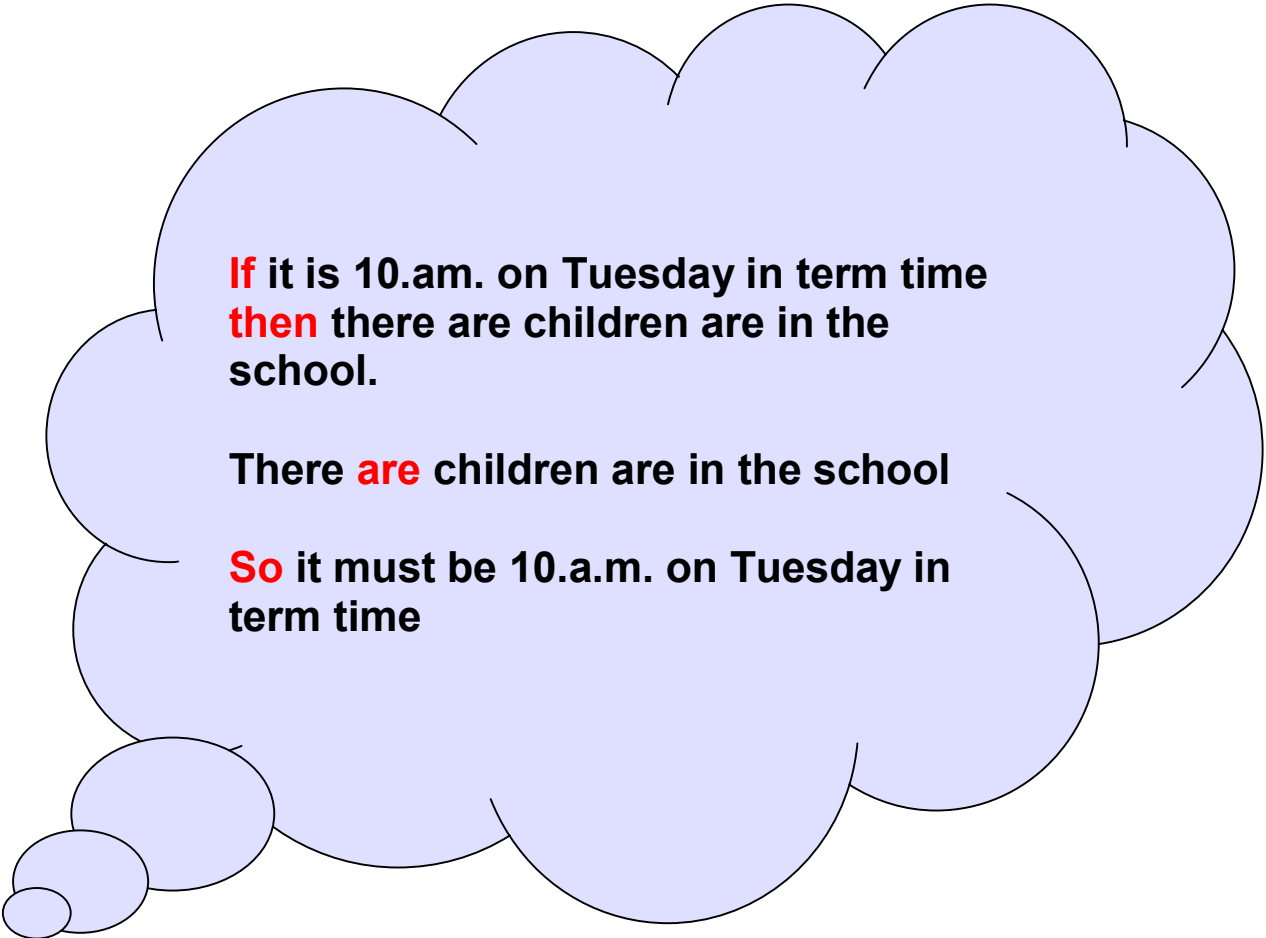
Thinking Adventures

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

Thinking Adventures

Thinking Adventures

Lesson Ten

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

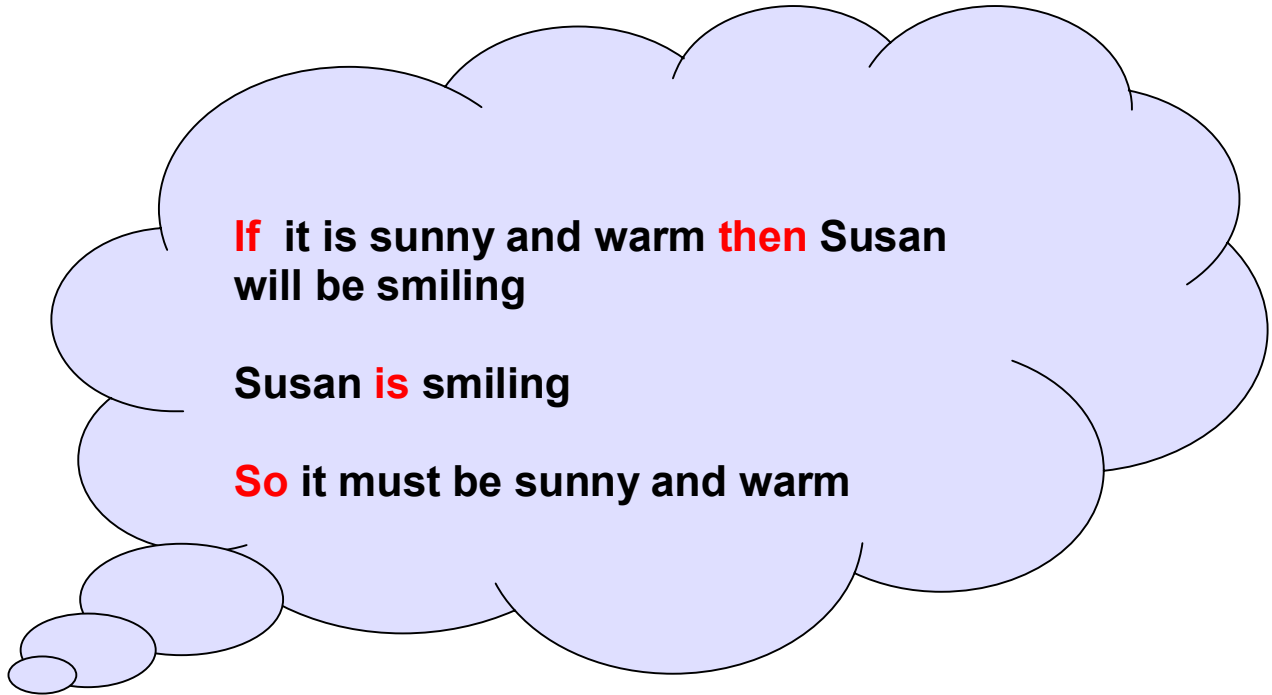
So it must be 10.a.m. on Tuesday in term
time

Thinking Adventures

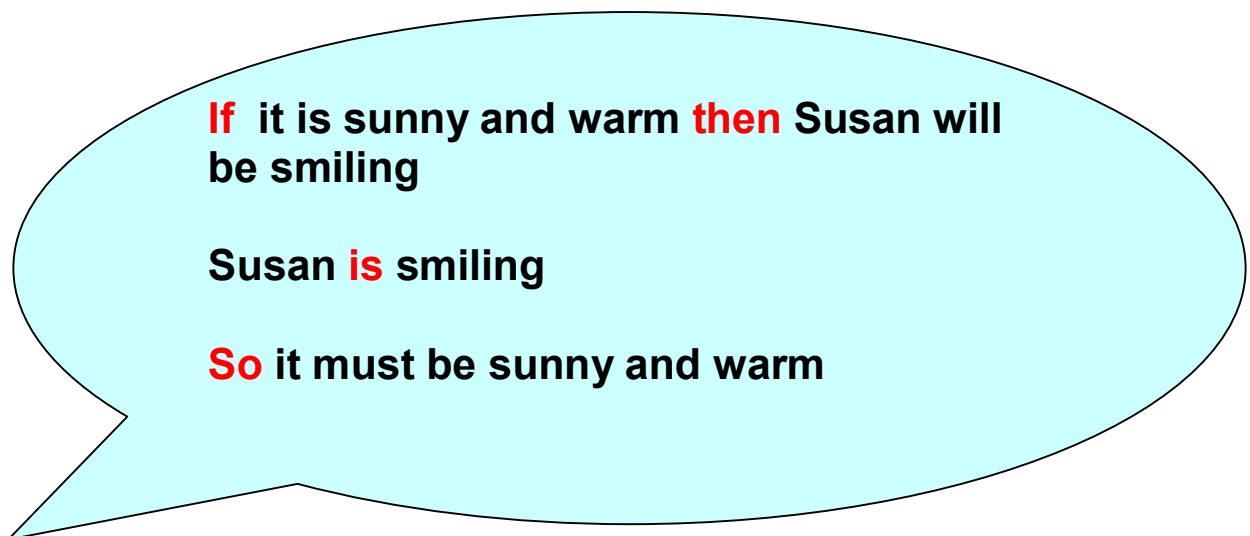
Thinking Adventures

Lesson Ten

3) Think about what is wrong with this



4) Discuss what is wrong with this

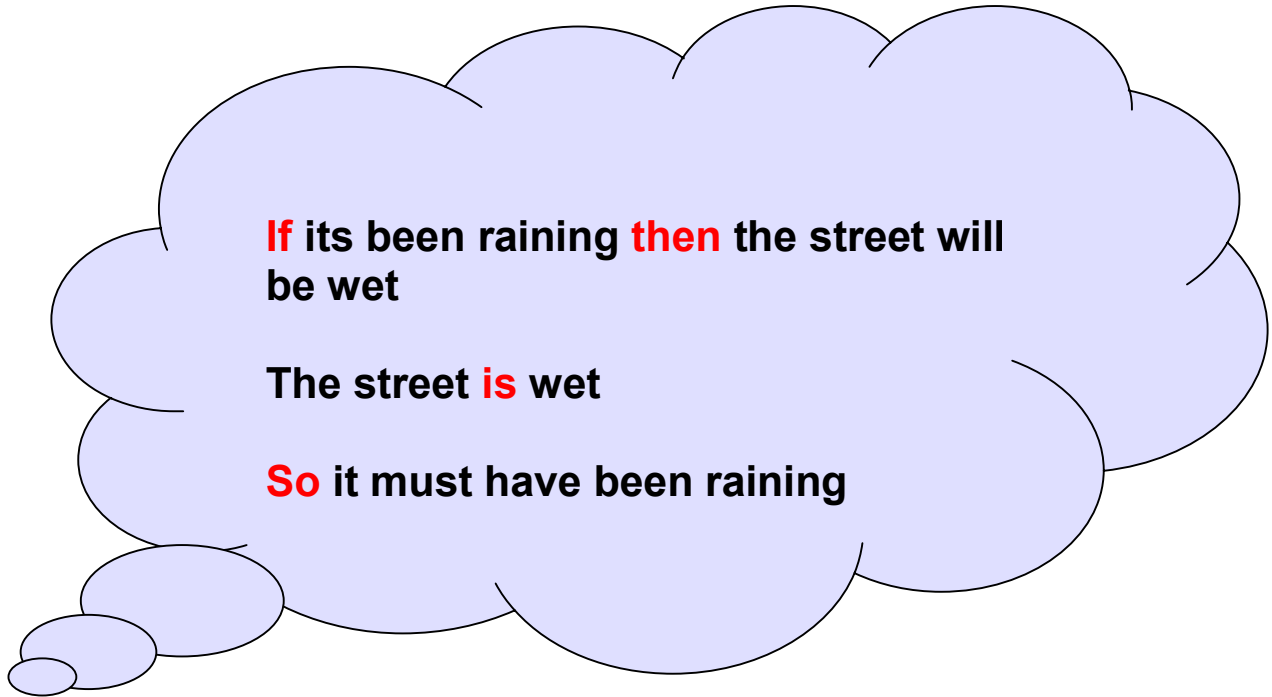


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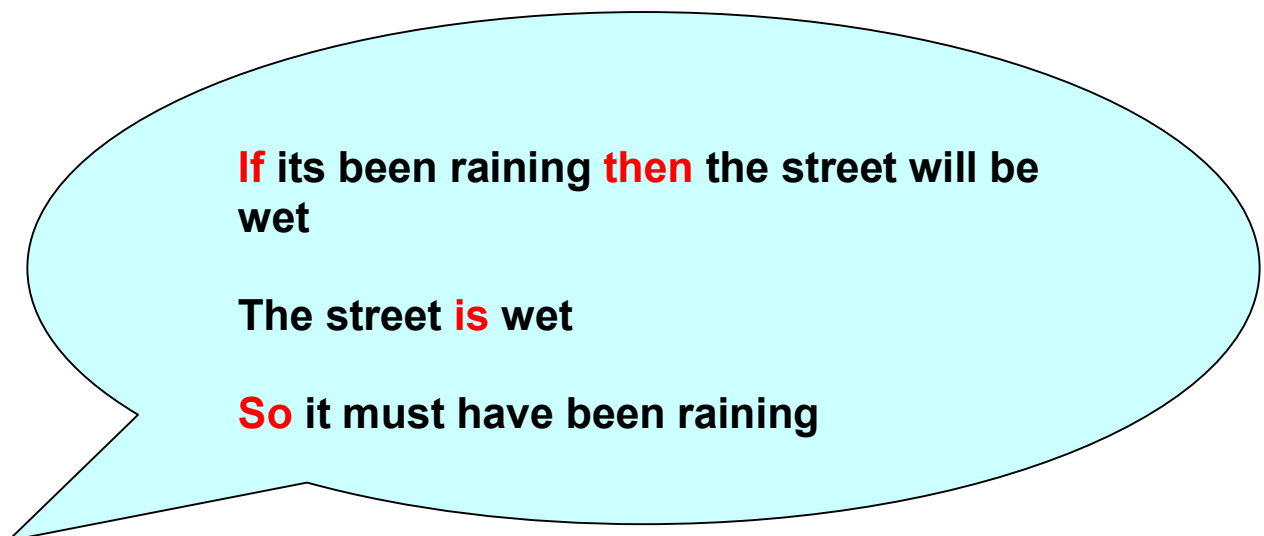
Thinking Adventures

Lesson Ten

5) Think about what is wrong with this



6) Discuss what is wrong with this



Thinking Adventures

Thinking Adventures

Lesson Ten

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.

Thinking Adventures

Thinking Adventures

Lesson Ten

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.

Thinking Adventures

Thinking Adventures

Lesson Ten

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?"

Thinking Adventures

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”

Thinking Adventures

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.

“

Thinking Adventures

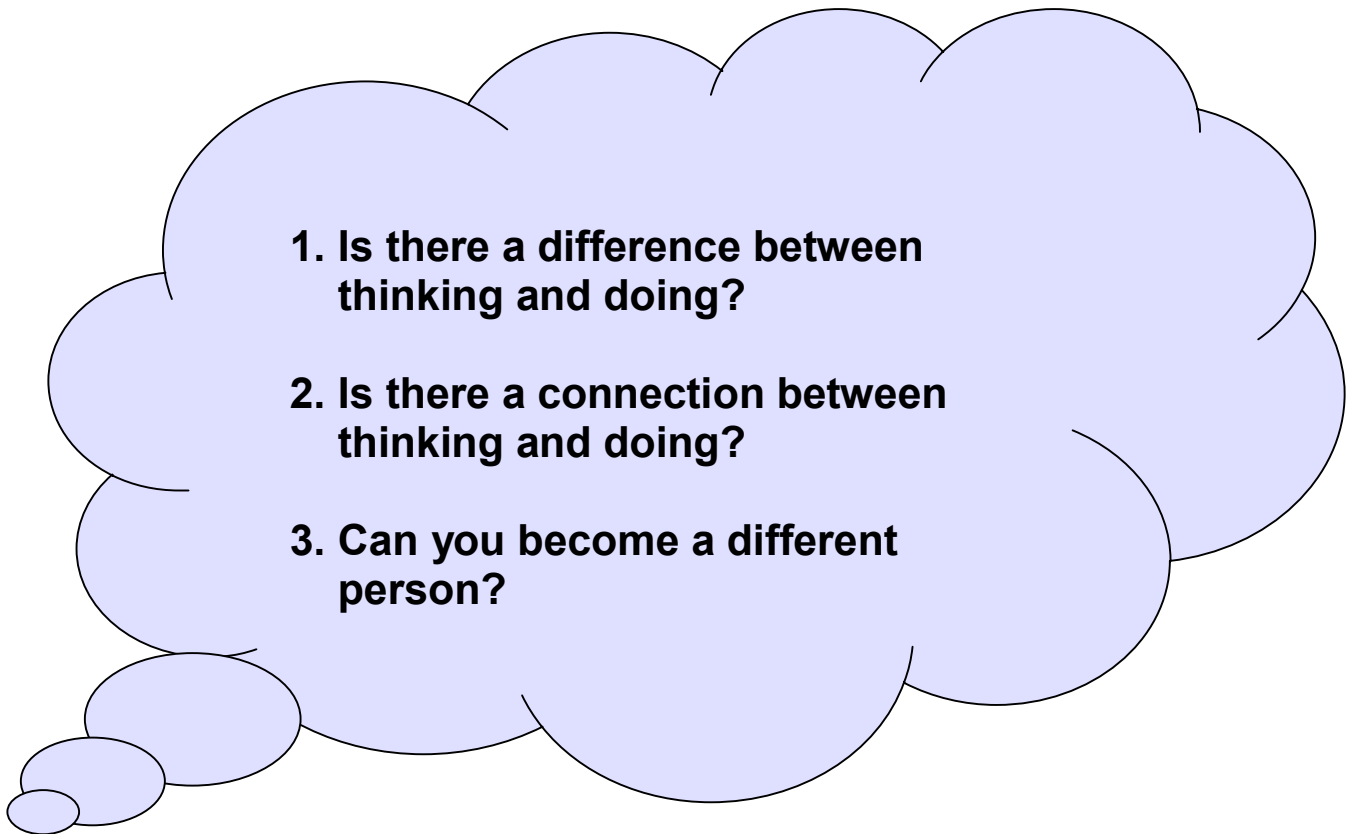
Thinking Adventures

Lesson Ten

Questions For Discussion

What to do

1) Think about these questions



Thinking Adventures

Thinking Adventures

Lesson Ten

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

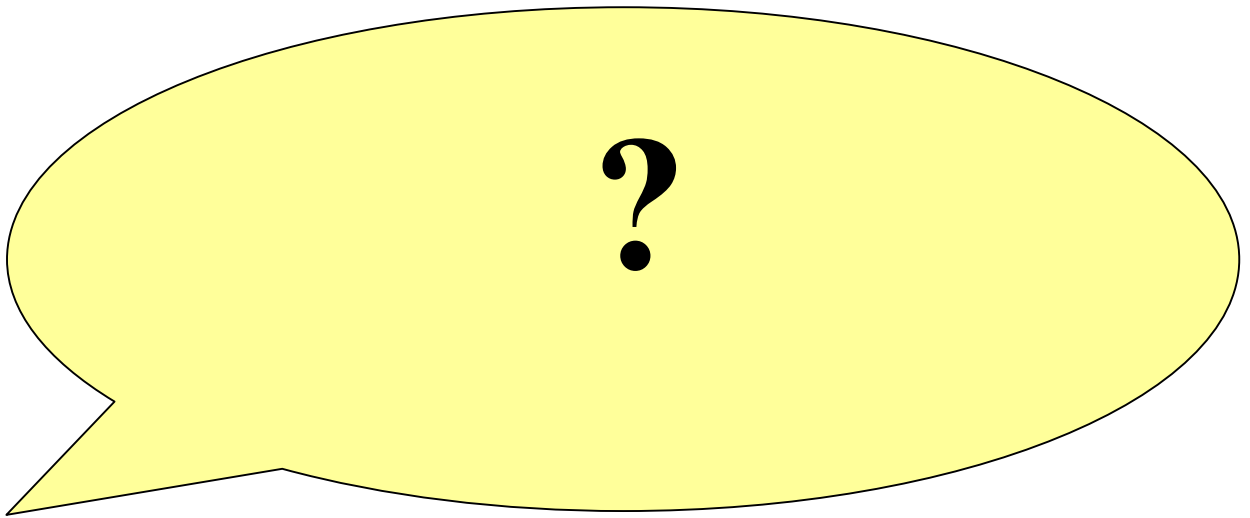
1. Is there a difference between thinking and doing?
2. Is there a connection between thinking and doing?
3. Can you become a different person?

Thinking Adventures

Thinking Adventures

Lesson Ten

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.



Thinking Adventures

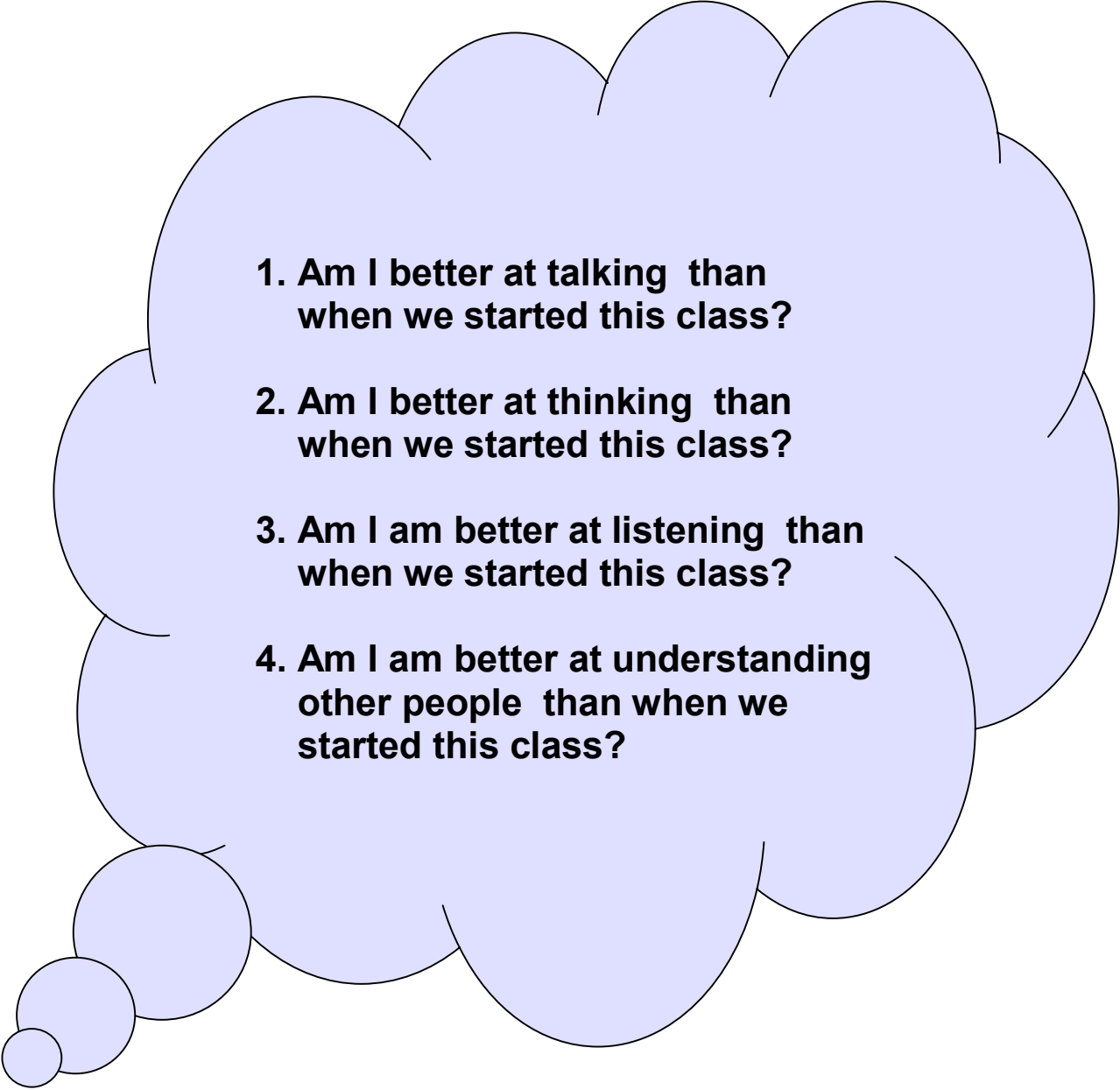
Thinking Adventures

Lesson Ten

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?

Thinking Adventures

Thinking Adventures

Lesson Ten

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?

Thinking Adventures

Thinking Adventures

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 C. McCall