

Notes on First Four Inquiry Plans

1. The plans are based on the 4Cs of P4C: **Critical, Creative, Caring** and **Collaborative** thinking. Whilst these **4C Thinking** habits or 'virtues' should ideally be present in every inquiry, these inquiry plans give special attention to each of them in a natural sequence, alternating between the more '**social**' (community) and more '**intellectual**' (inquiry) virtues. This pattern could actually form the basis for repeated and progressive **cycles** in which each of the 4Cs, in turn, suggests a new skill or virtue to be practised before and during enquiry. www.p4c.com contains many suggestions for such practice.
2. The activities and the stages in general, are given **titles** that are intended not only for ease of reference and use, but often, also, to build a **vocabulary** for good thinking.
3. Some of the **processes** involved are simple enough to be included in the one-page plan/grid for each inquiry, but some are elaborated in separate sections later in the booklet, e.g Question-making or Question-aring, which also contain **alternatives** to those proposed below.
4. The better the children become at inquiry, the more difficult it is to do the 10 steps justice within an hour. You might, then, aim for **2 x 40 minute sessions**, ideally within the same week. This could enable more explanation and **practice of vital skills**, such as question-making, or question-aring, in the first session, and also allow more **thinking time** (and possibly **talking time** at home) before the inquiry itself.
5. If you do opt for a second 40-minute session, do not feel anxious about whether a single question/inquiry would 'fill' it, since you could easily fall back on other questions from the first session - or you could spend more time on reviewing the plans with the children.

Thinking Mode >	A. Caring (listening and valuing)	B. Collaborative (responding and supporting)	C. Creative (connecting and suggesting)	D. Critical (questioning and reasoning)
Step				
1. Getting set	Mind Spy	Stand Up	Connections	Would you Rather?
2. Stimulus	Read Around	Read Together	Read Aloud	Read or Show
3. Thinking Time	Talking Points	Big Ideas (Juicy Concepts)	Link to Life	Thought Bubbles
4. Question-making	Thinking Questions	Altogether Now	Wondering about Life	Critical Friends
5. Question-aring	Celebration	Thinking Behind	Linking	Pairs Discuss
6. Question-choosing	Omnivote (maybe 'blind')	Voting with Counters	3/2/1	Voting with Feet (possibly, STV)
7. First Thoughts	Questioners Kick Off	Our Thoughts	Starter Suggestions	Write to Reply
8. Building	Speaker Chooses + Facilitator Focuses	Name the Thinker	Last 3 Speakers	Reasonable Responses
9. Last Thoughts	Lessons Learnt	Pass the Chance	Mind Mapping	Next Questions
10. Review/Evaluation	<u>2/4/6/8</u> (esp. How well did we listen, and whose ideas did we appreciate in particular?)	<u>www.ebi</u> (esp. How well did we speak to, and support, each other?)	<u>PMQ</u> (esp. How well did we connect and stretch our thinking?)	<u>Self-correction</u> (esp. How well did we question and reason?)

Inquiry 1 Plan for Caring Thinking (Stimulus: Professor and Ferryman, or Something Else)

Step/stage	Title	Details for facilitator	(c. mins)
1. Getting set	Mind Spy	<ol style="list-style-type: none"> Partner A pictures something in their mind('s eye) and says, 'I spy in my lively mind something beginning with ...' (as in 'I-spy') Partner B has 4 guesses about what is in A's mind. After each failed guess, A has to give a clue, such as 'animal', or 'smaller', or 'last letter is Y'. Roles alternate as long as time allows. 	4
2. Stimulus	Read Around	One or two lines or sentences read aloud by each person in turn (though with 'right to pass')	4
3. Thinking Time (private, then public)	Talking Points	<ol style="list-style-type: none"> Individuals think of 1 or 2 'talking points' or 'interesting bits' from the stimulus - things they think might be interesting to talk about. Volunteers suggest talking points, which the facilitator helps them condense into key words or short phrases, to be listed on the board with the name of the volunteer. 	1 + 3 = 4
4. Question-making	Questions for Thinking	<ol style="list-style-type: none"> Facilitator helps whole group turn each talking point / interesting bit into a good 'question for thinking' (or 'for discussing') and writes it on the board, OR Facilitator allocates each talking point to a small group for them to turn into a written question themselves. 	10
5. Question-airing	Celebration	Questions to be celebrated in turn by someone other than the person(s) who made them up. <i>(I like X because...)</i>	6
6. Question-choosing	Omnivote (maybe 'blind')	<i>"You may vote for as many questions as you like, including your own." (perhaps with eyes closed)</i>	2
		Total	30
7. First Thoughts	Questioners Kick Off	Invite the people whose question was chosen to give some of their own first thoughts in response to the person(s) who celebrated their question.	3
8. Building	Speaker Chooses, then Facilitator Focusses	<ol style="list-style-type: none"> Invite the last of the questioners to speak to choose the next person to speak, and so on, unprompted, for next 10 minutes. N.B. Advise anyone who wants to respond to anything said to hold hands out (or on their knee / heart, etc.) or thumbs up (on their knee / table, etc.) Facilitator becomes 'chair' again - focussing back on original question to see (a) what has been agreed (b) what remains to think about. 	10 + 12 = 22
9. Last Thoughts	Lessons Learnt	Round of reflection on <i>'what I learnt from the inquiry, or how it changed how I think or might act.'</i> (again, 'right to pass')	5
10. Review (inc. Planning)	<u>2/4/6/8</u>	<i>"How well did we listen, and whose ideas did each of us appreciate?" + <u>What questions shall we take away to think more about?</u></i>	Later

Inquiry 2 Plan for Collaborative Thinking (Stimulus: Tusk Tusk, or The Island of the Skog)

Step/stage	Title	Details for facilitator	(c. mins)
1. Getting set	Standup	<ol style="list-style-type: none"> The aim of the activity is for everyone to be standing up. Anyone can be the first to stand up, and anyone second, etc., but no two people may stand up at the same time. If they do, all those who succeeded in getting to their feet must sit down, and the activity starts over. A second, important, rule is that there must be no signalling, e.g. by pointing, or patterning, e.g. standing up in sequence. 	5
2. Stimulus	Read Together	Facilitator reads story twice to whole group - the second time more slowly, inviting them to join in if they can.	6
3. Thinking Time	Big Ideas or Juicy Concepts	<ol style="list-style-type: none"> Individuals think of 1 or 2 'Big Ideas' or 'Juicy Concepts' in, or from, the stimulus - things they think might be worth thinking more about. Volunteers suggest their big ideas or juicy concepts, which the facilitator lists on the board with the name of the volunteer. 	1 + 3 = 4
4. Question-making	Altogether Now	<ol style="list-style-type: none"> Small groups of three or four negotiate which big idea(s) they want to take forward, and turn them into a question for thinking. Each group writes its question on A4 paper or board, large enough for all to see. If there is time each group can give itself a nickname, and write it on their paper/board. 	2 + 5 = 7
5. Question-airing	Thinking Behind	Each group is invited briefly to share the thinking behind their question.	4
6. Question-choosing	Voting with Counters	3 counters (e.g. stickers, matches or tiddlywinks) are given to each person, who can then place their counters/votes on whichever question(s) they like, including their own.	4
Total			30
7. First Thoughts	Our Thoughts	Question first discussed in small groups.	3
8. Building	Name the Thinker	<p>Facilitator acts as 'chair', choosing next person to speak if necessary, but could already be encouraging 'free flow' conversation.</p> <p>Those wishing to 'have their turn' should indicate to facilitator with hands out or up, or whatever.</p> <p><i>Emphasise the importance of responding to, and building on, other people's ideas .</i></p> <p><i>Encourage people to name whose idea they are responding to.</i></p>	22
9. Last Thoughts	Pass the Chance	Something is passed round to give everyone a final chance to speak (with right to stay silent).	5
10. Review/Evaluation	www.ebi	<p>'What went well. Even better if..' (esp. <i>How well did we respond to and support each other?</i>)</p> <p><u><i>Does anyone want to celebrate a question that we did not discuss?</i></u></p>	Later

Inquiry 3 Plan for Creative Thinking (Stimulus: Michael, or Once upon an Ordinary School Day)

Step/stage	Title	Details for facilitator	(c. mins)
1. Getting set	Connections	<ol style="list-style-type: none"> Facilitator starts a first round by naming some 'thing' (e.g. peaches) and the next person has to name something else that connects (e.g. cream). The next connects to 'cream', and so on round the group. At the end, in pairs, everyone tries to remember the sequence of 'things' or ideas. If time, have another go, but this time not in a set order: anyone who can make a link stands up to say it and sits down afterwards. If two people stand up at once, the one standing nearest to the previous speaker is chosen. Facilitator repeats their link for clarity. 	7
2. Stimulus	Read Aloud	Facilitator, or volunteer(s) to read out story.	2
3. Thinking Time	Links to Life	Everyone invited to think of 1 or 2 ways in which the stimulus connects with their own life.	-
4. Question-making	Wondering about Life	<ol style="list-style-type: none"> Trios encouraged to wonder about their 'links to life', (e.g. we are wondering about/what/why/whether...) and turn them into a question for thinking/discussion. Questions to be written on the board. 	10
5. Question-aring	Linking (not lumping)	Everyone invited to link any of the questions, and say why, but avoid 'lumping' questions now - rather be ready to draw out differences.	5
6. Question-choosing	3/2/1	Individuals choose their 3 favourite questions, ranking them: 'most' (3 votes - stand up), 2nd (2 votes - 2 hands) to '3rd' (1 vote - 1 hand).	6
		Total	30
7. First Thoughts	Starter Suggestions	<ol style="list-style-type: none"> Individuals invited to stand up if they want to make suggestions for answering the question. When 4 or 5 have stood up, each is heard in turn, and then sits down. 	5
8. Building	Last 3 speakers	<p>Facilitator to emphasise the importance of linking one's ideas with those of others, and especially with the question(s).</p> <p><i>N.B. Again, encourage 'free flow' dialogue, but be ready to use 'Last 3 speakers' to check whether people / pairs can remember who made the last 3 contributions and how they linked.</i></p> <p><i>If necessary, ask for links to be made explicit, e.g. 'What exactly is the link?'</i></p>	20
9. Last Thoughts	Mind Mapping	Facilitator invites contributions from whole group to a Mind Map of the enquiry.	5
10. Review/Evaluation	PMQ	<p>P = Plus, M = Minus, Q = Questions (esp. <i>How well did we connect and stretch our thinking?</i>)</p> <p><u>Can anyone ask or be asked a further question that would stretch our thinking?</u></p>	Later

Inquiry 4 Plan for Critical Thinking (Stimulus: Picture/Photo, or Elfie - Chapter 1)

Step/stage	Title	Details for facilitator	(c. mins)
1. Getting set	Would you rather?	Using examples from John Burningham's book, or variations of it, encourage children to give reasons for their choices, but also to question the reasons that others give for theirs.	6
2. Stimulus	Read or Show	Facilitator reads story, or shows picture / photo(s) to group.	4
3. Thinking Time	Thought Bubbles	Everyone given some 'thought bubbles' on paper and invited to write or draw thoughts in them.	2
4. Question-making	Critical Friends	<ol style="list-style-type: none"> 1. Firstly, thoughts from the bubbles are shared in fours, and a question for thinking is drafted. 2. Secondly, 'fours' are paired, and two from each four swap groups and become 'critical friends', suggesting ways in which the draft question might be improved. 3. Final questions are written on board. 	5 + 3 = 8
5. Question-aring	Pairs discuss	Pairs invited to agree on three questions they would be interested to discuss.	5
6. Question-choosing	Voting with Feet, and possibly STV (Single Transferable Vote)	<ol style="list-style-type: none"> 1. Questions placed around the floor, and everyone goes to stand by their most preferred question. 2. If no question has a majority, votes for least popular questions are reallocated. Those reallocating might be invited to give reasons. 3. If two questions become 'tied', decide whether to toss a coin, or split the time. 	5
Total			30
7. First Thoughts	Write to Reply	<ol style="list-style-type: none"> 1. Everyone invited to use their paper to write a sentence or two in response to the question. 2. Invite anyone who wants to, to read out what they have written. 	2 3 = 5
8. Building inc. <u>Middle Words</u>	Reasonable Responses	<ol style="list-style-type: none"> 1. Facilitator asks for responses to any of the first thoughts, and nominates the first to go. 2. Facilitator encourages, but does not insist on, responses beginning with 'I agree with X when he said ...' or 'I disagree with Y when she said ...'. 3. And encourages reasoning: 'because ...' <p><i>If the responder does not make clear enough what X or Y said, invite them or someone else to say, in their own words, what they think was said. Be ready to call for 'Middle Words' to check how well people are reasoning.</i></p>	20
9. Last Thoughts	Next Questions	<ol style="list-style-type: none"> 1. Ask everyone to write down a question that they would still want to ask, including 'research' questions calling for further evidence. 2. Give everyone the chance, in turn, to read out their question. 	2 3 = 5
10. Review/Evaluation	Self-correction	Pairs discuss how well they questioned and reasoned, and how they might improve.	Later