

Session Plans 6 – 10

Module 2: Establishing the Community

We hope things went well with your first module of P4C Plus and that you are beginning to feel that you have ***Established the Approach***. Don't worry if there have been a few speed-bumps on the way. It takes everyone time to get their P4C practice going.

This module moves you and your students on with P4C Plus, using 4Cs thinking to help you ***Establish the Community of Inquiry***. These are the five sessions.

Module 2 Establishing the Community	6	Caring and collaborative (1)
<ul style="list-style-type: none"> ○ Why are the 4Cs important? ○ How do we build the community of inquiry? ○ How do we plan and review a 4Cs inquiry? ○ What does a 4Cs inquiry look like? 	7	Caring and collaborative (2)
	8	Creative and critical (1)
	9	Creative and critical (2)
	10	Bringing all 4Cs together

For each session, you have these lesson plans and an accompanying set of slides to show to the students.

These resources are all available on the DialogueWorks website at <https://dialogueworks.co.uk/p4c-plus-premium-resource/>.

You will need an individual or school subscription and password to access these resources.

We hope you find them useful and enjoyable as you continue your P4C Plus journey.

Session 6: Caring and collaborative thinking (part 1)

The goals of this 45 minute session and the next session are:

- to start developing caring and collaborative thinking skills and behaviours

Here's a video showing the use of Chinese Whispers as a starter to encourage caring and collaborative thinking (<https://vimeo.com/369385035>, password P4Cskills).



And remember: the session plan is only a suggestion. Feel free to vary it as you see fit.

Facilitation Tips

- Caring and collaborative thinking and behaviours are essential foundations of a successful community of inquiry.
- Caring thinking is about respect for others in the community of inquiry and respect for the subject of the inquiry. Students can display caring thinking by showing that they are listening well to others and that they value their contributions.
- Collaborative thinking is about helping the community as a whole to progress. Students show that they are thinking collaboratively when they communicate well with each other and build on each other's ideas
- It takes time to build an effective community of inquiry. Some students will take longer than others to start participating actively. In general this is not a problem, and many teachers find that students who take longer to join in often come up with deep insights when they do start talking. As long as students are listening well, they will be thinking and benefiting from hearing what others have to say.

Resources

- Slide projector
- A4 paper for big ideas and questions
- Pens or other markers for voting

Session 6: Caring and collaborative thinking (part 1)

<p>Phase 1: Starting</p> <p>20 minutes</p> <p>Slide 1 and then selection of 2, 3 and 4 as appropriate</p>	<p>Explain today’s learning goal and what we mean by caring and collaborative thinking</p> <p>Caring thinking activity</p> <ul style="list-style-type: none"> ○ Pass the chick; or ○ Pass a ball across the group, each person naming the next recipient <p>Reflection on activity</p> <ul style="list-style-type: none"> ○ Did we take care of the chick? If not, why not? ○ Did we pass the ball round considerately? If not, why not? ○ Did everyone take the activity seriously? If not, why not? <p>Stimulus: for example, show New Friends video or read Not Now, Bernard</p> <ul style="list-style-type: none"> ○ Central theme of care and respect for others <p>Thinking time: five minutes Think – Pair – Share on big ideas raised</p>
<p>Phase 2: Questioning</p> <p>10 minutes</p> <p>Questions on A4 paper</p>	<p>Question formation from big ideas in mini-groups, by combining 2 or 2 thinking pairs</p> <ul style="list-style-type: none"> ○ Agreed question on a piece of A4 paper <p>Question airing to full group</p> <ul style="list-style-type: none"> ○ Combine similar questions <p>Omnivote by show of hands, or by putting a mark on the paper</p>
<p>Phase 3: Discussing</p> <p>For next session 7</p>	<p>Explain that we will pick up with the chosen question next time.</p>
<p>Phase 4: Finishing</p> <p>15 minutes</p>	<p>Ask students in thinking pairs, to identify one example of caring or collaborative thinking.</p> <p>In the full group, each pair gives their example. At the end discuss, whether these types of thinking helped students feel comfortable in the community of inquiry.</p> <p>Suggest they tell their families about caring and collaborative thinking, and discuss whether it’s also important at home.</p>

Classroom slides for session 6: Caring and collaborative thinking

Slide 1

Caring and collaborative thinking



We are **caring** thinkers when we.....

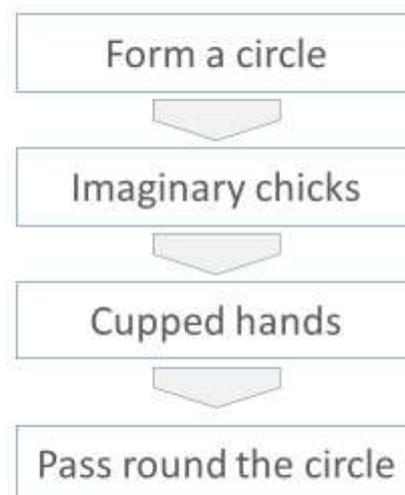
- think about what's said
- listen to others carefully
- imagine how others feel
- don't interrupt
- wait our turn

We are **collaborative** thinkers when we.....

- speak to each other
- build on ideas
- are friendly and helpful
- share our experiences
- work together

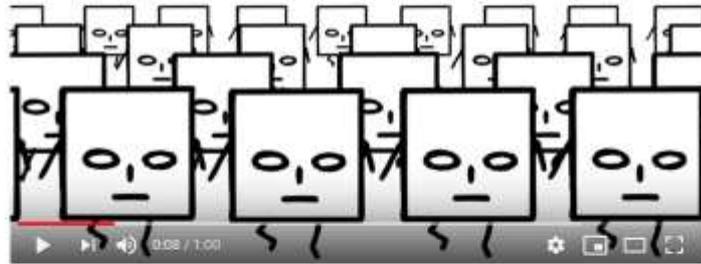
Slide 2

Community builder activity: Pass the Chick



Slide 3

Stimulus: New friends



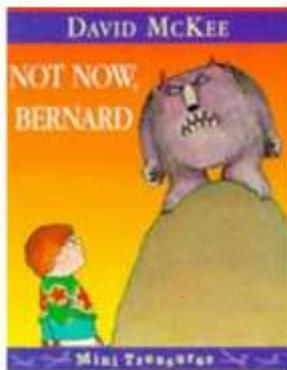
<https://www.youtube.com/watch?v=FHCaK0vmd0Q&feature=youtu.be>

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Slide 4

Stimulus: Not Now, Bernard



[Available via Goodreads on this link](#)

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Session 7: Caring and collaborative thinking (part 2)

The goals of this 45 minute session are the same as last time:

- to start developing caring and collaborative thinking skills and behaviours

And remember: the session plan is only a suggestion. Feel free to vary it as you see fit.

Facilitation Tips (same as for session 6)

- Caring and collaborative thinking and behaviours are essential foundations of a successful community of inquiry.
- Caring thinking is about respect for others in the community of inquiry and respect for the subject of the inquiry. Students can display caring thinking by showing that they are listening well to others and that they value their contributions.
- Collaborative thinking is about helping the community as a whole to progress. Students show that they are thinking collaboratively when they communicate well with each other and build on each other's ideas
- It takes time to build an effective community of inquiry. Some students will take longer than others to start participating actively. In general this is not a problem, and many teachers find that students who take longer to join in often come up with deep insights when they do start talking. As long as students are listening well, they will be thinking and benefiting from hearing what others have to say.

Resources

- Slide projector
- Post-it notes for warm-up
- Chosen question from session 6 on slide
- A4 paper for big ideas and questions
- Pens or other markers for voting

Session 7: Caring and collaborative thinking (part 2)

<p>Phase 1: Starting</p> <p>15 minutes</p> <p>Slides 1, 2 or 3, and 4</p>	<p>Ask for any feedback on Hometalk from last week.</p> <p>Explain today's learning goal and remind students what we mean by caring and collaborative thinking</p> <p>Stimulus: show New Friends or Not Now, Bernard video again and remind students of the chosen question from last time. Allow one minute thinking time.</p> <p>Collaborative thinking activity: Marketplace – each student writes down one thought about the question on a Post-it note. Then they circulate with others, trying to exchange thoughts with 3 other students.</p> <p>Reflection on activity</p> <ul style="list-style-type: none"> ○ Did we hear some interesting ideas? ○ Do we think this will help us have a richer discussion?
<p>Phase 2: Questioning</p>	<p>Skip this step this time, as we have already seen the chosen question</p>
<p>Phase 3: Discussing</p> <p>20 minutes</p>	<p>First words from one person in group who wrote the chosen question. Students pick the next speaker and thank each other.</p> <p>Facilitate discussion trying to get students to appreciate previous comments or to disagree about issues rather than with others.</p> <p>Full last words, encouraging all to contribute but allowing students to pass, if they want to.</p>
<p>Phase 4: Finishing</p> <p>10 minutes</p>	<p>Ask students in thinking pairs, to identify one example of caring or collaborative thinking.</p> <p>In the full group, each pair gives their example. At the end discuss, whether these types of thinking helped students feel comfortable in the community of inquiry.</p> <p>Suggest they tell their families about what they said and heard in the Marketplace. Maybe also show families the New Friends video.</p>

Classroom slides for session 7: Caring and collaborative thinking

Slide 1 (repeated from session 6)

Caring and collaborative thinking



We are

caring

thinkers when we.....

- think about what's said
- listen to others carefully
- imagine how others feel
- don't interrupt
- wait our turn

We are

collaborative

thinkers when we.....

- speak to each other
- build on ideas
- are friendly and helpful
- share our experiences
- work together

Slide 2 (repeated from session 6)

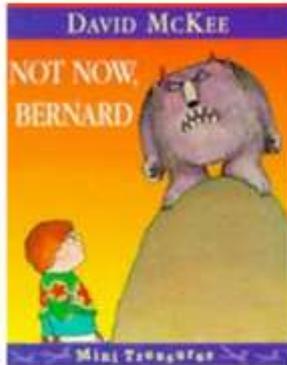
Stimulus: New Friends



<https://www.youtube.com/watch?v=FHCaK0vmd0Q&feature=youtu.be>

Slide 3 (repeated from session 6)

Stimulus: Not Now, Bernard



[Available via Goodreads on this link](#)

Slide 4

Today's big question

Write the chosen question
from session 6 here



Session 8: Creative and critical thinking (part 1)

The goals of this 45 minute session and the next session are:

- to start developing creative and critical thinking skills

And remember: the session plan is only a suggestion. Feel free to vary it as you see fit.

Facilitation Tips

- Creative and critical thinking skills are essential inquiry skills.
- Creative thinking involves making connections and suggesting ideas. A good creative thinker makes comparisons, provides examples and suggests alternative lines of inquiry.
- Critical thinking is about questioning and reasoning well. Good critical thinking involves giving good reasons, looking for evidence, testing out ideas, seeking understanding and making valid judgements
- Building these skills is an iterative process, which carries on throughout education and life. Your role as a P4C facilitator is to model them and encourage the students to recognise and use them.
- You should focus positively on the development of the skills, whilst remaining neutral about the content of the thinking. Where you need to challenge things that the students say, do it via your questioning, or even better, by getting other students to do the questioning.
- Ask if anyone can add to a previous point to encourage creative thinking. Ask what the student who made the original point thinks about the new suggestion.
- Ask if anyone disagrees with a point and get them to say why to encourage critical thinking.

Resources

- Slide projector
- Post-it notes and Pool of Ideas on a flip chart
- Pens or other markers for voting

Session 8: Creative and critical thinking (part 1)

<p>Phase 1: Starting</p> <p>20 minutes</p> <p>Slides 1 and 2 or 3</p>	<p>Explain today’s learning goal and what we mean by creative and critical thinking</p> <p>Creative thinking activity</p> <ul style="list-style-type: none"> ○ Yes, and: the first student makes a statement, to which the second student responds by saying “yes, and” Then the third student does the same, and so on round the whole group. <p>Reflection on activity</p> <ul style="list-style-type: none"> ○ What statement did we start with, and what did we end up with? ○ Can students remember some of the interesting ideas that came out in the activity? <p>Stimulus: show Dangle or The Rubbish Collector video</p> <ul style="list-style-type: none"> ○ Themes of puzzlement and discovery <p>Thinking time: one minute, then collect big ideas on a Pool of Ideas, via Post-its stuck on the flip-chart</p>
<p>Phase 2: Questioning</p> <p>10 minutes</p> <p>Questions on A4 paper</p>	<p>Question formation from big ideas in mini-groups</p> <ul style="list-style-type: none"> ○ Agreed question on a piece of A4 paper <p>Question airing to full group</p> <ul style="list-style-type: none"> ○ Combine similar questions <p>Multi-vote: each student has 2 votes, cast by putting a mark on the relevant question paper</p>
<p>Phase 3: Discussing</p> <p>For next session 7</p>	<p>Explain that we will pick up with the chosen question next time.</p>
<p>Phase 4: Finishing</p> <p>15 minutes</p>	<p>Ask students in thinking pairs, to identify one example of creative or critical thinking.</p> <p>In the full group, each pair gives their example. At the end discuss, whether these types of thinking helped the inquiry progress to a more interesting discussion.</p> <p>Suggest they tell their families about creative and critical thinking, and discuss whether it’s also important in their daily lives.</p>

Classroom slides for session 8: Creative and critical thinking (part 1)

Slide 1

Creative and critical thinking



We are

creative

thinkers when we.....

- make connections
- think of new ideas
- explore possibilities
- compare things
- suggest alternatives

We are

critical

thinkers when we.....

- ask big idea questions
- test our ideas
- give good reasons
- look for evidence
- suggest conclusions

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Slide 2

Suggested stimulus: Dangle



<https://vimeo.com/46383515>

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Slide 3

Suggested stimulus: The rubbish collector



<https://www.youtube.com/watch?v=tXswx59HN88>

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Session 9: Creative and critical thinking (part 2)

The goals of this 45 minute session are the same as the last one:

- to start developing creative and critical thinking skills

And remember: the session plan is only a suggestion. Feel free to vary it as you see fit.

Facilitation Tips (same as for session 8)

- Creative and critical thinking skills are essential inquiry skills.
- Creative thinking involves making connections and suggesting ideas. A good creative thinker makes comparisons, provides examples and suggests alternative lines of inquiry.
- Critical thinking is about questioning and reasoning well. Good critical thinking involves giving good reasons, looking for evidence, testing out ideas, seeking understanding and making valid judgements
- Building these skills is an iterative process, which carries on throughout education and life. Your role as a P4C facilitator is to model them and encourage the students to recognise and use them.
- You should focus positively on the development of the skills, whilst remaining neutral about the content of the thinking. Where you need to challenge things that the students say, do it via your questioning, or even better, by getting other students to do the questioning.
- Ask if anyone can add to a previous point to encourage creative thinking. Ask what the student who made the original point thinks about the new suggestion.
- Ask if anyone disagrees with a point and get them to say why to encourage critical thinking.

Resources

- Slide projector
- Chosen question from session 8 on slide
- A4 paper for big ideas and questions
- Pens or other markers for voting

Session 9: Creative and critical thinking (part 2)

<p>Phase 1: Starting</p> <p>15 minutes</p> <p>Slides 1, and 2 or 3, and 3</p>	<p>Ask for any feedback on Hometalk from last week.</p> <p>Explain today’s learning goal and remind students what we mean by creative and critical thinking</p> <p>Stimulus: show Dangle or The Rubbish Collector video again and remind students of the chosen question from last time. Allow one minute thinking time.</p> <p>Creative thinking activity</p> <ul style="list-style-type: none"> ○ “Yes, but...”: the first student makes a statement, to which the second student responds by saying “Yes, but” Then the third student does the same, and so on round the whole group. ○ It could be interesting to start with the same statement as in lesson 8, and see how different the end statement from “Yes, but...” compared with “Yes, and...” <p>Reflection on activity</p> <ul style="list-style-type: none"> ○ What statement did we start with, and what did we end up with? ○ How different was the end statement from session 8? Why have we ended up in such a different place?
<p>Phase 2: Questioning</p>	<p>Skip this step this time, as we have already seen the chosen question</p>
<p>Phase 3: Discussing</p> <p>20 minutes</p>	<p>First words from one person in group who wrote the chosen question. Students pick the next speaker and thank each other.</p> <p>Facilitate discussion trying to get students to appreciate previous comments or to disagree about issues rather than with others.</p> <p>Full last words, encouraging all to contribute but allowing students to pass, if they want to.</p>
<p>Phase 4: Finishing</p> <p>10 minutes</p>	<p>Ask students in thinking pairs, to identify one example of creative or critical thinking.</p> <p>In the full group, each pair gives their example. At the end discuss, whether these types of thinking helped the inquiry progress to a more insightful discussion.</p> <p>Suggest they might like to do a “Yes, and” Or “Yes, but...” activity with their families.</p>

Classroom slides for session 9: Creative and critical thinking (part 2)

Slide 1 (repeated from session 8)

Creative and critical thinking



We are **creative** thinkers when we.....

- make connections
- think of new ideas
- explore possibilities
- compare things
- suggest alternatives

We are **critical** thinkers when we.....

- ask big idea questions
- test our ideas
- give good reasons
- look for evidence
- suggest conclusions

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Slide 2 (repeated from session 8)

Suggested stimulus: Dangle



<https://vimeo.com/46383515>

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Slide 3 (repeated from session 8)

Suggested stimulus: The rubbish collector



<https://www.youtube.com/watch?v=tXswx59HN88>

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Slide 4

Today's big question

Write the chosen question
from session 8 here



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Session 10: Reflecting on the 4Cs

The goals of this session are:

- to reflect on how the group is progressing with all 4Cs in one session

And remember: the session plan is only a suggestion. Feel free to vary it as you see fit.

Facilitation Tips

- As ever, completing all four phases within a single lesson can be challenging. We've structured this inquiry plan to help make it possible, and particularly to allow time to focus on the quality of 4Cs thinking.
- To do that, we're suggesting that you provide some prepared questions for this session. This is fine, but you should agree that it's OK to do so with the students, explaining the reasons. If they really object to this, then go with the more usual process of letting them form the questions, but accept that you may need to run this inquiry over two sessions.
- Don't worry too much about calling out 4Cs thinking during the inquiry. Let the discussion proceed naturally and come back to the 4Cs in the last phase.
- Phase 4 (Finishing) is an important part of the inquiry because it allows everyone to think back – or reflect. It also allows everyone to think ahead to what they might want to focus on in future sessions. We will use the 4Cs evaluation sheet to do this.
- In this session we want to think back not just over today's inquiry but also over all 5 inquiries to date. It's a progress check to see if the group thinks they are learning from, and enjoying, P4C. It's also an opportunity to get some ideas to feed into your future session planning.

Resources

- Slide projector
- Sets of 4Cs thinking characteristics on paper, and 4 A4 4Cs sheets per mini-group
- Prepared questions on a Powerpoint slide
- A 4Cs thinking sheet for each student

Session 10: Reflecting on the 4Cs

<p>Phase 1: Starting</p> <p>15 minutes</p> <p>Slides 1 and 2 or 3</p>	<p>Explain today's learning goals</p> <p>4Cs sorting activity in mini-groups: each group has a set of 4Cs thinking characteristics on small bits of paper, and 4 A4 sheets, each headed with one of the 4Cs:</p> <ul style="list-style-type: none"> ○ Mini-groups discuss and sort the characteristics ○ When they're done, you show the 4Cs slide and let them compare it with their sorting ○ Short discussion on any differences and reasons for them <p>Stimulus: show Free Hugs video or read Aldo story</p> <p>Thinking time: one minute individual thinking</p>
<p>Phase 2: Questioning</p> <p>5 minutes</p> <p>Slide 4 or 5</p>	<p>Show slide with your prepared questions</p> <p>You air your thinking behind each question, clarifying if requested</p> <p>Omnivote by show of hands</p>
<p>Phase 3: Discussing</p> <p>15 minutes</p> <p>No slides</p>	<p>First words from one person who voted for the chosen question. Facilitator picks the next speaker to speed things up.</p> <p>Facilitate discussion as normal.</p> <p>Instead of last words, give each student a 4Cs thinking sheet and ask them to spend a couple of minutes filling it out.</p>
<p>Phase 4: Finishing</p> <p>15 minutes</p> <p>No slides</p>	<p>Ask students to share the comments from their 4Cs sheets with the whole group. Seek agreement, disagreement with supporting reasons and examples.</p> <p>Finish with a short discussion on which of the 4Cs the group most wants to focus on in subsequent sessions, so you can build this into your facilitation planning.</p> <p>Celebrate with students that you've now done 10 P4C sessions and are starting to work well with the 4Cs. Suggest they tell their families about this progress.</p>

Classroom slides for session 10: Reflecting on the 4Cs

Slide 1

4Cs characteristics (for printing out)

We think about what's said	We speak to each other	We suggest conclusions	We share our experiences	We make connections
We listen to others carefully	We test our ideas	We build on ideas	We think of new ideas	We work together
We imagine how others feel	We are friendly and helpful	We give good reasons	We explore possibilities	We look for evidence
We don't interrupt	We ask big idea questions	We wait our turn	We compare things	We suggest alternatives

Slide 2

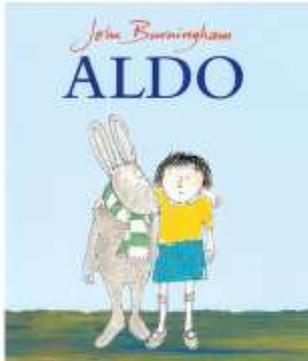
Stimulus: Free hugs



<https://www.wimp.com/free-hugs-campaign/>

Slide 3

Stimulus: Aldo



[Available via Goodreads on this link](#)

Slide 4

Possible inquiry questions for Free Hugs

- Is it possible to be too friendly?
- Why do hugs make people feel good?
- Should we be worried about unusual behaviour?
- or, even better, some that you come up with yourself

Slide 5

Possible inquiry questions for Aldo

- Do friends have to be real people?
- Why do people have secrets?
- Should we be worried about being afraid?
- or, even better, some that you come up with yourself

And a final slide just for you, as the teacher

And two final self-evaluation questions for Module 2

Reflection

- *Am I creating opportunities for my students to practise reflection, privately and publicly, in P4C?*

Virtues

- *Am I noticing and celebrating when my students display personal (character), social (moral) and intellectual (mental) virtues or strengths in P4C?*

See next page for 4Cs thinking sheet.

4Cs Thinking Sheet

Name:

Class/date:

We are
caring
thinkers when we.....

- think about what's said
- listen to others carefully
- imagine how others feel
- don't interrupt
- wait our turn

We are
collaborative
thinkers when we.....

- speak to each other
- build on ideas
- are friendly and helpful
- share our experiences
- work together

Today we discussed:

.....

.....

.....

In today's session, I was a _____ thinker because:

.....

.....

.....

.....

.....

We are
critical
thinkers when we.....

- ask big idea questions
- test our ideas
- give good reasons
- look for evidence
- suggest conclusions

We are
creative
thinkers when we.....

- make connections
- think of new ideas
- explore possibilities
- compare things
- suggest alternatives