

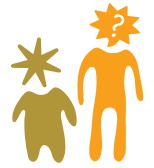




# Royal invitations

Author: Sara Stanley

Nursery &  
Reception



Communities of Enquiry  
SAPERRE

askit

Activity 2

## Open Futures Resources

Raising attainment through bringing learning to life  
More resources at [www.openfutures.com](http://www.openfutures.com)

### Stimulus for enquiry

Pictures of fairytale characters on cards; pens and large paper; an invitation from an imaginary king requesting help from the children to decide which fairytale characters should be invited to his Royal Party and why

### Thinking emphasis

Identifying behaviours of fairytale characters; thinking about what constitutes good behaviour

### Skill focus

Making a decision and justifying it; making a persuasive argument; working as a community member to reach agreement; listening to others; being sensitive to disagreement

### Preparation

Ensure children are familiar with fairytales. Allow opportunities for role-playing and hot-seating as fairytale characters. Write the letter from the king.

### Presentation

Simply read the letter asking the children to help.

### Conversation and thinking time

When children agree to help, take out the fairytale character cards – one at a time from a bag – and talk with all the children about who the characters are and what they might be like. Allocate each child a card of their choice. Explain that they will be speaking on behalf of their character to give a reason why they should be allowed to attend the Royal Party.

### First words

Ask for volunteers. Question others why their character should be allowed to attend the Party.

### Building

- Encourage children to add to each others' reasons why characters should be allowed to attend.
- Encourage them to give reasons why any of the characters should not be invited – for example that they might have behaved badly in the past.
- Encourage children to wonder if there are reasons why characters might have behaved badly? For example is the wolf really bad if he ate the pig because he was starving? Do dragons know they are scary and can they help it? Can witches still do bad spells if they leave their wands at home? Was the giant right to have been cross when Jack stole his gold?

### Last words

Ask the children which characters they found hardest to recommend inviting. Were there any that they thought were not good enough to be invited?

### Questions for the facilitator to reflect on

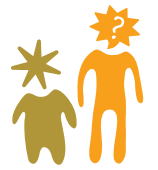
- Did the children treat each other with respect?
- Did they try and help each other find reasons for and against?
- Did they listen carefully to each other?
- Could they begin to empathise with characters?



# Cages

Author: Sara Stanley

Nursery & Reception



Communities of Enquiry  
SAPERRE

askit

Activity 3

## Open Futures Resources

Raising attainment through bringing learning to life  
More resources at [www.openfutures.com](http://www.openfutures.com)

### Stimulus for enquiry

Pictures from two books by Anthony Browne, one showing an orangutan in his enclosure at the zoo (from 'Zoo', Red Fox) and one showing Hansel in the witch's cage (from 'Hansel and Gretel', Red Fox)

### Thinking emphasis

To use empathy; to consider human and animal rights

### Skill focus

To look for similarities and comparisons between two pictures

### Preparation

Allow the children time to play with model zoos. Talk about experiences of visits to the zoo. Share photographs and look at a range of information books and story books about zoos and wild animals.

### Presentation

Show children the two illustrations from the books without the words of the stories. Ask them to look for things that are the same or different in the pictures. You may need to provide clarification that the orangutan is in a zoo enclosure.

### Conversation and thinking time

Allow children to look closely at the two pictures. Ask them to compare similarities or differences. Allow children to discuss their ideas in pairs or small groups. Reception children may wish to draw their thoughts. If so, you or another adult could scribe their words.

### Question-making and airing

Bring children back to the circle and ask them to share a question or statement about the pictures. Record these thoughts on a large sheet of paper.

### Creating a question around a theme

Ask whether anyone can offer a question that would sum up the ideas that have been most keenly talked about so far. With less experienced children ask for a statement and model how to turn it into a question or group of questions.

### First words

Ask children to discuss the 'new' question in pairs or small groups and then share their thoughts with the class.

### Building

Ask children to put themselves into the position of the characters in the pictures. Encourage discussion about the characters' feelings and reasons for those feelings.

### Last words

Revisit the question. Ask children to show whether they have reached a decision on any of the answers given. Use voting cards (double-sided cards with 'agree' and 'disagree' symbols) or by standing up to agree and remaining seated to disagree.

### Questions for the facilitator to reflect on

- Were the children able to see any similarities such as the orange peel on the floor?
- Could they comment on differences such as size and appearance of the enclosures?
- Were they able to put themselves in the position of the trapped characters and show empathy? Could they give reasons why the characters are in enclosures? Could they perceive inequality or injustice?
- Were children able to make a decision and vote on the final question?





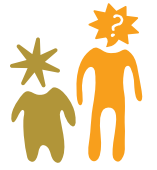




# Be my friend

Author: Sara Stanley

Nursery &  
Reception



Communities of Enquiry  
SAPERRE

askit

Activity 7

## Open Futures Resources

Raising attainment through bringing learning to life  
More resources at [www.openfutures.com](http://www.openfutures.com)

### Stimulus for enquiry

A 'talking computer'

### Thinking emphasis

What is a friend? What is thinking?  
Can a computer think?

### Skill focus

Making distinctions; identifying characteristics; rethinking initial ideas

### Preparation

Write a word-processed document with the text 'I want to be your friend. Will you play with me?' You will need to find out how to get your particular computer to read the text out loud using text-to-speech facilities.

### Presentation

Open the document and explain that the computer would like to talk to the children. Use text-to-speech facilities to read the text out.

### Conversation and thinking time

Ask the children to discuss, in pairs, if they should give an answer to the computer and, if so, what would it be: 'Yes' or 'No'.

### First words

Bring children back to the circle and ask them to show their decisions about both questions using voting cards, or stand-up sit-down voting.

Ask those children who answered 'yes' to both questions to explain what they will do with the computer to be 'friends'?

Ask those children who answered 'no' to either question to explain why.

### Building

Encourage all children to think critically about whether the computer really will be able to participate in any of the 'friendship' activities suggested. What couldn't it do? Would the computer need to be able to think in order to be a friend?

### Last words

Ask the children to think about the following questions:

- Was the computer really talking?
- What is different about the way humans think and the way a computer 'thinks'? What is thinking?
- Are emotions important for friendship? Does a computer have emotions?
- Ask the children to re-vote on the same questions they thought about earlier. Has anyone changed their mind? If so can they explain why?

### Questions for the facilitator to reflect on

- Were the children able to think critically about the capabilities and deficiencies of a computer as a friend?
- Did children use facts or evidence to support their opinions when they agreed or disagreed?
- Was there any indication that children's thinking had changed? Could they recognise what had changed?