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The Troll's Share

Years 3&4

Stimulus for enquiry

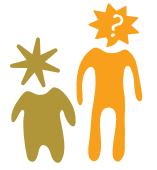
The Troll's Share

Stimulus details

Values for Thinking,

Robert Fisher, Nash Pollock, ISBN: 978-1898255376

**Focus on: Caring Thinking
(Listening for meaning)**



Communities of Enquiry
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Lesson 1

Preparation

Back to back drawing

Children sit back to back in pairs and each draws a simple picture. One then describes their picture to the other, giving as much detail as possible. The aim is for their partner to make an 'exact copy' from the description. They swap roles and when finished compare for accuracy. Focus on the 'meaning of words'.

Presentation

The Troll's Share

Read the story aloud.

Thinking time

Individual big ideas search

Begin with 30 seconds to one minute of quiet reflection. Then focus on big ideas, themes and puzzlements.

Airing ideas

First thoughts

Children offer first thoughts about their 'big ideas' for everyone to hear.

Conversation

Big ideas

In groups of two to four they talk together about a big idea in the story.

Question-making

After airing big ideas

In their small groups the children develop questions. These can be based on any big idea not just their own.

The questions are displayed on paper which may be on the ground or a flipchart.

Invite the children to make connections between questions according to the ideas they contain.

Question-airing

Clarify meaning

Each group explains their question – offering some background/context.

Question-choosing

Blind omnivote

Children can vote for as many questions as they wish. They do so without seeing anyone else's choices.

First words

Carousel

Form two circles (inner and outer) and allow the children one minute to talk to their partner in the other ring. They then move to the next person, exploring ideas. Repeat this two or three times.

Building

Word / meaning focus

Big ideas – develop first thoughts and look at influences that affect meaning. Wording – bring out the importance of words for meaning.

Last words

From non-speakers

People who haven't spoken, or who have only spoken a small amount, offer thoughts or endorsements of other's ideas if they want to.

Reflection

Review process

Children track back through the process and the development of ideas through dialogue.

Thinking journal

Listening for meaning

Ask the children to think about whose meaning made sense to them and why. Was it similar/different to their own?

Questions for Facilitator to reflect on

Which concept(s) did the children explore?

What were the main areas of enquiry?

What worked?

What needs work?

Things to think about for the next enquiry

Listening for meaning.

Making meaning explicit.

Intended meaning/received meaning.

How does it transfer out into other subject areas?



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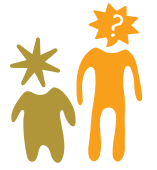
The Justice of Dick Wittington

Years 3&4

Stimulus for enquiry
The Justice of Dick Wittington

Stimulus details
Values for Thinking,
Robert Fisher, Nash Pollock, ISBN: 978-1898255376

Focus on: **Critical Thinking**
(Question sorts)



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Lesson **2**

Preparation

Question generating

Pass an old object around the circle. Each child asks a question. They listen to all the questions and sort into types, such as 'wondering' questions, 'right answer' questions, open/closed, easy/difficult. They may invent some categories.

Explain that if a question is open, 'wondering' and has many possible answers it will work well in an enquiry.

Presentation

The Justice of Dick Wittington

Read the story aloud.

Thinking time and conversation

Think, pair, share

Allow the children 30 seconds to a minute of quiet reflection. Then pair the children (you may want to set criteria for organising them into partners). Ask them to share ideas and form these into questions.

Question-making

Rank questions

Each pair reviews their list of questions and ranks them in importance. Each pair identifies their best 'wondering' question about a big idea (one that could be the basis for an enquiry). They offer this for group attention.

Question-asking

Peer review

Each group explains what they've understood another group's question to mean – checking back to confirm meaning.

Question-choosing

3 / 2 / 1

Each person can vote for three questions, offering a 3, 2, and 1 vote.

First words

Focus on question words

Clarify the words and the meanings of words in context (search for assumptions, or inferences and make them explicit).

Building

Big ideas to small groups

Move on to explore concepts/themes (big ideas).

After 10 to 12 minutes you could break the children into small groups to focus on one or more particular aspect of the enquiry so far. They then feed back to the main group.

Last words

About feedback from small groups

Review the ideas from small group feedback.

Consider how the ideas relate to our lives (generalising out from the enquiry to the children's own experience).

Reflection

Spend some time reflecting on justice/fairness.

Invite the children to come up with examples of just/unjust action. This then leads on to the Hometalk task.

Hometalk

In the family, community, country, world identify examples of justice and fairness. You may want to have examples of unfairness/injustice to link with citizenship and PSHE.

Questions for Facilitator to reflect on

- What were their categories?
- How do they relate to the 3 Cs?
- What were the main areas of enquiry??

Things to think about for the next enquiry

Taking time for children to reword/explain their questions.

Prompting for big idea Qs – (conceptual) those with many possible answers (contestable).

Questions that everyone can have an idea about (common).



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The Tunnel

Years 3&4

Stimulus for enquiry

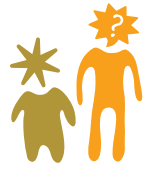
The Tunnel

Stimulus details

The Tunnel, Anthony Browne,
ISBN: 978-1406313291

Focus on: **Creative Thinking**
(Suggesting alternatives)

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Lesson 3

Preparation

Looking alternatively

Pass a familiar object around the circle. Each child suggests a possible alternative use for the object (there will be lots of funny suggestions!)

Presentation

Share the story

It's helpful if you have multiple copies/scanned pictures for the whiteboard.

Children pair and read a page each aloud (with chance to pass) with plenty of time available for looking at the pictures. Prompt them to watch out for puzzlements and unusual details (with possible alternative interpretations).

Thinking time

Picture focus

Use one of the illustrations to focus children's thinking – 'the woods' page works well.

Conversation

Possibilities

Encourage the children to find links - between characters and events, other stories and this one, details. Explain these links can be to do with how things look or between ideas (visual and conceptual).

Question-making

In pairs

Children write one question per pair on coloured paper and display them on the floor.

Question-airing

Air and connect

Children read out their questions then place their paper on the floor.

As each question is heard, look for (conceptual) links/connections with other questions – clarify and place connected questions together. Name the concept and display it alongside the group of questions. Each question is still separate for voting, but links can be easily seen.

Question-choosing

Sticker vote

Each child has three sticky dots, cubes or counters, and places them on the questions to vote. The children can place two or all three on the same question.

First words

Small group talk

Explore the possibilities/potential of the question in small groups. A spokesperson for each small group feeds back initial ideas to the Community of Philosophical Enquiry.

Building

Strong / less strong alternatives

The enquiry may well focus around possibilities. If it does then encourage children to try to decide which is stronger/more likely and why. If the enquiry has another main question/big idea then you can still conclude with paired talk and feedback.

Last words

Own choice

The children discuss what they consider the strongest alternative, with reasons. They feed back to the main enquiry.

Follow up

Ask the children to think what if... What if the girl's book had been about dragons/fairies/football/castles/islands or some other subject – how would this have changed the story? Describe or illustrate the other side of 'your tunnel'.

Questions for Facilitator to reflect on

- Did children offer alternative ideas?
- Did you broaden their way of thinking through your intervention?
- Were their connections supported by reasons/evidence?
- Did children use their imagination to help with alternatives?
- Did children find and explain their connections?
- What worked best for stimulating their creative thinking?



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The Mountains of Tibet

Years 3&4

Stimulus for enquiry

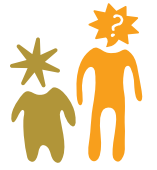
The Mountains of Tibet

Stimulus details

The Mountains of Tibet,

Mordicai Gerstein, ISBN: 978-1898000549

Focus on: Collaborative Thinking
 (Exploring points of view)



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Lesson **4**

Preparation

Skip this step

This stimulus is quite long so you might want to skip the preparation stage. Alternatively, use a quick round of “if you could be any animal in the world, what would you be and why?”

Presentation

Read the story

Read the story aloud with children able to see the pictures. It works well to blue-tac the last two pages to the cover, so that children can decide which the man will choose to be – a boy or a girl – and why, without first looking.

Thinking time and conversation

Themes / big ideas revisit

Children identify big ideas to inform their questions and then discuss these in smaller groups.

Question-making

Big ideas

In threes and fours the children work on questions that involve one or two concepts or big ideas. They offer one for further consideration.

Question-asking

Air and celebrate

Questions are read out and someone (other than the question maker) volunteers to celebrate each question by talking about why it would be good to work on.

Question-choosing

Single transferable vote

Each child has one vote, but those voting for a less popular question can re-vote between the two or three most popular to make the decision.

First words

Possibilities

Explore possible points of view from the group’s initial thoughts. A list/map of these can help to structure the dialogue.

Building

Following lines of thought

Each initial viewpoint is followed up and explored. Each viewpoint should be supported by examples/ evidence from children’s experience. Encourage new ideas from a combination of previous thoughts.

Last words

Where next?

Ask the children: What does this lead us to think? And, what else do we need to explore before we can make up our minds? This might lead on to a further enquiry.

Follow up

This far into the enquiry, do we need to modify/explore the question wording? (to identify specific meanings/prevent misunderstanding). What were the follow on questions asked in last words – and how can we order them to make sense and to structure our next enquiry?

Children map/organise questions – central and peripheral works well as an approach.

Questions for Facilitator to reflect on

- Was there a range of views?
- Did you need to offer examples/possible interpretations yourself?
- If so, how can you encourage children to take on the role next time?
- Did children listen well to each other?
- If not, how can you build this capacity through activities/ games? (see Fisher – *Games for Thinking*).
- Are children beginning to explore other people’s ideas?
- Can you encourage them away from thinking about the person and towards the point of view?



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Odd one out

Years 3&4

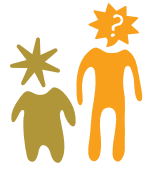
Stimulus for enquiry

Picture cards / art cards

Stimulus details

Your choice of pictures, postcards or art cards

**Focus on: Caring Thinking
(Looking for differences)**



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Lesson 5

Preparation

Odd One Out

Children choose two cards or pictures from a given selection with a connection. Then explain the connection to a small group (of four to six children). Then they find an odd one out and again offer a reason to support their selection.

Presentation

Two pictures – compare/contrast

The children work in pairs and use overlapping Venn diagram to list the similarities (connections) and then the differences (distinctions) between two pictures. They feed back to the main enquiry group.

Thinking time and conversation

Focus on puzzlements

Use unusual factors (puzzlements) as a starting point for question ideas. Work with larger groups - of about six to eight children per group.

Question-making

Three main ideas

In their groups, children choose one focus puzzlement and ask many questions about it. They rank these questions according to their importance.

Question-asking

Ranking explained

Each group shares its questions along with their rationale for the ranking of the questions (offering the first three questions in their list for consideration).

Question-choosing

Ranked votes

Each child has one vote per group placing - such as first questions. Then they have another vote between second questions, a third for third questions. After this they have a second vote between the three most popular questions.

First words

Contexts

Begin by setting the context of the question and the pictures encouraging initial thoughts around these. The questions may keep reverting to the picture and its aesthetic elements, but may equally move away to more abstract ideas.

Building

Evidence

You might focus on the pictures and the evidence that children can use to justify their ideas, or on moving away from the picture and finding evidence/reasons from their experience to support their assertions.

Last words

Description

Conclude with a short review in groups of six to eight in which they come up with a summary of 'most interesting ideas' related to the question, and then present this to the Community of Philosophical Enquiry.

Follow up

Children (singly or in pairs) choose two pictures from a selection. They explain the connections, then seek out distinctions between the same images – how many can they find? Can other pairs find the same connections distinctions?

Pair share – give others a chance to work out their connections and distinctions.

This is really good for recognising that the two are not exclusive of each other. Results can be plotted on Venn Diagrams or in circle diagrams.

Questions for Facilitator to reflect on

- Did the picture warm up focus their observation skills?
- Did the search for difference help with questions?
- Did difference inform their enquiry?
- If not, what can you do to support this new skill development?

Review previous enquiries – are there any visible differences in behaviour between children?

Are children caring about the questions and their responses to each other? How can you tell?

What were the main areas of enquiry?

Review the concept list

Are children beginning to understand what an abstract concept is?

Try using the list as a stimulus allowing children to choose a concept they find interesting and question it.



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Teamwork

Years 3&4

Stimulus for enquiry

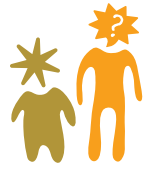
Teamwork

Stimulus details

I Wish I Didn't Have to Sleep, Keith Haring,
Prestel Verlag ISBN 978-3791318158

Focus on: **Critical Thinking**

[(Dis)agreeing about conclusions]



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Lesson **6**

Preparation

Signs

In pairs design body language signs for a series of commands such as: stop, start, think, relax, time to dance, sing, be still, leave. Play a modified 'Simon says' game using a selection of the signs.

Presentation

Show picture

Tell the children to take their eyes for a walk over the picture. This encourages a systematic viewing of the picture and details. Search together for symbols – what might they mean?

Thinking time

Meaning

Ask the children to think about what the picture might be trying to convey

Conversation

Carousel

Allow one minute of paired conversation – then tell children to move to a new partner. Repeat a couple of times. Use a carousel with an inner and outer circle if it makes this easier.

Question-making

From last paired conversation

Tell the children to focus on questions from their last paired conversation, thinking about meaning and representation.

Question-aring

Main and secondary questions

Look at how the different questions relate to each other and which ones lead to others. Identify main questions and organise secondary ones around them.

Question-choosing

Main question vote

Omnivote between all the main questions.

First words

Meanings focus

Ask the children to give their first thoughts on meanings and representations in relation to the question.

Building

Reasons supporting meanings / conclusions

Focus on reasons for (dis)agreeing with ideas.

Middle words – identify possible conclusions this might be done in smaller groups.

Last words

Justifying conclusions

Ask the children to come up with conclusions, supporting them with reasons. Encourage the children to make up their minds.

Questions for Facilitator to reflect on

- Children to review their reasons – identifying strong /less strong reasons.
- Pick an example of a good reason and state why – in thinking books.

Where did the enquiry go?

What were the main areas of enquiry?

Which prompts most helped with children's critical thinking?



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Parrot

Years 3&4

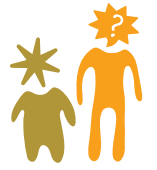
Stimulus for enquiry

Parrot

Stimulus details

Poems for Thinking, Robert Fisher,
Nash Pollock, ISBN: 978-1898255154

Focus on: **Creative Thinking**
(Connecting two people's ideas)



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Lesson **7**

Preparation

Word connections

Come up with random words (without obvious associations) generated by the class. You need about 12. Then, working in groups, make as many connections as possible between the words – the children should be able to explain reasons for connections. You'll need pens and paper for this exercise.

Presentation

Read aloud

Read the poem aloud, encourage some questions, then read it again. The children should read it a third time.

This gives the opportunity to eliminate questions that relate to the children's understanding of the poem. You or the children can answer the questions. Maybe when the children read the poem they could use parrot voices.

Thinking time

The children should come up with some initial ideas. Ask them to review their own copy of the poem, underlining phrases to focus on for questions.

Conversation

Ideas

Invite them to discuss their initial ideas.

Question-making

In pairs

In pairs the children do some 'concept collision' and try to make a question from two considered concepts. They make connections for questions.

Question-asking

Pleases, provokes, puzzles

What is pleasing, provoking and/or puzzling about the question – each pair explains the context to their question by using the three Ps.

Question-choosing

Omnivote

Each child votes for as many questions as they think are good for discussion.

First words

Those who voted for question

The first words come from those children who voted for the question.

Building

Focus on connecting people's ideas

Focus on bringing ideas together to create new or better understanding.

Last words

Reflecting on the new understandings

Review new understandings: think about how they build on early thoughts or improve on them?

Follow up

Thinking books

You might want to give the children an activity for their thinking books – can they create their own thinking animal? What would they choose? How/about what would it think?

Children's Review

Creative connections – list two really good connections they heard during the enquiry – why are they so good?

Questions for Facilitator to reflect on

- Which ideas were well connected?
- Did you/they build on this?
- Did it extend thinking – if so how?

Identify a creative link – why was it creative?

How can you develop this creative thinking during the week in the rest of the curriculum?



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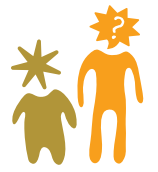
Best Friends

Years 3&4

Stimulus for enquiry
Best Friends

Stimulus details
Values for Thinking,
Robert Fisher, Nash Pollock, ISBN: 978-1898255376

Focus on: Collaborative Thinking
(Agreeing about why)



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Lesson 8

Preparation

Stand up game

Begin with a collaborative game. The aim is for each person to end standing up, but only one person can stand at a time. No-one is allowed to speak or signal and if two stand together, everyone must sit down and begin again. (If necessary emphasise the observation skills necessary to succeed).

Presentation

Read aloud

Read the poem aloud, up to the third occurrence of 'mine did'.

Then read the last part of the poem and invite children to try to predict what might happen in the rest of the poem. They might do this in pairs if you find that helps. They should jot down initial thoughts in their thinking books.

Thinking time

Individual

Review their own prediction and the actual poem – what does it reveal as questions?

Conversation

Ideas

Invite them to discuss their initial ideas.

Conversation and question-making

In threes or fours

In threes or fours the children discuss their predictions or the poem. They should look for agreements and then question these.

Question-aising

Revisit connecting themes

Identify themes, connect and highlight these as foundations for the enquiry.

Question-choosing

Top half

Begin with a single vote to establish the top half of the questions. Then omnivote between the top half to decide on which to start with.

First words

Exploring / expanding on themes

Start with the question posers and then bring the rest of the children in.

Building

Focus on theme expansions with reasoned agreements

Try to develop themes - expanding on strands of the enquiry. Try to keep to identified themes so the enquiry has direction.

Last words

Group concept development

End by thinking about whether we can agree on what is individual.

Review concept(s) theme(s) for common agreement and for later comparison. You might find that a mind map or diagram will help here.

Follow up

Individual extension

Each child has a copy of the original mind map to enhance in other colours with their own individual opinions.

Questions for Facilitator to reflect on

- What reasons were well considered?
- Could you/did you make this explicit to the children so they have an example of better reasoning?
- Did these agreements enhance/detract from the enquiry? Why?
- Identify elements of the enquiry that were collaborative
- Were there examples of collaborative thinking – (ie where children shared thoughts that led others to better ideas?)
- Was there evidence of children using 2 ideas and creating a 3rd?



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Clapping Music

Years 3&4

Stimulus for enquiry

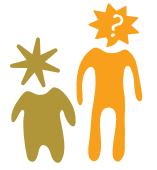
Clapping Music

Stimulus details

Clapping Music, CD, Steve Reich

Focus on: Critical Thinking

(Distinguishing parts or individuals)



Communities of Enquiry
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Lesson 9

Preparation

Class clapping compositions

Build a class rhythm, ideally in four beats to the bar, two bars long. Teach it to the whole class. Then ask the children to create compatible rhythms (the same length, with different patterns). Halve the class and teach rhythm 2, then have both going at same time repeating eight or twelve times. Introduce dynamic contrasts, plus changes in timing to create a rhythm piece.

Presentation

Listen to music

Listen to the first two minutes or so. Encourage the children to really listen and engage with the sounds. Then ask them to 'draw the music' What might the music (or its graphic score) look like? You might pose the initial question "Is this music?"

Thinking time and conversation

In threes and fours

The initial prompt may be useful but children may prefer free reign for their conversations. Also, encourage the comparison between their 'music' and Reich's.

Question-making

Single question

Divide the children into small groups and ask them to come up with one question per group.

Question-asking

Organise questions – how do they connect best?

Organise the questions and ask the children which is more helpful in organising them – a chain, tree or some other model?

Question-choosing

3 / 2 / 1

Each child has a 3, 2 and 1 vote for the 'best' three questions.

First words

View the drawings to help the question

Invite initial ideas – relating to the music, the experience of creating and performing rhythms and the drawing exercise.

Building

Making the lines of thinking distinct from each other

Encourage the children to see what is not connected - where the thinking differs, how it differs – so that distinct lines of enquiry are evident. Map them or ask a child to map them as the enquiry develops.

Last words

Choosing

Identify your own most interesting line of enquiry. What made it most interesting and what made it distinct from the others? Ask the children to jot down ideas in their thinking books.

Follow up

Music from pictures

Offer a range of pictures and invite children to choose one they like and then use it as the basis for creating a musical composition. This is the opposite from the enquiry, where the music created a picture.

Also, newspaper works really well when used as a musical instrument...

In groups of five or six ask each child to use a different sound, made from newspaper to create a composition – usually from a theme. Can they create a score which would allow another group to play their composition? Try performing their own and then other composition with feedback. This is really good for interpretation and note-taking/score writing as well as performance and team work.

Questions for Facilitator to reflect on

- Were children able to identify differing lines of enquiry?
- If so, what were their criteria for deciding?
- What distinctions did they draw?
- What was your most effective prompt?
- Would lists have helped?



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A Summer Night on the River

Non-standard enquiry

Stimulus for enquiry

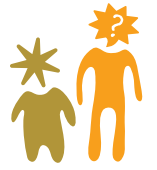
A Summer Night on the River

Stimulus details

A Summer Night on the River, CD, Delius

Focus on: Creative Thinking
(Recognising the main point)

Years 3&4



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Lesson 10

Preparation

Season sorter

In pairs, children visualise a landscape or setting in a season. They then take it in turns to describe their image until the partner can guess the season. They should start quite general, then move to the specific if their partner can't guess. Create a rhythm piece.

Presentation

Listen to music

The first three to four minutes is enough but you may need to repeat it. Don't offer the title.

Use as an initial prompt question – if this music describes a season which one would it be and why? (There is no single right answer for this).

Thinking time and conversation

In threes and fours

This is a non-standard enquiry so you may not progress to children's questions. You might stay with categorising elements of the music that could symbolise each season, focusing on reasons and justifying these choices.

Airing Ideas

Whole group

Review initial considerations and invite the children to justify or change their minds according to what is heard from others.

Building

Main points

Look for main points and good reasons.

Last words

Make decision

The children reach their own decision and vote with their feet. They move to a corner of the room designated for the season. Invite each group to share their reasons. Provide the opportunity for them to change groups.

Questions

In twos

What questions does this activity prompt in you?
Where might our enquiry from this begin?

Preparation

For next enquiry

Children vote at this stage and use the chosen question for next enquiry. This session is an example of a non-standard enquiry, originating from a teacher-led question – moving to enquiry next session. This should not be done frequently, but can be very helpful in skill building occasionally.

Questions for Facilitator to reflect on

- If the session allowed for this to be relevant – what did the children identify as main point(s) and what did you? How similar/different were they?
- Can you construct a task that focuses on main points?

Revisit the progress of the session in terms of the criteria given for the music and each of the four seasons – then ask the children to add anything that should have been there for each category.

Use these categories to then inform your listening of the Vivaldi four seasons – which criteria from the class list were relevant to these pieces of music? Which new criteria can be established? Do they apply to the initial Delius music? (Remembering that the Delius is not based on a season.)