Creating Thoughtful Classrooms

"I have come to a frightening conclusion: I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather.

As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal.

In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized"
Dr Haim Ginott, 1922 – 1973

"In my synthesis of over 500,000 studies, I have found that it is teachers that make the greatest difference to student achievement"
Prof. John Hattie, 2003

LEVELS OF PERSPECTIVE (Daniel Kim)
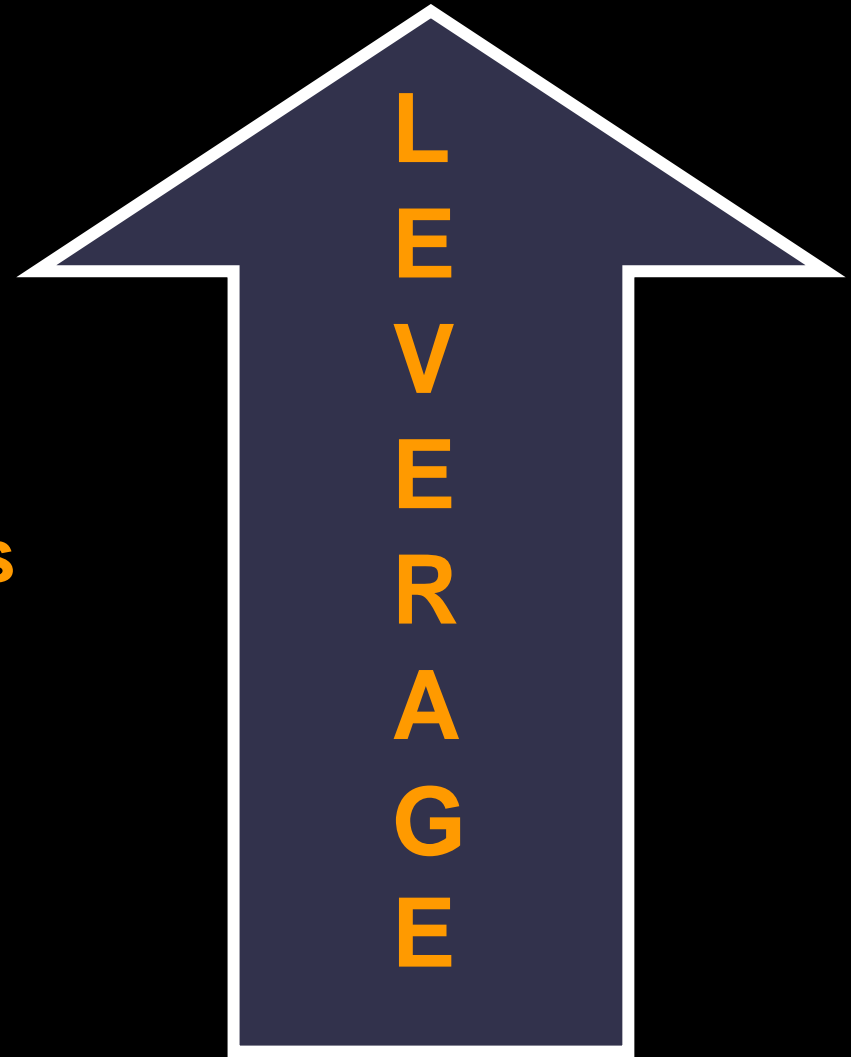
Vision

⬇

Mental Models

⬇

Systems & Structures

⬇

Patterns of behaviour

⬇

Events

LEVERAGE

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Influences on Student Learning by Prof John Hattie, 2003

"In my synthesis of over 500,000 studies, I have found that it is excellence in teachers, not just the teachers themselves, that makes the greatest difference to student achievement"

Key Factors in Expert Teaching:

❑ **Challenge**

❑ **Feedback**

❑ **Deep Representations (of key concepts)**

"These three (factors) can successfully classify 80% of the teachers correctly, so are probably sufficient to highlight the major differences between expert and experienced teachers."

Compare and Contrast

What are the similarities and differences between Daisy the cow, a tractor and Mr Grass Head?

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SUCCESS
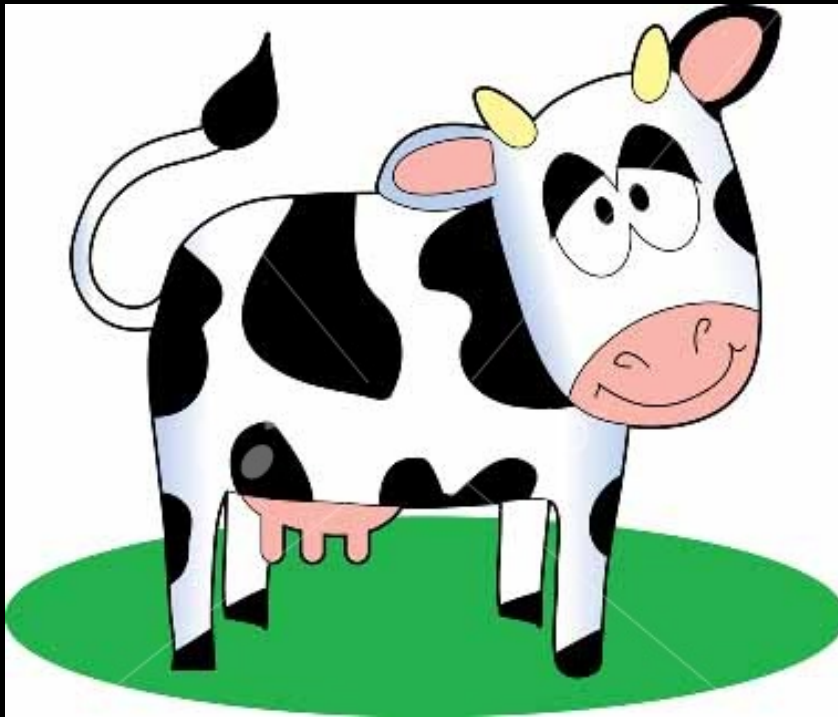
Skills of Thinking

Processing information
Locate RELEVANT info; COMPARE, CONTRAST, SORT, CLASSIFY and SEQUENCE

Reasoning
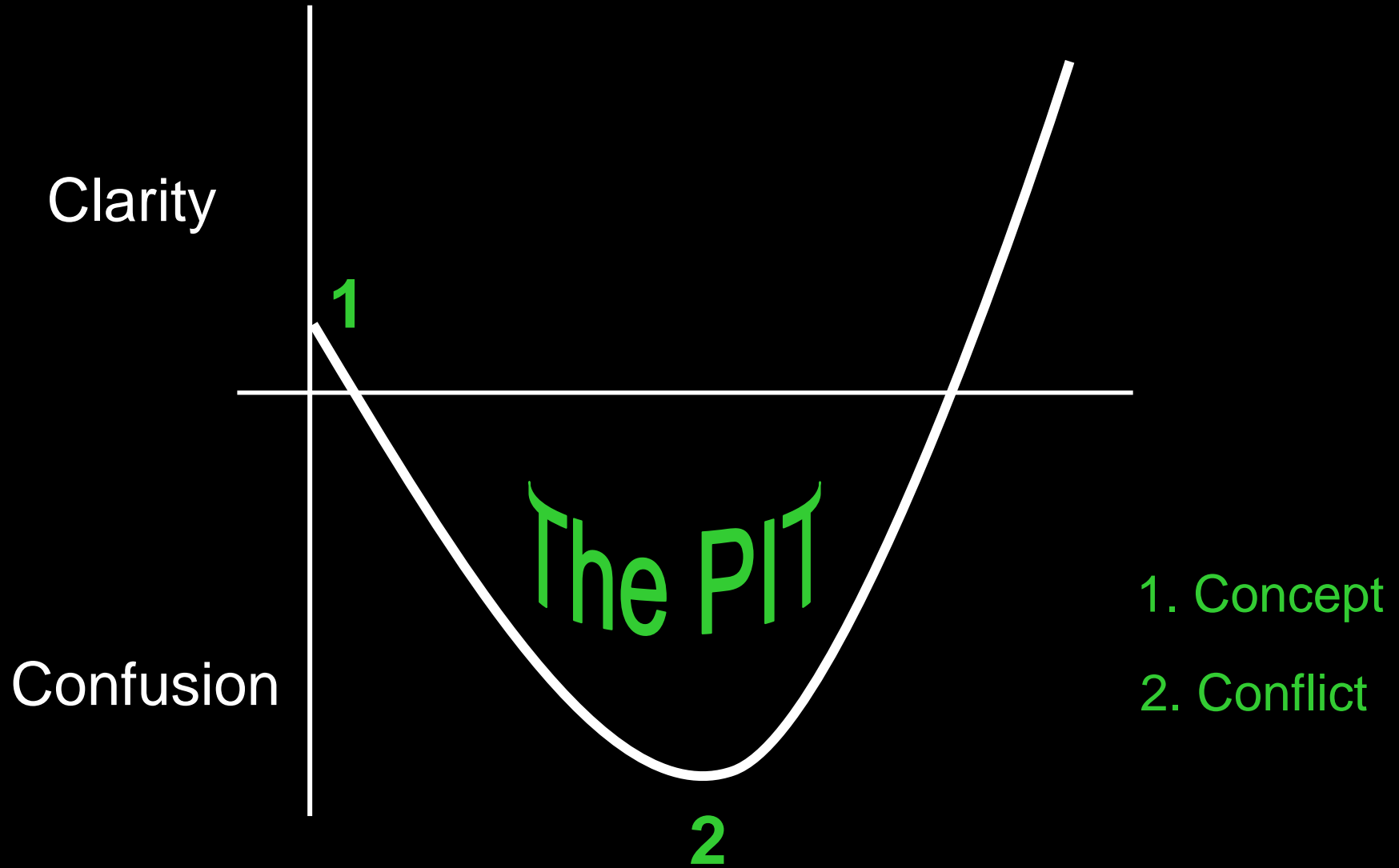Use SUPPORTING REASONS, PRECISE LANGUAGE, INFERENCES & DEDUCTIONS

Inquiring
Ask relevant QUESTIONS, DEFINE problems, PREDICT outcomes, TEST conclusions

Creativity
Look for ALTERNATIVES and POSSIBILITES, GENERATE IDEAS & HYPOTHESES

Evaluating
Develop CRITERIA for JUDGING VALUE of work & GENERATE RICH FEEDBACK

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Clarity

1

The PIT

1. Concept

2. Conflict

Confusion

2

Primary P4C Concepts

Me	Fairness
Real	Language
Home	Telling lies
Growth/Change	Same
Pets	Emotions
Friends	Thinking
Being nice	Dreaming

Secondary P4C Concepts

Democracy	Culture
Fairness	Language
Hero	Morality
Identity	Beauty
Knowledge	Number
Proof	Names
Poetry	Reality

3 weeks old   2 years old   4 years old   Adult

What makes you, you?

Are you the same person you were when you were a baby?

If you had a different name, would you be a different person?

When you play make believe, are you still you?

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HANDY HINTS: A = B

Friend   **Trust**

If A = B then

Does B = A?

Trust   **Friend**

For example …

HANDY HINTS: NOT A

Friend   **Trust**

If A = B then

If it's NOT B, is it NOT A?

Trust   **Friend**

For example …

Meta cognition

Clarity

1

The PIT

2

3

Confusion

1. Concept

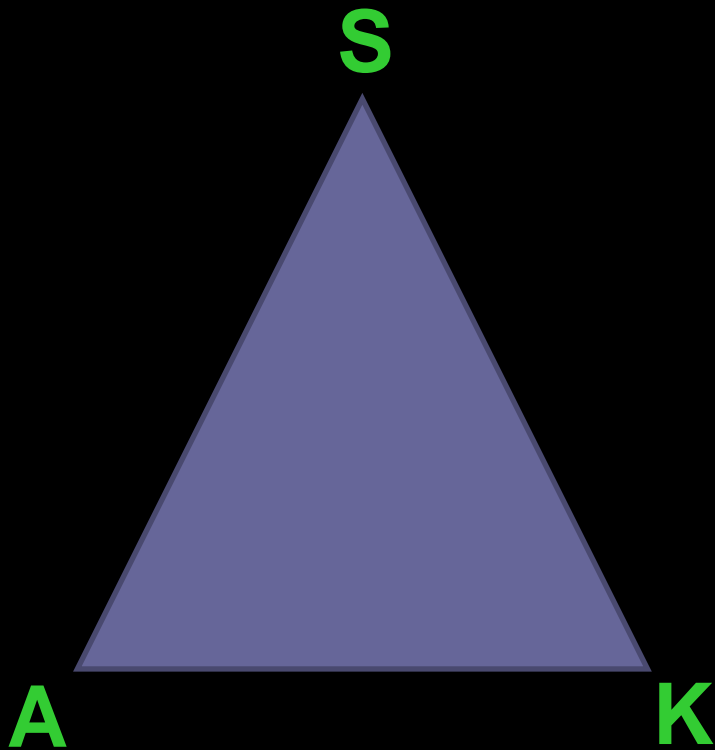2. Challenge

3. Construct

4. Consider

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(P) Review

S

A   K
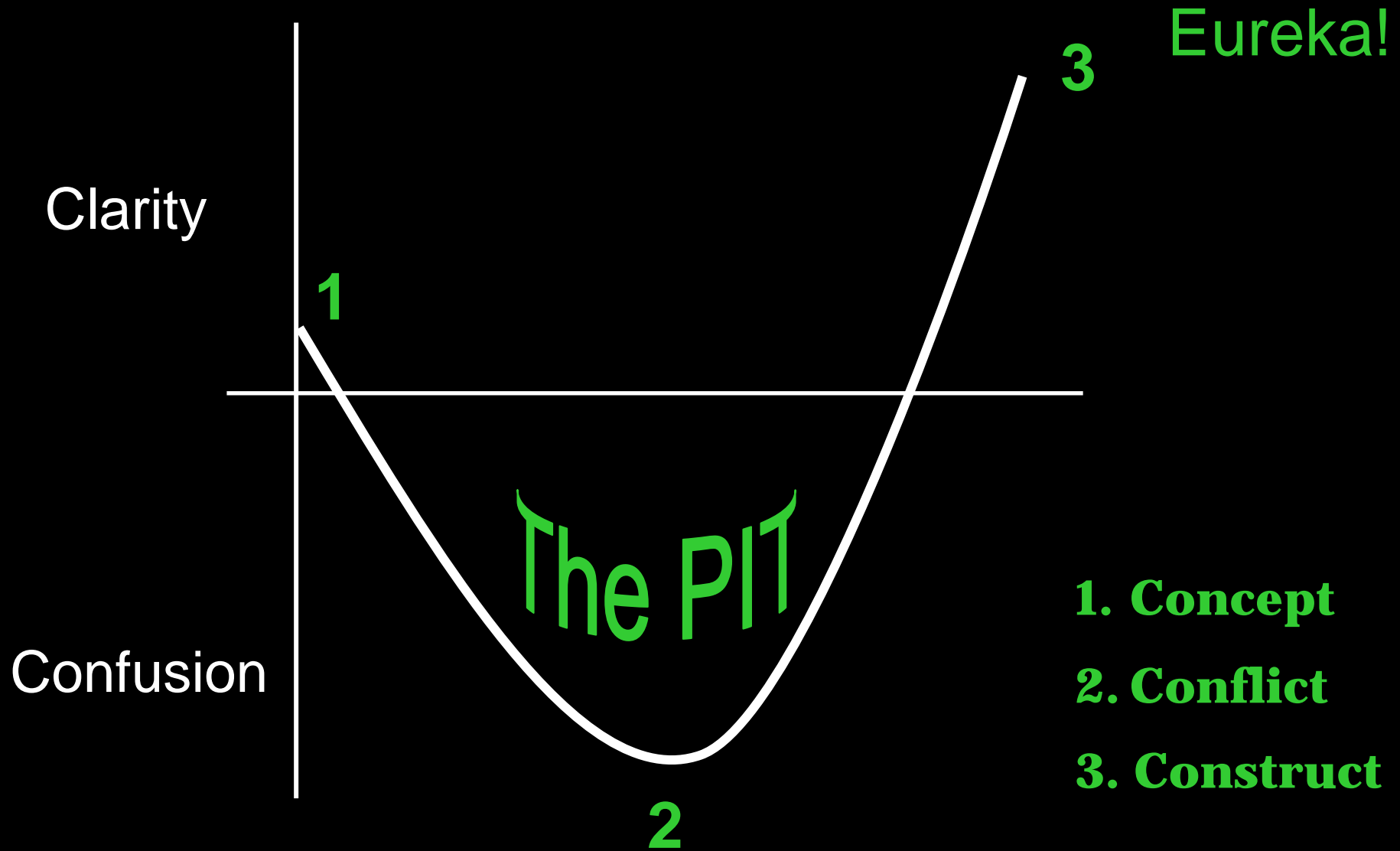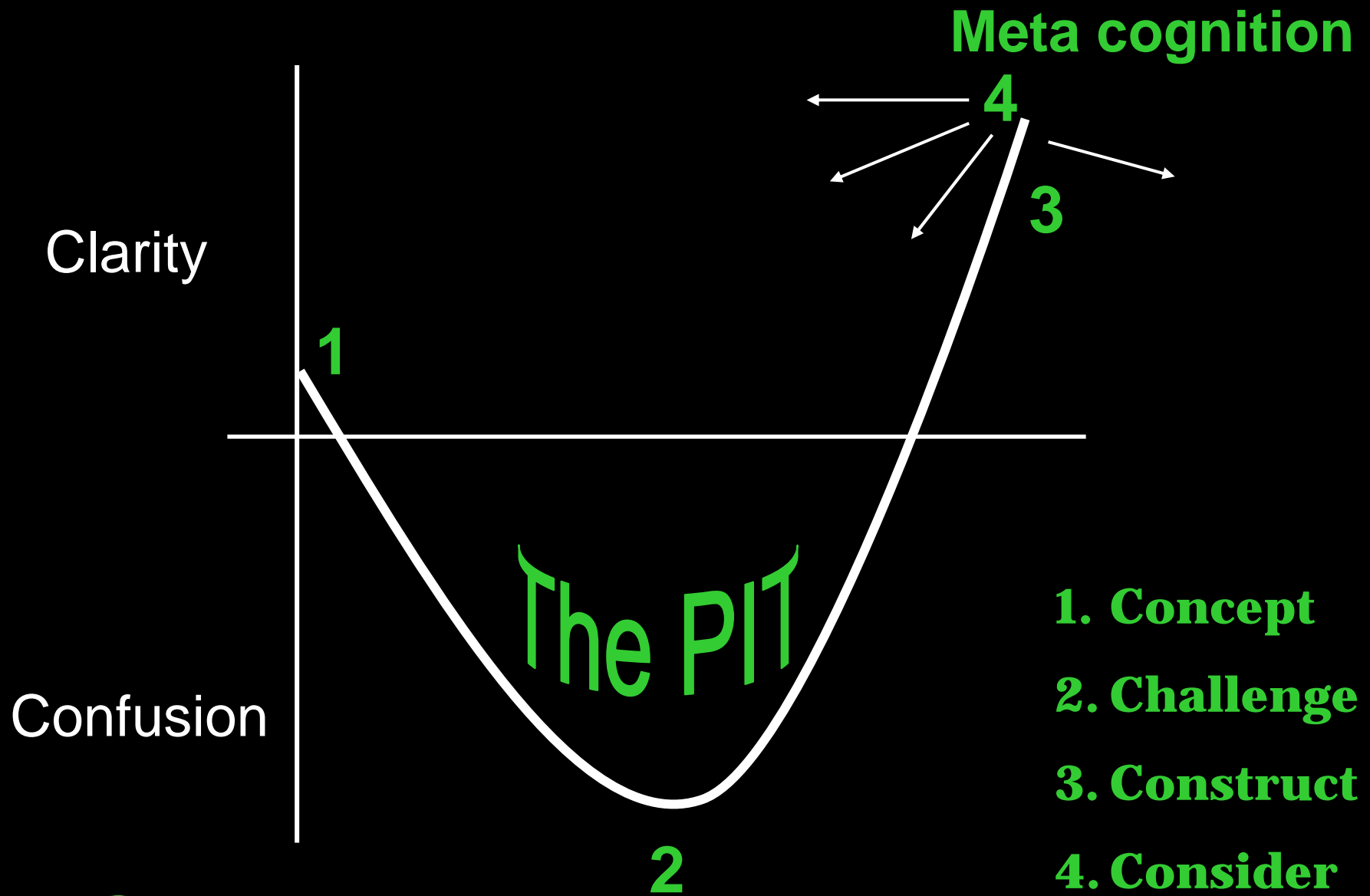
What do we want to know?

What do we need to know?
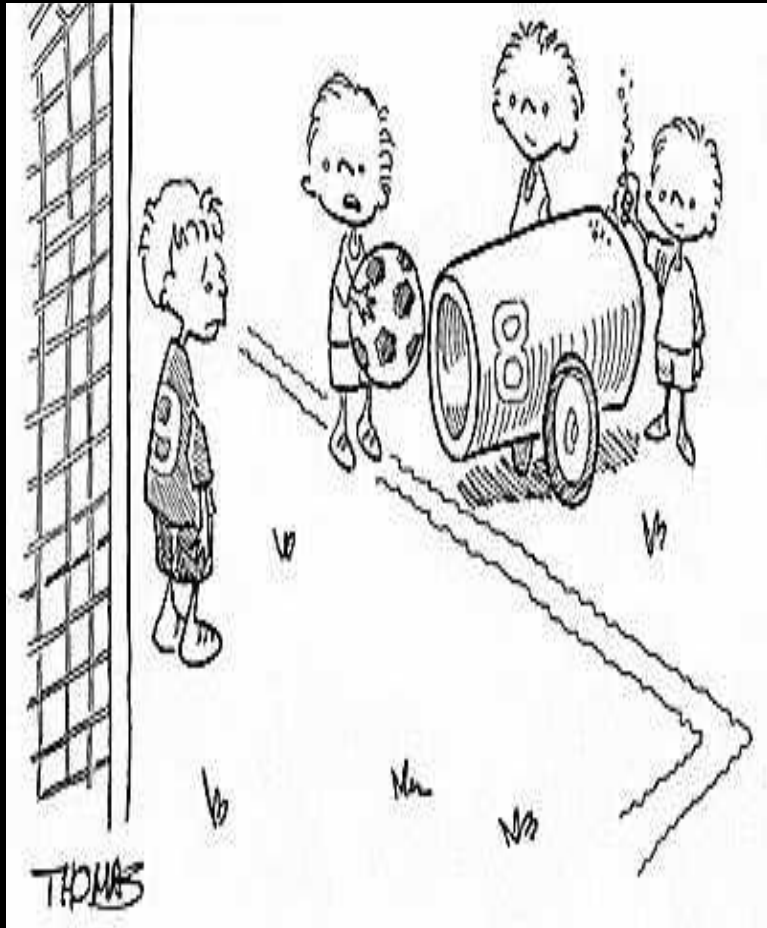
Science – Habitats

Maths - Shape

Dreaming

- What is a dream?

- Is dreaming the same as thinking?

- Do you have to close your eyes to dream?

- Do you have to be asleep to dream?

- Do you dream in pictures? Are they colour or black and white?

- Do animals dream?

Fairness

- Does fair mean being the same as someone?
- Or does it mean everyone having the same things?
- How do you know if something's fair or not?
- Why should people try to be fair?
- What is unfair?
- If Lucy nips Amy, is it fair for Amy to nip Lucy?

Knowledge

Is knowledge the same as knowing?

eg If I know your name (knowledge), does that mean I 'know' you?

If 'knowledge' is later proved to be wrong, was it ever knowledge?

Eg Knowledge that the world was flat

Can you understand something without having knowledge about it?

Eg Young children understanding language without having knowledge about it

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An online resource and collaboration service for p4c

philosophy for children ● philosophy for the curriculum

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- Concept Stretchers
- Inquiry Builders
- P4C Craft
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About p4c.com

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What is p4c.com?

P4C.COM IS A WEB SUBSCRIPTION SERVICE for teachers who want pupils of all ages to think for themselves though philosophical dialogue with others. We provide resources, lesson plans, advice, collaboration, and powerful tools for creating your own dynamic materials. Our aims are:

- To raise awareness about the origins and ongoing development of Philosophy for Children (P4C)
- To promote philosophical inquiry for its own sake, and as well as for its capacity to build the attitudes and skills required by modern curricula, enriching concept formation in all subjects
- To provide and support a professional forum for learning and collaboration in this field
- To provide teaching resources and curriculum models and 'pathways' for teachers of all age groups
- To contribute a 10% share of profits to charities and projects that themselves promote philosophical inquiry

READ MORE AND FIND OUT HOW TO JOIN>>

241 reads

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Members Area

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- Articles
- Interviews
- Recommended!

Concept Stretchers

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P4C Library

Stimulus materials, articles and projects

Our library is the place to find stimulus materials, recommended resources, original stories, lesson plans, inspiring articles and a host of other items to help you bring about great philosophical inquiries.

Our lists of recommended resources for inquiry are the most comprehensive on the web and come hot from our subscribers, contributors and supporters. If you would like to suggest a resource to add to any of the lists, leave a message in the 'Recommendations' forum.

The p4c library resources on this page are organised in a simple table. If you use the sub-menus in the left column, you will be able to filter the list according to the resource category. Sort any table using the column headings. Enjoy!

Title	Category	Author	Created ▼
Julie Winyard interviews Matthew Lipman An inteview with Matthew Lipman from 2004	Interviews	The Editor	19/06/2008 - 15:11
The Important Book Lessons ideas for 'The Important Book'. Issues of personal identity and 'things that are important'.	Picture Books	Steve Williams	12/05/2008 - 09:22

RECOMMENDED RESOURCES

Our lists of recommended resources are in pdf format. We add to them on a regular basis and we will add new categories in response to your needs.

DOWNLOAD
1. Images

filter by: age range

- 3-7
- 7-11

filter by: subject

- Literacy

filter by: concept

- Growth
- Identity
- Important

Done

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Concept Stretchers

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Concept Stretchers

- Examples
- Opinions
- Comparisons
- Questions
- Pairings
- Dialogues
- Mini-essays

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Develop concepts, explore meanings, enhance thinking

Our concept-stretcher section is full of ideas and activities submitted by our contributors to help make your p4c sessions richer in concepts and deeper in meaning.

We don't want to repeat the same 'directions for use' every time we post a new activity so we have put all the directions, together with the principles behind each kind of concept-stretching activity, in the key document. You should download and read this before using the concept stretcher database.

The concept-stretcher database is organised initially as a simple list in alphabetical order. However, by using filter tools, you will be able to sort the list according to the activity type or age group it is intended for. The current types of concept stretchers in the database are those that use:

- Examples (words, statements and situations
- Agreement/disagreement (with reason)
- Connections (similarities and differences)
- Questions (questions to explore the meaning of a concept and questions arising from the concept)
- Dialogues
- Pairings

The Concept Stretcher resources on this page are organised in a simple table. If you use the sub-menus in the left column, you will be able to filter the list according to the resource category. Sort any table in this section using the column headings.

Title	Category	Author	Created ▼
Tourism A lesson plan to explore the concept of tourism.	Dialogues	James Nottingham	21/06/2008 - 22:31
Growth	Examples	Roger Sutcliffe	15/04/2008 - 15:59
Fairness	Examples	Steve Williams	15/04/2008 - 12:38

KEY DOCUMENT(S)

Our key document(s) for concepts our concept-stretcher section are essential reading. We will be improving and updating this key document as we discover new ways of exploring concepts.

DOWNLOAD
1. Concept Stretchers

filter by: age range

- 11-14
- 14-16
- 3-7
- 7-11

filter by: subject

- Humanities/Social Studies

filter by: concept

- Fairness
- Growth
- Tourism

filter by: topic

- Dialogues
- Examples
- Subjects

"You might think that students who were highly skilled would be the ones who relish a challenge and persevere in the face of setbacks. Instead, many of these students are the most worried about failure and the most likely to question their ability and to wilt when they hit obstacles"

Self Theories: Their role in Motivation, Personality and Development (*Carol Dweck, 1999*)