

Individual Lesson plan

Subject:	Philosophy	Date:	13/03
Context:	Individual one-off explicit philosophy. Filmed lesson.	Year / class:	4HD
Range of levels:	2c - 4a		
Teaching assistants:	DP, Keeping children on track, creating enthusiasm, inspiring discussion.		
Other curriculum links:	Literacy, Inspiration, Speaking and Listening, PSHE -Good to Be Me.		
Main BLP focus:	Reciprocity		
Learning Objective:	An enquiry about beauty	Success Criteria:	
Introduction: 5 minutes	<p>Use a pack of playing cards. The children will have a card each and create "number groups" containing heart, spade, club and diamond of the same value. Start with the Aces and go through K, Q, J, 10 etc. picking out the cards you need. It's fine if you have some groups of three. Give the selected cards out randomly. Shuffle them and give them out, or for a more energetic start, throw them up in the air so they scatter down over their heads.</p> <p>Once sat in their "number groups", they arrange their four cards on the floor in the most beautiful way they can. You'll get a variety of patterns, and maybe some card houses or some "modern art" where they are just randomly scattered. Hear why they arranged their cards as they did, drawing out ideas like pattern, symmetry etc.</p>		
Main activity: 3 minutes	<p>Stimulus Use the "Dove Evolution" TV commercial, which shows a model being made over at a photo-shoot and then further transformed using Photoshop. Make sure you pause it before the slogan "no wonder..." etc. is displayed. http://www.youtube.com/watch?v=iYhCn0jf46U</p>		
10 minutes	<p>Thinking Time Create a Concept Pool. In their number groups, get them to think of words and questions that the video brings to mind. 5 minute challenge. Stick post it notes onto sugar paper in groups in any shape or format they chose.</p>		
10 minutes	<p>Question Airing Have them read out their questions. Staple together any "snaps" where people have asked the same question. Then use "Question Praising" where you invite people to choose a question they like and say why they think it would lead to an interesting discussion. Peer evaluation. (I like *** because ****)</p>		
5 minutes	<p>Question Choosing Use an "clapometer". Start by getting everyone to do a very quiet "clap", then a very loud "clap". Then hear a clap for each question in turn, with the question that creates the loudest being chosen. You may need to have an "clap off" – a deciding "clap" between the questions that get the loudest noise.</p>		
5 minutes	<p>First Thoughts Talk about the question in number groups. Meanwhile, write down a few "questions in waiting" you can use to restart the discussion. Hear back from the Heart in each of several groups to get some starting opinions.</p>		
Class debate: 5 minutes	<p>Building You can't plan how the main body of the enquiry will go. Just listen well and look out for contrasting points of view for which the group can seek evidence, agree or disagree.</p>		
Plenary: 5 minutes	<p>Last Thoughts As a "cool down" from thinking about beauty, ask the whole group to devise a class definition for what we think beauty is. Scribe onto SB.</p>		
Assessment opportunities:	Which children are using higher order thinking skills? Which children are listening well to other children and responding with reasonable explanations and justifications etc?		