

P4C Planner - P4C

➤ Rationale for choosing Stimulus

- Why did you choose this stimulus?
- We chose this stimulus in order to promote and discuss the value of caring
- Which concepts could this stimulus elicit?
 - Caring, Empathy, Unjustness, Differences, Tolerance, Fairness



Warm Up Game

-Who is it? What is it?

The teacher will show a picture of a partial face and ask “Who is this?” The students will guess who it is. Then we will move on to showing partial pictures of animals and ask “What is this?” The students will provide reasons for their guess.



Stimulus

Half pictures showing wealth and disparity together

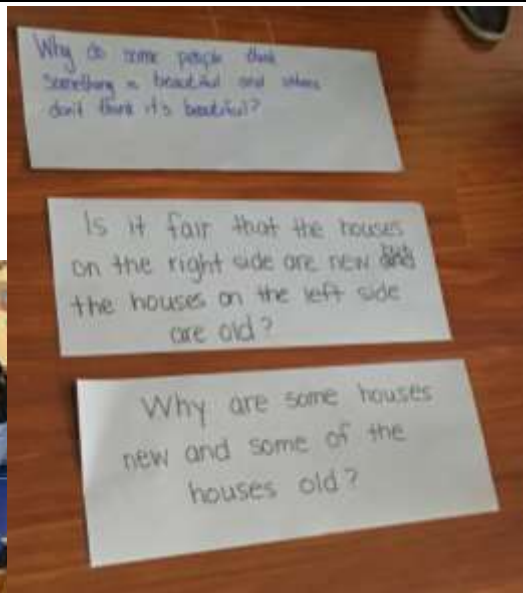
Concept Bulbs: different, not fair, fair



Question Development

(thinking time -Pair share – Think pair square - First words)

→ Students will be paired up in groups based upon what picture they voted for earlier in the day (if votes are clumped together, the teacher will assist in splitting groups evenly). In their groups, they will discuss what they thought about the pictures and come up with a question regarding the pictures.



Voting Method

→ Vote for the favored question by dropping a small wood counter behind their back



Discussion Time

→ Split in to two groups

Group 1: discussion of chosen question

Group 2: Good & Bad

-The teacher will show a cultural picture and the students will discuss whether they think it is good or bad. They will have to give reasons for their opinion. Once they come to an agreement, they will put the picture under good or bad.



Last Words

→ Review thoughts that were shared

→ Ask how the students would feel if they lived in these places and why



Student Evaluation

-Were we caring during our lesson today? (thumbs up or down)

Votes: YES (15), NO (0)

Evaluation

The warm up game went very well. I felt as if the students really enjoyed it and it created a positive and fun opening activity for the lesson. The discussions with in the two groups moved smoothly and led to conversation that was worthwhile. The main topics discussed were: the people that might live in the homes and how we could help them, how could we fix the old part, and how we would feel if we lived there.

Overall, we believe that the students did a great job working together. We especially noticed their ability to agree or disagree with respect.

There was very good conversation in the groups when doing the cultural picture activity. The students disagreed and agreed with each other. They did an excellent job giving reasons and justifications for their opinions.

Examples of reasoning:

Good: animals can keep you company if you are bored, they are having fun, they need to wash their clothes.

Bad: some people who wear those clothes (burqa) have done bad things and so even if they aren't bad, someone might think they are because they are wearing those clothes. They might get burned from the fireworks. Their hands might not be clean.

Examples of Culture Pictures

