



ask it

Lesson 5

Communities of Enquiry
SAPERÉ

Emotions

- **Stimulus**
Emotions
- **Stimulus details**
From *I wish I didn't Have to Sleep*,
Keith Haring, ISBN: 978-3791318158
- **Years**
Five and six
- **Thinking emphasis**
Caring
- **Skill focus**
Introspecting

Preparation

Stand up

1. Remind the class that the skill focus last time was 'exploring implications', which can be done alone, but is often better done collaboratively – 'none of us is as smart as all of us' (Japanese proverb). Then explain that this time the focus is back on caring thinking, and in particular observing carefully.
2. Do the exercise 'Stand up' with children:
The aim is for everyone to stand up in turn, until everyone is on their feet. But there are two rules: a. if two people move to stand up at the same time, everyone has to sit down again and start over, and b. no signals or patterns/sequences can be used – people must stand up at random. Class members will find themselves looking very intently at each other, as well as holding themselves back.

Presentation

Emotions

Show the picture 'Emotions', either from the book, photocopied or scanned.

Thinking time

Introspecting (or looking inside)

1. Invite the class to look at the picture, then to close their eyes and observe how they feel. Suggest that they do this several times, looking 'out' and then looking 'in'. Explain that this process is called 'introspecting', or 'becoming self-aware'. If the children are having trouble describing their emotions you may want to brainstorm a list of 'feelings words' which are displayed on the wall and provide a broader range of words to choose from.
2. Give everyone a blank piece of paper and ask them to draw and/or write about their feelings in response to the picture.

Conversation

Share and compare

Invite trios to share and compare their drawings and/or words with each other.

Question-making

Food for thought

1. Encourage trios to develop a 'discussible' question from their conversation. Remind them that it can be about the picture, or about anything the picture makes them think of.

2. Ask them to write their question in big letters on the back of one of their pieces of paper, and to hold it up for others to see.

Question-asking

Clarification

Ask someone from the first trio to read out their question, and see if anyone wants it clarified because they don't understand it.

Then move onto the second trio, and so on.

Question-choosing

Multivote

1. Stick each question along the wall. (This can be done during the airing.)
2. Give everyone three to six stickers (dots or stars, etc.) and ask them to use them as votes, but no more than half on any one question.

First words

Be brave

Say that you want three to five people to offer their first thoughts on the question, and to show that they are ready to do so by standing up.

Invite them to speak and then to sit down.

Building

Nominations

When the last person has spoken, invite others who have not spoken to respond to one or more of the thoughts. Emphasise that you want speakers to look at the person whose thoughts they are responding to. Also introduce the 'nominating' system, whereby the last person to speak picks the next person to speak. People could show they want to speak by either putting their hand to their heart, or standing up.

Last words

What was different?

This time ask the children to focus on the process of the session, rather than the content. What differences did they observe from past sessions, and what difference did they make? (for instance – exercise, stimulus, voting, but especially the enquiry itself.) Could they suggest possible improvements to the process?