

Introducing Climate Change: Past, Present, and Future

Activity 1.3: Face the Music – A Community of Enquiry

The Community of Enquiry/Philosophy for Children approach can be extremely motivational and engage less confident pupils. You may be less familiar with this approach so we've provided a little more information so that you can use it more easily with your pupils. This approach can be used with any age level but the 'Face the Music' animation may work best as a stimulus for pupils at Key Stages 3 and 4. Other stimuli could be used for younger pupils.

Ages: 11–16

Time: 1 hour

Aims

To explore the concepts of sustainable development and interdependence in a historical and global context.

What you need

Access to the following Internet page –

http://www.oxfam.org.uk/education/resources/climate_change_poverty_women/ – and the capacity to project Oxfam's 'Face the Music' animation for viewing by the whole class.

What to do

These notes are offered as a basic starting point – additional training may be necessary.

Further guidance is available from www.sapere.org.uk.

Arrange the pupils to sit in a circle.

Show pupils the animation. Then show it a second time, asking them to think about what they find most interesting.

Ask pupils to think about the stimulus individually then talk about anything they found interesting with the person next to them. Ask each of them to come up with a question, and then negotiate with a partner or small group which question they want to choose.

List each question on the board. Each group explains why they asked the question and tries to encourage the rest of the class to choose their question. Ask the children if any questions are linked by similar themes and encourage questions of a more 'philosophical' nature.

Allow plenty of time for the process of decision-making so that a communal decision is made. As well as the standard voting system of one child one vote, some facilitators use different voting methods, for example, the triple vote where children have three votes each and they have to decide how to distribute them.

Start the discussion by asking the child or group whose question has been chosen for their thoughts on it. Encourage other pupils to join in the discussion.

As a facilitator, the teacher's role is to keep the discussion moving and to promote critical thinking and reflection, but it is not to lead the discussion!

Some examples of open-ended questions for facilitators are suggested by Professor Robert Fisher in his book *Teaching Thinking*:

1. Questions that seek clarification:

Can you explain that...? (Explaining)

What do you mean by...? (Defining)

Can you give me an example of...? (Giving examples)

How does that help...? (Supporting)

Does anyone have a question to ask...? (Enquiring)

2. Questions that probe reasons and evidence:

Why do you think that...? (Forming an argument)

How do you know that...? (Assumptions)

What are your reasons...? (Reasons)

Do you have evidence...? (Evidence)

Can you give me an example/counter-example...? (Counter examples)

3. Questions that explore alternative views

Can you put it another way...? (Re-stating a view)

Is there another point of view...? (Speculation)

What if someone else were to suggest that...? (Alternative views)

What would someone who disagreed with you say...? (Counter arguments)

What is the difference between those views/ideas...? (Distinctions)

4. Questions that test implications and consequences

What follows from what you say...? (Implications)

Does it agree with what you said earlier...? (Consistency)

What would be the consequence of that...? (Consequences)

Is there a general rule for that...? (Generalising rules)

How could you test to see if it were true...? (Testing for truth)

5. Questions about the question/discussion

Do you have a question about that...? (Questioning)

What kind of question is it...? (Analysing)

How does what was said/the question help us...? (Connecting)

Where have we got to/who can summarise so far...? (Summarising)

Are we any closer to answering the question/problem...? (Coming to conclusions)

When it comes to debriefing (for which you should leave plenty of time – at least 10 minutes), ask the pupils for a final statement in relation to the question. This is an opportunity for all to participate, even if they have not felt confident in contributing lots to the foregoing discussion.

Talk about what went well, what other issues were raised, what was fun and what was annoying. Some facilitators choose to challenge factual errors or misconceptions later, outside of the community of enquiry session.

Note that a community of enquiry will be different each time you run it.