

Lesson Plan #6

Name: Kristian Guttusen	
Group: 9 th Grade	boys: girls:
Date: Character Education/poetry #3	Duration of lesson: 1x 80 min
Aim of the lesson: For students to adopt the method of a philosophical dialogue to investigate questions that interest the students, and they decided to address.	Learning Materials: Slides ritlist_vinnustofa_nr1_9iii2018.pptx Newspapers
Status of the Students' Knowledge: The students have participated in two lessons involving a philosophical dialogue, and two lessons involving reading a poem and a philosophical dialogue about poetry and virtues.	
The content of the lesson (and justification): a) Creative writing exercises	
Approach (and justification): <p>Creative and critical thinking is most efficiently developed through a dialogue of a community of peers that is committed to investigate together the questions they are interested in seeking answers to. Creating and developing a community of inquiry is an exciting and diverse project for students in preschool, primary-, or secondary school. Robert Fisher Ph.D. has described the development of a community of inquiry by comparing the behavioural patterns that characterise a group that is starting out as a community of inquiry with that of a group that has evolved into a developed community of inquiry. His method can be viewed here (Sigurðardóttir, 2013).</p> <p>When the students learn to compose texts (and witness the results) based on precise instructions, they learn to use their own creativity. Short assignments with direct instructions have a huge impact on this activity, whether the students have tried to compose a poem previously or not.</p>	
What does the teacher do? The teacher has two roles, both the traditional one of a moderator, while he/she also tries to encourage the students to engage in the conversation so that they themselves keep it going and are at a certain liberty to determine the direction of the conversation.	What do the students do? Have students sit in a circle so that everyone in the group can look at everyone else during the discussion. You choose what suits you and the group best: sitting on the floor, sitting on chairs, sitting at

At the start of the dialogue the teacher reminds the students of the dialogue rules, that the group has decided on, see e.g. the teacher's notes for the [Dialogue Rules](#).

The work process that we recommend in this assignment is basic recipe for a philosophical dialogue. This type of work is described in more detail in the teacher's notes for the [Basic Recipe for a Philosophical Dialogue](#). In the next column, you will find a glossary of the process.

When you moderate a philosophical dialogue, it is advisable to keep the following points in mind:

- It is the students who ought to talk amongst themselves. You should guide them in how to do it well.
- Listening is a basic condition for conversation to take place. You remind the students of that by saying, for example: 'did you catch what... said?' or 'can anyone summarise for the group what we are discussing now?'
- It is an indication of quality of a philosophical discussion when it goes into depth about the topic at hand, rather than just naming countless examples of the same thing. While students provide arguments, perspectives and examples that shed new light on the subject matter, the dialogue is still on the right track. If students start to jump from one thing to another or repeat what others have already said, the conversation will become worse, and it is likely that the participants will soon get bored.
- Remember to take time at the end of the lesson to ask the students to summarise what they have heard and learned from the conversation. This can be done in various ways, for example by having everyone write in a notebook how they want to answer the original question or by taking turns and having everyone say what they want to they would like the question for the next session to be.

a table or any other installation that springs to mind.

When the students have settled in, you distribute copies of the poem and the group reads it aloud together. Each student can read one sentence, and those who do not want to read just say 'pass'.

Call for questions from the students and write them up on the whiteboard so that everyone can see them. Write the name of the questioner after each question so that you can ask her/him for explanations or elaborations later on in the process.

When students do not have any more questions or the whiteboard is full, the students must choose one question (or a category of similar questions) to start the dialogue.

The voting process is quick, but if the group is just starting out, it may be fitting to keep the voting anonymous. It is a good idea to assign each question a number on the whiteboard, and have each student write down the number of the question he or she chooses. The tickets are collected by the teacher or a student, the votes are counted and then a conversation is held based on the chosen question.

See slides	

References:

- Buckley, J. (2013) Ég, ég sjálf og við. *Verkefnabanki Heimspekitorgsins*.
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- Valdimarsdóttir, A. S. & Sigtryggsdóttir, I. (2011) *Mér er í mun. Kennsluleiðbeiningar. Tillögur að vinnubrögðum*. Kópavogur: Námsgagnastofnun.
- Þrastardóttir, S. (18 December, 2017) RE: Laugavegur (f. mannkostamenntun og ljóðlist). Email to Kristian Guttesen.

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