

3<sup>rd</sup> Pfc  
Classroom

Teacher: Okay. Should we have things on top of our desk that we are playing with, or should we be ready and focused?

Student: Ready and focused.

Teacher: All right. We are going to start on our [p for c 00:00:16]. I will choose our three questions out of our question box, and we will vote on what our topic is going to be for today. All right. Here are our three questions we can choose to vote on. First one: "Is it possible to change your fortune?" I'm guessing this goes with *Where the Mountain Meets The Moon*. That was our question at the beginning of reading the book. "Is it possible to change your fortune?" Another *Where the Mountain Meets the Moon* question. "Who really is the buffalo boy's friend?" Then, the last one is "Why are we alive?" These are all really good.

Okay, so think about it for a second. I'll repeat them one more time, and we'll vote. I see people already have their heads down. They're ready. "Is it possible to change your fortune? Why are we alive? Who is really the buffalo boy's friend.?" Ready to vote. If you would like to talk about "Is it possible to change your fortune?" Raise your hand. Okay. "Why are we alive?" Okay. And the last one, "Who is really the buffalo boy's friend?"

This is kind of split today. Well, they are all really close, but the winner was, "Why are we alive?"

[00:02:00]

Student: Yes!

Teacher: All right. Student. get out your writers notebook so we can start our thinking. Thank you, Student. She has her notebook out already. She's getting started. Thank you, Student. Okay, remember, you're going to start writing down what ideas are already in your head. I'll write the question on the board, but what ideas are already in your head? Why are we alive? There is actually a lot of ways you can look at this question. The question is, "Why are we alive?" I'm going to give you about five minutes to put down any thoughts that are going through your head. These don't have to be the thoughts you share. It's just getting those thoughts started in your brain. Why are we alive? It's actually a very deep question.

Think about it. I can put our thinking music on while we are writing.

(pause)

[00:04:00]

Why are we alive? What kind of ideas come to your head? I want to see at least one or two ideas on your paper. At least one or two so I know you're already really thinking about it.

(Speaking to individual student) keep your hands to yourself. [inaudible 00:04:04]  
reading to show me you're done.

(pause)

About three more minutes. Try to get one or two ideas started. I like that people have books out showing me when they're done, finished. It's okay if you're finished. That means you're thinking even more about it. Remember, there's no right or wrong answers. That's the whole point of this philosophical question is there is right or wrong answers. That's part of our criteria.

[00:06:00] (pause)

Okay, about one more minute. It looks like most of us have a lot of ideas written down.

[00:08:00] All right. It looks like mostly everybody has got something and they're finished. Go ahead and bring your chairs over. I'll let us us the fun ball this time again, as long as we can stay focused with it. Make sure we scoot back and save room. Bring your notebooks to refer to what you were thinking if you need to. take a scoot back if you can. If you're not up against something. Try and sit next to somebody new. Make sure you're making good decisions about who you're sitting next to. Make a good decision about your neighbor. Student, you can sit between Student and Student.

We have a few kids out today, so we should be able to fit pretty easily. Is that everybody?

Student: [inaudible 00:08:45]

Teacher: Okay, you can scoot in a little bit. Close that gap. We have a few kids out. Student, Student can move in there. All right, like we usually do before we start, we have our expectations. This is a safe spot. You can say what's on your mind. You need to be mindful students using our habits and mind thinking about each other, having empathy, thinking about your thinking, managing your impulsivity. All of our habits in mind. It's student led, so you are choosing where this goes. There's no rush. Try and think of wonderings or what ifs.

Then, we have our three requirements. You can either think, talk, or listen. Who can give me an example of what it looks like to think? What does it look like to think? How do you show you're thinking during p for c? Student?

Student: You're looking at the person who's talking.

Teacher: You're looking at the person who's talking. Student?

Student: Well, you can- go like this. That's what smart people do. I've seen people do it all the

time.

Teacher: Sometimes your body language shows that you're thinking.

Student: Yeah.

Teacher: Student?

[00:10:00]

Student: You can not raise your hand while other people are talking.

Teacher: Not raising your hand while other people are talking, because are you thinking about what they're saying if you're sitting here like this while they're talking? (raises her hand)

Student: No.

Teacher: Nope. Last one, Student?

Student: Asking questions.

Teacher: Oh. Asking questions shows that you're thinking about what we're talking about. How do you show that you're listening? How do you show that you're listening? Student?

Student: You're looking at the speaker.

Teacher: Looking at the speaker. Student?

Student: You're thinking deep about the questions.

Teacher: Thinking deep about the question. Student?

Student: You don't have anything in your hands.

Teacher: You're not playing with anything in your hands. Last one, Student?

Student: You're facing them.

Teacher: Facing the speaker, good. Last one. How do we talk? How do we talk? Student?

Student: You talk like listening to other people, so then you can get another idea about what they were talking so you can like, talk about what...

Teacher: That gives you something to talk about, right? If you listen to other people, that gives you something to talk about. Student?

Student: It means that you are thinking about the questions.

Teacher: You're thinking about the question. Last one, Student.

Student: Staying on topic.

Teacher: You're staying on topic. Very good. All right. We have focused so far on two letters of the good thinkers tool kit. We've done r. Making sure that you give reasons, and we're starting to do this in our opinion writing, too. Right? Giving reasons. We starting gives examples or evidence. These are two different things, and we're going to keep focusing on these two things for today. We'll add another one next week. Student?

Student: Do you want me to go get the bears?

Teacher: I think we've got it. I don't need- I can do the bears if you want to do the bears. Do we want to do the bears?

Student: (mixed voices) yes. No.

Teacher: Student, since your on the edge, go grab the bears. Okay, so we will mark off every time we give a reason or evidence or an example. The question is, "Why are we alive?" That's actually probably the broadest question we have ever had, so this could be a very interesting p for c. You can quickly look at your books if you want to refresh your brain. Otherwise, let's slide our books under our chairs so we're focused and showing we're listening to our peers. Why are we alive?

[00:12:00]

All right. Let's start with Student.

Student: I think we're alive because God wants us to have a challenge, and wants to see if we can learn and build stuff.

Student: I think God wanted us to be alive because he wanted to give a gift to our parents. Student.

Teacher: That's a good catch.

Student: The question is, "Why are we alive?" Does that count as our parents too? Like, what if there is no humans on earth?

Teacher: Mmmmm.

Student: Student.

Student: If we were alive, then- I mean, if we weren't alive, then I don't think anyone would be alive, like God or anything, so pretty much if we're not alive, maybe planets won't- like, maybe earth won't exist. Student.

Student: I think earth would still exist, there would just be animals and no humans though, so it would be as polluted, and it would probably look better than it does right now.  
[00:14:00]

Student: I don't remember the word, but I think we were made- I think that we're reincarnated when we could have been alive before we were born, but we just don't remember it. Like, we could have been an animal before, or if we were a human before we could have turned into an animal when we were born. Student.

Student: I think we're alive just so we can have fun and do stuff.

Teacher: Can you give me an example of stuff? Do stuff?

Student: Like, learn and... have the opportunity to do other jobs. Student.

Student: I agree with you, Student, because... usually sometimes people have play dates and they have fun, so that's why I agree. Student.

[00:16:00]

Student: I think we're alive because our parents gave birth to us, but maybe there's just a reason why we don't know why we're alive.

Teacher: I have a wondering. It's still kind of the same question of why are we alive, but I'm wondering is there a reason each person is here? Like, do I have a specific reason I'm here? Does Student have a specific reason he's here? Do we all have a certain reason we're here? Are we going to do something that affects the world? Are we all just here, see what happens, and get the best of it? That's what I'm wondering. Student.

Student: I think we're- there's a reason because God has given us a chance to life, and mostly if we weren't alive, probably- like, here's a plan, [inaudible 00:17:11]. The world would be better because there's no bad people to do bad stuff to earth. There'd be no more... [inaudible 00:17:35].

Teacher: We can come back to it.

Student: Okay. Student.

Student: I have a wondering. It's kind of like if we're- how are we alive? It's just like who was the first person on earth, because there's- everyone has parents, right? So, who was the first person alive? Student.  
[00:18:00]

Student: I can answer your question. The first person on earth was Adam.

Teacher: Not this Adam.

Student: Yeah.

Student: I'm named after him.

Student: Student.

Student: I can- wasn't Adam a boy? Yeah, so the first boy was Adam, and the first girl on earth was Eve. Student.

Student: I think that we're alive because some people can do many important things in their life. For example, Betsy Ross sewed the American flag. Student.

Student: I think we're alive because I think God wanted something to inhabit the world that he created besides animals, because if it was like- if humans weren't alive on earth, well- [inaudible 00:19:33] he said if there was no humans on earth? Would there be an earth? I have an answer to his question. I think yes, there would be an earth, there just wouldn't be any humans on it. There would just be- there would just be animals, and insects, and plants and all that stuff. There wouldn't be [inaudible 00:19:55] things that occur today as life as we know it. If we weren't alive, it would just at the God times because there's no life to create all this stuff that their is now. No one would know what we know about anything.

[00:20:00]

Teacher: Try and pick a new hand. If you already shared, try and give everybody a chance, and you can raise your hand again.

Student: Student.

Student: I think we're alive just to make the world a better place, so we could have more people people alive, and we could just have a better life.

Student: Maybe God isn't- maybe there's no God. Maybe earth created us. You know how, like the earth creates a lot of stuff? Maybe the earth created us a long time ago, and there's really no reason for us to be alive. Student.

Student: I have a question. If we weren't alive, then what would we be? Would we be aliens on a different planet or something? Would we be animals? Where would we live?

[00:22:00]

Teacher: I have another thought off of what Student said. She was saying that some people did important things, like Betsy Ross sewed the American flag, and we did biographers. I'm thinking, what if some of those people we did biographies about- what if they were never alive? Wouldn't the world be really different?

Student: Yes.

Teacher: What if Martin Luther King was never alive? What if Amelia Earhart was never alive? What if Jackie Robinson was never alive? What if Milton Hershey was never alive?

Student: (gasp)

Teacher: All those things. If you think about not just yourself, what if certain people were never alive? That can make a difference. I'm thinking about that in my head because of what Student said. Student.

Student: I think if all those people weren't alive, then it might change the whole world as we know it today. It could still be black people riding in the back of the bus, and it could just be crazy because we don't even know what could happen if those people weren't alive, and adding onto what Student said, I think people in general- God showed up, chose us, because he wanted us to keep peace and keep the earth a nice place to live and for everyone to enjoy it. Student.

Student: I'm really trying to think about what Ms. [Wong 00:23:37] said and what Student said, so wouldn't it be a little weird if people who did awesome things and things that people never even really wanted to try before, wouldn't that kind of be really weird? If they were never alive? Student.

[00:24:00]

Student: I don't really think that, because what if either some people would be different, or have different names, or would they just have different opportunities to do what they do, or if you had a mind, what did you want to do? Think something about yourself. What if you were born in that type age, and then you tried to do all of the stuff that you thought of to make the world a better place. Student 00:24:49].

Student: I wonder if we're- since we are alive now, since the people who did big things, if they weren't alive, it would be a lot different, but I wonder if God made us so we could do big things like the people who did do big things? I wonder if we're alive to do big- to do the stuff that other people did.

Student: I think we would if we just thought about it. I have a question about what Student said about the pollution. Why would God create us if we were just going to ruin the world? Student.

[00:26:00]

Student: Without all these important people in the world, there would actually be chaos. For instance, people would be enslaved, and without- well, I think God created us because he wanted to make us in his own image. Literally. It says so in the bible, and if you're wondering how I know this, it's because I have a book the title is The Action Bible, and it's really fun. I read it over and over again, even though I've only read it twice at times, and when I was in California for winter break, I actually went through the entire book.

Teacher: Make sure you're staying with our topic where it relates to everybody.

Student: I actually think that we were created to have a purpose like what Ms. [ 00:27:20] said. If there were slaves, and all of us were alive, but all the important people weren't alive, I

would say that there should be no slaves at all, and that's my opinion whatsoever, because I think that is a bad thing. Us enslaving ourselves? I mean, come on.

[00:28:00]

Teacher: We have about five more minutes, so try and pick a friend quickly so everybody gets a chance to share their thoughts.

Student: Student.

Student: I think we are alive because we came here for a purpose, and like why would we be here if we came here for no purpose? Some day Student could explore the whole world. Some day [inaudible 00:28:51]. They could make a difference in the whole entire world.

Teacher: Mm-hmm (affirmative).

Student: [inaudible 00:29:02].

Teacher: I want somebody who hasn't shared yet. I think just [Student 00:29:09] and Student.

Student: [inaudible 00:29:14] got us to see right through when we get older, and [inaudible 00:29:24] he wants to see that because we're his children, and he wants us to be happy.

Teacher: Give it to Student, and then every one can share a second time. We'll try and get a few more in. Student, make sure you're listening.

Student: I like what Student said about everybody having a purpose. Everybody is going to end up doing something in the world. Student and Student could become business partners, and [inaudible 00:29:59] could product Star Wars 25. We all will do something important. We're not just going to sit here.

Teacher: I think we need to put our soft ball back in.

Student: [Student 00:30:24] Did you say why would God create us if we're going to do bad things in the world? I was starting to think about that, and I thought well, maybe when you're born you probably didn't think about doing bad things. You probably thought about doing good things, like helping your neighbors out or helping other people out, or maybe helping people out in the stores. Maybe when you're a little older you realized, "I want to do bad things," maybe you change, because I'm pretty sure there's going to be a time in your life when you want to change what you do.

Teacher: Pick two more hands. It's been a good one.

Student: Radar.

Student: I think that God made us because he didn't just want animals in the world. He wanted people too. Student.

Student: I think Student had a great point, because we're not going to just here on our- sit around our house forever, we're going to go out into the world and do something, like we would all have a job in the world, but maybe our job wouldn't be as important. Like NiStudent may grow up to be a MacDonald's person but he still makes a difference in the world. He can still change the world for other people in our future, and I think maybe a lot people think that we have a purpose. Maybe we don't have a purpose. Maybe we're just on earth. Maybe it happened to be us that was chosen.

[00:32:00]

Teacher: That is a good spot to end. What we're going to do- I know a lot of us still have a lot of ideas, so we'll do two things instead of just our normal wrap up. I'll give you one whole minute to turn to a partner, and share the idea that you still have in your head, and then we'll do our normal writing. We'll go back to our desks, and you can write- do you still have wonderings? Do you still have ideas?

All of those things, but first we need to do our quick check. Show me how you think you did with talking today. How do you think you did with talking today. Okay, I see some sideways. I see some ups. Good. How do you think you did with listening today? This is a personal thing. How do you think you did? Maybe you could have listened a little better. Maybe you weren't listening at all. Maybe you were a lot. Last one, how do you think you did with thinking today? I think we all have thumbs up for thinking today. This was a good one.

All right, share your last thought. You have one whole minute to share. Go.

[00:34:00]

Student: [crosstalk 00:33:29]

Teacher: All right. Let's wrap it up. Show me you're ready. Thank you. Waiting on a few people. Okay. You have a few minutes to go back to your desk. Write down if you still have maybe more wonderings. These could lead to more questions in the question box. You can write down things you didn't get to say that you want to say. Any other thoughts in your brain we're using the last few minutes to write down. Go ahead and go back.

Yes, Student?

Student: If you don't have any more wonderings, do you have to write anything down?

Teacher: Try and write something down. Maybe try and write something you shared today, because it might help you think of a question later. Good job with reasoning and explanations. I'm looking for people who go right down to their desk and show me they're ready.

I see [inaudible 00:35:28] getting ready. Student's getting ready. They already have their books out. They're focused. I'll put our thinking music back on.

[00:36:00] I want you to write at least one thing. Maybe something you said today. One thing,

write at least one thing. You only have to write one thing. [inaudible 00:36:02], I want to see you writing now. I'm going to give a group point to... multiplication masters, because their whole group is writing right now. Everyone in that group is writing. That's impressive. They all got straight to work.

I'll give more group points if I see everybody focused and writing. One more minute, I'll give you an extra minute of recess because we got pretty deep today. One more minute. Some people have a lot to write, because they had a lot of ideas left to share. Think about where Student left off. That left us with a lot to think about.

I'll give you a few minutes after recess to finish up your thoughts. Okay? Keep your books on your desk, go ahead and grab your snacks, and walk out to recess. Good job today! We'll be moving our clips up when we get back. Good job.