

3rd PFC
Main

Teacher: Should we have things on top of our desks that we're playing with or should we be ready and focused?

We are going to start our P for C. 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.

Here are our three questions we can choose to vote on. First one: Is it possible to change your fortune?...So 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? The last one: 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 have already got 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? You 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...They were all really close, but the winner was "why are we alive?"

[00:02:00]

Class: Yes.

Student: Was that mine?

Teacher: I don't know. Alright...Student.

Get out your writer's notebooks so we can start our thinking. Thank you, Student. She has her notebook out already. She's getting started. Thank you, Student. Remember, you are going to start writing down what ideas are already in your head. I'll write the question on the board. What ideas are already in your head? Why are we alive? There's actually a lot of ways you can look at this question. So 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? This is actually a very deep question this time. Think about it. I can put our thinking music on while we are writing.

...

[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 that you're already really thinking about it. *Whispers to student*: Keep your ideas open. I like that you're reading to show me you're done, but keep your ideas open so I can look over them.

...

Whispers to a different student: Try to get an idea down. [inaudible 00:04:32]

...

About three more minutes. Try and get one or two ideas started. I like that people have books out showing me when they're done and finished. It's okay if you're not finished. That means that you're thinking even more about it.

Speaking to student from before Try and think of just one reason why you think so. There's no right or wrong answer.

Remember there's no right or wrong answers, that's the whole point of this philosophical question is there is no right or wrong answer. That's one of our criteria.

Student: *Sneezes*

Teacher: Bless you.

[00:06:00] *Whispers to same student* Do you have any ideas? You can tell me and I can write it down? If you tell me out loud I can help you write it down. Why do you think we are alive?

Student: [inaudible 00:06:34]

Teacher: Write that down.

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

Did you get something, Student? Okay, good.

It looks like mostly everybody's got something and they're finished. Go ahead and bring your chairs over. I'll let us use the fun ball this time again as long as we can stay focused with it.

Student, I want you to sit on the other side of me, okay? Thank you, Student.

Make sure we scoot back and save room.

[00:08:00] 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, there's a spot right here. 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? You can scoot in a little bit, close

that gap. We have a few kids out. Student can move in there.

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 of mind, thinking about each other, having empathy, thinking about your thinking, managing your impulsivity, all of our habits of mind. It's student led, so you are choosing where this goes. There's no rush. Try and think of wonderings or what ifs. And 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 to like think? How do you show you're thinking during P for C? Student?

Student : You look at the person who's talking

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

Class: 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?

[00:10:00]

Student: You 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?

Class: No.

Teacher: Last one, Student?

Student: Asking questions.

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

Student: You're looking at the speaker?

Teacher: Looking at the speaker. Student?

Student: Thinking deep about the question.

Teacher: Thinking deep about the question. Student?

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

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

Student: You face them.

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

Student: You talk about listening to other people so that you can get another idea about what thing you're talking about [inaudible 00:11:02].

Teacher: That gives you something to talk about, right? If you're listening to people, it gives you something to talk about. Student?

Student: It means that you're thinking about the questions.

Teacher: You're thinking about the questions. Student, last one.

Student: You stay on topic.

Teacher: You're staying on topic, very good. We have focused so far on two letters of the good thinkers toolkit. 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 started practicing giving examples or evidence. These are two different things and we're going to keep focusing on these two things for today. We'll add a new one next week. Student?

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

Teacher: I think we've got it...I don't think we need...I can do the bears if you want to do the bears. Do we want to do the bears? Student, since you're on the edge, go grab the bears. 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've 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? Let's start with Student.

[00:12:00]

Student: I think we're alive because [inaudible 00:12:45].

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

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

Student: 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 earth won't exist.

[00:14:00]

Student: I think earth would still exist, there would just be animals and no humans though. It wouldn't be as polluted and crowded as it is right now.

Student: I don't remember the word but it's alright. I think we were made...I think the word is reincarnated. When we could have been alive before we were born, but we just don't remember it. We could have been an animal before or if you were a human before, we could have been turned into an animal when we were born.

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

Teacher: Can you give me an example of "do stuff?"

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

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

[00:16:00]

Student: I think we're alive because our parents give 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. 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? Are we going to do something that affects the world? Or are we just all here and see what happens, get the best of it? That's kind of what I'm wondering. Student.

Student: I think there is a reason because at least's God given us a chance to life. Mostly we're alive probably...it was kind of [inaudible 00:17:13], the world would be better because there's no bad people that like to do bad stuff to earth and probably no more...what's the word? I forgot that word.

Teacher: We can come back to you.

Student: It's kind of like [inaudible 00:17:49]...who was the first person on earth
[00:18:00] because...everyone has parents , right? So who was the first person alive?

Student: The first person ever was Student.

Teacher: Not this Student.

Student: He was named after him.

Student: [inaudible 00:18:31] but Student said it first...was it Student [inaudible 00:18:31]. The first boy was Adam and the first girl on earth was Eve.

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

Student: I think we're alive because I think [inaudible 00:19:22]. If humans weren't alive on earth...he said if there were 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 animals and insects and plants and all that stuff. No one could create stuff and...things today as life as we know it. And if we weren't alive, then it would just like [inaudible 00:20:13] because no one would know. No one would know about anything.

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

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

Student: Maybe there is no God. Maybe earth created us. You know how earth creates a lot of stuff? Maybe earth created us a long time ago. [inaudible 00:21:18].

Student: [inaudible 00:21:27] If we weren't alive then what would we be? Would we be aliens? [inaudible 00:21:42] Or would we be animals? And 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 biographies. 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?

Class: Yes.

Teacher: What is 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? All of those things...if you think about not just yourself...what if certain people were never alive? That can make a difference. So I'm kind of 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. We might not...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. Adding onto what Student said, I think people in general...God 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: I'm really trying to think about what Teacher 2 said and what Student said. Wouldn't it be kind of be a little weird if people who did awesome things and things that people never really wanted to try before - wouldn't that kind of be really weird?

[00:24:00]

Student: I don't really think that because wouldn't either some people have different names or would they just have different opportunities to do what they do or if you have in mind, wouldn't you want to do it? Think some about yourself? What if you were born in that age? And you tried to do all of the stuff you thought of to make the world a better place? Student.

Teacher: That was a good one, Student. Good job.

Student: I wonder if we'll...since we are [inaudible 00:25:05] now since the people doing big things, if they weren't alive it would be a lot different. I wonder if God made us so we could do good things. For people who did do good things, I wonder if we were alive to do the stuff that other people did.

Student: I think we would if we just thought about it. I have a question when Student said about that 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. Without...I think God created us because he wanted to make us in his own image. Literally. It said it in the Bible. 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 only read it twice at times. When I was in California for winter break I actually went through the entire book.

Teacher: Okay, 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. [inaudible 00:27:23] said. If there was 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 [inaudible 00:27:45]. I think that it's a bad thing. I mean...

Teacher: Pick a friend.

[00:28:00]

Student: Us against [inaudible 00:27:58] ourselves? I mean, come on .

Student: *Sneezes*

Teacher: Bless you. We have about five more minutes so try to pick a friend quickly so everyone gets a chance to share their thoughts.

Student: I think we are alive because we came here for a purpose and why would we be here if we came here for no purpose? Some day Student could rule the whole world. Some day Student could make a difference in the whole entire world.

Teacher: Mm-hmm (affirmative).

Student: [inaudible 00:29:04]

Teacher: She wants somebody who hasn't shared yet. I think just Pulateya and Student.

Student: [inaudible 00:29:20] God wants to see when we get older what happens and probably wants to see that because we're his children and he wants to see what happens to us.

Teacher: Give it to Student and then everybody can share a second time. We'll try and get a few more people in.

Student: I like what...

Teacher: Make sure you show you're listening.

Student: I like what Student said about everybody having a purpose. Everybody's [inaudible 00:29:53] and they're doing something. Student and Student can become business partners and Student can become a rockstar when he's 25.

[00:30:00]

Class: *chuckles*

Student: We all will do something for the world. [inaudible 00:30:17].

Class: I might need to put our soft ball back in.

Student: Did you say that why would God make us if we were going to do bad things to the world? I was trying to think about that and maybe when you're born you probably wouldn't think about doing bad things, you probably thought about doing good things, like helping your neighbors out or helping other people out through the crosswalk or maybe helping people out in the stores. Maybe when you're a little older you realize, "I want do do bad things." Maybe you can change. I'm pretty sure that there's probably going to be a time in your life when you might want to change what you do.

Teacher: Two more hands. This has been a good one.

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

Student: I think Student had a great point. We're not just going to just sit around our house forever. We're going to go out into the world and do something. We would all have a job in the world but maybe our job wouldn't be as important. NiStudent may grow up to be a McDonald's person but he still makes a difference in the world.

Teacher: Mm-hmm (affirmative).

[00:32:00]

Student: He can still change the world for other people in our future. I think maybe...a lot of people say we have a purpose. Who knows? Maybe we don't have a purpose, maybe we're just on earth. Maybe it happens to be us that was chosen.

Teacher: That is a good spot to end. What we are going to do...I know that 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 that 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 did you think you did with talking today...okay, I see some sideways, I see some ups. How did you think you did with listening today?...This is a personal thing. 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 were with thinking today? I think we all had thumbs up for thinking today. This was a good one. Share your last thought, you have one whole minute to share.

Class: *Discussing*

Teacher: *To student sitting next to her* Did you think of that word you were trying to think of? What was it?

Student: Robot.

Teacher: Oh, be a robot?

Did you have any other ideas you wanted to share, or you already shared them?

Student: I have one one.

Teacher: What's your one one?

[00:34:00]

Student: So probably nothing would be alive , just white everywhere.

Teacher: Just be blank slate, there would be nothing here. There would just be empty.

Student: Yeah.

Teacher: *To class* About ten more seconds.

Student: Maybe there isn't a God?

Teacher: Some people think there isn't. I'm surprised that didn't come up, because not everybody thinks that.

Student: [inaudible 00:34:31]

Teacher: Let's wrap it up, show me you're ready. Thank you. Waiting on few people. You have a couple more minutes to go back to your desk. Write down if you maybe have more wonderings. These could lead to new 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 two minutes to write down. Go ahead and go back. Yes, Student?

Student: What if you have no other wonderings?

Teacher: You should try and write something. Maybe something you could write down just 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 back to their desk and show me they're ready.

I see Student's 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] This group is writing. That's impressive. They all got straight to work. I can give more group points if I see everybody focused and writing. One more minute. I'll give you one extra minute of recess because we got pretty deep today so one more minute. Student, can you write one thing? Give me one thing. Could be something you shared, an idea you still have - one thing.

Student: *Sneezes*

Teacher: Bless you.

Some people have a lot to write because they have a lot of ideas left to share. Think about where Student left off. That left us with a lot to think about.

Try and write one thing.

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.

Student: