

5th Pfc Underestimate
Classroom

Teacher: Hello, come on in, have a seat quietly. Okay, so boys and girls, we're going to jump right into our [P4C 00:00:42] circle. We talked about this yesterday, that today is going to be [inaudible 00:00:46], so let's make sure that we're ready. Take a look at your desk. These are the things you're going to need. Hold up your dry erase marker. Hold up your dry erase marker, good. Hold up your whiteboard. Hold up your social studies note book. Hold up your pencil. Bless you. Stack all those things and then give me your eyes.

Love it. Okay, so before we start, we know that today you guys get to, it's a [inaudible 00:01:12], so you get to choose any question. We talked about this yesterday. I told you to start thinking, right? What are some of the criteria we have used in the past that helps us build a good philosophical question? Think about it. If you know at least two pieces, or two examples of good criteria for a philosophical question, put your hands on your head. Good, if you know at least three, touch your nose. Good, I see Student's looking over there, if you've forgotten, nice. Put your hands on your knees if you know all of the pieces or all of the criteria. Great, when I say go turn and talk to your neighbor and tell them all the things you need to remember. Ready, Go.

[00:02:00]

Students: [crosstalk 00:02:12]

Teacher: Tootsie Roll, lollipop ...

Students: We were talking, now we stop.

Teacher: Nice. Who can tell me one thing we need to remember when we think of a good philosophical question? Student, give me one.

Student: It's open-ended.

Teacher: It's open ended, good. Give him two claps, go. What else? Student.

Student: It's not a [Google 00:02:26] question.

Teacher: You don't want it to be a [Google 00:02:26] question, right? Good, give her two claps, go. Student?

Student: Everybody can talk about it?

Teacher: We want everybody to talk about it, so the example I was giving you guys is I can't ask you a question about being born and raised in Alaska, because were you born and raised in Alaska?

Students: No.

Teacher: No, it's not something you guys can talk about with me. I can only talk about it. Good.

Give her two claps, go. What else, Student?

Student: It makes you wonder?

Teacher: It makes you wonder. Should it lead to more questions?

Students: Yeah. Yes.

Teacher: Yeah, good. Give her two claps, go. Anything else? Student?

Student: [inaudible 00:02:56] that good fingers tool kit.

Teacher: You should be able to use that good fingers tool kit to help us explore, and navigate, and think philosophically around your question. All right, good. Give her two claps, go. Here's what we're going to do. Listen to all my directions first. You're going to write your question on your white board, and then you're going to take, when you're done with your question, all of your things, so white board, notebook, pencil, and marker, over to the rug. Hold on to your question, okay? Do you know what you're going to do? Turn and tell your neighbor what you're going to do.

Students: [crosstalk 00:03:29]

Teacher: Good, all right. Go ahead, write your question down, and then meet us over on the rug. [00:04:00] These two tables, when you guys are done, can you scoot your tables over? Okay. Wow, good writers, right away. If you're getting stumped, and you don't have something in your head, remember you wrote some questions down in your notebook the last few weeks, and that's a good place to look to think of something off the top of your head. Good [inaudible 00:04:09]. Oh, I like that.

[00:06:00] Nice, thank you for doing it quietly. Whoa. Where are you going? Okay. Awesome, wow, all right. Come on over, try to make plenty of space. You should have your notebook, your pencil, your dry erase board, and your dry erase marker with you right now. Try and scoot over, maybe make a little bit of room. Problem solvers, if you can get in. If you notice someone that's a spot let's invite them in, Student. [Student 00:06:10], can you scoot a little bit towards Student? Thanks.

Awesome. Okay, we're all in. Before we start, let's go over our agreements that we have when we come together for [P4C 00:06:42]. Take a look over this way. Whisper rule number one. Ready, set, go.

Students: [inaudible 00:06:48]

Teacher: Good, show me what that motion looks like, your silent reminder to your friend. Awesome, so if your friend today is talking and they don't have a [inaudible 00:06:57], what you can show them. Great, number two in your fifth grade voice. Ready, set, go.

Students: We come together to think, listen, and talk.

Teacher: Good, show me what think looks like, great. Show me listen, good, and show me talk, good, and that's why we're here together today. Go ahead and finish up your questions and put your cap on. All right. We always have the right to pass if you get the ball and maybe you're not quite ready. What can you say? Ready, go.

Students: I need more time to think.

Teacher: That just means I just need a little more time and I'm still listening, but I just need some more time to share. And the last one is always the most important, and it is to what?

Students: Be respectful.

Teacher: Show me what that motion looks like, if someone next to you needs a reminder to be respectful. Good, all right. Cool, so today we're going to do what we did the last time where we will read our questions, and then we'll throw them in the center. Do you guys remember doing this? Okay, and then we will take a chance to vote. I want to think today about when you choose your question, let's make sure that it follows our criteria for being a good philosophical question. Okay? Do I need to pick my best friend, Student's question?

[00:08:00]

Students: No.

Teacher: No. Not necessarily. Do I need to pick the question that everybody else is picking?

Students: No.

Teacher: No, pick something that is super interesting to you, all right? We'll go around, and we'll read ours and then you guys can toss in the center. The only thing I ask, can you read them in your loud fifth grade voice?

Students: Yes.

Teacher: Yeah? Okay, cool. Do you want to start?

Student: Mm-hmm (affirmative).

Teacher: Good.

Student: Why do people look at the outside of people instead of the inside?

Student: Why are kids afraid of getting embarrassed?

Student: What would it be like if we never had to eat?

Student: What if we were never born?

Student: How do you think people are rated? Do you think people are rated?

Student: Is [theory 00:08:44] evil?

Student: Why do we have holidays?

Student: Why do parents give you a punishment when you do something wrong?

Student: Should we get allowance for cleaning up our own messes?

Student: Is the universe endless?

Student: What would happen if the world was always fair?

Student: Do people need an [inaudible 00:09:18]?

Student: Why do we have [inaudible 00:09:26]?

Student: Why do people fight if they know it's wrong?

Student: What would happen if figurative language was taken literally?

Student: Why do kids get underestimated?

Student: Why do some people not take things seriously?

[00:10:00]

Student: What would the world be like without adults?

Student: Why do people bully even when they know it's bad?

Student: Do students [crosstalk 00:10:06]?

Student: What if we didn't [crosstalk 00:10:12]?

Student: Is it right to judge an animal by it's cover?

Student: Why can't people resist doing bad things?

Student: What would happen if [adults 00:10:28] were smarter than kids in the whole universe?

Student: Why do we have [inaudible 00:10:35]?

Student: Why do people care so much about what other people think of them?

Student: What would happen if everybody we know looked exactly the same?

Teacher: Wow. You guys came up with some good ones. Give yourselves a pat on the back for being so smart.

Students: We're so smart.

Teacher: That's impressive you guys, I can't wait to see what you choose. Before we start, let's go ahead and go over our good thinkers tool kit, just so we can get this out of the way. If you know what R stands for, put your finger on your nose. Good, turn and whisper to your neighbor.

Students: Reasons.

Teacher: Good, shout it out. What does it stand for?

Students: Reasons.

Teacher: Good. If you know what I stands for, put your hand on your head. Go ahead and whisper it to your neighbor.

Students: Inference.

Teacher: Good. Shout it out.

Students: Inference.

Teacher: Awesome. E, if you know it, clap your hands once. Whisper to your neighbor.

Students: Examples and evidence.

Teacher: Good. What does it stand for?

Students: Examples and evidence.

Teacher: Nice job. We've got T, my favorite, one of my favorites. If you know it, bark like a dog.

Students: Bark, bark, bark.

Teacher: Does a dog say bark, bark, bark?

Students: Woof, woof.

Teacher: They say woof, woof, woof. All right, whisper to your neighbor, what does T stand for?

Students: Is it true?

Teacher: Is it true? Good, shout it out.

Students: Is it true?

Teacher: This is actually my favorite, I like it. If you know this one, meow like a cat.

Students: Meow, meow, meow.

Teacher: Good, whisper to your neighbor.

Students: What do you mean by?

Teacher: Try it again. Whisper to your neighbor.

Students: What do you mean by?

[00:12:00]

Teacher: Good, shout it out, ready to go?

Students: What do you mean by?

Teacher: That's my favorite. A, this is that one where you use Q cues. If you know this, put your hands on your head like a moose. Whisper to your neighbor.

Students: Assumptions.

Teacher: Good, shout it out.

Students: Assumptions.

Teacher: We look for Q cues, right? Questions within a question to make sure that we are acknowledging the assumptions and we are agreeing that they are true. The last one is, if you know this one, snap your fingers, good, whisper to your neighbor.

Students: [inaudible 00:12:37] examples.

Teacher: Shout it out.

Students: [inaudible 00:12:41] examples.

Teacher: We're going to use our toolkit today as we decide what question we're going to answer, and as we go about answering it. How many votes do you get?

Students: Two.

Teacher: Can you pair them up?

Students: Yes.

Teacher: Can you split them up?

Students: Yes.

Teacher: Yes. All right. We're going to do them in tally marks, so grab your expo pen. If you are numbers one through fifteen, go vote. You have five, four, good, three, good, two. Find your seat, and one, Z, E, R, Miss G. Okay, if you're sixteen through twenty nine, go. Can I vote? Yes, no?

Students: Yes.

[00:14:00]

Teacher: [crosstalk 00:13:38] ten. Nine, eight, seven, six, five, four, three, two, one. Awesome, okay, Miss G, will you help me take a quick look here?

Student: Student?

Teacher: Yeah.

Student: [inaudible 00:14:07]

Teacher: Oh, okay. Okay, let's do a vote off. We've got two that have a lot of votes. Let's do a vote off. Actually, we've got three. Okay, so we have these three, so I'm going to give you one more chance to vote. Is [theory 00:14:47] evil? Remember, we want to think about what makes a good philosophical question. Should it be open ended?

Students: Yes.

Teacher: Should it have lots of answers?

Students: Yeah.

Teacher: Should it be interesting?

Students: Yeah.

Teacher: Okay, so think about that. We want to go with a good philosophical question. We've got, "Is [theory 00:15:00] evil?" "What would happen if figurative language was taken literally?" And "Why do kids get underestimated?" You're going to vote for one of the three. Let's do match across. Okay, so hide your eyes. Show your hand when I read the question and you'd like to vote. Miss G, could you come help me be a counter?

Assistant: Yeah.

Teacher: Okay, why do kids get underestimated? Raise your hand if that's the question you would like to talk about. Raise them high. Okay, good, hands down. What would happen if figurative language was taken literally? Raise your hands high. Good, hands down, and is [theory 00:15:45] evil? Good, okay. Great, hands down. Okay, open your eyes, so the question that you guys voted for was, why do kids get underestimated? Whose question is this? Oh, Student. Can you give us some background information? Like, what made you think this? What do you mean? Coming over, [inaudible 00:16:02] watch out, oh.

[00:16:00] Students: Oh.

Teacher: Blocked. What do you mean by this? What made you think this?

Student: Because people, when they see little kids, they always say, "Oh, you shouldn't go there until, or you're not smart enough to do that, or..."

Teacher: Because you are a kid?

Student: Yeah, because adults always tell you, "You can't do it," then, "You're too small."

Teacher: Okay, cool. Let's grab our notebooks. At the very top, you should have your date. The question is why do kids get underestimated? Good, at the very top, write the question. The question was, today, why do kids get underestimated? Good, we're going to write for a minute. A minute solid, so don't let your pencil stop. Anything that comes to your head, any thoughts about why do kids get underestimated?

[00:18:00] A few more seconds, once you finish up your thoughts I want you to put your book down under your chair. Grab your white board that you filled out [inaudible 00:18:29]. If you're still writing, finish up your sentence. Awesome, all right. Good, okay. Put your book down, under your seat.

Today, I'm going to keep track of all the different tools that we used today, so if I miss one, if you could just give me a silent signal, or I'll try and pay good attention to it. Last time, when we reflected in [P4C 00:19:15], something we said we wanted to work on was hearing from everybody. Remember that? Yeah?

Students: Yeah.

Teacher: We wanted to make sure we were hearing from everybody, and some of us were saying, Student brought up a good point about listening, and he said, "Just because we're quiet, does not mean we're listening?" Today, can we maybe try to work on active listening, too? I thing that would be a good focus, and hearing from everybody? Yes?

Student: Maybe we could pass the ball around the circle first?

Teacher: That's true. I like your idea. I think because everybody has an opportunity to throw, to choose, maybe I think you guys can handle repeating everybody. You guys are good at that. Okay? Are you ready? Because Student started us off, let's hear Student, your thoughts first about this question, then we can open it up and figure it out.
[00:20:00]

Student: I think adults think we're too small to do things because sometimes kids can break things a lot, but then they can think things that adults can't. Student.

Student: I also agree with Student, but I don't think adults, like they think kids don't have enough, I guess, knowledge to do things that are worthwhile, so they underestimate them, and because we're small, we're usually shorter than adults, much shorter. Then, I guess we can't do as much things. We don't have as much freedoms as adults do, and that's fine, I guess, because it's not like a kid could drive a car, but I do think that adults underestimate kids because they don't think that we're responsible enough to do enough things.

Student: Okay. I think kids get underestimated because sometimes adults want them to be safe, and so sometimes we want to say, "Oh, I would really like to do that stunt," and the adults would be like, "No, you can't do that." I think some kids might say, "Oh, they're underestimating me," but in reality they're just trying to keep you safe.

Student: I think adults are, same thing that Student said. I'm trying to keep you safe, but I also think that the adults think or know that we don't have a lot of common sense, and we break a lot of stuff, but we can do a lot more things than adults can, so I guess we have pros and cons.
[00:22:00]

Student: Going on, like what type, underestimate, like just to keep us safe? I mean if their life is super hard, or if my dad or [inaudible 00:22:34] then they go to work, and they're like, "You can't do this, you're not smart enough," or [inaudible 00:22:38] then they underestimate because [inaudible 00:22:47].

Student: I have a question. Do we underestimate ourselves? Student?

Student: What do you mean by underestimate, because Student said in reality they're just trying to keep you safe, and then Studenty said [inaudible 00:23:28] they're probably underestimating [inaudible 00:23:30].

Student: I think a lot of adults, they think that kids are too young, and then they say, "I'm older than you, and you can't do anything," and they think when there's like glass or something, they don't want you to hold it because they think you're clumsy and you're going to drop it.
[00:24:00]

Student: Well, I was kind of [next 00:24:02]. Like, maybe adults think we're going to break things because in movies all kids usually do is play video games, eat unhealthy stuff, and break things, so I think they underestimate us because they think we'll pick the most

unproductive thing and do that stuff, but break things.

Teacher: Okay, so [Carl 00:24:27], I'm wondering, are you saying that society, by showing us commercials and things, that they are teaching us to be, teaching you guys as kids to be clumsy, and lazy, and all that? Or, like I guess, is that true?

Student: Yes.

Teacher: Is it true what those commercials are showing?

Student: Well, I mean, I don't really think it's true to most kids, but adults might think it's true.

Teacher: Oh.

Student: Just because, I mean, a kid plays video games for five minutes every day, they might think, I mean that's what they're doing, like the commercial, so I think that's ... I mean, it doesn't really make kids try to be like that, but it makes adults think that most kids are like that. I would like to invite Student.

Teacher: Nice.

Student: [inaudible 00:25:26] question, I think that kids might underestimate themselves because the parents or guardians are feeding them all this information that they can't jump off a diving board, like that's an example.

Teacher: What do you mean by that? The parents are telling you?

[00:26:00]

Student: Yeah, they're feeding the information that they can't really, so the kids feel that they [can't do it 00:26:03]. Student.

Student: Okay, I agree with Student. When adults, when they're trying to keep you safe, they will say things like, "Oh, you can't do that," but kids, I guess, are like sponges. They'll absorb a lot of things around them. If an adult keeps on saying, "You're never going to be able to do this, it takes a lot of hard work, and you're not that kind of person," it could be true, but then the kid will stop trying, and then he'll get all upset and he'll stop trying to do other things because other people and adults are telling them, "You can't do this because you're little and you don't do this kind of stuff. It's too much for you."

Teacher: I see some new hands.

Student: Kind of like what Studenty said, and like an example of what Student said, like usually if you're trying to do something and you do it really hard for a really long time, and you're parents see you, and they're like, "[They're 00:27:18] never going to do that, she's never going to do that," and then they tell you that you're probably never going to get it, you might just stop trying. Student.

Student: I kind of think it depends who the adult is, because my sister, she's six, and she wants to go [online 00:27:46] [inaudible 00:27:47] six year olds are exactly the same [inaudible 00:28:00] 00:27:58] a different [guy 00:28:10] and he goes, "Oh yeah, sure [inaudible 00:28:12]."

Student: [inaudible 00:28:21] kids cannot touch, or kids can't go into this store because sometimes it's fragile and stuff.

Teacher: I'm kind of hearing a lot of you guys are saying parents or adults think this. Somebody asked a question over here, and I don't know who it was, about what if we had no adults, Student, was that yours? Something about adults, so I'm wondering what would happen if adults were not there to put limitations on kids? Would you guys be raised as like cave-kids, or do you know what I mean? If your parents never said to you, "Don't touch that, it's hot," what would happen? What if your parents never said to you, "You need to brush your teeth every night," or if your parents said to you, "No, you can't do that," because they're trying to keep you safe, what would happen if our parents were never there, or no adults were ever there to limit us? Do you know what I mean? Does that make sense?

Students: Mm-hmm (affirmative).

Teacher: Yeah?

Student: Yes.

Teacher: Student, I'm coming to you.

Student: If our parents weren't there, the world would be a mess.

Teacher: Why?

Student: Because that's what I would do if my parents weren't there.

Student: I mean, yeah, it could be a mess, but sometimes it [can't 00:29:47]. Like my dad, he doesn't always tell me, "Don't touch that, that's hot," because he wants me to learn for myself that it's hot. If he tells me, "Don't touch it, it's hot," I probably will touch it [00:30:00] because I don't really know how hot it is, so if I touch it, my dad will say, "See, now you know not to touch that." I was also thinking, I was wondering if an adult tells a kid that they're too little to do that, that they'd stop trying. I was wondering if that was true, because in a lot of movies and stuff, a lot of people are told they can't do it, but somehow they do it, and that's why I'm kind of wondering if that's true. Student.

Teacher: Thanks, Student.

Student: Well, I agree with Student because if someone tells you, "Don't touch it," or, "Don't do it," kids are curious, so they're going to do it.

Student: It wouldn't be totally a mess, because kids can be wise too. In fact, the most important piece of advice may come from a child. Student.

Student: I would agree with Student, because sometimes a kid could actually try it, and then they could tell a friend, "Oh, don't do that," and like, "Do this instead," so we might actually, as kids, learn [inaudible 00:31:38] just [with 00:31:40] the help of parents.

Student: I'm hearing a lot of parents, so [inaudible 00:31:51] were we raised, or yeah, were we raised by being insecure?
[00:32:00]

Teacher: What do you mean? I like that.

Student: Because I mean like, same as Student, people say that you can't do it, and sometimes our parents are trying to keep us safe in certain ways.

Teacher: You're wondering were we raised to be insecure?

Student: Yeah.

Teacher: Do you know what insecure means?

Students: Yeah. No.

Teacher: Can you explain what insecure, like what do you mean by insecure?

Student: Like you can't do as many things.

Student: [inaudible 00:32:32]

Student: I think a lot of kids are underestimating themselves, we think that we're going to make a mess of everything because of past events that [are done 00:33:43], so I think we're underestimating ourselves that we can't just do it all, I guess, not underestimating ourselves.

[00:34:00]

Student: I think everyone's been saying that adults are trying to get us to be safe, but still, I honestly think it's [ongoing 00:34:17] to tell us, "Don't go walking in the middle of the street," and we're like, "Why on Earth would we just go dive into the middle of the street," that's not really that smart. Also, I'm pretty sure that age and size doesn't really matter because they're saying that we can't do this and do that, but we both have just as good a chance to [inaudible 00:34:36] as we do.

Student: I think adults underestimate us because usually in the world adults usually have more power, and so they kind of think if we have more power, then we're better than everybody [were 00:35:03] [inaudible 00:35:06] again. [Dianna 00:35:10].

Student: Now I'm starting to think your parents want you to learn, like they don't have to tell you, "No, that's hot," or they don't have to tell you that because if you try it, then you'll know not to touch that because you'll know next time if you touch it.

Student: Well, are we making the assumption that kids are always underestimated, because my grandpa, I don't really think he underestimates me or the rest of the kids in my family, [00:36:00] because I mean he can really think I can do anything that's not like impossible, so I'm wondering, or I think we're just making the assumption that all kids are always underestimated. Studenty.

Student: I agree with Student that we do make the assumption, but I think if kids got the opportunity to see all the freedoms and that kind of stuff that adults have, I think a lot of the kids would thrive because you don't, adults think that we're automatically going to make a bad decision, but we're never going to know which right or wrong decision for which situation if we don't get to make any, because if adults don't really [crosstalk 00:36:50] and they're always saying, "You can't do this, you can't do that. It's not safe," it could be unsafe but you're not going to ever really get to live your life and do something if you're always going to be like second-doubting yourself, because like a kid, they would [run 00:37:08] back and try saving someone without thinking. An adult would, I think, an adult would second-doubt themselves and say, "This is the danger. This is what I think I should do, but wait, maybe I should do this."

A kid, I think, would just run in there without thinking at all, and just try doing something, which I personally think is better depending on the situation. Student.

Student: I think parents tell you not to do it if you're not mature enough or old enough. Parents [inaudible 00:37:48] kid just sneak off and do the thing. Some parents say you're not [00:38:00] mature enough to [dial 00:37:58] the phone, or say the right words, and go to far places. They tell you to wait until you're eighteen or nineteen to do it, so they're [inaudible 00:38:11] me not to do it.

Student: I've learned that adults are making the assumption that we don't have very much common sense, but they're not teaching us. Like sometimes we get smart from street-smarts, like by doing it ourselves. Like, when I'm on the monkey bars, I obviously know not to let go of the monkey bars and go flying across the park. I'm not going to do that because I've never done it before, but I'm pretty sure it's going to hurt. That's what I'm saying about street-smarts, you get it from yourself, but your parents don't teach it to you. [Student 00:39:05].

Student: I just wanted to invite [Student 00:39:10].

Student: What I hear a lot of is you're getting underestimated by your parents, but you could get underestimated by your classmates, or whoever you hang out with, because you are either, irresponsible you are, how short you are, or how young you are, but you can be irresponsible at times when it comes to different things, but if it's this one thing that you

want to complete, you're not going to be underestimated, like you don't want to be underestimated. [Miss G 00:39:55].

[00:40:00]

Assistant: I was kind of thinking that all adults were once children. People my age, or even our parents, my parents, your parents, they were all once kids, right? Their adults, when they were kids, the adults in their lives were telling them those things, and they probably were probably saying some of the same things, but now they've become adults, and now they're saying those things, so I'm wondering if it's kind of just like part of life in the stage that you go through because when I was a kid, people told me those things sometimes, and I would [inaudible 00:40:30] the same thing, like I don't even [inaudible 00:40:31] that's not fair, but then I became an adult and now I'm saying those things to kids, so maybe us adults are onto something.

Student: Kind of adding onto what Studenty said, adults, I think, will doubt themselves before they do something most of the time, because I don't know, this is just a weird example, if they're thinking of buying a present for their friend, and then they see something else, and they say, "Oh, I'm going to buy this too," and then they just keep on buying things. Kids will just find something and like, "Okay, my friend will like that," and buy it. That's it.

Student: I'm going to say [inaudible 00:41:30]. Maybe it's passed on, and also [inaudible 00:41:35], why do people underestimate when they're in the same grade as you, and pretty much the same [inaudible 00:41:46]?

Teacher: We have [time 00:41:48] for about three more. Three more and we're going to have to wrap it up.

[00:42:00]

Student: Is it true that adults have more power than kids? Do younger kids have second guesses about themselves? Like is it always adults who second-guess themselves?

Student: Is it true that adults will underestimate kids, because some adults can underestimate other adults.

Student: When I grow up I want to be a professional athlete, and my parents keep on saying that you have to be the best in the state, and then you have to be the best in the country, and [inaudible 00:42:57]. I tell them that I'm not afraid to [goof up 00:43:10].

Teacher: Last thing. Last person.

Student: I can't think of anything.

Student: I think people underestimate other people and tell them that because they think, oh no, that's not safe, and they don't want to try it because they're so [inaudible 00:43:50].

[00:44:00]

Teacher: All right. Wow, you guys, I wish we had some more time to think about it because [inaudible 00:44:00] different right now. My head is going ... Before we reflect, hold on for just second. Take a look at your guy's good fingers tool kit. You guys impressed me today because a lot of you were questioning truths and assumptions, and that was pretty, that's big thinking, you guys, from fifth-graders because you are wondering are these things even true that we're saying [inaudible 00:44:20]. Are these things true, and wait a minute, are we making an assumption when we say that, because this is a really big topic. My kids last year asked the same question, so it's not just a thing that you guys are thinking about. I think Miss G was saying this is something that kids have thought about for generations and generations, so it was really cool to hear you guys discovering it and dissecting it.

Let's end with a little bit of reflection. I want you to write down one thing, either one question, or one new thought that you have after today. Grab your notebook under your [inaudible 00:44:53], write one new question, Student, or one new thought that you're having now based off of our conversation today. When you're done put your pencil down so that I can see. I'd love to hear some of your thoughts or your questions to wrap up. All right, a new thought, or a new question. Good, can you ... Student, so this is your question. What is your new thought or your question now? What are you wondering? What are you thinking?

Student: Why do you think good questions are funny questions?

Teacher: Oh. Why do you think good questions are funny questions? Studenty.

[00:46:00]

Student: If kids had the same freedoms as adults, how would it work out?

Student: I'm just wondering, why do some adults try to make kids feel bad?

Student: If kids don't like something, why do they have to be so negative about it? Why can't they actually have some [inaudible 00:46:23]? Student?

Student: Why do you think [inaudible 00:46:28]. Can we trust our parents?

Teacher: Good question. Don't underestimate yourself.

Student: Why do people underestimate and judge others?

Teacher: Last thing. Give me something you haven't got in here.

Student: Why do parents underestimate kids' [inaudible 00:46:58]?

Teacher: Interesting, cool. Good last thought. Let's do a bit of reflection, so using only your thumb, only your thumb today, was our topic interesting to you? Thumbs up, thumbs

down, thumbs sideways. I'm going to wait until I see everybody's thumb because I want to see. I see a lot of thumbs up, but I see some sideways. [Student 00:47:17], how come your thumb is sideways?

Student: I thought it was pretty interesting, just, I guess, I don't really know how to explain that ...

Teacher: Okay.

Student: ... here.

Teacher: Okay, all right. I thought, it looks like the majority of us think that was pretty interesting. Did anybody have any new thoughts today? Thumbs up, thumbs down, thumbs sideways. Nice. Look around, it looks like the majority of us have our thumbs up. That's an indication that we went deep with our thinking today. Give your neighbor a high-five, and tell them good job.

Students: Good job.

Teacher: [00:48:00] How did you think, Student this one's for you, how did you think our listening was today? Thumbs up, thumbs down, thumbs sideways? How was our listening today as a class? Student, how come you're in the middle there?

Student: You don't know whether people were listening really.

Teacher: What do you mean by that?

Student: Because someone could have just been sitting there pretending to listen.

Teacher: You were unsure if people were actually listening?

Student: Yes.

Teacher: Okay, good. How was our community intellectually safe today? Was our respect level okay, and did we have an intellectually safe community? Did you guys feel safe in our community today? Nice, awesome you guys. All right, we're going to end with our philosophies, all right? We'll do three, regular voice, whisper, and then like ...

Student: [Wake up my 00:48:48] mom.

Teacher: Wake up Student's mom who is across the street, okay? She's sleeping? Oh boy. Did she work late? Maybe? Okay. All right, ready, regular voice. Ready, set, go.

Students: Philosophy, yes.

Teacher: Don't have your pencil in your hand, put it down and join us. Whisper reason [five 00:49:07].

Students: Philosophy, yes.

Teacher: Wake up Student's mom. Ready, set, go.

Students: Philosophy, yes.

Teacher: Awesome. All right [inaudible 00:49:17] awesome job today. You guys nailed it. That was probably one of your best [P4Cs 00:49:21] ever, would you agree?

Students: Yes.

Teacher: You are rock stars. Take your things back to your seat. Miss G is ready for writing, yeah?