

5th PFC Underestimated
Main

Teacher: When you come in, have a seat quietly and wait for my directions. Go ahead.

Student: [inaudible 00:00:06].

Teacher: Good, come on in, have a seat quietly.

Student: [inaudible 00:00:35].

Teacher: Boys and girls, we're going to jump right into our [inaudible 00:00:45] circle. We talked about this yesterday, that today is going to be [inaudible 00:00:49]. 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 notebook. Hold up your pencil. Nice, bless you. Stack all those things in and give me your eyes real quick. You guys are on it, love it.

Before we start, we know that today you guys get to [inaudible 00:01:17]. You get to choose any question. We talked about this yesterday, I told you to start thinking. What's some of the criteria we've used in the past that helps us build a good philosophical question? Think about it. If you know at least 2 pieces or 2 examples of good criteria for a philosophical question put your hands on your head. Good. If you know at least 3 touch your nose. I see [Student 00:01:45]'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 turn and talk to your neighbor, try to remember all the things you need to remember. Ready, go, turn and talk.

[00:02:00]

Student: [crosstalk 00:02:00] .

Teacher: Good.

Student: [crosstalk 00:02:11].

Teacher: Good. Okay, tootsie roll, lolly pop.

Student: We were talking now we stop.

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

Student: It's open ended.

Teacher: It's open ended, good. Give him 2 claps. Go. What else? [Student 00:02:27]?

Student: We don't want a Google question.

Teacher: We don't want it to be a Google question, right? Good. Give her 2 claps. Go. [Student 00:02:34]?

Student: Everybody can talk about it.

Teacher: We want everybody to talk it. The example I use to give you guys is I can't ask you a question about being born and raised on Alaska, because, were you born and raised in Alaska?

Student: No.

Teacher: No. That's not something you guys can talk about with me. I can only talk about it. Good. Give her 2 claps, go. What else [Student 00:02:49]?

Student: It makes you wonder.

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

Student: Yes.

Teacher: Yeah. Good, give her 2 claps, go. Anything else? [Student 00:03:00]?

Student: [inaudible 00:03:00].

Teacher: We should be able to use our good thinker's tool kit to help us explore, and navigate, and think philosophically around your question. Good, all right, give her 2 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 whiteboard, and then you're going to take, when you're done with your question, all of your things. Whiteboard, 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.

Student: [crosstalk 00:03:33].

Teacher: [00:04:00] Good. Go ahead, write your question down, and then meet us over on the rug. These 2 tables, when you guys are done, can you scoot your tables over? Okay, go ahead. Quick writers, right away. If you're getting stuck 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 if you can't think of something off the top of your head. Good [inaudible 00:04:13]. I like that. Good question for our class. What are you wondering? Is it right to do what?

Student: [inaudible 00:04:45].

Teacher: Good, take your stuff over. Nice, thank you for doing it quietly. I got you Student. Where

are you going?

Student: Here.

Teacher: Okay. Good [Student 00:05:25]. Awesome, 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. Good Student. [Dash 00:05:50], can you scoot just a tad towards [Student 00:05:53]? Good. Okay, try and scoot over maybe, make a little bit of room. Be a problem solver, see if you can get in . If you notice somebody needs a spot, let's invite them in. Thank you [Student 00:06:06].

Student: [inaudible 00:06:13].

Teacher: [inaudible 00:06:14], can you scoot a little bit towards [Student 00:06:17]? Thanks. Great. I think we're just about in. Is that somebody's chair behind you Student, [Student 00:06:35]? You can kind of flip it around, there you go. Awesome. Okay, we're all in. Before we start, let's go over our agreements that we have when we come over for [inaudible 00:06:46]. Take a look over this way, whisper rule number one. Ready set go.

Student: [crosstalk 00:06:52].

Teacher: Good, show me what that motion looks like. Your silent reminder to your friend. Awesome. If your friend today is talking and they don't have the community ball that's what you can show them. Great. Number 2, in your Fifth grade voice, ready set go.

Student: 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. That's why we're here together today. GO ahead and finish up your question and put your cap on. All right. We always have the right to pass. You get the ball and maybe you're not quite ready, what can you say? Ready? Go.

Student: I need more time to think.

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

Student: Be respectful.

Teacher: Show me what that motion looks like if somebody next to you needs a reminder to be respectful. Good. All right, cool. 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. Then we will take a chance to vote. I want you 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, look at his question? No, not necessarily. Do I need to pick the question that everybody else is picking? No, pick something that is super interesting to you. All right? We'll go around and we'll read our, and then you guys can toss in the center. The only thing I ask, can you read them in your loud fifth grade voice?

Student: Yes.

Student: Yes.

Teacher: Yeah? Okay. Cool. Do you want to start?

Student: Sure.

Teacher: Okay.

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

Teacher: Good.

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 Siri evil?

Student: Why do we have holidays?

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

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

Teacher: Good question.

Student: Is the universe endless?

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

Student: [inaudible 00:09:22].

Student: Why do we have unhealthy foods?

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

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

Student: Why did [inaudible 00:09:48] get underestimated?

Student: Why do some people not take things seriously?

[00:10:00]

Teacher: Good question .

Student: What would the world be like without adults?

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

Student: Do students listen to their teachers?

Student: What if we didn't write?

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 were smarter than kids, in the whole universe?

Student: Why do we have nightmares?

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

Student: What would happen if everybody in the world look exactly the same?

Teacher: You guys came out with some good ones. Give yourselves a pat on the back [inaudible 00:10:53], you so smart.

Student: You'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 tools 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, good. Shout it out, what does it stand for?

Student: Reasons.

Teacher: Good. If you know what I stands for, put your hand on your head. Good, whisper to your neighbor, good. Shout it out.

Student: [inaudible 00:11:22].

Teacher: Awesome. E, if you know it, clap your hands once. Whisper to a neighbor. Good, what does it stand for?

Student: Examples or evidence.

Teacher: Nice job. We got T, my favorite, one of my favorites. If you know it, bark like a dog.

Student: Bark, bark, bark.

Teacher: Does a dog say bark, bark, bark, bark? They say ruff, ruff, ruff, all right. Whisper to a neighbor what does T stand for?

Student: Is it true.

Teacher: Is it true, good. Shout it out.

Student: Is it true.

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

Student: Meow, meow.

[00:12:00]

Teacher: Good, whisper to a neighbor .

Student: What does it mean? What do you mean by.

Teacher: Try again, whisper to a neighbor. Good, shout it out, go.

Student: What do you mean by?

Teacher: That's my favorite. This was when you use [qq's 00:12:14], qq's. If you know this, put your hands on your head like a moose. Whisper to a neighbor. Good, shout it out.

Student: Assumptions.

Teacher: WE look for qqs, right, questions within questions, 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 a neighbor. Good, shout it out.

Student: Counter examples.

Teacher: Student, sit up please. We're going to use our tool kit as we decide what question we're going to answer and as we go about answering it. How many votes do you get?

Student: 2.

Teacher: Can you pair them up?

Student: Yes.

Teacher: Can you split them up?

Student: Yes.

Teacher: Yes. All right. We're going to do them in ally mark. Grab your [inaudible 00:13:02] pen. If you are numbers 1 through 15, go vote. You have 5, 4, good, 3, good, 2. Find your seat, and 1, Z E R [inaudible 00:13:28] Okay. If you're 16 through 29, go. Can I vote? Yes or no?

Student: Yes.

Student: 16 to 30.

Teacher: 16 to 29, go.

Student: [inaudible 00:13:41].

[00:14:00]

Teacher: 10. Oh gosh. 9, oh gosh, 8, 7, 6, 5, 4, 3, 2, 1. Awesome. Okay. [Miss G 00:14:07] will you help me take a quick look here? Yeah. We've got.

Student: That's actually 2. The ones [inaudible 00:14:16].

Teacher: Okay. We got 4, 5, 6, 7, I know.

Student: [inaudible 00:14:25] to top that one?

Teacher: This has more. Let's do a, where's the Siri one?

Student: Right here.

Teacher: Okay. Let's do a vote off. We've got 2 that have a lot of votes. Let's do a vote off, actually we have 3, I lied. We have these 3, I'm going to give you 1 more chance to vote. Is Siri evil? Remember, we want to think about what makes a good philosophical question. Should it be open ended?

Student: Yes.

Teacher: Should it have lots of answers?

Student: Yeah.

Teacher: Should it be interesting? Think about that. We want to vote for a good philosophical question. We've got, is Siri 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 3. Let's do magic rocks. Hide your eyes. Show your hand when I read the question and you'd like to vote. Miss G, maybe could you help me be a counter? Okay, why do kids get underestimated, raise your hand if that's the question that you would like to talk about. Nice and high. Hands down.

[00:16:00] What would happen if figurative language was taken literally? Raise your hands high. Good, hands down. Is Siri evil? Good. Great, hands down. Open your eyes. The question you guys voted for was why do kids get underestimated? Who's question is this? Student, mister [Student 00:16:01] can you give us some background information like what made you think this, what do you mean? Coming over Mia watch out. Blocked. What do you mean by this? What made you think this?

Student: People when they see little kids, they always say, " You shouldn't go there, it's too, you're not smart enough to do that."

Teacher: Because you are a kid?

Student: Yeah. Because you're a kid [inaudible 00:16:29].

Teacher: Okay, cool. Let's grab our notebooks. At the very top, make sure you have your date. The question is, why do kids get underestimated? Thanks bud. Good. At the very top, write the question, question was today why do kids get underestimated. I'm going to do some writing too. We're going to write for maybe a minute. A minute solid so don't let your pencils stop. Anything that comes to your head, any thoughts about why do kids get underestimated come on bud. Good. You got about 10 seconds. Once you finish up your thoughts, go ahead and put your book down under your chair, grab your whiteboard that you threw out, you can put that under your chair too. If you're still writing finish up your sentence. Awesome. They're still yours?

[00:18:00]

Student: [inaudible 00:18:56].

Teacher: Which one's yours? Thanks [inaudible 00:18:58]. Good, okay. Go ahead and put your book down under your seat. Today I'm going to keep track of all the different tools that we use today. If I miss one, maybe just give me a silent signal or I'll try and pay good attention to it. Last time when we reflected [inaudible 00:19:19] something we said we wanted to work on was hearing from everybody. Do you remember that? Yeah? We wanted to make sure we were hearing from everybody and some of us were saying, Student brought up a good point about listening. He said, just because we're quiet does not mean we're listening. Today, can we maybe try working on active listening too? I think that would be a good focus, and hearing form everybody. Yeah.

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

Teacher: That's true, I think because, I like your idea. I think because everybody has an opportunity to throw, to choose maybe, I think you guys could handle hitting everybody.
[00:20:00] 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 and then we can open it up and figure it out.

Student: I think [inaudible 00:20:13] you're too small to do things because sometimes [inaudible 00:20:18] break things a lot but sometimes they can think that adults can't and yeah.

Teacher: Okay.

Student: I also agree with Student. 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. Because we're small, we're usually shorter than adults. Much shorter. We can't do as much things, we don't have as much freedom as adults do. That's fine I guess. 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.

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

Student: I think adults are, yeah, something like Student said, are trying to keep you safe but I also think that they , the adults think that we don't have a lot of common sense. We break a lot of stuff, yeah. We can do a lot more things that adults can't. I think we have a lot of pros and cons. Student?
[00:22:00]

Student: Going on what type of underestimate, just to keep us safe. Is there this super hard work my dad or somebody does when they go to work and they're like, " You can't do this, you're not smart enough." [inaudible 00:22:43] they may underestimate it's just sort of unfair [inaudible 00:22:51] extremely smart, like Einstein [inaudible 00:23:02] junior.

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

Student: What do you mean by underestimate? Student said in reality they're just trying to keep you safe. Then Student said they are probably underestimating you because you don't have enough knowledge. Student?

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

Student: I [inaudible 00:24:04] Student. Maybe adults think we're going to break things because in movies all kids usually do, play video games, eat unhealthy stuff and break things. I think they underestimate us because they think we'll pick the most unproductive things and do bad stuff, like break things.

Teacher: Student, I'm wondering, are you saying that society, by showing us commercials and things that they are teaching you guys as kids to be clumsy and lazy, and all that or I guess is that true? Is it true what those commercials are showing?

Student: I don't really think it's true to most kids, but adults might think it's true. Just because a kid plays video games for 5 minutes everyday they might think that's what they're doing like the commercial. 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 [inaudible 00:25:21].

Teacher: Nice.

Student: Going back to Student's question, I think that kids might underestimate themselves because their parents or guardians are feeding them all this information that they can't jump off a diving board. That's an example.

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

[00:26:00]

Student: Yeah, they're feeding them information that they can't do it so the kids don't think they could do it. Student.

Student: Okay. I agree with [Student 00:26:17], when adults, when they're trying to keep you safe, they will say things like, "Oh, you can't do that." Kids, I guess are like sponges. They will 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 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." Student.

Teacher: I see some new hands that have come up.

Student: Like what Student said, an example of what Student said. Usually if you're trying to do something and you work really hard for a very long time, and your parents see you they're all like [inaudible 00:27:23]. Then they tell you you're probably never going to get it, you might just stop trying.

Student: I think it depends who the adult is. My sister, she's 6 and she wants to go on a ride on the carnival. The guy who is in charge of it says, "you can't come because you're not tall enough." [inaudible 00:27:58] 6 year olds who have exactly the same height on that ride. We ask him, "Can't she partner up with her big sister?" They still say no. Then you

[00:28:00]

come back a second time, it's a different guy, he says," Oh yeah. Sure you can come with your big sister." Student.

Student: I agree with Student. People think that kids are clumsy and going to break everything they touch. [inaudible 00:28:33] kids cannot touch or kids can't go into this store because it's fragile [inaudible 00:28:41] stuffs. Miss [inaudible 00:28:44].

Teacher: I'm hearing what you guys are saying, parents to adults think this. Somebody asked a question over here and I don't know who's was about. What if we had no adults [inaudible 00:28:54], was that yours? Something about adults. I'm wondering, what would happen if adults were not there to put limitations on kids. Would you guys be raised like cave kids? Do you know what I mean? If your parents never said to you, "Don't touch that, it's hot." What would happen? All of you parents never said to you, "You need to brush your teeth every night." Or if your parents said to you, "No you can't to 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? You know what I mean? Does that make sense? Yeah? Student I'm coming to you.

Student: If our parents were [inaudible 00:29:35], the world be a mess.

Teacher: Why?

Student: That's what I would do.

Teacher: It's true.

Student: It could be a mess but sometimes [inaudible 00:29:52]. My dad, he isn't always telling me, "Don't touch that, that's hot." He wants me to learn for myself [inaudible 00:29:57] [00:30:00] time. If he I probably will touch it because I don't really know how hot it is. If I touch it, my dad would 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. In a lot of movies and stuff, a lot of people are told they can't do it, but somehow they do it. That's why I'm wondering if that's true. Student 00:30:41].

Teacher: Nice Student.

Student: 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. [inaudible 00:31:06].

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 couldn't agree with [inaudible 00:31:30] because sometimes a kid could actually try it and then they could tell a friend, "Don't do that." Or, "Do this instead." We might actually as kids, might learn the stuff we know now, just we wouldn't have had the help

of parents. [inaudible 00:31:48].

[00:32:00]

Student: I'm hearing a lot of parents so I'm wondering weren't we raised, yeah, were we raised by being insecure?

Teacher: What do you mean? I like that.

Student: [inaudible 00:32:09] people say that you can't do it and sometimes our parents are trying to keep us safe sometimes.

Teacher: You're wondering were we raised to be insecure? Do you know what insecure means?

Student: Yeah.

Student: Yeah.

Student: NO.

Teacher: What do you mean by insecure?

Student: I can't realize my mistakes.

Student: Onto [inaudible 00:32:38] question, what would happen if adults will [inaudible 00:32:42]. In the beginning of the universe there was just this small girl and boy. It didn't start with adults. Now we're like this. [inaudible 00:33:05].

Teacher: I see some new, go ahead. I see some new hands.

Student: Adults, but it started with a baby. It didn't start with a full grown adult.

Teacher: Interesting. Go ahead. I see some new hands, Student, Student.

Student: I like to pass it to [inaudible 00:33:33].

Student: I think a lot of kids are underestimating themselves because they think that we're going to make a mess of everything because of past events that we've done. I think we're underestimating ourselves that we can't just be all not messy and stuff like that. We're underestimating ourselves. Dash.

[00:34:00]

Student: Everyone's been saying that adults are trying to tell us, trying to get us to be safe. Still, I honestly, if it's [inaudible 00:34:21] they tell us, "Don't go walking in the middle of the street." and we're like, "why on earth would we just go [inaudible 00:34:26] in the middle of the street?" That's not really that smart. I'm pretty sure that age and size doesn't really Student because they say that we can't do this and do that but adults have just as good chance of chopping off their arm with a chainsaw as we do. [inaudible

00:34:47].

Student: I think they both underestimate us because usually in the world, adults usually have more power. They think that if we have more power then we're better than everybody [inaudible 00:35:10].

Student: I'm starting to think that your parents want you to learn. 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: [00:36:00] Are we making an assumption that kids are always underestimated? My grandpa, I don't really think he underestimates me or the rest of the kids in my family. He can really think I can do anything that's not impossible. I'm wondering, I think we're just making an assumption that all kids are always underestimated. Student.

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 adults think we are automatically going to make a bad decision. We're never going to know which right or wrong decision for which situation if we don't get to make any. If adults don't really [inaudible 00:36:56] and are 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 second doubting yourself. A kid, they would run back and try saving someone without thinking. An adult would, I think an adult would second doubt himself 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: [00:38:00] I think parents tell me not to do it, we're not mature enough or old enough. [inaudible 00:37:54] sneak off and do the thing. Some parents are saying, "you're not mature enough [inaudible 00:38:04] and go far places." They tell you to wait there. 18 and 19 you can do it. They persuade me no to do it.

Teacher: Good word.

Student: Student. I'm [inaudible 00:38:25] that adults are making an assumption that we don't have very much common sense but they're not teaching us, sometimes we get smart from street smart by doing it ourselves. I'm on the monkey bars, I'm obviously not, I know not to let go off the monkey bars and go fly 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. As I am saying about street smart, you get it from yourself when your parents don't teach it to you. [Student 00:39:10].

Student: Just wanted to invite [inaudible 00:39:14].

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. You're either, how irresponsible you are or how short you are or how young you are. You can be irresponsible at times when it comes to different things. If it's this one thing that you want to complete, you're not going to be underestimated. You don't want to be underestimated. Miss G.

[00:40:00]

Student: I was thinking that all adults were once children. People, even our parents, my parents, your parents. They were all once kids and their adults, when they were kids the adults in their lives were telling them those things. They probably were saying some of the same things. Now they've become adults and now they're saying those things. I'm wondering if it's just a part of life and the stage that you go through. When I was a kid people told me those things sometimes and I'm thinking the same thing, I don't need to hear that, I don't need to hear that. That's not fair. Then I became an adult and now I'm saying those things to kids. Maybe us adults are on to something.

Teacher: Student, please stop. Thank you.

Student: [inaudible 00:40:58] adults I think would doubt themselves before they do something most of the time because this is a weird example, if they're thinking of buying a present for their friend. Then they see something else then they say, "Good, I'll buy this too." They'll just keep on buying things. Can't you just buy something, "My friend would like that." buy it. That's it.

Student: I want to say [inaudible 00:41:34], maybe it's passed on and also [inaudible 00:41:41], why do people underestimate when they're in the same grade as you, and pretty much the same thing?

Teacher: We have time for about 3 more and then we're going to have to wrap it up.

[00:42:00]

Student: Okay. Is it true that adults have more power than kids? Do younger kids have second guesses or I guess-

Teacher: Second guess.

Student: Second guesses about themselves. Is it always adults who have second guesses?

Student: Is it true that adults only underestimate kids because some adults underestimate other adults. [inaudible 00:42:43].

Teacher: Thank you.

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. Then they say," you have to be the best in the country." and they keep on going. I tell them that I'm not ready to give up. They keep on trying.

Teacher: Last thing from last person.

Student: [inaudible 00:43:24]. I'm trying to think.

Student: I think people underestimate other people and tell them that because they think," No that's not safe." They don't even want to try it because they're so insecure.

[00:44:00]

Teacher: I wish we had some more time to think about it. Is anybody thinking anything different right now? My head is going [zoom 00:44:07]. Before we reflect, hold on for just a second, take a look and your guys' good thinker tool kit. You guys impressed me today because a lot of you were questioning truths and assumptions. That's big thinking you guys, from fifth graders, because you are wondering, are these things even true, Student. Are these things true? 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.

It's not just a thing that you guys are thinking about, as miss G was saying this is something what kids have thought about for generations and generations. It's really cool to hear you guys discovering 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 pre-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 pencils down so I can see. I'd love to hear some of your new thoughts or your new questions to wrap up. Student, just leave it bud. Good. Last new thought or a new question. Good. Can you, who haven't we heard from? Student since this was your question, what is your new thought or your question now? What are you wondering? What are you thinking?

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

[00:46:00]

Teacher: Why do we think good questions are funny questions .

Student: Student.

Student: If kids have the same freedoms as dogs, how would it work out?

Student: I was wondering why do some adults try to make kids feel bad?

Student: If kids don't like something, then why do they have to be so negative about it? Why can't they actually have some pros? Student.

Student: Why do people think we can't do what they can do?

Student: Do we trust our parents?

Teacher: Good question.

Student: [inaudible 00:46:44].

Teacher: Yeah you can. Don't underestimate yourself.

Student: Why do people underestimate and judge others?

Teacher: Last thing. Maybe somebody we haven't gotten to hear from yet today.

Student: Why do parents underestimate kids' dreams?

Teacher: Interesting. Cool last thought. Let's do a bit of reflection. 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. Okay, I see a lot of thumbs up but I see some sideways. [inaudible 00:47:22] how come your thumb is sideways?

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

Teacher: Okay. Looks like the majority of us think that was pretty interesting. Did you, anybody having 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 you neighbor a high five tell them good
[00:48:00] job. Nice job. How did you think, Student, this one's for you , how'd you thin 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 people who are listening really.

Teacher: What do you mean by that.

Student: Someone could be just sitting there pretending to listen.

Teacher: You were unsure if people were actually listening.

Student: Yes.

Teacher: Okay, good. Yeah? Me? Okay. Were we intellectually safe today? Was our respect level okay and 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 3 regular voice whisper and then [inaudible 00:48:53].

Student: [inaudible 00:48:53].

Teacher: Wake up Student's mom, who's across the street. Okay? She's sleeping? Oh boy. She worked late? Okay. All right. Regular voice, ready set go.

Student: Philosophy yes.

Teacher: If you have your pencil in your hand put it down and join us. Whisper ready set go.

Student: Philosophy yes.

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

Student: Philosophy yes.

Teacher: Awesome. All right boys and girls, awesome job today. You guys nailed it. That was probably one of your best [inaudible 00:49:25] ever. Would you agree?

Student: Yeah.

Teacher: You guys are rock stars. Take your things, back to your seat Miss G is ready for writing, yeah. Go ahead and clean off your desk, put your notebooks away, put your white boards away. Erase your whiteboards. Let's get cleaned up.