

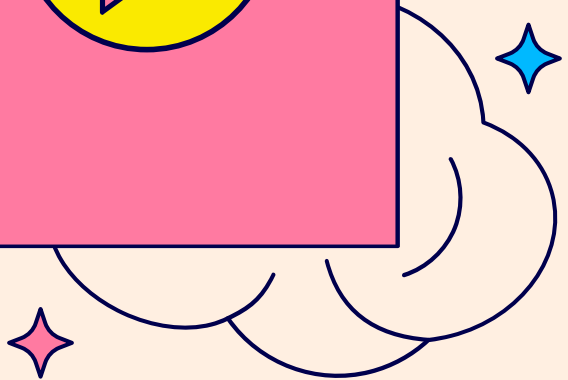


# Lesson Study

Philosophy for Children




**01**  
**Lesson Study**



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# Lesson Study Rationale








**Lesson Study blends all the features of professional learning that most improve learning and teaching (Cordingley et al., 2004). These are that:**

- The professional learning takes place over time – and is not a one-off event
  - It happens in real classrooms with real pupils
  - It involves an element of collaborative enquiry or experiment between teachers who are trying to solve a problem or improve an approach.
  - Hargreaves uses the term 'joint professional development' - JPD rather than CPD – (Hargreaves 2012).
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# Lesson Study Rationale

## Lesson Study helps teachers to:

- 
- Observe pupils' learning with arresting clarity.
  - See the difference between what they predict will happen when pupils learn and what actually happens.
  - As a result, understand how to design, engineer and bring about learning much more closely matched to pupil needs.
- 
- Do this within a supportive teacher-learning community committed to providing a safe space to take risks because each values and feels valued-by their lesson study group.
  - Research, reflect, analyse and learn collaboratively how to help their pupils learn and achieve (Dudley, P. 2013).
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- Change subsequent teaching and curriculum in order to better support learning and share this involving expert practitioners and less experienced peers in order to maximise and mobilise the new knowledge.
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**02**  
**P4C**



A large pink rectangular box with a blue header bar at the top. Inside the box, the text "02" and "P4C" is displayed in a bold, dark blue font. To the right of the text is a yellow circular play button icon with a black triangle pointing to the right. The box is surrounded by decorative elements, including a white cloud-like shape at the bottom right and a pink star at the bottom center.

# Philosophy for Children (P4C)

## Stimulus

Provided to class to  
prompt thinking

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## Questions

Students create questions

## Class agreement

Class votes on a question  
to debate

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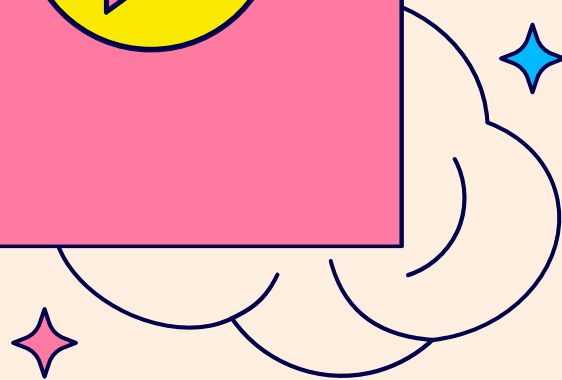
## Discussion

Class discussion takes  
place



**03**

**The Process**





# The Process

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## **Collaborative Planning**

Trio plans lesson -  
identifies students



## **Lesson**

Lesson is taught and  
observed by two



## **Reflection**

Group reflection and  
student questions



## **Adjustments**

Next lesson planned



## **Lesson**

Lesson is taught and  
observed by two



## **Reflection**

Further reflection

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# TIMELINE

Planning phase

Lesson 2 /  
Reflection /  
Planning

**Week 1**

**Week 2**

**Week 3 to 4**

**Week 5**

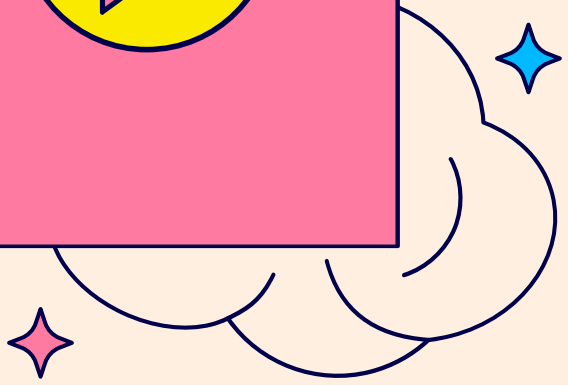
Lesson 1 /  
Reflection /  
Planning

Lesson 3 /  
Reflection



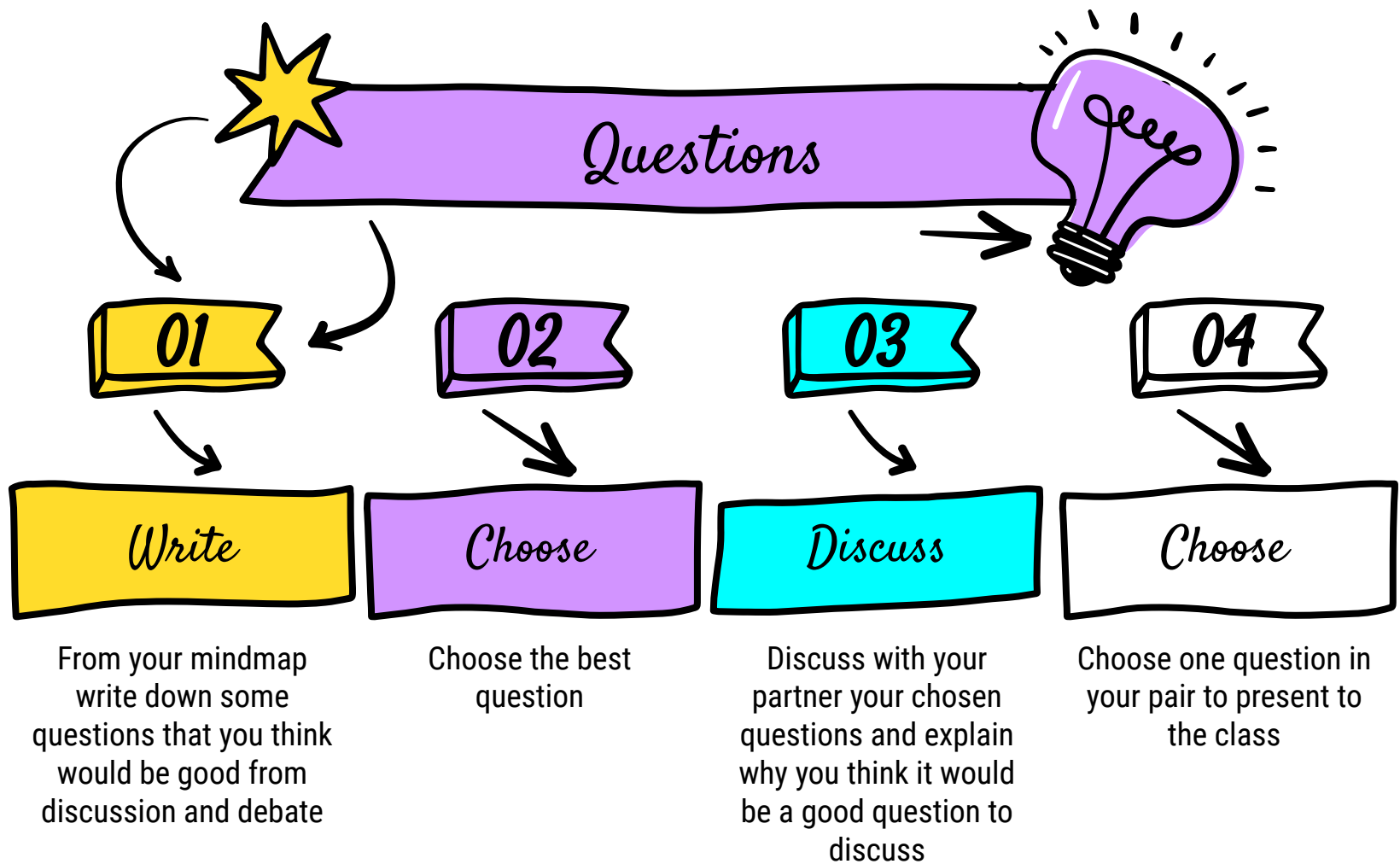
**04**

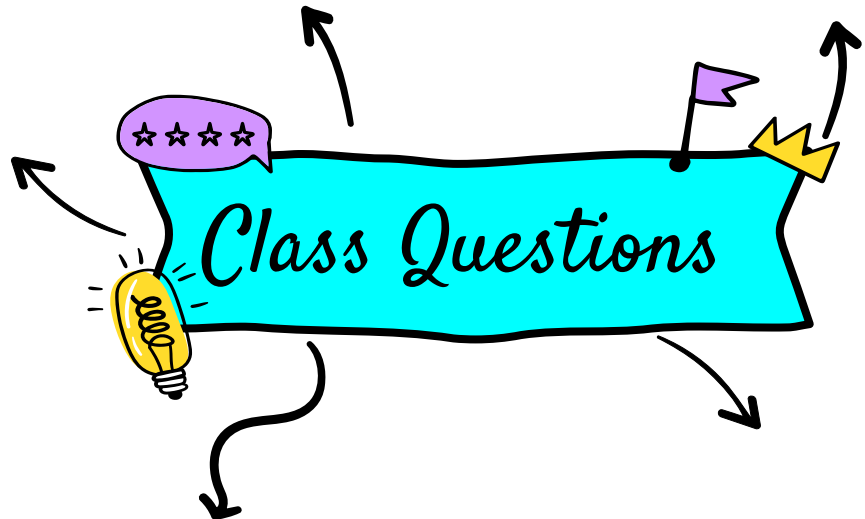
**The lessons**





“A drunkard in the gutter is just where he ought to be”







## Discussion rules:

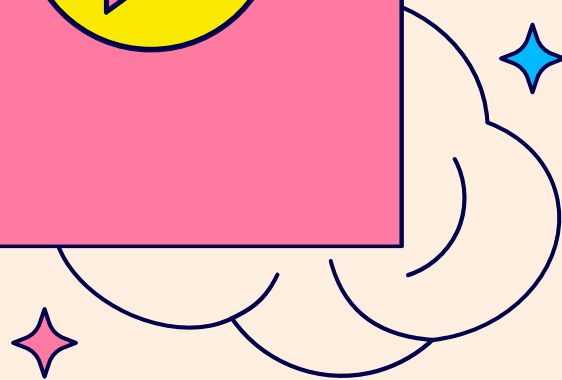
- You can only contribute a maximum of 4 times to the discussion
- **You should include knowledge of the topic and examples to justify your contributions**
- When you contribute you should do one of the following:
  - Build on the previous comment
  - Agree with the previous comment
  - Challenge the previous comment

Ensure that you are **listening** to contributions so that you can respond. Don't come up with a point and just wait for a chance to speak



**05**

**Reflections**



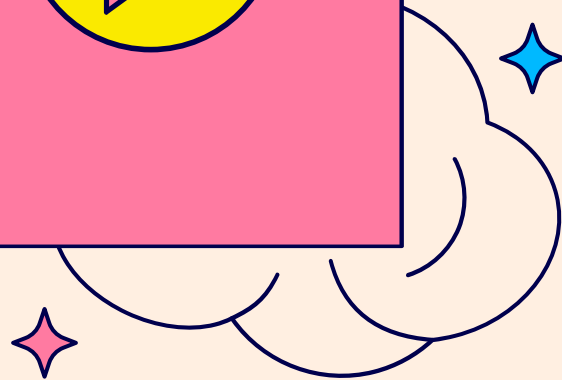
## Lesson Plan 1: TW lead

<p><b>Accountable learning intentions and success criteria</b>          All students will verbally contribute to a lesson on <b>liberalism</b>. Demonstrating knowledge and understanding of the topic, and an ability to develop, build on, and challenge other points of view. All students will be able to respond to a stimulus to create a discussion question, and from the discussion produce a detailed written response.</p>	<p>Case pupil A</p> <p>■ success criterion for this lesson</p>		<p>Case pupil B</p> <p>■ success criterion for this lesson</p>		<p>Case pupil C</p> <p>■ success criterion for this lesson</p>	
<p><b>Stage of lesson sequence</b></p>	<p>How you predict case pupil A will respond</p>	<p><i>How they are observed to respond</i></p>	<p>How you predict case pupil B will respond</p>	<p><i>How they are observed to respond</i></p>	<p>How you predict case pupil C will respond</p>	<p><i>How they are observed to respond</i></p>
<p><b>Stage 1:</b></p> <p>Introduce P4C to the class.</p> <p>Introduce the stimulus - invite students to mind map different questions and thoughts.</p> <p>In pairs - they would construct 3 questions from their mind maps</p> <p>Choose one question to present to the class in their pairs</p> <p>Questions are displayed and the class votes on the question to discuss and debate.</p> <p>(approximate time) 5 to 8 minutes</p>	<p>■ may find stage 1 difficult due to difficulties visualising the topic and putting that into an academic question. Usually she would need the knowledge in front of her. When writing a question she can struggle to interpret what the question is demanding of her.</p>	<p>(note arrived late)          gHas lots of <u>write about in the stimulus</u> task - making links between points.</p> <p>Able to easily construct questions from their mind maps.</p> <p>Able to choose one question easily and able to articulate her reasoning as to why this is important. Some difficulty choosing just one question, as she has so many ideas.</p> <p>Allowed a different pupil to explain the</p>	<p>■ will be able to make connections from the stimulus to the debate question within the subject content. Connections will be made successfully.</p>	<p>Seems to have a few ideas down but not many at the start.</p> <p>Lots of ideas - making links between the topics.</p> <p>Able to easily construct questions from their mind maps.</p> <p>Able to choose one question easily and able to articulate her reasoning as to why this is important.</p> <p>Allowed a different pupil to explain the rationale.</p>	<p>■ is quite good verbally. He will find the imagery useful to consider the argument, but will still struggle to connect previous knowledge learnt to the task. Consolidation of knowledge is not a strong area for him.</p>	<p>Struggling to list ideas in the stimulus task</p> <p>Started well, possibly had an idea early <u>however question</u> quickly became long and winded.</p> <p>Struggled to explain why <u>hes</u> choose the other questions, seem just let 'other student' pick as was 'easier'.</p> <p>(10 mins in)          Seems to be struggling with</p>





# 06 Findings





## What did you enjoy most about the lesson?

- The discussion aspect
- Open discussion/debate
- Trying to think of different perspectives and how to create a solution to the problems that arose during the lesson.
- Discussing conservatism alongside sharing our own views on the debate.

## What did you learn?

- Interpret stimuli better
- It is more useful to learn information with context within an argument than it is to know isolated fact.
- I feel debating is a good consolidation task as it allows me to listen to different perspectives
- I don't think I learnt anything new, but it was nice to hear what the first thing came to people's mind.
- When arguing about a question you have introduced to the debate it is interesting to see how other people respond to it. I also enjoyed that it was limited how many point we could bring to the debate. This made it so interesting as we had to think when it was best to add your point.
- I feel I improved my debating skills further.



## What aspect of the teaching worked best for you?

- I don't feel as though teaching played a significant role in the lesson as it felt more student led.
- A stimulus could be a good lesson starter for the first 5 minutes of a double lesson
- I liked that we had to choose the question.
- The presentation and lesson structure was clear and easy to follow.
- I enjoyed the groups discussion task

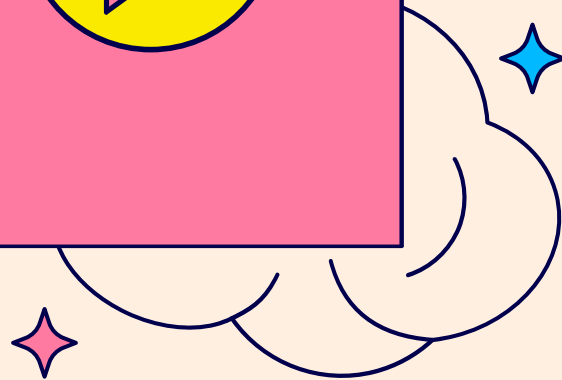
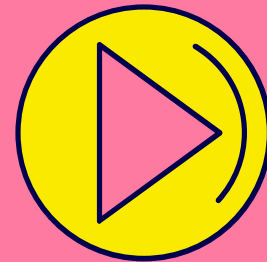
## If the same lesson is being taught to another group what would you change? Why would you change that aspect?

- I would give longer for the recap and stimulus - this could be useful for people that do not feel as familiar with the topic.
- I would allow people to have 3 opportunities to speak as 2 restricts your ability to fully evaluate + justify your argument/ respond to counter arguments
- Give the class a heads-up about the overall topic so they can research context making the debate more interesting.
- Perhaps alter the question slightly so the topic becomes more of a debate. ie 'what do you think' rather than 'outline'



**07**

**Next steps**



# Philosophy for Children (P4C)

## Stimulus

Provided to class before the lesson to prompt thinking (flipped learning)

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## Questions

Students create questions.  
Teacher to filter during discussions

## Class agreement

Class votes on a question to debate

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## Discussion

Class discussion takes place. Students to not be limited on how many times they can talk - but not to respond directly to person before.

**Question set:** Essay question set for students to complete on the discussion.