

VISIBLE THINKING – PLANNING and post programming for lessons- shared at Staff Meeting June 2014

This details a new thinking strategy initiative I undertook with the classes across Years 4 to 6.

My Focus: Perceive, Know about, Care about

The purpose of this thinking is to get inside the viewpoint.

- 1. What can the person or thing perceive?**
- 2. What might the person or thing know about or believe?**
- 3. What might the person or thing care about?**

It encourages the student to step inside the viewpoint, to be that person and to relate to how they would react. They are then encouraged to write or talk about their thoughts from that viewpoint.

Activities I used with students:

1. As an introduction, View a picture of anything, an object or character, and list different perspectives that this picture can generate.
2. Make a set of cards *know, perceive, care*. Students pick a card from the bag and say what your character would think about the story. Then split class into groups of three with a card each. Remind boys to help each other and use their chosen card to discuss the characters.
3. Write a short written or spoken monologue from a certain perspective. This can also be improvised spontaneously.
4. In pairs: Ask questions to guess which perspective a boy is speaking from/ their point of view.

Review of the routine, use and opinion:

I used this in conjunction with curriculum pointers on discussion.

Used for discussion:

1. Year 5-“Alice Next Door”– (nominated for WAYRBA 2014) Teachers reads three chapters of the story to the class. Boys take on the character of one of the two girls in the story. From your point of view: “If I was Alice, I would.... If I was Megan, I would.....and why? Do this as a partner exercise and then with the whole class. *The boys found this an easy exercise and had no problem seeing inside the female character and the situation the girls were in.* They found it surprisingly easy to imagine themselves as the characters and even to acknowledge that they behave in very similar ways to the girls when it comes to family life and friendship. We then moved to looking at their perceptions and considering why they thought the character would act in that particular way. It was easy to react as a character, but not as easy to analyse why you perceive that or why you care about the character in the way you do.
2. **Year 4** have just been to Penguin Island and I’ve been reading a book about “Pinguo” a penguin who is found injured on the beach. I showed a picture of an injured penguin. The boys thought for a while about the penguin and wrote statements on post it notes about their

perception of the situation was in the penguin – their point of view. They then placed the post it notes on the picture on the wall and a class discussion developed over the points of view on the wall. Boys were asked to give reasons for their points of view.

3. **Year 5- 'After' by Morris Gleitzman- use pack of cards** with “know, perceive, care” written on them. We used words on cards KNOW, PERCEIVE, CARE and modelled their use as a class. I chose boys to pick a card out the bag and say what they thought about the situation Felix was in.
(ii), I then split the boys into groups of three for a two minute discussion before sharing their views back with the class. It's important to remind boys to help each other and use their chosen card to discuss the characters.
4. **Year 6- Lighthouse Boy by Diane Wolfer.** The Teacher read the letters written by soldiers home to family and loved ones. Boys were introduced to the meaning of “know, perceive and care” and a short discussion was held for 5 minutes. We discussed the use of *monologues* and the boys then wrote a 4 line piece to share with the class and argue their perspective in a class discussion. This discussion incorporated discussion keys as well, which were curriculum pointers for the term.
5. **Year 6 – Lighthouse Boy (second lesson)** Boys were reminded about what it means to “know, perceive and care”. We read some more letters and boys split into pairs. They had to ask questions of their partner of what the character knows about, perceives or cares about in order to guess which character they were, such as the author of which letter?

OPINION of this focus:

- The introductory activity looking at the picture to develop different points of view was useful in explaining the meaning of the words.
- The boys enjoyed the different focus on the characters, with a more specific lens to view the character through.
- Breaking it down into three parts, helped to develop a more comprehensive view of the character.
- The two and three way discussions I used, along with one small viewpoint on a card, at a time, assisted the weaker students.
- It was interesting using activities which went straight to the issues and the essence of the character to generate discussion.
- Some boys had difficulty perceiving what the character might think, but most were able to develop a point of view and argue in support of it.