International Grammar School

AGQTP Project 2004 - 2005: Values Education through Literature and Philosophical Inquiry

Stage One, Year 2
Project Overview

Team Members

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Project Consultant

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Project Aim

This project sought to build student and teacher skills to explore Values through a cognitive reasoning framework, resulting in a form of values education that is embedded within the curriculum. The focus was on philosophical inquiry strategies to encompass the cognitive, affective and behavioural aspects of morality.

Our Stage One initiative used children’s literature as a pedagogical device. By using literature we value the potential of characters to influence students understanding of their world. We are also sought to value the role of discussion as a strategy for the social construction of meaning. We wanted to provide rich learning experiences that require children to reflect and respond not only on the characters response to moral dilemmas, but to explore their own thoughts and opinions.

Project Objectives

• To use the project as a method of enhancing the professional learning of staff members through their engagement in an authentic project requiring the teachers to utilise a range of scaffolds.

• To use children’s literature as a pedagogical device to explore moral values.

• To enhance student discussions relating to values using philosophical inquiry and associated strategies.
Getting Philosophical

The Primary School at International Grammar School is committed to providing a diverse academic program that is characterised by intellectual quality. This approach is enriched by a variety of programming models that differentiate using on a range of learning theories. It was from this basis that we sought to explore values education from the perspective of cognitive reasoning.

To add to our teachers’ repertoire of teaching strategies the staff had engaged in a workshop to develop their philosophical inquiry skills. This had been facilitated by Dr Sandra Lynch from the Philosophy in Schools Association. The philosophical approach was chosen to explore a chosen value with Year 2.

Staff developed skills for the basic pattern of inquiry. This follows the pattern of initiating, suggesting, reasoning and analysing followed by evaluating and concluding. It was decided that this discussion scaffold would maintain our emphasis on student thinking and reflection. This is outlined below to show the relationship to creative and critical thinking.

Scaffold 1: Basic Pattern of Philosophical Inquiry

<table>
<thead>
<tr>
<th>CREATIVE PHASE</th>
<th>INITIATING</th>
<th>problems, questions, agenda setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUGGESTING</td>
<td>ideas, conjectures, hypotheses</td>
<td></td>
</tr>
<tr>
<td>CRITICAL PHASE</td>
<td>REASONONG AND ANALYSIS</td>
<td>implications, assumptions, meanings</td>
</tr>
<tr>
<td>EVALUATING</td>
<td>evidence, criteria, experience</td>
<td></td>
</tr>
<tr>
<td>CONCULUDING</td>
<td>conclusion, resolution, implementation</td>
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</tbody>
</table>

One of the considerations when developing our project was the need to maximise student engagement by catering for a range of abilities. Such differentiation needed to be based upon a range of thinking capacities. Prior experience had shown us that adopting a Philosophical approach can challenge teachers’ notions about their students.

To differentiate discussion a scaffold was adopted for question categorisation when responding to literature. This scaffold, which was presented to staff by our consultant Sandra Lynch, was particularly relevant as we wanted to use picture books as the basis for values exploration.

Scaffold 2: Categorising Questions
This version has been reworked to be used in a student friendly format with language to allow for metacognitive emphasis.

**Scaffold 3: Categorising Questions - Student Friendly Format**

<table>
<thead>
<tr>
<th>See for yourself questions</th>
<th>Use your imagination</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is one right answer</td>
<td>Questions for thinking</td>
</tr>
<tr>
<td>Ask an expert</td>
<td></td>
</tr>
</tbody>
</table>

**Value Selection**

The team were quick to decide on a value to explore with the students. After examining the Draft National Framework for Values Education in Australian Schools the value of Honesty was chosen.

Honesty was chosen as it was stage appropriate allowing the concept to be explored in depth with Year 2 students. It was also felt that students would bring some prior knowledge and experience to the unit of work.
Organising For Learning

One of the important features of our project was the provision of a guided planning day. This allowed the team to explore a variety of teaching and planning scaffolds. The appeal in using scaffolds was the ability for these to be transferred to future planning and teaching experiences by the team members. The allocation of time to reflect on our practice and to develop a shared understanding was fundamental to the success of the project.

The ‘WHERE’ scaffold proved to be an effective organiser for all the components that had been planned. The scaffold is outlined below and planning activities also presented.

Scaffold 4: Where? A Scaffold for Planning Instruction

<table>
<thead>
<tr>
<th>W</th>
<th>Where are we headed?</th>
<th>What standards, concepts and questions drive this study?</th>
</tr>
</thead>
<tbody>
<tr>
<td>H</td>
<td>Hook the students.</td>
<td>Find engaging and provocative entry points</td>
</tr>
<tr>
<td>E</td>
<td>Explore the subject and equip the students.</td>
<td>Exploration should lead to in-depth, enduring understanding; equipping students requires identifying the kinds of knowledge, skills, habits of mind and attitudes that are necessary for successful final performance.</td>
</tr>
<tr>
<td>R</td>
<td>rethink.</td>
<td>Give students multiple opportunities to rethink and reflect on key ideas.</td>
</tr>
<tr>
<td>E</td>
<td>evaluate.</td>
<td>Involve students in exhibiting what they have learned, employ self assessment among a range of forms of constructive feedback</td>
</tr>
</tbody>
</table>


Where are we headed?

In order to achieve the aim of our project the emphasis needed to be on our methodology. It was important that we were working from an informed position. This involved the team developing their understanding of Philosophical Inquiry and Substantive Conversation.

To explore Honesty our aim was to foster:
- inquisitiveness
- sound reasoning
- intellectual persistence
- precision of thought (deep thought and understanding)

Features and benefits of substantive conversation.
- open intellectual issues
- substantial student control
- alternative possibilities
- examination of problematic claims and ideas
- exploration of differences and disagreements
- inquiry and higher order thinking
  - asking significant questions
  - giving and evaluating reasons
  - giving relevant examples
  - constructing plausible hypotheses
  - testing hypotheses
  - uncovering assumptions
  - examining implications
  - engaging in extended reasoning
  - using appropriate criteria
Hook the Students

The team identified three key areas factors to ‘hook’ students into the program seeking to maximise student engagement and interest. These factors included the importance of making the strategy of philosophy explicit to the students, the significance of text selection, and the choice of teaching and learning strategies.

Philosophy as a way of thinking was to be made explicit to the students as a mechanism of engagement. As ‘philosophers’ the students would need to build their skills to fulfil their role. Having students adopt the role of philosophers provided a context for the development of discussion skills to scaffold their thinking.

The selection of texts that explored the value of Honesty was a crucial factor in the development of the unit. It was also important that the picture books had depth and complexity that could be explored. In preparation for the planning day a wide range of books were collated to be considered. The team selected the following texts to be used:


The selection of quality teaching and learning strategies was an opportunity to be reflective. We utilised a continuous improvement scaffold to value the experience and skill of the team members whilst opening the door to new experiences.

Scaffold 5: Continuous Improvement Scaffold

**KEEP – CHANGE – TRY**

This was supported by reflective questions: What strategies are we currently using to support quality teaching? What is working well for us? What do we want to change about our practice? What strategies do we want to try?

A list of possible teaching and learning experiences was generated. To support this phase of planning, the teachers were asked to reflect on recent professional development experiences along with teacher reference books. They were also guided by the summary ‘Core Attributes of Effective Life Long Learners’ Murdoch, 2004 and the features of ‘Substantive Conversation’, New Basics, Education Queensland.

**Possible Teaching and Learning Experiences**

- **Categorising Question Matrix** - Closed versus open questions - textual versus intellectual questions, see for yourself – basic facts, ask an expert - factual knowledge, use your imagination - literary speculation, questions for thinking - intellectual inquiry.
- **Discussion Plans** - Develop these for our chosen texts using the question matrix.
- **Jig Saw** - an effective strategy for co construction of understanding.
- **Collaboration using roles within groups** - Go For, Recorder, Reporter, Time keeper, Encourager. Role cards to be made and laminated – rephrase roles as questions for greater
accountability to group Eg “Am I encouraging people to share ideas?”

**Readers’ Theatre** – use of voice to animate the story

**Consequence wheel** - Use of graphic organiser to record consequences of a decision

**Think, Pair, Share** - A strategy to foster collaboration and provide structure for idea and question generation.

**Pause** - Ensuring that we give enough wait time to allow for more responses to be given

**Picture Cues for tasks**

**KWHL** - What do you know? What do you want to find out? How will you find out? What have you learned?

**Brainstorm / Question generation** - Generating a flow of responses or questions – creating a value for all responses

**Character Shield / Shell** - Exploring the inside versus outside shown by a character – use pictures, words and symbols

**Character Gallery** - Draw or paint a character in a setting/Scribe a description of the event/Gallery viewing – read and appreciate the paintings of others

**Venn Diagram** - Compare and contrast characters

**Role Play** - Exploring dilemmas – preliminary activity for trust development

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**Explore the subject and equip the students.**

To adopt a cognitive reasoning approach to values education we needed to emphasise that were providing opportunities to explore the concept of honesty and associated dilemmas, we were not telling the children what it means to be honest. This required the team to have explored the complexity of honesty themselves. As the student exploration would be through the mode of conversation, student discussion skills would need to be developed.

Working with our consultant, the team developed an overarching discussion plan and general strategy relating to honesty. Working through this material provided a solid basis and support for the project. The complexity of the plans allowed teachers to internalise the points of inquiry that could be explored with students.

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**Overarching Discussion Plan**

**Does being honest make other people like you?**

**Does honesty always lead to something good?**

**Why should we be honest?**

- No reason, but I don’t need a reason – it feels right.
- It is right
- Parents and teachers say that it is the right thing to do.
- People might think badly of me if I’m dishonest.
- Being dishonest has caused me some trouble in the past.
- My friends won’t trust me if I am dishonest.
- I don’t trust people I find to be dishonest.
- The law says we must be honest sometimes, eg. when we are under oath.

**What are the advantages and disadvantages of honesty?**

- It might be in your best interest to lie – some times? all the time?
- It’s only reasonable to be honest if everyone else is honest most of the time; or if most people are honest. Enough people have to conform to give honesty the benefit.
- Being honest has to be a relatively small sacrifice for a person, by comparison with the difficulties they would face if everyone was dishonest.

**If I lie to protect someone:**

- does that mean lying is okay?
(What does reason tell us here? Is it reasonable to lie sometimes?)
- does that mean that lying is okay in some cases? If so, when is it okay?
- Or does that mean that there are more important than honesty?
- Is there a list of important values in which some are more important than others? If so, where did that list come from? If not, how do we choose which value is most important in a conflict?

**What is dishonesty?**
- Why do we punish people who cheat?
- Can we sometimes get away with telling a lie or discreet cheating? If so, then considerations of our own personal advantage can’t be sufficient to motivate us to be honest.
- I promised to give someone some money because I thought that they were poor, and I really was going to do it, but then I discovered that the person was rich and so I changed my mind, am I being dishonest?
- Is a burglar who breaks into your house and steals your TV and DVD dishonest? Could they be an honest burglar?
- If I deceive you by pretending to be your friend but taking the opportunity to steal things from you when you are not looking, am I dishonest? (I abuse your trust in me)
- Is all deception dishonest? (Trompe l’oeil painters?)
- Are people who tell white lies dishonest? Eg pretending you’ve forgotten, withholding information, distorting parts of the story? moving away and pretending that you were not involved?

**What is honesty?**
- A commitment to a form of behaviour? How conscious is our commitment?
- Being trustworthy? My friend tells me something that she wants me to keep a secret and I do keep it a secret. Am I being honest or trustworthy?

**What is trustworthiness?**
- a virtue?

**Do all human beings have a similar view of honesty?**

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**General Strategy**

**What is honesty?**
- exploring dishonesty – conceptual exploration
- assumptions about honesty
- making distinctions between honesty and similar values; prioritising

**Why are we expected to be honest? Why is honesty a good thing?**
- reason-giving
- considering alternatives
- distinguishing between good and less good reasons
- establishing what a particular reason might imply – causal links

**Are there any disadvantages to being honest?**
- questioning
- imagining
- hypothesising
- predicting
- making sound judgements

**What are the implications of a commitment to honesty for ourselves and the society in which we live?**
- evaluation – weighing up the advantages and disadvantages.
- reaching a conclusion (however tentative)
- making connections.
Students would need to be equipped with an understanding of discussion and also develop their skills. Students would be supported to collaboratively write a set of discussion guidelines. A list of ‘discussion moves’ were developed and presented in speech bubbles. The ‘discussion moves’ aimed to provide our students with set phrases to use.

**Discussion Moves:**

| I agree with that reason because… |
| I disagree with that reason because… |
| Our group has a different explanation… |
| I think that there could be another reason why… |
| I’d like to know why … thinks that. |
| I can give an example of that… |
| I can add to what … said. |
| I agree with …because … |
| I would like to add to what … said. |
| I disagree with… because … |
| I have another suggestion… |
| I have another example… |
| Do you mean … or something else? |

**Rethink**

This phase of the planning scaffold involves considering if students will have adequate opportunities to rethink and reflect on key ideas. Due to the nature of our project this feature is embedded throughout our approach.

**Evaluate**

As the teaching methodology was to be made explicit to the students the inclusion of evaluative feedback was easy to incorporate. As beginners to the process of such substantive conversations the children would require support.

It was felt that the project provided a thinking context for the students where metacognition could be emphasised. This created an opportunity to encourage student self assessment. The team felt that it could be overwhelming for the students if they were required to self assess their discussions. This was accepted, yet the team wanted to maximise the opportunity to encourage children to engage with critical thinking.

It was decided that the students would be introduced to two quick and simple strategies. A general reflection tool was created to foster understanding about how a student felt about their effort and general achievement. This was the ‘Year 2 Secret Code’ which involved students drawing symbols at the bottom of their page for their teachers. The second strategy was to commence using self assessment stickers on students’ work. The team chose to focus on punctuation concepts. The benefit of these strategies was that it allowed critical thinking to be made ‘visible’ to Year 2 students across all KLAs.
Teaching and Learning Sequence

**Unit Aim:** To provide students with opportunities to explore the concept of honesty and associated dilemmas through philosophical inquiry and responses to literature. Our goal is not to tell the students what honesty is but to open the door to the complexity of this value.

**Focus Skill:** Discussion reflective of substantive conversation resulting from guided philosophical inquiry.

**Focus Text Types:** Narrative and Literary Recount

- Structure
- Purpose
- Story Boards
- Literary Recount

**English Outcomes and Indicators:**

**TS1.1** Communicates with an increasing range of people for a variety of purposes on both familiar and introduced topics in spontaneous and structured activities.

**Purpose**
- Asks questions to seek clarification
- Uses a comment or questions to expand on an idea in a discussion
- Expresses a point of view about text read, heard or viewed.
- Engages in group discussion
- Justifies point of view with supportive evidence
- Challenges a point of view with supporting evidence

**Audience and Subject Matter**
- Listens to and shows respect for the contribution of another in a discussion
- Performs a role play for class

**TS1.2** Interacts in more extended ways with less teacher intervention, makes increasingly confident oral presentations and generally listens attentively.

**Listening Skills**
- As a listener usually maintains eye contact, if culturally appropriate.

**Interaction skills**
- Expresses a personal point of view
- Responds to the view point of others
- Uses turn taking in discussions

**Oral Presentation Skills**
- As a speaker, makes eye contact, if culturally appropriate.
- Speaks clearly
- Experiments with varying voice, tone and volume and pace.

**TS1.4** Recognises that different types of predictable spoken texts have different organisational patterns and features.

**Text Structures and Features**
- Talks about turn taking in conversations
- Talks about changing points of view within discussions

**TS1.7** Understands that texts are constructed by people and identifies ways in which texts differ according to their purpose, audience and subject matter.

**Purpose**
- Discusses how images give information in different ways

**WS1.10** Produces texts using the basic grammatical features and punctuation conventions of the text type.

**Grammar and Punctuation**
- Uses adjectives to provide more information about nouns.
- Uses past tense relatively consistently in literary texts
WS1.13 Identifies how own texts differ according to their purpose, audience and subject matter.

Purpose
- Discusses stages of a text and discuss their function
- Discusses some of the different purposes of visual texts such as illustrations and graphic organisers.

Overview of Learning Experiences

The following sections provide an overview of the Philosophical Inquiry activities relating to the exploration of Honesty. Many other English activities were linked to the picture books relating to the identified outcomes and indicators.

The overarching discussion plan for Honesty was to be utilised whenever applicable.

<table>
<thead>
<tr>
<th>Building a Community of Inquiry</th>
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<tbody>
<tr>
<td>As this project was implemented in the first term it was important to build connections and trust quickly and effectively amongst the newly formed class groupings.</td>
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</tbody>
</table>

Trust building – drama activity mirroring the actions of a peer to music.

Personal attributes – I’m handy to have around because…

Why are people dishonest sometimes? Pre-test of discussion skills whilst exploring the concept via the opposite.

Things I know may not be true… placed into a private box not to be shared with the class.

In groups make a list of Fairy Tale characters that are dishonest Eg the wolf in Little Red Riding Hood. Skills of listing and group collaboration. Introduce role cards. Why do authors create characters that are dishonest?

What is Philosophy? What do Philosophers do?

What makes a good discussion? Group task using role cards. Use group responses to create class guidelines.

Introduce discussion moves. Display these for frequent exposure and reference.

Special Guest: Meet and interview a Philosopher, Dr Sandra Lynch. Prepare some interview questions.
**Discussion Plan**
- Is Lucy a liar? She says that she isn’t - use of imagination
- If she isn’t is it ok to use your imagination? explore consequences
- Have you ever told a lie similar to Lucy’s?
- Does her lying keep her from getting into trouble?
- Do the adults believe Lucy?
- How do they know that she is lying?
- Why does Lucy not believe her dad?
- What is the result of this?
- Are there times when it is ok to lie? Explore a conflict of values. Link to protection – pride – self image. Priority of values when it is not clear – what is more important my honesty or the other person’s feelings
- What’s the trouble with those who lie?
- Do you think that Lucy is getting something by lying?
- Is it ok to use your imagination?
- Are there times when it is ok to lie?
- Why tell a lie? What is the intention – good versus deception

**Discussion Plan**
- Was Puzzle Duck being honest?
- Why was she being dishonest? Is it really being dishonest or is it a white lie?
- Do you think the other animals knew she was not telling the truth?
- What did the other animals think of Puzzle Duck?
- What is a white lie?
Have you ever told a white lie?
When is it alright to tell a while lie?
Is all deception being dishonest?
What was Puzzle Duck getting out of being dishonest?
Was she honest to the fox?
What was the result of her honesty in the end?
What are the animals getting out of Puzzle Duck’s answers?
What effect does it really have on them?
What makes people happy?

The Emperor’s New Clothes
Written by Hans Christian Anderson Illustrated by David Mackintosh

Deception and collusion – except one child
Is there conflict between his self esteem and ability to see facts?
See for yourself – need to deny the fact to keep the lie alive

Readers’ Theatre

Written response -What would you do if you were in the crowd?

Sequencing Activity

Grammar focus – descriptive language features

Discussion Plan
What’s the lie in this story?
Why do you think the 2 tailors try to deceive the Emperor?
What do they gain by deceiving?
Why does the crowd go along with the lie?
What would you do if you were in the crowd?
Is it ok to lie? When is it ok to lie?
Should you lie to protect someone?
Does that mean there are more important things than honesty?
Would the King punish people who were honest in the crowd?
Do all people have a similar view of honesty?
Why are we honest or dishonest? Explore reasons for being dishonest – fear – shame
Fox
Written by Margaret Wild Illustrated by Ron Brooks

Lesson of deception – what is the intention? Is there an abuse of trust? Examine Troupe l’oeil images

Written response - What makes a good friend?

Narrative recount

Grammar Focus - Adjectives

Affective responses – visual analysis of line and colours used

Discussion Plan
- Why did Dog become friends with Magpie?
- What do Dog and Magpie see in each other?
- Can Dog’s life be made ‘richer’ by Magpie?
- How did Magpie feel with fox ‘watching’ her?
- Why did fox approach Magpie and Dog?
- What did he want from them?
- How are the elements of colour and texture portrayed in the book?
- Are looks deceiving?
- What are Fox’s intentions?
- Is there an abuse of trust?
- What makes a good friend?
- What is Fox going to get out of lying to Magpie?
- What do you think the faraway scream was? Why?
- Why does Fox lie?
- When have you felt triumph? Despair?
- Who is the scream from? Why?
- Why does Magpie make the journey back to Dog even though it is difficult for her?
- Why are the colours red and black used so much?
- What is the intention of the deception? Is there an abuse of trust? Troupe l’oeil
Work Samples

I am handy to have around because...
I am helpful. I am good at following rules. I am tidy. I am good at maths. I respect others.

I am handy to have around because...
I am good at maths. I am a hard worker. I am friendly. I am tidy. I am cheerful.
Don’t Tell Lies Lucy

Is Lucy lying?

Yes, because she’s getting into trouble.

Has Lucy gained something by lying?

Yes, my dad gave me a holy pocket of time.

Have you ever told a lie similar to Lucy’s?

When my mom went to get soap for her there were only two. Left. It wasn’t very good.

What is the result?

Lucy gets washed away by a huge wave. She revises that lies lead to run happiness/fortune.

Why does Lucy not believe her dad?

Because she thinks lies teach her a lesson.

Are there times when it is ok to lie?

No.
Don't Tell Lies Lucy

By

Is Lucy lying? Yes

Is Lucy gaining something by lying?

Have you ever told a lie similar to Lucy?

No, I have never told a lie.

Why does Lucy not believe her dad?

Because she thinks her dad is lying.

Are there times when you think it is OK to lie?

It is someone's birthday.

What is the result?

The result is that Lucy gets something away.
The Puzzle Duck

Name__________________________

Here are some sentences from The Puzzle Duck. Read them carefully and fill in the box below.

The Puzzle Duck lived on an island of grass at the edge of a wide pond. She was the wisest animal in the whole country and other animals came from everywhere to ask her questions.

One day Ethel the Chicken came to the pond. She had heard about The Puzzle Duck and how clever she was and had travelled across the fields from her farm to ask the duck an important question.

"That's not the answer", said The Puzzle Duck. "The answer is that Omelette is a famous Prince from Denmark".

Find and write:

<table>
<thead>
<tr>
<th>Adjectives</th>
<th>Common Nouns</th>
<th>Proper Nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wide ✓</td>
<td>pond ✓</td>
<td>Ethel ✓</td>
</tr>
<tr>
<td>Wisest ✓</td>
<td>island ✓</td>
<td>Puzzle duck ✓</td>
</tr>
<tr>
<td>Important ✓</td>
<td>prince ✓</td>
<td>Denmark ✓</td>
</tr>
<tr>
<td>Clever ✓</td>
<td>Animal ✓</td>
<td></td>
</tr>
</tbody>
</table>
The Emperors New Clothes

What is the lie in the story?
The two men pretended to be fine tailors & pretended that they had a fine cloth.

Why did the tailors try to deceive?
They pretend tailors wanted the emperor's fine gold, money, jewelry, even his looks so they tricked him to just steal his finery.

Why does the crowd go along with the lie?
They don't want to be embarrassed by each other, they don't want a punishment to get in his rage.

Should you lie to protect someone?
Yes even if they find out a really small lie can be a really big help.

Do all people have the same view of honesty?
No way people are not born the same.
When we were asked what we thought a philosopher did we had some ideas:

They are like a sorcerer. H
They are fortune tellers. N
A type of scientist. T
Someone who tells history. S
They talk about something that exists but you don’t know about it. C
They read peoples mind. C
Someone who asks you questions. I
Philosophy is about what you think is true. B

After we were told about philosophy we decided to call it ‘the science of thinking’.

We are all going to become philosophers!
We worked in groups to answer the question “What makes a good discussion?”

We are proud to present 2 Green’s discussion policy!

Look at the speaker. Sit on your bottom.

Take a risk- share your thoughts!

Be nice and polite.

Use our ‘discussion moves’.

Take turns- one person talks at a time.

Speak clearly. Be confident.

Respect the ideas of others - never laugh at other people’s ideas.

Learn from others. Be honest and true.

It is OK to disagree but do not argue.

Sit with the group.

Put your hand up if you want a turn.

It makes a difference...if we follow the 2 Green discussion policy!
From a classroom display:

We had a discussion as philosophers. We sat in a circle and listened and we were scientists of thinking.

We shared words that popped into our minds when we heard the word ‘honesty’. We considered the questions “What is honesty?” And we also considered “Is it ever OK to tell a lie?”

Here are some of our thoughts:

• Someone thought it was OK to lie if you had a reason.
• Some of us said you should never, ever lie.
• Some of us said that sometimes you are only a little bit dishonest.

A said that some people pretend to be honest. Her example was when people pretend to tell the truth to a teacher but they still lie because they don’t want to tell on friends. We decided that this was dishonest.

We talked about a few examples in more detail.

C told us that he thinks that his brother thinks it is OK to lie because he tricks him a lot. He gave the example of when his brother told him his little boat was sinking to get him to come outside. The truth was that it wasn’t sinking but his brother wanted to show him some mosquito larvae and mosquitos. Was it OK to lie?

Yes – because when C got there he would know that it was only a little lie.

It was OK because he was just going outside but not to show him a snake or anything.

No – because if he did it again then C would not believe him.

It was wrong because the mosquitos could hurt him.

What do you think?
S told us of a time when her sister almost threw the dog on the ground. When her mum came to see what was going on S told a lie. She told her mum it was just her imagination. S did this because she did not want her sister to get in trouble.

Was it OK to lie?
Yes - because you wouldn’t want the mum to think her sister was mean.

No - because her mum wouldn’t believe her if she kept telling fibs.

Mrs Cheers asked if S thought her mum believed her. S told us that she thought her mum could tell that it wasn’t the truth.

P had an example when she thought it was OK to lie. Her brother really wanted a rabbit. When her brother kept asking for a rabbit, her mum said no because it was too expensive. But one day when her brother was not with them they went to collect a rabbit!

Someone said that she had a good reason to lie because it was to make it a surprise.

Someone else said it could have been the truth because you do have to save money.

J had an example of when it was OK to lie. Her family pretended to go fishing but they were really going to get her mum a present. She said it was OK because it was a white lie.

Lots of us agreed that we had done this before.

Someone said that it was OK if you lied as a family because you can blame each other which makes it OK.

Someone said that you normally own up to the lie after you have given the present.
We had a visit from a Philosopher. Her name is Dr Sandra Lynch, but she said we could call her Sandy. Before she came we prepared a few questions for her!

Why do philosophers like to think forever? 
M

What is your best moment being a philosopher? 
C

Do other philosophers also think about Honesty? 
N

What has been your most interesting question to think about? 
O

Do philosophers have anything in common with sorcerers? 
H

Who is the most famous philosopher? 
J

Do other philosophers also think about Honesty?

Student Samples modelling the realistic questions of the animals with the dishonest answers of Puzzle Duck:

“Why does the sun go up and down?” asked the hamster. “Because someone controls it with buttons” said puzzle duck. By N

“What is a boat?” said the duckling
“A type of grass” said the puzzle duck. By I

“Why do I live?” wondered the snake.
“Because you are a perfect agent for the agent group” answered the puzzle duck. By S
Questions for Puzzle Duck by 2 Blue

1. Why do frogs croak?
2. Why is the ocean blue?
3. Why is the sun yellow?
4. Why is the sun hot?
5. Why do the clouds get full of rain?
6. Why is the sky blue?
7. Why are there sharks in the ocean?
8. Why do lions roar?
9. Why do cats meow?
10. Why does a year have 12 months?
11. Why does the moon reflect on the water at night?
12. Why can we see the horizon?
13. Why does the moon shine at night?
14. Why do we have ponds?
15. What are islands?
16. How do camels survive in the desert?
17. Why do foxes try to eat ducks?
18. Why do we have night and day?
19. Do the clouds move in the wind?
20. Does a candle burn out if you put a glass over it?
21. Why do people grow up?
22. Why do people have names?
23. What is a book?
24. How do you read?
25. Why do we have parallel lines?
26. How does a pencil write?
27. Why do we have shapes?
28. Why do we do maths?
29. How does electricity work?
30. Why do we have girls and boys?

2 Gold defined Honesty as-

Honesty is when you tell the truth and you are doing the right thing. When you are honest you feel good inside and you have friends that like you and can rely on you.
Sometimes it is hard to be honest because you don’t want to hurt someone’s feelings or get into trouble.
We should be honest because that is what we expect from others.
Honesty is part of the law and makes the world a good place to live in.
Picture Gallery

Building Trust
Shared Reading
Meeting a Philosopher
Writing and sorting questions
Group Work
Readers’ Theatre
THE PUZZLE DUCK

Puzzle Duck was dashed to the other animals because she wanted to make them happy. She was also dashed because it made her feel important and the others thought she was sick in the end. It was the truth that saved her life from the fox.

DON'T TELL LIES, LUCY!

TRUTH

HONESTY

What is a duck?
What is a star?
What is a joke?
What are facts?
2 Gold Defined Honesty -

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Dirk Ducky:

Is Dirk Ducky honest?
No: answers are ridiculous
Silly
Crazy

P.D. wants the animals to leave her alone.
P.D. wants to be boss: wisest: centre
P.D. wants to get her own way.
P.D. wants to make the others happy and feel safe.
P.D. wants to be the leader of the team.
Support Material

Readers Theatre - Emperor’s New Clothes

CHARACTERS-
Narrator 1 ____________________
Narrator 2 ____________________
Minister ______________________
Emperor ______________________
Councillor ____________________
Boy __________________________
Swindlers _____________________
Crowd the whole group.

Narrator1: Years ago there was an emperor who liked nothing more than to buy new clothes. He paraded before his soldiers, or went to the theatre, or went for a brisk walk in the park, only to show off his fashionable new attire. For every hour of the day and night he had a particular costume to create a total make over.

Emperor: Oh my, oh my which outfit today. I must look as grand as a royal queen.

Narrator2: Life was very good in the city where the emperor ruled, and visitors were constantly arriving. One day two swindlers arrived.

Swindlers: We can weave the richest, finest fabric, only visible to the eye of those that hold the highest of positions, perhaps someone as grand as you.

Emperor: This is just for me, here take this money and begin work at once.

Narrator1: The swindlers set up 2 looms and pretended to weave the finest of clothes.

Emperor: Minister you are wise and such a worthy judge, go and take a look and see how the weavers are progressing.

Narrator2: The minister went into the weaver’s room and saw them working on empty looms.

Minister: Now what do I say I must pretend that I can see. Oh it is truly splendid, what patterns and rich colours. I will tell the king at once.

Swindlers: Tell the emperor of our fine work but also tell him we need more materials and money if we are to continue.
Emperor: Ohhhh I’m so excited, councillor you must also go and see how the weavers are progressing.

Councillor: I’ve seen great things in my life emperor but none as the wonderful work with the greatest of skill from the weavers. You will look a treat!

Narrator1: Finally the emperor could not wait any longer and went to see for himself the magnificent cloth that the others had seen.

Swindlers: See how magnificent it is Emperor. How breathtaking, fit for a real queen.

Narrator2: The emperor was horrified for he could see nothing at all. What was he to do?

Emperor: OOOOOOOOOOOO   AHHHAHAHAHAHAHAHAHAHAHAH! It is superb! No king or queen has ever worn better. I will wear my new clothes tomorrow in the great procession. Councillor, a medal for my weavers.

Narrator1: The next morning, everyone prepared for the royal procession.

Swindlers: Allow us to help you dress, the fabric as light as a spiders web. You will feel as you have nothing on at all. Please remove your garments, and we will fit your clothes in front of the mirror.

Emperor: My, a dish! I do look rather delicious, the figure and beauty of a real prince. I am ready to proceed lift my train as I prance through the crowd.

Narrator2: Everyone lined the streets looking out hoping for a peak.

Crowd: OOOOOOHhhh AAAAAHHHHHHHH. How well the clothes suit him.

Boy: The emperor has nothing on at all. He’s in the nude.

Crowd: He’s in the nude!!

Narrator: The emperor knew they were correct but had to lead the procession. He held his head up high, clutched his invisible train and continued to prance through the crowd.
Readers Theatre: The Puzzle Duck

Name: ________________________________

Characters:
   Narrator
   Puzzle Duck
   Frog
   Bird
   Sister
   Ethel the Chicken
   Fox

Narrator: The Puzzle Duck lived on an island of grass at the edge of a wide pond. She had lived there for as long as anyone could remember. She was the oldest and wisest animal in the whole country and other animals came from everywhere to ask her questions.

Frog: Where does the sun go every night?

Narrator: Said a confused frog.

Puzzle Duck: Into a big box on the other side of that hill.

Narrator: Said The Puzzle Duck.

Bird: Why does rain fall out of the sky?

Narrator: Said a wet bird.

Puzzle Duck: Because the clouds are full of holes.

Narrator: said the Puzzle Duck.

Whatever question anyone asked her the Puzzle Duck always knew the answer. Quite often, in fact very often, she was wrong, but no one else knew the right answer so they didn’t know she was wrong. Sometimes her answers were so ridiculous it was amazing that anyone believed them at all.

Puzzle Duck: The secret is to believe the answers yourself and always tell people things that make them happy.

Narrator: She said to her sister.

Sister: Isn’t that telling lies?

Puzzle Duck: No, of course not.

Sister: I think it is.

Puzzle Duck: Well, I’m going to pretend it isn’t. And that makes me happy
Sister: Oh well, if you are happy then so am I
Narrator: One day Ethel the chicken came to the pond. She had heard about The Puzzle Duck and how clever she was and had travelled across the fields from her farm to ask the duck an important question.
Ethel: What is an omelette?
Puzzle Duck: It isn’t what is an omelette, it’s who is Omelette”
Ethel: Oh, thank you
Narrator: Said Ethel who wasn’t very clever. She turned around and started to walk back to the farm.
Puzzle Duck: That’s not the answer. The answer is that Omelette is a famous Prince from Denmark.
Ethel: That’s wonderful
Puzzle Duck: Yes, it is, isn’t it. Why?
Ethel: The farmer told me that my eggs would make a wonderful omelette. That means I’ll be the Queen Mother of Denmark.
Narrator: One day a fox came to the pond. He looked across the water at The Puzzle Duck and said,
Fox: I’ve got a puzzle for you to solve.
Puzzle Duck: All right
Fox: My puzzle is this, Why can’t I eat you?
Puzzle Duck: Because I’m over here and you’re over there and you can’t swim.
Fox: Oh yes I can!
Narrator: Said the fox and jumped into the water.
Puzzle Duck: Because I’m old and would be too tough to chew.
Fox: But I’ve got sharp teeth. I can eat anything.
Narrator: The Puzzle Duck thought for a bit. A couple of times she started to say something and stopped. The fox grinned and bared his teeth. A nervous mouse slipped away through the reeds and The Puzzle Duck’s sister sat very still.
Fox: I think you’re going to have to change your name.
Puzzle Duck: What to?
Fox: The Puzzled Duck …. And then to Mr Fox’s Dinner.
Puzzle Duck: I don’t think so.
Fox: Really, why not?
Puzzle Duck: Because I’ve found the answer.
Fox:  Okay, tell me why I can’t eat you?

Puzzle Duck: Because you can’t fly.

Narrator: Said the Puzzle duck as she flew up to top of the tallest tree.

I am the ____________________________________________________________

These are the other learners in my team!

1. ________________________________________________________________

2. ________________________________________________________________

3. ________________________________________________________________

4. ________________________________________________________________

5. ________________________________________________________________

6. ________________________________________________________________

7. ________________________________________________________________
We will let you in on our secret. Year 2 use a code to show the teachers how they feel about their work. At the end of a task we look at our work and reflect on our effort and achievement.

Secret Code
### Group Roles

<table>
<thead>
<tr>
<th>Go For</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have I collected all the equipment that we need?</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Recorder</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I recording all the information that we need? How should we record the information?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reporter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I paying attention so that I can report the information with confidence?</td>
</tr>
</tbody>
</table>
Time Keeper

Am I making sure that we use our time well?

Encourager

Am I encouraging people to share ideas?