

Lesson Plan: Curiosity Questions



This is a core lesson for the Linking process asking 'Who are we?'

Learning objectives	Key questions	Teaching and learning activities	Resources
<p>To ask interesting questions</p>	<p>What do you want to find out about your School Linking partners?</p> <p>What makes a question interesting?</p> <p>Success criteria Thoughtful questions to send to our linking partners that will elicit interesting answers.</p> <p>Work cooperatively in a small group.</p> <p>Vocabulary Curious, interesting/open questions, curiosity</p>	<p>Starter: Show children the title 'Curiosity Questions'. TYP What does curious mean? Show the definition 'Eager to know or learn something'</p> <p>Main Activity: Explain together we are going to think of questions to ask the children - this is your opportunity to find out more about our link partners as individuals as they will each be answering via e-mail. You are going to work in groups of 3 / 4 so we need some ground rules for our group work –</p> <ol style="list-style-type: none"> 1. Anyone can scribe 2. BUT ideas must be shared first and listened to by all 3. Everyone needs to be involved in sharing ideas 4. We can disagree BUT we do it respectfully <p>Set the children off to begin writing curiosity questions in their group. (e.g. What do you like to do to relax? What books do you like to read?)</p> <p>Mini- Plenary Stop the class after a few minutes and introduce the idea of closed vs open questions – these will give us different answers/ information that really tells us about that person/ answers we couldn't guess. Can anyone think of any closed questions? E.g. How old are you? If you have any of those don't worry but put a single line through them. Can anyone give an example of an 'open' question? Take ideas then set the children off again.</p> <p>Plenary Ask the groups to circle their 3 best 'open' questions. Each group share a question (no repeats) until there are 8 diverse and 'open' questions. These will be the questions we will send/film.</p> <p>As a further activity collect any specific or 'closed' questions that the children would like to know the answers to. E.g. <i>What is your headteacher called? What equipment is there in your playground?</i></p>	<ul style="list-style-type: none"> • Large sheets of paper • Felt tips <p>Possible assessment opportunities</p> <ul style="list-style-type: none"> • Pupils can identify and think of questions that will elicit interesting answers/information • Pupils can work cooperatively in a small group <p>Spiritual, moral, social, cultural Cultural -Understanding of difference Social- working on a collaborative group task</p> <p>Additional notes for teachers Sensitivity, awareness and understanding your class and community is essential before exploring any activities relating to identity</p>

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Extra – if you want to send curiosity questions by video.

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<p>To ask questions for an audience</p>	<p>What makes a good performance?</p> <p>Success criteria Clear presentation of questions to camera</p> <p>Capture and download video</p> <p>Vocabulary video, camera, download, record, play back, delete, expression, pronunciation</p>	<p>Starter: What will make a good performance/presentation of the questions? TTYP – Scribe simple success criteria e.g. clear pronunciation, loud voice, expression, smiling, looking at the camera. Scribe this somewhere the children can see throughout the lesson.</p> <p>Main Activity: Each group will get a camera – in pairs you will have a go at filming and presenting the questions. Each pair will get a question to read.</p> <p>Show children the controls on the flip cameras. Record, stop, playback, delete</p> <p>Show some 'bad' footage to elicit that they must: Remember to</p> <ul style="list-style-type: none"> • Keep it steady • Keep your subjects in the middle of the screen <p>Give out the questions (from the previous lesson) allow children time to practice with their partner.</p> <p>Each question will be filmed by two different pairs BUT only the best filmed and presented will be included in the video we share with Addingham.</p> <p>Children go to the specified place with their group to film their question.</p> <p>When all the groups have filmed demonstrate how to download the video to their specified folder.</p> <p>Plenary Remind children of the success criteria identified in the starter. Show a selection of videos. After each one children thumb up/middle/down for the success criteria.</p>	<p>N.B Before the lesson create a folder for each group to where the videos must be downloaded</p> <ul style="list-style-type: none"> • Questions on strips of paper • Flip video cameras/ digital cameras with video function (1 for each group) • Extender USB cables if necessary • USB cables (if you are using digital cameras) • Computers/ netbooks • A quiet place and adult (supervision) for the children to complete their filming <p>Possible assessment opportunities</p> <ul style="list-style-type: none"> • Pupils can capture video • Pupils can download video to a specified folder • Pupils can identify effective performances/presentations <p>Spiritual, moral, social, cultural Social- working on a collaborative group task</p> <p>Additional notes for teachers Sensitivity, awareness and understanding your class and community is essential before exploring any activities relating to identity</p>