

# Talk about it

SECTION

5

## Tree guessing game

**Objective:** To listen to others in class, ask relevant questions and follow instructions.

**What you need:** Copies of photocopiable page 24 (one per pair).

**Cross-curricular link:** Science.

### What to do

- Ask the children to help compile a list of things that they might associate with a tree. (For example: leaves, fruit, nuts, moss, insects, ivy, nests, squirrels, birds, roots, owls and so on.)
- Request a volunteer to come to the front and secretly choose something from the list. Write the numerals 1 to 15 on the board and explain that the rest of the group may ask 15 questions to try to guess the mystery object. The volunteer may only answer yes or no and should mark off a number each time a question is asked.
- Ask for, or suggest, some questions such as:

*Has it got legs? Has it got feathers? Does it fall off the tree? Is it edible? What colour is it? Could it live without the tree? Could the tree live without it?*

- Hand out copies of photocopiable page 24, one between two. One child in each pair should secretly draw something on one side of the tree. The paper should then be folded over so that the drawing is covered but one set of numerals can be seen and marked off. The other partner has to ask yes/no questions to find out what has been drawn. The partners then swap roles, folding the paper the other way. The winner is the person who revealed the object using the fewest questions.

### Differentiation

**For older/more confident learners:** Challenge children to research trees further.

**For younger/less confident learners:** Provide support in the form of clues and by formatting questions to ask.

## Stick Man dreams

**Objective:** To use talk to organise, sequence and clarify thinking, ideas, feelings and events.

**What you need:** A copy of *Stick Man*.

**Cross-curricular links:** PSHE/philosophy.

### What to do

- Look together at the spread where Stick Man is asleep in the grate. Ask: *What might Stick Man be dreaming about?*
- Form a circle and ask the children if any of them would like to share any of their dreams with the group. Have the children had any dreams which are similar? Is it because of shared experiences or anxieties?
- Ask the following philosophical questions and remind the children to listen to each other's ideas respectfully, to show courteous listening and to work together to see if they can reach any agreements about their ideas: *What is a dream? How can we see dreams if our eyes are shut?*

*Where do dreams come from? Can you have dreams if you are awake? Can dreams really come true? Can you dream of something you have never experienced? Is there a difference between dreaming and imagining? How do we know we are not dreaming right now?*

- Encourage the use of language of enquiry and discussion. (For example: *I agree/disagree because... Can you give me an example of that? How do we know that is true? The other side of that argument might be...*)

### Differentiation

**For older/more confident learners:** Allow children to take more of a facilitator's role by encouraging them to invite others into the dialogue and ask questions to push for further reasoning.

**For younger/less confident learners:** Allow time for less confident speakers to gain confidence by listening or allowing time for speaking in small groups or partners first.