



Thinking Space CIC
think better together

101 Beechwood Road, Sheffield S6 4LQ
+44 (0) 114 2660830
www.thinkingspace.org.uk

twitter.com/Thinking_Space_
facebook.com/ThinkingSpacePhilosophy
instagram.com/Thinking_Space_

What do you want to be?

Assembly Stimulus

It was the beginning of a new term and the whole school was gathered in the hall for assembly. The Head Teacher - Mr Marshall - was pacing up and down as he spoke. Children sat cross legged on the floor in rows, some squirming as their legs began to go numb.

This was Sofia's first day in Year Four. She fiddled with the oversized sleeves of her new jumper and squinted as the sun came up over the roof of the school and began shining directly in her eyes. Blinking, she realised that everyone was looking at her; Mr Marshall had asked her a question and the school was waiting expectantly.

"Perhaps I'll ask you again Sofia", said Mr Marshall after a very long pause. "What do you want to be when you grow up?"

Sofia thought for a moment and then cleared her throat. "Free" she said.

Mr Marshall pulled a funny face and Sofia suddenly felt her cheeks burning. She must have got the question wrong.

"What a curious answer" said Mr Marshall. "Let's try that again shall we?"

Sofia smiled weakly. "Erm" she said, "I meant... *happy* sir. I'd like to be happy."

A few older children in the hall sniggered.

"Are you taking this *seriously* Sofia?"

It was obvious from her startled expression that she was.

"What do you want *to be*?" He asked again, emphasising the last two words as though they had some special meaning.

Sofia wracked her brain for some clue as to what he expected her to say. Finally, drawing a blank, she tried again to be honest. "I want to be kind Mr Marshall, I guess I want that most of all".

Mr Marshall stared down his glasses with one of his unimpressed expressions. He was trying to decide if she was just confused or being mischievous. After a moment he seemed to have a new idea.

Turning to a tall boy in Year Six he said: "Harrison, help us out will you? What do *you* want to be when you grow up?"

"A fire-fighter Sir" said Harrison with a broad grin. "Or if I can't be a fire fighter then a lorry driver."

“Yes” said Mr Marshall. “Well done.”

Mr Marshall turned to Sofia smiling kindly. “You see Sofia, when someone asks you that question you should really just tell them what you want to do as a job in the future.”

“But you asked what I wanted *to be...*” protested Sofia. “What a curious question!”

Suggested Assembly Format

1. Introduction
“It’s the beginning of the school year, a time when we think about the future. What do you want to be in the future? What do you want to be when you’re grown up?”
2. Think-pair-share
3. Share some props with the group. Ask the them what kind of futures they might symbolise.
 - Police officer’s hat
 - Builder’s high vis
 - Pirate hat
 - Crown
 - Wooden spoon
 - Football trophy
 - Lion puppet
4. Ask for volunteers to pick a prop and tell us why they would like to be a police officer or a cook in the future.

Challenge the group by asking, if someone could be a pirate, or a Queen or a footballer in the future? What makes a dream for the future possible for impossible? Can you be anything in the future? Are some futures better than others?
5. Read the story
6. Ask: What do you wonder about the story?
7. Think-pair-share
8. Invite the staff to model some age appropriate wonders e.g.
 - When are you grown up?
 - What is the difference between a good and bad person?
 - Can children really know what they want to be in the future?
9. Either/or: Ask the whole group, would it be better to be rich or healthy in the future? Get the group to vote with hands on head or hands up. Invite children from either side to speak.
10. Give instructions for the follow-on classroom activities
11. Invite teachers to collect from evidence from the sessions and share it with the P4C leader.

Questions

- When are you grown up?
- What is the difference between a good and bad person?
- Can children really know what they want to be in the future?
- Can you be wrong about what you what you want?
- Can we aim to become happy like we aim for becoming a doctor?
- Can you be anything you want?
- What is a good or worthwhile ambition?
- Should you concentrate on the present or the future?
- Does what you do, make you who you are?
- Is there anything more important than a job?
- What is school for?
- Do teachers know more than students?
- How can you tell if you've been educated?
- What do we need for a good life?
- Does money make people happy?

EYFS Classroom Activity

In the story Sofia was describing the kind of person she would like to be in the future. **Can you be anything you want?**

Odd one out

Working in a small group, ask the children to identify the odd one out.

When you grow up, could you be:

- Invisible, A Teacher, A Monkey?
- A Mum/Dad, A Nurse, A Pirate?
- Made of Glitter, Good at Maths, A baddie
- Kind, Someone's Pet, a Racing Car

KS1 Classroom Activity

In the story, Sofia was thinking about a time when she will be grown up. **When will you be a grown up?**

Exercise:

Vote with your feet:

As a class or with one small groups observed by everyone else, invite the children to stand next to the statement they agree with.

- "I'll be grown up when I can cook for myself"
- "I'll be grown up if I have children of my own"
- "I'll be grown up when I don't play anymore"
- "I'll be grown up when I can drive"

Enquiry:

If there's time, ask the children to compose a question about the assembly stimulus and conduct as short dialogue. For your reflection look at examples of creative thinking.

KS2 Classroom Activity

In the story Sofia was wanted to be free, happy and kind when she grew up. We might think these are important for a good life. **What do you think we need for a good life?**

Rank and Order:

As a class or in small groups, decide which – of any – of the following things are necessary for a good life. Once the class has ranked them. See if they can agree on a top three.

- | | | |
|---------------------|-------------------------------|-----------------------|
| – A house | – Adventures | – Freedom |
| – A job | – Qualifications | – A Government |
| – A pet | – Enough money | – Police |
| – A husband or wife | – Lots of money | – Hospitals |
| – Children | – Food and Water | – The Army |
| – Family | – Books and films | – Safety |
| – Friends | – Peace and Quiet | – Beauty |
| – Enemies | – Nature | – A Clean Environment |
| – Challenges | – Games and sport | – Energy |
| – Mistakes | – Computers, iPads,
Phones | – Transport |
| – Accidents | | – Knowledge |

Enquiry:

Ask the children to compose a question about the assembly stimulus and conduct a short dialogue. For your reflection look at examples of critical thinking.