# **Disposition: Being Imaginative and Exploratory**

## **Lesson:** One

### Question/LO: What do we see in the world? Do others see it differently?

| **Dimension of learning** | **Activities** | **Resources** |
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| Learning from experience | Show a variety of optical illusions, Escher type pictures (rabbit/duck; old woman, young woman; two people and a vase etc. Suggested websites in resources).  Ask pupils for each what do they see? Ask pupils who ‘see it’ or who see something differently to explain what they see and where to other pupils…  Explore why this might be so?  Things are not always as they first seem and sometimes, we do not always see the same way as others do. Discuss with pupils whether we always ‘see’ the same things as others in life.  The following examples might help. Pause after each of the first sentences to allow pupils to talk in pairs about what they think happened. Then ask for one response – asking for hands up about who agrees/disagrees, then take more reasons from those who disagreed, to give a more complex picture.  Once a few suggestions have been made, another vote could take place about the conclusion that it is easy to jump to, before the ‘true’ answer is revealed.    Note any development in the pupils’ thinking. For the later scenarios are pupils any more willing to look beyond the ‘obvious’ solution?   1. You enter a room and see a broken vase on the floor, the other person in the room is looking hot and flustered.   What do you think happened? Pause, discussion, vote  Then you see a cat scurry away and the person tells you they tried to stop the cat climbing the shelf, but it was too late, the cat had knocked the vase off the shelf.   1. Two brothers are left alone with a plate full of sweets. The gran says she’s just popping outside, and the grandsons can eat them when she returns. The gran comes back inside to see the plate half-full; the older brother apologises and says he couldn’t wait.   What do you think happened? Pause, discussion, vote  The younger brother had eaten the sweets and the older brother took the blame.   1. A teacher speaks to one of two pupils involved in an incident in her room at the end the day. The teacher accuses the first pupil of cheating and copying homework from the second pupil.   What do you think happened? Pause, discussion, vote  The second pupil was having problems at home for the first pupil shared his answer with him to help him out.   1. A pupil can’t afford to go on the school trip. Then suddenly one day this pupil comes with the money to go. The teacher in the next-door classroom reports some money missing from her desk drawer.   What do you think happened? Pause, discussion, vote  The friends of the pupil who can’t afford to go on the trip pay out of their birthday money. The teacher in the class next door finds the missing money at the back of her drawer.  Explain sometimes we need to stand back and see the ‘full picture’ before taking a viewpoint or decision. | <https://www.optics4kids.org/optical-illusions>  <https://kids.niehs.nih.gov/games/riddles/illusions>  <https://www.google.com/search?q=optical+illusions+for+kids&tbm=isch&source=univ&fir=KuzUR01kuGMKrM%252CtY39rCP6tdzfBM%252C_%253BYLP-f7HB7nrAdM%252CcgLVFwV96AhLYM%252C_%253BnRE1v7aukHGPcM%252CYB6KXv4sjhSbeM%252C_%253BHgPPlnCZLXONfM%252C5lhPoJA5lk2ujM%252C_%253BXDpLaL7g2ShxmM%252CmDJ9kBdGQtWxMM%252C_%253Bfbhxqxc__VrndM%252CtY39rCP6tdzfBM%252C_%253BOAat5GXbfASNPM%252CJF58m6jvO1rKcM%252C_%253ByiZ8teo_bVMw_M%252CR3GyjaWQxUiUJM%252C_%253BXId0ILnGyixaTM%252CjA8ltj2Jyctc-M%252C_%253BwwDAh-NV6lYLhM%252C1RsNbPvg2Xj77M%252C_&usg=AI4_-kTqCXvEHS_0gbNj9O1Z4DtEV-AFRg&sa=X&ved=2ahUKEwjhuLy63cL-AhUDTMAKHaq4BgcQjJkEegQIFhAC&biw=1125&bih=839&dpr=2> |
| Learning about religious traditions and non-religious world-views | Ask the pupils to look at their hands, what can they learn about themselves and the world from their hands? *(creativity, uniqueness, dexterity, caring, hating, destruction, communication, emotion, helping, etc).*  Briefly introduce the scientist **Isaac Newton** (1642-1727) who used the **thumb print** as evidence of the existence of God. Newton came to the conclusion that because each person has an individual and unique thumb print, it must be designed that way, rather than it being random chance that our thumb and finger prints are different. He further argued that this pointed to a designer, and that designer being God. He stated, “In the absence of any other proof for the existence of God then simply my thumb print would convince me”.  Ask pupils:  Who agrees with Newton – Why?  Who disagrees? Why? | For information:  <https://www.bbc.co.uk/bitesize/guides/zv2fgwx/revision/3> |
| Learning from faith and non-religious world-views | Pupils may be able to look at their thumb and fingerprints through a microscope, ‘enlarge them’ on a photocopier to see what they look like and how they differ from their peers on their table.  Pupils to generate a ‘unique me’ display, with their thumb print in the middle of the paper and ask each to write around it what is unique about themselves – this could be physical and personality based. |  |