



Questionnaire for Teachers

1. Your School: _____
2. Your Class: _____
3. Age Range of Class: _____
4. Your current role: _____
5. Your degree background: _____

Section A: Questions About Your Knowledge Base

To what extent do you agree with the following statements? (Give your answer with a tick on each row)

Note - SD: Strongly Disagree; D: Disagree; UD neither disagree or agree; A: Agree; SA: Strongly Agree

Item	Statement	SD	DD	UD	A	SA
		1	2	3	4	5
01	Philosophy is the study of the important questions in life.					
02	Philosophical questions help us to find the truth.					
03	Philosophy is a creative subject.					
04	Philosophy is a logical, disciplined subject.					
05	Philosophy builds critical thinking skills.					
06	Studying philosophy helps us to ask imaginative questions.					
07	Psychology is the study of minds and how they work.					
08	Psychologists try to understand and explain behaviour in humans and non-human animals.					
09	Psychology uses scientific methods to search for patterns in behaviour.					
10	Psychology can help us to predict behaviour in humans and non-human animals.					
11	Psychology is a creative subject.					
12	Studying psychology helps us to ask imaginative questions.					
13	The theory of natural selection states that it is possible for the DNA of an organism to mutate.					
14	The theory of evolution can explain diversity amongst animals.					
15	The scientific method is the ordered way that scientists will carry out research and try to find answers to their questions.					
16	The scientific method always renders the predicted result.					
17	Monkeys understand that one kind of food does not transform into another.					
18	Babies over the age of 12 months can hold the difference between two objects in their minds.					
19	Language use in animals depends on physical apparatus and social environment.					
20	Chimpanzees have language like humans.					



Section B: Your Opinions About Teaching Philosophy and Psychology in Primary School

21	What do <u>you</u> think makes a good teacher of philosophy in primary school?	
22	What do <u>you</u> think makes a good teacher of psychology in primary school?	
23	What are <u>your</u> concerns, if any, regarding teaching philosophy and psychology?	
24	Are there any particular topics within the What Kind of Mind? Project that <u>you</u> think are challenging to teach? Which topics are these?	

Section C: Your Opinions About Teaching Philosophy and Psychology in Primary School.

To what extent do you agree with the following statements? (Give your answer with a tick on each row)

Note - SD: Strongly Disagree; D: Disagree; UD neither disagree or agree; A: Agree; SA: Strongly Agree

Item	Statement	SD	DD	UD	A	SA
		1	2	3	4	5
25	I have enough knowledge about the content of the project to be able to teach these subjects well in primary school.					
26	I am well able to deal with questions from pupils about the subject of philosophy.					
27	I am well able to deal with questions from pupils about the subject of psychology.					
28	I have sufficient command of the material to be able to support pupils with the activities in the lessons.					



Item	Statement	SD	DD	UD	A	SA
		1	2	3	4	5
29	I have sufficient command of the material to be able to answer pupil questions on the lessons.					
30	I think that education in philosophy is essential for primary school children's development.					
31	I think that education in psychology is essential for primary school children's development.					
32	Thinking philosophically can help primary school children ask better questions.					
33	Thinking philosophically can help primary school children understand each other better.					
34	Learning about psychology can help primary school children understand their own minds.					
35	Learning about psychology can help primary school children understand each other better.					
36	Teaching philosophy makes me nervous.					
37	Teaching psychology makes me nervous.					
38	For me, the availability of a ready-to-use existing package of materials is essential for teaching philosophy in class.					
39	For me, the availability of a ready-to-use existing package of materials is essential for teaching psychology in class.					
40	I feel confident teaching the topic of animal minds.					
41	I enjoy teaching philosophy.					
42	I enjoy teaching psychology.					
43	I think that most primary school teachers find philosophy a difficult subject to teach in terms of content.					
44	I think that most primary school teachers find psychology a difficult subject to teach in terms of content.					
45	I enjoy teaching the topic of animal minds.					
46	The area of animal minds is interesting to teach.					



Section D: Your Opinions About the Project Materials.

To what extent do you agree with the following statements? (Give your answer with a tick on each row)

Note - SD: Strongly Disagree; D: Disagree; UD neither disagree or agree; A: Agree; SA: Strongly Agree

Item	Statement	SD	DD	UD	A	SA
		1	2	3	4	5
47	The lesson plans are simple to follow.					
48	The lessons are structured clearly.					
49	The lessons provide the right balance of discussion and activity-based learning.					
50	The activities are straightforward to carry out.					
51	There are enough activities in the lessons.					
52	The activities help to embed the learning.					
53	The activities are engaging.					
54	The children enjoy the activities.					
55	The teacher notes give clear guidance on how to deliver the lessons.					
56	The 'Brief Guides' are straightforward to understand.					
57	The 'Brief Guides' provide useful supplementary information for teachers.					
58	The lesson PowerPoints are useful for the delivery of the content.					
59	The lesson PowerPoints are of a good quality.					
60	The films of the animal minds research are helpful in illustrating the aims of the project.					

Please feel free to add any other comments in the section below:

Thank you for your time and co-operation with this questionnaire.



Questionnaire for Teachers (End of Lessons)

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Section E: Your Opinions About the What Kind of Mind Project.

61	Do you think about animal minds differently as a result of having taught in these lessons? Please give details.	
62	Do you think about yourself and your own mind differently as a result of having taught these lessons? Please give details.	
63	What else has changed, if anything, in your thinking, as a result of having taught these lessons? Please give details.	
64	What have you enjoyed about teaching these lessons?	
65	What have you found challenging?	

Please feel free to add any other comments in the section below:

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Thank you for your time and co-operation with this questionnaire.



School of Psychology and Neuroscience, and Department of Philosophy, University of St
Andrews
What Kind of Mind?



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Answers to the
'Capuchin Monkeys and Babies Video Response Worksheet'
on pg8-9 of the student workbook
Lesson 3

Answers:

1. How many objects did the babies see at the start?
The babies saw two different objects.
2. How many objects were behind the screen when the researcher moved it?
There was only one object behind the screen when the researcher removed it.
3. How did the researchers know that the baby was surprised at this?
The baby looked for a longer time at the object, which suggests it was surprised only to see one object there.
4. What did the researchers drop into the box for the capuchin monkey?
The researcher dropped a date into the box.
5. What did the capuchin monkey find in the box?
The capuchin monkey found a grape in the box.
6. How did the researchers know that the capuchin monkey was expecting something else?
The capuchin monkey searched in the box again, after it took out the grape. It seemed to be searching for something other than the grape.
7. The babies and the capuchin monkeys were expecting something else in the experiments. Do you think that babies and capuchin monkeys think about objects in a similar way? Give a reason for your answer.
Babies and capuchin monkeys might well think about objects in a similar way. The experiments showed that they could know that two objects are different, separate things. The babies were surprised when there was only one object behind the screen. The capuchin monkey searched again, as if looking for the date and so it expected a different object to be there.



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**For Activity 1 of the
'Communicate Without Words Task'
On pg 10 of the student work booklet
Lesson 4**

Print this page and cut up the four instructions for different members of class to use in pairs.

1. Put the pen cup on top of the piece of paper. Put one pen in lid up, and one in lid down.

2. Put the piece of paper on top of the pen cup. Put 2 pens either side of the cup, with the lids facing away from you.

3. Put the piece of paper to the left of the cup. Put one pen under the paper, and one in the cup.

4. Roll the piece of paper into a tube, and put it in the cup. Put one pen inside the tube, and one next to it, in the cup.