



# Enquiry Plan

## Philosophical Enquiry for KS1 and KS2

### My Pet Teapot

*Meet Tilly. I stroke her as often as you stroke your cat, I walk her as often as you walk your dog,  
I LOVE her as much as you love your rabbit. I love her because she is special.  
You see, my pet Tilly ... is a teapot."*

<b>Philosophical Potential</b>	<p>Basic concepts:</p> <ul style="list-style-type: none"> <li>• Living / non living</li> <li>• Pets</li> <li>• Love</li> <li>• Friendship</li> </ul>
<b>Session Objective(s)</b>	<p>Identify your own community and enquiry-focussed objectives e.g.</p> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>• All children should share an idea with a partner</li> <li>• Some children should share ideas with the whole group</li> </ul> <p><b>Enquiry</b></p> <ul style="list-style-type: none"> <li>• All children should give reasons when prompted</li> <li>• Some children should give reasons spontaneously</li> </ul>
<b>Facilitation Questions</b>	<ul style="list-style-type: none"> <li>• Is Tilly an ordinary pet?</li> <li>• How is she extraordinary?</li> <li>• Is Tilly actually a pet?</li> <li>• What is a pet?</li> <li>• What makes a good pet?</li> <li>• What are pets for?</li> <li>• What makes something alive? / not alive?</li> <li>• Do pets have to be alive?</li> <li>• What kinds of things can you love? / can't you love?</li> <li>• Can you only love living things?</li> <li>• Can I love Tilly?</li> <li>• Can Tilly love me?</li> <li>• Can people love their pets?</li> <li>• How do you know if your pet loves you?</li> </ul>
<b>Materials</b>	<ul style="list-style-type: none"> <li>• A teapot</li> <li>• A dog lead</li> <li>• A cat bowl</li> <li>• A carrot</li> </ul>

	<ul style="list-style-type: none"> <li>• A blanket</li> </ul>
<b>Notes</b>	<p>The session is delivered to quarter of a class at a time.</p> <p>The session should last for approximately 20 minutes, depending on engagement. Anything longer than this is likely to be too much.</p>

<b>1. PREPARATION</b>		5 min
<b>Introductions</b>	<ul style="list-style-type: none"> <li>• Introduce facilitator(s)</li> <li>• Rules. Briefly establish or reiterate your class rule(s) "E.g. <i>We're going to listen carefully to everyone's ideas</i>"</li> </ul>	
<b>Warm up game</b>	<p><b>Context: Drawing on personal experiences</b></p> <p>Ask:</p> <ul style="list-style-type: none"> <li>• Who has a pet at home?</li> <li>• Who knows someone with a pet?</li> </ul> <p>Gather some examples.</p>	
<b>2. STIMULUS</b>		5 min
<b>Presentation of Stimulus</b>	<p><i>"I've brought my pet into school today to meet you. My pet's name is Tilly, would you like to meet her?"</i></p> <p><i>"Tilly is very shy, she's hiding underneath this blanket. Before I get her out, maybe you'd like to see some of her things."</i></p> <p>[Slowly reveal to the class, each of the objects you've brought in; first the dog lead, then the cat bowl, then the carrot.]</p> <p><i>"Can you guess what my pet is?"</i></p> <p>[The children will guess, dog, cat and rabbit, and perhaps some other things too. Each time they make a suggestion, ask them for a reason. ]</p> <p><i>"You've made lots of different guesses, I think it's time for Tilly to say hello."</i></p> <p>[Take the teapot from under the blanket, attach the dog lead and place the water bowl and carrot in front of it. Do this as naturally as possible and act bemused by the children's responses – typically laughter and surprise.]</p> <p><i>"What's funny about my pet?"</i></p>	
<b>Thinking and Sharing Time</b>	<p>Give the children a chance to think and talk about anything funny, silly, surprising or confusing about the pet teapot</p> <p>They may laugh or giggle and they may also want to touch it or stroke it. They might also ask questions like 'what do you feed her?' (tea, obviously!)</p> <p>This time to react, play and explore is really important. It also allows you to move on to a discussion in the next section.</p>	

<b>3. QUESTION(S)</b>		1 min
<b>Prepared Question</b>	<p>After the children's more unstructured responses, focus the group on the prepared question:</p> <p><i>"is Tilly the teapot a pet?"</i></p>	
<b>4. DIALOGUE</b>		15 min
<b>Collecting Ideas</b>	<ul style="list-style-type: none"> <li>• Gather a range of responses.</li> <li>• Point out to the children that they don't all agree; some children think Tilly can be my pet and others think she can't.</li> <li>• Point out that the children who agree, don't all have the same reasons. Some think she can't be a pet because she can't move, others thinks she can't be a pet because she can't eat. Some because she doesn't make a noise.</li> </ul>	
<b>Challenging ideas</b>	<ul style="list-style-type: none"> <li>• Take one or two of the reasons and gently challenge them.</li> <li>• First playfully e.g. Move the teapot and claim; <i>"She can move!"</i> Or Feed the teapot some teabags.</li> <li>• Then more seriously. E.g. <i>"Your lizard doesn't make a noise, but he's a pet, so why not Tilly?"</i></li> </ul>	
<b>Getting Focused</b>	<p>Pay attention to any issues that emerge out of the children's interests. Formulate one of these in a final focused question.</p> <p>Here are a few examples:</p> <ul style="list-style-type: none"> <li>• What is a pet?</li> <li>• What makes something alive? / not alive?</li> <li>• What kinds of things can you love? / can't you love?</li> </ul>	
<b>5. REFLECTION</b>		4 min
<b>Reflection on the Enquiry</b>	Ask the children to share one interesting <i>new</i> thought that they have had during the session.	