



Enquiry Plan

Philosophical Enquiry for KS1 and KS2

The Get Away With It Ring

What if you could do what ever you wanted and get away with it? With the get away with it ring (of invisibility) you can!

Philosophical potential	Ethics <ul style="list-style-type: none"> • Doing good, Being good, Instrumental goods, Intrinsic goods, Responsibility, Punishment, Praise, Consequences, Power
Session Objective(s)	Identify your own community and enquiry-focussed objectives e.g. Community <ul style="list-style-type: none"> • All children should share an idea with a partner • Some children should share ideas with the whole group Enquiry <ul style="list-style-type: none"> • All children should give reasons when prompted • Some children should give reasons spontaneously
Facilitation questions	<ul style="list-style-type: none"> • What <i>would</i> you do if you found the ring? Why? • What <i>should</i> you do? Why? • Is there a difference between your two answers? Why/ Why not? • If you won't be found out, should you do what ever you like? • Are we only good because we're scared of being punished? • Are we only good because we want to be praised? • How would you feel if you acted badly without punishment? • How would you feel if you acted well without praise? • Why be good? Why be good without punishment or praise? • What is a good person? • Is a good person someone who is never punished or always praised? • Is a good person someone who follows the rules? • Is a good person someone who does good acts? • Is a good person someone who has good thoughts? • What are good rules? What is a good act? What are good thoughts? • Are there different kinds of goods, e.g. those that lead to good outcomes, those good in themselves, and both? • Can you be a good person even if you do bad things? • Can you be bad person, even if you do good things?
Materials	<ul style="list-style-type: none"> • The Ring (An old ring – a toy or a piece of costume jewellery will do) • Circle of chairs • Passing Pom-pom, flash cards, flip chart / white board, pens

1. PREPARATION		5 min
Introductions	Only if necessary, introduce one another.	
Warm up	In pairs ask: What <u>would</u> you do, if you were invisible for the day? Feedback - You'll get a range of different responses to this question including some morally questionable ones like stealing sweets and spying. Resist the temptation to comment on these. These examples will be useful for creating debate later.	
2. STIMULUS		10 min
Presenting stimulus	Present the Ring This is the 'Get Away With It' Ring and this is how it works. When someone wears this ring – we imagine – they are completely invisible. They can go where they please, listen in to what they like, watch whatever interests them ... and no one will know. Even if they are naughty they will get away with it. Imagine you found the Ring and you slipped it on to your finger to wear it, only for the day!	
Thinking time	A minute in silence. Focus question: What <u>should</u> you do if you were invisible for one day? Why?	
Sharing time	<ul style="list-style-type: none"> • Tell a partner • Then brain storm as a whole group • Co-facilitator write up on the white board Highlight to the children that the question has changed from 'would' to 'should'. You might do this by asking: <i>"Does anyone notice anything important about this new question?"</i>	
3. QUESTION(S)		10 min
Composing Questions	In fours, strictly just one question.	
Sharing Questions	Each group shares their question. Questions written up on white board by co-facilitator, with names of group members.	
Sharpening Questions	Identify themes, duplication and ambiguity. Redraft if necessary	
Selecting Questions	Blind vote, hands up - all children close their eyes, the facilitator reads out the group questions and the children put their hands up to pick one.	
4. DIALOGUE		25 min
First Words	Return to paired discussion first.	
Collecting Ideas	Facilitated discussion gathering a range of responses. Notice where children's answers have changed.	

Getting Focused	Facilitated discussion, identifying and exploring key emergent idea(s) in depth	
Digging Deeper	<p>Paired break-out discussion on particularly challenging aspects of emerging ideas(s)</p> <p>The following questions might be helpful:</p> <ul style="list-style-type: none"> • If you won't be found out, should you do what ever you like? • Are we only good because we're scared of being punished? • Are we only good because we want to be praised? • How would you feel if you acted badly without punishment? • How would you feel if you acted well without praise? • Why be good? Why be good without punishment or praise? • What is a good person? • Is a good person someone who is never punished or always praised? • Is a good person someone who follows the rules? • Is a good person someone who does good acts? • Is a good person someone who has good thoughts? • What are good rules? What is a good act? What are good thoughts? • Are there different kinds of goods, e.g. those that lead to good outcomes, those good in themselves, and both? • Can you be a good person even if you do bad things? • Can you be bad person, even if you do good things? 	
Final Words	<p>Return to the original question or to an appropriate reformulation of the original question.</p> <p>Share: Has anyone changed their mind? Why?</p>	
5. REFLECTION		5 min
Reflection on community	Revisit our 'One rule' for philosophy. <i>"Did we keep it?"</i>	