



Enquiry Plan

Philosophical Enquiry for KS1 and KS2

The Happiness Helmet

We all want to be happy right? With Happiness Helmet its happy ever after.... guaranteed.

<p>Philosophical potential</p>	<p>Ethics</p> <ul style="list-style-type: none"> • Value of happiness sadness and other emotional experiences. The value of reality versus illusions <p>Phenomenology</p> <ul style="list-style-type: none"> • The qualitative feel of happiness, sadness and other emotional experiences <p>Metaphysics</p> <ul style="list-style-type: none"> • Reality, illusion
<p>Session objective(s)</p>	<p>Identify your own community and enquiry-focussed objectives e.g.</p> <p>Community</p> <ul style="list-style-type: none"> • All children should share an idea with a partner • Some children should share ideas with the whole group <p>Enquiry</p> <ul style="list-style-type: none"> • All children should give reasons when prompted • Some children should give reasons spontaneously
<p>Facilitation questions</p>	<ul style="list-style-type: none"> • Can you give an example of a time when you were happy? What did it feel like? What caused it? How long did it last? Why did it end? • Would you put on the Happiness Helmet for one day? • Would you put the Happiness Helmet on for the rest of your life? • How important is happiness? • Is happiness the most important thing? • What is happiness for? • Can happiness be bad for you? • Could sadness be good for you? • What's the difference between happiness and contentment? • Is real happiness better than illusory happiness? • If real happiness and illusory happiness feel the same, why prefer one over the other?
<p>Materials</p>	<ul style="list-style-type: none"> • The Happiness Helmet (A bike helmet covered in tinfoil and wires) • Circle of chairs • Passing Pom-pom, flash cards, flip chart / white board, pens

1. PREPARATION		10 min
Introductions	In pairs, if we had to condense our philosophy rules into one, what would it be?	
Warm up	<p>In pairs: Invite the children to tell a partner about a time they remember being happy. Ask them to provide as much detail as possible e.g.</p> <ul style="list-style-type: none"> • Can you give an example of a time when you were happy? • What did it feel like? • What caused it? • How long did it last? • Why did it end? <p>Feedback: Capture the kinds of examples they give on the whiteboard e.g. birthdays, time with family, playing games with friends etc.</p>	
2. STIMULUS		15 min
Presenting stimulus	<p>Drawing on the children’s specific examples, tell the following story:</p> <p><i>“I’ve been thinking a lot about happiness. I’ve been thinking about how nice it is to have a birthday, spend time with your family and play games with your friends. I’ve been thinking about how wonderful it would be the feel happy more of the time. I’ve had an idea. My ideas is an invention...”</i></p> <p>Present the children with ‘The Happiness Helmet’ (A cycle helmet covered in tin foil, or something else suitably sci-fi)</p> <p><i>“The Happiness Helmet works by stimulating your brain, so that the wearer feels perfectly happy when they wear it. No matter how bad the weather, how hard or lonely or sad their real life is the wearer has an illusion of happiness; in their mind, they are celebrating birthday with their family and paying games with their friends</i></p>	
Thinking time	<p>Give the group a moment to process the stimulus. Put the Happiness Helmet in the middle of the circle so that everyone can see it.</p> <p>Ask: “What do you wonder about The Happiness Helmet?”</p>	
Sharing time	<p>Facilitator and any co-facilitators model ‘wonderments’ about the bottle e.g.</p> <ul style="list-style-type: none"> • I wonder who would wear it • I wonder if we would want to be happy all the time • I wonder how we would feel after we took the helmet off <p>Gather a few wonders from the group. Co facilitator writes up on board or flip chart.</p>	
3. QUESTION(S)		5 min

Prepared Questions	Ask: <i>Would you wear the Happiness Helmet for one day?</i> Then later ask: <i>Would you put the Happiness Helmet on for the rest of your life?</i>	
4. DIALOGUE		25 min
First Words	Return to paired discussion first. If necessary prompt the children to prepare an answer that takes the form: "Yes because..." or "No because..." (Or "I don't know because...")	
Collecting Ideas	Opinion Continuum: Ask the children to make their decision physical by standing at one end of the continuum line if they think yes, and the opposite end of the line if they think no. Ask a selection of children from both sides for their reasons.	
Getting Focused	Sitting back down, begin a facilitated discussion, identifying and exploring key emergent idea(s) in depth These ideas may include: In favour of putting the helmet on <ul style="list-style-type: none"> • Happiness is the best part of life, the more of it the merrier. • Being happy for the day would be fun, like a birthday. • Sad people with hard lives might really <i>need</i> the Happiness helmet. • People wearing the helmet would be so happy, they wouldn't realise – or need to worry – that they are being deceived. Against putting the helmet on <ul style="list-style-type: none"> • Unhappiness is necessary in life to help us value happiness. • Unhappiness as an essential part of 'the human experience'. • It's appropriate to feel unhappy at very sad times, you wouldn't want to feel any other way. • What we want is 'real' happiness, as opposed to illusory happiness. 	
Digging Deeper	Now ask: <i>Would you put the Happiness Helmet on for the rest of your life?</i> Opinion Continuum: Ask the children to make their decision physical by standing at one end of the continuum line if they think yes, and the opposite end of the line if they think no. Note the children who have switched sides after the earlier exercise and ask them for their reasons.	
Final Words	Sitting back down, go once round the circle hearing from everyone about the revised question: <i>Would you put the Happiness Helmet on for the rest of your life?</i>	
5. REFLECTION		5 min
Reflection on philosophy	Revisit our 'One rule' for philosophy. " <i>Did we keep it?</i> "	

