



Enquiry Plan

Philosophical Enquiry for KS1, KS2 and KS3

Baby Me

*When you look at baby photos, what do you see?
I see a stranger, and not baby me.*

<p>Philosophical Potential</p>	<p>Mind</p> <ul style="list-style-type: none"> Nature of Memory, Self, Mind and Brain <p>Epistemology</p> <ul style="list-style-type: none"> Knowledge, Belief, Trust, Reliability, Memory and Reality <p>Metaphysics</p> <ul style="list-style-type: none"> Personal Identity, Memory and Reality, True and False Memories
<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 look and listen to the person speaking Some children should build on what the person has said <p>Enquiry</p> <ul style="list-style-type: none"> All children should recognise distinctions made by others Some children should make distinctions of their own
<p>Facilitation Questions</p>	<ul style="list-style-type: none"> What's your earliest memory? Do you remember being a baby? What is a memory? Where do memories come from? Why do you think we have memories? Can you have a false memory? Can you have a true memory? How come we remember some things and not others? In what ways can memories be important to us? Why are memories important? How important are they? Can you / should you trust your memories? Can you / should you trust other people's memories? How do you know you were a baby? Can you know something about yourself if you don't remember it?
<p>Materials</p>	<ul style="list-style-type: none"> Circle of chairs, paper, pens, Pom-pom, flash cards Photographs of facilitator as a baby

1. PREPARATION		10 minutes
Introductions	<ul style="list-style-type: none"> • Introductions • Ethos: If necessary, briefly establish or reiterate your class expectations. E.g. <ul style="list-style-type: none"> ○ We decide what we really think, the teachers can't tell us the answers ○ We're always asking questions ○ We share what we really think ○ We care what other people think too ○ We give reasons for our opinions ○ We're not scared to disagree ○ We often change our mind ○ We speak one at a time ○ We encourage speakers by listening and looking at them 	
Warm Up	Task: 'What's your earliest memory, tell a partner all about it.'	
2. STIMULUS		15 minutes
Presentation of Stimulus	<p>Present a photo of yourself as a baby and describe a story about their memory of that picture.</p> <p><i>'I don't remember being that little, I don't remember that old bath, or that house or what my mum was like when she was that young. I don't know what I liked to eat or what I had done for my birthday. I don't remember anything about being one at all.'</i></p>	
Thinking Time	A minute in silence to reflect on the stimulus.	
Sharing Time	Paired discussion about their thoughts during thinking time.	
3. QUESTIONS		10 minutes
Composing Questions	In threes, develop just one question.	
Sharing Questions	<p>Each group shares their question.</p> <p>Questions written up on white board by co-facilitator, with names of group members</p>	
Sharpening Questions	Identify themes, duplication and ambiguity. Redraft if necessary.	
Selecting Questions	<p>Votes with justifications. "I vote X because ..."</p> <p>Co facilitators model giving a justification first</p>	
4. DIALOGUE		25 minutes
First Thoughts	The participants who proposed the question share what they think.	
Collecting Ideas	Facilitated discussion gathering a range of responses.	
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) Possible sub questions that may be useful:</p> <ul style="list-style-type: none"> • Do you remember being a baby? • What is a memory? • Where do memories come from? • Why do you think we have memories? • Can you have a false memory? • Can you have a true memory? • How come we remember some things and not others? • In what ways can memories be important to us? • Why are memories important? • How important are they? • Can you / should you trust your memories? • Can you / should you trust other people's memories? • How do you know you were a baby? • Can you know something about yourself if you don't remember it? 	
Final Push	Return to the original question or to an appropriate reformulation of the original question, pressing for revised answer(s).	
Last thoughts	<p>As a final round, a chance to hear from everyone on their final thoughts from the discussion. Depending on time, go around the circle once, hearing from everyone. Co-facilitators model first.</p> <p>Alternatively, if pressed for time, hear from a few volunteers.</p>	
5. REFLECTION		15 minutes
Reflection on the Enquiry	Ask: 'What new questions do we need to ask now?'	
Reflection on the Community	Ask: 'What could we do to make our enquiry work better next time?'	