



Enquiry Plan

Philosophical Enquiry for Year KS2 – KS3

Hamster Meat

*"Maybe I'd eat a fish, maybe even a chicken, but a hamster, eughh!
that's disgusting!"*

<p>Philosophical Potential</p>	<p>Ethics</p> <ul style="list-style-type: none"> Relationship between disgust and morality; Ethics of meat eating; the moral status of animals, special cases of moral status e.g. pets <p>Aesthetics</p> <ul style="list-style-type: none"> Food: Taste, preferences, enjoyment, disgust
<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"> Would you eat hamster meat? Why is there disagreement? What is disgust? Why are people disgusted? If something is disgusting is it wrong? Why do some things and not others disgust us? Is it right to eat animals? Is it sometimes or always right to eat animals? Is it right to eat some animals but not others? What reasons might people have for not eating animals? If we have religious reasons for refraining from eating some animals, what do we do about animals that aren't mentioned in religious texts? Do animals have any rights not to be eaten? Are some animals, e.g. pets, more important or special than others? Should you eat hamster meat?
<p>Materials</p>	<ul style="list-style-type: none"> A can of Hamster Meat – A tin of food with a fake printed label that reads: "100 % hamster meat". Alternatively, use a picture of a tin of hamster meat. Circle of chairs Passing Pom-pom, flash cards, flip chart / white board, pens

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1. PREPARATION		10 min
Introductions	<ul style="list-style-type: none"> • Introduce facilitator(s) • Ethos: if necessary, briefly establish or reiterate your class rules. 	
Warm up game	<p>Opinion Continuum</p> <ul style="list-style-type: none"> • In a small group ask all children to join in, in a large group, or without much space, choose 8 – 12 children. • Place the following printed labels on the floor (see opinion continuum for print outs). 'Strongly Agree' – 'Agree' – 'Unsure' – 'Disagree' – 'Strongly Disagree' • Read out the following statement and ask the children to stand along the continuum to indicate their view. <i>"I'd eat a chicken sandwich"</i> • Interview children briefly, taking a range of reasons from across the continuum. • Then read the following statement: <i>"I'd eat hamster sandwich"</i> • Repeat the exercise noting where people have changed places. • After listening to one another's reasons, invite any children who have changed their mind to move up or down the continuum explaining to everyone their reasons. 	
2. STIMULUS		5 min
Presentation of Stimulus	Present the class with the can of Hamster Meat.	
Thinking Time	<p>Give the group a moment to process the stimulus. Pass the can of Hamster Meat around the circle so that everyone can see and touch it.</p> <p>Ask: <i>"What do you wonder about this food?"</i></p>	
Sharing Time	<p>Wonderments</p> <ul style="list-style-type: none"> • Facilitator and any co-facilitators model 'wonderments' about the tin of hamster meat e.g. <i>"I wonder where it came from"</i> <i>"I wonder what it tastes like"</i> <i>"I wonder if anyone eats hamster meat"</i> <i>"I wonder why we find this discussing"</i> <i>"I wonder if there's anything wrong with eating hamster meat"</i> <i>"I wonder if we should eat any meat?"</i> <i>"I wonder why we eat some meat and not others"</i> • Ask the children to wonder in pairs • Some children feedback on what their partner wondered • Co facilitator writes up wonderments on board or flip chart 	
3. QUESTIONS		15 min
Question Forming	<p>Ask the children, working in groups of 4, to compose a question that they all agree on.</p> <p>The facilitator and any co-facilitators should move between groups questioning the questions that have been proposed. Use your classes' philosophy vocabulary to help the children evaluate their proposed questions.</p> <p>For example you might ask:</p>	

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	<ul style="list-style-type: none"> • “Is this question easy to answer?” • “Is there an expert who could answer this question for us?” • “Could we answer this question by looking in a book or on the internet?” • “Will the class have lots of opinions about this questions?” • “Are you interested in this questions?” • “Does the answer to this question matter?” 	
Question Airing	<p>One member of each group should write up their question on the board while another reads it out and says a little about it.</p> <p>Gently challenge any questions that don’t seem philosophically challenging. Children should defend their question, or they may decide to withdraw it. If any questions are withdrawn, make sure the class understands why.</p>	
Question Selection	<p>Blind vote</p> <p>Children close their eyes and the facilitator reads each of the questions. They vote on one question each.</p>	

ALTERNATIVE QUESTION STRATEGY		5 min
Detected question	<ul style="list-style-type: none"> • In a shorter session or with a more inexperienced group, detect a promising question from the children’s initial wonderments. • Ideally chose an issue that several children have expressed interest in. • Formulate it aloud then write it up on the white board. • Acknowledge the child whose wonderment inspired it. 	

4. DIALOGUE		25 min
First Thoughts	Reiterate the question and then begin the dialogue with a paired discussion	
Collecting Ideas	<p>Facilitated discussion gathering a range of responses.</p> <p>Co facilitator to document these emerging themes to help keep track. E.g.</p> <ul style="list-style-type: none"> • Concerns about the legitimacy of the tin of food – <i>is it fake?</i> • Concerns about the safety of eating hamster meat – <i>Is it safe?</i> • Concerns about the (aesthetic) experience of eating the meat – <i>Would it taste gross?</i> • Concerns about the ethics of eating the meat – <i>Would it be wrong to eat it?</i> 	
Getting Focused	<p>Facilitated discussion, identifying and exploring key emergent idea(s) in depth.</p> <p>Possible sub questions (Key philosophical questions in bold):</p> <ul style="list-style-type: none"> • Would you eat hamster meat? • Why is there disagreement? • What is disgust? • What does it feel like to be disgusted? • Why are people disgusted? 	

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	<ul style="list-style-type: none"> • If something is disgusting is it wrong? • Why do some things and not others disgust us? • Is it right to eat animals? • Is it sometimes or always right to eat animals? • Is it right to eat some animals but not others? • What reasons might people have for not eating animals? • If we have religious reasons for refraining from eating some animals, what do we do about animals that aren't mentioned in religious texts? • Do animals have any rights not to be eaten? • Are some animals, e.g. pets, more important or special than others? • Should you eat hamster meat? <p>Flag up, by writing on flip chart, any emerging philosophical questions besides the main focus question.</p>	
Digging Deeper	Paired discussion of particularly challenging aspects of emerging ideas(s).	
Final Push	Return to the original question or to an appropriate reformulation of the original question, pressing for revised answer(s).	
Last thoughts	Depending on time, go round the circle once, hearing from everyone. Pass round the can of hamster meat one more time. Alternatively, if pressed for time, hear from a few volunteers.	
5. REFLECTION		5 min
Reflection on the Community	<p>Self Assessment (based on session objectives)</p> <p>Ask the following questions asking children to indicate yes or no with thumbs up or down.</p> <ul style="list-style-type: none"> • Have I shared an idea with a partner? • Have I shared an idea with the whole group? 	
Reflection on the Enquiry	<p>Self Assessment (based on session objectives)</p> <p>Ask the following questions asking children to indicate yes or no with thumbs up or down.</p> <ul style="list-style-type: none"> • Have I given a reason when someone asked me to? • Have I given a reason without being asked? 	

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