



Enquiry Plan

Friends Forever

Could you be friends forever?

<p>Philosophical Content</p>	<p>Possible Concepts</p> <ul style="list-style-type: none"> • Friendship, commitment, falling out, including and excusing, making decisions about the future, marriage (Ethics) <p>Example Questions</p> <ul style="list-style-type: none"> • Would you give a Friends Forever bracelet? • Would you accept a Friends Forever bracelet? • Can you have more than one friend? • Can you have more than one best friend? • Can you be friends with everyone? • Is it wrong to have a best friend? • Is it wrong to refuse someone's friendship? • Should we always try to remain friends? • Is it ever okay to break friends? • What is a friend? • (Why) Do we need friends? • How is the Friends Forever bracelet the same as / different from a wedding ring?
<p>Philosophical Method</p>	<p>Participant Skills</p> <ul style="list-style-type: none"> • Judging, Justifying, Comparing and Contrasting, Drawing on experience <p>Facilitator Strategies</p> <ul style="list-style-type: none"> • Temperature Checking, Debate Spotting and Stirring
<p>Materials</p>	<ul style="list-style-type: none"> • A pair of 'Friends Forever' bracelets (i.e. friendship bracelets) • Circle of chairs • Passing Pom-pom, flash cards, flip chart / white board, pens



1. PREPARATION		5 min
Introductions	Introduce everyone if necessary.	
Ethos	Where needed, recap enquiry rules and conventions.	
Warm up	In pairs: Do you have a best friend? Does anyone you know have a best friend? How do you tell if someone is your best friend?	
2. STIMULUS		5 min
Presenting stimulus	<p>Share the scenario with the class:</p> <p>Friends are great: someone to play with and to talk to, someone to sit next to at dinner time. But occasionally you meet a really <i>special</i> friend, someone who finds the same things funny as you do, someone who would never ever tell your secrets to anyone. When you make a friend like this, you often wish you could be friends forever. Well now you can!</p> <p>‘Friends Forever’ bracelets are special. Firstly there are two of them, one for you and one for your very best friend. But be careful who you give yours to. When you give away a Friends Forever bracelet and that person accepts and lets you tie it round their wrist, that’s it. You are friends forever come thick or thin. No changing your mind, no taking the bracelet off, no giving it back.</p> <p>When you give away a Friends Forever bracelet, the wearer is your friend <i>forever</i>.</p> <p>Quick question: Is the Friends Forever bracelets a good idea?</p>	
Thinking time	A minute in silence.	
Sharing time	Encourage the group to share their initial answer first in pairs and then with the whole group.	
3. QUESTIONS		10 min
Composing Questions	<p>Split the class into small groups and ask them to compose a question.</p> <p>Remind them to consider questions that are:</p> <ul style="list-style-type: none"> • Conceptual (about ideas) • Contestable (not everyone agrees on the answer) • Connected (to the story, to our lives and what we’re learning) • Considerable (worth thinking about, interesting for everyone) 	
Airing Questions	Ask the groups to write their questions down and read them out.	
Sharpening Questions	If necessary, evaluate the questions using your class vocabulary and refine or reject any questions that lack philosophical potential.	
Selecting Questions	Blind vote on the questions.	

4. DIALOGUE		30 min
First Words	Begin by speaking to the group who composed the chosen question.	
Collecting Ideas	Include the wider group by gathering a range of responses.	
Getting Focused	Continue to facilitate the whole group discussion, encouraging the group to identify and explore key emergent idea(s). <i>E.g. Friendship, commitment, falling out, including and excusing, making decisions about the future, marriage.</i>	
Digging Deeper	Help the whole group to identify a particularly interesting and challenging issue arising from the ideas already discussed. If necessary instigate a paired discussion to allow them to explore this in greater depth.	
Final Words	End by moving round the group asking for final remarks.	
5. REFLECTION		5 min
Reflection on the Content	Ask the group to identify one concept think they've explored in this session giving an example of when they explored it.	
Reflection on the Method	Ask the group to identify one thinking skill they think they have developed this session giving an example of when they used it.	