



Philosophical Enquiry for KS3

Something in the Water

Anti X Solution: A better society for *everyone*

<p>Philosophical Content</p>	<p>Possible Concepts</p> <ul style="list-style-type: none"> • POLITICAL PHILOSOPHY: Society, Power, Freedom, Consent, Authority, Transparency, Secrecy • ETHICS: Aggression, Responsibility, Best Interests, Well-being, Violence, Happiness, Selfishness, Truth, Greed, Empathy <p>Example Questions</p> <ul style="list-style-type: none"> • What would a good society look like? • Would society be better without aggression (or selfishness, greed etc?) • What is aggression? (or selfishness, greed etc?) • Are these things <i>always</i> bad? If so bad for whom or what? • Is there such a thing as a society that is good for <i>everyone</i>? • Is the government responsible for promoting societies' best interests? • What are our best interests? Are they individual, or shared? • Who decides what is in our best interests? • Is preventing aggression (or selfishness, greed etc). something the government is responsible for? • If the government acts to reduce aggression (or selfishness, greed etc). are they acting within their power? Are they doing something right? • Do we have a right to know everything the government does? • Is it ever okay for the government to act in secret?
<p>Philosophical Method</p>	<p>Thinking Moves</p> <ul style="list-style-type: none"> • eXEMPLIFY societal problems, ZOOM OUT to consider the consequences of a chosen problem on society. RESPOND to arguments about the risks and benefits of <i>Anti X Solution</i>, try to NEGATE some points, even where you agree. WEIGH UP whether the <i>Anti X Solution</i> would be good for society. <p>Facilitator Tools</p> <ul style="list-style-type: none"> • Exemplify, Rank and Order, Imaginary Disagreer, Facilitator- in-role, Temperature Checking, Debate Spotting and Stirring **
<p>Materials</p>	<ul style="list-style-type: none"> • A glass beaker containing clear liquid with a dropper. • Circle of chairs • Passing Pom-pom, flash cards, flip chart / white board, pens

* This is the metacognitive language of *Thinking Moves A-Z* by Dialogue Works. For more info see <https://dialogueworks.co.uk/thinking-moves/> or ask us about our accredited Thinking Moves Training.

** A list of this language for facilitation accompanies these resources.

PREPARATION		10 min
Introductions	Introduce everyone if necessary	
Ethos	<p>Where needed, recap enquiry rules and conventions.</p> <p>You may decide to focus on an aspect of your ethos that the group finds a challenge, such as refraining from speaking over someone who is talking.</p>	
Warm up	<p>Exemplify</p> <ul style="list-style-type: none"> Working in small groups, ask the students to give an example of something problematic about human behaviour. E.g. People can be aggressive, selfish, messy, greedy, unfriendly etc. Each group should give their reasoning. Collect the examples on the whiteboard. <p>Rank / Order</p> <ul style="list-style-type: none"> Next the small groups should reconvene to decide on the example that represents the biggest problem for society. Giving reasons, every student in the class should vote on the biggest problem 	
STIMULUS		10 min
Presenting stimulus	<p>Present the group with a glass beaker containing a clear liquid with a dropper and a label reading:</p> <p><i>“Anti X solution: A better society for everyone”</i></p> <p>Then explain:</p> <p>Imagine that Government scientists have developed a substance that makes people less aggressive *</p> <p>A tiny amount of the substance can be added to water and anyone who drinks it will be far less aggressive in their behavior. The solution is safe and won’t make people unwell. It is also tasteless so no one will notice they’re drinking it.</p> <p>In many places, the Government already puts a safe and tasteless substance called fluoride in the water. Fluoride is a mineral that helps people’s teeth stay healthy, preventing some of the suffering caused by tooth decay.</p> <p>What if the Government were to put the Anti X Solution in the drinking water. A few tasteless, perfectly safe drops and then everyone in society would be less aggressive preventing some of the suffering caused by violence.</p> <p>Should the Government Scientists put the solution in the water?</p> <p><i>*Or depending on what the group votes on, selfish, messy, greedy, unfriendly etc.</i></p>	

Thinking time	A minute in silence	
Sharing time	Encourage the group to share their initial yes / no answers in pairs and then with the whole group.	
QUESTION		1 min
Prepared Question:	The initial question to write on the board is this: What should the Government Scientists do?	
DIALOGUE		30 min
First Words	Begin the dialogue by hearing from several children on either side of the debate. If there is consensus, use the following strategy: Imaginary Disagreement: <i>Ask: What would someone who disagreed with you say?</i> Individuals can respond straight away without a break in the conversation or for a richer discussion, invite them to consider the question in pairs and feedback.	
Collecting Ideas	On the board, write up some of the responses in favour of adding 'Anti X Solution' to the water and against. Also note any other options available to the Government Scientists.	
Considering Cases	If the group have already suggested an alternative use (or uses) for the Anti X Solution, write them up on mini whiteboards and introduce them either one at a time, or one to each group. If they have not thought of any alternative. Ask them to try and think of some in small groups. If necessary, you could also introduce some of your own. <ul style="list-style-type: none"> • Should the solution be sold in shops, allowing people who wanted to take it, could do so? • Should the solution be used in prisons and given to prisoners? • Should the solution be used by schools and given to pupils? 	
Digging Deeper	Encourage the group to pay attention to the arguments they are forming in response to each of the cases. What matters in their answers? For example: <ul style="list-style-type: none"> • Whether people know they are drinking the solution • Whether people choose or consent to drink the solution • Whether the solution works • Whether the solution is safe • Whether people are responsible for their behaviour 	
Final Words	Remind the class of the question and invite final words from as many students as possible.	

REFLECTION		5 min
Reflection on the Content	Ask the group to identify the most important concept explored in the session giving an example of when they explored it.	
Reflection on the Method	Ask the group to identify one Thinking Move used in the session giving an example of when they used it.	

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