Philosophical Enquiry for KS4
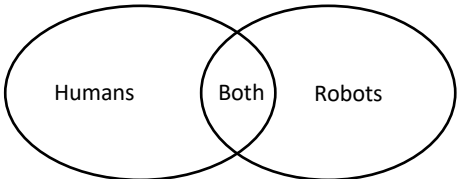
Sophia Awakens

Philosophical Content	**Possible Concepts** • MIND: Intelligence, Awareness, Mind, Memory, Emotion • EPISTEMOLOGY: Knowledge, Wisdom, Understanding, • METAPHYSICS: Personal Identity, Change, Personhood, Living, Being Human/Nonhuman, • ETHICS: Creation/ Destruction, Can/Should **Example Questions** • Is Sophia intelligent? • Is artificial intelligence possible? • What do we mean by intelligence? • Can she *know* anything? • Does she understand the information she has access to? • Are knowledge and understanding the same or different? • Could robots feel an emotion like happiness? • What do we mean when we talk about emotional intelligence? • Does Sophie *remember*? Could Sophia have memories like ours? • Is Sophia a person? • Could there be an 'artificial' person? • Is she due respect or privileges, does she have any rights? • Is Artificial Intelligence a good idea? • Just because we *can* create something, does that mean we *should*?
Philosophical Method	**Thinking Moves** • ORDER and GROUP examples of intelligent things, eXEMPLIFY the concept of intelligence, QUESTION Hanson Robotics claims about Sophia's intelligence. * **Facilitation Tools** • Concept-O-Meter, Concept Collison, Question Sieving **

Materials	• The following video https://www.youtube.com/watch?v=LguXfHKsa0c • 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.	
Ethos	Where needed, recap enquiry rules and expectations.	
Exercise	**Intelligence-O-Meter** In small groups, invite the participants to sort the following images from most to least intelligent, providing justifications: *Donald Trump, Dog, Plato, Driverless Car, Madonna, Banana, Ant, Baby, Amazon Alexa, Stephen Hawkins, Mozart, Marie Curie*	
STIMULUS		5 min
Stimulus	Share the following video https://www.youtube.com/watch?v=xE8DpNQZ-Fk Sophia is a social humanoid robot developed by Hong Kong-based company Hanson Robotics activated in April 2015. Sophia has been covered by media around the globe and has participated in many high-profile interviews. While interviewers have been impressed by the sophistication of many of Sophia's responses to their questions, the bulk of Sophia's meaningful statements are believed by experts to be somewhat scripted. In October 2017, the robot became a Saudi Arabian citizen, the first robot to receive citizenship of any country. In November 2017, Sophia was named the United Nations Development Programme's first ever Innovation Champion, and the first non-human to be given any United Nations title. Source: https://en.wikipedia.org/wiki/Sophia_(robot)	
QUESTIONS		10 min
First Thoughts	There's a lot in this stimulus. Give the group time in pairs to openly discuss issues they found most interesting,	
Question Forming	Ask the pairs to become groups of fours and to compose a question that captures what they found most interesting . Move between groups questioning the questions that have been proposed. Use your group's' philosophy vocabulary to help the children evaluate their proposed questions. For example, you might ask: • "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 views on this question?" • "Are you interested in this question?" • "Does the answer to this question matter?"	
Question Airing	One member of each group should write up their question on the board while another reads it out and says a little about it.	

	Gently interrogate the questions helping the group uncover any questions better answered by research rather than reason and argument. Participants should defend their question, or they may decide to withdraw it. If any questions are withdrawn, make sure the class understands why.	
Question Selection	If there is not an obvious theme that emerges, vote on the question including only those questions the group considers philosophical.	
DIALOGUE		**30 min**
First Words	Begin with a paired discussion around the chosen question.	
Collecting Ideas	Start the whole-group discussion by gathering a range of responses and noting them on the whiteboard.	
Getting Focused	Continue to facilitate the group discussion, encouraging the group to identify and explore key emerging idea(s). If they want to refocus their question at this point, they should do so.	
Digging Deeper	If necessary, instigate a paired discussion on a particularly challenging aspect of the ideas that have emerged so far. These might include more general questions like: • What do we mean by intelligence? • Are knowledge and understanding the same or different? • Could there be an 'artificial' person?	
Last words	Return to the question (or reiterate the new question, if there is one) and ask everyone to summarize their view. If time is short, invite participants to do this in small groups with feedback from two or three speakers, prioritizing those who haven't had much airtime.	
REFLECTION		**5 min**
Reflection on the Content	Ask the group to identify some of the concepts they've explored during the session.	
Reflection on the Method	Ask the group to identify some of the skills they've used, noting when and where they were useful.	

EXTENSION		**20 min**
Concept Exercise	This exercise that explores the interesting borderline cases between concepts. The best time to use this is when a stimulus or a discussion throws up two concepts that appear to overlap for example *'Human'* and *'Robot'* Humans Both Robots	

	Older students or adult participants should work in pairs or small groups to identify properties (features, qualities, capacities) of humans, properties of robots and properties of both. Younger children should work with a teacher to classify properties that you have prepared in advance and made into flash cards *e.g. Can Move, Can Speak, Can Think.* In both case: they should list their answers on a Venn diagram.	

FUTURE ENQUIRIES		**20 min**
Additional Stimuli	**The Chinese Room** https://www.youtube.com/watch?v=TryOC83PH1g (1.00) The computer scientist Alan Turning claimed that if a computer programme could convince human that they are conversing with another human then that programme could be said to think. The Philosopher John Searle challenged the concept of strong artificial intelligence with the Chinese Room Thought Experiment. Searle used his thought experiment to argue that however well you programme a computer it doesn't understand Chinese it only simulates that knowledge, which isn't really intelligence. **Questions** • If Sophia passed the Turing test, should we regard her as intelligent? • Is there a better way to test for the intelligence of technology? • What else could intelligence be, if not the retrieval of information and the production of appropriate responses? • What is the difference between understanding and knowledge?	

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