



Enquiry Plan

Philosophical Enquiry for EYFS and KS1

Problem Pet

*Meet Tilly. I stroke her as often as you stroke your cat, I walk her as often as you walk your dog,
I LOVE her as much as you love your rabbit. I love her because she is special.
You see, my pet Tilly ... is a teapot."*

<p>Philosophical Content</p>	<p>Possible Concepts</p> <ul style="list-style-type: none"> • Living, Non-living, Animals, Humans, Love, Friendship, Care, Responsibility, Imagination (Ethics) <p>Example Questions</p> <ul style="list-style-type: none"> • Is Tilly an ordinary pet? • If not, how is she extraordinary? • Is Tilly actually a pet? • What is a pet? • What makes a good pet? • What are pets for? • What makes something alive? / not alive? • Do pets have to be alive? • What kinds of things can you love? / can't you love? • Can you only love living things? • Can I love Tilly? • Can Tilly love me? • Can people love their pets? • How do you know if your pet loves you?
<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"> • Teacher-in-role, Eliciting personal experience, Thumb Poll,
<p>Materials</p>	<ul style="list-style-type: none"> • A teapot, A dog lead, A cat bowl, A carrot A blanket • Circle of chairs • Passing Pom-pom, flash cards, flip chart / white board, pens

1. PREPARATION		5 min
Introductions	Introduce everyone if necessary	
Ethos	Recap expectations, perhaps giving the class one rule to focus on.	
Warm up game	<p>Drawing on personal experiences</p> <p>Ask:</p> <ul style="list-style-type: none"> • Who has a pet at home? Who knows someone with a pet? • What can you tell us about pets? • How do you spot a pet? 	
2. STIMULUS		5 min
Presentation of Stimulus	<p><i>"I've brought my pet into school today to meet you. My pet's name is Tilly, would you like to meet her?"</i></p> <p><i>"Tilly is very shy, she's hiding underneath this blanket. Before I get her out, maybe you'd like to see some of her things."</i></p> <p>[Slowly reveal to the class, each of the objects you've brought in; first the dog lead, then the cat bowl, then the carrot.]</p> <p><i>"Can you guess what my pet is?"</i></p> <p>[The children will guess, dog, cat and rabbit, and perhaps some other things too. Each time they make a suggestion, ask them for a reason.]</p> <p><i>"You've made lots of different guesses, I think it's time for Tilly to say hello."</i></p> <p>[Take the teapot from under the blanket, attach the dog lead and place the water bowl and carrot in front of it. Do this as naturally as possible and act bemused by the children's responses – typically laughter and surprise.]</p> <p><i>"What's funny about my pet?"</i></p>	
Thinking and Sharing Time	<p>Give the children a chance to think and talk about anything funny, silly, surprising or confusing about the pet teapot</p> <p>They may laugh or giggle and they may also want to touch it or stroke it. They might also ask questions like 'what do you feed her?' (tea, obviously!)</p> <p>This time to react, play and explore is really important. It also allows you to move on to a discussion in the next section.</p>	
3. QUESTION(S)		1 min
Prepared Question	<p>After the children's more unstructured responses, focus the group on the prepared question:</p> <p><i>"is Tilly the teapot a pet?"</i></p>	

4. DIALOGUE		15 min
Collecting Ideas	<ul style="list-style-type: none"> • Gather a range of responses. • Point out to the children that they don't all agree; some children think Tilly can be my pet and others think she can't. • Point out that the children who agree, don't all have the same reasons. Some think she can't be a pet because she can't move, others think she can't be a pet because she can't eat. Some because she doesn't make a noise. 	
Challenging ideas	<ul style="list-style-type: none"> • Take one or two of the reasons and gently challenge them. • First playfully e.g. Move the teapot and claim; <i>"She can move!"</i> Or Feed the teapot some teabags. • Then more seriously. E.g. <i>"Your lizard doesn't make a noise, but he's a pet, so why not Tilly?"</i> 	
Getting Focused	<p>Pay attention to any issues that emerge out of the children's interests. Formulate one of these in a final focused question.</p> <p>Here are a few examples:</p> <ul style="list-style-type: none"> • What is a pet? • What makes something alive? / not alive? • What kinds of things can you love? / can't you love? 	
5. REFLECTION		4 min
Reflection on the Content	Ask the children to share one interesting <i>new</i> thought that they have had during the session.	