



**Philosophical Enquiry for KS1**

**Oh No George!**

*I said I'd be good, thinks George. But I LOVE cake!*

<p><b>Philosophical Content</b></p>	<p><b>Possible Concepts</b></p> <ul style="list-style-type: none"> <li>• ETHICS: Right, Wrong, Good, Bad, Will, Resolve, Temptation, Self-Control, Instinct, Habit, Trying, Failing, Weakness, Strength, Temptation, Regret, Guilt, Punishment, Reward, Praise, Blame, Forgiveness, Understanding, Humans/Animals</li> </ul> <p><b>Example Questions</b></p> <ul style="list-style-type: none"> <li>• Why did George eat the cake / chase the cat / dig in the soil?</li> <li>• Did George do something wrong? If so what?</li> <li>• What's the difference between right and wrong?</li> <li>• Why do we do bad things? (Why do we do <i>good</i> things?)</li> <li>• If George does something wrong, is he a bad dog?</li> <li>• Are some dogs good and some dogs bad? What about people?</li> <li>• When is it good (or bad) to feel guilty?</li> <li>• Are animals always in control of their behaviour? If not, why not?</li> <li>• What about humans?</li> <li>• Are you always responsible for your own actions?</li> <li>• Can you ever be responsible for what someone else did?</li> <li>• Is Harris to blame for what George did?</li> <li>• Why is it sometimes <i>hard</i> to be good?</li> <li>• If we <i>try</i> to do the right thing, but fail, are we to blame? Should we still feel guilty?</li> <li>• Is it better to try to be good, even if we fail? Or is it the way we behave in the end that really matters?</li> <li>• What is temptation?</li> <li>• Does everyone feel temptation? Adults? Children? Dogs?</li> <li>• When we do something wrong, should we always be forgiven?</li> <li>• Should we be forgiven, if we do something wrong more than once?</li> </ul>
<p><b>Philosophical Method</b></p>	<p><b>Participant Skills</b></p> <ul style="list-style-type: none"> <li>• QUESTION by wondering aloud, JUDGE by selecting questions, EXEMPLIFY by reflecting BACK on key moments*</li> </ul> <p><b>Facilitator Strategies</b></p> <ul style="list-style-type: none"> <li>• Question detection, Question selection, Vote with your feet**</li> </ul>

<b>Materials</b>	<ul style="list-style-type: none"> <li>• Copy of Oh No George! By Chris Haughton</li> <li>• Possible questions written on white boards</li> <li>• Circle of chairs</li> <li>• Passing Pom-pom, flash cards, flip chart / white board, pens</li> </ul>
------------------	---

\* 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.

<b>PREPARATION</b>		<b>5 min</b>
<b>Introductions</b>	Introduce everyone.	
<b>Ethos</b>	Where needed, recap enquiry rules and expectations. Emphasise that this session requires plenty of wondering.	
<b>STIMULUS</b>		<b>5 min</b>
<b>Stimulus</b>	<p><b>Read Oh No George! By Chris Haughton</b></p> <p>Harris is off to do some shopping. 'Will you be good, George?' he asks. George hopes he can. He really wants to, but chocolate cake is just so very delicious. What will George do now?</p> <p>Throughout the story, stop periodically to ask the children what they are wondering.</p>	
<b>QUESTIONS</b>		<b>5 min</b>
<b>Quick Question</b>	<p>Begin with a quick question for the group to discuss. From this initial discussion, do some 'Question Detection' i.e. listen out for interests that may form the basis of further questions.</p> <p><b>Why did George eat the cake, chase the cat and did the soil?</b></p>	
<b>Emergent Question</b>	<p>If the quick question still has everyone engaged, keep going! If it's time to move on, try this:</p> <p>From this initial discussion, offer the group a 'Question Selection' i.e. propose three questions based on matters raised so far and invite them to choose which question they'd like to discuss in more detail. Write them each on a whiteboard and invite the group to 'Vote with their Feet'. Your questions could include:</p> <ul style="list-style-type: none"> <li>• Why do we do bad things?</li> <li>• Are we always in control of our behaviour?</li> <li>• Why is it sometimes hard to be good?</li> </ul>	

<b>DIALOGUE</b>		<b>15 min</b>
<b>First Words</b>	Give the group a few minutes in pairs to talk about the question.	
<b>Collecting Ideas</b>	Gather a range of responses from all of the children who want to speak, perhaps writing them on the board.  Encourage the children to address the question by gently reiterating it.	
<b>Getting Focused</b>	Invite the children to respond directly to a previous speaker by looking at them and stating whether they agree or disagree with something that they have said.  Where the children can, encourage them specify which ideas they are responding to.	
<b>Final words</b>	Reiterating the question, ask for speakers who haven't had an opportunity to speak. If necessary, you might ask to hear from someone who has changed their mind during the discussion.	
<b>REFLECTION</b>		<b>5 min</b>
<b>Reflection on the Content</b>	EXEMPLIFY: Ask the group to identify something interesting someone else said.	
<b>Reflection on the Method</b>	EXEMPLIFY: Ask the group to identify something helpful someone else did	

© 2017 (Revisions 2021) Grace Lockrobin of Thinking Space  
All Rights Reserved

Thinking Space c.i.c.  
Public Philosophy Projects

101 Beechwood Road, Sheffield S6 4LQ  
info@thinkingspace.org.uk  
www.thinkingspace.org.uk

twitter.com/Thinking\_Space\_  
facebook.com/ThinkingSpacePhilosophy  
instagram.com/Thinking\_Space\_