Philosophical Enquiry for KS2
Some Dogs Do

All dogs walk and jump and run, but dogs don't fly, it can't be done… Or can it?

Philosophical Content	**Possible Concepts** • EPISTEMOLOGY: Knowledge, Belief, Testimony, Truth, Falsehood, Lies, Credibility, Credulity, Doubt, Possibility, Probability, Plausibility, Good and Bad Evidence • ETHICS: Trust, Friendship, Happiness, Family, Loyalty, Faith **Example Questions** • Why didn't Sid's classmates believe him? • Should Sid's classmates have believed him? • Would you believe a classmate who said they could fly? • When should you believe (or disbelieve) someone? • Does it matter if the person making the claim is someone you know or a stranger? • What does it mean to know something? • Is there a difference between believing and knowing? • What counts as good evidence for knowledge? For belief? • Do you have to see something to believe it? • Is there anything you believe in that you haven't seen? • If a story is probably true, should you always believe it? • If story is impossible, should you always doubt it? • Is someone tells you a story that is false, have they lied? • What makes one claim more plausible than another? • Can we always trust what other people tell us? • Are some people more trustworthy than others? • Should you always trust your closest friends and family? • Can we always trust what we tell ourselves? • Is it possible to doubt your own experiences?
Philosophical Method	**Participant Skills** • eXEMPLIFY offering experiences of belief and disbelief, JUSTIFY reasons for believing and disbelieving, QUESTION by wondering aloud * **Facilitator Strategies** • Question detection, Breakout groups,
Materials	• Book: 'Some Dogs Do' by Jez Albrough • 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

PREPARATION		5 min
Introductions	Briefly introduce everyone if necessary, or play a name game.	
Ethos	Briefly establish or reiterate your class ethos and expectations. For example: • We're curious, we ask lots of questions • We're confident, we share what we really think • We're collaborative, we value what other people think too • We're critical, we give reasons for our claims • We're brave, we're not scared to disagree • We're flexible, we sometimes change our mind • We're fair, we speak one at a time • We're caring, we encourage speakers by listening and looking at them	
Warm up	• One side of the room: Think of a time you believed someone, tell a partner *why* you believed them • The other side of the room: Think of a time you disbelieved someone, tell a partner *why* you disbelieved them • Gather some answers emphasising the reasons given	
STIMULUS		10 min
Presentation of Stimulus	Read Book: 'Some Dogs Do' by Jez Albrough, sharing the pictures. Or if you like you can share this video instead: http://vimeo.com/38188065 "All dogs walk and jump and run, but dogs don't fly, it can't be done… Or can it?"	
Thinking Time	Give the group a moment to process the stimulus. Ask: "What do you wonder about the story?"	
Sharing Time	• Model 'wonderments' about the story e.g. *"I wonder why Sid's classmates didn't believe him", "I wonder if Sid was dreaming", "I wonder if some Dogs can fly", "I wonder why Sid doubted himself when others did"* • Invite all children share their wonderments in small groups • Ask some children to feedback • Writes up the wonders in the form of questions on the board	
QUESTIONS		5 min
Focus Question	Ask the children a question 'within the story' first. Something to get everyone talking. Try: "Why didn't Sid's classmates believe him?" Feedback a few ideas. Keep track of them.	

Detected Question(s)	• Look at the wonderments on the board and identify one or two with philosophical potential. • Highlight them, reformulating to aid clarity only of absolutely if necessary. Use the children's form of words if you can. • Attribute the question or questions to the child who wondered it first. • Explain to the class that this question or questions are your philosophical focus for this lesson.	
DIALOGUE		30 min
First thoughts	Give the pom-pom to the child whose wonderment inspired the question. They may want to clarify what they meant by the question. Then ask them what they think first.	
Collecting Ideas	Begin the discussion by gathering a range of responses from everyone who wants to speak (if possible).	
Getting Focused	Begin to help the group identifying and explore an emergent idea(s) in greater depth. Depending on what interests them initially, some of the following questions may help: • When should you believe (or disbelieve) someone? • Does it matter if the person making the claim is someone you know or a stranger? • Do you have to see something to believe it? • Is there anything you believe in that you haven't seen? • Are some people more trustworthy than others? • Should you always trust your closest friends and family? • Can we always trust what we tell ourselves? Flag up, by writing on the board, any emerging philosophical questions besides the main focus question.	
Digging Deeper	If a particularly challenging issue arises, put the children into breakout groups of 3 or 4 to discuss it for 5 minutes. You might find that someone makes a contentious statement about trusting family members or there is significant disagreement about a particular example of what is possible or impossible. Remember to feedback from each of the groups.	
Final Push	Return to the original question or to an appropriate reformulation of the original question, press the group for revised answer(s).	
Last thoughts	Depending on time, go around the circle once, hearing from everyone. Alternatively, if pressed for time, hear from a few volunteers prioritising those who haven't spoken yet.	
REFLECTION		10 min
Reflection on the Content	EXEMPLIFY: Ask the group to identify something interesting someone else said.	
Reflection on the Method	EXEMPLIFY: Ask the group to identify something helpful someone else did	

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_