



Philosophical Enquiry for KS2

Friends Forever

Could you be friends forever?

<p>Philosophical Content</p>	<p>Possible Concepts</p> <ul style="list-style-type: none"> • ETHICS: Friendship, Commitment, Making and Breaking Relationships Including/Excluding, Platonic and Romantic Love, Marriage, • METAPHYSICS: Your Present and Future Self, Decisions about the Future <p>Example Questions</p> <ul style="list-style-type: none"> • Would you give a Friends Forever bracelet to someone? • Would you accept a Friends Forever bracelet from someone? • Can you have more than one friend? • Can you have more than one best friend? • Can you be friends with everyone? • Is it wrong to have a best friend? • Is it wrong to refuse someone's friendship? • Should we always try to remain friends? • Is it ever good to break friends? • Is it ever bad to stay friends? • What is a friend? • (Why) Do we need friends? • How should we value new and old friends? • How is the Friends Forever bracelet the same as / different from a wedding ring? • Is a Friends Forever bracelet more likely to keep friends together? • Do you know what you will want in the future? • Will you be the same person when you are grown up?
<p>Philosophical Method</p>	<p>Thinking Moves</p> <ul style="list-style-type: none"> • Look AHEAD and BACK, form a PICTURE or your future self, WEIGH UP your verdict on the Friends Forever bracelets* <p>Facilitation Tools</p> <ul style="list-style-type: none"> • Temperature Checking, Debate Spotting and Stirring**
<p>Materials</p>	<ul style="list-style-type: none"> • A pair of 'Friends Forever' bracelets (i.e. friendship bracelets) • 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.

		5 min
Introductions	Introduce everyone if necessary.	
Ethos	<p>Where needed, recap enquiry rules and conventions. Use rules that you have devised with your own class. Here's an example of mine:</p> <ul style="list-style-type: none"> • We're always asking questions • We share what we really think • We care what other people think too • We give reasons for our opinions • We're not scared to disagree • We often change our mind • We speak one at a time • We encourage speakers by listening and looking at them 	
Warm up	<p>In pairs:</p> <ul style="list-style-type: none"> • How do you tell if someone is your friend? • What makes someone a <i>best</i> friend? 	
STIMULUS		5 min
Presenting the stimulus	<p>Share the scenario with the class:</p> <p>Friends are great: someone to play with and to talk to, someone to sit next to at dinner time. But occasionally you meet a really special friend, someone who finds the same things funny as you do, who shares your interests and plays your games – someone who would never tell your secrets to anyone. When you make a friend like this, you often wish you could be friends forever. Well now you can!</p> <p>Friends Forever Bracelets are special. Firstly, there are two of them, one for you and one for your very best friend. But be careful who you give yours to. When you give away a Friends Forever bracelet and that person accepts and lets you tie it around their wrist, that's it: you are friends forever come thick or thin. No changing your mind, no taking the bracelet off, no giving it back.</p> <p>When you give away a Friends Forever Bracelet, the wearer is your friend <i>forever</i>.</p>	
Quick Question	Is the Friends Forever Bracelet a good idea?	
Thinking time	A minute in silence.	
Sharing time	Encourage the group to share their initial answers, first in pairs and then with the whole group.	
QUESTIONS		10 min
Composing Questions	Split the class into small groups and ask them to compose a question.	

	Remind them to consider questions that are: <ul style="list-style-type: none"> • Conceptual (about ideas) • Contestable (not everyone agrees on the answer) • Connected (to the story, to our lives and learning) • Considerable (worth thinking about, interesting for everyone) 	
Airing Questions	Ask the groups to write their questions down and read them out.	
Sharpening Questions	If necessary, evaluate the questions using your class vocabulary and refine or reject any questions that look less promising.	
Selecting Questions	Vote on the questions.	
DIALOGUE		30 min
First Words	Begin by speaking to the group who composed the chosen question.	
Collecting Ideas	Include the wider group by gathering a range of responses.	
Getting Focused	Continue to facilitate the whole group discussion, encouraging the group to identify and explore key emergent idea(s). e.g. <ul style="list-style-type: none"> • The role of commitment in Friendship • The value of breaking friends • The idea of Forever • Changing as you get older 	
Digging Deeper	Help the whole group to identify a particularly interesting and challenging issue arising from the ideas already discussed. If necessary, instigate a paired discussion to allow them to explore this in greater depth.	
Final Words	End by moving round the group asking for final remarks.	
REFLECTION		5 min
Reflection on the Content	Ask the group to identify one Concept they've explored in this session giving an example of when they explored it.	
Reflection on the Method	Ask the group to identify one Thinking Move they have developed this session giving an example of when they used it.	

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