



## Philosophical Enquiry for KS2

### The Test

Just one step away from your dream... but what if you could take a shortcut?

<p><b>Philosophical Content</b></p>	<p><b>Possible Concepts</b></p> <ul style="list-style-type: none"> <li>• PHILOSOPHY OF EDUCATION: Testing, Achievement, Cheating</li> <li>• ETHICS: Fairness, Honesty, Consequences, Secrets, Lies, Friendship, Betrayal, Loyalty, Opportunity, Future Prospects, Punishment, Integrity,</li> </ul> <p><b>Example Questions</b></p> <ul style="list-style-type: none"> <li>• Would you take a look at the answers?</li> <li>• Should you take a look at the answers?</li> <li>• If there is a difference between you answers, what explains it?</li> <li>• What are your other options besides looking? E.g. Do you tell the teacher? Do you say nothing?</li> <li>• If your friend looks at the answers, is it okay to look too?</li> <li>• If you <i>really</i> want to get into the school, is it okay to look?</li> <li>• If your parents <i>really</i> want you to get into the school, is it okay to look?</li> <li>• If you've revised for the test really carefully, is it okay to look?</li> <li>• Is it ever okay to look?</li> <li>• What – if anything – is wrong with looking at the answers?</li> <li>• If we think looking is unfair, cheating, dishonest etc. What do we mean by these terms?</li> <li>• Is it right that children should have to do tests?</li> <li>• What do tests, test?</li> <li>• Can this scenario be understood as a moral test?</li> <li>• Should we test morality like we test other knowledge and skills?</li> </ul>
<p><b>Philosophical Method</b></p>	<p><b>Participant Skills</b></p> <ul style="list-style-type: none"> <li>• FORMULATE various responses to the scenario, CONNECT and DIVIDE the various options, JUSTIFY your preferred response.*</li> </ul> <p><b>Facilitator Strategies</b></p> <ul style="list-style-type: none"> <li>• Presenting in role, Temperature Checking, Debate Spotting and Stirring.**</li> </ul>
<p><b>Materials</b></p>	<ul style="list-style-type: none"> <li>• A manila file with 'Test Answers' peeping out.</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 if necessary.	
<b>Ethos</b>	Where needed, recap enquiry rules and conventions.	
<b>Warm up</b>	<p><b>I wonder</b></p> <p>Put the file in the centre of the circle and ask the group to spend a few minutes wondering about it. If needed model some wonders first. E.g. 'I wonder who that belongs to'; 'I wonder if they are the answers to our next spelling test' etc.</p>	
<b>STIMULUS</b>		<b>5 min</b>
<b>Presenting stimulus</b>	<p><b>Share the scenario with the class:</b></p> <p>You are about to take a test for a scholarship that would allow you to go to your dream school*.</p> <p>You have prepared thoroughly but tests make you really nervous and your mind often goes blank. Getting into this school will change your life, but if you mess this up, you won't get this chance again.</p> <p>You notice that the examiner has left the answer sheet on the table. Your best friend notices this too. There are only two of you in the room. After staring at the folder for a long time, your friend gives you a secretive wink, and takes a long look at the answer sheet.</p> <p><b>What should you do?</b></p> <ul style="list-style-type: none"> <li>• Do you take a look too?</li> <li>• Do you tell the teacher?</li> <li>• Do you do nothing (don't look, don't tell)?</li> </ul> <p><i>* Or taekwondo club, football team, brass band, summer camp etc.</i></p>	
<b>Thinking time</b>	A minute in silence.	
<b>Sharing time</b>	<p>Encourage the group to share their initial answer first in pairs and then with the whole group.</p> <p>Take note of the options the children offer and add any new ones to the list.</p>	
<b>QUESTIONS</b>		<b>1 min</b>
<b>Prepared Question:</b>	<p>Write up the question on the board and the various options on pieces of paper. Lay out these options on the floor in different corners the classroom.</p> <p><b>What should you do?</b></p> <ul style="list-style-type: none"> <li>• Do you look too?</li> <li>• Do you tell the teacher?</li> <li>• Do you do nothing (don't look, don't tell)?</li> </ul>	

<b>DIALOGUE</b>		<b>30 min</b>
<b>First Words</b>	<p><b>Vote with your Feet</b></p> <ul style="list-style-type: none"> <li>• Lay out the options on the floor</li> <li>• Ask the group (or a few children) to stand by their choice</li> <li>• They should first share their reasons in a huddle with the other children standing with them</li> <li>• Then feedback as a whole group</li> <li>• Allow children who have been persuaded by something they have heard to change positions.</li> <li>• Ask any children who move to explain what has persuaded them.</li> </ul>	
<b>Collecting Ideas</b>	Begin the whole-group discussion gathering a range of responses.	
<b>Getting Focused</b>	Continue to facilitate the whole group discussion, encouraging the group to identify and explore key emergent idea(s). <i>E.g. Fairness, Achievement, Cheating, Honesty, Consequences, Secrets, Lies, Friendship</i>	
<b>Digging Deeper</b>	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.	
<b>Final Words</b>	<p><b>Vote with your Feet</b></p> <ul style="list-style-type: none"> <li>• Lay out the options on the floor again</li> <li>• Add any new options that have emerged during the discussion</li> <li>• Ask the group (or a few children) to stand by their choice</li> <li>• Ask any children who have changes paces since the first vote, to explain why</li> </ul>	
<b>REFLECTION</b>		<b>5 min</b>
<b>Reflection on the Content</b>	Ask the group to identify one concept they've explored in this session, giving an example of when they explored it.	
<b>Reflection on the Method</b>	Ask the group to identify one Thinking Move they think they've used in this session, giving an example of when they used it.	

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