



Philosophical Enquiry for EYFS We Found A Hat

But there is only one hat, and there are two of us...

Philosophical Content	<p>Possible Concepts</p> <ul style="list-style-type: none"> • ETHICS: Finding, Owning, Needing, Wanting, Dreaming, Thinking, Giving, Letting go, Sharing, Un/Fairness, Equality, Hope and Disappointment <p>Example Questions</p> <p><i>About the story</i></p> <ul style="list-style-type: none"> • The tortoises found the hat, does it belong to them now? • Would it be fair if one tortoise kept the hat and the other didn't? • If one tortoise wants the hat more than the other, should s/he get it? • In the story they leave the hat, was that the best solution? <p><i>Beyond the story</i></p> <ul style="list-style-type: none"> • If you find something, is it yours? • What makes something yours? Or someone else's? • Can something belong to more than one person? • Is having something all to yourself, better than sharing it? • Do we <i>always</i> have to share? • Can you enjoy something that you don't own? • What is the difference between wanting and needing something? • Is it better for one person to be disappointed or two?
Philosophical Method	<p>Participant Skills</p> <ul style="list-style-type: none"> • QUESTION by wondering aloud, EXEMPLIFY by reflecting BACK on key moments* <p>Facilitator Strategies</p> <ul style="list-style-type: none"> • Memory elicitation, Question detection**
Materials	<ul style="list-style-type: none"> • Copy of 'We Found a Hat' by Jon Klassen • Or watch the author reading it on YouTube https://www.youtube.com/watch?v=4ECYT4lgaTI) • Circle of chairs, Passing Pom-pom (or pass around a hat), 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.

PREPARATION		5 min
Introductions	Introduce everyone, if necessary.	
Ethos	Where needed, recap enquiry rules and conventions. For very young children, it helps to focus on a few simple rules: <ul style="list-style-type: none"> • Listen to the ideas that are shared • Think carefully about what you hear • Share your ideas when it is your turn 	
Warm Up	Ask the children: <ul style="list-style-type: none"> • Have you ever found something special? • What was special about it? • What did you do with it? 	
STIMULUS		5 min
Stimulus	Read 'We Found a Hat' by Jon Klassen Two tortoises discover a hat together. Trying it on, they both think it suits the other nicely. But there is only one hat, and two of them.	
QUESTIONS		5 min
Comprehension Questions	Begin by asking a few comprehension questions. Use this as an opportunity to ensure the children understand the story and are familiar with the conventions in your class. They may want to practice passing around a hat as each person speaks. Comprehension questions could include: <ul style="list-style-type: none"> • Who found the hat first? (They found it together) • What did the sleeping tortoise dream about? (That they each had a hat of their own) • What happened to the hat in the end? (The tortoises left it) 	
Prepared Philosophical Question(s)	Fairly swiftly, move on to asking a prepared philosophical question. You might want to highlight that unlike the last questions, the answer to this question has not been decided yet. Try one of the following questions: <ul style="list-style-type: none"> • The tortoises found the hat, does it belong to them now? • Would it be fair if one tortoise kept the hat and the other didn't? • If one tortoise wants the hat more than the other, should s/he get it? • In the story they leave the hat, was that the best solution? 	
DIALOGUE		10 min
First Words	Give the group a few minutes in pairs to talk about the question.	

Collecting Ideas	Gather a range of responses from all of the children who want to speak. Encourage the children to address the question by gently reiterating it.	
Getting Focused	From this initial discussion, listen to the children's emerging interests and use procedural questioning to help them get focused on that issue. E.g. on ownership, fairness, or wanting. As a reminder, these are questions like: <ul style="list-style-type: none"> • Can you say why? • What do you mean? • Can you give an example? • Why is that important? 	
Question Detection	It can get confusing, if you regularly change the enquiry question. But if you do detect a new substantive philosophical question being asked <i>by the children</i> , you may want to help them formulate it, writing it up on the board for them. New questions could include: <ul style="list-style-type: none"> • If you find something, is it yours? • What makes something yours? Or someone else's? • Can something belong to more than one person? • Is having something all to yourself, better than sharing it? • Do we <i>always</i> have to share? • Can you enjoy something that you don't own? • What is the difference between wanting and needing something? • Is it better for one person to be disappointed or two? 	
Final words	Reiterating the original question (or a new question if you have moved on) ask for children who haven't had an opportunity to speak. If helpful, you might ask to hear from someone who has changed their mind during the discussion.	
REFLECTION		5 min
Reflection on the Content	EXEMPLIFY: What ideas have we been thinking about today?	
Reflection on the Method	EXEMPLIFY: When did we follow our rules today?	

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