

Integration of a Community of Inquiry Model into the Curriculum

By Nicola Burnett Deputy Principal Teaching & Learning, Baradene College

Acknowledgements

Principal: Mrs A. Pasley

Board of Trustees Baradene College

Auckland School of Philosophy: Mr Mark Bower

Theory of Knowledge Programme: Megan Hobson ex- Kristin College

Head of P4C Auckland University: Dr Vanya Kovach

Johann Go : P4C lesson as part of the assessment for PHIL 301

Activities Undertaken

1. Enrolment at Auckland School of Philosophy
2. Enrolment as a P4C financial member
3. Interview with Ms M. Hobson – Theory of Knowledge and Psychology teacher at Kristin College
4. Interview with Ficino School Principal, Peter Crompton
5. Assisted with the Grey Matter Philosophy Club
6. Attended the Auckland Regional Ethics Olympiad with the Baradene College team
7. Presented to Faculty meetings – Religious Education and Science
8. Taught P4C lessons with 10 Science, 11, 12 & 13 Religious Education and 13 Economics.

Purpose

To research the introduction and implementation of a Community of Inquiry programme which is integrated into all curriculum areas

Rationale and Background Information

Why teach Philosophy?

The teaching of philosophy is a perfect fit with the vision for young people, as defined in the *NZ Curriculum* document. Philosophy encourages students to think for themselves, so it involves a dimension of freedom; a capacity to take what one has learned and relate it to one's experience in new ways. Children who think for themselves become not only critical thinkers but creative thinkers.

The Benefits of Collaborative Philosophical Inquiry In Schools: A review of the evidence Pg. 10 Stephen Millett & Alan Tapper

The NZ Curriculum states its vision for young people to be "confident, connected, actively involved lifelong learners." It defines lifelong learners as "literate and numerate, critical and creative thinkers and active seekers, users, and creators of knowledge. The NZ Curriculum also identifies the following as key competencies of the learner – thinking, relating to others; using language, symbols and texts; managing self and participating and contributing.

<http://nzcurriculum.tki.org.nz/The-New-Zealand-Curriculum>

The Community of Inquiry Approach

The **Community of Inquiry** approach aims to encourage learners to think critically, collaboratively, caringly and creatively.

The phrase "collaborative philosophical inquiry" brings together collaboration and inquiry under the umbrella of philosophy. The idea of Philosophy for Children (P4C) is that philosophy in the classroom should be based upon a pedagogy commonly known as the "community of inquiry."¹ (Sharp 1995)

A Community of Inquiry is a group of students who use a framework for dialogue which helps them to engage with their own philosophical questions. Constructive dialogue involves

- Sharing views
- Deep listening
- Clarifying concepts
- Examining reasons
- Identifying intuitions
- Suggesting alternatives

- Testing intuitions and considering criticisms

A Community of Inquiry gives young people the opportunity to engage with some of the most puzzling and intriguing questions. Importantly, it also develops essential thinking and communication skills. Respectful dialogue requires students to listen to other people's opinions, build on other's arguments and realise that there may be no correct answer.

Despite UNESCO endorsing the integration of CPI (collaborative, philosophical inquiry) into schooling in many Asian and Pacific countries, New Zealand schools have yet to integrate P4C into the curriculum.

The practice of CPI has grown from the pioneering work of Matthew Lipman. His primary goal is to foster critical thinking in children as he believes that children can think abstractly and understand philosophical questions from an early age. His approach centres on the child's own reasoning and questioning, by working through concepts such as rights, justice or even violence. (UNESCO, 2007b, p.3)

Modern Philosophers

Dr Sara Goering is a strong advocate of P4C. Dr Goering says that children are natural philosophers and that they ask philosophical questions on their own. However, as adults, we tend not acknowledge their questions as "good" questions or give them "uptake."

Dr Sara Goering "Ted Talks" A Transcript "Why should children learn Philosophy"

"Philosophers want to know if we are free and what does it mean for us to say that we are free, could we be determined and free, what is the nature of what is right or wrong, that is the reasons behind that. How do we make meaning in our lives if we are all going to die, can you know right now that you are not dreaming?"

Children are fresh to the world and what their place is in the world whereas adults have to unlearn assumptions about life.

Ask children to write down philosophical questions that you might ask yourself ...what are numbers and where do they come from; how is it possible that they can go on for ever?; why do people hate each other?; if there is a God, who created God?; these questions deserve uptake from the adult world, we need to engage students on the questions that they have. They are trying to understand their world and make meaning in it and unfortunately in our current system those questions are not getting uptake. So they don't really get uptake in the educational system because teachers aren't really trained to deal with those questions. Also parents have not thought through those questions and we are a little embarrassed so as they get older children think their questions don't matter but they do matter.

Use classic techniques...only the brain is required. An example is a famous one from Ancient Greek Philosophy is the Ring of Gyges...imagine that you find a ring and if you twist that ring it makes you invisible. What would you do with that ring? Give them a little time to explore that. Then ask, why would you do that with that ring? And you can imagine the things they are saying and then, once we figure out why they would

do that, ask why do you not do those things when you don't have the ring? What stops you? So a lot of them want to do things that are strictly speaking wrong, immoral or at least funny and inappropriate i.e. spy on people...Its wrong because we get punished for it, we can help them by getting them to see that we punish those things because they are wrong, they are not wrong because they are punished.

The ship of Theseus is another example from Ancient Philosophy. Imagine you have a boat and over the course of 5 years you replace everything single board and part of that boat....at the end of that process do you still have the same boat? Some people say "yes, it's the same boat" ...so if you think it is the same boat, why do you think that? What remains the same through that process of change over time? At what point during this process of change would you have said "Ah, no, you have a new boat. Right?" And then starting with the boat, we can translate that into a discussion about human identity. We are creatures of change. Are we still the same people that we were when we were in our teens? Will we be the same as our future selves? And what allows us to make that kind of claim. What either remains the same or how do you retain an identity over all of this change.

We can use children's literature – Frogs and Toads by Arnold Lobel. What is bravery? What is the nature of bravery? Can you be brave and afraid at the same time? Is bravery standing up in the face of your own fear and doing something? The teacher's job is to develop these interesting discussions.

Aim is 3 fold

1. Enhance their cognitive skills
 - Learn to build an argument
 - Evaluate an argument using logic
 - Respond to objections to their position
2. Think creatively
 - Come up with a counter example or a different alternative to your friend's claim
 - Say what it is and how it builds on that person's claim
3. Behavioural Skills
 - Listen to your peers and take them seriously
 - Disagree with them without fighting or feeling hurt by the disagreement

Summary

Teachers can help students to philosophise: to reason well and ask questions that move the inquiry forwards. With support from their teachers and peers, students can aspire to be more systematic and imaginative in their thinking.

How Philosophy Supports Student Achievement

Findings of research by Topping and Trickey in Scotland 2002/2003, were summarised by Dr Sutcliffe as follows

- A whole population of children gained, on average, 6 standard points on a measure of cognitive abilities after 16 months of weekly inquiry
- Pupils and teachers perceived significant gains in communication, confidence, concentration, participation and social behaviour following 6 months of enquiry
- Pupils doubled their occurrence of supporting their views with reason over a 6 month period
- Teachers doubled their use of open-ended questions over a six month period
- When pupils left primary school, they did not have any further enquiry opportunities yet their improved cognitive abilities were still sustained two years into secondary schools
- Pupils increased their level of participation in classroom discussion by half as much again following 6 months of weekly enquiry (Sutcliffe in UNESCO, 2007a, pp53-54)

Higgins et al. analysed “thinking skills programmes,” of which collaborative, philosophical inquiry is one main kind. They concluded that “they are effective at improving pupils’ performance on cognitive and curriculum tests when they are researched in school settings” and “their effect is relatively greater than most other researched educational interventions.”

Philosophy Programmes Offered in Other Qualifications

International Bacchelaureate

Theory of Knowledge (TOK) Programme

The Theory of Knowledge programme in the International Bacchelaureate qualification is one area of Philosophy called Epistemology. Ms Megan Hobson, a TOK teacher at Kristin College, Auckland, said that she had to concentrate on this one area of Philosophy and so avoid moving into Metaphysics, Ethics and Logic – 3 other areas of Philosophy.

The Theory of Knowledge course involves a personal reflection of the student, themselves, as an acquirer of knowledge. It requires the student to consider the different ways of knowing and the application of the different ways of knowing across different areas of knowledge. Theory of Knowledge is essentially a critical thinking course, which focusses on eight areas of knowledge which are connected to the IB Diploma subjects. It deals with the nature of knowledge – epistemology – so it has a philosophical angle and draws on the ideas of many famous thinkers from the present and the past history.

TOK students scrutinize knowledge in a critical manner, leading to what could be called principled knowledge. Students are required to examine the relationship between possessing knowledge and the moral obligations that this carries. Learning to see the world from a TOK perspective challenges students to think about acting in principled ways.”

Some examples of the topics which might be discussed include:

Building Bridges with Language

Real life situation: Arabic to be made mandatory in all Israeli schools

Knowledge question: To what extent does language shape thought and behaviour?

Freedom or Knowledge?

Real life situation: [The Wikileaks disclosures about Western governments' foreign policy](#)

Knowledge question: Who should decide about the amount of knowledge accessible to the general population?

Sourcing our Food

Real life situation: [Monsanto and genetically engineered food](#)

Knowledge question: Who should decide on the part played by natural science in our lives?

Righteous Anger

Real life situation: [President Obama allowing a Muslim community centre to be built near Ground Zero](#)

Knowledge question: Should there be a limit to multicultural tolerance?

TOK reflects on “how” knowledge is attained rather than “what” the knowledge is. For example, science knowledge is acquired by hypothesising, testing, collecting results and then giving validity and absolute certainty to those results by repeated testing. The TOK student will critically reflect upon the moral obligations that this empirical knowledge carries with it.

At Kristin College, the IB Diploma students choose an issue then compare and contrast 3 different perspectives on the issue with reference to three areas of knowledge. Tracing how those perspectives have developed is the challenge for the TOK student.

Cambridge International

Philosophy and Theology Pre-U 9774

Cambridge Pre-U Philosophy and Theology encourages learners to think rigorously about fundamental questions of truth and human understanding. It also introduces learners to the academic study of philosophy and theology. They will develop the ability to identify, select and apply ideas and concepts through the use of examples and evidence from recognised sources of authority, and evaluate different points of view.

What is the significance of TOK?

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them.

It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

Observation of a Community of Inquiry Lesson

Grey Matter (Philosophy Club)

Time and Date: Baradene College 4 March 1:20pm

Facilitator: Cath Bamber

Article from The Guardian: 28 November 2018

INDIA HAS NO PLANS TO RECOVER BODY OF US MISSIONARY KILLED BY TRIBE

Indian authorities say they have no plans to recover the body of John Allen Chau, an American missionary who was killed by members of an isolated tribe on a remote island.

An anthropologist involved in the case told the Guardian authorities had concluded that for now it was impossible to retrieve the remains of Chau without provoking further conflict with the Sentinelese, the small tribe who populate North Sentinel Island.

“We have decided not to disturb the Sentinelese,” said the anthropologist, who asked not to be named. “We have not tried to contact them for the past many days and have decided not to continue trying. “He said it had been determined that any further efforts to retrieve Chau’s body carried an unacceptably high “possibility of clash between the outsiders and the Sentinelese”. “We should not hamper their sentiments,” he said. “They shoot arrows on any invader. That is their message, saying don’t come on the island, and we respect this.”

He said there were concerns that continued surveys of the island could force the Sentinelese to disrupt their daily patterns to begin guarding the island more closely – further disrupting a community that Indian government policy says should be left alone.

Chau, 26, is believed to have been killed sometime between the afternoon of 16 November and the following morning, when fishermen who he had paid to smuggle him to the island say they saw his body being dragged across the sand and buried.

The Sentinelese, whose tribe is thought to be at least 30,000 years old, have aggressively resisted contact with outsiders for generations.

According to Chau’s diaries, which he gave to the fishermen before departing for the island a final time, the American wanted to “declare Jesus” to the Sentinelese, whose home forms part of the Andaman and Nicobar Islands, an Indian territory scattered across the Bay of Bengal and Andaman Sea.

The Guardian understands an investigation is officially continuing against the seven men accused of helping Chau reach the island. The absence of a body will complicate efforts to issue a formal death certificate, the source said.

The US consulate in Chennai has said it cannot comment on the case for privacy reasons.

Session Plan and Observations

1.	Stimulus	Ms Bamber introduced the stimulus. Students read about the missionary, John Chau, who wanted to convert a tribe that had been isolated for many years, to Christianity. He was killed by that tribe. The Indian government is not retrieving his body.	Students took turns at reading the stimulus material out loud.
2.	Absorption	Students spent 2-3 minutes absorbing the content	
3.	Conversation	Ms Bamber divided the students into 3 groups of 4 and asked them to discuss.	
4.	Formulation of Questions	<p>The groups were given one post-it note each and asked suggest two open questions.</p> <p>The following questions were given to the scribe to put up on the screen.</p> <ol style="list-style-type: none"> 1. When is the line drawn between self-defence and intended harm? 2. Should you be prosecuted for your religion? 3. How does one's conscience develop/ Are we born with conscience? 4. Can murder ever be justified? 5. Is religion an excuse for crime? 6. What is religious freedom? 	
5.	Selection/ Voting	Ms Bamber felt that Q3 should be reviewed and reworked because it seemed like a closed question. The community disagreed. Voting decided that Q3 was the question that merited discussion.	
6.	First Words	The student who suggested the question was given the opportunity to comment first.	
	Building Through Dialogue	<p>When you are little, you don't know what is right or wrong. Conscience develops as you grow up. Parents help to build your conscience from a really young age. Society plays a role is forming our conscience through social media, TV. Are people born as naturally empathetic – yes, to a certain extent. The tribe displayed empathy towards themselves but not to the stranger. Was stranger killed out of fear because he was white therefore that would exclude conscience and empathy. Ms Bamber asked, “can you have a conscience if you don't have empathy?”</p> <p>Empathy is more emotional than conscience therefore with conscience alone, you can make a decision that is not clouded by emotion. Some people have a strong conscience but if they have no empathy then they can see things unemotionally i.e. unclouded by emotion</p>	
	Final Words	<p>Empathy is the basis of all human interactions</p> <p>Empathy clouds conscience</p>	

		Empathy is what human interaction is based on Who is to say that you are not born with a conscience Parents develop conscience We are born to develop our own conscience A conscience can develop in different people in different ways	
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Community of Inquiry – How does it work?

1. Preparation

An inquiry typically begins with an activity to focus the group such as a game, a meditation or a period of silence.

2. Stimulus

Next the group is exposed to a rich source of interest, intrigue or puzzlement or a new experience.

3. Absorption

Before anyone responds to the stimulus, everyone has an opportunity to think, absorb and reflect in silence.

4. Conversation

In pairs, the participants share their first thoughts and feelings about the stimulus.

5. Formulation of Questions:

In pairs or in small groups, students compose philosophical questions which probe some aspect of the stimulus that they found interesting.

6. Airing of suggestions:

Once each pair has agreed on a philosophical question, the questions are shared out with the rest of the group. Sometimes there might be an opportunity to explore the range of questions considering common themes, key differences, or presumptions.

7. Selections/ Voting:

The central inquiry question is voted for by the students. As the community develops they should explore and make explicit the criteria by which they are making their decision. E.g. A good inquiry question should be open; it should invite lots of different views; it should address an issue people think is very important; it should be a question that can't be decisively answered by asking an expert, doing an experiment or searching the internet.

8. First words

The discussion begins with an opportunity for the person who composed the question to explain why it interested him or her.

9. Building Through Dialogue

Next participants are invited to build on what others have said by taking turns to comment on the question and the contributions of others. The person currently speaking chooses who speaks next.

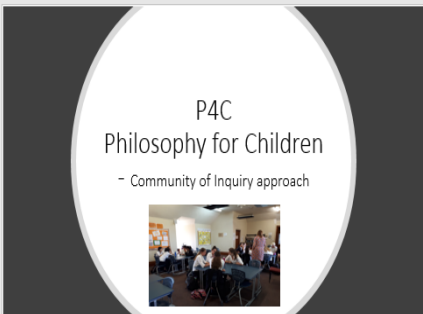
10. Final Words

Finally everyone in the group is invited to reflect on the discussion and, if they like, to offer a final comment.


Ref: Dialogue Education www.dialogueaus.com

Introducing the Idea of Communities of Inquiry to Teachers

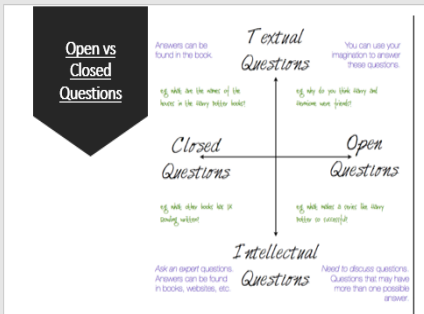
See Power Point – stress the importance of Open Questions



1



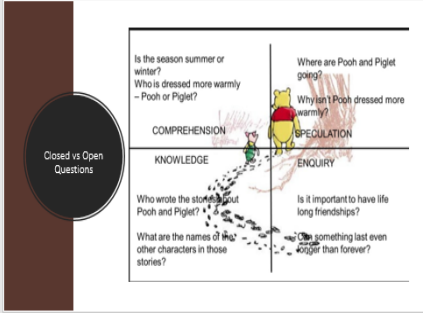
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3



4



5



6

Stimulus

Introduce a problematic situation by introducing stimulus material



7

Initiating

Formulating problems, issues and questions

- Divide students into groups of 3 or 4 with a post-it note
- After discussion, students raise 1 or 2 open questions per group based on the stimulus material
- One student types up the questions
- Students vote as a class on the open question they would like to discuss

Recording and Voting



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Community of Inquiry

1. Refer to previous discussion by name.
2. Comment on what was good about their ideas, responses, thoughts, or where you think you can improve, add.
3. Build on what she has said.

1. Is there a realistic solution to preventing our planet?
2. What factors make for the health or well the earth needs for humans?
3. Can human development break the balance between natural resources and man-made materials?
4. What development should we want?
5. Implications of health or public opinion.
6. Is it better to not want?

9

Ideas, Conjectures and Hypotheses

- Students make initial suggestions in answer to the question

Suggesting, Reasoning and Analysis

Implications, Assumptions and Meanings

- Students explore the implications of their suggestions
- Facilitator models the process and asks questions that increase the rigor and scope of the inquiry

10

Evidence, Criteria and Counterexamples

- Students evaluate their suggestions in light of reasons and evidence

Evaluating & Concluding

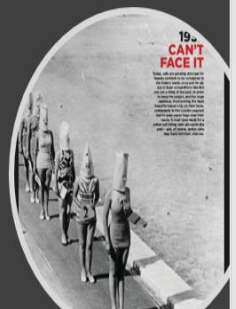
Conclusion, Resolution and Implementation

Students reflect on their conclusions, improved understandings etc



11

Community of Inquiry – a starting point



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How to Plan a Community Inquiry Lesson

1.Choosing your stimulus. Consider:

- a) Purpose written or supported story
- b) Picture Book
- c) Activity such as a concept exploration activity
- d) Image
- e) Film Clip
- f) Drama, Music, Game...
- g) Make sure to offer stimuli that prompt a range of different philosophical topics
- h) If using unsupported material, identify main themes

2.Warm-Ups

- a) Community building games
- b) Skill Building Activities
- c) Round of a simple experience-based question related to stimulus
- d) Not always necessary

3.Reading the story (if one is used)

- a) There should be a shared experience, solo silent reading not recommended
- b) Students should read aloud “popcorn style – not around in a circle
- c) Facilitator reads
- d) If dialogue, read as a play, with some preparation

4. Initial thoughts

- a) Especially useful if stimulus is challenging
- b) Shared in pairs
- c) Volunteers speak to the whole group [
- d) Written in philosophy journal

5. Collecting and displaying questions

- a) Questions invited from whole group and no limit on number
- b) Formulated in pairs or groups, no more than two per group
- c) Each writes question in philosophy journal, then shares with two others, must choose one to put forward
- d) Written up by facilitator on board or paper

6. Sorting Questions

- a) Sort according to themes
- b) Sort using the question quadrant
- c) Label on your large list

- d) Sort using “good for author/research/thinking together
- e) If using slips, invite placement on the floor, one by one putting related questions together

7. Choosing a question to start with

- a) Choose theme or individual questions
- b) Majority vote
- c) Multiple vote
- d) Invite someone who did not offer a question to choose
- e) Random
- f) Vote, then choose minority question (after discussion of this question)

8. Identify skills relevant to the topic

- a) Choose one skill for a skill theme
- b) Identify skills that might be useful in addressing this question

9. Identify procedural questions that might be useful. Procedural questions are questions which deepen thinking in the inquiry or encourage movement to different stages of the inquiry.

e.g. What might someone else say about this at is something that many people believe that would be good for us to explore or question?

10. Substantive questions that might be useful

- a) Write your own list of substantive questions relating to the chosen question or stimulus

11. Closing, focused on the content of the discussion

- a) Can be a round or in pairs or written in a journal
- b) Short summary of final thoughts
- c) Three words that sum up what I think...

12. Reflection/Evaluation

- a) consider what you want the students to reflect on i.e. self/ community
- b) reflect on thinking skills used

13. Follow up Activities

- a) Art/Fiction/ Poetry/ Political Action
- b) Take a question home to family and friends

A Lesson Using a Community of Inquiry Focus

Resource Material

Utopia

Stimulus “Imagine” by John Lennon

Meaning “an imagined place or state of things in which everything is perfect”

Question to students? Can Utopia be “imagined” or “Can it ever be real” “What does it mean for something or everything to be perfect

What is the opposite of Utopia – students answered chaos, anarchy, war

“Just War” Theory i.e. when can war be justified?

Just War theory aims to find a middle ground between two opposing positions

- Pacifism where no war is justified
- Realism where there are no rules in war except state interests.

Warm Up

I said “In the classroom, you are frequently taught about history and past wars, such as WW1 and WW2, as well as other major wars. Along with the historical facts there is a need for us all to become philosophically inquisitive and critical of the nature and justification, if any, for those wars. If we understand the extreme opposite of Utopia, we may understand what is required to reach Utopia. Stand on the continuum line in which one end is Pacifism and the other end is Realism in response to these questions.

Continuum Line – students stand where they think appropriate.

- Q1:
- One country invades your country
 - One country develops nuclear weapons and makes preparations to blow up the world
 - A country commits human atrocities
 - Children cannot speak their first language and are forced to learn another language
 - Food sanctions are imposed on a country by another country causing suffering to the population

Reading Through the Lyrics

One student reads each verse

"Imagine"

Imagine there's no heaven

It's easy if you try
No hell below us
Above us only sky
Imagine all the people
Living for today...Aha-ah...

Imagine there's no countries
It isn't hard to do
Nothing to kill or die for
And no religion, too
Imagine all the people Living life in peace... You...

You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will be as one

Imagine no possessions
I wonder if you can
No need for greed or hunger
A brotherhood of man
Imagine all the people
Sharing all the world... You ...

You may say I'm a dreamer
But I'm not the only one
I hope someday you'll join us
And the world will live as one

Initial Thoughts

Students volunteer answers to facilitator

The song refers to states of affairs that the singer suggests would be ideal and perfect. The lyrics that suggest this include "... no countries, no religion, nothing to kill for, no possessions, no greed, no hunger...."

Lyrics referring to War include “Imagine...nothing to kill or die for...,” Lyrics referring to Peace: “Living life in peace”

Collecting and Displaying Questions

In order to move towards Utopia, what could make our current state of affairs better? I wrote the following questions on paper and distributed them to the students. They used “pair and share” and then discussed why they thought that this idea would show a move towards Utopia.

Scenario	Yes	No
1. Would the world be a better place if everybody had the same skin colour?		
2. Would the world be a better place if everybody spoke the same language?		
3. Would the world be a better place if no-one was poor?		
4. Would the world be a better place if everyone had lots of money?		
5. Would the world be a better place if no one failed school or university?		
6. Would the world be a better place if everyone became a vegetarian?		
7. Would the world be a better place if everyone had the same amount of “stuff”		

Utopia: Would the World be a Better Place if....

Note: 1 and 2 = multiculturalism

Q 3, 4, 5 and 7 = egalitarianism – we generally do not feel aggrieved at the immense inequality between millionaires and billionaires which we do feel appalled that there are people who barely have enough to survive.

Choosing a Question to start with

Does utopia mean everyone has enough or everyone is equal?

Identify skills relevant to the topic

Reasoning, Building on Other’s Arguments or Points of View

Identify procedural questions that might be useful

Utopia – Would the world be perfect if...?

Identify Possible Pathways of Inquiry

Multiculturalism... All people having the same amount of money can result in lack of competition, greed, reallocation of money by force...

Substantive Questions that might be useful

1. Would the world be perfect if there was world peace?
2. Would the world be perfect if no one ever died of disease?
3. Would the world be perfect if we live forever?
4. Would the world be perfect if there was universal tolerance?
5. Would the world be perfect if everyone was a genius?
6. Would the world be perfect if everyone loved each other?
7. Would the world be perfect if there were no politicians or governments?

Discussion – I did not need to use these questions.

Group Activity

_Students form a circle inside a circle. Discussed their views in pairs. I wrote their opinions and points of view on the whiteboard.

Summary

I took this lesson with the Grey Matter Club members and a Year 13 Economics class.

Rights and Duties

Lesson for Observation

Time: 2 hours

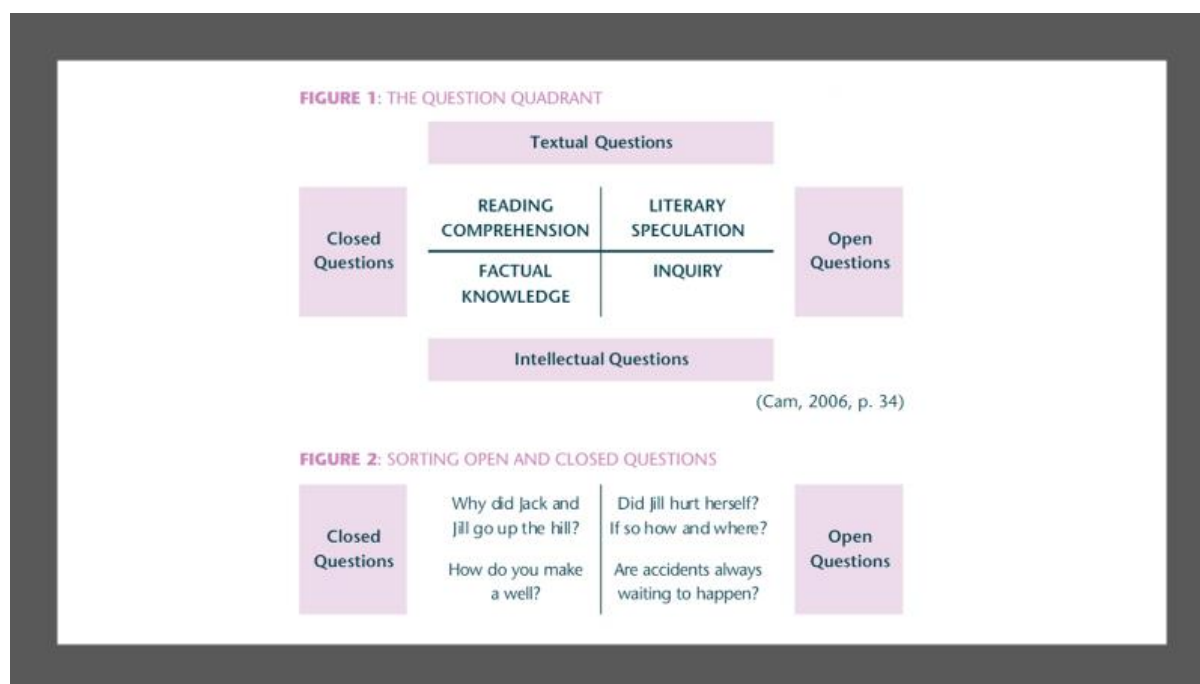
Stimulus and Main Themes

Set Up/ Warm Up Activity

In order to mix up the class, each student will be given a section of a picture. They will move around the room to find the people who have other parts of their picture. There will be about 5 people in each group.

Methods of Gathering and Sorting the students' questions

Review of open and closed questions. Textual Questions are based in the story; Intellectual questions are based in life.



Stimulus

Put the “story” up on the projector so all students can read it. Choose students to read a paragraph out loud to the class.

In July 2010, two Canadian right wing “extremist” political activists and internet celebrities were planning to come to New Zealand to speak at the Bruce Mason Centre in Auckland as part of their Australasian tour.

Their views are labelled extremist. They support white supremacy – their slogan is “it’s OK to be white” and are strongly supportive of closed borders and take an anti-immigration stance. Ms Southern is strongly of the opinion that gun laws should not be introduced into the US because people should be able to protect themselves. However, in response to the killings in Christchurch she tweeted “my heart is broken, and my soul is shattered for these families. I have no doubt there are Muslims who have felt this same way when watching attacks by radical Islamists.” Her strong views have generated controversy amongst minority groups such that the Islamic Associations of New Zealand requested that they be denied visas.

Ten Auckland-based activist groups banded together for the 'Rally Against Racism', which organiser and Auckland University student Katjoesja Buissink described as "the most organised protest I've ever seen". Buissink said she opposed the Canadian pair speaking in Auckland due to the way they have spoken about minorities in the past.

The Auckland City Council cancelled their booking based on safety and security grounds but a subsequent tweet by Mayor Phil Goff left the impression that he had stepped in. He withdrew permission for the pair to speak at any Council owned venue.

That prompted the formation of the Free Speech Coalition which quickly raised \$90,000 to mount legal action. The Free Speech Coalition was backed by politicians, University academics, broadcasters and journalists. A spokesperson said

"We look forward to setting a strong legal precedent that shows the use of publicly-owned venue cannot be dictated by the political whims of those in power. "For us this is not about helping these particular speakers, but in defending the rights of all New Zealanders to express and hear controversial views," she said.

The PowerStation in Ponsonby, offered to host the pair, but withdrew their offer as they feared a backlash of protesters and could not offer security to their patrons.

The Australian-based promoter of the event said, “It's not about the event, it's about issues of justice and freedom of speech.”

The Acting Human Rights Commissioner had previously released a statement saying” rights are not absolute, and they do not exist in isolation. Individuals have a right to freedom of speech, but they also have a right to be physically safe irrespective of personal characteristics such as ethnicity, colour, age, religion, disability, sexual orientation or gender identity.

Sometimes finding the right balance is difficult. And people have many different views on where the line should be drawn. But we need to keep discussing and debating the issues, and we need to do so in a respectful, dignified and informed manner.”

Each group will be given a post-it note and will come up with one open question about “rights”.

A student will type the questions into the laptop.

Students will vote on the question that they want to discuss by raising their hand.

Skills relative to the topic

Giving Reasons and Asking Each Other for Reasons

Listening to others

Procedural Questions that might be useful

What are examples of your rights?

Choose an example e.g. right to education. Go through attached resource as an example.

Ask students such questions as

- Why is this a “right”?
- Who has a duty to deliver that “right” to you?
- If that person/ institution has a duty to deliver that “right”, what do they need to have in order to deliver that right?
- Are rights limited? Rights might be limited by what is practical or possible (not possible to offer all education in a rural context) or they might be limited by other people’s rights (my right to learn languages – e.g. Estonian might be limited by others rights to have school resources spent on the basics: Tertiary education is not free so some people cannot attend; some schools offer education in some curriculum areas but not others; lack of resources for disabled people

Possible pathways of inquiry

Is freedom of speech a right?

Why is it important to have freedom of speech?

What does freedom of speech actually mean?

Does anyone have duties to listen or to provide a forum?

Who should decide if the right to freedom of speech should be limited? On what grounds should such decisions be made?

Small group activities (follow up session)

Summary “Last Word”

Have a round of last word. Reflect on whether they all gave reasons for their views and listened to each other.

Report Back on Session 1

Class: 12REL

Date: 2nd April 2019

I began the class with a short meditation activity for 2 minutes.

The stimulus material was handed out and I selected girls to read the different paragraphs.

They were then given time to talk about the material before receiving the post-it note.

A number of procedural questions were suggested. After discussion, we erased those questions that were closed.

The question voted upon was

“Does the human race need to evolve morally to create peace in our world?”

Comments included:

- We should be able to bond together without horrific events having to take place
- Christchurch was a learning experience but how often does an event such as this have to happen in order for change to occur
- Can humans respect each other so we can achieve peace as a species? To what extent can we put aside our own beliefs to achieve peace
- Everyone came together after the shootings although they may have had different morals or beliefs
- We should educate others to change moral views without isolating groups of people
- Every religion has different morals and some religions do not accept the morals of other religions
- We should be able to educate others without violence
- To evolve morally we need to be on the same page. Everyone has a different view of morality in terms of religion, sexuality and gender
- Do we need catastrophic events like Christchurch to bring everyone together?
- People did come together so there is hope
- Young people should be educated from an early age so that ideas of acceptance can be implemented
- The world could achieve peace if we are more open minded
- People should “mind their own business” and be more tolerant and open to others ideas
- People should be able to agree or disagree with others morals and still believe their own morals without violence
- Even if there is conflict in a family setting, people can still have their own ideas
- Some people have a mindset and will not change their views no matter what
- For example (re: above point) casual racism still exists and this seems to be the norm

SUMMARY: if people can put aside their own morals and tolerate others morals, then peace is achievable

SESSION 2

Warm Up: Throw the ball around the circle

Ask students to complete the resource sheet for “rights”

Then ask students to bring something from the resource sheet that they thought was interesting or that they disagreed about, to the whole group. This will lead to open inquiry

Closing and Reflection Activities

Ask group what questions they still have.... or ask if each group has a last word which is recorded on the board.

Rights and Duties (my “right” creates duties for you and others)

The Right	Why have it?	Who has the Duty to deliver this right?	What are the Duties for Others?	What are the limitations of that right?
Everyone in NZ has the right to education	Better jobs, success,	Teachers Government /State Boards of Trustees	Qualified and effective teachers States sets policy and allocates resourcing Resourcing and governance	No right to free uniforms, transport, fees Tertiary Education is not free Some schools do not offer subjects e.g. opportunity to learn languages All students have rights to basic education – this may limit what special subjects I have a right to be educated in, if costs are high enough to affect others basic education
Privacy in your home				
Freedom of Speech				
Life				

Rights and Duties (my “right” creates duties for you and others)

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The Right	Why have it?	Who has the Duty to deliver this right?	What are the Duties for Others?	What are the limitations of that right?
Privacy in your home	Live as you want, relax, safe place	Police Government/State The individual	Unwanted intruders, uninvited guests and hackers must keep out Not involve itself in citizen's business Legislate to ensure privacy	Police can issue search warrants, install cameras, microphones to catch criminals If street facing windows open, and no curtains, then strangers can see in
Freedom of Speech	Express views of majority or minority Communicate and discuss	Politicians Public Government/ State?	Almost no duties Not to seriously interfere with speaker if in formal venue (but can heckle and shout over those speaking informally in public)	NO-one has a duty to listen Cannot abuse minorities Cannot libel or slander Censorship may be justified Harm caused to others Refusal to let speakers speak to public (at council venue?)

The Right	Why have it?	Who has the Duty to deliver this right?	What are the Duties for Others?	What are the limitations of that right?
Life	Because life is precious and the pre-condition for almost all other things that we care about	Everyone Church Parents Teachers	Provide the means to stay alive and healthy Teach morals i.e. what is right, what is wrong Impart values Role Model good behaviour so that we do not kill, and we do help	Euthanasia – some people choose to die THIS IS WAIVING THE RIGHT People in a coma – turn off life support. If the life support will never help them, we might think they have no right to have it continue. Abortion – if pro -abortion, those people think the right to life is not possessed by the foetus.

P4C in the Curriculum

ENGLISH

Baggini, Julian. 2005. *The Pig That Wants To Be Eaten*. Penguin Group (USA) Inc.

Lewis, Lizzy, and Nick Chandley. 2012. *Philosophy for Children through the Secondary Curriculum*. London: Continuum International Publishing Group.

Philosophical dialogue can assist students to become more academically self-reliant and also add another dimension to the novel or topic that the class is working on.

Students generally have set ideas about equality, freedom, choice, justness and respect so Communities of Inquiry based around the themes examined in literature encourages students to think more deeply so their ideas are challenged in a non-threatening manner.

Novel: The Boy in the Striped Pyjamas

Dehumanisation

Stimulus

Students to read the following extracts:

1. In Ch 5 (pg. 53), Bruno asks his father who the people are on the other side of the fence..." Ah, those people", said father, nodding his head and smiling slightly...well, they're not people at all, Bruno."
2. In Ch 10 (pg. 105), Bruno sees an approaching shape on the prison side of the fence and notices that "the thing was neither a dot nor a spec nor a blob nor a figure but a person."
3. In Ch 6 (pg. 60), Bruno looked across the room at Maria and realised for the first time that he had never considered her to be a person it a life and history all of her own. After all, she had never done anything (as far as he knew) other than be his family's maid."

Possible Philosophical Questions

- Must you be free to be a person?
- If someone is not free are, they no longer a person?
- Should we think of people having certain "rights" just because they are persons?
- Should everyone have the same rights?
- Does everyone have the same rights?

Being Reasonable

Stimulus

The father and other managers of the camp regime depend upon unquestioning obedience to authority. Bruno is becoming increasingly upset about what he witnesses at the camp. He tells his father with all the assertiveness that he can muster, that he wants to go back to Berlin.

Ask the students to Read Chapter 5 pp 48-49

1. Bruno's father wants him to follow orders. Summarise his argument in single short sentences.
2. In groups, imagine situations where people are trying to persuade others using similar arguments.

Think of situations where such arguments would be reasonable and unreasonable for:

- Adults trying to persuade children
 - Adults trying to persuade 'teenagers
 - Adults trying to persuade adults
 - Teenagers trying to persuade teenagers
3. Argument can be an opinion supported by reason. The extract is an argument from authority and from consequences used to persuade one person to follow the command or advice of another because:
 - a) The other person is better qualified to give the command
 - b) Following the command will lead to good consequences (in the example above, happiness and success) while not following an order from a powerful person can get you into trouble.

Requesting that people follow orders and take advice from others who "know better" is often very reasonable; sometimes it is not. Students should think about the principles they would use to help them decide between reasonable and unreasonable arguments for following an authority.

4. Other philosophical discussions could take place about power, courage and wisdom e.g. "When and Why should I refuse to follow where others lead and command?" this could be a question for ongoing dialogue through writing, discussion, reading and viewing.

References: (Baggini 2005)
(Lewis and Chandley 2012)

MATHEMATICS (Lewis and Chandley 2012)

Just as the mathematical student attempts to justify arguments in the mathematical domain, the philosophical student attempts to justify a wide range of positions that might be taken in philosophical discussions. Both types of student have the same logical tools available to them. Mathematics can be used for reasoning without prior knowledge or experience of the world i.e. what are numbers? What is infinity?

The use of dialogue and discussion can be common to Mathematics and P4C. The Dutch approach using the Realistic Maths Education approach uses realistic contexts to stimulate and develop mathematical understanding and places great emphasis on children “making sense “ of these situations through their talk and diagrams.

Number Theory

Stimulus

Finding the square of a number and Galileo’s Paradox

Guidance

Q: How do you find the square of a number?

A: $1^2 = 1$; $2^2 = 4$ etc

Q: So from 1 to 100 how many whole numbers are there and how many squared numbers?

A: 100 whole numbers and 10 square numbers (ask to work out)

Q: So there are many more (Lewis and Chandley 2012) whole numbers than squared numbers, do you agree? But Galileo showed that there are as many squared numbers as there are whole numbers. How did he do that?

Hint: He paired each whole number up with its square. This is essentially what we do when we count anything, we place it in one-one correspondence with the whole numbers and take the last whole number to be the size of the set. Hence any number up to infinity can be matched with its square.

For more Maths P4C activities refer to Pg 75 – 91 (Lewis and Chandley 2012)

Stimuli for Enquiry: Film

These movies might stimulate questions about the more extreme end of the spectrum of mathematical talent, as they feature this along with other themes:

A Beautiful Mind (2001) director Ron Howard

Enigma (2001) director Michael Apted

Good Will Hunting (1997), director Gus van Sant

Proof (2005), director John Madden

Stimulus “The Numbers Strike”

A story about the aftermath of all numbers going on strike.

6th February 2012 - By Jason Buckley

Today was the day after the day after the day after the day that the numbers had gone on strike. Everywhere was in chaos. Computers had stopped working. The trains didn't run on time, as there was no particular time for the trains to run on. In the schools, maths lessons ground to a halt as the numbers refused to be added together, subtracted, multiplied or divided. Some of the letters had stopped work in sympathy and were refusing to participate in algebra. The numbers refused to negotiate with anybody except the Prime Minister, who they felt would be sympathetic.

The meeting took place at his house in Downing Street. After an hour, and another hour, and some minutes, and some more minutes, the Prime Minister emerged to announce the demands of the numbers to the waiting press.

“It appears that this is not a dispute about pay or working conditions, although some of the smaller numbers do feel they work long hours and have to endure rough treatment from young children.

“No, it seems that, above all, the numbers wish to be loved. They feel that the position they used to enjoy as respected servants of society has been lost. Much of their work is now carried out unseen, in computers and other machines. They feel that their hard work, consistency and attention to detail goes unnoticed. In short, they feel that despite the important contribution they make to our well-being, they are taken for granted.”

The waiting journalists, who would normally be phoning the Prime Minister's announcement through to their news desks, began the long trudge back to their offices.

Philosophical Questions

1. What are numbers?
2. What is the message in the story? Why do you think this?
3. Can life continue as we know it without numbers? Why or Why Not?
4. Have all civilisations used numbers?
5. What can the numbers represent in this story?
6. What, if anything, are the journalists going to do when they return to their offices?

SCIENCE

Science has enquiry at its heart, as does P4C. The enquiry process includes asking questions, determining hypotheses, justifying points of view and considering assumptions, implications and consequences. There is a clear connection between the type of thinking that is desirable in Science and that developed in P4C. The role of the teacher / facilitator can challenge the students' preconceived ideas and as a result, they think more deeply about the issues.

Ethical awareness is part of the science curriculum now – managing the balance between progress and the environment; should humans be cloned?; Is climate change a nice way of saying “the world is ending?”

Future Foods “Lab Chops” Pg 114-115

Insert photo

Philosophical Questions

- Do you think it is morally acceptable to eat meat?
- Is farming an abuse of animals rights?
- Are lab chops natural?

Wanted!

Insert photo

- Does it matter if the Earth's atmosphere changes?
- Do people alive today have responsibilities to the next generation?
- Should all nations be treated the same?
- Is it ever justified to release new chemicals into the environment?
- If “CFC's” could be caught, what should happen to them?

A set of ideas on Aristotle

Aristotle is arguably the most influential of all the ancient Greeks and his work on logic and virtue ethics is translatable into lessons that Y6 pupils can easily understand and discuss.

This set of ideas could fit into a unit of work on the lasting impact of the Greeks on Western civilisation (often done in Y5/6). It will provide pupils with some key ideas to carry forward for the rest of the year. The items below give you all the resources you need with teachers' notes on how to use them.

- [Full teacher's notes](#) (PDF file)
- [PowerPoint for introducing Aristotle to pupils](#) (PP Slides)
- [Stimulus: Aristotle's doctrine of the mean](#) (PDF file)
- [Powerpoint on Logic](#) (LogicWorks – PP Slides)
- [Link to Philosophy Radio item on anger](#)
- [Link to 'Thinking Circle' resource](#)

HEALTH EDUCATION

Health and Physical Education focuses on the development of self-knowledge and understanding of others. P4C provides the perfect frame work and approach for this task – enabling the sort of meaningful dialogue that teachers like to hear in their classes. P4C, using the Communities of Inquiry approach, gives students permission to discuss tricky philosophical questions relating to this subject in a safe environment

Acknowledgement should be given to Linda Dunlop for writing this unit of work as part of a ‘science in society’ project she was working on at the University of Ulster. The attached dialogue (see Pg 32-33) is at the centre of the inquiry. Here is a description of the presentation:

Objectives

- To understand the role of red blood cells in the body.
- To evaluate the issues associated with the use of performance enhancing drugs.

Starter

1. Print the following key words on card: drug, red blood cell, oxygen, muscle, hormone.
2. Ask for a volunteer to close their eyes.
3. Show the rest of the class one of the cards.
4. Allow the volunteer to open their eyes.
5. The class must now describe the concept to the volunteer.

Stimulus

The stimulus for this enquiry is a short dialogue featuring an athlete who is being coerced into using EPO (erythropoietin, a hormone that controls red blood cell production) to help them succeed in sport. The issues that may arise from the dialogue include legality, fairness, drug testing, making better humans, responsibilities to self and others, and the spirit of sport.

Reflecting on the enquiry

Students are each given two red circles of paper.

1. On circle one, they must identify behaviour or attitudes that kept their enquiry flowing well.
2. On circle two, they must identify behaviour or attitudes that blocked their dialogue.

These can be used for the class to decide what can be done to improve their future enquiries.

Next steps:

This lesson can be followed up by:

1. Asking students to find out about new forms of doping, e.g. gene doping;
2. Introducing chromatography as the chemical technique that is used to test athletes for the use of banned substances;
3. Singing the Bloodmobile song to find out more about the job of the blood:
https://youtu.be/Futnu_6NmQo

Note:

EPO is produced in our bodies naturally. Its job is to help our body make red blood cells. Athletes can inject EPO made outside the body to increase numbers of red blood cells. This EPO can be detected in urine using chemical tests. Increased red blood cell count can increase the risk of stroke and heart attack.

Kat's Dilemma By Linda Dunlop

Kee: Hey! Superstar! Giza hug!

Kat: Ow Kee, stop it! Leave me alone! Kee: What's wrong? Aren't you Ms National Running Superstar or something now? Shouldn't you have a smile on your face? Or are you sad that you have ditched your best friend in the entire world for fame, riches and glory?

Kat: I wish. My trainer says that for the world championships I need to go a bit beyond what I'm doing. Take it to the next level.

Kee: What? You've been training all the time as it is. We never see you anymore. Are you going to stop coming to school too? Hey, can I join the team?

Kat: You wish. Forget it. You won't understand anyway. Kee: Sorry. Tell me! That Brown's an eejit anyway. The way he says: "winning is..."

Kee and Kat: "...the only sport worth playing!"

Kee: Loser.

Kat: He wants me to take injections. Epo or something he calls it.

Kee: Injections? What's wrong?

Kat: Nothing's wrong. It's just something that will help me do a bit better.

Kee: What like a drug or something?

Kat: No! Well...I don't know. Brown says it is a chemical made by our body, to make red blood cells. The injections give the body a help along. The more red cells I have, the better I can get oxygen to my muscles and the faster I will go. They use it to treat sick people so it must be safe.

Kee: But isn't that what drugs do? Help your body do things that it can't do naturally? And they aren't all safe.

Kat: You take drugs don't you? Like caffeine in coffee to help you wake up before a test. And Jake takes ritalin to help him concentrate in lessons. Not that he manages it but anyway. We all want to be better. But I don't think it is like that. I mean, I have red blood cells anyway, and this just helps me make more.

Kee: Even so, isn't it a bit extreme? I mean who wants a jab for nothing? Do you really trust that Brown to give you clean needles? What about infections? And who knows how safe it really is if it is used for sick people. Maybe your blood will get really thick from all the red cells and you'll have a

stroke or heart attack or something. You are fit! And anyway you are already the best, I mean the best, in the school. In the country. And I'm not just saying that coz I love ya.

Kat: But I want to be the best in the world, not just this dopey school. And that's what everyone is doing to get to the top these days. If I want to win, I need to do it too.

Kee: But isn't that unfair? I mean surely not everyone is doing it. And even if they are, what does it mean if you win but you know you have taken something to help. Don't you think it's, well, dishonest?

Kat: But everyone is doing it. Mr Brown said that he knows that the best athletes in other countries are doing it. If I want to have a fair chance I've got to do it.

Kee: So there is no problem, you just take the injections and that's that. Good luck to you.

Kat: No, dippo that's not that. I was looking it up there and it says on the internet that it's banned.

So I kinda don't want to. But I don't want to let Mr Brown down, and I really want to win. And everyone else is doing it. Plus my mum has paid a fortune for me to get this good and run for the country, so how can I not win? Kee: Well if it's banned it must be for a good reason, like for your health or something. Seriously you need to tell Brown where to get off. Kat: Yeah right. Easier said than done! I was thinking I might just take a little bit. You know, see how it works. Then there's little risk to my body and I can see how it goes. And train even harder aswell so that I don't even need it.

Kee: That's rubbish. If you start taking it you won't want to stop. And a little bit is still a little bit. A little bit might be too much. You have no idea how much it would take to harm you. And just say they find it.

Kat: They won't. Mr Brown keeps the needles and stuff. Protects us all that way. So they won't find it on me.

Kee: That's not what I meant. I meant in your pee. Or in your blood. Don't you have to do tests? Just cos they can't find the needle doesn't mean they won't find evidence.

Kat: I'll be OK. Like I said, I'll just use a wee bit. The body makes it naturally so I can explain it away. And what are the chances of them testing me?

Kee: OK say they don't find it. Even though they have tests. Say everyone else is doing it. Even though they aren't. And even say it doesn't hurt you now. Even though it might in the future. And say it works and you win loads of prizes and lots of money and fame and sponsorship.

Kat: Stop it!

Kee: Let me finish. Say all that happens. How will you feel? Knowing that you have done something wrong.

Kat: Brown says the only way to beat drug cheats is to play them at their own game. Just because it is illegal doesn't mean it's wrong.

Kee: Well I think you are mad to even consider it. And I think you should get a new coach and report Brown.

Kat: If I do that, I'm finished. Brown will see to that. I know it. What else can I do Kee?

Ask students to decide on the open questions thrown up by this dialogue.

- 1. Are all drugs bad?**
- 2. Is Kat in the wrong because she was following orders?**
- 3. If a deed is illegal, is it wrong? Why or Why not?**
- 4. How can 2 individuals who are uniquely different be judged fairly on their performance?**
- 5. Where do our "fairness" values come from?**

THIS UNIT of work was written by Linda Dunlop for a 'science in society' project she was working on at the University of Ulster. The attached dialogue is at the centre of the enquiry. Here is a description of the presentation:

Objectives

- **To understand the role of red blood cells in the body.**
- **To evaluate the issues associated with the use of performance enhancing drugs.**

Starter

1. Print the following key words on card: drug, red blood cell, oxygen, muscle, hormone.
2. Ask for a volunteer to close their eyes.
3. Show the rest of the class one of the cards.
4. Allow the volunteer to open their eyes.
5. The class must now describe the concept to the volunteer.

Stimulus

The stimulus for this enquiry is a short dialogue featuring an athlete who is being coerced into using EPO (erythropoietin, a hormone that controls red blood cell production) to help them succeed in sport. The issues that may arise from the dialogue include legality, fairness, drug testing, making better humans, responsibilities to self and others, and the spirit of sport.

Reflecting on the enquiry

Students are each given two red circles of paper.

1. On circle one, they must identify behaviour or attitudes that kept their enquiry flowing well.
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- These can be used for the class to decide what can be done to improve their future enquiries.

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2. Introducing chromatography as the chemical technique that is used to test athletes for the use of banned substances;
3. Singing the Bloodmobile song to find out more about the job of the blood:

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Note:

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GEOGRAPHY

(Lewis and Chandley 2012)

“Geography has much to benefit from using philosophical inquiry and indeed, has a long history of questioning not only what it teaches and how it teaches, but also the nature of the subject itself.” (Lewis and Chandley 2012, 182-183) Geography has a multitude of facts and concepts, but it also questions values and interpretation. For example, if the question is “should we build a nuclear power station?”, then students must understand the underlying issues in order to make a reasoned judgement. Ref: D. Palfrey

Activity

The Banana Trade by D. Palfrey (Lewis and Chandley 2012)

Stimulus

Role Play

Resources

Cards with the statements below

Guidance

The students represent different players in the banana trade such as: a buyer, a wholesaler, a banana importing company, a shopkeeper, a grower. Each can be expanded with more human details. The task involves them deciding how they would rank the following list of factors of importance from their roles’ point of view. Factors to rank from most to least important:

Cheap bananas
Healthy working conditions for banana growers
High banana productivity
Healthy bananas – no pesticides
Bananas are a standard size

Philosophical Questions

Are connections more important than differences?
What is fair?
Do we have an equal responsibility to everyone in the supply chain?

HISTORY

“P4C can add to the challenge and enjoyment that our students gain from the study of History. The respect and tolerance that a Community of Inquiry can build is an important part of the teaching of History. The respect and tolerance that community of inquiry can build is an important part of the teaching of History as we explore different cultures, events and times. Again it is not the recall of the facts surrounding the events that counts but our deeper understanding and learning about concepts such as diversity and interpretation that makes the combination of P4C and History, such an exciting one. “ Ref Doug Paterson Pg 167- 178 (Lewis and Chandley 2012)

Activity

The Holocaust by Doug Paterson

Stimulus

A photograph of victims of the Holocaust

Resources

A photograph of victims of the Holocaust

Guidance

Ask the students to decide first to whom they would ask their question if they were able to.

Philosophical Questions and Concepts

- Would you seek revenge?
- Is it wrong to seek revenge?
- Can people really forgive?
- When should you forgive others?
- Should you hide your faith?

Notes

These examples for generating the questions are fairly straightforward and easily applied.

ART

P4C and Art can be linked very effectively. Sara Liptai, a Philosophy for Children Consultant in the United Kingdom, suggests the following when making connections between art and P4C, in the book *Philosophy for Children Throughout the Secondary Curriculum*. She writes “With the P4C approach... the teacher’s task is to encourage and challenge students to constantly question the images, depictions, signs and symbols that populate their environment, and to create repeated opportunities for them to discuss their perceptions, discoveries and experiences...students become more discerning and appreciative as well as more discriminating and critical of the imagery that bombards them from all sides.

Activity

Which Way Up?

Stimulus

Abstract paintings by 20 Century masters such as Paul Klee, Kandinsky, August Macke, Howard Hodgkin, Richter, Miro

Guidance

The teacher hands a copy of the same image to each group of students and asks them to decide what the right orientation of the image is. The students discuss the question in groups and present their interpretations to the whole class with justification from details of the image. You could write the title of the picture on the back of the card.

Philosophical Questions and Concepts

- How can we tell what is on a picture?
- Does it matter, and in what way, if the artist gave it a title?
- Are other interpretations valid? Why or why not?
- Would the answers change if the paintings were representational?

Abstract Self-Portraits

Stimulus

Abstract images (such as *One Year the Milkweed*. 1944, oil on canvas by Arshile Gorky) and any of the images used in the activity above

Guidance

The teacher places several abstract images in the middle of the circle, informing students that these are all self-portraits by different artists and asking for (detailed) interpretations of the personalities of the artists as gleaned from their pictures

Philosophical Questions and Concepts

- Which artists would be good to befriend and why?
- How do the images convey complexity of character?
- Do all students agree about the personalities depicted?
- How do we know we can rely on our interpretations?

MUSIC

“Teaching music through P4C leads to the development of thinking.... It teaches how music as a cultural phenomenon works and it empowers students to articulate their own personal experience of pieces of music.” Ref: Sara Liptai Pg 218 (Lewis and Chandley 2012)

Title/Link	Details	Age range	Concepts
All you Need is Love (Lennon/McCartney) http://www.youtube.com/watch?v=s-pFAFsTFTI	This song was commissioned by the BBC as the UK's contribution to the first live global television link and was broadcast on 25 th June 1967 to 26 countries and an audience of 400 million. Why was love chosen as the theme for such a huge audience? What other subjects could have the song been about? What does 'There's nothing you can do that can't be done' mean?	5+	Love Communication Fame Needs
Fanfare for the Common Man (Aaron Copland) http://www.youtube.com/watch?v=4NjssV8UuVA	This piece was one of 18 written by various composers to open concerts during the 1942/3 concert season. They were commissioned in an attempt to make a musical contribution to the war effort following a similar project in World War 1. How could this help? What occasions do you associate fanfares with?	5+	Fanfares Celebrations Inspiration Common
The British National Anthem http://www.youtube.com/watch?v=97iTheZ2iEE	The British National Anthem was first performed in 1745, with a title then of 'God Save the King' as George II was on the throne. What do national anthems signify? Are the music or the lyrics the most important part of them? In this clip, of England v Scotland, should Arsene Wenger have joined in the singing?	7+	Patriotism Belonging Identity Royalty
4'33" (John Cage) http://www.youtube.com/watch?v=zY7UK-6aaNA	Performers play nothing in this piece, conceived in 1947/8 and designed to demonstrate that music may constitute any sound, as it encourages the listener to listen to the sounds around them. Could this be called music? Is nothing happening? Does music have to be heard? Could a white canvas be called art?	7+	Music Silence Nothing Art

DRAMA

Activity

Memories and Identity in *Harry Potter*

Starter

Think about the following questions:

1. What makes you the same person as you were yesterday?
2. What makes you the same person as you were five years ago?
3. If you forget something you did, should you still be blamed or praised for it? Was it still you?

What makes me 'me'?

There are many different theories on personal identity and what makes us the same person over time. Some people would say that we have to have the same body, even if it undergoes some gradual change. Others would say that the body could change completely, so long as you have the same psychology – usually memory and/or personality are seen as the most important components. Some would relate psychology to the brain, and others to some immaterial soul that can survive the total destruction of the body, including the brain.

Activity One

Think about the following scenarios and decide whether you think the 'same person' has survived:

- An elderly woman gets amnesia and no longer recognises her family
- My brain is transplanted into another body (either a human or an animal)
- Someone goes travelling as a meat-eating, violent atheist and comes back as a vegetarian Buddhist

In the *Harry Potter* books and films, memory charms are used, one of these being *obliviate*. The charms are usually used to erase specific memories, for example, when a muggle (non-wizard) witnesses something that they shouldn't have.

At the start of the film *Harry Potter and the Deathly Hallows Part 1*, Hermione alters her parents' memories to remove all traces of her existence in order to protect them before she joins Harry and Ron in their hunt for horcruxes. In the film we see her disappear from all the photographs in the room. It is as if she never existed.

However sometimes memory charms can have more drastic results. In *Harry Potter and the Chamber of Secrets*, Lockhart attempts to cast the *obliviate* spell to erase Harry and Ron's memories, and when the spell backfires he suffers total amnesia, unaware of his own name and identity. He ends up as a permanent resident of St. Mungo's hospital.

In fact, when Harry and Hermione travel back in time, they don't actually change anything, but rather they ensure what happened in the first place does actually happen. For example, the reason Harry, Ron and Hermione leave Hagrid's hut is because a stone is thrown through the window (although they do not know who threw it). It is Hermione herself who throws the stone when she has travelled back.

But what if things had changed?

Activity Two

Think about these two situations. Are the people the 'same' people afterwards?

- Hermione's parents, who now have no memory of their daughter
- Lockhart, who has no memory of any part of his life

Philosophical Application:

John Locke (1632 – 1704) claimed that there was a difference between a **man** and a **person**. To be the same man over time just means to be the same physical animal, so long as there is physical continuity of the parts of the body (he allows for gradual change, such as growing hair and shedding skin cells). But this is not what makes a person. A person is a being with rationality, someone who sees themselves as the same thinking being over time. For Locke, the body is not what makes me 'me', but rather it is consciousness, specifically **memory**. Locke said that the body could be damaged or changed, but if you were to retain the memories of a particular person, you would be that person. Locke was faced with a problem. If identity relies on memory, then what if I forget something I did in the past. Is it me?

Locke's response was that strictly, philosophically, no, it isn't me. But legally, we have

to punish people who committed crimes, even if they can't remember. If a drunkard commits a crime but claims to have forgotten, we have no way of knowing what they really remember, and for practical reasons if we have witnesses we need to punish the culprit. But he claimed that God would know the truth of our hearts.

Activity Three

Think about the following questions:

1. Do you think that Locke is right? If I forget an event in my life, am I no longer the same person as the one who experienced that event?
2. What if I were to somehow obtain false memories? I could be convinced that I remember fighting in World War One even if I am too young to have done so. Would I really be a WWI soldier?

TECHNOLOGY by Nick Chandley (Lewis and Chandley 2012)

The impact of technology on the environment

Stimuli is found at www.worldchanging.com/campaign and www.edwardburtynsky.com

1. Allow students to view the whole video or play it through the projector
2. Focus students on the idea of e-waste – ask what other words students associate with e-waste (environment, exploitation, waste/e-waste, recycling, care)
3. After recording this on the whiteboard, ask students to generate open questions based upon the words on the whiteboard

Follow steps for the Community of Inquiry process

Possible Questions

Environment

- Is damage to the environment inevitable to make progress
- Can one person make a difference to the environment?
- Should we be prepared to make sacrifices to benefit the environment?

Nature

- What makes something “natural”?
- Are humans a part of nature?
- If humans are a part of nature, does that make anything they do a part of nature too?

Exploitation

- Should human beings be allowed to take natural resources for their own good?
- Is the environment there for human beings to exploit?

Waste/e-Waste

- If all computers can't be recycled, what should we do with those that aren't?
- Should the state restrict purchases of electronic equipment to reduce e-waste?
- Whose responsibility is e-waste?

Students could make their own version of the World Changing video, taking pictures of environmental pollution or stress from their local neighbourhood or at school. They could present their ideas to the class.

Influence of Technology on our Lives

Are we all guinea pigs in some global experiment? Ask students to access this article below and read it. Proceed using the Community of Inquiry approach

https://motherboard.vice.com/en_us/article/9aaezv/technology-guinea-pigs

<https://www.degruyter.com/view/j/comm.2015.40.issue-1/commun-2014-0029/commun-2014-0029.xml>