 **Structure of a P4C enquiry**

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| Getting set | Often a game. “Thinking Games” by Robert Fisher is a good resource for this, but any short activity that engages and focuses pupils can be used. For example warm up activities used in Circle Time may be appropriate |
| Presentation of stimulus | Something that contains “big” ideas and concepts. In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful. |
| Thinking Time | Quite simply time for private reflection on the stimulus. Silent thought can be challenging and may need to be modelled and developed over time. Think-pair –share is often used to develop it, or even plenary conversation. |
| Question making | Groups of 3-5 children share their thoughts on the stimulus and any issues or problems it raises. They turn these into an open/discussible question to put forward to the class. |
| Questions airing | Questions are prominently displayed , celebrated and discussed. Ambiguities or vagueness are discussed and cleared up and links often suggested and explored. |
| Question choosing | Omnivote ( all) or multivote ( more than one) enable pupils to choose questions other than their own. Other creative systems can be used for example voting with counters or with feet. Blind voting eliminates peer influence. |
| First thoughts | Often the group whose question is voted for explain how they arrived at it and their thoughts on it but think-pair-share can be a good started too. Over time more critical responses can be encouraged for example write to reply. |
| Building | The question / dialogue is opened to the class, with encouragement to building towards a better understanding of the issues/ concepts arising. Facilitator takes opportunities to clarify and to challenge pupils’ thinking, and encourages constructive agreement or disagreement.  |
| Last thoughts | A chance for pupils to say their final words on what has been discussed, uncontested. Often those who have not contributed during the session do so here and show that they have been engaged. Different foci may be suggested. |
| Review | Basically [www.ebi](http://www.ebi) ( What went well; even better if) . Best done after a short break ( or at end of day),leading to planning for skills development and further enquiry ( across the curriculum as well as into concepts. |