

P4C at Coleridge



The benefits of P4C.

Developments in cognitive ability.

**Developments in critical reasoning skills
and dialogue in the classroom.**

Emotional and social developments.

Developments in critical reasoning skills and dialogue in the classroom.

In one study, the rate of pupils supporting their views with reasons doubled in the experimental group over a six-month period. Teachers doubled their use of an open-ended follow-up question in response to pupil comments. The percentage of time that pupils were speaking (compared to the percentage of time that the teacher was speaking) increased from 41% to 66%.

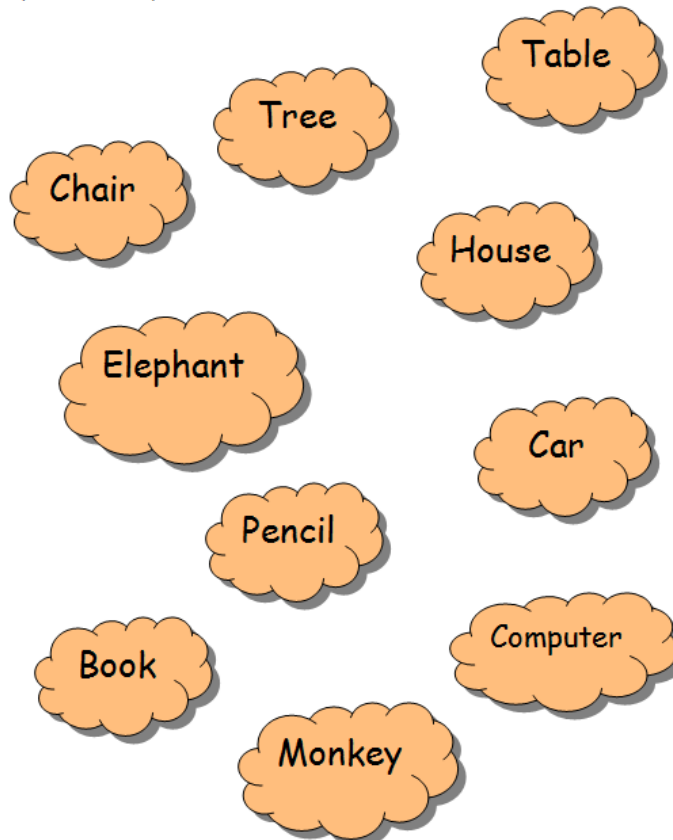
Emotional and social developments.

The study provided evidence of improvements in pupil's communication skills, confidence and concentration. It also suggested that the process of community of enquiry helped pupils learn to self-manage their feelings/impulsivity more appropriately.

How we structure our P4C lessons.

1. Play a thinking game to warm up.

Try to connect pairs that have things in common



2. Sit in a circle and agree a set of ground rules.

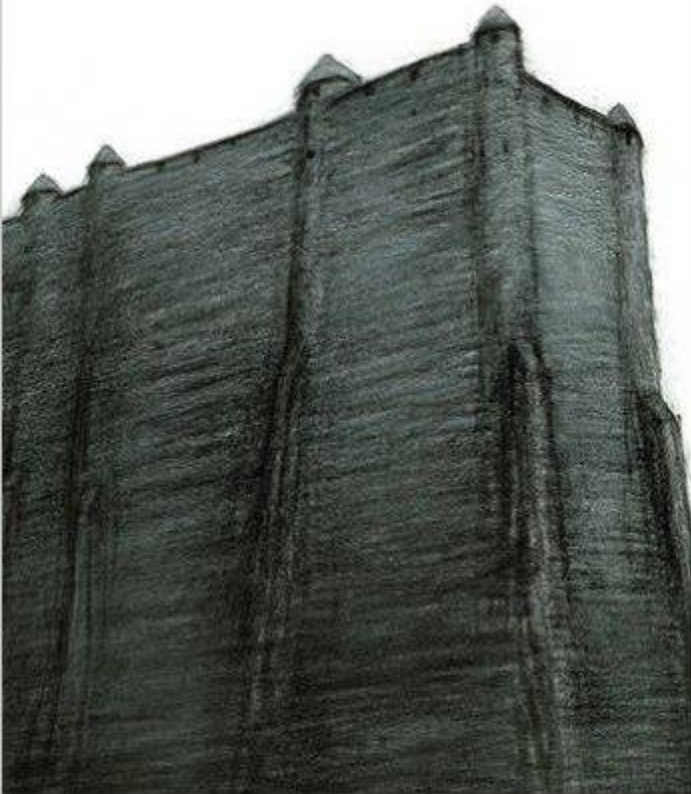
3. Show the stimulus and share immediate reactions.

A close-up photograph of a person's face, heavily shadowed and textured. The person's eyes are closed or looking down. A piece of torn, off-white paper is taped over the mouth area. The word "FREEDOM" is written in bold, black, hand-painted capital letters on the paper. The background is dark and grainy, suggesting a textured surface or a night scene.

FREEDOM



Armin Greder
THE ISLAND



4. Write down words / thoughts / concepts that children generate from the stimulus, e.g.

Refugees

Loneliness

Panic

Freedom

Rights

Responsibilities

5. Highlight the ideas that are most likely to lead to an interesting discussion.

6. Children work in small groups to devise a questions, using the highlighted ideas to help them – this is the hard bit and takes some working up to!

BIG

Why are some people greedy?
Why do people steal?
Why do people not share?
Why are people selfish?
Do people choose to be bad?
Why do bad people stay bad?



Philosophy For Children (P4C)

We used the Toni Ungerer story The 3 robbers to think about why some people are greedy and if people who do bad things are always bad people.

In philosophy we come up with big and small questions. You can see them here.

Small questions - Are just about the stimulus (picture or story we started with)

Big questions - Take ideas from our story but are about a bigger idea. These are very good for discussing.

SMALL



How did they get their weapons?
Why steal and not use the stuff?
What made them be kind to the little girl?
Why did they keep on stealing after they already had 1870?
Why did they want money but not spend it?
Why did they hurt innocent animals?



Write three questions in this box. The kind of questions where the answer can't be argued about and can be found in the stimulus.

Dig it out

Write three questions in this box. The kind of questions where the answer can't be argued about but we might need to look on the Internet or do some research.

Find it out

Write three questions in this box. The kind of questions where there could be lots of possible ideas but we need to look for evidence in the stimulus.

Work it out

Write three questions in this box. The kind of questions where we leave the stimulus behind and think about the 'big ideas' within it.

Think it out

Useful Question Stems

- **What is ...** (eg What is love?)
- **What makes ...** (eg What makes a friend special?)
- **Would you be ...** (eg Would you be the same person if you had a different name?)
- **How do we know what ...** (eg How do we know what courage is?)
- **Always or never** (eg Should we always obey the law?)
- **What if ...** (eg What if people had never learned how to tell lies?)
- **Is it possible ...** (eg Is it possible to be normal and different at the same time?)
- **When ...** (eg When is happiness a bad emotion?)
- **Who ...** (eg Who decides what art is?)
- **Can we ...** (eg Can we ever know someone else – or even ourselves – completely?)
- **Why do we say ...** (eg Why do we say ‘seeing is believing’?)

7. Groups read aloud their questions and teacher writes them all down, word for word.

8. Teacher explains that the questions now belong to the community, and that no one group 'owns' them.

9. Teacher chooses a voting technique and children vote, e.g.

Blind vote

Vote with your feet

Multi-vote – 3 counters each

10. Write the chosen question up. Allow thinking time. Teacher asks for quick, initial responses to the question.

11. Once children have shared their first thoughts, begin building on, and/or challenging, the ideas expressed.

12. Teacher encourages children to search for an answer/ find a resolution.

13. Teacher allows children their 'final words' on the issue.

Parent: What sorts of issues did you discuss in P4C today?

Year 4 child: Not issues, we think about the links between things.

