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| **Philosophical Enquiry Guide****– The Egyptian Shabti** |
| **Date:**  | **Time**  | **Group:**  |
| STAGE OF ENQUIRY | ACTIVITY | SKILLS |
| Introduction | Set the ground rules with your group for example:* Listen with care
* Respect everyone’s contribution
* Its OK to change your mind whenever you want
 | Listening, speaking, considering each other. |
| Warm-ups | Play philosophers fruit salad using the PowerPoint quick fire questions | Making connections, taking turns, being authentic, emotional literacy |
| Stimulus | You can explore the image of the Shabti, listen to and watch the Stories relating to the different stages of this Shabti’s existence, look at images of and read about the history of the Shabti, the Pharaoh Seti, his tomb and life in the Valley of the Kings and images of Amelia Edwards and Aquila Dodgson. Listen to the different individual sounds that are used in the films and audio clips. | Listening, watching, observing. |
| Response | Ask the children how to give an emotional response after hearing/watching/looking at the stimulus. Ask:* How did the text/stimulus make you feel?
* If you were in this position what would you do?

You may need to help them by providing examples of ‘feelings’. | Connecting emotionally with the stimulus. |
| Gathering the key themes | Work with the whole group to draw out the key themes. Gather all the ideas and themes on the whiteboard. Ask:* What bits are most interesting?
* What do you want to find out more about?
* What bits confuse you?
* What do you think are the key themes, tensions, contradictions?
 | Identifying important aspects from the stimulus. Sharing ideas. |
| Grouping | Split the group into pairs. | Working with new partners, collaborative thinking. |
| Question creation | Ask the whole group, ‘What makes a good question to explore? ‘Talk to the group about good questions and what makes a good question that will give lots of scope for research and discussion. See PowerPoint slide deck.In pairs give them thinking time to come up with 3 questions maximum that they would like to explore further.   | Engaging critically and questioning |
| Grouping  | Move them into groups of 4 to discuss and agree the best single question that they would like to put forward to discuss as a whole group.Emphasise the need for collaboration and consensus.You will need to support groups to develop their questions to be richer and more open.You can use the **question bank** on the PowerPoint slide deck if your pupils are struggling to find a good question. | Working with new partners, collaborative thinking.Consensus and negotiation. |
| Question sharing | Ask groups to share their questions with the whole group.Scribe all the questions on whiteboard/flipchart | Being respectful |
| Question voting | Ask the group to think about which two questions they think will be best to discuss as a group.Now ask the group to vote on each question using a voting system where they hold up their hands to the one they like the best.Read out the question with most votes as the one that you will use to discuss as a group | Evaluating, community-building |
| Class dialogue | Start with reading the question out loud. Ask for responses to the question – what do you think and feel in response? What information do you want to share? Hands up to speak. Careful facilitation and probing about the responses will be required. | Focused conversation that is relevant and thoughtful. |
| Final thoughts | Moving around the class ask the children for their final thoughts that sum up their ideas and responses to the question. Ask them to say if they have changed their minds about something and what made them change their mind.You could pass an object around so that children choose when they speak.Ask the children to write the question, their initial response and a final thought or reflection in their workbooks. | Understanding, sharing, connecting. |
| Class reflection | Which skills did they learn and use today? Which skills should we focus on improving? How should we do that?  | Meta-thinking, evaluating |



