**KEY STAGE 1 and EYFS IDEAS**

Resources: puppets/fairy tale figures

EYFS teachers will need to:

* Be constantly asking questions aloud: *“ I wonder what would happen if…”, “Why does that happen?”, “What do you think about this…?”*
* Bringing questioning into children’s imaginative play i.e. play with some exploratory dialogue from adults: *Why do you think she’s a baddie Jake? She has pointy teeth! Are all things with pointy teeth baddies?*
* Using children’s storytelling as a way into philosophical dialogue
* Using puppets from stories to gauge children’s perceptions of stereotypical behaviours e.g. what do children think about the big bad wolf puppet- leading to statements that describe the children’s ideas e.g only boy wolves are bad, people do not behave in the same way as wolves – leading to the facilitator using these statements to make questions e.g. What makes boy wolves behave differently from girl wolves? What makes a wolf different from a person?
* Visual concept cards (smaller selection) to get children to identify the concepts in a story.
* The question board: A daily board with a new question - Children register attendance by putting their name on the agree/disagree side e.g. or choose a stance e.g. flying cars: good or bad or a choice e.g. 5 hands or 5 legs, scary kitten or happy monster. Teacher asks them for reasons. Can also model in front of parent/carer.
* Using short scenarios to lead into a discussion to explore a concept e.g. Beauty (from ‘Why Think? By Sara Stanley): *“A world famous artist puts on an exhibition to display what he believes is his finest work and is, in fact, the most beautiful painting ever created. Every person who views this painting hates it. Can it be called the most beautiful painting?”* leads into a discussion about What is Beauty?
* Do I think what I think I think?

Give children a double sided choosing card with a red “?” on one side (disagree) and a green “?” on the other (agree). Then read out some statement cards which children know there is a right or wrong answer to e.g. *The sun is hot, Cars have wheels*. Once you are happy children consistently understand the language of agreement and disagreement then progress onto statements where people may think different things e.g. *Spiders are cute, Rollercoasters are fun*. Emphasize it is not about a right or wrong answer but more about having reasons to back it up.

* Ethical dilemmas – provide an ethical dilemma either that arises from a story or a fictional scenario e.g. Your friend goes on holiday and asks you to look after your hamster. When she gets back, she comes round to ask for it back, but you have grown to love him. Do you:

*- convince your friend you still need the hamster*

*-make excuses so you can keep him as long as you can*

*-return him straight away*

*-refuse to give him back*

* Yes but, No but questions. Use the question to start a round e.g. If your fingers were made of chocolate would you eat them? Yes

*No but, you wouldn’t be able to hold a pen.*

*Yes but I could write in chocolate smudges*

*No but you might fail your exam*

*Yes but I could use a voice recorder*

*No but you would feel too sick to talk*