

# Talk Tools: an introduction

To support with facilitating dialogue throughout the educational resources, Meghan Tipping has created some Talks Tools adapted from the principles of Philosophy for Children (P4C).

## What is Philosophy for Children?

SAPERE (Society for the Advancement of Philosophical Enquiry and Reflection in Education), is the UK's national charity for Philosophy for Children and they are a leader in training teachers in P4C:

*P4C is an approach to teaching and learning that explores the big ideas that arise in all areas of education and life experience. P4C uses philosophical dialogue and enquiry to help learners to think, to speak, to listen, to learn and to live together more effectively.*

You can find out more here: [www.sapere.org.uk/why-sapere-p4c/](http://www.sapere.org.uk/why-sapere-p4c/)

P4C is inclusive and adaptable and encourages the facilitation of dialogue in a range of educational environments. Many schools promote the use of the P4C approach across the curriculum as it fosters passionate learners, eager to question and be active citizens. Learners explore complex concepts within philosophical enquiry, acquiring critical, creative, caring and collaborative thinking skills. P4C provides learners with an opportunity to share their own perspectives as well as hear others, think more deeply about ideas by contesting them and think critically, enabling them to spot and judge assumptions and make clear decisions therefore deepening their understanding of the world around them.

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# Talk Tools: an explanation

## How do Sheffield General Cemetery resources promote dialogue?

Each Sheffield General Cemetery resource is designed with an overarching enquiry question that can foster dialogue throughout the learning session and can allow the learner(s) to develop curiosity around the site and the topic.

You can share the question with the learner(s) at the beginning of the session and refer to it throughout. However, there is no need to directly answer the question, it is there to guide dialogue throughout the session. Within the additional resources, some potential concepts, which may arise from discussion and activities, have been identified and have accompanying questions to support with facilitation.

## What is a facilitator?

A facilitator enables dialogue between individuals and groups by keeping dialogue constructive, focusing on concept connections, drawing on relevant reflections and pushing for reasons. When learners engage in dialogue around an enquiry question, they become active participants in developing knowledge and meaning.



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# Talk Tools: the resource

When you are using Sheffield General Cemetery's resources, you can follow the process below.

## Process

<b>Enquiry question</b>	Introduce the resource by reading out the enquiry question. Clarify any words within the question if the learner asks or you feel it is necessary.
<b>Thinking Time</b>	Find somewhere in the cemetery park to sit or stand and give the learner time to think about the question.
<b>First Thoughts</b>	Ask the learner if they would like to share some first thoughts. This may be a single word, further questions, they may even want to draw a response. Thoughts do not always have to be expressed verbally.
<b>Facilitation</b>	Throughout the learning activity, the learner may ask you questions. Below are some questions that can support with your facilitation of dialogue. Remember you may not have the answer to the question, and it is important to demonstrate your fallibility so that you can discover the answer together.
<b>Reflection</b>	The final part of the learning activity, Reflect, gives learners the opportunity to go back to the enquiry question and think about what they have learnt or discovered.
<b>Final Thoughts</b>	Give the learner the opportunity to share a final thought either verbally or creatively - this helps to bring the activity to an end. This does not necessarily mean the question will have a concrete answer.

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**Below are some questions that can support with your facilitation of dialogue:**

## **Listening & Clarifying**

Could you explain what you mean?

Could you say it another way?

Could you give an example (or counter example)?

How does that help us?

What do you mean by...?

Can we define....?

Is that what was really meant?

## **Connecting, Generalising & Making Distinctions**

So you agree/disagree with...

Is that always the case?

What is the difference between ...and ...?

Is there another point of view?

What would someone who disagreed with you say?

Does it agree with what you said earlier?

Can anyone build on that idea or link it to another one?

## **Expanding & Probing**

What are your reasons for saying that?

Why do you feel that is the case?

How could we find out?

Are you assuming that....?

How do you know that....?



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**Below are some questions that can support with your facilitation of dialogue:**

## **Speculating, Exploring Implications & Context**

What if....?

Is it possible that...?

Does it change our perspective...?

What would be the consequences of that?

Can we apply this to all situations?

## **Evaluating, Reviewing, Summarising & Concluding**

Do we all understand the different viewpoints?

Can anyone summarise what we have said?

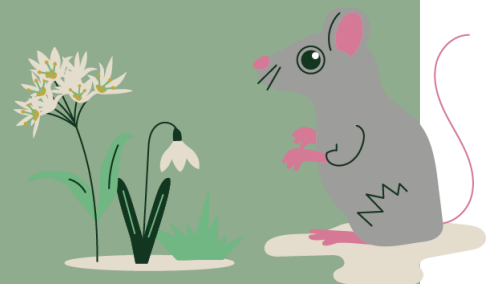
Who can summarise so far?

What have we learned?

Has anybody changed their mind?

Where have we got to?

Are we any closer to answering the question?



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