**P4C Concept Question Plans**

These are lists of questions which might be useful for a facilitator to ask during an enquiry to push learners’ thinking further. Ideally the facilitator should prepare an enquiry with their own questions based on the philosophical question generated and chosen by the learners. The questions are for guidance only and should used only if they would help learners with their enquiry, and only after listening carefully to what the learners are saying (rather than randomly popping them in). It is usually more powerful if the learners can challenge each other’s thinking, so careful consideration needs to be given before asking such questions as a facilitator.

(Adapted from Griffin, H., ***Gender Equality in Primary Schools A Guide for Teachers***, Jessica Kingsley, 2018, p. 109)

**Concept:** Violence/violent

**Relevant lessons:** all but particularly Lesson 1 and 2

1. Is it only violent if it’s towards another person (rather than towards an animal)?
2. Is violence always physical?
3. Is breaking something to scare someone violent?
4. For something to be called violent do you have to do it on purpose?
5. Would you say that no accidents are violent?
6. Is it only violent if someone doesn’t consent?
7. Is using force always violent?
8. Is using force during surgery violent?
9. Can anything that violates a person’s rights or human needs be called violence?
10. Could people going hungry be called social or state violence?
11. Is being violent always bad?
12. Is it OK to be violent if you have a good reason?
13. Is it OK to do something that might lead to violence?

**Concepts:** Gender/Violence/Non-violence

**Relevant lessons:** all but particularly Lesson 1 and 2

1. Is violence more associated with men or women?
2. Can women/girls be violent?
3. Do you have to be violent to show you are tough and strong?
4. Do you have to be brave to be violent?
5. Do you have to be brave to act non-violently?
6. Is gentleness seen as a weakness by boys/men, girls/women?
7. Can non-violence be courageous?
8. Is bravery and courage more connected with violence or non-violence?
9. Is it possible to be brave without being violent?
10. Should we expect violence to be associated with a particular gender?
11. Should boys/men feel that they need to be tough?

**Concept:** Protest

**Relevant Lessons:** all

1. Is it always right to protest?
2. Are all methods of protesting as effective?
3. Should children be able to protest?
4. Why do people protest?
5. When should you protest?
6. Just because you disagree with something, does this mean you should protest?
7. Do you have to be brave to protest?
8. Is it cowardly to not protest?
9. Does protesting always result in a change?
10. How do protests make changes?

**Concept:** Change

**Relevant Lessons:** All

1. What could you do to make a change?
2. Is it always our responsibility to make a change?
3. Can children change the world?
4. Do children have a voice to make a change?
5. Does change have to be seen?
6. Can we ever truly change people's opinions?
7. Can change ever be a negative thing?
8. Is change negative or positive?
9. Do people always change for the right reasons?
10. Do you have to change to belong?
11. Do you have to belong to a community to make a change?

**Concept:** Belonging

**Relevant Lessons:** Bristol Bus Boycott, Role of the Arts, Power

1. What groups can we belong to?
2. Can we belong to one other person/ our family?
3. Can we belong to the planet Earth/ animals/ plants/ rocks?
4. Can the planet Earth/animals/plants/ rocks belong to us?
5. Is belonging the same as ownership?
6. Can we belong to a street/city/country/continent/the Earth?
7. Is belonging a choice?
8. Is belonging love?
9. Do children belong to their parents/carers?
10. Do animals belong to each other?
11. Can we exist without belonging?
12. Can we belong to a religion?
13. Is there a difference between belonging and fitting in? If so, what is it?
14. How do you know if you belong?
15. Are there certain people or groups of people who may be more likely or more unlikely to belong?
16. Why are some people excluded from belonging in certain situations?
17. If someone feels they don’t belong, what might they do to try to belong?
18. Are there some times or situations when it may be more important to feel that you belong?
19. How important is it for everyone to have a place where they belong?
20. How does belonging shape your identity?
21. What does it mean to belong?
22. Is feeling that you belong the same as belonging?
23. Are we free to belong wherever we want to?
24. Should we always include all people in our group?
25. Should belonging be a choice?
26. Should you change yourself in order to belong?
27. Should a group change itself in order to include people?

**Concept:** Equality/equity

**Relevant Lessons:** Bristol Bus Boycott, Role of the Arts, Power

1. What is the difference between equality and equity?
2. Would you rather be treated equally or equitably and why?
3. What is fairness?
4. Is equality the same as fairness?
5. Is equality about sameness or similarity?
6. How can you treat people fairly?
7. Can you think of examples where someone has been treated unfairly?
8. How do you feel if you are treated equitably/equally?
9. Can you have justice without equality?
10. Can you have equality without justice?
11. Is everyone equal?
12. Is what people need the same as what they deserve?
13. Can equity lead to equality?
14. Should people get what they need?
15. Should people get what they deserve?
16. Should everyone be treated exactly the same? Why?
17. Should everyone be equal?
18. Should everyone be treated equally?

**Concept:** Democracy

**Relevant Lessons:** Otpor, Role of the Arts, WW2 Resistance

1. Is a school democratic?
2. Is voting democratic?
3. Is voting always fair?
4. How do the minority feel after a democratic vote where they didn’t get their own way?
5. How can a minority’s views be taken into account in a democracy?
6. Is voting the only way to exercise democratic rights?
7. Is voting enough for democracy?
8. Is it possible for everyone to be able to make informed, reasonable decisions about everything in society?
9. What qualities should democratically elected leaders have?
10. If someone is popular does that make them a good leader?
11. What is the role of debate in democracy?
12. What is the role of protest in democracy?
13. Is it undemocratic to protest?
14. Is voting the only way to change things in society?
15. Do children get to participate in democracy?
16. Should everyone be involved in making decisions about everything in society all of the time?
17. Should democracy mean that everyone has an equal say in how something is run?
18. If something is popular does it make it right?
19. Should children get to participate in democracy?
20. Should children have the right to vote?
21. Should prisoners have the right to vote?
22. Are there times when it is okay to be undemocratic?
23. Is democracy always the right way to run things?

**Concept:** Hope

**Relevant Lessons:** All, particularly Green Belt Movement.

1. Does hope change the way you act?
2. What is the difference between hope and expectation?
3. Is hope the same as optimism?
4. Is hope the same as wishful thinking?
5. Is it possible to act to change something without any hope that the change will happen?
6. What is the role of hope in change?
7. What is the relationship between hope and acting for change?
8. Can protesting make you hopeful?
9. Can hope stop people from acting?
10. What is the difference between hope and faith?
11. Can you have hope about something that happened in the past?
12. Can you make someone else hopeful?
13. Where does hope come from?
14. Are hopes better if you share them with other people?
15. Is it the same kind of hope if you hope for bad things?
16. Is it ever okay to give up hope?

**Concept:** Freedom

**Relevant Lessons:** Otpor, Role of Arts, Right to Roam

1. Does freedom mean we are not forced to do something we don’t want to do?
2. Does freedom mean we are not stopped from doing something we want to do?
3. Is feeling free the same as being free?
4. What is it that makes you free or not free?
5. Can anybody choose to do anything?
6. Is it possible to be free when others are not free?
7. Do we need laws to have freedom in society?
8. Does freedom give you power?
9. Are we free when we can be ourselves?
10. Is democracy essential for freedom?
11. Can people be free if they are ruled by a dictator?
12. Do we need equality for freedom?
13. Are equal rights needed for freedom?
14. How do we know we are free?
15. Can we be free and collaborate with others?
16. Can a country be free if another country has power over it?
17. Is freedom more important than equality?
18. Is freedom always a good thing?
19. Should anybody be able to choose to do anything?
20. Should there be limits to individual freedom?
Should everyone be free?
21. Who should decide how we live our lives?
22. Should parents give children freedom?
23. Should we be free to say what we want?
24. Should we be free to think what we want?
25. Should animals have freedom?
26. Should we be free to go anywhere we want to?

**Concept:** Power

**Relevant lessons:** Otpor, Chipko, Power

1. Who has power over you?
2. Who do you have power over?
3. What does it mean to feel powerful?
4. Is power good or bad?
5. Can power be used for good?
6. Where does power come from?
7. Do people have more power if they work together?
8. Do people in power always act for the common good?
9. Can too much power be dangerous?
10. Should everyone have the power to act?

**Concept:** Obedience/disobedience

**Relevant lessons:** WW2 Danish resistance, Right to Roam

1. When do people obey other people?
2. Who should we obey?
3. Who should obey?
4. Does it matter how old you are?
5. Should all laws be obeyed?
6. When is it right to obey?
7. Is it ever right to disobey?
8. Is change possible without disobedience?