



## **‘IN THE HOOP’: taking part in a philosophical conversation by presenting arguments**

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### **KINDERGARTEN PHILOSOPHY WORKSHEET**

#### **OBJECTIVE**

The children defend their choices.

#### **BEFORE YOU START**

Select a picture book or puppet story. Select the fragments you will use to ask the children a question involving choice.

Choose appropriate objects or printed images (of the characters, situations, etc. which you want to interrogate).

#### **MATERIAL**

2 hoops, pairs of pictures, characters, objects, 1 pictogram/block ... per child.

#### **STEP 1**

Tell the story. Show the pictures or puppets. Let the children react spontaneously.

- Who is he?
- What is he/she doing?
- What is happening?
- Why is he/she doing that?

#### **STEP 2**

Tell the story again, up to the fragment about which you ask a question involving choice.

Place an object or character/image in each hoop.

Ask your 'choice question', which allows the children to choose between hoop 1 and hoop 2.

*E.g. What do you think you can share?  
2 boots (hoop 1) or a stick (hoop 2)?*



The children put their pictogram in the hoop of their choice.  
Probe for the reason for their choice:

- o Why do you think you can share two boots? How will you do that?
- o Why do you think you can share a stick? How will you do that?

### **STEP 3**

Repeat, using other pictures or objects.

### **VARIANT**

You can also use this exercise to gauge the children's feelings. Give each child a smiley and ask which he likes: the situation in hoop 1 or in hoop 2? Always ask for the reason.

### **REFLECTION**

- What did you do with the hoops?
- Did you find it difficult to choose? What makes it difficult or easy to choose?
- Have you made choices at home? Tell us about it.
- When can we do this exercise again, in class or at school?

### **Bridge to philosophical conversation**

You have let the children justify their choices, which means that you have taught them to use arguments. If you have a concept or value in mind in advance, that's linked to the story, you can now examine it during a philosophical conversation.

During the exercise you may have thought together about a concept - e.g. the concept of sharing. In this way you already collected input from the children during the exercise. Using this conceptual material, you can have a philosophical conversation, now or at a later time. You can start from the question: What is ...? Or, using a comparison, think up a stimulating philosophical question.

E.g. What does sharing mean? Can you share something that does not belong to you? Can you only share something you see? Etc.