



EduTrend Contents

P4C · CONCEPTS AND DEFINITIONS · PRIMARY

Is It a Toy?

A stick, a box and a spoon: working out what makes something a toy

Ages 5–7

Level: Foundation

30 minutes

Whole class circle · up
to 30

Activity 01

Inside: activity at a glance · step-by-step session plan · facilitator notes · 3 pupil worksheets · assessment checklist

ACTIVITY 01 · AT A GLANCE

Is It a Toy?

The facilitator places objects in the middle of the circle: a teddy bear, a cardboard box, a stick, a spoon, a ball and a phone. Children take turns to put each object in a hoop labelled “toy” or “not a toy”, explaining why. When they disagree, the object goes on the line between. Then they suggest questions and vote on one, such as “What makes something a toy?”

Learning outcomes

By the end of the session pupils can:

- sort objects with reasons;
- notice borderline cases;
- use the word “because”;
- listen to others.

KEY WORDS

toy · play · sort · same · different · reason

CURRICULUM LINKS

PSHE: play. English: vocabulary.
Maths: sorting.

1

STIMULUS

Share something to think about

2

THINK

Quiet thinking time

3

QUESTION

Create and choose a question

4

ENQUIRE

Reason together

5

BUILD

Agree, disagree, add

6

REFLECT

Last words

Materials (per class)

- Everyday objects
- A hoop
- Question and thinking-move cards
- Worksheets 1, 2 and 3

Before the session

- Read the stimulus and note possible concepts.
- Prepare question and thinking-move cards.
- Set out a circle so everyone can see each other.
- Print the worksheets.

SAFETY

Everyone may pass. Discuss ideas, not people, and use the story or invented examples rather than personal situations.

ACTIVITY 01 · SESSION PLAN

Step by step

Stay neutral: ask for reasons, examples and counter-examples rather than giving your own view.

Time	What happens	Say or ask
0–5 min Stimulus	Place the everyday objects in the circle.	<i>"What did you notice?"</i>
5–12 min Questions	Pupils create questions in pairs and vote on one.	<i>"Which question is most interesting to talk about?"</i>
12–26 min Enquiry	Enquire into the chosen question, building on each other's ideas.	<i>"What makes something a toy?"</i>
26–30 min Last words	Each person says one last thought or passes.	<i>"Has your thinking changed?"</i>

CHALLENGE CARD (print or copy onto the board)

Choose one object on the line and say what would make it a toy.

ACTIVITY 01 · FACILITATOR NOTES

The philosophy in brief

Asking “what makes something a...?” is how philosophers explore concepts.

Borderline cases, like a box that becomes a spaceship, show that concepts have fuzzy edges.

Common ideas to listen for

- “Toys are only things from shops.” Children play with anything.
- “A thing is always the same thing.” Its use can change.
- “There is one right answer.” Reasons matter.

Adapting the activity

Support

Use three objects.

Stretch

Ask: can a person be a toy?

WORKSHEET 1

Toy or not?

Name: _____

Class: _____ Date: _____

Draw and sort.

Toy or not?

Toy	Not a toy	Not sure

WORKSHEET 2

Thinking moves

Use these in the enquiry.

Thinking moves

Thinking move	My example
I agree with... because...	
I disagree with... because...	
An example is...	
A counter-example is...	
Building on what... said...	

WORKSHEET 3

Last words

Before and after.

Can anything be a toy? Before the enquiry I thought... Now I think... because...

FOR THE TEACHER

Assessment checklist

Use during the session. One sheet covers up to eight pupils; copy as needed.

Pupil	Sorts with a reason	Notices a borderline case	Listens to others

Suggested codes: W = working towards · E = expected · G = greater depth

ABOUT THIS ACTIVITY

Is It a Toy? is a sample activity from the EduTrend Contents P4C Concepts and Definitions programme (primary, level: foundation). Every activity in the programme follows the same format: a practical challenge, a clear session plan, facilitator notes and ready-to-print worksheets, so that teachers, club leaders and parents can run it without extra preparation.

Full 15-, 20- and 32-week programmes are available from EduStore at edutrend.org.

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