

# PHILOSOPHERS BACKPACK

A KIT FOR GLOBAL THINKING



Created by Kmg Design  
from Noun Project

## TORCH - SHINE A LIGHT

Use the torch to make a choice or identify concepts.

**Facilitator Prompt:** Which concepts are illuminated by the stimulus?

## MAGNIFYING GLASS - LOOKING CLOSER

Use the magnifying glass to look more closely at the concepts in a question.

**Facilitator Prompt:** Can we think in more detail about the concept?



Created by Joe Harrison  
from Noun Project

## GLASSES - EXPLORING ALTERNATIVE VIEWS AND REASONS



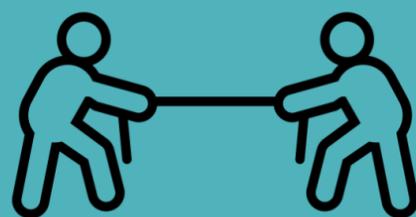
Use the sunglasses to explore multiple perspectives

**Facilitator Prompts:** What are the alternative ideas? What might someone else think?

## ROPE: MAKING CONNECTIONS AND DRAWING DISTINCTIONS

Use the rope to make connections and help throw a lifeline to others.

**Facilitator Prompts:** Do you agree or disagree? Can you make a connection to anything else that has been said? Can you help \_\_\_\_\_ with what they are saying?



Created by Creative Mania  
from Noun Project

## GLOBE - UNIVERSAL FOR ALL

Use the global ball to explore whether a question/reason/ opinion/idea applies to all situations/all people around the world.

**Facilitator Prompts:** Would everyone think this? Is this always the case?

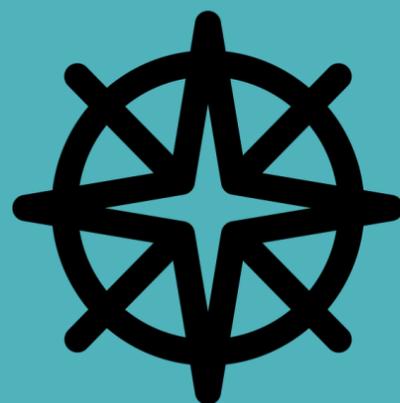


Created by Guilherme Furtado  
from Noun Project

## COMPASS - NAVIGATING THE QUESTION

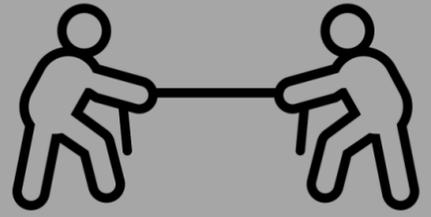
Use the compass to navigate your way with the direction of the question

**Facilitator Prompts:** Is the direction of our question moving us forward in our thinking? Are we taking the question in a different direction?



Created by Sidiq Fathurochman  
from Noun Project

# ROPE



MAKING CONNECTIONS AND DRAWING DISTINCTIONS

Created by Creative Mania  
from Noun Project

## Facilitation prompts:

- Can you make a connection to anything else that has been said?
- Can you make a distinction between concepts/ideas?
- Can you help pupil X with what they are saying?

Use the rope as a continuum or agree/disagree – true/false line. (critical thinking)

Use the rope to put similes and antonyms on a continuum of a given word/concept(critical thinking).

Use rope to jump to other side on whether you agree or disagree with statements(critical thinking).

Put rope in a circle – stand in the middle if you agree, or outside the circle if you disagree.  
(critical thinking).

# GLOBE

UNIVERSAL FOR ALL



Created by Guilherme Furtado  
from Noun Project

## **Facilitation prompts:**

- Is this a universal/global question?
- Could a 'backpacker'/ visitor/traveller answer it without taking part in the stimulus
- Is this always the case?
- Is this universal for everyone, everywhere?

Throw or roll the ball randomly around the circle until everyone has held the ball. Say person's name as you are passing (caring and collaborative thinking).

Use the ball to pass around the circle. Only pass when you have finished talking (caring and collaborative thinking).

Show an image or object e.g. a bottle of water. Give thinking/talk time then use the ball to go around the circle to complete the sentence, 'Everyone in the world would say....about the image/object'.  
(creative thinking)

Introduce concepts e.g. happiness, poverty, friends, peace, religion etc. Ask children to identify which concept fits each group - some, few, no one, everyone, many people. (critical thinking)

# TORCH

SHINE A LIGHT



Created by King Design  
from Noun Project

## Facilitation prompts:

- Can you shine a light on the most relevant concept?
- Can you/we shine a light/ highlight/ identify/focus on the most important/relevant concept in the stimulus/question/dialogue?

Have concept cards on the floor – read out familiar fairy stories or show pictures; ask children to shine a light on the most relevant/important. (Critical and Creative thinking)

Make choices with a group of images/objects. Use the torch to shine a light on an image you prefer/would rather be. (critical and creative thinking)

Use torch to shine a light on a concept after introducing stimulus or after generating enquiry questions. (critical thinking)

# MAGNIFYING GLASS

LOOKING CLOSER



Created by Joe Harrison  
from Noun Project

## Facilitation prompts:

- Can we look closer at this concept?
- What can you/we explain/clarify/ mean when we look at this concept/question?

Use the magnifying glass to pass around the circle as each child speaks. (caring and collaborative thinking)

Start with a chosen word/concept e.g friendship. Pass the magnifying glass around and complete the phrase. 'Friendship means.....' (critical thinking)

Play 'If I had to explain this concept to an alien, I would say it is....'  
(creative thinking)



# GLASSES

EXPLORING ALTERNATIVE VIEWS AND REASONS

## Facilitation prompts:

- What might someone else think?
- What could someone who disagreed with you think?

Give the children an opinion e.g children should wear uniforms in school because... pass sunglasses around the circle to give an alternative reason/opinion (critical and creative thinking).

# COMPASS

NAVIGATING THE QUESTION



Created by Sidiq Fathurochman  
from Noun Project

## **Facilitation prompts:**

- Are we taking the question in a different direction?
- Are we moving forward with this question?
- Are we still discussing the question?

Give children a starting word/concept and pass the compass around the circle to make word connections with the previous person. Then discuss if/when the connections changed 'direction' from the starting word/concept. (critical/caring thinking)

Using the main concept/s from the enquiry question, ask children to find similes and antonyms.

Put the main concept in the middle and arrange the rest in a compass format on whether they are close in meaning or far away. (critical/creative thinking)