



Welcome to Sticky Questions! This is a quick document, because the point of Sticky Questions is that they are ready-to-go with the minimum of set up. Our aim is to get parents and children talking about interesting questions. Instead of about whether they have done their homework – the talk IS the homework, and it should be fun or interesting rather than a chore.

**Give the whole class the same question at the same time so that there is a shared theme.**

There are 40 different questions for each year group. 34 of these are printed 16-to-a-page. 6 questions for each year group are on larger 8-to-a-page stickers, with illustrations or containing riddles (which will change with the 2020-2021 edition, so no cheating by asking older siblings!).

The numbers are for the convenience of production rather any particular order, so have a flick through and see if any questions connect to anything else you are doing. The riddles for years 3 and upwards might be good to send out over a holiday!

We suggest that you give out the Sticky Questions on an afternoon just before home time, and that children stick them on their shirt or jumper so that parents will see them as soon as they collect them. The first time you give them out, also distribute the parent letter (enclosed in this pack) which you can adapt and print off – see [www.thephilosophyman.com/stickyresources](http://www.thephilosophyman.com/stickyresources)

**That is also where you will find some clues and answers to the riddles.**

The next morning, make some time to share the ideas they have had from home. If a question is one that has two possible answers, you might do a “Thinkers’ Game” – stand over this side if you thought “yes”, that side if you thought “no”, etc. Then after hearing reasons, get them to stand to show what their parents thought. Part of the point is to celebrate differences in thinking between children and within families.

**Please be sensitive to any children who do not have an adult at home who will participate in talking about the questions for whatever reason.**

If they do not have another relative or carer who can fill that gap, try to create opportunities for them to talk to a member of staff who is not their teacher, so that they can have an equivalent experience. Or hold a brief philosophy club on after school so that they can talk to children from other classes.

Let us know what your class is thinking on facebook at [fb.me/stickyquestions](https://fb.me/stickyquestions) or @stickyquestions on Twitter! Also, if your class have a question they think deserves to be in the 2020-2021 edition, let us know – there are prizes for any that we include!

The questions were written by me, Jason Buckley, and my colleague Tom Bigglestone, plus one by Sophie Collins. Grateful thanks to Julie Mahon of Latton Green Primary for inspiring Sticky Questions, and to [@CarlaKeenGraphicDesign](https://www.instagram.com/CarlaKeenGraphicDesign) for our army of Sticky People - 40 different parent /child pairs who are very loosely representative of the UK!

**\*\*\*\*See the back of this sheet for ideas to add variety to your Sticky Questions Sessions\*\*\*\***

## Variations for your Sticky Questions Sessions

**Pass it on Discussion** – in a whole class discussion, one speaker chooses the next and so on (as often happens in P4C)

**Flip, Flop** – with a two-sided question, first have them stand on one side or the other to show what they think, then advance towards one or more people who disagree with them, so that you have lots of lively paired or 1 vs 2 conversations. At some point, shout “Flip!” and they all change sides and argue the opposite, then later “Flop!” and they swap back.

**You Said, I Think...** - in pairs (or 1 vs. 2 where numbers are uneven) after the first person speaks, each person has to begin each of their points with “You said...” (giving a summary of what the other person just said), followed by “I think...” (giving their response). It’s a simple way of making paired discussions responsive.

**Special Guest** – have an old style cassette recorder or a Dictaphone. One or two children each week record their conversation/what their parents or family think, and bring that back into the school

**Coaching Questions** – use the questions below to push their thinking deeper in a whole class discussion (hat-tip to the Philosophy Foundation for bringing to my attention just how powerful these questions alone are in pushing for depth).

Can you say why?

Can you say more?

How do you mean?

Can you give me an example?

Why is that important?

How could you disagree with yourself?

**Pupil Facilitators** – as above, but with two or three circles with one pupil in each group as a facilitator, armed with those questions.

**Facilitator Facilitatee** – as above, but in pairs with one person acting as facilitator in each pair.

**Devil’s Advocate** – If most of the class have agreed, and they are confident enough to enjoy the game, playfully take the opposite opinion and goad them to argue back against you.

**Wandering Wonder** - listen out for new questions to ask based on what they’re saying, and see where you end up!

**Question Mutation** – in groups, ask them to change one word in the question to create a new question that is just as interesting, and then discuss that.

**Say it in Seven Words** – in pairs or groups boil down their best answer/reason to a sentence of exactly seven words.



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“Have you done your homework?” can be a thorny question. However, learning at home really matters, especially when it comes to talk. That’s why we have introduced “Sticky Questions”.

Every Thursday, your child will come home with a Sticky Question stuck to their jumper. There’s no writing. Just take the time to talk with them about it and see what you each think and why.

What makes Sticky Questions “sticky” is that you can keep on arguing about them. For example:

**If you were bigger than your parents, who would be in charge?**

**Is it ever unfair to treat people the same?**

**If you could look inside your brain, could you see the thought, “I’m looking inside my brain?”**

It’s not like a maths worksheet where the teacher wants to see a particular answer. What matters is that you and your child get to talk and think together. If you disagree, so much the better! In fact, if you think alike, you might play at disagreeing for the sake of argument.

On Friday, the class will carry on the talk, bringing in ideas heard from home. Grandparents and other relatives can be part of the conversation too, and it could be a nice way to involve them if they live a distance away. If you like, you can tweet your thoughts or those of your child using the hashtag #stickyquestions or visit the Sticky Questions facebook page, [fb.me/stickyquestions](https://fb.me/stickyquestions)

We hope you’ll enjoy the conversations you have and that you will see your child grow in confidence as they get stuck into more Sticky Questions! There are enough questions for one a week from Reception to Year 6, growing in challenge along the way.