

Getting set	Often a game. 'Thinking Games' by Robert Fisher is a good resource for this, but any (short) activity that engages and focuses pupils can be used.
Presentation of stimulus	Something that contains 'big' (i.e. <b>Common, Central and Contestable</b> ) ideas/concepts' In the early stages of developing a philosophical class, anything that engages the children can be used, but as pupils become more confident, links to the curriculum can be very fruitful.
Thinking time	Quite simply, time for private reflection on the stimulus. Silent thought can be challenging and may need to be modelled, and developed over time. (Think-)pair-share is often used to bring it along, or even plenary conversation.
Question-making	Groups of 3 - 5* pupils share their thoughts on the stimulus and any issues or problems it raises. They turn these into an open / discussible question to put forward to the class. (* so as to end up with 6 - 10 questions)
Questions-airing	Questions, prominently displayed, are celebrated and discussed. Ambiguities or vaguenesses are cleared up, and links often suggested and explored.
Question-choosing	Omnivote (all) or multivote (more than one) enable pupils to choose questions other than their own. Other creative systems can be used, e.g. voting with counters or 'with feet'. Blind voting (eyes closed) eliminates peer influence.
First thoughts	Often, the group whose question is voted for explain how they arrived at it, and their thoughts on it, but 'Think-pair-share' can be a good starter, too. Over time, more critical responses can be encouraged, e.g. 'write to reply'.
Building	The question/dialogue is opened to the class, with encouragement to building towards better understanding of the issue(s) and concepts arising. Facilitator takes opportunities to clarify and to challenge pupils' thinking, and encourages constructive agreement or disagreement.
Last thoughts	A chance for pupils to say their final words on what has been discussed, uncontested. Often those who haven't contributed during the session do so here and show they have been engaged. Different foci may be suggested.
Review	Basically, <a href="http://www.ebi">www.ebi</a> (what went well; even better if). Best done after a short break (or at end of day), leading to planning for skills development and further enquiry (across the curriculum as well as into concepts).