**A Portrait of Scotland**

This is the fourth of 4 sessions exploring ideas about identity and portraiture.

The times given for each part are just a suggestion – you can adapt to suit your group.

**Session 1 What is a portrait?**

**Session 2 Does a portrait need a face?**

**Session 3 Brain or body?**

**Session 4 A portrait of Scotland**

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| **Session 4** |
| **Description** | Session 4 explores the differences, if any, between the ‘brain’ and ‘the self’ inspired by a ‘body swap’ brain experiment. The inspiration for this session comes from 2 portrait images that feature the brain.  |
| **Key Question** | **What would a portrait of Scotland look like, if Scotland were a person?** This is the central thematic question of the session but treat it as a guide. Your group might well take you in a different direction, but this should be a good place to start.  |
| **Session outline** | **Part 1** Gather natural found objects outdoors 10-20 mins Discussion – do these represent Scotland**Part 2** Watch a video to introduce the taskMake a portrait of Scotland 20-30 mins**Part 3**Socratic Circle 10 mins |
| **Resources** | Found natural objectsWhite board to play powerpointArt materials – whatever you have available   |

**Introduction**

Use this introduction to remind the group what philosophy is and how you will be doing philosophy together.

Set expectations:

* Three things that I want you to do: Think, talk, listen
* It’s about working out what makes sense - so you’re listening to your groups’ views, and your own ideas, and thinking ‘Does this make sense’?
* Not like maths – there’s no specific answer that we’re looking for.
* We’re exploring ideas together.
* Tell them a little about what respectful dialogue is - listening to others/ no interruption.
* If there is disagreement, then disagree with ideas respectfully using reasons, don’t laugh at people or say they’re stupid.
* This discussion will help with the discussions or Socratic circles at the end of sessions.

### **Philosophical Inquiry**

* *After asking a question, allow students the time and space to reflect on their responses.*
* *First, give them 30 seconds of individual thinking time.*
* *Then, give them 2 minutes to discuss with the person next to them before opening up the discussion to the group.*

**Part 1 Gather natural, found objects outdoors**

Ask your students to gather bits of nature from outside.

They should pick carefully things that they think are meaningful or represent something important to them.

Put them all together on the floor or on a table where they can gather round to see what the group have collected.

When gathered round the objects, ask, ‘Does anyone see anything they find interesting that someone else has gathered?’

Ask a few students to explain what they find interesting and invite the student who picked it to explain why they chose it.

Ask them, ‘do the things we’ve found represent Scotland? If so, why? If not, why not?’. Allow them to talk in pairs for a couple of minutes before a whole group discussion.

Possible nested questions:

What is Scotland like?

How should we represent Scotland?

What colours, objects, words would you use?

Possible emergent questions

What does it mean to be Scottish?

Does it matter where we’re from?

Is there only one way to understand Scotland?

**Part 2 Make a portrait of Scotland**

Watch this video to introduce the task (1 minute 11 seconds) <https://www.youtube.com/watch?v=kQHUHehtJPc>

 Ask students: How would you represent Scotland?

Encourage students to consider gender, appearance, objects, background, a face or body.

**Possible emergent questions:**

What does it mean to be Scottish?

Does it matter where we’re from?

Is there only one way to understand Scotland?

What would a tourist experience on a short visit to Scotland? How is that different from your experience of Scotland?

**Part 3 Socratic Circle**

Ask students ‘Have you changed your mind about what a portrait is from the first session?’.

Allow them to talk in pairs briefly, then repeat the question to the whole class and allow students to give their feedback.

Repeat the process with this question:

‘Have you changed your mind about anything else that we’ve mentioned in these discussions?’