

Philosophy for Children
Amy Berger, Nadia Mayer, Eden Miller

Metaphysics Lesson Plan

Total Time: 42 minutes

Ages: 5-6 years old

Materials:

- Paper
- Crayons or Markers
- Different types of apples
- Printed pictures of “counterexample” fruit
- Facilitator’s Baby Photos

Goal: As this is our first visit to the school we hope to provide students with a basic understanding of philosophy as a field and give them a framework to explore the discipline further. Then we plan to introduce students to metaphysical concepts first by looking at the variance in qualities an apple can have while remaining an apple. We will then shift the discussion towards personhood and the sameness of identity over time.

Introduction (5 minutes):

- Facilitators introduce themselves and meet students.
 - Go around the group and say name, age, and favorite fruit.

Establishing what philosophy is and discussing how to respond and listen (10 minutes):

- What is philosophy?
 - Philosophy is the study of some of the most basic questions in life.
- What makes a question philosophical?
 - Present an example such as “What color is my shirt?” versus “What is color?”
 - Then prompt students to inquire further: What is different about these questions? Why are some questions philosophical and other not philosophical? Can you think of any philosophical questions?
- How to participate in philosophical discussion.
 - Encourage students to explain their answers in the following way:
 - “I agree with ___ because...”
 - “I disagree with ___ because...”

Activity: Draw an apple (5 minutes):

- Provide students with crayons (or markers) and paper and have them draw an apple.
 - The goal here is to see the variety of ways an apple can be drawn. The facilitators hope to discuss the differences and commonalities in the various drawings to show what an apple is at its most basic level.

Discussion of Drawings (7 Minutes):

- Facilitators will prompt discussion with the following questions.
 - What makes an apple an apple?
 - If a fruit is red, is it an apple?
 - Does an apple have to be round?

- Facilitators will bring different types of apples: Granny Smith, Red Delicious, etc. to show that apples exist in a variety of forms.
- Facilitators can present printed out counterexamples (seen below) to enhance discussion.



Baby Photo Presentation (5 min):

- Facilitators will show students pictures of them as children. This will move the discussion from continuity within a category (apples) to sameness/personhood over time (transformation from child to adult).
- Discussion:
 - Have students try to match the baby picture to the facilitator.
 - What stays the same?
 - Are we the same person?



Future Self Activity (5 min):

- Have students draw what they think they will look like in 20 years.
- Discussion:
 - What will be the same about you?
 - What makes you you?
 - How do you know it's you?

