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Time: 40-45 Minutes

Age: 5-6 years old

Materials: Legos, baby pictures, poster paper, blank paper, coloring supplies

Learning Objectives:

- Teach students the difference between philosophical questions and non-philosophical questions.
- Teach them to respect each other's differences.
- Introduce students to the topic of identity, have students discuss the problem of change, and prompt their thinking about what makes their identity unique.

1. Introductions (10 Minutes)

- a. Personal - Where the wind blows game (5 MINUTES FOR THE GAME)
 - i. One child goes into the circle at a time and says one thing true about them
 - ii. If that statement is also true/applies to the other students, they move across the circle
 - iii. Make sure that every student is in the middle once
 - iv. One teacher writes down what each student says about themselves when they are in the middle -- this will be used in our last activity
 - v. This will show children some ways they are similar and different to their classmates (not a full philosophical discussion yet because we haven't talked about philosophy yet)
- b. What is philosophy? (5 MINS FOR B. AND C.)
 - i. Have any of you ever heard of the word "philosophy?"
 - ii. Examples of non-philosophical questions: What are your friend's names? What is your favorite book?
 1. We can ask these questions to the children (also a way to learn more about them)
 - a. What's your favorite color?
 - b. Do you have a pet?
 - c. Do you like summer or winter?
 - iii. Explaining philosophy -- asking questions that no one agrees on one answer to.
 - iv. Examples of philosophical questions: How should friends treat each other? What makes a book good?
 1. We can show that us as teachers all may have different answers (use agree and disagree)
 2. What do you like vs what makes you you?
 3. What is something you love to do with your friends? What is friendship?
- c. How to do philosophy / rules of philosophy (Write these on a large poster paper)

- i. Listening thoughtfully is the best way to understand different perspectives.
 - ii. Keep our hands to ourselves and keep our bodies safe.
 - iii. Participate! We can only “do” philosophy if we all ask questions and think deeply together.
 - iv. Give reasons for why you agree or disagree with something.
 - 1. “I agree with ... Because ... “
 - 2. “I disagree with ... because ...”
 - v. Respect what others say.
 - vi. There is no right or wrong answer, but we can still agree and disagree on things.
 - 1. Ask students: Do you have any other rules to add?
2. Lego activity - At what point does something change into something else? (15-20 MINS)
- a. We bring a pre-made Lego bridge (and a printed picture of it so that we can refer back to the “original”). Have the kids sit in a circle and pass the object around. Identify it as a bridge.
 - b. One at a time, a student will go to the center of the circle and choose one piece to remove and then replace that piece. The piece they remove will be placed in a separate pile containing only the pieces from the original bridge.
 - i. After the first piece has been replaced, ask the students “is this the same bridge or different bridge?”
 - ii. Ask again after half the pieces have been replaced.
 - c. Keep going until every piece has been replaced
 - i. Ask again: is this still the bridge in the picture?
 - d. Build structure with leftover legos from original.
 - e. Follow-up Question:
 - i. Is the Lego bridge the same? Same pieces...
 - ii. Which bridge is the original?
 - iii. If the new one is not the original, when did this change happen?
3. Baby picture activity - Observing change over time. (15 mins)
- a. We will each bring in a baby picture, pass them around, and ask the students to identify each of us.
 - i. Baby picture - We all look very similar; who is who?
 - ii. Toddler (comparable age to students) - This is what we looked like when we were your age.
 - b. Are we the same person as we were in these baby photos?
 - i. If we look so different, what makes us the same?
 - c. Ask students to draw a picture of what they will look like when they are older. Individually ask students what will stay the same about them, alluding to their responses during “where the wind blows.”
 - i. What will stay the same? What will change?
 - 1. Does the you in the picture like the same things you do now?

- ii. Who are you? What makes you you?
 - iii. If you changed that thing about yourself, would you still be you?
 - iv. Are you still the same person as when you started this discussion?
 - d. If time, return to “Where the wind blows” activity...
 - i. Ask students to look at each other’s drawings. Notice how everyone is different, but remember all of the points we learned we had in common when we played the game at the beginning?
 - ii. We can also refer to the important thing they said in the middle (because we will have written it down) and ask...if you don’t have this quality anymore when you’re older...will you still be you?
- 4. Wrap up:
 - a. What did you learn today?
 - b. Have any new questions come up for you today? What are some questions that you think about but don’t know who to ask them to?
 - i. We will mark these down for future lesson plans.