

Philosophy for Children
Lesson Plan: **Metaphysics**
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Total time: 45 minutes

Materials:

- Playdoh
- Drawing Materials
 - Paper
 - Markers
 - Crayons
- Flower (we will provide)

Objective: Defining the properties of physical objects (2d, 3d, etc.)

The goal is to understand what fundamental properties define a physical object through having them draw their ideas or interpretations of a specific object (flower) through different mediums. This will help them highlight the differences between their perceptions of this common object and facilitate a discussion of metaphysics.

Introduction: (7 minutes)

- Facilitators do self introductions
 - Introduce the idea of big questions, that we will be introducing thoughts and questions that take some time to respond to
 - Remind them that they should ask any questions they want, we know this can be hard and we struggle too!
- Children do introductions (names, ages, fun fact about yourself [can be anything!])
 - Starting to force them to explain their answers!
- Children come up with norms and values to guide discussion
 - Ask students what norms would be important to have in our class to make sure our discussions and our group environment is positive and that people feel comfortable to speak.
 - Have students think about it for 1 minute, and then have them each present one. Try to encourage them to make the norms different!
 - In case they don't bring it up: emphasize that only one person talks at a time and when our peers talk, we are listening to them
 - Write norms down in notebook that we can reference in future classes

Breakdown of Activity: 23 mins

1. Read the important book (10 minutes)

a. **Edit last page when we read to include gender neutral words**

2. Transition into activity (5 minutes)

What is a property? Have them give examples of the property of the apple from the book.

Answer any questions about the book.

3. Children are given time to construct their idea of a flower

a. Drawing (3 minutes)

b. Playdoh (5 minutes)

4. Compare creations to actual flower (use “important parts” instead of “properties” to stay in line with The Important Book messaging)

a. What are the important parts of a live flower?

i. Write on the big notepad

b. Do you see any of these important parts in your drawings or Play Doh?

i. Which ones?

ii. Which ones are different?

5. Have each child present their creation of a flower (15 minutes)

a. What do they think makes their flower a flower?

i. If the live flower has the same/ similar ‘important things’ as the drawing or play doh flowers, then are those flowers too?

b. Ask questions about properties, analyze the difference between these three different flowers, guide discussion

Discussion: Discuss the differences between the creations (15mins)

c. Guiding Questions:

d. The **important** thing about a flower is _____

e. What **similarities** or **differences** were there between the flowers

f. **Other** things about a flower is _____

g. If the flower wasn't (list properties that students said about flowers), would it still be a flower?

i. Alive, green, colorful, has leaves...

6. Conclude what the important things (properties) of flowers are. (maybe definition of what a flower is)

Potential Misconceptions:

1. Naming properties that aren't directly related to flowers (ex: pollinated by bees...)
 - a. Remind group that properties are specific to the actual object