

## Introductory Topic for Kindergarten: Questions, puzzlement and what is okay by Dr Sue Knight

### Topic objectives

In the first Primary Ethics topic for Kindergarten, we aim to introduce students to some fundamental elements of both the processes and content of ethical inquiry and, in addition, to build their understanding of the behaviour expected of them in ethics classes.

More particularly, the aim is for

- students and teachers to start get to know each other;
- the Ethics Teacher to establish him/herself as the person in charge of the class in a firm but friendly manner;
- students to begin to understand that they are expected to abide by the ethics class rules;
- students to begin to get an understanding about how ethics classes will run – and how different they are from other classes; and
- students to start to think for themselves about the process of asking questions. More precisely, we aim to:
  - o build on students developing capacity to recognise questions and answers as parts of speech;
  - o encourage students to think for themselves about why it is that we ask questions, whether we sometimes ask questions of ourselves, why we might sometimes be afraid to ask questions of others and whether sharing and discussing our questions with others can help us make progress towards answers.

### Background to the topic for teachers

This introductory topic begins to engage students in the *ways of thinking and the pedagogical (or teaching)* approach that underlie the Primary Ethics curriculum.

#### ***Introducing ways of thinking***

Some of the thinking processes that we introduce here are familiar to children. **Questioning** is a prime example. Children, especially young children, display a lively curiosity, wondering and asking about countless aspects of their experience. Such questioning is a crucial component of the process of ethical inquiry, through which students are encouraged and supported to think for themselves about an increasingly broad set of ethical issues.

As is well known, however, children's sense of wonderment tends to fade as they grow older. Their curiosity seems to wane. As they get used to having questions set for them by others, Mathew Lipman argues, they go from 'wondering at everything, to wondering at nothing'.<sup>1</sup>

One of the goals of this curriculum is to nurture children's curiosity, as well as their own thinking abilities, so that they are motivated and confident enough to think well and for themselves about issues that matter to them.

Such issues include both ethical and non-ethical issues. Research shows that children's capacity for higher order thinking is limited by the reach of their knowledge base, and one of the aims of our curriculum is to widen this knowledge base as well as to invite children to discover some of the processes involved in making well-reasoned ethical judgements.

**Reasoning** is a type of thinking that children engage in with varying degrees of competence. Young children are quick to demand reasons of others ('Why do I have to go to bed now?') but they may find it difficult to state reasons to support their own (often strident) claims. Research shows that children's logical reasoning skills develop steadily from Kindergarten to around Year 6, and that greater levels of proficiency are reached when there is an explicit focus on the teaching of logical skills, and, in the upper primary years, of the rules that distinguish good reasoning from bad.

### ***Introducing pedagogy***

A large body of research indicates that supported, collaborative inquiry is one of the most effective means of bringing about understanding.<sup>2</sup>

In line with this research, our aim is to encourage students to inquire, together, into ethical issues that matter to them, so that they make progress towards answers.

Mathew Lipman uses the term, 'community of inquiry', to describe a group - students and teacher - bound together by a shared interest in particular (here, ethical) issues, and a shared commitment to the procedures of reasoned (ethical) decision-making. The teacher, as facilitator, is a co-inquirer, as the ethical issues raised have, as yet, no definitive answers. The curriculum supports the teacher with relevant philosophical approaches, arguments and principles and, as facilitator, she becomes skilled at asking the kinds of procedural questions that will encourage students to discover and apply these approaches, arguments and principles.

A community of inquiry demands that participants show respect for one another's ideas by paying attention to whoever is speaking, by giving others a chance to speak, by not talking over each other and by refraining from 'put-downs'. These demands are captured in the **Ethics Class rules for Kindergarten**, and a further aim of this introductory topic is to elaborate on the role of such rules.

In addition, students are required to help one another with their thinking. Mathew Lipman expands on this requirement as follows:

If some children offer generalisations, others may offer counter-instances; if some voice opinions without reasons, adequate reasons are promptly requested. They gradually come to discover inconsistencies in their own thinking. As time goes on, they learn to cooperate with one another by building on one another's ideas, by questioning each other's underlying assumptions, by suggesting alternatives where some among them find themselves blocked and frustrated, and by listening carefully and respectfully to the ways in which other people express how things appear to them. When participants fully appreciate the process in which they partake, they internalize this process, and it becomes a method of approaching any [ethical issue].<sup>3</sup>

### Notes

<sup>1</sup> Philosophy and the Cultivation of Reasoning' Thinking, Volume 5, no. 4, 1985, p.37

<sup>2</sup> Trickey & Topping, 2004 'Philosophy for children': a systematic review', Research Papers in Education, Volume 19, Issue 3.

<sup>3</sup> 'Philosophy and the Cultivation of Reasoning' Thinking, Volume 5, no. 4, 1985, p.37

**Topic Structure and Resources**

Aim of lesson	Resources
<p>Lesson 1:</p> <p>In this lesson students become familiar with how an Ethics class is run and start to think about questions, generating their own.</p>	<ul style="list-style-type: none"> <li>● Image 1: Mia Please retain this image as you will use it in future lessons for this topic and also Topic 2 &amp; 3</li> <li>● Image 2: Various kinds of food</li> <li>● Image 3: Various kinds of pets</li> <li>● 2 x A4 pages with the word 'question' on one and a question mark on the other, to hold up and show class (use large font, in lower case)</li> </ul>
<p>Lesson 2:</p> <p>This lesson consolidates students' understandings of what questions are. The second part of the lesson aims to introduce the rules and why we need them in Ethics classes.</p>	<ul style="list-style-type: none"> <li>● Image 1: Mia from last lesson</li> <li>● Image 4: Illustration of girl talking to a black sheep - as in 'Baa Baa Black sheep'</li> <li>● Cards with rules 1-3 of the ethics class rules accompanied by sketches as follows: <ul style="list-style-type: none"> <li>○ Rule 1: Only one person speaks at a time.</li> <li>○ Rule 2: Pay attention to the person who is speaking.</li> <li>○ Rule 3: Give other people a chance to talk.</li> </ul> </li> </ul>
<p>Lesson 3:</p> <p>In this lesson students revise the rules 1-3 and the rule of 'No put-downs' is introduced and explored.</p>	<p>Images (retain all images for re-use)</p> <ul style="list-style-type: none"> <li>● 1: Mia (from earlier lessons)</li> <li>● 5: Slug</li> <li>● 6: Oscar</li> <li>● 7: Snail</li> <li>● 8: Mia holding out her hand to Oscar, with a snail on her palm</li> <li>● 9: Mia looking down at the ground despondently as Oscar walks off</li> <li>● Rule 4: No put downs</li> </ul>
<p>Lesson 4:</p> <p>In lesson 4 students think deeply about how and why we ask questions. The teacher establishes him/herself as a co-inquirer.</p>	<ul style="list-style-type: none"> <li>● Images 1; 5 – 9 as above, plus</li> <li>● Image 10 Max</li> <li>● Image 11 Isabel</li> <li>● Image 12 Max and Isabel in class</li> <li>● Image 13 Daytime moon.</li> <li>● A5 pieces of paper (one per student)</li> <li>● Textas or pencils – sufficient for all students</li> </ul>

**References**

Images 1, 6, 8, 9, 10, 11, 12 (photo ©Primary Ethics)

<p>Lesson 1</p>	<p>Modified first verse from the (much longer) poem, ‘The Scroobious Pip’ by Edward Lear. For full text, see <a href="http://www.nonsenselit.org/Lear/pw/pip.html">http://www.nonsenselit.org/Lear/pw/pip.html</a></p> <p>Image 2: Various kinds of food (photo ©Primary Ethics)</p> <p>Image 3: Various kinds of pets (images from ClipArt)</p>
<p>Lesson 2</p>	<p>Illustration of girl talking to a black sheep - as in ‘Baa Baa Black sheep’ IMAGE Guttenberg Press, Public Domain: Published under the terms of the Project Gutenberg License:<a href="http://www.gutenberg.org/files/29840/29840-h/images/z060.jpg">http://www.gutenberg.org/files/29840/29840-h/images/z060.jpg</a></p> <p>Rules 1- 4: images ©Primary Ethics</p>
<p>Lesson 3</p>	<p>Image of slug: <a href="http://commons.wikimedia.org/wiki/File:Unknown_slug_on_rhubarb.jpg">http://commons.wikimedia.org/wiki/File:Unknown_slug_on_rhubarb.jpg</a> This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license. Subject to disclaimers.</p> <p>Image of snail</p> <p><a href="http://en.wikipedia.org/wiki/File:Grapevinesnail_01.jpg">http://en.wikipedia.org/wiki/File:Grapevinesnail_01.jpg</a></p> <p>This file is licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.</p>
<p>Lesson 4</p>	<p>Image of moon in the daytime</p> <p><a href="http://upload.wikimedia.org/wikipedia/commons/thumb/9/9d/Caribbean_skies._Daytime_moon_%286980006572%29.jpg/800px-Caribbean_skies._Daytime_moon_%286980006572%29.jpg">http://upload.wikimedia.org/wikipedia/commons/thumb/9/9d/Caribbean_skies._Daytime_moon_%286980006572%29.jpg/800px-Caribbean_skies._Daytime_moon_%286980006572%29.jpg</a> (viewed 1 February, 2015)</p> <p>This file is licensed under the Creative Commons Attribution-Share Alike 2.0 Generic license.</p>

**Additional note for Lesson 1:**

**As noted above, we will not be introducing the specific Ethics Class rules until Lessons 2 and 3. But in this lesson watch for opportunities to help children think about what happens when:**

- more than one person talks at a time, or
- some people don’t get the chance to speak, or
- people don’t pay attention to the person who is talking. (See the first three Ethics class rules for Kindergarten.)

For example:

If students call out or start talking over each other, get them to stop. Then tell them that you are very interested in what everyone has to say, but that when lots of people talk at once you can’t hear everyone (or anyone). Then ask whether they are interested in what their friends/classmates have to say, and finally, what we could do to make sure we can all hear each other.

If a student is responding to a question, check that the others are attending/listening to him/her. You could ask the children if they can tell when someone is paying attention or listening to them, and if so, how they can tell.

They will probably say they can tell, because when people are paying attention/listening they look at you.... Ask whether the children think it’s important to pay attention when someone is talking.

If one student is dominating the conversation and cutting others out, remind the class that lots of people might want to have a say, and ask students whether they think that everyone should have a turn to talk.

## Lesson 1: Introductory Topic

For this lesson you will need

- Image 1: Mia
- Image 2: Various kinds of food
- Image 3: Various kinds of pets
- 2 x A4 pages with the word 'question' on one and a question mark on the other, to hold up and show class (use large font, in lower case)

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### Introductions and name game

13 minutes

Good morning/afternoon students my name is .... and I'll be your Ethics Teacher this year.

Now I want to find out your names but we are going to start with a poem about an animal, with a very strange name. His name is 'Scroobious Pip'. Can you say that? - Scroobious Pip.

The poem was written a long time ago - over one hundred years ago and there is one word in the poem that we don't use much anymore - the word 'beast'.

👏 Have you heard that word before? There's a famous fairytale called 'Beauty and the Beast'.

Maybe you've heard of it? Or read the story? Put your hand up if you have.

👏 Now put your hand up if you've heard the word 'beast' before. What do you think of when you hear that word?

A long time ago, when the poem was written, people used the word 'beast' to mean 'animal'. They called cats and dogs and pigs and sheep - and all the other animals, 'beasts'. So when you hear that word in the poem, you'll know it doesn't mean a scary monster - beasts are just animals.

I hope you're all listening carefully. Now I'll read the poem.

📖 The Scroobious Pip went out one day

When the grass was green, and the sky was grey.

Then all the beasts in the world came round

When the Scroobious Pip sat down on the ground.

The cat and the dog and the kangaroo

The sheep and the cow and the guinea pig too —

The wolf he howled, *Say this word in a 'howling' voice. Then you could ask the children to make the howling noise together* the horse he neighed *get children to neigh.*

The little pig squeaked *children squeak* and the donkey brayed *children bray*

And when the lion began to roar *children roar.*

There never was heard such a noise before.

And every beast he stood on the tip

Of his toes to look at the Scroobious Pip.

The Scroobious Pip looked all around

And said these words with a rumbling sound - Chippetty Flip; Flippetty Chip-

I'll tell you my name - it's the Scroobious Pip

Can you say that? - Chippetty Flip and now Flippetty Chip.... and then the two together: Chippetty Flip; Flippetty Chip'

And now can you say, 'I'll tell you my name- it's the Scroobious Pip?'

But your name isn't the Scroobious Pip, is it? Can you say it with your name: I'll tell you my name- it's .....

Now say the whole thing: Chippetty Flip; Flippetty Chip I'll tell you my name - it's ....

*Depending on the size of your class, you may want to conduct the next activity as a whole class, or in pairs. Either:*

- *Go around the circle and ask each child to say the lines to the whole class. Continue until everyone (including you) has had a turn, OR*
- *Ask each child to say the lines to the person next to them.*

Now I am going to mark the roll. *You could give out name tags at this point, as you call each name.*

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## Questions and a question game

17 minutes

We're going to start the class with a story. It's really just the beginning of a story - about Mia, and her friend Max. We'll be reading some more of the story next lesson and the lesson after that - until we come to the end. So let's start.

 This is Mia. *Show Image 1* Mia is five. And she is always asking people things. That's because she wants to find things out. Every night she asks her dad, 'Why do I have to go to bed now?' And every day she asks her mum, 'Why do I have to brush my hair?' And she asks her brother, 'What are you playing on the computer?' and 'Can you show me how to play that game?' Mia asks lots and lots of questions.



 Do you know that word - 'question'? *Hold up 'question' sign or write it on the board.* What is a question?

When you ask people things, you are asking questions.

*Draw a big question mark on the board or on a piece of paper and hold it up.*

 Has anyone seen this before? What is it?

When we write a question, we put a question mark at the end.

 Are you a bit like Mia? Do you like asking people things and finding things out? Do you like asking questions? Put your hand up if you do. Thankyou. Hands down.

We'll be thinking about some of your questions later on. But right now, we're going to play a game. It's a question game. I'm going to hold up a card with some pictures on it.

*Show Image 2: Food* Now I'm going to try to ask some questions about the pictures.



Your job is to listen, and decide whether what I say is a question. You'll need to think about whether I am asking you something – then it's a question. But if I am just telling you something, and I'm not looking for an answer, then it is not a question.

Let's try one. Is it a question if I say: 'Why is a carrot orange?' *Model thinking.* Am I trying to find out the answer? Yes, I am. So that was a question.

What if I say: 'Carrots are orange'. Am I still trying to find out the answer? Or am I telling you this time? *Model thinking again.* This time I am telling you something. I don't need an answer. So that wasn't a question.

*Don't worry if they don't understand. It might become clearer as they play the game.*

## Early Stage 1 Topic 1

Here's how the game works. I am going to say some things. And if I ask you a question, I want you to give me a thumbs up *Demonstrate*. Everyone show me a thumbs up. Very good.

If I just tell you something, and it is not a question, you can give me a thumbs down. *Demonstrate*. Everyone give me a thumbs down. Well done.

Now let's try to play our game.

If I say: 'What type of potato is that?', am I asking you a question? Thumbs up or thumbs down. *Give them 5 seconds and then give a thumbs up with them. Use the same process with the following.*

- Do apples grow in very hot countries?
- I can see two eggs.
- How do you make bread?
- Carrots are very good for you.
- I like to put honey on my bread.
- Do you like to put honey on your bread?

Let's try another picture. *Show image 3: Pets*

Would anyone like to try to ask a question about this picture?

*Encourage students to have a go. Give them time to think. If children are restless, say that it's very hard to think when people are wriggling around and being noisy, so everyone needs to be still and quiet.*



*If the student manages to ask a question, ask the class to give them a thumbs up.*

*If they don't ask a question, you can tell them it was a good try, and ask if anyone would like to help.*

*You can prompt by saying: 'Start by saying "Why..." (or 'Who', or 'How' or 'Where' or 'Where' or 'Do').*

*Don't rush this – aim to get at least 5 questions from the class, and keep going if more children want to have a turn.*

*You might provide feedback like: 'Baxter – I love that you asked a question that no one else has asked yet.' or 'Sara – thank you for putting up your hand and sitting so still while you waited for your turn.'*  
*Kindy kids pick up on those comments really quickly and follow suit.*

*If you don't get any volunteers, or it seems beyond them, you could continue playing the game with the following:*

- *There are 4 animals in this picture.*
- *The horse is the biggest one.*
- *What do rabbits eat?*
- *Who has a pet at home?*
- *How big do rabbits get?*
- *I have a cat called Lucy.*
- *If you had to give this horse a name, what would you call him?*

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## End the lesson

In our next lesson, we'll go on reading the story - so that we can find out some more about Mia.

## Lesson 2: Introductory Topic

For this lesson you will need

- Image 1: Mia
- Image 4: Girl talking to the sheep in Baa Baa Black Sheep
- Ethics Class Rules 1-3

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### Introduction

1 minute

Show students the image of Mia. Put your hand up if you can remember who this is.

There's something Mia does all the time. Can you remember what it is? *[She asks questions]* As a prompt, you could draw a question mark on the board



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### Max and Mia

9 minutes

Now I am going to read some more of the story from last lesson. I will read from the beginning so we can remember what we read last lesson too.

 Mia is five. And she is always asking people things. That's because she wants to find things out. Every night she asks her dad, 'Why do I have to go to bed now?' And every day she asks her mum, 'Why do I have to brush my hair?' And she asks her brother, 'What are you playing on the computer?' and 'Can you show me how to play that game?' Mia asks lots and lots of questions.

Yesterday was Saturday, and Mia asked questions all day long. When she got up in the morning the first thing she said was, 'Can I have ice-cream for breakfast - please Mum?'

 What do you think her mum said? *Take three or four responses.*

Let's find out what Mia's mum said when Mia asked.... What did Mia ask? Hands up. Can you say that together: 'Can I have ice cream breakfast for - please mum?'

'No Mia!' her mum said. 'You can't have ice-cream for breakfast!'

 And guess what Mia said then? *Again, take three or four responses - from different children this time, if possible.*

When her mum said, 'You can't have ice-cream for breakfast!' Mia asked another question: 'Why can't I have ice-cream for breakfast?'

 Do you sometimes ask 'Why?' Put your hand up if you do. OK – hands down.

 Who remembers a 'why?' question they have asked? *Take three or four responses.*

 When Mia said, 'Why can't I have ice-cream for breakfast?' What do you think her mum said? *Take a couple of responses.*

Well, the story doesn't tell us what Mia's mum said. Will we ever be able to find out? *Don't take responses. This question is designed to leave children wondering.*

Next lesson we're going to find out what Mia did after breakfast. Here's a clue: Something happens in the garden. And we'll meet her big brother, Oscar.

Now before we go on with Mia's story, we are going to think a bit more about questions.

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**Questions in rhymes**
**10 minutes**

👏 Hands up if you know the nursery rhyme, 'Baa Baa Black Sheep?' Hands down.

👏 Can anyone say the rhyme? Hands up. Have one student say it aloud.

*If children ask, you may need to explain the meanings of 'dame' and 'sir'. The dame is the farmer's wife, and 'sir' is just a polite word to use when you don't know a man's name.*

Let's all say the rhyme together. *Say it with the children.*

👏 In this nursery rhyme, who is talking?

— *If necessary:* Is anyone else talking? *Give children a minute or two to think.*

— Who says to the sheep, 'Baa Baa black sheep, have you any wool?'

*Show Image 4 - Baa Baa black sheep. Choose someone to be the sheep - have him/her get down on all fours - and another to be the person who is talking to the sheep. Then ask the 'person' to begin the rhyme, and the 'sheep' to respond.*



Now we're all going to be the sheep. *Get the chosen person to repeat the question and the whole class to answer together.*

👏 Did ..... ask the sheep a question? What did ..... say?

👏 Did the sheep answer the question? What did the sheep say?

Now I want you to listen to my version. This was the original version. Put your hand up if you hear something different to your version.

📖 Baa, baa, black sheep, Have you any wool? Yes, sir, yes, sir, three bags full:  
 One for the master,  
 One for the dame,  
 But none for the little boy  
 Who lives in the lane.

👏 Why do you think that there was none for the little boy who lived down the lane?

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**Ethics Class Rules**
**10 minutes**

I'd like everyone to think about our ethics classes. We're going to be a bit like Mia - we're going to be asking lots of questions. And we're going to work together to try to answer them.

If we want ethics classes to work well, we will need some rules. *If you have already discussed some of the rules, say: We have already talked about some of the rules. Show the rules you have already discussed, one at a time.*

Why is this rule important? *Look at one rule at a time. Take 3 minutes to discuss each one.*

Rule 1: Only one person speaks at a time;

Rule 2: Pay attention to the person who is speaking; and

Rule 3: Give other people a chance to speak.

## Early Stage 1 Topic 1

At school I know you have school rules to follow. It's important that you follow those rules, as well as our special ethics rules too. That way we will all be able to listen and learn together.

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### End the lesson

Next lesson we will be finding out what Mia did after breakfast, and we'll meet her big brother, Oscar.

## Lesson 3: Introductory Topic

*For this lesson you will need*

- *Cards with the Rules*
- *Image 1: Mia; 5: slug; 6: Oscar; 7: snail; 8: Mia showing snail; 9: Max walking away*

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### Recap the rules

3 minutes

We are going to have a quick quiz to see if you can remember what we did in the last ethics class. I am going to ask some questions, and I want you to stand up if you think the answer is 'Yes', and sit down if you think the answer is 'No'.

In the last ethics class,

- 👏 Did we think about lots of questions?
- 👏 Did we poke out our tongues?
- 👏 Did we sit in a circle?
- 👏 Did we try to answer the questions?
- 👏 Did we yell at each other?
- 👏 Did we do lots of talking?
- 👏 Did we talk one at a time?
- 👏 Did we stand on our heads?
- 👏 Did we try to help each other answer questions?
- 👏 Did we pay attention and listen to one another?
- 👏 Did we take time to think?
- 👏 Did we make believe we were someone else?
- 👏 Did we drink milkshakes?

Now can anyone remember the three rules everyone agreed to last lesson?

*Display the rules again*

I want everyone to remember these rules today.

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### Remember the story

5 minutes

*Show Image 1: Mia*

Who can remember the story from last lesson? I am going to give you a minute of quiet thinking time, so that you can all try to remember as much as you possibly can about the story. What do we look like when we're thinking? Can you show me? Remember this is quiet thinking time. I will be thinking too.



*Model the behaviour you expect from the students. Give them 1 minute.*

I am going to ask some questions to see how much of the story you remember. If we all work together, we might even be able to remember everything that happened.

*If no-one can remember, reread that part of the story.*

- 👏 What was the first thing Mia did when she got up? Can anyone remember? Hands up. *[ask if*

*she could have ice cream]*

*Encourage students to help each other with comments such as: Put your hand up if you agree with X's answer. Does anyone have anything more to say about that? Or anything different?*

*Follow this procedure for the next three questions.*

- 👏 When Mia asked if she could have ice cream for breakfast, what did Mia's mum say?
- 👏 What did Mia say then? Can anyone remember?
- 👏 There's something Mia does all the time. Can you remember what it is?

Do you think we've done a good job of remembering the story? Here's a tricky question, and you might want to think about it for a minute: Did listening to what other people had to say help you remember?' *After a short (30 second) wait time, take responses.*

Last lesson we stopped the story about Mia just after breakfast. Today we're going to see what happened next. And we'll be meeting Oscar. He's Mia's big brother. But we'll start reading from the beginning - then we can check to see how good our remembering was.

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## Max and Mia

22 minutes

📖 Mia is five. *Show image 1 - Mia.* And she is always asking people things. That's because she wants to find things out. Every night she asks her dad, 'Why do I have to go to bed now?' And every day she asks her mum, 'Why do I have to brush my hair? And she asks her brother, 'What are you playing on the computer?' and 'Can you show me how to play that game?' Mia asks lots and lots of questions.



Yesterday was Saturday, and Mia asked questions all day long. When she got up in the morning the first thing she said was, 'Can I have ice-cream for breakfast - please Mum?'

'No Mia!' her mum said. 'You can't have ice-cream for breakfast!'

After breakfast, Mia went out to play in the garden. And look what she found!

*Show Image 5 - a slug.*



'Oscar!' she called out as loudly as she could. 'Look!'

Oscar is Mia's brother. He's eight. Here he is: *Show Image 6 - Oscar.*



'What is it?' Mia asked. 'Is it a snail that's lost its shell?' *Show Image 7 - a snail.*

What has Mia found? What do you think? Is it a snail that has lost its shell? *Take a couple of responses.*



Let's listen to the story to see what Oscar says.

'No', said Oscar. 'It's not a snail that's lost its shell. It's a slug. Slugs are a bit like snails but they don't have shells.'

Mia looked at the creature carefully. It was crawling ve...ry..... slow...ly across the lawn. And then she bent over and picked up a snail that was crawling ever... so.... slow...ly along the path. She watched it as it crawled over the palm of her hand.

Which part of your hand is your palm - the top or the bottom? Hold out your hand, with the palm up. *Demonstrate.* Try to imagine that you have a snail crawling over your hand. What does it feel like?

Now keep your hand out while we read the next part of the story.

'Look', said Mia. She held out her hand so Oscar could see the snail. *Show Image 8 - Mia holding out the snail.* 'If I took off his shell, he'd be just the same as that.... slug thing.'



Now everyone put your hand down.

'No! Don't do that!' Oscar yelled. 'Don't!'

'Why not?' asked Mia. 'I want to see what he looks like without his shell.'

👉 Would it be okay for Mia to take off the snail's shell? What do you think? *Take three or four responses here and ask children for their reasons.* Let's go back to the story.

'If you take off its shell you'll hurt it', Oscar said. 'And I don't think snails can live without their shells. It's like I told you - the thing you found on the lawn is a slug. And slugs don't have shells. But snails do.'

'How come I haven't seen a slug before?' asked Mia

'I don't know', said Oscar. 'Maybe they've all been hiding.'

'Are they hiding from the snails?' Mia asked.

'What do you think?' said Oscar. He sounded cross. 'What a stupid question!' he said. And he walked away.

Mia just stood there, looking down at the ground.

*Show Image 9 - Mia looking despondent, as Oscar walks off.*



By now it was lunchtime, but Mia didn't run inside like she usually did. Instead, she walked in very slowly, and sat down quietly at the table.

👉 Can you think of a reason why the slug(s) might have been hiding?

Now let's read the last bit of the story again.

'How come I haven't seen a slug before?' asked Mia.

'I don't know', said Oscar. 'Maybe they've all been hiding.'

'Are they hiding from the snails?' Mia asked.

'What do you think?' said Oscar. He sounded cross. 'What a stupid question!' he said. And he walked away.

👉 How do you think Mia felt after Oscar walked away? Can you make believe you are Mia?

👉 How do you think you'd feel?

Mia just stood there, looking down at the ground.

By now it was lunchtime, but Mia didn't run inside like she usually did. Instead she walked in very slowly, and sat down quietly at the table.

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### Another rule

In our ethics class, we're going to be like Mia - we're all going to be asking questions.

1. What if you asked a question and someone else in the class said it was a stupid question? How would you feel?
2. And what if you tried to answer a question - just like you have been doing in this lesson - and someone else said your answer was stupid? How would you feel then?

3. Do you think it's okay for us to say things that make other people in the class feel bad?

To stop this from happening, we have another rule: 'No put-downs'. *Display this rule.*

*Check for understanding. You might need to tell the children that when you say something that makes someone feel bad, it's called 'putting someone down'. So 'no put-downs' means you can't say anything that makes someone feel bad.*

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### **End the lesson**

Next lesson we're going to find out what happened after lunch. And we'll meet Max. He's Mia's best friend. But he's different from Mia - you'll see.

## Lesson 4: Introductory Topic

For this lesson you will need

- Images 1; 5 – 9 from previous lesson
- Image 10 Max
- Image 11 Isabel
- Image 12 Max and Isabel in class
- Image 13 Daytime moon.
- A5 pieces of paper (one per student)
- Textas or pencils – sufficient for all students

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### Remember last lesson

5 minutes

Do you remember the story about Mia from last lesson? Let's see if you can answer my questions.

- 👉 After breakfast, Mia found something in the garden. Can you remember what it was? *Show image 5 - slug.* 
- 👉 Can you remember what Mia thought it was? *Show image 7 – snail* 
- 👉 Someone else was in the garden with Mia. Who was it? Can you remember his name? *Show image 6 – Oscar* 
- 👉 What did Mia want to do to the snail? *Show image 8 – Mia holding snail* 
- 👉 Why did Mia want to take off the snail's shell?
- 👉 Did Oscar think it was a good idea for her to take off the snail's shell? Or did he think it was a bad idea?
- 👉 Why did Oscar think it was a bad idea?
- 👉 What do you think? Do you agree with Oscar or not?
- 👉 Mia asked Oscar 'How come I haven't seen a slug before?' What did Oscar say? What did he think the slugs might have been doing?
- 👉 Mia thought that the slugs might have been hiding from the snails. What did Oscar think of her idea? What did Oscar say? *[What a stupid question!]*
- 👉 Can you remember how that made Mia feel?
- 👉 At lunchtime, Mia didn't run inside like she usually did. Instead she walked in very slowly, and sat down quietly at the table. Can you remember why that was?

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### Mia and Max

25 minutes

We are now going back to the story and see how well we remembered it, and then we'll hear about what happened after lunch, and we'll meet Max - Mia's best friend.

- 📖 After breakfast, Mia went out to play in the garden. And look what she found! *Show Image 5 - slug.* 

'Oscar!' she called out as loudly as she could. 'Look!'

Oscar is Mia's brother. He's eight. Here he is: *Show Image 6 - Oscar.*



'What is it?' Mia asked. 'Is it a snail that's lost its shell?'

*Show Image 7 - snail.*

'No', said Oscar. 'It's not a snail that's lost its shell. It's a slug. Slugs are a bit like snails but they don't have shells.'

Mia looked at the creature carefully. It was crawling ve...ry..... slow...ly across the lawn. And then she bent over and picked up a snail that was crawling ever... so.... slow...ly along the path. She watched it as it crawled over the palm of her hand. *Demonstrate.*

'Look', said Mia. She held out her hand so Oscar could see the snail.

*Show Image 8 - Mia holding out the snail.*



'If I took off his shell, he'd be just the same as that..... slug thing.'

'No! Don't do that!' Oscar yelled. 'Don't!'

'Why not?' asked Mia. 'I want to see what he looks like without his shell.'

'If you take off its shell you'll hurt it', Oscar said. 'And I don't think snails can live without their shells. It's like I told you - the thing you found on the lawn is a slug. And slugs don't have shells. But snails do.'

'How come I haven't seen a slug before?' asked Mia.

'I don't know', said Oscar. 'Maybe they've all been hiding.'

'Are they hiding from the snails?' Mia asked.

'What do you think?' said Oscar. He sounded cross. 'What a stupid question!' he said. And he walked away.

Mia just stood there, looking down at the ground.

*Show Image 9 - Mia looking despondent as Oscar walks off.*



By now it was lunchtime, but Mia didn't run inside like she usually did. Instead, she walked in very slowly, and sat down quietly at the table.

The first thing that happened after lunch was that Mia's dad came home. As soon as she heard the door open, Mia raced up the hallway.

'Dad, can you take us to the park?' she said. And when her dad said 'Okay, sure', Mia said, 'Can Max come with us?'

Max is Mia's best friend. Here he is. *Show Image 10 - Max.*



\* Max and Mia are in the same class at school. Mia has another friend too - her name is Isabel. Here she is. *Show Image 11 - Isabel.*



Isabel is Mia's other best friend- equal to Max. Max and Isabel sit next to each other in class. *Show Image 12 - Max sitting next to Isabel.*



👉 Are Mia and Max in the same class? How do you know? *Re-read the last four lines – from \* - if necessary*

👉 Are Max and Isabel in the same class? How do you know?

👉 So Mia is in the same class as Max, and Max is in the same class as Isabel. Does that mean that Mia is in the same class as Isabel? Or do you think she might be in a different class?

We'll be hearing about Isabel later. But now, we're going to find out some more about Max.

Max is a bit different from Mia. For one thing, he doesn't ask as many questions. Actually, that's

not quite right.

Mia asks her questions out loud. But Max asks his questions in his head. When their class is in the library choosing books to take home, Mia always asks Max, 'What book should I choose?' Yesterday, she said, 'Max, what do you think? Should I get "Mr McGee and the Perfect Nest" or "Don't let the Pigeon Drive the Bus?"'

Max asks the same questions - but he doesn't ask Mia - or anyone else. He asks himself - not out loud, but in his head. 'What book should I choose?' he thinks to himself. 'Should I choose "Share Said the Rooster" or "The Pigeon Needs a Bath?"'

👏 Do you sometimes ask questions in your head? Take a minute or two to think about it. See if you can remember a time when you've asked a question in your head. I'm going to have a think too. *Now model thinking behaviour as before. Give students 30 seconds of thinking time.*

👏 Have you had enough thinking time, or do you need a bit longer?

👏 What do you think? Hands up if you sometimes ask questions in your head.

*If no-one responds:* I think I do ask questions in my head. I remember that this morning, after I got out of bed, I asked myself, 'What should I have for breakfast- toast or muesli?' And then I asked myself, 'What sort of sandwich shall I make to put in my lunchbox- cheese or ham?' So I think I do sometimes ask questions in my head.

👏 What about you? Do you ever do that? Do you ask yourself questions in your head? *Take several responses.*

So now you know a bit about Max. And right now, Max is at the park with Mia and Oscar.

And Mia is looking up at the sky. 'Hey Oscar!' she says, pointing upwards. What's that?

Oscar looks up. Max does too. This is what they see: *Show Image 13 - daytime moon.*



👏 Hands up if you know what it is?

'What do you think it is?' says Oscar. 'It's the moon. What else could it be?'

'How come the moon's out in the daytime?' Mia asks. 'And why isn't it bright, like it is at night?'

Oscar says, 'I don't know. But I've seen it in the day lots of times, and it's never bright. That's just the way it is.'

👏 Have you ever looked up at the sky at night? What did you see?

👏 What did the moon look like? Can you draw it?

*Distribute small pieces of (A5) paper and textas or pencils.*

I want you to draw the moon on your piece of paper. Work on your knees with your chair as a table. Colour it in, and you can draw some stars in too, if you like. *Allow 3 minutes for this, and then ask children to hold up their pictures so that everyone can see them.* They all have different shapes. X, you have drawn a round moon, and Y, yours is shaped like a banana - why is that?

👏 Does the moon change its shape?

👏 How can it do that?

👏 If the moon doesn't change its shape, what shape is it really?

👏 Could it be that it keeps the same shape, but looks to us as though it changes shape? (If so...) How does that happen? *Indicate that you are puzzled by the questions too. Don't try to provide/dredge up an answer. Simply leave students puzzling.*

👏 What about the colour of the moon? What colour have you made it?

👏 Put your hand up if you've ever seen the moon in the day-time. What colour was it? Can you remember? Was it like the photo?

## Early Stage 1 Topic 1

- 👉 Is the day-time moon not as bright as the night-time moon? Why is that?
- 👉 Mia wants to find out why the day-time moon is not as bright as the night-time moon. Why do you think she wants to find that out?

Max is looking up at the sky too. But he's not thinking about the moon. He's thinking about the stars. He thinks to himself, 'We can see the moon, but where are the stars? Why don't we ever see the stars in the daytime? That's what I want to know.'

But he doesn't say his question out loud.

- 👉 Have you ever seen the stars in the sky at night? What about in the day-time? Why is that, do you think?

*If children say that it's light during the day when the sun is out, you should ask: 'But can't we see better when it's light?' Don't try to provide/dredge up an answer this question. What's important here is to indicate that you are puzzled by it, and to encourage the children to see it as a puzzle too.*

- 👉 Why do you think Max doesn't ask his question out loud?

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### End the lesson

Next lesson we'll be finding out some more about Max and about a new, really important question that Max is asking himself.

~~~END OF TOPIC~~~

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