

## Are you the same person you used to be?

by Dr Sue Knight

### Topic objectives

This topic aims to encourage students to think for themselves about this question: What makes me one and the same as the person I used to be? More fully, what makes (say) 7 year old Jack, who is 130cms tall and can run, play sport, read and so on, one and the same person he was at 10 months old, when he was unable even to walk or talk?

More specifically this topic aims to encourage students to think for themselves about the role played by

- bodily continuity and
- memory

in making me the same person I used to be.

### Background to the topic for teachers

Ethics can be taken to be the study of what it is to lead a good life. Many philosophers have argued that we can break that study into two parts. The first is an examination of the question, 'How should we treat others?' The second is more personal. Each of us has certain attributes, capacities, and beliefs; each of us values certain things - money, perhaps, appearance, music, knowledge, fame, the natural world..., and is involved in various projects. Together, these things *make you who you are*; they constitute your *personal identity*. For practical purposes, we can think of our identities as what makes each of us unique, and different from others.

The majority of philosophers (but not all of them) have argued that it is of overriding importance for us to *actively create* or *freely choose* our identities, within the constraints imposed by biology, history and social circumstances. In fact some writers (e.g. John Stuart Mill) took the value of freedom (or liberty) to derive, at least in part, from the fact that it allows us to make our own lives; to choose and create our own identities.

Many of the topics in the Primary Ethics curriculum are concerned - directly or indirectly - with questions about personal identity. How are we to decide what things are of most value? Is it important to develop the attributes and capacities we have? Does each of us have a duty to reflect rationally on the question, 'What sort of person should I strive to be?' And 'What tools do we need in order to do so?'

In this topic we raise a different but related question about personal identity. If my identity is forged over time, and reflects my experience and my personal development - even transformation - then questions arise whether or not I am one and the same person I used to be, and whether I might be a different person in the future.

These issues are set out clearly by Stephen Law in his book 'The Philosophy Gym':

I was leafing through an old photograph album the other day. As I flicked through the photos, I saw pictures of myself at different stages of my life. There I was at graduation, in my first school uniform and in my cot. I was struck by how much I have changed over the years, both physically and psychologically. My body has become much bigger, for example, and my store of memories has massively increased. And yet it was still myself that I saw in each photo, despite all these changes. [In other words, these are photos of one and the same person, not of three different people. There is just one person, not three.] What was it, I wondered, about each of the people I saw in the photographs that *made them* all me? What connected all these individuals together

Stage 1 (even year) Topic 3

as a single person? What’s essential so far as being *me* is concerned? (Italics in the original)<sup>1</sup>

As Michael Fox points out,

Historically there has been a vigorous debate between those who argue that personal identity is established by *physical* continuity and those who opt instead for *psychological* continuity. According to the first of these views, I am the same person today that I was as a child or teenager because I have the same body, or at any rate a body that has merely changed incrementally over time. The second camp contends that it is personality traits and dispositions.... [or more particularly] one’s experiences, beliefs, memories, attitudes, desires, thoughts, dreams, and the like - whether these prove to be physical or non-physical in nature... that carry my identity forward in time. <sup>2</sup>

In this topic we invite children to begin to think for themselves about these two accounts of what constitutes a person’s identity over time.

### Topic Structure and Resources

Aim of lesson	Resources
<p><b>Lesson 1: Introduction to the topic</b></p> <p>The aim of this lesson is for students to begin to question whether physical changes to the body affect who we are.</p>	<ul style="list-style-type: none"><li>• Image 1- caterpillar</li><li>• Image 2 - cocoon</li><li>• Image 3 – exiting cocoon</li><li>• Image 4 - butterfly</li><li>• A4 pieces of paper (one per student)</li><li>• Coloured pencils/textas</li></ul>
<p><b>Lesson 2: When your body changes are you still you?</b></p> <p>Students explore the role that bodily continuity plays in defining who we are.</p>	<ul style="list-style-type: none"><li>• Images 5-10 – Gus and Jack</li></ul>
<p><b>Lesson 3: If you were to lose your memory would you still be you?</b></p> <p>The aim of this lesson is for students to think about the role that memory plays in making us who we are.</p>	<ul style="list-style-type: none"><li>• Image 11- Grandpa Jack’s birthday</li><li>• Image 12 - crab</li><li>• Image 13 – hermit crab</li></ul>

## References and Additional Information

Lesson 1	<p>As a matter of interest, a study has found that moths retain memories from caterpillar-hood.<sup>3</sup></p> <p>It's also worth noting that there is some research to show that, from a quite early stage, children have a sense of the 'essence' of an animal (creature) and that they believe that this persists over time / phases of existence.<sup>4</sup></p> <p>In addition, at the physical level (molecular or in terms of DNA) there is continuity between a caterpillar and the butterfly it becomes.</p> <p>Image 1 <a href="http://en.wikipedia.org/wiki/File:Nymphalidae_-_Danaus_plexippus_Caterpillar.JPG">http://en.wikipedia.org/wiki/File:Nymphalidae_-_Danaus_plexippus_Caterpillar.JPG</a> (This file is licensed under the <a href="#">Creative Commons Attribution-Share Alike 3.0 Unported</a> license.)</p> <p>Image 2 <a href="http://en.wikipedia.org/wiki/File:Nymphalidae_-_Danaus_plexippus_Chrysalis.JPG">http://en.wikipedia.org/wiki/File:Nymphalidae_-_Danaus_plexippus_Chrysalis.JPG</a> (This file is licensed under the <a href="#">Creative Commons Attribution-Share Alike 3.0 Unported</a> license.)</p> <p>Image 3 <a href="http://en.wikipedia.org/wiki/File:Monarch_Butterfly_(Danaus_plexippus)_Chrysalis.jpg">http://en.wikipedia.org/wiki/File:Monarch_Butterfly_(Danaus_plexippus)_Chrysalis.jpg</a> (This file is licensed under the <a href="#">Creative Commons Attribution 2.0 Generic</a> license.)</p> <p>Image 4 <a href="http://commons.wikimedia.org/wiki/File:Male_monarch_butterfly.JPG">http://commons.wikimedia.org/wiki/File:Male_monarch_butterfly.JPG</a></p> <p>This file is licensed under the <a href="#">Creative Commons Attribution-Share Alike 3.0 Unported</a> license.</p>
Lesson 3	<p>Dr. Seuss (Theodore Geisel), "Too Many Daves" from <i>The Sneetches and Other Stories</i> (New York: Random House, 1961). Poem available online at <a href="http://www.poetryfoundation.org/poem/171612">http://www.poetryfoundation.org/poem/171612</a></p> <p>Image 12 <a href="http://commons.wikimedia.org/wiki/File:Hemigrapsus_sexdentatus_common_shore_crab_in_Aotea_Harbour_April_2013.jpg">http://commons.wikimedia.org/wiki/File:Hemigrapsus_sexdentatus_common_shore_crab_in_Aotea_Harbour_April_2013.jpg</a> This file is licensed under the <a href="#">Creative Commons Attribution-Share Alike 3.0 Unported</a> license.</p> <p>Image 13 <a href="http://upload.wikimedia.org/wikipedia/commons/thumb/0/0b/Hermit_Crab_%288016030028%29.jpg/1280px-Hermit_Crab_%288016030028%29.jpg">http://upload.wikimedia.org/wikipedia/commons/thumb/0/0b/Hermit_Crab_%288016030028%29.jpg/1280px-Hermit_Crab_%288016030028%29.jpg</a> This file is licensed under the <a href="#">Creative Commons Attribution 2.0 Generic</a> license.</p>

### Notes

<sup>1</sup> Stephen Law (2004) *The Philosophy Gym, 25 short adventures in thinking*, illustrated by Daniel Postgate (Headline Book Publishing, London, p.241

<sup>2</sup> Michael Allen Fox 'A new look at personal identity' (Philosophy Now, Issue 62, Sept/Oct 2013), available online, [http://philosophynow.org/issues/62/A\\_New\\_Look\\_At\\_Personal\\_Identity](http://philosophynow.org/issues/62/A_New_Look_At_Personal_Identity)

<sup>3</sup> Douglas J. Blackiston, Elena Silva Casey, Martha R. Weiss Retention of Memory through Metamorphosis: Can a Moth Remember What It Learned As a Caterpillar?

<http://www.plosone.org/article/fetchArticle.action?articleURI=info:doi/10.1371/journal.pone.0001736>

<sup>4</sup> Gelman 2004, Psychological essentialism in children. *Trends in Cognitive Sciences*, 8, 404–409

## Lesson 1: Introduction to the topic

For this lesson you will need

- Images 1-4
- A4 pieces of paper (one per student)
- Coloured pencils/textas (sufficient for all students)

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### Start with a story: Harry and Harley

25 minutes

We are going to start the lesson with a story about Harry and Harley.

 Harry and Harley are friends. They hatched from their eggs at exactly the same time, on exactly the same day, on exactly the same leaf, on the very same cotton bush.

 Can you guess what sort of creatures Harry and Harley are? *Take two or three responses.*

Right now they're doing what they always do - munching cotton-bush leaves in the sun.

 (If necessary): Now can you guess what sort of creatures they are?

 Who has seen a caterpillar? (Hands up.) Where did you see it? What did it look like?

 Who thinks they can draw a caterpillar? Here's some paper - see how you go. You have 3 minutes. *Once time is up, ask students to hold their drawings up, so that everyone can see them.*

Harry and Harley are both very big and very fat. They weren't always like this. When Harry was born, he was so small that Harley couldn't even see him. And Harry couldn't see Harley either. But they were both so good at eating that they grew very quickly. And then they got to know each other. They grew so quickly that their skins got too tight - and burst! And then they grew new ones. That was when they got to know each other.

Now Harry is so full of leaves that he thinks his skin might burst. Again! Here's a photo of Harry. *Show Image 1.* Harley thinks his skin is too tight as well.



'I can't eat any more', says Harry.

'Nor can I', says Harley. 'And I'm so tired. I'm going to find a safe place to sleep.'

'Me too', says Harry.

And so the two caterpillars crawled off together and as they crawled, they heard a crackling, popping noise.

'Listen', says Harley, 'that's my skin. It's bursting - it's falling off'.

'Mine is too', says Harry, 'I'm losing my skin! And it doesn't even hurt.'

And then they did something they'd never done before- they began to make...

 What do you think they're going to make?

...their cocoons.

 What do you think happened then?

Then they hook onto a branch and hang upside down - and they fall asleep. Here's Harry in his cocoon. *Show Image 2.*



Harry sleeps for a long time, and when at last he wakes up, he doesn't know where he is. And everything is dark. 'It must be night time', he thinks. He can feel something sticky wrapping around him and he wriggles and struggles until he bursts free, into the sunlight.

 Do you think Harry looks the same now as he did before he went to sleep in his cocoon?

- 👉 Can you try and draw Harry, the way you think he looks now? *Allow 3 minutes for children to draw Harry as he is when he emerges from the cocoon.*

Here is a photo of Harry struggling out of his cocoon. *Show Image 3.*



Harry looks around him - and then he remembers. 'Where's Harley?' he asks himself. But he can't see Harley anywhere. 'I must go and find him', he thinks.

- 👉 Do you think Harry will find Harley? Why do you think that?

But something is wrong. Harry can't seem to move. So he stretches himself out in the warm sun and at last he is able to pull himself up to sit on the branch. Everything looks so bright. For the first time in his life, Harry can see colours. And there, on the very same branch, is a very strange creature.

- 👉 What do you think the creature looks like? What makes you think that?

'Hello', says Harry, timidly. 'I'm looking for my friend. We went to sleep and now he's gone. Have you seen him?'

The creature looks puzzled.

'He looks just like me'. Harry added.

The creature shakes its head. 'I'm looking for my friend too', it says. 'His name is Harry'.

'But...but, who are you?' Harry says.

'My name is Harley', says the strange creature.

'But you can't be Harley', says Harry. 'You've got wings like a bird - and you're bright orange all over and...you look completely different from Harley'.

- 👉 Is Harry right? Do you think the strange creature looks completely different from Harley? What make you think that?

'Well, who are you?' Harley asks.

'I'm Harry - and if you really were Harley, you'd know that.'

'How can you be Harry?' Harley asks. 'You've got wings too, and they're stripey - but they're not the same as Harry's stripes.'

*Use your procedural questioning skills to facilitate a discussion around the following numbered questions.*

1. Harry says that the strange creature looks completely different from Harley. Does that mean it's not Harley?

'And there's something else', Harley says. 'You're not eating. And Harry is always eating.'

'So is Harley,' Harry says sadly. Harry doesn't know what to think. 'Maybe I've turned into someone else', he says to himself. 'And maybe Harley has too.'

2. Harry isn't eating- and he used to eat all the time. Does that mean he's changed into someone else? What about Harley?

While Harry is thinking, Harley stretches out his wings - and suddenly he's flying away, up into the sky!

And with that thought, he flexes his own wings and feels himself (whoever he is) rising higher and higher into the air. Far ahead, on the ground, he can see a bright patch of pink. He flies

towards it and lands softly on a small bush that is covered with little pink flowers. But he doesn't eat the leaves. Instead, he drinks the sugary nectar from the middle of the flowers.



And he no longer feels sad. Here he is: *Show Image 4.*

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### Harry and Harley discussion



5 minutes

1. Do you think Harry has turned into someone else? What makes you think that? Conduct this as a think, pair, share activity.

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### End the lesson

Do you think you could ever turn into someone else? This is what you'll all be thinking about in our next lesson.

## Lesson 2: Are you the same person you used to be?

For this lesson you will need

- Images 5 – 10

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### Remember last lesson

1 minute

- 👉 Can you remember what we were talking about in our last lesson?
- 👉 Can anyone remember the very last question I asked - the one we are going to be thinking about today? Do you think you could ever turn into someone else?

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### Discussion plan- part 1

10 minutes

Here are some photos. They're photos of two different children. This boy's name is Jack. *Show Image 5.*

And this boy is called Gus *Show Image 6.* They are both about the same age - about two years old.



- 👉 Can you tell the difference between them? How?
- 👉 What are they doing?

Here are two more photos. *Show Images 7 & 8.*



- 👉 Have you seen these children before?
- 👉 Which one is Gus, and which one is Jack? [#7 is Jack]
- 👉 If you think you know, explain how you worked it out.
- 👉 If you don't know, how can that be? Are Gus and Jack a bit like Harley and Harry?
- 👉 What's Gus doing? ... What is Jack doing? ... Do you think Jack could have done that when he was two?

And here are two more photos. *Show Images 9 & 10.*



- 👉 These boys are in Year 6. Who do you think the boys are?
- 👉 Can you tell which one is Gus, and which one is Jack?
- 👉 If so, how can you tell? If not, why can't you?
- 👉 In these photos, the boys are in Year 6. They're about 11 years old. Does anyone have an older brother or sister or cousin? Do they play with play dough? Do you think Gus would still play with play dough, now that he's 11?
- 👉 Now look at the first pair of photos again. How have the boys changed?
- 👉 What about Harry? What sort of creature was he when he was little? What did he change into when he grew up?
- 👉 Can you remember what happened when Harry crawled out of his cocoon?

*After the children have responded, re-read this part of the story:*

📖 For the first time in his life, Harry can see colours. And there, on the very same branch, is a very strange creature.

'Hello', says Harry, timidly. 'I'm looking for my friend. We went to sleep and now he's gone.'

Have you seen him?’

The creature looks puzzled.

‘He looks just like me’. Harry added.

The creature shakes its head. ‘I’m looking for my friend too’, it says. ‘His name is Harry’.

‘But...but, who are you?’ Harry says.

‘My name is Harley’, says the strange creature.

‘But you can’t be Harley’, says Harry. ‘You’ve got wings like a bird - and you’re bright orange all over and...you look completely different from Harley’.

‘Well, who are you?’ Harley asks.

‘I’m Harry - and if you really were Harley, you’d know that.’

‘How can you be Harry?’ Harley asks. ‘You’ve got wings too, and they’re stripey - but they’re not the same as Harry’s stripes.’

‘And there’s something else’, Harley says. ‘You’re not eating. And Harry is always eating.’ ‘So is Harley’, Harry says sadly.

Harry doesn’t know what to think. ‘Maybe I’ve turned into someone else’, he says to himself. ‘And maybe Harley has too.’

*Use your procedural questions to facilitate a discussion around the following question. Remember to ask for reasons.*

1. Harry thinks he might have turned into someone else. Do you think that Jack might have turned into someone else too? Or is he still the same person he was when he was two years old? What about Gus?

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### Discussion plan- part 2

10 minutes

What about you? Have you seen photos of yourself when you were little? Do you look different now? Do you do different things? Do you eat different things?

I want you to think for a minute, and try to come up with one way you have changed since you were little. Turn to the person next you and tell them what you thought of. *Once students have shared their ideas with the person next to them, ask for a few volunteers to share their ideas with the whole group. Take four or five responses.*

1. Do you think you’re still the same person you were then?
2. Do you think Harry might have stayed the same person even though his body changed a lot, and he did different things once he came out of his cocoon? What about Harley?

Who has lost some of their baby teeth? (Hands up.) Does anyone know how many baby teeth there are? There are actually 20. In a few years you will have lost all your baby teeth and will have grown new ones.

 What about Harry the caterpillar? What part of him did he lose?

*After children have had a chance to respond, re-read the relevant section of the story*

 Harry is so full of leaves that he thinks his skin might burst.

Harley thinks his skin is too tight as well.

‘I can’t eat any more’, says Harry.

‘Nor can I’, says Harley. ‘And I’m so tired. I’m going to find a safe place to sleep.’

'Me too', says Harry.

And so the two caterpillars crawled off together and as they crawled, they heard crackling, popping noise.

'Listen', says Harley - 'that's my skin. It's bursting! It's falling off'.

'Mine is too', says Harry. 'I'm losing my skin! And it doesn't even hurt.'

 What did Harry do next?

 And when he woke up, he had turned into?

*Use your procedural questions to facilitate a discussion around the following question. Remember to ask for reasons.*

3. In a few years you will have lost all your baby teeth, and will have grown new ones. When you lose all your baby teeth, will you turn into someone different? Or will you still be you?

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### A new scenario

9 minutes

Now we're going to think about one more change - a change that could happen to us. This time you will have to use your imaginations.

Imagine you live in a world where, every five years, people change their names. When you are born, your parents give you a name. And then on your fifth birthday, it's time for a new name. And you must choose it yourself. Imagine that today is your fifth birthday.

 What name will you choose? It has to be different from the one you have now. *Ask three or four students to share their choices with the class. After each response, ask the student why s/he chose that name.*

 Imagine that from now on everyone calls you by your new name. No one ever calls you by your old name again. Are you still the same person you used to be? Or are you a different person now? *Give students a minute to discuss the question with the person next to them, and again ask four or five students to share their ideas with the class. Make sure you ask them why they have come up with the answers they have.*

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### End the lesson

In our next lesson, we will be thinking about memories and what it would be like if we lost our memories.

## Lesson 3: If you were to lose your memory would you still be you?

For this lesson you will need

- Images 11, 12 & 13

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### Memory Game – What can you remember?

10 minutes

Today we are all going to be thinking about memories, and what it would be like if we lost our memories.

We are going to start with a memory game.

I will read out a question that starts with ‘Can you remember...’ it might be ‘Can you remember the name of the teacher you had in Kindergarten?’ I will give everyone time to think, and then I will choose someone to answer the question. I will choose a different person to answer each question. If you don’t get a chance to answer one, don’t worry – there are lots of other questions for us to think about and answer in the rest of the lesson. Don’t just work your way around the circle. You may not have time for all the questions. *Don’t try to rush through them, just do what you can in the timeframe, and then move on to the story.*

- 👏 Can you remember what you did yesterday? *Follow up with:* What did you do?
- 👏 Can you remember what you had for dinner last Saturday? *Follow up with:* What was it? Did you like it?
- 👏 Can you remember what you did at recess last (whatever day Ethics is)? *Follow up with:* What did you do? Was it fun?
- 👏 Can you remember what your favourite book was when you were five? *Follow up with:* What was it? What did you like about it?
- 👏 Can you remember what games you liked to play before you started school? *Follow up with:* What were they? Did you play them on your own? Or with someone else?
- 👏 Can you remember what your favourite TV show was when you were three? *Follow up with:* What was it? What did you like about it?
- 👏 Can you remember your first day at school? *Follow up with:* What do you remember? Can you remember how you felt?
- 👏 Can you remember a time when your mum or dad got cross with you? *Follow up with:* How did it make you feel? How does it make you feel now, while you are remembering it?
- 👏 Can you remember a time when you did something that made your mum or dad really happy? *Follow up with:* What did you do? How did you feel afterwards?
- 👏 Can you remember a time when you did something - or made something - that you were really proud of? *Follow up with:* What was it? How does thinking about it make you feel?
- 👏 Can you remember a time when you had to do something you didn’t want to do? *Follow up with:* What was it you had to do, and why didn’t you want to do it? How did you feel afterwards?
- 👏 Can you remember a time when you felt really happy? *Follow up with:* What were you doing/what was happening? How does thinking about it make you feel?
- 👏 Can you remember a time when you felt sad? *Follow up with:* When you remember this time,

how does it make you feel?

- 👉 Can you remember a time when you were mean to someone else? *Follow up with:* When you remember this, how does it make you feel?
- 👉 Can you remember a time when someone was mean to you? *Follow up with:* When you remember this, how does it make you feel?
- 👉 Can you remember a time when you did something to help one of your friends? *Follow up with:* What did you do? How did you feel afterwards?

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## Gus and Grandpa Jack

20 minutes

Now it's time for you to use your imagination. Try to imagine what it would be like if you couldn't remember any of the things we've been talking about. Take a moment to think, and then talk about it with the person next to you.

Is there anyone who couldn't imagine what it would be like without these memories? (It is difficult.) How many people could imagine what it would be like not to have these memories? *Take two or three responses.*

I am going to read a story about someone who lost most of his memories. You will need to listen very carefully, because I will be asking some tricky questions as we go.

📖 Gus' grandpa is very old. His name is Jack. But everyone calls him 'Grandpa Jack'- that's because Gus's brother is called Jack too.

- 👉 Would it be confusing to have two people in the family with exactly the same name? What might happen?
- 👉 Do you know the Dr Seuss poem, 'Too many Daves'?

This is how it starts:

📖 Did I ever tell you that Mrs. McCave  
Had twenty-three sons and she named them all Dave?  
Well, she did. And that wasn't a smart thing to do.  
You see, when she wants one and calls out, "Yoo-Hoo!  
Come into the house, Dave!"...

- 👉 What do you think happens? *Take a couple of responses*

You see, when she wants one and calls out, "Yoo-Hoo!  
Come into the house, Dave!"...she doesn't get one.  
All twenty-three Daves of hers come on the run!

So Gus's grandpa is called 'Grandpa Jack'. Here is a picture of him on his birthday. Gus is in the photo too. *Show Image 11.*

Grandpa Jack was kind to everyone, and always cheerful. And he was very patient. Gus and Jack loved spending time with him.



When Gus was little - before he started school - every week Grandpa Jack would take him and Jack to the beach.

Grandpa Jack loved the beach. He knew all about the tides. He said that the moon pulled the water out from the beach - and then pulled it back in again. Gus didn't really believe it - and Jack was too little to understand.

👉 Do you know anything about the tides? Do you think Grandpa Jack was right? How could the moon pull the water out - or in?

Gus and Jack liked the beach best when the tide was out. Then they could clamber over the rocks and explore the pools of water left behind by the tide. Grandpa Jack said that lots of different creatures made their homes in the rock pools. He would bend over the pool and, very carefully, lift up the corner of a rock.

'Look', he would say softly, and Jack and Gus would see tiny crabs scampering about on the sand. And then, very gently, their grandpa would put the rock back - exactly where it had been before.

*Show Image 12.*

👉 Why do you think Grandpa Jack put the rock back in exactly the same place it had been before?



'You have to be very careful', Grandpa Jack said, 'to put the rock back just where it was before - it's the crabs' home. Think how we would feel if a giant came and picked up our house, and then just tossed it away.'

'But we're not giants, Grandpa Jack', Gus said.

'Well, we look like giants to the crabs', said his grandpa.

They found other kinds of crabs too - and these crabs didn't live under rocks. They lived in shells, like the shells Gus and Jack used to find on the sand.

'These are called Hermit crabs', Grandpa Jack told them, 'and as they grow bigger, they have to find bigger and bigger shells to shelter in.' *Show Image 13.*



Gus and Jack loved their days at the beach with Grandpa Jack. They still remember them and talk about them sometimes.

Grandpa Jack loved those days too. But now, years later, when he is very old, he can't remember them. He can't even remember what Gus's name is - or Jack's either. He can't remember where he went to school, or where he used to work. He can't remember what books he liked to read or what TV shows he liked to watch. But he is still cheerful and kind. And he is still very patient.

*Use your procedural questions to facilitate a discussion around the following question. Remember to ask for reasons.*

1. Grandpa Jack has lost most of his memories. Do you think he is still the same person he was when he used to take Gus and Jack to the beach?
2. If you lost most of your memories tomorrow, do you think you would still be the same person you are today?
3. Harry's body changed a lot as he grew up. So did Harley's. But after they became butterflies, Harley still remembered Harry, and still cared about him. And Harry still remembered Harley, and cared about him. Do you think Harry turned into someone else? Or do you think he was still the same Harry as he was as a caterpillar? What about Harley?

**End the lesson**

There's a lot to think about. You might want to go home and keep talking about your ideas with your family and friends.

~~~END OF TOPIC~~~

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