

<b>Lesson Plan: Olive</b> Old and Young	
<b>Q</b> uestion	What is old and what is young?
<b>U</b> nderstanding	<p>In our story we heard about the great old tree Omeed and the tiny young seed Little Olive. I want us to explore what 'old' and 'young' mean <b>(Thinking Move: Keyword)</b> Remember this is a philosophy for children lesson so let's just go over our 4Cs first.</p> <p>Caring – Good listening. Telling children they had a good idea.</p> <p>Critical – using their own experiences. Thinking about what they know.</p> <p>Creative – Thinking of new ways to look at things</p> <p>Collaborative – Building on someone else's ideas – particularly another child's ideas.</p>
<b>E</b> xploring	<p>We are going to vote on whether Omeed the tree was old or young.</p> <p>Go to one side of the room if you think 'old' and the other if you think 'young' <b>(Thinking Move: Maintain)</b></p> <p>Now let's vote about Little Olive. Old or young?</p> <p>One final vote. Are YOU old or young? Vote with your feet by going to the Young/Old side of the classroom.</p> <p>Let's sit down to explore a bit more. I want to know ...what does the word 'old' mean? <b>(Thinking move: Headline)</b></p> <p>Encourage the children to give descriptions or examples. <b>(Thinking Moves: Respond and eXemplify)</b></p> <p>Once you have come to a natural end to the conversation explore what 'young' means.</p> <p>Using everything discussed come up with a definition for each word to refer back to later in the session if necessary <b>(Thinking Move: Formulate)</b></p>
<b>S</b> haring	<p>I have some photographs here and I would like you to help me decide whether these things are old or new. I want you to give me reasons why you have decided something is old or new <b>(Thinking Moves: Infer and Justify)</b>. You can tell me things that you have learnt from your own life <b>(Thinking Move: Back)</b> or new ideas. Listen to your friend's ideas too. It is ok to change your mind once you have listened to other children <b>(Thinking Move: Yield)</b></p> <p>Go through the attached pictures and get children to put them in the category of old or young. <b>(Thinking Move: Weigh Up and Group)</b> You can do this by using two hula hoops – one for each category. If you come across an object which the class can't agree on and a vote does not settle it then you have the flexibility to be able to cross the hoops to make a middle section for 'not old or young' or could put them on the outside of the hoops to discuss at a different time or later in the session.</p> <p>You could help the children to decide whether something is old or young by testing it against the definitions you came up with at the start of the session <b>(Thinking Move: Test)</b> Do the group now want to redefine 'old' and 'young' using what has been discussed? <b>(Thinking Move: Vary)</b></p> <p>To extend this within this or a later session you could use a skipping rope to make a concept continuum from 'oldest' to youngest' <b>(Thinking Move: Order)</b></p>
<b>T</b> hanks	<p>Thank everyone for their input with specific reference to the 4Cs or Thinking Moves.</p> <p>Give particular mention to anyone who strongly demonstrated a Thinking Move or anyone who came up with a good definition for what 'old' or 'young' means to them.</p>
<b>S</b> kills and <b>C</b> oncepts	<p><b>Concepts:</b> Old, young, oldest, youngest, time, comparison</p> <p><b>Skills:</b> Listening, understanding, evaluating, defining, critical thinking, reasoning</p> <p><b>Thinking Moves:</b> Order, Test, Weigh Up, Group, Yield, Maintain, Infer, Justify, Formulate, Keyword, Headline, Respond, eXemplify</p>

Quests and Questions



P4C in the Early Years













