|  |  |
| --- | --- |
| **Lesson Plan: Olive**  Old and Young | |
| **Q**uestion | What is old and what is young? |
| **U**nderstanding | 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 ***(Thinking Move: Keyword)***  Remember this is a philosophy for children lesson so let’s just go over our 4Cs first.  Caring – Good listening. Telling children they had a good idea.  Critical – using their own experiences. Thinking about what they know.  Creative – Thinking of new ways to look at things  Collaborative – Building on someone else’s ideas – particularly another child’s ideas. |
| **E**xploring | We are going to vote on whether Omeed the tree was old or young.  Go to one side of the room if you think ‘old’ and the other if you think ‘young’ ***(Thinking Move: Maintain)***  Now let’s vote about Little Olive. Old or young?  One final vote. Are YOU old or young? Vote with your feet by going to the Young/Old side of the classroom.  Let’s sit down to explore a bit more. I want to know …what does the word ‘old’ mean? ***(Thinking move: Headline)***  Encourage the children to give descriptions or examples. ***(Thinking Moves: Respond and eXemplify)***  Once you have come to a natural end to the conversation explore what ‘young’ means.  Using everything discussed come up with a definition for each word to refer back to later in the session if necessary ***(Thinking Move: Formulate)*** |
| **S**haring | 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 ***(Thinking Moves: Infer and Justify).*** You can tell me things that you have learnt from your own life ***(Thinking Move: Back)*** or new ideas. Listen to your friend’s ideas too. It is ok to change your mind once you have listened to other children ***(Thinking Move: Yield)***  Go through the attached pictures and get children to put them in the category of old or young. **(Thinking Move: Weigh Up and Group)** 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.  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 ***(Thinking Move: Test)*** Do the group now want to redefine ‘old’ and ‘young’ using what has been discussed? ***(Thinking Move: Vary)***  To extend this within this or a later session you could use a skipping rope to make a concept continuum from ‘oldest’ to youngest’ ***(Thinking Move: Order)*** |
| **T**hanks | Thank everyone for their input with specific reference to the 4Cs or Thinking Moves.  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. |
| **S**kills and Concepts | **Concepts:** Old, young, oldest, youngest, time, comparison  **Skills:** Listening, understanding, evaluating, defining, critical thinking, reasoning  **Thinking Moves:** Order, Test, Weigh Up, Group, Yield, Maintain, Infer, Justify, Formulate, Keyword, Headline, Respond, eXemplify |



   







