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## To the Teacher...

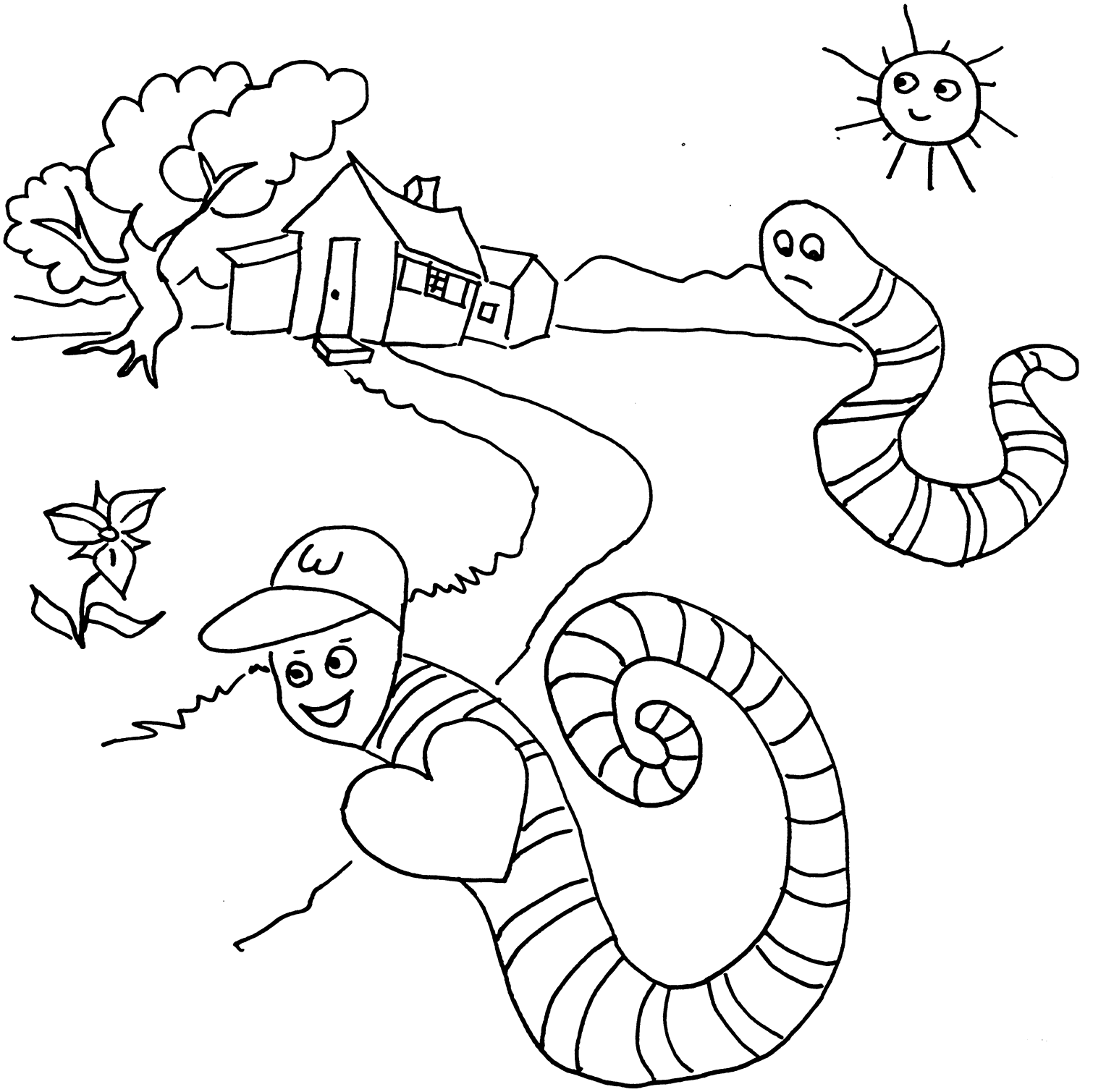
This is the first student activity package in the *K-3 Getting Acquainted With Philosophy Series*, the first series in the *Philosophy For Young Thinkers Program*. This program includes a K-3 Series, a 4-6 Primary Thinking Series; and a Middle Years Problem-Solving Series.

This particular activity package is designed to be used by the teacher with students. For best results, plan to use one major activity in this set per week and follow up with several of the extension activities to reinforce the skills and concepts of the lesson. The extension activities will provide a wealth of exciting and enriching lessons which will challenge and engage your students in thinking at the higher levels of cognitive thought.

### HOW TO BEGIN

- The teacher should become familiar with each lesson. Read over the lesson, study the objectives, become familiar with the instructional ideas and extension activities.
- Some of the lessons involve hands-on materials. These need to be collected in advance of introducing the lesson to the students.
- Become familiar with the questions which follow each lesson. Plan to use these to engage students in higher levels of cognitive thought and make class discussions more significant.
- The teacher should *tell* the lesson to the students, pausing for student responses, listening carefully as each student speaks, and mixing in the questions at the end of each lesson.
- When concluding a lesson, follow up with extension activities in order to reinforce the concepts and skills which are emphasized in the activity.
- In order to fulfil the goals of this program, PREPARATION, STUDENT DISCUSSIONS, and FOLLOW-UP ACTIVITIES are a must.

We all understand that learning requires repetition. This program is designed to give students the opportunity to THINK and RE-THINK at higher levels of cognitive thought. These students need to be challenged, motivated, and excited by such learning. We sincerely hope that these philosophical activities provide your students with an interest in learning more about themselves, others, and their social world.



# 1. WILLIE THE WORM

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## LESSON

Howdy pals! My name is Willie the Worm. My friends tell me that I have a big heart. Do you know what it means to have a big heart? Well, that's just great! And I agree, because to me, having a big heart means that I care about the feelings of other people.

Some people think that a person needs to be "grown up" to have a big heart. Do you think that a person must be grown up to have a big heart? I believe that all people, big and small, young and old, can have big, big hearts. Don't you?

Would you like to tell Willie why you have a big heart? Look at the display board. Do you see my picture? Do you see my big, big heart? Would you like to share with the class your ideas about what it means to have a big heart?

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## QUESTIONS

### Analysis

- What does it mean to have a big heart?
- Why is it hard to always have a big heart?

### Synthesis

- Give some examples of what you do because your heart is so big.
- Can you think of ways to help others have big hearts too?

### Evaluation

- Does Willie have a big heart?
  - Do you feel your heart is big?
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## VOCABULARY

big heart • feelings • helping • agree

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## ACTIVITIES

1. Have a group discussion in which children tell what it means to have a big heart.
2. Brainstorm ways your class, as a group, can share its big heart with some in your community who have special needs.  
Example: Can we do something special for some elderly people?



# 12. DAVID THE DESIGNER

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## LESSON

Good morning! My name is David the Designer. I like to design all kinds of different things. I have designed my glasses with wiper blades to keep the water off. I have also designed clothes that do not get dirty! Thinking up designs is a lot of fun.

Today, I talked with my friend Polly Pretend. She likes to pretend to be a lot of different things. Sometimes she pretends to be a fish. Other times she pretends to be a star floating way out in space.

Do you like to pretend? Polly asked me to design a new body which would run fast, throw hard and straight, and jump high. But I am having problems designing a body like this. Would you like to help me?

Hey, that's just great! Design a body that can run fast and jump high. What will its legs and feet look like? Throw hard and straight. How about its arms? After you have finished with your designs, discuss them with your classmates. How are your designs alike and different? Why are they different? Can you tell why?

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## QUESTIONS

### Analysis

- What did David the Designer like to do?
- What did Polly Pretend do?

### Synthesis

- How does your real body differ from the body that you designed?
  - Pretend that you are the body that you designed. What would you do with it?
  - What would make the body you drew run fast, throw hard, jump high?
  - Why is it fun to pretend?
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## VOCABULARY

design • pretend

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## ACTIVITIES

1. In our lesson "Polly Pretend" we learned that "to pretend" means "to make-believe." Can you pretend for just a moment?
2. Draw a human body that you believe is perfect. Compare your drawing with the drawings of your classmates. How are they alike and different?