

Applied Ethical Education – Humanism at Home and School

Manual 2

Age 8, ie School Grade 2



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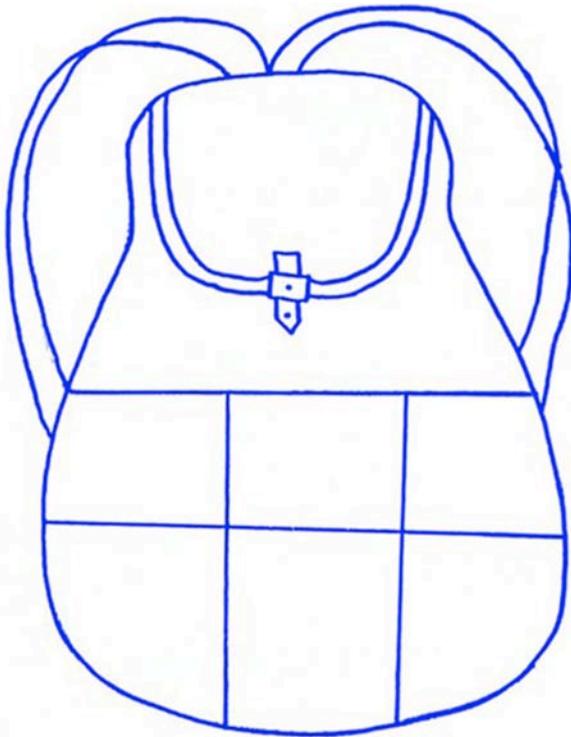
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“I choose, I choose what you don’t choose”

To get children to realise which activities are important to them, to prioritise and make both the school week and the weekend as good and pleasant as is possible.

The parent, or teacher, finds large calendar and enlarges the sketch below to make a template.

The tutor puts the calendar in front of the group and discusses what the days of the week are called and how long a week is. Ask them what they enjoy doing on the different days of the week.



Each child now cuts out the back-pack and ‘fills it’, by drawing pictures of things, in the squares, that they would like to do this week.

They then prioritise the activities by enclosing the squares with colours; red 1, orange 2, yellow 3, green 4, blue 5, purple 6.

The tutor now writes the activities on a black/whiteboard and takes a count so that the activities are rated. By majority the most popular activity is found and, if possible, it is done during the lesson to conclude it.

Encourage the children to justify their choices, even if tentative, to each other.

“My best friend”

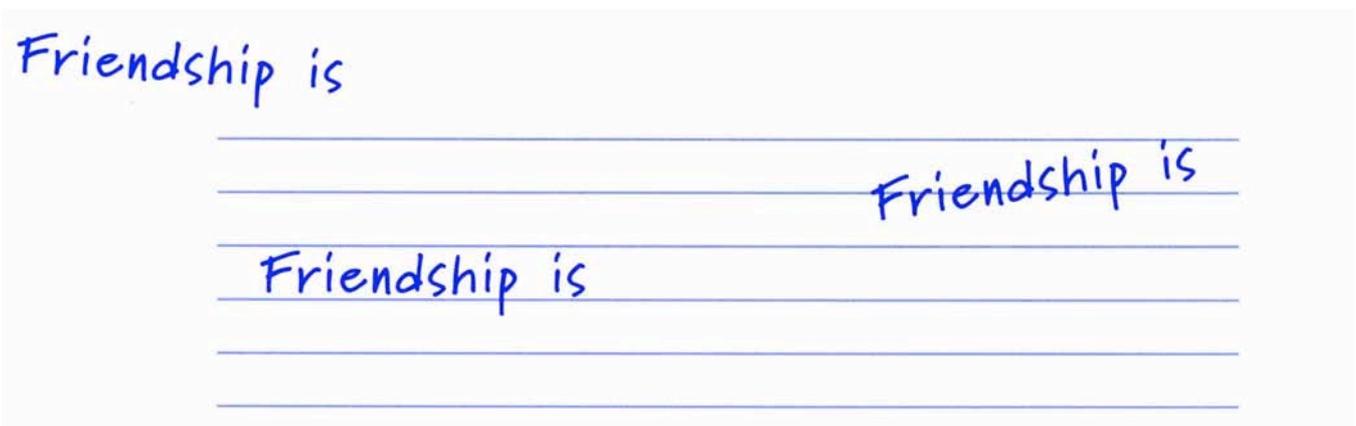
To realise the choice of a friend is important. Encourage the children to say what they think is important and to show a willingness to discuss it with each other.

The teacher brings in a photograph or picture that touches on friendship, or if confident of the result, has invited the children previously to bring a photograph that touches on friendship.

In this lesson, friendship will be explored through picture material, but of course there other ways.

The children discuss this (these) in groups and tell each other how the pictures show friendship. They then cut such pictures from old magazines and make a collage of them. They then write a short piece on friendship near each picture.

The teacher now collects categories of the ideas and writes them, or allows them to be written, on a black/whiteboard very casually, i.e. voting on the best may not be appropriate.



Belonging

To show the need to belong and to express this need.

The teacher should refer to the first Arthur lesson in Preps.

Teacher please bring some copies of Arthur, and organise various objects for display such as toy cars, boats, teddies, pictures and coloured pictures, together with strips of card or paper, each strip containing a statement from Cam et al² as set out below. (It is important that the conclusion statements are on different coloured card from the others.)

Have the children take turns to read the book, and get the idea of ‘belonging’ established. Then use reasoning beginning with the word ‘So’ to draw conclusions about the things, which belong to each other.

The lesson to be included here will be based on references 1 and 2 below

1. Arthur by Amanda Graham and Donna Gynell, Era Publications, 220 Grange Road, Flinders Park, SA, 5025, Australia

2. Philosophy with Young Children – A Classroom Handbook, Philip Cam, Liz Fynes-Clinton, Kathlyn Harrison, Lynne Hinton, Rosie Scholl, and Simon Vaseo, Australian Curriculum Studies Association, 2007, Deakin West, ACT, 2006.

“Everyday I

To invite children to describe their habits, to compare them with each other, and to say whether they think that they are bad or good.

Habits make life easy but can be annoying when one wants to change them. The art of living is about spinning a web of good habits whilst easing bad habits out of the way.

The teacher brings a large sheet of paper and sets up a discussion circle asking “What did you do this morning before going to school?”

Continue:

- Do you do this every morning?
- Why do you do this?
- Is everyone in the habit of doing this?
- Which habits do you share and which are totally different?
- How do you feel when always doing the same things?

Children now work in twos and write down their habits on a large sheet of paper. They select one which they think is very good and act it out whilst they others guess. The habits are written on a board and numbered.

Every child makes up a ‘top three’ and says whether they have these habits talking about their advantages or disadvantages.

Children at play

To recognise a few games from other cultures and be able to play some of them.

Children everywhere play games. Set up a 'stepping in' in a circle.



The child who can answer 'yes' to one of the following questions takes a step in.

- Did you play a game before coming to school this morning?
- Did you play a game on the way to school?
- Did you play a game in the playground?
- Do you know any ring games?
- Do you know any singing games?
- Do you know any party games?
- Do you know any games to play outside?
- Do you know any games to play inside?
- Do you know any games to play on your own?
- Do you know any games to play with others?

Start the circle again.

- What is fun about playing with other children?
- When is it not fun to play with other children? Why?
- What games do you play with children who can't speak your language very well, or not at all?

The children now look at books with games from all over the world, choose some games and learn to play them.

Divide into groups, and one group chooses a game and the others have to guess what game it is?

Fairytales

To listen to fairytales from other countries and to present the message of different fairytales in a strip cartoon. (Intersperse throughout the school year at all Grades, specialising perhaps on Cinderella stories in Grade 1.)

Collect fairy tales with similar themes from different countries, e.g. Aicha Armida (Morocco), Clever Fatir (Turkey), Pepelyouga (Serbia) and Yeh Hsien (China). (Three hundred and forty five Cinderella variations have been collected.)

Photocopy these fairytales and provide A4 paper, etc.

1. In a discussion circle, the teacher asks:

- What fairytales do you know?
- Do you read these yourself or does someone read them to you?
- Which tale do you like?
- Are there any tales that frighten, or used to frighten, you?

2. The teacher now asks the children to take turns at reading the story and asks:

- Which of your own fairytales do you recognise as similar, and why?
- What is the message of this tale?
- Do you agree with what some of the characters did in the tale?
- What can we learn from this tale?

3. The children draw a strip cartoon (on A4 sheets and join together) about what they enjoyed most, or thought was the funniest, or the most beautiful.



Adapted with permission from *Mastering the Art of Living and Becoming a Citizen of the World – It Isn't Something that Just Happens*, by Tryntsje de Groot and Emma Klarenbeek of the Dutch Centre for Humanist Ethical Education, 2002, P.O. Box 85475, 3508 AL Utrecht, The Netherlands.

Yeh Hsien – the Chinese Cinderella

Over 2000 years ago there lived Chief Wu with his two wives in a cave region in China. When one of the wives died, the other wife had to take care of the orphan Yeh Hsien. Wu loved this wife dearly and he felt quite confident that his daughter was in good hands with her. Alas, things were not so. The stepmother treated the young girl like a slave. While she and her two daughters were having a good time, she made Yeh Hsien do all the hard work.

One day Yeh Hsien had to go to the well to fetch water. As she was about to pick up the pitcher, she saw a little fish. It had red fins and it looked at her with golden eyes. She took the little fish back home with her and put it in a bowl. She always fed it something from her own food. The fish grew and grew and when the bowl became too small, she let it swim in the pond near the house. Every time she passed, the fish came to greet her.

One day the stepmother found Yeh Hsien by the pond. She was staggered when a large fish with red fins and golden eyes greeted her stepdaughter. She just had to find out more. The next day she left Yeh Hsien at home to chop the wood. She went to the pond herself. She had thought that the fish would come to her too, but it lay stock-still at the bottom of the pond. Quickly she went back to the house and pulled on an old pair of Yeh Hsien's trousers and jacket. In the sleeve of the jacket she hid a large knife.

Back at the pond the fish now thought that the stepmother was its little friend. Cheerily it came to the water's edge. The stepmother killed the fish and together with her daughters ate it up. It was the tastiest fish she had ever eaten. They threw the fish bones on the dung hill. When Yeh Hsien came by the pond the next day, the fish had disappeared. She sat on the bank weeping until a man she did not know came up to her. He said: "Your mother has killed the fish and thrown the bones on the dung hill. Take them to your room and take good care of them. They will fulfill your every wish." In the evenings,

whenever she was alone in her room, she wore all the finest clothes she had always wished for.

About one year later there was a great cave feast. The stepmother and her stepsisters had been talking about it for months, but just as always, Yeh Hsien was not allowed to go with them. When they had gone, Yeh Hsien decided to go to the feast anyhow. Quickly she put on her finest clothes.

It was a splendid feast. She was enjoying herself until she noticed that one of her stepsisters had recognised her. She ran home, helter-skelter right across the orchards. She was so afraid that she did not once notice that she had lost one of her slippers. Once home, Yeh Hsien quickly crept into bed and pretended to be asleep. When her stepmother found her so, she knew that her daughter must have been mistaken. Of course the beautiful girl could not have been Yeh Hsien!

The next day a cave dweller found the slipper. The slipper was very small and so beautiful that a merchant bought it and gave it to the king of a neighbouring island kingdom as a gift. This king wanted to get to know the girl who had such small feet. He sent two servants along to each house. But there was not one woman whom the shoe fitted in the entire country.

Then the servants went to the cave region. At Yeh Hsien's home the stepsisters tried to squeeze their feet into the slipper. It was not a success. Then Yeh Hsien appeared in her festive gown. She looked like a goddess. The slipper fitted. The king felt instantly in love and Yeh Hsien became his favourite wife.

Pepelyouga, Serbia

On a high pasture land, near an immense precipice, some maidens were occupied in spinning and attending to their grazing cattle, when an old strange looking man, and said, "Oh fair maidens, beware of the abyss, for if one of you should drop her spindle down the cliff, her mother would be turned into a cow that very moment!"

The aged man disappeared, and the bewildered girls, peered curiously over the edge, as though, when suddenly, Marra, the most beautiful of the girls let her spindle drop from her hand. It went bounding from rock to rock into the depths beneath. When she returned home that evening she found her mother stood her changed into a cow.

A short time later her father married again. His new wife was a widow, and brought a daughter of her own into her new home. This girl was ugly, and her mother immediately began to hate her stepdaughter because she was beautiful. She forbade Marra to wash her face, to comb her hair or to change her clothes, and in every way she could think of she sought to make her miserable.

One morning she gave Marra a bag filled with hemp, saying, "If you do not spin this and make a fine top of it by tonight, you need not return home, for I intend to kill you."

The poor girl walked behind the cattle, spinning as she went, but by noon when the cattle lay down in the shade to rest, she observed that she hadn't done enough and she began to weep.

Now, her mother-cow, seeing her daughter's tears she drew near and asked why she wept, whereupon Marra told her all. Then the cow comforted her daughter, saying, "My darling child, be consoled! Let me take the hemp into my mouth and chew it; through my ear a thread will come out. You must take the end of this and wind it into a top." The hemp was soon spun, and when the girl gave it to her stepmother that evening, she was greatly surprised.

Next morning the stepmother roughly ordered Marra to spin a still larger bag of hemp, and as the girl, thanks to her mother-cow, spun and wound it all, her stepmother, on the following day, gave her twice the quantity to spin. Nevertheless, the girl brought home at night even that unusually large quantity well spun, and her stepmother concluded that the poor girl was not spinning alone, but that other maidens, her friends, were giving her help. Therefore she, next morning, sent her own daughter to spy upon the poor girl. The girl soon noticed that the cow helped the Marra by chewing the hemp, while she drew the thread, and she ran back home and informed her mother of what she had

seen. Upon this, the stepmother insisted that her husband should order that particular cow to be killed. Her husband at first hesitated, but as his wife urged him more and more, he finally decided to do as she wished.

On learning what had been decided, Marra wept more than ever, and when her mother-cow asked what was the matter, she told her all. Thereupon the cow said to her daughter, "Wipe away your tears, and do not cry any more. When they kill me, you must take great care not to eat any of the meat, but carefully collect my bones and bury them behind the house under a stone; then, should you ever be in need of help, come to my grave and you will get it."

The cow was killed, and when the meat was served the poor girl declined to eat of it, but after the meal she gathered all the bones and buried them at the spot indicated by her mother.

Now, the name of the maiden was Marra, but, as she had to do the roughest work of the house, such as carrying water, washing, and sweeping, she was called by her stepmother and stepsister Pepelyouga (Cinderella).

One Sunday, when the stepmother and her daughter had dressed for church, the woman spread about the house the contents of a basket of millet, and said, "Listen, Pepelyouga; if you do not gather up all this millet and have dinner ready by the time we return from church, I will kill you!"

When they had gone, the poor girl began to weep, thinking, "How can I possibly gather up all this millet?" But she ran out, and approached the grave, lo! a chest was lying on the grave wide open, and inside were beautiful dresses and everything necessary for a lady's toilet. Two doves were sitting on the lid of the chest, and they said to her, "Marra, take from the chest the dress you like the best, clothe yourself, and go to church. As to the millet and other work, we ourselves will do that and see that everything is in good order!"

Marra needed no second invitation; she took the first silk dress she touched and went to church. Everybody, admired her beauty and her costly attire, but they were puzzled as to who she was. A prince happened to be in the church, and he, too, admired the beautiful maiden.

Just before the service ended, the girl stole from the church, went hurriedly home, took off her beautiful clothes and placed them back in the chest, which instantly shut and became invisible. She then rushed to the kitchen, where she discovered that the dinner was quite ready, and that the millet was gathered into the basket. Soon the stepmother came back with her daughter, and they were astonished to find everything done. A desire to learn the secret now began to torment the stepmother mightily.

Next Sunday everything happened as before, except that the girl found in the chest a silver dress, and that the prince felt a greater admiration for her, so

much so that he was unable, even for a moment to take his eyes from her. On the third Sunday, the mother and daughter again went to go to church, and, having scattered the millet as before. As soon as they disappeared, the girl ran straight to her mother's grave, where she found the open chest and the same two doves. This time she found a dress made of gold lace, and went to church, where she was admired by all, even more than before. As for the prince, he had come with the intention not to let her this time out of his sight. Accordingly, when the maiden withdrew quietly as before, the enamoured prince followed after her. Marra hurried along, one of her golden slippers came off, and she was too scared to stop and pick it up. The prince, however, who had lost sight of Marra, saw the slipper and put it in his pocket. Reaching home, Marra took off her golden dress, laid it in the chest, and rushed back to the house.

The prince now went from house to house in search of the owner of the slipper, inviting all the girls to try on the golden slipper. But, alas! his efforts seemed to be doomed to failure; for some girls the slipper was too long, for others too short, for others, again, too narrow. There was no one whom it would fit.

Wandering from door to door, the sad prince at length came to the house of Marra's father. The stepmother was expecting him, and she had hidden her Marra under a large trough in the courtyard. When the prince asked whether she had any daughters, the stepmother answered that she had only one. The prince requested the girl to try on the slipper, but, squeeze as she would, there was not room in it even for her toes! The prince asked whether it there were any other girls in the house, and a cock flew onto the trough and crowed out, "*Kook-oo-ryeh-koooo!* Here she is under this very trough!"

The stepmother, enraged, exclaimed, "Sh! Go away! May an eagle seize you and fly off with you!" The curiosity of the prince was aroused. He approached the trough, lifted it up, and there was the maiden whom he had seen three times in church, clad in the very same golden dress she had last worn, and having only one golden slipper.

When the prince recognized Marra he was overcome with joy. Quickly he tried the slipper on her dainty foot. It not only fit her perfectly, but also it exactly matched the one she already wore on her left foot. He lifted her up tenderly and escorted her to his palace. Later he won her love, and they were happily married.

Your school environment

To apply what we've learnt thus far in the year to the school grounds.

The teacher should revise the Preps Lesson 'Personal Preferences' and get permission to take the children walking outside to see if there is evidence of some of the activities, both good and bad, as discovered in the earlier lesson. Provide pens and A4 paper for drawing.

The children could be asked to look for any rubbish scattered about, whether there's some grass just mown or needs mowing, are the seats in the best place, has something been scrawled or sprayed on the walls and if they can find something that someone wanted to hide – a drink can etc.

Upon return to the classroom, or next week, ask the children to draw their ideas for improving the school grounds. Perhaps the sketches could be sent (with respect) to the principal.

(In later years, this walk will be combined with experiments on evolution. It would be good if it could be done annually.

Energy at home 1

To measure energy and ways of saving it – saving hot water.

Energy is used in the house for cooking, cooling, heating, lighting and powering many appliances for cleaning, communicating and entertaining. Some of these needs take a lot more energy than others. Of them children can measure some by quite simple methods.

The teacher should provide A4 paper, bath crayons (two colours) if available, drawing materials, one or two rulers sticky tape, and a photocopy of this lesson for each child to take home.

The teacher could begin by reminding children of the climate situation and tell them that life will be easier for many others if we in Australia are able to use less energy. In this case we will ask the question ‘Does it save more water to take a shower or a bath?’ and find out next lesson what the children have discovered.

Ask them to give opinions, perhaps by using the ‘traffic lights’ and note the results in two columns on butcher’s paper.

Now get them to draw and bath with a shower over it, and a shower by itself. Ask them estimate where the water levels will be if they plug drain and take a shower.

When they go home suggest that they politely ask parents to agree to make some measurements.

1. Ask each member of your family plug the drain when taking a shower for one week.
2. Measure the amount of water used by marking the water level on the side with crayon or tape, and backfilling with some (recycled) water to find out how many litres were used. (A bucket +holds about 9 litres.)
3. The next week, ask each person take a bath instead of a shower. Make sure the amount of water used in the same way. This time use the other bath crayon.

Analysis and Conclusions: Bring the results to the class next week and discuss them together with the lights lesson, below.

Energy at Home 2

To discuss the results from Energy at Home 1, and compare the energy required by different lights.

The teacher brings two portable reading lamps, one with a fluorescent coil/tube and the other with an incandescent globe of similar wattage.. Also bring a thermometer. (If only one lamp is available then ensure that the fluorescent light is installed and that the globes goes in easily.)

1. Firstly collect the results on water usage from Energy at Home 1 and display in columns on butcher's paper. Discuss and draw any conclusions if possible. Do we need to know more? Are more experiments required on water usage – washing machines perhaps?

2. Now ask: (i) Do incandescent and fluorescent bulbs produce the same kind of light? (ii) Do incandescent and fluorescent bulbs produce the same amount of heat?

Possible Hypotheses: Incandescent and fluorescent bulbs do/do not produce the same kind of light, and incandescent and fluorescent bulbs do/do not produce the same amount of heat.

Procedure:

Have an adult place the fluorescent bulb in the lamp and turn it on. Observe the light that is produced. Write the opinions on butcher's paper. Ask a child to hold a thermometer 150 mm above the bulb for one minute and record the temperature. Turn off the lamp and let the bulb cool.

Remove the fluorescent light, place the incandescent bulb in the lamp and turn it on. Observe the light that is produced. Again write opinions on butcher's paper. Measure the temperature as before.

Analysis and Conclusion:

Could you tell any difference in the kind of light the two bulbs produced? Did one bulb produce more heat than the other? Which bulb is more energy efficient?

Spin the Saltine!

To show that (1) the chemical energy in food can be converted into motion, (2) the linear (straight) motion of air can be changed into a rotational (spinning) motion, and that windmills convert wind - the motion of air - into electricity.

Teacher is to provide small square crackers (enough for each child), paper for drawing and some pictures of wind farms.

Provide each student with an unbroken cracker. Make sure the corners of the crackers are sharp. Demonstrate how to hold diagonal corners of a cracker gently between your thumb and index finger. Blow on the outside corner and the cracker will spin like a turbine.

Direct the children to hold their crackers very gently and blow on the outside corner. It might take the children a few attempts to master the technique.

Explain to the children that they are converting the energy in the food they have eaten into motion energy - the movement of air. The energy in the moving air is spinning the cracker. Direct the children to blow very lightly, then harder and harder to see what happens.

Explain that windmills work on the same principle. The blades of a windmill convert moving air, called wind, into a spinning motion that spins a turbine. The turbine spins a magnet inside a coil of wire to produce electricity. (We will show this in a science experiment later.)

Ask the children to draw both their cracker and the blades of the turbine to find the difference to the way that the cracker spins.



Adapted from the US National Energy Education Development Project, <http://www.eia.doe.gov/kids/classactivities/teachers&children.html>.

Personal Identity 1

To establish criteria for personal identity.

Revise the Bunyip lesson from Grade 1 to recall that this most conveniently raised the criteria required for the existence of things. Now proceed to ideas about ourselves, such as “I think therefore I am!” etc.



The teacher is to provide green, red and yellow ‘traffic light’ discs and ask the children to take turns at reading it.

The lesson to be included here will be based on references 1 and 2 below

1. The Bunyip of Berkeley Creek by Jenny Wagner (and Don Brooks), Puffin, 1973, 80 Strand, London, WC2R 0RL.
2. Philosophy with Young Children – A Classroom Handbook, Philip Cam, Liz Fynes-Clinton, Kathlyn Harrison, Lynne Hinton, Rosie Scholl, and Simon Vaseo, Australian Curriculum Studies Association, 2007, Deakin West, ACT, 2600.

Accepting Rules

To discuss the acceptance of rules generally.

The teacher is to refer to the first part of this lesson for Preps on giving appropriate reasons and the second part for Grade 1 on fairness.

Please also bring red, yellow and green (traffic light) circles for each child, A4 paper for writing, white board, coloured pens, etc.

The lesson to be included here will be based on references 1 and 2 below

1. Why Do I Have to Eat off the Floor? Chris Hornsey & Gwyn Perkins, Little Hare Books, 2005, Surrey Hills, NSW, 2010.
2. Philosophy with Young Children—A Classroom Handbook, Philip Cam, Liz Fynes-Clinton, Kathlyn Harrison, Lynne Hinton, Rosie Scholl, and Simon Vaseo, pp 72 – 72, Australian Curriculum Studies Association, 2007, Deakin West, ACT, 2600.

The Big Bang and You

To teach the big bang theory, and coincidentally to introduce the idea that there are things in life that we don't know, but may wish to assess ethically.

Teacher brings the book *Born With a Bang*¹ together with paper for drawing and both solid and highlighting pens. If permission can be obtained it would be good also to bring a test tube, zinc and some acid (vinegar might work) to generate some hydrogen gas.

Read the book finishing on page 39 or as far as the children can tolerate without getting restless and then ask them to draw their idea of what happened, remembering that one will have to prompt, perhaps “Draw two dots of the same colour first apart and then bang them together.” Then “Draw two dots of different colour and bang together.” (At least the combined colour will be different with highlighting pens.)

1. Is this story true in the sense that the whole universe really talks?

(For those who think it is, talk about what the language would be?)

2. Even if it's not true in the living sense, then go to page 40 and ask are the sentiments there still worthwhile talking about. Imagine the universe saying: “I learned ...

to turn a dream into reality,

that even giant things start out small,

to build things I need building blocks,

that I love to experiment,

that there are special times for doing things or I might lose my chance,

that I have to break some things sometimes to make others

to be patient

that I love variety

that my life is uncertain and therefore a great adventure

that when parts of me ‘die’ they really change form, and

that I am a ‘uni-verse’ or ‘one-song’.” Get the children to draw ideas of these.

¹Born with Big Bang by Jennifer Morgan and Dana Lynne Andersen, Dawn Publications, Nevada City, CA, USA, 2002.

Grade 2 - Philosophy 4 – ethics, logic

Differences in a community

To explore the issues around being part of a community.

The teacher is to provide paper for cutting out the heads and shirts required for the ‘matching’ technique; see Notes on Lesson Preparation.

The teacher is to revise Amelia Ellicott’s Garden¹ from Grade 1 with the children taking turns at reading and then follow Cam et al’s discussion plan.²

The lesson to be included here will be based on references 1 and 2 below

1. Amelia Ellicott’s Garden by Liliana Stafford and Stephen Michael King, Scholastic Press, Lindfield, NSW, 2070

2. Philosophy with Young Children – A Classroom Handbook, Philip Cam, Liz Fynes-Clinton, Kathlyn Harrison, Lynne Hinton, Rosie Scholl, and Simon Vaseo, Australian Curriculum Studies Association, 2007, Deakin West, ACT, 2600, pp 12-16

Sharing

Aim: to show that sharing is important in certain circumstances.

The lesson to be included here will be based on references 1 and 2 below

1. Herbert and Harry by Pamela Allen, Puffin Books, Camberwell, Victoria, Australia, 1990.
2. Philosophy with Young Children – A Classroom Handbook, Philip Cam, Liz Fynes-Clinton, Kathlyn Harrison, Lynne Hinton, Rosie Scholl, & Simon Vaseo, pp 24-26, Australian Curriculum Studies Association, 2007, Deakin West, ACT, 2006.

Rights and Responsibility at School

It makes some people feel good to obey rules, but for others it is irksome.

Ask the children to make a list of home and school rules that have to be obeyed which the teacher writes on a sheet of butcher's paper.

It will probably get quite large starting with getting up in the morning to going to bed including travelling to school, behaviour in class and in the playground, eating at school.

When complete use the 'traffic lights' to count what the children think of them, i.e. good, poor or ? and put the answers for the numbers of green, red and yellow discs in columns on the right hand side.

Now call for suggestions for their improvement. Write them out and send them (with respect) to the principal.

End

Walter Tell¹

To discuss obeying the rules.

William Tell from Bürglen was known as an expert marksman with the crossbow. Hermann Gessler, the newly appointed Austrian governor of Altdorf raised a pole in the village's central square with his hat on top and demanded that all the local townsfolk bow before it. As Tell passed by without bowing, he was arrested. He received the punishment of being forced to shoot an apple off the head of his son, Walter, or else both would be executed.

Tell had been promised freedom if he shot the apple. On November 18, 1307, Tell split the fruit with a single bolt from his crossbow, without mishap.

Make up 'Traffic Lights' with 'obey' on the green, 'disobey' on the red and '?' on the yellow.



From left: William Tell, Walter, Hermann Gessler, William and Walter

Teacher/parent tells the story (of controversial historicity) and leads discussion about children doing what they are told, when the parent also is not doing what they are told.

Consider the following statements:

- You are playing with your toys and mum says “Get clean we’re going out, now!”
- Children are walking with their teacher down the street to a sports field and some are running ahead to be there first. The teacher says “Wait at the next corner!”
- Someone has had an accident or feels ill and is lying on the ground. Some bystanders say “Stand her/him up – see if they can stand!”
- Children are walking in the supermarket behind their mum feeling bored with the shopping and the signs on the lolly shelves say “Don’t touch!”
- You are out walking with a friend who picks up a handbag and goes through it taking things for her/himself. You say “Take it to the police station; it doesn’t belong to you.” Should your friend do this?

Score the results.

1. <http://en.wikipedia.org/wiki/William_Tell>

Teaching each other

To show the children that they teach other people as they find out things for themselves and ask questions.

This lesson is an attempt to make contact with children at their own kids-speak level. Gems of children's utterances are frequently published in newspapers and magazines for readers' amusement, but in fact children are teaching each other all the things which some of us wish they didn't know. There seems room for the ethics teacher to show that they too enjoy kids-speak.

(I know five versions of Humpty Dumpty, two of Twinkle, Twinkle. Usually one is told "That's not right!" and then be asked to teach it to them. – HG)

The teacher is to obtain a copy of June Factor's publications,¹ but otherwise begin their own collection. Some of June's collections are with the reach of age 6 children.

Jack be nimble, Jack be Quick
 Jack get the mop, the cat's been sick
 One, two, three, Mother caught a flea
 Put it in the teapot and made a cup of tea
 When she put the sugar in it went down flop
 When she put the milk in it came to the top¹

and

Marie had ice cream
 Marie had jelly
 Marie went to bed
 With a pain in her belly.

or if this is too long to memorise, try only the last two lines.

Most such rhymes can be acted, some doing the actions whilst the others chant upon cue.

1. Okey Dokey Karaoke by June Factor and Peter Viska, Brolly Books, 45 Glenferrie Road, Malvern, Vic, Australia, 2005, p 7.

Children's Poetry

To get the children to listen carefully and improvise.

Although this activity used to be a popular party game, it can be also a psychological demonstration. Here it is used to give the children a good time for twenty minutes without any special message.

Arrange the children in a circle around the room about a metre apart, whisper to one child a message and ask her/him to pass it on quietly. When the message gets to the last child ask her/him to shout it out loudly.

Is it the same message with which the game began?

For age 6 it could be a simple rhyme, but one not known to the children. Try

Marie had ice cream¹
Marie had jelly
Marie went to bed
With a pain in her belly.

Or if this is too long, try the last two lines.

Recall some of the songs or poems used previously in this manual and see if they are remembered.¹

1. Okey Dokey Karaoke by June Factor and Peter Viska, Brolly Books, 45 Glenferrie Road, Malvern, Vic, Australia, 2005, p7.

Spot the animal in you¹

The aim is to show some of the vestiges, which we inherent because of our animal history.

Teacher is to bring a large portable mirror, and some drawing paper and pens. Children are to bring some pictures of dogs, including relaxed dogs and snarling dogs.

Ask a child to stand in front of the mirror and practise a snarl. Which teeth are the most terrifying? Ask the other children to look at other children to say which are those teeth and talk about canine teeth.

Now try smiling. Is it very much different? Other children try it also. When do you smile and when do you frown or even snarl? Try asking someone for a favour when frowning or snarling. Practise with each other.

Now form a circle and start a question to do something going around the circle, firstly whilst snarling, then you come back to the first child to repeat with the child smiling.

Now each child is to try drawing a friend first snarling and then smiling. What are the big differences between the two pictures?

(locate a song about smiling “Smile a while

Discussion questions in the summary:

Does anyone have a question?

Did we learn anything new?

Who will frown when asking their teacher, or anyone for something?

Who will smile when asking a favour?

1. The Beast in You by Marc McCutcheon, Williamson Publishing, Charlotte, VT, 1999, pp 6 – 9.

Choosing Partners: The Benefits of Beauty

Being attractive is sometimes more important than being strong or clever. Birds with big flashy tails attract more mates-but they also can attract more predators. Is it really worthwhile to have an attractive feature if it only makes you more likely to be eaten? This activity shows how visually striking traits can become common in a species even if they seem to hurt chances for survival.

This activity is a simple version of a life-simulation game that scientists use to model how evolution works. The game will show how certain features can spread throughout a population over several generations.

The Teacher should provide eight (8) small, plain objects, such as buttons, erasers, macaroni noodles, etc. also forty (40) five cent pieces (or any other small, pretty objects, such as marbles, candies, plastic toys, hair ornaments, etc.)

In this game, the objects all represent male members of the same species-a plain-looking kind of bird we'll call the Dum-Dum Bird. The buttons are the standard form of the species-bland and unremarkable, having evolved to avoid predators by blending into the background. But a new variation in the Dum-Dum Bird population has arisen-a few of the males now have some bright red feathers. This new variation is represented by the coins.

The female Dum-Dum Birds are attracted to the males with red feathers. But the color also draws the attention of the foxes-the predators that like to eat Dum-Dum Birds whenever they can.

The rules

At the start, 80% of the birds are plain (buttons), and 20% have red feathers (coins). With each passing generation, only one fourth of the plain birds get eaten by foxes; but *half* of the red birds get eaten. On the other hand, each plain bird will be lucky to find one partner willing ever to accept him, so he will leave just one male offspring over his entire lifespan. The red birds, however, are so popular with the female birds that

each will leave on average four male offspring over his entire lifespan. In both cases, the offspring will inherit the same coloration of their fathers.

How to play

Place 10 objects in a row: 8 buttons and 2 coins. This is your first generation of 80 percent plain birds and 20 percent red birds. Now, apply the rules described above to this generation (and all later generations). One fourth of the plain birds will be eaten by foxes, so remove one-fourth of the buttons: 2 buttons. Half of the red birds will be eaten, so remove half of the coins: 1 coin. You're left with 6 plain birds and 1 red bird.

Now it's time to make the next generation. Each plain bird will leave only one plain male descendant, so slide all 6 buttons down a few inches. But each red bird will leave 4 red male offspring, so place 4 coins adjacent to the buttons in the new row.

You're now on the second generation. Notice how the population has changed: Even though a greater percentage of red birds was eaten before they could leave offspring, their mating success has paid off. In the second generation the plain birds are down to 60 percent of the population, and the red birds are up to 40 percent.

Repeat the process for three more generations. Round all numbers up: One-fourth of 6 will be 1.5, which you should round up to 2. What happens to the population of the Dum-Dum Birds? At the end of the game, what percentage of the birds will be plain (buttons), and what percentage will have red feathers (coins)?

This is how sexual selection works: Species can evolve to acquire appealing but harmful adaptations too, because reproductive success is just as important as survival. Beauty has its benefits!

1. Darwin and Evolution for Kids by Kristan Lawson, Chicago Review Press, USA, 2003, pp 106-107.

Camouflage Egg Hunt

In the natural world, predators are always looking for something to eat. Animals that are *camouflaged* have the same colour and patterns as the environment around them. A predator will generally notice, catch, and eat only the most easily captured prey; after its belly is full, there is no need to keep hunting. The aim is to show how camouflage can help organisms survive.

The teacher should arrange for 1 dozen white eggs in a carton, a stove, a pot and a set of coloured felt pens (greens and browns), or crayons, pencil and paper.

Boil the eggs have boiled for seven or eight minutes, cool them down by running cold water over them in the sink or placing them in the refrigerator.

Put all twelve eggs back in the carton and bring them, along with a friend, outside to a natural area with grass, dirt, bushes, and other plants.

Children are to work in pairs. They sit in a comfortable spot, look at the surrounding environment, and choose pens that match the



colours of the plants and other features. Then take three eggs each and, one by one, draw camouflage designs on them using different coloured pens to match the shadows and stripes and other patterns in the area – greens for grass, browns for dried leaves and greys for dirt, etc. Think about where you might be placing these eggs when deciding how to camouflage them. If you are going to place them in the grass, use a variety of greens. Six eggs are left white.

One child now closes his or her eyes while the other places all twelve eggs around the area. For the experiment to work properly, the white and coloured eggs should be placed in similar locations - don't hide all the camouflaged eggs in the most difficult spots while leaving the white eggs out in the open. For every white egg placed in the grass, place a camouflaged egg also in the grass. After the eggs have been hidden, the first child looks around and picks up the first six eggs he or she finds to bring back.

On one half of the paper write "Camouflaged" and on the other half write "Uncamouflaged." Make a mark under each heading for each egg found.

If the colour of an egg's shell didn't make any difference to the child "predator," he or she should find, on average, just as many camouflaged eggs as white eggs: three each. But how many of each kind did they actually find?

Retrieve the remaining six eggs, and the pairs of children repeat the experiment swapping roles. Write down the data from the new trial. Repeat the experiment several more times until you begin to see a pattern in the totals. Did the colouring on the eggs help or hurt their chances of being detected by a predator?

1. Darwin and Evolution for Kids by Kristan Lawson, Chicago Review Press, USA, 2003, p 100.

Make Your Own Geological Strata

Geologists proved that the Earth was at least many millions of years old by inspecting geological strata visible in exposed cliffs. (Such cliffs can be easily found in road cuttings in Melbourne and around Victoria.) This proof of the planet's age was an important factor in the acceptance of the theory of evolution, because animals need a long time to evolve. The aim here is to show the time scale in which we live by simulating the deposition of geological strata.

Teacher is to bring a tall narrow glass or plastic jar about 4 cm in diameter. Children are to bring, by arrangement, some of:

- dark soil
- light soil
- sand
- crushed dry leaves
- dark gravel
- light gravel
- small pebbles
- dry or crushed cement powder
- plaster of Paris powder
- salt
- flour
- small macaroni or crushed noodles
- instant coffee
- sugar
- dried beans or lentils
- hot chocolate powder
- unpopped popcorn

- crushed cereal

Put each ingredient into a separate cup and divide the cups into two categories, light and dark. (Put the flour, the light soil, the popcorn, and the sand on one side, for example, and all the dark ingredients on the other side.) Make sure the jar's label has been removed (and the glue that was attaching the label as well), and that it is dry. The taller the jar, the more strata will be visible.

One by one, gently pour about a quarter-cup of each ingredient into the jar, alternating between light and dark. Do not tilt or shake the jar while you are filling it up. Make each layer between half an inch (12 mm) and an inch (25 mm) thick. If the top of the layer is irregular when you first pour it in, gently tap the side of the jar or smooth down the top with a finger or spoon. The layers need not be perfectly even. Try to use each ingredient at least once before starting over with a second layer of the first ingredient. Remember to alternate light, dark, light, dark.

When you are almost finished, fill up the jar to the very top with the last layer, so there is no empty space in the jar at all. Tightly screw on the jar lid. Now you have your own personal jar of strata. Inspect the different layers and imagine them full of fossils, crystals, and mysteries from the Earth's past.

If there were fossils in your strata, where would the oldest fossils be found? Why? If a paleontologist compared fossils found on two different layers, what would the paleontologist be able to say about the fossil found on the lower layer?

(Note: In a later session, the demonstration could be repeated but with some of the children to make or buy small toy animals of insects to simulate fossils and put them in the layers.)

1. Darwin and Evolution for Kids by Kristan Lawson, Chicago Review Press, USA, 2003, p 93.

Russian Dolls

To help pupils to realise that they are not just inhabitants of their town/city and country, but that they are also part of a larger whole, in other words, as a citizen of the world.

The teacher brings in a set of Russian dolls and puts them out in descending order. The teacher talks about the origin of the Russian dolls. During this tutorial each of the dolls symbolises a new circle around a person. The largest is the citizen of the world, then the European, the national, the inhabitant of a province/county, the inhabitant of a town/city or village, of the neighbourhood, the street, house, family, school, class, me.



The pupils are given a long piece of paper on which they draw the different dolls in ascending order and they write next to each doll who and what belongs with it for them personally.

All the pieces of paper are displayed on the wall and pupils and teacher discuss the differences and similarities. Note the differences related to the pupil's countries of origin.

Adapted with permission from *Mastering the Art of Living and Becoming a Citizen of the World – It Isn't Something that Just Happens*, by Tryntsje de Groot and Emma Klarenbeek of the Dutch Centre for Humanist Ethical Education, 2002, P.O. Box 85475, 3508 AL Utrecht, The Netherlands.

If the world were a village¹

At this moment there are more than six billion people on this planet – but what if we imagine the whole world as a village of just 100 people!

The teacher will need access to the reference to get the data conveniently, and should provide maps and A4 paper, pens etc.

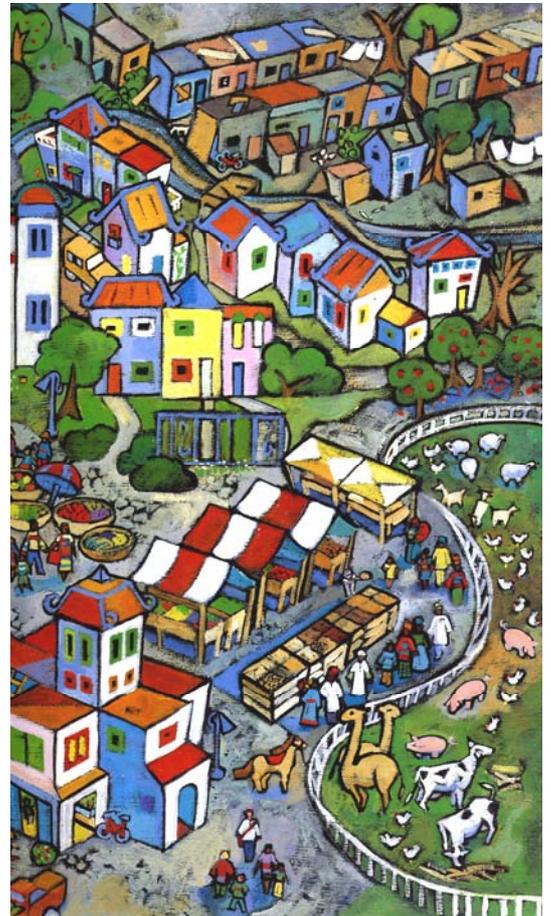
Discuss the idea of continents. Give each pupil a base-map of the world. Ask them to name and label the seven continents: Asia, Africa, Europe, North America, South America, Australia and Antarctica, and then to draw ‘stick people’ on the map to represent the number of people living in each one. (Asia 61, Africa 13, Europe 12, South America + Mexico + Caribbean 8, USA + Canada 5, Oceania + Australia + New Zealand + central, south, west Pacific 1).

Discuss why many people live in some areas, and very few, or none; in others (e.g. Antarctica). Consider factors such as climate and relief (shape of the



and consider how these factors affect the ways people live, for example by comparing life in the Himalayas with life in the Sahara Desert. Different groups of pupils could also focus on particular aspects of life; such as farming, food production, water supply, building materials, clothing and transport.

Discuss what we mean by a ‘country’ — there are plenty of issues to talk about; such as its geographical, political, cultural and racial identity. Considering the difference between the United Kingdom, Great Britain and the British Isles may be a good starting point.



1. If the World were a Village by David J Smith and Shelagh Armstrong, Kids Can Press, Toronto, Canada, 2002 & 2005, <<http://www.acblack.com/globalvillage/>>.

Make your own fossils¹

To show how animal remains can be preserved in the ground.

Fossils form the basis of the discovery of evolution and a fossil craze swept Europe following Darwin and Wallace's pioneering publications.

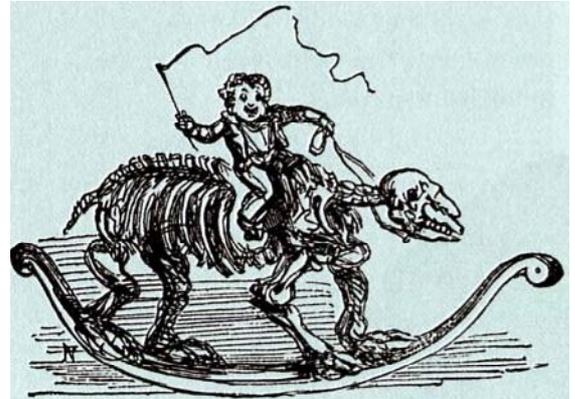
The teacher needs clay or Play-Doh chicken bones, twigs, seashells, acorns, or toy animals, plaster of Paris or Elmer's Glue, felt pens or watercolour paints (optional).

Place a few handfuls of the clay or Play-Doh into a shallow bowl. (If you don't have any clay at home, you can make some dough of your own by mixing spoonfuls of water and salt into a bowl of flour, adding a little bit at a time and kneading it until it is the right consistency.) Make sure the 'clay' is at least two inches (5 cm) deep.

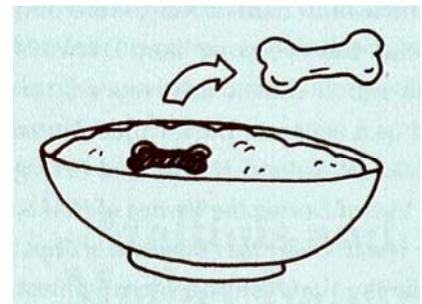
Take either a chicken bone (left over from dinner), a small twig, a seashell, an acorn, or a small toy animal, paint it brown with water colour, and press it into the clay until only the top half remains visible. Remove your object as carefully as you can (you may need to use tweezers or pliers if your object is small), making sure to leave a clear "impression" in the clay/dough.

Then mix a small amount of plaster of Paris according to the instructions on the box, and with a spoon carefully pour it into your mould until it is full. (If you don't have plaster of Paris, you can use Elmer's Glue instead, though it takes longer to harden.)

Wait until the plaster or glue has hardened. It will take as little as half an hour for small moulds to overnight for very big ones. Carefully "excavate" your fossil by digging out the clay around it until the plaster or hardened glue comes free. Remove any remaining bits of clay and behold - you now have an exact copy of the original object.



Fossils cropped up everywhere in people's imaginations. This old cartoon shows a child riding a rocking-fossil.



1. Darwin and Evolution for Kids by Kristan Lawson, Chicago Review Press, USA, 2003, pp 122-123

