



STAGE OF LESSON		PLAN: What is your plan?	
<b>I</b>	<b>INTRODUCE LESSON GOAL</b> 1-2 minutes	To better understand the concept of ownership.	
<b>M</b>	<b>MOTIVATE with a HOOK</b>	Get students thinking about ownership by writing down a list of things they own. Use specific phrases to connect to the idea of ownership, rather than just things they 'have'. Eg. 'thing you own'; 'things that belong to you'; things that are yours'	This introduction gets them working on with their prior knowledge of the concept of ownership. By using their own real world examples, they can connect the concept of ownership to their own lives.
<b>P</b>	<b>PRIME with PRIOR KNOWLEDGE</b> -activate it 3-5 minutes		
<b>A</b>	<b>ADD NEW TEACHER INPUT</b> – Explicitly teach the CONCEPT. 10-15 minutes 	Stimulate students' thinking with a thought experiment: "At lunch time, imagine that I will go over to your house when no one is there while you're stuck at school and play with your toy." (this can be completely modified based on your class. You can single a child out and say this to them, or keep it general and hypothetical. Or you can change the property to whatever you know your class is into: lego, toys, computer, phone, ipod, etc.) Ask students for their initial thoughts on this thought experiment. Focus on the philosophical answers, which will most likely be ethical ones about ownership (it's wrong; you're not allowed; you should have asked permission; etc.)	This aims to get them thinking about their belongings, what ownership means, when someone needs to ask permission, etc.. All of these areas may come up in students' responses to this thought experiment. This section is still aiming to get them oriented towards thinking about ownership in general before adding any difficulties, so free student response is encouraged here
	<b>ADD NEW TEACHER INPUT</b> – Explicitly teach and model the SKILL.	Probe students' reasoning for depth. Look for assumptions and conclusions that are hidden in their reasoning. Examples of this may include: It's wrong > <b>why is it wrong?</b> > it's mine > <b>what makes it yours?</b> > it belongs to me > <b>how do we know something belongs to you?</b> You're not allowed > <b>why aren't I?</b> > it's mine > <b>why does that matter?</b> > it's wrong to take something that is someone else's > <b>how do we know something belongs to someone else?</b> You have to ask permission > <b>why?</b> > because it is my property > <b>how do we know it's your property?</b> > because it was given to me/bought > <b>is this the only way that something can become owned / property?</b>	Students will most likely be thinking about simple circumstances of ownership (things that they definitely own). This is fine for now, as we will into more complex forms of ownership in the next section. Sticking with the simple forms here is best to allow students to begin to develop their thinking with the easy examples first.
<b>C</b>	<b>CHALLENGE with APPLICATION &amp; DEVELOPMENT</b> 10-15 minutes 	The focus questions coming out of the last section should hopefully have arrived at something to do with how we determine ownership.  Introduce more complex examples of ownership, where students use something but probably wouldn't say that they own it. Examples include: Using classroom stationary (it's being used by a student, but does that student own it?) Sitting in a spot on the floor (do you own that spot?) Using the football/basketball/downball area (do you own that area because you are currently using it?)	Students will have to do some deeper thinking about these more difficult examples. Expected responses here are likely to be along the lines of "I don't own it, but if someone took it off me/ kick me off, that would be wrong." The next phase will involve attempting to determine why it would be wrong to take the pencil away from a student even though that student does not own the pencil
	<b>CHECK FOR UNDERSTANDING, FEEDBACK &amp; INDIVIDUAL SUPPORT</b> (Throughout the lesson) 3-5 minutes	(Hopefully, students will lead you towards this section themselves through discussion, so keep this in mind when responding to their discussion points. If they're not on track towards this solution, you may introduce this to stimulate their thinking further, or continue with your discussion in another direction if you think it will be fruitful.)  Introduce separate categorisation of ownership. A possible demarcation is: Full ownership & Temporary ownership. But it is best to follow your students here, and use the language that they've been using throughout the discussion already.  Full ownership will be those easy cases of clear ownership. But temporary ownership (or whatever term you use) will help to provide a solution for those tricky cases. You may present to students the possibility that when a student picks up a school pencil to use in class, that student takes on temporary ownership based on the use of the pencil. Therefore, if another student comes along and takes it, it is like they have stolen property based on the idea that that student has temporary ownership of the pencil.	Students are provided with a possible solution here. It is important (as it always is in philosophy) to not present this as THE solution. Present it as an idea, but allow substantive critique and disagreement if that's how your students respond to it. If students come up with an opposing solution, that's great! Indeed, it would be great if students could come to this kind of possible solution themselves, without the teacher explicitly introducing it. So don't rush the discussion to get here, but allow students the chance to work their way towards a solution like this by themselves through the discussion.
	<b>CULTIVATE INDEPENDENT PRACTICE</b> 5 minutes	Get students thinking about how this idea may impact their everyday lives. If they are struggling, you may introduce ways it could help, such as: Settling disputes in the playground by understanding that someone 'temporarily has ownership' over the use of something and it would be unfair to take over. Understanding that you may have to ask permission to use some kind of stationary, even if it doesn't belong to the person you are asking, but because they 'temporarily own' it.	This section aims to allow students to understand the implications in the real world and their own personal lives. Hopefully students have a good enough grasp on the topic that they will be able to think of several examples of their own.

**T**

**TIME for GOAL REVIEW**

**3-5 minutes**



How do you know you have to ask permission for something?

Does ownership mean something that is bough for you?

These starter questions may help you to see their understanding of the concept if they use it in answering these questions.