

**Year 8**

**Autumn Term**

**Philosophy**

# Lesson one

## Introduction to philosophy

### Objectives:

- To reflect on a range of philosophical questions.
- To practice expressing my views and giving reasons for them.

### Outcomes

By the end of the lesson:

**All must** be able to give their view on one philosophical question.

**Most should** be able to justify my own opinion on a range philosophical questions.

**Some may** be able to explain the views of their classmates.

**Starter:** Which of these is the odd one out? Is there a God? What is the meaning of life? What did you have for breakfast this morning? What is a soul? What happens when we die? Why is this the odd one out?

1. Explain what is meant by philosophy and discuss the skills required to be a philosopher.
2. Complete the walking discussion activity (this can last as long as students are engaged.)
3. Feedback from the activity. Did anyone find a question where everyone had the same answer? Why do we all have different answers? If we can't find a factual answer then what is the point of thinking about these things?
4. Ask students to pick one of the topics on the sheet and then they can either create a brainstorm of the responses that they received or illustrate the responses.

**Plenary:** which philosophical question would you most want the answer to and why?

## Lesson two

# What is a human?

### Objectives:

- To reflect on different ideas of what humanity is.
- To understand and evaluate the concept of a soul .

### Outcomes

By the end of the lesson:

**All must** be able to give two ideas about what humanity is and explain what is meant by soul.

**Most should** be able to justify my own opinion of what is it to be human and explain my view of the soul.

**Some may** be able to evaluate other people's ideas of soul.

**Starter:** Students to look at the card sort. Can they pick the 5 most important parts of a human?

1. Why did they choose what they did? Was it an easy exercise for them?
2. What do they understand by the word soul?
3. Read the different philosophers views on the soul and clarify any that are unclear.
4. Students are to complete the tasks on the sheet (they get more difficult as you go down so more able students may want to start further down than number one.

**Plenary:** redo the starter task in light of the discussion from today's lesson. Has anyone's view changed and why?

## Lesson three

### Does God exist?

#### Objectives:

- To understand the terms atheist, theist and agnostic
- To understand why people have different views about the existence of God.

#### Outcomes

By the end of the lesson:

**All must** be able to give a definition of atheism, theism and agnosticism.

**Most should** be able to suggest reasons that people give for their views about whether God exists.

**Some may** be able to explain how belief in God impacts on the world we live in.

**Starter:** What do you mean when you hear the word God?

1. Students to complete the Belief quiz
2. Students are to split their page in 3. They should give each section a heading atheist, theist, agnostic and define the words. Then, under each heading they should write/illustrate as many reasons as they can why someone would hold this belief.
3. Look together at the lists. Have any of them come up with any actual proof that God does/doesn't exist?
4. Choice of tasks:
  - a. Design symbols for atheism, theism, agnosticism
  - B. Draw a picture to show your view of what the world would be like if no one had a belief in God
  - C. Belief in God is essential to the world. Do you agree? Give reasons to support your answers showing that you have thought about more than one point of view. (see guide sheet)

**Plenary:** Feedback from people's work.

Belief in God is essential to the world.

Do you agree? Give reasons to support your answers and show that you have thought about more than one point of view.

My personal view on this matter is \_\_\_\_\_

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This is because \_\_\_\_\_

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Also \_\_\_\_\_

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There are some people who may disagree with me.

This may be because \_\_\_\_\_

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Or \_\_\_\_\_

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## Lesson four

### Why is there evil in the world?

#### Lesson Objectives:

1. To distinguish between natural and moral evil.
2. To evaluate differing answers to the question 'why is there evil in the world?'

#### Learning Outcomes:

**All should:** be able to give examples of natural and moral evil.

**Most should:** be able to explain 3 reasons why there is evil in the world.

**Some may:** be able to evaluate the explanations for evil.

#### Starter:

Brainstorm types of evil in the world.

1. Explain the difference between natural and moral evil and then students are to draw two linked circles in their books. They are to write the examples of natural evil in one side, moral in the other and any that they would consider to be both in the middle.
2. Ask students to vote with their feet about the following statements:
  - A. If there was a good and loving God then there would be no evil or suffering.
  - B. Most evil and suffering can be explained by human error.
  - C. There is a God and He is punishing us for not following him.
3. Students are to pick the explanation that they most agree with and write a paragraph to explain why. Then they can pick the one that they least agree with and write a paragraph to explain it.

#### Plenary

What questions would you still like to know about evil and suffering?

## Lesson Five

### Is there such a thing as right or wrong?

#### Objectives:

- To understand what is meant by moral choices.
- To understand the ways that people make their moral choices.
- To reflect on the things that influence me in making my decisions.

#### Outcomes

By the end of the lesson:

**All should** be able explain how they would resolve the lesson's dilemma.

**Most should:** be able to explain one form of decision making.

**Some may:** be able to evaluate different forms of decision making.

**Starter:** List 5 difficult decisions that you have had to make. Can you identify any that are moral choices?

1. **Reflection alley.** Ask for a student volunteer, give them a moral dilemma but tell them not to make their mind up yet. — you are in a burning building with your elderly Grandfather who you love dearly and a scientist who has just discovered a cure for cancer. The cure has not yet been written down and no one else knows it. Neither of them will get out without your help and you are only able to save one of them. Which one will you save. Pick 5 students who would save the Grandfather and ask them to stand in a line. Pick 5 who would save the scientist and ask them to stand in a line opposite. The volunteer needs to go down the line asking each person in turn what they would do and why. When they have reached the end and heard all the advice they are to make their decision. You can repeat this 2 or 3 times with different dilemmas.
2. **Feedback from Reflection Alley.** What influenced them to make their decisions. Was the advice given more important than the people giving it or were they more influenced by who was making the decision.
3. Students to read and complete 'help I've got a dilemma' sheet. The less able may only be able to complete the first question in each box.

#### Plenary

Pick students to explain the key terms.

#### Homework

Design your own moral code.

## Lesson six

### Levelled assessment

#### Objectives:

- To reflect on what I have learnt in this unit.
- To demonstrate my knowledge and understanding.

#### Outcomes

By the end of the lesson:

**All should** have made a start on their assessment

**Most should:** have made a detailed plan for their leaflet.

**Some may:** have started doing some further research for their leaflet.

**Starter:** Give the students the level descriptors and ask them to match them with the levels.

1. Explain the assessment to the students. Give them the assessment grid and the help sheet.
2. Students have 20 minutes to begin making a plan for their leaflet.
3. Feedback to their neighbour and share ideas. They need to tell their neighbour what level they would be at if they followed their plan.
4. Students to continue working.

#### Plenary

Feedback good ideas to the class.

#### Homework

Work on assessment.

# Philosophy Assessment

**Task:** You need to produce a leaflet with the title 'Life, what's it all about.' It should be written for a year 6 student to read. You should cover at least 2 of the 5 topics that we have looked at and explain at least 1 viewpoint on each topic that differs from your own.

My leaflet . .	level	Me	friend	teacher
Has information on 3 different topics.	3			
Explains my views on these topics.	3			
Has information on a viewpoint other than my own.	3			
Shows what influences people's decisions about the topics.	4			
How shows what influenced my decisions on these topics.	4			
Shows how people's philosophy makes a difference to the way that they live.	5			
Shows how my philosophy makes a difference to the way that I live.	5			
Shows that I can evaluate the different ideas that other people have.	6			
Shows that I can apply people's moral codes to a range of dilemmas.	6			
Explains why it is important to try and understand views that differ from my own.	7			
Shows that I have researched how one of the world's religions would answer these questions.	7			

**FE level:**

**Teacher Comment:**

Before you hand in your leaflet you need to tick the boxes of the levels that you think you have achieved and then ask a friend to do the same. If you're not happy with the level that they tell you then ask them what you can do to improve.

# Planning Sheet

**Task:** You need to produce a leaflet for students in year 7 called 'life, what's it all about.' You need to write about at least 2 of the topics that we have covered in this unit. To get a level 7 you need to find out what one of the world religions think about the topics. This sheet will help you to structure your work.

## **Philosophical questions**

This will make a good introduction to your leaflet. You should explain what a philosophical question is and why everyone has different answers to them.

## **What is a human?**

- What do you think a human is and why? Do you think there is a soul?
- Now explain why someone may disagree with you.
- If you are aiming for a level 7 why don't you find out what Hindus think about the difference between body and soul.

## **Does God exist?**

- What is your own personal view and why you hold it?
- If you are aiming for a level 5 or higher then you should try and explain how this affects the way you live.
- Now try and explain why someone may disagree with you and how this may affect the way that they live.
- For a level 7, find out 5 things that Christians believe about God.

## **Why is there evil in the world?**

- Where do you think evil comes from and why?
- Why might someone disagree with you?
- For a level 7 find out how Christians can believe in God even though there is evil in the world.

## **How can I tell right from wrong?**

- How do you decide what is the right thing to do? How much does this affect the way that you live?
- How might someone else make their moral choices and how does this affect the way that they live?
- For a level 7, find out about how Christians use the 10 commandments.

# Planning Sheet

- This leaflet will help you to find out the things that different people think about life.
- A philosophical question is . . . . .
- Usually people have all sorts of different opinions about these questions because. . . .

## What is a human?

- I think a human is . . . . . Because . . . . .
- I think that there is/isn't such a thing as a soul because . . . . .
- Some other people think that humans are . . . . . This is because . . . . .
- They may think that there is/isn't a soul because. . . . .

## Does God exist?

- My answer to this question is . . . . .because. . . . .
- Other people disagree with me because . . . . .
- What you think about this may change the way that you live because . . . . .

## Why is there evil in the world?

- My view on this is . . . . . Because . . . . .
- Other people think that . . . . .because. . . . .
- If you think that evil is caused by humans then it might make you live in a different way because. . . . .

## How can I tell right from wrong?

- I find out what is right and wrong by . . . . .
- I think this is a good way to find out the right way to live because. . . . .
- Other people make their decisions by . . . . .this is because . . . . .

# Lesson seven

## Assessment and evaluation

### Objectives

- To produce a leaflet on the meaning of life.
- To reflect on my performance in this unit.

### Outcomes

By the end of the lesson

**All should** have produced a project at level 3

**Most should** have produced a level 4 project

**Some may** have produced a project at level 5 or above.

### Starter:

Show your neighbour what you have done so far. They can tell you one thing they like about it and one thing they think you can improve on.

1. Continue working on project.

### Plenary:

Complete unit evaluation form.