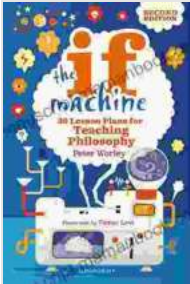


30 Lesson Plans for Teaching Philosophy: Explore Key Concepts and Engage Students Critically



The If Machine, 2nd edition: 30 Lesson Plans for Teaching Philosophy by Peter Worley

★★★★☆ 4.1 out of 5

Language	: English
File size	: 7623 KB
Text-to-Speech	: Enabled
Screen Reader	: Supported
Enhanced typesetting	: Enabled
Word Wise	: Enabled
Print length	: 314 pages

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Philosophy, the pursuit of wisdom and understanding, is an essential component of a well-rounded education. It encourages critical thinking, challenges assumptions, and fosters a deep understanding of the world around us. To effectively teach philosophy in the classroom, educators require engaging and comprehensive lesson plans that cater to diverse learning styles and cultivate philosophical inquiry.


This article presents an extensive collection of 30 lesson plans designed to equip students with a solid foundation in philosophy. These plans cover a broad spectrum of philosophical topics, providing educators with a wealth of resources to ignite students' curiosity and passion for the subject.

Lesson Plan 1: Introducing Philosophy

This introductory lesson plan provides an overview of philosophy, its history, and its major branches. Students will explore the concept of philosophical inquiry, learn about famous philosophers, and engage in discussions about the nature of reality, knowledge, and ethics.



Republic of The Philippines
Region VI - Western Visayas
Department of Education
Antique Vocational School
Bugtong, Antique



Core subject	Introduction to Philosophy of the Human Person
Semester	2 nd Semester, A.Y. 2022-2023

Detailed Lesson Plan In Introduction to Philosophy of the Human Person

I. Objectives

- i. Content Standards: The learners demonstrate various methods of philosophizing
- ii. Performance Standard: The learners evaluate opinions about facts, arguments, and opinions.
- iii. Learning Competencies:
 - Distinguish what is the difference between facts and opinions.
PP11/12-Ic-2.1
 - Analyze situations that show the difference between opinion and truth.
PP11/12-Id-2.2
 - Realize that the methods of philosophy lead to acquiring new knowledge about wisdom and truth
PP11/12-Id-2.3
- iv. Specific Objectives: Students should be able to
 - distinguish facts from opinions
 - determine various types of arguments
 - identify various types of biases

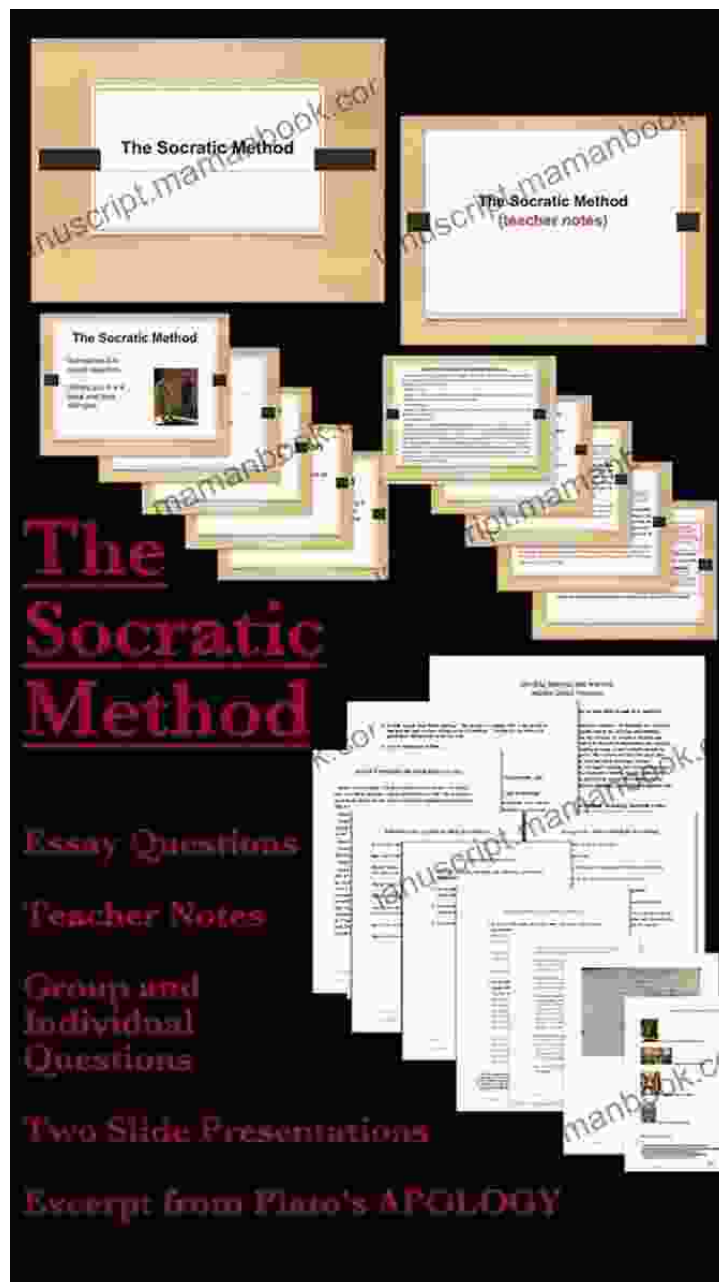
II. Subject Matter
Topic: Methods of Philosophizing
References:
Materials: TV, Internet-connected devices (optional)
Value Focus: argumentation, accuracy, and authenticity of ideas

III. Procedure

Teacher's Activity	Student's Activity
A. Reviewing previous lesson or presenting the new lesson. Pose the question:	Learners are expected to have varying answers to the questions

Lesson Plan 2: The Socratic Method

This lesson plan delves into the Socratic method, a powerful teaching technique employed by the ancient Greek philosopher Socrates. Students will learn about the steps involved in Socratic questioning, practice using it in class discussions, and appreciate its value in developing critical thinking skills.



Lesson Plan 3: Ethics and Morality

This lesson plan explores the fundamental concepts of ethics and morality. Students will examine different ethical theories, such as utilitarianism, deontology, and virtue ethics. They will also analyze real-life ethical dilemmas and engage in discussions about the principles that guide our moral choices.

MORALS AND ETHICS
Morals and ethics encompass the principles and values that govern human behavior and decision-making, promoting virtuous conduct and human well-being.

OVERVIEW
Morals and ethics are intertwined concepts that deal with principles and guidelines for human behavior and decision-making. Morals are personal beliefs and values that help individuals distinguish between right and wrong, while ethics provide a broader framework that evaluates and guides conduct within a specific context, such as a profession or society.

EXAMPLES

- **Telling the Truth** – Lying to others is disrespectful of them. Even when telling the truth might hurt us, it's still important to be truthful to be true to our best selves.
- **Work Ethic** – It would be wrong to sit around and not do anything all day then take a paycheck for the day. It's our responsibility to put effort in and work hard.

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Lesson Plan 4: Epistemology and Knowledge

This lesson plan investigates the nature of knowledge and the process of acquiring it. Students will learn about different theories of knowledge, such as empiricism, rationalism, and skepticism. They will also examine the concept of truth, the limits of human knowledge, and the role of evidence in justifying our beliefs.

Sample ESL Lesson Plan Format Submitted by Dezhorn Adair Ed.

Performance Objective: By the end of the lesson students will be able to make statements using present continuous (SPEAK 9) Speaking 3.2.2. Level: High Beginning

Segment	What and How? Describe Activities	Materials	Multiple Intelligence	Time
1. Warm up and/or review An activity that a) uses previously learned content to begin a new lesson. b) lasts 3-10 minutes) and uses materials students are familiar with from previous lessons.	Show pictures of people performing tasks. Model the present continuous.	Pictures	Visual	5 min
2. Introduction Focusing student attention on the lesson, asking questions, using visual. Stating the objective, relating the objective to previous learning.	Pass out sentence strips using the present continuous. One per student.	Sentence strips		5 min
3. Presentation Introduction of new information by a variety of strategies: visuals, audio, descriptions, explanation of written text. Instructor asks for student comprehension through new vocabulary, grammar structure, life skills, etc.	The teacher will act out a sentence. Students act out their sentence strips while teacher asks the class "what is he doing?"	Verbal Kinesthetic		20 min
4. Practice Opportunities to practice the new knowledge are provided. Practice is guided through materials and may be whole group, small group, pairs, or individual. Instructor models each activity, monitors progress and provides feedback.	Students practice writing sentences on the board and in their workbook.		Tactile	10 min
5. Evaluation Evaluation of each student on attainment of lesson objectives. Evaluation can be oral, written or demonstrated performance (projects).	The teacher will check the workbook page.		tactile	
6. Application/Closure An activity that requires students to apply new knowledge to their own lives or other situation.	Conduct a classroom discussion on what they are "doing now"		verbal	5 min

Format adapted from California Department of Education, Staff Development Institute

Lesson Plan 5: Metaphysics and Reality

This lesson plan explores the fundamental questions about the nature of reality. Students will examine different metaphysical theories, such as materialism, idealism, and dualism. They will also discuss the concepts of time, space, causality, and the existence of God.

Sample Teaching Philosophies

Read through some of the following sample statements of teaching philosophies, (or extracts from statements). Please note that these examples are not chosen for their excellence, but to show you a range of choices of styles, structures and possible content in teaching philosophy statements.

When you read through the extracts, think about the following questions:

- What do you like/dislike about the statement?
- Who do you think the statement is written for?
- Is the statement written in a personal way?
- Are the teaching methods clear?
- Is there a balance between theory and practice?
- Are examples given?
- What words reveal the writer's teaching values?
- What will you remember most about this statement?

1. College of Business

I see teaching as involving a reciprocal relationship between teachers and students. I believe that teachers have duties to their students and the students have duties to their teachers.

I believe that it is my responsibility as a teacher to provide students with the following:

- an environment conducive to learning,
- knowledge that will help them be successful in achieving their lives' goals,
- materials, opportunities, and feedback that will help them learn, and
- help in becoming and remaining motivated to be successful both in their studies and in applying their knowledge to solve problems in their lives.

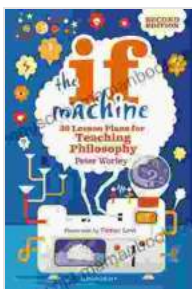
I also believe that my students have duties to me, to their fellow students, and to themselves. I believe that these duties support me in fulfilling my duties to students. Thus, I believe that it is the students' responsibility to be supportive of the teacher and fellow students by being:

- tolerant of different points of view,
- prepared for class,
- willing to work hard to complete course activities,
- willing to bring their life experiences into the class to enrich discussions, and

Dr. Clara O'Farrell

CAPEL

TCD



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