



AVANTI SCHOOLS
TRUST

The Philosophy, Religion & Ethics Curriculum

Lesson Plans: Year 7, Term 1

“Big Thinking”

Unit 7.1: Big Thinking

Unit Description

In this first unit, students will be introduced to the school, its faith tradition and the PRE curriculum. The 3 disciplines of philosophy, religion, and ethics are explored in relationship to:

- (a) Life's 'ultimate questions' (b) Different ways of knowing (epistemology).

Week 1 introduces students to each other and the teacher; the school, its values and concepts; and, the PRE curriculum. Week 2 moves on to identify some of the big questions, drawn partially from students themselves. Students examine the question, "How do we know", while learning how to respectfully deal with differences (of both answer and approach).

Weeks 3 to 5 explore the 3 arenas of Philosophy, Religion and Ethics, along with any attendant disciplines (e.g. Theology and Religious Studies). For each week, the respective focus is on:

- (a) Critical thinking (sound and poor argumentation)
 (b) An overview of the 6 religions in two main categories (and knowing the place of Chaitanya Vaishnavism within its broader Hindu heritage)
 (c) Character formation (virtue ethics) and contemporary moral questions.

Week 6 concludes with consolidation and assessment, focusing on student ability to answer key questions, as they helped articulate at the start of Week 2.

Overall, this unit helps to introduce Year 1 PRE, which systematically covers the key concepts of Chaitanya Vaishnavism (and much Hindu thought), starting with the *atman* (real self) in Unit 2.

Unit Outcomes:

By the end of this unit, students will be able to demonstrate that they:

- **Know and understand** the purpose and relevance of the study of PRE at Avanti schools, as related to the AST values and concepts.
- **Define** 'philosophy', 'religious studies' and 'ethics' (and related terms), **understanding** the differences and similarities between them.
- **List, explain** and begin to **evaluate** various ways of knowing.
- **Articulate** their own 'big-questions' and **know** others.
- **Differentiate** sound reasons/argumentation from poor, with reference to the word 'because'.
- **List** and **classify** the six world religions, citing some (i) basic facts and (ii) similarities and differences.
- **Understand** the place of Chaitanya Vaishnavism within Hinduism.
- **Define** terms related to ethics, and especially to 'character formation' and 'moral dilemma', while showing understanding of how these relate to their own lives and personal experience.
- **Articulate** and **justify** their own answers to some of life's ultimate questions.

School Year: 2014-15

Class: Year 7

Term: Autumn 1

Class Teacher(s):

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Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
1a	Write down and share some key facts about themselves.	This <u>first</u> lesson serves to welcome students to each other, the school and its core PRE curriculum. This first lessons values students for who they are.	<p>Starter: "How Am I feeling?" 3 mins</p> <p>Possible showing a welcoming visual display, ask students how they are feeling right now (at the start of the year and just beginning their PRE lessons.)</p> <p>Ask them to pair up and share their thoughts and feelings; their impressions of the School so far.</p>	<p>PowerPoint 7.1.1</p> <p>Worksheet 7.1.1a "All About Me "</p> <p>I</p>	<p><u>Extension Tasks:</u> None specified</p>
	Listen with attention to their peers.	The <u>second</u> lesson explores the identity of the School, especially in terms of ethos (i.e. the six values).	<p>Presentation: "Introduction by the Teacher" 10 mins</p> <p>Allocate student seating</p> <p>Express you own feelings (e.g. positive anticipation), as you introduce yourself; help students feel comfortable.</p> <p>Introduce the course the year, and the first week.</p> <p>Mention expectations (e.g. re: classroom behaviour/standards).</p>		
	Share something about themselves with their peers	The <u>third</u> lesson offers opportunity for students to express their identity and explore the relationship between themselves and the school community.	<p>Pair/Individual Work: "All About Me" 15 mins</p> <p>Ask students to complete Worksheet 7.1.1a (Part 1 only).</p> <p>Circulate to assist.</p>		
			<p>Sharing in Pairs 20 mins</p> <p>Ask student to refer to their partially-completed worksheets.</p> <p>Explain the forthcoming exercise, with stress on 'good listening' and 'meeting someone they do yet not know very well.'</p> <p>Ask students to pair up and share their names and other points on their worksheets (one student to talk, their other to listen).</p> <p>Mention the half-time point, so students can swap roles.</p> <p>Repeat (i.e. with students pairing up a second time).</p>		
			<p>Consolidation/Plenary "Introducing a new friend" 7 mins</p> <p>Ask students to share something they heard (<i>see right-hand column</i>).</p> <p>Advise students to carefully keep their worksheets, which will be used later in the week.</p>	<p><u>Evaluation/Plenary</u></p> <p>Ask three students, in turn, to come forward and introduce one of their new friends (e.g. saying his/her name and one or two interesting facts about them).</p>	

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1b	<p>Name and explain the three main aims/pillars of the School (as linked to the School motif).</p> <p>Name the Trust's six values, and ascertain corresponding conduct.</p>	<p>The three 'aims' and the six values should become embedded in the School and part of its everyday language.</p>	<p>Starter "Introducing the Avanti Schools" 5 mins</p> <p>Display the three pillars of the School, along with the corresponding symbols.</p> <p>Ask students to write one sentence to explain what they understand by each 'pillar', and to link it to its respective symbol.¹</p> <p>Presentation/Discussion 10 mins</p> <p>Debrief the starter</p> <p>Briefly introduce the six School values, mentioning to students that they should know these off by heart.</p> <p>Group Exercise: "Flower Carousel" ² 30 mins</p> <p>Break class into 6 groups, handing out Exercise Sheet 7.6.1b</p> <p>Hand out to each group:</p> <ul style="list-style-type: none"> (1) One poster (representing <u>one</u> of the six values) (2) Six 'petals' (one for each of the six values) ref <p>Ask students to discuss which petal belongs to this value; then, to stick it on to one of the six 'petal spaces' on the poster. ³</p> <p>After about 4 minutes, rotate posters clockwise and repeat</p> <p>Again repeat (4 more times) until petals are exhausted and each poster has its six petals attached.</p> <p>Post flower posters on the wall; debrief and consolidate learning as useful or needed.</p> <p>Plenary/Consolidation 10 mins</p> <p>Evaluate students on their knowledge and understanding of the 6 School values (<i>see right-hand column</i>).</p>	<p>PowerPoint 7.1.1</p> <p>Exercise Sheet 7.1.1b (1) "Group Work: Flower Carousel" (instructions for students)</p> <p>Exercise Sheet 7.1.1b (2) "Petal Card Statements" (for teacher to make cards)</p> <p>Resource Sheet 7.1.1b (1) "The School's Six Values"</p> <p>Resource Sheets 7.1.1b (2, 3-4) "The Six Values + Carousel Exercise" with sample completed poster, plus images (3-4).</p> <p><u>Student Resources:</u> A dictionary for each group.</p> <p><u>Teacher Resources:</u> AST Website: http://www.avanti.org.uk/sub_section.php?section=47&sub=216</p>	<p><u>Extension Work:</u></p> <p>1. <u>Starter:</u> able students should choose one symbol and explain why it represents the corresponding broad aim.</p> <p>2. <u>Group Exercise:</u> For the value on the poster you now have, write down: (a) words with a similar meaning⁴ (b) similar or related values⁵</p> <p><u>Evaluation/Plenary</u></p> <p>Read out one feature of a value and ask students to name it. Repeat as time allows.</p>

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1c	<p>Explore how they fit into the School, especially in terms of its 'six values'.</p> <p>Listen quietly and respectfully.</p> <p>Speak with self-assurance</p> <p>Respectfully pose questions,</p>	<p>In this lesson, we introduce some life skills, especially as related to respectful listening and confident speaking,</p>	<p>Starter: "My Favourite School Value" 8 mins</p> <p>Display the six values of the School</p> <p>Ask students to refer to part two of their partially-completed Worksheets (7.1.1a) and to complete Part 2 (four questions).</p> <p>Display extension exercise (see right-hand column)</p> <p>Optionally, ask students to also write their name on a small piece of paper, fold it and hand it in (as you go around collecting in a hat or similar).</p> <p>Sharing with Whole Class (Short Talks) 42 mins</p> <p>Select one name from a hat</p> <p>Ask the students to come forward and share two things about him or herself (as specified)</p> <p>Ask class to ask him/her a question or two (as specified, and possibly with the rule that 'no question can be repeated'.)</p> <p>Continue with further students (the previous speaker may draw the next name from the hat).</p> <p>Consolidation: "If I were Prime Minister" 5 mins</p> <p>Ask students to share their answers to the starter extension question (<i>see right-hand column</i>).</p> <p>Assign homework.</p> <p>Handout Exercise Sheet 7.1.1c "Key Words for Unit 7.1", and ask students to fill it in (as they choose) and to carefully look after it.</p>	<p>PowerPoint 7.1.1</p> <p>Exercise Sheet 7.1.1c</p> <p>Homework Specifications "Philosophy, Questions and the News"</p> <p>Worksheet 7.1.1c (2)</p> <p>"Key Words for Unit 7.1.1c"</p>	<p><u>Extension Questions:</u></p> <p><u>Starter:</u> Ask students to write down one thing they would do to improve Britain (and its values) if they ever become Prime Minister of Britain.</p> <p><u>Evaluation/Plenary</u></p> <p>Ask students to orally share their answers to the starter extension question (most likely answered by just a few able or quick students.)</p> <p><u>Weekly Homework:</u></p> <p>Ask students to do research into 'philosophy' and questions raised by stories in the news. See Exercise Sheet 7.1.1c).</p>

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2a	<p>Define 'philosophy', 'with mention of:</p> <p>(a) critical thought</p> <p>(b) the early Greeks</p> <p>(c) the names of at least three famous philosophers</p> <p>Identify, articulate and classify some of life's 'big questions.'</p>	<p>Key terms to include: philosophy, critical thinking, logic, reason, 'big questions', 'darshana'.</p> <p>Content should be kept simple; however, it is certainly important and foundational (for this year, and subsequent years).</p> <p>The big questions form an important theme running through this entire unit, and students will certainly revisit them in Week 6.</p>	<p>Starter 15 mins</p> <p>Divide class into groups, as needed.</p> <p>Display the Outcomes for the Lesson</p> <p>Hand out laminated pictures linked to life's 'big questions' (both moral and ontological), one to each group</p> <p>Ask students to answer, on Worksheet 7.1.2a(1), two questions:</p> <p>(a) What feelings do you have about this picture?</p> <p>(b) What question might you ask after seeing it?</p> <p>Take some questions and discuss.</p> <p>Collect student answers for future reference (and possible display).</p> <p>Present overview of lesson (i.e. 'what we intend to do')</p>	<p>PowerPoint 7.1.2</p> <p>Worksheet 7.1.2a (1) My Own 'Big Questions'</p> <p>(or use plain paper – however, answers should be collected)</p> <p>Worksheet 7.1.2a (2) "What is Philosophy"</p>	<p><u>Extension Tasks:</u></p> <p><u>Worksheet 7.1.2a:</u> Ask students to write down the name of at least one Indian philosopher.</p> <p><u>Evaluation/Plenary</u> 'The Philosopher's Seat' (see left), perhaps while displaying pictures of some key philosophers.</p> <p>For the final evaluation, pose questions to 'the 3 philosophers', running through those on Worksheet 7.1.2a(2).</p> <p>Other students may self assess; possibly ask them to raise their hands if and as they get each answer right.</p>
			<p>Presentation with Worksheets "What is Philosophy?" 20 mins</p> <p>Hand out Worksheets 7.1.2a (2) and brief students to fill them in during the forthcoming presentation (ask them to remain attentive as they write, as far as possible).</p> <p>Make sure you run through and include all key points. ⁶</p> <p>Ask students to later past worksheet in their exercise books.</p>		
			<p>Plenary: "The Philosopher's Seat" 15 mins</p> <p>Ask three volunteers to come up front and to be philosophers</p> <p>Brief students on the procedure</p> <p>Ask one students to read out his/her own big question</p> <p>Ask one or more of the philosophers to give their own answers.</p> <p>Ask for a show of hands as to who agrees (and/or disagrees).</p> <p>Repeat for further big-questions (and <u>do</u> collect written answers from all students for future reference and possible display purposes).⁷</p>		
			<p>Evaluation 5 mins</p> <p>Optionally, replace the 'three philosophers' with new volunteers</p> <p>By posing questions 1 to 8 in turn, check answers to Worksheet 7.1.2a (2) (<i>for details, see right-hand column</i>).</p> <p>Correct and consolidate learning as needed;</p>		

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2b	Recognise that it's not easy to be certain about everything we know.	<p>The 3 ways must include:</p> <p>(1) 'Perceiving' (seeing, hearing, touching, tasting and smelling)</p> <p>(2) 'Thinking about'</p> <p>(3) 'Hearing from (reliable) others'</p> <p>The various disciplines might include Science (#1+ #2), Maths '#2', History (#3)- it is crucial to mention also Philosophy, Religion and Ethics (and their respective ways of knowing).</p>	<p>Starter: "Optical Illusions" Shown an optical illusion and ask students relevant questions (i.e. that makes them sceptical about their sensory knowledge). Show video clips that convince students that we make mistakes about our knowledge as gained through the eyes (and other senses). Introduce the next section/exercise.</p>	<p>PowerPoint 7.1.2</p>	<p><u>Extension Activities:</u></p> <p><u>Evaluation/Plenary</u> Ask students to write down the biggest (most profound) thing they have learned (1 min). The ask them to answer the question: "how did you learn it?" (1 min). Then ask students to orally share their answers, consolidating learning (esp. re: '<u>how</u> we learn').</p>
	List at least 3 ways we acquire knowledge i.e. know things.		<p>Individual exercise: "How Do We Know Things?" Hand-out Worksheet 7.1.2b (1), one to each student. Ask students to complete the exercise; circulate to help as needed. Set an extension question (e.g. as on Worksheet).</p>	<p>Worksheet 7.1.2b (1) 'How Do We Know Things?'</p>	
	Link these 'ways' to various 'disciplines'		<p>Group exercise: "Disciplines to Acquire Knowledge" Break students into groups of 3 or 4 Hand out worksheets 7.1.1b (2), one to each group Ask groups to complete task. Circulate and help as needed Take feedback and discuss</p>	<p>Worksheet 7.1.2b (2) "Learning: different ways and subjects"</p>	
			<p>Plenary/Consolidation Ask students to share the most impressive/memorable learning of the lesson (<i>see right-hand column.</i>)</p>	<p>Teacher Resource: "Philosophy for Kids" by Dr. David White</p>	

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2c	<p>Explain how to respectfully deal with differences (a) of opinion or belief (b) of how we know things (i.e. get knowledge)</p> <p>Analyse and evaluate the meaning behind the story of "the six blind men and the elephant".</p>	<p>The elephant story has many potential meanings. It is essential to draw out those most appropriate, such as:</p> <ol style="list-style-type: none"> 1. We may have 'different parts of the same knowledge'. 2. We should value knowledge (even if incomplete) and share it. 3. Philosophy (often) tries to link all knowledge together e.g. to answer the bigger questions). 	<p>Starter: "Differences of Opinion" 5 mins</p> <p>Display one 'big question', as previously identified or discussed, together with an extension question.</p> <p>Ask students to try to answer the first in about 15 words. ⁸</p> <p>Whole Class Discussion, "Taking Feedback" 10 mins</p> <p>Ask students to read out their answers (to the 1st question), writing them down (e.g. on the whiteboard).</p> <p>Explore how answers are different; mention skills needed for GCSE (in terms of discussing what different people say, and why).</p> <p>Discuss answers to the extension question, consolidating learning (as linked to previous lesson) and exploring how people tend to argue not only about different answers but the different ways we acquire knowledge; possibly show examples of people being intolerant⁹.</p> <p>Pose the question; "How do we better deal with such discussions?" (Simply to lead into the next section).</p> <p>Story Telling: "The Six Blind Men and the Elephant" 25 mins</p> <p>Narrate the story in some detail (using video or PowerPoint).</p> <p>Break class into groups of 3-4 students.</p> <p>Ask student groups to work together to ascertain the morals of the story, <i>as relevant to our learning objectives</i>. ¹⁰</p> <p>Post-it note Exercise: 'Sharing our Answers?' 7 mins</p> <p>Display possible answers¹¹ (as to the meaning of the story) on a whiteboard, including those we wish to particularly highlight¹².</p> <p>Ask students to discuss and decide which 2 displayed answers most match with their own.</p> <p>Ask one representative to come forward to fix post-it notes next to their choices, as displayed on the wall/board.</p> <p>Discuss (as far as time allows).</p> <p>Plenary 8 mins</p> <p>Ask for, and respond to, student feedback on what they now know after this lesson (see right-hand column).</p>	<p>PowerPoint 7.1.2</p> <p><u>Other resources:</u></p> <p>'Post-it' notes</p> <p>Video or books for "The Six Blind men and the Elephant".</p> <p>https://www.youtube.com/watch?v=D84e3u3CVpo</p> <p>https://www.youtube.com/watch?v=-Pknme2ahwA</p>	<p><u>Extension Questions:</u></p> <p><u>Starter:</u></p> <p>"What is one reason you gave this particular answer, or hold this opinion?"</p> <p><u>Evaluation/Plenary</u></p> <p>As you ask for and respond to student feedback, model good thinking (and the appropriate attitude) by noting diversity and valuing it. For example, thank students for contributions whatever they are; point out difference.</p> <p><u>Weekly Homework:</u></p> <p>Students should:</p> <p>Use the worksheet i.e. #7.1.2c (2) to research key terms linked to critical and philosophical thinking.</p>

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3a	Identify and list words connected to cause and effect (as implicit in the word 'because'.)	The focus here is on understanding the word 'because'	Starter Show one short dominoes video and ask students to answer the following two questions (with an extension exercise): (a) What caused the first domino to fall? (b) What caused the last domino to fall? (c) Extension question (<i>see right hand column</i>).	5 mins	PowerPoint 7.1.3	<u>Extension Question:</u> <u>Starter:</u> What else can we say or conclude? (E.g. about the first and last dominos).
	Differentiate cause from effect	We start with cause and effect; subsequently, to recognise that some arguments are better than others (i.e. there are good reasons).	Presentation: "What are Cause and Effect?" Use a PowerPoint presentation (possibly with further videos) to explore and explain 'cause', 'effect' and related terms (as specified ¹³)	10 mins	Worksheet 7.1.3a (1) "Looking for Causes"	
	Understand that some reasons and arguments are better than others.	The next two lessons discuss bad and good reasons respectively.	Worksheet Exercise 1 (Pairs): "Looking for Causes" Ask students to complete Worksheet 7.1.3a (1), including the extension exercise (if they have time). Take feedback and debrief, drawing out apt conclusions that lead us naturally into the second part of the lesson. ¹⁴	15 mins	<u>Teacher Resource:</u> Videos: https://www.youtube.com/watch?v=wSOGw6qDokI	<u>Evaluation/Plenary</u>
	Explain why it is important to give good reasons (or ask for them).	Desired (and age-relevant) answers to the 3 rd objective might include: 1. An answer might be wrong 2. People might be lying, or trying to mislead us 3. Thoughtful people won't take us seriously (if we don't give reasons). 4. We need to test and sometimes change our own ideas.	Worksheet Exercise 2: (Self) "Good and Bad Arguments" Ask students to use Worksheet 7.1.3a (2) to help them, recognise that some reasons/arguments are better or worse than others. Optionally, ask students to pair up to share and explore their answers.	15 mins	Books: 'The Philosophy Shop' by Peter Worley 'Philosophy for Kids' by David White	Ask students to share what they liked in this lesson (or didn't like), and to give reasons (i.e. articulate the cause of their liking or disliking). This exercise should reinforce learning, as well as assess it.
			Whole Class Discussion Debrief Worksheet Exercise 2, highlighting "how it's important that our arguments make sense" (i.e. are logical or rational).	5 mins		
		Plenary Seek student impressions of what they liked (<i>see right-hand column</i> .)		5 mins		

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3b	Recognise a <u>poor</u> reason/argument.	<p>The focus here is on <u>poor</u> arguments and fallacies (and good arguments in the next lesson).</p> <p>Foundational fallacies might include:</p> <ol style="list-style-type: none"> 1. 'Everyone's doing it' 2. 'Other things are worse'. 3. 'Begging the question' 4. 'Attacking the person'. 5. "Not seen, doesn't exist" ('Black swan' fallacy) <p>Note: these have been included as they are likely to resonate with students' direct experience. Teachers might keep this in mind as they consider improving the list</p>	<p>Starter: "Valid and Invalid Arguments" 12 mins</p> <p>Using Worksheet 7.1.3b, ask student to complete only Exercise 1, evaluating some arguments (with which they're familiar, including examples of basic fallacies).</p> <p>Circulate to assist, as needed.</p> <p>Ask students to carefully hang-on to their completed sheets.</p> <p>Mention the focus of the lesson.</p>	<p>PowerPoint 7.1.3</p> <p>Worksheet 7.1.3b "Why Some Arguments are Bad"</p> <p>Resource Sheet 7.6.3b "Spot the Fallacy"</p>	<p><u>Extension Activities:</u></p> <p>Students might write their own examples of some common fallacies.</p> <p><u>Evaluation/Plenary</u></p> <p>With the whole class, display a range of fallacies (e.g. through video, PowerPoint text, cartoons, etc.) and with each ask students to recognise (identify) the corresponding broad fallacy (according to the few basic one chosen). Identify strengths and challenges in responses and generally consolidate learning.</p>
	Identify/list some features of a poor reason or argument, citing some concrete examples.		<p>Whole Class Presentation: 'The Good and the Bad' 5 mins</p> <p>Discuss student answers, with a stress on pointing out which arguments are bad (and which good) – don't get into any detail as to 'why' (this is covered later)</p>		
	List at least three basic 'fallacies', and recognise them when they appear in arguments.		<p>Group Work: Discussion "Why Some Arguments are Bad" 8 mins</p> <p>Cluster students into groups of three ¹⁵</p> <p>Returning to Worksheet 7.1.3b)¹⁶, ask students to complete Exercise 2, ensuring that each group starts with discussing <u>one</u> specific and designated poor argument^{17 18}</p>		
			<p>Whole Class Discussion? "Share Your Answers" 15 mins</p> <p>Run through each question in turn, making sure you:</p> <ol style="list-style-type: none"> (a) take feedback from the corresponding group(s) (b) clarify (support, correct, qualify, etc.) as needed (c) name the corresponding generic fallacy. ¹⁹ 		
			<p>Plenary: "Spot the Fallacy" 15 mins</p> <p>Assess and enhance student ability to spot fallacies (<i>see right-hand column.</i>)</p> <p>Mention the next lesson on 'good arguments';</p>		

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
3c	<p>Recognise a <u>good</u> reason/argument.</p> <p>List the features of a good reason or argument, citing some concrete examples.</p> <p>Present a sound argument according to the set criteria (features).</p> <p>Evaluate an argument based on the set criteria</p>	<p>The focus here is covering good arguments (after having, in Lesson 3b, exploring poor arguments, including some common fallacies).</p>	<p>Starter: "What Makes a Good Argument?" 2 mins</p> <p>Ask students to write down what they think²⁰ makes a <u>good</u> argument. Optionally, display a list (including some decoys, or 'wrong answers') and ask students to choose what they think are the right criteria (i.e. for a good or convincing argument).</p> <p>Card Game: 'Identifying the Best Arguments' 10 mins</p> <p>Break class into triads (groups of three).</p> <p>Hand out one set of four cards to each group, asking them to choose the one best answer (from three cards) to the posed question (on 1 card). Also display the extension question (<i>see right</i>).</p> <p>Presentation: "'Features of a Good Argument'" 8 mins</p> <p>Run through and explain/discuss the features of a good argument (see Resource Sheet 7.1.3c), referring to the previous exercise.</p> <p>Individual Exercise: "Writing My Arguments" 10 mins</p> <p>Ask²¹ students to choose one question from a selected list²² (related to those discussed in previous lesson) and to write one good argument²³ for it and one good reason against it.</p> <p>Debate: "Trying to Present Good Arguments" 20 mins</p> <p>Ask student to get/remain in triads; two students to debate²⁴ and the third to afterwards give feedback on which arguments they felt were good; repeat (swapping roles in each group) as time permits.</p> <p>Ask 2 exemplary students to demonstrate in front of class (5 mins).</p> <p>Plenary: "Odd Man Out" 5 mins</p> <p>Assess and enhance student ability to list the features of a good argument (<i>see right-hand column.</i>)</p> <p>Hand out Worksheet 7.1.3c, as homework for the week.</p>	<p>PowerPoint 7.1.3</p> <p>Resource Sheet 7.1.3c "Features of a Good Argument"</p> <p>Exercise Sheet 7.1.3c "Cards for Arguments Game"</p> <p>Worksheet 7.1.3c 'Six Religions Overview'</p> <p><u>Teacher Resource:</u> Videos for starter: https://www.youtube.com/watch?v=SjXIbV0XY90</p>	<p><u>Extension Activities:</u></p> <p><u>Card Game:</u> Discuss why the reason you chose is the best.</p> <p><u>Writing My Arguments:</u> quick students may write further arguments.</p> <p><u>Evaluation/Plenary</u></p> <p>Display the features of a good argument with an odd man (or two) added, which students are must identify. Preferably, ensure the 'odd men out' also enhance learning.</p> <p><u>Weekly Homework:</u> Students should: Do research into world religions in order to complete Worksheet 7.1.3c</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
4a	<p>List the six world religions and name at least two others.</p> <p>Classify the six faiths in two broad categories, and each set of 3 in chronological order.</p> <p>Begin to list and explain key facts about the six faiths, as also Chaitanya Vaishnavism.</p>	<p>One key concern at this stage in student learning and development is to ensure that all have a basic knowledge and understanding of the world religions.</p> <p>Avoid calling the Abrahamic traditions the 'monotheistic traditions', as this neglects the facts that:</p> <p>(a) types of monotheism are indeed taught by some Eastern traditions, especially some branches of Hinduism</p> <p>(b) some branches of Judaism, Christianity and Islam might better be classified under 'monism' rather than 'monotheism'</p>	<p>Starter: "Classifying the World Religions" 5 mins</p> <p>Visually displaying the six world religions, ask students to classify them into the two broad categories, ensuring that each set of 3 is in correct chronological order (for answers, see Resource Sheet 7.4.1a). Set also an extension question (<i>see right-hand column</i>)</p> <p>Debrief, as needed or helpful.</p> <p>Refer to student homework, as helpful. ²⁵</p> <p>Whole-class Discussion: "The Origins of Each Religion" 10 mins</p> <p>Discuss the start each religion, in terms of:</p> <p>(a) The founder (or founders) ²⁶</p> <p>(b) The date each was founded, with possibly anomalies²⁷</p> <p>(c) Links from previous traditions (if any).</p> <p>Optionally, discuss the idea of 'beliefs'²⁸ and 'practices', relevant to project questions 2 and 3.</p> <p>Exploring our Project Work 5 mins</p> <p>Break the class into 7 groups²⁹ (possibly 8³⁰).</p> <p>Explain the projects (very briefly) and hand out the corresponding Exercise Sheets (7.1.4a), one to each group (at least).</p> <p>Explain our expectations for this first lesson (finishing question 3).</p> <p>Student Project Work 30 mins</p> <p>Ask students to begin their projects; answers questions on the task. Circulate to supply resources and otherwise assist, as needed (some explicit teaching may even be useful).</p> <p>Consolidation/Plenary 5 mins</p> <p>Ask students to share their answers to key questions (<i>see right-hand column</i>).</p>	<p>PowerPoint 7.1.4</p> <p>Exercise Sheet 7.1.4a Project Specifications: "World Religions Research"</p> <p>Resource Sheet 7.1.4a "Classifying the World Religions"</p> <p><u>Research Resources:</u> Including multi-faith books, and access to the internet.</p>	<p><u>Extension Activities:</u> <u>Starter:</u> Ask students to list at least 2 other religions (i.e. outside the main 6).</p> <p><u>Evaluation/Plenary</u> Have students share their work, especially by answering questions related to the founder, date of foundation and location.</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
4b	Continue to list and explain key facts about the six faiths – and Chaitanya Vaishnavism - ascertaining some differences and similarities.	Keep in mind that the founder of Sikhism, Guru Nanak, drew somewhat from Islam!	<p>Starter: “Words Used to Discuss Religion” 5 mins Request students to complete Worksheet 7.1.4b Debrief as needed.</p> <p>Discussion: “Research Questions 4 and 5?” 10 mins Briefly explore research questions 4 and 5. Specifically, model the process (for the project) by discussing and giving examples of: <ol style="list-style-type: none"> 1. Some broad groups/denominations in one or two religions ³¹ 2. Difference and similarities between different religions Related to (a) the afterlife (b) food, diet and vegetarianism.</p> <p>Continuing the Student Project Work 35 mins Ask students to continue their projects Suggest that at least one group member starts preparing the presentation (rather than everyone conducting research). Circulate to supply resources and otherwise assist, as needed. With 20 minutes to go, check all groups have adequately progressed on their poster or PowerPoint presentation (as they have chosen).</p> <p>Consolidation/Plenary 5 mins Ask students to share their answers to key questions (<i>see right-hand column</i>).</p>	<p>PowerPoint 7.1.4</p> <p>Worksheet 7.1.4b “Words Used to Discuss Religion”</p> <p><u>Research Resources:</u> Including multi-faith books, and access to the internet.</p>	<p><u>Extension Activities:</u> Include extra questions on more advanced words/terms in the starter (see Worksheet 7.1.4b).</p> <p><u>Evaluation/Plenary</u> Ask students to orally share answers, starting with Question 4 (in case any groups have reached there); work backwards. Evaluate progress - all groups should have at least started Question 3).</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
4c	List, explain and summarise key facts about the six faiths – and Chaitanya Vaishnavism - ascertaining some differences, similarities and distinctive features.	There is some attention here given to presentations skills.	<p>Starter “What Do you Need to Do” 6 mins</p> <p>Ensure students are sitting in their project groups Ask them to answer the question, “What do we still need to get ready?” As needed, take feedback and allocate groups to the presentation schedule (i.e. set the order of presentations). As student to get ready for their presentations and complete any final work Hand out Worksheets 7.1.4c (explaining as appropriate)</p> <p>Student Presentation 1 6 mins</p> <p>As first group to come forward Specify which questions they should answer or focus on Ask students to start the presentation, perhaps using a bell or similar device (4 mins). Make comments, as needed, and congratulate group members. Ensure students are managing to complete Worksheet 7.1.4c</p> <p>Student Presentations 2-7 36 mins</p> <p>Repeat presentations for the further 6 groups</p> <p>Plenary 7 mins</p> <p>Evaluate students on completing Worksheet 7.1.4c (see right-hand column). Ask students to keep their worksheets and trim and paste in their Exercise Books. Specify the homework for the week</p>	<p>PowerPoint 7.1.4</p> <p>Worksheet 7.1.4c “What I Learned about Each Religion ”</p>	<p><u>Extension Activities:</u> Non-specified</p> <p><u>Evaluation/Plenary</u> Go round each group asking one member to read out one thing they have learned about another religion (as they have written on Worksheet 7.1.4c).</p> <p><u>Weekly Homework:</u> Students should: Conduct research into: 1. Words linked to morals and ethics 2. What moral questions do we hear about in the news? List at least three.</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
5a	Define ethics and related terms and key ideas.	This week is essentially an introduction to the various moral theories; however, it <u>is</u> elementary and made accessible by drawing from students own thoughts and experiences.	Starter: "Ethics and Related Terms" 5 mins Using Worksheet 7.1.5 a, ask students to link terms to their respective meanings.	PowerPoint 7.1.5 Worksheet 7.1.5a "Ethics and Related Words" Exercise Sheet 7.1.5a (1) Group Work "Deciding what is right"	<u>Extension Question:</u> "What are the good ways of making moral decisions? Which ways are perhaps not so good?"
	Recognise moral decisions (and questions) in our own lives		Interactive Presentation: "Moral Decisions in Our Own Lives" 15 mins Using visuals, debrief the starter (and the various words). Present concrete examples of the need to make moral decisions, using the example of Arjuna on the Battlefield of Kurukshetra. Mention two key areas linked to ethics: (a) general lifestyle (b) specific difficult situations, such as moral dilemmas. ³² Optionally, ask students to consider/express dilemmas they have experienced.		
	Express and reflect on their own opinions	Essentially, we present a framework for discussing moral issues right from the beginning. We aim to start answering the question, "How do we know right from wrong?"	Pair/Group Work: "Deciding what is Right" 12 mins Ask students to work in pairs or groups to answer concrete moral questions (i.e. form and express their own opinions), as listed on Exercise Sheet 7.1.5a. Take feedback, as helpful. As a second task, ask students to discuss <u>why</u> we answered in the way we did; circulate to help (giving clues or the other prompts).	Resource Sheet 7.1.5a (1) Teacher Tips "Ways of Making Moral Decisions"	
	List some ways they (and we all) use to differentiate right from wrong (and begin to evaluate them).	Some focus here is on Arjuna's dilemma i.e. at the start of the Bhagavad-gita)	Whole-class discussion: "Debrief of Group Work" 13 mins Take feedback and consolidate and write down responses. Ask "How do we know what is right?" ³³ Begin to draw out some main ways we 'tell right from wrong' (see Resource Sheet 7.1.5a). Use Arjuna's story. ³⁴ Display a list on the wall for future reference (students might also add some visuals for each) Consolidate, stressing the need to develop character and values	Resource Sheet 7.1.5a (2) "Moral Education: A Fresh Look" (Farmington Fellowship Paper) <u>Teacher Resource:</u>	
			Plenary/Consolidation: "Ways We choose right from wrong" 10 mins Evaluate students on the 'ways we make moral decisions' (see <i>right-hand column</i>).		

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
5b	<p>Define 'dilemma' and similar terms</p> <p>Identify and explain concrete examples (from film, story and their own lives).</p> <p>Articulate ways they might respond to a moral dilemma and explain why (preferably linking to one of 'the ways')</p>	<p>Focus on narratives with which students are familiar and to which they might authentically relate.</p>	<p>Starter: "What's the Dilemma" 5 mins</p> <p>Show 2-3 well-selected images and ask students to guess and write down what the dilemma might be.³⁵</p> <p>Preferably with visuals, explore terms linked to dilemma, such as jam, spot, pickle, problem, puzzle, quandary or predicament.</p> <p>Film Presentation³⁶ "Moral Dilemmas in Modern Narrative" 20 mins</p> <p>Brief students on what to watch out for (see below).</p> <p>Show clips from films that clearly and succinctly showing moral dilemmas (be careful that films are age-appropriate)</p> <p>Ask students to identify certain events such as:</p> <ol style="list-style-type: none"> 1. Different opinions given (who said what) 2. Any reason they give or imply (e.g. 'it's wrong on principle' or 'it's against the rules'. <p>Ask them to analyse (in each case), how we are deciding (with reference to the list posted on the wall from the previous lesson).</p> <p>Group Work: "Analysing Moral Dilemmas" 25 mins</p> <p>Break class into groups of three students</p> <p>Mention the importance of <u>thinking</u> about moral decisions</p> <p>Display the tasks (sequentially, as needed), as listed on Exercise Sheet 7.1.5b.</p> <p>Take feedback, discuss and consolidate in constructive ways (e.g. students might 'act out' the dilemma and the solution)</p> <p>Reinforce and consolidate learning.</p> <p>Plenary/Consolidation: 5 mins</p> <p>Ask students about the impact of the lesson on 'the way they see the world' (see right-hand column)</p>	<p>PowerPoint 7.1.5</p> <p>Exercise Sheet 7.1.5b</p> <p>Group Work: "Analysing Moral Dilemmas"</p> <p>Resource Sheet 7.1.5b</p> <p>Teacher Tips "Arjuna's Dilemma" (with analysis, including his reasons not to fight)</p> <p><u>Teacher Resources:</u></p> <p>Film clips, e.g. from:</p> <ul style="list-style-type: none"> 'Mulan' 'Divergence' 'Maze Runner' 'The Hunger Games' 'The Lone Survivor' 	<p><u>Extension Activities:</u></p> <p><u>Starter:</u> Pose a further question: "How would <u>you</u> respond to this dilemma?"</p> <p><u>Evaluation/Plenary</u></p> <p>Display the questions, "How has this lesson changed the way you see things?" and, "What would be different for you if you hadn't had this lesson?"</p> <p>Give students 30-60 seconds to think about these questions and then provide oral answers.</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
5c	<p>Explain some of the main moral questions</p> <p>Suggest reasons for acting one way or another.</p> <p>Present their own opinion, and write down one or two reasons why they think they are right.</p>	<p>This lesson focuses on concrete examples, as relevant to students' lives (before moving on, next lesson, to more general issues, and one specific example).</p>	<p>Starter: "Moral Questions" 8 mins</p> <p>Present students with a series of big-questions. Ask them which ones are moral questions (i.e. about 'what is right or wrong').</p> <p>Consolidate a list a few common questions (as form discussion in 'applied ethics' at GCSE and A-level.). Leave list posted on the wall so students can see them (or write them down).</p> <p>Group and Individual Work 25 mins</p> <p>Break class into six or more groups</p> <p>Hand our Exercise Sheet 7.1.6c, asking students to discuss the same moral question, "Should we kill animals?" but from different perspectives (as specified).</p> <p>Circulate to assist.</p> <p>Briefly take feedback.</p> <p>Ask students to write down their own opinion and give 1-2 reasons why they hold this opinion (i.e. think it is right).</p> <p>Debate 15 mins</p> <p>Ask two students to come forward; one who is inclined to answer 'yes' and one who is inclined to answer 'no'</p> <p>Ask one to speak for 30 seconds. Ask the second to respond.</p> <p>Repeat (so that each student talks on two occasions)</p> <p>Afterwards, discuss briefly, highlighting any good points/arguments, and alluding to 'how we make moral choices'.</p> <p>Repeat with more debating pairs, as times allows.</p> <p>Plenary/Consolidation, "3-3-1 Summary" 7 mins</p> <p>Ask students to summarise the whole lesson (<i>see right hand column</i>)</p> <p>Allocate Homework, possibly handing out Exercise Sheet 7.6.5c.</p>	<p>PowerPoint 7.6.5</p> <p>Exercise Sheet 7.1.5c</p> <p>Group Work: "Should We Kill Animals"</p> <p>(one sheet for each group, with specific task highlighted).</p>	<p><u>Extension Activities:</u></p> <p><u>Weekly Homework:</u></p> <p>Ask students, step by step, to write down what they have learned:</p> <ol style="list-style-type: none"> 1. In 3 short sentence 2. In 3 key words 3. In 1 word. <p>Ask (some) students to then share their single words.</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
6a	<p>Summarise and consolidate their learning in terms of knowledge and understanding.</p> <p>Specifically, recall key facts and define terms</p> <p>To classify and analyse, as by explaining similarities and differences (e.g. between the 3 main categories of PRE, or the six main religions</p>	<p>This <u>first lesson</u> evaluates students' knowledge (and helps consolidate learning).</p> <p>The <u>second lesson</u> evaluates the students for their ability to summarise and evaluate (through project work).</p> <p>The <u>third lesson</u> provides students opportunity to share their work and learning.</p>	<p>Starter 5 mins Displaying an example, ask students to draw a timeline for the unit so far i.e. with 5 sections (indicating that they can consult their notes). Also request them to write own their names on a small piece of paper, and then drop the folded paper into a circulating 'hat'.</p> <p>"Who wants to be a Millionaire" 40 mins Explain the format and rules of the game³⁷ Choose the first contestant (pick name from hat). Play this game, using the associated PowerPoint and in a way that is somewhat amended for classroom rather than TV use³⁸. Remind students who are in the audience to fill in the corresponding Worksheet (7.1.6a) or write down in their exercises, the questions as they are asked and then write down their own answers, followed by the correct answer (ask those answering to think and wait for 20 seconds before articulating their answer). Run through questions until game is complete.</p> <p>Plenary 10 mins Ask students to self-assess their performance in the quiz (see right-hand column). Mention the next lesson.</p>	<p>PowerPoint 7.1.6 (including "Who want to be a Millionaire?", complete with questions)</p> <p>Worksheet 7.1.6a "My Personal Answers to Quiz Questions"</p> <p><u>Teacher Resource:</u> Various YouTube clips on 'Who wants to be a millionaire'?</p>	<p><u>Extension Activities:</u> None specified</p> <p><u>Evaluation/Plenary</u> Ask students to self-assess their performance in the previous section (quiz game), using Worksheet 7.1.6a. Ask students to indicate (e.g. by a shows of hands) who correctly answered all 15 questions, who got 14, 13, 12 and so on.</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
6b	<p>Synthesise, summarise and evaluate what they have learned.</p> <p>Specifically to complete projects to: (a) Present and evaluate various answers to life's big questions, both moral and ontological. (b) Justify their own views and opinions</p>		<p>Starter: "Big Questions again" 10 mins</p> <p>Explain the game, possibly a competition (see below).</p> <p>Display in quick succession (best with images) some educational questions (each numbered). Ask students to spot and write down the <u>numbers</u> of any they consider to be 'big questions' (the idea is to add up all the numbers and shout out the correct answer).</p> <p>Run through some good ways of trying to answer such questions (e.g. the levels that correspond to the forthcoming exercise).</p> <p>Project Writing: "Answering Two Big-Questions" 40 mins</p> <p>Hand each student a copy of Exercise Sheet 7.1.6b.</p> <p>Explain the exercise and mention that student can consult all their previous notes, refer to text books, and so on.</p> <p>Ask student to begin writing their answers in their respective exercise books.</p> <p>Circulate to assist.</p> <p>Announce the time for the end of the first paper (after 20 minutes).</p> <p>Announce the end of the exercise</p> <p>Optionally, and where feasible, suggest that some students might as extra homework finish off the writing i.e. by the start of the subsequent lesson).</p> <p>Plenary/Evaluation: "My Word!" 5 mins</p> <p>Evaluate students on their understanding of key words (<i>see right-hand column</i>).</p>	<p>PowerPoint 7.1.6</p> <p>Resource Sheet 7.1.6b (for starter). "Which of these are Big Questions?"</p> <p>Exercise Sheet 7.1.6b Written Paper: "Answering Two Big Questions"</p> <p><u>Student Resources:</u> Including multi-faith books, and - if feasible - access to the internet. Students can refer to all their notes e.g. in their exercise books.</p>	<p><u>Extension Question:</u> None specified.</p> <p><u>Evaluation/Plenary</u> Ask a volunteer to start the game. He or she stands, says one key term (relevant to this week) and points to one particular student. That student then stands and: (a) defines the word (b) repeats the process</p> <p>And so on, as time allows. Each student should participate no more than once.</p>

Session	Learning Objectives	Teaching Focus & Possible Content	Sample Lesson Plan and Learning Experiences	Resources	Consolidation and Evaluation
6c	<p>Synthesise, summarise and evaluate what they have learned.</p> <p>Specifically:</p> <p>(a) Share the results of their respective projects</p> <p>(b) Evaluate the unit</p> <p>(c) Identify and articulate the most memorable thing they have learned over the unit.</p>		<p>Starter: "Philosophical, Religious & Ethical Questions" 8 mins</p> <p>Display a carefully-selected image³⁹ and ask students to write down 3 possible questions, as asked by (1) a philosopher (2) a religious person (2) and ethical person</p> <p>Set extension question (see right-hand column).</p> <p>Read out some of student questions (from the end of last lesson); answer them.</p> <p>Group Work: "Summarising our Learning " 40 mins</p> <p>Hand out exercise sheets (7.1.6c), asking students to construct a display summarising the entire unit (with text, pictures and so on)</p> <p>Hand out and/or refer to the available resources</p> <p>Circulate and help.</p> <p>Ask students to hang their posters on the wall.</p> <p>Discuss and summarise our learning over the last six weeks.</p> <p>Evaluation/Plenary: "My Learning for this Unit?" 7 mins</p> <p>Give opportunity for students to evaluate themselves, with an extension task (see right-hand column).</p>	<p>PowerPoint 7.1.6</p> <p>Worksheet 7.1.6c 'My Learning for this Unit' (Evaluation using Blob-men)</p> <p><u>Student Resources:</u> Including coloured paper and cardboard, gum, crayons, scissors, large sheets of paper (e.g. A1 flipchart).</p>	<p><u>Extension Question Starter:</u></p> <p>What would your personal question be? (Either one of the 3 or an entirely different one).</p> <p><u>Evaluation/Plenary</u></p> <p>Hand out Worksheet 7.1.6c and ask students to complete both parts.</p> <p>Take oral feedback e.g. on the second extension question. Collect the sheets for processing student feedback on this unit.</p> <p><u>Holiday Homework:</u></p> <p>None yet specified</p>

Lesson 1b

¹ Alternatively, display the three symbols and ask them to write down what they might symbolise; subsequently introduce and explore the three pillars.

² Details of this exercise are also included in Resource Sheet 7.1.1b

³ The teacher will need to check that no mistakes have been made; hence, use something like blu-tack (so that petals can be easily removed and relocated).

Lesson 1c

It's important to consider if all students can participate (dependant on factors such as class size). Possibly, do not include those who had some opportunity at the end of lesson 1a; otherwise, arrange another time that remaining students can share something about themselves.

⁴ For example, 'bold' as similar to 'courageous'

⁵ For example, 'fearless'; or, for 'empathy', 'kind' or 'caring'.

⁶ These are:

- (a) The meaning of philosophy
- (b) When and where Western philosophy began
- (c) The name of 3-6 philosophers (some Greek)
- (d) Hindu philosophy (often religious)
- (e) The six 'darshanas'

Lesson 2a

⁷ The teacher might usefully draw up a list, knocking out duplicates. This can be later shared with students. If students do hand in their respective answers, it might be wise they make a note of their big-question, to refer to and possibly answer during Week 6.

Lesson 2c

⁸ And the 2nd extension question if they have time

⁹ For example, arguments based on science versus religion (with their different epistemologies).

¹⁰ It is essential to ask the right questions to draw out the most relevant meanings/conclusions from this story. Some such questions are included in the recommended and accompanying PowerPoint presentation.

¹¹ It's best if these are numbered for future reference

¹² Refer to the Learning Objectives

Lesson 3a

¹³ These may include:

cause	effect
before	after
reason	result
action	consequence
because/since	if
why?	what?

Other terms might be 'origin', 'chain of events'.

¹⁴ These may include:

- (1) There are clear, concrete example from life of we humans trying to determine the cause of something
- (2) Humans have reasons for trying to determine the cause of many events/phenomena, such as (generally) being able to change what happens and (more specifically), to ensure health, safety, prosperity and happiness.
- (3) Many arguments are about 'what causes something' and the corresponding solution. Giving reasons is about saying 'because' e.g. "God doesn't exist because...". Or "I don't believe in capital punishment because . . ."

Lesson 3b

¹⁵ It might be useful here for groups to be of mixed ability (so that students recognising poor arguments can share their thoughts with others)

¹⁷ This is to provide focus, especially when it comes to providing feedback, whilst allowing students to discuss further questions if they finish the first.

¹⁸ Be aware of differentiation, as some arguments are easier to evaluate than others.

¹⁹ The fallacies are as follows:

1. 'Attack on the person' (ad hominem)
2. 'Black Swan fallacy' ('no-one has seen it, so it doesn't exist')
3. 'Appeal to false authority'
4. This is okay; no fallacy here!
5. 'Everyone is doing it' (Similar to 'everyone knows')
6. 'Other things are worse'
7. 'Begging the Question' ('Circular argument')

²⁰ From their experience.

²¹ The teacher might simply give one argument and not give any choice (allocating the same one question to all groups, or different ones). It would be best to carefully select these questions to both ensure continuity/cohesion, and to address student interest.

²² These should be selected carefully (e.g. to be age appropriate and to build on previous learning) and to include both moral questions ('is it right') and ontological questions ('is it true'). They might include:

1. "Why does suffering exist"
2. "Is there a God?"
3. "Is it right to use mobile phones while driving?"

²³ Students may need further guidelines, as included in the references PowerPoint (i.e. PPP 1.1.3)

Lesson 4a

²⁴ i.e. one argues for and one against. Naturally, this requires some foresight and the teacher being well-prepared.

²⁵ As time for research is limited, it's essential that students refer to the results of their homework (during the forthcoming project work), which they can pool into their groups.

²⁶ And possibly 'cause and effect' (from the previous lesson)

²⁷ Hinduism has no (definite) starting point nor a single founder. However, reasonable alternatives needed to be supplied – such as the notion of an eternal religion and the idea of 'many founders' (usually starting with the Divine, or one of his/her many forms).

²⁸ Be aware that the term 'beliefs' is not much used in Hinduism; hence, 'teachings' may be better.

²⁹ That is, the six world religions plus Chaitanya Vaishnavism.

³⁰ By including one on 'other religions', such as Baha'i, Jainism, Rastafarianism; also, African, Chinese and Japanese religions.

Lesson 5a

³¹ Students should know that there are differences (sometimes big ones) within religious traditions.

³² It's a common mistake in contemporary debate to focus only on solving moral quandaries (e.g. by merely developing skills in critical thinking). It's therefore important to complement this approach with some stress on 'virtue ethics' (character formation).

³³ Refer to concrete examples, as otherwise the exercise may be too abstract for some students

³⁴ And refer to ways Krishna helped Arjuna resolve his dilemma. Also, Arjuna's 'ways of deciding'. (e.g. caring and compassion; quoting holy books; considering the results of the battle).

Lesson 5b

³⁵ Its best these examples are relevant to students' lives e.g. "should I watch TV or do my homework?"

³⁶ The teacher may use alternative means such as through TV programmes or stories.

Lesson 6a

³⁷ The 'ask a friend' option, normally conducted by telephone, is replaced with asking verbally. One significant difference is that a new contestant starts where the old one dropped out (and not from a new beginning).

³⁸ Once a contestant fails, he or she is replaced (but takes over from wherever the previous contestant left off)

Lesson 6c

³⁹ For example, a picture of the Earth planet