

Lesson Plan

NEUROHEADWAY

Neuroscience Into Education

Philosophy

Slide	Subject	Description	Timing
1	Registration and brief introduction to lesson.	Today we are going to talk about some of the key topics in philosophy like logic, ethics and language. We will try to understand what a philosopher does regarding those topics and how philosophy can be useful to us.	1 min
2	How to use logic?	What does it mean to think "logically"? We will find that there is a relation between the rules of logic and our language. (Give some examples to demonstrate how a self-contradictory statement looks like ("The door is open and closed at the same time", for instance). Ask the students what is wrong with the contradictory statement in the example according to them. Demonstrate how the "law of excluded middle" (See Restall 2006:79) works, namely that from two statements that contradict each other only one has to be true (e.g., "The door is open" or "The door is closed"). Let the pupils try to give additional examples afterwards.)	5 min
3	"Truth value" (Activity)	Philosophy is concerned with saying and doing the right things and uses logic and ethics to help us in this endeavour. You know how teachers always expect you to give them the right answers when you have a test. But surely sometimes you have wondered: "What is the right answer"? In logic we call it "a true statement". This means that you have uttered or written down a correct sentence. The opposite of a true statement is a false one. So there are two values in logic, which are applicable to our sentences – <i>true</i> and <i>false</i> (See: Howson 2005 (1997):3 and Carnap 1958:10). Let the students look at "The two value charts" and determine which statements there are true, and which are false.	7 min
4	Paradoxes	For philosophy, language and the logic are very important. So if we say the truth and we don't contradict ourselves, usually there is no problem. Nevertheless, there are cases in which from something true we derive a conclusion that is messy and self-contradictory. These cases are called "Paradoxes". Let's review one of them that is very famous in philosophy (see Maudlin 2004:1-2).	2 min
		Watch the video "Pinocchio's paradox"	2 min
5	Discussion	Do you think that Pinocchio is lying, or that he is telling the truth? (Discuss these two options and	3 min

		explain why he is neither lying, nor telling the truth.)	
6	What is a generalisation ?	Now let`s consider two different sentences: (1) Sometimes Pinocchio lies. and compare it to another statement: (2) All vegetables are delicious. Do you think that the two statements have something in common? (Let the students make some suggestions and then introduce the difference between sentences which say something about one thing and sentences which say something about everything.) In philosophy we call this type of sentences which contain words like "always"; "all"; "every", etc. <i>generalisations</i> (See Carol 1896:15 for some examples).	7 min
7	"Is generalisation usually true?" (Activity)	Do you think that this kind of sentences ("generalisations", as we called them) are usually true? Take out your "generalisation chart" and review the examples. (Let the students fill the blank spaces after the examples by composing a generalisation and determine if it is true or false.)	7 min
8	Language and behaviour	We already found out that "the true" statements are one of the main topics in philosophy and logic. To tell the truth means "to say the right thing". However, is it the same as "to do the right thing"? (Have a discussion with the students and introduce the difference between verbal and non-verbal behavior, and state that while logic is concerned with saying the right thing, ethics is concerned with doing the right thing.)	5 min
9	Moral behaviour	Ethics is one of the most important branches of philosophy. The main question in ethics is "What is the right thing to do?" In every society, there are rules that you follow, called norms. You also have rules of your own, called principles, that make you a decent person. All these norms and principles are discussed by ethics. They form your <i>moral behaviour</i> (See Opp 2013:383-384 and Stets 2015:441-442). (Give some examples for the distinction between a social norm and an individual principle. Discuss them with the students, introducing social and cultural criteria for deciding between ethical and unethical actions.)	8 min

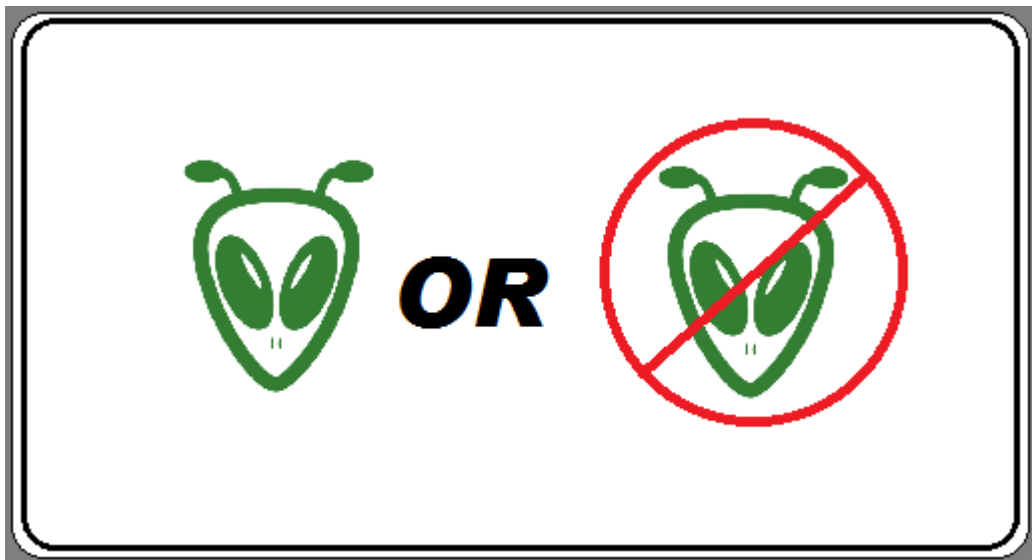
Power point Example

NEUROHEADWAY

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Some BASIC rules:

- To think “logically” means to follow some basic rules. There are several such “laws” that we need to observe.
- By doing this we talk correctly. Our friends can easily understand us.
- Let`s test some of this laws together!



The law of non-contradiction



Another example:

You will probably agree that there is something wrong with this controversial statements...

Teachers Evaluation and Handouts

NEUROHEADWAY

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Teacher Evaluation Assessments

PHILOSOPHY

1. How challenged by the work did the pupils appear to be?
2. Did the pupils ask any questions?
3. Were those questions covered in the materials?
4. Did the pupils engage enthusiastically in the activities?
5. Did any of the pupils lose interest at any point?
6. Do you think the lessons are age relevant?
7. Was the pace of the lesson suitable for the students?
8. Would the Teacher like more Animation / more Activities introduced?
9. Key Metrics, for Teachers to monitor in each child, over a set number of weeks
 - Analytical thinking
 - Creative thinking
 - Logical abilities
 - Active listening
 - Participating in Class
 - Linguistic competencies
 - Helping others
10. During the lesson, did you notice any particular student to have a hard time understanding some of the notions, concepts and examples in the materials?