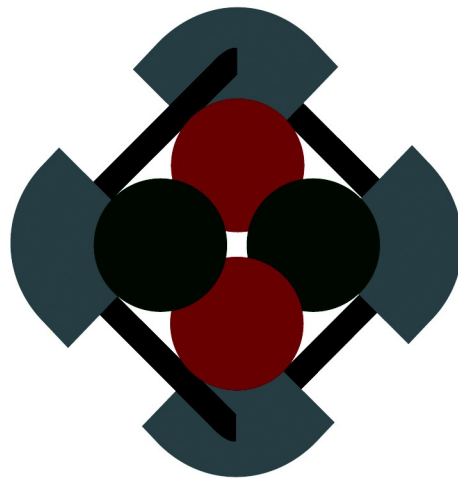


SCHEME OF WORK:

TY – INTRODUCTION TO PHILOSOPHY



Lesson Plan: Lesson 1

**Year: Transition Year
Introduction to Philosophy**

General Aims: Students will analysis the process which attempts to differentiate between fact and opinion.

Specific Objectives:

- Students will be introduced to the modern cultural definitions of fact and opinion.
- Students will explore in a systematic way a number of practical examples to illustrate the process, e.g.
Governments should not use the death penalty to punish criminals.
It is best to get married when you are 30 years old or older.

Notes:

It is expected that the above should be completed during the duration of three class period. The class is entirely discursive and implemented in such a way as to encourage critical and reflective thinking.

Materials Used:

Fact or Opinion powerpoint.

Lesson Plan: Lesson 2

Year: Transition Year
What is formal philosophy?

General Aims: Students will be introduced to some of the formal terminology around the study of philosophy.

Specific Objectives:

- Students will be introduced to some of the formal definitions in philosophy, especially those that refer to distinct forms of philosophy.
- E.g. Epistemology, skepticism, dogmatism, metaphysics, axiology, aesthetics, and logic.

Notes:

It is expected that the above should be completed during the duration of one class period. The class is essentially discursive.

Materials Used:

What is philosophy powerpoint.

Lesson Plan: Lesson 3

Year: Transition Year
Explore specific themes in the history of philosophy?

General Aims: Students will be introduced to some of the central concepts in the study of philosophy.

Specific Objectives:

- Students will be introduced to some of the more notable themes and concepts in the history of philosophy, through the medium of short introductory videos.
- There is a selection of short videos which are shown individually to the class. Then there follows a series of questions to tease out the thinking behind the video, followed by an opportunity for students to engage with the material in a meaningful way.

Samples of work include, but are not limited to:

- Edmund Burke on the sublime
- John Locke on personal identity
- Kant's Axiom
- John Paul Sartre and the existential choice
- Karl Popper's falsification

- Rene Descarte's "I think therefore I am"

Notes:

It is expected that the above should be completed over a number of periods, depending on the time available. The class is essentially discursive.

Materials Used:

A collection of short videos on philosophy.