

PHILOSOPHICAL THINKING

UNIFY Series: Year 7-10 Project



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BIG IDEA:

Philosophical Thinking is the ability to question the assumptions that underpin our understandings of ourselves and the world around us. By focusing on abstractions, *Philosophical Thinking* works to extend the analytical, evaluative and argument-writing skills introduced in *Critical Thinking*. Students develop questioning skills that allow them to more readily identify and reflect upon the assumptions that underpin their own and others' thinking.

SELECTION CRITERIA:

- ✓ Selection criteria for the UNIFY Series is largely subjective.
- ✓ Many schools use *Philosophical Thinking* as an extension/enrichment opportunity for mid-to-high achieving students.
- ✓ Teacher judgement and student interest in thinking about thinking (metacognition) should assist selection.

CRITICAL THINKING GATEWAY:

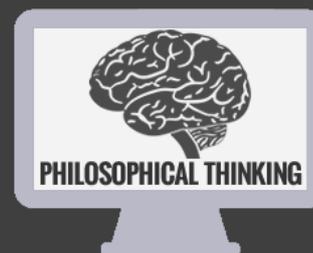
Students are able to progress to *Philosophical Thinking* after completing [Critical Thinking](#). They can advance to [Debating](#) in subsequent rounds. This is an outstanding opportunity for students to apply their critical thinking skills to new situations.

AUSTRALIAN CURRICULUM:

See page 2 for Australian Curriculum links and other important details.

THE COURSE:

LESSON OVERVIEW		
NO.	TITLE	CONTENT
1	Welcome to <i>Philosophical Thinking</i>	<ul style="list-style-type: none">Introduction to philosophy
2	Key Thinking Concepts	<ul style="list-style-type: none">Introduction to eLearnThinking concepts and ideas
3	What is Philosophy? Pre-Test	<ul style="list-style-type: none">Discipline v ProcessExploration of the branches
4	Logic	<ul style="list-style-type: none">Introduction to logicMapping arguments for validity
5	Epistemology	<ul style="list-style-type: none">What is knowledge?What is truth?
6	Metaphysics 1 – What's what?	<ul style="list-style-type: none">Mind-Body DualismWhere does the mind exist?
7	Metaphysics 2 – What's what?	<ul style="list-style-type: none">What is reality? Do you exist?Are you really a zombie?
8	Axiology 1 – What's good?	<ul style="list-style-type: none">AestheticsWhat is art? What is it for?
9	Axiology 2 – What's good?	<ul style="list-style-type: none">Moral PhilosophyWhat makes a good person?
10	Axiology 3 – What's good?	<ul style="list-style-type: none">Social and Political PhilosophyWhat makes a good society?
11	Light Bulb Moment Post-Test	<ul style="list-style-type: none">Philosophical ideas of historySurvey
12	Thinking & Reflecting	<ul style="list-style-type: none">Review, consolidate and extendCollaborative activities



Years 7-10

Rounds 2-3

**Level 2 in the
Critical Thinking Gateway**

'I can highly recommend the Philosophical Thinking course. The students loved it and the lesson was a highlight of their week. It helped a number of students in our debating team who have reached a regional grand final. It is well planned and well structured.'

Supervisor 2016

Before I started this course I had only a basic idea of what philosophy was. I was taken aback by how much bigger and different it really was. My favourite branch of philosophy now is called axiology. It has helped me with how I look at the world.'

Student 2016

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[Participation Costs](#)

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Australian Curriculum	
General Capabilities	
<p>Literacy Use language to interact with others Use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts</p>	
<p>Critical and Creative Thinking Inquiring – identifying, exploring and organising information and ideas</p> <ul style="list-style-type: none"> ▪ Pose questions ▪ Identify and clarify information and ideas ▪ Organise and process information <p>Generating ideas, possibilities and actions</p> <ul style="list-style-type: none"> ▪ Imagine possibilities and connect ideas ▪ Consider alternatives ▪ Seek solutions and put ideas into action <p>Reflecting on thinking and processes</p> <ul style="list-style-type: none"> ▪ Think about thinking (metacognition) ▪ Reflect on processes <p>Analysing, synthesising and evaluating reasoning and procedures</p> <ul style="list-style-type: none"> ▪ Apply logic and reasoning 	<p>ICT Capability Communicating with ICT</p> <ul style="list-style-type: none"> ▪ Collaborate, share and exchange ▪ Understand computer mediated communications <p>Creating with ICT</p> <ul style="list-style-type: none"> ▪ Generate ideas, plans and processes
	<p>Personal and Social Capability Self-awareness</p> <ul style="list-style-type: none"> ▪ Understand themselves as learners ▪ Develop reflective practice <p>Social Awareness</p> <ul style="list-style-type: none"> ▪ Appreciate diverse perspectives <p>Social Management</p> <ul style="list-style-type: none"> ▪ Communicate effectively ▪ Work collaboratively ▪ Make decisions

NAPLAN Online – ICT Skills Guide	
<p>NAPLAN Online requires students to confidently use a computer or device in at least seven ways. As shown below, IMPACT Centre projects develop all seven of these skills and are an excellent way to prepare your students for online testing.</p>	
<ol style="list-style-type: none"> 1. Locate and select an answer from a list – YES 2. Type an answer – YES 3. Read the screen and navigate web pages – YES 4. Manipulate objects on screen – YES 	<ol style="list-style-type: none"> 5. Read and comprehend digital texts – YES 6. Plan and compose text using word processing – YES 7. Listen using a headset – YES <p>NB: See DET's NAPLAN Online ICT Skills Guide for details.</p>

Assessment	Reporting
<p>Pre and Post Assessment: Students plan and write a reflective piece. Three criteria are used for assessing students' writing – Philosophical Knowledge, Strength of Argument, Structure and Communication.</p>	<ul style="list-style-type: none"> ▪ Pre and post assessment data are provided to schools, along with student attendance data. ▪ Qualitative report card comments are provided to schools. We recommend their inclusion as an OLA on semester report cards.

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