Translation

Curriculum

secondary schools

Philosophy

Content specifications[1]   **Page**

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[1] Foundations section in a separate document

2   Content specifications (Fachliche Konkretionen)

2.1   Starting point for learning

Children who first take philosophy classes at the age of around ten already live with certain ideas of themselves, others and the reality around them. They express these ideas through their behaviour, and capture them in pictures, stories and terms/concepts. In doing so, they have already learned that their ideas occasionally differ from others', they are aware of the need for notification and affirmation, can put themselves in others' positions, can ask them about their ideas, and have others ask them about theirs. They play freely with these ideas, but also know that ideas can be true or false; they have already been aware of mistakes and corrected their idea. They argue over who is right and what is right. This also applies for their conduct with one another and the communities and establishments in which they live. They have questions to which they don't know the answer.

As they grow up and participate in philosophy class, the children's ideas and thoughts develop into a greater focus on themselves as people. They have different perceptions of themselves and are more group-oriented. Their abilities of reflection, abstraction, differentiation and verbalisation increase. The growing child sees this development as a time in which his/her life is opening up and expanding, but also as a time of uncertainty and threat: They ask more fundamental questions in all areas of life, their answers gain in consistency, discussions with others become more persistent, and their self-portrayal is shaped more intensively. They demonstrate a desire for orientation which pushes for certainty but which is also prepared to appreciate the narrowness of their own ideas, try out and assess other possibilities, and see the supposedly obvious from their own perspective.

2.2   The subject's contribution to basic education

Philosophy class assists and promotes the development of all awareness and comprehension faculties of children and adolescents. It seeks to exercise reflectiveness, and serves to enlighten their lives by clarifying their imaginations. It wants to enable them to develop their ability to reflect in terms of the three requirements formulated by Kant:
1. To think for oneself.
2. To think from the standpoint of everyone else.
3. To think consistently at all times.

The first instruction is that of thinking in a non-compulsory manner: Not being obliged to swear by any teacher's word.
The second instruction is that of thinking liberally: Being engaged with others' ideas.

The third instruction relates to thinking consistently and logically (cf. I. Kant, Anthropologie in pragmatischer Hinsicht, Academy Edition Vol. 7, p. 228f; cf. also id., Kritik der Urteilskraft, § 40).

Philosophy class pursues the aim of familiarising students with themselves and others based on these Kantian maxims: They should be made aware that they geared around trying-and-testing thought processes and mandatory speech, and should learn that they are bound to and dependent on others during these thinking and speaking processes. Human society should thus open up to them as a community which always involves agreeing on the appropriate focus of life and co-habitation.

This is how philosophy class contributes towards educating children on maturity and tolerance.

2.2.1   The subject's contribution towards examining core problems

Philosophising means orientating oneself in one's thoughts. Facts and problems are addressed by the philosophy class when they trigger questions about
- their relation to the fundamental elements
- their position in broader contexts
- the grounds of our knowledge
- their consequences for determining the aims of our actions
- their significance to our self-image

and when steps are taken to answer these questions.

The lesson's topic areas are marked out by the dimensions of human self-image in terms of the four Kantian questions:
- What can I know?
- What should I do?
- What may I hope?
- What is Man?

These questions also address core problems of the present: Philosophy class analyses the purpose, justification and possibilities for developing
- basic values of human co-habitation
- basic human rights to create living conditions
- equal opportunities for men and women, girls and boys
- an appropriate relationship with the natural bases of human life
- appropriate handling of technological possibilities.

2.2.2   The subject's contribution towards the imparting of skills

Philosophy class aims to standardise the methods of philosophical thinking and teaching, with the teachers and students forming a community of enquiry. When selecting materials, texts and situations for the lesson, the teachers will ensure that they enable reflection in a manner appropriate to the students' experiences and understandings and to the form of philosophical reflection developed in the past and present. The lesson thus becomes a story of learning, in which the graphic and conceptual, spontaneity and receptiveness (talking – listening, writing – reading etc.), reference to oneself and reference to others are interrelated in a balanced manner.

Because of its main focus on reflection, philosophy class intrinsically has an interdisciplinary perspective. It will thus seek possibilities for interdisciplinary work with all subjects, as suggested by each of the class' topics.

The subjects of Evangelical and Catholic Religion are particularly worth mentioning here. Religion and philosophy are part of a learning area which addresses the foundations, conditions and possibilities of human existence. Philosophy and philosophy class solely justify their declarations with the ascertainment process of the thinking human being; religion and religion class always relate their declarations to documents, deeds and persons of divine revelation.
This does not mean that religion class does away with rational discourse and that philosophy class refrains from articulating the conditions and discovering the limits of this rationality.
Philosophy and religion refer to one another in a particular way. Philosophy and religion class are thus required to present their differences and commonalities internally, as well as in an interdisciplinary manner through joint projects.

Students who participate in the philosophy class in Sekundarstufe I should learn:
1. to think consistently (**Subject-based and methodological skills**), i.e.
- Request reasons and provide reasons for their own thoughts, speech and actions
- Think accurately and logically
- Argue consistently and make different judgements

2. to think independently (**Personal skills**), i.e.
- Make their experience and own thoughts the focus of their attention and the basis of their speech
- Question the supposedly obvious
- Consider reality in the light of other possibilities and thus also transcend the limits of their own experience

3. to put themselves in other people's positions and understand how they think
(**Social skills**), i.e.
- Consider and appreciate others' ideas and thoughts impartially
- Assess their own ideas and thoughts by examining others, and in doing so be guided by the desire for understanding
- Analyse themselves and others rationally

4. to have their actions defined by what they think (**Personal and social skills**), i.e.
- Appropriately deal with the gap between self-determination and the conditions and limitations of freedom
- Resolve conflicts rationally and through discourse, or settle them in an orderly fashion
- Identify and acknowledge the responsibility they bear for themselves, others, and natural resources.

2.3   Topics

When selecting and implementing the topics in class, attention must be paid to ensure the lesson results in acquisition of the skills stated in 2.2.2.
The curriculum must thus be read as follows:

− Defining these skills establishes fundamental mandatory upbringing-related, education and subject-based aims of the philosophy class in terms of the core problems.
− The topic areas include specialised systematic. The lesson should present the vast range of topics of philosophical reflection.
− The topics name sample interfaces between children's experiences and philosophical reflection.
− Skills are defined as a result of combining the topic with the aim of educating children on the concept of reflection.
− The references to content and specialised information present ways of conducting the lesson. They are not mandatory, but show, in a paradigmatic manner, how the topics must be regarded.
− The examples of working with topics (see 2.3.2) go beyond this framework to show the relationship with the core problems and the possibilities for interdisciplinary work:

  Topic area 1 / Class 5 / Names as symbols of reality
  Topic area 2 / Class 7 / Recognising the other as a limitation and enrichment of my possibilities for action
  Topic area 4 / Class 10 / Man as a historic being.

2.3.1   Overview

Statements on obligation
− The lessons held in one school year must take into account all topic areas.
− The teachers select from the topics presented here.

Topic areas	Topics	School types Class levels			
1. What can I know?	1. Reality as the object of sensual perception 2. Names as symbols of reality (cf. 2.3.2)	HS[2] 5	RS[3] 5	GY[4] 5	GS[5] 5
	3. Time and space as a system of perception and reality 4. Ambiguity of language as a challenge for conceptual definition	HS 6	RS 6	GY 6	GS 6
	5. Dreaming and thinking, remembering and forgetting as possibilities of self-perception 6. Language as a possibility of discovering the world	HS 7	RS 7	GY 7	GS 7
	7. Perspectivity as a condition of experience 8. Self-image and the perceptions of others as aspects of self-awareness	HS 8-9	RS 9	GY 8	GS 8-9
	9. The aesthetic as a dimension of human experience 10.Methodological knowledge as a condition of awareness	HS 10	RS 10		GS 10

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[2] "Hauptschule", equivalent to lower secondary school
[3] "Realschule", equivalent to intermediary secondary school
[4] "Gymnasium", equivalent to grammar school
[5] "Gesamtschule", equivalent to comprehensive school

Topic areas	Topics	School types Class levels			
2. What should I do?	1. Trust as the basis of living with others 2. Dealing with nature as an area of social responsibility	HS 5	RS 5	GY 5	GS 5
	3. Living with weaker people as a moral task 4. Family as a place of different requirements and expectations	HS 6	RS 6	GY 6	GS 6
	5. Recognising the other as a limitation and enrichment of my possibilities for action (tolerance) (cf. 2.3.2) 6. Different rule systems as an expression of social obligation	HS 7	RS 7	GY 7	GS 7
	7. Conscience as a critical authority of responsible actions 8. Utopias of successful life as role models for social reality	HS 8-9	RS 9	GY 8	GS 8-9
	9. Freedom as a condition and aim of my actions 10. Law as a sensible means of peaceful co-habitation	HS 10	RS 10		GS 10

Topic areas	Topics	School types Class levels			
3. What may I hope?	1. "Being happy" as the aim of human life	HS 5	RS 5	GY 5	GS 5
	2. Ideas of genesis as images of human interpretations of the world	HS 6	RS 6	GY 6	GS 6
	3. Threats as life-preserving/life-destroying power	HS 7	RS 7	GY 7	GS 7
	4. Ideas/concepts of God as interpretations of human life as a whole	HS 8-9	RS 9	GY 8	GS 8-9
	5. Certainty of death and belief in immortality as a dimension of human self-image	HS 10	RS 10		GS 10
4. What is Man?	1. Man as a playing being	HS 5	RS 5	GY 5	GS 5
	2. Man as a learning being	HS 6	RS 6	GY 6	GS 6
	3. Man as a thinking being	HS 7	RS 7	GY 7	GS 7
	4. Man as a working being	HS 8-9	RS 9	GY 8	GS 8-9
	5. Man as a historic being (cf. 2.3.2)	HS 10	RS 10		GS 10

Explanations of topics and content

Topic area 1: What can I know?

Topic 1: Reality as the subject of sensual perception	Class level 5

Skill objectives

The students

– become aware of themselves as perceiving beings and others as fellow perceiving beings
– come to understand reality as being questionable
– understand the perceiving being's dependency on subjective constitution and the respective perspective
– identify the significance of the mandatory nature of their own perception reality, and understand the positive significance of a methodical doubt (e.g. ability to criticise their own pre-formulated opinions and the views of others).

Content	Lesson information
The role of senses – What do we need senses for? – What would happen if a sense was limited or missing?	– Perception games ("Kim's games"), experiments (e.g. blocking ears, touching something with rubber gloves) – Reports from affected persons (short-sightedness, colour blindness, impaired stereoscopic vision, hearing difficulties etc.)
Reliability of the senses – Can we be sure that our senses are not deceiving us?	– Experiments: Optical illusions, colour perceptions, heat sensations
Subjectivity of perception – It depends on the perspective!	– Text production: How do I see a specific action from my position? – Film example (e.g. "Die Supersinne der Tiere")
Mandatory nature of one's own perception – Does the addition of certain perceptive experiences create a reliable image of reality?	– Examine the issues of gender-specific perception and stereotypes of being perceived as a girl/boy.

Topic 2: Names as symbols of reality	Class level 5
cf. 2.3.2	

Topic 3: Time and space as a system of perception and reality	Class level 6

Skill objectives

The students

− are made aware of elementary systems of reality (time and space) and become familiar with some of their purposes
− identify their own position within these systems
− identify these systems as being conditioned by their own position
− come to know and understand these systems as an expression of a living interplay between the perceiving human and natural reality.

Content	Lesson information
Sun, moon and stars	
− How do humans experience the sun?	− Impart elementary experiences with darkness and light; paint images of the sun; examine representations of the sun; convey the idea of the sun as the object of religious worship; develop approaches of philosophical criticism of myths
− How does sun give order to time and space?	− Identifying the sun as a point of orientation for spatial and temporal conditions; determine time and place based on the sun (orientation exercise during the hike)
− How do humans imagine outer space?	− Identify differences between own time and universal time, own space and outer space
	− Present and discuss cosmological models and cosmogonic ideas (e.g. Ptolemaeus, Copernicus); visit a planetarium
− How do humans imagine the start of the world?	− Test the concepts of "middle" and "beginning" in a hands-on manner

Content	Lesson information
The earth	
– How was the earth settled?	– Make the world comprehensible as a space gradually usurped by Man (settlement of the earth, expeditions)
	– Space as distance, as something which Man constantly seeks to overcome (transportation, telephone, television)
– How have humans divided up the earth?	– Compare representations of the earth from different times and countries, and determine their function
	– Examine the role of structuring the space that is "Earth", e.g. dividing the earth into human estates
	– Examine the problem of borders
– How have humans charted the earth?	– Examine the charting of the earth, discuss the development of spatial measurement units and their function, recognise the problem of scale (human scale: feet, cubits; earth scale: metres)
Clocks and calendars	
– How can time be measured?	– Work out time-measuring options; explain the notion of measurement requirements (uniformity of a movement); build clocks
– How do I perceive time?	– Identify and explain differences between measured and perceived time

Content	Lesson information
The body − How do I perceive my body?	− Play with self-perceptions: looking at one's own body, looking in the mirror − Examine self-portraits
− How are body perceptions and perceptions of time and space related?	− Identify the system of time and space using the body: right-left etc., waking – sleeping, being young – growing old, lifetime, rhythms of life, benchmarks − Examine equivalences between microcosmos and macrocosmos − Scales and proportions − Identify the difference between the intuitive and discursive (spontaneous and reflective) relationship with one's own body − Discuss the issue of the fascination with overcoming the spatiality of one's own body: wanting to make oneself "invisible" (hide and seek, cloak of invisibility, fairies and other incorporeal beings in fairytales)
− Where are thoughts?	− Examine the question of where thoughts are, their timelessness and lack of spatiality

Topic 4: Ambiguity of language as a challenge   Class level 6
for conceptual definition

Skill objectives

The students

− are prepared to assess the coherence of linguistic expressions
− recognise that precise, i.e. logical and detailed language usage promotes understanding
− know that conveyance of meaning, definition and abstraction are important processes for dealing with reality appropriately and for communicating with others
− are able to provide justified, i.e. critically formulated answers and opinions.

Content	Lesson information
Understanding reality	
− How is reality portrayed in texts?	− Examine the appropriateness of reports in terms of their purpose and consistency
− What degree of accuracy do we expect from texts?	− Compare object/process descriptions with reality
− How do models benefit us?	− Establish relationships between models and real objects
− How do we organise reality with concepts?	− Analyse terms/concepts; examine the derivation and classification of generic terms/concepts and sub-terms/concepts: create term/concept charts/diagrams
Meaning of words	
− Can prophecies be trusted?	− Assess the possible accuracy/necessary inaccuracy of future reports
− How can figures of speech be used when experiencing reality?	− Examine the possibility of conveying meaning using figures of speech, comparisons and metaphors
− What does "A lopsided comparison" mean?	− Examine human – animal comparisons or child – adult comparisons from everyday educational life

Content	Lesson information
− How are our body language and speech related?	− Examine the role of facial expressions and gestures to see whether they clarify verbal expression
− How dissimilar can similarity be?	− Analyse and find analogies (comparison of circumstances)
− Discussions – but how?	− Examine behaviour in conversations and discussions to see how things are explained and clarified
Logic in everyday life − What helps us make our own judgements?	− Examine linguistic expressions in terms of the concepts Statement – Judgement - Value judgement
− Why should we not derive much from figures of speech?	− Examine everyday speech/(outdated) metaphors
− How do assumptions help with understanding?	− Make assumptions into (isolated) statements, assess their eligibility and discover correlations
− Why do claims often require restrictions?	− Examine claims using counter-assumptions, particularly in terms of their degree of generality
− What are the possible forms of justification and inference?	− Introduction to simple conclusions and the logic of linking statements

Topic 5: Dreaming and thinking, remembering and forgetting	Class level 7
as possibilities of self-perception	

Skill objectives

The students

− identify the relationship between dreaming and thinking in terms of the nature of reflection and planning
− recognise that, unlike night-time dreaming, daydreaming and thinking are subject to the power of I
− recognise that they create their I and world by dreaming and thinking
− recognise that dreams and thoughts are approaches to reality
− understand the concepts of remembering and forgetting as possibilities of opening up and handling the reality they live
− recognise the significance of remembering and forgetting to their own lives
− recognise that the past and present are linked by memory and thus form part of the future
− recognise that remembering and forgetting help create the individual's and a group's identity.

Content	Lesson information
Dreaming and thinking	
Night-time dreams − What do I dream about at night? − What effects do dreams have on me (pipe dream - nightmare)? − How do people, things, real-life incidents appear in dreams?	− Recount or paint dreams − Analyse texts
Daydreams − What are the consequences and functions of daydreaming? (Escape from reality > loss of reality; the reflective and planning nature of visions for the future; a way of experiencing the world) − What is the difference between daydreams and night-time dreams?	
From dreaming to acting − What dreams can come true? − What do I have to do to achieve this?	− Conduct thought experiments to develop alternative actions

Content	Lesson information
Remembering and forgetting Individual memory – What can I remember? – How far back does my memory go? – What does memory enable in terms of time lived (linking of past and present, tradition)? – How does memory make the past appear (objectivity, distortion, romanticisation)?	– Creation of a personal timeline – Student recounts – Ask parents or grandparents: Tell me about the past!
Forgetting – How is the concept of forgetting apparent in everyday life (objects, appointments, tasks)? – Why do I forget something? – Is it possible to want to forget something?	– Examine different explanations: biological explanation - age; psychological explanation – suppression as a defence mechanism or way of making life easier – Short-term and long-term memory – Thought experiment
Remembering and forgetting collectively – What is the significance of commemoration days and public holidays? – What do monuments and memorials serve as reminders of (Remembering as a duty, forgetting as an act of neglect)?	– Project: Monuments in our city; exploring commemorative cemeteries; focus on the forgotten "female history"
– How can tradition secure the identity of a community, a people/nation? – How can the act of remembering/forgetting be manipulated and used? – What is the significance of oral and written traditions?	– Visit to the museum of ethnology – Visit to the municipal archive – Letters and documents

| **Topic 6: Language as a possibility of discovering the world** | **Class level 7** |

Skill objectives

The students

– recognise communication and language as the basis of human co-habitation
– gain an insight into the fact that different environments and living conditions influence language, and, from this insight, gain an understanding of the uniqueness of foreign cultures
– recognise the importance of language for conveying tradition and experience
– become familiar with the functions of human language and animal language, and recognise that humans can talk about language using language.

Content	Lesson information
Language loss as loss of world – What happens when humans exclude themselves from communication? – Can a human grow up without language? – How do deaf-mutes live?	– Use texts and role-plays to examine the significance of language loss – Use the example of Kaspar Hauser to learn about a person who grows up without language – Learn about the situations of a deaf-mute using literature or personal accounts – As part of a project, establish contact with children or adolescents who are hearing-impaired or deaf-mute
Language as an illustration of reality – How do environment and living conditions influence language? – Can a language's grammar influence perceptions of reality?	– E.g. use the many different words for "snow" in Inuit language or for the colour "brown" in the language of the East African hunting folk to examine dependency on environment and language – Examine the issue of whether or not the subject – predicate relationship (action – doer, causer – effect) is capable of illustrating reality in our language

Content	Lesson information
Language as a way of conveying tradition – Is there tradition and experience without language?	– Examine non-linguistic forms of tradition, e.g. cave drawings
– How is experience communicated?	– Examine the function of fairytales, myths and legends as ways of conveying tradition – Examine the issue of tradition and language in a selected area, e.g. handicrafts, school, Christmas
– Does our language convey a "masculine" view of the world?	– Look for examples which show that our language is male-oriented, e.g. occupational titles, words such as "jedermann" ("everyone"), Eroberer ("conqueror") etc.
Functions of language – What are the functions of language?	– Use examples to become familiar with announcement, activation and representation as functions of language
– Can animals speak?	– Reflect on one's own experiences – Does my pet understand me? – Become familiar with the possibilities and limits of animal language

Topic 7: Perspectivity as a condition of experience   **Class levels 8 - 9**

Skill objectives

The students can/should

- focus their attention on perceiving their own reality
- find possibilities for reflecting on their own experiences of reality
- examine the issue of the extent to which their own awareness structures their perception of reality
- recognise how fragile their own form of perception can be if confronted with another perspective.

Content	Lesson information
Awareness structures and perception structures − What is part of my normal life? − What does "normal" even mean?	 − Description of one's own life: Daily routine, course of the week, structure of the year etc.
My reality as seen by others − When others see my reality, I suddenly also see it in a "different light"! − My reality "collapses" when analysed by another, and must be recomposed by me!	− Role-play: Present the combination of different characters, age groups, genders and cultures in different situations − Text study: Can I see my own reality through others' eyes?
Consistency/Change − How important to me is the consistency a) of my spatial environment? b) of the relationship network I live in? c) of social norms?	− Reflect on spatial arrangements, e.g. seating arrangements in classes − Production of „possibility stories" − Image analysis − Confrontation using text examples: The society I live in

Content	Lesson information
d) of language rules?	– Analysis of text examples: e.g. Alice in Wonderland, Ch. 7: A mad tea party; Through the Looking Glass, Ch. 6: Humpty Dumpty; Ch. 8: It's my own invention
e) of rules of rationality (causal systems etc.)?	– Analysis of text examples: e.g. Through the Looking Glass, Ch. 9: Queen Alice
One's own state of mind and perception of reality – How are my perceptions of my environment dependent on the circumstances I live in? – Do my perceptions of reality depend on the awareness of myself?	 – Text production: Could I imagine living as a nomad or a Sinti/Roma? – Could I imagine being homeless, on the run, having different parents, belonging to a different culture? – Role-play: Hands-on implementation of possibilities for encountering hazards, handling defeats etc. – Text production: Conceptualising scenes

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Topic 8: Self-image and the perceptions of others as aspects of self-awareness
Class levels 8 - 9

Skill objectives

The students

– recognise that self-image and the perceptions of others are not necessarily consistent with one another

– use their knowledge of this discrepancy to question their own identity, and try to justify what constitutes identity

– examine various means of self-awareness, and differentiate between them

– recognise that the question "Who am I?" is linked to the question "What should I do?".

Content	Lesson information
Self-image – How do I see myself? – How do I find myself? – What belongs to me? – Positive and negative traits	– Write an interview with oneself – Develop a self-portrait
The perceptions of others – How do others see me?	– Communication games: e.g. Who am I?
Role – Am I only who I am by playing a certain role? – How do I behave in the individual roles? (Daughter, son, friend, student, girlfriend/boyfriend)	– Role-play: Broach the issue of gender roles
I-identity – What makes me unique/distinct? – What makes me an individual? – What is familiar/foreign to me? – What can I know about myself?	– Compare fingerprints – Examine the situation of identical twins – Disambiguation: Similarity - Equality - Identity – Identity and gender
Loss of identity – Can identity get lost or be consciously relinquished?	
Possibilities of self-awareness – How do the media inform me about myself? – How do these means differ from philosophical reflection?	– Examine one's reflection – Identify tape recordings – Compare photos – Obtain factual information

Topic 9: The aesthetic as a dimension of human experience   Class level 10

Skill objectives

The students
– recognise that the term "aesthetic" can be used in a variety of ways
– become familiar with art as a way of expressing culture, sociopolitical conditions and personal lifestyle
– recognise the subjective and objective dimension in all genres of art, styles and aesthetic experiences
– confront their own and others' lifestyles impartially, and, when examining art, consider its ethical, political and epistemological intentions.

Content	Lesson information
Aesthetic experience	
– What does "aesthetic" mean?	– Explain the original meaning of "aesthetic" (perceive)
– What does the term "beautiful" mean and how is it used?	– Collect sayings and objects which describe beauty or are described as "beautiful"
	– Examine and discuss one's own personal use of the word "beautiful"
– Are there correlations between art and life?	– Describe and evaluate the role of art in school and in the public sphere
	– Attempts to define art
Dealing with senses	
– How does our environment generate emotions, thoughts, feelings and reactions within us?	– Identify, describe and evaluate possibilities of perceiving the world (objects, lifestyles, cities, dwellings, nature and environment)
– What can I start as a result of this (objects and interests)?	– Describe various interests which people use to evaluate things (e.g. considerations of usefulness)
– What does the aesthetic form of the environment say about people?	– Establish, describe and evaluate the significance of room furnishings or behavioural patterns (fashion, make-up) (art as an item)

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Content	Lesson information
Stylistics – What is the relationship between lifestyle and living condition? – What constitutes the subjectivity and objectivity of style?	– Define the term "style", and establish and incorporate influential criteria (character, social class, lifestyle and era/zeitgeist) – Define traits and behavioural patterns which can be attributed to a certain style (historic styles or modern forms of expression)
Mandatory nature of taste judgements – How does Zeitgeist appear in art? – Can art breach good taste? – Does art conceal reality?	– Discuss and evaluate art as a representation of reality and sociopolitical situations – Assess ethical considerations and methods of representing art – Assess reality – dream and lies using TV series, and discuss whether portrayal of a safe world corrupts behaviour

Topic 10: Methodological knowledge as a condition of awareness   Class level 10

Skill objectives

The students

− can be aware of correlations in their ideas and thoughts, look for them or create them
− recognise the regularity and validity of these correlations
− can handle these rules and procedures
− establish criteria from this to evaluate knowledge claims.

Content	Lesson information
Ways of thinking philosophically − What does "thinking" mean? − How do thoughts and reality interrelate? − How do I gain justified insights?	− Explain the methodological thought in the pathway metaphor (e.g. thinking as a vision of ideas, as doubt, analysis, linguistic reflection)
The rules of logical thinking − When is a term/concept specifically defined? − How do I make correct judgements and conclusions?	− Do thinking games and mental exercises − Examine the logic of texts, statements − Examine paradoxes
Strategies of empirical research − Which cognitive interest guides the natural sciences? − What knowledge claims do the natural sciences make? − How do hypotheses arise, how are they formulated? − How are hypotheses controlled by experiments?	− Conduct an experiment and examine its elements: Forming hypotheses, observing, measuring etc. − Examine examples from scientific history: Copernicus, Galilei, Kepler, Newton etc. − Compare mythically religious and scientific ideas of reality, e.g. in terms of the question about the world's origin or the purpose of humans

Topic area 2: What should I do?

Topic 1: Trust as the basis of living with others   **Class level 5**

Skill objectives

The students

– are made aware that they live together with people they trust and who trust them
– recognise that living in these conditions is the basis of justified expectations of one's own behaviour and the behaviour of others (duties and rights)
– become familiar with the types of conflict which don't harm the trust relationship, and ones which destroy it
– recognise that the solidity and reliability of such relationships enable their openness.

Content	Lesson information
Friendship – How do friendships arise? – What connects friends? – What can my friend expect from me? – How many friends can one have?	– Organise role-plays – Examine famous friendships, e.g. David and Jonathan, Achilles and Patroclus, Tom Sawyer and Huckleberry Finn – Conduct intercultural comparisons on the nature and forms of friendships – Read literary texts, children's books – Analyse philosophical texts
Truth and lies – How do we encounter lies? – Why do people lie? – What are the consequences of lies? – Is there an imperative obligation to be truthful?	– Examine lexical fields and proverbs – Distinguish between literary tall tales and real lies – Examine product piracy, plagiarism, falsifications, imposture and relate them to lies – Cheating at school – Organise thought experiments: What would happen if everyone lied? – What would happen if everyone told the truth? – Examine and discuss case studies

Topic 2: Dealing with nature as an area of social responsibility   Class level 5

Skill objectives

The students
− identify the importance of animals/nature
− recognise animals and nature as "bearers" of rights
− understand that responsibility is a basic value in Man's behaviour with animals/nature
− are made aware of the responsibility they bear.

Content	Lesson information
Living with animals − Why do so many people want to have a pet? − What does one have to think about before getting a pet, and when keeping one? − What problems can arise? − What can animals mean to humans? − What distinguishes a friendship between two humans from a friendship between a human and an animal?	− Student accounts, e.g. a pet as a playmate, a companion in old age − Examine examples of animal friendships in literary texts − Newspaper reports (dog couture, dog cemeteries, dog psychiatrists, cat hotels; abandoned animals during holidays) − Reflection on the term/concept "friendship"
Farm animals/Animal protection − To what extent is large-scale livestock farming necessary/appropriate animal husbandry possible? − Does Man have a special role in nature? − Are animals adversely affected by the ways in which humans treat them? Do animals have their own rights? − Where are animal rights derived from?	− Man as a carnivore − The vegetarians' arguments − Food chain/Food laws − The use of pets and laboratory animals − Animal husbandry here and elsewhere, in the past and today − Appropriate animal husbandry contra technology/population/culture − Stage a "trial" on the animal-caging controversy

Content	Lesson information
Protection of species − What is the extent of Man's responsibility to preserve all biological species?	− Examine the objectives of various organisations − Endangered species − Study locations: poultry farm, animal shelter, farm, zoo, circus − Definition of the term "responsibility"
Peace with nature − What do we understand when we talk about "nature"? − What effect do humans have on nature? − Does nature have its own rights? − What does it mean to be in awe of life?	− Definition − Nature as a habitat − Domination of nature through science and technology − Destruction and contamination of the environment, overexploitation − Protection of the environment and nature − Nature as a recreational space for people (parks, tourism) − Man as the trustee of nature − Various races' understanding of nature − Examples of being responsible with nature

Topic 3: Living with weaker people as a moral task	Class level 6

Skill objectives
The students
− are made aware of traits and situations in which they themselves are weak and needy
− reflect on norms and values which characterise dealings with weaker people
− know about the living conditions of weaker people in an achievement-oriented society
− try to break down social distance through factual information.

Content	Lesson information
Living with the awareness of one's own and others' weaknesses − Which weaknesses do I detect in myself and others? − How do I myself behave as a weaker person?	− Collect and analyse examples from one's own experiences − Examine the consequences of thoughtlessness and inconsideration
Living with disabled people − What are disabilities? − How do disabled people live? − How do we deal with disabled people? − What shapes our views of disabled people? − What are weaker people's strengths?	− Distinguish between illness and disability − Obtain information on the social history of disabled people − Take a walk through the city from the perspective of a disabled person − Discuss court decisions ("Disabled people inhibit holiday pleasure") − Act out a trial as a role-play
Living with the elderly − When do we consider a person old? − What are the strengths of the elderly? − When is an elderly person considered a weaker person? − What significance do old people have in our society? − What role are they expected to play? − How do we deal with the elderly?	− Obtain factual information: seniors' committees, seniors' parliaments, opportunities for learning, seniors' organisations (The Grey Panthers) − Names for old people − Language as a reflection of an internal attitude towards age − Compare: Life in the home – Life with family − Examine the everyday problems of the elderly

Topic 4: Family as a place of different requirements and expectations	Class level 6

Skill objectives

The students
− identify the peculiarity of relationships within the family
− become aware of the different tasks within a family
− identify the problems of allocating and permanently establishing roles
− become familiar with children's rights in the adult world, and are encouraged to exercise these rights.

Content	Lesson information
Family as a natural and social community − Who actually belongs to a family? − How important is family in my life? − How important am I to my family?	− Establish the particularity of relationships within a family by trying to answer the question − Examine the various forms of family − Focus on the history of one's own family; compare photos, letters etc. − Learn about family structures and family life in the past and today and in other countries − Discuss the fate of orphans − Discuss the students' ideas of the perfect family
Rights and duties in the family − Which tasks must be performed in the family? − What entitles and obliges the individual to take on certain tasks? − What are my tasks in the family?	− Compare the daily routines of the individual family members, establish percentages of free time, work and family duties − Ask about special abilities and the responsibility of the individual, question gender-specific task allocation

Content	Lesson information
− What actually is child labour?	− Learn about the extent and conditions of child labour here and in other countries − School as a place of social work
− How do the family members discuss rights and duties, and how do they decide?	− Use role-plays to portray conflict and decision-making situations, clarify authoritarian and democratic structures, discuss common points of conflict such as pocket money, curfew time etc.

Topic 5: Recognising the other as a limitation and	**Class level 7**
enrichment of my possibilities for action (tolerance) cf. 2.3.2	

Topic 6: Different rule systems as an expression	**Class level 7**
of social obligation	

Skill objectives

The students
− learn that the way humans behave with one another is governed by rules
− recognise that rules in communities structure social relations
− understand that rules articulate necessary community requirements of the individual
− gain an insight into the particular mandatory nature of moral requirements.

Content	Lesson information
Rules of co-habitation − What types of rules are there?	− Seek out regulations, instructions, rules, norms, laws, conventions, customs and rituals in everyday life − Examine the function and effect of these types of rules − Define and discuss rules as moments of behaviour control
− Why does a community need rules?	− Name communities we live in − Determine the function and task of communities − Graphically illustrate a person's social relations − Allocate rule types to various groups and justify these − Find rules oneself (class rules)
Mandatory nature of rules − What happens if I break a rule?	− Analyse and discuss the correlation between law and order − Formulate community requirements for the individual − Formulate and discuss wishes and needs of the individual in light of a community's requirements − Define and discuss types of sanctions − The purpose and justification of penalties
− What is a moral requirement?	− Distinguish between "be" and "should" − Consider how moral requirements arose − Understand and discuss moral requirements as possible decision-making aids for the individual − Try to justify "should" phrases − Discuss compliance or non-compliance with a moral requirement − Examine the basic values of class rules/school regulations

Topic 7: Conscience as a critical authority of responsible actions	Class level 8 - 9

Skill objectives

The students

− are made aware that actions are described and evaluated
− establish that it is not possible to evaluate an action without defining the respective purpose (e.g. good – evil)
− are prepared to reflect on their own actions and let their reflections be definitive for their actions
− are able to justify their opinions and present these to others.

Content	Lesson information
The problem of evaluating actions − How can I determine whether an action is good or bad?	− Analyse newspaper articles in terms of their implied evaluation − Get students to consider the following based on their own experiences: Which of my actions can I confidently say were good/useful/sensible? Which actions by others am I similarly confident of?
− How could I define evaluation terms such as good, evil, useful, useless, sensible, illogical?	− Formulate and compare different definitions of the term "good": Compliance with the laws Serves the good of the public, sits well in one's conscience − Analyse texts based on various evaluation aspects
− How can my evaluation be justified?	
Conscience − Does everyone have a conscience? − Can someone acquire a conscience or is it something already innate in humans?	

Content	Lesson information
– How do I become aware of my conscience?	– Use case studies to discuss the following: Is any action allowed on the grounds of conscience? Can I evade general legitimacy on the grounds of my conscience?
– How should we understand the requirement of always going with one's conscience? – Can I also go against my conscience?	
– If everyone acts on the grounds of their conscience, are there any external criteria for evaluating their actions?	– Discuss case studies, e.g. people's actions in dictatorial regimes
– What are the "limits" of the conscience?	– Analyse biographical comments of perpetrators who also acted on the grounds of their conscience when committing their crimes
– Can my conscience be wrong?	– Consult analyses of deviations from the norm – Seek reasons why an increasing number of people no longer feel remorse when damaging general/public property etc.

Content	Lesson information
Guilt – To what extent can I classify an action as culpable?	– Discuss the problem of the accountability of actions – Class discussions on case studies: analyse sample texts, discuss legal cases taking into account the difference between "acting with deliberate intent" and "acting negligently"
– To what extent can I be excused for my actions?	– Conduct a class discussion on case studies in terms of justifiability: doing something "accidentally", acting "carelessly" or not thinking about the possible consequences of one's own action
– What is the relationship between "taking the blame" and "excusing oneself"? – How does the aspect of responsibility come in?	– Discuss specific everyday cases: Taking or relinquishing responsibility for an action
– How are guilt and punishment related?	– Discuss cases from the field of youth jurisdiction

Topic 8: Utopias of successful life as role models   **Class levels 8 - 9**
           for social reality

Skill objectives
The students
− draft up ideals of social life
− recognise that, when it comes to wishes, it is necessary to investigate the reasons why they arose and the conditions of their fulfilment
− recognise that one can also ask whether or not a wish is justified
− perceive the social and political reality in which they live in terms of reflected ideals.

Content	Lesson information
Fantasies	
− How would we like our life with other people to be structured?	− Draft up ideals in words and pictures
− What are the origins and causes of our wishes?	− Analyse popular ideals
− How justified are our wishes?	− Establish the main features of utopian thoughts
Real-life utopias and alternative lifestyles	
− Which causes and reasons result in an escape to utopia?	− Examine and analyse real-life utopias, e.g. monastic orders, Amish people, Hutterites, kibbutzim
− What is the price of escaping to utopia?	
− What leads to the success/failure of life in utopia?	
Philosophical concepts	
− What defines the relationship between the individual and society?	− Examine and compare various utopias based on thematic focus areas (man - woman, property, upbringing/education, public order, dealings with nature)

Topic 9: Freedom as a condition and aim of my actions   Class level 10

Skill objectives

The students

− recognise that humane actions are not possible without freedom

− recognise that free action does not mean arbitrariness, but is instead limited and bound

− adopt the attitude that freedom is accomplished through action and must be constantly achieved in this context

− develop a willingness to critically assess their own and others' views, or have these assessed.

Content	Lesson information
Free will and determinism − What guides me when making decisions? − What would happen if all my actions were pre-determined? − I must decide, but how can this be done freely and responsibly?	 − Study the motives and guides of your own actions (needs, fears, habits, adjustment, beliefs, conscience) in relation to self-determination (round-table discussion); education/upbringing or manipulation: analyse prejudices and xenophobia − The phenomenon of foreignness − Thought experiment on a consistently causal certainty of human behaviour and actions and the consequences for human accountability − Discuss ethical principles, e.g. Kant's categorical imperative, utilitarianism, ethics of responsibility, as moral decision-making aids
The freedom of the other − What does the saying "all people are born free" mean? − What are the limits of my freedom?	 − Distinction between freedom and arbitrariness; freedom as a natural right and an absolute value − Assess the need for the inherent restrictions in various rules such as school regulations and road traffic rules
− To whom, other than myself, does my freedom serve a purpose?	− Identify the complementarity of freedom and responsibility as the basis of considerate and socially conscious actions, e.g. the liberation of the suppressed, drug addicts, "practical economic constraints" or environmental destruction − Analyse freedom in terms of neighbourhoods

Content	Lesson information
Freedom, impact assessment and responsibility − What role do evaluations in school and professional life play in terms of my freedom? − What responsibility can I ask of people working in science and handling technology?	 − Thought experiments on the consequences of current and possible evaluation situations; clarify the correlation between future plans, responsibility and freedom − Reflect on the principle of unpredictability of scientific and technical developments and their consequences, as well as the gap between freedom of science and its responsibility

Topic 10: Law as a sensible means of peaceful co-habitation	**Class level 10**

Skill objectives

The students
− see that the aim of the law is to protect a humane way of life
− reflect on the conditions and necessity of a legitimate legal system
− are given the skills to critically reject violence
− are prepared to stand up for a fair system.

Content	Lesson information
Justice and injustice – Why do some people believe something is just, when others see it as unjust?	– Assess the senses of justice in terms of reward and punishment: everyday situations, grading – Analyse and compare principles of justice: based on performance, rank, need, merits, the same for everyone
– What is an appropriate punishment?	– Principles of punishment: retribution, deterrent or education? – Present-day concept of Man and purpose of punishment – Attend a trial
– To what extent can the principle of equality be fulfilled?	– Compare equality in terms of the law and actual inequality – Thought experiment: property, education, training, dealings with one another
The law and governmental authority – What are the origins and purpose of the political community? – When can governance expect to be generally recognised? When can the people or individual offer resistance?	– Reflect on the "nature" of Man using various state theories – Examine legitimacy problems – Discuss the right to resistance using historic or current events and compare natural justice with legal positivism
– How can abuse of authority be prevented?	– Assess the principles of the free democratic basic order in terms of its validity and implementation: Questionnaires / Surveys on citizens' political co-determination/participation; analyse examples of civil disobedience and citizens' initiatives

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Content	Lesson information
Justice and peace	
– Can war be fair?	– Investigate the causes of historic and current warlike events; discuss opinions on justifying war, and attitudes towards war
– What do we do for peace?	– Assess the validity of current peace-keeping measures in terms of worldwide social, economic, ethnic and military problems
– Is it even possible to achieve world peace?	– Examine human aggression in everyday life and war
	– Reflect on individual and general perspectives and conditions for peace
	– Project: Justice and violence (punishment, torture, illegal violence)

Topic area 3: What may I hope?

Topic 1: "Being happy" as the aim of human life	Class level 5

Skill objectives

The students
- learn how to distinguish between and use the terms "be lucky" and "be happy"
- recognise that "being lucky" and "being happy" depends on the individual's state of awareness
- recognise that our ideas of "luck/happiness" are influenced by society
- recognise that every quest for happiness is directly related to the answer to the question about the purpose of life.

Content	Lesson information
The term "happiness/luck" – What is the difference between "being lucky" and "being happy"?	– Use texts and one's own experiences to establish the difference in meaning – Invent or tell example stories – Examine the meaning, origin and translation of the terms in German and other languages
– What makes us happy (conditions of happiness)?	– Collect and arrange student comments on this question on a blackboard and distinguish between material and imaginary ideas of happiness – Express one's own ideas of happiness in different forms
– Which ideas of happiness do we encounter?	– Analyse proverbs and sayings on the topic of "happiness" – Analyse advertisements in the press and on TV – Discuss the questions: "Does everyone want to be happy?" and "Is the fulfilment of all my wishes the same as happiness?"
Happiness and awareness – Does my being happy/lucky depend on chance?	– Analyse good-luck symbols, lucky charms and congratulations and their meaning

Content	Lesson information
– What is the relationship between happiness and self-confidence? – What can I do to be happy? – When am I aware of happiness?	– Examine the question of whether or not only humans can be happy – As part of class discussions, study the questions of how I know I am happy, and what I myself can do to become happy – Establish benchmarks for one's own happiness and compare with one another
Happiness and unhappiness – Does the absence of happiness mean unhappiness?	– Approaching the term happiness with its counter-term unhappiness – Look for synonyms for both and reflect on why it is not possible for "happiness" – Is there happiness in unhappiness?
– What does others' happiness and unhappiness mean for me?	– Discuss whether others' happiness is understandable – Examine the question of whether I can be happy if my happiness means another's unhappiness
– Is there a such thing as everlasting happiness?	– Compile human ideas of goals and happiness using utopias – Thought experiment: What would happen if I were always happy? – Consider the relationship between happiness and hope

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Topic 2: Ideas of genesis as images of   **Class level 6**
**   human interpretations of the world**

Skill objectives
The students
- are made aware that humans have an innate need for orientation in ultimate contexts
- understand the question of origin as being the preferred form of articulating this need
- discover the interminability of the search for the beginning
- recognise ideas of genesis as complementing human self-image.

Content	Lesson information
The creation of the earth	
– Where did the earth come from?	– Analyse myths and legends based on their ideas of genesis, investigate the ultimate source
– Is there an ultimate basis?	– Look for causes serving as the ultimate trigger for changes
– How do mythological attempts at explanation differ from scientific ones?	– Compare various creation myths and search for common ground
Finiteness - Infinity	
– Does the world have a beginning?	– Discuss the ontological principle: „Everything which exists must have a beginning
– Is there infinity "beyond" our world?	– Examine the question of whether something which exists can be infinite
– Is there a such thing as "nothingness"?	– Discuss what nothingness would have to consist of; consider whether nothingness is even conceivable

Content	Lesson information
Primary matter - The four elements – Is there a such thing as primary matter?	– Consider how a thinker can establish that there must be a such thing as primary matter – Understand why Thales of Miletus assumes water as being the ultimate source of all being, and Anaximenes air – Analyse myths about Mother Nature
– Can all substances be derived from the four primary substances (fire, water, air and earth)?	– Sensualise the symbolic power of the elements – Investigate the extent to which the four elements have become subjects of art and music – Understand Empedocles' ideas – Analyse the controversial opinions of Heraclitus and Parmenides
– Does being change or is it consistent?	
The origin of Man – How was Man created?	– Compare various myths, act out one's own thought experiments
– What role does Man play in the way in which the world was created? – What is the relationship between the newly formed (created) Man and his fellow beings (fellow creations)?	– Reflect on the position assigned to Man as a result of his origins being explained – Consider which of Man's needs are met by myths

Topic 3: Threats as life-preserving/ life-destroying power	Class level 7

Skill objectives

The students

− are made aware that threats are part of human life
− become familiar with the causes and consequences of individual and collective threats
− reflect on the relationship between threat and freedom
− develop strategies to overcome threats.

Content	Lesson information
Fear − How is fear expressed? − How do fears arise? − What are people afraid of? − How does fear influence our life? − How do we deal with fear? − Who/What helps me in my fear?	− Analyse examples of individual and collective fears − Conduct surveys − Present fear situations in varying ways − Analyse "fear" in fine art − Define terms: Fear, dread, phobia − Illustrate the protective function of fear − Establish the relationship between fear and freedom − Become familiar with and rudimentarily develop solution strategies in the fields of religion and philosophy
Violence − How do we encounter violence? − When do I myself use violence? − What is violence? − Can violence be justified? − Can violence be avoided? − What is state violence and what does it achieve?	− Analyse examples of violence in everyday life and its causes − Determine different types of violence (violence against objects and people; physical and mental violence) − Analyse the violence potential in video sequences, toys, comics − Illustrate the vicious circle of violence (violence generates counter-violence) − Examine the ideal of freedom from violence − Define state violence as a means of preventing violence

Content	Lesson information
Evil	
− What is "evil"?	− Compile associations with the term „evil"
− What ideas and images are there of evil?	− Derive a definition
	− Compare the representation of evil in art and literature from various eras
− Why do we create images of evil?	− Compile projection facts
− Can evil be overcome?	− Explore clichés by developing counter-images and contrasts
	− Determine the relief provided by images of evil

Topic 4: Ideas/concepts of God as interpretations of human life as a whole	**Class levels 8 - 9**

Skill objectives

The students
− perceive the particularities of religious experience
− become familiar with images of religious experiences
− understand the motives for religious criticism
− identify the aporetic nature of contemplating the idea of God.

Content	Lesson information
Idea of Man – Idea of God – How do people imagine God? – Why are there so many gods? – What do all ideas of God have in common?	– Paint and study images of God – Analyse myths and religious texts – Make interreligious comparisons – Establish a connection between ideas of God, ideas of Man, and the reality of life
Experiences of God and the disputes thereof – Why do people seek God? – How do people, according to their attestations, experience God in some way? – How does this experience influence human life?	– Study revelatory experiences (Moses, Buddha, Jesus, Mohammed) – Examine religious lifestyles (e.g. monks, Hutterites) – Visit churches (symbolism) – Assess arguments relating to religious criticism
Evidence of God and criticism thereof – What are the reasons for or against the existence of God? – Why can we neither prove nor disprove the existence of God? – What does this hopelessness tell us about the particularity of our thoughts?	– Examine the question of what would constitute sufficient proof of God's existence – Make one's own attempts at proof using mental games – Comprehend and assess selected evidence of God

Topic 5: Certainty of death and belief in immortality as a dimension of human self-image	Class level 10

Skill objectives

The students

− become aware that dying and death are limits of human existence
− learn how people from different cultures approach dying, death and life after death
− are thus given the chance to articulate their own, previously unmentioned relationship with dying, death and life after death
− identify the relationship between life, dying and death as a pre-requisite for conscious human existence.

Content	Lesson information
Dealing with death − Is death an evil?	− Examine the fear of death and attempts to overcome it in literary and philosophical texts − Compare representations of death in art with the portrayal of dead people in the modern media
− What relationship do people of different age groups have with death?	− Examine ages based on the following aspects: Terminal illnesses/accidents suffered by children, death of young adults, repression of death, and sudden death − Become familiar with the phases of dying according to Kübler-Ross
− What is my relationship with my own death and that of others?	− Articulate the inconceivability and certainty of one's own death − Understand others' attitudes towards death − Discuss the ideals and reality of dying and of a life after death in a society − Develop ideas of humane ways to die

Content	Lesson information
Ideas of life after death – What concepts are associated with the term "soul"?	– Examine different notions of the term "soul" (sciences and religions) – Find synonyms for "soul" – Define the term "body" – Examine the relationship between body and soul over various eras
– What ideas have other cultures developed regarding life after death – What consequences do ideas of immortality have for life?	– Establish the fundamental opinions on death and life after death in world religions – Thought experiment: Would I like to be immortal? – Examine the question of whether death can be meaningful for life – List and discuss the consequences of mortality – Confront the fact of mortality with ideas of immortality and discuss the consequences for lifestyle
Life - Dying - Death – Why do people grieve? – How do I handle grief?	– Analyse the terms/concepts grief, being sad, grief work and mourning rituals – Examine grief as sadness and a ritual – Compare various mourning rituals/funeral rituals
– Why are people afraid of dying?	– Become familiar with the phases of dying according to Kübler-Ross – Discuss experiences of finiteness and the handling thereof
– How do we deal with dead people?	– Compare different types of cemetery culture – Examine the way in which the media handle death
– What does knowledge of death mean for life?	– Examine example opinions on the relationship between life and death (existentialism; Heidegger - Sartre) – Determine the meaning of life or life's purpose based on ideas about death – Establish correlations between lifestyle and attitude towards death

Topic area 4: What is Man?

Topic 1: Man as a playing being   **Class level 5**

Skill objectives

The students

− know about the importance of games for their own life
− understand games as a possibility of freedom
− reflect on the relationship between freedom and commitment to rules
− identify the social meaning of games.

Content	Lesson information
Human games and festivities − What and how do people play/celebrate? − How do human games differ from animal games? − What are the roles of games/festivities? − What are the risks of playing games?	− Invent, create and play games − Carry out and analyse: girls' games-boys' games, role-play - theatre − National games and festivities − Festivities in different cultures, individual and community festivities − Toys from different times (study location: museum) − Free space and commitment to rules − Learning - imitating – trialling as functions of games − Dependency – gambling addiction
Games and sport − What is the importance of sports games for the individual and society? − What is the importance of the sport's spectator? − How sensible is competitive sport? − To what extent is the playful nature retained in professional sport?	− Examine the competitive nature, principles of winning and losing − Analyse the everyday life and training schedules of competitive athletes − Determine the relationship between sport and profit − Reflect on the role of fans, followers, hooligans
Types of games in philosophy − What does philosophy have to do with playing? − What philosophical games are there? − How do philosophical games differ from others?	− Carry out, solve, reflect on: thought experiments Word and mental games Puzzles, riddles Antinomies Paradoxes

Topic 2: Man as a learning being	Class level 6

Skill objectives

The students

− know that learning is expressed in behavioural changes
− can distinguish between maturing, the need to learn and the ability to learn
− recognise that learning is a basic requirement for everyday human life
− identify possibilities which arise for people based on their learning, compared to animals.

Content	Lesson information
Human life is based on learning − Why do I have to learn?	− Approaching the concept of "learning" − Examine the question of why creatures learn at all − Develop an idea of "maturing" by comparing with plants − Establish the particularities of Man in the human – animal comparison − Distinguish between instinct, character, training and learning for animals and humans − Examine the importance of being curious
− What do I learn so as to be able to live with others?	− Examine the meaning of attitudes and behavioural patterns − Illustrate, compare and evaluate the objectives and methods of education using examples
− What would I like to learn so as to live my life in accordance with my wishes?	− Understand and assess one's own inclinations and interests, as well as learning abilities and possibilities, and relate to the ideas of one's own life in the future
People learn with one another, from one another and for one another − What did I learn in my earliest stages of childhood?	− Investigate the extent of innate behaviour in portrayals and observations of the behaviour of babies and small children − Examine infant-research statements regarding the mother – father – child relationship − Examine observations of language acquisition − Distinguish between learning and maturing/developing

Content	Lesson information
– What do the people around me mean for my life?	– Compare animal games with children's games and establish the learning aspect therein: imitation, instruction/insight, trial/error, repetition/practice – Acknowledgement of oneself, people, rules, training, knowledge, skilfulness, entertainment
– How necessary is school as it is today?	– Articulate reading, writing and arithmetic experiences from grade one, and examine the necessity of these skills for life in our society – Explain the necessity of goal-oriented learning at school compared to children's games
Freedom and learning – What can be learned, and what can't?	– Compare models of human and animal brains – List the functions of the brain and use this to work out the possibilities these create for people – Examine the notion of relief through reflexes, habits and automatisms using the example of locomotion – Determine human skills and traits in their relationship with learning
– When, where, from whom and how do we learn?	– Use the example of the historic changes in toys, games and sport to examine the change in the world of objects and in the environment, and thus establish the change in what is/should be learned – Analyse current toy trends – Examine the issue of fascination with electronic media and its importance for learning
– What parts do internal drive and external force play in the learning process?	– Examine natural curiosity and compare it with the requirement to learn – Discuss reward and punishment in the education process – Use a gender-specific toy as the basis for the issue of adhering to gender-specific education – Devise ideals of one's own abilities

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Topic 3: Man as a thinking being   **Class level 7**

Skill objectives

The students
– become aware of the particularity of reflective perception and action
– identify a condition of thought in the relief from compulsions to act
– discover thinking to be a form of enriching behavioural options and possibilities for action
– identify the ambivalence of chance and risk in the resulting openness.

Content	Lesson information
Intellectual world – How do we experience our mind?	– Use examples from logic to show how our mind works – Use examples to assess whether and the extent to which "right" and "wrong" thinking exists, and reflect on philosophical thoughts about this
– Can one think subconsciously?	– Consider the relationship between thoughts and awareness (and how it is conceivable) – Define consciousness, thinking – Play mental games: Can we "control" our mind, or is it its "own master"?
– Where are thoughts?	– Play mental games: Do I think – does something inside me think? Are my thoughts inside me or outside of me? Where do my thoughts come from?
– When and how do people think?	– Reflect on situations of one's own thoughts – Examine images of thinking people and create one's own – Try different ways of reflecting (e.g. meditation, discourse, free association)

Content	Lesson information
Thinking and speaking – Can we think without language?	– Play mental games: How could thinking/thoughts be noticeable if language (in the conventional sense) were not available? – How do deaf-mutes or blind people think?
– Is language always a reproduction of our thoughts?	– Discuss assumptions on the relationship between thought and language development (ontogenesis-phylogenesis), drawing on intercultural comparisons
– Can animals think?	– Use empirical analyses to explore the particularity of animal "thinking abilities" – Compare the language acquisition of primates and humans – Examine the question of why linguistic analyses always assume a correlation between thoughts and speech
– Can computers think?	– Extensive information can be found in the IPTS publication "Der Philosophieunterricht und die Computertechnologie", Kronshagen 1991
Crossing boundaries – How do I encounter the unknown?	– Reflect on how the unknown can even be thought about – Try out various definition options, e.g. the unknown as the not-yet-known/the foreign/the absolute other – Use one's own experience to reflect on why humans are not only contemplative, but also emotional, towards the unknown, and that their feelings range from fear/rejection to fascination
– How do I become aware of the unknown? – How do thoughts change my life?	– Examine the question of why people often want to "penetrate", discover and master the unknown – Use examples to examine the expansion of possibilities for action – Examine incidents in which thoughts define my perceptions

Topic 4: Man as a working being	Class levels 8 - 9

Skill objectives

The students
- become familiar with the various meanings contained in the term "work"
- learn that work is inextricably linked with human self-confidence and existence
- recognise that work is a socially necessary phenomenon.

Content	Lesson information
Different definitions and evaluations of work – What is work?	– Examine the meaning and origin of the term "work" – Distinguish between the terms work, employment, career, activity and action, and clarify and document these using examples – Interpret representations of people working
– Can animals work?	– Distinguish instinctive animal actions from planned human work – Establish criteria for distinguishing human work
– Why do people work?	– Compare mythical, Christian and anthropological explanations – Establish a connection between work and self-esteem and self-fulfilment
Work and society – What sort of working conditions exist? – How is the value of work measured?	– Examine various workplaces, describe work processes, reflect on working hours, division of labour, working life etc. – Establish what sort of work one would most like to do – Rank jobs/careers based on one's own evaluation and compare with statistics – Thought experiment: Is it possible to imagine work without payment/evaluation?

Content	Lesson information
– (How) is work allocated?	– Examine which jobs are performed by women, and which by men – Are parenting and housework considered work? – Reflect on unemployment as an individual and social problem – Reflect on autonomy and heteronomy – Examine and justify the value of student work – Is the division of labour a suitable way to satisfy mutual needs?
Humans and work – Do people work to live or do they live to work? – What is the importance of free time and leisure? – What do I do in my free time?	– Discuss the importance of work for self-image – Distinguish between job - career - vocation – Establish the relationship between work and free time in a person's life – Distinguish between leisure - idleness – free time – time off – Analyse sayings such as "Work before play" and "an idle brain is the devil's workshop" – Thought experiment: Is it possible to imagine a life without work?
Work and technology – Is it possible to imagine human existence without the use of tools? – How does technology influence work processes?	– Where does technology start? – Distinguish between human and animal use of tools – Visit an industrial production plant – Examine the positive and negative effects of technology – Reflect on "alienation" in relation to assembly-line work and division of labour – What are the consequences of technology providing relief?

Content	Lesson information
– What consequences does technology have for humans?	– Reflect on the consequences of technology for society (e.g. leisure industry), the relationship between humanity and technology, technology and responsibility, and on Man – machine – "machine man" – Learn about the development or artificial intelligence

Topic 5: Man as a historic being cf. 2.3.2	**Class level 10**

2.3.2 Examples of working with topics

> The examples show how the curriculum objectives can be achieved in the lesson. They outline possibilities of topic-based and interdisciplinary work, and seek to stimulate one's own situation-based approach to the topic.

Topic 2: Names as symbols of reality	**Class level 5**
Topic area 1: What can I know?	

Reference to key issues
The following references to key issues can particularly be made when addressing this topic in class:

− The significance and origin of one's own name highlight different cultural traditions. This is an important opportunity for intercultural learning (key issue 1).
− The procedures and traditions of naming (e.g. patrilineal or matrilineal) can also be seen as reflections of the relationship between genders. The right to a name, and the development thereof, is a direct reflection of the quest for equality between men and women (key issue 4).
− Whoever names an item also determines its and their importance in cultural, social and political contexts; the discoverer's naming right is the clearest example of this. The possibility of participating in all areas of life also includes the possibility of acting as a competent spokesperson (key issue 5).

Skill objectives
The students

• become familiar with names as a constitutive element of their own and cultural identity
• gain initial insights into the wide variety of correlations between thoughts and speech
• consider themselves to be part of the speech community which makes reality controllable through language
• recognise names as being fundamental to acting and co-operating sensibly in a society
• understand names as a condition for every person's right to create their own political, cultural and economic living conditions, and to participate and share responsibility in all areas of life.

Lesson information		
Content	**Subject-specific information**	**Possible texts and materials**
Things have names − What is the purpose or names?	− Examine different purposes of naming − Identify and learn about the symbolic nature of names and words − Gain new names by piecing together old ones, and analysing their value − Identify and learn about the relationship between naming and power − Think about the availability and unavailability of names	Hayakawa, S. J: Giving things names, in: Ulrich: Linguistik für den Deutschunterricht, Aachen 1992, p. 16
− Where do names come from?	− Learn about the way in which names are bound by tradition − Analyse the arbitrariness of names − Think about magical naming conditions	Hardley, E.B.: Jeder braucht und jeder bekommt ihn - seinen Namen, in: Jb. der Kinderliteratur, vol. 3, Menschengeschichten, Weinheim u. Basel 1975, p. 127 O'Dell, S.: Island of the Blue Dolphins, Reinbek 1985/12, p. 12 Encyclopaedia of names
− What do our proper names mean?	− Analyse the significance of one's own name − Analyse the function of proper names and pet names − Giving oneself different names in role-plays and taking on the role of other people − Analyse artists' pseudonyms − Reflect on the consequences of a name change as being a change in identity − Reflect on the availability and unavailability of names	Reclams Namenbuch, Stuttgart 1993 Storm,Th.: Bedeutsam sind die Namen, in: Reclams Namenbuch, loc. cit., p. 6 Strittmeier, E.: Elli, in: Ulrich: Linguistik für den Deutschunterricht, Aachen 1992, p. 170

Lesson information		
Content	**Subject-specific information**	**Possible texts and materials**
– What happens if someone loses their name?	– Examine name loss as a loss of identity – Identify possibilities of name loss (accident, nickname, joining a monastery) – Act out the consequences of name loss (in the role-play, replace the names in the class with numbers) – Discuss whether knowing a name is the same as having control over the name bearer	Schubinger, J.: Hans, Hanshans und Hanshanshans, in: H.-J. Gelberg (ed.): Der fliegende Robert, Weinheim und Basel 1992 Grimm brothers: Rumpelstilzchen Zoller, E.: Die kleinen Philosophen, Zürich 1991 Wölfel,U.: Das blaue Wagilö, in: Lesezeichen A/B 6, Stuttgart (Klett) 1981

Suggestions for interdisciplinary work
- Cross-reference to existing topic areas (TA), topics (T)
- Incentives for developing interdisciplinary co-operation (➤)

Geography:
T 2: How we and others live
German:
➤Where does my name come from? What is the meaning of objects' names, and where do they come from?
Foreign languages:
➤What do the names of objects mean in other languages? Why do objects have different meanings in different languages?
Ev. religion:
TA 3: The issue of God
T 1: I live with symbols
Cath. religion:
TA 2:Understanding language and symbols
T: Symbol (Cl. 6)
➤**History and geography**: What are and were the names of the streets (schools) in my city? Why were they called that? Why was its name changed? Who gave them their names? How do children from other times and other races get their names?

Topic 5: Recognising the other as a limitation and enrichment of my possibilities for action (tolerance)	Class level 7
Topic area 2: What should I do?	

Reference to key issues

When addressing this issue in class, the statements on the key issues, particularly key issues 1, 3 and 5, can themselves become the subject of the lesson. The skills designed to be imparted as part of the class work on this issue create the basis for successfully examining these key issues.

People's willingness to help preserve peace, assert human rights and live together with people of other cultures requires acknowledgement of the other as a free and an equal person, i.e. tolerance (key issue 1).

By examining the issue of the other, assuming an outsider's perspective, and by virtue of the knowledge of how prejudices can influence our perception and actions, a direct contribution is made towards ensuring that students recognise every person's right to create their own living conditions and their right to participate and share responsibility in all areas of life (key issue 5).

The relationship between the genders, the equality of men and women in the family, career and society can also directly become the subject of class discussions when addressing this topic. These aspects notably represent the requirement for tolerance (key issue 3).

Skill objectives

The students

- learn how to critically reflect on and question their own prejudices
- learn that tolerance is based on acknowledging the other as a free and equal person
- learn the extent to which expanding one's own possibilities of living and understanding lie in one's encounters with the other
- recognise that analysing the other challenges one to define one's own measures of value.

Lesson information		
Content	**Subject-specific information**	**Possible texts and materials**
Analysing the other – How do I appear to others?	– Test out the other's perspective in a hands-on manner through a role-play or creative writing	Maar, P: Das Monster vom fremden Stern, in: Maar, P.: Dann wird es wohl das Nashorn sein, Weinheim und Basel 1988 Gellert, Ch. F. Gellert: Das Land der Hinkenden, in: Sehen, Werten, Handeln, 7-10, Munich (bsv) 1990 Ui schau - was die auf dem Kopf hab'n, in: texte deutsch 5, Braunschweig (Westermann) 1978 Scheurmann, E.: Vom Fleischbedecken des Papalagi, in: Scheurmann, E.: Der Papalagi, Zürich 1988
– How do prejudices influence and steer our perceptions and actions?	– Show, by comparing with visual perception, that prejudices are "crippled" judgements – Use example stories and one's own experiences to examine the way in which prejudices work	Weber, I. E.: So sieht's aus! Sieht's so aus? in: Sehen, Werten, handeln 7-10, Munich (bsv)1990 Uexkuell, J.v.: Aus dem Leben einer Zecke, in: Heller, B.: Erkenntnistheorie, Stuttgart (Klett) 1983 Aurich-Wölfel, B.: Wie die Alten sungen...Der Axtdieb (translated from the Chinese), in: Lesestunden 7, Bochum (Kamp)1990 Härtling, P.: Das war der Hirbel, Munich 1980 Was deutsche und was türkische Kinder sagen, in: Sehen, werten, handeln 7-10, Munich 1990 Marwig, D.: Rein äußerlich, in: Lesestunden 7, Bochum (Kamp)1990

Lesson information		
Content	**Subject-specific information**	**Possible texts and materials**
		Wölfel, U.: Drei Straßen weiter, in: texte deutsch 6, Braunschweig (Westermann)1989 Oerter, R.: Vorurteile gegen Außenseitergruppen, in: Textbuch 7, Munich (Oldenburg) 1975 Hasler, E.: Der Ha-Ha, in: Am Montag fängt die Woche an. 1. Jahrbuch der Kinderliteratur, Weinheim und Basel 1990
– Why does the other challenge us and how do we confront it?	– Examine reactions such as aggression and hate in literary texts, reports by affected persons, and one's own experiences	Twain, M.: The adventures of Tom Sawyer. Extract from Chapter 1, in: Gesammelte Werke, vol. 2., Frankfurt a.M. Bartholl, S. (ed.): Texte dagegen, Weinheim und Basel 1993 Encyclopaedias etc.
The variety of lifestyles and the need for tolerance – What is tolerance?	– Examine the meaning of the word tolerance	
– Why do other cultures and religions require us to be tolerant?	– Examine human destinies as part of a project	Lessing, G .E.: Ringparabel, Nathan der Weise, 3rd act, 7th edition Montesquieu: Persian Letters 29 60 and 85 Locke, J.: Ein Brief über Toleranz
– Where does tolerance end?	– Identify arbitrariness as incorrectly understood tolerance	

Suggestions for interdisciplinary work
- Cross-references to existing topic areas (TA), topics (T)

Geography:
T 1:   The Orient – power factors: water and crude oil
T 2:   How many people are on the earth?

History:
T: Encountering the other (HS T 3; RS/GY T 4)

Ev. religion:
T 5:   Living differently – having different beliefs
T 4:   What others believe

Cath. religion:
T 12: Religions

German:
T 2:   Being different/foreign
T 10: Numerous German idioms, dialects; colloquial speech, group languages and
        specialised terminology
German:
➢How is the issue of tolerance addressed in literature?
➢The Enlightenment era

Textile studies:
TA 4: Textiles as a culture's form of expression
T 1:   Seeing and understanding different/foreign things

Art:
WA 2: Drawing/Painting/Collage
T 3:   People from foreign countries

Topic 5: Man as a historic being   **Class level 10**

Topic area 4: What is Man?

Reference to key issues
The key problems are often touched on directly when addressing this topic in philosophy class.
− Examining the origins and effects of traditions and time calculations in different cultures promotes intercultural learning and the willingness to better understand one another (key issue 1).
− If students have used examples to learn how current actions can also have a positive effect on the future and help to overcome the past, they will be able to look for their own approaches so as to be able to help preserve our natural bases of life (key issue 2).
− Characteristics of structural change compared to one's own times can be identified by asking older people about their past experiences (key issue 3).

Skill objectives
The students
• recognise that their own existence is historically bound
• see that knowledge of this history is a requirement for creating one's own living conditions
• recognise that other people live in different historic conditions
• become aware of the challenges which lie in believing in one world and one history.

Lesson information		
Content	**Subject-specific information**	**Possible texts and materials**
History and histories – What is my own history made up of? – Where do I encounter history? – How is my history embedded in history? – Can one learn from history?	– Use examples to distinguish between family history, regional history, world history – Examine historical evidence at other study locations (archaeological findings, exhibits at local history museums, history museums, monuments) – Enable history to be experienced as the present (the old town as a museum and living space) – Reflect on definitions of history: define history as a process, as a sequence of crises, as a process of human emancipation, as salvific history (ideas, discoveries, inventions) – Determine the reasons for interest in remembering history – Examine the relationship between historic awareness and identity	Menne (ed.): Philosophisches Kolleg 2, Einladung zur Philosophie, therein: Ch. VI, 135 ff. Liesmann/Zenaty: Vom Denken, Einführung in die Philosophie, p. 187-196 Draeger, H.-J.: Die Turmstraße Family trees, birthday newsletters, photographic documents, evidence of everyday culture in private and public collections Aries, P.: Geschichte der Kindheit, Munich (dtv)1980

Lesson information		
Content	**Subject-specific information**	**Possible texts and materials**
Man and temporality – What is time?	– Survey: What is time? (Concept of time and experiencing time) – Analyse clocks which each show a time differently (e.g. summer/winter time, time zones, different calendars) – Name ideas of time (cyclic, linear) – Understand historicity and finiteness as correlatives of the awareness of time	Maxims from – Augustine of Hippo, in: Bibliothek der Kirchenväter, Aurelius Augustinus Werke in deutscher Sprache – Heidegger: Sein und Zeit – Ende, M.: Momo – Zeitschrift für Didaktik der Philosophie 2/ 1993 – Trapp: Kleines Handbuch der Maße, Gewichte, Zahlen und der Zeitrechnung Lebendige Vergangenheit, S-H. vol. 3, therein suggestion b, Stuttgart (Klett) Gundert,W./Schimmel, A./ Schubring,W.(ed.): Lyrik des Ostens, therein: Klage des blinden Harfners über die Vergänglichkeit Kähler, J./Nordhofen, S.: Geschichten zum Philosophieren, Reclam Arbeitstexte für den Unterricht 15033, therein: Ende, M./ Kilian,S./Rosendörfer, H.) Wendorff, R.: Zeit und Kultur; Geschichte des Zeitbewußtseins in Europa, Westdeutscher Verlag Honnefelder, G.:
– How do we experience time?	– Comparing experienced and measured time – Examine how external circumstances change life – Relate text statements on the changes of time to one's own life – Graphically represent the unity of future, present and the notion of having been Thought experiments: What would happen if the past could be retrieved, the future could be	Was also ist die Zeit; Erfahrungen der Zeit, Insel Verlag Brecht, B.: Das Wiedersehen, in: Lesebuch 10 Cornelsen Hirschgraben Verlag Schultz,W.: Theologie und Wirklichkeit, Kommissionsverlag: Lutherische Verlagsanstalt, therein: Das philosophische Verstehen der Zeit, p. 282 ff. Ende, M.:

	known beforehand and the present could be fixed in time?	Die unendliche Geschichte, K. Thienemanns Verlag

Lesson information		
Content	**Subject-specific information**	**Possible texts and materials**
		Ligthmann, A.: Und immer wieder die Zeit. Einstein's Dreams, Hoffmann und Campe Verlag Wolf, Ch.: Kein Ort. Nirgends, Aufbau - Verlag
– What is our approach to time?	– Reflect on how we spend time (e.g. lifetime, faster transport, variety of media, mass travel) – Examine how and which time cycles determine us (e.g. working time, free time, club activities, family, circle of friends, society, 24-hour service, advertising) – Become familiar with various perceptions of the same era (e.g. realities, utopias, vision, apocalypses, eschatology, hope) – Use an example to learn about overcoming the past and shaping the future in present actions	Maxims from: – More: Utopia – Swift: Gulliver's Travels – Marinetti: The Futurist Manifesto – Orwell: 1984 – Wells: The time machine – Scheuermann: Der Papalagi – Der Wachturm, 12/1990 Ballard, J.: Was werden Sie tun? in: Aufrisse, Texte und Arbeitsmöglichkeiten für den Deutschunterricht, 8. Schuljahr, F. Schöningh Verlag Nach uns die Sintflut? Eine Geschichte, die Mut macht, in: Kursbuch Religion, new edition 9/10, Moritz Diesterweg Verlag

Lesson information		
Content	**Subject-specific information**	**Possible texts and materials**
Tradition and breaking with tradition – What is tradition?	Determine the nature and function of tradition using examples (inherited experience, conservative political system, passing on knowledge, skills of cultural heritage and moral views, functional rationality, stabilisation and relief)	Adorno,Th.W.: Über Tradition, in: Macho/Moser/Subrik: Ästhetik, Reclam Arbeitstexte 95592, p. 43 f, Stuttgart 1986 Gehlen, A.: Die Entlastungsfunktionn der Institutionen, in: Anthropologische und sozialpsychologische Untersuchungen, Reinbek 1986, p. 70 ff., p. 81 ff Sadat, J.: Ich bin eine Frau aus Ägypten, (Heyne) Munich Malraux, A.: Das Museum, in: Macho/Moser/ Subrik: loc. cit., p. 47 f. Text examples from cultural anthropology: e.g. Dr.D. Gilmore: Mythos Mann. Rollen, Rituale, Leitbilder, (Artemis und Winkler) Munich/Zürich 1991 Stopcczyk, A.: Was Philosophen über Frauen denken, Munich 1980
– To what extent are areas of human life shaped by tradition?	– Look for visible signs of tradition e.g. study location: museum – Examine initiation rites, tests of manhood – Examine the myth of "woman" – Make observations on gender differences, examine traditional roles allocated to men and women	
– Does Man need tradition?	– Use examples to assess the importance of tradition in the artistic creation process (burden of tradition – loss of tradition) – Identify tradition as an important element of religions	e.g. de Vries, S. Ph.: Jüdische Riten und Symbole, Wiesbaden (Fourier)[3] 1984

Lesson information		
Content	**Subject-specific information**	**Possible texts and materials**
– How do tradition and progress interact with one another?	– Examine the relationship between language and tradition – Analyse the creation and scope of civil virtues (e.g. order, diligence, thrift – from economic virtue to the behavioural standards of a civil society) – Investigate the origins of values of constitutional law, school laws – Determine the self-image of philosophy and philosophy class (preservation and criticism of tradition)	Herder, J. G.: Über den Ursprung der Sprache, in: Schulte, J.: Philosophie und Sprache, Reclam Arbeitstexte und in: Bein/Busch (ed.): Was ist der Mensch? Hannover (Schroedel)1988 Münch, P.: Ordnung, Fleiß und Sparsamkeit. Texte und Dokumente zur Entstehung der bürgerlichen Tugenden, dtv Dokumente 2940, Munich 1984 Preamble to the German Constitution Kant's requirements for philosophising

Suggestions for interdisciplinary work
- Cross-references to existing topic areas (TA), sphere of action (SA), topics (T), work areas (WA), key issues (KI)

Ev. religion:
TA 5: Living differently – having different beliefs
T 6:   What others believe
Cath. religion:
TA 12: Religions
Engineering:
SA 1: Work and production
T 2:   Development and usage of machines change workplaces and careers -
        Dependencies between Man and machines in production
Art:
WA 1: Examining works/Art history/Art theory
T 2:: Gender roles
Earth science:
KI 1: Basic values
T 11: Living in a multicultural society

German:
T 8:   Snapshots – what do we see, what is, what remains, and what goes by?

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2.4   School types

The curriculum does not distinguish between school types. For all class levels, the performance profile of a study group must instead be re-defined on a case-by-case basis, depending on the learning history of the group and its members. This learning history may vary greatly due to the conditions applicable to the philosophy class. The curriculum tales this situation into account with a wide range of possible content, which also includes distinguishing by degrees of difficulty.

In some cases, philosophy is a spare subject and possible compulsory elective in class levels 9 and 10. To avoid topic overlaps, the school bindingly sets the various topics.
The topics, content and problem-oriented approach of philosophy class suggest participation in project-based compulsory elective courses.

2.5   Performances and the evaluation thereof

The following subject-specific information ties in with the performance evaluation information in 1.5, which applies for all subjects.

- **Evaluation area**

Lesson contributions
The evaluation can include:
− Discussion contributions
− Organising and managing books and folders in which lesson results and homework are documented
− Records
− Presentations
− Creative work (e.g. collages, images, series of photos, posters)
− Theatrical work (e.g. role-play, panel discussion)
− Tests.

- **Criteria and procedures**
Lesson commitment can be assessed based on the following criteria:
− Interest
− Initiative
− Willingness to learn
− Team-work
− Willingness to ask questions
− Ability to criticise.

Discussions are an important part of the lesson. The following criteria can be used to assess discussion contributions:
− Content-based value
− Degree of willingness to engage in discussion
− Handling the rules of discussion
− Ability to respond correctly
− Ability to stimulate the discussion
− Ability to gain an overview of and summarise the course of the discussion.

- **Report grade**

The report grade is determined by the subject-based and pedagogical weighting of the grades given for several different lesson contributions.