

Introductory note for parents and carers

Welcome! This **Bite** takes around 15 minutes, but the ideas within may be revisited in conversations around the dinner table for weeks to come!

This **Bite** is available in both video and printed (PDF) formats. Each covers the same content, so choose the best option for your student's learning environment. There's no need to use the PDF as a worksheet if you choose the video.

If an adult is not available to assist, we recommend downloading the audio version as stories and questions are read to students for them. The video can be paused during the 'thinking time' so students can work through the questions at their own pace.

Bites for the K – 2 age group are designed for students to tackle individually, with siblings or peers, and/or with the assistance of an adult. The adult's role is to read the stories and questions (if using the PDF), model genuine curiosity and to support the student to think for themselves.

Aim to be neutral when listening to ideas expressed by your student. Ask them to give reasons for their opinion rather than try to do the thinking and reasoning for them. Encourage the student to talk through their ideas by using expressions like 'Ok', 'hmmm, I wonder...' and 'interesting thought!'.

There is often not a single right answer when it comes to ethical dilemmas. In that way, ethics is different to other lessons like maths. Instead, what ethical inquiry helps us do is to look at a situation or idea from different points of view, and to think about the reasons *behind* those points of view. When we do this, we think more deeply about our own views, discover new ideas, and build a deeper understanding of the considerations in each dilemma. We develop our skills in critical thinking and ethical reasoning and our ability to make well- thought-out decisions in a range of circumstances.

No way! What animals do that?

Objectives/ethical concepts explored

- Engage in the practice of giving examples to illustrate the concepts they employ
- Recognise the importance of such example-giving
- Engage in the practice of formulating counter-examples to show why they think an idea is wrong or mistaken
- Recognise the importance of this practice

Skills developed

- Listening and recalling
- Identifying examples and counter-examples
- Reasoning

Essential questions

- What is an example and what do examples do?
- What is a counter-example and what do counter-examples do?

In this **Bite** we encourage students to recognise the importance of being able to illustrate their general claims with examples and formulate counter examples to show why they think an idea is wrong. This **Bite** also aims to build on students' intuitive capacity to provide examples and counter-examples and to foster an appreciation of the role such logical moves play in everyday reasoning.

Bites are based on Primary Ethics lessons developed for use by trained adult volunteer facilitators in NSW public schools. Our lessons are based on philosophical ethics and use a 'community of inquiry' approach – the *asking power* of the group – to work together in discussion. The community of inquiry approach provides students with the opportunity to reflect on and form their own responses and consider the ideas of others in a safe and supportive environment.

You can read more about the community of inquiry approach here: <https://primaryethics.com.au/about-ethics-classes/what-happens-in-an-ethics-class/>

And watch this video for a great explanation of philosophical ethics: <https://vimeo.com/199903>