
PHILOSOPHY/ETHIC: SYMBOLS

Grade Level 10-11 /16-17y



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Philosophy/Ethic: Symbols

Competences/Learning Outcomes

Students are able

- To recognize symbols when they see them.
- To know the meanings behind the symbols.
- To raise awareness of the dynamic connection between religion/worldview and symbol.
- To understand and interpret the deeper meaning of symbols and to consider it in personal contexts.
- To identify the symbolism embedded in religious and secular symbols and texts.
- To explore how symbols are used to represent abstract concepts, stories, rituals, and spiritual beliefs and secular worldviews.
- To reflect on their own beliefs, values, and identities.

2

Grade level

10-11 /16-17y

Duration

90 min



Preparation

- Bring into the classroom objects such as images, symbol cards, statues, etc. that are appropriate to students' worldviews.
- Ask the students questions to motivate them Write some questions for students to explore the meaning and cultural context of religious symbols and encourage them to engage in discussions. A list of question can be found under "materials".
- Copy the KWL Chart for each student.

Step-by-step description

- Distribute the KWL Chart (M1) to the students and ask them to fill 'What I Know' and 'What I Wonder' columns. Ask students to keep the charts for the end of the lesson.
- Show the group the objects (M2) and put them up where all students can observe.
- Divide the participants into groups of 4-5 students to work together and present their works.
- Give each group the task of choosing one of the religious symbols and distribute each group the question cards (M3).
- Ask students to answer (in groups) four (4) of the questions on the cards.
- Provide sources (such as books, glossaries, online sources etc) for the students to search for information on the symbols.
- Guide each group to search for information and discuss about the role of the religious symbol in order to provide answers to the questions.
- Ask each group to design a poster to present information about the symbol they have chosen.
- Ask each group (when they finish) to share their work in the plenary classroom within a specific time frame.
- Guide and ask students to reflect on the work of each group with an active discussion.
- Ask students to work on KWL Charts and fill in the 'What I Learned' column by reflecting on the following questions:
 - How did you experience the activity?
 - Did the group activities help you understand the symbols?
 - What do you notice about the appearance of the chosen symbols? What do you think about the colors, shapes, or characteristics?



- What emotions or feelings does the symbols evoke in you? Why do you feel this way?
- How can you relate the symbols to your personal experiences? What connections do you find in your own life or culture regarding these symbols?

Tips for teachers

- Select different objects for students to examine different types of symbols.
- Ask students to bring the object themselves.
- Design your own questions for the 'Question Cards'.
- Suggest web pages in your local languages for your students to help them during group work.



Materials

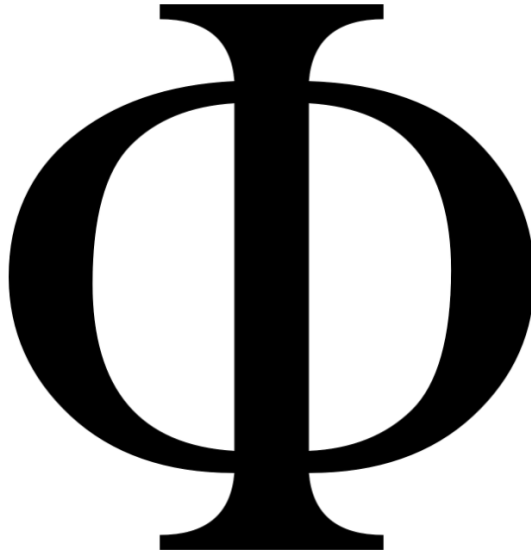
[M1] KWL Chart

Name: _____

<i>What I Know</i>	<i>What I Wonder</i>	<i>What I Learned</i>



1



2



6

3



4



7

5

λόγος



9

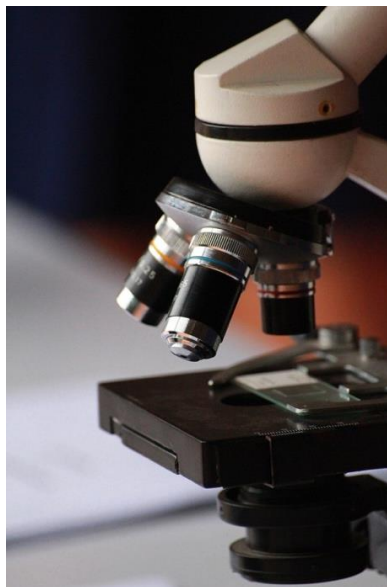


10



9

11



12



13



10



[M3] Question Card



1. Where have you seen this symbol? In what contexts has it appeared to you?
2. With which beliefs and rituals is this symbol associated?
3. Are there any stories or narratives associated with the symbol? What meaning do these stories give you?
4. Are there any significant events in the history or cultural context of the symbol?
5. What can you do to gather more information about the symbol? What resources can you use or experts can you consult?
6. What do you feel about this symbol?



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