

theoryofknowledge.net's

# TOK Sessions

*Supporting theory of knowledge educators*



## Outline of the TOK Sessions

## Introduction to the TOK Sessions Packs

The primary aim of the packs is to introduce the course, consider the nature of knowledge, cover the ways of knowing and areas of knowledge, explain how to write the essay and design and deliver an effective presentation, and finally round ideas up with three different plenary activities.

The sessions address key questions that are essential to TOK, pique interest in a particular topic, and introduce or summarize key concepts and ideas. In order to cope with the demands of the new 2015 curriculum, all the areas of knowledge feature a session which looks at them via the 'knowledge framework', and, given the new emphasis on applying TOK concepts practically, all AOKs and WOKs have a session presenting a selection of real life situations, for which suggested KQs are provided. We have approached TOK in comparative a way, by trying as much as possible to feature more than one WOK or AOK within individual sessions. Finally, each element of the course has a session that takes in the thoughts of significant thinkers – which ties in with theoryofknowledge.net's second resource for TOK teachers, *The TOK Interviews* (see theoryofknowledge.net for more details).

For every session there is a student handout, which comes as a Word document. Their format allows them to be adapted to suit the regional or cultural needs of where you are based. The PDF teacher's notes document consists of detailed instructions for how to run each session.

## Purchasing the packs

Purchasing the TOK Sessions is very straightforward. You can use our PayPal portal, which appears at the bottom all the pages of theoryofknowledge.net, or in the site's online resources shop. You can buy the packs separately, or as a complete resource that will cover the entire course.

<b>Pack 1</b> (WOKs, TOK introduction, TOK plenaries)	<b>\$45.00</b> (+ \$3.00 PayPal fee)
<b>Pack 2</b> (AOKs, TOK assessment)	<b>\$55.00</b> (+ \$3.00 PayPal fee)
<b>Complete Pack</b> (Full course content)	<b>\$80.00</b> (+ \$5.00 PayPal fee)

## Pack 1 (38 sessions)

- Introduction to TOK
- The ways of knowing
- TOK plenaries

Course element	Session title	Session description & accompanying resources
<b>Introduction to TOK</b>	1. Welcome to TOK	Places the course in the framework of the IBDP (PowerPoint, student handout)
	2. What is knowledge, and how to we categorize it?	The nature of knowledge, and where we acquire it (PowerPoint, student handout)
	3. The TOK journal	The importance of the TOK journal (PowerPoint, handout)
<b>Emotion</b>	1. How does emotion work?	The (difficult and nebulous) nature of emotion, with an attempt to define them. (PowerPoint, student handout)
	2. University decisions	Places the students' knowledge of how emotion and reason in a practical and familiar scenario: choosing a future university (student handout)
	3. Investigating the relationship between emotion and reason: the case of Phineas Gage	A consideration of emotion, and its inextricable relationship with reason (PowerPoint, student handout)
	4. Thoughts on emotion	Helps the students form an idea of emotion in the context of TOK, as well as giving them some thoughts from significant thinkers (theoryofknowledge.net site, student handout)
	5. Recent emotion real life situations and knowledge questions	Real life situations involving emotion, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)
<b>Faith</b>	1. Thoughts on faith	Helps the students form an idea of faith in the context of TOK, as well as giving them some thoughts from significant thinkers. (theoryofknowledge.net site, student handout)
	2. Recent faith real life situations and knowledge questions	Real life situations involving faith, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)
<b>Imagination</b>	1. Thoughts on imagination	Helps the students form an idea of imagination in the context of TOK, as well as giving them some thoughts from significant thinkers. (theoryofknowledge.net site, student handout)
	2. Recent imagination real life situations and knowledge questions	Real life situations involving imagination, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)

<b>Intuition</b>	1. Does intuition help us to understand mathematics?	How we rely on intuition to help us solve mathematical problems – and how that can lead you astray (game, student handout)
	2. Thoughts on intuition	Helps the students form an idea of imagination in the context of TOK, as well as giving them some thoughts from significant thinkers. (theoryofknowledge.net site, student handout)
	3. Recent intuition real life situations and knowledge questions	Real life situations involving imagination, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)
<b>Language</b>	1. An introduction to language	The way in which we communicate with the opposite sex, and how much of a part language plays in this (film clip, student handout)
	2. Does the extent of our language = the extent of our knowledge?	How our language type and extent vocabulary shapes our knowledge (film clip, student handout)
	3. Thoughts on language	Helps the students form an idea of imagination in the context of TOK, as well as giving them some thoughts from significant thinkers. (theoryofknowledge.net site, student handout)
	4. Recent language real life situations and knowledge questions	Real life situations involving imagination, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (student handout, links to articles and online videos)
<b>Memory</b>	1. Does memory provide us with reliable knowledge?	The reliability of memory, and explores the implications for it not providing us with accurate knowledge – both on a personal, and on a societal level (film clip, student handout)
	2. To what extent is our memory affected by biases?	The way in which our memory is influenced by biases and beliefs, and how that can prevent us accurately storing, retrieving, and communicating knowledge (student handout, newspaper article)
	3. Thoughts on memory	Helps the students form an idea of memory in the context of TOK, as well as giving them some thoughts from significant thinkers. (theoryofknowledge.net site, student handout)
	4. Recent memory real life situations and knowledge questions	Real life situations involving memory, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)
<b>Reason</b>	1. What is reason, and how do we use it?	The 'reason spectrum', ranging from creative, lateral thinking, to reason requiring adherence to much stricter laws (PowerPoint, student handout)
	2. Introduction to lateral thinking	Lateral thinking, using several puzzles (PowerPoint, student handout)

	3. Reason and certainty	More detail on both induction and deduction, and considering the level of certainty offered by both methods of reasoning (PowerPoint, student handout)
	4. What are 'enemies to reason'?	Certain ways of thinking or believing, or other ways of knowing (such as emotion) may impede our ability to reason effectively (film clip, student handout)
	5. Derren Brown on reason and superstition	Brown helps us to investigate how certain ways of thinking seek to present conclusions that are formulated by using so-called supernatural techniques (film clip, student handout)
	6. Thoughts on reason	Helps the students form an idea of reason in the context of TOK, as well as giving them some thoughts from significant thinkers. (theoryofknowledge.net site, student handout)
	7. Recent reason real life situations and knowledge questions	Real life situations involving reason, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)
<b>Sense perception</b>	1. An introduction to our senses	The central idea of this session is that we use our senses in different ways (game, student handout)
	2. Can we trust our senses?	Our most used sense can also be the least reliable, and that we actually see what we want to see (film clip, student handout)
	3. What is the purpose of the brain?	The single purpose of the brain is to enable us to move (film clip, student handout)
	4. Thoughts on sense perception	Helps the students form an idea of sense perception in the context of TOK, as well as giving them some thoughts from significant thinkers. (theoryofknowledge.net site, student handout)
	5. Recent sense perception real life situations and knowledge questions	Real life situations involving sense perception, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)
<b>TOK plenaries</b>	1. Who is the patron saint of TOK?	Asks the students to consider who they think would make the best 'patron saint' of theory of knowledge (PowerPoint, student handout)
	2. The TOK pub quiz I	Asks questions that draw on material that have been presented in the other plenaries, and some in follow up lessons (PowerPoint quiz, student handout)
	3. The TOK pub quiz II	Asks questions that draw on material that have been presented in the other plenaries, and some in follow up lessons (PowerPoint quiz, student handout)

## Pack 2 (47 sessions)

- The areas of knowledge
- TOK assessment

<i>Course element</i>	<i>Session title</i>	<i>Session description &amp; accompanying resources</i>
<b>The arts</b>	1. Is beauty universal?	The extent to which our appreciation of beauty is universal in terms of historical and geographical location (PowerPoint, student handout)
	2. Which ways of knowing do we use to communicate with the arts?	The way in which we view, appreciate, and understand art, focusing on Caravaggio and Bernini (film clip, handout)
	3. To what extent are our morals informed by the arts?	How the arts may shape our take on ethics, and whether this is a positive or negative thing (film clips, PowerPoint, student handout)
	4. Thoughts on the arts	Helps the students form an idea of sense perception in the context of TOK, as well as giving them some thoughts from significant thinkers. (theoryofknowledge.net site, handout)
	5. Recent arts real life situations and knowledge issues	Real life situations involving sense perception, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)
	Using the knowledge framework to explore the arts	Uses the new IB 'knowledge framework' to explore the arts, taking students through each of the 5 consideration points, and breaking each one down into several sub-questions (student handout)
<b>Ethics</b>	1. An introduction to ethics: deontologicalism, or consequentialism?	Puts the students in a very difficult ethical position, and asks them how they would solve this problem (film clip, PowerPoint, student handout)
	2. Can there be morality without God?	The source of morality – divine, human, or societal (film clip, student handout)
	3. Can the scientific method be applied to ethics?	Whether a scientific approach can be applied to ethics, in order to gain a more objective notion of morality (film clip, student handout)
	4. Thoughts on ethics	Helps the students form an idea of ethics in the context of TOK, as well as giving them some thoughts from significant thinkers. (theoryofknowledge.net site, student handout)
	5. Recent ethics real life situations and knowledge issues	Real life situations involving ethics, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)
	Using the knowledge framework to explore ethics	Uses the new IB 'knowledge framework' to explore ethics, taking students through each of the 5 consideration points, and breaking each one down into several sub-questions (student handout)

<b>History</b>	1. History's place in TOK	Key questions in history, talks about the nature of history, and thinks about why history has been given a special place in TOK (student handout)
	2. Challenges to the historian: selective evidence and bias	Why history is subject to constant re-writing, focusing on the Cold War (PowerPoint, student handout)
	3. Is there such a thing as 'truth' in history?	Draws on the quote by Philip Graham, the first owner of the Washington Post, that 'journalism is the first draft of history' (PowerPoint, student handout)
	4. Stephen Pinker on violence in history	Considers Stephen Pinker's hypothesis that violence in society is actually decreasing, rather than what we usually think, that we are getting more violent (film clip, student handout)
	5. Thoughts on history	Helps the students form an idea of history in the context of TOK, as well as giving them some thoughts from significant thinkers. (theoryofknowledge.net site, student handout)
	6. Recent history real life situations and knowledge issues	Real life situations involving history, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)
	Using the knowledge framework to explore history	Uses the new IB 'knowledge framework' to explore history, taking students through each of the 5 consideration points, and breaking each one down into several sub-questions (student handout)
<b>The human sciences</b>	1. Introduction to the human sciences	Presents one of the essential questions of the Human sciences, distinguishing between cause and correlation (film clips, PowerPoint, student handout)
	2. How do we acquire knowledge in the human sciences?	Difference between human & natural sciences: things involving study of humans is more unpredictable, and difficult to assess (student handout)
	3. The Milgram Experiment	This famous (infamous?) experiment of the 1960s revealed some of the most disturbing aspects of human behaviour (PowerPoint, student handout)
	4. Inter-cultural research	The phenomenon of Cargo Cults, as an interesting aspect of human society, and one that takes the phenomenon of the 'Hawthorne Effect' to an extreme conclusion (PowerPoint, student handout)
	5. Causation / correlation parodied: The CFSM	The 'Pastafarianism' religion, started up by to highlight the issue of being forced by law to teach creationism in high schools as a credible alternative to evolution (PowerPoint, student handout)
	6. How does mortality shape society?	The extent to which mortality defines human society, and how its effects are also dealt with by the arts and religion/faith (newspaper article, student handout)
	7. Thoughts on the human sciences	Helps the students form an idea of human sciences in the context of TOK, as well as giving them some thoughts from significant thinkers. (theoryofknowledge.net site, student handout)

	8. Recent human sciences real life situations and knowledge issues	Real life situations involving human sciences, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)
	Using the knowledge framework to explore human sciences	Uses the new IB 'knowledge framework' to explore human sciences, taking students through each of the 5 consideration points, and breaking each one down into several sub-questions (student handout)
<b>Indigenous knowledge systems</b>	1. Thoughts on indigenous knowledge systems	Helps the students form an idea of indigenous knowledge systems in the context of TOK, as well as giving them some thoughts from significant thinkers. (theoryofknowledge.net site, student handout)
	2. Recent indigenous knowledge systems real life situations and knowledge issues	Real life situations involving indigenous knowledge systems, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)
	Using the knowledge framework to explore indigenous knowledge systems	Uses the new IB 'knowledge framework' to explore indigenous knowledge systems, taking students through each of the 5 consideration points, and breaking each one down into several sub-questions (student handout)
<b>Mathematics</b>	1. How do numbers influence our lives?	Introduces maths, and the way it shapes our lives. It also posits the question: is maths invented or discovered? (film clips, PowerPoint, student handout)
	2. Thoughts on mathematics	Helps the students form an idea of mathematics in the context of TOK, as well as giving them some thoughts from significant thinkers (theoryofknowledge.net site, student handout)
	3. Recent mathematics real life situations and knowledge issues	Real life situations involving mathematics, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)
	Using the knowledge framework to explore mathematics	Uses the new IB 'knowledge framework' to explore mathematics, taking students through each of the 5 consideration points, and breaking each one down into several sub-questions (student handout)
<b>The natural sciences</b>	1. What is science?	The nature of science, and how the knowledge that it provides us with differs from other areas of knowledge (PowerPoint, student handout)
	2. How does science affect our lives?	Asks the students to consider how their lives are affected by science and technology, and considers how these are portrayed in the arts
	3. What is, and what is not, science?	Considers what constitutes science, and why some human endeavours cannot properly be defined as 'real' science, and belong in the category of 'pseudo' science (PowerPoint, student handout)
	4. How can science help us to think critically?	How thinking scientifically – ie, basing suppositions on evidence – is the same as thinking critically (PowerPoint, student handout)



	5. Thoughts on the natural sciences	Helps the students form an idea of the natural sciences in the context of TOK, as well as giving them some thoughts from significant thinkers. (theoryofknowledge.net site, student handout)
	6. Recent natural sciences real life situations and knowledge issues	Real life situations involving the natural sciences, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)
	Using the knowledge framework to explore the natural sciences	Uses the new IB 'knowledge framework' to explore the natural sciences, taking students through each of the 5 consideration points, and breaking each one down into several sub-questions (student handout)
<b>Religious knowledge systems</b>	1. Thoughts on religious knowledge systems	Helps the students form an idea of religious knowledge systems in the context of TOK, as well as giving them some thoughts from significant thinkers (theoryofknowledge.net site, student handout)
	2. Recent religious knowledge systems real life situations and knowledge issues	Real life situations involving religious knowledge systems, and related knowledge questions. Designed to help students apply the concepts of TOK practically, a new emphasis within the 2015 curriculum (links to articles and online videos, student handout)
	Using the knowledge framework to explore religious knowledge systems	Uses the new IB 'knowledge framework' to explore religious knowledge systems, taking students through each of the 5 consideration points, and breaking each one down into several sub-questions (student handout)
<b>TOK assessment</b>	1. The essay	The demands of the 2015 curriculum essay, outlining the basis requirements, analyzing the two criteria, and providing tips on how to structure and write the essay (PowerPoint, student handout)
	2. The presentation	The demands of the 2015 curriculum presentation, outlining the basis requirements, analyzing the single criteria, and providing tips on how to structure and deliver the presentation (PowerPoint, student handout)

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