

Name: _____ Year: _____ Date: _____

Name	Bingo
Title	Essential philosophical concepts
Duration	One-hour session.
Objectives	<ul style="list-style-type: none"> • Develop comprehension skills and consolidation of the key concepts learned in the unit. • Make thoughtful decisions and consider the consequences of positive and negative decisions. • Develop our mental skills.
Key competences	LC, MCST, DC, SCC, SIE.
Sequence and development	<ul style="list-style-type: none"> • Each student will receive a bingo card containing 25 concepts distributed in a 5 x 5 grid. • Before starting the game, explain the prizes and penalties involved to the students. For example, students that successfully call out bingo could be awarded 0.5 points to be added to the total mark achieved in the next test. Students that call out bingo incorrectly could be penalised -0.25 points towards their next test. • The game can end after the first bingo is called out. Alternatively, you can continue playing until it is called out a second and a third time. If you do so, you will have to establish appropriate prizes. • The teacher will randomly read the definitions of the concepts, without linking them to the corresponding terms. • Each time the teacher reads a definition, the students will tick one term off their bingo cards. • When a student has ticked a row, a column or a diagonal of terms (5 concepts in total), then, they call out "Bingo!" • When one, or more students, calls out bingo, the teacher needs to check the relevant card or cards. If the card was correctly ticked off, the student writes his or her name behind the card and the teacher files it for future assessment purposes. If the pupil is wrong, the teacher must make a note of the student's name, so they can be penalised according to the rules established during the beginning of this activity. • When you finish the activity, collect all of the incomplete cards from students to assess how well they did.
Guidance for students	<ul style="list-style-type: none"> • Students pick their bingo card and carefully read all of the concepts in it. They also review their meaning in silence. • Students listen to the definitions read aloud by the teacher carefully and then they tick the appropriate cell. • Students need to be very focused in order to spot any rows, columns or diagonals of terms that are ticked off. • When a student realises that a whole row, column or diagonal of terms is complete they call out "Bingo!" • Students must ensure they are only ticking terminology that has been defined by the teacher, otherwise they will be penalised.

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	<ul style="list-style-type: none"> • If the student calls out bingo correctly, he or she must write his or her name behind the card and give it to the teacher. • Once the game ends, all students write their names at the back of their cards and they give them to the teacher.
Assessment	<p>This activity can be assessed in two different ways:</p> <ul style="list-style-type: none"> • The winners are awarded an academic prize and the other students are penalised. • Checking the total amount of concepts identified correctly by each student.
Planning and preparation	<ol style="list-style-type: none"> 1. Print one Bingo card per student. There are 10 different bingo cards, so if you have more than 10 pupils some of the cards will be repeated. This is not a problem. 2. Print the sheet containing the definitions of concepts. Make sure that the students do not see it at any time. 3. Provide each student with a bingo card. 4. Read the definitions out randomly. 5. When a student completes a row, column or diagonal, he or she must call out "Bingo!" 6. The teacher checks that the pupil is correct. If the student is correct, the teacher awards the pre-established prize; if he or she is wrong, the teacher fines the student. 7. Once the game ends, the teacher collects all of the bingo cards from the students. Before doing so, the students must write their names behind their bingo cards.
Materials needed	<ul style="list-style-type: none"> • A set of 10 bingo cards containing 25 concepts each. Print sufficient copies for each student to have their own bingo card. • A sheet containing the list of concepts, as well as their definitions.

- **Social anthropology:** Branch of anthropology that aims to understand human beings using a social and cultural perspective.
- **Coherence:** Essential requirement for the proper use of reason. It involves rejecting any contradictions and guarantees the compatibility of all knowledge.
- **Cosmology:** A branch of metaphysics responsible for studying the origin of the Universe and the general properties of natural beings.
- **Empiricism:** Philosophical branch of the 18th century. It affirms that the experience created by our senses is both the origin and limit of our knowledge.
- **Epistemology:** A branch of gnoseology responsible for studying the most elaborate and perfect form of our knowledge, which is scientific knowledge.
- **Scholastic:** Medieval philosophical discipline that emerged after institutionalising the educational system and created schools in palaces next to the cathedrals and monasteries.
- **Aesthetics:** Philosophical discipline responsible for reflecting about beauty and the effects it causes in humans when it is perceived.
- **Ethics:** Philosophical discipline responsible for the study of morality. It aims to clarify what morality is composed of, how a moral event can be distinguished, how a moral system can be rationally justified, and how morality should be applied in our personal and social lives.
- **Philosophy of language:** Philosophical discipline responsible for studying the different elements of language and reality.
- **Political philosophy:** Philosophical discipline that reflects about matters related to the organisation of life in society. Examples of these matters are: types of governments, legitimacy of power, sources of political power and so on.
- **Gnoseology:** Philosophical discipline responsible for the study of knowledge. This discipline focuses on reflecting about the possibilities, limits, sources and methods of human knowledge.
- **Enlightenment:** Philosophical movement of the 18th century that aimed to improve society and the life conditions of citizens by raising levels of culture in society and encouraging free thought.
- **Imagination:** Human cognitive faculty that enables to create images reproducing data captured by the senses. Alternatively, this cognitive faculty can freely create images.
- **Logic:** A branch of gnoseology responsible for studying the structure of our arguments to determine which of them are valid and which of them aren't.
- **Metaphysics:** Philosophical discipline responsible for the study of the final foundations of reality.
- **Myth:** Story that incorporates elements of fantasy and personifies divinity to explain the origin of a natural or social reality.
- **Ontology:** A branch of metaphysics responsible for studying the most general properties of beings.
- **Philosophical anthropology:** Branch of anthropology that reflects on the most essential characteristics of human beings.
- **Philosophical attitude:** Human tendency that leads to questions about the world around us and aims to find answers to those questions.
- **Physical anthropology:** Branch of anthropology that studies humans from an evolutionary point of view. This evolutionary point of view explains the journey from species that are close to us, from a biological perspective, to present day humans.
- **Practical reason:** Use of reason that enables us to guide our actions in the fields of behaviour and production.
- **Reason:** Cognitive faculty exclusive to humans. Due to this faculty we can think reflectively and use of language to communicate.
- **Theology:** A branch of metaphysics responsible for the study of God as a fundamental being and creator of all other beings.
- **Theoretical reason:** Use of human reason orientated towards finding knowledge and whose main objective is truth.
- **Wisdom:** Highest level of knowledge involving a deep interpretation and comprehension of reality leading to truth and to an optimal judgement for action.



B	I	N	G	O
COSMOLOGY	PHILOSOPHY OF LANGUAGE	SCHOLASTICISM	THEOLOGY	WISDOM
REASON	POLITICAL PHILOSOPHY	COHERENCE	GNOSEOLOGY	LOGIC
PHYSICAL ANTHROPOLOGY	EPISTEMOLOGY	EMPIRICISM	PHILOSOPHICAL ANTHROPOLOGY	SOCIAL ANTHROPOLOGY
PHILOSOPHICAL ATTITUDE	PRACTICAL REASON	METAPHYSICS	THEORETICAL REASON	AESTHETICS
MYTH	ETHICS	ENLIGHTENMENT	ONTOLOGY	IMAGINATION



B	I	N	G	O
PHYSICAL ANTHROPOLOGY	LOGIC	IMAGINATION	PRACTICAL REASON	GNOSEOLOGY
ETHICS	WISDOM	SOCIAL ANTHROPOLOGY	POLITICAL PHILOSOPHY	EMPIRICISM
EPISTEMOLOGY	PHILOSOPHY OF LANGUAGE	PHILOSOPHICAL ATTITUDE	COSMOLOGY	SCHOLASTICISM
THEOLOGY	THEORETICAL REASON	METAPHYSICS	COHERENCE	MYTH
PHILOSOPHICAL ANTHROPOLOGY	REASON	AESTHETICS	ONTOLOGY	ENLIGHTENMENT



B	I	N	G	O
AESTHETICS	REASON	ETHICS	SCHOLASTICISM	PHILOSOPHY OF LANGUAGE
SOCIAL ANTHROPOLOGY	GNOSEOLOGY	ENLIGHTENMENT	METAPHYSICS	THEOLOGY
PHYSICAL ANTHROPOLOGY	PRACTICAL REASON	EMPIRICISM	PHILOSOPHICAL ATTITUDE	EPISTEMOLOGY
PHILOSOPHICAL ANTHROPOLOGY	MYTH	WISDOM	IMAGINATION	THEORETICAL REASON
COHERENCE	POLITICAL PHILOSOPHY	ONTOLOGY	LOGIC	COSMOLOGY



B	I	N	G	O
EPISTEMOLOGY	POLITICAL PHILOSOPHY	ENLIGHTENMENT	PHILOSOPHICAL ANTHROPOLOGY	COHERENCE
PHILOSOPHY OF LANGUAGE	THEOLOGY	ETHICS	SOCIAL ANTHROPOLOGY	PRACTICAL REASON
AESTHETICS	ONTOLOGY	SCHOLASTICISM	THEORETICAL REASON	IMAGINATION
PHYSICAL ANTHROPOLOGY	METAPHYSICS	MYTH	WISDOM	GNOSEOLOGY
EMPIRICISM	COSMOLOGY	PHILOSOPHICAL ATTITUDE	REASON	LOGIC



B	I	N	G	O
COHERENCE	AESTHETICS	PRACTICAL REASON	IMAGINATION	THEORETICAL REASON
PHILOSOPHY OF LANGUAGE	SOCIAL ANTHROPOLOGY	EPISTEMOLOGY	SCHOLASTICISM	LOGIC
ETHIC	COSMOLOGY	EMPIRICISM	PHILOSOPHICAL ANTHROPOLOGY	ONTOLOGY
MYTH	METAPHYSICS	WISDOM	REASON	PHILOSOPHICAL ATTITUDE
POLITICAL PHILOSOPHY	GNOSEOLOGY	ENLIGHTENMENT	PHYSICAL ANTHROPOLOGY	THEOLOGY



B	I	N	G	O
SCHOLASTICISM	ONTOLOGY	MYTH	SOCIAL ANTHROPOLOGY	EMPIRICISM
COSMOLOGY	EPISTEMOLOGY	AESTHETICS	ETHICS	PHYSICAL ANTHROPOLOGY
PHILOSOPHICAL ATTITUDE	POLITICAL PHILOSOPHY	PRACTICAL REASON	IMAGINATION	PHILOSOPHY OF LANGUAGE
LOGIC	ENLIGHTENMENT	GNOSEOLOGY	THEORETICAL REASON	WISDOM
COHERENCE	REASON	METAPHYSICS	THEOLOGY	PHILOSOPHICAL ANTHROPOLOGY



B	I	N	G	O
EMPIRICISM	THEORETICAL REASON	PHILOSOPHICAL ATTITUDE	IMAGINATION	COSMOLOGY
PHILOSOPHICAL ANTHROPOLOGY	ETHICS	POLITICAL PHILOSOPHY	PHILOSOPHY OF LANGUAGE	LOGIC
SCHOLASTICISM	WISDOM	COHERENCE	SOCIAL ANTHROPOLOGY	EPISTEMOLOGY
REASON	PHYSICAL ANTHROPOLOGY	AESTHETICS	METAPHYSICS	MYTH
PRACTICAL REASON	ENLIGHTENMENT	ONTOLOGY	GNOSEOLOGY	THEOLOGY



B	I	N	G	O
REASON	METAPHYSICS	THEORETICAL REASON	COSMOLOGY	AESTHETICS
WISDOM	LOGIC	ENLIGHTENMENT	PHILOSOPHICAL ATTITUDE	PHYSICAL ANTHROPOLOGY
PRACTICAL REASON	GNOSEOLOGY	SOCIAL ANTHROPOLOGY	COHERENCE	THEOLOGY
PHILOSOPHY OF LANGUAGE	EMPIRICISM	IMAGINATION	EPISTEMOLOGY	POLITICAL PHILOSOPHY
PHILOSOPHICAL ANTHROPOLOGY	SCHOLASTICISM	ETHICS	MYTH	ONTOLOGY



B	I	N	G	O
ETHICS	ENLIGHTENMENT	WISDOM	COSMOLOGY	PHYSICAL ANTHROPOLOGY
AESTHETICS	PHILOSOPHICAL ATTITUDE	GNOSEOLOGY	MYTH	IMAGINATION
ONTOLOGY	EMPIRICISM	REASON	SCHOLASTICISM	COHERENCE
PHILOSOPHICAL ANTHROPOLOGY	LOGIC	PRACTICAL REASON	THEOLOGY	PHILOSOPHY OF LANGUAGE
EPISTEMOLOGY	THEORETICAL REASON	SOCIAL ANTHROPOLOGY	POLITICAL PHILOSOPHY	METAPHYSICS



B	I	N	G	O
PRACTICAL REASON	LOGIC	ETHICS	IMAGINATION	PHILOSOPHY OF LANGUAGE
METAPHYSICS	POLITICAL PHILOSOPHY	COHERENCE	PHYSICAL ANTHROPOLOGY	GNOSEOLOGY
MYTH	ONTOLOGY	PHILOSOPHICAL ATTITUDE	SCHOLASTICISM	COSMOLOGY
EMPIRICISM	AESTHETICS	SOCIAL ANTHROPOLOGY	REASON	WISDOM
ENLIGHTENMENT	EPISTEMOLOGY	THEORETICAL REASON	PHILOSOPHICAL ANTHROPOLOGY	THEOLOGY