

Title and Duration	Pillow Logic: An introduction to Argument, Debate and Non-duality
Objective: Linked to standards/pacing calendar	Students will be able to explore logic in preparation for debate, coming to understand the possibility and validity of multiple points of view on an issue and how experience can encompass all and none (non-duality).
Standards	Debate and Argumentative Writing preparation. Speaking and Listening.
Anticipatory Set	Students are told a story about the school children in Japan who utilize the Pillow Logic exploration with their round meditation cushions. They are introduced to the history and purpose of debate in Buddhist society. They are given a round poster board cut-out representing their meditation cushion. They label 4 sides: Yes, No, Both, And Neither.
Direct Instruction with Modeling (I do)	We choose an issue related to articles provided for later work. (Example: Articles related to travel ban that present different sides to the issue). Make a statement on board. EX: The travel ban is bias and harmful to many people. OR: The travel ban is helpful and creates safety. I take my cushion and hold it in the “YES” position: think about all the ways the statement is true, share out with the class, and then write in my notebook on the overhead my “YES” statements.
Guided Practice (we do)	Students then do the “YES” statements together. We then turn to “NO” on the pillow (flipping the statement) and think of all the ways no could be true (even if it is STRONGLY not our opinion, experience or point of view, how might the No statement be true for someone?) (students again think, discuss, write) Turning the pillow (with me) to “Both”, students read their YES statements and their YES statements in the affirmative, stating that they are both true. Note the experience. Turning the pillow to “Neither” students re-read (to partner) all their statements with the phrase “this is neither true nor is it not true”. We note and discuss as a class the experience (perhaps touching upon how painful it is sometimes to hold all of life- all perspectives with grace and space/compassion in our heart (BOTH STATEMENT), and how disorienting and even for some people scary it is to let go (NEITHER STATEMENT) into the underlying non-dual quality of things as they are.
Differentiated Learning Needs	Support students in activity, encouraging, modifying, discussing with partnerships to encourage. Clarify.
Independent Practice (you do)	Students later choose the side they will write an argument on, choosing an article to support their view. As they notate their article and take notes preparing for writing, they include: Yes, No, Both, And Neither.
Checks for Understanding (Monitor and Adjust)	Clarify/ teach in different way as needed.
Summative Assessment (if applicable)	Class participation. Discussion with individual students. Responses, final writing. At bottom synopsis of what they assess theme to be.
Closure	Share outs of theme- connect to fiction book.