

PowerPoint Presentation: See Attachment

# Lesson plan 1 - CLIL 2016

## ARISTOTLE'S ETHIC: how to live happily

<b>School</b>	<input type="radio"/> Primary	<input type="radio"/> Middle	<input checked="" type="radio"/> High
<b>Year / Class</b>	<input type="radio"/> 1	<input type="radio"/> 2	<input checked="" type="radio"/> 3
<b>Subject :</b>	<b>Topic: PHILOSOPHY</b>		
<b>CLIL language</b>	<b>English</b>		
<b>Teacher / Teaching team profile</b>	Teacher's role:	<input checked="" type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____	Subject taught: _____
	Teacher's role:	<input type="radio"/> Main Teacher <input type="radio"/> Co-teacher <input type="radio"/> Other: _____	Subject taught: _____
<b>Student group profile (general)</b>	CEFR Level:	<input type="radio"/> A1 <input type="radio"/> B1	<input checked="" type="radio"/> A2 <input type="radio"/> B2
		<input type="radio"/> C1 <input type="radio"/> C2	<input type="radio"/> C1 <input type="radio"/> C2
<b>Timetable fit</b>	<input checked="" type="radio"/> Module <input type="radio"/> Lesson	Previous lessons: Aristotle's vision of the world	
		Future lessons:	
<b>Resources &amp; tools</b>	<ul style="list-style-type: none"> <li>- <b>Computer and web</b></li> <li>- <b>Video projector</b></li> <li>- <b>Anything (but easy to find and set) that each group considers useful for the presentation: the project has to be zero-cost</b></li> </ul>		

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<b>Students' prior knowledge, skills, competencies</b>	<b>Subject</b>	<b>Language</b>
	Some info about Aristotle and the previous great Thinkers	Nothing special: the task is tuned to be simple
<b>Learning Outcomes expected for this lesson</b>	<p><i>Cognitive-linguistic competencies to develop. E.g. see the document "Critical thinking skills".</i></p> <p><b>Final product:</b> a <i>Handbook, Toolkit, Survival Guide, Road Map, Menu</i> etc. for teenagers to suggest, indicate, illustrate, inspire etc. towards a better and happier life.</p> <p><b>Challenge:</b> Life is full of joy, but also full of sorrow and tragedy. Is there a way to be happy? But what is happiness? A sentiment? A condition? A purpose not reachable? And can we live without suffering? What are the conditions to be happy? Is happiness something that can be shared, taught, learned? Moreover: is happiness of a single man compatible with another one's happiness? And is human happiness something unique or can something else (animal etc.) have it (or have the right to have it)?</p> <p>Let's try to find a way (or many ways) to be as happy as we can.</p> <p><b>Learning outcomes:</b> in terms of:</p> <ul style="list-style-type: none"> <li>○ CONTENTS: ethical arguments and concepts</li> <li>○ COMMUNICATION: use of present and future tenses; specific words related to the philosophical glossary; use of multimedia tools to empower a presentation and the related arguments</li> <li>○ CULTURE: the way the ancient thinkers argued about what is good, bad and valuable for human Life</li> <li>○ COGNITION: <i>inquiring</i> about values, virtues and bad habits; <i>organising and planning</i> the info in a dynamic presentation; <i>creative thinking</i> for an effective and powerful presentation; <i>comparing</i> the similarities and differences between those times and ours; <i>critical thinking</i> by justifying the choices.</li> </ul> <p>The students should:</p> <ul style="list-style-type: none"> <li>- <i>Know:</i> see Contents (philosophical concepts) and Communication (specific vocabulary)</li> <li>- <i>Be able to:</i> see Communication + use of multimedia</li> <li>- <i>Be aware of:</i> see Culture and Cognition</li> </ul>	
<b>Methodology</b>	<p><i>How the teacher in a particular lesson manages to integrate language and content</i></p> <p><b>Task Based Learning</b></p> <p>In pairs or small groups of maximum 3, the students should produce a <b>Guide to Happiness</b> that respects these constrains:</p> <ul style="list-style-type: none"> <li>- the product has to be real, observable, recordable</li> <li>- the product has to be related (strictly or not) to some of Aristotle's suggestions, but in a personal and applied way: not abstract sentences,</li> </ul>	

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but real examples and useful instructions

- do not forget that the Guide has to be used by teenagers: make it strong and clear, beautiful and great!

The **process** must follow these work packages:

**I. Facts:** see the PowerPoint attached, used at the beginning of the Module (and shared with parents)

**II. Inquiry Phase**

Task: study the pages of the Philosophy Book about Aristotle; then look for sustainable and rational arguments about “how to live happily”

**III. Instrument Phase / Design Phase**

Choose the instrument or presentation mode suitable for you purpose. Practice the tool, use it for your purposes, not vice versa. Then plan your production, using a Storyboard

**IV. Arguments**

Transform the arguments in an “easy to use” guide to happy life. Remember that your suggestions are dedicated to teenagers like you.

**V. Output**

Prepare, edit and finalize the product of your presentation. Be as *creative* as you can. At the same time be as philosophically persuasive as you can. Don't be predictable or superficial.

Students should organize themselves as a **team (3-4 people)**, differentiating the tasks and roles:

- ✓ **Chairman & Spokesman**
- ✓ **Language Controller & Secretary (control of deadlines)**
- ✓ **Documenter/Technician**

Activity	Activity aims	Activity Procedure	Language	Interaction	Materials (please cite all sources)	Timing	Assessment
	<i>What is the purpose of this activity of the lesson.</i>	<i>What will happen during this stage of the lesson</i>	<i>Competencies developed</i>	<ul style="list-style-type: none"> <li>○ Whole class</li> <li>○ Group work</li> <li>○ Pair work</li> <li>○ Individual work</li> </ul>	<i>What materials are used during the lesson? Flashcards, pictures, songs, PowerPoint, ICT tools, etc. All materials should be referenced clearly paying attention to the copyright rules</i>	<i>The timing of each activity should be as accurate as possible.</i>  <b>Max 14 hours all included</b>	<i>Assessment tools in relation to the learning outcomes of the lesson</i>
1	Awareness of the projects: aims, duration, resources, products expected, organization, assessment	<b>I. Facts:</b> see the PowerPoint attached, used at the beginning of the Module + video example ("The Butterfly Circus" by Nick Vujicic: <a href="https://www.youtube.com/watch?v=y_MCwLY6zzg">https://www.youtube.com/watch?v=y_MCwLY6zzg</a> )	Negotiating	<ul style="list-style-type: none"> <li>○ Whole class</li> </ul>	PowerPoint as fact-document	1 h	Confrontation
2	Autonomous research for solutions and resources, and elaboration of the idea of the product	<b>II. Inquiry:</b> study the pages of the Philosophy Book about Aristotle; then look for sustainable and rational arguments about "how to live happily"	Reading and selecting	<ul style="list-style-type: none"> <li>○ Group work</li> </ul>	Handbook and internet	2 h	Observation

3	Setting up the solution of the task and plan the team working	III. <b>Design</b> : Choose the instrument or presentation mode suitable for you purpose. Practice the tool, use it to your purposes, not vice versa. Write/sketch the Storyboard (pictures + text + music/noises)	Brainstorming, projecting and decision making	○ Group work	Tools for creative thinking	2 h	Observation
4	Working out until the problem-solving	IV. <b>Implementation</b> : editing the Tools and testing/playing the storyboard. Transform the arguments in an “easy to use” guide to happy Life. Remember that your suggestion are dedicated to teenagers like you	Testing and training	○ Group work	Storyboard and	6 h	Observation
5	Show off what they have studied and elaborated	V. <b>Presentation</b> : each group has 10-20 minutes to present their final product. Prepare, edit and finalize the product of your presentation. Be as <b>creative</b> as you can. At the same time be as philosophically persuasive as you can. Don't be predictable or superficial.	Presenting	○ Whole class	Video projection	10-20 min each group	Video recording

6	Reflect on what, why, who, how about the process and the results of the project	<b>Evaluation:</b> assessing the process and the product; during the presentation, the other students must ask to understand better and argue about the philosophical contents presented.	Reflecting with critical thinking	o Whole class	Rubrics	During presentation and 10 min discussion at the end of each performance	Rubrics (see attachment) + <i>Kahoot!</i> test
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Attachement: Power Point presentation used to explain the Task-based-process at the beginning of the project.

## Assessment Rubric

	product - creativity	product - contents	process - organization	process - problem solving
leading questions (can they do...?)	<i>CAN THEY DO SOMETHING CREATIVE AS A SOLUTION OF THE CHALLENGE? is the product full of creativity or a simple copy of something else? is the product personalized? Does the product have a touch of fantasy?</i>	<i>CAN THEY JUSTIFY WITH PHILOSOPHICAL ARGUMENTS THEIR SOLUTION? Is the product consistent and coherent with the philosophical challenge? Does the product show that they have studied and understood the basis of Aristotle's Ethic</i>	<i>CAN THEY WORK IN A ORGANIZATIONAL WAY (OBJECTS, STEPS, RESULTS...)? Do they collaborate during the task? Have they respected their roles and the original challenge?</i>	<i>CAN THEY ACT AS PROBLEM SOLVERS? Do they come to a solution of the initial driving question? Have they saved by themselves the problems they faced during the process (or do they always wait for someone's support)?</i>
advanced				
intermediate				
basic				
failed				