

CLIL MODULE - PHILOSOPHY - class 3

ARISTOTELE

The Happy, the Good and the Bad

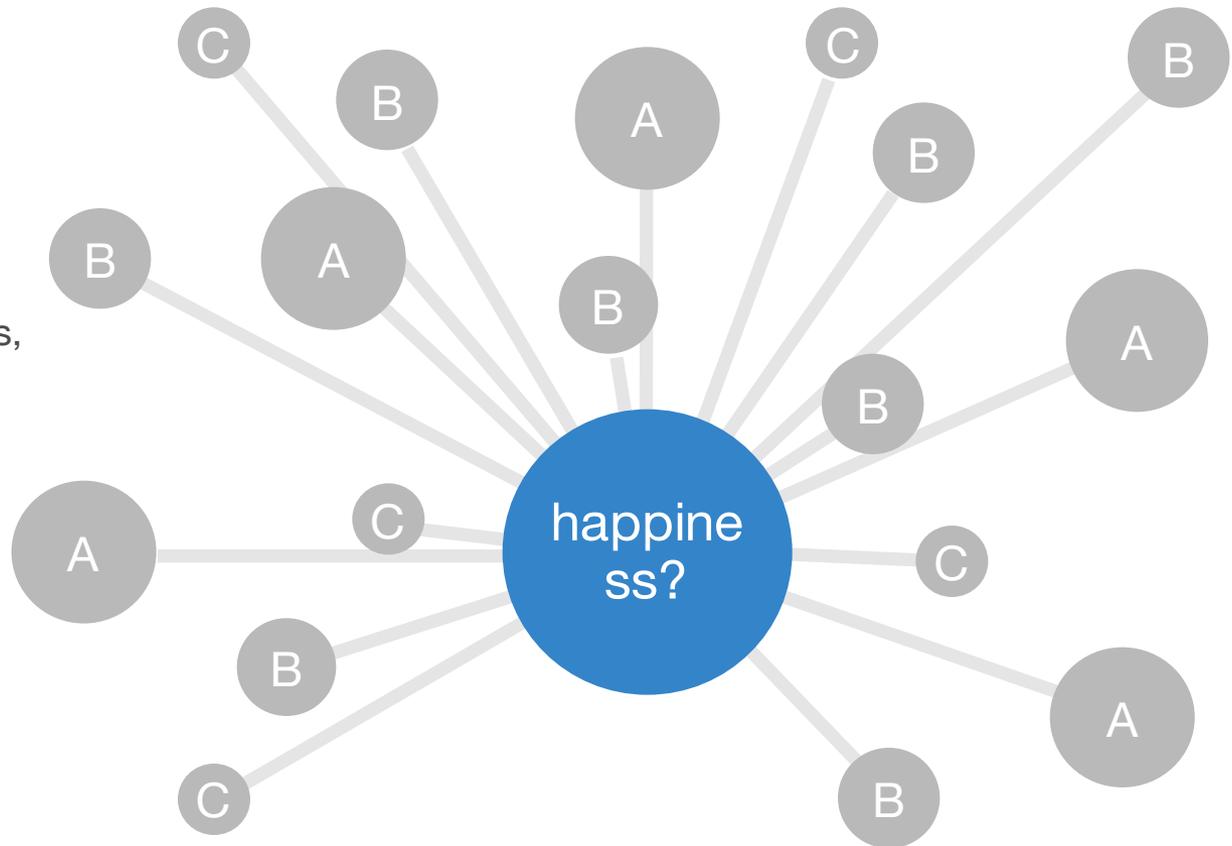
Guidelines

1. DRIVING QUESTION

“How can we live happy?”

The Problem

Let's formulate the problem in different ways, in several questions, building a map for the research:



The Beginning

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 the happiness of a single man compatible with another one's happiness? and is the human happiness something unique or someone else (animal etc.) can have it (or have the right to have it)?

2. PRODUCT

Happiness Menù

What you have to make:

Happiness Decalogue, as an
Instrument to live
a really happy Life

Task: create a *Handbook, Toolkit, Survival Guide, Road Map, Menù* etc.
to suggest, indicate, illustrate, inspire etc.
for teenagers like you,
towards a better and happier life.

THE HAPPINESS MENU'

Constrains:

- you have to make the product in groups, at least in pairs
- the product has to be real, observable, recordable
- the product has to be related (strictly or not) to some Aristoteles suggestions, but in a personal and applied way: not abstract sentences, but real example and useful instructions.

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

Friendship

can we live happy alone?

Freedom

can we live happy as slaves?

Creativity

can we live happy without doing anything?

3. TEAM

Happy people

The Groups

Name of the groups of two or three (no more):

- 1
 - 2
 - 3
 - 4
 - 5
 - 6
- 1
 - 2
 - 3
 - 4
 - 5
 - 6

Roles:

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

4. KICK OFF

Strong videos

Shocking and inspiring videos

- > “Pursuit of Happiness” by Gabriele Muccino: <https://www.youtube.com/watch?v=3CQfMdBarEI>
- > “The Butterfly Circus” by Nick Vujicic: https://www.youtube.com/watch?v=y_MCwIY6zzg
- > “My philosophy for a happy life” by Sam Berns at TEDxMidAtlantic: <https://www.youtube.com/watch?v=36m1o-tM05g>

Task: take note during the videos and write down 1 or more sentences about:

- the contents that inspired or shocked you
- something good or bad

5. LESSONS

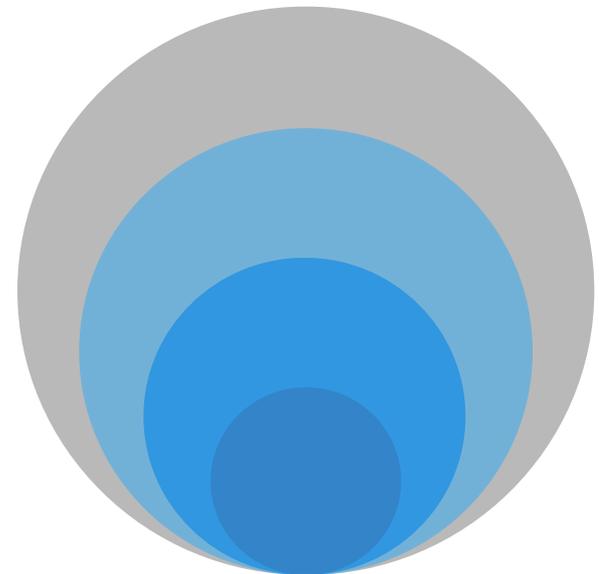
the Master: ARISTOTELE

Lessons & Homeworks

During the project, you will listen to lessons about Aristotle's Ethic, delivered by the Teacher, for 2 or maximum 4 hours.

At the same time you will study pages from the Textbook, related to contents divided in two sections:

1. A Life worth living
2. The Virtues



6. STEPS

“Begin with the End in Mind”

The final presentation

Every group must choose one of these instruments/ways to present and deliver their research:



- . Prezi
- . Powtoon
- . MindMaps
- . Infographics
- . Video
- . Drama
- . Impossible interviews
- *any other ideas, if well supported*

1. RESEARCH: Inquiry Phase

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

2. TOOLS: Instrument Phase

Choose the instrument or presentation mode suitable for you purpose.
Practice the tool, use it to your purposes, not viceversa.

3. CONTENTS: Arguments

Transform the arguments in a “easy to use” guide to happy Life.
Remember that your suggestion are dedicated to teenagers like you.

Output

Prepare, edit and finalize the product of your presentation.
Be as much **creative** as you can. At the same time be as much philosophically persuasive as you can.
Don't be predictable neither superficial.



I. Research



Inquiry Phase

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

II. Tool



Instrument Phase

Choose the instrument or presentation mode suitable for you purpose.

Practice the tool, use it to your purposes, not viceversa.

III. Contents



Arguments

Transform the arguments in an “easy to use” guide to happy Life.

Remember that your suggestion are dedicated to teenagers like you.

IV. Prototype



Output

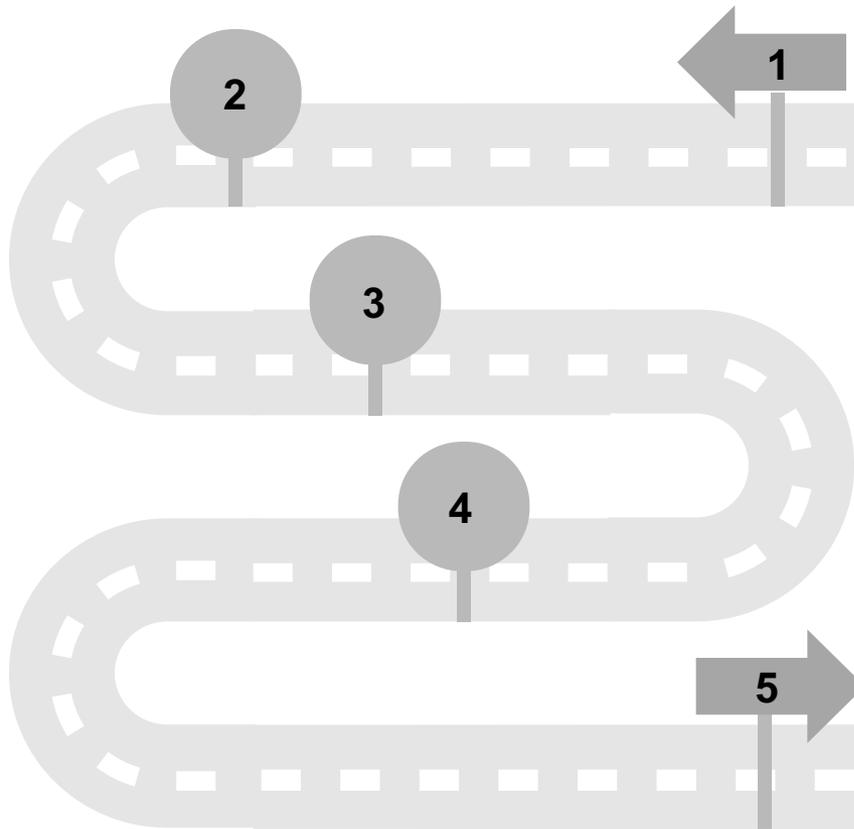
Prepare, edit and finalize the product of your presentation.

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Don't be predictable neither superficial.

7. PLAN

Project tuning



1. Kick off - week 1 of March

2. Research - week 2 of March

3. Design and Contents - week 3 of March

4. Develop and Editing - week 4 of march and 2 of April

5. Presentation - week 2 of April

7. SKILLS

4 Cs and VOCABULARY

CONTENS

COGNITIVE

COMMUNICATION

CULTURE

Essential GLOSSARY

8. EVALUATION and ASSESSMENT

Rubric

	product - creativity	product - philosophy	process - organization	process - probl.solv.
<p>leading questions (can they do...?)</p>	<p><i>CAN THEY DO SOMETHING CREATIVE AS SOLUTION OF THE CHALLENGE?</i></p> <p><i>is the product full of creativity or a simple copy of something else? is the product personalized? has the product a touch of fantasy?</i></p>	<p><i>CAN THEY JUSTIFY WITH PHILOSOPHICAL ARGUMENTS THEIR SOLUTION?</i></p> <p><i>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></p>	<p><i>CAN THEY WORK IN A ORGANIZATIONAL WAY (OBJECTS, STEPS, RESULTS...)?</i></p> <p><i>do they collaborate during the task? have they respected their roles and the original challenge?</i></p>	<p><i>CAN THEY ACT AS PROBLEM SOLVERS?</i></p> <p><i>do they come to a solution of the initial driving question? have they saved by themselves the problems they faced during the process (or they always wait for others'support)?</i></p>

8. EVALUATION and ASSESSMENT

Rubric

	product - creativity	product - philosophy	process - organization	process - probl.solv.
advanced				
intermediate				
basic				
failed				