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*Realized by the collaborative work of the centers
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"Europe in Love"

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Educational and Collaborative project between:



**Fundación Patronato de la Juventud Obrera
Valencia (Spain)**



**Carrickfergus College
Belfast (United Kingdom)**



**Liceo Perticari
Senigallia (Italy)**



**Gesamtschule An der Erft
Neuss (Germany)**



**Magyar Tannyelvű Alapiskola és Gimnázium
Bratislava (Slovakia)**



**Myllynharjum Lukio
Loviisa (Finland)**





9. Eros and clothes (TOPIC: EROS)



Eros

1- INTRODUCTION

a- General Introduction: PROJECT EUROPE IN LOVE

Europe in love is an Erasmus + project that takes place between the 2015-2017 courses with the association of 6 countries (Spain, Germany, United Kingdom, Italy, Finland and Slovakia). The main thread of the project is Love, a universal value, a concept valid for all countries and places in the world and especially the European Union.

It is a transversal theme in education but so far it has not been dedicated a special study, an attempt to convey it specifically as the motor of our lives, as the only concept that should prevail if we want Europe to remain a unit. If we want the idea of Europe to survive and be real we must reject the hatred that gave us birth in the twentieth century and walk hand in hand as siblings in this 21st century in which we live. Let the 21st century be the century of love and we will be able to remain united to progress. And that idea is what we intend to transmit with these didactic units in schools across the continent. We intend to develop a material that can be used by teachers from all countries, of all ages, to convey this idea of unity to all students in Europe.

For their elaboration and programming we have been based on the multiple intelligences of Howard Gardner and their application to the basic educational competences that the students must acquire, as the European educational laws indicate us through the different ministries of education of all the partner countries in this project. Our aim was to create activities based on them, that were complete and attractive for students, for different educational levels and subjects.

We want to teach the students of the European Union to love each other to stay together and move towards a better future. If there is no love, nothing will work.



But the word Love is unique, although it has many meanings. We have resorted to the cradle of our civilization, to ancient Greece to try to define its typology. They did not have a single word to define this feeling as we have the word Love. They had different words depending on their typology. We have chosen six of them, to try to transmit love in all its variety and magnitude: agape or love for our neighbor, eros or passionate love, philautia or self love, pragma or mature love, ludus or flirtation and friendship or friendship. We have dedicated the same number of didactic units to each of them. That is the objective of this work, to make available to the entire European educational community, in case it may prove useful, the universal value of love that will guide us together towards a better future.

b- Topic introduction: EROS

Eros is irrational love. It is passion and desire, madness, the love that sometimes makes people lose control if they let themselves go. It is usually the first phase of love or infatuation, the most obsessive and the most pure and intense. For the passionate love you would be willing to perform any feat, anything. Everything is possible for a person in love: to achieve all goals, to fight for any ideal, to cross the limits of the rational. Passion is what has made the world progress.

The European Union needs to be passionate about the idea of unity. And for them, this typology of love is absolutely necessary to try to get us moving forward without losing heart, believing with intensity and passion in the idea that together things will go much better.

2- WORKING PLAN

TARGET STUDENTS: 17, grade 11

PLACE: ICT room, art classroom, classroom.

TIME : 60' / LESSONS: 5



3- METHODOLOGY

Students work in pairs doing research, using ICT

Students prepare a presentation of the different clothes used in different historical periods.

Students perform a role play and physical activity

4. ACTIVITIES BASED ON MULTIPLE INTELLIGENCES

Learning objectives :

I. The students will use their research skills to find out about how Eros influences the way people dress in different periods of history. Students have to compare the changes of clothes during the time. The students will invent a clothes collection and create it using their own imagination in choosing the materials and then they will organize a mock “défilé”, preparing all the aspects of an event. Students will think about the importance of clothes/image in our society. They will compare different ways of dressing in different cultures, trying to study and understand different cultures and their customs and traditions.

ACTIVITIES tasks	Assessmen t	Multilple INTELLIGENCE S	SKILLS
1. The teacher introduces the problem: according to the students, during the different time of our history (European history) has the relation between clothes and Eros changed? How do they think this happened? The teacher informs the students about the idea for the work.	e	Linguistic-Verbal	linguistic communication

<p>To be able to lead a discussion on the subject, they will have to do a research, working in pairs, on clothes and Eros during the times.</p>		<p>Visual- Spatial</p> <p>Interpersonal</p> <p>Intrapersonal</p>	
<p>2. The students will invent a clothes collection and will create it using their own imagination in choosing the materials, the colors, the models.</p>		<p>Interpersonal</p> <p>Intrapersonal</p> <p>Kinesthetic-Bodily</p>	<p>Working in small groups</p> <p>Inventing and creating clothes</p>
<p>3. The students will organize a “fashion show” thinking in preparing all the different aspects of an event (invitations, schedule, timetable, newspapers articles...)</p>		<p>Kinesthetic-Bodily</p> <p>Visual-Spatial</p> <p>Digital</p>	<p>Organizing a Défilé</p>
<p>4. Students will think about the importance of clothes/image in our society. Students will compare different ways of dressing in different cultures trying to study and</p>		<p>Interpersonal</p> <p>Linguistic/Verbal</p>	<p>Group discussion in</p> <p>Reflecting on why clothes</p>



understand different cultures and their customs and traditions and their idea of Eros.			are so different according to different cultures
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The intelligences involved in this project are Verbal/Linguistic (40%), Bodily Kinesthetic (30%), Interpersonal (20 %), Intrapersonal (10 %)

5- SUBJECT (S) LEARNING OBJECTIVES.

- Get familiar and handle with ease the new technologies.
- Practice use of presentation tools with ICT.
- Gather self esteem by taking part in a roleplay and creation.
- Practice free speech in a discussion.

6- EVALUATION / ASSESSMENT

- Using new technologies to present results of research.
- Presenting the results, following a given role.
- Cooperative learning activities
- Oral discussions and critical abilities

Assessment rubrics



ACTIVITY X: HEADING TO CRITERIA “Europe in love”			
	0. 1. 2. 3.	4. 5. 6. 7.	8. 9. 10.
Oral presentation - research work in pairs about clothes and Eros during the times. Students have to compare the changes of clothes in Europe during the time.	The presentation does not meet most of the standards. It lacks clarity, cleanliness and organization.	The presentation meets some of the rules and deadlines.	The presentation complies with the rules and deadlines and shows clear signs of originality.
Students will think about the importance of clothes/image in our society. Students will compare different types of dressing in different cultures trying to study and understand different cultures and their customs and traditions and their idea of Eros.	The minimum contents are not present. The work does not include all points required.	The minimum contents are present but not in a clear and concise manner. The analysis includes some points set in the task.	All contents required are present in a clear and concise manner and logical sequence. The analysis includes all points set in the task.
Project based on a product created by students The students will invent a clothes collection and will realize it using their own fantasy in choosing the materials, the colors, the models.	The project does not include any of the tasks required.	The project includes some of the tasks.	All the required tasks of the project are completed.
TOTAL (maximum 30 points)			





7. MATERIALS AND RESOURCES

The students search the web, but they should only get their information from reliable sources. They will use also materials to create clothes for a fashion show.

Lesson plan 1

Type of love: Eros

Topic: Eros and clothes

INTRODUCTION (10 min.)

1. **Warm-up:** The teacher introduces the subject: according to the students, during the different times of our history (European history) has the relation between clothes and Eros changed? How do you think this happened? The teacher informs the students about the idea of the work.

DEVELOPMENT

Main activities: (40 minutes)

- **internet search/groupwork** – To be able to lead a discussion on the subject, they will have to do research work in pairs about clothes and Eros during the times.
- **analysis** - In small groups (max. 3 students) they analyze the images of clothes during the times. Students have to compare the changes in clothes in Europe during the time.

CONCLUSION (10 minutes)

- **class discussion** – Each group presents its considerations concerning the topic while





showing the material found on the net.

FOLLOW-UP

Homework: **Group project** – Students are divided in groups. They will work at home to choose what different pieces of clothes they will make for different occasions (the clothes will be made of papier maché)

UNIT 3 - EROS AND CLOTHES

Lesson plan 1

Type of love: Eros

Topic: Eros and clothes

INTRODUCTION (10 min.)

1. **Warm- up:** The teacher introduces the subject: according to the students, during the different times of our history (European history) has the relation between clothes and Eros changed? How do you think this happened? The teacher informs the students about the idea of the work.

DEVELOPMENT

Main activities: (40 minutes)

- **internet search/groupwork** – To be able to lead a discussion on the subject, they will have to do research work in pairs about clothes and Eros during the times.
- **analysis** - In small groups (max. 3 students) they analyze the images of clothes during





the times. Students have to compare the changes in clothes in Europe during the time.

CONCLUSION (10 minutes)

➤ ***class discussion*** – Each group presents its considerations concerning the topic while showing the material found on the net.

FOLLOW-UP

Homework: ***Group project*** – *Students are divided* in groups. They will work at home to choose what different pieces of clothes they will make for different occasions (the clothes will be made of papier maché)





Lesson plan 3

Type of love: Eros

Topic: Eros and clothes

INTRODUCTION (15 min.)

1. **Warm- up:** Students will think about the importance of clothes/image in our society. Students will compare different ways of dressing in different cultures trying to study and understand different cultures and their customs and traditions and their idea of Eros.

DEVELOPMENT

Main activities: (40 minutes)

- **internet search/groupwork** – To be able to lead a discussion on the subject, working in pairs, they will have to do a research about clothes in different parts of the world
- **analysis** - Students, in small groups fill in the form given by the teacher in order to understand why clothes are so different according to different cultures and situations of life (a job interview, going out with friends, belonging to a group, a date, formal situations, religious places...)
- **CONCLUSION** (10 minutes)
- **class discussion** – Students compare the results of their forms.

