



Magyar Tannyelvű Alapiskola és Gimnázium
ZŠ a Gymnázium s vyučovacím jazykom maďarským
Dunajská 13, 814 84 Bratislava



PHILIA 1

1- INTRODUCTION

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.



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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: PHILIA

Philia is friendship, loyalty, fidelity. All human beings need someone to trust, friends to share their joys and sorrows, friends who can be counted on to overcome difficulties and enjoy and share achievements and progress. It is the lasting basis of the advance of the whole community, which is necessary, which we must strengthen and value in its right measure.

Friendship between the member countries and among the students makes us much more united. Creating lasting bonds of friendship through the Erasmus + project like this, we have the students to consider friends and brothers to the members of other countries, who exchange experiences, joys and difficulties. Encouraging friendship between our young people, we are convinced that in the future there will be solid links between the new generations that will lead the European Union. It will be our little bit of sand, our contribution to a time in which the European will favour their relations of friendship to their particular interests.

2- WORKING PLAN

TARGET STUDENTS: 16, Grade 2

PLACE: classroom, language lab

TIME : 45' / LESSONS: English, 4 lessons



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3- METHODOLOGY

Cooperative learning groups

Individual work

Active Learning methods

New learning methodologies (Multiple intelligences)

ICT (Information and computer technologies)

Learning stations

4. ACTIVITIES BASED ON MULTIPLE INTELLIGENCES

Learning objectives :

I. Students will be able to identify, look for, analyze and evaluate the topic of one type of love called Philia and find examples of friendship or brotherly/sisterly love in books and films.

II. Students will be able to respond in discussions and in writing - using personal, literal, interpretative, and evaluative viewpoints and different multiple intelligence skills - to works of fiction and/or non-fiction, as well as films about friendship.

ACTIVITIES tasks	Assessment	Multiple INTELLIGENCES	SKILLS
Reading quotes from famous literary works and identifying the writer + book title Class discussion - friendship based on the given book	20%	Linguistic-Verbal	Linguistic communication Information processing Presenting views and





Word-building games - friendship, brotherhood, sisterhood Learning stations -Reading/Writing			opinions Reading and writing skills
Logical-sequential presentation about the development of friendship between two characters in a book or film Problem-solving task	10%	Logical-mathematical	Logical thinking Presentation skills - logical sequence, explanation Problem-solving skills
Searching for extracts or quotes from films/series regarding friendship Learning station - mind maps	20%	Visual-Spatial	Information processing Creative thinking
Roleplay - scenes about true friendship from a book/film	10%	Kinesthetic-Bodily	Physical simulation
Creating a rap song about true friendship using a scene from a film - group competition Learning station - books of poems and lyrics	10%	Musical / Rhythmic	Artistic and cultural. Podcasts or auditory production Creative thinking/writing
Brainstorming Learning centre - group discussions	10%	Interpersonal	Argumentation, selection of thoughts





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about the chosen book regarding friendship			Information processing and digital
Learner diaries - individual work Thoughts about friendship Creative writing - chants about friends; short stories about friendship; book reports	10%	Intrapersonal	Autonomy and personal initiative. Writing skills, creative thinking
Background music in the form of sounds created in the natural world Taking photos/making videos of friends in nature for the roleplay	10%	Naturalist / Physical	Interaction with the physical environment Artistic and cultural Digital processing

5- SUBJECT(S) LEARNING OBJECTIVES.

- Engage in meaningful reading tasks about the main topic.
- Understand the main concept/idea of friendship in a given book or film.
- Deal with formal and/or informal writing tasks regarding friendship.
- Respond orally to written works, grounding ideas in the text and learn to support a position in discussion or in formal debate about the main topic.
- Identify major concepts and ideas in speeches, discussions, audio and video presentations, extracts from books or scenes from films by reading/watching/listening attentively.

6- EVALUATION / ASSESSMENT

Assessment tools: quizzes, tests, independently performed worksheets, cooperative learning activities, hands-on experiments, oral discussion, question-and-answer sessions, or other concrete means.



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Assessment rubrics

ACTIVITY X: HEADING TO CRITERIA “Europe in love”			
HMC 1° BACHILLERATO			
	0. 1. 2. 3.	4. 5. 6. 7.	8. 9. 10.
Oral presentations with visual aids	The presentation does not comply with the rules. Deadlines are not met. It does not have clarity, main points, and necessary visual aids.	The presentation meets some of the rules and deadlines set in the assignment. It has some clarity, but does not have all the necessary visual aids.	The presentation totally complies with the rules and deadlines established in the assignment and has clarity, as well as signs of originality.
Creative writing - reports/stories/poems	The written task does not obey the rules of grammar, usage and punctuation. It does not maintain a consistent style and tone. Its content is not completed.	The written task is in accordance with some rules. It maintains a consistent style and tone to some extent. Its content is almost completed.	The written task obeys the rules of grammar, usage and punctuation. It maintains a consistent style and tone. Its content is comprehensive and complex.
Participation in class/group discussions about	The student does not have clear understanding or	The student is able to express his views on the topic to	The student has clear understanding and is interested in the topic.





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Philia	interest in the topic. He/she is not able to express his opinions or ideas.	some extent. He/she shows some interest in the topic.	He is able to express his opinion and have independent ideas.
TOTAL - 30 points			

7. MATERIALS AND RESOURCES

<https://www.readingrainbow.com/site/blog/2013/06/03/10-best-friends-in-literature/>

<http://www.yourtango.com/2013193136/quotes-about-friends-books-we-love>

http://www.huffingtonpost.com/2014/01/14/best-bromances-literature-_n_4562218.html

<http://www.shmoop.com/harry-potter-sorcerers-stone/friendship-theme.html>

http://www.educationworld.com/a_lesson/archives/lang.shtml

http://www.educationworld.com/a_tech/techlp/techlp002.shtml

<http://www.videoinspiration.net/blog/short-stories-about-friendship/>

http://esl.about.com/od/teachingenglish/a/l_multiple.htm



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