



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



PHILIA 4 - HISTORY GREAT'S FRIENDSHIP

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

TIME : 45' / LESSONS: History

2 lessons



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3- METHODOLOGY

Cooperative learning groups: / Individual work / pairwork/ groupwork

Active Learning methods

ICT (Information and computer technologies)

4. ACTIVITIES BASED ON MULTIPLE INTELLIGENCES

Learning objectives :

I. Students will learn about the historical period the famous friendship existed in and analyze different aspects of this friendship

II. Students will be able to compare and contrast the values and characteristics of friendship in the past and the present

ACTIVITIES tasks	Assessment	Multiple INTELLIGENCES	SKILLS
Play "Who am I?" with figures from history Debate important issues & decisions from the historical period of the famous friendship	10%	Linguistic-Verbal	Linguistic communication Debate skills
Compare & contrast different periods of history related to friendship in presentation	20%	Logical-Mathematical	Comparison chart



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Find examples of historical friendships Analyze the friendship between famous people from history			Fact finding Character maps, analysis strategies
Have imaginary talks/ interviews with friends from the past Imagine possible friendships between famous politicians or public figures Make visual diagrams & flow charts of historical facts from the period of the given friendship	20%	Visual-Spatial	Questionnaire Creative thinking and imagination Preparation of diagrams, flow charts
Perform and/or create dramas from a period of historical friendship Play "Great friends from the past" charades	10%	Kinesthetic-Bodily	Artistic and cultural Miming and gesticulation
Analyze different historical periods through their music Learn songs/music that were popular in the historical period of the given friendship	10%	Musical / Rhythmic	Artistic and cultural. Internet search
Role-play a conversation between the historical friends	10%	Interpersonal	Social skills





Imagine "passing over" into the times/lives of famous friends -- describe their feelings, thoughts, beliefs, values			Cooperative learning activities
Reflect on: "If I could be any historical figure, who would I be & why" Imagine the famous friends from history giving you advice for living today	10%	Intrapersonal	Autonomy and personal initiative, reasoning skills Compare and contrast
Understand how "natural events" have influenced history Study the lives of famous naturalists & their impact on the given historical period	10%	Naturalist / Physical	Interaction with the physical environment Information gathering

5- SUBJECT(S) LEARNING OBJECTIVES

- Lead an oral discussion or debate about historical friendships
- Analyze historical periods, events, their impact on relationships between people
- Use deductive reasoning skills
- Create charts, posters, graphs, or diagrams
- Roleplay an interpretation of the given topic

6- EVALUATION / ASSESSMENT

- Using new technologies oriented to education correctly.
- Self-assessment of students

Learning objectives can be assessed through quizzes, tests, independently performed





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worksheets, cooperative learning activities, hands-on experiments, oral discussion, question-and-answer sessions, or other concrete means.

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 presentation - compare & contrast different periods of history related to friendship	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.
Visual diagrams & flow charts of historical facts from the period of the given friendship	The minimum contents are not present (dates, facts, historical characters, causes, characteristics and consequences).	The minimum contents required are present but not in a clear and concise manner.	All contents required are present in a clear and concise manner and logical sequence.
Debate important issues & decisions from the historical period of the famous friendship	There is only minimal knowledge of the topic. Debate and reasoning skills are not sufficient.	Some knowledge of the topic is present, but they are not presented in a clear and logical manner.	Proper knowledge of the topic is present. Debate and reasoning skills are fully sufficient.
TOTAL (maximum 30 points)			



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7. MATERIALS AND RESOURCES

<http://www.history.com/news/history-lists/7-historical-odd-couples>

<http://www.puddlesofmyself.com/2011/05/top-20-friendships-of-all-time-part-1.html>

<http://www.history.com/news/history-lists/7-historical-odd-couples>

<http://www.mandatory.com/2013/05/09/10-of-historys-greatest-bromances/4>

<http://www.friendship.com.au/quotes/quohis.html>



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