



AGAPE 5: HEALTH CONCEPT

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: AGAPE



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Agape is selfless love, love to our neighbour. It is about being an example without intending to be it, giving without expecting anything in return. It is universal goodness, generosity without retroactivity, the point of departure to the internal language regardless of origin, belief or political affinity. It is to love in the purest form that exists, especially to those who need it most. It is a vital mission that is to surrender, to be supportive when you are most needed, to go to them when you are required and also when you see others suffer even if they do not claim you. It is charity well understood, not as alms, but as a vital approach, surrender to the poor, sick, sad, disabled, refugees, children and the elderly ... To those who need it most. Just because it is just and necessary, because we feel better, trying to be happy looking for the happiness of others or at least, trying to make them suffer less and improve their living conditions.

Unfortunately in Europe we face many problems of all kinds: poverty, violence, need, crisis, unemployment, immigration, despair, loneliness, injustice ... If we teach our students that through agape, we can alleviate the pains of those who suffer. Laying the foundations of a better, more supportive, more just world, in which we are all brothers and sisters. Is not this the essence for which the European Union was created, to be united and help each other when we need it most?

2- WORKING PLAN

TARGET STUDENTS: 3º E.S.O. 14 years old

PLACE: classroom and laboratoryclassroom

TIME : 55' / LESSONS: 3

3- METHODOLOGY.

Cooperative learning groups / Individual work / pairwork....

New learning methodologies

ICT (Information and computer technologies)

Methodology by subjects

4. ACTIVITIES BASED ON MULTIPLE INTELLIGENCES



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Learning objectives :

- (I) Know the relationship between health and love for the others.
- (II) Discover from the concept of health and sickness, and think about how they can affect in different countries.

ACTIVITIES tasks	Asses sment	Multiple INTELLIGENCES	SKILLS
Initial debate about the concept of health students have. Explanation about the concept of health according to WHO (World Health Organisation)	%	Linguistic-Verbal	linguistic communication Information Processing and digital
Statistics study on the evolution of AIDS since it was discovered until now.	%	Logical- Mathematical	Mathematical
	%	Visual-Spatial	Artistic and cultural. Information Processing and digital
Music-theatre performance of a short story in which a member of a family suffers an illness and recovers with the help of the	%	Kinesthetic-Bodily	Artistic and



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family.			cultural.
Graphic representation of the data with excell pages.	%	Musical / Rhythmic	Artistic and cultural. Information Processing and digital
Social experience work in an NGO, hospital or similar in different sessions(2or 3) according to the number of students	%	Interpersonal	Social and citizen. Information Processing and digital Learn to learn.
Share the experience with the rest of partners.	%	Intrapersonal	Autonomy and personal initiative. Learn to learn.
Understand from human values how health can affect people.	%	Naturalist / Physical	Interaction with the physical environment

5- SUBJECT (S) LEARNING OBJECTIVES.



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- REcognises the most common illnesses and infections and relates them with their causes using different criteria (origin, duration, transmission vector,...)
- Distinguishes and explains the different transmission mechanisms of infectious illnesses, their prevention and treatment.

6- EVALUATION / ASSESSMENT

- Using new technologies oriented to education correctly.
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Assessment rubrics

(that's only an example)

ACTIVITY X: HEADING TO CRITERIA “Europe in love”				
BIOLOGY 3º E.S.O.				
	Accomplished (4-5)	Not totally accomplished (2-3)	Big difficulties in accomplishing/ NOT accomplished(0-1)	
Differing and explaining the mechanisms of transmission of infectious illnesses, their preventions and treatment.	Knows the most common causes for death in the developed world and compares them to the situations in the developing world, paying attention to the differences between them.	Knows the most common causes for death in the developed world.	Hardly knows common illnesses.	



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<p>Argumenting on the implications which health habits bring to health and justifies with examples the choices they make or can make to promote individually and collectively.</p>	<p>Defines the concepts of health, illness, epidemic and pandemic. Knows which factors influence on health. Arguments the which health habits favour a good state of health and proposes measures to promote healthy habits.</p>	<p>Defines the concepts of health, illness, epidemic and pandemic. Knows which factors influence on health.</p>	<p>They are not capable of defining the concept of health.</p>	
<p>Knowing the most common illnesses, infectious and not, which affect the population, their causes, prevention and treatment.</p>	<p>Relates the main illnesses with their way of transmission or contagion. Knows different types of contagious agents and their characteristics and gives examples of some of them.</p>	<p>Relates the main illnesses with their way of transmission or contagion. Knows different types of contagious agents and their characteristics.</p>	<p>Identifies some of the main illnesses but does not relate them with their way of transmission or contagion.</p>	





<p>Determining the basic work of the immune system, as well as the continuous input given by biomedical sciences.</p>	<p>Knows the main organs, tissues and cells which form the immune system and their functions. Recognises possible problems and alterations related to the immune system like allergies. Differs between serum and vaccine and analyses their importance in illnesses prevention.</p>	<p>Knows the main organs, tissues and cells which form the immune system and their functions. Recognises possible problems and alterations related to the immune system like allergies.</p>	<p>Knows some organs, tissues and cells which form the immune system but does not know their functions.</p>	
<p>Determining explained historical data from the WHO.</p>	<p>Knows the main dates and events on the history of WHO (World Health Organisation) (more than 50%)</p>	<p>Knows the main dates and events on the history of WHO (World Health Organisation) (Between 25 and 50 %)</p>	<p>Knows the main dates and events on the history of WHO (World Health Organisation) (less than 25%)</p>	





TOTAL (maximum 10 points)				

7. MATERIALS AND RESOURCES

Students book and audiovisual resources in lesson planning.



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