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*Realized by the collaborative work of the centers
participants in the European project*

"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)***



2. Getting to know each other (TOPIC: LUDUS)



Ludus

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.



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: Ludus - Is Europe in Love?

And if so, what kind of love is it? Is it ludus, the playful relationship without any engagement and responsibility, only getting the pleasure out of it? Or is it rather pragma or agape? Or maybe a little bit of all of these types of love? These questions shall be approached by looking into the way how different countries in Europe discuss and handle the current situation of so many refugees coming into the EU.

Ludus is playful love, flirting. Sometimes flirting is intentional: seeking a partner, acceptance by others, social integration through the display of our own skills and characteristics. And at other times it is an innocent flirtation, which simply pretends to reaffirm its own characteristics. Loving others always reaffirms personality and makes people happy. And it can be done through dancing, grooming and the care of personal image, following fashion or the implementation of a style of our own, personal relationships, smiles, looks or impressions we cause to others.

Each of the member countries of the European Union are unique and we have our own characteristics that make us unique and attractive. Showing the best of each one of us makes the rest of the people around us appreciate the best of each one of us. And for that, we have to show the best that we have without ambiguity or hindrance, without fears. We are beautiful and special. Others will accept us as we are if we are able to show the best of each one of us.

Topic: Getting to know each other



Ludus is playful and fun, without any further engagement. The ideal way to get to know each other! Of course it can thereafter grow into another kind of love and friendship.

2- WORKING PLAN

TARGET LEARNERS:

All ages, teenagers or students that do not know each other yet, e.g. new classes or students in exchange programs

PLACE: gym, yard or any bigger space

TIME : 60' / LESSONS: 1

3- METHODOLOGY

Students work in varying groups/pairs.

Students speak about personal matters in English.

4. ACTIVITIES BASED ON MULTIPLE INTELLIGENCES

Learning objectives :

(I) The students get to know each other and exchange information about their preferences, lifestyle, school, city or country.

(II) The students will practice their English.



ACTIVITIES tasks	Assessment	Multiple INTELLIGENCES	SKILLS
1. The teacher introduces the activities.		Linguistic/Verbal	linguistic communication, understanding instructions
<p>Activity 1: a) The students line up according to their age (year of birth, month day).</p> <p>b) The students form a circle out of the line and introduce themselves (name and country), using the game “I pack my bag” (A: I am John from Finland, B: This is John from Finland and I am Sarah from Slovakia, C: This is John from Finland, this is Sarah from Slovakia and I am Tim from Germany...)</p>		Interpersonal Linguistic/Verbal Bodily Kinaesthetic	Communicate in English with people they do not know yet to form a line according to age. The students remember the names of all their fellow students (fact recall). The students move around in order to form a line/circle.
Activity 2: The whole group is divided in two smaller groups. One forms an inner circle (backs to the centre), the others		Interpersonal Verbal/Linguistic	The students share information



<p>form an outer circle (faces to the centre). Each student is now facing another student.</p> <p>The teacher gives different tasks, e.g.</p> <ol style="list-style-type: none"> Tell your partner about your school. Tell your partner your favourite food. Tell your partner about your family. Tell your partner about your hobbies. <p>After each exchange between two partners, the teacher tells them to go to a new partner in a given way, e.g.</p> <ul style="list-style-type: none"> inner circle moves 3 to the right outer circle moves 5 to the left <p>Each topic is being talked about with 2 - 3 partners.</p>			<p>about their personal lives.</p>
<p>Activity 3: The students are divided in groups of 5 (e.g. by counting 1-5, with the help of a card game or numbers on cards). The groups have to perform a word/saying, using pantomime or forming a still picture. The other groups have to guess what is being performed. The words/sayings can be collected from a <i>Tabu</i> or <i>Activity</i> game, e.g.</p> <ul style="list-style-type: none"> to skip to juggle 		<p>Kinesthetic/Bodily Interpersonal Verbal/Linguistic</p>	<p>The students mime in groups (pantomime or group picture).</p> <p>The students guess, using their English.</p>



<ul style="list-style-type: none">- to iron- sadness- happiness- anger- baker- rodeo- hairdresser- avalanche- the early bird catches the worm <p>The task can be done as a competition between the different groups.</p>			
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The intelligences involved in this project are Verbal/Linguistic (40 %), Bodily/Kinaesthetic (20%), Interpersonal (40 %)

5- SUBJECT (S) LEARNING OBJECTIVES.

- The students get to know each other.
- The students communicate with people they do not know.
- The students practice their English.

6- EVALUATION / ASSESSMENT

As this is a unit, which is supposed to help the students to get in contact and start talking to each other, it should not be evaluated. If necessary, one could judge, if they all talk.

7. MATERIALS AND RESOURCES





The material needed are

for activity no.2: Different questions/topics that the students can talk about, written on the board/on big cards.

for activity no.3: Different words/sayings on little cards.

