PLACE VALUE ON YOUR ETHICS

Clara Castro del Álamo
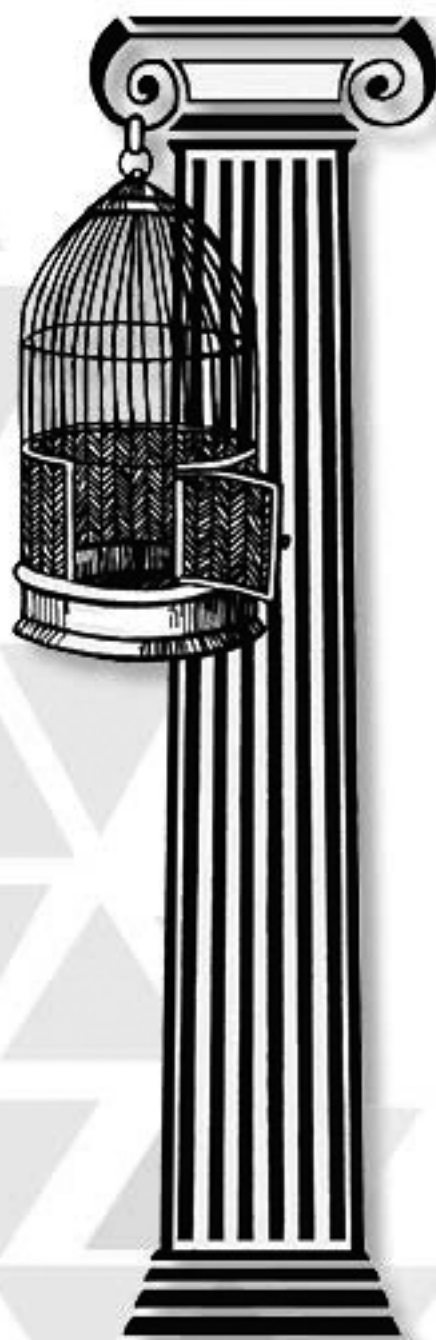
PLACE VALUE ON YOUR ETHICS

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educàlia
editorial

• Lesson 1 •

Which superhero are you?

SUPPORT FOR TEACHERS:

Abstract:

On this lesson we will approach to the concept of person and its ethic value. From a selfish aspect to historic one we will study all the features one person involves. The main ones: dignity and moral independency. How our elections built our personality and which ethics values are involved. We need to define in advance what a person is in order to discuss about if the behaviour of it is good or bad or how affect to the others. Have the animals ethics values? And a robot or an AI machine?

CLIL methodology

Language Content / Communication	
- Formal and informal conversations.	- Make a summary.
- Describing people: phisically and emotionally.	- Expressing opinions.

Vocabulary	Emotions, opinions, clothes, parts of body, personal features, different kind of behaviour, expressing desires, introducing people.
Structures	I agree/ I disagree with you In my view / In my opinion What do you think about...? Summarising, ... In summary,... As a conclusion, ...
Discourse type	Formal and informal
Language skills	The four skills are involved.

Schedule: It's divided into five sessions

Session 1	Session 2	Session 3	Session 4	Session 5
Introduction of ourselves Netting new people	Text Different kind of teenagers "Which superhero are you?"	"Spiderman home-coming" film by Jon Watts	"Spiderman" film by Jon Watts	Questions about film and free discussion

Contents

The concept of person and its features and ethics's dignity. Moral independency. Personality and ethics values.
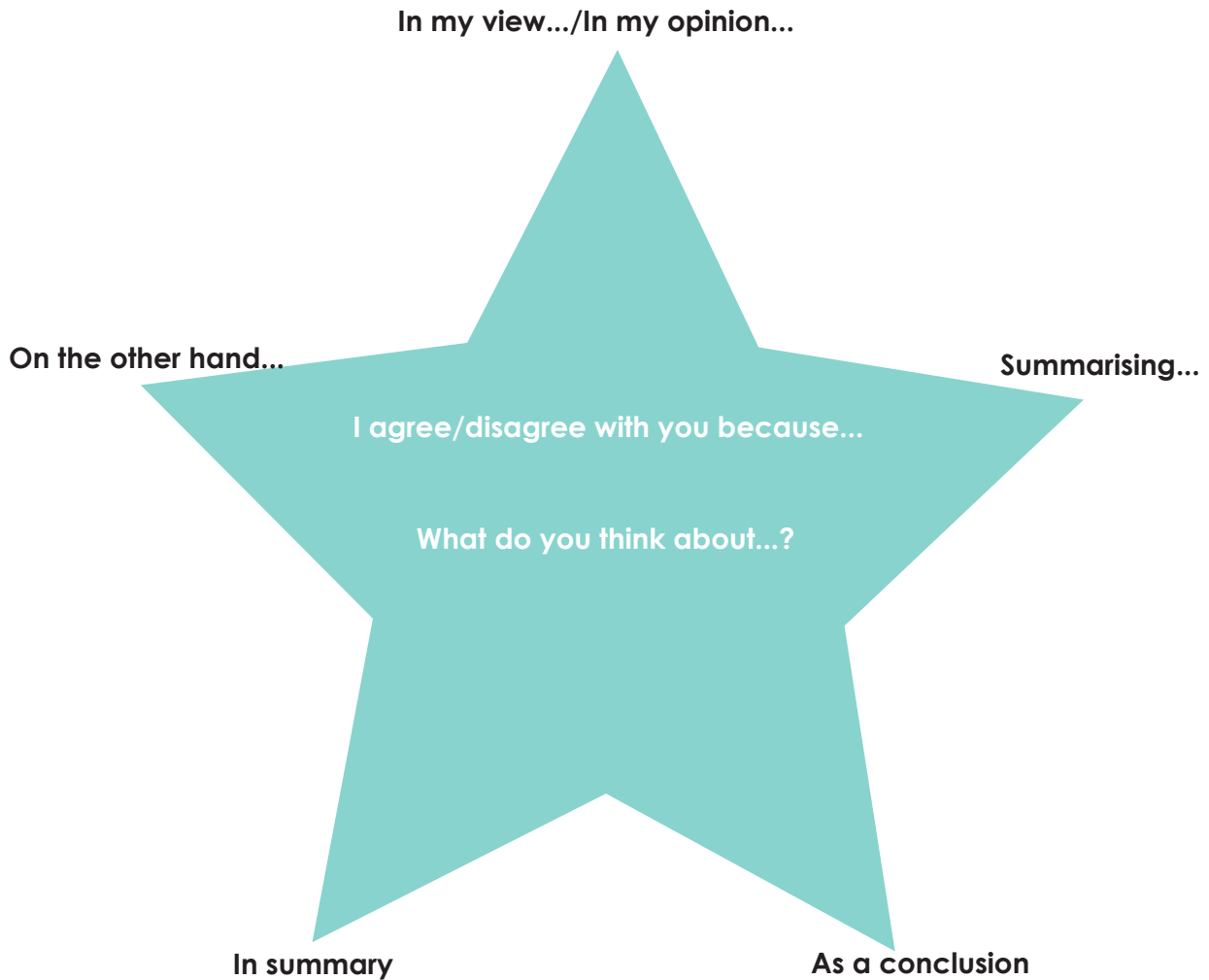
Which superhero are you?

SUBJECT CONTENT	ACTIVITIES	EVALUATION CRITERIA	LEARNING OUTCOMES	ENGLISH LINKED CLIL/AICLE
1. Building the concept or person. 2. Understand the identity crisis related to teenager era.	Motivation: introduction of ourselves: Knitting new people Improve: Text "Which superhero are you?" - Watching "Spiderman home-coming" Check Out: -"Spiderman home-coming" form and free discussion Forward interests: - Interviewing our siblings.	1.1. See the importance of freedom. 1.2. Build the concept of person although it is undescriptible 2. Understand the teenager psichology features and their social groups looking for an identity.	1.1. Explain the dignity of person which as an free individual being becomes into moral being. 1.2. Know different definitions for person concept given by different philosphers. 2.1 Look for information about teenagers groups and make a summary. 2.2 Conclusion about how importance the choose of correct values are.	1.1.1 Formal speaking for interacting. 1.1.2 Reading and understanding a text of describing people. 1.2.1 Describing people: phisical and emotional aspects. 1.2. 2 Listening skills. 2.1.1 Conversation skills, giving points of view. 2.2.2 Writing skills

GOALS

◊ Define the concept of person.

◊ Define our identity

LANGUAGE STRUCTURES / SCAFFOLDING

In my view.../In my opinion...

On the other hand...

Summarising...

I agree/disagree with you because...

What do you think about...?

In summary

As a conclusion

ACTIVITIES

1. *Knitting new people: We are going to meet each others. Please, follow the instructions given by your teacher.*

2. *Read the text 'Which superhero are you?' And answers these questions:*

   ◊ As author says, what features a person has?

   ◊ So many teenagers groups are described on the text?

   ◊ In which of them are you included? Why?

   ◊ What are your superhero skills? Make a list of five of them.

3. *Go to 'Spiderman homecoming' form and do it.*

* Extra: Make an interview to your oldest sibling. Ask about her/his favourite games when she/he was a child, what kind of things ate, what differences she/he sees between young people from nowadays and from her/his era. Ask things that feel you curiosity about the past.

GLOSARY

Concepts:

Person: A person is a being that has certain capacities or attributes such as reason, morality, awarness or self-consciousness, and being a part of a culturally established form of social relations such as kinship, ownership of property, or legal responsibility.The defining features of personhood and consequently what makes a person count as a person differ widely among cultures and contexts.

Sel-esteem: It's the emotional evaluation of our own worth. Encompasses beliefs about oneself and emotional states as well. It's the positive or negative evaluation about our self-concept. It's important as a psychological concept because reserachings have conceptualized it as an influential predictor of certain outcomes such as: academic achievement, happiness, successful relationships, and criminal behaviour.

Self-concept: It's what we think about ourselves in general.

Generacional gap: It's refers to the different opinions or values between young generations and old ones. Usually is made by the timeline but nowadays it is also made by the digital knowledge.

Dignity: The state or quality of being worthy of honour or respect. We need to protect our dignity for having a good and secure life. It's a feature that only a person has.
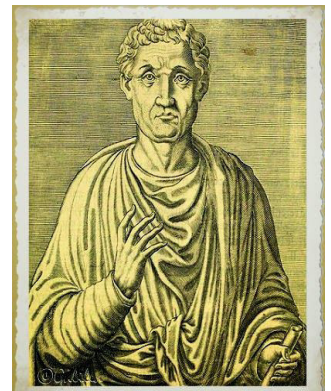

Freedom: The power or right to act, speak, or think and move as one wants. Includes the self-determination attributed to the will, being independent of fate or necessity. Also is the absence of subjection of foreign domination or despotic government. Not being imprisoned or enslaved.

Ethical value: Moral is the habits of a region. When we think about the moral and make a reflection about it deciding if it is good or bad, this is an ethic thought. We called ethical value to some action or concept we defend overall the others. For instance, be free it's an ethical value.

Characters:

Boecio: **Anicius Manlius Severinus Boethius**, (born 5th Century BC in Italy), Roman scholar, Christian philosopher, and statesman, author of the celebrated *De consolatione philosophiae* (*Consolation of Philosophy*), a largely Neoplatonic work in which the pursuit of wisdom and the love of God are described as the true sources of human happiness. He was the aristotelian work's translator becoming a bridge into eastern and western philosophy at the Middle Age.

TEXT

Which superhero are you?

Hi there! I'm Peter Parker. Maybe you know me as Spiderman. I'm your friendly neighbour. I am twelve years old and I am in teenager era. Probably, your family told you a lot of things about teenager era: you are having a lot of changes, you are more ugly, you are more kind, you are more tall, you aren't enough tall... Anyway? What do you think?

I feel like I have a double life. In fact, I have a double life. I mean, during the day I am a student like you, but during night I am a superhero. I know all teenager we are superheros. Other wise, how we could manage with all of things teenager era involved?

We need to study a lot, we need to obey our parents and in high school. We need also a group of friends, we need to feel we are good all the time, we need to create our identity. We suffer emotional changes every time. We suffer phisical changes too: our voice, our brest, our genitals, new hairy zones at our body... My imagination can't stop, I need always to chat with someone or to drawing or simply be absent-minded with my own business. I need also to have a model to be someone and to feel sure. Sometimes, all these changes happening at the same time, struggling me as a piece of paper. Don't you?

In my classroom there are a lot of teenagers groups. For instance, there are the geeks ones, always playing on internet and talking about devices. At the end of the classroom are seatting the skaters ones. They come always with their skateboard and principal punish them if they didn't leave it at the entrance. At the first line of the classroom there are the nerds. They always reach the higher scores. There are also another groups based on music styles: heavys ones, rockers, reggaetoners...

I don't know so well in which I am. Anyway, we all are people. I mean, I have my identity (name, family, hobbies) , I have freedom, I like to choose my own ways. I have dignity, I don't like people attack me or mock me. In conclusion, I am a person.

INNOVATION: GAMES OR EMOTIONAL EDUCATION

<u>Title:</u> *Knitting new people:*

Materials: a ball of yarn

We put altogether seatting in a circle. Teacher beggins taking the first part of yarn ball and says his/her name and something he/she likes to do. Then, throw up the yarn ball to a student and this student do the same action. Don´t forget to take a piece of the yarn ball before every kick. Finally you will have a big spiderweb.

To untie your spiderweb you must remember the name and the hobby of person who gives you the yarn ball. So, please, pay attention to the information they will give you.

MINDFULNESS

<u>The frog trick:</u>

Unce upon a time a little frog called Birthei. She was the smallest of her family. Usually cousins laugh her because she didn't take the insects for eating. She felt bad for that. One day she was seatting on a water lilly quiet and keeping still. She likes to do that rather than jumping all day as her cousins. Surprisingly, a fly placed on her nose. She didn't

know what to do. If she jumped, the fly would go away. If she shouted, the fly would go away as well. She decided to stay quiet and thinking. She closed her eyes. She felt her breathing. So slowly, she opened her mouth only thinking on her breathing. So slowly, she moved her to large tongue to pick the fly up. And...so slowly, she did it!

-Why do you think she had success?

- Would you like to use the frog trick? Just try it!

PROCEDIMENTAL INSTRUCTIONS

Procedimental instructions: how to make a summary.

1. Summary structure

Theme: imagine another title for the text you are summarising for and write it.

Prompts: Choose one prompt in every paragraph, underline it and write it.

Is exposured on the text some question? Find it and write it.

Are in the text the causes of the trouble explained? Look for them and write it.

Is the author holding any thesis or consequence for these causes? Look and find them, then, write it.

Explains the text any conclussion? Look and find it and write it.

Finally, expose your view for this issue and justify your reasons.

If you coud link this question with another for the past or another for the present by differents authors from this one, in order to compare both questions and indicate differences or similarities, your summary will become more complete and proffesional.

You could explain how this question affects to your emotions as well.

WOMENS RELATED TO THE CONCEPT OF PERSON

http://interactive.unwomen.org/multimedia/timeline/womenunite/en/index.html#/1840

1848 , Seneca Falls, New York, USA. Elizabeth Cady Stanton and Lucretia Mott congregate a few hundred people at their nation's first women's rights convention in New York. Together they

demand civil, social, political and religious rights for women. This action is based on the strong believe that all, men and woman are human beings. When we use the words humans beings, usually we coudl mean a biological concept, but when we talk about human rights we are talking about the concept of person. Person isn't a biolgical concept, person is a moral concept. Person means a human being with freedom, responsability and dignity. A person could be a guilty or an innocent, because it has rights and duties. But a human being could means only an animal. Till 19th Century woman are be considered only as a human being not as a person.

It's similar to slavery situation. In slavery, black people and another kind of humans, was being considered as an animal and not as a person and not as a human being either.

Exercise: *Look information about these women and tell to your classmates.*

AUDIOVISUALS

Form of Spiderman homecoming.

1. Remember the Peter Parker uncle's story. Uncle Ben said: "With great power comes great responsability" (1 point)

◊ What do you think about this quote?

◊ What kind of superpower have you got? What kind of resposabilities they involved? Make a double enter list: power-resposability.

2. Look for a superhero you like the most. Draw or cut and paste it. Write her/his superpowers skills and write the reason why you like it. (1 point)

3. There are a lot of superheros on Marvel comics. If you need to choose one for every classmate you have, what character would be each other? Why? (1 point)

4. Ironman said to Spiderman: **"Don't do anything I would do, and don't do anything I wouldn't do. There's a little gray area in there. That's where you operate."** *(1 point)*
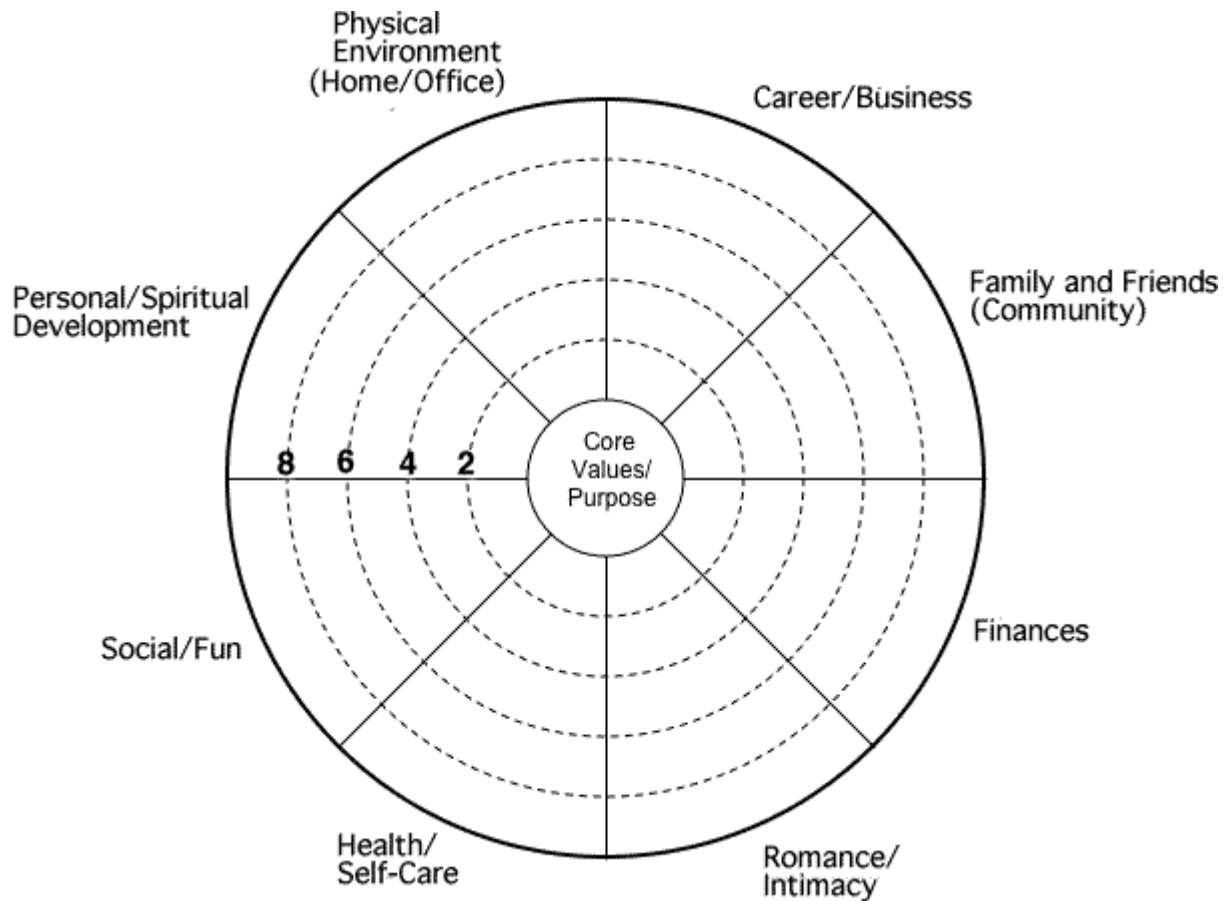
◊ What he means?

5. Vulture said to Spiderman that he only stoles for feeding his family. Do you think this is a good action? (2 points)

◊ Look for information about Kant's categorical imperative.

◊ According to Kant, Vulture is having a good action?

6. This is your skills wheel. Complete painting till you think your score is for each one. (1 point)

Physical Environment (Home/Office), Career/Business, Family and Friends (Community), Finances, Romance/Intimacy, Health/Self-Care, Social/Fun, Personal/Spiritual Development — Core Values/Purpose

7. Think about this scene. (2 points)

AND I WANTED YOU TO BE BETTER THAN ME

I WAS JUST TRYING TO BE LIKE YOU

◊ Is this situation similar to mine?

◊ How do you think Ironman feels when he discovered Spiderman lied to him?

◊ A lie could have benefits? Why?

8. *Related to last question. In your opinion, what parenting style has Ironman with Spiderman? Look at this picture for helping you. (1 point)*

◊ Which is the main style at your home?

◊ Which is the main style at our highschool?

EXAM MODEL

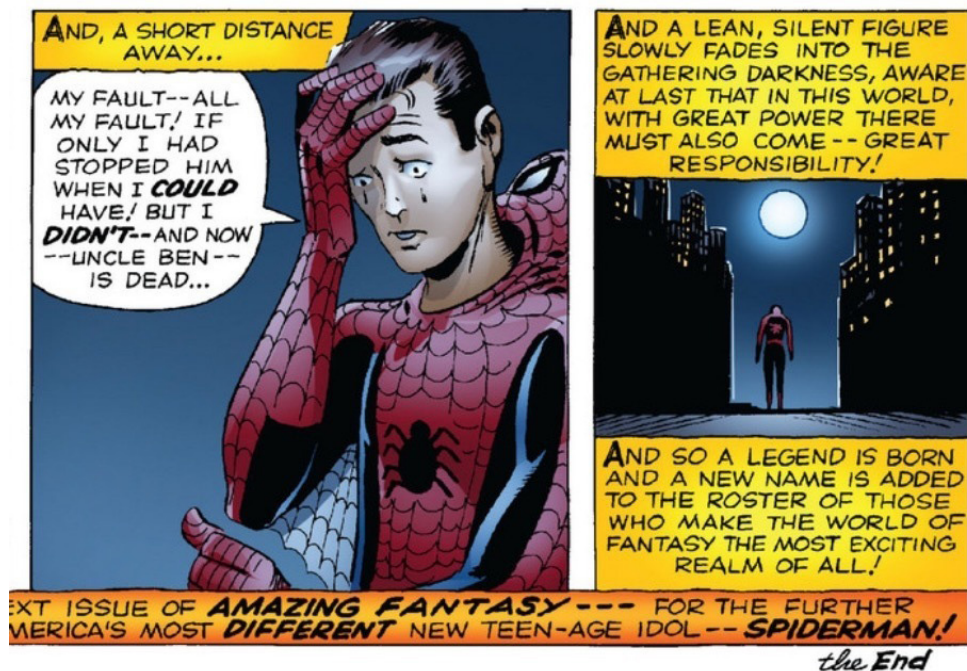**Every exam includes contents from 2 units.**

Two point for each question.

1. *Explain person concept.*

2. *What is an ethical value? Give examples.*

3. *Which are the features from teenager era?*

4. *According to Howard Gardner, how many intelligent we have? Explain them.*

5. *How we could classify our emotions? Give examples.*

EVALUATION: EXCELL ÍTEMS

NAME AND SURNAME				
LEARNING OUTCOMES	**NEVER**	**SOMETIMES**	**USUALLY**	**FOREVER**
KNOW				
Explain the concept of person				
Know about different philo-sophers				
Explain the teenager fea-tures				
KNOW HOW				
Speaking skills				
Writing skills				
Respecting other opinions				
Keep turn talking				
Give reasons for her/his opinion				
KNOW BE				
Uses specialised vocabu-lary				
Uses digital resources for searching information				
Summarise and give opi-nion about a text				

ADDITONAL MATERIALS

https://www.quora.com/What-is-the-original-source-of-the-phrase-With-great-power-comes-great-responsibility

◊ -Look at this final episode from 1962 *Amazing Fantasy* Marvel comic. Discuss with your classmates about if Spiderman was guilty of his uncle's death or not. Why?

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◊ Pérez Torres, I. 2009. «Apuntes sobre los principios y características de la metodología AICLE» en V. Pavón, J. Ávila (eds.), Aplicaciones didácticas para la enseñanza integrada de lengua y contenidos. Sevilla: Consejería de Educación de la Junta de Andalucía-Universidad de Córdoba.171-180.

Web resources

◊ https://www.britannica.com/biography/Anicius-Manlius-Severinus-Boethius

◊ www.freepik.es

◊ http://isabelperez.com/webquest/webtasks_cuadernos_pedagogia_isabel%20perez%20pdf.pdf

◊ http://interactive.unwomen.org/multimedia/timeline/womenunite/en/index.html#/1840

◊ https://en.wikipedia.org/wiki/Person