

Session title	Global Perspective UNIT 4 – FREEDOM AND CONTROL , sub-unit “Why do we need laws?”	Date	During the second Trimester	Location	www.liceosteam.it
Learner group	Steam 3 (class of the third year, aged 16-17)	Duration	One trimester (2 months, 20 hours)	Group size	24
Learning aims <i>A statement which provides the scope of the subject and the overall intent of the course</i>	M2 ETHICS & POLITICS - <i>what is power? when is it just? what ought we do? are there universal rights and obligatory moral laws?</i> See website https://sites.google.com/view/filosofia2classequarta/m3-etica and https://sites.google.com/view/filosofia2classequarta/m4-politica				
Learning objectives <i>What are learners expected to learn after completing the lesson? These should be specific and able to be assessed.</i>	At the end of the lesson students will practice the ability to analyze and reflect on the main views on morality of modern western countries + argue about a moral dilemma See Global Perspectives roadmap : https://learning.cambridgeinternational.org/classroom/course/view.php?id=1021#section-5				
Inclusion <i>How will you make your lesson inclusive?</i>	A part from the lesson, the activities are set in a way that can be suitable for different levels, attitudes and cognitive abilities.				

My Scheme of Work

I. INTRO

- **Re-capping:** where are we in the general plan?
- **Aims + Outcomes + Problem-setting:** why we do what we do today and what is its sense in the big picture?
- **Warming-up + Activating prior knowledge:** what do you know about...?
- **Vocabulary + Graphics** (scaffolding)

II. LESSON (by the teacher)

- **What?** focus of the frontal lesson:
- **How?** explanation of contents, with instruments and resources (e.g. use of slides, video, web etc.)

III. ACTION (by the students)

- **Why? task:** how transform a frontal content in an actionable operation?
- **How? steps:** what do we have to do step-by-step?

IV. CHECK

- Feedback: what have we learned?
- Test: show it!

M2 ETHICS & POLITICS – freedom vs authority? interest vs duty? individual vs community?

M2.1. Freedom vs Authority: provocation & debate – 2 h

Time	What are you doing?	What are your students doing?	Learning materials and resources
20 min	I. INTRO - provocation - Navigation: where in the main plan > the ethical and political problems of Western Modernity - Problem-setting > posing the question of “Freedom vs Authority” - Warming-up > big question: “Should there be regulation and control of the internet?”	- Altogether: watch the video “How the end of net neutrality could change the internet” https://www.youtube.com/watch?v=HqXKEgTYZBQ Vox (5 min) - Individually: highlight the main issues raised by the video (problem-setting)	> Global Perspective SOW “Should there be regulation and control of the internet?” https://drive.google.com/file/d/1xstz0_vsfwetR495B-8GkiZU1HAjRvHn/view?usp=sharing p. 69 > Bill of Rights Institute https://billofrightsinstitute.org/lessons/should-the-government-regulate-the-internet/
20 min	II. ACTION - deconstruction - Analysis of polarized position about the issue	- In pairs: read the article about “Regulation vs De-regulation” https://www.fightingfake.org.uk/internet-regulation - find examples for each point, but only Pro or Con > teacher splits the class in 2 main groups (Pro/Con)	> my website “Argumentare” https://sites.google.com/view/argumentare/argumentare-in-clil
60 min	III. ACTION - reconstruction - Synthesis: quick debate in two groups	- Groups: all the Pro/Con pairs collect in 2 main groups split in 2 groups and start debating - prepare an argument (with example) giving reason to your position Pro/Con - one pair at a time, standing up for your reasons, alternatively Pro/Con, proceeding in 2 opposing circles	> Toolkit “Connectors and phrases to argue and debate” https://drive.google.com/file/d/0Bze6qWGzKSjTdkotVHZtV2phRU0/view
20 min	IV. CHECK - reflection - how to face an issue, reason and debate	- Altogether: recap a) what we have done and b) how and c) with what tools	

M2.2. Modern Politics – giusnaturalism and contractualism + Absolutism vs Liberalism

Time	What are you doing?	What are your students doing?	Learning materials and resources
30 min	I. INTRO - Re-capping: method to analyse, argue, debate and reflect - Problem-setting: posing the question of “ Freedom vs Authority ” at a broader political, historical, philosophical level - Warming-up: what do mean with the concepts of Power, Freedom, Citizen, State?	- focus on the issues: <i>what is power based on? should we strengthen or weaken political authority? why do laws exist? what are the rights?</i> - Altogether: <i>brainstorming the meaning of the political essential terms of “Power, Freedom, Citizen, State” creating a concept map, using Mindomo</i> https://www.mindomo.com/it/	> my website, section Modern Politics https://sites.google.com/view/filosofia2classequarta/m4-politica
20+20 min	II. LESSON (by the teacher) - What? slide about “Theory of Natural Rights” and “Theory of social contract”	- note-taking on the explanation of: a) Absolutism b) Liberalism	> slide Contrattualismo https://docs.google.com/presentation/d/1A14knAZzKYmw8RdcxWQ0vIbsVVTrCSCJIM3xLEeXegc/edit?usp=sharing
30 min	III. ACTION (by the students) - Why? Dilemmatic situation about the use of force (violence/control), the distinction between individual and community and the nature of government - How? Video explanation	- 2 groups for 2 opposing views, according to 2 videos: a) video Hobbes “Freedom vs Security: Freedom at any cost?” https://www.youtube.com/watch?v=zL2LMTRoWIA b) video Locke “On Tolerance” https://www.youtube.com/watch?v=1xILFxkF3E c) video Thoreau, Gandhi, MLK etc. “Civil Disobedience” https://www.youtube.com/watch?v=elrTpoY6AYQ&t=2s - explaining the 3 options about the relation between Individuals and State	> BBC 4 + Cognitive https://www.wearecognitive.com/bbc-work/a-history-of-ideas-freedom-security
20	IV. CHECK - Feedback: what have we learned? - Test	- give me examples of past/contemporary States or political movement or politicians and determine whether they are more authoritarian or libertarian - take the test about the political position	> Political compass https://www.politicalcompass.org/analysis2

M2.3. MACHIAVELLI and HOBBS: the aristocratic and authoritarian political option

Time	What are you doing?	What are your students doing?	Learning materials and resources
20 min	I. INTRO - Re-capping: absolut vs liberal State - Problem-setting > posing questions about the concept of authority - Warming-up: <i>how should a real Leader behave?</i>	- Altogether: watch the video “What is leadership? And why everyone should be a leader” https://www.youtube.com/watch?v=J9A5nJ9AoG 5 min or video-interviews https://www.youtube.com/watch?v=18UVXW-x2_8 2 min	> my website, section Modern Politics https://sites.google.com/view/filosofia2classequarta/m4-politica
20+20 min	II. LESSON (by the teacher) - What? slide about Machiavelli (the Prince) and Hobbes (the absolut State)	- note-taking	> slide Machiavelli e Hobbes in https://docs.google.com/presentation/d/1j89HfhWcVIEczGvz-zH_54lcP9N_Q9JSHah69R1c6Zs/edit?usp=sharing
30 min	III. ACTION (by the students) - Why? Dilemmatic situation about the use of force (violence/control): connecting past (philosophical theories) and present (contemporary issues) - How? Case-analysis	- Case analysis A: <i>the legitimate use of force by the political authority (State) – to what extent?</i> See doc task “Hobbes...” - Case analysis B: <i>what’s a true Leader like? how strong should be the power of the Leader?</i> Task: create an ideal profile	> TASK instructions “political simulation - Hobbes and use of force” https://drive.google.com/file/d/0Bze6qWgzKSjTT2lzOUUzTDY2Y1U/view?usp=sharing pag. 3-8
30 min	IV. CHECK - Feedback: what have we learned? - Test: show it!	- <i>Some students illustrate the findings of their groups</i> - <i>others take notes and ask questions</i>	

M2.4. LOCKE e ROUSSEAU: the liberal and/or democratic political option

Time	What are you doing?	What are your students doing?	Learning materials and resources
10 min	I. INTRO - Re-capping: leadership and use of force - Problem-setting > posing questions about the concept of community - Warming-up: <i>what keeps a community of free citizens together? when is authority legitimate?</i>	- Altogether: brainstorm a) <i>"Why do we humans collect in groups/communities/States?"</i> b) <i>"Do States protect-guarantee or weaken-limitate individual freedom?"</i>	> my website, section Modern Politics https://sites.google.com/view/filosofia2classequarta/m4-politica
20+20 min	II. LESSON (by the teacher) - What? slide about Locke (the liberal and tolerant State) and Rousseau (the democratic and collective State)	- note-taking	> slide Locke and Rousseau in https://docs.google.com/presentation/d/1j89HfhWcVIEczGvz-zH_54lcP9NQ9JSHah69R1c6Zs/edit?usp=sharing pag. 9-14
20+30 +10 min	III. ACTION (by the students) - Why? Dilemmatic situation about the relation between Individuals and State: connecting past (philosophical theories) and present (contemporary issues) - How? Political simulation	- Case analysis: <i>should we allow a referendum to stay/exit EU for every region/country?</i> Task: <i>in 2 groups (Pro/Con) research for 20 min and debate in two opposing circles, taking voice one by one alternatively (simulating EU Parliament); 1 sub-group observe and listen as audience (simulating EU citizens)</i>	> TASK instructions "Rousseau vs Locke - what democracy" https://drive.google.com/file/d/0Bze6qWGzKSjTSzZZQy1LZ0ZTbnM/view?usp=sharing
10 min	IV. CHECK - Feedback: what have we learned? - Test: show it!	- the sub-groups votes and decide who was more convincing, giving reasons	

M2.5. Modern Ethics – moral approaches: Utilitarianism vs Deontology

Time	What are you doing?	What are your students doing?	Learning materials and resources
10 min	I. INTRO - Re-capping: liberty and masses in politics - Problem-setting > posing moral questions - Warming-up: are we free?	- Altogether: <i>watch the video BBC4 "The Harm Principle: How to live your life the way you want to" - BBC4" (2 min)</i> https://www.youtube.com/watch?v=R9IM3ZKNMCK - Individually: <i>highlight the main issues raised by the video (problem-setting)</i>	> my website, section Modern Ethics https://sites.google.com/view/filosophia2classequarta/m3-etica
20 min	II. LESSON (by the teacher) - What? slide about Bentham and J.S.Mill (the utility of the majority) and then Kant (the law of the universal reason)	- note-taking on the opposite views on morality: a) the utilitarian-consequentialistic option in ethics	> a) video Utilitarianism "PHILOSOPHY - Ethics: Utilitarianism, Part 1" https://www.youtube.com/watch?v=uv mz5E75ZIA
10+20 +40 min	III. ACTION (by the students) - Why? Moral dilemmas: connecting past (ethical theories) and present (contemporary issues)	- in pairs, one personifying Bentham and the other Kant, facing 1 or 2 dilemmas: 1 - "the trolley problem BBC4" 2 min https://www.youtube.com/watch?v=bOpf6KcWYyw 2 - pick one of the list from <i>Ethics unwrapped</i> https://ethicsunwrapped.utexas.edu/case-studies : e.g. Healthcare Obligations: Personal vs. Institutional http://ethicsunwrapped.utexas.edu/wp-content/uploads/2017/02/8-Healthcare-Obligations-Personal-vs.-Institutional.pdf or The FBI & Apple: Security vs. Privacy http://ethicsunwrapped.utexas.edu/wp-content/uploads/2017/02/21-The-FBI-Apple-Security-vs.-Privacy.pdf > steps in pairs: 10 min read the case + 20 min write your thesis (follow the IDEA steps and use the debate-toolkit) + 40 min debate in pairs orally	- slide on opposition Consequentialism vs. Formalism: https://docs.google.com/presentation/d/1M6KEDIgejU3CtPVyCbaIE-F4RdF36839L8-l8tOG9sg/edit?usp=sharing - moral moral-decision framework IDEA: https://trilliumhealthpartners.ca/about-us/Documents/IDEA-Framework-THP.pdf - Toolkit "Connectors and phrases to argue and debate" https://drive.google.com/file/d/0Bze6qWGzKSjTdkotVHZtV2phRU0/view
20 min	IV. CHECK - Feedback: what have we learned? - Test: show it!	"D-factor test" on the evil factor in us https://gst.darkfactor.org/	

M2.6. KANT – “Critica Ragion Pratica”: finalism e intentionalism

Time	What are you doing?	What are your students doing?	Learning materials and resources
40 min	I. INTRO - Re-capping: moral utilitarianism - Problem-setting > posing moral issues	Ethical issue: <i>Do the intentions or consequences of our actions matter most?</i> - challenge yourself with this dilemmatic story: “dilemma Nick Cave - Bentham o Kant” https://docs.google.com/presentation/d/1Zp50DK-SzvGyrEZkKObHrm7a1YI5YrqWqhCjVVjUOHA/edit?usp=sharing	> my website, section Modern Ethics https://sites.google.com/view/filosofia2c/assequarta/m3-etica - on the sheriff’s dilemma http://www3.sympatico.ca/saburns/pg0450.htm or https://prezi.com/lbabbtv_4yfn/the-sheriffs-dilemma/
40 min	II. LESSON (by the teacher) - What? slide Kant (intentions) in opposition to Bentham (consequences)	- note-taking on the opposite views on morality: b) the deontological-formalistic option in ethics > first part, about the subjective and imperative moral rules	> b) slide Kant ethics https://docs.google.com/presentation/d/1B6LfJQcuQnT_XNNscBXPXIRGxABmz-Pbpu_UwAQmGo/edit?usp=sharing or Prezi https://prezi.com/9ihe5h3uwv5w/?utm_campaign=share&utm_medium=copy&rc=ex0share only CRPratica slide 27-43
30 min	III. ACTION (by the students) - Why? Moral dilemmas: connecting past (ethical theories) and present (contemporary issues)	- in pairs, one personifying Bentham and the other Kant, facing 1 or 2 dilemmas: 1 - pick one of the list from <i>Ethics unwrapped</i> https://ethicsunwrapped.utexas.edu/case-studies : e.g. Freedom vs. Duty in Clinical-SocialWork http://ethicsunwrapped.utexas.edu/wp-content/uploads/2017/02/29-Freedom-vs.-Duty-in-Clinical-Social-Work.pdf 2 - pick one of the list from Psychopixi http://psychopixi.com/uncategorized/25-moral-dilemmas/ e.g. “The Sinking Lifeboat” or “The Sick Patients” > steps in pairs: 10 min read the case + 20 min write your thesis (follow the IDEA steps and use the debate-toolkit) + 40 min debate in pairs orally	- moral moral-decision framework IDEA: https://trilliumhealthpartners.ca/aboutus/Documents/IDEA-Framework-THP.pdf - Toolkit “Connectors and phrases to argue and debate” https://drive.google.com/file/d/0Bze6qWGzKSjTdkotVHZtV2phRU0/view
10 min	IV. CHECK - Feedback: what have we learned? - Test: show it!	Some students, with the role of audience and jury, give their feedback and marks	

M2.7. KANT – “Critica Ragion Pratica”: deontology and justice

Time	What are you doing?	What are your students doing?	Learning materials and resources
20 min	I. INTRO - Re-capping: moral kantism - Problem-setting > posing moral issues	Ethical issue: <i>Are there universal practical moral laws?</i> > <i>brainstorm rules that you consider unmissable or categorical and say why</i>	> my website, section Modern Ethics https://sites.google.com/view/filosofia2c/lassequarta/m3-etica
40 min	II. LESSON (by the teacher) - What? slide Kant (the laws of the universal reason)	- note-taking on the opposite views on morality: b) the deontological-formalistic option in ethics > second part, about the universal laws/rights	> b) slide Kant ethics https://docs.google.com/presentation/d/1B6Lj_fJQcuQnT_XNNscBXPXIRGxABmz-Pbpu_UwAQmGo/edit?usp=sharing or Prezi https://prezi.com/9ihe5h3uwv5w/?utm_campaign=share&utm_medium=copy&rc=ex0share only CRPratica slide 27-43
30 min	III. ACTION (by the students) - Why? Moral dilemmas: connecting past (ethical theories) and present (contemporary issues)	- in 2 groups, one personifying Bentham and the other Kant, facing 1 or 2 dilemmas: 1 - pick one of the list from <i>Ethics unwrapped</i> https://ethicsunwrapped.utexas.edu/case-studies : e.g. Freedom vs. Duty in Clinical-SocialWork http://ethicsunwrapped.utexas.edu/wp-content/uploads/2017/02/29-Freedom-vs.-Duty-in-Clinical-Social-Work.pdf 2 - pick one of the list from Psychopixi http://psychopixi.com/uncategorized/25-moral-dilemmas/ e.g. “The Sinking Lifeboat” or “The Sick Patients” > steps in pairs: 10 min read the case + 20 min write your thesis (follow the IDEA steps and use the debate-toolkit) in Kialo + 40 min silent debate	Webtool Kialo https://www.kialo.com/ to manage silent-written debates
10 min	IV. CHECK - Feedback: what have we learned? - Test: show it!	Some students, with the role of audience and jury, give their feedback and marks	

M2.8. Moral dilemmas on Justice – this module can be repeated many times

Time	What are you doing?	What are your students doing?	Learning materials and resources
0	I. INTRO	Flipped: at home, as homework, student were given the task to watch a full lesson of professor Sandel > M. Sandel "Justice" http://justiceharvard.org/justicourse/	> Global Perspective SOW "Why do we need law?" https://drive.google.com/file/d/1xstz0_ysfwetR495B-8GkiZU1HAiRvHn/view?usp=sharing p. 78
2 hours	II. ACTION - written paper	<i>Pick one dilemma from the list and apply the IDEA framework:</i> 1. Identify the facts 2. Determine the relevant ethical principles 3. Explore the options 4. Act and evaluate the consequences. <i>Now write a complete paper following the GL Critical Path:</i> I. Deconstruction: Conduct a detailed analysis and evaluation of a point of view II. Reconstruction: Carry out research, identify and evaluate evidence and sources for and against competing points of view III. Reflection: Explore the impact of research on personal perspectives IV. Communication and Collaboration: Communicate views, information and research effectively and convincingly	Choose ethical dilemmas in: • http://listverse.com/2011/04/18/10-more-moral-dilemmas/ • http://examples.yourdictionary.com/ethical-dilemma-examples.html • http://listverse.com/2010/12/26/another-10-moral-dilemmas/ • http://psychopixi.com/misc/25-moral-dilemmas/ • http://listverse.com/2007/10/21/top-10-moral-dilemmas/ • www.cimaglobal.com/Documents/Professional%20ethics%20docs/dilemmas%20FINAL.pdf
0	III. CHECK	the written paper will count as a final test; evaluation will be focused on the ability to: • analyse arguments to understand how they are structured and on what they are based • analyse perspectives and understand the different claims, reasons, arguments, views and evidence they contain • synthesise relevant and credible research in support of judgements about arguments and perspectives • critically evaluate the strengths, weaknesses and implications of reasoning in arguments and overall perspectives • critically evaluate the nature of different arguments and perspectives • use research to support judgements about arguments and perspectives.	See "Teacher Guide – Cambridge International AS Level Global Perspectives 8987" PLAN A-level Global Perspective - 8987_Global_Perspectives_Teacher_Guide_WEB https://drive.google.com/file/d/1x4dYSWRwWsudeUr8SAJuLv_wTdhUNhyZ/view?usp=sharing See online explanation about "Component 2: the Essay" https://cambridge-community.org.uk/globalperspectives/alevel_from2016/assessment_essay/story_html5.html