

**Sketch of a lesson**  
**Subject: Practical Philosophy**

Author: Katja Galatsch

Topic of the lesson:

Happiness and environmental protection

Translation: Rolf Roew

## **Introductory remarks to the English version**

In this pdf, only the sketch of the lesson is presented. The complete information can be found in the German pdf.

## **Sketch of the lesson “happiness and environmental protection“**

phase	factual aspect	grouping	media
motivation and revision of the problem	The students describe and interpret a cartoon that stresses the necessity of environmental protection. The insertion of philosophers' heads is a second impuls and leads to the guiding question: In how far do we need an intact environment for a happy life?	classroom talk	laptop beamer
making the objective transparent	The teacher explains the the further proceedings and the objective of the lesson.	teacher presentation	laptop beamer
elaboration and preparation	The students exchange their results sorted by philosophers and, if needed, complete their arguments concerning the guiding question. Corresponding to the status of their work they find counterarguments with regard to the other philosophers.	group work	help cards for each of the philosophers
presentation of the panel discussion	The teacher selects the philosophers and the moderator for the panel discussion. The rest of the students write down the arguments of a philosopher they haven't yet dealt with themselves. Three students write down the keywords on a poster.	student presentation	worksheet „panel discussion“ sheets of paper
securing the results	The teacher inserts the cartoon with the guiding question once again. The students the teacher has selected before present their results and supplement them if needed. The students that have taken part in the panel discussion will get a copy of the table in the next lesson. In the meantime, they reflect how they have felt in their roles and write down 1-2 arguments that have especially convinced them.	classroom talk	beamer laptop, sheets of paper
reflexion/ transfer	The students draw circles around 1-2 arguments that reflect their understanding of the relationship between happiness and nature. After the students have presented their results the teacher gives them some impulses for discussion: <ul style="list-style-type: none"><li>○ With which role could you identify the most?</li><li>○ How did you feel in your roles?</li><li>○ Which philosopher's attitude do most people have?</li><li>○ If there were enough people like Aristotle, could we preserve nature for our happiness?</li></ul>	individual work classroom talk message chain	worksheet „panel discussion“ help cards for discussions