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Values and Attitudes Education for Inclusive Europe

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Topic	FREEDOM, FREEDOM OF CHOICE
Images	 <p>Portrait of Galileo Galilei, 1636, By Justus Sustermans - http://www.nmm.ac.uk/mag/pages/mnuExplore/PaintingDetail.cfm?ID=BHC2700, Public Domain, https://commons.wikimedia.org/w/index.php?curid=230543</p>
Title	“EPPUR SI MUOVE” –A REFLECTION ON THE FREEDOM OF CHOICE (I)

Details: Purpose:

The main purpose of the lesson is to create a moment of reflection on freedom of choice as a fundamental universal value. People are deeply social beings and individual choices made at crucial moments in their personal life or career can have huge consequences for themselves, for entire communities, or even for all of humanity. These consequences can be both positive and negative. The positives range from building a happy family life or brilliant careers to great scientific or technological discoveries that produce substantial progress for humanity. The negative ones range from bad personal outcomes to terrorist acts and even holocausts. In democracy, we have the freedom to choose our own path, beliefs and actions, as long as any of these do not harm other people, neither restrict their human rights.

NOTE: This lesson proposes Galileo Galilei's work life example, but can serve as a template for reflecting on other meaningful biographies.

Objectives:

At the end of the lesson, students will be able to:

- to discuss knowingly about the life and work of Galileo Galilei, the one that was also called the "father of observational astronomy", the "father of modern physics", the "father of the scientific method", and the "father of modern science";
- to discuss knowingly about the dictatorial practices of the Inquisition
- to identify moments in which the personality has been manifesting freedom of choice and when couldn't do it;
- to discuss the consequences of choices at personal and social level from different points of view, as impact, results, boundaries and balance between them;
- to understand the role of freedom of choice for democracy and progress;
- to cultivate themselves attitudes of manifesting the freedom of choice with reasonable boundaries and respecting other's values;

	<p>Relevant Vocabulary:</p> <ul style="list-style-type: none"> • freedom of choice, freedom of opinion, democracy, progress
<p>How to use this lesson:</p>	<p>Activities:</p> <p>1) Preparation</p> <ul style="list-style-type: none"> • Before the lesson, the teacher could prepare worksheets for each student, with the quotations and blank spaces for comments; • At the beginning of the lesson, the teacher will present the theme, the learning objectives and how the goals will be pursued and achieved; • Present the material and web resources, instruct students how to use them; • Propose the main learning methods: studying on working sheets, exploration of media and e-learning resources, explanation, discussions. <p>2) Learning activities</p> <ul style="list-style-type: none"> • Students will read the quotes aloud and add comments; • Students read the introductory materials, note down the key moments or ideas and their opinions about it; • The teacher invites students to discuss what they have learned, and ensures that the common thread of the discussion is freedom of choice; • The teacher and the students work together to identify the important attitudes concerning the value of freedom of choice. <p>3) Ensuring retention and transfer</p> <ul style="list-style-type: none"> • In future projects, the teacher suggests that students work together to study biographies of other personalities to illustrate the value of freedom of choice.
<p>Materials:</p>	<p>1) Quotes (stimulus of learning)</p> <p><i>- Read and comment on the following quotations:</i></p>

“Eppur si muove.”

"And yet it moves" or "still it moves" is a comment he is alleged to have made in regard to the Earth after his recantation before the Inquisition. Giuseppe Baretta was apparently the first person to record the story. Noted as a misattribution in Paul F. Boller, John George, They Never Said It: A Book of Fake Quotes, Misquotes, and Misleading Attributions (1990), p. 30., from https://en.wikiquote.org/wiki/Galileo_Galilei#Attributed

“You cannot teach a man anything, you can only help him to find it within himself.”

As quoted in How to Win Friends and Influence People (1935) by Dale Carnegie, p. 117; also paraphrased as "You cannot teach a man anything, you can only help him to find it for himself." Attributions are found as early as 1882, from https://en.wikiquote.org/wiki/Galileo_Galilei#Attributed

“Galileo was no idiot. Only an idiot could believe that science requires martyrdom — that may be necessary in religion, but in time a scientific result will establish itself.”

David Hilbert, in defense of Galileo's recantation of his discoveries before a tribunal of the Inquisition, as quoted in Mathematical Circles Squared : A Third Collection of Mathematical Stories and Anecdotes (1972) by Howard Whitley Eves, p. 125, from https://en.wikiquote.org/wiki/Galileo_Galilei#Attributed

“We must not think of the problem in terms of a choice between being determined and being free. We must look at it dialectically, and say that man is indeed determined, but that it is open to him to overcome necessity, and that this act is freedom. Freedom is not static but dynamic; not a vested interest, but a prize continually to be won. The moment man stops and resigns himself, he becomes subject to determinism. He is most enslaved when he thinks he is comfortably settled in freedom.”

Jacques Ellul, The Technological Society (1964), p. xxxiii, from https://en.wikiquote.org/wiki/Free_will

	<p>2) Reading materials (learning resources)</p> <ul style="list-style-type: none"> • https://vaeie.eu/ecourses/course/view.php?id=11#section-3, VAEIE Module „Freedom”, Freedom of Choice • https://en.wikipedia.org/wiki/Freedom_of_choice#In_politics, Wikipedia – Freedom of Choice • https://en.wikipedia.org/wiki/Galileo_Galilei, Wikipedia – Galileo Galilei • https://en.wikipedia.org/wiki/Inquisition, Wikipedia – Inquisition • https://en.wikiquote.org/wiki/Free_will, Wikiquote – Free will • https://en.wikiquote.org/wiki/Galileo_Galilei#Attributed, Wikiquote – Galileo Galilei <p>3) Worksheets, chalk or markers, black/whiteboard, notebooks and smartphones, optionally, smart board or projector</p>
Category	Interchangeably (classroom / online / e-learning)
Main target group	14-18 years old / secondary school students
Related school topics:	English, Ethics, Citizenship Education, European Studies, English as a Second Language, Human Sciences

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