**Lesson Plan 2**

**Subject:** Erasmus + project related activity

**Class:** 7th grade students

**The topic of the lesson:** Socrates and the Triple Filter Test

**The aim and task system of the lesson:**

What can we do about gossip?

To develop reading comprehension, speaking, thinking and social skills, effective communication, attention and memory. To improve meaning attribution, critical thinking and reflection. To develop responsibility, helpfulness and cooperation skills during group work. To develop digital competence.

**Subject relations:** Hungarian literature, drama, ethics, ICT

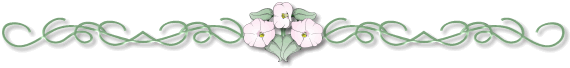
**Sources used:**

Socrates, Triple Filter Test: <http://www.fokusz.info/index.php?cid=1161908925&aid=1810404840>

Learning techniques: Bárdossy Ildikó –Dudás Margit–Pethőné Nagy Csilla –Priskinné Rizner Erika (2002): A kritikai gondolkodás fejlesztése –az interaktív és reflektív tanulás lehetőségei. Pécsi Tudományegyetem, Pécs–Budapest. <http://janus.ttk.pte.hu/tamop/tananyagok/curriculum/a_kritikai_gondolkods_fejlesztse.html>

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| **Time** | **Content, Teacher & Student Activity** | **Educational strategy** | | | **Notes** |
| **Objectives** | **Type of student work** | **Sources** |
| 3’  3’  5’  2’ | **Warm up**  *What do you remember?*  T: Last time we read texts about gossip. What characteristics and effects did you gather? Individually, how many can you list in your booklets in two minutes?  Group formation and presentation of the poem form  T: Write five lines! Keyword: gossip  Listening to the five lines of the groups, reflecting. | Activating students.  Memory.  Exploration of cooperation skills, opinions and attitudes. | individual  frontal  group work  frontal | notebook  charts of the last lesson  sheets of paper | Comparing the answers with the charts made in the previous lesson.  Grouping by students’ month of birth. Introduction to the principles of poetry writing. |
| 5’  2’  2’  2’  12’  3’  1’ | **Brainstorming**  T: Last time you were asked to think about what you would do if you found yourself gossiping. Please gather your ideas in groups, write on the wrapping paper!  Joint discussion and reflection of group ideas.  T: There is a story on your desk, titled Socrates’ Three Filter Test, please, read it by yourself first.  We are going to work on it together using a new technique: Internal sounds.  ***Internal sounds***: We sit in a circle; the two characters (readers) are in the middle. When the text is stopped, any of those sitting in the circle can stand up, stand behind the reader and express the reader’s thoughts.  T: Let's read the story like this and formulate the inner sounds according to the technique described!  **Summary of lessons learned**  T: Do you think we can prevent gossip by applying these three filters?  **Homework**  Make a comic for the story! | Cooperative work, common thinking, communication  Development of reading skills, comprehension.  Development of associative ability, speaking skills.  Communication skills.  Digital competence | group work  frontal  individual  frontal  frontal  frontal | wrapping paper  text  chairs in a circle | Put the posters on the board.  Drama pedagogy: description of the technique of Internal sounds |
| 3’ | **Evaluation, reflection**  Exit cards | Written expression of thoughts, text creation. | individual | cards | reflection technique |

Appendix

**The Triple Filter Test**  


In ancient Greece, Socrates was reputed to hold knowledge in high esteem.  
One day an acquaintance met the great philosopher and said,   
"Do you know what I just heard about your friend?"  
"Hold on a minute," Socrates replied.   
"Before telling me anything  
I'd like you to pass a little test. It's called *the Triple Filter Test*."  
"Triple filter?"  
"That's right, " Socrates continued.   
"Before you talk to me about my friend,  
it might be a good idea to take a moment and filter what you're  
going to say. That's why I call it the triple filter test.

The first filter is ***Truth***.   
Have you made absolutely sure that what  
you are about to tell me is true?"  
"No," the man said, "actually I just heard about it and..."  
"All right," said Socrates.   
"So you don't really know if it's true or not.

Now let's try the second filter, the filter of ***goodness***.   
Is what you are about to tell me about my friend something good?"  
"No, on the contrary..."  
"So," Socrates continued, "you want to tell me something bad about  
him, but you're not certain it's true.

You may still pass the test though, because there's one filter left: the filter of ***usefulness***.   
Is what you want to tell me about my friend going to be useful to me?"  
"No, not really."

"Well," concluded Socrates, "if what you want to tell me is neither  
true nor good nor even useful, why tell it to me at all?"

This is why Socrates was a great philosopher & held in such high esteem.