CROSS-CURRICULAR LESSON PLAN ON THE TOPIC:

Self-image

School: AGRUPAMENTO DE ESCOLAS DE IDÃES

Teacher: SUSANA PEREIRA

Class: 8A

Outcomes:

After this lesson, students will be able to:

define self-image, tattoos, piercings;

give their opinion, agree, disagree, support one's opinion, interrupt and give advice;

identify and explain feelings;

Description of the activities:

Activity 1: Activating interest

Students are asked to listen to the song "Safe and sound" by Capital City and identify words they immediately recognise. They are then given the lyrics to listen and fill in gaps with given expressions. When they have the lyrics completed, they are asked to give their opinion on the topic of the song and they are expected to refer feeling and emotions related

to the way a person looks and fits in a group/community.

Song: https://youtu.be/47dtFZ8CFo8

A Listen to the song and fill in the gaps with the expressions in the boxes.

District to the song and in in the gr
I could ¹
I could show you what you wanna see
And take you where you wanna be
You could ²
Even if the sky is falling down
I know that we'113
I could ⁴
You know my river won't evaporate
This world we still 5
You could be my luck
Even in a ⁶
I know that we'll be safe and sound
Safe and sound
We're safe and sound
Safe and sound
We're safe and sound
We're safe and sound
Safe and sound
I could show you love
In a tidal wave of 8
You'll still be standing next to me
You could 9
Even if we're six 10
I know that we'll be safe and sound

Capital City, Safe and sound (shortened)

Vocab help

lift you up - fill with optimism
six feet underground - dead
hurricane of frowns - unpleasant situations
hold your ground - don't give up
safe and sound - protected; in a happy mood



<u>lift</u> you up

be safe and sound

mistery

<u>hurricane</u> of frowns



feet underground

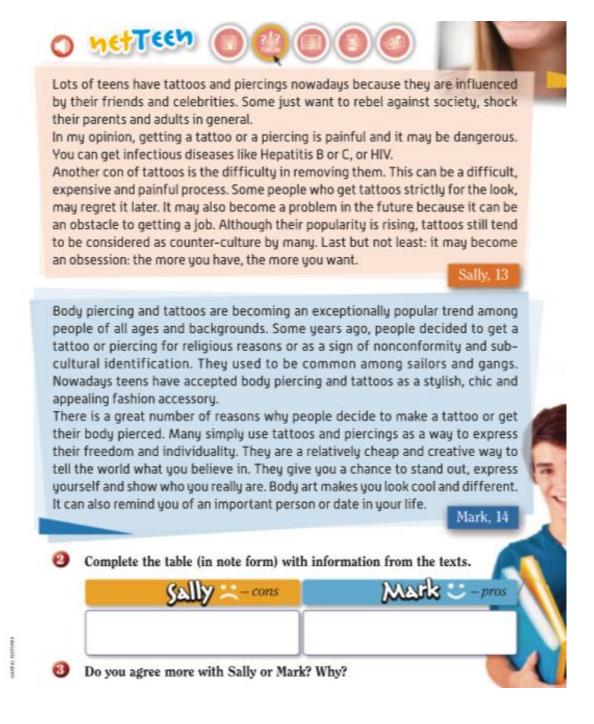
appreciate

fill your cup

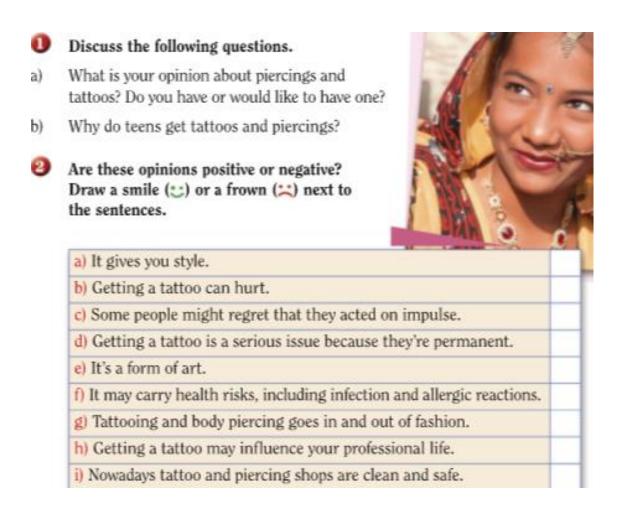
hold your ground

Activity 2: Guiding understanding

Students are asked to read and complete a table with information from the text. They are asked to express their opinions about tattoos and piercings and it can be considered body art.



Pair work – Discuss and answers to the following question:



Class debate: Should teens be allowed to get tattoos?

Take notes about your arguments, use the expressions below to prepare you intervention.

Language Bank							
Give your opinion	Agree/Disagree	Agree/Disagree Support your opinion		Give advice			
 I think I don't think that I consider I believe From my point of view, 	 Yes, that's right. I entirely agree that I agree with you, but I agree/disagree. I am sorry, but I don't agree. 	Let me give you an example.For instance,	 Sorry to interrupt/ Excuse me, but I think that's not true/correct. What do you mean by that? I don't understand. 	 If I were you, I would/ wouldn't 			

Activity 3. Assessment

Students	are a	isked	to w	vrite a	ı paragra	ìph	expressin	g persona	al opinion	on th	ne topic	discusse	ed in
class.													

What is your opinion about piercings and tattoos? Do you have or would like to have one?									

Students are asked to reflect and fill in the self-assessment grid.