# Lesson Plan

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| **Lesson Topic** |
| **LOVE AND FRIENDSHIP** |

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| **Subject** | **Class** | **Curriculum Links** |
| English | 10th  16- year -old students | English!!! National curriculum  ICT  Biology  Literature  Psychology |

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| **Context** | |
| **Project Name** | **Creating an Innovative Platform of Communication and Teaching in a Digital Society** |
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| **Links with *previous* lesson(s)** | Short description of favourite films, talking about plot, characters  Debating: listening and speaking |
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| **Links with *future* lesson(s)** | Creative writing-love letters / letters of apology  Discussion-emotional intelligence, stress  Vocabulary related to human relationships |
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| **Cross curricular links *before* the lesson** | Digital skills  Psychology  Biology-dopamine spurt, hormones in the human body-oestrogen, dopamine, pheromone, testosterone, adrenaline, serotonin, oxytocin, vasopressin  Literature |
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| **Cross curricular links *after* the lesson** | Vocabulary related to expressing feelings and emotions  Biology  Literature  Psychology  Period of the class teacher |

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| **Learning Objective:** |
| Sharing opinions and ideas about what true love is  Relationships need care and attention  Feeling free to express personal feelings and emotions  Developing critical and analytical skills-Attractive appearance or personal qualities is what matters  Topic related vocabulary  What happens when we fall in love?- Our behaviour is directed by some very powerful chemicals flooding our brains. |

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| **Learning Outcomes:** |
| 1.Express their understanding of relationships in general and love relationships  2.Learn new topic related vocabulary  3.Develop skills in debating, analysing people’s values  4. What happens when we fall in love?- Our behaviour is directed by some very powerful chemicals flooding our brains. |

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| **Pre Lesson Preparation** | **ICT Resources** |
| Love song  Materials-some love quotes to challenge discussion  5-minute quiz | Projector, screen, laptop |

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| **Prior Learning / Assessment to inform planning** |
| **For example:**  Being able to exchange information on matters within my fields of interest  Sustaining opinions in a discussion by providing relevant explanations, arguments and comments |

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| **Key Vocabulary** |
| **Vocabulary related to:**  **Relationship- get engaged, split up, affair, the 3 stages of love-lust, romantic attraction, attachment etc.**  **Appearance- face, hair, eyes, body, height, build**  **Personal qualities-serious, intelligent, reliable, honest, sincere ,ambitious, violent, etc** |

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| **Key competencies development:** |
| 1. Listening: Listening , understanding and correcting the mistakes in a love song lyrics 2. Reading: Reading and understanding articles on current problems in which the writers express specific attitudes and points of view 3. Speaking: Expressing ideas, opinions, feelings and emotions clearly, developing debating skills, encouraging involvement in discussions 4. Writing: Love letter writing or one-paragraph quote analysis |

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| **Non-formal methods applied in the lesson:** |
| List the methods and games you will use  A game “Fruit Salad” |

**LESSON STRUCTURE & DETAILED PLAN OF ACTIVITIES**

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| **Time** | **Link to**  **Learning**  **Outcome number** | **Teacher Activity**  Objectives & Outcomes,  Teaching Activities, Revisiting Outcomes & Consolidation | **Learner Activity**  Identify the techniques used to differentiate for ALL Learners | **Assessment Strategies**  Used to Ensure Progress of All Learners | **Resources**  e.g. TEL, Other Adults, Materials and Equipment |
| 5min |  | Energizer |  |  | \*see Appendix 1 |
| 3min | **1** | Lead-in  ”Do you treat people the way you want to be treated?” | Sharing answers in small groups | Reporting to the whole group what has been discussed | Teacher |
| 10min | **2,4** | Correct the mistakes in the song lyrics  Fill in the blanks with provided topic-related words ‘Being in love is like an addiction..’ | Sharing answers in small groups | Reporting to the group what has been discussed and showing results on screen | \*see Appendix 2  Teacher, writing material, laptop, projector |
| 15min | **1,3** | Divide the sts into 2 groups and encourage discussion, opinion exchange on 2 opposing view points | One group defends the beautiful face that we fall in love with, the other one- the beautiful heart | Group work and reporting to the whole group | Teacher, 2 photos provided, laptop, projector |
| 5min |  | 5-min quiz |  |  | \*see Appendix 3  Teacher, writing material, laptop, projector |
| 2min | **1** | HW explanation |  |  |  |
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| **Home Learning/Homework** |
| 1. Create a short video of people showing love or friendship relations in their everyday life.  2. Write a love letter to your boyfriend/girlfriend or just to someone you hope to meet in the future.  3. Choose a quote and analyse it in a paragraph. ( Love quotes given in advance)  Students’ own choice. |

# Lesson Evaluation

**What was successful / not so successful? What was the impact of this on student progress?**

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| **Lesson Topic** | **Subject** |
| Love and Friendship | English |

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| **Evaluator** |
| English Department … |

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| **Evaluation** |
| **Pupil Learning & Progression**  Most of the students achieved the learning outcomes and the teacher can see it in their writings and opinion exchange |
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| Progress is measured by the new vocabulary used in debates and the students’ eagerness to share their points of view in discussions and essays |
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| **Teaching & Classroom Management**  The teacher created an environment where students are relaxed, motivated to participate in an easy-going discussion |
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| **Planning & Subject Knowledge**  How could you further develop pedagogy to address errors and misconceptions in your planning?  How could you develop imaginative and creative approaches to further match individual needs and interests? |

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| **Next Steps in Learning** |
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