

1 LESSON PLAN

Lesson Topic

LOVE AND FRIENDSHIP

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

Context

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

Cross curricular links <i>after</i> the lesson	<p>Vocabulary related to expressing feelings and emotions</p> <p>Biology</p> <p>Literature</p> <p>Psychology</p> <p>Period of the class teacher</p>
---	---

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.

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.

Pre Lesson Preparation	ICT Resources
<p>Love song</p> <p>Materials-some love quotes to challenge discussion</p> <p>5-minute quiz</p>	<p>Projector, screen, laptop</p>

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

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

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

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

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			

--	--	--	--	--	--

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.

2 LESSON EVALUATION

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

Lesson Topic	Subject
Love and Friendship	English

Evaluator
English Department

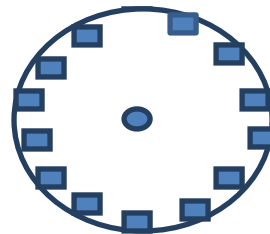
Evaluation
<p>Pupil Learning & Progression</p> <p>Most of the students achieved the learning outcomes and the teacher can see it in their writings and opinion exchange</p>
<p>Progress is measured by the new vocabulary used in debates and the students' eagerness to share their points of view in discussions and essays</p>
<p>Teaching & Classroom Management</p> <p>The teacher created an environment where students are relaxed, motivated to participate in an easy-going discussion</p>

APPENDIX 1

NAME OF THE ACTIVITY: FRUIT SALAD

TYPE: ENERGIZER

FORMATION: Put chairs in a circle and have participants sit in the chairs, facing into the circle.



EQUIPMENT: None

RULES/DIRECTIONS: The teacher should stand in the middle of the circle without a chair assigned to her/him. Assign each participant to one of the following fruits: orange, apple, or banana (or others). The teacher should also be assigned to a fruit. Make sure there is a relatively even mix of the different fruit assignments. The teacher stands in the center of the circle and calls out one of the fruits. Anyone assigned to that fruit (including the teacher) must stand up and find a newly vacated chair in the circle. Whoever is left without a chair becomes the facilitator in the center whose turn it is to call out a fruit. The teacher can also call “fruit salad” which means all participants must find a new seat.

VARIATIONS: A variation of this activity involves the same set-up. However, instead of assigning and calling out a fruit, play the game as “The big wind blows...” and follow that sentence with something which describes some of the people sitting in the group (e.g. anyone wearing jeans, people with dark hair, anyone born in the first half of the year, etc.).

APPENDIX 2

Students' papers

Read the article and fill in the blanks with the words below. You might need to use some of the words more than once:

vasopressin, testosterone, adrenaline, oxytocin, oestrogen, pheromones, dopamine

Love is the drug. Being in love is like an addiction-we are at the mercy of our biochemistry.

The three stages of love

Stage 1- Lust

Lust, which is the initial attraction stage between people, is driven by the sex hormones

1)..... and 2)..... . These hormones get you out and about looking for love! Smell may also help you choose your mate.

3) are chemicals which animals give off in order to attract their mates-do humans have them too? In a rather unusual experiment, a Swiss scientist asked a group of women to smell some sweaty T-shirts worn by different men. They preferred the smell of males whose immune systems were different from their own.

Stage 2-Romantic attraction

People who are in love can think of nothing else. This is because they are being flooded with a cocktail of chemicals called neurotransmitters- 4)..... and 5)..... .

These two chemicals cause elation, loss of appetite and sleeplessness.

6) , which has the same effect on the brain as cocaine, causes an intense rush of pleasure. 7) is the neurotransmitter that makes your heart beat faster when you see the love of your life.

Stage 3-Attachment

Nobody would get any work done if they stayed in the attraction stage forever! In the attachment stage, a bond is formed and couples experience feelings of calm and stability. Two hormones, called 8) and 9) create an emotional bond and help the animals stay faithful. Researchers discovered the role of vasopressin while studying prairie voles, which mate for life. However, when they suppressed vasopressin in these faithful creatures, the voles left their partners for a more exciting lifestyle!

KEY

- | | |
|------------------|----------------|
| 1. testosterone, | 6.dopamine |
| 2. Oestrogen, | 7.adrenaline, |
| 3.pheromones, | 8. oxytocin |
| 4.dopamine | 9. vasopressin |
| 5.adrenaline | |

APPENDIX 3

1. What is the genesis of the feud between the Montagues and Capulets?

- The Montagues support the Prince.
- The Capulets cheated the Montagues out of a business.
- Lord Montague killed Lady Capulet's father.
- The reason is not given.

2. Who has prohibited street violence in Verona?

- King Hamlet
- Friar Laurence
- Prince Escalus
- Citizens of the Watch

3. Which person does Romeo claim is the cause of his melancholy?

- Lady Capulet
- Rosaline
- Juliet
- Mercutio

4. Whom does Lord Capulet consider to be a good match for Juliet?

- Benvolio
- Paris
- Mercutio

- Tybalt
5. Why does Lord Capulet want to wait before granting Juliet's hand in marriage?
- She is angry and sullen.
 - She is only thirteen.
 - She is sickly.
 - She needs a rich husband.
6. Why is Romeo comfortable with crashing the Capulet party?
- He will watch from afar.
 - He will go after everyone is drunk.
 - It is a masked ball.
 - He knows they will not harm Christians.
7. Why doesn't Tybalt attack Romeo at the masquerade ball?
- Juliet begs mercy.
 - Mercutio interferes.
 - Lord Capulet stops him.
 - Romeo runs away.
8. Who first tells Juliet about Romeo's identity?
- Tybalt
 - Mercutio
 - the Nurse

○ Lady Capulet

KEY

1 – D

2 – C

3 – B

4 – B

5 – B

6 – C

7 – C

8 - C