

# LESSON PLAN 1

## WORK WITH EMOTIONS



### ABOUT THE LESSON PLAN

**DURATION:** 90 minutes

If the group needs more time, the lesson can take longer.

**RESOURCES:**

Handout – example blank spaces to fill in; laptop, overhead projector; loudspeakers; a pen and a piece of paper for a peer language support leader

### OBJECTIVES:

The exercise aims to help all learners name their feelings and emotions, at the same time revising and consolidating this kind of vocabulary. Apart from the linguistic benefits, the task will also affect the learners' mutual integration through understanding one's own and others' feelings.

The task will also help migrants function mentally in a given society thanks to understanding various behaviours and capability of naming emotions, feelings and leading a constructive, psychology-based talk.

### LEARNING OUTCOMES:

- Learners will be able to name and understand their and other people's emotions.
- Learners will revise and consolidate the vocabulary connected with emotions and feelings.
- Learners will be able to justify their answers answering "why" questions constructively.

### LEARNING CONTENT

A peer language support leader – EDUCATOR (chosen by the given community) will elaborate on a topical glossary for migrant learners, including emotions, feelings and, if necessary, personality traits (also needed for creating CV).

Tackling the vocabulary aspect, EDUCATOR introduces the necessary vocabulary based on feelings and emotions (or personality traits), thus making the class more effective and understandable for learners (Example – HANDOUT 1). The lesson can be split into several parts e.g. Feelings/ Emotions/ Personality traits.

EDUCATOR can prepare some visuals with different emotions or feelings and they can be shown before the video to create a better understanding of the lesson.

## WORK WITH EMOTIONS – WATCHING A MOVIE

We use this exercise when working with emotional adjectives (e.g. happy, angry). Learners watch a piece of the film or a performance (also with a soundtrack) chosen by the teacher without sound and write down what emotions the characters feel. Then, in pairs, they compare their feelings and explain why they chose these and not other emotions. Then they answer the questions by inserting in the blanks the words they used while watching the movie (an exercise prepared by the teacher on the basis of the selected movie).

After watching the video learners can discuss the emotions with their partner. At this point the teacher can also help brainstorm other emotions that have been missed.

Handout 2 & 3 refer to other alternatives to the work-with-emotions class. In order to assess the learners' vocabulary knowledge, any form of testing is highly recommendable (e.g. Quizlet/ digital flash cards).

## RESULTS

- a useful glossary for learners (names of feelings/ emotions, if necessary – personality traits etc.)
- some visuals/ graphs of the most difficult vocabulary prepared by learners with manual/ artistic abilities and hung on the information board; links for short movies illustrating some emotions to better memorize them
- post-it notes with the most difficult words
- post-it notes with grammar tips – modal verbs (have to, should, can, may/might); past tenses (emotions connected with our past) – FOR MORE ADVANCED LEARNERS (extra)

## TIPS FOR FURTHER READING

Author's content (author – a language support leader in the given group/ community)

Links:

[https://www.youtube.com/watch?v=\\_sOP9na9hdQ](https://www.youtube.com/watch?v=_sOP9na9hdQ)

<https://www.youtube.com/watch?v=iO6zy3gUICg> (from 1 minute 30 sec.)

## HANDOUTS

Handouts 1.1, 1.2 and 1.3