



LESSON PLAN

Topic: Global issues - homelessness

Annotation

Music is a rich and powerful teaching resource. Teenagers like music so using music in teaching is the most natural way how to make students think about different subject. This lesson was created to point out one of the global issues – homelessness.

Age: 16 – 17 years old

Aims of the lesson:

a) learning (language, content)

Using modals and gerunds

Expressing likes and dislikes

Improving speaking, listening and writing.

Learning new vocabulary related to the content

b) educational aims

Raising awareness of homelessness and homeless people

Develop responsibility and concern about the global issues

Develop critical thinking and creativity

Length of the lesson: 45 minutes

Tools needed for the activity realization: Worksheets for students

Dictionaries

PC, projection screen, internet connection

tablets or cell phones

Procedure

1. Warm- up activity

Talk about music: A teacher asks the questions and students are supposed to answer. This activity is to create a friendly and relaxing atmosphere.

„Music is everywhere.“ – Do you agree? Why? Why not?



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Where can we listen to music?

Do you like music?

What kind of music do you like? Do you have any favourite singers or music bands?

Does a song have a message? Can we learn anything about life from the songs?

2. Tell students that they are going to listen to the song „Another day in paradise“ by Phil Collins.

Questions before first listening:

Do you know this song?

Do you know anything about Phil Collins?

What do you think the song is about? What do you imagine when you hear the title of the song?

Do you think the song is cheerful or sad?

3. Students listen to the song and watch the video. While listening for the first time they are asked to watch a video carefully and remember as many details as possible.

Questions after first listening:

What is the song about?

Are the people in the video happy or sad? Are they enjoying their lives or do they have any problems?

4. Students listen to the song one more time. This time they are given lyrics (worksheet1) and asked to complete the empty spaces and mark all the words or phrases that they don't understand. After listening, a teacher will make sure that students understand the lyrics properly.

Answer key:

1. Help
2. Tell
3. Pretends
4. Think
5. Crying
6. Walk
7. Face



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8. Moved on

Questions after second listening:

Is the song about a man or a woman?

Where are the people?

What are the people doing?

How would you describe the feelings of the man crossing the street?

What was the begging person's physical condition?

What worries the woman most?

Why the other man pretends he can't hear the woman?

How do you understand the following part of the lyrics?

„Oh lord, is there nothing more anybody can do?

Oh lord, there must be something you can say. „

What is the message of this song?

5. Show the students two photos of the same person (worksheet2)

Questions:

Who are the people in the photos?

What do they look like?

What are they like, according to you?

What are their jobs?

What do they like doing in their free time?

Do they have anything in common?

6. Ask students to find out the statistics about homelessness on the internet. How many homeless people are there living:

a) in Slovakia?

b) in our neighbouring countries

c) in Europe?



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7. Show students the photo „critical thinking“ and ask them how they understand this term

8. Follow-up activity – worksheet 3 (activity cards)

Divide the students in pairs and give one activity card to each pair. Students prepare their notes and then they act their roles.

Reflexion

Do you ever think about the life of homeless people?

How do you feel about the lesson?

What did you like about the lesson?

Have you learnt anything new?

Resources

Global Issues: Oxford University Press. Ricardo Sampedro, Susan Hillyard. ISBN 0-19-437181-6

<http://metro.co.uk/2017/03/17/homeless-man-says-hipster-makeover-changed-his-life-6516780/>

<https://www.youtube.com/watch?v=Qt2mbGP6vFI>