



**AIM:** To use shared scrapbooks in groups to show how the pupils interpret the music/video and the theme of love with a focus on working creatively, communicating and collaborating well and on showing empathy.

1. Intro: Pupils look at the two photos, one of the start of the video and another of the end. They decide what happens in between the two images.



2. The pupils watch the video to check their predictions and decide what the message of the video is. (OPTIONAL: Give the pupils options: Fun - Free time activities - **Love** - Musicians)

NB: the lyrics really only talk about love and being together - the message is very simple - so the pupils don't need to know anything about the language in the song.

3. The teacher tells the pupils that they are going to do a project in groups based on the video with 4 key components (number 1 in the handout):

CREATIVITY - COMMUNICATION - EMPATHY - A COLLABORATIVE SPIRIT

(These concepts come from Simarro's video where he explains how the classroom has changed from being a place of 'imposición' on the part of the teacher, to a place of creativity, communication, empathy and a collaborative spirit. For this reason it is included here - for pupils to also have this approach in their learning.)

The teacher elicits examples of these from the song and from their classroom life.

The song:

CREATIVITY - the people have found their own costumes for the summer party

COMMUNICATION - the people talk, sing, dance together

EMPATHY - the people include everyone, young, old, families and friends (and pets)

COLLABORATIVE SPIRIT - the people have planned together to organise the party

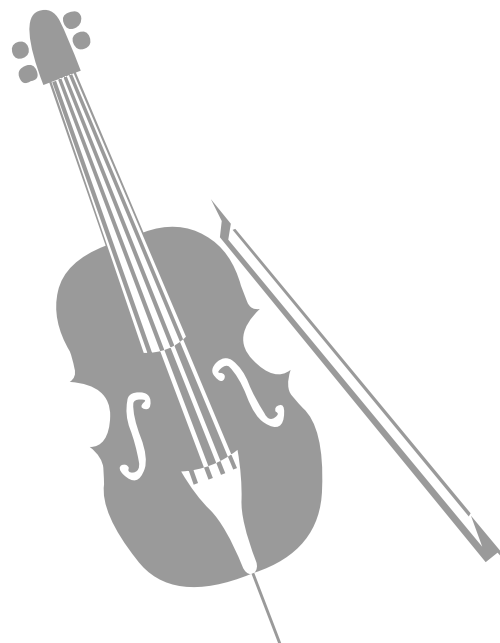
(for example: they picked people up along the way)

The teacher elicits other examples from the classroom (their own personal experiences).



4. The pupils form groups of 4. The teacher explains that they are going to work individually and together to make 4 shared scrapbooks to show how they feel about the song and the video (number 2 in the handout). As a group they have to talk about:
  - a) What images they liked most in the video
  - b) What materials they could use to represent those images (paint, fabric, crayons, pencils, real items, photos, and so on ...)
  - c) What other new ideas they could put in to their scrapbooks
  - d) Each member decides on the first piece of art they will do (picture, words, photo ...)
5. To start each group receives a sheet of A4 paper (white) to do their own first piece of art (number 3 in the handout). The teacher gives a specific time limit. Fast finishers should be encouraged to add more to their piece or design the front / back pages of the scrapbook. Otherwise they can help other pupils.
6. Next each of the pupils has to explain the first piece of art in the scrapbook to the other members of the group. They also discuss what else could be added to it or what should be on the next page (number 4 in the handout).
7. Each pupil now passes the piece of art to the pupil on their left. That pupil now adds a second piece of art to represent part of the song/video. They can use more paper and a different technique if they like (number 5 in the handout).
8. Pupils repeat stages 5-7 until everyone has contributed to each scrapbook. The scrapbooks are then tied together by putting two holes in the sides of each page with a hole-punch and tying them together with some string (number 6 in the handout).
9. Now the pupils review each scrapbook saying how they are different. They also say how they worked together (number 7 in the handout). They decide whether they worked well in relation to:

CREATIVITY  
COMMUNICATION  
EMPATHY  
A COLLABORATIVE SPIRIT





As a group they decide on the following by putting a cross (X) in the box that reflects their performance:

	Creativity	Communication	Empathy	Collaborative Spirit
We rocked!				
We did this well.				
We still have some questions about this.				

QUESTION 1: \_\_\_\_\_  
\_\_\_\_\_

QUESTION 2: \_\_\_\_\_  
\_\_\_\_\_

**10.** The teacher now partners up 2 groups and one group presents their scrapbooks to another group (number 8 in the handout). They have to explain:

- i). What each piece of art means.
- ii). How each piece of art relates to the previous one.
- iii). Why they chose those art materials.
- iv). How they worked as a team.

They can use the useful language box to help them:

**USEFUL LANGUAGE**

- I chose this image/picture because ...
- This represents the ... in the video/song/music.
- The people are/ woman/man/girl/boy is ... ing because ...
- I chose paint/crayons/photos because ...
- These 2 images/pictures are connected because ...
- We worked well as a team because ...



- 11.** Each group reviews the other group's scrapbooks on a grid and gives them feedback (number 9 in the handout).

	Creativity	Communication	Empathy	Collaborative Spirit
Scrapbook 1				
Scrapbook 2				
Scrapbook 3				
Scrapbook 4				

\*\*\* You rocked! \*\*You did this well \*We still have questions about this.

QUESTION 1: \_\_\_\_\_  
 \_\_\_\_\_

QUESTION 2: \_\_\_\_\_  
 \_\_\_\_\_

- 12.** The teacher asks the learners if they can apply these four areas to other activities (CREATIVITY, COMMUNICATION, EMPATHY, COLLABORATIVE SPIRIT) in class or at home? Which ones?



**AIM:** To discuss ideas around the theme of love and explore different ways to express love.

1. Play the first 20 seconds of the video (00.00-00.20) without showing the images and ask pupils to predict the topic. Accept all suggestions.
2. Then play the video (with images) (00.00- 00.28 - plus 8 seconds more) for pupils to check their predictions.
3. Freeze on a frame of the video (at 00.28) and elicit key language related to the image, prompting with questions such as... *What things can you see in the picture? Who is the picture? Where are they? What are they doing? How do they feel?*



4. Give out the worksheet (Worksheet: How can I say how much I love you) to pupils and explain that they are going to listen to the lyrics of the song. As they listen, they should tick off the words inside the heart that they hear in the song. \*Choose the format that suits your pupils best - sound and no images or sound and image with subtitles.

**Answers:** *In the lyrics of the song = 'love', 'smile', 'weather', 'live', 'feel', 'real', 'happy' & 'today'. Not in the lyrics of the song = 'beach', 'park', 'dog' & 'airplane' (They appear as images but they are not in the lyrics.)*

5. After pupils have viewed the video a few times, ask them to complete questions 2, 3 & 4 on the worksheet in pairs and elicit their personal responses.
6. Encourage pupils to do a sing-along and make up a dance routine to perform to another class in school.

1. Read the words inside the heart. Which of these words can you hear in the song video? Put a tick (✓) next the words you hear.



2. What is the song about? (Circle)

Happiness

Family

Sadness

Love

3. How do people show their 'love' in the video? (Kiss, Smile, Jump up in the air, Hug, Talk together, Help each other, Be kind to each other). Tick (✓)



4. Are there other ways to show your love? \_\_\_\_\_.

5. What about you? (Tell your partner).

- a) Who do you love?  
b) How do you show your love?



**AIM:** To practise saying *How can I say... + key vocabulary.*

1. Ask pupils to sit in groups of four: one pair facing the other on either side of a table.
2. Give each group one set of mini-flashcards and each pair of pupils a *How can I say ... card*. Then ask pupils to place the cards with the pictures face up on the table in front of them.
3. Pupils take turns to pick a card, and ask the other pair a question using the card as a prompt. Eg. If the mini-flashcard has 'bananas' on it, pupils say *How can I say ....* pause and point to the card with the bananas on it for the other couple to say the word.
4. If the pupils guess the word (bananas) correctly, they can take the card and place it in position on their *How can I say... card* in one of the six squares. Pupils can check their answers with the text on the back of the cards.
5. The winning team is the first pair to fill all six squares on their *How can I say...? card*.