

UNIT: GRAPES ARE NOT THE ONLY FRUIT
PROJECT SECTION 2: THE ART OF BEING HAPPY

1. Happiness
2. Friendships
3. Love

The meaning of the title for this section lies in the power of extracting happiness from common things. While there are thousands of ways that stress can drive a person crazy, luckily, there are some real easy ways to get rid of it. One of the simplest that one can come across and still use to this day is the power of happiness. But can anyone learn to be happy with practice? Some authors like Wilkinson (2007) argue that happiness is based on skills which can be learnt and built up through constant practice and that *the inner life and the practise of its skills are the keys to living happily. These include the ability to managing how we get affected by events and people around us, and of managing our emotional states, beliefs and desires. Therefore, this section focuses on how the learners can cope with these skills and realise that until they know how to practise being happy their emotional well-being will be in the hands of the events that happen to them so that they will understand that the more power their events hold over them to control how they think and feel about life, the less room there will be for them to be happy and at peace. In short, the section (although with just a few strokes of the brush because of the timing available) tries to help learners activate one of the most crucial skills one can ever master for an outstanding quality of life: happiness.*

AIMS	<ul style="list-style-type: none"> - To help children to understand how thoughts, feelings and behaviours are related. - To develop empathy and more awareness of others. - To help children understand others' positions and feelings and to respect and accept differences in order to promote a sense of equality. - To help children perceive life in a happier way. - To emphasize the key role of language in enabling children to practice and consolidate their learning. 	CONTRIBUTION TO COMPETENCES	<p>COMMUNICATIVE:</p> <ol style="list-style-type: none"> 1) Can interact with other people and approach other cultures in an adequate way. 2) Can relate observations, explanations, thoughts, emotions, give accounts of experiences, opinions and develop argument. 3) Can interpret and understand the situations she/will encounter in everyday contexts and beyond <p>METHODOLOGICAL</p> <ol style="list-style-type: none"> 4) Can gain, process and assimilate new knowledge and skills (intellectual, emotional and physical) as well as seek and make use of guidance <p>PERSONAL, SOCIAL AND CIVIC</p> <ol style="list-style-type: none"> 5) Can interpret and use the body of knowledge about facts and processes to predict consequences and take reflective action in order to preserve and improve living conditions for one's own and the others.
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LEARNING OUTCOMES	Know	<ul style="list-style-type: none"> - And understand how knowing oneself contributes to positive interconnectedness within a family and or a community; - And understand the impact of respectful, caring, responsible and honest behaviour on relationships;
	Be able to	<ul style="list-style-type: none"> - Provide examples of statements that show admiration for another person (this is for 'extra time'); - Identify characters who accept blame and can apologize sincerely; - Recognize and deal with feelings of anger. - Express feelings though colour (this is for 'extra time') - Empathise with others and see the world from a different point of view; - Experience a growing understanding of relationships and friendships; - Recognize the effects of bullying ad understanding what action to take against it.
	Be aware of	<ul style="list-style-type: none"> - the impact of their behaviour on others

COMMUNICATION	Language of learning	Vocabulary	<ul style="list-style-type: none"> - Feelings: happy, sad, angry... - Noises: cough, burp, sneeze... - Related to racism and bullying - Values
		Structures	<ul style="list-style-type: none"> - There is/there are - This piece makes/made me feel... - I can see... - I love... - Do/Don't - He/she gets me giggling - First, then, after... - This is how... - I try to... - You are/you did/you've got/I like...
	Language for learning	<ul style="list-style-type: none"> - Discuss the meaning of the word <i>happiness</i> - Discuss the meaning of the words <i>bullying</i>, <i>racism</i> and <i>love</i> - Sharing life experiences - Asking and answering questions - Giving opinions 	
	Language through learning	Language that comes out when working in every session for example expressing ideas and points of view	
COGNITION		CULTURE	
<ul style="list-style-type: none"> - Identifying - Defining - Matching - Comparing and contrasting - Applying imagination - Making decisions - Looking for solutions and developing evaluation criteria 		<ul style="list-style-type: none"> - Appreciate that values may vary across cultures since they have to do with what we consider most important and the way we see the world. - Become more aware of how they can have immediate as well as lasting positive impact on others by showing respect and becoming more tolerant. 	

ASSESSMENT CRITERIA	Skill:
	<p><u>Notice and interpret non-verbal communication:</u> the learner interprets body language, gestures appropriately e.g. through the poem, <i>Love</i>.</p> <p><u>Resisting Peer Pressure:</u> the learner is able to recognize behaviours that are related to bullying and gives good responses as alternative human attitudes.</p> <p><u>Interacting with others:</u> the learner is able to work in pairs to share information</p> <p><u>Strategy recognition:</u> the learner is able to recognize strategies to overcome feelings of anger.</p> <p><u>Responding to instructions through TPR:</u> to comprehend and respond to a sequence of five to six instructions e.g. when helping learners experience the progressive muscle-relaxation technique</p> <p><u>Oral interaction:</u> the learner makes statements of ability and says positive things about his/her classmates e.g. through worksheet S2L3.7</p>