

LESSON PLANS

Happiness playlist



GRADE LEVEL	B1
CLIL SUBJECT	English Language (Listening & Speaking Skills)
OBJECTIVE	Students will explore the connection between music and emotions, practise English listening and speaking skills, and discuss how different types of music can affect mood and happiness.
MATERIALS NEEDED	• Music player or computer with speakers • Whiteboard • Pen/Pencil
LESSON DURATION	60 minutes

LESSON PROCEDURE	Introduction to music and emotions (10 minutes): Start by discussing how music can affect our emotions. Ask students: • What kind of music makes you feel happy? • Why do certain songs make us feel good or sad? • Can you think of a song that always cheers you up? Write some of their answers on the board to introduce the theme of happiness through music. Song listening (15 minutes): Play a selection of songs ("<i>Happy</i>" by Pharrell Williams, "<i>Walking on Sunshine</i>" by Katrina and the Waves, or "<i>Don't Worry, Be Happy</i>" by Bobby McFerrin). After each song, ask students to share their thoughts: How does the song make you feel? What words or phrases in the song express happiness? Write key vocabulary and expressions related to happiness on the board. Playlist creation (15 minutes): In pairs or small groups, ask students to create their own "Happiness Playlist" by choosing 3-5 songs that represent happiness to them. For each song, students should explain why it makes them feel happy and share key words or themes from the lyrics that express happiness. Sharing & discussion (10 minutes): Students take turns playing a small part of the song (up to 1 minute) and explain why they chose it, focusing on how it makes them feel. Students can also share the lyrics or phrases from the song and discuss their meaning in English. Discuss as a group how different genres (<i>pop, rock, classical</i>, etc.) might create different emotions and reactions. Class activity (10 minutes): As a class, build a Happiness Playlist based on the songs students shared. Write the song titles on the board, and let students vote on which ones they think represent happiness the best. Afterward, you can create a digital playlist (on Spotify or another platform) to play during breaks or throughout the day.
CLOSURE	Ask students to reflect on the activity: • Did you discover new songs that make you happy? • What role does music play in your mood? • How can music help you in your day-to-day life?
ASSESSMENT	Assess students' ability to explain their song choices for the Happiness Playlist and how they relate the lyrics to emotions. Focus on their use of happiness-related vocabulary, clarity in communication, and participation in group discussions. Additionally, evaluate their teamwork and creativity during the collaborative activities.