Erasmusplus KA1, school staff mobility

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**Corso strutturato in lingua inglese**

**"Quality CLIL in Vocational Education"**

Galway, Irlanda 18-22 luglio 2016

**Prodotto dell’intervento**

**Unità di apprendimento CLIL di Psicologia**

**Lesson plan: MARIA BEATRICE MANCUSO**

**Title of unit: Psychoanalysis**

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| **LEARNING OUTCOMES** | |
| **CONTENT** | **LANGUAGE** |
| You will able to:   * Individuate the revolutionary thought of psychoanalysis * Describe the first and second topic of Freud * Compare the stages of psychosexual development with the stages of Erikson | You will able to:   * Recall and employ keywords * Differentiate the first and second topic * Examine the stage of psychosexual and social development |

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| **How will I make a connection to real life?**  Through same questions:  Looking at your family try to understand the elements of the different stages they are living | **How do I foster critical thinking? (Cognition)**  Everybody describes his favourite stage of development and compares it with peers | **How do the outcomes contribute to the European key competences?**  One of the most important is the correct use of native language and of a second language, so these outcomes improve both. | **Differentiation**  Each learner is encouraged to exam the importance of his own changes and the awareness that life is a walking  Definition: Differentiation is.. the process of identifying, **with each learner**, the most effective strategies for achieving agreed targets (Weston 1992). |

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| **Formative assessment** (What activities will take place to encourage students to reflect on their learning and the learning process?)   * Put in order pieces of sentences to reconstruct stages of development ( first individually, then in group and compare them) * Match the pictures to exact phrases (individual) * Reconstruct the icesberg schema (individual)   Formative assessment or assessment for learning aims to inform students about:   * where they currently stand in relation to learning objectives and standards * how they can meet those objectives or standards. |

**Teaching and learning**

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| **Activities (indicate which activities will include scaffolding)**  *Teacher:*  Shares the learning outcomes with the students and gives *them an example of an analysis that they can use as a model.*  *Draws a timeline that begins with birth and ends with death. Writes students’ answers on the timeline. Responses may include first steps, first words, first day of school, puberty, first date, high school graduation, college, first job, marriage, having children, career promotions, and retirement.* | **Materials**  **(including scaffolds)**   * list of phrases for discussion * check list for basic concept * Paper and markers (for each group) * internet access   web sites   * [Erik Erikson - Eight Stages of Psychosocial Development](http://psychology.about.com/library/weekly/aa091500a.htm) * [Stages of Social-Emotional Development In Children and Teenagers](http://childdevelopmentinfo.com/development/erickson.shtml) * [Erikson's Development Stages](http://www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/erikson.htm)  |  | | --- | |  | |  |  | | **Timing** | Indvidual / pair/  group / whole class  whole class |
| Students:  Suggest their own steps. | * When I was a child... * My father is near retirement.... | 1 min  3 min | Individual |
| whole class |
| *Teacher:*  *Explains that psychologists have studied the relationships between these milestones of human aging and emotional and social development. They have developed theories about how personalities develop. Sigmund Freud (1856-1939), considered the father of psychoanalysis, wrote that an individual's personality development depends on the* resolution of conflicts between childhood sexual urges and demands of society. He said that human development included five distinct stages. Modern *psychologist Erik Erikson refined and expanded Freud's theories into eight stages of development. He focused on the influence of society and culture on human personality development.* | * list of phrases for discussion * check list for basic concept |  | whole class |
| Students:  When they are listening take notes and after they ask questions. |  |  |  |
| Teacher:  *Describe Erikson's theory of physical, emotional, and psychological human development, or "eight stages of life." He wrote that each stage of a person's life is characterized by a different psychological crisis that must be resolved before the person can successfully progress to the next stage. The success of each stage depends on how well the previous crisis was resolved. If a person does not resolve a crisis, it will continue to affect the person's development throughout life. Erikson's theory of psychosocial development is widely accepted by psychologists today.*  Students:   * *One group of students becomes an expert in stage 1, another group in stage 2, another in stage 3, etc. Each group works to understand its stage any how they will teach it to others. Then student regroup in fives with one person in each group who is now an expert in each stage. Then each member teaches the other the stage he/she is an expert in.* | * list of phrases for discussion * check list for basic concept |  | whole class |
| * *assign time to students’ ingroups of five to reflect and find an example in their life which confirm each stage .* | * When did you experiment the first......... stage? * Do you remember a situation of punctuation in the class? |  | group |
| Students:  At first form group of five elements to discuss all stages and then they form groups to discuss the same stage. | * Is this the same as your experience? * Do you agree with what X has just said? |  | group |
| Returning to intended outcomes |  |  |  |