

## My Choice

### **SMILES**

<b>Introduction</b>	Introduce the topic of smiles using the text on page 8. Students discuss the last time they smiled and why, and what normally makes them smile.
<b>Skills practice/ Research</b>	<p>Students watch the video of a vlogger saying what makes her smile:  <a href="http://learnenglishteens.britishcouncil.org/study-break/youtubers/ten-reasons-smile">http://learnenglishteens.britishcouncil.org/study-break/youtubers/ten-reasons-smile</a>.</p> <p>They make their own top 10 list of things that make them smile, then revise their lists based on the pleasure/purpose principle outlined in the article:  <a href="http://learnenglishteens.britishcouncil.org/study-break/graded-reading/happiness-level-3">http://learnenglishteens.britishcouncil.org/study-break/graded-reading/happiness-level-3</a></p> <p>Students research the science behind smiling and laughter therapy. Review the following links for appropriateness for your students:  <a href="https://www.britishcouncil.org/voices-magazine/famelab-whats-science-behind-smile">https://www.britishcouncil.org/voices-magazine/famelab-whats-science-behind-smile</a>  <a href="https://www.youtube.com/watch?v=_PIubAxEqoo">https://www.youtube.com/watch?v=_PIubAxEqoo</a>  <a href="https://www.theguardian.com/lifeandstyle/2008/jul/06/healthandwellbeing4">https://www.theguardian.com/lifeandstyle/2008/jul/06/healthandwellbeing4</a></p>
<b>Personalisation</b>	Ask questions so students personalise what they've learnt, e.g. What do you think of laughter therapy? Would you like to try it? Why/Why not?

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### **INTERNATIONAL DAY OF HAPPINESS**

<b>Introduction</b>	Introduce the topic of happiness using the text on page 8. Students discuss the questions and think about what the <i>International Day of Happiness</i> might involve. They go to <a href="http://www.dayofhappiness.net/#join">http://www.dayofhappiness.net/#join</a> to find out what this year's theme is and to learn more about what the International Day of Happiness involves.
<b>Research</b>	<p>Students brainstorm ideas of how they can find more happiness in their lives, e.g. create a wall display of photos that make them happy or find one piece of positive news once a day. They then research different ways they can take action for happiness and try out some of the ideas. Suggested links:</p> <p><a href="http://www.actionforhappiness.org/">http://www.actionforhappiness.org/</a>  <a href="https://dtd.me/programme/actionforhappiness/">https://dtd.me/programme/actionforhappiness/</a>  <a href="https://www.positive.news/">https://www.positive.news/</a></p>
<b>Reflection</b>	<p>Ask questions so students reflect on what they've learnt, e.g. Do you think an International Day of Happiness is a good idea? Do you think taking action for happiness really has an effect on people's well-being?</p> <p>Check back with students after a few weeks to see how their action for happiness is going. They can compare the different things they've done and evaluate the relative success of each type of action.</p>

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### **COMEDY AND CULTURES**

<b>Introduction</b>	Introduce the topic of comedy using the text on page 8. Check that students understand the different types of jokes/humour, and explain any that they don't, e.g. <i>gallows humour</i> = <i>black comedy</i> . Students think of examples of TV shows, films or jokes they know that are examples of each type and say which kind of comedy they like best.
<b>Skills practice/ Research</b>	<p>Students discuss what they think makes something funny. Divide the class in half, As and Bs. As read this article:  <a href="http://learnenglishteens.britishcouncil.org/magazine/life-around-world/whats-so-funny">http://learnenglishteens.britishcouncil.org/magazine/life-around-world/whats-so-funny</a></p> <p>Bs read this article: <a href="http://learnenglishteens.britishcouncil.org/magazine/life-around-world/humour-around-world">http://learnenglishteens.britishcouncil.org/magazine/life-around-world/humour-around-world</a></p> <p>As and Bs then pair up and tell each other about what they read. They then give their opinions about what they read and discuss to what extent they think comedy is related to culture..</p>
<b>Language</b>	Students can use language from the module to compare different comedy shows, films, or comedians in

their own countries to English-speaking ones.

## Connecting cultures

Students discuss what the characteristics would be of a joke that has international appeal. What sort of things should they avoid? They think of jokes that they believe have international appeal and practise saying them aloud. If they can't think of a joke, they may want to research or use the internet to find jokes they like. Review the following links for appropriateness for your students:

<http://www.short-funny.com/>

<http://iteslj.org/c/jokes-short.html>

Students could make their own videos of them telling their jokes and share them with other students throughout the British Council network. They can vote on the most popular jokes.

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