

Lesson aim

- In this lesson, students focus on the psychology of friendship – what makes us choose our friends – with a particular focus on understanding other people through non-verbal communication.

Lead-in

Play *Snowman* with the word 'psychology'. Write ten spaces on the board and elicit the letters until students guess the word. Ask students if they know what the word means. Explain that psychology is the study of the mind, how it works and how it affects our behaviour in different situations.

Write the two word roots on the board, 'psycho' and 'logy'. Tell students that 'psychology' comes from the Greek words meaning 'mind/soul' (psycho) and 'study of' (logy).

Ask students if they know of any other words that stem from the word 'psychology', e.g. *psychologist*.

- In pairs, students discuss the questions. Elicit answers from around the class to find out about how they build their friendships. Ask if they are shy or outgoing when it comes to making friends. Explain that we usually choose people to be our friends based on common interests, enjoying each other's company, sharing similar backgrounds, where we live, and sharing similar characteristics. Some of our friendships might last longer than others based on factors such as changing interests, moving house, etc.

- Students read the text and answer the question.

Answer

Non-verbal communication, and specifically body language and facial expressions

Before reading the text again, write the words in the *Vocabulary focus* box on the board and ask students to find them in the text. Pre-teach some of the more complex words if necessary.

- Students read the text again and complete the summary using words or phrases that they feel are most appropriate. Tell them that in some cases, there may be more than one choice of words/phrases that can be used.

Answers

1 psychologist 2 friendships/relationships
3 research 4 get on (well) 5 body language
6 communicate 7 posture 8 happiness
9 negative 10 anger

- Students read the text again and find words and phrases that have a similar meaning to those in the exercise.

Answers

1 get on well with 2 a chemistry that may lead to friendship 3 non-verbal communication is clearly significant in making new friends 4 anger, fear 5 with a nice smile

- In pairs, students discuss the questions. With a less confident class, you could brainstorm some ideas together first and write them on the board, as well as some key discourse markers to help them structure their ideas: *I believe ...; Making new friends ...; It's important to consider ...*, etc. Elicit answers from the class. Explain that psychology can also play a part in how we choose our friends in some of the following ways: *personality* (how we define or assess a person based on their thoughts, feelings and behaviour), *intuition* (our initial feeling that a person is compatible with us), *communication* (using the spoken word to get to know each other), *interaction* (how we maintain verbal communication and support each other once the initial contact has been made), *personal space* (keeping a comfortable distance so that we don't crowd each other's lives).

DID YOU KNOW?

- Direct the students' attention to the *Did you know?* box and read the two interesting facts.

PROJECT

- Students imagine what it would be like to move to another town or city and start a new school there. Have them brainstorm questions they would like to ask in relation to the scenario.
- Divide the class into pairs. One is a psychologist and one is a student. They both do their research using books or the internet. When they have gathered their information, they write a question and answer interview between the psychologist and the student to show the results.
- Allow some time for class preparation and set deadlines for the presentations. Ask pairs of students to read out their Q&A advice to the rest of the class. Discuss the different aspects of making new friends, as well as any other interesting findings.