



LESSON PLAN 33 ENERGISING JOY

PART A: LESSON METHODOLOGY

QUALITY	Joy
<p>GENERAL DESCRIPTION OF THE QUALITY</p>	<p>According to brainstorm among the project MoPYL team members, joy involves:</p> <ul style="list-style-type: none"> ● pleasant state, ● peace, ● gladness, ● elation, ● delight, ● love, ● satisfaction, ● inner peace. <p>What is Joy then? According to Oxford dictionary definition of joy is:</p> <ul style="list-style-type: none"> ● a feeling of great pleasure and happiness; ● the emotion evoked by well-being, success, or good fortune or by the prospect; of possessing what one desires; ● delight; ● the expression or exhibition of such emotion: gaiety. <p>Feelings like joy, grief, anger and fear exist all the time, but how one can tell what emotion a person is feeling? The</p>



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	<p>greatest witness is the expression on their face. Positive emotions like joy or happiness are expressed by a smile or laughter, which is often a tremendous giveaway.</p> <p>Joy in Youth</p> <p>Joy and happiness is often linked by young people, which is quite understandable. Yet, fewer young adults admit that they are happy today, which is strongly linked to the past pandemic years full of restriction. However, joy is one of the most important qualities of the young people, which is also proven by the research of the MoPYL project.</p> <p>See what youth themselves according to the research done by the project MoPYL team have to say about the joy below in the chapter of “Dilemma”.</p>
GENERAL DESCRIPTION OF THE LESSON	<p>The lesson consists of three parts - introductory part (~ 10% of the time), main part (~ 75% of the time), final part (~ 15% of the time). The introductory part consists of: a) links with other lessons; b) introduction. The main part consists of theoretical and practical (individual, pair, group) parts. The final part consists of a lesson summary and conclusions, feedback, questions and answers.</p>
AIMS OF THE LESSON	<ol style="list-style-type: none">1) to learn the positive features of joy;2) to learn how to practise joy through game-based learning;3) self-reflect on their experiences implying joy.
NON FORMAL EDUCATION METHODS OF THE LESSON	<ol style="list-style-type: none">1) theoretical training,2) discussions, debates, learning to learn, simulation, observing, feedback, questions and answers, etc.
AGE GROUP	13-15 years old

<p>EXPECTED OUTCOMES OF THE LESSON</p>	<p>1) students learn the positive features of joy; 2) students learn that joy is a choice;</p>
<p>PART B: LESSON DESCRIPTION</p>	
<p>SLOGAN</p>	<p><i>We cannot cure the world of sorrows, but we can choose to live in joy.</i></p> <p style="text-align: right;"><i>Joseph Campbell</i></p>
<p>DILEMMA</p>	<p>Joy was selected as one of the 13 values. Within the project life-time, 305 young people of age 14 – 15 years were questioned regarding the thirteen values promoted by the project MoPYL, which helped to see the focus of the young people and develop lesson plans taking into account needs and expectations of youth.</p> <p>The hexagon Figure 6 reflects the average position for each of six Core values and country. It could be seen that Latvian participants are nearer to the Core Values centre, which means that all values are similarly equal, while Romanians are quite near in Joy, Love and Peace. Spanish participants are more similar to Romanian, with a slightly larger offset in Love, Joy and Peace. Thus the Figure 6 clearly shows how important joy is for the young people (page 18).</p> <p>Regarding important things in youth’s life within the Focus Groups, the Romanian Focus Group's participant RO03 said: 'Regarding Christian values, as other things in life these can vary a lot over time and fluctuate. In this case and at this age Joy is quite normal to be in the top. We need to make sure over time all of them are well balanced'. Furthermore, participant LV04 of the Latvian Focus Group said: ‘The most important thing I noticed is that the young people have not lost their ability to enjoy and feel joy, even though the past couple of years have led to loneliness’ (first page of the</p>



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	<p>results of Focus Groups).</p> <p>Additionally, regarding Christian values and youth positioning the Focus Group participant LV01 from Latvia mentioned that ‘Very commendable is that they consider joy, love and faithfulness as highly important’, LV03 added ‘Joy emphasises that, from the different perspectives that the participants in the focus groups bring to the table, this is also very positive’. However, a Romanian participant RO01 highlighted that ‘Joy is marked the 1st as gentleness is on the 9th and this reflects a tendency in focusing on own pleasure rather than community wellbeing’. Yet, the greatest statement was done by the LV06 participant, who said ‘It was a great pleasure for me to read that even though they may be not aware that, for example, joy is a Christian value, the main important values of the young peoples’ lives are based on these 9 Christian values’ (page 3 of the Results part).</p> <p>In the conclusion part within the highlighted values it was mentioned that a special attention should be paid to such qualities as joy, love, faithfulness as categories important for the young people and to responsibility as a quality to be developed. Joy was highlighted out of all project values, so it easy considered greatly upon deciding the number of lesson plans regarding promotion of joy (page 6 of the Results part).</p> <p>The results of the MoPYL Research Report helped the project consortium to decide upon the amount of values of joy to be promoted by the project plans.</p> <p>See the full project MoPYL Research Report in the project’s homepage www.mopyl.eu.</p>
<p>MATERIALS NECESSARY FOR THE LESSON</p>	<p>Screen, projector, Internet, YouTube for music</p>
<p>LESSON LENGTH</p>	<p>1 learning hour, i.e. 45 minutes</p>



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<u>INTRODUCTORY PART</u>	Anticipatory set	3 minutes	<ul style="list-style-type: none"> greeting and engaging students connection with prior learning on the topic explanation of the current lesson's material explanation of tasks for the students connection to the future learning
	Introduction of the new material	2 minutes	<ul style="list-style-type: none"> direct instructions of the content modelling of new values – joy checking of students' understanding
<u>MAIN PART</u>	Guided practice	30 minutes	<p>TITLE:</p> <p>ENERGISING JOY</p>
	<p>In order to motivate young students to experience what joy is and what are the positive features of it, two energizers will be played: 'Pizza' and 'Dance, Dance, Dance'. Energizers are games that aim to engage students, to de-tension them. The games are suitable for the purpose of the lesson and its objectives, as it applies joy as a value. Game-based learning about joy is not constrained to content, but it encourages practice and exercise.</p> <p>The teacher starts with the slogan of the day: "<i>We cannot cure the world of sorrows, but we can choose to live in joy</i>" by Joseph Campbell and asks if someone has heard this slogan or a similar quote.</p> <p>The teacher mentions the author of the slogan and asks whether students know who Joseph Campbell is. Joseph Campbell was an American writer. He was a professor of literature at Sarah Lawrence College who worked in comparative mythology and comparative religion.</p>		



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GROUP PRACTICE	<p>The teacher introduces the students to the concept of ENERGIZERS. The teacher asked whether they are familiar with the term and whether they have experienced before Energizers.</p> <p>The teacher introduces the students to the first energizers called PIZZA. The teacher explains how the game is played.</p> <ul style="list-style-type: none">● Students are gathered in a circle.● All students turn to their right side and make a step inside the circle, making sure that they can gently touch the shoulders of the person in front.● The students are invited to cook a pizza.● First step is to prepare the dough (participants massage the back of the person in front).● Second step is to add different ingredients. The teacher requires them to change the massage technique for each ingredient. <p>The second energizers that the students play is called ‘Dance, dance, dance’</p> <ul style="list-style-type: none">● The teacher organises the group together in a circle● Explain that when the music starts one person in each group starts dancing and the others follow the leaders.● When the song changes, another member in each group becomes the new dance leader.● The teacher encourages them to be big and crazy with their dance moves and to move around in the space.● Change the song every 30 seconds or so.● Play enough songs that each member in every group is the leader at least one time.● The teacher ends by fading out the music and initiating a big cheer. <p>After playing the energizers, the teacher asks whether they feel joy, whether the games stimulated them to exercise joy.</p>
MORAL	<p><i>The wheel of joy is in constant motion and it is up to you how high you score on the areas of life that bring you joy.</i></p>



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<u>FINAL PART</u>	12 minutes	Brief summarizing of the lesson, discussion of the lessons learned, debates if the learners raise unclear, discussable issues. Feedback of learners for the best practices to be applied for future.
REFERENCES	<ol style="list-style-type: none">1. Erasmus+ Project. 2022. <i>Mobile Program for Youth Learners. MoPYL Research Report.</i> Available at: www.mopyl.eu.2. Oxford Learner's Dictionaries. <i>Joy.</i> Accessed: 17.10.2022. https://www.oxfordlearnersdictionaries.com/definition/american_english/joy.	