PROPOSAL OF A LEARNING SITUATION: "IS THIS LOVE? LEARNING THE LINGUISTIC TRICKS TO REACH HEALTHY RELATIONSHIPS"

Andrea Martínez Fernández

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Specialization: English

Tutor: Catalina Pallàs Picó

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Abstract

Romantic love is a central aspect of adolescents' lives, as they begin to experience their first romantic relationships. However, this topic is not usually addressed in the classroom or is presented in an idealized way with limited representation, reinforcing unrealistic expectations and student inequality. For this reason, this master's thesis proposes the following learning situation, designed for 4th ESO students in the English subject, with the aim of increasing visibility of this topic and ensuring the inclusion of diverse ways of loving. The proposal is based on the methodological approaches of Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT), which promote real language use through tasks that mirror real-life situations. Students are encouraged to reflect on the social constructs surrounding romantic love, learn to identify toxic behaviours and finally build a healthy view of love. Therefore, it is intended to create a safe space where adolescents can express their thoughts, feelings and experiences, while developing skills that will be useful in their current or future romantic relationships.

Keywords

love, relationship, healthy, unhealthy, adolescents, myth

Resum

L'amor romàntic és un aspecte central en la vida dels adolescents, ja que comencen a experimentar les seves primeres relacions romàntiques. Tot i això, aquest tema no sol abordar-se a l'aula, o es presenta de manera idealitzada i amb una representació limitada, fet que reforça expectatives poc realistes i desigualtat entre l'alumnat. Per aquest motiu, aquest treball de fi de màster proposa la següent situació d'aprenentatge, pensada per a estudiants de 4t d'ESO en l'assignatura d'anglès, amb l'objectiu d'augmentar la visibilitat d'aquest tema i assegurar la inclusió de diverses maneres d'estimar. La proposta s'emmarca en els enfocaments metodològics TBLT (Task-Based Language Teaching) i CLT (Communicative Language Teaching), que promouen un ús real del llenguatge mitjançant tasques que reflecteixen situacions reals. S'anima a l'alumnat a reflexionar sobre les construccions socials en relació amb l'amor romàntic, aprendre a identificar comportaments tòxics i, finalment, a desenvolupar una visió saludable de l'amor. Per tant, es pretén crear un espai segur on els adolescents puguin expressar els seus pensaments, sentiments i experiències, desenvolupant habilitats que seran d'utilitat en les seves actuals o futures relacions amoroses.

Paraules clau

amor, relació, saludable, insà, tòxic, adolescents, mite

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To my tutor, who has always helped me and made me bring out the best version of myself as a teacher,

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TABLE OF CONTENTS

1. Introduction

Despite growing awareness around mental health and emotional-well-being in the 21st century, the media continues to normalize and romanticize unhealthy, toxic and violent relationships. This negatively affects individuals' perception of love, creating unrealistic expectations and reinforcing gender roles. In particular, this especially affects adolescents, who are in the process of building their identity and experiencing their first romantic relationships. The movies, series, books and other forms of entertainment consumed by them often idealize unhealthy relationships, leading them to mirror those toxic patterns in their real-lives.

This decades-long problem is compounded by the fact that there is not enough sex education in schools, which makes it harder for them to stay away from toxic relationships and understand they are detrimental to their well-being. This is supported by research on the topic, which has concluded that in textbooks "(...)se percibe una presentación, a nivel textual, des-sexualizada de la adolescencia, como si las relaciones personales íntimas más allá de la amistad no fuesen suficientemente relevantes a esa edad" (Nemi, 2018, as cited in López Medina, 2020, p. 305). They are "presentadas como algo que pertenece a la esfera adulta y no a la adolescente" (López Medina, 2020, p. 305), following "el ideal del amor romántico" (López Medina, 2020, p. 305). Therefore, to introduce sex education in schools is considered to be "(...)un reto urgente para el sistema educativo español, ya que es condición básica" (López Medina, 2020, p. 93) "para que el alumnado lleve a cabo decisiones informadas, seguras, y responsables y pueda actuar según los parámetros centrados en la igualdad" (Bejarano & García, 2016, as cited in López Medina, 2020, p. 93).

Considering the negative impact of media on teenagers and the limited presence of sex education in schools, I agree with the following statement that "(...)we cannot leave the education of young people regarding romantic love to popular culture - to do so would be an 'epic abdication of responsibility'"(Weissbourd et.al, 2013/2014, as cited in Standley, 2022, p. 741). As teachers, we have the responsibility to discuss aspects that are meaningful to students, such as educating them into healthy ways of loving that may positively impact their lives.

These several issues are the reason why I have decided to propose the learning situation titled "Is this love? Learning the linguistic tricks to reach healthy relationships", which deals with love and romantic relationships. I have selected this topic as I consider romantic love to be a central part of adolescents' lives, who experience their first romantic relationships during this stage. Not so long ago I was a student in a secondary school, and my teenage self would have enjoyed having lessons like these to better understand romantic relationships. It would have been a great opportunity to realize

how unrealistic love expectations perpetuated by popular culture are, as well as to get to know my classmates on an emotional level.

The main goal of this learning situation is for students to improve their English skills while they identify issues of relevance to their future lives. In particular, this unit "(...) may provide a measure of balance to student ideas about love and limit some of their worst excesses, including the tendency of love myths to oversimplify the complex nature of romantic relationships" (Standley, 2022, p. 744). By engaging with dynamic tasks and working with authentic materials, students will develop strategies for building healthy relationships, encouraging them to reflect on their own experiences, expectations and values to grow as individuals. Therefore, this learning will not only be useful for students in the classroom context but can also make a difference in their personal lives, positively influencing how they perceive love and build romantic connections.

The general objectives of my master's thesis in order to achieve the goal I have previously described are to identify and analyse myths of romantic love and understand their negative influence on relationships, to identify, analyse and question unhealthy and toxic behaviours to be aware of their consequences and offer solutions, to help them to acquire a healthier and more egalitarian conceptualization of love based on mutual respect, trust and communication and finally to apply the knowledge acquired in a digital project to raise awareness about toxic love and the importance of building healthy relationships.

2. Theoretical Framework

2.1 Definitions of Love

Love is a term considered to be challenging to define, as it is an abstract but universal feeling/emotion humans experience throughout their lives.

La Real Academia Española (RAE) defines love as "sentimiento hacia otra persona que naturalmente nos atrae y que, procurando reciprocidad en el deseo de unión, nos completa, alegra y da energía para convivir, comunicarnos y crear" (RAE, def 2) and "sentimiento intenso del ser humano que, partiendo de su propia insuficiencia, necesita y busca el encuentro y unión con otro ser" (RAE, def 1). As evidenced by these definitions, romantic love is a universal feeling that individuals share to enlighten their lives, but stemming from a feeling of insufficiency. This means that individuals need to complete themselves to be happy as they are "incomplete" without a partner, thus reinforcing the romantic love myths of "the better half" and "love conquers all" that mirror the unhealthy perception of love present in our society.

Therefore, romantic love is not perceived as a positive and balanced aspect in an individual's life. Instead, it is depicted as an all-consuming force that defines a person's happiness; something that individuals need to fulfill themselves rather than something they choose to complement their happiness.

2.2 Historical Origins of Romantic Love

In order to further discuss romantic love, it is essential to delve into its construction through different historical periods. In particular, literature has played a crucial role in shaping ideals of romantic love, contributing to the idealisation of unhealthy relationships and the reinforcement of gender roles. Several classic narratives by authors such as William Shakespeare and The Brontë Sisters have been adapted by the media, creating unrealistic love expectations which are longed for by many generations.

During the Middle Ages (11- 13th centuries), romantic love was represented by Courtly love. This concept refers to the idealized love between a lady and a knight, who orally displayed his love to his beloved accompanied by traditional music. This type of love was idealized, all - consuming and unattainable as they did not declare their love for ladies with whom they had contact, but for those married or high society ladies with whom they had never spoken. According to Moller, "the central

aspect of these lyrics is the poet's preoccupation with the cult of a lady who is venerated as the sovereign of all his thoughts, feelings and actions" (1960, p. 40). Therefore, love was not genuine, but the knights publicly idealised the lady, especially her physical appearance, and suffered from this love. This portrays how gender roles were reinforced during the period, as women were considered to be ethereal, delicate and mere objects of desire for men.

In contrast, during the Renaissance and Early Modern Period (15-17th centuries), different forms of love emerged. Although courtly love was still present, love gained a more complex representation which is evidenced by the work of classic authors such as William Shakespeare (1564). His literary oeuvre presents a complex perspective on love as he delves into the intricacies of human relationships, which are often marked by tragedy. The author describes love as a dual force that can bring happiness, but also lead to individuals' destruction and death. For instance, in *Romeo and Juliet*, the author defines love as passionate and predestined, with the couple falling in love at first sight. However, their relationship is not completely idealized, as it becomes unattainable and a destructive force that ends with their lives. In *Othello*, Shakespeare portrays love through a darker perspective. This theatrical play narrates the story of Othello, a military Moor, and Desdemona, a lady from a higher social class. At the end of the story, they end up marrying, transcending the racial and familiar barriers that try to divide them. However, their love ends up being corrupted by jealousy and becomes a destructive force for both of them, ultimately culminating in Desdemona's tragic murder at the hands of her husband.

During the Enlightenment (17th -18th centuries), love began to be associated with "authenticity and self-validation" (Landgraf, 2004, p. 29) while during Romanticism (18th - 19th centuries), artists moved away from the rationality present during the previous period, and celebrated the expression of feelings and emotions. Similar to those Shakespearean views on love, romantic love was defined as an all-consuming and overwhelming force. For instance, Emily Brontë in *Wuthering Heights* narrates the romantic relationship of Catherine and Heathcliff, which is characterised for being passionate, obsessive and all-consuming. Throughout the novel, Catherine is involved in a love triangle with Heathcliff and Edgar, where she fights between following her hearth and the expectations imposed by society. However, it is the relationship between Heathcliff and Catherine that becomes wild and intense, ultimately transcending death and destroying their own and their families' lives. Other perspectives on love were portrayed in poetry, such as those naturalistic conceptions of love by William Wordsworth. According to Sharma, the author "views nature as a source of love, perpetual joy, soothing and healthing power, knowledge and spirituality" (2021, p. 16). Therefore, love in his poetry is described as idealized, and as delicate and pure as the beauties of nature.

2.3 Myths of Romantic Love

As I have previously analysed, romantic love has a significant part of its origins in literature, in which love was defined as idealized, passionate, and an all-consuming force that could destroy individuals's lives. These representations started to shape social expectations "about what a particular relationship should be like, what rules should operate in that relationship, and what characteristics of the relationship make it satisfying, successful, stable and fulfilling" (Hendrick & Hendrick, 2000, as cited in Metz, 2007, p. 2), eventually transforming into myths of romantic love.

2.3.1 Definitions and Characteristics of Myths of Romantic Love

According to Merino Verdugo, myths are "(...) el resultado de la confluencia entre el legado normativo de las tradiciones culturales y las condiciones socio-político-económicas del momento" (2016, p. 34), in which "cada período histórico ha desarrollado una concepción diferente del amor, y de los vínculos que deben o no existir entre el amor, el sexo y el matrimonio, de manera que las relaciones entre dichos elementos han ido cambiando a lo largo del tiempo (Barrón, Martínez-Íñigo, Paúl, & Yela, 1999; Yela, 2000, 2003, as cited in Merino Verdugo, 2016, p. 34). This aligns with Roland Barthes perspective, as he considers myths are "created through the appropriation and repurposing of popular culture, through which dominant ideologies come to be seen as merely the natural order of things" (1973, as cited in Standley, 2022, p. 740).

Therefore, romantic love myths are considered to be "(...)el conjunto de creencias socialmente compartidas sobre la supuesta "verdadera naturaleza" del amor (...)" (Yela, 2003, p. 264), but in reality they are socially constructed ideas deeply ingrained in individuals' systems of values. These are perpetuated in different ways in society, causing individuals to internalize them as natural, although they are toxic and detrimental to their lives.

2.3.2 Main Types of Myths of Romantic Love

There are several romantic love myths, which originated in different cultures and historical periods:

The myth of the better half originates from ancient Greece in Aristophanes' story about soulmates found in *The Symposium* (385 - 370 BC) by Plato (Yela, 2003). It was also present during the Middle Ages period with Courtly love as well as during Romanticism (Ferrer et.al, 2010, p. 7). The myth refers to the idea that individuals are not complete on their own but need another person, their other half, to feel complete. This other half is usually someone who has been predestined for them and the only person who can truly complement them.

The myth of exclusivity was introduced by Christinatity and refers to the idea that one individual can not be in love with more than one person at a time, but only with the person who has been predestined for them.

The myth of fidelity was also introduced by Christiniaty and dictates that romantic and erotic desires can only be felt and fulfilled with your better half.

The myth that love can overcome any barrier/omnipotence originated in the Middle Ages and maintains that "los obstáculos externos y internos sobre la pareja" (Yela, 2003, p. 265) should not influence a relationship, as love for each other is enough to overcome any barrier. This myth is used as an excuse to avoid changing attitudes and dealing with difficult situations in a relationship. (Ruiz Repullo, 2016, p. 627).

The myth of jealousy was introduced by Christianity and defines jealousy as a sign of true love. According to Saint Agustin, a philosopher and theologian from Hippo, "quien no tiene celos no está enamorado" (San Agustín as cited in Yela, 2003, p. 265). Therefore, jealousy becomes a crucial aspect to determine whether your partner is really in love with you. This myth is probably the one that has the most negative consequences on relationships, leading to "comportamientos egoístas, represivos e incluso violentos y constituye un verdadero problema en relación con la violencia de género" (Ruiz Repullo, 2016, p. 627).

The myth of eternal passion is the belief that the passionate love that exists during the first months of a relationship should last forever, although scientific research has proved that this initial passion changes, and other forms of passion emerge during a relationship. (Ruiz Repullo, 2016, p. 627).

The myth of freewill refers to the belief that feelings "are absolutely intimate and are not influenced by socio-biological-cultural factors outside our will and consciousness" (Yela, 2003, p. 265). This emerged during the Renaissance and the Early Modern period, and some examples are the romantic relationships of "Romeo y Julieta y Don Quijote y Dulcinea" (Yela, 2003, p. 265). However, Romanticism also emphasized this myth, which is present in literary works such as *Wuthering Heights* by Emily Brontë as the love between Heathcliff and Catherine "es algo mágico que parte del interior del individuo, y contra lo que no se puede combatir" (Yela, 2003, p. 265).

The myth of marriage or coexistence considers that love between a couple should lead to a stable relationship that eventually ends in marriage.

2.3.3 Impact of Myths of Romantic Love on Teenagers

Myths of romantic love have been perpetuated for centuries, becoming ingrained in individuals' system of values to act as the main "script that guides their thoughts, feelings and behaviours in relationships" (Bonilla-Algovia et.al, 2021, p. 441). In particular, they negatively condition teenagers in their relationships, who believe in them "regardless of their gender or sexuality" (Meier et.al, 2009, as cited in Standley, 2022, p. 741).

One of the major negative effects of romantic love myths is the reinforcement of unrealistic expectations, leading adolescents to build a distorted view of love that normalizes both idealized relationships and unhealthy behaviours. As a consequence, their "likelihood of disappointment, disillusionment and relationship break down" (Simpson et al, 2018, as cited in Standley, 2002, p. 743) increases, which can lead to psychological problems and different forms of abuse in relationships.

In this section, I would like to address the negative impacts and some of the beliefs that may arise in adolescents as a result of the influence of myths of romantic love.

Among the most reinforced myths by popular culture is the *myth of the better half,* having several negative consequences in the lives of adolescents. For instance, this myth may lead them to wait for an ideal partner forever or even reject genuine connections if they feel their partner does not perfectly complement them. However, it can also have the opposite effect, because as they believe there is only "a better half" in their lives, they can endure in the relationship even if it is toxic. Indeed, they may even feel "the one" belongs to them, as they are taught that true love involves exclusivity and possession.

The myth of jealousy as a sign of love is another of the most typical beliefs ingrained in adolescents' system of values, which normalises possessiveness and control in a relationship. The belief on this myth may cause them to feel "the one" belongs to them, as they are taught that true love involves exclusivity and possession. Therefore, this may prevent the victims from acting freely and socializing with others, with the victimisers believing that in order to protect their relationship, their partner needs to be confined. This dynamic is a clear sign of psychological abuse in relationships that often becomes physical.

Other myths such as *love conquers all/omnipotence* can also encourage teenagers to stay in relationships that are toxic and abusive, causing depression, anxiety, loss of identity and trust issues in future relationships. This myth normalises the avoidance of conflict, thus not allowing the couple to learn to cope with problems. Therefore, tensions and arguments increase during the relationship, which can easily break down due to a lack of communication.

As evidenced above, romantic love myths condition teenagers from the beginning of their relationships towards an unhealthy and toxic path. Their influence is so strong that it becomes an endless cycle between generations, as these conceptions of love, coming from ancient civilizations and Christianity, are still present and increasingly perpetuated in society.

2.4 Factors That Influence Teenagers' View of Love and Relationships

During adolescence, teenagers build their identity and develop social and emotional skills that are essential for their personal growth. In particular, they "poseen la necesidad innata de estructurarse como personas únicas, individuales y diferenciadas de los demás integrando su autoconcepto" (Calatayud & Serra, 2009; Vargas & Barrera, 2002 as cited in Flores- Hernández, 2021, p. 49). Therefore, they are in a constant search for their identity, "que se desarrolla gradualmente en función de la capacidad de reflexión y adaptación de una forma de vida" (Hernández, 2012, as cited in Flores-Hernández, 2021, p. 49). However, this period of their lives is not only marked by this process, but also by the search for relationships outside the family, such as those with their peers and romantic partners.

Regarding the latest, although their romantic relationships are often short, they are "a central part in adolescents' social worlds" (Furman, Brown & Feiring, 1999, as cited in Furman & Shomaker, 2008, p. 772). According to some research, teenagers tend to "spend between 5 and 8 hours per week thinking about actual or potential romantic partners" (Richards et.al, 1998, as cited in Furman & Shomaker, 2008, p. 772) and they usually have more interaction with those possible partners rather than with family or friends. Therefore, they start to construct their understanding of love, which occurs "as a result of observing models or 'scripts' around them" (Simon et.al, 2003; Bandura, 1986, as cited in Taba et.al, 2020, p. 468). This perception of love can come from the influence of their own close circles as well as from those ideals perpetuated by popular culture.

2.4.1 Family Factors

Teenagers' notion of love is strongly influenced by family factors, which are "aquellos donde se involucran las acciones, ideas, comportamientos que son observados y aprendidos, principalmente, por los adolescentes, y pueden tener una gran influencia en las relaciones de pareja" (Flores-Hernández, 2021, p. 50). Therefore, the behavioural habits observed from their family

members are mirrored in their romantic relationships, which can be positive but also a factor of potential risk if unhealthy relationships are present in their close circles.

One of the family factors that influences teenagers' romantic relationships the most is "family climate" (Xia et al., 2018. p. 2) . According to Xia et.al, "a warm and cohesive family climate fosters individuals with better differentiated self, constructive communication patterns, and less hostile-aggressive behaviours (...)" (2018, p. 3). Therefore, teenagers exposed to these positive family dynamics are more capable of building healthy relationships based on communication, support and respect. In contrast, if they grow up in an environment with constant conflicts and aggressiveness, it is possible that they develop "less skillful conflict resolution strategies and low involvement in later romantic relationships" (Darling et al., 2008; Tyrell et al., 2016, as cited in Xia et al., 2018, p. 3).

Another family factor that positively impacts adolescents's perception of love is "effective parenting practices" (Xia et al., 2018, p. 3). Those adolescents who experience positive parental practices at home "are more likely to engage in more positive interactive behaviours with their parents, which is thought to generalize to relationships with their romantic partners and ultimately result in more positive romantic relationships" (Donnellan et al., 2005; Tyrell et al., 2016, as cited in Xia et al., 2018, p. 4). For instance, if their parents openly communicate with them, adolescents have a greater chance to develop assertive communication skills and the ability to express their feelings freely. Likewise, if adolescents "benefit from more parental acceptance at home are more likely to engage in positive reciprocal interactions with others (Auslander et al., 2009, as cited in, p. 4). However, if these practices are not present in their family context, teenagers may act impulsively, feel lonely or normalize not talking about these issues, which can lead to feelings of shame and even emotional distance from others.

Therefore, it can be asserted that the family environment exerts a direct influence on the quality of adolescent romantic relationships. If they experience positive parental practices, such as respect, acceptance, communication and active listening, they are more likely to have the tools to build healthier connections that reflect these values.

2.4.2 Social Factors

Social factors also have a significant influence on teenagers' perceptions of love and romantic relationships. Among these factors are relationships with their peers/friends and the media.

Research has shown that teenagers' relationships with their peers become fundamental for their emotional and social development. According to Larson, "when with their peers, adolescentes report feeling more open and free than with family; additionally, the feedback communicated by peers is more positive and the talk less serious" (Larson, 1983, as cited in Furman & Shomaker, 2008, p. 773). They become essential supportive figures during this stage, having a significant impact on the formation of their self-concept and self-esteem. Moreover, they also influence each others' perception of love and romantic relationships. Similar to what has been discussed in the previous section, if adolescents observe that their friends have values such as respect, communication and non-violence, they will tend to develop similar values that will positively influence their relationships. However, if their friends reinforce gender stereotypes, believe in romantic love myths, and act in violent and toxic ways with their partners, they may develop skills that will negatively affect them. In fact, beyond shaping values and behaviours within a relationship, friends can even exert a significant impact on an individual's choice of their romantic partner. According to Simon et.al, "(...)an adolescent may be strongly inclined to pick dating partners who are 'approved of' by his/her peers, and who will likely increase the individual's social status within the peer group" (2021, p. 12) and if those are not approved, they "(..)are less likely to be selected" (2021, p. 12).

Traditional media, such as television and cinema, is another crucial element from which adolescents learn about romantic relationships. According to some studies, teenagers "seek out romantic content (...) in order to get information about dating" (Hefner & Wilson, 2013, p. 2). Therefore, it functions as a guide for them to know how to behave in their current or future romantic relationships. However, the romantic ideals portrayed in the media are not healthy, but sometimes dangerous as they promote idealized, unrealistic views on love which normalize unhealthy and violent behaviours. Some research confirms that "(...)adolescents who were exposed to media's non-realistic romantic representations tended to form distorted expectations about their relationships" (Vaterlaus et.al, 2018, as cited in Fernández et.al, 2021, p. 1666).

Social media is an additional potential factor that influences adolescents' understanding of love, as it acts "(...)as a source of relationship models" (Taba et.al, 2020, p. 468). However, these romantic representations are often unrealistic and idealized, as users "post especially attractive versions of themselves online" (Taba et.al, 2020, p. 468). Along with the idealized romantic lives of celebrities or adolescents' close relationships, several viral 'trends', a term with refers to topics that "(...)manage to attract an inordinate amount of attention(...)" (Asur et.al, 2021, p. 434), invite listeners to stay in unhealthy relationships. These are especially present in TikTok, which usually normalize jealousy and suffering as part of a desired relationship. As a result, this has a negative impact on users, especially teenagers, who may internalize those ideas and build toxic and unhealthy connections.

2.5 Differences between Healthy Relationships and Unhealthy Relationships

After analysing in depth the negative influence of myths of romantic love, as well as the strong impact family and social factors have in adolescents' romantic relationships, it is essential to distinguish what constitutes a healthy and an unhealthy relationship. While the objective of the learning situation in this paper is not to impose a specific vision on love, it does recognise that certain behaviours can be identified as either healthy or unhealthy. The tasks presented in the unit discuss romantic relationships in relation to the parameters included in this section.

According to Gower and Baldwin-White, "the qualities and characteristics of romantic relationships are determined by a number of factors existing across different levels of scale, from individual traits and characteristics to social and cultural environments" (2021, p. 272). That resonates with what has been discussed in the previous section, as romantic relationships are also shaped by family and social factors.

In general terms, "healthy relationships are linked to greater overall well-being whereas poor relationships are linked to poor mental health, well-being" (Kansky et.al, 2019, p. 1). However, these relationship types present additional characteristics which differentiate them from one another.

On the one hand, healthy relationships are relationships in which partners feel safe, respected and valued. There are no lies, manipulation or a position of power over the other, but rather a balance between the couple and a love that is genuine and selfless. However, this does not mean that conflicts or problems may not arise, but that they are solved by communicating openly and assertively. There are many characteristics that define a healthy relationship, but these are the most significant ones:

1. Respect
2. Trust
3. Honesty
4. Communication
5. Independence
6. Mutual desire
7. Support
8. Boundaries
9. Constructive problem solving
10. Absence of abuse

According to some research, adolescents emphasize "trust as the most important sign of a healthy relationship" (Brar, Boat & Brady, 2023, p. 9), as they consider that without trust the relationship would not work or would result in toxic and harmful behaviors.

On the other hand, unhealthy relationships are the opposite, as they are characterized by toxic and harmful patterns. They usually involve manipulation, jealousy, psychological abuse and even physical abuse and coercion. Therefore, there is no open communication, but the relationship is based on lies, distrust and violence. These are the main characteristics of an unhealthy relationship, directly contrasting with the previous ones:

1. Disrespect
2. Dishonesty
3. Lack of communication
4. Control
5. Manipulation
6. Jealousy
7. Psychological abuse
8. Physical abuse
9. Lack of support
10. Constant drama or conflict

Studies have shown that adolescents sometimes find it difficult and challenging to distinguish between healthy or unhealthy relationships, and even more challenging to leave an unhealthy relationship (Brar, Boat & Brady, 2023). As mentioned before, "it is possible that the ability to distinguish between healthy and unhealthy relationship characteristics is a function of childhood experiences including attachment to parents" (Miga et al., 2010, as cited in Brar, Boat & Brady, 2023, p. 17), "and witnessing healthy or unhealthy relationship behaviours between parents" (Chapple, 2003, as cited in Brar, Boat & Brady, 2023, p. 17). Additionally, it may also depend on "experience and relationship education" (Brar, Boat & Brady, 2023, p. 17). Therefore, adolescents can have different views on love due to their social and family contexts, which can have positive or negative impacts for their romantic relationships.

3. Learning Situation Proposal: "Is this love? Learning the Linguistic Tricks to Reach Healthy Relationships"

3.1 Curricular Framework

The learning situation is based on the current educational legislation established by the Ley Orgánica 3/2020, de 29 de diciembre, por la que se modifica la Ley Orgánica 2/2006, de 3 de mayo, de Educación and the Decret 175/2022, de 27 de setembre, d'ordenació dels ensenyaments de l'educació bàsica. The teaching and learning processes are defined under a competency-based curriculum that emphasizes students' "(...)formació integral, així com el desenvolupament de la seva personalitat i la preparació per a l'exercici ple dels drets humans i d'una ciutadania activa i democràtica en la societat actual" (Generalitat de Catalunya, 2022, Preàmbul II).

In particular, the didactic unit follows several of the general objectives of basic education in Catalonia. For instance, it includes tasks and a final project that promote "hàbits d'autoregulació, estudi i treball individual i en equip" (Generalitat de Catalunya, 2022, art 4), which is essential to ensure a positive classroom environment. Moreover, it promotes values such as empathy and respect as well as including activities and discussions that promote "la igualtat de gènere i respectar la diversitat sexual" (2022, art 4), rejecting "els estereotips que suposin qualsevol forma de discriminació entre persones" (2022, art 4). Students are also encouraged to "enfortir les capacitats afectives en tots els àmbits de la personalitat i en les relacions amb els altres" (2022, art 4), as they can reflect on their values, needs and express their feelings to better understand their emotions and get to know their peers on an emotional and personal level.

These previous objectives are achieved by teaching them how to "reconèixer els factors de risc, quan estan davant d'una relació que pot esdevenir no saludable i destructiva" (Generalitat de Catalunya, Ateneu). The unit includes meaningful tasks through which students can recognize signs of unhealthy behaviours, finally encouraging them to learn healthy, non-violent and non-toxic ways of relating to others. Therefore, the main goal is that they transcend those unrealistic and harmful views on love perpetuated by society, and have a safe space where they can build a healthier view on love. In this way, students' emotional well-being is being prioritized, allowing them to grow and develop not only cognitively, but also emotionally and personally.

Apart from dealing with this social aspect, which focuses on the achievement of equality and students' emotional well-being, this learning situation is also aligned with the *competències, sabers, vectors* and *criteris d'avaluació* present in the Decret 175/2022. Although this is going to be extensively explained in another section, it is essential to mention them as they are central to the *Currículum*.

This learning situation follows the first, second, fourth, fifth, sixth and tenth specific competences. In addition, several transversal competencies are included, such as the "Competència Digital (CD)", "Competència Ciutadana (CC)" and "Competència personal, social i d'aprendre a aprendre (CPSAA)" (Generalitat de Catalunya). In relation to these competencies, the learning situation deals with two sabers, which are "Comunicació" and "Reflexió sobre la llengua" (Generalitat de Catalunya).

Moreover, the six vectors have been addressed, and the most relevant ones are "Perspectiva de gènere", "Qualitat de l'educació de les llengües" i "Benestar emocional" (Generalitat de Catalunya).

The students will develop these skills through the tasks I have designed for the learning situation, ensuring that the learning experience is competency-based and meaningful for them. In addition, they will be assessed with different tools in accordance with the evaluation criteria present in the Decret 175/2022.

3.1.1 Subverting the Hidden Curriculum

Although the Decret 175/2022 addresses the pedagogical principles of "Educació afectivosexual" (Generalitat de Catalunya, 2022, art 3) and "Prevenció de violències" (Generalitat de Catalunya, 2022, art 3), idealized and cisheteropatriarchal romantic models are reinforced by the hidden curriculum. This term "hace referencia a las prácticas y resultados de la enseñanza que, si bien no aparecen explícitamente en las guías curriculares o en la política escolar, constituyen un elemento regular y eficaz de la experiencia escolar" (Vallance, 1989, as cited in López Medina, 2020, p. 73), with the main objective of "lograr una continuidad de las normas y valores dominantes tal como los definen y defienden grupos sociales que tienen mayor poder en la sociedad adulta" (López Medina, 2020, p. 68).

On the one hand, the hidden curriculum silences adolescents' romantic relationships, even though they are a central aspect of their lives. However, when they are introduced, they usually reinforce a traditional view of love based on myths, unhealthy behaviours and ignoring issues such as healthy habits, boundaries or assertive communication. Therefore, love is superficially introduced in the classroom as it relies on harmful social constructs which negatively influence adolescents. On the other hand, the hidden curriculum reproduces cishetereopatriarchial values which refer to "ingrediente por el cual los hombres, la heterosexualidad y las personas cis son consideradas la norma y tienen mayor reconocimiento, prestigio y valoración social y por ello supremacía sobre otros géneros y sobre otras orientaciones sexuales" (Sánchez Sainz, 2019, as cited in López Medina, 2020, p. 50). This issue can be observed in student textbooks, in which cis-heterosexual couples are the norm, with not enough representation for students who do not identify as such. In fact, as López Medina argues, "la ocultación de estas personas y sus grupos de referencia es un ejemplo de violencia

simbólica"(Bourdieu y Wacquant, 1995; Wittig, 2006, as cited in López Medina, 2020, p. 95), as it discriminates against students, making them believe that their identities are not valid.

The learning situation present in this paper aims to help to subvert the hidden curriculum, as it deals with love and romantic relationships from a non-traditional perspective. The unit transcends the idealisation of love based on myths, toxicity and violence, to reach a healthier vision on love that may positively influence them. To achieve this, the students are not taught what to feel or how to behave, but are given the space to reflect on their values and needs, express their feelings and emotions and question the romantic love ideals promoted by society. In addition, different sexual orientations and ways of loving are made visible and celebrated, thus building a more inclusive educational environment where all students, regardless of their race, gender identity or sexual orientation, feel represented and respected in the classroom.

Therefore, as Torres Santomé argues, this learning situation makes that "(...) esa vida cotidiana que tiene lugar en las instituciones escolares sea verdaderamente educativa y de interés para todos los niños y niñas" (1998, p. 197), and that students "adquieran la competencia y confianza necesaria para expresar sus preocupaciones legítimas (...)" (1998, p. 150).

3.2 Contextualisation and Needs' Analysis

The learning situation has been implemented at the Institut Jaume Botey, a public secondary school in the city of L'Hospitalet de Llobregat, which has approximately 282,299 citizens (Idescat, 2024). In particular, the city's employed population represents 62,9%, with 17,2% of low-skilled workers and, in terms of education, 20.8% of the population has a low level of education, and 33.2% of the young population has no post-compulsory education (Idescat, 2021).

The secondary school was re-inaugurated seven years ago, adopting the name it bears today, in

homage to the Catalan teacher, writer, historian and activist Jaume Botey. It is located in the Santa Eulàlia neighbourhood, near the Can-Tries Gornal metro station, where there are several industrial polygons with abandoned factories, making it an area with neither social nor commercial activity.

When the school was reinaugurated, it was not recognized by the citizens and the vacants were not occupied, with the most vulnerable population coming to the school. However, the vacants are now occupied, with a reduced number of students in upper secondary education.

Nowadays, the Institut Jaume Botey offers compulsory secondary education and upper secondary education of two branches: humanistic-social and scientific-technological. In first and second of ESO, there are four classes and in 3rd and 4th of ESO there are three classes. The learning situation of my paper has been designed for 4th of ESO students, in which there are approximately 25 students per class.

As in other public educational institutions, the high school has a mission present in their *Projecte Educatiu de Centre* (PEC) which is to "formar persones dignes i lliures" (Institut Jaume Botey, 2021, p.14), working on their "desenvolupament emocional i maduratiu" (2021, p. 14). In addition, they include several values in relation to this philosophy, which are plurality and respect, openness, coeducation, sustainability, acceptance, integration and inclusion, democracy and participation and physical, psychological and social well-being (Institut Jaume Botey, 2021). The school also reflects on its strengths and weaknesses, which I was also able to observe during my internship. Some of their strengths are "projecte innovador, centre acollidor i equip docent ben cohesionat, suport de les diferents administracions" (Institut Jaume Botey, 2021, p. 10), while their weaknesses are "resultats baixos a les proves externes, instal.lacions antigues i precàries, nombre elevat de professorat interí" (Institut Jaume Botey, 2021, p. 10).

In relation to inclusive education, the high school offers an *aula d'acollida* where newcomers who do not speak Catalan, or who neither speak Catalan nor Spanish go to learn the language. In addition, students with special needs have a *Pla Individualitzat* (PI) in order to ensure their learning evolution and well-being in the classroom.

Another key aspect to mention is the profile of the students, as well as their behavioural attitudes in the classroom. The students are approximately 60 percent immigrants, mostly from Spanish-speaking countries, although there are also students from Morocco, Ukraine and India. Concerning their behaviour in the classroom, there are some conflicts which are normally resolved through mediation and the measures detailed in their document of *Normes d'Organització i Funcionament del Centre document* (NOFC). However, when more serious situations occur, they are expelled as the educational protocols indicate. The most frequent problematic situations that occur are related to their misbehaviour and demotivation, which makes them uncommitted to doing their homework (Institut Jaume Botey, 2021). To help them both emotionally and professionally, apart from the teachers, there are four guidance counselors who are constantly working with them to ensure their well-being.

Having described the general context, I will now focus on the specific needs of students that justify the creation of the learning situation presented in this paper.

During the first part of the internship, I observed some of their beliefs and ideals about love and romantic relationships, which were not healthy either for themselves or for their current or future partners. Most of them believed in the myths of romantic love, which, as I have previously discussed,

create unrealistic expectations and normalize unhealthy behaviours. In addition, the students were unmotivated in the classroom, which affected their performance and, therefore, their learning evolution and personal development. This was mainly due to the fact that the contents were not connected to their real-life contexts, but focused on the syllabus in their text-books. Therefore, they did not have the opportunity to learn about issues of their interest that went beyond the established topics.

These several reasons led me to create a learning situation that focuses on a topic which is relevant for them and connects to their real-life context as they begin to experience their first romantic relationships. The lesson plans are tailored to their interests, preferences and needs both at the linguistic and personal level, in order to foster their motivation and participation in the classroom.

3.3 Group Analysis

The group consists of twenty five students in 4th of ESO, last year of compulsory education, aged between 15 and 17 years old. They receive three hours of English per week on Tuesdays, Thursdays and Fridays.

A key aspect of the class is its significant cultural diversity, with students coming from different countries. Among them are students from Spain, Morocco, Peru, Colombia, Bolivia and the Dominican Republic. Newcomers represent 30 percent of the class, who do not know how to speak in Catalan, and some of them have not been able to study English in their home countries. Due to this situation, they go to the *aula d'acollida*, but during other subjects, as they are always present in English lessons.

Regarding students' linguistic skills, their level of English is generally low. The majority of the students are at A2+ level of the CEFR, although some students are at B1 level, which is the expected level in this stage, except for one student who has almost a B2 level in English. In particular, newcomers are the ones who tend to struggle the most as they barely or did not study English in their home countries. Furthermore, there are some students with special needs, and the proper measures have been implemented in the learning situation to ensure students' learning evolution and well-being in the classroom.

In terms of their performance, most students are able to understand simple texts and instructions, but oral expression is challenging for the vast majority of the class. Students tend to produce short sentences with hesitation, pauses, mispronunciations and grammatical errors. However, there are some other students who are more fluent and try to practice to improve their speaking skills. Those students are able to formulate sentences and have conversations with the teacher and their classmates with the expected errors at their level. Moreover, writing is also

challenging for many students, who need constant help and digital dictionaries to complete the tasks. The most common errors are the wrong use of verb tenses, lack of vocabulary knowledge and reduced use of connectors and punctuation. Regarding students' listening comprehension skills, they are able to understand the main ideas of the audiovisual materials used in the class and showed progress throughout the unit.

When observing their abilities in the target language, I was also able to observe their work preferences. Most learners preferred working in pairs, as it made them feel more confident and allowed them to discuss their opinions and doubts. Students also enjoyed working in groups, as it fostered cooperation and improved their communication skills. However, when students worked in groups they tended to speak in Spanish, which had to be regulated by me to make sure they were using the target language. In contrast, a few students preferred to work individually, and these were mostly those at a more proficient level. However, the grouping established in the activities was respected by the students as it was varied and, therefore, met all their preferences and needs.

Regarding their level of interaction in the classroom, the different forms of representation and action as well as the flexibility with grouping, improved students' participation in the classroom. In addition, as the activities were related to a topic they experience on a daily basis and allowed them to express their opinion and experiences, students were more willing to interact with each other. Despite this, there were some groups who did not work as effectively as expected, and I had to insist that they followed the class dynamics and completed the tasks.

Therefore, it can be asserted that the behaviour of the class was generally positive, although they struggled to keep their attention. In general terms, no conflicts have arisen, except for small arguments in the class change or in some tasks because their views on love were different, which could be solved through mediation. However, some students used their smartphones in the classroom, which is forbidden, and had to be taken by the mentor. Moreover, most of them did not bring the necessary material to the class, and the computer was often used to play video games when I was not looking, which I had to constantly monitor.

3.4 Introduction to the Learning Situation

"*Is this love? Learning the linguistic tricks to reach healthy relationships*" is a learning situation created for 4th of ESO students in the subject of English as a Foreign Language (EFL).

Adolescence is a stage of life in which teenagers build their identity and engage in their first romantic relationships. These have a significant impact on their lives, as they help them to understand and express their emotions at a deeper level. However, popular culture often influences teenagers negatively, promoting unrealistic expectations about romantic relationships by reinforcing myths that normalize unhealthy behaviours. This affects their self-esteem, leading to dissatisfaction and contributing to potentially unhealthy habits in their current or future romantic relationships.

Due to these factors, it is essential to give teenagers the tools to help them build stronger and healthier connections. Sex education plays a vital role in achieving this goal, offering them the guidance to build healthy relationships and, therefore, support both their emotional and personal development. This is why I propose this learning situation, to help students recognize and question unhealthy and toxic behaviours, and to explore and acquire a new conceptualization of love that promotes more equal and healthy relationships. The unit involves both the analysis of external relationships and students' self-introspection, thus encouraging them to question social constructs and reflect on their behaviours and needs.

For the learning scenario to be coherent, the topic is covered in three stages. First, students begin working on unhealthy love and learn about myths of romantic love, identify toxic behaviours as well as use linguistic aspects such as vocabulary related to emotions and relationships, question formation, conditionals, and mixed tenses. In addition, they develop strategies for recognizing and giving advice (e.g. connectors, greetings) on how to break up with a toxic partner. Therefore, the main objective of this first stage is for students to learn how unrealistic love expectations promoted by society are. In particular, they are expected to develop a critical eye on what they are exposed to, and understand what type of behaviours are harmful in a relationship. Then, they advance to the following stage, which deals with healthy love, in which several linguistic aspects are also worked with such as the use of past tenses, vocabulary related to habits in a relationship, adjectives of personality, conditionals and description. Throughout these lessons, students learn about healthy habits in a relationship, reflect on what kind of partner they need and want to be, and understand the importance of assertive communication in a relationship. By the end of the unit, students will have to complete a digital project by creating a blog on Blogger. Through this blog, they write entries about those aspects they have worked with during the unit with the aim of raising awareness about the importance of building healthy relationships. This project is carried out in groups, which they present orally to classmates

from other classes or levels. On the last day they will perform a multiple choice test.

The challenge of this learning situation is to get students to reflect deeply, having them critically analyse the impact of toxic and unhealthy love in their lives, and learn how to build healthy relationships in which there is trust, respect and communication. This process not only fosters personal growth but also empowers them to positively influence their peers through the blog.
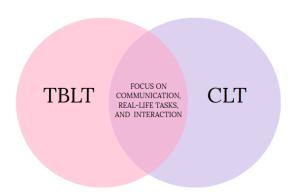
3.5 Learning Objectives and Evaluation Criteria

In this section, I include the learning objectives and their corresponding evaluation criteria, along with the documents to evaluate the tasks, digital project and final test.

Learning objectives What do we want students to learn and why? CAPACITAT + SABER + FINALITAT	Evaluation criteria How do we know they have learned it? ACCIÓ + SABER + CONTEXT
1.Students will be able to write a letter between 80–90 words using specific language skills to help a friend recognize they are in a toxic relationship and offer guidance and support to improve their situation. (CE5 + CE10)	1.Students write a letter on paper, without using dictionaries or digital tools to avoid plagiarism, in which they apply the vocabulary, connectors, structure, and healthy romantic values worked in class. The text is assessed using a rubric, which evaluates the clarity, coherence, cohesion, grammar and the gender vector. (CE5 + CE10)
2.Students will be able to write posts and create illustrations using clear and persuasive language to make their followers recognize toxic behaviours and empower them to build healthy relationships based on mutual respect, trust and support. (CE5+CE6+CE10)	2.Students write entries and create illustrations by using different digital tools to post them in the blog. They implement the topics, vocabulary, grammar and values worked in class. The project is assessed using a rubric which evaluates the posts' content and relevance, grammar and vocabulary, presentation and structure, creativity, social awareness and gender. (CE5+CE6+CE10)
3.Students will be able to speak about healthy and unhealthy love using the correct vocabulary in order to share their knowledge and raise awareness about the negative impacts of unhealthy love and encourage others to build healthy relationships. (CE3+CE10)	3.Students present their blog posts in their original groups to other levels. They address the topics they have chosen about healthy and unhealthy love, being assessed with a checklist. (CE3+CE10)
4.Students will be able to identify and apply grammar structures and vocabulary related to healthy and unhealthy love in a multiple choice test.	4.Students complete a multiple choice test focused on grammar and vocabulary related to the topic. They must demonstrate comprehension and recognize correct language use and form. Students are assessed with an answer key as it is a reliable test.

3.6 Methodologies

The methodologies used in this learning situation are Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT). These allow for student-centred learning and real language use by working with a topic that goes beyond the textbook's syllabus that students use at the school.

3.6.1 Task - Based Language Teaching (TBLT)

Task - Based Language Teaching (TBLT) is a teaching approach that is structured around meaningful tasks. Rather than explicitly focusing on language forms, "the language studied is determined simultaneously as the students complete the task" (Buyukkarci, 2009, p. 316).

According to Ellis, a task is defined as "a workplan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed" (Ellis, 2003, as cited in Nunan, 2004, p. 3). Moreover, a task should follow some criteria to be functional and meaningful for students in the classroom. For instance, the subject of the task should be of students' interest and have a clear and well-defined structure following three stages: pre-task, while-task, and post-task. The pre-task usually works as a warm-up for students to get introduced to the topic, the objectives of the task and activate their prior knowledge "in ways that will help promoting acquisition" (Buyukkarci, 2009, p. 317). The while-task is the part in which students complete the main task while the teacher offers support and, finally, students complete the post-task in which they reflect on what they have previously learned.

The learning situation proposed in this paper introduces task-based lesson plans following the structure mentioned above which "provides the learner with an active role in participating" (Buyukkarci, 2009, p. 318) and "offers more opportunities for students to display their thinking through their actions" (Buyukkarci, 2009, p. 318).

3.6.2 Communicative Language Teaching (CLT)

The second methodology used in this learning situation is the Communicative Language Teaching approach (CLT). This goes "beyond teaching grammatical rules of the target language, and propose that, by using the target language in a meaningful way, learners will develop communicative competence" (Thamarana, 2015, p. 91). In order to achieve this goal, it uses "real-life situations that necessitate communication" (Brandl, 2008, p. 5), which at the same time better motivate and engage students.

The tasks included in the learning situation presented in this paper require students' communication to complete them. For instance, some tasks expect students to analyze relationship behaviours, reflect on their preferences in a relationship, give advice and ask each other about their romantic experiences. In this way, students express their ideas, opinions, emotions and feelings using the target language, thus acquiring skills they need in their real-life contexts. Therefore, language becomes a tool for real interaction, although it still "pays systematic attention to functional as well as structural aspects of language" (Littlewood, 1981, as cited in Thamarana, 2015, p. 91). For instance, the learning situation focuses on the acquisition of vocabulary related to love, relationships, emotions and personal description, alongside grammar topics such as mixed verb tenses, question formation and conditionals. In addition, it also develops writing, listening and reading skills.

3.7 Design of the Learning situation

3.7.1 Competències

Competències específiques
Competència específica 2 Comprendre i interpretar textos orals i multimodals, en la llengua estàndard, recollint el sentit general i la informació més rellevant, la seva forma i el seu contingut, per construir coneixement, formar-se opinió.
Competència específica 3 Produir textos orals i multimodals amb coherència, claredat i registre adequats, atenent les convencions pròpies dels diferents gèneres discursius, i participar en interaccions orals variades, amb autonomia, per expressar idees, sentiments i conceptes, construir coneixement i establir vincles personals.
Competència específica 4 Comprendre, interpretar i analitzar, amb sentit crític i diferents propòsits de lectura, textos escrits i multimodals reconeixent el sentit global i les idees principals i secundàries, identificant la intenció de l'emissor, reflexionant sobre el contingut i la forma i avaluant-ne la qualitat i fiabilitat, per tal de construir coneixement i donar resposta a necessitats i interessos comunicatius diversos.
Competència específica 5 Produir textos escrits i multimodals amb adequació, coherència i cohesió, aplicant estratègies elementals de planificació, redacció, revisió, correcció i edició i atenent les convencions pròpies del gènere discursiu triat, per construir coneixement i donar resposta de manera informada, eficaç i creativa a demandes comunicatives concretes.
Competència específica 6 Cercar i seleccionar informació procedent de diferents fonts de manera progressivament autònoma, avaluant-ne la fiabilitat i pertinència en funció dels objectius de lectura i evitant els riscos de manipulació i desinformació, i integrar-la i transformar-la en coneixement, per comunicar-la, adoptant un punt de vista crític, personal i respectuós amb la propietat intel·lectual.
Competència específica 10 Posar al servei de la convivència democràtica, la resolució dialogada dels conflictes i la igualtat de drets de totes les persones, les pròpies pràctiques comunicatives, utilitzant un llenguatge no discriminatori i desterrant els abusos de poder a través de la paraula, per afavorir un ús eficaç, ètic i democràtic del llenguatge.

Competències transversals
Competència digital (CD)
CC1. Analitzar i comprendre idees relatives a la dimensió social i ciutadana de la seva pròpia identitat, així com als fets socials, i normatius que la determinen, demostrant respecte per les normes, empatia, equitat i esperit constructiu en la interacció amb els altres. CC2. Analitzar i assumir amb fonament els principis i valors que emanen del procés d'integració europeu, de l'ordenament jurídic de l'Estat espanyol i de Catalunya i dels drets humans i de l'infant, participant en activitats comunitàries, com la presa de decisions o la resolució de conflictes, amb actitud democràtica, respecte per la diversitat, i compromís amb la igualtat de gènere, la cohesió social. CC3. Analitzar i comprendre problemes ètics fonamentals i d'actualitat, considerant críticament els valors propis i aliens, i desenvolupant els seus propis judicis per afrontar la controvèrsia moral amb actitud dialogant, argumentativa, respectuosa i oposada a qualsevol tipus de discriminació o violència —incloent-hi la violència masclista, LGTBIfòbica, racista o capacitista— o fonamentalisme ideològic.
Competència ciutadana (CC)
CPSAA 1. Regular i expressar les seves emocions enfortint l'optimisme, la resiliència, l'autoeficàcia i la recerca de propòsit i motivació cap a l'aprenentatge per gestionar els reptes i canvis i harmonitzar-los amb els seus propis objectius. CPSAA 2. Conèixer els riscos per a la salut relacionats amb factors socials, per consolidar hàbits de vida saludable en el terreny físic i mental. CPSAA 3. Comprendre proactivament les perspectives i les experiències dels altres i incorporar-les al seu aprenentatge per participar en el treball en grup distribuint i acceptant tasques i responsabilitats de manera equitativa i emprant estratègies cooperatives.
Competència personal, social i d'aprendre a aprendre (CPSAA)
CPSAA 1. Regular i expressar les seves emocions enfortint l'optimisme, la resiliència, l'autoeficàcia i la recerca de propòsit i motivació cap a l'aprenentatge per gestionar els reptes i canvis i harmonitzar-los amb els seus propis objectius. CPSAA 2. Conèixer els riscos per a la salut relacionats amb factors socials, per consolidar hàbits de vida saludable en el terreny físic i mental. CPSAA 3. Comprendre proactivament les perspectives i les experiències dels altres i incorporar-les al seu aprenentatge per participar en el treball en grup distribuint i acceptant tasques i responsabilitats de manera equitativa i emprant estratègies cooperatives.

3.7.2 Sabers

This learning situation covers the following sabers:

Saber	Àrea o matèria

1. Comunicació
- Gèneres discursius:
  - Anàlisi, argumentació i ús de models contextuals i gèneres discursius d'ús comú en la comprensió, producció i coproducció de textos orals, escrits i multimodals, breus i senzills, literaris i no literaris: característiques i reconeixement del context (participants i situació), expectatives generades pel context; organització i estructuració segons el gènere, la funció textual i l'estructura.
 	
- Processos:
  - Desenvolupament de l'autoconfiança i iniciativa. Valoració de l'error com a part integrant del procés d'aprenentatge de la llengua.
  - Reconeixement, anàlisi i ús de patrons sonors, accentuals, rítmics i d'entonació d'ús comú, i significats i intencions comunicatives generals associades a aquests patrons, en situacions informals i semiformals.
  - Aplicació d'estratègies d'ús comú per a la planificació, execució, control i reparació de la comprensió, la producció i la coproducció de textos orals, escrits i multimodals, com ara reformular, comparar i contrastar, resumir, col·laborar, debatre, resoldre problemes i gestionar situacions compromeses identificar informació rellevant, realitzar inferències, determinar l'actitud i el propòsit del parlant, en situacions comunicatives informals, semiformals, no formals i formals.
  - Utilització d'eines analògiques i digitals d'ús comú per a la comprensió, producció i coproducció oral, escrita i multimodal; i plataformes virtuals d'interacció i col·laboració educativa (aules virtuals, videoconferències, eines digitals col·laboratives...) per a l'aprenentatge, la comunicació i el desenvolupament de projectes.
  - Anàlisi, argumentació i ús de funcions comunicatives d'ús comú adequades a l'àmbit i al context comunicatiu: descripció i caracterització de persones, objectes, petició i intercanvi d'informació sobre qüestions quotidianes; oferir, acceptar i rebutjar ajuda, proposicions o suggeriments; expressar parcialment el gust o l'interès i emocions; narració d'esdeveniments passats, descripció de situacions presents; expressar l'opinió i la possibilitat; argumentacions senzilles; realitzar hipòtesis i suposicions; expressar la possibilitat, la incertesa i el dubte; reformular i resumir.
	Llengua Estrangera

- Respecte a la propietat intel·lectual i drets d'autor sobre les fonts consultades i continguts utilitzats, en contextos personals, socials i acadèmics. - Cerca i selecció d'informació que impliqui l'ús de recursos per a l'aprenentatge i estratègies d'ús comú: diccionaris, recursos digitals i informàtics, etc., en contextos de l'àmbit personal, acadèmic i social diversos. - Reconeixement, anàlisi i ús discursiu dels elements lingüístics - Anàlisi i aplicació de convencions i estratègies conversacionals d'ús comú, en format síncron per iniciar, mantenir i acabar la comunicació, prendre i cedir la paraula, demanar i donar aclariments i explicacions, reformular, comparar i contrastar, resumir, col·laborar, debatre, etc - Anàlisi, valoració i utilització d'unitats lingüístiques d'ús comú i significats associats a aquestes unitats tals com l'expressió de l'entitat i les seves propietats, l'afirmació, la negació, la interrogació i l'exclamació, relacions lògiques habituals, en situacions personals, socials i acadèmiques. - Anàlisi, valoració i ús de lèxic d'ús comú i d'interès per a l'alumnat, relatiu a la identificació personal, relacions interpersonals, vida quotidiana, tecnologies de la informació i la comunicació, tenint en compte la perspectiva de gènere. - Reconeixement, anàlisi i ús de patrons sonors, accentuals, rítmics i d'entonació d'ús comú, i significats i intencions comunicatives generals associades a aquests patrons, en situacions informals i semiformals. - Anàlisi i aplicació de convencions ortogràfiques d'ús comú i significats i intencions comunicatives associats als formats, patrons i elements gràfics.	
2. Reflexió sobre la llengua: - Aplicació d'estratègies i tècniques per respondre eficaçment i amb nivells creixents de fluïdesa, adequació i correcció a una necessitat comunicativa concreta tot i les limitacions derivades del nivell de competència en la llengua estrangera i en les llengües familiars, en comunicacions orals, escrites i multimodals. - Aplicació d'estratègies d'ús comú per identificar, organitzar, retenir, recuperar i utilitzar creativament unitats lingüístiques (lèxic, morfosintaxi, patrons sonors, etc.), a partir de l'ús tàctic dels coneixements que es tenen de les llengües, i les seves varietats, i que conformen el repertori lingüístic, de forma autònoma - Aplicació d'estratègies i eines d'ús comú per a l'autoavaluació, la coavaluació i l'autoreparació, analògiques i digitals, individuals i cooperatives que permetin el desenvolupament, la regulació i la millora del procés d'aprenentatge de la llengua.	Llengua Estrangera

- Ús d'estructures morfosintàctiques i de lèxic adequat, tot reflexionant sobre els processos comunicatius implicats, amb la utilització del metallenguatge específic.
- Aplicació dels coneixements de les diferents llengües del repertori lingüístic com a eina d'aprenentatge de la llengua estrangera.

3.7.3 Vectors

The learning situation addresses the following vectors:

1. Aprenentatges competencials: The tasks included in this learning situation encourage meaningful and competency-based learning by helping students recognize and analyze relationship behaviors and build healthy relationships. This learning lasts over time since students will be able to apply what they have learned to their current or future relationships.

2. Perspectiva de gènere: This learning situation is clearly oriented towards overcoming gender inequalities and stereotypes, advocating the need for building healthier relationships in which there is equality and mutual respect.

3. Universalitat del currículum: The contents of the learning situation follow the *Disseny Universal per a l'Aprenentatge principles* (DUA), as they are presented in various formats – visual, auditory, and textual – and students are allowed to respond in different ways –speaking, writing, drawing – along with pairing and group activities to ensure inclusivity and equal access to learning for all students.

4. Qualitat de l'educació de les llengües: The learning situation focuses on communication, including tasks that promote real-language use. In particular, students are encouraged to engage in discussions about love, giving them a voice to express their thoughts, feelings, and reflect on their behaviours and preferences in relationships.

5. Ciutadania democràtica i consciència global: Students collaborate respectfully and democratically with their classmates, having respect for each others' views, and beliefs while using assertive communication to solve disagreements. In addition, the learning situation encourages them to build healthier and inclusive relationships, ultimately contributing to a more equal society.

6. Benestar emocional: Throughout the learning situation, the emotional well-being of the students is

prioritized by teaching contents that will positively influence them. For instance, students learn about healthy habits, how to identify unhealthy behaviours, how to positively manage their emotions and how to assertively communicate with others. In addition, there is a focus on self-introspection, which allows students to emotionally regulate, thus fostering both their emotional and personal growth. To achieve this, they are given a voice to express their emotions and experiences, which are always valued, thus reinforcing their sense of belonging in the classroom.

3.7.4 Mesures Universals i Addicionals

It is essential to provide an education in which "tot l'alumnat pugui participar i aprendre en els mateixos entorns escolars i obtingui una resposta ajustada a les seves singulars necessitats" (Generalitat de Catalunya). For these reasons, several universal and additional measures have been implemented in this learning situation.

To begin with, I include in a list the universal measures that have been covered to ensure students' learning and well-being in the classroom:

1. The tasks proposed in this learning situation are adapted to students' pace of learning, to their interests as well as the stage of life in which they are experiencing their first romantic relationships.

2. The tasks have been designed using the *Disseny Universal de l'Aprenentatge* (DUA), providing multiple ways of presenting the information as well as multiple ways of representation and action (Generalitat de Catalunya).

3. Collaborative learning is ensured throughout the entire learning situation, including meaningful tasks to be completed in groups or pairs.

4. Flexible grouping is also ensured since students are divided into different groups to complete the tasks and the final digital project, which they can choose if they work efficiently.

5. Diverse assessment measures have been designed to evaluate students' assignments, including several rubrics, a checklist and an answer key for the final test. The assessment is centred around students' progress, the evidence demonstrated through the activities and the final results of the digital project and final test.

6. The activities provide a balance between paper-based and digital activities, using different

technologies of information and communication (ICTs) that make learning more engaging, meaningful and attractive for students.

Moreover, several additional measures have been implemented for those students with special needs in the classroom, who are a dyslexic student, a student with vision difficulties and some of the newcomers.

For the dyslexic student, several measures have been implemented to enhance their comprehension. For instance, the tasks are designed using Arial font, which is beneficial for dyslexic learners, as well as with pictures to enhance comprehension. The student is also invited to sit at the front to improve the readability of the documents and presentations. The criteria for evaluating this student follows what is established in their *Pla Individualizat* (PI).

There is also a student with vision difficulties, who finds it difficult to read texts projected on the screen when there is too much light. The student is therefore invited to sit at the front of the class and is given the tasks and presentations' slides on paper so that they can read correctly what the teacher is explaining.

Lastly, some of the newcomers of the class have very basic or no English language skills, and that is why a *Pla Individualitzat* (PI) has been designed by the school to ensure their learning evolution. Therefore, the criteria to evaluate those students follows what this *Pla Individualitzat* (PI) indicates. Moreover, they are allowed to do the activities in pairs and use digital dictionaries when necessary as well as are given more time to complete them.

3.7.5 Session-by-Session Planning

	Description of the learning and assessment task	**Focus-on-form**	**Time**
Starting task: What do I know?	***Lesson 1: Introduction to the topic*** **1. Brainstorming:** *Think of a word/expression in relation to romantic love.* - Mentimeter Activity to share their thoughts on romantic love and myths.	Vocabulary learning: myths of romantic love.	15 min.

	2. Listening Activity: *Busting Myths of Romantic Love.*
	   - Pre-task: The teacher does some vocabulary scaffolding. Students have a grid with different words related to romantic love and relationships which they need to match with their correct definitions. Then, they divide them into grammatical categories.
	   - While-Task: Students watch the video and complete the task by filling in the missing words.
	   - Post - task: Students order different statements in order of importance according to their own criteria.
		Listening Comprehension. Vocabulary learning: myth, relationship, self-worth, empower, partner, unhealthy, toxic, predestined, normalize.	30 min.

	3. Introduction to the SA: - Students are shown a presentation that introduces the topic, the goals, the process and the materials to be used during the lessons.		10 min.

Developmental tasks: What am I learning?	Lesson 2: Delving into the myths		
	1.Warm-up activity: Students are asked if they remember the myths of romantic love they saw last day and write it on the Padlet. This is always available for them as a repository.	Vocabulary revision.	10 min.
	2. Jigsaw Reading: *Myths of Romantic Love.* - Pre-Task: The teacher does vocabulary scaffolding. - While-task: Students are divided into five groups of five. They start by working in their original groups. Then, they regroup with classmates who have been assigned the same text to discuss it and answer the questions. - Post-Task: Students return to their original groups to share and discuss what they learned from the text. The better half myth, The jealousy myth, The love conquers all myth, The eternal passion myth, The love is suffering myth[1]	Reading comprehension. Vocabulary learning: better half, jealousy,conquer ,passion,sufferin g,dependence,un healthy, control, trust,anxious, possessiveness, obsession, communication.	25 min.
	3. Bingo: In pairs, students play bingo about myths of romantic love, with the teacher reading the bingo cards.[2]	Vocabulary revision.	15 min.
	Lesson 3: Unhealthy and toxic love		
	1. Cloze & Reading Comprehension: Red Flags in a Relationship: Complete the story - Pre-task: The teacher does vocabulary scaffolding. - While-task: Students complete the activity by means of the think-pair-share technique. - Post-task: Students share their answers.	Vocabulary learning: empathy, dependency, distrust, cheat on, break up with, intimidate, communication, control, gaslighting, manipulative, possessive. Mixed tenses.	30 min.
	2. Pair - work activity: *Traffic light of love* - Pre-task: Students watch the video featuring selected scenes from the films *After We Collided*, *After We Fell & After Ever Happy* focusing on the relationship between Hardin and Tessa. - While-task: In pairs, students categorize sentences said by the characters into healthy, unhealthy or ambiguous using a traffic light.[3]		20 min.

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[1] The myth of jealousy text adapted from Tarancón, J (2023, October 10). Jealousy. The great myth of love. [Blog Post]. Psicologia Sexologia Mallorca.
    The better half myth adapted from Calvo, I (2023, January 28). Breaking the myth of the better half: emotional independence.[Blog Post]. Mentes Abiertas Psicología.
[2] This activity is inspired by the bingo activity in the didactic material of el Ministerio de Educación de la Nación Argentina.

[3] This activity is inspired by the activity of "El semàfor" in Unitat d'Assessorament Psicopedagògic.

	- Post-task: Students share their answers with their classmates and they have to come to an agreement and post it in the [Padlet]().	Vocabulary learning, understanding tone and context and analyzing the meaning of sentences.	
	Lesson 4: Let's talk about love!		
	1. Warm-up activity: Students are told that the sentences from the film are posted in the [Padlet](). Now, they are expected to write the vocabulary words they learned the other day in the "Unhealthy Vocabulary" section.	Vocabulary revision.	10 min.
	2. Speaking Activity: *Find someone who...*	Speaking. Vocabulary learning. Question formation (using the past simple and the present perfect).	20 min.
	- This is a guided speaking activity designed to encourage students to interact among each other.		
	- Each student will receive a [grid]() with three columns:		
	a. Find someone who…: A prompt describing an action or experience.		
	b. Questions: The beginning of two questions that students will ask their classmates		
	c. Student's name: A space to write the name of the classmate who answers "yes" to the question.		
	- Students will move around the classroom, asking their classmates questions to find five people who match their descriptions.		
	3. Game: [Unhealthy and Healthy Love Alphabet Game]():	Vocabulary learning: affection, nurture, boundaries, forgiveness, loyalty, quality time, supportive, unconditional, vulnerability.	20 min.
	- The teacher projects the game and asks one student to volunteer to type the answers.		
	- All the class answers the questions together and the volunteer types them in the computer.		
	- When the game is finished, students play it individually on their computers to review the concepts. [4]		
	Lesson 5: Recognizing toxic love and taking action		
	1.Speaking warm-up activity: Students have seen how films influence their understanding of romantic relationships. Now, they are asked if music influences them too.	Speaking. Students give their opinion and share their interests.	15 min.
	- The teacher encourages students to talk about their favorite artists and songs, and how they influence their understanding of love.		
	- Students write their favorite love songs in the [Padlet]().		

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[4] This activity is inspired by Mourelo's <u>alphabet game.</u>

2. Listening Activity: *The Way I loved you by Taylor Swift* - Pre-task: The teacher introduces the song and its themes, explaining how it describes a toxic relationship. - While-task: Students listen to the song two times and fill in the gaps. They are invited to highlight toxic and unhealthy behaviors they recognize. - Post-task: The teacher analyzes the zero conditional sentences with them and students write five red flags using the zero conditional.	Listening comprehension. Vocabulary learning. Use of the zero conditional to write red flags.	40 min.
3.Writing Activity: *Writing a letter to a friend.* - Pre-task: With the Writing a letter to a friend presentation the teacher introduces the issue, the structure, tips on how to write a letter and the rubric with which they are going to be evaluated. - While-task: Students write the letter on paper. - Post-task: Students do peer-assessment.	Writing. Correct use of connectors, greetings and closings to write a letter.	45 min.

Synthesis and structuring tasks: What have I learned new?	*Lesson 6: Healthy Love: Building Healthy and Positive Relationships*		
	1. Brainstorming: Students participate in a Wooclap about healthy love to share their knowledge, thoughts and feelings in relation to the topic. a. Word cloud in which they write words related to healthy love b. Questions about healthy habits which they need to match with their correct definitions. c. Whatsapp conversation to categorize the messages into healthy or unhealthy. d. Relationship qualities they need to rank from most to least important for them.	Vocabulary learning: verbs and nouns related to healthy habits: emotional connection, effective communication, shared version, emotional support, express affect, respect, teamwork, conflict resolution.	15 min.
	2.Vocabulary activity: Building Healthy Relationships - Pre-task: The teacher does some vocabulary scaffolding. - While-task: Students match the habits with the pictures. [5] - Post-task: Students classify a set of true and false sentences, correcting the false ones.		20 min.
	3. Writing Activity: *Real relationship case, why did the relationship not work?* - Pre-task: Students read a real relationship case. - While - task: In groups, students need to explain why this relationship did not work by using the vocabulary from the box. - Post task: Students share their ideas and one member of the group posts their answers in the Padlet.	Syntax and Grammar: Using the Past tense to explain their arguments. Sentence correction.	15 min.
	Lesson 7: Self-reflection: What Kind of Partner Are We and Want?		
	1. Introduction: Students are told it is time to take a moment for self-reflection. They will reflect on their needs, experiences and behaviors to better understand what type of partners they want to have and be. **2. Vocabulary activity:** Ranking the most important qualities in a partner [6] - Pre-task: The teacher does some vocabulary scaffolding. - While - task: Individually, students order what qualities are the most important in a partner according to their own criteria.	Vocabulary learning: adjectives describing personal and physical traits. Comparatives and Superlatives. Opinion phrases.	5 min. 25 min.

[5] The pictures and some of the habits come from this Youtube video.
[6] This activity is inspired by the Love and Relationships Ranking Activity Worksheet from BogglesWorld ESL.

- Post -task: Students share their answers and look for a partner who has a similar order.		
3. Game: *What type of partner am I?* - Students are shown different adjectives of personality to describe the kind of partner they are. - Students play a <u>Bamboozle game</u> in two teams to learn the vocabulary and discuss what type of partners they are.	Vocabulary learning: adjectives of personality. Description.	20 min.
Lesson 8: Effective Communication in Relationships		
1. Warm-up activity: *Healthy relationships mind map.* - Pre-task: Students are asked to recall what they remember from last class about healthy relationships. - While - task: On the board, "Healthy relationships" is written, and they write down their thoughts creating a mind map with key concepts. - Post-task: Once completed, a picture is taken and uploaded to the <u>Padlet</u> as it will be useful for their final project. If the word communication does not appear, the teacher writes it to introduce the topic.	Vocabulary revision.	20 min.
2. Speaking Activity: <u>How do we communicate? Exploring different types of communication</u>. - Pre-task: Students are shown the first two empty slides and are asked to answer to "What happens if there is/is no communication?" by using the conditional. They can also write their answers in the Canva Live. - While task: Students are asked to define the different types of communication. - Post - task: Students need to read the dialogues as if it was a role-play and categorize them into the correct type of communication.[7]	Use of the conditional. Body language, gestures, facial expressions, pronunciation and tone of voice.	30 min.

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[7] This activity is inspired by <u>Activity 2</u> from the SA by Elisenda Abat.

Application and transfer taskss: How do I know I have learned?	*Lesson 9: Introduction to the project: Becoming bloggers!*		50 min
	Students are shown a presentation outlining the project idea, goals, process, materials to be used, topics and ideas for the entries and instructions on how to write a post. They brainstorm topics for the blog posts with Mentimeter, and choose their groups.		
	Lesson 10: Working on the project		50 min
	Students are shown different websites to look for information. They are also reminded that the Padlet we have been working with during the lessons is a good resource to look for ideas and vocabulary. The teacher helps them to create the outlines for their posts.	Writing. Vocabulary revision.	
	Lesson 11: Working on the project		50 min
	Students start to write their posts and create the materials in groups.	Writing.	
	Lesson 12: Working on the project		50 min
	Students finish their posts and upload them in the blog.	Writing.	
	Lesson 13: Project presentation Students present their blog and posts to other classrooms or levels. Their oral presentation will be evaluated with a rubric and a checklist.	Speaking.	50 min
	Lesson 14: What we have learned about love Students complete the final multiple choice test and fulfill the SA evaluation sheet.	Vocabulary and grammar of the unit.	50 min

<table>
<tr><th colspan="4">SYLLABUS</th></tr>
<tr><th>Lesson</th><th>Tasks</th><th>Focus on form</th><th>Time</th></tr>
<tr>
<td>1</td>
<td>1.Brainstorming: <u>Mentimeter Activity</u>
2.Listening Comprehension: <u>Busting Myths of Romantic Love</u>
- pre-task: matching activity with a <u>grid</u>.
- while- task: <u>filling in the missing words</u>.
- post-task: <u>order different statements</u>
3. <u>Presentation</u> of the SA.</td>
<td>Vocabulary learning, Listening Comprehension.</td>
<td>15min.
30 min.

10 min.</td>
</tr>
<tr>
<td>2</td>
<td>1.Warm-up: <u>Padlet</u>.
2.Jigsaw Reading: <u>The better half myth</u>, <u>The jealousy myth</u>, <u>The love conquers all myth</u>, <u>The eternal passion myth</u>, <u>The love is suffering myth</u>.
3.<u>Bingo</u> with <u>bingo cards</u>.</td>
<td>Reading Comprehension, Vocabulary revision and learning.</td>
<td>10 min.
25 min.

15 min.</td>
</tr>
<tr>
<td>3</td>
<td>1.Cloze & Reading Comprehension: <u>Red Flags in a Relationship: Complete the story</u>
3.Pair - work activity:*Traffic Light of Love*
- pre-task: watch the <u>video</u>.
- while-task: categorize <u>sentences</u> using a <u>traffic light</u>.
- post-task: posting in <u>Padlet</u>.</td>
<td>Vocabulary learning, Mixed tenses, Understanding tone, context and analyzing the meaning of sentences.</td>
<td>10 min.
20 min.

20 min.</td>
</tr>
<tr>
<td>4</td>
<td>1.Warm-up: Write unhealthy words in the <u>Padlet</u>.
2. Speaking: *<u>Find someone who…</u>* using a <u>grid.</u>
3. Game: <u>Unhealthy and Healthy Love Alphabet Game</u>.</td>
<td>Speaking,Question formation (past simple & present perfect).Phrasal verbs,Vocabulary revision.</td>
<td>10 min.
20 min.
20 min.</td>
</tr>
<tr>
<td>5</td>
<td>1.Speaking warm-up: <u>Padlet</u> Q&A on how popular culture influences them.
2. Listening Comprehension: *The Way I loved You*
- pre-task: song introduction.
- while-task: listen to the <u>song</u> and <u>fill in the gaps</u>.
- post-task: <u>write five red flags using the zero conditional</u>.
3.Writing: *Writing a letter to a friend.*
- pre-task: introduction to the issue and <u>evaluation</u> with the <u>Writing a letter to a friend presentation.</u>.
- while-task: writing.
- post-task: peer assessment.</td>
<td>Listening Comprehension, Vocabulary learning. Zero Conditional.</td>
<td>15 min.

40 min.

45 min.</td>
</tr>
<tr>
<td>6</td>
<td>1.Brainstorming: Healthy Love <u>Wooclap</u>.
2.Vocabulary activity: <u>Building Healthy Relationships</u>.</td>
<td>Vocabulary learning, Syntax</td>
<td>15 min.
20 min.</td>
</tr>
</table>

	SYLLABUS		
	- pre-task: vocabulary scaffolding. - while-task: matching habits. - post-task: true and false sentences. 3.Writing: *Real relationship case, why did the relationship not work?* - pre-task: read a real relationship case. - while-task: argumentation in groups. - post-task: share and post their answers in Padlet.	and Grammar - Using the Past tense to explain their arguments. Sentence correction.	15 min.
7	1.Introduction: time for self-reflection. 2.Vocabulary activity: Ranking. - pre-task: vocabulary scaffolding. - while-task: complete the ranking individually. - post-task: share and look for similar answers. 3.Game: *What type of partner am I?*	Vocabulary: adjectives of personal and physical traits. Comparatives & Superlatives. Opinion phrases.	5 min. 25 min. 20 min.
8	1.Warm-up: *Healthy relationships mind map.* - pre-task: recall what they remember. - while-task: draw the mind map on the board. - post-task: picture uploaded to Padlet. 2.Speaking: How do we communicate? - pre-task: Q&A with empty slides. - while-task: define types of communication. - post-task: role-play dialogues.	Vocabulary revision, Conditionals, Pronunciation and tone of voice.	20 min. 30 min.
9	1.Presentation of the blog, topics, and structure of a blog entry. 2.Brainstorming.	Writing.	50 min.
10	1.Show students resources (e.g websites, Padlet) 2.Working on the project in groups with the teachers' help.	Writing, Vocabulary Revision.	50 min.
11	Working on the project in groups.	Writing.	50 min.
12	Finish their posts and upload them in the blog.	Writing.	50 min.
13	Oral presentation of their posts; assessed with a rubric.	Speaking.	50 min.
14	Students complete the final multiple choice test and fulfill the SA evaluation SA evaluation sheet.	Grammar and Vocabulary.	50 min.

4. Learning Situation Results and Evaluation

In this section, I am going to reflect on the learning situations' results, discussing the tasks that had good results and those that had limitations, as well as some aspects I did not take into account when planning the lessons. This is done with the aim of recognizing areas for improvement that can help me in my future as an English teacher.

First, I will talk about those tasks that worked well in the classroom, providing specific details on students' motivation, participation and interaction.

To begin with, I believe that the activity that most attracted and engaged students was the "Traffic Light Activity". As mentioned in the session-by-session planning, the students first watched a clip from the *After* film series, and then had to categorize several sentences into healthy, unhealthy or ambiguous. The fact that the students had a visual input as well as the cut-out sentences on paper that they could move as they pleased, encouraged students to be focused on the activity and have a good time. Their results were varied, which helped me to discuss with them around their perspectives on romantic relationships.

Other activities that proved to be effective were the gamified ones, as students had fun with their classmates while learning English. For instance, "The myths of romantic love bingo" was very attractive to students. By reading different couples' scenarios they could identify with, students were encouraged to participate and were highly motivated to win the prize. Similar to this, the "Healthy and Unhealthy Love Alphabet game" was also successful, as they had fun competing with each other and it also helped them realize they knew most of the vocabulary. Indeed, this task highly motivated them to continue working in the following sessions.

Another activity that they also found meaningful was the "Ranking the most important qualities in a partner" as they were able to reflect on what they need in a relationship. This task helped them to realize that some aspects that were important to them in a partner before, ceased to be important to them now. In other words, they learnt that there are some qualities in a partner which positively impact their relationships, while others are secondary aspects that are not really necessary for them.
Lastly, further activities that demonstrated positive results in the classroom were the warm-up activities created with Mentimeter and Wooclap. These interactive platforms helped students to get interested in the topic and activate their prior knowledge while they reflected on their relationships and expressed their emotions and experiences. The latter was what made students participate the most, as it was a moment when they could express themselves more freely, which at the same time fostered

real language use. Moreover, these helped students to establish connections with me and their classmates, as it was a great opportunity to get to know each other on a more emotional and personal level.

However, while most of the tasks were efficiently implemented and the learning situation was received positively by the students, there were others that did not go as expected due to several factors.

One of the activities that proved to be less effective was the listening comprehension titled "Busting Myths of Romantic Love". Although the video was selected carefully as the woman explained things at good speed, the large amount of gaps made it difficult for the students. This caused many of them to miss the answers or give up at the beginning of the task, which decreased their motivation and attention in the classroom. In contrast, the "Myths of Romantic Love Cloze & Reading Comprehension" was easy for some groups, as they finished earlier than expected. In addition, they had difficulties when discussing the texts, as many of them did not have enough linguistic skills to maintain a conversation. In spite of this, they found the texts interesting and all of them participated during the activity.

Moreover, the activity of "The Story of an Unhealthy Relationship: Why didn't this relationship work?" did not work effectively in the classroom. In this group activity, students had to write their arguments in a Google Slides presentation. However, the main issue was that all of them had access to their classmates' slides, and this caused many students to try to sabotage the texts of their classmates by changing or eliminating them. This led to some arguments between them, which negatively affected the classroom environment. In addition, the students used artificial intelligence to write their sentences, despite having had clear instructions and vocabulary available to complete the task.

Finally, I would like to mention several aspects that I did not take into account during the planning, some of which I was able to solve as I designed the learning situation.

First, when setting the objectives of the learning situation I did not take into account what type of assessment I was going to create to evaluate students. Although this is something new for me, it posed a challenge to effectively organize the learning situation. However, I finally established the objectives correctly and introduced different types of assessment for the tasks, project and final test with the help of my tutor.

Furthermore, one aspect that I could have worked on more is the focus on form within the tasks. As the learning situation is designed in relation to a specific topic, which in this case is love, when

planning the lessons it was easy to forget that the main objective was to teach the target language. However, I was able to revise this issue by having conversations with my tutor, who reminded me of the importance of teaching the language, and I eventually introduced more focus on form into the tasks.

Moreover, another aspect that I did not pay enough attention to was what to do if students finished the tasks earlier than expected. Although the few times this happened I was able to do spontaneous activities, I should have created extra activities to make sure students did not lose their focus and interest in the classroom.

Lastly, one aspect that I also tried to control, but sometimes I did not take into account, was the students' use of artificial intelligence. Although artificial intelligence (AI) is very useful to facilitate certain tasks, the students used it to create the texts or sentences they had to write for their assignments. In the case of the "Writing a letter to a friend" task, I asked them to write the letter on paper, as this ensured that they were writing it themselves. However, in the "Real relationship case, why did the relationship not work?" task and in the blog entries, students wrote their texts on the computer, which did not benefit them as some created them with artificial intelligence. I see this as an aspect that can be improved to ensure students' learning evolution in the classroom.

In conclusion, I believe that the learning situation has been of interest to the learners and most of the activities have worked positively in the classroom, as reflected in their answers in the final questionnaire of satisfaction. However, I have learned that it is essential to set clear objectives and assessment criteria and, most importantly, not to lose sight of the fact that the most crucial aspect is the study of the target language.

5. Conclusions

The didactic proposal presented in this master's thesis was created by a combination of personal concerns and educational challenges.

One of the main issues that inspired the creation of this learning situation was the absence of sex education in secondary schools. Since I was a student, I observed that sex education was not sufficiently present in schools, or often approached through textbooks from an idealized perspective with limited representation. In addition, I became aware of how adolescents are constantly exposed to unhealthy relationship patterns through the media, which create unrealistic expectations that negatively shape their views on love. For these reasons, my main objective was to create a learning situation in the English subject that would contribute to incorporating sex education in a meaningful way in the classroom to help students build healthier connections.

The learning situation has been articulated within the framework of the Decret 175/2022, which due to its flexible nature has allowed me to address this topic with the aim of promoting healthy, egalitarian and inclusive relationships in which stereotypes and violence are rejected. In addition, I have chosen to use Task - Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) methodologies, as I consider them to be the most suitable ones for my purposes. Therefore, this framework enables students' language learning and use not to be limited to passively assimilating contents, but to be constructed through their action and critical reflection.

Although it was not possible to finish the project and perform the final test, the students of 4th of ESO A showed significant progress at the motivational, emotional, personal and interpersonal level as shown in many of their productions.

On a linguistic level, students have shown progress in their writing, listening, reading, and speaking skills. As the learning situation's topic was of interest to them and connected to their real-life experiences, it fostered greater involvement on their part. Students were motivated to complete the tasks efficiently and participate actively in oral discussions. Despite their linguistic limitations, they demonstrated a strong willingness to express their opinions, beliefs and experiences in the target language, which not only favoured their speaking skills, but also helped them to get to know each other. This aspect has been one of the great benefits of this learning situation, since before starting the lessons, students used to refuse to interact in the target language.

In terms of motivation and participation, the learning situation contributed positively to fostering students' engagement in the classroom. As I just mentioned, they felt connected to the topic and saw the lessons as an opportunity to learn and grow on a personal level. Moreover, the activities were also a crucial aspect in achieving their motivation, as they were varied, dynamic, fun and tailored to their level.

On a personal and emotional level, students showed significant personal growth. Initially, most of them normalized toxic behaviours and the unhealthy relationship patterns perpetuated by popular culture. However, as the weeks passed, they were able to identify romantic love myths, red flags in relationships and analyse real relationship cases that made them reflect on their beliefs, behaviours and needs in a relationship. The students began to critically question what they observed, realizing that their values and beliefs have changed for the better.

Regarding their interpersonal relationships, students had a positive and respectful attitude towards others. Although some arguments took place due to their different opinions, they were able to connect with their classmates and better understand the realities of those surrounding them. The lessons were an opportunity to open up to others, and actively listen to their classmates' different opinions and experiences to grow as individuals.

Therefore, the progress described above shows how students could learn and improve their linguistic abilities in the target language while fostering their personal and emotional development. During this process, my intention was not to impose a particular view of love and romantic relationships, but to help them recognize that the way they understand love is imposed by society. I have tried to offer students a different perspective, allowing them to exercise their own judgement, question social constructs and freely express their feelings and experiences.

In conclusion, the process of developing this master's thesis has been enriching and a great opportunity to learn about developing language learning materials, sex education and to evolve as an English teacher.

Before starting this master's thesis, I was not familiarized with this topic, as I have never experienced it as a student. However, thanks to this process, I have been able to review my beliefs and values and question what I observed in order to transmit my learning to my students. Therefore, this thesis has been a learning process both for my students and myself, as I have been able to discover a topic of interest in which I would like to explore further in my future as an English teacher.

My greatest lesson has been to learn that addressing love in the classroom is a need that is not visible enough in the educational context, which I consider to be "un reto urgente para el sistema educativo" (2020, p.93) as López Medina argues. Although it may seem a controversial topic, if it is introduced in a meaningful way, creating tasks that do not try to impose, but allow students to have a voice and critically reflect on this issue, it becomes a great opportunity for them to build a more egalitarian and healthy conception of love.

If we want students to become critical, liberal, respectful and informed individuals, it is essential to offer them the necessary tools and guidance, and I believe that my learning situation has contributed to this goal, leaving a beautiful and lasting marking on the students.

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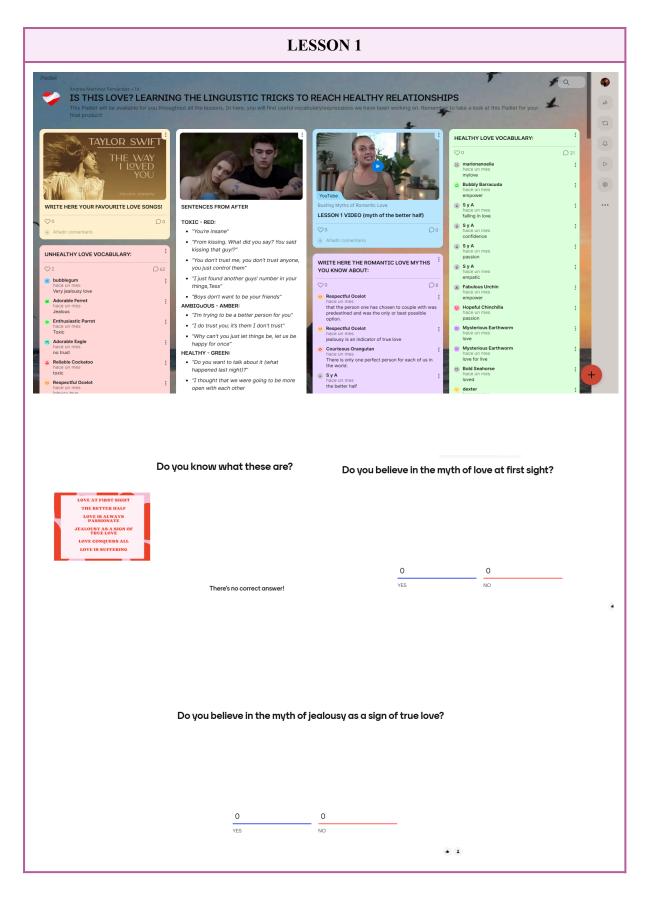
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7. Annexes

7.1 Annex 1: Materials and Evaluation Criteria

LESSON 1

Padlet

Andrea Martínez Fernández · 1d

IS THIS LOVE? LEARNING THE LINGUISTIC TRICKS TO REACH HEALTHY RELATIONSHIPS

This Padlet will be available for you throughout all the lessons. In here, you will find useful vocabulary/expressions we have been working on. Remember to take a look at this Padlet for your final product!

TAYLOR SWIFT — THE WAY I LOVED YOU (TAYLOR'S VERSION)

WRITE HERE YOUR FAVOURITE LOVE SONGS!

UNHEALTHY LOVE VOCABULARY:

- **bubblegum** hace un mes — Very jealousy love
- **Adorable Ferret** hace un mes — Jealous
- **Enthusiastic Parrot** hace un mes — Toxic
- **Adorable Eagle** hace un mes — no trust
- **Reliable Cockatoo** hace un mes — toxic
- **Respectful Ocelot** hace un mes — jealousy love

SENTENCES FROM AFTER

TOXIC - RED:
- "You're insane"
- "From kissing. What did you say? You said kissing that guy!?"
- "You don't trust me, you don't trust anyone, you just control them"
- "I just found another guys' number in your things, Tess"
- "Boys don't want to be your friends"

AMBIGuOUS - AMBER:
- "I'm trying to be a better person for you"
- "I do trust you; it's them I don't trust"
- "Why can't you just let things be, let us be happy for once"

HEALTHY - GREEN:
- "Do you want to talk about it (what happened last night)?"
- "I thought that we were going to be more open with each other"

YouTube
Busting Myths of Romantic Love
LESSON 1 VIDEO (myth of the better half)

WRITE HERE THE ROMANTIC LOVE MYTHS YOU KNOW ABOUT:

- **Respectful Ocelot** hace un mes — that the person one has chosen to couple with was predestined and was the only or best possible option.
- **Respectful Ocelot** hace un mes — jealousy is an indicator of true love
- **Courteous Orangutan** hace un mes — There is only one perfect person for each of us in the world.
- **S y A** hace un mes — the better half

HEALTHY LOVE VOCABULARY:

- **marionanoelia** hace un mes — mylove
- **Bubbly Barracuda** hace un mes — empower
- **S y A** hace un mes — falling in love
- **S y A** hace un mes — confidence
- **S y A** hace un mes — passion
- **S y A** hace un mes — empatic
- **Fabulous Urchin** hace un mes — empower
- **Hopeful Chinchilla** hace un mes — passion
- **Mysterious Earthworm** hace un mes — love
- **Mysterious Earthworm** hace un mes — love for live
- **Bold Seahorse** hace un mes — loved
- **dexter** hace un mes

Do you know what these are?

LOVE AT FIRST SIGHT
THE BETTER HALF
LOVE IS ALWAYS PASSIONATE
JEALOUSY AS A SIGN OF TRUE LOVE
LOVE CONQUERS ALL
LOVE IS SUFFERING

There's no correct answer!

Do you believe in the myth of love at first sight?

0	0
YES	NO

Do you believe in the myth of jealousy as a sign of true love?

0	0
YES	NO

Do you believe in the myth of love is always passionate?

0%   0%
YES   NO

Do you believe in the myth of love conquers all?

0   0
YES   NO

Do you believe in the myth of love is suffering?

0   0
YES   NO

When we find love, we find our better half.

■ MYTH   ✓
■ REALITY   ✗

Being in a relationship makes us happy.

■ MYTH   ✗
■ REALITY   ✓

It's normal that my partner always feels jealous, that's because he loves me a lot.

■ MYTH   ✓
■ REALITY   ✗

Having a partner is essential to feel happy

■ MYTH   ✗
■ REALITY   ✗

It is important to have personal space in a relationship.

0 ✗   0 ✓
MYTH   REALITY

Word	Definition
myth	Believing that you are important
relationship	To make something normal
Self - worth	To give someone confidence and strength
empower	A false idea that many people believe
partner	A connection between two people
unhealthy	Decided in advance by destiny
toxic	Not good for your body, mind, or life
predestined	Harmful or very bad for you
normalize	A person who you love

LISTENING
COMPREHENSION
BUSTING MYTHS OF ROMANTIC LOVE

You will hear a woman talking about myths of romantic love. Listen carefully and fill in the blanks with the missing words. You will hear the video twice.

So what are myths of _____ love? Like any myth, myths of romantic love are a set of _____ accepted _____ and shared _____ about how love is actually supposed to be. However, this can be completely _____, _____, hard to fulfill and, like I said, a _____.

The myth of the _____ half refers to the _____ idea that the person you have _____ as your _____ in this life was the only or best possible option out there and that they were _____. Think about this — there are 7.8 billion _____ on this Earth, and the idea that there's only one person out there that is meant for you—well, that can influence the way that you _____, the way that you _____, and the way that you _____.

If we _____ the idea that there's only one person out there that's _____ for us, we're way more likely to stay in abusive and _____ situations. But why should you care if you aren't the one that's in the _____? This myth could cause you to not take a loved one's experience of abuse as seriously and could lead to the _____ of the warning signs of abuse. The idea of a _____ half helps to maintain a scarcity mindset and the fear of _____ the one can keep you in _____ relationships longer than you should be.

LISTENING
COMPREHENSION
BUSTING MYTHS OF ROMANTIC LOVE

Holding on to this _____ that there's someone out there—your "better half"—implies that, on your own, you're not _____. That when you meet the person you're destined to be with, your life will _____ transform into this imagined life of _____ and bliss. The problem is this will never work, considering this is generally an imagined idea we create ourselves. You and only you have the ability to make yourself feel _____, _____, _____ and _____.

TRUTH-LIE

I want to encourage you to start building a strong sense of _____. Learn to recognize your _____, talents, and _____. Begin to appreciate yourself as the ever-growing unique and _____ human being that you are. By doing this, you're building self-. To put it plainly, self- is a belief that you have some control over your life and its outcomes.

Now read the sentences below. Put them in order from the most true to the least true.

1. The idea of a "better half" makes people believe they are not enough on their own.
2. There is only one perfect person for each of us in the world.
3. Believing in soulmates can help people have healthier relationships.
4. It is important to develop self-worth and empowerment in relationships.

PRESENTATION OF MY LEARNING SITUATION:

"Is this love? Learning the linguistic tricks to reach healthy relationships"

Treball de final de màster

Andrea Martínez Fernández

Màster del professorat de secundària obligatòria i batxillerat,
formació professional i ensenyament d'idiomes.

UNIVERSITAT DE BARCELONA

INTRODUCTION

My Treball de Final de Màster (TFM) is a learning situation about **love and romantic relationships**. It includes lessons designed to help you identify toxic behaviours and build healthier connections.

GOALS

1. To identify and analyse the myths of romantic love and understand their negative influence on relationships,

2. To identify, analyse and question unhealthy and toxic behaviours to be aware of their consequences and offer solutions,

3. To help you gain a conceptualisation of love that promotes more equal, healthy relationships based on mutual respect, trust and communication

4. Apply the acquired knowledge about healthy love in a digital environment to raise awareness and promote affective relationships based on equality and respect.

PROCESS

- MYTHS OF ROMANTIC LOVE + UNHEALTHY/ TOXIC LOVE
- HEALTHY LOVE
- FINAL DIGITAL PROJECT IN GROUPS

MATERIALS

Mentimeter
wooclap
educaplay
Baamboozle
Blogger
YouTube
Canva
Google Slides
Google Drive

DO YOU HAVE ANY QUESTIONS?

THANK YOU

JIGSAW READING: MYTHS OF ROMANTIC LOVE
The myth of the better half

Read the text and answer the questions below.

The idea of the "better half" comes from Greek mythology. In his work The Symposium, the philosopher Plato told a story where humans were once whole, but the gods split them into two halves. Since then, people have been looking for their other half to feel complete.

This myth has been passed down through many cultures and appears in fairy tales, songs, and romantic movies. It has made many people think they need to find the perfect partner to feel happy.

Even though this idea sounds romantic, it can lead to unrealistic and unhealthy expectations in relationships. Here are some problems with this myth:

1.Emotional Dependence: The myth suggests that people need someone else to be happy. This can make people feel like they are not complete on their own. As a result, they might think they need to always be in a relationship to feel happy, which can lead to low self-esteem and unhealthy relationships.

2.Unrealistic View of Relationships: The myth makes love seem simple and destined to happen, like there's only one perfect person for everyone. In reality, every person is different, and relationships require effort, understanding, and compromise.

3.Pressure to Find Love: The idea of "the one" can create pressure, making people feel anxious or sad if they haven't found their perfect partner. This might make them rush into relationships or stay in unhealthy ones because they are afraid of being alone.

Text adapted from: **Mentes Abiertas Psicologia.**

1. What is the main problem with the idea that love can solve any problem?

a) It creates the false belief that love alone can fix everything.
b) It may lead individuals to adopt controlling behaviours.
c) It ignores the crucial role of open communication in relationships.

2. What does the author mean with this sentence: "the myth makes love seem simple and destined to happen"?

a) It suggests that love is easy and that there is one special person for everyone.
b) It teaches that love can only happen if you wait for it for a long time.
c) It implies that love is not predestined, but something that naturally happens.

JIGSAW READING: MYTHS OF ROMANTIC LOVE
The myth of the better half

3. What can happen if someone believes in the "better half" myth?

a) People might expect too many things from their relationship.
b) Individuals can only focus on their personal goals and dreams.
c) People that believe in the myth will have easy relationships.

4. Which of these is true about the better half myth?

a) The myth makes people think they can never be happy if they don't have a partner.
b) The myth makes people believe their relationships are always perfect and unproblematic.
c) The myth teaches people to work on their self - steem.

5. How would you say "believing it can cause many problems in romantic relationships" in a different way?

a) Believing in this myth can lead to several issues and difficulties in romantic relationships.
b) Ignoring this belief can prevent problems in romantic relationships.
c) Believing in this myth can make relationships stronger and healthier

JIGSAW READING: MYTHS OF ROMANTIC LOVE
The myth of jealousy

Read the text and answer the questions below.

Jealousy is an emotion that everyone feels from time to time. It occurs when we believe that someone or something could threaten our relationship. For example, you might feel jealous if you see someone talking to your partner in a way that looks romantic. This is a natural emotion, and most people experience jealousy occasionally. Normally, jealousy is a temporary feeling that fades quickly. However, it can become a problem in romantic relationships.

For example, a person might feel so jealous that they start thinking their partner is unfaithful, even when there is no evidence to support this. They may start controlling their partner, such as checking their phone, asking where they are all the time, or even accusing them of cheating. This behavior can damage the relationship and create trust issues.

Some people even think that jealousy is a sign of love, believing it shows they care deeply about their partner. However, this is a misconception. Jealousy is not a proof of love—it often comes from insecurity or fear. A jealous person may worry about losing their partner or feeling that they are not good enough. If jealousy becomes too intense, it can lead to serious problems like arguments, emotional abuse, or even physical violence.

Moreover, jealousy can make both people in the relationship feel unhappy and stressed. The jealous person may feel anxious or fearful all the time, while the other person might feel trapped and frustrated. This ongoing stress can take away the happiness in the relationship and make it difficult for the couple to feel comfortable and enjoy their time together.

Text adapted from: **Psicologia Sexologia Mallorca**

1. What is the main problem with jealousy in relationships?
a) It makes people feel more secure in their relationship.
b) It can lead to controlling behavior and trust issues.
c) It always helps partners understand each other better.

2. What does the author mean with this sentence: "Some people even think that jealousy is a sign of love"?

a) People believe that feeling jealous is a sign of deep care for their partner.
b) People think that jealousy is a normal sign of respect in a relationship.
c) People assume that jealousy is essential for a relationship to work.

JIGSAW READING: MYTHS OF ROMANTIC LOVE
The myth of jealousy

3. What can happen if jealousy becomes too strong in a relationship?

a) The couple might trust each other more and have open communication.
b) Jealousy can cause arguments, emotional harm, or even physical violence.
c) The relationship might become healthier and more respectful.

4. Which of these is true about jealousy, according to the text?

a) Jealousy is often caused by fear or insecurity, not love.
b) Jealousy always brings couples closer together.
c) Jealousy is an easy emotion to control in any relationship.

5. How would you say "jealousy can make both people in the relationship feel unhappy and stressed" in a different way?

a) Jealousy might cause small problems, but does not negatively affect the couple.
b) Jealousy can cause tension, anxiety and unhappiness for both partners.
c) Jealousy leads to more trust and understanding between the couple.

JIGSAW READING: MYTHS OF ROMANTIC LOVE
The myth of love conquers all
Read the text and answer the questions below.

Many people believe that love is so powerful that it can solve any problem. This idea is common in books, movies, and songs, which tell us that if two people love each other, they can overcome anything—distance, differences, or even serious conflicts. But is this really true?

In reality, this is a myth, and believing it can cause many problems in romantic relationships. Here are some reasons why this idea can be dangerous:

1.It makes people ignore real problems. Some couples think their love will fix everything, so they don't talk about their problems and needs. But love alone cannot solve issues like jealousy, obsession, possessiveness, or bad communication. A healthy relationship requires talking and working together, understanding that love is not the only solution.

2.It can make people stay in unhealthy relationships. If someone believes love can fix everything, they might stay in a relationship that makes them unhappy. They may think, "If we love each other, everything will get better." But love is not always enough. If there is no respect or if one person controls the other, the relationship can become unhealthy.

3.It creates unrealistic expectations. When people believe love can fix everything, they might expect their partner to make them happy all the time. They may think a perfect relationship means never having problems, disagreements, or bad days. However, all couples face challenges, and no one can be happy 100% of the time. If someone expects love to solve everything, they may feel frustrated when problems appear.

1. What is the main problem with the myth of love conquers all?

a) It creates the false belief that love alone can fix everything.
b) It may lead individuals to adopt controlling behaviours.
c) It ignores the crucial role of open communication in relationships.

2.What does the author mean with this sentence: "love alone cannot solve issues like jealousy, obsession, possessiveness, or bad communication"?

a) It suggests that love is not enough to fix problems in a relationship.
b) It implies that communication is not important in relationships.
c) It teaches that love can fix any problem, no matter how serious the problem is.

JIGSAW READING: MYTHS OF ROMANTIC LOVE
The myth of love conquers all

3. What can happen if someone believes that love can solve everything in a relationship?

a) People might stay in unhealthy relationships thinking love will change their problems.
b) People may believe that relationships don't need effort.
c) People will always have perfect relationships with no problems.

4. Which of these is true about the myth of love conquers all?

a) The myth makes people believe that love can solve every problem.
b) The myth teaches that relationships should never face difficulties.
c) The myth suggests that communication and respect are not necessary.

5. How would you say "love alone cannot solve issues like jealousy, obsession, possessiveness, or bad communication" in a different way?

a) A healthy relationship requires respect, but love can sometimes help to solve problems such as jealousy, obsession, possessiveness and bad communication.
b) Love alone cannot solve issues, and relationships need effort, understanding and compromise.
c) Love can fix problems in a relationship, such as bad communication and jealousy.

JIGSAW READING: MYTHS OF ROMANTIC LOVE
The myth of love is suffering
Read the text and answer the questions below.

Love is often portrayed as something that requires suffering. We have been taught through media entertainment that love means enduring pain, sacrifice, and hardship. In these stories, lovers go through turmoil, heartbreak, and tears, all to prove how deep their feelings are. This idea makes us think that if a relationship isn't difficult or full of emotional struggle, it's not real love. But this idea isn't true— it is just a myth.

While challenges do come in any relationship, they don't define love. In fact, love should be a source of comfort, not pain. As relationships grow, they often become more stable and less dramatic. Love evolves into something deeper, where both people feel safe, understood, and supported. The notion that love must be intense or involve suffering only sets unrealistic expectations.

In fact, believing in this myth can be dangerous and has many negative consequences. Some people may stay in toxic or unhealthy relationships, thinking that enduring pain is a sign of love. Others might create unnecessary drama, mistaking emotional highs and lows for passion. Believing in this myth can also lead to accepting disrespect or mistreatment, thinking that love requires sacrifice, even at the cost of one's psychological and physical well-being.

But the truth is, real love is about mutual care, respect, and kindness. It's about finding peace with someone, not about fighting through suffering. True love isn't about enduring pain—it's about enjoying the journey together, supporting each other, and growing as a couple.

1 . What is the main problem with believing in the myth of love is suffering?

a) It can make people stay in toxic relationships and affect them physically and emotionally.
b) It makes relationships strong and unbreakable.
c) It can cause couples to believe they have a perfect relationship.

2. What does the author mean by saying "some people may stay in toxic or unhealthy relationships, thinking that enduring pain is a sign of love"?

a) Individuals believe that sacrifice and challenges are necessary parts of a strong relationship.
b) Romantic relationships need to be painful and involve sacrifice to be real.
c) A relationship without conflict and pain is not exciting.

JIGSAW READING: MYTHS OF ROMANTIC LOVE
The myth of love is suffering

3. What can happen if someone believes in the myth of love is suffering?

a) They may stay in unhealthy relationships and tolerate mistreatment.
b) Their relationship will become unbreakable and intense.
c) They won't have problems and challenges in their relationship.

4. Which of these sentences is true about love according to the text?

a) Love should be a source of happiness, peace and respect.
b) Love is only real if it comes to suffering, problems and emotional pain.
c) Love is suffering and relationships need to always have challenges.

5. How would you say "love should be a source of comfort, not pain" in a different way?

a) Love should bring peace and calm, not problems.
b) Love is always difficult and intense.
c) Love requires sacrifice and hardship to be real.

JIGSAW READING: MYTHS OF ROMANTIC LOVE
The myth of eternal passion

Read the text and answer the questions below.

Many people assume that true love is always full of intense passion. In many movies, books, and TV shows, romance is shown as a dramatic ride with strong emotions like happiness, sadness, and jealousy. This kind of storytelling can lead us to believe that if a relationship becomes calm, it might be boring or even fake. However, the idea that passion must last forever is a myth—one that science has proven isn't true.

It's completely natural for couples to feel a surge of passion in the early days of a relationship, often known as the "honeymoon phase." During this time, everything feels exciting and new, and partners often want to spend every moment together. Over time, this intense passion usually fades and changes, with the relationship becoming more comfortable and stable. This change doesn't mean that love has disappeared; rather, it shows that love has transformed into something deeper and more lasting.

Believing too much in the myth of eternal passion can sometimes create problems. When people expect their relationship to always be exciting, they might feel disappointed or even consider breaking up when things become more relaxed. In some cases, they may even start conflicts on purpose, trying to bring back that early intensity, mistakenly believing that only a dramatic relationship is a real one.

In reality, true love is not only about wild passion. It also means feeling safe, respected, and understood by your partner. Over time, a stable love can be even more rewarding than the short but intense passion of the beginning.

1 . What is the main problem with believing in the myth of eternal passion?

a) It helps couples feel more happy and comfortable.
b) It can cause unhappiness and disappointment when passion fades and changes.
c) It suggests that love should always be passionate in a relationship.

2. What does the author mean by saying "true love is not only about wild passion"?

a) In a relationship there is always passion, like at the beginning of the relationship.
b) Love also means feeling safe and understood by your partner.
c) Passion is the most important thing in a relationship.

JIGSAW READING: MYTHS OF ROMANTIC LOVE
The myth of eternal passion

3. What might happen if couples expect their relationship to be always passionate?

a) They may feel bored and unhappy and they can break up.
b) Couples will always be happy and full of energy.
c) Their relationship will always be unproblematic and intense.

4. Does this passionate feeling change during the relationship?

a) No, passion stays the same forever like in the honeymoon phase.
b) Passion goes away completely, and relationships become boring.
c) Passion fades, but the relationship becomes more stable.

5. How would you say "it's completely natural for couples to feel a surge of passion in the early days of a relationship" in a different way?

a) It is normal for couples to feel excited at the beginning of the relationship.
b) Couples usually experience strong feelings at the start of the relationship.
c) Passion in the early days of a relationship is not very common.

MYTH OF THE BETTER HALF
Lauren says that the relationship with Nico was different to other ones that she had. It feels like he is "the one", the person that completes her.

MYTH OF JEALOUSY
Lucy and Leo have been dating for six months. Every time Lucy talks to her male friends, Leo gets angry and says things like: "If you really love me, you shouldn't talk with other guys."

MYTH OF HAPPILY EVER AFTER
Lily and Max have been dating for two years. They both believe that when you find true love, everything should be perfect and there should be no problems, just like in fairy tales. They think they will live happily ever after.

MYTH OF LOVE WILL CHANGE THEM
Josep and Clara have been dating for a year. Josep gets angry very easily but Clara believes that he will change. However, after a year, Josep is still the same, and Clara is beginning to realize that love alone cannot change someone.

MYTH OF LOVE AT FIRST SIGHT
Sofia and Ari met at a Christmas party. The moment their eyes met, Ari felt an instant connection. She was sure that she was in love with her.

MYTH OF LOVE CONQUERS ALL
Harry and Daniel have been dating for a year. They argue all the time because they have different life goals—Harry wants to travel the world to be a singer, while Daniel wants to stay in his hometown to open a restaurant. However, they still believe that their love is enough to fix everything.

MYTH OF OPPOSITES ATTRACT
Omar and Serena have been dating for six months. Serena loves fashion and traveling - she wants to meet new people. Omar is the opposite - he likes staying at home and hates fashion. They argue a lot because they are so different, but they believe that their relationship is strong.

MYTH OF LOVE IS SUFFERING
Aisha and Xavi have been dating for three years. Aisha feels anxious because Xavi usually gets angry and talks to her violently. Aisha feels hurt and always suffers, but she believes love is difficult and she must be patient.

MYTH OF FALLING IN LOVE ONCE
Sophie and Bradley have been together for ten years. Sophie believes that Bradley is the only person she will love in her life. When she feels attracted to someone else, she feels confused and anxious, telling herself it is impossible to have romantic feelings for others.

MYTH OF ETERNAL PASSION
Lea and Ranjit have been together for four years. In the beginning, their relationship was full of passion. But now, things have changed. Lea feels like they don't love each other as before, and she is worried thinking that if the passion is gone, their love is over.

MYTH OF POSSESSIVENESS
Maya and Alejandro have been dating for a year. Alejandro always gets angry when Maya spends time with her friends or talks to other people. He says things like: "You are only mine! You belong to me!". Maya feels a bit anxious but believes that this is normal.

MYTH OF GOOD RELATIONSHIPS DON'T REQUIRE EFFORT
Núria and Liam's relationship was perfect, but they started having some problems. Núria feels frustrated because Liam doesn't talk to her when they have a conflict, and Liam thinks Núria is too demanding. Liam believes that if their love is real, everything should be easy, and they shouldn't have to work to solve their problems.

Myths of Romantic Love BINGO

Myth of the better half	
	Myth of opposites attract
Myth of love at first sight	
	Myth only falling in love once

Myths of Romantic Love BINGO

Myth of the better half	
	Myth of love is suffering
Myth of eternal passion	
	Myth of jealousy

LESSON 3

THE TRAFFIC LIGHT OF LOVE

Name: _____

RED FLAGS IN A RELATIONSHIP:
Complete the story 🚩

empathy	dependency	distrust	cheat on
break up with	intimidate		communication
control	jealousy		gaslighting
	manipulate		possessive

Lucy and Adam _____(be) a very sweet couple. In the beginning, they _____(have) good _____(1) and always _____(talk) about their needs and feelings. But as time went on, Adam started to _____(2) Lucy. He ____ (tell) her what to wear, where to go, and who she could be with. Now, his _____(3) _____(grow) because he _____(not like) it when Lucy is with other people. He even began _____(4) her by making her doubt her own feelings and memories. He _____(become) very _____ (5) as he did not allow Lucy to spend time with her friends. Not only that, but he thought his girlfriend belonged to him. _____(say) things such as: "You will always be mine".

Adam also _____(6) Lucy by shouting with a very violent attitude. He always _____(7) Lucy during their arguments to twist facts and blame Lucy for his mistakes. As a result, Lucy began to _____(feel) _____(8) and unsure about herself. Over time, her _____(9) on Adam made her feel trapped in the relationship.

One day, Lucy _____(find) out that Adam _____(11) her. Feeling hurt and alone, she finally decided to _____(12) him. Although it _____(be) very difficult, she _____(know) that finding a relationship with real _____(13) is more important than _____(stay) with someone who did not treat her well.

THE TRAFFIC LIGHT OF LOVE 🚦

SENTENCES

1	"Why can't you just let things be, let us be happy for once?"
2	"You don't trust me, you don't trust anyone, you just control them"
3	"From kissing. What did you say? You said kissing that guy!?"
4	"I just found another guys' number in your things, Tess"
5	"I thought that we were going to be more open with each other"
6	"Do you want to talk about it (what happened last night)?"
7	"I'm trying to be a better person for you"
8	"You're insane"
9	"I do trust you; it's them I don't trust"
10	"You are never gonna forgive me, are you?"
11	"You sabotage every good moment that we have"

LESSON 4

Find someone who fell in love and broke up in a week 💔

Find someone who went out with someone but realized it was a mistake ✖

Find someone who said "I love you" too soon — I love you

Find someone who planned a future with their partner but split up a week later. FUTURE

Find someone who fell for someone at first sight. 👁

Find someone who went on a horrible first date. 😞

Find someone who got into a super intense relationship. 🔥

Find someone who had a crush and finally confessed, but got turned down. CRUSH

Find someone who started a relationship just to make their ex jealous

Find someone who ended up dating their best friend

Find someone who sent a love message and totally freaked out.

Find someone who broke up because of a silly argument.

Find someone who started dating just because friends' pressure

Find someone who got caught passing a love note in class

Find someone who found out they had a secret admirer

Find someone who got friendzoned
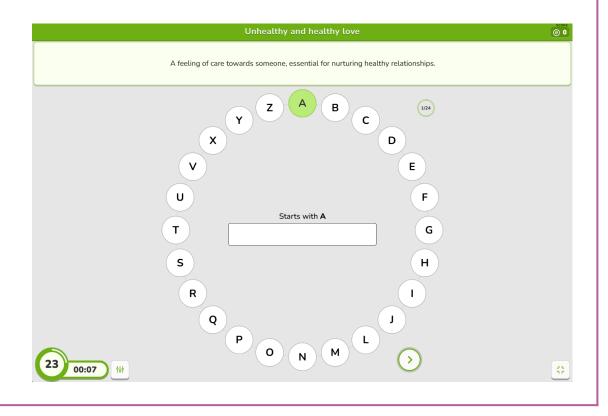
FIND SOMEONE	QUESTIONS	STUDENT'S NAME
Find someone who ended up dating their best friend.	Did you start...? Have you ever...?	
Find someone who fell for someone at first sight.	Did you fall...? Have you ever...?	
Find someone who had a crush and finally confessed, but got turned down.	Did you have...? Have you ever...?	
Find someone who started dating someone just because of friends' pressure.	Did you start...? Have you ever...?	
Find someone who got friendzoned.	Did you get...? Have you ever...?	

FIND SOMEONE	QUESTIONS	STUDENT'S NAME
Find someone who ended up dating their best friend.	Did you start...? Have you ever...?	
Find someone who fell for someone at first sight.	Did you fall...? Have you ever...?	
Find someone who started a relationship just to make their ex jealous.	Did you think...? Have you ever...?	
Find someone who has never been in love.	Did you ever fall...? Have you ever...?	
Find someone who found out they had a secret admirer.	Did you have? Have you ever...?	

FIND SOMEONE	QUESTIONS	STUDENT'S NAME
Find someone who ended up dating their best friend.	Did you start…? Have you ever…?	
Find someone who fell in love and broke up in a week.	Did you start…? Have you ever…?	
Find someone who got caught passing a love note in class.	Did you get…? Have you ever…?	
Find someone who sent a love message and totally freaked out.	Did you send…? Have you ever…?	
Find someone who went on a horrible date.	Did you go…? Have you ever…?	

FIND SOMEONE	QUESTIONS	STUDENT'S NAME
Find someone who said "I love you" too soon.	Did you say…? Have you ever…?	
Find someone who fell for someone at first sight.	Did you fall…? Have you ever…?	
Find someone who broke up because of a silly argument.	Did you break up…? Have you ever…?	
Find someone who has never been in love.	Did you ever fall…? Have you ever…?	
Find someone who got friendzoned.	Did you get…? Have you ever…?	

Unhealthy and healthy love   SCORE ⊚ 0

A feeling of care towards someone, essential for nurturing healthy relationships.

Z A B C
Y D
X E
V F
U Starts with **A** G
T [   ] H
S I
R J
Q L
P O N M

1/24

23 00:07 ⟩

THE WAY I LOVED YOU

NAME: _____

He is _____ and so _____
And all my single friends are _____
He says everything I need to hear, and it's like
I couldn't ask for anything _____
He opens up my _____ and I get into his car
And he says, "You look _____ tonight"

And I feel perfectly fine
But I miss _____ and fighting and kissing in the rain
And it's 2 a.m. and I'm cursing your _____
So in love that you act _____
And that's the way I loved you
_____down and coming undone
It's a _____ kind of rush
And I never knew I could _____ that much
And that's the way I _____you

He _____ my space
And never makes me wait
And he calls exactly when he says he will
He's close to my _____
Talks business with my _____
He's charming and endearing
And I'm _____

And I feel perfectly fine
But I miss _____ and fighting and _____ in the rain
And it's 2 a.m. and I'm _____your name
So in love that you act _____
And that's the way I loved you
_____down and coming undone
It's a _____ kind of rush
And I never knew I could _____ that much
And that's the way I _____ you

He can't see the _____ I'm faking
And my heart's not _____
'Cause I'm not feeling anything at all
And you were wild and _____
Just so frustrating, intoxicating, _____
Got _____ by some mistake and now

I miss _____ and fighting and _____ in the rain
And it's 2 a.m. and I'm _____your name
So in love that you act _____
And that's the way I loved you
_____down and coming undone
It's a _____ kind of rush
And I never knew I could _____ that much
And that's the way I _____ you
Whoa-whoa-oh-oh, oh

And that's the _____ I loved you
Oh-oh-oh-oh, oh-oh-oh-oh
Never knew I _____ feel that much
And that's the way I loved you

THE WAY I LOVED YOU

1.ANALYZE THE FOLLOWING SENTENCES.

- "IF LOVE FEELS LIKE A ROLLER COASTER, HE IS NOT GOOD FOR YOU"
- "IF YOU SCREAM AND FIGHT, YOUR RELATIONSHIP IS UNSTABLE, TOXIC AND PROBLEMATIC"
- "IF HE IS JEALOUS, HE IS TOXIC AND NOT A GOOD PARTNER"
- "IF HE SAYS EVERYTHING YOU NEED TO HEAR, THERE IS NO HONESTY IN THE RELATIONSHIP"
- "IF YOU ACT INSANE IN LOVE, IT INDICATES THERE IS EMOTIONAL DEPENDENCE AND OBSESSION"
- "IF YOUR RELATIONSHIP IS FRUSTRATING, INTOXICATING AND COMPLICATED, YOU FEEL ANXIOUS AND UNHAPPY"

2. WRITE FIVE RED FLAGS IN A RELATIONSHIP USING THE ZERO CONDITIONAL.

1.

2.

3.

4.

5.

WRITING A LETTER TO A FRIEND

Andrea Martínez Fernández
Treball de Final de Màster
Institut Jaume Botey

UNIVERSITAT DE BARCELONA

TASK:

Your friend is in a toxic relationship. Their partner is very jealous, possessive, and always tries to control them. Your friend feels very trapped and doesn't know what to do.

Write a letter to your friend giving advice on what they should do. Use at least 5 of the following words included in the box, and make sure your letter is supportive and helpful. (60 - 80 words max.)

> toxic   jealous   boundaries   self - esteem
> respect   unhealthy   red flag   manipulative
> control   gaslighting   communication   trust
> independence   love   relationship break up

HOW TO WRITE YOUR LETTER

1. GREETING

Hey _____, Hi_____,
How are you?
I've been worried about you, how are you feeling?

2. INTRODUCTION

"I know what you are going through..."
"I know that is something wrong with your partner..."

3. BODY

First of all, I think you should [insert your advice here]
Secondly, it's important that you [insert your advice here]
Another thing to keep in mind is that [insert your advice here]

4. CLOSING

Take care of yourself, and remember I'm always here for you....
Stay strong, and remember you are not alone...
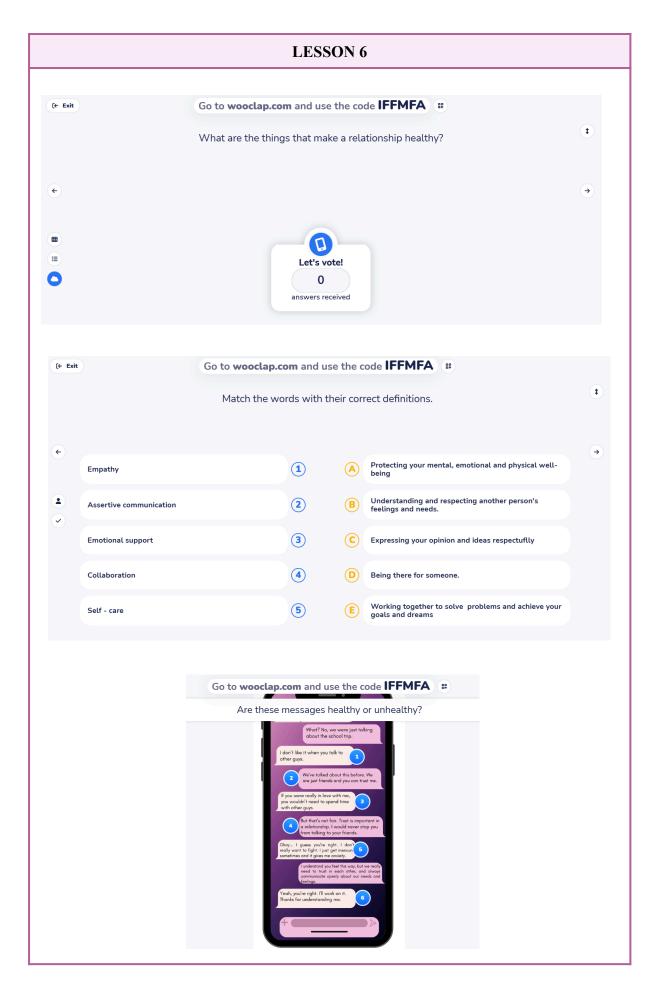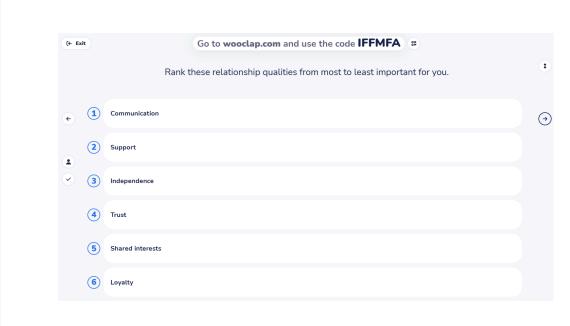
TIPS!

- Use kind and supportive language
- Be specific with advice
  - You can use "I think" and "You should"
- Focus on the feelings of your friend
- Emphasize self - worth
- Encourage change

LESSON 6

[← Exit

What are the things that make a relationship healthy?

Let's vote!

0

answers received

[← Exit

Match the words with their correct definitions.

Empathy	①	Ⓐ	Protecting your mental, emotional and physical well-being
Assertive communication	②	Ⓑ	Understanding and respecting another person's feelings and needs.
Emotional support	③	Ⓒ	Expressing your opinion and ideas respectuflly
Collaboration	④	Ⓓ	Being there for someone.
Self - care	⑤	Ⓔ	Working together to solve problems and achieve your goals and dreams

Are these messages healthy or unhealthy?

What? No, we were just talking about the school trip.

I don't like it when you talk to other guys. ①

② We've talked about this before. We are just friends and you can trust me.

If you were really in love with me, you wouldn't need to spend time with other guys. ③

④ But that's not fair. Trust is important in a relationship. I would never stop you from talking to your friends.

Okay... I guess you're right. I don't really want to fight. I just get insecure sometimes and it gives me anxiety. ⑤

I understand you feel this way, but we really need to trust in each other, and always communicate openly about our needs and feelings.

Yeah, you're right. I'll work on it. Thanks for understanding me. ⑥

Rank these relationship qualities from most to least important for you.

1. Communication
2. Support
3. Independence
4. Trust
5. Shared interests
6. Loyalty

Name:_____

BUILDING HEALTHY RELATIONSHIPS

1. **Match each scenario with the corresponding relationship habit.**

Emotional connection with your partner	Effective communication in relationships	Shared vision for the future	Emotional support and help
Expressing affection and care	Respecting personal space and independence	Teamwork and equality in daily responsabilities	Conflict resolution and reconciliation

_____   _____   _____

_____   _____   _____

_____   _____

BUILDING HEALTHY RELATIONSHIPS

2. Read the following statements about healthy relationships. Decide whether they are true (T) or false (F) and correct the false ones.

1.A healthy relationship is based on trust, respect, open communication, and appreciation for each other.

2. In a healthy relationship, only one person in the couple should make the decisions to avoid major problems.

3. It is crucial for couples to have some degree of independence and personal space, such as being able to spend time with friends and family.

4. Constant jealousy and controlling your partner's actions are common signs of love in a healthy relationship.

5. Effective communication in a relationship requires not only expressing what you think, but also listening carefully to the other person.

6. It is essential for one person to always sacrifice their needs to keep the other person satisfied.

Andrea Martínez Fernández
Treball de Final de Màster

THE STORY OF AN UNHEALTHY RELATIONSHIP

WHY DIDN'T THIS RELATIONSHIP WORK?

A real story:

I thought I had found my soulmate in him. At first, he was charming and attentive. But soon, he became controlling and possessive. He criticized my clothes, friends, and even my thoughts. I always felt nervous because I didn't know when he would get angry. One night, he yelled at me for hours, telling me I was worthless and stupid and I felt really sad and alone. But the next day, he apologized and promised to change. I believed him, hoping our love could overcome anything. The cycle continued—sweet apologies followed by lies and no communication. I started to feel confused and unhappy. My friends and family noticed that something was wrong, but I didn't listen to them. The turning point came when he isolated me from everyone, including my loved ones. I realized I was trapped in a prison, and I had to leave. It was hard but I asked for help, and with time, I started to feel better.
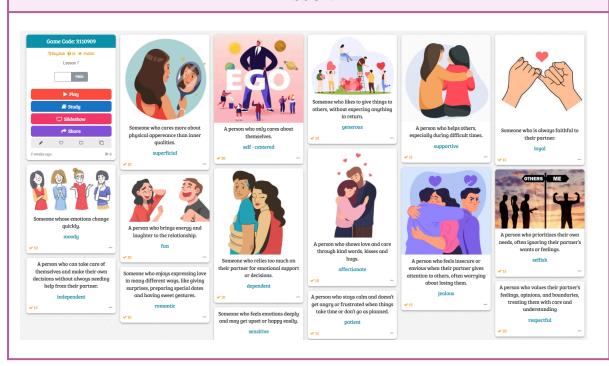
Why didn't this relationship work?

In groups, you need to write several reasons why this relationships didn't work. Make sure you use the vocabulary below. If there is time, one member of the group should post the sentences in the Padlet.

Example: "This relationship didn't work because there was no affection"

- mutual appreciation and respect
- conflict resolution
- possessiveness
- abuse
- feeling in peace around your partner
- effective communication
- constant conflict
- no freedom
- patience
- boundaries
- extreme jealousy
- loyalty
- victimization
- affection
- toxicity
- freedom
- personal space and independence
- cheating on each other
- control
- support for each other
- emotional dependency
- intimidation
- emotional connection

LESSON 7

Game Code: 3110909

English 16 Public

Lesson 7

Hide

▶ Play
📖 Study
🖥 Slideshow
↗ Share

2 weeks ago

Someone who cares more about physical appearence than inner qualities.
superficial ✔10

A person who only cares about themselves.
self - centered ✔20

Someone who likes to give things to others, without expecting anything in return.
generous ✔10

A person who helps others, especially during difficult times.
supportive ✔15

Someone who is always faithful to their partner.
loyal ✔15

Someone whose emotions change quickly.
moody ✔10

A person who brings energy and laughter to the relationship.
fun ✔10

Someone who relies too much on their partner for emotional support or decisions.
dependent ✔10

A person who shows love and care through kind words, kisses and hugs.
affectionate ✔10

A person who feels insecure or envious when their partner gives attention to others, often worrying about losing them.
jealous ✔15

A person who prioritizes their own needs, often ignoring their partner's wants or feelings.
selfish ✔15

A person who can take care of themselves and make their own decisions without always needing help from their partner.
independent ✔15

Someone who enjoys expressing love in many different ways, like giving surprises, preparing special dates and having sweet gestures.
romantic ✔10

Someone who feels emotions deeply and may get upset or happy easily.
sensitive ✔15

A person who stays calm and doesn't get angry or frustrated when things take time or don't go as planned.
patient ✔15

A person who values their partner's feelings, opinions, and boundaries, treating them with care and understanding
respectful ✔20

Name:

RANKING THE MOST IMPORTANT QUALITIES IN A PARTNER

What do you need in a partner? Rank the following qualities from most important to least important.

.... communicates openly and assertively

.... is kind with others

.... respects my personal space

.... is attractive

.... has similar beliefs and values

.... is very positive

.... loves to spend time together

.... is patient and understanding

.... has a good sense of humour

.... is intelligent

.... is emotionally supportive

.... loves sharing hobbies with me

.... is adventurous and open to new experiences

.... is responsible

.... shows affection

IF THERE IS COMMUNICATION...
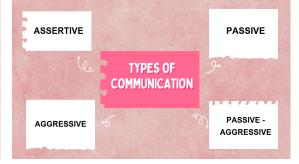
IF THERE IS COMMUNICATION....

1. MISUNDERSTANDINGS AND UNNECESSARY ARGUMENTS ARE PREVENTED
2. PROBLEMS ARE SOLVED CONSTRUCTIVELY SO THAT THEY DO NOT PERSIST OVER TIME
3. EMOTIONAL SUPPORT IS PROVIDED
4. TRUST IS BUILT AS BOTH PARTNERS FEEL HEARD AND UNDERSTOOD
5. A DEEPER EMOTIONAL CONNECTION IS FOSTERED

IF THERE IS NO COMMUNICATION....

1. MISUNDERSTANDINGS AND CONFLICTS MAY ARISE
2. EACH OTHER'S FEELINGS AND NEEDS BECOME HARDER TO UNDERSTAND
3. COUPLES MAY NOT KNOW HOW TO SUPPORT EACH OTHER
4. TRUST MAY BE LOST, AND PARTNERS MIGHT START TO DOUBT EACH OTHER'S INTENTIONS.
5. THE EMOTIONAL CONNECTION BETWEEN A COUPLE MAY BE LOST

TYPES OF COMMUNICATION

ASSERTIVE

PASSIVE

AGGRESSIVE

PASSIVE - AGGRESSIVE

ASSERTIVE: EXPRESSING YOUR FEELINGS AND NEEDS RESPECTFULLY AND POLITELY

PASSIVE: NOT EXPRESSING YOUR FEELINGS AND NEEDS, USUALLY BECAUSE YOU DO NOT WANT TO HAVE CONFLICTS WITH OTHERS.

AGGRESSIVE: EXPRESSING YOUR FEELINGS OR NEEDS IN A WAY THAT HURTS OR DISRESPECTS OTHERS, OFTEN IN A VIOLENT WAY.

PASSIVE - AGGRESSIVE: INDIRECTLY EXPRESSING NEGATIVE FEELINGS OR FRUSTRATION, OFTEN THROUGH SARCASM.

DIALOGUES

LEA: I REALLY WANTED TO GO OUT...BUT I GUESS WE CAN STAY AT HOME FOR TODAY.

JESS: YES, LET'S JUST STAY AT HOME, I'M VERY TIRED TO GO OUT TODAY. IT'S NOT NECESSARY, YOU ARE ALWAYS VERY INSISTENT.

(LEA LOOKS DISAPPOINTED BUT SAYS NOTHING)

COMMUNICATION STYLE:_____

DIALOGUES

LEA: I REALLY WANTED TO GO OUT TODAY...BUT I GUESS WE CAN STAY AT HOME FOR TODAY.

JESS: YES, LET'S JUST STAY AT HOME, I'M VERY TIRED TO GO OUT TODAY. IT'S NOT NECESSARY, YOU ARE ALWAYS VERY INSISTENT.

(LEA LOOKS DISAPPOINTED BUT SAYS NOTHING)

COMMUNICATION STYLE:__PASSIVE__

DIALOGUES

DAVID: HEY BABE, I FEEL LIKE WE HAVEN'T BEEN SPENDING MUCH TIME TOGETHER LATELY. I REALL MISS YOU. CAN WE PLAN A DATE FOR THIS FRIDAY?

DUA: I KNOW, I HAVE BEEN REALLY BUSY BUT I WANT TO MAKE TIME FOR US TOO. WE CAN GO TO OUR FAVORITE ITALIAN RESTAURANT.

DAVID: THAT SOUNDS AMAZING! WE DESERVE IT.

COMMUNICATION STYLE:_____
HEALTHY OR UNHEALTHY?

DIALOGUES

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DAVID: THAT SOUNDS AMAZING! WE DESERVE IT.

COMMUNICATION STYLE:__ASSERTIVE__
HEALTHY

DIALOGUES

OLIVIA: WHY AREN'T YOU ANSWERING MY TEXTS? ARE YOU WITH SOMEONE ELSE RIGHT NOW?

LOUIS: WHAT? I'M WITH MY FRIEND SAM BUYING SOME SNACKS FOR HIS BIRTHDAY PARTY. YOU ARE ALWAYS ACCUSING ME OF THINGS!

OLIVIA: BECAUSE YOU NEVER TELL ME WHERE YOU GO AND WHO YOU ARE WITH! YOU SHOULD ALWAYS TELL ME THIS!

LOUIS: I DON'T HAVE TO DO THAT, THIS IS VERY TOXIC.

COMMUNICATION STYLE:_____

DIALOGUES

JOSEPH: YOU DON'T SPEND TIME WITH ME ANYMORE. BUT DON'T WORRY, I GUESS YOUR FRIENDS ARE MORE IMPORTANT THAN ME.

THALIA: WHAT? THAT'S NOT TRUE, I TRY TO DO EVERYTHING I CAN.

JOSEPH: YEAH SURE....IT MUST BE NICE TO HAVE TIME FOR EVERYONE EXCEPT ME.

COMMUNICATION STYLE:_____

LESSON 9 & PROJECT

CREATING A BLOG
final project

Andrea Martínez Fernández
Treball de Final de Màster
UNIVERSITAT DE BARCELONA

INTRODUCTION TO THE Project

- Project idea
- Project goals
- Process
- Materials
- Posts topics and ideas
- Groups
- How to write a post

Project *goals*

1. MAKE STUDENTS EXPRESS AND REFLECT ON EVERYTHING THEY HAVE LEARNED DURING THE SESSIONS.
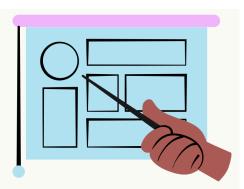
2. ENCOURAGE STUDENTS TO USE DIGITAL TECHNOLOGY TO LEARN AND EXPLORE THEIR CREATIVITY

3. FOSTER COLLABORATION AMONG STUDENTS BY WORKING TOGETHER ON THEIR BLOG POSTS.

4. HELP STUDENTS FEEL MORE COMFORTABLE EXPRESSING THEIR THOUGHTS AND OPINIONS IN ENGLISH.

- This project has been created for you to share everything you have learned during the sessions. The main goal is to help others understand the dangers of toxic love, recognize red flags, and learn how to have healthy relationships.

- You are experts on the field now! So by creating blog posts, you will educate others on how to build strong and positive connections based on care, respect, understanding, communication, and mutual support!

Project *Idea*

Project *process*

1	2	3	4	5	6
Introduction to the project	**Groups and Brainstorming**	**Looking for materials**	**Outline of your blog entrance**	**Designing the materials and posting!**	**Final product**
What is the project about? What are the goals of the project?	Let's decide the groups and talk about topics and ideas for your blog posts!.	Looking for INSPO to create your blog posts!	Let's create an outline before you publish your posts to make sure they are well structured.	In groups, design your posts. You can write texts, include pictures, drawings, illustrations, videos etc.	Let's share our final product with others!
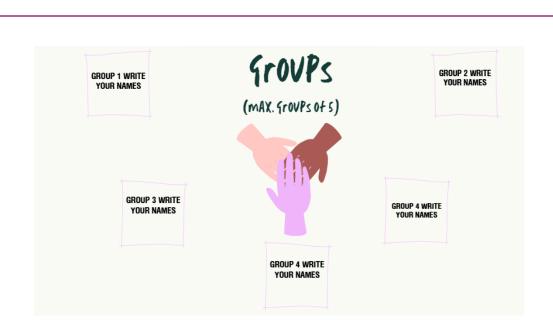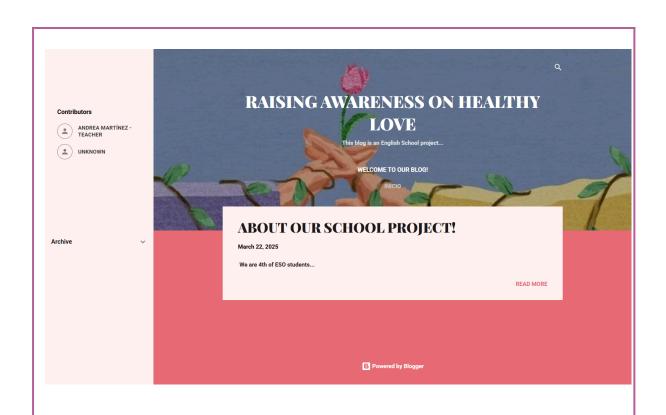
GROUPS
(MAX. GROUPS OF 5)

GROUP 1 WRITE YOUR NAMES

GROUP 2 WRITE YOUR NAMES

GROUP 3 WRITE YOUR NAMES

GROUP 4 WRITE YOUR NAMES

GROUP 4 WRITE YOUR NAMES

TITLE: How to have a healthy relationship!

02/04/2025

A good relationship is based on....

For example, you should....

Remember, a healthy relationship means....

TOPICS AND IDEAS FOR YOUR POSTS!

HERE YOU HAVE A DOCUMENT WITH DIFFERENT IDEAS FOR YOUR BLOG POSTS!

Documents with ideas and topics for your posts!

LET'S BRAINSTORM TODAY SOME OTHER IDEAS!

Mentimeter

MATERIALS

Google

RAISING AWARENESS ON HEALTHY LOVE

This blog is an English School project...

WELCOME TO OUR BLOG!

INICIO

ABOUT OUR SCHOOL PROJECT!

March 22, 2025

We are 4th of ESO students...

READ MORE

TOPICS AND IDEAS FOR YOUR FINAL PROJECT!

0 responses

Mentimeter

TITLE: How to have a healthy relationship!

02/04/2025

A good relationship is based on....

For example, you should....

Remember, a healthy relationship means....

IDEAS AND EXAMPLES FOR YOUR FINAL PROJECT:

In this document, you will find different ideas and topics for your posts. Take this as an example, and remember to do everything in English! You can even create drawings, and attach them in your blog posts.

HEALTHY LOVE TOPICS	TOXIC LOVE TOPICS
1. What Is Healthy Love?	1. What Is Toxic Love?
2. Top 5 signs of a healthy relationship	2. Top 5 signs of an unhealthy relationship.
3. How to communicate in a relationship	3. Gaslighting
4. Red flags vs. Green flags in Love	4. Is jealousy normal or toxic?
5. Self-love first: Why loving yourself helps you love others	5. Myths of romantic love
6. Healthy habits in a relationship	6. Is it love or obsession?

HEALTHY LOVE	UNHEALTHY LOVE
mutual appreciation and respect	extreme jealousy victimization
affection	toxicity
conflict resolution	constant conflict
freedom	control
feeling in peace around your partner	
patience	possessiveness
effective communication	
boundaries	cheating on each other
loyalty personal space and independence	no freedom
support for each other	intimidation
	abuse emotional dependency
emotional connection	

Name:_____

FINAL MULTIPLE CHOICE TEST
HEALTHY AND UNHEALTHY LOVE

Choose the correct answer for each question. There is only one correct answer.

1 A person who always controls their partner is_____.
   a) honest
   b) loyal
   c) jealous

2 A healthy relationship needs communication and_____.
   a) eternal passion
   b) trust
   c) jealousy

3 Gaslighting is when someone makes you question your own_____.
   a) opinion
   b) love
   c) reality

4 He became very_____as he did not allow Claire to spend time with others.
   a) independent
   b) possessive
   c) lovely

5 _____is a red flag in a romantic relationship.
   a) Manipulative behaviour
   b) Expressing affection and care
   c) Respecting personal space and independe

6 The myth of the "better half" refers to the idea that_____.
   a) love is not always passionate.
   b) there is only one person who is meant for you.
   c) love does not fix all your problems.

7 If someone says: "Your partner is jealous because he loves you" is_____:
   a) a myth
   b) a green flag
   c) a fact

8 The sentence "You don't spend time with me, I guess your friends are more important" is an example of_____:
   a) passive-commmunication
   b) passive-aggressive communication
   c) aggressive communication

9 Assertive communication is when you_____.
   a) express your feelings or needs in a way that hurts or disrespects others, often in a violent way.
   b) indirectly express negative feelings of frustration, often through sarcasm.
   c) express your feelings and needs respectfully and politely.

10 Taylor_____dating her best friend.
   a) ended up
   b) got into
   c) went on

11 David_____Dua, but she didn't feel the same.
   a) broke up with
   b) fell for
   c) found out

12 The myth of "love is suffering" implies that_____.
   a) you must wait for your partner to change for the better.
   b) love is full of problems that cannot be fixed.
   c) a couple does not need to work to solve the problems.

FINAL MULTIPLE CHOICE TEST
HEALTHY AND UNHEALTHY LOVE

Choose the correct answer for each question. There is only one correct answer.

13 _____is a green flag in a relationship.

a) Avoiding to talk about your needs
b) Conflict resolution and reconciliation
c) No emotional connection with your partner

14 If your partner constantly_____your phone, he is jealous and obsessive.

a) checked
b) checks
c) was checking

15 If she always_____your space, it is a sign of a healthy relationship.

a) was respecting
b) is respecting
c) respects

16 If someone always controls your life, it_____ you anxiety.

a) will give
b) gives
c) gave

17 If you respect each other, the relationship_____healthier.

a) grown
b) is growing
c) grows

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b) felt
c) fallen

21 Why_____she break up with her?

a) does
b) do
c) did

22 _____she ever expressed her needs and feelings with you?

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b) Has
c) Does

23 She_____her a love message, but she didn't answer because she was angry.

a) send
b) sent
c) sending

24 They_____fights because they do not communicate and talk about their needs.

a) having
b) has
c) have

FINAL MULTIPLE CHOICE TEST
HEALTHY AND UNHEALTHY LOVE

Name:_____

Choose the correct answer for each question. There is only one correct answer.

25 Ranjit and Claire broke up, but she _____told his family and friends yet.

a) didn't
b) hasn't
c) have

26 His boyfriend said he_____to marry him, but he ended up cheating on him.

a) wants
b) wanted
c) is wanting

27 They_____listen to each other.

a) never listen
b) doesn't never listen
c) do never listen

28 "Louis and Ana had an argument, but they are still together". Choose the correct rephrasing:

a) Louis and Ana broke up after the argument.
b) Louis and Ana are still together despite the argument.
c) Louis and Ana always fight when they are together.

29 Aisha's boyfriend does not let her go out with friends. Choose the correct rephrasing:

a) He controls who Aisha is with.
b) He always trusts Aisha.
c) He gives Aisha freedom.

30 His boyfriend said he would change for the better, but he didn't. Choose the cirrect rephrasing.

a) He changed after saying sorry to him.
b) He ended up lying about changing.
c) He said he wouldn't be a better person.

QUESTIONNAIRE OF SATISFACTION

Questionnaire of satisfaction: "Is this love? Learning the linguistic tricks to reach healthy relationships" SA

In this survey, you can share your opinions and overall experience with this learning unit. Your feedback is very important to me because it will help me improve my teaching and future lessons. Thank you in advance!

* Indica que la pregunta es obligatoria

What did you think about this learning unit? *

○ I loved this learning unit, it was very interesting and dynamic.

○ I liked this learning unit, most of the activities were engaging and useful.

○ I did not like it, the lessons were not useful.

Did the lessons help you understand relationships better? *

○ Yes, I could identify unhealthy and toxic behaviours, myths of romantic love, red flags and learn about healthy habits.

○ I learned new things, but I did not understand some aspects.

○ I didn't learn much new.

What do you think about the activities of this learning unit? *

○ The activities were very original, fun, dynamic and engaging. I really loved them.

○ Some activities were very interactive and engaging, but some others could be improved.

○ I did not like the activities, they were boring.

Was the teacher clear and helpful? *

○ Yes, the teacher explained things clearly and helped everyone when needed.

○ Mostly, but sometimes I needed more explanation.

○ Not always, some explanations were unclear.

What did you like the most about the teacher's way of teaching? *

Tu respuesta

How could the teacher improve future lessons? *

Tu respuesta

What is the most important thing you learned in this unit? *

Tu respuesta

Would you recommend this learning unit for future students? *

○ Yes, the lessons are very engaging and can help students understand how to build healthy relationships

○ Maybe, I believe it could be interesting.

○ No, I do not recommend this learning unit.

Enviar   Borrar formulario

CRITERIA	Needs improvement 1	Satisfactory 2	Good 3	Excellent 4
STRUCTURE	The letter lacks organization, missing the key parts (greeting, body and closing).	The letter follows a basic structure, but lacks flow between sections.	The letter is well-structured, with clear sections, but some parts could be better connected.	The letter follows the structure perfectly, with a clear introduction, well-developed body, and a closing.
VOCABULARY	Limited or incorrect use of vocabulary keywords, lacking variety.	Uses some words from the vocabulary box but with errors.	Uses at least 5 words from the vocabulary box accurately.	Excellent use of key vocabulary, using rich additional words and expressions.
GRAMMAR & CLARITY OF ADVICE	Frequent grammar mistakes that make the advice unclear.	Some grammar mistakes, but the advice is understandable.	Grammar is correct, with minor mistakes that do not affect the clarity of the advice.	Excellent grammar with clear, well-structured sentences that make the advice easy to follow.
GENDER VECTOR	The advice does not reflect the values promoted throughout the unit, reinforcing unhealthy and toxic habits.	There is some alignment with the values promoted throughout the unit, but lacks depth and clarity.	The letter is mostly aligned with the values of the unit.	The letter is perfectly aligned with the values of the unit, promoting healthy habits, independence and self-respect.

CRITERIA	YES (2 pts)	NEEDS IMPROVEMENT (1 pt)	NOT OBSERVED (0 pts)
Rhythm, pronunciation & comprehension are appropriate			
Uses vocabulary related to healthy and unhealthy love			
Delivers message and ideas according to the contents of the SA			
Uses examples to support their ideas			
Builds messages in a respectful way			

TOTAL: ____/10

CRITERIA	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Content and relevance	Posts provide thoughtful coverage of both unhealthy and healthy love, including clear definitions and examples.	Posts cover the topics properly, but could be more detailed by including more examples.	Posts cover the topics superficially, with no detailed explanations and examples.	Posts do not properly address the concepts seen during the lessons.
Grammar and Vocabulary	Excellent grammar and vocabulary with no errors that perfectly fits the blog's context.	Good grammar and vocabulary with a few errors that do not interfere with posts' understanding.	Some grammatical errors and limited range of vocabulary that make some blog parts hard to understand.	Frequent grammatical errors and inappropriate language that impede understanding and do not fit the blogs' context.
Presentation and Structure	Posts are perfectly presented and organized, with clear introductions, well-developed body, and strong conclusions.	Posts are well-presented and organized,but have a basic structure that could be improved.	The posts are not well-organized and lack structure, making them harder to follow.	The posts are not organized and lack structure, which makes them difficult to understand.
Creativity	Posts are highly creative (contain illustrations), attractive, well-designed, and effectively support the blog posts' messages.	Posts are mostly creative, designed is effective though could be improved, including illustrations related to the topic.	Posts are simple, including a basic design, explanations and examples, lacking illustrations.	Posts are not creative, directly copying ideas and examples from internet resources.
Social Awareness and Gender	Posts strongly raise awareness about unhealthy and healthy love, providing clear, insightful advice and solutions to improve readers' well-being and relationships.	Posts raise awareness about the topic but could provide more solutions or deeper insights.	Posts mention issues regarding healthy and unhealthy love, but lack depth and impact.	Posts do not raise awareness about the topic; the message does not reflect the values promoted throughout the lessons.

FINAL MULTIPLE CHOICE TEST
HEALTHY AND UNHEALTHY LOVE
ANSWER KEY

One point per correct answer.

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HEALTHY AND UNHEALTHY LOVE
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29 Aisha's boyfriend does not let her go out with friends. Choose the correct rephrasing:

a) He controls who Aisha is with.

b) He always trusts Aisha.

c) He gives Aisha freedom.

30 His boyfriend said he would change for the better, but he didn't. Choose the cirrect rephrasing:

a) He changed after saying sorry to him.

b) He ended up lying about changing.

c) He said he wouldn't be a better person.

7.2 Annex 2: Students' Answers

Do you believe in the myth of jealousy as a sign of true love?

75%

25%

YES   NO

Do you believe in the myth of love is always passionate?

56%

44%

YES   NO

Do you believe in the myth of love conquers all?

56%

44%

YES   NO

Do you believe in the myth of love is suffering?

80%

20%

YES   NO

When we find love, we find our better half.

43%   57%

- 57% MYTH ✓
- 43% REALITY ✗

Being in a relationship makes us happy.

67%

- 33% MYTH ✗
- 67% REALITY ✓

It's normal that my partner always feels jealous, that's because he loves me a lot.

27%   73%

- 73% MYTH ✓
- 27% REALITY ✗

Having a partner is essential to feel happy

9%

- 91% MYTH ✗
- 9% REALITY ✗

It is important to have personal space in a relationship.

100%

- 0% MYTH ✗
- 100% REALITY ✓

86

JIGSAW READING: MYTHS OF ROMANTIC LOVE
The myth of the better half

3. What can happen if someone believes in the "better half" myth?
a) People might expect too many things from their relationship.
b) Individuals can only focus on their personal goals and dreams.
c) People that believe in the myth will have easy relationships.

4. Which of these is true about the better half myth?
a) The myth makes people think they can never be happy if they don't have a partner.
b) The myth makes people believe their relationships are always perfect and unproblematic.
c) The myth teaches people to work on their self-esteem.

5. How would you say "believing it can cause many problems in romantic relationships" in a different way?
a) Believing in this myth can lead to several issues and difficulties in romantic relationships.
b) Ignoring this belief can prevent problems in romantic relationships.
c) Believing in this myth can make relationships stronger and healthier.

JIGSAW READING: MYTHS OF ROMANTIC LOVE
The myth of love conquers all

Read the text and answer the questions below.

Many people believe that love is so powerful that it can solve any problem. This idea is common in books, movies, and songs, which tell us that if two people love each other, they can overcome anything—distance, differences, or even serious conflicts. But is this really true?

In reality, this is a myth, and believing it can cause many problems in romantic relationships. Here are some reasons why this idea can be dangerous:

1. It makes people ignore real problems. Some couples think their love will fix everything, so they don't talk about their problems and needs. But love alone cannot solve issues like jealousy, obsession, possessiveness, or bad communication. A healthy relationship requires talking and working together, understanding that love is not the only solution.

2. It can make people stay in unhealthy relationships. If someone believes love can fix everything, they might stay in a relationship that makes them unhappy. They may think "If we love each other, everything will get better." But love is not always enough. If there is no respect or if one person controls the other, the relationship can become unhealthy.

3. It creates unrealistic expectations. When people believe love can become unhealthy, they might expect their partner to make them happy all the time. They may think a perfect relationship means never having problems, disagreements, or bad days. However, all couples face challenges, and no one can be happy 100% of the time. If someone expects love to solve everything, they may feel frustrated when problems appear.

1. What is the main problem with the myth of love conquers all?
a) It creates the false belief that love alone can fix everything.
b) It may lead individuals to adopt controlling behaviours.
c) It ignores the crucial role of open communication in relationships.

2. What does the author mean with this sentence: "love alone cannot solve issues like jealousy, obsession, possessiveness, or bad communication"?
a) It suggests that love is not enough to fix problems in a relationship.
b) It implies that communication is not important in relationships.
c) It teaches that love can fix any problem, no matter how serious the problem is.

NAME: .

♪♫ THE WAY I LOVED YOU ♪♫

He is sensible__ and so incredible_
And all my single friends are jealousy__
He says everything I need to hear, and it's
like I couldn't ask for anything better _
He opens up my door____and I get into his
car And he says, "You look beatiful___
tonight"

And I feel perfectly fine
But I miss screaming____and fighting and
kissing in the rain
And it's 2 a.m. and I'm cursing your name__
So in love that you act insane__

And that's the way I loved you
breaking__down and coming undone
It's a roller_____kind of rush
And I never knew I could feel_____that
much And that's the way I loved_you

He respects_my space
And never makes me wait
And he calls exactly when he says he will
He's close to my mother___
Talks business with my father ___
He's charming and endearing
And I'm comfortable_

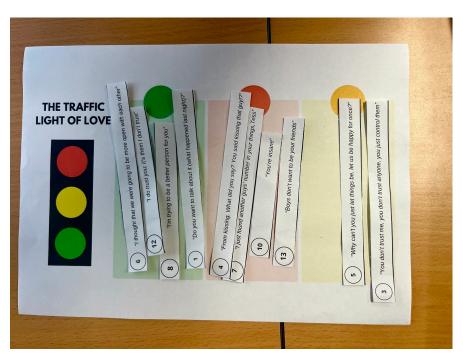And I feel perfectly fine
But I miss screaming_and fighting and kissing __jn
the rain
And it's 2 a.m. and I'm cursing__your name
So in love that you act the same,
And that's the way I loved you
bringing__down and coming undone
It's a roller coaster_____kind of
rush
And I never knew I could feel_____that
much And that's the way I love__you

He can't see the smile __I'm faking
And my heart's not breaking_
'Cause I'm not feeling anything at all
And you were wild and crazy___
Just so frustrating, intoxicating,complicated __
Got away __by some mistake and now

I miss screaming_____and
fighting and __in the rain
And it's 2 a.m. and I'm cursing__your name So
in love that you act insane_____
And that's the way I loved you

breaking_down and coming undone
It's a roller coaster_____kind of rush
And I never knew I could feel___that much
And that's the way I loved____you
Whoa-whoa-oh-oh, oh

And that's the way___I loved you
Oh-oh-oh-oh, oh-oh-oh-oh
Never knew I can____feel that much
And that's the way I loved you

♪♫ THE WAY I LOVED YOU ♪♫

1.ANALYZE THE FOLLOWING SENTENCES.

- "IF LOVE FEELS LIKE A ROLLER COASTER, HE IS NOT GOOD FOR YOU"
- "IF YOU SCREAM AND FIGHT, YOUR RELATIONSHIP IS UNSTABLE, TOXIC AND PROBLEMATIC"
- "IF HE IS JEALOUS, HE IS TOXIC AND NOT A GOOD PARTNER"
- "IF HE SAYS EVERYTHING YOU NEED TO HEAR, THERE IS NO HONESTY IN THE RELATIONSHIP"
- "IF YOU ACT INSANE IN LOVE, IT INDICATES THERE IS EMOTIONAL DEPENDENCE AND OBSESSION"
- "IF YOUR RELATIONSHIP IS FRUSTRATING, INTOXICATING AND COMPLICATED, YOU FEEL ANXIOUS AND UNHAPPY"

2. WRITE FIVE RED FLAGS IN A RELATIONSHIP USING THE ZERO CONDITIONAL.

1.IF HE DOESN'T MAKE ME HAPPY AND COMFORTABLE, HE IS NOT A GOOD BOYFRIEND.

2. IF SHE DOESN'T SPEND TIME WITH YOU, SHE IS NOT A GOOD GIRLFRIEND.

3. IF YOUR PARTNER CONTROL YOUR LIFE AND PERSONALS THINGS, THIS ISN'T A GOOD FOR YOU.

4. IF HE DOESN'T SAY I LOVE YOU, HE IS NOT A VERY GOOD BOYFRIEND.

5. IF SHE LOOK A OTHERS BOYS AND SPEND MORE TIME WITH THEIR, SHE IS NOT GOOD GIRLFRIEND.

- Hey, Sofia,
How are you?

I hope that you're okay. I've been thinking about you lately and I need to get this off my chest, because I care about you too much to stay quiet. I've noticed some things about your relationship that worry me and I want to talk to you about it.

I've noticed some red flags in your relationship, things like control, jealousy and gaslighting, that are hurting your self-stem and independence. A healthy relationship should be built on trust and respect, not manipulation and cheating.

I know a breakup isn't easy, but you deserve love and someone who doesn't cross your boundaries or makes you feel small. If you need someone to talk to, just know that I'm here for you.

With love,
Noelia .

(10)

Excellent!
☺

90

LETTER TO MY FRIEND

Hi Aitor,

How are you? I've been very worried about you, how are you feeling?

I have heard you are not very happy with her, your partner is very jealous, possessive and she controls you. *[margin: too easy / (+ advice)]* You're in a very hard situation, in a very toxic relationship, because there's no respect, no trust, and communication. *[annotations: and / because / repeat?]*

First of all, I think that you should talk to her, talk *[with her]* about everything that happened. Secondly, it's important that you know that you worth, you can be you are the best. *[annotations: are / enough / and that]* I'm here for everything you need. But the most important thing is that you break up with her, you worth more than that. *[annotations: are / you need to give + advice]*

Please don't forget you deserve the best, I'm always here for you. ✓

With love and care. (7'8) Good!

Hi Manu,

How are you?

I've been worried about you, how are you feeling? ✓

I know what you are going through, your relationship is toxic and There is not trust ✓

First of all, I think you should speak with she *[her]* and try improve *[to change some things in your]* The relationship because it's very unhealthy. For example, _____.

Secondly, it's important Then you give *[show]* love and gifts because she is very good with you. *[→ is she good or toxic?]*
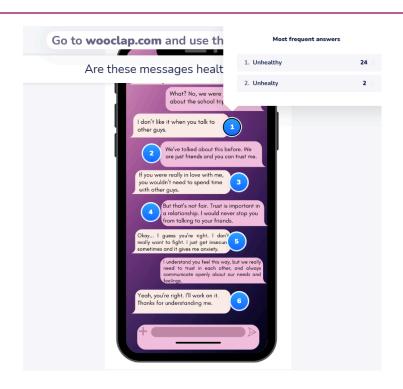
Another thing to keep in mind is That more communication with your partner. _____ [give + advice] *[you should ____]*

Take care of yourself, and remember I'm always here for you.

Name (6) good! [try to give + advice]

LESSON 6

What are the things that make a relationship healthy?

Empathy good communication
Respect communication trust
CONFIANCE comunication CARE sex relationship
good communication love trust honesty TRUE LOVE
part lego respect communication confidentiality
self steam onesty ZE
give the person time self-steem no cheat Having good comunication personal space
trust love communication

Match the words with their correct definitions.

The most frequent answers are

Assertive communication	← 25 👤 →	Expressing your opinion and ideas respectuflly
Collaboration	← 24 👤 →	Working together to solve problems and achieve your goals and dreams
Empathy	← 23 👤 →	Understanding and respecting another person's feelings and needs.
Self - care	← 19 👤 →	Protecting your mental, emotional and physical well-being
Emotional support	← 15 👤 →	Being there for someone.
Self - care	← 8 👤 →	Being there for someone.
Emotional support	← 7 👤 →	Protecting your mental, emotional and physical well-being
Empathy	← 3 👤 →	Being there for someone.

Rank these relationship qualities from most to least important for you.

Most frequent combinations:

2 👤	2 👤	2 👤
6. Trust	3. Communication	5. Loyalty
3. Communication	4. Support	6. Trust
5. Loyalty	5. Loyalty	3. Communication
4. Support	6. Trust	4. Support
1. Independence	2. Shared interests	2. Shared interests
2. Shared interests	1. Independence	1. Independence

Go to **wooclap.com** and use th...

Are these messages healt...

What? No, we were ... about the school tri...

I don't like it when you talk to other guys. **1**

2 We've talked about this before. We are just friends and you can trust me.

If you were really in love with me, you wouldn't need to spend time with other guys. **3**

4 But that's not fair. Trust is important in a relationship. I would never stop you from talking to your friends.

Okay... I guess you're right. I don't really want to fight. I just get insecur... sometimes and it gives me anxiety. **5**

I understand you feel this way, but we really need to trust in each other, and always communicate openly about our needs and feelings.

Yeah, you're right. I'll work on it. Thanks for understanding me. **6**

Name:_____

BUILDING HEALTHY RELATIONSHIPS

1. Match each scenario with the corresponding relationship habit.

Emotional connection with your partner	Effective communication in relationships	Shared vision for the future	Emotional support and help
Expressing affection and care	Respecting personal space and independence	Teamwork and equality in daily responsabilities	Conflict resolution and reconciliation

Effective communication in relationships
_____

Emotional connection with your partner
_____

Expressing affection and care
_____

Conflict resolution and reconciliation
_____

Emotional support and help
_____

Shared vision for the future
_____

Teamwork and equality in daily responsabilities
_____

Respecting personal space and independence
_____

BUILDING HEALTHY RELATIONSHIPS

2. Read the following statements about healthy relationships. Decide whether they are true (T) or false (F) and correct the false ones.

1.A healthy relationship is based on trust, respect, open communication, and appreciation for each other. T

2. In a healthy relationship, only one person in the couple should make the decisions to avoid major problems. F

In a healthy relalationship, both people in the couple should talk to each other to avoid major problems

3. It is crucial for couples to have some degree of independence and personal space, such as being able to spend time with friends and family. T

4. Constant jealousy and controlling your partner's actions are common signs of love in a healthy relationship. F

Constant jealousy and controlling your partner's actions are common signs of an unhealthy relationship

5. Effective communication in a relationship requires not only expressing what you think, but also listening carefully to the other person. T

6. It is essential for one person to always sacrifice their needs to keep the other person satisfied. F

It is not essential for one person to always sacrifice their needs to keep the other person satisfied

2.   Read the following statements about healthy relationships. Decide whether they are true (T) or false (F) and correct the false ones.

1.   A healthy relationship is based on trust, respect, open communication, and appreciation for each other. T

2.   In a healthy relationship, only one person in the couple should make the decisions to avoid major problems. F No, in a healthy realtionship both of the people in it have to make the decisions

3.   It is crucial for couples to have some degree of independence and personal space, such as being able to spend time with friends and family.
T

4.   Constant jealousy and controlling your partner's actions are common signs of love in a healthy relationship. F No, constant jealousy is a bad sign, you have to have trust in a relationship

5.   Effective communication in a relationship requires not only expressing what you think, but also listening carefully to the other person. T

6. It is essential for one person to always sacrifice their needs to keep the other person satisfied. F No, both of them have be satisfied with each other

GROUP 5:

Maybe because he doesn't he change with the passage of time and she get surprise because at the beginning he was very charming and attentive.

Then he became possessive he make her feel always nervous but when she trien to break up and get my personal and independence space he star to played the victim and apologized and promise he would change

Nothing changes rather it gets worst he have isolated herself from everyone, including the loved ones

GROUP 2:

The relationship didn't work because it was based on control and manipulation instead of love and respect. The cycle of abuse, lies, and non communication made her feel trapped until she decided to break up with him.

GROUP 6:

The relation whit him is about Possessiveness things and always whit Constant conflict.

He is so toxicity whit the things what i do, so he`s a person

Name:

RANKING THE MOST IMPORTANT QUALITIES IN A PARTNER

What do you need in a partner? Rank the following qualities from most important to least important. When you finish, you need to discuss your answers with your classmates.

1	communicates openly and assertively
7	is kind with others
2	respects my personal space
5	is attractive
15	has similar beliefs and values
14	is very positive
8	loves to spend time together
4	is patient and understanding
13	has a good sense of humour
10	is intelligent
12	is emotionally supportive
6	loves sharing hobbies with me
9	is adventurous and open to new experiences
11	is responsible
3	shows affection

RANKING
MOST IMPORTANT THINGS / QUALITIES
IN A PARTNER

1 Communicates openly and assertively.
7 is kind with others.
3 respects my personal space.
4 is attractive.
13 has similar beliefs and values.
10 is very positive.
6 loves to spend time together.
2 is patient and understanding.
14 has a good sense of humor.
15 Is intelligent.
5 is emotionally supportive.
8 loves sharing hobbies with me.
12 Is adventurous and open to new experiences.
11 is responsible.
9 shows affection.

RANKING THE MOST IMPORTANT QUALITIES IN A PARTNER

13 communicates openly and assertively.
12 is kind with others.
11 respect my personal space.
4 is attractive.
14 has similar beliefs and values.
15 is very positive.
2 loves to spend times together.
1 is patient and understanding.
8 has a good sense of humor.
9 is intelligent.
3 is emotionally supportive.
7 loves sharing hobbies with me.
6 is adventure and open to new experience.
10 is responsable
5 show affection,

RANKING THE MOST IMPORTANT qualities in a PARTNER

1) is attractive
2) Has similar beliefs and values
3) I adventurous and open to new experiencies
4) loves to spend time together
5) Loves sharing hobbies with me
6) Shows affection
7) Is very positive
8) Is emotionally supportive.
9) Communicates openly and assertively.
10) Is patient and understanding
11) Is intelligent
12) Is kind with others
13) Respects my personal space
14) Is responsible
15) Is supportive

LOVE'S WARNING SIGNS

In relationships, recognizing the difference between Red flags and Green flags is a key to building healthy relationships. Green flags are a sign of a strong, healthy and loving relationship while red flags indicate potential problems. Here are ways to identify both and protect your emotional wellbeing.

Red flags: Warning signs of trouble!
Controlling behaviour: When a partner wants to control where you go, who you see, who you talk, or what you do is showing MAJOR red flags.
Disrespect: if your partner consistently ignores your boundaries, it can undermine your self-worth and lead to emotional harm.
Jealousy: Extreme jealousy or possessiveness can be a sign of insecurity and a lack of trust, which can become controlling overtime.

Green flags: Signs of a healthy relationship!
Open communication: Both partners share their thoughts and feelings openly, allowing for understanding and trust to grow.
Respect for boundaries: Healthy relationships involve respecting each other's personal space, time and feelings.
Trust and Honesty: Transparency builds a sense of security, and trust is a foundation of strong, loving relationship.

It's important to notice both red flags and green flags in a relationship. Red flags, like lying or being mean, can hurt you, while green flags, like being kind and trusting, make the relationship strong. Always look out for the good signs and avoid the bad ones to have a happy and healthy relationship.

red flags
doesn't respect personal space/ boundaries
LookingForBtffs

GREEN FLAG
When you stop talking bc no one is listening anymore and they say "go on im listening"

one day someone will love you the way you deserve to be loved and you won't have to
- *fight for it.*

Creating blog...

Topics:
Healthy love topic: Red flags vs. Green flags in love.
Toxic love topic: Is it love or obsession?

Red flags vs. Green flags in love

Title: Love's warning signs
Introduction: In relationships, recognizing the difference between Red flags and green flags is a key to building healthy relationships. Green flags are a sign of a strong, healthy and loving relationship while red flags indicate potential problems. Here are ways to identify both and protect your emotional wellbeing.

Body (main ideas):
Red flags: Warning signs of trouble!
Controlling behaviour: When a partner wants to control where you go, who you see, who you talk, or what you do is showing MAJOR red flags.
Disrespect: if your partner consistently ignores your boundaries, it can undermine your self-worth and lead to emotional harm.
Jealousy: Extreme jealousy or possessiveness can be a sign of insecurity and a lack of trust, which can become controlling overtime.
Green flags: Signs of a healthy relationship!
Open communication: Both partners share their thoughts and feelings openly, allowing for understanding and trust to grow.
Respect for boundaries: Healthy relationships involve respecting each other's personal space, time and feelings.
Trust and Honesty: Transparency builds a sense of security, and trust is a foundation of strong, loving relationship.
Conclusion:
It's important to notice both red flags and green flags in a relationship. Red flags, like lying or being mean, can hurt you, while green flags, like being kind and trusting, make the relationship strong. Always look out for the good signs and avoid the bad ones to have a happy and healthy relationship.

A healthy relationship with assertive communication

For making a healthy relationship, we need to communicate assertively with the other person to understand both opinions, ideas and believes. For this reason, there are tips for making a healthy relationship with our partner.

·Body

1 What is a healthy relationship?
Healthy love is when in a relationship both people feel happy, and respect and empathize with each other. Then, in a healthy relationship, there is good communication and expressing emotions, beliefs and dreams assertively with the other, also the other person should respect the opinions. And healthy relationships involve honesty, trust, respect and open communication between partners and they take effort and compromise from both people.

2 How to communicate assertively?
Communicate assertively is very important for building a healthy relationship with other people. Expressing yourself in an honest, appropriate, respectful, and direct way, while being sensitive to others persons. And also communicating assertively in a relationship means being honest about your feelings while still being kind and respectful. It's also important to listen carefully to their side and show that you care about their feelings too. Assertive communication builds trust and makes the relationship stronger because both people feel heard and respected.

Gaslighting

Gaslighting is a type of manipulation that is done subtly but is very effective and in the long term can make us question even our own judgment or mental health.
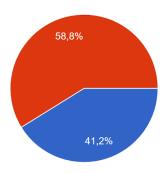
Myths of romantic love

1. Better half: a person who like the same things as his partner and thinks that is his better half.It's someone who complements you, understands you without words, and with whom you share a unique connection.

2. The love can beat anything: While love can be a powerful and transformative force, its ability to conquer completely depends on the context and the specific situation at hand.

3. The extremes opposites attract: This want to say what a two persons what are opposites they are destinated to stay together, because they are so differents and they can't fight.

4. Love at first sight: is a captivating and often romanticized concept. It describes the experience of feeling an immediate and intense attraction, even love, for someone upon meeting them for the very first time:

5. The true love forgive anythiis a complex and often debated idea. While forgiveness is undoubtedly a vital aspect of healthy and lasting love, the notion that *anything* should be forgiven can be problematic.
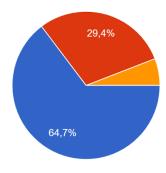
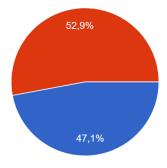## What did you think about this learning unit?
17 respuestas

58,8%

41,2%

- I loved this learning unit, it was very interesting and dynamic.
- I liked this learning unit, most of the activities were engaging and useful.
- I did not like it, the lessons were not useful.

Did the lessons help you understand relationships better?
17 respuestas

29,4%

64,7%

- Yes, I could identify unhealthy and toxic behaviours, myths of romantic love, red flags and learn about healthy habits.
- I learned new things, but I did not understand some aspects.
- I didn't learn much new.

What do you think about the activities of this learning unit?
17 respuestas

52,9%

47,1%

- The activities were very original, fun, dynamic and engaging. I really loved them.
- Some activities were very interactive and engaging, but some others could be improved.
- I did not like the activities, they were boring.

Was the teacher clear and helpful?
17 respuestas

● Yes, the teacher explained things clearly and helped everyone when needed.
● Mostly, but sometimes I needed more explanation.
● Not always, some explanations were unclear.

94,1%

What did you like the most about the teacher's way of teaching?

17 respuestas

She is a person what explain the things so good

.

Is very attentive and helps a lot

She was very kind and very helpfull

who is always attentive to questions

the practies

She explained very good when we didn't understand something.

every

The clarity.

The activities

I like how she explains the lessons and the form how she do it

She comes over to ask if we understand something.

The patience

He was very dynamic and entertaining, and whenever we had a question, he tried to help us.

the way of expressing oneself

Group activities

What I liked about the teacher was her charisma and the respect with which she explained.

How could the teacher improve future lessons?

17 respuestas

She need talk most louder

.

Getting students involved

Some documents are bugged, and its kinda hard to write on them

improve times

that the class is not so much on its own

We could do more dynamics because there were persons that didn't pay attention.

say better the instruccions

Doing more dynamics.

I don't know

I think that this lessons are fine, and I don't know how can update the lessons.

She could try to speak louder and command more respect when speaking.

Doing activities that are not so complex

Explore a little better

nothing

I don't think she needs to improve anythings, she did the clases so well.

The teacher can improve in the future by raising her voice a little.

What is the most important thing you learned in this unit?

17 respuestas

The red flaghs of the persons

.

I have learned that you have to watch your relationships so they don't get lost slowly.

how to identifcate toxic traits in a relationship and good things on them too

some words I didn't know

The thing about love

How to bulid a healthy relationship.

the new vocavulay

Healthy relationships.

Toxic relationship

I learn how is a healthy relationship and the actions we can do for improve this, and how indentify unhealthy relationships and red flags

The difference between healthy love and unhealthy love.

It help me to understand relationships better

Red and green flags

you sew bones and suffer from a relationship

I learned how to choose a good life partner.

The most important thing I learned in this unit was about toxic relationships.

Would you recommend this learning unit for future students?

17 respuestas

- Yes, the lessons are very engaging and can help students understand how to build healthy relationships
- Maybe, I believe it could be interesting.
- No, I do not recommend this learning unit.

29,4%

70,6%