Прізвище, ім'я автора розробки В’язовська Ірина

Повна назва закладу освіти Полтавський спортивний ліцей Полтавської обласної ради

Посада Вчитель англійської мови

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Номінація Iноземні мови + Захист України

ТЕМА УРОКУ

All in our school are resilient. Psychological stability and self-regulation.

Клас 10 Тип уроку комбінований

Цифрові інструменти\сервіси\ресурси: <https://drive.google.com/drive/folders/1zA3weR8zblqu2Dx6tSQCFR62O8ANfmyt?usp=sharing>

[**https://youtu.be/L8r0uN5Vhcg?si=u1N0wckZ1fqLuptS**](https://youtu.be/L8r0uN5Vhcg?si=u1N0wckZ1fqLuptS)

<https://www.facebook.com/traumaresourceinstitute>

<https://jamboard.google.com/d/1neFsHpAUKYJa3UulP9OLSLs7zqAZfLGbHnMk0IToNv8/edit?usp=sharing> <https://jamboard.google.com/d/1ZmzhEZ_sMCEvpxEvuaE8z1Ki53i8TxyrQPz_er8LkCQ/edit?usp=sharing>

<https://app.twee.com/>

Базові поняття і терміни: Nervous system, sensations, outside and inside, pleasant, unpleasant, neutral, self-regulating, resilience, excitement, depression, stress, stability.

Очікувані результати навчання

Students will:

-Develop a basic understanding of the neuroscience of stress and resilience.

-Describe ways to stay within the Resilient Zone

- Demonstrate the ability to practice self-awareness by noticing sensations, thoughts, and feelings that accompany their experience of practicing each Help Now! Strategy

ПЛАН УРОКУ

Aim

- students will engage in an independent reading and a small group activity. Students will develop a basic understanding the science of stress, and gain insight into the practices that support resilience.

-students will learn Help Now! Strategies and tools to help students return themselves to a regulated body.

РОЗРОБКА УРОКУ

<https://docs.google.com/document/d/1ZKFJSuuQgKdoFlIkK-Ik5chM1lM24HILNkPbwbt-3GM/edit?usp=sharing>

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Teacher’s name  Viazovska Iryna | | | | |
| Class 10A | | Date 27.11.2023 | | |
| Time 1.40 p.m | | Room 214 | | |
| Class Profile: Level A2,B1 | | | | |
| Objectives of lesson  - students will engage in an independent reading and a small group activity. Students will develop a basic understanding of the science of stress, and gain insight into the practices that support resilience.  -students will learn Help Now! Strategies and tools to help students return themselves to a regulated body. | | | | |
| Stages and objectives | Procedures | | Tim  ing | Intara  ction  tion |
| Introduction  Warm-up    Practice  Vocabulary    Reading    Writing and Speaking    Listening    Reflective Practice | We live in a hard time…(slide 1-3)    1. Look at a list of adjectives (word cloud), think about times you have felt this over recent days, make notes in the Jamboard. (slide 4-5)  2.  How are you now?(slide 6)  3. Class Rules (slide7)  What did you notice? (slide 8)  Nervous system, sensations, outside and inside, pleasant, unpleasant, neutral, self-regulating, resilience, excitement, depression, stress, stability. (slide 9)  1. Read the text and do True False task.  <https://drive.google.com/drive/folders/1zA3weR8zblqu2Dx6tSQCFR62O8ANfmyt?usp=sharing>    2. Post-reading task. <https://drive.google.com/drive/folders/1zA3weR8zblqu2Dx6tSQCFR62O8ANfmyt?usp=sharing> (slide 10)    Write down which zone are you in?  How do you know that you are in this zone? What do you focus on?(slide 11-12)  1.Watch the video. What’s trauma?  <https://youtu.be/L8r0uN5Vhcg?si=u1N0wckZ1fqLuptS>  Listen and answer the questions.  <https://drive.google.com/drive/folders/1zA3weR8zblqu2Dx6tSQCFR62O8ANfmyt?usp=sharing> (slide 13-14)  1Game Rainstorm.   Leader Actions:   • Rub palms together slowly • Rub palms together quickly (produces more noise) • Slow snapping of fingers • Faster snapping of fingers (produces more noise) • Slapping thighs with hands • Faster snapping of fingers (produces more noise) • Slow snapping of fingers • Rub palms together quickly (produces more noise) • Rub palms together slowly • Stop (and the noise of the ‘storm’ will die down as each participant finishes in turn)  1.What do you notice on the inside? [PAUSE for brief sharing. Note that some students may not have enjoyed rubbing their palms together or snapping their fingers. Validate that they are paying attention to their nervous systems and building body literacy by noticing what it finds pleasant, neutral, and unpleasant.  Our bodies absolutely will react. We’re all human. We’re all in this together. We can build the skills needed to return ourselves to our Resilient Zone, even in very challenging situations. (slide15) | | 1min  4  4  2  2  4  6    8  1  3    1  6    4    1 | T-S  S-S  T-S-S  G1-G2-G3  Pairs 1,2,3  T-S  G1,G2,G3    Pairs 1,2,3    S  S-S-T    S-T-S    S-S-S    T-S |