Урок англійської мови

5 клас НУШ

із застосуванням елементів методу «Хібукі-терапія»

Підготувала вчитель англійської мови

В’язовська Ірина

Контактні дані:irina.vyazovska@gmail.com,тел.0993184122

Форма роботи: групова

Вік дітей: 8-11 років

Кількість учнів:від 5 до 20 учнів

Мета:

* розвивати навички аудіюваня, говоріння,письма;
* повторити вживання Simple Tenses;
* узагальнити знання з теми «Я, моя сім’я та друзі»;
* зацікавити учнів знайомством з Хібукі, сприяти активному співпереживанню, відповідальності за інших та готовністю допомогти ім і захистити їх.

Тип уроку: комбінований

Очікуваний результат:

* може коротко надати дані про себе, сприймає інформацію про особисті дані (ім’я, номер телефону, вік, країна походження і національність) на слух і розпізнає в тексті;
* може визначити складові активного співпереживання: турбота про іншу людину, розуміння її потреб та бажань і відповідальність допомогти їм.

Література:

1. Посібник СЕЕН(українською та англійською мовами)
2. Методичний посібник « На допомогу психологу»
3. Історія представлення Хібукі.
4. Educator Resources SEE Learning
5. Pre-course Orientation Booklet British Council «Teaching and Learning in Difficult Times»

Т:Hi, friends! Let’s start! First of all, sit comfortable, back is straight. I’ll be with open eyes, you can close your eyes or see on the floor. Think about your resource or imagine new one: smth better for you or safer, happier. Pay attention in it during one minute. How are you? What do you notice in your body If you are pleasant or neutral will cconcentrate into your feelings. If you are not pleasant will cconcentrate into the other part of your body, where you fill better.

T: Open your eyes. Where did you pay attеntion to?

P: into my feet, hands, head, heart, back…..

T: There are our classroom agreements. Does anybody remember some of the things we talked about and put on our list? (Allow time for sharing.)

Our classroom agreements

T: We’ve been talking about kindness, and we’ve also talked about how kindness can be an inner quality. Remember we talked about how saying some sweet words to someone might not be kindness if the wish is to trick them. I’m going to read you a story and I’d like you to watch to see if you can find any moments of kindness. Some of them might be hidden.

Alice Climbs a Tree

“One day Theresa was playing outside on the playground at school with Nelson and Albert. She saw Alice, a younger girl, climbing a tree by herself.

Later when they went back inside, their teacher Ms. Kelly asked the students what they had done outside. “We played ball and I saw a girl in another class climb a tree,” said Theresa. “So next time I’m going to climb a tree too!” Ms. Kelly looked concerned. “That’s dangerous. Last year a student fell from a tree and hurt her arm. So we made a rule that students cannot climb the trees.” Albert looked unhappy. He thought to himself, “That’s mean! Climbing trees is fun.” Ms. Kelly asked Theresa, “How old was the girl who was climbing?” Theresa said, “It was Alice. She’s small. She’s in a lower grade than we are.” Ms. Kelly said, “Then you can help her. Next time you’re on the playground, please tell her she can’t climb the trees because it’s a school rule. I’ll do the same if I see her.” Theresa said, “She might not like it. She might get angry at me and think I’m being mean.” Ms. Kelly said, “That is possible. But if we don’t say anything to her, she won’t know. Then the next time she climbs a tree, she might fall and hurt herself.”

“I don’t want that to happen,” said Theresa. “I’ll definitely tell her tomorrow.”

T: After the reading of the story explain the moment of kindness they observed.

Let’s discuss and answer the questions.(T-PP)

T: What did you find interesting in this story?

T: Why was Albert unhappy when he heard they couldn’t climb trees?

T: Why did the school make a rule to stop students from climbing trees?

T: Why didn’t Theresa want to tell Alice she couldn’t climb trees?

T: Why did Theresa change her mind and decide to tell Alice the school rule?

T: Do you think Theresa cares about Alice? Why or why not?

T: Why might it be important for us to protect each other?

T: Can you think of a time when you were upset because someone said no to you, but later you realized they were being kind?

T: My friend was with us all the time. He listened us. He wants to meet and I want to introduce you my good friend, we also call him "Hibuki" because he loves hugs a lot and wants to hug you.

Let's go now! Let's meet "Hibuki!

P-Р: Red, yellow, green and blue. Hello! How are you?

T: Look how cute he is! Hibuki loves to play with his friends. Usually, he is cheerful and happy. But lately he looks a little sad, maybe he's scared.

T-P: Is he sad?

P: Yes, he is.

T: Look at Hibuki's face, as for me he is sad too, because he doesn't have a friend near him. He doesn’t play with a friend. Is he alone?

P: Yes, he is.

T: Who could take care of him during the day, and even sleep with him at night

?

P: I am!

T: I think there are many good friends among you, maybe some of you want to

become Hibuki's friend. Do you want to be Hibuki's friend?

P: Yes, I do

T: I see many children here who would like to be good friends to Hibuki! Do you want to be Hibuki's friend?

P: Yes, I do

T: Do you think can you be him a good friend?

P: Yes, I can!

T: Will you able to protect him?

P: Yes, I will!

Т: Today I have only my Hibuki. Would you like to tell him about yourselves?

Task 1 **Ask me anything**

1Draw a mind map which contains personal information about you.

2 Students must identify the questions which relate to the information (e.g. How old are you?  Where do you live? What is your favourite food?).

3 Students then work in pairs or small groups and follow the same procedure. As well as  practising question forms, the students also get to know each other better.

Task 2 **Pictures of the future**

1 Ask students to draw a picture of all the things they’d like to happen in their lives over the  next decade. You should also draw a picture about yourself.

2 Students share their pictures in small groups. They can discuss them briefly in L1, or a  mixture or L1 and L2.

3 On the board, write Within the next decade…, then present your picture to the class.

Task 3 Writing a letter to Dafna.

Hello, dear Dafna!

We are the students of the 5th form. We study at school and time from time we feel alone. Today we met with Hibuki. He seemed to us upset. He looked a little sad, maybe he was scared.

We know that you like a mother to Hibuki. You have many huggy dogs in your country. Would you like to share with us?

We ‘ll be taken care of him during the day, and even sleep with him at night!

We would like to be a good friend for him!

See you soon, 5th formers.

T:What do you like best of all at the lesson?

What do you remember?

What task do you like?

Will you wait the meeting with Hibuki?

Висновок

1. Учні надають дані про себе, сприймають інформацію про особисті дані (ім’я, номер телефону, вік, країна походження і національність) на слух і розпізнавають в тексті;
2. Учні визначають складові активного співпереживання: турбота про іншу людину, розуміння її потреб та бажань і відповідальність допомогти їм.
3. Учні у спілкуванні разом, в групах проявляють доброту і турботу про Хібукі.
4. Учні підтримують класні домовленності.
5. Учні розуміють як доброта може стати іх внутрішньою якістю.
6. Учні виконують практику ресурсності.