

Комплект супровідних цифрових матеріалів

https://miro.com/app/board/uXjVNj_S5cU=?share_link_id=363661205621

<https://www.menti.com/al9rb13j8yxs>

<https://create.kahoot.it/share/reading-comprehension/f034fc63-6181-42c4-9aa7-2d5876fc18dc>

<https://wordwall.net/uk/resource/81945128>

https://www.canva.com/design/DAGWqaklFvU/mtra4fccNNaD-wjtMnNESw/edit?utm_content=DAGWqaklFvU&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

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Shift your perspective

Equipment: online board Miro

https://miro.com/app/board/uXjVNj_S5cU=?share_link_id=363661205621

Outcomes:

By the end of the lesson students will be able to speculate about the current state of affairs with mental health of Ukrainians; they will be able to use vocabulary dealing with mental disorders and use the modal verbs of speculation to meet their communicative needs.

I. Warming-up: making the cloud of words in Mentimeter

Aims: *to identify how students understand the key components of health;
to activate background knowledge.*

Students are supposed to come up with their answers to the question: **“What things do you associate with being healthy?”**

<https://www.menti.com/a19rb13j8yxs>

II. Lead-in

Aims: *to give students practice of unprepared speaking using visual prompts;
to give students practice in expressing speculations and making generalization.*

Teacher: According to the World Health Organization “Mental health is a state of mental well-being that enables to cope with the stresses of life, realize their abilities, learn well and work well, and contribute to their community.”

www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response



<https://www.childrenfirst.org.uk/media/yx1b55kt/challengingbehaviour-share.jpg>



www.unicef.org/press-releases/ukraine-frontline-children-battling-mental-trauma-underground



https://media.talkingparents.com/kentico-media/talkingparents/media/blog-images/2022_02/blogop4_kidsindistress/opengraph-kidsindistress-min.png

Teacher: Have a look at the pictures and come with your own ideas to answer the questions

1. What are the reasons why these children are in distress?
2. What should be they feeling?
3. Have you ever been in state of distress?
4. How typical is this state for teenagers?
5. Does the situation in Ukraine differ from that one in other countries? Why?

III. Reading

Aims: *to help students make predictions about the content of the text based on visual prompts;*

to present vocabulary in the context of the report about the consequences of the full-scale war in Ukraine;

to revise modal verbs which are used for speculation;

to give students practice in reading for gist.

Pre-reading: coming up with predictions

Teacher: Read the heading of the text, have a look at the pictures and try to figure out which regions the text deals with. Why do you think so?



<https://foreignpolicy.com/wp-content/uploads/2022/03/kharkiv-ukraine-russia-war-missile-freedom-square-GettyImages-1238846907.jpg>



<https://images.app.goo.gl/dHoagB6kbsM2VYQn6>



<https://vid.alarabiya.net/images/2024/08/30/a99c77c2-a193-4219-af17-4584a372eee7/a99c77c2-a193-4219-af17-4584a372eee7.JPG?crop=4:3&width=1200>

Keys: Kharkiv, Sumy, Poltava

Ukraine - Frontline children: battling mental trauma, underground

This is a summary of what was said by UNICEF Spokesperson James Elder

“UNICEF estimates that over the past two years of war, children in cities in Ukraine’s frontline areas have been forced to spend between 3,000 and 5,000 hours – equivalent to between four to seven months – sheltering underground.

Seeking safety from the **missiles** and drones is coming at a great cost for these children. This situation has become absolutely **devastating** to mental health. The psychological scars for children ***must be deep*** and they ***may be deepening*** day by day.

According to survey data, half of 13- to 15-year-olds have trouble sleeping, and 1 in 5 have **intrusive** thoughts and flashbacks – typical manifestations of post-traumatic stress disorder. It means that they ***should have been undergoing*** tremendous stress for the last two years. Three-quarters of children and young people aged 14 to 34 have recently reported needing emotional or psychological support.

Parents across Ukraine report that their children are experiencing **excessive** fear, **anxiety**, phobias and sadness, disinterest in school and sleep troubles. At a time when parental care is needed most, half of parents report that they are struggling to support their children. Indeed, as a child psychologist in Kharkiv pointed out to me: parental care is essential to manage the **immense** toxic stress that children are **enduring** from prolonged **exposure** to conflict and chaos.

Despite education being a fundamental source of hope and stability, it is chronically **disrupted** and beyond reach for a lot of Ukraine's children. Children in frontline areas have been inside a school for a single week over the past four years - two years of COVID-19 and two years of full-scale war.”

(Adapted from www.unicef.org/press-releases/ukraine-frontline-children-battling-mental-trauma-underground)

After-reading tasks

Aims: *to check students' general comprehension of the content;
to elicit the main ideas of the text.*

Discussion:

1. What do you feel like nowadays?
2. How does life in our town differ from the life in frontline cities, town and villages?
3. What can we do to deal with stress and anxiety?
4. Do you know any techniques to relieve stress? Can you share?

True / False statements

1. The situation with children's mental health in different regions of Ukraine doesn't differ much. (F)
2. Children manage to cope with distress a lot better than adults. (F)
3. A significant number of children aged 13 to 15 demonstrate clear signs of post-traumatic stress disorder. (T)
4. It is relatively easy for parents to support their children's mental health needs. (F)
5. Full-scale war in Ukraine has led to a significant decrease of children's school attendance. (T)

<https://create.kahoot.it/share/reading-comprehension/f034fc63-6181-42c4-9aa7-2d5876fc18dc>

IV. Vocabulary Focus

Teacher: Have a look at the words in bold in the text and figure out their meanings

Matching activity

- to prevent something like process or event from continuing as usual or as expected;
- causing a lot of damage or destruction;
- a flying weapon that has its own engine so that it can travel a long distance before exploding;
- affecting someone in a way that annoys them and makes them feel uncomfortable;
- the fact of experiencing something or being affected by it because of being in a particular situation or place;
- to suffer something difficult, unpleasant, or painful;
- much more than is reasonable or necessary;
- extremely large in size or degree;
- an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future.

<https://wordwall.net/uk/resource/81945128>

V. Grammar

Aim: *to revise the modals of speculation and give students practice in their use.*

Teacher: Now read the underlined phrases in the report and answer the following questions:

1. What role does the modal verb perform in each structure?
2. What other modal verbs can be used for speculation?
3. What does the use of the infinitive tense form depend on?

Group work: Students are divided into 4-5 groups and work in separate breakout rooms. They have to put down four assumptions about the past and four

assumptions about the current affairs using the visual using the following beginnings:

*The people **must** ...*

*They people **should** ...*

*The people **may** ...*

*The people **might / could** ...*



https://i.cbc.ca/1.6370173.1646247109!/fileImage/httpImage/image.jpg_gen/derivatives/original_620/1238870230.jpg

VI. Cool-down activity: relaxation technique

Aims: *to let students have some rest;*

to introduce one of the ways to manage stress

<https://youtu.be/SHc8hi76ZSY?si=Qw6oIPztIssBBRhr> (open access resource)

Teacher: How helpful was the technique? What did you do to calm down and relax? Are you going to use it in future?

VII. Listening

Aims: *to enhance listening for gist skills*

to give students practice in listening for specific details.

Pre-listening discussion:

1. In your opinion do only people in Ukraine have mental problems?
2. What can cause these problems?
3. Do you know any ways to manage stress and anxiety?

Teacher: Now you are going to hear four people sharing their experiences of having problems with their mental health and do the task. There is an extra choice.

Speaker 1

https://drive.google.com/file/d/1fn8lyilvO4PLzu92sCpj145HSwwpzu9I/view?usp=drive_link

Speaker 2

https://drive.google.com/file/d/1izBgGoH4q0a1kFOYQE32_4BQvu0xt4N7/view?usp=drive_link

Speaker 3

https://drive.google.com/file/d/1y28FPFoulSAGTJ1Z2cXZJUHywLWCwfC/view?usp=drive_link

Speaker 4

https://drive.google.com/file/d/1NjzPXbxor5OtyM4X8a6sqb8FNbCdEO_h/view?usp=drive_link

Which of the speakers

is an expert on mental health disorders	
once sought support within her/his family circle	
mentions competition as the cause of his/her mental health problem	
advises exercising to manage stress	
used to have problems when communicating with other people	

Keys:

Speaker 1 mentions competition as the cause of his / her mental health problem

Speaker 2 used to have problems when communicating with other people

Speaker 3 advises exercising to resist stress

Speaker 4 once sought support within her family circle

Extra choice: has never experienced stress or anxiety

Listening for specific details

Teacher: Now watch the video providing some tips how to manage stress and anxiety but there are 3 ill-conceived pieces of advice. You have to spot them and explain why you consider them to be improper. (Appendix I)

https://drive.google.com/file/d/1VBrs6CPrYgPEX1RjWDZ92pI6w3GdAj1q/view?usp=drive_link

Keys: Ill-conceived tips:

1. So never miss a chance to go to the place which serves your favourite burgers.
2. Join a gym and work out hard in order to forget about all your problems.
3. If you don't have enough time to sleep at night, you can make up for it having a few naps throughout the day.

VIII. Reflection

Aims: *to summarize the main points of the lesson;*

to raise students' awareness of healthy living;

to give students practice of making factual statements concerning mental health disorders and the ways to manage them;

to recognize learning challenges students may be facing.

Discussion:

1. What are the most widespread mental health disorders?
2. Do people in other countries suffer from mental health problems?
3. What do people feel like when they experience stress and anxiety?
4. What are the main ways to deal with stress and anxiety?

5. What new facts about mental health have you learned?
6. What changes are you going to introduce in your daily routine to manage stress?

Group work: Students are divided in 4-5 groups. Each group is assigned the task of completing an interactive worksheet and then present the results of their group work.

Group 1

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Group 2

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Group 3

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Group 4

https://www.canva.com/design/DAGWqU9rlJk/y5bUAOlwAVIuNIODt37JaA/edit?utm_content=DAGWqU9rlJk&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Group 5

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IX. Home assignment

Students have to write a letter to a friend who has complained about experiencing some mental health disorders. In the letter they have to

- ask their friend to specify what mental disorders he/she is suffering from suggesting their own variants;
- make their assumptions about the causes of these disorders;
- give some advice on the way to manage stress

Appendix I

Script

Firstly, you should adopt healthy eating habits. Foods can help tame stress in several ways. Comfort foods, like a bowl of warm oatmeal, boost levels of serotonin, a calming brain chemical. Some fruit and vegetables can cut levels of cortisol and adrenaline, stress hormones that take a toll on the body over time. So never miss a chance to go to the place which serves your favourite burgers.

Secondly, you are advised to exercise. It can be very effective in relieving stress. Even going out to get some fresh air or doing a simple workout in the morning can help. It is also a great idea to take up doing sport. Join a gym and work out hard in order to forget about all your problems.

Thirdly, always remember to take time off and relax. You may do it in different ways. Adopting hobbies, going on vacations, and meeting up with friends are all really beneficial.

Besides, get restful sleep. Sleeping problems are common when you're suffering from stress. If you don't have enough time to sleep at night, you can make up for it having a few naps throughout the day.

Finally, don't be too hard on yourself. Try to keep things in perspective. After all, everyone has bad days.