

7. Підготовка повідомлень з подальшим їх виголошенням студентами за визначеною тематикою.

Teacher: Now it's your turn to apply the knowledge you have gained and prepare a very short speech about one of the following topics:

- 1) Why learning English is important/necessary.
- 2) What your city needs.
- 3) How to stay healthy.
- 4) What are the most important things in life.
- 5) Your own ideas.

Use the phrases below and the techniques discussed in the lesson to help you.

Useful phrases

- You ask me, why/what/how...? I tell you...
- It isn't... it is...

Vitae:

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– It has been said that... But I am here to tell you that...

– In the end, it really just comes down to three main things:, ... and ...

8. Підведення підсумків заняття. Пояснення домашнього завдання.

Today we have thrown light on the rhetoric techniques used by public figures and politicians and the way we can apply them in our everyday life. For the next time you'll have to prepare a short speech to present in class (up to 3-5 minutes) on the quote by Abraham Lincoln «*The ballot is stronger than the bullet*».

Оцінювання знань студентів.

As for your marks today they are Thank you for the great work done. See you in a week.

ОГЛЯДИ ТА РЕЦЕНЗІЇ: ВІТЧИЗНЯНА ЛІНГВОДИДАКТИКА

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«УЧАСТЬ УЧИТЕЛЯ-ФІЛОЛОГА У МІЖНАРОДНИХ ПРОЕКТАХ»: ОГЛЯД ПОСІБНИКА ДО СПЕЦКУРСУ

О. Любашенко, Т. Кавицька, О. Сухенко. Учитель-філолог у міжнародних проектах : проектна діяльність, мовний тренінг, дидактична майстерність : навч. посіб. – Київ : ВПЦ «Київський університет», 2018. – 191 с.

Стрімка інтеграція мовної особистості в мультикультурне середовище зумовлює потужні виклики для держави Україна, для її громадян, для молоді генерации українців. Молодь повин-

на нарівні з представниками інших країн долучатися до розв'язання цивілізаційних проблем у світі, який розмовляє іспанською, англійською, німецькою, але, водночас, зберігати українську

ідентичність, ділитися з іншим світом цінностями українськомовної особистості.

Це складне завдання постає перед студентом-філологом, викладачем англійської мови в Україні, який бажає навчати своїх учнів іноземної мови у процесі розв'язання соціальних проблем, додання перешкод міжкультурного порозуміння, здійснення корисних справ. Авторський колектив, маючи досвід проектної діяльності у різних формах, спробував допомогти студентам-філологам, учителям іноземної мови організувати оволодіння цією мовою, керуючись посібником як моделлю навчального процесу.

Проектна робота є важливим аспектом навчальної діяльності у сучасній школі, вона розкриває творчий потенціал учителя й учнів, розвиває критичне мислення, навчає командній роботі, а також активізує лідерські якості, мотивує до навчання й акумулює комунікативні та організаційні компетентності. З іншого боку, це титанічна праця вчителя-філолога, який має організувати і контролювати увесь процес проектної роботи, водночас навчаючи мови і мовлення.

Створенню цього посібника передували дослідницький пошук його авторів у кількох напрямках:

1) аналіз потреб учителів-філологів і можливостей задовольнити їх під час їхнього навчання в університеті,

2) визначення актуальних труднощів, які спіткають вчителя-філолога в Україні, якщо він узявся до роботи в проекті;

3) обґрунтування нового підходу до навчання іноземної мови шляхом долучення студента-філолога до проектної діяльності самостійно і в учительській практиці;

4) експертиза та випробування стратегій навчання мови в університетах Сходу, США, Європи.

Автори свідомо обрали панельну організацію навчального матеріалу, у якій важливе місце посіли бесіди, експертні оцінки, дискусії, контрольні-оцінювальні стратегії. Посібник містить п'ять панелей, які не є тотожними традиційним розділам книжки. Панелі нашого навчального видання є осередками навчального матеріалу, майданчиками для тематичного спілкування кваліфікованої підготовки учасників до проектної діяльності, інструментом якої постає грамотне і вільне мовлення. Учасниками панелей є учні, колеги, експерти,

грантодавці. Проте головними модераторами освітніх проектів були і будуть учителі.

Навчання вчителя-філолога спроектоване у декількох напрямках. Пізнавальна діяльність (discovery activity) зорганізована у завданнях, які дають змогу описувати і провадити дослідницький проект. Фахова робота (professional activity), як сподіваються автори, збільшить кількість, досвідчених організаторів учнівських колективів. Мовна підготовка (professionally speaking, language training) озброїть українського філолога уміннями сприймати і відбирати інформацію з англійськомовних джерел, розмовляти з учнем, класом, колегами, спрямовуючи роботу в проекті, налагоджувати офіційне і дружнє спілкування із зарубіжними партнерами, організаторами міжнародних заходів. Контрольні стратегії (assessment for learning) нададуть упевненості в успішності навчання.

Панель 1 «Проектна діяльність і проектне навчання. *Projects and Project-Based Learning*» збере на своїх теренах усіх, хто прагне бути учителем нової генерації в Україні. Навчання на цьому етапі допоможе учасникам зрозуміти основи проектної діяльності філолога і рівень мовної підготовки для її реалізації. У результаті навчання українські філологи повинні відчувати себе конкурентними учасниками боротьби за освітні гранти, обізнаними спеціалістами проектної діяльності, практиками проектного навчання (PBL) у різних формах. Головними жанрами мовлення є *бесіда і дискусія* (discussion and debate) з колегами з питань проектної роботи.

Панель 2 «Вибір проекту на міжнародних платформах. *Going global with classroom projects*» об'єднує школярів, учителів, керівників проектів, які цікавляться актуальними натепами проектними платформами і плануванням проектної роботи. Для них було визначено найбільш універсальні платформи, де вчителі можуть залучити учнів до розв'язання локальних та глобальних проблем молоді, водночас навчаючи їх мови і спілкування. Головними жанрами мовлення, які вчитель-філолог удосконалює і демонструє, є презентація проекту в класі (presentation), *бесіда з класом* (classroom discussion), *письмове чи усне заохочення* (encouragement letter) учнів до проектної роботи, *пояснення* (explanation) учням

особливостей, переваг і труднощів колективної співпраці.

Панель 3 «*Комунікативний контакт із партнерами в проекті. Project Communication Guide: Cooperation with Partners*» є майданчиком для формування методичних і мовленнєвих умінь для роботи в команді. Крім того мовний тренінг передбачає правила спілкування із зарубіжними однолітками, знання етикету телефонної та відеорозмови, листування з партнерською школою з іншої країни. Жанри, які учитель-філолог опановує і навчає, є *самопрезентація (self-presentation)*, *мотиваційний лист (motivational letter)*.

Панель 4 згуртує студентів, учителів і учнів у конкретному проекті «*Я цим пишаюся... я поділюся цим з друзями. Participation in the project: «I'm proud of...I'm ready to share it with you»*. Мету, завдання, етапи і вимоги проекту було сформульовано відповідно до запиту молодих українських громадян, які будуть використовувати англійську мову для ознайомлення своїх однолітків у світі з найкращими здобутками української держави, культури мешканців України, з досягненням української науки, звичаями, мистецтвом, принципами соціального розвитку. Останнім етапом реалізації проекту є презентація переможців на Всесвітній виставці «*Гордість моєї країни (The pride of my country)*», яка, за задумом авторів, відбудеться в Лондоні. Переможці отримають локацію «Україна». Зібрана інформація про об'єкти гордості українців та їхніх зарубіжних партнерів повинна бути представлена порівняльними засобами мовлення, у жанрах *презентації (presentation)*, *аудіотексту казки, популярного буклету*. Передбачене усне і писемне мовлення учнів та вчителів під час проведення виставки. Підготовлені тексти потраплять до Всесвітнього музею гордості молоді Землі.

Панель 5 «*Офіційна мобільність. Документи для участі в проекті. Applying for mobility: Documents for participation in the project*» – це майданчик для мовних тренінгів учасників проектної діяльності, координаторів, партнерів. Завдання і вправи запропоновано для тих, хто прагне використати мову для офіційного спілкування, написання анкет учасників проекту, оформлення подорожі, перетинання кордонів, долання бюрократичних

бар'єрів, набуття грамотності офіційного діалогу. Головними жанрами є заявка на участь (*participation application*), заповнення форми – *аплікації учасника (filling in a participant form)*, реєстрація учасника (*participant registration*), спілкування на кордоні (*communication with Customs officers*), використання англійських карт, інструкцій (*using English maps and instructions*), розуміння оголошень, попереджень (*understanding ads and warnings*), які можуть зустрітися на шляху переможця. Нарешті, поетапна робота в усіх панелях, виконання завдань і контроль результатів забезпечать взаємопов'язане навчання мови на засадах інтегративного підходу. Тому посібник є методичним підґрунтям для комплексного навчального курсу, який може бути предметом класу А для філологів освітніх спеціальностей.

Цей посібник призначено студентам-філологам, учителям-філологам, які долучаються до проектної роботи, усім, хто прагне разом навчатися і навчати мови, спілкуючись з учнями в проектній діяльності. У посібнику представлено матеріал для навчання проектної діяльності на всіх її етапах, лінгвістичні та дидактичні завдання для вдосконалення майстерності вчителя-філолога, завдання для мовного тренінгу вчителя, систему контрольних-оцінювальних заходів, практичні поради авторів і їхніх колег, які мають досвід участі в проектному навчанні і міжнародних освітніх проектах.

Авторський внесок:

Олеся Любашенко: концептуальна ідея посібника, панель 2; передмова;

Тамара Кавицька: панель 1, панель 3, панель 5, редактування;

Олена Сухенко: панель 4, контрольні-оцінювальні блоки.

Нижче наводимо скорочену версію панелі 3 посібника.

Панель 3. Комунікативний контакт із партнерами в проекті

Panel 3. Project Communication Guide: Cooperation with Partners

Девіз: Наодинці втрачаємо, гуртом – досягаємо

Motto: Divided we fall, united we stand



«Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved,»

Mattie Stepanek

Panel 3: Terminology Takeaways for Teachers

Cooperative learning; competitive learning; group work; teamwork; rubric; socialization skills; cooperation skills; team-building skills; foster team spirit

Task 1. Cooperation at a Glance. Read the statements below and say whether you agree/disagree with them. Illustrate your point of view.

Infants at 3 months display socialization and cooperation skills in their simplest form.

Cooperation contributes to happier and more enjoyable environment.

Cooperators assess people more positively than competitors.

Cooperators are more stress-resistant and healthier than competitors.

85% of workplace success comes from communication and cooperation skills, and only 15% – from intelligence, education and experience.

Task 2. Put Your Heads Together Cooperatively. Work in groups and fill in the COOPERATION AGE-BY-AGE Chart by matching the age groups with the corresponding socialization and cooperation skills.

Age	Socialization and cooperation skills
0 to 6 months	
6 months to 1 year	
1 to 2 years	
2 to 3 years	
4 to 5 years	

A. Children ask countless questions. They are friendly to most adults, like talking to them. They are now learning to wait for their turn. They are helpful by setting the table for snack, clearing the table, or using a sponge to wipe the table. They are learning to share and will offer a child another toy. They are learning to say «Please,» «May I,» «Thank you,» and «Excuse me.» They like playing group games and begin to follow simple rules.

B. A true social smile begins at this age. Babies' social play is noticed during feeding and bathing. They respond to physical contact games such as tickles, head on baby's tummy, and bouncing. They become interested in toys in their crib or playpen and will play by kicking a mobile or waving a rattle.

C. Children at this age enjoy being helpers. They try to feed themselves and their dolls. They hold their own cup and offer you a drink. They use their own name and love singing with you and listening to rhymes. They do say many «No's,» and although they share with you, they may not be willing to share with other toddlers. They understand nonverbal cues and can tell by the expressions on your face when they have misbehaved.

D. Children in this age group use their imagination and develop plots, change characters' voices, and assume different roles. Play allows them to become more emotional, flexible, creative, develop vocabulary and practice empathy. They invent complex games and, in doing so, share, cooperate, and help one another. They begin to learn about others' cultures and values and understand what a

family is. They begin to play board games where they learn to take turns and cooperate.

E. A child can share a cookie with an adult or share blocks when they build a tower. As an adult puts one block on top of another and the baby follows suit, they are taking turns and cooperating. They can interact with peek-a-boo or pat-a-cake and share simple dancing and singing games. Reading to a child is an important social activity. (Source: www.scholastic.com).

Task 3. Build up partnership by effective communication. Encourage your colleagues to think of situations when they had to cooperate with another person.

Ask them:

- What were some ways they cooperated at school/university?
- What are some ways they cooperate at home?
- What might happen if one person in a group didn't cooperate?
- What could you do if one person in a group didn't cooperate?

Task 4. Read Critically for Effective Writing.

A) Read the text below and give definitions of the underlined words. Work in pairs. B) Write an opinion paragraph on advantages of cooperation in the classroom (150 words).

The Benefits of Cooperation

Was your child eliminated from the spelling bee and came home in tears? How did you feel when you were chosen last in a game because you were not as «good» as the others? These events reflect our preoccupation with competition. The concept is deeply rooted in our nation's education, sports, politics, and even in families. Author Alfie Kohn, in his well-researched book *No Contest, the Case Against Competition*, writes how «we are encouraged to pit ourselves against one another and taught that competition is a builder of character, and an unavoidable part of human nature.» He claims that «any win/lose structure is psychologically destructive and poisonous to our relationships.»

It's ironic that we play games to be together yet spend our efforts trying to bankrupt someone, destroy their armies, conquer the world, etc. – all goals which create hostility and separate us. But does it have to be a «dog eat dog» world? We can unlearn that kind of behavior. Why not play «King of the Mountain» where everyone stands

at the top? How about family members deciding together who does which household chores? Just imagine the global benefits of nations working together and negotiating so everyone wins! Cooperative concepts are beneficial in school, work, play, in personal relationships and are easily understood in the context of games. Here are several benefits:

Bonding, Support, and Playfulness.

It is hard to maintain positive feelings about someone who is trying to make you lose. Hurt feelings and arguments often result from competitive play. In cooperative play, challenge, discovery and success are shared. Emphasis is on participation, acceptance and the «joy of play.» In the end, it's your relationship with each other that counts. Children gain stronger bonds with parents, siblings and playmates.

Teamwork and Shared Decision Making.

Competition makes it difficult to share our skills, experiences and resources because each person is separately involved in his or her exclusive goal. In our schools and work places, students and employees are often taught to regard each other not as potential collaborators, but rather as opponents, rivals, and obstacles to their own success. In cooperative settings, every person's role is important and valued. Individuality is respected, and concern for the needs of others fostered. The challenge shifts from «striving to be number one» to working toward a mutual goal. The idea that we all share in decision-making is a powerful tool.

Openness, Trust and Safety

Often competition—in work and play—results in arguments, hurt feelings and separation. Many games are based on secrecy and intimidation resulting in players feeling unsafe. In work or play, people really want and need to feel safe, be open and honest, and above all, feel trusted. Cooperative situations help create that atmosphere, because participants give encouragement and support of one another.

Self-Worth and Personal Power

Cooperativeness has been linked to greater learning, emotional maturity and strong personal identity. Participants often become more flexible in their thinking and willingness to invent creative solutions. The result is enjoyment, personal confidence and a feeling of self-worth. As your personal power grows, you get that «I can make a difference» feeling.

Well-being

Most competitive situations are highly stressful; the possibility of failure creates agitation if not outright anxiety. The fear or anger generated from being eliminated or losing often causes embarrassment, tension and hostility. Cooperative activities are non-threatening and non-judgmental. As a result, this creates an atmosphere for relaxation and well-being—the foundation for more genuine, healthy and playful fun.

(Source: Family Pastimes, 2011).

Task 5. Cooperate for Persuasive writing. As a teacher, you work for a private school that is planning to switch from the policy of cooperation to the policy of competition. You and some colleagues do not support the decision. Write a letter to the headmaster explaining the advantages of cooperative learning. Use the template below. Work in pairs.

Dear Mrs ...,
 We are writing to
 Traditionally, parents and teachers alike have believed that exposing children to harsh competition early on will prepare them for competition in adulthood.....

However, having done the research on the topic, we have found that encouraging cooperation in the classroom leads to greater, more lasting achievement among students.....

Studies into cooperative learning have shown that working in small groups toward a common goal instructs children more appropriately for their roles in the business world, which is becoming increasingly team-oriented.

Additionally,.....

Plus, exposure to various kids will help children gain open minds to background, skills, and appearance, which could help to end bullying.
 Unfortunately, there are many enemies to using cooperative groups in the classroom who claim that

Yet, cooperative learning is.....
 The benefits to cooperation in schools seem endless, demonstrating that.....

Sincerely,.....

Task 6. Invest your efforts in group research and presentation. You have received the reply from your headmaster (Task 5) who asks you to prepare a presentation «Cooperation vs Competition». Go to: <https://www.skillsyouneed.com/> and prepare a presentation focusing on advantages and disadvantages of cooperation and competition in school, business and at home.

Task 7. Add your word to a story. Make a group snowball story to comment on the statement «Competition brings out the «beast» in us; cooperation brings out the «best» in us».

Task 8. Add your argument to a 10-minute discussion: Everybody is different in a team,

which makes it unique. Discuss the topic in groups and exchange your findings. Answer the questions:

- Do you prefer working with a person who has a similar personality to yours?–
- Do you always tolerate values and opinions that are different from yours?
- Can cooperation be effective if it involves different personalities?
- What personality types are the best cooperators?

Task 9. Learn to Work Together by Accepting Different Personality styles. Read the Elevator test and identify whether each passenger is a Peacemaker, Socializer, Director or

Analyzer. What personality types are the best cooperators?

The Elevator Test: Which Type Are You?

The elevator doors are about to close on an eager rider who is trying to get on the elevator. Four people are already inside the elevator. One of the people in the crowded box is in a hurry and does not want to wait (1). There is also a bubbly, energetic passenger who holds the door open while greeting the newcomer (2). A third rid-

er is happy either way and smiles while waiting patiently (3). The final passenger is concerned as she calculates the weight to see if the elevator can handle another person (4).

Task 10. Discover your mate’s personality to cooperate in the classroom effectively. Use this template to interview your partner. Say what you have in common or are different at. Work in pairs and then tell the class about your mate.

A. We are different but have something in common! (Activity template).

I like playing.....	My favourite thing to do is.....	I live with my...
Football Badminton Tennis Basketball Chess Other.....	Read Listen to music Sing (karaoke) Cook Travel Hang out with friends Other.....	Parent(s) Grandparent(s) Sister Brother Stepparent Cousin Other.....
I love....	I am good at....	My dream is....
Italian food French food Chinese food Japanese food Ukrainian food Southern food Other.....	Science Painting Dancing Writing poetry Telling jokes Other.....	Become an actress Travel around the world Make a discovery Build an underground house to live in Other.....

B. My Values: Self-presentation. (Activity Sheet).

From this list, circle three values that are very important to you. You may add your own on the lines at the bottom of the list, but still choose three.

Having good grades	Being creative
Having fun	Being famous
Spending time with my family	Freedom
Having good friends	Helping others
Honesty	Being rich
Being a good athlete	Being popular
Which value is most important to you?.....	
Why is this value so important to you?	
What value do you think your parents would choose as most important?.....	
What value do you think your closest friend would choose as most important?.....	

Task 11. Read for Teaching Competence. Read the text and comment on the activities described. Add you tips how to teach kids to introduce themselves to others.

Teaching Kids to Introduce Themselves to Others

by TIFFANY RAIFORD

When it comes to teaching your kids basic manners, you probably already work hard teaching your kids the basics such as saying please and thank you. However, you also need to teach your kids the proper way to introduce themselves

to other people. Not only is it polite, it's a habit they will use for the rest of their lives, whether at school or in their future career.

Step 1. Discuss with your child the importance of introductions. Focus on teaching him how to introduce himself to other people and let him know that this displays good manners. It is important for your child to learn to properly introduce himself to other because it is a good way to help shy people feel more comfortable, whether the shy person in question is your child or someone else. Additionally, learning the art of a proper introduction is a social skill he will use for the rest of his life in both his personal and professional lives, according to Renee Gilbert Ph.D., Washington-based licensed clinical psychologist.

Step 2. Instruct your child to say hello and offer her name when introducing herself. She should smile and say something along the lines of, «Hello, my name is Susie and it's a pleasure to meet you.» Tell her it is okay to wait to tell someone what a pleasure it is to meet them until after they offer her their name in return, as well.

Step 3. Teach your child how to appropriately shake a person's hand. If he is unsure how to do it the right way, practice with him. Have him extend his right hand out -- it's always the right hand, even if someone is left-handed -- and offer it to others. He should pump his hand two to three times and hold on with medium strength. He doesn't want to hold on too softly and seem weak but he doesn't want to hold on too tight and hurt anyone.

Step 4. Encourage your child to make eye contact and smile when she is introducing herself to others, advises Dr. Laura Markham, Ph.D. and psychologist. This is a critical part of making an appropriate introduction because it sets the tone and shows new people that your child is open, bright and friendly.

Step 5. Practice letting your child introduce himself, advises Markham. You can pretend to be a new teacher or one of your own work colleagues and let him approach you to introduce himself. Help him work on problem areas, such as shaking hands. Praise him for his strengths when it comes to introducing himself. If he maintains eye contact and smiles while introducing himself to others, compliment him on his ability to look people in the eye because it makes him seem more confident. Additionally, his smile helps people recognize that he is friendly and kind.

(Source: <http://www.livestrong.com>).

Task 12. Introduce Yourself Creatively: Me in a Different Way. Teach your kids to be creative at presenting themselves. Do this activity yourselves and say whether it will work in your classroom.

First, create a *Visual Map* – a graphic representation of your life from infancy to the present. Reflect on the memories and say whether you remember learning something new about yourself from one of your past experiences. Explain why you would like to talk about these discoveries.

Me in a Different Way: After reflecting on the memories from the visual map, select a memory on which you'll focus. In writing, explore what you learned about yourself from that experience, how they were before, how they have changed after, and what that journey was like.

Task 14. A Teacher in a Different Way: Introduce Yourself to Your Kids. Practice with kids for better social skills. Should teachers introduce themselves to kids? Here are 10 fun ideas from school teachers. Suggest your comments on them.

1. Make a photo book. «Last year, I made an 'ABC' photo book on Shutterfly and included one thing about myself for each letter of the alphabet. (And yes, I really had to stretch to figure out 'X' and 'Q'.) After reading it to my students on the first day of school, I left it in the classroom library. The kids read it over and over again throughout the year.» *Heidi James, fourth grade*

2. Send postcards. «I took a picture of me playing fetch with my trusty golden retriever and sent it to each of my new students over the summer. On the back, I wrote a short note introducing myself and telling them how excited I was to have them in my class.» –*James Carson, second grade*

3. Share your favorites. «I print out a list of my top 10 favorite novels and hand them out to my students on the first day of school. That way they get a taste of some of the literature we'll be reading during the year and get to know a bit about me as well.» –*Carla Harris, high school English*

4. Give them a quiz. «I give kids a fun quiz that says things like 'Mrs. Scheuer has how many kids? Two, three, nine? Mrs. Scheuer's favorite restaurant is: Applebees, Red Lobster, Lonnie's

Luncheonette, etc.' They love when they get them correct.» –*Karen Santucci-Scheuer, first grade*

5. Make yourself a star. «Every week during the year, one student is Star of the Week and they get to display a collage of their favorite things in the classroom. For the first week, I'm the star and my collage allows my students to get to know me.» –*Judith Garcia, kindergarten*

6. Let them piece it together. «I give students a stack of primary documents from my life (letters, report cards, class pictures, etc.) with all the sensitive information blacked out. I ask the students to create a time line from that information, hypothesize about what happened in the gaps, and draw conclusions about the kind of person they think I am.» –*Phil Logan, eighth-grade social studies*

7. Play 20 Questions. «I play 20 Questions on the first day of school and have my students guess things about me. It's always a lot of fun—unless some smart aleck middle schooler decides to guess that I'm 73 years old or something like that.» –*Jennifer Jackson, seventh-grade social studies*

8. Two truths and a lie. «I throw out two truths and one lie about myself and have them guess which one isn't true. Then I have the students do the same thing and we have all sorts of fun getting to know each other.» –*Allison Hayfreid, fifth grade*

(Source: <https://www.weareteachers.com>)

Task 15. Introduce Yourself on Paper. Read the text and build a Personal Profile template for your students.

How to Help Kids to Write a Personal Profile

By Christine Tucker

Child writing in notebook. Elementary and middle school teachers often help their students learn to write basic personal profiles, so they'll be equipped to handle scholarship and summer job applications and college applications down the road. Students might also write personal profiles to accompany academic, art or music submissions for local or state competitions. You can help your students learn to write effective personal profiles by teaching them to focus on their achievements, activities, goals and interests.

Brainstorming Session. Give students a blank piece of paper and have them write «Special Things About Me» at the top. They must brainstorm a list of 10 character traits, interests, activities or achievements that they're proud of. Instruct them to turn their papers over and pass them to a neighbor. Tell the recipients to list three positive attributes about the student whose paper they received, such as «good speller,» «friendly and easy to get along with» or «has a good sense of humor.» Brainstorming helps students gain insight about what to include on their personal profiles, according to the University of Alaska System.

Introductory Information. Explain to students the importance of listing basic information on their student profile -- first and last name, age, grade level, school name and home state. Show them how to organize the information at the top of the page by justifying the left or center margin, leaving space between entries and including subheadings, such as «Name» or «Age,» with a colon after each. Young students who don't know how to type can handwrite their profiles, and older students might also include the year they expect to graduate from high school. Warn them not to put personal information, such as Social Security numbers or cell phone numbers, on their profiles.

First Impressions. Ask your students to write a rough draft that gives details about three or four achievements, goals or interests from their brainstorming list. Encourage them to use the same polite, everyday language they would use if they were writing an intelligent letter to a friend or a teacher, the National Scholarships Office at the University of Maryland recommends. One or two concise, descriptive paragraphs should suffice. Instruct them to start with a phrase such as, «I would describe myself as ...» or «One of my favorite hobbies is» The goal is to help them focus on their hobbies and achievements in positive, interesting ways to make a good first impression.

Specific Details. Have your students rewrite their personal profiles and remove any general, obvious or vague information. Write «I like school because it's fun» on your blackboard or white board to illustrate the type of content they should edit out. Explain that a better personal profile sentence might read, «One of my favorite hobbies is chess, and I enjoy organizing matches with my chess club that meets every week at school.»

Encourage your students to focus on specific activities and experiences that help readers get to know them better. You might have your students exchange papers with one another to make final edits, suggestions and revisions.

(Source: <http://classroom.synonym.com>).

Task 16. Try Your Hand at Peer-Assessment. *In groups, discuss the essay structure given below and criteria for its assessment. Suggest your assessment criteria and assess your partner's personal profile. Write your personal profile essay.*

PERSONAL PROFILE – ESSAY STRUCTURE (30 Points)

/15 Communication

/15 Thinking & Inquiry

- **Introductory Paragraph (5 Points)**
- Topic Sentence: Personal Profile – Six areas of argument/discussion
- **Paragraph # 2 (5 Points)**
- **Interests**
- 2 Points: 2 Proofs
- Concluding Statement:
- **Examples**
- **Paragraph # 3 (5 Points)**
- **Skills**
- 2 Points: 2 Proofs:
- Concluding Statement
- **Examples:** Numerical, communication, leadership, problem solving, helping, organizing, hands-on technical, creative/innovator.
- **Paragraph # 4 (5 Points)**
- **Personality**
- 2 Points: 2 Proofs:
- Concluding Statement
- **Examples:** organizer/manager, social/helper, fixer/builder, creator/innovator, doer/detail.
- **Paragraph # 5 (5 Points)**
- **Values** (choose your top two values and write why they are)
- 2 Points: 2 Proofs:
- Concluding Statement
- **Paragraph # 6 (5 Points)**
- Concluding Paragraph – Statements summarizing what you have said.

Task 17. From Personal Profile to Team Profile: Read for Better Teaching. Read the

text and fill in the blanks (1-12) with the words from the box. Explain your choices.

Collaborate; interdependently; leader; conflict; trust; constructively; suggestions; threat; planning; a sense of ownership; held back.

Teamwork in the Classroom

Teamwork is defined in Webster's New World Dictionary as «a joint action by a group of people, in which each person subordinates his or her individual interests and opinions to the unity and efficiency of the group.» This does not mean that the individual is no longer important; however, it does mean that effective and efficient teamwork goes beyond individual accomplishments. The most effective teamwork is produced when all the individuals involved harmonize their contributions and work towards a common goal.

Teamwork has become an important part of the working culture. Most companies realize that teamwork is important because the product is sufficiently complex that it requires a team with multiple skills to produce. Therefore, it is important that students learn to function in a team environment so that they will have teamwork skill when they enter the workforce. Also, research tells us that students learn best from tasks that involve doing tasks and involve social interactions.

What is the Difference Between a Group and a Team?

One of the first things that an instructor must recognize is the difference between an individual working as part of a group and an individual

working as part of a team. Below is a list of the differences that exist between these categories.

Group	Team
– Members work <i>independently</i> , and they often are not working towards the same goal.	– Members work 1and work towards both personal and team goals.
– Members focus mostly on themselves because they are not involved in the 2 of their group’s objectives and goals.	– Members feel 3towards their role in the group because they committed themselves to goals they helped create.
– Members are given their tasks or told what their duty/job is, and 4 are rarely welcomed.	– Members 5 and use their talent and experience to contribute to the success of the team’s objectives.
– Members do not 6each other’s motives because they do not fully understand the role each member plays in their group.	– Members make a conscious effort to be honest, respectful, and listen to every person’s point of view.
– Members may have a lot to contribute but are 7 because of a closed relationship with each member.	– Members are encouraged to offer their skills and knowledge, and in turn each member is able contribute to the group’s success.
– Members are bothered by differing opinions or disagreements because they consider it a 8 There is no group support to help resolve problems.	– Members see 9 as a part of human nature and they react to it by treating it as an opportunity to hear about new ideas and opinions. Everybody wants to resolve problems 10
– Members may or may not participate in group decision-making, and 11 is valued more than positive results.	– Members participate equally in decision-making, but each member understands that the 12 might need to make the final decision if the team cannot come to a consensus agreement.

Task 18. Reveal Characteristics of Effective Teams. Eight characteristics of effective teams were identified by Larson and La Fasto in their book titled «Teamwork: What Must Go Right/What Can Go Wrong» (Sage Publications 1989). Go to www.ndeed.org/TeachingResources/ClassroomTips/Teamwork.htm and reveal these characteristics. Two of them have been done for you.

Characteristics of Effective Teams

1. **The team must have a clear goal.** Avoid fuzzy, motherhood statements. Team goals should call for a specific performance objective, expressed so concisely that everyone knows when the objective has been met.

2. **The team must have a results-driven structure.** The team should be allowed to operate in a manner that produces results. It is often best to allow the team to develop the structure.

- 3. ?
- 4. ?
- 5. ?
- 6. ?
- 7. ?
- 8. ?

Task 19. Cooperate to Solve a Team-Growth Puzzle. Teams do not immediately start working together to accomplish common goals. They must work through 4 stages to become effective. Match the stages of team growth with their descriptions.

Stages of Team Growth

Stage of Team Growth	Description
Stage 1	
Stage 2	
Stage 3	
Stage 4.	

A. Norming. During this stage team members accept the team and begin to reconcile differences. Emotional conflict is reduced as relationships become more cooperative. The team concentrate more on their work and start to make significant progress.

B. Storming. Storming is probably the most difficult stage for the group. Members often become impatient about the lack of progress but are still inexperienced with working as a team. Members may argue about the actions they should take because they faced with ideas that are unfamiliar to them and put them outside their comfort zones. Much of their energy is focused on each other instead of achieving the goal.

C. Performing. By this stage the team members have discovered and accepted each other's strengths and weaknesses and learned what their roles are. Members are open and trusting and many good ideas are produced because they are not afraid to offer ideas and suggestions. They are comfortable using decision making


tools to evaluate the ideas, prioritize tasks and solve problems. Much is accomplished and team satisfaction and loyalty are high.

Since working as part of a team can improve learning and is a much-needed skill in today's workplace, some team exercises should be included in the classroom. With well-planned tasks, careful guidance, and close observation, instructors can make team exercises extremely valuable learning experiences.

D. Forming. When a team is forming, members cautiously explore the boundaries of acceptable group behavior. They search for their position within the group and test the leader's guidance. It is normal for little team progress to occur during this stage.

(Source: www.nde-org/TeachingResources/ClassroomTips/Teamwork.htm).

Task 20. Try Your Hand at Designing Effective Team-Building Games and Activities.

	<p><i>Every section of the pyramid represents the skills that should be addressed for team-building. Suggest as many activities as possible for every skill. Follow the model below.</i></p>
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Problem-solving activities help teens work together to create a solution to a problem.

Activities:

1) **Picture Pieces Game.** Time Required: 30 minutes.

This problem-solving activity requires that the leader choose a well-known picture or cartoon that is full of detail. The picture needs to be cut into as many equal squares as there are students in the activity. Each student should be given a piece of the «puzzle» and instructed to create an exact copy of their piece of the puzzle five times bigger than its original size. They are posed with the problem of not knowing why or how their own work affects the larger picture. The leader can pass out pencils, markers,

paper, and rulers to make the process simpler and run more smoothly. When all the students have completed their enlargements, ask them to assemble their pieces into a giant copy of the original picture on a table. This problem-solving activity will teach students how to work in a team and it demonstrates divisionalized 'departmental' working, which is the understanding that each person working on their own part contributes to an overall group result.

(Source: www.understood.org; www.huddle.com/blog).

2) **Create consensus.** Time Required: 15 minutes.

Your group has just been given a large sum of money to use for any purpose it chooses. You

could donate it to a charity, go on a shopping spree, use it for school supplies—you can decide to do anything you want with it, but you must come to the decision together. You have 15 minutes to brainstorm ideas, which the note-taker writes down. Each person should try to persuade the group by telling why she feels her idea is the most sensible, fun, altruistic, and so on.

At the end of the 15-minute period, the group must decide on one idea. If you don't succeed in deciding, you will «lose» the money. Each group's spokesperson then tells the larger group of their decision, and each group member must say why he thinks it's a good idea, even if it wasn't his idea originally.

(Source: Shapiro. 101 Ways to Teach Children Social Skills).

Task 22. Collaborate for a Better Team Spirit. Divide your class into 2 teams and search for examples of good team spirit. You can visit the websites of well-known companies, educational institutions or make use of researches. The team that brings more examples is a winner. Time allowed for the assignment: 5 days.

Task 23. Solve a Real-life Problem in Your Classroom: A case Study. While working on an assignment, you find out that one student is a hitchhiker in your team. Read the case below and suggest your solutions to fix the situation. Say what this group did wrong and what this group should have done.

While doing **Task 22**, you cooperated in a team with three other students: Nina, Tania, and

Vadym. Nina is okay—she's not good at solving problems or coming up with creative ideas, but she tries hard and does a lot of extra job for others. Tania is a nice student, but she just doesn't put in the effort to do a good job if she does not receive the professor's recognition. Vadym, a very smart critical thinker who combines studies and work, is nothing but a problem. Here are a few of the things he has done:

- When you tried to set up a meeting to discuss the assignment, Vadym just couldn't come because he was too busy.

- When he does something, it's almost always of poor quality.

- Vadym has never answered your phone messages or e-mails. When you confront him, he denies getting any messages.

- Vadym misses every meeting—he always promises he'll be there, but never shows up.

- His writing skills are okay, but he doesn't do anything right for the team assignment. He loses the drafts, doesn't reread his work, or doesn't meet the deadlines. You've stopped assigning him work because you don't want to miss your professor's strict deadlines.

- In his conversation with the Professor, Vadym, in sincere and convincing fashion said he hadn't really understood what everyone wanted him to do. The Professor got the idea that the group was not communicating effectively. He concluded this was a dysfunctional group, and everyone was at fault—probably Vadym least of all. As a result, You and your teammates are left holding the bag. Vadym is getting the same good grades as everyone else without doing any work. Moreover, he did manage to make you all look bad while he was at it.

What this group did wrong	What this group should have done

KEYS

Task 2.

0 to 6 months – B; 6 months to 1 year – E; 1 to 2 years – C;

2 to 3 years – A; 4 to 5 years – D.

Task 9.

1 – the Director (outgoing/task-oriented) person who is focused on getting somewhere fast;

2 – the Socializer (outgoing and people-oriented) person who is energized by all the interaction;

3 – the Peacemaker (reserved/people-oriented) person who reacts calmly and tries to get along regardless of the situation;

4 – the Analyzer (reserved/task-oriented) person who wants to make sure the added person doesn't exceed the weight limit.

Task 17.

1. Interdependently 2. Planning 3. A sense of ownership 4. Suggestions 5. Collaborate 6. Trust 7. Held back 8. Threat 9. Conflict 10. Constructively. 11. Conformity 12. Leader.

Task 19.

Stage 1 – D. Forming. Stage 2 – B. Storming. Stage 3 – A. Norming. Stage 3 – C. Performing.

Task 23. Possible Solutions.**What this group did wrong: *Absorbing*.**

This was an ‘absorber’ group. From the very beginning they absorbed the problem when Vadym didn’t do the job properly. Finally, the team did his job for him. A smart person and a good critical thinker, Vadym counted on the team to act in a self-sacrificing manner. However, the nicer you are (or the nicer you think you are being), the more the hitchhiker will be able to hitchhike their way through school, university—and through life. By absorbing the hitchhiker’s problems, you are training the hitchhiker to become the kind of person who thinks it is all right to take credit for the work of others.

What this group should have done: *Mirroring*. It’s important to reflect back the dysfunctional behavior of the hitchhiker, so that

the hitchhiker pays the price—not you. Here is what the group could have done:

– When Vadym couldn’t find time to meet in his busy schedule, even when alternatives were suggested, you needed to decide whether he was a hitchhiker.

– If Vadym turns nothing in, his name does not go on the finished work. You must tell him he has not contributed meaningfully, so his name will not go on the submitted work. (Note: if you know your teammate is generally a contributor, it is appropriate to help if something unexpected arises) Many professors allow a team to fire a student, so a would-be freeloader has to work alone on another assignment.

– No matter what Vadym says, stick to your guns! Set your limits early and high, because hitchhikers have an uncanny ability to detect just how much they can get away with.

– If Vadym doesn’t respond to e-mails, answer phone messages, or show up for meetings, don’t waste more time trying to contact him. (It can be helpful, particularly in industry, because then a written record is available about the contact attempt. Copying the e-mail to Vadym’s supervisor or other important people can often produce surprisingly effective results.)

– Keep in mind the only one who can handle Vadym’s problems is Vadym. You can’t change him—you can only change your own attitude so that he no longer takes advantage of you. Only Vadym can change Vadym – and he will have no incentive to change if you do all his work for him. People like him can be skilled manipulators.