

Teacher's Notes

UNIT 1 Tiger values

Helping others



Type of activity: group, pair and individual work

Focus: listening, speaking, reading and writing skills

Active language: *give up your seat/turn, clean up after someone, push in someone's chair, say something nice to someone, help a younger child, sharpen someone's pencils, carry someone's bag, hold the door open for someone, How often do you ...? never, sometimes, often*

Level: elementary, grade 3

Time: 45 minutes

Materials:

- one set of the cards attached to the Teacher's Notes for each group of 3–4 pupils
- Student's Worksheet 1 – one copy per pupil
- (optional) Student's Worksheet 2 – one copy per pupil

Procedure:

1. Greet the class. Ask: *Who wants to help me today?* When the pupils raise their hands, praise them for their willingness to help and explain in L1 that today's lesson is about the different ways in which they can help others.
2. Hand out the copies of Student's Worksheet 1 and point to Activity 1. Explain that the pupils are going to learn how children in the UK help others. Go through the text with the whole class, reading out the statements and explaining any unfamiliar words. Then ask the pupils to read the text quietly and tick the statements that apply to children in Poland as well. Read the statements one by one or ask a volunteer to read them out. After each statement, get the children who ticked it to say *'In Poland, too!'*
3. Explain in L1 that the ways of helping in Activity 1 often involve preparation and adult supervision. However, there are many simple ways in which children can help others every day. Elicit the examples in L1 or L2. Then go through the list in Activity 2 with the whole class to check how many of the pupils' ideas are mentioned. Explain any new words. Then ask the pupils to read the list and decide which activities they can do at school and which they can do at home. Most of the activities can be done in both places. Elicit the pupils' answers. Point out that we usually give up our seat on the bus, and ask if the children can think of any situations when we can give up our seat at school or at home.

4. Divide the pupils into groups of 3 or 4. Give each group a set of the cards attached to the Teacher's Notes. The groups mix the cards and place them face down on their desk. The pupils take turns to pick a card, read it in secret and try to mime the activity for the others to guess. When they have finished, they play a second round, this time drawing the activities instead of miming them.
5. Focus the children's attention on Activity 3. Explain or elicit the meaning of *never*, *sometimes* and *often*. Ask the pupils to complete the questionnaire by writing down in the second column how often they do each activity. Next, divide the class into pairs. Ask the children to interview each other and write down their friend's answers. Model the task with a volunteer.
6. Read out the questions one by one and ask the children who answered *often* to raise their hands. They should also look at their friend's answers in the questionnaire to make sure he or she raises their hand when appropriate. Count the raised hands and write the number for each question on the board. Praise the children for helping others so often.
7. Mix up the sets of cards used in stage 4 of the lesson and put them in a bag. The children select two cards each. If they select two identical cards, they replace one of them and take another. Explain that these are the pupils' tasks for the next day; i.e., they have to help others in those ways. In your next class, have the pupils report in L1 how they completed the tasks.

Extension

Give out the copies of Student's Worksheet 2. Ask the pupils to plan a different way to help others for every day of the following week. They can use the activities from Student's Worksheet 1, but encourage them to suggest other ideas as well and help the pupils write them down in their timetable. Encourage the pupils to keep notes and have them report on their experience when the scheduled week has passed.

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