

КОМУНАЛЬНИЙ ЗАКЛАД  
«КІРОВОГРАДСЬКИЙ ОБЛАСНИЙ ІНСТИТУТ ПІСЛЯДИПЛОМНОЇ  
ПЕДАГОГІЧНОЇ ОСВІТИ ІМЕНІ ВАСИЛЯ СУХОМЛИНСЬКОГО»

# ***РОЗВИТОК КРИТИЧНОГО ТА КРЕАТИВНОГО МИСЛЕННЯ УЧНІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ***

***З досвіду роботи творчої групи  
вчителів англійської мови***

Навчально-методичний посібник

*Друкується за рішенням вченої ради  
комунального закладу «Кіровоградський обласний інститут  
післядипломної педагогічної освіти імені Василя Сухомлинського»  
(від 17 жовтня 2023 року, протокол № 5)*

Кропивницький  
2023

**Розвиток критичного та креативного мислення учнів на уроках англійської мови** (з досвіду роботи творчої групи вчителів англійської мови) : навчально-методичний посібник / уклад.: І.Т. Коса, Ю.А. Задубняк. Кропивницький : КЗ «КОШПО імені Василя Сухомлинського», 2023. 72 с.

Навчально-методичний посібник є результатом роботи творчої групи вчителів англійської мови Кіровоградської області, відповідає сучасним вимогам Концепції «Нова українська школа» щодо реалізації компетентнісного підходу до навчання загалом, та, зокрема, процесів, пов'язаних із розвитком в учнів ключових умінь ХХІ століття, таких як уміння вчитися, критично мислити, розв'язувати проблеми, працювати в команді, спілкуватися, проявляти креативність тощо.

Видання адресоване вчителям англійської мови освітніх закладів для використання в роботі на уроках і в позаурочний час та всім, хто цікавиться інноваціями щодо формування критичного та креативного мислення в дітей та учнівської молоді.

#### **Рецензенти:**

- Ярова Л.О. – завідувач кафедри перекладу, прикладної та загальної лінгвістики Центральноукраїнського державного університету імені Володимира Винниченка, кандидат педагогічних наук, доцент;
- Буртовий С.В. – завідувач кафедри теорії і методики середньої освіти комунального закладу «Кіровоградський обласний інститут післядипломної педагогічної освіти імені Василя Сухомлинського», кандидат педагогічних наук, доцент.

Відповідальний за випуск – Віталій ДМИТРУК

## CONTENTS

Передмова.....	4
Ірина КОСА, Юлія ЗАДУБНЯК. Розвиток навичок ХХІ століття в іншомовній освіті .....	5
How to Develop a More Creative Climate in Your Classroom (extract from the overview to 'Creativity in the English language classroom', <i>Alan Maley</i> ).....	11
I. PRIMARY SCHOOL.....	13
II. SECONDARY SCHOOL.....	32
III. HIGH SCHOOL.....	58
References.....	67
Відомості про авторів.....	68

## ПЕРЕДМОВА

Шановні вчителі англійської мови!

Навчально-методичний посібник «Розвиток критичного та креативного мислення учнів на уроках англійської мови» є результатом роботи творчої групи вчителів англійської мови Кіровоградської області, відповідає сучасним вимогам Концепції «Нова українська школа» щодо реалізації компетентнісного підходу до навчання загалом, та, зокрема, процесів, пов'язаних із розвитком в учнів ключових умінь ХХІ століття: уміння вчитися, критично мислити, розв'язувати проблеми, працювати в команді, спілкуватися, проявляти креативність тощо.

Метою цього збірника є надання навчальних інструментів та ресурсів для розвитку критичного та креативного мислення Ваших учнів. Ви вже знаєте, що ці навички є ключовими для успіху в сучасному швидкоплинному світі, сповненому нових викликів та новацій, є необхідними для ефективної соціальної взаємодії та втілення власного потенціалу в освіті, кар'єрі та житті загалом.

Ми пропонуємо види діяльності, які стимулюють критичне та креативне мислення учнів, забезпечуючи при цьому практичне застосування англійської мови. Завдання орієнтовані на учнів різного віку та рівня навчання, від початкового до високого, та містять такі складові, як аналіз текстів, створення проблемних ситуацій та їх вирішення, генерування ідей тощо.

Запропоновані види діяльності будуть стимулювати в учнів допитливість та когнітивну гнучкість, давати їм можливість висловлювати думки та аргументувати власну позицію, розвивати творчий потенціал та внутрішню мотивацію. Наш посібник допоможе Вам знайти ідеї для розвитку критичного та креативного мислення в класі, інтегрувати ці навички у вивчення англійської мови.

Ми віримо, що використання цих завдань допоможе Вам створити захопливе та цікаве середовище для навчання і допоможе вашим учням стати більш самостійними, креативними та впевненими у своїх здібностях.

*З повагою*

*Команда авторів навчально-методичного посібника*

## РОЗВИТОК НАВИЧОК ХХІ СТОЛІТТЯ В ІНШОМОВНІЙ ОСВІТІ

*У ХХІ столітті неграмотні не ті, хто не вміє читати і писати, а ті, хто не може вчитися, а ще - забувати те, чого навчився, й переучуватися.*

*Елвін Тоффлер*

В умовах реформування української шкільної освіти одним із пріоритетних напрямів оптимізації освітнього процесу є його спрямування на розвиток у здобувачів освіти вмінь та навичок ХХІ століття, необхідних для формування ключових компетентностей, яких кожен потребує для особистої реалізації, розвитку, активної громадянської позиції та працевлаштування і які здатні забезпечити особисту реалізацію та життєвий успіх протягом усього життя. Сучасна молода успішна людина має бути самостійною, відповідальною, здатною критично мислити, відкритою до нового, готовою навчатися впродовж життя та вміти швидко адаптуватись у мінливому світі, толерантною, поважати глобальні суспільні цінності й інші культури, активно взаємодіяти задля вирішення конкретних завдань та викликів.

Відповідно до основних положень Державних стандартів початкової та базової загальної освіти, Концепції «Нова українська школа» сучасний освітній заклад завдяки новим підходам до навчання повинен сформувати в учня цілісну систему універсальних знань, умінь та навичок, що дають змогу особистості ефективно здійснювати діяльність, уміння оцінювати ситуацію, усвідомлювати проблему і планувати дії, що забезпечують її вирішення, виявляти ініціативність і творчо діяти, нести особисту відповідальність за власні результати навчання. Ці спільні для ключових компетентностей наскрізні вміння проявляються в готовності застосовувати набуті знання, навчальні вміння й навички, способи діяльності для виконання практичних, пізнавальних та комунікативних завдань.

Серед основних навичок ХХІ століття, якими має володіти сучасний випускник закладу загальної середньої освіти, виокремлюють три основні групи:

- 1) навчальні та інноваційні навички;
- 2) уміння опрацьовувати інформацію, комп'ютерні та медіанавички;
- 3) життєві та професійні навички.



Найбільш важливою вважається перша група **навчальних та інноваційних навичок**, а саме, критичне мислення і вміння приймати рішення, креативність та інноваційність, комунікативні навички та співпраця.

Розвиток **критичного мислення і вміння приймати рішення** – основа будь-якої навчальної діяльності. Учень, який оволодіє навичками критичного мислення ще в дитинстві, у дорослому житті вмітиме розмірковувати, аналізувати, встановлювати зв'язки між даними та аргументами, робити висновки та приймати зважені рішення.

Освітній процес, побудований на засадах критичного мислення, *організовується як дослідження з певної теми*, що виконується шляхом *інтерактивної взаємодії* між учнями, результатом якого є *спільне вирішення проблеми* через застосування як традиційних, так й інноваційних прийомів мислення.

На думку Потьомкіної В.Є., існує достатньо широкий спектр **методичних прийомів та технологій**, спрямованих на формування навичок критичного мислення [2].

• **Технологія критичного мислення *What's Your Rating?*** застосовується для оцінювання запропонованої ситуації шляхом порівняння зі стандартом поведінки, прийнятим у суспільстві. Учні, оцінюючи власні риси, звички, погляди порівнюють їх зі стандартами поведінки інших та позначають результат порівняння на шкалі цінностей.

• **Технологія критичного мислення *Priority Ladder*** використовується для зіставлення об'єктів чи явищ з метою визначення пріоритетів. Учням пропонується визначити власні пріоритети серед запропонованих цінностей і розташувати їх на відповідних щаблях.

• **Технологія критичного мислення *Human Bias Graph*** спрямована на виявлення можливого упередженого ставлення до запропонованих тверджень та оцінювання власних позицій. Учні визначаються щодо своїх позицій у запропонованих проблемних ситуаціях і відображають свою згоду чи незгоду з певними твердженнями на схемі.

• **Технологія критичного мислення *Milestones*** спрямована на визначення послідовності дій у процесі вирішення певної проблемної ситуації. Для цього учні вибудовують план вирішення проблеми крок за кроком, обґрунтовуючи обрану послідовність.

• ***Brainstorm* або Мозкова атака** як ефективний метод колективного обговорення, пошуку рішень, що здійснюється через вільне накопичення ідей з певної теми, вираження поглядів усіх учасників. Цей метод дає змогу групі учнів використовувати свої інтелектуальні можливості для швидкого та ефективного виконання завдання.

• **Асоціативний куш** – прийом, що передбачає визначення основного поняття, формування переліку додаткових понять, які мають прямий або асоціативний зв'язок із центральним поняттям, та встановлення зв'язків поміж усіма поняттями. Цей прийом спонукає учнів нелінійно і відкрито висловлювати свої думки для визначення зв'язків між окремими поняттями, сприяє розвитку соціальних, інформаційних, полікультурних компетенцій.

Незалежно від віку учнів, в **основі розвитку критичного мислення лежить їхня здатність ставити запитання**. Тому досить важливим є постійне **заохочення** учнів перевіряти інформацію, яку вони отримують, і висновки, які вони роблять (наприклад, ставленням під сумнів надану інформацію, поверненням через певний час до обговорюваної теми, проведенням рефлексії).

Використання цих та інших прийомів створює можливості для формування в учнів навичок критичного мислення, які пов'язані з умінням знаходити,

опрацьовувати та використовувати інформацію з різних джерел, а також викладати результати її аналізу в стислій формі.

**Креативність та інноваційність** – навички, що допомагають вирішувати традиційні питання новими методами, модифікувати наявні технології та винаходити нові. В основу креативності покладено уяву, яка властива кожній людині від народження, і, як інші навички, її можна розвивати. Саме тому, учителям необхідно спрямувати освітній процес на розвиток у школярів *допитливості, гнучкості та швидкості мислення, здатності розробляти гіпотези та виробляти ідеї*, що відрізняються від загальноприйнятих поглядів; залучати їх до різних видів *комунікативної діяльності з елементами неочікуваності, спонтанності*; надавати учням *вибір у діяльності* та дозволяти їм використовувати уяву і *нестандартне мислення*.

*Серед навчальних інтерактивних технологій*, спрямованих на розвиток творчих здібностей учнів, можна виокремити:

- *технології кооперативного та колективно-групового навчання*, які спрямовані на парну і групову роботу учнів: *jigsaw reading, buzz group, running dictation, mosaic, microphone, unfinished story* тощо;

- *технології ситуативного моделювання та оцінювання* дискусійних питань передбачають створення цікавих нетрадиційних ситуацій і постановки чітких завдань, виконуючи які учні підключають уяву, фантазію, креативне мислення;

- *технологія проєктної діяльності*.

Неможливо розвивати **навички комунікації та співпраці** поза процесом спілкування. *Спілкуватися ефективно* означає:

- вміти чітко формулювати власні думки та слухати опонентів;
- працювати в різних командах, виявляти гнучкість та готовність допомагати й бути корисним;
- бути спроможним до необхідних компромісів задля досягнення спільних цілей;
- брати на себе частину відповідальності за спільну роботу й цінувати особистий внесок кожного члена команди; опановувати різноманітні інформаційні засоби і технології.



Організувати урок таким чином, щоб учні дійсно працювали в режимі співробітництва, можна лише розуміючи, які компоненти запускають ***механізм співробітництва***:

- до кожного виду роботи необхідний вступ, який пояснює мету, завдання та форму запропонованої роботи, спосіб оцінювання. Вступом може бути коротке, але точне пояснення, інструктаж;

- інструкції та вказівки мають бути чіткі та детальні. Якщо завдання нове для учнів, треба переконатись, що всі діти зрозуміли, якого результату вони повинні досягти, чого від них очікують, навести приклади, але не давати шаблони. У процесі роботи вчитель надає консультації; підбадьорює учнів; спрямовує думки у необхідному напрямку;

- слід організувати презентацію результатів групової роботи. Усі учні мають отримати можливість задавати питання та звертатися за додатковими поясненнями. Учитель підтримує кожну групу, яка презентує виконане завдання позитивними схваленнями;

- необхідно підготувати класну кімнату. У членів групи має бути можливість обмінюватися думками, передавати один одному інформацію, вести обговорення, не заважати роботі інших груп; а вчитель повинен мати змогу легко пересуватися поміж груп, що працюють;

- пам'ятайте, не існує «правильних» чи «неправильних» відповідей, слід обговорювати та опрацьовувати всю запропоновану учнями інформацію;

- варто роз'яснити учням критерії оцінювання якості виконаної ними роботи. Таке опрацювання відбувається, коли члени групи обговорюють, наскільки успішно вони досягають своїх цілей і наскільки успішно вони підтримують ефективні робочі стосунки. [1]

Добре розвинені комунікаційні навички дозволяють правильно формулювати власні думки і ефективно співпрацювати з іншими. У свою чергу, співпраця, що передбачає гнучкість, відповідальність за результат спільної діяльності, допомагає усвідомити роль продуктивного спілкування для розвитку всього суспільства.

До другої групи належать **уміння опрацьовувати інформацію, комп'ютерні та медіанавички**, що передбачають набуття учнями навичок ефективно працювати з інформацією та медіаграмотність. Успішне оволодіння

такими вміннями та навичками відбувається тоді, коли здобувачі освіти вміють знаходити й опрацьовувати інформацію, критично її оцінюють та аналізують, оперують отриманими даними, а саме: використовують знання у відповідності до специфіки проблеми; керують потоком інформації, здобутої з різноманітних джерел; керуються в своїй діяльності основоположними поняттями закону, етики та доброчесності.

Крім того, школярі повинні розуміти, як використовувати медіаресурси для навчання та інструменти для створення власних медіапродуктів (відео/аудіо, вебсайти, блоги, подкасти тощо), а також доцільно використовувати мовленнєві звороти і тлумачення в умовах багатомовності середовища. Ці навички допомагають сформувати необхідні для використання засоби масової інформації компетентності, які сприяють формуванню і розвитку в школярів інших навичок XXI століття.

Третя група – **життєвих і професійних навичок** – включає адаптивність і гнучкість, ініціативність і самостійність, продуктивність та відповідальність, лідерство, соціальну та міжкультурну взаємодію.

Розвиток ключових умінь та навичок не обмежується окремими завданнями, натомість має наскрізний характер, тож очікується, що вчителі створюватимуть сприятливі умови, віддаючи перевагу компетентнісному та особистісно орієнтованому навчанню та добираючи сучасні технології, методи, прийоми.

### **Список використаних джерел**

1. Інтерактивні методи навчання на уроках англійської мови. URL: <http://www.bestreferat.ru/referat-193155.html>.
2. Потьомкіна В. Є. Формування навичок критичного мислення на уроках англійської мови. URL: <http://intkonf.org/potomkina-ve-formuvannya-navichok-kritichnogo-mislennya-na-urokah-angliyskoyi-movi/>.
3. Framework for 21st century learning (in English). URL: [https://static.battelleforkids.org/documents/p21/P21\\_Framework\\_Brief.pdf](https://static.battelleforkids.org/documents/p21/P21_Framework_Brief.pdf).

## **How to Develop a More Creative Climate in Your Classroom**

*Alan Maley* suggests some excellent ideas for how to set up the conditions in the classroom in order to enhance creativity.

"I will first of all suggest some ways we can lay the foundations for a more creative climate. These are important because creativity in teaching does not simply happen in a vacuum. We need to create favourable conditions for it.

- Establish a relaxed, non-judgmental atmosphere, where students feel confident enough to let go and not to worry that their every move is being scrutinised for errors. This means attending to what they are trying to express rather than concentrating on the imperfect way they may express it.

- Frame activities by creating constraints. Paradoxically, the constraints also act as supportive scaffolding for students. In this way both the scope of the content and the language required are both restricted. By limiting what they are asked to write, for example, students are relieved of the pressure to write about everything.

- Ensure that the students' work is 'published' in some way. This could be by simply keeping a large notice-board for displaying students' work. Other ways would include giving students a project for publishing work in a simple ring binder, or as part of a class magazine. Almost certainly, there will be students able and willing to set up a class website where work can be published. Performances, where students read or perform their work for other classes or even the whole school, are another way of making public what they have done. The effects on students' confidence of making public what they have written is of inestimable value.

- Encourage students to discuss their work together in a frank but friendly manner. We get good ideas by bouncing them off other people (Johnson, 2010). Help them establish an atmosphere where criticism is possible without causing offence. This implies creating a 'storied class' (Wajnryb, 2003) – a co-operative learning community.

- Explain regularly how important accurate observation is, and encourage 'noticing' things. Encourage them to collect data which may be used later: pictures, games, DVDs, videos, websites, books and magazines.... Students also need to be encouraged to be curious and to follow up with 'research' – looking for more information, whether in books, on the Internet or by asking other people.

- Do not try to do too much. Take it easy. And be kind to yourself (Casenave and Sosa, 2007). Try introducing small changes over a period of time. And allow time

for activities and for talking about them. Johnson (2010) among many others talks about the need for the slow burn of hunches and ideas.

- Make it clear that what they do in the classroom is only the tip of the iceberg. To get real benefit from these activities, they need to do a lot of work outside class hours. Most of what we learn, we do not learn in class.

- Do the activities regularly in order to get the best effects. Maybe once a week is a sensible frequency. If you leave too long between sessions, you have to keep going back to square one. That is a waste of time and energy.

- Be a role model. This means working with the students, not simply telling them to do things. This is especially true for reading and writing activities. If they see you are reading, or writing, they will be more likely to engage in these activities themselves.

- Never underestimate your students. Their capacity for creativity will astound you, if you can help them unlock it.

- Make sure you offer a varied diet – of inputs, of processes and of products (Maley, 1999). This diversity helps to promote an atmosphere of ‘expectancy’ (I wonder what will happen today?), rather than the feeling of ‘expectation’.

- As a teacher, apply the four golden principles: Acknowledge, Listen, Challenge, Support. Acknowledge the individuality of students who make up the class group by showing that you value what they bring to the group. Learn to listen carefully and without pre-judgements to what they say or try to say. Make sure that you provide the right level of challenge in what you ask them to do. And offer support to them while they struggle to meet that challenge. It sounds easy but of course, it is not."

Extract from the overview to '*Creativity in the English language classroom*'. The overview to the book is written by Alan Maley. URL: <https://www.teachingenglish.org.uk/professional-development/teachers/21st-century-skills/articles/how-develop-more-creative-climate>

## I. PRIMARY SCHOOL

### ACTIVITY 1

**TOPIC:** *What If*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** worksheets.

**ORGANISATION:** group work.

**TIME:** 15-20 min.

#### PROCEDURE

- Divide the class into small groups of 3–4 students.
- Give each group a worksheet with such questions as "What if we could fly?" or "What if animals could talk?" For beginners, you can provide them with a set of sentence starters to guide their thinking, such as "If we could fly, we would...", or "If animals could talk, they would say...".
- Instruct the groups to brainstorm as many ideas as they can for how life would be different if the questions and answers were true. Encourage them to be creative and think outside the box.
- After a set amount of time, have each group present their ideas to the class.
- Encourage the class to ask questions and provide feedback on each group's ideas.

This activity promotes critical thinking by challenging students to think about cause and effect, and to consider the implications of a hypothetical scenario. It also encourages creative thinking by giving students the freedom to imagine and explore new ideas.

### ACTIVITY 2

**TOPIC:** *Word Association Game*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** a board, a marker/chalk.

**ORGANISATION:** whole class.

**TIME:** 10-15 min.

#### PROCEDURE

- Start by selecting a word that is familiar to the students, such as "tree."
- Ask the students to take turns saying a word that is associated with the original word. For example, "leaves," "branches," "trunk," etc.
- Encourage the students to use English language skills to describe the word they choose, including its meaning, spelling, and any other details they can think of.

- Once the students have gone around the circle a few times, introduce a new word and start the game again.
- To add a critical thinking element to the game, ask the students to explain why they chose the word they did and how it is related to the original word.
- To add a creative thinking element to the game, encourage the students to come up with less obvious associations and to use their imaginations to make interesting and unique connections.

This activity encourages critical thinking by prompting students to explain and analyse their word associations. It also encourages creative thinking by encouraging students to come up with unique and interesting associations that might not be immediately obvious. Additionally, the use of English language skills in describing and explaining their word choices helps improve their language proficiency.

### ACTIVITY 3

**TOPIC:** *Story Starters*

**SKILLS:** critical and creative thinking, writing, reading.

**MATERIALS:** a piece of paper, a pencil for each student.

**ORGANISATION:** group of 10.

**TIME:** 15-20 min.

### PROCEDURE

- Start by providing each student with a piece of paper and a pencil.
- Ask the students to draw a picture of a character, such as a person or an animal, and to write the character's name at the top of the page.
- Next, ask the students to pass their paper to the student sitting to their right.
- Each student will then write a sentence or two that starts a story about the character on the paper they received. For example, "Sally the Cat loved to explore the forest behind her house."
- Once each student has written a sentence or two, they will fold the paper to hide their sentence and pass it to the student on their right.
- Each student will then read the sentence or two they received and continue the story for a few more sentences.
- The papers will continue to be passed around the circle, with each student adding to the story.
- To add a critical thinking element to the activity, encourage the students to think about the plot and the characters' motivations and to consider how the story might end.

- To add a creative thinking element to the activity, encourage the students to use their imaginations to come up with interesting plot twists and unexpected character developments.
- Finally, ask the students to use English language skills to read their completed story out loud and to summarise the plot.

This activity encourages critical thinking by prompting students to consider the plot and characters' motivations and to think about how the story might end. It also encourages creative thinking by encouraging students to use their imaginations to create interesting plot twists and character developments. Additionally, the use of English language skills in reading and summarising their story helps improve their language proficiency.

## **ACTIVITY 4**

**TOPIC:** *Picture Interpretation*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** a picture.

**ORGANISATION:** whole class.

**TIME:** 10-15 min.

### **PROCEDURE**

- Find a picture with a lot of detail and complexity, such as a crowded city street, a busy park, or a colourful garden.
- Show the picture to the students and encourage them to use their critical thinking skills to identify as many objects, people, and details as they can.
- Once the students have had time to examine the picture, ask them to share what they saw and what they think is happening in the picture.
- To add a creative thinking element to the activity, ask the students to come up with a story that explains what is happening in the picture, or to imagine what might happen next.
- To add an English language element to the activity, encourage the students to practise describing the picture and telling their story in English.
- Finally, ask the students to use English language skills to summarise their observations and to reflect on how they used critical and creative thinking skills to interpret the picture.

This activity encourages critical thinking by prompting students to examine a complex picture and identify details and objects. It also encourages creative thinking by asking students to imagine a story that explains the picture. Additionally, the use of English language skills in describing the picture and telling their story helps improve their language proficiency.

## ACTIVITY 5

**TOPIC:** *Word Chains*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** none.

**ORGANISATION:** whole class.

**TIME:** 10-15 min.

### PROCEDURE

- Choose a category of words, such as animals, foods, or colours.
- Ask the first player to say a word that fits in the chosen category, such as "cat" if the category is animals.
- The second player must then say a word that begins with the last letter of the previous word, such as "tiger."
- The third player must say a word that begins with the last letter of the previous word, and so on.
- If a player cannot think of a word or repeats a word, they are out of the game.
- To add an English language element to the activity, encourage the players to use English words and phrases to describe the category and the words they choose.

This activity encourages critical thinking by prompting the players to think of words that fit in a given category and to think of words that begin with the last letter of the previous word. It also encourages creative thinking by challenging the players to come up with words that are less obvious or that are not commonly used. Additionally, the use of English language skills helps improve the players' language proficiency.

## ACTIVITY 6

**TOPIC:** *Storytelling Challenge*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** a set of story hints.

**ORGANISATION:** group work.

**TIME:** 15-20 min.

### PROCEDURE

- Begin by uniting the students into small groups of three or four.
- Explain that each group will be given a set of story prompts that they will use to create their own unique stories.
- Provide each group with a handout of story hints, such as "Once upon a time, there was a talking dog," or "In a magical kingdom, there lived a brave princess."



- Encourage the groups to work together to create a story using the hints they were given. They can use their own ideas and add details to the story to make it more interesting and engaging.
- Once each group has created their story, have them present it to the rest of the class. Encourage them to use English language skills to describe the characters, setting, and events of their story.
- After each group has presented their story, ask the rest of the class to use their critical thinking skills to analyse and ask questions about the story. For example, "Why did the princess have to save the kingdom?" or "How did the talking dog learn to speak?"

This activity encourages creative thinking by prompting students to use their imaginations to create unique stories. It also encourages critical thinking by asking the rest of the class to analyse and question the stories that were presented. Additionally, the use of English language skills in describing and presenting their stories helps improve their language proficiency.

## **ACTIVITY 7**

**TOPIC:** *Describing Objects*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** three-foiur objects.

**ORGANISATION:** group work.

**TIME:** 10-15 min.

### **PROCEDURE**

- Choose an object, such as a pencil or a chair, and show it to the group.
- Ask the group to describe the object using English words and phrases. Encourage them to use as many adjectives as possible to describe the object.
- Challenge the group to think of other uses for the object. For example, a pencil can be used as a drumstick or a chair can be used as a stepping stool.
- To add an English language element to the activity, encourage the group to use English words and phrases to describe the object and its different uses.

This activity encourages critical thinking by prompting the group to analyse and describe the characteristics and functions of an object. It also encourages creative thinking by challenging them to think of alternative uses for the object. Additionally, the use of English language skills helps improve the group's language proficiency.

## ACTIVITY 8

**TOPIC:** *Design a New Planet*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** paper, pencils, crayons/markers.

**ORGANISATION:** group work.

**TIME:** 15 min.

### PROCEDURE

- Explain to the students that they will be designing a new planet. Encourage them to think creatively and come up with unique features and characteristics.
- Ask them to draw a picture of their planet on a piece of paper. They can use crayons or markers to add colour and detail.
- Once they have finished their drawing, ask the students to think about the following questions:
  - *What is the name of your planet?*
  - *What is the atmosphere like? Is it similar to Earth's atmosphere or different?*
  - *What is the weather like? Are there seasons? What kind of precipitation does it have?*
  - *What kinds of plants and animals live on your planet?*
  - *Does your planet have any special features or landmarks? For example, does it have a giant volcano or a massive waterfall?*
- Encourage the children to think critically about their planet by asking them to explain their choices. For example, "Why did you choose to make your planet's atmosphere different from Earth's?" or "What inspired you to create a planet with a giant waterfall?"
- Once they have completed their planet, ask the children to present their planet to the class. They can describe the features and characteristics they chose and explain their reasoning behind them.

This activity encourages children to think critically and creatively by imagining and designing a new planet. It also encourages them to explain their choices and reasoning, which helps develop their critical thinking skills.

## ACTIVITY 9

**TOPIC:** *Colour and Shape Hunt*

**SKILLS:** critical and creative thinking, speaking, writing.

**MATERIALS:** paper, markers/crayons, objects of different colours and shapes (can be toys or household objects).

**ORGANISATION:** group work.

**TIME:** 10-15 min.

## PROCEDURE

- Explain to the students that they will be going on a colour and shape hunt.
- Show the children an object (such as a toy or household object) and ask them to describe its colour and shape. For example, "What colour is this toy car? What shape is it?"
- Help the students write down the colour and shape of the object on a piece of paper. You can use simple words and pictures to help them understand.
- Once they have written down the colour and shape of the object, ask the children to find other objects that are the same colour or shape. For example, they might find a red ball, a blue book, or a square block.
- Encourage the students to think creatively by asking them to find objects that are different shades of the same colour, or objects that are a combination of two shapes (such as a rectangle with a triangle on top).
- Once they have found several objects of the same colour or shape, ask the children to create a picture using those objects. For example, they might create a picture of a blue car and a red ball on a green lawn.

This activity encourages very young children to think critically and creatively about colours and shapes. It also helps them develop their language skills by practising describing objects in English. Remember to use simple words and pictures to help them understand, and provide plenty of encouragement and support as they go on their colour and shape hunt.

## ACTIVITY 10

**TOPIC:** *Picture Puzzles*

**SKILLS:** critical and creative thinking, problem-solving, speaking.

**MATERIALS:** pictures/photographs with hidden objects/patterns, paper, markers/crayons.

**ORGANISATION:** pair/group work.

**TIME:** 10-15 min.

## PROCEDURE

- Divide the students into pairs or small groups and show them a picture or photograph with hidden objects or patterns. For example, a picture of a crowded street with hidden animals, or a photograph of a beach with hidden shapes in the sand.
- Ask the children to find all the hidden objects or patterns in the picture, using questions: Is it on (in, under, behind, next to....) the .....? Encourage them to use their observational skills and think creatively about where the hidden objects might be.

- Once they have found all the hidden objects, ask the children to draw a picture of their own with hidden objects or patterns. You can provide them with a few simple prompts, such as "Draw a picture of a park with hidden animals," or "Draw a picture of a room with hidden objects."
- Encourage the children to think creatively about where they will hide the objects or patterns in their picture. For example, they might hide a butterfly in a flower garden or a star in the night sky.
- Once they have drawn their picture, ask the children to exchange their pictures with a partner and see if they can find all the hidden objects or patterns.

This activity encourages very young children to think critically and creatively about visual problem-solving. It also helps them develop their observational skills and vocabulary in English. Remember to provide plenty of encouragement and support as they find the hidden objects and create their own picture puzzles.

## ACTIVITY 11

**TOPIC:** *Kindness, Empathy*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** a fun alphabet book.

**ORGANISATION:** small groups.

**TIME:** 20 min.

## PROCEDURE

- Divide the students into small groups of 3 or 4.
- They listen to “K is for Kindness”, a fun alphabet book filled with animals doing various acts of kindness.
- The students consider all kinds of ways to be kind.
- Each group presents their ideas to the class.

**Essential Questions:** What are different ways that we can be kind to others? How do you feel when someone is kind to you? How do you feel when you’re being kind to someone?

**Student Action:** The students find opportunities to show kindness in different ways to the people around them.

In this activity, students consider all kinds of ways to be kind. They listen to *K is for Kindness* (<https://www.youtube.com/watch?v=-eUIu5qV0OA>), a fun alphabet book filled with animals doing various acts of kindness. They learn that kindness can take different forms - whether in helping, giving, or showing affection. The examples in the book serve as a starting point for them to discuss their own experiences and reflect on the impact of being kind. At the end of the lesson, students design their own pages for a book!

## ACTIVITY 12

**TOPIC:** *Flash Art*

**SKILLS:** critical and creative thinking, reading, listening.

**MATERIALS:** plenty of paper and drawing materials like coloured pencils, markers/crayons.

**ORGANISATION:** whole class.

**TIME:** 25-30 min.

You'll give your students scenarios/texts in English and let them create quick interpretations through drawing. This ESL game offers a break from tough topics and traditional book learning.

### PROCEDURE

- Decide whether you want to work on students' listening comprehension, reading comprehension, or both.
- Say a scenario/text out loud or display it on the screen.
- Give the students 20–25 minutes to draw out the scenario/the text on their paper.
- At the end of the session, students may present their drawings. You may also have them vote on their favourite piece for each scenario/text.

**Note:** You may only have time to do one or two Flash Art scenarios per session.

## ACTIVITY 13

**TOPIC:** *Clothes*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** paper, cards of clothing.

**ORGANISATION:** group work.

**TIME:** 15-20 min.

### PROCEDURE

- Ask the groups to dress a boy or a girl in the picture for different activities: for a party, for a school, for playing outside with friends.
- Encourage the groups to use English phrases and words to choose proper clothes for a place.

This activity encourages critical thinking by making the right choice of clothes for a certain place. It also develops creative thinking as students are challenged to combine the items of clothing.

## ACTIVITY 14

**TOPIC:** *Places in the town*

**SKILLS:** creative thinking, speaking, grammar.

**MATERIALS:** models of town places.

**ORGANISATION:** whole class.

**TIME:** 10 -15 min.

### PROCEDURE

- The students have to stand in a circle, in the middle of which there is a desk with town models.
- They move around the desk, counting to five and stop. A student who stops opposite a town model describes it (name the place, shape, colour).

This activity encourages students to identify places in a town using grammar structure *there is/there are*. It also makes students interact with each other, using creative thinking. They describe the objects in different ways and wonder if there is such a place in their town.

## ACTIVITY 15

**TOPIC:** *Animals. Body parts*

**SKILLS:** creative and critical thinking, vocabulary, communication, speaking, listening.

**MATERIALS:** handouts for games.

**ORGANISATION:** individual, pair work, whole class.

**TIME:** 15-20 min.

### PROCEDURE

Some games based on listening tasks are introduced to junior students. These activities encourage young children to think critically and creatively, to develop their imagination.

- **Chanting game.** Listen to the chant and match the halves of toy-animals pictures. Then listen again and colour the animals. Describe your pictures to the class.
- **Tick and point game.** Listen and tick animals' body parts on the picture. Work in pairs, show the same body parts on yourselves.
- **Imitation game.** Listen to animals' sounds, colour the correct animal and imitate the sounds.

## ACTIVITY 16

**TOPIC:** *Music*

**SKILLS:** critical thinking, communication, listening, writing.

**MATERIALS:** paper, coloured pencils.

**ORGANISATION:** group work.

**TIME:** 20 min.

### PROCEDURE

- Divide the class into groups. Make the students close their eyes and listen to a piece of music.
- Ask the students to concentrate on the music and the feelings and images it brings to mind.
- Stop the music after a few minutes.
- The students write down what they felt while listening to the music.

Styles: *classical, folk, rock, heavy metal, jazz, hip hop, pop.*

Feelings: *sad, happy, excited, scared, worried, sleepy, angry, curious, nervous, shocked, fine, loved.*

- Students share their impressions with the rest of their group.

## ACTIVITY 17

**TOPIC:** *My Favourite Fairy-tale*

**SKILLS:** creative and critical thinking, communication, vocabulary.

**MATERIALS:** pictures of fairy tales, projector.

**ORGANISATION:** pair/group work.

**TIME:** 25 min.

### PROCEDURE

- Ask the students to name some of his/her favourite fairy tales. Make a list of them on the board.
- Ask the students to look at the pictures of the fairy tales and find 6 things they have in common using the following words: *problems, evil, good, main heroes, friends, happy end.* (Help the students with the grammar she/he might need to complete the task).



- Ask the student to describe one of the fairy tales without mentioning its name. Guess which one the student is describing.

## ACTIVITY 18

**TOPIC:** *Family*

**SKILLS:** critical thinking, speaking.

**MATERIALS:** a family album, photos.

**ORGANISATION:** individual, whole class.

**TIME:** 30 min.

### PROCEDURE

- Each student brings a photo album and shows it to the class.
- Ask the students to tell the class about their family members, their names, jobs etc.
- As an extension, ask the students to describe the activity in the photos and tell some stories about their family.

## ACTIVITY 19

**TOPIC:** *Toys*

**SKILLS:** creative and critical thinking, speaking.

**MATERIALS:** toys.

**ORGANISATION:** whole class, group work.

**TIME:** 20 min.

### PROCEDURE

- Place one of your students` toys behind your back and ask to guess what you are hiding.
- Give your students clues and see if they can ask you questions about the colour, size, and texture of the toy.
- Swap roles.

## ACTIVITY 20

**TOPIC:** *How's Yours?*

**SKILLS:** critical thinking, speaking.

**MATERIALS:** none.

**ORGANISATION:** whole class, group work.

**TIME:** 20 min.



## PROCEDURE

- Select a student to go first (or ask for a volunteer).
- This player is sent into the hall or somewhere out of earshot.
- The teacher is the game leader first. He chooses a body part, type of clothing, common person or common object and inform the students of the secret word. Possibilities might include: shoes, mouth, car, mother, teacher or ring.
- The first player comes back into the room.
- The player's goal now is to figure out what the secret word is by asking each student, "How's yours?" Each student should respond in just two or three words. Remind them – no pointing!
- Once the first player has an answer from each student, he/she guesses what the object is. Use points or rewards as desired.
- Continue by having the first player become the game leader; a new student goes into the hall and is the guesser.

*Example:*

The secret word is "*teeth*"

The player asks, *How's yours?*"

Students respond: *Dirty/minty/smelly/big/crooked/full of holes/perfect.*

## ACTIVITY 21

**TOPIC:** *Silent Letter*

**SKILLS:** critical thinking, reading.

**MATERIALS:** the list of words on the board.

**ORGANISATION:** whole class.

**TIME:** 5 min.

## PROCEDURE

- Ask the students to look at the board and find the letter which is written in each word (letter 'k').
- The teacher reads the words on the board, and students should circle the words on the board which do not pronounce the letter 'k'.
- Ask them to discuss and make up the rule when 'k' is silent.
- Option: the activity can be used to practise other reading rules, e.g. *gh*.

<b>THE LIST OF WORDS ON THE BOARD</b>
Know, knee, kid, kind, knock, king, kitchen, knot, koala, kite, knife, kindergarten

## ACTIVITY 22

**TOPIC:** *Clap or Tap*

**SKILLS:** critical thinking, grammar, writing.

**MATERIALS:** notebooks, a board.

**ORGANISATION:** student - class.

**TIME:** 5 min.

### PROCEDURE

- Write the following words on the board: *there, is/are, a/an/some*.
- Ask the students to make up 2 sentences using the words on the board to describe the market place.
- In turns, make one student read the sentences aloud while others listen and clap their hands if there is no mistake. If the sentences are wrong, the students tap their desks and correct the mistakes.
- Option: the activity can be used on different levels and topics.

## ACTIVITY 23

**TOPIC:** *Now and Then*

**SKILLS:** critical thinking, speaking, writing.

**MATERIALS:** paper, set of cards.

**ORGANISATION:** student - class.

**TIME:** 10 min.

### PROCEDURE

- Remind students the forms and the usage of Past Simple and Present Simple.
- Give the students a task to compare the objects/events from the past and the ones present now.
- The students have to find/draw pictures “Then” and “Now”, e.g. “In the past people rode horses to travel, now they usually drive a car”.
- The students present their information in class.

## ACTIVITY 24

**TOPIC:** *Animals/Toys*

**SKILLS:** critical thinking, speaking.

**MATERIALS:** a notebook, computer/projector/printed worksheets.

**ORGANISATION:** group work.

**TIME:** 10 min.

## PROCEDURE

- Divide the students into groups.
- Give the students a picture/photo or show a digital image of a part of the secret object.
- Students have to discuss what object is hidden and guess the right answer.
- Students may either write the answer on a sheet of paper or tell it to the class.

## ACTIVITY 25

**TOPIC:** *Objects*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** worksheets, colourful pencils.

**ORGANISATION:** group work.

**TIME:** 10 min.

## PROCEDURE

- Divide the students into groups.
- Give each group a sheet of paper with 30 shapes (e.g. 30 circles or triangles) and colourful pencils.
- Give the students the task to look at the shapes and turn them into the objects they associate the shapes with within a limited set of time.
- Let the students present the result of their work in class (e.g. I can see a wheel. I can see a monster).

## ACTIVITY 26

**TOPIC:** *Food*

**SKILLS:** critical and creative thinking, writing, speaking.

**MATERIALS:** worksheets, colourful pencils.

**ORGANISATION:** group work.

**TIME:** 10 min.

## PROCEDURE

- Divide the students into groups of 4-5.
- Give each group a sheet of paper with several pictures of ice-cream cones.
- Give the students the task to invent new flavours of ice-cream and draw them on the worksheet (e.g. pizza flavour, meat flavour).
- Let the students tell about their flavours in class.

## ACTIVITY № 27

**TOPIC:** *Objects*

**SKILLS:** creativity and imagination.

**MATERIALS:** paper, colourful pencils.

**ORGANISATION:** individual work.

**TIME:** 10 min.

### PROCEDURE

- Give the students a sheet of paper and a pencil.
- Give the students the task to draw a picture without lifting the pencil from the paper within a limited set of time.
- Let the students present the result of their work in class (e.g. This is a dog. It is small. It is brown).

## ACTIVITY 28

**TOPIC:** *Animals*

**SKILLS:** critical and creative thinking, writing, speaking.

**MATERIALS:** worksheets, colourful pencils, pictures with different animals.

**ORGANISATION:** individual/group work.

**TIME:** 10 min.

### PROCEDURE

- Divide the students into groups (Option: individual activity).
- Let the students either draw a new species of animals or combine two or more species of animals to create a new version of an animal. The students may also make a collage from the given pictures.
- Then give the students time to discuss the features the new animal has and make up a short text about the animal.
- Let the students present the result of their work in class.

## ACTIVITY 29

**TOPIC:** *Party Time*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** pictures of food and drinks with prices, colourful paper, pencils.

**ORGANISATION:** group work.

**TIME:** 15 min.

## PROCEDURE

- Divide the students into groups of four.
- Give some ‘amount of money’ to each group.
- In each group, two students should buy some food and drinks for the party, two other students should create an invitation card.
- Let the students present the result of their work in class.
- At the end of the lesson, all students vote for the best party. (Assess the parties according to the categories: food and drinks, invitation, concept).

## ACTIVITY 30

**TOPIC:** *The Best School Ever*

**SKILLS:** critical and creative thinking, speaking, writing.

**MATERIALS:** pictures of classrooms, clothes, school equipment, paper, colourful pens or pencils.

**ORGANISATION:** whole class.

**TIME:** 15 min.

## PROCEDURE

- Divide the students into four groups (if there are more than 20 students in the class, make 8 groups).
- The first group should think about the ideal timetable for a week, the second group describes after school activities, the third group offers clothes they can wear, the fourth one - presents classrooms and equipment.
- Each group puts their ideas on the poster “The best school ever.” (If there are 8 groups, create two posters).

## ACTIVITY 31

**TOPIC:** *Funny Monster*

**SKILLS:** creativity and imagination.

**MATERIALS:** paper, coloured pencils.

**ORGANISATION:** whole class.

**TIME:** 10-15 min.

## PROCEDURE

- Put the four large sheets of paper on the four sides of a long table and the pencils in the middle. Turn on the music.
- The students dance around the table. Stop the music. Each child takes a coloured pencil and starts drawing one body part of a monster on the nearest sheet of paper.

Then start the music again.

- During each pause in the music, the students may only draw one part of the body. The game continues until you consider the monsters are finished.
- Hold up each of the finished monsters and let the children describe them.
- Let the children give the monsters names and think up stories about them.

## ACTIVITY 32

**TOPIC:** *Animals*

**SKILLS:** creativity and imagination.

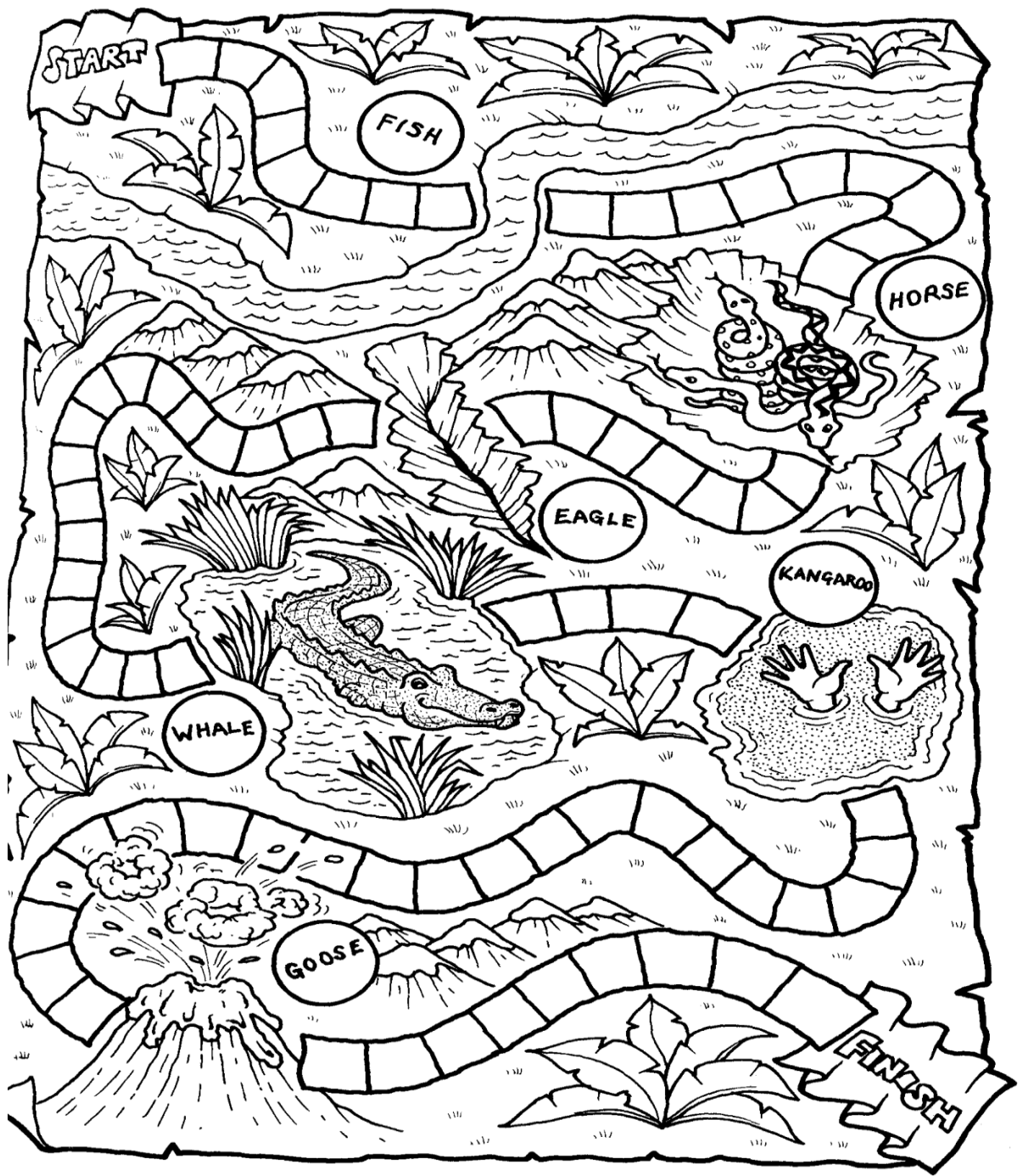
**MATERIALS:** a large playing board, 6 small animal picture cards, counters, dice.

**ORGANISATION:** whole class.

**TIME:** 30 min.

### PROCEDURE

- Put one small animal picture card next to each obstacle. In each case, the animal should have the ability to get past the obstacle (if it's a river, use a card of a big fish or a friendly hippo; if it's a ravine, use a card with an eagle a flamingo).
- In turn, the students roll the dice and move their counters along the track. When children reach an obstacle, he/she must stop and wait. When it is the child's next turn, he/she says, for example, 'Here is a ravine'. Ask the child *Can you fly?* The child replies *No, I can't, but the eager can fly*. The child then puts his or her counter on the eager card, which flies over the obstacle. The eager then flies over the obstacle. The eager then flies back to its original position, to help any other children over the ravine.
- The children move their counters around the jungle in this way. The first child to reach the finish wins.



## II. SECONDARY SCHOOL

### ACTIVITY 33

**TOPIC:** *Working day. Technology*

**SKILLS:** critical thinking, communication.

**MATERIALS:** a piece of paper, a pen for each student.

**ORGANISATION:** group work, whole class.

**TIME:** 10-15 min.

#### PROCEDURE

**Group discussion.** Invent your domestic robot that will help people in their everyday lives.

- Students consider what kind of domestic robot they'd like to invent.
- They share their ideas with classmates, analyse all facts and write down main points concerning the robot.
- Each group reports on their inventions to the class.
- Finally, students discuss the most preferable variants for everyday lives in Ukraine.

### ACTIVITY 34

**TOPIC:** *Technologies. Computer crime*

**SKILLS:** critical thinking, problem-solving, teamwork skills, speaking.

**MATERIALS:** any text about a computer crime, computer viruses.

**ORGANISATION:** group work.

**TIME:** 10-15 min.

#### PROCEDURE

Imagine that a virus caused every computer system in your country to crash. What would happen?

- Divide the students into groups and ask them to think of possible solutions of the problem. Find answers to the following questions:  
e.g. 1) Why do you think people create computer viruses?  
*they are vandals / they want people to notice and admire them / they are bored and have nothing better to do / another reasons...*  
2) Should people who create computer viruses go to prison? Why/Why not?
- Have the groups share their solutions.



## ACTIVITY 35

**TOPIC:** *Holidays. Celebrations*

**SKILLS:** creative and critical thinking, collaboration, communication, speaking, writing.

**MATERIALS:** paper, photos of Halloween costume, information about Halloween dishes.

**ORGANISATION:** group work, whole class.

**TIME:** 10-15 min.

### PROCEDURE

**Group discussion.** Imagine that you are having a Halloween party. Invite people to come to your party, discuss all preparations.

- Arrange learners into groups. Each group gets different tasks.
  - Group 1: write an original invitation to the party.
  - Group 2: think of tips to classmates concerning party clothes.
  - Group 3: discuss preparations for the party.
  - Group 4: choose dishes for Halloween party.
  - Group 5: prepare interesting games.
- Share all ideas concerning Halloween party with classmates.

## ACTIVITY 36

**TOPIC:** *Save the world*

**SKILLS:** creativity, critical thinking, problem-solving, speaking, writing.

**MATERIALS:** poster, markers, felt pens.

**ORGANISATION:** group work, whole class.

**TIME:** 15-20 min.

### PROCEDURE

Suppose that you can make a global contribution to the world: “How do you think you could make a difference in the world?”

- Organise the students into subgroups and ask them to think of possible suggestions, ideas, dreams.
  - e.g. Examples of possible answers:
    - Finding a cure for cancer, other serious diseases.*
    - Giving water to people in other countries who don't have clean water.*
    - Feeding hungry children.*
    - Protecting natural systems.*
    - Lessening unemployment.*
    - Ceasing wars in the world, etc.*
- Make a list of their global ideas.
- Have groups share their solutions.
- Draw their Imagine dreams.

## ACTIVITY 37

**TOPIC:** *Travelling*

**SKILLS:** creativity and imagination, critical thinking, collaboration.

**MATERIALS:** none.

**ORGANISATION:** group work.

**TIME:** 5 min.

### PROCEDURE

**Group discussion.** Your family is going to have a journey to a hot country. Make a list of necessary things to take with you: clothes, snacks, things for fun etc.

- Divide the students into groups of 4–5 students.
- Each group gets the task and discusses which things are the best to take.
- Finally, they introduce their suggestions.

## ACTIVITY 38

**TOPIC:** *Pets*

**SKILLS:** critical thinking, collaboration.

**MATERIALS:** none.

**ORGANISATION:** group work.

**TIME:** 10 min.

### PROCEDURE

**Group discussion.** Students who have pets think it's a good idea to take care of somebody. Students who don't have pets think it's NOT so good to have them. Think of advantages and disadvantages of having pets and make your opponents change their opinion.

- Divide the students into two groups of 6–7 students.
- One group talks only about advantages, the other group talks about disadvantages.
- Use different arguments and ways to persuade your opponents (including photos, miming).

## ACTIVITY 39

**TOPIC:** *Health and illnesses*

**SKILLS:** creative thinking, imagination, collaboration.

**MATERIALS:** none.

**ORGANISATION:** pair work.

**TIME:** 10 min.

## PROCEDURE:

Your friend got ill and can't talk at all, but he wants to tell the teacher what's happened to him. Another friend agrees to help: the ill student mimes his/her symptoms without saying anything, the friend reads his gestures and tells the teacher what is going on.

- Put the students into pairs.
- Students choose an illness to mime and describe.
- Work together for a few minutes.
- Introduce their illness.

## ACTIVITY 40

**TOPIC:** *Can creativity be learned? Or are you born with it?*

**SKILLS:** critical and creative thinking, discussion.

**MATERIALS:** PowerPoint presentation, paper, a pen for each student.

**ORGANISATION:** group work.

**TIME:** 10-15 min.

## PROCEDURE

- Show the slide with the list of activities.
- Have students look at the list of activities and decide which ones require being creative. Give students 3–4 minutes to think it over.

Feedback Option 1. Students work separately in small groups of 3 or 4.

- Ask them to discuss their answers in groups. Join each group for a short time and monitor their discussions, making notes of errors to focus on at a later stage, or examples of good language.

Option 2. Conduct feedback as a whole group. Ask them to give their answers and justify their ideas.

Option 3. Go through each activity as a whole group. Ask '*Who thinks X involves being creative?*' and let students explain.

- Ask the students if they think they are creative people. With more confident groups, invite students to justify why they think they are creative, or to describe an activity where they have been creative.

## ACTIVITY 41

**TOPIC:** *When bad means good*

**SKILLS:** critical and creative thinking, communication, speaking.

**MATERIALS:** real-life situation cards.

**ORGANISATION:** group work.

**TIME:** 15 min.

### PROCEDURE

#### Speaking game

- Engage the students in a discussion of a real-life situation.
- Topics for discussion:
  - *Would you ever wait a good half hour or more to be seated at a restaurant? Why (not)?*
  - *Is it better to donate money or volunteer?*
  - *What is one thing you badly need right now?*
- The students choose a card which presents a real-life situation (e.g. You see the most amazing car in the world) and they have to comment.

## ACTIVITY 42

**TOPIC:** *Ecology. Fast fashion*

**SKILLS:** critical and creative thinking, communication.

**MATERIALS:** paper, a pen for each student, a board.

**ORGANISATION:** group work.

**TIME:** 15-20 min.

### PROCEDURE

- Divide the learners into small groups to discuss the four questions:
  - *Where can you buy fast fashion in your town?*
  - *Who usually buys fast fashion? Why?*
  - *What are the pros and cons of fast fashion?*
  - *Where can you get clothes that aren't fast fashion?*
- Appoint a spokesperson in each group to share the group's ideas with the rest of the class.
- On the board, write: *To upcycle*. Ask learners if they know what it means and how it is different from 'recycle'. If necessary, explain that when we upcycle something, we make something new and better.
- Write these two discussion questions on the board:
  - *What do you do with your old T-shirts?*

- *How can you upcycle an old T-shirt?*
- Organise the learners into groups to brainstorm ideas. If you have internet access in the classroom, learners can do a search to find ideas. Ask each group to share their ideas with the rest of the class. Then vote on the best ideas.

Suggested answers:

- *You can make a new object like a bag, a hat, a pencil case, a pet blanket or a scarf.*
- *You can make another T-shirt by cutting, restyling and decorating or painting.*

### **ACTIVITY 43**

**TOPIC:** *Island Adventure*

**SKILLS:** critical and creative thinking.

**MATERIALS:** worksheets, dice, a board.

**ORGANISATION:** group work.

**TIME:** 45 min.

### **PROCEDURE**

- Set the scene by drawing a boat on the board. Tell the students to imagine that they are on the boat and to suggest what they are doing there. Then, draw lightning on the board. Explain that the boat has been hit by a storm and has started taking on water.
- Now, divide the students into groups of five. Give a copy of the worksheet to each group. Tell the students that there is a desert island nearby and that each group must choose four items from the worksheet to help them survive on the island. Students then complete the worksheet by naming the four items and explaining why they chose each one.
- When the students have finished writing, ask each group to explain their choices to the class.
- Next, the groups find out what challenge they face on the island by choosing a card. Each group reads the challenge on their card and makes a plan on how they are going to survive on the island using the four items to help them.
- Afterwards, the groups take it in turns to read their challenge and present their ideas to the class. Assess each group's chances of survival, according to their ideas. Award each group a score between zero and three.
- After each group has presented, they roll a dice and the awarded points are combined with the number on the dice. Groups need to score four or more to survive. A score of six or more is needed to thrive on the island. Depending on the score, make up the ending of each group's tale. For example, a group with a score of four may barely survive. A score of nine would mean everything happened as the group planned, and a score of six would be somewhere in between.

## WORKSHEETS

Your boat is sinking! There is a desert island nearby. You can swim there, but you can only take one bag with you. Choose four items to help you survive on the island.



Name the four items and explain why you chose each one.

Item 1: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

Item 2: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

Item 3: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

Item 4: \_\_\_\_\_

Reason: \_\_\_\_\_

\_\_\_\_\_

<p>1. The island is inhabited by nomadic tribes of hunter gatherers. Some of the tribes are extremely dangerous cannibals, but some tribes are quite friendly.</p>	<p>2. The island is home to a tribe of children, no older than eight years old, who have been shipwrecked there for over a year.</p>
<p>3. The island is devoid of dangerous animals, but there is a very strong storm every eight hours that destroys any structures and leaves everything soaking wet.</p>	<p>4. Remember the movie King Kong? Well, you are on that island. Not only do you have to survive, but you have to avoid King Kong, dinosaurs and very large flying insects!</p>
<p>5. The island is warm during the day. However, at night the temperature on the island drops to -30 degrees Celsius and everything freezes.</p>	<p>6. The island is full of zombies who only come out at night. They will definitely eat you if they see you, but they are afraid of water.</p>
<p>7. The island is actually quite nice. However, it's only 50 centimeters above sea level, and it is sinking at the rate of one centimeter a day. You don't have long until the whole island is going to be underwater.</p>	<p>8. The island is perfect. There are many fruits and wild animals to eat. You even found a treasure chest full of gold. However, you were spotted with the chest by pirates and now they are coming after you and the treasure.</p>
<p>9. Welcome to snake island. This island is covered in poisonous snakes. They are everywhere. The only place which is safe is the beach. However, at high tide the beach disappears.</p>	<p>10. The island is filled with highly-evolved apes, who dominate everything. The apes are very grumpy and don't like visitors.</p>

## ACTIVITY 44

**TOPIC:** *What makes people happy? Human values*

**SKILLS:** critical and creative thinking, speaking, writing.

**MATERIALS:** worksheets, a board.

**ORGANISATION:** pair/group work.

**TIME:** 30 min.

## PROCEDURE

- Students begin by writing down ten things that make people happy.
- Students then share the information with a partner and discuss why those things make people happy. Next, each pair joins another pair.
- The group discusses the most popular categories for happiness, e.g. money, health, relationships, etc.
- They write the most popular categories from their group on the worksheet and examples underneath, e.g. "If someone says having a well-paid job makes people happy, students put that in the "money category".
- Each group then reports their findings to the class, who listen and give their opinions on the categories and examples.
- Finally, write the most popular categories on the board and examine the findings together as a class. Make a conclusion on what happiness is.

## WORKSHEET. WHAT IS HAPPINESS AND WHAT MAKES PEOPLE HAPPY?

A. Write down ten things that make you happy in your life.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

B. Share the information with a partner and ask your partner to explain his or her answers.

C. Now, work in groups of four. Discuss and find out the most popular categories for happiness, e.g. health, education, money, relationships, etc.

Write the most popular categories from your group at the top of each column and write examples underneath, e.g. If someone says having a well-paid job, put that in the 'money' category. If someone says being loved, put that in the 'relationships' category.


D. Now, tell the class your findings. Do you agree with other groups' categories and examples?





## ACTIVITY 45

**TOPIC:** *Design Your Own Invention*

**SKILLS:** critical and creative thinking, writing, speaking.

**MATERIALS:** worksheets or templates.

**ORGANISATION:** group work.

**TIME:** 20-25 min.

### PROCEDURE

- Begin by explaining to the students that they will be designing their own invention. Encourage them to think about problems they encounter in their daily lives, and brainstorm solutions to those problems.
- Provide the students with a worksheet or template that includes sections for brainstorming, sketching, and writing a description of their invention.
- The students work in small groups to brainstorm and sketch their ideas. Encourage them to think creatively and outside the box.
- Once they have completed their sketches, have them share their ideas with the class. Encourage them to think critically about their inventions by asking questions like, "How does your invention solve the problem you identified?" and "What are the potential drawbacks or limitations of your invention?"
- After the sharing session, allow students to revise and refine their designs based on feedback from their peers.
- Finally, have students present their final inventions to the class, explaining how they have worked and why they believe their invention is important.

## ACTIVITY 46

**TOPIC:** *Jobs. The Right Person for the Job*

**SKILLS:** critical and creative thinking, speaking, reading, writing.

**MATERIALS:** worksheets, a board.

**ORGANISATION:** individual and pair work.

**TIME:** 35 min.

### PROCEDURE

- Give each student a copy of the worksheet.
- Go through the vocabulary on the worksheet together as a class.
- The students answer *Do you like...?* questions about work-related activities on the worksheet by completing the column marked 'You'.
- When the students have finished, unite them into pairs. Students then ask their partner the questions from the worksheet to find out their likes and dislikes, and note down the answers on the worksheet. Students must also ask for reasons why and write the explanations on the sheet.

- Afterwards, tell the students to look at their partner's answers and think of a job for them based on their preferences.
- Finally, have the students report back to the class on the job they chose for their partner, explaining the reasons for their choice.

## WORKSHEET

Do you like...?	You	Your partner	Reasons
1. working on computers			
2. selling things			
3. working with numbers			
4. working in a team			
5. making things			
6. working in an office			
7. travelling			
8. repairing things			
9. dealing with the public			
10. working with young people			
11. being creative			
12. attending meetings			
13. making decisions			
14. having responsibility			
15. working outside			
16. making phone calls			

## ACTIVITY 47

**TOPIC:** *Guess Who?*

**SKILLS:** critical and creative thinking,

**MATERIALS:** paper, pens.

**ORGANISATION:** whole class.

**TIME:** 20-25 min.

## PROCEDURE

- Start by selecting a famous person, animal, or character and writing their name on a piece of paper.
- Hold the paper up so that the students can't see the name, and give them clues about who it is. For example, "This person is a famous singer who has won many awards."
- Encourage the students to use their critical thinking skills to try to guess who the person is based on the clues given.
- Once the students have guessed who it is, encourage them to use their creative thinking skills to come up with a few questions they would like to ask the person if they could meet him/her. For example, "What inspired you to become a singer?" or "What is your favourite song that you've ever written?"
- Finally, ask the students to use English language skills to summarize what they have learned about the person and to share any interesting facts they have discovered.

## ACTIVITY 48

**TOPIC:** *Fire Rescue Prioritization*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** none.

**ORGANISATION:** individual work.

**TIME:** 5-10 min.

## PROCEDURE

- The teacher describes the situation to the class: 'A fire has broken out where you live. You have a few minutes to grab five of your belongings and rescue them. Which five things would you take? Remember, you have to carry them all.'
- Each student writes down up to five things he would rescue from the fire.
- Some students read out their lists and explain why they would take these things. The others should ask questions like, 'Why wouldn't you take. . .? What about your . . .?'

Discussions and decisions: Each student makes a list of all the things he would like to take with him. A few students then report back to the class, The most commonly chosen and the most unusual objects can be found out.

## ACTIVITY 49

**TOPIC:** *Consequences of Environmental Problems*

**SKILLS:** creative thinking, speaking.

**MATERIALS:** cards with an action.

**ORGANISATION:** group work, whole class.

**TIME:** 10–20 min.

## PROCEDURE

- Divide the class into groups. Give each group an action card. Examples:
  - *A lorry driver empties a tankful of poisonous waste into the river near a town.*
  - *Animal traders catch the animals of endangered species and sell them to the zoos in Europe and North America.*
  - *Scientists discover that cancer is caused by pollution.*
  - *People dump a lot of plastic on land and water.*
  - *Robots that can clean the environment are invented.*
- Each group now has to think of all the possible long-term and short-term consequences the action may have. The group secretary writes down all the consequences.
- Then the groups exchange cards. With each new card, a different group member becomes secretary.
- The consequences of each action are shared and discussed with the whole class.

**Variations.** Each group can work out and suggest a way to solve the problems. For some classes, it can be helpful to give the students a handout to be filled in, like the one giving below

Action			
Consequences	Next few days	Next year	Next 20 years

## ACTIVITY 50

**TOPIC:** *Debate it*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** paper, pens.

**ORGANIZATION:** group work.

**TIME:** 20-30 min.

## PROCEDURE

- Divide the class into two teams and choose a topic for debate, such as "School uniforms should be mandatory" or "Social media does more harm than good".
- One team will be in favour of the topic and the other against it.
- Give the teams time to prepare their arguments, encouraging them to think critically and creatively about the topic.
- Once the teams are ready, have them take turns presenting their arguments and counterarguments.
- Encourage students to listen actively to the opposing team's arguments and respond thoughtfully.

- At the end of the debate, have the class vote on which team presented the most convincing arguments.

## **ACTIVITY 51**

**TOPIC:** *Food and drink*

**SKILLS:** creativity and imagination, collaboration.

**MATERIALS:** paper, pencils.

**ORGANIZATION:** group work.

**TIME:** 10 min.

### **PROCEDURE**

#### **Project**

- Put the students into groups and ask them to imagine they are starting a new restaurant.
- They must discuss what type of restaurant it will be and then design and write a menu.
- At the end, the groups present and compare their menus.

## **ACTIVITY 52**

**TOPIC:** *At the restaurant*

**SKILLS:** creativity and imagination.

**MATERIALS:** menus.

**ORGANIZATION:** group work.

**TIME:** 15 min.

### **PROCEDURE**

#### **Role-play**

- Put the students into groups of three.
- Role-play a conversation with two customers and one waiter.
- They will need a menu. Tell the customers to discuss the menu for a few minutes and let them make the order to the waiter.
- One of the customers can complain about a dish, etc.

## **ACTIVITY 53**

**TOPIC:** *Your life*

**SKILLS:** creativity and imagination

**MATERIALS:** none.

**ORGANIZATION:** group work.

**TIME:** 10 min.

## PROCEDURE

- Have the group get them into two circles, one inside the other, facing one another.
- Ask a question, to which each student must answer simultaneously.
- Tell the outside circle to rotate one person, so everyone has a new partner. Ask a different question, and so on.
- Ask the students what the most interesting answer they heard to the questions.

Here are some questions:

- *What is your idea of a good life?*
- *What is your dream?*
- *What makes you happy? Sad?*
- *What is your life's goal?*
- *What are you afraid of?*

## ACTIVITY 54

**TOPIC:** *Food and drink. Cookery programme*

**SKILLS:** creativity and imagination.

**MATERIALS:** mobile phones.

**ORGANIZATION:** group work.

**TIME:** 10 min.

## PROCEDURE

- Divide the students into groups and ask them to make a cookery programme using a video camera on their phone – in which they explain to viewers how to make their favourite dish.
- Play the video in class.

## ACTIVITY 55

**TOPIC:** *Party. Food and Drinks. Shopping*

**SKILLS:** speaking, listening, creativity and imagination.

**MATERIALS:** paper, a pen for each student.

**ORGANIZATION:** group work.

**TIME:** 10-15 min.

## PROCEDURE

**Students role-play** a conversation with a child and his/her parents.

- Divide the students into groups of three. (The one is a child and two students are parents).

- **Task:** Parents have to discuss how much money they can give for a party of eight children, suppose products their daughter/son can buy, prices, decorations, think about types of shops she/he needs to go.
- The child has her/his own list of necessary things, prices, thinks about types of shops she/he needs to go.

The aim of the dialogue is to agree on the amount the family can spend on food and drinks, place, decorations.

- Each group presents their dialogues and ideas, other students listen to their classmates and support a child or parents.

## ACTIVITY 56

**TOPIC:** *Friendship. Family Relationship*

**SKILLS:** critical and creative thinking, reading.

**MATERIALS:** a worksheet with a text of the fairy tale “THE BABY MOUSE AND THE BABY SNAKE” divided into four parts.

**ORGANIZATION:** group work.

**TIME:** 20-25 min.

## PROCEDURE

- Students read the first part of the tale and predict the advice of Mother Mouse and Mother Serpent.
- Then students read the second part and find out if they were right.
- After that, they answer the question, “*What would they do if they were the baby mouse /the baby snake?*”
- At the end, students discuss why they agree/disagree with the lesson of the story and why it is bad/good idea to always listen to your parents and follow their advice, give some examples.

## WORKSHEET. THE BABY MOUSE AND THE BABY SNAKE

*Once upon a time, a mouse gave birth to a baby mouse and the snake gave birth to a serpent. The mouse prohibited its baby from playing at the brook near his house, lest he drowned and died. One day the baby mouse and the serpent met, and became friends and played together. In the evening, when they finished playing, both the baby mouse and the serpent went to their mothers. When the baby mouse got home, his mother remarked that his hair was wet, and she spoke to him harshly. Mother Mouse: Did you go to play at the brook that I forbade you from going? Baby mouse: No, I did not go to the brook. Mother Mouse: Then how come you are so wet? Baby mouse: It's the saliva of my friend serpent that made me wet. Mother Mouse: Listen very carefully! (The end of the part I)*

*Since the time of our ancestors, snakes have never been our friends. They still consider us their favourite food. Now, starting from today, never dare to play with a snake, it is not yours. When the small snake got home, his mother observed and made remarks about the hair in his little mouth.*

*Mother Serpent: Since when did you start to eat by yourself without keeping some for me? Serpent: No, I have not eaten anything. Mother Serpent: But where did the hair in your mouth come from? Serpent: I was playing with my friend little mouse. (The end of the part II)*

*Mother Serpent: Oh! What an idiot! You mean, our favourite meal is now a friend? Do we not have them as part of our delicacy every day? Here's what you will do tomorrow when you go out to play; when he comes close to you, bind him, inject him with venom, and you bring him here for us to eat. (The end of the part III)*

*Serpent: yes, mom, I understand. Tomorrow I'll bring him to you. The next morning, the serpent arrived earlier at the spot where the two friends meet to play. The serpent was smiling while he called out to his friend, the young mouse, with good humour.*

*Serpent: My friend, come, come out to play! The prudent Baby mouse observed how eagerly the serpent approached him, he then remembered his mother's advice and told the serpent: Baby mouse: I cannot come near you. We must not forget our mothers' advice. You're not my friend, you're my enemy now, your goal is to kill me and take me to your home as food. The serpent went back home very disappointed and said to her mother: Serpent: Look, the little mouse was warned by his mother, he even refused to approach me for playing. Since that day, a terrible hatred settled between the snake and the mouse. (The end of the part IV)*

*Lesson not only for African children, but also for non-Africans: here is an African proverb that says: "The words of the elderly may be bitter, but they are full of wisdom" It is always good to listen to our parents' advice because they can usually sense when an action is dangerous. If the little mouse did not listen to his mother's advice, he would have been bitten and eaten by the snake. Like the little mouse, let us listen to the advice of our parents or adults because they have a wealth of life experience much more than us.*

## **ACTIVITY 57**

**TOPIC:** *Youth Clubs*

**SKILLS:** creative thinking, imagination, speaking.

**MATERIALS:** paper, a pen for each student, laptops.

**ORGANIZATION:** group work.

**TIME:** 20-25 min.



## PROCEDURE

- Divide the students into groups of four. One group is judges; the other ones are teams of different language clubs.
- The aim of the language clubs is to convince the judges that their club is the best, and they should invest money in their project.
- The group of the judges need to find out criteria.
- The members of the club should tell about skills they are going to develop and sources which will be used, design their logo ...

## ACTIVITY 58

**TOPIC:** *Magic School Bag. Online studying*

**SKILLS:** critical and creative thinking, speaking, listening.

**MATERIALS:** none.

**ORGANIZATION:** group work.

**TIME:** 5-10 min.

## PROCEDURE

Each student should “put” three things they need for online learning. The things should fit in their school bag. It is important not to say things your classmates have put, explain what you need the stuff for.

## ACTIVITY 59

**TOPIC:** *What if?*

**SKILLS:** creative and critical thinking, speaking, consolidating grammar skills (2nd Conditional).

**MATERIALS:** question cards.

**ORGANIZATION:** group work.

**TIME:** 5 min.

## PROCEDURE

In turns, the students pick a card and give creative answers.

**Option:** The activity can be introduced in a form of a game on Wordwall platform as Jeopardy or Spin Wheel.

### Question Cards:

- *What if there were no gravity?*
- *What if you only ate one type of food?*
- *What if the sun were half as big?*
- *What if there were no seasons?*
- *What would you do if you discovered aliens?*

- What would happen if you could read the thoughts?
- What if a giant asteroid hadn't wiped out the dinosaurs?
- What if everyone (7 billion people) on Earth jumped at once?
- What if the moon had never formed?
- What if humans were twice as intelligent?
- What if all the cats in the world suddenly died?
- What if humans had tails?
- What if you found out you were really a robot?
- If you had a money tree in the backyard?
- What if you never had to work? What would you do?
- What if you could change one thing about yourself? What would it be?

## ACTIVITY 60

**TOPIC:** *Everyday life*

**SKILLS:** critical and creative thinking, grammar, writing.

**MATERIALS:** a board, time maker's cards, verb box, time markers box, *SITUATION* table, *IN GENERAL* table.

**ORGANIZATION:** pair work.

**TIME:** 10-15 min.

## PROCEDURE

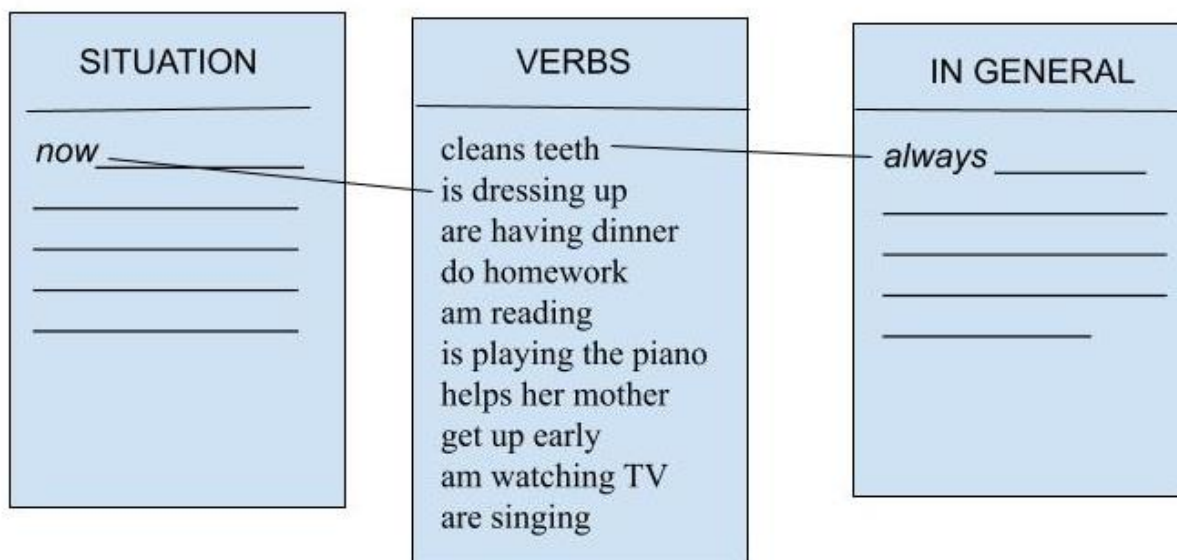
- Work in pairs. Student A finds time markers describing the present situation to fill in *Situation* table. Student B finds time markers describing facts in everyday life to fill *In General* table.
- Match the forms of verbs from the *Verb box* with the appropriate time markers from *SITUATION* and *IN GENERAL* tables on a board.
- Write down the sentences using the clues from the board. *E.g. She always cleans teeth in the mornings.*
- Switch times in sentences and underline the changes. *E.g. She is cleaning teeth now.*
- Compare the sentences with your partner.

### Time Markers Cards:

<i>now</i>	<i>always</i>	<i>never</i>	<i>Look!</i>	<i>sometimes</i>
<i>Listen!</i>	<i>usually</i>	<i>every day</i>	<i>often</i>	<i>at this moment</i>

### Verb Box:

cleans teeth	is dressing up	are having dinner	do homework	am reading
is playing the piano	helps her mother	get up late	am watching TV	are singing



### ACTIVITY 61

**TOPIC:** *Clothes and Accessories*

**SKILLS:** critical thinking, communication.

**MATERIALS:** a paper for each group, pens, a board.

**ORGANISATION:** pair work.

**TIME:** 20 min.

### PROCEDURE

- Ask the students to name different clothes and accessories that they know in English and write them on the board.

Possible answers: *tracksuit earrings necklace boots hoodie leggings shorts cardigan tie belts trainers socks bracelet scarf tights ring*

- Discuss the website heading ‘**Street I.D. Fashion**’ and what they might mean:
  - basics-things which are necessary (shoes, trousers),
  - active-things for sports (trainers),
  - party-things for going out (a dress),
  - accessories (items like sunglasses).
- Work in pairs to complete the table.

Street I.D. Fashion			
Basic	Active	Party	Accessories
socks ..... .....	tracksuit ..... .....	dress ..... .....	ring ..... .....

- Ask students how to sell one item of clothes to people from the future.

## ACTIVITY 62

**TOPIC:** *Good and False Friends*

**SKILLS:** critical and creative thinking, reading.

**MATERIALS:** a paper for each group, coloured pencils, a board.

**ORGANISATION:** group work.

**TIME:** 35 min.

## PROCEDURE

**Discussion.** Read a story, or make up a new story that tells about good and bad friends. An example is the story in which the character is a good friend and which is a bad one.

### *Evil Friendship*

*A crow and a pigeon became friends and lived together in a tree. The other birds in the tree told the pigeon that the crow has a bad habit of stealing from others. One day, while sitting on the tree, the crow and the pigeon were talking with each other.*

*A fruit seller came that way. He had a big basket of fruits on his head. The crow wanted to take a fruit from his basket. So he flew towards the fruit seller. Without knowing the crow's idea, the pigeon also flew along with him.*

*The crow flew over the fruit seller and suddenly grasped a fruit from his basket. A piece of fruit fell on the ground from his mouth. The fruit seller looked up and saw the two birds flying above him. He became angry. He picked up a stone from the ground and threw it at them. The pigeon got hurt and fell down. The crow did not stop to look after his fallen friend./The pigeon regretted having a bad friend with bad habits. **(Moral: Nothing is worse than an evil friendship.)***

- Ask each group to make a list of the qualities of a good friend and a list of the qualities of a false friend. (For example: a good friend shares secrets, helps with school work, listens to you, stands up for you in front of others. A bad friend

teases you and others, tells lies, deceives you and others, gossips behind your back, bullies you and others).

- Ask a student of each group to share the characteristics of good and false friends with the rest of the class.
- Draw the good and false friends of the story, or dramatize the story.

### ACTIVITY 63

**TOPIC:** *The Well-being of Children*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** a piece of paper for each group and coloured pencils.

**ORGANISATION:** individual/group work.

**TIME:** 35 min.

### PROCEDURE

- Ask the students:
  - *In your opinion, what makes children happy and healthy?*
  - *Does going to school make you happy and healthy? Why?*
  - *Does having a caring and trusting person to talk to make you happy? Why?*
- Explain that the well-being of children depends on many factors (good foods, nutritious food, regular exercise, a good sleep). But children also need "invisible things" (like being loved and supported, being listened to, positive relationships with family and friends)
- Ask the students to make a list of the "invisible things" that make them happy and healthy, and discuss.  
*In your opinion, what makes a child happy? What makes a child healthy? Why?*
- Ask the students to draw a picture of a happy and healthy child ; let them share and discuss their works with the rest of the class and explain their drawings.
- Ask each group to create their own poster, and write or draw the visible and invisible things that make them happy and healthy.

### ACTIVITY 64

**TOPIC:** *What is Safe and What is not Safe*

**SKILLS:** critical and creative thinking, communication.

**MATERIALS:** a piece of paper for each group, coloured pencils.

**ORGANISATION:** group work.

**TIME:** 30 min

## PROCEDURE

- Ask the students:
  - *What makes children feel safe?*
  - *What makes children feel unsafe?*
- Ask each group to draw 2 bubbles and fill them with the words that make them feel safe and unsafe ( comfortable, school, home; danger, afraid, hungry...)
- Ask each group to share their bubbles with the class.
- Ask students to complete the sentence:
  - *I feel safe when....*
  - *I do not feel safe when...(I feel safe when my parents are with me. I do not feel safe when I see a spider.)*
- Make them draw a map of the way to school from their homes.
- Make them draw a circle on the map where they may feel safe, and draw a cross on the map where they may feel unsafe.
- Ask groups to show the maps to the rest of the class.
- Let students discuss the following:
  - *Is feeling safe always a good thing?*
  - *Do you agree about the places that were circled as safe?*
  - *Do you agree about the places that were crossed as unsafe?*

## ACTIVITY 65

**TOPIC:** *Tell me a Story*

**SKILLS:** critical and creative thinking, writing, communication.

**MATERIALS:** paper, pencils.

**ORGANISATION:** group work.

**TIME:** 30 min

## PROCEDURE

- Divide the class into two groups.
- Each group writes a story, in which a lot of actions take place.
- Group A chooses one student to mime their story. Group B has to call out what they think is happening.
- Group A gives the thumbs up sign if what is said is correct, or the thumbs down sign if it is incorrect.

E.g. group A story:

*It was raining. The sky was grey. I went out for a walk and saw a cute dog. I bent down to him. But suddenly, the dog barked loudly and I got scared. I started running but suddenly fell down. I felt upset, but then I heard a voice behind me. It was my friend. He calmed his dog down. I was relieved and thanked my friend.*

- Make group B mime this story.

## ACTIVITY 66

**TOPIC:** *Let's Party*

**SKILLS:** critical and creative thinking, writing.

**MATERIALS:** a question list, an invitation-mail pattern.

**ORGANISATION:** group work.

**TIME:** 20-30 min.

## PROCEDURE

- Divide the class into groups of four.
- Display a question list to the class and make each group discuss and write down the answers.
- Suggest the groups using the e-mail pattern and writing an invitation letter.
- Make the groups present and compare their letters.
- While presenting the letter, the other groups should check out if all the questions from the list were mentioned.

### QUESTION LIST

1. Who is coming?
2. Why are you having a party?
3. What can you do to have fun at the party?
4. Is there anything you must or mustn't do?

### E-MAIL PATTERN

Hi Ann,

What are you doing next Sunday? Would you like to spend the day with me?

.....  
.....  
.....  
.....

Please come!

Max

## ACTIVITY 67

**TOPIC:** *What Has Happened to You?*

**SKILLS:** critical thinking, grammar, speaking.

**MATERIALS:** feelings and emotions cards, a pattern card.















**ORGANIZATION:** Student 1 - Student 2 - Student 3 -.....

**TIME:** 5 min.

### PROCEDURE

- Remind the students to use Present Perfect to talk about the actions that caused certain feelings and emotions.
- Draw the first card and ask a student to make up an explanation why he/she looks that way. Use the pattern card:  
- *You look so happy. What has happened?*
- After Student1 answers, he/she takes turns to draw a *Feelings and Emotions* card and asks another classmate for the explanation using the Pattern Card. The activity continues in a chain.

### Feelings and Emotions Cards:

				
afraid	angry	bad	bored	clever
				
cold	confused	excited	fine	happy
				
hot	hungry	hurt	in love	late
				
mad	nervous	okay	quiet	sad
				
scared	shy	sick/ill	sleepy	surprised
				
thirsty	tired	unhappy	upset	worried



## ACTIVITY 68

**TOPIC:** *Sentence Structure*

**SKILLS:** critical thinking, grammar, writing.

**MATERIALS:** word set cards, a board.

**ORGANISATION:** individual work.

**TIME:** 10-15 min.

### PROCEDURE

- Remind the students the word order in a sentence and write the structure on the board:

Who?	Did?	What?	Where?	When?
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

- Make the students construct the sentences using word set cards.
- Fast Learners Option: Order the sentences to make up a story. You may add extra sentences if necessary.

### WORD SET CARDS

1. a cake / in the corner shop / his mum / in the morning / bought.
2. came / in the evening / Mike's friends / to his house.
3. Mike / on Friday / a birthday / had.
4. at home / wanted / he / a party / to organize.
5. a new laptop / brought / in the afternoon / his dad.

## ACTIVITY 69

**TOPIC:** *More Details!*

**SKILLS:** critical and creative thinking, speaking.

**MATERIALS:** none.

**ORGANISATION:** group work game.

**TIME:** 10-15 min.

### PROCEDURE

- Divide the students into two groups.
- Write the first sentence on the board: *The kid ran.*
- Make the groups expand the sentence, adding one detail. Write the changes on the board.
- Continue in turns. The group that makes up the last sentence wins.
- Give the example:
  - *The cat sat.*
  - *The cat sat and waited.*
  - *The small cat sat and waited.*
  - *The small cat sat and waited for the door to open.*
  - *In front of the house, the small cat sat and waited for the door to open.*
  - *In front of the house, the small cat sat and waited for the door to open because it was very cold outside.*

### III. HIGH SCHOOL

#### ACTIVITY 70

**TOPIC:** *Technology*

**SKILLS:** critical thinking, speaking, reading, writing.

**MATERIALS:** worksheets.

**ORGANISATION:** group work.

**TIME:** 20 min.

#### PROCEDURE

- Look at the two parts of the term below and say what they might refer to.

#### *BIOMETRICS*

- Read the definition of *biometrics* and complete the gaps with the correct forms of the words in brackets. Then, look at the icons and complete the examples of biometric identifiers in the final sentence.



Biometrics refers to the measurement and analysis of human .....  
(DISTINCTION) characteristics. It can be used for ..... (RECOGNIZE) of  
individuals. With ..... (ADVANCE) in computer vision and AI, biometric  
technology can be applied to ..... (AUTHENTIC) people based on their  
unique biometric identifiers. These include, e.g....., .....,  
....., ....., .....

- Discuss the questions.
  - *What kind of technology is the article about?*
  - *Would you like to be able to authenticate this way?*
  - *What identity, privacy and security concerns with regard to using biometric technology might there be?*
  - *In what other areas of life might this technology be used?*

- Look at the list of biometric technology applications and say which of them (if any) you find intrusive and why.
  1. Taking payments for school lunches by scanning the faces of pupils
  2. Using facial recognition in public places for police surveillance.
  3. Voice recognition for banking, e.g. to check account balances or make payments.
  4. Continual remote monitoring of patient's biometrics by healthcare professionals.

## ACTIVITY 71

**TOPIC:** *Information*

**SKILLS:** critical thinking, speaking.

**MATERIALS:** slides with questions/worksheets.

**ORGANISATION:** pair work.

**TIME:** 10 min.

### PROCEDURE

- Read each statement and try to determine whether it sounds like a fact or an opinion. This can be completed alone or with a study partner.

*My mom is the best mom on earth.*

*My dad is taller than your dad.*

*My telephone number is difficult to memorise.*

*The deepest part of the ocean is 35,813 feet deep.*

*Dogs make better pets than turtles.*

*Smoking is bad for your health.*

*Eighty-five percent of all cases of lung cancer in the U.S. are caused by smoking.*

*One out of every one hundred American citizens is colour-blind.*

*Two out of ten American citizens are boring.*

- Debate the truthfulness of a statement with your partner, then it's most likely an opinion.
- Compose your own lists of facts and opinions and discuss them with a partner.

## ACTIVITY 72

**TOPIC:** *Relationships*

**SKILLS:** critical thinking, speaking, writing.

**MATERIALS:** a piece of paper/pen.

**ORGANISATION:** individual or group work

**TIME:** 10-20 min.

## PROCEDURE

- Use the Ladder of Inference model and complete your own ladder. Each rung on the ladder of inference represents a step you take to arrive at your conclusions.
  1. You face a problem or situation.
  2. Observe something problematic or important.
  3. Presume what is causing it.
  4. Use that assumption to draw conclusions.
  5. Based on those conclusions, take action.
- You're at a party and see a friend across the room. You catch their eye and wave, but they turn and walk away.
- Using the ladder, you might climb the rungs as follows:
  1. Observe that your friend walked away.
  2. Select a few details of the situation, including your wave and your assumption that they saw you.
  3. Meaning is attached based on the environment, making you think your friend must have other people to talk to at the party.
  4. Assumptions are made based on that meaning, assuming that means your friend doesn't like you as much as them.
  5. Conclusions are drawn from the assumption, and you determine that your friend must be mad at you or doesn't want you to be at the party.
  6. Beliefs are formed, making you think you're not welcome.
  7. Action is taken, and you leave the party.
  8. Develop a hidden meaning of the incident - perhaps your friend never even saw you wave from across the crowded room.
- You can omit some of the hangs.
- Now create your own Ladder of inference on the following problem.

*The student didn't hand in the assignment.*

## ACTIVITY 73

**TOPIC:** *Success. Stress at Work*

**SKILLS:** critical thinking, speaking.

**MATERIALS:** worksheets.

**ORGANISATION:** group work.

**TIME:** 10 min.

## PROCEDURE

- Imagine you are an elementary school secretary. At the exact same moment, the school superintendent walks in and wants to schedule a meeting with the staff, an

upset parent comes in with their child who has been bullied on the playground, and a bleeding student with a head injury reports slipping on the stairs.

- Use critical thinking skills to determine how you will prioritise your attention.

### ACTIVITY 74

**TOPIC:** *Scavenger Hunt*

**SKILLS:** critical thinking, speaking, reading.

**MATERIALS:** worksheets.

**ORGANISATION:** group work.

**TIME:** 10 min.

### PROCEDURE

- Make a page with questions on it. Hide things in certain areas beforehand. Students run around and get information to write on an answer sheet (e.g. the number of clocks on a floor). Each group has one secretary who writes down the answers.
- Divide the students into small groups. Explain the idea of a scavenger hunt. Give each group one answer sheet. Tell them that some questions are worth more than others. Tell them to come back to the room at a specific time (about 10 minutes before the end of class).
- After they return, check the answers on the board and count the points of each group. The group with the most points wins the scavenger hunt game.

### ACTIVITY 75

**TOPIC:** *Technology*

**SKILLS:** critical thinking, creative thinking, communication.

**MATERIALS:** paper, a pen for each student, cards with questions.

**ORGANISATION:** individual presentations/pair work/group work.

**TIME:** 20 min.

### PROCEDURE

**If I Were A.... ?**

- Choose any invention ever developed. Pretend you are this invention for the remaining questions. Discuss in groups/pairs/think individually.

*Who created you? Where?*

*How do you benefit human life?*

*What would happen if humans could not make any more of you ever?*

*Is there anyone or thing on the Planet that you have negatively affected?*

- Present the information in class.

## ACTIVITY 76

**TOPIC:** *Technology. Inventions*

**SKILLS:** critical thinking, creative thinking, communication.

**MATERIALS:** cards with words, paper, a pen for each student.

**ORGANISATION:** individual presentations/pair work/group work.

**TIME:** 15 min.

### PROCEDURE

#### What's In A Name?

- Most inventions are given names based on actions they perform or the scientific principles the invention is based on. Try to think of new names for the inventions below. Discuss in groups/pairs/think individually.

*typewriter, telephone, television, Internet, hose, vacuum cleaner, food processor, toaster, automobile, calculator, photocopier*

- Present the information in class.

## ACTIVITY 77

**TOPIC:** *Challenging situations*

**SKILLS:** critical thinking, creative thinking, problem-solving skills, communication and cooperation, speaking, writing.

**MATERIALS:** paper, a pen for each learner.

**ORGANISATION:** group discussion.

**TIME:** 20 min.

### PROCEDURE

#### Worst Case Scenario

- Divide the students into teams and introduce each team with a hypothetical challenging scenario. The scenarios can include situations like being on a deserted island or getting lost in a forest.
- The students have to discuss the scenario and come up with creative solutions to come out from the imaginary problematic situation.
- They make notes of their ideas.
- The students present the information in class.

## ACTIVITY 78

**TOPIC:** *Subcultures*

**SKILLS:** critical thinking, creative thinking, speaking, writing.

**MATERIALS:** images of subcultures, paper, a pen for each student.

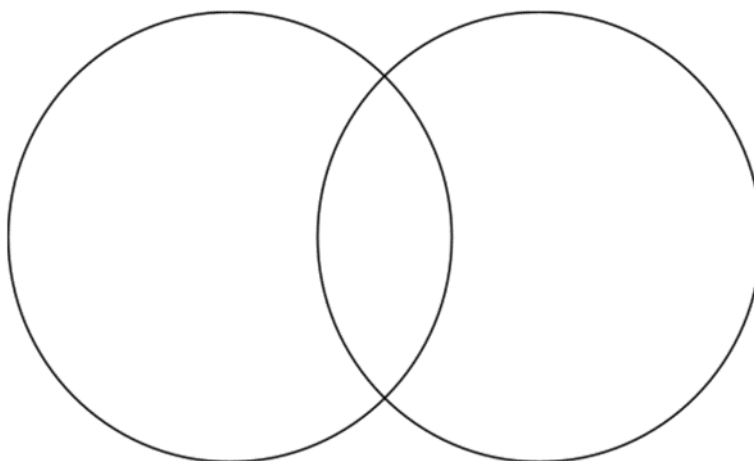
**ORGANISATION:** individual work/whole class.

**TIME:** 10 min.

### PROCEDURE

#### Gallery walk

- The teacher hangs images of different subcultures around the classroom.
- The students go from image to image much like they are in a museum, writing down their thoughts about each piece.
- They make comparisons of different subcultures, finding similarities and differences.



- The students share their ideas in class.

## ACTIVITY 79

**TOPIC:** *Sport. Social conflicts*

**SKILLS:** critical thinking, creative thinking, speaking, writing, interaction.

**MATERIALS:** paper, a pen for each learner, cards with scenarios.

**ORGANISATION:** group work/whole class.

**TIME:** 20-30 min.

## PROCEDURE

### Alien travel guide

- Students take one of the prepared scenarios or create their own one in group.
- One student is a guide for aliens, others are aliens.
- Follow the scenarios and answer the questions.

Scenario 1 You are conducting a tour for aliens who are visiting earth and observing humans. You're all in their spaceship when you fly over a football stadium. One of the aliens is confused, and turns to you for help. Try answering these questions: What is a game, and why do humans play them? What are "teams" and why are they so important for humans to be part of? Why is it these games seem to get more attention than other matters on your planet, like disease and poverty? Why do humans get so emotional and even violent when watching games? What would happen if no human could ever play these games again?

Scenario 2 You are chatting with a group of aliens on a tour of a local library. While you all mingle, one of the aliens picks up a volume about the history of global war and conflict. The alien turns to you and asks you these questions: What is war, and why do humans wage it upon each other? Humans seem to feel that warfare is often the only way to resolve conflict. Why is this so? How do you decide who wins and who loses? How do you know this is accurate? How does warfare affect those who can't or won't participate? What legacy do you feel these wars will provide for your future generations?

## ACTIVITY 80

**TOPIC:** *Dictionary story*

**SKILLS:** critical thinking, communication, writing.

**MATERIALS:** dictionary, paper.

**ORGANISATION:** individual work.

**TIME:** 10 min.

## PROCEDURE

### Dictionary story

- Choose 12 words from the dictionary randomly! Write them down. Use the words you have chosen to create a short story.
- Finding a way to create an interesting, cohesive story from different words, can improve your ability to make connections and combine ideas that don't necessarily relate.
- Compare stories.



## ACTIVITY 81

**TOPIC:** *The Five Whys*

**SKILLS:** critical thinking, speaking.

**MATERIALS:** worksheets with problems.

**ORGANISATION:** individual work.

**TIME:** 10 min.

### PROCEDURE

- The "Five Whys" technique is a skill that can help you find the source of a problem. The activity was created by Sakichi Toyoda, the founder of Toyota, and consists of repeatedly asking "why?" when a problem is encountered to determine its root cause.
- The "five" in "Five Whys" is just a guideline – you may need to ask more. When you can't ask anything else, and your response is related to the original issue, you've probably arrived at the end.
- Even if you need several rounds of questioning, just keep going. The important part that helps you practise critical thinking is the process of asking "why?" and uncovering the deeper issues affecting the situation.

For instance, say you're trying to figure out why your laptop doesn't work.

You ask, "why," and the answer is that there's a software problem.

*Why? Because running out of memory.*

*Why? Because too many programs and games*

*Why? Because too many browser tabs are open.*

*Why? Because doing too many things at once.*

In this example, working through the "why's" revealed the underlying cause.

- As a result, you can find the best solution, which is concentrating on just one thing at a time

## ACTIVITY 82

**TOPIC:** *Multiple Uses*

**SKILLS:** critical thinking, speaking.

**MATERIALS:** worksheets with pictures.

**ORGANISATION:** individual work.

**TIME:** 10 min.

## PROCEDURE

### Multiple Uses

Multiple Uses Often, there is more than one way to use an object. For example, a brick is usually used as part of a building wall, but some people use bricks as doorstops, too. Suppose you had a shoebox. Think about how you might use it for each of the following purposes. Write a description of your idea.

1. As a pencil (as it can draw)
2. As a chair (you can sit on it)
3. As a dumbbell (do exercises)
4. ....

## ACTIVITY 83

**TOPIC:** *Twins?*

**SKILLS:** critical thinking, speaking.

**MATERIALS:** worksheets with pictures.

**ORGANISATION:** pair work.

**TIME:** 10 min.

## PROCEDURE

### Twins?

Some things look alike and act alike. Other things don't look that much alike—but are still very much alike. Tell how each pair of objects below are alike. List as many ways as you can. Objects How

You can compare people.

Alike

1. sweater/blanket
2. wind/water
3. fish/soap
4. puppy/baby
5. pencil/candle

You can compare people

1. Steve Jobs and me
2. Kiichiro Toyoda and you

## References

1. Andy Harvey-John Oakley. Game on! : Express Publishing UK Ltd. 2003.
2. Alan Maley. How to Develop a More Creative Climate in Your Classroom. URL: <https://www.teachingenglish.org.uk/professional-development/teachers/21st-century-skills/articles/how-develop-more-creative-climate>.
3. Creativity in the English language classroom /edited by Alan Maley and Nik Peachey. British Council. 2015. URL: [https://www.teachingenglish.org.uk/sites/teacheng/files/pub\\_F004\\_ELT\\_Creativity\\_FINAL\\_v2%20WEB.pdf](https://www.teachingenglish.org.uk/sites/teacheng/files/pub_F004_ELT_Creativity_FINAL_v2%20WEB.pdf).
4. Critical Thinking and Problem Solving ESL Activities, Games and Lessons. URL: <https://www.teach-this.com/functional-activities-worksheets/critical-thinking-problem-solving>.
5. School in a Box Kit Guidance. UNICEF Education Kit Handbook. 2013. URL: <https://www.unicef.org/supply/media/706/file/school-in-a-box-kit-guidance.pdf>.
6. 11 Activities That Promote Critical Thinking In The Class. URL: <https://www.educationise.com/post/11-activities-that-promote-critical-thinking-in-the-class>.
7. GoGetter 3 Students' Book. Pearson. Підручник з англійської мови.

## Відомості про авторів



*Ольга Володимирівна БОЧАРОВА*, учитель англійської мови Петрівського ліцею Петрівської селищної ради Олександрійського району Кіровоградської області



*Анна Павлівна БУРКАЦЬКА*, учитель англійської мови Петрівського ліцею Петрівської селищної ради Олександрійського району Кіровоградської області



*Олеся Володимирівна ГУДИМЕНКО*, учитель англійської мови комунального закладу «Ліцей «Європейська освіта» Кропивницької міської ради»



*Анна Сергіївна КОСА*, учитель англійської мови комунального закладу «Ліцей «Науковий» Міської ради міста Кропивницького»



*Неля Миколаївна КРИВИЧ*, учитель англійської мови ліцею «Інтелект» Знам'янської міської ради Кіровоградської області



*Ліана Володимирівна МОСКАЛЕНКО*, учитель англійської мови комунального закладу «Олександрівський ліцей № 2» Олександрівської селищної ради Кропивницького району Кіровоградської області



*Любов Іванівна МОСКАЛЕЦЬ*, учитель англійської мови комунального закладу «Ліцей № 3 Долинської міської ради»



*Олена Євгеніївна НІГАЙ*, учитель англійської мови Новоукраїнського ліцею «Лідер» Новоукраїнської міської ради Кіровоградської області



*Світлана Андріївна ОЛЕФІРОВА*, учитель  
англійської мови ліцею «Крила України»  
Знам'янської міської ради Кіровоградської області



*Яна Анатоліївна ПОНОМАРЕНКО*, учитель  
англійської мови комунального закладу «Ліцей № 3  
«Лінгвіст» Світловодської міської ради»



*Тетяна Володимирівна ШЕРЕМЕТ*, учитель  
англійської мови комунального закладу «Ліцей № 1  
Долинської міської ради»



*Ірина Тайлерівна КОСА*, методист з іноземних мов  
комунального закладу «Кіровоградський обласний  
інститут післядипломної педагогічної освіти імені  
Василя Сухомлинського»



*Юлія Анатоліївна ЗАДУБНЯК*, методист з іноземних мов комунального закладу «Кіровоградський обласний інститут післядипломної педагогічної освіти імені Василя Сухомлинського»

# ***РОЗВИТОК КРИТИЧНОГО ТА КРЕАТИВНОГО МИСЛЕННЯ УЧНІВ НА УРОКАХ АНГЛІЙСЬКОЇ МОВИ***

***З досвіду роботи творчої групи  
вчителів англійської мови***

Навчально-методичний посібник

Підписано до друку 08.11.2023 р.  
Формат 60х84 1/16. Папір офсетний. Гарнітура «Times New Roman».  
Друк – принтер. Тираж – 100 прим.  
Зам. № 418

КЗ «КОІППО імені Василя Сухомлинського», вул. Велика Перспективна, 39/63,  
Кропивницький, 25006

Віддруковано в лабораторії інформаційно-методичного забезпечення освітнього процесу  
КЗ «КОІППО імені Василя Сухомлинського», вул. Велика Перспективна, 39/63,  
Кропивницький, 25006