



## TEACHER'S GUIDE

# THE MOMENT THAT CHANGED OUR LIVES

## PREPARE TO READ

### 1. Get students' attention

- Hold up a cell phone. Ask, "We depend on these a lot. What would happen if it didn't work any more? How would you contact your family?" Take some student suggestions and write them on the board.

### 2. Connect to students' experiences

This can be done in native language or English.

- Tell students the story they will read begins with the occupation of Ukraine.
- Ask, "Has your country ever been occupied by another country? When was it and who was involved?"
- Ask, "How do you think Ukrainians felt when they realized they were being occupied?"
- Have student write their responses in the first two columns of a K-W-L chart on the topic. They will complete the chart later in the lesson.

### 3. Guess: What will happen?

- Tell students the writer of the story was in an occupied place.
- Ask: "What do you think the writer is going to say about the occupation? Do you think the writer is still in the occupied territory?"
- Say: "Now let's listen to the story and see what we can learn about the day Russia occupied Ukraine."

## READ & LISTEN

### 1. Identify and mark

- Have students read and mark these words where they occur in the text: communicate, authority, blockade, occupied, weapons, trauma, knitting, scary, yoga.

## **2. Identify and react**

- As you play the audio recording, have students stand up whenever they hear something the people of the village did to stay calm or help each other.

## **RESPOND**

### **1. Check understanding with specific questions**

- “Where is the writer located?” (a village near Chernihiv - thirty kilometers from the Russian border)
- “What did the writer do to help her students?” (visiting them and helping them study by phone, doing yoga and breathing exercises)
- “How did the writer help other people in her village?” (baking bread, knitting things soldiers need)

### **2. Talk more about the story**

- Ask students what they liked, what made them think, what parts they want to read again.
- Clarify any new vocabulary from the story that students have identified.
- Ask students to revisit their KWL chart and write what they learned.

### **3. Create a Timeline**

#### **Set up**

- Prepare a large piece of chart paper, chalkboard or whiteboard and draw a line across the middle or use the graphic provided in this lesson.
- Write the name of the story above the line.
- Draw six lines that cross the line \_\_\_\_ / \_\_\_\_ / \_\_\_\_ / \_\_\_\_

#### **How to**

- Show the timeline. Explain: “We are going to make a timeline of this story to understand the main ideas.”
- Point to the first vertical line and ask students, “What happens at 4:20 am?” and write the words, “Wake up to sounds of explosions.”
- Next ask, “What happens next?” and write student suggestions on the next vertical line.

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- Continue until the basic details of the story have been listed on the story timeline. If students have received a paper copy of the timeline, suggest they add drawings to indicate the events at each point on the timeline.

### Variations

- Assign groups to complete separate timelines while working together.
- Post completed timelines on classroom walls.

## EXPAND

### 1. Create an “interview” with the individual presented in the story.

#### Set up

- Give students an example of an interview. The interview can begin with simple questions and answers such as these:
  - Student 1: Tell me a little about yourself.
  - Student 2: I am Olga. I am a student in a village near Cherniv, Ukraine.
  - Student 1: How is your life different now from before the occupation?
  - Student 2: I have to study remotely. And I help make things for the soldiers.

#### How to

- Assign pairs of students to write and perform the interview.
- Have students present their interviews in writing.
- Ask for volunteers to present their interviews orally.

#### Variation

- Have students present their response orally to the class or to members of a small group.



Topic: The Moment that Changed Our Lives

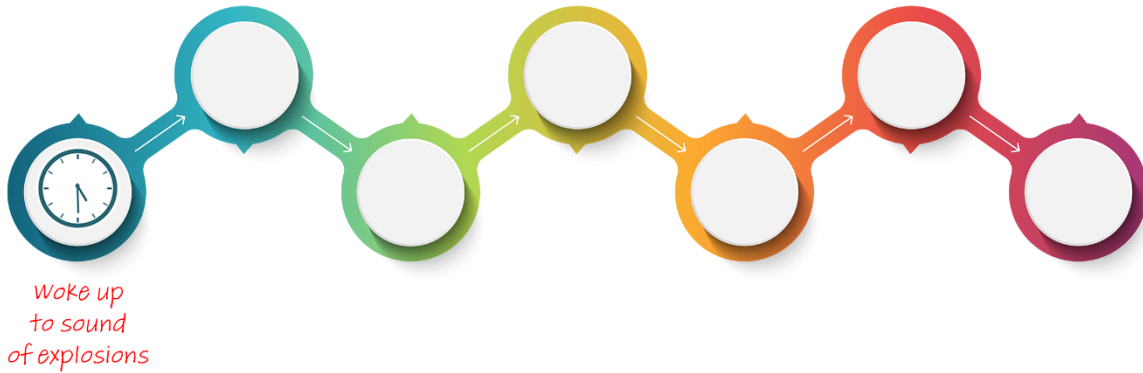
Before you read, think about the topic. What do you know already about it? Write it in the K column. Ask yourself, "What do I want to know about the topic?" Write it in the W column. After you read, think, "What did I learn?" Write it in the L column.

<p><b>K</b> Know</p>	<p><b>W</b> Want to Know</p>	<p><b>L</b> Learned</p>

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## Timeline for The Moment that Changed Our Lives

After reading the story, go back and look for the events. Choose the first one to write on the left side of the timeline. Draw a picture in the circle for the event. When you finish, sit with a partner and retell the story in your own words.



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