



TEACHER'S GUIDE

HOW UKRAINIAN SCHOOLS ARE CHANGING

PREPARE TO READ

1. Connect to students' experiences

This can be done in native language or English.

- Ask students the questions. Then, have students discuss their ideas with the class.
 - Have you experienced any changes in your life? What changed?
 - Was the change good or bad?
 - Do you like things to change? Why or why not?

2. Guess

- Have students read the title of the essay: “How Ukrainian Schools Are Changing”.
- Ask, “What changes do you think will be mentioned”? “How many changes do you think will be mentioned?”
- Write some of the students' ideas on the board. You will refer to them later.

3. Vocabulary

- These are C1 and C2 level words from the story.
 - lifelong—lasting your whole life
 - literacy—the ability to read and write
 - principles—fundamental beliefs, purposes, or rules that guide an individual or group
 - reform—to make changes to something in order to improve it
 - restart—to start something again, after it has been stopped or interrupted
 - shyness—a feeling of nervousness, awkwardness, or not being comfortable around other people, especially when meeting the for the first time
 - solidarity—unity or agreement within a group

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- unity—the state of being united or joined together as one
- Ask students if they like online activities. The author of the essay has designed 3 online activities to help students with these words.
- Review the words with students, then allow them to complete the online activities.
 - Match the word and their definitions ([Original URL](https://tinyurl.com/learning-def)) <https://tinyurl.com/learning-def>
 - Click and drag either the word or the definition to match.
 - When finished, click the blue check mark in bottom left corner to see which ones are correct.
 - Find the synonyms ([Original URL](https://tinyurl.com/learningsyn)) <https://tinyurl.com/learningsyn>
 - Click on the word at the top of the puzzle. It starts with “reform.”
 - Click the puzzle piece that has a similar meaning word.
 - If you click an incorrect word, you will get a message. Click ok to return to the puzzle.
 - If you click a correct word, the word disappears and you click the next answer.
 - Each word has three answers.
 - Match the antonyms ([Original URL](https://tinyurl.com/wwall-ant)) <https://tinyurl.com/wwall-ant>
 - There are 14 templates for this activity! Students can complete the activity many times in different ways.
 - It automatically opens to “Match Up”. Drag the word into the box that has the opposite meaning.
 - Click “Show All” under Switch Template on the right side of the screen.
 - Choose Anagram, Crossword, Find the Match, Flash cards, Flip tiles, Gameshow Quiz, Hangman, Matching pairs, Open the box, Quiz, Speaking cards (students read the word aloud), Spin the wheel, Wordsearch.
 - All the activities are timed, so students can race against each other.

READ & LISTEN

1. Identify and Complete

- Give each student a copy of the 5 W's Questions graphic organizer on page 7.
- Review what kind of information answers each of the 5 W's.
- Tell students they will listen to the essay.

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- They should mark *at least one* answer to each W.
 - They can mark as many as possible, but only one is required at this time.
 - They may listen to the essay more than once.

2. Identify and Complete

- Students should now read the story individually.
- As they read, they should add more information to each of the W boxes.

RESPOND

1. Guess (Revisit)

- In Prepare to Read Activity 2 you asked students to think about what and how many changes would be mentioned, and you wrote some of the students' ideas on the board.
- Look again at the ideas on the board. Did any students predict correctly?

2. 5 W's Graphic Organizer

- Have students compare their 5 W's graphic organizer with a partner. Did they mention the same or different answers for each W?
- Review as a whole class potential answers for each W.
 - *Who*: the cabinet of ministers, first graders, students, teachers, everyone, Mathew, Nick, teenagers, people
 - *What*: laws, standards, schools, changes, events, principles, reform, 21st century skills, online learning, Zoom, Google, learning, cat, camera, emotions (many possible choices)
 - *When*: September 2017, February 2018, school year, during quarantine, February 2022
 - *Where*: Ukraine, cities, villages, Russian-occupied territory
 - *Why*: changes—because of new laws and standards, because of the pandemic and online learning, because of the Russian-occupied territory

3. 5 W's Comprehension Questions

- This online activity reviews the 5 W's with questions from the text. ([Original URL](https://tinyurl.com/learning5w))
<https://tinyurl.com/learning5w>
- Students should complete the sentences with the correct wh- word.
 - Remind students that the first word of a sentence starts with a capital letter in English (it will be marked wrong if the W isn't capitalized).

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- Students may work with a partner to practice asking and answering the questions.

4. Cluster Map

- Show students the cluster maps on page 8 (also called mind map or bubble map).
 - Explain that a cluster map can help show many different ideas.
 - Even though each map looks a little different, main ideas are in the middle, and related ideas and/or details surround it.
 - In the biggest example, family is the main idea.
 - Related ideas around it are home, kids, fun, etc.
 - Related ideas to fun are games, friends, and hobbies.
 - Related ideas to hobbies are reading, horses.
 - Show students how the map expands with more related ideas.
 - A cluster map can be good for summarizing information or brainstorming information.
- Put students in pairs. Give each pair a copy of the beginning of a Cluster Map on page 9.
 - They should create a cluster map showing how Ukrainian schools are changing.
 - In the three circles on the page, they should write the three causes of change discussed in the essay.
 - Then, they around each cause, add changes.
 - For example, laws are one causes of changes in Ukrainian schools. This change happened in 2017-2018; this could be one idea surrounding laws. The Law on Education is the name of the law; it's another idea related to laws. Curriculum is another change related to laws. 21st century skills are related to curriculum.
 - Each cause has at least four changes. Some changes will have more details and information. Students should add the details and information for each cause to the cluster map.
 - When pairs have finished, they should compare their cluster map with another pair.
 - Do the maps look different?
 - What information is the same? What information is different?
 - A completed cluster map in on page 10.

5. True or False?

- This online activity checks comprehension of the essay with True/False questions. ([Original URL](https://tinyurl.com/learningtf)) <https://tinyurl.com/learningtf>
- When the question pops up in the center of the screen, drag it to the left for True or to the right for False.
- When students move all the questions (8 total) to the True or False side, they can click the blue check mark in the bottom left corner.
 - All correct answers will be outlined in green.
 - Any incorrect answers will be outlined in red.

6. Strengths – Weaknesses – Opportunities – Threats (SWOT) Analysis

- Return to Activity 1 Connect to Students' Experiences
 - Ask, "Do you think change is good or bad?"
 - Continue, "Do you think change can be both good and bad?"
- Share with students that not all changes are bad. Some changes can be good. Some changes can present new opportunities. But some changes can cause possible problems.
 - Ask students to think of an example of a bad and good change.
 - Ask, "Can you think of a change that has presented opportunities?"
- Tell students they will do a SWOT Analysis. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. This can help us think clearly about a situation.
- Complete the SWOT online. (Original URL) <https://tinyurl.com/lucidswot>
 - Students can click on the blue and yellow squares to enter their answers.
- Students may refer to their cluster maps for ideas to use in the SWOT.

EXPAND

1. Cluster Map

- Review Cluster maps with students.
 - They used a cluster map to summarize ideas from the essay.
 - Now they will use a cluster map to brainstorm their own ideas.
- Tell students to think of a change or changes they have experienced in their lives.
- Say, "Create a cluster map with ideas about the change(s)."
- Remember cluster maps may be drawn differently (pages 8-9). Students just need to be sure the change is prominent in the middle and has details/ideas about the change connected around it.
- After students complete their cluster maps, have them share with a partner, small group, or the class.

2. SWOT Analysis

- Give each student a copy of the SWOT Analysis Activity Sheet on page 11.
- Using their cluster map, they should complete a SWOT analysis with the change(s)/ideas they included in their cluster map.
- Have students share their analysis with a partner and discuss the following:

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- What are the strengths? Why are they good?
- What are the weaknesses? Why are they bad?
- What opportunities came from the change?
- What additional opportunities can they think of that maybe have not happened yet?
- What are potential threats of the change? What do the students need to be careful about?
- Are there any threats that maybe have not happened yet? What might happen in the future?

3. Oral Report

- Have students give an oral report of their analysis. They should use Vocaroo (<https://vocaroo.com/>), SpeakPipe (<https://www.speakpipe.com/voice-recorder>), or another online voice recorder.
- In their Oral Report, students should state the change(s), strengths, weaknesses, opportunities, and threats for each change.



Five Ws

As you listen, write at least one answer to each question.

Who?

What?

Where?

When?

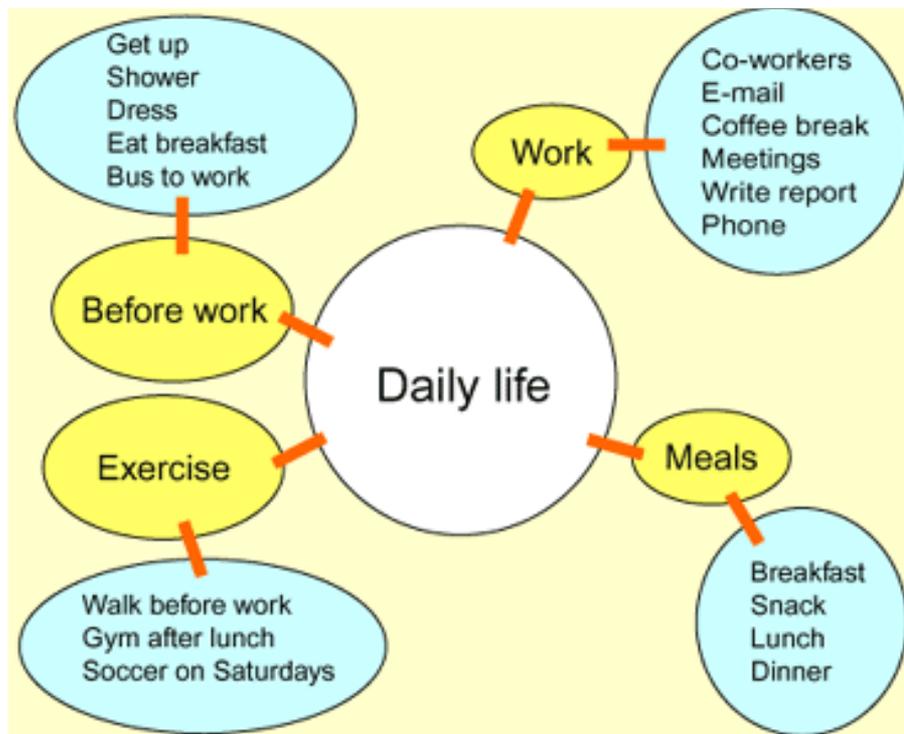
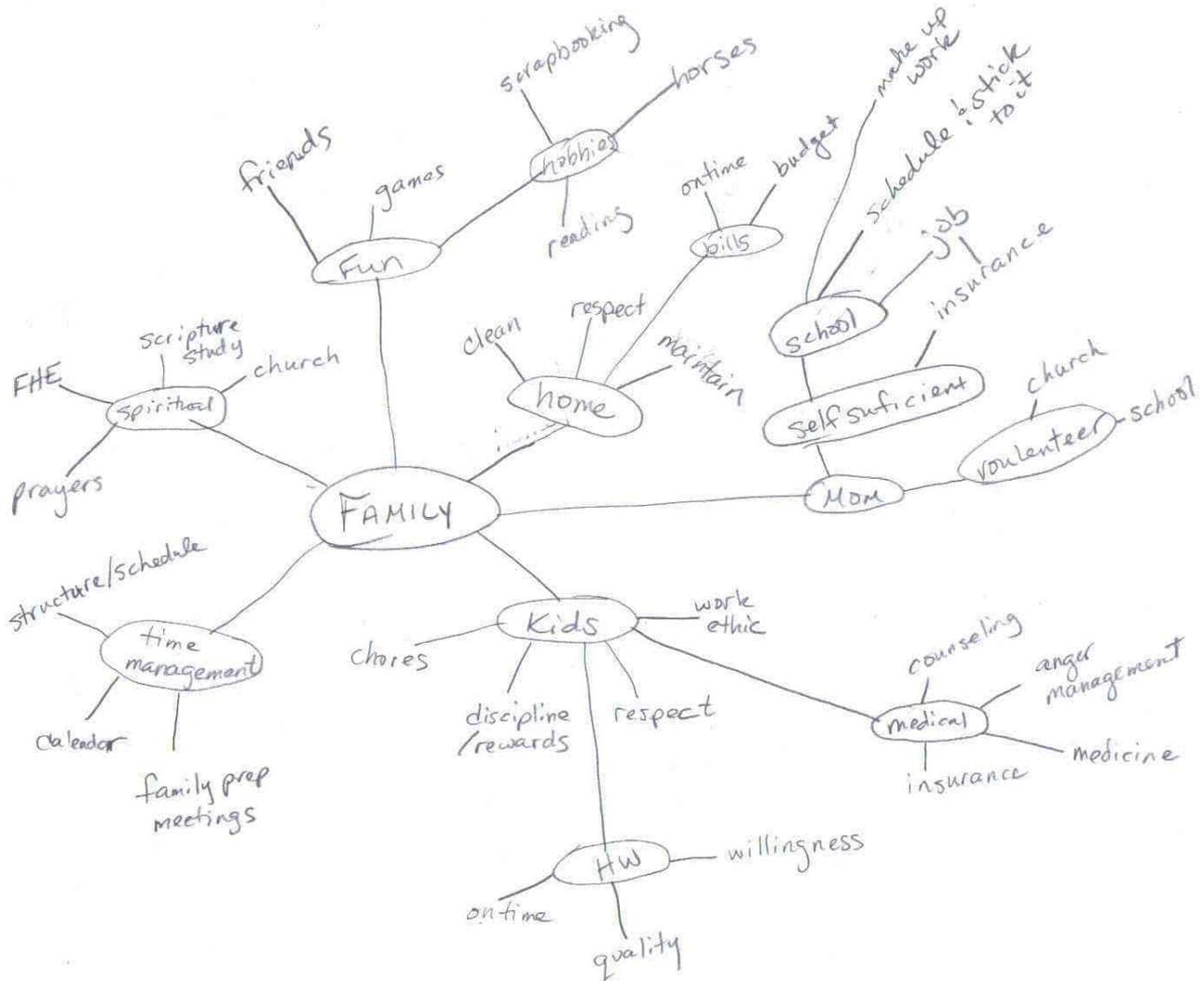
Why?



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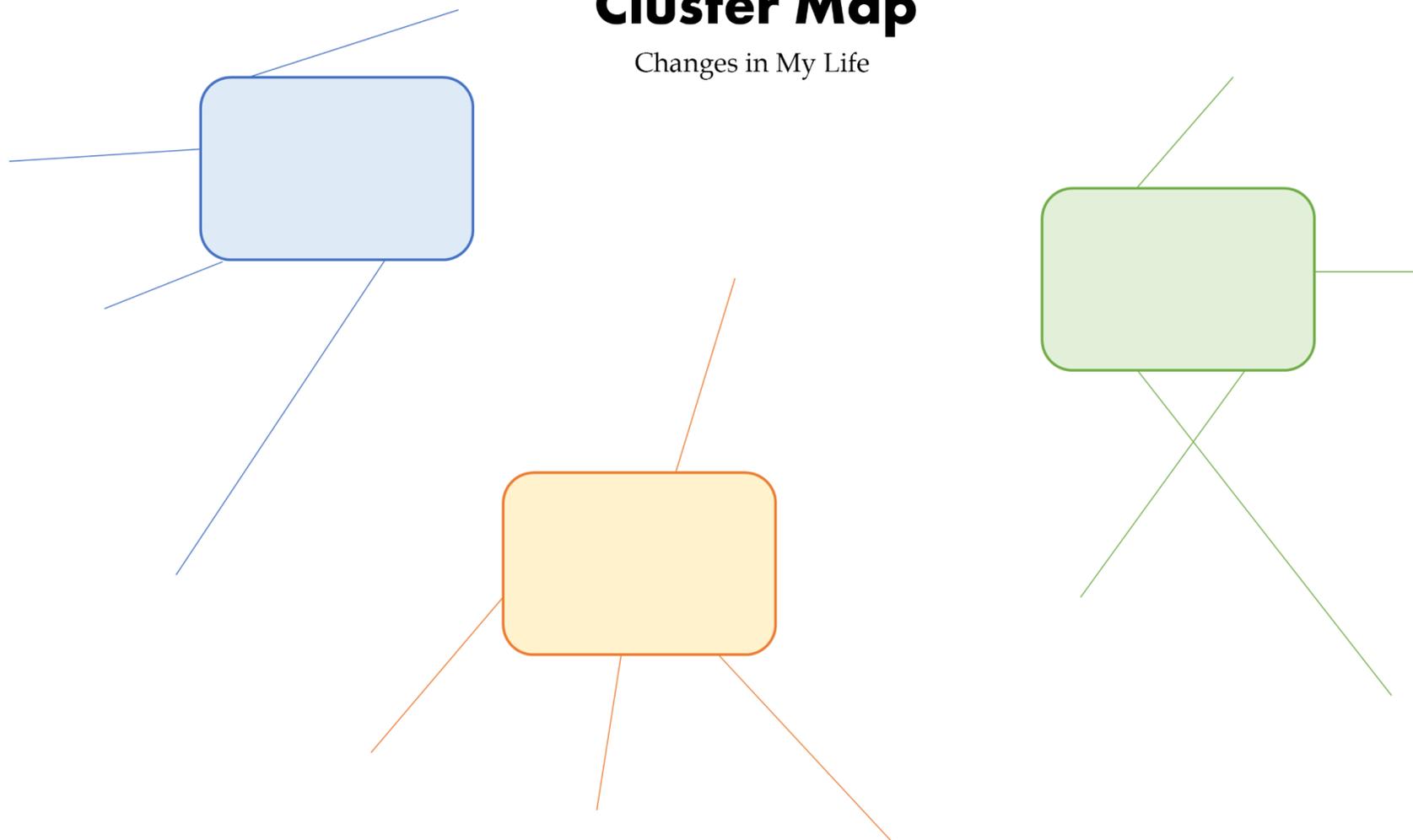
Cluster Map Examples





Cluster Map

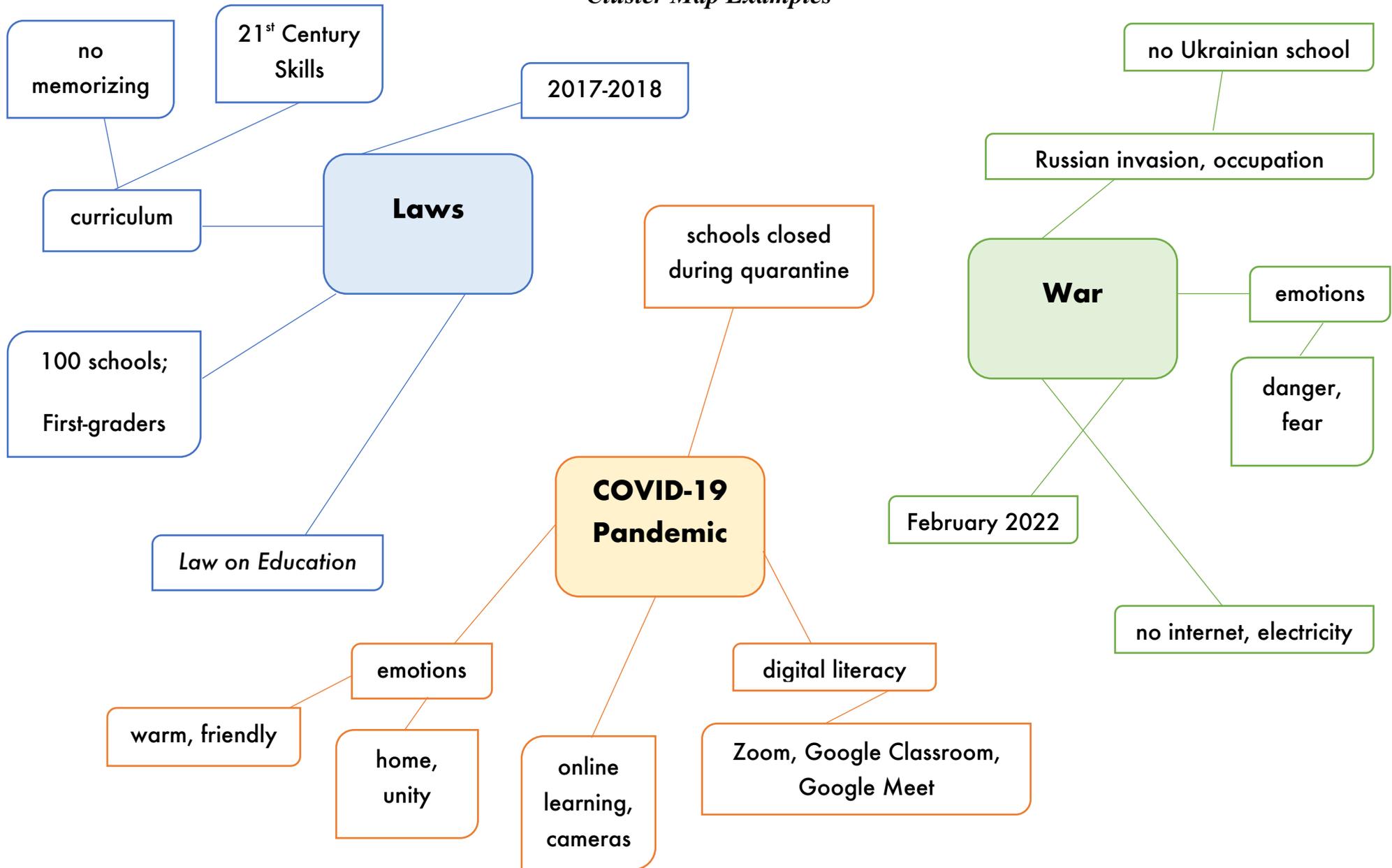
Changes in My Life



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Cluster Map Examples





Strengths - Weaknesses - Opportunities - Threats

Think about the changes in your cluster map.
Which of the changes are strengths, weaknesses, opportunities, or threats?

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

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