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Przedmiot: język angielski

Poziom nauczania: 3 klasa liceum (B1/B2)

Szkoła: Liceum Ogólnokształcące

Temat: I had a black dog, his name was depression – video lesson (listening and vocabulary practice).

Czas trwania: 45 minut

Cele ogólne:

- 1) Utrwalenie i poszerzenie słownictwa związanego z wyrażaniem emocji.
- 2) Doskonalenie umiejętności rozumienia ze słuchu i mówienia z wykorzystaniem poznanego wcześniej materiału leksykalnego oraz funkcji językowych.

Cele operacyjne:

Poziom wiadomości:

A. Zapamiętanie wiadomości - uczeń:

- nazywa i definiuje emocje,
- wylicza słowa związane z uczuciami i emocjami,
- identyfikuje części mowy, do których należą poszczególne słowa.

B. Zrozumienie wiadomości - uczeń:

- streszcza usłyszaną wypowiedź,
- wyjaśnia znaczenie poszczególnych słów,
- ilustruje emocje przykładami z życia,

Poziom umiejętności:

C. Zastosowanie wiadomości w sytuacjach typowych - uczeń:

- rozwiązuje zadanie na podstawie usłyszanego tekstu,
- tworzy wypowiedź ustną,
- stosuje poznane wcześniej słownictwo związane z emocjami i uczuciami,
- porównuje sytuacje i odczucia,
- klasyfikuje słowa do właściwej kategorii (części mowy).

D. Zastosowanie wiadomości w sytuacjach problemowych - uczeń:

- analizuje stan emocjonalny człowieka z depresją,
- ocenia reakcje środowiska na zachowanie osoby cierpiącej na depresję,
- proponuje sposoby samopomocy w sytuacji kryzysowej.

Cele wychowawcze:

- oswojenie uczniów z tematem depresji,
- uświadomienie wagi zdrowia psychicznego i jego wpływu na nasze codzienne życie,
- kształtowanie postawy wzajemnego szacunku,
- rozwijanie postawy aktywnej pracy podczas lekcji,
- kształtowanie umiejętności aktywnej współpracy w parach i w grupach.

Metody: komunikacyjna, problemowa, eksponująca i praktyczna, burza mózgów.

Formy:

- praca zbiorowa,
- praca indywidualna,
- praca w zespołach.

Środki dydaktyczne:

- tablica interaktywna;
- mapa myśli,

- internet: <https://www.mentimeter.com> (mapa myśli), <https://www.youtube.com/watch?v=XiCrniLQGYc>, <https://www.youtube.com/watch?v=wCd6LPzWsc> (filmy na youtube),
- zapis tekstu "I Had a Black Dog: His Name Was Depression" autorstwa Matthew Johnstone'a,
- zadanie interaktywne na: <https://www.liveworksheets.com>, (bezpośredni link: <https://www.liveworksheets.com/1-zi1900534jj>).

Kształtowane kompetencje kluczowe

Zalecenia Parlamentu Europejskiego i Rady UE z 2018 r.:

1. Porozumiewanie się w języku ojczystym – znajdowanie polskich odpowiedników słów, tłumaczenie fragmentów tekstu.
2. Porozumiewanie się w językach obcych – wypowiadanie się na temat emocji i uczuć; tworzenie wypowiedzi ustnych.
3. Kompetencje informatyczne – korzystanie z interaktywnych ćwiczeń internetowych.
4. Umiejętność uczenia się – samodzielne wyszukiwanie słów w słowniku, słotwórstwo w oparciu o wcześniej zdobytą wiedzę.
5. Kompetencje społeczne i obywatelskie – poznanie istoty depresji i sposobów radzenia sobie z nią, wzbudzanie empatii wobec osób dotkniętych chorobą.
6. Świadomość i ekspresja kulturalna – poznanie treści oraz ilustracji książki „I had a black dog. His name was Depression” Mathew Johnstone’a.

I. Faza przygotowawcza

Sprawdzenie listy obecności i zapisanie tematu lekcji na tablicy.

1. **Tworzenie mapy myśli** – na podstawie wcześniej opanowanego słownictwa związanego z emocjami i uczuciami, uczniowie w ciągu pięciu minut tworzą interaktywną „mapę myśli” poprzez dodawanie zapamiętanych słówek. Można do tego celu wykorzystać różne narzędzia internetowe. Podczas lekcji wykorzystano:

<https://www.mentimeter.com>



Name three emotions or feelings

Enter a word	25
Enter another word	25
Enter another word	25

You can submit multiple answers


Submit

Powered by Mentimeter Terms

Gotowa mapa myśli:

Go to www.menti.com and use the code 5632 2992

Name three emotions or feelings



A word cloud of various emotions and feelings. The words are arranged in a roughly circular shape, with some words being larger and more prominent than others. The colors of the words vary, including shades of blue, green, yellow, orange, red, and purple. The words include: happy, sad, love, angry, lonely, scared, depressed, fearful, stressed, happiness, gloomy, content, calm, peaceful, nervous, upset, depression, hate, jealousy, bitter, neglect, indifference, envy, guilty, like, hurt, proud, anxiety, frustration, dislike, sadness, excitement, anxious, insecure, loneliness, tense, fright, glum, angry, bitter, neglect, indifference, envy, guilty, like, hurt, proud, anxiety, frustration, dislike, sadness, excitement, anxious, insecure, loneliness, tense, fright, glum.

Press S to show image

2. Korygowanie błędów zapisu, tłumaczenie nieznanego słownictwa.
3. Praca w grupach (breakout rooms) – uczniowie przygotowują krótkie opisy sytuacji, w jakich czują wybrane emocje.

Przykładowe odpowiedzi uczniów:

“I feel stressed and depressed before math”

“I feel lonely and sad when I stay home alone”

“I am proud when I achieve something great”

“I am hurt when my friends lie to me”

“When I feel gloomy I call my friends or listen to music”

“I am upset when my sister keeps interrupting me”

4. Przedstawiciele poszczególnych grup ustnie opisują sytuacje, którym towarzyszą wybrane emocje.

II. Faza realizacyjna

1. Burza mózgów.

Nauczyciel pyta uczniów, co wiedzą na temat depresji i zapisuje uwagi uczniów na tablicy.

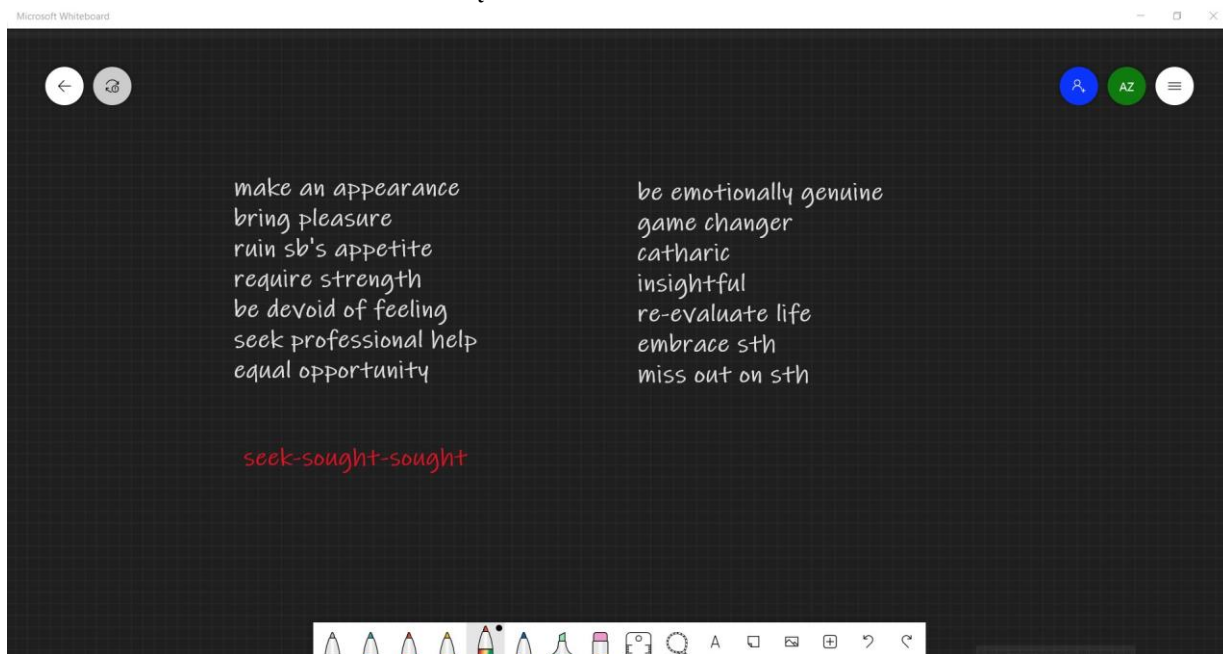
A screenshot of a digital whiteboard application. The interface has a dark background with a light gray grid. On the left side, there is a vertical toolbar with various drawing tools. The main area contains two columns of handwritten text in a light blue or gray color. The text in the left column lists various feelings and states, while the text in the right column lists things people need or lack. At the bottom, there is a horizontal toolbar with more drawing tools. In the top right corner, there are three circular icons: a blue one with a magnifying glass, a green one with 'AZ', and a white one with a menu icon.

sadness
feeling low
feeling lazy
feeling blue
suicidal thoughts
no friends
isolation
being crazy
finding excuses
laziness
no passion
no interests

people need therapy
drugs
alcohol abuse
darkness
hiding from people
feeling insecure
feeling stupid
no joy

2. Projekcja filmu.

- Nauczyciel informuje uczniów, że obejrzą film na temat depresji, w którym problem pokazany jest z perspektywy osoby chorej.
- Zapoznanie uczniów z kilkoma trudniejszymi wyrażeniami z filmu. Nauczyciel wyjaśnia wyrażenia po angielsku. W razie wątpliwości podaje polskie tłumaczenie. Uczniowie robią notatki.



- Podczas pierwszej projekcji filmu uczniowie mają za zadanie znaleźć odpowiedzi na pytania sprawdzające ich ogólne zrozumienie narracji. (Zad. 1) Nauczyciel prosi uczniów o robienie notatek w punktach. Uczniowie oglądają film i robią notatki.
- Po projekcji filmu nauczyciel zadaje pytania i uczniowie podają swoje odpowiedzi/przykłady.

Link do filmu z napisami: <https://www.youtube.com/watch?v=XiCrniLQGYc>

Zad. 1

1. What problems connected with depression does the person speaking mention?

Przykładowe odpowiedzi: feeling old, no joy in life, no pleasure, bad appetite, problems with concentration, lack of confidence, constant fear of being found up, exhaustion, negativity, irritability, problems with love life, lack of feelings

2. What were his ways of dealing with the black dog?

Przykładowe odpowiedzi: covering up, self-medication, isolation.

3. How did professional help influence his attitude towards depression?

Przykładowe odpowiedzi: he realized the problem affects millions of people, there is no perfect cure, medication doesn't always work; he decided to be more genuine towards people close to him, he stopped being afraid of depression.

4. What ways of dealing with depression that actually worked for him does he mention?

Przykładowe odpowiedzi: learning to quiet your mind, regular exercise, keeping a mood journal, concentrating on things one can be grateful for)

3. Ponowna projekcja filmu.

- Uzupełnianie luk. Uczniowie oglądają film ponownie – tym razem bez napisów i uzupełniają luki w tekście (Zad. 2)
- Uczniowie konsultują w grupach (breakout rooms) swoje odpowiedzi.
- Ponowna projekcja filmu z napisami i wspólne sprawdzenie odpowiedzi.

Link do filmu bez napisów: <https://www.youtube.com/watch?v=wCd6LPzWssc>

Zad. 2

I had a black dog. His name was depression. Whenever the black dog **made an appearance**, I felt (1) _____ and life seemed to slow down. He could surprise me with a visit for no reason or occasion. The black dog made me look and feel (2) _____ than my years. When the rest of the world seemed to be (3) _____ life, I could only see it through the black dog.

Activities that usually **brought me** (4) _____, suddenly ceased to. He liked to (5) _____ **my appetite**. He chewed up my (6) _____ and my ability to (7) _____. Doing anything or going anywhere with the black dog **required super human strength**. At social occasions, he would sniff out what (8) _____ I had and chase it away.

My biggest (9) _____ was being found out. I worried that people would judge me. Because of the (10) _____ and (11) _____ of the black dog I was constantly (12) _____ that I would be found out. So I invested vast amounts of (13) _____ into covering him up. Keeping up an emotional lie is exhausting.

Black dog could make me think and say (14) _____ things. He could make me (15) _____ and difficult to be around. He would take my love and bury my intimacy. He loved nothing more than to wake me up with highly repetitive and negative (16) _____. He also liked to remind me how (17) _____ I was going to be the next day.

Having a black dog in your life isn't so much about feeling a bit (19) _____, sad or blue... At its worst it's about **being devoid of** (20) _____ altogether. As I got older the black dog got bigger and he started hanging around all the time. I'd chase him off with whatever I thought might send him running. But more often than not he'd come out on top - going down became easier than getting up again.

So I became rather good at self medication... which never really (21) _____. Eventually I felt totally (22) _____ from everything and everyone. The black dog had finally succeeded in hijacking my life.

When you lose all (23) _____ in life you can begin to question what the point of it is. Thankfully this was the time that I **sought** (24) _____ **help**. This was my first step towards (25) _____ and a **major turning point** in my life. I learnt that it doesn't matter who you are the black dog affects millions and millions of people; it is an (26) _____ **opportunity** mongrel.

I also learnt that there was no silver bullet or magic pill. (27) _____ can help some and others might need a different approach altogether. I also learnt that **being emotionally** (28) _____ and authentic to those who are close to you, can be an absolute **game changer**. Most importantly I learnt not to be (29) _____

_____ of the black dog and I taught him a few new tricks of my own. The more (30) _____ and (31) _____ you are the louder he barks, so it's important to learn how to quiet your mind. It's been clinically proven that regular (32) _____ can be as effective for treating mild to moderate depression as antidepressants. So go for a walk or a run and leave the mutt behind. Keep a (33) _____ journal; getting your thoughts on paper can be **cathartic** and often **insightful**. Also keep track of the things that you have to be grateful for.

The most important thing to remember is that no matter how (34) _____ it gets... if you take the right steps, talk to the (35) _____ people, black dog days can and will pass. I wouldn't say that I'm grateful for the black dog but he has been an incredible teacher. He forced me **to re-evaluate** and (36) _____ my life. I learnt that rather than running away from my problems it's better to (37) _____ them.

The black dog may always be part of my life but he will never be the beast that he was. We have an understanding. I've learnt through knowledge, (38) _____, discipline and (39) _____ the worst black dog can be made to heel.

If you are in difficulty, never be afraid to ask for help. There is absolutely no (40) _____ in doing so. The only shame is **missing out on life**.

Zad. 2 ODPOWIEDZI:

I had a black dog. His name was depression. Whenever the black dog **made an appearance**, I felt **empty** and life seemed to slow down. He could surprise me with a visit for no reason or occasion. The black dog made me look and feel **older** than my years. When the rest of the world seemed to be **enjoying** life, I could only see it through the black dog.

Activities that usually **brought me pleasure**, suddenly ceased to. He liked to **ruin my appetite**. He chewed up my **memory** and my ability to **concentrate**. Doing anything or going anywhere with the black dog **required super human strength**. At social occasions, he would sniff out what **confidence** I had and chase it away.

My biggest **fear** was being found out. I worried that people would judge me. Because of the **shame** and **stigma** of the black dog I was constantly **worried** that I would be found out. So I invested vast amounts of **energy** into covering him up. Keeping up an emotional lie is exhausting.

Black dog could make me think and say **negative** things. He could make me **irritable** and difficult to be around. He would take my love and bury my intimacy. He loved nothing more than to wake me up with highly repetitive and negative **thinking**. He also liked to remind me how **exhausted** I was going to be the next day.

Having a black dog in your life isn't so much about feeling a bit **down**, sad or blue... At its worst it's about **being devoid of feeling** altogether. As I got older the black dog got bigger and he started hanging around all the time. I'd chase him off with whatever I thought might send him running. But more often than not he'd come out on top going down became easier than getting up again. So I became rather good at self medication... which never really **helped**. Eventually I felt totally **isolated** from everything and everyone. The black dog had finally succeeded in hijacking my life.

When you lose all **joy** in life you can begin to question what the point of it is. Thankfully this was the time that I **sought professional help**. This was my first step towards **recovery** and a major turning point in my life. I learnt that it doesn't matter who you are the black dog affects millions and millions of people; it is an **equal opportunity** mongrel.

I also learnt that there was no silver bullet or magic pill. **Medication** can help some and others might need a different approach altogether. I also learnt that **being emotionally genuine** and authentic to those who are close to you, can be an absolute **game changer**. Most importantly I learnt not to be **afraid** of the black dog and I taught him a few new tricks of my own. The more **tired** and **stressed** you are the louder he barks, so it's important to learn how to quiet your mind. It's been clinically proven that regular **exercise** can be as effective for treating mild to moderate depression as antidepressants. So go for a walk or a run and leave the mutt behind. Keep a **mood** journal; getting your thoughts on paper can be **cathartic** and often **insightful**. Also keep track of the things that you have to be grateful for.

The most important thing to remember is that no matter how **bad** it gets... if you take the right steps, talk to the **right** people, black dog days can and will pass. I wouldn't say that I'm grateful for the black dog but he has been an incredible teacher. He forced me **to re-evaluate** and **simplify** my life. I learnt that rather than running away from my problems it's better to **embrace them**. The black dog may always be part of my life but he will never be the beast that he was. We have an understanding. I've learnt through knowledge, **patience**, discipline and **humour** the worst black dog can be made to heel.

If you are in difficulty, never be afraid to ask for help. There is absolutely no **shame** in doing so. The only shame is **missing out on** life.

III. Podsumowanie lekcji

Uczniowie odpowiadają na pytania nauczyciela:

Zad. 3

1. What new vocabulary did you learn today?
2. What did you learn about depression that you didn't know before?
3. Would you know how you can help a person suffering from depression?

IV. Praca domowa

Uczniowie uzupełniają interaktywną kartę pracy zamieszczoną na <https://www.liveworksheets.com/1-zi1900534jj> (karta pracy jest automatycznie wysyłana na adres mailowy nauczyciela, jeśli jest zarejestrowany na platformie; Kartę można też wydrukować lub uzupełnić za pomocą edytora tekstu).

CREATE NOUNS OR ADJECTIVES DESCRIBING EMOTIONS.

I FEEL...	(ADJECTIVE)	WHAT I FEEL IS...	(NOUN)
FRUSTRATED			
STRESSED			
ANXIOUS			
FURIOUS			
DESPERATE			
BORED			
WEARY			
ENERGETIC			
BRAVE			
OPTIMISTIC			
ANNOYED			
HURT			
FEARFUL			
IRRITABLE			
EXHAUSTED			
		INDIFFERENCE	
		JOY	
		SECURITY	
		SORROW	
		BETRAYAL	
		UNDERSTANDING	
		EXHAUSTION	
		GRATITUDE	
		IRRITATION	
		BITTERNESS	
		DISMAY	
		DELIGHT	
		CONFIDENCE	
		SHAME	
		ISOLATION	

Uzupełnij karta pracy:

I FEEL...	(ADJECTIVE)	WHAT I FEEL IS...	(NOUN)
FRUSTRATED		frustration	
STRESSED		stress	
ANXIOUS		anxiety	
FURIOUS		fury	
DESPERATE		desperation	
BORED		boredom	
WEARY		weariness	
ENERGETIC		energy	
BRAVE		bravery	
OPTIMISTIC		optimism	
ANNOYED		annoyance	
HURT		hurt	
FEARFUL		fear	
IRRITABLE		irritability	
EXHAUSTED		exhaustion	
indifferent		INDIFFERENCE	
joyful		JOY	
secure		SECURITY	
sorrowful		SORROW	
betrayed		BETRAYAL	
understood		UNDERSTANDING	
exhausted		EXHAUSTION	
grateful		GRATITUDE	
irritated		IRRITATION	
bitter		BITTERNESS	
dismayed		DISMAY	
delighted		DELIGHT	
confident		CONFIDENCE	
shameful		SHAME	
isolated		ISOLATION	