

Stundas plāns

Mācību priekšmets: Angļu valoda

Klase: 9. klase

Nodarbības ilgums: 80 minūtes

Nodarbības tēma: Rakstura īpašības (personality traits)

Nodarbību veidoja: Zaiga Romanovska

Ziņa: Es apzinos savas rakstura īpašības, izmantoju jaunās zināšanas, lai dziļāk apdomātu rakstura īpašības, kuras mainītu.

Iepriekšējās zināšanas un prasmes: Vārdu krājums – personality traits; spēj apkopot informāciju, analizējot doto tekstu un/vai interneta resursus.

Nepieciešamie resursi: Lielā piecinieka katras sadaļas īss apraksts, mobilais telefons vai dators, rakstāmpiederumi.

Plānotais skolēnam sasniedzamais rezultāts	Zina vārdu krājumu; Spēj atrast un lietot informāciju par rakstura īpašībām; Analizē savu raksturu.
---------------------------------------------------	-----------------------------------------------------------------------------------------------------------

	Nodarbības gaita: soļi, kas tiek īstenoti, konkrētās darbības, uzdevumi	Metodiskie komentāri
Aktualizācija 5 minūtes	Skolotājs lūdz skolēnus izlasīt kādas pazīstamas lomas no kino (piem. Mazā Nāriņa, Rons Vīzlijs) rakstura īpašību aprakstu. Lūdz skolēniem atminēt, kas ir šī personība.	Aktivitāti var aizstāt arī ar pārū darbu, kur vienam ir iedotas rakstura īpašības ar varoņa vārdu un otrs min, kas ir pēc rakstura īpašībām.
Iepriekšējo zināšanu atkārtošana 15 minūtes	Skolēni augstāk minētās aktivitātes laikā aktivizē jau esošās zināšanas un saprot, kāds ir vārdu krājums, kas vēl jāapgūst. Kopīgi definē apgūstamo mērķi. Nākamais uzdevums ir tabula, kurā vienā kolonnā ir lietvārdi, otrajā jādarina īpašības vārdi un trešajā tulkojums. Lietvārdi ir jau sarakstīti (apgūstamais vārdu krājums) skolēnam tabulā. Skolēna uzdevums ir dažādos līmeņos: 1) lietvārdus pārveidot īpašības vārdos un tulkot tikai tos vārdus, kas nav zināmi; 2) Izmantot 3-5 skolēna prāt grūtākos vārdus teikumos gan lietvārdus, gan rakstura īpašības; 3) Radīt definīciju, skaidrot vārdus. (3-5 vārdiem, kas skolēna prāt ir vissarežģītākie).	Vārdu tulkojumu korektumu var pārbaudīt: 1) parādot pareizās atbildes un dodot laiku, lai veic labojumus, ja tādi nepieciešami; 2) lūgt, lai katrs skolēns nosauc tulkojumu. Galdi klasē ir izvietoti tā, lai skolēni spētu strādāt grupās (optimāli – pa 4). Tā mērķis – skolēni apmainās ar idejām. Skolēnus var arī sadalīt pa grupām pie galdiem pēc tā, kādu uzdevumu daudzumu skolēni veic.

	<p>Darbam laiks ir dotas 10 minūtes. Uzdevumi nav jāveic visi, bet paredzēti, lai augstākajam līmenim ir izaicinājums.</p> <p>Skolēns tulkošanu veic, izmantojot elektroniskās vārdnīcas vai tradicionālu vārdnīcu, pārliecinās par izrunu tiešsaistē. Skolēniem ir atļauts veikt sarunas, lai veiktu darbu, tādā veidā apmainoties ar idejām. Pēc darba veikšanas skolotājs pārliecinās, ka skolēni veikuši korektu vārdu tulkojumu.</p>	
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Apjēgšana 13 minūtes</p>	<p>Skolēni, izmantojot vārdu krājumu, kuru iepriekš nezināja, praktizē to. Uzdevums – skolēnam katram uz lapiņas ir jāveic kāda no klātesošajiem apraksts. Tam ir jābūt pozitīvā manierē, lai to vēlāk būtu iespējams nolasīt klases priekšā. Skolotājs ievāc lapiņas un sajauktā secībā nolasa tās. Skolēniem jāuzmin, kas tika minēts aprakstā. Uzvar tas, kuram ir visvairāk cilvēka apraksta lapiņas. Skolēniem ir tiesības lapiņas nodot cilvēkam par kuru tika aprakstīts.</p>	
----------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Lietošana 40 minūtes</p>	<p>Uz ekrāna ir parādīts kāds filmu/seriālu varonis (piem., Wednesday no Ādamsu ģimenes) un skolēniem lūdz pierakstos aprakstīt attēlā esošo personu, izmantojot jauno vārdu krājumu. (2 minūtes) Tiek izsaukti 2-3 skolēni, lai nosauc, ko ir veikuši. Pēc tam vēl citiem 2-3 skolēniem tiek pavaicāts – kāda metode tika izmantota, lai aprakstītu personību. Kad skolēni snieguši atbildes, tiek izvirzīts jautājums – kādas personības aprakstīšanas metodes vai rīkus viņi zina. Iepazīstina ar The Big 5 modeli. Paskaidro, ka tā pēc būtības ir 5 rakstura iezīmju gradācija no visvairāk atbilstošākā līdz vismazāk atbilstošākajam no katra aspekta un, ka šajā gradācijā ir arī tās iezīmes, kuras esam līdz šim apskatījuši. Skolēni tiek sadalīti grupās pēc skolotāja izvēlētas metodes un katrai grupai tiek iedalīts viens no pieciem aspektiem. Skolēniem norāda, ka jāsadala lomas grupā (laika uzņēmējs, tulkotājs, runasvīrs, analizētājs). Skolēniem tiek</p>	<p>Grupas iespējams dalīt izmantojot kādu tiešsaistes rīku (piem.), skaitoties uz 1-4 vai pēc lomām, kas iepriekš jau ir izpētītas klases grupā.</p>
----------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------

	<p>dotas 10 minūtes laika, lai atbildētu uz jautājumiem:</p> <ol style="list-style-type: none"> 1. Kas raksturo jūsu izvēlēto <i>the Big 5</i> aspektu? 2. Kādas rakstura īpašības piemīt šim aspektam? Kāds ir rakstura īpašību spektrums? 3. Tulko un veido definīciju vārdiem, kurus iepriekš nezināji. <p>Gatavo produktu skolēni prezentē klases biedriem (katrai grupai 1 minūte). Prezentāciju laikā pārējie klausās un veic pierakstus ar vārdiem, kurus iepriekš nebija dzirdējuši. Vārdus, kas atbilst skolēnam pašam – pasvīturo/iekrāso. Ja ir vārdi, kurus skolēni nesaprot, tos ir iespējams pēc prezentācijas vaicāt grupai, kas sniedz prezentāciju (skaidrojumu). Skolotājs pārliecinās par to, vai grupas klausījās, uzdodot klausītājiem jautājumus, kas saistās ar prezentētāju grupas stāstīto.</p>	
<p>Refleksija 7 minūtes</p>	<p>Skolēni uz Padlet.com sienas izvieto vienu rakstura iezīmi, kuru labprāt vēlētos mainīt sevī. Lai to izdarītu, ir jāveido apgalvojums izmantojot SEE metodi (state, explain, example jeb nosauc, paskaidro un sniedz pierādījumus vai piemēru). Tam nav jābūt ar pierakstītu vārdu klāt, taču skolotājs sniedz atgriezenisko saiti, norādot uz kļūdām un iespējamiem uzlabojumiem.</p>	

Materials:

The Big5 description:

Agreeable individuals value getting along with others. They are therefore considerate, friendly, generous, helpful, and willing to compromise their interests with others'. Agreeable people also have an optimistic view of human nature. They believe people are basically honest, decent, and trustworthy. Disagreeable individuals place self-interest above getting along with others. They are generally unconcerned with others' well-being, and therefore are unlikely to extend themselves for other people. Sometimes their skepticism about others' motives causes them to be suspicious, unfriendly, and uncooperative. Agreeableness is obviously advantageous for attaining and maintaining popularity. Agreeable people are better liked than disagreeable people. On the other hand, agreeableness is not useful in situations that require tough or absolute objective decisions. Disagreeable people can make excellent scientists, critics, or soldiers.

Conscientiousness concerns the way in which we control, regulate, and direct our impulses. Impulses are not inherently bad; occasionally time constraints require a snap decision, and acting on our first impulse can be an effective response. Also, in times of play rather than work, acting spontaneously and impulsively can be fun. Impulsive individuals can be seen by others as colorful, fun-to-be-with, and zany. Nonetheless, acting on impulse can lead to trouble in a number of ways. Some impulses are antisocial. Uncontrolled antisocial acts not only harm other members of society, but also can result in retribution toward the perpetrator of such impulsive acts. Another problem with impulsive acts is that they often produce immediate rewards but undesirable, long-term consequences. Examples include excessive socializing that leads to being fired from one's job, hurling an insult that causes the breakup of an important relationship, or using pleasure-inducing drugs that eventually destroy one's health. Impulsive behavior, even when not seriously destructive, diminishes a person's effectiveness in significant ways. Acting impulsively disallows contemplating alternative courses of action, some of which would have been wiser than the impulsive choice. Impulsivity also sidetracks people during projects that require organized sequences of steps or stages. Accomplishments of an impulsive person are therefore small, scattered, and inconsistent. A hallmark of intelligence, what potentially separates human beings from earlier life forms, is the ability to think about future consequences before acting on an impulse. Intelligent activity involves contemplation of long-range goals, organizing and planning routes to these goals, and persisting toward one's goals in the face of short-lived impulses to the contrary. The idea that intelligence involves impulse control is nicely captured by the term prudence, an alternative label for the Conscientiousness domain. Prudent means both wise and cautious. Persons who score high on the Conscientiousness scale are, in fact, perceived by others as intelligent. The benefits of high conscientiousness are obvious. Conscientious individuals avoid trouble and achieve high levels of success through purposeful planning and persistence. They are also positively regarded by others as intelligent and reliable. On the negative side, they can be compulsive perfectionists and workaholics. Furthermore, extremely conscientious individuals might be regarded as stuffy and boring. Unconscientious people may be criticized for their unreliability, lack of ambition, and failure to stay within the lines, but they will experience many short-lived pleasures and they will never be called stuffy.

Extraverts enjoy being with people, are full of energy, and often experience positive emotions. They tend to be enthusiastic, action-oriented, individuals who are likely to say 'Yes!' or 'Let's go!' to opportunities for excitement. In groups they like to talk, assert themselves, and draw attention to themselves. Introverts lack the exuberance, energy, and activity levels of extraverts. They tend to be quiet, low-key, deliberate, and disengaged from the social world. Their lack of social involvement should not be interpreted as shyness or depression; the introvert simply needs less stimulation than an extravert and prefers to be alone. The independence and reserve of the introvert is sometimes mistaken as unfriendliness or arrogance. In reality, an introvert who scores high on the agreeableness dimension will not seek others out but will be quite pleasant when approached.

Neuroticism refers to the tendency to experience negative feelings. Those who score high on Neuroticism may experience primarily one specific negative feeling such as anxiety, anger, or depression, but are likely to experience several of these emotions. People high in neuroticism are emotionally reactive. They respond emotionally to events that would not affect most people, and their reactions tend to be more intense than normal. They are more likely to interpret ordinary situations as threatening, and minor frustrations as hopelessly difficult. Their negative emotional reactions tend to persist for unusually long periods of time, which means they are often in a bad mood. These problems in emotional regulation can diminish a neurotic's ability to think clearly, make decisions, and cope effectively with stress. At the other end of the scale, individuals who score low in neuroticism are less easily upset and are less emotionally reactive. They tend to be calm, emotionally stable, and free from persistent negative feelings. Freedom from negative feelings does not mean that low scorers experience a lot of positive feelings; frequency of positive emotions is a component of the Extraversion domain.

Open people are intellectually curious, appreciative of art, and sensitive to beauty. They tend to be, compared to closed people, more aware of their feelings. They tend to think and act in individualistic and nonconforming ways. Intellectuals typically score high on Openness to Experience; consequently, this factor has also been called Culture or Intellect. Nonetheless, Intellect is probably best regarded as one aspect of openness to experience. Scores on Openness to Experience are only modestly related to years of education and scores on standard intelligent tests. Another characteristic of the open cognitive style is a facility for thinking in symbols and abstractions far removed from concrete experience. Depending on the individual's specific intellectual abilities, this symbolic cognition may take the form of mathematical, logical, or geometric thinking, artistic and metaphorical use of language, music composition or performance, or one of the many visual or performing arts. People with low scores on openness to experience tend to have narrow, common interests. They prefer the plain, straightforward, and obvious over the complex, ambiguous, and subtle. They may regard the arts and sciences with suspicion, regarding these endeavors as abstruse or of no practical use. Closed people prefer familiarity over novelty; they are conservative and resistant to change. Openness is often presented as healthier or more mature by psychologists, who are often themselves open to experience. However, open and closed styles of thinking are useful in different environments. The intellectual style of the open person may serve a professor well, but research has shown that closed thinking is related to superior job performance in police work, sales, and a number of service occupations.

The vocabulary table:

noun	adjective	translation (if necessary)
ambition cheerfulness creativity enthusiasm flexibility generosity honesty idealism intelligence loyalty maturity modesty optimism patience pessimism punctuality realism self-confidence seriousness shyness sociability stubbornness sympathy thoughtfulness		