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STANDARDS-BASED  
DAILY LESSON  
OUTLINE

Unit Theme: **Session 19 Socializing and Leisure II**

Duration: 90 min

### Objectives

By the end of this lesson, the learner should be able to:

1. Express preferences and give recommendations using open-ended questions and analogies.
2. Engage in interactive discussions and debates to promote communication and critical thinking.
3. Reflect on personal opinions and provide well-supported responses.
4. Demonstrate empathy and active listening while discussing cultural differences.
5. Share knowledge about Ukrainian culture, traditions, and statistics.
6. Understand the concept of leisure time and its relationship with recreation.
7. Identify various leisure activities and their providers in the local area.
8. Recognize the diverse needs and interests of different user groups in leisure provision.

### Resources

Blackboard Notebook/Pen

Session 19 Socializing and Leisure II Handout

Session 19 Socializing and Leisure II Worksheet

Session 19 Socializing and Leisure II Homework Handout

Projector/laser pointer

## Warm-up

Welcome the students to today's class and tell them what they will be learning i.e. focusing on expressing preferences and giving recommendations; discussing cultural exchanges related to Ukrainian traditions; and understanding the concept of leisure time and its provision.

## Lesson instructions

Begin the lesson by displaying the expressing preferences and give recommendations section from the Session 19 Handout notes on the projector. Engage the students in a brief discussion about open-ended questions and their role in encouraging communication. Role-play scenarios where students practice asking open-ended questions, for example, "how do you know? Why? Can you walk me through that? Are you sure? Will it work?" to initiate conversations. Have the students share their experiences from the role-play, emphasizing the importance of open-ended questions in discussions. Discuss the use of analogies to express opinions. Provide examples and encourage students to use analogies to support their viewpoints. Examples can include: "Life is like a roller coaster", "Creativity is like cooking", "Teamwork is like conducting an orchestra", "Success is like building a sandcastle", etc.

Distribute the Session 19 handout with information about Ukrainian culture and traditions. Facilitate a class discussion on different aspects of Ukrainian culture, such as greetings, gift-giving etiquette, dining customs, and unique traditions. Encourage students to share their thoughts on how these customs compare to their own cultural experiences.

Display the PowerPoint and take the students through an introduction to Leisure Time and Recreation. Define leisure time and discuss how people spend it differently. Explain the reasons for the increase in leisure time, such as automation, shorter working weeks, and higher unemployment levels. Introduce the concept of leisure provision and explain that both local authorities and private entities contribute to it. Display visuals representing various leisure activities. Make the class interactive by asking students to identify leisure activities in their local area and categorize them according to user groups, and encourage students to share their personal preferences for leisure activities.

Introduce information on catering to diverse needs, then discuss the challenges in providing leisure activities for different user groups with varying ages, abilities, and interests. Have the students brainstorm how providers can cater to these different needs while ensuring everyone has access to enjoyable leisure activities.

Conclude the lesson and allow the students to ask any questions concerning what they have learnt today.

## Activity

### Activity I

Divide the class into pairs and provide each pair with a scenario or topic, for example; choosing a vacation destination, recommending a movie, or suggesting a study strategy. In each pair, one student plays the role of initiating a conversation using open-ended questions, and the other responds by expressing their preferences and giving recommendations. After a set time, switch roles and scenarios, so each student has a chance to practice both asking and answering.

### Activity II

Have students create a simple survey with questions related to leisure activities, such as "What is your favorite way to spend leisure time?" and "Do you prefer active or relaxing activities?" Still in pairs or small groups, have students survey their classmates and record responses. Compile the survey results to identify common trends and preferences in leisure activities. Lead a class discussion about the survey findings and engage students in analyzing why certain activities are more popular among different user groups.

### Activity III

Divide the class into small groups of three and assign each group a specific user group i.e., mothers & young children, retired people, committed sportspeople, unemployed people. In their groups, have students brainstorm and plan a recreational activity that would cater to the assigned user group's preferences and needs. Each group should create a short presentation describing the activity, its benefits, and how it addresses the specific user group's interests. Allow each group to present their planned activity to the class, highlighting the considerations they took into account.

## Independent working time

Introduce questions to students to work on their own:

### **Session 19 Socializing and Leisure II Worksheet.docx:**

- Read the dialogue on Ukrainian culture and traditions, and answer the questions that follow (page 1-5)

### **Session 19 Socializing and Leisure II Homework.docx:**

- Read the dialogue on expressing preferences and recommendations, and answer the questions that follow (page 1-4)