
《高中英语（上外版）》必修第二册 Unit 3 Charity

课时：第六课时

教学内容：Evaluating from Different Perspectives

课型：Critical Thinking

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一、 教学设计与说明

1. 教学目标

本课为本单元的第六课时，核心目标为通过整合单元信息，找到语篇中所涉及的慈善义举，并学会通过不同角度来评估慈善行为所带来的积极影响。

2. 设计思路

本单元的主题是慈善，阅读文本分别阐述了慈善行为的动因以及通过打包车道发生的一个温暖的善举消融了寒冬的冷意的事例来传达慈善的意义，同时在语法教学和听、说、看教学环节中都体现了慈善的育人价值。本课思辨课不仅从慈善给予者和慈善接受者不同的角度去探讨本单元中所涉及的慈善事件以及社会中无处不在的慈善义举，同时也将拓展学生思维，将慈善的重要作用着眼于社会的角度，更深入地挖掘和呈现慈善所带来的积极意义。教师将以此为抓手，鼓励学生多角度分析、思考问题，培养学生高阶思维能力的同时，创设情境培养学生的同理心和共情力，增强慈善的驱动力，渗透本单元的育人价值。

3. 重点难点

拓展学生思维，在慈善给予者和接受者的角度外，从社会层面去探讨慈善行为所带来的益处，从而形成多角度多维度的思维模式。

Lesson Plan

【Teaching Aims】

By the end of the period, students are expected to:

1. review the charity events or acts of kindness involved in this unit and think of other charity events in daily life.
2. evaluate the benefits of charity events from different perspectives, the receiver, the giver and, also, the community.
3. appreciate the positive effects of charity and develop empathy and more

willingness to help others.

【Teaching Procedures】

Task 1

Ss' activities:

1. List the charity events or acts of kindness in this unit.
2. Analyze their positive effects from the perspectives of the receiver and giver respectively.

Purpose:

1. To review the context of this unit, charity, by collecting all examples of charity events mentioned in this unit.
2. To learn the way of evaluating the benefits of charity events from different perspectives, the receiver and the giver.

Guided questions:

1. Could you please review this unit, and find some charity events or acts of kindness mentioned in this unit?
2. What are the positive effects of these charity events on receivers?
3. Besides the positive effects on receivers, could you list some benefits of these charity events from the perspective of the giver?

Task 2

Ss' activities:

1. Think of further examples of charity events or acts of kindness not mentioned in this unit and develop the table by listing their positive effects from different perspectives.
2. Appreciate the charity events that occur everywhere in our daily life, without being noticed.

Purpose:

1. To associate students' social experiences with the text and grasp more understanding of the benefits of charity events.
2. To present the vivid picture of a society full of acts of kindness to students.

Guided questions:

1. Could you please think of other charity events or acts of kindness in our daily life?
2. And what are the benefits of them from the perspective of the receiver and the giver?
3. Have you ever realized that charity events are everywhere in our life?
4. Did you take part in a charity walk? Did you activate the account of Alipay to count your footsteps? Or have you ever bought a bottle of purified water, Nongfu Spring?

Task 3

Ss' activities:

Think about the positive effects of above-mentioned charity events from the perspective of the community and complete the suggested form.

Purpose:

1. To prompt students to learn to evaluate things from more possible perspectives.
2. To help students bear the profound benefits of charity events to the community in mind.

Guided questions:

1. Besides the receiver and the giver, who else can benefit from charity events?
2. What can these above-mentioned charity events benefit the community?

Reference Pattern:

| Charity Event or Act of Kindness | Positive Effects | | |
|--|---|--|-----------|
| | Receiver | Giver | Community |
| Donating school supplies | Getting prepared for school life and having more interest in learning | Feeling fulfilled after helping pupils get new school supplies | |
| Paying for the next order at a coffee | | | |

| | | | |
|------|--|--|--|
| shop | | | |
| ... | | | |
| ... | | | |

Task 4

Ss' activities:

Group Work: Design a poster advocated by the Student Union to recruit 10 students to sign up for the charitable teaching in Yunnan during summer holiday, including the elements as follow:

- Time, location and the number of required students
- Charitable Organization
- Benefits of the charitable teaching from perspective of the receiver, giver and community

...

Purpose:

To consolidate the way of evaluating the benefits of charity events from different perspectives, the receiver, the giver and the community, by using the context of charitable teaching.

Guided questions:

Could you please form a group of four and design your poster to recruit students to take part in the charitable teaching?

Task 5

Ss' activities:

Discuss who benefits more from the charitable teaching activity.

Purpose:

1. To appreciate more about the benefits of charity from different perspectives.
2. To help students develop empathy and more willingness to help others.

Guided questions:

1. In the activity of the charitable teaching, who do you think benefits more, the

receiver, the giver or the community and why?

Reference Pattern:

The _____ (receiver/ giver/ community) benefits more because

【Assignments】

1. Think about one charity event you want to engage in
2. List the reasons why you choose it and the possible benefits of it from different perspectives.