

MY LEARNING STYLE

OBJECTIVE: Students will identify their learning style in order to find their best way to learn.

WARM UP

Find out if students already know something about learning styles and multiple intelligences. List the words *aural*, *visual-spatial*, *logical-mathematical*, *verbal*, *bodily-kinesthetic*, *social*, and *solitary* on the board. Explain that each word refers to a different type of learner. Provide an example by saying that aural learners enjoy listening activities, and music. Elicit what type of activities they think could relate to the rest of the learning styles.

STEP BY STEP

- 1 Make sure all students have a printed copy of the handout. Ask them to take a look at the chart.
- 2 Read out loud the characteristics associated with one of the learning styles in the handout. Make sure students understand all the information. Then allow some minutes for them to read each description and underline the characteristics that relate to their own style. As a result, they will identify their predominant learning style: the one with the more underlined characteristics. With this information, have them complete the first section of the table in Activity 3.
- 3 Direct students' attention to the table and ask them to complete it with their goals for learning English: understand a song without following the lyrics, or read a magazine article without continually looking for words in a dictionary, for example. Explain that, according to their predominant learning style, there are certain strategies or activities they could put into practice to help them achieve their learning English goals. Give some examples:

a visual learner could benefit from making pictures or representing information in graphical ways when studying at home, etc.

- 4 Get students into pairs and let them share the information about their learning styles and discuss what kind of activities they enjoy the most in their English lessons. Encourage them to think of additional activities that could be useful and enjoyable according to their own learning style. Invite pairs to share their answers with the class.

WRAP IT UP

- 5 *How does identifying your learning style help you achieve your learning goals? What activities outside the classroom can help you improve your English?*

Read the questions out loud and invite some volunteers to share their answers with the class. Elicit as many activities as possible and write them on the board. Encourage students to put those activities into practice.

TEACHING TIP If you want students to benefit from identifying their own learning styles, consider including at least one activity for a specific type of learner in every lesson. It is definitely an excellent way to maximize your students' potential, and it is vital for expanding their abilities and encourage them to use as many learning styles as possible.

CONSTRUCTIVE FEEDBACK

OBJECTIVE: Students will learn that giving and receiving constructive feedback is a skill that will benefit them both at school and at a personal level.

WARM UP

Get students into pairs and ask them to brainstorm their own definition of *feedback*. Then invite at least three volunteers to come to the front and share it with the class. Write keywords from their definitions on the board and elicit more ideas from other students until you reach the best possible definition.

STEP BY STEP

- 1 Make sure all students have a printed copy of the handout.
- 2 Invite one volunteer to read the situation for all the class. Ask students: *What would you do if Beto was your bestie? What constructive feedback would you give him?* Help them with any vocabulary they may need.
- 3 Ask students to read the suggestions from the cloud in the handout. Explain that some of them are helpful when giving constructive feedback, and others are definitely not advisable. Elicit more examples of constructive feedback that are different from the cloud.
- 4 Get students into pairs and ask them to exchange their handouts and discuss the similar and different suggestions in their columns. Remind them that constructive feedback should be addressed to suggest an improvement and not simply to criticize. Finally, invite pairs to share their answers with the class.

WRAP IT UP

- 5 *What do you think are the best ways and attitudes to give constructive feedback? Share what happened in a situation where friends or family gave you negative feedback. How did you react? Did you learn something from it?*

Read the questions out loud and ask some volunteers to express good ways to give constructive feedback, based on the conclusions of their previous activities. Then ask them about the last time they received negative feedback from friends or relatives. Ask them how it made them feel. Explain that feedback should always be positive so it can be easier to accept and learn from it.

TEACHING TIP Invite students to be open to constructive feedback because it helps them grow. Explain that no matter the amount of experiences we have gone through in life, there are many personality traits we can improve and new goals we can set, but to do so, we have to listen to our friends and relatives when they give us constructive feedback.

GOOD AND BAD LEARNING HABITS

OBJECTIVE: Students will identify good and bad learning habits in order to modify the ones that do not help them achieve their goals.

WARM UP

Invite some students to share with the class if they find it difficult or easy to focus when studying at home or doing homework. Ask them if they prefer to study in groups or alone, and what studying practices they find most helpful.

STEP BY STEP

- 1 Make sure all students have a printed copy of the handout.
- 2 Give them some time to answer the questions individually. Explain that the last question has to do with the activities they consider most important and how they would rank them according to their priority. Give an example: *Some students may consider practicing a sport they really like and are good at is more important than doing homework. So, when they are short of time, practicing a sport would be their priority.* Invite students to be totally honest when they answer the questions.
- 3 Read the questions on the table out loud and make sure everyone understands them. Allow some time for students to complete it according to their study habits. Then invite them to reflect on how effective their learning habits are and if they would change any, and why. Say: *An easy way to determine this is to assess them based on the grades you get at school.*
- 4 Get students into pairs and ask them to compare their answers on the tables. Encourage them to think of two additional habits that could help them get better results when studying.

WRAP IT UP

- 5 *What common bad habits can get in the way of your learning process? Why is it important to identify them? What habits do you want to change?*

Read the questions out loud, one at a time, and invite some volunteers to share their thoughts with the class. Point out that it is very important to monitor their progress so they can evaluate if the new habits they adopt are effective. Students should be able to identify which habits are helping them and which are not and be ready to make any necessary changes.

TEACHING TIP Have students notice that now that they know their learning styles, they will be able to change non-productive habits into effective ones. Offer some examples of how they could improve their learning habits, giving practical tips such as studying in a fixed place at the same time every day, or reviewing their notes from class. Encourage students to make as many changes as needed until they find their best study routine.