

## POSITIVE FEEDBACK

**OBJECTIVE:** Students will be able to give and receive positive feedback and understand its importance to achieve and improve results.

## WARM UP

Ask students to work in groups. Then tell students they will play a game called *Name Ten!* The game consists on giving students a particular criterion, so they can think of ten things that are related to it, for example, good attitudes, polite phrases, etc. Ask them to write down the list of the ten things they thought of in their notebooks or on a piece of paper. The first group that finishes writing their list must say loudly, *Name Ten!* and count to ten. The rest of the groups will only have 10 seconds to finish their lists. After that, ask the groups to compare their answers. If any word of their lists was repeated by another group, each group gets three points for those words. If the word is repeated by more than two groups, each group gets one point. However, if no one repeated the word, the group gets 10 points. If time allows it, you may repeat the activity.

## STEP BY STEP

- 1 First, read the introduction out loud as your students follow. Then ask a volunteer to read the instructions, so students know what will be expected from them in this activity. Before you begin, make sure students have their handout.
- 2 Ask your students to gather in groups. Tell them to choose a person the whole group believes is very talented; it can be a classmate, a teacher, an acquaintance, or someone famous. Ask them to write a short paragraph about that person. A good tip to give students is to first make a small list of the things they want to include in their paragraph and then write the whole paragraph. Once they have their paragraphs, ask them to share them with their partners in a small presentation. Encourage them to use

body language, eye contact, and to speak fluently and clearly to give a good presentation.

- 3 Ask students to read the list of strategies to give feedback. Invite them to ask any questions they might have regarding the strategies. Model examples of how to give positive feedback using the strategies. Allow students some time to comment and give feedback on their partners presentations. Monitor the activity and make sure everyone is being polite and respectful. Walk around the classroom and provide any help needed.
- 4 Tell students to reflect on the feedback their partners gave them. Invite everyone to rewrite their paragraph to improve it, or to take notes about the things they have to remember to give a better presentation. Allow students enough time and ask them to give their presentation again and decide which one is the best.

## WRAP IT UP

- 5 *What happened when you followed your partners' feedback? How did you feel while giving feedback and while receiving it? Why is the feedback important for those who receive it and for those who give it?*

Read the questions out loud as students follow. Give them a few minutes to individually reflect on the questions. Then, in groups, ask students to discuss them. After that, have a whole-group discussion about the importance of positive feedback and how it helps people be better.

**TEACHING TIP** For further practice on how to give positive feedback, write on the board comments in both a polite and a rude way like, *Why don't you try this... vs. Don't do that because it's wrong*, so students can compare them. Ask them to discuss the differences between the comments. Remind them the importance of word choice and politeness to give positive feedback.

## SHARING EXPERIENCES

**OBJECTIVE:** Students will be able to understand why sharing experiences is important to appreciate others and create bonds.

## WARM UP

Introduce the activity by telling students you will play *Two Truths and a Lie*. Write on the board three sentences about yourself. Two sentences should be true and one false, for example: *I used to work at a bank. I can ride a unicycle. My favorite food is tacos.* Then invite students to guess which sentence is a lie. Reveal your answer and then ask them to come up with three sentences about themselves. Repeat the activity with volunteer students sharing their sentences.

## STEP BY STEP

- 1 Invite students to work in pairs. Read or ask a student to read the checklist out loud, and then ask students to discuss which points they believe are important when sharing experiences and underline them with a color pencil. Go around the class checking everyone is doing their task. After a few minutes, when you notice all pairs have discussed the checklist, ask them to decide who will begin sharing his / her experience.
- 2 Allow them some time to share their experiences and then ask them to exchange roles. Tell them they can use the example given in the speech bubble, *The other day, while I was walking back home from school...* or they can talk about a completely different scenario. If necessary, you could write some phrases on the board to help them tell their experiences. Monitor the activity and remind students to be respectful.
- 3 Once students have shared their experiences, have them go back to the checklist in Step 1 and check what they actually did while listening. The objective is for them to reflect

on the things they did while their partner was speaking and sharing his / her experience. Encourage students to be honest about their performance. Ask them to discuss and compare their checklists. Give them a few minutes to reflect on the things they considered important at first and the things they did, and then ask them to write down their conclusions.

## WRAP IT UP

- 4 *What do you think is more important when listening to others? Was it more difficult to share an experience or to listen to it? Why? Did sharing experiences help you understand your partner better?*

Ask students to individually read the questions. Give them a few minutes to reflect on their answers and have a whole-class discussion about the importance of sharing experiences as individuals and as members of a community. Invite them to share how they feel about listening to other's experiences and sharing an experience of their own, and what they learned about it.

**TEACHING TIP** Teaching and learning is often slowed down by the details that are not found in school records, curricula, and other official documentation. The more you know about your students, the easier it is to develop a bond and a sense of cooperation between you and them. An open pathway to your students' mind is by encouraging them to share their experiences so you could get to know their thoughts and feelings. Language teaching heavily relies on conversational activities that you can use to get to your students. Encourage communication as much as you can with and among them.

### BODY LANGUAGE

**OBJECTIVE:** Students will be able to understand the importance that body language plays in communication and will learn how attentiveness and nonverbal language reveal part of their thoughts and feelings.

#### WARM UP

Before working with the students' worksheet, tell them to work in pairs by telling each other a story. Ask them to choose who is going to tell it first. Then, once they have decided their roles of teller and listener, explain to them that their story should be really exciting, preferably about something that had actually happened to them recently, but that during their narration, they are not allowed to move their hands nor their head or body. They are just going to stare at their partner while telling their story. Give them five minutes each and then ask them how difficult it was to tell the story without making any movement, and how difficult was to pay attention to the story and understand it.

#### STEP BY STEP

- 1 Make sure all your students have the printed handout to work with. Ask them to work in groups and encourage them to look at the table in their handout in order to identify the different communication styles they have. If necessary, explain briefly each style and remind them that assertive communication comes also from proper body language.
- 2 Let students read the situations they have on the list and invite them to choose one. Give them time to plan the conversation they will role-play depending on the communication style they have chosen. As students are role-playing their conversations, walk around the classroom and monitor the activity. Don't forget to encourage them to use the table in the handout to plan their conversations.

- 3 Once they have finished, invite students to comment on their experiences and reflect on the advantages and disadvantages of each communication style. Ask them to share their experiences with the class. Have students make notes about their conclusions and encourage them to mention some tips to improve their communication skills so they can become more assertive persons.

#### WRAP IT UP

- 4 *How much does your body language influence your communication styles? How did you feel with each of the different types of communication? How can you improve to achieve assertive communication?*

Read the questions out loud and discuss them as a class. Write on the board the students' different opinions and conclusions. Encourage them to notice the body language they use when talking to their classmates from now on.

**TEACHING TIP** Modeling is very important for your class management since it helps students understand what they have to do and how they have to act. Model the role-playing activities first as a way of showing them how they have to perform the activity.