

Lesson plan

Unit	Unit 4
Lesson	Lesson 1: Learning to Learn
Recommended lang. level	B2, C1, C2

Outcomes
After this lesson students will be able to: <ul style="list-style-type: none"> - Identify their preferred learning style - Explore effective learning strategies - Build their own personalized learning plan
Resources
<ul style="list-style-type: none"> - Learning to Learn video or pdf presentation - Learning preferences survey - Learning strategies wordcards (Action required: these materials need to be printed out beforehand)
Frameworks connections
<u>Cambridge Life Competencies Framework:</u> creative thinking, critical thinking, communication, learning to learn
<u>Cambridge Employability Skills Framework:</u> communication, critical thinking and problem-solving, self-management and resilience
<u>SPIRE Framework:</u> setup, perform, inspire, review, empower

Duration	90 min	
Overview	Stage	Timing
	1. Introductory chat	5
	2. Learning preferences survey and discussion	10
	3. Learning strategies brainstorming	10
	4. Types of learners	10
	5. Personalized learning toolkit	30
	6. Toolkit discussion	10
	7. Conclusion	10
8. Reflection	5	

Procedure			
Stage	Aim	Duration	Procedure
1. Introductory chat	<ul style="list-style-type: none"> - To introduce lesson objectives - To activate students' interest and curiosity about the topic 	5 min	<ul style="list-style-type: none"> - Show the "Let's get ready" slide and present the lesson objectives. - Show the "Let's start" slide. Tell students they will work in pairs. - Display two warm-up questions and ask pairs to briefly discuss them.
2. Learning preferences survey and discussion	<ul style="list-style-type: none"> - To raise awareness of individual learning preferences - To encourage self-reflection and peer sharing 	10 min	<ul style="list-style-type: none"> - Explain that students will take a short survey to learn about their preferred learning style. - Ask them to scan the QR code or use the provided link: leaders.formaloo.co/bkwevu - Give time for completion. - Display two follow-up questions on the board. Ask pairs to discuss their answers, then invite volunteers to share with the group.)
3. Learning strategies brainstorming	<ul style="list-style-type: none"> - To activate students' prior knowledge about learning strategies - To prepare them for categorizing 	10 min	<ul style="list-style-type: none"> - Show the "Learning strategies" slide and ask if they know what these are. - Option A (more interactive): Ask students to brainstorm examples of strategies.

	strategies by learner type		<ul style="list-style-type: none"> - Option B (time-saving): Present a prepared slide with examples. - Facilitate a brief discussion about which strategies they are familiar with.
4. Types of learners	<ul style="list-style-type: none"> - To raise awareness of different types of learners - To explore how strategies can support each type 	10 min	<ul style="list-style-type: none"> - Talk about types of learners (visual, auditory, reading/writing, kinaesthetic) - Give each group a set of learning strategy wordcards. - Ask them to sort the strategies into four categories, deciding which types of learners benefit most from each. - After group work, show the "answer" slides and let students compare with their own choices. - Emphasize that the division is flexible, not strict.
5. Personalized learning toolkit	<ul style="list-style-type: none"> - To enable students to design their own toolkit of strategies - To encourage personalization of learning approaches 	30 min	<ul style="list-style-type: none"> - Show the "Personalized learning toolkit" slide and ask students what they think it means. - Present the next slide with clear instructions for creating their toolkit. - Allow 25 minutes for independent work. - Circulate around the room to answer questions and provide support as needed.
6. Toolkit discussion	<ul style="list-style-type: none"> - To share individual toolkits - To promote collaborative learning and reflection 	10 min	<ul style="list-style-type: none"> - Put students into small groups. - Show the "Let's discuss" slide with three discussion questions. - Ask groups to share their toolkits and exchange ideas.
7. Conclusion	<ul style="list-style-type: none"> - To consolidate learning and evaluate perspectives 	10 min	<ul style="list-style-type: none"> - Show the "Do you agree?" slide. - Facilitate a whole-class discussion on the main ideas and opinions shared.



	- To check for agreement or different viewpoints		
8. Reflection	- To encourage individual reflection on lesson outcomes - To evaluate personal progress	5 min	<ul style="list-style-type: none"> - Show the "Let's reflect" slide. - Ask students to reflect individually on what they've learned. - Encourage them to consider if they can now "tick all the boxes" for today's objectives.

Additional considerations