

Connecting to the Past - Intermediate High

Positive Psychology Learning Outcomes: Students will mindfully review their progress over the semester, and they will describe and remember their past self with an attitude of gratitude. Language Learning Outcomes: Students will narrate/describe in all major time frames about familiar, general, and academic topics; use transitions to link related ideas; make inferences; and listen for specific information.

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. mindfully review their progress over the semester
2. describe and remember their past self with an attitude of gratitude.

Language Learning Outcomes

Students will...

1. narrate/describe in all major time frames about familiar, general, and academic topics.
2. use transitions to link related ideas.
3. make inferences.
4. listen for specific information.

Materials Needed

- [Meet the Robinsons Clip](#)
- [Kahoot](#)
- [take a deep breath](#)
- [Mindfulness slides](#)

Overview

Connecting to the present by remembering who we were in the past can help us better understand ourselves. Now that it is the end of the semester, we can look back to the beginning to see how far we have come and better understand who we are in the present. Accepting and seeing our English in the present compared to the past helps us see how we can improve in the future.

Activate Background Knowledge

Help students understand the concept of 'Connecting to the past' by showing the example from "Meet the Robinsons". Explain that this video is from a movie about a boy named Lewis who travels to the future. The boy likes to invent machines. In the video, the boy meets himself in the future.

Before watching, ask students,

- What advice does the old Lewis give the young Lewis?
- What can we infer about Lewis's mother?
- What can we infer about what will happen next?

Then watch the video, stopping at 2:01. Depending on your students' proficiency/the sound quality of your room, you may want to turn on closed captions.

[Meet The Robinsons - Lewis Meets His Future Self](#)

<https://edtechbooks.org/-kQTW>

After watching, ask students what advice old Lewis gave young Lewis.

- Make the right choices
- Keep moving forward

Then, present the multiple choice question "What can we infer about Lewis's mother?" on slide 6. Have students discuss the answer briefly with a partner, then discuss as a class. The answer is: B) Lewis has not seen her.

Do the same for slide 7 and the question, "What can we infer about what will happen next?" The answer is: A) Young Lewis will travel back in time.

Activity 1: Speaking

With a partner, have students answer the following prompt.

Imagine if you met yourself when you were 8 years old. What nice things would you say? What advice would you give? Why?

Model potential answers before students speak.

- I would say... "You are smart and strong" because I thought I was dumb when I was little.
- My advice is... "Study English" because it is easier to learn when you are young.

After 2 minutes of discussion, have a few students share as a class.

Now, with a different partner, have students answer the following prompt.

Imagine you meet yourself from the beginning of this semester. What nice things do you say? What advice do you give? Why?

Model potential answers.

- I would say... "You can do this! You are stronger than you think" because I had a difficult semester.
- My advice is... "Write new vocabulary words" because I can't remember all the words I learn.

Activity 2: Grammar/Pronunciation

Students will now prepare to describe their progress throughout the semester by using and correctly pronouncing past tense verbs to describe their English at the beginning of the semester and their English now. Review regular past tense and its pronunciation with your students using the slides 10-13.

Play the fly-swatter game with slides 15-20. Have two students come to the board and give them each a fly swatter or rolled up piece of paper. Students will see the verb in present and past, and then, when three options are presented, they will gently hit the option that has the correct pronunciation of -ed.

Then play this [Kahoot](#) to review common irregular past tense verbs.

Activity 3: Meditation (Listening)

Help students recognize that connecting to the past helps us be more mindful of the present. Another way to be more mindful and present is by practicing meditation. Explain to students that they will do a short meditation to focus their minds.

First, have students do the breathing exercise in the following video.

[take a deep breath](#)

<https://edtechbooks.org/-IHVQ>

After students have calmed their minds by breathing, have students close their eyes and visualize as you read out the following prompts.

Imagine yourself at the beginning of the semester. Were you nervous? Were you excited? What did you want to learn? What could you do in English? What was your life like? What good decisions did you make? (pause)

Imagine yourself after one month of the semester. How did you feel? What were you learning? What could you do better? What was your life like? What good decisions did you make? (pause)

Imagine yourself in this last month. What can you do with English? What have you learned? Are you different? How do you feel? What can you do better? (pause)

Activity 4: Speaking

Have students open their eyes. With a small group (2-3 people), have students respond to the following prompt. Brainstorm transition words to tell a story, such as—at the beginning, at first, after, and then, during, while, now, these days, etc. Model potential answers before students break off into groups.

- **Describe your progress over the semester.**
 - At the beginning
 - I was... I felt... My friends were... I could... in English
 - After a month
 - I was... I felt... I learned...
 - Now,
 - I am... I feel... I can... in English

Activity 5: Listening/Speaking

Students will now listen to a recording of their speech from the beginning of the semester. This can be done by inviting them to choose one from Canvas on their phone (or on a computer). A specific assignment from the beginning of the semester may be chosen. Before students listen, encourage them to listen with kindness and gratitude to their past self.

After students listen to their recording, have them discuss the following prompts with a partner for three minutes.

- What did I say in the recording? What was my English like?
- How is my English different now? Why?

Students may feel upset or discouraged if they feel they have not improved. If this happens, do your best to help them identify one thing they can do now that they couldn't before. Encourage empathy and hope.

If time allows, you may have a few students share their experience with the class.

Homework

Throughout the week, students will write letters to their former selves. This will not be homework, but instead part of the follow-up activities at the beginning of class.

Follow-Up

Tuesday:

Begin class by having students write a small note of thanks to themselves from the beginning of the semester. The following prompt can be put on the board to help inspire them.

- Say thank you to yourself from the beginning of the semester. What decisions did you make? What things did you do well?

You may also show students the following example:

Dear me,

Thank you for the decision to study English. I can understand more English now because of you. Thank you for talking to Maria. She is now my best friend. Thank you for not giving up. It was hard, but now I am ready to go to Ensign College.

Wednesday:

Have students write notes of encouragement to themselves from the beginning of the semester. The following prompt can be put on the board to help inspire them:

- Help yourself at the beginning of the semester. What was difficult? What were you stressed about? Be nice to yourself.

You may also show students the following example:

Dear me,

You can do this! I know you are stressed. This semester is difficult, but you are strong. You can learn English. Study hard and remember how smart you are!

Thursday:

Have students write notes of advice to themselves from the beginning of the semester. The following prompt can be put on the board to help inspire them:

- What do you wish was different from this semester? What helped you? What did not help you?

You may also show students the following example:

Dear me,

This semester, do not watch Netflix in Korean. Listen in English. It will help you understand more. Also, talk to more native speakers in English. Study hard and you will learn so much!



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