Love of Learning - Intermediate High

Positive Psychology Learning Outcomes: Students will have an increased awareness of different ways to retain information, recognize critical thinking skills, and identify different self-motivation strategies. Language Learning Outcomes: Students will practice using target vocabulary in context, participate in conversations with proper responses, and improve pronunciation of "l" or "y" with target vocabulary.

Lesson Information

Positive Psychology Learning Outcomes

Students will...

1. have an increased awareness of different ways to retain information.
2. recognize critical thinking skills.
3. identify different self-motivation strategies.

Language Learning Outcomes

Students will...

1. practice using target vocabulary in context.
2. participate in conversations with proper responses.
3. improve pronunciation of "l" or "y" with target vocabulary.

Materials Needed

- Videos: Discover Your Learning Style or Learning Styles
- Optional images: The Inference Collection - Once Upon a Picture
- Video: Learning styles & the importance of critical self-reflection | Tesia Marshik | TEDxUWLaCrosse - YouTube

Overview

Explain to students that today they will be discussing the idea of love of learning.

Activate Background Knowledge

Introduce love of learning by asking students what motivates them to learn. What sparks their interests?

- Write a list of answers on the whiteboard.

Note: students may need to look up words on their phone if they lack the vocabulary word to express what motivates them to learn, or ways that they learn. As these words come up, make sure to go over what they mean as a class.

Activity 1: Speaking

Explain to students that they will think about what they already know (why the following photos are socially unacceptable or abnormal) by making inferences.

- Have students make inferences about the following pictures for practice.

Retreived from: https://edtechbooks.org/-XpCj

Retreived from: https://edtechbooks.org/-dQei

- Encourage students to have when, why, how, what questions to expand on the knowledge they already have.
- As an option, this website contains many pictures that have follow-up questions to elicit discussion about inferences: The Inference Collection - Once Upon a Picture

Activity 2: Speaking

Ask students about the way that they think.

- On the board, draw 5-7 dots.
- Then ask students how many dots are on the board.
- Ask students to think about and share with each other how they counted the dots.
  - For example, some students may count the dots individually, others may group the dots into sets of 2,3, or 4, and add them from there.
  - Ask students how this may relate to other classes and how they think.

Activity 3: Listening/Speaking

Below are links to two youtube videos, each describing different learning styles students may feel that they have. Choose one of the videos to watch as a class. Afterward, review the different learning styles: Discover Your Learning Style

https://youtu.be/_lopcOwfsoU

or Learning Styles

https://youtu.be/u_rmUkj9g0k

- Have students discuss with a partner what they feel their main learning style is.
- If there is time, split students into groups based on their preferred learning style and have them present to the class one way that they learn.
  - For example, if someone feels they are a kinesthetic learner, they may talk about the importance of acting something out in order to remember it.
  - Challenge students to try learning in a way they have not tried before. Encourage students to utilize multiple learning styles.

Activity 4: Listening

Play the following Ted Talk about Learning Styles from 0:17-8:14 Learning Styles and the Importance of Critical Self-Reflection and have students take notes on the important/main ideas.

https://edtechbooks.org/-WoiE

- They can also practice their note-taking skills by trying to write down examples or major details that support the main ideas.
  - Allow some time for students to think-pair-share something important from their notes.
- Ask students what makes them excited about learning. In the Ted Talk, it talks about different ways of retaining information, and that you retain something that has meaning attached to it.
- Lead a discussion talking about how to make material learned at school more meaningful to students.
  - Is it meaningful to them? If not, what is?
  - Do students find that what is meaningful to them is something that they strive to learn about?

Homework

Students will think about a subject/topic/hobby they are very interested in. They will also need to think of a subject/topic/hobby they are not interested in at all.

They should think of some ways they could use their interest to help them learn and retain information from the subject they are not interested in. They must write down their answers. Example: How can my interest in drawing help me to learn math?

Follow-Up

Tuesday:

Students will share their homework answers with a partner and compare.

Wednesday:

What is one new thing you would like to learn? Create a SMART goal to start learning this.

Thursday:

What are three things you learned this week? How can these help you in your life? (How do these three things apply?) Share with a group or the class.