

Teaching Humans Johanna Stirling



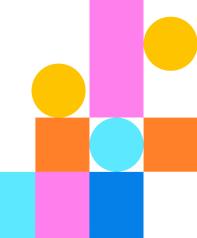
Learning



The perfect lesson plan

| | vics Lesson Plan Template |
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| | Lesson Plan Temp |
| EL/C | vices Lessen Fostoria Community schools |
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| agram Name | Anitha Thomas July 2009 |
| tale for Lease | July 21 |
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| Date(s) Used | July 2009 July 2009 III. US History and Government and Citizenship Preparation Theorem Factor Reparation of events in Theorem Factor Reparations |
| Date(s) Con | |
| Civies Category | 3. Government allow of the sourceson federal history in order to sourceson during the naturalization process. 2 hours |
| Civies Objective | federal history 2 hours |
| Civies Obje | dulua |
| Time Frame to Complete | EFL 1-5 |
| Time Frame to | |
| Lesson | Listen to understand others understand |
| EFL(8) | Listen to understand others Speak so that others understand Speak so that others understanding unstaller unstaller 1.4.5.5.4; |
| Component | Sneak so the aderstanting |
| Standard(S)/ of Performance | Read to convey a line 1323,34,45555 |
| of Period | Write 4,24,3,4,4,4,5,4; W1.5,2,5,5,5,7 and 14,2,4,3,4,4,4,5,5,5; W1.5,2,5,5,5; W1.5,2,5,5,5; W1.5,2,5,5,5; W1.5,2,5,5,5; W1.5,2,5,5,5; W1.5,2,5,5; W1.5,2,5; W1.5,2; W1. |
| 1(4) | R1.5,dir |
| Benclumark(s) | |
| | Winte 24:3:44:45.49, 2015 52:53,52,64 11.14.72:45:34:45:55; Win 52:53,52,64 12.15:23:55:45:55; Win 52:53,52,64 Copies of ELICivics on-line holiday leasons 4° of July from sove advices complex of July renic-private worksheet from sove advices complex of July renic-private worksheet and 4° of July conservations flash cards (available at USCS flags on Nonheast ABLE Resource Center Tester Mission and Sectors Tester Mark and Sectors Tester Mark and Sectors |
| Materials | |
| 1 | USCIS Children or Northeast |
| | Podega at www.aries |
| | English Dictionant English Dictionant White the question's Why is 4° of July a Burn- White the question's where information about a similar reacher write's students rative course, and the student Encourage students native course, and the student Encourage students and we word revolution and students from thermal of the word revolution and encourses of the student of the student of the student of the student of the student of the student of the student of the student of the student of the student of the student of the student of the student of the student of the student |
| | the question, will responses on ocean about a similar |
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| | from citizens to ask and use |
| | Practice internation future from Citizenship future Work in pairs to ask and answer current questions. Follow-up: Bring information to share with class about 4 reliance of the generation, pictures or journal writing about picnics of hilly celebration; pictures or journal writing about picnics markets, cook-outs, parales etc. |
| | a Bring information to journal writing |
| | Follow-up: bration; pictures etc. |
| | Fallowent: Ernds an upues or Neuron of July celebration: journess of Neuro fireworks, cook-outs, parade set. Discussion participation evidence of the level of listening Discussion gaths. |
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Students!





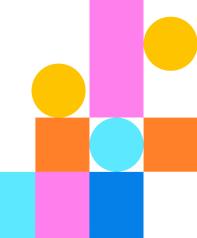




The perfect lesson plan

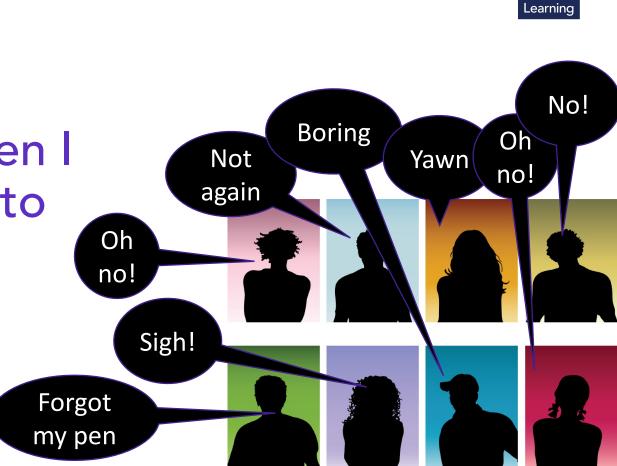
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Pro





"They all groaned when I asked them to write"



Better





"Half of them hadn't done their homework"



© Cambrid





"He was texting under the desk all lesson"





And what about you? Yes, you!



© Cambridge University Press

Better Learning



Don't you ever say...

- I really can't be bothered to ...
- I should have given it in yesterday, but ...



I just need to check Facebook / play one game of CandyCrush / tidy the sock drawer before I...

I don't read as many books as I used to.



(NOT) GETTING THINGS DONE Laziness Procrastination Distraction Need for instant gratification



John Haidt *The Happiness Hypothesis* 2006



Julie Dirksen Design for How People Learn 2012

Daniel Kahneman *Thinking Fast and Slow* 2011





Mischel, Walter; Ebbesen, Ebbe B.; Raskoff Zeiss, Antonette (1972). "Cognitive and attentional mechanisms in delay of gratification". Journal of Personality and Social Psychology. 21 (2): 204–218.

















Adapted from Teaching Spelling to English Language Learners by Johanna Stirling







"None of them wanted to play the parts I'd given them in the role-play."





"She was clowning around and making the others giggle all lesson"







"They wouldn't speak in English!"





(NOT) CO-OPERATING

Wanting to be liked

Wanting respect

Delicate egos



Don't you ever say...



- I didn't want to be the only one who ...
- I didn't want to be awkward but it's just not my thing
- I didn't want to make a fool of myself ...



















1. Can you **describe** your favourite ...

Better Learning

2. Can you **explain** how to ...

3. Would you insist on

4. When someone interrupts ...

5. Have you ever **lied about** ...

6. Could anyone ever **persuade** you **to** ...

7. Can you **recommend** a good ...

8. Have you ever **refused to** ...



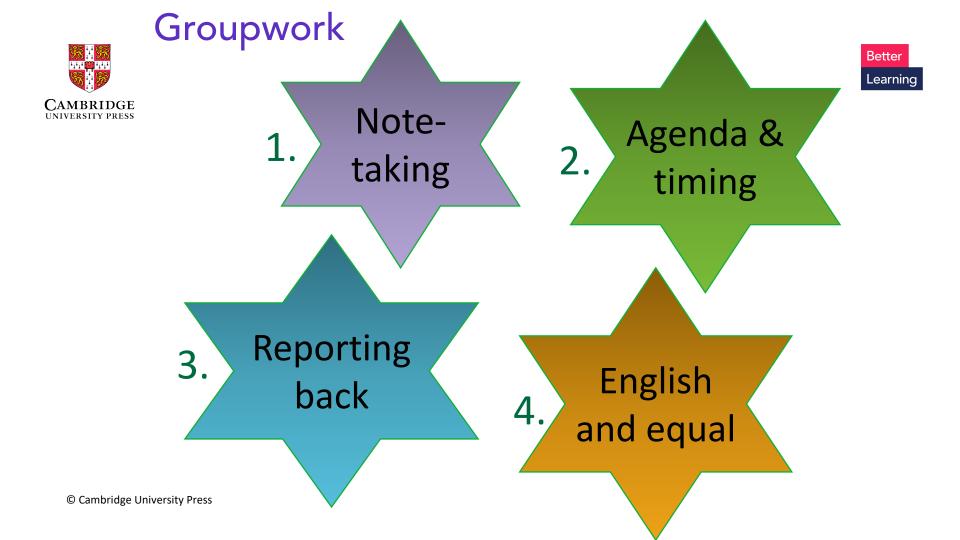
Responsibility





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Rodin. J., Langer, J. E.(1997) Journal of Personality and Social Psychology, Vol 35, No12, 897-902





Classroom questions



What have you learnt this lesson? How are you going to remember this?

When will you be able to use this?





Ego involving

- "You…
- ... are the best
- ... 're good at ... -
- ... don't try hard enough
- ... car 6. 50 • • 60 .

Task involving - "Do this to improve"







Thank you

