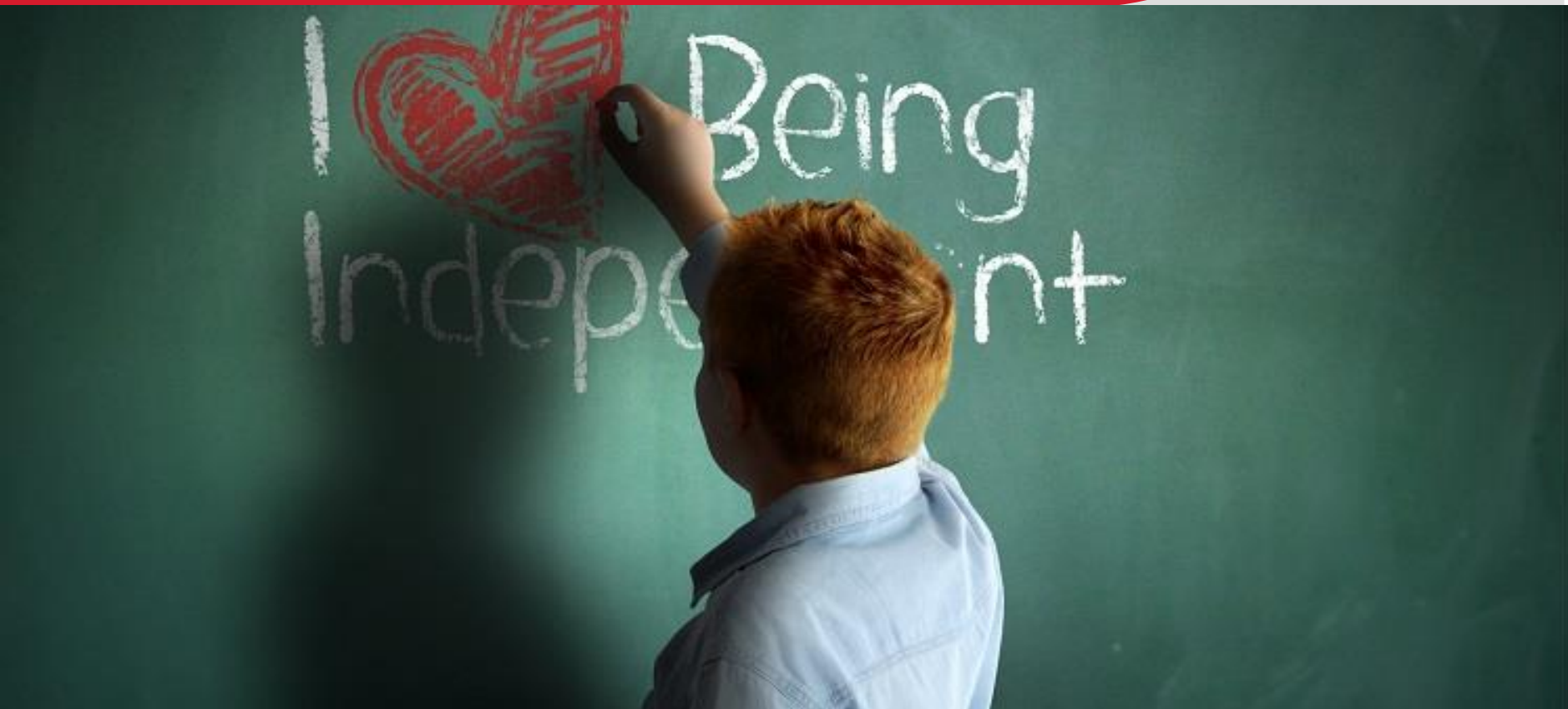


# Creating independent learners

Russia March 2018



# What are their future needs?



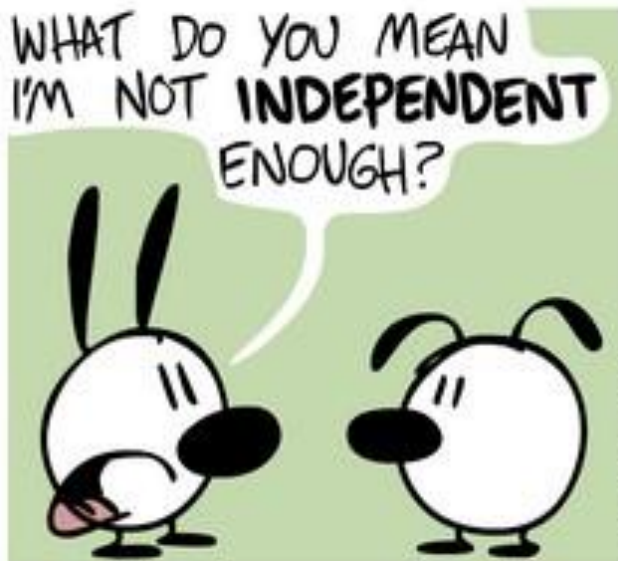
# Why independent learners?

**FACT AN AVERAGE PERSON  
WILL CHANGE JOBS  
11 TIMES  
DURING HIS OR HER LIFE.**

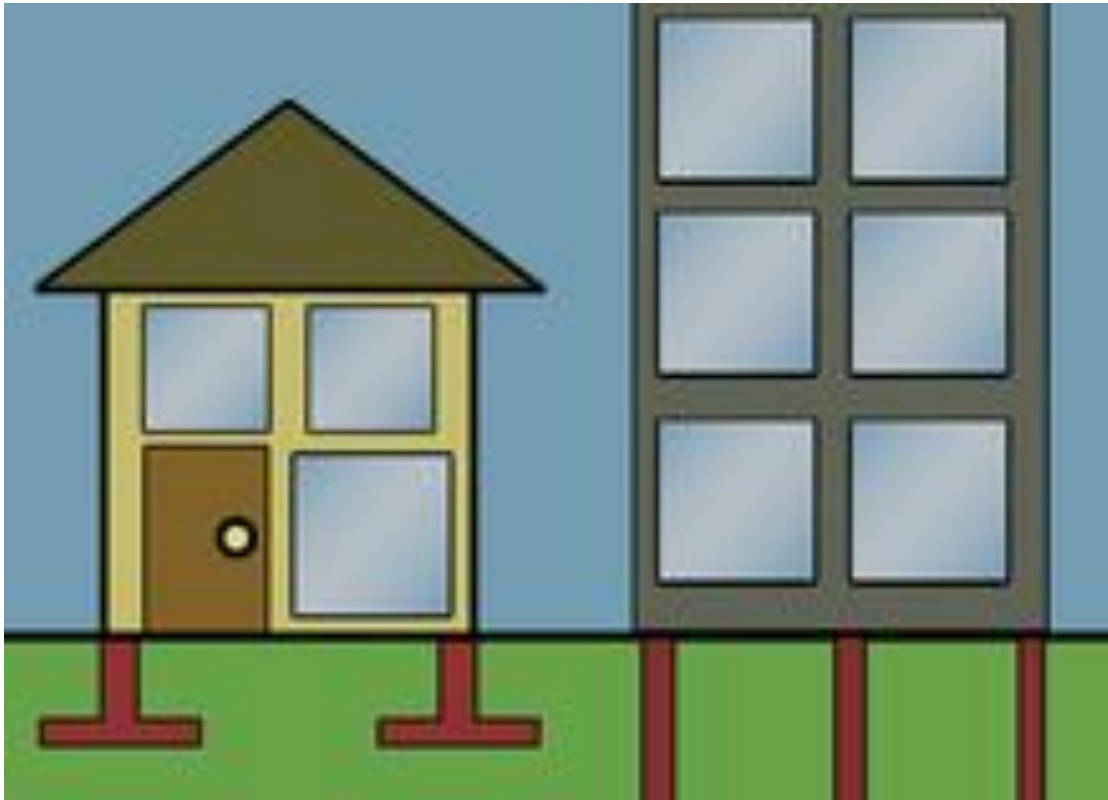
BUREAU OF LABOR STATISTICS

FIND YOUR NEW CAREER PATH AT [INSIDEJOBS.COM](http://INSIDEJOBS.COM)

# independence needs training



# foundations for future learning



# three basic areas

mindset

knowledge

skills and  
strategies

# mindset training

**mindset**

knowledge

skills and  
strategies

# take the mindset test

I agree = 1    I partly agree = 2    I disagree = 3

1.

You can learn new things, but you cannot really change your basic level of intelligence.



## question 2

I agree = 3    I partly agree = 2    I disagree = 1

2.

I like doing work that I can learn from, even if I make a lot of mistakes.

## question 3

I agree = 1    I partly agree = 2    I disagree = 3

3.

When I have to work hard at something, I feel as though I'm not very smart.

## question 4

I agree = 1    I partly agree = 2    I disagree = 3

4.

I enjoy my work the most when I can do it perfectly without too many problems.

## question 5

I agree = 3    I partly agree = 2    I disagree = 1

5 .

When something is hard, it makes me want to work more on it.

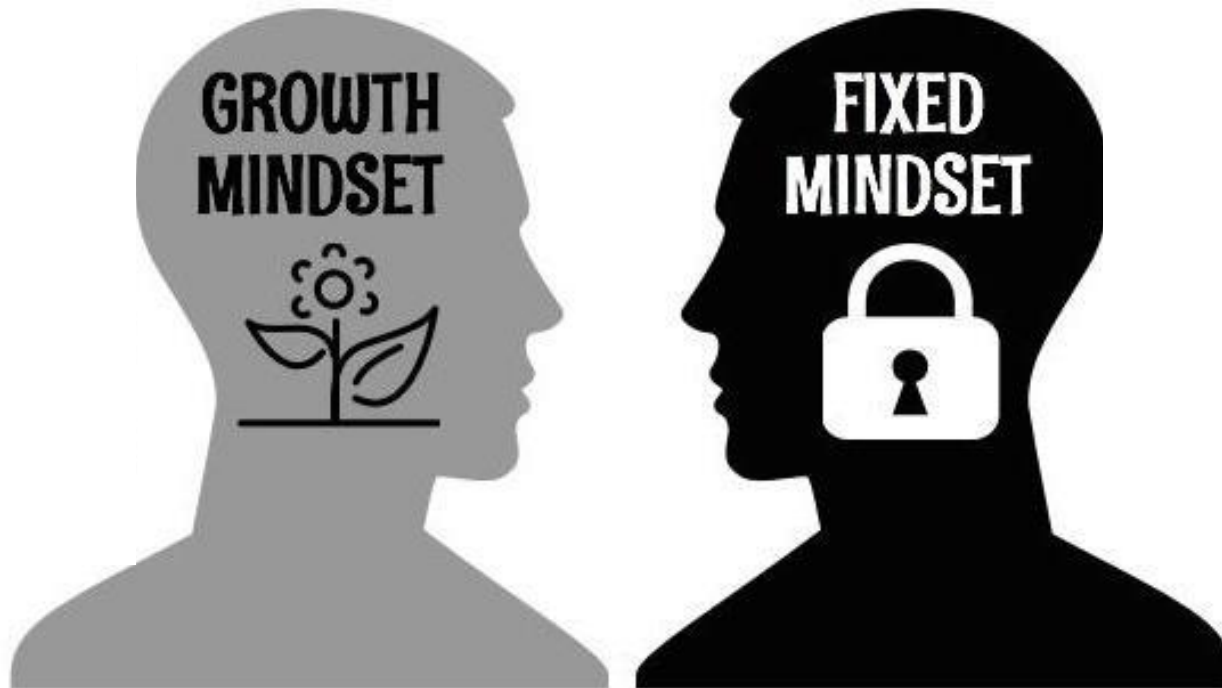
## question 6

I agree = 3    I partly agree = 2    I disagree = 4

6.

I like to know what other people think about my work.

# What is your mindset?



**result**

## A fixed mindset

1.

You can learn new things, but you cannot really change your basic level of intelligence.

**result**

## A growth mindset

2.

I like doing work that I can learn from, even if I make a lot of mistakes.



**result**

## A fixed mindset

3

When I have to work hard at something, I feel as though I'm not very smart.

**result**

## A fixed mindset

4

I enjoy my work the most when I can do it perfectly without too many problems.

**result**

## A growth mindset

5

When something is hard, it makes me want to work more on it.

**result**

## A growth mindset

6

I like to know what other people think about my work.

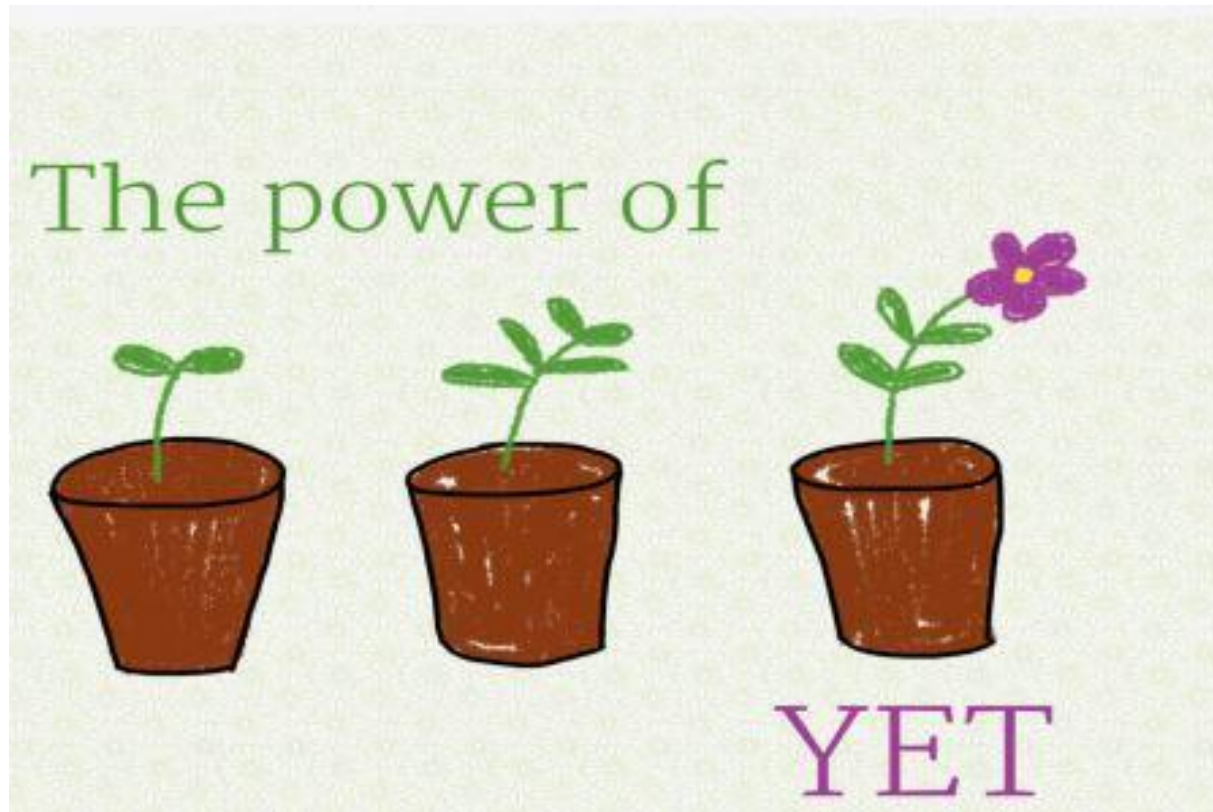
# mindsets summary



# positive attitudes to learning



# the power of yet





### Learning to learn

Asking classmates for help **Be a star!** ★

In class, you can help each other. When you're working together, you can ask:

*What does ... mean?*

*What did you put for question ... ?*

*How do you spell ... ?*

*How do you pronounce ... ?*

**Ask a friend some questions about the story.**







### Learning to learn

How do you learn outside the classroom?

Do you ...

- read books in English?
- watch English language TV and films?
- play computer games in English?
- look at websites in English?



**Do a class survey.**



# Carol Dweck

Professor of Social and Development Psychology  
Stanford University

TED  
Talks



*Carol Dweck*

**The power of believing that you  
can improve**

MILLION-COPY BESTSELLER

‘Essential  
reading for  
anyone with  
aspirations’  
MATTHEW SYED,  
author of  
BOUNCE

# mindset

Changing the way you think to  
fulfil your potential

DR CAROL S. DWECK

**knowledge**

**mindset**

**knowledge**

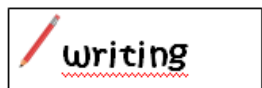
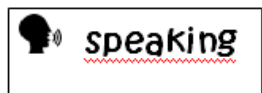
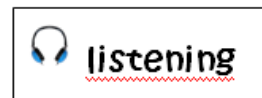
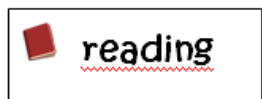
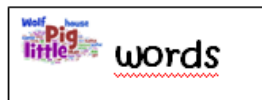
**skills and  
strategies**

**be explicit about**

1 The **product**

**what** they are going to learn

# unit plan



# MY GRANDPA



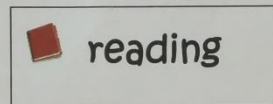
words

family members  
musical instruments



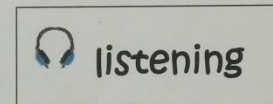
grammar

past simple  
Yesterday grandpa played the drums  
He didn't play the violin



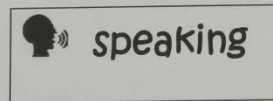
reading

poems about Grandpa, my hero  
learn about rhyme



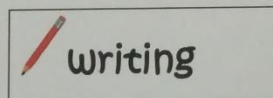
listening

Flo + Ella talking about  
their grandparents



speaking

- What we did at kindergarten
- about our grandparents



writing

a rhyming poem

# plan for today

Today we're going to

learn  
9 words  
for fruits

play  
telephone  
numbers

talk about  
our  
favourite  
fruit



macmillan  
education

# be explicit











1 The **product**

**what** they are going to learn

2 The **process**

**How** they are going to learn.



1 	2 	3 
4 	5 	6 
7 	8 	9 
*	0 	#



### Learning to learn

Draw a picture around new words to help you remember.



pencil



ruler

rubber

apple

ball





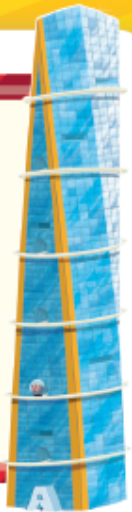
## Learning to learn

How do you learn to spell new words? Try this routine.

- 1 Look.      2 Say.      3 Cover and write.      4 Check.

Now practise spelling the new words in the vocabulary box.

Are they easy or difficult to spell?



# Be explicit

- 1 The **product**  
**what** they are going to learn
- 2 The **process**  
**how** they are going to learn.
- 2 The **self**  
**what** works for each individual.



## Learning to learn

### Self-motivation

- 1 Review the way to spell new words on page 25.
- 2 Set yourself a time challenge. See how many words you can practise in five minutes.

**Practise the new words on this page and in Lesson 1 for five minutes. Test a friend.**





## Learning to learn

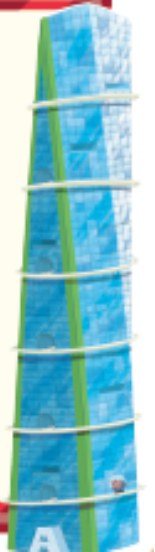
How do you learn best?

In class you can work in different ways:

*on your own   in pairs   in groups   as a class*

Which way of working do you think is best for these?

- |                                     |                             |
|-------------------------------------|-----------------------------|
| 1 singing a song                    | 4 doing a grammar activity  |
| 2 reading a text                    | 5 practising a conversation |
| 3 answering comprehension questions |                             |





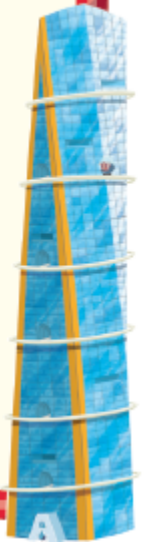
## Learning to learn

### Self-reflection

Self-reflection means thinking about **you** and **your work**. It's important to think about your work because it will help you understand what you need to do to improve.

**Answer the questions about today's lesson.**

- 1 What was easy about the lesson? \_\_\_\_\_
- 2 What was difficult about the lesson? \_\_\_\_\_



Children say  
what they found  
**easy/difficult.**

Children recap  
what they have  
**learnt.**

Children  
**evaluate** their  
plan

Children recap  
**what** they have  
**done.**

**Order  
from  
1-8**

Children think  
about **how** they  
**learnt** it.

Children think  
about what they  
**need** to know

Children **plan**  
what to do to  
learn it.

**Tell** children  
your plan.



**1. Tell children  
your plan.**



**2. Children  
recap **what** they  
have **done**.**



**3. Children  
recap what they  
have **learnt**.**



**4. Children say  
what they  
found  
**easy/difficult**.**



**5. Children  
think about  
**how** they **learnt**  
it.**



**6. Children  
think about  
what they **need**  
to know**



**7. Children  
**plan** what to  
do to learn it.**



**8. Children  
**evaluate** their  
plan**

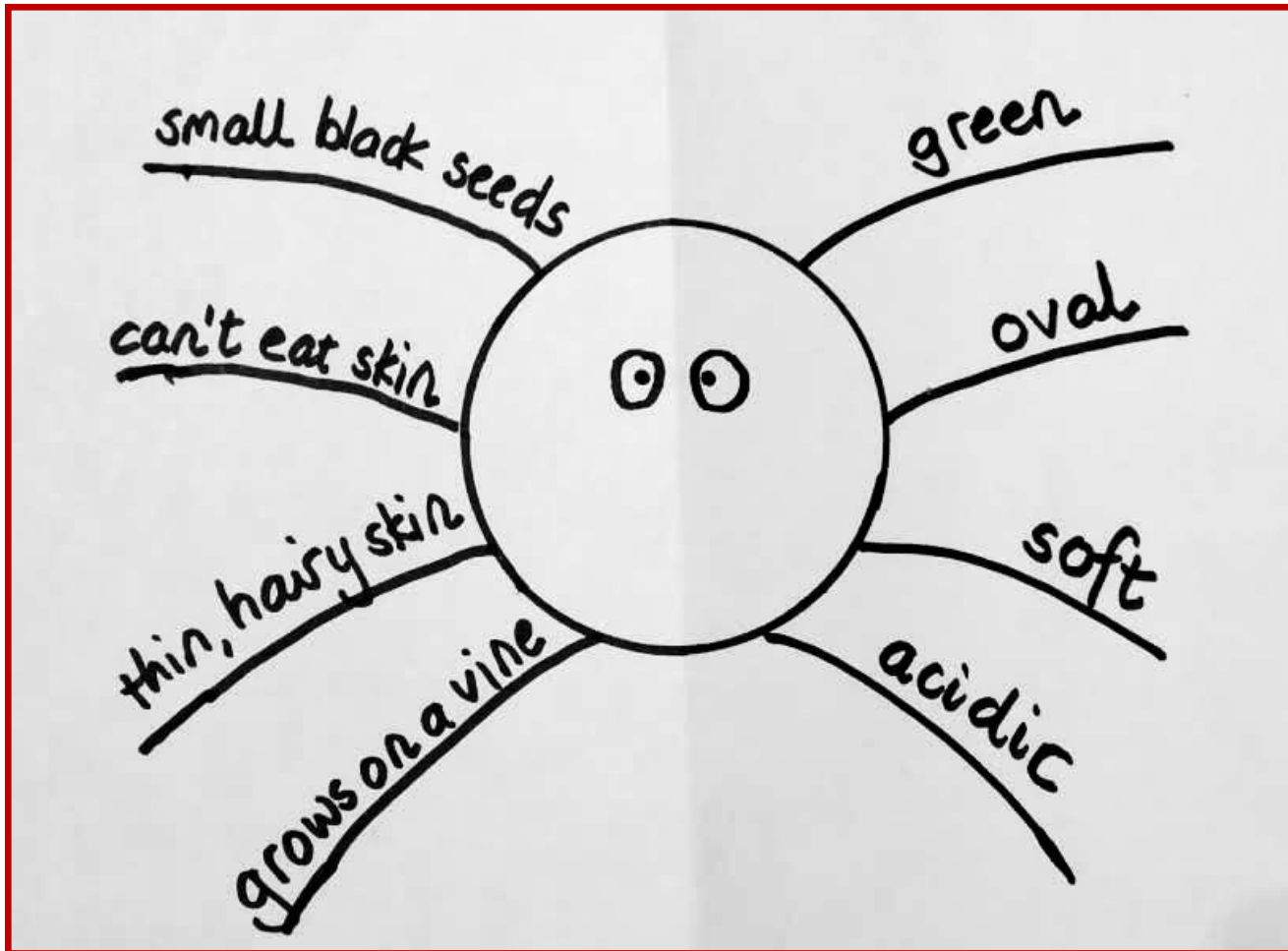
**skills and strategies**

**mindset**

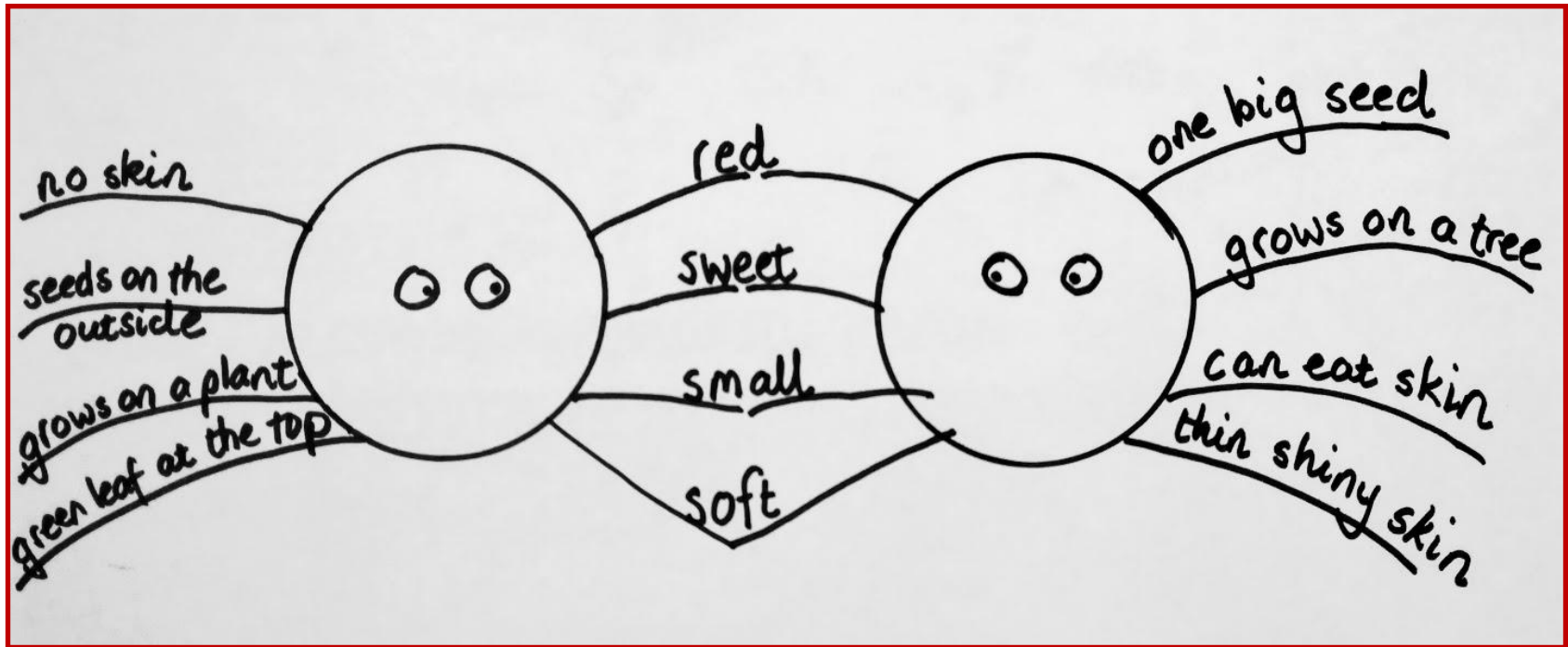
**knowledge**

**skills and  
strategies**

# a spider for describing



# spider twins for comparing and contrasting



# bubbles for sequencing

First

Finally

Then

Next

After  
that

# Bubbles for sequencing

**First** we  
got  
some  
foil.

**Then** we  
made a  
boat .

**Next** we  
put it in  
water.

**After that**  
we put  
coins in  
it.

**Finally**  
the boat  
sank.



THANK  
YOU!

