

## Activity: Life Skills: becoming more self-aware

Try this sample lesson from *Open Mind Intermediate B1+* level, which helps adult students become more self-aware.

**Level:** Intermediate / CEFR B1+

**Time:** approx 45 minutes

**How to use this lesson:**

The lesson can be used for the whole class who can work in pairs. Print out the Student's Book pages provided so each student has a copy.

**Step 1:** Find out how others see you. (Ex. A, Ex. B, Ex. C, Ex. D)

**Step 2:** Think about how you react in different situations and why. (Ex. E, Ex. F)

**Step 3:** Decide how you could change. (Ex. G)

**Lead-in**

- Refer the students to the title of this LifeSkills section and ask them what they think *self-aware* means (fully understanding what your own thoughts, feelings and abilities are).
- Ask the students to work in pairs and discuss how people show that they are self-aware and what the importance of being self-aware is.

**A**

- Before the students begin reading, tell them that the article they will read is about how we communicate with other people. Tell them that we communicate in three basic ways: through words, tone of voice and body language. Check their understanding of body language (the movements and gestures we make with our arms, hands and face) and tone of voice (how we say the words). Ask which of the three forms of communication they think carries the most meaning.
- Direct the students' attention to the pie chart and make sure they understand what it is (a circle divided into sections in order to show how something is divided into different amounts or percentages). Explain that the pie chart in the book is what a typical pie chart looks like.
- Ask the students to read the article. Have the students label the sections in the pie chart with the phrases.
- Check the answer by asking a student to draw the pie chart on the board with everything labelled correctly (55% body language, 38% tone of voice, 7% words).

**B**

- Read the instructions to the class.
- Ask the students to do this exercise individually. Make sure they only tick their personal answers to the questions.
- You may need to explain some of the words in item 4: defensive (angry or offended when you think that someone is criticising you); open (the opposite of defensive in this sense); stressed (feeling like you are under pressure); nervous (worried about something).

**C**

- Tell the students that the aim of this exercise is to find out how other people see them. Read the instructions, checking that the students understand the exercise.
- Make sure the students work with a partner they know reasonably well, as the other person needs to be familiar with

the way they usually speak to other people.

- Direct the students' attention to the example conversation and encourage them to use it as a model as they complete the exercise.

**D**

- Ask the students to look back at their answers and their partner's answers about them. Ask how many differences there are. Are any of the answers surprising?

**E**

- Read the instructions to the class and explain that the students will work alone for this step.
- Explain that the completed sentences will be the talk they will give to the other members of their group in Ex. F. Give the students a few minutes to plan and practise what they are going to say.

**F**

- Put the students into groups of three. Make sure the groups consist of students who don't normally work with each other.
- Read the instructions and make sure that the students understand that each member of the group will have a different role. Explain that Student A will give their talk and answer questions. Student B will listen carefully to Student A's talk and ask questions – Student B is the audience. Student C will observe Student A carefully and complete the evaluation form. Student C should not talk.
- Make sure that the students understand that the members of the group will swap roles and that each person will be Student A, Student B and Student C.
- Ask the students to read the evaluation before they begin the exercise.
- Circulate and monitor, making sure students understand what their roles are and what they should be doing.

**G**

- Have the groups give each other feedback on how they appeared during their talks.
- Direct the students' attention to the **How to say it** box and encourage them to use these expressions as they respond to their feedback.
- Ask them if they learnt anything new about themselves during the exercise. Ask them how useful they found the process. Could they apply it easily to other situations? Elicit some ideas.
- Explain that becoming more self-aware is a process that takes time, practice and commitment. Encourage the students to follow up the changes they made during the process, and motivate them to continue the process of self-awareness and improvement.

Teacher's notes taken from Unit 6 of *Open Mind Intermediate*. Click [here](#) to download other samples\*.

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