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**LESSON PLAN**

Learning to Learn

## Subunit 1: Face-to-Face setting

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| ***Description of the Learning Activities*** | ***Timing (minutes)*** | ***Materials/ Equipment Required*** | ***Assessment/ Evaluation*** |
| Workshop Opening:   * Welcome, introduction, presentation of agenda   Activity 1: What is learning   * Brief theory input about what learning is on a basic level. * When, what and how do people learn? Overview of learning settings (formal, informal, non-formal), learning contents (knowledge, skills, language, movement, behaviours, culture, values) and learning styles (directed, self-directed, active/focused, unintentional, through observation, through experience, through theory) * Brief exercise to describe learning processes in three examples, in which the learners should guess the what (learning content), the where (learning setting) and the how (learning mode). | 5 minutes  10 minutes | Training venue with IT equipment for all participants;  Flipchart and markers;  Sign-in sheet;  Pens and note-taking materials for participants  **PPP** | Participants will engage in all group activities |
| Activity 2: Staring from Zero?   * Learners are asked to reflect on a few of their own learning experiences and discuss them in pairs. * The prompts on the PPP are: * Think of something you learned…   …from your family  …completely on your own  …from friends  …from a teacher or mentor  …from a book  …from a tv-show or movie  …from observing someone  …that was really difficult  …that was really easy  …of which you are very proud | 15 minutes | Training venue with IT equipment for all participants;  Flipchart and markers;  Pens and note-taking materials for participants  **PPP** | Participants will engage in all group activities  <Add more as required> |
| Activity 3: Group-Discussion   * In a group setting, learners should now discuss the following: * Learning is easy for me when… * Learning is difficult for me when… * While discussing, they should think of the learning content, learning setting and learning style that they prefer. | 15 minutes | Training venue with IT equipment for all participants;  Flipchart and markers;  Pens and note-taking materials for participants  **PPP** | Participants will engage in all group activities  <Add more as required> |
| Activity 4: Learning Styles   * Making learning easier: get to know yourself and your learning style * The group should watch a video about learning styles together: <https://www.youtube.com/watch?v=_IopcOwfsoU> * Then, the group discusses which learning style(s) fit them best. The trainer should try to help them to make connections to the previous discussion, where the participants indicated how, when and what they find easy or difficult to learn. * The participants will have a chance to make a self-assessment, which learning type they are, in the self-directed learning phase after the F2F session. | 15 minutes | Training venue with IT equipment for all participants;  Flipchart and markers;  Pens and note-taking materials for participants  **PPP** | Participants will engage in all group activities  <Add more as required> |
| Activity 5: Motivation   * The trainer summarises briefly what was discussed in this session and asks learners what has been missing. 🡪 WHY we are learning * To achieve an overlap of the things we have to learn and the things we want to learn, we need a key to unlock the potential: Motivation. * The trainer asks the learners what motivates them to start and to keep going. * There are some examples visualised on the PPP (text in the notes). | 10 minutes | Training venue with IT equipment for all participants;  Flipchart and markers;  Pens and note-taking materials for participants  **PPP** | Participants will engage in all group activities  <Add more as required> |
| Activity 6: Learning Plan   * The trainer asks if participants already have learning strategies in use. * The trainer gives a brief input on what a learning plan is by covering the basic structure (mail goals, milestones/subgoals, actions to reach the milestones) and explaining that the learning goals should be SMART (specific, measurable, achievable, relevant, time-bound). * The trainer can show examples of learning plans such as the provided template. | 10 minutes |  |  |
| Workshop Closing   * The trainer takes 5 minutes to debrief the previous exercise. How did the participants feel? Did they find the exercise helpful? * The trainer should answer any open questions * The trainer gives an outlook and instructions on the self-directed learning phase | 10 minutes | Training venue with IT equipment for all participants;  Flipchart and markers;  Pens and note-taking materials for participants  **PPP** | Participants will engage in all group activities  <Add more as required> |
| **Total duration of the sub-module** | **1,5 hours** |

# **Subunit 2: Self-directed online learning setting**

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| Self-directed online learning exercise   * Find out your learning style by doing an online quiz: * Go to www.google.com * Search for “what is my learning style” * Complete one or two of the suggested quizzes (there are many opportunities that you can use for free and without providing any of your personal data) * Try out different learning styles. * Create your own learning plan using the template   or by creating your own, for example as a mind-map | 60 minutes | Device with internet access (PC, notebook, tablet, smart phone) |  |
| **Total duration of the sub-module** | **1 hour** |

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