

## HOME

1. List 10 changes you would like to make for yourself and why. These can be big or small.

For example,

- 1) I would like to paint the kitchen as it is looking old and boring.
  - 2) I would like to change my job because I feel I am ready for a new challenge.
  - 3) I would like to travel more as that is how I grow as a person and change my perspective.
  - 4) .....
2. Choose one small item and make it a goal to take one or two small steps towards this goal this week. Tell us in class what steps you took.

## CLASS

1. WARMER: Ss mime some of the 10 changes they wrote at home. Demonstrate first with my own examples. Ss then discuss the rest of their ideas. Are there any common themes? Discuss, board ideas.
2. Ask Ss why these changes are important to them?  
What are common obstacles? Elicit and board ideas e.g, excuses, mindset, lack of confidence, conditioning, fear, not enough time. Highlight MPFA and new lexical items.
3. MODEL: Draw a large circle on the board. Ask Ss 'what is this?'. Elicit ideas e.g, a circle, a pizza, the sun, a wheel etc. Now divide it into 8 wedges. Ask again to elicit ideas.
4. Draw 0 in the middle and 10 on the circumference and write the title, 'the wheel of life'. Encourage comments and questions.
5. In pairs tell Ss to think about 8 aspects of life which people generally tend to focus on or consider are important. Elicit and example, e.g. 'money/finances' and board next to one segment. Pairs generate a list. Collect ideas and label your remaining 7 segments on the board.
6. MODEL: Briefly talk through and rank each section of your own life from 1 to 10 adding a mark on the corresponding lines of your wheel. Join up the lines. Ask Ss in pairs to discuss what they understood and to decide in which area of life they think I would like to make positive changes. Monitor/capture language. Get feedback in open class.
7. Now tell Ss to draw their own wheel of life. Rank each section out of ten and mark accordingly. Tie up the lines.

8. Ss show their wheel of life to a partner and summarise their scores and reasons.
9. NOW tell Ss to identify one main area that needs attention. Not too personal, something they are willing to discuss openly in class.
10. TASK: Tell Ss they are now going to coach each other to help make a positive change.  
FLEXI: Dictate the following questions to students to write down. Use peer checking to make sure everyone has the correct questions. Check meaning. Alternatively board the questions.
  - What area do you want to work on?
  - What is the best possible outcome?
  - What is important about this to you?
  - What qualities do you need to bring out of yourself in order to accomplish this?
  - What is the first step?
11. In pairs, using the area on their wheel Ss identified in step 9, ask the following questions to your partner. While speaking, Ss note their own answers.  
Monitor/support, note language use.
12. TASK: Each student writes a personal mission statement of the one thing they are going to tackle. Ss then stand and share with the group. Make this like a contract, even hold an informal ceremony if you wish. Feed in/board useful sentence starters.  
I'm going to work on...  
The best thing that can happen is....  
This is important to me because....  
In order to do this I need to be....  
The first step is to.....
13. PLAY THIS VIDEO WITH SUBTITLES  
<https://www.youtube.com/watch?v=SFjgXNLzsB4> the journey of a 1,000 miles. It's inspiring.