

Erasmus+ Cultural connections : Enhancing EU heritage, Social
Inclusion and Digital Literacy through our Pupils' hearts
Scientific and Creative Thinking Workshop
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LESSON PLAN 2.2

Empowerment based ESL Lesson

Daily Routines, Habits & Growth Mindset

Empowerment through Choice, Inquiry and Reflection

Subject: English as a Second Language

Grade: 5 (A1–A2)

Duration: 50 minutes

Lesson Type: Inquiry-based, empowerment-focused

Core Message: *Daily habits + mindset shape success*

Language Objectives:

By the end of the lesson, students will be able to:

A. Vocabulary (Lexical objectives)

- **identify and use** at least 8–10 verbs related to daily routines:
wake up, eat, study, train, play, use (phone), focus, sleep
- **recognise and use** basic habit adjectives:
good, bad, healthy, unhealthy

B. Grammar

- **use the Present Simple affirmative** to describe habits:
I study every day. He uses his phone too much.
- **use frequency adverbs** in simple sentences: *always, usually, sometimes*

C. Functional Language (Communicative objectives)

Students will be able to:

- **describe daily routines** (self and others);
- **express cause–effect in a simple way:** *He studies, so he succeeds.*

- **express effort and improvement** using fixed growth-mindset chunks:
I can improve. / I will try again. / This may take some time.

Life Learning Objectives

By the end of the lesson, students will be able to:

- identify **good and bad habits** in real-life situations;
- use **growth mindset phrases** instead of fixed mindset ones;
- explain how habits affect success or failure;
- reflect on their own habits and learning.

Empowerment Pillars

- **Student choice:** how to analyse the character, how to present ideas
- **Independent inquiry:** students interpret the video and poster
- **Shared responsibility:** roles and peer feedback
- **Reflection & self-regulation:** habits, mindset, learning choices
- **Student voice:** opinions, justifications, personal connections

1. START – Sparking Motivation (5 minutes)

Activity: Prediction & Personal Connection

Teacher shows the first seconds of the video (paused). Teacher prompt (scripted):

“You will watch a short video. This character will make choices every day. Some choices are good. Some are not. What do you think will happen to him?”

Students respond with single words or short phrases: *happy, successful, lazy, tired, rich, poor*

Empowerment element: Students predict outcomes; no correct answer is given.

2. INQUIRY INPUT – Video Analysis (8 minutes)

Activity: Guided Viewing – Habits & Consequences

Students watch the full clip. On the board, teacher draws two columns:

GOOD HABITS | BAD HABITS

Teacher prompt: “Watch carefully. What does he do every day? What helps him? What hurts him?” Students call out or write:

1. eats junk food / eats healthy food
2. studies / cheats
3. trains / stays on phone
4. focuses / chats with friends during work

Teacher only clarifies vocabulary if needed (gestures, examples).

3. CHOOSING DIRECTION – Meaning Making (7 minutes)

Activity: Group Choice – How to Analyse the Story

Students form groups of 3–4. Each group chooses:

1. **How to organise ideas**
 - table (good vs bad habits),
 - timeline (before → after),
 - drawing / symbols,
 - short sentences.
2. **Roles**
 - *Speaker*
 - *Writer/Drawer*
 - *Checker* (“Does this make sense?”)

Teacher prompt: “You decide how to work. I will not choose for you. But your group must explain *why*.” Teacher checks feasibility only.

4. INQUIRY & ACTION – Growth Mindset Integration (15 minutes)

Activity 1: Habit → Result Mapping

Each group completes:

- I. **3 bad habits** from the video → **result**
- II. **3 good habits** from the video → **result**

Example student sentences: *He eats junk food. He feels tired. He studies every day. He becomes successful.*

Activity 2: Growth Mindset Poster Challenge

Teacher displays the **Growth Mindset poster**. Teacher instruction: “Now we change the story. We will help the character think better.”

Each group:

- chooses **3 fixed mindset sentences** from the poster;
- rewrites them using **growth mindset thinking**;

- connects them to the video character.

Example student output:

- *Instead of "I give up" → "I'll use a different strategy"*
- *Instead of "This is too hard" → "This may take some time"*

Teacher intervention (scaffolded): "Which sentence fits the moment when he failed?" "Which sentence fits when he changed his habits?"

Empowerment element:

Students select language, not repeat it mechanically.

5. COLLABORATION & SHARING – Responsibility Shift (10 minutes)

Activity: Peer Teaching – "Advice to the Character"

Groups exchange work. Each group gives **one piece of advice** to the character:

Stop cheating and practise. Train your brain every day. Use Plan B.

Teacher rule for feedback: "Say one good idea. Say one improvement." Teacher moderates tone, not content.

Empowerment element:

Students correct thinking, not teacher.

6. REFLECTION & SELF-REGULATION (5 minutes)

Activity: Personal Reflection (Written or Oral)

Students complete:

1. *One bad habit I want to change is...*
2. *One good habit I want to keep is...*
3. *One growth mindset sentence for me is...*

Examples:

1. *I spend too much time on my phone.*
2. *I will learn how to do this.*
3. *Mistakes help me learn*

Exit Ticket – Self-Assessment (1–5)

- I participated.
- I understood habits and results.
- I can use growth mindset sentences

WORKSHEET 1**Watch & Notice – Habits and Results**

Name: _____ Class: _____

Task 1 – Watch the video

Tick (✓) what you see.

Habit	Yes	No
Eating junk food	<input type="checkbox"/>	<input type="checkbox"/>
Eating healthy food	<input type="checkbox"/>	<input type="checkbox"/>
Studying	<input type="checkbox"/>	<input type="checkbox"/>
Cheating	<input type="checkbox"/>	<input type="checkbox"/>
Training / exercising	<input type="checkbox"/>	<input type="checkbox"/>
Staying on the phone	<input type="checkbox"/>	<input type="checkbox"/>
Focusing on work	<input type="checkbox"/>	<input type="checkbox"/>
Hanging out instead of working	<input type="checkbox"/>	<input type="checkbox"/>

Task 2 – Match habit to result

Draw lines.

- Eats junk food → feels tired
- Studies every day → becomes successful
- Cheats → fails
- Trains regularly → becomes strong
- Uses phone too much → loses focus

WORKSHEET 2**Good Habits vs Bad Habits****Task 3 – Complete the table**

GOOD HABITS	BAD HABITS
_____	_____
_____	_____
_____	_____

Task 4 – Write sentences

Use simple present.

1. A good habit from the video is:
He / She _____.
2. A bad habit from the video is:
He / She _____.

WORKSHEET 3**Growth Mindset Language (Poster-Based)**

Look at the **Growth Mindset poster** in class.

Task 5 – Change the thinking

Rewrite the sentences.

1. *I'm not good at this.*
→ _____
2. *I give up.*
→ _____
3. *This is too hard.*
→ _____
4. *I made a mistake.*
→ _____

(You may copy or adapt sentences from the poster.)

WORKSHEET 4**Connect Mindset to the Video Character****Task 6 – Choose & Explain**

Circle ONE sentence from the poster that could help the character.

- I can always improve
- I will learn how to do this
- Mistakes help me learn
- I'll use a different strategy

Why this sentence helps the character:

WORKSHEET 5**My Daily Routine & My Mindset****Task 7 – My habits**

Complete the sentences:

1. Every day, I _____.
2. After school, I _____.
3. A habit I want to change is _____.

Task 8 – My Growth Mindset Sentence

Choose one and complete it:

1. *I am going to train my brain by _____.*
2. *This may take some time, but I will _____.*
3. *I will learn from _____.*

WORKSHEET 6**Reflection & Self-Assessment (Exit Ticket)**

Tick (✓).

Statement	Yes	A little	Not yet
I spoke English today	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I understand good and bad habits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I used a growth mindset sentence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

One sentence to finish:

Today I learned that habits _____.

Sources:

<https://hrzone.com/these-words-help-people-develop-growth-mindsets/>

<https://www.youtube.com/watch?v=HENohs6yYw>

<https://chatgpt.com/>

Poster:

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them