



## Lesson Plan: Recognising self-sabotage

**Age group:** Adult learners

**Life Competency:** Emotional Development

**Language focus:** The third conditional

**Aim:** *This task aims to help learners access their emotions and anxieties based on their life experience. The task helps learners understand their emotional response to learning challenges and practise using third conditionals to help them develop strategies for dealing with negative emotions.*

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### Step 1:

Get learners to reflect in groups on negative experiences they have had in their learning and how these experiences have negatively impacted their learning. They should speculate about how they could have managed this better. This could be set for homework, which could give learners time to research the kinds of learning anxieties people have and effective learning strategies for coping with such anxieties.

### Step 2:

In the classroom chat box, one by one, each learner should write the beginning of a conditional such as, “If I had gone to bed earlier the night before giving a presentation in class.”. If learners want to share personal experiences, they can do so or, if they prefer, they can invent scenarios with imaginary people e.g. “If Xiao had gone to bed earlier the night before giving a presentation in class.”.

### Step 3:

The next learner must then respond to that by closing the conditional with their solutions, something like “I/he/she would have felt more rested and calmer when delivering the presentation”.

### Step 4:

The learner who gave the response then writes the first half of another conditional and this continues until it loops back to the first learner to close.

### Step 5:

Capture these conditional sentences and share them as a document for all the learners to have for learning anxiety management guidance.

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For support whilst teaching this lesson, refer to either the [Adult Learners](#) or [Emotional Development](#) booklet, from the [Cambridge Life Competencies Framework](#).

