

Lesson Plan: Spanish & Natural Talent Interview

Grade band: 9-12
Subject: Spanish and SEL
Duration: 50 minutes

Montana World Language Content Standard and Whole Child Competencies:

- **MT.WL.3.b** Acquiring information and diverse perspectives: Learners access and evaluate information and diverse perspectives that are available through studying the language and its cultures.
- **MTSEL.9-12.3.f** Appreciate and respect the strengths of others specific to diversity, uniqueness, and the differences of individuals and groups.

Learning Objectives:

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

- Identify at least three personal strengths related to school and Spanish class by completing a reflective writing activity
- Students will conduct a structured partner interview in Spanish, asking and responding to questions about personal strengths in the class

Materials:

- Notebook
- Slide decks (Three Good Things and Natural Talent Interview)
- Pencils

Lesson Outline:

1. Initial Engagement: (5 minutes)

Begin by briefly explaining Three Good Things, a positive psychology strategy proposed by Martin Seligman. Then, introduce the Natural Talent Interview as another technique for identifying our strengths and recognizing the good qualities within ourselves.

2. Explicit Instruction: (5 minutes)

Provide an example to describe Three Good Things and why those good things happen. Guide students in a brief discussion:

‘How can reflecting on three good things help us gain confidence?’ and ‘How can we use this technique to help us prepare for exams/tests?’

Use their responses to anchor a short conversation about the benefits.

3. Guided Practice: (15 minutes)

- Prompt students to write three things they are good at when it comes to school. This can be as simple as “I have good attendance” or “I am very good at finding the volume of a triangular prism.” Ask them to reflect on why these things happen.
- Repeat the instruction above, but now focus on writing three things that they are good at when it comes to Spanish class. This can be anything from “I have confidence speaking” to “I am good at conjugating verbs in the present tense” to “I take good notes” to “I know all the subject pronouns.”
- Invite students to share their thoughts with their table. If students feel uncomfortable sharing the three good things, encourage them to talk about how the writing process and reflecting on the “why” made them feel.
- Next, guide students to prepare for the Natural Talent Interview. Write down some expressions in Spanish that they can use to ask questions during the interview. Include words that capture strengths, skills, and positive qualities (e.g., creative, patient, curious, to solve, to build, to organize, etc.)

4. Independent Application: (20 minutes)

Students will choose a partner in the room with whom they feel comfortable speaking.

Recognizing that this may be challenging for some students, appropriate support will be provided as needed. Students will then interview their partner by asking about their strengths in Spanish class, focusing on what they believe they do well.

5. Closing: (5 minutes)

Students will have the rest of class to review their notes and materials and complete their study guides.

6. Plan for Continued Integration

Assign students to complete a personal reflection sheet on how it felt when a classmate acknowledged their strengths during the in-class interview activity.