



Convenio 00028 de 2019  
entre el Ministerio de Educación Nacional y el British Council

INSPIRING TEACHERS  
ELT PLAN TEMPLATE

*Complete with the information about you*

Author	
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*Select the type of plan*

Lesson plan	Activity plan	Task plan	Project plan
	X		

*Write a few lines about the usefulness of this plan for the Colombian English teachers*

Example: This lesson plan gives the students a chance to know about you, their new teacher, and it also gives you a valuable opportunity to assess your students' level. It can also be a useful and productive class if you ever find yourself substituting a class at short notice.

Author's remarks
This plan guides students to practice the simple present tense through a meaningful topic that allows them to find out more vocabulary on healthy and unhealthy habits and practice the speaking skill.

*Complete with the information about your students*

Grade	Length of lesson	Number of students	Average age		
6 <sup>th</sup>	1 hour 40 minutes	40	11-12		
Area		English level			
Rural X	Urban	A1 X	A2	B1	

*Select the curricular axe or focus*

Curricular Focus / Axes	
Environmental / Sustainability Education	
Sexual / Health Education	X
Construction of Citizenship / Democracy / Teenagers	
Globalization	

*Complete with information about the content and methodological approach of the plan*

Topic	Am I a healthy person?		
Module / Unit	Module 2: Health		
Language focus	Language Function	Language skills	Vocabulary



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	Describing healthy habits	Speaking Writing	eat junk food, rest, sleep less than 6 hours, exercise, drink water, eat fruits and vegetables, skip breakfast, wear uncomfortable shoes, drink soda, eat late at night, drink water, sedentarism
<b>Principles / approach</b>	Communicative approach		

*In "Aim", state what the learning goal is, in other words, what you want your students to achieve by the end of the session.*

*In "Subsidiary aims", relate the language skills (communicative and linguistic) students need to master in order to achieve the main aim of the lesson. Make sure the aims are learner-centred, specific, measurable, achievable, realistic, and action oriented.*

Learning objectives	
<b>Aim</b>	By the end of this lesson, students will be able to describe their healthy habits by performing on a short role play.
<b>Subsidiary aims</b>	By the end of this lesson, students will be able to ... <ul style="list-style-type: none"> <li>Recognize vocabulary related to healthy and unhealthy habits.</li> <li>Exchange information using simple present tense to talk about habits.</li> </ul>

*List all the materials needed for this plan. Please, do not include any picture or photograph.*

Materials needed
Suggested video 1. "Let's Talk - Healthy Habits" <a href="https://youtu.be/VPHGa09cFuE">https://youtu.be/VPHGa09cFuE</a> Board and erasable markers. Cards for pelmanism (eat junk food, rest, sleep less than 6 hours, exercise, drink water, eat fruits and vegetables, skip breakfast, wear uncomfortable shoes, drink soda, eat late at night, drink water, sedentarism)

*Write the name for each state of the plan. Then in the "Procedure", write a detailed description of what the teacher and students do at each stage of the session.*

*Be sure to be thorough so any teacher can follow this plan. Write the procedure in third person and present tense.*

*Use these conventions: T= teacher S= students Ss= students*

Stage	Procedure	Time and Patterns of interaction
<b>Warm up</b>	T shows SS video 1 <a href="https://youtu.be/VPHGa09cFuE">https://youtu.be/VPHGa09cFuE</a> about healthy and unhealthy habits.  Then, T asks the class to play a memory game (Pelmanism) in which T pastes on the board some cards with images of healthy and unhealthy habits and other cards with	15 minutes Individual work T-SS



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	the phrases ( <i>eat junk food, rest, sleep less than 6 hours, exercise, drink water, eat fruits and vegetables, skip breakfast, wear uncomfortable shoes, drink soda, eat late at night, drink water, sedentarism</i> ). SS have to match them with the correct pair. T models and helps SS with correct pronunciation the phrases.	
<b>Presentation</b>	T invites SS to play Chinese whispers with simple sentences in present simple using healthy and unhealthy habits. For this, SS are divided into two smaller groups and get in lines. T tells the last Ss on the line one sentence about healthy or unhealthy habits; this Ss passes the message to his/her classmate whispering to his/her ear. <b>For example:</b> <i>I eat junk food, I drink a lot of water.</i> The first Ss on the line has to go to the board and write down the sentence. Play 3 or 4 rounds and give feedback on the correct sentence and check pronunciation with them.	10 minutes Group work
<b>Practice</b>	T asks SS to work individually to write down 6 sentences using the previous phrases about healthy and unhealthy habits about themselves. <b>For example:</b> <i>I eat vegetables, I do sports, I sleep 4 hrs a night, I eat fast food, etc.</i> Then, T asks SS to go around the classroom and ask yes/ no questions to 5 or 6 classmates. <b>For example:</b> <i>Do you eat fast food? Do you sleep well?</i> T monitors SS' work and helps them with pronunciation and grammar issues.  T asks SS to work in pairs to create role-play in which one of them is a doctor and the other is a patient. Depending on the role chosen, each Ss asks questions about his/her healthy habits and gives recommendations to improve his/her health. T monitor SS' work and help them clarify doubts.	20 minutes Individual work Pair work  15 minutes SS-SS Pair work
<b>Production</b>	T calls out the pairs to the front to present their role plays. The other SS pay attention to the role plays to choose their favourite one.	30 minutes SS-SS
<b>Wrap-up</b>	T gives SS some feedback at the end of each/all the presentations.  <b>Peer assessment technique: Two stars and a wish:</b> <i>T asks SS to choose one group and think about 2 things that went well and give one suggestion for future presentations. T asks SS to write down these messages on a piece of paper and give it to the corresponding group.</i>	10 minutes Pair work

List a series of ideas of how this plan can be methodologically adapted so other teachers can implement it in their own educational context.

#### Implementation alternatives

Make sure you prepare enough cards with different phrases to play pelmanism.  
Consider that some activities can take more time than planned.  
Allow students to use the dictionary.  
Help your students with pronunciation.



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*Write the key word for each category based on the content of this plan. For example:*

*Topic: environment Skill: reading Linguistic: should Vocabulary: animals, environment*

Key words				
topic	Skill	linguistic	vocabulary	grade
Am I a healthy person?	<u>Speaking</u> Writing	Present simple	Expressions about healthy and unhealthy habits	6 <sup>th</sup>