



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	
Teacher's name	Juan Camilo Brito Gaviria
Email	caamiloafi@hotmail.com
School	Camara Junior

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
The purpose of this lesson plan is to build awareness regarding the environment and all the information students need to consider in order to take care of our planet and its natural resources. It provides contextualized information dealing with how students can teach their family members and friends how to save water.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age
6	60 minutes	36	10-12
Area	English level		
Rural	Urban x	A1 x	A2 B1

Select the curricular axe or focus

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

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

Topic	Saving water
-------	--------------



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

Module / Unit	4		
Language focus	Language Function	Language skills	Vocabulary
	Saving water and protecting rivers, lakes, and the ocean.	Speaking - Reading	Water, save, clean
Principles / approach	Task-Based Learning		

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	
Aim	By the end of this lesson, students will be able to identify environmental problems caused by the wasting of water and the lack thereof.
Subsidiary aims	By the end of this lesson, students will be able to ... <ul style="list-style-type: none">• Recognize daily actions/routines where people use water.• Find out ideas on how to save water in a reading text.• Express and discuss their own ideas on how to save water through presenting posters.• Build awareness regarding saving water.

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

Materials needed
Markers, poster, picture about saving water, vocabulary about saving water

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

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

Stage	Procedure	Time and Patterns of interaction
Pre-Task:	<p>T asks Ss to think about water, the T asks Ss to stand up and act like if everyone were a drop of water. T asks Ss, what would happen if we start taking out one by one? Ss then respond to the T's question to build a conversation in regards to saving water.</p> <p>T will give Ss a list of words about water and how to save it. Ss form groups of 6 people and then they need to choose 3 words and use them as sub-titles in order to make a poster to put on the wall. Each chosen word should be represented by a picture they need to draw which illustrates how water can be saved. Then, all groups will share and talk about their posters with the rest of the groups.</p> <p><i>Assessment: Learning walls. Ss will stick their posters on the wall to have a feedback from their peers and teacher.</i></p>	25 minutes T-SS SS-SS S-S Pair work Group work Individual work
Task-Cycle:	<p>Reading activity: DON'T WASTE WATER!</p> <p>T asks Ss to read the text in the text book individually and silently for 10 minutes.</p> <p>Ss can use their dictionaries to look for unknown vocabulary, although the text provides a glossary and some reading tips.</p> <p>T ask Ss to read the text again. then, mark the final statements true (T) or false (F)</p> <p>Some volunteers take turn to read aloud the statements and the correct option.</p> <p>T tell Ss they need to go around the classroom and find a poster that best depicts how they can save water and take care of it. T tells Ss to make a contrast between their poster and the poster they choose.</p> <p>After, they will present their ideas to the other groups and ask yes/no questions in order for the other groups to decide whether or not their ideas are true to the conservation of water.</p> <p><i>Assessment: Feedback sandwich: students are working in groups of 6 people and when they finish choosing another group's poster, they will socialize them with another group and will receive two positive comments on them and one thing they could improve.</i></p>	25 minutes T – Ss/ Entire class Ss-Ss
Post-Task	T tells Ss to write one (1) short phrase in their notebooks to illustrate how water can be saved from their point of view. That phrase should be	5 minutes T-Ss Ss-T

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

	used as much as possible outside of the classroom in order for them to teach other people the importance of saving and taking care of water. <i>Assessment: Ss will share their phrase with the T and teach him/her about the importance of saving water.</i>	
--	--	--

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

- Share more ideas about saving water and taking care of the planet.
- Include these kinds of topics in other areas in regards to transversality.
- Have a day in the school year to create a campaign about on awareness of saving water.
- Create many posters and put them on the walls of the school to build awareness in regards to saving water and taking care of the planet.
- Create sketches based on Ss posters and present them to parents at the end of the school year.

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
Environment	Speaking, Reading	To be	Water, save, clean	6

ss