



# TEACHER'S GUIDE

## RADIO EPISODE #6 ECO TEENS 2.0

### HANDMADE

**Dear teachers,  
welcome!**

**ECO Teens** is a transmedia program for teenagers and young people between the ages of 12 and 18 to enjoy on the radio or on the Colombia Aprende website [eco.colombiaaprende.edu.co](http://eco.colombiaaprende.edu.co) Rosita, Aleja, Ana and Lucho along with Julián, their English teacher, share their life projects, and help other young people become aware of how English can increase their opportunities in different disciplines such as technology, arts, tourism and sports.

This guide has been created as a tool to expand and use the contents of the Radio Program ECO Teens in a practical way. The first part of the guide presents the general structure of each episode. While the second presents an example of a lesson plan that can be used as suggested or adapted according to the needs of the learners.

#### STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Connected	Listeners of the show call and tell the ECO Teens about handicrafts.	<ul style="list-style-type: none"> <li>Experiences and sentimental value of handicrafts</li> </ul>	<ul style="list-style-type: none"> <li>Describing handmade products</li> </ul>	<ul style="list-style-type: none"> <li>I can identify multiple cultural traditions and expressions in a variety of regions in my country.</li> </ul>
Topic of the day	The ECO Teens panel talks about facts, opportunities, and experiences in the industry of creating hand-made products.	<ul style="list-style-type: none"> <li>The handicraft industry in Colombia</li> </ul>	<ul style="list-style-type: none"> <li>Talking about the handicraft industry</li> </ul>	<ul style="list-style-type: none"> <li>I value the tradition of my origins as part of my identity.</li> </ul>
Storytelling	Aleja tells the audience about one of the most traditional Colombian handicrafts: "Sombrero Vueltiao".	<ul style="list-style-type: none"> <li>Sombrero Vueltiao and its tradition</li> </ul>	<ul style="list-style-type: none"> <li>Describing processes</li> </ul>	<ul style="list-style-type: none"> <li>I identify and describe the steps of a process at an initial level.</li> </ul>
English around the world	Aleja introduces a set of descriptions of Colombian handicrafts by foreigners.	<ul style="list-style-type: none"> <li>The value of our culture for the world</li> </ul>	<ul style="list-style-type: none"> <li>Describing handmade products</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize the importance of creativity when completing a project.</li> </ul>
Let's Recap	The ECO Teens summarize the key points and expressions learned in the episode.	<ul style="list-style-type: none"> <li>Summary of key concepts and ideas</li> </ul>	<ul style="list-style-type: none"> <li>Listing key points</li> </ul>	

## LESSON PLAN

EPISODE #6	SECTION	ENGLISH AROUND THE WORLD												
<b>Learning objective</b>	At the end of the session, students will be able to talk about a valuable object at home and relate to its sentimental value.													
<b>Materials</b>	Audio of episode #6, a device to play the audio, the questions included below and the charts or drawings.													
STAGE	PROCEDURE													
<b>Before listening to the episode</b>	<p><b>Activate previous knowledge by asking questions such as:</b></p> <ul style="list-style-type: none"> <li>Do you like to go shopping? Do you help with errands at home? How often?</li> <li>Does anyone in your family know how to produce handicrafts? How did they learn?</li> <li>What's a typical product tourists get as a souvenir from your region?</li> </ul>													
<b>While listening</b>	<p><b>Listen to the section of the episode two times and explore the content.</b></p> <p><b>Act. 1.</b> The first time they listen, allow students to familiarize themselves with the section. Then, ask the following questions:</p> <ul style="list-style-type: none"> <li>Who are the three people speaking?</li> <li>Where are they from?</li> <li>How do they feel about the product they are describing?</li> </ul> <p><b>Act. 2</b> The second time they listen, ask your students to complete the following chart with the object, its origin and the words used to describe it:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #D9D9D9;"> <th style="width: 33%;">Object</th> <th style="width: 33%;">Origin</th> <th style="width: 33%;">Word used to describe it</th> </tr> </thead> <tbody> <tr> <td>Blanket</td> <td></td> <td></td> </tr> <tr> <td>Pot</td> <td></td> <td></td> </tr> <tr> <td>Mochila</td> <td></td> <td></td> </tr> </tbody> </table> <p><b>Act. 3</b> After they listen, ask your students to write down the names of the three people (Gayathri Agarwal in India, Aiko Nakamura in Japan, and Abigail Elkayim in Israel) as they believe it's correct – play the audio one more time if necessary. Then, spell the correct form of each name. Alternatively, you can ask different students to take turns spelling their names and last names. Use the opportunity to highlight the importance of names in traditions and cultures around the world.</p>		Object	Origin	Word used to describe it	Blanket			Pot			Mochila		
Object	Origin	Word used to describe it												
Blanket														
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<b>After listening to the episode</b>	<p><b>Have students use the language they have learned.</b></p> <p>Ask students to draw a sketch, take a picture or download an image of an object they have at home which is valuable to them or to their families – a piece of art in the living room, a piece of jewelry, a piece of pottery or cookware they have inherited for example. Then, students should ask their relatives about their sentimental value, origin or why they like it and report in a short paragraph using description words as the one used in this episode. (You can prepare this activity in advance by asking for the material before the session).</p>													

## EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
<p>Students describe an object in their surroundings without telling its name. Then, their classmates must guess in 5 attempts or less what the object is. The winner gets to describe a new object.</p>	<p>Ask students to gather in groups and play one of the missions in the app Be(the)1: Challenge. Then, they need to describe as a tourist the type of object they have unlocked after winning (Missions 1 and 3 are encouraged to be used).</p> <p>If devices are not available, bring pictures of Colombian handicrafts from the Internet, assign one to each group and have them present in stations.</p>	<ul style="list-style-type: none"> <li>Have students listen to the rest of the episode and complete the Learners' Guide #6.</li> <li>Challenge students to answer the following questions in English:                             <p style="margin-left: 20px;"><b>Are you good with your hands? Are you good at making or repairing things? Could you sell some of your creations or start your own business?</b></p> </li> </ul>