



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	Isabel Cristina Pinto Garcés
Email	Isito314@hotmail.com
School	Nacional Jesús María ocampo

*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 gives learners the opportunity to use English in context and also to express their thoughts about common situations for them, so that they can talk about their feelings and also provide solutions to a problem.

*Complete with the information about your students*

Grade	Length of lesson	Number of students	Average age
10	3 hours	30	15
Area		English level	
Rural	Urban X	A1 X	A2 B1

*Select the curricular axe or focus*

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

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

Topic	School problems and how to handle them		
Module / Unit	EP2. Unit 3- Lesson 8- Pages 38-39		
Language focus	Language Function	Language skills	Vocabulary



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	Expressing viewpoints about school problems and presenting solutions	Reading Writing Listening Speaking	Bullying Anxiety Peer pressure Drugs Pregnancy
<b>Principles / approach</b>	Meaningful 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	
<b>Aim</b>	By the end of this <u>lesson</u> , students will be able to identify and express their point of view on the most common school problems providing ideas for the possible solutions or prevention of them.
<b>Subsidiary aims</b>	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> <li>● Identify vocabulary related to school problems.</li> <li>● Use present tense structures to express ideas about school problems.</li> <li>● Communicate oral/written ideas effectively when developing activities in teams.</li> </ul>

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

Materials needed
Dictionary -English Please 2 -Paper -Audiovisual aids

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> Ice-breaker	<b>Unscramble the vocabulary</b> T asks SS to organize in 5 groups. Teacher is going to write some scrambled words related to school problems such as bullying, anxiety, peer pressure, drugs, pregnancy.	15 minutes Group work



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	<p>A representative from each group has to come to the board and try to unscramble the words. The winner is the team who gets 5 points.</p>	
<p><b>Introduction:</b> Introducing language Pre-?</p>	<p><b><u>Background experience on the topic.</u></b> T asks SS about the main social problems they know. T asks SS: What do you think is the biggest problem at school? SS can make a list in pairs on their notebooks. Have you had any of these problems? Which ones? SS discuss their answer in pairs and later share some thoughts with the group. How did you deal with it/them? SS reflect about it in pairs. T and SS write on the board the top 10 of the most common problems at school.</p>	<p>35 minutes Pair work. Pair work-group work. Pair work.</p>
	<p><b><u>Assessment:</u></b> SS write individually two questions in a piece of paper related to a specific school or community problem (It can be something related to personal experience, point of view, possible solutions, among others). SS put the papers on a bag and some volunteers come to the front, take out a question and try to answer to it orally. T checks pronunciation.</p>	<p>T-SS SS-SS</p>
<p><b>Practice:</b> Controlled practice While-?</p>	<p><b><u>Work on the EP2</u></b> SS work on page 38, exercise 1 where they identify the main problems in their community or city. SS share their thoughts with the group. SS match the social problems according to exercise 2 in Page 38. SS listen to an interview according to page 39, exercise 4 and answer the questions from exercise 5 related to a specific social problem. After SS solve this exercise, they share their answers in pairs.</p>	<p>25 minutes Individual work. Pair work.</p>
	<p><b><u>Assessment:</u></b> T asks SS about the main ideas from the audio.</p>	<p>T-SS</p>
<p><b>Production:</b> Freer practice Post-?</p>	<p><b><u>Performance</u></b> T asks SS to create in groups of 3 or 4 a sketch related to one of the main problems at school and that reflects a possible solution or way to prevent that situation. They can try to perform some situation that happened to one or all of them at school in any moment. T first checks SS scripts and gives the time for them to practice and present it to the whole group.</p>	<p>80 minutes Group work. T – SS</p>
	<p><b><u>Assessment:</u></b> After this activity, teacher is going to give each team a piece of paper for learners to write a “Feedback sandwich” about the performance of each group to encourage learners’ into the learning process. They can share their thoughts by reading what they wrote.</p>	<p>10 minutes SS-SS</p>



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	<p>Teacher is also going to assess learners' sketch in the following way:</p> <table border="1" data-bbox="344 470 1175 709"> <thead> <tr> <th>CRITERIA</th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td>Learners work collaboratively in their teams.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Learners' present the school problem and reflect on the possible solutions appropriately.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Learners communicate effectively their ideas in English.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Learners' pronunciation was clear.</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	CRITERIA	1	2	3	4	5	Learners work collaboratively in their teams.						Learners' present the school problem and reflect on the possible solutions appropriately.						Learners communicate effectively their ideas in English.						Learners' pronunciation was clear.						<p>10 minutes T-SS</p>
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<p><b>Wrap-up</b></p>	<p><b>Feedback</b> T gives SS some tips on pronunciation according to what SS say in class. T clarifies doubts and asks SS about the importance of today's lessons and how they can apply this to their actual situation.</p> <p>Teacher gives students a piece of paper individually and asks learners to write what they learned in today's class and what they think they need to practice more in order to improve. They don't have to write their names.</p> <p><b>Homework</b> T asks SS to write a 10 line reflection about today's lessons taking into account that all of them can contribute to solve or stop any school problem if they work in team.</p> <p><b>Self-assessment</b> T asks SS to self-assess about their own efforts raising their hands for YES, NO, or SOMETIMES I NEED HELP when teacher reads the following "can do statements".</p> <ol style="list-style-type: none"> <li>1. I can identify vocabulary related to school problems.</li> <li>2. I can talk about main school problems.</li> <li>3. I can give ideas about how to solve some problems at school.</li> </ol>	<p>5 minutes T- SS</p> <p>1 minute.</p> <p>4 minutes T-SS</p> <p>5 minutes T-SS</p>																														

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
<p>I work at an urban school and the problems identified by students can be very different but I think the lesson still applies for any context. May be a more engaging activity could be for students to create a reportage or a video presenting the most common problems at their school or community.</p> <p>Learners can also write about their feelings on any particular situation they experienced or observed at school and that affected them directly or indirectly.</p> <p>They could also make a campaign at school.</p>

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



La educación  
es de todos

Mineducación



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

Key words				
topic	skill	linguistic	vocabulary	grade
School Problems	Reading Writing Listening Speaking	Present tense	Bullying Anxiety Peer pressure Drugs Pregnancy	10 <sup>th</sup>