INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
| **Teacher´s name** | **Carolina Sánchez Pulido** |
| **Email** | [carolinasanchezpulido@gmail.com](mailto:carolinasanchezpulido@gmail.com) |
| **School** | **IED VASALICE** |

*Select the type of plan*

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| --- | --- | --- | --- |
| **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 Ss a chance to know about you, their new teacher, and it also gives you a valuable opportunity to assess your Ss' level. It can also be a useful and productive class if you ever find yourself substituting a class at short notice.

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| **Author’s remarks** |
| This activity plan focuses on Social values as 11th graders are finishing High School. This planning also promotes reading comprehension about the topic. Finally, the Classroom Assessment Technique (Application Cards) that is suggested provides teachers with information that will show them whether the students have just memorized the material or if they know how they could use it. |

*Complete with the information about your Ss*

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| **Grade** |  | **Length of lesson** | **Number of Ss** | | **Average age** | |
| **eleventh** |  | **75 minutes** | 35 | | 15-16 | |
|  | **Area** | | **English level** | | | |
| Rural |  | Urban X | A1 | A2 x | | B1 |

*Select the curricular axe or focus*

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| **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*

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| --- | --- | --- | --- | --- |
| **Topic** | Social values | |  |  |
| **Module / Unit** | Democracy and Peace | |  |  |
| **Language focus** | Functional language |  | Language skills | Vocabulary |
| Expressing actions for reconciliation | Reading  Speaking  Writing | | Social values:  Peace, cooperation, honesty, equality, tolerance, unity, respect. |
| **Principles / approach** | Communicative Approach | |  |  |

*In “Aim”, describe the most important thing you want your Ss to achieve by the end of the session. In “Subsidiary aims”, relate the language skills (communicative and linguistic) Ss need to master in order to achieve the main aim of the lesson. Make sure the aims are learner-centered, specific, measurable, achievable, realistic, and action oriented.*

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|  | **Learning objectives** |
| **Aim** | By the end of this lesson, students will be able to express actions for reconciliation |
| **Subsidiary aims** | By the end of this lesson, Ss will be able to …   * Recognize social values as citizens. * Respect differences * Recognize vocabulary related to social values. * Use first conditional correctly. |

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

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| **Materials needed** |
| Cards  Copy of each value for the Rainbowing activity.  Poster sized paper, colours, markers.  Copy of Graphic Organiser  Copy of Application card |

*Write the name for each state of the plan. Then in the “Procedure”, write a detailed description of what the teacher and Ss 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.*

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| **Stage** | **Procedure** | **Time and interaction** |
| Pre-reading | Before class starts, T has pasted around the classroom some images that describe social values.  T asks Ss to get in groups of three people.  T gives groups two words and asks them to stand up and match them with the corresponding social value. If Ss do not know the meaning, T can mime, define or give examples of the word.  T checks answers by moving to each image, reading the words around it and asking Ss if they are correct. If some Ss do not know the meaning of a word, T asks Ss who pasted the words to help their classmates understand it. | 5 minutes  Group work  5 minutes  T-Ss  SS-Ss |
| Reading | Rainbowing Activity:  T gives Ss a piece of paper with information about a social value (See Appendix 1).  T asks Ss to get organised according to the value they got.  T asks Ss to read the information, talk about it, reflect about the actions they can take regarding that value.  In the groups, T asks Ss to give themselves a number.  T asks Ss to regroup again according to the given number.  In the new groups, Ss will share the information about the value.  T provides Ss with a graphic organiser so that Ss can complete it by using the information their classmates share.  T checks comprehension by asking Ss to summarise what each value is about and its possible application in daily life. | 15 minutes  Group work  20 minutes  Group work  5 minutes  Whole class |
| Post reading | The Weekly Social Values Challenge:  In the same groups, T asks Ss to design their own Weekly Social Values Challenge that promotes a social value each day of the week.  T provides Ss with a poster sized paper to design it.  Ss include the social value on each day of the week and one action that will show the implementation of the value.  T asks Ss to paste their weekly social values challenge on the wall around the classroom. | 15 minutes  Individual work  10 minutes  Individual work |
| *Assessment: Application Card:*  T hands out the cards to the students and allows them about 10 minutes to respond anonymously.  T asks Ss to complete the chart in the card. (See Appendix 2)  T collects the cards and will use them next class if they need support or more help about the topic. |

*List all a series of tips of how this plan can be adapted so other teachers can implemented in their own educational context.*

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| **Inspiring tips for other teachers who want to implement this plan** |
| Teachers can also add more values, according to the current situation of the country, the city, the school or the group of students.  Teachers can ask students to paste their posters around the school to promote those social values.  Teachers can focus on one of the values and motivate students to start taking actions to promote them.  Teachers can think of creating a Social Values Campaign in the school. |

*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*

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| **Key words** | | | | |
| **Topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| **Social Values** | Reading  Speaking  Writing | Simple present  Going to | Social values | 11th |

Appendix 1: Rainbowing

**UNITY**

Unity is being together.

Unity is doing something with other people at the same time.

Unity is working together to reach the same and shared goal.

Unity makes things easier.

Unity makes you feel like a family.

**TOLERANCE**

Tolerance is accepting differences.

Tolerance is accepting others that are different from you.

Tolerance is recognising that we are unique and are not the same.

Tolerance is respecting others’ views.

Tolerance is being patient, understanding and accepting of anything different.

**PEACE**

Peace is friendship and harmony.

Peace is being calm inside.

Peace is having positive feelings inside.

Peace is having positive ideas about myself and others.

Peace is having good relationships with others.

**COOPERATION**

Cooperation is helping each other.

Cooperation is working together for the same goal.

Cooperation means sharing with others.

Cooperation moves you to help others in need.

Cooperation means working in harmony with others.

**RESPECT**

Respect is feeling good about yourself.

Respect is listening to others.

Respect means you treat others kindly and use good manners.

Respect means that you care about others’ well-being and how they feel.

Respect is thinking and acting in a positive way about yourself or others.

**EQUALITY**

Equality is having the same rights.

Equality means treating others correctly.

Equality means treating others the way you’d like to be treated.

Equality means respecting others.

Equality is not discriminating.

Appendix 2: Application Card:

Write the social values you learnt about and their possible applications in daily life (family, neighbourhood, school, and town).

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| **Social Values** | **Possible Applications** |
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