INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
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*Select the type of plan*

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
|  |  | x |  |

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| **Author’s remarks** |
| This plan invites teachers to take into account different factors such as the students’ school context, familiar issues and motivations that could affect the development of the class and the learning process. In this sense, teachers who want to make the difference should create a good environment in the classroom that promotes learning and motivation to participate in the different activities proposed. |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **6TH** | **4 hours** | 30 | | 11-12 | |
| **Area** | | **English level** | | | |
| Rural x | Urban | A1 x | A2 | | B1 |

*Select the curricular axe or focus*

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| **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*

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| **Topic** | **My Body is an Amazing Machine.** | | |
| **Module / Unit** | Module 2. Health: Healthy Habits, Unit 1 | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Describing actions/ Describing Cause and Effect. /Describing people, places, and things | Writing  Reading  Speaking  Listening | Drink water  Sleep well  Feed properly  Do physical activity  Good hygiene habits  Avoid conflicts or stress situations  Disconnect from the cell phone and social networks  Read  Dedicate time for yourself  Unhealthy habits  Smoke  Work in excess  Do not sleep  Skip meals  Alcohol or medication abuse  Eat excess sugar and processed foods  What healthy habits do you have?  What unhealthy habits do you have  Do you smoke?  Do you drink alcohol?  Do you exercise? |
| **Principles / approach** | Task based learning | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to write about their healthy physical habits in the urban and rural areas by elaborating simple recommendations and short texts. |
| **Subsidiary aims** | * By the end of this lesson, students will be able to understand descriptions of body problems using the descriptive adjectives and simple present tense. * By the end of this lesson, students will be able to write simple recommendations to protect our bodies using the descriptive adjectives and simple present tense. |

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| **Materials needed** |
| Word bank labelling pictures  Crossword exercises  Search word exercises  USB or Tracks and a play recorder  Tv  Readings and grammar exercises.  Word bank lists  Rubrics  Student book  checklists  workbook  Photocopies  Board |

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| **Stage** | **Procedure** | | **Time and Patterns of interaction** |
| **Warm up:**  Ice-breaker | T asks Ss to ….   * Teacher greets the students by name as they enter the classroom and gesture for them to sit down around to make a circle. * Then the teacher introduces the topic and writes the learning objectives on the board. * Teacher asks Students to write down a few facts about themselves related to health no matter if they are healthy, or unhealthy * For example:   I rarely drink water  I love to eat salads for lunch  I’m a junk food junkie   * Once the students are done, they have to cut up each statement into a strip of paper and you distribute them randomly throughout the class to the other students. Then, they have to find matches for their papers by asking the correct questions. * At the end of the game, Teacher praises students for their good job or motivates them to try harder next time | | 5 minutes  Teacher-SS  Pair work  Group work  Individual work  10 minutes  10 minutes  Student- student  5 minutes  Teacher to students |
| *Assessment: self-assessment, classroom assessment. Questionnaire* | |
| **Introduction:**  Introducing language | * Teacher asks Students to watch the next video“ Healthy and Unhealthy habits”   <https://www.youtube.com/watch?v=1G2f64Yw_-8>   * After that the Teacher asks students to name some healthy and unhealthy habits. * Students report in a written way what healthy and unhealthy habits they have on their daily lives. * Students read to the class their written reports. * Teacher asks some guiding questions to encourage students to follow the model and answer the question: * What healthy habits do you have? * What unhealthy habits do you have * Do you smoke? * Do you drink alcohol? * Do you exercise?   . | | 20 minutes  Individual work  Teachers to students  Students to students  15 minutes  Individual work  Individual work  10 minutes  20 minutes  Teacher –student  Student- student |
| * *Assessment:* * Students have to answer the following questionnaire:   <http://www.arcind.org/wp-content/uploads/2013/06/Healthy-Habits-Assessment.pdf> | |
| **Practice:**  Controlled practice | * Teacher asks students to present a RAFT <https://www.nbss.ie/sites/default/files/publications/raft_strategy.pdf> with the following situation **“you are a high development physical soccer training, this way you should advise the soccer player to follow some healthy habits and avoid unhealthy ones to be a superstar” !** * Teacher divides the class into groups to 3-5 students * Firstly, Teacher asks students to classify habits for competition * Then students present their RAFT. * Teacher prepares some flashcards in which there are some healthy and unhealthy habits. * Teacher sticks on the board 3 headlights and explain the students they are going to play a game. * This game consists on to stick the flash card according to the habit, this way if this is a healthy habit they have to stick it on the green light, if it is a neutral habit they have to stick it on the yellow light and if it is an unhealthy habit they have to stick the flashcard on the red light. * The ones who complete the headlights first win the competition. * At the end Teacher also sticks a star in the headlight of the team that finishes first. * Teacher encourages student groups to express orally healthy and unhealthy habits pasted on the board. * At this point the teacher discusses with students some situations in which accidents and health problems could happen then students listen to the track 28 on the student book way to go and the teacher asks them some questions to check listening for understanding. * On the next **listening activity** students have to tick the word they hear (the track is repeated so the students can check their answers. During this activity the teacher checks pronunciation as well. | | 15 minutes  Teacher -student  10 minutes  ss-ss  T-S  SS-SS  15 minutes  Group work  25 minutes  Ss ss  T.S  15minutes  10 minutes  T-SS  10 minutes  15 minutes |
| *Assessment: self-assessment.*  Directions: Put a DO or DON'T in front of each statement. Do you consider a healthy habit:  1. \_\_\_\_\_\_ eat and drink at the same time.  2. \_\_\_\_\_\_ chew with your mouth open.  3. \_\_\_\_\_\_ put elbows on the table.  4. \_\_\_\_\_\_ wipe your mouth with the corners of your napkin.  5. \_\_\_\_\_\_ sit up straight while eating.  6. \_\_\_\_\_\_ eat and talk simultaneously  . 7. \_\_\_\_\_\_ place your silverware on the table after use  . 8. \_\_\_\_\_\_ place your napkin in your lap before eating.  9. \_\_\_\_\_\_ make loud eating noises.  10. \_\_\_\_\_\_ escort a girl to her seat. | |
| **Production:**  Freer practice | **Extension activities / Homework**   * Teacher Divides the class into two groups and then in groups of 4 students * Assign each group to the good food or bad food category * Students will use magazines and grocery store advertisement to find food in their category. * Student will be asked to cut out their food choices and make a group collage * Teacher directed sharing of collages. * Groups will count and present the number of food items in their collages. * **Final task:** work on a visual campaign to promote healthy habits for that purpose they will be identifying the body parts, describing accidents and injuries and suggesting ways to prevent accidents based on the raft activity they previously worked on. | | Group work  25 minutes |
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| **Wrap-up** | * Teacher gives Students instructions to give and advice to a classmates they choose about healthy habits. * Students write their advice on a sticky note * Teacher asks students to exchange advice and read it out aloud.   **Wrap Up**: **Feedback:** the teacher along with his/her students talk about the positive and negative aspects of the lesson and the best way to overcome these difficulties. | |  |
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| **Implementation alternatives** |
| Teacher can expand this lesson plan by creating a lesson plan related to a health fair using a Project-based approach. |

*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** |
| **HEALTH** | Writing  Listening  Reading  Speaking | Simple Present | Drink water  Sleep well  Feed properly  Do physical activity  Good hygiene habits  Avoid conflicts or stress situations  Disconnect from the cell phone and social networks  Read  Dedicate time for yourself  Unhealthy habits  Smoke  Work in excess  Do not sleep  Skip meals  Alcohol or medication abuse  Eat excess sugar and processed foods  What healthy habits do you have?  What un healthy habits do you have  Do you smoke?  Do you drink alcohol?  Do you exercise? | Sixth |