INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
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| **School** | **Alfonso Jaramillo Gutierrez** |

*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 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.

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| **Author’s remarks** |
| This plan gives the students the chance to identify healthy and unhealthy habits and express their ideas about it through crafting. It can also provide a space where students can learn while having fun. |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| 6th | 3 hours | 24 | | 10-12 | |
| **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** | X |
| **Construction of Citizenship / Democracy / Teenagers** |  |
| **Globalization** |  |

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

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| --- | --- | --- | --- |
| **Topic** | Healthy and unhealthy habits | | |
| **Module / Unit** | Module 2. Health | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Expressing healthy and unhealthy habits |  |  |
| **Principles / approach** | Communicative approach | | |

*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.*

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to describe personal care habits and routines by means of a brochure. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Exchange information about routines, likes and interests. * Build simple questions about routines, likes and interests orally and in writing. |

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

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| **Materials needed** |
| Card boards for each student, colour markers and pencils, old magazines, scissors, glue. |

*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*

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up** | T invites SS to split the group in half, so there are two teams. Then, T invites a volunteer from each group to go front and take a paper from a bag that contains small papers with different actions (*take a shower, brush teeth, cook, do homework, etc*). SS take turns to make the mimics of those actions. The groups must guess the action. The group that guesses more actions at the end, gets extra positive points for a next activity. T monitors SS actions and establishes clear rules (*for example, the SS making the mimics cannot say any word, SS guessing the action only have 3 attempts to guess, etc*.) There might be 4 rounds per group. Add an extra round if there is a tie. | 15 minutes  SS – SS  Group work |
| **Introduction** | SS complete a week chart where they write key words about their daily routine from Monday to Sunday. ([**Appendix 1**](#Ap1)). Then, based on the actions they write on the chart, they create a short paragraph describing their daily routine.  Then, SS get in pairs and compare their daily routines with their classmates. T asks the SS to decide who is the healthiest partner based on the activities described in the daily routine.  After, T asks the SS to write a list of healthy and unhealthy habits they know, including the ones mentioned by the partners. Then, T asks some SS to go to the board and write some of them. T complements with some other healthy habits if needed. | 20 minutes  Individual work  5 minutes  Pair work  5 minutes  Individual work  SS – T |
| **Practice** | T asks the SS to make a brochure where they write healthy and unhealthy habits. For this, T asks SS to get in pairs and have the materials ready (magazines, cardboard, markers, colour pencils, scissors, glue…). T asks to divide and fold the cardboard in three parts: first part as a cover side, second side to describe healthy habits and third side to describe unhealthy habits. SS write lists describing both types of habits. They decorate the brochure as they wish.  ***Classroom assessment technique: Green and red cards****. T provides 2 small cards of green and red colour each. T explains that whenever they are ready to continue with the next activity, they need to show the green card; otherwise, if they need extra time, they raise the red card. In this way, T can control the time SS take for developing the brochure.* | 30 minutes  Pair work |
| **Production** | T asks SS to get together with another pair of SS to show and explain the brochure they made. They can change partners two or three times more. Then, the whole group votes for the best 2 brochures in the class. | 30 minutes  group work |
| **Wrap-up** | T asks SS to choose one brochure, this time the want they individually liked the most to carry out the peer assessment technique ***two stars and a wish*.** This consists on providing feedback to a partner by writing on a piece of paper two positive things about the brochure and explanation, and an aspect they would like the partner to improve.  Finally, T asks SS to carry out the ***one-minute paper technique*** in order to describe and explain how they feel after the activity. T gives a small piece of paper and tells them they have one minute to write their answers. Then, T asks SS to put their papers in a box or bag. Later, T reads the papers, analyse the information provided, reflects upon it and takes it into account for the next lesson. | 30 minutes Group work  5 minutes  Individual work |

*List a series of ideas of how this plan can be methodologically adapted so other teachers can implement it in their own educational context.*

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| **Implementation alternatives** |
| You can ask the students to draw their images in case you do not have old magazines.  Students previously have to write down the healthy and unhealthy habits using the modal can and can’t.  You can make an extension of this lesson by inviting students to create a school campaign in which they raise awareness on the importance of having a healthy diet by identifying the healthy and unhealthy food. |

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| **Time** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| **Morning** |  |  |  |  |  |  |  |
| **Afternoon** |  |  |  |  |  |  |  |
| **Evening** |  |  |  |  |  |  |  |

*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** |
| Personal care habits | Writing | Can  Present simple | Daily routines | 6th |
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**APPENDIX SECTION**

**Appendix 1. Week chart**