INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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*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.

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| **Author’s remarks** |
| This plan gives the students a chance to be aware about some environmental issues and some methods to take care of the environment. It also gives them a valuable opportunity to create consciousness in the classroom or even in the school.  |

*Complete with the information about your students*

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| --- | --- | --- | --- |
| **Grade** | **Length of lesson** | **Number of students** | **Average age** |
| 6th | 2 hours | 35 | 11-13 |
| **Area** | **English level** |
| Rural  | Urban X | A1 X | A2  | B1  |

*Select the curricular axe or focus*

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

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

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| --- | --- |
| **Topic** | One world, so let’s take care of the environment! |
| **Module / Unit** | Module 3 / Sustainability |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Comparing and contrasting methods to take care of the environment |  | Environment, reducing, reusing, recycling, pollution, deforestation, waste, garbage, turn off the lights, ride a bicycle, water. |
| **Principles / approach** | Task based 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.*

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| **Learning objectives** |
| **Aim** | By the end of this lesson, students will be able to compare different methods to take care of the environment in different regions and countries. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …* Analyze different methods that could be applied in our context.
* Use the simple present to describe methods to take care of the environment in the school.
 |

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

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| **Materials needed** |
| * Suggested Video about taking care of the environment <https://youtu.be/V0lQ3ljjl40>
* Flashcards related to take care of the environment
* Chart paper
* Colour Markers and pencils
* Bilingual dictionary
* Fly swatters or notebooks
 |

*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 asks SS to stand up and move around the classroom while some background music is being played. T stops the music one first time; all SS ask T: *How many pets do you have?* T could answer something like: *I have four pets*. According to the number given, SS get in groups. T can have SS do a second round, so T plays the music again for SS to walk around. Then, T stops it and the process is repeated again. This time, T might answer *I have five pets,* so SS get in groups of five.Then T provides an environmental issue to each group formed at the end of the previous activity (deforestation, ocean trash, water pollution), in order to write 3 sentences to describe the issue according to what they know. SS have to make a drawing that represents the issue.Later, each group presents the drawing and the sentences. The group that guesses all the issues gets some candies as a reward.  | 15 minutesT- SSGroup work |
| **Pre-task** | T shows a video about how to take care the environment <https://youtu.be/V0lQ3ljjl40>. Then SS give some opinions orally about the video. Later, the T explains some flashcards ([**Appendix 1**](#Ap1)) that include related vocabulary (*reduce, reuse, recycle*), and some useful phrases (*turn off the lights, don’t waste water, recycle paper, etc.)* that SS need for the task. SS take notes of the vocabulary and examples provided by T. | 15 minutesT-SSIndividual work |
| **Task cycle** | Using the previous input, in the same groups, SS create a comic on chart paper where they state some actions using imperative sentences about how to take care of the environment focusing on the specific environmental issue that T designated them before (*close the faucet when you finish washing your hands, don’t throw garbage on the street, don’t throw waste on the rivers, ride your bicycle, recycle, etc*.).  | 20 minutesGroup workSS-SS |
| ***Peer Assessment technique: two stars and a wish:*** *T asks SS to choose a group and give them feedback orally: two positive comments (stars) and an aspect to improve (wish).* |
| **Post-task** | In the same groups, with the help of T, SS design and write 3 specific questions about the actions people should take to care for the environment. SS must not answer the questions. T monitors SS’ work, clarifies doubts and invites SS to use dictionary.Once the questions are finished, T asks SS to use them to interview 3 people (a classmate, a teacher or school cleaner) in the school. T allows SS to go around the school and record videos of the interviews. T accompanies SS to monitor SS’ work. When T notices SS have finished their interviews, T asks SS to go back to the classroom and share the videos with the class. | 20 minutesGroup workT-SSSS-SS20 minutesGroup workSS-SS20 minutesGroup workSS-SS2 minutesIndividual work |
| ***Classroom assessment Technique: one-minute paper:*** *When SS return to the classroom, T writes on the board two prompts for SS to complete:**1. In this class, I learn …* *2. I enjoy … about this class.**SS write their opinions on a piece of paper that T collects for future reflection and improvement of this lesson.*  |
| **Wrap-up** | T invites SS to play the fly swatter game. This game consists on having T write 5 key words on the board related to the topic of this lesson (*recycle, waste, water, turn off, deforestation*). Then, T asks the class to make two groups. Each group chooses a leader. The leaders stand near the board holding a fly swatter (or a notebook) in their hands. These leaders must face their classmates so as to give the back to the board. T tells the leaders the instructions and rules for the game: T will tell them a statement whose answer is one of the words written on the board. They cannot hit each other with the fly swatters, and they cannot turn around before the statement is made by T. Now the game begins. T says the first statement: “*this word is used to talk about something we should not throw on the rivers*”, as soon as T finishes saying this, the leaders turn around and hit the correct word (waste) with their fly swatter (notebook). The first one to hit the right word wins a point for his/her team. T is free to choose vocabulary and elaborate statements according to the items he/she wants SS to practice). | 10 minutesT-SS |
| ***Self-assessment technique: Can-do statements:*** *SS answer some questions about the lesson* **(**[**Appendix 2**](#Ap2)**)***. The questions are not only about grammar but also about the other activities developed.* |

*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** |
| According to your context, you can decide on some common environmental issues you find in your school. You can have an extension of this lesson by implementing this engaging activity: having the class get into small groups to recycle during the week; the group that has the best performance on this activity and presents a report in the English class will get extra points. |

*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** |
| One world, so let’s take care of the environment!  | Writing | Imperatives Present simple | Environmental actionsNatural resources3Rs | 6th |

**APPENDIX SECTION**

**Appendix 1: Flashcards about** **methods of taking care the environment**

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| --- | --- | --- | --- |
| **Insert an image** **Reduce** | **Insert an image****Reuse** | **Insert an image****Recycle** | **Insert an image****Biodegradable waste** |
| **Insert an image** **Non-biodegradable waste** | **Insert an image****Recycling bin** | **Insert an image****Trash can** | **Insert an image****Compost bin** |
| **Insert an image** **Plastic** | **Insert an image****Rotten fruits** | **Insert an image****Soda can** | **Insert an image****Diapers** |

**Appendix 2: Can and Can’t do statements**

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| --- | --- | --- |
| Statement | Yes, I can | No, I can’t |
| Talk about the environment |  |  |
| Talk about the 3 R’s (reduce, reuse, recycle) |  |  |
| Write tips about the care for the environment using imperative sentences. |  |  |
| Ask and answer questions about environmental issues and how to take care of the environment |  |  |
| Identify vocabulary related to the topic |  |  |