INSPIRING TS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **School** | **IE FUSCA** |

*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 activity plan focuses on the listening skill. Moreover, this activity fosters awareness about differences between people and highlights some values such as tolerance and respect. Additionally, some formative assessment techniques are suggested to make learners be more involved in their learning process.  |

*Complete with the information about your Ss*

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| **Grade** | **Length of lesson** | **Number of Ss** | **Average age** |
| **7th** | **60 minutes** | 35 | 14 |
| **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** |  |
| **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** | We are all different |
| **Module / Unit** | Democracy and Peace |
| **Language focus** | Functional language | Language skills | Vocabulary |
| Talking about differences between people.  | Listening Speaking |  |
| **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, Ss will be able to talk about people’s diversity and differences  |
| **Subsidiary aims** | By the end of this lesson, Ss will be able to …* consolidate vocabulary related to personality and physical description.
* use adjectives correctly.
* respect other people’s differences.
 |

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

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| **Materials needed** |
| **- Story: I’m quite Unique:** <https://www.youtube.com/watch?v=rt1xGDnOyVo> **- Cardboard, markers, colours.** **- Focused Listing template** |

*Write the name for each state of the plan. Then in the “Procedure”, write a detailed description of what the T and Ss do at each stage of the session. Be sure to be thorough so any T can follow this plan. Write the procedure in third person and present tense.*

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| **Stage** | **Procedure** | **Time and interaction** |
| Pre-Listening | High-Five!T asks Ss to make a big circle. T tells Ss he will say some characteristics and students who have those characteristics must go to the centre, raise their right hand, shout “High-Five” and change places. Some statements T can say: * I have curly hair.
* I am wearing jeans.
* My eyes are black.
* I am tall.
* I am short.
* My hair is straight.
* My nose is small.

After playing this, T elicits from Ss the topic of the lesson bys asking: 1. What characteristics did we mention in the previous activity?
2. Do we have the same characteristics than our friends?
3. Do you think you are unique?
4. What makes you unique?
 | 5 minutesT-Ss5 minutesT-Ss |
| While Listening | T asks Ss to make groups of 4 people. T tells students they will listen to a story and organise the images (Images should be taken from the video as screenshots). Story is taken from youtube: <https://www.youtube.com/watch?v=rt1xGDnOyVo> T checks answers and clarifies vocabulary.  | 10 minutesT-SsGroup work (3 students) |
| Post Listening | We are all different: T asks Ss to walk around the classroom. He tells them that he will say: “Students are coming” and they should ask: “How many?”. T will say a number and according to it, Ss should get in groups. T tells Ss they will mention a difference they find between them and the students in the group. Ss write those statements on cardboard whose title is: We are all different!Ss paste their papers on the wall and make a walk exhibit to read the statements their classmates wrote. T asks Ss to mention aspects that make them unique.  | 10 minutesT-SsSs-Ss15 minutesT-Ss10 minutesWhole class5 minutesIndividual work |
| Assessment: Focused Listing (See Appendix 1)T asks Ss to work individually. T gives Ss a graphic organiser for them to complete it. T asks Ss to write the statement: “We are all different” in the centre.Then, T asks Ss to complete the graphic organiser with words they learnt in class. T asks Ss to read the words to the person next to them.  |

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

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| **Inspiring tips for other Ts who want to implement this plan** |
| This is a great lesson to make students be aware of the differences. Teachers should pay attention to the vocabulary used to describe people and should foster the use of positive words. Teachers can make the graphic organiser for the Focused Listing Assessment Technique on the board. Teachers can also change the task and ask students to create a collage in which they represent how different they are from each other.  |

*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** |
| **Democracy** | Listening, Speaking | Verb to be present | Adjectives  | 7th |

Appendix 1: Focused Listing

