INSPIRING TS

ELT PLAN TEMPLATE

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| **Author** | |
| **Teacher´s name** | *Valentina Correa Zacipa* |
| **Email** | [*Tina2402@outlook.com*](mailto:Tina2402@outlook.com) |
| **School** | *Institución Educativa Monteloro* |

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
| **X** |  |  |  |

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| **Author’s remarks** |
| This plan is designed to work one of the most common problems in Colombian classrooms: bullying, through the vocabulary related to this topic. Students can work on what bullying is, why people bully and how to deal with bullying. |

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| **Grade** | **Length of lesson** | **Number of Ss** | | **Average age** | |
| *7°* | *4 hours* | *22* | | *12-14* | |
| **Area** | | **English level** | | | |
| Rural **X** | Urban | A1 **X** | A2 | | B1 |

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

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| **Topic** | *Bullying and conflict* | | |
| **Module / Unit** | *2* | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| *Give advice to solve problems related to bullying.* | Writing, reading. | Angry, happy, sad, bored, delighted, disappointed, motivated, worried. Abuse, attack, call names, bully, intimidate. |
| **Principles / approach** | *Task based learning* | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, Ss will be able to:   * Give advice about ways to solve bullying situations. |
| **Subsidiary aims** | By the end of this lesson, Ss will be able to …   * Read short phrases. * Talk about feelings and emotions. |

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| **Materials needed** |
| * *Notebooks* * *English book (way to go 7) (T should take into account the book, because the vocabulary, the objectives and some procedures can be obtained from there. If T wants, she or he can use it in class or only like a tool to plan.)* * *Copies* * *Colours* * *TV* * *Computer* * *Dictionaries* |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:**  Ice-breaker | * *T can use a PowerPoint presentation to introduce some vocabulary related to bullying (*Abuse, attack, call names, bully, angry, sad, disappointed, worried*).* * *Then Ss play a little memory game with words and images, they participate in groups of three or four.* * *T opens the cards they want. When a group discovers the right word and picture, they win 2 points.* * *The winner can receive a prize, like a candy.* | 40 minutes  T-SS |
| *Assessment: here the assessment is to observe if the student can remember some words worked during the introduction, but this activity is firstly to help them studying and memorizing new words.* |
| **Introduction:**  Introducing language | *Explore their knowledge*   * *T asks Ss:* ***what is bullying? How do they feel when someone is bad with you****? T allows Ss answer in L1. After they give their definitions, in pairs, Ss should write a short definition in English in their notebooks.* * *T explains the title of the class and the learning objectives.* * *Then T explains the principal grammar that goes with the topic* ***(Present simple - Simple past - Modal should / shouldn’t).*** *T can use a PowerPoint presentation to explain it in an easy way, after that T can show a video that reinforces the explanation.* * *To check the Ss’ understanding of the grammar, T proposes some grammar activities (they could be exercises in a PowerPoint presentation), after each activity T asks for the answer and corrects Ss when necessary.* | 70 minutes  T-SS  SS-SS  Group work  Individual work |
| *Assessment: The assessment is implemented during the activities, which consists in verifying if they solve the exercises and participate when we are checking the answers.* |
| **Practice:**  Controlled practice | * *Ss read the rubric and text. T checks the new vocabulary. (page 50 way to go – student’s book)* * *T brainstorms qualities that make a good classmate. T writes Ss’ suggestions on the board.* * *T gives to each student a phrase or a sentence related to the topic. Then they must create a small poster with that phrase. When all the Ss have finished them, they put them together in order to create a big poster. T and Ss use recycled paper.* * *Ss must read their posters to the class and explain its meaning.* | 70 minutes  Group work  Individual work |
| *Assessment: To check the activity, T can use the next rubric:*   |  |  | | --- | --- | | **ITEM** | **SCORE** | | *Decoration (1 point)* |  | | *Grammar (1 point)* |  | | *Explanation (2 points)* |  | | *Pronunciation (1 point)* |  | | ***TOTAL =*** |  | |
| **Production:**  Freer practice | * *T shows through some pictures the most common bullying situations in the school (call names, intimidate, attack, abuse).* * *Each s chooses one picture about a bullying situation in their school and paste it in their notebooks. According to the picture they must write three pieces of advice to help Ss going through that difficult situation.* | 40 minutes  Group work  Individual work |
| *Assessment: The assessment is implemented during the course of the activities, which consists in verifying if they solve the activity and T can give positive or negative points (if you have internet you can use the app C****lassdojo*** *for the positive and negative points)* |
| **Wrap-up** | * *To check Ss learnt the new vocabulary, T can use the web site* ***Tinycards***\**to go over the new words worked in class.*   *\*If you don’t have internet to use the web site, you can create some flashcards and on one side write the word in Spanish and in the other side the word in English.*  Other options:   * *T can use the memory game again to check the vocabulary.* * *To check Ss’ understanding of the grammar, ss can write five sentences using the grammar and vocabulary related with bullying and conflict.* * *T can show some grammar exercises or give some copies and check their answers and grade the work in class with the app C****lassdojo.*** | 20 minutes  Group work  Individual work |
| *Assessment: The assessment consists in verifying if they solve the activity and if they answer correctly.* |

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| **Implementation alternatives** |
| This lesson plan is thought for rural Ss. They need more time to understand the grammar, learn new vocabulary and solve the activities or exercises. With big groups the time is perfect.  Create your own PowerPoint presentations that motivates students in order to explain the grammar and show pictures about the new vocabulary.  If you don’t have a computer or internet, you can ask students to create their own flashcards in their notebooks, it is easy to create a drawing to understand their meaning in Spanish. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| *Bullying and conflict* | *Reading*  *Writing*  *speaking* | *Present simple*  *Simple past*  *should /* | *Feelings.*  *Bullying vocabulary* | 7° |