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 |  |

*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 lesson plan is very useful for teacher and students, it gives the students the opportunities to know vocabulary related to traditional games and learn about present simple tense. Likewise it allows students to talk about an interesting topic how it is, number of players, what it needs to play and so on. Also it makes a reflection to get practice in some traditions that we are leaving thanks to new trends such as; social networks, video games and apps. |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **7th** | **2 hours** | 35 | | 12 | |
| **Area** | | **English level** | | | |
| Rural X | 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** | X |
| **Construction of Citizenship / Democracy / Teenagers** |  |
| **Globalization** |  |

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

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| **Topic** | Traditional Games | | |
| **Module / Unit** | Health | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Talking about traditional games | Listening, reading, writing and speaking | Expressing interests and likes.  Games: Jacks, hopscotch, sackrace, hide and seek, spinning top |
| **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, Ss will be able to make an oral description about one traditional game (how to play it and its benefits). |
| **Subsidiary aims** | By the end of this lesson, Ss will be able to …   * Use vocabulary and expressions related to traditional games (marbles, jacks, spinning top and sacks). * Identify specific information about traditional games. * Work together in a collaborative way. * Create short, simple sentences about interest and likes. |

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

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| **Materials needed** |
| Objects of Traditional games and photos: Hide and Seek, Spinning Top, Jacks, Hopscotch, Tag, Sack races.  Magazines, scissors, glue  Large sheet of cardboard  Marker, pens,  Video beam, board,  Listening text in Way to Go 7th (page 16). This can be downloaded at: <http://www.colombiaaprende.edu.co/colombiabilingue/94010>  Reading text in Way to Go 7th (Page 17). This can be downloaded at: <http://www.colombiaaprende.edu.co/colombiabilingue/94010> |

*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:**  My favourite Game | T (T) tells Ss about his favourite games when he was a child:  *When I was a kid, I played outside with the other kids in the neighbourhood with most of our free time. We played outside and we didn’t use technology. I really enjoyed playing the following games when I was a kid:*  *For example, I loved to play Hide and Seek because had to hide ourselves very well that our friend couldn’t find us. Sometimes we had a home base that we ran to and tag, becoming "safe," sometimes we just waited to be found.*  *On the weekends, when we usually met about 10 friends, we used to play Capture the Flag. We really had fun with this game because we were divided in two teams, each team had a flag at the team's base. We had to run into the other team's territory, capture their flag and make it safely back to your own territory. As you could see, we ran a lot in this game.*  *And we were only boys who met, we used to play Marbles. To play this, we drew a circle in the sand or on the sidewalk, and then we took turns trying to knock each other's marbles out of the circle with your one large marble. There were other very amazing games such as Jacks, Hopscotch, Jump-Rope and Double Dutch, among others.*  While T is telling the story, he shows images of those games and if he can, he brings realia to show how they played.  Then, to check Ss’ understanding, Ss participate in a Parachute Boy activity about “Playing Traditional games:  Instructions:   * T writes a row of dashes on the board, representing each letter of the words. * Ss have to guess the title of the lesson telling just a letter each one student. * If Ss guess the game, they get a point and the Parachute boy will be released.   **Vocabulary Games for the Parachute Boy activity:**  Hide and Seek, Jacks, Hopscotch, Jump-Rope and Double Dutch, spinning top.  **Brainstorming**:  T puts some marbles, jacks, spinning top and sacks on the floor. T asks Ss to remember the names of the traditional games.  T accepts Spanish names and teach English names adding more vocabulary with photos.  With whole class, T and Ss ask each other:   * *What is your favourite traditional game?* * *How many people in your family can play it?*   T checks pronunciation of the different games and asks Ss if they know how to play the games.  Ss brainstorm ideas about the way they can play the games. | 10 minutes  T - Ss  10 minutes  T – Ss  10 minutes  T - Ss |
| Pre- task:  (Listening – reading) | **Listening activity**:  T plays the audio track (Way to Go 7th. Page 16) of a conversation about traditional games twice:  The first time, T asks Ss to listen and raise their hands when they hear the names of the games.  The second time, Ss listen and organise images of games heard in the spoken text.  Games for images: Hide and Seek, Spinning Top, Jacks, Hopscotch, Tag, Sack races.  **Reading Activity**:  T asks Ss to get in pairs, read a chart about traditional games (Exercise 3: Read, Way to Go 7th (Page 17) and its benefits, and match paragraphs with the benefits of traditional games.  T checks Ss’ understanding of new vocabulary by asking questions about the chart:   1. What do we need to play Hide and Seek? 2. How can we play Spin the top? Mime it. 3. Where can we play Hopscotch? 4. How many players can compete in sack races? | 10 minutes  T - Ss  5 minutes  T- Ss  5 minutes  Pair work |
| While-Task  (Writing) | **Writing Task**:  T asks Ss to get in groups of 4 people.  T provides Ss with poster sized paper.  Ss design a poster about their favourite traditional game including information and a drawing of the game.  T elicits ideas from Ss about what they would include in their traditional game posters.  Then, T writes their ideas on the board and organises them.  T shows the example as a model for the contents of the poster.  Ss identify the aspects they should include in the poster: content about the game (name, instructions and possible adaptations), drawing about the game. | 30 minutes  T - Ss  Group work  10 minutes  Group work |
| *Assessment: Checklist (Annex 1):*  *T provides groups with a checklist in order to verify if they have included the aspects a good poster should include.* |
| Post-task (speaking) | Ss practice expressions that they are going to use in their presentation.  **Speaking Activity**:  Groups display the posters around the classroom.  Then Ss talk about the game and explain its benefits.  T asks Ss to select two Ss from each group to present the poster.  The other two Ss are visitors who will be walking around listening to their classmates.  After three rounds, T asks Ss to switch roles: visitors become presenters and vice versa.  Before Ss start walking around, T assigns each pair of visitors a poster to write comments about.  T gives Ss a Post-it to do so.  Ss visit the poster, they listen to their classmates and they write a positive comment that is pasted on the Learning Wall. | 20 minutes  T – Ss  Group work  Ss- Ss |
| *Assessment:* **Peer Assessment Technique: Learning Wall**:  Ss are going to write positive comments towards one chosen group using stick note paper and they stick it on the board. T shows Ss some examples about how to say positive things (e.g. I liked… You did a great job and so on) After it, T invites Ss to go reading them. |
| **Assessment** | **Traffic Lights**:  And the end of this class, T invites Ss to assess their achievement of the language and studied goals using the green and red palette to indicate satisfaction or dissatisfaction about the topics using some statements with their Spanish translation.  This feedback time helps Ss take responsibility for their own learning.  **Questions:**  **1:** The topic was interesting and meaningful (El tema de la clase fue interesante y significativo)  **2:** I understood the reading and its purpose (Entendí la lectura y su propósito para la clase)  **3:** I felt comfortable working in group (Me sentí cómodo trabajando en equipo)  **4:** I used the viewed vocabulary in the oral presentation. (Utilicé el vocabulario visto en la presentación oral) | 10 minutes  T – Ss  Group 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** |
| As a meaningful task can be to play the games as a competence where student can make use of the language, use common expressions and express rules in English.  It would be a great idea if teachers can bring the objects used to play the games because Ss will be involved and will see and touch the objects. Students could feel motivated to play any of the games.  Teachers can use traditional games that are known in their context.  In the writing task, T can ask Ss to invent a game that can become famous around Colombia. |

*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** |
| **Traditional Games** | Listening  Reading  Writing  Speaking | Present simple tense | Traditional Games | Seventh (7th) |

**Annex 1: Checklist**

Read the following statements and tick if they are “True” for your group:

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| Statement | Yes | No |
| 1. Our poster included all the information about the traditional game (name, instructions, and adaptations). |  |  |
| 1. We made a drawing of the traditional game. |  |  |
| 1. All graphics are related to the topic and make it easier to understand. |  |  |
| 1. Information is very organised with clear titles and subheadings. |  |  |
| 1. Instructions of our traditional game are well written and spelling is perfect. |  |  |
| 1. The poster is exceptionally attractive in terms of design, layout, and neatness. |  |  |
| 1. We worked very well as a team. |  |  |