INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

|  |  |
| --- | --- |
| **Author** | |
| **Teacher´s name** | **YORLADY LOAIZA MARTINEZ** |
| **Email** | **Yorla\_09@hotmail.com** |
| **School** | **IER MARIA GORETTI** |

*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.

|  |
| --- |
| **Author’s remarks** |
| This plan provides some ideas to teach hobbies, likes and personal integral care and also gives you different options to assess your students focusing in a formative way; besides, it is also useful to allow students to express their feelings and likes, and the most important, they make aware of the importance of personal care. |

*Complete with the information about your students*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **7th** | **3 hours** | 35 | | 11-14 | |
| **Area** | | **English level** | | | |
| Rural X | Urban | A1 X | A2 | | B1 |

*Select the curricular axe or focus*

|  |  |
| --- | --- |
| **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*

|  |  |  |  |
| --- | --- | --- | --- |
| **Topic** | SHARING OUR HABITS, LIKES, HOBBIES AND INTERESTS | | |
| **Module / Unit** | Module 1: HEALTH | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Describing daily physical activities, likes and dislikes. | Writing and speaking. | Hobbies (play sports, watch TV, read, go to the movies, etc.). |
| **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.*

|  |  |
| --- | --- |
| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to give and ask for recommendations on personal care activities to have a good health. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Recognize expressions of likes, hobbies, healthy routines and future plans. * Identify basic structures of simple present and future tenses. |

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

|  |
| --- |
| **Materials needed** |
| **Video (hobbies and interests), photocopies of the check list (you can design your own check list), pieces of paper with the hobbies and interests, RAFT format, cardboard, markers. (Flash cards and pictures in case you do not have internet).** |

*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*

|  |  |  |
| --- | --- | --- |
| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:**  Ice-breaker | T greets SS and asks them to stand up and to make two lines (same numbers of SS in each line). T tells a word/expression related to healthy habits and then SS have to pass the message until the first S in each line; the group that gets more words is the winner. This is called Chinese Whisper.  Words/expressions:  Brush my teeth  Take a shower  Water  Soup  Shampoo  Etc. | 15 min  T-SS |
| ***CAT: Hand signal.***  *T asks SS to show thumbs up if everything is clear or thumbs down if something is not yet clear.* |
| **Pre-task** | T asks SS to watch a video, then SS will organize some actions in the order they appear in the video.  <https://www.youtube.com/watch?v=1FLRGat2Z6I>  SS will socialize their answers with the T´s help.  T asks SS to share some habits and hobbies they enjoy practicing and some activities they will try to apply to have an integral personal care. This is an oral exercise.  T focuses on the explanation on how to use Present simple, future simple and w/h questions to give and ask for information. | 15 min  SS-SS  15 min  SS  15 min  T-SS  5 min  SS  5 min  SS |
| *Assessment:*   1. Video: SS will take a piece of paper in which they will write the words likes and hobbies and then, they will write as many words they remember about the video in 3 minutes.      1. About T’s presentation of the grammar topic:   T asks SS to write in a piece of paper three things about the lesson:  2 things I learnt are \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  1 thing I still need to improve \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Task** | SS will imagine this situation…  Imagine you are DOCTORS, and you will give some recommendations on healthy habits to teenagers in order to get a good health and understand the importance of integral personal care. Use the RAFT strategy:  RAFT   |  |  |  |  | | --- | --- | --- | --- | | **ROLE** | **AUDIENCE** | **FORMAT** | **TOPIC** | | DOCTOR | TEENAGERS | SET OF RECOMMENDATIONS (hobbies, interests and likes). | WHICH ACTIVITIES WILL HELP YOU GET A GOOD HELTH AND PERSONAL CARE. |   SS receive a hand out to do the activity; they will complete the information to be shared in the next activity.  SS will read their classmates´ RAFTs to find similarities or differences with their own production.  T asks SS to share some habits and hobbies they enjoy practicing and some activities they will try to apply to have an integral personal care. | 20 min  SS  T-SS  15 min  SS-SS  15 min  SS-SS |
| ***Peer-assessment: Feedback sandwich***  *After SS finish their RAFT, they will check their classmates work to give some advices using this technique:*  *Feedback sandwich: Ss complete these aspects:*   1. *Give a positive comment to your classmate.* 2. *Give a constructive criticism explaining to improve their RAFT* 3. *End with a comment that motivates your classmates.* |
| **Post-task** | SS make groups of four to share their recommendations using a poster; the groups will prepare a presentation.  After the presentations, SS will make a list of the activities they will probably apply in their daily life and the habits they practice but should be improved to get an integral personal care.  They will write them in their notebooks. | 30 min  SS-SS |
| ***Assessment: Rubric***  Rubric to assess the poster and its presentation:  <https://rubric-maker.com/index.php?v=&page_ac=&type=&tool=&ru_action=view_rubric&ru_id=254953> |
| **Wrap-up** | SS will make couples and take a piece of paper with one of the levels for an integral personal care: physical (body), intellectual (mind), emotional (psychological), and spiritual (beliefs) and they will think about some suggestions to share with their classmates. They can use different didactic techniques. SS feel free to complete this exercise in the way they want to (posters, brochures, fliers, collages, etc.).  (The papers are in a bag). | 20 min  SS-SS  10 min  SS |
| *Self-assessment: Exit ticket.*  *T asks SS to answer two questions before the lesson is finished:*   1. What recommendations can you give for having a good physical life style? 2. What hobbies do you have? |

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

|  |
| --- |
| **Implementation alternatives** |
| In case you do not have internet in your school yon can download the video in a USB or you can ask the students represent some habits and likes.  Another thing you can do is to take some cards to your class with habits, hobbies and likes and show them in the order you want they to remember them. |

*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*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| Sharing our Habits, Likes, Hobbies and Interests | WRITING  SPEAKING | PRESENT SIMPLE  FUTURE SIMPLE  W/H QUESTIONS | HOBBIES  LIKES  HEALTHY HABITHS | 7th |