



Convenio 00028 de 2019  
entre el Ministerio de Educación Nacional y el British Council

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.

Author's remarks
This plan is designed for teachers who need to guide their students in the recognition and distinction between rights and duties in their home and school by using the modal verb <b>can</b> .

Complete with the information about your students

Grade	Length of lesson	Number of students		Average age
8 <sup>th</sup>	2 hours 25 minutes	45		13-15
Area		English level		
Rural	Urban x	A1 x	A2	B1

Select the curricular axe or focus

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

Topic	Children's Duties and Rights		
Module / Unit	Module 3 Democracy and Peace		
Language focus	Language Function	Language skills	Vocabulary



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	Describing duties and rights	Speaking writing	
<b>Principles / approach</b>	Communicative approach		

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	
<b>Aim</b>	By the end of this <u>lesson</u> , students will be able to talk about their abilities, duties and rights as human beings.
<b>Subsidiary aims</b>	By the end of this <u>lesson</u> , students will be able to ... -Write about their talents, abilities, duties and rights. -Use the modal verb <i>Can</i> in the context of short dialogues. -Describe orally situations related to their rights and duties in their daily life.

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

Materials needed
Flashcards, chart paper, markers, colour pencils, photocopies.

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
<b>Warm up</b>	<p>T draws SS attention by writing on the board “<i>What can you do as a child?</i>” and asking them about what they think the lesson will be about. Some volunteers give their answers orally.</p> <p>T invites SS to play <i>Go, Go, Stop</i>. For this, SS sit in a circle, they pass some flashcards around (<a href="#">Appendix 1</a>) as T says <i>we go, go, go...</i> when T says <i>stop</i>, SS stop passing the cards; the ones who hold the flashcards at that time have to say the name of the image. T plays 4 or 5 rounds.</p> <p>After the game, T makes a chart on the board with two columns. In the upper part of the first column T writes “<i>Likes and abilities</i>” and on the second “<i>Duties</i>”. T asks SS again to say some of the actions they can do as children. T writes them on the board and asks SS to help him/her to classify them in one column or the other.</p> <p>Then, based on the actions and the distinction made, T asks SS to make a brainstorming about what duties and rights are for them; T writes their ideas on the board and provides examples about some rights and duties that children have.</p>	<p>5 minutes T-SS Group work</p> <p>15 minutes SS-SS</p> <p>10 minutes T-SS SS-T</p> <p>5 minutes T-SS SS-SS</p>
<b>Pre-task</b>	<p>T shows some flashcards of different duties in the house (house chores) (<a href="#">Appendix 2</a>). T invites SS to play ‘<i>palms with words</i>’ to practice listening and pronunciation and recognize the stress of words. For this, every time T shows a flashcard and models pronunciation, SS have to say the word aloud by clapping on each syllable.</p> <p>After, T invites SS to play ‘<i>hot potato</i>’ with a bag that contains some actions. T begins saying ‘hot potato’ as quickly as possible while students pass the bag around. When T stops, the Ss who holds the bag has to pick up one paper and do the mimic of the action or draw it on the board (previous vocabulary). The Ss who guesses has the chance to say ‘<i>hot potato</i>’ in the next round. T plays 5 or 6 rounds.</p>	<p>10 minutes T-SS SS-T</p> <p>10 minutes SS-SS</p>



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<b>Task cycle</b>	T gives each SS a chart ( <a href="#">Appendix 3</a> ) about some duties and rights. T asks SS to place a tick on the column “you” if they do these activities, or a cross if they do not do them. Then, T asks them to choose a partner and ask questions to identify what they do and don’t do to complete the column “your partner”.	10 minutes SS-SS Pair work
	T asks SS to read through the Mind Maps ( <a href="#">Appendix 4</a> ) and give some ideas about what they think the uses of <i>can</i> are. Then, T explains the uses and grammar of the modal verb <i>can</i> , pointing out that we use <i>can</i> to express ability, lack of ability and to ask and answer about one’s ability/lack of ability.	15 minutes T-SS Individual work
	After the explanation, T asks SS to complete the mind maps. Then, T asks SS to work in pairs and create a short dialogue using the sentences they created in the mind maps.	10 minutes Pair work
	T asks SS to get in groups of 4 and create a manual of duties and rights for home and school. For this, T demands SS to create 5 sentences talking about duties and 5 talking about rights using the modal verb <i>can</i> and the vocabulary studied throughout the lesson. After doing the draft of the sentences, SS show them to the T for correction. Later, they design a poster to present them to the class. SS decorate it as they wish.	30 minutes Group work
<b>Post-task</b>	SS paste their manual of rights and duties in the classroom. T asks SS to go around to read and choose the manual they like most.	20 minutes Individual work
	<b>Peer assessment technique: two stars and a wish:</b> T asks SS to choose a group and write two positive aspects of the work and a wish about what they might do next time to improve an aspect of their work. They write their ideas on a piece of paper and then give it to the corresponding group.	
<b>Wrap-up</b>	To close the lesson, T tells them about the importance of collaborating and taking responsibility for some things to live in harmony and thus achieve goals.	5 minutes T-SS Individual work
	<b>Self-assessment technique: learning logs:</b> At the end of the lesson, T shows some prompts to SS and asks them to complete them in their notebooks ( <a href="#">Appendix 5</a> ).	
	T checks their answers to verify SS’ comprehension and clarify further doubts.	



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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**

This lesson plan is designed for a class in an urban and rural area.  
Prepare two more flashcards for the actions "fly" and "ride a bike". Have all your students sit down. Pull out the "Jump" flashcard. Say "I can jump" – point to yourself and nod your head. Then jump and again say "I can jump". Do the same with another flashcard. Then pull out the "fly" flashcard. Look surprised and shake your head, saying "No. I can't."

If you do not have a way to have the flashcards printed, try looking for magazine cutouts.

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
Children's Duties and rights	Speaking writing	Modal verb "Can" Simple present	Expressions to support their point of view	8 <sup>th</sup>



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### APPENDIX SECTION

#### Appendix 1. flashcards Go go stop game

<b>INSERT AN IMAGE</b> <b>DANCE</b>	<b>INSERT AN IMAGE</b> <b>PLAY SOCCER</b>	<b>INSERT AN IMAGE</b> <b>TIDY THE HOUSE</b>
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<b>INSERT AN IMAGE</b> <b>COOK</b>	<b>INSERT AN IMAGE</b> <b>DRAW</b>	<b>INSERT AN IMAGE</b> <b>DO THE WASHING UP</b>
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#### Appendix 2. Flashcards house chores

<b>INSERT AN IMAGE</b> <b>DO THE LAUNDRY</b>	<b>INSERT AN IMAGE</b> <b>MAKE YOUR BED</b>	<b>INSERT AN IMAGE</b> <b>WASH THE DISHES</b>
<b>INSERT AN IMAGE</b> <b>FEED YOUR PET</b>	<b>INSERT AN IMAG</b> <b>CLEAN YOUR ROOM</b>	<b>INSERT AN IMAGE</b> <b>TAKE OUT THE RUBBISH</b>
<b>INSERT AN IMAGE</b> <b>DO THE IRONING</b>	<b>INSERT AN IMAGE</b> <b>SET THE TABLE</b>	<b>INSERT AN IMAGE</b> <b>MOP THE FLOOR</b>

#### Appendix 3. chart to work in pairs.

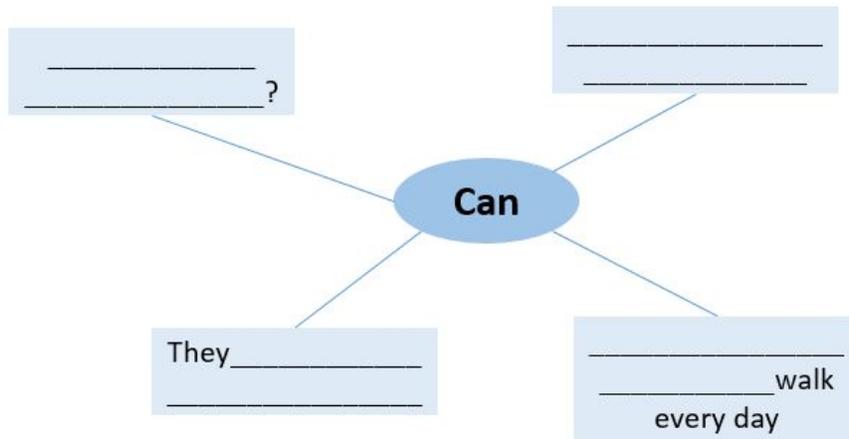


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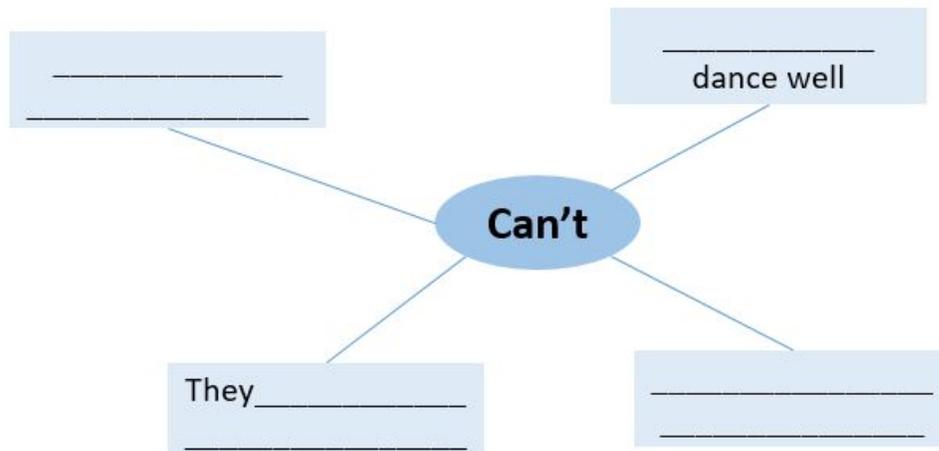
Activities	You	Your partner
Do housework		
Do the laundry on weekends		
Make your bed		
Feed your pet		
Wash the dishes		
Go to the park		
Watch TV		
Go to school		
Clean the bedroom		

#### Appendix 4. Mind maps

Complete the Mind Map with the affirmative form of the verb **can**.



Complete the Mind Map with the negative form of the verb **can**.





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## Appendix 5. Learning Logs

### Choose the right answer:

- A. Does the form of the verb change when we use **can**?
1. Yes, It does.
  2. No, It Doesn't
- B. What is the position of **can** in questions?
1. We use can after the subject in question.
  2. We use Can before the subject in questions
- C. Complete.
- Today I learned...
- One thing I'm not sure about is...
- After this session, I feel ...