



TEACHER'S GUIDE

RADIO EPISODE # 15 ECO TEENS 2.0

WHAT ABOUT THE CRITICS?

**Dear teachers,
welcome!**

ECO Teens is a transmedia program for teenagers and young people between the ages of 12 and 18 to enjoy on the radio or on the Colombia Aprende website eco.colombiaaprende.edu.co Rosita, Aleja, Ana and Lucho along with Julián, their English teacher, share their life projects, and help other young people become aware of how English can increase their opportunities in different disciplines such as technology, arts, tourism and sports.

This guide has been created as a tool to expand and use the contents of the Radio Program ECO Teens in a practical way. The first part of the guide presents the general structure of each episode. While the second presents an example of a lesson plan that can be used as suggested or adapted according to the needs of the learners.

STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Storytelling	The ECO Teens start a conversation about facing criticism with a story of a model who was able to overcome it.	<ul style="list-style-type: none"> • Criticism in the modeling world 	<ul style="list-style-type: none"> • Describing strengths and weaknesses 	<ul style="list-style-type: none"> • I can show respect for other people's points of view.
Topic of the day	The panel has a conversation about dealing with negative and positive criticism.	<ul style="list-style-type: none"> • Negative and positive feedback 	<ul style="list-style-type: none"> • Showing interest • Describing ways to handle criticism • Giving advice 	<ul style="list-style-type: none"> • I can identify my strengths and potentialize what makes me different. • I can talk about my strengths, weaknesses and opportunities to learn.
Did you know?	Listeners have an opportunity to learn about the importance of our smallest toe in the grand scheme of our body.	<ul style="list-style-type: none"> • Importance of every part in the human body 	<ul style="list-style-type: none"> • Describing strengths and weaknesses 	<ul style="list-style-type: none"> • I can see the importance of empathy, resilience and persistence.
Let's Recap	The ECO Teens summarize the key points and expressions learned in the episode.	<ul style="list-style-type: none"> • Summary of key concepts and ideas 	<ul style="list-style-type: none"> • Listing key points 	<ul style="list-style-type: none"> • I can use different strategies to handle negative criticism.

LESSON PLAN

EPISODE # 15	SECTION	TOPIC OF THE DAY										
Learning objective	At the end of the session, students will be able to talk about criticism emphasizing in constructive feedback. They will also identify their strengths, weaknesses and opportunities to learn.											
Materials	Audio of episode #15, a device to play the audio, the questions included below and the charts or drawings.											
STAGE	PROCEDURE											
Before listening to the episode	<p>Activate previous knowledge by asking questions such as:</p> <ul style="list-style-type: none"> Have you ever failed a test? Which one? What did you do to overcome those results? Did you ask for a second chance? How does your family react when you share good or bad news about you? How do you feel about it? 											
While listening	<p>Listen to the section of the episode two times and explore the content.</p> <p>Act. 1. The first time they listen, allow students to familiarize themselves with the section. Then, students answer the following questions:</p> <ul style="list-style-type: none"> What is the topic of the day in ECO Teens? What are the three suggestions to handle criticism mentioned in the episode? <p>Act. 2. The second time they listen, students complete the following sentences with the expressions used in the episode (answers in italics):</p> <p>She built her _____ and confidence to do that. (<i>self-esteem</i>) Criticism makes you think about _____, but it also helps you identify the areas you need to work on. (<i>quitting</i>) It is necessary to control your _____ when handling destructive criticism. (<i>emotions</i>) Sometimes we need to be _____ with ourselves. (<i>honest</i>) We need to keep _____ hard. (<i>working</i>)</p> <p>Act. 3 Ask students to classify the following expressions used by the ECO Teens in the chart below:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;">A. "You are so good at playing those instruments."</td> <td style="width: 50%; border: none;">D. "I'll keep on working hard to improve."</td> </tr> <tr> <td style="border: none;">B. "We need to keep working hard!"</td> <td style="border: none;">E. "We are not perfect... and you know what? That is fine!"</td> </tr> <tr> <td style="border: none;">C. "Thanks for your feedback."</td> <td style="border: none;">F. "Thanks, Luchito for telling me that!"</td> </tr> </table> <table style="width: 100%; margin-top: 10px; border-collapse: collapse;"> <tr style="background-color: #D9D9D9;"> <th style="width: 50%; padding: 5px;">Words to encourage others</th> <th style="width: 50%; padding: 5px;">Answers to positive criticism</th> </tr> <tr> <td style="height: 20px; border: 1px solid black;"></td> <td style="height: 20px; border: 1px solid black;"></td> </tr> </table> <p style="font-size: small; margin-top: 5px;">Answer key: Encourage: A, B, E Answers to positive criticism: C, D, F</p>		A. "You are so good at playing those instruments."	D. "I'll keep on working hard to improve."	B. "We need to keep working hard!"	E. "We are not perfect... and you know what? That is fine!"	C. "Thanks for your feedback."	F. "Thanks, Luchito for telling me that!"	Words to encourage others	Answers to positive criticism		
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C. "Thanks for your feedback."	F. "Thanks, Luchito for telling me that!"											
Words to encourage others	Answers to positive criticism											
After listening to the episode	<p>Have students use the language they have learned.</p> <p>Act. 4. Highlight the following excerpt from the audio to your students: "I think our family and friends may be helpful too. They know us well, so we can ask them what they think we're good at."</p> <p>Ask them if they understand what it means. After you have checked their comprehension, allow time for students to ask five of their friends to tell them some of their strengths or talents. Then, students create a graphic organizer highlighting their strengths and weaknesses. Remember to keep it positive! Have them identify three strengths and only one weakness. You can assign this as homework so students can talk to more people, reflect upon the answers and organize the information.</p>											

EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
<p>Ask students to write an example in their lives for the sentence used by the teacher: "if you fell down yesterday, stand up today". Provide a simple example as the following:</p> <p>In 8th grade I failed my PE test a few times, but I trained hard. I was able to pass the test in the end.</p>	<p>Students can play "two truths and a lie" in groups. Each person in a group states two talents they have which are true and one that is false. The others in the group can guess which of the three is false to earn points. After they play, they can talk about how they learned to do them as a follow-up exercise.</p>	<ul style="list-style-type: none"> Have students listen to the rest of the episode and complete the Learners' Guide #15. Challenge students to answer the following question in English: <p>How can you use criticism to your benefit?</p>