INSPIRING TEACHERS

ELT PLAN TEMPLATE

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
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| **Author’s remarks** |
| This plan gives the opportunity to explore students’ own culture and learn from others’ regarding fast fashion habits and some urban tribes; it is a valuable tool to let students know other cultures, points of view and helps them be tolerant and respectful acknowledging we are all different. |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| **Tenth** | **2 hours** | 21 | | 15 | |
| **Area** | | **English level** | | | |
| Rural | Urban **X** | A1 **X** | A2 | | B1 |

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

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| **Topic** | Fast Fashion and Urban tribes | | |
| **Module / Unit** | Unit 1/ Lesson two | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Valuing and respecting other’s opinions | reading  Writing | Clothing  Accessories |
| **Principles / approach** | Project based | | |

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to value and respect the opinion of others. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Assume a critical position about academic and social subjects of interest. * Distinguish expressions related to fashion. |

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| **Materials needed** |
| Tv  Images  Dictionaries  English Please Books |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:**  Ice-breaker | T Introduces some fashion practices worldwide through images and videos.  **Diagnostic assessment:**  T asks SS to brainstorm on fashion practices.  Ss try to describe their favourite outfits. | 10 minutes  T-SS  SS-SS |
| **Stop and go assessment**  Students create index cards with a large green marker circle on one side and red on the other. If they are following along and understanding the lesson, the green side of their card is upright and visible to you. When they do not understand something and need clarification, they flip the card to show you the red side. |
| **Introduction**  Introducing language  Pre-? | **Classification**  T Ask SS to recognize and classify similarities and differences of some urban tribes in their context.  Feedback according to the classification | 15 minutes  Pair work |
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| **Practice:**  Controlled practice  While-? | **Reading practice**  SS Make a reading about urban tribes and fashion at the EP book. They share ideas and then they check the reading comprehension exercises.  SS identify pros and cons of fast fashion practices.  Feedback according to the reading comprehension. | 30 minutes  Individual work  10 minutes  Individual work |
| *Assessment: Traffic light assessment* |
| **Production:**  Freer practice  Post-? | **Role play**  Students prepare and represent known situations regarding fast fashion.  Feedback regarding the most common mistakes in the performances. | 45 minutes  Group work |
| *Assessment:KWL technique*  *After performing the role play ss will write down in the KWL format what they know, what they want know and what they learned about the topic* |
| **Wrap-up** | **Testing**:  Students describe some current fast fashion practices and explain their similarities and differences.  Feedback | 10 minutes |
| *Assessment: Learning Logs*  *After describing current fashion practices ss will write down on the learning log the following statements* |

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| **Implementation alternatives** |
| Ss describe the urban tribes they are familiar with.  T analyse the effects of responsible and irresponsible fast fashion practices and its consequences.  Ss create a chart of comparison and contrast of fast fashion. |

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| **Fast Fashion**  **Urban Tribes** | reading  Writing | Expressing opinion | Clothing  Accessories | Tenth |