INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** |
| **Teacher´s name** | **Claudia Raquel Tabares Ortega** |
| **Email** | **Claudiaraquel.tabares@gmail.com** |
| **School** | **Manuel María Mallarino** |

*Select the type of plan*

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| **Lesson plan** | **Activity plan** | **Task plan** | **Project plan** |
| **x** |  |  |  |

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| **Author’s remarks** |
| This plan will be useful for helping students to reflect upon their citizenship, considering their duties and rights (rules) for being part of a community. In this lesson plan the teacher will find strategies to promote ideas sharing regarding citizenships themes. |

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| **Grade** | **Length of lesson** | **Number of students** | **Average age** |
| **11th** | **110 min** | **30** | **15** |
| **Area** | **English level** |
| Rural  | Urban **x** | A1 **x** | A2  | B1  |

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

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| **Topic** | How to be a good citizen |
| **Module / Unit** | English please 3- Module 2- lesson 1- pages 48 - 49 |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Talking about rules for being a good citizen | Speaking, writing | social duties, human and social rights, Mandela, Gandhi. Theresa de Calcutta |
| **Principles / approach** | A topic-based approach |

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| **Learning objectives** |
| **Aim** |  By the end of this lesson, students will be able to talk about rules in the city to be a good citizen. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …* Use modals for expressing rules, rights and recommendations as a social being.
* Give opinions about being a good citizen.
 |

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

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| **Materials needed** |
| Video beam, computer, notebook, board, marker, English please book 3, butcher paper, permanent marker, tape, cardboard. |

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| **Stage** | **Procedure** | **Time and Patterns of interaction** |
| **Warm up:**Ice-breaker | T asks SS if they recognize famous people showed on the book: Mandela, Mother Teresa and Mahatma Ghandi. T also asks them to explain why these people are important and well-known around the world. Students share their answers and opinions about these people with the whole group. T asks students some other questions:* What do you know about their job?
* Do you think they were good citizens?
* What do their quotes and ideas mean to people?

(T does this activity in order to activate prior knowledge)T writes on the board the following expressions for completing their thoughts about the famous people: *In my opinion, I think that, I consider that, In my own point of view,* | 15 minutesT-SSSS-SSGWInd. |
| **Introduction:** | T arranges the Ss in groups of 4.Ss share their answers about their ideas from the quotes.T gives each group some butcher paper and a permanent marker.T asks Ss to write 2 things which are demanding for happening in order to make possible the quotes read before. T writes some examples on the board: You must act as you expect the others act.You need to be helpful considering others ‘needs.When Ss finish, they paste the paper on the classroom walls.T reads out the ideas and underlines expressions like: must/need to/have to/can/can’t and explains the functional use of these words and their grammar behaviour. | 15 minutes.T-SSGW  |
| *Assessment:* |
| **Practice:** | Ss keep working in groups of 4 and identify the meaning of the words in the box from the exercise 2 page 48.T asks Ss for completing the activity 2 page 48 “how to be a good citizen”.T asks Ss for discussing the ideas of the exercise and choosing one student to be the speaker of the group and to explain the answers of the activity.T asks Ss for reading the short essays in page 49 and identifying similar ideas for the activity page 48 T asks one student from each group for socializing their findings.T asks students for answering the questions in page 49 about the short essays  | 35 minutes.GW  |
| *Assessment:* |
| **Production:** | T asks Ss to pose one question from the reading activity to any other group and so on, until all groups have participated in the activity.T gives some Ss cardboard and asks them to create a leaflet as part of a social campaign for promoting good manners at school. When they finish, Ss show their poster and put them on the wall around the classroom.  | 30 minutes.GW  |
| *Assessment:* |
| **Wrap-up****Assignment****Assessment** | Ss walk around the classroom reading the posters of the good manners at school.T asks Ss if they recognize throughout the leaflets the expressions practiced in class and the specific words: must/need to/have. Ss evaluate the relevance and the good use of the expressions in the posters.Assignment: Based on the discussion and the short essays read, Ss have to write for the next class a short essay answering the question How to be a good citizenFinally, T. highlights positive aspects about the class (discipline, participation) and areas that need to be improved. Ss are also asked to close their eyes and show their thumbs up /down when T reads each one of the statements below: Thumbs up: I can do this wellThumbs in the middle: I can do this with some helpThumbs down: I need to work on thisT pays attention to Ss reactions and keeps them in mind to plan future lessons. | 15 minutesSS-SST-SS  |
| *Assessment:* |

*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** |
| Teachers can select other famous people who students might be more familiar with and paste their photos around the classroom before the class starts. The discussion about people’s contribution to society could be handled as a plenary and after this, the teacher could ask Ss to work in groups to create the leaflet.  |

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| **Key words** |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| How to be a good citizen | Speaking and writing | Modals for duties and rights: may, must, should, have to, need to, can. | social duties, human and social rights | 11th |