INSPIRING TEACHERS

ELT PLAN TEMPLATE

*Complete with the information about you*

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| **Author** | |
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*Select the type of plan*

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| **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.

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| **Author’s remarks** |
| This plan guides students to recognize challenging situations in their everyday relationships and identify ways to handle them properly. |

*Complete with the information about your students*

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| **Grade** | **Length of lesson** | **Number of students** | | **Average age** | |
| 7th | 1 hour 45 minutes | 35 | | 13 | |
| **Area** | | **English level** | | | |
| Rural | Urban X | A1 X | A2 | | B1 |

*Select the curricular axe or focus*

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| **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*

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| **Topic** | How can I have better relationships? | | |
| **Module / Unit** | Module 2. Democracy and peace | | |
| **Language focus** | Language Function | Language skills | Vocabulary |
| Talking about ways to improve coexistence | Listening  Speaking  Writing | Feelings and emotions |
| **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.*

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| **Learning objectives** | |
| **Aim** | By the end of this lesson, students will be able to recognize the main aspects to improve relationships with others. |
| **Subsidiary aims** | By the end of this lesson, students will be able to …   * Recognize expressions related to feelings and emotions. * Use words and expressions related to handling emotions in short written texts. * Ask and give recommendations using the modal verb ‘Should’. |

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

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| **Materials needed** |
| Video 1. “Healthy vs Unhealthy Relationships” <https://youtu.be/Gn7ZQ2x0cOE>  Video 2. “7 Signs You're Becoming Toxic” <https://youtu.be/QIiLueBRYL8>  Video 3. “Guide to Maintaining Friendships” <https://youtu.be/o9ulSfCGMUs>  Post-it notes  Chart paper  Markers and colour pencils  Old magazines |

*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** |
| **Warm up** | T begins the lesson by asking SS to talk about some annoying/irritating/challenging situations that commonly happen in the classroom/with their friends. For this, T gives post-it notes to each Ss and they write their ideas of situations on separate pieces of notes. Then, T asks SS to stand up and paste them on a wall in the room. T makes sure they do not write their names on the papers. Then, T asks SS to read all the papers pasted and select the ones they feel more irritated with. They write them on their notebooks. Sticky papers stay on the wall until the end of the class for a future activity. | 10 minutes  T-SS  Individual work |
| ***Classroom Assessment technique: Stop and go:*** *T gives two cards to each Ss, a red one and a green one. T explains that every time T asks if they complete a task or understand a topic, they must raise the green card; otherwise, they must raise the red card to indicate they need more time or further explanation.* |
| **Pre-task** | T shows video 1 about healthy and unhealthy relationships. After watching it a couple of times, T asks SS if they have had healthy or unhealthy relationships in their lives and how they have felt about it. Some SS provide responses orally and voluntarily.  T shows video 2 for SS to discover if they are being toxic or not in their relationships with their friends. SS take notes on their notebooks about the features for both types of friends. Then, they decide which ones apply for them.  T shows video 3 for SS to find out some tips on how to keep good relationships with friends. SS take notes on the ideas given in the video. | 25 minutes  T-SS  Individual work |
| **Task cycle** | Now that SS have more ideas about relationships of friendship, they stand up again and choose one of the situations pasted on the wall (post-its). SS provide one recommendation on how to handle/behave to ameliorate the issue. SS write the recommendation using ‘should’ on another post-it and paste it next to the situation.  Later, all SS read the recommendations and choose the ones they consider more appropriate to solve the situations they previously selected and wrote on their notebooks.  T asks SS to get in groups of 3-4 and choose one annoying/irritating/challenging situation the class proposed at the beginning and write a set of 5 recommendations to solve/handle with it. For this, they design a poster with drawings and the 5 sentences using ‘should’. They decorate it as they wish. T monitors SS’ work and clarifies doubts when necessary. | 40 minutes  T-SS  SS-SS  Individual work  Group work |
| ***Classroom Assessment technique: Stop and go:*** *T asks SS whether they can continue or not with the next activity.* |
| **Post-task** | Later, each group presents their posters orally to the class.  T asks SS to paste their posters around the school to illustrate how to have better relationships with others. | 25 minutes  Group work |
| ***Classroom Assessment technique: Stop and go:*** *T asks SS whether they need more time or not to finish the poster.*  ***Peer assessment technique: Two stars and a wish:*** *once the presentations are done, T asks SS to provide feedback to their partners by writing on a piece of paper two positive aspects of their work and a wish about what they might do next time to improve other aspects of their work.* |
| **Wrap-up** | T finishes the class by remarking the importance of having good relationships with others around to keep peace and harmony in the classroom environment and in life. | 5 minutes  T-SS |

*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** |
| Make sure your students choose different situations to create the poster, so there is a greater variety of proposals to share in your school.  You can also provide some challenging situations that are common in society for them to recognize and work on solving 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*

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| **Key words** | | | | |
| **topic** | **skill** | **linguistic** | **vocabulary** | **grade** |
| How can I have better relationships? | Listening  Speaking  Writing | Modal verb “Should”  Present simple | Expressions about emotions  Expressions to give recommendations | 7th |