



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 gives the students the opportunity to learn how people contribute to the community through everyday actions. Or perhaps, through their actions they are not able to reach a healthy and sound coexistence. Besides, it may lead Ss to recognize if they carry out good or bad actions that may or may not affect the community and their lives at home.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age
8 TH	3 hours	36	12-15
Area		English level	
Rural	Urban X	A1	A2 X 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	Democracy And Peace: Language In The Construction Of Peace
Module / Unit	Module 3 Unit 3 Making Peace Through Actions



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Language focus	Language Function	Language skills	Vocabulary
	Building peace through actions	Reading and speaking	Community and Culture
Principles / approach			
Project 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.

Learning objectives	
Aim	By the end of this <u>lesson</u> , students will be able to admit how our everyday actions affect the construction of peace in our community.
Subsidiary aims	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> • Establish differences between good and bad actions. • To recognize how my actions can help my community • To take ownership of their own actions and responsibilities, whether good or bad

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

Materials needed
speaker, TV set, worksheet, dictionary, flashcards, tape, whiteboard, paper sheet

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

Stage	Procedure	Time and Patterns of interaction
Warm up: Ice-breaker	<p>T chooses two videos about positive and negative actions in the community, to show Ss how these actions influences daily life.</p> <p>At the beginning of the class T shows the video about negative actions and then asks the following questions to check the Ss understanding and brainstorming some ideas about the topic (depending on the video characters T must choose questions subjects):</p> <ul style="list-style-type: none"> • What do you think about people`s attitude? • have you ever acted like the people in the video did? 	<p>15 minutes</p> <p>T-SS</p>



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	<ul style="list-style-type: none"> ● If you did, how did you feel? <p>After the questions above, T shows the second video to make Ss reflect about the impact of positive actions in their daily life.</p> <p>During this activity, T must guide Ss answers to understand which actions could help a healthy social interaction.</p> <p>Assessment: STOP AND GO</p> <p>T organises SS in groups of five people and names a monitor, (the monitor will receive a sheet of paper with some statements, and then the monitor will ask Ss to answer them in small groups) T gives SS a green and red card to answer the statements taking into account that green represents positive actions and red negative ones.</p> <ul style="list-style-type: none"> ● To help people crossing the street ● To throw rubbish on the street ● Make the line to buy at the cafeteria ● Leave your classroom clean ● Ask for permission to take your classmates staff ● Flush the toilet clean after you use it ● Do your house duties ● To leave the tap open without using it ● To yell at people without a reason <p>T writes the statements on the board and asks each groups' monitor to come to the board and write if their groups decided green or red on each statement at the end of the activity. T discusses with the Ss which actions are right or wrong.</p>	<p>20min T- SS</p> <p>SS-SS Team work</p> <p>T-SS Group work</p>
<p>Introduction: Introducing language Pre-? Helping people</p>	<p>T proposes a short text about a Colombian foundation giving Ss information about the foundation's purpose and volunteers' profiles.</p> <p>According to the text information, T will ask Ss some reading comprehension questions like:</p> <ul style="list-style-type: none"> ● What is the writer trying to do in the article? ● What can a reader find out from the texts? <p>T will ask as many questions he/she considers necessary at that moment.</p> <p>Assessment: LEARNING WALL Ss in groups of three, research and bring information about a foundation that helps people in need in Colombia.</p>	<p>20 min T-SS Individual work</p> <p>40 min SS-SS Team Work</p>



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	<p>They will find out about the foundation's purpose, the volunteers' profiles and the action the foundations carry out to help people in need.</p> <p>Ss use that information to make an informative poster in class.</p> <p>When they complete their posters they will paste them around the classroom to let other groups analyse the information they share through the posters and take notes of their actions.</p> <p>At the end of the activity Ss discuss which foundation has the best helping actions and share them with the class.</p>	T-SS Group
<p>Practice: Controlled practice While-?</p>	<p>Matching activity T gives SS a handout with a matching exercise where they have to join the statements that helps people to have a good and healthy coexistence. T could consider the following statements or propose his/her own according to the context in which the activity takes place.</p> <ul style="list-style-type: none"> ● If I have good manners, people will react good towards me ● When you see someone in trouble, do not ignore his/her need provide him/her some help. ● Speak out against prejudice and discrimination, when you see it. ● If you throw rubbish on the floor, you will contaminate your environment. ● If you don't respect the traffic signs, you will be at risk of accident. ● If you respect others property, they will respect yours. ● If you bump someone by accident you should apologize yourself. 	10min Individual work
<p>Production: Freer practice Post-?</p>	<p>T ask Ss to make a short video message to show how they can contribute to my community peace like the video shown at the beginning of the class, they must do it in groups of four.</p> <p>T can give topics based on the context problem</p>	30min T-Ss Team work
<p>Wrap-up</p>	<p>Ss make a circle and present their videos to the class. Ss and T give feedback and assess each student's work.</p> <hr/> <p>Assessment: <i>The Muddiest Point</i></p> <p>T Asks Ss to write:</p> <ul style="list-style-type: none"> ● <i>what was the most difficult part of the lesson?</i> ● <i>What was the easiest part of the lesson?</i> ● <i>What do you need to go deeper in?</i> 	30min T-Ss 20min Individual work



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	<i>T must analyse his/her Ss' answers in order to clarify students' doubts next class. (focus on those that repeat more)</i>	
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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
<p>Warm up: you can use this link as a video sample to develop the activity https://www.youtube.com/watch?v=cyAO_M09aF8 nevertheless you could also consider record the video before class with your SS showing the positive or negative actions they carry out in their school or community.</p> <p>Helping: if there is no time for Ss research, T could use these links to download the information and bring it to the class. http://www.barefootfoundation.com/about-us/ https://fundacionpiesdescalzos.com/en/about-us/ https://hipgive.org/five-famous-colombians-who-are-crazy-generous/ http://fundacionmisangre.org/ http://fundacionmisangre.org/en/our-path/ https://www.childrenchange colombia.org/nuestro-blog https://www.savethechildren.org/us/what-we-do/where-we-work/latin-america/colombia https://www.workaway.info/en/destination/southamerica/co</p> <p>Production: If T presents difficulties with making videos, he/she can use role-plays instead.</p>

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
Making Peace Through Actions	Reading and Speaking	Present, modals, Conditional, wh questions	Respect, help, foundation, volunteer, do, property, rubbish organize	8 th grade