



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 guides students to practice simple present and modal verbs in through different activities that allow students to practice listening, writing and reading. This lesson is also useful if you want the students to find out more about health issues.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age	
8 th	3 hours 25 minutes	43	13	
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	X
Construction of Citizenship / Democracy / Teenagers	
Globalization	

Complete with information about the content and methodological approach of the plan

Topic	Eight laws of health		
Module / Unit	Module 2. Health		
Language focus	Language Function	Language skills	Vocabulary



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	Using the 8 laws for describing a healthy lifestyle	Reading Speaking	
Principles / approach	Communicative approach		

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 exchange information on daily subjects of general interest through dialogues.
Subsidiary aims	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> Identify information on daily subjects of general interest in short narrative oral and written texts. Prepare a simple descriptive text on daily subjects of general interest.

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

Materials needed
Video beam/TV Computer Speakers Audio files about the 8 laws of health taken from https://www.youtube.com/playlist?list=PLM25xJ06OuhlWPZlpky-z7a3QjOpR3BNa Printed material taken from http://www.thelordlovesyou.com/images/New_Start.pdf Notebook, dictionary, chart paper, images, glue, scissors, markers.

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
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<p>Warm up</p>	<p>T asks SS to say some ways in which people can have a healthy lifestyle. SS provide some answers voluntarily.</p> <p>T asks SS to listen to excerpts of some audios/videos (8 in total from Youtube) and to try to 'catch' at least one word or the main idea. After playing each audio, T asks SS to freely express the words or ideas they heard.</p> <p>T invites SS to think about the words that they were able to hear and how they are related in order to discover the topic. In case SS need support, T proposes some topics (sunlight, rest, nutrition, water, exercise, etc.).</p>	<p>20 minutes T-SS Individual work</p>
<p>Presentation</p>	<p>SS get in 9 groups and are assigned some printed material (written text) about the topics of the audios (Summary/introduction, nutrition, exercise, water, sunshine, temperance, air, rest and trust).</p> <p>SS are asked to read the texts and underline or highlight the words they do not know and use the dictionary to look for them. Then, T asks them to select some words or phrases they consider would be important to understand the text.</p> <p>T asks SS to say some recommendations to improve health based on the topics of the texts (the recommendations can be expressed in their native language). T paraphrases the sentences using the first conditional in English.</p> <p>For Example: SS: "We have to sleep 8 hours." T: "Ok. So, if you sleep 8 hours, you will have enough energy for your day."</p> <p>T models pronunciation and then asks students to repeat the pronunciation of each sentence.</p> <p>T writes some examples on the board and asks SS to elicit the tenses used in each clause (If + present simple, future simple).</p>	<p>40 minutes SS-SS Group work</p> <p>20 minutes T-SS Whole class</p>
<p>Practice</p>	<p>T asks SS to create a new sentence on their own, based on the models given about the first conditional.</p> <p>Each group creates a sentence and writes it on the board. T corrects if necessary and provides clarifications if needed.</p> <p>SS are asked to re-read the text and extract some ideas and recommendations. T asks SS to express the recommendations from the text using the first Conditional. T walks around the classroom, offering support to the groups, correcting and giving clarifications to the whole class when needed.</p>	<p>15 minutes SS-SS Group work</p> <p>20 minutes SS-SS Group work</p>



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Production	<p>T gives SS instructions to prepare a stand about the assigned topic (reading). For the stand they are asked to prepare:</p> <ol style="list-style-type: none"> 1. A poster illustrating and writing some ideas and recommendations. 2. An oral presentation mentioning the recommendations in English with a consecutive interpretation in Spanish. For example: <p>SS1: <i>If you eat fruits, you will get vitamins.</i> SS2: <i>Si comes frutas, obtendrás vitaminas.</i></p> <p>T gives support while students elaborate the poster and practice the oral presentation.</p>	30 minutes T-SS Group work
Wrap-up	<p>SS present their stands to other students at “Creativity Fair”. Visitors are asked to give happy face stickers to their favourite stands.</p> <p>Self-assessment technique: Three things: T asks SS to write down the answers to the following questions/ prompts:</p> <p><i>How did I feel working in group?</i> <i>One thing that I learnt today is...</i> <i>Something that was difficult for me in this class is...</i></p> <p><i>When SS finish writing their answers, T collects them and analyses them to have a reference for clarification and development of future lessons.</i></p>	60 minutes Group work

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
<ul style="list-style-type: none"> - This lesson plan requires previous preparation. - It is useful to cover a wide range of topics related to health. - It is appropriate for large classes since work is developed in groups. - Depending on the available resources, T can adapt the 1st stage in the following way: Option 1. Play the videos with or without audio if you have access to video beam, laptop and speakers. Option 2. Play the audios if you have access to speakers only. Option 3. Read the material to students if you don't have audio-visual resources. - The presentation of the stands can be done inside the classroom if there is no opportunity to present it to other public.

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



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Eight laws of health	Reading Speaking	Present simple Modal verbs	Healthy lifestyle actions Eating habits	8 th
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