



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 lesson plan guides students from rural and urban areas to identify and distinguish the different food groups through the development of oral and written activities. Also, it provides different assessment techniques that allow teachers to have a follow up of the students' understanding and performance throughout the lesson.

Complete with the information about your students

Grade	Length of lesson	Number of students	Average age	
8 th	2 hours	32	15	
Area		English level		
Rural	Urban X	A1	A2	B1 X

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	Eating habits and food groups
Module / Unit	Module 2. Health



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Language focus	Language Function	Language skills	Vocabulary
	Comparing types of food and talking about healthy habits	Listening Speaking Reading Writing	orange, mango, lemon, apple, watermelon, potato, carrot, lettuce, avocado, beans; I think, I consider, In my opinion, I'm sure
Principles / approach	Communicative Language Teaching		

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 distinguish the food groups and express their opinions about healthy eating habits in an oral and written way.
Subsidiary aims	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> ● Ask and give information about their eating habits. ● Identify vocabulary related to the different food groups. ● Give advice about how to have a healthy diet.

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

Materials needed
Video beam/TV Cards with pictures of food Markers Computer Video "Healthy Food Choices & Snack Choices for Teens" https://youtu.be/5imsDV9war4 Post-it notes School supplies (glue, scissors, eraser, pencil, colour pencils, markers, etc) Piece of cardboard

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
<p>Warm up</p>	<p>T greets SS and invites them to organize the room in order to start the class.</p> <p>T mentions some food items that are common in the city/town (orange, mango, lemon, apple, watermelon, potato, carrot, lettuce, avocado, beans) and asks SS to talk about the food they like and do not like. They take turns to share their answers with the class and comment why they do not like the food they mentioned.</p> <p>T shows SS a poster with different food groups (fats, sweets, cereals, fruits, vegetables, dairy, meat) and asks them to classify them into healthy and unhealthy by having some SS to go front and point out the items.</p> <p>T models pronunciation of each food item and asks SS to repeat.</p> <p>Classroom assessment technique: one-minute paper: T asks SS to write on a piece of paper as many vocabulary items as they can remember in one minute.</p> <p>T asks SS to share their answers with a partner to complement their lists.</p>	<p>15 minutes</p> <p>T-SS</p> <p>SS-SS</p> <p>Pair work</p> <p>Individual work</p>
<p>Presentation</p>	<p>T writes the question on the board “what do you think happens if you don’t eat all the food groups?” Some volunteers give their answers.</p> <p>T invites SS to watch the video “Healthy Food Choices & Snack Choices for Teens” https://youtu.be/5imsDV9war4 for the first time. Then, T asks the class take notes focusing on the different diets described by each teen.</p> <p>Then, T asks SS to get in 4 groups; each group focuses on only one teen describing his/her eating routine. T plays the video a second time so each group writes down more ideas from the video.</p> <p>Later, T asks each group to choose two leaders to visit the other groups and share the information from their notes. T asks the leaders to switch every 5 minutes so they visit the other groups.</p> <p>Now that each group has all the information from the video, T asks them to compare the routines mentioned with their own.</p> <p>Self-Assessment technique: three things: T asks each Ss to write down 3 things they learnt from the video (either vocabulary, having good diet, pronunciation, etc.) on a post-it paper. Then, T asks SS to stand up and paste their post-its on the wall so everyone can read them and share comments.</p>	<p>35 minutes</p> <p>T-SS</p> <p>SS-SS</p> <p>Group work</p> <p>Individual work</p>



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Practice	<p>Then, T asks SS to make 5 groups to play running dictation. T previously pastes short texts around the room about food groups and health (Appendix 1). Depending on the number of SS per group, they assign some roles: one is the <u>secretary</u> (who is writing the information given); another is the <u>boss</u> (who is reading the text and dictating the information to the other SS); and <u>2 or 3 messengers</u> (arranged depending on the number of SS per group, and they are in charge of passing the word from the boss to the secretary orally). The boss is the only Ss reading the text and s/he must dictate it to the messengers until the message gets to the secretary who is the only one writing it down. T makes sure SS are neither taking pictures of the text, nor having the secretary reading the text directly. T can have SS swapping roles, but they can never allow the secretary to see the text until T says so.</p> <p>Then, T has SS get together in each group to design a small graphic organizer (mind map, conceptual map) on their notebooks to summarize the information from the reading. T makes sure this graphic organizer is only a draft. After elaborating the graphic organizer, T allows each group to take the piece of paper with the paragraph they were dictating before from the wall and verify their answers.</p>	<p>15 minutes Group work</p> <p>15 minutes Group work</p>
	<p>Self-assessment technique: Traffic light: Based on the previous activity, T gives SS three coloured circles: red, green and yellow to evaluate their understanding of the vocabulary and expressions used in the previous activity.</p> <p>For this, T asks SS to raise the paper that corresponds to their understanding based on the following instructions:</p> <p>Green: I understood very well. Yellow: I still need some more explanation. Red: It is still difficult for me; I need clarification.</p> <p>Then, T says the following statements (one at a time):</p> <p>-I distinguish the kind of food that belongs to this food group. -I can summarize information using a graphic organizer. -I feel good working in groups.</p>	<p>5 minutes Individual work</p>
	<p>In the same groups SS are working, they make a brochure showing the graphic organizer and making a list of the advantages and disadvantages of the food group they are working on; they also have to invite people to have a healthy diet by making recommendations on what is best to eat. T monitors SS' work and clarifies doubts when necessary.</p> <p>T asks SS to interchange their brochures with the other groups.</p> <p>Peer assessment technique: Rubric: Each group assesses their partners' brochures by filling out a rubric (Appendix 2).</p>	<p>30 minutes Group work</p>



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Wrap-up	T remarks on the importance of following a healthy diet by making some comments and inviting SS to participate with their own impressions on the topic.	5 minutes Individual work Pair work
	<p>Self-Assessment technique: three things: T proposes three questions for SS to answer individually:</p> <p>-Why food is important for my health? -A suggestion about what people should eat to have good health -Something I have to eliminate from my diet is...</p> <p>Then, T asks SS to make pairs and share their answers.</p>	

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>This lesson plan can be implemented with students at different levels in rural and urban areas. If you are working in a rural area, invite your students to interact with nature and plants to find the origin of some food. Also, look for a suitable video on internet depending on your context.</p> <p>I suggest to include realia like fruits, vegetables, candies, etc.</p> <p>At the end of the lesson, you can also ask the students to include recipes and carry them out in class.</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
Eating habits and food groups	Listening Speaking Reading Writing	Present simple Modal verb "should"	Food items Expressions to give opinion	8 th

APPENDIX SECTION

Appendix 1. suggested readings taken from

http://www.softschools.com/language_arts/reading_comprehension/science/449/food_groups/



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The first food group, **fruit**, includes fresh, canned, dried, or frozen apples, pears, oranges, grapefruit, grapes, apricots, cherries, peaches, nectarines, plums, bananas, pineapples, melons, grapes, raisins and others. The fruit food group is a source of Vitamin C which helps control infections, builds healthy bones, teeth, blood vessels, and decreases the risk of illnesses. It also offers potassium for a healthy heart and muscles. Finally, these foods help a person feel fuller, so they do not overeat.

The second food group is **vegetables** and includes broccoli, Brussel sprouts, cabbage, lettuce, potatoes, carrots, corn, onions, zucchini, celery, peas, string beans, green beans, pumpkins, tomatoes, mushrooms, turnips, spinach and many more. The more colorful they are, the more vitamins and minerals they will contain such as Vitamin A for healthy eyes, white blood cells, and skin. Vegetables also help reduce the risk of cancer.

The third food group, **grain**, is the bread and cereal group and includes wheat, rye, white, and whole grain bread, plus tortillas and pitas. In addition, oatmeal, rice, pasta, noodles, muffins, popcorn, cornbread, and pretzels are a part of the grains' food group. These foods provide fiber for protection against heart disease and encourage healthy bathroom use, and Vitamin B helps with the nervous system, release of energy, production of blood, and assists in preventing sicknesses.

The fourth food group is **proteins** and is sometimes called the meat and fish group because it includes meats such as chicken, turkey, and duck, ham, plus fish, lobster, clams, shrimp, and tuna. Also eggs, nuts like cashews, almonds, sunflower seeds and all the different types of beans, as well as peanut butter are part of this large food group. Protein helps with the formation of bones, muscles, blood, and other tissues. Many other vitamins and nutrients are found in this food group such as Vitamin E, iron, zinc, and several others, which help in healing the body and producing energy.



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The final food group is **dairy** and contains different kinds of milk, reduced fat-milk being the healthiest, plus powdered milk, and soy. Also includes different types of yogurt, some ice creams, and many types of cheese such as mozzarella, cheddar, and Swiss, as well as pudding. These foods provide calcium, a mineral good for strong teeth and bones, plus Vitamin D which helps the body absorb the calcium, reduces the risk for certain illness such as heart disease and cancer, plus supports your muscles so they work correctly.

Appendix 2: Rubric to grade brochures designed using this website

<https://www.quickrubric.com/r#/qr/elchapotocrackcg/i-eat-healthy2>

I eat healthy			
After finishing the brochure, complete the rubric:			
	Proficient <i>20 Points</i>	Emerging <i>15 Points</i>	Beginning <i>10 Points</i>
Organization	The brochure is organized according to the instructions (Using all the parts of the cardboard)	The brochure is organized but it hasn't been finished.	The brochure isn't organized.
Benefits	The brochure includes three or more benefits.	The brochure includes two benefits.	The brochure includes one benefit.
Decoration	The brochure includes more than five pictures to illustrate the topic.	The brochure includes three or four pictures to illustrate the topic.	The brochure includes one or two pictures to illustrate the topic.
Explanation	The brochure explains the diseases caused by the lack of vitamins.	The brochure mention the diseases but it doesn't explain them.	The brochure doesn't explain the diseases caused by the lack of vitamins.
Creativity	The brochure includes a brief menu to eat in a week with health food.	The brochure includes a menu to eat in a week but it isn't healthy food.	The brochure doesn't include a menu.