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entre el Ministerio de Educación Nacional y el British Council

INSPIRING TS
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 Ts

Example: This lesson plan gives the Ss a chance to know about you, their new T, and it also gives you a valuable opportunity to assess your Ss' 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 gives both students and teachers the opportunity of giving suggestions to different types of injuries. Additionally, the use of graphic organisers help students organise their ideas before speaking. Finally, this lesson plan includes Formative Assessment Techniques that permit teachers and students to keep track of the learning process.

Complete with the information about your Ss

Grade	Length of lesson	Number of Ss	Average age
EIGHT	120 MINUTES	30	12-14
Area		English level	
Rural X	Urban	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	Body Parts and Injures
Module / Unit	Health



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Language focus	Functional language	Language skills	Vocabulary
	Talking about injuries	Reading, Speaking, Writing	Injuries Body Parts
Principles / approach	Communicative Approach		

In “Aim”, describe the most important thing you want your Ss to achieve by the end of the session. In “Subsidiary aims”, relate the language skills (communicative and linguistic) Ss need to master in order to achieve the main aim of the lesson. Make sure the aims are learner-centered, specific, measurable, achievable, realistic, and action oriented.

Learning objectives	
Aim	By the end of this lesson, students will be able to talk about their bodies and body care.
Subsidiary aims	By the end of this lesson, students will be able to ... <ul style="list-style-type: none"> Recognize some injuries related to specific parts of the body. Give suggestions related to the body care.

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

Materials needed
<p>Body parts cards Dialogues to unscramble Markets Paper Doctor’s staff.</p> <p>Internet links:</p> <ul style="list-style-type: none"> Learn My health vocabulary. https://www.google.com/search?biw=1366&bih=657&tbm=vid&ei=8YlkXaLdC-zn5gLq743QCg&q=body+parts+and+injuries+for+teenegers+video&oq=body+parts+and+injuries+for+teenegers+video&gs_l=psy-ab.3...9959.13849.0.14325.24.17.0.0.0.324.2275.0j5j5j1.11.0....0...1c.1.64.psy-ab..13.4.792...33i160k1j33i10i160k1.0.43Q8fr1E1Ug English for going to the doctor: https://www.youtube.com/watch?v=f2awG56LBxk <p>Suggestions: You can work this topic by using the song “head, shoulders, knees and toes” https://www.youtube.com/watch?v=h4eueDYPTlg</p> <ol style="list-style-type: none"> 1, Make groups of 6 people 2. Sing the song with the original lyrics



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3. Sing by identifying the parts of the body on the song
4. Play the track (song no lyrics) to Ss try to change the parts of the body in their song
5. They present their own version of the song by showing the parts of the body they have selected

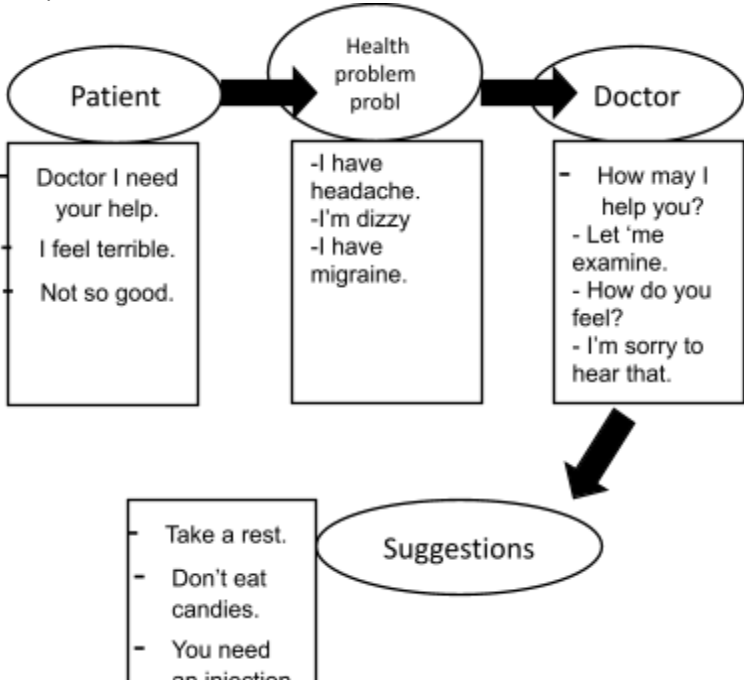
NOTE: It's so funny when they are singing you try to show another part of the body and they try don't have a mistake.

Write the name for each state of the plan. Then in the "Procedure", write a detailed description of what the T and Ss do at each stage of the session. Be sure to be thorough so any T can follow this plan. Write the procedure in third person and present tense.

Stage	Procedure	Time and interaction
Warm up	<ul style="list-style-type: none"> - Ss walk around the classroom and T says specific body features, Ss must find a person in the classroom with that description. - The S who finds the person that corresponds to the feature description says: "He/ she is the person who _____" and completes the statement with the given feature. - T gives a happy face to the person who finds the pair and at the end of the activity will receive a reward. 	15 minutes Whole class
Pre-Task	<ul style="list-style-type: none"> - Ss make groups of 3 people. - Each group receives 10 cards with a part of the body. - Each student takes a card and explains or defines to his/her group without saying the word. Members of the team guess the word. - Ss can also use synonyms or antonyms to define the chose word. Ss should use the structure: "You can _____ with this part of the body. - T walks around the classroom and helps Ss that have difficulties to define the part of the body. - T writes on the board the useful vocabulary that Ss need. - T checks some words and asks volunteers to select a card and explain it, define, give synonyms or antonyms to their classmates, who must guess the word. 	15 minutes Group work 5 minutes Whole class
	<p>SELF ASSESSMENT: Stop and Go</p> <ul style="list-style-type: none"> - Each student has a green card and a red card to answer some questions that the T is going to ask them. - T explains the meaning of each colour: <ul style="list-style-type: none"> o The Green card means they can do it. 	



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	<ul style="list-style-type: none"> o The Red card means they can't do it, they feel confused and need more practice. <p>To check comprehension, T asks Ss to hold upright the card that shows their feelings.</p> <p>T asks:</p> <p>Can you use vocabulary related to the parts of the body?</p> <p>Can I understand what my partners ask?</p> <p>Can I pronounce the vocabulary about parts of the body?</p>	<p>10 minutes T-Ss</p>
<p>Task</p>	<ul style="list-style-type: none"> - Ss receive two different dialogues about medical problems. - Ss read the dialogues and unscramble them. - Each group will paste the dialogues on a board and put it on one of the walls in the classroom. - Each group receives a worksheet to complete a table with specific vocabulary about: Parts of the body and Symptoms and medications. The chart will be partially completed; it means it has some information about the vocabulary asked. - Each group goes to the board and they read the dialogues. Then, they decide together what the specific information they need to complete their chart is. - T assigns to each group on dialogue from the walls. Each group makes a mind map with the main information about vocabulary worked. <p>Example:</p>  <pre> graph LR Patient([Patient]) --> Health([Health problem probl]) Health --> Doctor([Doctor]) Doctor --> Suggestions([Suggestions]) </pre> <p>The diagram illustrates a medical consultation process. It starts with a 'Patient' box containing the text: 'Doctor I need your help. I feel terrible. Not so good.' An arrow points to a 'Health problem probl' box containing: '-I have headache. -I'm dizzy -I have migraine.' Another arrow points to a 'Doctor' box containing: '- How may I help you? - Let 'me examine. - How do you feel? - I'm sorry to hear that.' A final arrow points to a 'Suggestions' box containing: '- Take a rest. - Don't eat candies. - You need an injection'.</p>	<p>30 minutes Pair work</p> <p>10 minutes Whole class</p>



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	<ul style="list-style-type: none"> - T monitors the work students are doing and to clarify possible doubts or concerns. 	
Post Task	<p>Ss act the dialogue assigned by the T in the previous activity. Ss bring to the class some doctor's staff to do more realistic their performance. T goes to each group to practice the pronunciation of some expressions. Ss show the performance in front of the partners.</p> <hr/> <p>SELF ASSESSMENT: Clines At the end of the activity, the T gives the following questions to the Ss and they should answer them with their partners:</p> <ul style="list-style-type: none"> ● Did you enjoy the dialogues you role played today? ● How do you feel after doing the performance with your classmates? Why? <p>The Ss can use emoji images (Overjoyed, happy, confused) to show how they felt.</p>	<p>20 minutes Group work</p> <hr/> <p>15 minutes Ss-Ss</p>
Assessment	<p>Rubric: (See Appendix 1) T tells Ss that she will assess the performance using a rubric that has the following criteria: Vocabulary Fluency and pronunciation Accuracy Role Play</p> <p>This rubric is used while Ss are presenting the dialogues they have created.</p>	

List all a series of tips of how this plan can be adapted so other Ts can implemented in their own educational context.

Inspiring tips for other Ts who want to implement this plan

1. If any student didn't have the green/red cards, Ts can use the technique: thumbs up and thumbs down.
2. If teachers have younger learners, you can give them different parts of the body to cut and build a monster with specific features.



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3. Teachers can organise a cubing activity with:
 - a. Order the words related with parts of the body
 - b. The odd word
 - c. The odd word pronunciation
 - d. Mime and pronounce the correct part of the body
 - e. Match some sports with parts of the body
 - f. Use some specific parts of the body to get a challenge: For example, You have to use your nose (elbow, ear, knee) to transport some cotton ball from any place to another one.

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
Injuries	Reading Speaking Writing	Imperatives	Injuries Body parts	8th

Appendix

Topic:	Body care		
Grade:	Eight Grade		
Skills:	Speaking and Grammar		
What to assess:	Oral Presentation		
CRITERIA	BASIC PERFORMANCE	HIGHT PERFORMANCE	SUPERIOR PERFORMANCE
VOCABULARY	The group doesn't use the expressions and vocabulary related to the topic.	The group include vocabulary and expressions related to the topic.	The group include and use naturally vocabulary and expressions learned in the unit.



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FLUENCY AND PRONUNCIATION	<p>There is evident lack of preparedness.</p> <p>Pronunciation affects understanding of different ideas.</p>	<p>Pronunciation is clear enough to be understood. Hesitations affect understanding and fluency.</p>	<p>Pronunciation is easy to understand. Fluency is good and does not affect understanding.</p>
ACCURACY	<p>The group shows poor control of the grammar structures.</p>	<p>The group shows appropriate use and control grammar structures. However, there are grammar mistakes.</p>	<p>The group shows an excellent use and control if the grammar.</p>
ROLE PLAY	<p>There is evident lack of preparedness.</p> <p>Members of the group do not show appropriate eye contact, use pauses and gestures along the role play.</p>	<p>Only few members of the group are prepared. Some members show appropriate eye contact, pauses and gestures along the role play.</p>	<p>All members speak with appropriate eye contact, tone and uses pauses. All of them are well-prepared and act with confidence.</p>