



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*

Author	
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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 recognize the advantages and disadvantages of social networks in their life and provide advice to have a healthy management of them. It also gives teachers the chance to bring interesting and meaningful topics and activities that allow students to have fun while learning.

*Complete with the information about your students*

Grade	Length of lesson	Number of students	Average age
9 <sup>th</sup>	95 minutes	33	14-16
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	
Construction of Citizenship / Democracy / Teenagers	
Globalization	X

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

Topic	My life with social networks		
Module / Unit	Module 1. Globalization		
Language focus	Language Function	Language skills	Vocabulary



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	Describing the impact of social networks	Reading Writing	
<b>Principles / approach</b>	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	
<b>Aim</b>	By the end of this <u>lesson</u> , students will be able to describe the impact of social networks on people.
<b>Subsidiary aims</b>	By the end of this <u>lesson</u> , students will be able to ... <ul style="list-style-type: none"> <li>• Exchange information related to effects of social networks using the present simple tense.</li> <li>• Recognizes vocabulary related to social current phenomena.</li> </ul>

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

Materials needed
Posters of icons of social networks printed. Suggested Video 1: "Social Networking in Plain English" <a href="https://youtu.be/6a_KF7TYKvc">https://youtu.be/6a_KF7TYKvc</a> Cardboard, markers, pencil colours.

*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
<b>Warm up</b>	T begins class by asking SS about what they think social networks are. SS make a brainstorming of ideas orally. Then, T pastes around the classroom the posters of some icons of different social networks (Facebook, Twitter, WhatsApp, Instagram, Snapchat, Youtube, TikTok). SS must stand up and go to the icon of the social network they use most. T asks some volunteers to say why they like to use this social network and the number of hours they spend on it daily).	10 minutes Individual work
<b>Presentation</b>	T shows a short video about how social networks work and SS write down what they understand. T plays the video twice.	15 minutes SS-t Individual work



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	Then, T asks some volunteers to share the ideas from what they heard on the video. T writes them down on the board. (Since the ideas can be given in Spanish, T translates them into English to present vocabulary and grammar and model pronunciation).	
<b>Practice</b>	T asks SS to get in 7 groups and assigns each group a social network (the ones used at the beginning). Also T provides a text with some general information about each social network for SS to read and analyse. For this, SS can use their dictionaries. T monitors SS' work and clarifies questions.  Once SS read the information provided, they identify and classify it into advantages and disadvantages.	15 minutes SS-SS T-SS Group work
<b>Production</b>	T asks each group to prepare a graphic organizer (mind map, conceptual map, concept wheel) that illustrates the information from the text, including the advantages and disadvantages identified before. This graphic organizer must be shown in a piece of cardboard and decorated it as they wish, with images and bright colours.  Each group shares their small posters with the class. T helps SS during the presentation correcting pronunciation and use of proper vocabulary and grammar.  <b>Self-assessment technique: three things:</b> T provides SS with three prompts and SS must complete them on a piece of paper:  <i>In this lesson, I learnt _____</i> <i>Working in groups makes me feel _____</i> <i>Something I need to improve is _____</i>  <i>T collects the papers with the answers and reflects upon them for future lessons.</i>	20 minutes Group work  20 minutes Group work T-SS  5 minutes Individual work
<b>Wrap-up</b>	T invites SS to reflect on the impact of social networks on current society. T asks SS to paste the posters around the school to raise awareness on the use of social networks.	10 minutes T-SS 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**

Teachers must make some research before class to find out clearly what social networks are. You can read information in this suggested website <https://makeawebsitehub.com/social-media-sites/>

For the practice stage, you should look for information about these social networks on internet; look for different websites and compile the information that best suits your students' level of English and comprehension.



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*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
My life with social networks	Reading Writing	Present simple Modal verbs Imperatives	Expressions to give opinion, suggestion and effect.	9 <sup>th</sup>