

LESSON PLAN FORMAT

SUBJECT	English	GRADE	8
TOPIC	Environmental Concerns	LENGTH	100 Min
AIMS			
MAIN AIMS <i>(What are the main aims of your lesson (content, language skills and language items)? What do you want your learners to have learnt by the end of this lesson?)</i>			
<p>At the end of this lesson, learners will design posters with messages showing concern about environmental problems.</p>			
SUBSIDIARY AIMS			
<p>Analyze human actions that affect environment.</p> <p>Propose good actions to take care of Environment.</p>			
TEACHING OBJECTIVES			
Content <i>(New knowledge, skills and understanding)</i>	Cognition <i>(High-order thinking skills, problem-solving, challenges and reflection)</i>	Culture <i>(Awareness of self and other, identity, citizenship, and pluricultural understanding)</i>	
<p>Environmental Problems</p> <p>Human Actions</p>	<p><i>Identify environmental problems and human actions that affect the environment</i></p> <p><i>Match environmental problems and human actions</i></p> <p><i>Complete sentences about environmental problems, expressing concern.</i></p> <p><i>Design posters with messages showing concern about environmental problems</i></p>	<p>Identify how can I help to protect the environment.</p>	
Communication <i>(What and how)</i>			
Language of Learning <i>(Key vocabulary – content-obligatory) (Key vocabulary – content)</i>	Language for Learning <i>(Functional language e.g. language while learners participate in the lesson – thinking skills)</i>	Language through learning <i>(Language progression, practice and extension – emerging language, and what you will do with this)</i>	
<p>Environment</p> <p>Environmental Problems</p> <p>Air Pollution</p> <p>Water Pollution</p> <p>Soil Pollution</p> <p>Deforestation</p> <p>Illegal Mining</p> <p>Human Actions</p> <p>Dump Waste</p> <p>Produce Fumes</p> <p>Extract metals and minerals</p> <p>Cut down trees</p> <p>Use pesticides</p>	<p>I am concerned about...</p> <p>I am too. People ...</p>	<p><i>Express concerns</i></p> <p><i>Teacher will monitor students learning, group work, in pairs or individually</i></p> <p><i>Teacher will solve the concerns or difficulties of the students in terms of writing, pronunciation and good use of language in the different assigned activities</i></p>	
CRITERIA FOR ASSESSMENT			
<i>(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)</i>			



Formative Assessment

Do group and individual activities
Participate in all tasks and activities.
Reflect through videos how important is to protect the environment

Summative Assessment

Make a brief oral presentation about environmental concerns in front of the class.
Give feedback to clarify doubts about the use of language

LESSON PROCEDURE / ACTIVITIES			
Time	Stage	Procedure	Materials & Resources
15 Min	Activate prior knowledge	T shows SS a video by Michael Jackson The Earth Song . SS watch the video, T asks SS what do they see, what human actions can they see, What do the images belong to environmental problems, if do they believe Earth sometimes goes against men and it complains to their ill-treat , T ask for SS they tell some examples about this, in their city	Computer Video beam Speakers Video https://MichaelJackson.Ink.to/_listenYD
10 Min	Lead in	T shows images about Environmental Problems and Human actions. SS try identify them SS look at the pictures and answer Which of the pictures are good for the environment and which are bad Which of the bad things do they contribute to affect the environment How can they help the environment	Images about environmental problems and human actions
15 Min	Whole class activity	T shows a video about the environment to students T asks questions about the video What do they do to help prevent the pollution What things can they recycle When do you use energy to turn on your lights or when do you put water in a plastic water are you contributing to mining and pollution	https://www.youtube.com/watch?v=Oa7ntoCf8yU&t=140s
10 Min	Group activity	T divides the class in pairs T gives SS a photocopy with some exercises In the first exercise SS match the photos of environmental problems and expressions of these .	Photocopy
10 Min	Class activity	In the second exercise SS complete it with human actions expressions. T shows SS emotion flashcards T asks SS emotions, then SS repeat after her I am ----- using emotion names T invites SS to discuss about their environmental concerns with a partner	Emotion Flashcards
20 Min	Collaborative work	T divides the class in groups of three T gives each group an environmental problem T asks for SS create a poster with images and messages expressing environmental concerns, human actions and solutions to protect the environment.	A reusable bag, pieces of paper with names of environmental problems Cardboards Markers, Environmental Problems images Glue
30 Min	End of the lesson Wrap up	SS show their presentations about environmental concerns in front of their class . At the end T invites SS to reflect about the activity T asks for SS Reflect about the activity using questions like	



		<p>A question I still have is...</p> <p>Something I can do better next time is...</p> <p>T assigns SS a homework</p> <p>For next class SS bring messages with some images about to take care of the environment in their school.</p>	
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