



LESSON PLAN FORMAT

SUBJECT	ETHICS	GRADE	11
TOPIC	TEENAGERS VALUES	LENGTH	60 minutes
AIMS			
(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?)			
MAIN AIM: At the end of this lesson, we will create a value scale of adolescents today and the reasons behind following or confronting them.			
SUBSIDIARY AIM: Learners will also be able to...			
<ul style="list-style-type: none"> Identify values for the 21st century adolescent Establish reasons to confront or promote the values 			
CRITERIA FOR ASSESSMENT			
(What kind of assessment will be used in class? (Teacher, peer, self?) What are you assessing, how?)			
<ul style="list-style-type: none"> Identify values and antivalues Recognizes attitudes that promote positive values Recognizes attitudes that promote values 			
TEACHING OBJECTIVES			
Content		Cognition	
(New knowledge, skills and understanding)		(High-order thinking skills, problem-solving, challenges and reflection)	
<ul style="list-style-type: none"> Identify actions that promote the values Recognize attitudes that manifest opposition to the values 		<ul style="list-style-type: none"> What is value? Value Types: Universal values, Personal values, school values, Family values, Social values Value scale 	
Culture			
(Awareness of self and other, identity, citizenship, and pluricultural understanding)			
<ul style="list-style-type: none"> Relating own scale of values Recognizing everyday attitudes that promote values and anti-values Working together in pairs and groups to share opinions 			
Communication (What and how)			



- As a group, students will read and discuss the reading about values.
- Discuss as a couple about the values of your classmates that most impacted you.
- Talk about the values in the student profile of the coexistence manual
- Whole class will discuss the main learning points of the lesson.

Language of Learning

(Key vocabulary – content-obligatory)

Language	Meaning	How you support learners with this language
Coexistence n /kəʊɪg'zɪstəns/	The state or fact of living or existing at the same time or in the same place. "what is needed today is peaceful coexistence"	The teacher offers the explanation of the concept and the examples for its use. Text offers both a verbal description of the activities and an illustration of what they entail
value /'vælju:/ n	Principles or standards of behaviour; one's judgement of what is important in life. "they internalize their parents' rules and values"	Teacher will monitor group work and offer guidance, clarifications and demonstrations if needed Group work allows opportunities for peer support
moral n /'mɔrəl/	Of or pertaining to character or disposition, considered as good or bad, virtuous or vicious; of or pertaining to the distinction between right and wrong, or good and evil, in relation to the actions, volitions, or character of responsible beings; ethical. <i>HARVEY Pierce's Super. 103 An advancement of that morall, and intellectuall good, that so forciblemproueth itselfe.</i>	

Language for learning

(Functional language e.g. language while learners participate in the lesson – thinking skills)

Language	Meaning	How you support learners with this language
Respect your opinion I listen carefully I appreciate the difference	Praising & Coaching	Teacher will brainstorm expressions that learners could use and feed in some others if needed, before learners get started with a task



<p>What do you think about? I think that's great! I agree I'm not sure about that I think it could work You should / could... Why don't you... What if you...</p>	<p>Asking for and giving advice about action plans</p>	
<p>Language through learning (Language progression, practice and extension – emerging language, and what you will do with this)</p>		
<p>Teacher will monitor pair and group tasks and feedback on language problems that could affect communication or sound repetitive. Teacher will also board any useful and well-used language for language extension.</p>		
<p>ANTICIPATED PROBLEMS AND SOLUTIONS (What problems do you anticipate, and how will you solve them? This could be about timing, length/style/level of text, behavioural management, classroom management (pairs/groups), weak/strong learners, language, setting up activities, checking understanding, etc.)</p>		
<p>Problems</p>	<p>Solutions</p>	
<p>Text describing values and moral could be over challenging for some learners due to their limited vocabulary resources and the actual performance of the tests could be challenging for learners and comprehension</p> <p>Some learners might lack confidence to use the language during the lesson</p> <p>Reading task could extend too long and reduce time for the actual tests</p>	<p>Grouping will be done intentionally to ensure each group has a right balance between learners with more developed language skills</p> <p>Teacher will be strict with time limits to ensure all the activities are completed as planned</p> <p>Teacher will encourage learners to cheer up and use the data collected as a warning to help them reconsider their routines and think of actions that could help them improve their relations with others</p>	
<p>MATERIALS AND RESOURCES NEEDED</p>		
<p>Work guide (2 copies of same page per group of 5), situations and examples (1 copy per group). Short stories videos (all group look it at the same time)</p>		



Time	Stage and aims		Interaction/ Focus	Procedure
15 mins	Activate prior knowledge	To generate motivation and activate schemata in the context of the lesson.	T-SS 10 min S-SS 5 min	The teacher presents a list of words that contains values, emotions and sensations. It offers keys to identify one from the other. Students identify the values that identify them}
15 Mins	Read in	For students to read the work guide in using the language For students to prepare the values list and the antivalues	S-SS	Students make their own lists of values and classify them between social, personal, family and universal.
15 mins	Show the shorts stories videos	students watch the short story videos and brainstorm what the values could identify	GW	Put ss in groups and they discuss follow-up questions. Monitor well and prompt when necessary. Ask some Ss to share with all the class. Feedback in content and language.
15 mins	Scale of values	students develop their own scale of values	GW	students discuss values develop the scale of values They argue their choice