

# LESSON PLAN FORMAT

<b>SUBJECT</b>	Peace and Democracy	<b>GRADE</b>	10th grade
<b>TOPIC</b>	Rights and Duties	<b>LENGTH</b>	60 minutes
<b>AIMS</b>			
<b>MAIN AIMS</b>			
<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><b>By the end of the lesson, learners will be able to identify their rights and duties, understand their role as citizens in the community and express their point of view about the topic, by carrying out activities that help them to fulfill them.</b></p>			
<p><b>Subsidiary Aim: They also will be able to:</b></p> <ul style="list-style-type: none"> <li>● <b>Express abilities and obligations.</b></li> <li>● <b>To make suggestions.</b></li> <li>● <b>Ask for and give advice related to their rights and duties in their community.</b></li> </ul>			
<b>TEACHING OBJECTIVES</b>			
<b>Content</b> <i>(New knowledge, skills and understanding)</i>	<b>Cognition</b> <i>(High-order thinking skills, problem-solving, challenges and reflection)</i>	<b>Culture</b> <i>(Awareness of self and other, identity, citizenship, and pluricultural understanding)</i>	
<ul style="list-style-type: none"> <li>● Revising vocabulary related to rights and duties.</li> <li>● Revision of warming up activities.</li> <li>● Activities to identify the differences between these concepts.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>Recognizing terms and carrying out tasks.</i></li> <li>● <i>Evaluating differences between rights and duties.</i></li> <li>● <i>Drawing conclusions about the importance of rights and duties in their role as responsible members of a community.</i></li> <li>● <i>Expressing abilities, obligations, making suggestions and giving and asking for advice in different daily situations</i></li> </ul>	<ul style="list-style-type: none"> <li>● Comparing attitudes in different events held in their community, country and the world, respecting cultural elements and showing awareness of their role as members of the global society.</li> <li>● Doing collaborative work to share ideas about rights and duties.</li> </ul>	
<b>Communication <i>(What and how)</i></b>			
<b>Language of Learning</b> <i>(Key vocabulary – content-obligatory) (Key vocabulary – content)</i>	<b>Language for Learning</b> <i>(Functional language e.g. language while learners participate in the lesson – thinking skills)</i>	<b>Language through learning</b> <i>(Language progression, practice and extension – emerging language, and what you will do with this)</i>	
<ul style="list-style-type: none"> <li>● Vocabulary about rights and duties. <b>The learners will be given some pictures and a wordsearch to help them identify and learn the vocabulary needed. The teacher will guide the activities and give explanations when necessary.</b></li> <li>● Working in groups, students will express abilities, obligations, make suggestions and give and ask for advice, by making a rule</li> </ul>	<ul style="list-style-type: none"> <li>● Reading a text about rights and expressing ideas about their corresponding duties. This task will be done by paragraph so that they can understand easily.</li> <li>● Through collaborative work, the students will express their point of views about the topic using the expressions and vocabulary studied. At the same time, the teacher will support and give feedback if needed.</li> </ul>	<ul style="list-style-type: none"> <li>● <i>In groups, the students will prepare descriptions about citizens' attitudes in local, national and international events given by the teacher.</i></li> <li>● <i>The teacher will monitor the task in every group and will give feedback on language problems to improve communication.</i></li> <li>● <i>Learners will discuss the main learning points of the lesson.</i></li> </ul>	

chart having in mind their role in their community. This will allow them to support their peers.

### CRITERIA FOR ASSESSMENT

(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)

#### Formative Assessment

- It will be continuous, monitoring every task and giving feedback after them to reflect on students' learning and work toward learning goals.
- Progress in acquisition of new vocabulary and expressions worked during the process.
- Teacher's constant motivation and learners' interest while carrying out the different tasks.
- Self- assessment of his/her performance in his/her learning process.
- Peer assessment in the development of group work to see how they are doing in the different tasks of the process.

#### Summative Assessment

- Written test to check understanding and knowledge about the topic.
- Oral group activity to express ideas about their rights and duties having in mind some daily situations given using the vocabulary and expressions studied. This activity will be prepared by groups so that they can help each other.

LESSON PROCEDURE / ACTIVITIES			
Time	Stage	Procedure	Materials & Resources
6 mins	<b>Activate prior knowledge</b>	Learners identify the vocabulary they know. Teacher writes the vocabulary on the board. Teacher tells the students the lesson aims.	Wordsearch Board
8 mins	<b>Lead in</b>	Students organize in groups to develop a task in which they observe some pictures to help unscramble some new words and expressions related to the topic and try to give examples. Teacher monitors and supports. The teacher classifies the words: Rights and Duties in different columns, with students' help.	Worksheets with the task. Posters. A Chart.
10mins		Observe the following video: <a href="https://youtu.be/zHFTx1ueHJU">https://youtu.be/zHFTx1ueHJU</a> Working by groups, answer the following questions: What is the video about? Which aspect (s) from the video caught your attention? Mention the rights and duties you listen to in the video? What do you think are the most important duties and rights? Teacher monitors and gives feedback.	Video beam video Copies (1 copy per group)
8 mins		Introduction to the text "Women's rights" Organized in groups students read the text by paragraphs so that they can understand the contents better. Oral practicing, revision of vocabulary and new expressions. Carrying out the different exercises about the text: True/False, complete sentences, organize ideas and answer open questions ( w/h questions). Teacher monitors and gives support.	Text Completion exercises W/H questions Dictionaries
10 mins	Discussion Task	The students, organized in their groups, prepare some points for the discussion. They give their points of view, having in mind the daily situations given . Students help each other to be prepared to share. Teacher presents a chart with some useful expressions for the discussion (I agree/ disagree, I think / I don't think, from my point of view,etc), monitors and gives support.	Worksheets (for every student) Chart
10 mins	Practical task	Every group, using their creativity, creates a poster about some duties and rights they should take into account to have good relationships in their community. (school, family, city, country or abroad). They will share their work with the rest of the class. Teacher gives feedback and support.	Posters Colors Markers Pictures



8mins	Wrap up	Learners carry out the reflective 3-2-1 activity: Write 3 things you learned TODAY. Write 2 things you want to learn more about. Write 1 thing you would like to improve. Share with the class. Teacher praises their work and gives feedback.	Some papers ( for every student)