

# LESSON PLAN FORMAT

<b>SUBJECT</b>	ETHICS AND VALUES	<b>GRADE</b>	10th
<b>TOPIC</b>	EMPATHY	<b>LENGTH</b>	180 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>			
By the end of the lesson, students will have self-assessed their social values and created a way to promote empathy and good behaviors in their community.			
<b>SUBSIDIARY AIM:</b> students will also be able to: Ask for and give advice about activities to promote respect for animals. Suggest and present some plans to prevent animal abuse.			
<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>• What is empathy?</li> <li>• Signs of empathy</li> <li>• 3 characteristics of an empathetic person</li> <li>• Empathy: characteristic or trait?</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing terms about values</li> <li>• Evaluating own social and cultural attitudes toward others.</li> <li>• Evaluating own social and cultural attitudes toward animals.</li> <li>• Designing some activities to promote values in the community.</li> <li>• Designing some action plans to promote respect to animals.</li> </ul>	<ul style="list-style-type: none"> <li>• Working together in groups of 5 to find a solution to different situations, such as animal traction, civil rights, and racial discrimination.</li> <li>• Listening to the different proposals and plans of other teams.</li> </ul>	
<b>Communication</b> <i>(What and how)</i>			
<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>• Revision of the vocabulary related to social and</li> </ul>	<ul style="list-style-type: none"> <li>• What should we do if....?</li> <li>• What would you do if...?</li> </ul>	<ul style="list-style-type: none"> <li>• Some learners might experience frustration when using the language during</li> </ul>	



<p>cultural values, animal issues, and practices.</p> <ul style="list-style-type: none"> <li>• Activities to evaluate the recognition of different values through case studies.</li> </ul>	<ul style="list-style-type: none"> <li>• How would you react to this situation?</li> <li>• Should animals be used for animal traction?</li> <li>• We think we might / could.</li> <li>• It's a good idea, that sounds great</li> <li>• We suggest implementing....</li> <li>• We suggest that people/government.....</li> <li>• People should... (subject – should – verb)</li> <li>• Totally agree/disagree.</li> </ul>	<p>the lesson, so the teacher will guide each team, providing new words and phrases for language extension.</p>
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**CRITERIA FOR ASSESSMENT**

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

<p><b>Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Self-assessment of social and cultural values and their definitions.</li> <li>• Group feedback on the signs of an empathetic person (Empathy quiz)</li> <li>• Peer feedback on how much of an animal lover you are</li> <li>• Performance assessments: by observing oral presentations at the end of the lesson, using functional language.</li> </ul>	<p><b>Summative Assessment</b></p> <p>Diagnostic tests answers written on notebooks Written tests about curricular content</p>
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**LESSON PROCEDURE / ACTIVITIES**

Time	Stage	Procedure	Materials & Resources
20 min	<b>Activate prior knowledge</b>	Game connecting with the topic: Students are divided into three teams. Each team must choose a leader and are provided with all the letters of the alphabet. They can be two of each.	Letters of the alphabet are made of foam material.



		Students will use their acting skills in the classroom. T will call random students to act one value in front of the class. In small groups, students will unscramble the word with the letters provided. T will monitor.	
15 min	<p><b>Lead-in:</b></p> <p><b>Values and their definitions</b></p> <p><b>Icfes part 2</b></p>	For students to gain confidence in using the vocabulary and clarify the concepts, they will match the values and their definitions on a worksheet. First, they will work alone. Then, they will compare their answers with a classmate. Then, T will call random students to go to the board and match the values to their definitions.	<b>Worksheet 1 - Icfes part 2,</b> dictionary and notebooks.
20 min	<p><b>Awareness activity</b></p>	<p>Students will see two short videos about empathy. In these videos, they will learn three things:</p> <ul style="list-style-type: none"> <li>• What is empathy?</li> <li>• Why is empathy important?</li> <li>• How can you practice empathy with others?</li> <li>• Difference between empathy and sympathy</li> </ul> <p>Students will on a worksheet to take notes and answer these comprehension questions. First, they will work alone. Then, they will compare their answers with a classmate.</p>	<p><a href="https://www.youtube.com/watch?v=AyInqn_Hw_E">https://www.youtube.com/watch?v=AyInqn_Hw_E</a></p> <p><a href="https://www.youtube.com/watch?v=27sho6s2eK8">https://www.youtube.com/watch?v=27sho6s2eK8</a></p> <p><a href="https://es.liveworksheets.com/pt1864122ao">https://es.liveworksheets.com/pt1864122ao</a></p>
20	<p><b>Activity 1: Reading and watching</b></p>	<p>To become familiar with an activity about Empathy, social values, and some animal issues and practices, students will read a short article about some characteristics of empathetic people, including sensitivity, and they will complete some activities to check their understanding.</p> <p>In addition, they will watch a video about the substitution of animal traction vehicles in Bogotá. They will also work on some comprehension and discussion questions to reflect on this issue.</p>	<p>Board, markers, notebooks, dictionary.</p> <p><a href="https://es.liveworksheets.com/gr1291864pm">https://es.liveworksheets.com/gr1291864pm</a></p> <p><a href="https://globalrec.org/2014/09/04/substitution-of-animal-traction-vehicles-in-bogota/">https://globalrec.org/2014/09/04/substitution-of-animal-traction-vehicles-in-bogota/</a></p>

20 min	<b>Activity 2: Empathy quiz</b>	For students to self-assess about the social and cultural values they hold and how much they practice empathy, students will take a video quiz. They will have some questions or scenarios on screen and they will have to choose the most suitable answer for them. Advise students to answer each question honestly.	Worksheets, dictionaries and notebooks.  <a href="https://es.liveworksheets.com/pt1864122ao">https://es.liveworksheets.com/pt1864122ao</a>
20 min	<b>Activity 3: Animal lover quiz</b>	For students to become aware of some unfair practices with animals, they will take a test, which will indicate how much of an animal lover they are. Then, Ss will exchange copies with another group, will check the results, and share and compare their answers.	Worksheets, dictionary and notebooks.  <a href="https://www.gotoquiz.com/how_much_of_an_animal_lover_are_you_3">https://www.gotoquiz.com/how_much_of_an_animal_lover_are_you_3</a>
50 min	<b>Final Task</b>	Ss will work in small groups to discuss and design a plan to promote good behaviors toward their community and promote respect for animals. Then, they will have to prepare an action plan to prevent animal abuse and some activities to encourage empathy. Students need to take note about their ideas. Once they finished designing their plan, each member of the team will be sent to a new group to share their plan.	Books, pencils, cards, notebooks, dictionary, flash cards, pencil colors, dictionary, markers, pictures, scotch tape.
15	<b>Wrap-up</b>	Put ss into new groups to discuss the different action plans. T will monitor and will make sure Ss ask for and give their opinions about the other teams.	Notebooks, pencils, flash cards.

## Annex 1



## WORKSHEET 1 - ICFES PART 2

### Can you match the values and their definitions?

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|--|-------------------|
| 1. The quality of being equitable and righteous.                                 | a. Cooperation    |
| 2. Complete trust in someone or something. The conviction of things not seen.    | b. Love           |
| 3. To respect and appreciate differences: race, religion, language.              | c. Peace          |
| 4. The duty or obligation to do something.                                       | d. <b>Empathy</b> |
| 5. Able to understand how someone else might be feeling about a situation        | e. Obedience      |
| 6. Due regard for the feelings of others.  | f. Conscience     |
| 7. Compliance with an order or request.  | g. Responsibility |
| 8. A strong feeling of affection.  | h. Justice        |
| 9. The part of your mind that tells you whether your behavior is right or wrong. | i. Faith          |
| 10. State of tranquility.  | j. Kindness       |
| 11. The quality of being friendly, generous, and considerate.                    | k. Respect        |
| 12. The action or process of working together to get the same end.               | L. Tolerance      |