

LESSON PLAN FORMAT

SUBJECT	Science	GRADE	8th
TOPIC	Energy drinks and their impact on cardiovascular system	LENGTH	180 mins.
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>			
By the end of the lesson, learners will be able to explain through a poster, the effects of energy drinks on their cardiovascular system as well as suggest healthy drinking habits to enhance its functioning.			
SUBSIDIARY AIMS			
Learners will be also able to...			
<ul style="list-style-type: none"> • Design and apply a short survey about energy drinks consumption. • Give advice about habits to improve cardiovascular system 			
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>	
<ul style="list-style-type: none"> • Vocabulary about cardiovascular system organs and functioning. • A survey based on 3 Yes/ No questions and 2 Wh-questions • Suggestions for healthy drinking habits. 	<p>Identifying parts of the cardiovascular system on a drawing.</p> <p>Deciding true or false information about the Cardiovascular system</p> <p>Classifying information after surveying classmates' habits related to energy drinks contrasted to water, alcohol and others.</p> <p>Summarizing effects of energy drinks on teenagers after searching on medical websites..</p> <p>Designing a poster to reflect effects and actions to make partners reflect on their drinking habits</p>	<p>Reflecting on their own personal habits to have a healthy lifestyle.</p> <p>Working in groups to discuss opinions.</p> <p>Finding a real life application</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>Human cardiovascular system: organ system that conveys blood through vessels to and from all parts of the body, carrying nutrients and oxygen to tissues and removing carbon dioxide and other wastes. It is a closed tubular system in which the blood is propelled by a muscular heart. Two circuits, the pulmonary and the systemic, consist of arterial, capillary, and venous components.</p>	<p>Listen to your heart Press on this side of your neck/ wrist Stand up and get your answers! Work in pairs! Get in groups of four! 5 minutes left! Let me check! Get all your stuff!</p> <p>Why are you sitting down? Well done! You're about to finish! You did an excellent job!</p>	<p>Teacher will get close to each pair or group to monitor tasks developing and give feedback on language problems that could affect communication among teams He will also help with words or phrases they need to be sure about.</p>	

<p>Energy drinks: A beverage that typically contains large amounts of caffeine, added sugars, other additives, and legal stimulants such as guarana, taurine, and L-carnitine.</p> <p>Survey : In research of human subjects, a survey is a list of questions aimed for extracting specific data from a particular group of people.</p> <p>Drinking: the act of consuming liquids.</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>Formative Assessment</p> <p>Students will receive three emojis (like / interesting / improving) and they will paste on their partners' posters.</p>	<p>Summative Assessment</p> <p>Teacher will provide a rubric for students to know how their poster will be assessed. This will have a grade according to a category.</p>
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LESSON PROCEDURE / ACTIVITIES			
Time	Stage	Procedure	Materials & Resources
7 mins	Activate prior knowledge	T will ask SS to listen to their hearts. They will find a way to do it. If after 3 minutes they won't do it. T will show up with a stethoscope from their backpack and let some ss listen to it. For the rest of the class, T will say to press the side of their necks or inside of their wrist.	A stethoscope Human body
12 mins	Lead in	SS will receive a sheet in order to draw what they think the human cardiovascular system is made up of. SS will compare their drawing to a model given by the T. This will have organs and its names. SS will set similarities and differences with their own.	A white sheet of paper Color pencils A printing model of the cardiovascular system.
9 mins	The Cardiovascular system video watching:	S will watch the video The Cardiovascular System (Health Lesson for Kids) once to try to understand Cardiovascular system functioning, parts, location and actions to keep heart healthy. This video will be watched twice in order to reinforce information and be able to clarify presenting knowledge.	https://www.youtube.com/watch?v=CYu5MW7VNG8 Downloaded video, TV, Laptop, HDMI cable Printed True or False Statement
5 mins	True or False task	SS will get in groups of 3 and they will decide if statements given are either true or false. T and SS will check answers orally. T will ask SS to raise hands to test true or false answers, and write the correct ones on the board.	Board and marker
27 mins	Making survey on Energy drinks task	T will show some popular energy drinks cans to see if SS will recognize them. T will model a Do you..? and a How often? SS will make 5 questions in their notebooks SS will get together in groups of 5. They will choose which questions to use for making a survey based on 5 questions about Energy drinks on classmates' and its frequent consumption. 2 of them will be starting with Do you..? and 2 of them will be related to What-? and How often-? T will monitor survey elaboration on every step.	Cans of popular energy drinks Students' English notebooks Pencils or ball point pens.
20 mins	Applying survey task	T will select 1 S from a group in order to T be asked with the whole questions After that, Each student will be assigned to ask these questions to 2 different groups.	A survey made by SS
20 mins	Discussion task	SS will analyze the survey results and make 3 conclusions according to their classmates' answers.	Cell phones, Internet data

		<p>T will get close to each team and will listen to their conclusions.</p> <p>SS will search on the internet some effects of energy drinks on teenagers and take notes of them.</p>	
30 mins	Practical task	<p>SS will design a poster to represent causes of energy drinks consumption on teens and suggestions to avoid their negative effects.</p> <p>SS will read in front of the class their poster.</p>	Pasteboard or Card stock, markers, google images
15 mins	Wrap up	<p>SS will hang on their posters on the classroom wall. Class students will stand in front of each poster and will paste an emoji ((like / interesting / improving) to assess their partners' task.</p>	Printed emojis given by the T.