

## LESSON PLAN

School Name:

Teacher's name:

Term	Date	Subject	Class	Unit N°	Lesson N°	Durati on	Class size
3		ENG	S2	9	9.1	40-50 min.	
<b>Type of Special Educational Needs to be catered for in this lesson and number of learners in each category</b>							
<b>Unit title</b>		Unit 9: Health					
<b>Key Unit Competence</b>		To use language learnt in the context of health.					
<b>Title of the lesson</b>		Describing illness					
<b>Instructional Objective</b>		Global Communication/Sharing: Students provide clear and detailed descriptions about themselves (including their identity and communities they feel they belong to), their perspectives and experiences, and how they relate to the topic.					
<b>Plan for this Class (Location: in / outside)</b>		In class					
<b>Learning Materials (For all learners)</b>		-Student book Unit 9.1: Describing illness -Generation Global topic: Health and Well-being					
<b>References</b>		<i>Essentials of Dialogue: Guidance and activities for teaching and practising dialogue with young people.</i> (2017-2022). Tony Blair Institute for Global Change. <a href="https://generation.global/assets/resources/essentials-of-dialogue-english.pdf">https://generation.global/assets/resources/essentials-of-dialogue-english.pdf</a>					
<b>Timing for each step</b>	<b>Description of teaching and learning activity</b>						<b>Generic competences and Cross cutting issues to be addressed. + a short explanation</b>
	<b>Teacher activities</b>			<b>Learner activities</b>			
<b>Introduction</b>  5 min.	Teacher asks students to review the vocabulary list and goes over the pronunciation and definitions of each word from Unit 9.1			Students read page 110 in the student book before class.			
<b>Development of the lesson</b>  25 min.	Teacher asks students to take a 2-minutes to think about these questions:  -What experiences have you had in your own community with illness? -What issues have come up in your community about good health?			Students write down their thoughts in a journal thinking about the two questions posed by the teacher.			

	<p>Teacher places students in small groups and asks them to share about their community experiences using the vocabulary words.</p> <p>Teacher brings students back together and asks them to share what words they used and explain the context.</p> <p>Teacher makes a list of the words used on the board.</p>	<p>Students share in small groups about how they have seen some of the vocabulary words take place in their own communities.</p> <p>Students share the words they used and describe how they used them to the teacher.</p>	
<p><b>Conclusion</b></p> <p>10 min.</p>	<p>Teacher asks students to write one new word they learned and how they used it to tell their story about the community.</p> <p>Teacher collects students written statements.</p>	<p>Students write one new word they learned and how they used it and give the teacher their statement.</p>	
<p><b>Teacher self-evaluation</b></p>			