

#LivingUruguay3

LESSON PLANS

UNIT 1

URUGUAY MY COUNTRY

AT THE END OF THIS UNIT, SS WILL BE ABLE TO:


- learn about our ancestors and waves of immigration.
- have a global understanding of Uruguay as a country.
- comprehend different aspects of Uruguay from a multi-layered perspective.
- share ideas about Uruguay, its places and the activities people can do here.
- know about different educational programs within the country.

Theme: Uruguay, my country.

Topic: 1. Uruguay, a land of immigrants.

Aims:

- To promote global reading strategies by using texts and activities about our ancestors, their customs, origin and struggles.
- To raise awareness of the reasons to migrate to Uruguay.
- To promote autonomous learning by asking the students to research a particular topic.
- To introduce certain linguistic structures to talk about past habits and ideas.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T asks Ss to read an article about Immigrants in Uruguay and complete the missing information.</p> <p>700 - 30.000 - Swiss - 25.000 - Russian - 122.000</p> <p>T asks Ss to go back to Unit 3 #livingUruguay2 to check their answers.</p> 	<p>Ss read the article and complete the missing information. Ss check the information in #livingUruguay2.</p>	<p>T monitors that Ss are able to check the information.</p>
<p>Transition: Nico, Lua, Emma and Freddie are in their first class. The teacher is talking about immigration and each of them is presenting an ancestor.</p>			
<p>(10 mins)</p>	<p>T invites Ss to read about the four characters' great grandparents and answer the questions.</p>	<p>Ss read about the characters' great grandparents and answer the questions.</p>	<p>T checks that Ss read the texts about the characters of the book.</p>

Transition: The characters shared some interesting information about their ancestors. Let's dive into more ideas related to what they said.

<p>(10 mins)</p>	<p>T divides the class into 8 groups. 2 groups will be working with one character.</p> <p>T asks groups to research on:</p> <ul style="list-style-type: none"> - The Moors invasions. - Facts about Seville. - Some facts about Switzerland. - The process of making cheese. - Characteristics of an empire. - Some facts about WW1 - Information about the ships people migrated to Uruguay. - One of Emma's family's traditional dish. Origin and recipe. 	<p>Ss work in 8 groups.</p> <p>Each group researches different topics.</p>	<p>T encourages Ss to work in groups and research.</p> <p>T monitors the activity and facilitates if necessary.</p>
-------------------------	---	--	---

Transition: Let's share your findings.

<p>(5 mins)</p>	<p>T asks Ss to share their findings of their research topics.</p>	<p>Ss choose a spokesperson to present their findings.</p>	<p>T monitors and assesses Ss' work.</p>
------------------------	--	--	--

Follow up: T asks Ss to think about the four characters of the book and


- choose one of the characters' ancestors.
- prepare a summary on their notebooks including information about the ancestor.
- include images and phrases.
- include the reason why they chose him/her.

T also asks Ss to find information about one of their own ancestors. Ss can bring a picture of their ancestor or create a poster.

Topic: 2. The Uruguayan melting pot.

Aims:

- To promote autonomous learning by asking the students to research on the origin of certain products, activities or words.
- To expand Ss' cultural horizon by understanding the process of the cultural melting pot and the origin of that fusion.
- To develop Ss' speaking skills by giving specific information and presenting their research study findings.
- To foster Ss' listening skills by asking them to pay attention to their classmates' descriptions to complete a chart.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss two pictures. One picture of cheese and another one of a shepherd's pie.</p> <p>T says that these are two of his/her favorite dishes.</p> <p>T encourages Ss to tell which of the characters like these two as part of their family heritage. (T elicits that Lua and Emma)</p> <p>T asks where these dishes come from.</p> 	<p>Ss look at two pictures. One of the pictures is of cheese and the other one of a shepherd's pie.</p> <p>Ss learn that these are his favourite dishes.</p> <p>Ss answer the T's questions.</p> <p>Ss say where the dishes come from. If they don't know the answer they can surf the internet.</p>	<p>T fosters Ss' oral participation.</p> <p>T encourages Ss to use L2.</p> <p>T fosters Ss' participation, trying to involve as many Ss as possible in the oral activity.</p> <p>T encourages Ss' participation, reminding them there are no right or wrong answers.</p>
<p>Transition: As you can see, Uruguayan culture is the combination of many cultures. We call that "A melting pot" (T writes this phrase on the board).</p>			
10 (minutes)	<p>T writes the following words and asks Ss if they know where these activities are from.</p>	<p>Ss look at some words and say if they know where they are from.</p>	<p>T encourages Ss' participation, promoting a respectful atmosphere of</p>

	<p><i>Carnival</i> <i>Football/soccer</i> <i>Table tennis.</i> <i>Labor Day celebration</i> <i>Our national anthem.</i> <i>Construction of dams.</i></p> <p>T uses the places in the manual to match:</p> <p><i>Africa</i> <i>England</i> <i>China</i> <i>Chicago, IL</i> <i>Spain</i> <i>Rome</i></p> <p>T invites Ss to get in trios and say more things that come from other countries.</p>		<p>each other's opinions and ideas.</p> <p>T fosters Ss' participation.</p> <p>T fosters collaborative work among Ss.</p>
<p>Transition: Great! You have several things that come from other countries. Let's get to know more about them.</p>			
<p>(10 mins)</p>	<p>T invites Ss to choose one or two elements or the ones they want that come from other countries.</p> <p>T asks Ss to find information about the origin of those products/activities/words and take some time to prepare a brief presentation.</p>	<p>Ss choose one or two elements or the ones they want.</p> <p>Ss find information about the origin of those things and take some time to prepare a brief description.</p>	<p>T monitors Ss' work.</p> <p>T fosters Ss' independent work when working in groups.</p>
<p>Transition: Knowing about the origin of things is absolutely important. Let's see what you found in your research.</p>			
<p>(5 mins)</p>	<p>T asks Ss to present in turns. When one group presents the rest of the class completes the following chart.</p>	<p>Ss take turns to present the descriptions and while some of the present the others complete the chart.</p>	<p>T encourages Ss to listen to their classmates fostering a positive environment.</p>

	<table border="1"> <thead> <tr> <th>item</th> <th>origin</th> <th>info</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>	item	origin	info														
	item	origin	info															

Follow up: The melting pot implies that the different cultures “melted” into one culture: the Uruguayan culture. This means that in our everyday lives most or maybe all customs are imported rather than native. What we eat, the way we dress, some of our sayings and most of our traditions come from our ancestors who were immigrants to the country.

Project: Personal melting pot: We saw that we are all part of this melting pot. Look at the drawing. It shows how this person is the combination of all these things. His family comes from Germany, the Vasque country, Spain and Africa. Two of his fav dishes are Shepherds’ pie and hamburger which are imported meals. What about you?

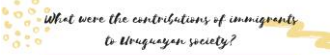
Topic: 3. What immigrants brought to Uruguay.

Aims:

- To raise awareness about Ss' cultural background.
- To provide Ss with an opportunity to explore and understand some facts from the past that affect their actual lives.
- To develop Ss' reading skills and activate Ss' schemata by working with a KWL chart.

Stage	T's action	Ss' actions	Assessment						
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T asks Ss to work with a KWL chart about <i>What immigrants brought to Uruguay</i>.</p> <table border="1" data-bbox="451 920 813 1137"> <tr> <td data-bbox="451 920 568 1066">know</td> <td data-bbox="568 920 676 1066">want to learn</td> <td data-bbox="676 920 813 1066">learned</td> </tr> <tr> <td data-bbox="451 1066 568 1137"></td> <td data-bbox="568 1066 676 1137"></td> <td data-bbox="676 1066 813 1137"></td> </tr> </table> <p>T asks Ss to complete the K column of the chart.</p> <p>T and Ss undergo a round up of ideas, completing the K column sharing all the group's ideas on the board.</p>	know	want to learn	learned				<p>Ss work with a KWL chart about What immigrants brought to Uruguay.</p> <p>Ss complete the K column of the chart with information about What immigrants brought to Uruguay.</p>	<p>T explains how to use a KWL chart in case Ss have never worked with this kind of chart.</p> <p>T fosters Ss' participation.</p>
know	want to learn	learned							
<p>Transition: As you see it is very important to get to know more ideas about immigrants and their legacy.</p>									
<p>10 (minutes)</p>	<p>T asks Ss to complete the W column of the chart.</p> <p>T and Ss undergo a round up of ideas, completing the W column sharing all the group's ideas on the board.</p>	<p>Ss complete the W column of the chart.</p>	<p>T</p>						

Transition: Great! I found a text about the contributions of immigrants. Let's read the text.

<p>(10 mins)</p>	<p>T asks Ss to read a text called <i>What were the contributions of immigrants to Uruguayan society?</i> and identify</p> <ul style="list-style-type: none"> ● words they have included in the K column ● words that sound familiar. ● words they find related to the topic of immigration  <p><small>Immigrants played a central role in the promotion and realization of the modernization, urbanization and industrialization processes in Uruguay.</small></p> <p><small>In order to integrate into the national society without losing their traditions, languages and identities, the different communities organized themselves, founding institutions to support the newcomers and their families and descendants, such as mutual aid cooperatives, and savings and loans, credit, adult schools, associations for health care and disease prevention, schools for children teaching the mother tongue, religious institutions, etc.</small></p> <p><small>The cultures brought by immigrant groups incorporated a diversity of perspectives, providing a variety of ways of thinking and feeling, transformations in private life, and strongly influencing family and gender behaviors, among other contributions.</small></p> <p><small>For example, the African slaves and their descendants brought with them and maintained the bases of their African religions. There was a process of syncretism with the beliefs of the Christian settlers. The ecclesiastical practice of the population was incorporating the traditions, customs and myths of immigrants, and began a slow path toward multiculturalism. For this reason, and even though Uruguay is a secular country since 1985, it protects the right to practice any religion and religions have tax waivers.</small></p>	<p>Some of Ss' probable questions:</p> <p><i>Immigrants</i> <i>urbanization</i> <i>industrialization</i> <i>national society</i> <i>traditions -</i> <i>languages identities</i> <i>- communities</i> <i>cooperatives</i> <i>transformations</i> <i>process</i> <i>population -</i> <i>traditions</i> <i>customs - myths</i> <i>immigrants .</i> <i>multiculturalism.</i></p>	<p>T fosters a reading scanning strategy.</p> <p>T encourages Ss' participation and then corrects orally.</p>
-------------------------	---	---	---

Transition: Wonderful! Let's find examples of their contribution.

<p>(5 mins)</p>	<p>T asks Ss to read the text and complete the following sentences:</p> <p>I - Immigrants had a strong role in...</p> <p>II - The different immigrant communities organized themselves...</p> <p>III - Immigrants incorporated to our culture...</p>	<p>Ss read the text and complete some sentences about the contributions of immigrants.</p>	<p>T monitors Ss' work and acts as a facilitator if necessary.</p> <p>T corrects the activity orally.</p>
------------------------	--	--	---

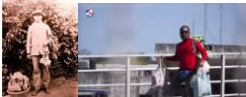
Follow up: T asks Ss to go deeper on the concept of *syncretism*. Ss may investigate and make a presentation of the concept and what it implies nowadays.

Topic: 4. Uruguay, the new land of immigrants.

Theme: Uruguay, my country.

Aims:

- To reinforce Ss' listening skills by asking them to listen to an immigrant in Uruguay.
- To do a webquest related to the new waves of immigration in Uruguay.
- To make Ss cognizant of the reality of new immigrants in Uruguay.
- To lower Ss' affective filter by asking them to perform a dialogue in pairs.
- To broaden Ss' cultural knowledge about immigration in Uruguay.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T starts the class showing two images that show two different moments in history. T asks Ss to write in their notebooks five sentences comparing the two pictures.</p> 	<p>Ss look at two images that show two different moments in history and write five sentences comparing the two pictures.</p>	<p>T encourages Ss' participation. T elicits that the photos show two immigration waves.</p>
<p>Transition: Immigrants have chosen Uruguay throughout history for many reasons. Let's learn more about the life of...</p>			
<p>10 (minutes)</p>	<p>T asks Ss to listen to the testimony of an immigrant and answer the questions.</p> <ol style="list-style-type: none"> 1. When did you come to Uruguay? 2. Why did you come to Uruguay? 3. What do you like about Uruguay? 4. What do you miss from your country? 5. Have you ever gone through difficult situations here? 	<p>Ss listen to the testimony of an immigrant and answer the questions.</p>	<p>T monitors the activity. T asks Ss to listen to the recording twice. T corrects the questions orally.</p>

Transition: Immigrants from many countries around the world have chosen our country. Let 's find out!

(10 mins)	<p>T asks Ss to look up information about immigrants in Uruguay on the internet. T asks Ss to complete a chart.</p> <p>T invites Ss to share their findings to the rest of the class.</p>	<p>Ss surf the internet to find information about immigrants in Uruguay and complete a chart.</p> <p>Ss share their findings to the rest of the class.</p>	<p>T monitors the activity and checks that the webpages Ss access are safe.</p> <p>T facilitates.</p> <p>T corrects the activity orally.</p>
------------------	---	--	--

Transition: Sharing our experience with others can be enlightening and enriching for them.

(5 mins)	<p>T asks Ss to work in pairs.</p> <p>T invites Ss to pretend that they are from another country.</p> <p>T encourages Ss to write their new name, nationality and profession on a piece of paper. They do this individually.</p>	<p>Ss work in pairs.</p> <p>Ss pretend that they are from another country.</p> <p>Ss write their new name, nationality and profession on a piece of paper.</p> <p>Ss do this activity individually.</p>	<p>T monitors grouping.</p> <p>T acts as a facilitator providing Ss with the necessary vocabulary.</p>
-----------------	--	---	--

Follow up: T asks Ss to perform the dialogue using the questions from the first activity.

Topic: 5. Uruguay, a land of beautiful landscapes.

Aims:

- To reinforce Ss' speaking skills by asking them to describe photos of different landscapes.
- To motivate Ss by working with different visual aids.
- To revise the names of the provinces.
- To develop Ss' writing skills by asking them to describe a photo of a landscape.
-

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T shows Ss a map of Uruguay. T points to different provinces and asks Ss to mention the provinces. T writes the names of the provinces on the map.	Ss look at a map of Uruguay and say the provinces they know.	T fosters Ss' participation.
Transition: Uruguay is a beautiful country where you can appreciate different landscapes. Do you like landscapes? Lua loves taking photos of all the places she has been to. Let's take a look at those places.			
10 (minutes)	T shows Ss photos of different landscapes. T asks Ss to match the landscapes with some of the provinces. <i>Where do you think these photos were taken?</i> T gives Ss some useful phrases to express their ideas. <i>In my opinion this landscape belongs to Maldonado because there are a lot of beaches.</i> T and Ss correct the activity on the board.	Ss look at the photos. Ss match the landscapes with some of the provinces. Ss look at some useful phrases to express their ideas.	T acts as a facilitator and provides vocabulary Ss may need to express their ideas.

Transition: This is Lua's favourite landscape. Let's help her describe it.

<p>(10 mins)</p>	<p>T shows Ss a photo of Punta del Este and asks Ss to describe the things they can see orally.</p> <p>T writes useful expressions on the board: <i>This photo shows...</i> <i>On the right there is a/an...</i> <i>On the left there are...</i> <i>In the middle there is/there are ...</i> <i>In the background I can see ...</i></p> <p>While Ss describe the picture the T writes the description on the board.</p> <p>T asks Ss to work in groups. T gives each group a picture of another landscape. T asks Ss to write a description of the landscape and mention some activities they can do there.</p>	<p>Ss look at a photo of Punta del Este and describe the things they can see orally.</p> <p>Ss work in groups and describe another landscape. Ss write the description on their notebooks.</p>	<p>T explains the activity and checks instructions.</p> <p>T monitors and facilitates if necessary.</p>
-------------------------	--	--	---

Transition: Lua would like to know about your descriptions.

<p>(5 mins)</p>	<p>T asks Ss to read their descriptions out loud.</p> <p>T gives Ss a chart to complete with information about the landscape the other Ss are describing.</p>	<p>Ss read their descriptions.</p> <p>Ss listen to their classmates and complete a chart.</p>	<p>T monitors Ss' work.</p>
------------------------	---	---	-----------------------------

Follow up: T asks Ss to take a picture of another landscape and to create a poster with a description and some information about that place.

Topic: 6. From watermelons to birdwatching.

- Aims:** -To provide the opportunity to students to learn more about a Uruguayan Festival.
 -To practice reading skills.
 -To practice writing a simple invitation with a real purpose.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks the Ss to look at some images and come up with the secret word.	Ss have a look at the images and try to discover the mystery word.	Ss say the word out loud.
Transition: What do you know about this festival? Where and when does it take place?			
10 (minutes)	T asks students to have a look at the pictures and make a list of possible activities and events that take place in the festival.	Ss look at the photos and make a list of possible activities and events that take place in the "Watermelon and afforestation festival".	Ss take turns to go to the board and write one activity or event.
Transition: Would you like to go to this festival? What activities would you take part in?			
(10 mins)	T asks Ss to read the text and find the activities and events included in the festival. Then they have to pick one picture that illustrates the information of each paragraph.	Ss read the text to see whether the activities they came up with by looking at the pictures are mentioned there. Then, they choose one picture that represents each paragraph.	T asks: <i>what activities are mentioned in the text?</i> She puts a tick next to the activities that are written on the board. Ss take turns to say the picture they chose for each paragraph explaining the reason for their choice.

(5 mins)	T asks Ss to read the text again and complete the table with the info from the text.	Ss complete a table with information from the text.	T moves around monitoring and checking answers.
Follow up: Ss use the information of the table to write a WhatsApp message inviting a friend to go to the festival.			

Topic: 7. Uruguay, a land of rivers.

- Aims:**
- To revise the names of some rivers in Uruguay.
 - To deal with the differences between rivers and oceans.
 - To work in an interdisciplinary way.
 - To present vocabulary related to rivers.
 - To use comparative and superlative adjectives.
 - To revise Simple Past tense.
 - To practice reading, speaking and writing skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T shows pictures of a river and an ocean and asks Ss: <i>"What can you see in each picture?"</i> , <i>"How are they similar and how are they different?"</i> , <i>"What activities can you do in a river and which ones in the ocean?"</i> .	Ss look at the pictures and talk about what they know referring to rivers and oceans.	T listens to the Ss and checks that they are bringing the correct information about rivers and oceans.
Transition: Can you mention some rivers in Uruguay? Which ones have you visited?			
(5 mins)	T invites Ss to work in pairs and complete the map by writing the names of the rivers that appear on it.	Ss think of the names of the rivers and complete the map.	Ss search the net to check they have done it correctly.
Transition: Which rivers do you think are the most important? Why?			
(10 mins)	T explains that in today's lesson they are going to read about some of the most important ones. T asks Ss to read the text and complete different activities. Optional: T divides the students into groups, each group reads one extract.	Ss do different reading comprehension activities. If the students work in groups, each group reads one extract and does the corresponding activity. Then Ss share the answers with the rest of the class.	T monitors and checks that Ss are on task. T asks Ss to provide the answers and corrects with the whole class.
Transition: Do you know what the longest river in Uruguay is?			

(12 mins)	T explains Ss that they have to look at a table with information about rivers to complete the dialogue between Duma and Lua. T provides an example: <i>"The Yaguarón river is longer than the Olimar river."</i>	Ss work in pairs, they use the information about the length of some rivers to complete a dialogue. They have to use comparative and superlative adjectives. They practice the dialogue orally.	T asks Ss to act out the dialogues to check the activity.
(6 mins)	T asks Ss to read the definitions of different words related to rivers and match them with the corresponding words.	Ss work in pairs, they read the definitions and match them with the corresponding words.	T listens to Ss' answers and checks that they have done it right.
(7 mins)	T invites Ss to read the text about Duma, Lua and their friends camping in a river and complete with the words from the activity above.	Ss read the text and complete it.	T asks Ss to read aloud the text so as to check that the words are correct.
<p>Follow up: Students are going to imagine that they spent the weekend with some friends by a river. They will write the name of the river where they went to, who they went with, what they did there, what they ate, what the weather was like and how they felt.</p>			

Topic: 8. Uruguay, a cattle-breeding country.

Aims:

- To raise awareness about a relevant social topic: our country's economic income.
- To enhance Ss' listening and reading skills.
- To provide Ss with opportunities for independent work.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T shows an audiovisual material and asks Ss to guess what they are going to work with.</p> <p>https://uruguayanmeats.uy/</p> <p>Ss' expected answer: main economic incomes in our country.</p>	<p>Ss mention their ideas about the main economic incomes in our country.</p>	<p>T tries to hook SS' attention.</p> <p>T sets an atmosphere to start working on the content of the lesson.</p> <p>T</p>

Transition: Now let's work with one of the most important incomes for our country.

<p>10 (minutes)</p>	<p>T explains they are going to listen about cattle-breeding in Uruguay and asks Ss to guess which words they think that might appear.</p> <p>T registers Ss' ideas on the board to check them out after listening to the material for the first time.</p>	<p>Ss express their ideas about the content of the lesson.</p>	<p>T checks instructions.</p> <p>T monitors Ss' work.</p>
----------------------------	--	--	---

Transition: Let's work with some specific information about our country as a cattle breeding area.

<p>(10 mins)</p>	<p>T asks Ss to listen again and complete an information chart.</p> <div data-bbox="308 1800 687 2002" style="border: 2px solid green; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">Uruguay Land of cattle-breeding</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 2px;">location</td> <td style="width: 70%;"></td> </tr> <tr> <td style="padding: 2px;">optimal conditions for</td> <td></td> </tr> </table> </div>	location		optimal conditions for		<p>Ss listen and complete a chart focusing on getting the gist of the material.</p>	<p>T monitors Ss' work providing them with help in case it is necessary.</p>
location							
optimal conditions for							

	<table border="1"> <tr> <td>Traceability allows rebuilding of..</td> <td></td> </tr> <tr> <td>Uruguay: tradition and culture in:</td> <td></td> </tr> <tr> <td>Uruguayan meat recommended for:</td> <td></td> </tr> </table>	Traceability allows rebuilding of..		Uruguay: tradition and culture in:		Uruguayan meat recommended for:			
Traceability allows rebuilding of..									
Uruguay: tradition and culture in:									
Uruguayan meat recommended for:									
Transition: Let's try a new correction strategy. I want you to correct your pieces of work on your own.									
(5 mins)	T asks Ss to work in pairs. T provides Ss with a written typescript and asks them to undergo a self-correction activity.	Ss read the listening tapescript and correct their works.	T fosters Ss' independent work. T checks that they have done the self-correction right.						
Follow up: T asks Ss to prepare some questions about the text for the following class. Ss can focus on: <ul style="list-style-type: none"> ● information they are not sure about. ● information they would like to go over again. ● information they would like to go deeper. 									

Tapescript : URUGUAY: LOCATED IN THE SOUTH AMERICAN PAMPAS

The country has optimal conditions to produce beef naturally due to its temperate weather, fertile soils and privileged hydrography.

More than 80% of the territory is dedicated to livestock and each animal has a pasture space equivalent to 2 soccer fields.

BRITISH BREEDS RAISED IN THE OPEN AIR

The main breeds are HEREFORD and ANGUS.

The animals live in the open air all year round, raised based on a rich variety of natural pastures, under the most updated practices of respect and animal welfare.

MANDATORY TRACEABILITY

Traceability is mandatory throughout the national territory, applied to the field and industry, since the animal is born until the cut of meat.

This allows rebuilding all the way from nature to the table.

SLAUGHTERHOUSES WITH ADVANCED TECHNOLOGY

Uruguay has a long tradition and culture in production and export of beef for over 400 years.

Slaughterhouses, equipped with cutting edge technology, are able to export to the most demanding markets. The country exports two-thirds of its meat production.

DELICIOUS AND HEALTHY MEAT

Due to pasture-based cattle feeding, **Uruguayan meat is recommended** for healthy diets because of low levels of saturated fats, proper ratio of Omega 6 and Omega 3 and high doses of conjugated linoleic acid, iron and vitamin E (antioxidants).

Text taken and adapted from <http://uruguayanmeats.uy/five-reasons-to-believe/>

Topic: 9. Uruguay, a land of beautiful cities.

Aims:

- to promote reading strategies by reading texts about different cities and their descriptions.
- to trigger students' social motivation by working cooperatively.
- to develop and reinforce Ss' listening skills by working with different activities.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T shows Ss pictures of the characters in iconic places of different cities.</p> <p>T invites Ss to guess where the pictures are from.</p> <p>Then, T invites Ss to match the names of the cities with the pictures.</p> <p><i>Artigas</i> <i>Tacuarembó</i> <i>Fray Bentos</i> <i>Colonia</i> <i>Montevideo</i> <i>Florida</i></p> <p>Finally, T asks Ss to match the name of the place with the corresponding city.</p> <p><i>Artigas - the Police headquarters</i> <i>Tacuarembó - the Batoví moor</i> <i>Fray Bentos - the promenade.</i> <i>Colonia - the entrance to the old city</i> <i>Montevideo</i></p>	<p>Ss look at different pictures of the characters in iconic places of different cities.</p> <p>Ss look at the pictures and try to guess where the pictures are from.</p> <p>Ss match the name of the cities with the pictures. There is an extra name they don't have to use.</p> <p>Ss match the name of the place with the right city.</p>	<p>T fosters SS' participation.</p> <p>T reminds Ss that there are no right or wrong answers.</p> <p>T monitors Ss' work while they match names and cities.</p> <p>T encourages Ss' independent work.</p>
<p>Transition: Now, you have seen famous places from different cities in Uruguay. Let's play a game. It's called the carousel. Let's get in groups of 5.</p>			

<p>10 (mins)</p>	<p>T assigns numbers 1 to 5 and asks Ss to read the text with the number that was assigned to them.</p> <p>T asks Ss to highlight the most important information about that place.</p> <p>Then, T invites Ss to report the information to the rest of the team and shows the picture they have. T asks Ss to write down something relevant about the report.</p>	<p>Ss get a number. Ss read the text with the given number.</p> <p>Ss highlight the most important information about that place.</p> <p>Ss report the information to the rest of the class and show the pictures they have. Ss listen carefully and write down something relevant about the report.</p>	<p>T monitors grouping.</p> <p>T acts as a facilitator in case Ss need help with vocabulary.</p> <p>T assesses the oral activity.</p>
-------------------------	--	---	---

Transition: The following picture is about a place that is difficult to see. It shows just a wall. It's the wall of a former slaughterhouse. Which of the 5 cities was famous for its corned beef and its slaughterhouse?

<p>(10 mins)</p>	<p>T invites Ss to do the activities as they are planned in the listening worksheet about the Liebig Company.</p> <p>https://www.youtube.com/watch?v=ruNtZUSV8P8&feature=emb_logo</p>	<p>Ss do the activities as planned in the worksheet.</p>	<p>T explains and monitors the activities.</p> <p>T corrects the activities orally.</p>
-------------------------	--	--	---

Transition: One of the processes that the Liebig Company created was the vacuum packaging. Look for information about it.

<p>(5 mins)</p>	<p>T invites Ss to look for information about the process and share with their classmates.</p>	<p>Ss look for information and talk about the steps orally.</p>	<p>T monitors and facilitates the activity.</p>
------------------------	--	---	---


Follow up: T invites Ss to work in pairs and look for more information about one of the provinces mentioned in today's lesson that called on their attention. Then, they write a paragraph about their findings and present it to the rest of the class.

Topic: 10. Uruguay for export.

Theme: Uruguay, my country.

Aims:

- To revise vocabulary.
- To make students acquainted with products Uruguay exports and imports.
- To foster cooperative and interdisciplinary work.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T asks Ss to have a look at a picture, describe it and guess the topic of the lesson</p> 	<p>Ss describe the picture orally and predict the topic of the lesson.</p>	<p>T guides general oral correction.</p>
<p>Transition: Today we are going to talk about commerce in Uruguay.</p>			
<p>(6 minutes)</p>	<p>T asks Ss to complete the definition of "import" and "export" with the words given.</p>	<p>Ss work in pairs or individually to complete the two definitions.</p>	<p>T asks two Ss to read the definitions.</p>
<p>Transition: What products do you think Uruguay exports?</p>			
<p>(7 mins)</p>	<p>T tells students they will work in pairs with a list of imports and exports. T explains that they have to match the goods with the pictures</p>	<p>Ss work in pairs to match a list of products Uruguay imports and exports with the corresponding picture.</p>	<p>Each pair exchanges the activity with another pair. For correction. The teacher monitors.</p>
<p>Transition: How much do you know about imports and exports in Uruguay? Let's find out about it!</p>			
<p>(10 mins)</p>	<p>T asks the students to continue working in pairs and decide which of the products Uruguay imports</p>	<p>Ss continue working in pairs and classify the products into exports and imports.</p>	<p>Correction is done on the board with the whole class.</p>

	<p>and exports. Datos de 2019 extraídos de: http://www.worldstopexports.com/uruguays-top-10-exports/</p> <p>http://www.worldstopexports.com/uruguays-top-10-imports/</p> <p>Exports: 1-Meat: 26.9% of total exports 2-Oil seeds: 13.4% of total exports 3-Wood: 12.3% of total exports 4-Dairy, eggs, honey: 8.5% of total exports 5-Cereals: 6% of total exports</p> <p>Imports: 1-Mineral fuels including oil: 13.2% of total imports 2-Machinery including computers: 9.3% of total imports 3-Vehicles: 9.3% of total imports 4-Electrical machinery, equipment: 8% of total imports 5-Plastics, plastic articles: 5.3% of total imports</p>		
<p>7 min</p>	<p>T asks Ss to rank the products from the most sold to the least.</p>	<p>Ss order the 5 exports from the most important to the least.</p>	<p>T writes the correct order on the board and students check.</p>

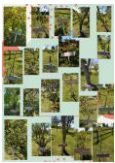
<p>8 min</p>	<p>T tells the Ss that they are going to watch a video called:</p> <p>Uruguay exports trust - Uruguay Natural</p> <p>T asks the Ss to watch the video and pay attention to the products promoted. They will have to pick one to promote it in the follow up activity.</p> <p>https://www.youtube.com/watch?v=5q3FgONsU78</p>	<p>Ss watch the video and make a list of the products shown.</p>	<p>Ss compare the list with a partner. Then the video is played again and students call out the products when they see them.</p>
---------------------	--	--	--

Follow up: Group work. Ss imagine they have to promote a Uruguayan product that is not being exported or that is not that popular abroad. They create a poster or flyer explaining where it is produced, its characteristics and the reason why other countries should buy it.

Topic: 12. Uruguayan national trees.

Aims:

- to promote reading skills by working with a text about native trees.
- to make students aware of Uruguayan native trees.
- to use games to assess and wrap up a lesson.
- to promote autonomous learning by means of proposing a research study about one native tree to Uruguay.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T asks Ss to look at the picture of native trees in the book..</p>  <p>T asks Ss what all these trees have in common.</p> <p>T elicits that all of them are native trees to Uruguay.</p>	<p>Ss look at some pictures of trees and say what they have in common.</p>	
<p>Transition: As you guessed, all these trees are native trees to this country. They are all protected by the law because it takes them a long time to grow. All these trees are part of a project at rural school #10 in Amarillo Rivera. The teacher Mailen Bertiz has been in the same school for about 20 years now. The students plant a native tree every year and they take care of it until they leave the school. When this happens, another student takes the responsibility over. You can see the names of the students printed on the signs.</p>			
<p>10 (minutes)</p>	<p>T asks the Ss to go back to the photo album and circle the ones they know or have seen.</p> <p>T tells that Lua, Nico, Emma and Freddy wrote a text about some of the different species.</p> <p>T invites the Ss to read the text.</p>	<p>Ss circle the trees they know or have seen.</p> <p>Ss read a text and say if the given sentences are correct or incorrect by saying Yes or No.</p>	<p>T encourages participation and facilitates any necessary language.</p> <p>T explains, checks instructions and corrects activities orally.</p>

Transition: You see, there is one tree that is the National tree. What is it? (Expected answer: Ceibo) and it has two versions, which are they? (Expected answer: Ceibo rojo and Ceibo blanco).

(10 mins)	T invites the Ss to read the text again and do the skimming, the scanning and the true or false activity.	Ss read the text and look for specific information to complete a chart. Ss read the text for the last time and say if the given sentences are True or False.	T monitors and facilitates. T assesses the activity orally.
------------------	---	---	--

Transition: T asks Ss to get in pairs, go back to the album and choose three trees.

(5 mins)	<p>T asks Ss to write three names of native trees in the chart.</p> <table border="1" data-bbox="485 976 831 1048"> <tr> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> <td style="width: 30px; height: 30px;"></td> </tr> </table> <p>T plays a video and when Ss see their tree, circle its name on the chart. When they have the three names circled they shout bingo.</p> <p>T invites those students who say bingo to read the names of their trees.</p>				<p>Ss write three names on the chart.</p> <p>Ss watch the video and circle the trees they have. When they have three, they say bingo.</p> <p>When Ss say bingo they have to say the names of the trees they have.</p> <p>Volunteers share their sentences.</p>	<p>T monitors the activity and explains how they have to do it.</p> <p>T checks that the Ss who say bingo have the three names.</p>


Follow up:

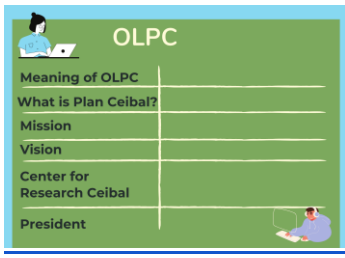
Project: #nativetrees: The teacher invites the students to go back to the photo album and choose one. They have to prepare a poster including the most important facts about the tree, a picture of it and its location. If they have seen one in the place where students live, they have to take a picture and put it on the poster as well. Then, students present about each of their trees. Another option is to put all the posters in display in the school common spaces (poster exhibit).

Topic: 13. Uruguay OLPC (One laptop per child).

Aims:

- To learn about Plan Ceibal in Uruguay.
- To do a webquest about Plan Ceibal.
- To reinforce Ss' reading skills by asking them to surf the net and find specific information.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T starts the class telling Ss that Nico received a message from one of his friends. T asks Ss to read the message and answer: What information does Simon need?</p>  <p>T asks Ss if they know the meaning of OLPC.</p>	<p>Ss read Simon's message and answer the question.</p>	<p>T elicits ideas from Ss, based on the topic of the lesson.</p>
<p>Transition: Simon needs information about OLPC. Let 's help him.</p>			
<p>10 (minutes)</p>	<p>T asks Ss to get in pairs and answer the questions. T provides Ss with a website for them to get information. https://www.ceibal.edu.uy/en/institucional</p>	<p>Ss get in pairs and access the internet to answer the questions.</p>	<p>T monitors Ss' work in order to help them to concentrate on the content of the lesson.</p>

			
--	---	--	--

Transition: Simon also needs to ask some questions to a primary school student about CEI (Ceibal en Inglés). Nico volunteers his little sister to answer them.

<p>(10 mins)</p>	<p>T provides Ss with the questions that Simon needs to answer. T asks Ss to answer as if they were Nico's sister. https://www.youtube.com/watch?v=SgeydfRCtHI</p>	<p>Ss access the internet and go to a specific website. Ss look for the information needed. Ss write the answers as if they were Nico's sister.</p>	<p>T acts as a facilitator in case Ss need help to write the sentences.</p>
-------------------------	--	---	---

Transition: Working with Ceibal also allows Ss to learn how to work with technology. Look at these logos. Do you know them?



<p>(5 mins)</p>	<p>T invites Ss to surf the net and answer these questions: <i>Where are they from?</i> <i>What is their project about?</i> <i>Mig_Botics</i> <i>Guaracatá</i> <i>Roboteens</i> <i>Walking Bot</i> https://www.ceibal.edu.uy/es/articulo/uruguay-en-competencias-de-robotica-2020</p>	<p>Ss continue working in pairs. Ss surf the net to find information about the four groups.</p>	<p>T encourages Ss to work cooperatively.</p>
------------------------	--	---	---

Follow up: T asks Ss to imagine they need to research about Plan Ceibal. For example, they can go around the neighborhood and ask: Do you know the meaning of CEI? Do you have a PC from Ceibal? etc.

Topic: 14. Uruguay, the multilingual country.

Aims:

- To know about the linguistic offers we have in Uruguay.
- To state reasons for their choices.
- To integrate the four skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shares the following situation with the Ss.</p> <p>“Emma, Lua, Freddie and Nico are talking about their likes. Freddy says that he likes to learn languages and invites his friends to attend one lesson. The others ask what languages they can learn for free. Freddie asks if they have ever heard about the Language Centers of ANEP (CLE)”.</p>	<p>Ss read the situation the characters present.</p> <p>Ss say if they know what CLE means.</p>	<p>T facilitates when necessary.</p> <p>T encourages some research on what CLEs are.</p>
<p>Transition: The characters want to study a new language. They are looking for information about the CLE. What do you know about the CLE? Where can you find one? What languages can you learn there?</p>			
10 (minutes)	<p>T asks Ss to share a brochure about the CLEs.</p> <p>T invites Ss to read the text and answer the questions asked.</p> <p>T asks Ss to tell what language they would like to learn.</p> <p>T shows Ss the four characters and a bubble containing the languages they want to learn.</p>	<p>Ss read the brochures and answer the questions.</p> <p>Ss say what language they would like to learn.</p> <p>Ss make predictions about the languages the characters want to learn.</p>	<p>T shares info about the CLEs.</p> <p>T monitors the activity.</p> <p>T encourages participation.</p>

	T asks Ss to make their guesses of what they want to learn orally.		
Transition: T tells Ss that the characters are talking about their choices.			
(10 mins)	<p>T asks Ss to listen to the recording once and match the name of the character with the language they want to learn.</p> <p>T shows Ss that each of them has a particular reason for choosing that language. T invites Ss to listen to the recording again and choose the reason that best suits what they say.</p> <p>T invites Ss to write one sentence for each character.</p>	<p>Ss listen and match the characters and the languages.</p> <p>Ss listen again and choose the reason for their choices.</p> <p>Ss write one sentence for each character</p>	<p>T monitors and facilitates learning if necessary.</p> <p>T plays the recording again and monitors the activity.</p> <p>T monitors while Ss write and facilitates if necessary.</p>
Transition: Now it's your turn to decide what language you would like to learn and why.			
(5 mins)	T encourages Ss to share what language they want to learn and why.	Ss share their sentences.	T monitors and facilitates when necessary.
Follow up: T asks the Ss to research on other projects related to languages that are in Uruguay. T adds a short text about ISL (Inglés sin límites).			

Topic: 15. Uruguay, plenty of activities to do.

Aims:

- To develop and reinforce Ss' reading skills by working with texts about some of the activities we can do in Uruguay.
- To motivate Ss by working with different visual aids.
- To foster Ss' speaking skills by asking them to mention different activities by looking at some pictures and by mentioning the activity they like the most.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T tells the students: "Nico loves living in Uruguay. This summer he is spending some time with his cousin and he wants to show him different activities they can do in our country".</p> <p>T shows Ss pictures of different activities and asks Ss to name the activities.</p> <ul style="list-style-type: none"> ● Go to the theatre. ● Watch a match in the most popular stadium called Estadio Centenario. ● Go swimming. ● Go for a meal. ● Go horse-riding. <p>T shows the pictures one more time and asks Ss to identify the places.</p>	<p>Ss look at different pictures and mention the activities they see.</p> <p>Ss try to identify the places.</p>	<p>T encourages Ss to participate.</p> <p>T acts as a facilitator by eliciting vocabulary Ss may need.</p>
<p>Transition: Nico and his friends enjoy doing different activities. Let's read about the things they enjoy doing. Do you and your friends like the same things?</p>			
<p>10 (minutes)</p>	<p>T gives Ss a text with information about Emma, Lua, Freddie and Nico.</p> <p>T asks Ss to read about Nico and look at the underlined words.</p>	<p>Ss read the information about Nico and pay attention to the underlined words.</p>	<p>T monitors that Ss are able to underline the key words.</p>

	T asks Ss to read the information about the other characters and underline the key words.	Ss read about the activities the characters like doing and underline the key words.	
Transition: Help Nico's friends find the best activity to do in Uruguay.			
(10 mins)	<p>T gives Ss a link with information about different activities we can do in Uruguay.</p> <p>https://theculturetrip.com/south-america/uruguay/articles/20-must-visit-attractions-in-uruguay/</p> <p>T asks Ss to match an activity with a character.</p> <p>T asks Ss to pay attention to the words they underlined in the previous activity.</p>	<p>Ss read six texts with information about activities we can do in Uruguay.</p> <p>Ss match the texts with a character.</p> <p>Ss pay attention to the words they underlined in the previous activity.</p>	T monitors while Ss read the texts.
Transition: Do you share the same interest as Nico and his friends ?			
(5 mins)	<p>T asks Ss to say which activity they like and why.</p> <p>T helps Ss by giving them useful expressions, for example:</p> <p><i>As I am keen on watching football matches, the activity that I like the most is going to the stadium.</i></p>	Ss use the given sentence as an example and say which activity they like the most and why.	
Follow up: T asks Ss to choose a city in Uruguay and create a brochure with information about the place and the activities you can do there.			

#LivingUruguay3

LESSON PLANS

UNIT 2

HAVING FUN

AT THE END OF THIS UNIT, SS WILL BE ABLE TO:

- describe, discuss, and argue about ways to have fun in Uruguay and abroad.
- write different types of texts including more informal ones like text messages and more formal ones like a letter.
- maintain fluent oral communication through dialogues and short presentations.
- work cooperatively by using problem-based learning and project-based learning.
- share ideas and opinions about topics related to adolescents and their first experiences.
- incorporate technology while learning a second language.

Topic: 1. Uruguayan cultural identity.

Aims:

- to create a free stress atmosphere by challenging Ss to solve a crossword puzzle related to Uruguayan cultural identity.
- to motivate Ss by playing different types of music to guess the text they have to work with.
- to broaden Ss' cultural background about our country.
- to work with kinesthetic Ss by asking them to move around the classroom in order to read different texts.
- to foster collaborative work by asking Ss to include more information in each text.

- to develop Ss' reading skills by asking them to find specific information from different texts.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T challenges Ss to solve a crossword puzzle related to Uruguayan cultural identity in five minutes.</p>	<p>Ss try to solve a crossword in five minutes.</p>	<p>T acts as a facilitator by helping Ss with the clues.</p>
<p>Transition: You have seen different aspects of our cultural identity. As you could see a big portion of our identity is related to music. Stand up.</p>			
<p>10 (minutes)</p>	<p>T pastes 4 cardboards in the corners of the classroom.</p> <p>T divides the class into 4 groups T plays a song and Ss discover what type they have to work with.</p> <p>Each group stands next to a cardboard.</p> <p>T invites to read about candombe, folk music, tango and murga. Ss read one text at a time.</p> <p>T asks ss to read the text in 2 minutes, find one interesting aspect about this type of music and include another aspect that is not mentioned in the text. T asks Ss to include the two ideas on the poster.</p> <p>T claps hands and Ss move clockwise to work with another text. They</p>	<p>Ss work in groups, each group listens to a soundtrack and stands next to the corresponding cardboard.</p> <p>Ss read about candombe, folk music, tango and murga. Ss read one text at a time. Ss read the text and find one interesting aspect about this type of music and add something new.</p> <p>Ss include the ideas on the poster.</p> <p>When the T claps hands Ss move clockwise to work with another text.</p>	<p>T monitors grouping.</p> <p>T encourages Ss to discover the type of music.</p> <p>T acts as a facilitator in case Ss need help with new vocabulary.</p>

	do the same, they read the text, find a new interesting aspect about the musical style and include a new piece of information.	They read the new text and find a new interesting aspect about the music style and include the information on the cardboard.	T plays the role of time-manager controlling the time.
--	--	--	--

Transition: You have worked with two types of music. Is there anything new you have learned?

(10 mins)	<p>T asks Ss to tell sthg new they have learned (2 mins).</p> <p>T claps hands and Ss move to another reading station and continue adding new information.</p> <p>T claps hands for the last time and Ss go to the last reading station.</p>	<p>Ss are given 2 minutes to tell something new they have learnt.</p> <p>When the T claps hands Ss move clockwise to work with another text and add new information.</p> <p>Ss move one more time to the last station.</p>	T encourages Ss to participate, creating a nice atmosphere for Ss to work.
------------------	--	--	--

Transition: Let's share the new facts about those music styles.

(5 mins)	T invites Ss to take turns and share the new information about each musical style.	Ss take turns and share the new information about each music style.	
-----------------	--	---	--

Follow up: T asks Ss to share all the information gathered.

Project: Choosing my music style: In the same four groups students have to use the musical style they had for the last time. They have to write a stanza and add music to that one.

Topic: 2. Migration and musical legacy.

Aims:

- to lower Ss' affective filters by working with someone they already know.
- to develop Ss' listening skills by asking them to identify a specific type of music.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T asks Ss to listen to a song in a video. The person in the video is Emanuel Olivera.</p> <p>T asks Ss to determine what type of music the one in the video is.</p>	<p>Ss listen to a song in a video.</p> <p>Ss say the type of music the one in the video is.</p>	<p>T monitors that Ss pay attention to the video.</p> <p>T encourages Ss to participate.</p>
<p>Transition: Tango is one of our cultural markers, and some people have incorporated it into their daily lives. Maria Noel Taranto is Lua's friend. She is an English teacher and she is also a singer.</p>			
<p>10 (minutes)</p>	<p>T invites Ss to watch a video and write three pieces of information about Maria Noel.</p> <p>T invites Ss to watch the video for the part of tango. What milestones can you get from it?</p>	<p>Ss watch a video and write three facts about Maria Noel.</p> <p>Ss watch the video one more time to say what milestones they can get from it.</p>	<p>T acts as a facilitator in case Ss need help with some words.</p> <p>T manages timing and monitors.</p>
<p>Transition: As you could see, Maria Noel loves tango and sings it, too. There are different places in Uruguay in which tango is honored.</p>			
<p>(10 mins)</p>	<p>T invites Ss to read the Did you know? section and mark the places in the map.</p> <p>Label the pictures with the information from the box.</p> <p>T challenges Ss to find one more place in which</p>	<p>Ss read the Did you know? section and mark the places in the map.</p> <p>Ss match the pictures with the information from the box.</p> <p>Ss find one more place in which</p>	<p>T encourages Ss to read and helps them to mark the places.</p> <p>T monitors the activity.</p> <p>T acts as monitor and time-keeper.</p>

	people pay tribute to tango.	people pay tribute to tango. They can use their cellphones to find the information they need.	
Transition: OK. Let's see what you have found about tributes to tango.			
(5 mins)	T invites Ss to share about the tributes they have found.	Ss share the tributes they have found.	T encourages Ss to participate actively.
<p>Follow up: Project: Tango in my veins: Tango is sometimes a traditional music in our families. In some families tango is still very present and popular and in some families it was part of the ancestors' likes and hobbies. Create a presentation talking about how tango has influenced your family life and ancestry.</p> <p>Project: Tango in my city: In which ways do people in your town celebrate tango? Create a presentation to the class.</p>			

Topic: 3. Uruguayan passions.

Aims:

- To motivate Ss by working with a topic they may like.
- To lower Ss' affective filters by asking them to do an activity with their relatives' help.
- To reinforce Ss' reading skills by working with different activities related to a text.
- To provide Ss with an opportunity to recall significant events from the past that affect their present as part of Uruguayan society.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T starts the class writing "Uruguayan passions" on the board. T proposes a marker-talk about the topic.</p> <p>T asks Ss to watch the first minute of a video and say which passion the author of the video talks about.</p> <p>https://www.youtube.com/watch?v=1Evr1I6oII0</p>	<p>Ss writes their ideas regarding Uruguayan passions on the board.</p> <p>Ss watch the first minutes of a video and mention the passion the author of the video talks about.</p>	<p>T encourages Ss to participate.</p> <p>T reminds Ss that there are no right or wrong answers.</p>
<p>Transition: As Uruguayans, we know that our passions are admired by people from other countries. Lua is a fan of soccer. She wrote an account for school. Have a look at it.</p>			
<p>10 (minutes)</p>	<p>T invites Ss to see 5 pictures related to Lua's text: pizza, the job she wants to pursue. soccer match soda couch</p> <p>T invites Ss to make predictions about what they will read about her. E.g. I think she loves pizza.</p>	<p>Ss look at 5 pictures related to Lua's text.</p> <p>Ss try to predict what they will read about her.</p>	<p>T monitors guides Ss into the process of understanding and describing the photos.</p> <p>T encourages Ss' participation.</p>

	T asks Ss to read the text and check their predictions.	For example: I think she loves pizza.	
Transition: You know that Lua and Victoria Martinez are friends. Victoria and Lua are having a conversation.			
(10 mins)	T invites Ss to complete the conversation between Lua and Victoria. Then, T tells Ss that Lua told Victoria two lies about her. Go back to the text and identify the lies. T asks Ss to correct the wrong information.	Ss complete a conversation between Lua and Victoria. Ss go to the text and identify two lies that Lua told Victoria. Ss correct the wrong information.	T guides Ss grading the understanding of the dialogue. T monitors whether Ss are following the dynamic of the activity. T monitors Ss' work providing them with help, just in case it is necessary.
Transition: Soccer is a big deal for Lua and she has a challenge for you.			
(5 mins)	T presents the Ss with a chart called "Where were you when...." T invites Ss to answer these questions. (T asks Ss to find information with their relatives).	Ss work with a chart called "Where were you when...." Ss answer the given questions by asking their relatives.	T provides Ss with explanations about both: the content of the chart, and the rationale of the activity.
Follow up: T proposes an exhibition of the material created.			

PROJECT:

T asks Ss to get in pairs and choose another Uruguayan passion.


T invites Ss to plan a presentation. They can create a PPP, a leaflet, or a poster.

T invites Ss to work together with the Art teacher and asks them to prepare my mask for the parade!

Topic: 4.Ways that teens have fun.

Aims:

- to promote listening skills by listening to Emma talking about her costumes.
- to describe costumes and styles orally and in a written way.
- to encourage process writing to describe their own look.
- to promote reading skills by reading the posters and choosing three looks.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T shares a picture of one of the characters.</p>  <p>T invites Ss to say who the character is and describe what she is wearing.</p>	<p>Ss discover that Emma is the one wearing costumes.</p> <p>Ss describe Emma.</p>	<p>T encourages Ss to talk and describe Emma.</p> <p>T monitors and facilitates if Ss need some vocabulary.</p>
<p>Transition: Why do you think that Emma is dressed up like this?</p>			
<p>10 (minutes)</p>	<p>T invites Ss to listen to Emma talking about a special way of having fun. They have to choose among these three options.</p> <p>a- Emma is attending a birthday party.</p> <p>b- Emma is taking part in a photo contest.</p> <p>c- Emma is celebrating Halloween.</p> <p>T invites Ss to listen again and say if these sentences are true or false.</p> <p>1- Emma does not describe her T-shirt.</p>	<p>Ss listen to Emma and answer a, b or c.</p> <p>(the correct answer is b)</p> <p>Ss listen to Emma again and answer true or false.</p> <p>1- T</p>	<p>T explains the activity, checks instructions.</p> <p>T plays the recording twice to answer the first part.</p> <p>T plays the recording once more and they answer.</p>

	<p>2- Juan Martin has Mexican ancestry.</p> <p>3- Emma is impressed about how real Juan Martin's family's costume is.</p> <p>4- Maria's family prepared food for this celebration.</p> <p>5- Maria is wearing trousers for her costume.</p>	<p>2- F</p> <p>3- T</p> <p>4- T</p> <p>5- F</p>	T corrects orally.
--	---	---	--------------------

Transition: Emma asked you what costume you would wear.

(10 mins)	<p>T asks Ss to choose a picture of you dressed up.</p> <p>Write down the clothes you are wearing.</p> <p>Add info about those clothes. For example, color, size, origin, etc. Remember osas.com</p> <p>Write sentences about the picture you added.</p> <p>T asks Ss to swap the copybook with a classmate. T asks them to do peer assessment.</p>	<p>Ss paste a picture of themselves dressed up.</p> <p>Ss do the process writing set.</p> <p>Ss write their description.</p> <p>Ss give feedback to their classmates.</p>	<p>T encourages Ss to work and write.</p> <p>T monitors the writing process.</p> <p>T monitors.</p>
------------------	---	---	---

Transition: Now let's do the costume string.

(5 mins)	<p>T asks the students to hang their picture and description from a rope or string by using a clip.</p> <p>T asks Ss to move around and choose three costumes among all the costumes presented.</p>	<p>Ss hang their posters from a rope.</p> <p>Ss choose three posters.</p>	T monitors and encourages participation.
-----------------	---	---	--

Follow up:

Script

Hello friends! Do you like my costumes? I am dressed up as a clown today. My friends and I decided to have some fun and we decided to participate in a photo contest. In this photo I am wearing a pink dress with yellow buttons and dotted sky blue pockets. I am also wearing red and yellow clown boots, striped socks, a blue pair of glasses and a red nose. I love wearing costumes and my friends love it, too. I have pictures of two of my friends.

The first picture is from my friend Juan Manuel. He and his family dressed up as the walking dead. They are lying on their garden floor and they wear torn clothes and chains. They look very real.

The second picture is from my friend Maria. She is wearing a flowery dress. Her family has Mexican origin so for them, celebrating the dead is pretty common. They honor the dead. They prepare some traditional food for that day and the candy skulls are never absent.


What costume would you like to wear?

Topic: 5. A BBQ with friends.

Aims:

- To motivate Ss by working with their cellphones to get a QR code.
- To develop Ss' reading skills by asking them to do some activities related to the characters' messages.
- To make Ss feel at ease by working with a topic they may like.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T shows a picture of Freddy, Lua and Emma with their mobile phones.</p> <p>Then, T shows the screen of one of the mobile phones with a QR code.</p> <p>T invites Ss to guess what's going on.</p> <p>Hints: There is a secret event taking place. Who is not present in the picture? What possible events can he celebrate? How do people in Uruguay celebrate it? Why do you think Lua, Emma and Freddy received a QR code?</p>	<p>Ss look at a picture of Freddy, Lua and Emma holding their mobile phones.</p> <p>Ss look at a QR code and try to guess what's going on.</p> <p>Ss answer some questions.</p>	<p>T encourages Ss to look at the picture and see what's going on.</p> <p>T makes Ss aware of the hints in the book and discover what's going on.</p>
<p>Transition: Let's find out what is behind this secret message.</p>			
<p>10 (minutes)</p>	<p>T shows Nico's 15th birthday party e-card. T asks Ss to follow the QR code.</p> <p>T asks Ss to go back to the questions and see if what</p>	<p>Ss follow the QR code and look at Nico's 15th birthday party e-card.</p> <p>Ss go back to the questions and see if</p>	<p>T monitors that Ss are able to access the QR code.</p>

	<p>they answered was correct.</p> <p>Then, T asks Ss to circle the important information.</p>	<p>their predictions were correct.</p> <p>Ss look at the card and circle the important information.</p>	<p>T monitors the activity.</p> 
--	---	---	---

Transition: In the invitation there is a final question in which the guests have to say what they can eat.

(10 mins)	<p>T shares that the characters have sent their answers.</p> <p>T asks them to read them and do the reading activities. In the first activity, global understanding is the aim. In the second activity understanding of the texting language is the aim and in activity 3 a more in depth understanding of the activity is the aim.</p>	<p>Ss read the characters answers and ask for help if they don't understand the expressions.</p> <p>Ss read some given questions and answer them with the name of the right character. Ss read the messages again and write the meaning of the expressions the characters used in their messages.</p>	<p>T monitors Ss' work.</p> <p>T checks if Ss are understanding the main aim of this task.</p>
------------------	---	---	--

Transition: Imagine that you receive the invitation. Give an answer to Nico.

(5 mins)	<p>T asks Ss to write a text message to Nico giving an answer to the invitation. Add at least two of the new expressions you learned.</p>	<p>Ss write a text message to Nico giving an answer to the invitation, they should add at least two of the new expressions they learned.</p>	<p>T monitors Ss' work providing them with further orientation in case of necessary.</p>
-----------------	---	--	--

Follow up:

Topic: 6. Going to the disco for the first time.

Aims:

- to promote Ss' speaking skills by asking them to express their feelings and emotions while listening to a song.
- to develop Ss' listening skills by working with an audio about the characters.
- to reinforce Ss' reading skills by working with a short text and some questions about it.
- to create a free-stress atmosphere by singing a song.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T starts the class sharing a dialogue with the Ss.</p> <p>T asks Ss to listen to the dialogue and guess what they are planning to do.</p>	<p>Ss listen to a dialogue between the characters.</p> <p>Ss guess what the characters are planning to do.</p>	<p>Ss checks instructions.</p> <p>T monitors Ss' work helping them to understand both: language and dynamic of the dialogue.</p>
<p>Transition: Lua is thrilled. Her favorite band is playing in a local disco. Sniff</p>			
<p>10 (minutes)</p>	<p>T shows the Ss a text message that Emma sends to her friends.</p> <p>“Hey buddies, my fav band Sniff is playing next Sat. Let's go there”.</p> <p>T asks the Ss to read Emma's text and say what her fav band is. What do you know about Sniff?</p> <p>T invites Ss to read a short text about the band Sniff that has a picture of the band with Enna.</p> <p>T encourages Ss to answer the following questions:</p>	<p>Ss read a text message from Emma and say the name of her favourite band.</p> <p>Ss mention anything they know about Sniff.</p> <p>Ss read a short text about Sniff and answer some given questions.</p>	<p>T provides Ss with help only if necessary.</p> <p>T promotes Ss' participation.</p> <p>T checks instructions.</p> <p>T fosters Ss' independent work,</p>

	<p>1- When was it created?</p> <p>2- Where is it from?</p> <p>3- What type of music do they play?</p> <p>4- Who's the lead singer?</p> <p>5- What's their dream?</p>		providing them with help only if necessary.
--	--	--	---

Transition: To motivate her friends, Emma sent another text message with a song by Sniff. Listen to the song.

(10 mins)	<p>T plays the song by Sniff. T asks the Ss what they feel when they listen to the song.</p> <p>T tells ss that the name of the song is Timeline. What do you think the lyrics will be about? Take one minute and write 2 ideas.</p> <p>T asks Ss to share the ideas about the song.</p> <p>T shares the lyrics to see whether their ideas were correct or not. T asks Ss to give more ideas about what the lyrics say.</p>	<p>Ss listen to a song by Sniff and say how they feel when they listen to it.</p> <p>Ss learn the name of the song and write predictions saying what the song is about.</p> <p>Ss share their ideas.</p> <p>Ss read the lyrics of the song in order to predict if their predictions were right or wrong.</p>	<p>T allows room for Ss expressing their ideas in a respectful working environment.</p> <p>T encourages Ss' participation reminding them that there are not right or wrong answers.</p> <p>T promotes Ss' participation.</p> <p>T fosters Ss' independent work.</p> <p>T encourages Ss to express their ideas.</p>
------------------	---	--	--

Transition: Great! Now it's time to sing the song.


(5 mins)	T invites Ss to sing the song using the lyrics provided.	Ss sing the song!	T fosters a confident and respectful working environment in order to try to get all of Ss participating on this stage.
-----------------	--	-------------------	--

Follow up:

Project: Going to the disco for the first time: the characters are getting ready to go to the disco. They are getting dressed. Make a puppet/model of each of the characters and dress it for the occasion. Describe the way they are dressed and why they wear those types of clothes. Does the type of music determine the way they dress?

Topic: 7. Having fun over the weekend.

- Aims:**
- To learn about activities in a rural establishment.
 - To talk about the activities students usually do on the weekend.
 - To practice speaking skills.
 - To talk about activities that have been done by students.
 - To check comprehension of a text.
 - To roleplay dialogues.
 - To make suggestions about activities to do in a rural establishment.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T draws a parachute man and draws lines that represent the letters of the word _____ (“weekend”) for Ss to guess it. If they mention one of the correct letters it goes into the lines, if not the teacher deletes one of the ropes of the parachute. Ss win if the parachute man ends up hanging in the air. If all the lines are deleted they lose.</p>	<p>Ss provide letters to guess the hidden word.</p> 	<p>Ss get the topic of the lesson.</p>
<p>Transition: How do you have fun over the weekend? How often do you do these activities on the weekend?</p>			
<p>10 (minutes)</p>	<p>T explains that Lua, Nico, Freddy, Emma and Duma decided to spend the weekend in a rural establishment for tourists. T asks students to read a dialogue between the characters.</p> <p>T invites Ss to roleplay the dialogue.</p>	<p>Ss read a dialogue between the characters talking about the activities that they have done in the rural establishment. Ss put a tick or cross in the activities the characters have or haven't done.</p> <p>Ss in groups roleplay the dialogue.</p>	<p>T listens to Ss providing their chosen answers.</p> <p>T and Ss watch and listen to their classmates roleplaying the dialogue.</p>
<p>Transition: Have you ever been to a rural establishment? Do you like it?</p>			
<p>(10 mins)</p>	<p>T explains Ss that they have to find someone who has done</p>	<p>Ss stand up and look for classmates that have done</p>	<p>Ss mention an activity and they say the names of the</p>

	the activities that appear in the table.	the activities mentioned in the table.	classmates that have done the activity orally.
(5 mins)	T asks Ss to write about two classmates mentioning the activities that he/she has done and the ones that he/she hasn't done yet.	Ss write about two classmates.	T listens to Ss sharing their sentences.
Transition: Imagine that you will stay for a weekend in a rural establishment, what would you like to do there?			
	T asks Ss to work in pairs and choose some pictures and write a dialogue suggesting activities to do in a rural establishment.	Ss working in pairs choose some pictures and suggest activities to do during the weekend in a rural establishment.	Ss roleplay their dialogues for the rest of the class.
Follow up: Ss write an invitation to some friends to spend a weekend together in a rural establishment.			

Topic: 8 Enjoying nature.

- Aims:**
- To reflect about the importance of enjoying nature.
 - To address the socio-emotional dimension.
 - To check comprehension of different texts.
 - To create a quote based on the aspects reflected in the lesson.
 - To practice speaking.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T plays sounds of nature: birds chirping, rain, sea, etc.	Ss guess the topic of the lesson.	T writes the topic on the board.
Transition: What sounds did you identify? Where can you listen to those sounds?			
(7 mins)	Think-pair-share T asks Ss to think about the frequency with which they enjoy nature doing activities outside and the activities they do in the great outdoors. The T asks them to get in pairs and share their ideas.	Ss think about the time they enjoy in the outdoors and the activities they do. Then, they get in pairs and share their ideas.	T invites the different groups to share their reflections with the whole class.
Transition: Imagine you are outside enjoying nature. Where would you like to be?			
(8 mins)	T plays some relaxing music and asks them to close their eyes and imagine they are outside, having fun. T asks them to imagine the place, the sounds, the activities, the colours, the smells, the people or animals.	Ss listen to the music so as to focus and they imagine what the T tells them.	T writes on the board: Where? Who with? What sounds? What smells? What activities? Ss share their thoughts.
Transition: Being in contact with nature is very important, the teacher invites students to read a text about it.			
(5 min)	T explains that Ss have to read the text and choose the best title for it.	Ss read the text and choose the best title for the text.	T listens to the students' answers.

(10 min)	T presents ten quotes about nature to Ss and they have to choose the one that best summarizes the general idea of the text. Then, T asks Ss to choose the quotes that they like the most.	Ss read the quotes and decide which one best summarizes the text and which one they like the most.	Ss share their choices with the whole group and justify their answers. Some Ss volunteer to read their favourite quotes.
-----------------	---	--	--

Transition: Do you spend time in nature? Is nature important in your life?


(10 mins)	T asks Ss to work in pairs, reflect on the place of nature in their lives and write their own quote.	Ss work in pairs and reflect on the place of nature in their lives, then they write a quote about nature.	T asks Ss to read their quotes aloud.
------------------	--	---	---------------------------------------

Follow up: Ss create a poster, it can be a digital one, with the quote that they created and images to illustrate their ideas. They present them orally in the next class.

Topic: 9. Enjoying my own hobbies.

Aims:

- to give Ss the opportunity to express their interests by asking them to talk about their hobbies.
- to create a stress-free atmosphere by working with a topic Ss may like.
- to improve and develop Ss' speaking skills by asking them to create a dialogue.
- to work with technology by creating videos regarding Ss hobbies.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T shows Ss a picture. In the picture there is a heart and surrounding the heart there is a rose, a book, the drums, a musical note, the ukulele and roller blades.</p> <p>T asks Ss to name the objects and asks why they think there is a heart in the middle.</p> 	<p>Ss look at the pictures and name the objects.</p> <p>Ss say why they think that there is a heart in the middle.</p>	<p>T encourages participation and corrects orally.</p> <p>T accepts all the answers and encourages Ss to make their guesses.</p>
<p>Transition: You were right. Today the characters are sharing their hobbies with all of us.</p>			
<p>10 (minutes)</p>	<p>T invites Ss to watch the video of the characters.</p> <p>T asks Ss to write down the hobby each of them has and take notes of one relevant aspect about the hobby. It can be the person they do it with, the time of the day they do it or why it is a hobby.</p>	<p>Ss watch a video of their characters.</p> <p>Ss write down the hobbies each character has and take note of a relevant aspect about it.</p> <p>Ss share their ideas.</p>	<p>T fosters an appropriate atmosphere to work with a video.</p>

	<p>T asks the Ss to share the ideas they have jotted down.</p> <p>T asks them to say if they had to choose one of the hobbies, which one they would choose and why.</p>	<p>Ss say which hobby they would choose and why.</p>	<p>T promotes Ss' participation.</p> <p>T tries to get as many Ss participating as possible.</p>
--	---	--	--

Transition: That's great! and what about your hobbies? What do you like doing?

(10 mins)	<p>T asks Ss to write down one hobby they have.</p> <p>T asks Ss to share what their hobby is.</p> <p>(Here the teacher can ask Ss to sit with one person with the same hobby or with a different one. It depends on the teacher).</p> <p>T tells Ss they have to record a video to the characters and they have to create a dialogue for that. They have to talk about their hobbies in the dialogue.</p> <p>T invites Ss to practice the dialogue and record it with their telephones.</p>	<p>Ss write down one hobby they have.</p> <p>Ss share what their hobby is.</p> <p>Ss record a video to the characters and create a dialogue to present their hobbies.</p>	<p>T monitors and acts as a facilitator in case Ss need help to finish the writing task.</p> <p>T encourages Ss' cooperative work, making it clear the advantages of working together.</p> <p>T fosters an atmosphere of negotiation, respecting each other's preferences in terms of how to record their work.</p>
------------------	--	---	---

Transition: Now let's share your dialogues.

(5 mins)	<p>T invites Ss to volunteer and share their videos. After each pair presents, the rest of the class asks at least one question. Time will not be enough so this</p>	<p>Ss share their videos. Every student needs to think of one question to ask to the pair that is presenting.</p>	<p>T fosters Ss' participation.</p> <p>T monitors Ss' work.</p> <p>T focuses on promoting a</p>
-----------------	--	---	---

	activity can be continued in the following class.		respectful atmosphere.
Follow up: Continue with the presentations.			

Topic: 10. Having fun on a rainy day.

- Aims:** -To think and share feelings that come up on rainy days.
 -To talk about typical activities students do on rainy days.
 -To investigate what other generations used to do on rainy days.
 -To revise “used to” to talk about habitual actions in the past.

Stage	T’s action	Ss’ actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T plays the video up to min 1: 30 without showing the image, only the sound. T asks Ss to identify the sound and predict the topic Sounds to identify: Voices, a door slamming, a car engine, the rain, a man singing)</p>	<p>Ss predict the topic of the lesson and mention the sounds they identified.</p>	<p>T plays the video and lets Ss see the images to check.</p>
<p>Transition: How is the man feeling under the rain? How do you know?</p>			
<p>10 (minutes)</p>	<p>T plays the video again and gives Ss the lyrics of the song and asks them to find and underlined evidence of the character’s feelings.</p>	<p>Ss get in pairs and underline evidence of the character’s feelings.</p>	<p>Ss read the lines they have selected and explain why they chose them.</p>
<p>Transition: How do you feel when it is raining?</p>			
<p>(10 mins)</p>	<p>T asks Ss to think how they feel when it is raining and write down a word, a phrase and an idea.</p>	<p>Ss have to think of a word, a phrase and an idea about how they feel when it is raining.</p>	<p>Ss get in pairs and exchange what they have written. Each pair reports the feelings so as to identify the most common feeling on rainy days of the group.</p>
<p>Transition: What activities do you like doing on rainy days?</p>			

(10 mins)	T asks students to get in groups of three to come up with a list of activities they do on rainy days.	Ss working in groups make a list of the activities they do on rainy days.	Two groups get together and create a Venn diagram that includes the activities in common and the different ones.
(8 mins)	T explains the follow up activity. She tells Ss they have to find out what their parents and grandparents used to do on rainy days. T reminds the Ss of the structure and use of “used to”.	Ss listen to the teacher and ask questions.	T checks understanding by asking a student to explain what they have to do for hw.
Follow up: Ss investigate what their parents and grandparents used to do on rainy days. They write an article called: “Rainy days now and then”			

Topic: 11. Attending a concert.

Aims:

- to develop Ss' reading skills by doing different activities related to a text about attending a concert.
- to motivate Ss by working with a topic Ss like.



Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T shows some pictures of different musical events.</p> <p>T asks Ss what these events have in common. T elicits that they are concerts.</p> <p>T draws some lines</p> <p>-----</p>	<p>Ss look at some pictures of different musical events.</p> <p>Ss say what the events have in common.</p>	<p>T checks instructions.</p> <p>T fosters Ss' participation.</p> <p>T monitors Ss' work.</p>
<p>Transition: Great! All these pictures refer to concerts. Have you ever been to a concert?</p>			
<p>10 (minutes)</p>	<p>T gives Ss a text Emma wrote. T asks Ss to do the reading comprehension activities 1 and 2.</p>	<p>Ss read a text about attending a concert and do the reading comprehension activities 1 and 2.</p>	<p>T helps Ss in both: understanding of the content of the task, and understanding of the dynamic to follow.</p>
<p>Transition: Emma wants to know more about some info in the text.</p>			
<p>(10 mins)</p>	<p>T asks Ss to do reading comprehension 3 (reading for details)</p> <p>Then, T asks Ss to discuss some concert-related</p>	<p>Ss do the reading comprehension 3 where they have to read for details.</p>	<p>T monitors Ss' work providing them with help in case it is necessary.</p>

	<p>topics. Cooperative Learning Activity</p> <p>T asks Ss to work in groups .</p> <p>T form groups of 4 Ss.</p> <p>They will be assigned a role : monitor- time keeper – secretary - speaker . Each of them will have a task to do.</p> <p>T asks Ss to talk about a concert they have attended or they have watched on TV.</p> <p>T asks Ss to think about: lights- special effects- the giant screen – volume of music - etc</p>	<p>Ss get in groups and discuss some concert-related topics.</p> <p>Each Ss will be assigned a different role.</p> <p>Ss talk about a concert they have attended or they have watched on TV.</p> <p>Ss should think about: lights- special effects- the giant screen – volume of music - etc</p>	<p>T checks instructions and monitors Ss' work.</p> <p>T checks whether Ss get actually aware of what each role consists of.</p> <p>T fosters Ss' participation.</p>
--	--	--	--

Transition: Now, let's share your ideas about these concert-related topics

<p>(5 mins)</p>	<p>T asks Ss to get in small groups and discuss four statements.</p> <p>1.It's very easy to get a photo with your favorite artist in a musical event.</p> <p>2-Andresito is the name of a place.</p> <p>3-Uruguay has never organized a musical event in the interior of the country . (or in the provinces?)</p>	<p>Ss read the statements and share their ideas about them.</p>	<p>T monitors each group's work.</p> <p>T provides Ss with useful vocabulary in case he/she identifies it as necessary.</p>
------------------------	--	---	---

	4-You can get the tickets for the musical events beforehand.		
--	--	--	--

Follow up: T asks Ss to share the results of the group work with the rest of the class.

Topic: 12.Enjoying board games.

Aims:

- to lower Ss' affective filters by working with a topic they will really like.
- to trigger Ss' extrinsic motivation by playing a board game.
- to reinforce Ss' speaking skills by asking them to give their opinion regarding board games.
- to promote cooperative learning by creating a board game and its instructions.
- to foster collaborative learning by playing with different types of games.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T displays several board games on the desk.</p> <p>T asks sts to select their favorite board game or the board game they know.</p> <p>T asks Ss to say why X is their favorite board game.</p>	<p>Ss should look at the board games and select their favorite one or the one they know.</p> <p>Ss say why the game they chose is their favourite one.</p>	<p>T sets clear this is an activity focused on a ludic aspect to make sure Ss enjoy this specific stage.</p> <p>T encourages Ss' participation.</p>
<p>Transition: I have the feeling that board games were more popular before the internet. However, I still like playing board games with my family and friends on a rainy day. We sometimes play bingo and we prepare chocolate and cakes in winter.</p>			
<p>10 (minutes)</p>	<p>T gives Ss a text , and asks them to do a TRUE or FALSE activity.</p>	<p>Ss read the text and do the True or False activity.</p>	<p>T provides Ss with help, only if necessary, to foster Ss' independent work.</p>
<p>Transition: There are other types of board games we can enjoy in the classroom. Let 's play.</p>			
<p>(10 mins)</p>	<p>T invites Ss to get in groups of 4 students. T hands in some games from the book <i>Activate</i> and the instructions to play.</p>	<p>Ss get in groups of 4.</p> <p>Each group receives a board game and the instructions to play.</p>	<p>T promotes an appropriate atmosphere for Ss to play while having fun and respecting each other at the same time.</p>

<https://americanenglish.state.gov/resources/active-board-games>

Transition: Let's share our perspectives about the different games we have played with. There might be some similarities as well as differences.

(5 mins)

After some minutes playing, T invites the groups to tell what the game consists of.

Ss express their ideas about the board game they have played with.

T encourages all of Ss to participate and give their opinions.

Follow up: Ss correct Nico's text according to their feedback (Process writing).

Project: Our own game! The teacher invites the groups to create a board game. To create it, they have to use a board and a dice and the content has to be related to what they have learned. The following class, students will present the games and the whole class will play the games in turns.

Topic: 13. An unusual way of having fun.

Aims:

- To foster Ss' speaking skills by sharing the activities they enjoy doing to have fun.
- To enhance Ss' reading skill by
- To encourage Ss to express their ideas related to activities they are familiar with, and activities that are not so common for them.
- To promote collaborative work among students.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T starts the class asking Ss to share the ways in which they have fun. T invites Ss to participate in a brainstorming activity (or marker-talk)</p>	<p>Ss share the activities they like doing in order to have fun. Ss participate in a brainstorming activity.</p>	<p>T promotes Ss' participation. T reminds Ss that there are no right or wrong answers, in order to foster Ss' participation.</p>

Transition: Lua, Emma; Nico and Freddy enjoy doing different activities to have fun.

<p>10 (minutes)</p>	<p>T shows the pictures of the characters performing different activities. Freddy is cooking, Nico is gardening, Emma is creating necklaces and Lua is rollerblading.</p> <p>T asks Ss to get in pairs and write three sentences about each picture. T asks Ss to discuss 3 questions with their partners. Think about these activities:</p> <p>a. Can these activities be done in our free time to have fun? b. Do you think these activities can be fun? c. What activities do you do to have fun?</p>	<p>Ss look at the pictures of the characters doing the activities they enjoy the most.</p> <p>Ss get in pairs and write three sentences about each picture.</p> <p>Ss discuss three given questions with their partners.</p>	<p>T elicits from Ss what they can see in the pictures. T asks Ss to name them in L2, paraphrasing Ss' participation in case they use L1.</p> <p>T fosters a collaborative work atmosphere among Ss.</p> <p>T monitors Ss' work, trying to help Ss strike to a balance between the use of L1 and L2.</p>
<p>Transition: Many times teenagers feel that boredom is dragging them down. Lua has found an interesting article. Let's see what it says about teenagers having fun.</p>			
<p>(10 mins)</p>	<p>T provides Ss with the article.</p> <p>T asks Ss to read the article and rank them from the ones that they like the most to the ones they like the least.</p> <p>T asks Ss to get in pairs and compare their results.</p> <p>T asks Ss to work in pairs. T asks Ss to think of two abilities they need to develop to perform each activity. For example:</p>	<p>Ss read an article about different ways of having fun.</p> <p>Ss rank the activities from the ones they like the most and the ones they like the least.</p> <p>Ss get in pairs and compare their ranking list.</p> <p>Ss keep on working in pairs, read the article and think of two necessary abilities they need in</p>	<p>T reminds Ss that there's no need in understanding each word in a text, but the general idea in each paragraph.</p> <p>T fosters interaction among Ss.</p> <p>T fosters collaborative work among each pair.</p> <p>T encourages Ss' critical thinking.</p>

	<p>To go camping you need to know how to put up a tent.</p> <p>S.O.S BOX</p> <p>In order to play/sing/change your hairstyle/go camping/make a tik tok video ... you need to be ...</p> <p>It is necessary to have if you want to ... you need to be good at ...</p>	<p>order to perform these activities.</p> <p>Ss use an S.O.S. box to write their ideas.</p>	<p>T reminds Ss of how important it is to use an S.O.S. box.</p>
--	--	---	--

Transition: In several opportunities adults have no idea of the things teenagers do to have fun. Let's help them.

(5 mins)	<p>T encourages Ss to prepare a tutorial for parents / teachers / adults.</p> <p>In the tutorial, Ss need to explain five unusual ideas in which teens have fun.</p>	<p>Ss make a tutorial for parents /teachers/adults.</p> <p>In the tutorial they have to explain five unusual ideas in which teens have fun.</p>	<p>T checks instructions.</p> <p>T monitors Ss' work.</p> <p>T invites Ss to be as creative as possible.</p>
-----------------	--	---	--

Follow up: T asks Ss to upload the tutorials and create a mentimeter poll for the rest of the Ss to vote for their favorite tutorial.

Ss can even invite the school staff to watch some of the videos and vote.

T asks Ss to compare the results. Do adults and teens vote for the same videos?

Aims:

- to develop Ss' reading skills by working with different activities related to texts about trips.
- to be in someone else's shoes, create and perform dialogues.
- to develop Ss' oral skills by asking them to share their experiences regarding trips.

Stage	T's action	Ss' actions	Assessment				
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T shows pictures of different kinds of trips: research trips - cultural trips - vacation trips - end-of-term trips- etc</p> <p>T asks Ss about their own experience- if they have been to any of these trips, and what they remember about it.</p>	<p>Ss express their ideas about what they see in the pictures.</p> <p>Ss talk about their own experience regarding trips and mention the things they remember.</p>	<p>T fosters Ss' participation, focusing on Ss' oral fluency.</p> <p>T encourages Ss to participate. If necessary in L1, paraphrasing their ideas in L2.</p>				
<p>Transition: That's great! What do you enjoy the most about going on trips?</p>							
<p>10 (minutes)</p>	<p>T delivers a text about trips and asks Ss to say what the reasons to make trips are.</p> <p>In the text, there is an account of planning a trip. Let's read and complete the following chart:</p> <table border="1" data-bbox="486 1749 833 1951"> <tbody> <tr> <td data-bbox="486 1749 612 1854">Who?</td> <td data-bbox="612 1749 833 1854"></td> </tr> <tr> <td data-bbox="486 1854 612 1951">Where?</td> <td data-bbox="612 1854 833 1951"></td> </tr> </tbody> </table>	Who?		Where?		<p>Ss read a text about trips and say what the reasons to make trips are.</p> <p>Ss read about Sam's trip and complete a given chart.</p>	<p>T checks instructions.</p> <p>T allows room for Ss to work independently, providing help only when necessary.</p>
Who?							
Where?							

What?	
-------	--

Transition: OK. You see that when planning a trip you need to consider some things. Before planning our own trip, let's see what happened to Simon

(10 mins)

T asks Ss to read the final paragraph of the text and say who told that.

Then, T asks Ss to get in 7 groups and they have to create a dialogue including the phrase they have.

T invites Ss to perform the dialogues to the rest of the class.

Ss read the last paragraph of the text and say who told that.

Ss get in groups and create a dialogue including all the phrases they have.

Ss perform the dialogues to the rest of the class.

T checks instructions.

T monitors Ss' work, considering both: understanding of the task, and possible interferences with language.

T pays special attention to the organization of each group's participation.

Transition: Now, we know about the pros and cons of planning and going on a trip. Let's look at this board. These are the things to consider.

(5 mins)

T asks to go back to the 7 groups and jot down ideas to plan a trip.

Ss share their ideas to plan a trip.

T monitors Ss' work and participation to ensure every groups' participation.

Follow up: The following class T asks Ss to share their group ideas, pointing out the advantages and disadvantages, and choose one idea to plan the end-of-year trip. Students can vote by using the app mentimeter. With the results of the poll the students choose one. Ss work cooperatively to write down a proposal to send to the school principal.

Topic: 15. Respecting others while having fun.

Aims:

- To encourage Ss to do process writing by moving from the lexical level, to the sentence level and to the paragraph level.
- To foster Ss' critical thinking through working with a familiar situation like having parties or meetings.
- To promote cooperative and collaborative work among Ss, through group-work activities.
- To enhance Ss' reading and listening skills by promoting BICS among students.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>Teacher shows pictures of the characters in different events: parties, camping sites, a street with lights at night.</p> <p>T asks ss to guess the topic of the lesson.</p> <p>T divides the class into two groups and invites Ss to say letters in turns. Ss guess the hidden phrase which is: HAVING FUN RESPECTING OTHERS.</p>	<p>Ss look at the pictures, describe them and guess the topic of the lesson.</p> <p>Ss get divided into two groups and take turns to say letters.</p>	<p>T tries to hook Ss' attention.</p> <p>T promotes Ss' participation.</p> <p>T gets as many Ss as possible participating, due to the ease of this activity.</p>
<p>Transition: Ok. This is the topic of today's lesson. Do you have any ideas? Do you remember any situation in which you were having fun but others believed you were not respecting their rights or vice versa?</p>			
<p>10 (minutes)</p>	<p>T provides Ss with a text.</p> <p>T asks Ss to read the text, think of the possible answers for the sentences below the text.</p>	<p>Ss read the text and think of possible answers for the sentences below the text.</p>	<p>T monitors Ss' work.</p> <p>T fosters Ss' exchange of ideas within a respectful environment.</p>

Transition: Great! Let's get in groups and see how similar or different our ideas are. Discuss the topics in groups.

<p>(10 mins)</p>	<p>T asks Ss to get in groups.</p> <p>T asks sts to discuss about a moment when they had a party with a lot of noise, music,</p> <p>Ss write about the situation talked about in the group.</p>	<p>Ss get in groups.</p> <p>Ss think about a moment in their life where they had a big party /celebration.</p> <p>Ss share their ideas about the topic.</p> <p>Ss write about the situation they talked about in the group.</p>	<p>T monitors how Ss interact with each other while working in groups.</p> <p>T provides Ss with help in terms of language, and only if necessary in terms of ideas.</p>
-------------------------	---	---	--

Transition: Let's share your memories and anecdotes.

<p>(5 mins)</p>	<p>T asks sts to share the information with their classmates.</p> <p>T asks sts to ask questions about the situations and complete a chart.</p>	<p>Ss share the information with their classmates.</p> <p>Ss listen to their classmates and complete the chart.</p>	<p>T promotes interaction among all of Ss in the class.</p> <p>T fosters a collaborative working environment in which Ss help each other through their questions.</p>
------------------------	---	---	---

Follow up: T asks Ss to read the texts written by teenagers. In which way are the texts different? T asks Ss to share their opinions about the texts.

#LivingUruguay3

LESSON PLANS

UNIT 3

HUMAN RIGHTS

AT THE END OF THIS UNIT, SS WILL BE ABLE TO:

- describe, discuss, and give arguments about ways to have fun in Uruguay and abroad.
- write different types of texts including more informal ones like text messages and more formal ones
- a letter.
- keep fluent oral communication through dialogues and short presentations.
- work cooperatively by using problem-based learning and project-based learning.
- share ideas and opinions about topics related to your first experiences.
- incorporate technology while learning a second language.

Topic: 1. What are human rights?

Aims:

- To foster Ss' speaking skills.
- To broaden Ss' knowledge about human rights.
- To develop Ss' reading skills by means of skimming.
- To make Ss aware of their rights and the protection in the national legislation.
- To work cooperatively with the Law teacher to expand the Ss' understanding of the topic.

- To provide Ss with opportunities to express how they feel regarding certain rights (SEL).

Stage	T's actions	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T starts the class sharing some newspaper headlines with the students.</p> <p>T invites Ss to read the headlines and say what they are about.</p> <p>If Ss don't get the idea, T gives them 3 options: 1- Global issues. 2- Human-right related issues 3- All of the above.</p>	<p>Ss look at some newspaper headlines.</p> <p>Ss read the headlines and say what they are about.</p> <p>If Ss don't understand what they are about they choose one of the options given by the teacher.</p>	<p>T checks whether Ss are aware of the role of headlines.</p> <p>T fosters Ss' participation.</p> <p>T provides Ss with help, in case it is necessary.</p>
<p>Transition: As you could see, the issues of human rights are pretty common in the media.</p>			
<p>10 (minutes)</p>	<p>T presents the Ss with some labels: <i>Right to fresh water.</i> <i>Right to food.</i> <i>Right of the elderly</i> <i>Right of access to education</i> <i>Migrants rights.</i> <i>Right of accessibility for the handicapped.</i> <i>Animals rights.</i></p> <p>T asks Ss to match the headline with the right it talks about.</p> <p>T encourages Ss to read the headline again, knowing what right is being respected and say how they feel about this right.</p>	<p>Ss read some labels and match a headline with the right it talks about.</p> <p>Ss read the headlines one more time and say how they feel about this right.</p>	<p>T checks if Ss are actually understanding the meaning of the labels.</p> <p>T monitors Ss' work, guiding them with some tips, if necessary.</p> <p>T encourages Ss to express their ideas.</p> <p>T reminds Ss that there are not right or wrong answers, and that they have to be respectful about their classmates' opinions.</p>

	<p>T challenges Ss by asking them where in our legislation human rights are stated.</p> <p>T shows Ss the Kelsen pyramid in which the status of our laws is portrayed.</p>		<p>T fosters Ss' independent work.</p> <p>T checks whether Ss are actually aware of what the Kelsen pyramid consists of, as they may have worked with it in other subjects.</p>
--	--	--	---

Transition: Human rights are regulated in the constitution, however, there is a worldwide law called The Human Rights declaration. Let's read the preamble of it and some of the rights stated.

(10 mins)	<p>T presents Ss with the preamble of the Human Rights Declaration by UNESCO and invites them to read it.</p> <p>T asks Ss to skim the text of the declaration and find where the rights they have identified today are stated.</p>	<p>Ss read the preamble of the Human Rights Declaration by UNESCO.</p> <p>Ss skim the text and find the rights they have identified in the previous activity.</p>	<p>T checks that all of Ss are aware of what UNESCO's vision and mission are.</p> <p>T fosters Ss' independent work.</p> <p>T tries to enhance Ss' critical thinking.</p>
------------------	---	---	---

Transition: Now, let's get in groups. (T divides the class into groups so each one has one of the stated rights).

(5 mins)	<p>T explains that every right is protected in several laws and regulations.</p> <p>T asks groups to go to the links provided, read more about the right they have to research on and include how in the Uruguayan legislation the right is protected.</p>	<p>Ss get in groups.</p> <p>Ss go to the provided links and read more about the right they have to research on.</p> <p>Ss include how in the Uruguayan legislation the right is protected.</p>	<p>T tries to ensure that most Ss are participating.</p> <p>T promotes collaborative work among Ss.</p> <p>T tries to enhance Ss' critical thinking.</p>
-----------------	--	--	--

Follow up: Students present on each and all the rights they had to investigate. In the presentation they have to include global aspects and national aspects of the protection of this right.

Topic: 2. Food: a human and fundamental right.

Aims:

- To raise awareness among Ss about social and cultural issues that happen in the World.
- To enhance Ss' reading skills through relevant and updated topics by means of reading web pages related to the topic.
- To promote reading English for specific purposes as the Ss will read some articles of the Universal Declaration of Human Rights as well as some articles of other covenants related to the right to food.
- To allow room for Ss to express their ideas in a safe and respectful environment.
- To promote collaborative work among Ss through pair and group work activities.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T invites Ss to get in pairs and do a survey related to food waste. https://www.worldwildlife.org/pages/take-the-food-waste-quiz</p> <p>After Ss take the quiz, T asks them how they see the problem of lack of food in Uruguay.</p> <p>T asks Ss to read about INDA and its role in Uruguay.</p>	<p>Ss work in pairs and do a survey about food waste. https://www.worldwildlife.org/pages/take-the-food-waste-quiz</p> <p>Ss say how they see the problem regarding lack of food in uruguay.</p> <p>Ss read about INDA and its role in Uruguay.</p>	<p>T acts as a facilitator by eliciting vocabulary Ss may not know.</p> <p>socrative.com kahoot</p> <p>T checks if Ss are aware of what INDA stands for.</p>
<p>Transition: As you could see, the right to food is not an issue of a particular country, it's a global issue. Let's reflect on that.</p>			
10 (minutes)	<p>T asks Ss to join another pair and discuss these three questions: Have You Ever Wondered :</p> <ul style="list-style-type: none"> ● Why is world hunger still a problem? 	<p>Ss get in pairs with another classmate and discuss the first three questions in the article.</p>	<p>T acts as a facilitator in case Ss need help while reading the article.</p>

	<ul style="list-style-type: none"> ● How much food is wasted around the world each year? ● Why do we throw away so much food? <p>T asks Ss to read the text and find the causes for lack of food.</p> <p>T encourages Ss to say if they agree with these causes or if they think there are more.</p> <p>T asks Ss to talk to their geography, history and biology teacher and find out if they think there are other causes for hunger. After talking to the other teachers Ss are asked to answer the following question: <i>“Do you find any contextual causes that are specifically related to Uruguay?”</i></p>	<p>Ss read the text and find the causes for lack of food.</p> <p>Ss say whether they agree or not with these causes. Ss think of more causes.</p> <p>Ss ask other teachers if they think there are other causes for hunger. Ss answer a given question.</p>	<p>T monitors Ss’ performance while dealing with the reading activity.</p> <p>T provides Ss with necessary structures for the discussion.</p> <p>.</p> <p>T fosters a friendly environment for Ss to share their ideas freely.</p>
--	---	---	--

Transition: Can you think about any solutions to this problem?

<p>(10 mins)</p>	<p>T asks Ss to think of possible solutions to food shortage and write down a possible action that can be implemented in the community or within the country.</p> <p>T asks Ss to share the ideas and think of their feasibility. Weed them out and think of the pool of</p>	<p>Ss think of possible solutions to food shortage. Ss write down a possible action that can be implemented in the community or within the country. Ss share the ideas and think of their feasibility.</p>	<p>T invites Ss to think about solutions.</p> <p>T acts as a facilitator.</p> <p>T promotes Ss’ participation.</p>
-------------------------	--	--	--

	actions you can implement.		
--	----------------------------	--	--

Transition: Today, we talked about the right to food. Let's see about the legal framework for this right.

<p>(5 mins)</p>	<p>T asks Ss to read a page of the United Nations in which there is global treatment of the right to food..</p> <p>T asks the Ss to highlight the most relevant info about this right.</p> <p>T asks Ss to work with the Law teacher and analyze the Covenants and the Universal Declaration</p> <p>https://www.ohchr.org/EN/Issues/Food/Pages/Standards.aspx</p>	<p>Ss read information from the United Nations page and highlight the most relevant information about the right to food.</p> <p>Ss may refer to the Law teacher in order to analyze the Covenants and the Universal Declaration.</p>	<p>T checks whether Ss are actually aware of what the UN stands for.</p> <p>T monitors Ss' work in order to provide them with help in terms of analyzing and identifying the most relevant information.</p>
------------------------	---	--	---

Follow up: The students will study these laws with the Law teacher and analyze how they are protected within the country. The students will allude to the Uruguayan Constitution and Laws as well as the International Covenants and Agreements our country subscribed to.

An interview with a food project manager: In Uruguay there are different food projects. One of them is called "Ollas Populares". The aim of these projects is to provide food to people from deprived contexts and people who have lost their jobs or are in need because of any circumstance. Have an interview with the project manager to know why this project was created, how they implement it, how they support it, what difficulties they have to face and how many people attend it.

Topic: 3. Health as a human right.

Aims:

- To promote citizenship by working with the right to health.
- To develop oracy skills and BICs by working in groups and making presentations.
- To encourage Ss' critical thinking development through activities that require Ss' points of view and opinion.
- To enhance Ss' general culture by working with an article of the Uruguayan Constitution.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T invites Ss to read this article of the constitution.</p> <div data-bbox="320 875 683 1126" data-label="Image"> </div> <p>T asks Ss:</p> <p><i>How is this article implemented in your school? (Elicit the idea of PE classes, rules about the canteen, workshops about topics and the requirement of the adolescent testing report).</i></p> <p><i>How do you take care of your health?</i></p> <p><i>What medical institution do you attend? Do you regularly go to the doctor for a check?</i></p>	<p>Ss read the article and share their ideas.</p>	<p>T fosters Ss' participation.</p> <p>T elicits ideas from Ss focusing on their perspective about the topic.</p>
<p>Transition: OK. What are the most important health issues nowadays?</p>			

10 (minutes)

T gives Ss ten health issues. T asks Ss to get in small groups and think of the three most common ones for them.



T asks Ss: *Which of these issues is the most common among adolescents, in your opinion? Why?*

T asks Ss:

How has COVID-19 influenced this list?

He / She gives the Ss a link for them to get more information:

<https://www.urmc.rochester.edu/senior-health/common-issues/top-ten.aspx>

T asks the Ss to use the SOS box to give their opinion

SOS BOX

In our opinion, X is the most common health issue because ____

X is the most common health issue because ____

Among adolescents, X is the most common health issue.

An example of this is...

Ss read ten health issues and get in small groups.

Ss think about the three problems that are most common for them.

Ss answer the question: *Which of these issues is the most common among adolescents, in your opinion? Why?*

Ss answer questions in small groups and share their ideas with the rest of the class when the teacher asks to do that.

Ss give their opinion about COVID 19 and its influence in our society using the SOS box provided.

T fosters Ss' participation, reminding them there are not right or wrong answers.

T reminds Ss that every point of view is important within the group.

T asks Ss to deeply reflect on the question in order to enrich the discussion with their classmates.

T monitors Ss' work and provides them with help only if necessary.

T reminds Ss about the usefulness of an SOS box in order to get to a more fluent flow of speech.

--	--	--	--

Transition: Sharing information with other adolescents is vital. Let's create a leaflet to share with other people.

(10 mins)	<p>T invites Ss to keep on working in the same groups.</p> <p>T asks Ss to select information they would like to share related to the topic they identified as the most common among adolescents.</p> <p>T asks Ss to create a brochure and include pictures to illustrate it.</p>	<p>Ss select information about the topic they identified as common among adolescents.</p> <p>Ss create a brochure about that topic and include pictures and text to make the design of the leaflet attractive to all.</p>	<p>T promotes this type of activity in order to enhance Ss' critical thinking.</p> <p>T encourages Ss to be as creative as possible.</p>
------------------	--	---	--

Transition: Let's see what you have created.

(5 mins)	<p>T invites the groups to present their leaflets or brochures to the rest of the class. The whole class has to decide in which context these leaflets could be handed out.</p>	<p>One member per group acts as a spokesperson and shares what the group has done.</p> <p>The whole class decides how they will hand out these leaflets.</p>	<p>T promotes a respectful environment of work.</p> <p>T fosters Ss' interaction through a discussion about these relevant issues.</p>
-----------------	---	--	--

Follow up:

Project: What have you learned from the COVID-19 pandemic? Students are asked to research what has happened with COVID-19 in our country and the world. T guides them with the questions: How has life changed after the pandemic? What is the new normality for people? What are the things that appeared during the pandemic and will remain forever?

Topic: 5.Minorities and their rights

Aims:

- To promote autonomous work among students by researching about the topic: minority groups and their rights.
- To develop oracy skills by making presentations and discussing in groups.
- To work with the topic “Minority groups” and the ideas of students about these groups.

Stage	T’s action	Ss’ actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T shows Ss a list of groups that live in society.</p> <p>T asks Ss to highlight the ones they think are minority groups. T asks Ss if there is any other group that could be a minority one.</p> <p>T asks Ss to get in small groups and share their answers.</p> <p>T asks Ss to share their ideas with the rest of the class.</p>	<p>Ss highlight the groups that are minority groups. Ss add another possible minority group.</p> <p>Ss share their choices in groups.</p> <p>Ss share their ideas with the rest of the class.</p>	<p>T encourages Ss to think about minority groups in Uruguay.</p> <p>T explains the activity, checks instructions.</p> <p>T monitors the discussion and accepts any possible answer.</p>
<p>Transition: Now I will give you a general concept of minority groups. Check your predictions after reading the concept.</p>			
<p>10 (minutes)</p>	<p>T shares the following definition with the Ss:</p> <p><i>A minority group, by its original definition, refers to a group of people whose practices, race, religion, ethnicity, or other characteristics are lesser in numbers than the main groups of those classifications. However in present-day sociology, a minority group refers to a category of people who experience relative disadvantage as compared to members of a dominant social group.^[1] Minority group membership is typically based</i></p>	<p>Ss read the definition of minority groups.</p>	<p>T encourages Ss to read and analyze the definition.</p>

	<p><i>on differences in observable characteristics or practices, such as: ethnicity (ethnic minority), race (racial minority), religion (religious minority), sexual orientation (sexual minority), or disability.)</i></p> <p>T invites Ss to justify why the groups they highlighted are minority groups.</p> <p>T helps Ss identify minority groups. When they do that, T writes the names of the minority groups on a piece of paper.</p> <p>T asks the students to get in trios and choose one paper containing a minority group.</p>	<p>Ss discuss their choices and justify their answers.</p> <p>Ss get in trios and choose a paper containing minority groups.</p>	<p>T monitors the activity.</p> <p>T facilitates and accepts the answers provided that they are justified.</p>
--	---	--	--

Transition: It's important to know what rights we have. Let's see the rights these minority groups have.

(10 mins)	<p>T asks to find information about the rights these minority groups have.</p> <p>T invites Ss to decide what way to disseminate the information they can think of.</p> <p>T encourages them to prepare a product to share with the rest of the classmates.</p>	<p>Ss research on the rights of the population each group chose.</p> <p>Ss decide what type of product they will create.</p> <p>Ss prepare a product to share with the rest of the classmates.</p>	<p>T monitors and facilitates the activity.</p> <p>T assesses the group work.</p>
------------------	---	--	---

Transition: Let's share your ideas!

(5 mins)	<p>T invites Ss to share their ideas with the rest of the classmates.</p>	<p>Ss share ideas with the rest of the class.</p>	<p>T assesses the group work.</p>
-----------------	---	---	-----------------------------------

Follow up: T invites Ss to take notes about one of their classmates' presentations. Then, they will write a short paragraph giving feedback about their presentation and commenting on what they learned about the topic. Ss are going to exchange feedback on the following class.

Topic: 6. Right to Education

- Aims:**
- To raise awareness on the importance of the right to education.
 - To help develop critical thinking skills.
 - To show students different realities concerning the right to education around the world.
 - To foster creativity.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (8 mins)</p>	<p>T shows Ss two quotes about education from Malala with some words missing.</p> <p>Once the quotes are complete the T asks students to identify the common topic and say what they think about them.</p> <p><i>“One child, one teacher, one book, one pen can change the world.”</i> Malala Yousafzai</p> <p><i>“If you want to end war, then instead of sending guns, send books. Instead of sending tanks, send pens. Instead of sending soldiers, send teachers.”</i> Malala Yousafzai</p>	<p>Ss read the quotes and put the words given in the correct blank.</p> <p>Ss read the quotes again, identify the main topic (Right to education) and provide ideas about them.</p>	<p>Ss provide their answers orally. They say what they think about the quotes.</p>
<p>Transition: Do you think the right to education is guaranteed to children and teenagers all over the world? What conditions or specific situations may limit this right?</p>			
<p>(7 minutes)</p>	<p>T plays a video and tells Ss to concentrate on the story being told. T asks Ss to complete a chart with information they get from the video.</p> <p>https://youtu.be/N14_XNH8Mqs</p>	<p>Ss watch the video and complete the chart.</p>	

(7 min)	If it is necessary the T plays the video again for the Ss to order the events	Ss order the events following the story told in the video.	
Transition: In the video the girl gets inside a book for protection, it is her shield. How can a book be a shield?			
(6 mins)	T asks Ss to complete with their own ideas the sentence: <i>A book can be a shield against ...</i>	Ss work in pairs and reflect about the incomplete sentence provided.	Ss share their ideas with the whole class.
Transition: Why do you think education is important? Can you provide some examples to support your answer? Let's read about another girl who fights for education called Malala			
(10 mins)	T asks Ss to read the interview made to Malala and match the questions to the answers.	Ss read the text and match the paragraphs with the corresponding questions.	Ss read their answers.
(7 min)	T asks Ss to read the interview again and pick a golden line (an idea they find interesting and thought provoking)	Ss choose from the interview their favourite line.	Ss spontaneously read the lines they have chosen.
Follow up: Ss continue the story of the video. They create 6 scenes starting from the moment in which the girl arrives at the school and including bubbles with dialogue. They can draw it on paper or use any digital tool.			

Topic: 7. Actions to the promotion of human rights.

Aims:

- To raise awareness about the benefits of sports to promote human rights.
- To promote oracy skills by asking the students to discuss ideas and make proposals about the use of adapted and inclusive sports as well as sports in general.
- To foster collaborative work among students through group work activities.
- To enhance students' reading skill through working with a text related to the content of the lesson.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T shows Ss pictures about sports. T asks Ss to describe the pictures and name the sports practiced there.</p> <p>T asks Ss about the benefits of practicing sports.</p> <p>SOS Box Practicing sports helps to... Soccer promotes ... etc.</p>	<p>Ss look at some pictures of sports and describe the pictures and name the sports they can see.</p> <p>Ss say the benefits of practicing sports. Ss can use the S.O.S BOX to express their ideas.</p>	<p>T promotes Ss' participation, encouraging Ss to use L2.</p> <p>T reminds Ss that there are not right or wrong answers.</p> <p>T encourages Ss to use the SOS Box as a guide while expressing their ideas.</p>
<p>Transition: How do you think sports contribute to the promotion of human rights?</p>			
<p>10 (minutes)</p>	<p>T asks Ss to get in small groups, discuss and write at least one way in which sports promote HR. (3 mins).</p> <p>T says that while reading the newspaper she/he found an article about sports and possible benefits.</p> <p>T asks to read the text and highlight every possible reason why sports are good to promote HR.</p>	<p>Ss get in small groups and discuss and write at least one way in which sports promote human rights.</p> <p>Ss read an article about sports and possible benefits. Ss highlight every possible reason why</p>	<p>T monitors how Ss form the groups trying to get to a balance in terms of members in each group.</p> <p>T checks if Ss are actually aware of what newspapers articles consist of.</p> <p>T reminds Ss that it is not necessary to understand every word in a text but the general idea in each paragraph.</p>

	T invites Ss to come up with one way they could promote HR by using sports.	sports are good to promote HR. Ss think of one way to promote HR by using sports.	T promotes Ss' participation trying to get as many Ss as possible expressing at least one idea.
--	---	--	---

Transition: OK. Let's share your ideas about the promotion of human rights and sports.

(10 mins)	<p>T invites the Ss in groups to take turns and share their ideas with the rest of the class.</p> <p>T poses the questions of whether sports can be practiced as they are when people have disabilities.</p> <p>T accepts all the answers and writes them on the board.</p> <p>T hands out another text that talks about adapted and inclusive sports. T invites Ss to read the first two paragraphs and find the differences between one and the other.</p> <p>T poses the question of what adaptations are necessary to practice the sport they thought of.</p>	<p>Ss take turns to share their ideas with the rest of the class.</p> <p>Ss say whether sports can be practiced as they are when people have disabilities.</p> <p>Ss give answers.</p> <p>Ss receive the text that mentions adapted and inclusive sports. Ss read the first two paragraphs and find the differences between one and the other.</p> <p>Ss answer about the adaptations that are necessary to practice the sport they thought of.</p>	<p>T fosters a collaborative work environment among Ss.</p> <p>T encourages Ss to deeply think of the question and elaborate an answer.</p> <p>T ensures a respectful environment while all Ss are expressing their ideas.</p> <p>T reminds Ss that it is not necessary to understand every word in a text but the general idea in each paragraph.</p> <p>T encourages Ss to participate and express their ideas grounding them.</p>
------------------	---	---	--

Transition: OK. Let's share your ideas about the sports you adapted or made inclusive.

(5 mins)	T invites to share their ideas.	Ss share their ideas.	T fosters Ss' participation.
-----------------	---------------------------------	-----------------------	------------------------------

Follow up: Project: What adapted and inclusive sports allow to handicapped people: the teacher asks the students to read the final part of the text. There, Luis Martinez and Fabricio Cardozo talk about the opportunities that these types of sports give to handicapped people. Think of more ideas about how sports promote the protection and development of human rights. What human rights are protected?

Project: the blind race: the teacher takes the students to the patio. Then, the teacher asks students to answer questions. If the answer is yes they move forward one step. If the answer is no, they move backward one step. All the questions are related to the promotion of human rights among handicapped people. Here's the list:

- 1- When I get into the bus I never take the seat for handicapped people.
- 2- When I see a person in a wheelchair in the supermarket, I let him/her be first for the cash register.
- 3- I help blind or handicapped people when they are about to cross a street.
- 4- When I ride my bike and I approach a person wearing Canadian walking sticks, I stop.
- 5- I allow elderly people to hold on to my arm when trying to walk in a crowd.
- 6- When I am about to cross the street and there is a blind person next to me, I tell him/her when to cross the street.
- 7- When I see a person with crutches I offer myself to help him / her, for example, with the bag from the supermarket.
- 8- I leave my bike in the middle of the sidewalk.
- 9- I never pay attention if a pregnant woman gets on the bus.
- 10- If a handicapped person is lining up at the cashier and I have the chance to go first, I do it.
- 11- In my city there are ramps to help people in wheelchairs cross the street.
- 12- I don't care if I have handicapped people as neighbors.
- 13- If I am the captain of a soccer team and I have two people to choose: one with a plaster boot and the other with no plaster boot I choose the second one.
- 14- At school, I go to the disabled bathroom.
- 15- I am respectful of the parking places for handicapped people.

Topic: 8. Potable water, a right or good?

Aims:

- To raise awareness about the importance of water in daily lives.
- To work with critical thinking skills.
- To help students reflect about water as a human right.
- To help learners become aware of the responsible use of water.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (4 mins)	Teacher tells Ss three clues for them to guess the topic of the lesson. For example: -We use it every day. -We can find it in different states. -It is essential for life.	Students listen to the teacher and try to guess the word: <i>Water</i> .	Teacher listens to students' answers.
Transition: What do you use water for? Mention at least five activities.			
(15 min)	T writes the title: CLEAN WATER AND SANITATION: WHY IT MATTERS and asks Ss to work in pairs and write down three questions that they think will find the answer in the text.	Ss working in pairs think and write down the three questions.	T elicits the questions from the Ss so as all the class listens to all the questions. Ss have to be careful not to repeat the questions, so they have to be listening attentively to their peers. T writes all the questions on the board (avoiding the ones that are repeated).
(10 mins)	T asks Ss to choose two more questions from the ones their peers read. Then, she invites Ss to read the text and answer the three questions that they wrote down and the two from the peers.	Ss read the text and answer five questions.	T asks Ss the answers to the questions following the order that appears on the board.
	T asks Ss to read the text again and complete the graphic organizer.	Ss working in pairs look for information in the text to complete the graphic organizer.	T for volunteers to share their answers.

Transition: Did you know that water is a human right? Let's focus on some important figures related to the topic.

(10 mins)	T focuses Ss' attention on vocabulary by asking them to find the synonyms of some words in the text.	Ss scan the text to find some synonyms.	Ss say the synonyms they found orally.
------------------	--	---	--

Transition: When was water declared a human right? Do any figures from the infographics call on your attention?

(5 mins)	T asks Ss to work in pairs to come to a conclusion about water as a human right.	Ss think about the data provided in the infographics and draw a conclusion about water as a human right.	Ss share their answers with their peers.
-----------------	--	--	--

Follow up: Project: An efficient use of water- In groups think of ways to raise awareness about the importance of the responsible use of water and the lack of water many people suffer from around the world. What can you do to inform your neighbours? (flyers, infographics, etc.) What can you suggest to your neighbours for saving water in their daily lives? Present your proposals in the class. Afterwards, choose the best ideas and share them in your neighbourhood.

Topic: 9.Immigrants, the right to choose where to live in the XXI century world

- Aims:** -To work with the concept of migration: immigration and emigration.
 -To revise expressions related to giving opinions, agreeing and disagreeing.
 -To talk about how immigrants may feel in their migration experience.
 -To enhance listening skills.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 minutes)	T writes words related to migration on the board (leaving - travelling - change - family - countries - tolerance - luggage - friends - languages - decision - personal stuff - acceptance - inclusion) and asks Ss to find the connection and guess the topic of the lesson.	Ss read the words on the board and try to guess the topic of the lesson.	T listens to the students' suggestions and writes the word Migration on the board.
Transition: Do you know the difference between immigration and emigration?			
(3 mins)	T asks Ss to match the words immigration and emigration with their corresponding definition.	Ss match the words with their corresponding definitions.	T asks students to volunteer and read both definitions while checking students' comprehension of the difference among the two words.
Transition: Did you know that migration is a right? Let's read what some people say about migration.			
(10 mins)	T asks Ss to get in pairs to read the quotes and decide if they agree or disagree with them.	Ss get in pairs to analyze the quotes and decide if they agree or disagree with them and say why.	T calls out each quote at a time and asks Ss to raise their hands if they agree with it. After doing this with the three quotes they will be able to get the information about

			the quote most students agree with.
Transition: What do you think is the general attitude of Uruguayans towards immigration?			
(5 mins)	T tells Ss to think of advantages and disadvantages of having immigrants in Uruguay	Ss continue working in pairs. They think of advantages and disadvantages of having immigrants in Uruguay.	T writes a chart on the board and completes it with students' opinions in order to see if they found more advantages or disadvantages.
Transition: What do immigrants think about coming to live in Uruguay? Let's listen to an interview.			
	T plays the audio of a teacher from a country that receives a lot of immigrants and asks Ss to work in pairs and list all the reasons why the speaker is positive about immigration.	Ss listen to the audio and work in pairs and list all the reasons why the speaker is positive about immigration.	T plays the audio and checks with the Ss.
Follow up: Ss interview someone who emigrated from Uruguay / to an immigrant in Uruguay (could be a classmate) / to a Uruguayan about attitudes towards receiving people in Uruguay from other countries			

Script

What does migration bring?

Well personally I think it's a great thing. It has brought about a lot of changes in my country, but many of them, for me at least, are real benefits. Nowadays the US is one of the best places to eat out and you get a huge diversity and range of food to choose from. Even in quite small cities these days you can still usually find a good Chinese restaurant, an Indian, Italian and probably a Thai or even Japanese restaurant. I think that's great. I also like that the school where I teach has kids from a huge range of different cultures and religious backgrounds. I think it's great that all these kids go through school together learning about and accepting each other's culture and differences.

The world is a very diverse place and with the increase of globalization I believe that kids should be able to understand and accept other cultures and work alongside people from other countries. I think it's really important for their future and to keep them open minded. You can

go shopping and find stuff from all over the world. I think it's terrific when I walk out in the street and see people wearing colourful clothes from all around the world. Now I don't need to travel. It's like the world is coming to me.

The other important thing for the country's economy is that a lot of the people coming here are young. I can't understand it when I hear people complaining about immigrants coming here and taking away 'our' jobs.

Adapted from: www.teachingenglish.org.uk

Topic: 10. The future of Human Rights.

Aims:

-To develop and enhance Ss' critical thinking by asking them to work with different objectives regarding HR.

- To give Ss the opportunity of redefining any of the HR laws.
- to develop writing and speaking skills (especially the development of BICS).

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T tells Ss that the characters propose a game called "the future of HR".</p> <p>T divides the class in groups and asks Ss to label the picture with the phrases given.</p> <p>T tells Ss that these are long-term objectives by the United Nations and invites them to go to the link and check their answers. https://sdgs.un.org/goals</p>	<p>Ss work in groups and label the picture with the given phrases.</p> <p>Ss learn that these are long term objectives by the United Nations. Ss go to the link and check their answers.</p>	<p>T monitors how Ss create the groups, to get to balanced groups, especially in terms of the number of boys and girls within the same group.</p> <p>T checks Ss' work.</p>
<p>Transition: Let's go and read each and every goal.</p>			
<p>(10 mins)</p>	<p>T invites Ss to choose one of the 17 goals (group activity).</p> <p>T asks Ss to plan activities to achieve this goal in their communities.</p> <p>T invites the groups to share the activities and choose one to set it as a group contribution to the promotion of HR.</p>	<p>Ss read each and every goal.</p> <p>Ss plan activities to achieve this goal in their communities.</p> <p>Ss share the activities and choose one to set it as a group contribution to the promotion of Human Rights.</p>	<p>T checks instructions.</p> <p>T monitors the activity and facilitates when necessary.</p> <p>T monitors and assesses orally.</p>
<p>Transition: What other rights would you include?</p>			

<p>(10 mins)</p>	<p>T encourages Ss to imagine they had the chance of redefining any of the HR laws.</p> <p>Which new rights would you include? Which rights which are already protected would you redefine?</p>	<p>Ss imagine they had the chance of redefining any of the HR laws.</p> <p>Ss say which new rights they would include and which one they would redefine.</p>	<p>T explains and checks instructions.</p> <p>T monitors the activity and facilitates when necessary.</p>
-------------------------	---	--	---

Transition: Let's share your ideas.

<p>(5 mins)</p>	<p>T invites Ss to share their ideas and consult other groups.</p>	<p>Ss share their ideas with other groups.</p>	<p>T assesses the activity orally.</p>
------------------------	--	--	--

Follow up:

Topic: 12. The elderly.

Aims:

- To work with the concept of elderly people.
- To promote social awareness by working with elderly people's rights.
- To develop Ss' reading skills by working with some activities related to a text.
- To foster a collaborative working environment among Ss through allowing room for discussion of ideas instances.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T starts the class asking Ss to get in small groups. T provides Ss with an envelope with the pieces of a puzzle and asks Ss to solve it. T asks Ss what all puzzles have in common and elicits the topic of the lesson.</p>	<p>Ss get into small groups. Ss solve a given puzzle.</p> <p>Ss look at all the puzzles and say what they have in common.</p>	<p>T monitors how Ss form the groups trying to get to balanced groups.</p> <p>T helps Ss with the puzzles only if necessary.</p>
<p>Transition: As we know, Emma lives with her grandparents. They have a very important role in her life. Let's read the article she found online.</p>			
<p>10 (minutes)</p>	<p>T provides Ss with a text and asks them to answer some questions about it.</p>	<p>Ss work with a text about elderly people and answer some questions.</p>	<p>T checks whether Ss are familiar with both: language used in the questions and dynamic of the activity.</p>
<p>Transition: Let's learn some vocabulary related to the topic.</p>			
<p>(5 mins)</p>	<p>T asks Ss to work with specific vocabulary from the text. T asks Ss to match words and phrases with their meanings.</p>	<p>Ss work with specific vocabulary from the text.</p> <p>Ss match words and phrases with their meanings.</p>	<p>T reminds Ss that it is not necessary to understand every word in a text but the general idea in each paragraph.</p>
<p>Transition: In Uruguay, there is a law that protects the elderly people.</p>			

<p>(10 mins)</p>	<p>T asks Ss to get in groups again.</p> <p>T asks Ss to read the main idea of the law and gather information about elderly people they know, for example :where they live, who they live with, if they have an active or passive life, etc.</p> <p>T asks Ss to think about activities that are available for elderly people in the community.</p>	<p>Ss get in groups again.</p> <p>Ss write information about elderly people they know.</p> <p>Ss think about activities that are available for elderly people in the community.</p>	<p>T monitors how Ss form the groups.</p> <p>T fosters a respectful environment for Ss' participation.</p> <p>T encourages Ss to participate and express their ideas about the topic of the activity.</p>
<p>Follow up: T asks Ss to share the information gathered in the group work.</p>			

Topic: 13. Gender issues.

Aims:

- To raise awareness among Ss about gender issues.
- To give Ss the opportunity to express themselves in a friendly atmosphere.

Gender issues - materials, possible activities and ideas.

1. What is gender? Gender Gingerbread / sex-gender / equity vs equality
2. What do you see? (pantene)
3. Did you know about the pink tax? (Burger king)
4. Let toys be toys
5. If I were a boy (Beyonce)

Topic	Objective	Activity/ies	Resources / Materials
What is gender?	Conceptualize gender as a social construct	Ask students what they know about gender and what they know about sex. Discuss their possible differences (If they are the same, why do we have two terms?). After sts discuss intuitively, T provides the answer: Sex is biologically determined by anatomy, fisiology and hormones; its broadly feminine or masculine and many species have this distinction. Gender is socially modelled, by previous generations, rites and traditions, behaviour, thoughts, etc. Gender is not what I am, but what I feel I am. If related to sex, gender is Man - Woman or Boy - Girl, but there are other configurations.	T can use the whiteboard to draw and/or write main characteristics of each term. SEX: Biological, permanent, visible in the body. GENDER: Gender is a social concept, determined by culture; it is modifiable and flexible, and can change over cultures and over time within cultures, or over time within somebody's life. It is not always visible in people's behavior or attitudes.
	Identify gender ≠ gender expression ≠ sex ≠ sexual orientation	Have sts read and interpret what each trait is. Then write a definition for each term (i.e.: Gender, Sex). Share and create one definition by taking bits and pieces of what sts share. Discuss: Is there a relationship between gender and sex? Do you know of cases when gender and sex are not strictly related? (Teacher might want to elaborate the concept of transgenderism, or not)	The Genderbread Person ¹ or the Gender Unicorn

¹ Please note there are other versions of this diagram. The one in the link is the 1st prototype.

		What are the problems people face if this is the case? - E.g.: discrimination, being undervalued, neglected, overlooked; prejudice & bias, being criminalized, weaponized, etc.	
	Differentiate equality from equity regarding gender	Ask sts to analyse the material and discuss what strategy we need to implement considering the present state of affairs providing arguments for their choice.	Gender equity vs Gender equality or Equity vs Equality

What are the problems people face when their sex is directly related to their gender?

What do you see? (pantene)	Rise awareness on common gender stereotypes	<p>Show the ad and ask sts what it is about. Google/Use a dictionary to find the meanings of the words they don't know. Complete a table with the adjectives in the ad.</p> <table border="1" data-bbox="491 920 948 1113"> <thead> <tr> <th></th> <th>POSITIVE</th> <th>NEGATIVE</th> </tr> </thead> <tbody> <tr> <td>MAN</td> <td></td> <td></td> </tr> <tr> <td>WOMAN</td> <td></td> <td></td> </tr> </tbody> </table> <p>Reflect on the stereotypes associated with the same attitudes exhibited by men and women. Why does it happen? Is it fair? Do we agree with these views? Can/Should we change them? How can we?</p> <p>It is possible to follow up this activity by thinking of other stereotypes associated with men who exhibit attitudes/behavior typically associated with women (sissy, pancy, ponce, etc.)</p>		POSITIVE	NEGATIVE	MAN			WOMAN			Pantene: Whip it campaign
	POSITIVE	NEGATIVE										
MAN												
WOMAN												
Did you know about the pink tax?	Teach about gender as a consumer goods industry	<p>Ask about the different products they use which have a "male version" and a "female version" (from clothes, to backpacks and pencil cases, to health and care products such as shampoo, razors and perfumes) and make a list. It is important to emphasize it has to be the exact same product, usually only the colour and aesthetic design changes.</p> <p>In the list try to elicit the prices for each product and see if there are any</p>	Burger king's pink tax									

		<p>differences. If there are, ask why/how that is possible. If there are not, proceed to watch the video at once.</p> <p>Include some comprehension questions for the video like “What happened, what was the problem, why didn’t they want the pink box, etc.”:</p> <p>Reflect on the moral value of these phenomena and ask if they think this happens in our context.</p> <p>For HW or follow up, they can carry out a sort of research where they analyse the products which have a pink tax, the percentage of the tax, if there is a “blue tax” in some products, etc.</p>	
Let toys be toys	To teach on the negative effect of stereotypes and gendered activities in our personal lives/development.	<p>Use one of the videos to have sts reflect on the impact of gender stereotypes on our lives and development.</p> <p>Have them discuss considering their personal experience with toys and/or extracurricular activities (like sports, dancing, art, etc). Usually T will find a gap between sts with siblings of the opposite sex and sts with sibling of their same sex. Capitalize these different experiences to have sts see other people’s reality. If sts do not relate to these stereotypes, T can tell a personal story to illustrate how stereotypes/life circumstances affected their skills, life choices etc. (For example, in my family there are no men so all the women in the house know how to start a fire and cook an asado)</p> <p>Have them reflect on their role as caregivers (with younger siblings/cousins/nephews or nieces and eventually their own children) to guarantee freedom for their loved ones.</p>	<p>Gender as nurture: stereotypes when caregiving</p> <p>Survey: when do stereotypes start?</p> <p>Education and vocation through gender stereotypes</p>
If I were a boy	Teach that stereotypes around gender affect boys and girls equally	<p>Do an activity with the song (order the verses in a stanza, complete the word(s) you hear, etc.)</p> <p>Ask some questions or do a T/F activity to check for comprehension.</p>	If I were a boy - By Beyoncé

		<p>Oppose the song lyrics to real life “Boys” Use their personal experience. (For example, the lyrics say boys are inconsiderate, is it fair? is it true? Is there a kind of unavoidable nature that makes boys inconsiderate? Are girls never inconsiderate?)</p> <p>Reflect on the impact of stereotypes in prejudice.</p>	
--	--	--	--

Lesson plan created by Martina Fernández Fasciolo and Virginia Frade

Topic: 14. Human and animals rights

- Aims:** -To develop reading and speaking skills
 - Reading English for specific purpose
 - To introduce information about this subject

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	Produces dialogues with Ss revising prior ideas about the Human Rights in the world and the universal regulation by the UN, since 1948.	Answer T's questions.	To check Ss prior knowledge and reinforce ideas about this subject.
Transition: We are talking about human rights, what do you know about animals rights? Do you have animals at home, pets?			
10 (minutes)	Produces dialogues with Ss, trying to get their ideas about areas in which we must care animals: Food, health, environment ,etc. Uses these ideas to write the five main rights recognized as freedom for animals: Basic Rights of animals on the board.	Give their ideas and share what they know about this or what they do with their own pets. Take notes and copy these ideas.	Interaction. Sharing about how we care for animals and becoming aware about this in our country. To introduce this information and know ideas about caring animals and animal rights.
Transition: Now we are going to read about a specific law regulation we have in our country.			
(10 mins)	Gives Ss a printed text about the concrete regulation of animals rights in Uruguay by law 18471.	Read in pairs , comment and look for some words they may not know.	To develop reading skills and promote reading English for specific purposes.
Transition: As you can see ,this is a topic that has different opinions.			
(5 mins)	Asks Ss their opinion about this law	Discuss and debate.	To promote speaking, giving opinions and reasons.

Follow up:

Topic: 15. Freedom of speech and expression

Aims:

- to revise prior ideas about freedom as a human right
- to enhance Ss' reading skill
- to promote collaborative work
- to expand understanding of the topic

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks Ss some questions revising prior ideas about <i>Human Rights</i>, especially about freedom and the different ways this right may have.</p> <p>For example:</p> <ul style="list-style-type: none">● Ambulatory freedom,● Freedom to choose a job,● To choose the education for our children,● Freedom of speech and expression.	<p>Ss answer T's questions saying some ideas they've learnt in previous lessons.</p> <p>Some Ss write their ideas on a brainstorming on the board.</p>	<p>T allows room for dialogues among T - Ss, fostering Ss' speaking skill as well as interactive work.</p>

Transition: Let's learn more about freedom of expression?

(10 mins)	<p>T delivers some cards with different ways of expression and different edges of this human right, among Ss.</p> <p>Ex:</p> <ul style="list-style-type: none">● Freedom to express opinion,● Freedom of use images,	<p>Ss form groups of three members, according to the card each one has.</p>	<p>T checks instructions.</p> <p>T monitors Ss' group working.</p>
------------------	---	---	--

	<ul style="list-style-type: none"> • Give information,etc. 		
Transition: Ss show their cards to their classmates, so the whole group can see and read about freedom of expression.			
(10 mins)	T delivers a brief paragraph about this specific <i>human right</i> , so they can read with their partners, and search on the internet about the specific regulation in Uruguay.	Ss read and look for strategies to understand the content of the paragraph. Ss look for specific regulation about <i>freedom of expression</i> as a human right in Uruguay.	T reminds Ss that it's not necessary to understand every word but the general idea of the regulation they are working with. T promotes the strategy of reading for specific purposes. T fosters collaborative work, focusing at the same time on enhancing Ss' reading skill.
Transition: Ss sticks the cards on board to amplify the brainstorming.			
(5 mins)	T organizes an instance of a workshop providing Ss with an opportunity to share the information they've found.	Ss share the information they've found.	T fosters interaction among Ss. T provides Ss with further information about the topic, in case of necessary.
<p>Follow up: Ss prepare material for the classroom billboard, related to the content of the lesson in general, and to the specific <i>human right</i> they've worked with during the lesson.</p>			

Topic: 16. The right to rest and leisure

Aims:

- to promote global citizenship by means of researching on the right to rest and leisure.
- to develop Ss' speaking skills by asking them to describe some pictures about the characters and give short presentations.
- to foster Ss' listening skills by working with questions related to a dialogue,

- to enhance the development of Ss' critical thinking through activities in which Ss have to analyze some ideas.

<https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=23966&LangID=E#:~:text=Article%2024%3A%20Everyone%20has%20the,and%20periodic%20holidays%20with%20pay.&text=Linked%20to%20reasonable%20working%20hours,to%20self%2Ddevelopment%20and%20education.>

<https://www.impo.com.uy/bases/constitucion/1967-1967/54#:~:text=La%20ley%20ha%20de%20reconocer,la%20higiene%20f%C3%ADsica%20y%20moral.>

<https://www.impo.com.uy/bases/constitucion/1967-1967/61>

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T presents Ss with a picture of Nico and his father.</p> <p>T asks Ss to describe the picture paying special attention to how each of the characters feels and looks like. The characters have empty dialogue bubbles.</p> <p>T accepts all the Ss predictions.</p>	<p>Ss pay attention to the picture of Nico and his father.</p> <p>Ss describe the way in which Nico and his father Ismael feel and look like.</p> <p>Ss imagine what Nico and Ismael talk about.</p>	<p>T asks Ss to pay attention to the picture trying to guess how Nico and his father feel and look like, paying attention to a socio-emotional aspect.</p> <p>T encourages Ss' participation.</p> <p>T promotes a respectful environment for Ss' participation.</p>
<p>Transition:OK. Let's see what they were actually talking about.</p>			
<p>(10 mins)</p>	<p>T asks Ss to complete the dialogue with the sentences given.</p> <p>T invites Ss to listen to the dialogue and check their answers. T encourages Ss to pay attention to Ismael's voice.</p>	<p>Ss complete the dialogue with the sentences given.</p> <p>Ss listen to the dialogue and check their answers. Ss pay attention to Ismael's voice.</p>	<p>T asks Ss to be as creative as possible while completing the dialogues bubbles.</p> <p>T promotes an appropriate environment necessary to work with a listening activity.</p>

	<p>T highlights the phrase that Nico says he has the right to rest. Art. 37 Uruguayan Constitution.</p> <p>T invites Ss to read art. 37 from the Uruguayan Constitution.</p>	<p>Ss read the Art. 37 from the Uruguayan Constitution.</p>	<p>T makes sure Ss pay attention to the useful article they will be using as a springboard for the upcoming activities.</p> <p>T organize the reading of the Art. trying helping SS to get the gist of it.</p>
--	--	---	--

Transition: Nico tells his father that the right to rest and leisure is also protected internationally.

(10 mins)	<p>T provides the Ss with the article from the Human Right Declaration in which this right is protected.</p> <p>T asks Ss to determine what the milestones in the recognition of this right are. Choose the 5 most important ones.</p> <p>T hands out a string of rope or a string of wool to the Ss.</p> <p>T explains that they have to make 5 knots. Each knot represents one of the events they highlighted.</p> <p>T gives some seconds so Ss practice a speech to share the 5 events. After they mention an event they undo the knot or just touch it.</p>	<p>Ss read the article from the Human Right Declaration in which this right is protected.</p> <p>Ss determine what the milestones in the recognition of this right are.</p> <p>Ss choose the 5 most important ones.</p> <p>Ss receive a string of rope or a string of wool.</p> <p>Ss make 5 knots. Ss pay attention to the fact that every knot represents one of the events highlighted from the text.</p> <p>Ss practice a speech to share the 5 events.</p> <p>Ss undo the knot after they mention each event.</p>	<p>T helps Ss in the understanding of both, content of the Article and language.</p> <p>T encourages and helps Ss in their decisions to foster their critical thinking ability.</p> <p>T provides Ss with a clear explanation of what the dynamic of the rope consists of.</p> <p>T encourages Ss to deliver their presentation focusing more on fluency rather than on accuracy.</p> <p>T invites Ss to create and use a set of Rubrics to guide their participation.</p>
------------------	--	--	--

Transition: And what happens with adolescents? How do you see this right protected in your everyday life?

(5 mins)	T invites Ss to contribute to the discussion and encourages participation.	Ss contribute to the discussion and participate actively.	T fosters collaborative discussion sessions among Ss.
-----------------	--	---	---

Follow up:

Project: My right to rest and have fun: the teacher asks students to write all the times in which they enjoy some time down during a day and how they have fun. The teacher invites students to record a video sharing those moments to the rest of the class.

#LivingUruguay3

LESSON PLANS

UNIT 4

MY SOCIAL LIFE

AT THE END OF THIS UNIT, SS WILL BE ABLE TO:


- share about your social life with friends and classmates.
- write an article and shorter texts to share ideas about your activities.

- talk about the importance of social life. share prior social experiences of acceptance and peer identification.
- talk about social events in your communities and advertise them.
- write accounts of anecdotes, memories and inspirational stories.
- understand people using different varieties of English.

Topic: 1. The importance of social life.

Aims:

- To foster Ss' speaking skills by asking them to describe a picture of the characters.
- To enhance Ss' listening skill through working with a listening activity with a dialogue.
- To encourage Ss to work collaboratively as a means of achieving their goals.
- To allow room for Ss to develop strategies on how to express their opinions about a specific topic.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T shows a picture of the gang with a new member.</p>  <p>T asks Ss to describe the picture and say if they see something different. (Elicit that there is a new character).</p> <p>T asks Ss to get in small groups and imagine what they are talking about. The theme at least.</p>	<p>Ss look at a picture of the gang with a new member.</p> <p>Ss describe the picture and say if they see something different.</p> <p>Ss get in small groups and imagine what they are talking about.</p>	<p>T promotes expectation making Ss recall how they feel when they are about to meet a new classmate.</p> <p>T fosters Ss' participation.</p>
<p>Transition: What are they talking about? Let's share your ideas.</p>			
<p>10 (minutes)</p>	<p>T asks Ss to listen to a short recording and check their guesses.</p>	<p>Ss listen to a short recording and check their guesses.</p>	<p>T promotes an appropriate environment for</p>

	<p>T invites Ss to read a dialogue among the characters.</p> <p>T encourages Ss to discover what things they might have in common with Camila and what things might be different.</p>	<p>Ss read a dialogue among the characters.</p> <p>Ss try to discover what things they might have in common with Camila and what things might be different.</p>	<p>working with a listening activity.</p> <p>T encourages Ss' participation.</p> <p>T pays special attention to Ss' ideas, as he/she may find an opportunity to know more about his/her Ss.</p>
--	---	---	---

Transition: Camila said that she comes from another province. She comes from a rural school. In which ways is social life different and similar from social life in the city?

(10 mins)	<p>T asks Ss to get in pairs.</p> <p>T asks Ss to think about the differences and similarities of social life in different places.</p> <p>T asks Ss to complete a Venn Diagram.</p>	<p>Ss get in pairs and think about the differences and similarities of social life in different places.</p> <p>Ss complete a Venn Diagram.</p>	<p>T monitors how Ss form the pairs.</p> <p>T promotes Ss' participation.</p> <p>T reminds that there are not right or wrong answers, just different points of view about the same topic.</p>
------------------	---	--	---

Transition: Let's share our thoughts about how we see life in these different areas.

(5 mins)	<p>T asks Ss to take turns and complete a Venn Diagram on the board.</p> <p>(T can paste a paper to do it and leave the results on sight.)</p>	<p>Ss come to the board and share their ideas. Ss use an S.O.S box to share their ideas.</p>	<p>T acts as a mediator facilitating expressions</p> <p>Ss may need to express their ideas.</p>
-----------------	--	--	---

Follow up: T asks Ss to imagine they have a conversation with Camila. T asks Ss to think of five questions they would like to ask her about her social life while she was living in the countryside.

Topic: 2. Been accepted: peer pressure

Aims:

- to promote writing skills by asking Ss to write an article.
- to encourage process writing by using peer assessment and teacher's assessment.
- to share experiences orally and in a written way.
- to share ideas about peer pressure by triggering discussions and arguments related to the topic.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T shares some situations with the students and asks them if they have experienced one of those.</p> <p>1- If my classmates tell me a piece of cloth does not fit me, I change it. 2- I wear clothes which are fashionable. 3- I do what my classmates do. 4- I love to have my own ideas. 5- I don't care if someone does not like what I do. 6- I love going to the places my friends go. 7- I listen to what others have to tell me but I make my own decisions.</p> <p>T asks Ss to get in small groups and discuss these ideas.</p> <p>SOS box I agree with the sentence because... I don't agree with the sentence because... I am skeptical about this sentence because...</p>	<p>Ss get in groups and discuss the situations given.</p>	<p>T explains the activity and provides them with the phrases and the SOS box in order to discuss.</p> <p>T monitors and facilitates while students discuss.</p>

Transition: Have a look at this story of peer pressure. Say which of the 7 situations best fit with the text.

<p>10 (minutes)</p>	<p>T presents Ss with a text related to a story of peer pressure.</p> <p>T asks Ss to read and detail and answer the following questions: 1- Who authors the article? 2- Find evidence in the texts that supports the title of the article. 3- How does reading connect to her ancestry? 4- Why did she stop doing her hobby? 5- How did she feel due to peer pressure? Why?</p> <p>T asks if they have ever felt like this.</p>	<p>Ss identify the situation that this text represents.</p> <p>Ss read the text again and answer the questions given.</p> <p>Ss think and share their feelings toward these situations.</p>	<p>T encourages participations and may ask why Situation #3 is the one alluded to.</p> <p>T gives and checks instructions. Then monitors activity.</p> <p>T encourages participation respecting those students who don't want to participate.</p>
----------------------------	---	---	---

Transition: #livingUruguay is asking for article submissions. The topic is peer pressure.

<p>(10 mins)</p>	<p>T invites Ss to discover the parts of the article. Title Author Introduction Ideas Conclusion</p> <p>T asks Ss to identify the parts of the article in the one given.</p> <p>T asks Ss to plan an article. T gives Ss a skeleton of the article and they have to write ideas down.</p>	<p>Ss discover the parts of the article.</p> <p>Ss identify the parts of the article.</p> <p>Ss plan a possible article they will write.</p>	<p>T encourages participation and assesses orally.</p> <p>T elicits the 5 parts of the article and assesses orally.</p> <p>T facilitates the activity and helps Ss if necessary.</p>
-------------------------	--	--	--

Transition: Let's see how interesting your article will be and how you can improve it.


(5 mins)	T sets the Ss in trios and asks them to discuss the ideas to improve how they write it.	Ss discuss the ideas they planned in trios.	T facilitates the activity and helps them if necessary.
-----------------	---	---	---

Follow up: The following class the teacher can ask the students to write the article. To do that, the teacher can implement a process writing activity in which students first jot down ideas. They write a paragraph, using a topic sentence. Finally, they write the article and share it with one classmate. The classmate gives feedback to that student.

Topic: 3. Social media: positive and negative effects on teenagers.

Aims:

- to promote digital citizenship by exposing students to situations that are familiar to them.
- to present students with problems and ask them to solve those problems with their ideas.
- to develop otherness and empathy toward people who are suffering from cyber harassment or cyberbullying.
- to help students develop their BICS while listening to other people's problems and discussing possible solutions to that.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	 <p>Lua and Emma are at the breaktime. Emma is telling Lua about a classmate's weird attitude that worries her.</p> <p>Emma had the chance to see that one of her classmates had a folder with photos of her, in his cell-phone. She doesn't know what to do with that situation.</p>	<p>Ss read a dialogue between Lua and Emma.</p> <p>Ss imagine how the dialogue went on and what Lua and Emma said.</p>	<p>T encourages Ss to pay attention to the situation.</p> <p>T acts as a facilitator in case Ss need help with specific vocabulary.</p>

	T asks Ss to imagine how that dialogue went on and elicits from Ss what Emma and Lua might have said, within an oral activity.		
Transition: How do you think Emma felt in that situation? How does she express the way in which she feels?			
(10 mins)	T asks Ss to work on a brainstorming of ideas about Emma's feelings about the situation. T asks Ss to create a list of the possible causes that made Emma's classmate do that.	Ss write some possible causes that made Emma's classmates behave that way.	T monitors the brainstorming activity.
Transition: What would you do in case you faced the same situation?			
(10 mins)	T asks Ss to work in groups. T asks Ss to imagine that they are going through a similar situation than Emma's, and write down ideas about what actions they could take to face the issue.	Ss work in groups and imagine that they are going through a similar situation than Lua's. Ss write down ideas about what actions they can take to face the issue.	T monitors grouping. T encourages Ss to share their feelings.
Transition: The situation was really uncomfortable for Emma , so she decided to talk about it with one of her teachers.			
(5 mins)	T tells Ss that Emma decided to talk over the situation with her teacher. Her teacher advised her and the whole group to look for information about how to deal with situations like that. T asks Ss to look for information, either on the Net or at the school library, about what to do in similar situations.	Ss look for information about how people can deal with situations like that. Ss look for information either on the Net or at the school library.	T promotes a nice atmosphere for Ss to feel free to look for the information that is necessary to deal with that kind of situation.

Follow up:

T asks Ss to prepare an audiovisual material, taking into account:

- Social media: positive and negative effects on teenagers.
- Emma's issue.
- The information they have found at the last activity.

Topic: 4. My social life in restricted situations.**Aims:**

- to develop Ss' speaking skills by asking them to express their ideas through a market talk activity.
- to motivate Ss by working with a Parody of the song Hello.
- to enhance Ss' listening skill through working with an audiovisual material.
- to promote Ss' ability to take decisions, while working with hypothetical situation and real situations in which Ss have to take some decisions

<https://www.bbc.com/news/health-52443108>

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks the Ss what activities they ordinarily do.</p> <p>T proposes a marker talk in which Ss write their ideas on the board.</p> <p>T poses a question and asks them if they could do the same activities if they were locked down. E.g. in a pandemic like the COVID 19 one or if there is some extreme weather conditions.</p>	<p>Ss think of activities they ordinarily do.</p> <p>Ss write their ideas on the board. (market talk)</p> <p>Ss say if they could do the same activities if they were locked down.</p>	<p>T fosters Ss participation through the marker talk.</p> <p>T monitors that Ss are able to answer the question.</p>
Transition: People have been very creative during the pandemic in 2020. This is an example of a guy changing the lyrics of an Adele song.			
10 (minutes)	<p>T plays the video of the song and students watch it.</p> <p>https://youtu.be/M5azNpTwVk8</p>	Ss watch a video of the new version of the song Hello.	T encourages Ss to pay attention to the video.

	<p>T plays the video again and asks Ss to write down three ideas the singer gives about his life during the pandemic.</p> <p>T asks Ss to get in small groups and discuss those ideas and say which in their opinion the most significant aspect of the pandemic situation was.</p>	<p>Ss write down three ideas the singer gives about his life during the pandemic.</p> <p>Ss get in groups and discuss those ideas and say which one was the most relevant aspect of the pandemic situation.</p>	<p>T monitors that Ss focus on three ideas from the video.</p>
--	---	---	--

Transition: Ok. Let's see what the most significant aspect of the pandemic in your opinion was.

(10 mins)	<p>T invites Ss to share their ideas and include one more idea.</p> <p>T tells Ss that when in lockdown mental health is one of the key elements to consider. Go and read this BBC article and see what aspects of mental health can be impacted during the pandemic.</p> <p>T asks groups to choose only one that for them is the key element in mental health preservation.</p>	<p>Ss share their ideas and include one more.</p> <p>Ss go and read an article from the BBC and see what aspects of mental health can be impacted during the pandemic.</p> <p>Ss choose only one which for them is the key element in mental health preservation.</p>	<p>T monitors while Ss share their ideas</p> <p>T organizes and monitors while Ss work in groups.</p>
------------------	---	---	---

Transition: How has the pandemic or any lockdown impacted on your life?

(5 mins)	<p>T asks Ss to write three ideas and say one idea out loud.</p>	<p>Ss write down three ideas and say one idea out loud.</p>	<p>T acts as a facilitator helping Ss to feel free to express their ideas.</p>
-----------------	--	---	--

Follow up: T asks Ss to write a short essay about "My life in lockdown"

Topic: 5.Dealing with the unexpected.

Aims:

- to lower Ss' affective filter by dealing with topics that are familiar to them.
- to develop Ss' reading skills by working with different situations and its possible solutions.
- to reinforce Ss' writing skills by asking them to write a personal situation they had to go through.
- to develop problem solving strategies by playing Switcheroo.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T presents the Ss with all the characters and some situations they are going through at the moment.</p> <p>T invites Ss to read each situation.</p> <p>T asks Ss if these situations have a solution.</p>	<p>Ss are presented with all the characters and some situations they are going through at the moment.</p> <p>Ss read each situation.</p> <p>Ss say if these situations have a solution.</p>	<p>T checks whether Ss remember every character.</p> <p>T helps Ss in the understanding of the situation, only if necessary.</p> <p>T checks instructions.</p>
<p>Transition: What would you do in these situations?</p>			
<p>10 (minutes)</p>	<p>T gives Ss some possible solutions and asks them to match the solutions with the situations.</p> <p>T asks Ss to read the solutions one more time and gives them an S.O.S Box to help them express their ideas about which one is the most suitable for each situation.</p> <p>S.O.S BOX</p> <p>I think I would ... I don't think I would ...</p>	<p>Ss read some possible solutions and match them with the situations.</p> <p>Ss read at the solutions one more time and by using an S.O.S Box say which one is the most suitable for each situation.</p>	<p>T provides Ss with help in two main areas: understanding the situations in terms of language, and understanding the situations in terms of their implications.</p> <p>T promotes a collaborative work environment among Ss.</p>

	<p>In my opinion it's a good idea.</p> <p>T asks Ss to think of another solution and write it down in their notebooks.</p> <p>T asks Ss to get in pairs and share their ideas with a classmate.</p>	<p>Ss think of another solution and write it down in their notebooks.</p> <p>Ss get in pairs and share their ideas with a classmate.</p>	
--	--	--	--

Transition: What about you? Think of a situation that has been difficult for you and write it on this piece of paper.

(10 mins)	<p>T asks Ss to write a problem on the top of a piece of paper.</p> <p>Then, T asks Ss to fold the paper.</p> <p>T asks Ss to get in groups of 5.</p> <p>T tells Ss that when he/she claps his/her hands they have to give the sheet of paper to the person on their right.</p> <p>Each person will have 1 minute to write a solution in one sentence. T asks Ss to fold the paper so the next classmate does not see the answer he/she gave to the classmate's problem.</p>	<p>Ss think of a difficult situation and write it down on a piece of paper.</p> <p>Ss fold the paper.</p> <p>Ss get in groups of 5.</p> <p>Once the teacher claps his hands, Ss give the sheet of paper to the classmate on their right.</p> <p>Ss have one minute to write a solution in one sentence.</p> <p>Ss fold the paper so the next classmate does not see the answer.</p> <p>Ss listen to the teacher and once he/she claps again they give the paper</p>	<p>T acts as a facilitator in case Ss need help to write.</p> <p>T monitors Ss while they work in groups.</p> <p>T provides Ss with help in terms of language to be used and possible ideas.</p> <p>T monitors Ss' work.</p>
------------------	--	---	--

	<p>T claps hands again and Ss give the paper to the person on their right.</p> <p>Ss have one minute to write a solution.</p> <p>They continue until every classmate gives a solution. L1 can be used when necessary.</p>	<p>to the person on their right.</p> <p>Ss have one minute to write a solution.</p> <p>Ss keep on writing solutions until all classmates have a solution.</p>	<p>T allows Ss to use L1 if necessary.</p>
--	---	---	--

Transition: Now, let's see if the solutions are appropriate for your problem.

(5 mins)	T invites Ss to unfold the papers and read all the solutions their classmates gave to their problems.	Ss unfold the papers and read all the solutions their classmates have to their problems.	T promotes a respectful environment for Ss to share their ideas.
-----------------	---	--	--


Follow up:

Topic: 6. Powerful influencers in a teenager's life.

Aims:

- to reinforce Ss' listening skills by asking Ss to listen to Emama talking about influencers.
- to reinforce Ss' writing skills by asking them to write a paragraph cooperatively.
- to lower Ss' affective filter by asking them to work in groups and create their own "influencer"

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T starts the class telling Ss that the characters from the book have come across an article about "Powerful influencers in a teenager's life."	Ss express their ideas about the topic.	T monitors that Ss are able to give their ideas.

	<p>T invites Ss to express their ideas about the topic.</p> 		
--	---	--	--

Transition: Let's listen to Emma and check if your predictions align to the ones in the article.

10 (minutes)	<p>T asks Ss to listen to Emma and complete a diagram with the most powerful influencers. After Ss complete the diagram, T asks Ss to write two ideas for each influence.</p> <p>T asks Ss to get in pairs and compare their notes.</p>	<p>Ss listen to Emma and complete a diagram with the most powerful influencers.</p>	<p>T manages time and acts as a facilitator in case Ss need help with the script.</p>
--------------	---	---	---

Transition: All our lives are different and we have all gone through different situations, and we have found different influencers.

(10 mins)	<p>T asks Ss to get in pairs. Each pair needs to come up to an agreement and decide upon one important influencer in their lives.</p> <p>T asks Ss to write one paragraph about that person. In the paragraph, they need to include:</p> <ul style="list-style-type: none"> -Why do they consider that person an influencer. -Why is that person a powerful influencer.. -Which aspects of life this person influences. -How the person gained popularity. 	<p>Ss get in pairs and come up to an agreement. Ss decide upon one important influencer in their lives.</p> <p>Ss write a paragraph about that person.</p>	<p>T monitors pairs and gives help.</p> <p>T acts as a facilitator in case Ss need help with structures.</p>
-----------	--	--	--

Transition: Let's think about ourselves as influencers. In which way do we imagine ourselves as influencers?

(5 mins)	<p>T asks Ss to think about themselves as powerful influencers. T asks Ss to take notes about different aspects.</p>	<p>Ss think about themselves as influencers. Ss take notes to create their avatar or character, together with all the physical and personality characteristics.</p>	<p>T encourages Ss to think about themselves as powerful influencers in others lives, creating a nice atmosphere for Ss to express themselves.</p>
----------	--	---	--

Follow up: Each Ss needs to create an avatar or character, together with all the physical and personality characteristics that make him / her as a powerful influencer.

T asks Ss to prepare a presentation about themselves with the ideas from the previous activity. Each Ss needs to find the most appropriate way to introduce himself / herself to the rest of the class.

PROJECT: I am the influencer. T asks Ss to vote for the most powerful influencers and give their reasons. After one week, the teacher can choose to go over the characteristics of the most popular influencer.

Topic: 7.Teens: their experiences on social media

Aims: -To reflect about the topics teens post about on social media.

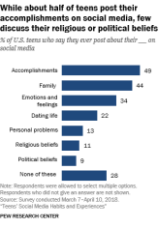
- To read graphics.
- To develop critical thinking skills by analyzing the figures of the topics teens post in social media.
- To write a report with the results of a small research they are going to do in high school.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	Teacher writes the topic of the lesson in disorder on the board.	Ss order the words to discover the topic of the lesson. "Teens' experiences on social media"	T writes the topic on the board in the correct order.

Transition: Do you use social networking sites? Which ones? What do you use them for?

(8 mins)	T invites Ss to read a short paragraph, identify positive and negative aspects of social media and add one more that they come up with.	Ss read the paragraph and identify positive and negative aspects mentioned in the paragraph.	Ss go to the board and list the information they selected and the additional aspects they added.
----------	---	--	--

Transition: One of the positive aspects of social media is that you can share your life. Do you agree? What aspects do you share?

(10 mins)	<p>T tells the Ss that they are going to see the results of a survey carried out with teens from the US. T explains that they have to guess the order of the topics students post about.</p>  <p>While about half of teens post their accomplishments on social media, few discuss their religious or political beliefs % of U.S. teens who say they ever post about their... on social media</p> <table border="1"> <thead> <tr> <th>Topic</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Accomplishments</td> <td>49</td> </tr> <tr> <td>Family</td> <td>44</td> </tr> <tr> <td>Eating and drinking</td> <td>34</td> </tr> <tr> <td>Dating life</td> <td>27</td> </tr> <tr> <td>Personal problems</td> <td>13</td> </tr> <tr> <td>Religious beliefs</td> <td>11</td> </tr> <tr> <td>Political beliefs</td> <td>9</td> </tr> <tr> <td>None of these</td> <td>28</td> </tr> </tbody> </table> <p><small>Note: Respondents were allowed to select multiple topics. Respondents who did not give an answer are not shown. Source: Survey conducted March 7-April 11, 2018. © 2018 Pew Research Center. All rights reserved.</small></p>	Topic	Percentage	Accomplishments	49	Family	44	Eating and drinking	34	Dating life	27	Personal problems	13	Religious beliefs	11	Political beliefs	9	None of these	28	Ss guess the order of the topics and put them in the graph.	T shows the correct data.
Topic	Percentage																				
Accomplishments	49																				
Family	44																				
Eating and drinking	34																				
Dating life	27																				
Personal problems	13																				
Religious beliefs	11																				
Political beliefs	9																				
None of these	28																				

(5 mins)	T asks Ss three questions about the graphic.	Ss answer three questions about the information on the graphic	Ss volunteer to answer the questions.
----------	--	--	---------------------------------------

Transition: What do Uruguayan teens post about?

(7 mins)	T asks Ss to think about other topics they include on social media posts.	Ss work in pairs to brainstorm other topics they see or post on social media.	A list is written on the board.
----------	---	---	---------------------------------

(10 mins)	T asks Ss to get in groups and order all the topics from the most common to the least for Uruguayan teenagers.	Ss work in groups and order all the topics from the most common to the least for Uruguayan teenagers.	Each group reports their ranking. A common list is created on the board considering the information provided by each group.
-----------	--	---	---

Follow up: Ss ask Ss from other classes in the high school about the most common topics they post

about. With the information collected the students write a report entitled: Most popular topics Uruguayan teens post on social media. They use the expressions from the SOS box.

Topic: 8.Diverse friendship

- Aims:**
- To raise awareness about the importance of accepting others and valuing friendship despite the differences someone may have with his/her friends.
 - To work with personality traits: introvert, extrovert, funny, serious, adventurous, humble, idealistic, friendly, hardworking, etc.
 - To recognize positive characteristics students' friends have.
 - To work with socio-emotional skills.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (5 mins)</p>	<p>Teacher sticks adjectives to describe people all around the classroom. She/He asks students to choose four that they would look for in a friend.</p> <p>honest caring loving empathetic fun funny adventurous loyal trustworthy sincere sensitive intelligent witty gritty determined straightforward blunt organized pragmatic</p>	<p>Students stand up and read the adjectives that are all around the classroom. They think of the four most important ones they would look for in a friend.</p>	<p>Ss share their answers orally. T writes down the adjectives most Ss chose.</p>

Transition: Are your friends different or much alike?

(4 minutes)	T asks Ss to read the dialogue and find adjectives that describe people's characters.	Ss read the dialogue and skim the text looking for personality traits.	One student volunteers to read the adjectives. Then, he/she mentions a classmate to say another adjective, and so on. If one student repeats an adjective mentioned before they have to start all over again in the same order (student 1 starts, student 2 continues ...).
(4 mins)	T asks Ss to complete the sentences with three phrases from the text: <i>showing off, my own company, in reverse.</i>	Ss complete the sentences with the corresponding phrases.	Some Ss volunteer to read the sentences aloud.
(4 mins)	T asks Ss to read again and find the characters' opinions on having diverse friends.	Ss read the text to look for ideas of having diverse friends.	Ss say the ideas and a secretary writes them on the board.

Transition: Do you agree with the ideas mentioned in the dialogue?

(8 mins)	T explains to Ss that they have to work in pairs and ask and answer the questions in the table: 1) <i>Are your friends very different from each other?</i> 2) <i>Can you mention adjectives that they have in common?</i> 3) <i>Are there more advantages or disadvantages of having diverse friends?</i>	Ss pair up and ask and answer questions from a table.	One student reads the questions to another student (not the one he/she was working with).
-----------------	--	---	---

Transition: Do you usually count on your friends? In what situations do you count on them?

(8 mins)	T asks Ss to listen to the song: "Count on me" by Bruno Mars and put the lines in order.	Ss listen to the song and they have to put the lines in order.	Ss take turns to read the lines in the correct order.
(12 mins)	T asks Ss: In what situations does the singer offer himself to help his friends?	Ss read the lyrics of the song and answer the T's question.	T asks Ss to sing the lyrics of the song they created to assess their work.

	<p>Then, T asks Ss to think of a metaphor in which Ss may offer help to their friends, like the singer does in the song, and complete the sentences: “If you ever... I’ll...” “If you ever... I’ll...” She asks them to think of at least two situations.</p>	<p>Next, working in pairs, they think of a metaphor and they complete the sentences.</p>	
<p>Follow up: Ss describe two of their friends by using personality traits. They also add some ideas explaining why it is important to have diverse friends.</p>			

Topic: 9.Meeting friends from other countries online

- Aims:**
- To learn idioms referring to the topic: “Friendship”.
 - To raise awareness about the ways in which teenagers can make new friends.
 - To work with critical thinking skills.
 - To practice speaking by giving different opinions.

Stage	T’s action	Ss’ actions	Assessment
<p>Uncovering the topic of the lesson (5 mins)</p>	<p>Teacher asks students to think of different situations or ways in which teenagers can make new friends.</p>	<p>Ss think about different ways of making friends and write them on the board.</p>	<p>Ss read answers to the questions.</p>

Transition: What about making new friends online, is it possible? Do you have online friends?


<p>(5 mins)</p>	<p>T explains Ss that she is going to tell them a statement and they have to go to the corner that best describes how they feel about that statement. T says: <i>“It is possible to make real friends online”</i>. T explains that they have four corners: <i>Strongly agree / Strongly disagree / Agree / Disagree</i>.</p>	<p>Ss choose the option that best suits their opinion and move to that corner.</p>	<p>T checks that Ss are moving to the corners they chose.</p>
------------------------	---	--	---

(8 mins)	T asks Ss to choose a secretary to take notes about the reasons for their option. T explains that if when they are discussing one of them changes their opinion he/she can move to another corner.	Ss discuss and the secretary takes notes about the reasons they mention.	Each secretary shares the reasons with the rest of the class.
Transition: What characteristics do you look for in a friend? Are the characteristics for good friends the same in online friends than in conventional friends?			
(7 mins)	T tells Ss that they have to match some idioms with the corresponding definitions.	Ss read the idioms and their definitions and they match them.	Ss read the idioms and the definitions aloud to check that they are correct.
(10 mins)	T tells Ss that they are going to read a story about two friends that met online. T asks them to complete the table with the advantages and disadvantages of meeting friends online.	Ss read the text in pairs and complete the table.	Some Ss come to the board and complete the table.
Transition: Can you think of other advantages and disadvantages of meeting friends online?			
(10 mins)	T asks Ss to work in pairs and invent a story about two friends that met online. T explains that they have to include at least two of the idioms about friendship.	Ss in pairs invent a story about two friends that met online.	Ss read their stories aloud.
Follow up: Ss have to write an anecdote about meeting a friend online.			

Topic: 10. Social Media and the quest for perfection.

Aims:

- To raise awareness, among Ss, about a relevant situation such as the social media purposes and its effect on our lives.
- To enhance Ss' listening skill through working with an audiovisual material.
- To foster Ss' writing skill by filling in a form with their opinions.
- To develop Ss' critical thinking by analyzing material they are in touch with everyday.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T asks Ss about their opinion about social media. He/ she allows them some minutes to reflect upon these guidelines:</p> <ul style="list-style-type: none"> ● What sort of social media are you familiar with? ● Do you feel that social media has any effects on your everyday life? ● Do you think that social media influences people's lives? In which ways? <p>T leads a general perspective sharing of Ss' ideas</p>	<p>Ss express their opinion about social media.</p> <p>Ss take turns to participate in the running through of ideas.</p>	<p>T reminds Ss that there are not right or wrong answers but different and respected perspectives about the same issue.</p> <p>T makes sure as many Ss as possible participate.</p>
<p>Transition: Let's work with specific material about what we have been dealing with.</p>			
<p>(10 mins)</p>	<p>T plays the first 2' of an audiovisual material about <i>advertisements</i>, without unveiling its content and asks Ss what the video is about.</p> <p>https://youtu.be/Mf1T0I7ZPCs</p>  <p>After watching that extract T asks SS to share their points of view.</p>	<p>Ss watch an extract of an audiovisual material and guess what the video is about.</p> <p>Ss express their points of view.</p>	<p>T elicits ideas from Ss, taking into account all of them.</p> <p>T fosters Ss' participation.</p>
<p>Transition: Let's reflect about the core idea of this audiovisual material we have been working with.</p>			

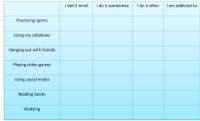
(10 mins)	<p>T plays the audiovisual material and asks Ss to watch it and get its purpose.</p> <p>https://youtu.be/MfIT0I7ZPCs</p> <p>T leads a general pooling of Ss' ideas reflecting upon these guidelines:</p> <ul style="list-style-type: none"> ● What's the main purpose of this video? ● Why do you think it was created? ● What's your opinion? ● How do you feel about it? 	<p>Ss watch the video and try to get its purpose.</p> <p>Ss express their ideas about the content of the material they have</p>	<p>T promotes an appropriate environment necessary to work with an audiovisual material.</p> <p>T reminds Ss that this is an instance of reflection and not a test to identify right or wrong answers.</p>
Transition: Now it's time for you to write down what you think.			
(5 mins)	<p>T asks Ss to complete a chart listing their opinions on one side, and possible actions to take to cope with that situation on the other side. For example:</p> <p>- The purpose is to sell many products. - Buy if I really like it.</p>	<p>Ss to complete the chart listing their opinions on one side, and possible actions to take to cope with that situation on the other side.</p>	<p>T makes sure all of Ss register their ideas.</p>
Follow up: T asks Ss to place their works on their class billboards.			

Topic: 11. My life playing online.

Aims:

- to discuss the reasons why people are addicted to video games.
- to work on alternatives to technology.
- to introduce the concept of flow and engagement.
- to promote listening activities by doing process listening.

Stage	T's action	Ss' actions	Assessment
-------	------------	-------------	------------

<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T gives Ss a survey to students with a likert scale.</p>  <p>T invites to share if there is any activity they feel “addicted” to.</p> <p>T tells Ss which synonym they can find for the phrase “being addicted to”</p> <p>1- like it a lot. 2- cannot live without it. 3- enjoy it.</p>	<p>Ss do the survey</p> <p>Ss share if there is any addictive activity.</p> <p>Ss find a synonym for the phrase “be addicted to”.</p>	<p>T monitors the activity and checks instructions orally.</p> <p>T facilitates and encourages participation.</p> <p>T corrects orally.</p>
---	---	---	---

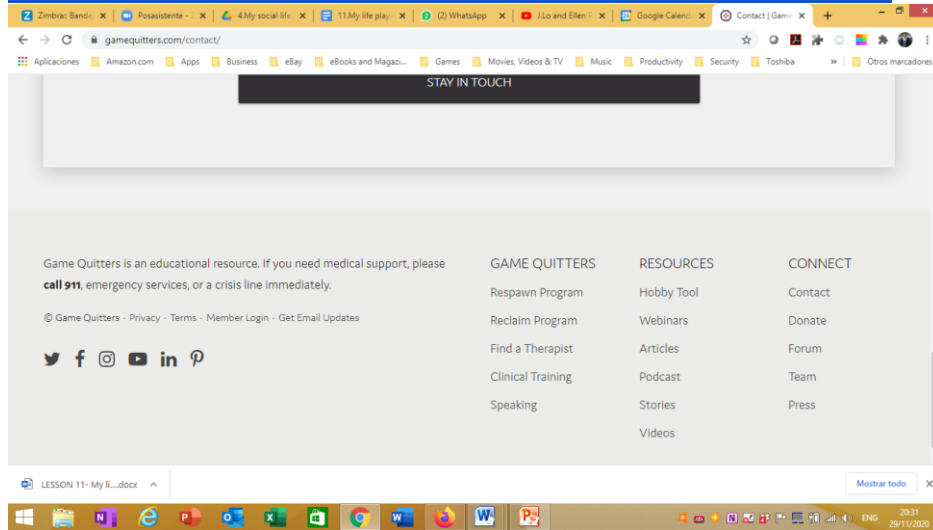
Transition: Some people believe that video gaming can be an addiction, others have another belief.

<p>10 (minutes)</p>	<p>T asks Ss to listen to an expert talking on television.</p> <p>T asks SS to listen and write down words that refer to addiction or addictive behaviors.</p> <p>T asks Ss to listen to the recording again and answer the following questions:</p> <ol style="list-style-type: none"> 1. What games are the most addictive among adolescents? 2. What are the main consequences of being addicted to video gaming? 3. Are kids engaged in getting to a lower level in a game? 4. According to the expert, what are the three elements that 	<p>Ss listen without doing anything.</p> <p>Ss listen and write down words to refer to the word addiction.</p> <p>Ss listen again and answer the questions.</p>	<p>T just facilitates the activity.</p> <p>T accepts any word provided that it is part of the tapescript.</p> <p>T corrects the questions orally.</p>
----------------------------	--	---	---

	<p>involve adolescents in video gaming?</p> <p>5. What should parents do when they consider their kids have any kind of addictive behavior?</p>		
--	---	--	--

Transition: To know how addicted to gaming you are, you can take this test:

<https://gamequitters.com/video-game-addiction-test-for-gamers/>



<p>(10 mins)</p>	<p>T shares some phrases with the students. T asks Ss to tick three of them that are true for them.</p> <p>T invites Ss to get in groups and discuss the reasons why they like to play video games and if there are any signs of distress.</p> <p>T asks the groups to think of one alternative to video gaming. Think of one activity.</p>	<p>Ss tick three of the phrases that are true for them.</p> <p>Ss discuss the reasons why they like video games and if they suffer any sign of distress.</p> <p>Ss get one alternative idea to video gaming.</p>	<p>T monitors and facilitates the activity.</p> <p>T facilitates the activity.</p> <p>T encourages participation and accepts any idea the students present.</p>
-------------------------	---	--	---

Transition: Let's write on the Non-technological wall. Write the activities you planned.

(5 mins)	T shares the wall on a screen and Ss hang the poster on the walls of the class.	Ss write those activities on the screen.	T monitors the activity and assesses orally.
Follow up:			

Topic: 12. Spending more time online than in person.

Aims:

- to motivate Ss while working with a topic most of them may like.
- to develop Ss' reading skills by asking them to do some activities related to an article.
- to reinforce and improve Ss' speaking skills by asking them to share their opinions about the possible dangers of screen exposure.

<https://centerforparentingeducation.org/library-of-articles/kids-and-technology/how-much-time-internet-kids/#:~:text=Let's%20Look%20at%20the%20Stats&text=It's%20estimated%20that%20kids%20and,in%20front%20of%20digital%20screen>

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T writes a scrambled question on the board.</p> <p>ON - MUCH - TIME- HOW - INTERNET - THE - MUCH - IS - TOO- THE - ?</p> <p>T asks Ss to say how much time they devote to being on the Internet.</p> <ul style="list-style-type: none"> - less than 20 hours a week. 	<p>Ss put the words in the correct order to form the question:</p> <p>HOW MUCH IS TOO MUCH TIME ON THE INTERNET?</p> <p>Ss say how much time they devote to being online.</p>	<p>T encourages Ss' participation.</p>

	<ul style="list-style-type: none"> - between 20 and 40 hours a week, - more than 40 hours a week. <p>T makes a poll and asks Ss to raise their hands to see the class results.</p>	<p>Ss answer the pool by raising their hands to see the class results.</p>	<p>T reminds Ss that there are not right or wrong answers.</p>
--	--	--	--

Transition: There are some studies that focus on the amount of time people spend on the Internet.

<p>10 (minutes)</p>	<p>T presents Ss with a text and asks them to read sections 1 (Kids and the Internet) and 2 (Let's Look at the Stats).</p> <p>According to the article:</p> <ul style="list-style-type: none"> 1- What is the screen time? 2- Why are parents concerned? 3- How much time do children and kids spend in front of a digital screen on average? <p>T invites Ss to get in small groups and give their opinion about the possible dangers of screen exposure.</p> <p>SOS BOX</p> <p>In our opinion, one of the dangers of screen exposure is...</p>	<p>Ss read the first two sections of the article (Section 1: Kids and the Internet and Section 2: Let's Look at the Stats)</p> <p>Ss answer questions according to the article.</p> <p>Ss get in small groups and give their opinion about the possible dangers of screen exposure.</p> <p>Ss can use the SOS box to express their opinions.</p>	<p>T monitors how Ss organize themselves while reading the different sections.</p> <p>T monitors how Ss form the groups.</p> <p>T reminds Ss about the usefulness of an SOS box.</p>
----------------------------	--	--	--

	X is an important issue because...		
--	------------------------------------	--	--

Transition: Let's see what research says.

(10 mins)	<p>T encourages Ss to read sections 3 (The Dangers of Too Much Screen Time on Kids) and 4 (Signs Your Child May Become an Internet Addict).</p> <p>T poses two questions for discussion:</p> <p>a. What do kids and teens use the Internet for?</p> <p style="padding-left: 40px;">b. Which are the possible negative effects of spending too much screen time?</p> <p>T shows the pictures of the characters with a text of them describing their relationship with technology.</p> <p>After reading the article, what are your thoughts about them? Discuss in small groups.</p>	<p>Ss read the sections 3 and 4 of the article.</p> <p>Ss answer the questions.</p> <p>Ss pay attention to what the characters have to say about their relationship with technology.</p> <p>Ss discuss in small groups.</p>	<p>T monitors Ss' reading of the three sections, and provides them with help only if necessary.</p> <p>T monitors Ss' understanding of the questions in terms of language and content.</p> <p>T encourages Ss to participate.</p> <p>T monitors Ss exchange of ideas, promoting a respectful environment, and providing them with help just if necessary.</p>
------------------	--	---	---

Transition: Are the characters at risk of becoming Internet addicts?

(5 mins)	T encourages Ss to share their ideas supporting their answers with ideas from the text.	Ss share their ideas supporting their answers with ideas from the text.	T provides Ss with help mainly on how to support their ideas.
-----------------	---	---	---

--	--	--	--

Follow up:

Project: How much time do we devote to the Internet? The teacher asks the students to work in small groups and create three questions related to this topic. Then, students share the questions with the rest of the class by writing them on the board. Within the whole class, people select the best 5 questions to conduct a research study. Students go around the school in small groups and ask the questions to at least 15 people. Then, they share the results by writing a report and presenting it to the class.

PROJECT: How does screen-time influence obesity in Uruguay? T invites Ss to get in small groups and conduct research. What do stats have to say about screen-time in Uruguay? T can invite Ss to work with the Biology and the Computer Science teacher. Some studies mention that Uruguay is one of the countries with the highest obesity risk.

Topic: 13. My dreamed present

Aims:

- to develop Ss' speaking and writing skills.
- to promote interaction and give each one the opportunity to give their opinion.
- to talk about how important our actions are, instead of the material value.
- to reinforce and remind that there are not right or wrong positions , only different ways of feelings about giving and receiving..

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (10 mins)</p>	<p>T asks Ss about the most important present or gift they have received . He/She explains that the word <i>present</i> is reserved for a special occasion while <i>gift</i> is mostly used for a surprise at any moment. T asks Ss to notice how important the attitude instead of the material issue is.</p>	<p>Ss reflect upon the difference not only between <i>present</i> and <i>gift</i>, but also in reference to the action.</p>	<p>T promotes constant interaction among Ss, and between T and Ss, in order to develop Ss' speaking skill.</p>
<p>Transition: While Ss are working T sticks pictures about some presents: objects and also other objects that can have emotional value on the board.</p>			
<p>15 (minutes)</p>	<p>T asks Ss to work in pairs, and asks them to create a similar dialogue.</p>	<p>Ss work with a partner. They ask and answer</p>	<p>T walks around Ss providing them with help.</p>

	<p>T asks Ss to take notes about each one real situation and dreamed present.</p> <p>T asks some pairs to present their dialogues and asks the rest of the class to compare their reflections with their own ones.</p>	<p>questions to each other and take notes.</p> <p>Ss base their interaction about the different ideas and feelings about giving and receiving presents and gifts.</p> <p>Some SS present their dialogues and the rest of the class compare their reflections with their own ones.</p>	<p>T promotes a respectful working environment.</p>
<p>Transition: According to the different ideas we heard: tell us which can be your dreamed present? You can write your own ideas or the dialogue you did with your partner</p>			
<p>(10 mins)</p>	<p>T explains Ss they are going to express themselves answering this question: <i>Which is your dreamed present?</i></p>	<p>Ss choose to work in pairs or alone.</p>	<p>T boost Ss' writing skill.</p>
<p>Transition:</p>			
<p>(5 mins)</p>	<p>T helps Ss to notice that the most important thing is always the situation, the attitude and the person who gives us the present.</p>	<p>Ss share their written production, reading it aloud..</p>	<p>T promotes an appropriate environment.} of work.</p>
<p>Follow up: T asks Ss to create a drawing based on this premise. <i>" THE GIFT IS ALWAYS IN THE HANDS OF THE GIVER, NOT INSIDE OF THE PACKAGE."</i></p>			

Topic: 14.My first concert.

Aims:

- to promote collaborative work by asking Ss to work in pairs.
- to lower Ss' affective filter by asking Ss to share different musical preferences, bands and styles
- to develop speaking and writing skills by asking them to share and contrast information about their favourite bands and singers.
- to allow Ss to express and contrast different ideas about different preferences.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (5 mins)</p>	<p>T shows Ss a poster of a famous concert. T asks Ss if they know the singer or the band. T writes on the board some ideas to complete:</p> <p>Singer or band: / Date of the concert: /Place: / Cost of the ticket: etc.,.</p>	<p>Ss answer orally. Ss volunteer to complete the chart.</p>	<p>T encourages Ss to describe the poster.</p>
<p>Transition: Have you ever gone to a concert? If you haven't gone to any concert, whose concert would you like to go to?</p>			
<p>10 (minutes)</p>	<p>T asks Ss to look for some information about the concert they would like to go to. / T asks Ss to complete the chart with the information about the concert they went to. Together with the information of the concert, they need to look for information about the band or singer.</p>	<p>Ss look for information on the internet. Ss complete a chart.</p>	<p>T acts as a facilitator in case Ss need any help.</p>
<p>Transition: Let's move around the classroom and find someone that likes different music from the one you like.</p>			
<p>(10 mins)</p>	<p>T asks Ss to use the information from the previous chart to contrast their preferences, and show their partner some piece of music or ideas about this band or singer.</p>	<p>Ss get in pairs Ss compare and contrast their preferences regarding music styles. Ss tell their classmates about a concert they have attended or the one they would like to go to.</p>	<p>T monitors and helps Ss. T promotes collaborative work.</p>

Transition: Now, let's complete a bigger chart on the board about musical styles and your preferences

(5 mins)	T sticks a big chart and encourages Ss to come and complete it	Ss working in pairs provide the teacher with the information about their preferences about singers and music styles.	To learn a little bit more about different singers or bands. To share ideas about a real concert some Ss went
-----------------	--	--	---

Follow up: T asks Ss to surf the net and find a singer's testimony about the way in which she / he feels when performing on stage.



Topic: 15. Outdoor activities.

Aims:

- To enhance Ss' reading skills by working with oral and written reading comprehension activities.
- To boost Ss' speaking skill through working with images that requires Ss' description of the situation.
- To develop Ss' critical thinking by working with situations from real life.
- To foster Ss' taking decisions ability through working with activities that requires Ss going over some different options.



Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T shows Ss a poster of an invitation Camila has. What does the invitation consist of?</p> <ul style="list-style-type: none"> ● Where are they going? ● When? ● What do people celebrate? ● What activities do people do? 	<p>Ss look at the poster of an invitation that Camila has.</p> <p>Ss answer the questions.</p>	<p>T checks instructions.</p> <p>T monitors Ss' work.</p>

	<ul style="list-style-type: none"> How much does the entrance ticket cost? 		
--	---	--	--

Transition: Camila's classmates wrote a text about the Valentin Rural Fest. Read it.

10 (minutes)	READING COMPREHENSION	Ss read the text and answer the questions.	
---------------------	-----------------------	--	--

Transition: Let's read the voices of the protagonists.

(10 mins)	<p>T provides Ss with testimonies from Ss from Valentin. T asks Ss to read them and</p> <p>Option 1: T asks Ss to go back to the Venn Diagram they worked with in Lesson plan 1. Which ideas are repeated from that day? What aspects of living in the rural area are considered?</p> <p>Option 2: T asks Ss to create a comparison between life in <i>Valentin</i> and the place where they live.</p> <p>T asks Ss to work in pairs and share their ideas.</p>	<p>Ss read the testimonies from the Ss from Valentin.</p> <p>Ss go back to the Venn Diagram they worked with in Lesson plan 1.</p> <p>Ss say the ideas that are repeated. Ss mention the aspects of living in the rural area.</p> <p>Ss create a comparison between life in Valentin and the place where they live.</p> <p>Ss work in pairs and share their ideas.</p>	<p>T reminds Ss about how to use a Venn Diagram.</p> <p>T provides Ss with help in relation to what elements to compare between <i>Valentin</i> and the place where they live. T monitors Ss' pair work.</p>
------------------	---	--	--

Transition: Would you like to go to the Valentin Rural Fest? What activities would you like to do there?

(5 mins)	T asks Ss to share their opinions about the question.	Ss answer the given question.	T encourages Ss' participation.
-----------------	---	-------------------------------	---------------------------------

Follow up: PROJECT: Rural fest. T asks Ss to look for information about a rural fest in their area. T asks Ss to create a brochure similar to the one that Camila showed in class. T asks Ss to write testimonies

related to the fest. (The same activity can be done asking Ss to imagine and create a rural fest in their area.)

Topic: 16. Enjoying nature

Aims:

- to reinforce Ss' speaking skills by asking them to describe different objects they will need to go on a picnic.
- to develop Ss' listening skills by answering some questions related to an audio.
- to make Ss be aware of the importance of doing outdoor activities.
- to give Ss the opportunity to share the outdoor activities they like doing.

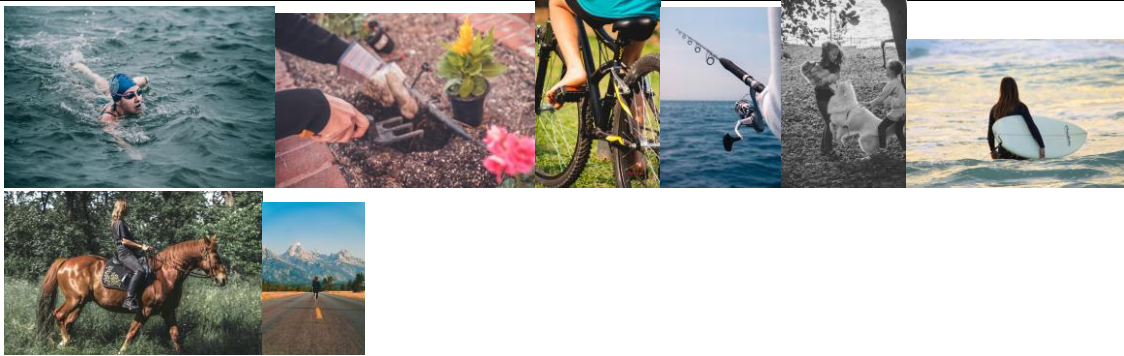
Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T asks Ss some questions related to spending time in nature.</p> <p>Do you fancy spending time in the fresh air?</p> <p>What activities do you usually do?</p> <p>Who do you enjoy doing these activities with?</p>	<p>Ss answer some questions.</p>	<p>T provides Ss with vocabulary to communicate their answers.</p>
<p>Transition: There are different activities we can do to spend time in the fresh air. Camila is a huge fan of nature. Let's listen to her talking about the activities she loves doing when she spends time in nature.</p>			
<p>10 (minutes)</p>	<p>T shows Ss different pictures and asks them to predict which outdoor activities Camila does.</p> <p>Listen to Camila and check your answer.</p> <p>T asks Ss to listen to Camila one more time</p>	<p>Ss look at some pictures and predict the outdoor activities Camila does.</p> <p>Ss listen to Camila and check their answers.</p> <p>Ss listen to Camila one more time and</p>	<p>T checks instructions.</p> <p>T plays the recording as many times as the Ss need.</p>

	<p>and answer the following questions:</p> <ol style="list-style-type: none"> 1. Which three activities does she mention? 2. Why does she think it is important to spend time in nature? 3. Do her friends like spending time outside? 4. What was Camila's great idea? 	<p>answer the following questions.</p>	
--	---	--	--

Transition: Camila and her friends are organizing the trip to go on a picnic. Take a look at the pictures and discuss the following ideas they have.

<p>(10 mins)</p>	<p>T asks Ss to get in pairs.</p> <p>T gives each pair of Ss a worksheet with different pictures and asks them to talk about the objects they should take to the picnic and decide which ones would be the most useful ones.</p> <p>T gives Ss an S.O.S BOX to talk about the objects.</p> <p>In my opinion we should take a ... because ...</p> <p>This ... would be very useful because ...</p> <p>What do you think?</p> <p>Do you agree?</p> <p>What about this object ?</p>	<p>Ss get in pairs.</p> <p>Ss look at different pictures of different objects they should take to a picnic and talk about all the objects and decide which ones would be the most useful ones.</p> <p>Ss use an S.O.S BOX to talk about the objects.</p>	<p>T acts as a facilitator by eliciting new words Ss may need.</p> <p>T checks instructions.</p> <p>T monitors while Ss work in pairs.</p> <p>T explains the activity and provides them with the phrases and the S.O.S box in order to discuss.</p>
-------------------------	--	--	---

Transition: Now that we know the objects we need to bring to the picnic let's think of the activities we can do!			
(5 mins)	T asks Ss to think of the activities they can do during the picnic.	Ss think of the activities they can do during the picnic.	T checks instructions.
Follow up: T asks Ss to create a poster with pictures of another outdoor activity and asks Ss to describe the activity.			



Script - Hi guys! As you know I am from the Countryside so I am a huge fan of outdoor activities.

I really like riding my horse, playing with my dog and going for a swim. I think spending time in nature is very important to keep both your mind and body healthy.

Many of my friends prefer indoor activities such as watching movies or playing video games. I had this great idea of organizing a picnic so they could enjoy and value nature too.

I sent them a text message inviting them to go on a picnic with me, most of them agreed on going. I am really excited about it. I hope we all have fun together!



#LivingUruguay3

LESSON PLANS

Unit 5

MY SOCIAL RESPONSIBILITIES

AT THE END OF THIS UNIT, SS WILL BE ABLE TO:

- learn and understand about different types of
- social responsibilities.
- share ideas and learn about other people's
- ideas related to social responsibilities.

Topic: 1. What are social responsibilities?

Aims:

- To raise awareness of a social issue in which Ss are immersed in, and that not always they realize about it.
- To foster Ss' critical thinking by asking Ss' opinion about a relevant social topic.
- To enhance Ss' reading skills through working with reading comprehension activities.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T draws a circle with the word <i>Responsibilities</i>. T asks Ss what words come to their minds when they see this word and register their ideas.</p>	<p>Ss say what they know or their ideas about this word.</p>	<p>T fosters Ss' participation. T tries to have all of Ss participating.</p>
<p>Transition: Social responsibilities are usually associated to important companies.</p>			
<p>10 (minutes)</p>	<p>T provides Ss with a text about "<i>Social responsibilities in action</i>". T asks Ss to read the text and look for the companies that have social responsibilities. T asks Ss to complete a chart and answer four questions.</p>	<p>Ss read the text. Ss complete the chart and answer the questions.</p>	<p>T monitors Ss' work, providing them with help only if necessary. T checks whether Ss are actually used to working with this type of chart. T provides Ss with help while dealing with the questions, to make them realize they are intended to know about their opinion on the issue.</p>

Transition: In the text, the organizations that are mentioned are multinationals. But what do we know about Uruguayan companies?

(10 mins)	<p>T asks Ss to get in pairs or small groups and look for information about Uruguayan organizations.</p> <p>T asks Ss to find</p> <ul style="list-style-type: none"> - 3 Uruguayan organizations with clear social responsibilities. - What actions do that organizations take to help the environment? <p>T asks Ss to share their findings with the rest of the class?</p>	<p>Ss get in pairs or in small groups.</p> <p>Ss look for information about Uruguayan organizations.</p> <p>Ss share their findings</p>	<p>T checks Ss' understanding not only in terms of language, but also in terms of what the main idea of the activity is.</p> <p>T fosters a collaborative working environment among Ss.</p>
------------------	--	---	---

Transition: Actions to help the environment can also be done locally.

(5 mins)	<p>T asks Ss to get in pairs.</p> <p>T asks Ss to make a list of all the actions that are promoted in their school that are considered like a social responsibility.</p>	<p>Ss make a list of social responsibilities that are promoted in their school.</p>	<p>T monitors Ss' pair work.</p> <p>T fosters Ss' critical thinking while dealing with the issue of social responsibility.</p>
-----------------	--	---	--

Follow up: T asks Ss to think of actions that must be implemented in their school in order to have a bigger impact on their community.


T asks Ss to choose one of those actions, and prepare a leaflet to invite others to join them.

Topic: 2. Do adults delegate some responsibilities to adolescents?

Aims:

- to motivate Ss to think about the activities they may do at home.
- to work with vocabulary related to daily chores.

Stage	T's action	Ss' actions	Assessment
-------	------------	-------------	------------

<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T starts the class showing Ss the pictures of Lua and Simon. T asks Ss to describe them.</p>	<p>Ss look at the pictures of Lua and Simon and describe them, . What activities are they doing?</p>	<p>T creates a friendly atmosphere for Ss to describe the pictures.</p>
<p>Transition: Lua and Simon usually help their parents at home. Let's take a look at some of the chores they do.</p>			
<p>10 (minutes)</p>	<p>T provides Ss with a handout. In the handout, Ss have several daily chores and Ss have to write the names of the activities. T works on the correction of the activity. From the handout of daily chores, which are the ones you do at home? T asks Ss to write the activities they do at home anonymously.</p>	<p>Ss name the daily chores. Ss answer about the activities they do at home and write on a piece of paper anonymously.</p>	<p>T acts as a facilitator in case Ss have trouble with new words.</p> 
<p>Transition: There are several opinions about the amount of activities teens must do at home.</p>			
<p>(10 mins)</p>	<p>T asks Ss to read two testimonies. T asks Ss to answer three questions. What does Simon's mother think? What does Lua's father think? In which way are their opinions similar or different?</p>	<p>Ss read the two testimonies and answer the questions.</p>	<p>T monitors the activity.</p>
<p>Transition: Some of you may do more activities at home than others. But there are some good reasons to ask teens to help at home.</p>			
<p>(5 mins)</p>	<p>T provides Ss with a list of personal characteristics</p>	<p>Ss read the list of personal</p>	<p>T monitors the activity.</p>

	<p>that can be developed when they help others. T asks Ss to read the characteristics and give their opinions.</p> <ul style="list-style-type: none"> - honest - kind - generous - think of others - friendly - persistent - responsible - make the best of a situation - For example: <p>To develop... you must / should / ought to.... In my opinion it's necessary to</p>	<p>characteristics and give their opinions.</p>	
--	--	---	--

Follow up: T goes over the papers and asks Ss to spot the activities that are more popular among Ss. Which personal characteristics can Ss develop when performing those tasks?



Salvador: Lua is really nice and she is always trying to help. I insist she shouldn't do that. She is pretty young and I can do all things at home. I always tell her she must study hard and get good marks.

Even though I say that and I don't want her to be cleaning the house she does it anyway. Lua runs the errands and washes the dishes. She does the laundry and when I come back late from work I feel kind of relieved. But I keep on thinking that responsibility belongs to adults.

Simon's mum: At home, all the tasks are divided equally. Both, me and my husband, work for long hours and the kids know they need to cooperate. They are always arguing about who does more things at home. So, I have stuck a poster on the fridge. There, all the tasks are divided for the whole week. They know that they need to complete all the tasks before Sunday. I am sure asking them for help is a way of encouraging them to be ready for the future. When it's time to leave to study in another place, they must know how to do certain things. For me, that is really fair. The kids know we spend a lot of hours working and we

really appreciate that. Simon is even thinking about doing the laundry for the neighbours during the summer and saving some money!

Topic: 3. Knowing about my rights.

Aims:

- to promote the development of listening skills by working with process listening.
- to ask for students' opinions about certain basic rights.
- to read some articles of the constitution and work with the law teacher to have a more comprehensible understanding of the topic.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T gives Ss a bunch of scrambled words. They refer to 5 basic rights every person has. They are stated on article 7 of our constitution.</p> <ul style="list-style-type: none"> - oonhr - ifle - eedrfom - okrw - repropty <p>T asks Ss to tell what they know about each of those rights.</p> <p>T asks Ss to write their ideas on the board on a marker talk.</p>	<p>Ss take the 5 scrambled words and unscramble them.</p> <p>In pairs or small groups Ss discuss some ideas about the topic.</p> <p>Ss write their ideas down in a marker talk.</p>	<p>T gives and checks instructions.</p> <p>T monitors the activity.</p> <p>T monitors and facilitates the activity.</p> <p>T monitors and facilitates when necessary.</p>
<p>Transition: These rights are called basic rights. In our constitution they are stated in the Second chapter and articles 7, 72 and 332. Those are called natural rights because they are the rights that any human being should have. Uruguay has subscribed to the Universal Declaration of Human Rights.</p>			
<p>10 (minutes)</p>	<p>T presents the Ss with sentences related to the rights.</p>	<p>Ss read the sentences.</p>	<p>T explains the instructions.</p>

	<p>T asks Ss to identify which right each of the sentences refer to.</p> <p>T asks Ss to listen to the characters talking about each right. T asks Ss to identify who is talking about each one. The sentences are not in the order of the speakers.</p>	<p>Ss identify each sentence to a particular right.</p> <p>Ss identify the right with the character who mentions it.</p>	<p>T monitors the activity and corrects orally.</p> <p>T facilitates the activity.</p>
--	--	--	--

Transition: Now, you know that each of the characters will talk about one of the rights. Have a look at the following gapped text. Listen to the script again and fill in the gaps with the word you hear.

(10 mins)	<p>T presents the Ss with the gapped text and plays the recording once. T asks the students if they could finish or if they could complete the text and may ask how many gaps they filled in.</p> <p>T plays the recording again and Ss complete the activity.</p> <p>T corrects the activity orally.</p>	<p>Ss complete the text with what they remember about the listening activity.</p> <p>Ss listen to the recording again and complete the gapped text.</p>	<p>T facilitates the activity and monitors students.</p> <p>T facilitates the activity and then does an oral correction.</p>
------------------	---	---	--

Transition: Which of the rights do you want to know more?

(5 mins)	<p>T asks Ss to talk with the Law teacher and get more information about the right they choose to work with.</p>	<p>Ss find extra information about the right they want to know more and read.</p>	<p>T encourages Ss to work autonomously.</p>
-----------------	--	---	--

Follow up: Students may present their finding in the following class.



Emma: Hello guys!

The gang: Hi Emma, how are you?

Emma: I'm good, and you? What are you doing?

Nico: We are studying for the law class. We have to study the basic rights. The right to life, honor, property, life and freedom. Which one are you reading about Lua?

Lua: I am reading about the right to be protected in your property. Camila, you are reading about freedom, right?

Camila: Yes, and especially about the rights to freedom of speech. What are you reading about Freddy?

Freddy: I am reading about the right to work. My parents and I have talked a lot about it. They were unemployed for a while. What about you Nico?

Nico: I am reading about the protection of honor and integrity. So, Emma, we need some help with the right to life. Can you read about it?

Emma: Sure, I will read about the right to life. What did you find about the right you are reading about Nico?

Nico: Honestly, I haven't found much but I found that it is protected in article 7 of the Constitution. I also read that the honor has to do with the right to protect your privacy and personal life. What about you Lua?

Lua: I read that nobody can enter your house without a judicial permit. All the crimes related to the violation of the property are strongly punished in Uruguay. I am interested in hearing yours Freddy.

Freddy: It's very interesting and important to know that in Uruguay we respect the 8-hour work day. We have had this right since the beginning of the 20th century. Now I am reading about whether men and women should be paid equally. You look stressed Camila.

Camila: There is a lot to read about freedom and its legal protection. There are different expressions of this right. For example, right to freedom of movement, right to freedom of religion, right to freedom of association, among others.

Emma: I am a little behind but the right to life is protected widely. In my opinion it is the most basic right.

Gapped text:

These basic rights are protected on article 7 in the Uruguayan constitution: the right to life, the right to freedom, the right to honor, the right to property and the right to work.

The right to honor mainly protects the person's **private** life. The right to be protected in your property states that nobody can enter your house without a **judicial permit**. Another right protected in the Uruguay legal system is the right to work. The 8-hour work day was created in the **20th** century. The right to freedom has multiple versions. The right to freedom of movement, freedom of **speech**, freedom of association, among others. Finally, the right to protect life is, in Emma's opinion the most **important** right.

Topic: 4. Responsible drinking.

Aims:

- to promote Ss' speaking skills by asking them to describe different signs.

- to raise awareness about drinking and driving.
- to broaden Ss' knowledge about the effect of alcohol.
- to develop Ss' reading skills by working with an article.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T shows Ss different signs about driving and drinking.</p> <p>T asks Ss to look at the signs and say what they think about the signs. T asks Ss to give their opinions about this topic.</p> <p>T provides with an S.O.S Box:</p> <p>If you drink you should ... If you drink you musn't ... It isn't right to ... when you ...</p>	<p>Ss look at some signs and say what they can see.</p> <p>Ss give their opinions about this topic, they can use an S.O.S Box to express their ideas.</p>	<p>T monitors the activity and encourages Ss to express their ideas.</p> <p>T acts as a facilitator providing them with the SOS box.</p>
<p>Transition: Cami's aunt had an accident last week, a drunk driver hit her car while she was driving to work. Camila was very worried and she searched the internet to read about this topic. Look what she has found.</p>			
<p>10 (minutes)</p>	<p>T asks Ss to read the following article and answer some questions.</p> <p>https://www.alcoholrehabguide.org/alcohol/crimes/dui/</p>	<p>Ss read an article and answer some questions.</p>	<p>T monitors the activity while the students work in the reading comprehension activity.</p>
<p>Transition: Camila is very concerned about this topic, she would like you to promote self-awareness about drinking and driving.</p>			
<p>(10 mins)</p>	<p>T asks Ss to read the article one more time and create a leaflet or brochure mentioning</p>	<p>Ss read the article one more time and create a leaflet or a brochure</p>	<p>T acts as a facilitator helping Ss with the necessary</p>

	relevant information from the article.	mentioning relevant information from the article.	vocabulary to create the leaflets.
Transition: Now, it's time to share your work.			
(5 mins)	T asks Ss to share their work with the rest of the class.	Ss share their work with the rest of the class.	T encourages Ss to pay attention to their classmates' work.
Follow up: T asks Ss to deliver the brochures around the school.			

<https://www.alcoholrehabguide.org/alcohol/crimes/dui/>

Topic: 5. Responsible consumption.

Aims:

- To raise awareness among Ss about a social situation they are immersed in.
- To provide Ss with an opportunity to express their opinion about an issue related to their lives as teenagers.
- To enhance Ss' reading skill through working with graphs and documents.
- To foster Ss' interpretative skills by working with real documents about the content of the lesson.
- To work collaboratively with the Math teacher to work on how to deal with graphs.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T asks Ss about their opinion on what <i>responsible consumption</i> may consist of. T asks Ss to write their ideas on a piece of paper and stick it on the board anonymously.	Ss comment on what they think about <i>responsible consumption</i> may consist of. Ss to write their ideas on a piece of paper and stick it on the board anonymously.	T checks instructions. T encourages Ss' oral participation, reminding them that there are no right or wrong answers at this stage.
Transition: Let's have a look at official information about this issue.			

10 (mins)

T asks Ss to form 5 groups and analyse some graphs and documents.



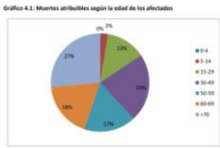
3.2 Consumo de alcohol en Chile
El consumo de alcohol en Chile ha crecido de manera constante desde el año 2000, pasando de 4.2 litros por persona en ese año a 6.2 litros en el año 2018. Este crecimiento se debe a un mayor acceso al alcohol y a un mayor consumo de bebidas alcohólicas en los hogares. El consumo de alcohol en Chile es superior al promedio de los países de América Latina, que es de 4.8 litros por persona al año.

Figura 1: Clasificación de los tipos y componentes de los contextos sociales del alcohol



El consumo de alcohol en Chile ha crecido de manera constante desde el año 2000, pasando de 4.2 litros por persona en ese año a 6.2 litros en el año 2018. Este crecimiento se debe a un mayor acceso al alcohol y a un mayor consumo de bebidas alcohólicas en los hogares. El consumo de alcohol en Chile es superior al promedio de los países de América Latina, que es de 4.8 litros por persona al año.

Con este procedimiento se estimó que el total de muertes atribuidas al consumo de alcohol (2010) fue de 2007. De estos, como se puede ver en los siguientes gráficos, la mayoría corresponde a hombres de 50 años y varones, aunque dichos resultados varían según la causa de muerte considerada.



T asks Ss to read and analyze each groups' graph or document and complete this chart, only points 1,2,3 and 4.

T invites Ss to work together with the Math teacher to work on how to deal with the study of graphs.

Ss get in 5 groups and analyse the graphs and documents that the T hands them in.

Ss read and analyze their paragraph or document focusing their work from points 1 to 4.

T promotes an appropriate environment for this type of work.

T advances that although the material it's in L1, Ss will be required to elaborate their ideas in L2.

T monitors Ss' work providing them with help not only in terms of language but also in terms of

			understanding of ideas.
Transition: Well, now I want to know more about what you think about this topic.			
	T allows time for Ss to complete point 5. He/She invites Ss to use the SOS box to develop their ideas.	Ss keep on working, focusing their work on point 5. Ss use the SOS box to develop their ideas.	T fosters Ss' participation. T checks whether Ss know how to use the SOS box.
Transition: Let's see what each group has worked with.			
(5 mins)	T asks each group to share their ideas in two sections. covering points 1 to 4, and then focus their work on point 5.	Ss share their ideas among each group.	T promotes a collaborative working environment among Ss.
<p>Follow up: Ss lead an anonymous poll in the class, and if possible at the whole school, about how Ss cope with social responsibilities like the ones treated during the lesson. Then, they present the poll's results on a hardboard or on a digital platform.</p> <p>T invites Ss to get in touch with the School's "Equipo Multidisciplinario" and organize regular talks about issues that teenagers may be interested in: <i>alcohol - use of drugs - balanced diet.</i></p>			

Graphs and documents taken from "**cinve**"

Documento Estudio sobre los costos (...) del consumo problemático de alcohol en Uruguay

cinve.org.uy


<https://www.cinve.org.uy/wp-content/uploads/2019/02/Costos-Ec-Cons-Problem-Alcohol-Uruguay.pdf>



Topic: 6.How I can contribute to equity in society.

Aims:

- to develop reading skills by reading a text and understand how to give arguments.
- to discuss topics related to adolescents and their lives.
- to create a poster and share ideas related to equality in society.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T shows Ss four pictures and asks them to describe each of them.</p>  <p>T gives the Ss the instruction that Lua had to follow to write an essay.</p> <p>“Use pictures to represent how people can contribute to equity in society. Then, write a short essay supporting your choices.”</p> <p>T asks Ss to guess the connection these pics may have to do the task.</p>	<p>Ss describe the pictures.</p> <p>Ss read and understand the instructions.</p> <p>Ss guess the connection among the pictures.</p>	<p>T monitors and facilitates when students need some vocabulary.</p> <p>T explains the instructions of the task.</p> <p>T accepts all the predictions students make.</p>
<p>Transition: Let's connect these pictures to some human rights. Say which human right you can connect each picture with.</p>			
<p>10 (minutes)</p>	<p>T asks Ss to get in small groups. T asks Ss to look at the pictures and jot down ideas of what rights could be represented in each of them.</p>	<p>Ss get in small groups and jot down ideas of the rights represented.</p>	<p>T monitors the activity and facilitates.</p>


	T asks Ss to share their answers with the rest of the class. A spokesperson can share the ideas of the group.	Ss share their answers with the rest of the students.	T encourages participation and paraphrases if necessary.
Transition: Let's see what Lua wrote for this task.			
(10 mins)	<p>T presents the Ss with a text written by Lua in which she talks about each and all the pictures she chose for the task.</p> <p>T asks Ss to read the text quickly and label each picture including the name of the place and where it is.</p> <p>T asks Ss to write the reason for her choice.</p> <p>T asks Ss to read the text for the third time and underline words and expressions that will be useful for them to do the task.</p>	<p>Ss read the text Lua wrote.</p> <p>Ss label the pictures including the names.</p> <p>Ss write the reasons for their choices.</p> <p>Ss underline words to express support for an argument.</p>	<p>T monitors and helps students if there is lack of understanding.</p> <p>T corrects the activity orally.</p> <p>T monitors the activity and corrects orally.</p> <p>T checks Ss answers orally.</p>
Transition: Now it's your turn to share how YOU can contribute to equality.			
(5 mins)	T gives the same task Lua had and they do it for the next class.	Ss use pictures and write a text about human rights.	T monitors the activity.
Follow up: Students present their tasks and their pictures related to how they can contribute to equity.			

Topic: 7. Participating in democratic life.

Aims:

- to develop Ss' reading skills by working with some questions about the right to vote.
- to broaden Ss' knowledge about voting in Uruguay.

- to give Ss the responsibility to choose a classmate and a teacher as a candidate and to develop Ss' speaking skills by asking them to express the main reasons for their choices.
- to expose Ss into a real and useful situation such as voting.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T presents Ss with some words:</p>  <p>T asks Ss to get in groups and discuss the relationship of these words.</p> <p>T asks Ss to share their ideas related to voting.</p>	<p>Ss work in groups, look at some words and try to identify what those words have in common.</p> <p>Ss share their ideas related to voting.</p>	<p>T checks if Ss actually understand the meaning of these words and the relations among them.</p> <p>T promotes Ss' participation.</p>
<p>Transition: In which situations do we have elections?</p>			
<p>10 (minutes)</p>	<p>T accepts all the answers and elicits that we vote president, representatives, the Senate and we also vote the honor group in school, the class representatives and the counselor teacher.</p> <p>T asks what they know about voting.</p> <p>T invites Ss to read a Did you know box containing information.</p>	<p>Ss say in which situations they know that there are elections.</p> <p>Possible answers: president, representatives, the honour group in school, etc.</p> <p>Ss say what they know about voting.</p> <p>Ss read a did you know box containing information and answer some questions.</p>	<p>T encourages Ss to participate.</p> <p>T leads the activity into the ideas that we vote our representatives.</p> <p>T reminds Ss that there are no right or wrong answers at this stage.</p> <p>T recalls the importance and usefulness of a <i>Did you know?</i> box.</p>

	<p>T asks Ss to answer some questions.</p> <p>1- What are the prerequisites to vote in Uruguay?</p> <p>2- When did the first woman vote?</p> <p>3- How often do we vote for our president?</p> <p>4- How do you know where you vote?</p> <p>5- Who is in charge of counting the votes and declaring the winner of the election?</p> <p>6- What happens if you don't vote?</p>		<p>T monitors and helps Ss while working with the questions activity.</p>
--	---	--	---

Transition: We already mentioned some situations in which you have to vote in class. Let's elect our class delegates and the counselor teacher.

<p>(10 mins)</p>	<p>T invites Ss to get in groups and discuss the characteristics a good representative of the class should have.</p> <p>SOS box The person should.. The person shouldn't.. The person must.. The person has to...</p> <p>T encourages Ss to choose a name of a classmate that could run as class representative candidate.</p> <p>T writes the names of the people proposed on the board. When the list is finished, each candidate says whether he/she accepts or not.</p>	<p>Ss get in groups and discuss the characteristics a good representative of the class should have.</p> <p>Ss use an S.O.S BOX to support their answers.</p> <p>Ss choose a name of a classmate that could run as class representative.</p> <p>If the Ss are on the list they say whether they accept or not.</p>	<p>T monitors Ss' work fostering Ss' participation..</p> <p>T encourages Ss to use the SOS box to develop their ideas.</p> <p>T asks Ss to bear in mind characteristics of a potential classmate that could run as a representative candidate.</p> <p>T promotes a respectful working environment, reminding Ss that respecting each other's ideas is part of the election process.</p>
-------------------------	---	---	---

Transition: What would the candidates do?

(5 mins)	T asks the candidates to share a couple of ideas or proposals they would implement if they win. The candidates also listen to their voters' needs.	Ss who want to be candidates share their ideas or proposals they will implement if they win. Ss who are candidates listen to their voters' needs.	T fosters a collaborative working environment among Ss. T asks Ss to listen and take into account each other's ideas, as part of the election process.
-----------------	--	---	--

Follow up: The following class, each candidate has his/her own ballots and three teachers monitor the election. In 45 minutes they do all the process of voting.

Topic: 8. The role of NGOs in society.

- Aims:**
- To guide students to get familiar with the concept of NGO.
 - To raise awareness about the importance of humanitarian help in different aspects of society.
 - To foster the development of critical thinking skills.
 - To learn vocabulary related to actions NGOs take.
 - To practice attentive listening.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (6 mins)	Teacher plays a short video and asks the students to pay attention and take some notes. Then, T asks Ss: <i>What do you think an NGO is? What are their main areas of work?</i> https://youtu.be/D4dC0gxFkDs	Students watch a video and take some notes. Then, they answer the teacher's questions.	T plays the video again for Ss to check their answers.

Transition: What are the main characteristics an NGO has? Let's read and find out.

(6 minutes)	T asks Ss to read the definition of NGOs and identify two main characteristics.	Ss read the definition of NGOs and look for two important characteristics.	Ss share their answers orally.
--------------------	---	--	--------------------------------

Transition: Do you know any famous NGO?

(10 mins)	T explains that they are going to read about three very well known NGOs and that they have to match the short texts to the corresponding logos.	Ss match the descriptions of the NGOs with the corresponding logos.	Ss say their answers aloud.
(8 min)	T asks Ss to read the text again and complete the chart with information about the different NGOs.	Ss read the text in pairs and complete the chart.	Some Ss volunteer to read their answers, they complete the chart on the board.
(15 min)	T invites Ss to think about actions they would like to take in order to help our world. T also asks Ss to create a logo.	Ss work in groups to create an NGO including who or what they would help and the actions they would take.	The different groups exchange their texts about the NGOs they created and they have to check another group's text. They have to provide feedback.

Follow up: Each group prepares a video to present their NGOs and the logos they invented. Ss complete a table about all the videos of the class:

<i>Name of the NGO:</i>	<i>Final beneficiaries:</i>	<i>Actions it takes:</i>

Topic: 9. Volunteering as part of my social responsibilities.

Aims: - To be informed about different ways of doing volunteering work.

- To talk about characteristics of volunteering
- To make students aware of ways of helping in their communities
- To make students reflect about the areas in which they would like to collaborate.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson	T tells the Ss that they will read and analyze some quotes to find the common topic. In order to do so they will tick on	Ss read the quotes in pairs and tick the topics mentioned.	Oral correction. T explains that some of the characteristics on the list

(7 mins)	a list the topics the quotes mention.		belong to the work as a volunteer.
Transition: Which quotation do you think best expresses the spirit of volunteering?			
10 (minutes)	T explains that volunteers work in different areas. T tells the students they have to match the different areas of volunteer work with the corresponding example. T asks them to choose three areas and think of one example for each one.	Ss work in pairs and match the areas with the corresponding example. Then they choose three areas from the list and provide one example for each.	Pairs take turns to give their answers.
Transition: How much do you know about volunteering in your community? How much support do the different activities need?			
(10 mins)	T asks Ss to think about their specific community needs and order the areas for volunteer work from the ones they think require more support to those that require less.	Ss keep on working in pairs and order the list from the activities that require more support to those that require less.	Pairs exchange their lists and see if there are any coincidences in the activities that require more support in their communities.
Transition: Have you ever been a volunteer? When? What did you do? Where? How did you feel?			
(5 mins)	T asks Ss to tell her in which area they would like to participate as a volunteer and the reason why.	Ss work individually and think about an area they would like to participate as a volunteer, they use the expression: I would like to work as a volunteer inbecause I like / consider / believe...	Ss take turns to express their preferences.
<p>Follow up: SS pick one area and find information about projects that are implemented in their community. They include the place, the type of work, the beneficiaries. They can find information in the links provided or search the web for more. Ss present their findings to the class.</p>			

<https://voluntariado.mides.gub.uy/presentacion>

<https://cruzroja.org.uy/voluntariado/>


<https://www.elabrojo.org.uy/voluntariado/>

<https://www.teleton.org.uy/voluntariado/>

Topic: 10. Helping classmates overcome bullying.

Aims:

- to work with an important issue most Ss have experienced.
- to develop Ss' speaking skills by asking them to give their opinions about the lyrics of a song.
- to reinforce Ss' listening skills by answering some questions about the song.
- to foster Ss' social emotional learning.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T starts the class showing the following situation.</p>  <p>Emma is humming a song. Lua asks her about the song. Emma lets Lua listen to the chorus of the song:</p> <p><i>Don't you ever, ever feel like you're less than perfect Pretty, pretty please If you ever, ever feel like you're nothing You are perfect to me.</i></p> <p>T asks Ss to listen to the chorus. T provides Ss with that part for them to read and listen. T asks Ss:</p>	<p>Ss read and listen to the chorus of a song.</p> <p>Ss answer some questions about the song.</p>	<p>T makes sure everyone is focused on the lesson.</p> <p>T checks instructions.</p> <p>T checks whether Ss are used to working with this dynamic while working with songs.</p> <p>T reminds Ss that there are not right or wrong answers at this stage, and encourages Ss to participate.</p>

	<p>-Do you know this song? -Who do you think the song was intended to? -Which is the relationship between the author of the song and the receiver?</p>		
Transition: Let's watch part of this song video?			
10 minutes	<p>T asks Ss to watch the video (minutes) T asks Ss to check whether their predictions are right. This song was written for Pink's daughter. Under which circumstances does a teenager undergo the same situations? T provides Ss with an SOS box to give their opinions.</p>	<p>Ss watch the video and check their predictions. Ss say in which circumstances a teenager undergoes the same situations. Ss use a given S.O.S box to give their opinions.</p>	<p>T promotes an appropriate environment necessary to work with an audiovisual material. T encourages Ss' participation, focusing at this stage more on fluency rather than on accuracy.</p>
Transition: There are certain circumstances in life when we doubt about ourselves.			
10 minutes	<p>T asks Ss to watch a part of Pink's speech. T asks Ss to answer: How did her daughter feel? When did she feel that way? What does her mother tell her?</p>	<p>Ss watch part of a video of Pink's speech. Ss answer some questions about it.</p>	<p>T checks instructions. T fosters Ss' participation, still focusing their work on fluency rather than on accuracy.</p>
Transition: There are different ways to express our ideas. Pink wants to give her daughter a message, in order to do so, she gives a speech and writes a song for her.			
5 mins	<p>T asks Ss to get in pairs. T provides Ss with the lyrics of the song.</p>	<p>Ss work in pairs. Ss are given the lyrics of the song.</p>	<p>T checks instructions.</p>

	<p>T asks Ss to spot which stanza of the song matches Pink's speech.</p> <p>T asks Ss to watch the video of the song.</p> <p>T asks Ss to identify all the situations in which the girl suffers from bullying.</p>	<p>Ss spot which stanza of the song matches Pink's speech.</p> <p>Ss watch the video of the song and identify situations in which the girl suffers from bullying.</p>	<p>T monitors how Ss pair up to ensure equity in each Ss' pair.</p> <p>T monitors Ss' work providing Ss with help both in terms of language and ideas.</p>
--	--	---	--

Follow up:

T asks Ss to write one piece of advice for the situations from the video.

PROJECT:

Teenagers and cyberbullying.

T asks Ss to look for information about situations in which Ss suffer cyberbullying. T asks Ss to find:

- ways in which teen's rights are infringed.
- ways in which teens' rights are protected.
- Uruguayan regulations about this topic.

<https://www.youtube.com/watch?v=9xWRnnqutvk>

Topic: Responsibility at school.


Aims: -To reflect on the duties students have at school.

-To raise awareness about the importance all the school period has in somebody's life.

-To enhance empathy, tolerance and respect towards classmates.

-To deal with the topic of being a responsible citizen in the future and how it starts in school.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (5 mins)</p>	<p>Teacher asks students to have a look at the picture and answer some questions: <i>Where can you find this poster?</i> <i>What is the poster about?</i> <i>What information is included?</i> <i>Who would read this poster?</i></p>	<p>Students have a look at the picture and answer some questions.</p>	<p>Ss provide the answer to the questions orally.</p>

	<p>Is it important to have these kinds of posters? The teacher mentions the topic of the lesson</p> 		
--	---	--	--

Transition: Do we have any similar one in our highschool? Where? What is its purpose?

<p>(10 mins)</p>	<p>T asks Ss to read a text about responsibilities and duties at school and explains that they have to choose the sentence that best illustrates the idea of each paragraph.</p>	<p>Ss in pairs read the text and choose the option that best illustrates the idea of each paragraph.</p>	<p>Ss read their options aloud.</p>
-------------------------	--	--	-------------------------------------

Transition: Do you know your rights and responsibilities? Let's find out about it!

<p>(10 mins)</p>	<p>T asks Ss to read the rights mentioned by one of the characters of the book. After reading T explains that there is a document that outlines rights and responsibilities of students in Uruguay. She asks them to visit the site and mention something that called their attention and three things they learnt from it.</p>	<p>Ss choose a link and read what it says about students' rights and responsibilities in Uruguay. After that, they write three things that they learnt by visiting the link.</p>	<p>Ss share what they learnt about the rights and responsibilities of students in Uruguay.</p>
-------------------------	---	--	--

<p>(8 mins)</p>	<p>T asks Ss to match the two halves of the students' roles and responsibilities.</p>	<p>Ss work in pairs to match the two halves of their roles and responsibilities</p>	<p>Ss take turns to read the complete sentences.</p>
------------------------	---	---	--

Transition: Being responsible implies being proactive. How can you be proactive in your school?

(12 mins)	T explains that being a responsible student implies being proactive. T explains what being proactive means and asks Ss how they can be proactive at school. T groups Ss to create a poster that includes their ideas. T explains that later they will have to read three posters of other groups and leave comments.	Ss work in groups to think of ways of being proactive in their highschool. They create a poster that includes their ideas similar to the one in the picture. Ss stick the posters around the classroom.	Ss in the same groups read three posters of their classmates and leave a post it on each of them with three things written: <i>1- Something that they liked about the poster.</i> <i>2- Something that they learnt.</i> <i>3- A question.</i>
------------------	--	---	--

Follow up: Project - Students work in groups and think of a way of talking through a problem, they have

to come up with different ideas from the ones in the poster of the example. Next class they present their poster to the rest of the class and explain new ways of dealing with problems at school.

Topic: 12. Personal care.

Aims:

- to reinforce Ss' listening skills by answering questions related to a dialogue between Camila and Simon.
- to develop Ss' speaking skills by asking them to express their ideas about personal care.
- to naturalize and work with a topic most people are concerned about.
- to promote responsible and respectful working instances.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T presents the Ss with a situation. "The gang has just arrived from PE classes. They are all sweating and tired". T elicits what situations can come up. Some ideas:	Ss are given a situation to think about.	T monitors whether Ss are actually understanding the situation, and if they feel identified with the situation.

	<p>1- Some classmates may complain that it's too hot in the classroom.</p> <p>2- Some classmates may feel too tired to keep on having lessons.</p> <p>3- Some classmates may feel uncomfortable because they are sticky or smelly.</p> <p>4- Some classmates may bully others because of their personal hygiene.</p> <p>5- Some classmates may not care.</p> <p>T invites Ss to discuss what situation may be more familiar to their context.</p>	<p>Ss discuss which situation may be more familiar to their context.</p>	<p>T promotes a respectful environment to deal with this topic that could hurt some Ss' susceptibilities</p> <p>T encourages Ss to express their ideas in a respectful and responsible way.</p>
--	---	--	---

Transition: Camila and Simon are making a presentation for the rest of the class. It's about personal hygiene.

<p>10 (minutes)</p>	<p>T tells Ss to get in small groups that the characters start the class with a game. They invite the Ss to label the different pictures.</p> <p>Brush your teeth Take a shower regularly Use deodorant Use cologne or perfume Comb your hair Trim and/or clean under your nails Wash your hands regularly. Take a bath Use foot powder Change your " undies" and socks regularly</p> <p>T shows a pic of Camila asking the Ss which of these things they do in</p>	<p>Ss get in small groups, look at the pictures and label them.</p>	<p>T monitors Ss' group forming making sure there's a balance within the teams.</p> <p>T monitors how Ss deal with the situation, trying to maintain the respectful and responsible working environment.</p> <p>T fosters Ss' participation.</p>
----------------------------	--	---	--

	order to take care of their hygiene and Simon asks them if they do something else to do that.	Ss discuss in the same groups if they do some or all those activities. They also discuss whether they do something else to take care of them.	T encourages Ss to go over the situations as responsible as possible.
--	---	---	---

Transition: They have their stories to share.

(10 mins)	<p>T asks Ss to listen to Camila and Simon talking about their experiences.</p> <p>T asks Ss to put a tick to the activities that are mentioned within the presentation.</p> <p>T invites Ss to listen to the recording again and answer the following questions.</p> <p>Who had smelly feet? Who uses indigenous alternatives to deodorants? Who believes that hormones play an important role in all this issue? Who believes that eating healthily is part of the equation?</p>	<p>Ss listen to Camila and Simon talking about their experiences.</p> <p>Ss tick the activities mentioned in the presentation.</p> <p>Ss listen to the recording and answer the questions about the characters.</p>	<p>T promotes an appropriate working environment for a listening activity.</p> <p>T corrects the activity orally and probes if necessary.</p> <p>T fosters a respectful environment to deal with this issue.</p>
------------------	--	---	--

Transition: What can you do to improve your personal care?

(5 mins)	<p>Think - Pair - Share</p> <p>SOS Box To improve my personal care, I will ...</p>	<p>Ss think about a way to improve their personal care on their own.</p> <p>Then, they share with a classmate.</p>	<p>T monitors the activity and facilitates if necessary. T assesses the activity orally.</p>
-----------------	--	--	--

		If they feel comfortable, they share with the class.	
--	--	--	--

Follow up: T asks Ss to make a campaign promoting personal care. Ss can create posters, brochures, videos and more. They can work with the biology teacher and with Ss from other classes.

Script

Simon: Welcome to our presentation about some hormonal changes and how to address those issues. We know that at our age there are certain changes that can feel kind of strange. There are also some habits we need to reinforce. My friend Camila will tell you about these habits.

Camila: In order to take care of our hygiene we can develop certain habits. It is important to wash our hands before every meal and floss and brush our teeth afterwards. Besides, we should take regular showers especially after we have PE lessons. Deodorant should be our best friend, it helps us smell nicely. If you don't want to use deodorant, you can use lemon instead. Some people in the countryside use a lot of indigenous customs like this one!

Simon: Thanks Cami! Sometimes it can be kind of difficult to deal with our emotions. We do nothing on purpose. Everything is the hormones' fault. I used to have smelly feet. So my dad told me to use foot powder. I feel more comfortable when I am with other people. It took me some time to find the right brand anyway.

Camila: I think it is very important to bear in mind that we all have these issues and we shouldn't feel ashamed. It takes time to get used to those habits and strike a balance between practicing sports and physical activity and remain clean and smell nice. One last idea is that your personal care does not only imply being clean, it also implies eating healthily, doing exercise and enjoying life responsibly. Personal care does not affect only us but the people surrounding us.

Topic: 13. Being responsible in social media.

Aims:

- To make Ss reflect on their actions towards social networks by sharing a common situation with them.
- To reinforce Ss' reading skills by working with a dialogue.
- To promote critical thinking by working with an important issue related to social media.
- To enhance Ss' listening skill by working with audiovisual material.

Stage	T's action	Ss' actions	Assessment
-------	------------	-------------	------------

Uncovering the topic of the lesson (7 mins)	T starts the class showing a dialogue between two of the characters. In the dialogue, the characters mention that another classmate went through a very difficult situation while she and her family were on holiday.	Ss read a dialogue between two of the characters.	T encourages Ss to pay special attention to the dialogue, as it's not only a matter of learning English, but also dealing with a social situation.

Transition: Nico and Lua mention that sometimes people give too much information about their lives in social networks. Does that happen to you?

(10 mins)	T asks Ss to get in pairs. T asks Ss to answer: <ul style="list-style-type: none"> - Have you ever gone through a similar situation? - In which situations do you expose yourself in social media? - What kind of information do you choose to share? - Do you share everything you do on social media? After 5 min, T asks some Ss to share their answers with the rest of the class.	Ss get in pairs and answer some given questions. Ss share their answers with the rest of the class.	T checks instructions. T goes over each question with Ss, to help them in understanding language, but also the task's intended meaning. T promotes a collaborative working environment among Ss.
------------------	---	--	--

Transition: The information we share on social media has become such an issue that sometimes even the authorities have decided to give their point of view about the topic.

(10 mins)	T asks Ss to watch the trailer of The Social Dilemma. The Social Dilemma T asks Ss if they have watched the documentary. If Ss have, T may elicit what they know about it.	Ss watch the trailer of The Social Dilemma. Ss say if they know the series and if they do, they say what they know about it.	T promotes an appropriate working environment, necessary to watch an audiovisual material. T monitors Ss' work.
------------------	--	---	--

	<p>T shows the video and asks Ss to complete a worksheet about it.</p> <p>T asks Ss to get in pairs again and compare their answers from the previous activity with the information gathered from the video.</p>	<p>Ss watch the video and complete a worksheet about it.</p> <p>Ss get in pairs one more time and compare their answers from the previous activity with the information gathered from the video.</p>	<p>T fosters a collaborative working environment each pair of Ss.</p>
--	--	--	---

Transition: What does the rest of the school have to say about this?

(5 mins)	<p>T asks Ss to get in groups of four (2 pairs from the previous activity)</p> <p>T asks Ss to think of five questions they could ask to find information about how the rest of the students behave towards social media.</p>	<p>Ss get in groups of four.</p> <p>Ss think of five questions they could ask to find information about how the rest of the students behave towards social media.</p>	<p>T checks instructions.</p> <p>T helps Ss in both: language and content of the questions.</p>
-----------------	---	---	---

Follow up: T asks Ss to think of five tips to share with others about being responsible in social media. T can invite Ss to access

https://www.adea.org/GoDental/Dental_Blogs/Advice_from_admissions_officers/Tips_for_Responsible_Social_Media_Use.aspx

Worksheet about the Social Dilemma

Which social networks appear?

Which problems are mentioned?

What are the risks people can undergo?

In which way are social networks and real-life issues connected?

SOS BOX - CONDITIONALS TO GIVE ADVICE

PROJECT:

ARTICLE

https://www.adea.org/GoDental/Dental_Blogs/Advice_from_admissions_officers/Tips_for_Responsible_Social_Media_Use.aspx

VIDEO THE SOCIAL DILEMMA

[The Social Dilemma](#)

LINK . EDUCATIONAL SCREENINGS NETFLIX

<https://help.netflix.com/en/node/57695>

Topic: 14. Being responsible with the environment.

Aims:

- to give all Ss the opportunity to participate by working with different skills.
- to promote reading for specific purposes.
- to develop critical thinking and become aware of the importance of taking care of the environment
- to contribute that these ideas reach more people.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (5 mins)</p>	<p>T asks Ss: -How do people behave regarding nature? T asks Ss to work on a brainstorming of ideas about people's behavior toward nature. T asks Ss: What do you think about our behavior towards nature?</p>	<p>Ss answer expressing their ideas and sharing some actions we can do to be friendly with the environment.</p>	<p>T promotes Ss' participation. T promotes activities focusing on the development of Ss' critical thinking.</p>
<p>Transition: We are only a small part of the Earth. Some people consider it Mother Earth. Around the world, people may do unusual things to invite others to take care of the environment.</p>			
<p>(10 minutes)</p>	<p>T shows Ss two pictures. T tells Ss that the pictures belong to two different articles. T asks Ss to write down on their notebooks words and ideas they think that might appear in those articles.</p>	<p>Ss look at two pictures that belong to different articles and write down on their notebooks words and ideas they think could appear in those articles.</p>	<p>T promotes activities about reading for specific purposes. T fosters Interaction among Ss.</p>

	T encourages Ss to look for information about actions people do around the world to protect whales and rainforests.	<p>Ss look for information about actions people do around the world to protect whales and rainforests.</p> <p>Ss express their opinion according to the information they find and what they think about it.</p>	<p>T promotes a cooperative working environment among Ss in order to raise awareness of this situation.</p> <p>T encourages Ss to participate focusing on the development of Ss' writing skill .</p>
--	---	---	--

Transition: Greenpeace is an organization that works to take care about the environment. Look at the article that Simon found about forests.

(10 mins)	T asks Ss to read a short article about forests and answer some questions.	Ss read a short article about forests and answer some questions.	T monitors Ss' work providing them with help only if necessary, in order to promote Ss' independent work.
------------------	--	--	---

Transition: We can promote several actions to take care of the environment. What can we do in our everyday life to take care of it?

(10 mins)	<p>T encourages Ss to think of our behavior and how we can promote changes by doing some small actions around us.</p> <p>T asks to get in pairs.</p> <p>T asks Ss to come up with five ideas to look after the Earth.</p> <p>Examples: Save: water, energy, paper. Plant, care a garden or a square. Recycle, reuse. We only have this Earth to live.</p>	<p>Ss think of our behavior and how we can promote changes by doing small actions.</p> <p>Ss get in pairs and come up with five ideas to look after the Earth.</p>	<p>T makes sure every Ss participate.</p> <p>T fosters a cooperatively working environment..</p> <p>T promotes activities in which Ss have the opportunity to interact with L2 out of regular lessons.</p>
------------------	---	--	--

Follow up: T asks each pair to create small pictures or posters to stick in different places around the school or the neighborhood.

Topic: 15. I am responsible about my future.

Aims:

- to promote a cooperative learning environment among Students.
- to enhance students' reading skill.
- to develop students' speaking skill and to foster students' taking decisions ability.
- to show students different ideas and possibilities about a same issue..

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T starts the class showing Ss a picture of Simon. T asks Ss what they can see on the picture. T elicits the idea that Simon is worried / thinking about the future. T asks Ss: Which is the first idea that comes to your mind when you think about the future? T sticks on the board the word FUTURE. While Ss answer, T writes some of the Ss' ideas on the board.</p>	<p>Ss look at a picture of Simon and say what they see in the picture.</p> <p>Ss answer the question.</p>	<p>T fosters interaction among T and Ss.</p> <p>T promotes activities to develop Ss' speaking skill</p> <p>T fosters Ss' exchange of ideas.</p> <p>T monitors Ss' work while dealing with the questions.</p>
<p>Transition: What do you think when you think about your future?</p>			
<p>10 (minutes)</p>	<p>T asks Ss to get in pairs. T provides each pair with small cards. T asks each student to ask questions and complete the missing information about the characters.</p>	<p>Ss get in pairs and receive a pair of small cards. Ss ask questions and complete the missing information about the characters.</p>	<p>T monitors how Ss form the pairs, in order to get to balanced working pairs.</p> <p>T fosters interaction and exchange of</p>

			ideas within each pair.
Transition: Emma has a friend, Mica who lives in Salto and this is the email she sent last week			
(10 mins)	T provides Ss with the e-mail that Mica sent to Emma. T asks Ss to read the text and answer questions.	Ss read the email that Mica sent to Emma. Ss read the text and answer the questions.	T monitors Ss' work and provides Ss with help when necessary.
Transition: Mica is planning to go on an exchange programme. Have you ever heard about this kind of exchange programme?			
(5 mins)	T asks Ss to look for information about the programme that is available for Ss in our country. What do they need to apply for that scholarship?	Ss look for information about exchange programs.	T allows room for Ss to think about different possibilities that teenagers have today.
Follow up: T asks Ss to watch the first part of a testimony from a former student that took part in an exchange programme. (Jóvenes embajadores) T asks Ss to answer			

Cards to look for a partner and work in pairs:

WORK → IN AN OFFICE

STUDY → AT THE UNIVERSITY

TRAVEL → EUROPE

KNOW → FOREIGN PEOPLE

#LivingUruguay3

LESSON PLANS

UNIT 6

MAKING MY DECISIONS ABOUT THE FUTURE

AT THE END OF THIS UNIT, SS WILL BE ABLE TO:

- develop the four skills (reading, writing, listening and speaking).
- improve your oracy skills and your ability to turn-take and use the proper register in a dialogue.
- make informed decisions about your future.
- read, listen to and research different educational opportunities for your future.
- explore various ways of following your passion, vocation and future profession.
- work in groups and talk to people about topics of interest.
- fill out application forms and answer questions related to your future and your interests for the future.

Topic: 1. My preferences.

Aims:

- To raise awareness of a relevant issue for Ss' future life paying special attention to all the strengths they have at the moment.
- To foster Ss' reading skill by working with activities in which they have to discover and infer information.
- To promote Ss' critical thinking by promoting instances in which Ss have to reflect and take some informed decisions.
- To develop Ss' sense of creativity by dealing with challenging activities.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (10 mins)</p>	<p>T asks Ss the question: What do you want to do in the future?</p> <p>T invites Ss to complete the first column of the chart with the answer to the questions. T asks Ss to share their answers if they feel comfortable with that.</p> <p>T asks Ss to give reasons for their choices and write them in the second column of the chart.</p> <p>T asks Ss to make a list of the interests, personal characteristics and abilities they already have for their choice.</p>	<p>Ss say what they would like to do in the future.</p> <p>Ss complete the first column of the chart answering the question. Ss share their answers if they feel confident with that.</p> <p>Ss give reasons for their choices and write them in the second column.</p> <p>Ss make a list of the interests, personal characteristics and abilities they already have for their choices.</p>	<p>T encourages Ss to participate not only to reinforce their speaking skill but also to think of an issue they may not be used to doing it.</p> <p>T allows room for Ss to express their ideas freely.</p> <p>T encourages Ss to make the most out of this activity in order to have elements for the development of the class.</p>
<p>Transition: Let's see what the characters want to do in the future.</p>			
<p>10 (minutes)</p>	<p>T asks Ss to read what each character wants to do in the future.</p>	<p>Ss read the texts of the characters.</p>	<p>T allows room for independent reading.</p>

	<p>T asks Ss to tell what each character will do orally.</p> <p>T asks Ss to tell some reasons for their choices.</p> <p>T encourages Ss to uncover some interests, skills and abilities when the characters do not mention them explicitly.</p>	<p>Ss volunteer and answer the questions orally.</p> <p>Ss give reasons for their choices and express their interests, abilities and likes toward their choice.</p>	<p>T reminds Ss that it's not necessary to understand every word in a text, but the general idea.</p> <p>T fosters Ss' participation reminding them there are not right or wrong answers at this stage.</p>
--	--	---	---

Transition: Let's see this chart the teacher is completing about each student.

(10 mins)	<p>T asks Ss to read the text again and complete the chart for each and all the characters.</p>	<p>Ss read and complete the chart.</p>	<p>T promotes Ss to use extensive reading strategies.</p> <p>T can correct the chart orally or T can correct the chart by making a big one on the board and asking Ss to write their answers in it.</p>
------------------	---	--	---

Transition: Imagine you are part of the conversation with the gang.

(5 mins)	<p>T asks Ss to write a short text using the ones from the characters as an example.</p>	<p>Ss write a short text.</p>	<p>T promotes Ss to be as creative as possible.</p> <p>T asks Ss to focus more on their ideas rather than on language.</p>
-----------------	--	-------------------------------	--

Follow up: My preferences for the future: The teacher asks the students to use the text they wrote to make a personalized bookmark. Students will use this book marker as a reminder of what they want to do in the future and all the skills, abilities and interests they already have to achieve that goal.

What do you want to do in the future?

Nico wants to study art at Figari UTU School.

I'm not very sure yet. The only thing I am sure about is studying art at Figari Vocational School. I think I will be exposed to several artistic expressions there and that will help me make a decision for after secondary school. I love poetry but Lua's dad showed me how nice painting is. I also like drawing...You see, I am still undecided.

Emma wants to be a nutritionist. She will attend CES and will choose to study biology.

As you all know, I am vegan. Cooking and eating has been a learning experience for me. I have always been interested in the nutritional facts of food. I want people to raise awareness of how important what we eat is. I want to help them develop the knowledge of eating well and eating healthily.

Simon wants to be a teacher. He will attend CES and attend human studies.

Camila: she is fond of the countryside so she would like to study something related to it.

Lua: she would like to study something related to sports. She wants to do Bachillerato de deportes.

Dumma likes computing a lot. He spends hours elaborating computing programmes. He is planning to follow the Bachillerato de Informática at CETP.

Lua: as you know I love sports, my favourite one is football. I spend the whole day playing football and watching matches on TV. If I had the opportunity, I would definitely love to study something related to it. My dream is to become a professional football player but I think I could also be a sports journalist.

Camila: Well, as you all now I come from the countryside and I love all rural activities. My parents own a farm so I would love to have my own farm one day. I think I could study something related to that, work hard and do my best to achieve my goal.

Dumma: I like spending hours and hours creating computing programmes. And I always fix my computer on my own when it's broken. I believe I will attend the Bachillerato de Informática at the nearby UTU school.


Simon: I enjoy helping my classmates and friends with their school tasks. In fact I like teaching them new things. I think I will follow the Bachillerato in Human Studies at the CES Bachillerato.

Topic: 2. I am good at...

Aims:

- to develop Ss' speaking skills by asking them to give their opinion about the activities the characters are good at.
- to reinforce Ss' reading skills by working with some questions about a text.
- to work with Ss' social emotional learning skills by asking them to identify a special ability they have.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T shows Ss two different pictures about activities: gardening, music, handcraft, reading, rollerblading.	Ss look at the pictures of different activities.	T encourages Ss to look at the pictures

	<p>T ask to look at the pictures and say if they remember which character was good at each activity.</p> <p>T gives Ss an S.O.S Box to express their ideas.</p> <p>I think ... In my opinion ... I believe ...</p>	<p>Ss mention if they remember which characters enjoyed those activities.</p> <p>Ss use an S.O.S Box to give their opinion.</p>	<p>and describe them.</p> 
--	--	---	---

Transition: Let's take a look at the quote I have found.

10 (minutes)	<p>T asks Ss to read the quote. "Ability is what you're capable of doing. Motivation determines what you do. Attitude determines how well you do it." Lou Holt</p> <p>T asks Ss to think of an ability they have, what motivates them and which attitude they show towards that situation.</p>	<p>Ss read the quote.</p> <p>Ss think about themselves and think about an ability they have, what motivates them and which attitude they show towards that situation (their ability).</p>	<p>T acts as a facilitator by eliciting vocabulary Ss may need.</p>
---------------------	--	---	---

Transition: Camila's teacher asked the whole group to read the quote and write a paragraph about it.

(10 mins)	<p>T provides Ss with Camila's text. T asks Ss to read the text and highlight with three different colors the ideas related to ability, motivation and attitude. T asks Ss to answer. a-What is Camila's ability? b-How does she feel motivated?</p>	<p>Ss read Camila's text and highlight with three different colours the ideas related to ability, motivation and attitude. Ss answer some questions about Camila's text.</p>	<p>T monitors while Ss read the text.</p> <p>T acts as a facilitator by eliciting words Ss may not understand.</p>
------------------	--	--	--

	c-What is Camila's attitude?		
Transition: Now, let's think about your own abilities.			
(5 mins)	T asks Ss to think about themselves and take notes about their abilities, what motivates them and the attitude they show. T asks Ss to write a paragraph using those ideas.	Ss think about themselves and take notes about their abilities, what motivates them and the attitude they show. Ss write a paragraph using those ideas.	T acts as a facilitator in case Ss need help with the vocabulary to perform the writing task.
Follow up: T asks Ss to share their texts with the rest of the class.			

rst, I couldn't think of any abilities. My teacher asked me to write about abilities and she was really emphatic about the idea that we all had abilities that could make us different from the rest. She didn't mention the idea of being better, but she actually wanted us to think about our own uniqueness. I laughed about that idea. I thought I was just like the rest of my classmates. It took me some days to find that uniqueness.

I am good at maths and I never have to study for my maths test. But everything changed when mid-term tests arrived. Some of my friends were actually struggling with that subject and at that moment I discovered I could help them. One day, during break time, I started helping my friends and they were really thankful. After the test, they said I had been really helpful and they could do most of the exercises.

At that moment, I realized I had the ability of explaining things to my classmates and they were able to understand me. They were so happy that I felt really motivated and wanted to help them. I didn't want to go over the teacher so I decided to ask her for help, too. My teacher was really happy. She said that sometimes students are able to explain things in a different way and we can help our classmates to understand better. She even offered herself to give me some extra lessons in case I wanted to continue helping others.

Topic: 3. Following my family traditions?

Aims:

- To enhance Ss' listening skill by working with a song that may be familiar to Ss.
- To promote an environment for reflection about the role of family in Ss' lives.
- To raise awareness about positive and negative aspects that following family traditions might have.
- To foster Ss' speaking skill by working with content-discussions activities.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T asks Ss to work in pairs. He/She delivers some sheets of paper for each pair and asks them to elaborate and write a definition for the word: family.</p> <p>T asks Ss to stick their sheets of paper on the classroom's walls.</p> <p>Once all the Ss' pieces of work are on the wall, T asks Ss to read their classmates' definitions and take notes about common words, expressions or concepts that may appear in more than one definition.</p>	<p>Ss get in pairs and discuss and elaborate a definition of what they think of while thinking of a family.</p> <p>Ss to stick their sheets of paper on the walls, identifying their work with an icon, but without writing their names on it.</p> <p>Ss walk around the classroom, read their classmates' concepts and take notes.</p>	<p>T checks instructions.</p> <p>T leads Ss, if necessary, into the idea that the concept of traditional families have changed over time.</p> <p>T promotes a respectful working environment.</p> <p>T allows room for Ss' independent work.</p>
<p>Transition: Let's listen to a song related to what we're working with!</p>			
<p>10 (mins)</p>	<p>T advances they are going to work with a song called: <i>We are family</i> by <i>Sister Sledge</i>.</p> <p>T asks Ss to listen to the song and check if any of the words they identified in their classmates' definitions appear in the song.</p>	<p>Ss listen to the song and check if any of the words they identified in their classmates' definitions appear in the song.</p>	<p>T promotes an appropriate working environment.</p> <p>T monitors Ss' work.</p>

	<p>T delivers the lyrics of the song with the stanzas in disorder, and asks Ss to listen to it again and order it.</p> <p>T asks Ss if any of the lines caught their attention, and asks Ss to analyze them together with some lines that are key to the content of the lesson:</p> <ul style="list-style-type: none"> • <i>we fly just like birds of a feather</i> • <i>Have faith in you and the things you do. You won't go wrong</i> • <i>high hopes we have for the future. And our goal's in sight</i> • <i>We're giving love in a family dose</i> <p>a) <i>How do you like these phrases?</i> b) <i>In which words or expressions does the singer make reference to her family?</i> c) <i>Is she satisfied with her family? Why?</i> d) <i>Which family traditions does the singer follow?</i></p>	<p>Ss listen to the song and order the stanzas.</p> <p>Ss express their ideas both in terms of what calls their attention from the song, and about the lines T highlighted.</p>	<p>T provides SSs with help only if necessary, focusing on Ss' independent work.</p> <p>T encourages Ss' participation reminding them there are no right or wrong answers at his stage.</p> <p>T fosters a respectful working environment.</p> <p>T monitors Ss' work providing them with help not only in terms of language but also in terms of content analysis.</p>
<p>Transition: Now let's see what you think!</p>			

<p>(10 mins)</p>	<p>T sticks four flipcharts with some questions on the corners of the classroom and asks Ss to answer them anonymously on a sticky paper and then stick them on the flipchart.</p> <p><i>a) What did you like most about the song?</i> <i>b) What words or expressions best define your family?</i> <i>c) What traditions are there in your family?</i></p> <p>T asks Ss to share their answers with their classmates orally.</p>	<p>Ss walk around the class and write their ideas on the hardboard.</p>	<p>T checks instructions.</p> <p>T allows room for Ss' independent work.</p> <p>T allows time for Ss to share their ideas</p>
-------------------------	---	---	---

Transition: Let's work with what you answered in question c.

<p>(5 mins)</p>	<p>T asks Ss to complete a chart individually.</p> <ul style="list-style-type: none"> - <i>A family tradition I like.</i> - <i>A family tradition I follow.</i> - <i>A tradition in my family I'd like to change.</i> 	<p>Ss to complete the chart with three guidelines, individually.</p>	<p>T fosters an appropriate working environment allowing Ss time to reflect upon those guidelines.</p>
------------------------	--	--	--

Follow up:

- T asks to reflect upon this question: *Is it important to follow family traditions? Why?*

and present it anonymously in the following lesson.

- With all the words and expressions write a *definition of family for this particular group.*

We are Family by Sister Sledge

We are family
I got all my sisters with me
We are family
Get up everybody and sing (x 2)

Everyone can see we're together
As we walk on by
(and) and we fly just like birds of a feather
I won't tell no lie

(All) all of the people around us they say
Can they be that close
Just let me state for the record
We're giving love in a family dose

We are family (Hey, y'all)
I got all my sisters with me
We are family
Get up everybody and sing (sing it to me) (x 2)

Living life is fun and we've just begun
To get our share of this world's delights
(High) high hopes we have for the future
And our goal's in sight

(We) no, we don't get depressed
Here's what we call our golden rule
Have faith in you and the things you do
You won't go wrong, oh no
This is our family jewel

We are family (hey, sing it to me)
I got all my sisters with me
We are family (oh, I can hear you now)
Get up everybody and sing (x 4)

Get up, get up, get up and sing it to me
Oh, I can't hear you y'all
Oh, have faith in you and the things you do
Hey hey, oh hey hey hey
Get up, get up y'all
Oh, hey hey hey

I got my sisters with me
Everybody, hey hey hey
Get up, get up and sing it to me
We're having fun
Life, life has just begun for me
Me, me and my family


Get up, get up and sing it
 Sing it, sing it, sing it, sing it to me
 Yeah, we're back together like birds of a feather
 Get up, come on y'all

We are family (yeah, sing it to me)
 I got all my sisters with me
 We are family (yeah)
 Get up everybody and sing (get up and sing it to me) (x 4)

Topic: 4. My family and my future.

Aims:

- to develop reading skills by being exposed to the presentations of Salvador, Lola, Teresa and Salvador.
- to promote writing and speaking skills by creating and performing a dialogue between the characters and the family.
- to raise awareness about their choices for the future and how their families influence those decisions.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T tells Ss that today there are some visitors to the class.</p> <p>T shows the pics of the 4 characters. T asks Ss if they remember who they are.</p> <p>T asks Ss to match the pics with the short descriptions.</p> 	<p>Ss make their guesses about who they are.</p> <p>Ss match the pictures with every short description.</p>	<p>T checks instructions.</p> <p>T checks whether Ss remember who the characters are.</p> <p>T allows Ss' independent work.</p>



Transition: These people are today with us to talk about their vocation, their profession and how their families influenced their decisions.

<p>(10 mins)</p>	<p>T invites Ss to divide in groups of 4 (it is important to have groups of 4 and not 5).</p> <p>T asks Ss to read about one character's relative and get:</p> <ol style="list-style-type: none"> 1- What he/she does. 2- The reason for his/her choice. 3- The challenges he/she faced. 4- How family influenced or not his/her decision. <p>After Ss finish, T asks Ss to form new groups of 4. Each group should contain 1 member of group 1, one member of group 2, one member of group 3 and one member of group 4.</p> <p>T asks Ss to take turns and share what each member has to say. The rest of the classmates complete a chart containing the names of the other character's relatives.</p>	<p>Ss get in groups of 4 members.</p> <p>Ss read the material and complete some tasks related to the content of the texts.</p> <p>Ss take turns in sharing what each classmate has to say. The rest of the classmates listen and complete a chart with information about the other character's relatives.</p>	<p>T pays special attention to how Ss form the groups.</p> <p>T helps Ss in understanding the task's ideas and in elaborating their own ideas.</p> <p>T promotes Ss' exchange of ideas.</p> <p>T monitors Ss' work providing them with help in terms of language and content.</p>
-------------------------	---	---	---

Transition: Let's imagine how you these people told their families their decision to study.

(10 mins)	T asks Ss to get in the same groups and create a dialogue between Ismael, Lola, Teresa and Salvador and the relatives you choose.	Ss get in groups and create a similar dialogue among Ismael, Lola, Teresa, Salvador and the relatives they choose.	T monitors how SS form the groups.
	T asks Ss to practice the dialogues	Ss practice the dialogue.	T encourages Ss' participation.

Transition: Now, let's perform the dialogues.

(5 mins)	T invites Ss to share their performances.	Ss perform their dialogues.	T assesses Ss's performance orally.
-----------------	---	-----------------------------	-------------------------------------

Follow up:

Lola: Hello! Can you hear me well? My name is Dolores but people call me Lola and I am in the US. Thanks for the invitation to share my story. I always loved science. When I was a child I always watched documentaries about science on TV and I always volunteered to do science experiments at school. When I grew up, I studied chemistry at university. I carried out research all my life and I wanted to know more about my profession. For that reason, I applied for a Fulbright scholarship to earn a master's degree in science...and I got it! I traveled to the US last year and I have been here since then. I am at Northern Illinois University, a public university in the midwest of the US. I live in a city called DeKalb and I have met people from all over the world. The opportunities for research now are many more and I have made partnerships with some colleagues to expand the topics I work with. With my Armenian friend I conduct research on how plants grow healthier and taller. With my Chinese friends I conduct research on the impact of technology in science. It's fascinating.

My job demands a lot of rigurocity and hard work but the results really pay off.

Ismael: Hi! I'm Ismael and as you know I'm Nico's father. Everyone calls me Isma. Nico asked me to come to school and talk to you about what I do for a living. I am a handy man and I have strong abilities to fix everything at home. At a certain point of my life I couldn't realize that it was something I could exploit to earn a living. When I was pretty young I used to help my parents at home and they were the ones that encouraged me to study carpentry at UTU. There was an UTU three or four blocks away from home and I decided to study there. It was love at first sight. Right away, when I started the course, I realized I could sell the products I made and that was awesome. After graduating from the carpentry course, I also studied

Electrical Systems. At this moment, I am one of the managers of a division at the local County Hall.

Teresa: Hi, and thanks for the invitation. I am Teresa and I am a teacher. To be honest, I didn't want to be a teacher but I didn't want to move from my small town. When I was an adolescent like you I thought that teaching was not my cup of tea. However, when I started attending the teacher trainer institution I discovered that I liked it more than I thought. Nowadays, I can tell you that I enjoy the contact with the children and sharing what I know and what I don't know with them. Sometimes, we learn together. For example, last year I worked in a rural school and we launched a program called Ingles Sin Limites. With it, I learned English with my students, it was so much fun! To be a teacher you need to be empathetic with others and you need to study a lot, and more importantly help your students become independent learners.

Salvador: Hi everyone! Well... as most of you may know I'm Salvador and I'm Lua's father. It's a pleasure for me to be here.

Well... I like drawing, painting and playing with shapes and colors since... well... since my very first memories. My parents used to ask me what I wanted to be in the future and they weren't satisfied with my answer about being an artist. At school my higher grades were on every subject related to the arts. It was only then when my parents realized that being a painter was a passion and that there was no other possibility.

But expectations versus reality.... there was no place to study arts in my hometown. So I found out that I could study at Pedro Figari CETP school. I talked to my parents and we applied for a government scholarship to enter that school. It was hard and very competitive; there were a lot of documents to fill in, duties to accomplish, and entrance tests to sit for. But I finally got it.


It was a harsh path but it was worth it. I could follow my dreams and I could blend my passion with my occupation.

Topic: 5.How to manage my economy.

- Aims:**
- To help students reason on the importance of knowing how to manage their money.
 - To make students aware of the importance of prioritizing their choices to make good use of money.
 - To learn vocabulary related to the management of money.
 - To deal with an important topic that will always be part of their lives.

Stage	T's action	Ss' actions	Assessment
-------	------------	-------------	------------

<p>Uncovering the topic of the lesson (6 mins)</p>	<p>Teacher asks a question to students: <i>Do you think money is important? Is it important in your lives? In what situations ?</i> Then, T writes on the board the situations in which students consider money is important.</p>	<p>Students listen to the teacher and answer the questions orally.</p>	<p>T listens to the students and writes the information that they provide on the board.</p>
<p>Transition: How do you spend your money?</p>			
<p>(7 minutes)</p>	<p>T shows Ss different pictures of possible objects or activities in which to spend money and they have to label the activities and objects with the words from the table.</p>	<p>Ss work in pairs, they label the pictures.</p>	<p>Ss volunteer to label the objects or activities on the board.</p>
<p>(13 mins)</p>	<p>T invites Ss to discuss in pairs about the way they manage their money. They have to express it by using these expressions: <i>I spend most of my money on... I spend a lot of my money on... I don't spend much money on... I spend a little money on... I think spending money on... is to waste your money. I believe spending money on... is a good use of money.</i></p>	<p>Ss work in pairs, they look at some pictures and talk about the way in which they use their money.</p>	<p>T asks some Ss to share with the whole group about the way in which they manage their money.</p>
<p>Transition: Now that we have discussed the way we spend our money, do you think that you make a good use of it?</p>			

<p>(6 mins)</p>	 <p>T asks Ss to read an article about how to manage money that is for teenagers. T explains that they have to match the titles with the corresponding paragraphs.</p>	<p>Ss read the article and match the titles with the corresponding paragraphs.</p>	<p>T asks Ss to share their answers orally.</p>
<p>(5 mins)</p>	<p>T asks Ss to read the text again and answer some questions.</p>	<p>Ss read the text and answer some questions.</p>	<p>Ss say their answers and they write them on the board.</p>
<p>Transition: Let's test a way in which we can manage our money by using a mindmap. What dimensions would you include?</p>			
<p>(8 mins)</p>	<p>T asks Ss to complete the mind map with: <i>income, weekly expenses, social life cost, ideal fund.</i> Finally, they answer a question: <i>Now that you know the amount of money you spend, how much money can you save per month?</i></p>	<p>Ss complete the mind map with the activities they do in each dimension mentioned and the money they spend on those activities.</p>	<p>Ss share their ideas orally.</p>
<p>Follow up: Students prepare a poster or infographics explaining the best way they consider for managing their money and suggestions for saving some. They present it to their classmates and students from other groups.</p>			

Topic: 6. Real opportunities today.

Aims: -To provide information about different working opportunities for teenagers.

-To work with vocabulary related to jobs.

-To inform students about the Law 19.133 regarding jobs for young people.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	Teacher asks students: "What is a job opportunity?" "Do you think teenagers have job opportunities?"	Students answer T's questions.	Ss share their answers aloud.
Transition: Imagine you want to get a job. What steps do you have to follow?			
(6 mins)	T asks students to put the different steps of the process to find a job in order.	Ss put the stages of the process to find a job in order.	Oral correction.
Transition: One of the steps to search for a job is to discover our working profile. Let's discover it.			
(10 mins)	T tells Ss that in order to discover their working profile, they are going to reflect about their personality, their knowledge and their abilities.	Ss complete the table by answering the questions: What am I like? What type of knowledge do I have? What things can I do?	Ss share their answers with the partner next to him / her. The partner tells the rest of the group their classmate's answers.
Transition: Let's see different working profiles. According to what you wrote in the table, do you see yourself having any of the occupations in the box?			
(10 mins)	T explains that the different working profiles are related to what the person can do, to his/her studies and to his/her personality. Then T asks Ss to match the different occupations to the profiles.	Ss write the corresponding occupation in the boxes of each profile. They add one more occupation to each one.	Oral correction
Transition: If any young person is planning to look for a job, it is important to know the law that regulates youth employment.			
(12 mins)	T explains that there's a law that protects and regulates youth employment. It is law N° 19.133. T asks Ss to find information about it on the Internet and decide if some statements are True or False.	Ss search the web to find information about the law and do the True or False activity.	The correction is done on the board.

--	--	--	--

Follow up: After reading the law, Ss come up with an article that they consider could be important to include.

Topic: 7. My true vocation vs profession.

Aims:

- To raise awareness of a relevant issue for students: activities or jobs they would like to do in the future.
- to promote critical thinking by asking students to give their opinions about their vocation and professions.
- to develop reading skills by using a multi-layered reading activity in which students will go from the general idea of the text to the details.
- to develop oracy skills by working with T-P-S and BICs.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (10 mins)</p>	<p>Think – Pair – Share</p> <p>T asks Ss to think of an activity /job that they would like to do in the future.</p> <p>T asks Ss to think why they want to do that. Read what the characters have to say.</p> <p>Dumma: I would like to be a Computer Science programmer because it's useful for the future of humanity.</p> <p>Camila: I would like to be a vet because I love animals and working in the countryside.</p>	<p>Ss think of an activity they would like to do in the future.</p> <p>Ss think why they want to do that. Ss read what the characters have to say.</p>	<p>T monitors the activity. T acts as a facilitator in case Ss need help to give their opinions.</p> <p>T provides help only when necessary trying to foster Ss' independent work.</p>

	<p>Simon: I would like to be a teacher because I think teaching is a great social activity.</p> <p>Nico: I would like to be an artist because I think it is a great way to express my feelings.</p> <p>Lua: I would like to be a personal trainer because I think sports are great for life and health.</p> <p>T invites Ss to get in pairs and share what they want to do and why.</p> <p>T sets up a mentimeter poll and asks Ss to introduce their choice for the future. After a minute, there is a cloud containing all the answers from the class.</p>	<p>Ss get in pairs and exchange their ideas of what they want to do and justify their decisions.</p> <p>Ss use the mentimeter poll code provided by the T to introduce their choices.</p>	<p>T fosters Ss' participation and exchange of ideas.</p> <p>T checks if Ss are actually familiar with this digital tool. If there are some Ss who haven't used it, T asks a member of the group to explain how it works.</p>
<p>Transition: Think of people you know, is their vocation the same as their profession? and what about their job? Do the people you know like the job they have. For example, I always wanted to be a lawyer, but I discovered that I loved teaching so I changed professions because I discovered that my vocation was teaching. Now, I am your teacher. So my vocation, my profession and my job are the same and I love them. Let's read an interesting article I found about the topic.</p>			
<p>10 (minutes)</p>	<p>T asks Ss to read the title of the text and say whether they agree or not.</p>	<p>Ss read the title of the text and comment if they agree or not.</p>	<p>T checks instructions.</p>

	<p>T invites Ss to read the text and answer some questions.</p> <p>T asks to pay attention to the following phrases from the text:</p> <p><i>“In countries like Uruguay, education has decentralized and there are educational opportunities in various parts of the country.”</i></p> <p><i>“...no matter what people want to study they can do it at a close by institution.”</i></p> <p><i>“Traditional professions are not currently the most popular ones, there is a wide array of new professions that are common these days.</i></p> <p><i>“In addition to this, there are more opportunities to become autonomous entrepreneurs and in this way settle your own business.”</i></p>	<p>T reads the text and answer some questions.</p> <p>Ss read the text paying special attention to these phrases.</p>	<p>T provides Ss with help, only when necessary, in order to foster Ss’ independent work.</p>
--	---	---	---

Transition: I want to know your opinions about these phrases. Let’s work in smaller groups.

<p>(10 mins)</p>	<p>T divides the class into 8 groups. 2 groups choose phrase 1, 2 groups choose phrase 2, 2 groups choose phrase 3 and 2 groups</p>	<p>Ss get divided into 8 groups.</p> <p>2 groups choose phrase 1, 2 groups choose phrase 2, 2 groups choose phrase 3</p>	<p>T checks instructions.</p> <p>T monitors Ss’ work.</p>
-------------------------	---	--	---

	<p>choose phrase 4. T invites Ss to search for information to support those ideas.</p> <p>Then, T asks the groups with the same phrase to get together and exchange ideas.</p> <p>T asks Ss to think about their family members :</p> <ul style="list-style-type: none"> - <i>if they planned to do what they do</i> - <i>if they feel happy because of their activity</i> - <i>if they thought about their possible future activities.</i> 	<p>and 2 groups choose phrase 4.</p> <p>Ss search for information to support those ideas.</p> <p>The groups with the same phrase get together and exchange ideas.</p> <p>Ss think about their family members: if they planned to do what they do - if they feel happy because of their activity- if they thought about their possible future activities.</p>	<p>T promotes Ss' exchange of ideas.</p> <p>T allows time for Ss to work on the requested task.</p>
--	--	--	---

Transition: Now, let's write down these ideas about your vocation, your profession and your future job. Let's create a bookmark.

<p>(5 mins)</p>	<p>T asks Ss to take a piece of cardboard and write some sentences having in mind what they like doing , and what they would like to do in the future.</p> <p>For example: <i>I like painting I would like to be a famous painter.</i></p> <p><i>I like football. I would like to be a professional football player in Europe.</i></p> <p><i>I like ballet. I would like to dance in the "Sodre".</i></p>	<p>Ss take a piece of cardboard and write some sentences having in mind what they like doing, and what they would like to do in the future.</p>	<p>T checks instructions, asking one of the classmates to explain the task if necessary.</p> <p>T provides Ss with help both in terms of language and ideas for the task.</p>
------------------------	---	---	---

Follow up: T invites Ss to share their bookmarks with the rest of the class.

Topic: 8. Vocational fair.

Aims:

-to develop Ss' reading skills by working with an article about the Vocational Fair.

-to motivate and lower Ss' affective filters by playing a board game.

-to work with kinesthetic Ss by playing a game.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T starts the class sharing an invitation with the Ss. The invitation is for a Vocational fair. T asks Ss what activities they think they can find there.</p>	<p>Ss look at an invitation for a Vocational fair. Ss mention the activities they think they could find.</p>	<p>T acts as a facilitator by providing vocabulary they may need.</p>
<p>Transition: This Vocational fair takes place in High School Number 1 in Young.</p>			
<p>10 (minutes)</p>	<p>T asks Ss to read an article that describes the Vocational fair and asks Ss to answer questions about it.</p>	<p>Ss read an article that describes what the Vocational Fair is about and answer some questions.</p>	<p>T monitors Ss while they do the reading comprehension activity.</p>
<p>Transition: In the Vocational fair you can learn about different careers and jobs. Let's see how much you know about certain jobs.</p>			
<p>(15 mins)</p>	<p>T asks Ss to get in 6 groups to play a game. T needs to take to class and three copies of the</p>	<p>Ss get in groups of four to play a game.</p>	<p>T monitors Ss work and acts as a facilitator by explaining the game</p>

	board game and the cards.		one more time if it's necessary.
<p>Follow up: After learning about the Vocational fair and playing the game, I want you to think about your future.</p> <p>T asks each group to create a new item / question for each category. Groups take turns to ask each other the new questions.</p>			

GUESS THE JOB

Someone who puts out fires.

Someone who serves food.

Someone who grows crops.

Someone who sells meat.

Someone who helps you with the law.

Someone who cleans buildings.

Someone who catches and sells fish. Someone who treats patients.

Someone who makes bread and cake.

Someone who goes into outer space.

Someone who catches criminals.

Someone who acts in movies.

Someone who helps a doctor.

Someone who makes computer games.

What is the wrong one?

I am a nurse. To work I need

- pen light
- nursing scissors
- pliers

I am a builder. To work I need

- hammer
- towel
- trowel

I am a secretary. To work I need

-computer

-car

-screwdriver

I am a doctor. To work I need

- board

- stethoscope

- brush

I am a gardener. To work I need

-rake

-cellphone

-fridge

Look at the workers and compare them.

teacher - policeman

doctor - gardener

lawyer - builder

dentist - engineer

farmer - policeman

waiter - cook

artist - secretary

Look at the picture, say the job and a skill you need to perform the job.

chef

referee

carpenter

electrician

nurse

courier

3 pictures, name them and guess the job.

Computer, phone, desk.

Whiteboard, blackboard, pencils, markers, desk, computer, eraser

Handsaw, drill, hammer, tape measure.

Places of work, picture, say the place and mention two people who work there.

hospital

school

supermarket

library

company

Equipment, look at the equipment and name it.

Shovel, gardening gloves, watering can, rake, spade, knife, saucepan, microwave oven,

Rules at work

To be a dentist you should ... but you shouldn't ...

To be a vet you should ... but you shouldn't ...

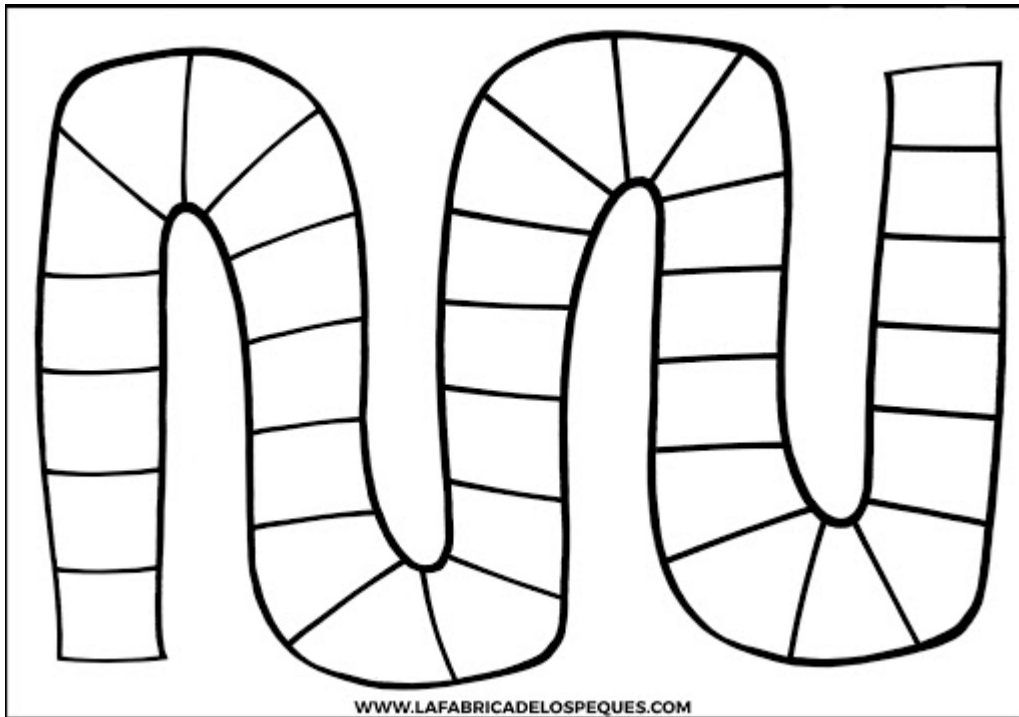
To be a teacher you should ... but you shouldn't ...

To be a farmer you should ... but you shouldn't ...

To be a doctor you should ... but you shouldn't ...

To be a lawyer you should ... but you shouldn't ...

To be an artist you should ... but you shouldn't ...



1	start
2	Guess the job.
3	Look at the workers and compare them.
4	Miss a turn
5	Look at the picture, say the job and a skill you need to perform the job.
6	Places of work, picture, say the place and mention two people who work there.
7	3 pictures, name them and guess the job.
8	Look at the workers and compare them.
9	Places of work, picture, say the place and mention two people who work there.

10	Guess the job.
11	Equipment, look at the equipment and name it.
12	Go ahead 2 spaces.
13	Look at the picture, say the job and a skill you need to perform the job.
14	Go back to the start
15	Rules at work
16	3 pictures, name them and guess the job.
17	Equipment, look at the equipment and name it.
18	Which is the wrong one?
19	Rules at work
20	Places of work, picture, say the place and mention two people who work there.
21	3 pictures, name them and guess the job.
22	Guess the job.
23	Look at the picture, say the job and a skill you need to perform the job.
24	Oh no! Go back 2 spaces!
25	Look at the workers and compare them.
26	Which is the wrong one?
27	Guess the job.
28	Which is the wrong one?

29	Oh no! Go back 2 spaces!
30	Guess the job.
31	3 pictures, name them and guess the job.
32	Look at the workers and compare them.
33	Equipment, look at the equipment and name it.
34	FINISH

Topic: 9. Technical / Vocational education. (CETP)

Aims:

- To provide Ss information about vocational education.
- To work social emotional learning and let Ss express their preferences about what they want to study in their future, more specifically when.
- To enhance Ss speaking and writing skills.
- To develop Ss' taking decisions ability through allowing them to visualize different studying alternatives.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (10 mins)	T asks Ss some questions: -What is your favorite subject or area ? -What are you good at? -which is your main ability? - What do you want to study in the future?	Ss answer the questions T asks.	T encourages Ss to participate and answer thinking about their decisions for the future.
Transition: Thinking about the future can sound like a remote idea, but when you finish Ciclo Básico there are plenty of options you can choose at CETP .			
20 (minutes)	T asks Ss to get in groups. To form the groups, T asks Ss to take a paper out of a bag. The different groups refer to different options you can study at UTU. T tells Ss to access	Ss take a paper out of a bag and get in groups according to the paper they got.	T checks instructions. T monitors Ss' group working.

	<p>https://www.utu.edu.uy/utu/propuesta-educativa</p> <p>Administration Agrarian Studies Gastronomy Sports Tourism Computer Science Mechanics Electricity Hairdressing and Beauty Metalwork industry</p> <p>T tells Ss that each group needs to find information about: -Subjects and allotted time: -What they can study after finishing 6th grade:</p> <p>T asks one member of the group to share their findings with the rest of the class.</p>	<p>Ss work in groups and find specific information about the option they have.</p> <p>One member of the group shares their findings with the rest of the class.</p>	<p>T fosters Ss' independent work while looking for the information about the different options.</p> <p>T helps Ss with some guidelines in order to organize their search.</p> <p>T promotes Ss' participation and interaction among each other.</p>
--	---	---	--

Transition: One of Nico's cousin studied at UTU. Let's listen to him.

<p>(10 mins)</p>	<p>T asks Ss to listen to Nico's cousin and see what he studied.</p> <p>T asks Ss to listen again and answer: 1- What is his name? 2- Where did he study? 3- When did he finish his studies? 4- What did he do afterwards?</p> <p>T asks Ss to listen for the third time and find out what</p>	<p>Ss listen to Nico's cousin and say what he studied.</p> <p>Ss listen to Nico's cousin one more time and answer some questions.</p> <p>Ss listen to the last time to find out what skills he</p>	<p>T checks instructions.</p> <p>T promotes an appropriate environment to work with a listening task.</p> <p>T focuses the task on developing Ss' taking decisions ability.</p>
-------------------------	--	--	---

	skills he needed to succeed in his studies.	needed to succeed in his studies.	
--	---	-----------------------------------	--

Transition: Project: What I want to study at UTU? You have to go to the website (<https://www.utu.edu.uy/utu/propuesta-educativa>) and read about the different options you have to finish your high school in a vocational school. Choose one option and say why you chose it and what you want to study or do afterward. You may want to set up your own small business or you may want to pursue a tertiary level profession. It's up to you!

Topic: 10. Secondary school - (CES)

Aims:

- To reinforce Ss' speaking skills by asking them to express their feelings about moving forward to high school.
- To work with Ss' social emotional learning by letting them express their emotions towards an important topic.
- To enhance Ss' reading skill by working with written material about a topic that it's highly relevant for Students.
- To expose students to taking decision situations about real issues such as what to study in the future, in order to reinforce this ability.
- To provide Ss with further useful vocabulary and expressions for Ss to communicate their ideas in L2.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T starts the class showing Ss what Simon has published on social media.</p> <p>T asks Ss how he is feeling and what his problem is.</p> <p>T asks them how they feel about moving forward to high school. Do you feel... happy? insecure? reluctant? thrilled?</p>	<p>Ss look at what Simon has published on social media.</p> <p>Ss say how Simon is feeling and what his problem is.</p> <p>S say how they feel about moving forward to high school.</p>	<p>T allows Ss to make comments on what they see, as it may be thrilling for them.</p> <p>T fosters Ss' participation and reminds Ss that there are not right or wrong answers at this stage.</p> <p>T encourages Ss to participate and express their feelings and ideas.</p>

Transition: Simon is relieved that he decided what to do. Look at what he says.

<p>10 (minutes)</p>	<p>T presents the Ss with a text dialogue between Simon and Emma speaking about what they decided.</p> <p>T poses some questions: 1- What has Emma decided to study? Why? 2- What has Simon decided to study? Why? 3- What are Simon's strengths to support his choice?</p> <p>T asks Ss if they agree with some of Simon's statements:</p> <p>1- Math is my weakness but I study hard and I succeed. 2- I will attend Humanistic Studies because I wanna be a teacher. 3- I liked the lesson about indigenous people. 4- I am good at giving arguments. 5- I am good at reading long hours.</p> <p>SOS Box I agree with Simon because.. I don't agree with Simon because... I partially agree with Simon because... I totally agree with Simon because...</p>	<p>Ss read what Simon has decided to do.</p> <p>Ss read the dialogue between Simon and Emma and answer the given questions.</p> <p>Ss say if they agree with Simon's statements.</p> <p>Ss use an S.O.S Box to support their ideas.</p>	<p>T checks whether Ss understand not only that the character has taken a decision, but also what kind of decision he has made.</p> <p>T fosters Ss' independent work while dealing with this activity.</p> <p>T exposes Ss to real issues taking decision situations to hammer on this ability.</p> <p>T reminds Ss about the usefulness of the SOS Box to elaborate and develop their ideas.</p>
----------------------------	---	---	--

Transition: What options do you have at CES?

(10 mins)	<p>T says that Simon wants to attend Humanistic Studies and Emma wants to attend Biology Studies. What other areas can you study? What subjects do you have in each of them? What careers will require one option over another one?</p> <p>T invites Ss to research on the multiple options they have in CES: www.ces.edu.uy</p> <p>T invites Ss to talk with people who have attended the different options to know more about them./ T invites Ss from 5th and 6th to go and talk.</p> <p>T encourages Ss to visit the local or close high school to get to know it and see what each option looks like.</p>	<p>Ss answer the given questions.</p> <p>Ss use their computers or cellphones to find information about the options they have to study in CES.</p> <p>Ss learn more about the options from people who have attended the different options.</p> <p>Ss are encouraged to visit the local or close High school to find out about the options they have.</p>	<p>T fosters as much Ss' participation as possible.</p> <p>T promotes Ss' independent work at this stage.</p> <p>T foster Ss' independent research of information.</p> <p>T fosters a cooperative working environment.</p>
Transition: Let's see what you have found.			
(5 mins)	T invites the Ss to present their findings.	Ss present their findings.	T fosters Ss' participation and exchange of ideas.
Follow up: After Ss present their findings, T can conduct a poll to find out how many of the Ss plan to continue their studies at CES, CETP or if they plan to choose other options.			

Topic: 11 - Rural vocational schools

Aims:

- To expose students to educational alternatives by providing them with information about Agrarian Rural Vocational schools.

- To let Ss express their preferences and give reasons about their choices.
- To develop reading and speaking skills by reading, completing and role playing dialogue.
- To promote writing skills by filling in a form to enroll at school.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (10 mins)</p>	<p>T asks Ss to look at what Camila has to say.</p> <p>Hey guys! You know how much I love the countryside. I used to milk the cows, weed out the garden and plant. I am inclined to study something related to the countryside. Do you know where I can study?</p> <p>Simon: Do you know about Agricultural schools from UTU?</p>	<p>Ss say if they know where Camila can study.</p> <p>Ss say if they know about Agricultural schools from UTU.</p>	<p>T promotes an appropriate working environment.</p> <p>T provides Ss with necessary help both in terms of language and content.</p>
<p>Transition: Look at this map. On the map there are some of the Agrarian schools we can find in Uruguay.</p>			
<p>10 (minutes)</p>	<p>T asks Ss to work with the partner next to him/her, read the text, search on the UTU web pages which agrarian schools are for Ciclo Básico and which are for Educación Media Tecnológica.</p> <p>T asks them to classify the different Agrarian Schools in relationship to the area of specialization. T explains that there are schools that specialize in cattle-breeding, others in dairy farms, etc.</p>	<p>Ss work in pairs.</p> <p>Ss read the text, search on the UTU web pages which agrarian schools are for Ciclo Básico and which are for Educación Media Tecnológica.</p> <p>Ss classify the different Agrarian Schools in relationship to the area of specialization.</p>	<p>T promotes an activity focusing on reading for specific purposes.</p> <p>T acts as a facilitator in case Ss need help with specific vocabulary.</p> <p>T provides Ss with help in relation to content.</p>

	T asks Ss to choose one school that might be suitable for Camila.	Ss choose one school that might be suitable for Camila.	T provides SS with help only in case of necessary, to foster Ss' independent work.
--	---	---	--

Transition: Camila: thank you guys for helping me decide on the school to continue studying.

(10 mins)	T presents Ss with a form that Camila has to fill in. She doesn't know how to do it and Camila asks them to fill in one as a model for her.	Ss help Camila fill in the application form.	T encourages Ss to work with the form.
	T tells that Camila needs to have a telephone interview with the counselor at UTU. Make the questions according to what she answers.	Ss make the questions according to what she answers.	T monitors the activity.
	T asks Ss to get in pairs and roleplay the dialogue.	Ss get in pairs and role play the dialogue.	

Transition: Now it's your turn to talk about your application to the school

(10 mins)	T asks Ss to continue working in the pairs and be the counselor and ask questions to his/her classmate.	Ss continue working in pairs.	T focuses on enhancing Ss' writing skills .
	Then, T asks Ss to switch roles and the one who answered questions is the counselor and vice versa.	Some Ss are the counselors and ask questions to their classmates.	T fosters Ss to give reasons and explain their ideas.
	T shows a situation in which Camila asks the Ss their opinion about the school and if they would	Then Ss switch roles and do the same.	
	T shows a situation in which Camila asks the Ss their opinion about the school and if they would	Ss say their opinion about the school and if they would like to study there or not and why.	T encourages Ss' participation.

	like to study there or not, and why.		
--	--------------------------------------	--	--

Follow up: (5mins) some individual Ss express their ideas supporting them and giving reasons.

Topic: 12. Decentralized education.

Aims:

- to provide Ss with information about different studying opportunities.
- to work with an interesting and important topic: studying opportunities in Uruguay.
- to develop Ss' reading skills by working with a dialogue.
- to reinforce Ss' speaking skills by asking them to express what they know about a certain topic.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	T starts the class showing a situation between Nico and his mum. His mum is a teacher.	Ss are shown a situation between Nico and his mum.	T checks whether Ss remember these characters.
	T asks to read the dialogue and answer: 1- Where did she live? 2- Could she study in the city where she lived? 3- What were the challenges she had to face? 4- Could she finally achieve her goal? 5- What type of support did she receive?	Ss read a dialogue between Nico and his mum and answer the questions.	T provides Ss with help in both language and ideas.
	T asks the students if they had to face the same challenges if they wanted to become a teacher today.	Ss imagine the situation and answer.	T fosters Ss' participation. T promotes a respectful working environment.

Transition: Nico is doing his homework.

<p>10 (minutes)</p>	<p>T shows the task Nico was asked to do.</p> <p>T asks: What does Nico have to do? Where does he find the information?</p> <p>T tells Ss that Nico found different options:</p> <p>UTEC UdelaR UE ANEP Catholic University UTU - Tertiary Courses</p> <p>T probes: What do you know about these institutions? Where are they located? Do you have one of them in your city?</p>	<p>Ss answer some questions about Nico.</p> <p>Ss read the options Nico found on the Internet.</p> <p>Ss say what they know about some institutions.</p>	<p>T elicits information of what she asked Nico to do.</p> <p>T checks understanding of the task.</p> <p>T monitors the activity.</p> <p>T encourages participation and assesses when necessary. Oral correction is preferred.</p>
----------------------------	--	--	--

Transition: Nico is looking for information about some of the options.

<p>(10 mins)</p>	<p>T asks Ss to research and find a:</p> <ol style="list-style-type: none"> 1- Place where you can study recreation. 2- Place where you can study jazz. 3- Place where you can study to be a lawyer. 4- Place where you can study administration. 5- Place where you can study psychology. 6- Place where you can study to be an accountant. 7- Place where you can study Computer Science. 	<p>Ss read the different pieces of information and say:</p> <ol style="list-style-type: none"> 1- Place where you can study recreation. 2- Place where you can study jazz. 3- Place where you can study to be a lawyer. 4- Place where you can study administration. 5- Place where you can study psychology. 6- Place where you can study to be an accountant. 7- Place where you can study Computer Science. 	<p>T fosters Ss' independent work while dealing with the different items.</p>
-------------------------	--	---	---

	8- Place where you can study Human Resource Managing. 9- Place where you can study Prevention Technician. 10- Place where you can study to be a teacher. 11- Places where you can study online.	8- Place where you can study Human Resource Managing. 9- Place where you can study Preventionist Technician. 10- Place where you can study to be a teacher.	
--	--	---	--

Transition: Where would you like to study and why?

(5 mins)	<p>T allows time so students say where they would like to study in the future and if they can study in the place they live.</p> <p>T asks Ss to get in pairs and think about the area where they live.</p> <p>T asks Ss to prepare a map. On the map they must locate 5 places where they can study and what they can study.</p>	<p>Ss say where they would like to study in the future and whether they can study that in the place they live.</p> <p>Ss get in pairs and thin about the area where they live.</p> <p>Ss make a map and locate places where they can study and what they can study there.</p>	<p>T allows room for Ss to reflect upon the guidelines of this stage.</p> <p>T fosters Ss' participation.</p> <p>T monitors Ss while they prepare the map and may probe about some ideas related to the topic.</p>
-----------------	--	---	--

Follow up: T asks each pair to present their map to the rest of the class. We must take into account that all Ss have different interests and they will come up with different options on their maps.

Topic: Where should I go to follow my vocation?

Aims: -To help students recognize their preferences related to their vocation.

-To investigate the possibilities Ss have to follow their vocation.

-To read about the characteristics that different personality types have.

-To investigate about the places where Ss have to go to follow their vocation.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (5 mins)	T draws a hangman with the word FUTURE	Ss play hangman to discover the word FUTURE	The correct word is written on the board

Transition: Let's talk about your future, more specifically about your future vocation. What does the word "vocation" mean?. Look it up in the dictionary.

<p>15 (minutes)</p>	<p>T explains that they will read a summary of a theory about careers and vocational choice developed by the American psychologist John Holland. T asks them to start thinking about which personality type they think they belong to. T explains that each description of the hexagon corresponds to a category of the second hexagon. T asks Ss to match the different descriptions to the categories.</p>	<p>Ss read the summary of Holland's theory and reflect about which description(s) best applies to them. Ss match the description of the first hexagon with the names of the first.</p>	<p>Ss take turns to read the description and the corresponding name.</p>
----------------------------	--	--	--

Transition: Could you place yourselves in one or two categories? Let's see your preferences.

<p>(5 mins)</p>	<p>T asks Ss to use the SOS box to express the category they think they belong to.</p>	<p>Ss use the SOS box to express the category they think best describes them.</p>	<p>Ss take turns to express their guesses.</p>
------------------------	--	---	--

Transition: Now let's confirm your guesses by doing a vocational test

<p>(20 mins)</p>	<p>T explains how to do the vocational test. T asks Ss to compare their results with the previous guesses using Holland's hexagon</p>	<p>Ss work individually to do the vocational test. Once they get their results, they compare them with their guesses in the previous activities.</p>	<p>Ss tell a partner the result they got.</p>
-------------------------	---	--	---

Follow up: Ss investigate different possibilities they have in Uruguay or abroad to follow the vocation they got in the result of the test. The following lesson they tell their partners the places available to prepare themselves to follow their vocation.

Topic: 14. Entrepreneurship.

Aims:

- to promote the development of oracy skills and BICs by exchanging ideas on how they can become entrepreneurs.

- to promote reading skills by working with process reading and going from the general understanding of the text to the details.
- to promote writing skills by means of creating a poster and brochures related to the business they created.
- to trigger their motivation and creativity by asking them for creative solutions to some problems such as the lack of money to go on a trip.

Entrepreneurship: the activity or setting up of a business or businesses, taking on financial risks in the hope of profit.

Stage	T's action	Ss' actions	Assessment
<p>Uncovering the topic of the lesson (7 mins)</p>	<p>T shows a situation: The gang wants to go on an end-of-year trip. They have no money and they need to raise money to pay for accommodation and food.</p> <p>T asks Ss to think of ideas and discuss them in pairs.</p> <p>T asks Ss to share their ideas to see what the best way of getting funds could be.</p>	<p>Ss are shown a situation.</p> <p>Ss think of ideas and discuss them in pairs.</p> <p>Ss share their ideas to see what the best way of getting funds could be.</p>	<p>T presents a situation that could be familiar to Ss in order to facilitate the development of the lesson.</p> <p>T promotes a cooperative working environment between each pair.</p> <p>T promotes a cooperative environment among all the group.</p>
<p>Transition: Listen to what they are discussing and see if you guessed.</p>			
<p>10 (mins)</p>	<p>T asks Ss to read a discussion among Nico, Freddy, Lua and Emma talking about the ways in which they can earn money.</p> <p>T asks Ss to answer the following questions:</p>	<p>Ss read a discussion among Nico, Freddy, Lua and Emma talking about the ways in which they can earn money.</p>	<p>T promotes an appropriate environment to work with process reading tasks.</p>

	<p>1- What is the character's original idea to raise money?</p> <p>2- Did all of them agree?</p> <p>3- Why wasn't the proposal a good one?</p> <p>4- What will they do, then?</p> <p>5- Where will they get the materials from?</p> <p>T asks Ss if they have every seen any recycled things.</p>	<p>Ss answer some questions.</p> <p>Ss share their previous experiences regarding recycled objects.</p>	<p>T corrects the activity orally.</p> <p>T facilitates the activity and acts as a monitor of student participation.</p>
--	---	---	--

Transition: Let's see some examples of objects made with recycled elements.

(10 mins)	<p>T shows some pics with objects made with recycled elements.</p> <p>T asks the Ss to look at the pictures and read the description of the objects below. T asks Ss to fill in the gaps with words you want and fit.</p>	<p>Ss look at some pics with objects made with recycled elements.</p> <p>Ss look at the pics and read the description of the objects below. Ss fill in the gaps with the appropriate word.</p>	<p>T monitors the activity and facilitates when necessary.</p> <p>T corrects the activity orally.</p>
------------------	---	--	---

Transition: Think of your own object.

(5 mins)	<p>T asks Ss to think of their own project and think of the materials they will use and the object they will</p>	<p>Ss jot down their ideas to create their objects with recycled materials.</p>	<p>T monitors and facilitates the activity while students make the planning of their future project.</p>
-----------------	--	---	--

	create. After that, they have to describe the object.		
--	---	--	--

Follow up: Project : My object with recycled materials: Students design, create and take the object to class or a photo of it. They create a poster with a short description of the object, including its use and materials needed to create it.

Project: Becoming an entrepreneur: Your class wants to go on an end-of-year trip. You need to raise money to pay for the bus, the accommodation and the food. Think of possible ways of raising money and create the class business. Make some brochures or posters to advertise your business.

Topic: 15. Working opportunities.

Aims:

- to develop oracy skills by talking in pairs and sharing ideas with the whole class.
- to talk about the future and how they can construct it.
- to use different techniques to improve fluency and accuracy when speaking.

Stage	T's action	Ss' actions	Assessment
Uncovering the topic of the lesson (7 mins)	<p>T asks the following question to the characters:</p> <p>Where would you like to work? How would you prepare to do that work in the future?</p> <p>T asks Ss to write some ideas on a piece of paper.</p>	<p>Ss get in small groups and discuss the ideas the teachers give.</p> <p>Ss write some ideas on a piece of paper.</p>	<p>T gives some time to discuss the answers.</p> <p>T encourages participation and writes the ideas on a piece of paper. All ideas accepted.</p>

Transition: How do you see yourselves in ten years?

10 (minutes)	T asks Ss to work in pairs. One person of the pair shares his/her ideas while the other person listens.	<p>One S in the pair speaks while the other listens.</p> <p>Students swap positions.</p>	<p>T monitors the activity.</p> <p>T asks Ss to switch roles.</p>
---------------------	---	--	---

	<p>After a minute, the other person shares his/her ideas to the other person.</p> <p>T tells Ss that they have to imagine that they meet after ten years. They have to invent a dialogue in which they share ideas about their present in ten year's time.</p>	Ss create a dialogue as if they met 10 years later.	T monitors and guides students if necessary.
--	--	---	--

Transition: Now let's share some of those dialogues with the rest of the class.

(10 mins)	T invites pairs to share their dialogues with the rest of the class.	Ss perform their dialogues in turns.	T encourages participation and takes notes of any mistake to correct after everybody finishes.
------------------	--	--------------------------------------	--

Transition: Let's keep our ideas for the future...

(5 mins)	<p>T hands in a sheet of paper in which Ss complete with what they want to do in the future and how they will prepare for the future.</p> <p>Then, T asks them to make a paper ball, use some pieces of cloth or strings and make a comet. Keep the comet for you.</p>	<p>Ss complete the sheet of paper.</p> <p>Ss make the comet.</p>	<p>T monitors and facilitates.</p> <p>T monitors the activity.</p>
-----------------	--	--	--

Follow up:

