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LESSON PLAN 1ERE

Learning situation N°1: Loved or exploited?

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SKILLS: LISTENING, READING, SPEAKING, WRITING

SUB-SKILLS: GRAMMAR, VOCABULARY, PRONUNCIATION, LANGUAGE FUNCTIONS, MORPHOLOGY, PUNCTUATION

If you fail to plan

You plan to fail

Dear colleague,

Thank you for purchasing the ready-made lesson plan. I'm confident it will be a valuable resource for your teaching. As you prepare to implement it in your classroom, I encourage you to consider how the lesson can be adapted to best suit the specific needs and context of your students. This will ensure that the material is even more relevant and engaging for them.

I also kindly ask that you refrain from sharing the lesson plan file freely with colleagues. Doing so can unfortunately hinder our efforts to continue developing high-quality teaching resources. By encouraging your colleagues to purchase their own copies, you're helping us sustain this project and support the entire community of EFL teachers in Benin.

Wishing you a smooth and successful school resumption!

Best regards,

Sika Donatien Manté

Teacher of English

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Lesson Plan

School Name:

Grade Level: secondary school 6

Size: **Girls:** **Boys:**

Title: Learning situation n°1 : Loved or exploited?

Objectives:

1. Raise awareness among students about the distinction between child love and child exploitation.
2. Encourage critical thinking about the various forms of child exploitation and the importance of protecting children's rights.
3. Promote discussion on the role of society and individuals in ensuring that children are loved and cared for.
4. Remind children of their duties so save them from any kind of abuse

Starter Situation

Duration : 55 minutes

General objectives : Learners will have an overview of the learning situation at the end of this lesson and express their needs in terms of vocabulary, language functions and structures.

Specific Objectives : All along this lesson, students will be able to:

- Identify and describe different scenarios in which children are either loved or exploited, using the provided images.
- Express their opinions on child love versus exploitation through guided speaking activities.
- Differentiate between positive and negative treatment of children, emphasizing the importance of love and care.
- Engage in a discussion on how to protect children from exploitation and ensure they are loved.

Skills Focus : Speaking, Listening, Critical Thinking

Materials Needed:

Images:

1. Children playing with their parents
2. A child going to school
3. A child receiving medical care
4. A child selling at the market
5. A child at war
6. A child breaking rocks

Chalkboard and chalk

Projector or printed images

Handouts for group discussion

References: The study programme of 1ere, Go For English 1ere, Internet sources

Lesson Procedure:**1. Warm-Up (5 minutes)**

- Begin the lesson by asking students a few questions about what they think children need to grow up healthy and happy.

Sample Questions:

- "What do children need to be happy?"
- "Why is it important for children to go to school?"
- Write students' answers on the chalkboard.

2. Presentation of Images (10 minutes)

- Show the students the six images, one by one, using a projector or printed copies.
- Ask students to describe what they see in each image.
- For each image, ask follow-up questions to prompt deeper thinking. *Sample*

Questions:

- For image 1: "How do you think these children feel?"
- For image 4: "Why do you think this child is working?"

SUGGESTED ANSWERS

Image 1: Children playing with their parents

Description: Children are playing with their parents, smiling, and laughing.

Follow-up question:

"How do you think these children feel?"

Suggested Answer: They seem happy and loved because they are spending time with their parents.

Image 2: A child going to school

Description: A child is carrying a backpack, possibly walking to school.

Follow-up question:

"Why is education important for this child?"

Suggested Answer: Education will help this child build a better future, develop knowledge, and achieve goals.

Image 3: A child receiving medical care

Description: A doctor is checking a child's health.

Follow-up question:

"How does access to healthcare help children?"

Suggested Answer: It ensures children stay healthy, grow well, and have a better quality of life.

Image 4: A child selling at the market

Description: A child is selling items at a market.

Follow-up question:

"Why do you think this child is working?"

Suggested Answer: The child may be working because their family needs money, and they are being forced to help instead of going to school.

Image 5: A child at war

Description: A child is holding a weapon or in a conflict zone.

Follow-up question:

"How does this image make you feel?"

Suggested Answer: It makes me feel sad and worried because no child should be involved in war; they should be in school and playing.

Image 6: A child breaking rocks

Description: A child is working in harsh conditions, breaking rocks.

Follow-up question:

"What do you think about the child's situation?"

Suggested Answer: This is dangerous and unfair; the child should be playing and going to school, not doing hard labor

3. Guided Speaking Activity (15 minutes)

- Divide students into pairs or small groups.

- Assign each group an image.
- Ask them to discuss the following questions:
 1. "Is the child in this image loved or exploited? Why?"
 2. "What should be done to improve the child's situation?"
- Encourage students to take notes during their discussion.

SUGGESTED ANSWERS

Is the child in this image loved or exploited? Why?

Image 1 (Children playing with their parents): Loved. They are enjoying time with their parents, which shows care and affection.

Image 2 (A child going to school): Loved. The child is given an opportunity to study and improve their future.

Image 3 (A child receiving medical care): Loved. Access to healthcare is essential for a child's well-being.

Image 4 (A child selling at the market): Exploited. The child is being made to work instead of going to school or playing.

Image 5 (A child at war): Exploited. Children should never be part of a war; this is a dangerous and harmful situation.

Image 6 (A child breaking rocks): Exploited. The child is doing difficult, dangerous work, which is not appropriate for a young person.

What should be done to improve the child's situation?

Image 1: Continue nurturing the children by spending quality time with them.

Image 2: Ensure that all children have access to education and safe learning environments.

Image 3: Expand access to healthcare for all children.

Image 4: Create support programs for families so children don't have to work and can attend school.

Image 5: Protect children from war by providing safe zones and education in conflict areas.

Image 6: Ban child labor and provide educational opportunities for working children.

4. Class Discussion (15 minutes)

- Bring the class back together.
- Ask each group to present their image and share their discussion points.
- Facilitate a discussion on the difference between being loved and being exploited.
- Highlight the importance of education, health care, play, and safety for children.

SUGGESTED IDEAS

Highlight key points:

Loved children: Play, go to school, receive healthcare, and live in safe environments.

Exploited children: Work in dangerous conditions, miss out on education, and may be involved in conflicts or wars.

Education, healthcare, play, and safety are essential for a child's well-being.

5. Reflection and Closing (10 minutes)

- Ask students to reflect on the following question: "What can we do as a community to ensure children are loved and not exploited?"
- Allow a few students to share their thoughts with the class.
- Summarize the lesson by emphasizing the importance of treating children with love and ensuring their rights are protected.
- Assign a short written homework: "Write a paragraph about what you believe is the most important thing for a child's well-being."

Assessment:

- Participation in the discussion and group activity.

- Ability to articulate ideas about child love and exploitation during the group presentation.
- Homework paragraph.

Visual aids







Lesson Plan

Basic vocabulary : Children's Rights and Duties

Duration: 55 minutes

General Objective:

Students will develop an understanding of children's rights and duties, enhancing their ability to discuss and reflect on these concepts in English.

Specific Objectives:

By the end of the lesson, students will be able to:

- Identify and match children's rights with corresponding illustrations.
- Discuss and explain the importance of children's rights and duties.
- Role-play scenarios to demonstrate understanding of specific rights and duties.
- Use key vocabulary related to children's rights and duties in spoken and written English.

Materials needed :

Go For English 1ere or printed copied of the pages concerned by the activity

Chalkboard and chalk

Pens for note taking

1. Warm-up (5 minutes)

1. Greeting and Introduction:

- o Greet students and briefly introduce the topic of the lesson: "Today we will discuss children's rights and duties. We will learn about important rights every child should have and their responsibilities."

2. Icebreaker Activity:

- o Ask students to share one thing they think is important for children to have or do. Write their responses on the whiteboard.

2. Presentation (10 minutes)

1. Introduce Key Vocabulary:

- o Write key vocabulary on the board: **rights, duties, freedom, protection, education, respect, healthcare, responsibility.**
- o Briefly define each term and provide examples.

2. Explain Children's Rights and Duties:

- o Explain that children have specific rights (e.g., the right to education, the right to play) and duties (e.g., respecting others, helping at home).
- o Use simple language and examples relevant to the students' lives.

1. Introduce Key Vocabulary

Rights: Things that people are entitled to have or do.

Example: Children have the right to go to school and be protected from harm.

Duties: Responsibilities or tasks that one is required to do.

Example: It is a child's duty to help with small tasks at home, like cleaning their room.

Freedom: The power or right to act, speak, or think without being stopped.

Example: Children have the freedom to express their opinions, as long as they are respectful.

Protection: Keeping someone safe from harm or danger.

Example: Children should be protected from violence, abuse, and unsafe working conditions.

Education: The process of learning in school or through other experiences.

Example: Children have the right to an education so they can learn and grow.

Respect: Treating others with kindness and consideration.

Example: Children should respect their teachers by listening in class and following rules.

Healthcare: Services to help keep people healthy and treat them when they are sick.

Example: Every child should be able to go to the doctor when they are sick.

Responsibility: Something you are expected to do or take care of.

Example: A child's responsibility might be to complete their homework on time.

2. Explain Children's Rights and Duties

Children's Rights:

Children have the right to:

Education: All children should be able to go to school to learn reading, writing, and other subjects.

Play: Children have the right to play and enjoy their childhood, which helps their development.

Healthcare: When a child is sick, they have the right to visit a doctor to get better.

Protection: Children have the right to be kept safe from abuse, violence, and exploitation.

Children's Duties:

Along with rights, children also have duties, such as:

Respecting others: Children must be polite and kind to their parents, teachers, and friends.

Helping at home: Children can help with small tasks like tidying up or assisting with household chores.

Studying: It is a child's duty to do their homework and pay attention in class so they can learn and succeed.

Following rules: Whether at home or school, children should follow the rules set by adults to stay safe and respectful.

Examples (Relevant to students' lives):

Right to Education: You go to school every day because you have the right to learn and become knowledgeable.

Duty to Respect: You should greet your teachers and classmates kindly, showing respect to everyone around you.

Right to Protection: At school, teachers make sure you are safe during breaks or when you travel to and from school.

Duty to Help at Home: At home, you can help by cleaning your room or helping your parents with small chores.

3. Matching Activity (20 minutes)

1. Introduce the Matching Activity:

- Distribute handouts with pictures from *Go For English Premiere*, pages 8 and 9. Each picture should represent a different right

2. Group Activity:

- Divide students into small groups.
- Instruct groups to match each picture to its corresponding right from the vocabulary list.
- Students discuss within their groups why they think each picture matches the right they chose.

3. Class Discussion:

- Have each group share their matches with the class.
- Discuss the reasons behind each match and clarify any misconceptions.

SUGGESTED ANSWERS

1. Freedom of speech → picture e (saying what I think)
2. Protection against violence → picture c (one person walks to oppose to the other beating the child)
3. In danger → g (this kid at the back of the car can fall off and die and be hurt)
4. Infant death → f (A statistic showing that 1 child out of 20 is vaccinated or receives appropriate medical care)
5. Illiteracy → b (the boy is looking at the boy with amazement not being able to read)
6. Discrimination → d (the doctor is asking the child with old clothes to wait (certainly because his parents are poor) and giving priority to the well-dressed kid (certainly because his parents are better-off))
7. Exploitation → a (this child is engaged in a physical activity which can ruin his health and future because he is supposed to be attending school)

4. Speaking Practice (15 minutes)

1. Role-Play Activity:

- Assign each student or pair of students a right or duty from the list.
- Ask them to prepare a short role-play scenario where they act out their assigned right or duty. For example, if assigned "the right to education," a student might act out a scene where they are excited to go to school.

2. Perform and Feedback:

- Have students perform their role-plays in front of the class.
- Provide constructive feedback on their pronunciation, fluency, and accuracy in conveying the concept.

5. Note-Taking and Assessment (5 minutes)

1. Note-Taking:

- Instruct students to take notes on the key points discussed during the lesson. Encourage them to write down important vocabulary, definitions, and examples of rights and duties.

2. Assessment:

- Conduct a quick assessment to check students' understanding. Ask them to:
 - Define one of the rights or duties discussed.
 - Provide an example of how a right or duty is applied in daily life.
- Collect responses to gauge their comprehension and provide immediate feedback.

6. Wrap-Up (5 minutes)

1. Review and Reflect:

- Summarize the main points of the lesson, emphasizing the importance of understanding and respecting both rights and duties.
- Ask students to reflect on one right and one duty they think are the most important and share with the class.

2. Homework Assignment:

- Assign students to write a short paragraph about one of their rights and one of their duties, explaining why they are important to them.

Optional Extension:

- **Video Clip:** Show a short video about children's rights and duties to reinforce the lesson (3-5 minutes). Discuss the video with the class afterward

Lesson Plan:

Reading Skill - Skimming

Duration: 55 minutes

General Objective:

Students will develop the ability to skim texts to quickly identify the main ideas and key points related to children's rights and duties.

Specific Objectives:

By the end of the lesson, students will be able to:

- Understand and define the skimming technique.
- Apply skimming to quickly identify the main ideas in a text about children's rights and duties.
- Answer questions that require extracting the gist of the text through skimming.
- Take effective notes while skimming to capture essential information.
- Discuss the usefulness of skimming as a reading strategy.

Materials Needed:

Copies of the text on children's rights and duties

Whiteboard and markers

Comprehension questions handout

1. Warm-up (5 minutes)

1. Introduction:

- Greet students and introduce the lesson's focus on skimming. Explain that skimming is a technique used to get the general idea of a text quickly, without reading it in full detail.

2. Brainstorming Activity:

- Ask students if they have ever needed to read something quickly and still understand the main ideas. Lead a brief discussion on when and why this might be necessary.

2. Presentation (10 minutes)

1. Explanation of Skimming:

- Define skimming as a reading technique where one quickly glances over the text to find the main ideas, focusing on titles, headings, subheadings, and the first and last sentences of paragraphs.

2. Purpose of Skimming:

- Discuss situations where skimming is useful, such as when preparing for an exam or looking for specific information in a lengthy text.

3. Demonstration:

- Present a short passage on the board and demonstrate skimming. Use a passage such as:

Text Example for Demonstration:

Title: The Right to Education

Children worldwide have the right to receive an education, which is essential for their development and future opportunities. Education helps children gain knowledge, develop skills, and become informed citizens. Unfortunately, many children are still denied this basic right due to various socio-economic factors.

- Highlight how to look at the title, headings, and key sentences to grasp the overall meaning.

SUGGESTED ANSWERS

To grasp the overall meaning of a text like "The Right to Education," it is essential to focus on the title, headings, and key sentences. Here's how to approach this:

Look at the Title: The title gives you an immediate clue about the main topic or focus of the text. In this case, "The Right to Education" suggests the text will discuss the importance of education as a fundamental right for children.

Key Sentences:

First Sentences of Each Paragraph: Often, the first sentence introduces the main idea of the paragraph. For example, "Children worldwide have the right to receive an education" sets up the text's focus on universal access to education.

Last Sentences of Each Paragraph: Sometimes, the concluding sentence summarizes or emphasizes the point being made.

Topic Sentences: Identifying sentences that outline the problem (e.g., "Unfortunately, many children are still denied this basic right") helps in understanding the issue discussed in the text.

By focusing on the title, headings, and key sentences, you can get a quick overview of the text and its main message, which in this case revolves around the importance of ensuring education as a fundamental right for all children, despite socio-economic challenges.

3. Guided Practice (15 minutes)

1. Text Distribution:

- Provide students with a text about children's rights and duties, approximately 2-3 pages long. The text should be structured with clear headings, subheadings, and key sentences to facilitate skimming. Here's a suggested text:

Suggested Text for Skimming Practice:

Title: An Overview of Children's Rights and Duties

Section / Paragraph 1 : The Right to Protection

Children have the right to be protected from all forms of violence, abuse, and exploitation. This includes protection from physical and emotional harm, as well as from neglect and maltreatment. Ensuring that children are safe is a fundamental responsibility of families, communities, and governments.

Section / Paragraph 2 : The Duty to Respect Others

In addition to their rights, children also have duties, including the responsibility to respect others. This means being considerate of the feelings, rights, and belongings of peers, family

members, and community members. Respect is a key value that fosters healthy relationships and a harmonious society.

Section / Paragraph 3 : The Right to Health

Access to health care is another essential right for children. Good health is necessary for children to grow, learn, and participate fully in society. This right includes access to nutritious food, clean water, medical care, and healthy living conditions.

2. Skimming Task:

- Instruct students to skim the text within 5 minutes, paying attention to headings, subheadings, and key sentences to identify the main ideas.

3. Pair Discussion:

- Have students pair up and discuss the main ideas they identified through skimming. Encourage them to note any similarities or differences in their findings.

SUGGESTED ANSWERS

Skimming Task: Main Ideas

Title: An Overview of Children's Rights and Duties

Main idea: The text presents an overview of the rights and duties of children, focusing on their right to protection, respect, and health.

Section 1: The Right to Protection

Main idea: Children have the right to be protected from violence, abuse, and exploitation. Families, communities, and governments have a responsibility to ensure their safety.

Section 2: The Duty to Respect Others

Main idea: Children are also responsible for respecting the feelings, rights, and belongings of others, which promotes healthy relationships and societal harmony.

Section 3: The Right to Health

Main idea: Children have the right to access health care, nutritious food, clean water, and healthy living conditions to support their growth and participation in society.

Pair Discussion

Encourage students to discuss the following:

Similarities: They might agree on the key rights mentioned—protection, respect, and health—as central ideas.

Differences: Some students may focus more on the responsibilities or might have identified different key sentences under each section.

The discussion should allow students to explore how their skimming techniques helped them capture the main points efficiently.

4. Application (15 minutes)

1. Comprehension Questions:

- Provide a set of questions that require students to identify the main ideas and key points from the text using their skimming technique. Example questions might include:
 - "What is the main focus of Section 1?"
 - "Which duty is emphasized in Section 2?"
 - "What are the key elements of children's right to health mentioned in Section 3?"

2. Individual Work:

- Allow students time to answer these questions based on the skimming they have done.

3. Class Review:

- Review the answers as a class, discussing how skimming helped in identifying the correct information.

SUGGESTED ANSWERS

"What is the main focus of Section 1?"

Answer: The main focus of Section 1 is the right to protection. It highlights children's right to be protected from violence, abuse, and exploitation and the responsibility of families, communities, and governments to ensure their safety.

"Which duty is emphasized in Section 2?"

Answer: Section 2 emphasizes the duty to respect others. It discusses the responsibility of children to be considerate of the feelings, rights, and belongings of others, promoting respect in relationships and society.

"What are the key elements of children's right to health mentioned in Section 3?"

Answer: The key elements of children's right to health in Section 3 include access to nutritious food, clean water, medical care, and healthy living conditions. This right ensures that children can grow, learn, and participate fully in society.

5. Note Taking (5 minutes)

1. Introduction to Note Taking:

- Explain the importance of taking notes while skimming to capture the essential ideas quickly. Discuss strategies such as writing down keywords, short phrases, and headings.

2. Note Taking Practice:

- Have students revisit the text they skimmed earlier and take brief notes on the main ideas. Encourage them to focus on capturing the core message of each section.

3. Sharing Notes:

- Ask a few students to share their notes with the class, discussing how the notes reflect the main ideas of the text.
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6. Wrap-Up and Reflection (5 minutes)

1. Review of Skimming and Note Taking Techniques:

- Recap the main points about skimming and the benefits of taking notes as a reading strategy.

2. Reflection:

- Ask students to reflect on how skimming and note-taking can be useful in their academic life. Lead a brief discussion on their experiences with these techniques during the lesson.

3. Assessment:

- Conduct a quick oral assessment by asking a few students to summarize the main ideas of the text based on their skimming and notes.

They take note of the key points of the lesson in their notebooks.

7. Homework (5 minutes)

1. Homework Task:

- Assign students a new text related to children's rights and duties to skim and take notes at home.

Suggested Homework Text:

Title: The Right to Play and Leisure

Children have the right to rest and leisure, to engage in play and recreational activities appropriate to their age, and to participate freely in cultural life and the arts. Play is crucial for children's development as it promotes creativity, problem-solving skills, and social interaction. However, millions of children around the world are denied this right due to poverty, war, and child labor.

- Ask students to write a brief summary (5-7 sentences) of the main ideas they identified through skimming and include their notes as part of the assignment.

2. Preparation for Next Lesson:

- Inform students that they will share their summaries and notes in the next class and discuss how skimming and note-taking helped them understand the text
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Optional Extension:

- **Skimming Challenge:** In a future lesson, organize a timed skimming activity where students compete to identify the main ideas in a new text as quickly as possible.

Lesson Plan

Vocabulary - Rights and Abuses

Duration: 55 minutes

Vocabulary Words: Freedom of speech/expression, protection against violence, in danger, infant death, illiteracy, discrimination, exploitation

General Objective:

Students will develop an understanding of key vocabulary related to rights and abuses, enhancing their ability to discuss and recognize issues related to human rights.

Specific Objectives:

By the end of the lesson, students will be able to:

- Define and use the vocabulary words related to rights and abuses in context.
- Identify examples of rights and abuses in real-life scenarios.
- Discuss the importance of these rights and the consequences of abuses.

Materials Needed:

Handouts with gap-filling activity

Chalkboard and chalk / Whiteboard and markers

1. Warm-up (5 minutes)

1. Introduction to the Topic:

- Greet students and introduce the topic of rights and abuses. Explain that today's lesson will focus on learning key vocabulary related to human rights and the challenges people face when these rights are violated.

2. Brainstorming Activity:

- Ask students to share what comes to mind when they hear the words "rights" and "abuses." Write their responses on the board.
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2. Presentation of Vocabulary (15 minutes)

1. Introduction of Vocabulary Words:

- Write the following words on the board:
 - Freedom of speech/expression
 - Protection against violence
 - In danger
 - Infant death
 - Illiteracy
 - Discrimination
 - Exploitation

2. Definitions and Examples:

- Provide definitions for each word and give examples to illustrate their meanings. Use simple, clear language and relevant examples.
- **Freedom of speech/expression:** The right to express one's opinions and ideas without fear of retaliation or censorship.

Example: "Freedom of speech allows people to protest peacefully against government policies they disagree with."

- **Protection against violence:** Measures taken to ensure that people are safe from physical harm or abuse.
Example: "Laws provide protection against violence to ensure that everyone can live without fear of being harmed."
 - **In danger:** Being in a situation where there is a risk of harm or injury.
Example: "Children living in conflict zones are often in danger due to the ongoing violence."
 - **Infant death:** The death of a baby before their first birthday, often due to preventable causes.
Example: "Improving access to healthcare can reduce infant death rates in developing countries."
 - **Illiteracy:** The inability to read or write.
Example: "Illiteracy remains a significant challenge in many parts of the world, limiting people's opportunities for education and employment."
 - **Discrimination:** Unfair treatment of people based on their race, gender, religion, or other characteristics.
Example: "Discrimination in the workplace can prevent people from achieving their full potential."
 - **Exploitation:** The unfair treatment or use of someone for personal gain, often by making them work under harsh conditions for little or no pay.
Example: "Child labor is a form of exploitation that deprives children of their childhood and education."
3. **Pronunciation Practice:**
- Have students repeat each word after you to practice pronunciation. Correct any mistakes and encourage them to pay attention to the stress patterns in each word.
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3. Guided Practice (15 minutes)

a. **Gap-Filling Activity:**

- Distribute a handout with sentences that have blanks where the vocabulary words should be used. The sentences are designed to reinforce the meanings of the words in context.

b. **Sentences for the Gap-Filling Activity:**

1. "In many countries, _____ is a major issue, preventing children from receiving a basic education."
2. "The journalist was arrested because he exercised his right to _____ by writing about the government's corruption."
3. "Efforts to reduce _____ have focused on improving healthcare for mothers and infants."
4. "The organization works to provide _____ for victims of domestic abuse, ensuring they have a safe place to stay."
5. "The workers were victims of _____, forced to work long hours with very little pay."
6. "During the hurricane, many families were _____ as they struggled to find shelter."

7. "Racial _____ remains a significant problem, as people are treated unfairly based on their skin color."

SUGGESTED ANSWERS

1. illiteracy
2. freedom of speech/expression
3. infant death
4. protection against violence
5. exploitation
6. in danger
7. discrimination

c. **Pair Discussion:**

- Have students work in pairs to discuss their answers and why they chose each word for the blanks. Encourage them to use the words in sentences of their own to reinforce understanding.

d. **Class Review:**

- Go over the answers as a class, discussing why each word fits in its respective sentence. Clarify any misunderstandings.

4. Application (15 minutes)

1. **Scenario Discussion:**

- Present students with different scenarios that involve rights and abuses. For example:
 - A journalist is arrested for writing an article criticizing the government.
 - A factory employs children and forces them to work long hours with little pay.
 - A community where girls are not allowed to attend school.
- Ask students to identify which rights are being violated and which vocabulary words apply to each scenario.

2. **Group Activity:**

- Divide students into small groups. Each group will choose one scenario and discuss it in more detail, identifying the rights involved, the abuses taking place, and possible solutions. Encourage students to use the vocabulary words in their discussions.

3. **Group Presentations:**

- Have each group present their scenario and findings to the class, using the vocabulary words to explain the rights and abuses involved.

5. Note Taking (5 minutes)

1. Introduction to Note Taking:

- Encourage students to write down important information from the lesson, including definitions, examples, and any new sentences they created using the vocabulary.

2. Note Taking Practice:

- Give students a few minutes to review their notes and add any additional information they think is important from the class discussions.
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6. Wrap-Up and Reflection (3 minutes)**1. Review:**

- Recap the vocabulary words and their meanings. Ask students to share one thing they learned about rights and abuses during the lesson.

2. Reflection:

- Ask students how they can apply the vocabulary words in discussions outside of class or in other subjects. Lead a brief discussion on the relevance of these words to their lives.
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7. Homework (2 minutes)**1. Homework Assignment:**

- Activities a and b from the same vocabulary lesson in Go For English 1ere.

2. Preparation for Next Lesson:

- Inform students that they will share their answers in the next class
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Optional Extension:

- **Debate:** Organize a debate on a topic related to rights and abuses, encouraging students to use the vocabulary words to support their arguments.

Lesson Plan

Language Function: Expressing Obligation using *should/shouldn't* and *ought to/ought not to*

Duration: 55 minutes

General Objective:

Students will learn how to express obligations in the present using *should/shouldn't* and *ought to/ought not to* in the context of discussing children's love and protection.

Specific Objectives:

By the end of the lesson, students will be able to:

- Identify and use *should/shouldn't* and *ought to/ought not to* in sentences related to children's love and protection.
- Engage in discussions and role-plays using the target language to express obligations.

Materials Needed:

Chalkboard and chalk / Whiteboard and markers

Worksheets for gap-filling activity

Scenarios for role-play activity

1. Warm-up (5 minutes)**1. Introduction to the Topic:**

- Begin with a brief discussion about children's love and protection. Ask students to share their ideas about what is important for ensuring children's well-being. Write a few key phrases on the board to visualize their thoughts.

2. Brainstorming:

- Prompt students to think about the obligations of adults towards children. Use guiding questions like, "What should adults do to protect children?" and "What are the responsibilities of adults in ensuring children's well-being?"
-

2. Presentation (10 minutes)**1. Introduction to the Language Function:**

- Explain the use of *should/shouldn't* and *ought to/ought not to* to express obligations.

2. Example Sentences:

- Present the following sentences to illustrate how these modal verbs are used:

1. *Parents **should** ensure that their children feel loved and supported.* (Obligation)
2. *Children **shouldn't** be exposed to harmful situations.* (Obligation)
3. *Schools **ought to** provide a safe environment for all students.* (Obligation)
4. *Children **ought not to** be neglected in terms of emotional care.* (Obligation)

3. Concept Clarification:

- Highlight that *should* and *ought to* are used to indicate what is right or advisable, while *shouldn't* and *ought not to* show what is wrong or should be avoided. Discuss the subtle differences in formality and emphasis between these modal verbs.

4. Group Discussion:

- Have students discuss the sentences in small groups to explore the meaning and usage of each modal verb. Provide support and clarification as needed.
-

3. Guided Practice (15 minutes)

1. Gap-Filling Activity:

- Provide a worksheet with sentences related to children's love and protection where students need to fill in the blanks with *should/shouldn't* or *ought to/ought not to*.

Sample Sentences for the Gap-Filling Activity:

- a. Parents _____ always provide a safe environment for their children. (Answer: should)
- b. Children _____ have to worry about not being loved. (Answer: shouldn't)
- c. Society _____ take action to protect children's rights. (Answer: ought to)
- d. We _____ neglect a child's emotional well-being. (Answer: ought not to)
- e. Teachers _____ encourage open communication with their students. (Answer: should)
- f. Children _____ be left without adult supervision in unsafe areas. (Answer: shouldn't)
- g. Parents _____ educate their children about their rights. (Answer: ought to)

2. Pair Work:

- Students work in pairs to complete the worksheet. Encourage them to discuss their choices and reasoning with each other.

3. Class Discussion:

- Review the answers as a class. Ask students to explain their answers and discuss the reasons behind using *should/shouldn't* or *ought to/ought not to* in each case.
-

4. Communicative Practice (15 minutes)**1. Role-Play Preparation:**

- Divide students into small groups. Each group will receive a scenario related to children's love and protection (e.g., a parent discussing safety measures with a teacher, a community meeting on child welfare).

○ Guiding Task:

- Groups will create a short role-play scenario where they use *should/shouldn't* and *ought to/ought not to* to discuss obligations.

2. Role-Play Performances:

- Each group performs their role-play for the class. Encourage students to use the target language effectively and provide peer feedback.

3. Reflective Discussion:

- After each performance, engage the class in a discussion. Ask students what they learned from the role-plays and how the target language was used to express obligations.
-

5. Note Taking (5 minutes)**1. Review and Summary:**

- Guide students in summarizing the key points of the lesson. Ask them to reflect on what they learned about expressing obligations.

2. Note-Taking Exercise:

- Allow students time to take notes on the main concepts, examples, and new phrases. Encourage them to jot down any new vocabulary or sentence structures they found useful.
-

6. Wrap-Up and Homework (5 minutes)**1. Wrap-Up:**

- Recap the lesson by asking students to share one key sentence they remember using *should/shouldn't* or *ought to/ought not to*. Highlight the importance of expressing obligations clearly.

2. Homework Assignment:

- Ask students to write a short paragraph about what parents *should* or *shouldn't* do to ensure their children's safety and well-being. They should use at least three sentences with *should/shouldn't* or *ought to/ought not to*.

Example Homework Prompt: Write a paragraph discussing the obligations parents have to protect their children. Use the modal verbs *should/shouldn't* or *ought to/ought not to* at least three times.

Optional Extension:

- **Debate:** Organize a debate where students discuss whether certain actions towards children's love and protection are obligations or recommendations, using the target language to support their arguments.

Lesson Plan

Language Function: Expressing Past Necessary and Unnecessary Actions with *should have* / *shouldn't have*, *didn't have to*, and *needn't have*

Duration: 55 minutes

General Objective:

Students will learn to express both necessary and unnecessary past actions using *should have* / *shouldn't have*, *didn't have to*, and *needn't have* within the context of discussing children's love and protection.

Specific Objectives:

By the end of the lesson, students will be able to:

- Distinguish between necessary and unnecessary past actions in the context of children's care.
- Use *should have* / *shouldn't have*, *didn't have to*, and *needn't have* to discuss past actions.
- Rephrase sentences to express past necessary and unnecessary actions using the target expressions.

Materials Needed:

Whiteboard and markers

Worksheets for rephrasing activity

Scenarios for role-play activity

1. Warm-up (5 minutes)

1. Introduction to the Topic:

- Begin with a brief discussion on actions taken to ensure children's well-being. Ask students to provide examples of what they think are necessary or unnecessary actions in this context. Write a few examples on the board.

2. Quick Review:

- Briefly review the concepts of necessary vs. unnecessary actions and their importance in ensuring the well-being of children.

2. Presentation (10 minutes)

1. Introduction to the Language Function:

- Explain how *should have* / *shouldn't have*, *didn't have to*, and *needn't have* are used to express past actions that were either necessary or unnecessary.

2. Example Sentences:

- Provide the following example sentences to illustrate the usage of each expression:
 1. Yesterday was Saturday and Bio did not go to school. He didn't have to go there as there was no class.
 2. I have two blue pens and my mother bought me another blue pen. I think she needn't have bought me a third blue pen. She should have bought me a red one.
 3. The boy was in danger and I did not help him. I regret now because I think I should have helped him.

4. The little Amina's parents refused to send her to school because she is a girl. My father said they shouldn't have done that because boys and girls have equal rights.

3. **Concept Clarification:**

- Discuss the nuances between the expressions:
- *Should have / shouldn't have* indicates regret or criticism of past actions, whether necessary or unnecessary. *Should have* gives advice about a past action which was not done and was necessary while *shouldn't have* expresses regret about an action which was not necessary but was done.
- *Didn't have to* is used when the action was not necessary and was not done whereas *needn't have* is used when the action was not necessary and it was done.
- *Discuss the sentence patterns with learners. Should have / shouldn't have + past participle ; didn't have to + base verb; needn't have + past participle*

3. **Guided Practice (15 minutes)**

1. **Rephrasing Activity:**

- Distribute a worksheet with sentences related to children's love and protection where students need to rephrase each sentence using *should have / shouldn't have, didn't have to, or needn't have*.

Original Sentences for Rephrasing:

- a. *The parents did not provide enough support to their child during a difficult time.*
- b. *They ignored the child's plea for help.*
- c. *The teacher imposed very strict rules on playground activities.*
- d. *She worried a lot about the child's minor illness.*
- e. *Extra precautions were taken to ensure the child's safety during the event.*
- f. *The child was over-scheduled with extracurricular activities.*
- g. *The counselor did not address the child's issues effectively.*

Answers and Explanations:

- a. **The parents should have provided more support to their child during a difficult time.**

Explanation: The action of providing support was necessary to help the child during their difficult time. *Should have* is used to express regret that the necessary action was not taken.

- **They shouldn't have ignored the child's plea for help.**

Explanation: Ignoring the child's plea for help was an unnecessary and incorrect action. *Shouldn't have* is used to express criticism of this unnecessary action.

- **The teacher didn't have to impose such strict rules on playground activities.**

Explanation: The imposition of strict rules was not required and was unnecessary. *Didn't have to* indicates that the action was not needed.

- **She needn't have worried so much about the child's minor illness.**

Explanation: The worry about the minor illness was unnecessary. *Needn't have* is used to indicate that the worry was excessive and not required.

- **Extra precautions should have been taken to ensure the child's safety during the event.**

Explanation: Taking extra precautions was necessary to ensure the child's safety. *Should have* indicates that this necessary action was expected but possibly not done.

- **They shouldn't have over-scheduled the child with extracurricular activities.**

Explanation: Over-scheduling the child was an unnecessary action. *Shouldn't have* is used to criticize this excessive action.

- **The counselor should have addressed the child's issues more sensitively.**

Explanation: Addressing the child's issues more sensitively was necessary. *Should have* is used to express that the action was expected and important but not performed effectively.

2. Pair Work:

- Have students work in pairs to rephrase the sentences. Encourage them to discuss their choices and the meanings of the expressions they use.

3. Class Review:

- Review the rephrased sentences as a class. Ask students to explain their reasoning for each rephrasing and provide feedback on their use of the target expressions.

4. Communicative Practice (15 minutes)

1. Role-Play Activity:

- Divide students into small groups. Each group will receive a scenario related to children's love and protection where they need to discuss past necessary and unnecessary actions using the target expressions.

Scenario Examples:

- A teacher who punished a student for missing the previous class without trying to understand why the student was absent.
- Two friends who went to the stadium when the match was almost over.
- Two students regretting having not done the homework assignment and having been punished.

2. Group Work:

- Groups prepare and practice their role-plays, focusing on using the target expressions correctly to discuss necessary and unnecessary actions.

3. Role-Play Presentations:

- Each group performs their role-play for the class. Encourage the audience to provide feedback on the usage of *should have* / *shouldn't have*, *didn't have to*, and *needn't have*.

5. Note Taking (5 minutes)

1. Review and Summary:

- Summarize the key points of the lesson, focusing on how to use *should have / shouldn't have, didn't have to, and needn't have* to express past necessary and unnecessary actions.

2. Note-Taking Exercise:

- Allow students time to take notes on the main concepts, example sentences, and new vocabulary. Encourage them to jot down any insights or questions they have.

6. Wrap-Up and Homework (5 minutes)

1. Wrap-Up:

- Recap the lesson by asking students to share one example of how they would use the target expressions in the context of discussing children's love and protection.

2. Homework Assignment:

- Assign students to write a short paragraph reflecting on a past situation involving children's care where actions taken were either necessary or unnecessary. Use *should have / shouldn't have, didn't have to, or needn't have* in their writing.

Example Homework Prompt: Write a paragraph about a past situation involving children's care where you reflect on whether the actions taken were necessary or unnecessary. Use the expressions *should have / shouldn't have, didn't have to, or needn't have* in your writing.

Optional Extension:

- **Discussion:** Facilitate a class discussion on real-life examples of necessary and unnecessary actions in children's care and how they could be handled differently.

Lesson Plan

Speech - Stress**Duration:** 55 minutes**General Objective:**

Students will learn to recognize and correctly use word stress in different categories of vocabulary related to children's love and protection.

Specific Objectives:

By the end of the lesson, students will be able to:

- Identify and categorize words based on their stress patterns.
- Correctly pronounce and use words with different stress patterns in sentences related to children's love and protection.
- Apply stress patterns in their own spoken English to enhance clarity and communication.

Materials Needed:

Chalkboard and chalk / Whiteboard and markers

Handouts with word lists

Sentence creation and practice activity sheets

1. Warm-up (5 minutes)**1. Introduction to Stress:**

- Explain what word stress is and its importance in pronunciation. Stress is the emphasis placed on certain syllables of a word, which can affect the meaning and clarity of speech.

2. Icebreaker Activity:

- Ask students to share a word they find difficult to pronounce and discuss why they find it challenging. Write a few examples on the board.

2. Presentation (10 minutes)**1. Introduction to Categories:**

- Present the categories of words based on stress patterns. Write each category on the board with examples.

2. Category Breakdown:

- **A. Negative / Away:**
 - *Dislike, Dismiss, Disperse, Distinguish*
- **B. Reversal:**
 - *Undo, Unlock, Unwind, Unnoticed*
- **C. Bad:**
 - *Mislead, Misuse, Maltreat, Malfunction*
- **D. Exceed:**
 - *Outrun, Outlive, Outweigh, Outnumber*
- **E. With:**
 - *Collect, Collide, Conclude, Co-operate*
- **F. Place:**
 - *Transplant, Transport, Subside, Submerge*
- **G. Time / Again:**
 - *Foretell, Predict, Postpone, Reserve*

3. Pronunciation Practice:

- Model the pronunciation of each word, highlighting the stressed syllables. Have students repeat after you.

3. Guided Practice (15 minutes)

1. Categorization Activity:

- Distribute handouts with a list of words from each category (without the categories labeled). Ask students to categorize the words and mark the stressed syllables.

Example Words for Categorization:

- Dismiss, Misuse, Postpone, Transport, Disperse, Unlock, Co-operate, Outrun, Reserve, Maltreat, Submerge, Distinguish, Rewind, Collect, Foretell

2. Pair Work:

- Have students compare their categorization with a partner. Discuss any discrepancies and agree on the correct categories and stress patterns.

4. Communicative Practice (15 minutes)

1. Sentence Creation:

- In pairs, students create sentences using words from each category. Emphasize correct stress in their sentences. For example:

- *She decided to **disperse** the crowd to ensure everyone's safety.*
- *We had to **postpone** the meeting because of the sudden illness.*

2. Sentence Sharing:

- Each pair shares one sentence from each category with the class. Other students provide feedback on stress and clarity.

5. Practice and Application (10 minutes)

1. Stress Drill:

- Conduct a choral drill where students practice repeating sentences with the correct stress patterns. Provide sentences that include words from all categories.

Example Sentences for Practice:

- *The teacher will **disperse** the students into different groups.*
- *We must **submerge** the plant roots before transplanting.*
- *The company decided to **foretell** the release date of the product.*

2. Role-Play Activity:

- Students role-play scenarios related to children's care, integrating vocabulary from each category with correct stress. Examples could include:
 - A parent discussing how to **outnumber** potential threats in a safe environment.
 - A teacher explaining the need to **co-operate** with parents to improve student well-being.

6. Wrap-Up and Homework (5 minutes)

- Assign students to write a short paragraph about children's love and protection, using at least three words from different categories. They should underline or highlight the stressed syllables and be prepared to read their paragraph aloud in the next class.

2. Homework Assignment:**3. Review and Summary:**

- Summarize the key points of the lesson, including the categories of words and the importance of word stress.

Example Homework Prompt: *Write a short paragraph about how children should be cared for, incorporating words from different categories. Highlight the stressed syllables and be prepared to read your paragraph aloud in the next class.*

Optional Extension:

- **Listening Exercise:** Play an audio recording of a native speaker using words from the categories. Students listen and identify the stress patterns in the words used. Discuss their observations as a class

Lesson plan

Vocabulary Activity: An Inspiration to Young People

Duration: 55 minutes

Objective:

Students will practice vocabulary related to personal development and achievements by completing a gap-filling activity with a passage about Benjamin Carson, focusing on understanding and using specific words and phrases.

Materials Needed:

Gap-filling worksheets
Word lists
Pens/pencils
Chalkboard and chalk

1. Introduction (5 minutes)**1. Warm-Up Discussion:**

- Begin with a brief discussion about the concept of inspiration and what it means to be inspired. Ask students to share examples of people who have inspired them.

2. Introduce the Activity:

- Explain that students will be working with a passage about Benjamin Carson, a renowned neurosurgeon, and will need to fill in the gaps with appropriate words and phrases from a given list.

2. Gap-Filling Activity (25 minutes)**1. Distribute the Activity Sheet:**

- Hand out the gap-filling worksheet with the passage and the list of words and phrases. Clarify these words

2. Activity Instructions:

- Students read the passage and choose the most suitable word or phrase from the provided list for each gap.
- Encourage students to think about the context of the passage and how each word or phrase fits in.

3. Provide the Passage:**Passage:**

Carson (1) _____ in Detroit, Michigan. He and his elder brother Curtis, were (2) _____ by their mother because their father (3) _____ the family when Carson was eight years (4) _____. Their mother had left school after only a few years of (5) _____. Carson's moods swung from good to bad: he was a volatile (6) _____. Once he tried to stab another boy. Fortunately, the (7) _____ hit the buckle of the boy's belt. Carson did not do well at school where he was always a (8) _____ student.

'Then,' he says, 'I decided to put my life (9) _____. I prayed and the Lord took hold of me.' His mother also helped. She stopped him from (10) _____ television and insisted that he (11) _____ lots of books. 'I discovered through reading, that the world was at my fingertips. All the (12) _____ of mankind is in books, and just about everybody has access to books.' His grades (13) _____. He went to (14) _____ school and became a neurosurgeon. His greatest (15) _____ was when he successfully operated on Siamese twins in 1987. Newspapers called him a miracle man. Benjamin Carson is an (16) _____ to all young people.

Word List:

achievement, brought up, deserted, education, grew up, improved, in order, inspiration, knife, knowledge, medical, old, read, teenager, watching, weak

3. Review and Discussion (15 minutes)**Review Answers:**

- Go through each gap and discuss the correct answers with the class. Explain why each word or phrase is the best fit for the gap.

Answers:

- | | |
|-----|-------------|
| 1. | grew up |
| 2. | brought up |
| 3. | deserted |
| 4. | old |
| 5. | education |
| 6. | teenager |
| 7. | knife |
| 8. | weak |
| 9. | in order |
| 10. | watching |
| 11. | read |
| 12. | knowledge |
| 13. | improved |
| 14. | medical |
| 15. | achievement |
| 16. | inspiration |

2. Discuss the Context:

- Discuss the meaning of the passage and how each vocabulary word contributes to understanding Benjamin Carson's story. Highlight how his journey from a challenging childhood to becoming a successful neurosurgeon can inspire others.

4. Application (10 minutes)**1. Vocabulary in Sentences:**

- Ask students to create their own sentences using at least three of the vocabulary words from the list. Encourage them to relate their sentences to the theme of inspiration or personal growth.

Example Sentences:

- *Her hard work and dedication led to an impressive achievement in her career.*
- *Despite the challenges, he improved his grades significantly through consistent study.*
- *The book provided valuable knowledge about overcoming obstacles.*

2. Share with a Partner:

- Have students share their sentences with a partner and provide feedback on each other's usage of vocabulary.

5. Wrap-Up and Homework (5 minutes)

1. Review Key Points:

- Summarize the importance of each vocabulary word and how it fits into the context of the passage about Benjamin Carson.

2. Homework Assignment:

- Ask students to write a short paragraph about someone who inspires them, using at least four vocabulary words from the list. They should focus on showing how the person's qualities or achievements relate to the theme of inspiration.

Homework Prompt: *Write a short paragraph about a person who inspires you. Use at least four words from the vocabulary list and explain how their qualities or achievements have inspired you.*

Note taking:

- Have students take note of the paragraph in their notebooks

Lesson Plan

Function: Expressing Contrast

Duration: 55 minutes

General Objective:

Students will develop the ability to effectively use contrastive phrases to express differing viewpoints and situations related to children's love and protection.

Specific Objectives:

By the end of the lesson, students will be able to:

- Identify and understand various contrastive phrases (e.g., although, despite, in spite of, but, however, yet, all the same, on the contrary, instead of, nevertheless).
- Apply these phrases in context to discuss and analyze issues related to children's love and protection.
- Create sentences and paragraphs that demonstrate the use of contrastive phrases to show differing perspectives or situations.

Materials Needed:

Texts with contrast phrases

Gap-filling exercise handouts

Rephrasing activity handouts

Pens/pencils

Whiteboard and markers

1. Warm-Up (10 minutes)**1. Greeting and Introduction:**

- Greet students and introduce the topic of expressing contrast. Explain that the focus will be on using phrases to show contrast in sentences.

2. Discussion:

- Have students discuss in pairs or small groups why expressing contrast is important in conversations or writing. Encourage them to think of scenarios where contrasting ideas are necessary. Share examples with the class.

2. Presentation (15 minutes)**1. Introduce Contrast Phrases:**

- Write the following contrast phrases on the board:
 - **Although**
 - **Despite**
 - **In spite of**
 - **But**
 - **However**
 - **Yet**
 - **All the same**
 - **On the contrary**
 - **Instead of**
 - **Nevertheless**

2. Read a Short Text:

- Provide a text related to children's love and protection that includes the contrast phrases.

Text:

"Although many children receive a lot of love and care from their families, not all children are so fortunate. Despite efforts to improve child welfare, some children still face significant challenges. In spite of the love they receive, some children struggle with neglect and abuse. But with the right support and resources, these children can overcome

their difficulties. However, the lack of adequate protection can lead to long-term consequences. Yet, many organizations continue to work tirelessly to support vulnerable children. All the same, more needs to be done to ensure every child grows up in a safe and loving environment. On the contrary, some children in affluent families may experience emotional neglect despite having material wealth. Instead of assuming that all children are well cared for, it's important to recognize the diverse experiences children have. Nevertheless, with ongoing efforts and awareness, we can make a positive difference in the lives of many children."

3. Text Analysis:

- Read the text aloud or have students read it individually. Highlight and discuss the contrast phrases used and their functions in the text. Discuss the structures of the sentences when the phrases appear.

3. Guided Practice (15 minutes)

1. Gap-Filling Exercise:

- Provide a new text with missing contrast phrases. Students will fill in the gaps with appropriate phrases from the list provided.

Exercise Text:

"Children need love and protection to thrive. _____, some children are not provided with these basic needs. _____ efforts from charities and organizations, there are still many children who suffer from neglect. _____ many people believe that child protection is improving, there are still significant challenges. _____, there are instances where children from wealthy families also face emotional difficulties. _____ the resources available, not all children receive the support they need. _____, it is crucial to continue raising awareness and improving child protection measures."

Phrases to Choose From:

- although
- despite
- in spite of
- but
- however
- yet
- all the same
- on the contrary
- instead of

Suggested answers: Children need love and protection to thrive. **However**, some children are not provided with these basic needs. **Despite** efforts from charities and organizations, there are still many children who suffer from neglect. **Although** many people believe that child protection is improving, there are still significant challenges. **All the same**, there are instances where children from wealthy families also face emotional difficulties. **In spite of** the resources available, not all children receive the support they need. **Nevertheless**, it is crucial to continue raising awareness and improving child protection measures.

- nevertheless

2. Discuss Answers:

- Review the exercise with the class, discussing why each phrase fits the gaps. Encourage students to explain their choices and the effect of different phrases on sentence meaning.

4. Independent Practice (10 minutes)**1. Write a Short Paragraph:**

- Ask students to write a short paragraph on children's love and protection, using at least four of the contrast phrases from the lesson. They should express contrast between different aspects or situations.

2. Peer Review:

- Have students exchange their paragraphs with a partner for peer review. Each student should identify and underline the contrast phrases used in their partner's writing.

5. Wrap-Up and Homework (5 minutes)**1. Review Key Points:**

- Summarize the main contrast phrases covered and their functions. Emphasize how these phrases help in expressing different viewpoints and contrasting ideas. Write rules for some sentence patterns with some contrast phrases.

2. Homework Assignment:

- Provide students with a set of sentences related to children's love and protection. Ask them to rephrase each sentence using different contrast phrases from the lesson to convey the same meaning.

Optional Extension:

- **Class Discussion:** Facilitate a discussion on other real-life situations where expressing contrast is essential, encouraging students to come up with their own examples

Lesson Plan**Reading Comprehension on Child Labor**

Duration: 55 minutes

General Objective:

Students will enhance their reading comprehension skills by understanding a text about child labor and answering related questions.

Specific Objectives:

By the end of the lesson, students will be able to:

- Identify the main ideas and details of a reading passage about child labor.
- Identify and understand key vocabulary related to child labor.

- Answer comprehension questions and discuss the issues presented in the passage.

Materials Needed:

Visual aid (e.g., slide or poster with images and statistics)

Reading passage handouts

Comprehension questions handouts

Vocabulary matching exercise handouts

Summary and essay writing guidelines

Pens/pencils

1. Warm-Up and Background Knowledge Activation (10 minutes)**1. Greeting and Introduction:**

- Greet students and introduce the topic of child labor. Explain that they will read a passage about this issue and practice comprehension skills.

2. Visual Aid Presentation:

- Show a visual aid (e.g., a slide or a poster) with images and statistics related to child labor. The visual aid should include:

- Images of children working in various industries (e.g., agriculture, manufacturing).
- Key statistics (e.g., number of child laborers worldwide, common industries, average working hours)..

3. Discussion:

- Ask students to share their initial thoughts or experiences related to child labor based on the visual aid. Prompt questions like:
 - "What do these images and statistics make you think about child labor?"
 - "Why do you think child labor is still a problem in some parts of the world?"

2. Pre-Reading Activity (10 minutes)**1. Introduce Vocabulary:**

- Introduce and explain key vocabulary related to child labor that will appear in the reading passage. Words might include:
 - Exploitation
 - Hazardous
 - Trafficking
 - Labor laws
 - Vulnerable
 - Injustice

2. Vocabulary Matching Exercise:

- Provide students with a list of vocabulary words and their definitions. Have them match each word with its correct definition.

Vocabulary List:

- Exploitation: The act of using someone unfairly for personal gain.
- Hazardous: Dangerous or risky.
- Trafficking: The illegal trade of people, typically for forced labor.
- Labor laws: Regulations that govern the conditions under which people work.

- Vulnerable: Susceptible to harm or exploitation.
- Injustice: Lack of fairness or justice.

Matching Exercise:

- Students match each vocabulary word with its definition.

3. Reading Activity (15 minutes)**1. Read the Passage:**

- Provide students with the following passage about child labor. Allow them time to read it carefully.

Reading Passage:

"Child labor is a significant issue affecting millions of children worldwide. Many children are forced to work in hazardous conditions that jeopardize their health and development. These children often work in industries such as agriculture, mining, and manufacturing, where they face long hours and dangerous environments. Despite international efforts to combat child labor, it remains a persistent problem due to factors such as poverty, inadequate education, and weak enforcement of labor laws.

The reasons behind child labor are complex. Poverty drives many families to rely on the income generated by their children's labor to survive. In some regions, cultural norms and practices also contribute to the perpetuation of child labor. Children who are forced to work are often deprived of their right to education and a childhood, which can have long-term consequences for their future.

Efforts to address child labor involve a combination of policy changes, advocacy, and community support. Governments and organizations are working to improve labor laws and provide resources for affected families. However, there is still much work to be done. Addressing child labor requires a collaborative approach to protect children's rights and ensure they have the opportunity to grow up in a safe and nurturing environment."

2. Reading Comprehension Exercise:

- After reading the passage, ask students to answer the following comprehension questions.

Comprehension Questions:

- a. What are some industries where child labor is commonly found?
- b. What are some reasons that contribute to child labor?
- c. How does child labor affect children's education and future?

- d. What are some efforts being made to address the issue of child labor?
- e. Why is it important to address child labor through a collaborative approach?

3. **Discuss Answers:**

- o Review the answers as a class, discussing the correct responses and clarifying any misunderstandings. Encourage students to share their thoughts on the issues raised in the passage.

4. **Independent Practice (10 minutes)**

1. **Write a Short Summary:**

- o Ask students to write a brief summary (100-150 words) of the passage, highlighting the main ideas and key points. They should include information about the causes of child labor, its impact, and efforts to address the problem.

2. **Peer Review:**

- o Have students exchange their summaries with a partner for peer review. Each student should provide feedback on clarity and accuracy.

5. **Wrap-Up and Homework (5 minutes)**

1. **Review Key Points:**

- o Summarize the main ideas from the reading passage and the answers to the comprehension questions.

2. **Homework Assignment:**

- o Ask students to write a short essay (150-200 words) on the topic of child labor. They should discuss the impact of child labor on children's lives and suggest ways to address the problem. Encourage them to use vocabulary from the lesson and consider the points discussed in class.

Homework Prompt: *Write an essay discussing the impact of child labor on children's lives. Use at least three of the vocabulary words from today's lesson and suggest potential solutions to address the problem.*

Optional Extension:

- **Class Discussion:** Facilitate a discussion on real-life examples of child labor and how students can get involved in advocacy efforts or support organizations working to eliminate child labor

Handout



Global Number of Child Laborers

As of 2020, there were an estimated **160 million children** engaged in child labor worldwide. This represents nearly 1 in 10 children globally. The number increased by 8.4 million from 2016, reversing years of progress.

Regional Distribution

Sub-Saharan Africa has the highest prevalence of child labor, with **24%** of children engaged in labor.

Asia and the Pacific follow with around **7%**, while **Latin America and the Caribbean** have **5.3%**.

Common Industries

Agriculture: The sector employs the majority of child laborers, with **70%** (112 million children) working in agriculture, including farming, fishing, forestry, and livestock herding.

Services: About **20%** of child laborers (31.4 million children) work in services such as retail, transportation, and domestic work.

Industry: Around **10%** (16.5 million children) are involved in industrial work, including mining, construction, and manufacturing.

Average Working Hours

Many child laborers work long hours, often exceeding **40 hours per week**. In hazardous industries, children may work even longer hours under dangerous conditions.

Hazardous Work:

About **79 million children** (nearly half of all child laborers) are engaged in hazardous work that directly endangers their health, safety, and development.

References

- International Labour Organization (ILO). (2021). *Child Labour: Global Estimates 2020, Trends and the Road Forward*. Available at: ILO Report
- UNICEF. (2020). *Child Labour: Facts and Figures*. Available at: UNICEF Child Labour
- International Labour Organization (ILO) and United Nations Children's Fund (UNICEF). (2021). *Child Labour: Global Estimates 2020*. Available at: ILO-UNICEF Report

Lesson Plan

Writing That Includes Arguments

Duration: 55 minutes

General Objective:

Students will learn how to write an argumentative essay, focusing on presenting and supporting arguments effectively.

Specific Objectives:

By the end of the lesson, students will be able to:

1. Understand the structure of an argumentative essay.
2. Develop clear arguments and provide supporting evidence.
3. Write a coherent argumentative essay on a given topic.

Materials Needed:

- Sample argumentative essay handouts
- Topic list handouts
- Writing activity guidelines
- Peer review sheets
- Pens/pencils

1. Warm-Up and Introduction (10 minutes)**1. Greeting and Introduction:**

- Greet students and introduce the topic of argumentative writing. Explain that they will learn how to construct an essay that presents and supports arguments.

2. Discussion:

- Lead a brief discussion on what an argument is in writing. Ask students:
 - "What do you think makes a strong argument?"
 - "Why is it important to support your arguments with evidence?"
- Write students' responses on the board to reference during the lesson.

2. Presentation: Understanding Argumentative Writing (15 minutes)**1. Explain the Structure:**

- Describe the typical structure of an argumentative essay:
 1. **Introduction:** Introduce the topic and state your thesis (main argument).
 2. **Body Paragraphs:** Each paragraph presents a separate argument with supporting evidence.
 3. **Counterargument (Optional):** Address an opposing viewpoint and refute it.
 4. **Conclusion:** Summarize the main points and restate the thesis, reinforcing your argument.

2. Sample Argumentative Essay:**Topic: "Children Should Live with Their Parents, Not with a Relative"**

Introduction: "In many cultures, it is common for children to live with relatives when their parents are unable to care for them. However, it is argued that children are better off living with their parents rather than with relatives. This essay will argue that children should live with their parents to ensure consistent emotional support, a stable family environment, and better developmental outcomes."

Body Paragraph 1: "Firstly, living with parents provides children with consistent emotional support. Parents have a deep emotional connection with their children and understand their needs and behaviors better than relatives. This emotional stability is crucial for a child's psychological well-being. Studies have shown that children who grow up with their parents tend to have stronger emotional bonds and higher self-esteem compared to those raised by relatives."

Body Paragraph 2: "Secondly, living with parents ensures a more stable family environment. Parents are usually more invested in maintaining family traditions, routines, and values, which

can contribute to a child's sense of security and identity. In contrast, living with relatives may disrupt a child's daily routine and lead to confusion or instability, affecting their overall development."

Body Paragraph 3: "Lastly, children living with their parents benefit from better developmental outcomes. Parents are more likely to be involved in their child's education, health, and extracurricular activities. This involvement contributes to a child's academic success and personal growth. Relatives, on the other hand, may not always have the resources or time to provide the same level of support and guidance."

Counterargument (Optional): "Some may argue that relatives can provide a nurturing environment if parents are unable to do so. While this can be true in some cases, it is generally preferable for children to live with their parents whenever possible. The benefits of parental care and involvement typically outweigh the potential advantages of living with relatives."

Conclusion: "In conclusion, children should ideally live with their parents rather than with relatives. Parents offer consistent emotional support, a stable family environment, and better developmental opportunities. While relatives may sometimes step in, the advantages of parental care make it the preferred option for raising children."

3. Guided Practice (15 minutes)

1. Analyze the Sample Essay:

- Distribute copies of the sample essay to students. In pairs, have them identify the key components:
 - Introduction and thesis
 - Body paragraphs and supporting evidence
 - Counterargument (if included)
 - Conclusion
- Discuss their findings as a class, highlighting how each component contributes to the effectiveness of the argument.

2. Brainstorming Activity:

- Have students choose a topic from a provided list (e.g., "Should Homework Be Banned?" or "Is Online Learning Better Than Traditional Learning?"). In groups, students brainstorm arguments and evidence for their chosen topic.

Topic List:

- Should School Uniforms Be Mandatory?
- Should students go to school with their cell phones?

4. Independent Practice (10 minutes)

1. Writing Activity:

- Ask students to write a short argumentative essay (150-200 words) on one of the provided topics. They should include:
 - An introduction with a clear thesis statement
 - At least two body paragraphs with supporting arguments and evidence

- A conclusion summarizing their main points

2. Peer Review:

- Have students exchange their essays with a partner for peer review. Each student should provide feedback on the clarity of arguments and the strength of the evidence presented.

5. Wrap-Up and Homework (5 minutes)

1. Review Key Points:

- Summarize the key elements of an argumentative essay and the importance of supporting arguments with evidence.

2. Homework Assignment:

- Ask students to revise their argumentative essays based on peer feedback and submit a final draft. They should focus on refining their arguments, improving the clarity of their evidence, and ensuring coherence in their writing.

Homework Prompt: *Revise your argumentative essay based on the feedback you received from your peer review. Submit the final draft with a focus on refining your arguments and evidence.*

Optional Extension:

- **Class Debate:** Organize a debate on one of the provided topics to further practice argumentative skills and engage students in critical thinking

Assessment and beyond

To the teacher's care

Dear colleague,

I wanted to take a moment to thank you for purchasing and implementing the ready-made lesson plan in your classroom. Your support means a lot, and I'm thrilled that you've chosen to use our materials.

Upon completion of the lesson plan's implementation, we would greatly appreciate your feedback. Your insights and experiences are invaluable to us, and they will help us improve and continue developing resources that meet the needs of teachers like you.

Thank you once again for your trust and support. I look forward to hearing about your experience.

Best regards,

Sika Donatien Manté

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