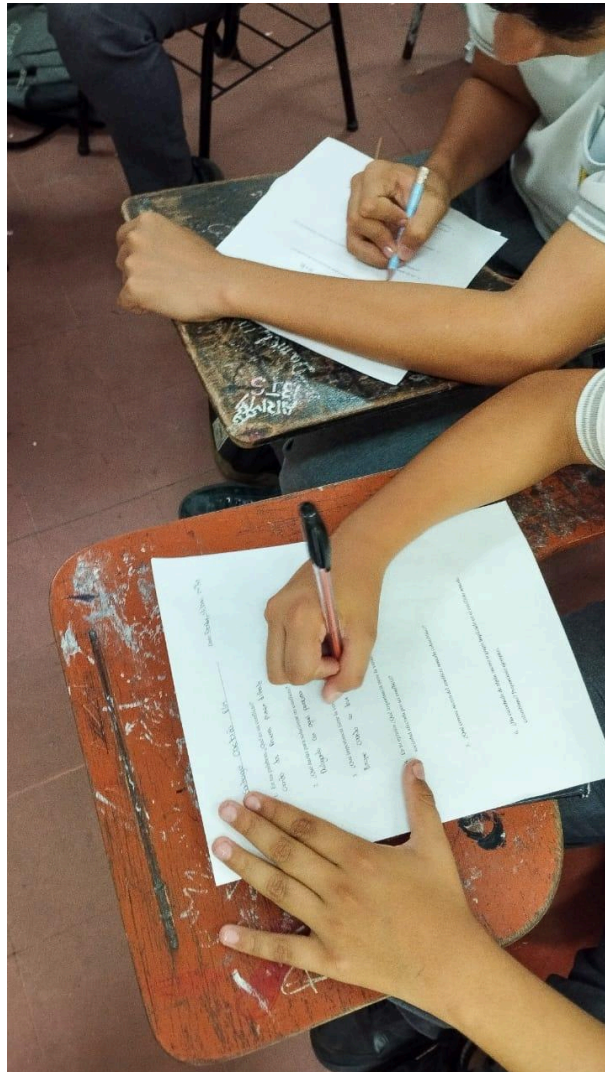


Annexes

Annex A: Images collected from visual and multimedia evidence





Annex B: Coordinator's authorization to conduct questionnaires and interviews

Bucaramanga 08 de agosto del 2023

Coordinador:

(Nombre del coordinador)

Institución Educativa (nombre de la institución)

Cordial saludo,

Nos dirigimos a usted con el fin de solicitarle de manera respetuosa su permiso para que las estudiantes en periodo de práctica social y pedagógica, Ana Karina Moreno y Sofía Romero, pertenecientes a la Escuela de Idiomas de la Universidad Industrial de Santander, tengan la oportunidad de entablar un diálogo con los alumnos del grado 8-4. Dicho diálogo tomaría la forma de una entrevista y/o cuestionario, con el propósito de explorar el conocimiento preexistente que poseen en relación a temáticas concernientes a la resolución de conflictos. Estas temáticas serían posteriormente incorporadas en la planificación de las clases de inglés. Este procedimiento se contempla con el objetivo de, al concluir el periodo de prácticas, llevar a cabo entrevistas posteriores que permitan contrastar y evaluar los avances y progresos alcanzados por los estudiantes, tanto en sus habilidades lingüísticas como en su comprensión del mencionado tema, cuya aplicación es de suma importancia.

Como estudiantes y practicantes confirmamos de manera enfática que la información recolectada durante este proceso se utilizará exclusivamente con propósitos académicos. Asimismo, garantizamos que las identidades de los estudiantes participantes serán tratadas con la más estricta confidencialidad en todas las etapas del análisis de resultados.

La programación de la entrevista y/o cuestionario está establecida para el día viernes 11 de agosto de 2023, en el horario comprendido entre las 6:00 y las 8:00 de la mañana. Cabe destacar que este proceso tendrá una duración estimada de 30 a 45 minutos.

Agradecemos de antemano su atención a esta solicitud,

Atentamente,

Ana Karina Moreno

Estudiante practicante

Correo electrónico: _____

Sofía Romero

Estudiante practicante

Correo electrónico: _____

Recibido y autorizado por:

[Firma del coordinador]

Nombre:

Fecha:

**Annex C: Authorization of parents or guardians of students to conduct surveys
and interviews**

Bucaramanga, 28 de marzo del 2023

Señor, padre de familia

Cordial saludo,

Por medio de este presente nos dirigimos a usted para solicitar de manera respetuosa su autorización y consentimiento para que su hijo(a) pueda participar respondiendo un cuestionario y una entrevista que tienen como objetivo recolectar información para poder determinar las necesidades comunicativas y de aprendizaje relacionadas con la clase de inglés. Estos estarán a cargo de las estudiantes Ana Karina Moreno y Sofía Romero, practicantes del programa de Licenciatura en Lenguas Extranjeras con Énfasis en Inglés de la Universidad Industrial de Santander.

Cabe resaltar que la información allí expuesta tendrá un fin únicamente académico y las identidades de los estudiantes permanecerán confidenciales en los resultados del estudio.

La programación para realizar el cuestionario y la entrevista sería para la semana del 27 al 31 de marzo del 2023.

Yo _____ identificado(a) con cédula de ciudadanía número _____ actuando como representante legal (padre-madre) del menor _____ identificado con tarjeta de identidad número _____ declaro que he leído las condiciones de la participación de mi hijo(a) y autorizo que la información brindada sea utilizada solamente con fines académicos de la Práctica Social II.

Agradecemos su atención,



Ana Karina Moreno



Sofía Romero

Firma del acudiente

Annex D: Lesson plans and materials per each class

Week 1

  <div style="text-align: center;"> UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA II </div>						
LESSON PLAN						
Student-teachers: Ana Moreno and Sofia Romero		School: IE Custodio Garcia Rovira INEM		Date: 22/08/2023		
		City: Bucaramanga			Week: #1	
		Grade: 8-4	Level: A1	Age: 13-15	Class: #1	
Time: 1 hour						
Standards:						
Objectives: <ul style="list-style-type: none"> - Introduce the students to the English class - Establish a positive and engaging classroom environment - Establish class rules 			Functions: <ul style="list-style-type: none"> - Introducing oneself - Greetings 			
PERFORMANCE INDICATORS						
Knowing Ss can recognize and understand basic greetings and personal information vocabulary.	Doing Ss can introduce themselves appropriately		Being Ss participate actively in the presentations Ss listen actively to their peers			
Transversality: Ss recognize and appreciate diverse backgrounds as they share personal information. Ss demonstrate openness to learning about each other's experiences.						
LANGUAGE CONTENT						
Grammar: Present simple tense (I am, My name is), subject pronouns (I, you), basic questions (What's your name? How old are you?), simple affirmative and negative sentences (I like / I don't like).						
Functions: <ul style="list-style-type: none"> - Introducing oneself - Greetings 						
Vocabulary and Pronunciation Personal information: name, age, nationality, favorite things.						
Receptive Skills:	Listening	Reading	Productive Skills	Speaking X	Writing	

 		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA II			
LESSON PLAN					
Student-teachers: Ana Moreno and Sofia Romero		School: IE Custodio Garcia Rovira INEM			Date: 25/08/2023
		City: Bucaramanga			Week: #1
		Grade: 8-4	Level: A1	Age: 13- 15	Class: #2
Time: 2 hours					
Standards: Identify general and specific ideas in oral texts having knowledge about the topic					
Objectives: <ul style="list-style-type: none"> - Identify simple past forms in sentences. - Label sentences in the past with the correct use of was and were. 			Functions: <ul style="list-style-type: none"> -Reproducing orally past simple patterns. -Choose the correct use of the verb to be in the past according to the subject. 		
PERFORMANCE INDICATORS					
Knowing		Doing		Being	
Ss can recognize and understand the vocabulary related to the past simple tense (was, were) and historical terms (fact, event, history, truth).		Ss can form basic affirmative sentences using the past simple tense (was, were). Ss participate in sentence completion exercises to practice using "was" and "were."		Ss develop their critical thinking skills by discussing the concept of truth and its importance in a conflict.	
Transversality: Ss show cooperation and engagement while developing activities in small groups. Ss use their available language resources to express themselves, their thoughts and ideas.					
LANGUAGE CONTENT					
Grammar: Structure: S+ Was/Were + compl Pronouns: I, you, she, he, it, they, we, you.					
Functions: <ul style="list-style-type: none"> -Describing past events -Expressing past states -Talking about historical facts 					
Vocabulary and Pronunciation Subject pronouns: I, you, he, she, it, we, you, they Truth, fact, event and history.					
Receptive Skills:	Listening	Reading X	Productive Skills	Speaking X	Writing

Stages and Interaction patterns	ACTIVITY	MATERIALS	TIME
<p>Lesson opening</p> <p>T ↔ Ss</p>	<p>Greet the class Do the roll call Show the agenda</p> <p>The Human knot game: Divide the class in two groups. In each one, Ss stand in a circle, and each Ss randomly holds hands with two different people across the circle. Without letting go of each other's hands, they must work together to untangle themselves into a circle without any crossed arms. The first group to do it is the winner.</p>	<p>Projector Slides</p>	<p>10'</p>
<p>Warm up</p>	<p>Show Ss images of people displaying various actions in the past. Ask students to guess what the person was doing choosing a sentence from the three options they have.</p>	<p>Projector Pictures, slides</p>	<p>10'</p>
	<p>Introduce the past simple tense using visuals and examples: I was You were She was He was It was We were You were They were</p> <p>Model affirmative sentences using "was" and "were" with simple subjects.</p> <p>Have students repeat the sentences after you.</p> <p>Practice with was or were selection. Ts are going to read sentences with was and were. Some sentences will be correct and some will be incorrect. Each student will have two cards, one with an X and one with a ✓. If the sentence read by the teacher is correct, they must pick up the correct card and if it is incorrect, the one with the X on it.</p> <p>Sentences:</p> <ol style="list-style-type: none"> 1. He was a great singer. ✓ 2. We were late for the movie. ✓ 3. The concert WERE amazing. X 4. They were good friends. ✓ 5. She was happy. ✓ 6. We WAS at the gym. X 7. You were the best dancer at the competition. ✓ 8. It WERE a sunny day, perfect for a picnic. X 9. He was a good teacher who inspired his students. ✓ 10. She WERE the first one to arrive at the party. X 11. They WAS the winners of the talent show. X 12. We were all surprised. ✓ <p>Worksheet: practice choosing the correct use of was or were on the giving sentences. Socialisation.</p> <p>Ts show a thought-provoking quote about history and truth on the slides. Quote: "Imagine history as a giant puzzle - every fact is a piece that completes the big picture of truth"</p> <p>Ask students if they think history is always truthful and accurate, encouraging them to share their thoughts.</p> <p>Introduce the topic of truth and conflict. First, T will do a brainstorming activity to see what Ss consider is the truth and what is a conflict. Second, T will explain the concept of conflict and the different notions of truth.</p>	<p>Board and markers</p> <p>X's and ✓'s Cards</p> <p>Worksheet https://shorturl.at/ixET4</p>	<p>20'</p> <p>15'</p> <p>25'</p> <p>5'</p> <p>15'</p>

<p>Procedure</p>	<p>Then, ask Ss to get in pairs and discuss the following questions (In English or in Spanish too):</p> <ol style="list-style-type: none"> 1. Is seeking and sharing the truth necessary to positively transform conflicts? Why? 2. Is telling the truth difficult? Why? 3. What does telling the truth mean to you? 4. In your life, what have you experienced when you have decided to tell the truth in a conflict situation? 5. Do you like to seek the truth about things you don't understand or do you prefer not to? Why? 6. What is the truth for? <p>Once they finish, ask Ss to share their thoughts and answers with the rest of the class.</p>		<p>15'</p>
<p>Closure</p>	<p>Summarize the key points of the lesson, highlighting the past simple tense and the importance of truth in history. Organize the classroom and dismiss the class.</p>		<p>5'</p>
<p>POTENTIAL PROBLEMS</p>		<p>POSSIBLE SOLUTIONS</p>	
<p>Ss might have difficulty understanding the instructions or concepts due to limited language proficiency.</p>		<ul style="list-style-type: none"> - Use visual aids, gestures, and body language to support verbal instructions. - Simplify instructions and break them down into smaller steps. - Provide written instructions or key vocabulary on the board. 	

Materials: Worksheet past tense - was and were.



Name: _____ Course: _____ Date: _____

Past Tense
"was and were"

A. Choose the correct form of 'was' or 'were' to complete each sentence:

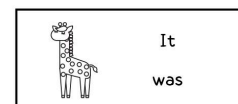
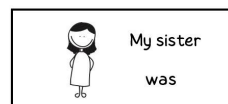
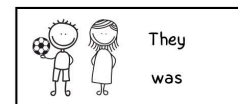
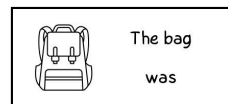
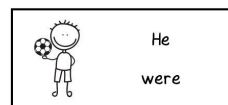
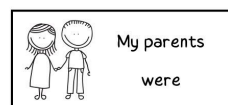
- 1) The cat _____ sleeping on the window all the afternoon.
- 2) Yesterday, my friends and I _____ playing in the park.
- 3) The flowers in the garden _____ so colorful and beautiful.
- 4) There _____ a big cake on the table for the birthday party.
- 5) The weather _____ rainy last week, so we stayed indoors.
- 6) She told me her favorite color _____ blue, just like the sky.
- 7) The dogs _____ barking loudly when the mailman arrived.

B. Check the following sentences and cross out if they are true or false:

	TRUE	FALSE
The cat was playing in the garden.	<input type="checkbox"/>	<input type="checkbox"/>
They were excited about the school trip.	<input type="checkbox"/>	<input type="checkbox"/>
She were reading a book in her room.	<input type="checkbox"/>	<input type="checkbox"/>
It were raining heavily yesterday.	<input type="checkbox"/>	<input type="checkbox"/>
There was many people at the party.	<input type="checkbox"/>	<input type="checkbox"/>
The cookies were delicious.	<input type="checkbox"/>	<input type="checkbox"/>

AUXILIARY AND NOUNS

D. Look at the pictures and color the correct pairs of auxiliary and noun:





SCRAMBLED SENTENCES



C. Organize the sentences to discover the correct phrase:

- happy / friends / I / party / to / was / see / at / my / the

- museum / she / visit / excited / new / very / was / to / the

- soccer / park / playing / in / we / the / were /

- winners / the / were / of / fair / they / the / science



- Sky / full / the / clear / was / of / and / stars

¡VOCABULARY!



Write the new words you learned today:

Week 2

 		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA II			
LESSON PLAN					
Student-teachers: Ana Moreno and Sofia Romero	School: IE Custodio Garcia Rovira INEM			Date: 01/09/2023	
	City: Bucaramanga			Week: #2	
	Grade: 8-4	Level: A1	Age: 13- 15	Class: #3	
Time: 2 hours					
Standards: Express opinions on matters of general interest to the school community.					
Objectives: -To recognize the importance of empathy in the construction of peace in the school community. -To create awareness of the differences in our stories.			Functions: -Expressing negative statements using the simple past tense of the verb "be."		
PERFORMANCE INDICATORS					

Knowing		Doing		Being		
Ss will correctly identify instances of the simple past tense of the verb "be" (was, were) in the reading activity.		Ss will read a story, highlight instances of "was" and "were," and answer questions related to the story.		Ss will engage in discussions that promote empathy, considering how characters in the story felt and discussing the importance of considering others' feelings before making accusations.		
Transversality:						
Through discussions on empathy and investigating before accusing, students will demonstrate ethical awareness by considering the feelings and rights of others.						
LANGUAGE CONTENT						
Grammar:						
Simple past tense of the verb "be" in affirmative and negative forms.						
Functions:						
Expressing opinions, predictions, and past events using the simple past tense of the verb "be" (was, were).						
Vocabulary and Pronunciation						
Conflict, accuse, investigate, empathy						
Receptive Skills:	Listening	Reading X	Productive Skills	Speaking X	Writing	
Stages and Interaction patterns	ACTIVITY				MATERIALS	TIME
Lesson opening T ↔ Ss	Greet the class Do the roll call Show the agenda and objectives				Board Markers	5'
Warm up Ss → Ss	Hot Potato Game: T will say Hot Potato repeatedly as the students pass a marker through their hands to each partner. When the teacher stops, the student who has the marker in his/her hand will say a sentence about a past event using was and were. T will model this activity.				Marker	5'

<p>Procedure</p> <p>Ss → Ss</p>	<p>Reading Activity: Ts will give Ss a worksheet with a reading activity. It will be divided in three parts:</p> <p>Pre- reading: In pairs, Ss will look at the pictures and try to guess the topic of the story. "What do you think the story is about?". Then, some pairs will share their guesses.</p> <p>Reading: Ss will read a story about a conflict between friends and highlight each time they identify the simple past tense of the verb be - was or were.</p> <p>After reading, Ss will transform the following sentences from affirmative to negative:</p> <ul style="list-style-type: none"> ● Maria was 14 years old ● Her friends were bad people ● She said it was Silvia who did it ● She was telling the truth ● They were good friends <p>Post-reading: Ss will read the possible endings to the story and select the one you think is the ending.</p>	<p>Reading worksheet https://shorturl.at/dkEK9</p>	<p>10'</p> <p>20'</p> <p>10'</p>
<p>Closure</p>	<p>Ss will read questions to reflect on the reading, choose the answer they think is correct. T will use those questions to have a closure discussion with Ss about what they chose.</p> <p>Homework: Question #5 of the discussion session of the reading worksheet.</p> <p>Organize the classroom and dismiss the class.</p>	<p>Reading worksheet</p>	<p>10'</p>
<p>POTENTIAL PROBLEMS</p>		<p>POSSIBLE SOLUTIONS</p>	
<ul style="list-style-type: none"> - Ss feel embarrassed to read aloud in front of their peers. - Ss might have difficulty understanding the reading or concepts due to limited language proficiency. 		<ul style="list-style-type: none"> - Create a safe and respectful environment in which students feel comfortable to participate using the language. - As the teacher reads, ask the students about unfamiliar words and solve their doubts about the meanings. 	

Materials: reading worksheet

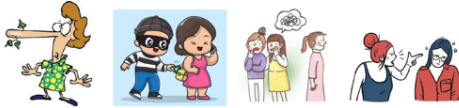


Institución Educativa INEM Custodio Garcia Rovira
 Teachers: Ana Moreno and Sofia Romero
 Level: A1
 Topic: past simple
 8th grade

Name: _____ Date: _____

PRE-READING

1. In pairs, look at the pictures and try to guess the topic of the story. What do you think the story is about?



2. Share your thoughts with the class.

READING

1. Read the following story about a conflict between friends and highlight each time you identify the simple past tense of the verb be - was or were.

The hidden truth

A few years ago, Maria was 14 years old, and she was in eighth grade at school. She had some close friends: Claudia, Anye, and Silvia. However, her friends were bad people. They lied, cheated, and didn't behave well in class. Maria knew this was not right and tried to help them be better people.

One day, the teacher asked Maria to collect money for photocopies. She did it and kept it in her bag. During break time, Maria realized that the money was not there. She acted quickly and informed her teacher. She started to investigate to find out what had happened.

During this time, Claudia, one of Maria's friends, tells her that she knew who took the money. She said it was Silvia who did it. Maria trusted Claudia and believed her words. So, she went straight to the teacher and accused Silvia, thinking she was telling the truth.

The teacher called Silvia to ask her about the situation. Maria confronted Silvia too, and told her that they weren't friends anymore because of what she had done. Silvia started to cry – she felt hurt by these words.

Maria was upset and left the room. After the break, the teacher gathered Maria, Claudia, and Silvia to discuss the issue. Silvia said she was innocent and that she wasn't a thief. The teacher had to decide what to do, so she suggested checking the security cameras to find out the truth.

To be continued...



Institución Educativa INEM Custodio Garcia Rovira
 Teachers: Ana Moreno and Sofia Romero
 Level: A1
 Topic: past simple
 8th grade

2. Class discussion:

1. How do you think Silvia felt when Maria accused her?
 - a. Confused and sad
 - b. Angry and defensive
 - c. Empathetic and understanding
2. Why do you think Maria didn't investigate before accusing Silvia?
 - a. She was in a rush and didn't have time
 - b. She trusted the information from Claudia
 - c. She believed her accusation was justified without evidence
3. What could Maria have done differently to find out what really happened?
 - a. Talked to Silvia calmly and asked for her perspective
 - b. Collected evidence and facts before making any claims
 - c. Ignored the situation
4. What did Maria learn from this experience?

5. Why is it important to consider others' feelings before making accusations?



Institución Educativa INEM Custodio Garcia Rovira
 Teachers: Ana Moreno and Sofia Romero
 Level: A1
 Topic: past simple
 8th grade

2. Activity: Transform the following sentences from affirmative to negative:

Affirmative	Negative
a. Maria was 14 years old	
b. Her friends were bad people	
c. She said it was Silvia who did it	
d. She was telling the truth	
e. They were good friends	

POST-READING

1. Read the following possible endings to the story and select the one you think is the ending.

Silvia Was Honest:
 The security cameras proved that Silvia didn't take the money. She was telling the truth. Maria felt sorry for accusing Silvia without any proof. She learned to be more careful with her judgments.

Unexpected Truth:
 The security cameras revealed that the money fell from Maria's bag by accident. Silvia wasn't involved. Maria felt embarrassed for accusing anyone and learned the importance of being patient.

Maria's Confession:
 Later, Maria realized that she had taken the money by mistake and forgot to collect it from her bag. She confessed her mistake to the teacher and apologized to Silvia.

No Evidence:
 The security cameras didn't show who took the money. The truth remained unknown.

UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA II						
LESSON PLAN						
Student-teachers: Ana Moreno and Sofia Romero		School: IE Custodio Garcia Rovira INEM			Date: 05/09/2023	
		City: Bucaramanga			Week: #3	
		Grade: 8-4	Level: A1	Age: 13- 15	Class: #4	
Time: 1 hour						
Standards: -Express opinion on matters of general interest to the community. -Make creative sources to express opinions about school participation in the conflict.						
Objectives: -Ss will be able to express past events, feelings and opinions using was or were in their affirmative and negative form. -Ss will recognize the importance of empathy and truth in conflict resolution by analyzing conflict scenarios and identifying emotions, perspectives, and feelings of individuals involved.			Functions: Expressing opinions, feelings, and past events using the simple past tense of the verb "be" (was, were).			
PERFORMANCE INDICATORS						
Knowing		Doing		Being		
Ss will correctly use the simple past tense of the verb "be" (was, were) in a negative and affirmative form.		Ss express and share information about past events, feelings, and opinions by means of "was" and "were".		Students will reflect on the importance of truth and honesty in conflict resolution.		
Transversality: Ss will analyze conflict scenarios from historical contexts, integrating the use of simple past tense of the verb to "be" describe situations accurately. Ss will explore the impact of truth and empathy on resolving conflicts.						
LANGUAGE CONTENT						
Grammar: Simple past tense of the verb "be" in affirmative and negative forms.						
Functions: Expressing opinions, feelings, and past events using the simple past tense of the verb "be" (was, were).						
Vocabulary and Pronunciation Conflict, history, truth, lies, forgiveness, non-repetition, healing, facts, peace, reconciliation and resolution.						
Receptive Skills:	Listening X	Reading X	Productive Skills	Speaking X	Writing	

Stages and Interaction patterns	ACTIVITY	MATERIALS	TIME
<p>Lesson opening</p> <p>T ↔ Ss</p>	<p>Greet the class Do the roll call Show the agenda</p> <p>The human knot game: Divide the class in two groups. In each one, Ss stand in a circle, and each Ss randomly holds hands with two different people across the circle. Without letting go of each other's hands, they must work together to untangle themselves into a circle without any crossed arms. The first group to do it is the winner.</p>	<p>Roll call</p>	<p>10'</p>
<p>Warm up</p> <p>Ss → Ss</p>	<p>T will use the last two questions from the reading guide developed last class in which the students had to answer them as homework to initiate a short reflection and discussion with them as an introduction to the class.</p> <p>Questions: What did Maria learn from this experience? Why is it important to consider others' feelings before making accusations?</p>		<p>10'</p>
<p>Procedure</p>	<ul style="list-style-type: none"> ● Video Activity: Ss will watch a video about the events that took place in the Charala village. As the video plays, students should fill in the blanks for the sentences of the comic using Was and Were as appropriate. Once they have finished the activity, the T will ask what were the reasons for their answers in order to check their understanding. Then, the teacher will play the video again in order to reflect on empathy and truth situations they saw in the video. For this, the following questions will be asked: <ul style="list-style-type: none"> → Do you think that what was happening in the institution should be changed? → Was it right for the school principal to lie about what was going on? → Do you think that telling the truth about what was happening would have improved the situation? → How different would the lives of the victims have been if the truth had come out? → What do you think if such a situation had occurred at your school? → How do you think your school would act in such a situation? 	<p>Video https://www.youtube.com/watch?v=uTOJyTpBRAY</p> <p>Comic https://shorturl.at/csV04</p>	<p>20'</p> <p>15'</p>
<p>Closure</p>	<p>Organize the classroom and dismiss the class.</p> <p>Homework: Based on the video, ss should reflect on the following two questions and write down their ideas. They should be ready to share their answers next class.</p> <ul style="list-style-type: none"> - How do you think you could help in a situation like this? - How would you feel if you were threatened to leave your school? <p>Ask students to bring what they can of markers, cardboard, magazines, colors, scissors and glue for the next class.</p>		<p>5'</p>
<p>POTENTIAL PROBLEMS</p>		<p>POSSIBLE SOLUTIONS</p>	
<ul style="list-style-type: none"> - Ss might have difficulty understanding the reading or concepts due to limited language proficiency. - Ss might not have materials to work on the artistic creations. 		<ul style="list-style-type: none"> - As the teacher reads, ask the students about unfamiliar words and solve their doubts about the meanings. - Ts will bring colors, pencils, magazines and some extra material in case Ss need them. 	

Material: Comic

Name: _____ Grade: _____

Charalá lost a generation

Look at the following video and fill the gaps using **was** and **were** where it corresponds

Charalá lost a generation

Look at the following video and fill the gaps using **was** and **were** where it corresponds

		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA III			
LESSON PLAN					
Student-teachers: Ana Moreno and Sofia Romero	School: IE Custodio Garcia Rovira INEM			Date: 08/09/2023	
	City: Bucaramanga			Week: #3	
	Grade: 8-4	Level: A1	Age: 13- 15	Class: #5 Time: 2 hours	
Standards: -Express opinion on matters of general interest to the community. -Make creative sources to express opinions about school participation in the conflict.					
Objectives: -Ss will be able to express past events, feelings and opinions using was or were in their affirmative and negative form. -Ss will recognize the importance of empathy and truth in conflict resolution by analyzing conflict scenarios and identifying emotions, perspectives, and feelings of individuals involved.			Functions: Expressing opinions, feelings, and past events using the simple past tense of the verb "be" (was, were).		
PERFORMANCE INDICATORS					
Knowing Ss will correctly use the simple past tense of the verb "be" (was, were) in a negative and affirmative form.	Doing Ss express and share information about past events, feelings, and opinions by means of "was" and "were".		Being Students will reflect on the importance of truth and honesty in conflict resolution.		

<p>Transversality:</p> <p>Ss will analyze conflict scenarios from historical contexts, integrating the use of simple past tense of the verb to "be" describe situations accurately.</p> <p>Ss will explore the impact of truth and empathy on resolving conflicts.</p>						
<p>LANGUAGE CONTENT</p>						
<p>Grammar:</p> <p>Simple past tense of the verb "be" in affirmative and negative forms.</p>						
<p>Functions:</p> <p>Expressing opinions, feelings, and past events using the simple past tense of the verb "be" (was, were).</p>						
<p>Vocabulary and Pronunciation</p> <p>Conflict, history, truth, lies, forgiveness, non-repetition, healing, facts, peace, reconciliation and resolution.</p>						
<p>Receptive Skills:</p>	<p>Listening</p> <p>X</p>	<p>Reading</p> <p>X</p>	<p>Productive Skills</p>	<p>Speaking</p> <p>X</p>	<p>Writing</p>	
<p>Stages and Interaction patterns</p>	<p>ACTIVITY</p>				<p>MATERIALS</p>	<p>TIME</p>
<p>Lesson opening</p> <p>T ↔ Ss</p>	<p>Greet the class Do the roll call Show the agenda</p>				<p>Roll call</p>	<p>5'</p>
<p>Warm up</p> <p>Ss → Ss</p>	<p>Word search activity: Ss will have to look up the following words in the word search. For students who finish quickly, they should try to guess or look up in the dictionary the meaning of the words they don't know while their classmates finish. Words: conflict, history, truth, lies, forgiveness, non-repetition, healing, facts, peace, reconciliation and resolution. Once everyone is finished, the vocabulary will be socialized.</p>				<p>Wordsearch: https://shorturl.at/dfyBW</p>	<p>20'</p>
<p>Procedure</p>	<p>Exam: Ss will take their first test on was / were and wasn't / weren't.</p> <p>Artistic Creation: Students will work in groups of three. Each will be assigned one of the words learned at the beginning of the word search. Words: conflict, history, truth, lies, forgiveness, non-repetition, healing, facts, peace, reconciliation and resolution. Each group will be asked to create a creative graphic representation of the word that corresponded to them. They should integrate the topic of the conflict according to what they learned in the video and how they believe the conflict affected the country and the schools and how this relates to the word that corresponded to them.</p>				<p>Exam: https://shorturl.at/btwvG</p> <p>Markers, cardboard, magazines, colors, scissors and glue.</p>	<p>40'</p> <p>15'</p> <p>35'</p>
<p>Closure</p>	<p>Organize the classroom and dismiss the class.</p> <p>Homework: To finish their artistic creation.</p>					<p>5'</p>
<p>POTENTIAL PROBLEMS</p>			<p>POSSIBLE SOLUTIONS</p>			

- Ss might not have materials to work on the artistic creations.	- Ts will bring colors, pencils, magazines and some extra material in case Ss need them.
--	--

Materials

Word search activity

Name: _____ Date: _____

Learning about our history

W Y D Z A B T S U R U L G K X Z R Y F T E I Z
M C B J V K Q B E G E C G B F H M K R A S G P
G V J T L F S L F O F S P T A B P R K O C Q A
E E Y U J E O Y T C O M O Q Z G R K T E O T R
P B I N H Q J B J N R W E L I H R Y R F G O S
F L C W H O K Z V S G W E J U B K T U P W B S
T N H Q X H T N E L I Q G Z Q T P V T O B P U
C G L E B W E O Y C V J D D J Y I B H G Q Y Q
I N N A A V N O N R E P E T I T I O N Z Z R A
L A N J H L E O M W N H X V U L O P N C V O R
F N R A P C I L K B E Y P P K A D L Q G W T C
N Q M C J P G N O C S H B X D W Z I Y K A S F
O Z B B D Y L P G B S B D Y P B X E M B I I F
C L M U Q Z B X D B F A Y Y Q E X S T D D H A
V Q A L G U B N R M Y K C F P E A C E P L P G
J U R E C O N C I L I A T I O N J B Q Q X Q E

Find the following words in the puzzle.
Words are hidden **↑** **↓** **→** **←** and **↘** .

CONFLICT	HISTORY	RECONCILIATION
FACTS	LIES	RESOLUTION
FORGIVENESS	NON-REPETITION	TRUTH
HEALING	PEACE	

Exam

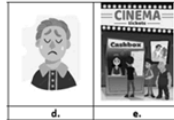
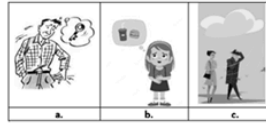


Institución Educativa INEM Custodio García Rovira
 Teachers: Ana Moreno and Sofia Romero
 Level: A1
 Topic: past simple
 8th grade

Name: _____ Date: _____

GRAMMAR

1. Choose **was** or **were** to complete the following sentences (2 point each):
- Yesterday Juan and María **were** in London.
 - They **was / were** late.
 - Peter **was / were** born in Egypt.
 - The weather **was / were** horrible last weekend.
 - We **was / were** displaced by the violence in Colombia.
 - When my dad disappeared our family **was / were** destroyed.



2. Organize the sentences below (3 points each):
- unconscious / was / after the accident / I
I was unconscious after the accident
 - too / were / late / we

- The weather **wasn't** good, there was a very cold wind.
- I lost my keys. They **were** in my pocket yesterday.
- He **wasn't** happy. He **was** very sad.
- We **were** at the cinema yesterday.
- I **was** hungry but then I ate a huge hamburger.

WRITING

4. Write statements with **was / were (+)** or **wasn't / weren't (-)** according to the words given below (3 points each):

- wasn't / tall / I / in school

- Sara and I / at home / were / that night

- my birthday / it / yesterday / was

- happy / were / to see us / grandma and grandpa

- (I / sick / +)
I was sick
- (They / at home / -)

- (She / worried / +)

- (Yesterday / Tuesday / -)



- (We / innocent / +)

- (My friends and I / at the party / -)

READING



3. Pick the statement that best suit the picture (2 points each):

Week 4

 		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA II	
LESSON PLAN			
Student-teachers: Ana Moreno and Sofia Romero	School: IE Custodio García Rovira INEM		Date: 12/09/2023
	City: Bucaramanga		Week: 4
	Grade: 8-4	Level: A1	Age: 13- 15
Class: #6			
Time: 1 hour			
Standards: No standards for this class			
Objectives: <ul style="list-style-type: none"> - SS will integrate the concepts and their creativeness to represent them and communicate them to their peers. - students will evaluate their peers' creative projects and select their favorite 		Functions: <ul style="list-style-type: none"> - Students will express their ideas and opinions, which they creatively captured on their posters. 	

PERFORMANCE INDICATORS						
Knowing			Doing			
Ss can effectively use vocabulary related to conflict resolutions such as: conflict, history, truth, lies, resolution, reconciliation, forgiveness, non-repetition, healing, facts and peace.			Ss can describe their creative posters expressing how they represent their ideas and opinions.	Ss reflect on what each of the concepts really mean and how they can creatively translate them. Ss actively participates.		
Transversality:						
Ss work collaboratively to create a poster with their ideas and creativeness.						
Ss interpret the images on the board to understand their peers' posters.						
LANGUAGE CONTENT						
Grammar:						
- Was and were forms						
Functions:						
- Students will express their ideas and opinions, which they creatively captured on their posters.						
Vocabulary and Pronunciation						
conflict, history, truth, lies, forgiveness, non-repetition, healing, facts, peace, reconciliation and resolution.						
Receptive Skills:	Listening	Reading	Productive Skills	Speaking X	Writing	
Stages and Interaction patterns	ACTIVITY				MATERIALS	TIME
Lesson opening T ↔ Ss	Greet the class Do the roll call Write the agenda and objective on the board.				Board Markers	5'
Warm up Ss → Ss	Charades Ss will play hot potato and the Ss whose turn it is goes to the front. T tells him/her one of the following words learned last class: 1. Forgiveness 2. Truth 3. Lies 4. Reconciliation 5. Conflict				Markers and board	10'
Procedure Ss → Ss	Ss will finish the creative activity they started last class.					25'
	Exam feedback: Ts will give the tests presented the previous class to the students and give them feedback on the correct answers.					15'

Closure	Organize the classroom and dismiss the class.		5'
	Homework: Ss who failed the exam and wish to raise the grade 0.5 must correct the exam and bring it to the next class.		
POTENTIAL PROBLEMS		POSSIBLE SOLUTIONS	
<ul style="list-style-type: none"> - Ss feel embarrassed to speak in front of their peers. - Ss might have difficulty understanding the vocabulary due to limited language proficiency. 		<ul style="list-style-type: none"> - Create a safe and respectful environment in which students feel comfortable to participate using the language. - T will ask the Ss about unfamiliar words and solve their doubts about the meanings. 	

		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA II			
LESSON PLAN					
Student-teachers: Ana Moreno and Sofia Romero	School: IE Custodio Garcia Rovira INEM			Date: 15/09/2023	
	City: Bucaramanga			Week: 4	
	Grade: 8-4	Level: A1	Age: 13- 15	Time: 2 hours	
Standards:					
Objectives: <ul style="list-style-type: none"> - Ss will talk about places of their city - Ss will learn to accurately describe the locations of places and cities using prepositions of places. 			Functions: <ul style="list-style-type: none"> - Talking about Bucaramanga places. - Telling the location of each place according to the places near to them. 		
PERFORMANCE INDICATORS					
Knowing	Doing	Being			
Ss will effectively use vocabulary related to prepositions of place and city places when giving instructions	Students will be able to express the location of a place using a city map created by themselves	Ss engage in conversations using the new vocabulary to describe a map of a city. Ss actively participates. Ss work as a team to create a city map with the information learned so far			
Transversality:					
Ss work collaboratively to find the different places of the city.					
Ss interpret the images on the board to understand the map of a city and its places.					
Ss work together to create their own city map making a correct used of the vocabulary related to city places and prepositions of place					
LANGUAGE CONTENT					

Grammar:						
<ul style="list-style-type: none"> - The school is _____ the restaurant - Where is _____? - Is the _____ next to _____? 						
Functions:						
<ul style="list-style-type: none"> - Talking about Bucaramanga places. - Telling the location of each place according to the places near to them. 						
Vocabulary and Pronunciation						
<ul style="list-style-type: none"> - Places: School, hospital, mall, restaurant, park, hotel, police station, bus station, fire station, pharmacy, stadium and gym. - Prepositions of place: Behind, in front of, next to, between 						
Receptive Skills:	Listening X	Reading	Productive Skills	Speaking X	Writing X	
Stages and Interaction patterns	ACTIVITY				MATERIALS	TIME
Lesson opening T ↔ Ss	Greet the class Do the roll call Show the agenda				Board Markers	5'
Warm up Ss → Ss	Places of the city wordsearch				Wordsearch: https://shorturl.at/rDT25	15'
Procedure Ss → Ss	<p>Voting Activity: Ss voted for the poster they liked the most. One student from each group will pass to the front to show what they created and the rest of the group decided who were the winners.</p> <p>Using the images, T will teach the vocabulary of the places in the city. After showing each picture T will paste the pictures strategically in different parts on the board to create a map of a city. Once all the pictures are placed on the board, T will use it to teach the vocabulary related to prepositions asking different questions such as:</p> <ul style="list-style-type: none"> ● Where is the school? Yes, it is next to the hospital. ● Where is the pharmacy? Yes, in front of the restaurant. <p>Ss will work in a worksheet related to places in the city and prepositions.</p> <p>T will provide feedback on the worksheet previously worked.</p> <p>Time dedicated to catching up with the students: picking up money from Teacher Ivon, time to collect the corrections of the previous test and time to present the exam to the ones who had not taken it.</p>				Posters	15'
					Flashcards: https://shorturl.at/ikszD	25'
					Worksheet: https://docs.google.com/document/d/1UxkOR2gieMfRB8O6sORevFs103_wMEetw-Fa-C8IHvQ/edit?usp=sharing	30'
						10'
Closure	Organize the classroom and dismiss the class. Homework: Point #5 from the worksheet.					5'
POTENTIAL PROBLEMS			POSSIBLE SOLUTIONS			

- | | |
|--|--|
| <ul style="list-style-type: none"> - Ss feel embarrassed to read aloud in front of their peers. | <ul style="list-style-type: none"> - Create a safe and respectful environment in which students feel comfortable to participate using the language. |
|--|--|

Materials

Word search about places of the city

Name: _____
Created with TheTeachersCorner.net Word Search Maker

Places of the city
Find all the places of the city from the list below.

E	F	E	D	T	W	X	T	Y	Y	M	D	M	Z	P	P	W	C	F	B	N	D	H	J	U
G	H	T	K	C	R	H	X	M	T	P	E	G	R	Q	I	O	L	O	U	I	J	L	S	R
R	B	H	D	M	U	I	D	A	T	S	X	T	Y	F	Q	A	I	H	S	I	Q	O	P	I
L	W	E	K	A	W	I	D	W	E	Z	O	Z	K	M	T	F	C	P	S	U	K	Q	I	X
A	N	X	U	W	U	V	V	Y	P	M	J	I	S	I	A	H	U	K	T	B	P	X	T	W
O	R	D	A	V	D	R	Z	H	F	Q	P	A	P	M	H	N	Y	S	A	H	B	U	L	Q
R	V	W	M	K	T	N	A	R	U	A	T	S	E	R	D	D	N	D	T	Z	X	I	M	S
M	H	F	P	O	Q	R	M	I	X	G	O	P	B	A	T	R	U	I	I	D	W	W	K	U
H	N	X	K	S	M	B	T	M	W	H	Q	H	P	C	L	X	Y	W	O	C	Q	U	X	G
I	O	C	A	M	H	J	P	G	X	T	G	S	H	D	G	J	Y	N	R	F	R	P	P	
M	I	M	C	H	H	R	T	K	T	B	O	V	A	K	T	C	B	F	U	E	J	P	K	B
F	T	Y	X	G	E	M	A	K	Q	L	I	Z	I	J	Y	T	D	K	D	Q	L	X	H	K
P	A	K	S	M	P	V	G	H	D	M	F	P	J	V	K	T	J	R	H	O	O	I	K	J
J	T	Y	A	A	A	J	P	P	R	H	W	Z	O	W	Q	I	H	M	P	A	R	K	S	S
E	S	R	Z	L	I	A	L	R	D	J	V	K	P	X	R	W	S	M	R	K	M	V	N	O
K	E	T	S	L	H	O	P	O	M	L	A	M	D	D	C	R	H	R	S	V	N	X	O	C
U	C	Q	V	M	P	H	C	J	E	O	W	B	U	E	D	E	N	P	C	U	M	U	I	Q
F	I	D	O	U	E	B	I	T	C	O	D	Z	B	R	S	Z	P	Q	Q	R	B	M	T	R
Z	L	P	J	I	U	Y	O	N	H	H	T	U	M	F	U	W	P	Q	U	A	I	J	A	C
V	O	N	P	T	F	H	N	R	X	C	H	S	R	E	K	E	P	N	G	D	A	D	T	Z
M	P	B	Z	J	F	I	W	E	B	S	G	C	O	J	A	L	W	C	B	Y	S	L	S	T
Q	F	H	R	R	K	W	M	U	S	J	M	G	U	P	U	R	N	M	L	Q	E	E	K	
X	Z	K	M	C	P	Y	I	E	Y	A	U	H	B	A	V	T	M	Z	S	J	M	R	T	
L	F	N	A	Z	D	S	V	V	C	K	Z	F	N	L	A	B	A	Z	R	C	Q	B	I	R
D	B	O	V	Q	M	L	C	L	P	U	G	D	Y	B	P	K	I	V	E	P	G	S	F	R

HOSPITAL RESTAURANT STADIUM FIRESTATION	HOTEL PHARMACY GYM BUSSTATION	SCHOOL MALL POLICESTATION PARK
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Flashcards

					
Gym	Restaurant	Hospital	Mall	School	Police Station
					
Fire Station	Bus Station	Park	Hotel	Pharmacy	Stadium

Worksheet



Institución Educativa INEM Custodio Garcia Rovira
 Teachers: Ana Moreno and Sofia Romero
 Level: A1
 Topic: past simple
 8th grade

Name: _____ Date: _____

1. Look at the following map and identify the places in the city.



2. From the list, place the letter that corresponds to each place.

a. Hospital	g. Police station
b. Hotel	h. Mall
c. School	i. Pharmacy
d. Stadium	j. Park
e. Fire station	k. Gym
f. Mall	l. Bus station

3. Look at the map again and circle a, b or c.

1. The hotel is _____ the park.
 a. Next to
 b. Opposite
 c. In front of

2. The police station is _____ the hospital.
 a. Behind
 b. Next to
 c. On



Institución Educativa INEM Custodio Garcia Rovira
 Teachers: Ana Moreno and Sofia Romero
 Level: A1
 Topic: past simple
 8th grade

3. The bus station is _____ the gym and the pharmacy.
 a. Next to
 b. Between
 c. Opposite to
4. The fire station is _____ First Avenue.
 a. On
 b. Behind
 c. Next to

5. The school is _____ the hospital.
 a. In front of
 b. Next to
 c. Opposite to

4. Create your own sentences.

- a. Hotel / park
 The hotel is in front of the park _____
- b. Stadium / restaurant

- c. Mall / park

- d. Gym / bus station



Homework

5. Answer the questions according to what is true for you.

- a. What is in front of your school?



- b. What is your favorite place in your city?

Week 5

 		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA II	
LESSON PLAN			
Student-teachers: Ana Moreno and Sofia Romero	School: IE Custodio Garcia Rovira INEM		Date: 19/09/2023
	City: Bucaramanga		Week: 5
	Grade: 8-4	Level: A1	Age: 13- 15
Class: #7 Time: 1 hours			
Standards: <ul style="list-style-type: none"> - To work collaboratively in pairs and share their work with the class - To improve Ss descriptive and communicative language skills 			
Objectives: <ul style="list-style-type: none"> - Ss will be able to accurately describe the location of a place in their city or neighborhood using prepositions of place. 		Functions: <ul style="list-style-type: none"> - To describe locations of specific places of the city using prepositions of place. 	

PERFORMANCE INDICATORS						
Knowing Ss use the vocabulary of places of the city and prepositions to locate themselves in a map.		Doing Ss create their own maps and then describe them to their classmates.		Being Ss gain appreciation for the importance of different places in a city and how these places reflect the culture and values of a community.		
Transversality: Students will create their own maps where they will choose how to design their own city and how to strategically place the different locations on the map.						
LANGUAGE CONTENT						
Grammar: - Place + verb be + preposition + location - Where is ___?						
Functions: - To describe locations of specific places of the city using prepositions of place.						
Vocabulary and Pronunciation - Places: School, hospital, mall, restaurant, park, hotel, police station, bus station, fire station, pharmacy, stadium and gym. - Prepositions of place: Behind, in front of, next to, between						
Receptive Skills:	Listening x	Reading	Productive Skills	Speaking x	Writing	
Stages and Interaction patterns	ACTIVITY				MATERIALS	TIME
Lesson opening T ↔ Ss	Greet the class Do the roll call Show the agenda and the objectives				Board Markers	5'
Warm up Ss → Ss	Charades Ss will play hot potato and the ss whose turn it is will come to the front. T will tell one of the places in the city they learned last class and the ss will have to mime what is done in that place, their classmates will guess. Places: School, hospital, mall, restaurant, park, hotel, police station, bus station, fire station, pharmacy, stadium and gym.				Board and markers	10'
Procedure Ss → Ss	Divide Ss in groups of three. Each pair will receive a set of pictures with the places of the city. They will create a map of their own city. Ss have to put their cities a name and then create the streets and place the pictures where they want to create an original map.				Pictures https://shorturl.at/jk szD	5' 30'
Closure T ↔ Ss	Organize the classroom and dismiss the class. Homework: Prepare the presentation of their maps for the next Friday class using prepositions of place and being ready to answer questions like: where is the pharmacy? It is next to the school.				Board and markers	5'
POTENTIAL PROBLEMS			POSSIBLE SOLUTIONS			
- Ss do not want to work with their randomly assigned classmates.			- To emphasize the importance of working as a team with anyone and knowing how to communicate.			


Week 6

 		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA II				
LESSON PLAN						
Student-teachers: Ana Moreno and Sofia Romero		School: IE Custodio Garcia Rovira INEM			Date: 26/09/2023	
		City: Bucaramanga			Week: 6	
		Grade: 8-4	Level: A1	Age: 13- 15	Class: #8	
Time: 1 hours						
Standards: I analyze, in a critical way, the discourses that legitimize violence.						
Objectives: SS will be able to recognize the different conflicts in educational contexts.			Functions: Ss share their opinions about the conflicts that occurred in their educational setting and classroom.			
PERFORMANCE INDICATORS						
Knowing		Doing		Being		
Students will identify vocabulary about places when they are reading the story from the handout		Ss will write the required information about places found during the reading		Students will reflect on the experiences of a woman affected by the armed conflict		
Transversality: Ss identify learned vocabulary during a reading activity. Ss know and reflect the life experiences of a woman that was affected by the armed conflict.						
LANGUAGE CONTENT						
Grammar: Go to the ____ I went to the ____ I was with my family ___ church It was not ___ the school						
Functions: - Describing the places of a city.						
Vocabulary and Pronunciation House, supermarket, university, church, cafe, school, restaurant, police station, jail, hospital						
Receptive Skills:	Listening	Reading X		Productive Skills	Speaking	Writing
Stages and Interaction patterns	ACTIVITY				MATERIALS	TIME


Lesson opening T ↔ Ss	Greet the class Do the roll call Show the agenda and the objectives	Board Markers	10'
Warm up Ss → Ss	Guessing game: T will pretend to be a place and give a description of it so that students know the name of the site, the student who has more guesses will have an extra point in the attitudinal section.	Board and markers	10'
Procedure Ss → Ss	The e-book "Generations That Don't Give Up" will be read. Each S will be given a handout to follow the reading. Then, they will develop a worksheet related to what they read.	Handout: https://shorturl.at/kpvAN Worksheet https://shorturl.at/wCIW2	20' 10'
Closure T ↔ Ss	Organize the classroom and dismiss the class. Homework: Ask students to prepare their presentations for the next class about the map they created last class.	Board and markers	5'
POTENTIAL PROBLEMS		POSSIBLE SOLUTIONS	
- Ss might have difficulty understanding the vocabulary due to limited language proficiency.		- T will ask the Ss about unfamiliar words and solve their doubts about the meanings.	

Materials**Handout - reading activity**


Then I decided to leave the university, devastated at having to leave my students and Julian's case unsolved, I returned home with my family.




I decided to start working in a law firm, but I didn't like it, I didn't feel it was my thing. What really motivated me was to be a teacher.




So, during this time I started saving money to be able to study for a master's degree and follow my path in education.




After a short time, I managed to earn a job in the city of **Cordoba**, and I was very happy to return to the classroom.




However, I noticed that the situation here was different. Nothing seemed to be done openly or very visibly, and students were not free to express themselves.



One day I went out for coffee with a neighbor, Daniel. I told him my concern about the situation at the university. After listening to me, he explained what was going on at the university.




Apparently something called "La Limpieza" had occurred, which consisted of disappearances and even assassinations of people linked to land restitution processes.




In addition to this, there were threats from the self-defense groups against the university students.

On the other hand, the situation was becoming unsustainable, since on many occasions the teachers were not paid and the students' situation was not improving, so I decided to quit that job.

Some time later, I returned to Bucaramanga with the illusion of getting a job as a teacher. The UIS, my home, welcomed me back.



My students, colleagues and friends helped me regain the strength to continue believing in education and its transformative power.




The end


Generations that don't give up

Stories that won't be forgotten

My story begins when I was 17 years old and I got accepted into law school at Universidad Industrial de Santander (UIS) in the city of Bucaramanga.




My parents were very proud of me because I was going to be the first person in my family to go to the university.



A few days later, I went to the supermarket to buy food for the house and ran into a friend of my mother.


He congratulated me for getting into the university, but he also advised me to be careful and not get involved with guerrilla fighters or anything like that.



After that incident, I realized that many people had various prejudices towards public universities and their students.


On another occasion, at a family reunion, an uncle told me to be careful about going to that university, so that I wouldn't end up throwing rocks or smoking marijuana.

Another day, when I was with my family at church, I heard some people in the street criticizing the UIS, saying that in that university they protested about everything and the students never study, and that they had been brainwashed.




All those comments worried me, but when I finally entered the university, my experience was completely different. UIS opened me the doors to a whole new world: music, theater, dance, art.

With my friends from the university we would always go to a café to talk about the situation of the country and politics. We would discuss about the tuition, the money the university was investing, free education, etc.




The students were not the only ones who participated in these debates, but also professors and workers, who were present at the assemblies held at the university.




The university became my second home. I liked the classes and every day I learned something new. There I got to know the history of my country, the one that was not in the school books and that no one had told me about.

I was told many anecdotes about the movements in the country regarding the struggle for public education. All these movements had great support from the students.




However, not everything was good, in many cases the mobilizations were violently intervened, excessive use of public force, torture and even assassinations. In this way, the demands were silenced and were forgotten.




The university years went by and I managed to graduate from law school at UIS. But inside me, I knew that one of my passions was to be a teacher. So a few years after graduating, I got a job as a teacher at the University of Nariño, in Pasto.

In my time as a teacher there, it made me realize the difficult situations that many students had to go through: some didn't have enough money to eat, so sometimes I would invite these students to eat in a restaurant.





Many others had to work at the same time they were studying. This ended up being an obstacle for them, since they could not continue with their studies and often dropped out.




One day, one of my students did not come to class. Julian, a charismatic boy, who was one of my best students, and who led several student groups, disappeared.

Those were days of great uncertainty, since the only thing that was known was that he had been arrested. His parents, family and friends were very worried.


Days later, Julian was found dead, nobody could believe it. His classmates reacted immediately and organized sit-ins in search of justice and made a big mural of him at the university so that no one would forget what happened to him. I was shocked, completely indignant with what happened.

And just like Julian's case, many others were seen. Many students were detained in police stations, others were found with serious injuries in the hospital or ended up in jail unjustly.




For this reason, I decided to help students investigate these types of cases so that they would not go unpunished. However, in the process, I realized that students were not the only ones at risk.

The people who carried out these disappearances and murders also began to persecute and threaten teachers. Anyone who was against their thoughts was under threat.



Suddenly, one day I received my first threat; they called me a "izquierdosa" and a "guerrillera", just because I had helped the students.

From that moment on, I began to feel afraid, the university no longer seemed like a safe place due to all the things that were occurring.



Worksheet



Institución Educativa INEM Custodio García Rovira
 Teachers: Ana Moreno and Sofia Romero
 Level: A1
 Topic: Places of the city
 8th grade

Name: _____ Date: _____

1. From the box below choose the correct word for each place of the city and write them below the picture.



2. Unscramble the words:

- a. metspurakre: _____
- b. ouseh: _____
- c. losohc: _____
- d. rsyitnevu: _____
- e. eioclp snotait: _____

3. Write three cities different from the ones of the story:

- a. _____
- b. _____
- c. _____

4. Match the definition with the word:

School	A building for Christian religious activities
Church	An educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers.
University	A large shop which sells most types of food and other goods needed in the home
Supermarket	A place where criminals are kept to punish them for their crimes, or where people accused of crimes are kept
Jail	A place of higher education usually for people who have finished twelve years of schooling and where they can obtain more knowledge and skills

		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA II
LESSON PLAN		
Student-teachers: Ana Moreno and Sofia Romero	School: IE Custodio Garcia Rovira INEM City: Bucaramanga Grade: 8-4 Level: A1 Age: 13-15	Date: 29/09/2023 Week: 6 Class: #9 Time: 2 hours
Standards: <ul style="list-style-type: none"> - To work collaboratively in pairs and share their work with the class - To improve Ss descriptive and communicative language skills - I identify the feelings, needs and points of and views of those whose civil and political rights have been civil and political rights have been violated and propose non-violent actions to prevent it. 		
Objectives: <ul style="list-style-type: none"> - Ss will be able to describe a city map using prepositions to localize different places of the city. - Ss will be able to express their opinions and empathy related to situations of conflict in our country. 	Functions: <ul style="list-style-type: none"> - Ss will make a description of a city created by them using the vocabulary and prepositions of place. 	

PERFORMANCE INDICATORS						
<p>Knowing</p> <p>Ss can successfully use vocabulary about places of the city: School, hospital, mall, restaurant, etc, and prepositions of place: behind, in front of, next to, etc, to make a description of a place located in the city</p> <p>Ss express their opinions about the situation that occurred in the video.</p>		<p>Doing</p> <p>Ss will ask and answer questions related to the location of a place in a city map.</p> <p>Ss will engage in a discussion about their opinions of the video.</p>		<p>Being</p> <p>- Ss will empathize with those affected by the conflict in their country.</p>		
<p>Transversality:</p> <p>Ss will learn about the socio-cultural context of their country and its conflict connecting this information with the second language learning.</p>						
LANGUAGE CONTENT						
<p>Grammar:</p> <p>- Place + verb be + preposition + location</p>						
<p>Functions:</p> <p>- To describe a city, the places they can find there, and how to locate them.</p>						
<p>Vocabulary and Pronunciation:</p> <p>- Places: School, hospital, mall, restaurant, park, hotel, police station, bus station, fire station, pharmacy, stadium and gym.</p> <p>- Prepositions of place: Behind, in front of, next to, between</p> <p>- Video vocabulary: War, bomb, kidnapping, blackmailing, displacement, confrontations.</p>						
Receptive Skills:	Listening x	Reading	Productive Skills	Speaking x	Writing	
Stages and Interaction patterns	ACTIVITY				MATERIALS	TIME
Lesson opening T ↔ Ss	Greet the class Do the roll call Show the agenda and the objectives				Board Markers	10'
Warm up Ss → Ss	<p>Brainstorming:</p> <p>T divide the board into two parts. On one T write "conflict" and on the other one T write "Empathy".</p> <p>Ask each Ss to give a word to add to each part of the board related to the word that the T wrote.</p>				Board and markers	10'

Procedure Ss → Ss	Ss will have time to finish their presentations about the map they created last Tuesday.	Rubric https://shorturl.at/bgC49 Projector and video https://www.youtube.com/watch?v=9v4TGzckwY0 Board and markers	15'
	Each group will have 5' to present their maps using the vocabulary of places of the city and prepositions of place.		55'
	Ss will watch a video about the conflict at the school called "En Montes de María siempre hubo clase".		10'
	T will make a reflection about the video, asking students to tell her their impressions of it. The main idea is that ss realize and sympathize with this problem in our country. Questions: 1. How did the conflicts in Montes de Maria affect education? 2. How did the children feel when bombs were detonated or when there were confrontations? 3. How would you feel in a situation like that?		10'
Closure T ↔ Ss	Organize the classroom and dismiss the class. Homework: To bring the money for photocopies.	Board and markers	5'
POTENTIAL PROBLEMS		POSSIBLE SOLUTIONS	
<ul style="list-style-type: none"> - Ss are embarrassed to speak in front of their peers. - Ss might have difficulty understanding the vocabulary due to limited language proficiency. 		<ul style="list-style-type: none"> - Create a safe and respectful environment in which students feel comfortable to participate using the language. - T will ask the Ss about unfamiliar words and solve their doubts about the meanings. 	

Materials

Rubric



Student's name: _____

Date: _____ Final grade: _____



CATEGORY	EXCELLENT (4)	GOOD (3)	FAIR (2)	POOR (1)
Creativity	The map design is highly innovative and employs creative elements exceptionally well to enhance the presentation.	The map design shows moderate creativity with several creative elements that enhance understanding.	The map design demonstrates limited creativity with a few creative elements, but they are not effectively integrated.	The map design is conventional and lacks any creative elements.
Body Language	Has good posture, seems relaxed and confident. Makes eye contact with everyone in the room during the presentation.	He has good posture and makes eye contact with everyone in the room during the presentation.	Sometimes has good posture and establishes eye contact.	Has poor posture and/or does not look at people during the presentation.
Vocabulary	The student consistently and accurately uses prepositions of place, demonstrating a deep understanding of their usage.	The student mostly uses prepositions correctly, with only minor errors that do not significantly affect comprehension.	The student frequently makes errors in the use of prepositions, but some correct usage is evident.	The student struggles with prepositions, making it difficult to understand the location descriptions.
Volume	The volume is loud enough to be heard by all audience members throughout the presentation.	The volume is loud enough to be heard by all audience members at least 90% of the time.	The volume is loud enough to be heard by all audience members at least 80% of the time.	The volume is often too low to be heard by all members of the audience.

Week 7

UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA II					
LESSON PLAN					
Student-teachers: Ana Moreno and Sofia Romero	School: IE Custodio Garcia Rovira INEM			Date: 02/10/2023	
	City: Bucaramanga			Week: 7	
	Grade: 8-4	Level: A1	Age: 13-15	Class: #10	
Time: 1 hour					
Standards: <ul style="list-style-type: none"> - I am capable of recognizing a simple past sentence - I can use regular verbs when talking in the past tense. 					
Objectives: <ul style="list-style-type: none"> - Students will be able to identify and use regular verbs to talk about the conflict. 			Functions: <ul style="list-style-type: none"> - Tell stories that happened in the past with regular verbs related to the conflict. 		
PERFORMANCE INDICATORS					
Knowing Students correctly transform regular verbs in their base form into their past simple form.	Doing Students actively participate and become physically involved in a team game in which they must classify regular verbs into their correct category.		Being Students work in teams to categorize verbs where they correspond.		
Transversality: <ul style="list-style-type: none"> - Students engage in team activities and collaboration with their peers to achieve a common goal. 					
LANGUAGE CONTENT					
Grammar: <ul style="list-style-type: none"> - Past simple tense 					
Functions: <ul style="list-style-type: none"> - Tell stories that happened in the past with regular verbs related to the conflict. 					
Vocabulary and Pronunciation: <ul style="list-style-type: none"> - Three kinds of pronunciation: /d/, /t/ and /ɪd/ 					
Receptive Skills:	Listening	Reading x	Productive Skills:	Speaking x	Writing
Stages and Interaction Patterns	ACTIVITY			MATERIALS	TIME

-Classroom Disorganization, time management, engagement and participation, confusion in categorizing Verbs.	-Provide clear instructions, foster a supportive and inclusive classroom environment, and have backup activities in case any part of the lesson takes longer than expected.
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Materials

Handout



REGULAR VERBS
Rules

<p>-D</p> <p>Agree= Agreed Arrive= Arrived Continue= Continued Decide= Decided</p>	<p>-ED</p> <p>Look= Looked Ask= Asked Exception: Enjoy= Enjoyed Play= Played</p>
<p>-IED</p> <p>Try= Tried Carry= Carried Cry= Cried Dry= Dried</p>	<p>CC-ED</p> <p>Stop= Stopped Plan= Planned Grab= Grabbed</p>

PRONUNCIATION PATTERNS



<p>/ɪd/</p> <p>Words that end in /t/ or /d/ sound:</p> <p>Wanted /wɒntɪd/ Needed /niːdɪd/ Started /stɑːtɪd/ Decided /dɪˈsaɪdɪd/</p>	<p>/t/</p> <p>Words that end in /p/, /k/, /f/, /ʃ/, /tʃ/ sound:</p> <p>Kissed /kɪst/ Laughed /lɑːft/ Asked /ɑːskt/ Stopped /stɒpt/ Watched /wɒtʃt/ Washed /wɒʃt/</p>	<p>/d/</p> <p>Words that end in any other sound:</p> <p>Closed /klaʊzd/ Saved /seɪvd/ Travelled /trævɪld/ Opened /əʊpɪnd/ Climbed /klaɪmd/</p>
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Week 8

		<p>UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA II</p>	
LESSON PLAN			
<p>Student-teachers: Ana Moreno and Sofia Romero</p>	<p>School: IE Custodio Garcia Rovira INEM</p>		<p>Date: 17/10/2023</p>
	<p>City: Bucaramanga</p>		<p>Week: 8</p>
	<p>Grade: 8-4</p>	<p>Level: A1</p>	<p>Age: 13- 15</p>
<p>Time: 1 hour</p>			
<p>Standards:</p> <ul style="list-style-type: none"> - I am capable of recognizing a simple past sentence - I can use irregular verbs when talking in the past tense. 			

Objectives:		Functions:				
- Students will be able to identify and use irregular verbs to talk about the conflict.		- Tell stories that happened in the past with irregular verbs related to the conflict.				
PERFORMANCE INDICATORS						
Knowing Students correctly transform irregular verbs in their base form into their past simple form.		Doing Students listen to and organize a short text about a past event. Students reflect on the impact of the conflict in their country on the children affected.		Being Students reflect and empathize with the children who have been victims and affected by the country's past conflict.		
Transversality:						
- Students learn new vocabulary and practice what they have learned in class by integrating stories from the historical and social context of their country and also reflecting and expressing their opinions about these events.						
LANGUAGE CONTENT						
Grammar:						
- Irregular verbs transformation.						
Functions:						
- Tell stories that happened in the past with irregular verbs related to the conflict.						
Vocabulary and Pronunciation:						
- Verbs: Go, Have, Do, Say, Eat, Take, Make, Come, Walk, Talk, Play, Jump, Listen, Call, Help, Open						
Receptive Skills:	Listening X	Reading	Productive Skills	Speaking X	Writing	
Stages and Interaction Patterns	ACTIVITY				MATERIALS	TIME
Lesson opening T ↔ Ss	Greet the class Do the roll call Show the agenda and the objectives				Board Markers	10'
Warm-up Ss → Ss	Regular verbs review game Divide the board in four parts. One per each rule of the regular verbs classification: -d, -ed, -ied, and double consonant + -ed. Play hot potato and the student who is selected must classify one verb given by the teacher in the correct rule and write it on the board. Verbs: stop, carry, need, hug, play, cry.				Board and markers	10'

<p>Procedure Ss → Ss</p>	<p>Simple past verbs explanation and game. Each student will have a verb. Some verbs will be in their base form and others in their past simple form. They should look for the correct partner for their verb. Once they find it, they must form a sentence with the verb that corresponds to them in the past tense. Go, Have, Do, Say, Eat, Take, Make, Come, Walk, Talk, Play, Jump, Listen, Call, Help, Open</p> <p>Project explanation and organization Explain Ss that for the end of the year they must present a project. For this project they will be working in groups. The groups are previously organized by the teacher. They should find a person from their family, neighborhood or school that was affected or a victim of the armed conflict in Colombia. Then, they must organize an interview for that person in which they tell their story, what happened and how they are today. Then, translate into English.</p>	<p>Verbs in papers</p>	<p>20'</p> <p>10'</p>
<p>Closure T ↔ Ss</p>	<p>Organize the classroom and dismiss the class.</p> <p>Homework:</p> <ul style="list-style-type: none"> - To find a person who was affected or a victim of the armed conflict and to think of two questions they would like to ask them during the interview, bring them in a piece of paper to give it to the teacher. 	<p>Board and markers</p>	<p>5'</p>
<p>POTENTIAL PROBLEMS</p>		<p>POSSIBLE SOLUTIONS</p>	
<ul style="list-style-type: none"> - Ss are embarrassed to speak in front of their peers. 		<ul style="list-style-type: none"> - Create a safe and respectful environment in which students feel comfortable to participate using the language. 	

		<p>UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA II</p>			
<p>LESSON PLAN</p>					
<p>Student-teachers: Ana Moreno and Sofia Romero</p>	<p>School: IE Custodio Garcia Rovira INEM</p>			<p>Date: 18/10/2023</p>	
<p>City: Bucaramanga</p>			<p>Week: 8</p>		<p>Class: #12</p>
<p>Grade: 8-4</p>	<p>Level: A1</p>	<p>Age: 13- 15</p>	<p>Time: 1 hour</p>		
<p>Standards:</p> <ul style="list-style-type: none"> - I am capable of recognizing a simple past sentence - I can use regular and irregular verbs when talking about past events. 					
<p>Objectives:</p> <ul style="list-style-type: none"> - Students will be able to identify and use regular and irregular verbs to talk about the conflict. 			<p>Functions:</p> <ul style="list-style-type: none"> - Tell stories that happened in the past with regular and irregular verbs related to the conflict. 		
<p>PERFORMANCE INDICATORS</p>					
<p style="text-align: center;">Knowing</p> <p>Students correctly transform regular and irregular verbs in their base form into their past simple form.</p>	<p style="text-align: center;">Doing</p> <p>Students listen to and organize a short text about a past event. Students reflect on the impact of the conflict in their country on the children affected.</p>	<p style="text-align: center;">Being</p> <p>Students reflect and empathize with the children who have been victims and affected by the country's past conflict.</p>			

Transversality: <ul style="list-style-type: none"> - Students learn new vocabulary and practice what they have learned in class by integrating stories from the historical and social context of their country and also reflecting and expressing their opinions about these events. 						
LANGUAGE CONTENT						
Grammar: <ul style="list-style-type: none"> - Past simple regular verbs rules: -d, -ed, -ied. 						
Functions: <ul style="list-style-type: none"> - Tell stories that happened in the past related to the conflict using regular and irregular verbs. 						
Vocabulary and Pronunciation: <ul style="list-style-type: none"> - Reading vocabulary: Strangers, neighbors, shopkeeper, brave, recruits, fear, grown-ups, danger, weapons, and battalion. - Regular verbs: Learned, decided, insisted, disappeared, arrived, detonated, marked, punished, needed, expressed. - Irregular verbs: felt, got, hid, began, told, ran, became and found. 						
Receptive Skills:	Listening X	Reading	Productive Skills	Speaking X	Writing	
Stages and Interaction Patterns	ACTIVITY				MATERIALS	TIME
Lesson opening T ↔ Ss	Greet the class Do the roll call Show the agenda and the objectives				Board Markers	10'
Warm-up Ss → Ss	Ss will play a hangman game. T will write lines on the board that hide regular verbs so ss have to guess what is the word Verbs: stop, carry, need, hug, play, cry.				Board and markers	5'

<p>Procedure Ss → Ss</p>	<p>Pre-listening: Unblock vocabulary. Match the vocabulary with its correct definition:</p> <ol style="list-style-type: none"> 1. Strangers 2. Neighbors 3. Shopkeeper 4. Brave 5. Recruits 6. Fear 7. Grown-ups 8. Danger 9. Weapons 10. Battalion <p>Listening activity: Ss will read a story from the collection “I will not forget their names”. First, they should organize the story while they hear it.</p> <p>Then, they must complete the story by selecting the verbs from the box and write them in their regular form.</p> <p>Post-listening:</p> <ul style="list-style-type: none"> - To highlight all the other regular verbs that are in the text. <p>In pairs discuss the following questions:</p> <ol style="list-style-type: none"> a. How do you think the author's life changed when they joined the group of guerrillas? What challenges did they face? b. If you were in the author's position, what choices do you think you would have made in their circumstances, and why? <p>Socialize the answers with the rest of the class.</p>	<p>Audio listening: https://drive.google.com/drive/folders/1hfAb11-apuEtdSZ5wFTBzafDAQOA33bB</p> <p>Worksheet: https://shorturl.at/ylPZ4</p> <p>Paper to organize: https://drive.google.com/file/d/1RG73k8BTiBxmfpmcfA4FK5IswLy8Ep6/view?usp=drive_link</p>	<p>10'</p> <p>15'</p> <p>15'</p> <p>5'</p> <p>10'</p> <p>10'</p>
<p>Closure T ↔ Ss</p>	<p>Organize the classroom and dismiss the class. Collect homework.</p> <p>Homework:</p> <ul style="list-style-type: none"> - Write a sentence about an event in your past using two verbs learned in class, one regular and one irregular. 	<p>Board and markers</p>	<p>10'</p>
<p>POTENTIAL PROBLEMS</p>		<p>POSSIBLE SOLUTIONS</p>	
<ul style="list-style-type: none"> - Ss are embarrassed to speak in front of their peers. - Ss might have difficulty understanding the vocabulary due to limited language proficiency. 		<ul style="list-style-type: none"> - Create a safe and respectful environment in which students feel comfortable to participate using the language. - T will ask the Ss about unfamiliar words and solve their doubts about the meanings. 	

Materials

Worksheet: listening activity



Institución Educativa INEM Custodio Garcia Rovira
 Teachers: Ana Moreno and Sofia Romero
 Level: A1
 Topic: Places of the city
 8th grade

Name: _____ Date: _____

Pre - listening

1. Match the words with its definition:

- | | |
|--------------|--|
| Strangers - | - Someone who owns or manage a store, especially a small one. |
| Neighbors - | - To be frightened or worried that something bad might happen |
| Shopkeeper - | - A new member of an organization, especially the army |
| Brave - | - The possibility of harm or death to someone |
| Recruits - | - Someone you do not know |
| Fear - | - Any object used in fighting or war, such as a gun, bomb, knife, etc. |
| Grown-ups - | - Showing no fear of dangerous or difficult things |
| Danger - | - A military unit consisting of three or more companies |
| Weapons - | - Someone who lives very close to you |
| Battalion - | - An adult or someone who behaves in a responsible way |

Listening

I will not forget their names

2. Listen and organize the story in the following space.

a	
b	
c	
d	



Institución Educativa INEM Custodio Garcia Rovira
 Teachers: Ana Moreno and Sofia Romero
 Level: A1
 Topic: Places of the city
 8th grade

e	
f	
g	
h	

3. Complete the spaces using the following regular and irregular verbs in past simple.

Irregular verbs		Regular verbs	
get	run	find	decide
begin	feel	hide	disappear
tell	become	arrive	detonate
		insist	mark
		learn	punish
			need
			express

Post-listening

4. To highlight all the other regular and irregular verbs that are in the text.

5. Discussion in pairs and write some ideas to share with the class:

a. How do you think the author's life changed when they joined the group of guerrillas? What challenges did they face?

b. If you were in the author's position, what choices do you think you would have made in their circumstances, and why?

Papers to organize, complete and paste





Institución Educativa INEM Custodio Garcia Rovira
 Teachers: Ana Moreno and Sofia Romero
 Level: A1
 Topic: Places of the city
 8th grade



Papers

a	Mom, I'm writing to tell you I (1) _____ to write, and I (2) _____ a new name, Derly. Remember Tigre, our dog? Four years ago, armed strangers arrived at our town and mentioned they were on a mission. Also, they said they had dealt with local criminals, our bad neighbors. While they talked, Tigre barked, and they shot it. I (3) _____ angry but powerless.
b	A week later, I looked for a group of guerrillas in a store and (1) _____ to them my desire to leave. Mr. Fabio, the shopkeeper, asked if I was sure, given my age. I (2) _____, and they agreed, saying, "If you're brave, come with us."
c	As we traveled, they explained that I (1) _____ a new name for my new life. Someone emphasized the difference between anger and revolution. They (2) _____ me to leave Tigre behind and focus on our mission.
d	We (1) _____ at a camp with kids of my age, more recruits than my school had students. Initially, it felt like playing grown-ups, but we quickly adapted. I (2) _____ calling myself Derly.
e	After rigorous training, we started a long march, crossing various terrains. We (1) _____ unity in equality and shared responsibilities. The mountains (2) _____ a significant change in our journey.
f	One day, a helicopter appeared, indicating danger. I remembered Tigre's fur and (1) _____. Héctor, reacted shooting and chaos followed. When everything stopped, the commander (2) _____ him and then we continued marching cautiously, worried about the machines coming back.
g	Later, Héctor (1) _____, suspected of desertion. I was questioned but I didn't know anything. I remembered our last conversation about flyers we found in the woods. Héctor had kept one, feeling out of place.
h	As fear consumed us, we continued walking, leaving the woods behind. The commander (1) _____ more and more angry. We descended the mountain during the day to arrive faster. Suddenly, a plane (2) _____ bombs over us, and we (3) _____ and tried to hide. Helicopters followed us, and we hid against a cliff. We (4) _____ to surrender without weapons. We were taken to a battalion and eventually ended up in a children's protection institution.

Week 9

  <div style="text-align: center;"> UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA II </div>					
LESSON PLAN					
Student-teachers: Ana Moreno and Sofia Romero	School: IE Custodio Garcia Rovira INEM			Date: 24/10/2023	
	City: Bucaramanga			Week: 9	
	Grade: 8-4	Level: A1	Age: 13- 15	Class: #13	
Time: 1 hour					
Standards: <ul style="list-style-type: none"> - To work collaboratively in pairs and share their work with the class - To improve Ss descriptive and communicative language skill 					
Objectives: <ul style="list-style-type: none"> - Ss will be able to describe a city map using prepositions to localize different places in the city. 			Functions: <ul style="list-style-type: none"> - Ss will make a description of a city created by them using the vocabulary and prepositions of place. 		
PERFORMANCE INDICATORS					
Knowing Ss can successfully use vocabulary about places in the city: School, hospital, mall, restaurant, etc, and prepositions of place: behind, in front of, next to, etc, to make a description of a place located in the city. Ss can talk about the possible questions they will use in the interview	Doing Ss will ask and answer questions related to the location of a place on a city map. Ss share their thoughts and opinions about the most suitable questions they can ask in the interview to their relatives, friends, neighbors, etc.	Being Ss seek ways to learn about events in a person's life through questions that evoke memories of those events.			
Transversality: <ul style="list-style-type: none"> - Ss will learn about the socio-cultural context of their country and its conflict connecting this information with the second language learning. 					
LANGUAGE CONTENT					
Grammar: <ul style="list-style-type: none"> - Place + verb be + preposition + location 					
Functions: <ul style="list-style-type: none"> - To describe a city, the places they can find there, and how to locate them. 					
Vocabulary and Pronunciation: Places: School, hospital, mall, restaurant, park, hotel, police station, bus station, fire station, pharmacy, stadium and gym. Prepositions of place: Behind, in front of, next to, between.					
Receptive Skills:	Listening	Reading X	Productive Skills:	Speaking X	Writing

Stages and Interaction Patterns	ACTIVITY	MATERIALS	TIME
Lesson opening T ↔ Ss	Greet the class Do the roll call Show the agenda and the objectives	Board Markers	5'
Warm-up Ss → Ss	Vocabulary race: Two students chosen randomly will pass to the board, and the teacher will choose a category such as places in the city, colors, verbs, etc. The student who writes most of the words related to that category in one minute wins.	Board and markers	5'
Procedure Ss → Ss	Students will finish the listening activity they were working on last class: Post-listening: - To highlight all the other regular verbs in the text. In pairs discuss the following questions: a. How do you think the author's life changed when they joined the group of guerrillas? What challenges did they face? b. If you were in the author's position, what choices do you think you would have made in their circumstances, and why? Socialize the answers with the rest of the class.	Audio listening: https://drive.google.com/drive/folders/1hfAb11-apuEtdS25wFTBzafDAQQA33bB Worksheet: https://shorturl.at/vlPZ4 Paper to organize: https://drive.google.com/file/d/1RG73k8BTiBxmfpumcfA4FK5lswLy8Ep6/view?usp=drive_link	20'
	Project time Then, ss will get in groups in order to socialize the questions they brought to class for the interview and they will choose the questions that they like the most to carry out.	Questions they brought	20'
Closure T ↔ Ss	Homework: Students are asked to study prepositions of place, places of the city, and regular and irregular verbs for an exam next class.	_____	5'
POTENTIAL PROBLEMS		POSSIBLE SOLUTIONS	
<ul style="list-style-type: none"> - Students might need help when creating sentences. - Ss might need help understanding the vocabulary due to limited language proficiency. 		<ul style="list-style-type: none"> - Create a safe and respectful environment in which students feel comfortable to participate using the language. - T will provide enough information to ss in order to solve their doubts. 	

		UNIVERSIDAD INDUSTRIAL DE SANTANDER ESCUELA DE IDIOMAS / LICENCIATURA EN LENGUAS EXTRANJERAS CON ÉNFASIS EN INGLÉS PRÁCTICA PEDAGÓGICA II
LESSON PLAN		

Student-teachers: Ana Moreno and Sofia Romero		School: IE Custodio Garcia Rovira INEM			Date: 03/11/2023	
		City: Bucaramanga			Week: 9	
		Grade: 8-4	Level: A1	Age: 13-15	Class: #14	
Time: 2 hours						
Standards: <ul style="list-style-type: none"> - I am capable of recognizing a simple past sentence - I can use regular verbs when talking in the past tense. 						
Objectives: <ul style="list-style-type: none"> - To assess students' knowledge about places of the city, prepositions of place, and regular and irregular verbs. - Students will socialize their interviews and will share their ideas and opinions. 				Functions: <ul style="list-style-type: none"> - Students test their knowledge of places in the city, prepositions of place, and regular and irregular matters. - Ss share their experiences interviewing victims of the conflict and socialize their answers. 		
PERFORMANCE INDICATORS						
Knowing To understand and identify the use of places of the city, prepositions of location and regular/irregular verbs in the past simple.		Doing To present a test about places of the city, prepositions of location and regular and irregular verbs in the past simple. To present their interviews made to victims of the armed conflict.		Being To develop empathy and a sense of social responsibility by engaging with the stories of conflict victims and discussing their experiences.		
Transversality: To apply students' knowledge and their learning to understanding the experiences of others and the importance of promoting peace.						
LANGUAGE CONTENT						
Grammar: Regular verbs: -d, -ed, ied, cced						
Functions: <ul style="list-style-type: none"> - Tell stories that happened in the past with regular and irregular verbs related to the conflict. 						
Vocabulary and Pronunciation:						
Receptive Skills:	Listening	Reading X	Productive Skills	Speaking X	Writing X	
Stages and Interaction Patterns	ACTIVITY			MATERIALS		TIME
Lesson opening T ↔ Ss	Greet the class Do the roll call Show the agenda and the objectives			Board Markers		10'

<p>Warm-up Ss → Ss</p>	<p>Review Pictionary Ss chosen randomly will come to the board and will draw a sentence the teacher tells them, their classmates should guess the sentence. The library is in front of the park The hospital is between the restaurant The bank is next to the library</p>	<p>Board Markers</p>	<p>10'</p>
<p>Procedure Ss → Ss</p>	<p>Exam Students present the test on what they have learned in the last classes related to places in the city, prepositions of place, and regular and irregular verbs.</p> <p>Sharing and socializing with students Students will report the information collected in the interviews, and share their experience and thoughts related to the conflict and its victims. There will open a space for reflection and empathy in which they will express how they would feel in such a situation and reflect on the importance of peace, reconciliation, forgiveness and non-repetition. Leading questions: Who did you interview? How was the experience? Did you encounter any challenges or obstacles during the interview, and how did you handle them? What personal stories or experiences did the interviewee share with you? Were there any specific moments or insights from the interview that had a significant impact on you? What were the most surprising or unexpected findings from your interviews?</p>	<p>Exam https://shorturl.at/jCDJS</p> <p>Something to share with your students</p>	<p>30'</p> <p>60'</p>
<p>Closure T ↔ Ss</p>	<p>Reflection:</p> <ul style="list-style-type: none"> - How can the lessons you've learned from these interviews be applied to promoting peace, reconciliation, or understanding in conflict-affected regions? 	<p>_____</p>	<p>5'</p>
<p>POTENTIAL PROBLEMS</p>		<p>POSSIBLE SOLUTIONS</p>	
<ul style="list-style-type: none"> - Ss are embarrassed to speak in front of their peers. 		<ul style="list-style-type: none"> - Create a safe and respectful environment in which students feel comfortable to participate using the language. - T will ask the Ss about unfamiliar words and solve their doubts about the meanings. 	

Materials

Exam



Teachers: Ana Moreno and Sofia Romero
 Level: A1
 Topic: Prepositions of place, places of the city, regular and irregular verbs.



Name: _____ Course: _____ Date: _____

Part 1: Places in the City.

A. Match the place with its description (2points each):

- | | |
|------------|---|
| Library | • A place where you can borrow books and study. |
| Park | • A facility where medical treatment is provided. |
| Hospital | • An area with green spaces for recreation. |
| Restaurant | • A place where financial transactions are conducted. |
| Bank | • An establishment where meals are served. |

Part 2: Prepositions of Places.

B. Listen to the conversation and answer true or false as appropriate (1 point each):

- | | |
|--|--|
| • The new restaurant is next to the gym.
True / False | • There is a bus station behind the restaurant.
True / False |
| • The restaurant is between the gym and the hospital.
True / False | • The park is in front of the hotel.
True / False |
| • The mall is in front of the restaurant.
True / False | • A pharmacy is between the bus station and the park.
True / False |
| • There's a school behind the restaurant.
True / False | • The stadium is next to the pharmacy.
True / False |
| • The police station is next to the fire station.
True / False | • They plan to meet in front of the gym before heading to the restaurant.
True / False |



Teachers: Ana Moreno and Sofia Romero
 Level: A1
 Topic: Prepositions of place, places of the city, regular and irregular verbs.



Part 3: Regular verbs.

D. Classify the verbs depending on their ending (1 point each):

Decide, Arrive, Insist, Learn, Cry, Study, Stop, Slip, Dissapear, Detonate, Punish, Need.

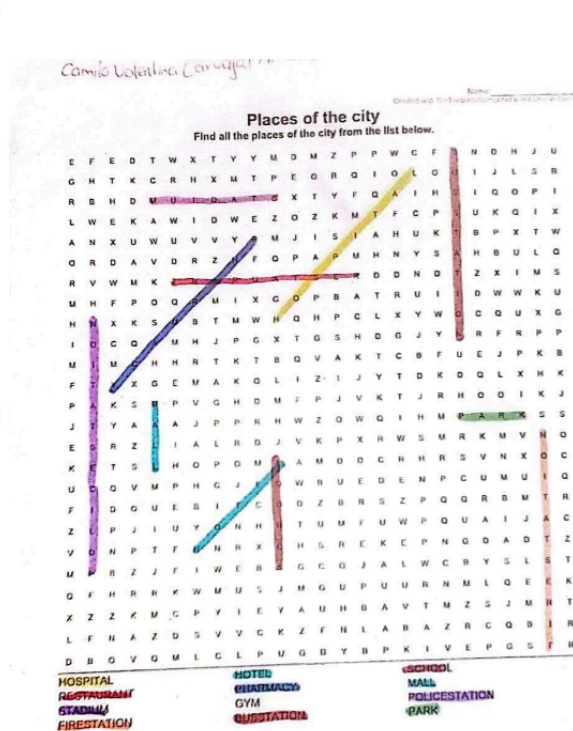
-D	-ED
-IED	-CCED

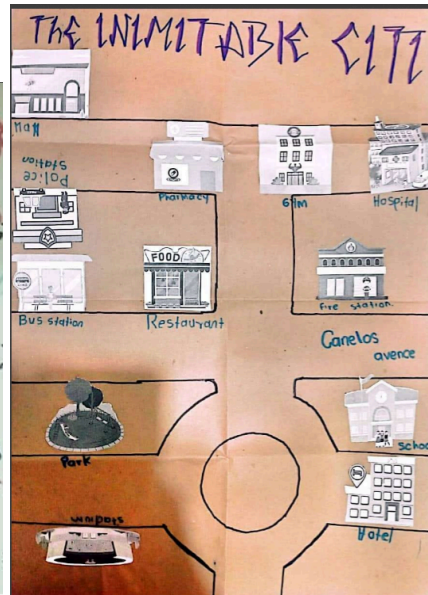
Part 5: Drawing time.

For extra points, make this potato look like a Disney character!



Annex E: Students' outcomes





Name: Andrea Carolina Morales Mendoza Grade: 8-4

Charalá lost a generation

Look at the following video and fill the gaps using **was** and **were** where it corresponds

There was many situations involving the conflict.

The main victims were the school children.

He was a minor recruited and killed in combat.

He was told to wear a uniform and carry a weapon.

It was his first combat.

Complete!

Name: Andrea Carolina Morales Mendoza Date: 14/06/2023

Learning about our history

W	Y	D	Z	A	B	T	S	U	L	G	K	X	Z	R	Y	T	E	I	Z	
M	C	B	J	V	K	Q	R	E	G	E	C	B	F	H	M	K	R	A	S	G
E	V	J	L	T	F	L	I	O	F	P	T	A	B	P	R	K	O	C	Q	
E	E	Y	U	J	E	O	Y	T	C	O	H	O	Z	G	R	E	F	O	R	
P	B	I	N	H	Q	J	B	J	H	R	W	F	L	I	H	R	Y	E	F	
F	L	C	W	H	K	Z	V	S	G	W	E	J	U	S	K	T	P	W	B	
T	N	H	O	H	T	N	E	L	L	Q	Z	O	T	P	V	T	O	B	P	
C	G	L	E	B	W	E	O	C	V	J	D	J	J	I	B	H	G	Q	Y	
I	N	N	A	V	N	O	H	R	E	P	T	I	T	I	O	N	Z	Z	A	
L	A	N	J	H	L	E	O	M	W	N	H	X	V	U	L	O	P	N	C	
F	N	R	A	P	C	I	L	K	B	E	P	P	K	A	D	I	G	Y	T	
N	O	M	C	J	P	G	N	O	C	S	H	B	X	D	W	Z	T	Y	K	
O	Z	B	B	D	Y	L	P	B	S	A	D	Y	P	S	X	E	M	B	I	
L	M	U	Q	Z	B	X	D	B	F	A	Y	G	E	X	S	T	D	H	A	
V	Q	A	L	G	U	B	N	R	M	Y	K	C	F	P	E	A	C	E	L	
J	U	R	E	C	O	N	C	I	L	I	A	T	I	O	N	J	B	O	Q	

Find the following words in the puzzle.
Words are hidden ↕ ↘ ↙ ↗ ↖ ↗ ↘ ↙ ↗ ↖

CONFLICT FACTS FORGIVENESS HEALING	HISTORY LIES NON-REPETITION PEACE	RECONCILIATION RESOLUTION TRUTH
---	--	---------------------------------------

Institución Educativa NIEM Custodio García Rovira
Teachers: Ana Moreno and Suly Romero
Level: A1
Topic: Places of the city
8th grade

Name: Andrea Carolina Morales Mendoza Date: Tuesday, 20/11/2023

1. From the box below choose the correct word for each place of the city and write them below the picture.

church
jail
hospital
cafe
restaurant

2. Unscramble the words:

- metapurakre: supermarket
- ousen: house
- losoh: school
- rsytineva: university
- eioclp snotait: snails

3. Write three cities different from the ones of the story:

- Catagena
- Balnear
-

4. Match the definition with the word:

School	A building for Christian religious activities
Church	An educational institution designed to provide learning spaces and learning environments for the teaching of students under the direction of teachers.
University	A large shop which sells most types of food and other goods needed in the home
Supermarket	A place where criminals are kept to punish them for their crimes, or where people accused of crimes are kept
Jail	A place of higher education usually for people who have finished twelve years of schooling and where they can obtain more knowledge and skills

Universidad Industrial de Santander

Name: Andrea Carolina Morales Mendoza Course: 8-4 Date: August 25, 2013

Past Tense

"was and were"

A. Choose the correct form of 'was' or 'were' to complete each sentence:

- The cat was sleeping on the window all the afternoon.
- Yesterday, my friends and I were playing in the park.
- The flowers in the garden were so colorful and beautiful.
- There was a big cake on the table for the birthday party.
- The weather was rainy last week, so we stayed indoors.
- She told me her favorite color was blue, just like the sky.
- The dogs were barking loudly when the mailman arrived.

B. Check the following sentences and cross out if they are true or false:

	TRUE	FALSE
<input checked="" type="checkbox"/> The cat was playing in the garden.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> They were excited about the school trip.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> She were reading a book in her room.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> It, were raining heavily yesterday.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> There was many people at the party.	<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/> The cookies were delicious.	<input type="checkbox"/>	<input type="checkbox"/>

Institución Educativa INEM Custodio García Rovira
 Teachers: Ana Moreno and Sofía Romero
 Level: A1
 Topic: Places of the city
 8th grade

Name: Dion Mabel García Ardila Date: Oct 14/25

Pre - listening

1. Match the words with its definition:

Strangers	→	Someone who owns or manages a store, especially a small one.
Neighbors	→	To be frightened or worried that something bad might happen
Shopkeeper	→	A new member of an organization, especially the army
Brave	→	The possibility of harm or death to someone
Recruits	→	Someone you do not know
Fear	→	Any object used in fighting or war, such as a gun, bomb, knife, etc.
Grown-ups	→	Showing no fear of dangerous or difficult things
Danger	→	A military unit consisting of three or more companies
Weapons	→	Someone who lives very close to you
Battalion	→	An adult or someone who behaves in a responsible way

Listening

I will not forget their names

2. Listen and organize the story in the following space.

a	Mom, I'm writing to tell you I (1) <u>learned</u> to write, and I (2) <u>got</u> a new name, Derly, Remember Tigre, our dog? Four years ago, armed strangers arrived at our town and mentioned they were on a mission. Also, they said they had dealt with local criminals, our bad neighbors. While they talked, Tigre barked, and they shot it. I (3) <u>felt</u> angry but powerless.
b	A week later, I looked for a group of guerrillas in a store and (1) <u>expressed</u> to them my desire to leave. Mr. Fabio, the shopkeeper, asked if I was sure, given my age. I (2) <u>insisted</u> , and they agreed, saying, "If you're brave, come with us."
c	As we traveled, they explained that I (1) <u>needed</u> a new name for my new life. Someone emphasized the difference between anger and revolution. They (2) <u>left</u> me to leave Tigre behind and focus on our mission.
d	We (1) <u>arrived</u> at a camp with kids of my age, more recruits than my school had students. Initially, it felt like playing grown-ups, but we quickly adapted. I (2) <u>began</u> calling myself Derly.

Institución Educativa INEM Custodio García Rovira
 Teachers: Ana Moreno and Sofía Romero
 Level: A1
 Topic: Places of the city
 8th grade

After rigorous training, we started a long march, crossing various terrains. We (1) became unity in equality and shared responsibilities. The mountains (2) gave a significant change in our journey.

One day, a helicopter appeared, indicating danger. I remembered Tigre's fur and (1) hid it. Héctor, reacted shooting and chaos followed. When everything stopped, the commander (2) left him and then we continued marching cautiously, worried about the machines coming back.

Later, Héctor (1) disappeared suspected of desertion. I was questioned but I didn't know anything. I remembered our last conversation about flyers we found in the woods. Héctor had kept one, feeling out of place.

As fear consumed us, we continued walking, leaving the woods behind. The commander (1) became more and more angry. We descended the mountain during the day to arrive faster. Suddenly, a plane (2) dropped bombs over us, and we (3) hid and tried to hide. Helicopters followed us, and we hid against a cliff. We (4) decided to surrender without weapons. We were taken to a battalion and eventually ended up in a children's protection institution.

3. Complete the spaces using the following regular and irregular verbs in past simple.

Irregular verbs	find	Regular verbs	punish
go	find	explode	punish
begin	become	explode	mark
become		mark	explode

Post-listening

4. To highlight all the other regular and irregular verbs that are in the text.

5. Discussion in pairs and write some ideas to share with the class:

a. How do you think the author's life changed when they joined the group of guerrillas? What challenges did they face?
changed his life a lot and he faced very serious problems,
the reason for joining the guerrilla

b. If you were in the author's position, what choices do you think you would have made in their circumstances, and why?
I wouldn't join the guerrilla, thanks to this they were able
to change many things

Project outcome

Armed conflict in Colombia



Group members:

DAYUA LOBAYNNE GARCIA ANDREY SANTIAGO AGUIRRE
 MICHAEL ANDRÉS CARRILLO SOLANSEL ARAUJO DOMÍNGUEZ
 DARLANE ELISEO ARACÓN JERUSLYN TALIANA ARMISTO
 JUAN FELIPE BARRAS SANTIAGO CARTAGÓN RIVERA
Teachers
 SOFÍA ROMERO ANA MORENO

INEM CUSTODIO GARCÍA ROVIRA

English

8-4

5.0
 Excellet



Armed conflict in Colombia

Hello guys, my name is Dayua Cacua and together with my classmates we are carrying out a school project about the armed conflict in Colombia. We would like to talk to you about your experience or what you know about it.

General questions:

1. Could you tell us a little about your experience during the armed conflict in Colombia? ✓

- Yes, of course, I still have some memories of when those people passed by the front of our farm and in the back of the trucks they had people tied up and beaten to take their lives. Also when they came to our farm to ask for animals or favors that we clearly gave them to have a little security, those armed people took the lives of many people in front of me. I will never forget those years and that is why I believe that like many people were ugly and painful experiences.

2. How it affected you and your family? ✓

some regions there is still a lot of insecurity, there is still extortion, drug trafficking and kidnappings.

Added

5. Did you have to move to another place because of the armed conflict? ✓

- Yes, when my family and I saw that the situation was really very bad, we decided to sell our livestock and come to the city.

Added

6. What was the strongest scene you experienced? ✓

- when I accompanied my niece to school in that municipality. We had to go through a dark tunnel, not that long. And once we were going there, there were remains of people. I quickly covered my niece's eyes and we walked quickly because we couldn't turn back, or else those people would get angry, I will never forget that scene that seemed like something from a horror movie.

Questions about personal impact:

1953: Chorro Blanco Disaster in the Eastern Plains.

1953: Quebradón Massacre (Huila).

1953: Battle of Casibare

1953: Invasion of the Magdalena.

Questions about my reconciliation and peace:

1. What do you think about the reconciliation and peace efforts that are being carried out in Colombia? ✓

Peace is a priority, after so many years of pain and human rights violations; because it is necessary to eliminate totalitarianism, dogmatism and fundamentalism, to advance without hesitation in the construction of a just, pluralistic, inclusive and respectful of nature society.

2. Have you had the opportunity to participate in activities or programs related to peace and reconciliation?

Yes, I have been in marches, in surveys, in talks about peace and reconciliation here in Bucaramanga. ✓

Final thoughts:

1. How have you dealt with the emotional aftermath of that time?

- I never really went to therapy or anything like that, but it helps me a lot to go to church and also tell my testimonies to other people. ✓

2. Were there specific moments or circumstances that marked you deeply?

- Yes, there were really moments that I wish I could erase from my mind, like when they took the life of a good friend, and also a pet, just because I couldn't do them a favor. ✓

3. How do you think those experiences have shaped your perspective on life?

- The perspective of my life changed a little, although I was left with immense fear of weapons, of wars, of armed conflicts. ✓

questions about the historical context:

1. Can you give us information about the context and the key events that occurred during the conflict in Colombia?

1953: Coup d'état. French?

1953: Amnesty and demobilization of the liberal guerrillas.

1953: Cunday Massacre (Tolima).

1. Is there a message you would like to convey to the younger generations about the importance of peace and reconciliation in Colombia?

Intelligent dialogues must be generated, agreements must be reached between different actors, a path must be charted with coherence and seriousness. The dialogue must be real and each actor must show their interests to embrace common points. The way is dialogue and efficiency in concrete action. ✓

2. How do you think young people can contribute to building a better future for Colombia?

In a conflict situation, aim to know and understand the other's motivations and interests. Through dialogue, look for creative alternatives to transform it into a learning opportunity. Practice empathy. Be generous, considerate and care for others, worrying about their well-being. ✓

Group reflection

Through conflicts, social skills are developed; they train empathy; They acquire basic listening, dialogue and negotiation skills. They learn to make decisions and develop the ability to face difficulties. ✓

Good job guys, congratulations