











### Active Citizens Together Project – ESOL module – lesson plan – 2 hours

Activity	Materials	Timing
1. Students fill in start of session form and tutor completes attendance list	Start form and attendance list  Start evaluation form.docx  Attendance list.docx	3 min
2. Aims and objectives of session: setting the scene. To learn about government in the UK and how you can become an active citizen to help improve your neighbourhood.		2 mins
3. Warm-up – what should local councils do in your area – discuss in pairs  Open class feedback		5 min  5 min
4. Give pairs of students a speaking handout and ask them to discuss the questions.  Open class feedback – one/two question(s) from each pair	Handout 1 – speaking  Handout 1 - speaking.docx	10 min  5 min
5. Council logos – ask students which council logos they recognise and whether they know what their local/county council is responsible for – elicit info and put on the board/flipchart	Handout 2 – council logos  Handout 2 - council logos.docx	10 min
6. Listening – tutor to read the text on district and county council twice and ask students to answer the accompanying questions.  Students check answers in pairs and/or as a whole group	Handout 3 – listening  Handout 3 - listening.docx	15 min  5 min
7. Vocabulary matching exercise – ask students to match words and their definitions (individually/in pairs, then check with the whole class – key included).  Stronger students may do the exercise without looking at the list of missing words and phrases on the back of the handout.  Then students test each other in pairs; one person reads a definition and the other has to remember the correct word without looking at the handout. Then they swap.	Handout 4 - vocab matching  Handout 4 - vocab matching exercise.docx  Key to Handout 4 - vocab matching exercise.docx	10 min  10 min

<p>8. Voting in UK and EU elections – elicit info and write on the board</p> <ul style="list-style-type: none"> <li>- How can you do that? – by post/online</li> <li>- Have you registered? – why/why not?</li> <li>- Have you voted in the UK before? – why/why not?</li> <li>- Do you know how many people in the UK vote in local/EU elections? (35.7%/35.6% of those registered to vote in May 2014)</li> </ul>	<p>Board or flipchart</p>	<p>10 min</p>
<p>9. Form filling – students work in pairs, each person in a pair has a different form – one for voting in EU elections and one for voting in UK elections. Without showing forms to each other they ask questions and fill in the relevant information for each other. Once finished they can compare forms and check the information is correct.</p>	<p>Handout 5A &amp; 5B</p>  <p>Handout 5A - European Parliamen</p>  <p>Handout 5B - UK voter reg form.pdf</p>	<p>15 min</p>
<p>10. Students fill in end of session form and personal details form</p>	<p>End form</p>  <p>End evaluation form.docx</p>	<p>5 min</p>
<p>Optional Extension Activity if time allows</p>		
<p>11. Pronunciation work based on vocabulary matching (Activity 7) – stress shift in words belonging to the same family (e.g. ‘politics – po’litical – poli’tician)</p>	<p>Board or flipchart</p>	<p>10 min</p>