TEACHING PORTFOLIO

# Lesson planning and curriculum

Full lesson plans with their slides and worksheets, showing how a lesson is designed from objectives to final task.

Student names have been removed or changed in every sample. All samples are for review only.

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# Lesson plan: Responsible Consumption and Production (SDG 12)

A full lesson plan for my MA TEFL Methods course (2025), built around UN Sustainable Development Goal 12.



Farah Mimouni
LESSON PLAN:

| | |
|---|---|
| Previous lesson | |
| ***Topic(s) of the lesson*** | **Responsible Consumption and Production** |
| *Following lesson* | |

**Objectives:**
By the end of the lesson the pupils will be able to:

1. Identify and describe sustainable and non-sustainable products.
2. Read and analyze product labels, identifying key sustainability indicators.
3. Use persuasive language to discuss the environmental impact of everyday purchases.

**Language Learning aims:**

The pupils are asked to

- Discuss their shopping habits and preferences.
- Work collaboratively to analyze and present product comparisons.
- Develop critical thinking about marketing tactics

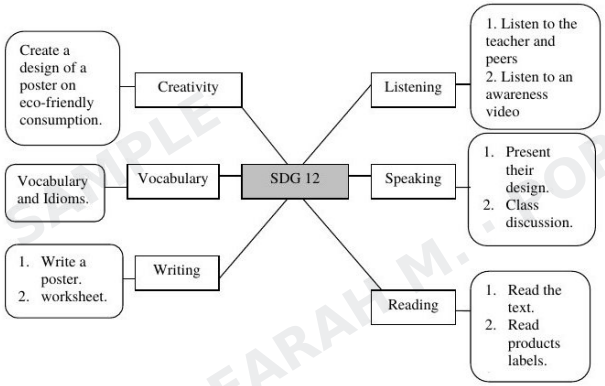
**Social aims:**

I expect the pupils to talk about eco-friendly products.

- **Listening:** Understanding product advertisements and eco-friendly claims.
- **Grammar:** Comparative and persuasive language structures.
- **Reading:** Analyzing product descriptions and sustainability claims.
- **Writing:** Creating a persuasive ad for an eco-friendly product.
- **Speaking:** Discussing product choices and debating sustainable alternatives.
- **Vocabulary:** Learning product-related terms (biodegradable, organic, carbon footprint, cruelty-free, Eco-friendly, etc.)



***Integrated skills training***




| **Phases of Lesson/Learning Points** | **Learning Tasks & Procedures** | **Class-management media** |
|---|---|---|
| warm up: Reflection introductory video. **5 minutes** | Pause the video at key moments and ask students:<br>1. What do you think this lesson will be about?<br>2. Have you seen similar topics before? | Video about Responsible Consumption and Production |
| Introduce the new vocabulary **5~7 minutes** | 1. Explain the vocabulary.<br>2. Leading students to make sentences using the new words. | The reading passage |
| Passage reading and comprehension **15~20 minutes** | 1. Read the passage.<br>2. Explain and ask questions. | The reading passage |
| Workshop **10~15 minutes** | 1. Work in groups to create an awareness post.<br>2. Present the work briefly | - If Ipads are available students will follow a template. |

**WHY I DESIGNED IT THIS WAY**

The lesson integrates all four skills around one real problem: students discuss their shopping habits, read a short story about plastic waste, analyze eco-labels on real products, and use persuasive language to design an awareness poster. Each stage lists timing, teacher and student actions, and materials.

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# Slides: Responsible Consumption and Production

The 41-slide deck that goes with the plan: an image-led warm-up, the eco-labels students look for, the story “My Wings Are Making Tornadoes,” and the poster workshop.




**WHY I DESIGNED IT THIS WAY**

The deck opens with images and a question before any text, so every student can answer something. The story’s vocabulary is introduced with one picture per word, and the lesson ends in a workshop where students design their own poster and slogan, so the language they learned becomes a product they make.

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# Lesson plan: “What Time Is the Concert?” (Grade 7) and the SDG 12 worksheet

Left: a 45-minute, concert-themed lesson for a four-person MA teaching demo, where I led the vocabulary stage. Right: the worksheet for the SDG 12 lesson.

## 🎤 CLASS PLAN

Unit 4 · What Time Is the Concert? · JAFAR Live Concert

Teaching Demo by Jasmine · Farah · Gigi · Demmy

| | |
|---|---|
| **Presenters** | Jasmine · Farah · Gigi · Demmy |
| **Level** | Grade 7 — Semester 1 (Junior High) |
| **Unit** | Unit 4 — What Time Is the Concert? (Hanlin iEnglish 1上) |
| **Total Time** | 45 minutes |
| **Sections** | ① Warm-Up (5 min) · ② Vocab (15 min) · ③ Role Play + Game (10 min) · ④ Wrap-Up (10 min) · ⑤ Homework (5 min) |
| **Word Bank** | concert · band · free · weekend · take a look · fan · stage · great |
| **Props** | 10 red envelopes with blank tickets · 2 pairs of sunglasses · 2 EXO lightsticks |

## ① WARM-UP

| | |
|---|---|
| **Lead** | Jasmine — JaFar lead vocalist |
| **Support** | Farah — band member on stage |
| **Floor** | Gigi & Demmy — fans / staff with lightsticks |

**Step 1 — Star Entrance & Surprise** — 1–2 mins

- The bell rings → Jasmine and Farah put on sunglasses and walk to the front like rockstars.
- At the same time, Gigi and Demmy wave lightsticks wildly on the floor to hype up the crowd.
- **Jasmine opens:** *"Hello everyone! We are JaFar! Welcome to our concert today!"*
- **Jasmine gives the instruction:** *"Before we start, check under your chair! We prepared a surprise for our best fans!"*
- Gigi and Demmy help the 10 students pull red envelopes from under their chairs and take out their concert tickets.

**Step 2 — Check Ticket Info** — 1 min

- **Jasmine pushes down sunglasses and says:** *"Look at your ticket. The day is Wednesday. But what time is it? And what's your seat number?"*

**Step 3 — Seat Exchange (Turn and Talk)** — 2 mins

- **Jasmine instructs:** *"Now, turn to your neighbor and check your tickets!"*

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## Responsible Consumption and Production

Name: _____

1. **Write the correct words for the definitions.**

Claiming - Endangered - Butterfly effect - Ridiculous - Marine biologists - Nostril - Gasping - Wave

1. _____ Scientists who study sea animals and the ocean.
2. _____ The hole in your nose for breathing.
3. _____ A movement or spread of something, like an idea or action.
4. _____ Struggling to breathe.
5. _____ At risk of disappearing forever.
6. _____ A small action that leads to big consequences.
7. _____ Something that seems silly or unbelievable.
8. _____ Saying something is true (without always having proof).

**2. Read the passage and answer the questions**

**My Wings are making tornadoes**

Everyone today is claiming about saving the Earth like stopping global warming, protecting endangered animals, and reducing pollution. People are trying to change the world, but they are not aware that they must change themselves first. 

One famous saying is “If you want to change the world you better start with yourself”.

But how does that really help? I used to doubt it myself until I heard about the butterfly effect. At first, it sounded ridiculous. How can a butterfly flapping its wings cause a tornado? But then, I saw something that changed my life. 

Once, while I was drinking a Coke at McDonald's, I saw a video of marine biologists were trying to pull a plastic straw out of a bleeding sea turtle's nostril. 

The turtle was in pain, gasping for air, almost dying. I was shocked. I looked at the straw in my own drink. Wasn't this the same kind of straw that hurt that turtle? I started researching and learned that plastic waste kills over 100,000 marine animals every year. That's when I understood: the butterfly effect is real. The straw I threw away could travel thousands of miles and kill a sea creature. One small choice makes a huge difference! Flap Your Wings for Change.

**WHY I DESIGNED IT THIS WAY**

In the concert lesson, vocabulary is taught through pronunciation, meaning, example sentences and a call-and-response chant, so students hear and say each word many times before using it. The SDG 12 worksheet moves from vocabulary to the story to comprehension, in the same order as the lesson.

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