

Activity Name: “Peru, a wonderful land”

SDG focus: SDG 14

Aims

- To be able to imagine themselves in different real situations.
- To know oneself better and each other.
- To be active and willing.
- To raise awareness on SDG 14. Life below water

Language focus

- Writing in English a narrative.
- Using English to communicate their fictional situations, narratives, and ideas.

Creative focus

- Developing imagination and creativity for writing the titles and the previous facts in the tale.

Level: A2

Age: 12-13

Time: 45 minutes

Preparation

- Prepare the material: pens, sheets of paper, Jenga (game), blackboard, the tale “Pedro, a peculiar friend” and the video about the tale.
- Bring the game “Jenga” for the first activity. Secondly, create the video about the tale, print the text “Pedro, a peculiar friend” and cut in different parts the tale and distribute the pieces of paper for students to work in groups for the body activity and have a list of real situations related to the bullying for the last activity.

Procedure

- Activity 1 (warm-up): (8’): “Jenga”. In groups, we will provide students with Jenga (tumbling block game), which

looks like the Chan Chan ruins. On each block, there will be a question about Peru:

—Where is Peru?

—Do you know its capital?

—What do you know about Peru?

When a student pulls the block from the stack on his turn, he or she must answer the question before placing the block at the top of the stack. The activity will be carried out in groups of 4-5 members and it is an interesting activity because the structure of the game is very similar to the Chan Chan ruins. The approaches used in this activity are the Task-Based Learning and Communicative Approach.

- Activity 2 (body): (30’): ‘Creators’. The teacher shows the video about the tale. And then, the teacher provides the students with the tale but it is disorganized, so, they have to put in order all the parts. Later, they have to write down a previous fact in the tale and make up a new title for the story. The activity will be carried out in groups of 4-5 members. After that, some of them will show some examples to the rest of the class and then, their peers will vote on what is the best creation. Students will work on a Literacy-based Approach and Communicative Approach too.
- Activity 3 (cool-down): (7-8’): ‘Change up’. The activity has to be carried out in groups of 4 members. Two students start role-playing. After they have been talking for a few minutes, the teacher freezes the conversation and asks for new students to start their role-playing. They have to jump in as if they were the original players. Change players several times. The topic is about a situation in which they have to help other people like Pedro, the problem is bullying. In this way, students will work on the Communicative Approach so they will start using English to express

themselves and to communicate with the other partners.

Follow-up

- If it has not been done in a previous activity, write down some keywords about the relationship between this tale and SDG 14.
- Students will have to look for information on the ruins of Chan Chan (similar to the structure of Jenga's game), and create a tourist pamphlet of these ruins, or even the Huanchaco Sea, which was located in the region of La Libertad, Trujillo province. So, they will have to include a lot of pictures and the information has to be structured in an attractive way

Assessment:

- Warm-up: The teacher will evaluate it through direct observation, taking into account their participation.
- Body: The teacher will correct the written production after the class and he or she provides the students with the correction. Students will assess their classmates' work voting on the best title and previous fact for the tale too.
- Cool-down: The teacher will note in a notebook the mistakes that students have done in their speaking and then, the teacher writes in the blackboard to show all the mistakes.

It was a sunny day over the Huanchaco Sea, which was located in the region of La Libertad, Trujillo province. A friendly, cheerful pelican named Pedro lived there. He liked to play with his friends and defend them from any danger.

Whilst Pedro the pelican was watching people swimming on the beach, fishermen fishing on the caballitos de totora and tourists on the quayside from afar, he heard a teeny voice. It was a little fish that was shouting: "Help! Help!" Feeling worried, he went to see what had happened. He was shocked to find that the little fish was stuck in a fishing net.

Pedro the pelican asked him how he had gotten stuck in there. The little fish recounted a story that his grandpa had told him once about his ancestors and how only the strongest were chosen to feature in Chan Chan's famous relief paintings. He wanted to be just as strong as them however, he did not see the net and he got stuck.

Pedro told him that his species was also featured there but he had never seen it so, the little fish told him that if he helped him to get out of the net, he would take him to Chan Chan.

So once he was freed, the little fish travelled in the pelican's beak and took him to see the famous ruins of Chan Chan.

Cool-down:

Some tips for the situations for roleplaying:

- Physical bullying involves hitting, shoving, pushing, tripping, and other kinds of force.
- Verbal bullying involves hurtful comments, name-calling, teasing.



PEDRO, A PECULIAR FRIEND

- Social bullying involves using relationships to hurt someone. ...
- Cyberbullying happens over cell phones or the internet.