

Activity Name: “Pedro, the selfless helper and the truth”

SDG focus: SDG 14

Aims

- To skim through the text to guess the global meaning of the text.
- To foster fast processing of information for physical responses.
- To memorise relevant information from the text.
- To be able to create a similar moral situation following the given text as an example.
- To raise awareness among the students about SDG 14.

Language focus

- Translating words from the context.
- Writing in English a (moral fictional) narrative.
- Using English to communicate their fictional narratives and ideas.

Creative focus

- Developing imagination.

Level: A2

Age: 12-13

Time: 45 minutes

Preparation

- Prepare the material: pens, sheets of paper, blackboard, chairs, the tale “Pedro, a peculiar friend” with some words highlighted and a list with statements and values about the text.
- Print the text “Pedro, a peculiar friend” with a selection of words highlighted for the warm-up activity, distribute the tables and chairs for students to work in groups for the body activity and have a list of true and false statements for the last activity.

Procedure

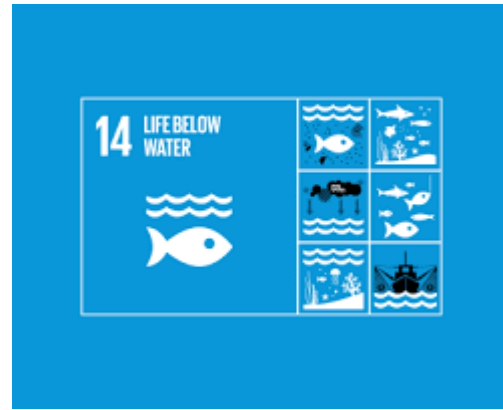
- Activity 1 (warm-up): (8’): “Translating difficult words”. Students have to guess and translate a selection of difficult words from the text through to the context. (Cheerful, defend, quayside, stuck, relief, species, beak.) Through this activity, students will learn new words that are used in the text and they will understand better the meaning of the whole text for the following activities. The teacher will correct the activity on the blackboard after having given 7-8 minutes to skim through the text to find out the meaning of the words. The method used is the “Grammar Translation Method”.
- Activity 2 (body): (25-30’): “The selfless helper”. Students have to work in groups of 4 and they have to write a situation in which they have to help other people in a selfless way like the Pelican from the text did. Then, they have to talk about their selfless situation with their classmates using the words that they have translated in the previous exercise. The students will have to give reasons for selecting their situations, answering if there is a connection in their own life. The method used in this activity is “Task-Based Language Teaching” and the “Communicative approach”.
- Activity 3 (cool-down): (10’): “Get up for the truth”. Students have to reread and understand the text from the first activity. They have to skim through the text and try to understand the general ideas. After that, the teacher will make statements about the values and facts from the text. When the statements are false the students have to stand up and when these are not true they have to remain sitting on their chairs. Since this is a competitive activity, when students are wrong they cannot participate any

longer. The activity finishes when there are only one or 2 students that are still participating or when the teacher run out of statements. If there is any disabled person, s/he is allowed to participate by raising his/her hand when the statement is right.

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..
- This lesson should be assessed through direct observation, taking into account the students' participation when guessing the meaning of the selected words from the first activity, also their active participation in the second activity within their groups and being predisposed to participate in sharing and commenting their selfless situations. Moreover, paying attention to their knowledge acquired about values and citizenship.
- Furthermore, the written production from the second activity must also be corrected and evaluated.
- Finally, in the third activity, it is advisable to make notes from a direct observation to know how many people failed very soon, because that means that they did not read the text and that they are not participating properly in the activity.

Additional resources



PEDRO, A PECULIAR FRIEND (With words highlighted, warm-up.)

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.