

**Activity Name:** "Lesson 2 TPR"

**SDG focus:** SDG 17

### Aims

- Create a short story and perform it in front of the class
- Enhance collaboration among students and raise awareness among them about SDG 17 and how to work collaboratively.
- Use past verbal tenses in different types of sentences
- Learn about the Moche culture
- Recognize certain verbs and their meaning

### Language focus

- Use of past verbal tenses
- Grammatical structures (affirmative, negative and interrogative structures)

### Creative focus

- Use the body to express a concept
- Enhance kinaesthetic intelligence

Level: A2

Age: 11-14

Time: 45 minutes

### Preparation

- Prepare the material (\*): for activity 1, list of clues for the gymkhana and papers with the words to create the sentence; for activity 2, list of verbs to act out; for activity 3, prompts for the performance.

### Procedure

- Step 1: Warm-up. Gymkhana (in groups). Follow the clues to find the papers around the class. The first team to get all the papers wins.
- Step 2: Teaching in context. Act out a selected list of verbs from the story. The tale is recorded, you tell the students which verbs you highlighted, and they

have to act those verbs out with gestures.

- Step 3: Collaborative work. Create an epilogue/continuation of the story and perform it (in groups). First, the students have to write a continuation to the story, and they have to perform it like a theatre play

### Follow-up

- If it has not been done in a previous activity, write down some keywords about the relationship between this tale and SDG 17.
- Different rubrics can be used for the collaborative work: the writing part and the performance. The rubrics are simple, but I think they are effective. For the performance part, creativity must be taken into account, as also teamwork and if the performance itself is fluid and interesting. And from the writing part, creativity, the structure of the text and spelling will be assessed. The scale to evaluate will be from 1 to 5 (5 is top).

### Additional resources

Act out verbs

Doris: Hi, where are you going walking along this way alone? : imitate walking but you keep still in your place. Move your arms to make more realistic

Toby was amazed and so was Doris: open your eyes widely and put your hands in your face. Your mouth is open in a round shape

she heard the excited people clapping and cheering Toby up: put your hand around your ear as if you are trying to hear something, then clap your hands and start cheering as if you were in a football match

he had not eaten anything: rub your stomach as if you were hungry

fell asleep because he was so tired: put both hands in the right side of your head and tilt your head on that direction, then bent forward and wobble your arms

Clues for the warm up (example)

First clue: ten paces straight from the class' door, then four right. Look under the table

Second clue: I am in a place where I can see the sky. It is full of light but at night is cold. I can see you all in your desks and the teacher in front of the blackboard

Third clue:

Diagonal: a heater, an object that irradiates heat

r	p	o	b	s	k	y	d
s	a	l	z	d	j	e	t
h	q	d	t	g	y	v	b
g	s	z	i	j	t	d	m
f	m	a	r	a	c	f	s
k	j	x	e	n	t	t	n
b	g	d	q	w	r	o	a
v	f	s	a	l	h	u	r

Fourth clue:

What is black when it is clean and white when it is dirty?

Fourth clue:

What is black when it is clean and white when it is dirty?

Fifth clue:

I have a back but I'm not human,

I speak without a voice

And my body is made of words

Sixth clue:

Not an owl but as wise

Like my mother loving and nice

Always asking questions

While having solutions

Write	an
epilogue	for
Toby's	story

Paula Puerto Navarro

Performance rubric

Aspect	Description	Mark (1-5)
Creativity	Use of prompts, curious vocabulary...	
Performance	The story is told in a fluid and interesting manner	
Group	Team work and equal collaboration of all the members	
Voice	Projection of voice and clearness	
Body language	Eye contact, gestures, position of the body...	

Writing rubric

Aspect	Description	Mark (1-5)
Creativity	Use of imaginative ideas, original structure	
Structure	Cohesion and coherence in the development of the text	
Spelling	Words perfectly written	
Content	Relevant ideas	