

Activity Name: “The best dream of my life”

SDG focus: SDG 2

Aims

- To use oral strategies to understand storytelling. Sociocultural and sociolinguistic aspects.
- To use grammar and vocabulary accurately to create a narrative text (Past Tenses).
- To create a cohesive and coherent narrative text to describe a past event.
- To show self-confidence and assertiveness.
- To use techniques of oral expression (pointing to things, body language, gestures, postures, etc.).
- To use dramatization techniques.
- Geography, history and Peruvian culture.

Language focus

- Writing and speaking.

Creative focus

- Performance

Level: B1

Age: 14-15

Time: 45 minutes

Preparation

- Prepare the material: Shadow puppets: the Peruvian horse, the Peruvian dog, District of Moche, Las Delicias beach, la Marinera Mochera, the Pyramids of the Sun and the Moon, the soup of the priests and the Holy Week. A magic box where students will throw their nightmares...

Procedure

- Warm-up: we tell the story using shadow puppets and we ask students questions about the story: “do you like the dream?”, “Have you ever dreamed of something similar? To develop the first part, we will be hidden behind curtains, and students will see the shadows of the puppets (5 minutes).

- Then, we will ask questions about the story (3-5 minutes).
- Activity 1: students have to write individually in five or six lines the best dream they can remember (15 minutes).
- Activity 2: we give 1 dream per group and they have to prepare their performances. They have to act at the same time as the storytelling. They will prepare the performances in groups of 5. One member will be the narrator and the rest the actors (7 minutes).
- Production of performances (10 minutes).
- Closure activity: students have to write the worst nightmare they can remember in one or two lines and throw it to the “Magic Box” (5 minutes).

Follow-up

- Write down some keywords about the relationship between this tale and SDG 2. For example, your worst dream is having nothing to eat. Share them with the rest of the group through the usual virtual tool or platform. Contextualize SDG2 in Agenda 2030.
- We are going to collect all the writings to evaluate them as a classroom activity. We are going to evaluate the correct use of Past Simple and Past Continuous, the originality of the narrative, and the structure of the text, that is to say, that the text is in compliance with the set rules of stories: beginning, development and the end.
- We will also take into account group work cooperation and coordination. If they have taken the activity seriously, the result will be good, and this will be easily observable during the performances.

Additional resources

I belong to the group:

I am evaluating group:

Mark with an X the appropriate square according to your criteria:

| PUNCTUATION | 1 (bad) | 2 (not too bad) | 3 (it could be better) | 4 (good) | 5 (very good) |
|---|------------|--------------------|------------------------|-------------|------------------|
| CONTENT: Did you find it amusing? Is the topic interesting? Have you understood it? | | | | | |
| ORGANIZATION The information was well delivered? All of them spoke the same? Do you think they did a coordinated work? | | | | | |
| PERFORMANCE How did they explain the topic? Did you hear them ok? Did they look to the audience? Did they read? Did they do it in time? | | | | | |
| LANGUAGE Did they do a lot of grammar mistakes? Did they pronounce properly? | | | | | |
| PERSONAL COMMENTS: Write a personal observation to your partners about their exposition: things they can improve, try to be motivating and don't forget to be respectful. | | | | | |

FAST FACTS

- 1 WORLDWIDE CONSUMPTION AND PRODUCTION RELIES ON FINITE, RAPIDLY DECREASING RESOURCES
- 2 BUSINESSES ARE THE LARGEST RESOURCE CONSUMERS
- 3 7.5 BILLION GLOBAL POPULATION BY 2050 WILL REQUIRE 3 EARTH'S TO MEET RESOURCE DEMAND

GLOBAL PRIORITIES

- 1 SEVERE RELATIONSHIP BETWEEN ECONOMIC GROWTH & DEGRADATION
- 2 CULTIVATING LONG-LASTING, DURABLE GOODS
- 3 CONSIDER MANAGEMENT OF RESOURCES & PRODUCTS FROM CRABLE TO GRAVE
- 4 CREATE OPPORTUNITIES FOR COUNTRIES TO IMPROVE STAGES OF DEVELOPMENT



2 ZERO HUNGER

End hunger, achieve food security and improved nutrition and promote sustainable agriculture