

Activity Name: “Piper animated short”

SDG focus: SDG 3

Aims

- To make students think and reflect about specific ideas from understanding and connecting them in a story to link them in real life.
- To make them take decisions and give responsibilities working in groups to promote cooperative work.
- To foster critical thinking and how to deal with difficult situations, how to solve problems.
- To raise awareness on SDG 3.
- To make them talk and communicate to lose the fear.
- To speak in groups to exchange ideas.

Language focus

- Critical thinking and speaking.

Creative focus

- Exchange ideas.

Level: A2

Age: 12-13

Time: 20 minutes

Preparation

- Prepare the screen of the short animated film *Piper*:
https://www.youtube.com/watch?v=U1w_JANPACc

Procedure

- We all together watch a short animated film.
- Then, we talk about the feelings of the main character, Piper. What is the problem? Does Piper find a solution? What is the message? What can we learn from it? How can young kids relate to Piper? Overcoming fear of swimming. We can relate that to Tavin.
- After sharing ideas, the teacher asks the students what Tavin and Piper have in common. What did Tavin learn? What did Piper learn? How did Tavin feel? How was he feeling when he fell out the

caballito de totora? How were you feeling reading the text? Did your feelings change in the different parts of the story? Did you feel the same?

- After that, in groups, they should debate about the ending of the tale and think about overcoming obstacles (resilience).
- Moreover, the students have to reflect on animals and their status in society. How should we take care of animals? Are they really valued?

Follow-up

- Students took notes of the content in the previous class on their notebooks.
- We evaluate the acquired knowledge, fluency and creativity in the next class.
- In the same groups, students have to watch a video of the film Hachiko, a touching true story about the bond created between a professor and an abandoned dog he takes into his home.
- Students have to identify the feelings/emotions of the dog and the reasons why he feels that way.
- Then, they have to ask some questions such as: What is the message? What can we learn from it? Is it better to buy a dog or adopt one?
- They can go beyond that questions and talk about more things around the topic and give examples. They have to take notes because they have to share their thoughts, ideas and opinions with the rest of the class.
- The note is the same for all of the members of the groups.

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Vocabulary	Excellent control of the feelings/emotions and	Good language control of vocabulary and	Adequate language control. Vocabulary	Weak language control, with some



	keywords .	keyw ords.	range is lacking.	effort s.
Pronun ciation	The students make minor or no errors in pronuncia tion.	The student s have few errors in pronun ciation.	The student s have a lot of errors in pronun ciation.	Stude nts make little or no effort to enun ciate corre ctly.
Fluency	Smooth and fluid speech. Few hesitation s.	Speech is relativel y smooth with some hesitati ons.	Speech is frequen tly hesitant with some sentenc es left uncomp leted.	Spee ch is slow, hesit ant and we have diffic ulties follo wing it.
Creativi ty	Captures the audience' s attention. Give more original informati on, not only answer to the questions given.	Great balance betwee n the questio ns given and some original informati on.	Little or barely new informa tion but the answers to the questio ns given are great.	Just answ er the quest ions given .

