

Activity Name: "Story time!"

SDG focus: SDG4

Aims

- To produce oral and written texts: expression and interaction.
- To express themselves in the L2 language to learn about other cultures (specifically Peruvian) and thus, impacting on SDG4 because of intercultural education.
- To know how to work in small groups.
- To transform written/oral texts into other types of texts maintaining the main ideas.
- To carry out the activities following the teacher's instructions.

Language focus

- Composing messages with clarity, distinguishing the main idea or ideas of the sentence.
- Adapting the dialogue to the receiver, the context and the channel.

Level: A2

Age: 11-14

Time: 45 minutes

Preparation

- Prepare the material: projector, computer, colours, markers, sheets, pens, adhesive tape.

Procedure

- Following the previous session, now that the students have some knowledge of the Peruvian culture, we are going to work on the content of the story more deeply.
- The session will consist of the development of three activities using "The Cock-of-the-Rock Explorer" story as the basis: a warm-up, a body and a cool down.

- For the warm-up, besides an introduction that uses the task-based language teaching method, we will use the Total Physical Response method, because we want them to understand these keywords from the story and we think it is a good way to recognize quickly meaning in the language being learned. Besides, although grammar is not taught explicitly (because we do not want to focus on that now), it can be learned in this activity from the language input.
- Activity 1 (Warm-up): Using the projector, we are going to show pictures with the most important events, places, and animals of the story (see attachment) and ask them what they know about them. Foster interactive and oral communication.
- Then, we will play a little game of mimics. The teachers will pick one student and we will show him/her one picture of the ones previously worked on, and he/she has to explain it through mimic and the classmates have to guess which picture he/she is referring to.
- For the body, we are going to teach using the task-based language teaching method, because we want to move the focus of the learning process from the teacher to the students and use a language that is personalized and relevant to them. As this method comes from the communicative approach, we will spend a lot of time communicating, engaging students, and building their confidence. Moreover, we will create a climate of trust and support in the classroom, increasing the participation of the students.
- Activity 2 (Body): Since the students have listened to the story beforehand, now the teacher will divide the tale into 7 paragraphs and give each paragraph every four students for them to work in groups. The paragraphs will be 5-10 lines

long. The students have to summarize the information of the paragraph to create one or two vignettes. This way, the pupils will transform the story into a comic of vignettes.

- For the cool down, we are going to use a running dictation for students to be active and to develop all four language skills in an integrative way. This is linked with the direct method, as fluency of speech, good pronunciation and power of expression are properly developed with this activity.
- Activity 3 (Cooldown): Once they have finished the comic, the teacher will put the comic outside the classroom or in a place where the students cannot see it at first sight. Working in groups of 4, we will do a running dictation. One person of the group will have to read the passage on the wall, remember it, run back and dictate what he/she remembers to his/her group, who write it down. Then, they will swap roles and do several turns until they build the whole comic. The winning team will be the one who finishes first – without writing mistakes. If there are any, they will have to run back to the model and find the correct expression.
- As for the preparation of the activities, the teacher should select the pictures that are going to be shown in class before the session. It is important to have the projector ready to not waste class time. If the school doesn't have enough material resources –like colours, markers...-, the teacher should ask the students to bring their own material for the day of this session.

Follow-up

- If it has not been done in a previous activity, write down some keywords about the relationship between this tale and SDG 10. Share them with the

rest of the group through the usual virtual tool or platform.

At the end of the session, the student should be able to:

- Produce and co-produce in a guided way, using oral expression strategies and very brief, understandable and structured texts.
- Identify the important information, the main ideas and the most relevant details of short texts using strategies of written comprehension.
- Produce and co-produce very brief texts using their previous knowledge. The texts must be coherent and adequate to the communicative purpose.
- Do tasks effectively, show curiosity and interest in its development and act with flexibility in the search of alternative solutions.

Additional resources



