

Activity Name: "The best end"

SDG focus: SDG 4

Aims

- To be able to read and understand a story in English.
- To be able to tell a story using gestures.
- To be able to write about a story.
- To be able to work in groups.
- To be able to peer and self-evaluate.
- To raise awareness among the students on the value of intercultural education as part of quality education (SDG 4).

Language focus

- Distinction: general meaning, essential information, main points, relevant details
- Comparison, contrast and brainstorming
- Identify the essential information, essential ideas and most relevant ideas in texts

Creative focus

- Read aloud non-literary texts with accuracy, fluency and expressiveness

Level: A2

Age: 11-14

Time: 90 minutes

Preparation

- Prepare the material (*): the tale, flashcards 1 and 2, a ball, dresses, decoration, camera.

Procedure

- Step 1: Warm-up, mime it. Students will work in pairs and student one will be facing the screen while student two will be facing the opposite side. The tale will be divided into eight paragraphs so student one will be reading paragraphs one to four from the screen and explaining them to student two using just their body and gestures and miming it. Student two will have to write or draw what they have understood of each

paragraph on a template they will be given. For paragraphs five to eight students will exchange roles and, once they have completed the whole tale, they will have to share their ideas together working with what they have written/drawn to make sure that they have understood the tale properly.

- Step 2: Activity 1, let's sing and dance. Students will be divided into 4 groups and each group will be given a flashcard containing a topic related to the tale (characters, prizes, culture and emotions). Each group will be asked to elaborate a brief song or poem using the topic they have been given. Once they finish, each group will have to sing the song or poem they have created to the rest of the class and perform it using gestures.
- Step 3: Activity 2, guess who guess what. In the same groups, students will be given flashcards with the name of some characters in the play (Nieves the sheep, George the fox, Ruperto the guinea pig, Patri the llama, the jury) or some actions that take place in the play (pack a bag, dancing, make a dessert, receive a prize, go to Trujillo). Students will have to attach the flashcards to their foreheads so they cannot see what the flashcards say and, asking questions to the other members in the group, they will have to guess what character or what action they got.
- Step 4: Cool down, my turn, your turn. In this activity, the whole class will be working together making a circle. Each student will be given a number (which only they will know). There will be a nominated person in the middle of the circle with a ball. The nominated person will say a number and throw the ball into the air. The person who has been given this particular number will have to run to catch the ball before it reaches the floor.

Then, that person will have to provide a possible continuation to the tale and then, say a number and throw the ball to the air so another student may continue with the process.

Follow-up

- Write down some keywords about the relationship between this tale and SDG 4.
- When all the activities are finished, students will have to vote to choose the best continuation to the tale among all the texts they have come up with in the cool-down activity. Once they choose one, they will have to prepare it and perform it.
- The performance will be recorded and evaluated using rubrics (**).

THE SHEEP AND THE FOX

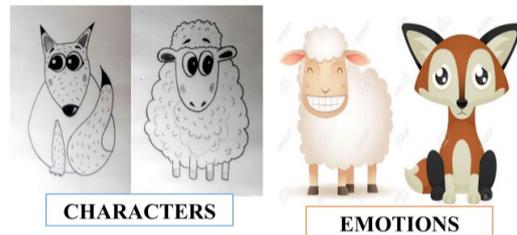
PARAGRAPH 1:

PARAGRAPH 2:

PARAGRAPH 3:

PARAGRAPH 4:

PARAGRAPH 5:



Additional resources

THE SHEEP AND THE FOX

It was a sunny afternoon in the village of Huacapongo, in the province of Virú. There lived Nieves, a beautiful and lively little sheep. She farmed and took care of her big and leafy plum trees, and she was preparing to participate in the Plum Festival. (STUDENT 1)

George, a crafty and charismatic fox, lived in the big city of Trujillo, the capital of the spring. One day like any other, George got an invitation, he was very surprised when he opened and read it. It said: "We warmly invite you to be part of the jury of the great Plum Festival". George was very excited; he packed his bag and made his way to Virú. (STUDENT 1)

The long awaited day arrived for Nieves, who also did the same; she said good-bye to her family and made her way to the big village of Virú. (STUDENT 1)

It all was cheerfulness, laughter, music, dancing, etc. George, sensing so much happiness, joined in enjoying people's traditions. Nieves, already in her stand, showed nice and tasty desserts to everyone passing by before being judged by the jury. (STUDENT 1)

"It is time!", said Nieves when the jury approached. "Nieves, it that you?", asked George. Nieves, very surprised answered: "George! George, is that you? My friend!, after a long time I see you again", and she rushed giving him a big hug. (STUDENT 2)

They had not seen each other in a very long time; they were friends from school. After the big surprise meeting, the jury calculated the results and immediately announced them as follows:

Third place went to: Ruperto, the guinea pig with a big smile.

Second place went to: Pety, the beautiful and charming llama.

First place went to: Nieves, the beautiful and lively little sheep. (STUDENT2)

George gave the prize to the winner. Nieves took it very happily and when she opened it she was surprised to find that it was a trip to the city of Trujillo to visit the most popular archaeological centres such as: "The Pyramids of the Sun and the Moon", "The Ruins of Chan Chan", etc. (STUDENT 2)

George and Nieves made their way to Trujillo to visit the beautiful and very important historic places. (STUDENT 2)



NIEVES THE SHEEP

GEORGE THE FOX

RUPERTO THE GUINEA PIG

PATRI THE LLAMA

THE JURY

PACK A BAG

DANCING

MAKE A DESSERT

RECIEVE A PRIZE

GO TO TRUJILLO

(**) Rubrics

	A (20)	B (15)	C (10)	D (5)	Total Score
Content-Based Categories					
Content 20 points	Good material that clearly relates ideas; supports and explores ideas; uses different materials	Sufficient material; many good points, but not entirely balanced and has little variation	The beginning of some ideas; not clearly explored or supported or connected	Ideas aren't clear; does not provide support	
Coherence and Organization 20 points	Ideas are clearly developed; uses specific, appropriate examples; skillful transitions; well organized	Most information relates to ideas is presented a logical sequence; some examples and some transitions	Ideas are loosely connected by examples; organization and flow are choppy	Ideas are disjointed and unclear; development of idea is vague; no order to presentation	
Creativity 20 points	Original presentation; takes advantage of audience's attention	Some original content; some taking advantage of audience's attention	Little original content; little engagement with audience	No real original idea; does not use audience attention	
Material 20 points	Use of classroom—marker board, computer, multimedia—is balanced and appropriate	Use of classroom is there, but not balanced	Disjointed use of classroom; lack of transitions from one idea to the other	Imbalance or not aware of use of classroom	
Public Speaking-Based Categories					
Speaking Skills, Elocution 7 points	Poised; clear; articulate; volume; steady pacing; enthusiasm; confidence (7)	Clear on all points but not as polished (5)	Mumbling; lack of eye contact; uneven pace; little or no expression (3)	Inaudible or too loud; rate is too slow or too fast; seems uninterested; monotone (1)	
Nonverbal Skills, Audience Response, Eye Contact 7 points	Involves the audience; makes eye contact; holds audience's attention (7)	Involves and holds audience's attention most of the time; some eye contact (5)	Lost topic or attention; mostly presented fact without engagement; no eye contact; reads from report (3)	Incoherent; audience loses interest; could not determine point of presentation (1)	
Length of Presentation 6 points	Within +/- 2 minutes of allotted time (6)	Within +/- 4 minutes of allotted time (4)	Within +/- 6 minutes of allotted time (2)	Much too long or too short (1)	
Total Score/Letter Grade					