

**Activity Name:** “Story Path”

**SDG focus:** SDG 4

**Aims**

- To learn about Peru and its culture to work SDG 4 through intercultural education.
- To be able to listen and understand a story in English.
- To be able to talk and tell a story in English.
- To be able to write and ask about a story
- To be able to work in groups.
- To be able to peer and self-evaluate.

**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: interactive activity made with Genial.ly (\*), audio of the tale (\*\*), poster and 15 flashcards (\*\*\*), the finished poster (\*\*\*\*), any material they would like to use, microphones, customs...; recorded performance.

**Procedure**

- Step 1: Warm-up, What do we know about Peru? The teacher explains that we are going to talk about Peru, and starts a Brainstorming by asking: What do you know about Peru? Once the teacher has listened and taken notes on

the blackboard, she/he has to make sure everyone knows about Huacapongo, Trujillo, the Llama, The Pyramids of The Sun and The Moon, and The Ruins of Chan Chan. For this, the teacher uses the Genial.ly (\*)

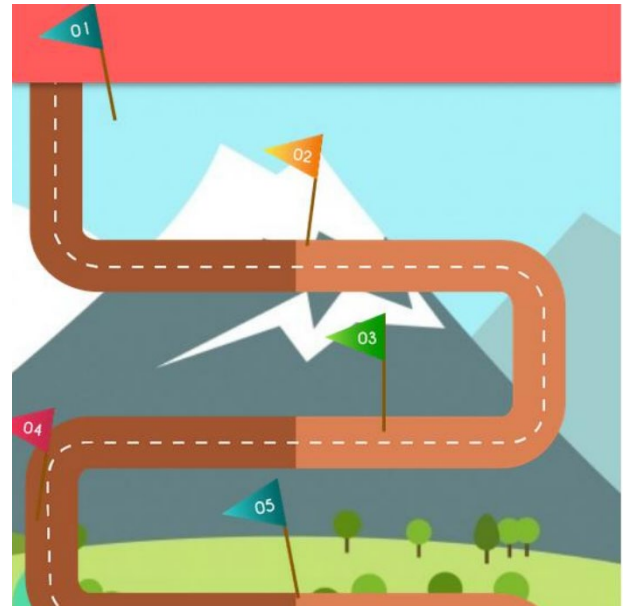
- Step 2: Pre-task, Story Path. The teacher divides the class into groups and gives to each group a poster and 15 flashcards. Then explain that they are going to listen to a story and while doing that they will have to place the flashcards on the poster. It means, matching what they hear and making a story path with the material they have. After, they will listen to the story again, check the results, and make changes if they think they have to.
- Step 3: Task 1, Explain your Story Path. The teacher tells that each group will have to explain to the rest of the class the story, taking turns and using the poster as a help. Students will have 5 minutes to prepare it and to make sure every member of the group participates. The teacher provides feedback after everyone has completed the task.
- Step 4: Task 2, Interview the main characters. The teacher tells students they will have to prepare an interview they will have to perform. Then divides the class: half will prepare questions and answers for the sheep and the other half for the fox. The questions could be: How was the trip? What did they do? Did you like it? Once they have finished the questions and possible answers, they have to prepare for the performance. Each group will have to bring or elaborate material to make it as real, fun, and interesting as possible. The performance will be recorded.
- Step 5: Post Task, How was it? The teacher tells the students that they are going to watch their interviews and they will have to take notes and provide feedback to their colleagues. Also, they will do self-evaluation as well. Finally,

students will have to write down a self-reflection on what they think they could have done better, and their strengths on each one of the tasks developed.

### Follow-up

- If it has not been done in a previous activity, write down some keywords about the relationship between this tale and SDG 4
- The teacher will use 2 rubrics to evaluate (\*\*\*\*\*):
- Group Work and Presentation
- Individual Evaluation. Fluency.

The rubrics have been created on the Website rubrics.



(\*\*\*) Flashcards

### Additional resources

(\*) Link-Genial.ly

<https://www.genial.ly/586a7b7d5fb78284e087b1f7/lesson-plan-copy>

What is Genial.ly? Is a tool that helps to create images, infographics, presentations, microsities, catalogues, CVs... and enrich them with interactive animation effects. Genial.ly is interactive, animated, and free.



(\*\*\*\*) Finished poster



(\*\*\*\*\*) Rubrics

Rubric: Group Presentation			
Group Work			
	Excellent 5 pts	Good 3 pts	Poor 1 pts
<b>Preparation</b>	<b>Excellent</b> Students were on task for all of the planning time and developed a well thought out presentation.	<b>Good</b> Students were on task for most of the planning time and developed a well thought out presentation.	<b>Poor</b> Students were off task for the time of planning and didn't develop a well thought out presentation.
<b>Presentation</b>	<b>Excellent</b> Students made a strong connection to the subject and the material during the presentation and did so in a believable manner.	<b>Good</b> Students made a connection to the subject and material during the presentation and did so in a believable manner somewhat demonstrated.	<b>Poor</b> Students did not make a connection to the subject during the presentation or the material was not presented in a believable manner.
<b>Collaboration</b>	<b>Excellent</b> Group members were active participants and made effective use of class time.	<b>Good</b> Group members were distracting at times, discussing non-topic related information.	<b>Poor</b> Members did not make effective use of class time. In absence of partner(s), or in his/her presence, the member did not fulfill group obligation or do work.
<b>Body Language</b>	<b>Excellent</b> Made excellent and even eye contact with the audience without fidgeting. Expressions were natural and exciting.	<b>Good</b> Some eye contact, and a small amount of fidgeting. No facial expressions or some distracting gestures.	<b>Poor</b> Minimal eye contact, fidgeting excessively. No facial expressions or many distracting gestures.

Comments:



Individual Evaluation				
	1 1 pts	2 2 pts	3 3 pts	4 4 pts
<b>Voice</b>	1 The audience had a hard time hearing you. Many words were not understandable.	2 You spoke a bit too softly or too loudly. Several times, your words were not clear.	3 Your voice was just right for the space. A couple of words were mumbled or blurred together. You didn't have any strange vocal patterns.	4 Your voice was just right for the space—not too loud or too soft. Every word was heard. You didn't mumble or blur words together. You didn't have any strange vocal pattern.
<b>Life</b>	1 There was no life in the speech. You spoke in a monotone and didn't put any emotion into any part of the speech.	2 You only had one or two places where you seemed to come alive and put feeling into your speech.	3 You had some feeling in your voice. There were several parts that really came alive for the listener.	4 You had a lot of feeling in your voice. We heard emotion, passion, excitement, sadness, etc. You were fun to listen to.
<b>Gestures</b>	1 You had no gestures.	2 Only one or two times did we see some gestures.	3 You had some gestures that contributed to your speech	4 You had very effective hand, face, and body gestures. Your motions added a lot to your speech.
<b>Speed</b>	1 You spoke way too fast. There was no change of pace.	2 You spoke a little too fast or too slow.	3 You were not too fast or too slow. Your speech had one speed. You didn't use pauses.	4 You were not too fast or too slow. You varied your speed—faster for exciting parts, slower to add emphasis. You used pauses to let main points sink in with the listeners.

