

**Activity Name:** “A trip to Peru”

**SDG:** 6

**Aims**

- Learn interesting facts about Peruvian culture and understand that differences are enriching. Show them how Peruvian tribes collect water.
- Express their opinions and learn how to justify them.
- Create an oral discourse from written sources of information and understand and experience the formal and stylistic differences between both kinds of discourse.
- Become more confident about speaking in public.
- Enjoy the lesson and feel more motivated about learning English.
- Learn to monitor their performance and their peers’ and understand the importance of assessment.

**Language focus**

- Public speaking.

**Creative focus**

- Storytelling.

Level: A2

Age: 11-14

Time: 100 minutes

**Preparation**

- Prepare the material (\*): 6 posters of the chosen cultural elements, 6 dossiers of information about those elements, books or electronic devices to access the Internet, paper sheets and pens to write.
- Students will be allowed to use their mobile phones to look for information and to take pictures of the tour.
- The session will require the aid of a projector to present the contents.

**Procedure**

Warm-up (A matching activity)

- Six pictures of the six chosen elements listed (\*) will be shown on the screen, as well as the six names of those elements. Students will have to relate each picture to a name.
- This is a quick activity that students can do together and, when they match a picture with a name, they should justify their decision, so we are fostering communication as well.

Main activity (A guided tour)

- Students will perform a roleplay in groups. They will be divided into six teams and each team will play the role of some tourist guides who are experts in one of the six elements described in the Appendix and the rest of the students will play the role of tourists, and so they will have to listen to the explanations and will be free to ask questions to the guides. The name of the tour will be “Pepito's adventure on the land of Moches”, and therefore the guides can describe the poster or talk about the role of that element in the tale. Each guide will have to produce at least one sentence.
- To carry out this activity, students will follow 3 steps:

Step A is about researching one of the chosen elements. They can carry out their research on the Internet or the teacher can bring some pre-selected information on the different items so that they work with them.

Step B is about writing down their findings, taking into account that they will have to use the sentences they write to present the item to the other students. There should be at least one sentence per group member, and these sentences should include some of the present and past tenses they have worked with in the previous session (in the attachments, a sample text for each of the six items is provided).

Finally, Step C is about performing the guided tour. Now the students will walk around the classroom visiting the different monuments. Each group will be in charge of explaining their monument to their classmates, and each student will have to say at least one sentence. The “tourists”

should take notes and pictures because they will need them for the last part of the session. They can also ask questions to the guides.

### Follow-up

- If it has not been done in a previous activity, write down some keywords about the relationship between this tale and SDG 6. Share them with the rest of the group through the usual virtual tool or platform.
- To finish this session, students will create a photo book in English. They can work in pairs with their computers to make a summary of the trip using their pictures and their notes. This activity encourages creativity and fosters the ability to summarize through the creation of a discourse that is written and visual at the same time. This task can be finished as homework and the outcome can be evaluated by the teacher.

### Evaluation of the activity

- **WARM-UP:** it will be used for evaluating participation and oral interaction among students.
- **GUIDED TOUR:** The teacher will evaluate the following linguistic aspects:

The use of verb tenses that every guide makes. They need to use 2 verbs appropriately to pass.

Other aspects like fluency, pronunciation and intonation will also be considered.

Some non-linguistic aspects, such as the body language or the originality of the content, will also be evaluated.

50% of the marks of the guided tour will be provided by peer evaluation: in their groups, students will have to fill out a template assessing the performance of the other groups. Also, the groups will have to evaluate their own performance. With this evaluation

system, we make sure that students reflect on their own learning process.

- **PHOTOBOOK:** the creation of the photobook will be used for evaluating the ability to summarize the students as well as their written production. The adequate use of verbs will be again positively considered, as well as the originality of contents and presentation. Students will also vote for the best photo book in different categories, and this will provide the winner of each category with one extra point.

### Additional resources



### (\*) PREPARATION

Before carrying out this session, at the end of the previous session, students will have been divided into 6 teams. After the warm-up, which will be a matching activity, each team will have to do some research on one of the elements described in the following list:

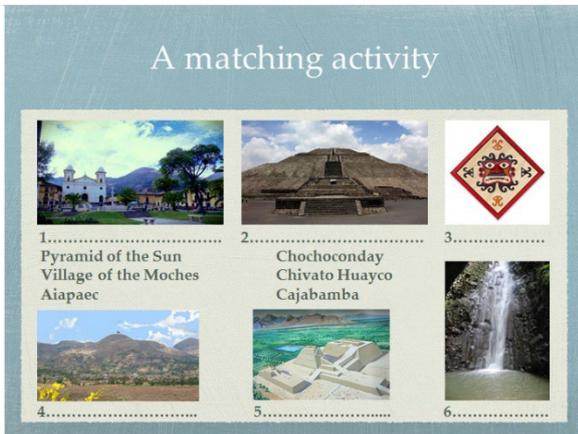
1. Chochoconday (the hills where Cajabamba is located)
2. Cajabamba (the city where the deer Pepito lives)
3. Chivato Huayco (the natural pool Pepito visits)
4. The village of the Moches (the legendary place which the Carnavalón wants Pepito to see)
5. The Pyramid of the Sun (one of the most valued monuments of the Moche civilization)
6. The Aiapaec (the God of the Moches)

Six posters representing the main cultural elements appearing in the tale will be hanging on the walls of the classroom. The posters will be arranged following the chronological order in which the different items appear on the story

The space around the posters will need to be cleared out so that the students can move.

Ideally, this could be part of a cross-curricular activity where students of other subjects (maybe History or Arts) had previously created the posters that our students are going to use for this English activity.

**STEP 1: A matching activity**



Below, we can see what the posters of the chosen elements could look like:

**Examples of students' texts to carry out the guided tour:**

**1. CHOCHOCONDAY**

- Chochoconday is a beautiful mountain in the north of Peru.
- Many people like climbing this mountain because it is quite high.
- The views from the top of the mountain are wonderful.
- At the foot of this mountain, we can find the city of Cajabamba.

**2. CAJABAMBA**

- Cajabamba is a small city with 2,313 inhabitants.
- Diego de Almagro founded this city in 1534.
- This city has a nice main square with a church and a fountain.
- Here people can visit some museums and enjoy the landscapes.

**3. CHIVATO HUAYCO**

- Chivato Huayco is the natural pool that Pepito the deer visited.
- It is a 20-minute walk from the centre of Cajabamba.
- Pepito liked this place because the water tastes great.
- There are seven pools and a lot of vegetation here.

**4. THE VILLAGE OF THE MOCHE**

- The Moche civilization lived before the Incas.
- The Moches were farmers, fishermen and warriors.
- They ruled the north coast of Peru from the 1st century until the 8th.
- The pyramids were temples devoted to their gods.

**5. THE PYRAMID OF THE SUN**

- The Pyramid of the Sun is almost 66 metres tall.
- It is the third-largest ancient pyramid in the world.
- Inside this pyramid, Pepito met a golden duck.
- There was a temple on the top of the pyramid that disappeared many years ago.

**6. THE AIAPAEC**

- Aiapaec was the main God for the Moches.
- His face has big eyes and fangs and it looks scary.
- The Moches thought that Aiapaec created things, protected them and gave them water and food.
- The Moches made human sacrifices and offered them to Aiapaec.