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Font: Times New Roman, size 10 pt

Text length: 3 pages (about 5000 characters)

Begin with:

Topic

For which grade the material is

For what purpose the material is

How to use the material

Also send opinions, critics, etc.

Write author's name, position, e-mail

Cite sources in alphabetical order

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Introduction

This collection of Primary CLIL resources is the product of a week of Erasmus+ CLIL training at Anglia School in Bulgaria, with the idea of focusing specifically on the United Nations Sustainable Development Goals.

The 14 participants from Italy and Romania received input on the following primary CLIL principles:

- Language: subject specific terms + general academic language
- Guiding through input text
- Guiding through non-text input media
- Supporting output writing
- Supporting output speaking.

Participants were presented with a vast range of examples of practice from Anglia School classes. On this backdrop of principles and practice, our guests were invited to produce themed materials based on the principles, examples and with a view to developing one or more of the UNSDGs.

The UNSDGs linked to the titles of the Primary CLIL projects are:

Biodiversity: Elisabetta, Gianluigi, Annamaria (SDG14and 15)

Gender Equality: Fabrizio, Federico and Viola (SDG5)

Good Health: Ilaria, Erica and Marta (SDG2)

Life on Land: Marinella, Lucia and Raffaella (SDG15)

Responsible Consumption: Ioana and Bianca (SDG12)

I collated, proofread and edited all the materials, so while the colleagues did all the hard work, any error or lack of clarity anywhere is mine!

I think what the colleagues managed in the space of 5 days is remarkable. Enjoy and share!

Keith (27.05.22)

YOU ARE WHAT YOU WANT

UNSDGs: 4 (Quality Education) + 5 (Gender Equality)

Viola, Federico, Fabrizio

Starting from Picture Books:

You can be – Elise Gravel

<https://youtu.be/8uOZMIGgAQc>

Julian is a Mermaid – Jessica Love

<https://youtu.be/E44zjYyxnWg>

1 Warm-up activity

Every child chooses a toy that he/she likes and speaks about him/her.

This conversation about toys can be in the mother tongue.

2 Vocabulary activity about TOYS

Using object and word flashcards teach to the class so that everyone knows the words.

Play 'Fish' (Memory game), either as a whole class where you ask children to come up to the table and try to match two cards (one word with one object). Repeat the game so that everyone gets a go.

Option – use the cards to play Twister on the classroom floor. Turn all the cards face up and get children to play in twos. Teacher says a word, the children have to place a foot on the word card, and a hand on the object card. If they get it right, they keep the cards.

Use Resource 1 (or your own)



Feel free to add pictures of the toys pupils bring at school and continue the game.

3 Vocabulary activity about Jobs

<https://youtu.be/1oxb7WRuijw> (Guess the Job)

In Resource 2 you can find pictures of jobs with circles. Write the numbers in the circles in the order that the jobs appear in the video.

Answers: 1 – chef, 2 – nurse, 3 – taxi driver, 4 – teacher, 5 – teacher, 6 – pilot, 7 – waitress, 8 – farmer, 9 – firefighter, 10 – astronaut



4 Writing activity:

Write He/she at the beginning. Write the job at the end.

[.....] works in a classroom: -----→ [.....]

[.....] works in a restaurant: -----→ [.....]

[.....] works in a hospital: -----→ [.....]

[.....] wears a uniform: -----→ [.....]

[.....] drives a car: -----→ [.....]

5 Speaking activity—Questions and answers: guess the job

Cut out the questions card and answer card strip in Resource 3 and hand out to the children. If necessary, put in pairs or threes with one strip per group.

Pick one group to read their questions. Invite other children to look at their job and read it aloud if they think it answers the question. If it is right, they then read their question. You go round the class till you loop back to the start.

Who works in restaurant? Who cooks food? Who is in charge of the kitchen?	IT IS AN ASTRONAUT
Who works in a hospital? Who helps sick people? Who is not a doctor?	IT IS A CHEF

Option: Repeat the activity saying to the children 'If you can do it now in less than a minute, there will be no homework this evening!'

6 Survey activity about parents' jobs.

Have a discussion with the whole class and complete the graphic.

Ask 'What is your father/mother's job?'

Writedown their answers in the table.

Name	Father's job	Mother's job
Daisy
Charles
Antonio
Precious

When the table is filled in get the children to help make a graph of the results at the board / screen
Next, do a writing activity as using the prompt and writing support.

Get pupils to write in answer to your questions, e.g., How many mums / dads are firefighters?'

One / two / three	mums / dads	is / are	(a) firefighter/s (a) housekeeper/s
...

7 Reading Activity—PB "You can be"

Read the picture book 'You can be' to your pupils (or play the story at the link above).

Make a print out of the picture in Resource 4 for each table (3-4 children).



FUNNY	SENSITIVE	DIRTY	NOISY
ARTSY	GRUMPY	SMELLY	SCARED
STRONG	CARING	ANGRY	HELPFUL
BIZARRE	STUDIOUS	ADVENTUROUS	QUIET

Cut out the adjectives along the dotted line and put the adjectives in an envelope for each group. Tell pupils to talk about the words and decide where to put them on the picture.

8 Mime activity

Mime the adjectives. Work in pairs or small groups. One classmate draws an adjective card and has to mime the word and the others have to guess what it is.

Option – Put the children into teams. If they guess correctly, their team keeps the card.

9 Writing activity

Working in pairs of different gender, get your children to write sentences together using the substitution tables in Resource 5, at least 4 sentences for each table.

Discuss in the classroom which are the most memorable sentences for the class. Choose twelve sentences and create a poster. Don't forget to illustrate it!

Read the picture book 'Julian is a mermaid'.

As you read the story, please read it without any reference that Julian is a boy.

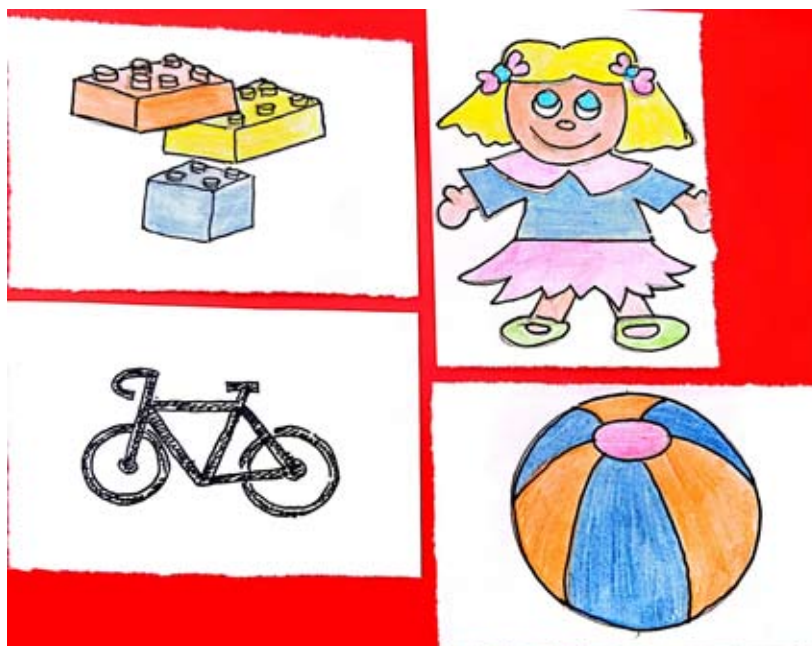
After the third reading aloud, invite the students to put the images in Resource 6 in the right order

Ask pupils: What gender do you think Julian is?

Collect answers.

At the very end of the activities, pupilstick their illustrated posters on wallsaround the school. Resources

Resource 1 – Fish game (activity 2)



Resource 5 – Boys and girls can be ...

Work together with your partner, write sentences you agree on.

Boys Girls	can be	happy excited angry sad grumpy shy nervous	and	strong calm angry happy sad grumpy shy nervous
---------------	--------	--	-----	---

1. _____
2. _____
3. _____
4. _____

Boys Girls	can play	with	a ball a cat a dog a car
---------------	----------	------	-----------------------------------

5. _____
6. _____
7. _____
8. _____

Boys Girls	can work	as	an astronaut a chef a nurse a taxi driver a police officer a teacher a pilot a scientist a farmer a firefighter
---------------	----------	----	--

9. _____
10. _____
11. _____
12. _____



DOLL

BALL

LEGO

BIKE



Resource 2 – Guess the Job

Resource 3 – Questions and Answers about jobs

Who works in restaurant? Who cooks food? Who is in charge of the kitchen?	IT IS AN ASTRONAUT
Who works in a hospital? Who helps sick people? Who is not a doctor?	IT IS A CHEF
Who drives a car? Who picks people up? Who takes people where they want to go?	IT IS A NURSE
Who wears a uniform? Who catches criminals? Who can you call in an emergency?	IT IS A TAXI DRIVER
Who works in a classroom? Who helps people learn? Who has many students?	IT IS A POLICE OFFICER
Who visits many countries? Who works in a cockpit? Who controls an airplane?	IT IS A TEACHER
Who works in a restaurant? Who takes your food order? Who brings food to your table?	IT IS A PILOT
Who grows crops? Who also keeps animals? Who sometimes drives a tractor?	IT IS A WAITRESS
Who drives in a big red truck? Who sometimes climbs ladders? Who puts out fires?	IT IS A FARMER
Who wears a special suit? Who flies in a rocket? Who sometimes does a space walk?	IT IS A FIREFIGHTER

Resource 4 – Boys and girls can be ...



FUNNY	SENSITIVE	DIRTY	NOISY
ARTSY	GRUMPY	SMELLY	SCARED
STRONG	CARING	ANGRY	HELPFUL
BIZARRE	STUDIOUS	ADVENTUROUS	QUIET

Resource 5 – Boys and girls can be...

Work together with your partner, write sentences you agree on.

Boys Girls	can be	funny sensitive dirty noisy artsy grumpy smelly scared	and	strong. caring. angry. helpful. bizarre. studious. adventurous. quiet.
---------------	--------	---	-----	---

Boys Girls	can play	with	a ball a doll lego a bike ...
---------------	----------	------	---

Boys Girls	can work	as	an astronaut. a chef. a nurse. a taxi driver. a police officer. a teacher. a pilot. a waiter. a farmer. a firefighter.
---------------	----------	----	---

Resource 6 – 'Julian is a mermaid'.



HEALTHY VS JUNK FOOD

UNSDGs: 3: (Good Health and Well-being)

Ilaria, Erica, Marta

1 Foods

Do activities to learn and memorize vocabulary and phrases about food. This resource, for example, could be made into a fish game, where children place the cards cut out face down and then in teams they take turns to turn over two cards. If they get a pair, and they can say/read what it is, they keep the cards.

<https://www.twinkl.bg/resource/t-t-6172-food-cards>



2 Food groups

- Ask children to work in small groups and talk about what they had for breakfast this morning. Ask around the class, and write up a selection on the board. Ask the children if they can group the foods in any way. Don't tell them that there are food groups yet, see what they suggest.

- Watch the video about balanced diet and food groups.

<https://www.tigtagworld.com/clil/film/balanced-diet-PRM00065/>



Ask the children if they can name any foods that are grouped together.

- Hand out to each child the cloze exercise in Resource 1. Let the children read and try and fill the gaps. Then let them watch the film again and check their answers.

(Answers: diet, healthy, nutrients, fats, fish, bread, milk, vitamins, fruit, fiber, water)

- Put the children into groups of 3-4. Cut up the word cards and food group cards. Tell children to talk together about the foods, and sort the items into the right food groups.

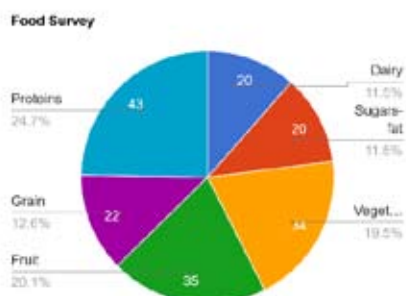


<https://www.twinkl.bg/resource/t-t-25014-new-photo-food-group-sorting-activity>

3 Food habits

- Hand out the Weekly Food Survey in Resource 2. Each child has to complete it with food items he/she eats each day over one week. After a week the class will collect all the data and create a poster and a pie chart representing the information collected.

- Each child draws a pie chart representing his/her own answers like this one created online.



<https://www.rapidtables.com/tools/pie-chart.html>

- Make a discussion about healthy and junk food. Hand out the table in Resource 3 – Healthy or Junk? Provide children with structures, like: 'it has got... – it contains..., so it is... / it hasn't got... – it doesn't contain..., so it is'...

FOOD	SUGAR	FAT	VITAMINS	PROTEINS	FIBERS	MINERALS	HEALTHY	JUNK
BANANA								
APPLE								
PIZZA								
STEAK								
FISH								
BREAD								
MILK								
CAKE								

Get them to tick the boxes in order to describe the nutritional content of the foods and say if they think it is healthy or junk.

- Provide pupils with some pictures of food items and the children have to stick them on a poster in the correct sector of an empty food pie chart.

4 Sing Songs related to healthy eating habits

This one is a good example – Superfood. Get the children to sing and dance along:

https://www.youtube.com/watch?v=IM2nHi_HLoc&ab_channel=MusicalDots

5 Do a quiz with healthy/unhealthy food. Give the children two paper signs with pictures of healthy/unhealthy food. There are some nice images here:

<https://www.dreamstime.com/illustration/healthy-unhealthy.html>

While watching the video they have to raise the right sign and say the right answer.

<https://www.youtube.com/watch?v=GnfTHsdTodA>



6 Write poetry like limericks about healthy / unhealthy food.

Make one up yourself and read it with the children. Here's an example:

There was a fat guy with blue eyes
In love with French fries
But one day he met Miss Cherry
And they decided to marry
Quite an odd couple, but nice!

- Give the children a rhyming table with names of food like the one in Resource 4. Point them to the writing prompt and get them to create their own limerick-type rhymes. They have to make the last sentence all by themselves.

7 Healthy food question loop.

There is a question loop in Resource 5. Every child has got a card with a picture of a food item and some sentences about another food item. She reads the sentences aloud and the one who owns the card with the corresponding picture says the name of the food. If they are right, they read aloud their own sentences and the chain goes on till you get back to the beginning.

Additional activities

Children can analyse the canteen menu and identify the healthy / unhealthy options and make recommendations for a healthy menu and diet in school.

Where resources permit, create a school garden where children can grow fruits and vegetables themselves.

Resource 1 – Food Groups

Fill in the gaps with the words in the box.

fats, fish, bread, fruit, diet, healthy, nutrients, vitamins, milk, water, fiber

You need to eat a balanced..... so that you can be..... Your diet should have the right nutrients for your body.

..... are chemicals that your body needs to live and grow.

Fats are nutrients. They release energy slowly and they keep you warm.

..... are found in meat,, oils, nuts and some fruits, such as avocados.

Carbohydrates are also nutrients. They release quickly to your body.

Rice, pasta, root vegetables and are all sources of carbohydrates.

Proteins are nutrients. We need them for growth and repair.

....., meat, fish, beans and nuts are all sources of protein.

Our bodies also need and minerals.

Vitamin D is essential for healthy bones.

Iron is an important mineral. It carries oxygen around the body in red blood cells.

..... and vegetables have lots of vitamins and minerals.

A healthy diet should also contain lots of fibre.

Popcorn, berries, bran and crunchy vegetables are all full of fibre.

..... is the part of food you can't digest. It helps keep your intestines healthy.

Finally, your body needs lots of

A healthy diet has all the nutrients you need.

Resource 2 – Weekly food survey

MONDAY						
TUESDAY						
WEDNESDAY						
THURSDAY						
FRIDAY						
SATURDAY						
SUNDAY						



DAIRY



SUGARS AND
FATTY FOOD



VEGETABLES



FRUIT



GRAIN



FISH, MEAT
AND PULSES

Resource 3 – Healthy or Junk Discussion




FOOD	SUGAR	FAT	VITAMINS	PROTEINS	FIBERS	MINERALS	HEALTHY	JUNK
BANANA								
APPLE								
PIZZA								
STEAK								
FISH								
BREAD								
MILK								
CAKE								










Resource 4 – Writing limericks about food

TED	BREAD	New York	pork	MAD/SAD
JAKE	STEAK	Beijing	aubergine	LAKE/BREAK/BAKE
CLAIRE	PEAR	Cape Horn	corn	BEAR/WEAR
JEAN	BEAN	Overseas	peas	CLEAN
ANA/IOANA	BANANA	Napoli	broccoli	MONTANA
PAUL	MEATBALL	Spain	grain	TALL/WALL
HARRIET	CARROT	Turkey	turkey	PARROT
PETE	MEAT	Birmingham	ham	HEAT/SEAT

There was a (boy, man, woman, girl, guy, old man, old woman) named
 eating a /an /some
 One day he/she went to
 and he/she (met, bought,) ...

Resource 5 – Healthy foods question loop

 <p>An apple</p>	<p>It comes in a bottle or a can. It comes in many flavours. Too much is unhealthy.</p>
 <p>A burger</p>	<p>It is red. It is round. It is a fruit.</p>
 <p>A cake</p>	<p>It has got many layers. There is sometimes salad inside. Too many is unhealthy.</p>

 <p>An orange</p>	<p>It is sweet and colourful. It has got sugar inside. It's round.</p>
 <p>A banana</p>	<p>It's round. It's a fruit. You have to peel it. It's name is a colour.</p>
 <p>A strawberry</p>	<p>It's yellow. It's long. It's a fruit. You have to peel it.</p>
 <p>A pizza</p>	<p>It's red. it's a fruit. It's soft. It has seeds on the outside.</p>
 <p>An icecream</p>	<p>It's round. You can put lots of things on top. You bake it in an oven. Too many is unhealthy.</p>
 <p>Cereals</p>	<p>It's cold. It comes in many flavours. It's nice on hot days. Too many is unhealthy.</p>
 <p>A milk shake</p>	<p>People usually have this for breakfast. You eat it in a bowl with a spoon. You usually pour milk on top of it.</p>
 <p>Crisps</p>	<p>It's a cold drink. It's made with milk and ice cream. Too many is unhealthy.</p>
 <p>A fizzy drink</p>	<p>It comes in a packet. It's made from potatoes. It has lots of flavours. Too many is unhealthy.</p>

SMALL ACTIONS PRODUCE BIG EFFECTS

UNSDGs: 14 (Life Below water) + 15 (Life On Land)
Elisabetta, Gianluigi, Annamaria

Vocabulary Warm-up

Play a game of fish using means of transport flashcards and corresponding word cards.

There are many transport resources online, like this example from Twinkl:

<https://www.twinkl.bg/resource/t-t-4901-transport-sorting-activity>



Resource 1: Means of transport word cards

submarine	car	F1 car
jeep	airplane	post van
train	hot air balloon	helicopter
sailing boat	truck	bicycle
tractor	bus	on foot

The activity has children sort the various means of transport into land (road, rail), air and sea.

You can adapt this activity by adding word cards like those in Resource 1.

You can play 'fish' first with the children, and then get them to sort the terms onto the picture in the right places.

1 My behaviour now

Get the children to think about their own behaviours and lifestyles.

- Class survey: What means of transport do you use to get to the shops?

- Ask the children: Do you go to the shops by car, bus, on foot, or do you shop on-line from home?

- Prepare the table in Resource 2 on handouts. Put the children into groups of 4, and make one copy for each group. Tell the children to write their names in the top of the columns. Then, they should talk to each other about the transport they use in their family when they go shopping. Tell them to put a tick in the right boxes for each person in their group.

Means of transport	Person 1	Person 2	Person 3	Person 4
By car				
By bus				
On foot				
On-line				

- When the groups are ready, show the table on the screen and ask for results from each group.

Ask: How many people go to the shops by car? After each question add numbers to the table on the screen. When all of the groups have reported their results, get the children to calculate the results, writing the totals at the end of each row.

- Song – Over the mountains

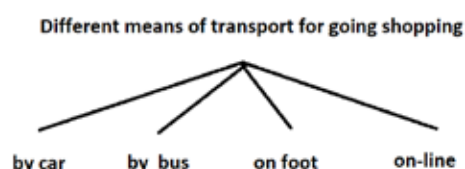
This song practices means of transport, and you can add your own extras such as 'and I'm walking on foot' or 'and I'm riding on the bus'.

<https://learnenglishkids.britishcouncil.org/songs/over-the-mountains>

2 The effects of my behaviour

Get the children to think about the consequences of their actions.

- Hand out the headings and descriptor cards in Resource 3 to children in small groups of 3 or 4. Tell them to talk about the advantages and disadvantages of different means of transport for going shopping. Tell them to organize the headings and descriptors in a logical structure. Tell them to use the blank cards for any extra ideas of their own.



4 What can I do?

Get the children to think about the differences they can make.

TigTagWorld has a vast range of input video materials which are adapted to the CLIL classroom. The films are short, clear and educational matched with curriculum subject demands.

Video: <https://www.tigtagworld.com/clil/film/lets-go-shopping-PRM00793/>

Play the film once, and get the children to listen/watch for foods and countries. Don't be specific, just let the children watch and take their ideas after the first viewing.

Print out the worksheet in Resource 4 for each learner. Tell them to put the phrases in the right places.

Play the film again and let the children fill in the spaces.

Give the children the chance to talk with neighbours so that they can check their work.

Now get the children to feedback to you in plenary, 'reading out' the information they have about food shopping and food journeys.

Answers: 1 Costa Rica, Germany / 2 Farmers, Factory workers, Sailors, Shop assistants / 3 Open air markets, temporary, first shops, 1930 First supermarket / 4 Online shopping / 5 Costa Rica India Scotland

Option: Cut out the phrase cards and let the children work in pairs or small groups to place them in the correct places. This gives them a manipulable to work with and encourages talk.

5 Shopping bags and packaging

Get children to think about alternatives to single-use plastic bags and packaging.

Prepare different types of shopping bags: - plastic bag - paper bag - fabric bag - bio bag

Prepare a range of different items of shopping for each bag where the items are packaged differently.

Children in groups unpack the items and sort out the different packaging materials into piles of: - paper - metal - plastic

Which group has got the biggest piles of waste and which the smallest?

Each group has to discuss and present their waste using the scaffolding to help them:

- The most amount of waste is... (plastic, paper, metal)
- We have a smaller amount of ... (plastic, paper, metal)
- In our shopping bag there are (1, 2, 3 ... no) loose / (un)packaged items



6 How much waste do we make?

Home task: Tell the children that they will collect data about their shopping waste materials for a week and put them in bags that they will weigh at the end of the week.

Prepare the waste survey table in Resource 5 for each learner.

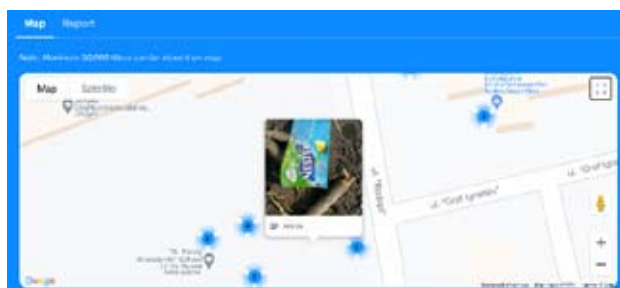
Agree with the children when they should bring their completed waste surveys back to share with the class. Examine how much of the waste is recyclable, compostable, and how much goes to landfill.

Days	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Waste							
Material							
Plastic							
Paper							
Glass							
Metal							
Organic							
General / non-recyclable							
Totals							

7 Waste Around Us

- Take the children out into the school yard and if possible into the neighbourhood around the school.

Use the Litterati platform (www.litterati.org) and get the children to audit the litter in the area they have chosen. Take pictures of each item of litter and upload it to Litterati. Collect the litter to be disposed of properly later.



- Back in the school yard, dump the litter into a huge pile and get the children to sort it all into piles of similar materials (glass, plastic, metal, card, general, organic).
- Take a photo of the whole pile sorted into materials. Use the photography to make a poster about litter around the school.
- Get the children in their groups to talk about actions and consequences of dropping litter. Give them the language in Resource 6 to help them.
- Get the children to use some of their sentences on their litter awareness poster.
- Put the poster in the school to raise awareness about the problem.

8 Recap





- Use the recap sheet and guiding questions and answers in Resource 7 and get the children to summarize information about themselves and waste in their own lives.
- When they are ready, get the children to talk in pairs asking and answering the questions.

ALL ABOUT MAKING OUR ENVIRONMENT A BETTER PLACE	REFILL PRODUCTS		H O W
	SYMBOLS	REUSE	
	RECYCLING MATERIALS	REUSED OBJECTS	
	BULKY WASTE - WHERE?		
THE DREAM GARDEN			
FOOD WASTE - WHERE?		MULTIPLE USE	

Resource 1 - Means of transport word cards

submarine	car	F1 car
jeep	airplane	post van
train	hot air balloon	helicopter
sailing boat	truck	bicycle
tractor	bus	on foot

Resource 2 – Means of transport survey

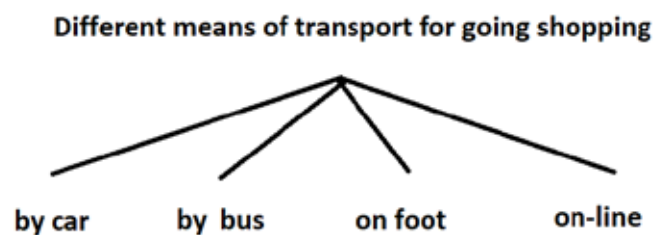
Names				
Means of transport				
By car 				
By bus 				
On foot 				
On-line 				

Resource 3 - Advantages and disadvantages of different forms of transport for shopping

- Have a discussion about the following question: - What are the advantages and the disadvantages to going shopping by car, by bus, on foot, and on-line?

Organize the advantages and disadvantages headings and descriptors in a logical structure during your discussion.

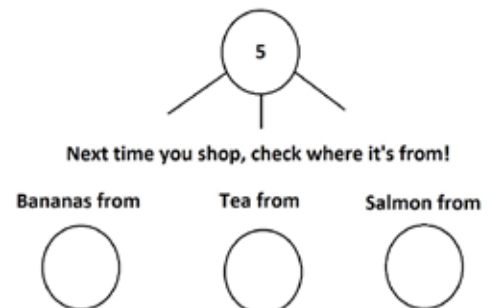
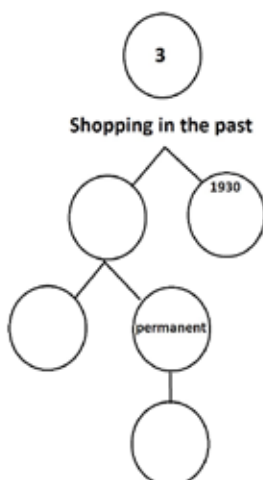
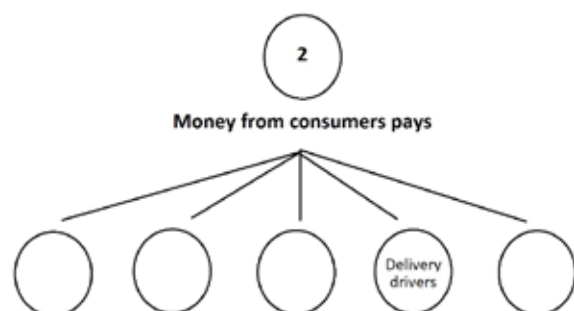
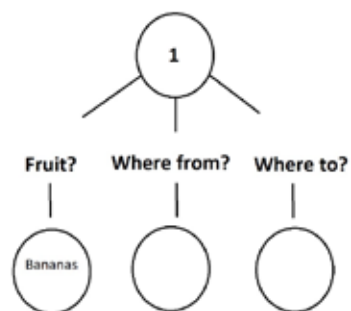
Use the diagram below to help you sort the cards as you talk.



Cut out the cards (write your own ideas on the blank cards):

advantages	disadvantages	advantages	disadvantages	not important
advantages	disadvantages	advantages	disadvantages	faster
slower	easier	harder	takes more time	takes less time
more air pollution	less air pollution	more noise pollution	less noise pollution	healthier
less healthy	more convenient	less convenient	cheaper	more expensive
by car	by bus	on foot	on-line	

Resource 4 – Shopping and Food Journeys



Shop assistants	First shops	India	Germany	Costa Rica	Costa Rica	Farmers
Open air markets	First supermarket	Scotland	Sailors	Factory workers	Temporary	Online shopping

Resource 5 – Waste Survey

Days Waste Material	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Plastic							
Paper							
Glass							
Metal							
Organic							
General / Non- recyclable							
Totals (kg)							

Total amount of waste _____ kg

Resource 6 – Consequences of dropping litter

If I	leave put	waste food	on the ground, in the bins,	I can	hurt	myself.
		glass bottles				the animals.
		paper				the plants.
		cigarettes			enjoy	walking on the path.
		cans				playing in the yard.
		plastic bottles				riding a bike.
		plastic bags				nature.

Resource 7 – My waste summary

ALL ABOUT MAKING OUR ENVIRONMENT A BETTER PLACE	<u>REFILL PRODUCTS</u>	
	<u>SYMBOLS</u>	<u>REUSE</u> <div style="float: right; text-align: center;"> <u>H</u> <u>O</u> <u>W</u> </div>
	<u>REUSED OBJECTS</u>	
	<u>BULKY WASTE - WHERE?</u>	
<u>RECYCLING MATERIALS</u>	<u>THE DREAM GARDEN</u>	
<u>FOOD WASTE - WHERE?</u>	<u>MULTIPLE USE</u>	

Guiding questions?

Questions	Answers
Which materials do you recycle?	I recycle paper/metal/plastic/...
Which objects do you reuse?	I reuse ...
How do you reuse ...	I reuse bottles/toilet paper roll/newspaper... for making ...
Where do you take waste food?	I take the waste food to the composter/organic waste bin.
Where do you take bulky? waste?	I take the bulky waste to the ...
Draw and describe your dream garden	In my dream garden I will put.../I can see a....
What products can you refill?	I can refill soap/shampoo/washing up liquid...

MY WASTE ACTION PLAN

UNSDGs: 12 (Responsible Consumption and Production)

Bianca and Ioana

1 Our waste

- Understanding the word waste (brainstorming)

Language (waste/rubbish- what remains after we use the Earth's resources)

Organize the children into groups of 4.

Give the groups a sheet of paper and some coloured pencils/pens.

Tell the groups you would like them to fill the sheet with examples of different types of waste that humans produce. Allow the children to use L1 where necessary, but facilitate with English phrases useful for the topic.

Allow the groups time to do this and then ask them to share their ideas.

- Give out the handout in Resource 1 – Household rubbish. Watch the Reduce, Reuse, Recycle clip and find examples of types of waste: <https://www.tigtag-world.com/clil/film/the-three-rs-PRM00614/>

- The three Rs

Ask the children to complete the activity sheet in Resource 2 –Household rubbish, by writing the words and phrases in the boxes.

Let the children check their answers with a partner.

Play the film The three 'R's again, so the children can check their answers against the film.

Allow the children time to amend their activity sheets.

Go over the answers with the class.

- Waste at home

Get your students to talk about how much waste they make at home.

Your children will generalize, but that's OK. After a bit of discussion about how much and what types of waste they say, give out the survey table in Resource 3 - Waste at home. Tell the children that they should fill in their activities and the waste produced during one whole week. They should bring the completed table to class after a week to share.

2How do we separate our waste?

- Organise the children into groups of 3 or 4.

Give each group the Items of rubbish activity sheet in Resource 4 and the recycling bins sheet in Resource 5 with the 5 types of recycle bins. Get the children to cut up the items of rubbish into cards.

When they are ready, explain to the groups that they are to take it in turns to pick a card and decide in which bin it belongs. They must explain why they have placed the item in that bin.

Allow the groups 5–10 minutes to do this.

Give time for any items that they disagreed about for class discussion.

- How to Sort Waste Properly: Quiz-Style

<https://www.youtube.com/watch?v=7Xkw2IXIDjU>

Watch the video of someone sorting different wastes and just before each item, pause the film and ask the children to make a choice by writing down what they think will happen to the waste. Continue the film and pause again after each item so the learners can check.

- Practical activity using Litterati:

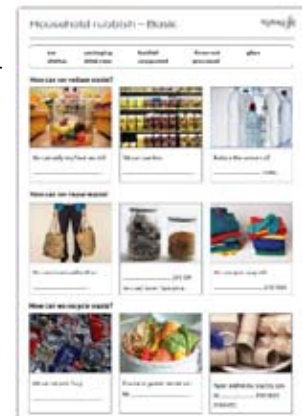
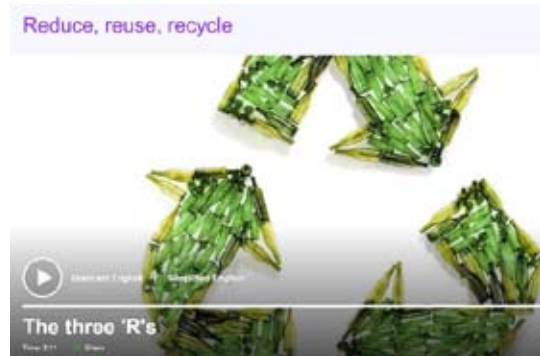
Organize the students with gloves, tweezers and bags and go and clean up an area of the neighbourhood

Use the Litterati App to audit each item of waste as it is collected.

Sort the waste into piles appropriate for the bins in your area.

Take bags of each waste to the appropriate recycling bin.

Visit the www.litterati.org website to take a look at the results of your litter clean-up.



3 How to revive waste?

Get your students to watch the clip.

They will have to pay attention to the way waste can be recycled or reused.

<https://www.youtube.com/watch?v=AlwgMnT3KNc7t>

Hand out the table in Resource 6 – Recycling waste, as well as the headings and word cards cut up in envelopes.

Get the children to work in small groups to put the headings and the recycled items in the right places in the table. Watch the video again after they have had a go.

Get the children to suggest one recycled item of their own for each material. They should write it on a blank strip of paper to add to their table.

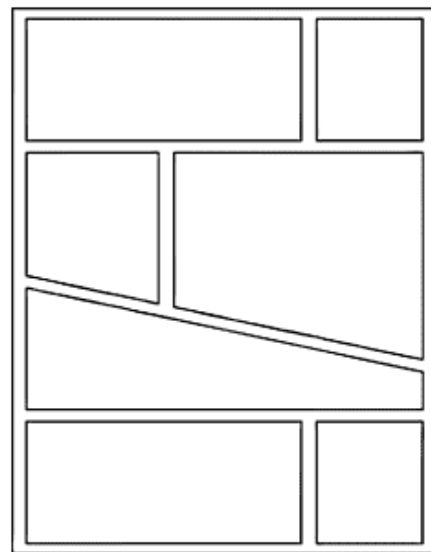
4 Personal action

Get your children to produce their own comic strip using a template like the one in Resource 7. Get the children to use the language support to help them write a Waste Action comic strip.

Display the comic strips in an exhibition in the classroom.

Option: Give the following short story and ask the children to create their comic strips around this.

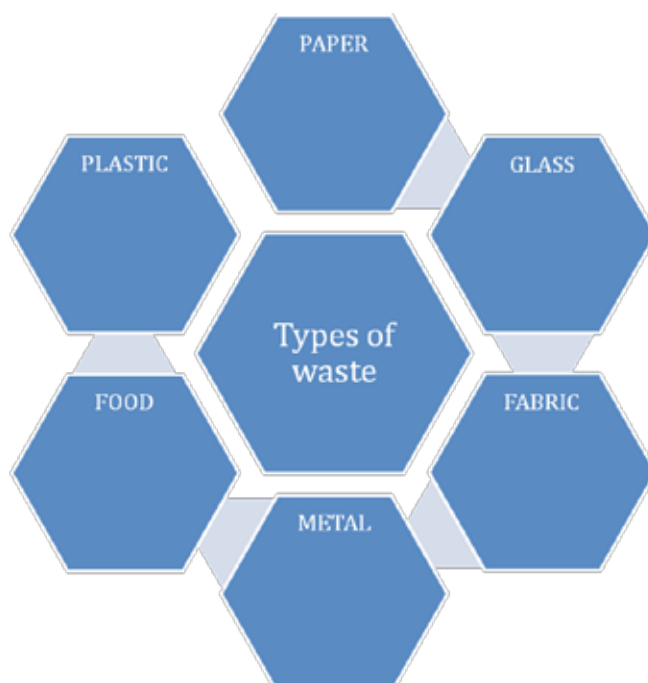
*There once was a boy who was a very messy chappy.
He ate a tasty ice cream and threw away the package.
Same with gum he ate, just tossed away the wrapping.
Finally, to the river went all the things he was dropping.
Gentleman crow saw him and said 'hey, you should pick up your garbage'*



Resources

Resource 1 – Types of waste

Watch the video and make notes on the types of waste you see.



Household rubbish – Basic



eat
clothes

packaging
drink cans

bottled
composted

throw out
processed

glass

How can we reduce waste?



We can only buy food we will

_____.



We can use less

_____.



Reduce the amount of

_____ water.

How can we reuse waste?



We can reuse rather than

_____.



_____ jars can
be used more than once.



We can give away old

_____ and toys.

How can we recycle waste?



We can recycle fizzy

_____.



Food and garden waste can
be _____.



Paper and many plastics can
be _____ into new
products.

Resource 3 - Waste at home

Survey your daily waste production (during a week, maybe)

Time	Activities	Waste
In the morning	(teeth brushing)	-(toothbrush)
(at home)		
(at school)		
In the afternoon		
In the evening		

Household rubbish



Resource 5 – Recycling bins



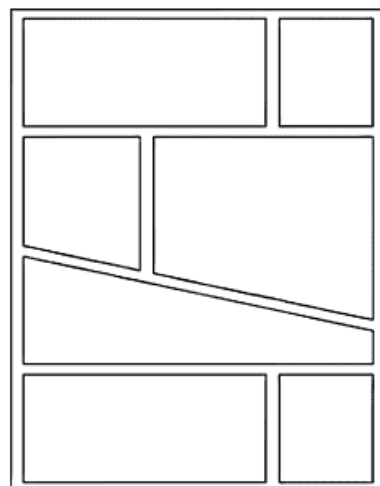
Resource 6 – Recycling waste

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<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: left;"> <p>can be made into</p> <table border="1"> <tr> <td>PAPER</td> <td>mini planter</td> </tr> <tr> <td>GLASS</td> <td>flowers</td> </tr> <tr> <td>PLASTIC</td> <td>clothes</td> </tr> <tr> <td>METAL</td> <td>baskets</td> </tr> </table> </div> <div style="text-align: right;"> <p>could be turned into</p> <table border="1"> <tr> <td>chairs</td> <td>frames</td> </tr> <tr> <td>garden art</td> <td>stained glass window</td> </tr> <tr> <td>flowers</td> <td>sprinkler</td> </tr> <tr> <td>garden slide</td> <td>animal toy</td> </tr> </table> </div> </div>		PAPER	mini planter	GLASS	flowers	PLASTIC	clothes	METAL	baskets	chairs	frames	garden art	stained glass window	flowers	sprinkler	garden slide	animal toy
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chairs	frames																
garden art	stained glass window																
flowers	sprinkler																
garden slide	animal toy																

Resource 7 – Waste comic strip template

Resource 7 – Waste comic strip language support

You should....	recycle	plastic bottles/tin cans/fabric	
	consume less...	glass bottles/ paper/ cardboard boxes	
	reuse.....	food/imported food/water/ paper/clothes	
	buy less...		
You shouldn't...	throw ....	...	... on the pavement
	play ..		...in the river ..on the grass



MAN AND WOLVES

UNSDGs: 5 (Life on Land)
Marinella, Lucia and Raffaella

Word-level activities

1 Describing the needs of wolves and man

Give a copy of the handout in Resource 1 – Describing wolves and man to each learner and tell them to match the phrases to make sentences about wolves and man.

2 Sorting needs of wolves and man

Prepare the word and phrase cards in Resource 2 – The needs of wolves and man for groups of 4 learners to work with. Give each group the headings and needs cards cut up as well as the structure, and tell them to sort the needs under the correct headings.

3 Hand out the wordsearch in Resource 3 – Wolves and get the learners to find the words and phrases.

Working with input content

4 Handout the wolf fact sheet in Resource 4 and instruct the learners to read the text and place the key words in the right places.

5 Put the learners into pairs and give one worksheet A and the other worksheet B in Resource 5.

Play the animated video about wolves – <https://www.youtube.com/watch?v=byjt7wbvs0Y>

Tell the children to fill in any information missing from their worksheet as they watch the film. Don't worry if they don't manage to collect everything. Tell the children to talk to their partner, asking and answering questions in order to check their answers, or find any else that is missing.

NB – the text mentions a 4th wolf of gray wolf lineage (the Holarctic clade), but it doesn't appear in the film. For this reason it is included already in the worksheet to avoid any confusion.

(Script: The wolf is a carnivorous pack mammal of the family Canidae. Wolves are native to America, Canada, Asia, Europe and the Arctic region. The wolf is the largest member of his family which includes dogs, foxes and coyotes. They have a highly developed sense of smell and hearing. It is the sole ancestor of the dog, which was first domesticated in the Middle East. The collective name for a group of wolves is a pack. The sound made by a wolf is referred to as a howl. It is respected by some Native American tribes. It is a social animal, travelling in nuclear families consisting of a mated pair, along with the pair's adult offspring. Wolves walk on just their toe tips. There are four distinct gray wolf lineages which are the African wolf, the Himalayan wolf, the Indian wolf and the Holarctic clade. Wolves are an endangered species according to wild life experts.))

6 Peter and the wolf

Copy the table on your board or show it on the screen and tell the pupils to copy it down. Watch the introduction to the video 'Peter and the wolf' and listen for the musical instruments: <https://www.youtube.com/watch?v=px8FakwGPDM>

Write the instruments in the correct places in the table.

Answers: Flute, Clarinet, Bassoon, Oboe, French horn and friends

Watch the rest of the story with the children.

Characters and Instruments	
Bird	.....
Cat	.....
Grandpa	.....
Duck	.....
Wolf	.....

7 Little Red Riding Hood

There is a story version here:

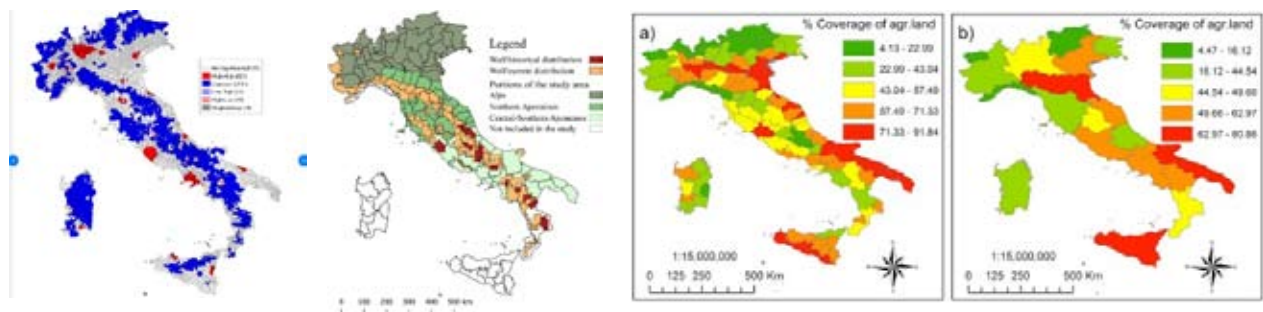
<https://learnenglishkids.britishcouncil.org/en/short-stories/little-red-riding-hood>

Make finger puppets with the children after reading the story with them and get them to act out the story.

Talk to the children about the points of view of Little Red Riding Hood and of the Wolf in this traditional story.

8 Writing about wolves in Italy

Find some thematic maps like these showing human population distribution, wolf population distribution and agricultural land use.



Put the children in groups and get them to look at the information in the maps and talk about where there is possible conflict between humans and wolf populations. Write up any ideas on the screen / board.

Get learners to make a poster about the solutions for the coexistence of man and wolf.

Hand out Resource 6 – Coexisting with Wolves Poster. Explain the language support and structure, but do encourage learners to add or edit to fit their own ideas.

Resources

Resource 1 – Describing wolves and man

Match the phrases to make sentences about wolves and man.


WOLF

Carnivore	The alpha wolf is	strong and sharp teeth.
Pack	The wolf has got	predator.
Packleader	The wolf eats	from Eurasia and North America.
Origin	The wolf arrives	leader.
Physical characteristics	The wolf is	meat.
Food chain	The wolf lives	in groups.

MAN

Omnivorous	The president or the king are	intelligent.
Society	The man is	at the top.
Leader	The man eats	from Africa.
Origin	The man arrives	leaders.
Characteristics	The man is	meat and vegetables.
Food chain	The man lives	in social groups.

Resource 2 – The needs of wolves and man

<p style="text-align: center;">WHAT ARE THE NEEDS?</p> 		
The needs of wolves	The needs of Man	The needs of both wolves and man

LIVING IN A DEN	EATING AN OMNIVOROUS DIET
LIVING IN A HOUSE	LIVING ON MOUNTAINS, HILLS AND LAND
LIVING IN GROUPS	PROTECTING THEIR FLOCKS
HUNTING	EATING A CARNIVOROUS DIET
LIVING NEAR WATER	FOLLOWING A LEADER
KILLING TO SURVIVE	KILLING FOR SPORT

C N H C S A U S S F P D Q S S G Y P I I
 I O K T O E T Z R Y H A E C W R E U N M
 B G N N E A V E X L E L C U A E A P T N
 F L F S M E G L S C Z R P K J Y H S E E
 X P G I E N T N O Z S R P G G W P T L D
 I X N A E R K P O W I R A V N O L R L Q
 B A X V B D V M R G C K Z H O L A T L D
 K F A V W G D A H A P Y F G R F F D G O
 H C R X K E T T T T H R C E T N U H E D
 S U F L T G E R F I S S E R S P A U N K
 F Y A N M A C M S L O U B D M X I U T H
 O T I N R U F F S O S N O T A T I B A H
 S O S S U P U L S I N A C E E T H M K U
 P L S Y A Q U C T D H P A A X O O F B O
 O S T E X M H H H D C Y P O W T D R Q C
 I N Q U I R I N G E Y E S L T T L Y Y T
 T E R R I T O R Y Q I U T Y R B C R J T
 Y M D E V U M L P F N O M Y N Q Q Q A F
 Q R B C L F U F N Y Y W F W J H K K Q A
 L Q H I E Z W Y L Z P W S J B W X L F N

ALPHA
 CONSERVATION
 FUR
 HABITAT
 HUNT
 INTELLIGENT
 POINTEDMUZZLES
 PREY
 RUFFS
 SHARPTEETH
 STAMINA
 TERRITORY
 WOLVES

CANISLUPUS
 DEN
 GREYWOLF
 HOWL
 INQUIRINGEYES
 PACK
 PREDATORY
 PUPS
 SCAVENGER
 STALK
 STRONGJAWS
 UPRIGHTEARS



Resource 4 – Wolf history



The wolf (*Canis lupus italicus*), one of the largest European predators, had disappeared from the Alps at the beginning of the twentieth century due to human persecution. But, around the end of the 1980s, some specimens from the Abruzzo Apennines began to migrate from central Italy to the north, favored by the abundance and variety of prey available and by the increase in wooded areas. Thus, in December 1992, exactly 70 years after their disappearance, the first two wolves were officially observed and recognized in the French Maritime Alps.

..... : one of the largest in Europe

..... : beginning 20th century

..... : 1992

..... : officially observed where?

..... : 1980s

Resource 5 – Student A

2 Which other animals are part of the Canidae family?

Other animals in the Canidae family include

1 Where do wolves originate from?

Wolves originate from

America

Asia

the Arctic

native origins

dogs

coyotes

Canidae family members

3 What highly developed senses do wolves have?

Wolves have highly developed senses of

senses

hearing

4 What's the name for a group of wolves?

A group of wolves is called a

social animal

4 What wolves will you find in a wolf family?

nuclear family

In a wolf family you will find the

adult offspring

5 What are the wolves called from gray wolf lineage?

Wolves from gray wolf lineage include

the

the Himalayan wolf

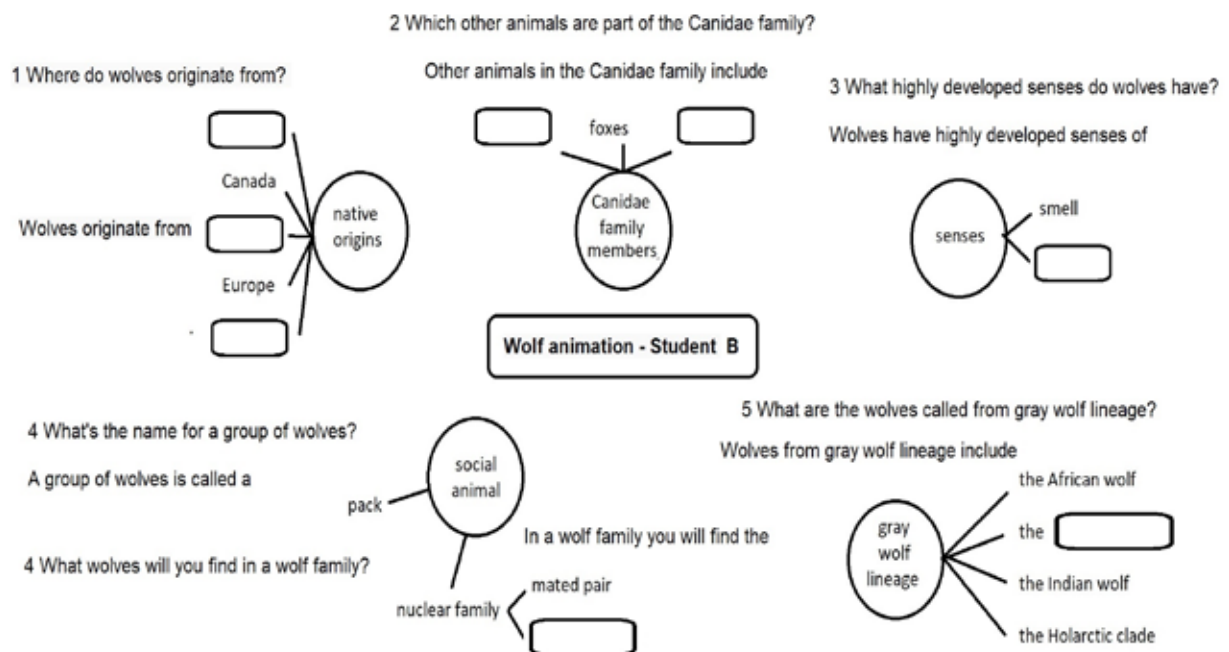
the

the Holarctic clade

gray wolf lineage

Wolf animation - Student A

Resource 5 – Student B



Resource 6 – Coexisting With Wolves Poster

Use the language and structures to help you create your poster. Use the boxes for any illustrations.

WORDLIST	
use	environmental education
train	antipoision dogs
create	shepherd dogs
teach	protected area
incentivize	farmers

GAPPED SENTENCES	
We could	..... specially trained
	..... to giving information about the usefulness of the wolf.
	..... for the loss of flocks.
	..... to heal distressed or injured wolves.
	..... to prevent poisoned meat being left for wolves.

POSTER

SOLUTIONS FOR THE COEXISTENCE OF MAN AND WOLF

1.

2.

3.

4.



SUSTAINABLE DEVELOPMENT GOALS

