

# HOW DOES PLASTIC AFFECT IN OUR LIVES?

PERE DE TERA SCHOOL

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GENERACIÓ PLURILINGÜE (GEP)

YEAR 1

2018-2019

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<b>GEP 1</b>		<b>Task 1 : Input &amp; Cooperative /Collaborative learning in CLIL</b>
<b>Title of the lesson or topic</b>		<b><i>How does plastic affect in our lives?</i></b>
<b>Course / year / age</b>		5 <sup>th</sup> grade (primary)
<b>Timing</b>		50 minutes per session
<b>Collaboration with .....</b>		Àngels i Xènia (english teachers) with maths teacher and “tutors”.
<b>Short description of the session/s</b>		Introduction of the topic and activation of the previous knowledge
<i>The descriptions of the activities below should contain:</i> <ol style="list-style-type: none"><li>1. <i>type of input,</i></li><li>2. <i>questions (explicit, implicit and referential) posed by the teacher to ensure the students' involvement</i></li><li>3. <i>dynamic instructions with collaborative and cooperative activities,</i></li><li>4. <i>materials used.</i></li></ol>		
<b>SESSION 1</b>	<b>Activity 1</b>	<b><i>DESCRIPTION OF THE ACTIVITY: “THE OCEAN FOR ME IS...”</i></b> <p>The students will bring the ocean's drawing that they will have done in a previous art session. This activity will help students to activate their previous knowledge about the ocean (animal and other living things). Every student's pair will show their drawing and they will make an affirmative sentence about those. E.g. There is a blue sky/ there are seaweeds. Then, if the other students have the same element, they will go to the right side of the classroom, if they haven't they will go to the left side.</p> <p>★ <i>Type of input:</i> kinaesthetic dynamic and visual input.</p>





★ **Questions:** In this activity the teacher will ask some questions – mostly explicit- to ensure the student's involvement, as for example:

- What are in your drawings? (the teacher will ask this to every pair)
- Have you got "this" (*object, living thing...*) in your drawings? ( the teacher will ask this to the others)
- Where do you have to go if you have it? And if you don't have it? (*implicit question*)

★ **Dynamic instructions:**

1. Listen to your partner's sentence.
2. Look at your drawing and check if you have the element.
3. Move to correct side of the class: to the right side if you have it, to the left if you don't.

★ **Material used:**

- [Scaffolding displayed on the digital board: \(Annex 1\)](#)
- [Word cards with "I have it" and "I don't have it" \(Annex 2\)](#)
- Students' drawings

## Activity 2

### ***DESCRIPTION OF THE ACTIVITY: RUNNING DICTATION***

We will do this activity with two teachers in the class. We will make 6 groups of 4 students. To make the groups we will give a part of animal marine pictures and they will have to match all the parts and make the jigsaw.

Every group will seat down in a different table. The students will look at the other side of the "marine" card, where they will find a number from 1 to 4. The teacher will say first number 1 and all the students that have this number will stand up and go running where the teacher is. She will show them a real object (and say the



name). Then, they will return to their groups and discuss if we can find this object in the ocean. They will fill a grid with the name of the object and “yes” or “no” depending on their decision. We will repeat this dynamic 8 times, with different objects. Here we will surprise them introducing garbage (most of all plastic things) that we can find in the ocean's. When all the groups finish we will make a class debate.

★ *Type of input:* kinaesthetic, visual and linguistic inputs.

★ *Questions:* In this activity the teacher will ask some questions – mostly explicit- to ensure the student's involvement, as for example:

- What can you see? Who has the other part of your animal? (*implicit question*) Do you have all the pieces of the animal? -*The teacher will make these questions when they are doing the groups-*
- What did the teacher said? If you don't remember come back and ask again.- *The teacher who is observing the groups will ask help them with these kind of questions-*
- Can we find “this” (*living thing, garbage...*) in the oceans? What do you think? (*implicit question*)

★ *Dynamic instructions:*

- 1) Find the classmates that have the other parts of the marine animal jigsaw.
- 2) Seat down by groups
- 3) Look at the other side of the jigsaw card and find your number for the next activity.
- 4) When you listen your number, stand up and run to your teacher.
- 5) She will show you a real object and repeat the name with her.
- 6) Return to your groups and discuss if we can find this object in the ocean.
- 7) Write in the grid “yes” or “no” depending on the decision of the group.
- 8) Participate in the class debate.



		<p>★ <i>Material used:</i></p> <ul style="list-style-type: none"><li>➤ <a href="#">Marine animal pictures</a> (Annex 3)</li><li>➤ <a href="#">Template</a> (Annex 4)</li><li>➤ <i>Realia:</i> sand, stones, plastic bags, can, bottle, clams...</li></ul>
S E S S I O N  2	Activity 3	<p><b>DESCRIPTION OF THE ACTIVITY: DO WE LIVE IN A PLASTIC WORLD?</b></p> <p>We will watch a short shocking video about how does plastic affect in our lives. We will make a dictogloss about images of the video. We will make 6 groups, 3 of them will have a final image where the rubbish ends up in the ocean, and the other 3 groups will have the final image about a normal recycling process. This activity is a way to introduce the debate we are going to do in the next activity.</p> <p>★ <i>Type of input:</i> ICT and visual and linguistic inputs.</p> <p>★ <i>Questions:</i> The questions we are going to do in this activity will be only to ensure the students understanding the video and their involvement in the dictogloss activity. In the next activity, we will make specific questions to promote the students debate.</p> <ul style="list-style-type: none"><li>➤ What step goes next? (<i>while doing the dictogloss</i>)</li><li>➤ <i>Do you understand the sentence? Can you see this word in the glossary?</i></li><li>➤ <i>Can you read the sentence again?</i></li><li>➤ <i>Can you find a keyword that can help you? Which one? (garbage)</i></li><li>➤ <i>Can you find the image related with the sentence?</i></li><li>➤ <i>Do you remember what happens first in the video?</i></li><li>➤ <i>All the groups have the same images?</i></li><li>➤ <i>What happens at the end of your process?</i></li><li>➤ <i>What are the differences between both processes?</i></li></ul>



★ *Dynamic instructions:*

1. Seat down by groups.
2. Let's watch a video and pay attention.
3. Put all the pictures in order as in the video that we watched.
4. Match the pictures with their sentences.
5. Stand up and check what the other groups have done. Just look! Don't touch any image!
6. We will correct it all together.
7. See the differences between the groups.

★ *Material used:*

- <https://www.youtube.com/watch?v=73sGgmZoMBQ>
- [Images about the video and related sentences](#) (Annex 5 and 6)

Activity 4

**DESCRIPTION OF THE ACTIVITY:**

**LET'S BE HONEST: IS THE PLANET HAPPY WITH YOUR ACTIONS?**

In this activity, first we will show them some photo of a supermarket where people are using plastic bags. After that we will surprise them with some photo of our school playground, one where we can see rubbish on the ground, and another one where they are cleaning up the playground. We will ask some questions to make them realize if their actions are good for the planet or not. Every student will have a whiteboard, where they have to write their short answers honestly. It's the best way of getting all the students answers.

★ *Type of input:* ICT, visual and linguistic inputs.



★ *Questions:* we will make different questions for each photo. We will start with easy questions (explicit) and we will go on with implicit and referential ones.

*SUPERMARKET PHOTOS* (we will make these questions with two different photos, in the first one people are using plastic bags and in the second one people are using a biodegradable bag)

- Who can you see on the photo?
- Where are they?
- What are they doing?
- What kind of bag are they using?
- Can you think of a title for each photo?
- In what ways are they (photos) different?
  
- When you go to the supermarket, what kind of bag do you use?
- Can you write down an alternative for using plastic bags?
- Have you ever used biodegradable bags?
- What do you do with the plastic bags that you have in your house?

*SCHOOL PLAYGROUND PHOTOS*

- How many people can you see?
- What are they doing? (we will see people in the photo)
- What time of the day is it?
- Is the ground clean?
- Write a thing that you can see on the ground?
- Have you ever thrown trash on the playground? (a paper, apple peel ... )  
If it's yes, what was it?
- What do you use for wrapping your breakfast? Do you always throw it in the bin?
- With this photo, do you think that the planet is happy? Why?



*PHOTO OF THE PLAYGROUND AFTER BEING CLEANED*

- Why do you think that is important cleaning the playground after the breakfast time?
- With this photo, do you think that the planet is happy? Why?

★ *Dynamic instructions:*

1. Look the photos at the digital board.
2. Everyone take a whiteboard and a marker.
3. Listen carefully our questions
4. Write down your answers, you have 2 minutes. (We will use the countdown timer)
5. Read and share your answer with your classmates.

★ *Material used:*

- *Whiteboards and markers*
- *Glossary ( we are going to make it all together in the class)*
- [Photos of the supermarket and the playground \(Annex 8\)](#)
- <https://www.online-stopwatch.com/countdown-timer/>

**Activity 5**

*DESCRIPTION OF THE ACTIVITY: RECYCLING JIGSAW READING*

We will do a jigsaw reading about the different containers and what has to be in each one. Every student of each group will have the same template with the different containers. Also they will have some images of garbage (with their names). One student will start taking one image and saying to the partners where he/she thinks it goes. The others have to agree. When they do it, all of the members can write the name in the correct container.





★ *Type of input:* kinaesthetic, visual and linguistic inputs.

★ *Questions:* In this activity the teacher will ask some questions to ensure the student's involvement:

- Do you understand all the words of the text? Which are the keywords? If they don't understand a we will show them flashcard with different examples of garbage as models
- Are you sure that this goes in this container? Why? What is this made of?

★ *Dynamic instructions:*

1. Seat down by groups.
2. Each person of the group will have a number
3. Make an expert group with all the classmates that have the same number.
4. Each expert group will have a different container.
5. Read the information of your container.
6. Return to your initial group and explain what have you read.
7. Complete the final template about all the containers.

★ *Material used:*

- [Flashcards](#) (Annex 7)
- [Texts](#) (Annex 9)
- [Template](#) (Annex 10)





## Activity 6

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### ***DESCRIPTION OF THE ACTIVITY: LET'S RECYCLE!***

After the jigsaw we will be experts in all the containers so will prove it. The teachers will bring 6 big trash bags, one for each group, fill of real garbage. Every group should classify the garbage in the correct bin. The four recycling bins (that we have learnt before) will be in the corners of the class.

★ ***Type of input:*** kinaesthetic, visual and linguistic inputs.

★ ***Questions:*** In this activity the teacher will ask some questions to ensure the student's involvement:

- Are you experts in recycling?
- What is this? (in relation with the chosen object)
- Where do you have to throw it?
- Do you have space at home for each type of garbage? How do you manage at home?

★ ***Dynamic instructions:***

1. You have a big bag with different garbage inside.
2. One person of each group will start (at the same time).
3. The student will choose an object without looking.
4. Every group will have 2 min to decide where it goes and run to throw it in the correct bin.
5. The student who hasn't got enough time (we will use countdown timer) to classify the object, will have to keep it.
6. When we finish we will check all together what are in the bins.

★ ***Material:***

- Recycling bins
- 6 big bags with different objects
- <https://www.online-stopwatch.com/countdown-timer/>



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<b>In terms of academic content, what are the students learning and what are they learning to do?</b>	They are concerning about the real plastic problem, and how does this impact in our lives. They are also remembering how to recycle using different containers.
<b>In terms of language, what are the students practicing or learning to do?</b>	The present simple tense, follow directions, discussing, reading and comprehension text, improve their listening skills
<b>In what way is this lesson plan a good example of what we learnt in the GEP course session?</b>	Because we try to use some of the new dynamics we have learnt in the GEP sessions, for example a dictogloss and a jigsaw. We believe, that every student learn in a different way, for this reason we think it is essential to explain with different inputs and try to do the lessons more dynamic taking in account the multiple intelligences. At the same time, we believe that collaborative skills are essential to success in our society.
Other important information	With the math's teacher we decide that we will do an statistic about the waste of plastic that we do in our lives.
<b>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</b>	In each activity we put some images to show you an idea of what are we going to do, but we haven't prepared the real materials yet.



### Self assessment Checklist

Task 1 : Input & Cooperative /Collaborative learning in CLIL	YES/NO
1. Students are presented with <b>multimodal</b> and <b>varied</b> input (spoken, written, visual, hands-on...)	YES
2. The input presented is used to <b>help</b> learners <b>understand</b> ideas and <b>construct</b> meaning	YES
3. The input is presented at the right <b>cognitive level</b> and the right <b>language level</b> , i.e. it is neither too challenging in terms of content nor too difficult in terms of language.	YES
4. Students are <b>helped</b> in some way to <b>understand</b> , i.e. input is made comprehensible	YES
5. Students are <b>helped</b> in some way to <b>process</b> the input presented, i.e. activities or questions make students think and construct meaning.	YES
6. The input and activities presented cater to <b>multiple intelligences</b>	YES
7. Students are presented with <b>good questions</b> (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	We are not sure





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8. A variety of <b>collaborative learning strategies</b> are used throughout the session.	YES
9. At least one of the activities presented requires <b>cooperation</b> among students.	YES
10. Students are <b>explicitly taught</b> how to work in groups (or pairs).	YES
11. Students are <b>explicitly guided</b> to succeed in group/pair work <b>discussions</b> and <b>interactions</b> . Clear <b>support</b> to guide their interactions is provided.	We are not sure
12. At least one <b>ICT tool</b> is used to promote <b>digital collaborative learning</b> .	YES



<b>GEP 1</b>	<b>Task 2: Reading, writing and Assessment in CLIL</b>
<b>Title of the topic</b>	<i>THROW AWAY PLASTIC FROM YOUR LIFE</i>
<b>Author</b>	Àngels i Xènia
<b>Course / year / age</b>	5 <sup>th</sup> grade (primary)
<b>Number of sessions</b>	3 sessions ( 45/50 minutes each session)
<b>Collaboration with...</b>	Tutors, math's teacher and arts and crafts teacher.
<b>Main objectives of the sessions</b>	<ul style="list-style-type: none"><li>• Promote critical thinking about if our actions are good for the planet.</li><li>• Think about different ways to take care of the environment.</li><li>• Foment students to read and understand easy articles about real successes.</li><li>• Create situations base on their necessities that encourage students to write with a clear propose.</li><li>• Encourage students to work in a cooperative way and to use an assessment tool.</li></ul>
<b>Short description of the sessions</b>	We put the focus in the development of the writing and reading skills, creating from the beginning learning spaces that engage them to participate and work together. All activities are related to solve the plastic pollution.

<p><i>The descriptions of the activities below should contain:</i></p> <ol style="list-style-type: none"><li>1. <i>collaborative and cooperative activities instructions (including the timing and the language support)</i></li><li>2. <i>type of support,</i></li><li>3. <i>readings and writings planned,</i></li><li>4. <i>assessment tools</i></li><li>5. <i>materials used</i></li></ol>	Timing
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<b>S E S S I O N  1</b>	<b>Activity 1</b>	<p><b>DESCRIPTION OF THE ACTIVITY: GUESS WHAT IS FLIPFLOPI MADE OF?</b></p> <p><i>(Reading rolls)</i></p> <p>We will introduce a reading text using the “China’s dynamic” with a curious photo of a boat made of recycled plastic. Using the whiteboards they have to write the first idea that comes to their minds. Then we will make groups<sup>1</sup> to do a guided reading about an article.</p> <p>★ <i>Collaborative and cooperative activities instructions:</i></p> <p>In each group students will have the following roles:</p> <ol style="list-style-type: none"> <li>1. READER: start reading the text out loud. Try to achieve a good pronunciation and intonation to make the text comprehensible to the others.</li> <li>2. MEANING CHECKER: write down all the new vocabulary of the texts and check their meaning using a tablet. Explain it to the other members of the team once the reader has finished.</li> <li>3. SUMMARISER: points out the most relevant ideas.</li> <li>4. COORDINATOR Invite the other members of the team to participate and keep the team in silence. Don't forget to lead the assessment at the end of all the performances. Use the rubric to do so.</li> </ol> <p>★ <i>Type of support:</i> visual (photo) and engaging text.</p> <p>★ <i>Reading planned:</i></p> <p>The article we are going to read is called: <i>Flipflop, a Recycled Boat to Fight Single-Use Plastic</i>. We have made a reduced version of the text, and also we have changed the difficult words to make it suitable for them.</p> <p>We think that do a guided reading is a good way to promote the text understanding, because they are helping each other.</p>	<p>China dynamic 10'</p> <p>Guided reading 20'</p> <p>Filling the rubric 10'</p> <p>Feedback about the reading activity (all the class) 10'</p>
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<sup>1</sup> Actually we will use the “base groups” made for working in a cooperative way the whole year in different subjects.



		<p>★ <i>Assessment tools:</i> Self-assessment rubric</p> <p>★ <i>Materials used:</i> Each group will have:</p> <ul style="list-style-type: none"><li>- <a href="#">Article</a> (Annex 11)</li><li>- Tablet</li><li>- <a href="#">Rubric</a> (Annex 12)</li></ul>	
S E S S I O N 2	Activity 2	<p><b><i>DESCRIPTION OF THE ACTIVITY: CRAZY SENTENCES!</i></b></p> <p>We will do an activity to remember all the things we have learnt.</p> <p><i>Collaborative and cooperative activities instructions:</i></p> <ol style="list-style-type: none"><li>1· We will give to each student a piece of paper with a word, in a different colour.</li><li>2· They will have four different colours and the students will have to join all the pieces by colours.</li><li>3· Once we have made the groups, they will have to put the words in the correct order.</li><li>4· When every group has finished we will ask them to share the sentence to the classmates, handing the parts of the sentence in a mural.</li></ol> <p>★ <i>Type of support:</i> visual and kinaesthetic.</p> <p>★ <i>Readings and writings planned:</i> To put in order the sentences we will take in account different aspects, as for example:</p> <ul style="list-style-type: none"><li>- The sentences will have a simple structure and easy to understand.</li><li>- In the class will be tablets and dictionaries in case they need them.</li></ul>	20'





		<p>At the moment that the students will read the sentences aloud, we will promote the attention by the classmates, to check if the sentences are correct (if they are no we will correct it all together) and if everybody understands their meaning.</p> <p>★ <i>Assessment tools:</i> We will use <b>colour cards</b>. When each group reads the sentences the classmates will raise a red card, in case that the sentence is not correct, or a green card if it's correct.</p> <p>★ <i>Materials used:</i></p> <ul style="list-style-type: none"><li>- <a href="#">Parts of the sentences in different colours.</a> (Annex 13)</li><li>- Colour cards (red and green).</li><li>- Mural</li></ul>	
	Activity 3	<p><b><i>DESCRIPTION OF THE ACTIVITY: LET'S CREATE A SURVEY!</i></b></p> <p>After the revision activity we will start the next writing activity, asking the students if they want to do something in our school, to take care of the environment (similar to the flipiflopi boat), what is the first step? We will induce them in a way to create a school survey to know if the behaviour of our school students is good for the planet. We will induce them to create questions as for example: "Do you have recycling bins at home" , "do you use recycling bags when you go shopping?" or "do you wrap your sandwich with aluminium foil?"</p> <p>In this session we will create the survey and the days after students-in groups- will go the different classes of the school to explain and give them the survey. With the maths teacher they will compile all the information and create a graphic to see how "green" our school is.</p> <p>★ <i>Collaborative and cooperative activities instructions:</i></p> <ul style="list-style-type: none"><li>- We will make groups using different sizes of paper, they will have to join the group that has the same paper size.</li></ul>	30'



- They will have a glossary with key words on the wall.
- Each group will have a cooperative “spin worksheet” where every member of the group must think and write a question in a specific place of the worksheet.
- The other members have to agree with the person who is writing the question.
- They will have a guidelines (assessment tool).
- When every group has finished they will read the questions to all the class.
- The teacher will write at the same moment all the questions made by the different groups, using the digital board.
- At the end, we will put in order the questions and delete the ones that are similar.
- Finally, we will make the final version of the school survey for the different courses.

★ *Type of support:* visual (glossary) and text.

★ *Writing planned:*

To help students to write the questions of the survey, we will have a glossary (with the key words of the topic) in the class and a guidelines for each group, where they will find some steps to write a good question.

★ *Assessment tools:* Guidelines

★ *Materials used:*

- Glossary
- [Spin worksheet \(Annex 14\)](#)
- Digital board
- [Guidelines \(Annex 15\)](#)



<b>S E S S I O N 3</b>	<b>Activity 4</b>	<p><b><i>DESCRIPTION OF THE ACTIVITY: WANT TO SAVE THE EARTH? (jigsaw reading)</i></b></p> <p>We will introduce the reading activity giving an image to each student (related to the text). They will have to find someone that has something similar. One group will have fruits, another one ice-creams in a cone, the next one different kind of reusable bags and the last one single use-plastic with a cross. When the groups are done, we will show them the article's headline: "<i>want to save the earth?</i>" Then using the whiteboards they have to write the first idea that comes to their minds. After that we will do a jigsaw reading. When they come back to their original groups they will explain them the different tips. Each group will have a filling the gaps activity, related to the tips.</p> <p>★ <i>Collaborative and cooperative activities instructions:</i></p> <p>We will do a jigsaw reading of the article (divided in four parts) with the groups that we have made before:</p> <ol style="list-style-type: none"><li>1- Each group of experts will have two tips "to save the earth".</li><li>2- Each group will have a tablet or a dictionary to look up the words that they don't know.</li><li>3- When every student knows their tips, they will come back to the original groups.</li><li>4- They will explain their tips, with the help of a filling the gaps activity.</li></ol> <p>★ <i>Type of support:</i> visual and kinaesthetic</p> <p>★ <i>Readings and writings planned:</i></p> <p>The article we are going to read is called: <i>Want to save the world?</i> We have made a reduced version of the text, and also we have changed the difficult words to make it suitable for them.</p> <p>We think that do a jigsaw reading is a good way to promote the text understanding, because they can help each other. Doing a filling the gaps activity also is a way to check if they have understood the reading.</p> <p>★ <i>Assessment tools:</i> We won't use an assessment tool for this activity.</p>	<b>20'</b>
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	<p>★ <i>Materials used:</i></p> <ul style="list-style-type: none"><li>- Photos(Annex 16)</li><li>- Digital board to display the article's headline.</li><li>- <a href="#">Article "Want to save the world?" in four pieces to do the jigsaw reading. (Annex 17)</a></li><li>- <a href="#">Worksheet "filling the gaps" (Annex 18)</a></li></ul>	
Activity 5	<p><b>DESCRIPTION OF THE ACTIVITY: <i>Lights, camera, action!</i></b></p> <p>After the jigsaw reading the students will work in their "base groups" becoming actors and actresses. Each group will make an advertisement about one of the "tips to save the world" to convince all students of our school of the need to be aware of the environment needs. They can choose a tip of the last reading activity or make their own one.</p> <p>In this session every group will make the script. The "advertisements" will be filmed in a following session (or in other school hours). When all the groups have finished their "green advertisements" we will watch them in the class and after that we will post them in the school website.</p> <p>★ <i>Collaborative and cooperative activities instructions:</i></p> <ul style="list-style-type: none"><li>- To make the script we will do "worksheet spin" where each student will have to write one of the parts of the script.</li><li>- The person "in charge" of each part, can't write if there isn't an agreement of all the members.</li></ul> <p>★ <i>Type of support:</i> visual and kinaesthetic</p> <p>★ <i>Writing planned:</i></p> <p>Student will have a template with the essential parts of a script to guide the writing. Also they will have a tablet to look for the information they need and a glossary (used before) handle in the wall.</p> <p>★ <i>Assessment tools:</i></p>	30'





	<p>“Base group journal”. The base groups have a journal that they have to fill after the different activities that they do together (in the different areas). In this case, they will have to evaluate their task as a group (after finishing the script and also after the “filmation”).</p> <p>Also each student will have a rubric to make a valoration of the different advertisements made for their classmates.</p> <p>★ <i>Materials used:</i></p> <ul style="list-style-type: none"><li>- <a href="#">script template</a> (Annex 19)</li><li>- base group journals</li><li>- camera</li><li>- rubric</li></ul>	
<p><b>In terms of academic content, what are the students learning and what are they learning to do?</b></p>	<p>The topic is related to the preservation of the environment and more concretely we focus the lessons in how can we solve the plastic pollution. The students are learning to have a critical thinking about our actions and to find different ways to reduce plastic from our daily life.</p>	
<p><b>In terms of language, what are the students practicing or</b></p>	<p>The students are developing different language skills basically reading and writing using different supports. Some assessment tools are provided to help them to understand easy text and write with propose.</p>	



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<b>learning to do?</b>		
<b>In what way is this lesson plan a good example of what we learnt in the GEP course session?</b>	<p>This lesson plan is a good example because we try to use some of the different strategies for reading and writing like scaffoldings in every activity and some assessments tools that help students to be aware of their learning process</p> <p>We believe, that every student learn in a different way, for this reason we try to introduce different inputs in the activities and also we try to engage them creating curious situations.</p> <p>At the same time, we believe that collaborative skills are essential to success in our society.</p>	
Other important information	The students will create their own breakfast bags made of cloth in the arts and crafts lesson.	
<b>ANNEXES (materials, handout, pictures... if not possible to include in the activity section.)</b>		





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**Self assessment checklist**

Task 2 : Reading, writing in CLIL and Assessment	YES/NO
1. <b>Support</b> is provided to help students read and understand texts.	YES
2. <b>Before-, during- and after-</b> reading activities are prepared.	YES
3. The materials use <b>visuals</b> to support comprehension.	YES
4. The writing process takes place in <b>joint collaboration</b> with the teacher (modelling)	YES
5. <b>Support</b> is provided to help students write (the students are provided with language patterns, language frames, vocabulary banks...)	YES
6. The teacher uses different strategies to help students <b>throughout the process</b> of reading and writing	YES
7. The teacher has <b>previously predicted the language</b> the students will need when carrying out the different tasks successfully and, therefore, is aware of the <b>content-obligatory language</b> .	YES
8. At least the teacher uses 1 type of <b>assessment</b> (self-assessment, teacher assessment or co- assessment)	YES
9. At least teacher used 1 type of <b>designed assessment tool</b> during the sessions (rubric, digital app, checklist, personal dossier...)	YES



## *ANNEXES TASK 1*

*ANNEX 1: ACTIVITY 1 (scaffolding displayed on the digital board)*

*Singular: In my drawing there is...*

*Plural: In my drawing there are...*



*ANNEX 2: ACTIVITY 1 ( I have it/ I don't have it)*

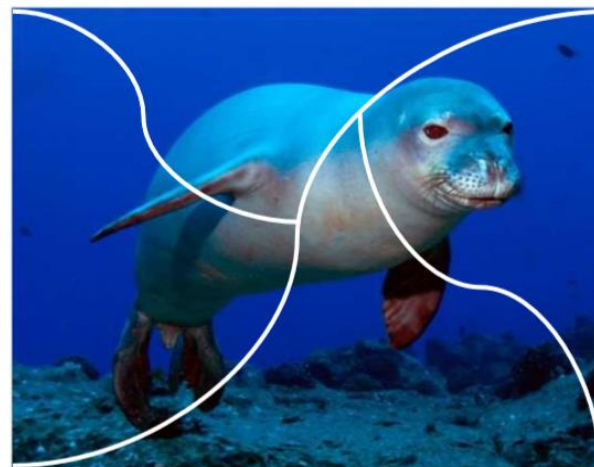
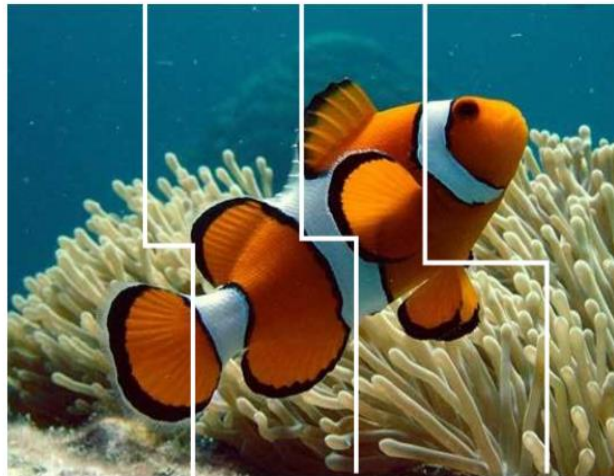
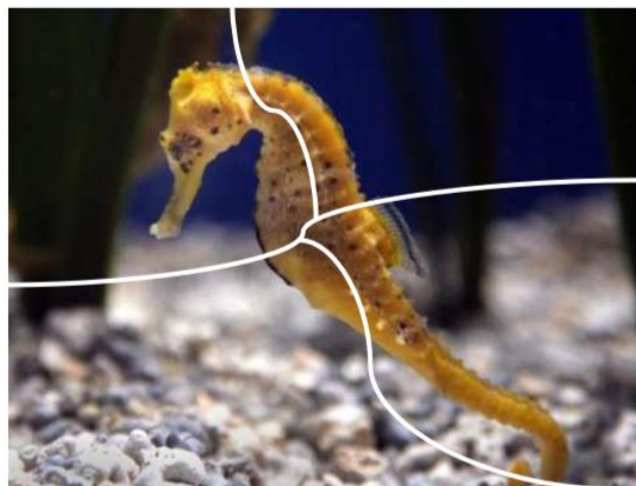
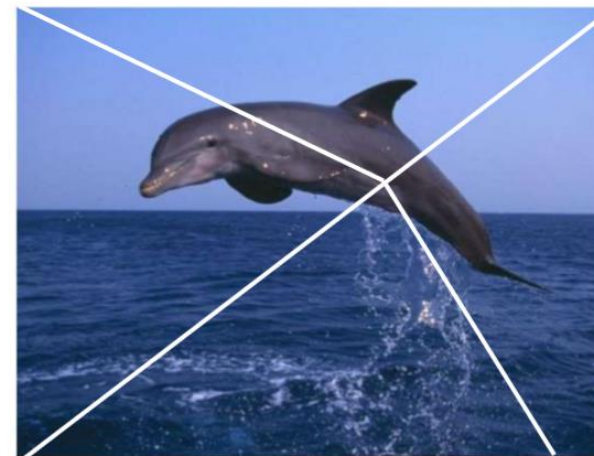
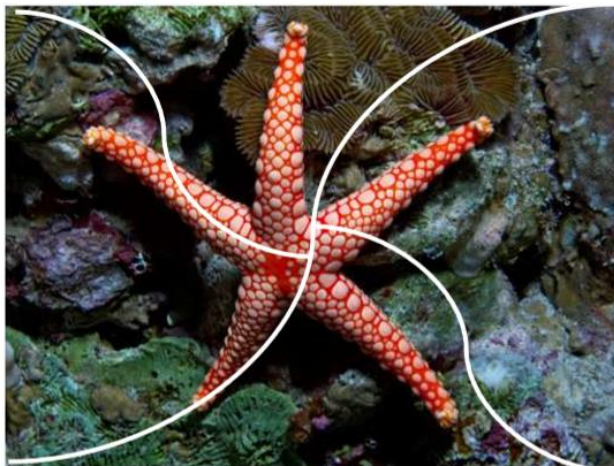
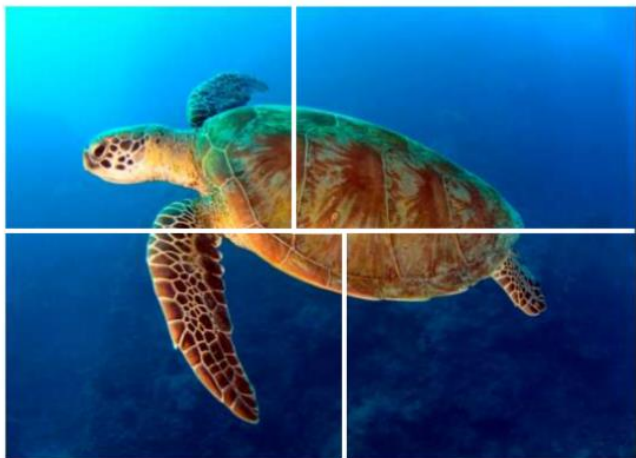
*I have it*

*I don't have it*





*ANNEX 3: ACTIVITY 2 (Marine animals for making groups)*







*ANNEX 4: ACTIVITY 2 (Grid template)*

Members of the group: \_\_\_\_\_ Date: \_\_\_\_\_

WHAT CAN WE FIND IN THE OCEANS?

Name of the object	Can we find it in the ocean?



ANNEX 5: ACTIVITY 3 (dictogloss- bad process)



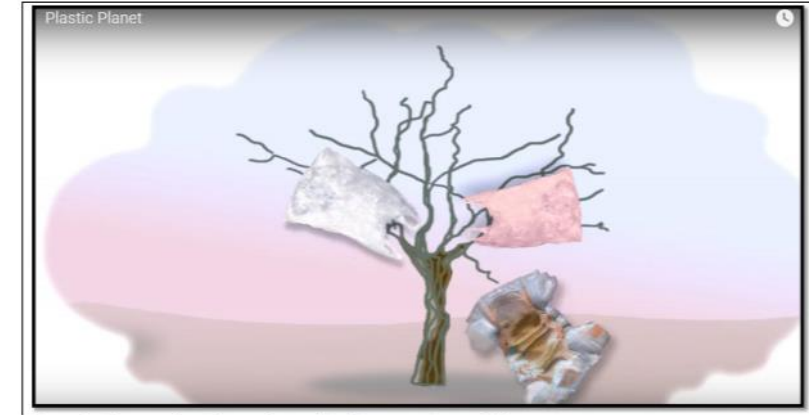
She goes to the supermarket and takes many plastic bags.



Her family gets angry because we use so many plastic.



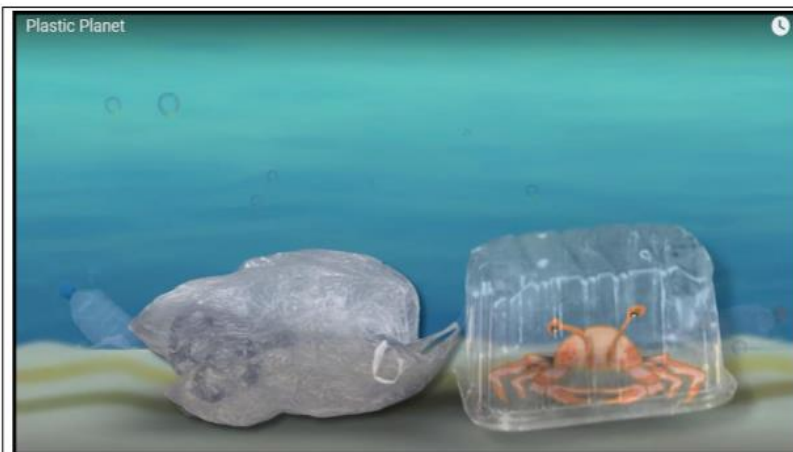
We are contaminating our planet



People throw plastic garbage in the streets and forests.



Birds and other terrestrial animals eat plastic garbage



Aquatic animals can get stuck in plastic things as boxes or bags.



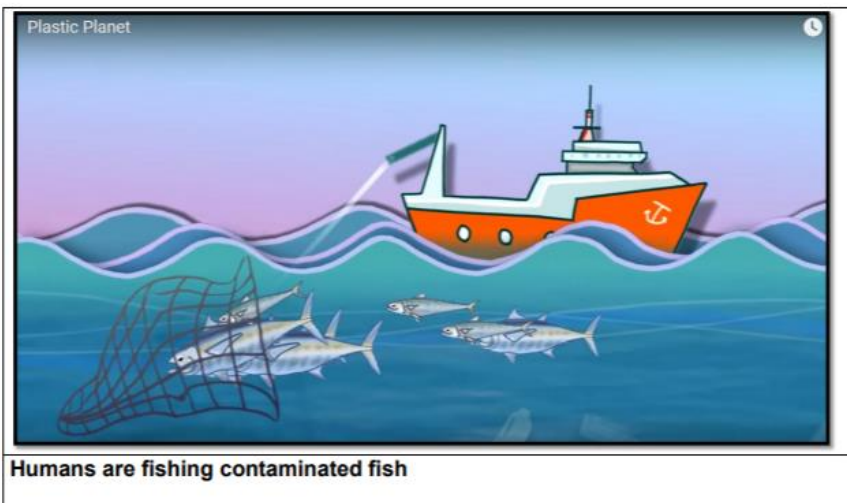
Small animals eat plastic trash.



They are eaten by bigger animals.



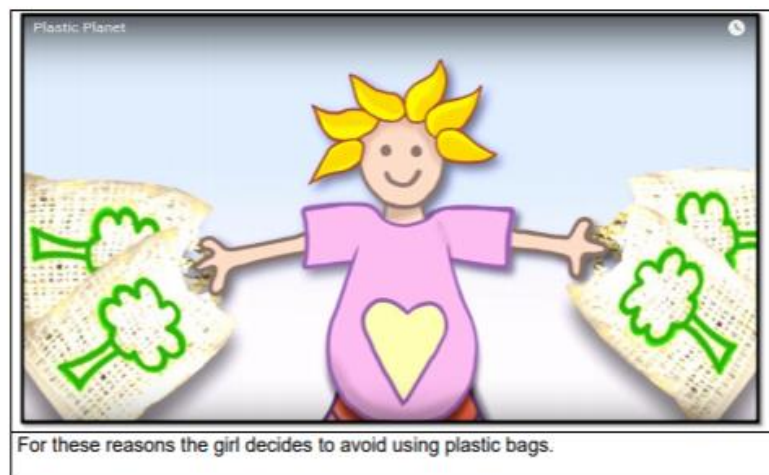
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**ANNEX 6: ACTIVITY 3 (Dictogloss- good process)**  
*(Only the different flashcards)*





### ANNEX 7: ACTIVITY 3 (Flashcards)



*Coke can*



*Plastic bottle*





*Glass bottle*



*Tuna can*



*Carton box*



*Yogurt pot*



*Milk carton*



*Aluminium foil*



*Broken glass*



*Tissue box*



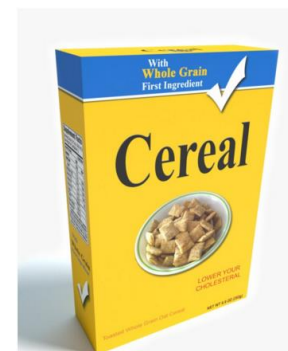
*Perfume bottle*



*cork*



*Bottle cap*



*Cereal box*



*Orange peel*



*Coffee*



*Shells*



*Tea bag*



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*ANNEX 8: ACTIVITY 4 (Photos of the supermarket and the playground)*



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*ANNEX 9: ACTIVITY 5 (Texts)*

**GROUP 1: ORGANIC BIN**

This is the bin where you can place garden waste leftover and old food.

Examples of items allowed in this bin:



- Grass
- Leaves
- Flowers
- Fruit and vegetables
- Breads and pastries
- Tea bags and coffee ground
- Corks



Examples of items not allowed:

- Dirty diapers
- Chewing gum
- Hair
- Cigarettes
- Wet wipes



## GROUP 2: GLASS BIN

This is the bin where you can place some type of glass.

Examples of items allowed in this bin:



- Glass jars
- Glass bottles
- Empty perfume bottle

Examples of items not allowed:



- Light bulbs
- Broken glass
- Dirty glass bottles
- Plastic lids or corks
- Mirrors



### GROUP 3: PLASTIC BIN

This is the bin where you can place all your plastic waste.

Examples of items allowed in this bin:



- Plastic bottles
- Yogurt pots
- Soda can
- Aluminium cans
- Aluminium foil
- Plastic film
- Milk carton

Examples of items not allowed:



- Broken toys
- Baby bottles





## GROUP 4: PAPER BIN

This is the bin where you can place any used paper, card or cardboard.

Examples of items allowed in this bin:



- Paper
- Newspaper
- Letters and envelopes
- Magazines
- Cardboard boxes
- Cereal box

Examples of items not allowed:



- Milk or juice cartons
- Dirty kitchen paper
- Corks
- Plastic lids



## GROUP 5: NON-RECYCLING BIN (TRASH)

This is the bin where you can place waste from domestic garbage that does not have a specific container.

Examples of items allowed in this bin:

- Broken toys
- Dirty papers and cartons
- Diapers
- Rubber objects
- Broken glasses



ANNEX 10: ACTIVITY 5 (Template)

Names: \_\_\_\_\_ Date: \_\_\_\_\_

The image shows a recycling bin template. It consists of five bins arranged in a row. The first four bins are grouped under a green header labeled "RECYCLING BINS". These bins are: a blue bin labeled "PAPER", a yellow bin labeled "PLASTIC & METAL", a green bin labeled "GLASS", and a red bin labeled "ORGANIC". Each of these four bins has a recycling symbol on top. The fifth bin is a grey bin labeled "TRASH", which is under a grey header labeled "NON-RECYCLING BIN". This bin has a "no recycling" symbol (a recycling symbol with a red slash) on top. The background of the entire bin area is filled with small, light-colored icons of various waste items like bottles, cans, and paper. Each bin has a white label on its front with horizontal lines for writing.

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## ANNEXES TASK 2

### ANNEX 11: ACTIVITY 1 (Flipflofi article)

#### Flipflopi, a Recycled Boat to Fight Single-Use Plastic

Today we want to show you the Flipflopi, a sailing boat made from plastic trash, it travelled along the African coast for two weeks. The trip wanted to call attention to the dangers of single-use plastic.

Why call it Flipflopi? The outside of the boat is covered with over 30,000 flip-flops, an item commonly found on Kenya's beaches. Lamu is an island of the northern coast of Kenya. Lamu's beaches were full of single-use plastic trash and the neighbours decided to clean it. They collected 30,000 kilograms of plastic waste, most of it single-use.







In June of 2016, Ben Morison decided to try to build a boat made just from plastic trash collected along beaches and roads in Kenya. He put together a team to help design and build the boat. It took the team three years to complete the FlipFlopi and the only wooden part is the mast – the large pole that holds the sail up.

Along the way the Flipflopi crew stopped and met with members of different government and other groups. They also took part in trash clean-ups and spoke with students from many different schools. Mr. Morison says, "The Flipflopi Project is an encouraging change in a positive way, making people smile first and then sharing the very simple message that single-use plastics really don't make sense."



*ANNEX 12: ACTIVITY 1 (Guided reading rubric)*

ROLS				
1- READER				
2- MEANING CHECKER				
3. SUMMARIZER				
4. COORDINATOR				





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*ANNEX 13: ACTIVITY 2 (Crazy sentences)*

Organic

bin is the



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bro wn

br n



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where

you can

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plouce

garden

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waste

leftover

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canal old

food.

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Single

USE



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core used

only once



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before

they are





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throw

away or

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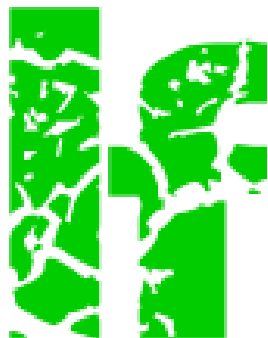
recycled.

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happy

planet, be

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concentra

about the

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USE of

plastic

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# Things.

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**W e U S E**

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# Polisèstic

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**to v w r o p o**

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# Our future

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# productes.

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Let's go

shopping

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with

reusable

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bugs,

there are





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money

options,

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**for**

**exxomplidè**

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**POPPER**

**BOGGS,**

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boxes and

baskets.



*ANNEX 14: ACTIVITY 3 (Spin worksheet)*

**LET'S THINK!  
SCHOOL SURVEY QUESTIONS:**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_



\_\_\_\_\_

4. \_\_\_\_\_

\_\_\_\_\_



**ANNEX 15: ACTIVITY 3 (Guidelines)**

		DONE
<b>1.</b>  <b>Structure</b>	We use the question structure: ➤ DO YOU ... ➤ CAN YOU ... ➤ HAVE YOU .... ➤ WHAT IS	
	We make a question using a question mark 	
<b>2.</b>  <b>Vocabulary</b>	Look and use the vocabulary of the glossary	
	If I don't know a word I look it up on the tablet 	
	We try to not use the same words in all the questions	
<b>3.</b>  <b>Presentation</b>	We can understand all the questions	
	The different words of the question are separated	
<b>4.</b>  <b>Participation</b>	Everybody has written a sentence.	





*ANNEX 16: ACTIVITY 4 (Photos for making groups)*





ANNEX 17: ACTIVITY 4 (Article "Want to save the Earth?")



**Want to save the Earth? Eat ice cream!**

<b>1. Say no to straws</b>
Animals can get sick if they think the straws are food. Instead, you can use a paper straw or reusable version.
<b>2. Fill up at a fountain</b>
Use reusable bottles and not a plastic version. That way you reduce the amount of bottles sold around the world.
<b>3. Make a better bag</b>
Pack sandwiches and snacks in reusable containers or cloth sacks instead of plastic bags.
<b>4. Snack on fruit</b>
Pack an apple, banana, or orange instead of snack packs because it's healthy and not polluting. Save the fruit rubbish for your compost bin.
<b>5. Build a good goodie bag</b>
Don't fill your birthday goodie bags with plastic objects for your friends. Give them homemade presents.
<b>6. Go for the cone</b>
You can eat your favourite ice-cream flavour in a cone. Who needs plastic spoons and cups when you can eat the bowl?
<b>7. Buy in bulk</b>
Encourage your family to shop for fruit and vegetables in the bulk section of your grocery store to avoid waste from plastic packaging. Put it all in reusable glass jars.
<b>8. Never pollute</b>
Sometimes you <i>have</i> to use plastic, and that's OK! But always recycle the plastic that you can, and never leave it in the environment. Trash left on the ground often goes to the rivers and then ends at the ocean.



**ANNEX 18: ACTIVITY 4 (Filling the gaps)**

**FILLING THE GAPS: WANT TO SAVE THE WORLD?**

FOOD- STRAWS- FRUIT- PLASTIC- PAPER - BOTTLES - ICE CREAM. PLASTIC- WORLD- BIN - CLOTH -  
OBJECTS- PACKS- BAG- PRESENTS- CONE- SPOONS- GLASS - VEGETABLES - POLLUTE- RECYCLE- OCEANS

<b>1. Say no to _____</b>
Animals can get sick if they think the straws are _____. Instead, you can use a _____ straw or reusable _____ version.
<b>2. Fill up at a fountain</b>
Use reusable _____ and not a _____ version. That way you reduce the amount of bottles sold around the _____.
<b>3. Make a better _____</b>
Pack sandwiches and snacks in reusable containers or _____ sacks instead of _____ bags.
<b>4. Snack on _____</b>



Pack an apple, banana, or orange instead of snack \_\_\_\_\_ because it's healthy and not polluting. Save the fruit rubbish for your organic \_\_\_\_\_.

**5. Build a good goodie \_\_\_\_\_**

Don't fill your birthday goodie bags with plastic \_\_\_\_\_ for your friends. Give them homemade \_\_\_\_\_.

**6. Go for the \_\_\_\_\_**

You can eat your favourite \_\_\_\_\_ flavour in a cone. Who needs plastic \_\_\_\_\_ and cups when you can eat the bowl?

**7. Buy in bulk**

Encourage your family to shop for fruit and \_\_\_\_\_ in the bulk section of your grocery store to avoid waste from plastic packaging. Put it all in reusable \_\_\_\_\_ jars.

**8. Never \_\_\_\_\_**

Sometimes you *have* to use plastic, and that's OK! But always \_\_\_\_\_ the plastic that you can, and never leave it in the environment. Trash left on the ground often goes to the rivers and then ends at the \_\_\_\_\_.



*ANNEX 19: ACTIVITY 5 (Advertisement script)*

**ADVERTISEMENT SCRIPT**



<b>TIP SELECTED</b>
<b>CHARACTERS</b>
1. _____ done by: _____
2. _____ done by: _____
3. _____ done by: _____
4. _____ done by: _____
<b>SCENERY (PLACE WHERE THE ACTION HAPPENS)</b>
<b>SHORT DESCRIPTION OF THE ACTION</b>

<b>DIALOGUES</b>
Y _____:
_____
Y _____:
_____
Y _____:
_____
Y _____:
_____