

Vilanova's Natural Habitat: 'Discover in order to respect'



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Generació Plurilingüe (GEP)

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Identification of the GEP project

Title	Vilanova's natural habitat: Discover in order to protect
Authorship	Rosa Manzano, Eva Allué & Emili Morales
School	Institut Pla de les Moreres
Students' CEFR Level (A1, A2...)	A2
Grade	2nd ESO (8th Grade)
Content area(s)	Science, Technology, Arts, English
Number of sessions (4, 6 or 9)	9
Teacher(s) involved	3
Keywords	Ecosystem, riverbank, nature, environment

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/clisi/>



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1. OUR PROJECT

Introduction:

By analyzing the natural environment of Vilanova del Camí, students will discover and study the biodiversity of the ecosystem of a riverbank, as well as find some solutions to the problems that affect this natural environment. The main objective of this project is to promote ecological values and the respect for natural habitats.

Driving questions:

What are the consequences of climate change in our town?
If you were the mayor of your town, what could you do to protect the natural habitat around you?

Final product:

Students will choose their final product according to their interests and abilities. However, the idea is that they use an outdoor workshop for primary students and can include different kinds of their own activities.
Some ideas: posters to share with schools, leaflets, field notebook, outdoor workshop.

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2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
1. Get to know the flora and fauna of the riverbank in Vilanova.	1.1. Describe the trees/plants and animals, and their features. 1.2. Distinguish the different trees and plants in the riverbank.
2. Recognise this area as a Mediterranean habitat.	2.1. Analyze the area, climate and the soil composition. 2.2. Describe a problem (invading species)
3. Be able to work cooperatively to achieve a common goal.	3.1. Participate actively in debates and discussions. 3.2. Keep track of the work done and organise the tasks left.
4. Become natural instructors	4.1. Create some tools to let other people know about the ecosystem in the river bank and engage them in its conservation. 4.2. Advice on how to preserve the ecosystem of the river bank.

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3. CURRICULUM CONNECTIONS

SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<ul style="list-style-type: none"> - Identificar i resoldre problemes científics susceptibles de ser investigats en l'àmbit escolar, que impliquin el disseny, la realització i la comunicació d'investigacions experimentals. - Prendre decisions amb criteris científics que permetin preveure i evitar o minimitzar l'exposició als riscos naturals - Adoptar mesures amb criteris científics que evitin o minimitzin els impactes mediambientals derivats de la intervenció humana. 	<ul style="list-style-type: none"> - Model d'ecosistema. - Riscos naturals. Atmosfera, hidrosfera i geosfera - Impactes mediambientals de l'activitat humana. Recursos naturals - Eines d'edició de documents de text, presentacions multimèdia i processament de dades numèriques - Selecció, catalogació, emmagatzematge i compartició de la informació. - Entorns de treball i aprenentatge 	<p>Competència 2. Planificar i produir textos orals de tipologia diversa adequats a la situació comunicativa.</p> <p>Competència 3. Emprar estratègies d'interacció oral d'acord amb la situació comunicativa per iniciar, mantenir i acabar el discurs.</p> <p>Competència 4. Aplicar estratègies de comprensió per obtenir informació i interpretar el contingut de textos escrits d'estructura clara de la vida quotidiana, dels mitjans de comunicació i de l'àmbit acadèmic.</p> <p>Competència 7. Planificar textos escrits de tipologia</p>	<p>Comprensió oral: global, literal i interpretativa.</p> <p>Estratègies de comprensió oral.</p> <p>Estratègies de producció oral.</p> <p>Estratègies d'interacció oral.</p> <p>Comprensió escrita: global, literal, interpretativa i valorativa.</p> <p>Estratègies de comprensió escrita.</p> <p>Morfologia i sintaxi.</p> <p>Lèxic i semàntica.</p> <p>Criteris de selecció i valoració de la informació.</p>

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<ul style="list-style-type: none"> - Utilitzar les aplicacions d'edició de textos, presentacions multimèdia i tractament de dades numèriques per a la producció de documents digitals - Cercar, contrastar i seleccionar informació digital adequada per al treball a realitzar, tot considerant diverses fonts i mitjans digitals -Realitzar activitats en grup tot utilitzant eines i entorns virtuals de treball col·laboratiu 	<p>col·laboratiu</p>	<p>diversa utilitzant els elements de la situació comunicativa.</p>	<p>Estratègies de revisió, correcció, reparació i presentació.</p>
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4. 21st CENTURY SKILLS

Collaboration	✓	Information, media and technology	✓
Communication	✓	Leadership & Responsibility	✓
Critical Thinking and Problem Solving	✓	Initiative & Self-direction	✓
Creativity & Innovation	✓	Social & Cross-cultural	✓
Others:			

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	✓	Digital competence	✓
Mathematical competence		Social and civic competence	✓
Interaction with the physical world competence	✓	Learning to learn competence	✓
Cultural & artistic competence	✓	Personal initiative and entrepreneurship competence	✓

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6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<ul style="list-style-type: none"> - riverbank forests - mediterranean climate - mediterranean ecosystem - climate change effects - natural environment - riverbank of Vilanova del Camí discovery - flora of Vilanova del Camí's riverbank - fauna of Vilanova del Camí's riverbank - facilities around Vilanova del Camí's riverbank - preservation of Vilanova del Camí's riverbank - matching vocabulary with images - syntactic structures in English language to describe images - syntactic structures in English language to use when guessing - building questions in English language - polite commands and instructions - specific vocabulary of biology 	<ul style="list-style-type: none"> - search and selection of information - description of images & situations - descriptions of following a guide - information processing - elaboration of activities - debate/discussion in english language - critical thinking about ideas - summary of a text - orientation on a map - building questions in english language - information collection - organisational measures - research and analyze a zone - collaborative and cooperative job - reflection on learning - sharing ideas/opinions

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7. REFERENCES

- **Unicef webpage**

8. COMMENTS (optional)

Though we wish the product was something the actual students could choose according to their interests and knowledge, it is clear that both students and teachers need some guidance on their first contact with PBL. That is the reason why we agreed to work on a set product where teachers had materials and resources ready for students, students could choose some of the activities in the workshop, but not the whole project.

We think that when we do another project, it will be much more open as we will gain experience and confidence with this very engaging project.

9. ACKNOWLEDGEMENTS (optional)

Teresa Bartolomé (Science teacher)

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Skills: R: reading , S: speaking, L: listening, W: writing, I: Interaction

Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World

Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

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10. UNIT OVERVIEW

Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
1	WARM-UP					
	1.1. Introduction	15	S	SG		
	1.2. Share ideas	10	S	WG		TA PA
	1.3. Matching vocabulary	10	R	SG	✓	SA
	1.4. Assess & review pictures	10	R	SG	✓	TA PA
	1.5. Matching sentences	15	S/R	SG		TA

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						PA
2	DRIVING QUESTIONS + FINAL PRODUCT					
	2.1. Reading-Groups of experts	30	R/S	SG S-Ex		PA
	2.2. Driving questions	10	I	S-S		TA PA
	2.3. Setting the final product	20	I	SGWG	✓	
3	LET'S GET STARTED: NEED-TO-KNOWs & NEED-TO-DOs					
	3.1. Revise decisions	20	I/S	WG	✓	
	3.2. NEED-TO-KNOWs & NEED-TO-DOs	30	I/W/S	SG T-S	✓	
	3.3. Organisational measures	10'	R/W	T-S	✓	TA
4	LET'S START					
	4.1. Game 'Yes or no'	15'	I/S	WG	✓	SA

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	4.2. Review driving question	5'	I/S	T-S		
	4.3. Search for information	40'	R/W	SG	✓	
5	READY FOR FIELDWORK					
	5.1. Go to the Riverbank	5'	I	T-S SG		
	5.2. Portfolio for the riverbank	50'	I/W	SG		
	5.3. Self-assessment	5'	R	SG		SA
6	STEADY... PREPARE THE ACTIVITIES					
	6.1.Upload the photos	5'	R/S	SG	✓	
	6.2.Thinking about activities	15'	I/W	T-S SG		
	6.3.Preparing resources	40'	I	SG	✓	
	LAST TOUCHES					

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7	7.1. Review the activities	10'	S	S-S SG		TA PA
	7.2. Inner-outer circles discussion - Exhibition of activities	20'	S/L/I	S-S T-S	✓	TA
	7.3. Peer-assessment	15'	R	S-S		PA
	7.4. Finish the activities	15'		SG S-T		
8	GO! DO THE ACTIVITIES					
	8.1. Presentation as nature instructors	15'	S/I	WG		
	8.2. Checklist as nature instructors	10'	R	SG		SA
	8.3. Primary pupils do the activities	30' x 4	S/I	S-Ex S-S		TA
	8.4. Participant's feedback	5'	R	S-S		PA

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9	FINAL REFLECTION					
	9.1. Be critical	15'	I/S	SG		PA
	9.2. Feedback box	15'	R	WG		PA
	9.3. Share the results	20'	S/W	SG	✓	TA
	9.4. Final answers	10'	R	S	✓	AT

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11. SESSION PLANNING

SESSION 1: WARM-UP

Objectives of the session:

- Introduce the topic
- Reflect about the impact of global warming
- Use language to describe images/situations and guess about their

Content-obligatory language for the session: *describing images or situations, guessing and likelihood.*

Activities



1.1

Introduction: Students are given images in which part of it has been cut out. In small groups, they describe what they see and guess the whole picture in turns. They have a chart with syntactic structures to describe pictures and another one with structures to guess.
Link to materials: [PICTURES](#), [SYNTACTIC STRUCTURES CHART](#)

15

S

SG

1.2

Share ideas: Their spokesperson shares their ideas with the rest of the class. The rest of the groups value how likely the situation they imagined is.

10

S

WG

TA
PA

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1.3	Matching vocabulary: Learn some vocabulary related to climate change using the ICT tool wizer.me Link to materials: CLIMATE CHANGE EFFECTS WORKSHEET	10	R	SG	✓	SA
1.4	Assess & review pictures: They are shown the complete pictures and assess their performance in the guessing game. Then, they revise the structures and practise them again guessing about the situation. Link to materials: PICTURES , SYNTACTIC STRUCTURES CHART	10	R	SG	✓	TA PA
1.5	Matching sentences: They are given the photo captions, which are brief explanations of the pictures. They match them and assess their performance. Link to materials: PHOTO CAPTIONS	15	S/R	SG		TA PA

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SESSION 2: DRIVING QUESTIONS + FINAL PRODUCT					
<p>Objectives of the session:</p> <ul style="list-style-type: none"> - Know more about Mediterranean ecosystems - Reflect about possible actions to protect our natural habitat - Decide the final product - Participate in debates in an orderly and polite way 					
<p>Content-obligatory language for the session: <i>Word order in questions, debate/discussion language (expression opinion, agreeing, disagreeing, making suggestion)</i></p>					
Activities					
2.1	<p>Reading_Groups of experts: Each group member will get a different text. They will read it and get together with members of the rest of groups who have the same text. They read it again and solve possible misunderstandings or doubts. Finally, they will write down 2 questions about their text, which will have to be answered by their mates in the group.</p> <p>Back to their groups, they summarise verbally the content of the text to their mates. Then, each of them will answer the questions about each of the texts.</p> <p>Link to materials: TEXTS</p>	30	R/S	SG S-Ex	PA
2.2	<p>Driving questions: they are given two sets of papers with words and need to put them in order to find the driving questions. Reflect & talk about it.</p> <p>Link to materials: DRIVING QUESTIONS</p>	10	I	S-S	TA PA

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2.3	<p>Setting the final product: In small groups, students are asked to think about the possible ways in which the challenge posed can be solved. ANSWERGARDEN app will be used in order to share all the possible answers to the whole class.</p> <p>An agreement is reached with the help of the teacher: A NATURE WORKSHOP FOR PRIMARY SCHOOLS. They also agree on the 4 parts of the workshop: FLORA, FAUNA, FACILITIES & PRESERVATION.</p> <p>Link to materials: LANGUAGE: SESSION 2 & 3</p>	20	I	SG WG	✓	
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<h2>SESSION 3: LET'S GET STARTED: NEED-TO-KNOWs & NEED-TO-DOs</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> - Be able to organise tasks efficiently using a checklist - Work in a collaborative way for a common goal - Establish the NEED-TO KNOWs and NEED-TO-DOs - Participate in debates in an orderly and polite way 					
Content-obligatory language for the session: <i>debate/discussion language (expression opinion, agreeing, disagreeing, making suggestions)</i>					
Activities					
3.1	Revise decisions: Students & teacher revise the decisions taken the previous day and use the ICT tool mindmeister.com to gather all the information for the workshop in a mind map. Students depending on their interests will organise the groups of nature instructors. Teachers remind the groups that they have to prepare activities taking into account the time provided, the age of kids, their prior knowledge... Link to materials: MIND MAP	20	I/S	WG	✓
3.2	NEED-TO-KNOWs & NEED-TO-DOs: Groups are asked to fill in a checklist with the NEED-TO-KNOWs and NEED-TO-DOs for their tasks. They will use a template to organise the tasks. They will share their templates with the rest of the groups. (They might need to finish this task as homework)	30	I/W /S	SG T-S	✓

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	Link to materials: CHECKLIST					
3.3	Organisational measures for the workshop. Use the ICT tool SCRUMBL to do the list	10'	R/ W	T-S	✓	TA

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<h2>SESSION 4: LET'S START</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> - Know more about the riverbank ecosystem - Be able to work in a cooperative way - Decide the main ideas for include to the activities 					
Content-obligatory language for the session: Use expressions when sharing ideas and opinions. Specific vocabulary of biology					
Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>					
4.1	Game 'Yes or no': Play a game to discover the riverbank's flora and fauna. Teacher projects the presentation and students have to mark yes or no on a card with the names of animals and plants. Link to materials: Presentation CAN WE FIND IT IN A RIVERBANK? and CARD TO MARK THE ANSWERS	15'	I/S	WG	✓
4.2	Review driving question: Teacher writes the driving question chosen in the last session on the classboard in order to inspire the students about the topic they will have to work with.	5'	I/S	T-S	
4.3	Search for information: By groups, students start the research, decide and write the objectives they want to achieve with the activities they will prepare for the kids. Link to materials: <ul style="list-style-type: none"> - PADLET with many interesting links, use the CHECKLIST to organise the tasks 	40'	R/W	SG	✓

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SESSION 5: READY FOR FIELDWORK Objectives of the session: <ul style="list-style-type: none"> - Research and analyze the area related to the project - Explore and carry out investigations of this area - Be able to assess their work in order to improve using experience and fieldwork 					
Content-obligatory language for the session: <i>Specific vocabulary related to the riverbank: plants & trees, animals, facilities, etc.</i>					
Activities					
5.1	Go to the Riverbank: Students are taken to the riverbank to gather information and find samples of the concepts they were given in the last lesson. They will be given a map so they can orientate themselves and mark what they get from each site. Link to materials: THE MAP	5'	I	T-S SG	
5.2	Portfolio for the riverbank: Each group should do their job: take pictures, notes, samples of flora, place each action on the map... and thus, form their own PORTFOLIO following the guidelines. Should be completed in the classroom. Link to materials: GUIDELINES	50'	I/W	SG	
5.3	Self-assessment Link to materials: RUBRIC	5'	R	SG	SA

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SESSION 6: STEADY ... PREPARE THE ACTIVITIES

Objectives of the session:

- Be able to reach agreements
- Interpreting data
- Recap on what they did and use it for the tasks

Content-obligatory language for the session: *Specific vocabulary related to natural habitat*

Activities



6.1 **Upload the photos** they took during the fieldwork session.
Link to materials: [UPLOAD](#) them here

5'

R/S

SG



6.2 **Thinking about activities:** students and teacher will create a cloud of words with the [WORD ART](#) tool to come up with ideas for the best activities as a nature instructor and start to work. Remember to prepare some tool to recap the feedback of the kids (see [EXAMPLE](#))
Link to materials: [PROPOSAL](#) of cloud of words

15'

I/W

T-S
SG

6.3 **Preparing resources:** By groups prepare all the resources and materials for the activities

40'

I

SG



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SESSION 7: LAST TOUCHES






Objectives of the session:

- Be able to present a topic orally
- Reflect on their tasks in order to improve them
- Assess and help other groups
- Revise how to build questions
- Work cooperatively to get the best results

Content-obligatory language for the session: *Building questions, questions words*

Activities

include : Name and description; Assessment tool (if any); Material (including language support)

						
7.1	Review the activities: each group makes different questions to ask other groups. Link to materials: LANGUAGE - QUESTIONS	10'	S	S-S SG		TA PA
7.2	Inner-outer circles discussion - Exhibition of activities: Two students in each group will take the role of EXPERTS showing the rest of the groups the activities they have prepared and answering possible questions, and the other two will be the CRITICS, who will be shown the other projects and can answer questions. Link to materials: RUBRIC	20'	S/L/ I	S-S T-S	✓	TA

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7.3	Peer-assessment: Students assess their classmates activities for the workshop using the rubric. Link to materials: RUBRIC	15'	R	S-S		PA
7.4	Finish the activities: Taking into account the peer assessment from their classmates, each group makes the final touches to the activities.	15'		SG S-T		

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SESSION 8: GO! DO THE ACTIVITIES

Objectives of the session:

- Play the role of nature instructors
- Explain clearly the activities to the kids
- Collect the results of the activities
- Enjoy and learn by teaching to others
- Be able to convey love and respect for the natural environment

Content-obligatory language for the session: *Commands/instructions & polite requests*

Activities



8.1

Presentation as nature instructors to the primary schools pupils: in groups, they play the role of nature instructors and explain clearly the activities to the kids.
The students will make groups using a bag with 4 different color papers. Each primary student will take one and will create the groups depending on the color paper.
They will get a chart with structures to give COMMANDS/INSTRUCTIONS & POLITE REQUESTS
Link to materials: [LANGUAGE - COMMANDS/INSTRUCTIONS & POLITE REQUESTS](http://grupsderecerca.uab.cat/clili/)

15'

S/I

WG

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8.2	Checklist as nature instructors: one student of each group is in charge of filling up the base of orientation and checking oral language, clear instructions, interaction in the group, interaction with the primary students... Previously, the whole group will have read the worksheet. Link to materials: THE CHECKLIST	10'	R	SG		SA
8.3	Primary pupils do the activities: primary groups will move from one group to another, following the map. Nature instructor groups will be waiting for mobile groups to visit them.	20' x 4	S/I	S-Ex S-S		TA
8.4	Participants' feedback: Primary students will put papers with different colours (red/yellow/green) in a box to show if they liked the activity. Furthermore, they will also be able to write comments on the papers. The box will be open during the final reflection session.	5'	R	S-S		PA

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<h2>SESSION 9: FINAL REFLECTION</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> - Be critical with the assessment of their own tasks - Value the feedback provided positively - Review the tasks and their performance 					
Content-obligatory language for the session: <i>debate/discussion language (expression opinion, agreeing, disagreeing, making suggestion)</i>					
Activities					
9.1	Be critical: First of all, in small groups they analyse the results of the activities they have prepared. Link to materials: LANGUAGE - DEBATE/DISCUSSION	15'	I/S	SG	PA
9.2	Feedback box: Students open and read the box with the primary students feedback and comments.	15'	R	WG	PA
9.3	Share the results: To summarize, in groups use the flipgrid app in order to record all these conclusions and share with the others.	20'	S/W	SG	✓
9.4	Final answers: To conclude students answer this FORM	10'	R	S	✓

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MATERIALS & RESOURCES

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Activities 1.1 & 1.4 : Pictures

All the images belong to 



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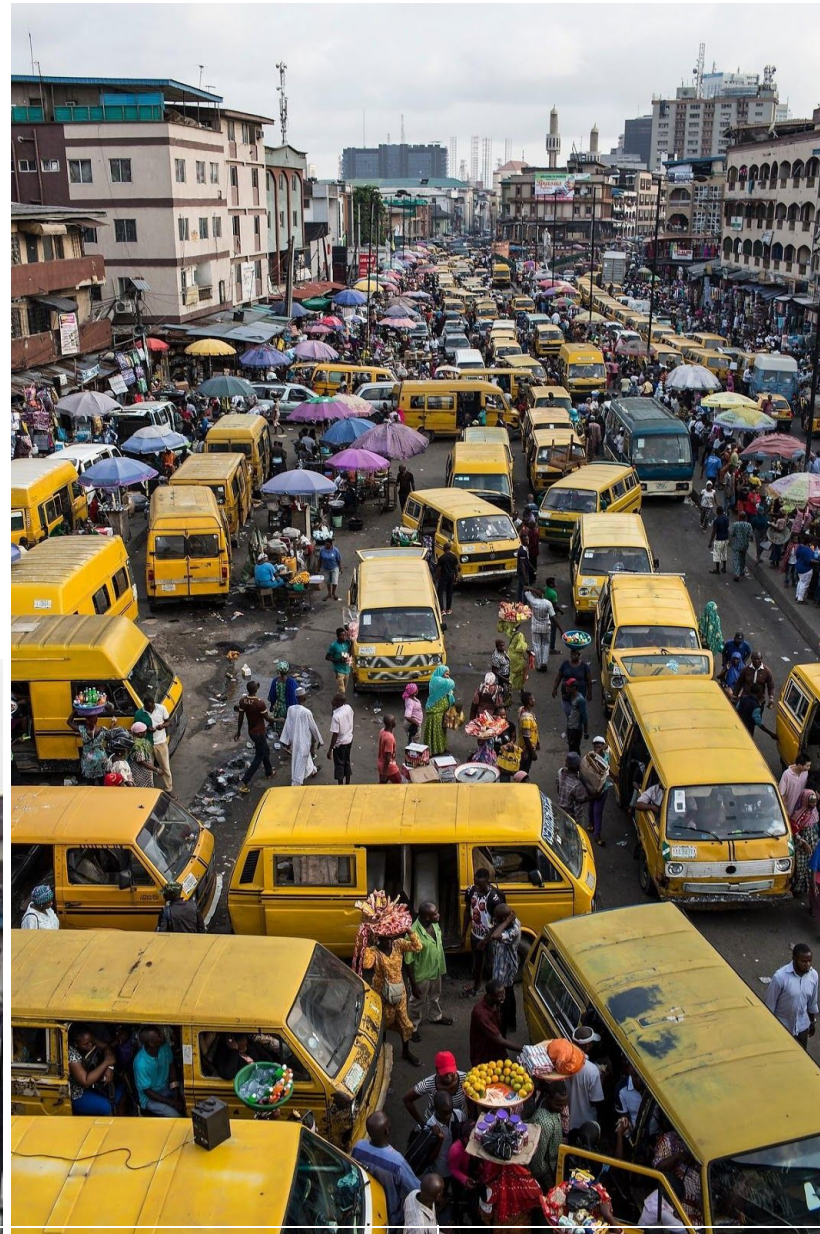
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ACTIVITIES 1.1 & 1.4 : SYNTACTIC STRUCTURES CHART

STRUCTURES TO USE WHEN DESCRIBING PICTURES

Describe the general idea of the pictures and main images:

In this picture I can see ...

This picture shows ...

There's a ... / There are ...

There isn't a ... / There aren't any ...

Use the present continuous to talk about ongoing actions:

She is ...ing

They are ...ing

The sun is shining

A place in the picture:

At the top / bottom of the picture ...

In the middle of the picture ...

On the left / right of the picture...

In the foreground / background...

next to / in front of / behind / near / above / under

STRUCTURES TO USE WHEN GUESSING

Talk about what is likely to happen, to be happening or have happened:

She must being (present)

He may (future)

He might have (past)

They could

She can't

I think this could be ...

Maybe there's a

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ACTIVITY 1.5: PHOTO CAPTIONS

All these captions are owned by 

PICTURE 1. Sub-Saharan Africa will be hit hardest by climate change, with scientists predicting a 3–4 degree rise in temperature, higher than global forecasts. Longer droughts and intense storms will make farming and herding more difficult and people will be forced to seek a better life. A dust storm in Chad in 2010.

PICTURE 2. Urbanization is a driver of migration in West and Central Africa. Better paying jobs — not dependent on crops or rainfall — entice many to leave their homes and seek success in the cities. Congestion in Nigeria in 2016.

PICTURE 3. In the past five years, the number of people internally displaced by storms and flooding increased six-fold in the Caribbean SIDS. The Child Alert takes stock of the link between climate, extreme weather events and forced displacement of children and families in the region

PICTURE 4. In 2016, an Inupiat girl Amaia, 11, standing on an ice floe on a shore of the Arctic Ocean in Barrow, Alaska in the United States of America.

PICTURE 5. During the 2016 floods in Kurigram, northern Bangladesh, a girl tries to pump clean water from a standpipe. The contamination of drinking water supplies is a major risk during flooding.

PICTURE 6. A boy waits for his bus to school in Ulaanbaatar, Mongolia, where air pollution levels are dangerously high.

PICTURE 7. A boy walks from school to his house in Aberao village in South Tarawa, Kiribati. Kiribati is one of the countries most affected by rising sea levels.

PICTURE 8. A child playing in a flooded area of Tebunginako village, heavily affected by sea level rise and coastal erosion in Kiribati.

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ACTIVITY 2.1: TEXTS**MEDITERRANEAN CLIMATE**

It is generally accepted that the mediterranean-climate regions are found, roughly speaking, between 31 and 40 degrees latitude north and south of the equator, on the western side of continents, that is, in southern and southwestern Australia, central Chile, coastal California, the Western Cape of South Africa and around the Mediterranean Basin. The largest area with a mediterranean climate is the Mediterranean Basin, which has given the climate its name, although stretches of the Mediterranean coast (in Egypt, Libya and part of Tunisia) are too dry to be thus classified. More than half of the total mediterranean-climate regions on earth occur on the Mediterranean Sea. Irregularity of the rainfall, which can vary considerably from year to year, accentuates the severity of the mediterranean climate. Rain does not fall evenly. This variability is also true for temperatures. In winter the thermometer may fall to zero degrees Celsius and may even bring a short-lived frost, yet these temperatures depend a lot on the location of your house.

Adapted from <http://www.mediterraneangardensociety.org/climate.html>

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MEDITERRANEAN ECOSYSTEM

This kind of ecosystem is one of the most representative ones of the Iberian Peninsula and it is completely associated with the Mediterranean climate regions. In these regions, the climate is notable for its marked seasonality: dry and hot summers, cold winters and humid and warm autumns and springs. These climatic factors along with geological factors provoke the development of a specific type of vegetation, known as “xerophyte”, whose main characteristic is its adaptation to the heat and droughts of summer. Because of the forest uses and the uses that over the time the man has given to the Mediterranean mountains, in this and even when it currently is far from its natural potential, it’s still possible to see a mosaic of vegetal communities, more or less changed by the humans, that still allows our animal and vegetal diversity. We can find the best conserved areas where the orography, the low population density or the soils’ poverty haven’t benefited the human activity.

Adapted from <http://www.iberlince.eu/index.php/eng/mediterranean-habitat#.XloyAS1DkW>

Template adapted from CLIL-SI 2015.

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RIVER BANK FORESTS

River bank (riparian) forests are deciduous forests that grow on both sides of river courses on soils that, from a certain depth, are usually soaked in water from the neighboring river or stream (groundwater). In the Mediterranean and sub-Mediterranean areas they are the most productive because they rarely lack water, the main limiting factor for vegetation growth in these areas. If we add to this the richness of mineral nutrients that usually characterize soils formed from sediments brought by river waters (floods), it is not surprising that the alder trees, which are the forests that correspond to most of the river banks with deep soils of the rivers and streams, can easily grow over 20 high meters. The vegetation in the riparian forests is adapted to periodic floods that may eventually tear down or uproot trees and shrubs.

Adapted from <https://ichn2.iec.cat/Bages/ribera/ribera.htm>

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THE IMPORTANCE OF THE RIVER BANK FOREST

Despite representing a small percentage of surface area, river bank communities play a key role in many ecological processes. Its environmental function affects the hydrological cycle, helping to cushion the impact of floods and to absorb floods; on the quality of the water, acting as a natural filter that fixes sediments and captures nutrients, organic matter and polluting agents; on habitats, favors the creation of aquatic micro-habitats in the water surface, with leaves and twigs in the river courses; on ecological connectivity, for non-strictly aquatic species, such as amphibians or many birds; on social use, acting as leisure, enjoyment, complementary to an educational or dissemination function, and on broader aspects, in terms of which they contribute to CO2 retention, microclimatic stability and the enhancement of native flora and fauna and, therefore, to the conservation of biodiversity.

Adapted from <http://xarxanet.org/ambiental/noticies/recuperant-bosc-de-ribera>

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ACTIVITY 2.2: DRIVING QUESTIONS

What are the consequences of climate change in our town?

If you were the mayor of your town, what could you do to protect the natural habitat around you?

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SESSION 2 & 3: LANGUAGE EXPRESSIONS

EXPRESSIONS AN OPINION

I really think that ...
I personally believe that ...
Not everyone will agree with , but ...
As I see it, ...

MAKING SUGGESTIONS

Why don't we ... ?
How / What about ... (verb -ing)?
Maybe / Perhaps we could ... ?
Don't you think ... would be a better choice?

AGREEING

You're right!
That sounds like a good idea
I totally agree with you
That's a great idea!

DISAGREEING

I'm not so sure
I see what you mean but ...
I don't think that's a good idea because ...
But don't forget that ...

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ACTIVITY 3.2: PROJECT TASK TEMPLATE

PROJECT TASK TEMPLATE

STATUS	PRIORITY	DEADLINE	TASK	ASSIGNEE	DESCRIPTION	% DONE	ESTIMATED TIME	ACTUAL TIME
			NEED-TO-KNOWs	NEED-TO-DOs				
<input type="checkbox"/>					Details of task here	0 % - We should start now		
<input type="checkbox"/>						0 % - We should start now		
<input type="checkbox"/>						0 % - We should start now		
<input type="checkbox"/>						0 % - We should start now		
<input type="checkbox"/>						0 % - We should start now		
<input type="checkbox"/>						0 % - We should start now		
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<input type="checkbox"/>						0 % - We should start now		
<input type="checkbox"/>						0 % - We should start now		
<input type="checkbox"/>						0 % - We should start now		
<input type="checkbox"/>						0 % - We should start now		
<input type="checkbox"/>						0 % - We should start now		

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ACTIVITY 4.1: ANSWERS SHEET FOR THE GAME ‘CAN WE FIND IT IN A RIVER BANK?’

CAN WE FIND IT IN A RIVERBANK?			
FAUNA		FLORA	
1.MALLARD	7.GREY HERON	13.WHITE POPLAR	19.GRAPE VINE
2.EAGLE	8.PYRENEAN CHAMOIS	14.BLACK POPLAR	20.FIELD ELM
3.BLACK WINGED STILT	9.AMERICAN MINK	15.FIR	21.ROUNDHEAD BULRUSH
4.BLUE TIT	10.FROG	16.HOLLY	22.COMMON CATTAIL
5.CAPERCAILLIE	11.READ-EARED SLIDER	17.ALDER	23.OAT
6.GREAT CORMORAN	12.SEAHORSE	18.WHITE WILLOW	24.CANE

Template adapted from CLIL-SI 2015.

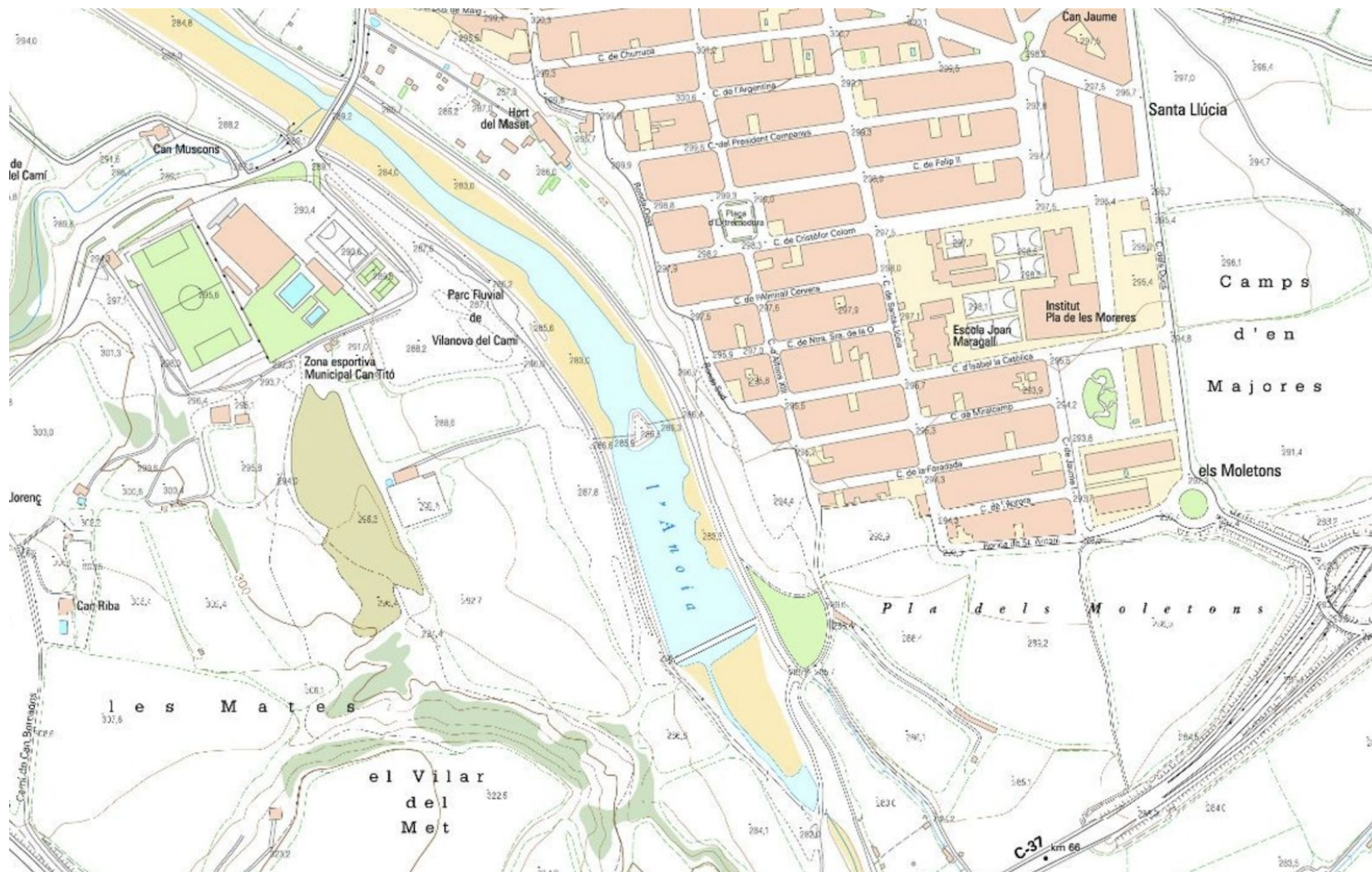
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ACTIVITY 5.1**MAP OF VILANOVA DEL CAMÍ 'S RIVER BANK**

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ACTIVITY 5.2**PORTFOLIO**

To create a good portfolio, the students should be following all or some of the guidelines:

- Make a good selection of what materials (leaves, pieces of wood, small stones...) will be useful for the project. Why do we choose these or those?
- Decide on the organization of materials: named them and placed them on the map during the collecting process. Help yourself with some photographs.
- Once in the classroom, add new ideas as pictures, writings... related to each material found at the river bank
- Display drafts of the activities related to each material
- Be able to justify, display and explain all the products in front of the class mates.

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ACTIVITY 5.3

RUBRIC of self-assessment about the visit to the river bank

research and analyze the zone	we work and do a careful research, inspecting and looking at the entire detailed area for material useful for the project	we do a research and look to the area for material useful for the project	we need some help to do an area research and we find some difficulties to know what materials are useful for the project	we need help to the research of the area and we need help to differentiate what materials we need for the project
collaborative and cooperative job	we all work together, asking questions and helping each other	we work together and everyone collects the material that interests them the most	we collect the material by ourselves and then agree with colleagues	we collect the materials by ourselves without agreeing with our classmates
take notes and photographs	we take notes and photographs of everything we collect and the area that we found it	we take some notes and photographs of some of the materials we collect	we take some photographs of what we are doing on the river bank	we just take 2 o 3 photographs of the river bank
reflection on learning and teamwork	our group have talked about the river bank's visit and we have all worked to get the best out of it	we have all worked to achieve good results	some of us have worked to achieve good results	one of us have worked to achieve results for the project

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ACTIVITY 6.2

THINKING ABOUT ACTIVITIES:

Students and teacher will create a cloud of words with the Tagul tool to come up with ideas for the best activities as a nature instructor.

Example:

Draw leaf in...

Circle letters to find...

Use a code to look words for...

Count some animals where...

Paint a part of...

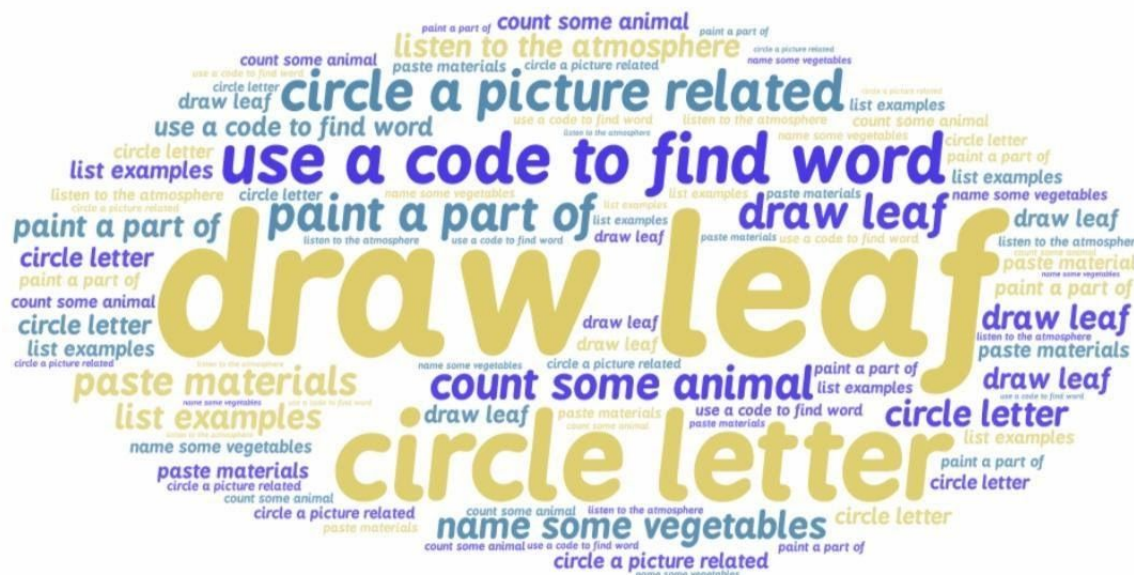
Circle a picture related to...

Name some vegetables...

Paste some materials in...

List examples of...

Differentiating bird sounds...



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SESSION 7: LANGUAGE - QUESTIONS

YES/NO QUESTIONS

Are you happy with the result ?

Have you thought about their age ?

Do you know ?

Will the children know ?

Can you tell me about ?

CONTENT QUESTIONS

***Why** don't you ... ?*

***How long** is it going to last ?*

***How many tests** do they have to do ?*

***Where** do they sit ?*

***What** are they supposed to do ?*

QUESTION WORDS

Why

What/Which

Who

How long

How many

Where

When

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ACTIVITY 7.3

Rubric of peer-assessment about the oral exhibition

NAME OF THE GRUP _____

ORAL EXHIBITION				COMMENTS
Use of English vocabulary and grammar	Use an appropriate vocabulary in English for the exhibition, doing good grammar structures.	Use a correct vocabulary in English for the exhibition	Make some mistakes with English vocabulary and grammar	
Content of river bank activities	The content is clear and new knowledge is given to the class	The content and the knowledge is given to the class	Some errors have been made while giving the content and knowledge to the class	
Material samples	Students show their material and give examples of how the activity went	Students show some material and give one example of how the activity went	Students show one of their material and give no examples of how the activity went	
Short reflection	Students briefly reflect on work with primary school mates in a positive way and desire for improvement in future occasions	Students briefly reflect on work with primary school mates	Students forget briefly reflect on work with primary school mates	

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LANGUAGE 8.1: COMMANDS/INSTRUCTIONS & POLITE REQUESTS

COMMANDS/INSTRUCTIONS

Take your pencils, please!

Don't start until I tell you to!

Everybody *turn around now!*

Let's *look at the birds in the water.*

POLITE REQUESTS

Why don't we *go to the other side ?*

Could you (possibly) *be quiet ?*

Is it alright if *we go on to the next task ?*

Shall we *start ?*

Do you mind *moving to your right?*

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ACTIVITY 8.2**BASE OF ORIENTATION (CHECKLIST)**

The group checks the list and tries to do their best on the river bank presentation.

English is the language used to present our project to primary students	
The appropriate structures were used for the presentation	
The student groups were made as planned	
The information given to carry out the activities was correct	
The correct language structures were used to perform these instructions	
Collaborative work has been on the presentation	
The entire explanation was taken in an orderly way	
Primary students were asked if they understood the entire explanation	

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