

# Animal rescue: Shell we save them?

GEP2: 2024-2025



**INS Damià Campeny**

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IDENTIFICATION OF THE GEP PROJECT	
<b>TITLE</b>	<b>Animal rescue: Shall we save them?</b>
<b>STUDENTS' CEFR LEVEL (A1, A2...)</b>	<b>A1+</b>
<b>GRADE</b>	<b>1st ESO</b>
<b>CONTENT AREA(S)</b>	<b>Natural Sciences</b>
<b>NUMBER OF SESSIONS (4, 6 OR 9)</b>	<b>8 sessions</b>
<b>TEACHER(S) INVOLVED</b>	
<b>KEYWORDS</b>	<b>Animalia kingdom, biodiversity, wildlife protection</b>



## OUR PROJECT

### INTRODUCTION

Following the [four characters](#) that lead all the projects, we get to know what is happening with the loggerhead turtle in our beaches that mirrors several places all over the world. Our friends will have to step into action and network with other community actors to design a global campaign and define a course of action. Together, we'll define the steps to safeguard these animals for future generations.

### DRIVING QUESTION

How can we protect marine life in Mataró and the rest of the world?

Challenging problem: The migration and reproduction of the loggerhead turtle is compromised by different impacts related to massive tourism, climate change, waste management, etc.

### FINAL PRODUCT

Awareness campaign aimed to the educational community (teachers, students, families) to inform and raise awareness to take action in the prevention of the extinction of the loggerhead turtle.



LESSON PLANNING				
SDGs		GOAL 14: LIFE BELOW WATER		
Extret del <a href="#">nou currículum</a> (en Català)			Developed by the teacher (in English)	
ÀREA	COMPETÈNCIES ESPECÍFIQUES	SABERS	LEARNING OBJECTIVES	ASSESSMENT CRITERIA & TOOLS
<i>Llengua estrangera</i>	<p><b>Competència específica 2</b> Comprendre i interpretar textos orals i multimodals, en la llengua estàndard, recollint el sentit general i la informació més rellevant, la seva forma i el seu contingut, per construir coneixement, formar-se opinió i eixamplar les possibilitats de gaudi i lleure.</p> <p><b>Competència específica 6</b> Cercar, seleccionar i contrastar informació procedent de diferents fonts de manera progressivament autònoma, avaluant-ne la fiabilitat i pertinència en funció dels objectius de lectura i evitant els riscos de manipulació i desinformació, i integrar-la i transformar-la en coneixement, per comunicar-la, adoptant un punt de vista crític, personal i respectuós amb la propietat intel·lectual.</p> <p>...</p>	<p><b>- BLOC PROCESOS</b></p> <p>- Aplicació d'estratègies d'ús comú per a la planificació, execució, control i reparació de la comprensió, la producció i la coproducció de textos orals i multimodals, com ara reformular, comparar i contrastar, resumir, col·laborar, debatre, resoldre problemes i gestionar situacions compromeses, en situacions comunicatives informals, semiformal, no formals i formals.</p> <p>- Aplicació d'estratègies d'ús comú per a la planificació, execució, control i reparació de la comprensió, la producció i la coproducció de textos orals, escrits i multimodals, com ara reformular, comparar i contrastar, resumir, col·laborar, debatre, resoldre problemes i</p>	<p>Students will be able to ...</p> <p><b>1. Identify, describe and compare different animals as well as classify them into vertebrates/ invertebrates and their subgroups.</b></p> <p><b>2. Critically think and give arguments about the importance of taking action in the protection of wildlife.</b></p> <p><b>3. Design and elaborate different materials in a step by</b></p>	<p><b>1.1 Identify and extract important information from an audiovisual source while being able to establish a criteria for classification of invertebrates.</b> Assessment tool: Invertebrates happy learning video worksheet. (session 2) - teacher correction <b>Curriculum criteria:</b> <b>ENGLISH</b></p> <p>2.1 Interpretar i analitzar el sentit global i la informació específica i explícita de textos orals i multimodals breus i senzills sobre temes freqüents i quotidians, de rellevància personal i pròxims a la seva experiència, propis dels àmbits de les relacions interpersonals, de l'aprenentatge, dels mitjans de comunicació i de la ficció, expressats de forma clara i en la llengua estàndard a través de diversos suports. <b>NATURAL SCIENCE</b></p> <p>1.1 Analitzar conceptes, fenòmens i processos relacionats amb els sabers de la biologia i la geologia, interpretant informació en diferents formats (models, gràfics, taules, diagrames, fórmules, esquemes, símbols, pàgines web...), mantenint una actitud crítica i obtenint conclusions fonamentades en raons científiques.</p> <p><b>1.2 . Classify vertebrate animals accurately in a mind map, organizing information clearly according to the given classification criteria and</b></p>



		gestionar situacions compromeses, identificar informació rellevant, realitzar inferències, determinar l'actitud i el propòsit del parlant, en situacions comunicatives informals, semiformal, no formals i formals.	<b>step planification in order to raise awareness about the protection of the loggerhead turtle.</b>	<b>demonstrating logical connections between categories.</b> <b>Assessment tool: Vertebrates mind map (session 3) - teacher correction.</b> <b>Curriculum criteria:</b> <b>ENGLISH</b> 6.2 Elaborar treballs d'investigació i comunicar de forma creativa i respectant els drets de la propietat intel·lectual, els resultats d'un procés d'investigació individual o grupal, organitzant la informació, integrant-la en esquemes propis i reelaborant-la, i adoptant un punt de vista crític i respectuós amb els principis de propietat intel·lectual, sobre temes d'interès acadèmic, personal, ecològic i social, que incloguin els Objectius de desenvolupament sostenible.
<i>Ciències Naturals</i>	<p><b>Competència específica 1:</b> Interpretar fenòmens de la naturalesa, predient i argumentant el seu comportament a partir de models, lleis i teories propis de la biologia i la geologia per apropiari-se de conceptes i processos propis de la ciència.</p> <p><b>Competència específica 5:</b> Analitzar els efectes de determinades accions sobre el medi ambient i la salut, basant-se en els fonaments de les ciències biològiques i geològiques, per fer propostes d'acció i per decidir de manera informada sobre problemàtiques actuals i adoptar hàbits que minimitzin els impactes mediambientals, que siguin compatibles amb un desenvolupament sostenible i que permetin mantenir i millorar la salut individual i col·lectiva.</p>	<p><b>BLOC ÉSSERS VIUS</b> Observació i identificació de les característiques distintives espècies representatives de l'entorn proper i ubicació dels principals grups taxonòmics corresponents (regne).</p> <p><b>BLOC ECOLOGIA I SOSTENIBILITAT</b> Anàlisi de comportaments relacionats amb les causes del canvi climàtic i de les conseqüències sobre els ecosistemes i la vida de les persones. Anàlisi de la relació de la sostenibilitat amb alguns ODS (ODS 14. Vida submarina; ODS 15. Vida terrestre).</p>	...	<p>6.2 Elaborar treballs d'investigació i comunicar de forma creativa i respectant els drets de la propietat intel·lectual, els resultats d'un procés d'investigació individual o grupal, organitzant la informació, integrant-la en esquemes propis i reelaborant-la, i adoptant un punt de vista crític i respectuós amb els principis de propietat intel·lectual, sobre temes d'interès acadèmic, personal, ecològic i social, que incloguin els Objectius de desenvolupament sostenible.</p> <p><b>NATURAL SCIENCE</b></p> <p>1.1 Analitzar conceptes, fenòmens i processos relacionats amb els sabers de la biologia i la geologia, interpretant informació en diferents formats (models, gràfics, taules, diagrames, fórmules, esquemes, símbols, pàgines web...), mantenint una actitud crítica i obtenint conclusions fonamentades en raons científiques.</p> <p>2.1. Extract and organize relevant information from a video about the loggerhead turtle to create a structured report as well as reflect about the human impact in wildlife.</p> <p><b>Assessment tool: Turtle report( Session 5) - teacher correction.</b></p> <p><b>Curriculum criteria:</b> <b>ENGLISH</b> 6.2 Elaborar treballs d'investigació i comunicar de forma creativa i respectant els drets de la propietat intel·lectual, els resultats d'un procés d'investigació individual o grupal, organitzant la informació, integrant-la en esquemes propis i reelaborant-la, i adoptant un punt de vista crític i respectuós amb els principis de propietat intel·lectual, sobre temes d'interès acadèmic, personal, ecològic i social, que incloguin els Objectius de desenvolupament sostenible.</p> <p><b>NATURAL SCIENCE</b></p>



			<p>5.1 Justificar amb fonaments científics la importància de la preservació de la biodiversitat, la conservació de l'entorn, la protecció dels éssers vius de l'entorn, el desenvolupament sostenible i la qualitat de vida.</p> <p>3.1. Design, produce, and implement an awareness campaign to promote the protection of the loggerhead turtle and wildlife, using diverse materials and communication channels while collaborating effectively in a group. Develop an assessment tool to evaluate the campaign's impact and document progress through self- and peer-assessment. Assessment tool: Final campaign presentation - CoRubrics (Session 8) - self, peer and teacher assessment.</p> <p><b>Curriculum criteria:</b> <b>ENGLISH</b> 6.2 Elaborar treballs d'investigació i comunicar de forma creativa i respectant els drets de la propietat intel·lectual, els resultats d'un procés d'investigació individual o grupal, organitzant la informació, integrant-la en esquemes propis i reelaborant-la, i adoptant un punt de vista crític i respectuós amb els principis de propietat intel·lectual, sobre temes d'interès acadèmic, personal, ecològic i social, que incloguin els Objectius de desenvolupament sostenible.</p> <p><b>NATURAL SCIENCE</b> 5.5 Emprendre, de manera guiada i amb la metodologia adequada, projectes científics relacionats amb la millora de la societat i que afavoreixin el creixement entre iguals com a base d'una comunitat científica escolar crítica i ètica.</p>
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## CONTENT (KNOWLEDGE AND SKILLS)

To complete this project, we will cover the following content

### CONTENT-RELATED KNOWLEDGE

- **Animalia Kingdom: Main Characteristics**  
Understanding the fundamental characteristics that define animals, including multicellularity, heterotrophy, movement, and response to stimuli.
- **Classification of Animals – Classification Criteria**  
Learning how scientists classify animals into vertebrates and invertebrates.
- **Loggerhead Turtle Anatomy, Physiology, and Ethology**  
Studying the physical structure of the loggerhead turtle, including its shell, limbs, and sensory adaptations. Understanding its life cycle, reproductive behavior, migratory patterns, and feeding habits. Exploring the ecological role of the loggerhead turtle in marine ecosystems.
- **Designing and Implementing an Awareness Campaign**  
Learning about the structure and objectives of an awareness campaign. Exploring different communication channels (posters, videos, social media, presentations, etc.) and their effectiveness in

### CONTENT-RELATED SKILLS

- Identify and recall the main characteristics of the Animalia kingdom and its classification criteria.
- Recognize vertebrate and invertebrate groups through visual and textual information.
- Understand and describe key physical and behavioral features of the main animal groups.
- Extract and summarize relevant information from videos, worksheets, and games.
- Compare and contrast different animal groups based on their characteristics.
- Analyze the loggerhead turtle’s anatomy, physiology, and ethology using multimedia resources.
- Interpret the threats faced by the loggerhead turtle and wildlife in general, connecting them to human activities.
- Plan and create campaign materials to inform the community about loggerhead turtle conservation.
- Collaborate with peers to distribute tasks efficiently and ensure successful campaign development.
- Evaluate their own learning and teamwork using self- and peer-assessment tools.
- Present their findings and campaign materials, explaining their work clearly and



reaching diverse audiences. Developing and applying assessment tools to measure the campaign's impact.

confidently in English.

## CONTENT-OBLIGATORY LANGUAGE

This Project-Based Learning (PBL) unit integrates scientific classification, marine biology, and environmental awareness while developing students' English communication skills. Throughout the eight sessions, students engage with descriptive, comparative, classification, and persuasive texts while using a variety of academic structures to express their ideas.

### 1. Text Typology

- **Descriptive texts:** Describing characteristics of vertebrates, invertebrates, and marine animals (e.g., "The loggerhead turtle has a hard shell and strong flippers.").
- **Comparative texts:** Contrasting different animal groups (e.g., "Vertebrates have a backbone, but invertebrates do not.").
- **Classification texts:** Organizing and categorizing animals using visual tools (e.g., mind maps, dichotomous keys).
- **Expository texts:** Reporting scientific findings (e.g., short reports on the loggerhead turtle).
- **Persuasive texts:** Creating slogans and campaign materials to raise awareness (e.g., "Protect our oceans, protect the turtles!").
- **Conversational texts:** Engaging in dialogues related to marine conservation and teamwork discussions.

### 2. Vocabulary

- **Animal classification:** vertebrates, invertebrates, mammals, birds, reptiles, amphibians, fish, mollusks, arthropods, echinoderms, cnidarians.
- **Biological characteristics:** backbone, cold-blooded, warm-blooded, lungs, gills, exoskeleton, shell, scales, fins, flippers.
- **Marine conservation terms:** endangered species, habitat destruction, pollution, conservation, ecosystem, biodiversity.
- **Scientific processes:** observation, classification, taxonomy, data collection, research, campaign.
- **Task and project management:** teamwork, collaboration, brainstorming, task distribution, feedback, assessment.



### 3. Grammar Structures

- **Present simple for scientific facts:** "Reptiles lay eggs on land."
- **Comparative structures for classification:** "Mammals are more complex than amphibians because they give live birth."
- **Conditional structures for classification:** "If an animal has feathers, then it is a bird."
- **Modal verbs for expressing possibility and obligation:** "We should protect marine animals.", "This campaign must reach more people."
- **Persuasive language for the campaign:** "Join us in protecting the ocean!", "Every action counts!"

### 4. Task Management and Interaction Language

- **Collaborating in group work:**
  - "Let's organize our ideas before starting."
  - "Who wants to be responsible for this part?"
  - "Can we check if we are on the right track?"
- **Classifying and discussing animals:**
  - "How can we classify this animal?"
  - "Does it have a backbone? If yes, it's a vertebrate."
  - "I think this belongs to the fish group because it has gills."
- **Engaging in scientific discussion:**
  - "What are the key characteristics of this animal?"
  - "How does pollution affect marine ecosystems?"
  - "Can someone explain why the loggerhead turtle is endangered?"
- **Presenting and promoting the campaign:**
  - "We created this poster to raise awareness about turtle conservation."
  - "Our video explains how pollution affects sea turtles."
  - "We chose social media to share our campaign because it reaches more people."



### USEFUL ABBREVIATIONS YOU CAN USE

<b>SKILLS</b>	R: Reading	S: Speaking	L: Listening	W: Writing	I: Interaction	
<b>INTERACTION</b>	T-S: Teacher-Student	S-S: Student-Student	SG: Small Groups	WG: Whole Group	S-E: Student-Expert	S-W: Student-World
<b>ASSESSMENT</b>	PA: Peer Assessment	SA: Self-Assessment	TA: Teacher Assessment	AT: Assessment Tools		

### UNIT OVERVIEW

SESSION	ACTIVITIES 	TIMING 	SKILLS 	INTERACTION 	ICT 	ASSESSMENT 
1	Students listen to a fictional conversation about marine protection and check comprehension.	15'	R, S	WG		
	They watch a video of marine animals and classify them as vertebrates or invertebrates using prior knowledge. Using a Think-Pair-Share strategy, they refine their classification and create a whole-group consensus chart	45'	L, I, W	S-S, WG	Video	AT



2	Students watch a video about invertebrates, take notes, and complete a multileveled worksheet.	45'	L,W		Video	AT
	They then play an online classification game about vertebrates, which introduces key classification criteria for the next session.	15'	L,R		Game	SA
3	Using information from the previous game, students create a mind map of vertebrates, with differentiated support based on their level. Advanced students also create a dichotomous key.	45'	W,R		design program	AT
	They finish the session with a YouTube classification game to reinforce learning.	15'	L, R,S	S-S	video/game	
4	In pairs, students classify a set of flashcards into vertebrates and invertebrates using a worksheet.	30'	R, W, I	S-S		AT
	They play a short game about the sea turtle life cycle and receive instructions for writing a report on the loggerhead turtle based on a YouTube video.	15'	R	S-S	game	
5	Students write a structured report on the loggerhead turtle, with differentiated support.	45'	L, R, W		video	AT



	They then read a fictional dialogue that recaps the unit and introduces the final task: an awareness campaign. A presentation explains what an awareness campaign is and what they will create.	15'	L	S-T, WG	presentation	
6.1	The whole group decides which group will produce which materials and channels.	15'	S, W	WG		
6.2	Students begin working in groups to create materials for the awareness campaign. They also develop an assessment tool to evaluate the campaign's success and track their progress using self- and peer-assessment.	45'	L, W, S, R	S-T, S-S	digital design apps, tools or programs.	SA - PA
7	Students write a structured report on the loggerhead turtle, with differentiated support. Students continue working on their awareness campaign materials, using provided support sheets to organize their	55'	L, W, S, R	S-T, S-S, S-W	digital design apps, tools or programs.	SA - PA



	tasks. They track their progress with self- and peer-assessment and document their work in a session diary.					
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8	Each group presents their campaign materials, explains their information-sharing process, and describes their assessment tool. After the presentations, students assess themselves and their peers, and the teacher evaluates each group using a rubric.	55'	L, R	WG	digital design apps, tools or programs, CoRubrics	SA - PA - TA
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## SESSION PLANNING

### SESSION 1:

#### OBJECTIVES OF THE SESSION:

**Understand the Context:** Introduce students to the loggerhead turtle and the environmental challenges it faces in their local area and globally, fostering initial awareness and curiosity about the topic.

**Identify Animal Characteristics:** Begin to understand the basic differences between vertebrates and invertebrates.

**Classify Organisms:** Develop the ability to classify animals into vertebrate and invertebrate groups, using visual and descriptive cues.

**Engage in Scientific Discussion:** Use academic and task management language to share and explain ideas, supporting communication and collaboration among peers.



**Develop Observational Skills:** Analyze and discuss visual information from the video and illustrations to draw initial conclusions about animal classification.

**CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:**

**Text typology:** Descriptive and comparative texts (e.g., describing characteristics of vertebrates and comparing them to invertebrates).

**Vocabulary:** Body parts, reproduction types, body coverings, movements.

**Grammar:** Present simple for stating facts (e.g., “The loggerhead turtle has a hard shell.”), modal verbs, comparative language for classification (e.g., “Vertebrates have backbones, but invertebrates do not.”).

**Task Management Language and Language for Discussing:**

- “Let’s watch the video and see what we can learn.”
- “How would you classify this animal? Why?”
- “Who can tell us if the loggerhead turtle is a vertebrate or an invertebrate?”
- “Work with your partner and classify these animals.”
- “Can you explain your reasoning to the class?”

**Interactive Strategies:**

- Asking questions: “What do you think about...?”
- Clarifying and confirming understanding: “So, the loggerhead turtle is a vertebrate because...?”
- Supporting peer interaction: “Let’s listen to what Pere thinks.”
- Encouraging discussion: “Do you agree with Josep’s explanation? Why or why not?”

SESSION	ACTIVITIES					
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	<i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
1.1	<i>The session begins with a <b>conversation</b> among the four main characters of all the subject PBLs with some Greek exchange students - hence the use of English at class and check the comprehension. During <b>this conversation</b>, they talk about animals as they visit a marine protection center, CRAM. This conversation links with the following task.</i>	15'	R, S	WG		
1.2	<i>They then have to watch a <b>short video</b> showcasing some marine animals and they will have to classify them. The only information they have is the terms vertebrates and invertebrates. It's a previous knowledge survey task. They will have a <b>sheet</b> to complete the information with the think, pair, share technique. They will also be provided with an <b>interaction support sheet</b>. Finally, they'll copy the final chart from the blackboard made by the whole group. This chart will be agreed by the whole group, that's why there's no previous model.</i>	45'	L, I, W	S-S, WG	Video	AT

## SESSION 2:

### OBJECTIVES OF THE SESSION:

**Identify Key Characteristics of Invertebrates:** Watch an educational video and extract relevant information through note-taking.

**Develop Listening Comprehension Skills:** Focus on key details from the video and apply them in a structured task.

**Classify Animals Based on Their Characteristics:** Use an online classification game to reinforce the distinction between vertebrates and invertebrates.

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:



### Text Typology:

- **Descriptive text: Identifying characteristics of invertebrates.**

### Vocabulary:

- **Invertebrate characteristics: exoskeleton, soft body, segmented body, tentacles, jointed legs, radial symmetry.**
- **Classification categories: arthropods, mollusks, echinoderms, cnidarians, annelids.**
- **Vertebrate classification terms: mammals, reptiles, amphibians, birds, fish.**

### Grammar:

- **Present simple for stating facts: “*Mollusks have soft bodies.*”**
- **Comparative structures: “*Arthropods are more diverse than annelids.*”**
- **Modal verbs for deduction and possibility: “*This animal might be a mollusk because it has a soft body.*”**

### Task Management Language and Language for Discussing:

- **During the classification game:**
  - **“I think this animal is a vertebrate because it has a backbone.”**
  - **“Let’s check our answers at the end.”**
  - **“What category do you think this belongs to?”**

### Interactive Strategies:

- **Discussing classification choices: “*Do you agree that this animal is a cnidarian? Why?*”**



SESSION	ACTIVITIES <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
2.1.	<i>The session begins with a <a href="#">video</a> from happy learning about invertebrates. Students are asked to take notes during the first reproduction. During the second reproduction, they are provided with a multileveled (<a href="#">A</a>, <a href="#">B</a>, <a href="#">C</a> and <a href="#">D</a>) worksheet to complete with information about the video.</i>	45'	L,W		Video	AT
2.2	<i>As they finish the previous activity, they use the computer to play an online <a href="#">classification game</a> about vertebrates. It's a simple game. When they finish, the game provides the students the correct answers. This game's classification criteria will be the foundation of the next activity.</i>	15'	L,R		Game	SA

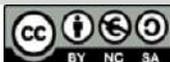
### SESSION 3:

#### OBJECTIVES OF THE SESSION:

**Organize and Structure Knowledge:** Create a mind map to categorize vertebrates based on their characteristics.

**Develop Scientific Classification Skills:** Use a dichotomous key (for advanced students) to refine classification strategies.

**Adapt Learning to Different Levels:** Work with a mind map at different levels of complexity according to student needs.



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Plantilla adaptada de Màster CLIL&FLE - LEEd (2020)

**Review and Reinforce Learning:** Play an interactive video game to consolidate knowledge of vertebrates and invertebrates.

**Enhance Peer Collaboration:** Work in pairs to complete classification tasks and discuss reasoning.

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

#### Text Typology:

- **Descriptive text:** Describing the characteristics of vertebrate groups.
- **Classification text:** Organizing vertebrates into subgroups using a mind map.

#### Vocabulary:

- **Vertebrate groups:** mammals, birds, reptiles, amphibians, fish.
- **Key characteristics:** backbone, warm-blooded, cold-blooded, lungs, gills, live birth, egg-laying.

#### Grammar:

- **Present simple for stating facts:** *“Amphibians live in both water and land.”*
- **Comparative structures:** *“Mammals are more complex than fish because they have live births.”*

#### Task Management Language and Language for Discussing:

- **During the game-video activity:**
  - “Which category does this animal belong to?”
  - “Let’s review our answers at the end.”
  - “Do you think this classification is correct? Why?”



SESSION	ACTIVITIES <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
3.1	<p>Using the information about vertebrate characteristics obtained in the game from the previous session, they will have to create a mindmap. This is a multileveled activity. <b>Advanced students</b> will have to create a map and a dichotomous key. <b>Intermediate students</b> will make just the mind map and <b>students</b> with higher needs in terms of support will be given a <b>mind map model</b> and the short texts to complete into the gaps from the mind map.</p>	45'	W,R		<i>design program</i>	AT
3.2	<p>Once they have finished the mind map, in pairs, they will play with a simple <b>game-video from YouTube</b> that helps with the classification of animals in vertebrates and invertebrates. It's a very simple game that allows students to review what they've been working with during these previous sessions.</p>	15'	L, R,S	S-S	video/ga me	

## SESSION 4:

### OBJECTIVES OF THE SESSION:

1. **Classify Organisms:** Develop classification skills by identifying and sorting vertebrates and invertebrates into their respective groups.
2. **Use Scientific Criteria:** Apply classification criteria such as body covering, movement, and reproduction to justify their decisions.
3. **Engage in Scientific Discussion:** Use appropriate vocabulary and sentence structures to explain and justify classifications with a partner.



4. **Interact in English:** Use communication strategies to negotiate and reach agreements during classification and discussion.
5. **Understand the Loggerhead Turtle's Life Cycle:** Play a game to reinforce understanding of the key stages in the loggerhead turtle's development.
6. **Prepare for Report Writing:** Begin gathering information from a video to create a structured report about the loggerhead turtle in later sessions.

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

**Text Typology:** Descriptive and comparative texts (e.g., describing characteristics of vertebrates vs. invertebrates and different subgroups).

### Vocabulary:

- **Animal classification:** vertebrate, invertebrate, classification, subgroup, characteristic, body structure.
- **Body features:** backbone, exoskeleton, scales, shell, fur, feathers, moist skin, hard body.
- **Reproduction:** eggs, live birth, amniotic egg, jelly-like egg, hatch, larva, adult.
- **Movement & Respiration:** gills, lungs, cutaneous respiration, fins, wings, legs.
- **Loggerhead turtle life cycle:** hatchling, juvenile, adult, nesting, migration.

### Grammar:

- **Present simple for facts:** *"A fish has gills and fins."*
- **Comparatives for classification:** *"A bird has feathers, but a reptile has scales."*
- **Expressing reasoning and justification:** *"I think this animal is a mollusk because it has a soft body."*
- **Asking and giving opinions:** *"Do you agree that this is a vertebrate? Why?"*

### Task Management Language and Language for Discussing:



- **Classifying and justifying:**
  - “I think this animal belongs to the vertebrate group because...”
  - “This animal has no backbone, so it must be an invertebrate.”
- **Asking for confirmation:**
  - “Do you think this classification is correct?”
  - “Is this a reptile or an amphibian? Why?”

**Interactive Strategies:**

- **Negotiating meaning in classification:** “I think this is an arthropod because it has an exoskeleton. Do you agree?”
- **Clarifying ideas:** “So, a jellyfish is an invertebrate because it has no backbone, right?”
- **Encouraging discussion:** “Let’s listen to what Joana and Pere think about this one.”
- **Checking comprehension:** “Can you explain why this animal belongs to this group?”

SESSION	<b>ACTIVITIES</b> <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
4.1	Students will be given a <a href="#">set of twelve flashcards</a> (there are four different sets), in pairs. Among those cards there are vertebrates and invertebrates from different subgroups. They will have to classify them into vertebrates or invertebrates. To do so, they will have a <a href="#">worksheet</a> to glue their pictures to and an <a href="#">interaction support sheet</a> .	30'	R, W, I	S-S		AT
4.2	Once they finish, also in pairs, they will play a <a href="#">short game</a> about the sea turtles life cycle in order to check their understanding.	15'	R	S-S	game	



4.3	They are given the <a href="#">instructions</a> to create a short report about the loggerhead turtle with the link to a <a href="#">YouTube video</a> with curiosities and characteristics of the loggerhead turtle. The video has subtitles.	15'	R	S-WG, S-T	video	
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## SESSION 5:

### OBJECTIVES OF THE SESSION:

**Structure and Write a Scientific Report:** Organize and write a report about the loggerhead turtle, using a provided model and information extracted from the video.

**Develop Reading Comprehension:** Understand and analyze the recap dialogue, identifying key scientific and environmental concepts.

**Introduce the Awareness Campaign:** Examine awareness campaigns through a teacher-led presentation, understanding their purpose and how they contribute to conservation efforts.

**Prepare for Final Production:** Analyze the expectations for the campaign, including the materials they will create and the steps they will follow.

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

#### Text Typology:

- **Report writing: Informative and descriptive text about the loggerhead turtle.**
- **Dialogue reading: Understanding conversational text for review.**

#### Vocabulary:



- **Scientific Report Vocabulary:** introduction, habitat, life cycle, diet, reproduction, threats, conservation, endangerment.
- **Awareness Campaign Vocabulary:** campaign, conservation, protection, environmental issue, message, slogan, audience, materials, impact.

#### Grammar:

- **Present simple for factual writing:** *“The loggerhead turtle lives in warm waters.”*
- **Sequencing words for life cycle description:** *“First, the eggs hatch. Then, the hatchlings move to the sea.”*
- **Modals for conservation and protection:** *“We should protect sea turtles by reducing plastic waste.”*
- **Future tense for campaign planning:** *“We will create posters and social media posts.”*

#### Task Management Language and Language for Discussing:

- **Recapping the Unit with the Dialogue:**
  - “What did Josep learn about sea turtles?”
  - “How do the characters feel about conservation?”
- **Introducing the Awareness Campaign:**
  - “What is an awareness campaign?”
  - “Why do we need to raise awareness about sea turtles?”
  - “How can we make an effective campaign?”

#### Interactive Strategies:

- **Organizing the report collaboratively:** *“Let’s check if all the sections are complete.”*
- **Discussing the recap dialogue:** *“What was the most important idea from the conversation?”*
- **Predicting campaign impact:** *“How do you think people will react to our campaign?”*



SESSION	ACTIVITIES <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
5.1	Continuation from session 4: they will have to write a report about the loggerhead turtle. This is a multileveled activity. All students will be given a <a href="#">model</a> to complete but, for the <a href="#">elementary students</a> , they will also have the <a href="#">information</a> , already extracted from the video in paragraphs and will decide where to place it.	45'	L, R, W		video	AT
5.2	They will be given a <a href="#">conversational text</a> from the same characters from the beginning of the PBL. In this <a href="#">dialog</a> , there is a recap of the unit and it also settles the mood for the final production: the awareness campaign. Introduction to the awareness campaign. Through a <a href="#">presentation</a> , they will learn about what an awareness campaign is and what they will be expected to do.	15'	L	S-T, WG	presentati on	

## SESSION 6:

### OBJECTIVES OF THE SESSION:

**Collaboratively Plan the Campaign:** Decide in groups which materials, dissemination channels, and assessment tools will be created.

**Organize and Distribute Tasks:** Use interaction support sheets to assign roles and responsibilities within the group.

**Begin Material Creation:** Start developing the selected campaign materials using available resources.



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**Track and Reflect on Progress:** Use a self and peer assessment chart to monitor individual and group contributions.

**Develop Accountability Through Reflection:** Write a short diary entry at the end of the session summarizing what was done and planning the next steps.

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

#### Text Typology:

- **Instructional and persuasive text:** Creating slogans, posters, and social media posts for the campaign.
- **Descriptive and informative text:** Writing content for brochures and other materials.
- **Reflective text:** Writing a diary entry about progress and future steps.

#### Vocabulary:

- **Campaign-related vocabulary:** awareness, target audience, message, impact, communication, diffusion, engagement.
- **Material types:** poster, brochure, video, social media post, sticker, slogan.
- **Assessment-related terms:** success, effectiveness, feedback, evaluation, impact measurement.

#### Grammar:

- **Future tense for campaign planning:** *“We will create a video about sea turtle conservation.”*
- **Modals for decision-making and responsibility:** *“We should choose an easy-to-understand slogan.”* / *“Who will design the poster?”*

#### Task Management Language and Language for Discussing:

- **Planning the campaign:**
  - **“Which material will be the most effective?”**
  - **“How can we make our message clear and persuasive?”**



- **Assigning tasks within the group:**
  - “Who wants to work on the video?”
  - “Let’s divide the work equally.”
- **Using the assessment chart:**
  - “What progress did we make today?”
  - “What should we improve for the next session?”
- **Writing the diary entry:**
  - “Today, our group worked on...”
  - “Next session, we need to...”

**Interactive Strategies:**

- **Decision-making in groups:** *“Let’s vote on the best slogan.”*
- **Evaluating material effectiveness:** *“How can we make our poster more eye-catching?”*
- **Tracking progress together:** *“Have we completed all the tasks we planned today?”*

SESSION	<b>ACTIVITIES</b> <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
6.1	<p><b>The teacher explains that the campaign consists in the creation of six different materials to spread information and use different channels to transmit this information. They will also elaborate an assessment mechanism or tool in order to check the success of their own campaign. During the last minutes of the session, it will be decided which group will be</b></p>	15'	S, R,W	WG		



	creating what material/channel/assessment tool. The decision will be a whole class agreement. If that doesn't work out, the different tasks will be sorted out. Then, each group will write down their tasks to keep track of what they need to do.					
6.2	They will start creating their products. They will use some of the <a href="#">interaction support sheets</a> provided during this PBL to distribute the tasks within the group. A self and <a href="#">peer</a> assessment chart will be given to students to track their progress. At the end of each session, they will have to write down what they have been doing, as a <a href="#">diary</a> .	45'	L, W, S, R	S-T, S-S	digital design apps, tools or programs.	SA - PA

## SESSION 7:

### OBJECTIVES OF THE SESSION:

**Develop Campaign Materials:** Work collaboratively to create high-quality materials for the awareness campaign.

**Use Support Resources Effectively:** Utilize interaction support sheets to organize tasks and distribute responsibilities.

**Monitor Group Progress:** Use a self and peer assessment chart to evaluate contributions and track the progress of the campaign.

**Reflect on the Work Process:** Write a brief diary entry summarizing individual and group efforts, challenges, and next steps.

**Improve Collaboration and Communication:** Engage in effective teamwork, ensuring equal participation and contribution from all group members.

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:



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### Text Typology:

- **Persuasive text:** Creating slogans, posters, and social media posts.
- **Reflective text:** Writing diary entries about group work and progress.

### Vocabulary:

- **Creative production terms:** design, edit, draft, revise, publish, slogan, layout, impact.
- **Assessment-related vocabulary:** progress, feedback, contribution, improvement, reflection.
- **Collaboration and communication terms:** teamwork, responsibility, decision-making, role distribution.

### Grammar:

- **Present continuous for describing work in progress:** *“We are designing a poster.”*
- **Modals for responsibility and collaboration:** *“We should divide the tasks fairly.”* / *“Can you help me with this part?”*

### Task Management Language and Language for Discussing:

- **Managing tasks within the group:**
  - *“What still needs to be done?”*
  - *“Let’s review our progress so far.”*
- **Providing feedback to peers:**
  - *“Your design looks great! Maybe we can add more color?”*
  - *“Can you check if all the text is correct?”*
- **Using the assessment chart:**
  - *“Did we meet our goals for today?”*



- “How well did we work together?”
- **Writing the diary entry:**
  - “Today, I worked on...”
  - “One challenge we faced was...”
  - “Next time, we need to...”

**Interactive Strategies:**

- **Team coordination:** *“Let’s divide the tasks so everyone has something to do.”*
- **Problem-solving together:** *“We need to change this part. What do you think?”*
- **Tracking progress:** *“How much have we finished? What’s left?”*

SESSIÓ N	ACTIVITIES <i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					
7	<b><u>Material creation and production.</u></b> They will use some of the interaction support sheets provided during this PBL to distribute the tasks within the group. A self and peer assessment chart will be given to students to track their progress. At the end of each session, they will have to write down what they have been doing.	55'	L, W, S, R	S-T, S-S, S-W	digital design apps, tools or programs.	SA - PA

**SESSION 8:**



### OBJECTIVES OF THE SESSION:

**Present Campaign Materials:** Clearly explain the materials created, their purpose, and how they contribute to the awareness campaign.

1. **Describe the Information Sharing Process:** Outline the strategies used to share information with the community and the reasoning behind those choices.
2. **Explain the Assessment Tools:** Justify the assessment mechanisms developed to measure the campaign's impact.
3. **Engage in Self, Peer, and Teacher Assessment:** Use the rubric in CoRubrics to reflect on individual and group performance.
4. **Develop Public Speaking and Communication Skills:** Use clear, structured English to present ideas confidently.
5. **Provide Constructive Feedback:** Listen actively to peers' presentations and offer thoughtful feedback on their work.

### CONTENT-OBLIGATORY LANGUAGE FOR THE SESSION:

#### Text Typology:

- **Expository text:** Presenting the campaign materials and explaining their purpose.
- **Evaluative text:** Giving feedback to peers and self-assessing contributions.

#### Vocabulary:

- **Presentation-related vocabulary:** introduce, explain, describe, highlight, showcase.
- **Assessment terms:** feedback, strengths, areas for improvement, criteria, rubric, effectiveness.
- **Campaign-related vocabulary:** impact, awareness, engagement, audience, communication channels.

#### Grammar:

- **Present simple for stating facts:** *"Our poster explains the dangers of plastic pollution."*



- Modals for assessment and reflection: *“We could improve our design by making the text clearer.”*

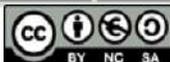
#### Task Management Language and Language for Discussing:

- During the presentations:
  - “Our campaign material is a poster that focuses on...”
  - “We chose to share our message on social media because...”
  - “To evaluate our impact, we designed a survey that...”
- Providing feedback:
  - “I liked how your group explained the problem clearly.”
  - “Your materials are very creative and informative.”
  - “Maybe next time, you could make the text bigger for better readability.”
- Self-assessment and reflection:
  - “I think our group worked well because...”
  - “One thing we could have improved is...”
  - “Next time, we should plan our time better.”

#### Interactive Strategies:

- Asking and answering questions: *“How did you decide which materials to create?”*
- Giving constructive criticism: *“Your slogan is catchy, but maybe it could be shorter.”*
- Clarifying information: *“Can you explain more about how you reached your audience?”*

SESSION	ACTIVITIES					
	<i>Include : Name and description; Links to materials (including language support) and to assessment tools, if any.</i>					



	<p>Final presentation of the campaign. Each group will present their materials, explain their information sharing process and describe their assessment tasks.</p> <p>After each presentation, all group members will assess themselves and the rest of the groups. The teacher will assess each group as well. There is a rubric to assess the task in <a href="#">CoRubrics</a>, a spreadsheet extension used to make assessment processes easier and more intuitive.</p>	55'	L, R	WG	digital design apps, tools or programs, CoRubrics	SA - PA - TA
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## ANNEXES

*Each annex corresponds to the teaching materials created. For each activity, paste the worksheets that you have created and the screenshots of your on-line materials. See example below:*

### ANNEX 1

#### Session 1, activity 1

#### Animal Rescue: Shall we save them?

##### Introduction.

This morning the Greek exchange students arrived at school. They'll be attending school with us for a week. Today, all the class is visiting CRAM, in el Prat de Llobregat. They are in the bus, on their way to the visit and the students start a conversation:

Mireia: Hi, my name is Mireia and I'm a first year student. Nice to meet you.

Ioannis: Hi, I'm Ioannis. I'm 12 years old.



Josep: Today we are going to visit the CRAM facilities. We are about to start a project about endangered fauna protection in Biology class. Do you know what CRAM is?

Angeliki: Your teacher has just told us about it. It's a marine wildlife protection NGO, isn't it? By the way, I'm Angeliki, I'm glad to make your acquaintance.

Joana: Yes, you are right! I'm quite interested in turtles, in particular. The loggerhead turtle is a beautiful creature, very endangered. There is a big worldwide movement to protect it.

Ioannis: We know a lot about loggerhead turtles, they usually nest in our beaches, in Greece. I wasn't aware they also nested here in Catalunya.

Joana: They didn't! It's a recent thing. I've learned it's related to climate change....

Pere: Look, we have arrived. Let's go!

After the visit, the students have learned a lot, but they still have so many questions.

Pere: But, they just take care of marine vertebrates. What about the invertebrates? They are also important!

Angeliki: They are important, but people don't feel sorry for sponges or worms!

Mireia: Wait, what's the difference between vertebrates and invertebrates?

Josep: We are just going to learn about them in the next Biology class!

Ioannis: Meanwhile, let's watch [this short video](#) about aquatic invertebrates and vertebrates.

## Session 1, activity 2

### Initial Classification Activity Instructions

#### Objective

Classify aquatic animals based on the video. Work individually, then in groups, and finally as a whole class to create a shared classification chart on the whiteboard.

#### Part 1: Individual Work (Think)

1. Watch the video carefully. Pay attention to the names **vertebrate** and **invertebrate**, even if no detailed explanation is given.



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2. Look at the animal images provided and think about their characteristics (e.g., body parts, covering, movement).
3. Write your answers on the worksheet:
  - Which group do you think each animal belongs to?
  - Why do you think that? Write one or two reasons for your choices.
4. Don't worry if you are unsure; use your observations and any ideas you have.

### Part 2: Group Work (Pair)

1. Join your group of four students.
2. Share your individual ideas with your group. Explain:
  - Which animals you classified as vertebrates or invertebrates.
  - The reasons for your choices.
3. As a group, discuss and compare your answers.
  - Use the **Vocabulary, Grammar, and Communication Aid** to help you share your ideas.
  - Agree on a final classification for each animal.
4. Write down your group's decisions on the group worksheet.

### Part 3: Class Discussion (Share)

1. As a class, look at the whiteboard where the classification chart is displayed.
2. Each group will share their answers for one or two animals:
  - Explain why you classified them as vertebrates or invertebrates.
  - Share any disagreements or uncertainties from your group discussion.
3. Work together as a whole class to create a complete and accurate classification chart on the whiteboard.
  - Listen to others' explanations and ask questions if you don't understand.
  - Use the vocabulary and sentence starters to communicate clearly.

### Teacher's Notes

- Observe students during the activity to assess their initial understanding.
- Emphasize that this is an exploratory task to see what they already know; perfection is not expected.



## ANNEX 2

### Session 3, activity 1

#### Task: Advanced Vertebrate Classification and Dichotomous Key Creation (LEVEL A)

##### Instructions

##### 1. Mind Map Creation:

- Write "Advanced Vertebrate Classification" at the center of your paper.
- Create five main branches for the vertebrate groups: Mammals, Birds, Reptiles, Amphibians, and Fish.
- Use the following advanced classification criteria for sub-branches:
  - **Body Temperature Regulation:** Poikilotherm (variable body temperature) or Homeotherm (constant body temperature).
  - **Egg Type:** Amniotic eggs (protected by a shell or membrane) or Non-amniotic eggs (without additional protection).
  - **Body Covering:** Fur, Feathers, Smooth/Moist skin, Dry skin with scales, or Wet skin with scales.
  - **Respiration:** Gills, Cutaneous respiration, or Lungs.
- Include specific examples of animals for each sub-branch.

##### 2. Dichotomous Key Creation:

- Write a step-by-step dichotomous key to help classify vertebrates based on the criteria above.
- Begin with broad characteristics and narrow down to specific groups or species.
- Ensure that each step divides the options into two clear and distinct choices.
- Example structure:
  - 1a: Animal is a poikilotherm → Go to step 2.
  - 1b: Animal is a homeotherm → Go to step 3.
  - 2a: Animal has gills → Fish.
  - 2b: Animal has lungs → Go to step 4.

##### Rubric for Evaluation



Criteria	Excellent (4)	Good (3)	Needs Improvement (2)
<b>Mind Map Completeness</b>	All groups and advanced criteria are accurately included with examples.	Most groups and criteria are included with some examples.	Some groups or criteria are missing or incomplete.
<b>Mind Map Organization</b>	Clear, logical, and detailed; easy to follow.	Mostly organized; minor confusion in structure or presentation.	Somewhat unclear or confusing structure.
<b>Mind Map Creativity</b>	Creative use of visuals and presentation is neat and appealing.	Good visuals and clear presentation.	Limited visuals or messy presentation.
<b>Dichotomous Key Design</b>	Well-structured; each step divides clearly and logically into two choices.	Mostly well-structured; minor errors or ambiguities in key.	Several steps are unclear, incomplete, or illogical.
<b>Understanding of Content</b>	Demonstrates excellent understanding of concepts and accurate classification.	Demonstrates good understanding with minor inaccuracies.	Basic understanding with some errors.

### Example: Mind Map of Invertebrate Animals Classification



Center Title: "Invertebrate Classification"

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- **Main Branches:**

1. **Sponges:**

- No true tissues or organs.
- Filter feeders.
- Examples: Barrel sponge.

2. **Cnidarians** (Jellyfish and Corals):

- Tentacles and stinging cells.
- Radial symmetry.
- Examples: Jellyfish, sea anemones.

3. **Worms:**

- Long, segmented, or unsegmented bodies.
- Examples: Earthworms, flatworms.

4. **Mollusks:**

- Soft bodies, often with shells.
- Examples: Snails, squids.

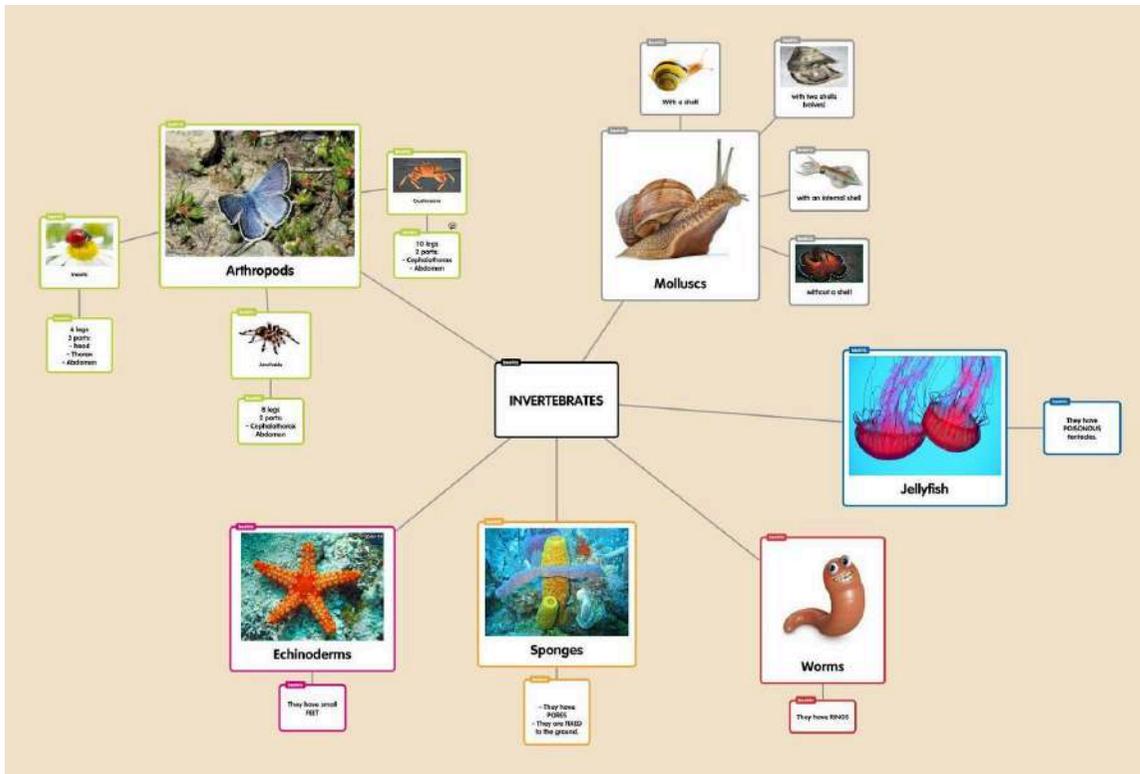
5. **Echinoderms:**

- Spiny skin, radial symmetry in adults.
- Examples: Starfish, sea urchins.

6. **Arthropods:**

- Hard exoskeleton, segmented bodies.
- Examples: Insects, crabs.





## Task: Create a Mind Map to Classify Vertebrates (LEVEL B)

### Instructions

1. Write the title 'Vertebrate Classification' in the center of your paper.
2. Create five main branches for the groups: Mammals, Birds, Reptiles, Amphibians, and Fish.
3. Use the following criteria to create sub-branches for each group:



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- Body Temperature: Cold-blooded or Warm-blooded.
  - Egg Type: Hard-shelled eggs, Jelly-like eggs, or No eggs (live birth).
  - Body Covering: Fur, Feathers, Smooth/moist skin, Dry skin with scales, or Wet skin with scales.
  - Respiration Type: Gills, Cutaneous respiration, or Lungs.
  - Add other distinguishing features if needed.
4. Add specific examples of animals on each sub-branch.
  5. Make your mind map visually appealing with clear labels and neat organization.

### Rubric for Evaluation

Criteria	Excellent (4)	Good (3)	Needs Improvement (2)
Completeness	All groups and criteria included with detailed examples.	Most groups and criteria included with some examples.	Some groups or criteria missing, few examples.
Organization	Clear, logical, and easy to follow.	Mostly organized, minor confusion.	Somewhat unclear, causing confusion.
Visual Appeal	Creative use of visuals, neat presentation.	Good visuals, clear presentation.	Limited visuals, somewhat messy.
Understanding of Content	Excellent understanding, accurate classification.	Good understanding, minor errors.	Basic understanding, some errors.

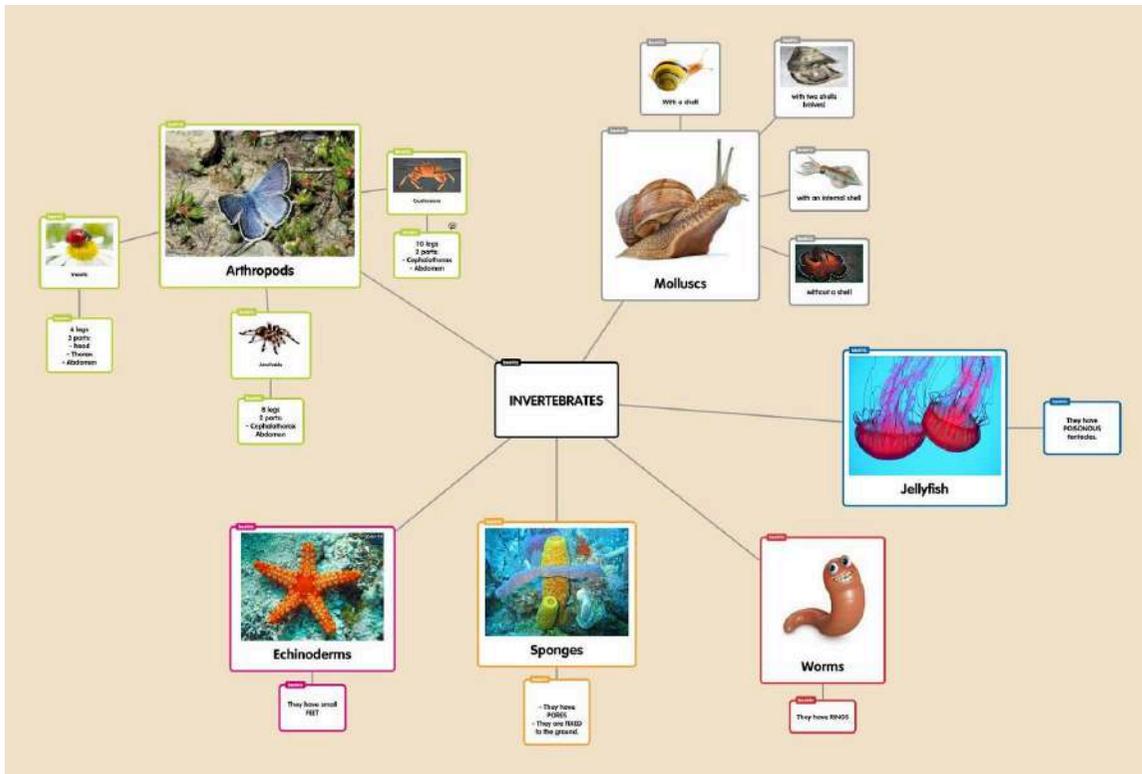
### Example: Mind Map of Invertebrate Animals Classification

- **Center Title: "Invertebrate Classification"**
- **Main Branches:**
  1. **Sponges:**



- No true tissues or organs.
  - Filter feeders.
  - Examples: Barrel sponge.
2. **Cnidarians** (Jellyfish and Corals):
- Tentacles and stinging cells.
  - Radial symmetry.
  - Examples: Jellyfish, sea anemones.
3. **Worms:**
- Long, segmented, or unsegmented bodies.
  - Examples: Earthworms, flatworms.
4. **Mollusks:**
- Soft bodies, often with shells.
  - Examples: Snails, squids.
5. **Echinoderms:**
- Spiny skin, radial symmetry in adults.
  - Examples: Starfish, sea urchins.
6. **Arthropods:**
- Hard exoskeleton, segmented bodies.
  - Examples: Insects, crabs.





## Task: Complete the Mind Map to Classify Vertebrates (LEVEL C)

### Instructions

1. Write down the name of each vertebrate group next to each circle.
2. Choose from the following table, the characteristics of each group.
3. Write the information inside the corresponding circle.



Vertebrates characteristics

<ul style="list-style-type: none"> <li>➤ COLD BLOOD</li> <li>➤ GILLS RESPIRATION</li> <li>➤ MILLIONS OF TINY EGGS IN WATER</li> <li>➤ WET SKIN WITH SCALES</li> </ul>	<ul style="list-style-type: none"> <li>➤ COLD BLOOD</li> <li>➤ GILLS RESPIRATION IN JUVENILES.</li> <li>➤ CUTANEOUS/ LUNG RESPIRATION IN ADULTS.</li> <li>➤ THOUSANDS OF JELLY LIKE EGGS.</li> <li>➤ WET SKIN</li> <li>➤ METAMORPHOSIS</li> </ul>
<ul style="list-style-type: none"> <li>➤ COLD BLOOD</li> <li>➤ LUNG RESPIRATION</li> <li>➤ RUBBERY, HARD-SHELLED EGGS</li> <li>➤ DRY SKIN WITH SCALES</li> </ul>	<ul style="list-style-type: none"> <li>➤ HOT BLOOD</li> <li>➤ LUNG RESPIRATION</li> <li>➤ HARD-SHELLED EGGS</li> <li>➤ FEATHERS, BEAK AND WINGS</li> </ul>
<ul style="list-style-type: none"> <li>➤ HOT BLOOD</li> <li>➤ LUNG RESPIRATION</li> <li>➤ NO EGGS - INTERNAL GESTATION IN THE FEMALE BODY</li> <li>➤ THE YOUNGLINGS DRINK MILK FROM THE MOTHER'S BREAST.</li> <li>➤ SKIN AND FUR</li> </ul>	



Rubric for Evaluation

Criteria	Excellent (4)	Good (3)	Needs Improvement (2)
<b>Correct Group Identification</b>	All groups are identified accurately based on the images provided.	Most groups are identified correctly, with minor errors.	Some groups are misidentified or missing.
<b>Characteristic Selection</b>	All characteristics are correctly matched to their respective groups.	Most characteristics are correctly matched.	Several characteristics are mismatched or missing.
<b>Neatness and Organization</b>	Writing is clear, neat, and easy to read; mind map is well-organized	Writing is mostly clear and organized; minor messiness.	Writing is difficult to read or organization is unclear.
<b>Completion of Task</b>	All sections of the mind map are fully completed.	Most sections of the mind map are completed.	Several sections of the mind map are incomplete.

## ANNEX 3

### Session 4, activity 1

#### FLASHCARD GAME - Animal Classification Activity



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## Speaking Task: Classifying Animals

### Instructions

#### Part 1: Prepare the Flashcards

- Each pair of students will receive a set of animal flashcards (images and names).

#### Part 2: Start the Discussion

1. Take turns selecting a flashcard.
2. Discuss with your partner:
  - Is this animal a vertebrate or an invertebrate?
  - Justify your answer using body characteristics, reproduction, or other features.
3. Decide together which subgroup the animal belongs to.
4. Justify your decision.

#### Part 3: Recording Information

1. Write down your classifications and justifications on the worksheet.
2. Keep the flashcards in order so they match the worksheet layout.

### Rules for Interaction

- Use the vocabulary, grammar, and communication support sheet.
- Take turns speaking and justifying your ideas.

If you disagree, explain why and try to reach a consensus.

## Vocabulary, Grammar, and Communication Support Sheet



## Key Vocabulary

### Vertebrates

- Fish, amphibians, reptiles, birds, mammals.

### Invertebrates

- Sponges, jellyfish and corals, worms, mollusks, arthropods, echinoderms.

### Characteristics

- Body parts: head, legs, fins, tail, wings, shell.
  - Body covering: scales, feathers, fur, smooth skin.
  - Reproduction: jelly-like eggs, hard-shelled eggs, live birth.
  - Movement: swim, crawl, fly, jump, walk.
- 

## Sentence Starters and Questions

### Discussing Vertebrates/Invertebrates

- "I think this is a vertebrate/invertebrate because \_\_\_\_\_."
- "It has \_\_\_\_\_, which is a feature of vertebrates/invertebrates."
- "Do you agree with me? Why or why not?"

### Classifying Subgroups

- "I believe this animal belongs to the \_\_\_\_\_ group because \_\_\_\_\_."
- "What about its body parts? Does it match \_\_\_\_\_?"
- "The subgroup might be \_\_\_\_\_ because \_\_\_\_\_."



**Polite Interaction**

- "I see your point, but I think \_\_\_\_\_."
  - "Can you explain that again, please?"
  - "What do you think about \_\_\_\_\_?"
- 

**Grammar Notes**

- **Present Simple:** "It has \_\_\_\_\_." / "It belongs to \_\_\_\_\_."
  - **Modal Verbs:** "It might be \_\_\_\_\_." / "It could belong to \_\_\_\_\_."
  - **Comparatives:** "This is smaller/larger than \_\_\_\_\_."
- 

**Assessment Chart for Teacher**

Student Pair	Clear Justification (Vertebrate/Invertebrate)	Accurate Subgroup Classification	Use of Vocabulary and Grammar	Engagement and Collaboration	Overall
Pair 1					
Pair 2					
Pair 3					



## ANNEX 4

### Session 5, activity 1

#### Instructions for the Loggerhead Turtle Report Task (LEVEL A-B)

##### Objective:

To research and create a comprehensive report about the loggerhead turtle (*Caretta caretta*) based on a video and additional resources provided.

##### Task Description:

##### 1. Preparation:

- Watch the video about the loggerhead turtle together in class. Take notes on key information, such as its characteristics, life cycle, habitat, and threats.
- Use the video, your class materials, and reliable online resources to complete the report.

##### 2. Report Structure:

- Your report must include the following sections:
  - **Introduction**
  - **Life Cycle**
  - **World Distribution**
  - **Diet and Nutrition**
  - **Threats and Endangerment**
  - **Conservation and Protection Status**
  - **Role of Wildlife Protection NGOs**
- You may include additional sections if relevant, such as:
  - **Physical Characteristics**
  - **Importance in the Ecosystem**

##### 3. Report Requirements:

- Write in **clear and concise English**.
- Use headings for each section to organize your report.



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- Include at least one visual element (e.g., a map, diagram, or drawing).
- Cite at least one source (besides the video).
- Limit your report to **two pages** of text.

#### 4. Pair Work:

- Both partners must contribute equally.
- Use the vocabulary and grammar support provided in class.
- Discuss and revise your report together before submitting it.

### Model Report Structure

## Loggerhead Turtle Report

### Introduction:

- Briefly introduce the loggerhead turtle and its significance.

### Life Cycle:

- Describe the main stages of its life cycle, from eggs to adulthood.

### World Distribution:

- Where can the loggerhead turtle be found? Include key regions or a map.

### Diet and Nutrition:

- What does the loggerhead turtle eat, and how does it feed?

### Threats and Endangerment:

- Explain the main threats to the species and why it is endangered.

### Conservation and Protection Status:



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- What measures are being taken to protect it? Are there any laws or agreements?

**Role of Wildlife Protection NGOs:**

- Mention some organizations working to save the loggerhead turtle and what they do.

**Assessment Rubrics for Loggerhead Turtle Report**

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Content</b>	All sections are complete, accurate, and detailed.	Most sections are complete and accurate with good detail.	Some sections are incomplete or lack sufficient detail.	Several sections are incomplete or contain major inaccuracies.
<b>Organization</b>	Sections are well-organized, with clear headings and logical flow.	Sections are organized, but some transitions could improve.	Some sections are disorganized or missing clear headings.	The report lacks organization and headings.
<b>Language Use</b>	Excellent grammar, spelling, and vocabulary.	Minor errors in grammar, spelling, or vocabulary that do not affect meaning.	Frequent errors in grammar or vocabulary that occasionally affect meaning.	Major grammar and vocabulary errors make the text hard to understand.



<b>Collaboration</b>	Both partners contributed equally and showed excellent teamwork.	Both partners contributed, though one took on more work than the other.	Unequal contribution or occasional lack of teamwork.	Poor collaboration; one partner completed most of the task.
<b>Visual Elements</b>	Includes a clear and relevant visual element (e.g., map or diagram) that enhances the report.	Includes a visual element, though it could be more clear or relevant.	Visual element is present but poorly chosen or unclear.	No visual element included.
<b>Sources and Citations</b>	At least one reliable source is cited correctly.	A source is cited but not correctly formatted.	No sources are cited, though some research is evident.	No sources are cited, and little evidence of research.

### Instructions for Loggerhead Turtle Report Task (LEVEL C-D)

**Objective:**

To learn about the loggerhead turtle by completing a report using pre written sentences.

**Task Description:**

**1. Watch the Video:**

- Together in class, watch the video about the loggerhead turtle.
- Pay close attention to the information presented.

**2. Complete the Report:**



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- You will receive a report template with missing information.
- For each blank section, there will be several prewritten sentences to choose from.
- Select the correct sentence and write it in the corresponding section.

**3. Check Your Work:**

- Ensure your report is neat and organized.
- Review your sentences to make sure they match the section titles.

**4. Pair Work:**

- Work with your partner to decide on the correct sentences.
- Discuss your choices and help each other.

**SENTENCES TO CHOOSE FROM:**

<p>The loggerhead sea turtle is the second largest marine turtle in the world and the most common sea turtle in the southeastern US. Adults average about 3ft (0,9 metres) in length.</p> <p>Adult loggerheads have predators besides the sharks. They can live over 50 years. Organisms such as barnacles and algae often cover their backs.</p>	<p>They can be found in tropical and temperate waters all around the world. Adults are typically found nearshore in coastal bays and estuaries. Adult loggerheads make long migrations from their foraging areas to their breeding and nesting habitat every 2-3 years.</p>
<p>The females come on land to nest, often at the same beach where they were born. They will climb up the beach at night, dig a nest, lay their eggs and then cover the nest with sand. Each female lays around 3 to 5 nests of eggs over a period of several weeks. Each nest can have over 100 eggs. Eggs will hatch around 60 days later. The hatchlings, only 2 inches (5 centimeters) long, emerge from their nest and head straight for the ocean. The new hatchlings are preyed on by animals like birds, crabs, fish and racoons. The surviving hatchlings swim far away from the dangerous shore waters. They may continue swimming away from land for several days. Hatchlings often take shelter under the floating seaweed sargassum. They feed on small invertebrates and fish eggs in the ocean. They spend 6 to 15 years as juveniles at sea before eventually returning to coastal waters to forage. The juvenile turtles will inhabit their coastal feeding grounds for</p>	<p>Many populations of loggerhead sea turtles are listed as endangered. Human actions are their biggest threat. The turtles are often entangled in marine debris or accidentally captured by commercial fishing equipment. They are also threatened by ingestion of plastic debris, artificial light, and the destruction of their nesting habitat. In some areas of the world, the meat and eggs of loggerhead turtles are still used for human consumption.</p>



years before maturing and making their first reproductive migration. It can take a few decades for loggerhead turtles to reach reproductive maturity.	
Loggerhead sea turtles have hard beaks made of keratin, allowing them to eat prey with. They feed on a variety of animals like fish, crabs, sea urchins, jellyfish and clams. Adult loggerheads make long migrations from their foraging areas to their breeding and nesting habitat every 2-3 years.	

### Assessment Rubrics for Simplified Loggerhead Turtle Report

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
<b>Content Completion</b>	All blanks are correctly filled with the appropriate sentences.	Most blanks are correctly filled with appropriate sentences.	Some blanks are incorrectly filled or incomplete.	Many blanks are incorrectly filled or incomplete.
<b>Organization</b>	The report is neat, well-organized, and easy to read.	The report is organized, but some sections could be clearer.	The report is somewhat messy or disorganized.	The report is disorganized and hard to read.



<b>Language Use</b>	Sentences are copied correctly with no errors in grammar or spelling.	Sentences are copied with minor errors that do not affect understanding.	Sentences are copied with frequent errors, but meaning is mostly clear.	Sentences are copied with many errors that make the meaning unclear.
<b>Collaboration</b>	Both partners worked equally and communicated effectively.	Both partners worked together, though one contributed more.	One partner did most of the work, with little input from the other.	Little to no collaboration between partners.

## ANNEX 5

### Session 5, activity 1

#### The awareness campaign

It's been a month since the CRAM visit. The Greek exchange students are back to their homes and both the Catalan and Greek kids have been learning about animals at biology class. They are still in contact and, during a video call, they have the following conversation:

Ioannis: Hi guys! How is everything going?

Pere: We are doing great! About to finish the second term and ready for Easter holidays! How about you?

Angeliki: It's the same for us. I'm so tired, I can't wait. I keep thinking about that little turtle we meet at the CRAM. Poor thing, she was really hurt.

Joana: We recently reached them by phone call and she's already healed and about to be released.

Mireia: I was very impressed as well, I didn't know about the hurdles they face. Something should be done. Nobody is really aware of their situation.



Josep: Why don't we do something? I know we are just students, but we might reach many people. Just think about teachers, other students, families...

The information can multiply!

Ioannis: I think you are right, Josep. We can use social media to spread awareness as well!

Josep: We can create some slogans, for example, I'm just thinking aloud but... how does this sound: Turtles in danger..... Shell we save them?

Angeliki: Oh I love it!!! But, what else can we do?

Pere: We could learn first about awareness campaigns.

Mireia: About what?

Joana: Yes, we talk about it in class. There's even a [presentation](#) about that.....

## Instructions for Loggerhead Turtle Awareness Campaign Task

### Objective:

Create a collaborative awareness campaign to protect the loggerhead turtle, using creative materials and strategies to spread your message.

### Steps to Complete the Task

#### 1. Introduction to Awareness Campaigns

- The teacher will explain what an awareness campaign is and why they are important.
- Pay attention to examples provided during the presentation.

#### 2. Group Formation and Planning

- Form groups of 5-6 students.
- Assign roles within your group (e.g., researcher, designer, writer, organizer).
- Brainstorm ideas for your campaign.
  - What message do you want to share?
  - Who is your target audience?

#### 3. Create Campaign Materials



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- As a group, decide which materials to create. You must include at least three different types, such as:
  - A **video** with a clear message about loggerhead turtle protection.
  - A **poster** or **brochure** with visuals and key facts.
  - **Slogans** for stickers, T-shirts, or other merchandising.
  - **Posts** for social media platforms.
- Ensure your materials:
  - Are visually appealing and informative.
  - Include accurate information.
  - Use language that engages your audience.

#### 4. Plan the Diffusion of Your Campaign

- Decide how you will share your materials:
  - Social media platforms.
  - School or community events.
  - Local newspapers or newsletters.
- Create a timeline for when and how each material will be shared.

#### 5. Design Assessment Tools for Your Campaign

- In your groups, brainstorm 1-2 tools to measure the success of your campaign, such as:
  - Surveys to collect feedback.
  - Statistics on social media engagement.

#### 6. Present Your Campaign

- Prepare a presentation to showcase your materials, diffusion plan, and assessment tools.
- Practice delivering a clear and engaging presentation.

### Assessment Tools



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Rubric

Criteria

Aspect	Excellent (4)	Good (3)	Needs Improvement (2)	Poor (1)
<b>Materials Created</b>	The materials are very creative, clear, and well-made. They strongly support the campaign message.	The materials are creative and clear. They support the campaign message well.	The materials are simple but could be clearer. They only partly support the campaign message.	The materials are unclear, messy, or do not support the campaign message.
<b>Campaign Diffusion</b>	The campaign is shared using many good channels. It reaches a large audience effectively.	The campaign is shared using a few good channels. It reaches some of the audience.	The campaign is shared but could use better or more channels. It has limited impact.	The campaign is not shared well and does not reach an audience.



<b>Presentation</b>	The group explains their work very clearly and confidently. They use good English and teamwork.	The group explains their work clearly. They use simple English and show teamwork.	The group explains their work, but it is unclear or lacks teamwork. English use is limited.	The group struggles to explain their work. They do not use English or work together effectively.
<b>Collaboration</b>	Everyone in the group works together very well and shares ideas equally.	The group works well together, but some members do more work than others.	The group works together sometimes, but there are problems sharing ideas or tasks.	The group does not work well together. Members do not share tasks or ideas.
<b>Interaction in English</b>	The group uses English confidently and supports each other in communicating ideas.	The group uses English well and communicates ideas clearly most of the time.	The group tries to use English, but it is limited or inconsistent.	The group rarely uses English and struggles to communicate ideas.

## How to Use This Rubric



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1. **Self-Assessment:** Each group member rates their group's work using the rubric.
2. **Peer Assessment:** Each group listens to another group's presentation and rates their work.
3. **Teacher Assessment:** The teacher uses the same rubric to assess each group.

### Tips for Using the Rubric

- Be honest and kind when giving feedback.
- Focus on effort and teamwork as well as the final result.
- Use the feedback to improve your work next time.

### Checklist

Task	Done (✓)	Notes
Brainstormed ideas for the campaign		
Assigned roles within the group		
Created at least three campaign materials		
Planned the diffusion strategy		
Designed tools to measure campaign success		



Prepared and practiced the presentation		
---	--	--

**Simplified Assessment Tool**

| **Group Name:** \_\_\_\_\_ | **Date:** \_\_\_\_\_ |

| **Reviewer:** \_\_\_\_\_ |

Criteria	Yes (✓)	Somewhat (✓)	No (x)	Comments
Campaign materials are creative and engaging				
Information is accurate				
Collaboration was effective				
Diffusion plan is clear and realistic				
Presentation is organized and engaging				

**DIARY**

<b>What did we do today?</b>	<b>What's left for the next session?</b>
Today we did/ created/ reviewed....	Next class we should _____



**USEFUL VERBS:**

to make	to create	to design	to discuss about
to agree about	to describe	to review	to start
to finish	to continue	to	

**Support sheet for interaction. Awareness campaign development.**

**Interaction Support Sheet**

**Helping Students Collaborate and Communicate Effectively**

**Key Vocabulary**

- **Materials:** poster, video, brochure, slogans, stickers, social media posts
- **Channels:** school website, local newspaper, Instagram, flyers, community events
- **Assessment tools:** survey, feedback form, social media engagement, post-campaign report

**Useful Phrases**

- *Starting the Discussion*
  - "What ideas do we have for our campaign materials?"
  - "How can we make our message clear and engaging?"
  - "Which materials do you think will reach more people?"
- *Discussing Channels*
  - "What is the best way to share this material?"



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- "Do you think social media or printed materials will work better for our audience?"
- "Which channels are we more comfortable using?"
- *Planning Together*
  - "Let's divide the tasks so we can finish on time."
  - "Who will create the poster/video/etc.?"
  - "Can someone research the best way to distribute flyers or post on social media?"
- *Deciding Assessment Tools*
  - "How will we know if our campaign is successful?"
  - "Should we collect feedback from the audience? How?"
  - "How can we measure if people learned something from our campaign?"
- *Resolving Disagreements*
  - "I see your point, but what if we try combining both ideas?"
  - "Let's vote on the option we all like the most."
  - "Can we list pros and cons for each idea to decide?"



# SHELL WE SAVE THEM?

Introduction to the  
Animmalia Kingdom





## MEET OUR NEW FRIENDS!

This morning the Greek exchange students arrived at school. They'll be attending school with us for a week. Today, all the class is visiting CRAM, in el Prat de Llobregat. They are in the bus, on their way to the visit and the students start a conversation:



*Mireia:* Hi, my name is Mireia and I'm a first year student. Nice to meet you.

*Ioannis:* Hi, I'm Ioannis. I'm 12 years old.

*Josep:* Today we are going to visit the CRAM facilities. We are about to start a project about endangered fauna protection in Biology class. Do you know what CRAM is?



**Angeliki:** Your teacher has just told us about it. It's **marine wildlife protection NGO**, isn't it? By the way, I'm Angeliki, I'm glad to make your acquaintance.

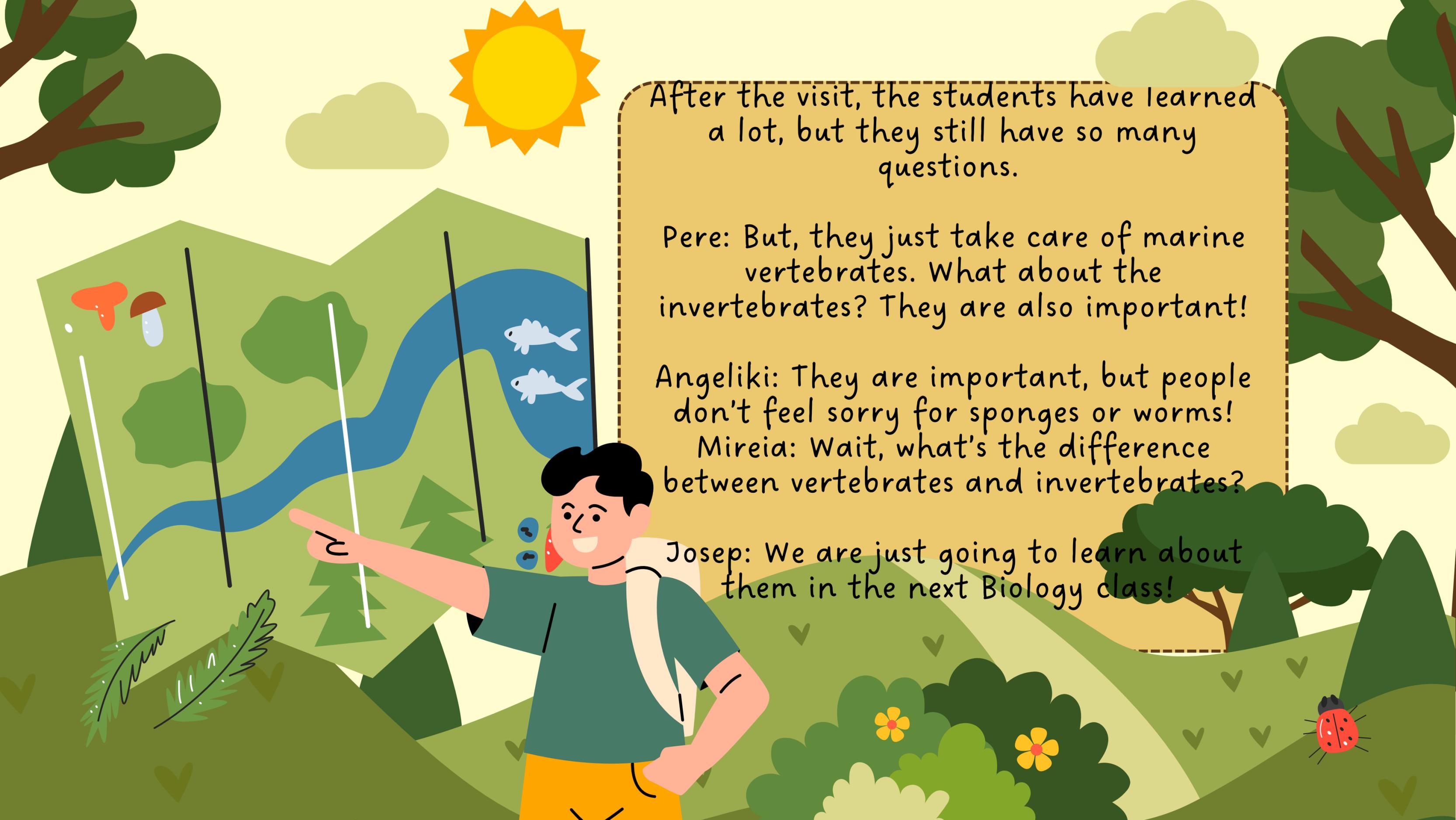
**Joana:** Yes, you are right! I'm quite interested in turtles, in particular. The loggerhead turtle is a beautiful creature, very endangered. There is a big worldwide movement to protect it.



Ioannis: We know a lot about loggerhead turtles, they usually nest in our beaches, in Greece. I wasn't aware they also nested here in Catalunya.

Joana: They didn't! It's a recent thing. I've learned it's related to climate change....

Pere: Look, we have arrived. Let's go!



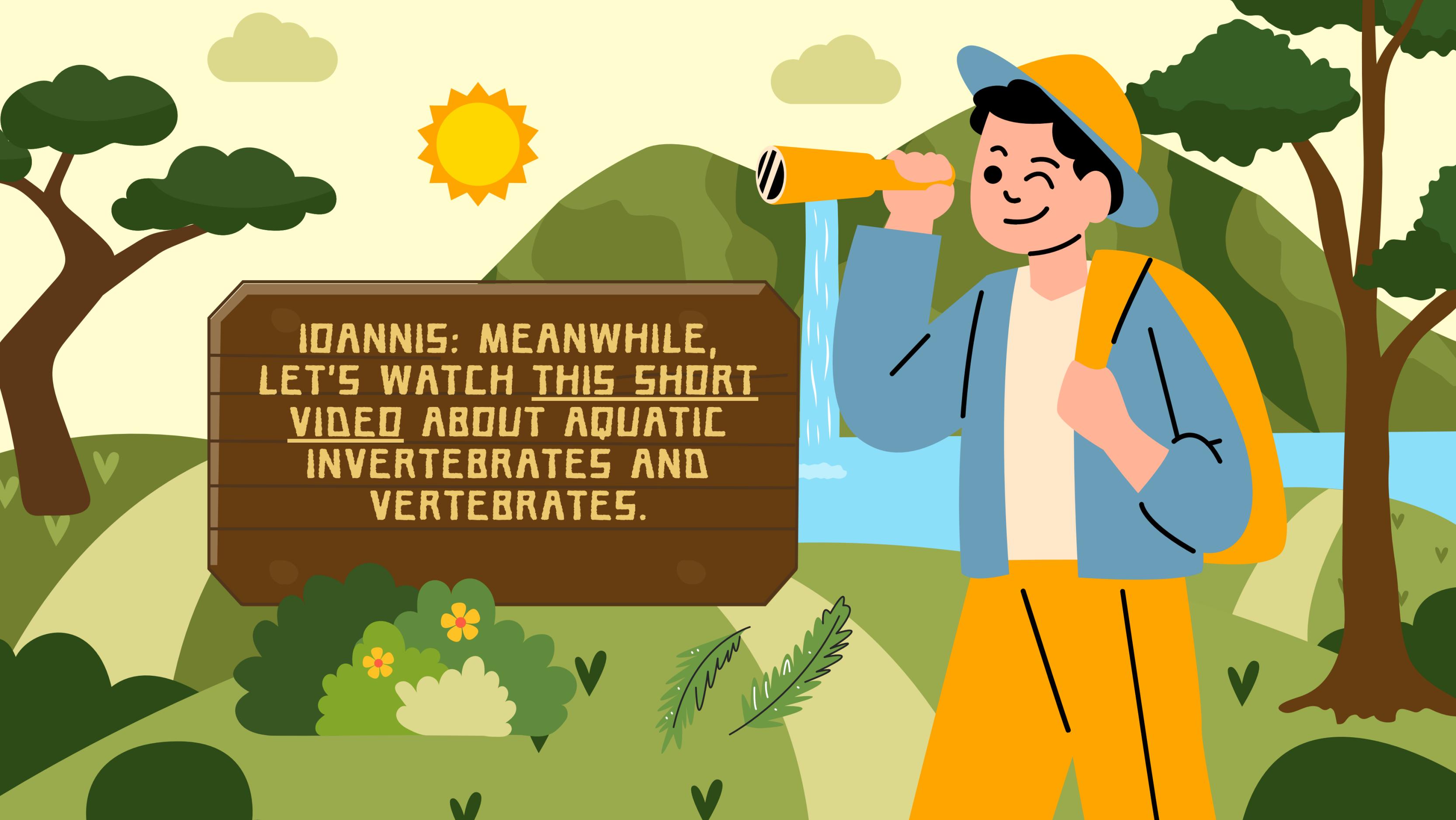
After the visit, the students have learned a lot, but they still have so many questions.

Pere: But, they just take care of marine vertebrates. What about the invertebrates? They are also important!

Angeliki: They are important, but people don't feel sorry for sponges or worms!

Mireia: Wait, what's the difference between vertebrates and invertebrates?

Josep: We are just going to learn about them in the next Biology class!



IOANNIS: MEANWHILE,  
LET'S WATCH THIS SHORT  
VIDEO ABOUT AQUATIC  
INVERTEBRATES AND  
VERTEBRATES.

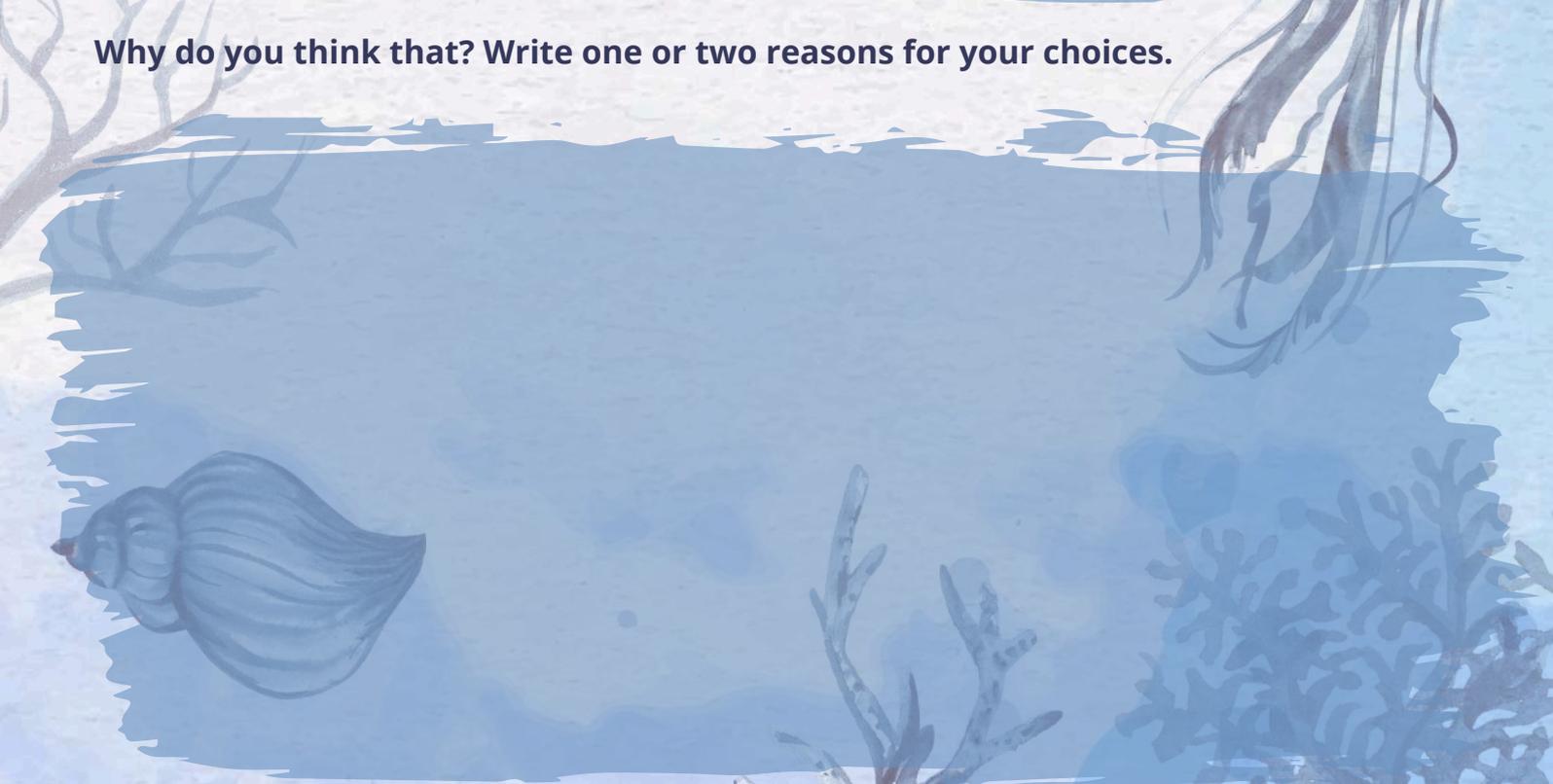
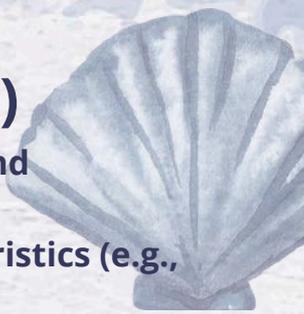
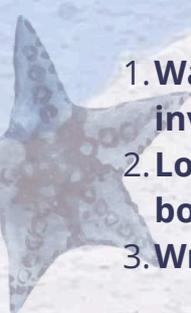
# ANIMAL CLASSIFICATION

## PART 1: INDIVIDUAL WORK (THINK)

1. Watch the video carefully. Pay attention to the names vertebrate and invertebrate, even if no detailed explanation is given.
2. Look at the animal images provided and think about their characteristics (e.g., body parts, covering, movement).
3. Write your answers:

Which group do you think each animal belongs to?

Why do you think that? Write one or two reasons for your choices.



# ANIMAL CLASSIFICATION

## PART 2: GROUP WORK (PAIR)

1. Join your group of four students.
2. Share your individual ideas with your group.
3. As a group, discuss and compare your answers. Use the Vocabulary, Grammar, and Communication Aid to help you share your ideas.
4. Agree on a final classification for each animal.
5. Write down your group's decisions:

Which group do you think each animal belongs to?

Why do you think that? Write one or two reasons for your choices.



# ANIMAL CLASSIFICATION

## PART 3: CLASS DISCUSSION (SHARE)

1. As a class, look at the whiteboard where the classification chart is displayed.
2. Each group will share their answers for one or two animals:
  - Explain why you classified them as vertebrates or invertebrates.
  - Share any disagreements or uncertainties from your group discussion.
3. Work together as a whole class to create a complete and accurate classification chart on the whiteboard.
  - Listen to others' explanations and ask questions if you don't understand.
  - Use the vocabulary and sentence starters to communicate clearly.

# ANIMAL CLASSIFICATION

## VOCABULARY

### *Body Parts*

Head, legs, fins, tail, wings, shell, scales, feathers, fur, skin.

### *Reproduction*

Eggs, live birth, hatching, jelly-like eggs, hard-shelled eggs.

### *Movement*

Swim, crawl, fly, jump, walk.

### *Body Covering*

Fur, feathers, scales, smooth skin, moist skin, dry skin.

# ANIMAL CLASSIFICATION

## SENTENCE STARTERS AND QUESTIONS

### *Describing an Animal*

"This animal has \_\_\_\_\_ (e.g., scales, wings)."

"It moves by \_\_\_\_\_ (e.g., swimming, flying)."

"Its body covering is \_\_\_\_\_ (e.g., smooth skin, fur)."

"It lays \_\_\_\_\_ (e.g., eggs, jelly-like eggs)."

# ANIMAL CLASSIFICATION

## SENTENCE STARTERS AND QUESTIONS

### *Classifying*

"I think this animal belongs to the \_\_\_\_\_ group  
because\_\_\_\_\_."

"This might be a vertebrate/invertebrate because it has  
\_\_\_\_\_."

"What group do you think this animal belongs to?"

"Do you agree with my idea? Why or why not?"

"How can we decide if it is a vertebrate or invertebrate?"

# ANIMAL CLASSIFICATION

## SENTENCE STARTERS AND QUESTIONS

### *Sharing Ideas*

"In our group, we think \_\_\_\_\_."

"We believe this animal is a(n) \_\_\_\_\_ because  
\_\_\_\_\_."

"What about your group? What did you decide?"

"Can someone explain why they chose that group?"

# ANIMAL CLASSIFICATION

## SENTENCE STARTERS AND QUESTIONS

### *Agreeing/Disagreeing Politely*

"I see your point, but I think \_\_\_\_\_."

"I agree because \_\_\_\_\_."

"I disagree because \_\_\_\_\_."

"Could you explain your idea again, please?"

# ANIMAL CLASSIFICATION

## GRAMMAR SUPPORT

### *Verb Tenses*

#### Present Simple:

"It has \_\_\_\_\_ (e.g., scales)."

"It moves by \_\_\_\_\_ (e.g., swimming)."

#### Modal Verbs:

"It might be a(n) \_\_\_\_\_."

"It could be a(n) \_\_\_\_\_."

# ANIMAL CLASSIFICATION

## GRAMMAR SUPPORT

### *Comparatives and Superlatives*

"This animal is smaller/larger than \_\_\_\_\_."

"Its body is softer/harder than \_\_\_\_\_."

### *Questions for Inquiry*

"Why do you think that?"

"What do we already know about this animal?"

"What could help us decide?"



# INVERTEBRATES

## INTRODUCTION

vertebrates - internal - bones (x2) - oviparous - six (x2)

Animals are divided into two groups: the \_\_\_\_\_ that have an \_\_\_\_\_ skeleton formed by \_\_\_\_\_ and the invertebrates that have no \_\_\_\_\_. All invertebrates are \_\_\_\_\_, and we classify them in \_\_\_\_\_ big groups:

## SPONGES

sac - pores

The sponges are aquatic animals that are \_\_\_\_\_ shaped and their body is full of \_\_\_\_\_. Many times we used them in the shower for our personal hygiene.

## JELLYFISH AND CORALS

gelatinous - tentacles( x2) - venomous - shapes

The jellyfish are invertebrate animals that live in the ocean. Their bodies are \_\_\_\_\_ and they have \_\_\_\_\_. Their \_\_\_\_\_ have small \_\_\_\_\_ stingers that produce very unpleasant bites. Corals are tiny marine animals that produce limestone residue which give rise to beautiful \_\_\_\_\_.

## WORMS

soft - long - feet - aquatic - terrestrial

Worms are \_\_\_\_\_ and \_\_\_\_\_ invertebrate animals that move by dragging their body on the ground because they have no \_\_\_\_\_. They can be \_\_\_\_\_ or \_\_\_\_\_. There are some worms that can be harmful.

# INVERTEBRATES

## MOLLUSKS

soft (x2) - snails (x2) - legs - aquatic - terrestrial - clams - mussels - shells - shell - slugs - octopuses

\_\_\_\_\_ form part of the Mollusk group. Mollusks have a \_\_\_\_\_ body, without \_\_\_\_\_ and can also be \_\_\_\_\_ or \_\_\_\_\_. Some, like \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_, protect their \_\_\_\_\_ bodies with \_\_\_\_\_, but there are other mollusks that don't have a \_\_\_\_\_ to protect themselves like \_\_\_\_\_ or \_\_\_\_\_.

## ECHINODERMS

aquatic - plates - shell - balloon - urchins - star

The echinoderms are exclusively \_\_\_\_\_ animals. Their bodies have calcareous \_\_\_\_\_ that form a \_\_\_\_\_. Some echinoderms are \_\_\_\_\_ shaped and are covered in spikes that they use to defend themselves, like the \_\_\_\_\_. Others are \_\_\_\_\_ shaped, and are of course named starfish.

## ARTHROPODS.

external - cuticle - ants - flies - scorpions - spiders - crabs - lobster - centipede.

The arthropods are the most abundant animals on the Earth. Of every 100 animals that exist, 80 are arthropods. These invertebrate animals have their body covered by an \_\_\_\_\_ skeleton called a \_\_\_\_\_. The most common way to classify arthropods is by the number of legs they have. This way we can classify them in four big groups. Arthropods with six legs. In this group, animals like \_\_\_\_\_ and \_\_\_\_\_ are present. Arthropods with eight legs, where, for examples, the arachnids like \_\_\_\_\_ and \_\_\_\_\_ are. Arthropods with ten legs include the crustaceans, like \_\_\_\_\_ and \_\_\_\_\_. Arthropods with more than ten legs like this \_\_\_\_\_ that as you can see, have much more than a 100 legs and are called myriapods.

# INVERTEBRATES

urchins - cuticle - bones (x2) - oviparous - six (x2) - pores - octopuses - gelatinous - venomous - lobster - shapes - external - soft(x3) - long - feet - snails (x2) - legs (x2) - clams - aquatic (x4) - terrestrial (x2) - mussels - shells - shell(x2) - internal - slugs - vertebrates - plates - balloon - star - ants - flies - scorpions - sac - spiders - crabs - centipede - tentacles( x2) -

## INTRODUCTION

Animals are divided into two groups: the \_\_\_\_\_ that have an \_\_\_\_\_ skeleton formed by \_\_\_\_\_ and the invertebrates that have no \_\_\_\_\_. All invertebrates are \_\_\_\_\_, and we classify them in \_\_\_\_\_ big groups:

## SPONGES

The sponges are aquatic animals that are \_\_\_\_\_ shaped and their body is full of \_\_\_\_\_. Many times we used them in the shower for our personal hygiene.

## JELLYFISH AND CORALS

The jellyfish are invertebrate animals that live in the ocean. Their bodies are \_\_\_\_\_ and they have \_\_\_\_\_. Their \_\_\_\_\_ have small \_\_\_\_\_ stingers that produce very unpleasant bites. Corals are tiny marine animals that produce limestone residue which give rise to beautiful \_\_\_\_\_.

## WORMS

Worms are \_\_\_\_\_ and \_\_\_\_\_ invertebrate animals that move by dragging their body on the ground because they have no \_\_\_\_\_. They can be \_\_\_\_\_ or \_\_\_\_\_. There are some worms that can be harmful.

# INVERTEBRATES

## MOLLUSKS

\_\_\_\_\_ form part of the Mollusk group. Mollusks have a \_\_\_\_\_ body, without \_\_\_\_\_ and can also be \_\_\_\_\_ or \_\_\_\_\_. Some, like \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_, protect their \_\_\_\_\_ bodies with \_\_\_\_\_, but there are other mollusks that don't have a \_\_\_\_\_ to protect themselves like \_\_\_\_\_ or \_\_\_\_\_.

## ECHINODERMS

The echinoderms are exclusively \_\_\_\_\_ animals. Their bodies have calcareous \_\_\_\_\_ that form a \_\_\_\_\_. Some echinoderms are \_\_\_\_\_ shaped and are covered in spikes that they use to defend themselves, like the \_\_\_\_\_. Others are \_\_\_\_\_ shaped, and are of course named starfish.

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The arthropods are the most abundant animals on the Earth. Of every 100 animals that exist, 80 are arthropods. These invertebrate animals have their body covered by an \_\_\_\_\_ skeleton called a \_\_\_\_\_. The most common way to classify arthropods is by the number of legs they have. This way we can classify them in four big groups. Arthropods with six legs. In this group, animals like \_\_\_\_\_ and \_\_\_\_\_ are present. Arthropods with eight legs, where, for examples, the arachnids like \_\_\_\_\_ and \_\_\_\_\_ are. Arthropods with ten legs include the crustaceans, like \_\_\_\_\_ and \_\_\_\_\_. Arthropods with more than ten legs like this \_\_\_\_\_ that as you can see, have much more than a 100 legs and are called myriapods.

# INVERTEBRATES

## INTRODUCTION

vertebrates - internal - bones - oviparous - six

## SPONGES

sac - pores - personal hygiene

## JELLYFISH AND CORALS

gelatinous - tentacles - venomous - shapes - aquatic

## WORMS

soft - long - feet - aquatic - terrestrial - dangerous

# INVERTEBRATES

## MOLLUSKS

soft - snails - legs - aquatic - terrestrial - clams - mussels - shells - shell - slugs - octopuses

## ECHINODERMS

aquatic - calcareous plates - shell - balloon - urchins - starfish

## ARTHROPODS.

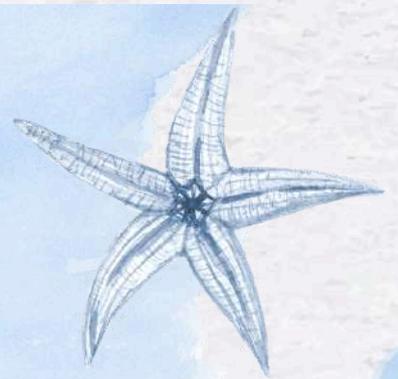
external - cuticle - ants - flies - scorpions - spiders - crabs - lobster - centipede - myriapods

# INVERTEBRATES

## INTRODUCTION

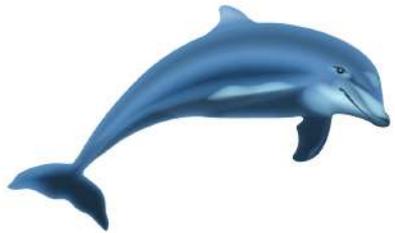


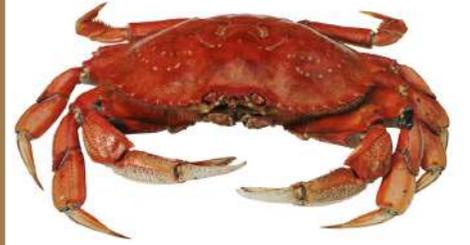
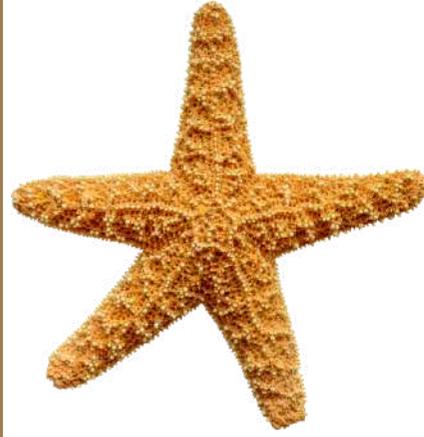
# INVERTEBRATES

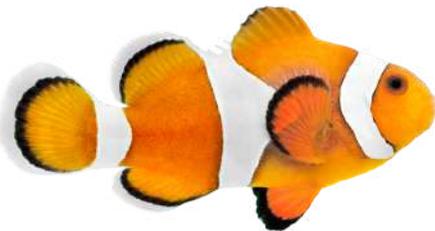
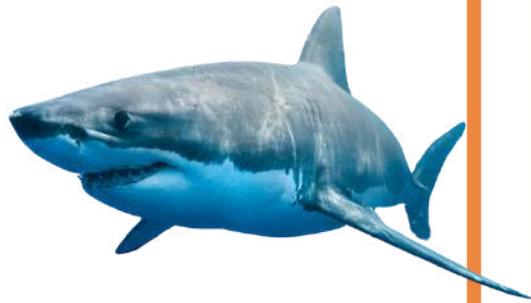


**VERTEBRATE  
ANIMALS**



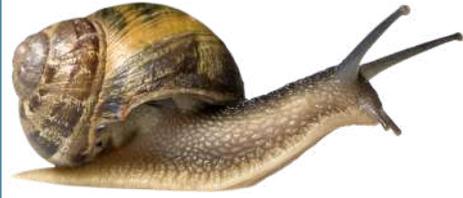
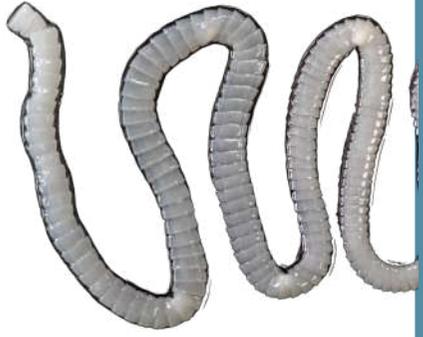


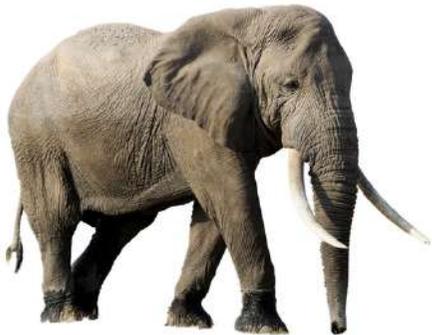
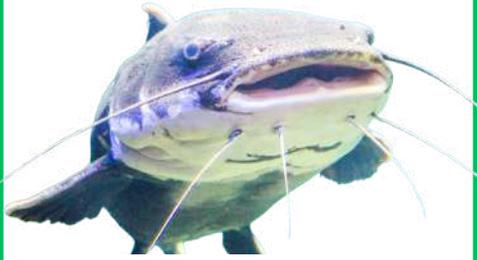


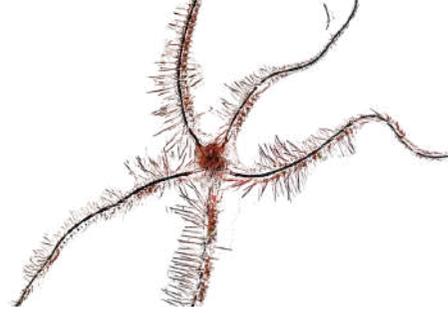












# FLASHCARD CLASSIFICATION

## KEY VOCABULARY

### *Vertebrates*

Fish, amphibians, reptiles, birds, mammals.

### *Invertebrates*

Sponges, jellyfish and corals, worms, mollusks, arthropods, echinoderms.

### *Characteristics*

Body parts: head, legs, fins, tail, wings, shell.

Body covering: scales, feathers, fur, smooth skin.

Reproduction: jelly-like eggs, hard-shelled eggs, live birth.

Movement: swim, crawl, fly, jump, walk.

# FLASHCARD CLASSIFICATION

## SENTENCE STARTERS AND QUESTIONS

### *Discussing Vertebrates/Invertebrates*

"I think this is a vertebrate/invertebrate because \_\_\_\_\_."

"It has \_\_\_\_\_, which is a feature of vertebrates/invertebrates."

"Do you agree with me? Why or why not?"

### *Classifying Subgroups*

"I believe this animal belongs to the \_\_\_\_\_ group because \_\_\_\_\_."

"What about its body parts? Does it match \_\_\_\_\_?"

"The subgroup might be \_\_\_\_\_ because \_\_\_\_\_."

# FLASHCARD CLASSIFICATION

## POLITE INTERACTION

"I see your point, but I think \_\_\_\_\_."

"Can you explain that again, please?"

"What do you think about \_\_\_\_\_?"

## GRAMMAR NOTES

Present Simple: "It has \_\_\_\_\_." / "It belongs to \_\_\_\_\_."

Modal Verbs: "It might be \_\_\_\_\_." / "It could be \_\_\_\_\_."

Comparatives: "This is smaller/larger than \_\_\_\_\_."

# FLASHCARD CLASSIFICATION

## SENTENCE STARTERS AND QUESTIONS

*Discussing Vertebrates/Invertebrates*

"I think this is a vertebrate/invertebrate because \_\_\_\_\_."

"It has \_\_\_\_\_, which is a feature of vertebrates/invertebrates."

"Do you agree with me? Why or why not?"

*Classifying Subgroups*

"I believe this animal belongs to the \_\_\_\_\_ group because \_\_\_\_\_."

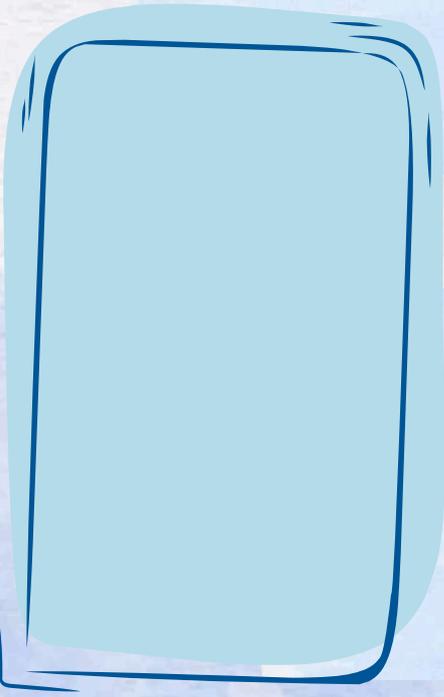
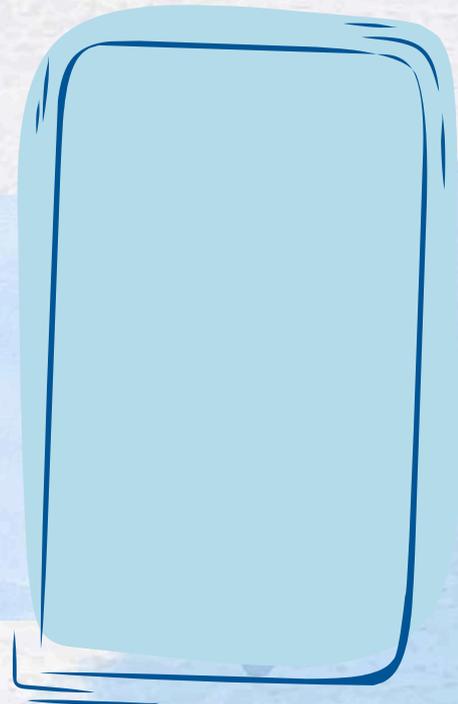
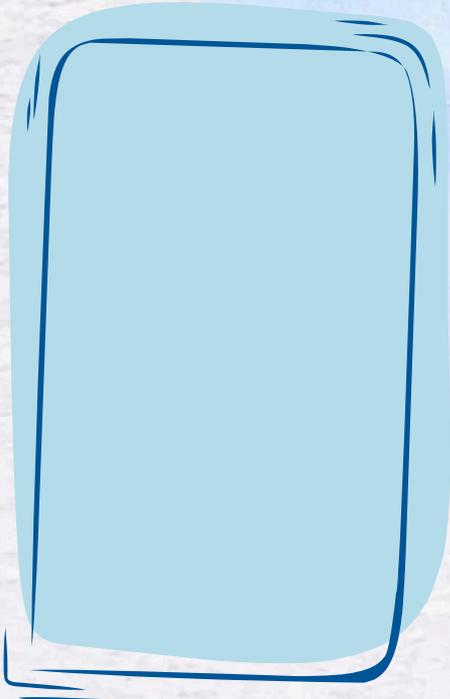
"What about its body parts? Does it match \_\_\_\_\_?"

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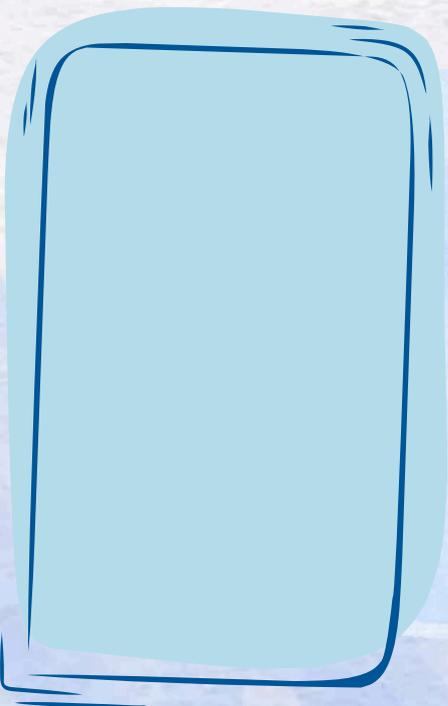
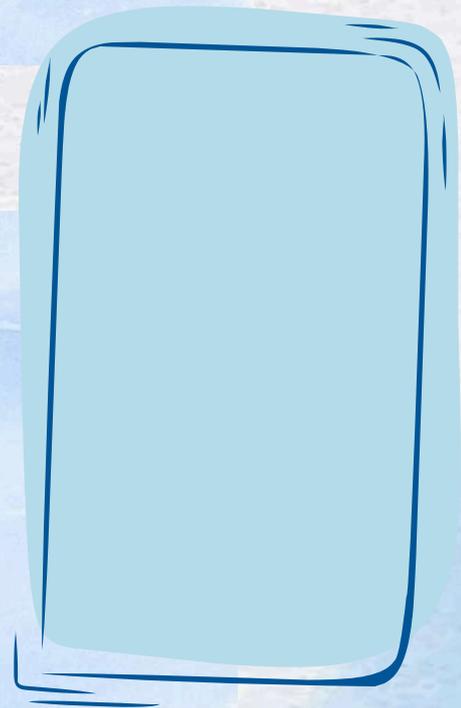
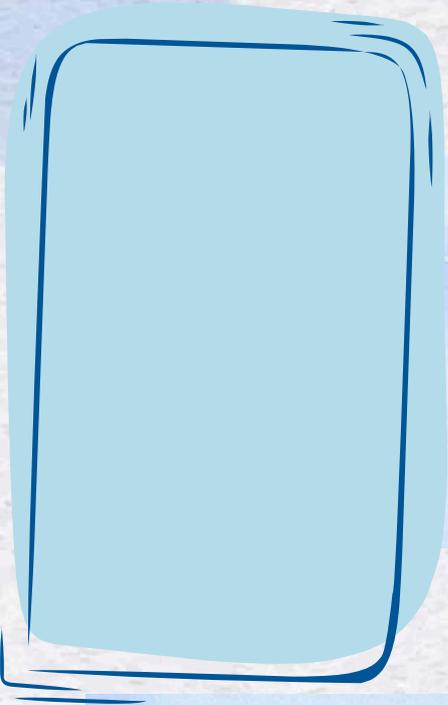
# ANIMAL CLASSIFICATION

## Instructions

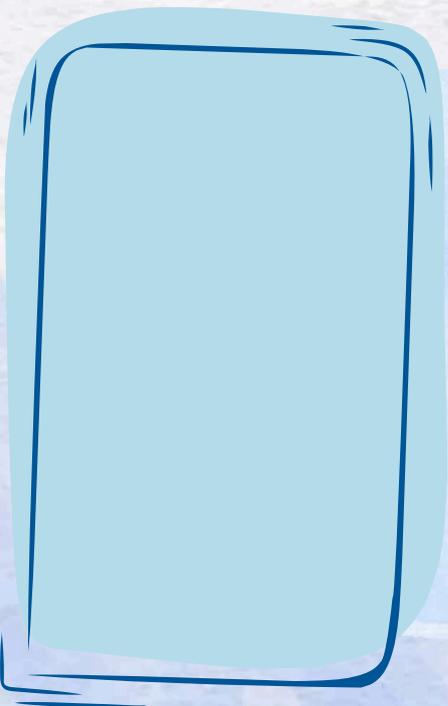
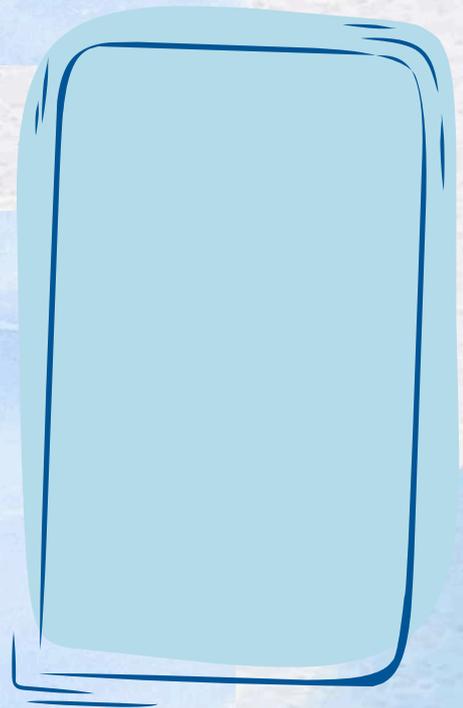
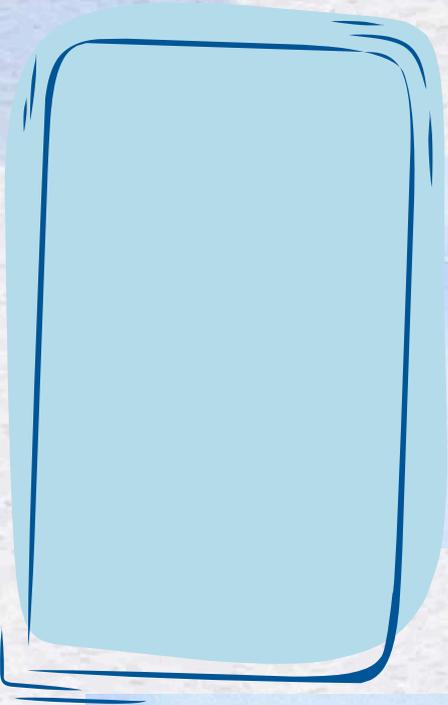
1. **Glue each flashcard in the space provided.**
2. **Complete the table with:**
  - **Vertebrate or Invertebrate:** Write your answer and the justification.
  - **Subgroup:** Identify the subgroup and justify your choice.



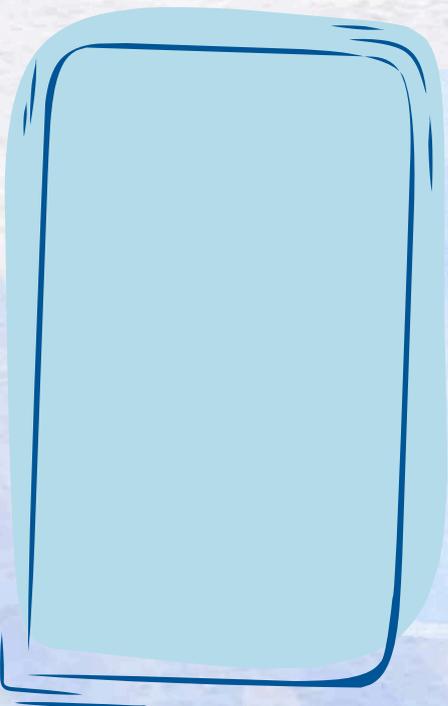
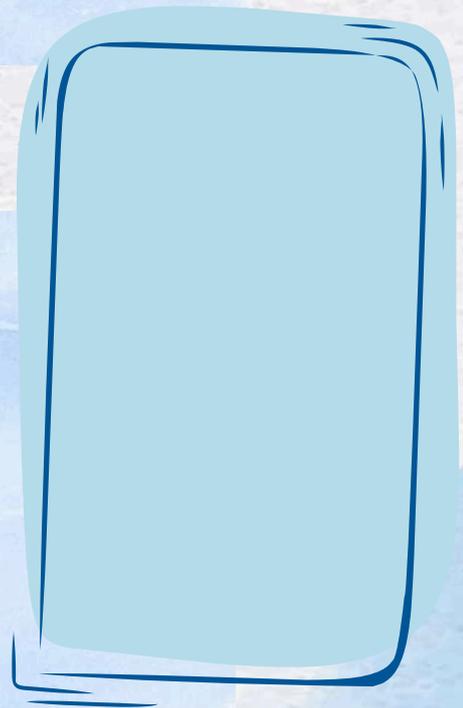
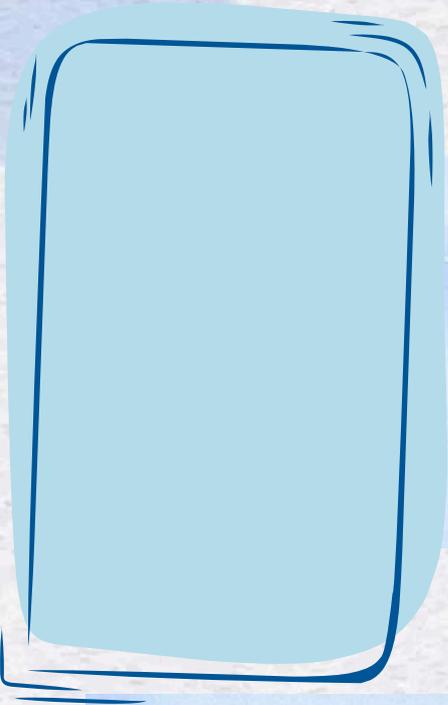
# ANIMAL CLASSIFICATION



# ANIMAL CLASSIFICATION



# ANIMAL CLASSIFICATION



# AWARENESS CAMPAIGN

## KEY VOCABULARY

- *Materials: poster, video, brochure, slogans, stickers, social media posts.*
- *Channels: school website, local newspaper, Instagram, flyers, community events.*
- *Assessment tools: survey, feedback form, social media engagement, post-campaign report.*

# AWARENESS CAMPAIGN

## USEFUL PHRASES

### *Starting the Discussion*

- "What ideas do we have for our campaign materials?"
- "How can we make our message clear and engaging?"
- "Which materials do you think will reach more people?"

### *Discussing Channels*

- "What is the best way to share this material?"
- "Do you think social media or printed materials will work better for our audience?"
- "Which channels are we more comfortable using?"

# AWARENESS CAMPAIGN

## USEFUL PHRASES

### *Planning Together*

"Let's divide the tasks so we can finish on time."

"Who will create the poster/video/etc.?"

"Can someone research the best way to distribute flyers or post on social media?"

### *Deciding Assessment Tools*

"How will we know if our campaign is successful?"

"Should we collect feedback from the audience? How?"

"How can we measure if people learned something from our campaign?"

### *Resolving Disagreements*

"I see your point, but what if we try combining both ideas?"

"Let's vote on the option we all like the most."

"Can we list pros and cons for each idea to decide?"

# LOGGERHEAD SEA TURTLE

REPORT

INTRODUCTION

LIFE CYCLE



# LOGGERHEAD SEA TURTLE

REPORT

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DIET AND NUTRITION

WORLD  
DISTRIBUTION

THREATS AND  
ENDANGERMENT



# LOGGERHEAD SEA TURTLE

REPORT

---

INTRODUCTION

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# The awareness campaign



It's been a month since the CRAM visit. The Greek exchange students are back to their homes and both the Catalan and Greek kids have been learning about animals at biology class.



They are still in contact and, during a video call, they have the following conversation:

Ioannis: Hi guys! How is everything going?

Pere: We are doing great! About to finish the second term and ready for Easter holidays! How about you?

Angeliki: It's the same for us. I'm so tired, I can't wait. I keep thinking about that little turtle we meet at the CRAM. Poor thing, she was really hurt.

Joana: We recently reached them by phone call and she's already healed and about to be released.

Mireia: I was very impressed as well, I didn't know about the hurdles they face. Something should be done. Nobody is really aware of their situation.



Josep: Why don't we do something? I know we are just students, but we might reach many people. Just think about teachers, other students, families... The information can multiply!

Ioannis: I think you are right, Josep. We can use social media to spread awareness as well!

Josep: We can create some slogans, for example, I'm just thinking aloud but... how does this sound: Turtles in danger.... Shell we save them?

Angeliki: Oh I love it!!! But, what else can we do?

Pere: We could learn first about awareness campaigns.

Mireia: About what?



**Joana: Yes, we talk about it in class. There's even a presentation about that.....**





# TURTLES in DANGER



# WHAT IS AN AWARENESS CAMPAIGN?

An awareness campaign is aims to educate and inform the public or a workforce about a particular issue, cause, product, or service.



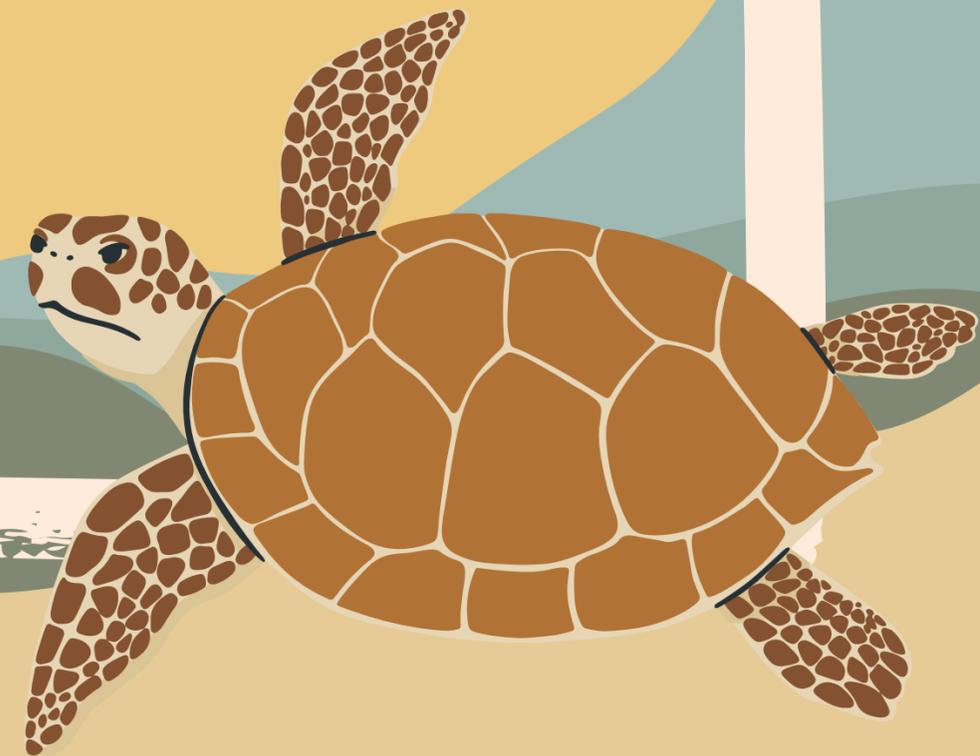
# PARTS OF AN AWARENESS CAMPAIGN



# SMART OBJECTIVES

**What do you want to achieve?**

**Specific, Measurable, Achievable,  
Relevant, and Time-Bound**



# KNOW YOUR AUDIENCE

To understand their behaviour and what motivates them.



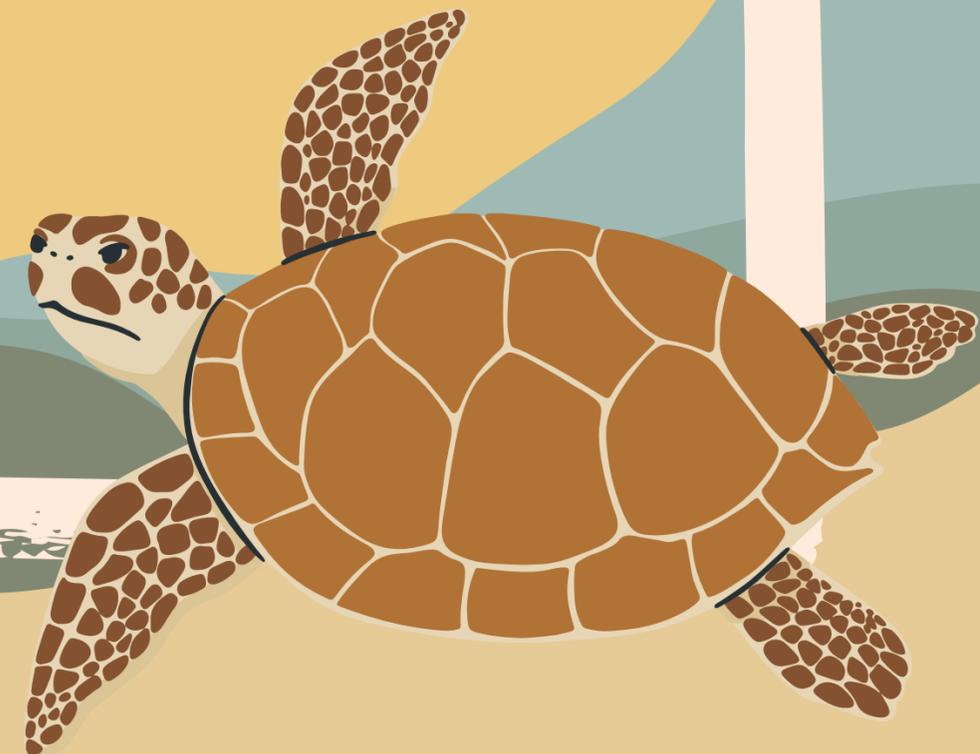
# MESSAGING

**Create a clear and captivating message.**



# TIMMING

**Make sure to follow a calendar  
which gives you time to plan  
your campaign.**



# CREATIVE DESIGN

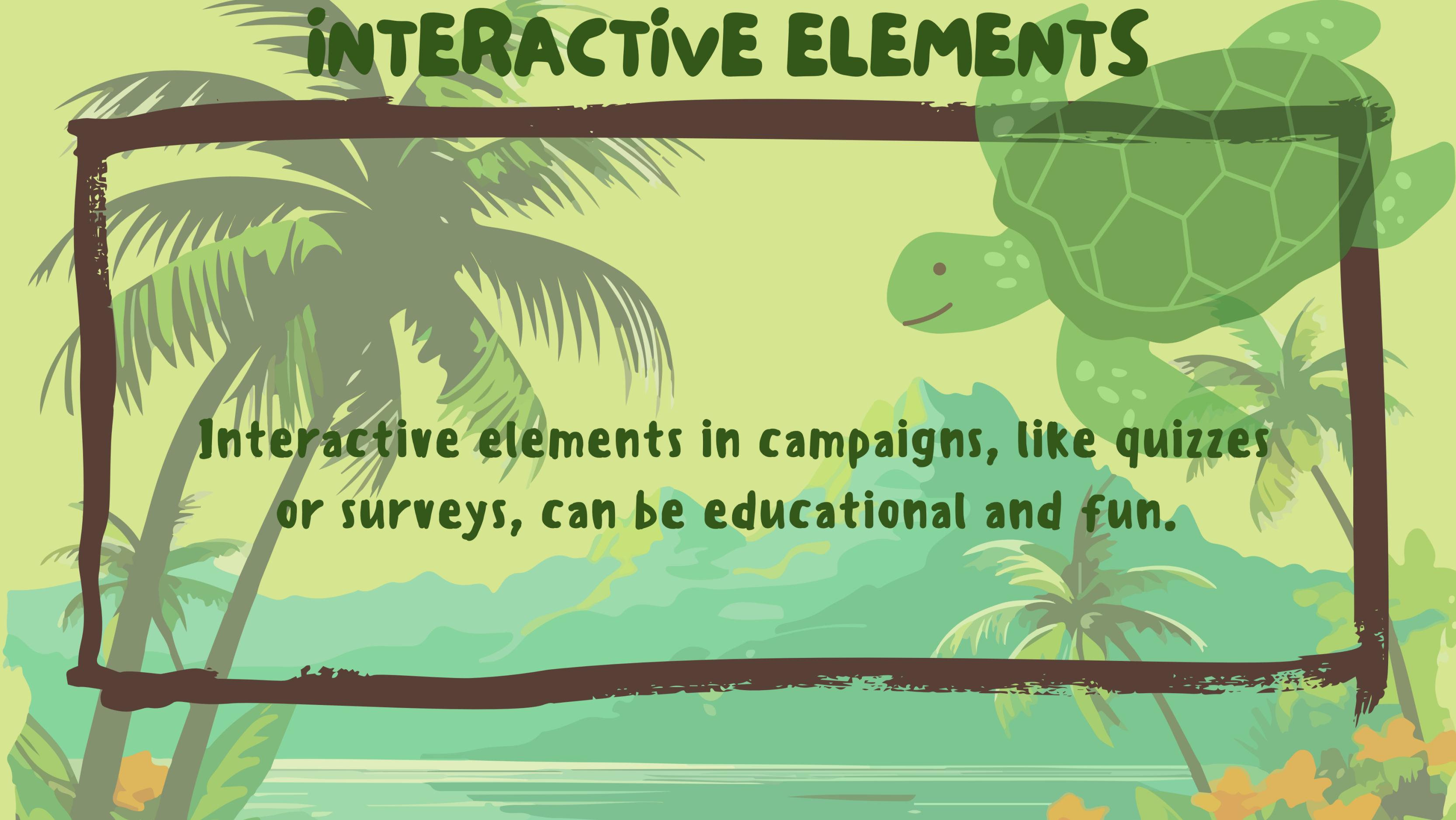


# USER-CENTERED DESIGN

A vibrant tropical illustration featuring palm trees, a large green turtle, and a wooden signpost. The scene is set against a backdrop of a tropical landscape with a body of water and distant hills. The signpost is made of dark brown wood and frames the central text.

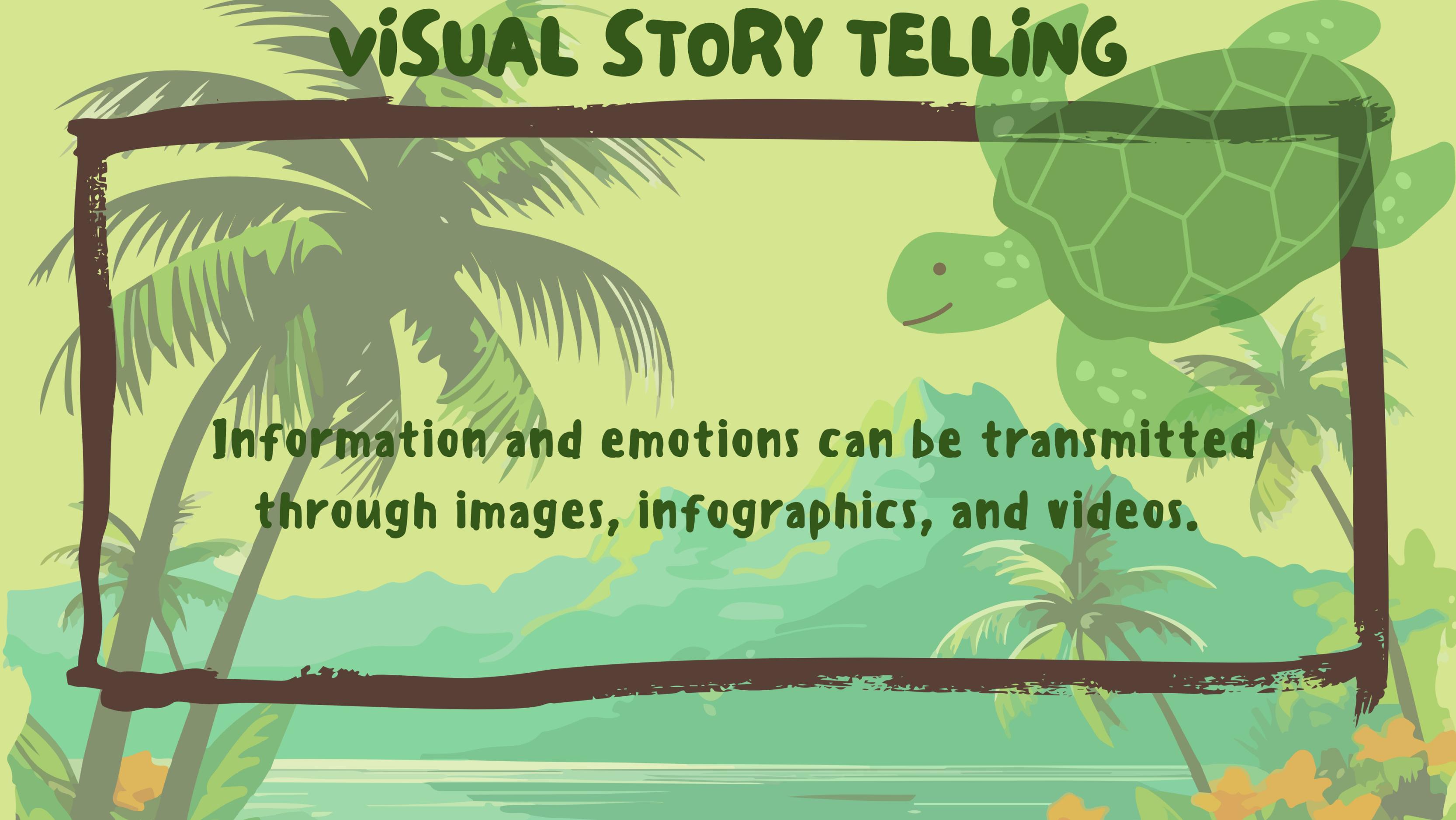
**Make sure that your awareness campaign materials are user-friendly and easy to understand.**

# INTERACTIVE ELEMENTS

A vibrant tropical illustration featuring a wooden signpost in the foreground. The background is filled with lush greenery, including several palm trees and a large, smiling green turtle. The scene is set against a bright, sunny sky with soft, rolling hills in the distance. The overall color palette is dominated by various shades of green and yellow, creating a warm and inviting atmosphere.

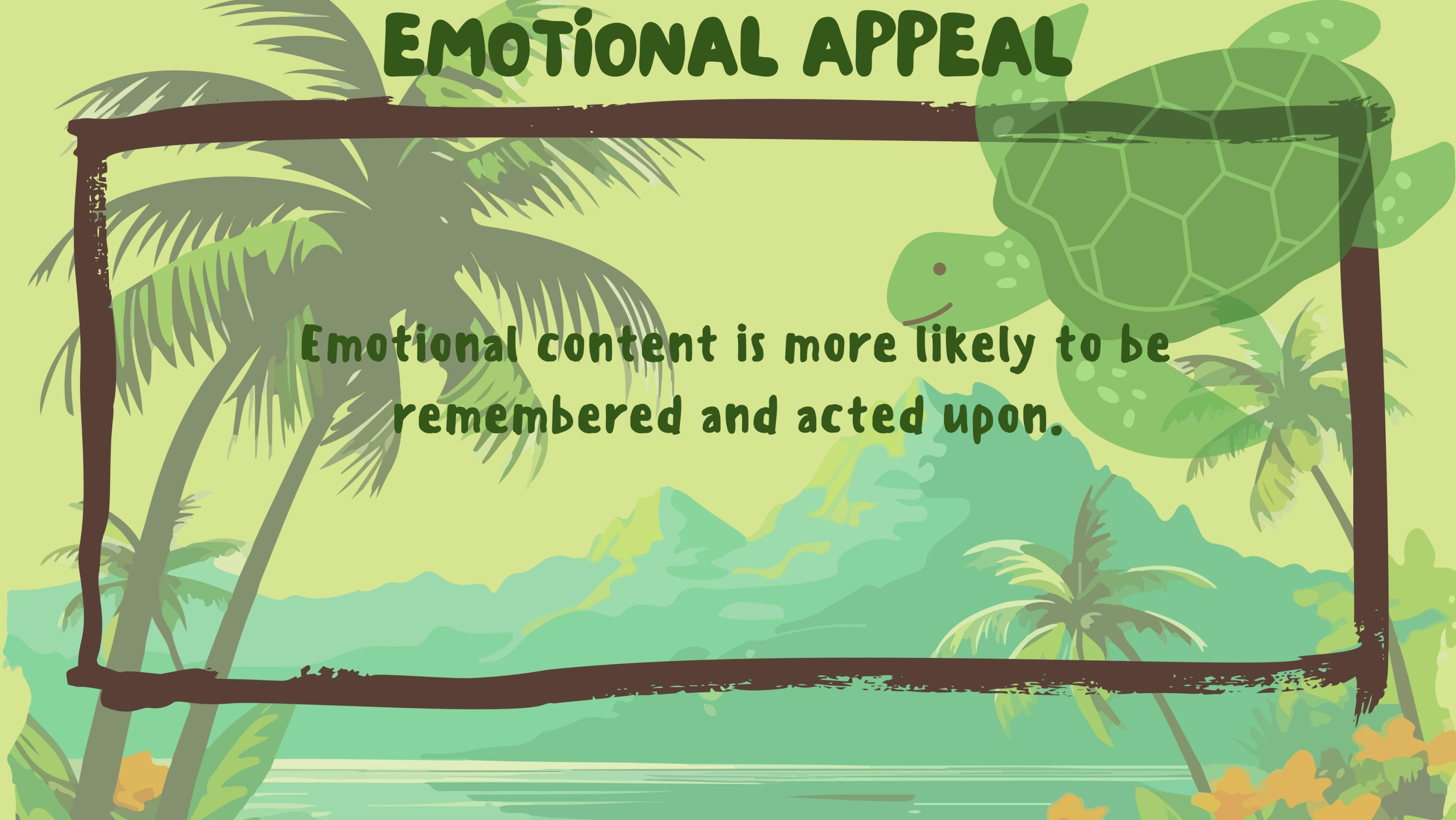
**Interactive elements in campaigns, like quizzes or surveys, can be educational and fun.**

# **VISUAL STORY TELLING**



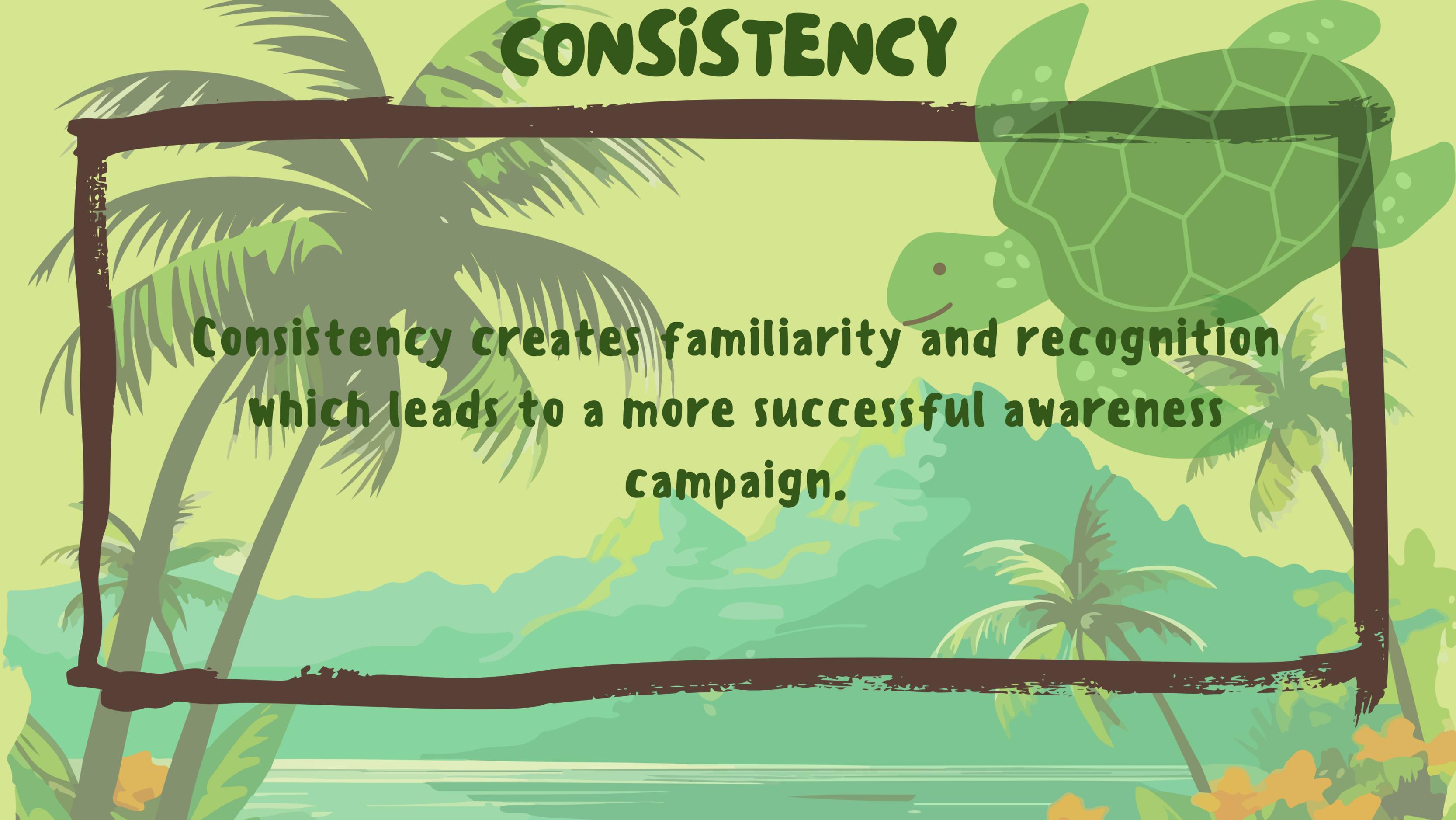
**Information and emotions can be transmitted through images, infographics, and videos.**

# EMOTIONAL APPEAL



**Emotional content is more likely to be remembered and acted upon.**

# CONSISTENCY

A vibrant tropical illustration featuring palm trees, a large green turtle, and a signpost. The signpost is a dark brown wooden frame with a horizontal bar across the top and bottom. The background is a mix of light green and yellow, with a blue body of water at the bottom. The text is centered within the signpost frame.

**Consistency creates familiarity and recognition  
which leads to a more successful awareness  
campaign.**

# MEASURING SUCCESS



## ANALYTICS TOOLS

Social media numbers

Google Analytics

## FEEDBACK ANALYSIS

Google forms

Surveys

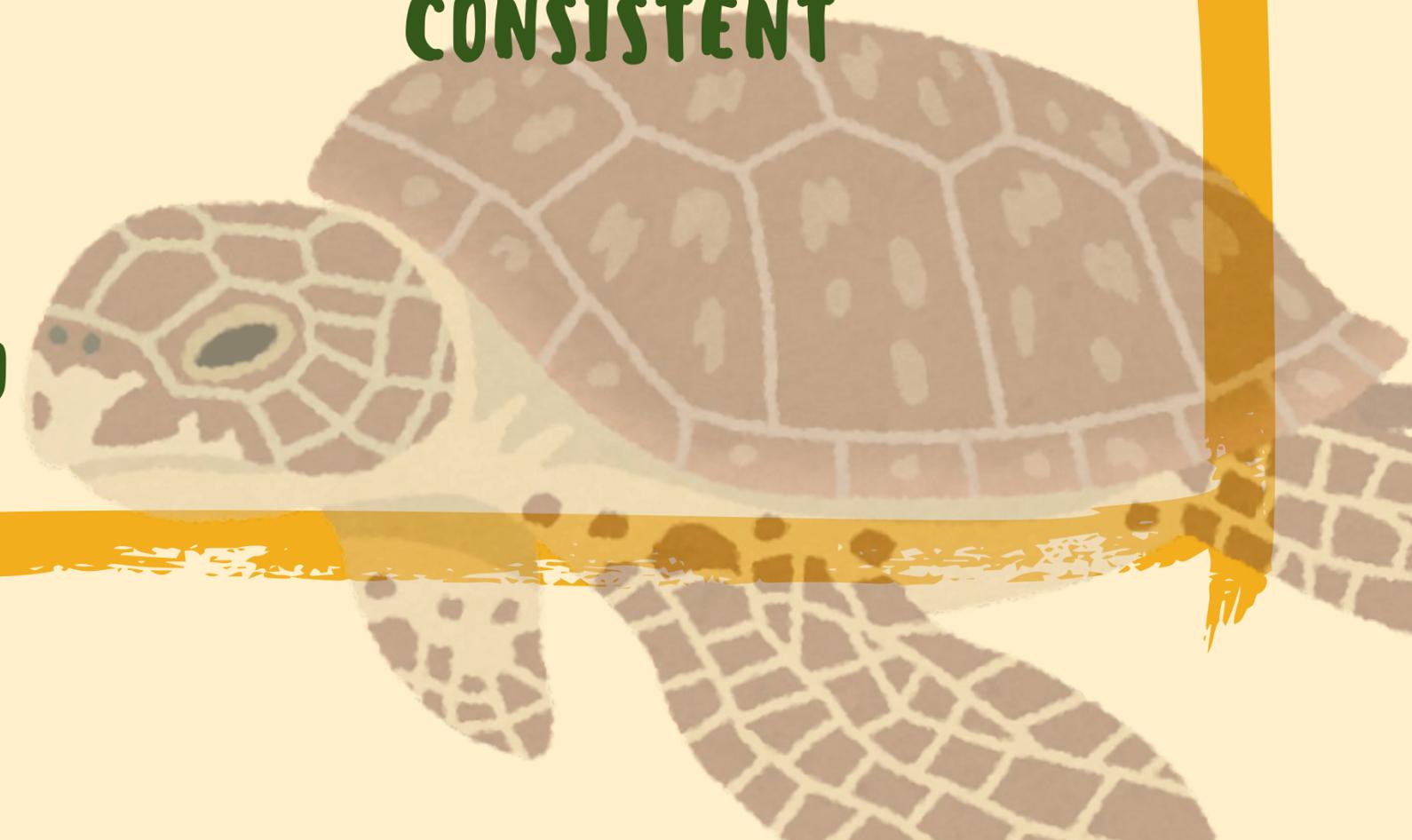
OTHERS.....

# FIRST...ORGANISATION

EACH COLLABORATIVE GROUP WILL....

- CREATE ONE MATERIAL TO SHARE.
- CHOOSE A CHANNEL TO SPREAD THE INFORMATION .
- DECIDE AND CREATE A MECHANISM TO ASSESS THE CAMPAIGN SUCCESS

IMPORTANT: WE HAVE TO  
DECIDE THE MATERIALS  
AND THE CHANNELS  
TOGETHER TO BE  
CONSISTENT





**LET'S MAKE A  
GREAT  
CAMPAIGN!!**