

**UNIT: INHALE, EXHALE, DO** (IED, based on B. BAPTISTE's *My Daddy is a Pretzel*)

**Level:**

**LESSONS:**

**Timing:**

### **PRIOR LEARNING**

Previous exposure to written (as well as oral) English. See each particular activity chart for further details.

### **LEARNING OBJECTIVES**

- To develop self-awareness.
  - To acquire a foundation for lifetime wellness by focusing on health and life skills (self-care and self-management).
- See each particular activity chart for further details.

### **ACTIVITIES: SECTIONS AND SUGGESTED SEQUENCE**

**Key:**

Jobs      Section

- ①      Activities **not** appearing in the Activity Book (to be inserted at different points of the development of the unit).
- ⊙      Activities in the Activity Book.

p.1      Corresponding page in the Activity Book and Answers to the Activity Book.

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#### 'Detachable' activities

- ① IED a: STORYTELLING
- ① IED b: YOGA POSES PRACTICE
- ① IED c: BE A RAINBOW
- ① IED d: THE FIVE SENSES

#### Jobs

- ① IED a: STORYTELLING
- ⊙ IED 1, p.1: OCCUPATIONS
- ⊙ IED 2, p.1: YOUR DREAM JOB

#### Yoga poses

- ① IED a: STORYTELLING
- ⊙ IED 3, p.2: YOGA POSES
- ⊙ IED 4, p.2: WORD CATEGORIES
- ① IED b: YOGA POSES PRACTICE [Introduction. To be decided: will it become a warming up / a closing routine? If yes, plan where else to insert it according to the parametres of your schemes of work.]
- ① IED a: STORYTELLING
- ⊙ IED 5, p.3: YOGA POSES BENEFITS
- ① IED c: BE A RAINBOW [Introduction. To be decided: will this activity or similar ones become a closing / a starting routine? If yes, plan where else to insert it according to the parametres of your schemes of work.]

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Growing up

- ⊙ IED 6, p.4: THE SAME OR THE OPPOSITE?
- ⊙ IED 7, p.5: STAGES OF CULTIVATING THE SOIL
- ⊙ IED 8, p.6: STAGES OF LIFE
- ⊙ IED 9, p.6: THE CIRCLE OF LIFE

Expressing yourself

- ⊙ IED 10, p.7: EXPRESS YOUR OPINIONS
- ⊙ IED 11, p.8: BODY
- ⊙ IED d: THE FIVE SENSES
- ⊙ IED 12, p.8: BODY LANGUAGE
- ⊙ IED 13, p.9: EMOTICONS
- ⊙ IED 14, p.9: CREATE EMOTICONS
- ⊙ IED 15, p.10: EMOTICONS AND PUNCTUATION
- ⊙ IED 16, p.10: RIDDLES
- ⊙ IED 17, p.11: *EMOTIONARY*
- ⊙ IED 18, p.12: INVENT A GAME

Cooperative thinking

- ⊙ IED 19, p.13: PARALLEL THINKING: THE SIX THINKING HATS GAPS
- ⊙ IED 20, p.14: PARALLEL THINKING: THE SIX THINKING HATS MATCHING ACTIVITY
- ⊙ IED 21, pp.15-16: PARALLEL THINKING: EXCERPTS FROM *HOW TO HAVE A BEAUTIFUL MIND*

And that's what it's all about

- ⊙ IED 22, pp.17-21: POEMS BY YOU ABOUT YOU

**MAIN LANGUAGE**

The name of each activity tends to be descriptive enough for a general idea. See each particular activity chart for further details.

**REQUIRED SPACES**

See each particular activity chart.

**TEACHING / LEARNING RESOURCES**

See each particular activity chart.

**OUTCOMES / EVIDENCE FOR ASSESSMENT**

- Attitude, behaviour
- Total Physical Response (TPR)
- Oral feedback
- Written feedback
- Matching up activities
- Iconographic responses: emoticons, sketches
- Drawings [/ other sorts of Art works involving other techniques]
- Board games
- Displays

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· Poems

**POINTS TO NOTE**

**Levels:** Initially, intended for Cicle mitjà and Cicle superior of primary education in the Spanish Education system (equivalent to Key Stage 2 in the UK Education system). Flexible, anyway. The two last sections tend to require more proficiency in English than the former ones. So they are probably even more easily applicable to secondary students.

**Groupings:** Individual work / Pair work / Small groups / Whole class

**Differentiations:** See each particular activity chart.

**Extensions:** See each particular activity chart.

**Variations:** See each particular activity chart.

**Opportunities:** See each particular activity chart.

**Links to other aspects of the curriculum:** Art, drama, Geometry, iconography, ICT, information processing skills, Language, Language games, Literature, PE, **PSHE**, reasoning skills, Science, Social Studies, storytelling

**Others:**

· Medical disclaimer: As advised in the “Yoga Pretzels” cards accompanying leaflet, the suggested poses are educational experiences and are not to be mistaken for long-term therapy or cure. Some people may find them too psychologically or physically challenging. It is recommended to consult a physician or trusted advisor if you have any doubt.

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ① IED a: STORYTELLING  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <ul style="list-style-type: none"> <li>· It will be helpful, though not essential, if children have already been introduced to some jobs, parts of the body and Total Physical Response (TPR), not to mention yoga, in English.</li> </ul>
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>· To feel motivated to learn about yoga and its benefits for the three aspects or dimensions of the human being: body, mind and spirit.</li> <li>· To learn the basic vocabulary for the development of the whole unit.</li> <li>· To take advantage of the illustrations of the book as an input aid.</li> </ul>
<p><b>DEVELOPMENT OF THE ACTIVITY</b></p> <ul style="list-style-type: none"> <li>· ① IED a: STORYTELLING: Tell the children the story <i>My Daddy is a Pretzel</i> as you show them the illustrations as a powerful visual aid to facilitate global comprehension.</li> <li>· You may need to retell the story several times during the unit if you choose to do all the activities that make it up.</li> </ul>
<p><b>MAIN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· Parental relationships: mummy, daddy, parents, stepfather.</li> <li>· Jobs.</li> <li>· Yoga poses and steps involved: body, movements, postures or <i>asanas</i>, breathing, etc. (See MAIN LANGUAGE in ① IED b: YOGA POSES PRACTICE).</li> <li>· References taken from the names of the poses: aeroplane, triangle, pretzel, tree, lion, dog, fish, plough, bridge.</li> <li>· Yoga benefits and attitudes favoured by yoga towards unavoidable contingencies inherent to life.</li> <li>· Sayings and proverbs: ‘practice makes perfect’, ‘you reap what you sow’.</li> </ul>
<p><b>REQUIRED SPACES</b></p> <p>Any room, preferably with a cosy storytelling corner.</p>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <p>The illustrated storybook <i>My daddy is a Pretzel</i>.</p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <p>Attitude, behaviour observed.</p>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Whole group  <b>Variation:</b> Since the story should be retold several times during the unit, focusing on different topics (jobs, benefits of the yoga poses, steps to put them into practice), you may decide to introduce it gradually. For instance, during the first session, read about relatives and their jobs only and skipping the text (not the illustrations) about the yoga poses benefits and how to practise them; during a second reading, skip the part to do with jobs and straight read what related to each posture and what it is good for; etc.  <b>Links to other aspects of the curriculum:</b> Storytelling, PSHE, PE, Social Studies.</p>

**LESSON/-S:**

**ACTIVITY:** ① IED b: YOGA POSES PRACTICE

**Level:**

**Timing:**

**PRIOR LEARNING**

· Safety first: to take account of the extreme importance of not forcing, not straining and of breathing as explained. They should stop immediately if something is being not only challenging but also painful!

**LEARNING OBJECTIVES**

· To have a (possibly) first contact with yoga practice and what it is about.  
 · To practise some or all of the yoga poses explained in *My Daddy is a Pretzel* and, perhaps, to experience its benefits or, at least, to manipulate a manikin (or any other sort of jointed toy representing the human body) pretending to be practising them.

**DEVELOPMENT OF THE ACTIVITY**

· Preteach some MAIN LANGUAGE involved demonstrating the corresponding ways of breathing / moving.  
 · ① IED b: YOGA POSES PRACTICE: Follow the steps as described in detail in *My Daddy is a Pretzel*.

**MAIN LANGUAGE**

· **Yoga poses:** aeroplane, triangle, pretzel, tree, lion, dog, fish, plough, bridge.  
 · **Breathing:** to inhale (= to breath in), to exhale (= to breath out)  
 · **Movements and absence of movement:** to stand straight, to lie on your back / flat on the floor, to sit up / on the floor, to lift / to raise your right / left foot (straight) up / your bottom, to sweep your arms up, to draw up your left leg, to lower your arms / your legs behind your head towards the floor, to place your hands on your hips, to bring your hands together / your right knee into your chest, to separate your legs at the knees, to jump your feet apart, to interlace your fingers, to stretch tall / out your arms / out your arms behind you / your right leg straight out behind you, to straighten your back, to uncurve, to arch back, to bend your right knee, to turn your right foot / your head to look up, to kneel on the floor / on your bottom, to twist to the left, to roll on the back of your shoulders, to slide back until your crown is resting on the floor / your heels beneath your knees, to push back on your heels / down into your heels, to pull your shoulder blades inwards, to press your right elbow against your left knee, to tilt your pelvis / your upper body from the waist over to the right, to reach your right ankle, to swing your upper body forwards, to use your hands to support your back, to lean back, to pull your shoulder blades close together, to tuck your right foot against your left hip / in your chin, to stick your tongue out, to roar, to hold the pose, to rest, to release / to come out of the pose, to repeat on the left side / the movement on the other side, to follow the same sequence, to reverse the movements.  
 · **Safety:** to make sure (that ...); if you can't (do sth.); if you cannot manage this, it is a good idea to (do sth. else instead).  
 · **Balance:** for your support, to give you more leverage.  
 · **Parts of the body:** head, arms, wings (birds), legs, hands, feet / foot, fingers, toes, shoulders, elbows, knees, back, bottom, upper body, chest, sides; **Very specific parts of the body:** crown, forearms, thigh, inner thigh, palms, heel, the centre of your foot, thumb, the back of your shoulders, shoulder blades, spine, the base of the spine, hips, pelvis, heart.  
 · **How? / What for?:** **straight, tall, flat, together, carefully / slowly, with** your head on the floor / **knees** bent / your **arms** stretched out in front of you / your **bottom** on your heels / the **toes** pointing forwards / your **feet** below your hips, **hip-width apart, palms** up / down, **toes** pointed, **so that** you make a triangle / its heel points to the centre of

**LESSON/-S:**

**ACTIVITY:** ① IED b: YOGA POSES PRACTICE

**Level:**

**Timing:**

your left foot / your thigh is **parallel** to the floor, **to** come out of / release the pose / support your back, **like** wings, **rolling** on to the back of your shoulders / **using** your hands / **resting** on the floor / **tucking** your right foot **against** your left hip / **turning** your head to look behind you / **following** the same sequence.

· **Where at?:** **at** your heart centre / the knees / the base of the spine, **on** your hips / the floor, **above** your head, **below** your hips, **in front of** you, **behind** you, **about** a foot behind you.

· **Where to?:** **to** the floor / your inner thigh / your sides / the left, **up, down, back, in, into** your heels, **towards** the floor, **forwards, inwards, apart, out, beneath** your knees

· **When?:** **When** you are ready, **as** you exhale, **before** you sit up, at the same time, now.

· **How long?:** **for** as long as you can / as you are comfortable / a while, **until** your forearms are on the floor / you are lying flat on the floor.

**REQUIRED SPACES**

Gym / Any clear / cleared away classroom (apart from availability, judge for yourself, if you have the chance, what it is more convenient according to the way you are intending to allocate this sort of practices).

**TEACHING / LEARNING RESOURCES**

· L1 (own language or main teaching language) when necessary to avoid risk.

· The illustrated steps to do the poses in the storybook *My daddy is a Pretzel / Yoga Pretzels* card deck + “Yogi tips” leaflet [ / Bendo /manikin]. See: Barefoot Books.

<http://www.barefoot-books.com/us/site/pages/productone.php?pid=1435>

· Yoga mats and / or towels.

· Sticky sole socks and comfortable (= ‘comfy’) clothes that move with you and don’t dig in when you bend or stretch.

**OUTCOMES / EVIDENCE FOR ASSESSMENT**

· Attitude, behaviour observed.

· Breathing and physical postures observed.

**POINTS TO NOTE**

**Grouping:** Whole group

**Differentiation:** See PRIOR LEARNING.

**Variations:** According to the characteristics of the space and resources available and / or your personal teaching style, you may decide to try the standing poses only, or even to renounce to practise them if you don’t feel confident enough, but use a manikin (e.g. Mr. Pretzel bendo) instead to show or ask children to demonstrate the others what they can understand the postures are like.

**Links to other aspects of the curriculum:** PE, PSHE

**Others:**

· See PRIOR LEARNING, Safety first. Insist on how important it is to breath in or out as they move sensibly and accurately. Ask them not to force or struggle. It isn’t a competition at all. If someone feels pain he / she should stop immediately and ask for advice. You can also teach them the proverb: ‘Better safe than sorry’

· Activity to be allocated into several sessions. You can consider either to practise one or two poses per session as a starting / closing routine and include other items in the same lesson or to design a programme devoted to this single subject.

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ① IED c: BE A RAINBOW  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <p>The colours of the rainbow.</p>
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>· To focus on relaxation and breathing (i.e. to “take a quiet moment to actively relax”).</li> <li>· Perhaps, to experience visualizations and other sorts of sensory [and / or extrasensory] experiences [, too].</li> </ul>
<p><b>DEVELOPMENT OF THE ACTIVITY</b></p> <ul style="list-style-type: none"> <li>· Preteach MAIN LANGUAGE involved.</li> <li>· Follow the explanations in the annexe file &lt;Pretzel2.pdf&gt; / sheet “Practise your Pretzels” where you can read the procedure to put the activity ① IED c: BE A RAINBOW into practice.</li> </ul>
<p><b>MAIN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· Breathing: to focus on breathing, to take deep breaths in through the nose / out of the mouth, to sigh (ahhh!)</li> <li>· Natural phenomena: a storm, the rainbow</li> <li>· Landscape: a beautiful path, a clearing storm</li> <li>· Qualities, sensations, emotions, feelings: strong, safe, happy → happiness, playful, proud, confident, kind, caring, honest, truthful, clever, creative, understanding, to be connected to life, warmth, to soak up the warmth of the rainbow, quiet, to melt into the floor, to focus on relaxing, to relax</li> <li>[· War vs. peace]</li> <li>[· Idiom: black and white (not white and black!).]</li> </ul>
<p><b>REQUIRED SPACES</b></p> <ul style="list-style-type: none"> <li>· Gym / Any clear / cleared away classroom (apart from availability, judge you yourself, if you have the chance, what it is more convenient according to the way you are intending to allocate this sort of practices).</li> <li>[· A computer room or any where a suitable projection system is available.]</li> </ul>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <ul style="list-style-type: none"> <li>· Print out of Barefoot Books. “Practice your pretzels”. <a href="http://www.barefoot-books.com/cms_files/Pretzel2.pdf">http://www.barefoot-books.com/cms_files/Pretzel2.pdf</a> / See &lt;Pretzel2.pdf&gt;</li> <li>· Yoga mats and / or towels.</li> <li>· Sticky sole socks and comfortable (= ‘comfy’) clothes that move with you and don’t dig in when you bend or stretch.</li> <li>[· Relaxing / soft music and a CD or any other sort of suitable player.]</li> <li>[· ARMSTRONG, Louis. “What a Wonderful World” [song] /e.g. At: <a href="http://www.amazon.com/20th-Century-Masters-Millennium-Collection/dp/B0000018LE/sr=1-2/qid=1164655107/ref=sr_1_2/105-5377293-7588447?ie=UTF8&amp;s=music">http://www.amazon.com/20th-Century-Masters-Millennium-Collection/dp/B0000018LE/sr=1-2/qid=1164655107/ref=sr_1_2/105-5377293-7588447?ie=UTF8&amp;s=music</a> 20th Century Masters: <i>The Best Of Louis Armstrong</i>. (Millennium Collection) [ORIGINAL RECORDING REMASTERED.]</li> <li>[· YouTube. <a href="http://www.youtube.com/watch?v=CWGTzutT23c">http://www.youtube.com/watch?v=CWGTzutT23c</a> [video] ]</li> <li>[· The Lyrics Library. <a href="http://www.mathematik.uni-ulm.de/paul/lyrics/louisa~1/whataw~1.html">http://www.mathematik.uni-ulm.de/paul/lyrics/louisa~1/whataw~1.html</a> [lyrics] ]</li> <li>[· ELVIN, Chris. <a href="http://www.efclub.com/2songs/wonderfulworld/wonderfulworld1.htm">http://www.efclub.com/2songs/wonderfulworld/wonderfulworld1.htm</a> [gap filling activity online].]</li> </ul>

**LESSON/-S:**

**ACTIVITY:** ① IED c: BE A RAINBOW

**Level:**

**Timing:**

**OUTCOMES / EVIDENCE FOR ASSESSMENT**

- Attitude and behaviour.
- Oral feedback about the grade of relaxation achieved or not.
- Did they experience any other sort of sensations?

**POINTS TO NOTE**

**Grouping:** Whole group

**Extension:** Listen to the song “What a Wonderful World” by Louis Armstrong. Write down, or tick against a list, the mentioned colours. Try to remember as many mentioned things as possible which are usually each colour. See more activities and resources at TEACHING / LEARNING RESOURCES. If you are playing the video, point out that the images in black and white (not white and black!) show the real Louis Armstrong (nicknamed Satchmo) singing with his orchestra and that the images in full colour belong to the long war that the USA held against Vietnam between 1956-1975, which brings to a contrast (a paradox) between the lyrics of the song and what we are watching. That can lead to debate about the associated thoughts and feelings that war arouses among them.

**Links to other aspects of the curriculum:** PE, PSHE, Science

**Others:**

- Using relaxing music / “What a Wonderful World” or other pieces of soft music as a background throughout the development of the most of the activities in this unit, even if not considered as an essential element, can contribute in a good measure to create a positive, soothing atmosphere to enhance the achievement of the considered learning objectives. Why not try and see what happens?
- Activity with strong links to the preceding one (① IED b: YOGA POSES PRACTICE). It can be seen either as a warming up or a cooling down activity.

**LESSON/-S:**

**ACTIVITY:** ① IED d: THE FIVE SENSES

**Level:**

**Timing:**

**PRIOR LEARNING**

The parts of the body corresponding to the sensory organs (=sense organs) and some actions you can do with them.

**LEARNING OBJECTIVES**

- To learn some vocabulary on the five senses.
- To tell the difference between the meaning of the five senses and the sixth sense.
- To experience different sensations with them and learn to describe them.

**DEVELOPMENT OF THE ACTIVITY**

- Project any of the ppt files or any other sort of visual resources connected to the topic ① IED d: THE FIVE SENSES at: XTEC. Cercador de Llicències. <http://phobos.xtec.es/sgfprp/entrada.php>
- Organised in small groups, provide children with boxes / other containers (plastic cups, trays, etc.) with samples of realia for everybody to experience different sensations and help to describe them by asking closed questions first and open ones later on.



**LESSON/-S:**

**ACTIVITY:** ① IED d: THE FIVE SENSES

**Level:**

**Timing:**

**MAIN LANGUAGE**

- Parts of the different sense organs and how perception works [particularly, hearing, if you have to choose only one and you are intending to use other units belonging to Multidisciplinary Workshops].
- Sight: eyes, to see / look, etc.
- Hearing: ears, to hear / listen, etc.
- Smell: nose, to smell, to smell (nice) / to stink, etc.
- Taste: tongue, to taste, sweet, salty, bitter, sour, insipid (= tasteless), etc.
- Touch: skin, to touch, to feel, soft, hard, rough, spiky, cold, heat, etc.
- Questions: Is it *soft* or *hard*? / What does it *taste* / *feel* like?, etc.
- The sixth sense.

**REQUIRED SPACES**

A classroom where a projection system, preferably connected to a PC, is available.

**TEACHING / LEARNING RESOURCES**

- A projection system, preferably connected to a PC.
- Visual resources such as .ppt files linked to CLIL: Science / Art: Senses, Materials, Colours, etc. at: XTEC. Cercador de llicències.  
<http://phobos.xtec.es/sgfprp/entrada.php>
- Boxes / other containers (plastic cups, trays, etc.) with samples of realia for experiencing different sensations through different senses.
- [· A sheet of paper per child
- A writing instrument]

**OUTCOMES / EVIDENCE FOR ASSESSMENT**

- Oral feedback.
- [· Written evidence.]

**POINTS TO NOTE**

**Grouping:** Whole group and small groups. [/ Pair work.]

**Extention:** I learnt this activity in a workshop run by Mario RINVOLUCRI within a Pilgrim's summer course at the University of Kent at Canterbury in 2004: Give children a sheet of paper and ask them to make a grid with five columns (one for each sense) and two rows (a narrow one for the headings and an open one so that comparatively long lists fit in). Dictate some words rich in connotations (such as *sea*, *chocolate*, *Teddy-bear*, *rain*...) to do with the senses and ask them to write each word under the main sense they instantly connect it with (or copy the words, if you are also writing them on the board for help). Next, ask them to sit in pairs and compare where each one wrote each word.

The activity could still be extended by organising a class survey and it can be good feedback for the teacher to know the prevailing learning styles in the classroom.

**Links to other aspects of the curriculum:** Science, Language

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 1, p.1: OCCUPATIONS  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <ul style="list-style-type: none"> <li>· Activity ☉ IED a: STORYTELLING.</li> <li>· It will be helpful, though not essential, if children have already been introduced to some jobs in English.</li> </ul>
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>· To review and acquire vocabulary and knowledge about jobs.</li> <li>· To develop listening and reading comprehension with the help of multimedia resources.</li> <li>· To express preferences.</li> </ul>
<p><b>DEVELOPMENT OF THE ACTIVITY</b></p> <p>Explain and ask to follow the instructions in ☉ IED 1, p.1: OCCUPATIONS</p>
<p><b>MAIN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· Jobs (= occupations, professions): artist, astronaut, astronomer, athlete / ace, baker, clown, doctor (= doc), explorer, firefighter, inventor, librarian, musician, meteorologist, nurse, paleontologist, police, president, teacher, veterinarian (= vet), zoologist, portrait painter, hairdresser, valet, servant, taylor, shoemaker, comedian, etc.</li> <li>· I'd like to be ...</li> </ul>
<p><b>REQUIRED SPACES</b></p> <p>Computer room.</p>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <ul style="list-style-type: none"> <li>· The illustrated storybook <i>My daddy is a Pretzel</i>.</li> <li>· IED ACTIVITY BOOK in paper [and available in electronic form to avoid having to keep on writing all the Internet addresses required to do the activities].</li> <li>· Next activity (☉ IED 2, p.1: YOUR DREAM JOB).</li> <li>· One PC connected to the Internet and earphones per child.</li> <li>· Web sites: <ul style="list-style-type: none"> <li><a href="http://www.bbc.co.uk/schools/digger/7_9entry/careers/liketobe.shtml">http://www.bbc.co.uk/schools/digger/7_9entry/careers/liketobe.shtml</a></li> <li><a href="http://www.enchantedlearning.com/classroom/quiz/occupations.shtml">http://www.enchantedlearning.com/classroom/quiz/occupations.shtml</a></li> <li><a href="http://www.metmuseum.org/explore/gilbert_stuart/what.html">http://www.metmuseum.org/explore/gilbert_stuart/what.html</a></li> </ul> </li> <li>· A writing instrument: pencil / pen / etc [, a pencil sharpener and a rubber].</li> <li>· A white board / blackboard, board markers / chalk and a duster.</li> <li>· ANSWERS TO IED ACTIVITY BOOK in paper / in electronic form [whenever it is possible to avoid paper waste].</li> </ul>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>· Written answers [and differentiated self-corrections].</li> <li>· Oral feedback obtained at any moment during the development of the activity.</li> <li>· Attitude, behaviour observed.</li> </ul>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Individual</p> <p><b>Differentiation:</b> Make the children explore the web sites suggested, anyway, even if some of the questions are too difficult to be answered by some of them. Let them know</p>

**LESSON/-S:**

**ACTIVITY:** ☉ IED 1, p.1: OCCUPATIONS

**Level:**

**Timing:**

that detailed comprehension is not the aim, but having fun while, hopefully, reviewing and –that’s for sure— learning something new.

**Links to other aspects of the curriculum:** Storytelling, Social Studies, ICT, information processing skills.

**LESSON/-S:**

**ACTIVITY:** ☉ IED 2, p.1: YOUR DREAM JOB

**Level:**

**Timing:**

**PRIOR LEARNING**

It is convenient, though not essential, that children ...:

- ... already know the story *My daddy is a Pretzel*
- ... and have visited

[http://www.bbc.co.uk/schools/digger/7\\_9entry/careers/liketobe.shtml](http://www.bbc.co.uk/schools/digger/7_9entry/careers/liketobe.shtml) while developing the previous activity (☉ IED 1, p.1: OCCUPATIONS).

**LEARNING OBJECTIVES**

- To express themselves (their own likes, expectations, etc.) through drawing.
- To anchor the structure ‘When I grow up, I’d like to be ...’ for expressing previously considered preferences.

**DEVELOPMENT OF THE ACTIVITY**

Explain and ask to follow the instructions in ☉ IED 2, p.1: YOUR DREAM JOB

**MAIN LANGUAGE**

- More jobs: a / an / the pilot, astronaut, builder, farmer, gardener, clown, doctor, veterinarian, architect, marine biologist, reporter, journalist, photographer, teacher, yoga teacher, baker, artist, sportsman / sportswoman, researcher, firefighter, librarian, meteorologist, paleontologist, policeman / policewoman, politician, president of ..., zoologist, tour leader, shop manager, dentist, pop star, hairdresser, private investigator, or any other job on children’s request.
- When I grow up, I’d like to be ...

**REQUIRED SPACES**

- Any classroom provided with desks and chairs or stools [preferably, an Art classroom with a water source at hand, particularly if you are intending to apply messy Art techniques].

**TEACHING / LEARNING RESOURCES**

- The illustrated storybook *My daddy is a Pretzel*.
- IED ACTIVITY BOOK in paper.
- Drawing [paper and other Art] supplies.
- A white board / blackboard, board markers / chalk and a duster.
- [· A bilingual dictionary per child.]
- ANSWERS TO IED ACTIVITY BOOK in paper / on a white board / blackboard.

**OUTCOMES / EVIDENCE FOR ASSESSMENT**

- Picture of every child’s dream job with its corresponding caption.
- Oral feedback obtained while the children are working on their pictures and the

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 2, p.1: YOUR DREAM JOB  <b>Level:</b>  <b>Timing:</b></p>
<p>teacher is walking around.          · Attitude, behaviour observed.</p>
<p><b>POINTS TO NOTE</b>  <b>Grouping:</b> Individual  <b>Differentiation:</b> The teacher could suggest the children to express themselves (their own likes, expectations, etc.) through any concrete Art technique you as a teacher / children may prefer, as long as they have access to what they need.  <b>Opportunities:</b> Opportunity to search for and put into practice some of the teaching ideas related to teaching Art in English published at: XTEC. Cercador de llicències. <a href="http://phobos.xtec.es/sgfgrp/entrada.php">http://phobos.xtec.es/sgfgrp/entrada.php</a>  <b>Links to other aspects of the curriculum:</b> PSHE, Art  <b>Others:</b> It is important to leave the list of dream jobs open to any child's sorts of expectations so that their teacher can obtain really valuable feedback.</p>
<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 3, p.2: YOGA POSES  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b>  <i>My daddy is a Pretzel</i> should have already been told to the children by simultaneously showing the accompanying illustrations / Children should have a good basis on yoga poses.</p>
<p><b>LEARNING OBJECTIVES</b>          · To anchor specific vocabulary used for naming basic yoga postures (= <i>asanas</i>) in association with its usual meaning in everyday life.          · To find [and, possibly, start trying to remember] the similarities between the introduced <i>asanas</i> and their references from reality.</p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b>          · Explain and ask to follow the instructions in ☉ IED 3, p.2: YOGA POSES</p>
<p><b>MAIN LANGUAGE</b>          · Yoga: Yoga poses (= postures, = positions)          · Vocabulary that gives name to those nine basic yoga postures: aeroplane, triangle, pretzel, tree, lion, dog, fish, plough, bridge [and, possibly, though not necessarily, the names of the corresponding <i>asanas</i>.]</p>
<p><b>REQUIRED SPACES</b>          Any provided with desks and chairs.</p>
<p><b>TEACHING / LEARNING RESOURCES</b>          [-The illustrated storybook <i>My daddy is a Pretzel</i> for review.]          [- Mr Pretzel [yoga bendo]]          · IED ACTIVITY BOOK in paper.          · A writing instrument: pencil / pen / etc. [and a ruler, a pencil sharpener and a rubber].          · A white board / blackboard, board markers / chalk and a duster.          · ANSWERS TO IED ACTIVITY BOOK in paper / on a white board / blackboard.</p>

**LESSON/-S:**

**ACTIVITY:** ☉ IED 3, p.2: YOGA POSES

**Level:**

**Timing:**

**OUTCOMES / EVIDENCE FOR ASSESSMENT**

- Level of accuracy of the task divided into two categories of matching pairs: word-picture corresponding to real reference / picture corresponding to real reference - picture corresponding to *asana*. [Did they understand what to do and did they do it thoroughly right or did they need to correct themselves / complete anything with the help of the key answers?].
- Oral feedback obtained at any moment during the development of the activity.
- Attitude, behaviour observed.

**POINTS TO NOTE**

**Grouping:** Individual

**Variation:** If you are intending to make them check this activity quickly and collectively, you can ask them to number the pictures in the middle column and to give a letter following the alphabetical order to each picture in the column on the right.

In that case:

AEROPLANE 2-a TRIANGLE 1-b PRETZEL 4-c TREE 6-g LION 7-f  
DOG 3-h FISH 5-d PLOUGH 9-i BRIDGE 8 -e

**Links to other aspects of the curriculum:** PSHE

**LESSON/-S:**

**ACTIVITY:** ☉ IED 4, p.2: WORD CATEGORIES

**Level:**

**Timing:**

**PRIOR LEARNING**

- It would be useful that children had already heard about some of the categories appearing in this activity.
- This activity makes sense linked to the preceding one (☉ IED 3, p.2: YOGA POSES).

**LEARNING OBJECTIVES**

- To classify terms into wider categories (i.e., = to generalize)
- To realize that, sometimes, a certain word may belong to more than one category.

**DEVELOPMENT OF THE ACTIVITY**

Explain and ask to follow the instructions in ☉ IED 4, p.2: WORD CATEGORIES

**MAIN LANGUAGE**

- Recycled vocabulary that gives name to the nine basic yoga poses introduced. See previous activity (☉ IED 3, p.2: YOGA POSES).
- The eight categories involved in the development of this activity: animals, food, transport, shapes, musical instruments, farming equipment, built structures and plants.

**REQUIRED SPACES**

Any provided with desks and chairs, a white board / a blackboard.

**TEACHING / LEARNING RESOURCES**

- IED ACTIVITY BOOK in paper.
- A writing instrument: pencil / pen / etc [a pencil sharpener and a rubber].
- [· A bilingual dictionary per child / per pair]

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 4, p.2: WORD CATEGORIES  <b>Level:</b>  <b>Timing:</b></p>
<p>· ANSWERS TO IED ACTIVITY BOOK in paper.</p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <p>· Written answers [and differentiated self-corrections].          · Oral feedback obtained at any moment during the development of the activity.          · Attitude, behaviour observed.</p>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Individual  <b>Differentiation:</b> Pair work  <b>Links to other aspects of the curriculum:</b> Language</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 5, p.3: BENEFITS OF THE YOGA POSES  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <p><i>My daddy is a Pretzel</i> (☉ IED a: STORYTELLING) should have already been told to the children by simultaneously showing its illustrations and / or, at least, the previous activity ☉ IED 3, p.2: YOGA POSES should have already been done.</p>
<p><b>LEARNING OBJECTIVES</b></p> <p>· To have a little deeper comprehension –though still general-- than the idea grasped from the first <i>My daddy is a Pretzel</i> storytelling session about the real meaning of the introduced <i>asanas</i>.          · To add philosophical meaning to the physical experience of practicing some yoga positions.          · To anchor the vocabulary learnt in the previous activity ☉ IED 3, p.2: YOGA POSES.          · To realize and take advantage of the aid that the inclusion of the corresponding <i>asanas</i> represents to do the matching task successfully ins spite of the demanding standard of reading comprehension.          · To feel forced to read through the benefits of the yoga poses in order to find the pertinent words to fill in the gap in the text and the requested synonym at the end.          · To take an interest in avoiding just the mechanical performance of the matching activity leaving it empty of meaning.          · To be introduced to multiculturality hints by means of linguistic items that may lead to certain linguistic inferences (e.g. from Sanskrit –<i>asana</i> → = English ‘pose’, ‘posture’, ‘position’) that may help develop linguistic intelligence.</p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b></p> <p>· Practise one or more poses included in ☉ IED b: YOGA POSES PRACTICE. If feasible, doing it as a warming up activity could become a routine.          · Explain and ask to follow the instructions in ☉ IED 5, p.3: BENEFITS OF THE YOGA POSES.          [· ☉ Practise the activity IED c: BE A RAINBOW. If feasible, doing this activity or similar ones stimulating relaxation, and, mayby, visualizations as cooling down activities could become a routine.]</p>

**LESSON/-S:**

**ACTIVITY:** ☉ IED 5, p.3: BENEFITS OF THE YOGA POSES

**Level:**

**Timing:**

**MAIN LANGUAGE**

- Introducing the three dimensions we have as human beings: mind, body, spirit
- Introducing benefits: to teach → teaches, to help → helps, to encourage → encourages, to challenge → challenges
- Actions which are consequences of those teachings (benefits): to be, to build, to support, to reach, to remain, to move, to believe, to soar, to release (= to get rid of) + to let go (= to get rid of) → to release = to let go, to become, to feel, to express, to overcome, to relax, to accept, to go with the flow, to overturn, to set the ground, to plough, to sow, to reap ...
- Actions which, consequently, are avoided: to break → don't break, to worry → don't worry, to struggle → don't struggle
- Adjectives which can describe personal qualities: strong, humble, stable, flexible, confident, open, alert, bold
- Situations generally perceived as threatening, disagreeable or negative: to be under pressure, when the winds of change are fierce, to wobble, to feel tensions, to have unnecessary thoughts or worries, to feel fears, turbulent times, old ways of seeing things
- Situations generally perceived as rewarding, agreeable or positive: to be able to → can practice (= experience) something, to make progress, to reap the rewards of what we have planted ...

**REQUIRED SPACES**

Any provided with desks and chairs, a white board / a blackboard.

**TEACHING / LEARNING RESOURCES**

- The illustrated storybook *My daddy is a Pretzel* for benefit review in context.  
[· Mr Pretzel [yoga bendo]]
- IED ACTIVITY BOOK in paper.
- STAGES OF CULTIVATING THE SOIL flashcards
- Miming.
- Drawing on a board.
- A white board / blackboard, board markers / chalk and a duster.
- A writing instrument: pencil / pen / etc [a pencil sharpener and a rubber [+ a writing instrument to check the answers in a differentiated way]].
- ANSWERS TO IED ACTIVITY BOOK in paper.

**OUTCOMES / EVIDENCE FOR ASSESSMENT**

- Written answers [and differentiated self-corrections].
- Oral feedback obtained at any moment during the development of the activity.
- Attitude, behaviour observed.

**POINTS TO NOTE**

**Grouping:** Individual.

**Differentiation:** Pair work.

**Links to other aspects of the curriculum:** PSHE, Geometry, information processing skills, Language

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 6, p.4: THE SAME OR THE OPPOSITE?  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <p>See the preceding activity (☉ IED 5, p.3: BENEFITS OF THE YOGA POSES):          The illustrated storybook <i>My daddy is a Pretzel</i> or, at least, the parts to do with the benefits and the illustrations to do with the poses in the story should have already been retold / shown again to give a proper context to the main language in the activity.</p>
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>· To have a detailed comprehension of the metaphores in the text of the story <i>My daddy is a Pretzel</i>.</li> <li>· To acquire specific vocabulary connected to personal experiences and the benefits of yoga either by association (synonyms) or by opposition (antonyms).</li> </ul>
<p><b>DEVELOPMENT OF THE ACTIVITY</b></p> <p>Explain and ask to follow the instructions in ☉ IED 6, p.4: THE SAME OR THE OPPOSITE?</p>
<p><b>MAIN LANGUAGE</b></p> <p>See the preceding activity (☉ IED 5, p.3: BENEFITS OF THE YOGA POSES):</p> <ul style="list-style-type: none"> <li>· Introducing the three aspects we have as human beings</li> <li>· Actions which are consequences of those teachings</li> <li>· Actions which, consequently, are avoided</li> <li>· Adjectives which can describe personal qualities</li> <li>· Situations generally perceived as threatening, disagreeable or negative</li> <li>· Situations generally perceived as rewarding, agreeable or positive</li> </ul>
<p><b>REQUIRED SPACES</b></p> <p>Any [, preferably provided with desks and chairs].</p>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <p>[· The illustrated storybook <i>My daddy is a Pretzel</i> for a second review in context.]          · IED ACTIVITY BOOK in paper.          · A writing instrument: pencil / pen / etc [a pencil sharpener and a rubber [+ a writing instrument to check the answers in a differentiated way]].          [· A bilingual dictionary per child / per pair.]          · ANSWERS TO IED ACTIVITY BOOK in paper.</p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>· Written answers [and differentiated self-corrections].</li> <li>· Oral feedback obtained at any moment during the development of the activity.</li> <li>· Attitude, behaviour observed.</li> </ul>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Individual  <b>Links to other aspects of the curriculum:</b> PSHE, information processing skills, Language, reasoning skills</p>



<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 7, p.5: STAGES OF CULTIVATING THE SOIL  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <ul style="list-style-type: none"> <li>· It will be helpful, though not essential, if children have done the previous activities:             <ul style="list-style-type: none"> <li>· Yoga poses: ☉ IED 5, p.3: YOGA POSES BENEFITS</li> <li>· Growing up: ☉ IED 6, p.4: THE SAME OR THE OPPOSITE?</li> </ul> </li> </ul>
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>· To anchor specific vocabulary related to the process of cultivating plants.</li> <li>· To sequence as a thinking strategy that can help memory as well as develop logical thinking skills.</li> <li>· To express reading comprehension through drawing / Art.</li> </ul>
<p><b>DEVELOPMENT OF THE ACTIVITY</b></p> <ul style="list-style-type: none"> <li>· Explain and ask to follow the instructions in ☉ IED 7, p.5: STAGES OF CULTIVATING THE SOIL</li> </ul>
<p><b>MAIN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· See ☉ IED 5, p.3: BENEFITS OF THE YOGA POSES:             <ul style="list-style-type: none"> <li>· Actions which are consequences of those teachings: to set the ground, to plough, to sow, to reap ...</li> <li>· Situations generally perceived as rewarding, agreeable or positive: to reap the rewards of what we have planted ...</li> </ul> </li> <li>· More tasks involved in cultivating a field:             <ul style="list-style-type: none"> <li>· To take care of the plants: to weed, to fertilize, to fumigate ...</li> <li>· To harvest the crop</li> </ul> </li> </ul>
<p><b>REQUIRED SPACES</b></p> <p>Any provided with desks and chairs[, a white board / blackboard].</p>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <ul style="list-style-type: none"> <li>· IED ACTIVITY BOOK in paper.</li> <li>· Drawing [paper and other Art] supplies.</li> <li>· STAGES OF CULTIVATING THE SOIL flashcards</li> <li>· Visual resources such as.ppt files linked to CLIL: Science: Plants at: XTEC. Cercador de llicències. <a href="http://phobos.xtec.es/sgforp/entrada.php">http://phobos.xtec.es/sgforp/entrada.php</a></li> <li>· A writing instrument: pencil / pen / etc [a pencil sharpener and a rubber [+ a writing instrument to check the answers in a differentiated way]].</li> <li>[· A bilingual dictionary per child / per pair.]</li> <li>[· A white board / blackboard, board markers / chalk and a duster.]</li> <li>· ANSWERS TO IED ACTIVITY BOOK in paper.</li> </ul>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>· Written answers [and differentiated self-corrections].</li> <li>· Pictures and grade of correspondence to each caption.</li> <li>· Oral feedback obtained while the children are working on their pictures and the teacher is walking around.</li> <li>· Attitude, behaviour observed.</li> </ul>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Individual  <b>Variation:</b> Suggest to do the activity in pairs / in small groups.</p>

**LESSON/-S:**

**ACTIVITY:** ☉ IED 7, p.5: STAGES OF CULTIVATING THE SOIL

**Level:**

**Timing:**

**Links to other aspects of the curriculum:** Science, Art, information processing skills, reasoning skills

**LESSON/-S:**

**ACTIVITY:** ☉ IED 8, p.6: STAGES OF LIFE

**Level:**

**Timing:**

**PRIOR LEARNING**

It is assumed that children have a certain knowledge of the following concepts:

- The main concepts in the preceding activity (☉ IED 7, p.5: STAGES OF CULTIVATING THE SOIL)
- Stages of life of living beings of different nature in the own / main learning language (probably acquired in L1)
- Children / adults
- Birthday
- Flower / fruit

**LEARNING OBJECTIVES**

- To develop vocabulary acquisition by establishing similarities between the key concepts to be sequenced and L1 or by inferring the meaning of known segments in the target language within new contexts (e.g. because they appear isolated: 'birthday' → 'birth'; because they appear within a longer word: 'child' → 'childhood').
- To develop vocabulary acquisition in association with related topics (such as STAGES OF CULTIVATING THE SOIL or connections between animal life and plant life).
- To sequence as a thinking strategy that can help memory as well as develop logical thinking skills.

**DEVELOPMENT OF THE ACTIVITY**

Explain and ask to follow the instructions in ☉ IED 8, p.6: STAGES OF LIFE

**MAIN LANGUAGE**

- Range of sequences of stages of life from different views (chronological, biological, psychological and spiritual): childhood, preadolescence, adolescence, adulthood, old age, conception, growth / inner growth, birth, reproduction, death, immaturity, maturity / ripeness, flower / fruit
- Points of view: spirituality, personality, biological

**REQUIRED SPACES**

Any provided with desks and chairs[a white board / blackboard].

**TEACHING / LEARNING RESOURCES**

- IED ACTIVITY BOOK in paper.
- Drawing [paper and other Art] supplies.
- STAGES OF CULTIVATING THE SOIL flashcards.
- A writing instrument: pencil / pen / etc [a pencil sharpener and a rubber [+ a writing instrument to check the answers in a differentiated way].]
- [· A bilingual dictionary per child / per pair.]
- [· A white board / blackboard, board markers / chalk and a duster.]
- ANSWERS TO IED ACTIVITY BOOK in paper.

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 8, p.6: STAGES OF LIFE  <b>Level:</b>  <b>Timing:</b></p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>· Written answers [and differentiated self-corrections].</li> <li>· Oral feedback obtained at any moment during the development of the activity.</li> <li>· Attitude, behaviour observed.</li> </ul>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Individual  <b>Differentiation:</b> In pairs  <b>Links to other aspects of the curriculum:</b> Science, PSHE, Art, information processing skills, reasoning skills</p>
<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 9, p.6: THE CIRCLE OF LIFE  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <p>Preceding activity (☉ IED 8, p.6: STAGES OF LIFE).</p>
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>· To understand or make become active recycled language learnt in the previous activity (☉ IED 8, p.6: STAGES OF LIFE).</li> <li>· To express comprehension of a sequence by means of a series of drawings.</li> </ul>
<p><b>DEVELOPMENT OF THE ACTIVITY</b></p> <p>Explain and ask to follow the instructions in ☉ IED 9, p.6: THE CIRCLE OF LIFE.</p>
<p><b>MAIN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· See preceding activity (☉ IED 8, p.6: STAGES OF LIFE).             <ul style="list-style-type: none"> <li>· Linking words and expressions to do with sequencing and duration: The first ... / The end of ..., After ..., During ...</li> <li>· Specific Biology terms: a woman's egg, a spermatozoon, (conception →) conceive, pregnancy → pregnant</li> </ul> </li> <li>· Compounded words: birthday.</li> </ul>
<p><b>REQUIRED SPACES</b></p> <p>Any classroom provided with desks and chairs or stools [preferably, an Art classroom with a water source at hand, particularly if you are intending to apply messy Art techniques].</p>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <ul style="list-style-type: none"> <li>· IED ACTIVITY BOOK in paper.</li> <li>· Drawing [paper and other Art] supplies.</li> <li>· STAGES OF CULTIVATING THE SOIL flashcards.</li> <li>· A writing instrument: pencil / pen / etc [a pencil sharpener and a rubber [+ a writing instrument to check the answers in a differentiated way].]</li> <li>[· A bilingual dictionary per child / per pair.]</li> <li>[· A white board / blackboard, board markers / chalk and a duster.]</li> <li>· ANSWERS TO IED ACTIVITY BOOK in paper.</li> </ul>

**LESSON/-S:**

**ACTIVITY:** ☉ IED 9, p.6: THE CIRCLE OF LIFE

**Level:**

**Timing:**

**OUTCOMES / EVIDENCE FOR ASSESSMENT**

- Written answers [and differentiated self-corrections].
- Pictures and grade of pertinence according to each stage described in the text.
- Oral feedback obtained while the children are working on their pictures and the teacher is walking around.
- Attitude, behaviour observed.

**POINTS TO NOTE**

**Grouping:** Individual

**Differentiation:** In pairs

**Variation:** The teacher could suggest the children to express themselves (i.e. the stages of the circle of life of a human) through any concrete Art technique or let them consider any feasible ones according to available resources.

**Links to other aspects of the curriculum:** Science, Social Studies, Language, Art, information processing skills, reasoning skills

**LESSON/-S:**

**ACTIVITY:** ☉ IED 10, p.7: EXPRESS YOUR OPINIONS

**Level:**

**Timing:**

**PRIOR LEARNING**

Children should have seen and been told the story *My daddy is a Pretzel* (☉ IED a: STORYTELLING) several times and should have done at least, some of the activities in the sections:

- Yoga poses
- Growing up

[And also: ☉ IED b: YOGA POSES PRACTICE and ☉ IED c: BE A RAINBOW.]

**LEARNING OBJECTIVES**

- To learn how to express their own opinions in a self-assertive, considered way.
- To experience introspection.
- To learn how to express their own opinions following given patterns.
- To recycle recently learnt vocabulary in a meaningful situation.

**DEVELOPMENT OF THE ACTIVITY**

Explain and ask to follow the instructions in ☉ IED 10, p.7: EXPRESS YOUR OPINIONS

**MAIN LANGUAGE**

- Our three dimensions: body, mind, spirit
- Expressions for introducing opinions: In my opinion ..., From my point of view ..., I think that .., I believe that ..
- Expression of the good or bad nature / consequences of different experiences: to be **good / positive / bad / negative** for sth / sb ...
- Expression of nuances in the degree or frequency: very, really, absolutely, sometimes ... but other times, instead, ...
- Expression of different objects preceded by the preposition 'for': for you / for me as a whole / for my body ...

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 10, p.7: EXPRESS YOUR OPINIONS  <b>Level:</b>  <b>Timing:</b></p>
<p><b>REQUIRED SPACES</b>                  Any provided with desks and chairs[, a blackboard / a white board].</p>
<p><b>TEACHING / LEARNING RESOURCES</b>                  [- The illustrated storybook <i>My daddy is a Pretzel</i> for a further review in context.]                  · IED ACTIVITY BOOK in paper.                  · A writing instrument: pencil / pen / etc [a pencil sharpener and a rubber].                  [- A bilingual dictionary per child].</p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b>                  · Written personal answers.                  · Oral feedback obtained at any moment during the development of the activity.                  · Attitude, behaviour observed.</p>
<p><b>POINTS TO NOTE</b>  <b>Grouping:</b> Individual  <b>Differentiation:</b> Ask to do the first part of the activity only (+ / - / +/-?).  <b>Links to other aspects of the curriculum:</b> PSHE, Language, reasoning skills</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 11, p.8: BODY  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b>                  · The story <i>My Daddy is a Pretzel</i> (☉ IED a: STORYTELLING).                  · Some parts of the body in the target language (comprehension of the category 'body', at least).</p>
<p><b>LEARNING OBJECTIVES</b>                  · To recall known vocabulary about a given topic (their BODY).                  · To use a given criterion to follow an order as a strategy to help to structure thinking in a methodical way.</p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b>                  Explain and ask to follow the instructions in / variations on ☉ IED 11, p.8: BODY</p>
<p><b>MAIN LANGUAGE</b>                  · Any parts of the body the children can recall.                  · Presumably: lips, fist, fingers, tongue, head, eyebrows, shoulders, foot, nose, forehead –if you follow the instructions through and through.</p>
<p><b>REQUIRED SPACES</b>                  Any [, preferably provided with a blackboard / a white board].</p>
<p><b>TEACHING / LEARNING RESOURCES</b>                  [- IED ACTIVITY BOOK in paper.]                  · Own bodies.                  [- Mr Pretzel [yoga bendo]] / [- A display showing the figure of a body.]</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 11, p.8: BODY  <b>Level:</b>  <b>Timing:</b></p>
<p>[· A white board / blackboard, board markers / chalk and a duster.]                  [· A writing instrument: pencil / pen / etc. [and a ruler, a pencil sharpener and a rubber].]                  [· ANSWERS TO IED ACTIVITY BOOK in paper.]</p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>· Oral feedback obtained during the development of the activity.</li> <li>· Attitude, behaviour observed.</li> </ul>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Whole group  <b>Variation:</b> Use Mr Pretzel [yoga bendo] / a manikin. / Use a ready-made display.  <b>Extension:</b> In small groups, make displays by having one child lie on a large piece of paper, tracing their figure around and labelling as many parts of the body as possible.  <b>Links to other aspects of the curriculum:</b> Language, Science</p>
<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 12, p.8: BODY LANGUAGE  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <ul style="list-style-type: none"> <li>· Some parts of the body.</li> <li>· Some basic feelings (happy, sad, angry ...)</li> </ul>
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>· To learn some actions connected to body language and its meaning in order to introduce feelings, emotions, sensations.</li> <li>· To understand the content of <i>My Daddy is a Pretze</i> better.</li> </ul>
<p><b>DEVELOPMENT OF THE ACTIVITY</b></p> <p>Explain and ask to follow the instructions in ☉ IED 12, p.8: BODY LANGUAGE</p>
<p><b>MAIN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· Actions: to bite, to clench, to click, to drum, to tap, to hang, to lick, to nod, to purse, to raise, to scratch, to shake, to shrug, to stamp, to wrinkle.</li> <li>· Parts of the body: lips, fist, fingers, tongue, head, eyebrows, shoulders, foot, nose, forehead</li> <li>· Feelings, emotions, sensations: nervous, angry, aggressive, trying to remember something (sth.), annoyed, impatient, ashamed, anticipating sth. good, agreeing, disapproving, inquiring, surprised, puzzled, disagreeing, doubtful, indifferent, feeling dislike or distaste.</li> </ul>
<p><b>REQUIRED SPACES</b></p> <p>Any provided with desks and chairs [, a blackboard / a white board].</p>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <ul style="list-style-type: none"> <li>· IED ACTIVITY BOOK in paper.</li> <li>· A writing instrument: pencil / pen / etc. [, a pencil sharpener and a rubber].</li> <li>· Miming.</li> <li>· A laminated, enlarged copy of the Body Language chart.</li> </ul>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 12, p.8: BODY LANGUAGE  <b>Level:</b>  <b>Timing:</b></p>
<p>[· A white board / blackboard].          · A white board marker and a duster.</p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>· Pictures and grade of correspondance to each feeling.</li> <li>· Oral feedback obtained during the development of the activity.</li> <li>· Attitude, behaviour observed.</li> </ul>
<p><b>POINTS TO NOTE</b></p> <p><b>Grouping:</b> Whole group and individual work.  <b>Differentiation:</b> Pair work. / Reduce the number of emotions involved [per session / lesson, if more than one are devoted to this topic].  <b>Links to other aspects of the curriculum:</b> PSHE, drama, iconography</p>
<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 13, p.9: EMOTICONS  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b></p> <ul style="list-style-type: none"> <li>· It can be very helpful –probably, above all, among the teachers rather than the children ;-)-- to know the meaning of the most habitually used emoticons beforehand (you never know: common sense is usually the less common of the senses...)</li> </ul>
<p><b>LEARNING OBJECTIVES</b></p> <ul style="list-style-type: none"> <li>· To use previous knowledge, compararisons and common sense to match each picture to its corresponding meaning.</li> <li>· To anchor or to express vocabulary connected to feelings, emotions, sensations.</li> <li>· To do it by taking ICT iconography into account.</li> </ul>
<p><b>DEVELOPMENT OF THE ACTIVITY</b></p> <p>Explain and ask to follow the instructions in ☉ IED 13, p.9: EMOTICONS</p>
<p><b>MAIN LANGUAGE</b></p> <ul style="list-style-type: none"> <li>· More feelings, emotions, sensations: unhappy, sad, happy, glad, pleased, bored.</li> <li>· Activities related to the expression of feelings and emotions: joking, crying, laughing, winking.</li> <li>· Body language related to the expression of feelings and emotions: kiss.</li> <li>· Sentences I don't understand, My lips are sealed (= I won't tell anyone).</li> </ul>
<p><b>REQUIRED SPACES</b></p> <p>Any provided with desks and chairs[, a blackboard / a white board].</p>
<p><b>TEACHING / LEARNING RESOURCES</b></p> <ul style="list-style-type: none"> <li>· IED ACTIVITY BOOK in paper.</li> <li>· A writing instrument: pencil / pen / etc. [and a ruler, a pencil sharpener and a rubber].</li> <li>· ANSWERS TO IED ACTIVITY BOOK in paper.</li> </ul>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>· Level of accuracy of the pictures / icons involved in the completion of the task.</li> </ul>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 13, p.9: EMOTICONS  <b>Level:</b>  <b>Timing:</b></p>
<ul style="list-style-type: none"> <li>· Oral feedback obtained at any moment during the development of the activity.</li> <li>· Attitude, behaviour observed.</li> </ul>
<p><b>POINTS TO NOTE</b>  <b>Grouping:</b> Individual  <b>Differentiation:</b> Pair work  <b>Links to other aspects of the curriculum:</b> Language, ICT, iconography</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 14, p.9: CREATE EMOTICONS  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b>          Preceding activity (☉ IED 13, p.9: EMOTICONS).</p>
<p><b>LEARNING OBJECTIVES</b>  <ul style="list-style-type: none"> <li>· To develop their own creativity through ICT iconography.</li> <li>· To check the feasibility of projected designs by using ICT.</li> </ul> </p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b>          Explain and ask to follow the instructions in ☉ IED 14, p.9: CREATE EMOTICONS</p>
<p><b>MAIN LANGUAGE</b>  <ul style="list-style-type: none"> <li>· Recycle emotions in ☉ IED 12, p.8: BODY LANGUAGE and ☉ IED 13, p.9: EMOTICONS.</li> <li>· Recycle parts of the face [/ the body] in ☉ IED 11, p.8: BODY and ☉ IED 12, p.8: BODY LANGUAGE.</li> <li>· Expressing reasons: Because ... / Because of ...</li> </ul> </p>
<p><b>REQUIRED SPACES</b>          Any provided with desks and chairs [, a blackboard / a white board].</p>
<p><b>TEACHING / LEARNING RESOURCES</b>  <ul style="list-style-type: none"> <li>· IED ACTIVITY BOOK in paper.</li> <li>· A bilingual dictionary per child / per pair.</li> </ul> </p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b>  <ul style="list-style-type: none"> <li>· Oral and written feedback obtained during the development of the activity.</li> <li>· Attitude, behaviour observed.</li> </ul> </p>
<p><b>POINTS TO NOTE</b>  <b>Grouping:</b> Individual  <b>Differentiation:</b> Pair work  <b>Links to other aspects of the curriculum:</b> Language, ICT, iconography.</p>



<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 15, p.10: EMOTICONS AND PUNCTUATION  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b>                  Previous activity (☉ IED 13, p.9: EMOTICONS).</p>
<p><b>LEARNING OBJECTIVES</b>                  · To get to know the punctuation in English in a meaningful, motivating context.                  · To develop analysis skills.</p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b>                  Explain and ask to follow the instructions in ☉ IED 15, p.10: EMOTICONS AND PUNCTUATION</p>
<p><b>MAIN LANGUAGE</b>                  · Punctuation in English (see Punctuation box).                  · Useful language: How do you make ...? / You use...</p>
<p><b>REQUIRED SPACES</b>                  Any provided with desks and chairs[, a blackboard / a white board].</p>
<p><b>TEACHING / LEARNING RESOURCES</b>                  · IED ACTIVITY BOOK in paper.                  · The box in the “You need to know the PUNCTUATION in English” section of the activity.</p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b>                  · Oral feedback obtained during the development of the activity.                  · Attitude, behaviour observed.</p>
<p><b>POINTS TO NOTE</b>  <b>Grouping:</b> In pairs  <b>Links to other aspects of the curriculum:</b> Language, ICT, iconography.</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 16, p.10: RIDDLES  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b>                  The preceding activity (☉ IED 15, p.10: EMOTICONS AND PUNCTUATION) should have been previously done and checked.</p>
<p><b>LEARNING OBJECTIVES</b>                  To reinforce the objectives mentioned for the preceding activity (☉ IED 15, p.10: EMOTICONS AND PUNCTUATION) in a playful context.</p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b>                  Explain and ask to follow the instructions in ☉ IED 16, p.10: RIDDLES</p>
<p><b>MAIN LANGUAGE</b>                  · A riddle.</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 16, p.10: RIDDLES  <b>Level:</b>  <b>Timing:</b></p>
<p>· See previous activity (☉ IED 15, p.10: EMOTICONS AND PUNCTUATION). Recycle some of the language learnt.</p>
<p><b>REQUIRED SPACES</b>                  Any provided with desks and chairs [, a white board / blackboard].</p>
<p><b>TEACHING / LEARNING RESOURCES</b>                  · IED ACTIVITY BOOK in paper.                  · Preceding activity: ☉ IED 15, p.10: EMOTICONS AND PUNCTUATION                  [· A bilingual dictionary per child.]                  [· A white board / blackboard].</p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b>                  · Oral and written feedback obtained during the development of the activity.                  · Attitude, behaviour observed.</p>
<p><b>POINTS TO NOTE</b>  <b>Grouping:</b> Individual, in pairs and, finally, whole group.  <b>Links to other aspects of the curriculum:</b> Language games, ICT, iconography.</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 17, p.11: <i>EMOTIONARY</i>  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b>                  Whole previous activities of the same section (Expressing yourself).</p>
<p><b>LEARNING OBJECTIVES</b>                  · To understand oral and reading instructions to play a game (<i>EMOTIONARY</i>).                  · To review and increase vocabulary and structures useful for playing collective games.                  · To play and have fun in the target language.                  · To know that if they win they will be tested by the others in order to avoid playing just to get the most number of cards as soon as possible no matter how .                  · To know that the ones who don't finish in the first place will still continue having the active role of testers.</p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b>                  Explain and ask to follow the instructions in ☉ IED 17, p.11: <i>EMOTIONARY</i></p>
<p><b>MAIN LANGUAGE</b>                  · See the “You need”, “Rules” and “Useful language” sections in the activity:                      · What they need to play.                      · Instructions or rules.                      · Suggestions, turns, asking and guessing.                  · Counting out rhymes: e.g. One potato ... , Eeny meeny ...                      · One potato ...                          <i>One potato, two potato',</i>                          <i>Three potato', four.</i>                          <i>Five potato', six potato',</i></p>

**LESSON/-S:**

**ACTIVITY:** ☉ IED 17, p.11: *EMOTIONARY*

**Level:**

**Timing:**

*Seven potato, more.*  
 · Eeny meeny ...  
*Eeny meeny miny mo.*  
*Catch a monkey*  
*By his toe.*  
*If he cries*  
*Let it go.*  
*Eeny meeny miny mo.*

**REQUIRED SPACES**

Any provided with desks and chairs [, a blackboard / a white board].

**TEACHING / LEARNING RESOURCES**

- IED ACTIVITY BOOK in paper.
- What mentioned in the “You need” section of the activity:
  - A pack of 20 *emocards* (i.e. cards containing words of feelings and emotions).
  - Scrap paper and a pencil.
  - A stopwatch, a sandglass / any countdown timer [or a secretary counting up to an agreed number by keeping a steady beat].
- Counting out rhymes  
 [· A blackboard / a white board].

**OUTCOMES / EVIDENCE FOR ASSESSMENT**

- Oral feedback obtained during the development of the activity.
- Attitude, behaviour observed.

**POINTS TO NOTE**

**Grouping:** Small groups

**Differentiation:** Reduce the number of emotions involved per game so that the children who are learning many new words can cope with the controlled amount of vocabulary.

**Links to other aspects of the curriculum:** Language games, drama

**LESSON/-S:**

**ACTIVITY:** ☉ IED 18, p.12: INVENT A GAME

**Level:**

**Timing:**

**PRIOR LEARNING**

Preceding activity (☉ IED 17, p.11: *EMOTIONARY*).

**LEARNING OBJECTIVES**

- To brainstorm as many ideas as possible in small groups as a means of giving rise to creativity.
- To interact with the rest of the group in order to invent new uses for the printed *emocards* or the blank ones and new rules to play an invented game.
- To use the rules in the previous activity (☉ IED 17, p.11: *EMOTIONARY*) as a model to follow when ready to write the partially or totally invented rules.

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 18, p.12: INVENT A GAME  <b>Level:</b>  <b>Timing:</b></p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b>                  Explain and ask to follow the instructions in ☉ IED 18, p.12: INVENT A GAME</p>
<p><b>MAIN LANGUAGE</b>                  See the preceding activity: ☉ IED 17, p.11: <i>EMOTIONARY</i></p>
<p><b>REQUIRED SPACES</b>                  Any provided with desks and chairs [, a blackboard / a white board].</p>
<p><b>TEACHING / LEARNING RESOURCES</b>  <ul style="list-style-type: none"> <li>· IED ANSWERS TO ACTIVITY BOOK in paper.</li> <li>· Preceding activity: ☉ IED 17, p.11: <i>EMOTIONARY</i></li> <li>· A bilingual dictionary per group.</li> <li>[· A blackboard / a white board].</li> <li>· ANSWERS TO IED ACTIVITY BOOK in paper.</li> </ul> </p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b>  <ul style="list-style-type: none"> <li>· Oral feedback obtained during the development of the activity.</li> <li>· Attitude, behaviour observed.</li> </ul> </p>
<p><b>POINTS TO NOTE</b>  <b>Grouping:</b> Small groups  <b>Variation:</b> Pair work  <b>Links to other aspects of the curriculum:</b> Language game, information processing skills, reasoning skills</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 19, p.13: PARALLEL THINKING: THE SIX THINKING HATS GAPS  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b>                  Having done activities included in all the previous sections can help (especially, Expressing yourself, Growing up and Yoga poses). The section in which this activity is included, however, can be treated independently.</p>
<p><b>LEARNING OBJECTIVES</b>                  To be introduced to the concept of cooperative thinking (“parallel thinking”) conceived by Edward de Bono as a method for overcoming traditional argument, where self-centred manifestations usually prevent from evolving in a convenient sense according to a target.</p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b>                  Explain and ask to follow the instructions in ☉ IED 19, p.13: PARALLEL THINKING: THE SIX THINKING HATS GAPS</p>
<p><b>MAIN LANGUAGE</b>  <ul style="list-style-type: none"> <li>· Aspects of thinking: confrontation, cooperation, purpose, aims, targets, goals, data / information, sensibility, emotivity, danger, threatens, procedures, values, creative →</li> </ul> </p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 19, p.13: PARALLEL THINKING: THE SIX THINKING HATS GAPS  <b>Level:</b>  <b>Timing:</b></p>
<p>creativity, organisation.          · Parallel thinking: thinking hats, argument / discussion, to defend / to attack, battle, subject, exploration, to replace, all = everyone (= everybody), moment, case, mode, everyone, intuition, benefits, to get, wrong, outcome, to give permission / reasons, caution, faults, weak → weakness, weaknesses, to fit, to set aside sth., to expect, to set up, to put together.</p>
<p><b>REQUIRED SPACES</b>          Any provided with desks and chairs [, a blackboard / a white board].</p>
<p><b>TEACHING / LEARNING RESOURCES</b>          · IED ANSWERS TO ACTIVITY BOOK in paper.          [· A bilingual dictionary per child / per pair.]          [· A blackboard / a white board].          · ANSWERS TO IED ACTIVITY BOOK in paper.</p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b>          · Oral feedback obtained during the development of the activity.          · Attitude, behaviour observed.</p>
<p><b>POINTS TO NOTE</b>  <b>Grouping:</b> Individual  <b>Differentiation:</b> Pair work  <b>Links to other aspects of the curriculum:</b> PSHE, information processing skills, reasoning skills</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 20, p.14: PARALLEL THINKING: THE SIX THINKING HATS MATCHING ACTIVITY  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b>          Previous activity (☉ IED 19, p.13: PARALLEL THINKING: THE SIX THINKING HATS GAPS).</p>
<p><b>LEARNING OBJECTIVES</b>          To apply the knowledge about parallel thinking acquired in the previous activity (☉ IED 19, p.13: PARALLEL THINKING: THE SIX THINKING HATS GAPS) to some daily life situations in order to discuss and strengthen deep comprehension of the cooperative thinking method.</p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b>          Explain and ask to follow the instructions in ☉ IED 20, p.14: PARALLEL THINKING: THE SIX THINKING HATS MATCHING ACTIVITY.</p>
<p><b>MAIN LANGUAGE</b>          · Suggestions: Let's...Why don't we..?          · Dictionary: to look sth up in a dictionary, translation, phonetics          · To go wrong, to feel, to summarise, to create, to meet, opportunity, library, more,</p>

<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 20, p.14: PARALLEL THINKING: THE SIX THINKING HATS MATCHING ACTIVITY  <b>Level:</b>  <b>Timing:</b></p>
<p>better, a folder</p>
<p><b>REQUIRED SPACES</b>                  Any provided with desks and chairs[, a blackboard / a white board].</p>
<p><b>TEACHING / LEARNING RESOURCES</b>                  · IED ACTIVITY BOOK in paper.                  [· A bilingual dictionary per child / per pair.]                  [· A blackboard / a white board].                  · ANSWERS TO IED ACTIVITY BOOK in paper.</p>
<p><b>OUTCOMES / EVIDENCE FOR ASSESSMENT</b>                  · Association of pictures to statements by drawing and colouring in to demonstrate practical comprehension of the concepts involved in each 'thinking hat' wider concept.                  · Oral feedback obtained during the development of the activity.                  · Attitude, behaviour observed.</p>
<p><b>POINTS TO NOTE</b>  <b>Grouping:</b> Individual / Pair work  <b>Variation:</b> Work in small groups  <b>Links to other aspects of the curriculum:</b> PSHE, information processing skills, reasoning skills</p>
<p><b>LESSON/-S:</b>  <b>ACTIVITY:</b> ☉ IED 21, pp.15-16: PARALLEL THINKING: EXCERPTS FROM <i>HOW TO HAVE A BEAUTIFUL MIND</i>  <b>Level:</b>  <b>Timing:</b></p>
<p><b>PRIOR LEARNING</b>                  All the preceding activities in the same section (Cooperative thinking) and in the previous ones (Growing up, Expressing yourself) are particularly interesting to have been seen before this one (especially, ☉ IED 19, p.13: PARALLEL THINKING: THE SIX THINKING HATS GAPS).</p>
<p><b>LEARNING OBJECTIVES</b>                  · To develop reading comprehension skills.                  · To develop logic and information retrieval skills when the reading comprehension is limited and suitable sources have to be used.                  · To become aware of the complexity of (i.e., the multiple components taking part in) thinking as well as the importance of knowing it (them) to think and express themselves in a self-assertive, constructive way.                  · To try to apply what learnt in this section to daily life discussions.</p>
<p><b>DEVELOPMENT OF THE ACTIVITY</b>                  Explain and ask to follow the instructions in ☉ IED 21, pp.15-16: PARALLEL THINKING: EXCERPTS FROM <i>HOW TO HAVE A BEAUTIFUL MIND</i>.</p>

**LESSON/-S:**

**ACTIVITY:** ☉ IED 21, pp.15-16: PARALLEL THINKING: EXCERPTS FROM *HOW TO HAVE A BEAUTIFUL MIND*

**Level:**

**Timing:**

**MAIN LANGUAGE**

- Instructions
- Excerpts from *How to Have a Beautiful Mind*:
  - Categories: concepts, alternatives, emotions and feelings, values, opinion, interruption, attitude
  - Key content distributed into the seven categories: a key component, idea, to compare, to contrast, with / without, to be aware of, level, adequate, to try, good → better → best, will → willingness, then, generation, finally, assessment, choice, to determine, action, perception, possibility, to begin, to approach, certain → certainty, to think → thinking, decision, to link, situation, strong, to limit, discussion, before, for / against, conditions, modifications, to change, circumstance, conflict, to take part in ..., a third party, person → personal, organisation → organisational, quality, innovation, ecology, perception → perceptual, extreme, to refuse, to reduce, from ... to ..., broad, generalisation, less / more, acceptance, to lye → laid: to lye alongside each other, basis, reconciliation, to agree → agreement, point of difference, reason, fact → factual → factually, logic / logical, to sweep, **to make sb's full point**, doubt, to suggest, to interpret, to indicate, otherwise, to be related to, sel-image, clever, learner, bully, constructive, innovator, to care.

**REQUIRED SPACES**

Any provided with desks and chairs[, a white board / blackboard].

**TEACHING / LEARNING RESOURCES**

- IED ACTIVITY BOOK in paper.
- What mentioned in the “Each group needs” section of the activity:
  - A laminated sheet with the name of the group (A, B, C, D, E, F or G), the category they are representing and its corresponding explanations.
  - Six laminated boards with the six categories left.
  - A lot of narrow stripes containing the Edward de Bono’s sentences for them to sort out.
  - Some Blu-Tack (or any other reusable adhesive) to attach them to the corresponding board.
  - A few wide stripes with the de Bono’s sentences corresponding to their category to make a display.
  - A large piece of cardboard, felt-tip pens and glue.
- A bilingual dictionary per group.
- [· A blackboard / a white board].
- [·ANSWERS TO IED ACTIVITY BOOK in paper.]
- Useful glossary for the teacher at:  
<http://www.standards.dfes.gov.uk/thinkingskills/glossary/?view=get&index=^>.

**OUTCOMES / EVIDENCE FOR ASSESSMENT**

- Oral feedback obtained during the development of the activity.
- Attitude, behaviour observed.

**POINTS TO NOTE**

**Grouping:** Small groups

**Links to other aspects of the curriculum:** PSHE, information processing skills,

**LESSON/S:**

**ACTIVITY:** ☉ IED 21, pp.15-16: PARALLEL THINKING: EXCERPTS FROM *HOW TO HAVE A BEAUTIFUL MIND*

**Level:**

**Timing:**

reasoning skills

**LESSON/S:**

**ACTIVITY:** ☉ IED 22, pp.17-21: POEMS BY YOU ABOUT YOU

**Level:**

**Timing:**

**PRIOR LEARNING**

The rest of the unit or, at least, a selection of activities to do with: self-awareness, senses, sensations, emotions and feelings.

**LEARNING OBJECTIVES**

- To be able to feel (hear) the rhythm and see the images inherent to poetry as an artistic expression that allows silent and aloud reading.
- To enjoy the given poems as listeners and readers even if the comprehension is very general, not always detailed.
- To recognize rhyming words.
- To remember that rhyme is not compulsory in poetry.
- To participate in the brainstorming for the composition of a collective poem by following an explicit model, in addition of two other finished works.
- To try to fill in the same skeleton to create a poem using own ideas about themselves.

**DEVELOPMENT OF THE ACTIVITY**

Explain and ask to follow the instructions in ☉ IED 22, pp.17-21: POEMS BY YOU ABOUT YOU.

**MAIN LANGUAGE**

- Self-awareness, senses, feelings, emotions: characteristics, to know, to make an effort about; sound, sight, touch; curious, desire, feeling, to make sb. sad, to bother, to believe in, to dream about, to hope for; I am ..., I wonder ..., I hear ..., I see ..., I want ..., I pretend ..., I feel ..., I touch ..., I worry ..., I cry ..., I understand ..., I say ..., I dream ..., I try ..., I hope ...
- More basic vocabulary in the model poem skeleton: something actual / true / imaginary; actual → actually.
- Poetry: poem, stanzas (= verses), (verse) lines, rhyme, rhythm.

**REQUIRED SPACES**

Any provided with desks and chairs, a blackboard / a white board.

**TEACHING / LEARNING RESOURCES**

- IED ACTIVITY BOOK in paper.
- What mentioned in the You need section of the activity:
  - The hand outs of the two poems entitled “I Am”, by Ellie Tatum and Sandy Maas.
  - The model including some hints between brackets.
  - An empty model where to copy one more sample, i.e. the poem created by the whole class.
  - An empty model where to write about them.
- A bilingual dictionary per child.



**LESSON/-S:**

**ACTIVITY:** ☉ IED 22, pp.17-21: POEMS BY YOU ABOUT YOU

**Level:**

**Timing:**

**OUTCOMES / EVIDENCE FOR ASSESSMENT**

- A class poem and an individual poem
- Oral feedback obtained during the development of the activity.
- Individual attitudes and behaviours observed.

**POINTS TO NOTE**

**Grouping:** Whole group and individual

**Extension:** Illustrate the poems as a child's option / as a teaching decision.

**Links to other aspects of the curriculum:** Language, Literature, PSHE, Art

**Others:** Activity that involves a synthesis of the whole unit.