







YEAR 4

Intercultural Tasks

Teachers' E-book

4th grade

Intercultural Competencies

Time/ station	Independent Station 	Teacher station 	Collaboration station 	Technology station 
1 st task	A1, A2, B1, NS	A1, A2, B1, NS	B1, NS	A1, A2, B1, NS
2 nd task	A1, A2, B1, NS	A1, A2, B1, NS	B1, NS	A1, A2, B1, NS
3 rd task	A1, A2, B1, NS	A1, A2, B1, NS	B1, NS	
4 th task	A1, A2, B1, NS	A1, A2, B1, NS	A2, B1, NS	A2, B1, NS
5 th task		A1, A2, B1, NS	A1, A2, B1, NS	A2, B1, NS
6 th task		A1, A2, B1, NS	A1, A2, B1, NS	
7 th task	A1, A2, B1, NS	A1, A2, B1, NS	A1, A2, B1, NS	
8 th task		A1, A2, B1, NS	A1, A2, B1, NS	NS
9 th task	A1, A2, B1, NS	A1, A2, B1, NS		A1, A2, B1, NS

Task One – Weather Comparisons

Description

SL.ICC.4, 4.1
SL.ICC.4, 4.2



Technology Requirements

Drag and Drop Words

- A1 – [Weather, Countries & Clothes A1](#)
- A2 – [Weather, Countries & Clothes A2](#)
- B1 – [Weather, Countries & Clothes B1](#)
- NS – [Weather, Countries & Clothes NS](#)

Instructions for A1 Students:

1. **Weather Introduction:** Begin by teaching basic weather vocabulary such as sunny, rainy, hot, cold, and windy. Use visuals or flashcards to illustrate these terms.
2. **Location Discussion:** Show students a map of their location and a chosen foreign country. Explain that they will be comparing the weather in these two places.
3. **Simple Sentences:** Encourage students to describe the weather in their location using simple sentences. For example, "It's sunny in our city today."
4. **Comparing Clothes:** Show pictures of people wearing different types of clothing suitable for different weather conditions. Ask students which clothing is appropriate for the current weather.
5. **Group Discussion:** Divide the class into small groups. In their groups, students can take turns sharing the weather in their location and discussing the types of clothing people wear.
6. **Compare and Contrast:** After the group discussions, have a class discussion to compare and contrast the weather and clothing in their location and the chosen foreign country. Encourage students to use phrases like "In our city, it's sunny, but in [foreign country], it's rainy."
7. **Technological Tool:** Provide students with the link here [Weather, Countries & Clothes A1](#) and after this lesson ask them to drag and drop the word to the right box.

Instructions for A2 Students:

1. **Weather Vocabulary Expansion:** Build on the basic weather vocabulary by introducing more descriptive words like cloudy, snowy, and stormy. Discuss the meanings and show pictures.
2. **Weather Reports:** Provide students with weather reports from your location and the foreign country. Encourage them to identify the different weather conditions and temperatures.
3. **Sentence Building:** Ask students to create sentences to describe the weather in both locations. For example, "In our

city, it's cloudy and 20 degrees Celsius, but in [foreign country], it's sunny and 30 degrees Celsius."

4. **Comparing Clothes:** Show pictures of people wearing different types of clothing suitable for different weather conditions. Ask students which clothing is appropriate for the current weather.
5. **Group Discussion and Comparison:** In small groups, encourage them to discuss what types of clothing are suitable in each location for each season.
6. **Class Presentation:** Ask each group to present their findings to the class. They can share the weather comparisons and their observations about clothing choices.
7. **Technological Tool:** Provide students with the link here [Weather, Countries & Clothes A2](#) and after this lesson ask them to drag and drop the word to the right box.

Instructions for B1 Students:

1. **Weather Vocabulary and Expressions:** Review and expand weather vocabulary, including idiomatic expressions related to weather. Discuss phrases like "it's raining cats and dogs."
2. **Independent Research:** Assign each student a different foreign country and ask them to research the typical weather conditions and climate in that country. They should also look into seasonal variations.
3. **Weather Activities:** Encourage students to research and share information about typical activities people engage in during different weather conditions, such as winter sports or beach vacations. Research also the clothes they wear.
4. **Presentation:** Each student should present their weather conditions, climate, clothing, activities, and any interesting weather-related facts.
5. **Discussion and Questions:** After each presentation, facilitate a class discussion with questions to further explore the topic. Encourage students to ask questions and express opinions.
6. **Technological Tool:** Provide students with the link here [Weather, Countries & Clothes B1](#) and after this lesson ask them to drag and drop the word to the right box.

Instructions for Native Language Speakers:

1. **Advanced Research:** Assign each student a specific region within the chosen foreign country. They should conduct in-depth research on the climate, weather patterns, and geographical factors that influence the weather in that region.
2. **Weather Activities:** Encourage students to research and share information about typical activities people engage in during different weather conditions, such as winter sports or beach vacations. Research also the clothes they wear.



	<ol style="list-style-type: none">3. Comparative Analysis: Encourage students to conduct a comparative analysis of the two locations, considering factors like latitude, altitude, and proximity to bodies of water. They should discuss how these factors affect climate, the clothes one wears in these situations. They need to write a paragraph about their findings.4. Discussion and Debates: Organize class discussions and debates on climate change, its impact on weather patterns and the clothes that one wears in such situations. Encourage students to express their views and debate possible solutions to climate-related challenges.5. Technological Tool: Provide students with the link here Weather, Countries & Clothes NS and after this lesson ask them to drag and drop the word to the right box.
Language skill	<ol style="list-style-type: none">1. Listening and Comprehension:<ul style="list-style-type: none">- Understanding weather-related vocabulary and descriptions through visual aids, instructions, weather reports, and discussions about different weather conditions in various locations.- Listening to peers' presentations and explanations about weather and clothing in different countries, enhancing comprehension of diverse accents and expressions.2. Speaking:<ul style="list-style-type: none">- Practicing pronunciation and use of weather-related vocabulary by discussing local and foreign weather conditions and clothing choices.- Engaging in peer-to-peer conversations, group discussions, and class presentations, building confidence in expressing ideas verbally.3. Reading:<ul style="list-style-type: none">- Reading weather reports, charts, and descriptions of weather conditions and clothing from various sources, enhancing vocabulary and contextual understanding.- Engaging with written materials such as research articles, data tables, and multimedia presentations on weather patterns and climate.4. Writing:<ul style="list-style-type: none">- Developing writing skills by creating sentences, reports, and comparative analyses about weather conditions, clothing, and climate.- Writing reflections, research findings, and presentations based on weather research and analysis of different countries.
Competences for democratic culture	<ol style="list-style-type: none">1. Valuing Cultural Diversity:<ul style="list-style-type: none">- Students will learn to appreciate and value the diversity of weather conditions, climates, and cultural practices related to clothing and seasonal activities around the world.2. Civic mindedness:

	<ul style="list-style-type: none"> - Through exploring global weather patterns and discussing climate-related challenges, students will develop a sense of global citizenship and understand the importance of environmental awareness. <p>3. Tolerance of Ambiguity:</p> <ul style="list-style-type: none"> - This activity encourages students to accept and understand the variability and complexity of weather patterns and climates in different regions, recognizing that these differences contribute to global diversity. <p>4. Respect for Other People:</p> <ul style="list-style-type: none"> - Engaging with peers from different cultural backgrounds and discussing diverse weather conditions and clothing choices fosters mutual respect and understanding, emphasizing the importance of appreciating different viewpoints.
Type of learning Activity	
Learning Outcome	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Students will gain knowledge of weather vocabulary and understand the differences in weather conditions and climate across various locations. - They will learn to describe weather conditions and appropriate clothing for different climates and engage in discussions about seasonal variations and climate influences. <p>2. Skills Development:</p> <ul style="list-style-type: none"> - Students will improve their language skills in listening, speaking, reading, and writing appropriate to their proficiency level. - They will develop research, presentation, and critical thinking skills through comparative analysis, data interpretation, and project creation. <p>3. Cultural Awareness:</p> <ul style="list-style-type: none"> - By exploring weather conditions and clothing choices in different countries, students will increase their awareness of global diversity and cultural practices related to climate. - They will develop an appreciation for how geographical factors influence weather and climate, understanding the impact of environmental differences on daily life. <p>4. Critical Thinking and Analysis:</p> <ul style="list-style-type: none"> - Students will enhance their critical thinking skills by comparing and contrasting weather conditions, climates, and clothing across different countries. - They will learn to analyze weather data, understand climate influences, and discuss how geographical and environmental factors affect weather patterns.



Objective (Link to Curriculum and/or European frameworks)

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Educators Resources

Maps of the world of countries/continents mentioned here

List of Weather and Clothes According to Time of Year and Country

A1 Level	A2 Level	B1 Level	Native Speakers
Weather and Clothes	Weather and Clothes	Weather and Clothes	Weather and Clothes
Spring in Malta <ul style="list-style-type: none"> Weather: Warm Clothes: Light jacket, T-shirt 	Spring in Malta <ul style="list-style-type: none"> Weather: Warm and Rainy Clothes: Raincoat, Light jacket 	Spring in Malta <ul style="list-style-type: none"> Weather: Mild and Rainy Clothes: Waterproof jacket, Sneakers 	Spring in Malta <ul style="list-style-type: none"> Weather: Warm and Breezy Clothes: Light sweater, Jeans, Cap
Summer in Greece <ul style="list-style-type: none"> Weather: Hot Clothes: Shorts, T-shirt, Hat 	Summer in Greece <ul style="list-style-type: none"> Weather: Very Hot Clothes: Sunglasses, Shorts, Tank top 	Summer in Greece <ul style="list-style-type: none"> Weather: Hot and Sunny Clothes: Sunhat, Swimwear, Sandals 	Summer in Greece <ul style="list-style-type: none"> Weather: Scorching Hot Clothes: Lightweight dress, Sunhat, Flip-flops
Autumn in Japan <ul style="list-style-type: none"> Weather: Cool Clothes: Sweater, Jeans 	Autumn in South Africa <ul style="list-style-type: none"> Weather: Cool and Windy Clothes: Windbreaker, Long pants 	Autumn in Canada <ul style="list-style-type: none"> Weather: Cool and Cloudy Clothes: Hoodie, Boots 	Autumn in Kenya <ul style="list-style-type: none"> Weather: Cool and Rainy Clothes: Rain boots, Raincoat, Umbrella
Winter in Brazil <ul style="list-style-type: none"> Weather: Mild Clothes: Jacket, Long pants 	Winter in Australia <ul style="list-style-type: none"> Weather: Cold Clothes: Coat, Scarf, Gloves 	Winter in India <ul style="list-style-type: none"> Weather: Chilly Clothes: Winter coat, Beanie, Warm socks 	Winter in United States (Northeast) <ul style="list-style-type: none"> Weather: Cold and Dry Clothes: Thick coat, Woolen scarf, Mittens

Students Material

<p>ML. ICC.4</p> <p>Code - 1.1, 1.2</p> <p>Teacher Station Independent Station Technological Station</p>	<ul style="list-style-type: none"> • Together with the teacher discuss some basic vocabulary about the weather. Can you mention some words? • The teacher will show you a map of a foreign country. You will be comparing our weather with that country's weather. • Write three simple sentences about the weather in our town or village. • Discuss in your small group what types of clothes are good for our weather. • Together with the teacher you will be discussing another country's weather. <ul style="list-style-type: none"> • Do they have the same weather as us? • What clothes are they wearing? • What did you learn from today's lesson? • When the teacher tells you, click on the link Weather, Countries & Clothes A1
<p>ML. ICC.4</p> <p>Code - 1.1, 1.2</p> <p>Teacher Station Independent Station Collaboration Station Technological Station</p>	<ul style="list-style-type: none"> • Together with the teacher discuss some vocabulary about the weather. Can you mention some words which describe the weather? • The teacher will show you a map of a foreign country. You will be comparing our weather with that country's weather. • Write three sentences about your town and the other country's weather. • Discuss in your small group what types of clothes are good for our weather and what types of clothes are good for the other country's weather. <ul style="list-style-type: none"> • Do they have the same weather as us? • Do they wear the same clothes like us? • What clothes are they wearing? • Present your findings to the class • When the teacher tells you, click on the link Weather, Countries & Clothes A2
<p>ML. ICC.4</p> <p>Code - 1.1, 1.2</p> <p>Teacher Station Independent Station Collaboration Station</p>	<ul style="list-style-type: none"> • Together with the teacher discuss some vocabulary about the weather. Can you mention some words which describe the weather? • The teacher will show you a map of a foreign country. You will be researching the typical weather conditions and climate in that country. Are there different seasonal changes? • Write a paragraph about typical activities people engage in during different weather conditions, such as winter sports or beach vacations. Research also the clothes they wear. • Present your writing to the rest of the class.



Technological Station

- Each student should present their weather conditions, climate, clothing, activities, and any interesting weather-related facts Discuss in your small group what types of clothes are good for our weather and what types of clothes are good for the other country's weather.
 - Do they have the same weather as us?
 - Do they wear the same clothes like us?
 - What clothes are they wearing?
- Present your findings to the class
- When the teacher tells you, click on the link [Weather, Countries & Clothes B1](#). Drag and drop the word to the right box.

ML. ICC.4

Code - 1.1, 1.2

Teacher Station
Independent Station
Collaboration Station
Technological Station

- Together with the teacher discuss some vocabulary about the weather. Can you mention some words which describe the weather?
- The teacher will give you a specific region to research. You will need to find the climate, weather patterns, and geographical factors that influence the weather in that region.
- Write a paragraph about typical activities people engage in during different weather conditions, such as winter sports or beach vacations. Research also the clothes they wear.
- Present your writing to the rest of the class.
- When the teacher tells you, click on the link [Weather, Countries & Clothes NS](#). Drag and drop the word to the right box.

Task Two – Seasonal Traditions Activity

Description
ML.ICC.4, 2.1
ML.ICC.4, 2.2
ML.ICC.4, 2.1



Technology Requirements

Write the word to the Definition

- A1 – [Seasons Definition A1](#)
- A2 – [Seasons Definition A2](#)
- B1 – **Seasons Definition B1**
- NS – [Seasons Definition NS](#)

Instructions for A1 Students:

1. **Seasonal Vocabulary:** Begin by teaching basic seasonal vocabulary, including words like spring, summer, autumn, winter, and the names of holidays in their native language.
2. **Technological Activity:** Give students the technological tool where they need to write the word based on the statement written. Link [Seasons Definition A1](#)
3. **Interactive Storytelling:** Share a simple story or book about a seasonal celebration from a different culture using visuals and basic language. Encourage students to point out seasonal elements.
4. **Class Discussion:** Ask students to express their thoughts and feelings about their favorite seasons and seasonal traditions using basic sentences. For example, "I like summer because I can swim."
5. **Drawing Activity:** Provide students with drawing materials and ask them to draw a picture of their favorite season or seasonal activity.
6. **Show and Tell:** Each student can show their drawing and briefly describe what they like about the season or activity.

Instructions for A2 Students:

1. **Expanded Seasonal Vocabulary:** Teach more seasonal vocabulary, including names of holidays from various cultures and the names of seasons in other languages.
2. **Technological Activity:** Give students the technological tool where they need to write the word based on the statement written. Link [Seasons Definition A2](#)
3. **Cultural Storytelling:** Share stories or folktales related to seasonal traditions from different countries. Encourage students to identify key elements.
4. **Personal Traditions:** Have students discuss their own family traditions related to seasons and holidays. They can describe the activities and special foods they enjoy.
5. **Craft Activity:** Organize a craft session where students can create simple crafts related to seasonal traditions,

such as making paper snowflakes or decorating spring flowers.

6. **Cultural Poster:** Ask each student to create a poster that illustrates a seasonal tradition from a specific country. They should include images and a brief description.

Instructions for B1 Students:

1. **Advanced Seasonal Vocabulary:** Introduce more complex seasonal vocabulary and idiomatic expressions related to traditions. Discuss cultural idioms and phrases.
2. **Technological Activity:** Give students the technological tool where they need to write the word based on the statement written. Link [Seasons Definition A2](#)
3. **Cultural Exploration:** Assign each student a different seasonal celebration or tradition from around the world to research. They should create a presentation about the tradition, including its history and significance.
4. **Comparative Analysis:** Encourage students to compare and contrast their own seasonal traditions with those they researched. They can discuss similarities and differences.
5. **Collaborative Project:** Divide the class into small groups. Each group should create a multimedia presentation or poster about a specific seasonal tradition from a different culture.
6. **Presentation Day:** Have a presentation day where each group presents their findings and visuals. Afterward, engage the class in a discussion about the diversity of seasonal traditions.

Instructions for Native Language Speakers:

1. **Advanced Research:** Assign students to research and write in-depth essays about specific seasonal traditions from different cultures. They should explore historical and cultural aspects.
2. **Technological Tool:** Give students the technological tool where they need to write the word based on the statement written. Link [Seasons Definition NS](#)
3. **Cultural Exchange:** Encourage students to engage in cultural exchanges with peers from other countries who celebrate different seasonal traditions. They can exchange letters, artwork, or videos.
4. **Deeper Comparative Analysis:** Challenge students to conduct a comparative analysis of multiple seasonal traditions, discussing how these traditions are rooted in the cultures and histories of different countries.
5. **Presentation and Discussion:** Each student should prepare a presentation about their favorite seasonal tradition from around the world. After the presentations,

	facilitate a class discussion on the global diversity of traditions.
Language skill	<ol style="list-style-type: none"> 1. Listening and Comprehension: <ul style="list-style-type: none"> - Understanding seasonal vocabulary through stories, instructions, and discussions about seasonal traditions from different cultures. - Listening to peers' presentations about their favorite seasons and traditions enhances comprehension of diverse perspectives and language expressions related to seasons. 2. Speaking: <ul style="list-style-type: none"> - Practicing speaking skills by discussing favorite seasons, describing personal and cultural traditions, and presenting projects. - Engaging in peer-to-peer conversations and group discussions about seasonal activities and traditions, helping to build confidence in expressing ideas verbally. 3. Reading: <ul style="list-style-type: none"> - Reading seasonal vocabulary, stories, and descriptions of seasonal traditions from various cultures, which aids in vocabulary expansion and cultural understanding. - Engaging with written materials related to seasons and holidays, such as stories, articles, and research findings. 4. Writing: <ul style="list-style-type: none"> - Developing writing skills by creating sentences, descriptions, and narratives about seasons and traditions. - Writing reflections, project descriptions, and comparative analyses about seasonal traditions from different cultures.
Competences for democratic culture	<ol style="list-style-type: none"> 1. Valuing Cultural Diversity: <ul style="list-style-type: none"> - Students will learn to value and appreciate the diversity of seasonal traditions and cultural practices, fostering respect for different ways of life. 2. Civic mindedness: <ul style="list-style-type: none"> - Through the exploration of seasonal traditions, students will develop a sense of global citizenship and understand the importance of cultural awareness in a connected world. 3. Tolerance of Ambiguity: <ul style="list-style-type: none"> - The activity encourages students to accept and understand the complexity and diversity of cultural practices, recognizing that traditions can vary greatly across different regions. 4. Empathy: <ul style="list-style-type: none"> - By learning about and discussing seasonal traditions from different cultures, students will develop empathy, gaining a better understanding of the experiences and perspectives of others. 5. Respect for Other People:



	<ul style="list-style-type: none">- Engaging with peers from different cultural backgrounds and discussing diverse traditions fosters mutual respect and understanding, emphasizing the importance of appreciating different viewpoints.
Type of learning Activity	
Learning Outcome	<ol style="list-style-type: none">1. Knowledge and Understanding:<ul style="list-style-type: none">- Students will gain knowledge of seasonal vocabulary and traditions from various cultures, enhancing their understanding of global diversity.- They will learn to describe their favorite seasons, activities, and cultural traditions, as well as understand those of others from around the world.2. Skills Development:<ul style="list-style-type: none">- Students will improve their language skills in listening, speaking, reading, and writing appropriate to their proficiency level.- They will develop research, presentation, and critical thinking skills through storytelling, project creation, and comparative analysis.3. Cultural Awareness:<ul style="list-style-type: none">- By exploring seasonal traditions from different cultures, students will increase their awareness of global diversity and cultural practices.- They will develop an appreciation for the variety of ways in which seasons are celebrated around the world.4. Critical Thinking and Analysis:<ul style="list-style-type: none">- Students will enhance their critical thinking skills by comparing and contrasting their own seasonal traditions with those of other cultures.- They will learn to analyze the significance of seasonal traditions and discuss how these are rooted in cultural and historical contexts.
Objective (Link to Curriculum and/or European frameworks)	

Task Two

Here below find some of the vocabulary included in the students technological activities.

Weather Song - <https://www.youtube.com/watch?v=rD6FRDd9Hew>

A1 Level	A2 Level	B1 Level	Native Speakers
Spring:			
<ul style="list-style-type: none"> - Flowers: Plants that bloom with colourful petals. - Rain: Water that falls from the sky. - Birds: Animals that fly and sing. - Eggs: Found in nests, often for Easter. - Butterflies: Insects with colourful wings. 	<ul style="list-style-type: none"> - Blossom: Flowers that appear on trees. - Nest: A structure built by birds to lay eggs. - Garden: An area where plants and flowers are grown. - April Showers: Rainfall common in April. - Easter: A holiday celebrated with eggs and bunnies. 	<ul style="list-style-type: none"> - Sprout: New growth from a plant. - Migration: Movement of birds from one place to another. - Pollination: Transfer of pollen from one flower to another. - Equinox: When day and night are of equal length. - Renewal: The process of becoming new again. 	<ul style="list-style-type: none"> - Buds: Small parts of a plant that grow into leaves or flowers. - Thaw: When snow and ice melt. - Nesting: Birds building nests. - Greenery: Green plants and leaves. - Frogs: Animals that come out in the spring.
Summer			
<ul style="list-style-type: none"> - Sun: The bright star that warms the Earth. - Beach: Sandy area by the sea where people swim and play. - Ice Cream: Cold, sweet treat. - Swim: Moving through water using arms and legs. - Vacation: Time off from school. 	<ul style="list-style-type: none"> - Sunshine: Bright light from the sun. - Sandcastle: A small castle made of sand. - Camping: Staying in a tent outdoors. - Barbecue: Cooking food on a grill outside. - Fireworks: Explosions of light and color in the sky. 	<ul style="list-style-type: none"> - Heatwave: A very hot period. - Festival: A celebration often with music, food, and dancing. - Vacation: Time spent away from home or traveling. - Hydration: Drinking water to stay healthy. - Solstice: The longest day of the year. 	<ul style="list-style-type: none"> - Heat: High temperature. - Vacation: Time off from school or work. - Swimming: Moving through water. - Breeze: A gentle wind. - Sunburn: Red, sore skin from too much sun.
Autumn			
<ul style="list-style-type: none"> - Leaves: Parts of trees that change colour and fall. - Pumpkin: A large orange fruit, often used for Halloween. 	<ul style="list-style-type: none"> - Acorn: A nut from an oak tree. - Scarecrow: A figure made to scare birds away from crops. - Hayride: A ride on a wagon filled with hay. 	<ul style="list-style-type: none"> - Equinox: When day and night are of equal length. - Migration: Animals moving to warmer places. - Cornucopia: A symbol of plenty, often filled with 	<ul style="list-style-type: none"> - Crisp: Cool and fresh (air). - Acorns: Nuts from oak trees. - Scarecrows: Figures to scare birds from crops. - Hay: Dried grass.



<ul style="list-style-type: none"> - School: Place where children learn. - Sweater: Warm clothing for cool weather. - Harvest: Gathering crops from the fields. 	<ul style="list-style-type: none"> - Thanksgiving: A holiday to give thanks, often with a big meal. - Bonfire: A large outdoor fire. 	<ul style="list-style-type: none"> fruits and vegetables. - Raking: Gathering fallen leaves. - Hibernate: Animals sleeping through the winter. 	<ul style="list-style-type: none"> - Gathering: Collecting crops.
Winter			
<ul style="list-style-type: none"> - Snow: White flakes that fall from the sky when it's cold. - Christmas: A holiday in December. - Snowman: A figure made of snow. - Hot Chocolate: A warm drink made with milk and chocolate. - Skating: Gliding on ice with skates. 	<ul style="list-style-type: none"> - Icicle: A hanging piece of ice. - New Year: The first day of the new year. - Sledding: Riding on a sled over snow. - Mittens: Warm gloves for the hands. - Chimney: A structure that allows smoke from a fireplace to go outside. 	<ul style="list-style-type: none"> - Blizzard: A very heavy snowstorm with strong winds. - Solstice: The shortest day of the year. - Hibernate: Animals sleeping through the winter. - Festive: Joyful and celebratory, often related to holidays. - Resolution: A promise to do something differently in the new year. 	<ul style="list-style-type: none"> - Frost: Ice crystals on surfaces when it's very cold. - Holidays: Special days like Christmas and New Year. - Snowflakes: Individual pieces of snow. - Hibernation: When animals sleep for the winter. - Cozy: Warm and comfortable.

Students Material

M. ICC.4

Code
2.1, 2.2, 2.3

Teacher Station
Independent
Station
Technological
Station

- Discuss with your teacher basic vocabulary about the seasons. Which words do you know?
- When the teacher tells you, click on the link here [Seasons Definition A1](#) and start answering the sentences. You will find a sentence and you need to find the word for it.
- The teacher will share with you a celebration story from a different culture. Can you mention some things related to the seasons?
- Discuss together your thoughts and feelings about your favourite season.
- Draw a picture of your favourite season and seasonal activity.
- Show and describe your drawing.

M. ICC.4

Code
2.1, 2.2, 2.3

Teacher Station
Independent
Station
Technological
Station
Collaboration
Station

- Discuss with your teacher basic vocabulary about the seasons. Which words do you know? Do you know any holidays from different cultures?
- When the teacher tells you, click on the link here [Seasons Definition A2](#) and start answering the sentences. You will find a sentence and you need to find the word for it.
- The teacher will share with you a celebration story from a different culture.
 - Can you mention some things related to the seasons?
 - Discuss together your thoughts and feelings about your favourite season.
 - Do you know of any family traditions related to seasons and holidays?
 - Do you know any special activities or food you enjoy?
- Create a seasonal craft or a poster of a seasonal tradition from a specific country. Show and describe your craft or poster.

M. ICC.4

Code
2.1, 2.2, 2.3

Teacher Station
Independent
Station
Technological
Station
Collaboration
Station

- Discuss with your teacher basic vocabulary about the seasons. Which words do you know? Do you know any holidays from different countries?
- When the teacher tells you, click on the link here [Seasons Definition A2](#) and start answering the sentences. You will find a sentence and you need to find the word for it.
- The teacher will give you a seasonal celebration or tradition from around the world to research. Create a presentation about the tradition including its history and significance.
- Present this to the class and discuss together the similarities and differences between the seasonal traditions.



- In small groups create a presentation or poster about a specific seasonal tradition from a different culture
- Present your findings in class.

M. ICC.4
Code
2.1, 2.2, 2.3

Teacher Station
Independent
Station
Technological
Station
Collaboration
Station

- Discuss with your teacher basic vocabulary about the seasons. Which words do you know? Do you know any holidays from different countries?
- When the teacher tells you, click on the link here [Seasons Definition NS](#) and start answering the sentences. You will find a sentence and you need to find the word for it.
- The teacher will give you a seasonal celebration or tradition from around the world to research. Write about the specific tradition and explore historical and cultural aspects.
- Present this to the class and discuss together the similarities and differences between the seasonal traditions. Also discuss how one feast can be celebrated in different ways in different countries.
- In small groups create a presentation or poster about a specific seasonal tradition from a different culture
- Present your findings in class.

Task Three – Weather Art Exchange Activity

Description

ML.ICC.4, 3.1



Instructions for A1 Students:

1. **Basic Weather Vocabulary:** Begin by introducing basic weather-related vocabulary, such as sun, rain, snow, and clouds. Use visual aids like flashcards.
2. **Simple Art Creation:** Provide students with basic art supplies (e.g., colored pencils, markers, and paper). Ask them to create a simple drawing or painting that represents the weather in their local area. For example, they can draw a sunny day.
3. **Labeling:** Encourage students to label their artwork with basic weather-related words. For example, they can write "sunny" or "rainy" on their drawings.
4. **Weather Presentation:** Each student should briefly present their artwork to the class, explaining the weather condition they depicted.
5. **Exchange:** Coordinate with another class in a different country to exchange the artwork. Share the artwork created by the other class with your students.
6. **Discussion:** Engage in a class discussion about the artwork received from the other class. Encourage students to describe the weather they see in the exchanged artwork.

Instructions for A2 Students:

1. **Expanded Vocabulary:** Review basic weather vocabulary and introduce more weather-related words, such as storm, thunder, and rainbow.
2. **Detailed Artwork:** Provide students with a larger canvas for their artwork. Ask them to create more detailed and colorful representations of their local weather and climate.
3. **Weather Descriptions:** In addition to labeling, encourage students to write short descriptions of the weather on the back of their artwork. For example, they can describe a snowy landscape.
4. **Peer Presentation:** Each student should present their artwork to a peer, explaining the weather depicted. The listener can ask questions for clarification.
5. **Exchange and Analysis:** Exchange the artwork with another class from a different country. After receiving the artwork, have students analyze it and discuss the similarities and differences in weather.
6. **Collaborative Artwork:** In small groups, have students create collaborative artwork that combines elements of their local weather with the received artwork. This can represent an imaginary place with unique weather.

Instructions for B1 Students:

1. **Advanced Weather Vocabulary:** Introduce more advanced weather-related vocabulary, such as climate, seasons, and meteorology.
2. **Multimedia Art:** Encourage students to create multimedia artwork, including drawings, paintings, and collages. They can use a variety of materials to convey the complexity of weather and climate.
3. **Descriptive Narratives:** Ask students to write short narratives to accompany their artwork, providing context and explaining how weather influences their daily lives.
4. **Peer Critique:** Organize a peer critique session, where students provide constructive feedback on each other's artwork. They can discuss the effectiveness of the representation.
5. **Exchange and Research:** Coordinate with a partner class in a different country for the art exchange. Along with the artwork, provide background information about the local weather and climate.
6. **Collaborative Analysis:** After receiving the artwork, have students work together to analyze the exchanged artwork and research the weather and climate of the partner class's location.
7. **Presentation and Reflection:** Each group of students should create a presentation that showcases the exchanged artwork, the research findings, and a reflection on what they learned about the partner class's environment.

Instructions for Native Language Speakers:

1. **Introduction to Weather and Art:** Begin by discussing the concept of weather and its influence on our daily lives. Explain how art can be used to represent weather and climate.
2. **Weather Vocabulary:** Review and expand weather-related vocabulary with the students. Include a variety of weather conditions, temperature descriptors, and other weather-related terms. Encourage students to share their knowledge of weather-related words.
3. **Creating Weather Art:** Provide students with art supplies and a larger canvas, such as poster boards or art paper. Instruct them to create artwork that vividly represents the weather in their local area. Encourage creativity and artistic expression.
4. **Label and Describe:** Ask students to label their artwork with the name of the weather condition they've depicted. Additionally, they should write a brief description of the weather, including any feelings or activities associated with it. This can be written in creative, descriptive language.

5. **Art Discussion:** Organize a class discussion where each student presents their artwork. They should describe the weather conditions they've represented and share their thoughts and feelings about the weather. Encourage questions and discussion among peers.
6. **Coordinate Art Exchange:** Coordinate with a class from another country for the art exchange. Share the artwork created by your students with the partner class, ensuring that you also provide background information about the local weather and climate. Request the same from the partner class.
7. **Analysis and Comparison:** After receiving the artwork from the partner class, have students work in pairs or small groups to analyze the exchanged artwork. Discuss the artistic techniques, emotions conveyed, and how the weather is represented. Compare it to the local weather and climate.
8. **Research the Partner's Location:** In addition to the exchanged artwork, encourage students to research the weather and climate of the partner class's location. They can learn about the typical weather patterns, seasons, and any unique weather-related aspects of that region.
9. **Presentation and Reflection:** Have each group of students create a presentation that showcases the exchanged artwork, their research findings about the partner class's environment, and a reflection on what they learned about the different weather and climate. These presentations can include artwork descriptions and comparisons.
10. **Discussion and Appreciation:** After all presentations are complete, engage the class in a discussion about the similarities and differences in weather and climate between the two locations. Encourage students to appreciate the diversity of weather and the beauty of artistic expression.

Language skill

1. **Listening and Comprehension:**
 - Understanding basic to advanced weather-related vocabulary through instruction and discussion.
 - Listening to peers' presentations and descriptions of artwork, which fosters comprehension of different accents and expressions related to weather and climate.
2. **Speaking:**
 - Practicing pronunciation and articulation of weather-related terms during presentations and discussions.
 - Engaging in peer-to-peer dialogues and group discussions to describe artwork, weather conditions, and personal experiences related to the weather.
3. **Reading:**

	<ul style="list-style-type: none"> - Reading weather vocabulary and descriptions written by peers and from exchanged artwork. - Engaging with written narratives or descriptions that accompany the artwork, enhancing understanding of context and specific weather conditions. <p>4. Writing:</p> <ul style="list-style-type: none"> - Developing writing skills by labeling artwork with appropriate weather-related terms and creating descriptive narratives or sentences about local weather. - Writing reflections, critiques, and presentations based on exchanged artwork and research findings.
<p>Competences for democratic culture</p>	<p>1. Valuing Cultural Diversity:</p> <ul style="list-style-type: none"> - Students will learn to appreciate the diversity of weather conditions and artistic expressions from different cultures. This fosters respect and openness towards diverse perspectives and experiences. <p>2. Civic mindedness:</p> <ul style="list-style-type: none"> - By engaging in discussions about weather and its impact on daily life, students develop an awareness of environmental issues and the importance of climate knowledge in fostering a sustainable future. <p>3. Tolerance of Ambiguity:</p> <ul style="list-style-type: none"> - The activity encourages students to understand and accept that weather and climate can vary greatly from one region to another, and that these differences are natural and enrich global diversity. <p>4. Empathy:</p> <ul style="list-style-type: none"> - Through sharing and exchanging artwork, students will develop empathy by seeing the world from the perspective of others and understanding how different weather conditions can affect people's lives differently.
<p>Type of learning Activity</p>	
<p>Learning Outcome</p>	<p>1. Knowledge and Understanding:</p> <ul style="list-style-type: none"> - Students will gain a better understanding of weather-related vocabulary and concepts appropriate to their proficiency level (A1 to Native Language Speakers). - They will learn to identify and describe different weather conditions in their local area and in other regions around the world. <p>2. Skills Development:</p> <ul style="list-style-type: none"> - Students will enhance their artistic skills by creating visual representations of weather and climate using various art forms and materials. - They will develop communication skills by presenting and discussing their artwork, asking questions, and providing feedback to peers. <p>3. Cultural Awareness:</p>



	<ul style="list-style-type: none">- Through the exchange of artwork with students from other countries, students will learn about the diverse weather patterns and climates around the world.- They will develop an appreciation for different artistic expressions and cultural perspectives on weather and climate. <p>4. Critical Thinking and Analysis:</p> <ul style="list-style-type: none">- Students will practice critical thinking by analyzing and comparing their local weather with that of other regions, identifying similarities and differences.- They will develop analytical skills by evaluating the artistic techniques used in the exchanged artwork and considering how effectively these represent the depicted weather.
Objective (Link to Curriculum and/or European frameworks)	

Students Material

M. SL.4

Code 3.1,

Teacher Station
Independent
Station

- With the teacher, use some words which are related to the weather.
- Create a simple drawing or painting that represents the weather in your town. Example draw a sunny day.
- Label your artwork with weather related words.
- Show your artwork to the class. Explain the weather you drew.
- Your drawing will be exchanged with another class in a different country.
- When you receive your drawings describe the weather you see in the artwork received

M. SL.4

Code 3.1,

Teacher Station
Independent
Station

- With the teacher, use some words which are related to the weather.
- Create a drawing or painting that represents the weather in your town.
- Label your artwork with weather related words. Write a short description on the back of your artwork.
- Show your artwork to the class. Explain the weather you drew.
- Your drawing will be exchanged with another class in a different country.
- When you receive your drawings describe the weather you see in the artwork. Discuss the similarities and differences you see.

M. SL.4

Code 3.1,

Teacher Station
Independent
Station
Collaboration
Station

- With the teacher, use some words which are related to the weather.
- Create a drawing, collage or painting that represents the weather in your town.
- Write a short description of your weather artwork. Explain the town or village where the drawing is done and explain how the weather influences your daily life.
- Show your artwork to the class. Explain your drawing.
- Your drawing will be exchanged with another class in a different country.
- When you receive their drawings create a presentation about what you learnt from their artwork. Discuss the similarities and differences you see.



M. SL.4
Code 3.1,

Teacher Station
Independent
Station
Collaboration
Station

- With the teacher, use some words which are related to the weather. Discuss how the weather influences our daily lives.
- Create a drawing, collage or painting that represents the weather in your town.
- Write a brief description of your weather artwork. Explain the town or village where the drawing is done and explain how the weather influences your daily life. Include any feelings or activities associated with it.
- Show your artwork to the class. Explain your drawing and the brief description you wrote.
- Your drawing will be exchanged with another class in a different country. Research where they are from.
- When you receive their paintings create a presentation about the artistic techniques, emotions shown and how the weather is shown. Compare to the local weather and climate.
- Discuss about the similarities and differences between the two countries.

Task Four – Sustainable Practices Sharing

Description

ML.ICC.4, 4.1

ML.ICC.4, 4.2

ML.ICC.4, 4.3



Instructions for A1 Students:

1. **Introduction to Sustainability:** Begin by introducing the concept of sustainability using simple language. Explain that it's about taking care of the environment.
2. **Topic Assignment:** Assign each student a specific sustainability topic (e.g., recycling, saving water). Provide basic information about the assigned topic.
3. **Simple Research:** Encourage students to conduct basic research to find out what people do to help the environment in another country. Use age-appropriate resources like children's books or videos.
4. **Poster Creation:** Ask students to create a poster illustrating the sustainability practices they learned about in the chosen country. They can use drawings, images, and a few basic sentences.
5. **Presentation:** Each student should present their poster to the class, briefly explaining the sustainability practice they researched.

Instructions for A2 Students:

1. **Expanded Sustainability Vocabulary:** Introduce more sustainability-related vocabulary and phrases, such as renewable energy, composting, and eco-friendly products.
2. **In-Depth Research:** Assign each student a sustainability topic and a specific country to research. Provide them with resources like simple articles or short documentaries.
3. **Detailed Poster or Presentation:** Encourage students to create a detailed poster or presentation about the sustainability practice in the assigned country. They should include information on how it works, its benefits, and any challenges.
4. **Peer Feedback:** Organize a peer review session where students provide feedback on each other's posters or presentations. They can ask questions and suggest improvements.
5. **Discussion:** Lead a class discussion about the different sustainability practices learned from the various countries. Encourage students to share their thoughts on which practices they find interesting or important.

Instructions for B1 Students:

1. **Advanced Sustainability Topics:** Introduce more advanced sustainability topics, such as sustainable agriculture, renewable energy technologies, and urban planning for sustainability.



2. **Independent Research:** Assign each student a sustainability topic and a country to research. Encourage them to use reliable sources, such as websites, articles, and documentaries.
3. **Comprehensive Report:** Ask students to create a comprehensive report or presentation about the sustainability practice in the assigned country. They should include information on its history, impact, and innovations.
4. **Group Discussion:** Divide students into small groups based on their topics. In groups, they can discuss and compare the practices they researched, considering what could be applied in their own region.
5. **Action Plan:** Challenge students to brainstorm and propose small-scale actions they can take to implement some of the sustainability practices they learned about in their local community.

Instructions for Native Language Speakers:

1. **In-Depth Research:** Assign each student a specific sustainability topic and a country to research. Encourage them to delve deeply into the topic, exploring advanced concepts and innovations.
2. **Collaborative Research:** Organize a collaborative research project, where students work in pairs or small groups to investigate sustainability practices in different countries. Each group should create a comprehensive report.
3. **Debate and Discussion:** After the presentations, initiate a class debate or discussion about the most effective and innovative sustainability practices and their potential application in the students' own country.
4. **Community Outreach:** Challenge students to take their research beyond the classroom. Encourage them to collaborate with local environmental organizations or authorities to implement some of the sustainable practices they've learned about.

Language skill

1. **Listening Comprehension:**
 - Understanding spoken explanations and instructions related to sustainability topics.
 - Following presentations and discussions about sustainability practices from different countries.
2. **Speaking:**
 - Describing sustainability practices using appropriate vocabulary and structures.
 - Presenting research findings and posters or reports clearly to the class.

	<ul style="list-style-type: none"> - Engaging in discussions and debates about sustainability topics, sharing opinions, and providing feedback. <p>3. Reading Comprehension:</p> <ul style="list-style-type: none"> - Reading and understanding basic to advanced texts, articles, and multimedia resources on sustainability. - Analyzing written materials about sustainability practices from various countries. <p>4. Writing:</p> <ul style="list-style-type: none"> - Creating written reports, posters, or presentations that effectively communicate research findings on sustainability. - Writing reflections, summaries, or feedback on peers' presentations and sustainability practices.
<p>Competences for democratic culture</p>	<p>1. Knowledge and Critical Understanding of the World:</p> <ul style="list-style-type: none"> - Developing an understanding of global environmental issues and sustainability practices across different countries. - Gaining awareness of how sustainable actions can contribute to environmental preservation and community well-being. <p>2. Civic-Mindedness:</p> <ul style="list-style-type: none"> - Fostering a sense of responsibility towards the environment and the role of individuals and communities in promoting sustainability. - Encouraging active participation in local sustainability initiatives and collaborations with community organizations. <p>3. Responsibility:</p> <ul style="list-style-type: none"> - Cultivating a sense of responsibility for conducting thorough research and presenting accurate information about sustainability. - Encouraging students to take initiative in proposing and implementing sustainable actions in their local community.
<p>Type of learning Activity</p>	
<p>Learning Outcome</p>	<p>1. Understanding Sustainability:</p> <ul style="list-style-type: none"> - Students will understand the concept of sustainability, including basic and advanced topics such as recycling, saving water, renewable energy, and sustainable agriculture. - Students will learn about different sustainability practices from around the world and their impact on the environment and society. <p>2. Research and Information Synthesis:</p> <ul style="list-style-type: none"> - Students will develop research skills by using various resources to gather information on sustainability topics.



	<ul style="list-style-type: none">- Students will learn to synthesize information from different sources and present it clearly and coherently in posters, reports, or presentations. <p>3. Communication Skills:</p> <ul style="list-style-type: none">- Students will enhance their ability to communicate effectively about sustainability topics, using appropriate vocabulary and structures.- Students will improve their public speaking skills by presenting their research and participating in discussions and debates. <p>4. Community Engagement:</p> <ul style="list-style-type: none">- Students will gain awareness of how sustainability practices can be applied in their own community and be encouraged to engage with local organizations or authorities to promote sustainable actions.
Objective (Link to Curriculum and/or European frameworks)	

Students Material

<p>M. SL.4</p> <p>Activity</p> <p>ML.ICC.4,</p> <p>Code</p> <p>4.1, 4.2,</p> <p>Teacher Station Independent Station Technology Station</p>	<ul style="list-style-type: none">• Have you ever heard of the word sustainability? Do you know what it means? Discuss with the teacher what the word means.• You will be getting one topic on sustainability to find some information about. The teacher will provide you with links and information. You can also use the Roboteacher to find out more information and check your writing.• Guiding questions for your research<ul style="list-style-type: none">• What do you know about this topic?• What is the meaning of the sustainability topic given to you?• What are people doing in other countries to help the environment?• Create a poster showing what you learned about the word and practices. You can use drawings, images and write a few basic sentences.• Present your poster to the class.
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<p>M. ICC.4</p> <p>Code</p> <p>4.1, 4.2, 4.3</p> <p>Teacher Station Independent Station Technological Station</p>	<ul style="list-style-type: none">• Have you ever heard of the word sustainability? Do you know what it means? Discuss with the teacher what the word means.• You will be getting one topic on sustainability and a country to find some information about. The teacher will provide you with links and information. You can also use the Roboteacher to find out more information and check your writing.• Guiding questions for your research<ul style="list-style-type: none">• What do you know about this topic?• What is the meaning of the sustainability topic given to you?• What are people doing in other countries to help the environment?• Create a poster showing what you learned about the word and practices. You can use drawings, images and write a few basic sentences.• Present your poster to the class.• Discuss in class about the different practices learned.<ul style="list-style-type: none">• Which projects did you find interesting?• Which projects are important?
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M. ICC.4

Code

4.1, 4.2, 4.3

Teacher Station
Independent
Station
Technological
Station

- Have you ever heard of the word sustainability? Do you know what it means? Discuss with the teacher what the word means.
- You will be getting one topic on sustainability and a country to find some information about. The teacher will provide you with links and information. You can also use the [Roboteacher](#) to find out more information and check your writing.
- Guiding questions for your research
 - What do you know about this topic?
 - What is the meaning of the sustainability topic given to you?
 - What are people doing in other countries to help the environment?
- Write a report (a paragraph) or a presentation about what you learned.
- In small groups discuss what you learned about your country. Would this be useful where you live?
- Discuss in class about the different practices learned.
 - Which projects did you find interesting?
 - Which projects are important?
 - What small project/actions can we take in our community?

M. ICC.4

Code

4.1, 4.2, 4.3

Teacher Station
Independent
Station
Technological
Station

- Have you ever heard of the word sustainability? Do you know what it means? Discuss with the teacher what the word means.
- You will be working in pairs, where you will investigate sustainability practices in different countries.
- The teacher will provide you with links and information. You can also use the [Roboteacher](#) to find out more information and check your writing.
- Guiding questions for your research
 - What do you know about this topic?
 - What is the meaning of the sustainability topic given to you?
 - What are people doing in other countries to help the environment?
- Write a report or a presentation about what you learned.
- Present to the class what you found through your research.
- Discuss in class about the different practices learned.
 - Which projects did you find interesting?



- Which projects are important? Would this be useful where you live?
- What small project/actions can we take in our community?
- Are there any organisations which we can help and support?

Task Five – International Weather Reports Activity

Description

ML.ICC.4, 5.1
ML.ICC.4, 5.2
ML.ICC.4, 5.3
ML.ICC.4, 5.4



Instructions for A1 Students:

1. **Basic Weather Vocabulary:** Begin by introducing basic weather-related vocabulary in the target language. Use visual aids, flashcards, or simple videos to help students understand words like "sunny," "rainy," "cloudy," and "temperature."
2. **Pairing Students:** Pair students up and assign each pair a foreign city. Provide them with a simplified weather report template that includes sections for weather conditions, temperature, and a brief description.
3. **Research and Report:** Instruct students to use age-appropriate resources, such as simplified weather websites or children's books, to research the current weather in their assigned foreign city. They should fill out the weather report template in the target language.
4. **Presentation:** Each pair presents their weather report to the class. Encourage them to use gestures and visual aids to make the presentation engaging.
5. **Discussion:** After each presentation, facilitate a discussion by asking simple questions about the foreign city's weather. For example, you can ask, "Is it hot or cold there?" or "Do they have rain today?"

Instructions for A2 Students:

1. **Expanded Weather Vocabulary:** Introduce more advanced weather vocabulary, including temperature units (e.g., Celsius and Fahrenheit), wind speed, and humidity.
2. **Independent Research:** Assign each student a foreign city and ask them to research the current weather independently. They can use kid-friendly weather websites or apps.
3. **Weather Report Creation:** Have students create a complete weather report for their assigned foreign city. The report should include detailed weather conditions, temperature, wind speed, and a description of the weather.
4. **Pair Presentation:** Pair students up with someone who researched a different foreign city. In pairs, they should present the weather reports to each other, simulating a live broadcast.
5. **Peer Feedback:** Encourage students to provide feedback to their peers. Ask them to share what they found interesting about the foreign city's weather.

Instructions for B1 Students:

1. **Advanced Weather Vocabulary:** Introduce more technical weather terms, such as barometric pressure, precipitation

- types, and weather patterns (e.g., high and low-pressure systems).
2. Independent Research and Analysis: Assign each student a foreign city and ask them to research the current weather independently. Encourage them to use reputable weather websites or apps for accurate data.
 3. Weather Report Development: Instruct students to create comprehensive weather reports, including all relevant weather details. They should also analyse the weather patterns and potential impacts.
 4. Group Presentation: Divide the class into small groups. Each group should consist of students who researched different foreign cities. In groups, they should create a collaborative weather report presentation.
 5. Group Discussion: After each group's presentation, encourage a discussion about the differences and similarities in weather conditions among the foreign cities. Prompt students to analyse why the weather varies.
 6. Weather Forecasting: For an additional challenge, ask students to make predictions about the weather in their assigned foreign city for the next day. They can use the current weather data as a basis for their forecasts.

Instructions for Native Speaker Students:

1. Introduction to Weather Reports: Begin by explaining what weather reports are to the students. Describe them as broadcasts or presentations that provide information about the current weather conditions in a specific location.
2. Foreign City Assignment: Assign each pair of students a foreign city to research. Choose cities with diverse weather conditions to make the activity more engaging. Encourage students to be curious and eager to learn about the weather in other parts of the world.
3. Research and Data Collection: Instruct the students to research and gather weather data for their assigned foreign city. They can use various resources, such as online weather websites, apps, or even reach out to local residents or family members who may have lived in that city.
4. Weather Report Presentation: Once the students have collected the necessary information, they should create a weather report presentation. Each presentation should include the following elements:
 - City and Country: The name of the foreign city and the country it is located in.
 - Current Weather: The temperature, humidity, wind speed, and any other relevant weather conditions.
 - Forecast: A brief forecast for the upcoming days.

- Local Climate: Information about the typical climate in that city (e.g., is it rainy, snowy, hot, or cold during certain seasons?).
- 5. Practice and Rehearsal: Allow students time to practice and rehearse their weather report presentations with their partners. Encourage them to use appropriate language and pronunciation.
- 6. Weather Report Day: Schedule a "Weather Report Day" in your classroom. Each pair of students will present their weather report to the class. They should use visuals like maps or images to make the presentation engaging.
- 7. Class Discussion: After each presentation, engage the class in a discussion. Encourage students to ask questions and share their thoughts about the foreign city's weather. Discuss any differences or similarities they noticed between the foreign city's weather and their own local weather.
- 8. Cultural Exchange: Encourage students to explore the cultural aspects related to the foreign city they researched. They can discuss local traditions, clothing, and how weather impacts the daily lives of people in that city.
- 9. Reflection: At the end of the activity, lead a reflection session. Discuss what the students learned about weather in other parts of the world and how it can be different from their local weather.
- 10. Weather Diversity: Emphasize the beauty of weather diversity and how it contributes to the uniqueness of each place on Earth. Encourage students to stay curious and open to learning about different cultures and climates.

Language skill

1. Listening Comprehension:
 - Understanding spoken explanations about weather conditions and reports.
 - Following instructions for research, presentations, and discussions on weather topics.
2. Speaking:
 - Describing weather conditions and reports using appropriate vocabulary.
 - Presenting research findings clearly and engagingly to peers.
 - Participating in discussions about weather patterns and cultural impacts.
3. Reading Comprehension:
 - Reading and interpreting weather reports, forecasts, and descriptions from various sources.
 - Analyzing written materials related to weather conditions and climate information.
4. Writing:

Competences for democratic culture	<ul style="list-style-type: none"> - Creating written weather reports that include detailed weather conditions, forecasts, and descriptions. - Writing reflections or summaries on the discussions and research findings. <hr/> <ol style="list-style-type: none"> 1. Knowledge and Critical Understanding of the World: <ul style="list-style-type: none"> - Developing an understanding of global weather patterns and the factors that contribute to climatic differences. - Gaining awareness of the interconnectedness of weather conditions and their impact on cultures, economies, and daily life. 2. Civic-Mindedness: <ul style="list-style-type: none"> - Fostering a sense of global awareness and responsibility towards understanding diverse environmental conditions and their effects on people worldwide. - Encouraging students to appreciate and respect different weather-related challenges faced by communities in various parts of the world.
Type of learning Activity	
Learning Outcome	<ol style="list-style-type: none"> 1. Understanding Weather Concepts: <ul style="list-style-type: none"> - Students will understand basic to advanced weather vocabulary, including terms for different weather conditions, temperature units, wind speed, humidity, barometric pressure, and weather patterns. - Students will learn how to interpret weather data and understand the factors influencing weather conditions in various parts of the world. 2. Research and Analysis Skills: <ul style="list-style-type: none"> - Students will develop research skills by using reliable sources to gather accurate weather information. - Students will learn to analyze weather data and patterns, understanding the impact of different weather conditions on local and global scales. 3. Cultural Awareness: <ul style="list-style-type: none"> - Students will gain awareness of how weather conditions affect daily life and cultural practices in different regions. - Students will explore the cultural significance of weather and how it shapes local traditions and lifestyle. 4. Critical Thinking and Reflection: <ul style="list-style-type: none"> - Students will develop critical thinking skills by comparing and contrasting weather conditions in different cities and analyzing the reasons for these variations. - Students will reflect on how weather diversity contributes to the uniqueness of different places and the importance of understanding and respecting these differences.
Objective (Link to Curriculum and/or European frameworks)	



Educator's Information Sheet: Teaching Weather Reports and Forecasting

Introduction

Understanding weather reports and forecasting is crucial for students to grasp how weather affects daily life and the environment. This knowledge helps them make informed decisions about their activities and increases their awareness of climate patterns.

Objectives

- Teach students the basics of weather terminology and symbols.
- Help students interpret weather reports.
- Introduce students to the methods used in weather forecasting.
- Engage students with hands-on activities related to weather observation and reporting.

Key Concepts

1. Weather Terminology:

- Temperature: The degree of heat or cold in the atmosphere.
- Precipitation: Any form of water, liquid or solid, that falls from the atmosphere (e.g., rain, snow, sleet, hail).
- Humidity: The amount of water vapor in the air.
- Wind Speed and Direction: How fast the wind is blowing and from which direction.
- Pressure: The force exerted by the atmosphere at a given point, usually measured in millibars (mb) or inches of mercury (Hg).
- Forecast: A prediction of future weather conditions.

2. Weather Symbols:

- Sunny: ☀
- Partly Cloudy: ☁
- Cloudy: ☁
- Rain: ☔
- Thunderstorm: ⚡
- Snow: ❄
- Wind: 🌬

3. Forecasting Methods:

- Observation: Using weather instruments like thermometers, barometers, and anemometers.
- Satellite Images: Pictures of Earth from space showing cloud patterns.
- Radar: Technology that detects precipitation, its motion, and intensity.



- Computer Models: Programs that simulate the atmosphere and predict future weather.

1. Websites:

- National Weather Service: [weather.gov](https://www.weather.gov/)
- Weather Underground: [wunderground.com](https://www.wunderground.com/)
- BBC Weather: [bbc.com/weather](https://www.bbc.com/weather)

2. Apps:

- WeatherBug: Provides current weather conditions and forecasts.
- The Weather Channel: Offers detailed weather forecasts and alerts.

Activity: School Weather Station

1. Build Instruments: Make simple weather tools like a thermometer and rain gauge.
2. Record Data: Observe and record the weather each day.
3. Report Findings: Keep a log of your observations and share your findings with the class.

A1 Level

Weather Reports and Forecasting Worksheet

How to Check the Weather

1. Look Outside: See what the sky looks like.
2. Feel the Temperature: Is it warm or cold?
3. Watch a Weather Report: Look at the weather forecast on TV or online.

Activity: Weather Chart

1. Look Outside: Check the weather each day.
2. Choose a Symbol: Pick the right symbol (☀, ☁, 🌧, ❄, 🌬).
3. Record on Chart: Draw the symbol on the weather chart for each day.

Weather Words

1. Sunny: ☀ It is bright and the sun is shining.
2. Cloudy: ☁ The sky is covered with clouds.
3. Rain: 🌧 Water falls from the sky.
4. Snow: ❄ White flakes fall from the sky when it is cold.
5. Windy: 🌬 The air is moving quickly.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day of the Week							
What Does the Sky Look Like							
Temperature							

1. Look Outside: Check the weather each day.
2. Choose a Symbol: Pick the right symbol (☀, ☁, 🌧, ❄, 🌬).
3. Record on Chart: Draw the symbol on the weather chart for each day.

Weather Comparison Worksheet

Compare Weather in Two Cities

	Country Malta	Country Greece
	City	City
What Does the Sky Look Like		
Temperature		

Guiding Questions:

1. What is the weather like in Malta?
2. What is the temperature in Malta?
3. What is the weather like in Greece?
4. What is the temperature in Greece?
5. Is Malta warmer or colder than Greece?
6. Which city is rainy?



A2 Level

Weather Words

1. Temperature: How hot or cold it is.
2. Sunny: ☀ The sun is out, and it is bright.
3. Cloudy: ☁ The sky is full of clouds.
4. Rainy: ☔ Water is falling from the sky.
5. Snowy: ❄ Snowflakes are falling from the sky.
6. Windy: 🌬 The air is blowing fast.

How to Check the Weather

1. Observe: Look outside to see what the weather is like.
2. Feel: Notice if it is hot or cold.
3. Weather Reports: Watch the weather forecast on TV or online.

Activity: Weather Diary

1. Observe the Weather: Look at the weather each day.
2. Write About It: Write a sentence about the weather (e.g., "Today is sunny and warm.").
3. Draw a Picture: Draw a picture of the weather each day.



A2 Level (Elementary)

Weather Reports and Forecasting Worksheet

How to Check the Weather

1. Look Outside: See what the sky looks like.
2. Feel the Temperature: Is it warm or cold?
3. Watch a Weather Report: Look at the weather forecast on TV or online.

Activity: Weather Chart

1. Look Outside: Check the weather each day.
2. Choose a Symbol: Pick the right symbol (☀, ☁, ☔, ❄, 🌪).
3. Record on Chart: Draw the symbol on the weather chart for each day.

Weather Words

1. Sunny: ☀ It is bright, and the sun is shining.
2. Cloudy: ☁ The sky is covered with clouds.
3. Rain: ☔ Water falls from the sky.
4. Snow: ❄ White flakes fall from the sky when it is cold.
5. Windy: 🌪 The air is moving quickly.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day of the Week							
What Does the Sky Look Like							
Temperature							

- Look Outside: Check the weather each day.
- Choose a Symbol: Pick the right symbol (☀, ☁, ☔, ❄, 🌪).
- Record on Chart: Draw the symbol on the weather chart for each day.

Weather Comparison Worksheet

Compare Weather in Three Cities

	Country Malta	Country Greece	Country Italy
	City	City	City
What Does the Sky Look Like			
Temperature			

Guiding Questions:

- What is the weather like in Malta?
- What is the temperature in Malta?
- What is the weather like in Greece?
- What is the temperature in Greece?
- What is the weather like in Italy?
- What is the temperature in Italy?



- Which city is the warmest?
- Which city is the coldest?
- Which city has cloudy weather?

Activity:

1. Draw a chart comparing the weather in Malta, Greece, and Italy.
2. Write a short sentence about the weather in each city.



B1 Level

Weather Reports and Forecasting Worksheet

Weather Words

1. Temperature: How hot or cold the air is.
2. Humidity: How much water vapor is in the air.
3. Precipitation: Rain, snow, sleet, or hail.
4. Sunny: ☀ Clear skies with lots of sunshine.
5. Cloudy: ☁ Covered with clouds.
6. Rainy: 🌧 Rain is falling.
7. Snowy: ❄ Snow is falling.
8. Windy: 🌪 Strong winds are blowing.

How to Check the Weather

1. Look Outside: Observe the sky and feel the air.
2. Weather Reports: Check the weather forecast on TV or online.
3. Weather Apps: Use an app to see the current weather and forecast.

Activity: Create a Weather Forecast

1. Research: Look at the local weather forecast.
2. Prepare a Report: Write a short report about the weather for the next three days.
3. Present: Share your weather forecast with the class, using weather symbols and terms.

Compare Weather in Four Cities

	Country Malta	Country Greece	Country Italy	Country Portugal
	City	City	City	City
Weather				
Temperature				

Guiding Questions:

- What is the weather like in Malta?
- What is the temperature in Malta?
- What is the weather like in Greece?
- What is the temperature in Greece?
- What is the weather like in Italy?
- What is the temperature in Italy?
- What is the weather like in Portugal?
- What is the temperature in Portugal?
- Which city has the highest temperature?
- Which city has the lowest temperature?
- Which cities are not sunny?



Activity:

1. Create a table comparing the weather and temperature in Malta, Greece, Italy, and Portugal.
2. Write a short paragraph describing the differences in weather between these cities.



Native Speakers

Weather Reports and Forecasting Worksheet

Weather Words

1. Temperature: How hot or cold the air is.
2. Humidity: The amount of water vapor in the air.
3. Precipitation: Any form of water, like rain or snow, that falls from the sky.
4. Sunny: ☀ Clear skies and bright sunlight.
5. Cloudy: ☁ Sky covered with clouds.
6. Rainy: 🌧 Rain falling from the sky.
7. Snowy: ❄ Snow falling from the sky.
8. Windy: 🌪 Strong winds blowing.

How to Check the Weather

1. Observe: Look at the sky and feel the air.
2. Weather Reports: Watch or read weather forecasts on TV, online, or in newspapers.
3. Weather Instruments: Use thermometers, barometers, and anemometers to measure weather conditions.

Compare Weather in Five Cities

	Country Malta		Country Greece		Country Italy		Country Portugal		Country Cyprus	
	City		City		City		City		City	
Weather										
Temperature										

Guiding Discussion Questions:

1. What is the weather like in Malta?
2. What is the temperature in Malta?
3. What is the weather like in Greece?
4. What is the temperature in Greece?
5. What is the weather like in Italy?
6. What is the temperature in Italy?
7. What is the weather like in Portugal?
8. What is the temperature in Portugal?
9. What is the weather like in Cyprus?
10. What is the temperature in Cyprus?
11. Which city is the hottest?
12. Which city is the coolest?
13. Which city is the sunniest?
14. Which cities have rainy or cloudy weather?

Activity:

1. Create a detailed table comparing the weather and temperature in Malta, Greece, Italy, Portugal, and Cyprus.



2. Write a descriptive essay comparing the weather in these cities. Include how the weather might affect daily life in each city.

Students Material

M. SL.4

Activity 5.1, 5.2, 5.3

Teacher Station

Collaboration Station

- Today we will be talking about the weather. We will use simple vocabulary to observe the weather around us.
 - What is weather?
 - What words describe the weather?
 - Do you know any words?
- We are going to start by observing our local weather. How do we check the Weather
 - Look Outside: See what the sky looks like.
 - Feel the Temperature: Is it warm or cold?
 - Watch a Weather Report: Look at the weather forecast on TV or online.
- Together we are going to create a weather chart for our town.
 - Look Outside: Check the weather each day.
 - Choose a Symbol: Pick the right symbol (☀, ☁, ☔, ❄, 🌬).
 - Record on Chart: Draw the symbol on the weather chart for each day.
 - Write the temperature of the day.
- Weather Words Symbols
 - Sunny: ☀ It is bright, and the sun is shining.
 - Cloudy: ☁ The sky is covered with clouds.
 - Rain: ☔ Water falls from the sky.
 - Snow: ❄ White flakes fall from the sky when it is cold.
 - Windy: 🌬 The air is moving quickly.

Weather Chart for this week.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day of the Week							
What Does the Sky Look Like							
Temperature °C							

- Working in pairs you will be given a foreign city to research. Together look for the weather in that country or city.
- With a partner, you will be given a foreign city. Together you will look for the weather in that country in a city.

Weather Comparison Worksheet

Compare Weather in Two Cities

	Country Malta		Country Greece	
	City		City	City
What Does the Sky Look Like				
Temperature °C				

Guiding Questions:

1. What is the weather like in Malta?
2. What is the temperature in Malta?
3. What is the weather like in Greece?
4. What is the temperature in Greece?
5. Is Malta warmer or colder than Greece?
6. Which city is rainy?

Activity:

1. Draw a picture of the weather in Malta.
 2. Draw a picture of the weather in Greece.
- Present your weather report to the class. Discuss the weather.

M. SL.4

Activity 5.1, 5.2, 5.3

Teacher Station

Technology Station

Collaboration Station

- Today we will be talking about the weather. We will discuss temperature units (e.g., Celsius and Fahrenheit), wind speed, and humidity.
- We are going to start by observing our local weather. How do we check the Weather
 - Look Outside: See what the sky looks like.
 - Feel the Temperature: Is it warm or cold?
 - Watch a Weather Report: Look at the weather forecast on TV or online.
- Together we are going to create a weather chart for our town.
 - Look Outside: Check the weather each day.
 - Choose a Symbol: Pick the right symbol (☀, ☁, ☔, ❄, 🌬).
 - Record on Chart: Draw the symbol on the weather chart for each day.
 - Write the temperature of the day.
- Weather Words Symbols
 - Sunny: ☀ It is bright, and the sun is shining.
 - Cloudy: ☁ The sky is covered with clouds.
 - Rain: ☔ Water falls from the sky.
 - Snow: ❄ White flakes fall from the sky when it is cold.
 - Windy: 🌬 The air is moving quickly.

Weather Chart for this week.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day of the Week							
What Does the Sky Look Like							
Temperature °C							
Wind Speed							
Weather Description							

- Working in pairs you will be given a foreign city to research. Together look for the weather in that country or city.
- With a partner, you will be given a foreign city. Together you will look for the weather in that country in a city. You can research using some of the weather apps the teacher is going to suggest to you. The report should include detailed weather conditions, temperature, wind speed, and a description of the weather.



- Here are some Guiding Questions to help you with your research

- What is the weather like in Malta?
- What is the temperature in Malta?
- What is the weather like in Greece?
- What is the temperature in Greece?
- What is the weather like in Italy?
- What is the temperature in Italy?
- Which city is the warmest?
- Which city is the coldest?
- Which city has cloudy weather?

Activity:

- Draw a chart comparing the weather
- Write a short sentence about the weather in each city.
- Once you have completed your research, pair up with someone who researched another country. What did you find interesting about the foreign city's weather?



M. SL.4

Activity 5.1, 5.2, 5.3, 5.4

Teacher Station

Technology Station

Independent Station

Collaboration Station

- Today we will be talking about the weather. We will discuss temperature units (e.g., Celsius and Fahrenheit), wind speed, and humidity and some other concepts.
- We are going to start by observing our local weather. How do we check the Weather
 - Look Outside: See what the sky looks like.
 - Feel the Temperature: Is it warm or cold?
 - Watch a Weather Report: Look at the weather forecast on TV or online.
- Together we are going to create a weather chart for our town.
 - Look Outside: Check the weather each day.
 - Choose a Symbol: Pick the right symbol (☉, ☁, ☔, ❄, 🌪).
 - Record on Chart: Draw the symbol on the weather chart for each day.
 - Write the temperature of the day.
- Weather Words Symbols
 - Temperature: How hot or cold the air is.
 - Humidity: How much water vapor is in the air.
 - Precipitation: Rain, snow, sleet, or hail.
 - Sunny: ☉ Clear skies with lots of sunshine.
 - Cloudy: ☁ Covered with clouds.
 - Rainy: ☔ Rain is falling.
 - Snowy: ❄ Snow is falling.
 - Windy: 🌪 Strong winds are blowing.

Weather Chart for this week.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day of the Week							
What Does the Sky Look Like							
Temperature °C							
Wind Speed							
Weather Description							

- You will now be given a foreign city to research the weather in that city. You will research the weather in that country and/or city. For your research use some of the weather apps the teacher is going to suggest to you.
- The report should include detailed weather conditions, temperature, wind speed, and a description of the weather.



- Once you have completed your research, you will be placed in a group with students who researched other cities. Create a weather report which includes the four cities.
- Here are some guiding questions to help you with your discussion

Guiding Questions:

- What is the weather like in Malta?
- What is the temperature in Malta?
- What is the weather like in Greece?
- What is the temperature in Greece?
- What is the weather like in Italy?
- What is the temperature in Italy?
- What is the weather like in Portugal?
- What is the temperature in Portugal?
- Which city has the highest temperature?
- Which city has the lowest temperature?
- Which cities are not sunny?

Activity:

- Create a table comparing the weather and temperature in Malta, Greece, Italy, and Portugal.
- Write a short paragraph describing the differences in weather between these cities.
- In class with your teacher, discuss the differences and similarities in the weather between the four countries.
- Now predict what your city's weather is going to be like tomorrow.

M. SL.4

Activity 5.1, 5.2,
5.3, 5.4

Teacher Station
Technology
Station
Independent
Station
Collaboration
Station

- Today we will be talking about the weather. We will discuss temperature units (e.g., Celsius and Fahrenheit), wind speed, and humidity and some other concepts.
- We are going to start by observing our local weather. How do we check the Weather
 - Look Outside: See what the sky looks like.
 - Feel the Temperature: Is it warm or cold?
 - Watch a Weather Report: Look at the weather forecast on TV or online.
- Together we are going to create a weather chart for our town.
 - Look Outside: Check the weather each day.
 - Choose a Symbol: Pick the right symbol (☉, ☁, ☔, ❄, 🌪).
 - Record on Chart: Draw the symbol on the weather chart for each day.
 - Write the temperature of the day.
- Weather Words Symbols
 - Temperature: How hot or cold the air is.
 - Humidity: The amount of water vapor in the air.
 - Precipitation: Any form of water, like rain or snow, that falls from the sky.
 - Sunny: ☉ Clear skies and bright sunlight.
 - Cloudy: ☁ Sky covered with clouds.
 - Rainy: ☔ Rain falling from the sky.
 - Snowy: ❄ Snow falling from the sky.
 - Windy: 🌪 Strong winds blowing.

Weather Chart for this week.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Day of the Week							
What Does the Sky Look Like							
Temperature °C							
Wind Speed							
Weather Description							

- You will now be given a foreign city to research the weather in that city. You will research the weather in that country and/or city. For your research use some of the weather apps the teacher is going to suggest to you.



- The report should include detailed weather conditions, temperature, wind speed, and a description of the weather.
- Once you have completed your research, you will be placed in a group with students who researched other cities. Create a weather report which includes the four cities.
- Here are some guiding questions to help you with your discussion

Guiding Questions:

- What is the weather like in Malta?
- What is the temperature in Malta?
- What is the weather like in Greece?
- What is the temperature in Greece?
- What is the weather like in Italy?
- What is the temperature in Italy?
- What is the weather like in Portugal?
- What is the temperature in Portugal?
- What is the weather like in Cyprus?
- What is the temperature in Cyprus?
- Which city is the hottest?
- Which city is the coolest?
- Which city is the sunniest?
- Which cities have rainy or cloudy weather?
- Prepare a weather report day presentation which includes the five cities. You can include maps and pictures for your presentation.
- Each presentation should include the following elements:
 - City and Country: The name of the foreign city and the country it is located in.
 - Current Weather: The temperature, humidity, wind speed, and any other relevant weather conditions.
 - Forecast: A brief forecast for the upcoming days.
 - Local Climate: Information about the typical climate in that city (e.g., is it rainy, snowy, hot, or cold during certain seasons?).
- Present together your weather report to the class.
- In class with your teacher, discuss the differences and similarities in the weather between the five countries.
- Write a descriptive essay comparing the weather in these cities. Include how the weather might affect daily life in each city.

Task Six- Eco-Friendly Initiatives Activity

Description



Instructions for A1 Students:

1. **Introduction to Sustainability:** Start by explaining the concept of sustainability in simple terms, emphasizing the importance of taking care of the environment.
2. **Basic Vocabulary:** Introduce basic sustainability-related vocabulary, such as "recycle," "save energy," and "reduce waste." Use visuals and flashcards to help students understand these terms.
3. **International Sustainability Projects:** Share simple stories or pictures of sustainability projects from around the world. Highlight the positive impact these initiatives have on the environment.
4. **Discussion:** Engage the students in a discussion about what they can do to help the environment. Encourage them to share ideas like picking up litter, turning off lights when not in use, or using reusable bags.
5. **Brainstorming:** In small groups or as a class, brainstorm ideas for eco-friendly initiatives they can implement in their community. Encourage simple, actionable suggestions.

Instructions for A2 Students:

- **Sustainability Concepts:** Review the concepts of sustainability, including recycling, conserving resources, and reducing pollution. Discuss why these practices are important for the planet.
- **International Sustainability Projects:** Show students more detailed examples of international sustainability projects. Discuss the impact of these projects on communities and the environment.
- **Research and Presentation:** Assign each student or small group a specific international sustainability project. They should research it further and create a short presentation to share with the class.
- **Discussion:** After the presentations, facilitate a class discussion about the key takeaways from the international projects and what impressed the students the most.
- **Local Initiatives Brainstorm:** Ask students to brainstorm ideas for eco-friendly initiatives in their own community. They should consider how they can adapt and implement what they've learned from the international projects locally.

Instructions for B1 Students:

1. **Advanced Sustainability Concepts:** Introduce more complex sustainability concepts, such as renewable energy sources, carbon footprint, and the circular

economy. Discuss the global implications of sustainable practices.

2. In-Depth Research: Assign each student or small group an international sustainability project. They should conduct in-depth research, including the project's goals, challenges, and long-term impact.
3. Critical Analysis: After the research, have students critically analyse the sustainability projects they studied. Ask them to identify the project's strengths, weaknesses, and innovative aspects.
4. Local Initiative Proposal: Encourage students to propose a sustainable initiative for their own community. They should create a detailed plan, including the project's goals, steps for implementation, and potential challenges.
5. Debate: Organize a class debate where students present their proposed local initiatives and discuss their feasibility, impact, and potential obstacles. This encourages critical thinking and persuasive communication skills.

Instructions for Native Speaker Students:

1. Introduction to Sustainability Initiatives: Begin by explaining what sustainability initiatives are to the students. Describe these as projects or efforts aimed at making the world a better and more environmentally friendly place. Discuss that there are many initiatives happening globally.
2. Exploring International Projects: Share information and visuals (such as pictures or videos) of international sustainability initiatives with the class. Choose projects that are age-appropriate and engaging. Highlight various aspects like recycling programs, clean energy, conservation efforts, and community gardens.
3. Class Discussion: After presenting each initiative, engage the students in a class discussion. Encourage them to ask questions and express their thoughts about what they've learned. Discuss the positive impacts these initiatives have on the environment and communities.
4. Brainstorming for Local Projects: Divide the students into small groups or allow them to work individually. Assign each group or student the task of brainstorming ideas for sustainability projects in their own community or school.
5. Project Proposals: Instruct the students to develop a proposal for their chosen sustainability project. The proposal should include the following elements:
 - Project Name: Give the project a creative and catchy name.
 - Project Description: Explain what the project aims to achieve and its environmental benefits.

- Steps to Implementation: Outline the steps needed to make the project a reality.
 - Resources Required: Mention the resources, materials, and support needed.
 - Community Involvement: Describe how the local community can participate in the project.
6. Presenting Project Proposals: Schedule a project proposal presentation day in your classroom. Each group or student will present their proposal to the class, explaining their chosen project and how it can contribute to a more sustainable community.
 7. Discussion and Feedback: After each presentation, open the floor for a discussion. Encourage students to ask questions, provide feedback, and discuss the potential challenges and benefits of each proposed project.
 8. Class Voting: Allow the class to vote on the project proposals. Each student can cast a vote for their favorite project idea. The winning proposal can be the basis for a future classroom or school project.
 9. Community Involvement: Encourage students to take the discussion and their project ideas home and involve their families and local communities in the planning and implementation of these projects.
 10. Follow-Up: Keep track of the progress of the chosen sustainability project and celebrate the achievements. This can be an ongoing initiative that brings positive change to the local community.

Language skill

1. Listening Comprehension:
 - Understanding spoken explanations about sustainability concepts and initiatives.
 - Following instructions and discussions about environmental projects.
2. Speaking:
 - Participating in discussions and debates about sustainability.
 - Presenting research findings and project proposals clearly and effectively.
3. Reading Comprehension:
 - Reading and understanding texts, stories, or descriptions related to sustainability projects and initiatives.
 - Analyzing written materials on environmental concepts and projects.
4. Writing:
 - Creating written project proposals, including clear descriptions, goals, and steps for implementation.
 - Writing reflections or summaries about learned sustainability concepts and discussions.

<p>Competences for democratic culture</p>	<ol style="list-style-type: none"> 1. Knowledge and Critical Understanding of the World: <ul style="list-style-type: none"> • Developing an understanding of global environmental issues and the interconnectedness of human actions and the natural world. • Gaining awareness of different cultural approaches to sustainability and environmental stewardship. 2. Civic-Mindedness: <ul style="list-style-type: none"> • Fostering a sense of responsibility towards the environment and understanding the role of individuals and communities in promoting sustainability. • Encouraging active participation in local and global environmental initiatives. 3. Responsibility: <ul style="list-style-type: none"> • Cultivating a sense of responsibility for one's actions and their impact on the environment. • Encouraging students to take initiative in proposing and implementing sustainability projects in their communities. 4. Tolerance of Ambiguity: <ul style="list-style-type: none"> • Understanding that sustainability is a complex issue with no single solution and being open to different perspectives and approaches. • Developing the capacity to handle uncertainty and complexity in discussions about environmental challenges and solutions. 5. Self-Efficacy: <ul style="list-style-type: none"> • Building confidence in one's ability to contribute positively to sustainability efforts, both individually and collaboratively. • Encouraging students to believe in their potential to make a meaningful difference in their communities and beyond.
<p>Type of learning Activity</p>	
<p>Learning Outcome</p>	<ol style="list-style-type: none"> 1. Understanding Sustainability: <ul style="list-style-type: none"> • Students will understand the basic and advanced concepts of sustainability, including recycling, conservation, renewable energy, carbon footprint, and circular economy. • Students will recognize the global and local importance of sustainable practices and their impact on the environment. 2. Critical Thinking and Analysis: <ul style="list-style-type: none"> • Students will develop the ability to critically analyze sustainability projects, identifying strengths, weaknesses, and innovative aspects. • Students will learn to evaluate the feasibility and potential impact of various sustainability initiatives. 3. Communication Skills:

	<ul style="list-style-type: none">• Students will enhance their ability to communicate effectively about environmental topics, both in presenting ideas and engaging in discussions and debates.• Students will improve their collaborative skills by working in groups to brainstorm, plan, and propose sustainability projects. <p>4. Research and Information Synthesis:</p> <ul style="list-style-type: none">• Students will learn to conduct research on sustainability projects, synthesize information, and present findings clearly.• Students will develop skills in using digital tools and resources for research and presentations. <p>5. Community Engagement:</p> <ul style="list-style-type: none">• Students will understand the importance of community involvement in sustainability efforts and learn how to engage others in local initiatives.• Students will explore ways to adapt international sustainability practices to their local context.
Objective (Link to Curriculum and/or European frameworks)	English Language, Geography, PSCD



Information Sheet for Educators: International Sustainability Projects

Introduction to Sustainability

Sustainability involves meeting the needs of the present without compromising the ability of future generations to meet their own needs. It encompasses three main pillars: environmental protection, social equity, and economic viability. Teaching sustainability to young students helps them understand the importance of protecting our planet and encourages them to adopt eco-friendly practices.

International Sustainability Projects

Overview of International Projects

1. The Great Green Wall (Africa): An African-led movement to grow an 8,000 km natural wonder across the entire width of Africa. This initiative combats desertification, climate change, and poverty.
2. The Ocean Cleanup (Global): A project aimed at developing advanced technologies to rid the world's oceans of plastic.
3. Solar Sister (Africa): Empowers women with clean energy entrepreneurship, promoting solar energy and economic development in African communities.
4. Plant for the Planet (Global): A youth initiative that plants trees worldwide to combat climate change and raise awareness about environmental issues.

Sustainability Projects for Students

A1 Level

Project Idea: Planting a Small Garden

- Objective: To understand the basics of planting and caring for plants.
- Description: Students will plant flowers, herbs, or vegetables in small pots or a garden bed.

Student Instructions:

1. Choose Your Plant: Pick a flower, herb, or vegetable you want to grow.
2. Prepare the Soil: Fill your pot or garden bed with soil.
3. Plant the Seed: Make a small hole in the soil, place the seed in the hole, and cover it with soil.
4. Water the Plant: Gently water the soil to keep it moist.
5. Watch it Grow: Place your pot in a sunny spot and water it regularly.

A2 Level

Project Idea: Recycling Project

- Objective: To learn about the importance of recycling and how to separate waste.
- Description: Students will collect recyclable materials and create a recycling station in their classroom or school.

Student Instructions:



1. Collect Materials: Gather paper, plastic, glass, and metal items that can be recycled.
2. Sort the Waste: Separate the items into different bins: one for paper, one for plastic, one for glass, and one for metal.
3. Label the Bins: Write labels for each bin to show what goes inside.
4. Recycle: Take the bins to the recycling center or have a designated recycling day at school.

B1 Level

Project Idea: Energy Conservation Campaign

- Objective: To promote energy-saving practices in the school and at home.
- Description: Students will create posters and presentations on ways to save energy.

Student Instructions:

1. Research: Learn about different ways to save energy, like turning off lights, using energy-efficient bulbs, and unplugging devices.
2. Create Posters: Make colorful posters with tips on how to save energy.
3. Present to Class: Share your posters and energy-saving tips with your classmates.
4. Track Energy Use: Keep a diary of how you save energy at home and at school.

Native Speakers

Project Idea: School Composting Program

- Objective: To reduce food waste and create nutrient-rich soil for gardens.
- Description: Students will start a composting program at their school.

Student Instructions:

1. Learn About Composting: Understand what composting is and why it's important.
2. Set Up a Compost Bin: Get a compost bin and place it in a suitable spot.
3. Collect Compost Materials: Gather food scraps like fruit peels, vegetable scraps, and coffee grounds. Avoid meat and dairy.
4. Add to Compost: Add the food scraps to the compost bin and mix them with dry leaves or paper.
5. Maintain the Compost: Turn the compost regularly to keep it aerated and check the moisture levels.
6. Use the Compost: After a few months, use the compost in your school garden.

Instructions for Identifying and Creating Sustainability Projects

Identifying Sustainability Projects

1. Observe Your Environment: Look around your school or community and note any environmental issues or areas that need improvement.
2. Brainstorm Ideas: Think about different ways you can help solve these problems or make your environment more sustainable.



3. Research: Learn about successful sustainability projects from around the world for inspiration.

Creating Sustainability Projects

1. Choose a Project: Decide on a sustainability project that interests you and is feasible for your school or community.
2. Plan the Project: Outline the steps needed to complete the project. Think about the materials you will need and any help you might require.
3. Gather Materials: Collect the materials you need for your project.
4. Take Action: Start your project and document the process with photos and notes.
5. Share Your Work: Present your project to your classmates, teachers, and community members. Explain what you did and why it's important.
6. Reflect: Think about what you learned from the project and how it helped the environment.

Teaching sustainability to students not only raises awareness about environmental issues but also empowers them to take action in their communities. By engaging in hands-on projects, students can make a positive impact while learning valuable lessons about cooperation, problem-solving, and stewardship of the Earth.

Students Material

<p>M. ICC.4</p> <p>Code 6.1</p> <p>Teacher Station Collaboration Station</p>	<ul style="list-style-type: none"> • Today we will be talking about sustainability which means taking care of the environment • With the teacher you will be working on sustainability-related vocabulary. Do you know any word? • After hearing the stories, the teacher told you about, in groups can you think about <ul style="list-style-type: none"> • What could you do to help the environment? • Anything we can do around the classroom? At home? Outside in our community?
<p>M. ICC.4</p> <p>Code 6.1, 6.2</p> <p>Teacher Station Collaboration Station</p>	<ul style="list-style-type: none"> • Today we will be talking about sustainability which means taking care of the environment. • Discuss with the teacher the concepts of sustainability, including recycling, conserving resources, and reducing pollution. <ul style="list-style-type: none"> • Why these practices are important for the planet. • After hearing the stories, the teacher told you about, in groups can you think about <ul style="list-style-type: none"> • What impact do these projects have on communities and the environment? • What could you do to help the environment? • Anything we can do around the classroom? At home? Outside in our community? • In groups the teacher will give you a topic or specific project which you will together research. Here you can make use of Roboteacher to help you find further information. • Present to the class your project
<p>M. ICC.4</p> <p>Code 6.1, 6.2</p> <p>Teacher Station Collaboration Station</p>	<ul style="list-style-type: none"> • Today we will be talking about sustainability which means taking care of the environment. • Discuss with the teacher the concepts of sustainability, including recycling, conserving resources, reducing pollution, renewable energy sources, carbon footprint, and the circular economy. <ul style="list-style-type: none"> • Why are these sustainable practices important for the planet. • The teacher will now assign you some projects which you need to research in groups. Here you can make use of Roboteacher to help you find further information.



- What impact do these projects have on communities and the environment?
- What could you do to help the environment?
- Anything we can do around the classroom? At home? Outside in our community?
- In groups the teacher will give you a topic or specific project which you will together research.
- Present to the class your project. Discuss whether such projects can be taken up locally.

M. ICC.4

Code 6.1, 6.2 Teacher Station Collaboration Station

- Today we will be talking about sustainability which means taking care of the environment.
- Discuss with the teacher the concepts of sustainability, including recycling, conserving resources, reducing pollution, clean energy, conservation efforts, community gardens renewable energy sources, carbon footprint, and the circular economy.
 - Why are these sustainable practices important for the planet.
 - What impact do these projects have on communities and the environment?
 - What could you do to help the environment?
 - Anything we can do around the classroom? At home? Outside in our community?
- In groups you will brainstorm ideas for sustainable projects in your community or school. Here you can make use of **Roboteacher** to help you find further information for your sustainability project. The proposal should include the following elements:
 - Project Name: Give the project a creative and catchy name.
 - Project Description: Explain what the project aims to achieve and its environmental benefits.
 - Steps to Implementation: Outline the steps needed to make the project a reality.
 - Resources Required: Mention the resources, materials, and support needed.
 - Community Involvement: Describe how the local community can participate in the project.
- Present to the class your project. Discuss whether such projects can be taken up locally.

TASK SEVEN – Weather Folktales Activity

Description

ML.ICC.4, 7.1

ML.ICC.4, 7.2

ML.ICC.4, 7.3



Instructions for A1 Students:

1. Introduction to Folktales: Begin by explaining what folktales are and how they are stories passed down through generations.
2. Weather Vocabulary: Introduce basic weather-related vocabulary in the target language. Use visual aids to help students understand words like "sun," "rain," "wind," and "snow."
3. Folktale Sharing: Share a simple weather-related folktale from your own culture. Keep the story short and engaging, focusing on a weather-related event or element.
4. Group Storytelling: In groups, encourage students to create their own short weather-themed stories. Provide them with a basic story structure that includes a problem, characters, and a weather-related solution.
5. Story Presentation: Have each group present their stories to the class. Encourage them to use simple language and gestures to convey the weather-related elements of their stories.

Instructions for A2 Students:

1. Weather Folktales Introduction: Begin by discussing the concept of folktales and their cultural significance. Explain how folktales often incorporate elements of nature, including weather.
2. Folktale Exploration: Share weather-related folktales from different cultures. These stories should be slightly more complex, with weather playing a central role in the plot.
3. Analysing Folktales: After reading or hearing the folktales, facilitate a class discussion about the role of weather in these stories. Discuss the cultural elements and lessons conveyed.
4. Creating Weather Folktales: Assign each student or small group the task of creating their own weather-themed folktales. Encourage them to draw inspiration from the folktales they read and incorporate cultural elements into their stories.
5. Storytelling Showcase: Organize a storytelling showcase where students present their folktales to the class. This can be done through oral storytelling, written presentations, or even illustrated storybooks.

Instructions for B1 Students:

1. Advanced Folktales: Share more complex weather-related folktales from various cultures. These stories should involve intricate plotlines and deeper cultural elements.

2. Discussion and Analysis: Engage in a class discussion about the common themes and cultural diversity found in the folktales. Encourage students to analyse the role of weather in conveying moral lessons or cultural beliefs.
3. Weather Folktales Research: Assign students the task of researching and selecting a specific weather-related folktale from a culture of their choice. They should delve into the story's origins and its cultural significance.
4. Adaptation and Creation: Ask students to adapt the chosen folktale to their own cultural context or create an original weather-themed story inspired by the folktale. They should focus on how weather affects the characters or plot.
5. Storytelling and Reflection: Have students present their adapted or original folktales to the class. After each presentation, encourage reflection on the cultural elements and the role of weather in the story.

Instructions for Native Speaker Students:

1. Introduction to Weather Folktales: Begin by explaining what folktales are to the students. Describe them as traditional stories that have been passed down through generations, often containing important cultural and moral lessons. Discuss that some folktales are centred around weather and natural elements.
2. Exploration of Folktales: Share one or more weather-related folktales from different cultures with the class. You can read them aloud, show illustrations, or use multimedia resources if available. Ensure that the stories are age-appropriate and engaging for the students.
3. Discussion and Analysis: After each tale is shared, engage the students in a discussion. Encourage them to reflect on the themes, lessons, and elements related to weather in the stories. Discuss how weather is portrayed and its significance in the tales.
4. Cultural Elements: Highlight the cultural elements in each folktale. Discuss the traditions, clothing, and practices of the culture in which the story originated. Explain how weather and nature are often intertwined with these cultural elements.
5. Creating Weather-Themed Stories: Divide the students into small groups or allow them to work individually. Assign each group or student the task of creating their own weather-themed story. They should draw inspiration from the weather-related elements they've discussed.
6. Storytelling Elements: Instruct students to consider the following storytelling elements in their tales:
 - Characters: Who are the characters in the story, and how do they relate to the weather?

- Plot: What happens in the story, and how is it connected to the weather?
 - Conflict: Is there a problem or challenge related to the weather?
 - Resolution: How is the conflict resolved, and what is the lesson or message?
7. Story Creation: Encourage students to write, illustrate, or narrate their stories. They can use words, drawings, or a combination of both. Emphasize creativity and the incorporation of cultural elements into their tales.
 8. Story Sharing: Schedule a storytelling session in your classroom. Each group or student will share their weather-themed story with the class. Encourage them to express their creativity and explain how the story relates to the weather.
 9. Discussion and Reflection: After each presentation, engage the class in a discussion. Encourage them to ask questions, offer feedback, and reflect on the lessons or messages conveyed in the stories.
 10. Cultural Appreciation: Wrap up the activity by discussing the importance of appreciating and respecting different cultures and their stories. Emphasize the beauty of diversity and how weather connects people across the world.
 11. Class Story Collection: Compile the students' weather-themed stories into a class collection. Create a "Weather Tales from Around the World" book that can be displayed in the classroom.

Language skill

1. Listening:
 - Understand spoken descriptions of weather-related folktales and their cultural significance.
 - Comprehend peers' storytelling, discussions, and reflections during class activities.
2. Speaking:
 - Express ideas and retell folktales using appropriate weather-related vocabulary.
 - Participate in group storytelling and class discussions, sharing insights on cultural elements and weather themes.
3. Reading:
 - Read and understand simple to complex texts about weather-related folktales.
 - Analyze written folktales to identify cultural elements, themes, and weather-related motifs.
4. Writing:
 - Write short sentences or paragraphs creating original weather-themed folktales.
 - Develop structured narratives that incorporate characters, plot, conflict, and resolution related to weather.



Competences for democratic culture	<ol style="list-style-type: none">1. Knowledge and Critical Understanding of Culture:<ul style="list-style-type: none">- Develop an awareness of different cultural traditions and storytelling practices related to weather.- Understand the role of folktales in preserving cultural heritage and conveying shared values and beliefs.2. Analytical and Critical Thinking Skills:<ul style="list-style-type: none">- Analyze folktales to understand their themes, characters, and cultural significance.- Critically reflect on the moral lessons and messages conveyed through weather-related stories.3. Respect for Diversity and Cultural Awareness:<ul style="list-style-type: none">- Acknowledge and appreciate the diversity of cultural expressions found in weather-related folktales.- Show respect for different cultural perspectives and storytelling traditions, recognizing the value of diverse narratives.4. Civic Engagement and Responsibility:<ul style="list-style-type: none">- Recognize the importance of storytelling in promoting cultural understanding and empathy.- Demonstrate a sense of responsibility towards preserving cultural traditions and respecting diverse cultural narratives.
Type of learning Activity	XXX
Learning Outcome	<ol style="list-style-type: none">1. Understand and Explain the Concept of Folktales:<ul style="list-style-type: none">- Identify and explain the nature and purpose of folktales, particularly those related to weather.- Recognize the cultural significance and moral lessons conveyed through weather-related folktales.2. Develop and Use Weather-Related Vocabulary:<ul style="list-style-type: none">- Use basic to advanced weather-related vocabulary appropriately in speaking and writing.- Communicate effectively about weather themes in folktales using newly acquired vocabulary.3. Analyze Cultural Elements in Folktales:<ul style="list-style-type: none">- Analyze the cultural elements present in various weather-related folktales.- Discuss how different cultures use weather in storytelling to convey beliefs, values, and traditions.4. Create and Adapt Weather-Themed Folktales:<ul style="list-style-type: none">- Create original or adapted weather-themed folktales, incorporating cultural elements and moral lessons.- Use creativity and storytelling skills to develop engaging narratives that explore the impact of weather on characters and plots.
Objective (Link to Curriculum and/or European frameworks)	English, Social Studies, PSCD



Educator's Information on Folktales: Cultural Significance, Transmission, and Meanings

Definition of Folktales:

Folktales are traditional stories passed down through generations, often by word of mouth. They encompass a variety of narratives, including myths, legends, fairy tales, and fables. Folktales reflect the values, beliefs, and norms of the cultures they originate from and serve as a means of cultural transmission.

Cultural Significance:

- Moral Lessons: Folktales often convey important moral lessons and societal values.
- Cultural Identity: They help preserve and promote cultural heritage and identity.
- Entertainment: Folktales entertain while educating audiences about the cultural context.
- Socialization: They are used to teach younger generations about customs, traditions, and community rules.

Transmission of Folktales:

- Oral Tradition: The primary method of transmission, where stories are told by elders to the younger generation.
- Written Records: Many folktales have been documented in books, preserving them for future generations.
- Performances: Folktales are often dramatized through plays, puppet shows, and storytelling sessions.
- Digital Media: The advent of technology has enabled folktales to be shared through videos, podcasts, and online storytelling platforms.

Links to some free websites with songs and stories

https://www.mamalisa.com/?song_type=Folk+Song&t=e_type&id=497

https://www.youtube.com/watch?v=_ztsyv0WLWE



A1 Level

1. Folktale: "The Sun and the Wind" (Aesop's Fable)

- Cultural Origin: Greek
- Synopsis: The Sun and the Wind argue about who is stronger. They see a man wearing a coat and decide that whoever can make him remove his coat is the stronger. The Wind blows hard, but the man only pulls his coat tighter. The Sun then shines brightly, and the man removes his coat.
- Cultural Significance: This tale teaches the value of kindness and gentle persuasion over force.
- Transmission: Traditionally told orally and now found in children's storybooks.
- Language Level: Simple vocabulary and structure, ideal for beginners learning about weather elements.
- <https://www.thefablecottage.com/fables/the-wind-and-the-sun>
- <https://www.tell-a-tale.com/the-wind-and-the-sun-an-aesops-fable/>

Folktale: "The Sun and the Wind" (Aesop's Fable)

Reading Text:

Once upon a time, the Sun and the Wind had a contest. They wanted to see who was stronger. They saw a man walking down the road wearing a coat. They decided that whoever could make the man take off his coat would be the winner.

The Wind went first. He blew and blew with all his might. But the harder the Wind blew, the tighter the man held his coat. The man did not take off his coat.

Then it was the Sun's turn. The Sun started to shine brightly. The day became warm. The man felt hot. Slowly, he took off his coat. The Sun had won.

Comprehension Questions:

1. Who were the two characters in the story?
2. What were they trying to find out?
3. What did the Wind do to try to make the man take off his coat?
4. How did the Sun make the man take off his coat?
5. Who won the contest?

Critical Thinking Questions:

1. Why do you think the man did not take off his coat when the Wind blew hard?
2. What lesson do you think this story teaches us?



Folktale Worksheet Creation According to Language Competency Levels

A1 Level

Part 1

Title: Create Your Own Folktale

Instructions:

1. Choose Your Characters

- Think of three simple characters for your story.
- Example: A brave dog, a smart cat, and a naughty mouse.

2. Setting

- Decide where your story takes place. It could be a park, a house, or a forest.
- Example: A big green park.

3. Problem

- What problem do the characters need to solve?
- Example: The dog lost its ball.

4. Solution

- How do the characters solve the problem?
- Example: The cat and mouse help the dog find the ball.

5. Lesson

- What can we learn from your story?
- Example: Friends can help each other.

Part 2

Comprehension and Reflection Questions on the Story they Wrote

4. Who are the main characters in your story?
5. Where does your story take place?
6. What is the problem in your folktale?
7. How do the characters solve the problem?
8. What lesson does your story teach?

Reflection

1. What did you enjoy most about creating your folktale?
2. What was the most challenging part?



Folktale Worksheet A1 Level

Step 1: Choose Your Characters

- Character 1: _____
- Character 2: _____
- Character 3: _____

Step 2: Setting

- Where does your story take place? _____

Step 3: Problem

- What problem do the characters face? _____

Step 4: Solution

- How do the characters solve the problem? _____

Step 5: Lesson

- What lesson does your folktale teach? _____

Title: _____

Once upon a time...

The End



A2 Level

Folktale: "The Four Dragons"

- Cultural Origin: Chinese
- Synopsis: Four dragons living in the sea see the people suffering from a drought. They beg the Jade Emperor to send rain, but he ignores them. The dragons decide to scoop up water from the sea and spray it over the land, creating the four great rivers of China.
- Cultural Significance: Highlights the importance of courage and taking action for the greater good. It also explains the origin of major rivers.
- Transmission: Passed down through oral tradition and now included in children's literature and school curricula.
- Language Level: Suitable for elementary learners with clear moral lessons and environmental themes.
- https://www.worldoftales.com/Asian_folktales/Asian_Folktale_6.htmlgsc.tab=0
- https://resources.finalsite.net/images/v1584287028/brockton/yckwfrl40uzcjfm2q9hj/commonlit_the-four-dragons_student.pdf
- <https://www.youtube.com/watch?v=B60Ctc-0AKI>

Folktale: "The Four Dragons"

Reading Text:

Long ago, in China, there were four dragons: the Long Dragon, the Yellow Dragon, the Black Dragon, and the Pearl Dragon. They lived in the sea. One day, they saw people on the land who were very thirsty because it had not rained for a long time. The people were praying for rain.

The dragons felt sorry for the people and decided to help. They flew up to the sky to see the Jade Emperor, who was in charge of the sky. "Please, Jade Emperor," they said, "the people need rain."

The Jade Emperor said he would help, but he forgot his promise. The dragons waited, but no rain came. Finally, they decided to help the people themselves. They scooped up water from the sea and sprayed it over the land. This created the four great rivers of China: the Yangtze, the Yellow, the Black, and the Pearl Rivers.

The people were happy and had water again. The dragons had saved the day.

Comprehension Questions:

1. Who are the main characters in the story?
2. Why did the people on the land need help?
3. What did the dragons ask the Jade Emperor to do?
4. What did the dragons do when the Jade Emperor did not help?
5. What were the names of the rivers created by the dragons?

Critical Thinking Questions:

1. Why do you think the Jade Emperor forgot to send rain?
2. How do you think the actions of the dragons helped the people?



A2 Level

Part 1

Title: Create Your Own Folktale

Instructions:

1. Choose Your Characters

- Think of three characters for your story.
- Example: A brave bird, a clever fox, and a lazy rabbit.

2. Setting

- Decide where your story takes place. It could be a forest, a village, or a lake.
- Example: A colourful forest.

3. Problem

- What problem do the characters need to solve?
- Example: The bird's nest is missing.

4. Solution

- How do the characters solve the problem?
- Example: The fox and rabbit help the bird find its nest.

5. Lesson

- What can we learn from your story?
- Example: Teamwork is important.

Part 2

Comprehension and Reflection Questions

1. Who are the main characters in your story?
2. Where does your story take place?
3. What is the problem in your folktale?
4. How do the characters solve the problem?
5. What lesson does your story teach?

Reflection

1. What did you enjoy most about creating your folktale?
2. What was the most challenging part?



A2 Folktale Worksheet

Step 1: Choose Your Characters

- Character 1: _____
- Character 2: _____
- Character 3: _____

Step 2: Setting

- Where does your story take place? _____

Step 3: Problem

- What problem do the characters face? _____

Step 4: Solution

- How do the characters solve the problem? _____

Step 5: Lesson

- What lesson does your folktale teach? _____

Story

Title: _____

Once upon a time...



B1 Level

Folktale: "Why the Sky is Far Away"

- Cultural Origin: Nigerian
- Synopsis: Long ago, the sky was so close that people could reach up and take as much food as they needed. However, people became wasteful and took more than they could eat. The Sky, feeling disrespected, moved far away so that people would have to work for their food.
- Cultural Significance: Teaches the value of resourcefulness and respect for nature.
- Transmission: Told by elders in storytelling sessions and documented in folktale collections.
- Language Level: Intermediate vocabulary and grammar, with deeper environmental messages suitable for more advanced learners.
- <https://www.youtube.com/watch?v=mLmBR0s8TY8>

B1 Level

Folktale: "Why the Sky is Far Away"

Reading Text:

A long time ago, the sky was very close to the Earth. People could reach up and take pieces of the sky to eat. The sky was delicious and came in many flavors. The people were happy and never went hungry.

But over time, the people became wasteful. They took more sky than they could eat and threw away the leftovers. The sky felt disrespected and became angry. The sky warned the people to stop wasting, but they did not listen.

Finally, the sky decided to move far away so that people could no longer reach it. From then on, people had to work hard to grow their food. They learned to respect their resources and not to waste.

Comprehension Questions:

1. How did people get their food when the sky was close?
2. What caused the sky to move far away?
3. What warning did the sky give to the people?
4. How did the people's behavior change after the sky moved away?
5. Why did the sky feel disrespected?

Critical Thinking Questions:

1. What does this story teach us about the use of natural resources?
2. How might this story apply to modern-day environmental issues?



Title: Create Your Own Folktale

Instructions:

1. Choose Your Characters

- Think of three interesting characters for your story.
- Example: A brave knight, a wise old wizard, and a sneaky dragon.

2. Setting

- Decide where your story takes place. It could be a castle, a village, or a mystical land.
- Example: A grand castle in a mystical land.

3. Problem

- What problem do the characters need to solve?
- Example: The dragon has stolen the king's treasure.

4. Solution

- How do the characters solve the problem?
- Example: The knight and wizard work together to outsmart the dragon and retrieve the treasure.

5. Lesson

- What can we learn from your story?
- Example: Bravery and wisdom can overcome any challenge.

Comprehension and Reflection Questions

1. Who are the main characters in your story?
2. Where does your story take place?
3. What is the problem in your folktale?
4. How do the characters solve the problem?
5. What lesson does your story teach?

Reflection

1. What did you enjoy most about creating your folktale?
2. What was the most challenging part?
3. Did you learn anything new while writing your story?



Native Speakers

4. Folktale: "The Legend of the Thunderbird"

- Cultural Origin: Native American (various tribes)
- Synopsis: The Thunderbird is a powerful spirit in the form of a bird, which causes thunder and lightning as it flies. It is said to bring rainstorms and is both a protector and a harbinger of change.
- Cultural Significance: Represents the power and unpredictability of nature, and the reverence indigenous cultures have for natural forces.
- Transmission: Oral tradition, ceremonial storytelling, and now included in cultural heritage literature.
- Language Level: Rich in cultural context and symbolism, suitable for native speakers with a strong grasp of language nuances and cultural references.
- <https://www.legendsofamerica.com/thunderbird-native-american/>
- https://www.youtube.com/watch?v=FZye_hYmTc4

Folktales are a rich resource for teaching language, culture, and moral values. By exploring folktales related to weather and the environment, educators can help students appreciate the interconnectedness of human societies and the natural world. These stories not only enhance language skills but also instill a deeper understanding of different cultural perspectives on nature and climate.

Folktale: "The Legend of the Thunderbird"

Reading Text:

The Thunderbird is a powerful spirit in the form of a giant bird. This legend is told by various Native American tribes. The Thunderbird is said to cause thunder and lightning as it flies through the sky. It brings rainstorms and is a protector of the people, but it can also bring great change.

According to the legend, the Thunderbird lives in the mountains and watches over the land. When the people need help, the Thunderbird uses its wings to create storms that bring rain to the dry land. The rain helps the crops grow and provides water for the people and animals.

However, the Thunderbird's storms can also be dangerous. The lightning can start fires, and the heavy rains can cause floods. The people respect the Thunderbird and understand that it represents the power and unpredictability of nature.

Comprehension Questions:

1. What form does the Thunderbird take in the legend?
2. What natural events are caused by the Thunderbird?
3. How does the Thunderbird help the people?
4. What negative effects can the Thunderbird's storms have?
5. Where does the Thunderbird live according to the legend?



Critical Thinking Questions:

1. Why do you think the Thunderbird is both a protector and a precursor of change?
2. How does this legend reflect the relationship between Native American cultures and nature?



Native Speakers

Title: Create Your Own Folktale

Instructions:

1. Choose Your Characters

- Think of three unique and dynamic characters for your story.
- Example: A courageous sailor, a mystical sea creature, and a cunning pirate.

2. Setting

- Decide where your story takes place. It could be a mysterious island, an underwater kingdom, or a bustling port city.
- Example: A mysterious island in the middle of the ocean.

3. Problem

- What problem do the characters need to solve?
- Example: The pirate has hidden a magical artifact that controls the tides.

4. Solution

- How do the characters solve the problem?
- Example: The sailor and sea creature team up to find the artifact and stop the pirate from causing chaos.

5. Lesson

- What can we learn from your story?
- Example: Trust and cooperation can help overcome even the toughest challenges.

Comprehension and Reflection Questions

1. Who are the main characters in your story?
2. Where does your story take place?
3. What is the problem in your folktale?
4. How do the characters solve the problem?
5. What lesson does your story teach?

Reflection

1. What did you enjoy most about creating your folktale?
2. What was the most challenging part?
3. Did you learn anything new while writing your story?
4. How does your folktale reflect elements of your culture or environment?



Folktale Worksheet

Step 1: Choose Your Characters

- Character 1: _____

- Character 2: _____

- Character 3: _____

Step 2: Setting

- Where does your story take place? _____

Step 3: Problem

- What problem do the characters face? _____

Step 4: Solution

- How do the characters solve the problem? _____

Step 5: Lesson

- What lesson does your folktale teach? _____

Title: _____

Once upon a time...

The End

Students Material

Activity

ML.SL.4, 7.1

ML.SL.4, 7.2

ML.SL.4, 7.3

Code

7.1, 7.2, 7.3

Teacher Station

Collaboration Station

Independent Station

Instructions for A1 Students:

- Today you will be discussing folktales – what they are and how these have been passed down through the generations.
- With the teacher write some words related to the weather.
- The teacher will now read you a simple weather-related folktale. Listen carefully to the story. Answer the questions here below.
 - Who were the two characters in the story?
 - What were they trying to find out?
 - What did the Wind do to try to make the man take off his coat?
 - How did the Sun make the man take off his coat?
 - Who won the contest?
 - Why do you think the man did not take off his coat when the Wind blew hard?
 - What lesson do you think this story teaches us?
 - Do you know any weather-related folktales?
- In a group create a short- weather story. Here below find a basic story structure which you need to follow

Title: Create Your Own Folktale

Instructions:

1. Choose Your Characters
 - Think of three simple characters for your story.
 - Example: A brave dog, a smart cat, and a naughty mouse.
 2. Setting
 - Decide where your story takes place. It could be a park, a house, or a forest.
 - Example: A big green park.
 3. Problem
 - What problem do the characters need to solve?
 - Example: The dog lost its ball.
 4. Solution
 - How do the characters solve the problem?
 - Example: The cat and mouse help the dog find the ball.
 5. Lesson
 - What can we learn from your story?
 - Example: Friends can help each other.
- Present your story to the rest of the class.

M. Activity
ML.SL.4, 7.1
ML.SL.4, 7.2
ML.SL.4, 7.3

Code
7.1, 7.2, 7.3

Teacher Station
Collaboration
Station
Independent
Station

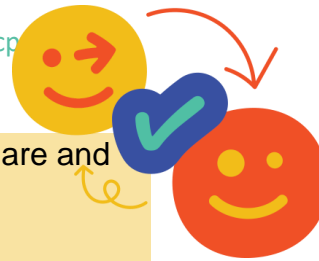
Instructions:

- Today you will be discussing folktales – what they are and how these have been passed down through the generations.
- With the teacher write some words related to the weather.
- The teacher will now read you a simple weather-related folktale. Listen carefully to the story. Answer the questions here below.
 - Who are the main characters in the story?
 - Why did the people on the land need help?
 - What did the dragons ask the Jade Emperor to do?
 - What did the dragons do when the Jade Emperor did not help?
 - What were the names of the rivers created by the dragons?
 - Why do you think the Jade Emperor forgot to send rain?
 - How do you think the actions of the dragons helped the people?
 - Do you know any weather-related folktales?
 - Do you know any weather-related folktales?
- In a group create a short- weather story. Here below find a basic story structure which you need to follow

Title: Create Your Own Folktale

Instructions:

1. Choose Your Characters
 - Think of three characters for your story.
 - Example: A brave bird, a clever fox, and a lazy rabbit.
2. Setting
 - Decide where your story takes place. It could be a forest, a village, or a lake.
 - Example: A colourful forest.
3. Problem
 - What problem do the characters need to solve?
 - Example: The bird's nest is missing.
4. Solution
 - How do the characters solve the problem?
 - Example: The fox and rabbit help the bird find its nest.
5. Lesson
 - What can we learn from your story?
 - Example: Teamwork is important.
 - Present your story to the rest of the class.



Activity

ML.SL.4, 7.1

ML.SL.4, 7.2

ML.SL.4, 7.3

Code

7.1, 7.2, 7.3

Teacher Station

Collaboration Station

Independent Station

- Today you will be discussing folktales – what they are and how these have been passed down through the generations.
- With the teacher write some words related to the weather.
- The teacher will now read you a simple weather-related folktale. Listen carefully to the story. Answer the questions here below.
 - How did people get their food when the sky was close?
 - What caused the sky to move far away?
 - What warning did the sky give to the people?
 - How did the people's behavior change after the sky moved away?
 - Why did the sky feel disrespected?
 - What does this story teach us about the use of natural resources?
 - How might this story apply to modern-day environmental issues?
 - Do you know any weather-related folktales?
- In a group create a short- weather story. Here below find a basic story structure which you need to follow

Title: Create Your Own Folktale

1. Choose Your Characters

- Think of three interesting characters for your story.
- Example: A brave knight, a wise old wizard, and a sneaky dragon.

2. Setting

- Decide where your story takes place. It could be a castle, a village, or a mystical land.
- Example: A grand castle in a mystical land.

3. Problem

- What problem do the characters need to solve?
- Example: The dragon has stolen the king's treasure.

4. Solution

- How do the characters solve the problem?
- Example: The knight and wizard work together to outsmart the dragon and retrieve the treasure.

5. Lesson

- What can we learn from your story?
- Example: Bravery and wisdom can overcome any challenge.
- Present your story to the rest of the class.



Activity
ML.SL.4, 7.1
ML.SL.4, 7.2
ML.SL.4, 7.3

Code
7.1, 7.2, 7.3

**Teacher
Station
Collaboration
Station
Independent
Station**

- Today you will be discussing folktales – what they are and how these have been passed down through the generations.
- With the teacher write some words related to the weather.
- The teacher will now read you a simple weather-related folktale. Listen carefully to the story. Answer the questions here below.
 - What form does the Thunderbird take in the legend?
 - What natural events are caused by the Thunderbird?
 - How does the Thunderbird help the people?
 - What negative effects can the Thunderbird's storms have?
 - Where does the Thunderbird live according to the legend?
 - Why do you think the Thunderbird is both a protector and a precursor of change?
 - How does this legend reflect the relationship between Native American cultures and nature?
 - Do you know any weather-related folktales?
- In a group create a short- weather story. Here below find a basic story structure which you need to follow

Title: Create Your Own Folktale

1. Choose Your Characters

- Think of three unique and dynamic characters for your story.
- Example: A courageous sailor, a mystical sea creature, and a cunning pirate.

2. Setting

- Decide where your story takes place. It could be a mysterious island, an underwater kingdom, or a bustling port city.
- Example: A mysterious island in the middle of the ocean.

3. Problem

- What problem do the characters need to solve?
- Example: The pirate has hidden a magical artifact that controls the tides.

4. Solution

- How do the characters solve the problem?
- Example: The sailor and sea creature team up to find the artifact and stop the pirate from causing chaos.

5. Lesson

- What can we learn from your story?



- Example: Trust and cooperation can help overcome even the toughest challenges.
- Present your story to the rest of the class.

TASK EIGHT – Environmental Challenges Research Activity

Description

MT.ICC.5, 8.1
MT.ICC.5, 8.2



Instructions for A1 Students:

1. **Introduction to Environmental Issues:** Begin by explaining what environmental challenges are in simple terms. Use visuals to help students understand concepts like pollution, deforestation, and wildlife conservation.
2. **Basic Vocabulary:** Introduce basic environmental vocabulary in the target language, such as "trees," "clean water," "animals," and "problems."
3. **Challenges Selection:** Choose one simple environmental challenge (e.g., pollution) to discuss with the class. Explain the issue and its impact in a way that is easy for beginners to understand.
4. **Group Presentation:** Divide the class into small groups. Assign each group the task of creating a short presentation that explains the selected environmental challenge and suggests a simple solution.
5. **Presentation Sharing:** Have each group present their findings to the class using simple sentences and visuals. Encourage them to use drawings or diagrams to illustrate their points.

Instructions for A2 Students:

1. **Environmental Challenges Introduction:** Discuss the concept of environmental challenges in more depth, including various issues like pollution, deforestation, and climate change. Explain their global significance.
2. **Intermediate Environmental Vocabulary:** Introduce more advanced environmental vocabulary, such as "renewable energy," "endangered species," and "conservation."
3. **Challenges Assignment:** Assign each student or pair a specific environmental challenge to research. Provide them with resources or simple articles that explain the issue and its impact.
4. **Solution Proposal:** Students should create a presentation that not only explains the challenge but also proposes a simple solution or action that can be taken to address the issue.
5. **Presentation Showcase:** Allow students to present their findings to the class. Encourage them to use visuals, discuss the challenge's impact, and explain why their proposed solution is important.

Instructions for B1 Students:

1. **Advanced Environmental Concepts:** Dive into more complex environmental concepts, such as biodiversity loss, habitat destruction, and global climate change. Discuss the interconnected nature of environmental issues.

2. **In-Depth Research:** Assign each student or pair a specific environmental challenge from around the world. They should research the issue extensively, including its causes, effects, and possible solutions using the Robot teacher.
3. **Comprehensive Presentations:** Students should create comprehensive presentations that include information about the challenge, its global impact, and practical solutions that individuals and communities can implement.
4. **Debate or Discussion:** After the presentations, engage students in a class debate or discussion about the environmental challenges. Encourage critical thinking and constructive solutions.

Instructions for Native Speaker Students:

1. **Introduction to Environmental Challenges:** Begin by explaining the concept of environmental challenges to the students. Discuss that these are problems related to the environment, such as pollution and deforestation, and that they can have serious impacts on our planet.
2. **Challenge Assignment:** Assign each student or pair a specific environmental challenge to research. Some examples of challenges include air pollution, water pollution, deforestation, habitat loss, and climate change.
3. **Research and Presentation Creation:** Use the Robot teacher to research their assigned environmental challenge. Encourage them to gather information about the causes, effects, and possible solutions.
4. **Presentation Elements:** Instruct the students to create simple presentations that include the following elements:
 - **Title Slide:** A title introducing the environmental challenge.
 - **Causes:** Information about what is causing the challenge.
 - **Effects:** Details about how the challenge is impacting the environment, animals, and people.
 - **Solutions:** Proposals for how the challenge can be addressed and what individuals or communities can do.
5. **Presentation Preparation:** Students can create their presentations using visual aids like drawings, images, or diagrams. Encourage them to use simple and clear language in their slides.
6. **Practice and Review:** Have students practice their presentations with a partner or in front of the class. This helps build their confidence and ensures that they can communicate the information effectively.

	<ol style="list-style-type: none"> 7. Presentation Day: Schedule a presentation day in your classroom. Each student or pair will present their findings about the environmental challenge they researched. After each presentation, allow time for questions and discussions. 8. Discussion and Reflection: After all presentations are complete, engage the class in a discussion about what they've learned. Encourage them to reflect on the importance of addressing these challenges and the role individuals can play in finding solutions. 9. Class wide Solutions: As a class, discuss collective actions that can be taken to address these environmental challenges in your local community. Encourage students to brainstorm ideas for making a positive impact. 10. Follow-Up: Consider organizing class projects or activities related to environmental conservation, such as a tree-planting day or a recycling campaign, to put what they've learned into action.
Language skill	<ol style="list-style-type: none"> 1. Listening: <ul style="list-style-type: none"> - Comprehend explanations and discussions about environmental issues and challenges. - Understand peers' presentations and opinions during group activities and discussions. 2. Speaking: <ul style="list-style-type: none"> - Express ideas, opinions, and solutions regarding environmental issues using appropriate vocabulary. - Participate in group presentations and class debates or discussions on environmental challenges. 3. Reading: <ul style="list-style-type: none"> - Read and understand simple to advanced texts, visuals, and data related to environmental issues. - Analyze written resources provided for research on environmental challenges. 4. Writing: <ul style="list-style-type: none"> - Write short sentences or paragraphs explaining environmental challenges and solutions. - Develop structured presentations that include a clear problem statement, causes, effects, and proposed solutions.
Competences for democratic culture	<ol style="list-style-type: none"> 1. Knowledge and Critical Understanding of the World: <ul style="list-style-type: none"> - Develop an awareness of global environmental issues and their interconnected nature. - Understand the impact of human activities on the environment and the importance of conservation efforts. 2. Analytical and Critical Thinking Skills: <ul style="list-style-type: none"> - Critically analyze environmental data and information, understanding its relevance to local and global contexts.

	<ul style="list-style-type: none"> - Evaluate different perspectives on environmental challenges, recognizing biases and forming reasoned arguments. <p>3. Civic Engagement and Responsibility:</p> <ul style="list-style-type: none"> - Recognize the importance of individual and collective actions in addressing environmental issues. - Demonstrate a sense of responsibility toward sustainable practices and environmental stewardship in local and global communities.
Type of learning Activity	XXX
Learning Outcome	<p>1. Understand and Explain Environmental Challenges:</p> <ul style="list-style-type: none"> - Identify and explain basic to advanced environmental challenges using the target language. - Describe the causes and effects of these challenges on the environment, animals, and people. <p>2. Research and Analyze Environmental Issues:</p> <ul style="list-style-type: none"> - Conduct simple to in-depth research on specific environmental challenges. - Analyze the information gathered to understand the global significance and impact of these issues. <p>3. Propose Solutions and Engage in Discussions:</p> <ul style="list-style-type: none"> - Propose simple to comprehensive solutions for addressing environmental challenges. - Engage in meaningful discussions and debates, demonstrating critical thinking and problem-solving skills. <p>4. Collaborate and Present Information Effectively:</p> <ul style="list-style-type: none"> - Work collaboratively in groups to create presentations on environmental challenges. - Present findings clearly using visual aids and structured arguments, responding to questions and feedback.
Objective (Link to Curriculum and/or European frameworks)	XXXX

Students Material

MT.ICC.5,

Code 8.1, 8.2

**Teacher station
Collaboration
station**

- Today with the teacher, we will be talking about environmental challenges. Words which will be talking about are pollution, deforestation and wildlife conservation.
- Write some vocabulary that you know about the environment.
- In small groups, the teacher will give you an environmental challenge. Create a short presentation and suggest a simple solution about this challenge.
- Present your findings to the class using simple sentences and pictures.

MT.ICC.5,

Code 8.1, 8.2

**Teacher station
Collaboration
station**

- Today with the teacher, we will be talking about environmental challenges. Words which will be talking about are pollution, deforestation, wildlife conservation and climate change.
- Write some vocabulary that you know about these environmental issues.
- In small groups, the teacher will give you an environmental challenge to research. Create a short presentation and suggest a simple solution about this challenge.
- Present your findings to the class that explains the challenge and suggests a simple solution.

MT.ICC.5,

Code 8.1, 8.2

**Teacher station
Collaboration
station**

- Today with the teacher, we will be talking about environmental challenges. Words which will be talking about are pollution, deforestation, biodiversity loss, habitat destruction, wildlife conservation and global climate change.
- Write some vocabulary that you know about these environmental issues.
- In small groups, the teacher will give you an environmental challenge to research. Create a short presentation and suggest a simple solution about this challenge.
- Present your findings to the class that explains the challenge. Its global impact and suggests a simple solution.



MT.ICC.5,
Code 8.1, 8.2

Teacher Station
Technological
Station
Collaboration
Station

- Today with the teacher, we will be talking about environmental challenges. Words which will be talking about are pollution, deforestation, biodiversity loss, habitat destruction, wildlife conservation and global climate change.
- Write some vocabulary that you know about these environmental issues.
- In small groups, the teacher will give you an environmental challenge to research.
- You can use your tablet and [Roboteacher](#) for your research. Find information about the causes, effects and possible solutions.
- Create a short presentation and suggest a simple solution about this challenge.
- Present your findings to the class that explains the challenge, its global impact and suggests a simple solution.

TASK NINE – Weather & Climate Changes Discussion Activity

Description

ML.ICC.4, 9.1
ML.ICC.4, 9.2



Technology Requirements

Crossword

1. A1 – [Climate Related Crossword A1](#)
2. A2 – [Climate Related Crossword A2](#)
3. B1 – [Climate Related Crossword B1](#)
4. NS – [Climate Related Crossword NS](#)

Instructions for A1 Students:

1. Introduction to Climate Change: Begin by introducing the concept of climate change using simple language and visuals. Explain that it involves changes in weather patterns and temperatures.
2. Basic Vocabulary: Introduce basic climate-related vocabulary in the target language, such as "weather," "hot," "cold," "rain," and "climate."
3. Cross Word: Provide students with the link [Climate Related Crossword A1](#). Students are to read the definition and write in the word which corresponds to that decision.
4. Regional Weather Discussion: Show pictures or videos of different regions with varying climates. Ask students simple questions like, "Do you think it's always hot there?" or "Why does it rain more in some places?"
5. Expressing Feelings: Encourage students to express their feelings or thoughts about different types of weather. For example, "I like sunny days because I can play outside."
6. Group Discussion: In small groups, have students discuss their favourite weather and why they like it. Share their ideas and preferences with the class using simple sentences.

Instructions for A2 Students:

1. Understanding Climate Change: Discuss climate change in more detail, explaining how it affects weather patterns, seasons, and global temperatures. Use age-appropriate examples and visuals.
2. Intermediate Vocabulary: Introduce more advanced climate-related vocabulary, such as "greenhouse effect," "carbon footprint," and "climate crisis."
3. Cross Word: Provide students with the link [Climate Related Crossword A2](#). Students are to read the definition and write in the word which corresponds to that decision.
4. Regional Weather Analysis: Show pictures or videos of different regions and their weather conditions. Ask students to analyse the differences and similarities between these regions.

5. **Expressing Opinions:** Encourage students to express their opinions about climate change and its impact. Ask open-ended questions like, "How do you feel about climate change?" or "Why is it important to take care of the Earth's climate?"
6. **Debate or Group Discussion:** Divide the class into groups and assign each group a specific climate-related topic, such as reducing plastic waste or saving energy. Have them discuss the topic and propose simple solutions.

Instructions for B1 Students:

1. **Climate Change Explanation:** Provide a more comprehensive explanation of climate change, its causes, and its global effects. Discuss the importance of sustainability and conservation.
2. **Advanced Vocabulary:** Introduce advanced climate-related vocabulary, including terms like "global warming," "extreme weather events," and "carbon emissions."
3. **Cross Word:** Provide students with the link [Climate Related Crossword B1](#). Students are to read the definition and write in the word which corresponds to that decision.
4. **Regional Climate Analysis:** Show maps and data on climate change effects in different regions. Discuss how climate change affects people, animals, and ecosystems.
5. **Debate and Solution Proposals:** Engage students in a debate or discussion about climate change. Encourage them to propose simple solutions or actions that individuals, families, or communities can take to combat climate change.
6. **Presentations:** Allow students to present their findings, opinions, and proposed solutions to the class. Promote critical thinking and constructive dialogue.

Instructions for Native Speaker Students:

1. **Introduction to Climate Change:** Begin by providing a brief and age-appropriate introduction to climate change. Explain that it involves long-term shifts in weather patterns and temperatures, and that it can affect different regions in various ways.
2. **Cross Word:** Provide students with the link [Climate Related Crossword NS](#). Students are to read the definition and write in the word which corresponds to that decision.
3. **Interactive Discussion:** Engage the students in an interactive discussion about climate change. Encourage them to share what they know about it and ask open-ended questions to stimulate their thoughts. For example,

"What have you heard about climate change?" or "Why do you think climate change is in the news so much?"

4. **Regional Weather Exploration:** Show images, maps, or videos of different regions around the world and their climate conditions. Discuss with the students how climate change can lead to extreme weather events, rising temperatures, or shifts in seasons in various areas. Ask questions like, "How do you think people in hot or cold regions are affected by climate change?"
5. **Expressing Feelings and Concerns:** Encourage students to express their feelings and concerns about climate change. Create a safe and open space for them to share their thoughts. For example, you can ask, "What worries you the most about climate change?" or "How can we make a positive impact on the environment?"
6. **Local Climate and Solutions:** Discuss the local climate conditions in your region and involve the students in brainstorming simple solutions to address climate-related issues. You can ask questions like, "What changes have you noticed in our local weather?" and "What are some things we can do to reduce our impact on the climate?"
7. **Creative Expression:** Provide an opportunity for creative expression, such as drawing or writing, where students can illustrate their understanding of climate change and their ideas for positive change. They can create climate-themed artwork or write short paragraphs expressing their thoughts.
8. **Action Planning:** Encourage students to think about actions they can take to contribute to climate solutions, even at their young age. You can prompt them to think about actions like reducing waste, saving energy, planting trees, or raising awareness about climate change.
9. **Group Sharing:** If the class is divided into smaller groups, allow each group to share their findings, concerns, creative work, and action plans with the whole class. This fosters a sense of community and collective responsibility.
10. **Teacher Guidance:** Throughout the discussion, provide guidance, factual information, and context about climate change as needed. Ensure that the conversation is age-appropriate and positive, emphasizing the importance of individual and collective efforts to combat climate change.
11. **Reflection and Follow-Up:** At the end of the activity, encourage students to reflect on what they've learned and how they can contribute to addressing climate change. Discuss any follow-up actions or projects related to climate awareness and sustainability.

Language skill

- Listening:

	<ul style="list-style-type: none"> • Understanding spoken descriptions of weather and climate change. • Comprehending different perspectives on climate change from peers and visual media. ○ Speaking: <ul style="list-style-type: none"> • Expressing opinions and feelings about weather and climate change. • Engaging in group discussions and debates using appropriate climate-related vocabulary. • Presenting ideas, solutions, and reflections on climate change impacts. ○ Reading: <ul style="list-style-type: none"> • Reading short texts, visuals, or data on weather and climate. • Interpreting maps, charts, and other visual aids related to climate change. ○ Writing: <ul style="list-style-type: none"> • Writing short paragraphs or sentences expressing views on climate change. • Creating written reflections, action plans, or creative expressions related to climate issues.
<p>Competences for democratic culture</p>	<ul style="list-style-type: none"> ○ Knowledge and Critical Understanding of the World: <ul style="list-style-type: none"> ○ Develop awareness of the global impact of climate change on various regions and communities. ○ Understand the scientific and social aspects of climate change and its effects on human and natural environments. ○ Analytical and Critical Thinking Skills: <ul style="list-style-type: none"> ○ Critically assess climate data and information, understanding the implications for local and global contexts. ○ Evaluate different viewpoints on climate change, identifying biases and developing reasoned arguments. ○ Civic Engagement and Responsibility: <ul style="list-style-type: none"> ○ Recognize the importance of individual and collective actions in addressing climate change. ○ Demonstrate a sense of responsibility towards sustainable practices and environmental stewardship in their communities.
<p>Type of learning Activity</p>	<p>XXX</p>
<p>Learning Outcome</p>	<ul style="list-style-type: none"> ○ Identify and Understand Key Concepts of Climate Change: <ul style="list-style-type: none"> - Recognize basic to advanced climate-related vocabulary appropriate to their proficiency level. - Explain the causes and effects of climate change on different regions and cultures. ○ Express and Share Personal Opinions and Feelings:

	<ul style="list-style-type: none">- Articulate personal feelings and opinions about weather and climate change using the target language.- Discuss the local and global impact of climate change in a meaningful way.o Engage in Collaborative Discussions:<ul style="list-style-type: none">- Participate in group discussions and debates on climate-related topics.- Listen to and respect differing viewpoints while contributing constructively to the conversation.o Analyze and Reflect on Climate Data and Visuals:<ul style="list-style-type: none">- Interpret visuals, maps, and data related to weather and climate change.- Reflect on the information presented and form informed opinions on climate issues.o Develop Critical Thinking and Problem-Solving Skills:<ul style="list-style-type: none">- Propose simple solutions or actions to combat climate change.- Engage in critical thinking to analyze the effectiveness of different climate-related actions.
Objective (Link to Curriculum and/or European frameworks)	XXXX



Educators Resources

Information Sheet for Educators: Teaching About Climate Change and Its Impact on Different Regions and Cultures

Definition of Climate Change:

Climate change refers to significant, long-term changes in the average weather patterns and temperatures on Earth. This phenomenon is primarily driven by human activities such as burning fossil fuels, deforestation, and industrial processes, which increase the levels of greenhouse gases in the atmosphere, leading to global warming and changes in weather patterns.

Key Concepts:

- **Greenhouse Gases:** Carbon dioxide (CO₂), methane (CH₄), nitrous oxide (N₂O), and fluorinated gases trap heat in the atmosphere.
- **Global Warming:** The increase in Earth's average surface temperature due to rising levels of greenhouse gases.
- **Climate vs. Weather:** Climate is the average weather in a place over many years, while weather can change from day to day.

Impact of Climate Change on Different Regions

Arctic Region:

- **Melting Ice and Glaciers:** Increased temperatures lead to the rapid melting of polar ice caps and glaciers.
- **Effects on Wildlife:** Species like polar bears and seals are losing their habitats.
- **Indigenous Peoples:** Communities such as the Inuit face changes in their traditional ways of life due to shifting ice patterns and reduced hunting grounds.

2. Small Island Nations:

- **Rising Sea Levels:** Islands in the Pacific and Indian Oceans, like the Maldives and Tuvalu, are at risk of becoming submerged.
- **Coastal Erosion:** Higher sea levels and stronger storm surges cause significant land loss.
- **Cultural Impact:** Loss of land threatens the cultural heritage and livelihoods of island inhabitants.

3. Africa:

- **Droughts and Desertification:** Regions like the Sahel are experiencing more severe droughts, leading to desertification.
- **Food Security:** Reduced agricultural productivity affects food availability.
- **Migration:** Environmental changes force people to migrate, causing social and economic challenges.

4. Asia:

- **Monsoon Patterns:** Changes in monsoon patterns affect water supply and agriculture.
- **Glacial Melt:** Himalayan glaciers are melting, impacting water resources for millions.
- **Flooding:** Increased frequency and intensity of floods in countries like Bangladesh and India.

5. North America:



- Wildfires: Higher temperatures and prolonged droughts contribute to more intense wildfires, particularly in the western United States and Canada.
- Extreme Weather: Increased occurrences of hurricanes, tornadoes, and other extreme weather events.
- Agricultural Impact: Changes in temperature and precipitation patterns affect crop yields and livestock.

6. Europe:

- Heatwaves: More frequent and severe heatwaves, particularly in southern Europe.
- Biodiversity Loss: Species are moving northwards or to higher altitudes, disrupting ecosystems.
- Economic Impact: Tourism, agriculture, and fisheries face challenges due to changing climate conditions.

7. South America:

- Amazon Rainforest: Deforestation combined with climate change threatens the rainforest's biodiversity and its role as a carbon sink.
- Water Resources: Glacial retreat in the Andes affects water supply for millions of people.
- Agricultural Shifts: Changes in precipitation patterns impact coffee, cacao, and other key crops.

8. Australia and Oceania:

- Coral Bleaching: Rising sea temperatures cause coral bleaching, affecting the Great Barrier Reef.
- Bushfires: Increased frequency and intensity of bushfires devastate ecosystems and communities.
- Water Scarcity: Prolonged droughts lead to water shortages in many areas.

Impact of Climate Change on Different Cultures

1. Indigenous Cultures:

- Traditional Knowledge: Indigenous knowledge systems about weather patterns, wildlife, and agriculture are being disrupted.
- Cultural Practices: Many cultural practices linked to specific seasonal cycles are affected.
- Displacement: Rising sea levels, changing landscapes, and loss of biodiversity force relocations and cultural loss.

2. Agricultural Communities:

- Crop Patterns: Changes in temperature and precipitation alter planting and harvesting cycles.
- Livelihoods: Farmers and pastoralists face economic challenges due to reduced yields and increased pests.
- Food Traditions: Shifts in available crops and livestock affect traditional diets and culinary practices.

3. Urban Populations:

- Health: Increased heatwaves and pollution levels impact public health.



- Infrastructure: Cities face challenges adapting infrastructure to cope with floods, storms, and heat.
- Social Dynamics: Climate-induced migration changes urban demographics and social structures.

4. Coastal Communities:

- Fishing: Changes in sea temperatures and acidification impact fish populations and livelihoods.
- Tourism: Rising sea levels and extreme weather events affect coastal tourism industries.
- Cultural Sites: Historic and cultural sites near coastlines are at risk from erosion and flooding.

Resources for Educators

1. Websites:

NASA Climate Kids

- Description: This is a child-friendly website created by NASA that provides a wealth of information about climate change. It includes games, activities, videos, and articles that explain complex topics in a way that is accessible for young children.
- Website: [NASA Climate Kids](<https://climatekids.nasa.gov/>)

National Geographic Kids

- Description: This platform offers articles, videos, and interactive content related to climate change, ecosystems, and the environment. It's designed to engage kids with vibrant visuals and easy-to-understand information.
- Website: [National Geographic Kids](<https://kids.nationalgeographic.com/>)

2. Interactive Tools:

- Climate Action Tracker:
[climateactiontracker.org](<https://climateactiontracker.org/>)
- Global Forest Watch: [globalforestwatch.org](<https://www.globalforestwatch.org/>)
- Carbon Footprint Calculator:
[carbonfootprint.com/calculator.aspx](<https://www.carbonfootprint.com/calculator.aspx>)

EarthViewer

- Description: This app, developed by the Howard Hughes Medical Institute, allows kids to explore the history of Earth's climate, continental changes, and biological events. It's interactive and visually appealing, making it suitable for young learners.
- Available On: iOS and Android
-

WWF Together

- Description: Created by the World Wildlife Fund, this app provides interactive stories about endangered animals and their habitats. It helps children understand the impact of climate change on wildlife and what can be done to protect them.
- Available On: iOS and Android



3. Educational Games

EcoKids Online

- Description: This website offers a variety of educational games that focus on environmental topics, including climate change, energy, and recycling. It's a fun way for kids to learn while playing.
- Website: [EcoKids Online](<https://www.ecokids.ca/>)

Climate Quest

- Description: An educational game that teaches children about climate change and the steps they can take to make a difference. Players go on missions to reduce carbon footprints and save the environment.
- Available On: Web browsers

Google Expeditions

- Description: This app allows teachers to take students on virtual reality field trips, including expeditions related to climate change and the environment. It provides an immersive learning experience.
- Available On: iOS and Android



Crossword Definitions

A1 Level

1. Weather - Definition: What the air and sky are like each day (sunny, rainy, windy).
2. Hot - Definition: When the temperature is very warm.
3. Cold - Definition: When the temperature is very low.
4. Rain - Definition: Water that falls from the sky in drops.
5. Climate - Definition: The usual weather in a place over many years.

A2 Level

1. Temperature - Definition: How hot or cold something is.
2. Storm - Definition: Very bad weather with rain, wind, and sometimes lightning.
3. Sunny - Definition: When the sun is shining brightly.
4. Snow - Definition: Soft, white flakes of ice that fall from the sky when it is very cold.
5. Season - Definition: One of the four parts of the year (spring, summer, autumn, winter).
6. Pollution - Definition: Harmful materials in the air, water, or soil.
7. Recycle - Definition: To use something again or make it into something new.
8. Deforestation - Definition: Cutting down forests.

B1 Level

9. Humidity - Definition: The amount of water vapor in the air.
10. Drought - Definition: A long period with little or no rain.
11. Flood - Definition: When there is too much water and it covers land that is usually dry.
12. Breeze - Definition: A light and gentle wind.
13. Global Warming - Definition: The increase in Earth's average temperature due to human activities.
14. Greenhouse Gas - Definition: Gases that trap heat in the atmosphere, like carbon dioxide.
15. Renewable Energy - Definition: Energy from sources that do not run out, like wind or solar power.
16. Erosion - Definition: The process by which soil and rock are removed from the Earth's surface by wind or water flow, and then transported and deposited in other locations.

Native Speakers

1. Precipitation - Definition: Any form of water that falls from the sky, such as rain, snow, sleet, or hail.
2. Atmosphere - Definition: The layer of gases surrounding Earth.
3. Greenhouse Effect - Definition: The warming of Earth's surface caused by the trapping of heat by greenhouse gases in the atmosphere.



4. Meteorology - Definition: The scientific study of the atmosphere and weather patterns.
5. Ecosystem - Definition: A community of living organisms and their physical environment interacting as a system.
6. Carbon Footprint - Definition: The total amount of greenhouse gases emitted by an individual, organization, or product.
7. Sustainability - Definition: The ability to maintain or improve living conditions for current and future generations without depleting natural resources.
8. Biodiversity - Definition: The variety of plant and animal life in a particular habitat.

Students Material

<p>M. SL.4</p> <p>Activity 9.1, 9.2</p> <p>Teacher Station Collaboration Station Technological Station</p>	<ul style="list-style-type: none"> • Today you will be discussing about climate change. Do you know what it is? • Together with the teacher you will be discussing some vocabulary • When the teacher tells you click on the link Climate Related Crossword A1. You are to read the definition and write the correct word in the blanks. • The teacher will show you some pictures of different climates. <ol style="list-style-type: none"> 1. Do you think it's always hot there? 2. Why does it rain more in some places? 3. How does different weather affect your feelings or thoughts? • In small groups discuss your favourite weather and why you like it. Explain this to the class in simple sentences.
<p>M. SL.4</p> <p>Activity 9.1, 9.2</p> <p>Teacher Station Collaboration Station Technological Station</p>	<ul style="list-style-type: none"> • Today you will be discussing about climate change. Do you know what it is? How does the climate affect weather patterns, seasons and global temperatures. • Together with the teacher you will be discussing some vocabulary • When the teacher tells you click on the link link Climate Related Crossword A2. You are to read the definition and write the correct word in the blanks. • The teacher will show you some pictures of different climates. <ul style="list-style-type: none"> • What are the similarities and differences between the places? • How do you feel about climate change? • Why is it important to take care of the Earth's climate? • In small groups discuss the climate related topic the teacher has assigned you. Discuss the topic and find ways how we can help the environment
<p>M. SL.4</p> <p>Activity 9.1, 9.2</p> <p>Teacher Station</p>	<ul style="list-style-type: none"> • Today you will be discussing about climate change, its causes and its global effects. Why is sustainability and conservation important? • Together with the teacher you will be learning some new vocabulary • When the teacher tells you click on the link Climate Related Crossword B1. You are to read the definition and write the correct word in the blanks. • The teacher will show you some pictures, maps and data of different regions.

**Collaboration Station
Technological Station**

- What are the similarities and differences between the places?
- How do you feel about climate change?
- Why is it important to take care of the Earth's climate?
- How does climate change affect people, animals and ecosystems?
- In small groups discuss the climate related topic the teacher has assigned you. Discuss the topic and find ways how we can help the environment.
- Present your findings to the other students in class.

M. SL.4

**Activity
9.1, 9.2**

**Teacher Station
Collaboration Station
Technological Station**

- Today you will be discussing about climate change, it involves changes in weather patterns and temperatures which affect regions differently.
- Explain that it involves long-term shifts in weather patterns and temperatures, and that it can affect different regions in various ways.
 - What have you heard about climate change?
 - Why do you think climate change is in the news so much?
- Together with the teacher you will be learning some new vocabulary
- When the teacher tells you click on the link [Climate Related Crossword NS](#). You are to read the definition and write the correct word in the blanks.
- The teacher will show you some pictures, videos, maps and data of different regions and their climate conditions. Discuss how climate change is leading to extreme weather conditions, changes in seasons and increase in temperature.
 - What are the similarities and differences between the places?
 - How does climate change affect people, animals and ecosystems?
 - How do you think people in hot or cold regions are affected by climate change?
 - Why is it important to take care of the Earth's climate?
 - What worries you the most about climate change?
 - How can we make a positive impact on the environment?
- In small groups continue discussing the following questions
 - What changes have we noticed in our local weather?



- What are some things we can do to reduce our impact on the climate?
- Present your findings to the other students in class.