**DEVELOPMENT ACTIVITIES**

**Activity 2.**

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| Title | **FAUNA’S WORLD** |
| Type of activity | Deepening knowledge about Fauna |
| Explanation | In this activity we will remember all the animals we saw in the Val Müstair biosphere  that we visited during our trip. Afterwards, the teacher will present the types of animals with a video (<https://www.youtube.com/watch?v=LGxmZqQBOdU>) and we will build the animal kingdom using the Jigsaw method.  The groups of experts will be:  2 groups of vertebrates  2 groups of invertebrates  Inside the main groups, students will create the world of their animal kingdom on a large poster board and inside the expert groups, students will look for information about the animal part they have been assigned on their laptops or using any tool that has to do with ICTs. |
| Timing | Two sessions |
| Resources | Video about the animal kingdom: vertebrates and invertebrates  (<https://www.youtube.com/watch?v=LGxmZqQBOdU>)  Know about the methodology of Jigsaw techniques  Laptops to search for information  Human resources: One teacher |
| Grouping | By groups |
| Attention to diversity | When explaining the poster that they will have to make, we will use a template that will include the parts that should be included in the poster in a structured way. In this way we manage to keep the information organized and thus facilitate the process of creating the poster.  In addition, we will have previously marked the fundamental concepts, which will be those that will appear on the reference poster and on which the activity will be focused. This will ensure that the fundamental concepts that we want to work on are worked on, and that beyond that they will be able to search for topics that interest them.  We will use images that we will offer to the students in order to accompany the posters with images and drawings made by them. We will also give the instructions for the activities in a brief way, dividing them into different steps to facilitate the process. |

**Activity 3**

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| Title | **CREATING YOUR OWN GARDEN** |
| Type of activity | Deepening into knowledge about the flora |
| Explanation | The first session will start with an explanation of what the flora is and why it is important for us. This explanation can also go with some images to make it more visual.  After the explanation, students will have to search about the flora that they can find in Val Müstair on the internet or books.  They can try to find information about the plants that they can find there, their habitat, their use or other relevant information that they find interesting. Later on they will have to write about their favorite ones in their notebooks.  For the second lesson they will have to be grouped in pairs in order to design their own garden with some of the flowers they chose the last day. To present the garden to the class they can make a mock-up or a poster with a drawing of the garden and the names of the plants that are on it. And, during the presentation, they will have to talk about the characteristics they had found about those plants and why they chose them.  Moreover, to make their designs they can go outside and take leaves, flowers, branches, or other natural elements that can be useful for them.  The presentation will be carried out in a third session. |
| Timing | 3 sessions |
| Resources | * Laptops * Images of examples of flora * Cardboard or other materials to create their garden, such as natural elements * Paper * Pencil |
| Grouping | Pairs |
| Attention to diversity | In addition to accompanying the explanation with pictures, we will ask the students questions to keep their attention on the explanation. We will also give them the option of writing about the flowers, which they can alternate with drawings on the subject. This time too, between the presentations of the classmates, there will be a few minutes break to allow them to switch off. |

**Activity 4.**

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| Title | **WHICH IS THIS LANDSCAPE?** |
| Type of activity | Get to know how the different landscapes are created. |
| Explanation | During the first session we will show them two videos about the formation and types of landforms, so they will get to know them.  The videos they will see at the beginning of the class will be the following ones:   * <https://youtu.be/ODDjMlx1EqA> * <https://youtu.be/wQnCyCAF_BY>   Moreover, the teacher will do an extra explanation about the landscapes to make sure that the students understood the lesson. To check this, they will do some interactive games in class:   * <https://www.educaplay.com/learning-resources/4576672-landscapes.html> * <https://www.educaplay.com/learning-resources/579880-landscape_natural_elements.html> * <https://www.educaplay.com/learning-resources/5614319-landscapes.html>   Then, for the second class they will have to bring one or two medium pictures of different landscapes. In class each one of the students will have to write at the back the name of the place, the type of landscape and how it was created based on the information that they had acquired from the video. And then, we will group them in groups of 4-5 children.  Later on, we will take these pictures into a container and one of the children of each group will take one of them randomly. They will have to go to their group and try to explain which landscape is the one that they had picked and how it was created with their own words, without looking at the back of the picture. So, after that, they can explain it to their class. |
| Timing | 2 sessions |
| Resources | * Computer and projector in the class * Videos and games mentioned before * Paper with names of the different landforms * Hat or similar container * Paper * Pencil |
| Grouping | Groups of 4-5 students |
| Attention to diversity | In the explanation again, student participation will be encouraged in order to maintain attention. We will break down what they have to write in a structured way so that the required information is clear. |

**Activity 5.**

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| Title | **EXPLORING BUTTERFLY  LIFE CYCLE** |
| Type of activity | Development activity |
| Explanation | At the beginning of the first lesson, we start by showing photos we took during the visit to the nature reserve. All these pictures show butterflies, so we ask the pupils what they see in all these pictures. Once the pupils have mentioned the butterflies, we introduce the topic of the variety of butterflies found in Val Müstair.  The teacher prepares a set of cards with illustrations or images representing the different stages of the butterfly life cycle: egg, caterpillar, chrysalis and butterfly. For these cards we will use images of Val Müstair's butterflies. We will then show the butterfly life cycle cards. We will briefly explain each stage and how the butterflies transform along the way and show a video of the process as well. We will ask the students questions to make sure they understand each stage. <https://youtu.be/RcIqLtbMdes>  We will then give the students white cardboards on which they will have to make an origami butterfly. For this we will show them a video explaining in detail how to make them (<https://youtu.be/9HM0NGZRTpk> ) and then we will repeat these steps all together, making sure that everyone has completed the previous step. Once the butterfly has been created, we will ask them to paint it the way they want. They can use the markers, crayons or coloured pencils to colour and decorate their butterfly. Then, using tape or glue, they should attach a string or yarn to the back of their butterfly to turn it into a puppet.  For the second session we will divide the students into small groups and assign each group a stage of the butterfly life cycle: egg, caterpillar, chrysalis and butterfly. In these groups, they first have to arrange their puppets in order to get the sequence of the butterfly life cycle. Once the butterflies are in order, each of the groups will have to take the one they have been assigned and prepare a short explanation of that phase for the rest of the class, giving the chance to those of the last cycle to make use of the butterflies they have created.  Then each group has to present their representation of the life cycle of butterflies. Each group should explain the stage they were assigned and how it transforms into the next stage. The other students can ask questions or comment on the representations of the other groups. |
| Timing | 2 sessions |
| Resources | * Cards * White cardboards * Scissors * Tape or glue * Materials to paint their butterflies (crayons, pens, markers…) * Multimedia resources:   + Video about the butterfly’s life cycle  <https://youtu.be/RcIqLtbMdes>   + Video about the origami butterfly [https://youtu.be/9HM0NGZRTp](https://youtu.be/9HM0NGZRTpk) |
| Grouping | Groups of 5 students |
| Attention to diversity | In this case we will give the explanations while we play the video, interspersing the teacher's oral explanation with the video As in the other presentations, we will leave a break between each one to rest. |

**Activity 6.**

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| Title | **Guardians of the Planet** |
| Type of activity | Development activity |
| Explanation | We begin the activity by explaining to the students what an advertising campaign is and how it can be used to communicate important messages. We highlighted the importance of raising awareness about climate change and how small actions can make a significant difference, using a video. <https://youtu.be/kcr-Ryq6Nrk>  Once we know what climate change is, we will encourage students to share ideas on how they can contribute to combating climate change. To do this we will ask what actions they can take at home, at school and in their environment to help the environment. We will write down all these ideas on the board so that they are visible to everyone.  Divide the class into groups of 5 and each group should choose one of the topics that have been written on the board and come up with ideas for powerful and eye-catching messages that they can use in their climate change publicity campaign. We will ask what specific actions they would like to promote and how they can convey them effectively.  We will ask the students to choose a message idea and work on designing a poster or advertisement. They can use sheets of paper or poster board, and use pencils, pens and colours to make their designs attractive and eye-catching. To accompany the advertising message they have created, each of the groups will create a superhero and a superheroine to represent the action they have decided to take.  After this, each group will present their advertising campaign to their class, and then it will be displayed in the corridors of the school so that the message can reach the rest of the educational community. |
| Timing | 2 sessions |
| Resources | * Sheets of cardboard * Markers, coloured pencils or crayons * Scissors * Tape or glue * Multimedia resources; <https://youtu.be/kcr-Ryq6Nrk> |
| Grouping | Groups of 5 students |
| Attention to diverstity | During the explanation of climate change, we will use the video, we will stop it and ask them to tell us things to make it more dynamic, we will also emphasize the importance of climate change to make them want to work with it and try to solve it.  In the announcement we will use images and resources to accompany it and everyone will have to contribute something to the creation of the monster.  Between presentations we will have a short break so that we can rest and disconnect a little between each one. |