

Module 4: Exploring climate change

Project
Activity Bank



Contents

Project	03
Activity bank	20
Section 1	20
Safety bingo	20
Safety advice relay	24
Safety song and dance	29
Section 2	32
Guess the boo-boo!	32
Emergency action role play	35
Section 3	37
Healthy choices relay race	37
Balanced plate creation	41
Outward appearance portrait gallery	45
Section 4	48
Weather charades	48
Weather wheel of fortune	50
Review	55
Find someone who	55
A revision board game	57

Project

Exploring climate change

Time: Approx. 4 hours

Project learning outcomes

Learners will be able to:

- explore the questions: What is climate change and what are the effects? How does climate change affect us in our country and our communities? What can we do to help the situation (close to home)?
- generate ideas for initiatives to address climate change issues on a small scale
- develop their ideas in groups for a class presentation
- present and explain their ideas to the class
- evaluate and reflect on the project.

Some students at grade 7 may find this topic and the language challenging. If you think your students will have difficulty with this project, have them produce a weather forecast for your town as an alternative project, and look at the ideas for Earth Day projects at the end of this section.

Life skills

Ls explore climate change topics that are directly relatable to their own country and communities

Ls outline realistic initiatives to address climate change issues that can be applied to their own context (i.e. school, home, town)

Ls consider key climate change issues using approaches and materials that are appropriate for their age and language level.

Teacher reference resources

These British Council and WWF resources contain some useful reference information about climate change issues for a range of ages and language levels:

- Climate resources for school teachers: www.britishcouncil.org/climate-connection/get-involved/resources-school-teachers
- TeachingEnglish: [Climate action in language education – all resources](http://www.teachingenglish.org.uk/resources/Climate-action-in-language-education-all-resources)

- WWF Climate change resources for schools: www.wwf.org.uk/get-involved/schools/resources/climate-change-resources

Suggested learner materials

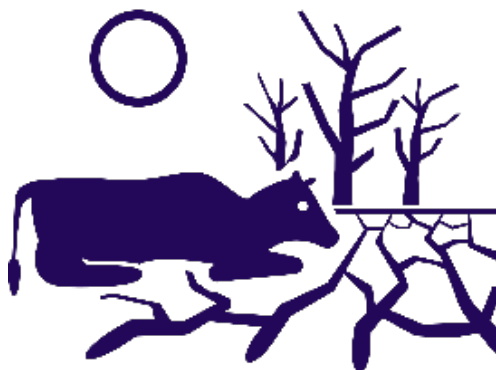
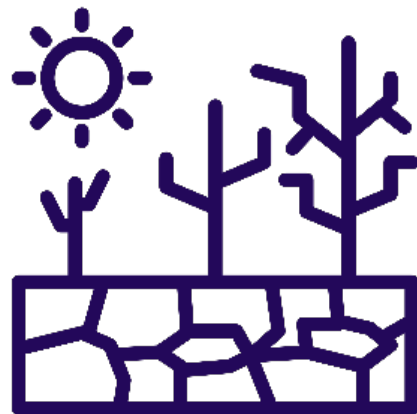
- Phrase cards (inviting contributions to a discussion), e.g. I think that... For example... Would you like to share your ideas? Who has something to say/share? That's a good point. What do others think? Can someone give an example?
- Phrase cards (reaching an agreement), e.g. I like this idea because ... I agree. I don't agree. I'm not sure, I think... That's a good point... What do you think? Let's .../Why don't we...?
- If available, images reflecting the impacts of climate change, e.g. land with evidence of drought; a flooded area; a traffic jam; scenes of deforestation, etc.
- If available, videos and/or photo images showing environmental issues directly related to Tunisia, e.g. news footage



- If available, images of activities associated with climate change initiatives, e.g. a beach clean-up; a vegetable garden; someone riding a bike to school; a vegetarian meal; something made out of recycled items, etc.

Note: These copyright free images are from thenounproject.com/, where you can find simple outline images on almost every topic.

You may wish to replace these with images you find yourself through image banks like pexels.com or search engines.



Suggested group roles

Decide how many Ls there will be in each group and what roles you can assign. Try to ensure that every L is responsible for some aspect of the project.

Project leader: monitors the group activity, ensuring it stays on track

Communication leader: leads the discussion around questions on the board (using phrase cards for inviting contributions/reaching an agreement).

Research leader: notes down information from group discussions and reports back to the class

Presentation leader: introduces the group before they make their presentation (as well as taking part in the presenting).

Gender balance

Change leadership roles for each new project. Ensure females and males have equal opportunities to lead projects and take on additional leadership roles.

Introductory video

A short, animated video featuring characters from SB 7, Module 4 – Aly, Hedy and Fatma Soltane, Imene and cousin Yasmine – talking about climate change. The video explains in a simple way what climate change is and explores common concerns around the topic, setting the scene for the project.

Transcript

Aly: Hey! What's the weather like today? We can all answer that – just look around you! But do you know the difference between 'weather' and 'climate'? Have a think... Weather is the condition outside at any one time – sunny, windy, rainy – you get the idea! But 'climate' means the usual weather condition in a place over a longer time, for example – in Tunisia, from May to October, our climate is warm and dry. Now, tell me... do you know what 'climate change' is? Climate change is what happens when our planet heats up... The Earth is warmer now than it was 100 years ago and it's still getting warmer. And do you know why? It's because we are burning so much fossil fuel such as oil, coal and natural gas to make electricity, for heating and air-conditioning and to put petrol in our cars.

It's also because we cut down lots of trees to make large areas for farming and making our cities bigger.

This isn't a good thing. It is causing serious problems and people are getting worried.

So, what are the problems? And why are people worried? Let's hear from some of my family ...

Dad, can you tell us about your experience?

Mr Soltane: Well, I've been a farmer all my life and I've noticed how the climate has changed since I was a boy. Climate change causes more droughts, and I can't grow my crops when there is so little rain. Do you remember what happened last year?

Aly: Yes, when the earth gets warmer, it can cause 'extreme' weather, for example, droughts and floods.

Mrs Soltane: Hey Aly, can I add something? I was shocked to discover how fast forests are disappearing from our planet. My friend sent me this awful picture, look!

Aly: And the planet needs trees to keep the air clean and cool.

Imene: Aly, Aly! Are you making a video about climate change? Can I say something?

Aly: Of course, Imene. Go ahead.

Imene: When forests disappear, animals lose their habitats, and they can't find food. So many beautiful animals have died because of this. It makes me so sad – I love animals!

Aly: Amira's right. And it isn't just on land – climate change makes sea ice melt, destroying the habitats of sea animals too.

Yasmine: Hey Aly, can I say something too? The melting sea ice destroys human homes too because it causes floods. I watched a documentary about it! It was scary how something can happen in one part of the world but cause big problems in other places far away.

Aly: Things must change to stop this getting worse. But there is good news too! We can all take action to stop climate change, even in small ways. Big changes start with little steps.

Viewing tasks

Use the Module 4 video. Work through the tasks below.

Before viewing

1. Ask Ls: What is the difference between ‘weather’ and ‘climate’? They discuss in pairs, then share answers as a class.
2. Complete this definition of climate change: Climate change is what happens when our planet _____. The Earth is _____ now than it was 100 years ago and it’s still getting _____.
(Answers: heats up / warmer / warmer)

While viewing

1. Play the first 20 seconds of the video. Ls compare their answers to what Aly says.
2. Ask Ls to listen to the next section: What are the causes of climate change according to Aly? Play the next 20 secs of video to: people are getting worried.

3. Letter **dictation**: Dictate the following (two or three times as necessary) and ask Ls to write down the letters:

o _ i _ l _ c _ o _ a _ l _ g _ a _ s _ p _ e _ t _ r _ o _ l

4. Ask Ls individually to find (or circle) four individual words in the line of letters (Answers: oil / coal / gas / petrol). Then, get them to compare answers with a partner.
5. Ask what the words have in common (**elicit** or tell them that they are all examples of fossil fuels – write fossil fuels on the board). Ask pairs to brainstorm common uses for each type of fossil fuel to share with the class.
6. Ask Ls: Who speaks in the video? What are the four examples of climate change problems they speak about? Play the video to the end. You may need to play this twice for Ls to hear all the answers.

Answers:

Who?	What?
Hedy	drought
Fatma	deforestation / disappearing forests
Imene	harm to animals / habitat loss
Yasmine	floods

7. Show the stills images from the video, showing drought; deforestation; harm to animals; floods. Ask Ls listen again and find more details about each problem.

After viewing

1. Ask Ls to discuss the four problems in pairs. Then elicit their explanations of climate change issues represented by the images.

Note: Use this stage to highlight more key vocabulary, e.g. drought, floods, crops, habitat, disappear, ice, melt. Write words on the board as they come up, then ask Ls for definitions, translations or examples at the end of the activity to check understanding.

Answers:

Drought: Climate change can cause droughts and farmers can't grow their crops.

Deforestation: People cut down forests of trees. The planet/Earth needs trees to stay cool.

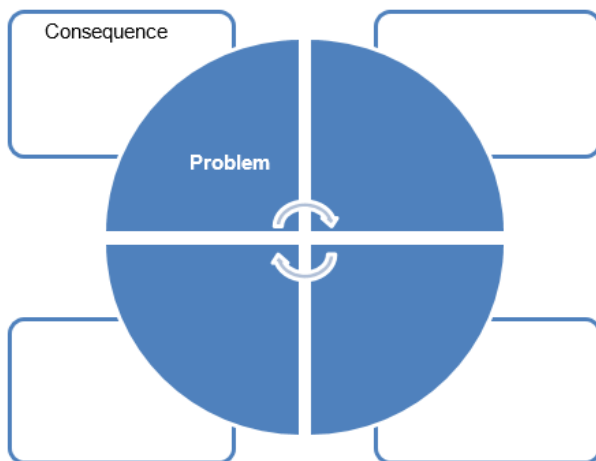
Harm to animals: Animals lose their habitats and can't find enough food.

Floods: Climate change can cause floods. Floods are bad because people can lose their homes.

2. Draw this graphic organiser (or something similar) on the board. Ask Ls to complete it with: problems in the blue quadrants; and consequences (what the



problems lead to, or additional problems caused) in the rectangles.



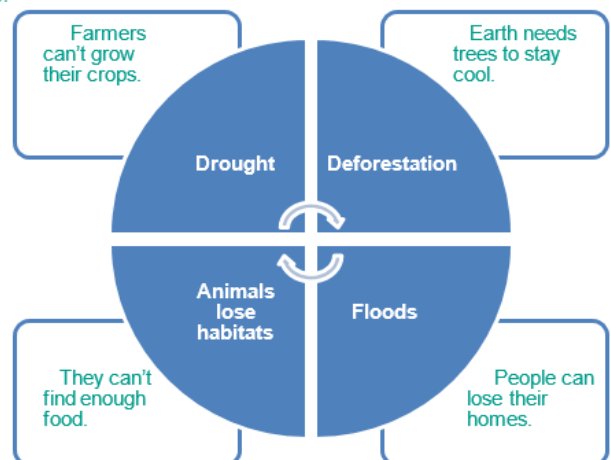
Differentiation

Support: write the answers above in jumbled order on the board, number them, play this part of the video again and ask Ls to put the sentences in the order that they appear on screen (using the numbers). Alternatively, use the graphic organiser as a note-taking grid and give them some key words for each box.

Challenge: Ls can create the next layer of the graphic organiser. What do those problems lead to? Continue until they have a big problem map.

3. What is Aly's final message? Play the last part of the video. **Elicit** answers.

Answers:



Question and plan

Classroom management tips

Organise group numbers according to your class size, seating arrangements and learner ability. Groups of four Ls are ideal but you may want to increase the number slightly for larger classes.

Organise Ls into groups using a **grouping** technique.

1. Write the project roles on the board (**Project leader, Research leader, Communication leader, Presentation leader**). Ask groups to decide who will take each role. Remind Ls that they should take a different role from the previous project.
2. Write the questions on the board:
What is climate?
Why is it important?
What climate do we have in Tunisia?
Ask Ls to discuss the questions together in their groups. Remind them to think back to the video for answers.
3. Tell **Research leaders** to write notes on the group answers for each question.

4. Give the groups 5 mins for this discussion. Then ask **Research leaders** to give feedback on their group's answers.

Classroom management tip

During feedback, to keep the pace of the lesson brisk, do not ask each group to answer all the questions. **Nominate** different groups to answer different questions, then ask others if they have anything to add, or if you feel a fuller answer is needed.

5. If available, project images of the impacts of climate change to stimulate the next stage of the discussion. If not, refer back to the images in the introductory video. Expand the group discussions by writing the following questions on the board:

What causes climate change?

What is the impact?

6. Give **Communication leaders** a set of phrase cards (see Suggested learner materials) for inviting contributions to lead the discussion. Explain that they can use these phrases to invite group members to contribute.

Optional: Lead a **choral drill** to practise the target phrases with the whole class.

7. Tell **Research leaders** to write notes on the group answers for each question.
8. Give groups 10 mins for their discussion. Tell **Project leaders** that they are responsible for making sure all questions are discussed, keeping the discussion on track and giving time reminders, e.g. We have five minutes.
9. Start the activity. **Monitor**, circulate and support. Encourage Ls to discuss using as much English as they can. If they express their ideas in L1, listen and use **reformulation** to **model** rephrasing the ideas in English.
10. After discussing, ask **Research leaders** to give feedback on their group's answers to the questions.

Suggested answers (simplified):

Causes: the planet is getting warmer because people burn too much fossil fuel and cut down large forests.

Impact: extreme weather - droughts and floods; important forests are lost (e.g. Amazon rainforest); animals lose their habitats / homes and die.

11. Use this last stage to discuss (together as a class) climate change and environmental issues that are directly related to Tunisia. What current or recent (i.e. in the last few years) news stories have Ls heard about? If available, show Ls relevant videos or photo images to stimulate discussion. Ask them:

What do you already know about this story?

How does/ did it make you feel?

Life skills

Critical thinking: encouraging Ls to engage in important global issues around climate change at an accessible level, developing their own and considering other viewpoints

Problem solving: fostering learning that is relevant to everyday life

Cooperation: activities are set up to encourage effective teamwork and social engagement.

Participation: activities encourage useful language for inviting contributions, e.g. I think... because... What about you? What do you think? Would you like to add anything? That's a good point ... I see your point but...

Research

1. **Elicit** and write the causes of climate change on the board (as introduced in the video). Say to Ls: Tell me two things that cause climate change. What do humans do that makes the Earth get hotter?
2. **Elicit** these answers: using too much fossil fuel/cut down too many trees
3. Tell Ls that for homework they are going to think of ideas to address these issues in their own community, e.g. at home, in their town or school. (Narrow the focus to one place, e.g. in their school, or keep it quite wide, according to your Ls' interests and context.)
4. Ask: What can we do to use fewer fossil fuels? What can we do to save trees, forests and animals? Explain that Ls will share their ideas in the next project lesson.
5. If available, project the images of activities associated with climate change initiatives.

Note: Some ideas for photos showing climate change initiatives: a beach clean-up activity; a child tending to a vegetable garden; someone riding a bike to school; a vegetarian meal; a stall selling second-hand items; something made out of recycled items, etc.





Ask Ls: What activities do you think these photos/images show? How do they help fight climate change? Give groups a few minutes to discuss and ask **Project leaders** to prepare to report back to the class.

Ask Ls which activities are similar to ones they had thought of for homework.

6. Explain that each group will now choose one of their own ideas to develop and present to the class in the final stage of the project. They should negotiate and reach agreement on the most suitable idea. Ask:

Which idea do you like best? Why?

How does it help the climate change problem?

How can you develop this idea?

How can you present it to the class?

Ask **Communication leaders** to organise a group brainstorm using these questions.

Give them a set of cards with phrases for reaching an agreement (see Suggested learner materials).

7. Set a time limit for the brainstorm. Again, tell **Project leaders** that they are responsible for keeping the discussion on track and giving time reminders.
8. Start the activity, circulate, **monitor** and support. At the end of the activity, make sure all groups are clear about which idea they are going to develop and how.

Life skills

Creative thinking: generating ideas for creative small-scale solutions to climate change issues

Critical thinking: engaging in important global issues around climate change at an accessible level; recognising and valuing other viewpoints; contributing to community-based solutions to problems

Cooperation: activities are set up to encourage effective teamwork and social engagement

Negotiation and Decision-making: deciding on a common idea to work on together

Participation: activities encourage useful language for reaching agreement, e.g. What do you think? That's a good point. I see your point but...

2. Ls decide on the best way to communicate and present their ideas, e.g. by creating a poster; a video; a role play; a PowerPoint presentation, etc. Encourage Ls according to what facilities are available to them.
3. Ask Ls to decide among themselves who does what tasks. Everyone should have an area of responsibility, e.g. writing the text, collating visuals, directing the role play, etc. Ask **Project leaders** to ensure that everyone has a role. If groups are larger, roles can be shared.

Produce and improve

1. Ls work together to develop their ideas. Write the following questions on the board to guide them:

What's your main idea?

How does it help solve the problem of climate change?

Where will it take place / happen?

What steps should people take to make it successful?

Life skills

Creative thinking: generating ideas for creative small-scale solutions to climate change issues; creating effective ways to communicate those ideas

Critical thinking; Cooperation; Problem solving and Decision-making; Negotiation: as in previous section (Research).

Perform

1. Explain that each group will now present their idea to the rest of the class. Give the Ls the following questions to ensure that they actively listen to each presentation:

What do you like about each idea?

Is there anything you would change or do differently?

Which is your favourite presentation? Why?

Also remind Ls to write down their own individual questions for the presenting group to answer after their presentation.

2. Remind Ls to be respectful while others are presenting, e.g. to be quiet, give them their full attention and to raise their hands if they have a question.
3. Ask **Presentation leaders** to introduce their group and invite them to share their ideas through whichever presentation method they have chosen. Remind them to tell the class that there will be a chance to ask questions after the presentation.
4. At the end of each presentation, be sure to give some positive feedback to each group and allow a little time for the class to ask questions. Save the questions in step 1 for a feedback stage at the end.

Life skills

Critical thinking and Self-management: presentation activity encourages development of self-confidence

Cooperation: activity encourages effective collaboration

Communication: presenting ideas clearly and effectively to an audience.

Evaluate and reflect

Ask Ls to evaluate and reflect on the project, for example, by discussing and making notes based on the following:

- Three things I did well in the project
- Two things I want to try again
- One thing I would like to work on
- One thing I want to know more about.

See **Assessment for Learning (AfL) - Self-check, Quizzes** and **Rubrics**

Alternative Project Ideas: Celebrating Earth Day – Empowering Students to Protect the Planet

Objective: Celebrate Earth Day by engaging students in a series of hands-on activities that promote environmental awareness, responsibility, and action, while fostering key life skills such as critical thinking, teamwork, creativity, and leadership

Life skills

Critical Thinking & Problem-Solving:

students will analyse environmental issues and collaborate on finding solutions.

Collaboration & Teamwork: the project fosters a sense of shared responsibility, as students work together to achieve common goals.

Communication & Leadership: students will have the chance to present ideas and inspire others, while developing leadership skills.

Responsibility & Empathy: they will learn to care for the environment and understand the broader impact of their actions.

1. Earth Day Garden Tour (or Poster Walk)

Activity Overview: The teacher organizes a tour of the school garden or presents a detailed garden poster for a visual walk-through. During this activity, students can play the “I Spy” game, identifying various plants, objects, and elements that highlight environmental themes.

Students can take turns being the leader of the game and pointing out objects (e.g., “I spy with my little eye something green”).

2. Earth Day Clean-Up Activity

Activity Overview: To celebrate Earth Day, students organize a clean-up initiative on the school grounds.

Students learn to take responsibility and act for the earth. In groups, students work on their projects:

Design a Clean-Up Plan: Groups of students can plan how to organize the clean-up, assign specific areas, and set goals (e.g., how much trash they aim to collect).

Eco-Friendly Clean-Up Tools: Students research and create environmentally friendly tools for cleaning (e.g., using reusable gloves, bags made from recycled materials).

Waste Sorting: Students sort trash into recyclables, compostables, and landfill waste, learning about the importance of waste separation.

Teachers may wish to offer students the flexibility to select one group project from the list, or alternatively, they could divide the class into four groups, each working on a different project.

3. Group Projects on Environmental Awareness

Group 1: Poster Design on the Impact of Trash on the Environment

Students research the environmental effects of pollution, particularly plastic waste, create a poster and present it to the class.

Choices for Learners:

Digital Poster Design: For those with access to computers, create a digital version of the poster using design software or apps.

Artistic Expression: Use various artistic mediums (e.g., watercolors, collage, markers) to visually represent their research.

Group 2: Acrostic Poem on Earth Day

Students create an acrostic poem using the letters of Earth Day to express their thoughts on protecting the planet.

E

A

R

T

H

D

A

Y

Group 3: Starting a School Garden with Recycled Materials

Students collect recyclable items such as plastic bottles, cans, or cardboard to create containers for planting. They then select, plant, and care for their plants.

Choices for Learners:

Plant Selection: Choose plants that are easy to grow (e.g., herbs, flowers, vegetables) and learn about their benefits (e.g., pollinators, food production).

Garden Design: Design the layout of the garden, considering the best use of space, sunlight, and water.

Recycled Plant Holders: Design innovative plant holders using only recycled materials, learning about upcycling.

Group 4: Skit/Performance to Promote Environmental Awareness

Students write and perform a short skit to raise awareness about the importance of protecting the environment. The skit could include suggestions for small, eco-friendly actions that their peers can adopt.

Choices for Learners:

Students can choose from a variety of performance styles (e.g., drama, puppetry, or role-playing) to convey their message.

Instead of a skit, students can create a short story or narrative that illustrates an environmental challenge and how to overcome it.

Integrate an “action step” at the end of the performance where students encourage their peers to take a concrete step (e.g., reduce plastic use, start recycling).

See **Assessment for Learning (AFL) - Self-check, Quizzes** and **Rubrics** for ideas on how to assess these activities.



Module 4

Activity bank



Section 1

Safety bingo

Time: Approx. 25 mins

Language/Skills outcomes

Ls will be able to:

- review and contextualise vocabulary around safety rules by engaging in a fun, interactive Bingo game
- develop their understanding of safety rules by expanding the game with questions and statements about safety.

Life skills

Critical thinking: identifying and analysing safety measures

Problem solving: fostering learning relevant to everyday life

Decision-making: promoting responsible decision-making

Self-management: looking after yourself efficiently

Communication: discussing safety rules and sharing experiences

Empathy: being aware of the safety of others.

Preparation

- If facilities are available, print out a nine-square Bingo grid (one per L). Alternatively, draw one on the board for Ls to copy into notebooks or onto a sheet of recycled paper.
- Prepare a list of safety rules (see Procedure, step 7 below).

Optional: Prepare visual aids (slideshow or flashcards) with pictures of safety items, e.g. seatbelt / helmet / fire extinguisher / pedestrian crossing / first aid kit / life jacket / a water bottle / sunscreen / safety goggles (total: 9 items).

Procedure

1. Review safety rules with Ls using flashcards if available, or using prompt questions as follows:

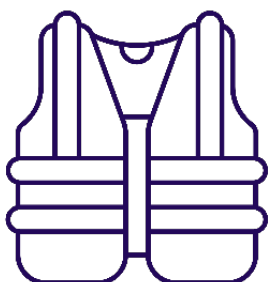
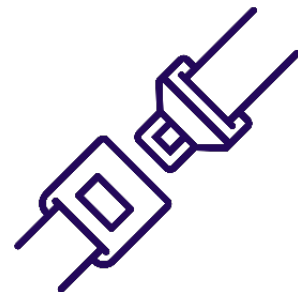
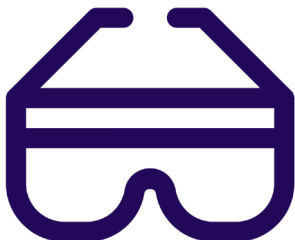
What must you wear in a car? (a [seatbelt](#))

What must you wear when you ride a bike? (a [helmet](#))

Where is the safest place to cross the street? (a [pedestrian crossing](#))

What can you use to put out a fire? (a [fire extinguisher](#))

Where can you find medicines and plasters? ([first aid kit](#))



What must you wear during science experiments? (safety goggles)

What must you do on hot days? (drink water)

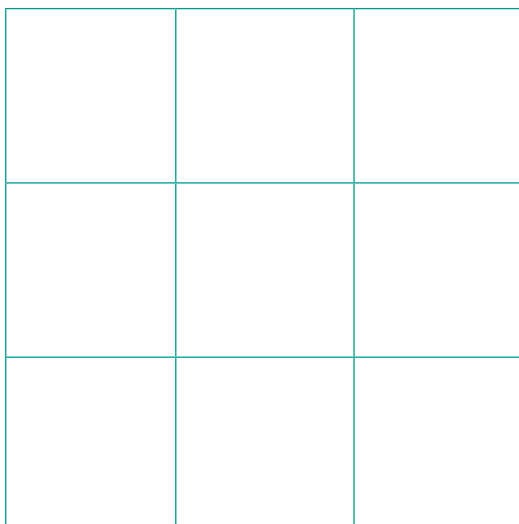
What must you put on your skin in the sun? (sunscreen)

What must you wear on a boat? (a life jacket)

If available, use flashcards to **elicit** target vocabulary, e.g. seatbelt / helmet / pedestrian crossing / fire extinguisher / safety goggles / life jacket / first aid kit / water bottle / sunscreen.

After eliciting, ask the questions above to contextualise the lexis.

2. As Ls recall or learn the words, write the target vocabulary on the board (total: 9 items).
3. Ls draw the 9-square bingo grid in their notebooks (or on recycled paper).



4. Ask Ls to write one word from the board in each square (working individually). They choose which square to write each word.
5. If your Ls have played Bingo before, get them to tell you or each other the rules. If the game is new to them, explain and adapt the following rules accordingly. (Choose the most appropriate version for your class.):

- The T holds up a flashcard (e.g. picture of a seat belt) or asks a question (e.g. What must you wear in a car?). Ls cross out 'seatbelt'. (If available, Ls can also use coins, buttons or stickers as markers).
- The T continues in the same way with the other target words. Ls mark the corresponding word.
- The first L to get a line (horizontal, vertical or diagonal) shouts 'Safety Bingo!' and wins a small prize (optional).
- Continue playing. Play until multiple Ls have achieved Bingo (3 in a row) or the entire card is filled.

Suggested questions: See step 1 above.

6. After the game, ask Ls: What safety rules did you hear in the Bingo game? Where do you hear these rules? Encourage Ls to ask questions and share safety-related experiences.

7. Put Ls in pairs to create safety statements from the Bingo questions and vocabulary. Recycle language structures from SB7, Module 4, Section 1, e.g.

You must always wear a seatbelt in the car.

You must wear a helmet when riding a bike.

You must look both ways when you cross the street.

You mustn't play with matches/fire. Don't play with

You must wear safety goggles when doing science experiments.

You must drink water/stay hydrated when it's hot.

You must wear sunscreen in the sun.

You must wear a life jacket on a boat trip.

Encourage Ls to think of more safety statements, e.g. Don't run in the hallway at school.

Don't leave sharp objects within reach of young children.



Differentiation

Support: ask each question two or three times while playing Bingo, or hold up each flashcard for longer.

Set targets for the number of statements Ls produce in step 7: support – aim for 4 or 5; challenge – aim for 6 or more.

Challenge: include more complex safety concepts and rules and encourage Ls to think of more safety statements and to explain the rules in their own words.

Classroom management tips

Monitor the game: walk around the room to assist and encourage Ls.

Make sure rules and behaviour expectations are clear before starting the game: either explain in step-by-step stages, **modelling** the activity beforehand with a confident L, or ask Ls to explain the rules to each other.

Extension

Categories: ask Ls to categorise safety statements according to where they apply, e.g. in school, at home, in the kitchen, in the street, etc.

Safety poster: ask Ls to create safety posters with a slogan, i.e. one or two sentences explaining the message, and some relevant visual images (e.g. Stay Safe, Wear a Helmet! or Buckle Up Every Time!)

Tech option

Use a projector or interactive whiteboard to display safety images.

Safety advice relay

Time: Approx. 45 mins

Language/Skills outcomes

Ls will be able to:

- use vocabulary and language for giving advice (e.g. must, mustn't, imperatives) by listening to different scenarios and offering safety advice
- develop empathy and problem-solving skills by analysing scenarios and providing thoughtful advice using varied vocabulary.

Life skills

Critical thinking: evaluating suitable responses to given scenarios

Problem solving: finding solutions to given scenarios

Decision-making: promoting responsible decision-making

Resilience: developing coping mechanisms

Communication: articulating advice clearly and thoughtfully

Empathy: understanding and considering others' feelings and perspectives; caring for others.

Preparation

Recycled paper (A4) – one sheet per L or per pair.

Procedure

1. Divide Ls into pairs or teams of four (depending on group size or need for mixed-ability groupings). Hand out paper (one sheet per pair or group).
2. Explain that Ls are going to listen to five scenarios where safety is important. Tell them to think of three pieces of helpful advice. They must write the advice on the paper.
3. Read out the first scenario and **model**, e.g. Your friend has cut her finger with some scissors. The cut is small but there is some blood, and she is upset. What advice can you give?

Your little sister is starting school for the first time. She is very energetic and isn't used to big groups of children or people. What advice can you give her to stay safe at school?

Your younger cousins want to play football outside. Where would be a safe place for them to play and what dangers should they look out for?

A British friend is coming to visit Tunisia. The UK is much colder and wetter than Tunisia. How can they be safe and comfortable in the sun?
4. **Elicit** advice from the class onto the board. **Elicit** advice that shows a range of useful language. E.g.

You must find a first aid box.

Be kind and patient. Help her to put a plaster on it.

Don't/You mustn't put a plaster on without washing the cut first.

It's not a good idea to leave the cut unprotected. That could be dangerous because the cut could get dirty/infected.
5. Read out four more scenarios in turn, and **elicit** as many responses as possible for each one. E.g.

Your little brother wants to help prepare a meal at home. He is very enthusiastic but a bit clumsy. What advice can you give him to help him stay safe in the kitchen?
6. Give each pair/team several minutes to discuss the first one, and write advice for the scenario on the paper.
7. Collect the papers and distribute to other pairs/groups. Ask them to compare the advice given to their own advice. Ask:

Which advice is similar to yours?
Which is different? How?

Which advice do you like best?
Give it a star.

Is there any advice that you don't agree with? Why? Draw a question mark beside it.
8. Ask pairs/groups to **peer-correct** the advice statements, checking grammar and vocabulary. **Monitor** and circulate, giving support as needed.

9. Bring the class together for a round-up discussion after discussing each scenario. Encourage Ls to share advice that they liked best and why. Start by eliciting their ideas. If you have a good example, share it to encourage their responses. Use all responses to discuss the importance of empathy, problem solving, and communication skills in providing helpful advice.
10. Move on to the next scenario and repeat the above steps.

Example answers:

Your little brother wants to help prepare a meal at home. He is very enthusiastic but a bit clumsy. What advice can you give him to help him stay safe in the kitchen?

Don't touch the saucepan when it is boiling.

Don't touch the cooker when it is hot.

You mustn't use sharp objects without an adult (supervising).

You must wash your hands before preparing food.



Your little sister is starting school for the first time. She is very energetic and isn't used to big groups of children or people. What advice can you give her to stay safe at school?

Don't run in the hallway.

You must walk when you climb the stairs.

Don't push past other children.

Your younger cousins want to play football outside. Where would be a safe place for them to play and what dangers should they look out for?

You must tell an adult where you are going to play.

If you cross a road, look both ways.

You mustn't play in the street outside.

Don't kick the ball near the neighbour's house.

A British friend is coming to visit Tunisia. The UK is much colder and wetter than Tunisia. How can they be safe and comfortable in the sun?

You must wear sunscreen in the sun.

You must drink water and stay hydrated.

Wear cool, loose clothing (made of natural materials).

Differentiation

Support: reduce and simplify the scenarios; reduce the number of statements required. Make sure Ls have a model to follow and examples of functional language for their discussion and writing (see steps 3–4). Provide more targeted guidance by working with Ls individually during pair or group work stages.

Challenge: create more complex scenarios; encourage deeper analysis and discussion of each situation; encourage Ls to use a wider range of functional language (see Additional vocabulary for giving advice below).

Classroom management tips

Ensure active participation during pair/group work: **nominate** a different L to start the discussion after each scenario is read out; also get Ls to rotate the writing duties.

Where possible, ensure a good balance of girls and boys in group work; also ensure that girls and boys are given equal opportunities to respond in class feedback and discussions.

Circulate and **monitor** during pair/group work: draw out more reticent Ls by asking them questions and giving language support.

Extension

Change or add your own ideas for scenarios to the suggestions above.

Role-play scenarios: Ls act out their advice and solutions to the scenarios, enhancing their understanding and engagement.

Advice videos: if facilities are available, Ls can create their own short videos depicting scenarios and providing advice which can be used in future activities. (See also Tech options below.)

Tech options

Gather a collection of short video clips instead of reading out scenarios. Find or create videos (1–2 minutes each) depicting various scenarios relevant to the Ls' age group and interests (e.g. social situations, problem-solving challenges).

Use a projector or interactive whiteboard to display the video clips.

Additional vocabulary for giving advice

Note: supplement according to the language ability and confidence of your Ls.

Recommend: I recommend that you...

Suggest: I suggest trying...

Point out: I'd like to point out that...

Remind: Let me remind you to...

Instruct: You should follow this instruction...

Additional vocabulary for safety

Precaution: Take this precaution to avoid danger.

Emergency: In case of an emergency, do this...

Prevent: This will help prevent accidents.

Secure: Make sure this area is secure.

Rescue: If someone is in trouble, you should...

Protect: Wear this to protect yourself.

First aid: Use first aid to treat minor injuries.

Safety gear: Always wear appropriate safety gear.

Rules: Follow these safety rules.

Safety song and dance

Time: Approx. 20–30 mins

Language/Skills outcomes

Ls will be able to:

- recycle language for safety tips through a song and dance activity
- develop listening skills by identifying safety tips in a song.

Life skills

Creativity: expressing safety messages through music and movement

Decision-making: understanding and practising safety measures

Resilience: enhancing self-efficacy and healthy behaviours

Empathy: taking responsibility for a younger person.



Preparation

- Select a catchy safety song. Choose a song with simple lyrics and a catchy tune that emphasises relevant safety tips, e.g. wearing seatbelts, looking both ways before crossing the street. Suggestion: Stop! Look! Listen! Think! (British Council LearnEnglish Kids) learnenglishkids.britishcouncil.org/listen-watch/songs/stop-look-listen-think

Alternatively, find a suitable copyright-free song online.

- Set up audio-visual equipment. Ensure that the song is ready to play through speakers or a projector. Alternatively, see Tech options below.

Procedure

1. Ask Ls to imagine that they are going to give safety advice about crossing the road to a younger child (e.g. a family member or friend). What advice would they give? Ask Ls to discuss in pairs.
2. Play the audio of the song (not the video). Ask pairs to listen for three pieces of safety advice in the song. Which advice is the same as their advice in step 1?

3. Play the song again for Ls to check and/or add to their answers.
4. Conduct feedback and write Ls' answers on the board.

Suggested answers (from song lyrics):

Stop! Look! Listen! Think!

Look to the right, look to the left.

Look to the right again.

Keep on looking right and left, thinking all the way.

Find a place where you can see up and down the road.

Optional: If you think your Ls would enjoy singing along to the song, play it line by line, pausing to help them learn the lyrics. Ask them to imagine teaching the song to a younger child and ask them to think of miming actions to go with the song lyrics. Then play the whole song for them to sing along to, miming the actions as they go.

5. Ask Ls: What other advice can you give about crossing the road safely? Ls discuss in pairs, then share answers as a class. E.g.

Don't cross between parked cars.

Don't wear headphones.

Use a pedestrian crossing if there is one.

Don't run.

Look out for cyclists and motorbikes, too.

6. Encourage Ls to expand their answers in step 6 by discussing why the safety advice is important. E.g. Drivers can't see you very well if you stand between parked cars. / You can't hear cars if you are wearing headphones, etc.

Prompt Ls to think about how they can apply these safety tips in their local area. How safe is it to cross the road near your home/school? Are there any danger spots? What do you do?

Differentiation

Support: play the song several times for Ls to check and/or add to their answers. If facilities are available, play the video (which includes the song lyrics) alongside the audio, so Ls have a visual element to help them check their answers.

Step 2: **Support:** Ls can listen for just one or two safety tips; **Challenge:** Ls can try to identify all the tips.

Classroom management tip

Provide clear instructions: clearly explain the steps of the activity and expectations for participation. Then, get Ls to repeat back the instructions in their own words.

Extension

Safety jingle: challenge Ls to create their own safety jingle with original lyrics and catchy tunes, focusing on different safety themes. Limit the number of lines according to their language level, e.g. **Support:** Ls create a 3-line jingle; **Challenge:** Ls create up to 6 lines (or more). Ls create the first couple of lines together as a class, then complete in pairs or small groups.

Safety poster project: Ls design and create posters illustrating the safety tips learned from the song, which can be displayed around the classroom or school.

Gapped lyrics: if facilities are available, and you want Ls to focus on specific vocabulary in the song, create and copy a gapped lyric sheet for them to complete while listening. Alternatively, write the gapped lyrics on the board.

Tech options

High-tech: use audio-visual equipment to play the song and video, if appropriate (see Differentiation).

Low-tech: if audio facilities are not available, read the lyrics aloud in steps 2 and 3 (see Procedure) and follow steps 1, 4, 6 and 7 as described above. At the end of the activity, Ls work in small groups to invent a tune to go with the lyrics written up on the board, creating their own song.

Section 2

Guess the boo-boo!

Time: Approx. 30 mins

Language/Skills outcomes

Ls will be able to:

- develop listening and speaking skills through listening to a simple short story and describing minor accidents and treatments
- develop observational skills, descriptive language, and empathy by identifying and describing common minor accidents (boo-boos) and learning basic first aid concepts (optional).

Life skills

Creativity: support development of coping skills

Critical thinking and Problem solving: evaluating the best treatment for minor injuries

Decision-making: promoting responsible decision-making

Communication: expressing ideas for how to treat minor accidents

Empathy: caring for others.

Preparation

- Prepare a short story about a funny or silly (non-serious) accident that happened to you or someone you know.

Optional: real objects that are relevant to your story

- Minor accident scenarios written on strips of paper (one scenario per piece), e.g. tripping and falling over; cutting your finger; bumping your head; twisting your ankle; an insect bite or sting; getting something in your eye; falling off something (adapt as appropriate).

Optional: first aid props (e.g. bandages, cotton ball, thermometer, etc.).

Procedure

1. Story stage: explain to Ls that you are going to tell them a true story about a minor accident that happened to you/someone you know. Write questions on the board, or dictate for Ls to copy.

Suggestions (adjust to your story):

Where did the accident happen?

Why did it happen?

How did the injury happen?

How was the injury treated?

Read the questions together and ask Ls to listen for the answers in the story.

2. If you are using real objects, elicit what they are. Put Ls in pairs and ask them to predict how the objects might be relevant to the story.

3. Tell the short story. Create anticipation by pausing and asking Ls: What do you think happened next? If you have real objects, pick them up or point them out as you tell the story.

Example story:

I have a small garden and last summer I had a silly accident! I fell on some steps into a big plant pot! My son heard a noise and he came running outside. When he saw me, I was sitting in the plant pot. The plant saved me from a worse accident! I had a bruise on my arm and a small cut on my finger. My son helped me put an ice pack on my arm and a plaster on my finger. Unfortunately, the plant was completely broken!

4. When you have finished, pairs discuss answers to the questions. Share answers as a class. Use this stage to **elicit** or input target vocabulary which will be relevant to the next stages. Write the lexis on the board.
5. Focus on how the injury in the story was treated. **Elicit** the relevant vocabulary (e.g. bandage, plaster, cotton ball, ice pack, antiseptic cream, eye drops, etc.) and write it on the board.
6. Ls brainstorm (or input) more vocabulary around first aid or medicine in preparation for the next

stage. Write the vocabulary on the board.

Vocabulary suggestions:

emergency / procedure / response / safety / first aid / call for help / stay calm / check for danger / bandage / CPR / boo-boo / Ouch! / bump / scratch / trip / fall / bandage / first aid / hurt / accident / injury

7. **Charades:** choose confident Ls to act out minor accidents (on the pieces of paper). **Model** by miming the first one yourself and get Ls to guess. Write words to describe the accident on the board. Then continue in the same way with L volunteers, showing them the pieces of paper with the scenarios to act out.
8. After the miming stage, Ls work in pairs to describe the best treatments for the mimed scenarios. Point out the relevant vocabulary on the board to help them. **Monitor** and circulate, supporting Ls with language needed to express their ideas. Use the board prompts or input additional vocabulary, as appropriate.
9. Conduct feedback as a class, deciding together on the best treatment for each accident.

Optional: Demonstrate basic first aid steps using simple props (e.g. bandage, cotton ball).

Ask Ls: What am I doing? What do I use this for? If enough props are available, put Ls into small groups and hand out one or two items per group. Then ask them to discuss what the items are used for and how to use them.

Differentiation

Adjust the length and complexity of your story according to Ls' language level.

Adjust the number and complexity of the scenarios according to Ls' language level.

Support: use vocabulary prompts on the board. Also input useful language to help them express ideas around medical advice and treatments, e.g. You must/ should use... It is a good idea to use / put on...

Classroom management tips

Make sure all Ls are paying attention and focused on you when you start your story (see step 1). Ask them to put down or put away any items on desks and look at you. If the class is small and facilities allow, move Ls to an area where they can sit in a circle.

The **Charades** activity in step 7 could be done in groups of 4–6 in larger classes. In this case, make one set of paper strips per group and get them to take turns turning over the strips and acting out the scenarios described for the others to guess.

Use positive reinforcement and praise for participation.

Extension

Role play: Ls take turns acting out their own accident scenarios in pairs or small groups for each other to guess. Encourage creativity in their descriptions and solutions by writing vocabulary prompts on the board and monitoring to help with language and ideas.

Dictogloss: expand the storytelling stage by telling the story as a **dictogloss** activity. Ls write their own account of a minor accident, using the writing framework exemplified in the dictogloss.

Tech option

Use a projector or digital device to display images or videos related to minor accidents.

Emergency action role play

Time: Approx. 30 mins

Language/Skills outcomes

Ls will be able to:

- develop listening, speaking and writing skills through a role-play activity
- develop and reinforce knowledge of emergency actions and procedures.

Life skills

Creativity: imagining how a story continues

Critical thinking and Problem solving: describing how an injury might be treated

Cooperation and Participation: working together to produce a role play

Communication: communicating ideas and safety awareness through a role play.



Preparation

- Recycled paper for drawing (one per L) (or Ls can use their notebooks)
- Ensure Ls have pencils or pens.

Optional: props for role-playing, e.g. bandages, a toy phone, etc.

Procedure

1. Hand out paper. Read the following text several times as a **picture dictation**. Tell Ls to listen to the first reading without drawing, then listen again and draw what they hear. Read the text with expression, emphasising key words to help understanding.
Text:
Last year Ahmed Soltane did a silly thing! He climbed a big tree near his house and then got stuck. He also cut his leg. He couldn't get down! He was very scared, so he shouted, 'Help! Help!'
Luckily, Ahmed's dad, Mr Soltane, heard him. He got a ladder, put it against the tree and helped Ahmed to climb down.
2. Put Ls in pairs to compare their drawings. Then ask them to use their pictures to retell what happened. **Monitor** and circulate, supporting Ls with vocabulary prompts where needed.
3. Conduct class feedback by asking volunteers to tell you what happened. Copy the text onto the board.
4. Put Ls into groups of four. Ask them to discuss these questions:
What do you think happened next?
What did Ahmed's dad say to him?
What did he do to treat Ahmed's cut?
5. Ask groups to use their answers to create a short role play to continue the story. If your class needs more support, **elicit** or give them the first line of the role play to start them off, e.g. Ahmed: Thanks Dad, that was scary! Look! I've cut my leg.
6. Ask Ls to introduce two more characters (e.g. more members of Ahmed's family, a doctor, friend, neighbour, etc.), so each L in the group of four can take part in the role play. **Monitor** and circulate, giving support with vocabulary and phrasing, as needed.
7. Start the role play sessions. Get Ls to practise in their groups first, encouraging them to perform the lines as realistically as possible. Include props if available.
8. Invite two or three confident groups to perform their role plays for the class.
9. Praise Ls for their efforts. Then round up the activity by asking:
What do you do if you cut your leg?

What other injuries can happen when you climb a tree? What should you do if that happens?

Differentiation

Support: in step 1, provide more support by putting prompts (e.g. names, key vocabulary and unfamiliar words) on the board to help with the retelling of the picture dictation text. Write: Last year ... to start Ls off.

Support: in step 5, **elicit** or give Ls the first line of the role play for them to continue.

Ls can adjust the length and complexity of their role play according to their language level.

Classroom management tips

Use clear instructions and demonstrations to guide Ls when acting out scenarios.

Provide positive reinforcement and encouragement throughout the activities.

Extension

Ls (in pairs or groups) carry out their own **picture dictations**, telling each other their own stories of minor accidents. The other group members draw what they hear, then retell the story.

Section 3

Healthy choices relay race

Time: Approx. 30 mins

Language/Skills outcomes

Ls will be able to:

- develop understanding and decision-making skills regarding diet, exercise and rest by participating in an interactive relay race
- develop listening, speaking and writing skills with the activity tasks
- consolidate relevant vocabulary.

Life skills

Critical thinking: interpreting information about healthy habits

Cooperation and Communication: working effectively in a team

Decision-making: evaluating suitable responses to given questions and tasks

Participation: demonstrating active listening.

Preparation

- Relay race: Prepare 4 sets of 3 (or more) questions on cards under the headings: 1 Diet; 2 Exercise; 3 Rest and sleep; 4 Bonus round – 1 question per card. Use recycled card.

- One sheet of paper per group (use recycled paper or Ls' notebooks)
- Set up four stations around the classroom or outdoor space:

Station 1/Diet: cards with questions/tasks about choosing healthy and unhealthy foods

Station 2/Exercise: cards with questions/tasks about appropriate exercises

Station 3/Rest and sleep: cards with questions/tasks about rest and sleep habits

Station 4/Bonus round: mixed questions/tasks covering all three areas.

Suggestions for questions/tasks:

Diet

1. Name 3 healthy foods.
2. Name 3 examples of unhealthy food.
3. When is a good time to have an evening meal?

Exercise

1. Name a sport you can do in the park.



2. Name a sport you can play in a team.
3. Name two exercises you can do at home.

Rest and sleep

1. When is a good time to go to bed?
2. What is a good thing to do before going to bed?
3. What habit helps you sleep well?

Bonus round (general)

1. How many main meals should you have a day?
2. Name two healthy drinks.
3. Name one unhealthy habit (general).

Optional: If available, visual aids to recall key points from previous learning (e.g. pictures or charts).

Procedure

1. Ls recall previous Module 4 lessons that covered healthy habits around diet, exercise and rest. Put Ls into pairs and ask: What advice do you remember about diet/exercise/rest? Give one example for each. Pairs discuss then share answers as a class. If available, use visual aids (e.g. pictures or charts) to recall key points.
2. Use the discussion to revise or introduce key vocabulary that will be used during the next activity.
3. Introduce the Relay race activity. Divide the class into small teams of 4–5 Ls. **Nominate** or ask Ls to select a ‘station leader’ for each group. Point out where the stations are located. Each team starts at a different station to avoid crowding.
4. Go over the relay race rules as follows:
 - One L from each team runs to their starting station.
 - They read the first question card, memorise it and return to their team.
 - They dictate the question to the station leader, who writes it down.
 - The team discusses and agrees on the best answer. The station leader records the answer.
 - The runner then tags the next team member.
 - The next team member runs to the next station and repeats the process.
5. Demonstrate the activity first with confident Ls.

6. Set a time limit. Challenge groups to answer as many questions as possible within the time limit. **Monitor** and circulate, making sure that groups are recording both the questions and the answers for each set (recording questions ensures that Ls do not simply translate into L1 on returning to their group).
7. When time is up, give groups a couple of minutes to review their answers.
8. Collect the papers and distribute between teams for them to **peer-correct**. They should check both questions and answers. Monitor and circulate to clarify any corrections.

After the activity

Reflect on what Ls have learned during the activity. Ask:

Did you learn any new information in this activity? What?

What would you like to find out more about?

Variation

If your class size is too large to manage a relay activity, it can be adapted into a simple quiz. Put Ls into teams of 4–6, hand out one sheet of paper to each group, choose one to be the ‘writer’, then read out the questions in jumbled order. Give teams 30 seconds or one minute to discuss answers before writing.

Differentiation

Support: Ls could do the relaying in pairs and help each other remember the question on returning to their teams.

Adjust the number and complexity of questions/tasks according to your Ls’ abilities and language level.

Classroom management tips

Ensure Ls understand rules before starting the activity. **Model** first with confident Ls; give clear, concise instructions and then ask Ls questions that check instructions to double-check understanding.

Make sure teams are seated near their starting station.

Monitor the relay race to ensure safety and fair play.

Give time reminders to keep the pace brisk.

Encourage teamwork and give encouragement and positive reinforcement.

Extension

Health journal: Ls keep a journal for a week, recording their daily food intake, exercise, and sleep patterns, with reflections on their choices.

Role play: Ls create short skits persuading each other to choose healthy options around food and exercise.

Additional vocabulary suggestions

Note: Select carefully according to the language level of your Ls.

Diet: nutrition, balanced diet, junk food, vitamins, minerals, carbohydrates, proteins, fats, hydration

Exercise: physical activity, cardiovascular, strength training, flexibility, endurance, aerobic, anaerobic

Rest: sleep, relaxation, bedtime routine, sleep hygiene, naps, circadian rhythm, rest periods

General health terms: wellness, health, lifestyle, choices, habits, prevention, moderation, fitness

Balanced plate creation

Time: Approx. 30 mins

Language/Skills outcomes

Ls will be able to:

- understand the components of a balanced diet by creating a balanced plate of food
- practise speaking skills by discussing and presenting their ideas for a healthy food plate
- revise and practise vocabulary for different types of food.

Life skills

Creativity: designing a healthy food plate

Critical thinking and Problem solving: evaluating healthy food choices

Cooperation and Participation: working effectively as a team

Negotiation and Decision-making: discussing and agreeing on healthy food choices

Communication: communicating ideas and suggestions to others.

Preparation

Optional: If resources are available, provide each team with a variety of food images covering all food groups, e.g. cut-outs from magazines or printed from the Internet; paper plates (one per team), glue and markers. Alternatively, teams can draw food images on recycled paper or in notebooks. Larger sheets of paper are ideal. Make sure Ls have drawing materials including coloured pens or pencils if possible.

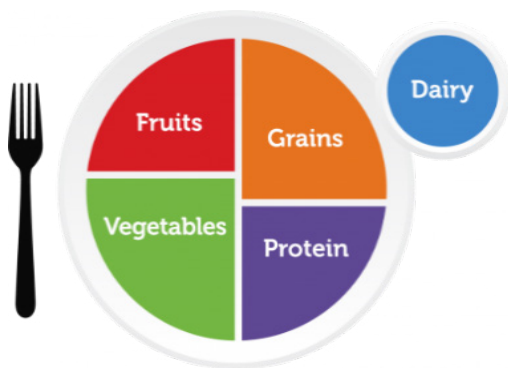
- Image of the 'My plate diagram'

Procedure

Note: This activity assumes Ls already have some prior knowledge of the concept of a balanced diet, from previous English lessons or other subjects.

1. Draw a large circle on the board. Tell Ls that the circle represents a balanced, healthy plate of food.
2. Divide the circle into four quarters. Tell Ls that each part represents a type of food that is important for a healthy diet. Ask: What type of food goes in each part? **Elicit** or tell Ls that these are: fruit, vegetables, protein and grains. Write one of these words in each section. Add the dairy option, as per the diagram below.

My plate diagram



3. Remind or explain to Ls that a healthy main meal should ideally consist of a balance of foods in these groups.
4. Divide the class into small teams of 3–4 Ls. Give each team a food group. Give them 2 mins to brainstorm foods within that group.
5. Share answers as a class. Add Ls' suggestions to the diagram on the board. Use this stage to pre-teach new vocabulary that would be useful for the next stage (see Vocabulary suggestions below).
6. Tell teams that they will now create their own balanced meals by adding food images onto their paper plate. If images and paper plates are available, hand sets out to each team. If not, tell Ls to draw a divided food plate on available paper and draw the food they want to include in their meal. Highlight that the goal is to include items from all food groups.
7. Each team will create a 'perfect healthy balanced meal'. Get teams to discuss first and brainstorm foods to include. Ask them to categorise the foods into the five groups, ensuring representation in each.
8. Teams then select or draw images that represent their ideal balanced meal. They should arrange the selected images on the paper plate, considering portion sizes. Ask them to also consider food flavours and textures that combine well.
9. Ask Ls to use the markers to label the different foods and groups on the plate.
10. Once completed, tell teams that they will present their plates to the class. Give them time to prepare what they are going to say. Use guiding questions, e.g.
 - Why did you choose this food?
 - Which food group does it represent?

Which foods have a nice flavour/go well together?

Which foods fill you up?

Monitor and circulate, helping Ls with vocabulary and phrasing needed to explain their choices.

11. Ask Ls to choose one or two members of their team to present their plate to the class (for longer presentations, all members can take a turn). Use questions from step 10 to guide the mini-presentation. Give teams some time to practise first before presenting to the class.

12. After each presentation, highlight good examples and provide constructive feedback.

Differentiation

Step 5: Gauge the amount and level of new vocabulary introduced according to the language level of your Ls (see Vocabulary suggestions below).

Step 7: **Monitor** and circulate, giving vocabulary and language support.

Support: allow Ls to use L1, then input necessary vocabulary by using **reformulation**.



Classroom management tip

Encourage creativity and stimulate discussion within teams by monitoring groups and asking guiding questions.

Tech option

If available, computers for Ls to search for food images online and create digital balanced plates.

After the activity

Describe to Ls (or draw) what you are planning to have for your evening meal. Invite them to suggest ways to improve your plate in terms of balance and healthy food choices. Then invite volunteers to do the same. (Do not nominate Ls for this activity.)

Extension

Recipe book: Ls create a recipe book with healthy meal ideas, including a balanced breakfast, lunch and dinner.

Vocabulary suggestions

(to teach or revise – select according to your Ls’ language levels)

Food groups

Fruits: apples, bananas, berries, oranges, etc.

Vegetables: carrots, broccoli, spinach, bell peppers, etc.

Grains: bread, rice, pasta, oats, etc.

Protein: chicken, fish, beans, eggs, nuts, etc.

Dairy: milk, cheese, yoghurt, etc.

Nutrition terms

Balanced diet: a diet that includes a variety of foods in the right proportions

Vitamins: nutrients that are essential for health and growth

Minerals: inorganic substances needed by the body for various functions

Nutrients: substances in food that are necessary for good health

Carbohydrates: nutrients that provide energy

Proteins: nutrients that help build and repair body tissues

Fats: nutrients that provide energy and support cell growth

General health terms

Wellness: the state of being in good health

Health: the condition of being free from illness or injury

Lifestyle: the way in which a person lives

Moderation: the avoidance of excess or extremes

Meal planning: the process of organising meals ahead of time

Outward appearance portrait gallery

Time: Approx. 30 mins

Language/Skills outcomes

Ls will be able to:

- develop appreciation of physical differences through positive reflection
- use vocabulary connected with physical appearance through speaking and writing activities.

Life skills

Creativity: innovative thinking and appreciation of differences between people

Critical thinking: recognising and acknowledging that we often make judgements about people we don't know, based on their appearance; discussing the effects of this and how to resist it

Cooperation: active listening and respect for others

Resilience: enhancing healthy behaviours and coping mechanisms; promoting healthy attitudes towards body image

Respect for diversity and Empathy: developing tolerance of differences between peers; developing empathy, sensitivity, kindness and acceptance with regard to physical appearance.

Preparation

- Photographs of young teenagers, boys and girls, with different physical appearances (including disabled teens), different body shapes, different hairstyles, different facial features
- Post-its or small pieces of recycled paper (minimum one per L)
- A small box or other container.

Optional: a body chart indicating parts of the body

Procedure

1. Put Ls into pairs and get them to brainstorm words associated with physical appearance and personality (e.g. body parts, adjectives: physical appearance, adjectives: personality). Give them a time limit of 2 mins.
2. Draw three large circles on the board. Ask Ls to suggest words. Record words as follows: Circle 1: parts of the body; Circle 2: adjectives: physical appearance; Circle 3: adjectives: personality. Provide one or two examples in each circle. Clarify any unknown words (use miming, a body chart or indicate the relevant body part).
3. Ask Ls to tell you how the words in the circles are classified (parts of the body/adjectives: physical appearance/adjectives: personality).

4. Ask pairs to choose two photographs and write short descriptions of each person on a small piece of paper or Post-it. They should describe physical appearance and also what kind of person they think this is (behaviour, personality).

Monitor and circulate, encouraging creativity and authenticity.

5. When all the pairs have completed their descriptions, get them to put their paper into the box (or stick their post-it on the board).
6. Ask one member of each pair to take two pieces of paper from the box (or choose two post-its from the board.) If a description is one they have written, they put it back and choose another.
7. Pairs read the descriptions and decide which photographs are described.
8. Pairs get together to form groups of four. They exchange the descriptions they have written and say which photographs they think their new partners have described.
9. Groups discuss their choices and come to an agreement on which photographs match the descriptions.
10. Group members take it in turns to read their descriptions aloud to the rest of the class.
11. The whole class vote on which photographs are the best matches.
12. The original writers of the descriptions tell the class if they have made the right choices.
13. Write the saying 'You can't judge a book by its cover' on the board. Ask pairs to discuss what they think it means. Give a time limit of one min.
14. **Elicit** Ls' ideas. Accept the use of L1 and **reformulate** answers.

(Possible answers: You can't judge a person from the way they look. / You might get the wrong idea about someone from the way they look. / When you get to know someone, they might be quite different from what you first thought about them. / When I first met..., I thought s/he was..., but now...)
15. When Ls have finished, ask: Is it easy or difficult to 'read' someone when you meet them for the first time? If Ls respond with 'difficult', ask: Why do you think that is? Use this stage to discuss negative influences that can affect the way we perceive other people, e.g. media, societal standards, misinformation such as manipulated/photo-shopped visual images.

Note: In step 15, in order to give Ls the chance to open up about a sensitive topic, allow the use of L1 for the discussion. There are no easy answers to topics that may come up in a discussion like this, but simply giving Ls the opportunity to discuss openly will make them more aware of harmful influences and therefore more able to build resilience and more positive, balanced perspectives. Stress how being open towards each other and not judging by appearances improves everyone's emotional well-being. Tell Ls that ultimately, no one is entitled to make a judgement about another person's physical appearance.

After the activity

If Ls are comfortable with the activity, create a display of their positive statements on the classroom wall, arranged in the shape of a heart or another symbol that represents well-being (statements can be anonymous).

Differentiation

Provide additional support or guidance for Ls who may find the activity challenging. Encourage them to focus on what they are able to say and help them by providing the language they may need. Allow Ls to share their messages privately with a trusted teacher if they prefer not to read aloud.

Classroom management tips

Ensure a respectful and supportive environment during the activity; encourage empathy and positive reinforcement among Ls.

Make sure Ls are sitting next to a trusted partner. In this activity, Ls may feel more comfortable sitting in single-sex pairs.

Monitor the writing and discussion activities to ensure all Ls participate and receive feedback.

Extension

Reflection journal: Ls write a reflection in their journals about the experience and how they can continue to practise positive regard for new people they meet.

Group sharing: invite volunteers to share their favourite positive message from the activity with the whole class and explain why it resonated with them.

Section 4

Weather charades

Time: Approx. 30 mins

Language/Skills outcome

Ls will be able to:

- reinforce vocabulary related to weather conditions and improve communication skills through the **Charades** game.

Life skills

Creativity and Communication: expressing ideas associated with weather through mime

Cooperation and Participation: working effectively with teammates

Self-management: building self-confidence through the miming activity.



Preparation

- Weather vocabulary cards (sunny, rainy, windy, snowy, etc.) – one word per card. Make one set per group of four Ls, using recycled card. Select the number and level of words according to your Ls' language level.

Optional: Weather visuals (e.g. flashcards); timer

- Small whiteboard or recycled paper for keeping score (one per group).

Procedure

1. Review vocabulary to be used in the **Charades** game with visuals (e.g. flashcards) or by writing **anagrams** or parts of target words on the board for Ls to guess, e.g. _ n _ w _ = snowy.
2. Remove vocabulary on the board before the game.
3. Put Ls into groups of four. Hand one vocabulary set to each group. Place the cards face down.
4. **Model** the activity with a confident group to demonstrate the rules:
 - One L picks up a vocabulary card and mimes an action associated with the word (e.g. rainy – putting up an umbrella).

- The rest of the team try to guess the word and also the correct form of the word (e.g. rainy - adjective).
 - The L miming must not speak or show the card to teammates.
 - Ls have one minute to guess the word. If they guess correctly, they earn a point.
5. Ls take turns to mime all the words in their card sets. After one minute, stop groups and get them to record correct answers on the paper and move onto the next turn.

Differentiation

Support: if a L does not know the word they are presented with, allow them to pass it on to the next teammate. Alternatively, allow Ls to work in pairs for acting out weather conditions, if needed.

Classroom management tips

Use demonstrations and clear, concise instructions to ensure Ls understand the rules for the miming and guessing game.

Encourage positive reinforcement and supportive teamwork among Ls.

Monitor and circulate during the turns of the game.

Use the timer to keep the activity pace brisk.

Variation

Hot seat game: Instead of putting words on card sets, Ls play Hot seat. Put Ls into groups of about four, or (in smaller classes) divide them into two teams. One L from each team (or group) sits with their back to the board (in the 'hot seat'). You (the teacher) write the target word on the board. Ls mime the word for their teammate (no speaking, only acting) in the hot seat, who raises their hand when they have guessed it. The first team to guess scores a point. Repeat with the rest of the target vocabulary and get Ls to take turns to sit in the 'hot seat'.

Vocabulary suggestions

Note: select according to the language level of your Ls.

Weather conditions: sunny, humid, dry, sandy, breezy, thundery, rainy, windy, snowy, cloudy, stormy, foggy, thunderstorm, lightning, blizzard, hurricane, sandstorm, typhoon, rainstorm

Weather wheel of fortune

Time: Approx. 30 mins (If Ls make the spinner wheels – 50 mins)

Language/Skills outcomes

Ls will be able to:

- use vocabulary for describing weather conditions by comparing Tunisia's climate with other countries worldwide
- use background knowledge and make deductions to develop understanding of weather conditions in different regions.

Life skills

Critical thinking: making deductions using background knowledge

Communication and Participation: sharing knowledge as a team.

Preparation

- Spinner wheels (made with plain cardboard, recycled if possible) – one per group of four. Alternatively, Ls make the spinner wheels themselves (see Instructions below).
- One pencil per group
- One ruler per group (if Ls make spinners themselves)
- World map poster
- Weather symbols or pictures (sunny, rainy, cloudy, etc.)
- Marker pens and scrap paper.

Procedure

Instructions for spinner wheels:

1. Put Ls into groups of four. Give each group a continent: Asia/Africa/North and South America/Europe/Oceania.
2. Groups brainstorm countries in their continent. Give them a time limit (e.g. 3 mins).
3. Draw 5 columns on the board (one for each continent). Groups share their suggestions and write these up in the columns.
4. Hand out card circles (one per group). Designate one L per group to draw lines with a ruler, dividing the circle into eight equal sections.
5. Designate another L to write. Ask the group to write eight countries from the board – one per circle section. They should choose a selection covering all four continents.



6. Ask groups to take the pencil and push it through the centre part of the card circle, making a 'spinner wheel'.
7. Collect the spinners for the Activity.

Activity

1. Put Ls into pairs. Give each pair a number: 1, 2 or 3. Ask '1s' to brainstorm words for weather types; '2s', weather adjectives; and '3s', words connected with temperature. If available, use the weather visuals to generate vocabulary. Give pairs 30 seconds/ one min to brainstorm, then get them to share answers as a class. Record the words on the board in the above categories.

Suggested words:

Weather types: sun, wind, rain, snow, fog

Weather adjectives: sunny, windy, rainy, snowy, foggy

Temperature: hot, warm, mild, cold, freezing

2. Pairs use the vocabulary generated to create two or three sentences to describe the climate in Tunisia.
3. Take feedback and write good examples on the board, highlighting useful structures and vocabulary.
4. Put Ls into groups of four. Display the world map. Distribute the spinners.

5. Explain that one L will spin the wheel to select a country, and the other group members will locate the country on the world map. They discuss together what they think the weather is like in that country, compared to Tunisia.

6. **Model** the activity first with a confident group. Explain that Ls should use their background knowledge of the countries that come up; if they do not know, they should make guesses based on where the country is located on the world map (e.g. countries near the equator are very warm; northern hemisphere countries have cool climates; regions with mountains will experience snow, etc.) Encourage groups to combine their background knowledge to make informed guesses.
7. Designate one group member to record the discussions in a table, e.g.

Country	Similar to Tunisia – how?	Different - how?
Sweden	No	North European country – cold and snowy in winter.

8. Groups spin their wheels until they have discussed all the countries on the spinner. **Monitor** and circulate, helping Ls with the language needed to express their ideas.

9. After the spinner activity, ask Ls questions to consolidate their discussions, e.g.

Tell me three countries where the weather is freezing in winter.

Tell me three countries with a climate that is similar to Tunisia.

Tell me a country where they have strong winds.

Where can you find fog? How can you describe it?

(Make it clear that guesses and assumptions are still fine.)

Differentiation

Step 1: Vary vocabulary expectations according to your Ls' language abilities.

Step 2: **Challenge:** encourage Ls to expand sentences to describe the weather in their immediate environment, in different parts of the country and in different seasons.

Step 4: Put Ls into mixed-ability groups of four so that they can draw on each other's background knowledge of countries worldwide.

Monitor and circulate during group work providing additional support and prompts as needed.

Classroom management tips

To ensure Ls understand the spinner activity, **model** first with a confident

group; give clear, concise instructions and then ask Ls **instruction-checking questions** to double-check understanding.

Allow Ls to leave their seat and interact with the map to locate countries that appear on their spinner.

Variations

Replace countries with capital cities on the spinner.

Instead of using spinners, Ls pick countries (or capital cities) on cards out of a bag to discuss. Write (or get Ls to write) names on pieces of plain recycled card or strong paper (follow the procedure outlined at the beginning of the activity to ensure a varied mix of countries/cities); put in a bag, mix up and Ls pick out to discuss.

Extension

Mini-research project: Ls choose one country that they would like to find out more about. Give them some guiding questions on which to base their research, e.g.

What different climates exist in this country?

How does the weather change according to the time of year?

What is the minimum average temperature? What is the maximum?

Would you like to visit this country?

Additional vocabulary suggestions

Note: Select according to the language level of your Ls.

Weather and climate terms: sunny, rainy, cloudy, snowy, windy, foggy, humid, hot, warm, cold, freezing, temperature, climate, forecast

Geographical terms: equator, continent, country, city, region



Review

Note: if you have used a **Word box** with your class to revisit vocabulary, you could refer to those words when preparing to review.

Find someone who

Time: Approx. 30–40 mins

Language/Skills outcomes

Ls will be able to:

- practise listening and speaking by asking and answering questions about Module 4 topics
- revise key structures and vocabulary from Module 4 by forming questions and giving answers
- practise active listening and knowledge sharing.

Life skills

Critical thinking: evaluating and interpreting information

Problem solving: fostering learning that is relevant to everyday life

Cooperation, Communication and Participation: sharing information and actively listening.

Preparation

- Write ‘Find someone who....’ (FSW) statements on the board (see Examples below).

- One sheet (A4 size) of recycled paper for each L (or notebooks)
- Make sure there is enough space for Ls to walk around during the activity.

Procedure

1. Explain the purpose of the to share what we have learned in Module 4 and revise important language structures and vocabulary.
2. Focus Ls on the first FSW statement on the board. **Elicit** the question to ask to find someone who could answer ‘yes’, (and go on to answer the question), e.g. Find someone who can tell you two tips for eating healthily. Can you tell me two ways to eat healthily?
3. Put Ls in pairs. They work together to write the questions for the remaining statements. **Monitor** and circulate, giving support with question formation where needed.
4. Check answers by **nominating** Ls to say the question; use **peer correction**. Write the correct questions on the board.
5. Ask Ls to copy the questions into a table to record answers. See examples.

Examples

Question	Answer	Name
1 Can you tell me two ways to eat healthily?	1 Eat lots of vegetables. 2 Don't have too much sugar.	Mariam
2 Can you tell me two school safety rules?		

- Give Ls a few minutes to practise pronouncing the questions in pairs. **Monitor** and circulate. Select any problematic questions (or individual words or connected speech) for **choral drill** practice.
- When you feel Ls are confident, ask them to stand up and move around the classroom in a **mingle** activity, asking each other the questions. They are aiming to find someone who matches each criterion.
- Make it clear that if Ls reply 'yes' to a classmate's question, they must give a full answer to show they understand the question, e.g. Can you tell me two ways to eat healthily? Yes, eat lots of vegetables and don't have too much sugar.
- Ask Ls to write the answers they receive in the table on their sheet of paper.
- After the **mingle** stage, ask the questions again and Ls share the answers they received. Keep this stage brisk but allow enough time for Ls to get a sense of the variety of different answers generated by each question.

Differentiation

Adjust the FSW statements to suit the level and interests of your Ls.

Support: get Ls to create and practise forming questions before the **mingle** stage. **Model** the activity first with confident Ls.

Adjust the complexity of statements to accommodate different levels of language ability.

Classroom management tips

Clap hands at intervals during the **mingle** activity to encourage Ls to move through the questions at a reasonable pace and talk to different classmates.

Circulate and **monitor** L interactions during the activity to ensure all Ls are engaged.

Extension

Adjust the activity statements to other topics that may have come up in your Module 4 classes.

Ask Ls to create their own FSW questions based on specific themes (e.g. healthy habits).

Ask Ls to work in small groups to create posters or **mind maps** summarising the answers generated in the class. Groups could tackle all the questions or take on one or two each. Display the finished posters on the classroom wall so Ls can continue to review the revised topics.

Suggestions for FSW statements (to review Module 4)

Find someone who can tell you two ways to eat healthily.

Find someone who can tell you two school safety rules.

Find someone who can give you advice if you cut your finger.

Find someone who can tell you three activities they did last weekend.

Find someone who can tell you two instructions the teacher gives in class.

Find someone who can name six parts of the body.

Find someone who can tell you what to do if it rains.

Find someone who can tell you what to do when the sun is very hot.

Find someone who can tell you five weather adjectives.

A revision board game

Time: Approx. 20–25 mins

Language/Skills outcomes

Ls will be able to:

- revise key structures and vocabulary from Module 4 by answering questions in the board game
- practise active listening and knowledge sharing.

Life skills

Critical thinking: evaluating answers and interpreting information

Problem solving: fostering learning that is relevant to everyday life

Cooperation and Participation: sharing information and actively listening

Communication: actively listening and peer-correcting.

Preparation

- Create a game board (see Example below) on a sheet of recycled paper or card (one for each group). Alternatively, Ls draw out a grid (on paper or card) and copy the instructions in the squares from your example (drawn or projected) on the board.

Example

Start	Give two tips for healthy eating.	Go forward 3 squares	[No question]	Say two school safety rules.
[No question]	What is the weather like today?	What did you do last weekend?	Go back 1 square	[No question]
Name five parts of the body.	Go back to Start	[No question]	Give two healthy exercise habits.	Name two things you need in hot weather.
Go forward 2 squares	[No question]	Say five weather adjectives.	Name one thing you need when it rains.	Name three things in a first aid box.
Say two safety rules for the kitchen.	Miss your turn	[No question]	What do you do if you cut your finger?	Finish

- Balance the board with a mixture of revision questions (see blue squares in the example above), games instructions (see green squares) and ‘No question’ squares (see orange squares).
- Provide a dice or pencil spinner, and counters for each group (one counter for each L).

Note: ‘counters’ can be anything small that can be moved along the squares on the game board, e.g. coins, small pieces of card, small objects such as erasers, small pencil sharpeners etc.

Procedure

1. Put Ls into groups of about four. Give out the board game. Make sure that all group members can see and use the game board comfortably.

Note: if groups are creating their own board (e.g. by copying your example from the board), time needs to be factored in to enable this. Nominate one L to copy the board.
2. Explain the game. Hold up one of the boards to demonstrate if there is no example on the board:
 - Ls take turns rolling the dice/ spinning the spinner, noting the number and moving the counter along the squares (e.g. if the dice/spinner shows 4, move 4 squares along).
 - When they land on a square, they read the instruction. If they land on a question, they say the answer and the other Ls listen and decide if it is correct or not.
 - The first group to get all their counters to the finish is the class winner.

After the activity

Nominate each group to answer a revision question from the game board. Ask the rest of the class to assess if the answer is correct and correct it if necessary.

Differentiation

Support: if Ls land on a question square and don't know the answer, they can say Pass. The next L takes the turn and answers the question.

Adjust the number and complexity of the questions according to Ls' language levels and abilities.

Classroom management tips

Give clear, concise, step-by-step instructions. Demonstrate using a board and **model** with a confident group if necessary.

Monitor groups to ensure fairness and kindness during the game, especially when Ls are checking each other's answers to the revision questions. Act as an adjudicator if there are any disputes, emphasising respectful behaviour.

Variation

Groups can use the dice/spinner to practise revision questions without the need for a board. Simply write six revision questions on the board (numbered); hand out a dice/spinner to each group; then they take turns to throw the dice/spin the spinner and answer the question with the corresponding number. Ls can check and **peer-correct** each other's answers in the same way as in the board game.

Extension

Ls could create their own revision questions to use in the board game. Questions can also be varied according to other topics that may have come up in your Module 4 classes.