

Date: \_\_\_\_\_

Name: \_\_\_\_\_



## WHAT WOULD YOU DO?

1 Cut out the cards and play.

You are with some friends when one of you takes a silly group photo. One of your friends wants to post it online but another friend doesn't want he or she to do so because he or she doesn't like the way they look.

*What would you do?*

Your best friend starts laughing at something in a group chat. You aren't in the chat, so you feel left out.

*What would you do?*

You have arranged to go out with friends from school. One friend hasn't been invited and finds out. He or she is very upset.

*What would you do?*

You read an unkind comment about someone in your class on social media. Lots of people are 'liking' the comment or laughing.

*What would you do?*

A new student starts school halfway through the school year. He or she doesn't know anyone, but they are very different from you and your friends.

*What would you do?*

Your brother or sister comes home with a new boyfriend or girlfriend who is very different from you and your family. They are from a different country, a different ethnic group, and a different religion.

*What would you do?*

A friend has invited you to go to a party, but he or she has asked you not to mention it to another friend who isn't invited. You feel uncomfortable about the situation.

*What would you do?*

You have had an argument with a friend, and you aren't speaking to each other. You hear that he or she is ill and unable to come to school.

*What would you do?*

Your friends want to go to the cinema at the weekend but one of the group can't come because he or she hasn't got any money.

*What would you do?*

One of your friends is being bullied by an older student at the school. Your friend asks you not to tell anyone.

*What would you do?*

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## SUSTAINABILITY WEBQUEST

### 1 SDGs

- What are SDGs? \_\_\_\_\_
- How many SDGs are there? \_\_\_\_\_
- When do the goals end? \_\_\_\_\_

### 2 FFF

- What is the FFF movement? \_\_\_\_\_
- Who started the movement? \_\_\_\_\_
- What is the website for the Spanish FFF organisation? \_\_\_\_\_

### 3 COP 26

- What does COP stand for? \_\_\_\_\_
- How often is COP? \_\_\_\_\_
- Where was COP 26? \_\_\_\_\_

### 4 Animals in danger of extinction

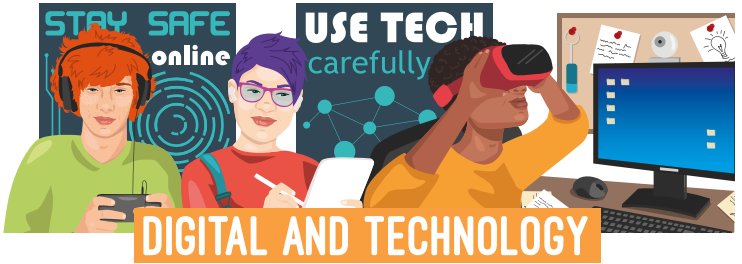
- Which are the three animals most in danger of extinction? \_\_\_\_\_
- Which animal is on the logo of the WWF (World Wide Fund for Nature)? \_\_\_\_\_
- Which animal is most in danger of extinction in Spain? \_\_\_\_\_

### 5 Recycling

- Which European country recycles the most? \_\_\_\_\_
- What colour are the recycling containers for (1) glass (2) paper (3) plastic (4) organic material (5) batteries  
\_\_\_\_\_
- What are the 5 Rs of sustainability? \_\_\_\_\_

### 6 Renewable energy

- Which kind of renewable energy is most common in Spain? \_\_\_\_\_
- Which country in Europe uses the most renewable energy? \_\_\_\_\_
- How tall is the tower of a typical wind farm turbine? \_\_\_\_\_



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## HOW WE USE TECHNOLOGY

You are going to do a class survey about technology.

1 Choose one technological device.

2 Make a survey sheet.

- Write a heading.
- Count the number of people in your class, for example, 20.
- Make a table with the same number of rows (for example, 20) and five columns.
- Write your friends' names in the first column.
- Copy the headings in the other four columns.

(Mobile phone) survey				
Names	Never	Less than 1 hour	1 to 3 hours	More than 3 hours
Pablo				
Sara				
Etc.				

3 Carry out your survey.

- Ask each friend: *How many hours a day do you use a (mobile phone)?*
- Record the answers with a cross in the correct box.

(Mobile phone) survey				
Names	Never	Less than 1 hour	1 to 3 hours	More than 3 hours
Pablo		✓		
Sara			✓	
Etc.				

4 Add up the numbers in each column and make a note of the numbers.

Example: *1 person never uses a (mobile phone).*  
*5 people use a (mobile phone) less than one hour a day.*  
*2 people use a (mobile phone) 1-3 hours a day.*

5 Draw a chart or graph to show your survey results.

6 Present your information to your teacher and your class.  
 Talk about the survey results and say what surprised you!

Date: \_\_\_\_\_

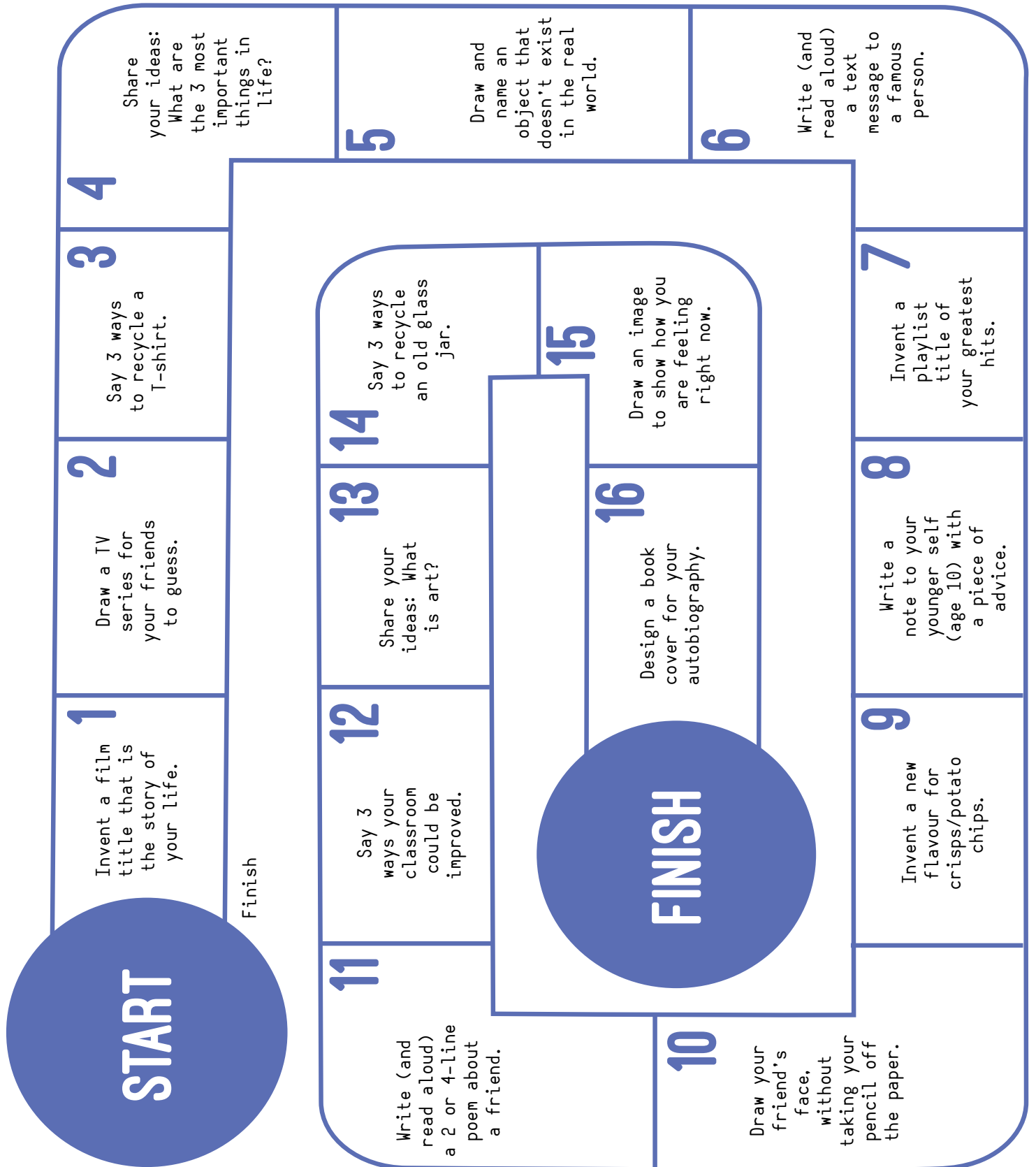
Name: \_\_\_\_\_



## CREATIVITY AND CRITICAL THINKING

### THINK AND DO!

Let's get creative (and think critically)!





## WHAT WOULD YOU DO?

### 1 Using the image.

This picture shows five very different-looking people who are all friends. They are sharing an umbrella and looking happy. Everyone is included and no one is left out.

Encourage your learners to understand that we should celebrate diversity and that we should always make sure that everyone is included, and no one is left out.

- Ask the learners to look at the first image in the calendar (January – March) and to talk about what they see. If necessary, ask a few questions and accept any reasonable ideas.

*Who are these people?*

*Are they friends? How do you know?*

*Where are they?*

*What are they doing?*

*How do you think they feel?*

- Focus the learner's attention on the physical appearance of the people. Ask them to describe each person in as much detail as possible.
- Encourage the learners to view the different features in a positive way and to make comparisons with people in the classroom or people they know.  
E.g. *She's got lovely blonde hair. Do you know anyone with blonde hair?*  
*Look, she's got glasses. Why do some people wear glasses? Who wears glasses in your family?*

### 2 Play 'What would you do?', a speaking game to promote empathy.

Divide the class into groups of three or four. Print one copy of 'What would you do?' for each group.

- Cut out the cards and place them face down in the middle of each group.
- Learners take turns to turn over a card and read the question aloud to the group. The group shares their ideas about what they would do in each situation.
- After the activity, go through each question with the whole class, encouraging them to share their ideas and to say how they think the different people in each scenario feel.

**Extra.** Ask learners to choose one of the people from one of the scenarios. They imagine they are this person. They write a short diary entry, describing how they feel.

### 3 Make a Diversity and Inclusion poster.

- Ask learners to work in small groups to design and create some classroom posters that promote Diversity and Inclusion.
- Make a classroom display with the posters or put them up around the school in common areas.



## SUSTAINABILITY WEBQUEST

### 1 Using the image.

This picture shows two friends enjoying being outdoors in nature.

Do a speaking activity to get learners thinking about the benefits of living in a country where they have access to large unspoiled areas of natural beauty, and of the importance of protecting these natural areas.

- Write these discussion questions on the board. Then organise learners into groups of four or five to share their ideas.

1. *Where can people find beautiful, unspoilt outdoor areas in Spain?*
2. *What kind of activities do people of different ages enjoy doing in natural spaces like mountains, forests and beaches?*
3. *Whose responsibility is it to keep these areas clean and free from pollution?*
4. *Imagine you could go to one of Spain's natural parks next weekend. Where would you go? Who would you go with and what would you do there?*

### 2 Sustainability Webquest

- Give each learner a copy of the 'Sustainability Webquest' sheet.
- Explain that they have a limited time to find out the answers to all of the questions on the sheet. E.g., 30 minutes.
- Learners should work in pairs. They should search the internet to find the information they need, keeping a record of the sites they visit to check later.
- When they finish, check their answers as a whole class. Then tell learners to think about what they have learnt and have a discussion about these points:

*Which information surprised you? Give your reasons.*

*Which information made you feel sad? Give your reasons.*

*Which information made you feel hopeful? Give your reasons.*

*What can you do to help look after the environment?*

#### Answers

##### 1 SDGs

- a. Sustainable Development Goals
- b. 17
- c. 2030

##### 2 FFF

- a. Fridays for Future
- b. Greta Thunberg
- c. <https://juventudxclima.es/>

##### 3 COP 26

- a. Conference of the Parties
- b. Every year
- c. In Glasgow (Scotland)

##### 4 Animals in danger of extinction

- a. Rhinoceros, cheetah, tiger
- b. A panda bear
- c. The Iberian lynx

##### 5 Recycling

- a. Germany
- b. (1) green (2) blue (3) yellow (4) orange or brown (5) grey
- c. Recycle, Reduce, Reuse, Refuse, Repurpose

##### 6 Renewable energy

- a. Wind
- b. Sweden
- c. 70 metres (some are 200 metres)



## HOW WE USE TECHNOLOGY

### 1 Using the image.

This picture shows two friends using a variety of technological devices, such as: a tablet and pencil, a mobile phone, headphones, ear pods, a VR (virtual reality) headset and a desktop computer. Behind the learners, on the wall, are two posters: 'Stay safe online' and 'Use tech carefully'.

- Ask the learners to name all the technological devices they can see in the picture. Then ask them to discuss these questions.  
*Which technology do you use?*  
*How do you use each device?*  
*How much time do you spend looking at screens?*
- Draw the learners' attention to the two posters and ask them what they show.
- In groups, ask the learners to share their ideas about what information is on each poster. If necessary, provide some prompts they can use to speculate:  
E.g. *I think there is something about passwords in this poster.*  
*Maybe there is a list of things to do.*

### 2 'Technology' project

- Give each learner a copy of 'How we use technology'.
- Learners work in pairs, following the steps on their project sheet.
- Monitor the learners as they create and then and carry out their surveys. Help where necessary.
- Organise presentations. Encourage learners to respond to each other with positive comments.

After the presentations have a discussion about these questions:

*How do you use most of the time you spend in front of a screen?*

*Do you consider this time well spent or wasted? Why?*

*What other things could you be doing in this time?*

Encourage students to try this experiment:

*Choose 30 minutes a day when you'd normally be looking at a screen and use it to do a journaling activity. You can write or draw in your journal. You can write about anything important to you. Nobody is going to read the journal. Here are some suggestions:*

*Plans for my future*

*How I can become a better person*

*Things I learnt today*

*My relationships with friends and family*

*Changes I'd like to make in my life*

*Thoughts about current stories in the news*

After a week, ask learners to share their experiences and to discuss the value of journaling. Do a class poll to see who will continue.

### 3 Posters

Organise learners into groups to make posters about technology. Refer back to the image in the calendar. Learners should focus on one message or the other: 'Stay safe online' or 'Use tech carefully'.

First brainstorm ideas for both posters and write them on the board.

Encourage everyone to share their ideas and provide time for learners to find information and ideas on the internet if necessary.

To make the poster learners should:

1. Decide what to include in the poster (heading, sub-headings, text, information, images, etc.)
2. Draw a plan of the poster design.
3. Write the text in a notebook and check vocabulary and spelling.
4. Make the poster, following the plan and using the corrected text.



## THINK AND DO!

### 1 Using the image.

This picture shows two friends thinking about what to do in their free time. They are thinking about several activities, some of which are creative and some of which involve critical thinking.

- Ask the learners to describe the activities they can see in the think bubbles. Then ask them to discuss these questions.  
*Which of these activities would you like / not like to do?*  
*What skills do you need to do each of these activities?*

E.g. *You need to be good at using your hands / doing Maths.*

#### Expand on the activities

- Ask learners to brainstorm a list of activities which involve 'being creative'. Write them on the board. Then ask them to order the activities in one of the following ways:
  - a. The most difficult to the easiest.
  - b. The most fun to the least fun.

### 2 Let's get creative (and think critically)!

- Organise learners into small groups of three or four to play a fun game which involves being creative and thinking critically. Give each group a copy of the 'Think and Do!' board game. They also need a coin and counters, paper and pencils.

#### Rules

- Place your counters in the 'Start' box. Then take turns to toss the coin and move your counter. HEADS = move one square, TAILS = move two squares.
- When you stop on a square, read and follow the instruction!
- Have fun!