

FACULTAD DE EDUCACIÓN Y TRABAJO SOCIAL
GRADO EN EDUCACIÓN PRIMARIA- MENCIÓN LENGUA
EXTRANJERA

UNIDAD DIDÁCTICA

“Biosphere and ecosystems”

TRABAJO DE FIN DE GRADO

“La importancia de la motivación en la
enseñanza bilingüe: el profesorado como
elemento clave”



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This Didactic Unit is based on the Decree 26/2016 of Castilla y León of July 21 (BOCYL) 25 July 2016), which establishes the curriculum and regulates the implementation, evaluation and development of Primary Education in Castilla y León.

CONTEXT

The CEIP Miguel Delibes is a line three educational center that provides Early Childhood and Primary Education, located in the neighborhood of La Victoria, between the Canal de Castilla and the Burgos highway.

The Victoria neighborhood is an area inhabited by young families with one or two children and with a medium cultural and economic level. In most cases, both the father and the mother work. Although, in recent years, the incidence of unemployment and sporadic work is notable.

The school is made up of three buildings: two dedicated to Early Childhood Education and the central building dedicated to Primary Education. This building has 18 active classrooms, a religion room, another music room, a computer room, a gym, a library, two dining rooms and two well-equipped teachers' rooms. Likewise, the center has a large playground divided into zones, a school garden and several natural spaces.

In addition, it should be noted that this center has been teaching a bilingual education program (British Council) since the 1996/1997 academic year. This is an integrated curriculum, through which students not only acquire the knowledge and skills exposed in the Spanish curriculum but also simultaneously obtain knowledge of the English environment and culture. The center has five language advisors who are usually accompanied during the lessons by an English language specialist. The results of this program are reflected in the spectacular mastery of the foreign language of the majority of the center's students.

METHODOLOGY

The Didactic Unit that is introduced in this Final Degree Project is called Biosphere and ecosystems. It is a proposal consisting of seven completed sessions and 3 sessions (30 minutes) designed for the 5th grade course of Primary Education.

The 5th grade class, where the Didactic Unit will be implemented, is made up of 25 students, none of whom have special needs that require some type of adaptation in the proposal. In general, they are a hardworking group, somewhat restless and with a remarkable level of foreign language for their age. However, some students have more difficulties in the language than the rest. In consideration, extra help should be given to such students through the use of repetition, visual aids, individualized attention and body gestures.

These students receive Natural Science classes for two and a half hours per week. Each session consists of 60 or 30 minutes. It is worth mentioning that the 30-minute sessions will not be used to expand content, but to review what was studied during the week and learn about the knowledge acquired by students through Plickers or Kahoot.

In accordance with the theoretical framework of the Final Degree Project, this Didactic Unit's main objective is to motivate students and encourage their interest in the study of the English language and the natural sciences syllabus, in this case, the biosphere and ecosystems.

To achieve this objective, this proposal includes a series of motivating activities that arouse curiosity and encourage student participation, presented in a creative and attractive way. These types of activities positively affect the student's emotions and feelings related to the teaching-learning process. Through motivation, the learner's confidence and potential are heightened, increasing the chance of success at the end of learning process.

For the design of these activities, this proposal is based on the methodological approach of task-based learning. Therefore, all the activities proposed in this Didactic Unit are designed with the purpose that the students manage to carry out the final task successfully.

In addition, these activities will encourage the exchange of meaningful messages among students. To do this, collaborative learning becomes one of the foundations of this proposal. A large part of the activities of the Didactic Unit will require the collaboration and sharing of knowledge and skills of our students to achieve the proposed goals.

At the same time, another leading learning technique in this proposal is gamification. Many of the activities of the Didactic Unit will be presented to the students in the form of interactive games. The dynamics of the game is presented as one more attraction for the student. These games will be played both virtually, using the digital panel and laptops, as well as in the classroom using specific materials such as flashcards, posters or index cards; among others.

For this methodology to work, the role of the teacher is essential. On the one hand, it must generate a suitable and favorable environment, where students express themselves in the foreign language without feeling inhibited or overwhelmed by it. On the other hand, it will act as a facilitator and guide throughout the process. Among his main tasks is directing the games and tasks, making sure that all the proposed objectives are met. In this way, students become protagonists of their learning

EVALUATION PROCEDURE

For the evaluation of this unit, I will use formative assessment. This means that the evaluation is continuous and constant. In this way, we will assess the progress of our students from the beginning of the unit to the end of it. The teacher will take into account their attitude, interest showed in class, level of participation during the activities and effort showed. The instrument that I will use to collect information on these attitudinal aspects is the systematic observation.

On the other hand, the activity with the greatest weight in the evaluation is the final task, “The ecosystem’s Theatre”, this is because in this task the students will demonstrate their knowledge related with each content of the unit. To evaluate this task, I will use the following rubric:

	Excellent	Good	Improvable	Bad
Creativity	The play represented has a creative and unique story.	The play represented has got creative details and a good ending.	The play represented is not very creative, but the story shows some imagination and effort.	The play represented doesn't have a creative story at all.
Specific vocabulary	During the play, the students used specific vocabulary related with the unit several times.	During the play, the students used specific vocabulary related with the unit enough times.	During the play, students used one or two words from the vocabulary of the unit.	During the play, the students didn't use specific vocabulary related with the unit.
	The scenery	The scenery	We can see	We cannot

Scenery and disguises	represents the characteristics of their ecosystem in a perfect way. The disguises are a perfect representation of each character.	represents the characteristics of their ecosystem. There is a visible effort and a good result in the disguises they made.	some characteristics of the ecosystem represented in the scenery.	recognize the characteristics of the ecosystem or the characters in the scenery and disguises of the play.
Acquired knowledge	The information given during the play about their ecosystem and the food chain fits perfectly with what was learned.	The play is related to what they learnt in class; it is notable that they have acquired the knowledge.	They gave some correct information about the food chain or the ecosystems, but the made some mistakes.	The information given during the play about their ecosystem and the food chain shows that they didn't understand the contents of the unit.
Acquired habits of respect and care	At the end of the play, they are able to give three or even more ideas to protect biodiversity.	At the end of the play, they mentioned two ideas to protect biodiversity.	At the end of the play, the students were able to give one idea to protect biodiversity.	At the end of the play, they didn't give any ideas to protect biodiversity.

Also, as this Final Degree Project aims to increase motivation in our pupils, a follow-up has been carried out during the sessions through the so-called exit tickets. This instrument

has been very useful to collect information about the feelings, emotions, level of interest, understanding and acquisition of content from our students. That is why, delivering these tickets will also have its weight when evaluating the students.

Finally, I will take into account the “Kahoot” and “Plickers” questionnaires. Half-hour sessions have been used to track the students progress. Through these questionnaires we have been able to observe student’s progress and knowledge acquisition. As I said before, this is a formative kind of assessment.

The percentages applied to each activity/ instrument are as follows:

Instrument/Activity	Percentage
Systematic observation (attitudinal factors)	20%
Final task’s rubric (The Ecosystem’s Theatre)	60%
Exit tickets	10%
Kahoot and Plickers	10%

GENERAL CHART

STAGE	PRIMARY EDUCATION		
GRADE	5 TH GRADE		
TIMING	7 SESSIONS (60 minutes) and 3 SESSIONS (30 minutes) (4 Weeks)		
GENERAL OBJECTIVES	CONTENTS	ACTIVITIES	
<p>The students should be able to</p> <ul style="list-style-type: none"> - Participate in work groups putting in practice values and attitudes of scientific thinking, promoting the entrepreneurship spirit, developing one's own sensitivity and responsibility in individual and collective experiences. - Interpret and recognize the main components of the ecosystems, especially those of our autonomous community, analyzing its organization, characteristics and interdependent relationships; searching explanations, proposing solutions and acquiring habits of defense, protection, recovery of the ecological balance and responsible use of energy sources, by promoting values of commitment, respect and sustainability of the environment. - Use information and communication technologies to obtain information, as a learning 	<ul style="list-style-type: none"> - The relationships between living beings. Food chains. Species, populations, communities and ecosystems. Invasive species and protected species. - Habits of respect and care towards living beings. The conservation of the environment. Pollution and regeneration factors. 	<ul style="list-style-type: none"> - "Word cloud" - "Secret password" - "5 levels of organization in the biosphere" - "Biosphere drawing" - "Presenting our drawings" - "Population or community" - "Exit ticket" - "Odd one 	

<p>tool to share knowledge and assess their contribution to improving the living conditions of all people, as well as prevent risk situations arising from its use.</p>		<p>out”</p> <ul style="list-style-type: none">- “Jigsaw Terrestrial ecosystems”- “Heads up!”- “Exit ticket”- “Kahoot”- “Aquatic
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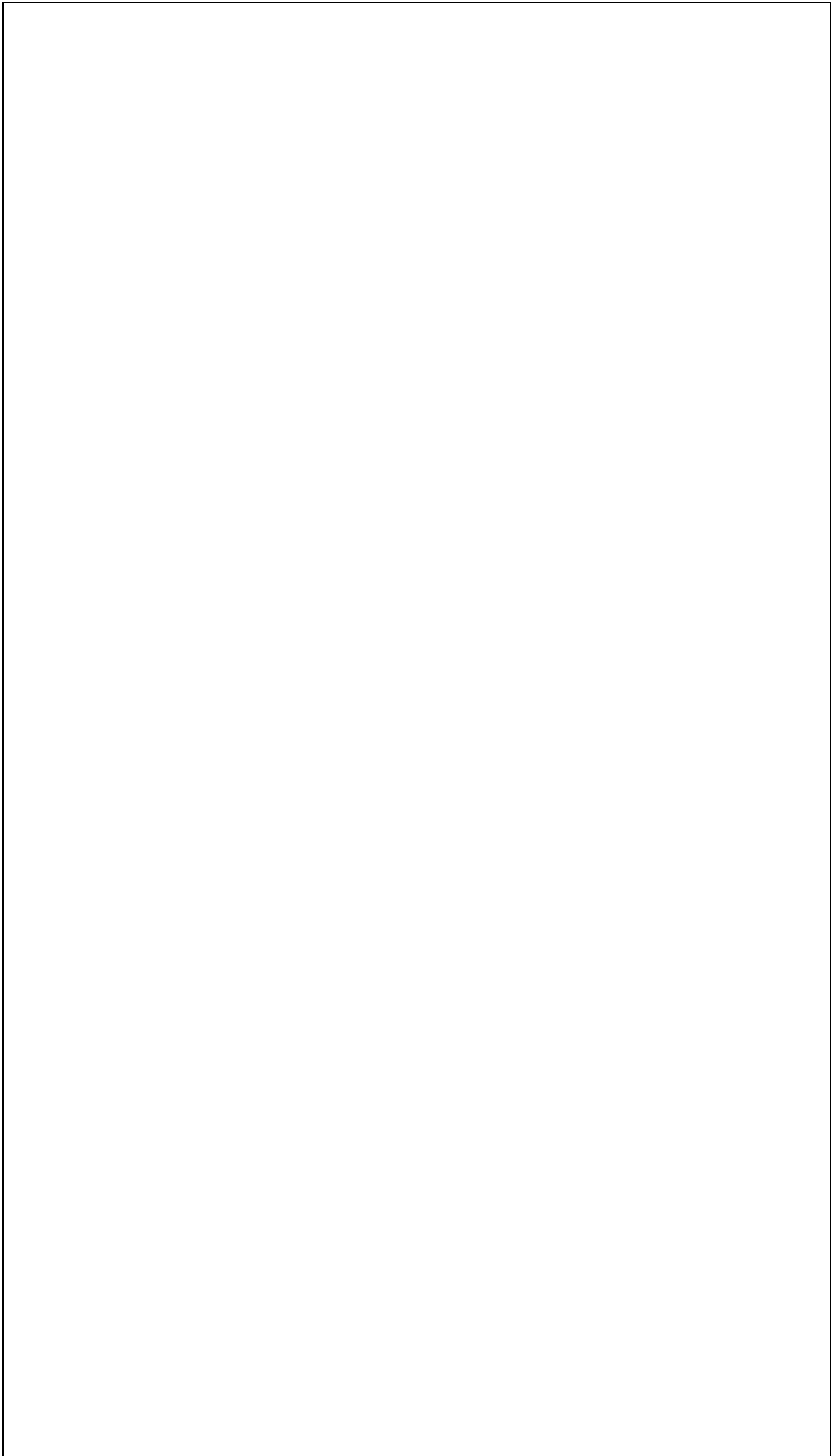
ASSESSMENT CRITERIA

Pupils will be able to

- Know the characteristics and components of an ecosystem understanding the importance of the physical environment (sun, water, air, ground and climate) and its relationship with living beings, identifying the causes of extinction of some species.
- Show interest in the study and observation of biodiversity and habits of respect and care towards living beings.

Pictionary
”

- “Act out”
- “True or false”
- “Guess the ecosystem!”
- “Exit ticket”
- “Solve the puzzle”
- “Food chain’s creators”
- “Join the food chain”
- “Did someone say crossword?”
- “Exit ticket”



- "Plickers"

- "See-
think-
wonder"

- "A
whale's
story"

- "The earth
is in good
hands"

- "Exit
ticket"

- "Quote of
the day"

- "Kaboom
"

- "Exit
ticket"

- "The
Ecosyste
ms
Theatre
instructio
n"

- "Say
goodbye
to nerves"

- “The
Ecosystems
Theatre”

- “I’m an
expert in
ecosystems”

KEY COMPETENCES

- Multilingual competence.
- Literacy.
- Competence in mathematics, science, technologies and engineering.
- Digital competence.
- Personal, social and learning to learn competence.
- Competence in social awareness and citizenship.

ATTENTION TO DIVERSITY

In this case, there is no important attention to diversity because all the students have similar levels. However, there are some pupils who have more difficulties than others and need you to keep a special eye on them.

To help them acquire the second language and science knowledges; we, as teachers, can do the following actions:

- Repeat many times to help them acquire the words.
- During individual activities, spend time making sure they understood the instructions.
- Use visual aids and body language to help them understand the contents.
- Take into account their needs and feelings.
- Place them in the front row, this way the teacher can see if they are following the lesson.

SESSIONS

Session 1

Session 1	
<p style="text-align: center;">Aims</p> <ul style="list-style-type: none">- Students should be able to identify and describe ecosystems, communities, populations, species and habitats.- Students should be able to recognize the components of an ecosystem.	<p style="text-align: center;">Contents</p> <ul style="list-style-type: none">- Biosphere organization: ecosystem, habitat, community and population.- Components of an ecosystem.
<p style="text-align: center;">Assessment criteria</p> <p>Pupils will be able to</p> <ul style="list-style-type: none">- Explain and identify ecosystems, communities, populations, species and habitats.- Distinguish the main components of an ecosystem.	
Activities	Timing

“Word cloud”	7 minutes
“Secret password”	5 minutes
“5 level of organization in the biosphere”	6 minutes
“Biosphere Drawing”	10 minutes
“Presenting our drawings”	12 minutes
“Population or community”	10 minutes
“Exit ticket”	10 minutes

ACTIVITY 1 - SESSION 1

TITLE “Word cloud”	TYPE Warm up	TIMING 7 minutes
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CLASSROOM MANAGEMENT In this activity students will participate all together as a group by putting their hands up to participate and the teacher will act as a guide.	RESOURCES - A web in which you can create your word cloud: https://www.wordclouds.com/ - Students’ notebook
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AIMS - Students should be able to relate previous knowledge with the theme of the unit. - Students should be able to feel curious about what they are going to learn.
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DESCRIPTION

This activity is like a brainstorming, the teacher will give the students a key word of the unit they are going to start, “Ecosystem”, and they will have to write down words they think they are related. What makes it a little bit more special is that the words proposed by the students will be written in a word cloud. We will do this through a web page while each student says the word/s they have thought about. Also, they will copy the word cloud in their notebooks.

This way, students will revise their previous knowledge related with the unit and it is a good way of introducing the new unit.

ACTIVITY 2 - SESSION 1

TITLE “Secret password”

TYPE Reinforcement

TIMING 5 minutes

CLASSROOM MANAGEMENT

In this activity students will participate all together as a group by putting their hands up to participate and the teacher will act as a guide.

RESOURCES

- Blackboard and chalk

AIMS

- Students will be able to feel more motivated and excited about the new unit.

DESCRIPTION

All the class together will think about a secret password needed to enter in the natural science class. This secret password will be different in each unit. In this case, the password should have a connection with the topic of this unit “Ecosystems”. Children can propose

different ideas as a password, and they will choose the one they like the most.

ACTIVITY 3 - SESSION 1

TITLE “5 levels of organization in the biosphere”

TYPE Reinforcement

TIMING 6 minutes

CLASSROOM MANAGEMENT

In this activity students will see a video and pay attention individually.

RESOURCES

- Video 5 levels organization
<https://www.youtube.com/watch?v=bWA12z6Jzps&t=197s>

AIMS

- Students will be able to pay attention to the video and get ideas to do the next activity.
- Students should be able to understand the five levels of organization in the biosphere.

DESCRIPTION

During the activity, students will see a video that explains the five different levels of the biosphere (5’ 32”). They will need to pay attention because they will need that information to complete the next activities.

ACTIVITY 4 - SESSION 1

TITLE “Biosphere Drawing”

TYPE Reinforcement

TIMING 10 minutes

<p>CLASSROOM MANAGEMENT</p> <p>In this activity students will work in pairs or groups of three.</p>	<p>RESOURCES</p> <ul style="list-style-type: none"> - A piece of paper - Colour paints
<p>AIMS</p> <ul style="list-style-type: none"> - Students will be able to draw an appropriate representation of the five levels of the biosphere - Students should be able to cooperate with their partner to get the best possible result. 	
<p>DESCRIPTION</p> <p>During the activity, I will divide the students in pairs or groups of three students. Each pair will have to make a drawing representing the five levels of organization in the biosphere (Biosphere, ecosystem, community, population, organism). They can be as creative as they want, but the five levels should be well represented.</p>	

<p>ACTIVITY 5 - SESSION 1</p>		
<p>TITLE “Presenting our drawings”</p>	<p>TYPE Reinforcement</p>	<p>TIMING 12 minutes</p>
<p>CLASSROOM MANAGEMENT</p> <p>In this activity students will work in pairs or groups of three.</p>	<p>RESOURCES</p> <ul style="list-style-type: none"> - Students’ drawings 	

AIMS

- Students will be able to explain their drawing to the class.
- Students should be able to identify the five levels of organization in their drawings.

DESCRIPTION

During the activity, each pair will come to the front of the class and they will explain their drawings for one minute more or less. They should identify the five levels of organization.

ACTIVITY 6 - SESSION 1

TITLE "Population or community"

TYPE Reinforcement

TIMING 10 minutes

CLASSROOM MANAGEMENT

The are no group adjustments, the whole class will participate individually.

RESOURCES

- Activity projected in the digital panel with different photos
- Two posters (community and population)

AIMS

- Students should be able to tell the difference between community and population.
- Students should be able to analyze each photo and decide what level organization it is.

DESCRIPTION

In this activity, we will find a place in the class where the students can stand up and there is enough space to move. In one side of the class, the teacher will put the community poster and in the other side of the class she will collocate the population poster. The students will be collocated in the middle of the two posters.

In the digital panel, I will project different photos and they will have to decide if it is a population or a community. Their answer to that question will be given in a physical way, standing under the poster they consider correct.

ACTIVITY 7 - SESSION 1

TITLE “Exit ticket”

TYPE Wrap up

TIMING 10 minutes

CLASSROOM MANAGEMENT

In this activity pupils will work in pairs. The teacher will be visiting their seats and solving doubts.

RESOURCES

- Exit ticket (Session 1)

AIMS

- Students should be able to formulate an interesting question related with what we saw today.
- Students should be able to apply their new knowledge about the biosphere and ecosystems to answer the questions.

DESCRIPTION

For this activity, pupils will work in pairs. First, they will have to think about two questions they think are important about today’s lesson. Then, they will exchange tickets and answer the mate’s questions. It is a communicative and cooperative activity that will help us know the knowledges they have acquired during the lesson.

Session 2

Session 2	
<p style="text-align: center;">Aims</p> <ul style="list-style-type: none">- Students should be able to classify each type of terrestrial ecosystems.- Students should be able to explain the main characteristics of each one.	<p style="text-align: center;">Contents</p> <ul style="list-style-type: none">- Identification of ecosystems.- Terrestrial ecosystems. Main characteristics. Fauna and flora.
<p style="text-align: center;">Assessment criteria</p> <p>Pupils will be able to</p> <ul style="list-style-type: none">- Recognize and explain some terrestrial ecosystems.- Distinguish between the different types of terrestrial ecosystems.	
Activities	Timing
“Odd one out”	5 minutes
“Jigsaw terrestrial ecosystems”	33 minutes

“Heads up”	15 minutes
“Exit ticket”	7 minutes

<u>ACTIVITY</u> 1 - <u>SESSION</u> 2		
TITLE “Odd one out”	TYPE Warm up	TIMING 5 minutes
CLASSROOM MANAGEMENT In this activity students will participate all together as a group by putting their hands up to participate and the teacher will act as a guide.	RESOURCES <ul style="list-style-type: none"> - Images of ecosystems (One of them is different from the others) - Blue tack 	
AIMS <ul style="list-style-type: none"> - Students should be able to have a prior idea about what the session will deal with. 		
DESCRIPTION This activity consists on putting in the blackboard, using blue tack, five different images of ecosystems. One of them is different from the others. Students will have to guess which one is different and why.		

ACTIVITY 2 - SESSION 2

TITLE “Jigsaw terrestrial ecosystems”	TYPE Reinforcement	TIMING 33 minutes
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CLASSROOM MANAGEMENT In this activity students will work in two different groups. The teacher will act as a guide and facilitator during the activity.	RESOURCES <ul style="list-style-type: none">- Photocopy they have to complete with the terrestrial ecosystems- Laptops
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AIMS <ul style="list-style-type: none">- Students should be able to analyze the information found about terrestrial ecosystems and synthesize what is useful- Students should be able to investigate and deduce all together, as a group.

DESCRIPTION <p>The objective of this activity is to find information about each type of terrestrial ecosystem and complete the photocopy. To meet this objective, the collaborative jigsaw method will be used.</p> <p>First, students will be divided in five groups of five students. Each group will find information on their laptops about one terrestrial ecosystem (one group about the forest, another one about the savannah, the other about the tundra...).</p> <p>After they finish with the first part of the activity, we will create groups of five again. This time, each member of each ecosystem will go to another group. The result would be that each new group had a member with information of each ecosystem. They will share their knowledges about the terrestrial ecosystems with each other and complete the photocopy all together.</p>

ACTIVITY 3 - SESSION 2

TITLE “Heads up!”

TYPE Reinforcement

TIMING 15 minutes

CLASSROOM MANAGEMENT

In this activity students will be divided in groups of five playing a game called “Heads up”. The teacher will take the role of guide.

RESOURCES

- Cards with the name of the terrestrial ecosystems.

AIMS

- Students should be able to recognize the different types of terrestrial ecosystems and their characteristics.
- Students should be able to make correct yes or no questions to guess the terrestrial ecosystem.

DESCRIPTION

We will divide the class into five groups of five students each. Each group will have five cards with the names of the terrestrial ecosystems (forest, savannah, desert, tundra and rainforest)

The cards will be turned down and one student will take one card. Then, he will have to put the card up on his head, this way the other members of the group would be able to see the name of the ecosystem, but he won't.

The game is about trying to guess which character is it thanks to the clues that they receive from their group mates. They can only ask yes or no questions about the ecosystem and his mates will answer them.

ACTIVITY 4 - SESSION 2

TITLE "Exit ticket"

TYPE Wrap up

TIMING 7 minutes

CLASSROOM MANAGEMENT

In this activity, students will work individually. The teacher will be walking around and solving doubts.

RESOURCES

- Exit ticket (Session 2)

AIMS

- Students should be able to reflect on the lesson and think about what they have learned and what was difficult to understand.

DESCRIPTION

In this activity, students will have to reflect about what they have learnt and what was more difficult for them to understand completing the squares of the ticket. This way, the teacher is conscious of the knowledge and difficulties of each students

Session 1 (30 minutes)

Session 1 (30 minutes)	
<p style="text-align: center;">Aims</p> <ul style="list-style-type: none">- Students should be able to review the knowledge they have acquired during the week- Students should be able to show their knowledge by answering the questions correctly.	<p style="text-align: center;">Contents</p> <ul style="list-style-type: none">- Identification of ecosystems.- Terrestrial ecosystems. Main characteristics. Fauna and flora.- Biosphere organization: ecosystem, habitat, community and population.- Components of an ecosystem.
<p style="text-align: center;">Assessment criteria</p> <p>Pupils will be able to</p> <ul style="list-style-type: none">- Answer the questions of the kahoot correctly.- Demonstrate their knowledges and capacities through the activity	

Activities	Timing
“Kahoot”	30 minutes

ACTIVITY 1 - SESSION 1 (30 minutes)		
TITLE “Kahoot”	TYPE Reinforcement	TIMING 30 minutes
CLASSROOM MANAGEMENT In this activity students will solve the question individually.	RESOURCES - Kahoot review https://create.kahoot.it/details/e4681f36-6a1d-46fc-9b57-39adf2e28b67 - Laptops	
AIMS - Students should be able to answer the questions correctly showing their knowledge of the topic		
DESCRIPTION For this activity, the teacher has prepared a kahoot with questions related with what they have learnt during the week. First, she will explain how does kahoot work to her students. Then, the students will entre in the game thanks to a code they will put in their laptops. After that, the questions will be shown in the digital panel and they will have to choose the correct answer. They get points for answer correctly and also for answering faster than others.		

Session 3

Session 3	
<p>Aims</p> <ul style="list-style-type: none"> - Students should be able to classify each type of aquatic and artificial ecosystems. - Students should be able to explain the main characteristics of each one. 	<p>Contents</p> <ul style="list-style-type: none"> - Identification of ecosystems. - Aquatic and artificial ecosystems. Main characteristics. Fauna and flora.
<p>Assessment criteria</p> <p>Pupils will be able to</p> <ul style="list-style-type: none"> - Recognize and explain some aquatic and artificial ecosystems and its characteristics. - Distinguish between the different types of aquatic and artificial ecosystems. 	
Activities	Timing
“Aquatic Pictionary”	5 minutes
“Act out”	15 minutes

“True or false”	10 minutes
“Guess the ecosystem!”	30 minutes
“Exit ticket”	5 minutes

ACTIVITY 1 - SESSION 3

TITLE “Aquatic Pictionary”

TYPE Warm up

TIMING 5 minutes

CLASSROOM MANAGEMENT

In this activity students will participate all together as a group by putting their hands up to participate and the teacher will act as a guide. One of the students will have to come to the blackboard.

RESOURCES

- A blackboard and a chalk

AIMS

- Students should be able to have a prior idea about what the session will deal with.

DESCRIPTION

This activity consists on playing Pictionary. One of the students, will come to the blackboard and the teacher will tell him the word that he has to represent with a drawing (Ocean). The rest of the students will have to guess what it is while he is drawing.

ACTIVITY 2 - SESSION 3

TITLE “Act out”	TYPE Reinforcement	TIMING 15 minutes
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CLASSROOM MANAGEMENT In this activity students will work in pairs and the teacher will act as a guide and facilitator.	RESOURCES - Some papers with the words written on them
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AIMS <ul style="list-style-type: none">- Students should be able to give definitions of each aquatic and artificial ecosystems.- Students should be able to make comprehensible gestures.

DESCRIPTION Before this activity the teacher will do a little explanation of the aquatic and artificial ecosystems. After that, the teacher will organize the students in pairs. Then she will give each member of the couple some folded papers with words written on them (ocean, aquatic, flowing, farm, zoo, city, lake...). In pairs, students will have to represent these words by acting, making gestures and the other member of the couple will have to guess what it is.

ACTIVITY 2 - SESSION 3

TITLE “True or false”	TYPE Reinforcement	TIMING 10 minutes
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<p>CLASSROOM MANAGEMENT</p> <p>In this activity students will work individually.</p>	<p>RESOURCES</p> <ul style="list-style-type: none"> - True or false sentences
<p>AIMS</p> <ul style="list-style-type: none"> - Students should be able recognize each aquatic and artificial ecosystem by their characteristics. - Students should be able to decide if a sentence is true or false. 	
<p>DESCRIPTION</p> <p>For this activity, the teacher will read the following sentences out loud:</p> <ul style="list-style-type: none"> - “Aquatic ecosystems can be freshwater or marine” - “Flowing water is when the water doesn’t move” - “The artificial ecosystems have been naturally created” - “Ducks and frogs live in the ocean” - The ocean is the largest ecosystem” - “Zoos and farms are examples of aquatic ecosystems” <p>Students must decide if they are true or false. If they think it is true, they should put their thumbs up. If they think it is false, they should put their thumb down. If they don’t know if it is true or false, they should put their thumb in the middle.</p>	

<p>ACTIVITY 3 - SESSION 3</p>		
<p>TITLE “Guess the ecosystem!”</p>	<p>TYPE Reinforcement</p>	<p>TIMING 30 minutes</p>

<p>CLASSROOM MANAGEMENT</p> <p>The pupils will be divided in two big groups. They will compete to see who knows more about ecosystems. The teacher will mediate between both teams.</p>	<p>RESOURCES</p> <ul style="list-style-type: none"> - Images of different ecosystems. - Blackboard and chalk
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<p>AIMS</p> <ul style="list-style-type: none"> - Students should be able to identify each ecosystem. - Students should be able to list as many details as possible in the ecosystems.
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<p>LINGUISTIC INPUT</p> <p>This activity is a game in which the class will be divided in two groups. The teacher will project a photo of an aquatic or artificial ecosystem for 40 seconds. During that time, pupils will try to remember as many details of the photo as possible. They can not write anything during the activity, it is a memory game.</p> <p>Then, one student from each group will come to the blackboard and list all the details they remember of the photo. The one who remembers more details gets a point for his team. Then, another point goes to the group who guess the name of the ecosystem first.</p>

<p>ACTIVITY 3 - SESSION 3</p>		
<p>TITLE “Exit ticket”</p>	<p>TYPE Wrap up</p>	<p>TIMING 5 minutes</p>

<p>CLASSROOM MANAGEMENT</p> <p>In this activity, students will work individually. They will have to reflect on the lesson and write about the things they enjoyed the most and the ones that they enjoyed less.</p>	<p>RESOURCES</p> <ul style="list-style-type: none">- Exit ticket (Session 3)
<p>AIMS</p> <ul style="list-style-type: none">- Students should be able to reflect on today's lesson and think about what they enjoyed more and less.	
<p>DESCRIPTION</p> <p>In this activity, students will have to complete the exit ticket talking about what they liked and what they didn't liked about the lesson. Thanks to this activity, the teacher will receive feedback from her students about the lesson she has designed.</p>	

Session 4

Session 4	
<p>Aims</p> <ul style="list-style-type: none"> - Students should be able to identify and explain living things' roles in the food chain. - Students should be able to understand that all the organism are connected. 	<p>Contents</p> <ul style="list-style-type: none"> - Feeding relationships among living organisms. Food chain. Food web.
<p>Assessment criteria</p> <p>Pupils will be able to</p> <ul style="list-style-type: none"> - Explain and identify the different roles in a food chain. - Understand that all the organisms are connected. 	
Activities	Timing
“Solve the puzzle”	10 minutes
“Food chain’s creator”	15 minutes

“Join the food chain”	15 minutes
“Did someone say crossword?”	15 minutes
“Exit ticket”	5 minutes

ACTIVITY 1 - SESSION 4

TITLE “Solve the puzzle”

TYPE Warm up

TIMING 10 minutes

CLASSROOM MANAGEMENT

In this activity students will participate all together as a group and the teacher will act as a guide.

RESOURCES

- A puzzle of a food chain with 25 pieces
- Blu tack

AIMS

- Students should be able to have a prior idea about what the session will deal with.

DESCRIPTION

This activity consists on a puzzle of a food chain that the students will have to reconstruct. Each student will have a piece of the puzzle and they will come to the blackboard to place their piece on the right place.

ACTIVITY 2 - SESSION 4

TITLE “Food chain’s creator”

TYPE Reinforcement

TIMING 15 minutes

CLASSROOM MANAGEMENT

In this activity students will work in pairs or groups of three students. The teacher will act a guide and facilitator.

RESOURCES

- Flashcards of animals and plants

AIMS

- Students should be able to differentiate between producers, consumers and decomposers.
- Students should be able to apply their new knowledge to create different examples of food chains.

DESCRIPTION

First, the teacher will do a little explanation of the different roles that form a food chain (producer, consumer and decomposer) and how does it work. After the explanation, students will be divided in groups of three or pairs.

Each group will have different flashcards of organisms, they will have to join them, creating different food chains. They will play by turns to see who can make the greatest number of food chains with the available flashcards. Also, they will have to name if they are producers, consumers, decomposers, herbivores, carnivores...

ACTIVITY 2 - SESSION 4

TITLE “Join the food chain”	TYPE Reinforcement	TIMING 15 minutes
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CLASSROOM MANAGEMENT In this activity, we will play an online game all together in the digital panel. Students can participate by raising their hand and the teacher will choose someone randomly.	RESOURCES - Online game “Food chain game” by Sheppard Software. https://www.sheppardsoftware.com/science/animals/games/food-chain/
--	--

AIMS - Students should be able to differentiate between producers, consumers and decomposers. - Students should be able to apply their new knowledge to join the different organisms creating an excellent food chain.

DESCRIPTION Continuing with the food chain, we will play an online game on the digital panel. The students will go out to the blackboard to form the different food chains and at the same time say if they are producers, consumers or decomposers.
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ACTIVITY 4 - SESSION 4

TITLE “Did someone say crossword?”	TYPE Reinforcement	TIMING 15 minutes
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<p>CLASSROOM MANAGEMENT</p> <p>In this activity, students will work individually trying to solve the crossword. The teacher will visit their seats and help them with the activity.</p>	<p>RESOURCES</p> <ul style="list-style-type: none"> - “Energy flows in ecosystems crossword” photocopy
<p>AIMS</p> <ul style="list-style-type: none"> - Students should be able to solve the crossword using the new knowledge they have acquired. - Students should be able to review the contents of the lesson by doing this activity. 	
<p>DESCRIPTION</p> <p>For this activity, pupils will work individually doing a crossword related with the content they have seen during the lesson. The teacher will be walking around helping the students.</p>	

<p>ACTIVITY 5 - SESSION 4</p>		
<p>TITLE “Exit ticket”</p>	<p>TYPE Wrap up</p>	<p>TIMING 5 minutes</p>
<p>CLASSROOM MANAGEMENT</p> <p>In this activity, students will work individually. They will have to reflect on the lesson and define the lesson with a color, a phrase, an idea and a word.</p>	<p>RESOURCES</p> <ul style="list-style-type: none"> - Exit ticket (Session 4) 	

AIMS

- Students should be able to reflect on the lesson and define it with a color, an idea, a phrase and a word.

DESCRIPTION

For this activity, students will have to complete the ticket with some information about the lesson, relate what they have learnt, with a color, a word, a phrase and idea.

Session 2 (30 minutes)**Session 2 (30 minutes)**

Aims	Contents
<ul style="list-style-type: none"> - Students should be able to review the knowledge they have acquired during the week - Students should be able to show their knowledge by answering the questions correctly. 	<ul style="list-style-type: none"> - Feeding relationships among living organisms. Food chain. Food web. - Identification of ecosystems. - Aquatic and artificial ecosystems. Main characteristics. Fauna and flora.

Assessment criteria

Pupils will be able to

- Answer the questions of the kahoot correctly.
- Demonstrate their knowledges and capacities through the activity

Activities	Timing
“Plickers”	30 minutes

ACTIVITY 1 - SESSION 2 (30 minutes)		
TITLE “Plickers”	TYPE Reinforcement	TIMING 30 minutes
CLASSROOM MANAGEMENT In this activity students will solve the question individually.		RESOURCES - Plickers review https://www.plickers.com/recent - Plickers cards
AIMS - Students should be able to answer the questions correctly showing their knowledge of the topic		

DESCRIPTION

For this activity, the teacher has prepared Plickers with questions related with what they have learnt during the week. First, she will explain how does kahoot work to her students.

Then, she will give each student a Plickers card (QR code). There are four options in each question, to show the answer they should put the QR code in the correct position (8position for answer A, B, C or D).

This interactive app allows the teacher to obtain real-time data about their students' progress during the unit.

Session 5**Session 5**

Aims	Contents
<ul style="list-style-type: none">- Students should be able to recognize the dangers of invasive species and human activity.- Students should be able to show habits of respect and care towards living beings.	<ul style="list-style-type: none">- Human activity and biodiversity loss- Habits of respect and care towards living beings.
<p style="text-align: center;">Assessment criteria</p> <p>Pupils will be able to</p> <ul style="list-style-type: none">- Recognize the consequences of human activity on the environment.	

- Adopt habits of respect and care towards living beings.

Activities	Timing
“See-think-wonder”	7 minutes
“A whale’s story”	13 minutes
“The earth is in good hands”	30 minutes
“Exit ticket”	10 minutes

ACTIVITY 1 - SESSION 5

TITLE “See-think-wonder”	TYPE Warm up	TIMING 7 minutes
CLASSROOM MANAGEMENT In this activity students will participate all together as a group by putting their hands up to participate and the teacher will act as a guide.	RESOURCES <ul style="list-style-type: none"> - A drawing called “Man’s footprint on the planet” - Digital panel 	
AIMS <ul style="list-style-type: none"> - Students should be able to have a prior idea about what the session will deal with. 		

DESCRIPTION

For this activity, the teacher will project “A man’s footprint on the planet” on the digital panel. First, she will ask her students “What can they see on the drawing”, they will have to describe it. Then, she will ask “What do they think about the drawing”. At the end, she will ask “What do they wonder it will happen with the planet”. All their answers are valid, there is no wrong answer.

This activity will allow them to communicate freely in the foreign language.

ACTIVITY 2 - SESSION 5

TITLE “A whale’s story”

TYPE Reinforcement

TIMING 13 minutes

CLASSROOM MANAGEMENT

In this activity students will see a video and then they will have to work in pairs. The teacher will act as a guide and facilitator.

RESOURCES

- Video about pollution and biodiversity
<https://www.youtube.com/watch?v=xFPoIU5iiYQ>

AIMS

- Students should be able to understand the effect humans’ actions have in biodiversity.
- Students should be able to reflect on the message of the story.

DESCRIPTION

This activity consists on playing a video about pollution and its effect on biodiversity. After watching the video, the students will work in pairs. The teacher will write the following questions on the blackboard: “What is the message of the story?” and “Will you act like the boy in that situation?”. They will have 10 minutes to have a conversation solving those two questions. The teacher will be walking around and listening to their output.

This activity will allow them to communicate freely in the foreign language.

ACTIVITY 3 - SESSION 5

TITLE “The earth is in good hands”

TYPE Reinforcement

TIMING 30 minutes

CLASSROOM MANAGEMENT

In this activity, the students will be divided in groups of three people. The teacher will act as a guide during the activity.

RESOURCES

- Photocopy “The earth is in good hands”
- Pencils

AIMS

- Students should be able to increase their interest for taking care of the environment.
- Students should be able to propose several measures to protect biodiversity.

DESCRIPTION

For this activity, the teacher will make groups of three students. The students will only need the photocopy and their pencil. The goal of this activity is to think about measures, habits or solutions to improve the situations of the environment and the living beings.

To develop this group activity, we will use a strategy called “Pencils to the center”. When the students are discussing about what ideas they are going to write, their pencils need to be on the center. When they have decided what they are going to write, everyone must take their pencils and write. If someone has a new idea to share with his mates, he says, “Pencils to the center” and everyone starts discussing again. This is a way to facilitate and control group work.

ACTIVITY 4 - SESSION 5**TITLE** “Exit ticket”**TYPE** Wrap up**TIMING** 10 minutes**CLASSROOM MANAGEMENT**

In this activity, the students will work individually. The teacher will be walking around and solving their doubts.

RESOURCES

- Exit ticket (Session 5)

AIMS

- Students should be able to reflect on the lesson and think how they can apply what they have learnt in their lives.

LINGUISTIC INPUT

For this activity, students will have to use the knowledge they have acquired to complete the ticket. They will have to think if they can apply what they have learnt in their daily lives.

Session 6

Session 6	
Aims	Contents
<ul style="list-style-type: none">- Students should be able to review all the contents they have learnt during the unit.	<ul style="list-style-type: none">- The relationships between living beings. Food chains. Species, populations, communities and ecosystems. Invasive species and protected species.- Habits of respect and care towards living beings. The conservation of the environment. Pollution and regeneration factors.
Assessment criteria	
Pupils will be able to	
<ul style="list-style-type: none">- Know the characteristics and components of an ecosystem understanding the importance of the physical environment (sun, water, air, ground and climate)	

and its relationship with living beings, identifying the causes of extinction of some species.

- Show interest in the study and observation of biodiversity and habits of respect and care towards living beings.

Activities	Timing
“Quote of the day”	5 minutes
“Kaboom”	45 minutes
“Exit ticket”	10 minutes

ACTIVITY 1 - SESSION 6

TITLE “Quote of the day”	TYPE Warm up	TIMING 5 minutes
CLASSROOM MANAGEMENT In this activity students will participate all together as a group by putting their hands up to participate and the teacher will act as a guide.		RESOURCES <ul style="list-style-type: none"> - Digital panel - A quote by John Cleese

AIMS

- Students should be able to have a prior idea about what the session will deal with.

DESCRIPTION

For this activity, the teacher will project a quote that says “If you want creative workers, give them enough time to play” by John Cleese. Then, she will ask “what do they think it means”, they will reflect a little bit about the quote and at the end she will ask the students “What are we going to do today”.

ACTIVITY 2 - SESSION 6**TITLE** “Kaboom”**TYPE** Reinforcement**TIMING** 45 minutes**CLASSROOM MANAGEMENT**

In this activity, the students will be divided in groups of five people. Each group will be a different team, they will try to win the game. The teacher will lead the game.

RESOURCES

- Kaboom power point
- 18 numbered sticks and 5 bomb sticks

AIMS

- Students should be able to review the different contents of the unit.
- Students should be able to feel more prepared for the final task

DESCRIPTION

For this activity, the teacher will divide the students in five groups of five pupils. Then, she will explain the instructions to the class. The game consists on 18 different questions. There are 18 sticks that represent the different questions and 5 sticks that are bombs. The students will catch a stick randomly. If it is a question and they answer correctly, they get a point. If they answer badly, the question goes to the next group. If they pick a bomb, they lose all the points they have. The winner team will be the one who has more points at the end.

ACTIVITY 3 - SESSION 6**TITLE** "Exit ticket"**TYPE** Wrap up**TIMING** 10 minutes**CLASSROOM MANAGEMENT**

In this activity, the teacher will give each student an exit ticket and they will have to answer individually. The teacher will be walking around making sure the students understood the instructions.

RESOURCES

- Exit ticket (session 6)

AIMS

- Students should be able to reflect about the unit in general and how they feel about it

DESCRIPTION

For this activity, students will have to think about all the activities and contents they have seen during the unit and express how they feel about it and why. Thanks to this activity, the teacher will receive feedback from her students and opinions. Also, she will know how they students feel about it, if their attitudes and feelings are positive or negative.

Session 3 (30 minutes)

Session 3 (30 minutes)	
<p style="text-align: center;">Aims</p> <ul style="list-style-type: none">- Students should be able to understand the instructions and the goal of the final task.	<p style="text-align: center;">Contents</p> <ul style="list-style-type: none">- The relationships between living beings. Food chains. Species, populations, communities and ecosystems. Invasive species and protected species.- Habits of respect and care towards living beings. The conservation of the environment. Pollution and regeneration factors.
<p style="text-align: center;">Assessment criteria</p> <p>Pupils will be able to</p> <ul style="list-style-type: none">- Know the characteristics and components of an ecosystem understanding the importance of the physical environment (sun, water, air, ground and climate) and its relationship with living beings, identifying the causes of extinction of some species.- Show interest in the study and observation of biodiversity and habits of respect and care towards living beings.	

Activities	Timing
“The ecosystems’ Theatre Instruction”	30 minutes

ACTIVITY 1 - SESSION 3(30 minutes)		
TITLE “The ecosystem’s Theatre Instruction”	TYPE Reinforcement	TIMING 30 minutes
CLASSROOM MANAGEMENT In this activity, the students will be divided in five groups and the teacher will give the instructions to do the final task.	RESOURCES - Cards with the chosen ecosystem and roles for each group.	
AIMS. - Students should be able to understand the instructions and the goal of the final task		
DESCRIPTION During this activity, the teacher will explain the instructions for the final task of the unit and also the students will have time to start preparing the play. It is worth mentioning, that in the implementation of this didactic unit, it may be necessary to add another session before the representation of the final task. The students may need more assessment from their teacher during the process. The final task is a role play in which each student of the group will represent a different organism of the food chain of one ecosystem (the options are: ocean, savannah, forest,		

rainforest and tundra). They will create the scenery, some disguises or whatever they want to represent the play. During the play it is important that they use specific vocabulary related with their ecosystem and wit the unit in general (They should mention words like consumer, population, terrestrial...). They will have to represent the food chain of their ecosystem (which they should take into account while making the scenery). Finally, they will have to add three proposals to improve the situation of the environment.

Session 7

Session 7	
Aims	Contents
<ul style="list-style-type: none"> - Students should be able to apply the knowledge they have acquired and represent their role in the chosen ecosystem, as well as the food chain. 	<ul style="list-style-type: none"> - The relationships between living beings. Food chains. Species, populations, communities and ecosystems. Invasive species and protected species. - Habits of respect and care towards living beings. The conservation of the environment. Pollution and regeneration factors.
Assessment criteria	

Pupils will be able to

- Know the characteristics and components of an ecosystem understanding the importance of the physical environment (sun, water, air, ground and climate) and its relationship with living beings, identifying the causes of extinction of some species.
- Show interest in the study and observation of biodiversity and habits of respect and care towards living beings.

Activities	Timing
“Say goodbye to nerves”	7 minutes
“The ecosystems’ Theatre”	43 minutes
“I am an expert in ecosystems”	10 minutes

ACTIVITY 1 - SESSION 7		
TITLE “Say goodbye to nerves”	TYPE Warm up	TIMING 7 minutes
<p>CLASSROOM MANAGEMENT</p> <p>In this activity, the teacher will give instructions to the students and they will have to do it individually.</p>	<p>RESOURCES</p> <ul style="list-style-type: none"> - Photocopy with the relaxation routine 	

AIMS.

- Students should be able to release their nerves and anxiety before the final task.

DESCRIPTION

For this activity, the teacher will ask their students to do some exercises that will help them relax before the final task. These exercises consist on drinking water very slowly, use their thumb and two more fingers to massage their chest, doing little circles, cross your elbow with the opposite knee, repeat several times and put their fingertips together, relax and take a deep breath.

ACTIVITY 2 - SESSION 7

TITLE “Ecosystems’
Theatre”

TYPE Reinforcement

TIMING 43 minutes

CLASSROOM MANAGEMENT

In this activity, the different groups will represent their play. The teacher will be evaluating the whole process.

RESOURCES

- Materials, disguises, scenery done by the students.

AIMS.

- Students should be able to show the knowledge they have acquired during the unit in their representations.
- Students should be able to use specific vocabulary related with their chosen ecosystem and food chain.

DESCRIPTION

For this activity, the students will show the play they have been preparing to the class. This activity is the final task of the unit and it includes all the contents they have seen. It is important that they show what they have learned.

ACTIVITY 3 - SESSION 7

TITLE “I am an expert in ecosystems”

TYPE Wrap up

TIMING 5 minutes

CLASSROOM MANAGEMENT

In this activity, the teacher will give each student a certificate as a reward for the effort and work made during the unit.

RESOURCES

- Award certificate “Ecosystem’s expert”

AIMS.

- Students should be able to feel satisfied with the work they have done during the unit
- Students should be able to be aware of their capacities and knowledges.

DESCRIPTION

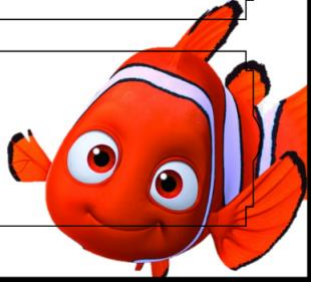
For this activity, the teacher will congratulate their students saying that they are officially experts in ecosystems. Then she will give each student a certificate as a reward for the effort they have made.

POPULATION

COMMUNITY

“Exit ticket”, session 1

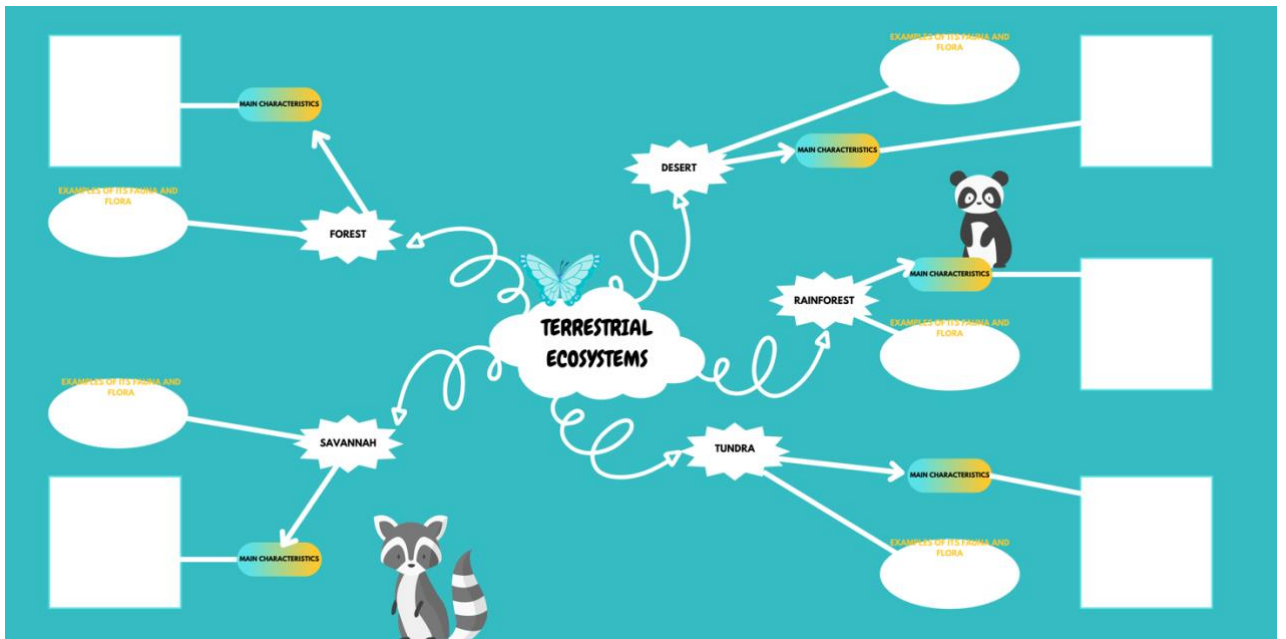
EXIT TICKET	Write two questions for your mate and let him answer on this paper	
	Question	Answer
Name: _____	Question	Answer
		Partner's name: _____



“Odd one out”, session 2



“Jigsaw Terrestrial ecosystems”, session 2




“Heads up!”, session 2

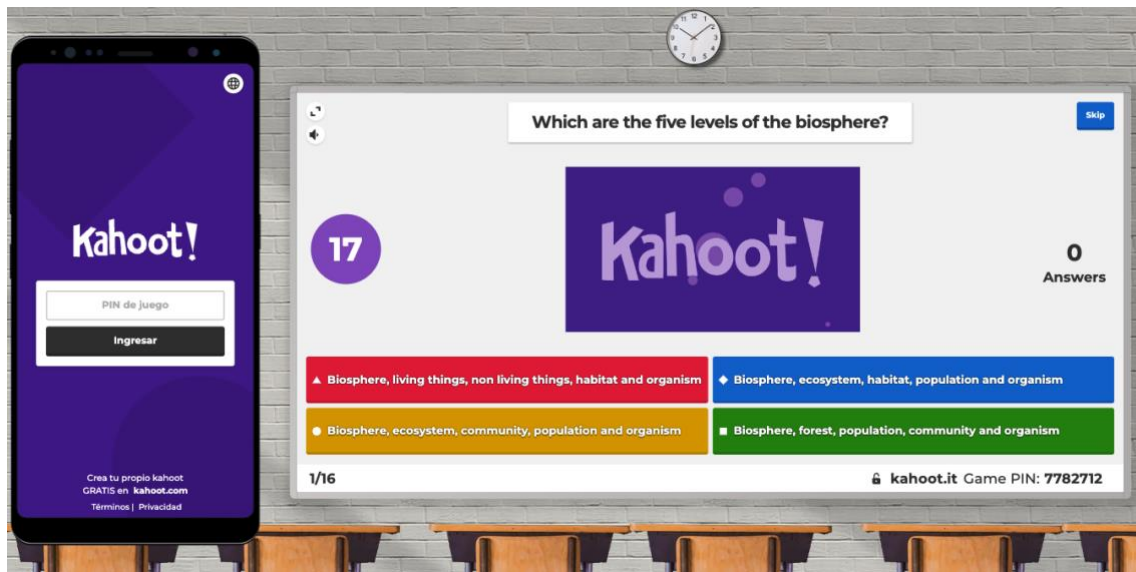
RAINFOREST
DESERT

FOREST
SAVANNAH
TUNDRA

“Exit ticket”, session 2

EXIT TICKET	LET YOUR MIND SPEAK!			
	What you learned	What you need to work on	Questions you have	
Name: _____	<input type="text"/>	<input type="text"/>	<input type="text"/>	

“Kahoot review”, session 1 (30 minutes)




“Guess the ecosystem”, session 3

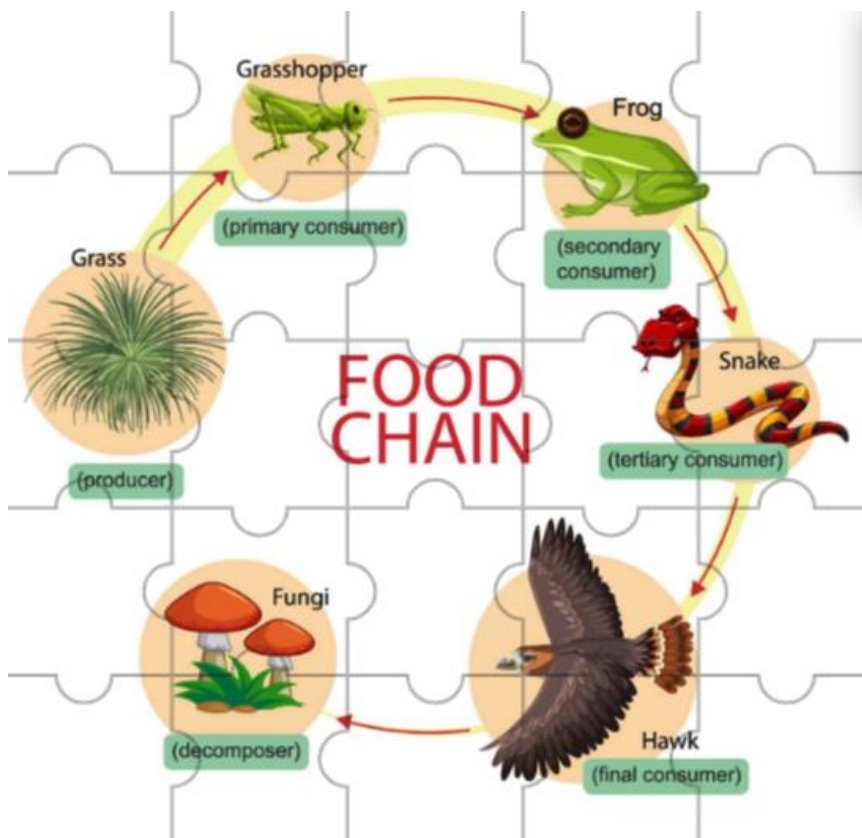


“Exit ticket”, session 3

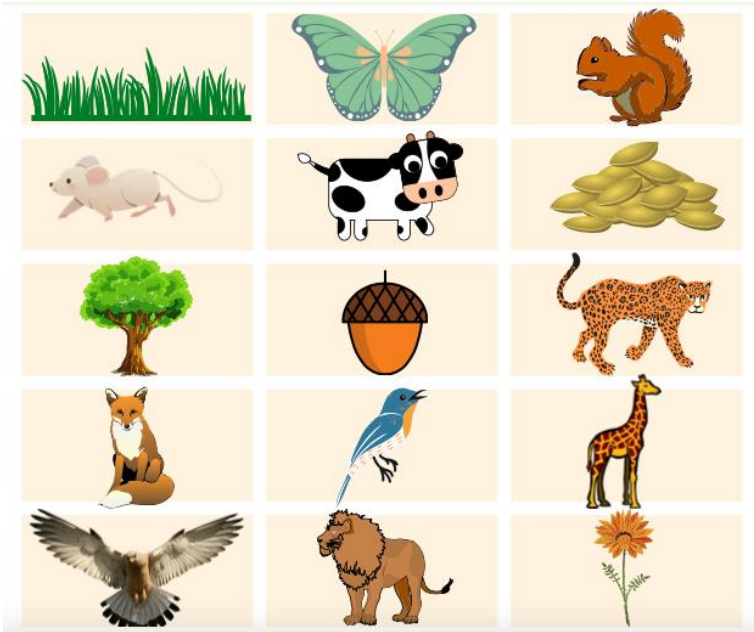
EXIT TICKET Name: _____	What I liked	What I didn't like



“Solve the puzzle”, session 4



“Food chain’s creators”, session 4



“Join the food chain”, session 4

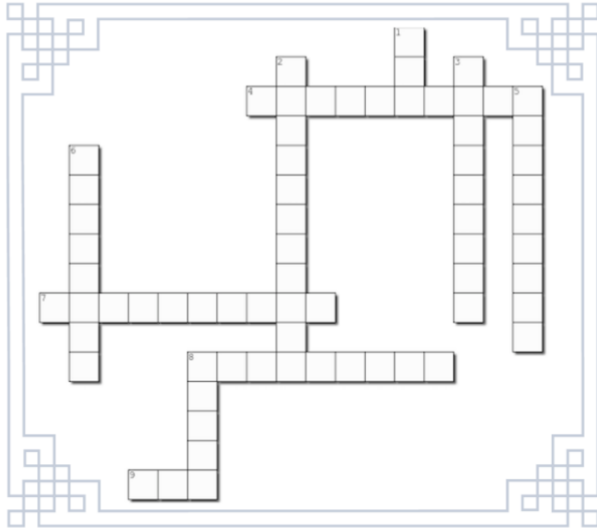
4: Mixed chain

PARTS OF FOOD CHAIN:
big fish
insect
flower
seagull
small fish

“Did someone say crossword?”, session 4



ENERGY FLOWS IN ECOSYSTEMS
Feeding relationships



Horizontal

- 4. They only eat plants
- 7. They only eat meat
- 8. They eat other living organisms
- 9. A food chain always starts with the

Vertical

- 1. Several connecting food chains is a food
- 2. They feed on dead organisms
- 3. They create their own food through photosynthesis
- 5. They eat primary consumers
- 6. They eat secondary consumers
- 8. A model of how energy passes through different organisms is a food



“Exit ticket”, session 4

EXIT TICKET

Name: _____

A word

A color

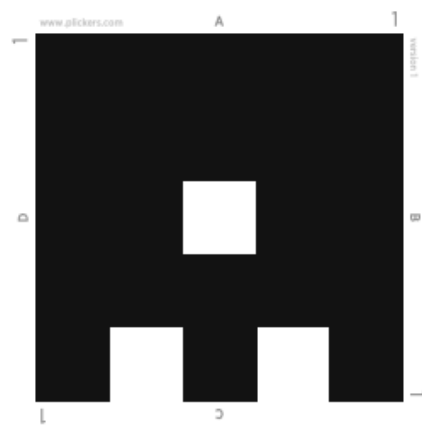
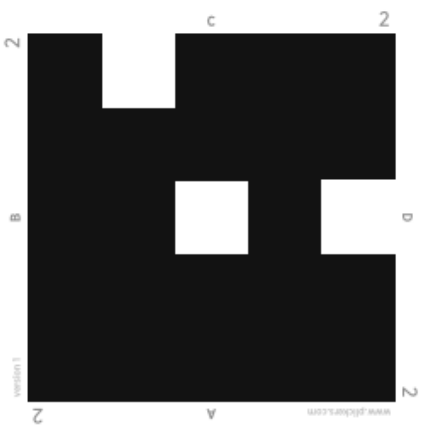
About today's lesson:

An idea

A phrase

“Plickers”, session 2 (30 minutes)

Which animal lives in the ocean?



“See-think-wonder”, session 5



“The earth is in good hands”, session 5

THE EARTH IS IN GOOD HANDS

Name: _____
Your mates' name: _____
Date: _____



Think about what humans are doing to the environment and biodiversity and with your mates' help give ideas to protect it:

YOUR IDEAS

- ①
- ②
- ③
- ④
- ⑤
- ⑥
- ⑦




“A whale’s story”, session 5



“Exit ticket” session 5

EXIT TICKET	Name: _____	How will you connect today's lesson with your daily life?

“Kaboom”, session 6



1

2

3

4

5

6

7

8

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11

12

13

14

15

16

17

18

Question 1

Can you name the five types of terrestrial ecosystems?



Question 2

Is it a population or a community?




Question 3

What does a food chain always begin with?



Pictionary

Try to represent the word that your teacher tells you with a drawing. Your mates will guess what it is.



Question 5

An ecosystem is a group of _____ and _____ that _____ with each other in a specific area.



Taboo

You have to describe a word without using the word itself and one more additional word. Your mates will guess it.

Question 7

Here we have a food web, can you see any food chains inside? How is it formed?



Question 8

A lake is a freshwater ecosystem. Its water has got salt. In a marine ecosystem, the water is not salty.

TRUE

FALSE

Question 17
Is it correct?

Living things:

Non living things:

Question 10
Can you name some of the threats to biodiversity?

Question 11
Can you correct this food chain?

Question 12
What is this ecosystem? Can you name two characteristics?

Question 13
Match the animal species to the ecosystems

- ♦ Polar bear
- ♦ Giraffe
- ♦ Camel
- ♦ Fox
- ♦ Desert
- ♦ Forest
- ♦ Savannah
- ♦ Tundra

Question 14
Food chain and food web are the same

TRUE FALSE

Question 15
What types of artificial ecosystems are?

TRUE FALSE

“Exit ticket”, session 6

EXIT TICKET

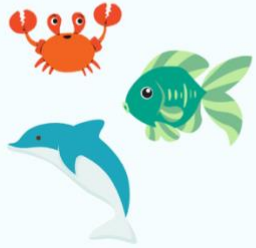
How do you feel about today's lesson?

Name: _____

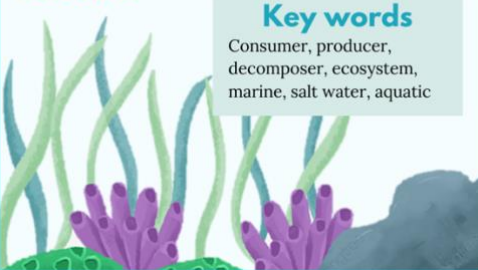
“Ecosystem’s Theatre Instruction”, session 3 (30 minutes)

GROUP 1: OCEAN ECOSYSTEM
ROLES:

Seaweed
Crab
Big fish
Dolphin
Bacteria



Key words
Consumer, producer, decomposer, ecosystem, marine, salt water, aquatic



GROUP 2: SAVANNAH ECOSYSTEM
ROLES:

Baobab (tree)
Giraffe
Vulture
Lion
Mushrooms



Key words
Consumer, producer, decomposer, ecosystem, dry, hot temperatures, grass



GROUP 3: FOREST ECOSYSTEM
ROLES:

Grass
Grasshopper
Frog
Snake
Fungi



Key words
Consumer, producer, decomposer, ecosystem, wet, vegetation, terrestrial



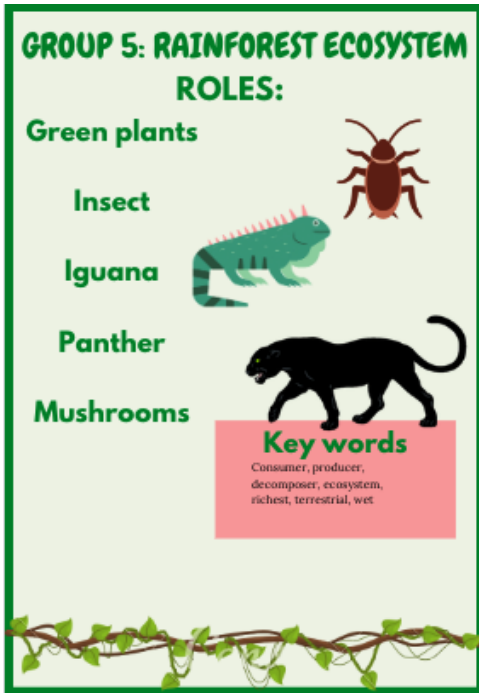
GROUP 4: TUNDRA ECOSYSTEM
ROLES:

Arctic willow
Arctic hare
Snowy owl
Arctic wolf
Bacteria



Key words
Consumer, producer, decomposer, ecosystem, frozen, ice, cold temperatures, terrestrial





“Say goodbye to nerves”, session 7

Brain Gym® Program – PACE

PACE is a 4 step readiness routine to be Positive, Active, Clear and Energetic at the start of a class, after lunch, before study or sport. PACE can be done anytime you feel that you are lacking focus and unable to pay attention.

Water for ENERGY



Step 1: Sip plenty of water (throughout the day) as electrical and chemical actions of the brain require water to fire. Water activates and energises nerve transmission in the brain/ body system.

Brain Buttons to feel CLEAR



Step 2: Rest one hand on naval. Other hand, place thumb & 2 fingers on indented area between your collarbone & 2nd rib. Feel for the hollow about 2 cm out from the centre of the chest. Rub these indents vigorously for 60 seconds with your eyes looking to the right and then across to the left. Do this eye movement from side to side at least 3 times. Then change hands and repeat this side rubbing and using left to right eye movement.

Cross Crawl to ACTIVATE both sides of the brain



Step 3: Cross Crawl activates the motor system of the body, opening links and coordination to the right and left hemispheres of the brain. It improves, listening, reading, writing and memory by simultaneously activating both brain hemispheres.

Cross crawl can be done with elbows bent crossing to opposite bent knee or with straight arms, or marching, walking or even on the floor lying on your back. Continue for approximately 6 to 8 times.

Hook Ups to have a POSITIVE attitude



Step 4: Hook Ups activate and anchor a natural positive mind & body system. Firstly cross legs at ankles, cross your hands, clasp and invert them and place on chest. Rest your tongue on roof of mouth. Eyes can be open or closed and relax posture. Can also be done also sitting & lying down. Hold position until you feel a letting go sensation.

Secondly then uncross legs & hands and place fingertips of both hands together, fingertips touching. Relax and breathe gently until the pulse in fingertips subsides. Open eyes if closed.

“I am an expert in ecosystems”, session 7

