

CLIL World

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In books
&
Project Learning
situation 1

Teacher's Guide

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Lesson 1 In books (unit introduction)

Learning objective

Students will be able to identify some basic elements in book illustrations and they will apply them to illustrate a simple story.

Language

Core: figure, character, emotion, angle, framing, background

Other: draw, find, count, look, complete, find

Materials

Pencil, rubber, coloured pencils or crayons, different kinds of books (optional).

Starting the lesson (optional)

- Review the materials for the lesson and check students have them ready on their tables.
- Introduce the unit topic 'In books' using the poster. Explain that there are different kinds of books. If possible, show some real examples of them: action and adventure, comics and graphic novels, detective and mystery, fantasy, history, horror, romance, science-fiction, poetry, etc.
- Next, focus on some of the book covers and elicit some of the language they might already know, such as *landscape* and *portrait*. Point to figures and backgrounds and introduce these concepts. Ask them whether the figures shown are happy, sad or angry.

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1 Watch the video.

- Watch the unit video and ask the students some questions about it: *How many books does the boy show? Does he show a comic? Does he show a horror book? Does he show a photography book? What can you see in the pictures?*

Video transcript

Scene 1

Hello! Are you ready?

Can you guess what the secret word is?

[ticking clock]

Well done! The secret word is: Books!

Scene 2

Look. What is he doing?

He's reading a book.

And, in his imagination, the book is coming to life...

Wow!

Books tell stories and books are full of art!

Scene 3

OK, let's explore books!

Comic books tell stories with pictures.

Picture books have illustrations.

Photos tell stories too!

There is lots of art in books, and if you read, you can imagine the pictures!

Wow, books are really fun!

Scene 4

Child: What's your favorite type of book?

- Use the final question, *What's your favourite type of book?*, to encourage students to choose one of the books the child showed in the video. They will have the opportunity to talk about other books they like reading in activity 3.

Class book page 5

2 Look, find and count.

- Tell students to look at the illustrations on page 5. Ask: *How many different illustrations can you see? Which one's your favourite?*
- Tell them to look for the characters in the picture and count them. Help them by saying: *Can you find a superhero / a fairy / a knight / a frog / a person doing sports? Do the same with backgrounds, emotions and landscape / portrait orientations.*
- Ask them to expand on their answers. Ask: *Can you describe a background you can see? How do you know the robot is happy?*

ANSWERS

Students' own answers

3 What's your favourite book? Show a classmate.

- If they can't bring their favourite books into class, they can find them on the Internet.

Encourage students to talk about the books they like: the titles, the illustrations and the front covers.

Key competences: Digital

Using the Internet to search for books they like and sharing them with others involves accessing and selecting information resources, and developing an active attitude to technology. It also promotes collaborative work and curiosity towards learning.

Class book page 6

4 Complete the sentences and draw the pictures for the story.

- Tell students that they're going to illustrate the blank pages of the book by choosing a character, an emotion and a background. To help them understand the activity, show them an example on the board: draw the book template, choose a word from each category, complete the sentences and draw a simple draft of an illustration inside the book.

Continuous assessment

Move around the classroom as students complete the sentences and draw. Ask: *Can you point to the character / the background? Is he / she happy / sad / angry?*

Mixed abilities

- **Fast finishers:** On a separate sheet of paper, choose another character, emotion and background to create a different illustration.
- **Anticipating difficulties:** Before starting the activity, show pictures of a desert, a forest, the sea and the countryside to make sure they know what these words mean and what they look like. Encourage students to colour the words they choose so that they focus on them.

Ending the lesson

- Ask students to tell their short stories and show their book illustrations by saying: *Once upon a time, there was an angry girl. She lived in the forest.*

Optional activity

- Encourage students to choose other characters, emotions and backgrounds and draw illustrations for other types of stories.

More about art

Figure vs. ground

This is the visual relationship between the main object or figure in a composition and the space it occupies. In a visual scene, the brain decides which object is the figure and what items are the background based on different cues such as size, shape and colour. Figure-ground helps artists compose 2D pieces. Gestalt psychology says that our perception can vary considerably depending on what we perceive as the figure and what we perceive as background.

Lesson 2 Figure-ground relationship

Learning objective

Students will be able to distinguish figure from background in a picture and they will create their own background for a figure.

Language

Core: figure, background, relationship

Other: find, describe, talk, draw, paint, reflect

Materials

Pencil, rubber, watercolours, paintbrushes, water, paper cups, kitchen or toilet paper, books with figure-background pictures (optional).

Starting the lesson (optional)

- Draw a big square on the board. Inside it, draw a stick figure with some mountains behind. Say: *The character is the figure, and the mountains are the background.* Then, draw another big square. Inside it, draw some mountains. On top of one of them, add the same stick figure. Ask a student to come to the board and say: *Point to the figure. Now point to the background.*
- Encourage other students to identify figure and background in other pictures or book covers.

1 Look and find the figures.

- Read the text above the pictures aloud and tell students to look at them. Picture by picture, ask: *What can you see? Point to the figures.* Tell them to find which ones are in the background. Finally, ask: *Which one's your favourite?*

2 Describe the illustrations.

- Encourage students to interact in pairs and describe the illustrations by playing a guessing game. They can ask: *Who's the character? What's in the background?* and take turns to guess the picture their partner is describing.

Class book page 8

3 Draw a background for this figure. Paint it with watercolours.

- Explain that they are going to create a background for the picture on page 8, using a pencil to draw it and watercolours to paint it. First, ask them what they can see and what the child is doing. Say: *Do you think it's a boy or a girl? What's he / she doing? Where is he / she?* Suggest some backgrounds to help them: a bedroom, a living room, a beach, a garden.
- Once they've finished drawing their backgrounds with pencils, provide them with the brushes, water and watercolours they will need to paint it.

Continuous assessment

Move around the classroom as they paint their backgrounds and check if they understand this concept. Ask: *Where's the figure? What's in the background?*

4 Colour the stars.

- Before ending the lesson, tell students that they are going to reflect on their own work by colouring one, two or three of the stars next to each picture. Ask: *Can you draw a background? How did you do it? Do the same with the other questions.*

- **Fast finishers:** Ask them to help you and their classmates tidy up and clean the brushes and cups. On a separate sheet of paper, draw them a simple figure and tell them to draw another background.
- **Anticipating difficulties:** Planning the watercolour session in advance will make everything easier for students with difficulties:
 - Organize materials and tools ahead of time.
 - Have students place a drop of water on each colour before they start to paint. Remind them to keep adding water to their paint.
 - Have paper towels and cleaning cloths available. Cover the tables with newspapers. Stick paper cups to the tables with tape to prevent spilling.
 - Have collection boxes to gather up dirty paintbrushes and cups.

Ending the lesson

- Ask some of the students to show their background. Say, for example: *The girl is reading a book in her garden.*

Optional activity

- Many children have access to watercolour paints at home. They can practice drawing more figures and backgrounds in their own time.

More about art**Watercolour painting**

Watercolour paints are made of pigments in a water-based solution. It's an ancient technique as old as the cave paintings of paleolithic Europe. It was used for manuscript illustration in Ancient Egypt. In Europe, it was heavily used in the Middle Ages. In the Renaissance and Baroque periods, it was an art medium mainly for sketches, copies and cartoons.

In 18th century England, watercolour painting became prestigious. Turner (1775–1851) created hundreds of watercolor paintings and used this technique with incredible expressiveness.

Watercolors continue to be used today by artists such as Jung Hun Sung and Blanca Álvarez.

Lesson 3 How can we draw emotions?

Learning objective

Students will be able to identify emotions in comic characters and they will create facial expressions using shapes.

Language

Core: facial expressions, body movements, angry, disgusted, scared, happy, sad, surprised, emotion, comic, shape

Other: look, say, talk, create, act out

Materials

Pencil, rubber, coloured pencils or crayons (optional), paper plates (preferably yellow), cut-outs, scissors, cardboard (optional), split pins, hole puncher, glue, comics (optional).

Starting the lesson (optional)

- Review the materials for the lesson and check the students have them ready on their tables.
- Draw a big circle on the board. Inside, draw a happy face. Ask your students: *Is he sad? Is he angry? Is he happy?* Then, change the shape of the mouth, eyes and eyebrows to draw an angry face and ask: *Is he happy now?* Do the same with other facial expressions: sad, surprised, scared and disgusted. You can use the faces on page 9 as a reference. Say: *Facial expressions help us know how the character feels.*
- Then, use your own body as a model. Move your arms up or down as you change your facial expression to reproduce the different feelings you showed before: arms up and a surprised face, arms down and a sad face, hands on your head and a scared face. Say: *Body movements also help us know how the character feels.*
- Show them some examples of real comics that illustrate the use of facial expressions and body movements to convey emotions.

Class book page 9

1 Look and say

- Tell the students to look at the facial expressions on page 9. Encourage them to imitate these facial expressions as you name

them. You can also tell some kids to stand up, act out one of these expressions and have the rest guess the emotion.

- Then, tell students to look at the comic. Help them understand it by asking: *What's the boy doing? Does he really want the dog to disappear? What does the dog do? How does the boy feel when he's reading and the dog is sitting next to him? How does he feel when the dog disappears? Where does the book fall?* Once they understand the story, focus their attention on the characters' facial expressions and body movements and ask them how we know if they're angry or surprised. Explain how facial expressions (eyes, mouth, eyebrows) and body movements (arms, legs) are used to show emotions.
- Ask them to express themselves about what they've been learning by saying: *In panel 1, the boy is angry, etc.*
- Finally, encourage them to express all these emotions in front of a mirror at home and observe how their facial features change to show different feelings.

Key competences: Personal, social and learning to learn

Students' previous knowledge of emotions and different facial expressions (from comics, cartoons, their own experience and looking at their own faces in a mirror) helps them to develop self-reflection, and to apply previous learning experiences to new contexts.

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2 Watch. Make a paper emoji.

- Watch the unit video and ask the students questions about it: *How many books does the boy show? Does he show a comic? Does he show a horror book? Does he show a photography book? What can you see in the pictures / photos?*
- Explain that they are going to work in pairs to create different emotions using shapes. Show them, if possible, the materials they are going to use (coloured pencils, paper plates, scissors, cut-outs, split pins, hole puncher, glue) and

a finished model of the craft. Tell them to look at the pictures on page 10 to help them understand what they are going to do.

- Play the video. After, check comprehension by asking: *What do you have to do first? What do you need to attach the face parts to the plate?*

Video transcript

Narrator: You're an artist!

Let's make a paper emoji! We're going to create different emotions using shapes.

You need: some shapes, felt tip pens and split pins!

Great, you're ready! So let's get started!

There are many human emotions. A paper emoji can show lots of emotions in a very fun way!

First, decorate the face with your coloured pencils.

Make features for the face, eyes, nose, mouth, cheeks and eyebrows. Very good!

Now we've got all the holes on the face, we can attach the pins. Attach the shapes using the split pins. Make sure you can move them to create different emotions!

Think about how we show different emotions such as happy, sad, angry and surprised on our face. You try!

Amazing! Here is... surprised!

Well done, you're an excellent artist. [Applause]

What emotions can you think of?

Class book page 10

3 Create the different emotions using shapes.

- Place students into pairs and provide each pair with the materials they will need for their crafts. Remind them of the steps:
 - Colour the cut-outs using coloured pencils or crayons. Stick the cut-out sheet to a piece of cardboard before cutting them out.
 - Punch holes in the centre of each cut-out and on the paper plate, then use the split pins to attach them. Alternatively, they can glue the cut-outs to the circle and each pair makes a different expression.
 - Move the eyes, mouth and eyebrows to create different facial expressions.
- Painting the circles yellow in advance will make them look like emoji.

- If you don't have these materials available or for some reason you can't use them in class, students can simply create emotions by drawing facial expressions on page 10, colouring the faces and then writing the corresponding words below.

Continuous assessment

Check how students interact in pairs and how well they understand the way facial expressions show emotions. Ask them as they work: *Is he happy? Is he sad? Is he angry?*

4 Act out a short comic with your classmates.

- Before ending the lesson, tell students that they are going to act out short comics. You can use the one on page 9 or other three-panel comic strips you choose. Give them clear roles and help them say their corresponding sentences. Encourage use of facial expressions and body movements to show the characters' emotions.

Mixed abilities

- **Fast finishers:** Draw circles on a sheet of paper and encourage students to create other emotions by drawing shapes (disgusted, scared, etc.).
- **Anticipating difficulties:** On the board, draw four big circles as you did on the opening activity. Then, draw the same shapes in the cut-out sheet to create the emotions happy, sad, angry and surprised. This will help students with difficulties understand how to place the shapes to create emotions.

Ending the lesson

- Play a little game to finish the lesson. As you name an emotion, pairs have to move their emoji's facial features to create it. Once they have it, they raise their paper emoji as fast as possible.

Optional activity

- Emoji are well-known to the students and easy to draw. Encourage them to draw more at home and reflect on how simple facial expressions convey a variety of emotions.

More about art

Emoji

Emoji are universal - they are used in different cultures and by people with different languages. Before emoji, there were emoticons, which were facial expressions made using punctuation marks, numbers and letters. In 1881, the first emoticons were published in the American humor magazine *Puck*, categorized as 'typographical art'. It wasn't until the 1990s that emoticons started being widely used online and in text messages.

In 1999, Japanese designer Shigetaka Kurita created a 176-character emoji set. His aim was to allow users to express information concisely. This broad range of emoji gave birth to an entirely new visual language.

Lesson 4 How can we frame a photo?

Learning objective

Students will be able to identify landscape and portrait image orientations and take their own photos or draw the missing section in a landscape picture.

Language

Core: landscape, portrait, horizontal, vertical, angle, camera, frame

Other: complete, imagine, draw, point

Materials

Pencil, rubber, coloured pencils or crayons (optional), landscape and portrait photos (optional).

Starting the lesson (optional)

- Review the materials for the lesson and check students have them ready on their tables.
- Draw a horizontal rectangle on the board. Say: *This rectangle is horizontal.* Next to it, draw a vertical rectangle. Say: *This rectangle is vertical.* Reinforce these concepts by moving your hand from horizontal to vertical position as you say the words.
- Then, show them a landscape photo. Ask them whether it has a horizontal or a vertical

orientation. Say: *When a picture has a horizontal orientation, we say it's a landscape picture.* Under the horizontal rectangle on the board, write the word 'landscape'. Next, show them a portrait photo and say: *When a picture has a vertical orientation, we say it's a portrait picture.* Under the vertical rectangle on the board, write the word 'portrait'.

- Show them other pictures and tell them to say if they are landscape or portrait. You can also encourage students to stand up and stick landscape pictures inside the horizontal rectangle on the board and portrait pictures inside the vertical one.

Class book page 11

1 Look, read and write landscape or portrait:

- Tell students to look at the photos on page 11 and ask: *Are they the same? What's different? In which one is the camera at a horizontal angle? In which one is the camera at a vertical angle?* Once they've guessed that one is portrait and the other is landscape, tell them to read and complete the sentences below the pictures.

Thinking routine: Compare and contrast

Art lets us find the similarity in different objects and themes. Ask students to make an observation about the orientation of the two images, and also about which one they find the most beautiful or how they make them feel.

2 What type of photos do you like to take?

- Ask students which image orientation they prefer. Help them reflect on the kind of pictures they are usually used for: *Which camera angle would you use to take a picture of a mountain landscape? Which camera angle would you use for a selfie?*

Key competences: STEM

By reflecting and learning about how to use cameras, students acquire skills to manipulate and use technological tools, in a world where the impact of visual images and technologies is crucial.

Continuous assessment

Use the questions on the previous page to check they understand the concepts of *landscape* and *portrait*.

Class book page 12

3 Complete the fairytale photo. Tell a story.

- Tell students to look at the picture on page 12. Ask what they can see. Say: *Can you see there's a missing part of this picture? You are going to imagine what's in the centre and take a photo of it. What orientation does it have? Landscape or portrait?*
- Provide them with some ideas: *What could be there? A hero fighting a dragon? A witch flying? A wizard? Maybe a bear? A lion? A dinosaur?* They can sketch their photo ideas in the space available and then stick the photo on top later.
- If students don't have cameras in class, they can complete it at home or draw in the space available. When they finish, if there's time, you can tell them to use coloured pencils or crayons to colour the whole picture.

Key competences: Cultural awareness and expression

Analysing the picture, imagining what's in its centre and completing it through different techniques develops their aesthetic and creative abilities, their initiative and imagination, and uses them as a means of personal communication and expression.

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4 Be mindful.

- Tell students that they are going to listen to some music and imagine themselves in different places. They point to a picture of their choice, close their eyes and travel using their imagination. Play the audio.
- Afterwards, tell them to open their eyes. Ask which place they chose and how they feel now. Ask them what things they could see, smell and hear. Explain how listening to soft

music, closing their eyes and imagining they are somewhere else can help them feel good. Encourage them to do this at home when they want to relax.

Mixed abilities

- **Fast finishers:** Fold a sheet of paper in half. Tell them to draw a landscape picture on the outside and a portrait on the inside.
- **Anticipating difficulties:** On the board, draw a draft of the picture on page 12 and explain how they should organize the space available for their drawings. Explain that the mountains and trees in the picture should be continued in the middle section, so they should draw this first as their base.

Ending the lesson

- Ask some of the students to stand up and show their drawings and explain what's in the centre of their pictures.

Optional activity

- Encourage students to use any devices they have at home (tablets, mobile phones, cameras) to take landscape and portrait pictures and reflect on the angles they used.

More about art

Framing an image

Most 2D art is either in landscape or portrait orientation. The difference between landscape and portrait affects how the art is perceived. Landscape art shows a wider view that emphasises the background. Portrait orientation creates a focus on the figure(s). In abstract works, orientation still affects the impact of the composition.

Because of mobile phones and social media, portrait photography is more popular nowadays. However, orientation in art is a matter of personal choice and perception.

Lesson 5 STEAM Challenge

Learning objective

Students will be able to understand how pop-up illustrations are made and make their own.

Language

Core: pop-up books, 3D illustrations, characters, background, paper, tabs

Other: fold, draw, colour, cut out, stick

Materials

Paper (preferably thick), pencil, rubber, coloured pencils or crayons, scissors, glue, pop-up books (optional).

Starting the lesson (optional)

- Review the materials for the lesson and check students have them ready on their tables.
- Show a pop-up book or a picture of a pop-up illustration. Say: *This is a pop-up book. It has got 3D illustrations that come out of the book.*
- Ask students if they know how these illustrations are made and tell them they are going to make their own. Show students how pop-up books are made using the weblink in the Wow fact.

Class book page 13

Pop-up books

- Tell students to look at the pop-up book and ask them about the characters and the background they can see: *Who are they? Where are they?*
- Show them the materials they are going to use to create their own 3D illustrations. Explain that you are going to follow the three steps on page 13:
 - Fold a sheet of paper in half. Cut two transversal lines on the fold to create the tab. Open it and push the tab from behind so that it sticks out.
 - Draw, colour and cut out your characters.
 - Draw and colour a background for your characters on the upper half of the sheet. You can write about them on the lower half.
 - Stick your characters on the tab. Create more tabs to add more characters.

- Help students understand the relationship between the size of the characters and the background: characters should be smaller than the background. In order to illustrate this idea, show them, if possible, a finished example, or draw one on the board.

Continuous assessment

Observe how students draw as they do this craft, as well as their abilities to fold and use scissors. Ask them who their characters are and what their background is going to be.

Mixed abilities

- **Fast finishers:** Help classmates who haven't finished yet, or read a pop-up book if available. They can add characters, animals or plants to their pop-up illustrations.
- **Anticipating difficulties:** For students with difficulties, trace the lines for the tabs on the folded sheet of paper before they cut them.

Ending the lesson

- Ask some of the students to stand up, show their 3D illustrations and say who the characters are and what the background is.

Optional activity

- Encourage your pupils to continue learning about these techniques and make more 3D illustrations at home.

More about art

The first pop-up book

The first known movable piece in a book was in the *Chronica Majora* (13th century), a universal history of the world written in Latin. Pop-up illustrations have also been used to teach anatomy and astronomy. In 1564 a pop-up astrological book, *Cosmographia Petri Apiani* was published. In the following years, this format was used to illustrate the human anatomy with flaps and layers showing different details.

In the late 18th century, pop-up illustrations appeared in books for entertainment, particularly for children. Despite the impact of digital media, children today continue to enjoy pop-up books.

Lesson 6 Create and reflect

Learning objective

Students will reflect on everything they have learnt throughout this unit and they will be able to express themselves through free creation.

Language

Core: free creation, masterpiece, creative, reader, leader

Other: create, reflect, draw, read, complete, colour, circle, show

Materials

Pencil, rubber, coloured pencils or crayons.

Starting the lesson (optional)

- Review the materials for the lesson and check students have them ready on their tables.
- Review the concepts, techniques and masterpieces you have been learning about throughout the unit. Focus on the ones students had more difficulties with, and try to resolve any doubts they have.

Class book page 14

1 Complete and then show a classmate.

- Tell students to read the quote and help them understand it. Insist on the importance of reading for their own development.
- Margaret Fuller was an American journalist, editor, translator and women's rights advocate.
- Explain that the empty book and speech bubble are spaces for their free creation, where they can draw anything they want or something the unit inspired them to create.
- After they complete their drawings, encourage students to go back through unit 1 and find the work of art they liked the most, write the page number where it is and share it with a classmate. You can help them by saying: *Which one did you like? Maybe the landscape and portrait photos on page 11? What about the illustrations on page 7?*

🔄 Key competences: Personal, social and learning to learn

Going back through the unit and reflecting on the works of art they liked the most helps them know and control their own learning process and recall previous learning experiences.

2 Choose and colour.

- Explain that they have to colour the craft they feel was their best creation in this unit. Show them the corresponding book pages to help them remember.

3 Choose and circle.

- Tell them to choose and colour the technique they would like to keep practising at home. Encourage them to share their achievements by sending you their landscape or portrait photos.

Continuous assessment

These final activities summarise the key content and are perfect to assess students' understanding, as well as their abilities to reflect on what they have learned.

Mixed abilities

- **Fast finishers:** Use an extra sheet of paper to expand on free creation.
- **Anticipating difficulties:** Help students with difficulties find the pages corresponding to the questions, to help them understand where works of art are and what the unit crafts were.

Ending the lesson

- Encourage some of the students to show and explain their free drawings. Play a guessing game with questions about the unit content.

Optional activity

- Remind students to keep on practising the technique they chose and send you their photos.

Project: Learning situation 1 Eco-friendly transport!

Learning objective

Students will learn which types of transport are good for the planet and for themselves, how eco-friendly transport is used around the world and how to decorate a bike.

Sustainable cities and communities is one of the UN's Sustainable Development Goals. Cycling is highlighted as a key part of the goal to achieve sustainable transport. Ask students if they live in a city. Discuss whether their city has a lot of cars and pollution, and if they live near to green space: *Are there a lot of cars? Are there many parks and trees? Where can you play outside?* Talk about how using bicycles instead of cars could make our cities a better place to live.

Language

Core: eco-friendly, planet, healthy, bike lane, pinwheel, transport card

Other: collaborate, research, think, tick, decorate, share

Materials

Pencil, rubber, coloured pencils or crayons, paper, scissors, pipe cleaners, photos (optional).

Starting the lesson (optional)

- Review the materials for the lesson and check students have them ready on their tables.
- Show them pictures of different means of transport that people use to go to school and work every day: bike, bus, car, tram, metro, train and a person walking.
- Ask: *How do you go to school?* Encourage students to answer using correct structures: *I go to school by car; I go to school by bus; I walk to school, etc.*
- Ask them which of these means of transport they think is better for the planet. Show them, if possible, pictures of car fumes and polluted cities to illustrate what you are explaining.

Class book page 25

Eco-friendly transport

- Tell students to look at the picture and read with them what the child is saying. Ask: *Which kind of transport can you see? Do you think it's good for the planet? And for you?*
- Read the text below with them and tell them to look at how people make their bikes special by decorating them. Ask: *Which bike do you like the most?*

1 Collaborate and research. In groups, find out about bike-friendly cities.

- Arrange students in groups of three and explain that they are going to find out about bike-friendly cities. Ask: *What do you think a bike-friendly city is? Do you think a lot of people use bikes in these cities? Why?* Explain that bike-friendly cities encourage the use of bikes by creating bike lanes which connect different points. The people who live there use bikes to go to work, drop children off at school or go shopping. They also have public bike rental systems.
- Provide all groups with some links they will need for the WebQuest and explain that they must answer the three questions on page 25 once they find the information they need.

Continuous assessment

Check how the students interact in groups and their ability to find the information they need.

2 Think about the eco-friendly transport in your town. Tick.

- Tell students to look at the three pictures. Ask them whether their town has got any of these things and tell them to tick them below. Encourage them to say which ones they use. Finally, if these things are not available in their town, ask them how this can be improved and what they can do to help.

Class book page 26

3 Decorate and make a pinwheel for your bike.

- Tell them that they are going to make a pinwheel to decorate their bikes. Show them

the materials, and, if possible, a finished pinwheel, so they understand better what they are going to make.

- Before starting, hand out the pieces of paper they will need and tell them to decorate them. You can also use coloured paper or card.
- Explain that they will listen to music while they work. Play the audio. Do every step with them, stopping when necessary. Walk around the classroom to help those who need it.

Flexibility for diversity

Students can design anything they want to decorate their bike or promote cycling.

If possible, bring a real child's bike to the classroom and allow them to devise alternative ways to decorate it. Examples might include decorating the spokes with the pipe cleaners, ribbons or plastic straws. Cut slits down the length of plastic straws and slip them onto the spokes. Fast finishers can help others in their group.

4 Share. Share your pinwheel with a classmate.

- Tell students to show their pinwheels to a classmate and explain the colours they used and what their bikes look like.

Key competences: Personal, social and learning to learn

Explaining their work to others means being aware of their own learning process and reflecting on the steps they followed to fulfil the task.

5 Complete your eco-friendly transport card.

- Explain that, together, you are going to commit to using eco-friendly transport more often, since this action will help the planet.
- Each student is going to have a transport card. Every time they use eco-friendly transport, they will colour in a box. Once they have coloured all ten boxes, they will have helped the planet and hopefully created a healthy habit.

- Tell them to stick their photos or draw themselves on their cards and write their names. They can also colour the picture in the centre.

6 Evaluate. Does your class use eco-friendly transport? Circle.

- Reflect on how many children in the class use eco-friendly transport. Count them, if necessary, and choose one of the three options. If they can do better, encourage them again to commit to using eco-friendly transport more often and remind them to use their transport card.

Mixed abilities

- **Fast finishers:** Draw a bike and decorate it, looking at the pictures on page 25.
- **Anticipating difficulties:** If you foresee that the students might have trouble marking diagonals, the centre and corners on their square pieces of paper, trace these for them in advance.

Ending the lesson

- Encourage some students to share their transport card and commit to using eco-friendly transport by saying: *I want to walk to school, I want to cycle to the park, etc.*

Optional activity

- Decorate your bike with your pinwheel and anything you can find at home.

More about art

An eco-city

Copenhagen (Denmark) is considered the most eco-friendly city in the world. It aims to be the world's first carbon-neutral capital city by 2025. Copenhagen has reduced CO₂ emissions by 54% compared to the base year of the Climate Plan, 2005. The city is crisscrossed by hundreds of cycle paths, cycle lanes and green cycling routes. The number of bikes in the inner city surpassed the number of cars long ago. Copenhagen roads and bike facilities are designed to be safe, easily used and comfortable. This also applies to school roads, enabling children to cycle safely to school.