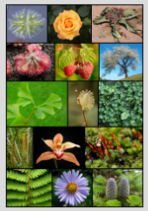
DEVELOPMENT ACTIVITIES

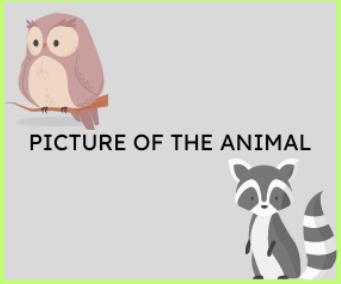
ACTIVITY 3: Journaling the Plant's Life Cycle	
Type of activity	Development
Explanation	The main objective of this activity is to work with the students on the plant's life cycle. To have a first contact with this new topic, we will work on a rap in class, because we believe it could be an interesting and innovative way to start a unit. While we present the rap, we will be stopping the song to explain what each part of the rap explains. To make sure that the information is transmitted and internalized in a more dynamic and complete way, the teacher will accompany his/her explanation with a big poster in which the children will be able to see and appreciate each step of the plant life cycle. Later, we will put into practice the flipped-classroom methodology and we will ask the students to review the video and try to learn the rap at home. In this way, we will get students to remember the plant cycle in a more fun way. After this activity, in order to see if the children have internalized the contents adequately, we will play different games in the computer room. The games will mainly focus on the steps of the life cycle of the plants, although some of them will be more focused on a specific part depending on the needs of the children. Once we see that the children have a good understanding of the life cycle of plants, we will start planting our own seeds in class. To do this, we will divide the children into groups of 5 and each group will plant a chickpea, a bean or a lentil in a yogurt pot. Then, each week, each of the groups will be responsible for documenting the progress of the plants in a journal, and when the didactic unit finishes, they will have documented the whole life cycle of the plants.
Timing	3-4 weeks
	"Plant Life Cycle" rap!

Resources	https://wordwall.net/resource/30198021/plant-life-cycle https://vectormine.com/wp-content/uploads/Life_Cycle_of_a_Plant_outline.jpg POSTER FOR PLANT'S-LIFE CYCLE
Grouping	Groups of 5 students
Type of evaluation	Continuous

ACTIVITY 4: Scavenger Hunt	
Type of activity	Development
Explanation	For this activity the students will be divided into groups of 4 people and they will be completing a scavenger hunt. The teacher will hide around the school some cards with pictures of plants of the biosphere reserve and a list of characteristics about them. Afterwards, the teacher will hand out the first clue to each group to help them find the first plant. Following this, they will have to look for the first plant, where the next clue for the second plant will be hidden. This way, the students will have to find all the plants hidden throughout the school while learning new facts about the typical plants of the Olympic biosphere reserve.
Timing	1 session

Resources	 Name of the plant Type of plant Colour Weather conditions that are favorable to it Places it can be found This template with the information of each plant and the clues.
Grouping	Groups of 4 students
Type of evaluation	Continuous

ACTIVITY 5: Explore the Fauna	
Type of activity	Development
Explanation	Students will be divided in 5 groups; and there will be 3 groups composed by 4 individuals and 2 groups of 5 people. Each of the groups will be assigned an animal kingdom (insects, reptiles, birds, mammals and amphibians) and each of the participants of the group will have to choose one animal of the assigned kingdom and research about it. They will be given a template with the information they have to find about each animal. Then, with all the cards they have created from using the template, the class will present their card to teh rest of the groups; and then with all teh cards they have done, they will create a book catalog by classifying the animals in kingdoms. In the end, there will be a complete book containing information about some animals of the Olympic Biosphere Reserve and their respective classification into the animal kingdoms.

Timing	2 sessions
Resources	 **Animal kingdom:** **Animal characteristics:** **-Color** **-Alimentation** **-Vertebrate or invertebrate** this template and chromebooks
Grouping	3 groups of 4 students and 2 groups of 5 students
Type of evaluation	Continuous