

¿Por qué estoy aquí?

PREPARA TU SESIÓN

Guía bilingüismo

Queremos orientarte y facilitar tu aplicación en el aula de nuestra propuesta didáctica si eliges la opción bilingüe.

En esta guía recopilamos información complementaria a los contenidos en castellano y recursos didácticos en inglés que puedes consultar y/o descargar en las diferentes secciones de esta sesión doble de 50 minutos.

Incluimos, según corresponda en cada caso, modificaciones de las propuestas didácticas, apoyo a las reflexiones que tengas que realizar con el alumnado en torno a los contenidos ambientales y vocabulario técnico.

Y si tienes cualquier duda... te ofrecemos atención personalizada a través de la **Oficina de atención al docente** con contacto telefónico 917459351 y correo electrónico naturaliza@ecoembes.com (de lunes a viernes).

1. Activity by activity indications

SESSION 1 | ACTIVATION

Activity 1.1

First mental trip: you are sleeping in your bed and suddenly the alarm goes off. You open your eyes:"Oh! Where am I?" Things are not in the same place. You realize that they are not your things that are always in your room. "It's not my room! Not even my bed!

- What would happen if someone changed our house?

Second mental trip: One day we went out and "Oh! It's not our neighbourhood!" We do not know the neighbours we met. We continue walking and "Oh! It's not our city! Everything is very different."

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- What would happen if someone changed our city?

Third mental trip:

- What would happen if someone changed our environment?

SESSION 1 | DEVELOPMENT

Activity 1.2

These are the questions for the cases and an example of answers:

- Where do you think you are? *In a cage.*
- What do you get to eat? Do you like it? *An apple. I do not like it as it is rotten.*
- Do they take good care of you or are they wrong? Why? *They are wrong. They do not feed me properly and they keep me in a cage.*
- What do you miss? *I miss my friends, my family of the same species, I miss flying free.*
- How do you feel? *I feel sad.*
- Who are you really? *I am a bird!*
- Are you happier here or in the place where you lived before? Why? *I was happier in the place I used to live because I was free, I could eat my food, I could be with my friends and my family.*
- Where do you think you should be? *In my natural habitat, not in a cage!!*

SESSION 1 | CLOSURE

Activity 1.4

See information for activity 2.4 below.

SESSION 2 | ACTIVATION

Activity 2.1

We will ask the following question:

- Who do you think has changed these animals of place? Why?

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SESSION 2 | DEVELOPMENT

Activity 2.3

To introduce the plants we will ask the following question:

- There is another group of living beings that keep people company. Do you know which one?

Once the students have listening to both stories they will answer to these questions:

- What problems have been caused by this plant / animal?
- How could they have been avoided?

SESSION 2 | CLOSURE

Activity 2.4

We will collect all ideas about the care of animals and plants:

- How can we take care of animals and plants

Here are some ideas about how to care for living beings and about the responsible possession/acquisition of pets:

- *Protect them when they are free, in their environment or natural habitat.*
- *Conserve and care for the places or ecosystems where they live.*
- *Do not capture wild species.*
- *If we want to have a pet or a plant, we should carry out an investigation, with the help of an adult, to avoid choosing an invasive exotic species.*
- *If we want to have a pet, it is better to adopt an animal rather than buy it.*
- *If we finally decide to have an animal or plant at home we must commit ourselves to taking care of it properly during all its life.*
- *Avoid the irresponsible release of pets to prevent environmental impacts that may arise.*
- *Do not buy or accept as a gift souvenirs made with parts of animals or protected plants, especially if you travel to other countries, where buying and selling is cheap and easy.*
- *Avoid visiting centres that keep animals in captivity for profit.*
- *Do not use products tested on animals, especially cosmetics.*
- *Do not buy tropical wood or look for the FSC certification that guarantees a sustainable wood cutting.*

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- *Do not use products that contain palm oil, responsible for the death of dozens of orangutans a day (destruction of the natural habitat of the orangutans to use the area for palm cultivation).*
- *Be aware that the best way to enjoy animals is not by capturing them, but by observing them in freedom, keeping the necessary distances to avoid disturbing them (we can also enjoy discovering their tracks and finding out who they are).*
- *Learn and share everything you have learned with friends and family.*
- *Consider the adoption of animals if you want a pet.*

2. Glossary

Beak: pico

Carpet: alfombra

Cat's claw: uña de gato (planta Uncaria tomentosa)

Cliff: acantilado

Clownfish: pez payaso

Common bottlenose dolphin: delfín mular

Dizzy: mareado

Dune: duna

To expel: expulsar

Feather: pluma

Fin: aleta

Invasive: invasivo/a

Mammal: mamífero

Monk parakeet: cotorra argentina

Red-eared slider: Galápagos de Florida

To release: soltar

To get rid of: deshacerse de

Rodent: roedor

Rotten: podrido/a

Run-up: carrerilla (en este contexto, impulso)

Saw dust: serrín

Scale: escama

To stick out: sacar, sobresalir

Tail: cola

Terrapin: galápagos

2º DE PRIMARIA. SESIÓN DOBLE CIENCIAS DE LA NATURALEZA

¿Por qué estoy aquí?

Tortoise: tortuga terrestre

Whip: látigo

Wing: ala
