

AIM: To highlight our individual responsibility in the sustainability of the natural world, using the Greenpeace video ‘Sinfonía por un mundo mejor’.

1. Prediction and discussion: Vídeo: ‘Sinfonía por un mundo mejor’

Choose a 1 minute long section of the piece. Students use the title to guess what kind of music they expect to hear, what instruments they will play and what images they will see. They should also think about how it makes them feel (OPTIONAL: give them vocabulary to choose from: happy, surprised, upset, sad, lonely, optimistic) (The teacher clarifies meaning of ‘sinfonía’ beforehand). Follow-up questions:

- a) ‘What images had the biggest impact on you?’
- b) ‘What can you do in your everyday life to help sustain the planet?’

2. Pyramid discussion: Sustainability: the individual vs saving the natural world.

- a) In pairs, students think of 3 reasons why people don’t want to change their habits to help save the natural world.
- b) Pairs make groups of 4 to compare their ideas and again decide on 3 reasons together.
- c) Pairs make groups of 6 to compare their ideas and decide on their final 3 reasons together.
- d) In feedback the class discuss and compare their ideas.

3. Project: Create your own dance / movement / role-play to part of the music/video.

- a) The teacher asks, ‘What effect did the dance in the video have on you? (*activity a. on the worksheet*)
- b) In groups of 4 the students create a performance to part of the video (30 seconds to 1 minute) and write a text to accompany it. They can use dance, movement or visual aids (posters, realia) (*activity b. on the worksheet*). They need to (*activity c. on the worksheet*):
 - i). Decide on the theme.
 - ii). Decide on the medium (dance, movement, role-play).
 - iii). Decide on the text to be narrated/shown during the performance.
 - iv). Decide which roles they will have: writing, performing, designing, managing.
 - v). Show their creation to the class.
 - vi). Watch each performance (or if there is little time, ask groups to show their creation to one other group - all simultaneously) and decide on feedback for it (message, clarity, creativity, impact) as well as questions for the group to answer (*use the chart and space for questions at the bottom of the worksheet*).
- c) The teacher conducts feedback asking if the students feel differently now about the video/music.

- 4.** In groups of four create your own dance / movement / role-play to match part of the music and/ or video 'Sinfonía por un mundo mejor' to portray how you feel about sustainable development.
- a) Talk together about the effect the dance in the video had on you. Think of 3 words to describe it.
 - b) Together choose a section from the video (30 – 60 seconds) and write a text to accompany it.
 - c) You need to:
 - i). Decide on the theme.
 - ii). Decide on the medium (dance, movement, role-play, visual aids).
 - iii). Decide on the text to be narrated or shown during the performance.
 - iv). Decide which roles you will have: writing, performing, designing, managing.
 - v). Show your creation to the other groups in the class.
 - vi). Watch each performance and give feedback for each group according to: clarity, impact, creativity, as well as thinking of a question for the group to answer.

GROUP	CLARITY	IMPACT	CREATIVITY	OVERALL

*** = A lot of ** Enough * Needs tips in this area

Questions for the other groups:

Group 1

Group 2

Group 3

Group 4

Group 5



AIM: To discuss world problems and think of solutions, Also to share musical tastes and carry out a creative writing task inspired by a piece of music..

1. On the board write, 'Una sinfonía por un mundo mejor'. Ask students, why someone would want to compose a piece of music with this name? What are some of the problems in the world today? Give examples if necessary. Students should discuss in small groups, then share their answers with the class by writing them on the board.
2. Play the recording in 4 parts- each one lasting approx. 2 mins 30. Students must discuss and compare their ideas with those mentioned in the video and add 'new' problems to the board.
3. Divide the class into groups of 3 or 4, assigning a different problem to each group. The groups have to come up with solutions to their problem. If students have access to the internet, recommend some websites they could look at.
4. Groups must each present their solutions to the class, they can do this in the form of a PowerPoint, Prezi, poster, debate etc.

