



TEACHER'S GUIDE

RADIO EPISODE #10 ECO TEENS 2.0

WELCOME TO THE JUNGLE

**Dear teachers,
welcome!**

ECO Teens is a transmedia program for teenagers and young people between the ages of 12 and 18 to enjoy on the radio or on the Colombia Aprende website eco.colombiaaprende.edu.co Rosita, Aleja, Ana and Lucho along with Julián, their English teacher, share their life projects, and help other young people become aware of how English can increase their opportunities in different disciplines such as technology, arts, tourism and sports.

This guide has been created as a tool to expand and use the contents of the Radio Program ECO Teens in a practical way. The first part of the guide presents the general structure of each episode. While the second presents an example of a lesson plan that can be used as suggested or adapted according to the needs of the learners.

STRUCTURE OF THE EPISODE

SECTION	DESCRIPTION	MAIN TOPICS	LANGUAGE FUNCTIONS	COMPETENCES AND SKILLS
Storytelling	Lucho tells the story of the time he visited the Amazon rainforest in Colombia.	<ul style="list-style-type: none"> The Games of the Colombian Amazon 	<ul style="list-style-type: none"> Describing natural places 	<ul style="list-style-type: none"> I can recognize the value of my native language to preserve my cultural identity.
Topic of the day	The panel of ECO Teens have a conversation about their favorite characteristic of the Amazon rainforest and express how much they admire its treasures.	<ul style="list-style-type: none"> How to preserve the Amazon rainforest 	<ul style="list-style-type: none"> Using strategies to get a message across Describe ways to protect the environment 	<ul style="list-style-type: none"> I can identify the importance of communication in relating to others around me.
Did you know?	Lucho reveals the number of trees in the Colombian Amazon and highlights the main problems it faces.	<ul style="list-style-type: none"> Threats to ecosystems and how to help 	<ul style="list-style-type: none"> Describe ways to protect the environment 	<ul style="list-style-type: none"> I can use different strategies to get my message across.
Influencer	A member of an indigenous tribe in the Amazon honors the panel and presents the importance of keeping the balance and preserving the rainforest.	<ul style="list-style-type: none"> The importance of ancestral languages and ethno-tourism 	<ul style="list-style-type: none"> Using strategies to get a message across Describe ways to protect the environment 	<ul style="list-style-type: none"> I can talk about the communities and languages in a specific region of my country.
Let's Recap	The ECO Teens summarize the key points and expressions learned in the episode.	<ul style="list-style-type: none"> Summary of key concepts and ideas 	<ul style="list-style-type: none"> Listing key points 	<ul style="list-style-type: none"> I can understand the role of effective communication.

LESSON PLAN

EPISODE # 10	SECTION	TOPIC OF THE DAY												
Learning objective	At the end of this session, students will be able to identify some common environmental problems and propose small scale solutions in English.													
Materials	Audio of episode #10, a device to play the audio, the questions included below and the charts or drawings.													
STAGE	PROCEDURE													
Before listening to the episode	<p>Activate previous knowledge by asking questions such as:</p> <ul style="list-style-type: none"> Why are trees important for humans? How can people help at home to save the planet? What languages are there in Colombia? Do you know of any other than Spanish? 													
While listening	<p>Listen to the section of the episode two times and explore the content.</p> <p>Act. 1. The first time they listen, allow students to familiarize themselves with the section. Then, ask the following questions:</p> <ul style="list-style-type: none"> What is the topic of the day? What do they say about the Colombian Amazon? How do people communicate there? <p>Act. 2. The second time they listen, ask students to write the words used in the audio to describe the Amazon and the member of ECO Teens who mentioned it (Lucho, Aleja, Rosita, or their teacher). Alternatively, write the words on one side of the board and the names of the characters on the other. Here are the answers:</p> <p style="margin-left: 40px;">Diversity (Lucho) Rainforest (Lucho) Environment (Rosita) Nature reserves (Lucho)</p> <p>Act. 3 Ask students to match the following quantities or numbers with the correct information. You can leave the "What" column blank and encourage students to take notes or you can shuffle the correct answers to allow for scaffolding</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #D3D3D3;"> <th style="padding: 5px;">Quantity</th> <th style="padding: 5px;">What (Answers)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">so much</td> <td style="padding: 5px;">biodiversity</td> </tr> <tr> <td style="padding: 5px;">twenty-six</td> <td style="padding: 5px;">indigenous groups</td> </tr> <tr> <td style="padding: 5px;">14</td> <td style="padding: 5px;">linguistic families</td> </tr> <tr> <td style="padding: 5px;">many</td> <td style="padding: 5px;">national and foreign tourists – nature reserves – languages – initiatives</td> </tr> <tr> <td style="padding: 5px;">some</td> <td style="padding: 5px;">people speak English in Leticia</td> </tr> </tbody> </table> <p>After they listen, ask your students if they remember the names of the five most common linguistic families in the Amazon: Tukano, Arawak, Tikuna, Huitoto and Tupí.</p>		Quantity	What (Answers)	so much	biodiversity	twenty-six	indigenous groups	14	linguistic families	many	national and foreign tourists – nature reserves – languages – initiatives	some	people speak English in Leticia
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After listening to the episode	<p>Have students use the language they have learned.</p> <p>Ask your students to take the perspective of the indigenous tribes in the Amazon or in your region. Then, they brainstorm in groups some of the problems they face and how to express them in English. Listening to some other sections of this episode can help to implement this exercise (Recommended: Did you know? Or Influencer). Finally, ask students to think of small ways to contribute to lessen those problems using vocabulary within their proficiency level. For example:</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #D3D3D3;"> <th style="padding: 5px;">Problem</th> <th style="padding: 5px;">Our contribution</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">Global warming</td> <td style="padding: 5px;">Increase the use of wind and solar power</td> </tr> <tr> <td style="padding: 5px;">Polluted rivers</td> <td style="padding: 5px;">Use less plastic at home</td> </tr> </tbody> </table>		Problem	Our contribution	Global warming	Increase the use of wind and solar power	Polluted rivers	Use less plastic at home						
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EXTRA ACTIVITIES

SPEAKING ACTIVITIES	STATION OR GROUP ACTIVITIES	AUTONOMOUS WORK
Ask students to create a To-Do-List for school and another one for home to help stop global warming and to prevent future problematic situations in the area where they live.	Assign students an environmental problem relevant to their region (droughts, floods, water pollution) and ask them to think of a small initiative to help towards a solution in the community. Finally, ask them to name the project in English and in Spanish. This idea can be developed eventually into a larger class project.	<ul style="list-style-type: none"> Have students listen to the rest of the episode and complete the Learners' Guide #10. Challenge students to answer the following question in English: Who is someone in your community that likes to protect the environment? What actions does this person take? How can you help him/her?