

3rd Activity:

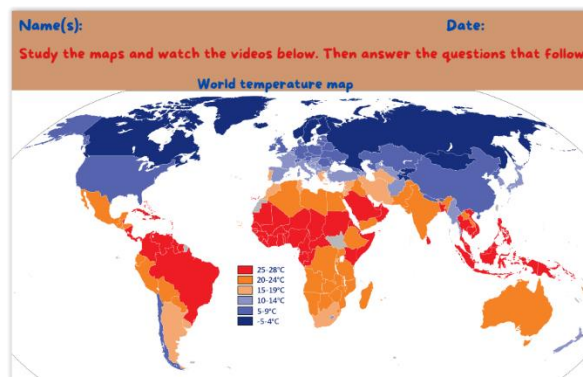
Time: 25'

Type of activity: group discussion and completion of worksheet

Class organisation: group work

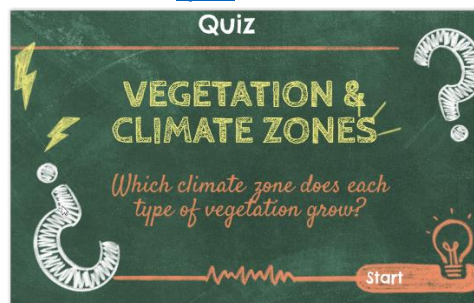
Actions/Tasks: students in groups are asked to watch some videos and study maps and answer the questions on [Worksheet 1](#) (factors that determine the geographic distribution of organisms with examples, locate regions with different types of vegetation, parts with low and high rainfall and their vegetation, the main features of the Mediterranean vegetation and the fauna in each type of vegetation). They, then, share their answers in pairs and/or in class.

Students are also provided (in the e-class) with an online [glossary](#).



Homework:

1. Students are asked to do an online [quiz](#) to consolidate the types of vegetation.



- Students are divided in two groups. One group study an interactive presentation on [forests](#) and the other group on [deserts](#). The presentations include different interactive elements, which the students follow and keep notes so that they present their type of vegetation to the other students.



2nd Teaching period

1st Activity:

Time: 15'

Type of activity: information sharing

Class organisation: pair work

Actions/Tasks: The students in pairs (one from each group) exchange information about forests and deserts. The teacher goes around the pairs and gives explanations if needed.

2nd Activity:

Time: 15'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 2) with the benefits of forests, the main causes and effects of deforestation, as well as solutions to the problem. The teacher gives explanations if needed. The presentation is available in the e-class for reference throughout the lessons.



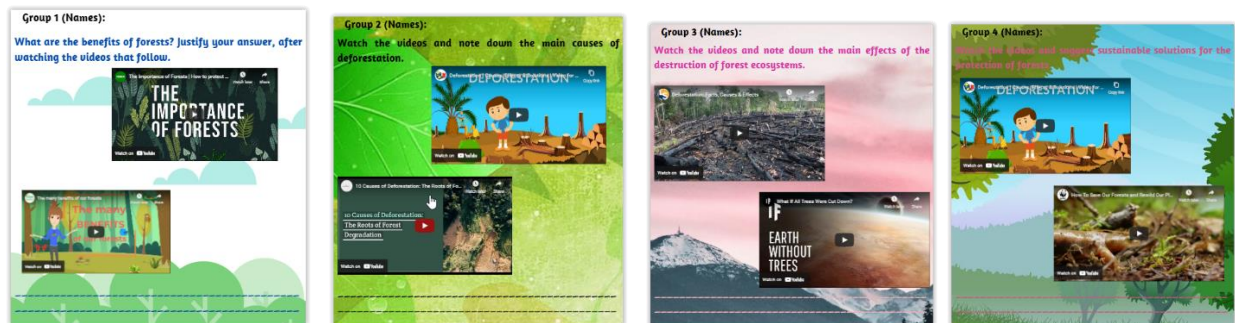
3rd Activity:

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: whole class/group work

Actions/Tasks: students are divided in groups and they are provided with Worksheet II ([Group 1](#), [Group 2](#), [Group 3](#), [Group 4](#)). Each group is asked to watch two videos and answer the questions (benefits of forests, causes of deforestation, the effects of the destruction of forest ecosystems, and sustainable solutions). Then, each group present their answers and whole class discussion follows on their answers.



Homework: Students are provided with a [quiz](#) in which they need to decide if certain fast foods are sustainable or unsustainable.

Project: Students in groups create a campaign for the protection of forest ecosystems (at a national and European level).

Assessment / Practice

Students do a word completion [activity](#) on the types of vegetation.

Students learn and practice content-related vocabulary through flashcards and games:

<https://quizlet.com/709511330/match>

<https://wordwall.net/resource/33883008>