

## FROM HEAD TO TAIL

<b>Students age</b>	9-11
<b>General topic</b>	Fishes in different habitats of water
<b>Leading teachers (Tartu Raatuse School)</b>	Riin Jürgenson Kristiina Pavlenko
<b>Cross-curricular topics</b>	<p>1. Through the recurring topic of “Environment and sustainable development” the students are guided to:</p> <ul style="list-style-type: none"> <li>● Developing communication, cooperation and English language skills;</li> <li>● Understanding nature as one whole system and the connections between humans and surrounding nature; Human dependence on natural resources;</li> <li>● Taking responsibility for sustainable development; choosing environmentally friendly and sustainable modes of action; evaluating human consumerism and if needed change the lifestyle of choices.</li> </ul> <p>2. Through the recurring topic of “Cultural identity” the students are guided to:</p> <ul style="list-style-type: none"> <li>● Understand the importance of intercultural communication and cooperation in the shaping of a sustainable society;</li> <li>● Recognize different behaving customs and to be curious and positively minded towards the new and different.</li> </ul>
<b>Integrated subjects</b>	<ul style="list-style-type: none"> <li>● Biology</li> <li>● English</li> <li>● Maths</li> <li>● Arts and crafts</li> </ul>
<b>Goals</b>	<p>Student:</p> <ul style="list-style-type: none"> <li>● acquires knowledge of fish habitats in the water system (freshwater and the Baltic Sea).</li> <li>● is able to describe the physical characteristics, diet, development and mobility of fishes and connect the characteristics relation with fish habitats.</li> <li>● acquires knowledge about fishing and protection of fishes.</li> <li>● measures needed material, converts different units of length and uses calculations for crafting a fishing rod.</li> <li>● uses previously acquired English skills and expressions.</li> <li>● applies different learning methods and art techniques.</li> </ul>
<b>Hands-on activities</b>	<ol style="list-style-type: none"> <li>1. Designing a poster.</li> <li>2. Development of fine motor skills (making the fishing rod, measuring necessary materials, converting and calculating with a variety of measuring units).</li> <li>3. Applying digital skills for creating a personal introduction video.</li> </ol>

<b>Links with curriculum</b>	<ol style="list-style-type: none"> <li>1. Organisms and habitats.</li> <li>2. Thematic English expressions.</li> <li>3. Mathematical measuring units.</li> <li>4. Developing handicraft skills.</li> </ol>
<b>Planned activities</b>	<ol style="list-style-type: none"> <li>1. Creating a self introduction video and sharing it with partner schools.</li> <li>2. Online meeting (discussion of the evaluation criteria for the fish themed poster which will be made as part of a team work).</li> <li>3. Icebreaker games, thematic songs and poems, visit to the fish market.</li> <li>4. Scaling, trimming, gutting and frying a fish.</li> <li>5. Life and diversity of freshwater fishes in Vörtsjärv (programme with ferry).</li> <li>6. Making a poster about a fish.</li> <li>7. Field trip to the area between river Emajõgi and Anne canal (promoting outdoor learning).</li> <li>8. Experiments (salinity, trash that can and can't decompose in water).</li> <li>9. Creating a fishing rod and fishing at river Emajõgi.</li> </ol>
<b>Expected learning outcomes/results</b>	<p>Student:</p> <ol style="list-style-type: none"> <li>1. Describes the physical characteristics of fishes, understands its connection to the fish's habitat and gives examples of their importance in nature;</li> <li>2. Knows about different habitats and that different organisms have different adaptations;</li> <li>3. Values the diversity of aquatic fauna and flora and their importance in the nature;</li> <li>4. Knows in English previously learnt concepts, words and expressions connected to fishes and fishing, and prepares a poster presentation about fishes;</li> <li>5. Applies different learning methods and art techniques;</li> <li>6. Uses measuring instruments, counts and compares physical bodies.</li> </ol>
<b>Evaluation/feedback/ of students progress</b>	<ol style="list-style-type: none"> <li>1. Poster and its presentation (biology, arts and crafts, English).</li> <li>2. Creating a fishing rod (maths, arts and crafts).</li> </ol>
<b>Blended activities (before and after the exchange week)</b>	<ol style="list-style-type: none"> <li>1. Creating a self introduction video and sending it to the partner school.</li> <li>2. Online meeting: Discussion of evaluation criteria for the fish themed poster that will be made as part of a group project during the week(the students agree upon what the poster should include(Background will be made in arts and crafts) - e.g. name of the fish, habitat, diet, appearance etc.</li> </ol>
<b>Teachers involved (Tartu Raatuse School)</b>	Art and biology teacher