MINI PROJECT 1

11.1. TITLE	MINI PROJECT 1: In which countries is English spoken?	11.2. MAIN SUBJECT	English
		11.2.1. RELATIONSHIP WITH OTHER DOMAINS	Environmental domain, Digital domain

11.3. BASIC INFORMATION	CYCLE	High	GRADE	6th	TERM	1st	SESSIONS	16	LENGHT	6 weeks approximately

11.4.TIME, SPACE AND STUDENTS MANAGEMENT	This mini project will be developed during sixteen sessions from which five will be only devoted to speaking and will last thirty minutes. Each session is divided in **three parts**: Warm-up, development, and finishing. Development part is always the most important, and so, the longest one. Students will be working on groups in order to work **cooperatively**, as it is a chance to foster **peer-learning**. Each group will have the space needed, as well as the material for developing their presentations and do their researches.	LEGEND
		Oral communication
		Reading comprehension
		Written comprehension
		Plurilingual and multicultural domain

11.5. DIMENSIONS AND COMPETENCES

ENGLISH LANGUAGE

1. **Oral communication dimension** BC1 / BC2 / BC3
2. **Reading Comprehension dimension** BC4 / BC6
3. **Written Expression dimension**   BC7 / BC8
4. **Plurilingual and intercultural dimension**   BC12

DIGITAL DOMAIN

1. **Instruments and their application dimension**   BC2
2. **Treatment of the information and organization of working and learning environments**   BC4 / BC 5
3. **Interpersonal communication and collaboration** BC7
4. **Digital citizenship and civility** BC9 / BC10

KNOWLEDGE OF THE ENVIRONMENT

1. **Nowadays world dimension:**   BC3

11.6. MAIN AIMS

AIMS	DIMENSIONS				ASSESSMENT CRITERIA
To identify the English speaking countries.	X	X	X	X	English Speaking Countries are identified.
To investigate about English Speaking Countries		X	X	X	An investigation about the countries has been done
To decide our destination	X			X	Have a final destination
To deliver an oral presentation	X				An oral presentation has been developed
To cooperate working in pairs /groups				X	Cooperation among them

11.7. MEASURES ANS SUPPORTS	11.8. MATERIALS, DIDACTIC RESOURCES FOR THE ACTIVITIES	
	11.8.1. SCHOOL'S AND TEACHER'S (general)	11.8.2. STUDENTS'
UNIVERSAL: Activities will be developed using different resources, using images when possible and words, making sure all students' capacities can be developed. Moreover, **different grouping** will be fostered, in order to enhance knowledge **exchange** and social relationships. Also **formative assessment** will be done. So, the learning process will be **personalized**. ADDITIONAL: Some adaptations to the activities will be done, as the student is having **home instruction**. So, in this case the activities should be adapted in order to allow cooperation between the girl and the other students. But, some adaptations will be made.	- Computers and tabs with internet connection. One for each student. - A world map (to post in the mural along the project) - Whiteboard and a marker for it - Intelligent whiteboard to do activities - Projector - Evaluations tools - Space for posting the project's mural - Post- it of different colours - Blue-tack - The answers and situations for role-plays - Information resources (encyclopaedia, magazines, newspapers, ...) - Dices, game boards and game pieces - Role-play	- Pencil - Pen - Sheets of paper - Portfolio's account - Symbaloo's account - A Prezi's account - A Portfolio's account - A Canva's account
11.9. METHODOLOGICAL APPOACHES USED		
The basis of the methodology used along the project is **Cooperative Learning** as it allows to students to have an active role while allowing peer-learning, through which learning is more significant for them. Moreover, all activities are **Student-Based**, as they are the centre of the learning process and have responsibility about it. Students will have to speak English along all the lessons, which is a feature from **Direct Method**. Students will solve by themselves problems or situations, which is a feature from **Silent Way** and **Problem-Based Approach**. **PPP** will be used when doing role-plays as students will have to look to the teacher's role-play and then perform it by themselves.		

11.10. MAIN CONTENTS (High cycle for 1st foreign language)

English language

Oral Communication:

- Individual or in groups oral exposition about topics worked using visual and digital supports.

- Production of messages for social exchange at class related with thematic content worked

- Valuation of oral productions as a way to express our knowledge.

Reading comprehension:

- Use of digital tools to look for information and for doing specific tasks.

Written expression:

- Use of safe digital communication systems adequate to the age to establish communication's channels in the foreign language, as well as to present, edit and publish texts.

Knowledge of the functioning of the language and its learning:

- Abilities and strategies to learn new vocabulary, expressions and structures and reflection about the self-learning.
- ICT resources for working basic and extension vocabulary and linguistic structures in the foreign language.
- Valuation and self-confidence for the learning a foreign language as a tool for doing activities, as a learning tool, as a tool to access knowledge and as a communicative language in and outside the class.
- Basic orthographic rules.

Plurilinguism and interculturality:

- Value the necessity of knowing other languages in order to be able to communicate with more people, seek information and knowing other cultures.

Environment's knowledge

People, cultures and societies

- European territorial organization (and some other countries).

11.11. ACTIVITIES DEVELOPED ALONG THE DIDACTIC UNIT			AA
Session 1 (60 min) 12.09.18	10'	As an ice-breaker: What do we do when travelling? Do a **brainstorm** writing ideas on Post-it and share them with classmates.	
	10'	**Project presentation**: students will be explained the way we are going to work along the course (in six mini projects to design a trip).	
	30'	Mini project presentation: students will be explained the whole project product and aims. We will also lay down the **aims**, the **assessment criteria**, the **planning**, duration of the project and the **final product**. All of them can be packed with students but teacher	

		should make sure all aspects are taken into account. All agreements and decisions made need to be written down.	
	10'	To finish, we are going to do with students, a quick **review** of **what has been said**.	
Session 2 (30 min) 14.09.18	30'	Students will be divided in pairs. Each member will be **asking questions** about travelling to their mate such as: *What do you do when you travel? How do you prepare your trips? Do you like flying? With whom do you travel? Which is your favourite mean of transport?*	X
Session 3 (60 min) 17.09.18	10'	Start with reviewing the most important information **asking quick answers**. What do we need to do? / Which are our aims? / ...	X
	10'	**List** all the **English Speaking Countries** they know as a way to know their **previous knowledges**.	X
	20'	**Look for** the countries we don't know on the Internet.	
	20'	**Share** the names and create a **Word Art** to post in our mural. https://wordart.com/	X
Session 4 (60 min) 19.09.18	15'	Warm-up: Do a **Kahoot** to review and check the English Speaking Countires, choosing between "Yes" or "No". https://play.kahoot.it/#/?quizId=52133901-c8af-4886-9f52-4002e1196cc4	X
	35'	Divide de countries. Students will work **in pairs** taking into account diversity. Each pair will **look for information** of a different country and will store interesting information using **Symbaloo** www.symbaloo.com	X
	10'	To finish, we will remember the countries by **matching** their names and their flags with their location in the world map posted on the project's mural at class.	X
Session 5 (30 min) 21.09.18	30'	In **groups of three**, talk about the countries they are working on. Students **ask questions** and the "professional" one about the country will ask them, but other should also share what they know about the talked country.	
Session 6 (60 min) 24.09.18	5'	Warm-up: **Watch a video** about some **English Speaking Countries**. https://www.youtube.com/watch?v=aSso_aNG6WQ	
	45'	**In pairs**, students have to **look for information** in the country they are working with – given previous day-.	X
	10'	To finish, **go back** to our **aims** and **assessment criteria** in order to remember them for the preparation of the presentation.	
Session 7 (60 min) 26.09.18	15'	Warm-up: ask: Which were our aims? And our schedule? Check if we are in the good path.	
	30'	Continue searching information and start preparing a **visual support** for the presentation using **Prezi** or **Canva**. www.prezi.com https://www.canva.com/	
	15'	To conclude let's review **English Speaking Countries** by doing a **memory game**. Divide class in **two groups**. They have to match the name, flag and the location of each country.	X
Session 8 (30 min)	30'	Do a **role-play** in pairs. Situation: a tourist arrives in your country. Say what could he visit or do. Before speaking, list what they think could be visited and take teacher's sample as a model.	X

28.09.18			
Session 9 (60 min) 01.10.18	5'	Warm-up: **Watch** the video https://www.youtube.com/watch?v=ncqDJW4EhmE about the **UK organization**.	
	35'	Continue searching information and start preparing a visual support for the presentation using **Prezi** or **Canva** www.prezi.com https://www.canva.com/	
	20'	Play a quiz with **Kahoot** about **The UK**. https://create.kahoot.it/details/uk-countries-capital-cities/82befddc-38e7-4f45-bf35-3aa7cdfa6225	X
Session 10 (60 min) 03.10.18	5'	Warm-up: **Review the aims** and **assessment criteria** that will be taken into account for assessing them.	
	50'	Do the presentations. Mates will do **peer- assessment** at the end of each presentation	X
	5'	**Team Game**. Choose from different cards with countries' flags around the world, take the English Speaking ones.	
Session 11 (30 min) 05.10.18	30'	Play a **board game** about the UK. This game board contains questions about the UK and students have to answer them correctly. If they make a mistake they cannot play the next round.	
Session 12 (60 min) 08.10.18	15'	**Play a game** about English Speaking Countries http://slideplayer.com/slide/7795683/	
	35'	Finish presentations.	X
	10'	To conclude, try to **find common points "mistakes"** that could be improved for further presentations.	
Session 13 (60 min) 10.10.18	10'	A quick review in managing **Portfolio**. https://eduportfolio.org/ The teacher will quickly do a review on how it works.	
	20'	Then do an exchange generally, sharing their points of view. After general impressions, do **self-evaluation** about the presentation done.	X
	30'	**Write** a short **article** in their personal Portfolio about the country they have investigated and what has been done along the mini project.	X
Session 14 (60 min) 15.10.18	30'	Finish the Portfolio's article.	
	30'	Do **reinforcement** and **extension activities** about English Speaking Countries.http://aulaz.org/	X
Session 15 (60 min) 17.10.18	15'	Remember the English Speaking Countries playing **Kahoot**. https://play.kahoot.it/#/?quizId=52133901-c8af-4886-9f52-4002e1196cc4	X
	20'	Finish the reinforcement and extension activities about English Speaking Countries.	
	20'	Do a **competencial exercise** based on the information given in the presentations made by students the previous days. www.aulaz.org	X
Session 16 (30 min)	30'	Do a **debate**. Write all the countries investigated. Then fill a grid of positive and negatives aspects of each one in order to choose our destination. Then mark the chosen country in our mural.	X

11.12. EVALUATION

11.12.1. EVALUATION TOOLS	11.12.2. EVALUATION CRITERIA	11.12.3. EVALUATIONS PROCEDURES
- Peer and Self-assessment grid - Rubric assessment for the presentation (oral and non-oral items) - Kahoot's results - Portfolios' report - Rubric for the general miniproject - Reinforcement and extension activities and the competencial exercise	Students will **establish by themselves** the evaluation criteria, as a way to imply them in their learning process while developing a critic point of view. Teacher will make sure that at list the previously ones mentioned are assessed.	The evaluation will be **formative**, **global** and **continuous**. **Direct observation** will take part when doing performances or to assess the work done and the way it is done, every day in a grid. This will be assessed in the grid or the individual evaluation tool. **Self-assessment** will be also done, as it is a way of make students aware of which is their situation within the process needed to do.

11.13. REDESIGN AFTER THE IMPLEMENTATION OF THE MINIPROJECT AND IMPROVEMENTS