

# MINI PROJECT 2

12.1. TITLE	MINI PROJET 2: Culture and history of England					12.2. MAIN SUBJECT	English					
						12.2.1. RELATIONSHIP WITH OTHER SUBJECTS	Artistic Area (Music), Physical Education and Digital Area.					
12.3. BASIC INFORMATION	CYCLE	High	GRADE	6 <sup>th</sup>	TERM	1 <sup>st</sup>	SESSIONS	16	LENGHT	6 weeks approximately		
12.4.TIME, SPACE AND STUDENTS MANAGEMENT	Most lessons will be divided in <b>three parts</b> . In order to present the activities or start the lesson <b>reviewing</b> knowledge worked in previous lessons. In some sessions, students will work through <b>corners</b> , as it is a way in which they have information but <b>autonomously</b> have to deal with it. They will work along the entire mini project in <b>groups of three</b> that will change at the middle of the lessons. This way, their mates will change and we make sure they all feel supported.									12.5. LEGEND		
										Oral communication		
										Reading comprehension		
										Written comprehension		
										Literary		
Plurilingual and multicultural domain												
12.5. DIMENSIONS AND COMPETENCES						12.6. MAIN AIMS						
ENGLISH LANGUAGE						AIMS		DIMENSIONS			ASSESSMENT CRITERIA	
1. Oral communication dimension BC1 / BC3						To investigate England's main history						Investigation done about England's main history
								X	X	X	X	
2. Reading Comprehension dimension BC4 / BC6						To dance England's dances						The dance of England's dances
3. Written Expression dimension BC7						To identify their typical dishes						Identification of the typical dishes
										X		
4. Litery dimension BC10						To schedule activities for our mates						The schedule of the activities prepared
								X	X	X		
5. Plurilingual and intercultural dimension BC12						To work through corners						Knowledge acquired through corners
								X	X	X		
DIGITAL AREA												
1. Instruments and its application dimension BC1 / BC2												
2. Treatment of the information and organization of working and learning environments BC4 / BC5												
3. Interpersonal communication and collaboration BC7												
4. Digital citizenship and civility BC9 / BC10												
ARTISTIC AREA												

<p>1. Interpretation and production area: BC6 / BC7</p> <p><b>PHYSICAL EDUCATION AREA</b></p> <p>11. Motor movement and free time dimension BC7 / BC8</p>		
<p><b>12.7. MEASURES AND SUPPORTS</b></p>	<p><b>12.8. MATERIALS, DIDACTIC RESOURCES FOR THE ACTIVITIES</b></p>	
<p><u>UNIVERSAL</u>: Activities will be developed using different resources, using images when possible and words, making sure all students' capacities can be developed. Moreover, <b>different grouping</b> will be fostered, in order to enhance knowledge <b>exchange</b> and social relationships. Also <b>formative assessment</b> will be done and personalizing the learning process.</p> <p><u>ADDITIONAL</u>: Some adaptations to the activities will be done, as the students is having <b>home instruction</b>.</p>	<p><b>12.8.1. SCHOOL'S AND TEACHER'S (general)</b></p> <ul style="list-style-type: none"> <li>- Computer and tabs</li> <li>- Projector</li> <li>- The resources for corners (magazines, web pages, magazines, encyclopaedias, among other)</li> <li>- Material students will need for doing their activities</li> <li>- Skype's account for the video call</li> <li>- Have an exchange school</li> <li>- Evaluation tools</li> <li>- Video camera</li> </ul>	<p><b>12.8.2. STUDENTS'</b></p> <ul style="list-style-type: none"> <li>- Pencil</li> <li>- Pen</li> <li>- Sheets</li> <li>- Portfolio's account</li> </ul>
<p><b>12.9. METHODOLOGICAL APPROACHES USED</b></p> <p>In some lessons of this mini project, students will work through <b>corners</b>, in which they will find resources to take information from. So, main activities are <b>Student-Based Approach</b>. Then, they will share the most interesting, in order to create activities. So, along all lesson <b>Cooperative Learning</b> will be the basis, as it is a very rich and motivating way of working. Learning from peers reaches the aim to acquire knowledge rather than learning it.</p>		
<p><b>12.10. MAIN CONTENTS (High cycle for 1<sup>st</sup> foreign language)</b></p>		
<p><b>English language</b></p> <p><u>Reading comprehension</u>:</p> <ul style="list-style-type: none"> <li>- Reading of different types of texts in paper or digital support to detect the general sense and take specific information.</li> <li>- Use of resources from the class library, school or location's as a source of information.</li> </ul> <p><u>Written expression</u>:</p> <ul style="list-style-type: none"> <li>- Use of safe digital communication systems adequate to the age to establish communication channels in the foreign language, as well as to present, edit and publish texts.</li> </ul> <p><u>Literary education</u>:</p>		

- Comprehension of simple real and adapted literary texts.

Knowledge of the functioning of the language and its learning:

- Abilities and strategies to learn new vocabulary, expressions and structures and reflexion 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 knowledge of languages for communication and to improve comprehension towards others and the world and to value own's language and culture.

**Artistic Education area: Music**

- Listening to instrumental music pieces from around the world from different styles and authors.

**Physical Education area**

Game:

- Games and sport as a social and cultural phenomena.

**12.11. ACTIVITIES DEVELOPED ALONG THE DIDACTIC UNIT**

AA<sup>1</sup>

Session 1 (60 min) 22.10.18	2'	Warm-up: Look at the map and remember our final destination (Students will choose but I will base activities on England).	
	28'	Presentation of the new mini project. What we will do, our final product, aims and assessment criteria (students will have the chance to set them with teacher's supervision).	
	15'	Presentation of the new way of working: <b>exchange</b> . We have a school that will help us knowing more about our destination.	X
	10'	Make <b>groups of three</b> (taking into account diversity needs, in order to build groups in which they can all learn).	
	5'	<b>Re-watch the video</b> about the UK distribution (played in the previous mini project) <a href="https://www.youtube.com/watch?v=ncqDJW4EhmE">https://www.youtube.com/watch?v=ncqDJW4EhmE</a>	
Session 2 (60 min)	10'	<b>Brainstorm</b> : What do we know about England? Write them down and attach them to our project's mural.	
	45'	<b>Write an email</b> to the <b>exchange school</b> introducing ourselves and asking for information about their country. For doing it: use a model, share useful sentences and list what we want to say or ask (remember to ask to do a video call) . After that, we can write the email.	X

<sup>1</sup> AA -> Assessed activities

24.10.18	5'	<b>Review the email</b> in order to make sure it is comprehensible and well written.	
Session 3 (60 min) 26.10.18	5'	Watch a video talking about what to do in London <a href="https://www.youtube.com/watch?v=HrJNlUp2izQ">https://www.youtube.com/watch?v=HrJNlUp2izQ</a>	
	45'	Do a <b>practice</b> on how to <b>take information from a text</b> . Use: <a href="http://www.sciencekids.co.nz/sciencefacts/countries/england.html">http://www.sciencekids.co.nz/sciencefacts/countries/england.html</a>	
	10'	Review The <b>UK members</b> playing <b>Kahoot</b> : <a href="https://create.kahoot.it/details/the-uk/d7b406f6-5eeb-4981-9d15-0e769bcb2e1d">https://create.kahoot.it/details/the-uk/d7b406f6-5eeb-4981-9d15-0e769bcb2e1d</a>	
Session 4 (60 min) 29.10.18	10'	Remember the members of each group. Explain the different corners to them	
	45'	Start the <b>corners</b> . Stick the <b>chart</b> in order to make sure each group goes to each corner. Change corner each <b>fifteen minutes</b> . Teacher will act as a helper and motivator. Each student will have a chart where to write down the information taken from corners.	X
	5'	Do a quick “debate” but with a <b>brainstorm</b> about their <b>feelings</b> when working with this method.	X
Session 5 (60 min) 31.10.18	5'	Look back at the aims written on the projects’ mural.	
	45'	Continue working through corners. Change corners each fifteen minutes. Teacher will act as a helper and motivator.	
	10'	<b>Check the path</b> done by all the groups. See if all groups have gone to each corner.	
Session 6 (60 min) 5.11.18	10'	<b>Review</b> the <b>notes</b> each students has taken in the corners for oneself in order to remember ideas to share in the next activity	
	30'	Work <b>in pairs</b> . <b>Exchange</b> for five minutes and then change pairs. Talk about what we have learned. What was interesting for us and what would we like to read about.	X
	20'	<b>Share</b> what we have learned writing the main ideas on the mural.	
Session 7 (60 min) 07.11.18	20'	Do a <b>Brainstorm</b> , writing down in <b>Post-its</b> what we want to know from our exchange mates. Then match similar ideas to make big groups of ideas. When having clear what to ask to our friends from the exchange school, practice different structures to ask for information.	X
	20'	Do a <b>video call</b> with the exchange school. Listen to the information they give to us. Each student has to write down the interesting information in a piece of paper. When doing the video call, ask questions about information we would like to know.	X
	20'	<b>Whole class evaluation</b> . Think about questions such as: <i>Which was our behaviour during the video call? Have we asked the information politely? Have we taken the needed information? ...</i>	X
Session 8 (30 min) 09.11.18	30'	<b>Gap- fill activity</b> about England information. This activities will be done in pairs, as they need to ask for the information the other mate has.	X
Session	15'	Go back to our project’s mural and <b>check our previous knowledges</b> about England (written down on the 2 <sup>nd</sup> lesson). <b>Add</b> all new key ideas or information acquired from the video call or from corners.	X

9 (60 min) 12.11.18	15'	With the <b>key ideas</b> try to match them <b>creating big topics</b> , such as festivities, typical dishes, traditional dances, among other topics.	
	10'	Make groups taking into account their likes and set a responsible for each <b>group of three</b> or four members.	
	5'	<b>Remember our final product</b> for this mini project. It is to create active activities to share with our school mates about England's culture and history.	
	5'	Remember each group's topic and their members.	
Session 10 (60 min) 14.11.18	15'	Do a <b>Kahoot</b> about <b>England</b> : <a href="https://create.kahoot.it/details/england/ae485a9c-82e5-4888-b788-197b0ba6ab97">https://create.kahoot.it/details/england/ae485a9c-82e5-4888-b788-197b0ba6ab97</a>	X
	30'	<b>Think and schedule their activity</b> . For example, the group of typical dishes could talk with lunch service and ask to do an English menu (they should propose it) and stick recipes and the menu around the school in order that all school environment knows about it. An initial assessment on the viability should be done.	X
	15'	<b>Share</b> with our classmates <b>the activity</b> they will develop in order not to repeat ideas and at the same time, share material needed.	
Session 11 (30 min) 16.11.18	15'	Make <b>small groups</b> . In each group should be a member of each group working in each activity. The aim of this activity is that they can <b>exchange their ideas</b> with others, and that they can <b>improve them by other's recommendations</b> or ideas. It is a way for <b>enriching the activities</b> scheduled for each group.	X
	15'	The groups scheduling each activity <b>re-meet</b> . They share the recommendations or improvements and evaluate if they adopt them or not.	X
Session 12 (60 min) 19.11.18	10'	Each group has some time to <b>review the decisions</b> made in the previous class and to remember where they were.	
	50'	<b>Work on the schedule</b> of the activity and how will it be developed. Moreover, we need to know where it will be done, what is needed, take into account who this activity is for, among other important aspects. It is also time to look for new ideas on the web or find different sources to get ideas or information.	
Session 13 (60 min) 21.11.18	15'	<b>Organise</b> the playground in order that each activity can have the space needed and make a map where to find each activity.	X
	35'	<b>Do a schedule</b> for each activity using <b>Word</b> or <b>Excel</b> tools. Each group has to plan: place, space, time needed for the activity, if there is a specific number of people needed taking part, material needed, instructions that will be given to the participants, among other aspects.	X
	10'	<b>Review the schedule</b> done and print it.	
Session 14 (30 min) 23.11.18	30'	<b>Practice the explanation</b> of what has to be done in each activity. Classmates will say if it is easy to understand and what can be improved.	X

Session 15 (60 min) 26.11.18	15'	<b>Prepare material.</b> Make sure they remember the explanation needed to be done.	X
	45'	<b>Implement the activities</b> in the playground with schoolmates. Teacher will be recording the implementation for further evaluation.	X
Session 16 (60 min) 28.11.18	10'	Watch the videos about the different activities developed the previous day.	
	35'	Do the evaluation of the activities done. <b>Self-assessment</b> and <b>peer-assessment</b> . <b>Final exercise</b> of the project about key England information. <a href="http://www.classtools.net/widgets/dustbin_4/17j1U.htm">http://www.classtools.net/widgets/dustbin_4/17j1U.htm</a> <a href="http://aulaz.org/">http://aulaz.org/</a>	X X
	15'	Do a <b>brainstorm: What have we learned and made</b> . Then make a <b>Word Art</b> about key words learned. <a href="http://www.wordart.com">www.wordart.com</a>	X
Session 17 (30 min) 30.11.18	30'	Do a <b>debate</b> among all class members in order to share their feelings when doing the activities, as well as possible improvements for further projects. Say if they enjoyed and learned while doing it or it would need to be changed. The ideas will be taken into account to continue the project.	X
Session 18 (60 min) 03.12.18	10'	Quick review about how <b>Portfolio</b> works. It will be done by the teacher with students' help.	X
	50'	Write an article or report about the activity done. Each student has to write its own text and share it in Portfolio. <a href="https://eduportfolio.org/">https://eduportfolio.org/</a>	

### 12.12. EVALUATION

11.12.1. EVALUATION TOOLS	11.12.2. EVALUATION CRITERIA	11.12.3. EVALUATIONS PROCEDURES
<ul style="list-style-type: none"> <li>- Peer-assessment</li> <li>- Self-assessment</li> <li>- Rubric</li> <li>- Final exercises results</li> <li>- Images from the activities</li> <li>- Kahoot's results</li> </ul>	<p>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.</p> <p>Teacher will make sure that at list the previously ones mentioned are assessed.</p>	<p>The evaluation is an important aspect for improving.</p> <p>Due to this, the evaluation will be continuous and <b>global</b> along al the mini project and the project itself. Moreover, it is also going to be <b>formative</b> and will also give the students the possibility to self-assess themselves.</p>

### 12.13. REDESIGN AFTER THE IMPLEMENTATION OF THE MINIPROJECT AND IMPROVEMENTS

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