

MINI PROJECT 6

16.1. TITLE	MINI PROJECT 6: Our London trip					16.2. MAIN SUBJECT		English					
						16.2.1. RELATIONSHIP WITH OTHER DOMAINS		Art (Artistic Area)					
16.3. BASIC INFORMATION	CYCLE	High	GRADE	6 th	TERM	3 rd	SESSIONS	16	LENGHT	6 weeks approximately			
16.4. TIME, SPACE AND STUDENTS MANAGEMENT	This mini project is going to last thirteen hours and a half divided in sixteen sessions . Each lesson is normally divided in three stages : initial part, development and final part. The lessons will be developed at the regular class but maybe some more space will be needed for the oral presentation, it will depends on the class size. Students will be working in an autonomously way, but always having the teacher as a helper , as well as their mates . So, the teacher will set the context and activities but they need to cooperate in groups or pairs and develop or solve the activities proposed.										LEGEND		
											Oral communication		
											Reading comprehension		
											Written comprehension		
											Plurilingual and multicultural domain		
16.5. DIMENSIONS AND COMPETENCES						16.6. MAIN AIMS							
ENGLISH LANGUAGE						AIMS		DIMENSIONS		ASSESSMENT CRITERIA			
1. Oral communication dimension BC2 / BC3 2. Written expression dimension BC8 / BC9 3. Plurilingual and intercultural dimension BC12 DIGITAL AREA 1. Instruments and its application dimension BC2 / BC3 2. Interpersonal communication and collaboration BC8 3. Digital citizenship and civility BC9 / BC10 ARTISTIC AREA 1. Imagination and creativity dimension BC9						To expose the process done along the project		X		X	X	Exposition of the process done along the project	
						To share our trip		X	X	X	X	Schedule of our trip	
						To cooperate for the presentation		X				Cooperation	
						To do an oral explanation		X			X	Oral explanation	

16.7. MEASURES AND SUPPORTS	16.8. MATERIALS, DIDACTIC RESOURCES FOR THE ACTIVITIES	
<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, different grouping will be fostered, in order to enhance knowledge exchange and social relationships. Also formative assessment will be done. Furthermore, the learning process will be personalized.</p> <p><u>ADDITIONAL</u>: Some adaptations to the activities will be done, as the students is having home instruction.</p>	16.8.1. SCHOOL'S AND TEACHER'S (general)	2.8.2. STUDENTS'
	<ul style="list-style-type: none"> - PC and tabs with internet connection - Movie Maker programme - Peer and self-evaluation - Videos from other mini projects - Projector - Exchange school mail address - Final activity exercise - Grid for evaluate the oral presentation - Material for creating the posters 	<ul style="list-style-type: none"> - Paper - Prezi presentation - Prezi's account - Portfolio's account - Pencil - Pen
16.9. METHODOLOGICAL APPROACHES USED		
<p>The final task is doing an oral presentation of our trip and all the process done. So, from Direct Method, mother tongue will never be used along the mini project. The four skills will be worked and grammar will be taught inductively, which are feature from Audio-Lingual Approach. Natural Approach, will be worked as great part of activities are communicative ones. In general, all activities are Student-Centred and Task-Based.</p>		
16.10. MAIN CONTENTS (High cycle for 1 st foreign language)		
<p>English language</p> <p><u>Oral Communication:</u></p> <ul style="list-style-type: none"> - Oral individual or in group exposition about topics worked and using visual and digital supports. - Valuation of oral productions as an expression of self-learning. <p><u>Written expression:</u></p> <ul style="list-style-type: none"> - Use of digital safe communication systems adequate to the age to establish communication channels in the foreign language as well as to present, edit and publish texts. - Rules for a good presentation of written texts. <p><u>Knowledge of the functioning of the language and its learning:</u></p> <ul style="list-style-type: none"> - 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. 		

- Verbal tenses (past, present, future) adequate to the type of text.
- 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.

Artistic Area

Interpret and create:

- Use of cultural representations (popular and media images, photographs or objects) in artistic projects.

16.11 ACTIVITIES DEVELOPED ALONG THE DIDACTIC UNIT			AA
Session 1 (60 min) 15.05.19	10'	Warm-up: Quick review on the project's schedule . Realise we are starting the last mini project.	
	40'	Presentation of the mini project. We will lay down the main aims , the assessment criteria , as well as the final product we are going to create. In this case, an oral presentation to expose our planned travel.	X
	10'	Write down in the mural the main aims and the assessment criteria.	
Session 2 (30 min) 17.05.19	30'	Do a Brainstorm answering the questions: <i>What do we want to explain?, What are we going to use? (for example videos of the products, or similar)</i> and similar questions. List the bright ideas in order not to forget them.	X
Session 3 (60 min) 20.05.19	5'	Warm-up: Remember how many days we should be traveling. (We can find it in the travel requirements).	
	50'	Design a route for each day and remember the means we will need to use each day and from which point to which one. For doing it, divide the class in pairs .	X
	5'	Make sure we have a different route for each day and that we visit all the interesting points analysed in previous mini projects.	
Session 4 (60 min) 22.05.19	15'	Warm-up: Recover the video from all the products done before, such as the ones from mini project two.	
	45'	Edit the videos previously recorded that now will be used as a way to share knowledge of the country we are visiting. Put a title announcing what the video is about, introduce some background music, the names of the students taking part on the video, and similar information. For the edition, students will use Movie Maker , a programme used before.	X
Session 5 (30 min) 24.05.19	30'	Finish the edition of the videos with Movie Maker. If finished watch them to check all is well done and check students voices' can be properly heard even the background music.	X
	10'	Warm-up: Divide the class in five groups and give each team a mini project .	

Session 6 (60 min) 27.05.19	50'	Create the Prezi presentation. Each group has some time to create and elaborate a Prezi for the mini project they are responsible for . For example the group in charge of mini project one, they will have to do an explanation about ESC. www.prezi.com or Glogster https://edu.glogster.com/	X
Session 7 (60 min) 29.05.19	10'	Warm-up: Each group has little time to make sure all the information is on their presentation.	
	43'	Share all the presentations created and join them creating the final one . Also add the videos edited before in the corresponding part.	
	7'	Do a quick review to the final presentations in order to check the overall layout .	
Session 8 (30 min) 31.05.19	30'	Personal preparation of the speech. Each student has to prepare what s/he will say in their contribution in the oral presentation.	X
Session 9 (60 min) 03.06.19	5'	Warm-up: List who could be invited to our oral presentation and the basic information the poster might contain .	
	50'	Create and elaborate posters inviting people to our presentations. The posters may include all people we want to come, brief explanation about the topic, as well as the place and the time.	X
	5'	Check all the basic information is on the posters.	
Session 10 (60 min) 05.06.19	60'	Do a general rehearse to see if all the wished information is given along the oral presentation. It is also a chance to check videos work well and to get a general impression in order to improve it if needed.	X
Session 11 (30 min) 07.06.19	30'	Students will be given time for personal rehearsing . So that they can review what they need to say and ask for pieces of advice to their mates or teacher in how to improve their speech.	X
Session 12 (60 min) 10.06.19	5'	Relaxing exercises . Students need to work in pairs . Close the eyes and the partner has to do a massage . After two minutes exchange roles.	
	55'	Do the oral presentation . Students have to respect their mates' turn of speech.	X
Session 13 (60 min) 12.06.19	60'	Do the reinforcement and extension activities online. Aula Z: http://aulaz.org/	X

Session 14 (30 min) 14.06.19	30'	Do a general and class whole evaluation through a debate. The debate could be started with the question: " <i>How did you feel when speaking?</i> " or " <i>Do you think we shared all basic information?</i> "	X
Session 15 (60 min) 17.06.19	25' 35'	1) Do the final activity of the project about general ideas and information given in the oral presentation. Aula Z: http://aulaz.org/ 2) Do the assessment of the oral presentation . Do the group and self-evaluation in order to see pupil's own point of views about the presentation. Do not forget to send the video of the oral presentation to our exchange mates .	X X
Session 16 (60 min) 19.06.19	60'	Write an article in Portfolio in order to explain how they felt, what and how had done, and the final product. https://eduportfolio.org/	X

16.13. EVALUATION

16.13.1. EVALUATION TOOLS	15.13.2. EVALUATION CRITERIA	15.13.3. EVALUATIONS PROCEDURES
<ul style="list-style-type: none"> - Peer and Self-assessment grid - Rubric assessment for the presentation (oral and non-oral items) - Kahoot's results - Portfolios' report - Rubric for the general mini project - Reinforcement and extension activities and the competencial exercise 	<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 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.</p> <p>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.</p>

15.14. REDESIGN AFTER THE IMPLEMENTATION OF THE MINIPROJECT AND IMPROVEMENTS

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