English Is It!

(ELT Training Series)

Grup de treball ICE-UB: *From English Acquisition to English Learning and Teaching*

ROSAMARIA FÀBREGA, MÒNICA PENA, MARIOLA PUIG

ANA MARÍA FUENTES (COORD.)

Professors convidats:

IVANNIA AGUILERA, ANNA Mª BRULL, ADRIANA MARIA BUTNARIU, ADRIÁN IBÁÑEZ, MARÍA JOSÉ RODRÍGUEZ, XAVIER VALLEJO AND NELLI YAKUNINA

ENGLISH IS IT!
VOLUME 18, DECEMBER 2023
TABLE OF CONTENTS

CONTACT

[From English Acquisition to English Learning and Teaching](#)
Teachers in Use teachersinuse@gmail.com
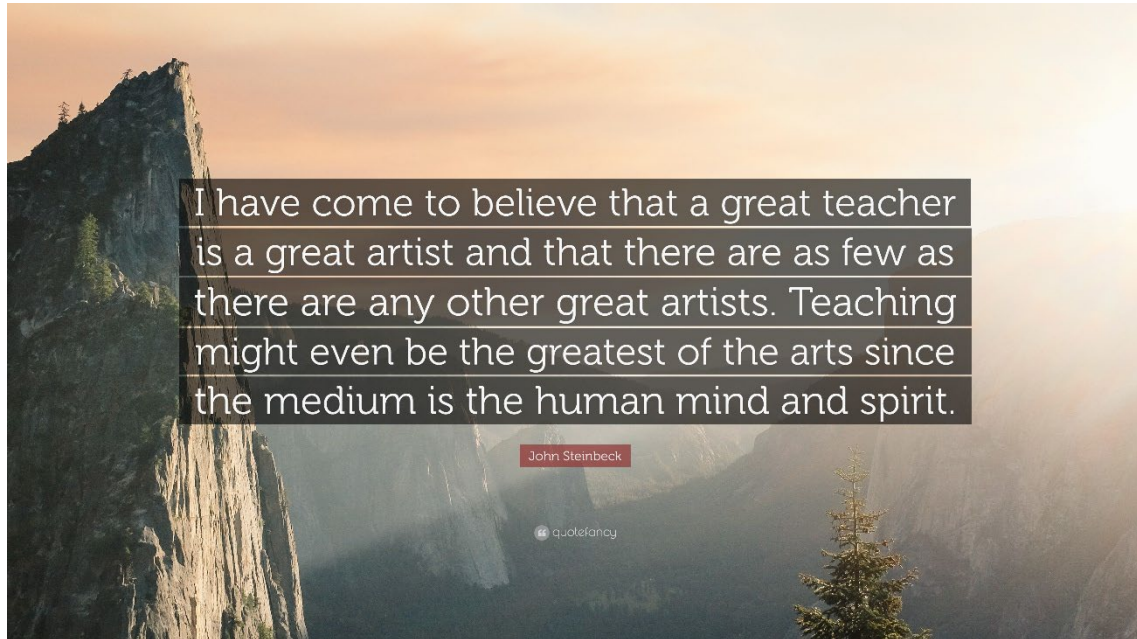
Quotefancy. Retrieved July 2, 2023, from Quotefancy.com Web site:
https://quotefancy.com/quote/962715/John-Steinbeck-I-have-come-to-believe-that-a-great-teacher-is-a-great-artist-and-that

Introduction

Ana María Fuentes
afuent22@xtec.cat

The Research group From English Acquisition to English Learning and Teaching is registered at the **Institute of Professional Development Teaching (IDP-ICE), at the University of Barcelona**. The group, founded and led by **Lourdes Montoro** (September 2013 - June 2021), has involved 28 teachers and professionals. 7 of them have been members of the group, and, together with 21 guest authors, have presented their work in the publication which she also created, and coordinated to fulfill the objectives of the pedagogical project which she had devised: English Is It! (ELT Training Series) (Vols. 1-15).

In 2013, she initiated the group with **Rosamaria Fàbrega** (Vols. 1-15), **Laia Andrés** (Vol. 1, 2, 3), **Andreu Cardo** (Vol. 1, also format designer of the *English Is It!* (ELT Series) collection), **Laura Prat** (Vols. 1, 2, 3), and **Núria Viñas** (Vols. 1, 2). **Ana María Fuentes** joined the group in 2014 (Vols. 3-15), and together with Rosamaria Fàbrega and Lourdes Montoro became the permanent group which has been since then.

Thanks to the Promethean spirit of **Lourdes Montoro,** founder and former coordinator of this group and creator of this publication, this research group continues her pedagogical project and intense work in the path of knowledge of our area of expertise, English learning and teaching. Having taught English learners, trained teachers and shared more than articles, books and papers, based on her vast experience, thorough methodology and robust pedagogical principles, the founder of this group has entrusted us with the fire that might continue lighting more professionals, and subsequently, more learners. To her we address a heartfelt gratitude and deep respect for the legacy that she has bestowed on us. Now coordinated by Ana María Fuentes, a group member since 2014, the research group aims at looking into the foundations of EFL teaching, finding future inspiration, creativity, fostering a knowledge-sharing culture and, undoubtedly, promising challenges.

Rosamaria Fàbrega, **Ester Magrinyà**, **Mònica Pena**, **Mariola Puig** and **Ana María Fuentes** are specialists in all stages of EFL teaching: Mariola Puig (nursery and primary school), Ester Magrinyà (primary and secondary), Rosamaria Fàbrega (secondary education and vocational training), Mònica Pena (adult language teaching) and Ana María Fuentes (secondary and upper secondary education). All members combine their teaching with training activities and experience sharing sessions.

The group shares work ethics, vocation, and senior professional careers. Their human and academic background enhances the team with specialties such as art, films, group dynamics, computer science, interpretation, literature, mass media, music, philosophy, sports, theatre and translation. The group analyses the work of those teachers who we all know, and who, day after day, do admirable and creative EFL teaching works of art, making a difference in their students' lives and in theirs, and from which schools and educational system much benefit.

We have all met excellent teachers who are so submerged in their daily lessons, administrative chores and the constant updating of professional life, that they are not given the chance to consider research or publications. *English Is It!* (ELT Training Series) was created with a view to providing opportunities which can make up, somehow, for this gap. The permanent members have extensively trained to spend the most time in the writing process in order to give the least work to the reader. They bear in mind that, unlike training sessions, there is no audience in front, who can ask for clarification; therefore, all the planning, the sequencing, the explanations and details have been considered under this premise.

In a constant search of renewal, the volumes now offer three different sections: "Articles", "Activity Bank" and "Technopills". The first section consists of articles following the tradition in the publication, excellently devised by L. Montoro. They put forward teaching experiences of the highest quality, distilling a wide understanding of the linguistic, communicative and personal dimension of English learning and teaching. The "Activity Bank" offers proven activities for teachers to implement in class, however succinct and compressed for practical purposes, they do not lack in explicitness or precision. "Technopills" highlights pedagogical apps that intend to help, simplify and widen the possibilities of learning activities in EFL.

With articles, activities and ICT tips meant for immediate implementation, all members have aimed at clear, yet thorough texts, which include images, charts, lists, questionnaires, tables, photos... to facilitate the reading. They also include references. In general, these articles, activities and technological tips summarize what regular classes stand for them. Long-time quantitative and qualitative work has taken their classes to the documents in writing into which they have turned. From original theses, which were presented individually and welcomed by all members, they proceeded to the defense of their general didactic framework, basically the inclusiveness of the basic pillars in teaching English as a foreign language, and also the sequencing of the contents, ensuring cohesiveness.

Without leaving aside the authors' teaching style, this group has pretended to blend all participants' didactic work. As pointed out earlier, all contents in this collection stem from the basics in lesson planning, whether, depending on their nature, they are fully or partially pointed out and/or described: topics, levels, organization, timing, objectives, contents -procedures and concepts (communicative structures, vocabulary, pronunciation, culture) and attitudes-. Materials are also referred, as well as the general development of activities along with references, evaluation and comments.

This publication counts on an *ADDENDA* section, devised to welcome external teaching professionals, as well as allow the permanent staff members of the research group to present other academic works. It is also open to alumni among the members of the group, so that further pedagogical interventions from them can be considered. This section within the collection has allowed the group to invite the earlier-mentioned 21 professionals so far, looking forward to welcoming many more. All initial members, the permanent ones, and the guest authors are gratefully acknowledged.

In the Addenda section included in this volume, the group is proud to present the name name of the research group, Teachers in Use, given the full identification with

our professional and pedagogical purposes. Such excellent work by the participants stands out from their contributions to the second edition of our annual online workshop, *Teachers in Use: Sharing Experiences*, which the research group has conceived, designed and was glad to conduct for the second time on 16th, 23rd and 30th May 2023.

Teachers in Use is a project developed by the research group "From English Acquisition to English Learning and Teaching (EAELT)" (IDP-ICE). Following its main pedagogical and professional principles, *Teachers in Use: Sharing Experiences*, aims at granting a meeting point for English teachers of all levels, from diverse professional careers, experience and methodologies with the view of pooling their ideas and experience, appealing to an iapetian spirit of community of EFL craftmanship. The article "Teachers in Use: a Meeting Point for English Language Teachers" in this volume describes the different stages of development from the common feeling of passion and concern about English teaching and learning to the realisation of this workshop, and two more courses generated by this group. All of them, given their positive appraisal, eventually might become an actual community of practice.

Such a fruitful crossover of Sharing Experiences created new connections and experience exchange and to celebrate it, this research group has invited the most relevant experiences to be part of this volume's long addenda section, made up of a total of, eleven activities are included, which were presented by the attendants of the different virtual classrooms, summing up to our "Activity Bank" and "Technopills" sections presenting the materials by eleven guest authors: Adrià Ibáñez, Ivannia Aguilera, Anna Mª Brull, Adriana Maria Butnariu, Adrián Ibáñez, María José Rodríguez, Xavier Vallejo and Nelli Yakunina. All the authors' abstracts and their bios, as well as the permanent members' are presented next.

Neither the volumes nor the numerous articles, "Activity Bank" and "Technopills" would have been possible without the group supervisors at IDP-ICE: **José Ramon Albiach**, present Continuing Primary and Secondary Teacher Training Coordinator and **Francesc Amorós,** the former one; **M. del Mar Aldámiz-Echevarría**, present Director of Continuing Teacher Education, and **Mercè Gracenea**, Director of Publications, who supported the group research work from the start, and turned it into what it is today.

We are also glad to share our tenth anniversary offering this volume, and willing to celebrate it with English teachers and professionals that have helped us, promoted us and have given us their kind words of wisdom and encouragement. We are looking forward to meet and have a nice chat while toasting to our ten years of "English is It!" and the research group "From English Acquisition to English Learning and Teaching". We are delighted at the idea of having many more with you all!

Professional Bios

RESEARCH GROUP

Rosamaria Fàbrega has been a secondary school English teacher since 1985. She comes from a family devoted to teaching, and has exchanged teaching experiences in England, Ireland, Uganda, and the US. She is currently teaching "Aprenentatge de les Llengües Estrangeres" at UIC Barcelona in the Faculty of Education and English in a Secondary Public School. She loves New Technologies and has a blog (https://rosafabrega.wordpress.com/) to help her students work in an autonomous way.

Ester Magrinyà holds a B.A. in English Philology and a M.A. in Applied Linguistics and Acquisition of Languages from the University of Barcelona. She has trained extensively in EFL and is also qualified to teach Catalan, Spanish and French. She has taught all English levels both in language schools and private schools. At present, she is working at a public high school. She is interested in linguistics, and particularly, in researching about students who grow in multilingual contexts.

Mònica Pena holds a B.A. in Translation and Interpreting (English, German, Japanese) from the UAB. She also studied at UMIST in Manchester and started her teaching career with in-company language training. After several years working in international logistics and sales she decided to retrain with the Master's of Foreign Language Teaching at the UPF. At present, she is an English and German teacher at the EOI, working on emotions, teamwork and ICT to enhance students' linguistic and social competences.

Mariola Puig has a degree in Teaching English as a Foreign Language from the Universitat Autònoma de Barcelona and a **Post-Grade in Kindergarden Teaching** from UNED. Specialized in the early learning stages, she has been teaching English in several schools for almost thirty years, also different subjects such as Art, Science or Robotics in EFL. A consultant for the creator and editor of the method: J. M. Artigal, she is co-founder and co-editor of *Magic Stone* series, an English teaching methodology for Primary English.

Ana María Fuentes holds a B.A. in English Philology and a postgraduate course in Textual Translation Analysis from the University of Barcelona. She has also specialized in Text management for Professionals at the University Pompeu Fabra in Barcelona. She has taught English in Catalonia for twenty years. She enjoys exploiting drama, the media and her students' interests in interactive audiovisual projects as well as new technologies to promote learners' progress.

ADDENDA AUTHORS

Ivannia Aguilera has a degree in Translation and Interpreting from the Universitat Autònoma de Barcelona. Before becoming a teacher, she worked as a translator but decided to explore teaching. She enrolled in the Master's Degree in Teacher Training, specializing in English, and she could not be more glad for that decision. She is currently enjoying teaching at a public school at the level of Compulsory Secondary Education.She is interested in foreign languages and enjoys designing collaborative projects using new technologies for her students.

Anna Mª Brull holds a degree in English and German studies as well as a postgraduate course in 'Teaching Spanish as a foreign language', both from Universitat Rovira i Virgili. She has also collaborated as an external teacher in EOI Alt Penedès and EOI Garraf. At present she is working at IES Baix a Mar in Vilanova i la Geltrú, where all departments are involved in the development of PBL projects. She is interested in animal rights, so she develops projects on the subjects whenever the opportunity arises.

Adriana Maria Butnariu holds a B. A. in English Philology from the University of Barcelona and a M. A. in Special and Additional Learning Needs from the University of East London. She has been an English teacher in private and public schools from Barcelona and at the moment she is combining teaching English in a secondary school with teacher training. She is fond of Project-based Learning and likes to design collaborative projects using new tecnologies, Mindfulness and Holistique techniques to address her students' emotional, social and academic needs with an integrated learning format.

Adrián Ibáñez is a Primary Teacher with a background in Research Management. He holds a degree in Veterinary Medicine and a postgraduate course in Innovation Management but teaching has always been his passion. After ten years working in research, he decided to start his career as a primary teacher. He now works in a public school in Castelldefels as an English and Science teacher.
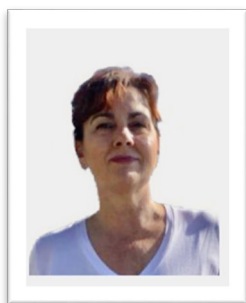
María José Rodríguez holds a B.A. in Business Economics from the VUB in Brussels and an International MBA from the EOI in Madrid. She has also worked abroad in different countries for many years, and in 2009 She qualified to teach ESL and Italian teacher in Spain. She also founded and run a private language school for 11 years until 2021 with an innovative methodology based on "Learning by doing". She has also been teaching in Secondary and VET schools since 2009.

Xavier Vallejo is an enthusiastic ICT teacher currently working at The VET School Cendrassos in Figueres Catalonia. He holds a degree in Computer Science from The University of Girona. He also holds several courses on CLIL methodology studied in Spain and abroad. He has also been working as a VET teacher in the ICT field at The Institut Obert de Catalonia for 6 years and as a course designer for CLIL online courses addressed to VET teachers from the regional Ministry of the Government of Catalonia. Among others, he has also participated in CLIL innovation projects as The KA2 Boost for CLIL, thanks to his CLIL training.
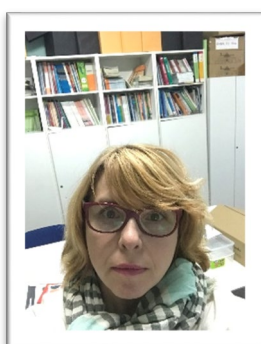
Nelli Yakunina holds a B.A. in English Language and Culture and a Masters degree in Marketing and Business Administration. She worked for almost 15 years in international relationships field learning a lot about communication. Meanwhile, she was also involved into volunteering supporting refugees, what, after all, brought her into education. She has been teaching English in a public high school in Santa Coloma de Gramenet for three years now, being CLIL and multilingual approach her main areas of interest.

Teachers in Use: a Meeting Point for English Language Teachers

Rosamaria Fàbrega, Mariola Puig & Ana María Fuentes

rfabreg9@xtec.cat, mpuig117@xtec.cat & afuent22@xtec.cat

ABSTRACT

Teachers in Use is a project developed by the research group "From English Acquisition to English Learning and Teaching (EAELT)" (IDP-ICE). Devised as a set of sessions of collaborative online workshops, *Teachers in Use: Sharing Experiences second edition*, aims at granting a meeting point for English teachers of all levels, from diverse professional careers, experience and methodologies. This article describes the different stages of development from the common feeling of passion and concern about English teaching and learning to the second edition of these workshops, which, given their positive appraisal, eventually might become an actual community of practice.

Teachers in Use has grown into a community of practice of teachers in Catalonia since 6th April 2022. In fact, what was conceived as a meeting space to reflect on the most challenging educational topics has evolved into an actual, full-functioning community of practice of teachers of English in Catalonia. Undoubtedly, we need to keep talking to each other, to keep listening and continue working towards positive change for others. These thoughts were the foundation for the **Teachers in Use** idea. They are definitely guiding and inspiring the members of our IPD-ICE research group, to the extent that this group has decided to take this name.

This article displays the experience of the creation, development and internal assessment of the courses generated by this research group this academic year: *Teachers in Use: Sharing Experiences, edition 2*, *Teachers in Use: Strategies for the new curriculum for pre-school and primary school* and *Teachers in Use: Strategies for the new curriculum for secondary and upper-secondary school*. These are thoroughly described and accompanied by images from the original materials of the courses, graphics showing the assessment and feedback by the participants, which we value and, undoubtedly, help us improve and grow.

The original need to create a community of teachers in Catalonia has led to the creation

of a community of teachers in Catalonia in which experiences, good practices and thoughts were shared. Our objective had to do with giving teachers the opportunity to exchange ideas in a comfortable atmosphere, try to get fresh and new ideas, apps and websites and tools. Not only as a pedagogical meeting, but also as a safe space for professional support and improvement. The current curriculum has a special consideration to emotional well-being for students, but with Teachers in Use, we extend it to teachers, too.

This bridge of communication between teachers and the research group has led to a solid aim to promote professional improvement and digital competence through three courses subsidized by the English Department in coordination with the IDP-ICE Institute: *Teachers in Use: Sharing Experiences, edition 2*, *Teachers in Use: Strategies for the new curriculum for pre-school and primary school* and *Teachers in Use: Strategies for the new curriculum for secondary and upper-secondary school.*

We are really grateful to IDP-ICE from University of Barcelona for giving us support and making this project possible. We have also incorporated this line of work to our group's website as formative meetings among professionals but it has eventually been much more. We are so lucky to affirm that the project was well received and continues to be successful. We are especially grateful to José Ramón Albiach for his attentive support and encouragement.

We are extremely proud to have found a name that really identifies us. **Teachers in Use** might sound weird but has a familiar ring: what English teacher in Catalonia has not used the reference books *Grammar in Use* by Raymond Murphy or *Vocabulary in Use* by Michael McCarthy, Felicity O'Dell? The title *Teachers in Use* would soon be identified with teachers in the trenches of English Language Teaching.

We here joyfully show our logo to identify our research group and this project as well as an e-mail contact and we have effectively offered the meeting point for teachers of English of all levels.
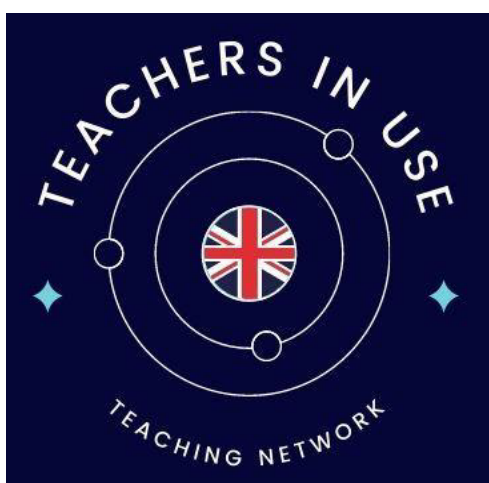
Teachers in Use logo
teachersinuse@gmail.com

Teachers in Use: Sharing Experiences edition 2

The second meeting of *Teachers in Use: Sharing Experiences* took place in three sessions, on 26th, 23rd and 30th of May 2023.
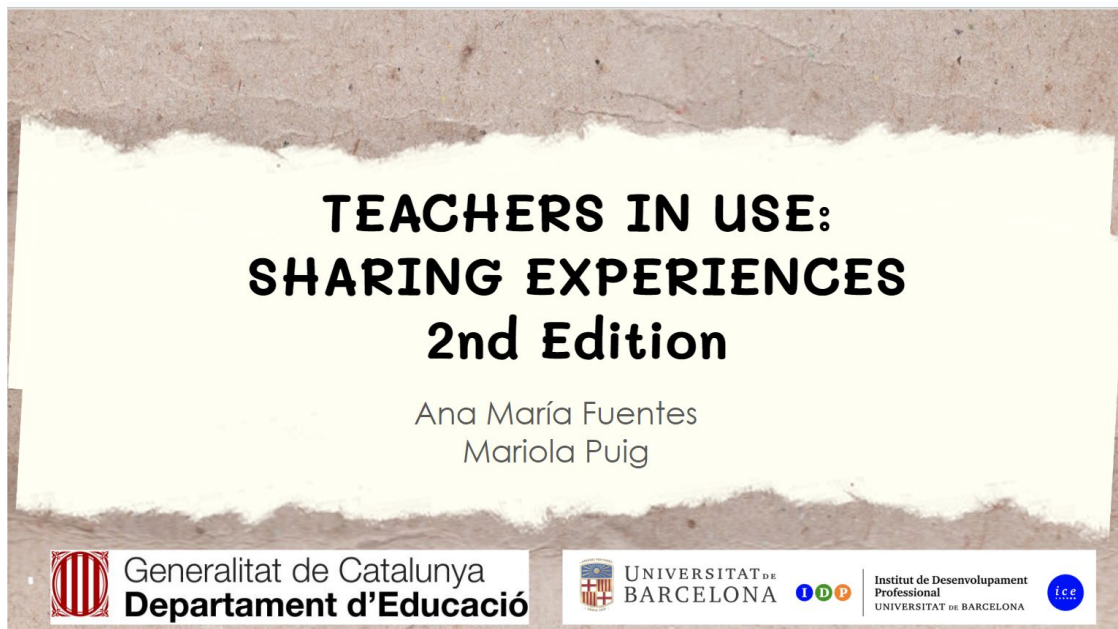
The development of the sessions followed the structure of the first edition of Teachers in Use: Sharing Experiences first edition. Next there are the list of objectives, content, dynamics of the sessions as well as other relevant details.

<u>TEACHERS IN USE: SHARING EXPERIENCES</u>
<u>ONLINE MEETING</u>

Objectives:
- **Detect** teaching needs in order to open discussion spaces
- **Exchange** concerns, expertise, self-training, meta-learning
- **Contribute:** all participants can freely have their say

Target group:
- Teachers from all kinds of schools: public, subsidised, private and language schools
- Innovative and visionary teachers

Subjects that are going to be discussed:
- new teaching methods or pedagogies
- curricula & rubrics
- corrections
- teaching assistants in the classroom

Dynamics of the sessions:
- telematic meeting with the possibility of hybrid sessions
- participants will select topics of interest to them
- display interesting classroom practices
- exchange of experiences and promotion of resources

Results:
- Link to the publications of the IDP-ICE working group: "From English Acquisition to English Learning and Teaching" (EAELT): "English Is It!"
- Resource bank and sharing ICT tools such as: Canva, Genially, Padlet, videos

Development of the sessions

Schedule

16th May
Introduction of Teachers in Use

Workshop in Virtual Classroom

23rd May
Workshop in Virtual Classroom

Presentations of contributors I

30th May
Workshop in Virtual Classroom

Presentations of contributors II

Final considerations

In the first edition, teachers were located all over Catalonia, from the city centre of Barcelona to distant, small villages. In oline sessions, distance was not an obstacle to contact teachers from all over the country. Similarly, in the second edition, the teachers were located in varied whereabouts.

When asking for years of teaching experience there was a balanced variety of responses, ranging from brand new teachers to experienced ones. A positive aspect is that all of them were willing to take part regardless of their [in]experience.

All the educational necessities proposed seemed in need of consideration. Below we copied some of the comments on the necessities. When reading them we realised our idea was going to be successful. Teachers look forward to being part of a community which seeks professional learning strategies that go deeper in order to address issues that matter so as to build authentic rapport, cultivate collaboration and grow knowledge. Teachers want to share learning and best practices and improve learning outcomes for their students. People want to cultivate their ideas, nurture participation, share new learning and resources and communicate results.
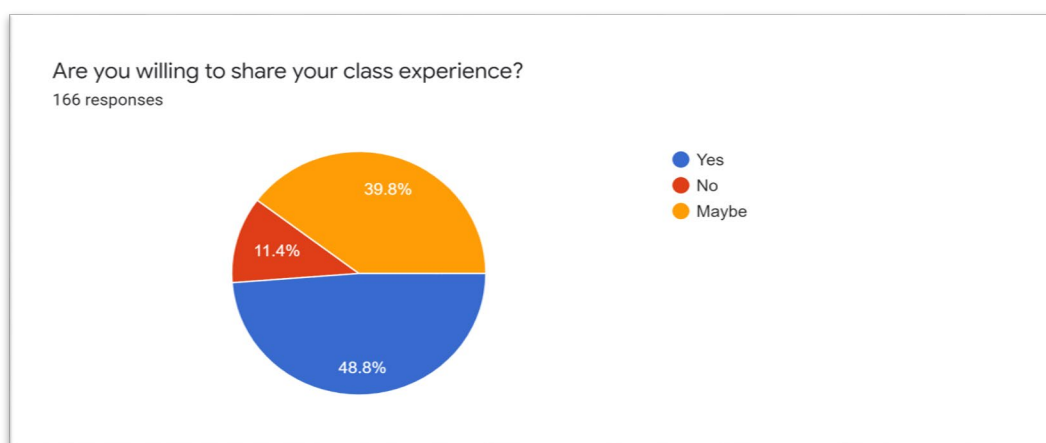

In comments some expressed the need to continue learning together and that brought us the proposal of putting forwards a course, which we named "Strategies for the new curriculum", with an editin for pre-school and primary and another edition for secondary and upper-secondary school and adult teaching.

On the second edition of "Sharing Experiences", a wide majority of participants belonged to secondary and upper-secondary school, similarly to the first edition. And one fifth of them belonged to primary school.

We distributed the attendants into two rooms 1) pre-school, primary and 1st and 2nd year of secondary school and 2) 3rd and 4th year of secondary school, "Batxillerat", vocational studies and adult EFL.
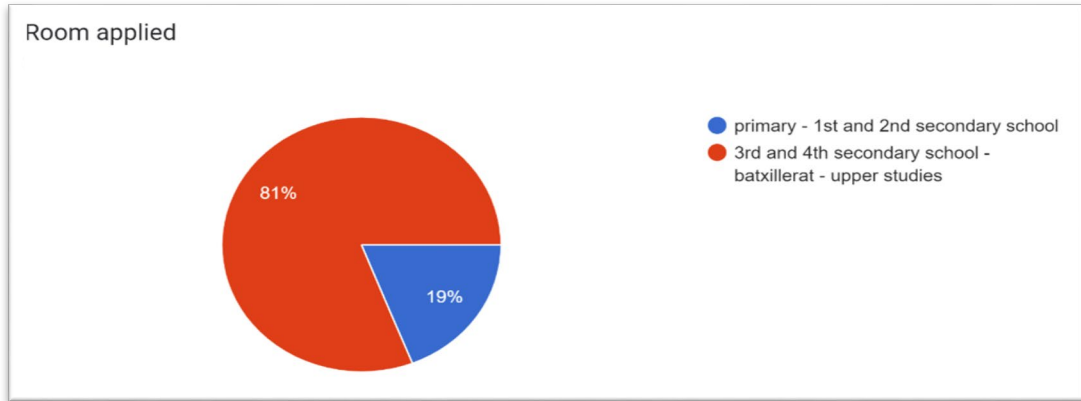
We were again happy to see there was a variety of teaching levels represented. We thought it was normal that Secondary Education was the largest group because teaching teenagers is where there is more complexity around the methodology aspects concerned.
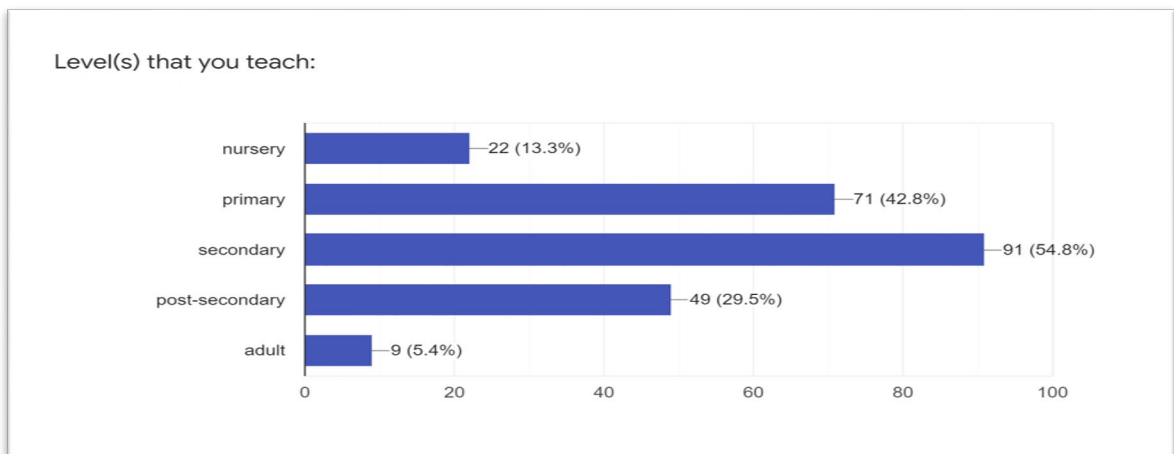

Sharing Experiences edition 1
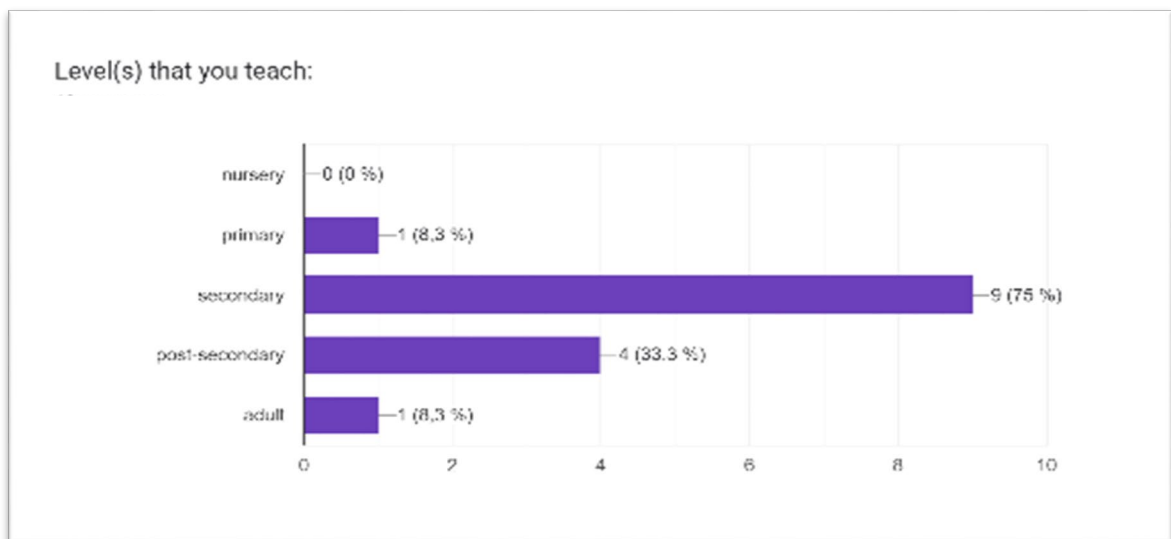
Sharing Experiences edition 2

To be able to address the needs of the current English teachers, we enquired about the EFL teaching areas that they could find most convenient for them. So, the teachers taking part in the workshop shared their main interest when they enrolled in our activity. Taking the needs of the teachers in the preliminary survey, the main attention was to be devoted to methodology and evaluation.
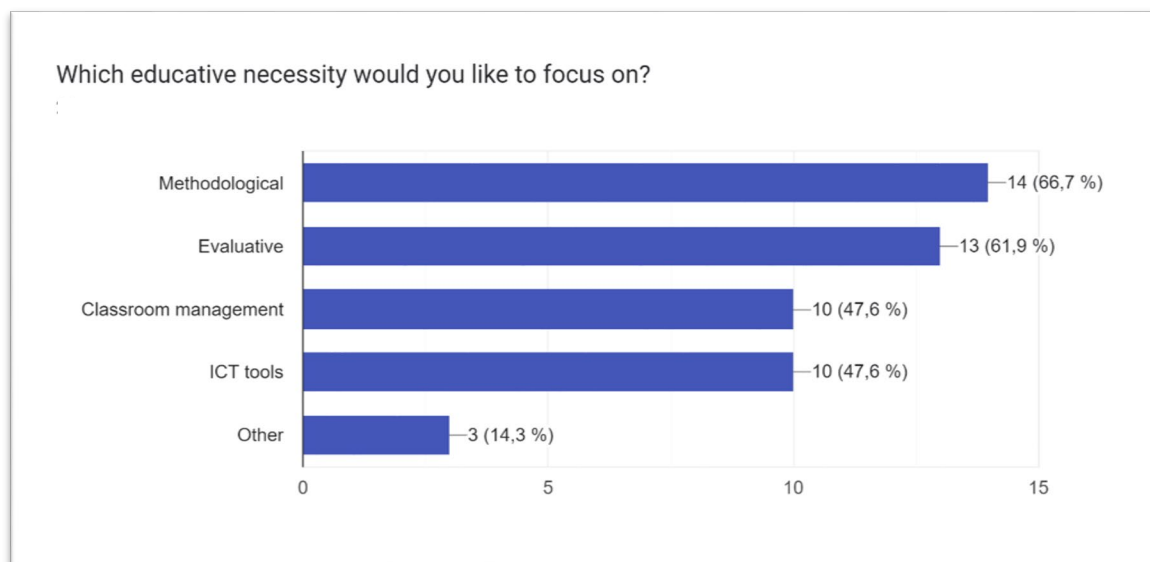
In the same form, we requested a more detailed answer, and the common ideas were basically, to keep on growing professionally and get some new ideas and ways to improve their teaching practice. Besides, there was a special interest in sharing their own practical tips and hear about others' findings and strategies, comment on doubts and questions and gain some new insights.

Session 1   16th May 2023

The project was explained in broad strokes in a general online room in a 20-minute session. Afterwards each participant went to their virtual classroom group according to their level, introduced themselves, explained what their concerns were and what they would like to receive. In this session we organized the explanations of good practices or advice that would carry over to the other two sessions.
The first topics were the materials that we often used. In the following images there are the different discussion activities created with *Curipod* to survey the materials and resources that teachers often use in class, to be able to share and provide new typologies of activities.

Session 2   23rd May 2023

Each participant explained their activities and they were explained with samples and evidence. We could share strategies, templates and examples.

It was amazingly gratifying to see that the practice and expertise of the teachers was really helpful. We really needed this opportunity to be able to verbalise our teaching concerns, sometimes far from the schools where we worked, in order to confront the issues from a distance, in a more objective way. There was a special reference to how difficult inclusion can be approached efficiently and the way bad behaviour in students can create a slow pace in the development of learning situations.

Session 3   30th May, 2023

The same as before. There was time to talk about materials used in class, reference books, ready and easy-to-use resources, as participants shared feedback and expertise. Many topics and questions arose; we didn't want the session to finish. By the third session we knew each other a bit more and a small community had already formed; the objective had been accomplished.

When the third session ended it was time to collect feedback and to see if this idea needed to be continued. A second task was to collect material and put it together in a volume.

There were three possible ways to participate in the publication of the volume:
● **Article** (10 pages approximately) explaining in detail a classroom experience.
● **Activity** (2-3 pages): brief description of a classroom activity that would be part of the "Activity Bank" section, the resource bank of the publication.

● **"Technopills"**: description of two or three apps, websites or online resources and their pedagogical application in EFL teaching.

In this volume you can find a selection of the activities shared by our fellow teachers who agreed to share their excellent work.
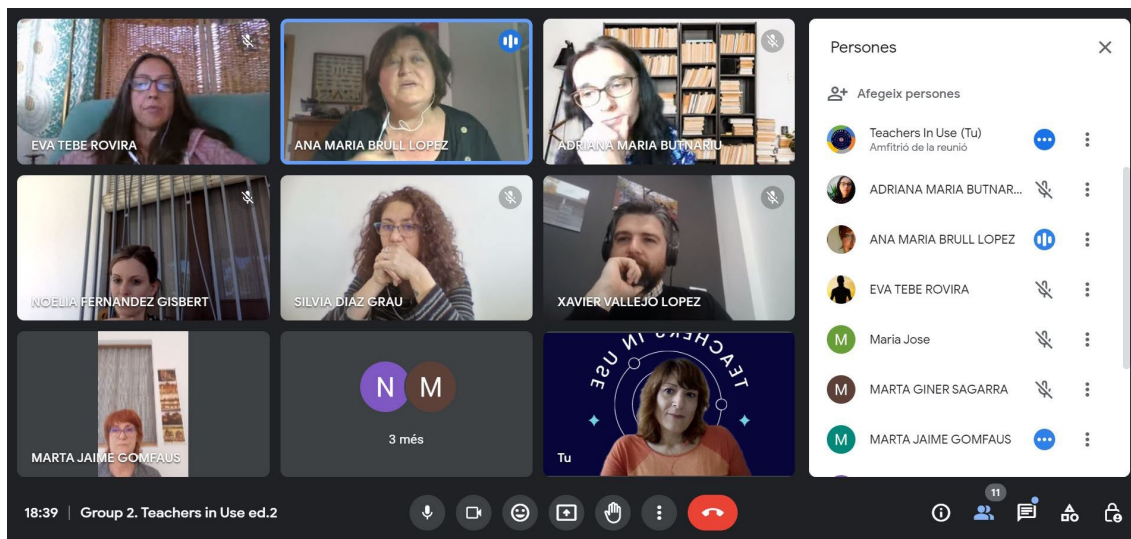
Meet screenshot of Sharing Experiences ed. 2, secondary room

According to the mapped out programme for the "Sharing Experiences" meeting, stating objectives, subjects to discuss, the session dynamics and the final results that we wanted to accomplish, we can say that all objectives were accomplished and in most cases, excelled.

As their last task, we asked the participants about their opinions about the experience in a Google Form:
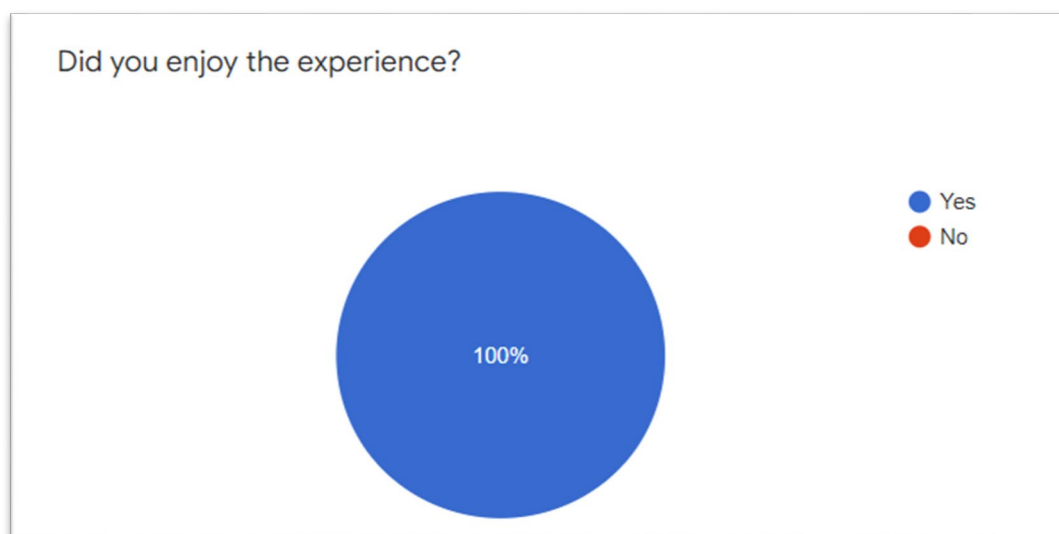
The feedback on *Teachers in Use: Sharing Experiences ed. 2* was really positive too.

It was really satisfying to see that 100% of people who took part and gave feedback were happy with the experience.

We are happy to be the beginning of an idea that can foster participation, collaboration and the opportunity to find real-life solutions to real-life challenges in real-time. We want to find customized, engaging and friendly learning for everyone and we think *Teachers in Use* serves this purpose and will try to do so in the next editions. We are eager to continue the path that we started last year.

All teachers were satisfied and would repeat the experience. However, what we paid most attention to was the answers that had to do with suggestions for further editions and some other areas that, according to the attendants deserved some special attention and we did not cover.

We reached some conclusions, some reaffirmed our goals to assist and accompany the English teacher, who is interested in improving, learning more about the newest apps, resources and methodological trends and is willing to, eventually, try them on in the classroom. Other comments addressed us to the need to create a longer and more comprehensive format, which could grant the necessary time for sharing, learning and expanding our vision on EFL teaching and learning. Below there are screenshots of the suggestions and comments of the participants that answered the survey.

Do you have any suggestions for further editions?

12 respostes

For me, everything was just fine. Thanks a lot!

When I said that I prefer not to repeat the experience is because I already attend to my district seminar once a month. There, we already share our activities, worries, etc. I registered this course thinking it was something different. Nevertheless, I have enjoyed being in the sessions with other fellow teachers. Thank you.

Send more info about courses and other webinars, thank you

No

It's interesting to see what other teachers are doing. Innovative activities would be good.

> longer sessions, since we never finished on time and it felt like rushing a bit
>
> I like the format being used. The best way to learn is by listening to colleagues' activities which have been proven to work in the class.
>
> The training you are preparing for the next course it is a good way to continue working all together and learning new ways of teaching.
>
> HOW WE DEAL WITH INTERNATIONAL PROJECTS (ETWINNING FOR EXAMPLE). In the previous question about being part of the Teachers in Use, I understand being an active member collaborating with you. Right know, unfortunatelly, I do not have the time.
>
> Try to use Google Meet with a business account, so there would be no time limit for the calls and the option to record the sessions. Thanks for all! :)
>
> To know a bit more about this group of work and how to be part of it. Thanks for all
>
> exchange assessment tools, as well

What really stuck out for us was the fact that some participants were very kind to share a proposal with us. They requested to continue learning on methodology and assessment, the new curriculum and learning situation as well as enhance a network of like-minded people. For these reasons, we decided to create "Teachers in Use: Strategies for the New Curriculum", a 30h online course, with an edition for Pre-school and Primary School and another for secondary, upper-secondary, vocational and adult teaching. Both conceived, carefully designed and created by Mariola Puig and Ana María Fuentes.
So far, the edition for Pre-School and Primary had a full enrolment.

Teachers in Use: Strategies for the new curriculum for pre-school and primary school

On September 30th started Teachers in Use: Strategies for the English teacher pre-school and Primary school, led by Mariola Puig. 30 teachers enrolled and 20 followed the whole course.

The sessions combined lectures, debates, group work and individual presentations and the elicitation of resources was varied and basically based on audiovisuals and articles.
Now that the course is over, we are so grateful and proud to have accomplish our own course, entire designed, created and taught by Ana María Fuentes, the coordinator of the research group and Mariola Puig. And, quoting Mariola Puig's words, "It has been challenging but I have also been very lucky as the course participants have been very understanding and pleasant and have made all the sessions as comfortable as possible."

For all this, would like to thank the participants for their kind comments and reviews, on the quality and quantity of the materials used, the digital and pedagogical resources,
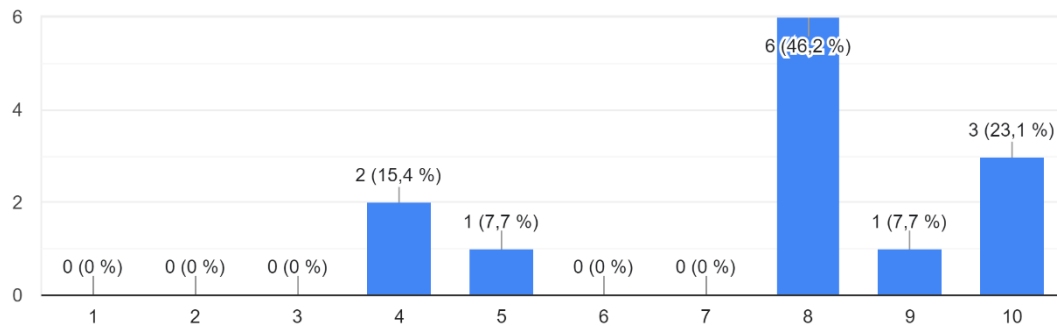
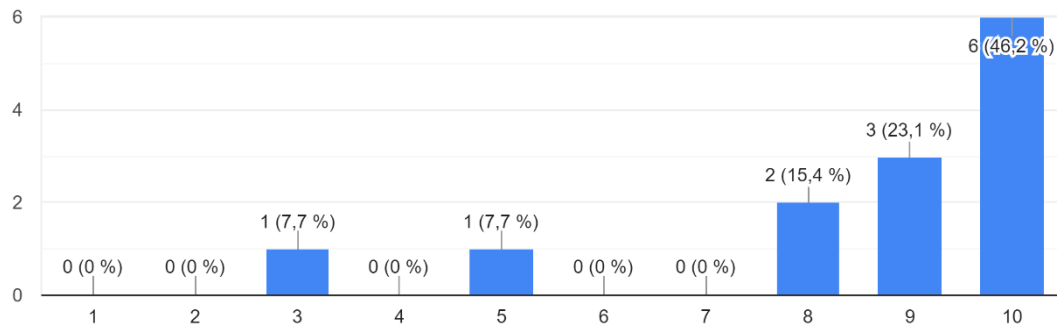2- Quality of the materials used
13 respostes
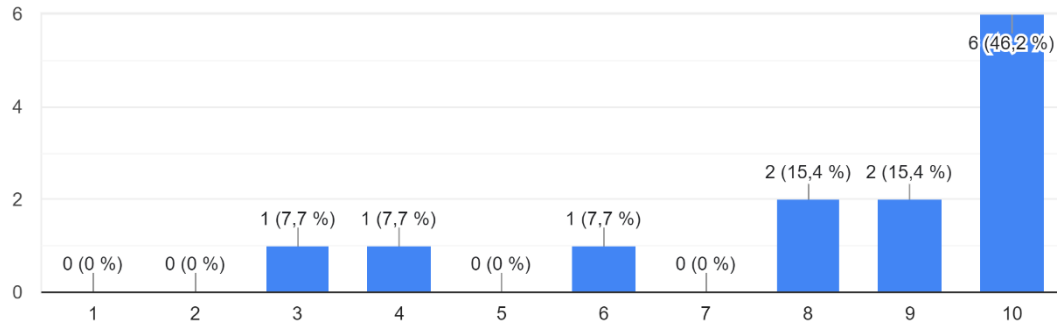
3- Quantity of materials
13 respostes

4- Digital and pedagogical resources
13 respostes

6- Trainer's knowledge

13 respostes
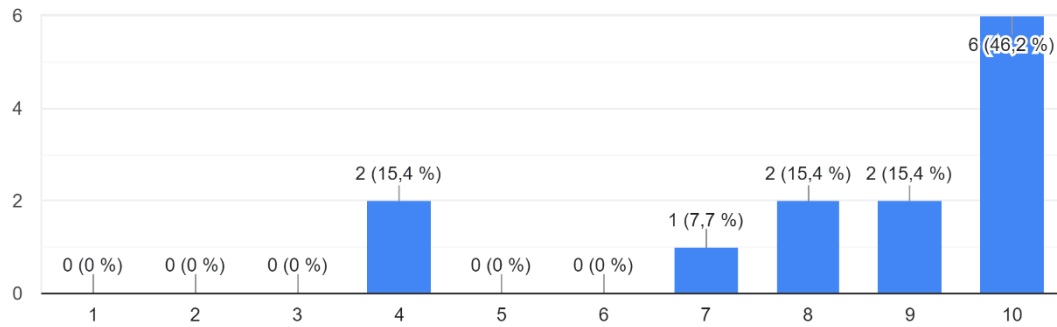
7- Sessions' management

13 respostes
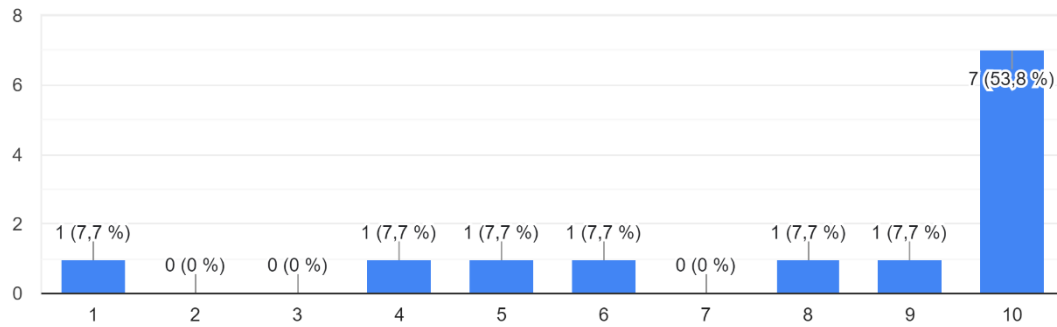
10- What would you improve from your trainer?

13 respostes

She is fantastic.

I think that it is very difficult to encourage people when you are in an online course and you did it! Thank you!

ICT resources

Show a clear organisation of the session at the beggining.

Nothing, Mariola was an excellent teacher and she knows a lot about the topics we were learning about.

Nothing. Thanks again Mariola

I think she has a huge experience, she is very clear and she teach different methodolgies for catch our attention.

Nothing at all.

12- Would you recommend the course?

13 respostes
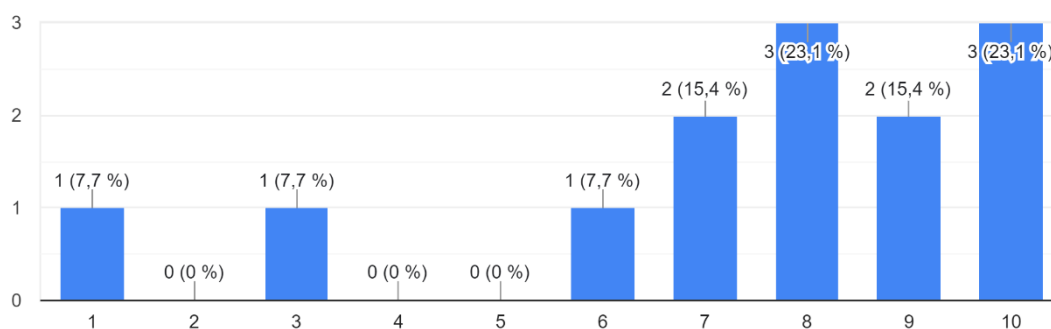
Once more, we appreciate extremely the valuable comments that help us develop into better teachers and teacher trainers. Following there are some comments by the participants on the course, which we are going to take into account.

13- Suggestions or comments

5 respostes

Thanks a lot!!!

I would love to have more courses like this, focused on materials and resources for children with specific educational needs; and another course where we can do more practical activities where we can create resources to use in class, I mean, how to create materials in Canva or Genially, how to use flashcards appropriately in class, etc.

Maybe the seasons are too long. Maybe, would be better do 1.30h per season

Congratulations for the course Mariola.

It was a thick content course. I am not so young. I can understand that online courses are the best option nowadays. Not for me. I need to ask, to read, to be corrected by the teacher and to use part of the time of the course preparing the final task. I am the type of person that needs examples. Furthermore, I don't have time for doing homework.

Teachers in Use: Strategies for the new curriculum for secondary and upper-secondary school

In January 2024 we are offering the same edition for secondary and upper secondary school, with the same ethos and encouragement

UNIVERSITAT DE BARCELONA   Institut de Desenvolupament Professional UNIVERSITAT DE BARCELONA   ice

⌂   ORGANITZACIÓ   FORMACIÓ   PUBLICACIONS   RECERCA   REBOST PROFESSORAT UB   PROGRAMES

Home > Formació gratuïta per a docents d'Educació infantil, Educació bàsica (Primària i Secundària), Batxillerat i d'Educació al llarg de la vida > Teacher

Teachers in use for secondary and upper secondary

Compartir: f y ✉

Descripció

L'enfocament globalitzat del nou currículum comporta un canvi significatiu en la presència i la didàctica de la llengua anglesa. Analitzarem les necessitats que presenta aquest canvi en el disseny i programació d'activitats i aportarem estratègies de la llengua estrangera per aplicar-les a les noves situacions d'aprenentatge.

Objectius

* **Facilitar** la incorporació de la llengua anglesa de manera globalitzada
* **Presentar estratègies** per la integració de la llengua anglesa dins el treball competencial
* **Connectar** les metodologies globalitzadores de l'etapa primària a la secundària
* **Reflexionar** sobre els canvis que aporta el nou currículum a l'àmbit lingüístic (anglès)
* **Posar en pràctica** els continguts del curs (treball autònom)
* **Compartir** bones pràctiques a l'aula

Continguts

1 Identificació dels canvis essencials en la matèria de llengua i efecte tenen en el disseny d'activitats

2 La interconnexió de primària a secundària en l'àmbit lingüístic (llengua anglesa)

3 La competència docent dins l'aula

4 El paper de l'alumnat dins el marc dels projectes globalitzats

5 Banc d'activitats i recursos per assolir els nous objectius d'aprenentatge

Metodologia

Metodologia activa i participativa: debat i intercanvi d'experiències

Idioma

Anglès

Destinataris

Mestres d'educació secundària, EOI i escoles d'adults.

Formadora

Ana María Fuentes Rullo llicenciada en Filologia Anglesa (UB), postgrau en Gestió de textos per a professionals (UPF), Estudis Fonamentals d'Anàlisi Textual Aplicada a la Traducció (UB). Docent en actiu a un Institut públic.

Modalitat

Curs

Calendari

Els dimarts

30 de gener de 2024

6, 13, 20, 27 de febrer de 2024

5, 12 i 19 de març de 2024

Horari

De 18 - 20.30h

Total d'hores a certificar

Se certificaran 30 hores (20 hores virtuals,10 hores de treball autònom)

Requisits de certificació

Assistència al 80% de les hores virtuals, actitud activa i participativa, valoració positiva de les tasques orientades pel formador.

Places

30

Format

En línia síncrona, amb plataforma Meet.

Preu

Gratuït

Coorganitzat amb el Departament d'Educació

Període d'inscripció: del 15 de novembre de 2023 al 15 de gener de 2024.

Adjudicacions: a partir del 16 de gener de 2024

Inscripció per internet: formulari de matrícula

Informació i/o consultes

A/e: idp.cursos@ub.edu
Tel.: 934 035 172

En finalitzar la formació les persones participants que acompleixin els requisits rebran un certificat de participació de la Universitat de Barcelona.

En el cas del professorat de Catalunya el certificat d'aquest curs s'incorpora directament a l'expedient de formació de cada professor/a (XTEC) i es pot utilitzar com a acreditació per participar en els diferents processos selectius del Departament d'Educació de la Generalitat de Catalunya, en els termes que indiqui cada convocatòria.

Per iniciar aquesta activitat cal que hi hagi un nombre mínim de persones inscrites.

References

Community of practice
https://en.wikipedia.org/wiki/Community_of_practice

IDP / ICE - University of Barcelona
https://www.ub.edu/idp/web/ca/que-es-lidp-ice

From English Acquisition to English Learning and Teaching (EAELT)

https://www.ub.edu/idp/web/ca/english-acquisition-english-learning-and-teaching-eaelt

https://www.ub.edu/idp/web/ca/publicacions/biblioteca-digital?combine=English+Is+It%21&year=all

MURPHY, Raymond.- *Essential Grammar in Use.* Cambridge University Press 2015

REDMAN, Stuart.- *English Vocabulary in Use.* Cambridge University Press 2011

WENGER Etienne & TRAYNER Beverly .- *Introduction to communities of practice - A brief overview of the concept and its uses.* 13 June 2020.

It's All about Food: A Taste for an Educational Escape Room Appetizer

Mònica Pena
mpena27@xtec.cat

ABSTRACT

This article explores the benefits of using an educational escape room in our EFL classroom. By sharing the experience of two classes of A1/A2 students, you will discover a juicy way to make your lessons more engaging and get the learners to cooperatively reach a common goal.

Besides, you will be provided with the full taste of gamifying a textbook unit with a ready-to-use project and lesson plan to use in both, face-to-face and online classes.

Not only is an escape room a boost of motivation for our students, but also a great source of 21st century skills such as problem solving, creativity or teamwork, together with a fun and rewarding way to improve their English communicative skills.

In our increasingly complex society we are constantly faced with new challenges. Furthermore, our learners are growing with a need for instant feedback and rewards. Why then not taking advantage of all these features to connect our EFL classroom with the requirements of the real world?

For our A1/A2 students at the EOI special attention is paid to the acquisition of new vocabulary as well as to the use of basic structures to fulfil basic needs like talking about their favourite food or ordering a meal when travelling to an English-speaking country.

Therefore, by engaging our EFL learners to overcome a challenge and escape together out of our classroom we are providing them with a suitable scenario to achieve their linguistic course goals in an active and fun way, whilst increasing their self-confidence and motivation to continue learning English.

Since we all like playing, no matter how old we are, gamification is a good option for both teenagers and adults, who can interact and collaborate to solve the riddles or unravel the mistery.

Contrary to general belief, an educational escape room does not necessarily imply a lot of preparation work, if we use digital tools and base it on our textbook. Obviously, there are different types of breakout rooms, however, "It's all about food" shows how turning our book unit into a gamified experience is a piece of cake.

Furthermore, the benefits of implementing such a pedagogical strategy, exposed in the first part of this article, will persuade you to put it into practice, since they are a safe investment on the students' meaningful learning.

Our escape room consists of seven steps, for each of which we will describe the timings, materials and procedures used. Finally, some *delicious* student's productions will be served.
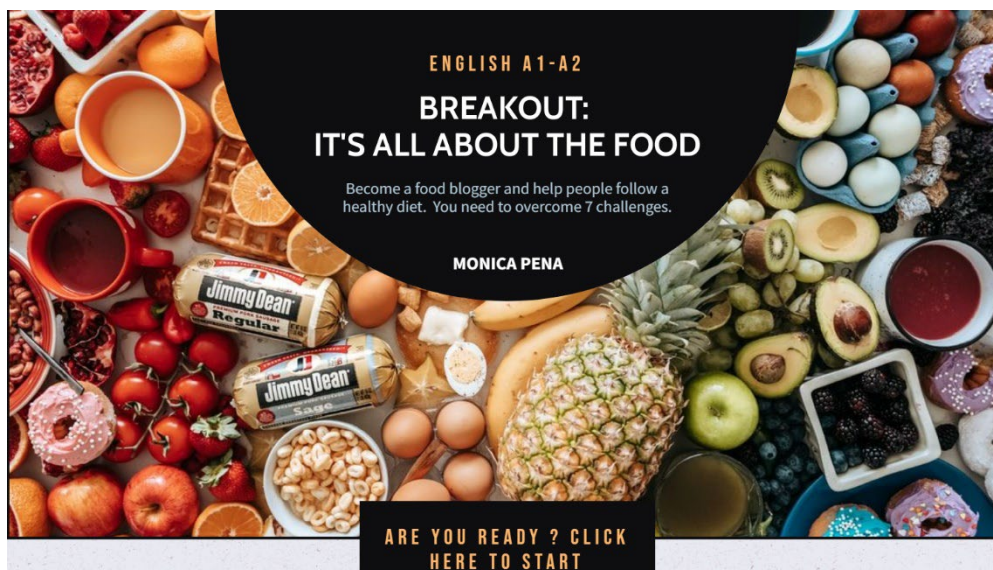
Figure 1: Escape room starting page

1. BENEFITS OF A GAME-BASED LEARNING/ REASONS FOR USING AN EDUCATIONAL ESCAPE ROOM IN THE EFL CLASSROOM

To begin with, in the first part of this article we will present the reasons for gamifying a textbook unit and using an educational breakout room in the EFL classroom, supported by both, a theoretical framework of experts on the matter and our personal experience with the learners. Thereupon, in the second part of the article, the process of implementing a breakout project will be tackled.

Out of the numerous reasons for using gamification in the English classroom, we have chosen three significant ones to help our students attain their learning objectives, which are detailed as follows:

1. BUILDING ENGAGEMENT
2. FOSTERING STUDENT'S SOCIAL INTERACTION AND COOPERATION
3. PROMOTING SELF-CONTROL OF THE LEARNING PROCESS

1. BUILDING ENGAGEMENT:

As stated in our introduction, in a society of high-speed communication, our learners develop a need for instant feedback and rewards. Being teachers always concerned with the need to connect EFL classroom with the requirements of the real world, using gamification is a powerful tool to match both, our learners' and our society's needs, and a great source of engagement and motivation.

According to Duarte da Silva et al. in their "Experiences and perceptions of pedagogical practices with Game-Based Learning & Gamification", we can satisfy our learners' need for constant feedback through the cycles of rewards and punishments, which gamification allows us to create. In these experts' words, quoting Bunchball (2010), thanks to a gamified activity, we aim at evoking certain emotions in our student-player through points and challenges, whereas game mechanics based on reward and achievement provide the motivations to lead the player to the above mentioned emotions. Furthermore, when using

digital tools, we allow the feeling of surprise, which usually causes amazement and pleasure in the learners-players.

2. FOSTERING STUDENTS' SOCIAL INTERACTION AND COOPERATION:

By using a game-based approach in our ESL lessons, we're targeting our students' social interaction. Games are usually played in groups to guarantee diversity and enhance learning among peer learners. Moreover, when adding a time constraint and a competition element like in a breakout room, emotions are triggered and a long-lasting learning is more likely to take place.

In our case, "It's all about the food" fosters students' cooperation, since the whole class needs to solve the challenge in order to escape. This means that slow learners will be helped by fast-learners and different learning paces will be respected, aiming at improving self-esteem and attention to special needs in the different groups built.

Hence, it is crucial for the activity to be effective, that teachers adapt the escape room to their students' profiles and make sure that challenges are designed in an increasing difficulty level, so that our learners acquire new skills whilst their motivation increases by the amazing feeling of managing to solve a quest as well as to be acknowledged and rewarded.

3. PROMOTING SELF-CONTROL OF THE LEARNING PROCESS:

At last but not least, the third of the reasons chosen to share the benefits of gamification in our ESL classroom is that in a gamified environment students are provided with control of their learning process.

Through a narrative and a series of increasingly difficult tasks, our players get instant feedback of their applied knowledge and their progress. As you may expect, all these self-correction challenges require preparation by the teacher, however, they are a safe investment in learners' autonomy. Besides, as stated in the former item, students work in groups and collaborate with other groups to get challenges solved by the whole class, so learners with special needs will get a lot of attention and a boost of motivation by being part of a "winning team".

2. TURNING AN ESL TEXTBOOK UNIT INTO AN ESCAPE ROOM

Having discussed the benefits of using an educational escape room in the EFL classroom, we will proceed to detail the 7 steps to our students' challenge.

In our case, this didactic unit was designed for A1/A2 students at the EOI, with heterogeneous groups of different ages and digital competences. Since learners do not have tablets or computers available in the classroom, we projected the escape room challenges in our face to face lessons and worked collaboratively with the PCs only in the last step, where students gathered in the computer room of the school. However, this last step can also be done writing in groups on DIN-A3 paper sheets, which can in turn be exposed in the classroom or in the school. Moreover, the whole escape room can be entirely carried out

online, since genially and google slides allow both synchronous and asynchronous connectivity.

Please note that for this type of escape room you do not require to prepare the space in advance, since there are no physical tasks. This makes it more simple for the teachers to feel comfortable with the methodology and to implement it without need of extra time before and after the class.

As shown in Figure 1 at the beginning of this article, the challenge presented to the students is as follows: "Become a food blogger and help people follow a healthy diet. You need to overcome 7 challenges. Are you ready? Click here to start." In order to engage learners in the escape room, it is crucial to create a narrative which guides them throughout the several challenges of the game. In words of Werbach and Hunter (2015:20) a narrative provides inner logic and an interesting path to follow, so that "users have a sense that individual experiences connect up to a larger story line. Besides, this guideline will accompany our students on their way to the main goal. Consequently, in every step, students will feel in control of their progress to overcome the big challenge, allowing their self-confidence and motivation to increase.

The basis used to create the narrative of "It's all about food" was unit 9 of our course textbook "English File Student's Book and Workbook", the fact that it starts with a food blog lead us to choose a student's food blog as a final task of the unit and accordingly as a final challenge of the educational escape room. As Olga Esteve (2013) proposes, we start with a text to end up with an enriched text. To that purpose students are expected to use new vocabulary about food and drink, to learn countable and uncountable nouns as well as quantifiers. All these ingredients mixed with digital tools, group work and a pinch of fun are the perfect recipe to foster meaningful learning. Have we whetted your appetite? If so, let's start with our appetizer: Step 1.

1. STEP 1: FOOD AND DRINK QUIZ

Timing STEP 1 :

10 minutes: Teacher presents the escape room open class and builds groups of 4/5 students

15 minutes: Teacher projects the first challenge and students unlock the first padlock
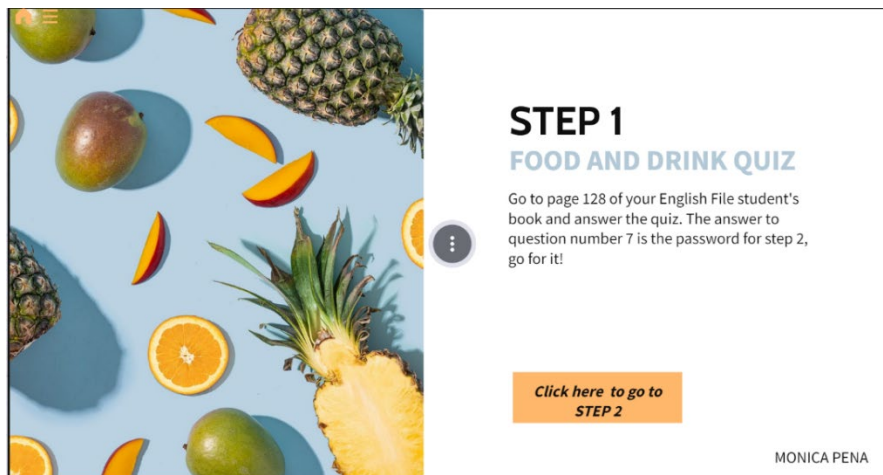

Figure 2: Step 1: Food and drink quiz

First and foremost the teacher needs to present the escape room to engage the students to take the challenge. Since it is a surprise for them, their attention is immediately drawn. While getting them into the narrative and building heterogeneous groups, it is crucial that the teacher explains that even if they are working in teams, the mission may only be accomplished as a group class, so if any of the groups cannot solve any of the tasks, the whole class will be stuck and they cannot leave the room… Once it is clear to all of them that this is a whole class competition and that the groups which finish earlier will help the other groups to solve the quiz, they can get started. This way, not only social interaction and a cooperative learning environment are targeted, but also diversity and special needs are attended. As previously stated, one of the benefits of a gamified classroom environment is that emotions are addressed and that all students play a decisive role.

Working with genially, a very powerful website to create and reuse interactive digital content such as presentations and escape rooms, among other games and activities, padlocks are easily created and you can lock your pages and hide your slides (as seen on Figure 3 below) so that the students may only visualize the step/s you want them to cover and learners are kept at the edge of their seats.
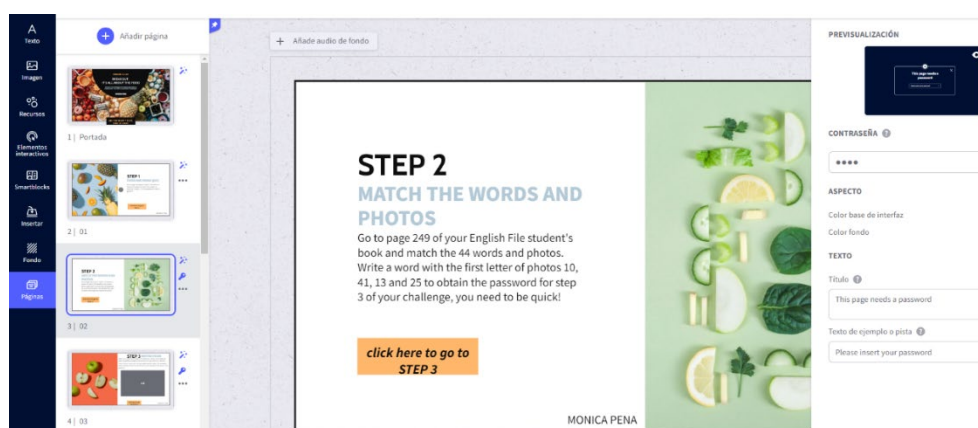

Figure 3: Step 2: Match the words and photos. Creating a page with a padlock.

2. STEP 2: MATCH THE WORDS AND PHOTOS

Timing STEP 2 :

20 minutes: Teacher projects the second challenge and students unlock the second padlock
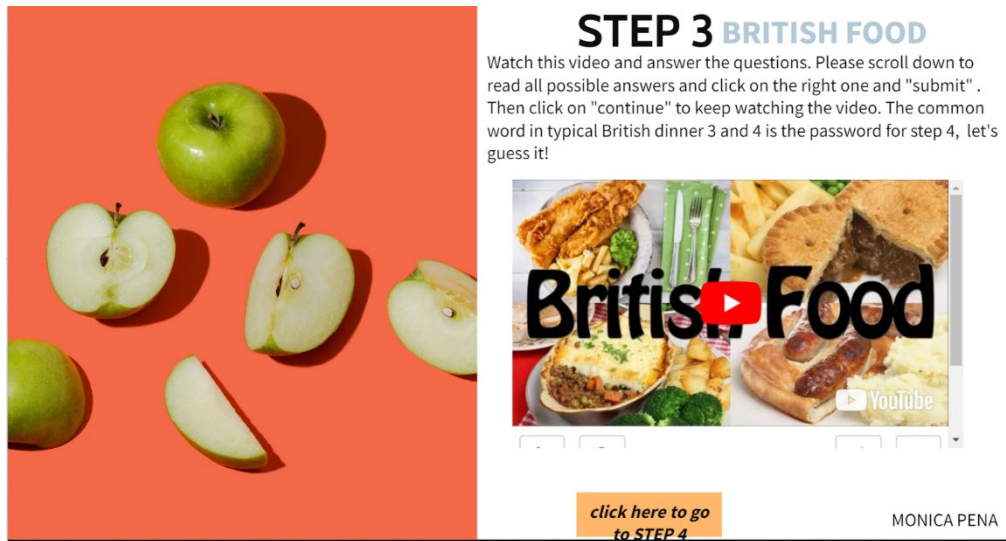
5 minutes: Pronunciation in groups

In the second step students get acquainted with new vocabulary and food categories. Hand-in-hand with all the benefits provided by the gamified experience, social interaction sets the perfect scenario to practice the oral competence of the learners, since they feel less anxious and relaxed. As a wrap up for the lesson, students can practice in groups the pronunciation of the words they have just learned. Now they are ready to go for step 3.

3. STEP 3: BRITISH FOOD

Timing STEP 3 :

10/15 minutes: Teacher projects the third challenge and students unlock the third padlock

Figure 4: Step 3: British Food

Through a youtube video didactised with the useful tool Edpuzzle, further explained in the Techno-Pills section of this present volume, students learn about British Food and traditions. This way, they get in touch with some cross-cultural references whilst practising their oral comprehension and reviewing some of the new vocabulary acquired in the previous steps of the escape room. The teacher projects the video and the questions prepared with Edpuzzle will stop it so that the students can answer these questions and check their comprehension. Another advantage of this digital challenge is that students can watch the video as many times as needed and that they may also watch it on their own to work at their own pace, this being of utter importance for slow learners.
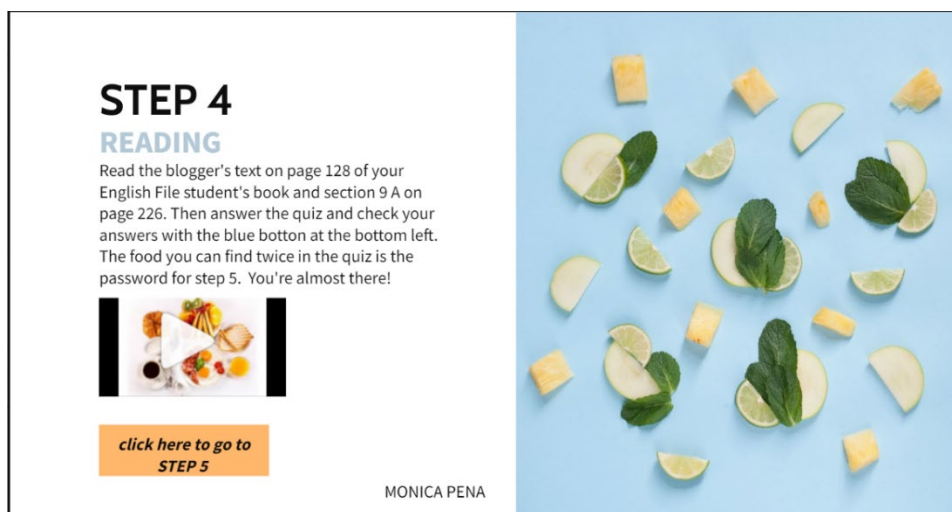
4. **STEP 4: READING**

Timing STEP 4 :

15/20 minutes: Teacher projects the fourth challenge and students in pairs do the reading and check the grammar

10 minutes: Teacher projects the quiz and students unlock the fourth padlock

Figure 5: Step 4: Reading

In the fourth step students are faced with a food blog, from whose reading they will unconsciously get inspiration for their own final production. Besides, they will elicit the use of countable and uncountable nouns and put it into practice in a quiz.

5. **STEP 5: MY FOOD DIARY**

> **Timing STEP 5 :**
>
> **15/20 minutes: Teacher splits students in groups of 3, projects the fifth challenge and students do a speaking activity**
>
> **15 minutes: Students choose the healthiest meal and write a shopping list**

Figure 6: Step 5: A food recipe

Please note that for steps 5-6 and 7 there is no padlock to unlock, since they raise an open challenge with infinite possible productions. At this point students gather in groups of 3 and work with different people from the previous steps 1 to 4.

In the case of step 5 several skills are set into action: on the one hand they improve their oral competence by sharing what they had on the former day for breakfast, lunch and dinner. Here, they review the vocabulary they have been acquiring throughout the escape room and can check for their progress, able to hold a conversation on the food they like and interacting to negotiate for which is the healthiest option, that is, meeting the objectives stated by the European Common Framework of Reference for Languages for A1/A2 and our school syllabus. On the other hand, learners write a shopping list and get the basis for their writing production in the last steps of the escape room.

6. **STEP 6: A FOOD RECIPE**

> **Timing STEP 6:**
>
> **15 minutes: Warm up with a recipe information gap exercise in pairs**
>
> **20 minutes: Teacher projects step 6, and students stay in the same groups of 3 they built in step 5 to write a short food recipe**
>
> **10/15 minutes: Open class sharing and correction of the food recipes**

Figure 7: Step 6: A food recipe

Once the students decided on the healthiest meal of the group and noted down the ingredients to prepare this type of food, students start the lesson by doing in pairs an information gap exercise to get acquainted with a food recipe and putting into practice orally and on writing the countable and uncountable nouns and quantifiers, that is, the grammar items they have just learned in this gamified unit.

Figure 8: Recipes (Straightforward Elementary Teacher's Book by Macmillan publishers Limited 2006

After this warm up, students gather in the same groups of three built in step 5 and teacher projects challenge number 6, presenting a short food recipe and clicking on the moving items of the genially notebook shown in Figure 7 above. In step 6, learners are required to write a short food recipe paying special attention to quantifiers as well as to countable and uncountable nouns. Teacher monitors and at the end of the lesson every group reads its recipe aloud and there is an open class correction.

7. **STEP 7: PRESENTING YOUR BLOG**

> **Timing STEP 7:**
>
> **15 minutes: Warm up "How to make a French omelette?"**
>
> **40/60 minutes: Teacher projects the last challenge, explains the instructions and students write a recipe for a food blog**
>
> **20/30 minutes: Students present their food blog and all groups comment on their classmates' recipes**
>
> **PRIZES are delivered to every group to celebrate they overcame the challenge**

Figure 9: Step 7: Presenting your blog

After writing a short food recipe in step 6, students start the last challenge with a short activity on "How to make a French omelette?", as seen on Figure 10 below, in which they will learn new verbs to be used in recipes so as to feel more safe to write their own food blog.

In our case, students met at the computer room, where the teacher projected the last step of the escape room and students wrote collaboratively their food blog entry in a shared google slides document, whilst the teacher could correct every group production in real time. Nevertheless, the same activity can be done on paper, preferably using DIN-A3 paper sheets which can be hung on the classroom's walls. If this is the chosen option, teacher will monitor the groups in the class and help them correct their assignments before writing the final version to be exhibited. Please have colour marker pens available and count with some time for learners to prepare their "neat" version. Finally, learners are asked to read their classmates' productions and to comment on them. Here, it needs to be pointed out that the timing will vary depending on the chosen format for implementing step 7.

Figure 10: How to make a French omelette (ISL Collective)

Sharing a google slide document to be edited by all students is the most suitable option for an interactive cooperative writing, to this end the teacher prepares a document like the one we share on Figure 11 using a template of slides carnival, a free resource with amazing resources.

In this document the teacher adds the task instructions for learners to have them available at all times together with a slide for every group with a space to write the team name, another slide for the recipe and finally a third slide for the classmates comments, as you may observe also in Figure 11.

Then, in Figure 12 we present two samples of students' productions: a food blog with breakfast and lunch by group 1 "Sant Andreu Foodies" with the comment of another group and a food recipe by "Los Michelines" together with the comments of two other groups. In the case of the latter, the team members even included a picture of the chefs.

Figure 11:EOI Food blog

https://docs.google.com/presentation/d/1YFINL0QVTj68dBh4IrPW4inxM0R33Z_E7c6kJ-dOHys/edit?usp=sharing
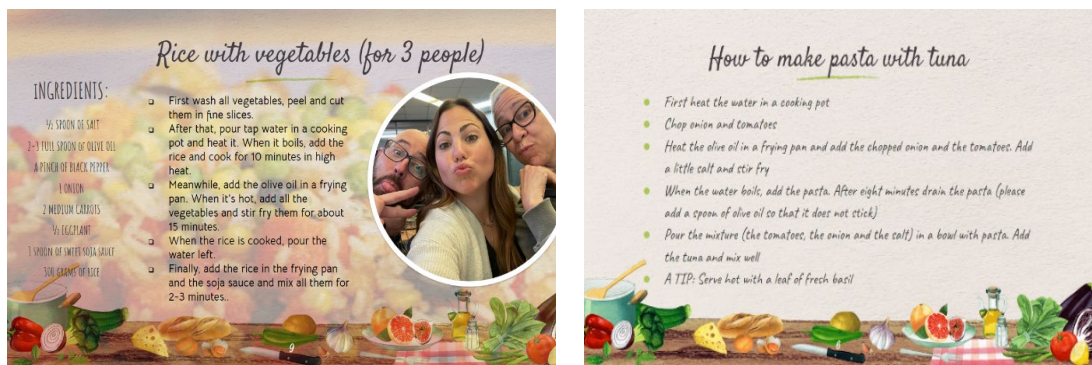
Figure 12: Students' samples and comments

And last, but not least, prizes are delivered to every group to celebrate that they overcame the challenge, after reading so many tasty recipes all participants get hungry, hence, some sweets or small salty treats may come across as suitable rewards.
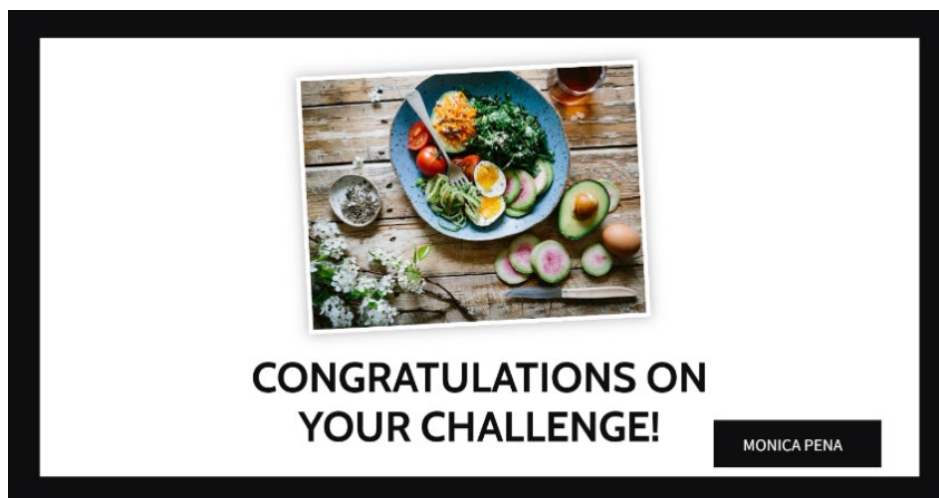
Figure 13: Students' accomplishment celebration message, escape room covering page

CONCLUSION

As stated in our introduction, the aim of our breakout room "It's all about the food" is to foster our learners' motivation and engagement by working in teams to cooperatively overcome 7 challenges, while improving their English communicative skills and developing self-control of their progress.

In a fun environment, we teachers can include any curricular content through a breakout, fostering problem-solving skills and addressing special needs. Through such a project, we place our students-players at the center of their learning process: they make decisions, need to overcome failure and apply deductive thinking. Through this gamified atmosphere our learners' concentration is risen and their emotions are triggered, filling our ESL classroom with plenty of moments of meaningful learning, our most precious treasure.

Have we wetted your appetite? Please, help yourself!

References

Bento Duarte da Silva et al. (2019). Experiences and perceptions of pedagogical practices with Game-Based Learning & Gamification. Research Centre on Education (CIEd) Institute of Education, University of Minho.

Bunchball, Inc. (2010). Gamification 101: An introduction to the use of game dynamics to influence behavior. http://jndglobal.com/wpcontent/uploads/2011/05/gamification1011.pdf

Clandfield, Lindsay (2012). Straightforward 2nd Edition Elementary Level Student's Book. Macmillan Education

Esteve, Olga (2013) Cuestiones de autonomía en el aula de lenguas extranjeras, Horsori.

Figueroa, J. F. (2015). Using gamification to enhance second language learning. Digital Education Review, (27), 32-54.

Latham Koenig et al. (2018). English File A1/A2 Student's Book and Workbook 4th Edition. Oxford University Press.

Richards, J. C., & Rodgers, T. S. (2014). Approaches and methods in language teaching. Chapter 9, p. 174-199. Cambridge University Press.

Vygotsky, L.S. (1979) Mind in society: the development of higher psychological processes. Harvard University Press.

Werbach, K. & D. Hunter (2015). The Gamification Toolkit: Dynamics, Mechanics, and Components for the Win. Philadelphia: Wharton School Press.

Willis, D. & Willis, J. (2007). Doing Task Based Teaching. Chapter 1-2, pp.1-32. Oxford University Press.

Websites

Edpuzzle
https://edpuzzle.com/

Genially
Genially.com

Slidescarnival
slidescarnival.com/extra-free-resources-icons-and-maps

42

ADDENDA

ACTIVITY BANK

#15

ACTIVITY BANK

BACTERIA PROJECT BY Adrián Ibáñez

SCIENCE • PROJECTS • PRIMARY EDUCATION • LABORATORY

aibane5@xtec.cat

OBJECTIVES:
1. Describe and identify characteristics of bacteria to prevent bacterial infections.
2. Design and follow up an experiment collaboratively to assess what is the school surface with more bacteria.
3. Be responsible in the data collection of an experiment and draw conclusions from these data.
4. Provide written and oral advice on how to prevent bacterial infections to the community.

LEVEL:
Year 5 Primary Education

SK ILL(S):
Listening, Reading, Speaking and Writing.

GROUPING:
groups of 4-5 students

DESCRIPTION:

The activity has been planned as a Project Based Learning methodology. During the project, students will learn about unicellular organisms, their characteristics and the environmental conditions to make them form colonies. They will also analyze different places in the school in order to discover what is the one with more bacteria. After that, they will take responsibility for informing the rest of the Educational Community through informative posters containing their research.

ACTIVITIES:

1. INITIAL ACTIVITIES:

Exploring previous knowledge and motivating students are the aims of the initial activities.

1.1.   What do I know about bacteria? (Session 1)

We started asking the students what they knew about bacteria through MENTIMETER. They used tablets in order to write down sentences about bacteria and they appeared on the classroom screen.

After that, we read them all in order to share previous knowledge.

1.2.   Micrarium (CosmoCaixa) (Session 2)

We visited MICRARIUM at COSMOCAIXA. Micrarium is a workshop in which students can learn about microscopic living beings.

1.3.   Setting the challenge (Session 3)

We watched a video of 6th graders collecting samples from students' hands and then, we showed bacterial growth of their samples after 5 days in the incubator.

After that, we set the challenge:

Can you reduce bacterial infections at school?

2. DEVELOPMENT ACTIVITIES:

In development activities, students will learn the knowledge they will need to carry out the learning situation.

TIME REQUIRED:
12 sessions (1h30min/session

MATERIAL:
- Cards about bacteria characteristics.
- Concept map activity sheet.
- Instructions to follow the experiment.
- Laboratory material: Petri dishes with agar, cotton swabs, cleaning products (soap, alcohol,…).

- Laboratory equipment: incubator.
- Portfolio to collect the data and draw conclusions.
- Laptops and a printer.
- assessment rubric

2.1 Characteristics of Bacteria Concept Map (Session 4)

They had to create a guided concept-map from cards with information about bacteria. A reading-writing activity done in groups.

WHAT IS A BACTERIA?
Bacteria are microorganisms. You need a microscope to see them. They are also living things, this means they carry out the three vital functions of nutrition, interaction and

BACTERIA CLASSIFICATION
Bacteria can be classified in three groups: bacilli, cocci and spirilla.
They have different shapes. Bacilli look like a sausage, cocci are like small balls and spirilla are S shaped.

PARTS OF A BACTERIA
They are made up of one single cell, that means they are unicellular organisms.
It's a prokaryotic cell, so it doesn't have a proper nucleus. But they have nucleoid, flagellum, cell membrane, cytoplasm and ribosomes.

ARE BACTERIA HARMFUL?
In our bodies, we can find bacteria that are not harmful. For example, there are bacteria in the mouth or the skin.
However there are other bacteria that cause diseases

WHERE CAN BACTERIA LIVE?
They can live in extreme conditions. You can find bacteria that live in volcanoes and in the depths of the oceans. Did you know that some bacteria don't need oxygen to stay alive?

2.2 Watching a video (Session 5)

Before starting with the challenge, we did a listening activity to reinforce the information they had learned about bacteria.

3. STRUCTURING ACTIVITIES:

Structuring activities help students to integrate knowledge in more realistic contexts.

    3.1. Learning to collect bacteria samples and to make them grow (Session 5)

We practised taking samples of bacteria and how to make them grow in petri dishes by following the instructions created by us. We practised taking samples from our hands.

    3.2. Learning to observe bacterial growth and to register data (Session 6)

After one week, we observed our own samples and practised the data collection with the "Data Collection Activity Sheet".

4. APPLICATION ACTIVITIES:

In order to make learning meaningful, students need to apply the knowledge learned in a real context.

    4.1. Where can we find more bacteria in the school? Planning the experiment and making a hypothesis. (Session 7)

They decided on the two dirtiest places in the school and developed a hypothesis. Then, we described the parameters for the bacterial growth (Temperature, Nutrients, …).

    4.2. Carrying out the experiment and collecting results (Session 8)

Students observed their petri dishes during one week. Every day they drew what they saw and also took notes of some parameters: number of colonies, surface, textures....

      4.3.   Drawing conclusions from the results. (Session 9)

Finally, they had to describe what they had seen and we discussed, with the whole group, some conclusions.

      4.4.   Informing the educational community. (Sessions 10, 11 and 12).

Based on a guide created by the teacher, students worked in groups on the content of the posters. They talked about the audience for the communication and decided where to hang their posters.

5. ASSESSMENT:

When the project is finished it is the right moment to assess the work we have done. Since the students were familiar with self-assessing themselves through rubrics, a 4-level rubric was designed.

The items students assess are:

- Attitude: motivation and interest in the activities and commitment with the project.
- Teamwork: collaboration and respect with all members of the group.
- Portfolio: correctness of the written activities and presentation of the portfolio.
- Scientific Method: planning the experiment, making a hypothesis, data collection and capacity to draw conclusions.

Poster: content and design of the poster.

Students collecting samples
from their hands

Poster informing the educational community

REFERENCES:

- WHAT ARE MICROORGANISMS? BACTERIA, VIRUSES AND FUNGI. SMILE AND LEARN YOUTUBE CHANNEL. HTTPS://YOUTU.BE/9JW63U2MZQO

- HOW TO GROW BACTERIA IN A PETRI DISH. BRIGHT BIOLOGY YOUTUBE CHANNEL. HTTPS://YOUTU.BE/BQPUXUULAO0

#16 — ACTIVITY BANK

ZODIAC SIGNS – THE FORTUNE TELLER

BY MARIA JOSÉ RODRÍGUEZ MELGUIZO

WRITING • STORIES• SECONDARY •DIGITAL COMPETENCE

mrodr684@xtec.cat

OBJECTIVE(S) : 1. review personality adjectives 2. create a presentation using the zodiac signs 3. create and feed a fortune teller blog on a monthly/weekly basis **LEVEL:** 2 ESO **SKILL(S):** Writing, oral communication, reading, digital, teamwork and creativity. **GROUPING:** **Groups of 4 students** **TIME REQUIRED:** 20 sessions **MATERIAL:** A computer with access to the internet **ASSESSMENT:** Presentations, teamwork and written, oral and digital competence	DESCRIPTION: Personality traits through astrology In this activity students will review personality adjectives and create a presentation using the zodiac signs. As we study other content such us: present continuous for future use, the future and other structures and vocabulary, students will be able to create and feed a fortune teller blog on a monthly/weekly basis (depending on the course pace) as a long-term project. STEPS: 1. Create groups of 4 students 2. Elicit from student previous knowledge of zodiac signs. 3. Watch the Zodiac signs video. 4. Do the matching exercises about personality traits. 5. Prepare a Zodiac sign presentation 6. Present it to the class. Project extension 1. Create a blog using *wordpress* for example and get familiarized with it. 2. Read online predictions. 3. Choose the Fortune Teller name. 4. Start making predictions. 5. As a final project, students record a video about horoscopes and make their predictions for the summer. The first part of the project takes about 3/ 4 sessions and the complete yearlong project about 20 sessions. Peer assessment on presentation and predictions Teacher assessment on teamwork and cooperation Teacher assessment on written, oral and digital competence. References 12 Zodiac Signs and What They Say About You https://youtu.be/ggPQsbuwRSk?si=-sxPgFVV9_D4EpvG

Zodiac Signs – Personality traits
12 Zodiac Signs and What They Say About You - YouTube

Each of the following paragraphs corresponds to the personality traits of zodiac sign. In order to match them with the correct sign, you first need to fill in the blanks with the appropriate adjective from the box:

Independent, confident, adventurous, energetic, brave.

My friend was _____ enough to climb to the top of the tall tree.

After a good night's sleep, I feel so _____ and ready for the day.

The _____ explorers set off on a journey to discover hidden treasures.

Sara gave a _____ presentation in front of the class without any hesitation.

Timmy is very _____ and likes to do things on his own without help.

Emotional, loyal, intuitive, sensitive

Jenny is a very _____ person, and she can easily pick up on other people's feelings.

Sarah's _____ nature allows her to make quick and precise decisions.

Max is a _____ friend who always is by your side.

The movie was so _____ that made me cry.

cooperative, charming, social, balanced, diplomatic.

Sarah is a _____ person who can resolve conflicts peacefully.

It's important to have a _____ diet that includes a variety of fruits and vegetables.

Tom is a _____ boy who enjoys spending time with his friends and meeting new people.

The magician's _____ personality captivated the audience during the show.

The students worked together in a _____ way to complete the group project.

Zodiac Signs – Personality traits

Each of the following paragraphs corresponds to the personality traits of an horoscope. In order to match them with the horoscope, you first need to fill in the blanks with the appropriate adjective from the box:

intuitive, artistic, sensitive, imaginative, empathetic

Emily is an _____ person who understands and shares the feelings of others.

Mark has such an _____ mind and can come up with creative ideas for games.

Alex is a _____ child who can easily get affected by other people's emotions.

Lisa loves to express herself through painting and drawing. She is very _____.

Emma has a natural ability to understand things without needing an explanation. She is _____.

determined, practical, loyal, reliable, patient

Sarah is a _____ girl who can wait calmly without getting frustrated.

Alex is a _____ friend who you can always count on to be there for you.

Max is very _____ to his family and friends, and he sticks with them through thick and thin.

Emily is a _____ person who always thinks of sensible and effective solutions to problems.

Tom is _____ to achieve his goals and never gives up, no matter how challenging the situation is.

hardworking, analytical, reliable, practical, organized

Sarah keeps her room neat and tidy. She is very _____.

Alex always finds _____ solutions to everyday problems.

Max is a _____ friend who can be trusted to keep secrets and offer support.

Emily is an _____ thinker who carefully examines and evaluates information.

Tom is a _____ student who puts in a lot of effort and persistence into his studies.

Zodiac Signs – Personality traits

Each of the following paragraphs corresponds to the personality traits of an horoscope. In order to match them with the horoscope, you first need to fill in the blanks with the appropriate adjective from the box:

adventurous, optimistic, free-spirited, enthusiastic, honest

Sarah loves to explore new places and try new activities. She is very _____.

Alex always looks on the bright side and believes that everything will turn out well. He is very _____.

Max has a _____ nature and enjoys living life on his own terms.

Emily is always full of energy and excitement. She is very _____ about trying new things.

Tom always tells the truth and can be trusted to be _____ in all situations.

independent, innovative, friendly, humanitarian, intellectual

Sarah prefers to do things on her own without needing help. She is very _____.
Alex always comes up with new and creative ideas. He is very _____.
Max is a _____ person who gets along well with others and enjoys making new friends.
Emily cares about making a positive impact on the world and helping others. She has a _____ spirit.
Tom loves to learn and is always seeking knowledge. He is an _____ individual.

curious, talkative, adaptable, social, expressive

Sarah is always asking questions and seeking new knowledge. She is very _____.

Alex loves to engage in conversations and has a lot to say. He is quite _____.

Max can easily adjust to new situations and environments. He is very _____.

Emily enjoys being around people and interacting with them. She is very _____.

Tom has a wide range of emotions and can effectively express himself. He is very _____.

Zodiac Signs – Personality traits

Each of the following paragraphs corresponds to the personality traits of an horoscope. In order to match them with the horoscope, you first need to fill in the blanks with the appropriate adjective from the box:

confident generous enthusiastic, charismatic, proud

Scorpio October 23rd November 21st passionate, determined, mysterious, intense, loyal

Sarah has a deep love and enthusiasm for dancing. She is very _____ about it.

Alex sets goals for himself and works hard to achieve them. He is very _____.

Max has an air of mystery around him and keeps people intrigued. He is quite _____.

Emily approaches everything with great intensity and focus. She is very _____.

Tom is a trustworthy friend who always stands by your side. He is very _____.

responsible, ambitious, disciplined, practical, patient

Sarah always completes her tasks on time and takes her responsibilities seriously. She is very _____.

Alex has big dreams for his future and works hard to achieve them. He is very _____.

Max follows a strict routine and stays focused on his goals. He is very _____.

Emily always finds practical solutions to problems and thinks logically. She is very _____.

Tom can wait calmly without getting frustrated. He is very _____.

passionate, determined, mysterious, intense, loyal

Sarah has a deep love and enthusiasm for dancing. She is very _____ about it.

Alex sets goals for himself and works hard to achieve them. He is very _____.

Max has an air of mystery around him and keeps people intrigued. He is quite _____.

Emily approaches everything with great intensity and focus. She is very _____.

Tom is a trustworthy friend who always stands by your side. He is very _____.

What is your sign?

2. Your next exercise is to search for the birth dates that correspond to each zodiac sign.

- ✓ Aries _____

- ✓ Taurus _____

- ✓ Gemini _____

- ✓ Cancer _____

- ✓ Leo _____

- ✓ Virgo _____

- ✓ Libra _____

- ✓ Scorpio _____

- ✓ Sagittarius _____

- ✓ Capricorn _____

- ✓ Aquarius _____

- ✓ Pisces _____

3. Now that you have the main information for each zodiac sign, prepare a presentation in your working groups to present the zodiac signs to the rest of the class.

#17

ACTIVITY BANK

THE TRUE RISKS OF THE FALSE FRIENDS (FAKE NEWS ALERT) BY Nelli Yakunina

WRITING • MULTILINGUAL SKILLS• CRITICAL THINKING•LOWER SECONDARY

nyakunin@xtec.cat

OBJECTIVE(S) :
1.Communicative area: to get and interpret information and to pick up on main idea(s) of a textual input
2.Specific English Language Competence: to plan and elaborate short narratives
3.Specific English Language Competence: Revise and modify the text in order to improve it.

LEVEL:
Lower secondary
SKILL(S)/COMPETENCES:
1.Communicative competence: written comprehension and oral expression
2. Digital competence: knowledge and proper use of social media and communicative digital platforms

DESCRIPTION:

The sequence focuses on students' digital literacy, communicative competence and critical ability to distinguish between facts and fiction through a variety of different tools.

Laptops with Internet connection, projector, several different news fragments (sources in Catalan), Burlington graded reader *Who am I?,* courtesy checker game of BBC and iReporter, online games FakeOut and SpottheTroll

In this activity set, students receive inputs in Catalan, Spanish, and English languages in order to analyse and reckon on one of the most disturbing contemporary issues: factual manipulation in social media. Through the series of different tasks, they to collaboratively work to come up with a sequence of logical steps to prove the reliability of digital sources and put the fellow students to the test. The final task of the set consists of writing of short online posts, being some of them with fake elements to be spotted and logically exposed by peers.

STEPS:

Part I: Catalan language

1) After refreshing previous knowledge regarding text typologies (whole group), students concentrate on media format and, more specifically on news. They select, as per their choice, some real news from local newspapers and work on them in groups of 4 reassembling and/or adding fictional details, according to the teacher instruction.

2) Students read their texts to the class out loud and decide which texts are likely to be fiction and which one are rather true.

3) Firstly in groups of 4 and then working as a whole with teacher support, students elaborate steps to distinguish real stories from the fictional ones. As a final product, they design a poster with a reality checklist.

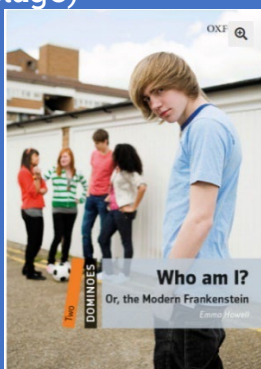|	
3. Social and personal competence: collaborative work and awareness on emotions and its management **GROUPING:** Whole group – working teams of 4 – individual tasks **TIME REQUIRED:** 6-8 sessions of 60 min (each language block) **MATERIAL:** Activities related to vocabulary (Introductory stage) Picture 1. Memory game Activities related to reading and to the grammar points (Development stage) Picture 2. Graded reader	Part II: Spanish language 1) Students put in common their own experiences on fake news, either related to fake information and personal posts in social media. As a whole group, they comment emotional impact and possible consequences for individuals and communities. If students struggle to express their perceptions, teacher can offer some real testimonials to be read in class. 2) Students work in groups of 4 to elaborate a script of a video with explanation of emotional impact of fake news or manipulated information. 3) After analysing the videos of fellow students, group as a whole elaborate a netiquette rules regarding interaction in social media. Part III: English language 1) Introduction. 1st session: Presentation of the learning scenario, learning aims and evaluation criteria. After a brief discussion regarding students' personal experience with the social media, teacher draws on the white board a chart with the most popular applications in use (*Instagram, TikTok*…) and a short list of their advantages and disadvantages. As a whole group, students come up with some vocabulary in use which as a matter of fact contains a good deal of cognates and calques (application, like, haters, followers, influencers, toxic, false, troll…). Teacher then scaffolds the groups of 3 or 4 to come up with the vocabulary of emotions and personalities associated with social media. At the end of the session, students play a Kahoot! vocabulary game, in order to look at their prior knowledge on the key vocabulary (can be played individually or in pairs). 2nd Session. After eliciting key vocabulary within the whole group, with special attention to the problematic points, teacher explains the term of "false friends" (sensible-sensitive, exited, embarrassed etc). In groups, students are to create multilingual lists and pay attention to cognates and "false friends". At the end of the session, students play related memory game (picture 1). 2) Development. 3rd, 4th sessions and 5th sessions (this part could be extended if needed). This part consists of individual reading of the adapted book "Who am I?" (picture 2) and related reading and grammar activities. Students are to read at home and to complete in classroom a set of activities related to vocabulary (emotions, digital devises and facilities) and grammar (Past Simple) individually or in

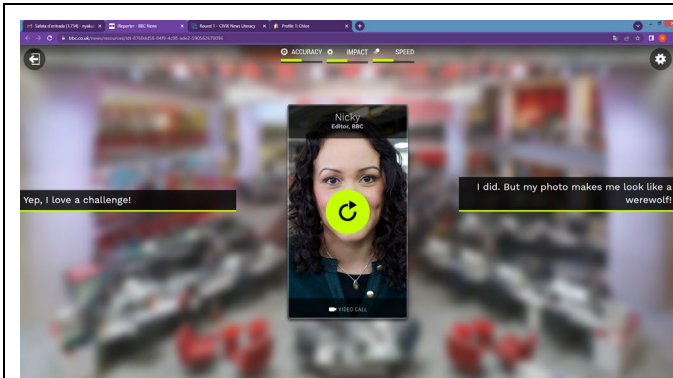pairs and checked in groups of 4 and/or as a whole class. Examples of digital drilling:

➢ Quizzies
➢ Liveworksheets

Students compare and contrast the fictional story plot with acquired information in previous blocks regarding to fake news impact and the need of reality check. At the end of the reading stage, students are to come up with the main idea of each chapter and to rewrite it in form of a social media post (collaborative work with individual scaffolding, picture 3).
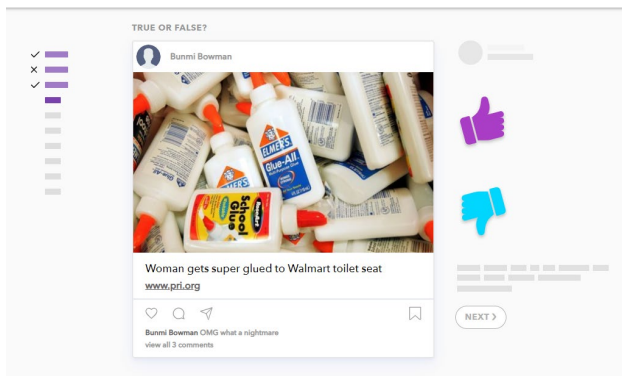
3) Reflection activities. 6th and 7th sessions (to be extended if needed). Students continue collaborative work trying and testing available online sources (Picture 4, 5, 6) to spot and expose fake news and compare and contrast acquired information with their previous knowledge. As a result, they come up with an online poster to expose some possible drawbacks of social media with key vocabulary of the sequence (red flags, false friends, toxic comments…) and some simple advice on how to avoid them. Some posters can be found below (pictures 7 and 8).

4) Final stage. 8th session. As a homework duty, students are to write individually their own stories, real or invented, true of fake, related to their own experience with social media. In class, they are to them with the fellow students who, in turn, proceed with their reality check according to the previously elaborated checklist.

Closure: during the following tutoring sessions, students exchange their opinions and ideas in Catalan language. It matches to the workshops "A cop de likes" to be set after the sequence.

Grammar focus on Past Simple, with Grammar check activities of the reader itself and drilling through digital tools, such as Quizzies and Liveworksheets.

Activities related to application of the key vocabulary and grammar in use: Writing Lab (Development stage)
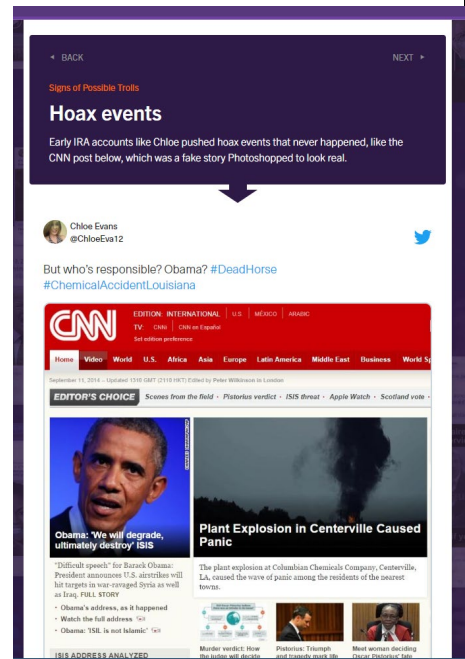

Picture 3. Individual scaffolding in writing (prompts).

Activities related to the online testing (Reflection stage): Online Sources:

Picture 4. iReporter (BBC)

Picture 6. Spot theTroll

Picture 5. FakeOut

Picture 7. An adapted outcome (for a recently incorporated student with no previous English knowledge).

Final Product Samples:

How to **stop** fake news

1

Read Beyond

Headlines can be outrageous in an effort to get clicks. What's the whole story?

2

DOUBLE CHECK

if the post/image/source seems too good to be true, or if the information seems outrageous, make sure to fact check it

3

CHECK THE DATE

Reposting old news stories doesn't mean they're relevant to current events.

4

READ THOROUGHLY

In many cases there might be information that has the same situation but different explanations.

5

IS IT A JOKE?

If it is too outlandish, it might be satire. Research the site and author to be sure.

6

ASK SOMEONE TRUST WORTHY

Ask someone that you know is going to tell the trust, for example ask your parents, friends or a librarian...

Made by: Anaïs and Khushdeep

Picture 8. Standard Outcome

REFERENCES

Who am I? Oxford Graded Reader

"Fake News" Resources - Teaching Kids News
https://teachingkidsnews.com/fakenews/

Fakeout – CIVIX News Literacy
https://newsliteracy.ca/fakeOut/

iReporter - BBC News
https://www.bbc.co.uk/news/resources/idt-8760dd58-84f9-4c98-ade2-590562670096

Simple Past Sentences. Quizziz https://quizizz.com/admin/quiz/5b1eaf6af7c9aa0019248bf8/simple-past-sentences

Adjectives and Past Simple.
https://www.liveworksheets.com/w/en/english-second-language-esl/60969

What is fake news? Tips For Spotting Them - Fake News for Kids - YouTube
https://www.youtube.com/watch?v=D0Cd9-eJ-No

"How to spot fake news: Identifying propaganda, satire, and false information"
https://www.lib.sfu.ca/help/research-assistance/fake-news

#18

ACTIVITY BANK

LOCAL WATERS BY IVANNIA AGUILERA

ENVIRONMENT • COLLABORATIVE WORK • SECONDARY • PRESENTATION

iaguile6@xtec.cat

OBJECTIVES: Research a local body of water. Learn vocabulary related to water resources. Organise all the information gathered in a presentation. Present the text in an oral manner. Raise awareness about water security issues. **LEVEL:** 1ST ESO (adaptable to other levels) **SKILLS:** Writing Speaking Digital literacy	DESCRIPTION: In this activity, students get to learn about their local bodies of water, share experiences related to these water resources, and learn about the water security issues that affect them. Finally, in groups, they create a presentation gathering all the information they collected and show it to their peers. STEPS: 1) First, the teacher asks students what is a *body of water* and elicits everything the students know about it. 2) Second, students share their own experiences and debate to choose a local body of water in groups. 3) Then, students gather in groups and search for information. They are encouraged to gather photos or videos too to help them illustrate their information. The teacher suggests the following criteria for the research: ● What do you notice about this body of water? ● How do you feel when you see or visit it? ● How do people use this body of water? ● Do you think all people have equitable access? ● Why is this body of water important to your city's economy, history, or culture? ● Why is it important to care for this body of water? ● What can people do to care for it? They must record their sources in order to cite where they found the information.
GROUPING: Pairs or groups of 3 students **TIME REQUIRED:**	1) Now it is time to start creating the presentation. Students can use any free graphical tool to do it (Canva, Genially, Prezi, Google Slides) and they can be as creative as they want. 2) Once they have finished, each group will share and explain their presentation to the rest of the class.

3 sessions of 1 hour each	

Students presentations

REFERENCES

ADAPTED FROM GLOBAL SCHOLARS: WORLD OF WATER (UNIT 3), COURSE 2022-2023.

#19 ACTIVITY BANK
LET'S ESCAPE THE LAB! BY ADRIANA MARIA BUTNARIU

WRITING • STORIES• UPPER SECONDARY • ESO
abutnari@xtec.cat

OBJECTIVE(S) :

1. to use English in "real class" situations
2. to practise new vocabulary they have already learnt during their Chemistry and Physics classes
3. to work in pairs and groups

LEVEL: 2nd ESO

SKILL(S): oral communication (using English properly in Chemistry and Physics class)

GROUPING: pairs and group work

TIME REQUIRED: 4 sessions

MATERIAL: personal laptops or phones

DESCRIPTION:
This activity is meant to introduce students to the new topic: lab rules and lab equipment.

During their Lab classes, they have to put into practice what they have learnt by completing several activities: Lab equipment and Lab rules.

STEPS: students are given 3 activities to do: 3 missions.

- Lab equipment
- Unsafe behaviour in the Lab
- Top 5 Lab Rules

Session 1

1) Ice breaker activity: students have to name some Lab equipment they already know, activating previous knowledge
2) Mission 1 questions: "Missing Lab objects!", reading comprehension

Session 2

3) **Mission 2: What's wrong in the picture?**

Students have to analyse various pictures in which safe and unsafe behaviour in the lab can be spotted.

In order to comment on the situations, students have to previously check for some "grammar pills": use of proper modals: must/mustn't, can/cannot, should/shouldn't, may/might.

4) Once they know this grammar part, students work in pairs to identify the safe and unsafe situations.

Session 3

5) **mission 3 top 5 most important lab rules**: based on the previous activity, students work in groups of 4 to prepare a list of top 5 most important lab rules. The list is shared with the rest of the class: students must use *Canva* in order to do the task.

Session 4

	students have to assess them during this escape room: group and pair work, their participation in the digital environment and also in the class.
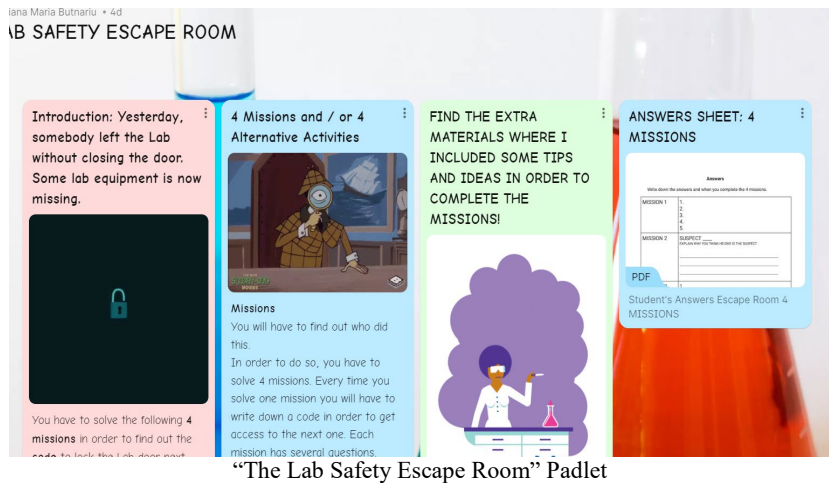
"The Lab Safety Escape Room" Padlet
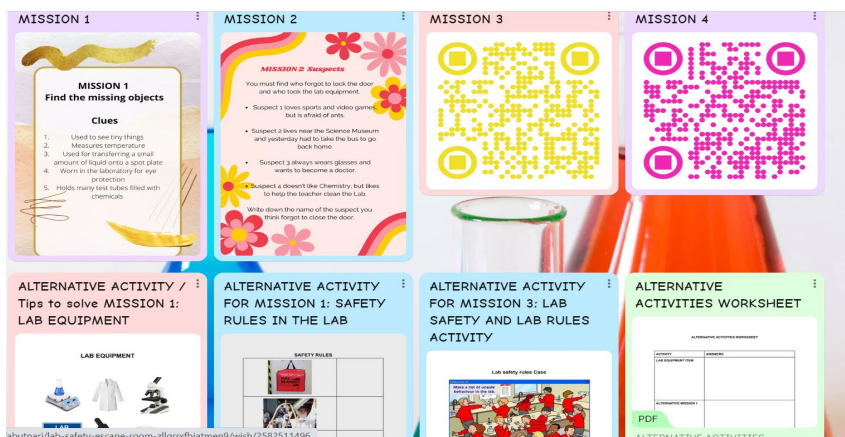
Missions in "The Lab Safety Escape Room"

REFERENCES

"The Lab Safety Escape Room" Padlet:
https://padlet.com/abutnari/lab-safety-escape-room-zllqrrxfbiatmen9

#20 ACTIVITY BANK

FP & EOI TOGETHER BY XAVIER VALLEJO

SPEAKING • STORIES • COLLABORATION • MOBILITY • WORKSHOP • ONLINE SESSIONS

xvallejo@xtec.cat

OBJECTIVES:
1.- Improve skills and techniques about job hunt in the IT environment.

2.- Promote participation in mobility projects.

LEVEL: Upper Secondary

SKILL(S):
- IT
- oral and written communication

GROUPING: in pairs or small groups

TIME REQUIRED: 5 hours

MATERIAL:
- computer
- internet
- headphones with microphone

DESCRIPTION:

FP&EOI Together is a joint project during the course that promotes collaboration between students of the same area (Vocational Training Center and Language Official School), doing a variety of activities to improve their English level and to promote the exchange of impressions.

This initiative is promoted by the Department of Education of Generalitat de Catalunya since course 2019-20.

My experience explains the activity I participated in course 2020-21, between Institut Cendrassos and EOI Figueres. It consisted in an online workshop about "The World of Work: Job Hunt - Skills & Strategies".

STEPS:

We prepared 3 online sessions using Google Classroom and Google Meet.

All the students were in classroom with their own notebooks and connected in the Meet session with the EOI teacher. Each session was focused on a specific topic about the work in the IT sector.

Session 1) WEBINAR.
Study of needs, abilities and competencies.

Session 2) WEBINAR.
Research of linguistic contents, information and professional aptitudes. Preparation of job interviews.

Session 3) ASINCRONOUS.
Design of an appliance email and a professional Curriculum Vitae.

In each session, students do different activities following the advice of the EOI Teacher. For instance:

- Read some examples of job interviews.
- Review IT terminology.
- Listen to an audio and answer some questions.
- Speak and play different role plays (the interviewer and the interviewee)
- Etc.

Finally, if students do all the planned activities correctly, they will receive and official diploma from the EOI certifying their work on the online workshop.

OUTCOME:

The outcome of the project is positive. Some students like the idea of learning job skills while improving their English. However, others show their unlike for the idea (ie. English is not in the curriculum).

REFERENCES

https://projectes.xtec.cat/mobilitatfp/fpeois-together/
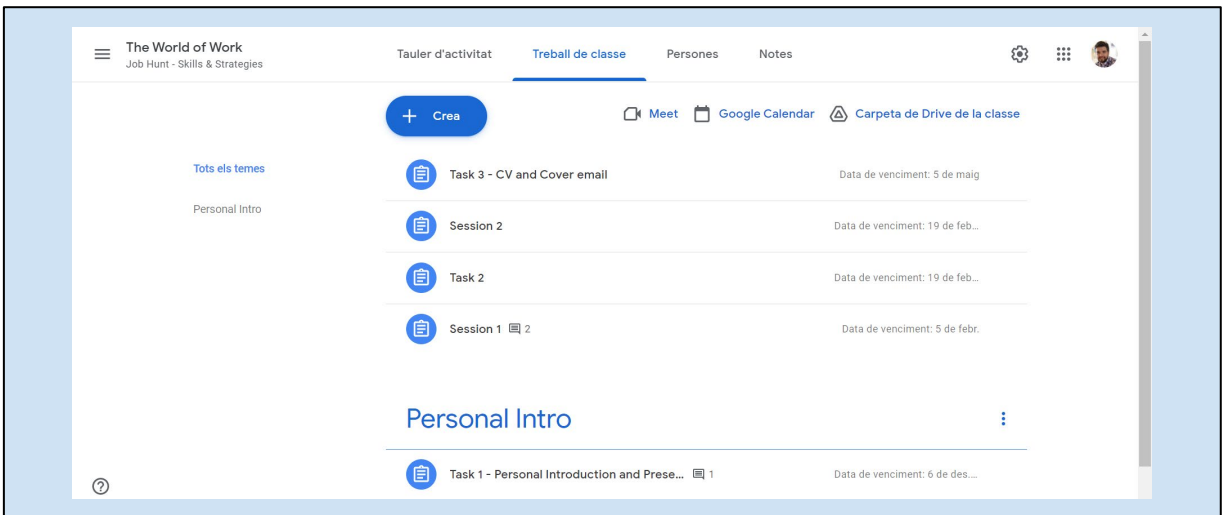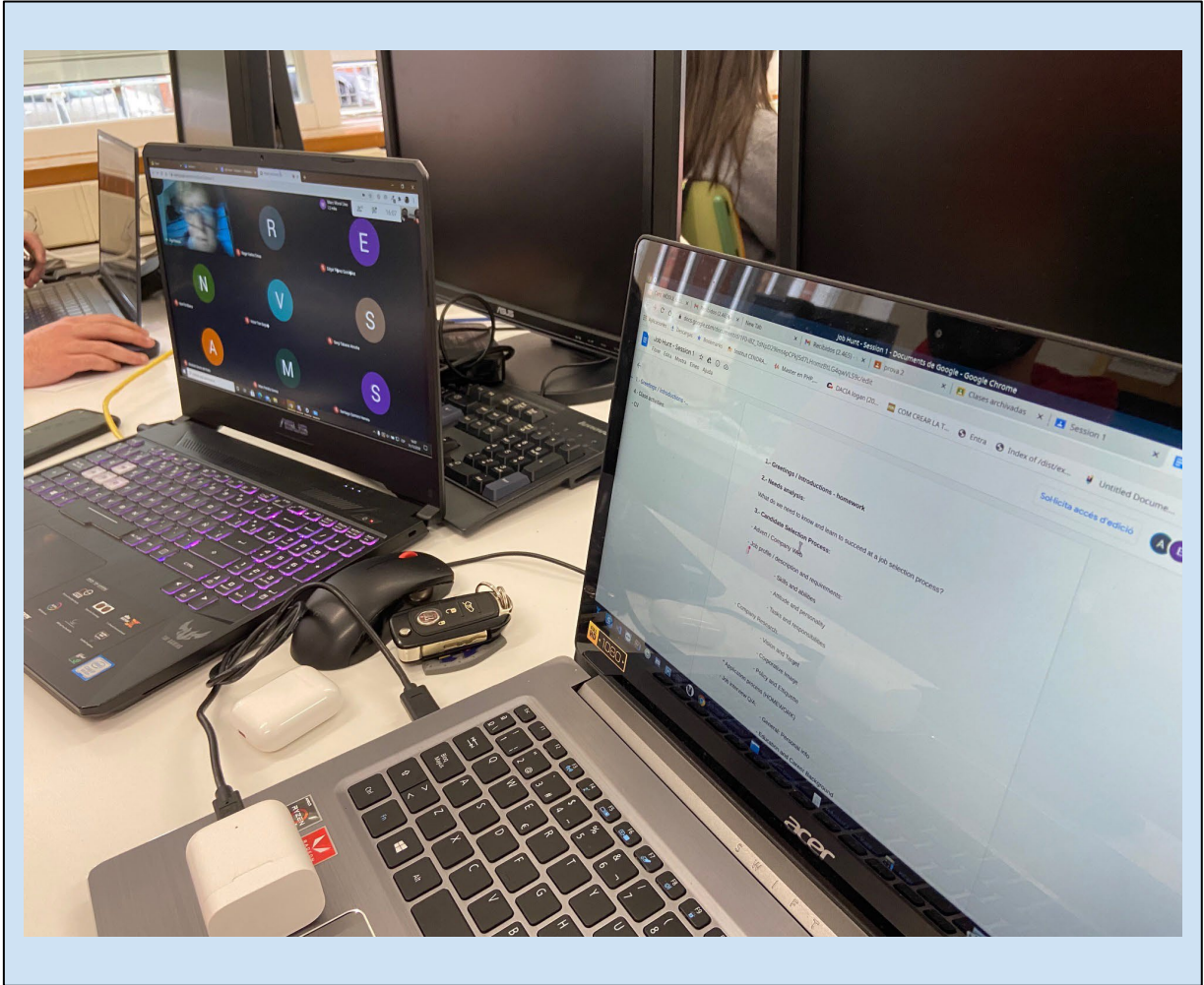
#21

ACTIVITY BANK

AUSTRALIAN ANIMALS AND ABORIGINAL ART
EXPLORATION BY ANNA BRULL

COMPETENCE • STORIES• INTERMEDIATE LEVEL

abrull2@xtec.cat

OBJECTIVE(S) :
to encourage students' creativity and collaborative writing skills while practicing vocabulary related to Australian animals.

LEVEL: 3rd ESO (Optional subject on animal welfare)

SKILL(S):
Reading
Listening
Writing
Speaking

GROUPING:
INDIVIDUAL
PAIRS
GROUPS OF 4

TIME REQUIRED: 10 hours (8 hours of preparation and 2 hours in the actual event)

DESCRIPTION:

As part of their role, students are required to learn about Australian animals and aboriginal art to share with their fellow students during the event of the school's English day celebration. Through the present learning activity the students are guided to help them become knowledgeable ambassadors and guides.In this activity students have been chosen as the Australian ambassadors for the school's English day celebration.

STEPS:

Activity 1: research Australian animals
Objective: gain knowledge about Australian animals and their unique characteristics and create a digital fact file.
Timing: 2 hours
Instructions:
1. Students work individually
2. All students read a selection of fact files about different Australian animals.
3. Each student chooses one Australian animal to research.
4. Apart from the fact file they can look for more information on internet.
 5. Each student designs a digital poster with information of the animal, as well as images. include relevant information such as its name, habitat, diet, size, and distinctive features.

Activity 2: share information about the animals orally.
Objective: consolidate information about Australian animals and develop communication skills.
Timing: 1 hour
Instructions:
1. use the grid to complete it with the information given by the students. 2. students move around the class to obtain as much information as possible and guess the name of the animal that is described.
Activity 3: design a collaborative poem about Australian animals.
Objective:
Timing: 1 hour

RESOURCES AND MATERIALS:

Marti Serrano

Fact file
SUGAR GLIDER
Petaurus breviceps

Information about the animal
The sugar glider is a small and tiny Australian animal, common in the north and eastern parts of Australia.

It's called gliding possum or flying squirrel. It's name refers to its predilection for sugary foods such as sap, pollen and nectar, and its ability to glide through the air
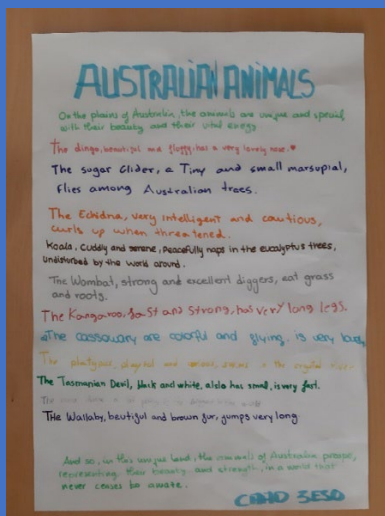
Characteristics
- Omnivorous
- Marsupial
- Norcturnal animal
- 16-21 cm
- 100-160 grams
- Arboreal animal

Fun facts
- They have large eyes to see at night
- They can glide 50 m
- They can tolerate air temperatures of up to 40 °C

Video of sugar glider
https://www.youtube.com/watch?v=BVBmBRLOO4I

Instructions:
1. Explain the concept of a collaborative poem to the students, emphasizing that they will be writing a poem together, with each student contributing a verse about a different Australian animal.
2. Introduce a formula to help students structure their verses. the formula (see activity sheet).
3. Students are encouraged to be creative with their descriptions and use vocabulary related to the chosen animal, such as appearance, habitat or behaviour.
4. Once all the verses are completed, each student writes them in a DINA3 paper provided by the teacher. Each student might use a different colour.

Activity 4: explore aboriginal art objective: understand the significance of aboriginal art and its cultural roots.
Timing: 2 hours
Instructions:
1. Watch a video on aboriginal art styles and techniques, such as dot painting or bark painting.
2. Study examples of aboriginal artworks, paying attention to the symbols and meanings behind them.
3. Create your own aboriginal-inspired artwork, incorporating symbols and patterns to represent your animal.
4. Add the name of the animal and the verse you have previously written included in the collective poem.
5. Present your artwork to the class, explaining the inspiration behind it and the symbolism used.

Activity 5: design a guided tour
Objective: apply your knowledge to create an engaging guided tour for English day.
**Timing:** 2 hours
Instructions:
1. Work in pairs to design a guided tour focusing on Australian animals and aboriginal art.
2. Decide on key points of interest, such as Australian history, geography, specific animals and the aboriginal art pieces.
3. Create a script for your guided tour, incorporating the information you have learned.
4. Rehearse and present your guided tour to your classmates.

Activity 6: English day event
Objective: showcase your knowledge and enthusiasm as Australian ambassadors.
Timing: 2 hours
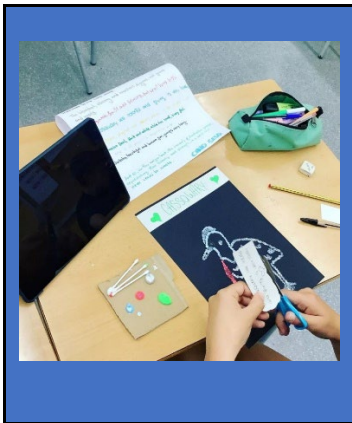
Instructions:
1. During the English day, dress up as Australian ambassadors, using accessories if desired.
2. Present your research findings, fact sheets, aboriginal artwork, and guided tours to fellow students, teachers, and guests.
3. Engage with your audience, answer questions, and share interesting anecdotes about Australian animals and aboriginal art. 4. enjoy the experience of being an Australian ambassador and fostering a love for English and cultural exploration.

Link to video on Aboriginal art:
https://www.youtube.com/watch?v=TkCq54_ho-A&t=4s

Link to final pieces of art:
https://youtu.be/FUZpT534GPU

PADLET WITH ACTIVITIES DESCRIPTION AND MATERIALS:
https://es.padlet.com/anamaria_brull/australian-animals-and-aboriginal-art-61njlfmfc3p2q6wr