

ACTIVITY FORM.

DESCRIPTION.

Activity number / stage: Activity 2.

Sessions: 1

Description of activity:

Students will work in small groups to create postcards that depict the plants studied during their visit in the first activity.

Teachers will designate a plant for each group: 5 plants studied in the park / 5 groups per class in the project.

Teachers will give an individual worksheet activity to each student with true and false sentences to be circled in order to describe the park and the plant selected for the group: the correct sentences will be the same correct options they circled during their activity in the park. The entire group shall obtain the same result when describing the park and the designated plant.

Once they all have their individual worksheet completed and corrected, the teacher will create a diptych using an A3 paper by folding it and making 2 A4 papers. The inside parts will be used in the following way:

The left hand side will contain the gaps to be filled with the information to describe the park and the plant designated for the group. As the students already know what to write, they will share the task by writing one sentence each. Once they have finished, they will complete the description by adding a picture of the plant taken during their outdoor activity.

On the right hand side as for the rest of the reminding diptych (front and back), children will stick their own drawings inspired by Nature and spring (flowers, trees, birds...); they will design, draw, colour and paint these in other sheets, then they will cut them to finally stick them in their group's postcard.

All these tasks will be completed in couples: children will decide which part of the card will do: front of card design, description of plant and rest of decoration. They will have to take decisions and follow cooperative rules.

Once all the groups have their postcards finished, they will present the resulting cards in front of class. Finally students will send them to one of the schools participating in the project by post. Teachers will send the postcards following this triangulation system:

Laveno students will send their postcards to the students in Bullas. Then, students in Bullas will send their postcards to the students in Manzanares. Therefore, students in Manzanares will be sending their creations to the students in Laveno.

Curricular contents:

- Work in group through collaboration and respect among participants.
- Respect the materials and classroom resources.
- Personal interaction with teachers in English.
- The plant Kingdom.
- The parts of a plant.
- Native flora: flowers and trees.
- Analysis of images.
- Colours used in the artworks.
- Artistic autonomy and creativity.
- Collage.
- Follow the instructions and understand simple commands.
- Simple vocabulary related to plants and Nature.
- Simple adjectives to describe plants and landscape.
- Simple grammar structures: It's... / There is a...

Key competences:

LIN Competence in Linguistic communication:

- Students communicate information and establish personal interactions in a respectful way.
- Students present oral and written information in front of class and through a videoconference.

LTL Competence in Learning to learn:

- Students are aware that they are putting in practice cooperative learning strategies.
- Students take decisions to treat information in an original and creative way.

SOC Competence in Social awareness and citizenship:

- Students help each other to complete their group tasks.
- Students are able to autonomously resolve possible conflicts that might arise while working in groups.

AUT Competence in Autonomous learning and personal initiative:

- Students develop original and creative results.
- Students are responsible for their own work.

Learning standards:

- Take care of the classroom materials and respect the classroom rules **Social awareness and citizenship**
- Stay in silence while others present orally their results **Social awareness and citizenship**
- Show interest in group work **Social awareness and citizenship**
- Use strategies to work individually and in groups, showing abilities to solve conflicts **Autonomous learning and personal initiative**

- Collaborate and help the rest of partners during group work activities **Social awareness and citizenship**
- Present written tasks and creative compositions clean and in order **Learning to learn**
- Respect the creative compositions of others **Artistic and cultural awareness**
- Present orally the results of activities in a clear way in front of class in English **Linguistic Communication**

Methodology:

Students will work in small groups and will follow cooperative rules to complete their different tasks during the activity. They will be told the main rules to properly understand and develop a cooperative way of work.

They will also have to solve individual task and will work in couples, being responsible for their own work.

Materials / resources:

1. Pictures of plants in two sizes: A4 in colour and small format also in colour.
2. Worksheet activities of park and plant description. One different worksheet per group and individual copies for each member of the group.
3. Postcard: A3 folded that will include in the inside, left hand side the description of the park and plants with gaps to be filled and a space for the small picture of plant in colour.
4. Examples/ ideas in a sheet to create the cover of postcard.
5. Examples / ideas in a sheet to decorate the rest of postcard with spring subjects.
6. Schools materials to colour and write.

BREAKDOWN OF ACTIVITY.

1. Preparation:

1. Have the pictures of plants seen in the outdoors visit. Print them in two sizes: A4 in colour and small size in colour. 1 per group.
2. Organize which plant will get each group.
3. Think of cooperative rules to be told to the students before each task for them to follow these and create a proper cooperative atmosphere: 1. help my partners (as the final mark will be the same for the whole group!), 2. avoid conflicts and resolve them if they arise, 3. speak at low volume.
4. Create and print a new worksheet activity including park description and plant (one per group, one per group member) with the same information as the ones they completed in the visit.
5. Create one postcard per group with info on the park and plant with gaps and a space to stick the small picture of the plant.

6. Create sheet with ideas to design the front page.
7. Create sheet with ideas to design the rest of postcard with spring motives / patterns.
8. School's address following triangulation system.
9. Prepare the envelope for the letters.
10. Print the Evaluation form for Students.

2: Session's day:

1. Explain the activity.
2. Explain cooperative rules (left these written on board and remind them to follow these as very important).
3. Give them their plant; A4 picture and name of the plant.
4. Give them the individual worksheet and explain the task: to circle same correct sentences as in the visit. Partners help each other with the task. Finally when all the group members have finished, teacher will correct the worksheets and will choose one as the model to be used to fill the postcard.
5. Fill the main postcard; give each postcard to each group. Explain cooperative rules (Avoid conflicts, help each other...), and the way they have to fill it:
 - 1-2 students could fill the gaps of the plant's description.
 - 2 students could design the front page following teacher's model.
 - 2-3 students could design the rest of decoration of the card following examples of teacher.
6. Students present their creations in front of class in groups answering simple and informal questions of teacher, allowing speaking to all members of the group about the parts they completed.
7. Teachers evaluate the students' tasks with Evaluation form for students.
8. Take pictures of the whole activity and ask two simple questions to students to see if they enjoyed the activity.
9. Teachers finally send the cards.
10. Teachers evaluate the entire activity with Evaluation form for teachers.
11. Teachers send digital folder to disseminate the activity.

EVALUATION PROCESS.

Complete "Evaluation form for Students", on going observation. (DOC.1)
 Complete "Evaluation form for Teachers". (DOC. 2)

DISSEMINATION OF MATERIAL.

Create a digital folder including:

1. Teachers' evaluation form.
2. Pictures of processes and final products.
3. Any additional materials (worksheet activities).