



**Escola Doctor Alberich i Casas
Ester Maimoné & Bruno Morejón**

GeneracióPlurilingüe (GEP)

Year 2
2018-2019

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PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

Identification of the GEP project:

Title	A race, an aim, a logo
Authorship	Ester Maimoné Bové i Bruno Morejón Mateo
School	Escola Doctor Alberich i Casas
Students' CEFR Level (A1, A2...)	A1
Grade	6th grade
Content area(s)	Medi Social /Valors/Digital
Number of sessions (4, 6 or 9)	6
Teacher(s) involved	Ester Maimoné Bové i Bruno Morejón Mateo
Key words	Visuals Logotypes Art Banksy Emotions Solidarity



1. OUR PROJECT

Introduction: Every year the school, in the context of the International Day of Peace, organizes a race in which all school students and their relatives participate. Participants can donate food for the Red Cross Organization which is collected at school. The values of the race are peace, solidarity and the value of sport. For next year's edition students have to decide a motto to depict the race values and have to design the poster that will be used to promote the race within our community.

Driving question: How can you promote the school race motto using only visuals? How can you express a message without writing?

Final product: A poster designed by students using different supports in order to promote the school race motto.

2. GOALS

1. Describe artworks focusing on the artist's purpose and message.

2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)

1.1. Students can write a short description of a piece of art using language support.



2. Investigate and analyze Banksy's artworks.	2.1 Students can pass the Banksy's Google Forms Test where they have to answer basic questions about what have been taught about the artist.
3. Create a piece of art to express emotions, feelings or a message using visuals.	3.1 Students can create a poster to promote the school race according to the rubric that has been agreed together with the students.

3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p>Show attitudes of service and social commitment, especially in situations of injustice.</p> <p>Participate in collective life based on democratic values, to improve coexistence and to promote a more fair and solidary</p>	<p>Solidarity and altruism</p> <p>Principles and democratic values</p>	<p>Obtain basic information and understand oral, simple or adapted texts, of everyday life, the media and the school environment.</p>	<p>Types of oral and audiovisual texts of different types and content.</p> <p>Strategies for understanding oral productions in the classroom: recognizing, selecting, interpreting, anticipating, inferring and retaining.</p>



<p>environment. Appreciate relevant social problems interpreting their causes and the consequences for proposing future proposals.</p> <p>Use programs and applications for drawing and editing fixed images, sound and images in motion.</p>	<p>Fixed image and drawing. Digital sound.</p>	<p>Planning and producing short and simple oral texts appropriate to the communicative situation.</p> <p>Use of strategies to obtain basic information and understand simple or adapted writings texts of everyday life, of the media and from the life school.</p> <p>Plan simple texts based on the identification of the most relevant elements of the communicative situation.</p>	<p>Elements of the communicative situation: purpose, recipient, context.</p> <p>Basic morphosyntactic elements of the sentence.</p> <p>Informative text. Explanatory text. Specific vocabulary.</p>
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4. 21st CENTURY COMPETENCES

Collaboration	X	Information, media and technology	X
Communication	X	Leadership & Responsibility	X
Critical Thinking and Problem Solving	X	Initiative & Self-direction	X
Creativity & Innovation	X	Social & Cross-cultural	X
Others:			

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	X	Digital competence	X
Mathematical competence		Social and civic competence	X
Interaction with the physical world competence	X	Learning to learn competence	X



Cultural & artistic competence	X	Personal initiative and entrepreneurship competence	X
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6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
<p>Fixed image and drawing. Digital sound. Solidarity and altruism. Principles and democratic values. Bansky's art. Types of oral and audiovisual texts of different types and content. Strategies for understanding oral productions in the classroom: recognizing, selecting, interpreting, anticipating, inferring and retaining. Elements of the communicative situation: purpose, recipient, context. Basic morphosyntactic elements of the sentence. Informative text. Explanatory text. Specific vocabulary of the subject.</p>	<p>Express own opinion and show agreement about values. (C8) Acknowledge the power of images for communicative purposes (C12, C5) Use of digital tools to design a poster (C3) Persuade the community through a motivating slogan or motto (C7) Evaluate and explain a project orally (C1, C2) Summarize and understand the main ideas of a written text (C4)</p>



7. REFERENCES






8. COMMENTS (optional)

As you can see in the overview, in order to carry out this lesson we need 9 sessions. This is because special educational needs have been taken into account.

9. ACKNOWLEDGEMENTS (optional)



10. UNIT OVERVIEW

Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
1	Introductory activity.	5'	O.C.	T-S		
	Jigsaw reading: "Solidarity school race" article.	20'	R.C. O.C.	S-S T-S		
	Working on the content of the text.	10'	R.C O.C.	S-S		
	Working on the solidarity school race concept.	20'	R.C.	S-S		



2	Think, Pair, Share: Students in groups of four. Individually, think about the meaning of the words given. Share your thinking with your partners. Try to define minimum three of them, in groups of four. Share our definition with the whole-class with the help of the teacher.	15'	O.C.	T-S		
	Children play a matching activity: definitions - concepts- images Decide what is the essential concept of the school solidarity race using answergarden tool.	15'	R.C.	S-S		
	Bankrupt : A game to work with the meaning of the words.	20'	R.C.	S-S		
A session between 2 and 3 should be done in order to work the Banksy character.						
Activities: Listen a video about Banksy's artworks. Oral comprehension of the video. The teacher reads an article about Banksy and students (in pairs) must choose a picture in order to depict it. Match pictures and text. Put the pictures in the right order. Dictogloss of the article.						
3	Match five of Banksy's' artworks with the correct paragraph that contents title, description and message of the image.	30'	T-S S-S G3/4	R.C.		
	Students complete Banksy's test .	15'	I	R.C.	Laptop	yes



					Google forms	
4	Students go to blog and choose an image and try to do a file like the one they have just seen.	25'	S-S G2	R.C.	Laptop Drive	
	Students share their works presenting them orally.	20'	S-S	O.C./W.E		Yes
Another session could be needed in order to do all the presentations.						
5	Students work in pairs in order to add items that the promotion poster must include using IdeaBoardz	15'	W R.C.	S-S T-s	X	
	Create a common checklist using checkli.com with the teacher guidance.	15'	O.C. R.C.	T-S	X	
	Students start using canva.com in pairs in order to create the poster.	90' (2 SESSIONS)	R.C. G2		X	
	Students use rubric in order to assess their poster.	20'	R.C.	S-S T-S		X SELF-ASS
Another extra session.						
6	Think about the elements your poster has and why you used them. What was your intention?	10'		S-S		



	Write the explanation of your poster using the structure given in the substitution table.	20'	W G2	S-S		
	Record of their explanation of their poster.	15'	O.C. G2	S-S	X	X






11. SESSION PLANNING

SESSION 1: Solidarity school race_ Introduction

Objectives of the session:






Content-obligatory language for the session: **solidarity race, main aim, to collect food, preserved food, Red Cross, for fun, to care, gather, circuit, to cheer, motto, competitive, to bring**








	<p>Activities</p> <p>1. A puzzle of a picture of the Solidarity Race is given to the students. In groups they have to make the puzzle in order to find out what are we going to talk about.</p>					
1.1	Give them a puzzle of a picture of the Solidarity Race. In groups of four people, they have to make the puzzle in order to find out what are we going to talk about.	5'	O.C	T-S	.	
1.2	<p>Students, in groups of 4, are given a paragraph of a text and a set of pictures related to the Solidarity school race in their school. Each group, in total 3 groups, works in their paragraph with the intention of its comprehension and the later explanation at the other 2 groups.</p> <p>Some key questions are given to the students in order to ask about each paragraph.</p> <p>After, all together decide the order of the full text and the pictures.</p> <p>Finally, the teacher reads the entire text in order students can check and after that a dictogloss activity is carried out.</p>	20'	R.C. O.C	S-S T-S	.	
1.3	Students are divided into two groups. One group is given the questions and the other group the answers. They have to find each other. The game can be played several different rounds.	10'	R.C O.E	S-S		
1.4	In groups of two students are given concepts that may define the solidarity school race and a glossary. They have to match concept and definition. Afterwards they do worksheet 2 in 2's.	20'	R.C.	S-S G2		

SESSION 2: SOLIDARITY SCHOOL RACE_ CONCEPT








Objectives of the session: Work on the específic vocabulary						
Content-obligatory language for the session: COMMON PROJECT, SOLIDARITY, HELP, HEALTH, SPORT, COMPETITION LOVE, CONSIDERATION, RESPECT, PEACE, SELF-DISCIPLINE, EFFORT, COMMITMENT, FUN						
Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>						
2.1	Define what is the essential concept of the school solidarity race.	5'	O.E	T-S		
2.2	Match the definitions of the words with images.	15'	R.C.	S-S		
2.3	Bankrupt : A play to work with the meaning of the words.	20'	R.C.	S-S		
2.4	Children answer the questionnaire https://goo.gl/forms/mghyaMBJ65fEYMXm2	5'	R.C I		laptop	








<h2>SESSION 3: Banksy's artwork</h2> <p>Objectives of the session: Study of Banksy's artwork</p>						
<p>Content-obligatory language for the session: Comprehension of structures like: The title is..., In this pictures I see..., The message is ... I like it because... I don't like it because...</p>						
<p>Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>						
						
3.1	<p>Teacher shows students five of Banksy's' artworks where three aspects are highlighted: title, description and message of the image.</p> <p>Once they are been showed pictures and text are distributed so students have to put everything in order (groups of 3s or 4s).</p> <p>All together share our impressions, feelings,... about this kind of artwork.</p>	35'	S-S G2	R.C.	Laptop Drive	
3.2	<p>Students open their Classroom account and do the Banksy's test ordered as a task, individually.</p> <p>Students complete Banksy's test</p>	15'	S-S	O.C. W.E	Laptop Classroom	X








SESSION 4 : A Banksy's artwork								
Objectives of the session: Make an written and oral comment of an Banksy's artwork.								
Content-obligatory language for the session: Use of structures like : The title of the painting is.., In this painting I see...., The message of the painting is that... Vocabulary: Ashes, sparks, pollution, season, greetings, container, steel factory/industry, steam roller, traffic warden, run over, bunch of flowers, rioter, Palestinian, peace								
Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>								
4.1	Students should go to https://www.canvasartrocks.com/blogs/posts/70529347-121-amazing-banksy-graffiti-artworks-wi-th-locations choose an image and try to do a file like the one they have just seen. Worksheet must be done in Google Docs. In pairs.	15'						x
4.2	Students share their works presenting them orally following the structures required. M: Laptop/ gOOGLE FORMS	10'	I	R.C	X	X		



<h2>SESSION 5: A design program</h2> <p>Objectives of the session: Create a poster using a desing program.</p>						
Content-obligatory language for the session:						
Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>						
5.1	Students work in pairs in order to add items that the promotion poster must include using IdeaBoardz http://www.ideaboardz.com/for/Bruno/2792117	15'	W R.C.	S-S T-s	X	
5.2	Using the items that have been listed the class create a common checklist using checkli.com with the teacher guidance.	15'	O.C . R.C.	T-S	X	
5.3	Students start using canva.com in pairs in order to create the poster. Their poster must include all the checklist items. Two roles are given to students: checklist warden & software technician (they swap their roles). (to be continued next session)	90'	R.C.		X	



5.4	Students use rubric in order to assess their poster. First the rubric (which has to do with the previous checklist) is read by the students, and the teacher makes sure everybody understands it.	20'	R.C.	S-S T-S		X SELF _A
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SESSION 6: Record of their explanation						
Objectives of the session:						
Content-obligatory language for the session: This poster was made by _____ We chose the image of a _____ because _____ . The slogan is _____ and we chose it because _____ . For making this poster we have used _____						
Activities <i>include : Name and description; Assessment tool (if any); Material (including language support)</i>						
6.1	Think about the elements your poster has and why did you used them. What was your intention?	10'		S-S		
6.2	Write the explanation of your poster using the structure given in the substitution table.	20'	W G2	S-S		



6.3	Record of their explanation of their poster. With the help of a substitution table (see Content-obligatory language for the session) and using Vocaroo the group records an audio where they explain how they made the poster. Once they finish recording it, they use a QR code generator that will be stick next to the poster on the exhibition room.	15'	O.C · G2	S-S	X	X
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SOLIDARITY SCHOOL RACE

Every year our school celebrates a **solidarity race**¹ called “Cros Solidari”. The **main aim**² of the race is to **collect food**³ for poor people so students bring into school all kinds of **preserved food**⁴ (milk, rice, olive oil, lentils, **tuna fish**⁵...), which are then donated to the **Red Cross**⁶. There are different categories in the race **according to age**⁷. P3 students run only 100 meters, but 5th and 6th graders run 800! **Anyway**⁸ the spirit of the race is not competitive so many of the students run only **for fun**⁹ and **they don't care**¹⁰ which their final position is. It is a fantastic day because students and families **gather throughout the circuit**¹¹ **cheering**¹² the runners and encouraging them. This year the race will be held on March 29th and we have a problem... We don't have a **motto** for the race... But do you know what is a motto? And, furthermore, what is a motto for?¹³ Do you want to find a nice motto for this year's solidarity race?

¹ cursa solidària

² principal objectiu

³ recollir menjar

⁴ menjar conservat

⁵ tonyina

⁶ Creu Roja

⁷ segons l'edat

⁸ de qualsevol manera

⁹ per divertir-se

¹⁰ no els importa

¹¹ es reuneixen al llarg del circuit

¹² animant

¹³ lema, eslògan



WHAT IS THE MAIN OBJECTIVE OF THE RACE?

TO COLLECT FOOD FOR POOR PEOPLE

WHAT IS THE NAME OF THE INSTITUTION THAT COLLECTS THE FOOD STUDENTS BRING?

RED CROSS

IS THE RACE COMPETITIVE FOR EVERYBODY?

YOU CAN RUN TO WIN OR JUST FOR FUN

WHEN WILL BE THE RACE CELEBRATED THIS YEAR?

ON MARCH 29th

WHY DOES THE ARTICLE SAY: "IT IS A FANTASTIC DAY"?

BECAUSE FAMILIES AND STUDENTS GATHER AROUND THE CIRCUIT AND CHEER THE RUNNERS

WHAT DOES THE ARTICLE ASK YOU FOR?

TO FIND A MOTTO FOR THE RACE

WHAT KIND OF FOOD CAN STUDENTS BRING?

PRESERVED FOOD



NAME:

DATE:

LIST NUMBER:

ACTIVITY. Try to define what is the essential concept of the school solidarity race. To do so cercle the words you think better define the race.

COMMON PROJECT SOLIDARITY HELP HEALTH SPORT

COMPETITION LOVE CONSIDERATION RESPECT

PEACE SELF-DISCIPLINE EFFORT COMMITMENT FUN

Can you add more words to help define the race? Write them here and then write them in [Answergarden](#) using your computer.

COMMON PROJECT: Working **together**¹⁴ in order to get something beneficial **for everybody**¹⁵.

SOLIDARITY: Mutual support **within a group**¹⁶.

HELP: **Give a hand to other human beings**¹⁷ when they need it.

HEALTH: The state of being **free**¹⁸ from **illness**¹⁹ or **injury**²⁰.

SPORT: A physical activity in which an individual or team competes against another or others **for entertainment**²¹.

COMPETITION: The act or process of **trying to get or win something**²².

LOVE: An intense feeling of **deep affection**²³.

CONSIDERATION : the act of **thinking about something carefully**²⁴.

RESPECT: **Take into consideration**²⁵ other people.

PEACE: A state or period in which **there is no war**²⁶ or a war has ended.

SELF-DISCIPLINE: The ability **to control yourself**²⁷ and to make yourself **work hard**²⁸.

EFFORT: **A vigorous or determined attempt**²⁹.

COMMITMENT: A firm decision **to do something**³⁰.

FUN: **Enjoyment**³¹, amusement, or light-hearted pleasure.

COMMON PROJECT

¹⁴ junts

¹⁵ per tothom

¹⁶ dins d'un grup

¹⁷ donar un cop de mà a altres éssers humans

¹⁸ lliure

¹⁹ malaltia

²⁰ lesió

²¹ per entreteniment

²² intentar aconseguir o guanyar alguna cosa

²³ profunda estima

²⁴ pensar sobre alguna cosa amb atenció

²⁵ prendre en consideració

²⁶ no hi ha guerra

²⁷ controlar-se a un mateix

²⁸ treballar dur

²⁹ Intentar amb vigor i determinació

³⁰ de fer alguna cosa

³¹ Gaudi

Working together in order to get something beneficial for everybody.

SOLIDARITY

Mutual support within a group.

HELP

Give a hand to other human beings when they need it.

HEALTH

The state of being free from illness or injury.

SPORT

A physical activity in which an individual or team competes against another or others for entertainment.

COMPETITION

The act or process of trying to get or win something.

LOVE

An intense feeling of deep affection.

CONSIDERATION

The act of thinking about something carefully.

RESPECT

Take into consideration other people.

PEACE: A state or period in which there is no war or a war has ended.

SELF-DISCIPLINE

The ability to control yourself and to make yourself work hard.

EFFORT

A vigorous or determined attempt.

COMMITMENT

A firm decision to do something.

FUN

Enjoyment, amusement, or light-hearted pleasure.





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COMMON PROJECT

SOLIDARITY,

HEALTH

SPORT

PEACE

HELP

COMMITMENT

EFFORT

SELF-DISCIPLINE

CONSIDERATION

COMPETITION

RESPECT

FUN

LOVE



NAME:

DATE:

LIST NUMBER:

ACTIVITY 1

Teacher will show you five of Banksy's' artworks and, separately, five texts with the explanation of the artwork where three aspects are highlighted:

title, description and message of the image

In groups os 3s or 4s put everything in order.

ACTIVITY 2

Open your Classroom account and do the Banksy's test ordered as a task.
Do it individually.

[BANKSY'S TEST](#)



NAME:

DATE:

LIST NUMBER:

ACTIVITY 1

Now you have seen several different example of Banksy's artworks shown by your teacher, go to this website

<https://www.canvasartrocks.com/blogs/posts/70529347-121-amazing-banksy-graffiti-art-works-with-locations>), choose a new image and try to do a file as the ones you have just seen using Google Docs (DRIVE)

You can use all the vocabulary done in previous sessions or use the new ones with the help of the diccionario (Wordreference) or asking to the teacher.



ESCOLA DOCTOR ALBERICH I CASAS

GRANS 6th grade / GEP

NAME:

DATE:

LIST NUMBER:

SCHOOL SOLIDARITY RACE

Promotion poster for advertising the race. Aspects it must include:

- DATE OF THE RACE
- NAME OF THE RACE: "8th SOLIDARITY RACE"
- MOTTO / SLOGAN
- THE POSTER MUST SUGGEST AT LEAST FIVE OF THE RACE VALUES HIGHLIGHTED ON SESSION 2: COMMON PROJECT, SOLIDARITY, HELP, HEALTH, SPORT, COMPETITION, LOVE, CONSIDERATION, RESPECT, PEACE, SELF-DISCIPLINE, EFFORT, COMMITMENT, FUN.
- RED CROSS, SCHOOL, LOCAL POLICE, REUS ESPORT I LLEURE, LOCAL COUNCIL, AND DEPARTAMENT D'EDUCACIÓ LOGOS.
- THE IMAGE OR IMAGES ARE RELLEVANT (THEY HELP TO UNDERSTAND THE VALUES OF THE RACE).



NAME:

DATE:

LIST NUMBER:

POSTER SESSION RUBRIC			
LEVEL	1	2	3
Graphics – Clarity	Many graphics are not clear or are too small.	Graphics are all in focus and the content easily viewed and identified from 1m away.	Graphics are all in focus and the content easily viewed and identified from 2 m away.
Graphics – Relevance	Graphics do not relate to the topic	Some graphics relate to the topic but all not	All graphics are related to the topic and make it easier to understand.
Attractiveness	The poster is distractingly messy or very poorly designed. It is not attractive.	The poster is attractive in terms of design, layout, and neatness.	The poster is exceptionally attractive in terms of design, layout, and neatness
Motto / Slogan	It has nothing to do with the purpose of the race.	The slogan relates to the race but it is difficult to understand.	The slogan relates to the race, it's engaging and attractive.
Linguistic errors	Many grammatical, spelling, or punctuation errors.	A few grammatical, spelling, or punctuation errors.	No grammatical, spelling or punctuation errors.



NAME:

DATE:

LIST NUMBER:

ACTIVITY. Stick a picture of your poster and write an explanation using the structure given in this example:

**This poster was made by _____ We chose the image of a
_____ because _____ .**

The slogan is _____ and we chose it because _____ .

For making this poster we have used _____ .