

# Our linguistic diversity

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**Generació Plurilingüe (GEP)**

Year 2  
2019-2020

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## Identification of the GEP project

Title	<b>Our Linguistic Diversity</b>
Authorship	Manuela Rodríguez & Joan Mas
School	Cavaller Arnau (Riudoms)
Students' CEFR Level (A1, A2...)	A1
Grade	6th Grade
Content area(s)	English & Science
Number of sessions (4, 6 or 9)	10 sessions
Teacher(s) involved	Manuela Rodríguez & Joan Mas
Keywords	Language diversity. Interculturality. Multilingualism. Linguistic subtraction.

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



# 1. OUR PROJECT

## Introduction:

The 21st century society is an increasingly globalized society. Globalization has brought positive things like commercial, social and cultural expansion, but it also has brought other negative aspects.

The time in our lives is getting shorter, and the experiences are faster and more frantic. We are able to do and live many things in a single moment.

Globalization also implies duty. It is not enough for us to eat something, first we have to share it. It is not enough for us to live a pleasant experience, first we have to photograph it and upload it to social networks. The opinion of the world, of the whole world, prevails over the own experiences or feelings. This vertiginous reality makes us move forward without giving ourselves time to think ... at what price?

Every day more and more languages disappear in this world, and with them, their culture, the identity of an entire people. Every day more people join economic, personal and linguistic globalization.

Here arises the phenomenon of linguistic subtraction. A phenomenon that leaves us orphans of cultural wealth at an unstoppable pace. A passive-aggressive phenomenon that almost nobody knows but many live in silence.

Our schools are no stranger to this reality. Every day there are more students ashamed of their family culture. There are many students who decide to stop speaking their native language, they decide to stop practicing their cultural customs. They feel ashamed and unprotected by a consumerist and globalized society, where being different is something very difficult to claim.

For this reason we think it is essential to echo this situation and claim the linguistic and cultural diversity of our environment. The heritage that makes each of us different and special.

So, we want to take advantage of the opportunity that this project offers to us, and put our grain of sand in favor of this cause. The first step to overcome the phenomenon of linguistic subtraction is to extend it to our closest context: our students.

With them we will know what is the phenomenon of linguistic subtraction, its importance and roots. Through motivating and recreational activities we will accompany our students in their discoveries, encouraging them to put their own grain of sand.

That is why the final product of our proposal is so important. The awareness campaign of our students will be carried out thanks to their own awareness. They will be the architects of a network that we hope will go far.



**Driving question:** What do we lose when we lose a language?

**Final product:**

An awareness campaign to promote multilingualism and interculturality. This campaign will include:

- The design of a slogan.
- The design of a logo.
- A video clip to raise awareness and promote the benefits of multilingualism and interculturality.

**Audience:**

An oral presentation for the parents of the classmates.

Students will also carry out the speaking presentation included in the video in front of the other primary groups.

2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
1. Report languages spoken in class through a survey.	1. They can report the amount of languages spoken in class through a survey.
2. Develop an oral presentation about the language diversity in the world.	2. They can develop an oral presentation about the language diversity in the world using a summary of their survey.
3. Exchange opinions about the importance of the language diversity through a colloquium.	3. They can exchange personal opinions about the importance of the cultural diversity through a colloquium.
4. Identify causes and effects of the linguistic subtraction in a text.	4. They can identify causes and effects of the linguistic subtraction extracting the most important information from a text.
5. Summarize all the discoveries in the project through an oral presentation for parents and other students.	5. They can raise awareness of the audience by designing and promoting a campaign (slogan, logo and videoclip).
6. Raise awareness of the audience by designing a campaign (slogan, logo and videoclip).	6. They can summarize all the discoveries in the project through an oral presentation for parents and other students.
7. Persuade the audience about the importance and the respect of the linguistic diversity.	7. Persuade the audience about the importance and the respect of the linguistic diversity through a Kahoot designed by them.

Template adapted from CLIL-SI 2015.

More information at: <http://grupsderecerca.uab.cat/cliisi/>



### 3. CURRICULUM CONNECTIONS SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	Key Contents	Specific Competences	Key Contents
<p><b>Current world dimension</b></p> <ul style="list-style-type: none"> <li>Competence 1: Ask questions about the environment, use data, search strategies, and analyze results to find answers.</li> <li>Competence 2: Interpret the present from the analysis of the changes and continuities over time, to understand the society where we live.</li> <li>Competence 5: Assess relevant social problems, interpreting their causes and consequences for propose future proposals.</li> </ul> <p><b>Citizenship dimension</b></p>	<ul style="list-style-type: none"> <li>Observation, identification and description of some cultural features of Catalan and Spanish society.</li> <li>Recognition of some features of the global geographical space and analysis of aspects related to the movements of migration and globalization.</li> <li>Assessment of citizen's rights and duties and of the individual and collective role in building up a fairer and more equitable world, as well as the need for a commitment to solve social problems.</li> <li>Rejection of stereotypes and prejudices, as well as</li> </ul>	<p><b>Oral communicative dimension</b></p> <ul style="list-style-type: none"> <li>Competence 1: Obtain basic information and understand oral, simple or adapted texts of everyday life, media and the school environment.</li> <li>Competence 2: Plan and produce oral and simple texts adapted to the communicative situation.</li> <li>Competence 3: Use oral interaction strategies according to the communicative situation to start, maintain and conclude the discourse.</li> </ul> <p><b>Reading and understanding dimension.</b></p>	<ul style="list-style-type: none"> <li>Types of comprehension: global, literal and interpretive.</li> <li>Oral comprehension strategies.</li> <li>Oral production strategies</li> <li>Oral interaction strategies</li> <li>Elements of the communicative situation: purpose, recipient, context.</li> <li>Writing comprehension strategies.</li> <li>Characteristics of texts according to format and media.</li> <li>Functions of the language.</li> <li>Planning, search and management of information.</li> </ul>

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<ul style="list-style-type: none"> <li>• Competence 12: Participate in collective life based on democratic values, to improve coexistence and to promote a fairer and more supportive environment.</li> <li>• Competence 13: Value the democratic system based on the knowledge of political systems to become future critical citizens</li> </ul>	<p>situations of injustice and discrimination, on the basis of affective orientation, origin and beliefs, developing feelings of empathy and respect towards others.</p>	<ul style="list-style-type: none"> <li>• Competence 4: Apply strategies to obtain basic information and understand simple or adapted written texts of everyday life, media and the school environment.</li> <li>• Competence 5: Use basic visual, discursive and linguistic features of a simple structured text to understand it.</li> <li>• Competence 6: Use enquiry tools to access to the comprehension of texts.</li> </ul> <p><b>Writing dimension</b></p> <ul style="list-style-type: none"> <li>• Competence 7: Plan simple texts based on the identification of the most relevant elements of the communicative situation.</li> <li>• Competence 8: Produce simple texts adapted to the communicative situation with the</li> </ul>	<ul style="list-style-type: none"> <li>• Multilingual strategies</li> <li>• Use of ICT tools.</li> <li>• Basic sociolinguistic and cultural aspects</li> </ul>
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		<p>assistance of specific supports.</p> <ul style="list-style-type: none"> <li>• Competence 9: Review the text in order to improve it according to the communicative situation with the assistance of specific supports.</li> </ul> <p><b>Literary dimension</b></p> <ul style="list-style-type: none"> <li>• Competence 10: Understand and evaluate simple, adapted or authentic literary texts, regarding the age.</li> </ul> <p><b>Plurilingual and multicultural dimension</b></p> <ul style="list-style-type: none"> <li>• Competence 12: Use multilingual strategies for communication.</li> </ul>	
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## 4. 21<sup>st</sup> 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: Interaction			

## 5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	X	Digital competence	X
Mathematical competence	X	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><b>KNOWLEDGE.</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- Language diversity.</li> <li>- Class language diversity.</li> <li>- Interculturality.</li> <li>- Multilingualism.</li> <li>- Linguistic subtraction.</li> <li>- Logo design.</li> <li>- Surveys.</li> <li>- ICT tools (Kahoot and video edition).</li> <li>- Colloquium.</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>- Names of countries.</li> <li>- Names of languages.</li> <li>- Wh- questions.</li> </ul> <p><b>Social, attitude, values:</b></p> <ul style="list-style-type: none"> <li>- Respect of linguistic diversity.</li> <li>- Working collaboratively.</li> <li>- Raise awareness of benefits of linguistic diversity.</li> </ul>	<p><b>SKILLS.</b></p> <p><b>Content:</b></p> <ul style="list-style-type: none"> <li>- Develop an interview.</li> <li>- Classify information.</li> <li>- Identify contents in a text.</li> <li>- Develop a campaign.</li> <li>- Design a logo.</li> <li>- Design a slogan.</li> <li>- Research information in the internet.</li> <li>- Summarize information.</li> <li>- Distinguish between benefits and side effects.</li> <li>- Interpret visual information.</li> </ul> <p><b>Language:</b></p> <ul style="list-style-type: none"> <li>- Asking each other questions.</li> <li>- Retain language related to languages and the subtraction phenomena.</li> <li>- Use language creatively.</li> <li>- Persuade an audience of a particular point of view.</li> </ul> <p><b>Social, attitude, values:</b></p> <ul style="list-style-type: none"> <li>- Exchange opinions with respect.</li> </ul>

- Show interest in learning about linguistic diversity.
- Take into account peer explanations to develop the different activities.

## 7. REFERENCES

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The images' webgraphic references are at the end of the project.



## 8. COMMENTS (optional)

This planning will be developed over two more projects once the students present their final product. After the presentation session the students will live an experience of gamification in which all the discoveries they have made throughout the programming will be involved. It is an Escape room where students will to test all the knowledge and language acquired.

This activity has not been developed in section 11 because the materials required are based on what the students have develop in their their researches.

For the same reason, in the development of the activities we cannot include the last proposal that will close this program. In this final activity students will participate in our own assessment as teachers-students of this course.






We will ask students do a summary of the different activities of the project, in small groups. These discoveries may be expressed on a cardboard in the form of mindmaps, lap books, pop up scenes, etc. Each cardboard will be the summary of a part of the project, and together they will create the puzzle of this pedagogical experience.

In this way the students will accompany us until the end of the presentation that we will have to do in the course, being a part of our final product.

Skills: R: reading , S:speaking, L: listening, W: writing, I: Interaction

Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World

Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

9. UNIT OVERVIEW						
Session	Activities	Timing 	Skills 	Interaction 	ICT 	Assessment 
1	What do we lose when we lose a language? (Watching a video).	10'	L, S, R	WG	PC	X
	The meaning of colors.	20'	S, L, R	T-S, SG	Powerpoint Kahoot	TA
	The meaning of colors: colloquium	15'	S, L, R, I	T-S, S-S, WG	X	TA
2	All about me: Questionnaire about culture.	10'	R, W	T-S	Google form	X
	Symon says: guess the language!	10'	S,L,R	T-S, S-S	X	TA
	Questionnaire about culture: Colloquium.	25'	S, L	T-S, SG	Graphic from the google form	TA

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3	Bla-Bli Storytelling time!	10'	L, R	T-S, WG	Storyjumper	X
	Finding an end.	25'	S, R, W, I	S-S, S-G	Storyjumper	X
	Choosing the best end.	10'	R, L, S, I	T-S, S-S, WG	Powerpoint	PA
4	Language map. What is the GELA group?	20'	R, L, S, I	T-S, S-S, WG, SG	Mentimeter	X
	The subtraction Phenomena. How can we avoid it?	10'	R, L, S, I	T-S	Powerpoint	X
	Our final Project: Introduction.	15'	R, L, S	T-S	Powerpoint	X
5	Our final Project: Research. What do we need for developing our campaign?	15'	L, S, I	T-S, WG	X	X
	Let's make the expert-groups!	10	I	S-S, SG	X	X
	Let's organize our experts-work!	20	I-W	S-S, SG	X	X

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6	Our final Project: Research.	45'	L, S, R, W, I	S-S, T-S, SG	Depends on students' choice.	X
7	Our final Project: Research.	45'	L, S, R, W, I	S-S, T-S, SG	Depends on students' choice.	X
8	Our final Project: PRESENTATION.	45'	S, I	S-S, T-S, WG	Depends on students' choice.	S-A P-A T-A
9	Escape room 1	45'	L, S, R, W, I	S-S, T-S, SG		T-A
10	Escape room 2	45'	L, S, R, W, I	S-S, T-S, SG		T-A P-A

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## 10. SESSION PLANNING

### SESSION 1: The meaning of colors.

Objectives of the session:

- Introduce the topic.
- Know the previous knowledge of the students about the driving question.
- Talk about the cultural diversity in our class.
- Exchange opinions about the cultural diversity in the world.
- Participate in a colloquium about cultural diversity.

Content-obligatory language for the session:

- All language included in the powerpoint presentation named *The meaning of colors* (hospitality, femininity, love, calm, architecture, security, masculinity, health, marriage, foreign color, happiness, attractiveness, liveliness, mourning, brides, cleanliness, unhappiness, wealth...).
- Structures to exchange opinion: I think that.../Under my point of view.../I agree.../ I see your point, but...

### Activities

*include : Name and description; Assessment tool (if any); Material (including language support)*



### 1.1 What do we lose when we lose a language? (video)

The teacher writes on the blackboard the driving question and asks to students what do they know about it. We can provide them different questions linked with the driving

10'

L,S, R

WG

PC

X



	<p>question and the contents we will develop on further sessions. Afterwards, we will display a video about the ways members of a different culture have to interpret certain visual symbols or movements:</p> <p><a href="https://www.youtube.com/watch?v=UTE0G9amZNk&amp;t=89s">https://www.youtube.com/watch?v=UTE0G9amZNk&amp;t=89s</a></p> <p>Through this activity we expect to raise student's attention, demonstrating that there are different ways of interpreting the world around us. On the other hand, this activity becomes an introduction for the next activity.</p> <p><b>Materials:</b> The video <i>What do we lose when we lose a language?</i></p>					
1.2	<p><b>The meaning of colors.</b></p> <p>The teacher gives students the assessment rubric with the objectives and the language scaffolding document for developing a colloquium. Then the teacher starts this activity asking some questions:</p> <ul style="list-style-type: none"> <li>-What is red? And blue? And green?</li> <li>-Colors are just colors? What do you think?</li> <li>-Do you think that colors can define feelings?</li> <li>-What is the color of love? What is the color of peace?</li> </ul> <p>The teacher writes down the different answers in a Word document projected on the interactive digital board, to talk about them once the activity finishes.</p> <p>After this introduction, the teacher starts working on the Powerpoint. It shows the different meanings of colours in the continents where the students or their families are from (because of this we haven't include oceania).</p> <p>At the beginning of the Powerpoint, hyperlinked in the presentation title (slide 1), there is a Kahoot that develops different questions about the different colors.</p> <p>Once one color is presented through the Kahoot, the teacher will go back to the Powerpoint for comparing the answers.</p>	20'	S, L, R	T-S, S-S, S-G, WG	Powerp oint Kahoot	TA



	<p><b>Materials:</b> <i>The meaning of colors</i> powerpoint, <i>The meaning of colors</i> Kahoot, <i>The meaning of colors</i> teacher's scaffolding document, <i>The meaning of colors</i> vocabulary document, <i>The meaning of colors</i> introductory questions word, tablets and interactive digital board.</p> <p><b>Assessment tool:</b> Oral expression and interaction rubric.</p>					
1.3	<p><b>The meaning of colors: colloquium.</b>          In this part of the activity, the teacher shows to students the answers of the questions of the introduction. Then asks the students:</p> <ul style="list-style-type: none"> <li>- Do you agree with the answers to these questions?</li> <li>- Would you change your answers?</li> <li>- If so, what? Why?</li> <li>- Do you think you learned something new today?</li> <li>- If so, what did you learn?</li> </ul> <p>Through these questions students will start a colloquium finding some conclusions about the topic developed in the main activity.</p> <p><b>Materials:</b> <i>The meaning of colors</i> introductory questions word and interactive digital board.</p> <p><b>Assessment tool:</b> Oral expression and interaction rubric.</p>	15'	S, L, R, I	T-S, S-S, WG	X	TA



## SESSION 2: Culture, identity and language diversity in class.

Objectives of the session:

- Raise awareness about the cultural diversity in the class.
- Reflect about the importance of preserve cultural diversity.
- Know the previous knowledge of the students.
- Build graph charts.
- Interpret graph charts.
- Exchange opinions about the importance of the language diversity through a colloquium.
- Learn some particularities of the languages that are spoken in class.

### Content-obligatory language for the session:

- Students should know the meaning of the following words: *cultural diversity, chart, traditions, identity, minority languages.*
- Students should know some sentence structures to exchange their opinions and points of view: *under my point of view, I think that, I see your point, but, I disagree with you because, I agree with you because, I'm not sure about it...*
- Language structures to talk about the information that contains the graph: *according to the graph, X per cent of the students think that... , in general my classmates think that..., just a few of my classmates believe that...*
- Students should know the meaning of the actions included in the *Simon Says* game written in the meta language (English): *tickle your feet, touch your nose, hide your head, hugh the classmate next to you, let's be scissors, hug yourself, dance like robots, stand on one foot, make a funny face, raise your arms.*

### Activities

*include : Name and description; Assessment tool (if any); Material (including language support)*



2.1	<p><b>All about me</b></p> <p>1)The teacher tells students that a good way to start finding answers about the driving question is to analyze their cultural traits in the country where they are from and what their preferences are regarding the various aspects reflected in the worksheet called <i>All about me</i> (eating , music, clothes ...). We explain them we will carry out an activity, but before we start implementing it, we propose them some questions that we are going to speak about at the end of the session. We show them the questions that are included in the digital questionnaire (Google forms) that we have designed previously:  <a href="https://forms.gle/EcU4kND4D7oEyTfb6">https://forms.gle/EcU4kND4D7oEyTfb6</a></p> <p>2)The teacher provides the students, who have been previously grouped in groups of 3, three worksheets from other classmates (the <i>All about me</i> sheet), and ask them to read the information recorded there. The teacher will provide two minutes so that they can read the annotated information and at the end of this time an acoustic signal will sound. The children will then pass the sheets to the group next to them, and repeat the activity again, until all the students have been able to read all the contributions from the other classmates.</p>	10'	S,L,R	T-S, S-S,W G	Tablets  Digital questionnaire	TA
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	<p>3) We provide the students some tablets or computers to fill the answers of the questionnaire that we have projected in the first activity. There are no definitive answers or any key (so, we can consider that all answers are correct), because we just want to know what their ideas and thoughts are about the main topic we are developing.</p> <p><b>Materials:</b> <i>All about me</i> worksheet, google form, tablets.</p> <p><b>Assessment tool:</b> the questionnaire is a tool for the teacher to know the previous knowledge of the students.</p>					
2.2	<p><b>Colloquium.</b></p> <p>Once the students have filled the questionnaire we project the graphic in the digital screen and we speak about the results. The colloquium will be divided in two parts:</p> <ol style="list-style-type: none"> <li>1) Students exchange their ideas in groups of three.</li> <li>2) Then we speak about it in the whole group.</li> </ol> <p><b>Materials:</b> Graph from the google form of the previous activity.</p> <p><b>Assessment tool:</b> Observation rubric</p>	10'	S,L	S-S, T-S	Digital questionnaire	TA
2.3	<p><b>Symon says: guess the language!</b></p> <p>Through this activity we will learn some peculiarities of the minority languages spoken by children in the classroom. The ones that they have discovered through the previous</p>	25'	S, L, R	S-S T-S	X	TA



<p>activity. Our goal is that children show interest in the subject by taking advantage of the affective bonds they have established with their classmates. This will help to arise their curiosity to answer the driving question we have proposed them. The activity will be developed as follows:</p> <p>1) The teacher projects on the whiteboard sentences written in the different minority languages that the children in the class where we carry out the activities know how to speak (Italian, Romanian and Arabic). Children in the class who can speak it cite the actions one by one, while mimicking the actions of the statements. The rest of the boys and girls in the class will imitate them.</p> <p>2) Then the teacher provides to children in the classroom <i>flashcards</i> of the previous statements written in different languages and translations in the languages they know: Catalan, Spanish and English (a pack of flashcards for each group of three students ). Next, we ask the children who can speak the minority languages to pronounce the statements again, but this time they will do it randomly and will not perform the actions through mime. The rest of the classmates will be the ones who speak 'will have to remember the corresponding actions and tell what's the language they are speaking.</p>					
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<p>3) Finally, the teacher let the children play <i>Simon says</i> game in small groups (groups of 3 students). They will read out the statements that they have been listening to in the previous activities.</p> <p><b>Materials:</b> flashcards.</p> <p><b>Assessment tool:</b> observation rubric.</p>					
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	<h2>SESSION 3: Bla-Bli</h2> <p>Objectives of the session:</p> <ul style="list-style-type: none"> <li>• Understand a simple story about subtraction phenomena.</li> <li>• Develop an end of a story following some instructions.</li> <li>• Use a new ICT tool satisfactorily.</li> <li>• Assess others' work through a rubric.</li> <li>• Value and respect others' work and opinions.</li> </ul>					
	<p>Content-obligatory language for the session:</p> <ul style="list-style-type: none"> <li>• Students should know the following language structures for understanding the story: This is..., there is.../there are..., she is from.../he is from..., etc.</li> <li>• For developing the colloquium of the topic students should know the following language structures: first of all..., in my opinion..., I think that..., in addition..., for example..., I agree.../I disagree..., in conclusion..., etc.</li> <li>• The vocabulary that students should know for developing the end of the story is: main character, draft, understandable, resolution, text boxes, etc.</li> </ul>					
	<p>Activities</p> <p><i>include : Name and description; Assessment tool (if any); Material (including language support)</i></p>					
3.1	<p><b>Storytelling time!</b></p> <p>Teacher starts asking students:</p> <ul style="list-style-type: none"> <li>- Have you ever listen the story of Bla-Bli?</li> </ul> <p>Then, the teacher shows students the cover of the story and ask them:</p> <ul style="list-style-type: none"> <li>- What to you think is this story about?</li> </ul> <p>The teacher writes the different answers on the blackboard. Then starts the storytelling.</p>	10'	L, R	T-S, WG	Stor yju mp er	X

	<p>When the teacher finishes, ask to the students:</p> <ul style="list-style-type: none"> <li>- What happens to Bla-Bli?</li> <li>- How can we help her?</li> </ul> <p>The teacher will lead the answers to the next activity in which they have to design different endings for the story.</p> <p>Webpage: <a href="https://storyjumper.com/joinClass/3592386">storyjumper.com/joinClass/3592386</a>          Class Password:GEPSTORYJUMPERS</p> <p>Name and username:          Maria Casadevall = mariacasadevall          Jill Simon = jillsimon</p> <p><b>Materials:</b> Bla-Bli story, blackboard.</p>					
3.2	<p><b>Finding an end for Bla-Bli.</b></p> <p>The teacher asks students to make small groups of 3. Then, the teacher will give them the cards with the roles that each student has to follow.</p> <p>The green groups have to find a positive end where the subtraction phenomena is overcome in a positive way. The red groups have to find a negative end where the subtraction phenomena is overcome in a negative way.</p> <p>Each group have 3 slides to finish the story (one per student). They have to choose the mood of the characters and write the dialogues. They also have to write down the text of the story and record their voice reading their texts and dialogues.</p> <p><b>Materials:</b> Storyjumper templates, <i>How to end a story</i> scaffolding sheet, Laptops, role cards.</p>	25'	S, R, W, I	S-S, S-G	Stor yju mp er	X



3.3	<p><b>Choosing the best end.</b></p> <p>The slides of the different groups are shown to the whole group. Each group assess their mates' work and their own work through a rubric.</p> <p>Finally, the students will vote for the best final, which will be part of the book about Bla-Bli.</p> <p>This book will be shown in other courses once the didactic unit is finished. Students will also have the opportunity to use it as part of their final awareness campaign.</p> <p><b>Materials:</b> Storyjumper templates, Laptops, role cards.</p> <p><b>Assessment tool:</b> Self assessment and peer assessment rubric.</p>	10'	R, L, S, I	T-S, S-S, WG	Stor yju mp er	PA SA
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## SESSION 4: The subtraction phenomena

Objectives of the session:

- Reach group agreements on a topic.
- Explain the ideas of your group to other groups.
- Participate in debates respecting the opinions of others.
- Reflect out loud on one's opinions.

Content-obligatory language for the session:

- Students should know the meaning of the following words: *cultural diversity, subtraction phenomena, minority languages, multilingualism, interculturality.*
- Students should know some sentence structures to exchange their opinions and points of view: *under my point of view, I think that, I see your point, but, I disagree with you because, I agree with you because, I'm not sure about it...*
- Vocabulary and language structures related to the process of promoting a campaign: *slogan, logo, to raise awareness, to promote, benefits of...*
- Some questions that are required to develop the writing activities successfully: *Could you help me, please?, How do you say \_\_\_\_ in English? What's does it mean?, How can I say \_\_\_\_\_ in English?*
- It is also important to take into account the vocabulary and the sentence structures that will arise when students are writing down their opinions. The teacher should be sure that they understand the meaning of the key words and sentence structures that students have used when he/she writes down their ideas on the blackboard or digital board.

### Activities

*include : Name and description; Assessment tool (if any); Material (including language support)*



4.1	<p><b>Our language mind map.</b></p> <p>The teacher starts the session making three groups according to students abilities. Then, the teacher stick on the blackboard a cardboard with some questions about the story of the last session:</p> <ol style="list-style-type: none"> <li>1. Do you know any personal story similar to Bla-Bli story?</li> <li>2. What is the meaning of Bla-Bli story in the real life?</li> <li>3. Why do you think your teacher chose this story?</li> <li>4. What is the relationship between this story and our topic (Our linguistic diversity)?</li> </ol> <p>The teacher assign one question to each group, taking into account that the difficulty increases question after question. Then, each group choose a president, and discuss about the question to find an answer that all the members will write down on a card.</p> <p>Each member of the group is an expert that goes to another group and explains the conclusions of his or her group. Finally the president stick his/her card on the cardboard under its question.</p> <p>In the next step of this part of the session the teacher shows to students a question about the languages spoken in Catalonia:</p> <ul style="list-style-type: none"> <li>- How many languages are spoken in Catalonia?</li> </ul> <p>Then students have to choose one answer using Picklers' codes:</p> <ol style="list-style-type: none"> <li>A. Three (Catalan, Spanish and English).</li> <li>B. More than twenty, including some other European, Asiatic and African languages.</li> <li>C. Seven (Catalan, Spanish, Arab, Italian, French, English, Chinese).</li> </ol>	25'	R, L, W, S, I	T-S, S-S, WG , SG	Pick lers	X
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	<p>D. According to the last research, three hundred.</p> <p>Finally we share with them the correct answer (D.) and ask students to share with the whole group their opinions.</p> <p><b>Materials:</b> Big cardboard and small cardboards, Picklers' codes and tablets.</p>					
4.2	<p><b>The subtraction Phenomena</b></p> <p>Through the opinions of students about the conclusions of the research, the teacher introduces the concept of <i>subtraction phenomena</i> writing it down on the top of the cardboard.</p> <p>Then, the teacher ask to students if they have ever listened about this word and what could it mean.</p> <p>The teacher writes down the answers of the students in a Word document projected on the interactive digital board. Finally, the teacher writes down the definition of the concepts and ask students to compare their answers to the real meaning.</p> <p><b>Materials:</b> Interactive digital board.</p>	10'	R, L, S, I	T-S, WG	X	X
4.3	<p><b>Our final Project: Introduction.</b></p> <p>The teacher ask students:</p> <ul style="list-style-type: none"> <li>• Did you listen this concept before?</li> <li>• Do you think that the subtraction phenomena is also our responsibility?</li> <li>• How could we help making this information extensible to our community?</li> </ul>	10'	L, S, I	T-S, WG	X	X



	<p>The answer of students will help the teacher to introduce the point of the final product of this project: An awareness campaign to promote multilingualism and interculturality.</p> <p>This campaign will include:</p> <ul style="list-style-type: none"> <li>• The design of a slogan.</li> <li>• The design of a logo.</li> <li>• A video clip to raise awareness and promote the benefits of multilingualism and interculturality.</li> <li>• A digital magazine summarizing the discoveries done through the project.</li> </ul> <p>The teacher will explain the different points of the students' guide and will ask them to make the groups and assign the roles. Finally, the teacher will give each group the topic that have to develop.</p> <p><b>Materials:</b> Journal of the project.</p>					
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## SESSION 8: The subtraction phenomena: final product presentation

Objectives of the session:

- Make a summary of the project.
- Present orally the project done.
- Develop a campaign (with a good slogan, logo, video clip and magazine).
- Use new ICT tools to support the oral presentation.
- Assess the own work through a critical and constructive view.
- Evaluate the project through a critical and constructive view.

Content-obligatory language for the session:

- For the development of the final project students should know the following vocabulary: research, linguistic diversity, subtraction phenomenon, GELA, cultural wealth, etc.
- Students should know some sentence structures for presenting their project to the audience: Hello, my name/our name is..., today we are going to talk about..., our project is about..., the main objective of our work is to..., etc.

### Activities

*include : Name and description; Assessment tool (if any); Material (including language support)*



The students will present the campaign in three steps:

1. **On the school's website:** the video clip will be shown. In this audience will see the slogan, the logo, a link of the project magazine (using padlet) and another of the questionnaire (using surveyplanet).

45'

R, L,  
S, I

T-S,  
S-S,  
WG

Go  
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TA  
SA



	<p>In class, students will see their final product, checking the answers of the questionnaire and talk about the experience. Finally will asses their own work and the project.</p> <p><b>Materials:</b> <i>The school website, flipboard, google forms.</i></p> <p><b>Assessment tool:</b> Oral expression and interaction rubric, self-assessment sheet and project assessment sheet.</p>				Flip board	
8.2	<p>2. <b>In other classes:</b> the students will present their project to other classmates of the school (using popplet and padlet). They will explain their experience over this adventure, and share with them the final product. Moreover, they will answer the doubts and questions of their audience.</p> <p><b>Materials:</b> interactive digital board and popplet.</p> <p><b>Assessment tool:</b> Oral expression and interaction rubric.</p>	90'	R, S, L, I	S-S WG	Popplet Mentimeter Padlet	TA
8.3	<p>3. <b>To the families:</b> An oral presentation of all the steps of the project and then, if the students want, they can develop a fast quiz to see if families have understood the points of the project (using mentimeter).</p>	90'	R, S, L, I	S-S WG	Popplet Mentimeter	X



**Webgraphy. Links to the images used in the student-designed materials in this project.**

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<https://www.pexels.com/photo/paint-mixed-together-1428169/>

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### Pixabay

<https://pixabay.com/illustrations/caricature-imagination-creativity-4807398/>

### Other sources

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# WORKSHEETS OF THE STUDENTS

# EVALUATION RUBRICS

# OTHER RESOURCES



# THE MEANING OF COLOURS

**AFRICA**  
Hospitality

**ASIA**  
Security  
Masculinity  
Health  
Marriage  
A foreign color



**AMERICA**  
Love  
Femininity  
Calm  
Architecture

**EUROPE**  
Love  
Femininity  
Compassion  
Newborn boys



**ASIA**

Happiness

Love

Courage

**AMERICA**

Liveliness

Attractiveness

Halloween

No money

**ORANGE**

**EUROPE**

Liveliness

Fun

Curiosity

Creativity

Royalty

Power

Courage

Attractiveness

**AFRICA**

Death

Mourning

**AMERICA**

Brides

Angels

Hospitals and doctors

**AFRICA**

Victory

Purity

**ASIA**

Mourning

Unhappiness

Death

**WHITE**

**EUROPE**

Peace

Innocence

Cleanliness

Transparency

**EUROPE**

Good luck  
Money  
Jealousy  
Calm  
Hope

**ASIA**

Eternal life  
Fertility  
Youth  
Health  
Abundance  
Beauty

**AFRICA**

Life  
Wealth  
Prestige  
Bad news  
Corruption

**GREEN**

**AMERICA**

Death  
Summer

**ASIA**

Immortality  
Newborns  
Routines  
Mourning

**EUROPE**

Newborns  
Masculinity  
Tranquility  
Protection  
Paradise  
Trust  
Immortality  
Sadness

**AMERICA**

Trust  
Death  
Mourning  
Authority  
Health  
Hope  
Sadness

**BLUE**

**AFRICA**

Sacred

**EUROPE**

Passion  
Enthusiasm  
Love  
Self-sacrifice

**ASIA**

Love  
Purity  
Wealth  
Fertility  
Funerals  
Marriage  
Abundance  
Spirituality  
Beauty

**RED**

**AFRICA**

Death  
Mourning

**AMERICA**

Sundays  
God of the sun

**AFRICA**

Mysticism  
Virtue

**AMERICA**

Courage  
Honor  
Death  
Bad things

**PURPLE**

**EUROPE**

Power  
Patience  
Durability  
Prestige  
Royalty  
Funerals  
Wealth

**ASIA**

Wealth  
Privilege

**AMERICA**

Prestige

**EUROPE**

Hope  
Energy  
Warmth  
Cowardice  
Envy  
Weakness  
Opposition  
Royalty  
Divinity  
Sadness

**ASIA**

Goodness  
Wealth  
Kindness  
Courage  
Good luck

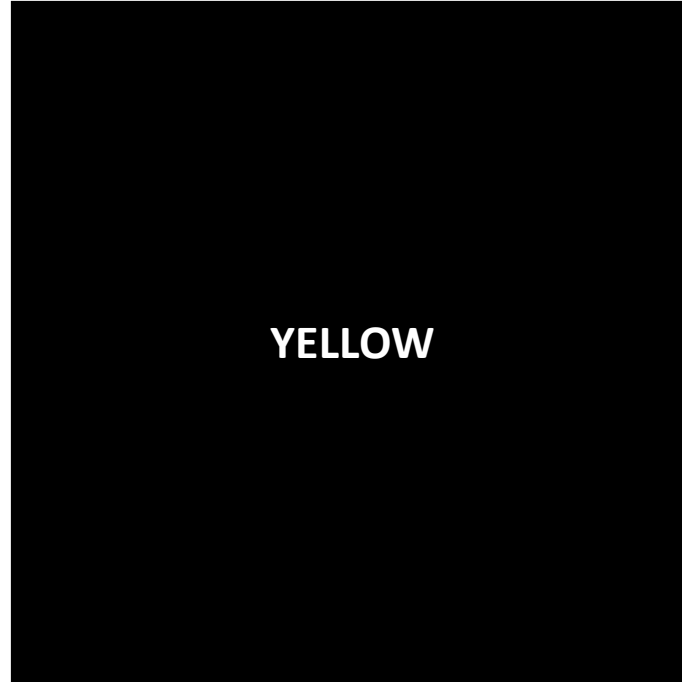
**YELLOW**

**AFRICA**

Death  
Mourning

**AFRICA**  
Rebirth

**ASIA**  
Perfection  
Pain



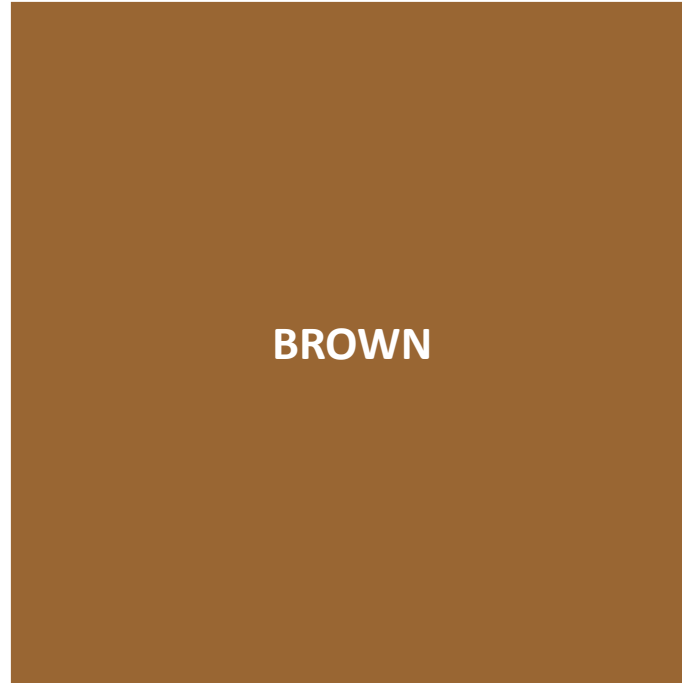
**AMERICA**  
War  
Religion  
Power  
Evil  
Death

**EUROPE**  
Mourning  
Death  
Wealth



**AMERICA**  
Bad Sales

**EUROPE**  
Health  
Loyalty  
Trust  
Honesty



**AFRICA**  
Life  
Nature

**ASIA**  
Mourning

**AMERICA**  
Calm  
Kindness

**EUROPE**  
Sadness

**AFRICA**  
Spontaneity

**GREY**

**ASIA**  
Sales  
Old age



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# **THE MEANING OF COLORS**



## *Introductory questions*

-What is red? And blue? And green?






-Colors are just colors? What do you think?

-Do you think that colors can define feelings?

-What is the color of love? What is the color of peace?

WORD	MEANING	CATALAN	OTHER LANGUAGES
<b>Architecture</b> 	The art of making buildings.	ARQUITECTURA	
<b>Health</b> 	The condition of being free from illness or not.	SALUD	
<b>Foreign</b> 	To belong to other country.	EXTRANGER	
<b>Hospitality</b> 	Being friendly and welcome to guests and visitors.	HOSPITALITAT	
<b>Courage</b> 	The ability of control fear in dangerous situations	CORATGE	
<b>Sales</b> 	The number of items sold.	VENTES	
<b>Royalty</b> 	The people who belong to a family of a King and Queen.	REALESA	
<b>Attractiveness</b> 	The quality of being very pleasing in appearance.	ATRACTIU/ ATRACTIVA	
<b>Mourning</b> 	The expression of sadness for someone who has died.	DOL	
<b>Bride</b> 	A woman on her wedding day.	NÚVIA	

WORD	MEANING	CATALAN	OTHER LANGUAGES
<b>Unhappiness</b> 	the feeling of not being happy.	INFELICITAT	
<b>Cleanliness</b> 	The state of being clean or the act of keeping things clean.	NETEJA	
<b>Purity</b> 	Freedom from contamination.	PURESA	
<b>Jealousy</b> 	Being jealous: feeling envy.	GELOSIA	
<b>Wealth</b> 	Abundance of valuable possessions or money.	RIQUESA	
<b>Youth</b> 	The period between childhood and adult age.	JOVENTUT	
<b>Rebirth</b> 	the process of being or born again.	RENAIXEMENT TORNAR A NÉIXER	
<b>Trust</b> 	To really believe in someone or something.	CONFIAR	
<b>Sacred</b> 	Dedicated to a religious purpose related to God or Gods.	SAGRAT	
<b>Mysticism</b> 	Believe in mysterious things.	MISTICISME	

WORD	MEANING	CATALAN	OTHER LANGUAGES
<p><b>Goodness</b></p> 	<p>The quality of being good.</p>	<p>BONDAT</p>	
<p><b>Warmth</b></p> 	<p>The quality or sensation of being warm (moderate and comfortable heat).</p>	<p>CALIDESA</p>	
<p><b>Cowardice</b></p> 	<p>To not be brave (to show courage).</p>	<p>COVARDIA</p>	
<p><b>Envy</b></p> 	<p>To feel jealousy and desire others' things.</p>	<p>ENVEJA</p>	
<p><b>Weakness</b></p> 	<p>To have not much strength.</p>	<p>DEBILITAT</p>	



## THE MEANING OF COLOURS

### SLIDE 1

#### PINK

**Africa:** In some African cultures means hospitality.

**Asia:** In Japan it represents masculinity and health, in Korea it represents security. In China pink is called "the foreign color" because for many years Chinese culture has not recognized the color pink.

**America:** In Latin America it is a symbol of architecture. Moreover, pink is a cognitive stimulant that reduces violence and symbolizes calm. Because of this it is often used in prison cells.

**Europe:** Represents love, femininity, romance, susceptibility and compassion. In Eastern countries it represents marriage, and in western countries it is used for newborns.

### SLIDE 2

#### ORANGE

**Africa:** In some African cultures it represents mourning.

**Asia:** In Japan and China it represents happiness, love and courage.

**America:** For the US, it represents the color of Halloween and a lack of money. In Latin countries it is the color of attractiveness and life.

**Europe:** In Europe orange has very different meaning, it represents liveliness, fun, curiosity, creativity. In Holland it also represents royalty, in Ukraine power and courage, and in France it is also the color of attractiveness.

### SLIDE 3

#### WHITE

**Africa:** White color means victory and purity for Africa.

**Asia:** For Asian countries in general it is a sign of mourning, but for India white is a symbol of love and happiness.

**America:** In America it represents brides, angels and health (hospitals and doctors).

**Europe:** Represents peace, innocence and transparency, some people believe that it has a relaxing effect.

## SLIDE 4

### GREEN

**Africa:** It means life for the Muslim countries, and also for other countries it means so different things such a wealth and prestige, or corruption and bad luck.

**Asia:** In the cultures of the East countries it means eternal life, fertility, youth, health and abundance. Moreover, in China it means beauty.

**America:** In some North American countries it means summer and good luck. But in south America, for the Latin Culture, it means death. Also, for Mexico it is a sign of independence, since it became independent from Spain 19 centuries ago.

**Europe:** For Europe in general it means money, calm and hope, but in Western countries it also means jealousy.

## SLIDE 5

### BLUE

It is the color that most likes in the world.

**Africa:** In some African cultures blue is used to talk about something sacred.

**Asia:** For Chinese people blue means immortality and newborns, but for Japanese people blue identifies their daily routines. Moreover, in Korea blue means mourning.

**America:** In Latin America blue means health and hope, but in Mexico it means trust and mourning. In the USA blue is used in authority and also means sadness

**Europe:** For the countries of the Middle East, blue means protection, paradise, trust and spiritual immortality. But also, in some European countries it is used for newborns, as in China.

## SLIDE 6

### RED

**Africa:** For some South African countries red means mourning.

**Asia:** In India is used for love, purity, wealth and fertility, but in China it is used in funerals, marriage ceremonies and also means beauty. Furthermore, in Japan it is used for talking about abundance and spirituality.

**America:** According to some South American cultures, each day of the week is defined by a color, and red is the color of Sundays. It also represents some gods of the sun.

**Europe:** Red is passion, self-sacrifice, enthusiasm and love for Western countries.

## SLIDE 7

### PURPLE

**Africa:** In some African countries it means mysticism while in others it means belief and virtue.

**Asia:** It means wealth and privilege in Japan, because time ago, it was a very difficult color to achieve, so it was exclusive and related to rich people.

**America:** In the USA means courage, honor and braveness. But in South America is worn at the funerals. In fact, in Brazil is thought that if you dress in purple, you would have bad luck.

**Europe:** In general, means power, royalty and wealth (the same as in Japan), but in Ukraine it means patience and durability. Moreover, for some English cultures, it also means funerals (such as in South America).

## SLIDE 8

### YELLOW

**Africa:** In some African countries it means mourning, but in others birth and light.

**Asia:** For Indian culture Yellow means good luck, goodness and holiness. For Japan countries it represents wealth, kindness and courage since the royal war in 1357.

**America:** Yellow means prestige in the USA and, in some South American cultures, yellow is the color of Mondays.

**Europe:** In some European countries it means energy, hope and warmth, but in Greece it also means sadness. Yellow is illness, lies and cowardice in western countries (in fact if you look for cowardice in Google traductor, one option is Yellow). Moreover, in Germany it means envy. In France it also means envy, infidelity, weakness and opposition. Yellow also means Royalty and divinity in Poland.

## SLIDE 9

### BLACK

**Africa:** In some African cultures it represents rebirth.

**Asia:** In Japan it is a symbol of perfection, while in Thailand black means pain.

**America:** In old South American cultures black means war and religion (Aztecs), while in North America it means Power, evil and death.

**Europe:** In Western countries it represents mourning and death, but also in some Spanish cultures it means wealth.

## SLIDE 10

### BROWN

**Africa:** Brown is related to nature and life.

**Asia:** In India means Mourning.

**America:** In Columbia it is a sign of bad sales.

**Europe:** In general means honesty, and for western countries means loyalty and trust.

## SLIDE 11

### GRAY

**Africa:** In general, gray represents spontaneity.

**Asia:** Mostly in Asia Gray means sales, but also for Japan means maturity and old age.

**America:** Calm and Kindness in general.

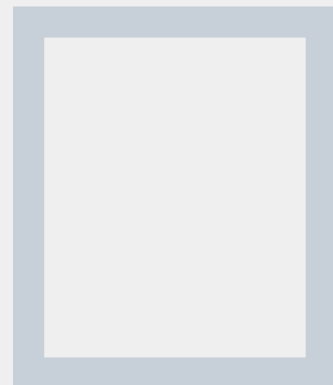
**Europe:** Monotony and sad situations (especially for western countries).

## SLIDE 12

Each color has a meaning, charged with an energy and representing an opinion. These characteristics vary according to countries, beliefs and cultures.



My portrait



My name is \_\_\_\_\_

My name means \_\_\_\_\_

The origin of my name is (ethimology)

\_\_\_\_\_



### Music!

I like...

Traditional music of my country is...



### The languages I speak are...



### Food

I like...

Traditional food of my country I eat is...

### Clothes

I wear...

Traditional clothes of my country are...



### Festivities!

Winter

Spring

Autumn

Summer

## LET'S PLAY AND LEARN OTHER LANGUAGES!



*English*

Tickle your feet!

Touch your nose!

Hide your head in your shirt.

Hug the classmate next to you!

Let's be scissors!

Hug yourself.

Play the guitar.

Dance like robots.

Stand on one foot.

Make a funny face.

Raise your arms.



*Lingua italiana*

Ticchetti i piedi!

Toccati il naso!

Nascondi la testa nella maglietta.

Abbraccia il compagno di classe accanto a te!

Facciamo le forbici!

Abbracciate.

Suona la chitarra.

Danza come robot.

Stare su un piede.

Crea una faccia buffa.

Alza le braccia.





*Lingua rumena.*

Goliți-vă picioarele!

Atinge-ți nasul!

Ascunde-ți capul în cămașă.

Îmbrățișează colegul de clasă lângă tine!

Să fim foarfece!

Îmbrățișați-vă.

Canta la chitara.

Dansează ca niște roboți.

Stai pe un picior.

Faceți o față amuzantă.

Ridică brațele.



*Moroccan language.*

12 horizontal rectangular boxes for writing, arranged vertically.



**Ticchetti i piedi!**

Tickle your feet!

Feu-vos pessigolles als peus!

¡Haceros cosquillas en los pies!

**LINGUA ITALIANA**



**Toccati il naso!**

Touch your nose!

Toqueu-vos el nas!

¡Tocaros la nariz!

**LINGUA ITALIANA**



**Nascondi la testa nella maglietta.**

Hide your head in your shirt.

Amagueu el cap dins la samarreta!

¡Esconded la cabeza dentro de la camiseta!

**LINGUA ITALIANA**



**Abbraccia il compagno di classe accanto a te!**

Hug the classmate next to you!

Feu una abraçada al company o companya del vostre costat!

¡Abrazad al compañero o compañera de vuestro lado!

**LINGUA ITALIANA**



**Facciamo le forbici!**

Let's be scissors!

Siguem tissores!

¡Seamos tijeras!

**LINGUA ITALIANA**



**Abbracciati.**

Hug yourself.

Abraça't.

Abrázate.

**LINGUA ITALIANA**



**Suona la chitarra.**

Play the guitar.

Toca la guitarra.

Toca la guitarra.

**LINGUA ITALIANA**



**Danza come robot.**

Dance like robots.

Balleu com robots.

Bailad como robots.

**LINGUA ITALIANA**



**Stare su un piede.**

Stand on one foot.

Aguanteu-vos drets amb un sol peu!

¡Manteneros en pie con un solo pie!

**LINGUA ITALIANA**



**Crea una faccia buffa.**

Make a funny face.

Feu un acara divertida.

Haced una cara divertida.

**LINGUA ITALIANA**



**Alza le braccia.**

Raise your arms.

Aixequen els braços.

Levantad los brazos.

**LINGUA ITALIANA**



**Goliți-vă picioarele!**

Tickle your feet!

Feu-vos pessigolles als peus!

¡Haceros cosquillas en los pies!

**LINGUA RUMENA**



**Atinge-ți nasul!**

Touch your nose!

Toqueu-vos el nas!

¡Tocaros la nariz!

**LINGUA RUMENA**



**Ascunde-ți capul în cămașă.**

Hide your head in your shirt.

Amagueu el cap dins la samarreta!

¡Esconded la cabeza dentro de la camiseta!

**LINGUA RUMENA**



**Îmbrățișează colegul de clasă lângă tine!**

Hug the classmate next to you!

Feu una abraçada al company o companya del vostre costat!

¡Abrazad al compañero o compañera de vuestro lado!

**LINGUA RUMENA**



**Să fim foarfece!**

Let's be scissors!

Siguem tissores!

¡Seamos tijeras!

**LINGUA RUMENA**



**Îmbrățișați-vă.**

Hug yourself.

Abraça't.

Abrázate.

**LINGUA RUMENA**



**Canta la chitara.**

Play the guitar.

Toca la gitarra.

Toca la gitarra.

**LINGUA RUMENA**



**Dansează ca niște roboți.**

Dance like robots.

Balleu com robots.

Bailad como robots.

**LINGUA RUMENA**



**Stai pe un picior.**

Stand on one foot.

Aguanteu-vos drets amb un sol peu!

¡Manteneros en pie con un solo pie!

**LINGUA RUMENA**



**Faceți o față amuzantă.**

Make a funny face.

Feu un acara divertida.

Haced una cara divertida.

**LINGUA RUMENA**



**Ridică brațele.**

Raise your arms.

Aixequeu els braços.

Levantad los brazos.

**LINGUA RUMENA**





*6th grade. What do we lose when we lose a language?*



6th grade. *What do we lose when we lose a language?*



*6th grade. What do we lose when we lose a language?*



**WRITER**



**SPEAKER**



**EMOTION MAKER**

ROLES FOR THE STORYTELLING ACTIVITY

**POSITIVE END**

**1. Revise the text of your story:**

- Is there any mistake in the text?
- Is it connected with the rest of the story?
- Does it transmit a positive end?

**2. Write down the text in the story.**

**WRITER**

1. Identify the feelings of the characters.
2. Search and try different voices for different characters.
3. Read aloud the text of the story several times until you feel comfortable.
4. Find a place without much noise and record your voice.

**SPEAKER**

1. Read the text of the story and identify the feelings of the characters.
2. Change the images so that the characters show their emotions.
3. Insert the necessary text boxes and dialog boxes, and adjust them to the image.

**EMOTION MAKER**

**ROLES FOR THE STORYTELLING ACTIVITY**

**POSITIVE END**



**WRITER**



**SPEAKER**



**EMOTION MAKER**

ROLES FOR THE STORYTELLING ACTIVITY

**NEGATIVE END**

1. Revise the text of your story:

- Is there any mistake in the text?
- Is it connected with the rest of the story?
- Does it transmit a negative end?

2. Write down the text in the story.

**WRITER**

1. Identify the feelings of the characters.

2. Search and try different voices for different characters.

3. Read aloud the text of the story several times until you feel comfortable.

4. Find a place without much noise and record your voice.

**SPEAKER**

1. Read the text of the story and identify the feelings of the characters.

2. Change the images so that the characters show their emotions.

3. Insert the necessary text boxes and dialog boxes, and adjust them to the image.

**EMOTION MAKER**

**ROLES FOR THE STORYTELLING ACTIVITY**

**NEGATIVE END**



# THE END OF A STORY

## *How to find an awesome ending!*

### POSITIVE END CHECK LIST

The end of the story is happy. The conflict ends favorably for the main character.

Protagonist

#### 1. Don't forget your objectives

##### Objectives

- Develop a negative end for Bla-Bli.
- Work satisfactorily in group following your roles.
- Use Storyjumper for creating your awesome end.

#### 2. Think about the story

##### Do you know...

- Who is the main character?
- How is the main character?
- What is the problem of the main character?
- What does the main character want?

#### 3. Start writing!

##### Create a draft and think...

- Is it understandable?
- Read your text and check the grammar mistakes.
- Is your **RESOLUTION** connected with the story?
- Is your **END** solving the problems of the main character?

##### The Resolution

A good story doesn't finish without a final resolution. Ask yourself:

- Is your story meaningful?

##### The End

An awesome ending is the perfect way to finish a story. Does your end tell us...

- What happens to the main character once the problem is solved?
- Is the main character able to learn an important lesson as a result of your awesome end?





# THE END OF A STORY

## How to find an awesome ending!

### NEGATIVE END CHECK LIST

The end of the story is not happy. The conflict ends sadly for the main character.  
↓  
Protagonist

#### 1. Don't forget your objectives

##### Objectives

- Develop a negative end for Bla-Bli.
- Work satisfactorily in group following your roles.
- Use Storyjumper for creating your awesome end.

#### 2. Think about the story

##### Do you know...

- Who is the main character?
- How is the main character?
- What is the problem of the main character?
- What does the main character want?

#### 3. Start writing!

##### Create a draft and think...

- Is it understandable?
- Read your text and check the grammar mistakes.
- Is your **RESOLUTION** connected with the story?
- Is your **END** solving the problems of the main character?

##### The Resolution

A good story doesn't finish without a final resolution. Ask yourself:

- Is your story meaningful?

##### The End

An awesome ending is the perfect way to finish a story. Does your end tell us...

- What happens to the main character once the problem is solved?
- Is the main character able to learn an important lesson as a result of your awesome end?

**ORAL PRESENTATION  
RUBRIC**



**Outcomes**

- Develop an end of a story following some instructions.
- Work satisfactorily in group following some roles.
- Use a new ICT tool satisfactorily.

<b>Group topic:</b>	<b>Group members</b>
---------------------	----------------------

<b>A. Structure</b>				
The ideas are clear and well structured	AE	AN	AS	NA
There is an introduction, a development and a conclusion.	AE	AN	AS	NA
The group has summarized the most important information.	AE	AN	AS	NA
All the outcomes are reflected.	AE	AN	AS	NA
<b>Global mark</b>				

<b>B. Communicative context and quality of the content</b>				
The group demonstrates mastery of the subject.	AE	AN	AS	NA
Ideas are presented with depth, details and examples.	AE	AN	AS	NA
Express rigor, clarity and precision	AE	AN	AS	NA
Define words or concepts that can be new	AE	AN	AS	NA
<b>Global mark</b>				

**AE:** Total achievement of the items.

**AN:** General achievement of the items.

**AS:** Partial achievement of the items.

**NA:** Non-achievement of items.

C. Linguistic Correction				
The language used is adapted to the situation and to the topic/subject	AE	AN	AS	NA
A correct language structures are used	AE	AN	AS	NA
Pronunciation	AE	AN	AS	NA
<b>Global mark</b>				

D. Communicative Efficacy				
Provides information convincingly	AE	AN	AS	NA
Speech fluid, agile, with rhythm and with the appropriate pauses	AE	AN	AS	NA
Volume, tone and voice modulation	AE	AN	AS	NA
Adequation of visual support	AE	AN	AS	NA
Organization and clarity of the visual presentation	AE	AN	AS	NA
If questions are asked, the answers are adequate and accurate.	AE	AN	AS	NA
<b>Global mark</b>				

<b>Final mark</b>	
-------------------	--

**OBSERVATIONS**

**AE:** Total achievement of the items.




**AN:** General achievement of the items.

**AS:** Partial achievement of the items.

**NA:** Non-achievement of items.



## PEER EVALUATION. BLA-BLI STORY

Group that assess	Group assessed	Skills involved in the activity	Weak point	Satisfactory point	Strong point	RECOMMENDATIONS (optional)
						
<b>MY ADVICES</b>	<b>Objectives</b>	Good positive or negative end				
		Use of Storyjumper tool				
		Group work				
	<b>Story</b>	Visual content				
		Text				
		Coherence				
	<b>Group Work</b>	Writer				
		Speaker				
		Emotion maker				

### USEFUL SENTENCES:

I think that (John) needs to improve \_\_\_\_\_

The way (John) has been reading is \_\_\_\_\_

You can understand everything correctly

### USEFUL VOCABULARY:

the pronunciation (la pronúncia)

the speed (la velocitat)

the coherence (la coherència)

### USEFUL LINKERS

because (perquè)

but (però)

although (encara que)

## LINGUISTIC SUBTRACTION AND SUSTAINABILITY

The story shows you different **attitudes** of the people toward identity and linguistic diversity. According to your endings, we can **contribute to protect minority languages** and let their speakers preserve their identity, or **we can push to accelerate the disappearance of these languages**.



When a language disappears because another language has replaced it, the phenomenon of **linguistic subtraction** takes place.



When we preserve a minority language in a community where a powerful language is spoken we reach the **linguistic sustainability**.

Now that you know this, could you classify the examples of attitudes provided by the teacher? Let's go!

*Thoughts that promote linguistic subtraction...*

*Thoughts that promote linguistic sustainability...*





My language is better than the language of others.

Speaking this language is more useful. It is spoken by more people.

He speaks to me in a minority language I know how to speak. I'll speak to her in the same language.

I am not ashamed to speak a minority language I know. I will keep using it in front of others that are not able to speak it.

My language is better than the language of others.

I will not speak to a person who does not know how to speak my language until he learns it.

The fact that she speaks another language that I do not speak in front of me is not impolite. She is in her right to do it.

I feel ashamed to speak my language in front of my friends.

I feel ashamed to speak my language in front of my friends.

Speaking a minority language is useful for communicating with my friends when I go out with them, but for serious things it is better to speak the language that everyone speaks.

If a friend is interested in my language I can teach him or her how to speak it a little bit.



6th grade. What do we lose when we lose a language?

*Thoughts that promote linguistic subtraction...*



6th grade. What do we lose when we lose a language?

*Thoughts that promote linguistic sustainability...*



Group:  
Topic:

Date:



## Group Discussion & Group Colloquium Rubric

NAME	Interaction			Participation		Communication		GLOBAL MARK
	Listens actively to peers the entire time maintaining eye contact.	Takes notes of others' opinions for preparing the speech.	Asks questions to peers and teacher.	Participates with his/her opinion in a respectful way.	Express the own ideas with coherence and clarity.	Develops a fluent speech.	Uses a correct pronunciation and volume of voice.	

**AE:** Total achievement of the items.    **AN:** General achievement of the items.    **AS:** Partial achievement of the items.    **NA:** Non-achievement of items.

Group:  
Topic:

Date:



General observations:

**AE:** Total achievement of the items.    **AN:** General achievement of the items.    **AS:** Partial achievement of the items.    **NA:** Non-achievement of items.

**ORAL PRESENTATION  
RUBRIC**



**Outcomes**

<b>Group topic:</b>	<b>Group members</b>
---------------------	----------------------

<b>A. Structure</b>				
The ideas are clear and well structured	AE	AN	AS	NA
There is an introduction, a development and a conclusion.	AE	AN	AS	NA
The group has summarized the most important information.	AE	AN	AS	NA
All the outcomes are reflected.	AE	AN	AS	NA
<b>Global mark</b>				

<b>B. Communicative context and quality of the content</b>				
The group demonstrates mastery of the subject.	AE	AN	AS	NA
Ideas are presented with depth, details and examples.	AE	AN	AS	NA
Express rigor, clarity and precision	AE	AN	AS	NA
Define words or concepts that can be new	AE	AN	AS	NA
<b>Global mark</b>				

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C. Linguistic Correction				
The language used is adapted to the situation and to the topic/subject	AE	AN	AS	NA
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<b>Global mark</b>				

D. Communicative Efficacy				
Provides information convincingly	AE	AN	AS	NA
Speech fluid, agile, with rhythm and with the appropriate pauses	AE	AN	AS	NA
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Organization and clarity of the visual presentation	AE	AN	AS	NA
If questions are asked, the answers are adequate and accurate.	AE	AN	AS	NA
<b>Global mark</b>				

<b>Final mark</b>	
-------------------	--

<b><u>OBSERVATIONS</u></b>

**AE:** Total achievement of the items.




**AN:** General achievement of the items.

**AS:** Partial achievement of the items.

**NA:** Non-achievement of items.



## PEER EVALUATION. SPEAKING ACTIVITIES.

NAME:	Names of the classmates	Skills involved in the speaking	Weak  point	Satisfactory  point	Strong  point	RECOMMENDATIONS (optional)
<b>MY ADVICES</b>	Group/ Students:	Clarity				
		Speed				
		Pronunciation				
	Group/ Students:	Clarity				
		Speed				
		Pronunciation				
	Group Students:	Clarity				
		Speed				
		Pronunciation				

### USEFUL SENTENCES:

I think that (John) needs to improve\_\_\_\_\_

The way (John) has been reading is\_\_\_\_\_

You can understand everything correctly

### USEFUL VOCABULARY:

the pronunciation (la pronúncia)

the speed (la velocitat)

the clarity (la claredat)

### USEFUL LINKERS

because (perquè)

but (però)

although (encara que)

# OUR LINGUISTIC DIVERSITY

## FINAL PROJECT

### OUR OBJECTIVES

- Research about the importance of the linguistic diversity.
- Find out the factors that contribute to preserve and to harm the linguistic diversity.
- Designing and promoting a campaign in order to raise awareness of the audience.
- Persuade the audience about the necessity to respect the linguistic diversity and show them behaviors that could be applied to preserve linguistic diversity. through a Kahoot designed by them
- Preparing and rehearsing an oral presentation that is going to be displayed for parents and other students of the school.

### WHAT DO YOU HAVE TO DO?

- The Slogan group: Create the slogan of the Campaign and make a questionnaire for the school website and the questionnaire for the oral presentation.
- The Logo group: Create the logo of the campaign and the mind map of the project.
- The Magazine group: Create the digital magazine of the project.
- The Videoclip group: Create the videoclip of the project.

### TASK DEADLINES

- **Initial Research:** 9<sup>th</sup> – 13<sup>th</sup> march
- **Find out factors:** 16<sup>th</sup> – 20<sup>st</sup> march
- **Design the promotional campaign** (logo, magazine, videoclip): 23<sup>rd</sup> – 31<sup>st</sup> march
- **Preparing the oral presentation:** 1<sup>st</sup> – 10<sup>th</sup> april
- **Exhibition of the oral presentation:** 16<sup>th</sup> – 17<sup>th</sup> april

# OUR LINGUISTIC DIVERSITY

## PROJECT REMINDER

### *What did we discover?*

#### THE MEANING OF COLORS

Colors have different meanings depending on the countries, beliefs and cultures. As same as colors, this happens with everything.

#### ALL ABOUT ME: CULTURE

Our culture define us, the way we dress, the food we eat, our relationship with others... The same happens with languages. Language an culture are two things that can't go separately because one define and enrich the other one.

#### BLA-BLI

This story opens the door to a huge question: Is our cultural identity in danger of extinction?

#### THE SUBSTRACTION PHENOMENA

The subtraction phenomena is a process in which a lot of factors are involved. Everybody is implicated, but the majority of us doesn't know it.

## **OUR LINGUISTIC DIVERSITY**

### **MORE INFORMATION**

#### **THE AMOUNT OF LANGUAGES SPOKEN IN CATALONIA**

Although the most widely spoken languages in Catalonia are Catalan and Spanish, there are also other languages that are spoken. About 300 different languages! It is amazing the large amount of languages that are spoken and how this fact is unnoticed.

#### **WHO REPORTS THE DIFFERENT LANGUAGES SPOKEN IN CATALONIA?**

We have learnt that the GELA (Grup d'Estudi de Llengües Amençades) is struggling to report the amount of languages that are spoken in Catalonia. We should try to make an effort to make visible the different languages that are spoken in our village, as it would contribute to know better the people who live with us and to strengthen our ties with them.



# THE SLOGAN GROUP

## CHECK LIST



### *What is a slogan?*

A slogan is a short, impactful and easy-to-remember sentence that we find in advertising texts and that summarizes the message that is to be reached to the audience.

### *How can we make a slogan?*

#### YOU HAVE TO TAKE INTO ACCOUNT THAT:

- The message should be short and concise; long sentences should not be used to make it easy to remember.
- The catchphrase must be original, it is to attract the attention of those who read or hear it.

#### FIND YOUR INSPIRATION

##### *Start with a brainstorm*

- Make a list of words that describe your idea. Take all of your ideas out, even the bad ones!
- Do it together! One person's ideas are fine, but the ideas of the whole group will enrich your search.

#### RESOURCES THAT WE CAN USE:

- Give an order. For example "Just do it" from a Nike campaign.
- Play with the shape or meaning of words. For example "Don't smoke me" (anti-smoking campaign)
- Ask rhetorical questions. For example the Megane's Renault Campaign "Do you drive or drive?".
- Do repetitions. For example: "People at the service of people".

The slogan does not need to be a sentence:

- We can do it without a verb: "TV3, yours".
- We can do it just with a verb:
  - o Repeating it as in the Duracel batteries: "last and last"
  - o Conjugating it as in the catchphrase of Catalonia: "We are and we will be".

# THE SLOGAN GROUP

## MAKE A QUESTIONNAIRE



### *What do you have to do?*

You have to make two questionnaires:

- One for the website.
- One for the oral presentation day.

#### QUESTIONNAIRE FOR THE WEBSITE

For doing this questionnaire you have to use Google Forms. An easy ICT tool for create questionnaires.

<https://docs.google.com/forms/u/0/>

This video tutorial will help you. Watch it before start:

<https://www.youtube.com/watch?v=xEY10Ub-k-U>

#### QUESTIONNAIRE FOR THE PRESENTATION DAY

For doing this questionnaire you have to use Mentimeter. An easy ICT tool for create quizzes.

<https://www.mentimeter.com/>

This video tutorial will help you. Watch it before start:

<https://www.youtube.com/watch?v=SdOfAenuAnw>

#### WHAT DO YOU HAVE TO ASK

This questionnaire is about the subtraction phenomena. Your objective is to know if the participants have ever listened about this. Moreover, you have to discover if they have ever lived a situation in where they (or somebody that they know) felt ashamed of their cultural background.

Some questions that you can ask are:

- Do you consider that there are languages that are more important than others?
- Do you consider that the language someone speaks can be a determining factor to establish a relationship with him or her?
- Does it bother you if anyone else knows that you are from another country and you celebrate different traditions?
- Do you know someone who tends to not using the minority language he or she speaks when he talks to someone who also knows how to speak it?
- Do you know someone that although is able to speak a minority language does not keep learning it?

#### WHAT DO YOU HAVE TO ASK

This questionnaire is for checking your audience attention. Ask them questions about the oral exposition and the different things that you have presented in.

Some questions that you can ask are:

- Why is linguistic diversity important?
- What is linguistic subtraction?
- What kind of attitudes can contribute to preserve or to harm the language diversity?
- What the consequences are of not preserving the different languages spoken in our village? And the benefits?
- What kind of actions can be applied to solve this problem in the nearby future?

# THE LOGO GROUP

## CHECK LIST



### *What is a logo?*

A Logo is a graphic representation that symbolizes one idea, organization or company.

### *How can we make a logo?*

#### ANSWER THESE QUESTIONS

- Why do you need a logo?
- What do you want to transmit?
- What makes your idea special?

#### FIND YOUR INSPIRATION

*Start with a brainstorm*

- Make a list of words that describe your idea. Take all of your ideas out, even the bad ones!
- Do it together! One person's ideas are fine, but the ideas of the whole group will enrich your search.

#### HANDS ON!

- Choose your design style.
- Find the right typography.
- Pay attention to the colors (now you know what they mean!)

#### CHECK YOUR LOGO

- Can you identify your idea in 2 seconds?
- Does it reflect your message?
- Will people immediately know what is your message?
- Is it simple and easy to remember?
- Does it work at any size and anywhere?
- Is it unique?
- Can you integrate your logo into your classmate's slogan?

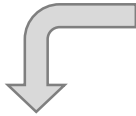
**Now that you have considered all of this points, you're ready to start designing!**

## THE LOGO GROUP

### MAKE A MINDMAP

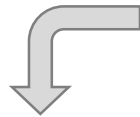
#### *What do you have to do?*

You have to make a magazine with a summary of all of the activities that you have done in this project.



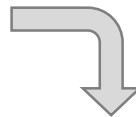
#### **INFORMATION**

Make a brainstorm of all the activities that you have done and all the content that you have discovered in this project.



#### **STRUCTURE**

Organize the best ideas and make a draft of your mind map.



#### **MIND MAP**

For making your mind map you have to use Poplet. An easy ICT tool for creating mindmaps.

<https://popplet.com/>

This video tutorial will help you. Watch it before start:

<https://www.youtube.com/watch?v=Zsdv2FN4MDw>

# THE MAGAZINE GROUP

## CHECK LIST



### *What is a magazine?*

A magazine is a publication, usually a periodical publication, which is printed or electronically published (sometimes referred to as an online magazine). Magazines contain a variety of content.

### *How can we make a magazine?*

#### STEPS

- 1) Think about the content you want to include in the magazine and write a list.
- 2) Decide the number of pages that the magazine will have and the sections you will include in it.
- 3) Write the contents of every section. The content should be adapted to the space you have available.
- 4) Determine which support images you want to include within the text.
- 5) Review the final result and modify whatever you consider that should be changed.

- Don't forget to add all the activities we have done in the project.
- Ask your teacher for the pictures and videos of the sessions.

#### FIND YOUR INSPIRATION

*Start with a brainstorm*

- Make a list of words that describe your idea. Take all of your ideas out, even the bad ones!
- Do it together! One person's ideas are fine, but the ideas of the whole group will enrich your search.

#### HANDS ON!

For making magazine you have to use Padlet. An easy ICT tool for creating magazines.

<https://ca.padlet.com/>

This video tutorial will help you. Watch it before start:

<https://www.youtube.com/watch?v=U3P5QySmLeU>

#### CHECK YOUR MAGAZINE

# THE VIDEOCLIP GROUP

## CHECK LIST



### *What is a videoclip?*

**Video clips** are short **clips** of **video**, usually part of a longer recording. The term is also used to mean any short **video** less than the length of a traditional television program.

### *How can we record a videoclip?*

#### STEPS

- 1) Think about the contents you want to include in your video and write a list.
  - 2) Write a script developing the contents you have specified in the previous step.
  - 3) Decide who will be the responsible that will explain every part of the video. Rehearse the explanation before recording it.
  - 4) Record the explanations of the different parts you have been rehearsing.
  - 5) Organize all the videos you are willing to include and search an app to edit videos.
  - 6) Use the video editor to join all the videos and the music you want to include. Don't forget to include informative credits about the topic, the author of the video, music used...
- Don't forget to add the logo and the slogan of the campaign.
  - Ask your teacher for the pictures and videos of the sessions.

#### FIND YOUR INSPIRATION

*Start with a brainstorm*

- Make a list of words that describe your idea. Take all of your ideas out, even the bad ones!
- Do it together! One person's ideas are fine, but the ideas of the whole group will enrich your search.

#### HANDS ON!

For making a videoclip you have to use Windows Movie Maker. An easy ICT tool for creating videoclips.

<https://g.co/kgs/D51kSc>

This video tutorial will help you. Watch it before start:

<https://www.youtube.com/watch?v=aoc5ppLhPbE>

#### CHECK YOUR VIDEOCLIP