

eTwinning projekt
“LEARNING MELTING POT”



eTwinning Label



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were awarded the Label for their project:

LEARNING MELTING POT

17.10.2018



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SeTITLE		LEARNING MELTING POT	
Duration	7 months	Subjects	- Physics and Chemistry - Literacy
GROUP DESCRIPTION	SPAIN GROUP	11 students= 2º ESO (12-13 years) _KS3_ Y9	
	FRANCE GROUP	23 students who work by 2: 12 students (13 years) _KS3_ Y9	
	SLOVENIA GROUP	8-11 students (11-13 years) _KS2/3_ Y8/9	
Key competencies			
x	Mother tongue	x	Learning to learn
x	Languages	x	Social and civic
	Mathematical, Scientific, Technology	x	Autonomy and personal initiative
x	Use of ICT	x	Cultural expression
JUSTIFICATION			
International and multicultural awareness is required when we are in contact with a new language. Our students will be brought the opportunity to meet partners from other countries and learn from each other, with the idea of exchanging traditions and culture from their countries, in order to widen their global perspective about the world, meeting new friends, learning from other ways of living and using their foreign language as the main code for communication.			
GOALS			
<ul style="list-style-type: none"> -Meet partners from other countries -Learn other countries' culture and traditions -Exchange work and essays -Understand other ways of living -Widen the boundaries of learning -Have real life contact with the language -Have a pen-friend / e-pal -Improve all the communicative skills in a foreign language -Encourage students to be motivated in the learning process 			
PRODUCTS			
<ul style="list-style-type: none"> -Project Logo -Twinspace padlet wall -Video about school -Kahoot game -Letters / Cards -International Recipes -International cooking -Booklet with countries sayings -Video about the area - Video conference -Easter cards and traditions -Foreing country brochure -Farewell gifts 			

PROCESS



NOVEMBER

ACTIVITY	Exercises	RESOURCES	Responsible	Deadline
<p>ACTIVITY 1:</p> <p>LOGO</p> 	<p>Exercise 1.1: Design a logo for our project.</p> <ul style="list-style-type: none"> ✓ Students design logos in individual /group work. ✓ Each country presents 3 logos. ✓ Upload the options on Twinspace. <p>See Basis and rules (Annex I)</p>	<p>TWinspace→ PAGE 1→</p> <p>linoit.com</p>	<p>SPAIN</p>	<p>9/11/2018</p>
	<p>Exercise 1.2: Voting.</p> <ul style="list-style-type: none"> ✓ Students vote. ✓ The winning logo will represent our learning melting pot project. 	<p>TWinspace→ PAGE 1→</p> <p>Easypolls.net</p>	<p>SPAIN</p>	<p>16/11/2018</p>
<p>ACTIVITY 2:</p> <p>MEETING EACH OTHER</p> 	<p>Exercise 2.1: Introducing yourself.</p> <ul style="list-style-type: none"> ✓ Students prepare individual presentations in the class. ✓ Students write their introductions in the padlet on Twinspace. ✓ Students update their Twinspace profile. 	<p>TWinspace→ PAGE 2→</p> <p>PADLET_WALL</p>	<p>SPAIN</p>	<p>23/11/2018</p>
	<p>Exercise 2.2: Film a video introducing the group and school.</p> <ul style="list-style-type: none"> ✓ Each country prepares a 2 min. video telling about their school area and facilities, class, daily routine, group and teacher. 	<p>TWinspace→ MATERIALS→ VIDEOS</p>	<p>SPAIN</p>	<p>30/11/2018</p>
	<p>Exercise 2.3: Play Kahoot.</p> <ul style="list-style-type: none"> ✓ Each country prepares 5 questions about the video for a kahoot game and it must be sent to responsible country by e-mail. ✓ Students watch their partners' videos. ✓ Students play the kahoot game (the same for everyone) in the class. 	<p>KAHOOT</p>	<p>SPAIN</p>	<p>30/11/2018</p>
<p>ACTIVITY 3:</p> <p>GET A PEN-FRIEND / EPAL PARTNER</p> 	<p>Exercise 3.1: Matching friends.</p> <ul style="list-style-type: none"> ✓ Teachers gather pairs of penfriends according to the students' interests shown in the padlet presentations. 	<p>TWinspace</p>	<p>SLOVENIA + FRANCE</p>	<p>30/11/2018</p>



DECEMBER

<p>ACTIVITY 1:</p> <p>CHRISTMAS CARDS</p> 	<p>Exercise 1.1: Christmas Card Exchange.</p> <ul style="list-style-type: none"> ✓ Students write two Christmas cards to their different pen-pals. ✓ Teachers send all the cards together by post to both countries. 	<p>POST</p>	<p>FRANCE + SLOVENIA + SPAIN</p>	<p>7/12/2018</p>
<p>ACTIVITY 2:</p> <p>INTERNATIONAL RECIPE</p> 	<p>Exercise 2.1: Sharing recipes.</p> <ul style="list-style-type: none"> ✓ Students write a recipe in individual /group work. ✓ Each country presents 3-4 recipes. ✓ Recipes are uploaded on Twinspace. 	<p>TWinspace→ PAGE 3→</p> <p>PADLET_WALL</p>	<p>SPAIN</p>	<p>14/12/2018</p>
	<p>Exercise 2.2: Choosing the recipe.</p> <ul style="list-style-type: none"> ✓ Students choose a recipe to be cooked in groups. 	<p>TWinspace→ PAGE 2→</p> <p>PADLET_WALL</p>	<p>SPAIN</p>	<p>19/12/2018</p>
	<p>Exercise 3.3: Cooking the recipe.</p> <ul style="list-style-type: none"> ✓ Two recipes of each country are cooked by students. ✓ Students bring the meals in the class. ✓ Students and teachers taste the meals. 		<p>SPAIN</p>	<p>19/12/2018</p>
<p>Exercise 3.4: Giving feedback.</p> <ul style="list-style-type: none"> ✓ Write opinions on padlet wall: two stars (positive comments) and one wish (suggestion to improve). 	<p>TWinspace→ PAGE 2→</p> <p>PADLET_WALL</p>	<p>SPAIN</p>	<p>31/12/2018</p>	


FEBRUARY

<p>ACTIVITY 1:</p> <p>VIDEOCONFERENCE</p> 	<p>Exercise 1.1:</p> <ul style="list-style-type: none"> ✓ Students meet and talk with partner's project though videoconference. 	<p>TWinspace→ LIVE</p> <p>SKYPE</p>	<p>SPAIN SLOVENIA FRANCE</p>	<p>2/2/2019</p>
<p>ACTIVITY 2:</p> <p>BOOKLET</p> 	<p>Exercise 2.1:</p>		<p>FRANCE</p>	<p>16/2/2019</p>

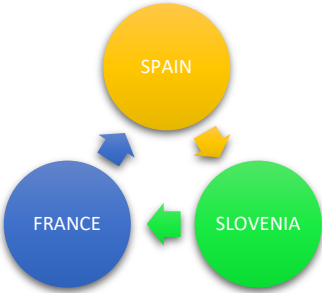
MARCH


<p>ACTIVITY 1:</p> <p>WHAT IS THE MOST TYPICAL THING IN YOUR AREA?</p> 	<p>Exercise 1.1: Record a video.</p> <ul style="list-style-type: none"> ✓ Students will record a video including the most typical products, traditions and monuments. <p>See ANNEX IV</p>	<p>TWinspace→ VIDEOS</p>	<p>SPAIN</p>	<p>28/3/2019</p>
<p>ACTIVITY 2:</p> <p>KAHOOT GAME</p> 	<p>Exercise 2.1: Create a Kahoot and play it.</p> <ul style="list-style-type: none"> ✓ Each country prepares a kahoot game. ✓ Students watch their partners' videos. ✓ Students play the kahoot games in the class. 	<p>KAHOOT</p>	<p>SPAIN</p>	<p>28/3/2019</p>

APRIL

<p>ACTIVITY 1:</p> <p>SEND AN EASTER CARD</p> 	<p>Exercise 1.1: Easter Card Exchange.</p> <ul style="list-style-type: none"> ✓ Students write two Easter cards to their different pen-pals. ✓ Easter traditions in home country must be explained. ✓ Teachers send all the cards together by post to both countries. 	<p>POST</p>	<p>SPAIN</p>	<p>5/5/2019</p>
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MAY

<p>FINAL TASK 1:</p> <p>TOWN/COUNTRY BROCHURE</p> 	<p>Exercise 1.1: Collecting information.</p> <ul style="list-style-type: none"> ✓ As a final task, and after all the exchanged work along the year, students will get information from their partners' videos and productions in order to create town/country brochure about one of the foreign countries. ✓ If students still need more information, they will proceed with an internet search 	<p>TWinspace + INTERNET</p>	<p>SPAIN</p>	<p>10/6/2019</p>
	<p>Exercise 1.2: Brochure.</p> <ul style="list-style-type: none"> ✓ Students in groups will translate the information into an informative Brochure. 			

	<p>✓ The brochure will have one part about the country and another one about the city.</p> <p>See instructions (Annex III)</p>			
<p>FINAL TASK 2:</p> <p>FAREWELL GIFT</p> 	<p>Exercise 2.1:</p> <p>The Country/City brochure can be sent as a gift.</p>		SLOVENIA	31/6/2019

ASSESSMENT

STANDARS

1.

STANDARS	COMPONENTS	ASSESMENT METHOD	OVERALL WEIGHTING (%)

FOLLOW UP and MASS MEDIA DIFFUSION

- Blog: <https://bajoaragonbritish.wordpress.com/>
- Website: <http://www.iesbajoaragon.com/>
- Facebook: <https://www.facebook.com/pages/les-Bajo-Aragon/114828871863023>
- "Apúntate a lo sano" Day
- eTwinning platform
- English Corner, high school wall.

ANNEX I

LOGO DESIGN REQUIREMENTS

PROFESSIONAL: The winning logo will be featured on our e-twinning project, Twinspace, videos and other mediums. Therefore, while we want the logo to be eye-catching, it must be still legible.

THEME: The logo must promote the idea of intercultural cooperation and collaborative learning exchange among scholars, as the idea of the title "Learning Melting Pot" represents.

SIZE: The size of the logo must be adjusted to 10x10 cm.

COLOUR: There are no limitations and any colours may be used. However, logo must look good in colour (if any) or black and white.

DESIGN: Both digital and handmade designs will be accepted.

INTEGRITY: Logos cannot contain copyrighted material. Logos must have been created and edited by the contestant(s). Logos may not include images that have been previously published. It must be easily reproducible and scalable for large and small formatting.

FORMAT: Logos must be uploaded as an image format (bmp; gif; jpg; Jpeg; tif; png) on our Twinspace, through the following web: <http://en.linoit.com/>. Each logo will have a number in order to promote privacy and the legality principle.

PARTICIPANTS: Logos can be designed individually or in groups. A pre-selection by the teacher from each country will take place in first term. Hence, three logos will be presented by each country. As a result, we will vote among nine options. In order to do that, we will use the following website <https://www.easypolls.net/>

For voting, students will respect the following rules:

- Each student can vote only once.
- Students can't vote for their own logos.
- Teachers also take part in the vote.

Good luck!

ANNEX II

BOOKLET OF USEFULL EXPRESSIONS WHEN TRAVELLING

Students will write and create a booklet presenting useful and helpful sentences in their mother tongue and also in English for a better understanding.

They may use the website “Storyjumper” to illustrate and give life to their booklet: <https://www.storyjumper.com/>

-click on “create a book” and then on the blank page

-here you go! Let’s be creative.

Here are the requirements:

Greetings :

Pleased to meet you!
Good morning!
How are you?
Good bye! Have a nice day!
Good night!
See you later!

Yes, please.
No, thanks.

That would be lovely !
It’s very nice of you !
Oh, I’m sorry!
Excuse me?

When you don’t understand :

I don’t understand.
Can you repeat, please?
Speak more slowly, please!
I don’t know. [n]
Can you spell it, please?
Can you write it, please?
I can’t say it in English!

Other sentences :

I’m lost!
Where is ... street please?
Can I come in?
I’m going to bed.
I’m hungry.
I’m thirsty.
I don’t eat any ...
I’m allergic to ...
I don’t like ... very much.
What is it?
I love it!
It’s delicious.
Can I have a sandwich?

How you feel :

I’m fine.
I’m very well!
I’m very happy!
I’m so-so.
And you?
I’m tired.
I’m cold.
My feet hurt.
I have a problem!
I’m homesick.
I’m not feeling well.
I think I’m ill.

When ordering some food or drink :

Hello, can I have a ... please?
Me too, please.
I’m sorry, I haven’t decided yet.
Do you have ...?
I’ll have two!
How much is a ...?
Large or regular?
I’d like a ... and a ... please.
With chips, please.
Can I have some mayonnaise?
Can I have a paper napkin?
Can I have a straw?
take away.

Magic words :

Please.
Thank you.
You’re welcome.

Next, please!
Hot or cold?

COUNTRY/CITY TRAVEL BROCHURE GUIDELINES

Step 1: Pick a country!

We have been learning and working together all along the year with some European countries. Therefore, we can use all the collected information from our e-twinning project in order to include it in our brochure. France will create a brochure about Spain, Spain will create a brochure about Slovenia and Slovenia will create a brochure about France.



To get some ideas click on <http://www.funkidslive.com/learn/penguin-explorers/>

and <http://www.funkidslive.com/learn/where-in-the-world-2/>

Step 2: Choose how you'll make your travel brochure!

There are lots of different ways you can make your travel brochure! You could do a giant one on a large piece of paper or maybe a small leaflet that your friends can take away with them. However, this time we are going to use an A-3 size of paper per country.



To make your travel brochure on paper you'll need:

- Paper (colourful paper looks good). Then it can be glued on the big A-3 paper.
- Glue
- Scissors
- Maps, photographs, clippings from magazines etc.

Step 3: Find things to put in your brochure!

It's hard to sum up a whole country in just one brochure so the aim of your travel brochure is to share the most important information and some of the best bits about that place!

A good place to start is thinking about what that country is famous for (as they usually are the best bits too!)

For example, if you were making a travel brochure for the UK you might mention Big Ben, Buckingham Palace, tea and the countryside!

Each country brochure will also have one big part that will be destined to give information about the village/town/city where our partner students come from.



Places to visit and things to do

What can you do in this country? Are there famous landmarks that you should check out whilst you're there?

Pictures

You want your travel brochure to look amazing and really sell the country to whoever's reading it so pictures are a must!

The country's tourist board might have some good pictures online that you can use or you could find some off Google Images. Just make sure any pictures you use you include a line underneath saying where you got it from and who it belongs to!

Maps

It's a good place to show where in the world your country is! If you type the 'place name + maps' into Google Images you should find it's been done for you (just remember to credit where you got the map from).

Weather



Before visiting a place, you need to know the weather so you can make sure you've got the right stuff packed. **Click here to check the weather on the BBC Weather website!**

<https://www.bbc.com/weather/0/2643743>

Food

For lots of people, the best bit of visiting somewhere new is trying out lots of tasty, new food! Is there a particular dish that your place is famous for? **Click here to check on the Food in Every Country website!**

<http://www.foodbycountry.com/>

Other things to include in your travel brochure...

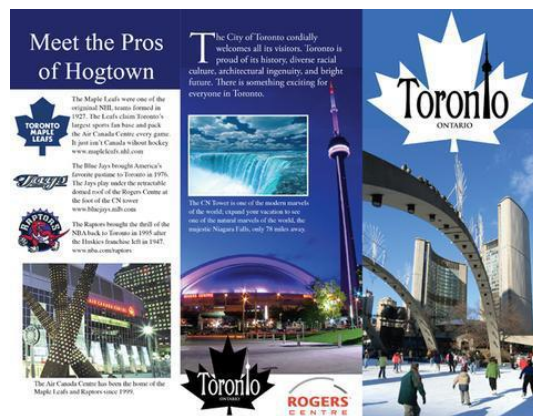
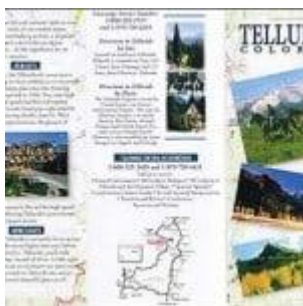
- Fun and weird facts
- History
- Famous people

Step 4: Put it all together!

Now you've got all the information you need, the next step is to bring your travel brochure to life!

You might want to start your travel brochure with the place name and a big, attractive image at the top to grab people's attention (as sometimes there might be a lot of different brochures on the shelf and you want yours to be picked!) Next, we need to think about the layout. You might want to split the other parts into different boxes to make it easy to read. Start with the most important information first as often people get bored and don't read through to the end!

If you're still not sure what a travel brochure should look like, check out some of these for inspiration!



ANNEX IV

LEARNING MELTING POT

ACTIVITY 1_MARCH

WHAT'S THE MOST TYPICAL THING IN YOUR AREA?

Firstly, this activity consists of promoting an internationally important product made in our area, and secondly, we would like to discover typical products from other European places.

AIMS

- ✓ To develop ICT skills and competences in Foreign languages.
- ✓ To improve communication skills.
- ✓ To promote teamwork and cultivate multiple intelligences.
- ✓ To build and share knowledge with people from different countries.

WORK PROCESS

Each school is responsible for:

- choosing the product,
- investigating how it is made,
- selecting the way to promote the chosen product. *Teachers can use the most suitable technological tool, such as image and video editing: Moviemaker or Animoto.*

It is also possible to promote traditions or monuments. We are going to promote the extra virgin olive oil.

STEP 1: MARCH →

Deadline: 31 03 19

Upload the video: **What is the most typical in your city?**

To record the video, it would be advisable to follow these tips:

1st) Organize the information before starting the record and the edition in a visual chart.

It is recommended: <https://strategyzer.com/canvas>

2nd) Record the video and edit the production using: [imovie](#), [moviemaker](#), [pinnacle...](#)

3rd) Upload the video in youtube or vimeo. Only then, you can attach the link in Twinspace.

4th) Finally, the teachers can evaluate the productions of their students using a rubric.

Useful website to prepare rubrics: <http://rubistar.4teachers.org>

STEP 2: MARCH →

Deadline: 31 03 19

1st) The students can write some questions about their works and then, the teacher can prepare a Kahoot with these questions.

2nd) The students will play with Kahoot from other countries to check if they have understood the work of their partners.

Kahoot: is a game-based platform that makes learning awesome: <https://kahoot.com/>