

Unidad Didáctica "Lifestyles"

Título: Unidad Didáctica "Lifestyles". **Target:** Profesores de Inglés. **Asignatura:** Inglés. **Autor:** Isabel María García Conesa, Licenciada en Filología Inglesa, Profesora Asociada de Inglés Centro Universitario de la Defensa de San Javier (UPCT -MDE), Profesora Francés Secundaria y EOI.

Introduction: In this topic, students will discuss different ways of organising people's lives and value the changes produced in their own lifestyles.

Title: Lifestyles

Stage General Objectives: a, b, c, e, f, g

Subject General Objectives: 1, 2, 3, 5, 6, 7

Content Blocks: already stated

Evaluation Criteria: 1, 2, 3, 4, 6, 7, 8, 9

Topic: Lifestyles

Level: Bachillerato 1st Form. They study English as First Foreign Language. The group is made up of 35 students; 20 of them have an average level, but not very high; there are 8 whose level is over the average and 7 whose level is rather poor, therefore our planning will include three different levels.

Justification of the unit: The students selected this title themselves. They found Lifestyles very interesting for the large number of things, which could be commented on when exploiting it.

At the beginning of the school year they were given a chart with different attractive and related to their own interests and background. They had to tick fifteen favourite topics out of a list of thirty different ones; since by negotiating the content with the students they get much more involved in the teaching process. The topics chosen by the larger number of students were taken as the immediate reference of our classroom planning.

Connections: The unit has a direct connection with the:

- School Educational Project: Since the school has included in the Project as one of the most important aims the widening of the students' experience and background by comparing different ways of organising one's own life.
- School Curricular Project: Relation with the modality C of Bachillerato 'Humanities and Social Sciences' and with the elective subject common to all modalities of 'Audiovisual Communication'.
- Transversal Topics: Moral and Civic Education, Consumer Education.

Temporalization: The unit will be taught in the first term and will be the third unit of this term, since the two first ones are necessary for their previous knowledge of this particular one. This topic is directly linked to the special date of December 10th 'Day of Human Rights'.

Timing: Six fifty-minute sessions, that is, two weeks.

Specific Didactic Objectives:

- Read a newspaper article.
- Express orally opinions & preferences on different routines and lifestyles.
- Express personal reactions towards life.
- Listen to a typical American folk song, a survey, and a radio interview.
- Reflect on the use of present simple & continuous.
- Write a personal letter.
- Talk about changes in their own lives.

Contents:

CONCEPTS	PROCEDURES	ATTITUDES
<p>Functional:</p> <ul style="list-style-type: none"> • Express orally opinions & preferences. • Comprehensive reading from a newspaper article • Describe different lifestyles • Write a personal letter to a childhood friend. <p>Grammatical:</p> <ul style="list-style-type: none"> • Adjectives: comparatives & superlatives. • Present Simple vs. Present Continuous. • Consolidation of present simple & continuous. <p>Lexical:</p>	<ul style="list-style-type: none"> • Discuss with a classmate opinion & preferences about different lifestyles. • Predict the content of a text from the front page. • Guess the contents of a topic. • Predict information and check it afterwards. • Identify the correct formulae to follow a computer conversation. • Compare information with other classmates. • Look and match. • Listen and check. • Listen and repeat. • Unjumble a jumbled dialogue. • Scanning for key words. • Deduce vocabulary from context. • Identification of 	<ul style="list-style-type: none"> • Be interested in one's own learning process. • Respect other people's opinions. • Respect other people's turn-taking. • Value one's own culture and that of the target language. • Participate in pair and group work. • Respect other people's possessions and items displayed in shops. • Make use of new learning and vocabulary. • Critical attitude towards the content of a newspaper article. • Respect other people's lifestyles. • Value the reference means in the learning of

<ul style="list-style-type: none"> • Lexis associated with expression of feelings & opinions. • Words related to personal reactions. • Words related to TV programmes. <p>Phonological:</p> <ul style="list-style-type: none"> • Different pronunciations of third person singular 's' • Use of non-linguistic signs to hesitate 'er, well, mm' 	important elements of messages involving different codes <ul style="list-style-type: none"> • Complete a mutilated text. 	the target language.
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Methodology

We will base it on the principles established by the law, but apart from that, every activity has its own specific methodology, mainly referred to number of students taking part, grouping, classroom management, grading of difficulty, etc.

Considering the fact that Bachillerato level is a Post-compulsory Stage, concepts will be emphasised much more than in previous years. The Organic Law assigns the students of Bachillerato an intellectual and human maturity, as well as the knowledge and abilities which enable them to carry out their social functions with responsibility and competence and to accede to higher studies.

Bachillerato methodology must encourage the students' autonomous work and stimulate their capacities for team work, to foster research and investigation techniques, and the applications and transferences of what has been learnt to real life.

Materials

Here we include all the different materials used both by the teacher and the students. On the other hand, we also make the distinctions between authentic material, semi-authentic material, and material made by the teacher or the students.

We must emphasise on the use of attractive and motivating material. Here we also include any other aids used such as: overhead projector, CD-player or cassette player, TV, video, computer, etc. The material used throughout the didactic exploitation is also to be evaluated by the users.

As far as this topic is concerned we will work mainly with photocopies, monolingual and bilingual dictionaries, consulting books, song, games, different copies, recordings, crosswords, etc.

Evaluation of the whole process

As far as evaluation is concerned we must evaluate everything:

- The students' previous knowledge, through a brainstorming session, although we can also set a written assessment.
- We must assess to which extent the students achieve the objectives established at the beginning, both stage and didactic ones. In order to check this the students will take a written assessment and the final task will also be marked to be marked their team work. In both cases the students will know what the marking criteria are, according to the agreement established by the English Department.
- We also take into account the overall opinion of the students along the five sessions established, since their view on the teaching-learning process is written down on the students' self-assessment record, or co-assessment record, evaluation of the teacher, his/her methodology, well as the evaluation of any material used.

Summative Evaluation

Here we will take into account:

- The evaluation criteria established in relation to the didactic objectives and those established by the law.
- Marking criteria (60% written assessment, 20% final task, 5% attendance, 5% homework, 5% pair/group work, 5% effort or something similar).

Project

The final task of the planning will consist of the elaboration, individually, of a personal letter. They have to write a letter to a friend they haven't seen for a long time telling him/her about the changes in their lives.

Activities

All the different activities are included in the sessions established for the development of this classroom planning.

The activities will be based on different means, and different techniques referred to the four skills: reading (skimming, scanning), writing (composition, personal letter), listening (song, recording from cassette) and speaking (oral participation).

It is important to add some out-of-school activity, which in the case of this topic would consist of taking the students to see a documentary about the traditional way of life in some English-speaking countries. And as extra work, we can make use of the task 'Comparing Cultures'.

DIDACTIC PLANNING - TOPIC LIFESTYLES					
1 st Session	2 nd Session	3 rd Session	4 th Session	5 th Session	6 th Session
SETTING INITIAL EVALUATION	FORMATIVE EVALUATION				SUMMATIVE EVALUATION
MOMENT OF TEACHING-LEARNING PROCESS					
MOTIVATION & INPUT	MOTIVATION, INPUT & CONTROLLED PRACTICE		FREE-PRODUCTION	ASSESSMENT	
• Brainstorming. (5') • Warm up. (10')	• Warm-up. (5') • Story-telling. (10')	• Warm-up. (5') • Organisational. (10')	• Warm-up. (5') • Speaking. (10')	• Warm-up. (5') • Language Practice. (10')	• Warm-up. 8' • Written test to revise contents practised. (30')
• Reading. (15')	• Listening. (10')	• Reading. (10')	• Reading. (15')	• Wordwatch. (10')	• Continuous-assessment record. (Teacher)
	• Role-play. (10')	• Practice. (10')	• Writing. (15')	• Speaking Extra. (10')	• Self-assessment record. (pupil)
• Focus on Form & Use. (15')	• Hesitation Game (10')	• Focus on Form & Use. (10')		• Song. (10') 'Little Boxes'	• Co-assessment record. (pupil-pupil)
• Self-assessment: Reflection on session. (5')	• Self-assessment: Reflection on session. (5')	• Self-assessment: Reflection on session. (5')	• Self-assessment: Reflection on session. (5')	• Self-assessment: Reflection on session. (5')	• Self-assessment: Reflection on whole process. (10')

Una mirada crítica al aprendizaje lúdico

Título: Una mirada crítica al aprendizaje lúdico. **Target:** Docentes de Secundaria. **Asignatura:** Pedagogía. **Autor:** Margarita Sánchez Cárdenas, Licenciada en Geografía, Profesora de Geografía.

Según los más entendido pedagogos y especializados en el juego en las últimas décadas (WINICOTT, VYGOTSKY, BRUNER, GERONES, entre otros), han puesto de manifiesto que el juego educativo desarrolla la creatividad, la tolerancia a la frustración o al fracaso, la imaginación, la capacidad de compartir con el otro, enseña las pautas de comportamiento y valores y, especialmente, resulta ser una estrategia efectiva para que nuestros alumnos adquieran las competencias básicas. La motivación con la que los docentes debemos reciclar contenidos que un día aprendimos, pero que ahora nos toca a los profesores, servir a nuestros escolares como si fuera un plato de verduras que ellos no quieren, pero que debemos servirselos disfrazados o con otros complementos para que se lo terminen comiendo, ese es el fin (Borja: 1984).