

ENGLISH ACTIVITY

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Course: 2º E.S.O

Title of the activity: WHEN I AM CREATIVE, I FEEL "GENIAL.LY"

1. Learning standards

- He/she breaks out of conventional thinking to unleash his/her potential and to translate inspiration into reality. (Ignite the students' creativity).
- He/she searches for, collects and stores the information on the Internet.
- He/she creates and presents a "Genial.ly Project" showing an efficient and responsible use of ICT to search for information
- In an informal conversation he/she understands points of view and opinions about his/her project in which the student is asked about personal information or interest matters. The interlocutors are the student's partners, the American teacher assistant and the group teacher.
- He/she makes a brief, a well-structured and a visual presentation using "Genial.ly" tool and responds to simple questions from listeners about the content of themselves.
- He/she identifies, with the aid of the image, instructions for operating and handling electronic devices, as well as instructions for carrying out safety activities on the Internet understanding essential specific information on web pages and other reference materials.
- He/she writes basic and brief messages on the slides for his/her "Genial.ly" presentation. The texts will develop real or imagined experiences or events using effective technique and well-structured event sequences.

2. Contents

The third term will be the best time for the "Genial.ly Project" execution.

All the contents learned during the year will be a helpful support in order to make a revision of the: grammar, lexis, phonetic, ICT, oral and writing skills ...

- Expression of time: **past** (past simple and continuous; present perfect); **present** (simple and continuous); **future** (going to; will; present continuous)
- *Genial.ly* editing basics:
 - Insert and edit text box, images and elements.
 - Edit a template, ...
- **Tips** for preparing and presenting their products:
 - Slide organization
 - Summarize main points
 - Use pictures, music and other resources
 - Overcome nervousness.
 - Body language, ...
- **Vocabulary**
 - Personal identification
 - Housing, home and environment
 - Daily life activities

- Education and study
- Family and friends
- Travel and vacation
- Technology of the Information and Communication, ...

3. Wording of the activity

Create your *Genial.ly* presentation.

Tell us WHO and HOW GENIAL.LY you are. Do not forget to talk about your feelings, routines, “personal” information, desires, likes, dislikes, opinions, experiences ...

Your story can be real or imagined and your audience must find your truth.

4. Description and procedure

Our American teacher assistant collaborates with the students in the process.

First session:

- Sign up: <https://www.genial.ly/interactive-content-education>
- Watch the step by step guide
- Choose your grouping and your mates; either by yourself, in pairs or in groups of three.
- Talk to organize team work:

Depending on the grouping, each project group will give a 3 to 12 minute presentation of their final project (Three minutes for each student). You should prepare a 2 minute talk and assume that you will get 1 minute of questions.
- Think creatively and come up with new and fresh ideas

Second session:

- Students will work together in pairs, in groups of three or individually.
- Follow the instructions for a [Genial.ly](https://www.genial.ly) presentation
- Choose a template
- Choose the text, photos and other elements you need
- Write your personal information (every member must write it).
- Do not forget that some of your information must be fake and your audience have to find out your truth. (E.g.: I was born in *South Africa* but my parents are *Spanish*).

Third session: Talk organization

- **Design your slides.**

Total number **11**. It should take **1 minute** to talk through the material on one slide, so for **11 slides** you should need no more than **12 minutes** for your talk:

 - Title & Outline slides (**2 slides**)
 - Introduction and Motivation (**3 slides**)
 - Details of your Topic (Family, school, nationality, friends... (**6 slides**))
 - Do not forget to write the sources where you found the information.
 - Your slides should be organized with a few main points and sub points.
 - Your slides are a guide for your talk. Do not read them.
 - Summarize your main points.
 - Use pictures, photos, figures and graphs to explain and describe.

Fourth and Fifth sessions: "IT'S YOUR DAY!!!"

- Project presentation using *Genial.ly* tool.
- The audience should ask and comment some matters about: your visual contact, if you speak clearly, mistakes, contents, templates, elements, pictures ...
They must also find out the fake information you gave during your project presentation.

5. Timing

Third term. For this syllabus, contents have been sequenced and organized into **five sessions of fifty-five minutes** in order to achieve the intended objectives.

6. Grouping

- Students will work in teams of three, in pairs and/or by themselves to search and choose the information and the project design.
- Students will write their presentation individually.
- Students will present their projects as they decided (individually, in pairs or in groups of three).

7. Descriptors used

CIUDADANÍA DIGITAL

- ***Identidad , imagen y reputación***
 - Identificar los beneficios y riesgos de proporcionar información personal y acceso de dispositivos en diferentes aplicaciones y entornos.
- ***Normativa digital, licencias y propiedad intelectual***
 - Actuar responsablemente como creadores y usuarios de trabajo creativo, según las normas existentes.
 - Buscar imágenes filtrando por licencia y conocer páginas donde puedan encontrarse imágenes o recursos digitales libres de derechos o con copyleft.
- ***Comportamiento en la Red***
 - Definir normas de conducta básicas al interactuar en medios digitales.

INTERACCIÓN Y COOPERACIÓN

- ***Comunicación***
 - Seleccionar y utilizar, de acuerdo a sus necesidades, diferentes herramientas de comunicación en línea para fines específicos.
 - Utilizar tecnologías digitales sencillas apropiadas para comunicarse en un contexto educativo.
 - Adaptar los diferentes medios de comunicación para mejorar la interacción dentro de un contexto determinado.
- ***Colaboración***
 - Seleccionar y utilizar herramientas de colaboración en línea para crear un proyecto con otros usuarios.
 - Presentar en equipo el resultado de sus proyectos con herramientas digitales.
 - Elegir y manejar de forma básica herramientas para procesos de colaboración y utilizarlas en función de sus propósitos.

- **Almacenamiento y uso compartido**
 - Determinar las propiedades de un archivo para conocer la ubicación o el tamaño y tenerlo en cuenta de cara a su almacenamiento y uso compartido.

PRODUCCIÓN

- **Investigación, selección y planificación**
 - Buscar diferentes fuentes y contrastarlas asegurándose de que están activas y son fiables.
 - Seleccionar y organizar la información.
- **Creación**
 - Identificar modos de crear y editar contenido sencillo en formatos simples.
 - Integrar tablas, gráficos y otros elementos que puedan emplearse en las presentaciones.
 - Utilizar herramientas digitales para crear y potenciar componentes de texto, imagen, sonido, animación y vídeo.
- **Evaluación y mejora**
 - Colaborar en el proceso de evaluación. Evaluar el trabajo propio y ajeno y justificar su contenido en función de la audiencia (por ejemplo, hacer observaciones sobre el contenido y la presentación del trabajo de un compañero).
 - Reaccionar positivamente a los comentarios de retroalimentación (feedback).
 - A partir de los comentarios de retroalimentación y de la autoevaluación, sugerir propuestas de mejora.

MANEJO DE DATOS Y PENSAMIENTO COMPUTACIONAL

- **Gestión de datos y alfabetización informacional**
 - Identificar modos de organizar, guardar y recuperar datos, contenidos e información de forma sencilla en entornos digitales.
 - Buscar y seleccionar datos e información y guardarlos de forma habitual en entornos digitales.

8. Rubrics

CATEGORY	Very good (4)	Good (3)	Not good enough (2)	Poor, inadequate (1)
Presentation	The student writes at least 4/6 slides. He includes interesting photos and images as well as other resources (animation, etc.) in a creative way	The student writes at least 4/6 slides but the general presentation is not very nice, the pictures are not very interesting	The student writes less than 4 slides. There are very few images and it is not creative. Done in a hurry.	The student writes less than 4 slides with few images and photos (or none). Done in a hurry in a very careless way
English language (content and vocabulary)	Quite a lot of comments in English. Richness of vocabulary	Not every picture is accompanied by a comment. Repetitions of the same words	Poor comments with too simple vocabulary	Lack of comments or extremely simple ones

English language (accuracy)	The student uses dictionaries and/or asks the teacher to check his comments. It is clear he/she checks the comments	The student does not check his/her messages much and there are minor mistakes	It is clear that the student does not check his/her comments and there are major mistakes	It is clear that the student does not check his comments and there are major mistakes and invented words or simply in Spanish.
Pronunciation	Excellent oral communication. Mispronunciation does not interfere with comprehension	Very good oral communication. Occasional mispronunciation does not interfere with comprehension	Limited oral communication. Mispronunciation at times interferes with comprehension.	Often mumbles or cannot be understood. Mispronunciation prohibits comprehension.
Script	Content is accurate and information is presented in a logical order.	Content is accurate but some information is not presented in a logical order.	Content is questionable and lacks logical order.	Content is inaccurate and there is no logical order.
Preparedness of Presentation	Student is completely prepared and has obviously rehearsed.	Student is very prepared but not well rehearsed	Student is somewhat prepared with an obvious lack of rehearsal.	Student does not seem at all prepared to present.
Voice - Consistency	Voice quality is clear and consistently audible throughout the presentation.	Voice quality is clear and consistently audible throughout the majority (85-95%) of the presentation.	Voice quality is clear and consistently audible through some (60-84%) of the presentation.	Voice quality needs more attention.