

# DIGITAL FINAL PROJECT

## DIDACTIC UNIT: WE ARE EXPLORERS

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LEVEL: 3rd graders

SUBJECT: Social Science.

### LINK TO PRESENTATION AND MATERIALS:

<https://drive.google.com/open?id=0B80g2jEtFlhaSWtrUjFxFxNWUtRVE>

### LEARNING INTENTIONS:

1. To be able to recognise the six continents and locate them on a map.
2. To recognize and locate the most important rivers, mountains and cities around the world.
3. To develop cultural awareness.
4. To locate where we are within the globe.
5. To develop empathy.
6. To be able to work in groups.
7. To develop critical thinking.

## DEVELOPMENT OF THE UNIT

### Lesson 1

#### **Tuning in:**

#### *Story time*

We are going to start with a storytelling called '*Handa's surprise*' in order to engage learners with the new topic. As the story is developed in Africa, it is a way to provide them with a cultural context to begin with, encouraging empathy, as the main character is a little girl.

#### *Where do I live?*

By using ICT and in order to focus our students' attention on where the story took place, we locate Handa's village using Google maps. Then we will do the same with our current context by asking them where we are. That way, our children will be aware of where we are living (Europe) and where Handa lives (Africa), so that we can connect this idea with the main aim of this didactic unit.

*Let's explore*

The main aim of this activity is to activate pupils' previous knowledge about continents. In order to do that, we will display different posters around the classroom; each one will be labeled with the name of one continent. Our students will move around writing on them anything they know about them.

### **Reflection**

*Let's explore*

Once learners finish writing their ideas about the continents we will put all the posters together, so we can discuss about their ideas and find out what they want to know about the presented topic.

These posters will be kept in the classroom walls during the entire didactic unit, so that we can work on them with different activities to be developed.

### **Lesson 2**

#### **Tuning in:**

*Chinese whispers*

Having divided the class into groups of five, they will be stand in rows. The first member of the group will be given a card containing a sentence they must whisper to the rest. The sentences read must be transmitted from one student to the other, and the last one will need to write the sentence on the board. Once all groups have their sentence written, they will check the sentence comparing it with the one provided in the card. Some examples can be the following:

WE LIVE IN BOGNOR REGIS, WHICH IS IN EUROPE.

HANDA LIVES IN NAIROBI, WHICH IS IN AFRICA.

#### **Sorting out:**

*Things in common*

In the same grouping, pupils will be handed out different set of cards containing random pictures about the different continents, such as animals, people, food and monuments. We will ask them to classify these pictures the way they consider as the most appropriate.

### **Reflection**

Once they have their taxonomy done, they will have to give reasons to justify it.

## Finding out

### *World Pecha Kucha*

Now we are going to present our classification by using a *Pecha-Kucha* presentation, in which we have grouped the pictures taking into account the continents where they belong to. We will not say that to our students because they will be asked to think about our proposed classification.

Pupils will discuss within their groups the reasons why the teacher has considered this division instead of theirs and we will finally discuss their ideas all together. **(Reflection)**

Finally, we will stick the images on a map labeled with the name of the continents.

## Lesson 3:

### Tuning in:

#### *Surprising box back to the board*

By using the sets of images from the previous lesson, we are going to put one of the images from each set in a box, representing one continent each picture. One member of the group sits back to the board. Another learner will take a card from the box and stick it on the board. Children must describe the content of the card for the student back to the board discovers which continent it is referring to.

Once the student guesses the continent, his/her group will research about it in the next stage.

## Finding out

### *Exploring & Organizing*

In groups, they will search for information about their continent. For that, they will use different resources, such as ICT and different books. They will be given a chart to be completed with different information:

- Sketch map
- Most important rivers
- Most important mountains
- Cities

## Sorting out

Once they have been investigating about their continents in groups, dividing their tasks, they will share the information they have found within the group. Then, they will organize their expositions for presenting their information in front of the class, which will take place the following day.

## Reflection

We will dedicate a few minutes in order to reflect on the learning process, regarding questions about what they have found difficult while working in groups or searching information (team issues, ICT management, and so on and so forth).

## **Lesson 4**

### **Tuning in**

#### *Animals' surprising box*

By using the sets of images from the previous lesson, we are going to put one of the images from each set in a box, representing one animal each picture. The child who takes the picture from the box must mimic its content through mime. The rest of the group must guess which animal and continent it is referring to.

#### *Passports*

We are going to show our passport to the class. They will be asked about what it is and what it is used for. Children will receive a personal passport which they will need to complete by the end of the lesson.

### **Sorting out**

#### *Presentation*

In groups, children will expose the information they have found the previous day orally. They will take the role of the teacher by explaining everything they know about the continent to their classmates.

### **Finding out**

#### *Sticky jigsaw*

Once they have listened to their peers' presentations, the rest of the groups must complete an empty map with different labels containing rivers, cities, mountains and continents shapes. Moreover, they will represent the course of the river and the mountain ranges by using different materials, such as blue wool yarn for the rivers and brown cardboard for mountains.

### **Reflection**

#### *Group assessment*

Once each group has completed their map, the students will assess their peers' understanding. They will check if every group has all the information they have given.

For example, the group in charge of explaining Europe will move around the classroom testing that their classmates have everything they have said about it. If they did, *Europeans* will give them a stamp with the shape of that continent.

These maps will be stuck next to the poster of the continent.

## Lesson 5

### Tuning in

*Sing along and guess*

We are going to warm up with a set of different cartoon videos. These will have a song and will be related to a continent. Students will have to recognize the continent related and give the reasons why they are.

### Finding out

*Where are you? TPS (Think Pair Share)*

We will hand out two sets of cards, one containing the description of city, river or mountain; and the other with the names. That way some will have a name and some other will have the description.

They will have to find their pair and once they find it, the couple will have to stick the name and the description on the correct continent poster.

For example:

|   |              |
|---|--------------|
| <i>I'm a river. Be careful if you want to swim in me because many piranhas live in my waters.</i> | AMAZON RIVER |
| <i>I'm the capital city of Morocco. People here speak Arabic.</i>                                 | RABAT        |

### Sorting out

Once their pairs are found and definitions are put in the poster, they will share with the group justifying why they have chosen this continent and support their decision looking for it in Google maps.

### Reflection

*Word search*

Our students will be asked for creating a "word search" for their classmates. To do that, they will have to write whether definitions or names related to rivers, cities or mountains learnt during the unit.

| Definition   | Name                          |
|--|-------------------------------|
| <i>I'm a river and I'm in Xxxxx. (great)</i>       | London (good)                 |
| <i>I'm the longest river of Xxxxx. (fantastic)</i> | Amazon (correct)              |
| <i>Pyrenees are in Europe. (make them think)</i>   | Moon (maybe in another topic) |

## Lesson 6

*Your ideal continent*

### **Tuning in**

We will write in the board the question *How would your ideal continent be?* After a few minutes of discussion, they will be divided into groups where they will create their ideal continent, all together.

In the Arts and Crafts lesson, they will create a model of their continents.

### **Sorting out**

They will have to create their continent. They must give it a name, a shape, location, inhabitants, animals, monuments... and anything they consider important. After that, they will present it in front of the class group.

*Stand up, hand up, pair up*

They will have to present their continent to a peer. From their seats, the teacher will say *“stand up!*, they do; then he/she says *“hand up!”* and kids will do it as a sign of being alone; thirdly the teacher will say *“pair up!”* and children will find a classmate from a different group to share with him/her his/her continent design. They will be exchanging information for a couple of minutes, then they will switch the colleague when the teacher says *“hand up!, pair up!”* again.

The presentations will last for about 10 minutes in total.

### **Reflection**

In the last part of the unit, we will develop a brainstorming about what we know now. To do that, we will use the poster where our ideas were written in the first brainstorming of the unit. We will use a different color to compare what we knew and what we have added to our knowledge about continents.