



LEARNING FOR LIFE

# TEACHERS' GUIDELINE

## DIVERSITY COLOURS



Co-funded by the  
Erasmus+ Programme  
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project number: 2016-1-ESO1-KA201-025091

# PARTNERSHIPS



**salestarrak**  
URNIETA

**Salesianos Urnieta Salesiarrak (Spain)**  
*Project coordinator*

Asier Irazusta  
airazusta@salesianosurnieta.com

---



**Agrupamento de Escolas Rosa Ramalho (Portugal)**

Teresa Teixeira  
erasmus@aerosaramalho.pt

---



**Gimnazjum nr 3 im. Noblistow Polskich w Zespole Szkol nr 2 w Swidniku (Poland)**

Marcin Paśnikowski  
mpasnikowski@tlen.pl

---



**LICEUL "ALEXANDRU CEL BUN" Botoşani (Romania)**

Mihaela Cornelia Achihăiței  
mihaelaachihaittei@yahoo.com

---

eman ta zabal zazu



Universidad  
del País Vasco

Euskal Herriko  
Unibertsitatea

**Universidad del País Vasco (Spain)**

Kristina Zuza  
kristina.zuza@ehu.eus

---



**Pixel (Italy)**

Lorenzo Martellini  
lorenzo@pixel-online.net

# TABLE OF CONTENTS

PROJECT DETAILS .....	1
DISCIPLINARY OBJECTIVES AND CROSS-DISCIPLINARY OBJECTIVES ..	2
SEQUENCE OF TASKS.....	5
INDICATORS .....	6
TASKS.....	8
PREVIOUS TASKS.....	8
RESEARCH / DEVELOPING TASKS .....	12
FINAL TASKS .....	22



**PROJECT DETAILS**

SCHOOL YEAR	2017-2018	
SCHOOL YEAR LEVEL	DBH 1 (12-13 year old)	
TERM	3	
SESSIONS	60	
TITLE	<b>DIVERSITY COLOURS</b>	
SUBJECTS	Technology, Natural Science, Social Science, Mathematics, Languages	
UNIFYING THREADS (DRIVING QUESTIONS)	World globalisation and developing countries' situation Why is there such a big difference? What can we do to help?	
KEY COMPETENCES	A: TRANSVERSAL COMPETENCES	
	COMPETENCE (EU)	TASKS
	1.Learning to learn	4-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-22-25
	2.Sense of initiative and entrepreneurship	4-5-6-7-8-9-10-11-12-13-15-16-17-18-19-20-22-24-25
	3.Social and civic	1-3-6-7-8-9-10-11-12-13-14-15-16-17-18-19-20-21-22-24-25
	B: SUBJECT COMPETENCES	
	COMPETENCE (EU)	TASKS
	4.Communicating in the mother tongue	5-6-7-8-9-10-11-13-15-17-18-22-24
	5.Communicating in a foreign language	8-9-10-16-17-18-22-23
	6.Digital	3-4-6-8-9-10-15-17-18
	7.Mathematical, scientific and technological	6-9-10-17-18
8.Cultural awareness and expression	5-6-8-9-10-13-15-17-18	





MULTIPLE INTELLIGENCES	INTELLIGENCE	TASKS
	1. Interpersonal	1-3-4-5-6-8-9-10-11-12-14-15-16-17-18-19-20-21-22-25
	2. Intrapersonal	3-4-6-9-10-17-18-19-21-25
	3. Visual-spatial	8-9-11-17-18-19
	4. Bodily-kinesthetic	20
	5. Musical-rhythmic	
	6. Verbal-linguistic	3-5-6-9-10-11-14-15-16-17-18-19-22-23-24-25
	7. Logical-mathematical	6-10-15-18
	8. Naturalistic	6-9-10-12-16-17-18
DISCIPLINARY OBJECTIVES and CROSS-DISCIPLINARY OBJECTIVES	DISCIPLINARY OBJECTIVES and CROSS-DISCIPLINARY OBJECTIVES	
	<p>MAIN OBJECTIVE:</p> <p><b>To support developing countries and design technological objects to make their lives easier</b></p> <p><b>0.General objectives</b></p> <p>0.1. Learn to work in teams</p> <p><b>1.Tecnology</b></p> <p>1.1. Analyse the interaction between science and technology and society and environment from a critical point of view, taking part actively in the permanent development, to learn about new ways of creating energy</p> <p>1.2. Notice a technological problem and design and plan a solution</p> <p><b>2.Social Science</b></p> <p>2.1. Interpret and create demographic charts and graphics</p>	
<p><b>What do we want students to understand?</b></p> <p>(COMPREHENSION GOALS)</p>		



	<p>3.2 Learn and examine the human rights, and compare it to the reality</p> <p><b>3.Natural Science</b></p> <p>3.1. Natural characteristics of the soil, geographical location. Diversity of landscapes and ecosystems</p> <p>3.2 Be aware of the effect human actions have on the environment, realising the origin of the environmental problems (recycling and reusing)</p> <p><b>4.Mathematics</b></p> <p>4.1. Use mathematical language to face everyday situations, understanding information and learning to apply it in other areas. That is, to know how to work with numbers in different contexts: currency exchange, area, distance... by means of different mathematical operations</p> <p><b>5.Mother Tongue</b></p> <p>5.1. Improve communicating and writing skills</p> <p><b>6.Foreign Language (English)</b></p> <p>6.1. Learn specific vocabulary: materials, tools and activities</p> <p>6.2. Work on instruction manuals</p>
PROJECT PRESENTATION	<p>(Request from school headmaster)</p> <p>This year, on May 21st, the <b>International Day For Cultural Diversity Interview and Development</b> will be held to show different realities in the world. There are multiple and diverse countries in the world. They are culturally, socioeconomically, traditionally... diverse. These diverse colours are also among us, and we will make use of this reality to approach different places in the world. We will try to contact people who live in our country to learn about their country and culture. We already know how difficult it is to leave one's country to move to another one, and in many cases it is due to the situation in the immigrant's country. Thus, we will create a technological object which might be useful in many developing countries and which will make life in these regions easier. These technological products will use and reuse endless resources. Therefore, will we help them make their lives easier?</p>
FINAL PRODUCT	<p>1. To design a sun cooker or similar technological object.</p>



	<p>2. To organise the <b>International Day For Cultural Diversity Interview and Development</b> solidary festival. There will also be a photograph exhibition of the different places in the world. Apart from the exhibition, each team will cook different rice using the solar cooker.</p>
--	---





## SEQUENCE OF TASKS

Tasks in bold are necessary, and the rest are optional. They depend on the teachers involved in the project and the school facilities.

### A. PREVIOUS TASKS

1. **Task: Team dynamics**
2. **Task: Project presentation**
3. **Task: Team planning**
4. **Task: What I know - What I need to know \***
  - a. **Task: What I know - What I need to know: Where does energy come from?**
  - b. **Task: What I know - What I need to know: Is our world in balance?**
  - c. **Task: What I know - What I need to know: Do we really know how to recycle?**
5. **Task: Choose countries and assign responsibilities**

### B. RESEARCH / DEVELOPING TASKS

6. **Task: What is the world like?**
7. **Task: I see - I wonder - I ask.\***
8. **Task: Human rights violations \*\***
9. **Task: Getting to know the environment of each country**
10. **Task: Recycling: How does it work? How is waste managed?**
11. **Task: Looking after the environment. Explain recycling processes \*\*/\***
12. **Task: Visit to a recycling center**
13. **Task: Making country posters \*\***
14. **Task: Team assessment \***
15. **Task: Planning the event**
16. **Task: Solar cooker basics**
17. **Task: Production of solar cooker \*\***
18. **Task: Team report and assessment**
19. **Task: Project presentation**
20. **Task: Create instructions in English**

### C. FINAL TASKS

21. **Task: Event and exhibition (project presentation )**
22. **Task: Final team planning assessment \***







\* These tasks will be assessed.

\*\* These tasks will be marked.

## INDICATORS

### MAIN OBJECTIVE

Finds appropriate information about his/her country

Names different forms of renewable energy and identifies their advantages and disadvantages

Makes an instruction manual in order to build a solar cooker

### 0. General objectives

0.1.1. The student achieves team objectives

0.1.2. The student achieves individual objectives

0.1.3. The student fulfils his/ her responsibilities

### 1. Technology

1.1.1. The program's parts have been successfully carried out

1.1.2. Time has been well managed

1.1.3. The technological product has been successfully made

### 2. Social Science

2.1.1. Understands and creates demographic charts and graphics

2.1.2. Has learnt and analysed the Declaration of Human Rights in comparison to real life

2.1.3. Has learnt about the Declaration of Human Rights and has obtained the necessary information

### 3. Natural Science

3.1.1. Has accomplished the country's data search

3.1.2. The obtained data has been understood and successfully explained

3.1.3. Has gathered information about the assigned country's waste management

3.1.4. Has accomplished a successful presentation about the recycling process

### 4. Mathematics

4.1.1. Is able to change distance units

4.1.2. Is able to change currency

4.1.3. Classifies currency according to its value

4.1.4. Calculates areas of different geometrical shapes

4.1.5. Draws the assigned country in a similar geometrical shape in order to calculate its approximate area





## 5. Mother Language

- 5.1.1. Has handed in punctually
- 5.1.2. Has presented clearly
- 5.1.3. Has used an appropriate structure
- 5.1.4. Has presented coherently
- 5.1.5. Has correctly followed the grammatical and spelling rules

## 6. Foreign Language (English)

- 6.1.1. Expresses the tools and materials in the foreign language
- 6.1.2. Has written the instructions in an understandable way

### TOOLS:

- **Rubrics**  
DIVERSITY COLOURS rubric
- **Reflections and evidences**  
Reflection (4T-13T-14T-23T)



**TASKS****PREVIOUS TASKS**

<b>1. Task: Team dynamics*</b>		<b>Sessions: 30 min</b>	
<b>COMPETENCES</b>	Social and civic	<b>INTELLIGENCES</b>	Interpersonal
<b>GOALS</b>	Learn to work in teams		

\*(Attention: If the student group persists from the previous task, it will not be necessary to implement this task)

**Task description:**

We will suggest a team dynamics so that students get to know each other.

**Teacher's notes:**

In order to know each other, the teacher will ask students several questions and everyone will have to write down their answers. Then, students will talk about their answers in groups.

**Example: WHO AM I?**

Objectives: To make known group members quickly, in a relatively non-inhibiting environment.

How to make:

- 1- Each one receives a sheet entitled "Who am I?"
- 2- For 10 minutes each one writes five items in relation to himself, that facilitate the knowledge.
- 3- The written sheet will be affixed to the participants' blouses.
- 4- The members of the group circulate freely and quietly around the room to the sound of soft music as they read about each other and let others read what he wrote about himself.
- 5- Soon after gathering 2 to 3 colleagues, with whom they would like to talk to get to know each other better. At this point you can ask questions that you would ordinarily not ask.

Evaluation:

- A. What was the exercise for?
- B. How do we feel?





2. Task: Project presentation			Sessions: 30 min
COMPETENCES		INTELLIGENCES	Interpersonal Verbal-linguistic
GOALS	Achieve support for developing countries and design a technological product to help make their life easier		

**Task description:**

On 21 May, they want to celebrate the *International Day For Cultural Diversity Interview and Development*, by holding a festival which will display the different realities around the world. There are diverse countries around the world: diverse in terms of culture, socio-economics, habits, biodiversities etc. We can find those diversities among us and we are going to make use of them in order to reach different parts of the world. We are going to try to contact people in our cities and through them, we are going to know about their country and culture. We are aware that it is not easy to leave one's country and go to somewhere else and that in many cases, it is due to the migrants' national situation. Therefore, we are going to create a technological product that can be helpful for many developing countries, by using everlasting resources and resources that have already been used too. So, shall we try to ease their lives?

**Teacher's notes:**

We need to make an appealing project for the students through the presentation. It is important to create a special atmosphere in order to motivate them for the project. This is the moment in which we can raise their interest. Thus, it is important to get the customers' (school's headmaster, parent's council...) participation and their explanation of the festival to the students.

It is also convenient that in the cases in which there are more than one classrooms, to gather them in a single room and explain the project to all. During the presentation, in addition to the customers, all the participant teachers should take part, explaining their role as experts while carrying out the project.

3. Task: Team planning			Sessions: 1 h
COMPETENCES	Social and civic Sense of initiative and entrepreneurship Digital	INTELLIGENCES	Interpersonal Intrapersonal Verbal-linguistic
GOALS	Learning to work in teams and to control teamwork		



**Task description:**

We are going to make a team planning. The team planning is going to consist of three parts: team's objectives, individual objectives and responsibilities.

Team objectives:

Two will be the same for every team, and the other two will be defined by each team.

Individual objectives:

Each student will have 2 individual objectives: one suggested by the teachers and another suggested by themselves...

Responsibilities:

Responsibilities will be assigned by the teacher.

**Teacher's notes:**

Explanation of how to use annex 3T TEAM PLANNING

GETTING TEAM PLANNING READY sheet:

Firstly, they are going to fill in their level / team / classroom / teammates information.

Then, they are going to use the 1-2-4 cooperative structure to specify the team's objectives. Each teammate will suggest two objectives for their team. Then they will sit in pairs (A-B and D-E). Each couple will choose two objectives out of the two they have previously thought individually. Finally, they will sit all together and choose two out of the four objectives they have.

TEAM PLANNING sheet:

This sheet will automatically display their level, team, classroom, teammate's names, and the team objectives they will have to add the individual objectives: one suggested by the teachers and the other by themselves. Thus, all the students will fill their **individual objectives** in.

**The responsibilities** will be assigned by the teacher.

It would be suitable to focus a whole morning on accomplishing these three tasks. By doing it on a non-stop basis emphasizes the project's relevance.





4. Task: What I know – What I need to know			Sessions: 1 h
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Digital	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal
<b>GOALS</b>	Learn to work in teams		

**Task description:**

In teams you will have to reflect upon the things you know about the task you have been assigned and the things you need to know in order to accomplish the task.

**Teacher's notes:**

The teacher will pay special attention to students' answers, and based on these answers he/she will suggest suitable tasks to carry out the project. The project will be developed at the same time among three subjects so the task "What I know-what I need to know" will be developed at the same time too.

- a. Is the world balanced, why do migrations happen? (Geography)
- b. Do we really know how to recycle properly? (Natural Science)
- c. Where does the energy we use come from? (Technology)

We will use the following annex: 4T- What I Know-What I Need to Know

5. Task: Choose countries and assign responsibilities			Sessions: 1 h
<b>COMPETENCES</b>	Sense of initiative and entrepreneurship Communicating in the mother tongue Cultural awareness and expression	<b>INTELLIGENCES</b>	Interpersonal Verbal-linguistic
<b>GOALS</b>	Learn to work in teams		

**Task description:**

We have to determine the country that each team will work on, assigning one to each team. In order to do that, everyone taking part in the project will gather and each team will suggest its own. If we have chosen different countries, it will be fine, but if we have chosen the same ones we need to reach an agreement or decide it by draw.

**Teacher's notes:**



In this project, we need our students contact immigrants in their town or surrounding ones and to work on their countries of origin, as their contribution as far as their past life is concerned will be of great importance while carrying out the project. This way, we aim at getting these immigrants involvement, as their presence in the last party will be considered as very relevant. In many cases, it will be impossible for the teams to make a contact, so, when this happens, the teacher will suggest the missing countries.

## RESEARCH / DEVELOPING TASKS

6. Task: What is the world like?			Sessions: 2 h x 2
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue Digital Mathematical, scientific and technological Cultural awareness and expression	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal Verbal-linguistic Logical-mathematical Naturalistic
<b>GOALS</b>	Understand and create demographic charts and graphics Use mathematical language to face daily situations, by understanding information and applying on other subjects. Basically, be able to work with numbers in different contexts such as currency changes, area calculations, distances by using different mathematical operations Use the oral and written expressions in a clear and coherent way		

### Task description:

Each team will have to get some information about their country:

1. Location (continent and geographic coordinates)
2. Area (in square metres)
3. Distance from the student's country to the analysed country (in Kilometres).
4. Time zones
5. Demographical data: birth rates, mortality rates, average mortality age... Include also the population pyramid.
6. Currency
7. Typical food
8. Hobbies (what they do in their free time)
9. Culture: languages, outfits, folklore...

### Assessment tools (rubrics ...):





It will be assessed.

### Teacher's notes:

All the information gathered for this task will be used for the exhibition's posters and giant murals.

7. Task: I see - I wonder - I ask		Sessions: 2 h	
<b>COMPETENCES</b>	Learning to learn Social and civic Sense of initiative and entrepreneurship Communicating in the mother tongue	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal Verbal-linguistic
<b>GOALS</b>	Come to know and analyse the Declaration of Human Rights, in comparison to reality		

### Task description:

1.- Browse the net to find the Universal Declaration of Human Rights

2.- Taking into account that human rights are 30, each team will work on some of them (it depends on the amount of teams in each class).

Each of you will have to read part of the declaration and try to understand it. Then you will have to explain what you have read to the rest of your teammates. The secretary will be the one in charge of writing down the explanations.

After that, each spokesperson will explain their human rights to the rest of the class.

3.- We will open a discussion forum and you will have to answer the following questions:

- Is it fair for some to have so much and for others so little?
- Why does it happen?
- Is everybody's right to be nourished satisfied?
- What other human rights do you think are violated?

### Assessment tools (rubrics...):

It will be assessed

8. Task: Human rights violations	Sessions: 3-4 h
----------------------------------	-----------------







<b>COMPETENCES</b>	Learning to learn Social and civic Sense of initiative and entrepreneurship Cultural awareness and expression	<b>INTELLIGENCES</b>	Interpersonal Visual-spatial
<b>GOALS</b>	Understand and creates demographical charts and graphics Know the countries' natural features, geographical location, landscape-diversity and ecosystem Be able to use mathematical language to face daily life situations, understanding the information and applying it on other subjects. This is, be able to work with numbers in different contexts such as currency change, area calculation or distance, using different mathematical operations Have a coherent oral and written expression		

**Task description:**

Before the festival, and in order to create an appropriate atmosphere, we want to create a giant poster to stick it in the main hall to let people know about the project. We will have to draw the world on it and place the countries we are working on, showing the information that has been found out about them. For instance, pictures that show different customs, food that they produce, the area of the countries, population...

It will be important to leave a place to show the more violated rights in these countries.

So now, you have to find pictures about your country and place them in a folder. Afterwards, upload the link of this folder onto google classroom.

**Teacher's notes:**

The information displayed on the poster may be variable.

It is suggested to use the collage technique due to the poster's huge size, by gathering all teams and finishing it off at the end, so that the teams can work comfortably. It is advisable to have the Arts teacher's help.

<b>9. Task: Getting to know the environment of each</b>			<b>Sessions: 2 h</b>
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue Communicating in the foreign language Digital Mathematical, scientific and technological Cultural awareness and expression	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal Visual-spatial Verbal-linguistic Naturalistic
<b>GOALS</b>	To know the natural features of the country, geographic location, variety of landscapes and ecosystems To be able to express in a clear, accurate and coherent way both orally and written		



**Task description:**

You will have to find some information about your country. This can include information about vegetation, food and livestock. All the material gathered will be used to complete the poster. Information about the country can be found in your mother tongue or in the foreign language.

**Assessment tools (rubrics ...):**

It will be assessed

**Teacher's notes:**

See annex 9T- Animals

See annex 9T- Local Plants

See annex 9T- Typical Food

10. Task: Recycling: How does it work? How is waste managed?			Sessions: 3 h
<b>COMPETENCES</b>	Learning to learn Social and civic Sense of initiative and entrepreneurship Communicating in the mother tongue Communicating in the foreign tongue Digital Mathematical, scientific and technological Cultural awareness and expression	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal Verbal-linguistic Logical-mathematical Naturalistic
<b>GOALS</b>	To be aware of the impact social events have in the environment, identifying the causes of environmental problems (recycling and reusing) To use different mathematical expressions (fractions, percentages, charts...) to inform To be able to express in a clear, accurate and coherent way both orally and written		

**Task description:**

You will have to find out what the policy for managing waste in the country you have been assigned is, and compare it to the reality in our own country (by means of percentages or weight units).

To finish the task, teammates will discuss the realities they have found out and the difficulties each has had in order to search for information.





Try to find the recycling data about your native country, and then compare it with the country you have chosen.

### Teacher's notes:

It is important that those teams who have contact with local people from their chosen country can get all the information from them.

In many cases, it can be difficult to get information, so we suggest being flexible with this task. When the information is poor, students can barely reflect upon the topic.

In order to share information (self-reflections including), it will be a good idea to have students sit in a circle.

11. Task: Looking after the environment. Explain recycling processes			Sessions: 4 h
<b>COMPETENCES</b>	Learning to learn Social and civic Sense of initiative and entrepreneurship Communicating in the mother tongue	<b>INTELLIGENCES</b>	Interpersonal Visual-spatial Verbal-linguistic
<b>GOALS</b>	To be aware of the impact social events have in the environment, identifying the causes of environmental problems (recycling and reusing) To be able to express in a clear, accurate and coherent way both orally and written		

### Task description:

Each team, will have to follow up the course of a recyclable object, from the very moment we buy it until the recycling process is finished and the object is ready to be used again.

Recyclable objects can include the following:

- TetraPak carton
- An apple
- Oil
- A glass bottle
- A can
- A newspaper

### Assessment tools (rubrics ...):





It will be assessed

**Teacher's notes:**

See annex 11T- Recycling processes/reasons

12. Task: Visit to a recycling center			Sessions: 3 h
<b>COMPETENCES</b>	Learning to learn Social and civic Sense of initiative and entrepreneurship	<b>INTELLIGENCES</b>	Interpersonal Naturalistic
<b>GOALS</b>	To be aware of the impact social events have in the environment, identifying the causes of environmental problems (recycling and reusing)		

**Task description:**

You will visit a recycling centre to know more about the recycling process and the problems that might arise.

**Teacher's notes:**

The teacher will have to organise the trip.

13. Task: Making country posters			Sessions: 3-4 h
<b>COMPETENCES</b>	Learning to learn Social and civic Sense of initiative and entrepreneurship Communicating in the mother tongue Cultural awareness and expression	<b>INTELLIGENCES</b>	Visual-spatial Logical-mathematical Naturalistic
<b>GOALS</b>	To gather and display information about the assigned country properly		

**Task description:**

With all the information gathered in the previous tasks, you will have to create the posters that will be displayed in the event. In order to do so, you will have to create a google presentation document.

**Assessment tools (rubrics ...):**

It will be assessed



**Teacher's notes:**

We can set the poster's layout before the task or leave it free. Size: A1.

14. Task: Team assessment			Sessions: 2 h
<b>COMPETENCES</b>	Learning to learn Social and civic	<b>INTELLIGENCES</b>	Interpersonal Verbal-linguistic
<b>GOALS</b>	To learn how to work in teams		

**Task description:**

We will assess the team objectives, individual objectives and the responsibilities that appear on the team planning, in order to reflect upon what we are doing fine and what can be improved.

**Teacher's notes:**

See annex 3T- TEAM PLANNING.

15. Task: Planning the event			Sessions: 2-3 h
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue Digital Cultural awareness and expression	<b>INTELLIGENCES</b>	Interpersonal Verbal-linguistic Logical-mathematical
<b>GOALS</b>			

**Task description:**

The teams will sit in pairs in order to finish this task and each one will be assigned a task, and each team will be in charge of accomplishing it properly.

**Responsibilities:**

- 1- Design the poster
- 2- Budget
- 3- Material collection





- 4- Space management
- 5- Find Sponsors / Funding ways
- 6- Contact the local media
- 7- Write a letter to the families
- 8- Contact different associations
- 9- Make invitations

16. Task: Solar cooker basics			Sessions: 1 h
<b>COMPETENCES</b>	Learning to learn Social and civic Sense of initiative and entrepreneurship	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal Visual-espatial Verbal-linguistic
<b>GOALS</b>	To analyse the interaction between science and technology and society and environment from a critical point of view, taking part actively in the permanent development, to learn about new ways of creating energy To notice a technological problem and design and plan a solution		

### Task description:

After having a look at different samples and analysing the pros and cons of each, every student will write a list of the materials that can be likely used on their design and building. Once each of them has made a design, they will share their idea with their teammates and each team will decide on the design that they are going to work on.

A website where they show how to build solar cookers:

[http://solarcooking.wikia.com/wiki/Category:Solar\\_cooker\\_plans](http://solarcooking.wikia.com/wiki/Category:Solar_cooker_plans)

17. Task: Production of solar cooker			Sessions: 8 h
<b>COMPETENCES</b>	Learning to learn Social and civic Sense of initiative and entrepreneurship	<b>INTELLIGENCES</b>	Interpersonal Bodily-kinesthetic
<b>GOALS</b>	To analyse the interaction between science and technology and society and environment from a critical point of view, taking part actively in the permanent development, to learn about new ways of creating energy To notice a technological problem and design and plan a solution		

### Task description:





Each team will produce its cooker.

They will have to take pictures of the process in order to carry out task 23.

**Assessment tools (rubrics...):**

It will be assessed.

**Teacher's notes:**

They will alternate sessions to produce the cooker with the necessary sessions to accomplish the previous tasks, using both the workshops and the classroom.

18. Task: Team report and assessment			Sessions: 2 h
<b>COMPETENCES</b>	Social and civic	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal
<b>GOALS</b>	To analyse the interaction between science and technology and society and environment from a critical point of view, taking part actively in the permanent development, to learn about new ways of creating energy To notice a technological problem and design and plan a solution		

**Task description:**

You will have to write down a report specifying the steps that you have followed to build the product and the problems you have come across. The technology teacher will provide you with a sample/template.

**Assessment tools (rubrics ...):**

It will be assessed.

**Teacher's notes:**

The report will consist of different parts, and each part will be completed by a member of the team, but everybody will be responsible for its correction. Thus, we will obtain an average assessment of the whole work. If one of the members of the team does not accomplish their part, that part will not be considered when assessing the report.

See annex 21T- Project report template





19. Task: Project presentation			Sessions: 1 h
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue Communicating in the foreign language	<b>INTELLIGENCES</b>	Interpersonal Verbal-linguistic
<b>GOALS</b>	To analyse the interaction between science and technology and society and environment from a critical point of view, taking part actively in the permanent development, to learn about new ways of creating energy To notice a technological problem and design and plan a solution		

**Task description:**

You will have to carry out the last presentation of the project at the Diversity event. In order to get it ready, you will rehearse the presentation in class, where students and teachers will suggest ideas to improve it.

**Teacher's notes:**

The objective is to have the auto and co-assessment feedback, in order to identify the points that must be improved in the last presentation and to try to accomplish them.

20. Task: Create instructions in English			Sessions: 3 h
<b>COMPETENCES</b>	Communicating in the foreign language	<b>INTELLIGENCES</b>	Verbal-linguistic
<b>GOALS</b>	To learn specific vocabulary: materials, tools and activities To work on instruction manuals		

**Task description:**

In the foreign language subject, you will have to write instructions to build your technological product. In order to do that, you will show the process in pictures (so remember to take pictures in the building process) and then you will have to express in words what can be seen in the pictures.

In order to do that, you need to be able to use technological vocabulary, express the building process and write descriptive texts.

**Assessment tools (rubrics ...):**

It will be assessed.





**Teacher's notes:**

It is advisable to create a template for all teams. They will set the criteria to correct the instruction texts, with the help of the teacher. They can also take part in the corrections.

## FINAL TASKS

21. Task: Event and exhibition			Sessions: 4 h
<b>COMPETENCES</b>	Sense of initiative and entrepreneurship Social and civic Communicating in the mother tongue	<b>INTELLIGENCES</b>	Verbal-linguistic
<b>GOALS</b>	To improve communicating and writing skills		

**Task description:**

Today is 21 May, the INTERNATIONAL DAY FOR CULTURAL DIVERSITY, the day in which you will make public all you have worked on. There, apart from the giant mural, the posters of the countries and the exhibition of the cookers (the cookers will be checked see whether they work) it is also time for the people and groups that we have contacted to take part. We will finish up the event by offering food of their native countries and showing different cultural activities.

22. Task: Final team planning assessment			Sessions: 1 h
<b>COMPETENCES</b>	Learning to learn Sense of initiative and entrepreneurship Social and civic	<b>INTELLIGENCES</b>	Interpersonal Intrapersonal Verbal-linguistic
<b>GOALS</b>	To learn to work in teams		

**Task description:**

You will have to assess two points:

On the one hand, you will assess the team planning and on the other hand, you will have to give a seal of quality to the products you have created: this is, you will have to grade them. In order to do that you





will take into account if they work properly, if they are easy to build or not... and if there are things to be improved, say which and how.

**Assessment tools (rubrics ...):**

It will be assessed.

**Teacher's notes:**

See annex 3T-Team planning to assess team planning.

See annex 25T-Seal of quality. It is important to remark that we are assessing the product, not the individuals.

