

LET'S ACT!
KIDS LIKE US
NEED OUR HELP

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Arts & Crafts

ARMIF
2015 00010
*Preparem els
futurs mestres*

KONECT

Konect stands for Knowledge for Network-based
Education, Cognition & Teaching (KONECT)
EDU2013-43932-P

RECOMMENDATIONS MOVE

*from promoting
teacher-centred
to
student-centred practices*

RECOMMENDATIONS ALSO MOVE

from adopting a *content-*
based input approach
to a
competence-based output
approach.

EDUCATIONAL
PROPOSALS TODAY,

should engage

**STUDENTS IN A PROCESS
OF REFLECTING UPON
AND RESPONDING TO
CRUCIAL SOCIAL ISSUES.**

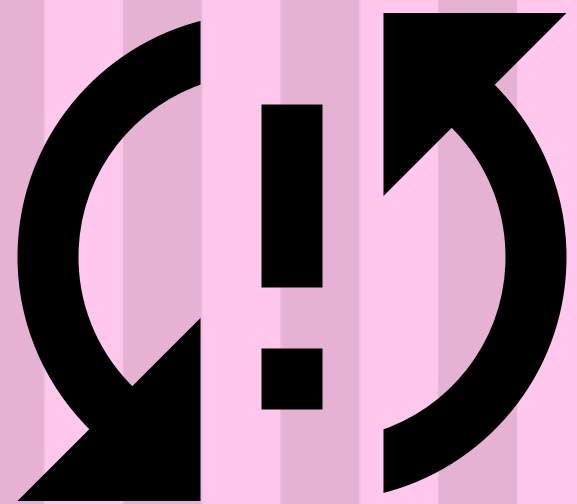
PBL

is a tool to “connect the dots”
between content, language
use, the construction of
knowledge and the
development of the 21st
century skills.

DOOLY, MONT & MASATS, 2014

Projects are
authentic when
they are framed
by a *real* and
meaningful

PROBLEM to solve.



PROJECTS ARE
SIGNIFICANT

when...

**learners are responsible for
taking decisions about the
development of the project,**

about who they will address to

**and about the actions they will
take to attain the objective of
the project.**

TODAY'S MENU

Inspire you!





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WHAT IS IT ABOUT?

It is an interdisciplinary PBL project that gives very young learners of English the responsibility of learning to work in teams to design a strategy to get people develop empathy towards war refugees.



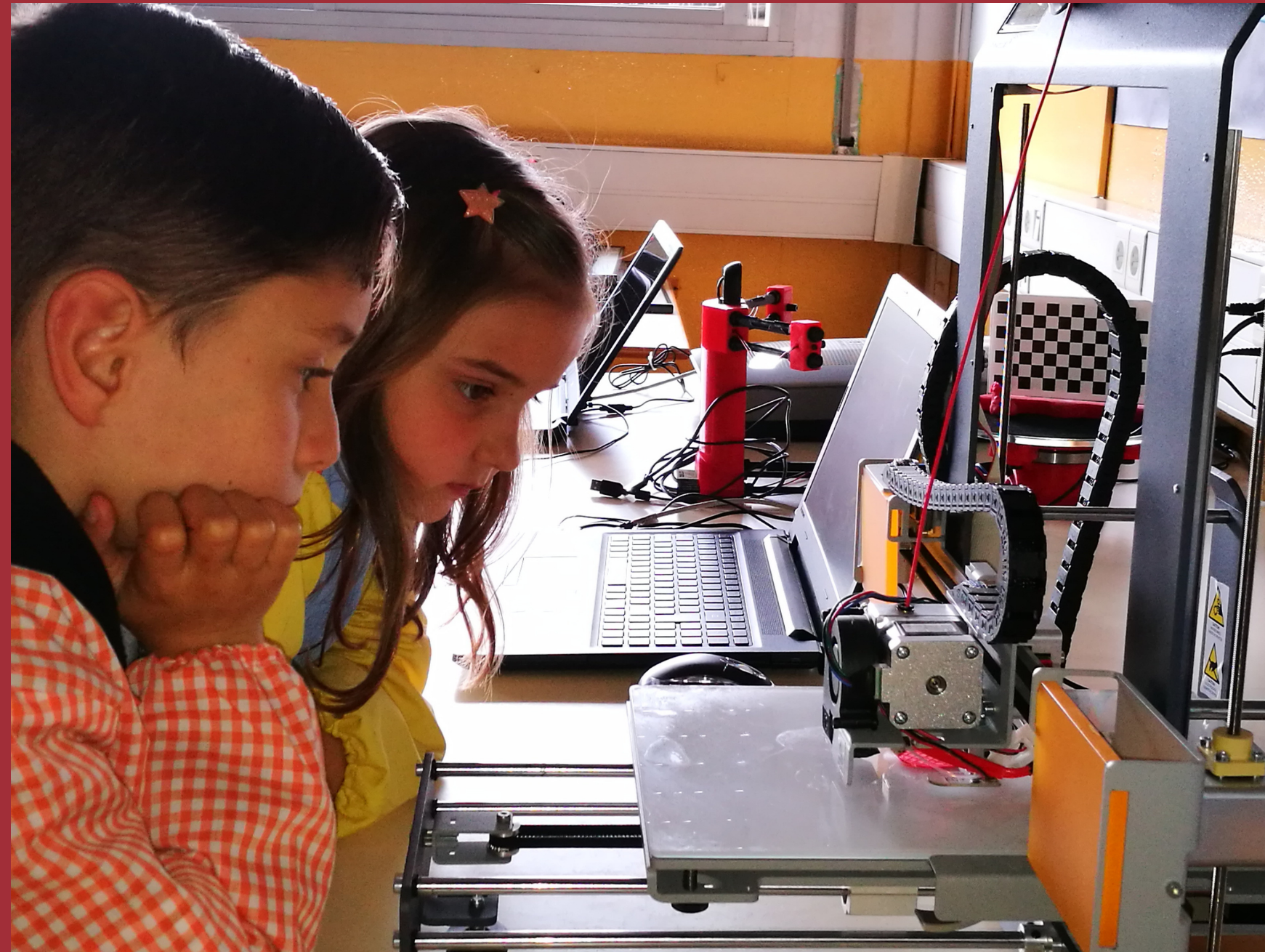
The project



Focusses on providing learners the tools to develop 21st century skills (mainly critical thinking, problem solving, creativity, information literacy, initiative, productivity and adaptability).

✓ **Children learnt how to launch a marketing campaign.**

✓ **They also explored mathematical concepts to learn to design 3-D objects.**



THEY TOOK
DECISIONS ON
HOW THEY
WOULD
ADVERTISE AND
SELL THEIR
PRODUCTS AND
CONTACTED THE
LOCAL MEDIA.





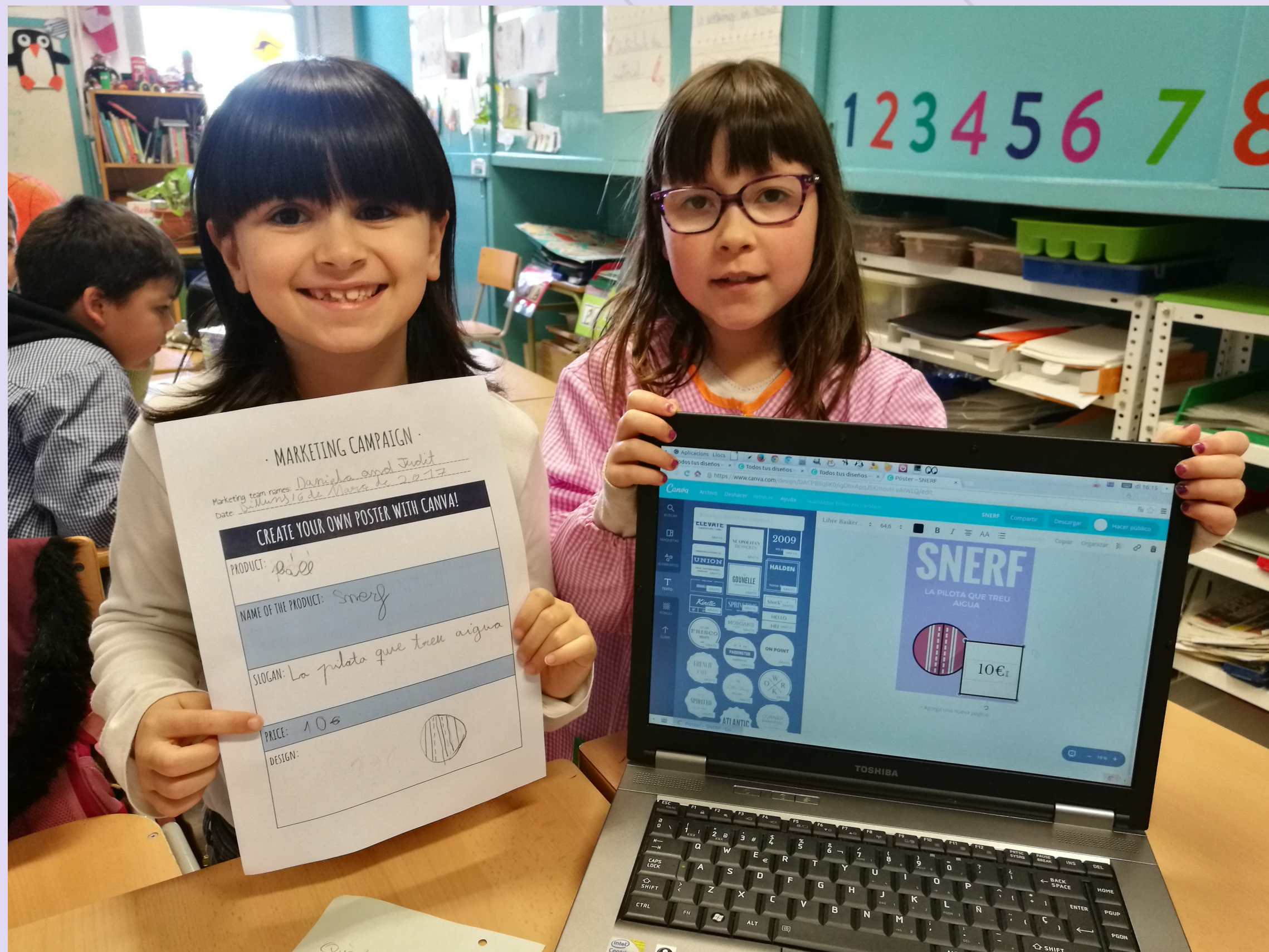
IN WHICH LEVEL?

*they were just 2nd
graders!*

FROM A PUBLIC SCHOOL IN MOLLET DEL VALLÈS

ARTS & CRAFTS

Mainly conducted in English!



SOLIDARY PROJECT

2

2ND & 3RD TERM 2016/17

Two groups of second graders learnt how to plan, organise and conduct a solidarity marketing campaign to collect money for a group of four Syrian kids retained in a refugee camp in Greece.



7-8 years old

**Teachers
needed to find a
purposeful
excuse to use
the 3D printer**

*Catalan NGO:
Eko project*

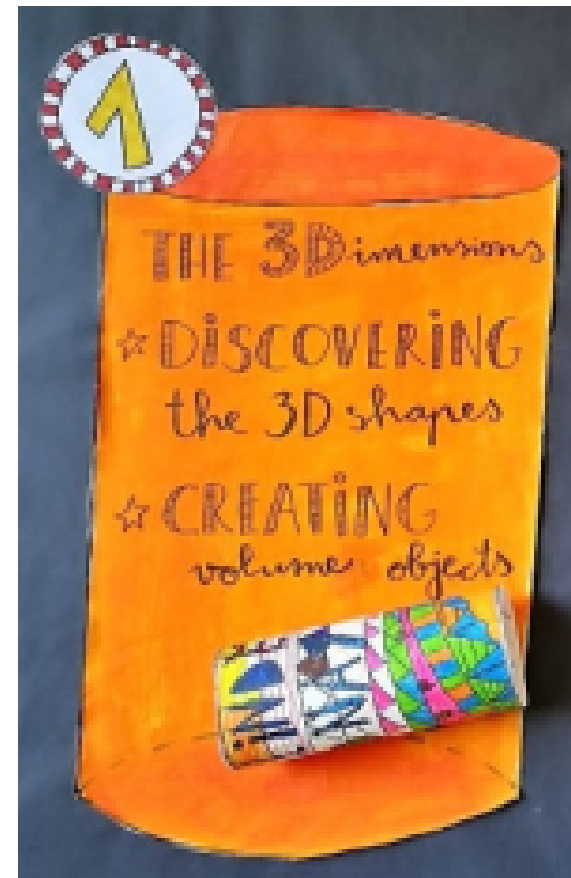


Multidisciplinary project

3.1. Mathematics

Contents: Characteristics of 3D Shapes

Competence: To identify mathematic concepts present in everyday objects, paying special attending to the characteristics of 2D and 3D geometrical figures.



3.2. Fine Arts

Contents: Materials and forms; Use of digital tools to express artistic concepts.

Competencies: (a) To acquire mathematical concepts through the manipulation of plasticine and paper crafts to create 3D geometrical shapes. (b) To express emotions through drawings. (c) To engage others in one's own project by designing good promotion posters

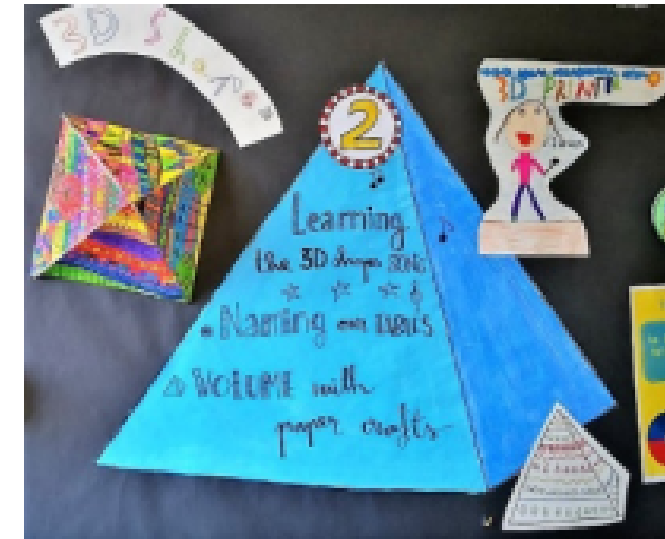


Figure 13. Second project step

3.3. Autonomy, empowerment and entrepreneurship

Contents: Steps to launch a marketing campaign

Competencies: (a) To be able to imagine projects and know how to convert ideas into actions. (b) To develop creativity and team work skills.

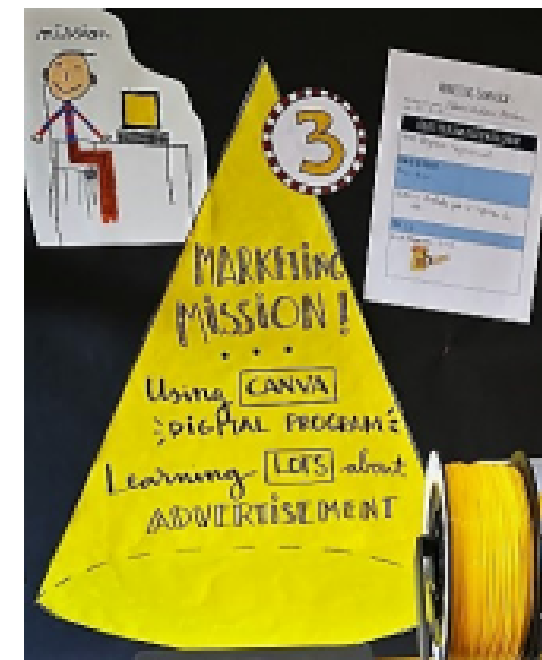


Figure 14. Third project step

✓ Lifelong skills

3.4. Learning to learn

Contents: Planning an action

Competence: To be able to set a learning objective and apply different strategies to attain it.



3.6. Citizenship Education

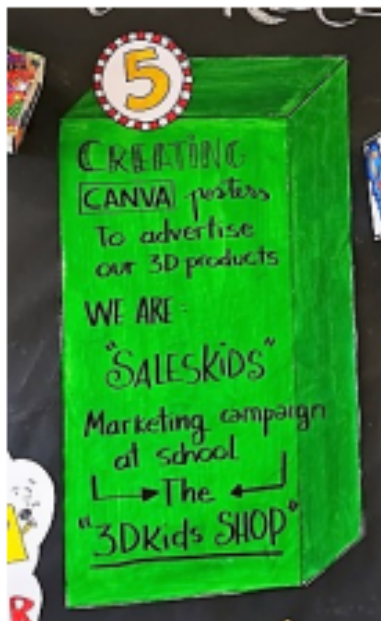
Contents: Cooperation & solidarity

Competences: (a) To develop ethical critical thinking skills linked to the establishment of connections between cause-effect and means-ends actions. (b) To identify ethic and empathy values. (c) To adopt a solidarity attitude when confronted to social conflicts

3.5. Digital competence

Contents: The use of a 3d Printer, Digital tools for interpersonal communication

Competences: To design and create 3D objects using a 3Dprinter. (b) To use Canvas to create a poster.



3.8. Social Sciences

Contents: The world around us. Countries in conflict. Life changes over time.

Competences: (a) To pose critical questions related to current historical events, (b) To locate different countries on a map, (c) To recognise the importance of living in a democratic country, (d) To understand the consequences of war in the lives of children.



Figure 20. Screen shot of the adaptation made from a video created by Syrian kids in EKO project in which they introduce themselves and talk about their life before the war, their life in a refugee camp, their losses and their hopes.



So much than just English!



Figure 18. Interview at local TV channel during the campaign



Figure 19. Creating birthday messages for one of the Syrian kids

3.7. Communicative competence

Contents: Using software to create multimodal texts. Recognising the need to know more than one language to communicate. Written language conventions. Oral language conventions.

Competences (Catalan): (a) to create a multimodal text to advertise a marketing campaign, (b) to present a self-created project during an interview, (c) create short written messages to express wishes.

Competences (English): (a) to create an audiovisual text to present the class, (b) to understand short oral texts, (c) to make suggestions and reach consensus, (d) to create short birthday wishes.

Competence (plurilingual): To determine which language should be used in each communicative situation.