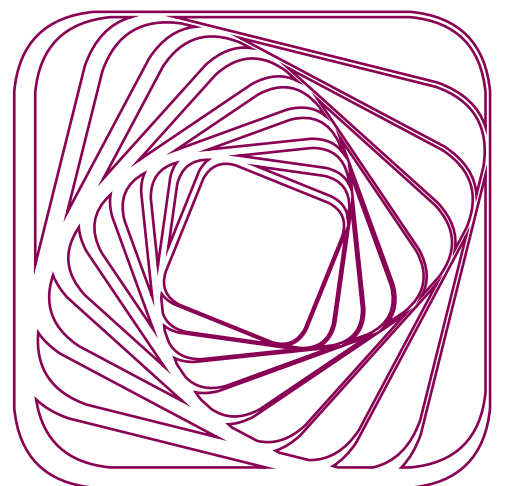


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PROBLEM-SITUATION

Title:	Power of advertising
Subject:	English, Basque, Spanish and Social Science
Level:	Secondary 1st

Context

Even though publicity to sell products and services has always been largely used throughout history, nowadays it has become a really important tool in our consumer society so as to transmit certain values, behaviours and cultural models to people.

Ads can be found everywhere: on the internet, TV, radio, press, billboards,... And even more strongly, if possible, at Christmas or in some given foreign customs which are celebrated in order to boost consumption, such as Halloween or Black Friday.



The main aim of advertising is not to provide objective information to the consumers but to bring about a change in their behaviour or values. In a game with stereotypes, adverts reproduce present inequality of gender, race, age or beliefs. That is the reason why it is crucial for everybody to develop a critical view on consumption and publicity.

Problem

Are there special Christmas adverts on the TV in your country? Do you think they are appropriate for people of your age? In your opinion, what would be a suitable advert for teenagers?

Goal

Student will make a comparison of publicity in different countries and reflect on its aims and strategies, so that they can develop a critical view on consumption nowadays

Objectives

- To get to know publicity in different countries
- To learn about the objectives and definition of advertising

- To learn about elements of publicity (sender, tool and message)
- To learn about strategies of publicity (language, designing, etc.)
- Following a guided planning, to adapt the message of an advert
- Using digital tools, to present it to their mates
- To learn strategies to work in groups
- To develop a critical view on the messages and objectives of advertising
- To reflect on their learning process, identifying success and weaknesses so they can improve it in the future.

Task

Students will decide what adverts are appropriate for their age after analysing publicity in different countries and understand their objectives and strategies, and then present the adverts they have done (with the help of the art teacher) to their peers

Instructions

Whole group:

- The problem situation will be presented and the working plan agreed
- Students will look for several and different adverts from different countries, to make a comparison among them
- After working in small groups, students will agree a definition of publicity and find out about its objectives
- Students will identify the elements and strategies of adverts
- Students will develop a critical view on advertising

Groups of four:

- To choose an ad and change its message
- To present it to their peers using digital tools

Whole group:

- The teaching-learning process and outcome will be evaluated (self-evaluation and co-evaluation)

PROBLEM SITUATION

Title:	Common Mistakes
Subject:	Spanish Language and Literature, Basque Language and Literature, English
Level:	Secondary 2nd

Context

This year in class you will write in three languages, at least: in English, Basque and Spanish. It is very difficult to write correctly in all of them. You will probably make mistakes in the three languages, and depending on your level, those mistakes will be more or less serious. Sometimes you'll make a mistake in a letter, some other times in the meaning of a word, and some others you won't know how to properly build a sentence or put all the information you've got in order.



Don't think you are the only one. In daily press, many language mistakes are usually made that make understanding of a text very difficult. These mistakes are due to the writer's lack of time or lack of language knowledge. Anyway, linguistic correctness makes understanding of what it is said and read easier and for that reason, many newspapers and magazines all over the world publish the so-called books of style (such as *El País*, *Berria*, *The Guardian*,...) and have also on-line forums to reflect on the way to put an end to those mistakes. Here you have an example in Spanish: [Errores frecuentes](#)

Problem

Our writing mistakes often make comprehension of texts difficult, in any language, English or Spanish and Basque. Therefore, it would be useful to find a tool to avoid those mistakes.

Goal

To help eliminate students' mistakes in texts written in English, Basque and Spanish

Objectives

- To reflect on the importance of writing correctly, in a coherent, cohesive and efficient way
- To reflect on students' most common mistakes when writing in the above mentioned three languages
- To reflect on the transfer of languages as the reason for the mistakes and as a means to solve them
- To get hold of accessible and proper language tools to solve our own mistakes when writing in Basque, Spanish and English
- To foster cooperative work

Task

To build an on-line space, collective and trilingual, to help students solve their problems in their use of written language in Spanish, Basque and English

Instructions

To build an on-line space, collective and trilingual:

- The problem situation will be presented and the working plan agreed
- The class will be divided in three groups: English, Basque and Spanish.
- Students will gather some texts written by their mates and will group them in three groups (depending on the language they are written)
- Students will analyse and classify the most common mistakes done in each language (in smaller groups, if necessary) following a guide to analyse texts.
- Students will search, with the aid of the different language teachers, the reason for each mistake and the way to correct them.
- Students will prepare and make activities to correct those mistakes.
- They will create an on-line platform to collect and classify all the mistakes, the way to correct them and the activities to solve them.
- They will use an on-line space to share the work with the rest of the school community
- The teaching-learning process and outcome will be evaluated (self-evaluation and co-evaluation)

PROBLEM-SITUATION

Title: Malala Day

Subject: English, Social Science and Ethical Values

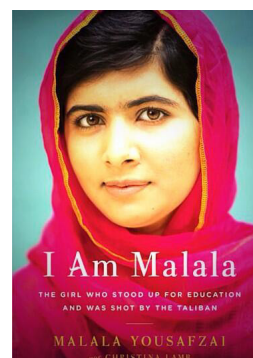
Level: Secondary 3rd

Context

In 2012, the United Nations announced that November 10th would be regarded as "Malala Day" all over the world. Nowadays, that day is being officially celebrated in more than 50 countries.

But, why a "Malala Day"?

Malala Yousafzai is a Pakistani blogger, human rights activist and student who started writing a blog for the BBC when the Taliban got into power in Pakistan and banned girls from going to school. In this blog she explained life under Taliban rule and denounced violation of the right to education for girls. At the age of 15, she was shot in the face by an armed Taliban when she was on her way home from school.



From then onwards, Malala became a "global symbol" of every girl's right to an education. In 2013, she won the Freedom of Speech Sakharov Prize and a year later, at the age of 17, she won the Peace Nobel prize, thus becoming the youngest Nobel Prize winner in History.

Problem

Do you think "Malala Day" should be celebrated in your country, or at least, in your community or school?

Goal

Students will learn and develop a critical view about the situation of children's Education worldwide and specifically in underdeveloped countries, where in many cases girls are banned from going to school.

Objectives

- To identify less developed countries in a map and to define the economically poorest areas in the world (social science)
- To look for, understand and classify information about violations of the

right to education world over (ethical values), both orally and in written

- To learn about the characteristics of argumentation and how arguments are expressed in written. After a previous planning, to express arguments in written
- To learn how ideas and opinions are defended orally and the rules for an enriching debate. After a previous planning, to express ideas and opinions orally in a debate
- To use ICT to look for information and manage it for the above mentioned purposes
- To learn how to work in groups in a cooperative way
- To show a critical attitude towards any message that denotes exclusion
- To reflect on their learning process, identifying success and weaknesses so they can improve it in the future.

Task

Students will organise a debate on the idea whether to celebrate the “Malala Day” in their community or school or not, once they have learnt about that day and the situation of education worldwide

Instructions

Whole group:

- The problem situation will be presented and the working plan agreed
- Students will identify the areas of economically underdeveloped countries
- Students will look for information on Malala Yousafzai, the “*Malala Day*” and these countries
- Students will identify the characteristics and structure of the argumentative texts

Groups of four:

- Following a model, students will write an argumentative text expressing their opinions and arguments for and against “*Malala Day*”

Whole group:

- They will identify the necessary strategies for an enriching oral debate
- Divided in two groups, they will take part in the debate about celebrating the “Malala day” and try to get to a final decision
- The teaching-learning process and outcome will be evaluated (self-evaluation and co-evaluation)

PROBLEM-SITUATION

Title: Learning English Abroad

Subject: English and Social Science

Level: Secondary 4th

Context

While on holiday, many students choose to travel to an English-speaking country to improve their level of English. To learn English in countries such as England, Ireland or Malta is an unforgettable experience! Students find peers from all over the world, who not only go to these countries to learn English, but to look for a fantastic cultural experience.

Cultural immersion equates to an increased success rate in language students. Students soon apply their English new skills as they discover English culture and traditions abroad.



Problem

What is the best place (country and school) for our class to go and learn English in the summer?

Goal

Students will develop a positive attitude towards different countries and cultures, after learning about English speaking countries and organising a trip to visit them

Objectives

- To identify the English speaking countries in Europe (social science)
- To look for, understand and classify information about learning English abroad (schools, transport, accommodation, etc.)
- To organise a trip conveying all the information in a written text and presenting it to their classmates
- To use ICT for the above mentioned purposes
- To learn how to work in groups in a cooperative way
- To reflect on their learning process, identifying success and weaknesses

so they can improve it in the future.

Task

Students will organise a trip to an English speaking country and will try to convince their classmates that their country (or specific destination they have chosen) is the best place to go and learn English

Instructions

Whole group

- The problem situation will be presented and the working plan agreed

Groups of four:

- Students will find information about one of these countries in Europe (England, Wales, Scotland, Ireland, Malta, and the Netherlands).
- Groups will have the content about their destination curated by digital resources
- Each member of the group will take a role (a historian, a travel agent, a school manager, and a tour guide) and carry out what each role requires to plan the best trip.
- Using digital resources, all groups will design a presentation of a promotional video on their destination.

Whole group:

- All groups will present their video to their classmates
- All students will vote for the best destination to go and learn English
- The teaching-learning process and outcome will be evaluated (self-evaluation and co-evaluation)