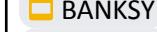


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PROJECT/UNIT 1º BACHILLERATO : Fair of Nations

SUBJECTS	Philosophy	Physical Education	English
Explanation/Link to the Teacher's Document, Presentation, etc. containing the sequence of activities to be done by students in class.	Fair of Nations doc Fair of Nations Presentation		
	 BANKSY  2025_Philosophy_Fair ...	Students have played different traditional games from various countries: Russia, Morocco, Nicaragua, Colombia and Venezuela. They participated in practical activities where each game was introduced, explained, and played in small groups. The games were adapted to the school environment, and students rotated to experience the different activities representing	Fair of Nations doc

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		each country's cultural heritage	
Link to some of the Students' final Outcome/s: poster, Presentations, video, etc (if any).	<input type="checkbox"/> Lady Pink <input type="checkbox"/> Filosofía Mural España <input type="checkbox"/> 2025_Philosophy_Fair ...		Tanzania Morocco Peru
Final videos showing the outcomes (for Social networks)			
Final task/s: short description	Fair of Nations Event celebration: <ul style="list-style-type: none"> - All the nationalities existing in the students' class will be represented. - Students will be divided into groups which will represent a country. They will make a decision about how they want to present their country: digital presentation, video, poster, lapbook etc. They may also combine them. - They will include all the information collected from every bilingual subject . In this way, the final outcome will be a unique one where all the previous work done in the different bilingual subjects will be included. - Later, on the day of the event celebration, all, most or the best students' final outcomes will be displayed and presented by students in their class to other students from the IES. - They can also make use of music, videos, games or even bring typical food, clothes etc, of the country they represent in order to make it seem more authentic. 		



<p>Sequence of intermediate activities (just enumerate them)</p>	<p>-Learning about Street art with Banksy. Debate.</p> <p>-2010 "Art for everyone" in Polígono San Pablo</p> <p>-How many countries can we find in our highschool? Choose an artist from a country which is represented in our high school.</p> <p><i>Identify the artist's country</i> <i>Biography of the artist</i> <i>The artist's general body of work</i> <i>A specific artwork</i></p>	<p>Each pair of students prepared a typical game from their assigned country, using various materials such as balls, skipping ropes, or cones. They researched the origins and rules of the games, exploring their cultural and historical background. Afterward, they presented and guided the game to a group of 1st-year secondary students, sharing their findings and leading the activity in a dynamic and engaging way.</p> <p>A) Research traditional and popular games from each country and their history</p> <p>B) Prepare and practice the game</p>	<p>- Capital city and main cities.</p> <p>- Main landmarks: important sites and monuments (historical perspective).</p> <p>- Important people: famous people and celebrities, especially women (8th of March).</p> <p>- Traditions and Customs: holidays and celebrations, music, gastronomy. etc.</p>
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		C) Present the game to 1st-year secondary students	
LANGUAGE/COMMUNICATION CONTENTS:			
1. Vocabulary	-art -describing pictures -countries	<ul style="list-style-type: none">• Teamwork• Coordination• Fair play• Movement• Equipment• Throw / Catch / Jump / Run• Traditional / Popular / Cultural• Origin / Country / History	Travel, food, music, jobs, adjectives, verbs etc.
2. Grammar Content/Functional language	Descriptions	present simple	There is/are

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		Past simple	Present simple Past simple (biography)
3. Discourse type (narrative, descriptive, instructional, argumentative, advertising, etc)	Descriptive	descriptive discourse	<ul style="list-style-type: none"> - Descriptive Discourse type mainly. - Narrative discourse type: people's biography
Competences: - Linguistic communication Competence. - Multilingual Competence - Mathematics, scientific, technological and engineering Competences. - Digital Competence. - Personal, social and learning to learn Competences. - Citizenship Competence. - Entrepreneurial Competence. - Cultural expression and awareness Competence.	<ul style="list-style-type: none"> - Linguistic communication Competence. - Multilingual Competence - Digital Competence. - Personal, social and learning to learn Competences. - Citizenship Competence. - Cultural expression and awareness Competence. 	Icc CE	<ul style="list-style-type: none"> - LCC - DC - PSLLC - CEAC.
Communication Skills (Listening, Reading, Writing and Speaking)	All of them	SPEAKING	All of them
Number of sessions:	3/4	2	6/7 sessions
Use of New Technologies (ICT)/ Use Cooperative learning? Yes/No	Both	cooperative learning	Yes
Resources			



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<p>Include or describe Final Assessment tools: record/observation sheet, rubric, etc.</p>	<p> idoceorúbrica.pdf</p>	<p>observation sheet</p> <ul style="list-style-type: none">• Clarity of the explanation to peers.• Engagement during the game presentation.• Team collaboration and material preparation.• Respect for the rules and instructions of the game.• Participation and attitude during the playing sessions. (1-5)	<p>Rubric Oral Projects</p>
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