

What type of fish do we eat?

Key Competences: Learn to speak and interact in different languages (vocabulary)
Process information and build new knowledge through interpreting data..
Interpret data and write different types of texts
Creation of communicative contexts: Recipes and 360° Videos
Use of foreign language as an instrument of universal information access
Collect, present and interpret information about different situations 21st century skills: collaboration, critical thinking, decision making, and creativity

Links to the curricula: Legislative reference regarding the LOMCE https://www.edu.xunta.gal/portal/sites/web/files/curriculo_eso_completo.pdf

Foreign language Block 1. Oral communication: listening and speaking

B1.1. Comprehension, interpretation and evaluation of oral texts

B1.3. Listening actively while complying with the basic rules that favor communication

Biology. Bloque 3. A biodiversity no planeta Terra B3.5. Vertebrates: fish, amphibians, reptiles, birds and mammals. Anatomical and physiological characteristics B3.13 Diet and health. Balance diet. Design and analysis of diets. Healthy nutritional habits

Maths Block 2. Numbers and algebra

B2.2. Use the types of numbers and operations, together and exchange information, and solve problems related to educational life.

Technology. Bloque 2. Expression and technical communication: Using 360° camera and Round me App.

Tasks:

Do a research work on what type of fish do students in three countries participant countries eat? to do that they use a Suvey monkey questionnaire.

Students represents and analyze the graphic results

Students do and ebook with the most most typical fish and recipes in participant countries.

Students analyze the fish markets in the ththree countries and do a 360° video about the markestin the three participant countries

Project phase;

Explore: Prepare de questionnaire and apply it to students in participant countries

Analyse & Explain

Analyze the results in different countries

Implement

Produce the graphics and analyze them . Healthy nutritional habits through dieting Extract conclusions.

Produce recipes

Produce a 360° vídeo about gish markets in three countries

Communicate results:

Students in groups present the results of each country. The 4th team presents the conclusions.

Digital tools:

Personal computer or iPad
Whiteboeard

camera360° and Round me

Suvey Monkey
Bookcreator or Publish
Excel programme

Assessment:

Assess the regularity and consistency of daily work.

Self assesment

Peer assesment (group) using white board by reflecting in their diary about their own activity/work

1. What they have achieved

2. Difficulties encountered

3. What needs improving

4. Strengths

Learning outputs:

Enjoy communication in a foreing language

Make plans about own learning

Apply the scientific method to a daily activity

Achieve knowledge from data analysis

Be able to create different communicative contexts

Collect, present and interpret information about different situacions.

Analyze and evaluate the errors in the process of personal learning

Analyze and learn from other group activities

Learn from feedback

Grouping:

Individual work for Questionaires

Pair works for recepies

Groups of five studens for 360° videos and communication of results

Title: What type of fish do we eat?

Teacher: Milagros Trigo

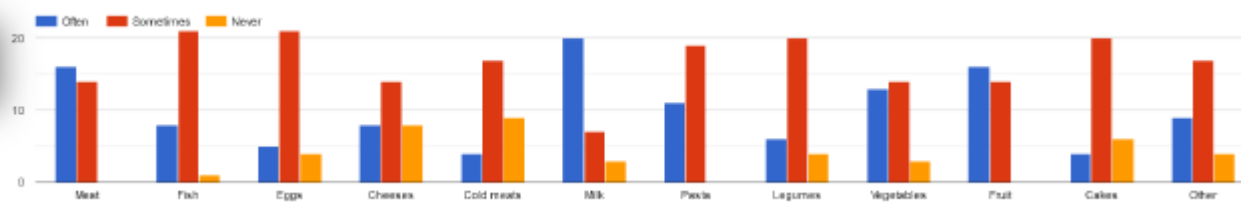
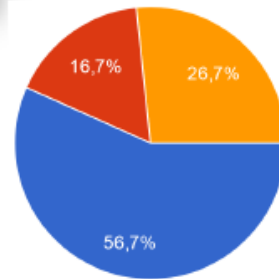
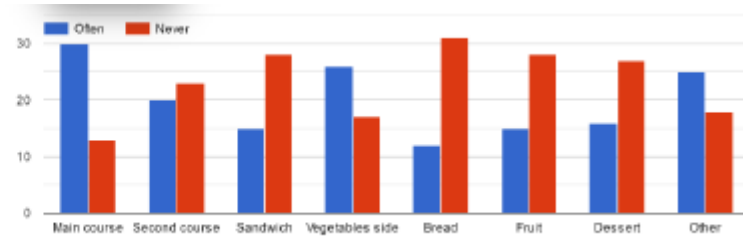
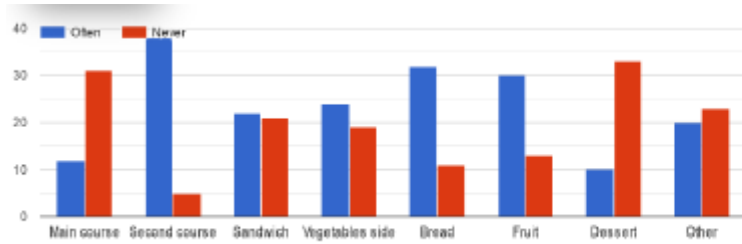
School: CPI Plurilingüe O Cruce

Class: 2° B

Tasks:

1. Make a research work in order to know what type of fish and how much fish do students eat everyweek and which are the differents between countries. The results will be analyzed and shared among the three participant countries. Students answer the questionnaire
Questionnaire link: <https://enquisas.cesga.es/index.php/719396>
Students analyze the results in different countries and comapre them . Each school/team write their conclusions.
2. Create three weekly menus with different prices. They must include a balanced diet and reach the purchasing power of diferent families
3. Students will create the most typical recipes with fish in each country (or area) and will publish them using bookcreator or publish
4. Students visit a fish market in each country take videos with the camera 360° and with the program *Round me* they in groups of 5 introduce the fish they eat in each country. These videos will be presented to their classmates by a propup of five students and They are assessed by other group of five students.

EXAMPLES of results from questionnaire



Phases of the project

The teacher will assess all project phases using an observation sheet.

<u>Explore</u>	<u>analyze, explain and document</u>	<u>Implement</u>	<u>communicate results</u>

The teacher will use it to assess students or students for Self-assessment

Project rubrica				
Student; Project:	1	2	3	4
Being able to understand, interact and communicate in foreign languages. Achieve knowledge using a different language (CLIL)				
Planning and carrying out investigations. Plan an investigation individually and collaboratively, how measurements will be recorded, and how many data are needed to support a claim. Conduct an investigation and/or evaluate and/or revise the experimental design to produce data to serve as the basis for				

evidence that meet the goals of the investigation				
Construct a scientific explanation based on valid and reliable evidence obtained from questionnaire. Apply scientific reasoning to show why the data or evidence is adequate for the explanation or conclusion. Design, evaluate, and/or refine a solution to the problem, based on scientific knowledge, student-generated evidence.				
Basically distinguish the impact that healthy food can have in lifestyle Design healthy nutritional habits through dieting. Rate and determine a balanced diet for a healthy life				
Obtaining, evaluating, and communicating information . Communicate scientific and technical information about a proposed, tools, process, system) in writing and through oral presentations				

Be able to create different communicative contexts; collect, present and interpret information about different situaciones.				
Technical documentation associated with a technological product IT applications of computer-aided design and of simulation				