



THE BLANK CLOCK: An introductory activity to know each other:



INSTRUCTIONS FOR THE STUDENTS

a) Draw a clock on a paper



b) Walk around the classroom, find a classmate to have a date for every hour on the clock and write his/her name on each number. Try not to repeat classmates, but if necessary you can

c) Once you have finished, sit down and wait for further instructions

d) When I say a time, for example: "It's 1 o'clock", you have to find the person whose name is written next to 1 o'clock on your clock and talk about this question: **What's your name?**

e) When I wave my arm, raise my arm or ring the bell everybody stops.



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f) Now when I say "It's 5 o'clock", you have to find the person whose name is written next to 5 o'clock on your clock and talk about this question: **How old are you?**

THE SAME PROCESS IS REPEATED

Other questions: How many brothers and sisters have you got?, What's your favourite subject?, What's your father's name?, What's your mother's name?, What do you do in your free time?, What would you like to be when you grow up?, What sports do you like best?, What do you like best at school?, What do you like least at school?, Have you travelled outside Málaga?, Do you have any problem at school or at home?, When you have a problem, do you have someone to ask for help?,...

NOTES FOR THE TEACHER

-Try not to repeat names, but if it's not possible (if the group is small, for example), names may be repeated. Also, if someone doesn't manage to fill the clock (this also happens), students can just join another pair when necessary (remember be the "third wheel")

- You can mix up the hours, so they are not chronological but it's really up to you. You just need to prepare 12 questions!

-You can ask whatever question is relevant for your context

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COOPERATIVE SHARE READING ACTIVITY

A) Make mixed-abilities groups of 4, or 3,5 or 6 depending on the length and difficulty of the reading. The text can be adapted to students' curricular level. Students in the group talk about the learning unit, then give a number to each one in the group.

INTRODUCTION: The teacher asks the students what they know about the Spanish Reconquest. After students talk about their previous knowledge the teacher shows some videos.

video in Spanish https://www.youtube.com/watch?v=NhnB8RbYmkw&ab_channel=ArteHistoria

Videos in English: <https://mediateca.educa.madrid.org/video/ojw53336z6rksrw?jwsourc=cl>

https://www.youtube.com/watch?v=v0VzwouEFeg&ab_channel=AngelPereaL%C3%B3pez

https://www.youtube.com/watch?time_continue=6&v=95Vfvl-

[ICE0&embeds_referring_uri=https%3A%2F%2Fwww.google.es%2F&source_ve_path=Mjg2NjY&feature=emb_log&ab_channel=RealCrusadesHistory](https://www.youtube.com/watch?time_continue=6&v=95Vfvl-ICE0&embeds_referring_uri=https%3A%2F%2Fwww.google.es%2F&source_ve_path=Mjg2NjY&feature=emb_log&ab_channel=RealCrusadesHistory)

Example of reading for 4 students per group: The whole reading is broken down into 4 parts, one for each student in the group.

Student 1 - Read about: WHAT WAS THE SPANISH RECONQUIST?

The Arabs began their conquest of the Iberian Peninsula in 711, when an expedition of Berber tribesmen led by Tariq ibn Ziyad under the orders of Governor Musa ibn Nusair crossed the Strait of Gibraltar and landed in Algeciras. These troops defeated the army led by the Visigothic king, Roderic, and in a few short years the Muslims had taken control of much of the Iberian Peninsula. But there was one part of the territory that they did not manage to reach: Groups of Christians took refuge in northern areas protected by mountains, and it was these populations (Asturians, Cantabrians and Basques), having the same customs and beliefs established under the influence of Rome, that made up the original nucleus of resistance. Thus, the starting point of the Spanish Reconquest was centred on the Asturian-Cantabrian area. In 722, King Pelayo, also known as Don Pelayo, managed to halt the advance of the Muslims through the peaks of Europe, and this military action is known as the Battle of Covadonga. After this confrontation, the first nucleus that was resistant to Islam was created: the kingdom of Asturias. From then onwards over the course of eight centuries, the Christians would advance southwards from their stronghold in the north. This extremely lengthy process of political power from Muslims to Christians lasted almost 8 centuries. It finished in 1492, when Granada, the last Muslim stronghold in the Iberian peninsula, fell to the Catholic forces led by the Catholic Monarchs, Isabella I of Castile and Ferdinand II of Aragon.

Did the Covadonga Battle really exist?



“Don Pelayo in Covadonga” by Luis de Madrazo (1855) Museo del Prado



Student 2 - Read about: Characteristics of the Spanish Reconquest

The main characteristics of the Reconquest were as follows:

- It extended over almost 8 centuries, from 722 to 1492. The Reconquest is one of the most important periods in the history of Spain and one of the most complex in the history of mankind.
- Its main protagonists were the Christian kingdoms of Asturias-León, Castile, Navarre, Aragon and Portugal. The advance of these kingdoms was a slow and discontinuous process in which stages of expansion alternated with others of border stabilisation.
- From the end of the 11th century the Reconquest was animated by the spirit of **the Crusades**, preached by the Papacy from 1095 onwards. There were military expeditions, beginning in the late 11th century, that were organized by western European Christians in response to centuries of Muslim wars of expansion. For this reason, during the 12th and 13th centuries, the Christian kingdoms of the Iberian Peninsula were assisted by the Catholic military orders, the Knights Templar and the Order of St John of Jerusalem.
- The centuries of the Reconquest were a time of wars and conflicts between Christians and Muslims, but also of peaceful coexistence, trade exchanges and the fusion of Hispano-Visigothic, Arab, Andalusian and North African cultures.
- The repopulation expeditions that took place ranged from those directly led by the king and organized by nobles, state dignitaries and religious orders, to those involving families and individuals who simply occupied the land.

-The Reconquest issue gives rise to intellectual debate, propaganda, misinformation and fake news.



La Alhambra de Granada



Student 3 - Read about : Stages of the Reconquest

Historians usually divide the Reconquest into 5 phases or stages:

- First stage (8th-10th centuries): after the Christian victory at Covadonga (722) the kingdom of Asturias slowly advanced southwards, reaching the Duero river in 910. This led García I (910-914) to move the capital of the kingdom from Oviedo to León. From then on, we begin to speak of the kingdom of Asturias and later of the kingdom of León, from which Castile became independent in 1065.
- Second stage (11th and first half of the 12th century): taking advantage of Muslim weakness, after the disintegration of the Caliphate of Cordoba (1031) into some thirty states (the Taifa kingdoms), León and Castile occupied the Tagus river basin. After the invasion from North Africa by the Almoravids (1086) and the Almohads (1145) put a stop to the southward advance, the southward advance was reactivated in Aragon, which conquered Saragossa in 1118. The County of Barcelona occupied Tortosa (1148) and Lleida (1149). On the other hand, Portugal, constituted as an independent kingdom in 1143, conquered Lisbon in 1147.
- Third stage (second half of the 12th and early 13th centuries): Castile-León managed to dominate the Guadiana valley and the passes of the Sierra Morena. This process culminated with the defeat of the Almohads at the Battle of Navas de Tolosa (1212), which opened the way for the Christian advance southwards. At this stage, Castile absorbed León and part of the Kingdom of Navarre, while Aragon absorbed the County of Barcelona.
- Fourth stage (13th to mid-14th century): characterised by the rapid occupation of the Guadalquivir valley by King Ferdinand III the Saint of Castile (1217-52) and of Valencia and the Balearic Islands by James I of Aragon (1213-76).
- Fifth stage (mid-14th century-late 15th century): from 1360 the Iberian peninsula was divided into four Christian kingdoms, Castile, Aragon, Navarre and Portugal; and one Muslim kingdom, Granada, which fell in 1492.



“Las Navas de Tolosa Battle” after an oil painting by Francisco van Halen. Museo del Prado Collection. Now it is at the Spanish Senate Palace



Student 4- Read about: Consequences

The main consequences of the Reconquest were as follows:

- The Jews, who had coexisted peacefully with Christians and Muslims for much of the Reconquista, were expelled by the Catholic King and Queen in 1492. To this end, they established the Spanish Inquisition in 1478. The Inquisition was a tribunal that investigated heresy and apostasy among Christians. **However, the religious persecution in Europe was even crueller.** Those who were found guilty could be tortured or burned at the stake. Despite its growing brutal reputation, it continued in various forms. It was abolished 4 times until it was officially abolished in 1834.
- Muslims were definitively expelled from the Iberian Peninsula. Those who remained in the Christian kingdoms had to convert to Christianity or go into exile. It became obvious quite quickly that, in order to avoid leaving, many people pretended to convert to Christianity, but still practised their own faith in private. For rulers that took their religion seriously, Isabella and Ferdinand wanted to find out who was faking their faith.
- Christianity was strengthened and compensated by the conquest of the kingdom of Granada, the fall of Constantinople (1453) and the advance of the Ottoman Turks over the Balkan peninsula.
- The Christian kingdoms repopulated the lands conquered from the Muslims with Christian populations from the northern mountainous areas and the Pyrenees.
- Muslim mosques were destroyed or converted into Christian temples.
- The end of the Reconquest ushered in the unification of Spain, which came to fruition in 1516 with the accession to the throne of Charles I, grandson of Isabella of Castile and Ferdinand of Aragon.
- The Reconquest continued with the conquest of Ceuta, Tangiers, Melilla and other cities on the North African coast, as a result of the continuing spirit of crusade against the Muslims.



This painting by Francisco Pradilla Ortiz (1848–1921), “The Surrender of Granada” shows Muhammad XI (ca. 1460–1533) also known as Boabdil, the last Emir of Granada (left), handing over the city’s keys to the Catholic monarchs Isabella I of Castile (1451–1504) and Ferdinand II of Aragon (1452–1516) (right). The painting was commissioned by the Spanish Senate in 1879 and was finished by Ortiz in 1882. It is in the Senate Palace.



B) After reading in the classroom or at home, share what you have understood with the rest of the group. Every student talks and writes down the main key points of their reading in the group (on a paper, blackboard or whiteboard with “jamboard.google.com”). Finally, each group can create a summary of 5 lines, a personal opinion of 3 lines and a presentation of the learning unit

VARIANT WITH JIGSAW COOPERATIVE STRATEGY/NUMBERED HEADS TOGETHER

-Students meet with members from other groups who are assigned the same text, and after discussing, talking and mastering the text, return to their “home” group and teach the main key points of the text to their group members in order to make sure everyone in their group understands and can give an answer.

-The teacher calls out a number randomly. The students with that number raise their hands and when called on the student answers the teacher’s questions about each reading for his or her team.

-Finally, each group can make a presentation of the learning unit and show it to the whole class.

Video in Spanish: https://www.youtube.com/watch?v=zBpPHfEWdQ&ab_channel=itacaies

FOLLOW-UP ACTIVITY: 1) Research on the statements or questions in red above and write some conclusions
 2) Research on other consequences of the Spanish Reconquest

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COOPERATIVE LEARNING ACTIVITY: THE RUNNING DICTATION



A. The teacher writes the following sentences of the Aesop's fable "The Gnat & the Bull" on slips of paper. The text and length of sentences can be adapted to students' curricular level.



B. Place the slips of paper up around the room or outside.

1. A Gnat flew over the meadow with much buzzing for so small a creature
2. and settled on the tip of one of the horns of a Bull.
3. After he had rested a short time, he made ready to fly away.
4. But before he left he begged the Bull's pardon
5. for having used his horn for a resting place.
6. "You must be very glad to have me go now," he said.
7. "It's all the same to me," replied the Bull.
8. "I did not even know you were there."

We are often of greater importance in our own eyes than in the eyes of our neighbor. The smaller the mind the greater the conceit. (moral)



C. The teacher pairs up the students. Assign a role to each student within their pair (writer/sitter or runner). Tell student A that they are the runner and student B that they are the writer

D. Tell students when to 'switch their roles' (after each turn or a set number). Students take turns to write and dictate the sentences. You can make the activity a race to see which group can complete the text first or most accurately

E. Set a time limit & say GO! The teacher calls out a number randomly from 1 to 8.

F. The runner has to go to the text, read one line and go back to their partner and tell them what to write. Finally, both students have to correct spelling mistakes and order the text.

G. Lead a feedback session to check if they reproduced the text accurately. **Option:** once the students have completed the text you can give them a copy of the original text and they can peer-check and circle any errors.

VARIANTS: 1) Use pictures or a poster instead of the text. Q: What is Peter doing? Answer is to be found in the picture outside of the classroom. 2) For practising maths: Solve the equation, find the result in the corridor and get a piece of hidden message. 3) Definition and term matching. Description and picture matching - e.g. biology.

FOLLOW-UP ACTIVITIES: 1) Students have to say a summary of the fable or make a presentation including the importance of the moral or a translation in another language.

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MINDFULNESS ACTIVITIES

1) BEACH BALL MINDFULNESS BREATHING

Introductory activity: video viewing

https://www.youtube.com/watch?v=ufL35GH74uU&ab_channel=BlueSkyMindfulness



-Stand up and close your eyes

-Bring your hands together, interlace your fingers and hold them in front of us.

-Drop arms slowly to the lower abdomen with palms facing up.

-Raise your arms slowly to your chest as if you were hugging a beach ball while you are breathing in deeply.

-Breath out while you are slowly pushing the beach ball underneath water with hands interlaced and palms facing down.

-Breath in, starting with palms facing down, raise slowly your arms interlaced to the sky and shaping an arch overhead with palms facing up.

-Breath out, drop your arms and bring them down sideways.

VARIANT: SEATED POSITION https://www.youtube.com/watch?v=Ufzsf43byZs&ab_channel=JulieFrizzi



2) THE MAGIC MANDARIN (This can be done with students sitting in their seats or in a circle)



- Close your eyes and take several deep breaths.
- Take a tour of all the parts of your body and feel how, as you pass your attention through your body, they relax.
- Take the mandarin in your hands without haste, as if it were an alien who comes to earth and it is the first time you sees one.
- Open your eyes. Appreciate its colour, its shine, and its irregularities, how the surface changes as the light hits it. Take your time.
- Now close your eyes and feel how it's like to touch the mandarin, how you perceive its irregularities in your fingers. Feel also its weight and shape.
- Open your eyes and peel it, without haste
- Close your eyes. Feel how the skin gives way, the moisture in your fingers, everything slowly, very slowly.
- When it is peeled, observe it again with all your attention. Look at the new colours, the texture, the aromas.
- Now you can put a mandarin segment in your mouth
- You will taste it with the same intensity as chocolate or raisin.
- Don't chew it, move it from one side of your mouth to the other, feeling its texture with your tongue, as if it were a sweet.
- Break it with your teeth, without biting it, and feel how the juice fills your mouth, the flavours and sensations.
- Touch the inside and the outside of the mandarin segment with your tongue, feel the differences.
- Now chew it very slowly, try to chew it at least 20 times before swallowing it.
- Repeat the process with the rest of the mandarin.



-How did you taste this mandarin compared to the previous ones you have eaten? Did you perceive more flavours? Are they more intense?

-Have you ever eaten without tasting? Why do you think this might have been? Where was your attention at that moment?

-Did you ever eat so much that you felt sick afterwards? Did you pay attention to your body's signals telling you, "you are already full"?

VARIANT: It can be done with a mandarin segment or another fruit, with a raisin or another food students bring and like.

VARIANT WITH A RAISIN



Holding: Take a raisin and hold it in the palm of your hand or between your finger and thumb.

Seeing: Take time to really focus on it; gaze at the raisin with care and full attention—imagine that you've just dropped in from Mars and have never seen an object like this before in your life. Let your eyes explore every part of it, examining the highlights where the light shines, the darker hollows, the folds and ridges, and any asymmetries or unique features.

Touching: Turn the raisin over between your fingers, exploring its texture. Maybe do this with your eyes closed if that enhances your sense of touch.

Smelling: Hold the raisin beneath your nose. With each inhalation, take in any smell, aroma, or fragrance that may arise. As you do this, notice anything interesting that may be happening in your mouth or stomach.

Placing: Now slowly bring the raisin up to your lips, noticing how your hand and arm know exactly how and where to position it. Gently place the raisin in your mouth; without chewing, noticing how it gets into your mouth in the first place. Spend a few moments focusing on the sensations of having it in your mouth, exploring it with your tongue.



Tasting: When you are ready, prepare to chew the raisin, noticing how and where it needs to be for chewing. Then, very consciously, take one or two bites into it and notice what happens in the aftermath, experiencing any waves of taste that emanate from it as you continue chewing. Without swallowing yet, notice the bare sensations of taste and texture in your mouth and how these may change over time, moment by moment. Also pay attention to any changes in the object itself.

Swallowing: When you feel ready to swallow the raisin, see if you can first detect the intention to swallow as it comes up, so that even this is experienced consciously before you actually swallow the raisin.

Following: Finally, see if you can feel what is left of the raisin moving down into your stomach, and sense how your body as a whole is feeling after you have completed this exercise.

3) THE FEET PAUSE. THE PAUSE BUTTON



This practice is not a way of running away from problems but a way of feeling strong enough to face them and solve them better.

When we are stressed or angry or scared it is difficult to get out of that circle, the first thing is to press the pause button, for this, we are going to focus on the feet, we are going to practice a little. This can be done standing or sitting.

INSTRUCTIONS

- Close your eyes and breathe deeply. Focus on your breath.
- Everyone has their eyes closed, so you can be calm, no one is looking at you.
- Who am I? How are you feeling? Aware your feet, connected to the floor
- Breathe in again, this time a little deeper.



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Junta de Andalucía
I.E.S. HUELIN

- Breathe out slowly, slower.
- Breathe in again and feel the sensation of the air coming into you, feel the air and the temperature.
- Feel your belly expand.
- Now bring your attention to your feet.
- Feel the sensation of the soles of your feet on the floor. Feel the weight of your body.
- Feel the sensation of the shoes, of the socks.
- Try to feel the difference between the heel and the toes.
- Stay for a moment feeling all the sensations of your feet. There are only the sensations of your feet.
- Try to concentrate on the present moment, avoid letting your mind go backwards or forwards, but don't worry if your mind goes backwards or forwards. Leave the thought-stream go away and concentrate on what we are doing now.
- And then take a deep breath and open your eyes.
- How does it feel?
- It's like going up to your hill of calm, that place where nothing affects you no matter what storms or problems there are.
- It's like putting on an invisible suit, but nothing affects you, attacks, bad thoughts and problems collide with it and slip away.

We have just pressed the pause button and turned on the camera. This is the first step in calling the Mini-Me. The Mini-Me represents the self-awareness that emerges when applying mindfulness and developing the inner witness (witnessing consciousness within all of us).



4) MINDFUL JAR (CALM DOWN JAR OR SENSORY BOTTLE) (primary and secondary students)



Video viewing: HOW TO MAKE A SENSORY BOTTLE

https://www.youtube.com/watch?v=D7zp7KbxbKY&t=114s&ab_channel=LittleLearners

A jar or plastic bottle can be filled with water, glycerine, food colors, watercolor paint, glitters, buttons, Lego pieces, small objects, and spangles, etc.

The activity of creating the jar itself can already be considered a mindful activity since students can connect with their favorite colors, choose the objects, and follow a procedure while paying attention to every single step. This activity can also be accompanied by relaxing music.

Once the mindful jar or bottles have been created, the teacher can start a short meditation about emotions and stress. Teachers can invite students to imagine that the glitters or the objects in the jar are like thoughts and emotions, moving around, very quickly, in a confusing way in the mind when stress, anger or sadness are present. Breathing deeply and observing how the mind becomes clear again from negative thoughts and emotions can provide time to calm down.

Directions

-Shake the bottle well to mix the glitter, water and glue.

-Share the following words with your students:

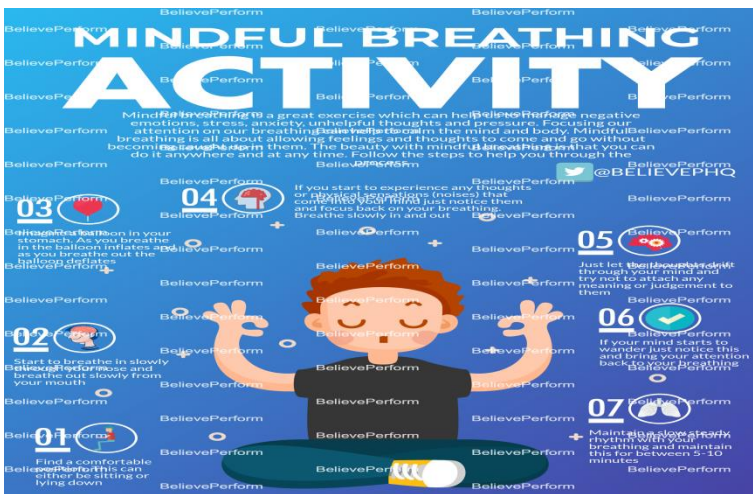
“Imagine that the glitter is like your thoughts when you’re stressed, mad or upset. See how they whirl around and make it really hard to see clearly? That’s why it’s so easy to make silly decisions when you’re upset because you’re not thinking clearly. Don’t worry this is normal and it happens in all of us (yep, grown-ups too).

[Now put the jar down in front of them.]



Now watch what happens when you're still for a couple of moments. Keep watching. See how the glitter starts to settle and the water clears? Your mind works the same way. When you're calm for a little while, your thoughts start to settle and you start to see things much clearer."

5) MINDFUL BREATHING (5 MINUTES)



Providing students with an object to focus on is a great way to encourage concentration during mindfulness lessons. Use pinwheels in conjunction with the mindful breathing exercise above, making the pinwheel spin with every exhale.

- Students can stand or sit for this activity.
- Ask students to put both hands on their belly.
- Students should close their eyes, or look down to their hands.
- Guide students in taking three slow deep breaths in and out to see if they can feel their hands being moved.
- You may like to count “1, 2, 3” for each breath in and “1, 2, 3” for each breath out, pausing slightly at the end of each exhale.
- Encourage students to think about how the breath feels, answering the following questions silently, in their mind.
- What is moving your hands? Is it the air filling your lungs?
- Can you feel the air moving in through your nose?



-Can you feel it moving out through your nose?

-Does the air feel a little colder on the way in and warmer on the way out?

-Can you hear your breath?

-What does it sound like?

6) BELLY BUDDY (preschool and elementary students-10 minutes)



-Ask students to bring in a small stuffed toy, or provide a class set of small, light-weight objects such as small bean bags or wooden blocks.

-Students lay on their backs and place the toy or object on top of their belly buttons.

-The teacher guides a **breathing meditation** asking them to take three deep and slow breaths counting “1, 2, 3” for each breath, in and out, they observe the toy as it moves up and down with their breath. This activity helps them to become aware of their breath and it is a great way to calm down and focus.

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ENGLISH

1) SEESAW: <https://web.seesaw.me> <https://app.seesaw.me> <https://web.seesaw.me/espanol>

It is a platform for student engagement.. Teachers can empower students to create, reflect, share and collaborate. It is a tool to create digital portfolios and keep track of them. It allows us to include all kinds of resources and content: videos, audios, images, documents, etc. The main advantages of this tool are the following:

- It promotes self-regulation of learning and the creation of own content.
- It allows the creation of personalised assessment rubrics.
- It facilitates family-school communication.
- It offers immediate feedback.
- It facilitates constant monitoring of student progress by teachers and families.
- It allows us to create multimedia content and an associated class blog.
- The app is available for iOS and Android. **Tutorial:** <https://youtu.be/1NZsYbKxWv4> (Spanish)

Tutorials in English with Spanish subtitles: <https://youtu.be/auUgZHsXY-0>

<https://youtu.be/iEEAx61g9IQ> how to upload and create lessons

How students log in: <https://youtu.be/msWQbRf4k7k> (Spanish) <https://youtu.be/-UgPr5cmd6g> or <https://youtu.be/wlia96ALde0> (Spanish) https://youtu.be/k1_mBy1EI0M (English)

How to browse, create and assign activities: https://youtu.be/vUkve-zl_6s (Spanish)

2) **JAMBOARD:** <https://jamboard.google.com/> It's a **digital whiteboard** that lets you collaborate in real time via the Jamboard device itself (a 55-inch whiteboard powered by G Suite services), a web browser or the mobile app. Jamboard is a complete real-time collaboration solution that combines a physical device with an app to enable teams to work together more effectively and efficiently.

<https://youtu.be/8v-a-igGuYE> (Spanish) <https://youtu.be/hAlduBWEeHQ> (Spanish)
<https://youtu.be/9jyXwmCSk7g> (Spanish) <https://youtu.be/K1qS6avlnaE> (English)

3) **CLASSROOMSCREEN:** : <https://classroomscreen.com/> The free virtual whiteboard to make classes more interactive. **This tool projects a virtual desktop that helps to gamify learning or motivate students, among other benefits.** These are its main functions and possibilities.

<https://www.educaciontrespuntocero.com/recursos/classroomscreen>



4) QUIZLET: <https://quizlet.com/es/teachers> Quizlet is an online tool for creating interactive educational activities. It is a fantastic free tool.

- It is a fantastic tool for language teaching and learning.
- It has a very complete free version that gives you many options.
- It works as a social network.
- You can create and configure worksheets, activities for writing, practising spelling, taking tests, playing games, learning and competing.
- You can create and set up classes
- Search and use activities made by other people in QUIZLET for your classes.

Tutorial: <https://youtu.be/NG8K8wAmmuo> (Spanish)

5) GIMKIT: If you've used Quizlet or Kahoot, you'll love Gimkit. Gimkit adds dynamism and strategy to learning by introducing the incentive to win or lose money for answering questions.

Gimkit is an in-class or at-home gaming platform where students compete with themselves or in groups by answering questions on their electronic device. As a tutor you have the option to create your own quizzes, import material you have already created in **Quizlet** or upload a **CSV file**, or you can choose one from the gallery and modify it.

You can use **Gimkit** for formative assessments or to introduce a topic and review concepts. And if you want to use it as homework, just assign a due date so that students can complete it at their own pace.

The most attractive feature that sets it apart from other tools is that Gimkit gives you money instead of points. And, the money you earn in the app can be used to improve your game scores.

Gimkit's gameplay is very engaging for students. It keeps them attentive and motivated and requires the use of strategy to get the best results. It allows the creation of quizzes for students to solve. It is a classroom game program that requires knowledge, collaboration and strategy to advance. Students can play individually, compete against each other, play in teams or play as a group.

<http://elearningmasters.galileo.edu/2020/03/27/gimkit-herramienta-para-aprender-jugando/> (Spanish)

<https://www.youtube.com/live/V2i0LtqE2OU?feature=share> (Spanish) <https://youtu.be/8tjqibXEsDM> (English)

<https://www.youtube.com/live/V2i0LtqE2OU?feature=share> y <https://youtu.be/GCBC0hKT8iM> (Spanish)

6) THINGLINK: <https://www.thinglink.com> It is a very useful tool to enrich your lessons and make them more interactive. It allows you to host audio, video and rich links directly in the images, and then publish them on the web. It is not just a simple image that we will be showing, but a complete menu where you can watch videos, listen to songs, share social media, etc.



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Tutorials: <https://youtu.be/UaqBv6E5lC0> (Spanish) <https://youtu.be/dwii97OPdYw> (Spanish)
<https://youtu.be/wvXVQJf80UQ> (Spanish) <https://youtu.be/zABYBVLFFLU> (English)

7) BOOKCREATOR: <https://bookcreator.com/> It is a platform whose interface resembles a "blank canvas" for developing creativity and sharing learning. Teachers can use it to create their own teaching resources, presentations or interactive books, and students can demonstrate their creativity and understanding. With the free account, up to 40 books and a library can be created. Using different combinations of text, images, audio or video, they can create:

- Interactive stories and tales
- e-Portfolios
- Research journals
- Poetry books and scientific reports
- Instruction manuals
- "About me" books
- Comic book adventures

https://intef.es/observatorio_tecno/book-creator-descubre-tus-superpoderes/ (Spanish)
<https://youtu.be/T0ywYfgMSkU> (Spanish) <https://youtu.be/uqeNRDoziX4> (English)

8) BAAMBOOZLE: <https://www.baamboozle.com/> It is similar to Kahoot and Quizziz. It is an online platform to create games, between teams, of questions and answers in a totally free and simple way. The teacher can create a game by adding several questions with their respective answers and assigned score. It has both free and paid versions.

<https://youtu.be/HzkFoUxznnk> y <https://youtu.be/funmeiNnHhQ> (Spanish)
https://youtu.be/9n_UNedTaj4 (English)

9) ANSWERGARDEN: <https://answergarden.ch/> . Useful tool for brainstorming and formative evaluation. No registration required. It is a new alternative that allows us to pose a question and obtain the answers at the same time as we display them in the form of a cloud, allowing visitors, anonymously, to include new answers or indicate any of the existing ones. You only have to create the question and obtain the code to include it in your web page, although you can also send the question to the different social networks using the automatically generated URL. https://youtu.be/77c0Re3Tj_o (Spanish)

<https://youtu.be/12XKqbMngKc> (English)

10) ECLASS: : <https://mobile.edupage.org/?lng=es&ctn=es> (what is it?) <https://www.edupage.org/>

The Edupage asc application includes e-Learning It has a set of teaching materials presented in an interesting and motivating way, covering English vocabulary, English comprehension, spelling, mathematics requiring a little imagination and other features.

<https://youtu.be/l6KXZ30VXzI> y <https://www.ascedupagecolombia.com/comunicacion-leccion-1> (Spanish)

In addition, teachers can create quizzes in the application and assign students interactive lessons or homework. In conclusion, each student's results are automatically displayed to the teacher. Edupage allows teachers to easily communicate with the whole educational community through messaging.

<https://youtu.be/-B5AtqZLwnI> (English)



11) NEARPOD: It is an educational tool that generates collaborative and interactive online learning experiences. It makes lessons more dynamic, fun and interactive. Through the so-called "lessons", teachers can create and share presentations, activities, questions or surveys; project them in class and evaluate students in real time. Many activities are already created by other teachers and can be used.

<https://youtu.be/I51mnl9Bzmw> (Spanish) <https://youtu.be/pi7HplBK6g8> (Spanish)
<https://youtu.be/GStzv5C9zSE> (Spanish) <https://youtu.be/XVmkS4nGq5E> (English)

12) BLOOKET: It is a digital tool that allows us to create and reuse multiple-choice quizzes and turn them into games that can be played live competitively, or individually, in "Homework" mode. It is more fun than Kahoot. Students do not have to register. <https://youtu.be/DxSb0cE2OGk> (Spanish introduction)
<https://youtu.be/OI71AuRD0uk> (creating an activity from scratch) <https://youtu.be/l5lwZiagGO0> (how to create a game) <https://youtu.be/oRewpUHF0G4> (English)

13) EDUCAPLAY: Educaplay is an educational platform that allows you to create and share multimedia activities and educational games easily and intuitively. With Educaplay you can create and share your own multimedia educational activities, choose from 14 types of activities and 11 available languages, all in a simple, intuitive and completely free.

We can see the results and achievements of our students in all the activities we propose to them. Create your own online presentation or search through the thousands of presentations that other Educaplay users have created.

https://youtu.be/B2GvYNk_1sI (Spanish) <https://eleinternacional.com/blog/tutorial-como-utilizar-educaplay-en-espanol-crear-actividades-y-juegos/> (Spanish)
<https://youtu.be/eXJO7DGS01A> (English tutorial) <https://youtu.be/GMGZCbuAdE4> (how to create activities)

14) DKMGAMES: <https://dkmgames.com/> Here you will find a wide variety of puzzles and online games designed to challenge your mind and exercise your brain. All games are self-developed and completely free with no special downloads.

15) WORDWALL: It offers us the possibility of creating personalised interactive activities to share with our students and to be able to monitor their individual and group learning.

https://youtu.be/u_Ll0nfZnno y <https://youtu.be/XasQqNRJqRE> (Spanish)
<https://youtu.be/Zkcz-OPZLEA> (English)

16) GENIALLY: Leading interactive content creation tool. Making presentations, infographics and more amazing interactive content is easy with Genially. It has templates to make "Escape Room" activities.

https://youtu.be/SIYyOq_vEgw (first steps, Spanish) <https://youtu.be/G48L3kPCnTE> (complete guide)

<https://www.youtube.com/live/JxeJow3ujag?feature=share> (first steps in English)



17) TEXTINGSTORY: <https://youtu.be/7IHfXdzFYto> Unleash your creativity!

1. Write a text conversation in TextingStory 2. Create a video of your story.
3. Watch your creation and share it with your friends.

TextingStory allows you to write conversations like any messaging app, except you can switch characters by pressing the character names. Take as much time as you need to write your text message stories - videos are automatically sped up for a steady, fast-paced result! This is a simple app with endless possibilities.

18) BINGOMAKER: <https://www.bingomaker.com/> It is an excellent online bingo card generator
<https://youtu.be/fWK3T9CDAYI> (Spanish) <https://youtu.be/soGmVkQ07Sk> (English)

19) QUIZZIZ: A tool similar to Kahoot. It is a fantastic multiplayer quiz game that offers more and more options and possibilities. It allows you to modify and customise the questions to create your own quizzes or assessment tests in a fun and playful way. <https://youtu.be/e8KZd1CgI7s> (Spanish)

The teacher generates the questions, presses play and the students enter a page that will indicate the website to enter a code and play from their device or computer.

It offers individual and general reports with all the results and different game options.

Among its many options are to make your quizzes public or private; to duplicate other Quizizzes and edit them; add images, audio or video to the questions; print the created quizzes; share or send the score through other platforms; choose the answer time for each question; create collections; assign quizzes to your classes and connect them with Google Classroom; choose between different game modes; share your Quizizz by mail, link or social networks; add different types of questions (test, survey, open question, fill-in-the-blank, box, multiple answers), etc. It is compatible with all devices. Click on the image to access the resource.

20) ESL BRAINS: <https://eslbrains.com/> **ESL Brains is a platform for English teachers** who teach adult learners all over the world. It was created to publish teaching materials that include **thought-provoking topics**, stimulate **critical thinking** and spark discussions **about the modern world**. All of the lessons published on ESL Brains have been developed by ESL teachers and materials writers with years of experience in the classroom and the language publishing industry.

21) SELFIEFORTEACHERS: You will need an [EU Login account](#) to access the tool. is an online tool to help primary and secondary teachers reflect on how they are using digital technologies in their professional practice. Teachers can use the tool to learn more about the digital skills they have and identify areas where they can develop further.



22) MENTEMETER: <https://www.mentimeter.com/es-ES> With this platform you will be able to create very visual and attractive interactive presentations with its integrated editor. The platform offers you a list of sample templates and different types of questions to customise your presentation.

With this platform you can share the presentation with an audience and collect participation data. Through mobile phones, tablets or computers, participants can send their answers, opinions or questions. The application has a free and a paid version, the options with the free version for multiple choice questions are scarce, so if you are looking for a simple and free option it is better to use Kahoot or Socrative.

<https://youtu.be/B00zTe9LBFU> (Spanish) https://youtu.be/on_Ib7SP6Go (English)

23) ONENOTE DE TEAMS: Microsoft OneNote is a useful web app for taking notes, making lists and jotting down anything you don't want to miss. You can download it for free on any device, mobile or desktop, and consult it in the cloud at any time.

<https://www.youtube.com/live/FOVF8dPtFiE?feature=share> (Spanish) <https://youtu.be/JEJZbjcMkeU> (English)

24) EXELEARNING: It is an open source tool that facilitates the creation of educational content without the need to be an expert in HTML or XML. It is a multiplatform application that allows the use of content trees, multimedia elements, interactive self-assessment activities, etc., facilitating the export of the content generated to multiple formats: HTML, SCORM, IMS, etc. <https://youtu.be/wVicKyHQvTY> y <https://youtu.be/7mj4-HeFkAE> (Spanish) <https://youtu.be/ucan4eUgbfs> (English)

25) GREENFOOT: <https://www.greenfoot.org/home> Educational software designed to make learning to program easy and fun. <https://youtu.be/J2C83CyRI3w> (Spanish) https://youtu.be/eJXe670Of_I (Spanish) <https://youtu.be/t-3xnfVPys8> (English)

26) GAMESTOLEARNENGLISH: <https://www.gamestolearnenglish.com/> Excellent website with lots of flash games to practice English in a fun and challenging way. Every time you do an activity you get scores and you can compare yourself with other people's results. Simple and powerful interface with resources well organised by theme and type of game. <https://youtu.be/RIFPu6jaGP4> (Spanish)

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STORYTELLING ACTIVITIES

1) IDIOMS DRAMA CIRCLE

Drama Circles are the perfect way to practice the elements of drama, oral reading fluency, reading with expression, listening skills, following instructions, and performance skills, all in one cooperative learning activity!


Game Instructions:

- Have your group assemble standing up in a large circle.
- Shuffle the cards and hand them all out – some players may have more than one card.
- When it is a player's turn, they should take two steps into the circle, and complete the instructions on the card. They should step back once the turn is over.
- Remind players to make their actions and their words very dramatic.
- The player with the start card begins the game.
- The round continues until the last card is acted out.


Hints:

- Before you begin this particular drama circle, be sure your students understand the meaning of "literal definition".
- After cards have been cut out, laminate them so they last a long time.
- The numbers are included on each card, so if a player gets confused, or the circle breaks down, restart the game with the next card.
- A blank card is included in case a card gets lost.


1. (Start Card) Look around the circle in disbelief while pretending it's raining very hard. Say, "I don't know why all of you are out here! It's pouring so hard that it's raining cats and dogs!" Act out the literal definition of "raining cats and dogs".




18. When you see someone act out the idiom of "fish out of water", look at the person that last performed. Say, "Come on. You're trying and you're doing awesome. I'd say you're on the ball." Act out the literal definition of "on the ball".



3. When you see someone act out the idiom of buying something that "costs an arm and a leg", step into the circle. Say, "I know exactly what you mean. My sister will be so mad if I ruin her umbrella. I'll be in hot water for sure!" Act out the literal definition of being "in hot water".



21. When you see someone act out the idiom of "for the birds", look like you're confused and go up to the person who last performed. Say, "I wish I could get excited about practice. How did you have a change of heart?" Act out the literal definition of "change of heart".





How do I do Storytelling?

- Choose a story related to the content of the lesson.
- Students can listen to it, take part in creating it or acting it out.
- Make the story the central part of that class. Make sure to organise pre-storytelling activities and also post-storytelling activities.
- Provide ways for them to approach the content in a variety of ways, according to their multiple intelligences and various learning styles.

2) STORY TELLING & LISTENING WITH DIXIT CARDS

- Teller:** voice, pace, rhythm, emotional involvement, drawing, -
<https://www.youtube.com/watch?v=eIho2S0Zahl> (How to speak so people want to listen)
- Listeners:** active, involved, relaxed, give ownership, in charge with the ending, acting out, reading out loud

Setting the mood...

- With Dixit cards (If you don't have access to a copy of Dixit you could use these same ideas with some carefully chosen pictures)
- Stand up, look around and choose **3** cards that remind you of:
 - 1) Something you love/ you are keen on ,**What makes you tick?**
 - 2) Something related to your **profession, school or family**
 - 3) something that annoys you, **What ticks you off?**

<https://wordwall.net/resource/6850069/dixit> (dixit cards)

<https://ro.pinterest.com/evamelinda11/dixit-cards> <https://pin.it/4pTVhgu> (dixit cards)

3) TELLING STORIES WITH ORIGAMI (Storygami) <https://youtu.be/yoqW5d0Puxc> (how to make a paper bird easy)

If you put the word Storytelling and the word Origami together, you get Storigami. It is fun to use your imagination as you see the shapes emerge and put them into a story. Then when you want to make the model again, the story will help to remind you of what to do next. When the story is very helpful in remembering the fold, I call it a Teaching Tale. (Rachel Katz)

HOW TO TELL A STORY WITH ORIGAMI

- 1) Your origami craft is a story in itself.

Use your imagination. Here we show you how to tell a story as you make an origami craft. Each fold of paper will be one of the plots of your story. All you need is a sheet of paper and a pair of scissors.

- 2) Fold the paper before telling the story.



Fold the paper at one corner to form a triangle with a rectangle left over at the bottom. Cut this last part out, you don't need it.

Then fold the sheet again so that you have a square-shaped paper with two diagonals. You are now ready to tell the story.

3) Each fold is a part of your story.

The key to the story is that with each fold of the paper you reveal one of the points of the story. This way you will get your students or children's full attention.

First you have to select or make up a story and match it with an origami model. Here you have some examples:

PAPER PUPPET: https://origamiwithrachelkatz.oriland.com/stories/paper_puppet.php

THE WISHING MAGICIAN: https://origamiwithrachelkatz.oriland.com/stories/wishin_magician.php

THE BUNNNY RABBLIT: <https://origamiwithrachelkatz.oriland.com/stories/bunny.php>

THE PILGRIM STORY: <https://origamiwithrachelkatz.oriland.com/stories/pilgrims.php>

THE RAINFOREST: <https://origamiwithrachelkatz.oriland.com/stories/rainforest.php>

THE PENGUIN PETE: https://origamiwithrachelkatz.oriland.com/stories/penguin_pete.php

THE NODDING BIRD: https://origamiwithrachelkatz.oriland.com/stories/nodding_bird.php

<https://youtu.be/4u5strkCdyE> (ship origami with the legend of the sunken ship-Spanish with English subtitles)

4) MULTILINGUAL STORYTELLING

1) We have to choose a story. The students' age, interests and developmental level should always be taken into consideration. For younger children, in particular, the selected story should have: clear storyline, repetitions, opportunities for participation and illustrations.

2) The story is told by multiple students all in their native tongue.

5) THE SMELLER AND THE TOUCHER

1) Pair students up

2) Provide a group of objects in a bag

3) Decide who is the smeller and the toucher. Students can change their roles and restart the activity.

4) The smeller or the toucher gets an object and sits next to his/her partner. The student closes his/her eyes and listens to his/her colleague's questions. Try to answer them, letting your imagination run wild.

5) The toucher asks the smeller:

•Smell this ... •Do you like the smell? •Have you smelled this before? •Where were you?

•Imagine you are there right now •Who are you with? •What is going on? •How do you feel?



6) The smeller asks the toucher:

- Hold this object in your hand... • What do you think it's made of? • What colour is it?
- If it were a person, what would it be – a man or a woman? • What's her/his name?
- How old is she/he? • What is their job? • Think of one thing they keep saying..

6) CREATE STORIES FROM OBJECTS OR IMAGES

You can provide real objects, images on paper or on pebbles or using the dice of this site:

<https://davebirss.com/storydice-creative-story-ideas/> (English). The number of objects or images depends on your students' curricular level. Students have to turn the objects, images or prompts into a story.

Useful links for Storytelling and CLIL

<https://youtu.be/wQEukEe2vE> (Story Telling Games for Kids)

<https://thecolorfulapple.com/free-storytelling-activities/>

[The use of Storytelling in a CLIL learning situation](#)

[Stories as a tool for teaching and learning in CLIL](#)

Useful links for Drama activities

[Teach any Lesson Through Drama \(theatrefolk.com\)](#)

[Drama in the classroom: Why should we consider incorporating drama into the school curriculum? – Prague Youth Theatre Blog \(wordpress.com\)](#)

<https://brainnijas.ca/ways-to-teach-drama>

[Teaching Resources & Lesson Plans | TPT \(teacherspayteachers.com\)](#)

[25 Fantastic Improv Games for Students - Teaching Expertise](#)

[Huge List of Drama Games and Theatre Activities for Kids and Teens \(dramanotebook.com\)](#)

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