


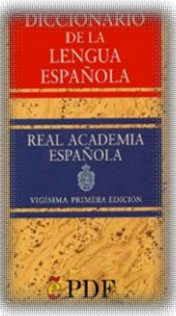



TOPICS: 2-COMPETENCES, 3-SOCIAL SKILLS.

| | |
|------------------|---|
| Name of Activity | <h3 style="text-align: center;">VALLADOLID WELCOMING CITY</h3> <div data-bbox="343 465 673 976">  </div> <p>We have prepared this material for people living in Valladolid, and for those who may live in the future starting a new stage in their lives. Knowing the city where we live, either because we were born in it, or because it welcomes us, is important and necessary for integration.</p> <p>Citizens must know their rights and obligations, places to go where necessary, possibilities for personal enrichment and enjoyment ... This along with what characterizes the city will be part of the content that will help to boost individual competencies.</p> <p>We believe that this material can serve other places that are also welcoming and open their doors to new citizens.</p> |
| Language | Spanish |
| Suggested Level | From A2 |
| Objectives | <ul style="list-style-type: none"> ▪ Develop individual competences through the CLIL methodology. ▪ Promote and support the cooperation of teachers from different disciplines. ▪ Know the city of Valladolid from different aspects for a better integration in it. ▪ Enhance interactive and autonomous learning by working in pairs and groups. ▪ Improve listening comprehension ▪ Improve communication skills ▪ Increase self-confidence and creativity in writing ▪ Use varied resources and materials to know what the city offers its citizens ▪ Know the rights and obligations of citizens in order to get a peaceful and tolerant coexistence that allows multiculturalism. |



| | |
|-----------|---|
| Procedure | <p style="text-align: center;">Motivation: A walk around Valladolid</p> |
| | <ul style="list-style-type: none"> - Learners watch two videos about Valladolid and then answer some questions. - The objective is to motivate learners to speak about what they know or they would like to know about the city where they are living. - Teachers get information from these answers: learners' interests and necessities, their knowledge concerning to Valladolid... |

| | |
|--|--|
| <p>Procedure</p>   | <p style="text-align: center;">FIELD OF LANGUAGE</p> |
| | <p>Activity 1: Our language: Castilian Spanish</p> <ul style="list-style-type: none"> - Learners study the origin and evolution of the Castilian Spanish. - The Spanish language in America. <p>Activity 2: Other Spanish Languages</p> <ul style="list-style-type: none"> - Places of Spain where Gallego, Catalán, Valenciano and Vasco are spoken. - Origin of these languages. <p>Activity 3: Popular proverbs and sayings</p> <ul style="list-style-type: none"> - Learners look into the origin and meaning of common proverbs and sayings, folkloristic idioms, old wives' tales, phrases... <p>Activity 4: Valladolid, Pucela or Pincia?</p> <ul style="list-style-type: none"> - Origin of the name of Valladolid <p>Activity 5: Legends and curiosities about Valladolid</p> <ul style="list-style-type: none"> - Learners read legends and curiosities about Valladolid. <p>Activity 6: The statues speak</p> <ul style="list-style-type: none"> - Learners read biographies about distinguished figures that have statues in Valladolid. |



- Learners write into the speech bubbles some short sentences referring to the distinguished figures as if these were talking to each other.



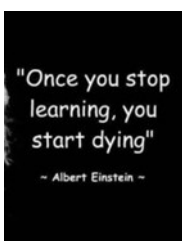
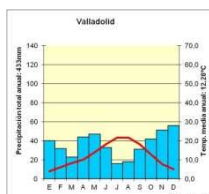
I didn't know you
had a statue in
Valladolid



I was born
in this city

FIELD OF MATHEMATICS

Procedure



Activity 1: Comparing data

- Data about population, birth and death rate, days of sunshine... from the different cities participating in the project are compared.

Activity 2: Valladolid in figures

- Learners know the population pyramid by sex and age.
- Learners learn percentages and round quantities

Activity 3: The weather in Valladolid

- Data about precipitations and temperatures in each of the seasons of the year in Valladolid are studied.

Activity 4: The neighbourhoods of Valladolid

- Location of the neighbourhoods on the map.
- Learners know general information about them.

Activity 5: We learn to measure

- Learners measure materials such as: books, magazines, booklets, posters, newspapers...



Procedure



FIELD OF THE NATURAL AND SOCIAL ENVIRONMENT

Activity 1: Where is it...?

- Location of Valladolid on the map of Spain, Europe and the world.
- Location of partner countries and cities participating in the project Olching (Germany) Padua (Italy) Le Puy-en-Velay (France) on the map of Europe.

Activity 2 : "Once upon a time ..."

- Learners study the history of Valladolid and then they write a text with the information as a tale story.
- Institutions, rights and obligations of citizens are studied.



Activity 3 : Economic Resources

- Learners investigate the economic resources Valladolid has: industry, agriculture, business, commerce, tourism, university...

Activity 4: Valladolid offers you...

- Learners learn what the city offers in terms of education, culture, art, leisure, sports, health service, transport, associations and public places of interest such as the post office, the unemployment office or the consumer office among others.



Activity 5: I am having a great time!

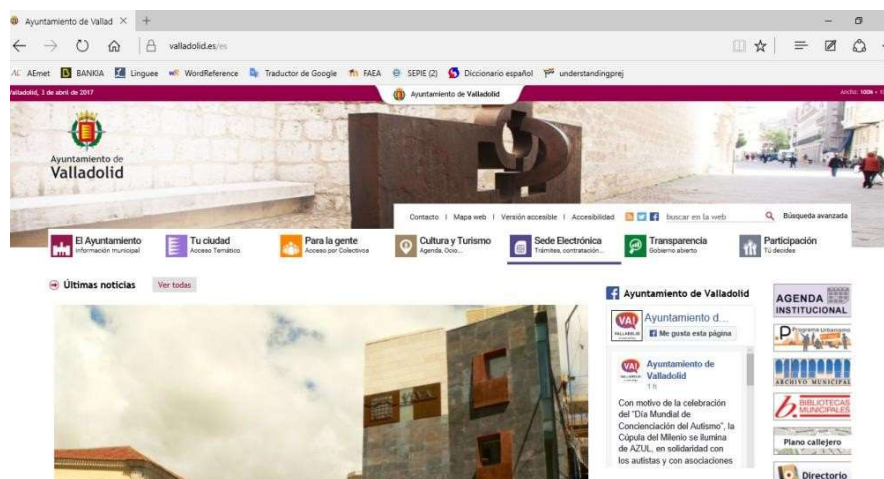
- Learners know the traditions, festivals, festivities and important events that take place in Valladolid.
- They make a booklet with photos about them.



Procedure

FIELD OF DIGITAL COMPETENCE

- The different programmed activities to be developed will take into account the use of new technologies.
- Learners will learn to search for information on the Internet.



EVALUATION

- Self-assessment form of the different fields
- Form to evaluate the teacher