SCHOOL CURRICULUM:
Model of STRUCTURED COURSE
FOR TEACHERS and STUDENTS

"How to teach & learn reading appreciation: videostorytelling & booktrailer"

Improving Erasmus Plus KA2 Project

Erasmus+

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CONSELLERÍA DE CULTURA, EDUCACIÓN
E ORDENACIÓN UNIVERSITARIA
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Output 1

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Erasmus Plus KA2 Project

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Part 1. Introduction

- We have created a training course for teachers referred to the work of each school of the partnership, with reference to the methodological innovations, working setting (open classes and cooperative groups of pupils with different potential and learning opportunities), working practices (teachers dealing with ICT and media) and the relationship between teachers, between teachers and pupils and between pupils.

- The course contents promote new approaches in teaching in order to achieve greater results from the pupils in terms of competencies. The realization of film and multimedia products, accompanied by their working process, enables the dissemination and the sharing of innovative teaching practices.

- The course will help to support and enhance teachers' wider professional development by providing the necessary skills to integrate the book trailer into the students' curriculum. The skills, acquired by teachers and students, will contribute to the quality of learning and teaching outcomes.

- The creation of Booktrailers and Video storytelling, is a co- constructed learning opportunity where teachers and students are engaged in an open, ongoing, constructive dialogue, developing competencies, creativity and new skills. Every part of the teaching and learning process stimulates a cultural growth and ethical conscience, and allows the partner-schools to compare results and products for a constructive working outcome.

- The book trailer promotes creative thinking and media literacy. It offers students a real authentic task because it offers the unity of the learning path (involving knowledge and skills at the same time). The digital storytelling is a powerful tool to approach any subject of the curriculum, offering the possibility to create stories with the use of alternative communicative codes like drama, arts and digital media.

- To achieve the maximum impact of the project and reach the widest possible audience, it would be beneficial to keep the training generic enough so that it can be used and adapted by professionals from Primary, Secondary and Special schools.

- Use of appropriate responses to questions asked by the teacher / colleagues during classroom activities

Part 2. The main course aims are:

- 1. To develop the skills and knowledge of teachers in the field of technology to support learning;

- 2. To promote the introduction of tools and methodologies to support learning in schools and in the areas involved in the project;

- 3. To promote the inclusion and the development of basic skills, cross-curricular paths and media literacy; provide teachers with appropriate knowledge of the most innovative ways of working and teaching methods to foster cooperation, sharing work and learning by doing.

- 4. To enable learners to decode and appreciate the cultural, social and critical literacy skills.

- 5. To face the challenge and capitalise on young people's informal digital literacy practices by bringing them into the classroom.

- 6. To use assessment to implement quality in learning and teaching (Rúbricas and e-portfolio). To encourage systematic critical reflection in the learning process.

- 7. Self-assessment and team-group revision of teaching/learning processes..

Part 3. Course Contents.

- 1. Integrating book trailer in the curriculum

- *Designing learning scenarios (appendix 1)*

- Key elements in Booktrailers teachining practice

- *Key competences and transversal skills (Key competeces and transversal skills of subject + literacy + ICT skills) Rubricas and e-portfolio must be included in students curricula*

- Reading and literary narrative: these are the instruments that are put in the hands of the children to build new skills. Through the narration they communicate experiences, values and ideas.

- The critical reading of the book: We propose the creation of a workshop where children themselves choose elements of the book that impressed them and which can be integrated into the book trailer scenario.

- The shooting of a film: A book trailer is actually a movie. The shooting of a movie comes before the video editing. Therefore teachers and students should become familiar with aspects like depth of field, frame rate, framing, lighting, colour correction, camera movement and green screen technology etc.

- Digital Literacy: We should emphasize that by fostering digital competences, we help our students to form a critical attitude towards available information and to use interactive media in a responsible way; skills that are so crucial in our modern societies.

- Finally, creativity is meant to be somehow embedded in the whole process of book trailers and video storytelling for pedagogical and learning purposes.

- Teachers' assessment of the learning process is a key element to implement in the quality of the teaching.

In order to help teachers to implement booktrailers in the classroom we propose the following steps...

- 1. Select the text (possibly with the students or linking to a curriculum topic)

- 2. Look at the curriculum objectives to be covered during the time period when the book trailer will be made; identify those which can be successfully linked to the book thus immersing the children in the text or producing an outcome that could be used in the making of the book trailer (for example: debating issues from the story or which character is the best; producing masks/ models of characters/settings; writing play scripts; language to describe characters; performing plays; musical interpretation of the story which can be used as audio; mathematics in the context of the book, looking at the curriculum objectives; discussing and justifying views)

- 3. Plan an order/timescale for delivery of the above to fit with the actions below (most likely using own school's planning format and requirements)

- 4. Read/share the text in a way appropriate to the age/ability of students.

- 5. Look at example book trailers/movie trailers and example story boards or structures, eg iMovie trailers

- 6. Identify which parts of the book will be effective in a book trailer; produce a storyboard for the book trailer (individual/ group/class)

- 7. Teach digital/computing skills as required by the curriculum objectives and as needed to produce the book trailer.

- 8. Create backgrounds for green screen if needed (paper, digital, photo, video)

- 9. Filming

- 10. Editing and completion of book trailer

Learning to be Creative

When working to develop creativity with students, we propose following:

> *"Creativity is the process of developing ideas that are original and of value.*
> *Creative intelligence is dynamic, diverse and distinct."*
>
> *Sir Ken Robinson*

Some characteristics of a classroom climate that encourage creativity:

- There is structure and order.

- There is high challenge, low threat.

- There are high expectations.

- Personal differences are accepted.

- People are accepted as individuals of unconditional worth.

- Extreme and early evaluations and judgements are avoided.

- Self-evaluation is encouraged.

- There is openness and trust.

- There is a positive attitude to novelty.

- Divergence is accepted and rewarded.

- Ambiguity and uncertainty are tolerated.

- Alternative solutions are taken seriously.

- Speculation and fantasy are encouraged.

- People feel free to express themselves.

Teaching and Learning Scotland, 2001

Examples of activities that develop creativity in the classroom

Edward De Bono's Six Thinking Hats

'Six Thinking Hats' is an important and powerful technique. It is used to look at decisions from a number of important perspectives. This forces students to move outside their habitual thinking style, and helps them to get a more rounded view of a situation.

Using the Six Thinking Hats

The Six Thinking Hats approach can be used to address almost any problem-solving activity you might encounter in the classroom. Assigning each thinking style a colour serves as a visual cue to help students recognize the thinking skill they are using. The six dif-

ferent hats students might wear, and the kinds of thinking they represent, are briefly described below:

- Blue Hat: Sum up all that is learned.

- White Hat: Set out the facts and other objective information about the topic

- Red Hat: Share feelings and emotions about the issue.

- Green Hat: Consider creative ideas that come from looking at the topic in a new way.

- Yellow Hat: Consider positives, or advantages.

- Black Hat: Present negative aspects, or worst case scenarios.

De Bono's Six Thinking Hats
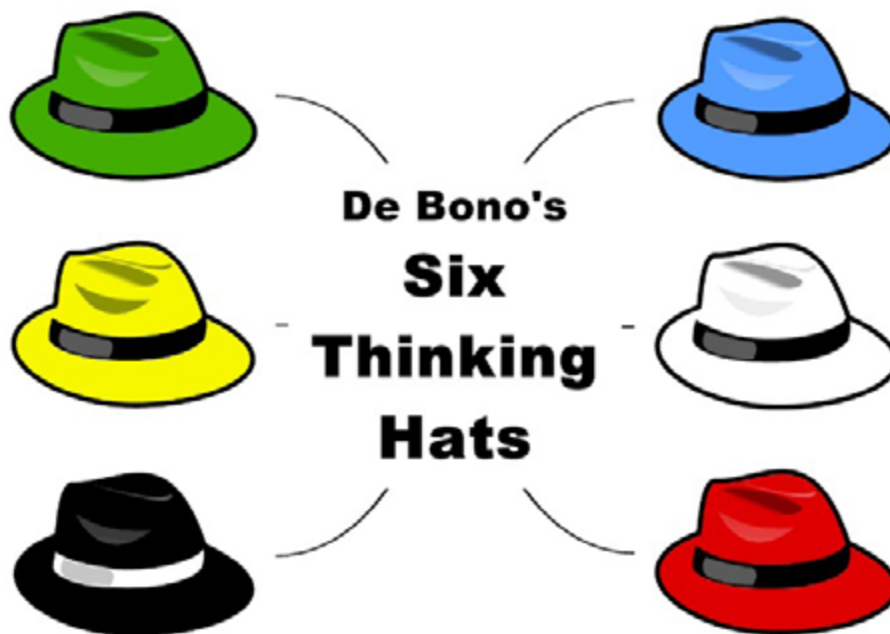
http://www.youtube.com/watch?v=Rwu1YlveU_4

Write your own books with storybird

Storybird is a colorful 2.0 tool to create stories online and share them on the net. Storybird offers a variety of categorized images and the ability to build stories collaboratively. It is a very suitable tool to develop the writing, the reading and the creativity of the youngest students. Stories created with Storybird can be private or shared with teachers, other students and other schools.

Storybird offers students a complete base of illustrations classified by categories that we can select to make own creations. We also have at our disposal different words that we can combine to produce both a book with multiple chapters and a single-page poem. It includes a very comfortable reading interface allowing stories to be embedded in any blog or web page.

Storybird also serves to read stories created by other students and it is possible that more than one is encouraged to create their own story. If a story of this type is too complicated for a single student, they can create a story by chapters between several students or between several classes See: https://storybird.com/chapters/almost-home/1/

This application is mainly intended for teachers and students of all ages. Students work with writing, reading and creativity from the early ages. Collaboration between different ages, participation and the contribution of new ideas is encouraged. It is a very useful application to improve the linguistic abilities of students and to achieve a kinder class through motivation. Not only is it very useful in the areas of languages, but its use makes sense in any matter since the stories can be adapted to any subject that is working at a certain time.

Digital storytelling has many practical uses in the classroom. Teachers can create attractive teaching resources. In this section you will see how we have chosen to use the Storybird application for the creation of our digital story books. The tool is free and accessible through any web browser.

Storybird can be used to:

• Create stories about different topics related to course content, write stories about characters as a biography ...

• Invent stories about cross-cutting themes: friendship, environment and stories created by students ...

• Develop stories in English or French to work with the language, vocabulary books, books about animals, plants, etc.

• Work with poems, fragments of family histories, literary, etc

With Storybird, students can produce an inspiring and fun piece to encourage class reflection on what they have learned.

It is also a really useful tool for creative writing exercises, plot creation or simply getting students thinking creatively.

Teachers can sign a full class up as members of a storybird assignment class. Students can work collaboratively, inviting another student to join their activity and so each student takes turns in creating a page of the story or creating their own tale.

https://www.youtube.com/watch?v=T00YjRBIcIw

More about Creativity with Ken Robinson

👉 http://sirkenrobinson.com/creative-schools-the-grassroots-revolution-thats-transforming-education/

Creativity, Learning & the Curriculum (29 mins)
http://www.youtube.com/watch?v=9X0CESnGQ8U

Recognising the increasing importance and potential of achieving good literacy levels has huge benefits for individuals, societies and Europe.

• *Literacy (reading/writing) dimensions and links related to areas such as numeracy, digital and social competences*

• *Setting visions and strategies for literacy development:*
  • raising awareness: literacy as an essential part of education
  • providing evidence;
  • creating sustained commitment at schools

Digital Literacy: Includes the use of technology in the teaching and learning process and creating teaching contents.

• Teachers should be taught to teach students to learn in a digital society. **In other words, learners must be taught to learn anything, anytime, anywhere. Pupils need to learn how to use that technology quickly and appropriately. Educating in 21st century requires educating pupils in a new way— these individuals need a high degree of information literacy skills. Teachers should integrate ICT tools in the learning process. Videos are an excellent resource to perform practice in science, English/foreign languages, native language, Mathematics or physics, or to implement literacy like book trailers.** *During the lessons, tablets are sometimes used to improve knowledge and skills not only in the subject, but also in the ITs. Any visual resource is supportive, especially for primary children. Teachers at the same time are improving their skills because education programs and Internet resources are changing and expanding.*

Creating a book trailer- How to transfer a book into a video?

• *We'll give an over view on how ICT can be used in teaching and learning*

• Main steps and decisions: *how you want your video to represent your book?; tools to be used, narration, sound effects, music, editing the final product, Publish your final product, making reference to your book*

• *Creating a script for our video*

• *Collecting different materials for our book trailer*

- *Getting familiar with different video editing tools:*

  - Movie Maker

  - Imovie (We use it but we don't have video tutorial)

  - Chroma

  - Slow motion shutting, Time lapse

  - YouTube editor:

    https://www.youtube.com/watch?v=nBeWqbLWzQA

  - Puppet Pals:

    https://www.youtube.com/watch?v=gR3n_cLB3xo

  - Toontastic*:*

    https://www.youtube.com/watch?v=Bw6F0VegiZ8

  - Creating a channel in YouTube for our book trailers

  - Disseminating our booktrailers

Digital Rights & Responsibilities:

- Those freedoms extended to everyone in a digital world.

- Teachers must help students to know how the technology must be used in an appropriate manner.

- Digital citizens have the right to privacy, free speech, etc. Basic digital rights must be addressed, discussed, and understood in the digital world. With these rights also come responsibilities as well. In a digital society these two areas must work together for everyone to be productive

Digital Security (self-protection):

- Teachers have to prepare students to take electronic precautions to guarantee safety. They have to teach their students about a safe use of ICT.

- In our own homes, we put locks on our doors and fire alarms in our houses. The same must be true for digital security.

- Teachers will prepare students to use ICT in a safe way. As responsible citizens, we must protect our information from outside forces that might cause disruption or harm.

We also have to prepare students to realize the need to have virus protection, backups of data, and surge control of our equipment.

Methodology

We plan for our course to be both engaging and interactive, facilitating a productive dialogue between participants. It is focused on the development of teachers' professional competences and offers a balance in the theory and practical application of approaches. Many of the issues presented during the course can be easily adapted to a wide range of curriculums in order to engage students and manage lesson time more effectively.

The main method we apply is 'learning by doing'. This will engage teachers in the training and will contribute to developing creativity, innovation, digital literacy and entrepreneurship in their teaching practice.

The courses will give an opportunity to teachers to implement and reflect on their teaching, but also to share knowledge with other teachers and this will continue through the e-Twinning platform and produce a common product output.

The modules will show flexibility according to teachers' competences.

The modules will include individual and group practical activities and contents will be developed in integrated digital media.

The course will also provide a variety of means for participants to reflect upon and share their learning.

Referring to the Methodology, we could emphasize on the cooperative learning practices that teachers should apply during the implementation of the program. The creation of a book trailer demands student cooperation within the groups as well as student collaboration between all groups. The students must become active learners, take initiative, interact with other students and with their teachers, learning how to solve conflicts and improve their methods.

Evaluation

Evaluating the course with teachers can be done via questionnaires before and after the course (pre-questionnaire and post questionnaire) we can also use

- *Rúbricas, e-portfolio, Teachers reflection*

- *Summative and formative assessment play an important role in the ongoing learning process*

- *We will use self-assessment strategies (Rúbrica)*

- *Pair assessment.* Teachers and students agree on the assessment criteria, they write it on the whiteboard and after evaluating the other group's work; they are able to give feedback on the assessment provided. Students carry out self-assessment by reflecting in their diary about their own activity/work:

1. What they have achieved

2. Difficulties encountered

3. What needs improving

4. Strengths

These aspects become indicators of evaluation, to be assessed at the end of the learning units, previously planned according to the starting points of the pupils.

Learning outcomes

- Teachers will be able to integrate book trailers into classroom activity

- Use of assessment to improve quality in teaching and learning.

- Train teachers and students to be creative

- Teachers will be able to improve the literacy skills of their students as basis for high quality learning and teaching

- Teachers will acquire digital skills and the knowledge of how to integrate them in learning and teaching, including all tools students use in their leisure.

- Teachers will learn how to create book trailers and how to use them in teaching and learning specifically to improve literacy.

Teachers will get familiar with different video editing tools:

- Movie Maker

- iMovie

- YouTube editor

- Puppet Pals

- Toontastic.

Teachers will be able to share their products/activities with other teachers

Teachers and students will learn all about digital rights, responsibilities, online safety and digital security

How the skills learnt can be applied in teaching work

- Being able to overcome their own boundaries helps Teachers to create a more reliable image of themselves as promoters of an education of high quality.

- Teachers will be able to motivate students to work and at the same time develop their sense of responsibility, learning to learn etc.

- Teachers will realize how they can help students enhance their strengths, being able to giving proper feedback helps to develop students' skills better than repeating an activity.

- Teachers will feel confident in using ICT tools in learning and teaching

- Participant teachers will be able to provide each other with supportive feedback.

Benefits of working with book trailers in the classroom

In the educational field, and in the classroom, **the digital storytelling is a good tool to approach any curricular topic, enhancing the cross-curricular, digital and language competences.** Children get involved in the stories and become familiar with the plot by listening, acting, feeling the story and re-creating it by using multiple techniques. The narration stimulates positive attitudes towards foreign language, which is perceived as a real and complete experience. The language used in the stories is characterized by repetition, by a range of vocabulary, by the use of alliteration, metaphor and dialogue.

Listening and reading are permanent sources of learning in the vertical curriculum of school because they:

- help children to stay focused, increase concentration;

- promote the development of learning strategies;

- develop a positive attitude towards the L2 language, get the choice to learn more about other way of life and cultures

The book trailer is a handy tool easy to use and to be implemented: it has a short-term, immediate impact. The plot of the book is made appealing and attractive with the use of the movie trailer model. The book trailer stimulates creative thinking and digital skills. Students face a real authentic task as the learning path is all-embracing. From an educational point of view it offers several advantages:

- Speeds up the knowledge of a literary text;

- Promotes the creation of an attractive product;

- Use common languages to all;

- Increase the motivation in the children;

- Makes significant the learning process as it is based on the previous

- knowledge of pupils integrating and reinforcing them;

- It is a task of reality.

Ensuring Future Impact

The course should make sure that afterwards, the following happens:

- Networking: continued communication with other course participants and with colleagues in schools (e.g. through eTwinning or thematic collaborative spaces like chamilo platform;

- The transfer of acquired knowledge and competences to their own teaching practice and to their schools;

- The course should have an impact on the school through active involvement in strategic planning in relation to the school development and innovation implementation (schools plan for teacher training).

- Dissemination of the course and project activities. It will be disseminated through different channels like "MEET" festivals, conferences, seminars, etc.

- The course will be available to any teacher or school face to face with some online activities support.

Part 4. Appendixes

Examples of Rubrica and learning scenarios

<table>
<tr><th colspan="5">Booktrailer</th></tr>
<tr><th></th><th>Development 1</th><th>Improvement 2</th><th>Advanced 3</th><th>Mark</th></tr>
<tr>
<td>Learning autonomy</td>
<td>I am not responsible for my work, I do not meet deadlines, or perform the proposed tasks</td>
<td>I Perform tasks with acceptable quality, I just do what the teacher asks me to do.

My works are always ready when they ask me</td>
<td>Perform the requested activities creatively, I bring all relevant data to my tasks, my works are always ready before the deathline.</td>
<td></td>
</tr>
<tr>
<td>Reading and literary narrative:</td>
<td>I'm not able to extract own ideas and communicate experiences , ideas and values</td>
<td>I'm able to extract ideas but is quite dificult communicate experiences , ideas, ..</td>
<td>I'm able to extract own ideas and communicate experiences , ideas and values</td>
<td></td>
</tr>
<tr>
<td>The critical reading of the book Students write the script</td>
<td>I'm not able to choose the elements of the book that could be integrated in the video

I'm not able colaborate with the group to write texts for the videos,</td>
<td>I'm able to choose some of the elements of the book that could be integrated in the video.

I can colaborate with the group in writing texts for the videos,</td>
<td>I'm able to choose the elements of the book that could be integrated in the video

I can contribute with good ideas and colaborate with the group in writing texts for the videos,</td>
<td></td>
</tr>
<tr>
<td>Team work</td>
<td>Poor cooperation in group.

Most of the work was done by only one team member</td>
<td>Good cooperation in group. Participation in the search has been inequal, as the contributions to the presentation</td>
<td>The contents are sufficiently solid, clear and precise</td>
<td></td>
</tr>
<tr>
<td>Shooting of a film</td>
<td>I'm not able to shoot a film or use an iPad or phone to produce materials for a booktrailer</td>
<td>I'm able to shoot a film and use an iPad or phone to produce a booktrailer, but I need the support of teacher or other students</td>
<td>I'm able to shoot a film in the best way or use an iPad in creative way to produce materials for booktrailers</td>
<td></td>
</tr>
<tr>
<td>Final product</td>
<td>Scarce adjustment requested. Lack of clarity, creativity and little processing,

There is a lack of tecnical experience, the booktrailer is very simple</td>
<td>There is some evidence of creativity. booktrailer performed correctly and the vocabulary is appropriate.

The booktrailer is acceptable.</td>
<td>I can generate appropriate ideas, integrating the main elements of the book that could be integrated in the video.

Technically very successful implementation of the final booktrailer</td>
<td></td>
</tr>
<tr>
<td>Pooling and final debate</td>
<td>There has been no information exchange about the booktrailer and sharing between groups

Pooling and debate have been significantly inadequate</td>
<td>Sharing and discussion have been somewhat insufficient. The booktrailer technology used by the group has been adequate</td>
<td>There has been sufficient exchange of information between groups and lively debate. The presentation of the booktrailer was very successful. Students gave all deatils about the process.</td>
<td></td>
</tr>
</table>

TABLE CONTENTS: for each booktrailler- Spain:

What we are going to do	How to do it		What do we create?	With what?	How and with what instrument do we assess?	Methodology	Timing nºsesions
Activity (Title and Description)	Teacher's tasks	Students´ tasks	Activity Results	Resources	Assessment Instruments		
• Booktrailer "Don Quixote of La Mancha" • Videostorytelling "D. Quijote de la Mancha" • Chapter 8 "Fight against the windmills"	• Introduce the text chosen • Plan and carry out activities in order students understand and be able to express the read text • The teacher introduces the App Puppet Pals, learning by doing • The teacher explains the working process to create a video with booktrailer. If the work is done in foreign lanuage, the teacher pays attention to pronunciation • The teacher discusses with students about the assessment criteria and they write the criteria in the white board.	• Students read story individually and for the whole class/group • Students use Puppet Pals to create the book trailer • Students in teams draw up the storyboard on the booktrailer • Once they have the texts they perform the tests in Spanish or English, set the scenarios and practice the dialogues in English. When they are happy with the reults they record the video • Students prepare the introduction of booktrailer in reference to the book and the author. • Students make the booktrailer using YouTube editor • Students present their booktrailer to the class • A group of students evaluates the booktrailer according to the criteria agreed with the teacher	Subject area • Get knowledge about Spanish literature • Develop in students the pleasure of enjoin reading • Learn to use multimedia to tell stories and to transfer a book into a video Transversal skills: • Collaborative learning • Process information and build new knowledge • Innovative and creative use of tools and means • Implement ICT skills to Tell stories • Communicate information and ideas effectively to multiply audiences using variety of media and formats	• Book: Don Quijote de la Mancha • iPads • The App Pappet Pals • Personal computer • YouTube editor	• Teachers' observation sheet • Collaborative assessment using the white board • Self-assessment Each student writes about What have I learnt? student reflect on the learning process • What were my difficulties? Find out about the stoty, new vocabulary, pronunciation, cut the photos and put them correctly, do not to laugh when we were recording, use the correct expressions. What do I have to improve? Pay attention to the pronunciation and try to do my best • What are my strengths? Speak fluently, use iPad programmes like Puppet Pals, or make videos. Motivation to learn English because I like to learn foreign languages.	• Learning by doing • The methodology includes engangement, exploration, explanation, elaboration and evaluation • Plenary discussion. • Group work • If we work with foreing languages (use of CLIL methodology)	2 sessions

TABLE CONTENTS: for each booktrailler- Italy

What we are going to do	How to do it		What do we create?	With what?	How and with what instrument do we assess?	Methodology	Timing nºsesions
Activity (Title and Description)	Teacher's tasks	Students´ tasks	Activity Results	Resources	Assessment Instruments		
• Booktrailer "tutti pazzi per Angelica" • Videostorytelling "tutti pazzi per Angelica	• Enable reading workshops on the text chosen • Coordinate the understanding and syntesis of the read text • Coordinate the activities of filming / photo of several educational and laboratory moments • Coordinate the cooperative drafting of a storyboard for the booktrailer and one for the videostorytelling	• Summarize the story read in short texts both individually and in groups • Produce pictures of the most significant episodes of the story • Planning in a team the storyboard on the booktrailer	• Subject area • Use different visual languages and multimedia to tell stories • Transversal skills: • Activate the transfer capacity between different disciplinary contents • Stimulate and promote creativity • Tell stories in an orderly and logical way through productions of various type and the integration of different languages • Acquire communicative skills and technical capabilities	• Books • ICT smartphones computer videocamera Software for the realization of video	• Monitoring ongoing of the entire route • Reality tests related to certain production stages of the booktrailer • Dissemination of the results	• The metacognitive teaching to make the student aware of his learning experience and in relation to "what" and "how" has acquired. • The discovery learning and enhancement of creativity as a condition for a lasting and profound learning (learning by doing). • Group work, the teaching laboratory, cooperative learning and tutoring. • Realization of drawings and storyboards about the texts read. • CLIL methodology • Excursions in the area • Cooperation with partner schools which will take place in the virtual level through the web platform E-Twinning, social networks, Skype connections and via email	2 sessions

TABLE CONTENTS: Booktrailer "The Old Man's Daughter and The Old Woman's Daughter" Romania

What we are going to do	How to do it		What do we create?	With what?	How and with what instrument do we assess?	Methodology	Timing nºsesions
Activity (Title and Description)	Teacher's tasks	Students´ tasks	Activity Results	Resources	Assessment Instruments		
• A1. Lecturing workshops • The lecturing of the story is combined with drawing activities, playing with puppets, auditions and singing	• Tp1.1 • Select a number of stories according to students' learning capacity and propose them to the students. • Teach students how to read stories efficiently by understanding the morals. • Tp1.2 • Create the proper context and situation in which students are most suggestible; • Guide the students in identifying the main events • Tp1.3 • Share the roles to all the students. • Explain the rules of acting and interpreting a role. • Coordinates the entrances and exits of the characters • Supervise the rehearsals and offer the necessary support.	• Ta1.1 • Choose one of the proposed stories that must be read by everyone and worked on. • Analyse the action and the characters and establish the main topics of the importantant parts. • Summarise the story. • Extract the moral and comment on it by giving other similar examples/ situations. • Ta.1.2 • Read on turn the story • Identify the main events • Draw characters or places according to the descriptions from the story. • Tp1.3 • Learn by heart and interpret the roles • Create their own props	Subject area • Use different ways of communication and visual languages Transversal skills: • Abilities of sharing information; • Develop the communicative abilities; • Collaborate on tasks; • Interdisciplinarity. • Develop the artistic expression through drama and role play. • Subject area: Lecturing and drawing Transversal skills: • Develop creativity • Stimulate imagination	• Books • Worksheet • Props • Books • Paper, pencils	• TO1 • Monitoring sheets; • Inter-appreciation of the works and interpretation	• Content and language integrated learning (CLIL) • Learning by doing • Individual and team- work, • Communicative approach • Brainstorming	6 sessions

TABLE CONTENTS: Booktrailer "The Old Man's Daughter and The Old Woman's Daughter" Romania

What we are going to do	How to do it		What do we create?	With what?	How and with what instrument do we assess?	Methodology	Timing nºsesions
Activity (Title and Description)	Teacher's tasks	Students´ tasks	Activity Results	Resources	Assessment Instruments		
• A2. ICT and multimedia workshops • The use of multimedia tools (cameras, audio recorder, different software, smart phones,)	• Tp2.1 • Organize the activity of filming / photography specific for a play • Explain the coordination of their moves with the inflection of voice and intonation • Coordinates the work with computer software	• Ta2.1 • Take pictures in different moments of the lecturing / drawing and interpretation workshops • Record videos • Record voice/ song interpretation •	Subject area • Integrate different visual languages to create booktrailers • Use multimedia tools to tell stories Transversal skills: • Acquire technical and digital skills • Stimulate creativity • Develop the transfer capacity	• PC • Cameras • Smartphones • Audio recorder • WeVideo programme for creating the booktrailer	• TO2 • Monitoring sheets • Verbal feed-back related to certain production stages of the booktrailer • Inter-appreciation of the recorded work	• Learning by doing • The self-reflection to make the students aware of their learning experience	4 sessions