

PROGRAMA AUXILIARS DE CONVERSA FITXA D'ACTIVITAT

Títol	The Human Journey: A Project on Migration		
Nivell educatiu	Secundària	Curs	4rt
		Idioma	Anglès
Centre	Institut Sant Quirze del Vallès		
Codi centre	08047583	ST	Vallès Occidental
Nom auxiliar	Anthony Pastore	Nom tutor/a	Covadonga González

OBJECTIUS	De convivència, sensibilització i interculturalitat	<ul style="list-style-type: none"> ▪ To understand that people move, and they do so for reasons ▪ To understand that the effects of migration are tied to students through their ancestry and community's cultural make-up ▪ To make students aware of their own origins by researching and telling their family's story ▪ To research an individual who has migrated to their community and prepare a radio programme to enquire about the person's background and motivation for moving into the community ▪ To look into a country and its history of migration
	De comunicació i aprenentatge lingüístic	<ul style="list-style-type: none"> ▪ To acquire communicative skills ▪ To learn new vocabulary on migration ▪ To participate in a debate using a blog ▪ To give an oral presentation using PowerPoint.

METODOLOGIA	Seqüència didàctica (pas a pas)	<ol style="list-style-type: none"> 1. To engage students into the topic, they watch the film “My Big Fat Greek Wedding” and answer some questions on the film that leads to an open debate about migration and cultural differences between the USA and Catalonia. 2. Students are divided into groups to discuss the push and pull factors of migration/immigration. The language assistant goes around to each group and later monitors the debate. <ol style="list-style-type: none"> a. Half are given some pull factors and the other half the push factors. b. Each piece of paper has different factors that the students are asked to rate. c. They then get together with another member of the class with the opposite push/pull factor to discuss what they have chosen and the reasons for doing so. d. To end the class, a group discussion followed (of 10 min) talking about the responses. 3. Students are asked to prepare their family trees and to detail their family history before coming to class. <ol style="list-style-type: none"> a. The class is divided into groups of 4-5 and the language assistant goes around to each group to listen to the diversity within each group, while also asking questions. b. At the end of the class, a list is tabulated on the board of the various cities and countries of immigration. 4. Students divided into groups of 4-5 are given immigration projects involving various countries along with 2 radio groups that have an interview with the language assistant and other immigrant members of the community to talk about perspectives and life outside one's own country. 5. Team work: The class is divided into groups. <ol style="list-style-type: none"> a. Radio groups: students organize their radio programme and create questions. The interview is rehearsed first and then held as part of a school radio broadcast. b. History of migration groups: Students search for information about the country they are looking into and prepare their PowerPoint. 6. Students give an oral presentation on the country they have chosen to work on and on the radio broadcast.
	Observacions	The activities mentioned above are those within the project carried out with the help of the language assistant once a week.

COMPETÈNCIES	Comunicativa lingüística i audiovisual	X
	Artística i Cultura	X
	Tractament de la informació i competència digital	X
	Aprendre a Aprendre	
	Autonomia i iniciativa Personal	X
	Social i Ciutadania	X

ORGANITZACIÓ ALUMNAT	Individual	X
	Parelles	
	Petits grups	X
	Equip	X
	Tota la classe	X
	Altres	

RECURSOS

- Presentation about migration (PPT)
- A handout on the film and PPT with the key
- A family tree worksheet
- Blog: <http://migrationproject4theso.blogspot.com/>
- Teamwork: Worksheets and self assessment
- Radio Equipment

ANNEXOS

- Presentation about migration (PPT)
- A handout on the film and PPT with the key
- Teamwork: Worksheets and self assessment
- <http://migrationproject4theso.blogspot.com/>

DATA

28 Març
2010