



Magda Quer Ravés

Octubre-Desembre 2008

Topic: The Design Process. Designing and making a toy		LESSON PLAN 1	
<b>Subject:</b> Tecnologia		<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to debate and reason out with peers and the teacher</li> <li>to give their opinion about the topic</li> </ul> <b>Methodological skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to analyse, relate and deduce the stages and definitions of a generic design process</li> </ul> <b>Personal skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to take decisions</li> <li>to develop collective activity</li> </ul>	
<b>Level:</b> 4rt ESO			
<b>Timing:</b> 1 session			
<b>Aims:</b> To review and reason out the design project and its stages and to learn what each stage involves			
TEACHING OBJECTIVES	LEARNING OUTCOMES	COMUNICATION	CULTURE/CITIZENSHIP
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<b>■ Language of learning</b> - Key vocabulary: stages and process actions  <b>■ Language for learning</b> - Expressing opinions and explaining  <b>■ Language through learning</b> - Asking and demanding	<ul style="list-style-type: none"> <li>Realise that the Design Process is everywhere around them</li> </ul>
<ul style="list-style-type: none"> <li>Definition of the Design Process</li> <li>Stages and correct order in D.P.</li> <li>Definition of stages</li> </ul>	<ul style="list-style-type: none"> <li>Knowing what Design Process is</li> <li>Knowing which are the stages of the D.P.</li> <li>Knowing the stages order in the process and their aims</li> </ul>		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
<ul style="list-style-type: none"> <li>To revise some D.P. learned stages</li> <li>To identify and match stages with definitions</li> <li>To compare definitions</li> <li>To decide the suitable order</li> </ul>	<ul style="list-style-type: none"> <li>Comparison between definitions and between stages.</li> <li>Matching stages and definitions</li> <li>Put in order both, stages and definitions</li> </ul>		
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to <ul style="list-style-type: none"> <li>Cooperate in the group</li> <li>Work in a group: agreements, reasoning, participation/intervention</li> </ul>			

Topic: The Design Process. Designing and making a toy		LESSON PLAN 2	
<b>Subject:</b> Tecnologia		<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to relate explanations and give opinions</li> <li>to interpret what they are expected to do</li> </ul> <b>Methodological skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to transform instructions, advice and recommendations into a challenge for their thinking skills</li> </ul>	
<b>Level:</b> 4rt ESO		<b>Personal skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to create suitable groups</li> </ul>	
<b>Timing:</b> 1 session		<b>P, S &amp; C SKILLS:</b> <b>Social and Civic:</b> <ul style="list-style-type: none"> <li>To understand the differences between their social context and other countries' ones</li> <li>To be engaged in a project to cooperate in our plural society</li> </ul>	
<b>Aims:</b> <ul style="list-style-type: none"> <li>To be aware of what are they expected to do in their project</li> <li>To enquire about the assessment points</li> </ul>			
TEACHING OBJECTIVES	LEARNING OUTCOMES	COMUNICATION	CULTURE/CITIZENSHIP
<b>A.CONTENT</b> <ul style="list-style-type: none"> <li>Skills needed for the D.P.</li> <li>The project as a summary of skills, knowledge and workgroup</li> <li>The outputs (toy, report and presentation)</li> </ul>	<b>A.CONTENT</b> <ul style="list-style-type: none"> <li>State skills needed in the P.D</li> <li>Realise the work required</li> </ul>	<ul style="list-style-type: none"> <li> <b>Language of learning</b> <ul style="list-style-type: none"> <li>Skills, advice and instruction vocabulary</li> </ul> </li> <li> <b>Language for learning</b> <ul style="list-style-type: none"> <li>Asking any doubts</li> </ul> </li> <li> <b>Language through learning</b> <ul style="list-style-type: none"> <li>Language that comes out when listening to the teacher, reading instructions or forming groups.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To raise awareness of solidarity as a personal and collective challenge in our globalised society</li> </ul>
<b>B.COGNITION</b> <ul style="list-style-type: none"> <li>To understand the aims of the project</li> <li>To form groups following the teacher's advice</li> </ul>	<b>B.COGNITION</b> <ul style="list-style-type: none"> <li>Interpreting the aims and instructions given</li> <li>Expressing opinions</li> <li>Forming groups</li> </ul>		
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to <ul style="list-style-type: none"> <li>Keep the interest and attention, to raise doubts and to form suitable groups</li> </ul>			

<b>Topic: The Design Process. Designing and making a toy</b>		<b>LESSON PLAN 3</b>	
<b>Subject:</b> Tecnologia		<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to interact with the group and to describe their Design Brief</li> </ul> <b>Methodological skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to interpret and put into practice processes of reasoning leading to solving the problem</li> </ul> <b>Personal skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to initiate a collective activity</li> <li>to create a collective Design Brief</li> </ul>	
<b>Level:</b> 4rt ESO			
<b>Timing:</b> 1 session			
<b>Aims:</b> <ul style="list-style-type: none"> <li>To learn what to take into account to do the Design Brief</li> <li>To do their Design Brief</li> </ul>			
<b>TEACHING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>COMUNICATION</b>	<b>CULTURE/CITIZENSHIP</b>
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<ul style="list-style-type: none"> <li>■ <b>Language of learning</b> - toys vocabulary</li> <li>■ <b>Language for learning</b> - following instructions - asking and demanding</li> <li>■ <b>Language through learning</b> - language that comes out when doing tasks</li> </ul>	<ul style="list-style-type: none"> <li>Take into account existing toys in the real market</li> </ul>
<ul style="list-style-type: none"> <li>The Design Brief</li> <li>Considerations to take into account to do a design brief</li> </ul>	<ul style="list-style-type: none"> <li>Knowing what is and how to do a Design Brief</li> <li>Choosing the premises</li> </ul>		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
<ul style="list-style-type: none"> <li>To understand the design brief and its premises</li> <li>To apply the premises to their problem</li> </ul>	<ul style="list-style-type: none"> <li>Looking for a/some reason for their toy to exist</li> <li>Creating a Design Brief</li> </ul>		
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to <ul style="list-style-type: none"> <li>Do a suitable Design Brief using the premises</li> </ul>			

<b>Topic: The Design Process. Designing and making a toy</b>		<b>LESSON PLAN 4</b>	
<b>Subject:</b> Tecnologia		<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to interact in their group to analyse areas of research</li> <li>to ask and answer questions</li> </ul> <b>Methodological skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to assimilate the content and to apply it</li> <li>to communicate information using ICT tools</li> </ul> <b>Personal skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to be creative and to take individual and group decisions and make agreements</li> </ul>	
<b>Level:</b> 4rt ESO			
<b>Timing:</b> 1-2 sessions			
<b>Aims:</b> <ul style="list-style-type: none"> <li>To find areas to research by asking and attempting answers</li> </ul>			
<b>TEACHING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>COMUNICACION</b>	<b>CULTURE/CITIZENSHIP</b>
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<ul style="list-style-type: none"> <li>■ <b>Language of learning</b> <ul style="list-style-type: none"> <li>- Wh-questions</li> <li>- Mindmapping</li> </ul> </li> <li>■ <b>Language for learning</b> <ul style="list-style-type: none"> <li>- auxiliaries (could, should...)</li> <li>- pronouns (who, where, why, when, what)</li> <li>- questioning</li> </ul> </li> <li>■ <b>Language through learning</b> <ul style="list-style-type: none"> <li>- language that comes out when doing tasks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To be aware of the importance of thorough analysis in any design and of its productivity/output.</li> </ul>
<ul style="list-style-type: none"> <li>Wh- questions</li> <li>The design of a mindmap</li> </ul>	<ul style="list-style-type: none"> <li>To reason out Wh-questions</li> <li>Learn how to do a mind map</li> <li>To interpret a mind map</li> </ul>		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
<ul style="list-style-type: none"> <li>To analyse possible areas to research</li> </ul>	<ul style="list-style-type: none"> <li>To find and decide as many answers as possible to Wh-questions</li> <li>To make a mind map in their context</li> <li>To explain their areas of research</li> </ul>		
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to <ul style="list-style-type: none"> <li>Make a mindmap having answered the Wh- questions in their context</li> </ul>			

<b>Topic: The Design Process. Designing and making a toy</b>		<b>LESSON PLAN 5</b>		
<b>Subject:</b> Tecnologia		<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to interact with other people</li> <li>to give accounts of experiences</li> </ul> <b>Methodological skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to interpret the information they are given</li> <li>to handle effectively an array of resources to transform information into personal knowledge</li> </ul> <b>Personal skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>to create and develop a collective research with confidence and responsibility</li> </ul>		
<b>Level:</b> 4rt ESO				
<b>Timing:</b> 2 sessions				
<b>Aims:</b>				
<ul style="list-style-type: none"> <li>To find out useful information for the project</li> </ul>				
<b>TEACHING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>COMUNICATION</b>	<b>CULTURE/CITIZENSHIP</b>	
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<b>■ Language of learning</b> - measuring, experimenting, disassembling, researching, questioning, concluding  <b>■ Language for learning</b> - enquiring - heading for scientific experiments - main sizes -  <b>■ Language through learning</b> - language that comes out when doing tasks	<ul style="list-style-type: none"> <li>to interact out of the school with:                             <ul style="list-style-type: none"> <li>people (manufacturers, experts, common users)</li> <li>real objects</li> <li>media (books, magazines, internet)</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>Research techniques</li> </ul>	<ul style="list-style-type: none"> <li>To understand the different techniques</li> <li>To realise what each technique is suitable for</li> </ul>			
<b>B.COGNITION</b>	<b>B.COGNITION</b>			
<ul style="list-style-type: none"> <li>To think about complete research</li> <li>To assess which techniques are most advisable for certain research</li> </ul>	<ul style="list-style-type: none"> <li>To elaborate the research by using two different techniques</li> <li>To make the conclusions</li> </ul>			
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to				
<ul style="list-style-type: none"> <li>Propose and do suitable research and to reach some conclusions</li> </ul>				

<b>Topic: The Design Process. Designing and making a toy</b>		<b>LESSON PLAN 6</b>	
<b>Subject:</b> Tecnologia		<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To understand, interpret and apply the specification points and the radar chart</li> </ul> <b>Methodological skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To process and assimilate new knowledge, seeking and making use of guidance</li> <li>To synthesise the main points of the specification</li> </ul> <b>Personal skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To apply new knowledge in order to create a collective activity</li> </ul>	
<b>Level:</b> 4rt ESO			
<b>Timing:</b> 1 session			
<b>Aims:</b> <ul style="list-style-type: none"> <li>To learn what a Design Specification is and how to do and evaluate it and finally to do both</li> </ul>			
TEACHING OBJECTIVES	LEARNING OUTCOMES	COMUNICACION	CULTURE/CITIZENSHIP
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<ul style="list-style-type: none"> <li>■ <b>Language of learning</b> <ul style="list-style-type: none"> <li>- Primary and secondary functions</li> <li>- specification points: materials, target market, techniques, appearance, safety aspects, sturdiness, purpose</li> <li>- radar chart</li> </ul> </li> <li>■ <b>Language for learning</b> <ul style="list-style-type: none"> <li>- cause, result, opposition and addition conjunctions</li> </ul> </li> <li>■ <b>Language through learning</b> <ul style="list-style-type: none"> <li>- language that comes out when doing tasks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To realise that storage, cleaning and maintenance questions (secondary functions) are included in any design</li> </ul>
<ul style="list-style-type: none"> <li>Primary and secondary functions</li> <li>Design Specification</li> <li>Radar Chart</li> </ul>	<ul style="list-style-type: none"> <li>To be aware of the importance of the secondary functions</li> <li>To understand the Design Specification points</li> <li>To know how to use a Radar Chart</li> </ul>		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
<ul style="list-style-type: none"> <li>To apply the content to their project</li> </ul>	<ul style="list-style-type: none"> <li>To decide and write their exact points of the Design Specification</li> <li>To reason out the D.S. points</li> <li>To evaluate the Design Specification through the Radar Chart</li> </ul>		
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to <ul style="list-style-type: none"> <li>Make and evaluate their own Design Specification using the given points and the radar chart</li> </ul>			

<b>Topic: The Design Process. Designing and making a toy</b>		<b>LESSON PLAN 7</b>	
<b>Subject:</b> Tecnologia		<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To interact with other students to give and receive advice for the design</li> <li>To apply basic knowledge of artistic drawing to express proposals</li> </ul>	
<b>Level:</b> 4rt ESO		<b>Methodological skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To communicate information (proposals) using drawing techniques</li> <li>To apply strategic thinking and cooperation and self-evaluation skills</li> </ul>	
<b>Timing:</b> 2 sessions		<b>Personal skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To develop proposals with creativity and in accordance to the design specification</li> </ul>	
<b>Aims:</b> <ul style="list-style-type: none"> <li>To produce a range of appropriate solutions</li> <li>To use suitable techniques to show the designs</li> </ul>			
<b>TEACHING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>COMUNICATION</b>	<b>CULTURE/CITIZENSHIP</b>
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<ul style="list-style-type: none"> <li>■ <b>Language of learning</b> <ul style="list-style-type: none"> <li>- perspective drawing</li> <li>- freehand sketching</li> <li>- brainstorming</li> <li>- orthographic projections</li> </ul> </li> <li>■ <b>Language for learning</b> <ul style="list-style-type: none"> <li>- advantages and disadvantages</li> <li>- shapes, functions, users, colours...</li> </ul> </li> <li>■ <b>Language through learning</b> <ul style="list-style-type: none"> <li>- language that comes out when doing tasks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To Appreciate peers' advices as a key to take into account when improving own first design</li> <li>To help other colleagues by giving our personal improvements to their designs</li> </ul>
<ul style="list-style-type: none"> <li>Design Specification Check</li> <li>Guidelines for designing alternative proposals</li> </ul>	<ul style="list-style-type: none"> <li>To understand the D.S. checking</li> <li>To understand the guidelines to do the alternative proposals</li> </ul>		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
<ul style="list-style-type: none"> <li>To take into account peers' suggestions</li> <li>To apply the guidelines to all the alternative solutions</li> </ul>	<ul style="list-style-type: none"> <li>To consider the peer' checking</li> <li>To synthesise and draw three alternative proposals using the guidelines</li> <li>To collaborate on peers' designs</li> </ul>		
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to <ul style="list-style-type: none"> <li>Design accurately three alternative proposals which matche the Design Specification</li> </ul>			



Topic: The Design Process. Designing and making a toy		LESSON PLAN 8	
Subject: Tecnologia		<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To relate previous observations and explanations and to develop argument</li> <li>To use language as an object of observation and analysis</li> <li>To apply the orthographic projection technique and conventions to the drawings</li> </ul>	
Level: 4rt ESO		<b>Methodological skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To process and assimilate intellectual skills making use of the guidance</li> <li>To activate thinking skills in order to organise, analyse and synthesise</li> </ul>	
Timing: 2 sessions		<b>Personal skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To develop collective projects</li> </ul>	
<b>Aims:</b> <ul style="list-style-type: none"> <li>To make an argued decision and to expose all the information that the final proposal will include</li> </ul>			
TEACHING OBJECTIVES	LEARNING OUTCOMES	COMUNICACION	CULTURE/CITIZENSHIP
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<ul style="list-style-type: none"> <li>■ <b>Language of learning</b> <ul style="list-style-type: none"> <li>- orthographic projections, dimensioning rules</li> <li>- components</li> <li>- mechanisms for movement transmission (pulleys, gears...)</li> </ul> </li> <li>■ <b>Language for learning</b> <ul style="list-style-type: none"> <li>- argumentation</li> <li>- cause and consequence conjunctions</li> </ul> </li> <li>■ <b>Language through learning</b> <ul style="list-style-type: none"> <li>- specific methods of construction, electric circuits and assembling that come out when preparing the solution</li> </ul> </li> </ul>	
<ul style="list-style-type: none"> <li>Ways to develop a design</li> </ul>	<ul style="list-style-type: none"> <li>To understand the different ways to develop a realistic solution</li> <li>To understand how to examine and explain all the items</li> </ul>		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
<ul style="list-style-type: none"> <li>To argue/justify a decision</li> <li>To develop the realistic solution</li> </ul>	<ul style="list-style-type: none"> <li>To choose a solution</li> <li>To argue l'<b>elecció</b></li> <li>To explain accurately all the items (components, materials, sizes, methods of construction and assembling)</li> <li>To illustrate the toy and its components by an orthographic projection to scale</li> </ul>		
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to <ul style="list-style-type: none"> <li>argue their decision and to develop a real solution with all the items needed</li> </ul>			

<b>Topic: The Design Process. Designing and making a toy</b>		<b>LESSON PLAN 9</b>	
<b>Subject:</b> Tecnologia		<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To interpret and develop different kinds of charts</li> <li>To express their explanations and thoughts in order and accurately</li> </ul> <b>Methodological skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To deduct, classify and organize the information</li> <li>To apply strategic thinking and cooperation skills</li> </ul> <b>Personal skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>Develop activities with confidence, responsibility and critical thinking</li> </ul>	
<b>Level:</b> 4rt ESO			
<b>Timing:</b> 2 sessions			
<b>Aims:</b> <ul style="list-style-type: none"> <li>planning a making process</li> </ul>			
<b>TEACHING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>COMUNICATION</b>	<b>CULTURE/CITIZENSHIP</b>
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<ul style="list-style-type: none"> <li>■ <b>Language of learning</b> - work chart, processes, tools, materials and machines</li> <li>■ <b>Language for learning</b> - specific processes of making (moulding plastics, fittings...) and specific devices (holding devices, marking out tools, shaping tools...)</li> <li>■ <b>Language through learning</b> - language that comes out when doing tasks</li> </ul>	<ul style="list-style-type: none"> <li>to realise the need of being observant and accurate in planning in order to save manufacturing effort</li> </ul>
<ul style="list-style-type: none"> <li>The work chart</li> <li>The flow chart</li> </ul>	<ul style="list-style-type: none"> <li>To understand the work and flow chart</li> </ul>		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
<ul style="list-style-type: none"> <li>To use the work and flow chart to plan their making process</li> </ul>	<ul style="list-style-type: none"> <li>To decide the different steps to make their toy</li> <li>To arrange the best order to follow in the making</li> <li>To plan for each step the materials, tools, machines and timing</li> <li>To produce the flow chart</li> </ul>		
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to <ul style="list-style-type: none"> <li>Make a work chart and a flow chart of their making process</li> </ul>			

<b>Topic: The Design Process. Designing and making a toy</b>		<b>LESSON PLAN 10</b>	
<b>Subject:</b> Tecnologia		<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To use language as a tool to show the observations and experiences</li> </ul> <b>Methodological skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To transform information into an object</li> <li>To apply their technical skills to the project</li> </ul> <b>Personal skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To have confidence and responsibility to deal with the making process</li> </ul>	
<b>Level:</b> 4rt ESO			
<b>Timing:</b> 7 sessions			
<b>Aims:</b> <ul style="list-style-type: none"> <li>to make a toy with cooperative work</li> </ul>			
<b>TEACHING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>COMUNICACION</b>	<b>CULTURE/CITIZENSHIP</b>
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<ul style="list-style-type: none"> <li>■ <b>Language of learning</b> - the log book</li> <li>■ <b>Language for learning</b> - explaining and solving problems</li> <li>■ <b>Language through learning</b> - language that comes out when doing tasks</li> </ul>	<ul style="list-style-type: none"> <li>To realise how difficult it is to manufacture even a simple toy</li> <li>To be aware of how long it takes to finish all the processes implied</li> <li>To appreciate accurate work and cooperative work</li> </ul>
<ul style="list-style-type: none"> <li>The log book</li> <li>The writing down of the difficulties and comments</li> <li>The real timing</li> </ul>	<ul style="list-style-type: none"> <li>To be aware of the necessity of writing down all the difficulties found in the making process</li> </ul>		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
<ul style="list-style-type: none"> <li>To use the new inputs for their making</li> </ul>	<ul style="list-style-type: none"> <li>To make their toy following their charts</li> <li>To note the problems and the chosen solutions</li> <li>To note the real timing in the work chart</li> </ul>		
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to <ul style="list-style-type: none"> <li>To make their toy following the planning, writing down the difficulties and the solutions adopted and working cooperatively in the group</li> </ul>			

<b>Topic: The Design Process. Designing and making a toy</b>		<b>LESSON PLAN 11</b>	
<b>Subject:</b> Tecnologia		<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To interact with other people</li> <li>To interpret some situations they can encounter in everyday context</li> </ul> <b>Methodological skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To transform information into knowledge activating thinking skills in order to organize, relate and deduce</li> </ul> <b>Personal skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To initiate, create and develop an individual and collective activity</li> </ul>	
<b>Level:</b> 4rt ESO			
<b>Timing:</b> 1-2sessions			
<b>Aims:</b> <ul style="list-style-type: none"> <li>To have an objective assessment of our toy through the testing process</li> </ul>			
<b>TEACHING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>COMUNICATION</b>	<b>CULTURE/CITIZENSHIP</b>
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<ul style="list-style-type: none"> <li>■ <b>Language of learning</b> - testing, simulating and using</li> <li>■ <b>Language for learning</b> - assessment utterances - might/could phrases - likes and dislikes</li> <li>■ <b>Language through learning</b> - language that comes out when doing tasks</li> </ul>	<ul style="list-style-type: none"> <li>Appreciate the collaboration of other people in their testing stage</li> <li>Realise the need for being observant and collaborative with other people</li> </ul>
<ul style="list-style-type: none"> <li>Testing methods</li> <li>Objective assessment</li> </ul>	<ul style="list-style-type: none"> <li>To understand the testing methods</li> <li>To realise what is an objective assessment</li> </ul>		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
<ul style="list-style-type: none"> <li>To apply the testing methods to their toy tests</li> <li>To synthesize the obtained assessment</li> </ul>	<ul style="list-style-type: none"> <li>To test that the toy meets all the specifications</li> <li>To ask somebody to use the toy under real conditions</li> <li>To do some simulations</li> <li>To summarize the whole assessment</li> </ul>		
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to <ul style="list-style-type: none"> <li>Get an objective assessment by setting up some simulations, asking people to use it and test whether the toy meets all the requirements of the Specification</li> </ul>			

<b>Topic: The Design Process. Designing and making a toy</b>		<b>LESSON PLAN 12</b>	
<b>Subject:</b> Tecnologia		<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To relate observations, explanations and thoughts and to give accounts of evaluation experiences</li> </ul> <b>Methodological skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To gain, process and assimilate new knowledge as well as seek and make use of guidance</li> </ul> <b>Personal skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To develop and assess individual and collective evaluation with critical thinking</li> </ul>	
<b>Level:</b> 4rt ESO			
<b>Timing:</b> 1 sessions			
<b>Aims:</b> <ul style="list-style-type: none"> <li>To make a thorough evaluation of the toy</li> </ul>			
<b>TEACHING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>COMUNICACION</b>	<b>CULTURE/CITIZENSHIP</b>
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<ul style="list-style-type: none"> <li>■ <b>Language of learning</b> <ul style="list-style-type: none"> <li>- evaluation</li> <li>- summary</li> </ul> </li> <li>■ <b>Language for learning</b> <ul style="list-style-type: none"> <li>- questions</li> </ul> </li> <li>■ <b>Language through learning</b> <ul style="list-style-type: none"> <li>- language that comes out when doing tasks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>to appreciate the collaboration of other people in their evaluation stage</li> </ul>
<ul style="list-style-type: none"> <li>suitable evaluation questions</li> <li>summarize the evaluation</li> </ul>	<ul style="list-style-type: none"> <li>to understand the evaluation questions</li> <li>to know how to summarize the variability of suggestions</li> </ul>		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
<ul style="list-style-type: none"> <li>to apply evaluation questions</li> <li>to synthesize the information and suggestions obtained</li> </ul>	<ul style="list-style-type: none"> <li>to ask themselves and other peers the evaluation questions</li> <li>to write down the summary of the evaluation</li> </ul>		
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to <ul style="list-style-type: none"> <li>To get an evaluation which includes own and others' opinions, suggestions and possible improvements</li> </ul>			

<b>Topic: The Design Process. Designing and making a toy</b>		<b>LESSON PLAN 13</b>	
<b>Subject:</b> Tecnologia	<b>TRANSFERABLE SKILLS:</b> <b>Communicative skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To use the communicative resources to do an oral presentation of the process</li> <li>To interact with the rest of the group in an adequate way</li> </ul> <b>Methodological skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To communicate information using ICT support</li> <li>To handle effectively an array of resources to transform information in personal knowledge</li> </ul> <b>Personal skills:</b> Pupils will be able... <ul style="list-style-type: none"> <li>To be creative and confident in the group activity</li> </ul>		
<b>Level:</b> 4rt ESO			
<b>Timing:</b> 3 sessions			
<b>Aims:</b> <ul style="list-style-type: none"> <li>To do a presentation of the whole Design Process</li> </ul>			
<b>TEACHING OBJECTIVES</b>	<b>LEARNING OUTCOMES</b>	<b>COMUNICATION</b>	<b>CULTURE/CITIZENSHIP</b>
<b>A.CONTENT</b>	<b>A.CONTENT</b>	<ul style="list-style-type: none"> <li>■ <b>Language of learning</b> <ul style="list-style-type: none"> <li>- power point</li> <li>- oral presentation</li> </ul> </li> <li>■ <b>Language for learning</b> <ul style="list-style-type: none"> <li>- exposition? phrases</li> <li>- time words and phrases</li> <li>- signals of organisation (firstly, secondly, the result is...)</li> </ul> </li> <li>■ <b>Language through learning</b> <ul style="list-style-type: none"> <li>- language that comes out when doing tasks</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To share own work with the rest of the class</li> </ul>
<ul style="list-style-type: none"> <li>The design of the power point presentation</li> <li>The oral presentation</li> </ul>	<ul style="list-style-type: none"> <li>To be familiar with power point presentation</li> <li>To learn the most important points to take into account in an oral presentation</li> </ul>		
<b>B.COGNITION</b>	<b>B.COGNITION</b>		
<ul style="list-style-type: none"> <li>to apply specified points to their presentation</li> <li>to summarize the most important items to present</li> </ul>	<ul style="list-style-type: none"> <li>To design a power point that includes the whole Design Process</li> <li>To do an oral presentation of their process</li> </ul>		
<b>ASSESSMENT CRITERIA:</b> Pupils should be able to <ul style="list-style-type: none"> <li>To develop a group-oral presentation of their Design Process, using power point</li> </ul>			