

Presentación de la Narrativa 1: **Chasing Jack Hacker**



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Converging Grounds Narrativa 1 Chasing Jack Hacker

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1. ¿Qué es Converging Grounds?

El Plan Distrital de Segunda Lengua de la Secretaría de Educación del Distrito (SED) ha diseñado tres líneas estratégicas para 2018. La línea de Ambientes de Aprendizaje busca apoyar y acompañar a los colegios del sistema educativo del Distrito para impactar en las prácticas docentes y fortalecer el nivel de lengua en docentes y estudiantes. Dentro de esta línea *Converging Grounds* o “Áreas Convergentes” surge como una estrategia de la SED, en alianza con el British Council, para generar un ambiente de inmersión comunicativa y cultural sostenible en las IED de Bogotá, a través de diversos medios, herramientas y escenarios cuya instrumentalización busca generar experiencias significativas en las IED.

La implementación de esta estrategia extracurricular y transmedia, por medio de recursos mixtos y de la interacción con agentes culturales (este papel puede ser asumido por el docente), tiene el objetivo de poner a los estudiantes en contacto con otras culturas, al tiempo que conocen y valoran la propia. Así, a través del uso de narrativas (historias) e interacciones entre agentes culturales (este papel puede ser asumido por el docente) y estudiantes, *Converging Grounds* propende por la activación de saberes previos, la generación de conexiones con áreas de interés particulares y el fomento de nuevas experiencias de uso de la lengua y de conocimientos interculturales.

1.1 ¿Cómo se generará la inmersión durante la estrategia?

La inmersión se genera a partir de 4 ejes temáticos que determinarán su aporte cultural: teatro y cine, música, deportes y tecnología.

Cada eje se desarrolla en narrativas con los siguientes componentes:

- Un eje temático general: contexto en el que se alojan todos los contenidos básicos y las actividades de las tres fases alimentando el desarrollo de la narrativa.
- Una temática específica: historia que se construye a partir de un conjunto de actividades en tres fases distintas.
- Fases: etapas en las que se desarrollan las narrativas propuestas.

1. Storytelling: campaña de expectativa de la narrativa en las IED a cargo de los docentes de inglés.

2. Storyliving: desarrollo de diferentes actividades relacionadas con la narrativa, a través de la interacción con agentes culturales (este papel puede ser asumido por el docente), para fomentar la comunicación en la segunda lengua y la presentación de aspectos culturales de interés para los estudiantes. En las narrativas 1 y 2 se incluyen actividades específicas por nivel (A1, A2, B1) a manera de guía para los docentes. A partir de la narrativa 3, los docentes pueden producir materiales por nivel con base en las sugerencias extraídas del MCER.

3. Mediación digital: actividades dispuestas en la página de Red Académica de la SED que permiten a los estudiantes conocer los desenlaces de las historias, a través del desarrollo de las tareas allí dispuestas a manera de ejercicios de práctica y cierre de las narrativas.

Durante la Narrativa se realizará una campaña de expectativa en la fase de Storytelling con afiches proporcionados por el convenio entre la SED y el British Council, junto con una actividad en clase en la que estudiantes y docentes se familiarizan con el tema de la narrativa. Luego, en la fase de *Storyliving*, los estudiantes interactúan con agentes culturales o docentes según el caso.

1.2 Participantes y roles

La estrategia involucrará tanto a miembros de la comunidad educativa, como a personal del British Council. Los siguientes son los roles de los participantes en cada fase de la narrativa:

Fase	Rol	Funciones
Fase 1: Storytelling	Personal British Council	<ul style="list-style-type: none"> Divulgar información sobre la estrategia y la narrativa. Proporcionar materiales e instrucciones para asegurar la efectividad de la campaña de expectativa.
	Directivos docentes IED	<ul style="list-style-type: none"> Familiarizarse con la estrategia y mantener contacto con personal del British Council y docentes para garantizar los espacios para la campaña de expectativa.
	Docentes IED	<ul style="list-style-type: none"> Colaborar con el personal del British Council para la instalación y funcionamiento de la campaña de expectativa. Realizar una actividad de preparación indicada en una guía proporcionada por el British Council para preparar a los estudiantes para la fase 2.
	Estudiantes	<ul style="list-style-type: none"> Participar en la campaña de expectativa y actividades de preparación para la fase 2.
Fase 2: Storyliving	Directivos docentes y docentes IED	<ul style="list-style-type: none"> Apoyar la logística, a través de la asignación de espacios y recursos para el desarrollo de la fase <i>Storyliving</i>.
	Agentes culturales (papel que puede ser desempeñado por el docente)	<ul style="list-style-type: none"> Implementar las acciones consideradas para la preparación, ejecución y cierre de la fase <i>Storyliving</i> en las IED. Liderar el desarrollo de actividades culturales <i>in-situ</i> de acuerdo con los lineamientos diseñados para la estrategia.
Fase 3: Mediación digital	Estudiantes	<ul style="list-style-type: none"> Participar en la práctica por medio de actividades interactivas en Red Académica de la SED.
	Docentes IED	<ul style="list-style-type: none"> Proporcionar información sobre la ubicación de los ejercicios (páginas web) y promover la práctica en ellos.

Tabla 1. Participantes de la Narrativa 1

1.3 Personajes de la Narrativa 1

Los siguientes son los personajes que están incluidos durante el desarrollo de esta narrativa.








Personaje		Descripción
	Jack Hacker	Es el personaje principal de la narrativa. Es un joven que se dedica a cometer diversos delitos cibernéticos. No se conoce su apariencia física, pero hay pistas sobre su imagen. La única forma de encontrarlo es en la web, pues también se sabe que se desplaza rápidamente entre países.
	Agente James John	Agente de la CIA. Nos cuenta el origen de Jack como un niño con curiosidad por los computadores y muy inteligente.
	Agente Olivia Newton	Agente del MI6. Nos cuenta cómo la primera novia de Jack lo engañaba en redes sociales.
	Agente Aiko San	Agente de la Red de Inteligencia Asiática. Presenta evidencias que sugieren un plan de un robo cibernético gigantesco.
	Agente Achmet Hai	Agente de la INTERPOL. Muestra lo escurridizo que es Jack Hacker.
	Agente Lukas Fischer	Agente del Servicio de Inteligencia Alemán. Presenta evidencias que sugieren que Jack Hacker se encuentra en Colombia.
	Chicho Álvarez, Simone Barbosa y Yurany Chía	Personas cuyas galerías fotográficas fueron saqueadas y vandalizadas por Jack Hacker.
	Belinda Bites	Joven británica que es fan de Jack. Ella le sigue la pista donde quiera que él va. Busca estar enterada de sus movimientos y está obsesionada con conocerlo personalmente.
	Investigadores	Los estudiantes de la SED que con el apoyo de los docentes y agentes culturales tratarán de identificar y atrapar a Jack Hacker.

Tabla 2. Personajes de la Narrativa 1

Por medio de esta narrativa el estudiante activará sus saberes lingüísticos previos sobre descripción personal y elaboración de preguntas; en el aspecto cultural destacará el conocimiento sobre los países (en los que se buscará a Jack Hacker), espías y agencias internacionales (CIA, MI6, INTERPOL, etc).

2. Fases de la Narrativa 1

La siguiente narrativa contará con tres fases: Storytelling, Storyliving y Mediación Digital. A continuación, se explicará cómo se trabajarán estas fases en la **Narrativa 1**.

1

Storytelling

La institución educativa recibirá un set de 6 afiches.

Cada pieza revelará un dato de la historia de Jack Hacker. Los estudiantes completarán un perfil del criminal para la INTERPOL con ayuda de la información visual y escrita en los afiches.

Nadie sabe cómo luce este audaz criminal. Esperamos que con la ayuda de los afiches los estudiantes puedan crear el perfil criminal de Jack Hacker.

2

Storyliving

Los estudiantes conformarán equipos de 5 a 7 integrantes. Cada grupo se constituirá como una agencia de inteligencia a la cual deben dar un nombre. Su misión será cooperar con las distintas agencias internacionales como MI6, CIA, INTERPOL, entre otras, para atrapar a Jack Hacker.

Los agentes culturales se ubicarán en distintos lugares o estaciones que representarán países del mundo. Allí estarán los espías o informantes que ayudarán al nuevo equipo investigador a encontrar a Jack Hacker.

Los equipos recorrerán el mundo completando retos de alrededor de 15 minutos, desentrañando pistas sobre el paradero de nuestro objetivo.

Las pistas los llevarán muy cerca, pero aún no lograrán atraparlo; es en su propio terreno donde Jack Hacker debe ser vencido: Los computadores. La experiencia de mediación digital les permitirá a nuestros jóvenes agentes atrapar de una vez por todas a este escurridizo personaje.

3

Mediación digital

¡El momento ha llegado! Es hora de atrapar al archi-famoso criminal cibernético Jack Hacker.

Todos los jóvenes agentes (estudiantes), en compañía de su docente, irán a la sala de computadores o de inmersión. Allí, una serie de 10 ejercicios multimedia los llevará a poner en la cárcel a nuestro hombre objetivo.

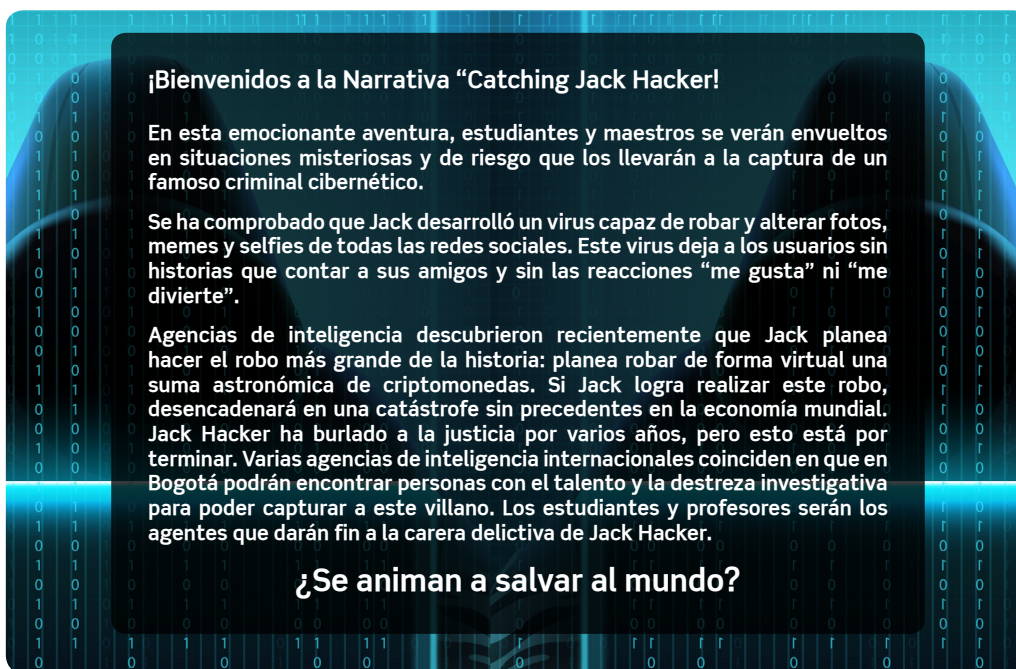
Gráfica 1. Fases de la Narrativa 1

3. ¿Cómo se implementará la fase Storytelling?

En la fase Storytelling, los estudiantes vivirán una experiencia de acercamiento a la historia que desarrolla la narrativa. La institución educativa recibirá un set de seis piezas gráficas (afiches) que servirán de contextualización para la historia que se desarrollará a través de las tres fases del ciclo transmedia propuesto. Este set servirá como campaña de expectativa para las actividades a desarrollar durante el Storyliving, por lo cual se recomienda que los afiches queden distribuidos en toda la IED y en lugares visibles para los estudiantes.

Junto con las piezas gráficas se distribuirá una guía con la que los docentes de las IED participantes de la estrategia reforzarán la campaña de expectativa. El propósito de la guía es que los docentes lleven al aula una práctica pedagógica que les permita a los estudiantes conocer un poco más acerca de la narrativa, y se preparen para las actividades del Storyliving. Esta práctica pedagógica tendrá una duración aproximada de 30 minutos, y se propone que, adicionalmente, los docentes recorran la IED con los estudiantes para observar los afiches, motivándolos a discutir a propósito de la información contenida en los mismos.

El tipo de actividades que pueden acompañar el momento de Storytelling son aquellas que permitan a los estudiantes: expandir el contexto de la inmersión, activar saberes previos, relacionar con experiencias pasadas, evocar experiencias similares y elaborar lluvias de ideas.



3.1 Instrumentos de la Narrativa | Fase Storytelling

Los instrumentos para llevar a cabo la narrativa son los siguientes: 6 afiches alusivos a la narrativa que se entregarán a las IED para ambientar la fase I.

Estos proponen la campaña de expectativa de la siguiente manera:

WE'VE RECOVERED THESE PHOTOS FROM JACK'S FAMILY ALBUM. HELP US UNDERSTAND MORE ABOUT THE ORIGIN OF THIS VILLAIN.

JACK'S CASE

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JACK'S EX-GIRLFRIEND USED TO FLIRT WITH HIS FRIENDS ONLINE.

JACK'S CASE

BRITISH COUNCIL | Plan Distrital de Lengua | ALCALDIA MAYOR DE BOGOTÁ E.C. | BOGOTÁ MEJOR PARA TODOS

JACK HACKER IS A LEGEND. NOBODY HAS EVER TAKEN A GOOD PHOTO OF HIM. WE NEED TO KNOW WHAT HE LOOKS LIKE.

JACK'S CASE

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CHICHO: OH NO! MY PHOTOS!!!
SIMONE: I HATE JACK HACKER :-(
YURANY: WHERE ARE MY SELFIES?
AND MY FOLLOWERS?

JACK'S CASE

BRITISH COUNCIL | Plan Distrital de Lengua | ALCALDIA MAYOR DE BOGOTÁ E.C. | BOGOTÁ MEJOR PARA TODOS

JACK IS PLANNING SOMETHING BIG...

JACK'S CASE

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WE COLLECTED A GALLERY OF JACK'S FAVOURITE THINGS.

JACK'S CASE

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3.2 Guía para docentes Fase *Storytelling*

Chasing Jack Hacker



Dear teacher,

My name is Agent Z. I am the commander of a team against cybercrime around the world. MI6, CIA, INTERPOL, FSB, and the governments of 20 different countries are cooperating to catch the famous cybercriminal Jack Hacker. Jack has been proven to hack social networks around the world. He created a virus that takes control of users' profiles on Facebook, Instagram and other media. He has done terrible things like deleting photos or sending unwanted follow and friendship requests. Also, Jack has found a way to cheat cryptocurrencies and he is ready to perform the greatest robbery in history. We believe he plans to steal around one billion pounds in bitcoins and other cryptocurrencies. His actions may cause chaos across the entire planet. We need to stop him!

We have received reports that Jack landed in Bogotá this week. We need your help to arrest him.

Your students have proven to be some of the smartest people in Colombia. Only you and your team can help us catch this smart villain once and for all.

Here's what you need to do:

Nobody knows much about Jack Hacker except for his full name: Jack Bryan Hacker. Several intelligence agencies around the world have collected pieces of data to create a complete profile. Are you willing to help?

Step 1 – Getting to know the spy context

- Announce to the class you will talk about cybercrime and elicit the words that come to students' minds (you may write the list on the board).
- Write on the board the word HACKER (alternatively you can play the game hangman, letting students spell the word and guess: H-A-C-K-E-R).
- Have students complement the brainstorming list with their own ideas and write them on the board. You may use questions like: What is a hacker? Are they good or bad? Are there hackers in Colombia? Is it cool/nice/bad to be a hacker? And any other you consider suitable to activate their thoughts about cybercrime.

Step 2 – Learning about the narrative

- Read the introductory paragraph to the story according to your students' level of English A1, A2 or B1 (see samples below).
- Explore students' expectations of the story. You may ask questions like: Is Jack a hero or a villain? Do you think you will like Jack Hacker? And any other you consider suitable.
- Arrange a quick walking tour around the school for the teams to visit the different posters and learn more about who Jack Hacker is. Encourage them to take notes or take photos as they visit each poster.

- After the groups have completed the task and come back to the classroom, write on the board: “What do we know now about Jack Hacker?”. Elicit students’ answers to share what they discovered and write them down; a bullet list or a graphic organizer on the board are good ways to have the whole picture of the criminal’s information.

Step 3 – Exploring spy skills

- Announce the following information:

Agent Z: “Very soon our network of agents and informers will visit your school. You students, now Colombian agents, will help us get closer to catching Jack Hacker”.

- After class: Ask students to think about a spy name and spy skills in preparation for the next phase of the immersion plan, the Storyliving visit.

Great job teacher. With your help, we will surely put Jack Hacker in prison.

Your help is crucial!

We knew we could count on you and your smart students, they’re now our agents in Bogotá, and you are their commander in chief. Congratulations!



Storytelling Samples:

A1	<p>Dear student,</p> <p>My name is Agent Z. I work as a secret agent. I catch criminals around the world. I am looking for a famous cybercriminal. He is accused of many crimes, for example:</p> <ul style="list-style-type: none"> ▪ He created a virus to control people’s social networks ▪ He plans to rob £ 1’000.000.000.000 online <p>His name is Jack Hacker. We think he is now in Bogotá!</p> <p>Your mission is:</p> <p>Help me find Jack Hacker and take him to prison. You need to start today! Learn more information about Jack Hacker. Six people will help you complete your mission. Are you ready?</p>
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A2

Dear student,

My name is Agent P. I am a secret agent. In my agency we fight cybercrime around the world. We are looking for a famous cybercriminal. He is accused of many crimes like:

- He created a virus to control people's social networks
- He plans to rob £ 1'000.000.000.000 online

His name is Jack Hacker. We think he is now in Bogotá!

Your mission is:

Help us find the dangerous cybercriminal Jack Hacker and put him in prison. You need to start today!

Discover more about his profile and crimes. Six people will help you complete your mission.

Ready?

Nobody knows much about this person. MI6, CIA and INTERPOL have some clues for you.

All the information is on 6 posters. Are you ready?

B1

My name is Agent Z. I am the boss of a secret agency that fights cybercrime around the world. We're looking for a famous cybercriminal.

He is accused of:

- Creating a virus to control people's social networks
- Planning to rob £ 1'000.000.000.000 in Bitcoins and other cryptocurrencies

His full name is John Bryan Hacker A.K.A. Jack Hacker. We have reason to believe he is now in Bogotá!

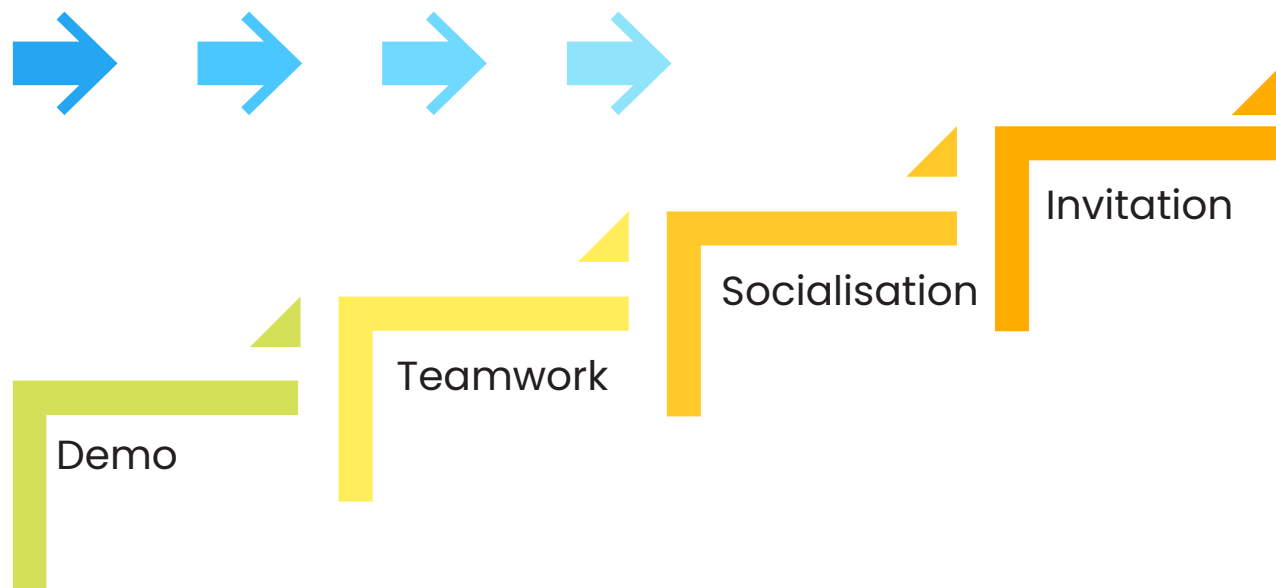
Your mission, if you choose to accept it, is:

Help us find the dangerous cybercriminal Jack Hacker and put him in prison. To do this, you need to start today. Find out more about his profile and crimes. Six agents, victims, and witnesses will help you complete your mission. Are you willing to start this adventure?



4. ¿Cómo se implementará la fase Storyliving?

En la fase de Storyliving los asistentes experimentarán situaciones que requieren interacción entre ellos y con los agentes culturales. Aquí se espera que, por medio de estrategias de colaboración y liderazgo, los asistentes logren resolver problemas específicos que varían en complejidad y elaboración según su nivel de inglés.



En primera instancia, los agentes culturales harán una puesta en escena (demo) que servirá como ambientación de la jornada. Se espera que esta actividad ilustre el contexto de la narrativa y motive a todos a participar en las actividades del día. Seguidamente, los asistentes serán ubicados en grupos de 7 a 10 integrantes, dependiendo de la cantidad de participantes (teamwork). Cada equipo visitará varias estaciones resolviendo problemas y ganando incentivos.

Los agentes culturales se ubicarán en 5 estaciones distribuidas a lo largo del lugar destinado en la Institución Educativa para la actividad. Cada grupo de estudiantes deberá visitar las distintas estaciones con el fin de completar un reto de duración de 15 minutos. La complejidad de los retos varía dependiendo del nivel de inglés del estudiante o grupo. Los docentes serán contactados con antelación para acordar el material que se debe utilizar; el concepto del maestro le indicará a la persona a cargo de la inmersión que debe preparar: A1, A2 o B1 y en casos excepcionales se incluirá material mixto, es decir, de dos niveles distintos. La resolución satisfactoria de cada tarea le permitirá al grupo obtener incentivos pequeños que los llevarán a obtener un premio más grande al final del trabajo por estaciones.

El día cerrará con la socialización de los logros obtenidos y el reconocimiento a los desempeños destacados (socialisation). En una corta ceremonia se hará mención de los participantes y/o equipos que se destacaron durante las actividades por distintas razones.

Finalmente, se invitará a la comunidad a hacer parte de la experiencia de mediación digital que se propone para la culminación del ciclo de cada narrativa (invitation).

4.1 Guía de implementación para la fase de *Storyliving*

Demo

Para la Narrativa 1, se presentan el agente James John de la CIA y la agente Olivia Newton de la agencia de inteligencia MI6. Ambos aparecen en escena en busca de Jack Hacker, hacen una intervención corta e interactúan con los estudiantes preguntándoles si han visto al famoso criminal.

Seguidamente, se presenta cada uno de los personajes compartiendo con la audiencia su relación con Jack y lo que harán en cada una de las estaciones.

Belinda Bites: Welcome! I'm Belinda Bites, a computer science student from England. I have followed Jack Hacker's work for some time and I think he is very intelligent and a brilliant hacker! I'm very excited because I saw him on London's underground train: the Tube. I was in Oxford Circus station when I heard his voice. I'm sure it was Jack but I could not talk to him because the train door closed.

Look! This is the map and the station where I saw him: Oxford Circus, it is on the red line. Come with me and help me try to find Jack in the stations of the Central Line. Let's start!

Achmet Hai: Hello, everyone! My name is Achmet Hai and I work as an agent for INTERPOL in the United States.

According to information provided by Jack Hacker's family, he learned a lot about computers and the internet in a technology summer camp.

Some years ago, Jack Hacker went to Palo Alto, California, and he visited the offices of Google, Facebook and Apple. There, he became an expert in computers, the internet and, of course, social networks!

Jack enjoys traveling to the United States because he can learn about technology, one of his main interests. This is also important for his cybercrimes! Jack plans to steal millions in cryptocurrency. Can you imagine that?

Let's see how much you know about technologies! We need your help to catch this criminal online!

Aiko San: Hello! How are you? My name is Aiko San, and I'm from Kyoto, Japan. I work for the Asian Intelligence Network. I am an agent.

People from my country love technology, and Jack Hacker knows it. He has stolen profiles, pictures and information from many social network profiles. But that is not the worst part! He has stolen usernames and passwords to take money out of the websites of the most important banks in Japan.

Lukas Fischer: Hello! I'm Lukas Fischer, and I'm a secret agent from Germany. I'm tracking Jack's route.

I know important information about Jack; he enjoys a good cup of Colombian coffee. We think he's in Colombia! He is probably here in this school! Are you Jack Hacker? Do you like coffee? Do you enjoy bird watching? Ha... Maybe it's you (pointing to a person in the audience). He likes beautiful ladies and, Colombian ladies are the most beautiful. He must be here... Are you Jack? Are you a friend of his? Did he send you a friend request? Let me see your cellphone!

Alice Hacker:

Hello nice Colombian people. My name is Alice Hacker. I'm looking for my son Jack (sobbing). Have you seen him? Are you friends with my Jack? He's handsome and kind, a lovely Canadian boy who's just like Justin Bieber! I'm desperate, please... help me find Jack! Are you Jack's friend? Have you seen him? Please...

He sent me a message in 2015, but when I replied, I received no answer from him. Then, he wrote a note and put it in my mailbox; he says his account got blocked by INTERPOL.

Jack is a good person, but nobody understands him. Help me find him. I can help him change so that he won't go to prison.

Teamwork

Durante este momento los estudiantes rotarán por cada una de las cinco estaciones propuestas para la jornada.

El/La coordinador/a logístico/a o docente a cargo dará instrucciones detalladas sobre el trabajo por estaciones, tiempos y rotación de los equipos.

Socialisation

La totalidad de los participantes se reúnen en el lugar donde se realizó el demo (inició el *storyliving*). El agente cultural que inició el demo les pregunta a los estudiantes qué aprendieron acerca de Jack y de los demás personajes de la narrativa, también qué estación les gustó más y qué aprendieron en cada una.

La actividad termina cuando dos agentes culturales (se sugiere que sean Lukas Fischer y Aiko San) traen preso a un personaje que parece ser Jack. Olivia Newton y James John, quienes están también en escena, se encargan de desenmascarar al sospechoso.

Invitation

Al descubrir que la persona que habían atrapado no es la correcta, James y Olivia invitan a la audiencia a atrapar a Jack en su propio territorio, en los computadores. Los estudiantes tendrán la posibilidad de atrapar a Jack realizando los ejercicios de mediación digital alojados en la página de Red Académica de la SED.

4.2 Teamwork – Estaciones Narrativa 1

Chasing Jack Hacker

Name of the station: Frankfurt

Participants: 3 teams of maximum 7 students.

Timing: 15 min.

Key themes: Places.

Overview: Students fill in Jack’s criminal file in Germany using a jigsaw file. Jack managed to delete his files from the police network. However, German engineers recovered part of the information. Students, now agents, will put the pieces together.

Aim: To help German police update their files.

Your mission: To complete Jack’s criminal report in Germany, identifying where each crime took place.

Layout:

- Butcher paper poster on the wall
- Model questions posters displayed

Materials:

- Encrypted messages poster
- Jigsaw files forms A and B

Clue received at the station: Sign “!”

CONVERGING

A1

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
26				13					17						3					2					

$\frac{A}{19} \frac{A}{26} \frac{A}{24} \frac{A}{5} \quad \frac{I}{17} \frac{I}{1} \quad \frac{A}{26} \frac{A}{12} \quad \frac{E}{12} \frac{E}{18} \frac{E}{13} \quad \frac{I}{7} \frac{I}{17} \frac{I}{21} \frac{I}{13} \frac{I}{7} \quad \frac{A}{11} \frac{A}{26} \frac{A}{17} \frac{A}{16}$

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
7				9				12						13						20					

$\frac{A}{23} \frac{A}{7} \frac{A}{11} \frac{A}{24} \quad \frac{I}{12} \frac{I}{16} \quad \frac{O}{18} \frac{O}{13} \frac{O}{12} \frac{O}{8} \frac{O}{18} \quad \frac{O}{5} \frac{O}{13} \quad \frac{E}{5} \frac{E}{15} \frac{E}{9} \quad \frac{A}{2} \frac{A}{6} \frac{A}{7} \frac{A}{11} \frac{A}{24}$

$\frac{O}{19} \frac{O}{13} \frac{O}{26} \frac{O}{9} \frac{O}{16} \frac{O}{5}$

A2

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
3				23					2					22						4					

$\frac{A}{24} \frac{A}{3} \frac{A}{11} \frac{A}{25} \quad \frac{I}{12} \frac{I}{2} \frac{I}{8} \frac{I}{2} \frac{I}{19} \frac{I}{23} \frac{I}{13} \quad \frac{I}{8} \frac{I}{19} \quad \frac{A}{26} \frac{A}{3} \frac{A}{4} \frac{A}{5} \quad \frac{U}{8} \quad \frac{U}{11} \frac{U}{1} \frac{U}{4} \frac{U}{16} \frac{U}{11} \frac{U}{1}$

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
5				24				3						17						2					

$\frac{A}{22} \frac{A}{5} \frac{A}{21} \frac{A}{19} \quad \frac{E}{13} \frac{E}{24} \frac{E}{1} \frac{E}{10} \quad \frac{O}{17} \frac{O}{1} \frac{O}{5} \quad \frac{A}{21} \frac{A}{26} \frac{A}{2} \frac{A}{3} \frac{A}{15} \frac{A}{24} \quad \frac{U}{11} \frac{U}{7} \quad \frac{E}{10} \frac{E}{18} \frac{E}{24}$

$\frac{I}{26} \frac{I}{3} \frac{I}{25} \frac{I}{24} \frac{I}{26}$

B1

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
25				12				15						21						4					

$\frac{A}{19} \frac{A}{25} \frac{A}{9} \frac{A}{22} \quad \frac{A}{7} \frac{A}{25} \frac{A}{13} \quad \frac{E}{13} \frac{E}{12} \frac{E}{12} \frac{E}{14} \quad \frac{E}{6} \frac{E}{7} \frac{E}{12} \quad \frac{O}{9} \frac{O}{21} \frac{O}{20} \frac{O}{20} \frac{O}{12} \frac{O}{8} \frac{O}{18} \frac{O}{10} \frac{O}{25} \frac{O}{14} \frac{O}{22}$

$\frac{O}{6} \frac{O}{21} \frac{O}{17} \frac{O}{12} \frac{O}{8}$

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
2				12				9						7						26					

$\frac{A}{13} \frac{A}{2} \frac{A}{23} \frac{A}{11} \quad \frac{A}{10} \frac{A}{2} \frac{A}{22} \quad \frac{E}{12} \frac{E}{15} \frac{E}{13} \frac{E}{7} \frac{E}{16} \frac{E}{12} \frac{E}{6} \quad \frac{E}{3} \frac{E}{10} \frac{E}{12} \quad \frac{A}{15} \frac{A}{2} \frac{A}{3} \frac{A}{26} \frac{A}{4} \frac{A}{2} \frac{A}{19}$

$\frac{I}{10} \frac{I}{9} \frac{I}{22} \frac{I}{3} \frac{I}{7} \frac{I}{4} \frac{I}{16} \quad \frac{U}{8} \frac{U}{26} \frac{U}{22} \frac{U}{12} \frac{U}{26} \frac{U}{8}$

BRITISH COUNCIL **Plan Distrital de Segunda Lengua** **BOGOTÁ MEJOR PARA TODOS**

Methodology:

Time	What	Step-by-step	Materials
00:00 – 1:30 min.	Introduce the narrative	<p><i>Script: Hallo! /halo/(hello in German) ich hesse /hai se/ Lukas Fischer. I am a top officer of the German police department. Jack Hacker has a long list of crimes in my country, and I know I can catch him, with your help.</i></p> <p><i>Recently, Jack deleted all his criminal records from our system. But our engineers recovered part of it. Help us reconstruct his criminal file. Do you accept the challenge? Are you ready to help?</i></p> <p><i>Can you help us? (according to student's level)</i></p>	
1:30 – 4:00 min.	Encrypted messages	<p>Script: "People have reported crimes all over Germany. These messages will help us discover where he went."</p> <ol style="list-style-type: none"> 1. Give each pair of students a strip of paper with the message Jack encoded. 2. Ask them to decode the message cooperatively and write it on the board/poster once they find it. 3. Praise those who do well and encourage those who need help. 	<ul style="list-style-type: none"> ▪ Secret message strips ▪ Butcher paper on the wall (x3) / Alternatively use acrylic board ▪ Markers (x3)
4:00 – 11:00 min.	Introduction of the activity	<ol style="list-style-type: none"> 1. Ask students to work in pairs. They will complete a criminal file report by asking and answering questions. 2. Students will stand face to face and start asking and answering questions in order to complete the file. 3. Bring students' attention to the model questions poster and encourage the use of the expressions on it to complete the task. <p>Model the activity with a volunteer.</p> <p>Clarify that looking at each other's paper is not allowed.</p>	<ul style="list-style-type: none"> ▪ Model Questions posters (same poster x3, depending on students' level. ▪ Jigsaw game pens/pencils
11:00 – 13:00 min.	Checking	<p>Check students' answers and praise accurate results.</p>	<ul style="list-style-type: none"> ▪ Copies of the Code Board ▪ Paper ▪ pens

13:00 – 15:00 min.	Closing	<p>Script: Our database is complete again. You are amazing Colombian agents!</p> <p>Danke! (Thank you in German) Now go to the next station.</p> <p>Put a stamp on students' paper/ arm.</p>	Poster for interaction
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Vocabulary and expressions:

A1	Jack is at the River Main. Jack is going to the Black Forest.
A2	Jack visited St Paul's Church. Jack went on a cruise on the river.
B1	Jack has seen the Commerzbank Tower. Jack has enjoyed the Natural History Museum.

Materials:

Chasing Jack Hacker
Station Frankfurt

Student A: Jack steals a Facebook profile. Who is the victim?
Student B: The victim is a teacher.

Student A: Where is the crime?
Student B: The crime is in a school.

Student A: Jack stole a Facebook profile. Who was the victim?
Student B: The victim was a teacher.



Student A: Where did the crime happen?
Student B: The crime happened in a school.

Student A: Jack has been vandalizing a Facebook profile. Who was affected by the crime?
Student B: A teacher was the person affected.



Student A: Where was the crime reported?
Student B: The crime was reported from a school.

BRITISH COUNCIL | Plan Distrital de Seguridad Lengua | ALCALDÍA MAYOR DE BOGOTÁ D.C. | BOGOTÁ MEJOR PARA TODOS



A1 - Student A

Frankfurt's Police Department		
	Name: Jack Alias: Jack Hacker Age: undefined Nationality: Canadian	
Criminal History Report		
Crime report		
Crime	Victim	Place of the report
Stealing a book about computers		A library
Stealing a Facebook profile	An actress	
Writing offensive tweets		A hospital
Stealing a username and password	A veterinarian	
Accessing private documents		A bank



Student B

Frankfurt's Police Department		
	Name: Jack Alias: Jack Hacker Age: undefined Nationality: Canadian	
Criminal History Report		
Crime report		
Crime	Victim	Place of the report
Stealing a book about computers	A young student	
Stealing a Facebook profile		A playground
Writing offensive tweets	A singer	
Stealing a username and password		A zoo
Accessing private documents	A business-man	



A2 - Student A

Frankfurt's Police Department		
	Name: Jack Alias: Jack Hacker Age: undefined Nationality: Canadian	
Criminal History Report		
Crime report		
Crime	Victim	Place of the report
Getting money from a bank account		An airport
	An actor	
Writing offensive tweets		A pharmacy
Hacking a website	A journalist	
Accessing banks' files		A theatre



Student B

Frankfurt's Police Department		
	Name: Jack Alias: Jack Hacker Age: undefined Nationality: Canadian	
Criminal History Report		
Crime report		
Crime	Victim	Place of the report
Getting money from a bank account	A lawyer	
Stealing a Facebook profile		A cinema
Writing offensive tweets	The president	
Hacking a website		A cafe
Accessing private documents	An engineer	

B1 - Student A

Frankfurt's Police Department		
	Name: Jack Alias: Jack Hacker Age: undefined Nationality: Canadian	
Criminal History Report		
Crime report		
Crime	Victim	Place of the report
Downloading classified files		An art gallery
Hacking corporate e-mail	A manager	
Deleting YouTube channel		A square
Stealing a username and password	A scientist	
Accessing banks' files		A post office

Student B

Frankfurt's Police Department		
	Name: Jack Alias: Jack Hacker Age: undefined Nationality: Canadian	
Criminal History Report		
Crime report		
Crime	Victim	Place of the report
Downloading classified files	A major	
Hacking corporate e-mail		A college
Deleting YouTube channel	A YouTuber	
Stealing a username and password		A castle
Accessing banks' files	An accountant	

Chasing Jack Hacker

Name of the station: Kyoto

Participants: 3 teams of maximum 7 students.

Timing: 15 min.

Key themes: Gadgets vocabulary.

Overview: Students are given pictures and names to match with descriptions or definitions on posters. At the end of the activity, students will be given a clue of how Jack plans to commit his big crime!

Aim: To relate names of a semantic field to their corresponding descriptions.

Your mission: To identify a device or method Jack is developing in Japan to steal the cryptocurrency.

Layout:

- Lay on the desk a pile of cards with pictures and a pile of cards with names of gadgets.
- Add information about other gadgets.

Materials:


- Cards with pictures of gadgets
- Cards with names of gadgets
- Tape
- Posters with definitions or descriptions of gadgets


Setting: Pictures of technological objects.


Clue received at the station: letter "R"


Chasing Jack Hacker


Station **Kyoto**









Battery



Install



Screen


Post


Camera


Chat


Download


Save

Jack spends some of his money buying_____ for his computer.

In the past, Jack hacked people by gaining access to their_____.


When he was younger, Jack used to write on a__about how to become a hacker.


Some agents believe that Jack will steal bitcoins though a_____he is creating.


Sometimes, Jack writes to people whose profiles he has stolen and he likes to _____ modified pictures of them with horrible facial features.


Jack enjoys to_____the videos that YouTubers make or even their whole YouTube channels.

To become a hacker, a person has to be an expert in online_____.









Methodology:

Time	What	Step-by-step	Materials
00:00 – 1.30 min.	Where you are and what will happen there	<p>Welcome students to your station</p> <ol style="list-style-type: none"> Welcome students to your station. Ask students about their favourite objects and their uses. Script: My name is Aiko San. We are really close to catching Jack Hacker. We know for sure he's planning something big. He came to Japan to get new gadgets and commit new crimes. Help us discover what he plans to do! 	
1:30 – 3:00 min.	Remember the names of gadgets (give instructions on how to play)	<ol style="list-style-type: none"> Tell the students they will receive two cards: one with a picture, and one with the name of a gadget. Ask them to stick one card in each hand. Then students will play a live matching game by holding hands in their team with the classmate whose photo matches their word and vice versa. In the end, they will have a fun human chain. Give students instructions about the matching game and model it. 	<ul style="list-style-type: none"> Cards with pictures of gadgets Cards with names of gadgets Masking tape
3:00 – 6:00 min.	Play the live matching game	<p>Give students two or three minutes to find the matching pairs. (If time allows) Ask students to repeat the game, now with the 3 groups playing together.</p>	
6:00 – 10:00 min.	Finding descriptions	<ol style="list-style-type: none"> Check that the matches were made correctly, and make sure students are familiar with all the vocabulary. Now students will use the same cards from the previous game to complete the description posters on the wall. Give the instructions for matching the words to the descriptions or definitions on the poster. (If time allows) Encourage students to read the sentences aloud. Encourage accurate pronunciation and/or intonation. 	<ul style="list-style-type: none"> Descriptions posters (one for each team) Cards with names
10:00 – 12:00 min.	Finding definitions	<p>Students stick the words in the corresponding definitions or descriptions. Tell them the last sentence is a clue of how Jack will steal the bitcoins.</p>	Posters

12:00 – 15:00 min.	My favourite item	<ol style="list-style-type: none"> 1. Ask students about their favourite item. Ask them to tell you what it is, and what it's used for. Model: "My favourite item is my smartwatch. I use it to check WhatsApp messages on the bus". 2. Give the stamp as a reward for accurate answers. Dismiss them all at 15:00 tops. 	
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▪ **Vocabulary and expressions:**

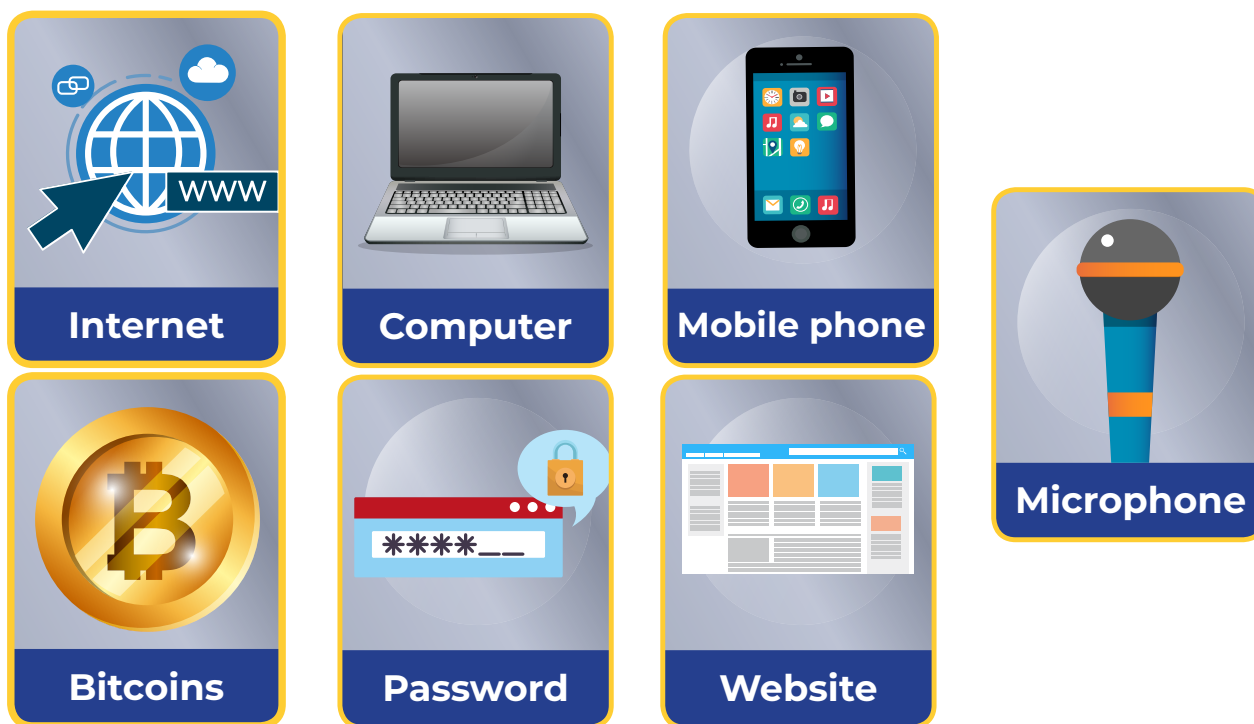
A1	internet, computer, mobile phone, password, bitcoins, website, microphone.
A2	battery, engineer, keyboard, screen, camera, chat, download.
B1	hardware, webcam, blog, virus, attach, delete, search .

Review and Conclusions

- If there is enough time, go over the vocabulary or show pictures of technological devices from the desk and wall (alternatively name other devices you know, even if they belong to a different level of proficiency), and ask some students to describe these devices, ask if they like them and use them.
- Ask students to mention technology companies, and what they know about them.

Make sure there are no questions about the devices mentioned.

Materials:



Chasing Jack Hacker

Name of the station: London

Participants: 3 teams of maximum 7 students.

Timing: 15 min.

Key Themes: Transport vocabulary.

Overview: Students are asked to pick a game piece individually or in groups, and roll the dice to advance through London's underground stations chasing Jack Hacker. As students advance, they have to pick cards and guess words related to transport. The student to reach the furthest station will win the game.

Aim: To review vocabulary related to transport through definitions reached cooperatively.

Your mission: To find out what kind of transport was used for Jack's escape.

Layout:

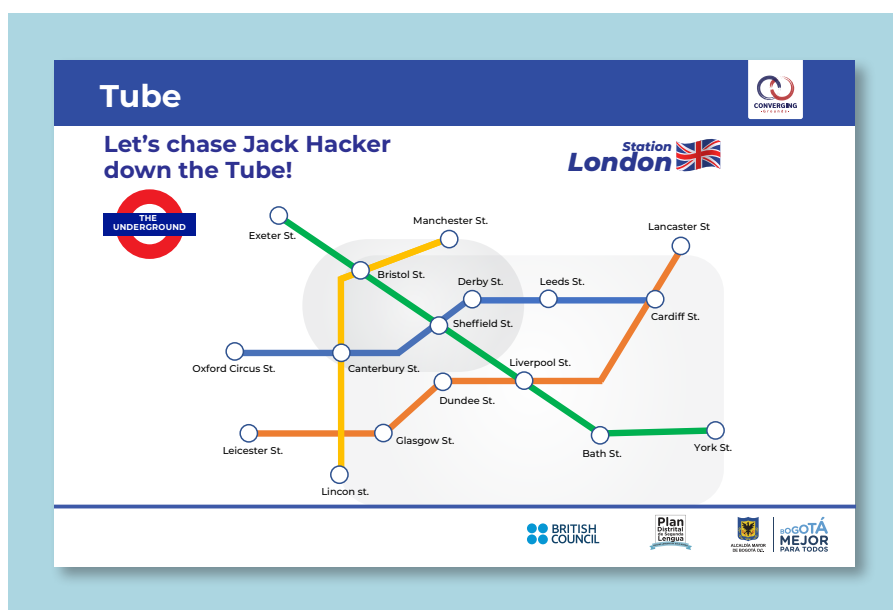
- Set the table or desk so that students can be around or facing the board (map).
- Add information about the underground or other means of transport in London or other cities.

Materials:

- Boards with London Tube maps
- Sets of game pieces
- Dice (if possible large ones)
- Three sets of cards with vocabulary (1 set per level: A1, A2, B1)
- Prizes for the winners, and small rewards for students who answer questions

Setting: Pictures of landmarks in London **Clue/reward received:** a record cover (copied/created for the activity).

Clue received at the station: Letter "H"



Methodology:

Time	What	Step-by-step	Materials
00:00 – 1:30 min.	Where are you and how do you know?	<ol style="list-style-type: none"> Welcome students to your station. Introduce the activity by asking students about means of transport they are familiar with. 	<ul style="list-style-type: none"> Pictures on the wall Masking tape recording
1:00 – 2:00 min.	Present the character	<p>Present your script and play your character. "Welcome! I'm Belinda Bites, a Computer Science student from England. I have followed Jack Hacker's work for some time, and I think he is very intelligent and a brilliant hacker! I'm very excited because I saw him on London's underground train: the tube. I was in Oxford Circus station when I heard his voice. I'm sure it was Jack, but I could not talk to him because the train door closed. Look! This is the map and the station where I saw him: Oxford Circus, it is on the red line. Come with me, and help me try to find Jack in the stations of the Central Line. Let's start!"</p>	
1:30 – 4:00 min.	Understand the tube challenge (give instructions on how to play)	<ol style="list-style-type: none"> Ask students to pick game pieces and to roll a die. The person who rolls the highest number starts the game. Explain the instructions for this Tube Challenge. <ul style="list-style-type: none"> The student who gets the highest number will roll the die again, and move the number of stations indicated by the dice in the direction indicated by the cultural agent. Once the student has moved the piece to the indicated station, s/he has to pick a card from the pile of the student's level of proficiency (A1, A2, or B1). <ul style="list-style-type: none"> The student cannot look at the word written on the card, but s/he has to show it to the rest of the students, who will try to define it or give examples without using proper names or the word itself. The student who picked the card has 30 seconds to guess the word; if the student can guess, s/he will stay at the same station; otherwise, s/he will return to the station where s/he was before rolling the dice. 	<ul style="list-style-type: none"> Dice Tube challenge board
4:00 – 12:00 min.	Activity Closure	<p>Expressions:</p> <ul style="list-style-type: none"> Move two stations. You have reached Liverpool Street station! Please, pick a card. Go back to the previous station! 	
12:00 – 14:00 min.	Is it possible?	<ol style="list-style-type: none"> Hold a poll, and vote for the escape route Jack used. In your group choose only one. Mark students with the stamp of the letter "H", and ask them to move to the next station. 	<ul style="list-style-type: none"> "H" Stamp

Vocabulary and expressions:

A1	bike, bus, bar, plane, train, - bus station, bus stop, central station - to drive, to walk, to cycle, to catch a train, to ride.
A2	ambulance, fire engine, taxi - journey, motorway, passenger, platform, railway, traffic, - to cycle, to use, to visit, to ride.
B1	motorcycle, van, vehicle - airline, arrival, check in, check out, crossing, - to board, to book, get in, get out.

Review and Conclusions

- If there is enough time, go over the vocabulary or show some cards that players did not get, and ask some students to describe these transport verbs.
- Ask students to classify the means of transport on the cards according to the place where they can be seen: Bogotá, London or both.
- Get students to make comparisons between two different means of transport, (e.g. trains and buses).

Make sure there are no questions about the vocabulary or transport in general.

Materials:

Chasing Jack Hacker

Station
London

How to play

- 1

Choose a game piece and go to the Start:
Oxford Circus station.
- 2

Each student rolls a dice. The student with the highest number starts the game.
- 3

Wait for your turn to roll the dice and move as many stations as the number you get.
For example, if the dice indicate 6, you move 6 stations.
- 4

Read the name of the station and get a card for your level (A1 beginner, A2 intermediate, B1 advanced).
- 5

Show it to the other students. They will read it and tell you things related to the word without saying the word on the card.
E.g. It is the name people use for the subway in London.
- 6

With the clues other students give, you have to discover the word!
If you can guess the word in 30 seconds, you can stay in the station.
If you cannot guess, you have to go back to the previous station.

The student who goes to the most distant station wins!

CARDS A1

6- STATION LONDON VOCABULARY A1

Bike	Bus	Car	Plane
Bus station	Bus stop	Central station	Train
To drive	To walk	To catch a train	To cycle

CARDS A2

6- STATION LONDON VOCABULARY A2

Ambulance	Fire engine	Taxi	play
Motorway	Passenger	Railway	Traffic
To cycle	To ride	To use	To visit

CARDS B1

6- STATION LONDON VOCABULARY B1

Motorcycle	Van	Vehicle	Crossing
Airline	Arrival	Check in	Check out
To board	To book	Get in	Get out

Chasing Jack Hacker

Name of the station: Ottawa

Participants: 3 groups of 5 students.

Timing: 15 min.

Object of description: Family and feelings.

Overview: Students are asked to create groups and choose a balloon with a situation inside. Then, they have to think of a way to convince Jack to be a good person again using some words and expressions provided by the cultural agent.

Aim: To speak about Jack's background through expressions and vocabulary.

Your mission: To understand why Jack took the wrong way in life. Make a plan to help him get back on the right track.

Materials:

- Pictures of families and feelings masking tape
- Balloons: 6 each time you perform the activity
- Butcher paper (1)
- Stamp with the letter E

Setting: Pictures of Jack from 0 to 15 years' old all over the place with a brief note about them.

Chasing Jack Hacker
Station **Ottawa**

You may use these words to write your message to Jack

Love, study, father, friend, family, mother, I love you, family are..., You can...,

Freedom, jail, You can have, Crime doesn't pay, it's time to change

Beloved, confidence, stalk, hard work gives you..., try harder to..., Crime makes you...

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Methodology:

Time	What	Step-by-step	Materials
0:00-1:00 min.	Welcome students	Make sure everyone is at the right Station. Check students' navigation maps.	
1:00-2:00 min.	Present the narrative of this station	Script: Welcome to Ottawa in Canada. This is where my beloved son, Jack, was born. I'm here waiting for him to come back. He's a good kid, but he's just confused! I've heard Colombian people have strong family values... Help me convince him to come back home please.	
2:00 - 4:00 min.	Students show a photo and describe it saying... A1: Who's in the picture?	Show the photos and present the task <ol style="list-style-type: none"> 1. Model the activity describing a photo. 2. Ask students to take turns showing a card each and describing it. 3. The team gets a balloon as a reward for their definitions. Tip: Post the photos on the wall in advance.	<ul style="list-style-type: none"> ▪ Balloons ▪ Unscramble sentences (cut up) ▪ (1 balloon per sentence)
	A2: A feeling you perceive there		
	B1: A feeling you perceive there. Predict the reason why the person feels that way		
4:00 - 8:00 min.	Balloon pop	Groups will pop their balloons without using their hands to reveal the pieces of a sentence. Then, they will put the pieces together in a logical sequence creating a message (See materials sheet). Allow some time for the groups to visit the other groups' sentences. Tip: Make sure you blow up the balloons and put the sentences inside before the activity. You'll need 2 balloons per team. (total 30 for 5 rotations).	<ul style="list-style-type: none"> ▪ Balloons ▪ Unscramble sentences (cut up) ▪ (1 balloon per sentence)
8:00 - 10:00 min.	Expansion	Now, ask the question: "What do we know about Jack?" Students are supposed to report the same message written in other groups' balloons.	

10:00 – 14:00 min.	Writing to Jack	Use the words in the mini poster to make a plan to help him come back to the right way. You will receive a message from Jack’s mother about your plan (Phase 3).	<ul style="list-style-type: none"> Post its or small blank cut ups Mailbox: Make an envelope with a large sheet of butcher paper
14:00-15:00 min.	Closing	<p>Tell the audience his mother will be waiting for him forever. She opened an e-mail account to get news from him.</p> <p>Mark students with the stamp of the letter “E”, and ask them to move to the next station.</p>	<ul style="list-style-type: none"> “E” Stamp

Vocabulary and expressions:

A1	love, study, father, friend, family, mother, I love you, family are, You can.
A2	freedom, jail, you can have, crime doesn’t pay, it’s time to change.
B1	beloved, confidence, stalk, hard work gives you, try harder to, Crime makes you.

Materials:

- Entrance Poster saying Ottawa
- Photo of a landscape in Ottawa
- Photos of Jack
- Jack’s life sentences
- Vocabulary Expressions

8 Station Ottawa					
JACK	WAS	A	GOOD	KID	
HIS	FATHER	WAS	VERY	STRICT	
HE	WAS	ALWAYS	GOOD	AT	COMPUTERS
AT	SCHOOL	HE	WAS	VERY	SHY
HE	HAD	NO	FRIENDS	AT	ALL
HE	WAS	IN	LOVE	WITH	A GIRL

Chasing Jack Hacker

Name of the station: San Francisco

Participants: 3 teams of maximum 7 students.

Timing: 15 min.

Key Themes: Activities and action verbs.

Overview: Students will match names of cities to pictures of famous landmarks. Then, they will form sentences about the activities people can do there, and the activities they think Jack did in those cities.

Aim: To practice vocabulary of leisure activities.

Your mission: To discover an activity Jack does while he is in California.

Layout:

- Place two posters on a wall: One for the memory game, and the other with model sentences.
- Be ready to place the cards on the memory game poster after each group of students leaves.

Materials:

- Poster for memory game
- Numbered cards with pictures of famous landmarks in California
- Numbered cards with names of cities
- Tape
- Poster with model of sentences students need to create

Setting: Map of the United States with the state of California coloured, map of California with San Francisco, Los Angeles and Silicon Valley pointed out.

Clue received at the station: letter "E"

Read out introductory character Script.

Methodology:

Time	What	Step-by-step	Materials
0:00 - 1:00 min.	Where are you and what are they going to do?	Welcome students to your station. Ask students about famous places in the USA that they can remember.	
1:30 - 3:00 min.	Give instructions on how to play the memory game	Set up the memory game in advance. Show students the poster and tell them that they will play a memory game on the poster. Demonstrate how to play it.	<ul style="list-style-type: none">▪ Poster for memory game▪ Pictures of cities▪ Names of cities

3:00 - 6:00 min.	Play the live matching game	Give students two or three minutes to find the matching picture-name pairs.	
10:00 - 14:00 min.	<i>True or false?</i>	<ol style="list-style-type: none"> 1. Ask students about the activities they think Jack did in each of the places. 2. Now, point at the statements with Jack's travel plans. (see the list below). 3. Let them discuss whether they think each statement is true or false. Check their answers. <p>Give an example with a structure according to the level:</p> <p>A1: Jack can take a picture of the Golden Gate Bridge.</p> <p>A2: Jack went shopping on a famous street.</p> <p>B1: If Jack goes to Los Angeles, he can go to Venice Beach.</p>	<ul style="list-style-type: none"> ▪ Board, cardboard ▪ Prewrite the sentences provided below on the board.**
10:00 - 13:00 min.	<p>What's he doing in town?</p> <p>-<i>Race challenge</i></p>	<ol style="list-style-type: none"> 1. Paste the yes, no, maybe posters on three separate parts of the room beforehand. 2. Tell students that Jack has been seen in Colombia. Ask them what they think Jack can/will/should do in Colombia. 3. Give an example with a structure according to the level. (see box below, allow them to brainstorm). 4. Read a statement from the "Jack's plans in Colombia" list (below). Let them race to the poster that matches their opinion. e.g. Jack met famous people. They will race to the "yes, no, maybe" poster they consider correct. <p>Inquire about their decision making. e.g. "So...you think Jack went to a shopping centre, but you think differently. Why?"</p>	<ul style="list-style-type: none"> ▪ "yes, no, maybe" posters ▪ Jack's activities chart
13:00 - 15:00 min.	We'll keep chasing him!	<p>Script. Your prediction will help us search in the right places. Thank you very much, Colombian agents!</p> <p>Now go to the next station to keep on chasing this villain.</p> <p>Put a stamp on their arm and dismiss them.</p>	<ul style="list-style-type: none"> ▪ Stamp

Review and Conclusions

- If there is enough time, ask students to tell you activities that Jack Hacker can do in Bogotá and even in other cities. Invite students to get ready for the next station.

Make sure there are no questions about the activities or places mentioned.

Vocabulary and expressions:

A1	dance in a famous club, eat at a famous restaurant, see a work of art, meet famous people, take a picture, go to a funfair, sing in a karaoke, go to the beach, go to a museum, walk on a famous street, visit a famous park.
A2	go to a concert, go to a festival, visit a famous stadium, camp, visit a castle, see a theatre play, see a famous bridge, see skyscrapers, go shopping, visit a theme park, visit a natural park.
B1	cycle at the beach, walk on a pier, go on a tour, hitchhike, enjoy the nightlife, visit a famous library, climb a mountain, see a famous waterfall, see a famous fountain, go to an aquarium.

Materials:

A1

Jack can visit Venice Beach in Los Angeles.

Jack can visit the Google building in Silicon Valley.

Jack has seen the Walk of Fame on Hollywood Boulevard.

Jack can see the Golden Gate Bridge in San Francisco.

A2

Jack has visited Venice Beach in Los Angeles.

Jack has visited the Google building in Silicon Valley.

Jack has seen the Walk of Fame on Hollywood Boulevard.

Jack has seen the Golden Gate Bridge in San Francisco.

B1

If Jack visits Los Angeles, he will go to Venice Beach.

If Jack visits Silicon Valley, he will See the Google building.



5. ¿Cómo se implementará la fase de Mediación digital?

El componente de mediación digital es la tercera y última fase del ciclo transmedia de cada narrativa. Consiste en actividades interactivas dispuestas en Red Académica que le permiten a los estudiantes llegar a un desenlace de la historia sobre la cual trata la narrativa a través del desarrollo de las tareas allí dispuestas. Este momento se plantea como ejercicios de práctica estrechamente relacionados con las actividades planteadas en la fase de *Storytelling* y, en especial, de las estaciones en la fase del *Storyliving*.

Se espera que el componente de mediación digital se desarrolle en las instituciones. Este trabajo deberá ser guiado por los docentes de inglés en una sesión de una hora académica por narrativa. Se sugiere que antes de iniciar con el trabajo en este componente, el docente realice una recapitulación de la narrativa y ejercicios de predicción u opinión sobre cómo creen los estudiantes que terminará o se resolverá la historia desarrollada en la narrativa.

5.1 ¿Cuáles son los componentes de la Mediación digital?

Cada mediación digital incluye 4 etapas, en las cuales habrá 1 o más diapositivas. A continuación se describe cada etapa.

Etapa	Descripción
Contextualización	Bienvenida al estudiante. Incluye el nombre de la narrativa y los personajes que intervendrán en ella. 1 a 3 diapositivas.
Práctica	Ejercicios interactivos en los que los estudiantes deberán usar los conocimientos adquiridos durante las fases de <i>Storytelling</i> y <i>Storyliving</i> . Se presentan actividades por cada nivel A1, A2 y B1 del MCER. 3 diapositivas por nivel del MCER.
Cierre	Resumen de cómo se concluye o resuelve la historia desarrollada durante la narrativa. 1 diapositiva.
Invitación	Invitación a seguir participando de las actividades de <i>Converging Grounds</i> . 1 diapositiva.

Tabla 3. Momentos de la mediación digital

Contextualización e instrucción (arrastrar, completar, etc.)

Conteo de dispositivos

Slide 4/14

Jack uses technology every day! Match the pictures to the names of things Jack needs to hack.

Options

- Search
- Webcam
- Microphone
- Screen
- Mobile phone

Send

BRITISH COUNCIL

CONVERGING

Plan Digital

BOGOTÁ MEJOR PARA TODOS

Botón de verificación

Flecha de navegación

Imagen 1. Partes de la diapositiva de práctica

5.2 Recursos de la mediación digital de esta Narrativa

Para acceder a los recursos de esta narrativa, debe acceder a la siguiente dirección:

<https://www.redacademica.edu.co/catalogo/chasing-jack-hacker>

También puede acceder usando el siguiente código QR.



6. Ficha Técnica para Chasing Jack Hacker

Narrativa	Chasing Jack Hacker
Objetivo Comunicativo	Intercambia información sobre temas del entorno escolar y de interés general en una conversación. (DBA, 2016)
Objetivo lingüístico	Describe, de manera oral, personas, actividades, eventos y experiencias. (DBA, 2016)
Componente intercultural	Los estudiantes estarán expuestos a situaciones que permitirían reflexionar frente a variados aspectos tales como la privacidad en redes sociales, el impacto de la tecnología en la vida de las personas y la economía.
Recordatorio- MCER Y DBA	<p>A1. MCER: Puede presentarse a sí mismo y a otros, pedir y dar información personal básica sobre su domicilio, sus pertenencias y las personas que conoce. Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar.</p> <p>DBA: Solicita y brinda aclaraciones sobre cómo se escriben nombres y palabras desconocidas en una conversación corta. Comprende y utiliza palabras familiares y frases cortas sobre rutinas, actividades cotidianas y gustos.</p> <p>A2: MCER: Sabe comunicarse a la hora de llevar a cabo tareas simples y cotidianas que no requieran más que intercambios sencillos y directos de información sobre cuestiones que le son conocidas o habituales. Sabe describir en términos sencillos aspectos de su pasado y su entorno, así como cuestiones relacionadas con sus necesidades inmediatas.</p> <p>DBA: Solicita y brinda información sobre experiencias y planes de manera clara y breve.</p> <p>Narra brevemente hechos actuales, situaciones cotidianas o sus experiencias propias, en forma oral o escrita.</p> <p>B1: MCER: Es capaz de producir textos sencillos y coherentes sobre temas que le son familiares o en los que tiene un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes</p> <p>DBA: Produce mensajes escritos, tales como cartas y correos electrónicos, claros y bien estructurados teniendo en cuenta el contexto en el que tienen lugar.</p> <p>Intercambia opiniones sobre situaciones de interés personal, escolar o social.</p>



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