

Presentación de la Narrativa 2: Laura's Sporty Dream



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Converging Grounds Narrativa 2 Laura's Sporty Dream

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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> en la IED.
	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.

1.3 Personajes de la Narrativa

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






Personaje	Descripción
	<p>Laura</p> <p>Personaje principal de la narrativa; es una joven futbolista de aproximadamente 15 años de edad, que está decidida a ser la mejor en su deporte y entrena fuertemente para lograrlo.</p>
	<p>Joseph</p> <p>Amigo de Laura; es un joven de aproximadamente 16 años de edad. Joseph ha practicado varios deportes, pero es un poco rebelde y quiere crear su propio deporte con la ayuda de personas de su edad.</p>
	<p>Angélica</p> <p>Amiga de Laura; es una joven de aproximadamente 16 años de edad. Una atleta muy enfocada en el deporte, que sufrió una lesión recientemente a causa de un golpe de otro competidor, razón por la que promueve el fair play.</p>
	<p>Pili</p> <p>Amiga de Laura; es una joven de aproximadamente 16 años de edad. Jugadora de baloncesto, aunque le gustan varios deportes en equipo. Pili quiere ir a la universidad con una beca para deportistas y jugar en la WNBA. Para ella es muy importante el equilibrio entre mente, cuerpo y espíritu pues así logra sus objetivos.</p>
	<p>David</p> <p>Amigo de Laura. Es un joven de aproximadamente 16 años de edad. Líder muy comprometido con su equipo y con sus compañeros. Se caracteriza por ser un buen amigo dentro y fuera de las canchas.</p>

Tabla 2. Personajes de la Narrativa 2

Por medio de esta narrativa el estudiante activará sus saberes lingüísticos previos sobre disciplinas deportivas y valores; en el aspecto cultural se destaca el conocimiento sobre los juegos olímpicos.

2. Fases de la Narrativa 2

Cada narrativa tendrá tres fases: Storytelling, Storyliving y Mediación digital. A continuación, se explicará cómo se trabajarán estas fases en la Narrativa 2.

1

Storytelling

La institución educativa recibirá un set de 5 afiches.

Cada pieza tendrá como protagonista a uno de los personajes de la narrativa, los cuales se identifican con un color y un valor que corresponden a cada uno de los aros olímpicos. Esta estrategia busca promover en los estudiantes de las IED la sana competencia y el compañerismo deportivo.

2

Storyliving

Los agentes culturales vestirán los colores olímpicos y el símbolo del valor que representan. Harán una actividad de inicio para animar a los estudiantes a participar en las estaciones.

Se propone que los estudiantes conformen grupos de 5 a 7 miembros, los cuales harán un recorrido por las estaciones y desarrollarán las actividades allí propuestas para la jornada. Cada una de las estaciones estará dedicada a los valores olímpicos y se destacará por un deporte en particular. A través de dicho deporte los participantes de las actividades trabajarán la expresión física y el fortalecimiento de las competencias lingüísticas a partir de la comunicación en la segunda lengua, para alcanzar los objetivos de las actividades.

3

Mediación Digital

Ahora que Laura y sus amigos son populares entre los jóvenes de su edad y que los han motivado a ser grandes deportistas, realizarán una campaña en redes sociales, subiendo sus fotos como deportistas y escribirán acerca de los valores que promueve el deporte. Además, los estudiantes seguirán apoyando y aconsejando a Laura para que logre ser, no sólo una excelente deportista, sino también un ejemplo visible para otros jóvenes y niños que aman el deporte.

Gráfica 1. Fases de la Narrativa 2

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 cinco 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 2 Fase *Storytelling*

Los instrumentos para llevar a cabo la narrativa son los siguientes: 5 afiches alusivos a la narrativa que se entregarán a las IED para ambientar la fase 1.

Estos proponen la campaña de expectativa de la siguiente manera:



I want to have fun practising sports and winning! But I don't like to cheat or be rude to teammates or opponents.

CONVERGING
-Grounds-

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BOGOTÁ MEJOR PARA TODOS

Hey, be a good team player, use good manners on and off of the field!

CONVERGING
-Grounds-

BRITISH COUNCIL

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ALCALDÍA MAYOR DE BOGOTÁ D.C.

BOGOTÁ MEJOR PARA TODOS

No drama, llama! I keep my body and mind well-adjusted, and my will strong to get best results.

CONVERGING
-Grounds-

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BOGOTÁ MEJOR PARA TODOS

3.2 Guía para docentes Fase Storytelling



Dear teacher,

In the following section, you will find our proposal for a class activity related to the narrative “Laura’s Sporty Dream.” We ask you to read the following information in order to get the full context of the story:

I am Laura, and I am 16 years old. Since I was little, I have always played football, the sport that I love. My dream is to become the best, so I work hard to make my dream come true. My friends at school are also fond of sports and, like me, are very good athletes. We believe that it is not enough to just be good at the sports we practise. We want to go the extra mile to become great! And this idea not only refers to sports, but also relates to having strong values, like respect, friendship, self-confidence, and fair play. Some of our classmates feel they are not very good at sports; some of them are right! Don’t tell them I said that! We would like to help these friends to discover their own hidden talents and become passionate about them. So, my sporty friends and I have decided to show them that anyone can become as great as the world’s top athletes, like Lionel Messi or Mariana Pajón, who have succeeded in football and BMX by working hard and exploiting their talents.

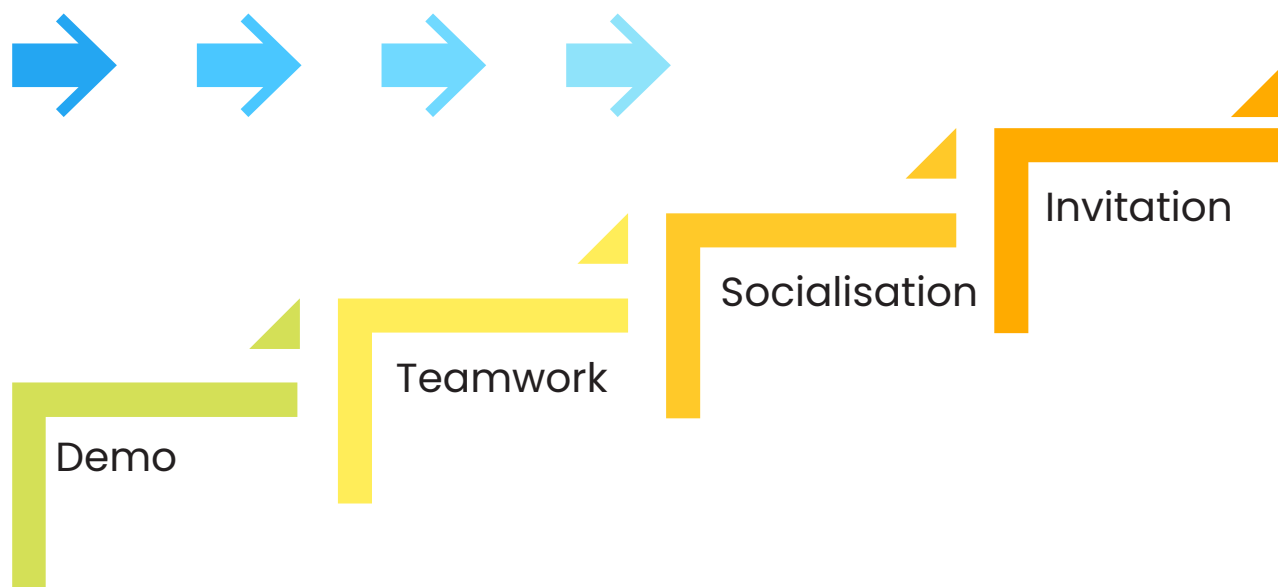
If we can convince others to believe in the importance of strong values like hard work, respect and fair play, we will show them anyone can truly become great at their profession or whatever it is they are passionate about. How many of you would like to show off your talents?

Now that you know Laura, we would like you to carry out this class activity with your students:

1. Write on the board the following words: excellence, effort, fair play, respect, balance.
2. Find out if your students know the meaning and pronunciation.
3. Ask students to take a piece of paper/ notebook and something to write with.
4. Tell students they have one minute to write on their paper/notebook how the first word is present in their lives. Example: effort – I do my homework every day to review and better understand class work.
5. Repeat the minute reflection with the other 4 words.
6. Once finished, divide your students into groups of 5.
7. Suggestion for division: each student says one of the following colours: blue, red, black, green, and yellow. Once each student has a colour, they group together accordingly. If groups are bigger than the number suggested, you can divide them again, respecting the first groups, to create smaller ones.
8. In the groups, they will decide who the secretary is, the time keeper, the moderator and the spokesperson.
9. Once they have this distribution, they will share their own ideas and make a list of the ways in which the values are present in their lives.
10. Once they have the common list with all members’ ideas, they are going to relate each value with a sport, and explain why they made that association.
11. Groups will share their ideas with their classmates, giving a summary of the common ideas and the sport they are related to.

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 15 minutos de duración. 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 la persona a cargo de la inmersión el material 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 2, Laura y sus amigos se presentan ante los participantes de la jornada. Todos los agentes culturales están en clase de Educación Física. El agente cultural es el docente o entrenador (coach). La clase está concluyendo y el docente ordena a los estudiantes iniciar el test de Cooper (los estudiantes comienzan a correr saliendo del escenario).

El docente se dirige a la audiencia. Después, cada amigo de Laura se dirige a la audiencia; cargarán un anillo olímpico.

Coach: Hello (Name of the school) I am coach (his/her last name). I have noticed that you guys love sports... What's your favourite sport? Who likes football? Who enjoys playing basketball? Where are the cheerleaders? And the cyclists? Any boxers here? BMX perhaps? I have heard about some super famous Colombian sportspeople like James Rodriguez, he's a great basketball player. (the audience reacts) What? You're right he's a football player. Also I've heard about a great swimmer (swimming gesture) Mariana Pajón (the audience reacts) Uh... once again I was confused. You know... I really like Katherine Ibarguen, she's a great boxer (boxing gesture) (the audience reacts). It's a fact, I need to learn more about Colombian sports. Please come to my station where you will learn about other sports, and you will teach me about Colombian ones. I've got to go. See you in the *international sports station*.

Laura comes on stage:

Laura: Good morning/afternoon (dependiendo de la jornada en la que estén trabajando) everyone! Hope you are doing great and ready to move around a little. My friends and I are here to have some fun, play sports, and make dreams come true. Who's willing to play with us?

I am Laura and I'm 16 years old. I have played football since I was little. I love football and want to become the best at it, so I work hard to make it come true. My friends at school also love sports, and are very good in their fields. We have heard that it is enough to just play the sports and develop the skills, but we want to go the extra mile and encourage the values of respect, friendship, self-confidence, and fair play.

Some of our classmates feel they are not good at sports, but we would like them to find their own hidden talents and become passionate about them. My friends and I have decided to prove to them that anyone can be as good as the top sportsmen and sportswomen like Messi or Mariana Pajón, who have succeeded in football and BMX by working hard and exploiting their talents.

Joseph: Welcome! My name is Joseph, I'm a student and I have played sports like football, basketball, baseball and volleyball. I also like roller skating and cycling. But I don't practise sports every day. Sometimes, I disagree with teammates or the coach. Maybe I should create my own sport so I feel better about the training and the rules. Don't get me wrong, I am not lazy. I train very hard when I like a sport but I think some rules should be different. Would you help me create a sport? Let's create our own sport and show it to the world! Your EFFORT is very important; remember that any sport you play requires effort. Let's go the extra mile.

Pili: I'm Laura's friend, I'm 15 years old and I love basketball. My team and I work really hard, we study and we spend time with our family and friends. This can be difficult sometimes, so we need to balance our mind and body. Basketball teaches us balance in our lives. Concentration and hard work are important, so we are going to play basketball together. Let's show Laura how important balance is for sports, and then we can convince others that this value is necessary.

Angélica: My name is Angélica and I am an athlete. I remember I started running right after I learned to walk. My parents also love sports; my dad was a basketball player and my mom was an athlete like me. My parents taught me different sports since I was a little child and they taught me to be disciplined, to work hard to achieve what I want, and to always respect the rules and the opponents. I've just recovered from an injury because another competitor made me fall during a race and I twisted my ankle. Do you really believe it is a good thing to respect every single rule? Well, yes. Fair play or the respect for the rules is important in every sport we play. Let's give advice on how to be good players, we need to show this to the world.

David: Hi everyone, I'm David, Laura's friend. Laura and I share many things; for example: We love going out, and we also love sports. She loves football and that's amazing. I like rugby. This sport is not well-known in Colombia, but I think it could be popular. I practise with a Colombian team. Respect is important, not only in this sport, but in every sport you play. Don't you think so? Let's help Laura understand and show others this value and how important RESPECT is.

Luego de que cada personaje habla, como grupo proponen una actividad para animar a los participantes. Se sugiere que practiquen una canción de cheerleading, hacer unas pirámides o un ciclo de ejercicios de calentamiento/estiramiento, para pasar a las estaciones.

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 reúne en el lugar donde inició el *storyliving*. Laura llama a cada uno de los colores de los anillos y quienes los tengan los van apilando/juntando. Para animar a los que pasan al frente, se puede hacer un canto como *Go green!* (y así con cada color). Una vez los colores estén reunidos, el coach de cada una de las estaciones se hará en una esquina. Los participantes se dividirán entre ellos, y una vez en esos nuevos equipos, entre todos construirán un lema o un "*motto*" que tenga el valor de cada color. Lo escribirán en un papel periódico y lo pondrán en un lugar visible para que Laura lo lea en voz alta.

Invitation

Laura agradece a todos los participantes por haber estado activos durante la jornada y les pregunta si quieren ayudarle a cumplir su sueño: les dice que para ello deben ingresar a la mediación digital.

4.2 Teamwork – Estaciones narrativa 2

Laura's Sporty Dream

Name of the station: Blue

Participants: 3 teams of maximum 5 students each.

Timing: 15 min.

Key Themes: Abilities.

Overview: Students are asked to gather in their previous groups of maximum five students, and each group must go to a corner. When the person directing the activity whistles, the first student in the line must run and use their feet to pass one of the three balls in the centre to the second person in the line. The student who did not get a ball must take a card and answer a question or perform an action. You may use the following link as reference for the game <http://www.teachpe.com/sports-coaching/football-soccer/fun-and-games-drills/chase>.

Aim: To review vocabulary and grammar related to talents.

Your mission: To complete the activity in order to obtain the blue olympic ring.

Layout:

- Set the table or desk aside and leave some space in the shape of a square big enough so students can run.

Materials

- three footballs.
- a whistle.
- three sets of cards with vocabulary (1 set per level: A1, A2, B1).
- medium sized blue rings (1 per team visiting the station).

Setting: Poster with instructions on a wall near the station desk, football related decoration.

Reward received at the station: Blue ring for each team.

Introductory character Script

Welcome! My name is Laura, and I'm a student and a football player. I believe I can be the best football player in history. I am very confident I can be a great player because I train very hard every day. I meet my team every afternoon after school, and we work on our football skills. First, we do some physical exercises for one hour to keep fit; then, we train on technical and tactical aspects for another hour and at the end, we play a match. We have so much fun together! Even when I'm tired, I go to the football field because I know that at the end I'll be relaxed and happy.

Do you like sports? Do you enjoy playing football? How often do you practise sports?

I hope you enjoy sports as much as I do and work as hard to be the best! Let's show others all this effort, come with me!

Methodology:

Minute	What	Step-by-step	Materials
0:00 – 2:00 min.	Where are you and how do you know?	<ol style="list-style-type: none"> 1. Welcome students to your station. 2. Introduce the activity by asking students about the abilities they consider necessary to be good at sports, and more specifically, at football. 	Football related decoration on the wall or on the station desk
2:00 – 4:00 min.	Understand the game	<ol style="list-style-type: none"> 1. Ask the students if they know that football players actually train, and ask them to mimic those exercises. 2. Explain that you are going to do one of the common drills used for training football players. You can do this while pointing at the poster. 3. Ask students to gather in their groups and each go to a corner, practise once by saying "Ready, set, go!" and get students to actually do the exercise. 4. Tell students that the player left without a football will have to answer a question, and if the student fails to give a satisfactory answer, the student will face penalties consisting of physical exercises such as: <ul style="list-style-type: none"> ▪ Do ten push ups. ▪ Do ten squats. ▪ Do ten crunches. ▪ Do ten jumping jacks. ▪ Demonstrate the penalty and encourage other students to count with you. 	
4:00 – 12:00 min.	Play the Chase drill	<p>Expressions:</p> <ul style="list-style-type: none"> ▪ Ready, set, go! ▪ Please, pick a card. ▪ Read the question or request aloud. ▪ Thank you. Please, go back to your line. 	<ul style="list-style-type: none"> ▪ Footballs ▪ Whistle ▪ Question cards
12:00 – 13:00 min.	Activity Closure	<p>At the end of 8 – 10 minutes, name as the winner the group who had to answer the fewest questions and also name the group that answered the most questions correctly.</p> <p>Ask students to go back to the desk.</p>	
13:00 – 15:00 min.	Recap	<p>Instruct students to try to remember some abilities and talents on the cards and that other students mentioned. Ask some of them whether they are good at that or what other activity they prefer.</p> <p>Ask students whether they are tired. Remind students of the importance of hard work to become EXCELLENT players.</p>	

Vocabulary and expressions:


A1	ball, basketball, football, game, goal, play, player, sport, swim.
	best, better, boring, cheap, clever, different, difficult, easy, exciting, expensive, famous, fast, favourite, funny, good, bad, interesting, quick, safe.
A2	baseball, bat, competition, cycling, hobby, pool, racket, stadium, table tennis, volleyball.
	advanced, awesome, bad, careful, cool, dangerous, excellent, fit, friendly, lucky, polite, strong, short, tall, thin, unusual.
B1	athlete, defeat, captain, championship, coach, defence, goalkeeper, jogging, league, score, support.
	active, amazing, amusing, average, awful, basic, brave, brilliant, calm, cheerful, complicated, efficient, enjoyable, experienced, individual, helpful.

Review and conclusions


- If there is enough time, ask students to use the abilities or talents in sentences about famous sports people. E.g. "Cristiano Ronaldo is a fast player", "Messi is a talented football player".
- Get students to say which abilities are more important for different sports. For example, "To be fast is more important in athletics than in football", "to be strong is more important in rugby than in football".

Make sure there are no questions about sports or abilities in general.

Materials:



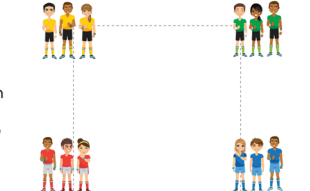
Laura's Sporty Dream



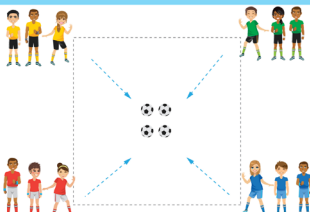
How to play

- 1

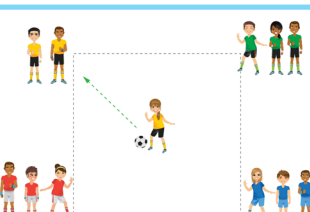
Make four teams of students. When you are ready, each group has to go to a different corner.


- 2





Say Ready, Set, Go! The first student of each line has to run to the centre and pass the ball with the foot to the second student of the line.


- 3

One player will not reach a ball and has to answer a question in a card.



The team who has to answer fewer questions wins!

CARDS A1

2 CARDS A1

Say the names of 5 team sports	Say the names of 5 individual sports	Say the names of 5 indoor sports
Say the names of 5 outdoor sports	Say the name of a famous footballer and talk about his/her personality.	Say the name of a famous footballer and describe him/her.
What are 3 characteristics of footballers?	Can you say the names of 5 English football teams?	Which sport do you prefer: football, basketball, or swimming?

CARDS A2

2 CARDS A2

Can you say the names of 3 sports equipment?	What are your hobbies? Name at least 3.	Do you like extreme sports? Why?
What are important abilities for a runner?	Do you run? How often do you practice running?	Can you name 3 sports that use a racket?
Have you been to a stadium? Would you like to? Which one?	Can you swim well? What is important when swimming?	Do you prefer individual or team sports? Why?

CARDS B1

2 CARDS B1

Can you name 5 famous football coaches?	Do you prefer roller skating or skate boarding? Why?	Can you name 3 famous goalkeepers?
Can you say the names of 3 leagues in the world?	Which teams or athletes do you support?	Name the last winner of three championships around the world.
Can you name all football positions on the field?	Are you a competitive person? Explain why or why not.	What are 5 important characteristics to become a champion in any sport? Why?



Laura's Sporty Dream

Name of the station: Black

Participants: 3 teams of maximum 7 students each.

Timing: 15 min.

Key Themes: Agreeing and disagreeing.

Overview: Students are asked about the things they know about sports (if this is their first or second station) or the things they have learned about sports in the previous stations (if this is the third, fourth or fifth station). Then, they are asked to take four cards displaying pictures or words and create a sport with at least five rules. Students will make a poster explaining their sport to the other groups with their own drawings and words. The team has to include all elements, the 5 rules and do a short physical demonstration. At the end of the activity, each group will receive a black ring as a reward for their creativity.

Aim: To review vocabulary related to feelings and emotions.

Your mission: To complete the activity in order to obtain the black olympic ring.

Layout:

- Lay different elements grouped by similarity on the table or desk.

Materials

- Cards with names and pictures related to sports.
- Paper and markers for students to make a poster.
- Medium sized black rings (1 per group visiting the station).

Setting: Poster of "Levels of agreement" on a wall near the station desk, poster of examples of rules and decoration related to various sports.

Reward received at the station: Black ring for each team visiting the station.

Introductory character Script

Welcome! My name is Joseph. I'm a student and I have played sports like football, basketball, baseball and volleyball. I also like roller skating and cycling. But I don't practise sports every day. Sometimes I disagree with teammates or the coach. Maybe I should create my own sport so I feel better about the training and the rules. Don't get me wrong, I am not lazy, I train very hard when I like a sport. But I think some rules should be different. Would you help me create a sport? Let's create our own sport and show it to the world! Your EFFORT is very important; remember that any sport you play requires effort. Let's go the extra mile...

Methodology:

Minute	What	Step-by-step	Materials
0:00 – 2:00 min.	Where are you and what to do?	<ol style="list-style-type: none"> Welcome students to your station Introduce the activity by asking students about the following related to football and basketball: <ul style="list-style-type: none"> Number of players in each sport Time played Uniforms General rules 	
2:00 – 4:00 min.	Agreeing and disagreeing	<ol style="list-style-type: none"> Explain to students they will agree or disagree on some sports' rules. They will show their opinion by following the level of agreement poster. Say rules out loud, and wait for students to show their agreement (Examples of rules: "The players cannot touch the ball with their hands", and ask students "Do you agree or disagree with this rule?" Wait for their answers and then name more: "The coach can make 3 substitutions", "The coach can ask for 3 times out"). 	<ul style="list-style-type: none"> Levels of agreement poster
4:00 – 5:00 min.	Explaining the activity	<ol style="list-style-type: none"> Ask students to gather in their previous groups. Explain that they are going to create their own sport. To create it, they need to think about: <ul style="list-style-type: none"> Name of the sport Number of players involved Time played Uniforms 4 rules Each group will receive a set of markers and a poster paper to present the information on the previous point. 	<ul style="list-style-type: none"> Papers markers
5:00 – 10:00 min.	Creating your own sport	<p>Expressions:</p> <ul style="list-style-type: none"> Be creative! Don't forget to include all the elements. Please, explain your sport. Thank you. Please, go back to your places. 	
10:00 – 14:00 min.	Activity Closure	At the end of 5 minutes, ask each group to explain in 1 minute what their sport is about, the elements used and 5 rules using their poster.	<ul style="list-style-type: none"> Poster created by students Masking tape
14:00 – 15:00 min.	Recap	<p>Get students to tell you which invented sport they liked the most by showing levels of agreement.</p> <p>Congratulate them for being creative and for their effort during the creation of their sport.</p> <p>Give them the black ring.</p>	Black rings

Vocabulary and expressions:

A1	funny, good, great, happy, nice, angry, fantastic, afraid, boring, bad, brave, brilliant, strong, careful, dangerous, easy, exciting, famous, huge, safe, tall, terrible, weak.
A2	amazing, bored, excellent, excited, noisy, friendly, heavy, important, interested, kind, lazy, lucky, pleased, popular, ready, special, unfriendly, wonderful, worried, tired.
B1	alone, amusing, annoyed, ashamed, bossy, challenging, cheerful, confident, curious, disappointed, generous, impressed, nervous, original, positive, reliable, serious, useful.

Review and conclusions

- If there is enough time, ask students to think and say in which other aspects of life you need effort (studies, work, hobbies, etc.).
- Get students to say which abilities they would need for the different sports created.

Make sure there are no questions about sports or agreeing and disagreeing.

Materials:

Laura's Sporty Dream

Agreeing and Disagreeing

- I totally agree.
- I agree.
- I partially agree.
- I disagree.
- I completely disagree.

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Laura's Sporty Dream

Examples of rules

- FOOTBALL**
Players cannot touch the ball with their hands.
- BASKETBALL**
The game lasts four quarters of fifteen minutes each.
- VOLLEYBALL**
The ball cannot touch the net or the posts.
- RUGBY**
Players must not wear a helmet.
- ATHLETICS**
Runners are not allowed to change the track where they begin running.

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Laura's Sporty Dream

Name of the station: Red

Participants: 3 teams of maximum 5 students each.

Timing: 15 min.

Key Themes: Giving advice.

Overview: Students are asked about what they know about athletics, like the names of famous athletes, rules of the sport or important competitions. Then, they are asked if they can explain in their own words what a relay race is; if no student can provide a good definition or if different students give ideas, the cultural agent summarizes the definition. Students will get into groups and will be organised in a way that allows them to run and hand each other pieces of paper to form a question. Together they must form the question and propose a grammatically correct answer. When they manage to do this, they will receive a red ring as a reward.

Aim: Give advice.

Your mission: To complete the activity in order to obtain the red olympic ring.

Layout:

- The cultural agent will have a desk prepared with the pieces of paper students will receive.

Materials

- Sets of pieces of paper with sentences provided before.
- Chalk to mark the lanes where students will run.
- Medium sized red rings (1 per group) for the reward at the end of the activity.

Setting: The activity will start at the desk of the station, which will be decorated with images related to athletics, and then move to a space where students can run a relay race, if possible with the lanes marked.

Reward received at the station: Red ring for each team.

Introductory character Script

Hello! My name is Angélica and I am an athlete. I remember I started running right after I learned to walk well. My parents also love sports: My dad was a basketball player, and my mom was an athlete like me. My parents have taught me different sports since I was a little child, and they taught me to be disciplined, to work hard to achieve what I want and to always respect the rules and opponents. But I've just recovered from an injury because another competitor made me fall during a race and I twisted my ankle. Do you really believe it is a good thing to respect every single rule? Well, yes. Fair play or the respect for the rules is important in all the sports we play. Let's give advice on how to be good players; we need to show this to the world.

Methodology:

Minute	What	Step-by-step	Materials
0:00 – 2:00 min.	Where are you and what to do?	<ol style="list-style-type: none"> 1. Welcome students to your station. 2. Introduce the activity by asking students to observe the posters displayed showing good and bad practices in sports. 3. Ask 4 students randomly about what they see on the posters. 	
2:00 – 4:00 min.	Giving advice	Tell students you (Angélica) feel sad because you are not 100% recovered after the injury. Ask them to give advice on how to avoid injuries and promote fair play.	
4:00 – 5:00 min.	Explaining the activity	<ol style="list-style-type: none"> 1. Ask students to gather in their previous groups. Tell them they will be assigned a running lane with sufficient space for them. 2. At the end of the lane there will be a space to organise the question formed through the lane. 3. The first student has to take one of the papers and pass it to the next student who will collect another paper, and run to give those two to the third student, who will gather all the papers together their own papers, and run to give them to the last student who will gather up 5 pieces that make the question. 4. As a group, students organise the question, and when they are ready, they raise their hands to give some advice answering the question. 5. The first group to organise the question and answer it correctly wins the game. 6. Always do a demonstration before starting the real game. 7. Provide a red ring when finishing the activities of the station. 	<ul style="list-style-type: none"> ▪ Lane to run or move in line ▪ Pieces of questions (2 questions per language level) ▪ Red ring
5:00 – 12:00 min.	Relay race Organising the question and answering	Expressions: <ul style="list-style-type: none"> ▪ Ready, set, go! ▪ Please, let me see the piece of paper. ▪ Here is your pencil and paper. ▪ This question is correct/ incorrect! ▪ This answer is correct/ incorrect! ▪ We have a winner! 	
12:00 – 14:00 min.	Closure activity	Create a hashtag promoting fair play using the advice that the students created. Write it on the paper wall.	<ul style="list-style-type: none"> ▪ Paper to create a wall ▪ Masking tape ▪ Colour markers
14:00 – 15:00 min.	Recap	Congratulate students for being creative with the answers, and remind them of what fair play is and how necessary it is in sports. Give them the red ring.	Red rings

Review and conclusions

- If there is enough time, repeat the relay race two or three times. The winner will be the group who wins the most races.
- Invent more problems related to sports for Angélica (e.g. "Sometimes I feel weak after a competition; what should I do?", "It's hard to balance training and study. In your opinion, what is a good strategy?").

Make sure there are no questions about sports or giving advice.

Materials:

Elements to cut and give to students randomly

CARDS A1

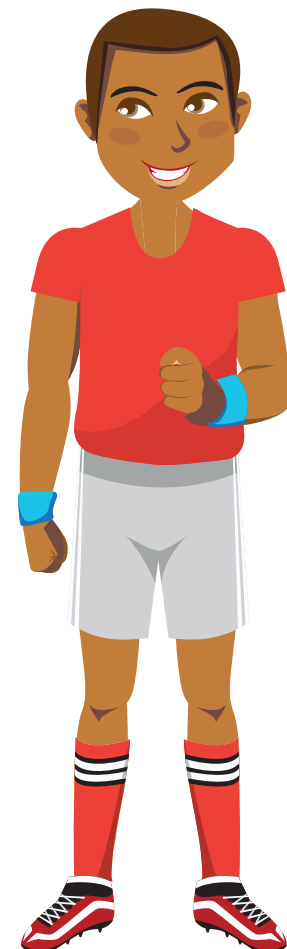
Elements to cut and give to students randomly				5-A1
Are	rules	important	in sports?	
How	can you	be a good	team member?	
What	can you	tell a friends	about good sports practices?	

CARDS A2

Elements to cut and give to students randomly				5-A2
what	is	fair	play	
How	should	I	learn rules?	
Why	would	you	respect opponents?	

CARDS B1

Elements to cut and give to students randomly				5-B1
Would	you	recommend	following all rules?	
Should	cheating	be accepted	to win?	
Why	is it	a good idea	to follow rules?	



Laura's Sporty Dream

Name of the station: Yellow

Participants: One group of 5-7 students.

Timing: 15 min

Key Themes: Body parts and following instructions.

Overview: Students participate in the station to understand what rugby is about. They will pay special attention to the importance of the value of respect after completing the activities in this station.

Aim: Follow instructions to foster the principles of RESPECT.

Your mission: Follow the coach's instructions and get the yellow ring.

Materials:

- Picture of rugby players, rugby ball and pitch / field
- Yellow ring


Setting: The students will be in a space big enough for participants to perform the activities related to the development of the station tasks.

Clue/reward received: Yellow ring for each team.

Introductory chapter script: Hi everyone, I'm David, a friend of Laura's. We share many things as we like to go out and have great times, and we share the same love for sports, but we like different ones. She loves football and that's amazing; in my case, I enjoy other sports more, for example rugby. This sport is not common in Colombia, but I think it could be popular. I play this sport on a Colombian team; it represents respect for others and that's cool. This is important not only in this sport but in all sports you play. Don't you think so? Let's help Laura understand and show others this value and how important RESPECT is in all sports.



Methodology:

Minute	What	Step-by-step	Materials
0:00 - 1:00 min.	Welcome	Make sure none of the students have already done this station.	
1:00 - 2:00 min.	Present the character of the station	Read out the character's script.	
2:00 - 4:00 min.	Students recognise the sport	<p>1. Cultural Agent: explain what the sport is about.</p> <p><i>This sport is a team game played with an oval ball that is kicked, carried, and passed from hand to hand.</i></p> <p><i>On each team, there are 15 players, all of whom respect the rules of the game. Respect is the most important value in this sport; players respect the instructions of the coach, the referee and other players.</i></p> <p>2. Show a picture of the rugby players, rugby ball and pitch / field.</p>  <p>3. Cultural agent says: <i>Now it's time to start practising this sport.</i></p>	Picture of Rugby
4:00 - 8:00 min.	Delivery of the instructions of the activity	<ol style="list-style-type: none"> 1. Divide the group into 2 mini-groups (2 students and 3 students), and ask them to form 2 lines one in front of each other. They need to listen to the instructions and perform them. 2. Students are going to play "the coach says". 3. Give instructions to the group saying "the coach says: touch your _____". 	Coach whistle

4:00- 8:00 min.	Delivery of the instructions of the activity	<p>Students are supposed to follow the instructions and show how they follow them. If necessary model the instruction.</p> <ul style="list-style-type: none"> ▪ The coach says "touch your left knee". ▪ The coach says "give me 10 squats". ▪ The coach says "touch your partner's right ear". ▪ The coach says "jump 10 times". ▪ The coach says "hug the person in front of you". ▪ The coach says "shake hands with 2 partners". ▪ The coach says "say I respect your likes and dislikes". ▪ The coach says "stick your thumbs up". <p>4. Coach will lead a chant for students to follow:</p> <p>Feeling good towards others. Feeling good inside. They go together. Respect and pride. Pride is feeling good about who you are. Pride is feeling you belong. Pride is what you feel when making right choices over wrong. Respect for others' choices. Respect for others' styles. Respect for others all the time, not once in a while.</p>	Coach whistle
8:00-10:00 min.	Expansion	<p>Ask: <i>why is respect important in sports?</i></p> <ul style="list-style-type: none"> ▪ If you show respect in sports, you show respect in all aspects of life. ▪ Respect gives you recognition and good sportsmanship. ▪ You learn how to lose and celebrate others' successes. 	
10:00- 15:00 min.	Closing	<p>Ask the group these questions:</p> <ul style="list-style-type: none"> ▪ What can we say about respect? ▪ What can we tell Laura about this value? ▪ What can you tell others about this sport? <p>Give the students a yellow ring.</p>	yellow ring

Vocabulary and expressions:

A1	<i>Head, eyes, ear, touch, respect.</i>
A2	<i>Hug, knees, respect, give, coach.</i>
B1	<i>Shake hands, sportmanship, competition.</i>

Review and Conclusions

- Where can you foster respect? Can you teach this value to others?

Invitation

You are ready to learn more values for sports. What other values do you know? Let's see.

Materials:

Picture of Rugby



Laura's Sporty Dream

Name of the station: Green

Participants: Group of max 5 students each.

Timing: 15 min

Key Themes: Talk about the importance of balance between mind and body.

Overview: Students are going to be introduced to basketball, its players and their positions in the basketball court. Then, they are going to shoot a ball to a target poster (representing a basket), and they will receive a slip of paper with some words. They need to organize those words to find a message related to the importance of balance between body and mind; they can work as a team to organise the message. When they finish all the positions, they will receive a green ring and will be ready to move on to the next station.

Aim: Use of comparatives to describe values in sports.

Your mission: Score a basket and organise some sentences, finish the activity and obtain the green ring.

Layout:

- The cultural agent will have a place where the target poster can be pasted and students can move and shoot.

Materials:

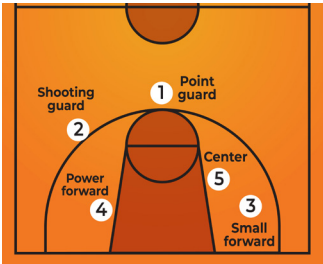
- Ball.
- Basketball court image with positions.
- Target poster: it is an image of a basket so students shoot and score.

Setting: The activity will start at the station with the cultural agent describing who he/she is. The station will have a place with enough space for students to shoot the ball and to rotate according to the positions of the basketball players. The agent needs to paste the target poster for this activity.

Clue/reward received: Green ring for each team.

Introductory chapter script: Welcome, I'm Pili, Laura's friend; I'm 15 years old. In the same way that she likes sports, I love basketball. My team and I work really hard, we study and we spend time with our family and friends. This can be difficult sometimes, so we need to balance our minds and bodies. Basketball teaches us balance in our lives, and because of this, concentration and hard work are important, so we are going to practise basketball together. Let's show Laura how important balance is for sports, and then we can convince others that this value is necessary.

Methodology:

Minute	What	Step-by-step	Materials
0:00 - 1:00 min.	Welcome	Make sure everyone is in the right station, and welcome the students.	
1:00- 2:00 min.	Presentation the character of the station	<ol style="list-style-type: none"> Present your character script. <p>Script: Welcome, I'm Pili, Laura's friend; I'm 15 years old. In the same way that she likes sports, I love basketball. Me and my team work really hard, we study and spend time with our family and friends. This can be difficult sometimes, so we need to balance our minds. Concentration and hard work are important, so we are going to practise basketball together. Let's show Laura how important balance is for sports.</p>	
2:00- 4:00 min.	Introduce students to the sport	<ol style="list-style-type: none"> Ask students these questions according to their level: <ul style="list-style-type: none"> A1: Do you know about this sport? A2: Do you recognise this sport? B1: Have you played this sport? Cultural agent: Say what basketball is about. Well, in basketball we have a team of 5 that plays to score a basket, and they have specific positions. Show the picture of the basketball court and point out the positions of the players. <u>Point guard</u>: advances to the basket <u>Shooting guard</u>: offensive <u>Small forward</u>: defensive <u>Power forward</u>: scores <u>Center</u>: defends and scores  <ol style="list-style-type: none"> Cultural agent says: Remember that basketball teaches you to control your body and to concentrate. Let's play some basketball. 	Image of the basketball court with the positions

4:00 - 8:00 min.	Explain the activity	<ol style="list-style-type: none"> 1. Assign students different basketball positions (positions from different places). 2. They are going to shoot and try to score from the assigned positions. 3. If they score, they get a card with one of the letters in the word BALANCE. Students cannot show the letter they receive to their team-mates. 4. Once they obtain the 7 letters as a team they create the word and with their bodies and supplies available they create the word again. 	<ul style="list-style-type: none"> ▪ Ball ▪ Hoop ▪ Cards with each of the letters of the word
8:00 - 12:00 min.	Expansion	<p>Now, ask the questions:</p> <ul style="list-style-type: none"> ▪ Is it easy to focus / concentrate? ▪ How can we have balance in our lives? <p>Let students come up with their ideas.</p>	
12:00 - 15:00 min.	Closing	<p>Tell the audience that this value will take you to the next level to be the best at sports.</p> <p>Give the students a yellow ring.</p>	Yellow ring

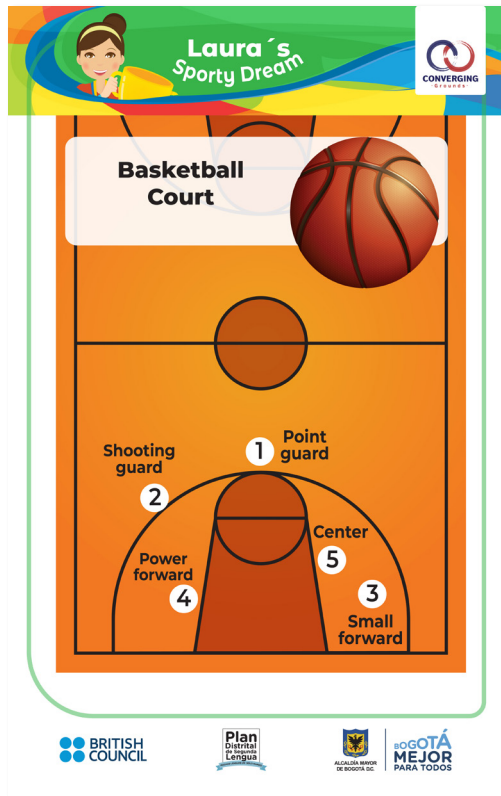
Vocabulary and expressions:

A1	<i>practise, head, eyes, hands, legs, jump, balance.</i>
A2	<i>run, walk, basketball court, training, combination.</i>
B1	<i>jog, bounce, shoot, waist, substitute, friendship, increase.</i>

Review and Conclusions

- If there is enough time, ask students in which other contexts they need “balance” in their lives? Other sports, classes at school?
- Would you like to play this sport?

Materials:



Set of slips with scrambled sentences

4.1 Set of slips with disorganised sentences.

to keep you active	is the best way	Daily exercise
Team work	individual work	is more important than
is harder than	Mind and body training	just playing
training combination	is the best	Mind and body training
Basketball	for collaborative work	is the best sport
is more powerful than	the body	The mind
is the most powerful	Value	Balance
Basketball increases	friendship relationships	the closest

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 dispositivas



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/laura-s-sporty-dream>

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6. Ficha técnica para Laura's Sporty Dream

Narrativa	Laura's Sporty Dream
Objetivo Comunicativo	Intercambia información sobre temas académicos del entorno escolar y de interés general a través de conversaciones sencillas, diálogos y juegos de roles. (DBA, 2016)
Objetivo lingüístico	Explica las ideas de un texto oral o escrito acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones. (DBA, 2016)
Componente intercultural	Los estudiantes estarán expuestos a situaciones que les permitirían reflexionar frente a variados aspectos, tales como los valores o fortalezas para practicar deportes siguiendo ejemplos de deportistas internacionales.
Recordatorio- MCER Y DBA	<p>A1:</p> <p>MCER: Es capaz de comprender y utilizar expresiones cotidianas de uso muy frecuente, así como frases sencillas destinadas a satisfacer necesidades de tipo inmediato. 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, con claridad y esté dispuesto a cooperar.</p> <p>DBA: Explica el porqué de planes y acciones relacionadas con su entorno personal, escolar y comunitario. Reconoce relaciones de causa y efecto en lecturas cortas sobre temas académicos. Resume la información que ha leído o escuchado sobre temas relacionados con su entorno escolar y académico. Intercambia información sobre temas del entorno escolar y de interés general en una conversación.</p> <p>A2:</p> <p>MCER: Es capaz de comprender frases y expresiones de uso frecuente relacionadas con áreas de experiencia que le son especialmente relevantes (información básica sobre sí mismo y su familia, compras, lugares de interés, ocupaciones, etc.). 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: Distingue información general y específica en textos de opinión y discusiones orales y escritos sobre temas conocidos. Explica las ideas de un texto oral acerca de temas de su interés o que le son familiares a partir de su conocimiento previo, inferencias e interpretaciones Intercambia opiniones sobre situaciones de interés personal, escolar o social. Responde preguntas e inquietudes después de hacer una exposición oral sobre temas generales o académicos de interés.</p>

B1:

MCER: Es capaz de comprender los puntos principales de textos claros y en lengua estándar, si tratan sobre cuestiones que le sean conocidas, ya sea en situaciones de trabajo, de estudio o de ocio. Sabe desenvolverse en la mayor parte de las situaciones que pueden surgir durante un viaje por zonas donde se utiliza la lengua.

Es capaz de producir textos sencillos y coherentes sobre temas que le sean familiares o en los que tenga un interés personal. Puede describir experiencias, acontecimientos, deseos y aspiraciones; así como justificar brevemente sus opiniones o explicar sus planes.

DBA: Identifica el propósito de textos orales y escritos de mediana longitud relacionados con temas de interés general y de su entorno académico y los comparte con otros.



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