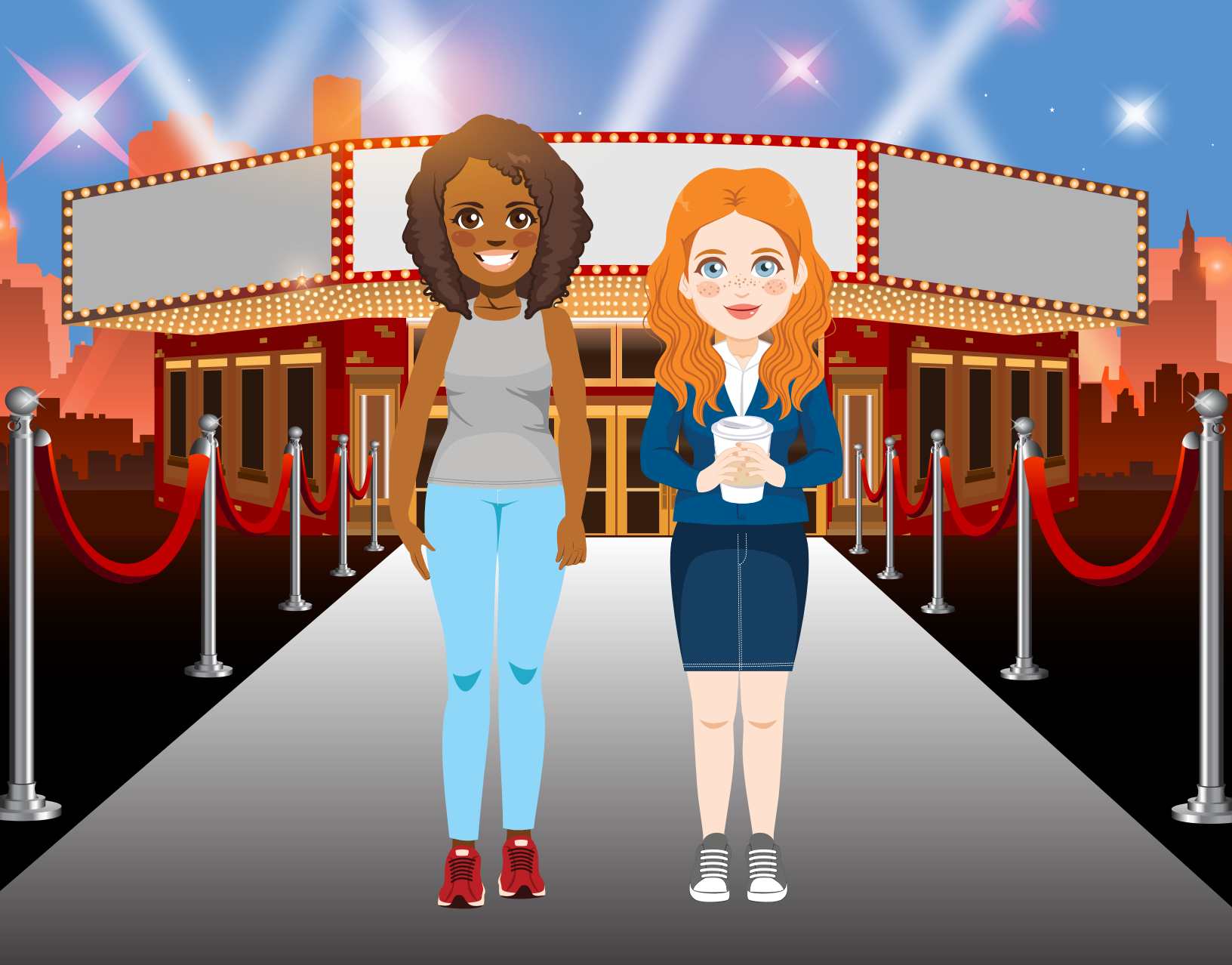


Presentación de la Narrativa 4: Saving the local cinema



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Converging Grounds

Narrativa 4

Saving the local cinema

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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.

Tabla 1. Participantes de la Narrativa 4

1.3 Personajes de la Narrativa 4

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






	Personaje	Descripción
	<p>Julia</p>	<p>Este personaje es una adolescente que, al igual que su amiga Melissa, le encanta chatear con amigos, salir a comer, jugar videojuegos, entre otros. Sin embargo, ir al cine no está dentro de sus pasatiempos.</p>
	<p>Melissa</p>	<p>Es la mejor amiga de Julia, hace casi las mismas actividades que ella. Le gusta la música y pasar tiempo conectada a las redes sociales. A ella no le llama la atención ir a cine</p>
	<p>Don Simón</p>	<p>Este personaje es el dueño de una sala de cine que está en riesgo de quiebra por falta de personas que vayan a ver las películas que se proyectan allí. Se encuentra con Melissa y Julia en la entrada y las convence para conocer un poco sobre el cine.</p>
	<p>Danna</p>	<p>Es la vendedora de snacks en el cine, a ella le gusta mucho el cine y quiere ayudar a Don Simón a convencer a Julia y a Melissa de que el cine puede ser un buen pasatiempo</p>
	<p>John</p>	<p>Es el acomodador en el cine, ha visto muchas películas, y quiere convencer a Julia y a Melissa de que ir al cine es una actividad enriquecedora, él les describe algunas escenas de películas que ha visto.</p>

Tabla 2. Personajes de la Narrativa 4

2. Fases de la Narrativa 4

Cada narrativa tendrá tres fases: Storytelling, Storyliving y Mediación digital. A continuación, se explicará cómo se trabajarán estas fases en la Narrativa 4.

1

Storytelling

La institución educativa recibirá un set de 5 afiches.

Cada pieza representará un género cinematográfico (animación, romance, terror, acción y comedia). Los estudiantes descubrirán los géneros a partir de imágenes alusivas y títulos incluidos en los carteles. Se espera que con ayuda de los afiches los estudiantes se familiaricen con el tema del cine, películas famosas y actores que se trabajarán en el Storyliving.

2

Storyliving

Los estudiantes visitarán diferentes estaciones; para ello se conformarán tres equipos de 5 a 7 integrantes. Cada estación representará un personaje e incluirá temas relacionados con el cine y aspectos culturales destacados en cada estación.

Los estudiantes realizarán actividades orientadas a adquirir conocimientos sobre cinematografía (géneros, actores películas, entre otros). Cada estación desarrollará actividades que fomenten la comunicación e interacción. Para esto los estudiantes deberán adivinar, describir y representar historias de películas. Esto ayudará a Don Simón a convencer a Julia y a Melissa de ir al cine como una actividad de esparcimiento enriquecedora y diferente.

3

Mediación digital

Julia y Melissa descubrirán aspectos interesantes sobre cinematografía después de ir con Don Simón y los empleados del cine. Se convencerán de que el cine puede ser una buena actividad de tiempo libre y ayudarán a Don Simón a atraer a más público para que no se cierre la sala.

Gráfica 1. Fases de la Narrativa 4

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 4 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.

Cada afiche representa un género cinematográfico y contiene los elementos relacionados a continuación.



CONVERGING
-Grounds-

**THERE'S NO ESCAPE,
I'LL CATCH YOU**

BRITISH COUNCIL

Plan
Distrital
de Segunda
Lengua

ALCALDÍA MAJOR
DE BOGOTÁ D.C.

**BOGOTÁ
MEJOR
PARA TODOS**

**This makes me
crack up!**

CONVERGING
-Grounds-

BRITISH COUNCIL

Plan
Distrital
de Segunda
Lengua

ALCALDÍA MAJOR
DE BOGOTÁ D.C.

**BOGOTÁ
MEJOR
PARA TODOS**

**This is so
hilarious!**

CONVERGING
-Grounds-

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de Segunda
Lengua

ALCALDÍA MAJOR
DE BOGOTÁ D.C.

**BOGOTÁ
MEJOR
PARA TODOS**

3.2 Guía para docentes Fase *Storytelling*

Saving the local cinema



Dear teacher,

I'm Simón, the owner of a cinema, and I've been its administrator for a long time too. These days people do not go to the cinema as much as before because they find films on the internet or somewhere else, which causes me financial difficulties; I'll probably have to close my business. I ran into Julia and Melissa at the entrance of the cinema some time ago. They are two teenagers, who do not go to the cinema very often, and I want them to learn about the magic behind films so that they can teach their teenage friends about them; maybe they could all come together? However, I need some help to teach them, so they can come. Well, I have to think of interesting characteristics of films, in order to catch their attention. Would you help me?

Step 1 - What do students know about music?

In order to activate students' previous knowledge of films write on the board names of movies that are popular. Ask them to tell you the names of the characters, setting, kind of movie and all the information they remember about the films. You can guide the activity with these questions:

- Do you like movies?
- What movies have you seen recently?
- Do you remember the characters?
- Why do you like them? What are the stories in the film?
- Do you know about more films?

Step 2 - What do I know about movies?

- Ask students to get into groups of maximum 3 people.
- Ask students to visit the places where the posters are and tell them to analyse the images included in them.
- Show students the chart they need to complete after analysing the images. They need to guess the genre of the movie in the poster, the elements (masks, cameras, hearts, etc.).
- Ask your students to complete the chart as follows:

	Genre	Representative elements	Examples of movies
Poster 1			
Poster 2			
Poster 3			
Poster 4			
Poster 5			

Complete the chart on the board with students' contributions.

After that, ask students to keep working on their charts if they are missing information. Then ask them to think of their favourite movie, the main characters and the story. They need to write a few words so they can tell their partners about it. Provide students with some expressions for this last communicative activity.

My favourite movie is...

The main characters are...

The story is about...

I like this _____ because _____.

A1 Students may write only key words or short phrases. Accept this outcome as long as they cope with the task.

A2 Students may write complete sentences using a larger variety of tenses and sufficient control in terms of vocabulary and agreement; some inaccuracy may occur.

B1 Students are expected to write with more elaboration. Their repertoire is likely to be wider in terms of lexical resources and variety of structures.

Step 3 - The best film! Can you remember the scenes?

Tell students that they have a short assignment to do at home:

Students will draw or describe their favourite scene from a movie. They need to say why that part is their favourite and they will try to convince others to watch their movies.

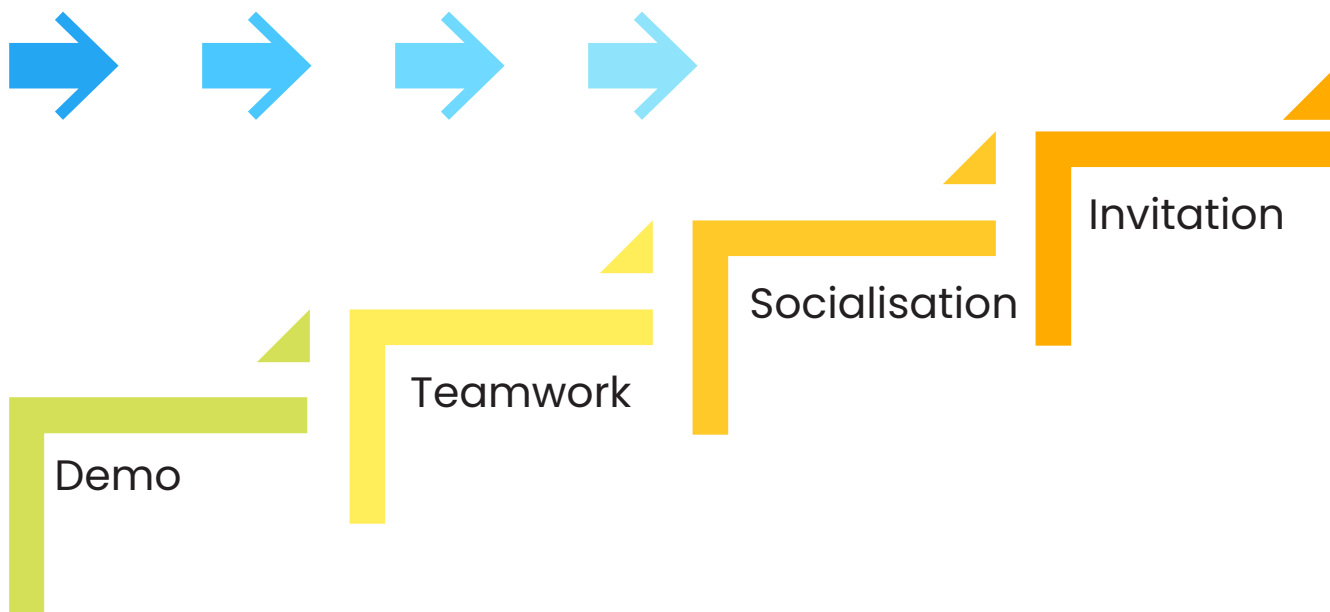
Ideas for Teachers

- Do a walking tour around the school and help students gather important information by asking them questions like. So, “what do you think the genre of this poster is about? Do you know anything else about it?”
- After the walking tour, draw the chart on the board and elicit information from students about what they saw in the posters (action, romance, animation,, comedy and horror) masks, monsters, cameras, popcorn, heart, flowers, laughter, boxes of chocolate, superheroes).
- After you finish completing the chart, ask your students about other movies they know about in other genres.
 - Do you like romantic movies?
 - Who’s your favourite actor/actress?
 - Which movies don’t you like?
 - What’s the best movie you recommend?
 - Would you like to be an actor?
- With more advanced students, ask more elaborate questions using the structures you are learning in class at the moment.
- Teach or review vocabulary and expressions related to movies and to giving an opinion.

A1	<p>Vocabulary: camera, movie, action, chairs, crazy, funny, horrible, drawing, cartoon, clothes, cinema.</p> <p>Communication: Expressions for expressing and justifying opinions:</p> <ul style="list-style-type: none"> ▪ I think that ... ▪ I believe (that) ... ▪ I really like/I don't like... ▪ In my opinion... / My opinion is ... <p>Tenses: verb + ing (like/hate/love) - <i>I love watching action films.</i> can/can't (abilities) - <i>I can't understand horror movies.</i> going to (plans) - <i>we are going to the movies tonight.</i></p>
A2	<p>Vocabulary: actor, animation, description, fashion, laugh, camera roll, movie theatre, musical, police.</p> <p>Communication: Expressions justifying opinions:</p> <ul style="list-style-type: none"> ▪ I guess/imagine ... ▪ I strongly believe that ... ▪ For me this is... ▪ My personal opinion is that... <p>Tenses: Present perfect: <i>Have you ever been to the cinema with your friends? / I haven't watched _____ yet.</i> Past simple <i>I watched many action movies.</i> Future will/going to <i>What movie will be popular in the next few months?</i></p>
B1	<p>Vocabulary: battle, prefer, celebrity, comedy, couple, criminal, horror, humour, mystery.</p> <p>Communication: Expressions justifying opinions:</p> <ul style="list-style-type: none"> ▪ To be honest / In my honest opinion. ▪ I could be wrong, but ... ▪ I'm positive that ... ▪ I'm pretty sure that ... ▪ Some people may disagree with me, but ... <p>This is just my opinion, but ...</p> <ul style="list-style-type: none"> ▪ I think so too! ▪ I think you are absolutely right! <p>Grammar: Imperatives, reported speech, conditionals, present perfect continuous, passive voice.</p> <p>Modal verbs: Could, would, should, may, might, must, mustn't.</p>

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 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

En la Narrativa 4, se presentan Julia, Melissa y Don Simón ante los participantes de la jornada. Julia y Melissa encuentran un antiguo cinema en su ciudad, y notan a Don Simón muy triste y pensativo pues la sala de cine donde él trabaja va a ser clausurada porque no tiene suficiente audiencia. Allí también están Danna y John, quienes trabajan vendiendo snacks y acomodando personas en el cine respectivamente, ellos también aman el cine y quieren llevar a Julia y a Melissa a que descubran esta forma de expresión audiovisual.

Agente cultural: Guys, do you like going to the cinema? What's your favourite film? What is your favourite film genre? Have you been to the cinema lately? Do you prefer going to the movies or watching Netflix? Be honest please! I love movie theatres, you know why? Because I love the smell of popcorn, and drinking sodas with friends. Also, I love the sound in the multiplex and I have my own 3D glasses for action and fantasy films. So, guys, today we will see how much you know about films and the cinema. (The cultural agent introduces Don Simón, the agent of Film Genres).

Don Simón: (Looking sad and worried) Oh no! My cinema is going to close, I love movies, but people are just not coming... I would like to invite you to my station so that you can learn about film genres and about the film industry.

Danna Hi guys, I also work at the cinema. I work at the counter, selling popcorn, sodas and sweets. Do you like having popcorn when you go to the cinema? Do you prefer hot dogs? What do you know about famous films? We will see, in this station we will play charades.

Julia: I was not very interested in films, but I have learnt a lot about them and now I would like to make a film. I think knowing about movie production could save the cinema. Let's start by learning about storyboards, which are illustrations of the ideas for the films. Hope you like drawing!

Melissa: Hello friends! I am Melissa. At the beginning I was not very interested in the film industry but after talking to the people from the cinema I got into it. Would you like to know how a day in the life of an actress/actor is? Their daily routine is amazing!!!

John: I'm John, I also work at the cinema. I am a film buff. I would like to show you about the most iconic film shots in history. Let's see if you have good visual memory, be ready to act!

Agente cultural: Wow, that sounds fun! (Asks the students) Would you like to come with us to learn more about films and filmmaking? How about we start off by trying to recognize the film genre? Please close your eyes for a moment and listen to the music. What type of film does the music belong to?

El agente cultural da las instrucciones, los estudiantes escuchan sonidos alusivos y deben reconocer el género.

Audio:

- Se escucha una persecución de autos, una frenada de auto y un helicóptero (action films).
- Se escucha música de suspenso y un grito de terror (horror films).
- Se escuchan risas y música de que alguien se cae (comedies).
- Se escucha una conversación entre un hombre y una mujer, se puede evidenciar que están llorando por un amor imposible (romantic).
- Se escucha una nave espacial y sonidos intergalácticos (Sci-Fi).

Al finalizar esta dinámica, el docente de inglés o la persona de la institución a cargo de la actividad debe dar las instrucciones a los estudiantes para que se dirijan hacia la estación correspondiente al su color de manilla.

Teamwork

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

El/la coordinador/a logístico/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 si creen que a Julia y Melissa ahora les gusta más el cine, si lograron convencer a sus compañeros de la institución educativa de ir al cine y si creen que el antiguo cinema del barrio se va a salvar.

Invitation

Don Simón, Danna y John agradecen a todos los participantes por haber estado activos durante la jornada, pero les dicen que, desafortunadamente, aún no han logrado salvar el viejo cine del barrio, aunque es posible que haya aún otras estrategias para salvarlo. Así que les piden a los estudiantes que ingresen a la mediación digital y sigan aprendiendo sobre cine e invitando a sus amigos a visitar el teatro de don Simón para ver si logran mayores audiencias.

4.2 Teamwork – Estaciones Narrativa 4

Saving the local cinema

Name of the station: Film Genres

Participants: 3 groups of 5-7 students.

Timing: 15 min.

Key themes: Cinema.

Overview: Students are going to get to know about the cinema industry and describe scenes from their favourite films.

Aim: Participants give their opinion about film genres and recognize their most iconic characters. They will reflect on respecting each other's opinion.

Layout: Tables where material can be displayed, posters showing the film genres.

Materials:

- Film genre cards.
- Clothes for dressing up.
- Temporary make-up.
- Poster of an old broken-down cinema.
- Fly swatters.

Setting: Location with a desk where the agent can put the material for easy access, so students can use the material for the activity.

Clue/reward: Students will receive a paper that says: "Films, films, films"

Introductory Chapter script: Don Simón is the administrator of the old neighbourhood cinema– the agent can wear a vest and formal trousers.

(Looking very sad and worried) ...Hi there! I am Don Simón, the administrator of an old cinema that is about to close. People do not come to this cinema anymore. Maybe this cinema is too old and I will lose my job. I would like to show you the cinema; it is very interesting.

Methodology:

Time	What	Step-by-step	Materials
0:00 - 2:00 min.	Welcome students	Start off by asking students in the groups to write down as many film genres as they can. They have 1 min. The longest list gets a point.	<ul style="list-style-type: none"> ▪ 1 Paper and pencil per group ▪ timer
2:00 - 4:00 min.	Present the character	<p>If you are male: present your script and perform the character.</p> <p>If you are female: tell participants how he feels. Describe what he says.</p>	
4:00 - 6:00 min.	Introduction of the activity	Agent says he/she likes horror films, but the other disagrees with him/her; the other agent likes romance. They seem to have an argument but in the end they come to an agreement, they say it is their opinion and decide to look at different film genres instead.	<p>Poster with expressions:</p> <p>I like I really enjoy I don't like I prefer I would never watch a _____ film</p>
6:00 - 12:00 min.	Instructions for the activity	<p>Ask students to sit on the floor for a moment. They will listen to descriptions of 5 films/genres. They have to guess the genre and the film:</p> <p>Give students some expressions:</p> <p>I think it is _____ I am not sure, but it could be _____ I guess it is _____</p> <p>Descriptions of film genres</p> <ol style="list-style-type: none"> 1. In this type of film, the main character is walking along an empty street. The audience knows s/he is scared and knows someone is following her/him. 2. In this type of film, the main character is driving a fast car on a busy street. Another person is chasing him on a fast motorbike. 3. In this type of film, the characters are looking into each other's eyes and whispering how much they love each other. They are in love. 4. This film's star is a 12 year-old boy who wants to be a singer and guitar player, but his family does not accept it. He decides to look for his great grandfather, a famous musician, in the Land of Death to follow his dream, not knowing that a great adventure and discovery will change his life. 	

6:00 - 12:00 min.	Instructions for the activity	<p>5. Kate Winslet plays an upper-class woman who falls in love with a poor artist. The story takes place aboard a ship that hits an iceberg and sinks. In the end, Kate Winslet's character, Rose, survives but the poor artist, who is played by Leonardo DiCaprio, dies.</p> <p>Descriptions can be shortened according to the level of the students.</p> <p>The swatters are placed in the middle. When the students have listened (they have to wait until the end), a different student from each group has to run to swat the correct card on the wall. They only have one opportunity. Allow 1 min for students to think before they stand up and run. If they guess the genre they get a point.</p> <p>Now the agent gives each group the description and they have to stand up and act out the description as a group. They may dress up as well and then get ready for a selfie.</p> <p>Cultural Agent:</p> <p>Remember that our friends like different things. Let's give them the opportunity to show us what they like.</p>	<ul style="list-style-type: none"> ▪ Fly swatters ▪ Cards with names of film genres around the classroom
12:00 - 14:00 min.	Closing	<p>Ask students these questions:</p> <ol style="list-style-type: none"> 1. What type of films do you prefer? 2. Who do you go to the movies with? 3. Do you always think like your friends? 4. Was it fun to act out the descriptions? <p>Give students these expressions for the interaction:</p> <p>A1: I like/ I prefer/ I love/ I hate / I go to the movies with...</p> <p>A2: People don't always like the same, for example...</p> <p>B1: It's a matter of your personality.</p> <p>You can choose what to like.</p>	Poster with expressions
14:00-15:00	Invitation	<p>You need to accept others' likes and dislikes. It is totally OK to like different things; the most important part is to respect others.</p> <p>Now you know a bit more about film genres.</p> <p>Go to the next station and keep having fun!</p>	

Vocabulary and expressions:

A1	There is/there are. The woman is ...(ing)/ I like ____ / I prefer ____ / I don't like ____.
A2	Film industry vocabulary. The movie is about ... I like the movie because ...
B1	The best part of the movie is when.../ The film is set in./ The story is about...

Review and Conclusions

If you have enough time, give students more vocabulary about films (e.g. password)

Materials

Poster with Expressions

CONVERGING Grounds

Film Genres

Expressions for interaction

I really enjoy _____
 I don't like _____
 I would never watch _____
 I think it is _____
 I am not sure but I could be _____
 I guess it is _____

Expressions

I like/ I prefer/ I love/ I hate../ I go to the movies with.

People have different likes, for example...

It's a matter of your personality. You can choose what to like.

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Set of cards of animation

THRILLER GENRE

ACTION

DOCUMENTARY

ANIMATED

Romantic

Comedy

HORROR

SCI - FI

Saving the Local Cinema

Name of the station: Act It Out!

Participants: 5 groups of 5–7 students.

Timing: 15 min.

Key themes: Cinema.

Overview: Students are going to get to review the famous films and guess which films had the famous quotations.

Aim: Participants talk about films and identify their most iconic scenes. They will reflect on team work.

Layout: Tables where material can be displayed.

Materials:

- A poster with expressions for guessing.
- A sign for the station that looks like those of game shows.
- A small board to keep score.
- A paper loudspeaker (so that the agent can say: Lights, camera, action!).

Setting: Posters on the wall.

Clue/reward: Students will receive a piece of paper that says: Such a good actor/actress!

Introductory chapter script: Danna works at the cinema selling popcorn and candies. She is a film lover and she wants to be an actress– the agent can wear a vest and formal trousers like a cinema cashier.

Hi, guys! I also work at the cinema. I work at the counter selling popcorn, drinks and sweets. Do you like having popcorn when you go to the cinema? Do you prefer hot dogs? I work at the cinema because I love films and I want to become an actress. What do you know about famous films? Can you remember what the characters say? Let's see how many famous lines you can remember!

Methodology:

Time	What	Step-by-step	Materials
0:00 -1:00 min	Welcome students	Welcome students and give them a short description of the main activity of the station and the reward they will get.	
1:00 - 3:00 min.	Present the character	If you are male: tell participants how Danna feels. Describe what she says. If you are female: read the script.	
3:00 - 5:00 min.	Introductory activity	Start off by asking students to stand in a circle and explain they will take a quick acting lesson. They have to do as they are told, so they will make the gestures the agent says (Danna says you have to mime: You are happy, you are sad, you are crying...). Then, tell the students that body language is also important and they are going to mime some actions related to routine (especially the probable routine of an actor/actress, they may include actions like: you are exercising, you are giving an interview, you are walking on the red carpet). The other agent can write down the phrases on the board as well.	Poster with expressions: I think it is... I guess it is... The film is...
5:00 - 6:00 min.	Instructions for the activity	The agent says it is important to work as a team, to help each other, not to blame the other if something goes wrong and to work collaboratively, not just looking around while the others work. Tell students you will read questions and they have to choose answers as a team. If the team can guess the name of the film, give them one point and ask a couple of follow up questions. If the team cannot guess, give them a short physical penalty (for example, jump ten times, do 5 squats, etc).	
6:00 - 12:00 min.	The activity	Have students form the teams and take turns asking a question. The team will listen to the question and get 30 seconds to answer. Review some expressions with the students and ask them to use them to give their answers. The expressions are: I think it is _____. I am not sure but it could be _____. I guess it is _____.	

6:00 - 12:00 min.	The activity	<p>Model an example:</p> <p>What film is the line "My name is Maximus Decimus Meridius, commander of the Armies of the North" taken from?</p> <p>a. Robin Hood b. Gladiator c. Kingsman</p> <p>The questions are in the annex.</p> <p>Cultural Agent:</p> <p><i>Did you work as a team? How can you help each other when you are working as a team? Did you help each other in this activity? Did you have fun?</i></p>	<ul style="list-style-type: none"> ▪ Cut out phrases in a bag/bowl ▪ Speaker made of cardboard
12:00 - 14:00 min.	Closing	<p>Ask students these questions:</p> <ol style="list-style-type: none"> 1. What are your top three films? 2. Do you always help each other when you work as a team? 3. How can you be a good team player? <p>Give students these expressions for the interaction:</p> <p>A1: I like _____ /I helped my team by...</p> <p>A2: Team members sometimes....</p> <p>B1: Good teams work well together when....</p>	Poster with expressions
14:00 - 15:00 min.	Invitation	<p>You need to help each other when you are in teams. Games are not only about winning but also about having fun and making friends. One can feel bad when the others do not participate or they keep arguing all the time.</p> <p>Thanks for participating in these charades. You are such good actors and actresses.</p> <p>Go to the next station and continue having fun!</p>	

Vocabulary and expressions:

A1	Identifying events happening at the moment.
A2	Identifying and describing events happening at the moment.
B1	Giving opinions about events happening at the moment.

Genre	Famous line	Answer
Romance	What film is the line <i>"Maybe 'okay' will be our 'always.'"</i> taken from? a. Titanic b. 50 First Dates c. The Fault in Our Stars	The Fault in Our Stars
	What film is the line <i>"A woman's heart is a deep ocean of secrets."</i> taken from? a. The Fault in Our Stars b. Titanic c. 50 First Dates	Titanic
Horror	What film is the line <i>"Do you like scary movies?"</i> taken from? a. The Exorcist b. A Nightmare on Elm Street c. Scream	Scream
	What film is the line <i>"What an excellent day for an exorcism."</i> taken from? a. The Exorcist b. A Nightmare on Elm Street c. Scream	The Exorcist
Comedy	What film is the line <i>"You are, without doubt, the worst pirate I've ever heard of."</i> taken from? a. School of Rock b. Zoolander c. Pirates of the Caribbean	Pirates of the Caribbean
	What film is the line <i>"One great rock show can change the world."</i> taken from? a. School of Rock b. Zoolander c. Pirates of the Caribbean	School of Rock
Action	What film is the line <i>"Are we talking or are we racing?"</i> taken from? a. Batman b. Gladiator c. The Fast and the Furious	The Fast and the Furious
	What film is the line <i>"Why so serious?"</i> taken from? a. Batman b. Gladiator c. The Fast and the Furious	Batman

Animation	<p>What film is the line <i>"Hakuna Matata it means no worries for the rest of your days."</i> taken from?</p> <p>a. Frozen b. Madagascar c. The Lion King</p>	The Lion King
	<p>What film is the line <i>"I like to move it. Move it. You like to move it."</i> taken from?</p> <p>a. Frozen b. Madagascar c. The Lion King</p>	Madagascar

Materials

Poster with Expressions

Act it out

Expressions for Guessing
 I think it is _____.
 I guess it is _____.
 I am not sure but it could be _____.

Expressions for the interaction
A1: I like _____/I helped my team by...
A2: To be a successful actor you have to be _____
B1: Good teams work well together when....

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Cut out phrases

<p>What film is the line <i>"Maybe 'okay' will be our 'always.'"</i> taken from?</p> <p>A. Titanic B. 50 First Dates C. The Fault in Our Stars</p>	<p>What film is the line <i>"A woman's heart is a deep ocean of secrets."</i> taken from?</p> <p>A. The Fault in Our Stars B. Titanic C. 50 First Dates</p>
<p>What film is the line <i>"Do you like scary movies?"</i> taken from?</p> <p>A. The Exorcist B. A Nightmare on Elm Street C. Scream</p>	<p>What film is the line <i>"What an excellent day for an exorcism."</i> taken from?</p> <p>A. The Exorcist B. A Nightmare on Elm Street C. Scream</p>
<p>What film is the line <i>"You are, without doubt, the worst pirate I've ever heard of."</i> taken from?</p> <p>A. School of Rock B. Zoolander C. Pirates of the Caribbean</p>	<p>What film is the line <i>"One great rock show can change the world."</i> taken from?</p> <p>A. School of Rock B. Zoolander C. Pirates of the Caribbean</p>
<p>What film is the line <i>"Are we talking or are we racing?"</i> taken from?</p> <p>A. Batman B. Gladiator C. The Fast and the Furious</p>	<p>What film is the line <i>"Why so serious?"</i> taken from?</p> <p>A. Batman B. Gladiator C. The Fast and the Furious</p>
<p>What film is the line <i>"Hakuna Matata it means no worries for the rest of your days."</i> taken from?</p> <p>A. Frozen B. Madagascar C. The Lion King</p>	<p>What film is the line <i>"I like to move it. Move it. You like to move it."</i> taken from?</p> <p>A. Frozen B. Madagascar C. The Lion King</p>

Saving the local cinema

Name of the station: Storyboarding

Participants: 3 groups of 5-7 students.

Timing: 15 min.

Key themes: Cinema.

Overview: Students are going to create stories for films with the help of storyboards.

Aim: Participants create and tell stories or films. They will reflect on the importance of creativity.

Layout: Tables where material can be displayed, posters showing storyboards and sketches.

Materials:

- Posters with storyboards.
- Paper and pencil per group.
- Storyboards to complete.
- Dictionary (optional).

Setting: Location with a desk where the agent can put the material for easy access, so students can use the material for the activity.

Clue/reward: Students will receive a paper that says: Ta da!! (with the image of someone who has just expressed their great ideas visually).

Introductory chapter script: Julia is Melissa's friend and earlier, she was not interested in watching films or going to the cinema, but now she has met the people from the cinema and she wants to help them save it. She thinks a good idea is to start a competition about film stories by creating storyboards. – The agent can dress like a school girl.

(I am Julia. I was not very interested in films, but I have learnt a lot about them and now I would like to create a film; I think this can help my friends Don Simón, Danna and John to save the cinema. We will start with storyboards that are illustrations of the ideas for the films. Hope you like drawing!).

Methodology:

Time	What	Step-by-step	Materials
0:00 - 3:00 min.	Welcome students	<p>Start off by asking students to make two groups: in each group they need to say the names of as many films as they can. You can give them one category each time (names of horror films, names of action films, names of comedies, names of romantic films, etc.) They have 1 min to think. The longest list scores a point. Don't worry about the spelling of the names of films.</p> <p>Model one category e.g. Sci- Fi films (write down the names of films of the board) and give two points if they know the name in English.</p>	One piece of paper and pencil per group
3:00 - 4:00 min.	Present the character	<p>If you are male: tell participants how Danna feels. Describe what she says.</p> <p>If you are female: read the script.</p>	
4:00 - 6:00 min.	Introduction of the activity	<p>Elicit examples of creative people they may know: e.g. Leonardo da Vinci, Pautips, etc.</p> <p>Write a list on the board.</p> <p>Agent asks students if they are very creative. Is creativity important? Why?</p>	Markers
6:00 - 12:00 min.	Instructions for the activity	<p><i>You are going to be screenwriters.</i> Students will create stories with the help of storyboards as the first part of a creative process for a film.</p> <p>The agent shows a very basic storyboard (e.g. https://www.wikihow.com/create-a-storyboard) so they know what that means).</p> <p>The agent will give out the storyboards and they will have to create the dialogues and the last two scenes. They can decide if their story is for a comedy, a horror film, etc. Agents need to circulate to help with the dialogues.</p> <p>Write on the board:</p> <p>Suggesting ideas:</p> <ul style="list-style-type: none"> ▪ I have an idea... ▪ A good idea is.. ▪ What about ..? ▪ What do you think about...? 	<ul style="list-style-type: none"> ▪ Storyboards ▪ Pencils/ colours ▪ Dictionaries

6:00 - 12:00 min.	Instructions for the activity	<p>These expressions help students use English during the activity.</p> <p>(The stories need to be created as in these examples: the last two scenes are for students to create).</p> <p>Students post their storyboards on the walls around the classroom/place and the others walk around to choose the most creative/ the most artistic/ the funniest.</p> <p>Cultural Agent:</p> <p><i>Is it easy to be creative? How can you increase your creativity? Do you think being a screenwriter is easy?</i></p>	<ul style="list-style-type: none"> ▪ Storyboards ▪ Pencils/ colours ▪ Dictionaries
12:00 - 14:00 min.	Closing	<p>Ask students these questions:</p> <p>Did you all participate in the storyboard?</p> <p>Were your stories very creative?</p> <p>Did you like your partners' storyboards? What were your sources of inspiration?</p> <p>Give students these expressions for the interaction:</p> <p>A1: I helped my team by...</p> <p>A2: Another creative ending/beginning/plot to the story could be...</p> <p>B1: I could have helped more...</p>	Poster with expressions
14:00 - 15:00 min.	Invitation	<p>Creativity is an important 21st century skill. You need to exercise it every day.</p> <p>Thanks for participating in the storyboarding creative process. Hope your ideas go to the big screen one day! You never know!!!</p> <p>Go to the next station and continue having fun!</p>	

Vocabulary and expressions:

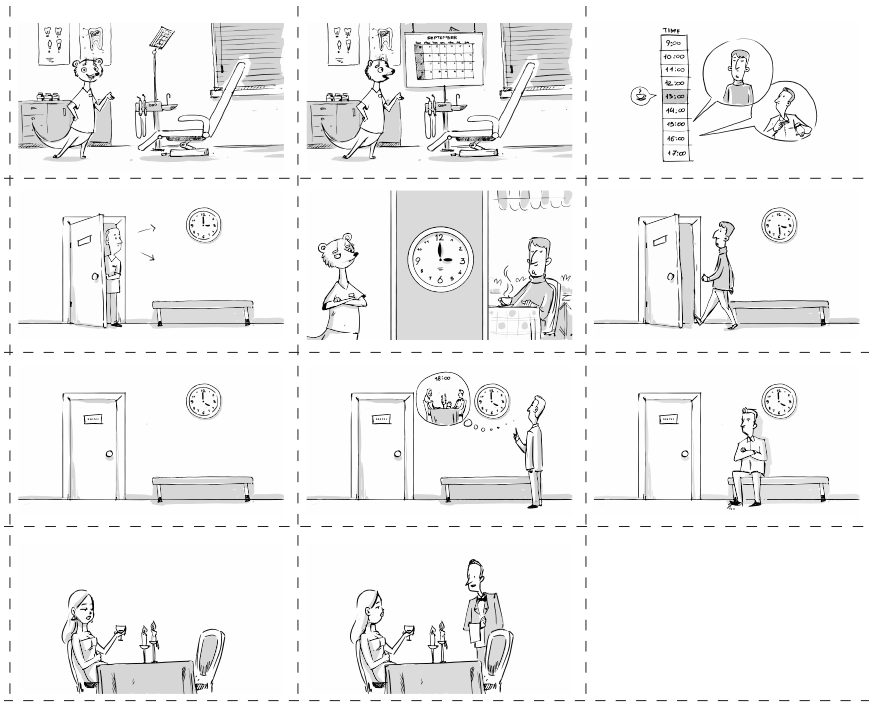
A1	Describing past experiences and storytelling basic discourse markers.
A2	Describing past experiences and storytelling using a variety of past tenses (past simple/ past continuous).
B1	Describing past experiences and storytelling.

Materials:

A basic storyboard



Images to cut out



Saving the local cinema

Name of the station: What a day!

Participants: 3 groups of 5-7 students.

Timing: 15 min.

Key themes: Cinema.

Overview: Students are going to talk about famous actors'/actresses' daily routine. They will reflect on discipline and hard work.

Aim: Participants talk about daily routines They will reflect on discipline and hard work.

Layout: Tables where material can be displayed, posters showing famous actors/actresses.

Materials:

- Posters with famous actresses/actors (Colombian and international).
- Posters with pictures of routines to organize.
- Flash cards of daily routines and a big clock.

Setting: Location with a desk where the agent can put the material for easy access, so students can use the material for the activity.

Clue/reward: Students will receive a paper that says: What a day!

Introductory chapter script: *Melissa is Julia's friend and also a schoolgirl, but she wasn't interested in watching films or going to the cinema earlier. But now she has met the people from the cinema and she wants to help them save the movie theatre as well. She is curious about what a day in the life of a famous actor is – the agent can dress up like a school girl/boy.*

Hello friends, I am Melissa. In the beginning I was not very interested in the film industry but after talking to the people from the cinema I am now super interested. Would you like to know what a day in the life of an actress/actor is like? Their daily routine is amazing!

Methodology:

Time	What	Step-by-step	Materials
0:00 - 3:00 min.	Welcome students	A warmer first: Pink finger. The students stand in a circle, the agent says a colour and a part of the body and the students have to find the colour in the classroom/place (not on the clothes or other students) and touch that colour with that part of the body. (e.g. blue head, brown shoulder, yellow knee, etc.)	Flash cards of pictures of daily routines
3:00 - 5:00 min.	Present the character	If you are male: tell participants how Melissa feels. Describe what she says. If you are female: read the script.	Poster of famous actresses and actors

4:00 - 7:00 min.	Introduction of the activity	Now ask participants to sit down and start off by asking students about their daily routines. What time do you get up? What do you do after that? What do you have for breakfast? What do you do after school? Elicit some answers or talk about yourself.	Poster with daily routines expressions
7:00 - 12:00 min.	Instructions for the activity	<p><i>You are going to organize the daily routine of some celebrities.</i></p> <p>Students are given a set of pictures with daily routines and they have to organize them in the most coherent way. They will also be given Post it notes to write the corresponding sentences. The first group to have the pictures and cards organized will win.</p>	<ul style="list-style-type: none"> ▪ Posters of routines ▪ Cards with sentences
7:00 - 12:00 min.	Instructions for the activity	<p>Some actors/film directors might include:</p> <ul style="list-style-type: none"> ▪ Will Smith ▪ Lindsay Lohan ▪ Daniel Radcliffe ▪ Emma Watson ▪ Steven Spielberg ▪ Jaden Smith <p>If time allows students can make up the daily life of a famous person.</p> <p>Cultural Agent:</p> <p><i>Is your daily routine similar? What are the differences?</i></p>	<ul style="list-style-type: none"> ▪ Posters of routines ▪ Cards with sentences
12:00 - 14:00 min.	Closing	<p>Ask students these questions:</p> <ol style="list-style-type: none"> 1. Do you think their lives are easy? 2. Do you think they have to work hard and be disciplined to be successful? 3. Are celebrities always good role models to follow? <p>Give students these expressions for the interaction:</p> <p>A1: I think the life of _____ is harder because...</p> <p>A2: To be a successful actor you have to be _____.</p> <p>B1: The life of actors/ actresses is easy/difficult because...</p>	Poster with expressions

14:00 – 15:00 min.	Invitation	<p>Working hard is very important if you want to be successful. Famous people have to get up early and sometimes work long hours.</p> <p>Thanks for participating in the learning exercise about the life of a famous person. I hope you can get inspired and work very hard as well to make your dreams come true.</p> <p>Go to the next station and continue having fun!</p>	
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Vocabulary and expressions:

A1	Identifying habits and routines.
A2	Describing habits and routines in written and oral form.
B1	Describing habits and routines/ giving opinions/ expressing pros and cons.

Materials:

Poster with expressions

What a day

Expressions

A1: I think the life of ___ is harder because...

A2: To be a successful actor you have to be _____

B1: The life of actors/ actresses is easy/difficult because...

Poster expressions of frequency

What a day

Expressions of frequency

100 I always exercise at 7 am.or.

80 I often get a relaxing massage.

50 I sometimes make videos with my camera.

30 I seldom go to film events.

0 I never have lunch with a famous film director.

Routines



Saving the local cinema

Name of the station: Be a film director for a day

Participants: 3 groups of 5-7 students.

Timing: 15 min.

Key themes: Cinema.

Overview: Students are going to describe famous movie shots/scenes.

Aim: Participants describe places, people and events (scenes). They will reflect on team work.

Layout: Tables where material can be displayed, posters showing famous movie scenes.

Materials:

- Posters with famous movie scenes. (or tablets with videos of scenes downloaded e.g. <https://www.youtube.com/watch?v=RPB2U2dCFI4>).
- 2 pieces of paper, different colours (A1 or legal size).
- Cards with sentences.

Setting: Location with a desk where the agent can put the material for easy access, so students can use the material for the activity.

Clue/reward: Students will receive a paper that says: “A scene for a lifetime!”

Introductory chapter script: John works at the cinema as an usher and cashier. He is very keen on movies. He wants to show his friends the most iconic film scenes– the agent can wear clothes like a cinema usher/cashier.

Agent’s script: I am John; I also work at the cinema. I am a film buff. I would like to show you some of the most iconic film shots in history; let’s see if you have a good visual memory, be ready to act.

Methodology:

Time	What	Step-by-step	Materials
0:00 – 3:00 min.	Welcome students	<p>A warmer first: Don’t touch the ground. For this game, students need to be flexible and balanced. Organize them into two groups. For every student, the teacher places a piece of paper on the floor (legal or A1 size). All the papers should be lined up in two single lines. Every student has to stand on a paper. Then, the teacher asks them to stand in a certain order. For example: “I want you to organize yourselves from young to old, from tall to small or from A to Z”.</p> <p>The students now have to change places without touching the ground, just by stepping on the papers.</p>	Legal or A1 size pieces of Paper (1 per student)
3:00 – 5:00 min.	Present the character	<p>If you are male: read the script.</p> <p>If you are female: Tell the participants how John feels. Describe what he says.</p>	Poster of famous actresses and actors (optional)
5:00 – 7:00 min.	Introduction of the activity	<ol style="list-style-type: none"> Now ask participants to sit down in small groups; they will play Charades to guess the film scene. Start off by giving an example yourself. Ask students to sit in two circles. They have to describe the scene for a group member. If their guess is correct their group gets the opportunity to guess the name of the film/genre. <ul style="list-style-type: none"> He is standing up There is a red car They are having dinner at a restaurant It is a sunny day (If you have a tablet, show 10 seconds of the film scene.). 	<ul style="list-style-type: none"> Poster with film scenes Before starting, write the names of the films on the board or on pieces of paper.

7:00 - 12:00 min.	Instructions for the activity	<p><i>Now it is your turn.</i></p> <p>They will play charades to guess the films as in the previous example.</p> <p>If you have more confident students (B1 or A2) they can look at the picture of the scene, make a sentence and then tell their partners.</p> <p>There is a blue car and a man is getting out of the car.</p> <p>The agent can show the scene/shot/picture after they have guessed both the name of the film and the genre.</p> <p>Answer Key:</p> <table border="1" data-bbox="553 640 1193 1001"> <tr><td>'Avengers: Infinity War'</td></tr> <tr><td>The Matrix</td></tr> <tr><td>Finding Nemo</td></tr> <tr><td>13 reasons why</td></tr> <tr><td>Coco</td></tr> <tr><td>Titanic</td></tr> <tr><td>Star wars- The Last Jedi</td></tr> </table> <p>Cultural Agent:</p> <p>What was your favourite film scene?</p> <p>Are you interested in seeing these films if you haven't seen them?</p>	'Avengers: Infinity War'	The Matrix	Finding Nemo	13 reasons why	Coco	Titanic	Star wars- The Last Jedi	<ul style="list-style-type: none"> ▪ Tablet with movie scene downloaded. (optional) ▪ Cards with scenes descriptions
'Avengers: Infinity War'										
The Matrix										
Finding Nemo										
13 reasons why										
Coco										
Titanic										
Star wars- The Last Jedi										
12:00 - 14:00 min.	Closing	<p>Ask students these questions:</p> <p>A1:</p> <ol style="list-style-type: none"> 1. What is your favourite film scene? 2. What is your favourite series, TV program, or series (on Netflix, YouTube, TV, etc.)? <p>A2:</p> <ol style="list-style-type: none"> 3. What movie would you like to see next? 4. What does it take to be a film director? <p>B1:</p> <ol style="list-style-type: none"> 5. What makes a scene iconic? <p>Optional:</p> <p>Give students these expressions for the interaction:</p> <p>A1: I like when _____ I like _____.</p> <p>I will see _____.</p> <p>A2: Film directors have to think about _____/ film directors have to be _____ /I am going to the cinema next week to see _____.</p> <p>B1: Good horror films always _____ I would love to see _____.</p>	Poster with expressions							

14:00 - 15:00 min.	Invitation	<p>Working hard is very important if you want to be successful. Famous people have to get up early and sometimes work long hours.</p> <p>Thanks for being with us and remembering some of the most iconic film scenes. I hope you can see these films if you haven't and also think of some film recommendations for your friends.</p> <p>Go to the next station and continue having fun!</p>	
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Vocabulary and expressions:

A1	Describing scenes/movies (present progressive/there is/ there are).
A2	Describing scenes/movies (use discursive markers).
B1	Describing scenes/movies/ give opinions.

Materials:

Poster of film scenes

Be a film director for a day

CONVERGING

Series: **13 reason why** (T.V. series/drama)

Film: **Star wars- The Last Jedi** (Action/ adventure/fantasy)

Film: **Coco** (animation/comedy)

Film: **Titanic** (romance)

Film: **Finding Nemo** (animation/comedy)

Film: **The matrix** (Sci fi/ adventure/drama)

Film: **'Avengers: Infinity War'** (sci-fi/ action/adventure)

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Images to cut out

<p>There is a girl and a boy</p> <p>They are at a party</p> <p>They are teenagers</p> <p>She has curly hair</p> <p>They are in love</p> <p>Series: 13 reason why (T.V. series/drama)</p>	<p>There is an intergalactic army</p> <p>They are dressed in white</p> <p>They are in a spaceship</p> <p>Film: Star wars- The Last Jedi (Action/ adventure/fantasy)</p>
<p>There are two people, a skeleton and a young boy</p> <p>They are playing the guitar</p> <p>They are singing Mexican music</p> <p>Film: Coco (animation/comedy)</p>	<p>They are dancing</p> <p>They are on a big ship</p> <p>They are in love</p> <p>Film: Titanic (romance)</p>
<p>There is a group of fish</p> <p>One fish is orange</p> <p>the second fish is blue</p> <p>The orange fish is angry</p> <p>Film: Finding Nemo (animation/comedy)</p>	<p>He is in black</p> <p>He has black glasses</p> <p>He is stopping some bullets</p> <p>Film: The matrix (Sci fi/ adventure/drama)</p>
<p>There is a group of warriors</p> <p>They are in a battle</p> <p>They are fighting against Thanos</p> <p>Film: 'Avengers: Infinity War' (sci-fi/ action/adventure)</p>	

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

Options	
There was a monster who	<input type="text"/> followed a family on their vacation.
A pretty scary ghost	<input type="text"/> attacked children in a forest.
Two young students	<input type="text"/> teaches other
An agent of the CIA	animals to live in peace.
A cute rabbit	<input type="text"/> fall in love in a summer camp.
	<input type="text"/> chases a criminal in the streets of London.

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/saving-local-cinema>

También puede acceder usando el siguiente código QR.



6.Ficha Técnica para Saving the Local Cinema!

Narrativa	Saving the local cinema!
Objetivo Comunicativo	Los estudiantes intercambian información sobre temas de interés general a través de conversaciones sencillas, diálogos y juego de roles. Además, hacen recomendaciones a personas de su comunidad sobre qué hacer, dónde, cómo o cuándo. (DBA, 2016)
Objetivo lingüístico	Los estudiantes expresarán planes futuros y condiciones sobre temas relacionados con el entorno social, además hablarán de experiencias pasadas y de actividades de esparcimiento. (CSI, 2016)
Componente intercultural	Los estudiantes narran de manera oral experiencias o historias conocidas. Además, mantienen discusiones acerca de temas preparados anteriormente. (CSI, 2016)
Recordatorio- MCER Y DBA	<p>A1:</p> <p>MCER: Puede relacionarse de forma elemental siempre que su interlocutor hable despacio y con claridad y esté dispuesto a cooperar.</p> <p>DBA: Describe, de manera oral, personas, actividades, eventos y experiencias personales. Describe las características básicas de personas y cosas, a través de frases y oraciones sencillas.</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.</p> <p>DBA: Distingue información general y específica en textos de opinión y discusiones orales 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.</p> <p>B1:</p> <p>MCER: Puede describir experiencias, acontecimientos, deseos y aspiraciones, así como justificar brevemente sus opiniones o explicar sus planes.</p> <p>DBA: Distingue información general y específica en discusiones orales sobre temas conocidos. Sostiene conversaciones espontáneas y sencillas acerca de temas que son de su conocimiento, interés personal o académico.</p>



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