

Presentación de la Narrativa 6:

School heroes!



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Converging Grounds

Narrativa 6

School heroes!

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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 6

1.3 Personajes de la Narrativa 6

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



Personaje	Descripción
	<p>Tony</p> <p>Estudiante de bachillerato a quien se le facilita desarrollar actividades de flexibilidad. Quiere enseñar a los niños cómo ejercitarse por medio de estiramientos.</p>
	<p>Wanda</p> <p>Es una estudiante de bachillerato a quien le encanta compartir tiempo con sus amigas, es muy ágil en juegos y actividades que requieran coordinación, como aeróbicos.</p>
	<p>Odinson</p> <p>Un estudiante experto en juegos grupales y es muy ágil en reaccionar al elegir estrategias para ganar. Además, a él le encanta participar en cualquier competencia.</p>
	<p>Steve</p> <p>Estudiante de bachillerato, pertenece a un equipo deportivo. La habilidad de Steve es la velocidad. Quiere mostrar su habilidad jugando congelados.</p>
	<p>Natasha</p> <p>Estudiante de bachillerato. Natasha ama la naturaleza y por ende, le encanta trepar árboles y hacer diferentes actividades al aire libre. Ella quiere enseñar la importancia del equilibrio por medio del juego de la <i>golosa</i>.</p>

Tabla 2. Personajes de la Narrativa 6

Por medio de esta narrativa el estudiante activará sus conocimientos sobre diferentes habilidades importantes para el desarrollo de deportes.

2. Fases de la Narrativa 6

Cada narrativa tendrá tres fases: Storytelling, Storyliving y Mediación digital. A continuación, se explicará cómo se trabajarán estas fases en la **Narrativa 6**.

1

Storytelling

La institución educativa recibirá un set de 5 afiches.

Cada pieza representará una habilidad para desarrollar distintas actividades físicas (equilibrio, velocidad, reacción, flexibilidad y coordinación). Los estudiantes reconocerán las habilidades y las representarán por medio de actividades cortas. Esto será la apertura para el Storyliving.

2

Storyliving

Steve, Wanda, Tony, Natasha y Odinson son estudiantes de bachillerato que deben hacer su servicio social como requisito para graduarse. Ellos están planeando enseñar a estudiantes de grados inferiores de la institución educativa donde estudian a desarrollar habilidades físicas necesarias para los deportes. Los cinco amigos desarrollarán actividades enfocadas a cada habilidad y les darán a los estudiantes recomendaciones para mejorar su rendimiento deportivo. Los participantes conformarán equipos de 5 a 7 integrantes con el fin de visitar a cada uno de los personajes realizando variadas actividades y retos con ellos. Al finalizar la actividad se hará una invitación para la siguiente fase.

3

Mediación digital

Los estudiantes recordarán y afianzarán los conceptos vistos anteriormente sobre las habilidades aprendidas. Además, los ejercicios aquí propuestos les ayudarán a relacionar distintas disciplinas deportivas con dichas habilidades. También reforzarán otras actividades que pueden ser practicadas para desarrollar habilidades deportivas. Esta práctica la realizarán por medio de actividades en el entorno digital.

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 6 – 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:



Focus on your dreams!

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Body in balance!

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-Grounds-

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BOGOTÁ
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Catch the ball if you can!

CONVERGING
-Grounds-

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3.2 Guía para docentes Fase Storytelling

School heroes!



Dear teacher,

Our names are Tony, Wanda, Steve, Odinson and Natasha, and we are high school students, and who were assigned a special task as part of our school community service. We need to develop activities for students of different grades at school that strengthen sporting abilities like speed, balance, flexibility, coordination and reaction. At first, it was a challenge, but then we discovered we could have fun together with our partners, and get to learn about these abilities using popular games like freeze tag, hopscotch and others. We want our classmates to understand that to play sports, they need to boost specific abilities, and that these will make them champions at any sport they decide to play.

Step 1 - How good are your sports abilities?

Ask the following questions:

- How much do you like sports?
- Are you good at sports?
- Which ability do you think is your best in sports?
- What games do you play that require concentration?

Step 2 - What I'm good at!

1. Ask students to get into groups of maximum 3 people.
2. Ask them to visit the posters and tell them to analyse the images on them which represent abilities for sports. As a group, they should take notes of what they identify on the posters.
3. Once the whole group is back in the classroom, groups share their notes and the teacher or a student writes what they say on the board.
4. Next, the teacher explains that students are going to perform 5 activities, and they need to identify which sports ability they are practising in each of them. Examples of activities are:

- Bend and touch the floor with their hands (flexibility).
 - Look around and try to remember as many objects as possible (concentration).
 - Jump on one foot (balance).
 - Follow the instructions of a partner and grab an object with eyes closed (coordination).
 - Run to different places and check who's fastest (speed).
5. When they finish performing the activities, they need to say which abilities were the easiest and the most difficult for them. Students can raise their hand to each of the answers, and a tally can be made to see which one was the most difficult to perform and which one the easiest.
6. Write these expressions on the board so students can develop their ideas better. At the end, ask students to interact with their partners so they can exchange their opinions and ideas.
- For me, _____ is difficult.
 - The most complicated ability is _____.
 - I did not have any problem with _____.
 - The easiest ability is _____.
 - _____ is definitely _____ 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-Sports and abilities! Easy or difficult?

- Tell students that they have a short assignment to do at home: they will ask 2 family members/friends from other grades or in the neighborhood to perform the same activities they did in class, and will complete the following chart according to the difficulty each of them represented for the person they asked for help:
- Evaluate each of the abilities from 1 to 5. Which is easier or more difficult?

(very easy) 1 2 3 4 5 **(very difficult)**

Balance	
Speed	
Reaction	
Flexibility	
Coordination	

b. Which ability is necessary to be good at your favourite sport? _____

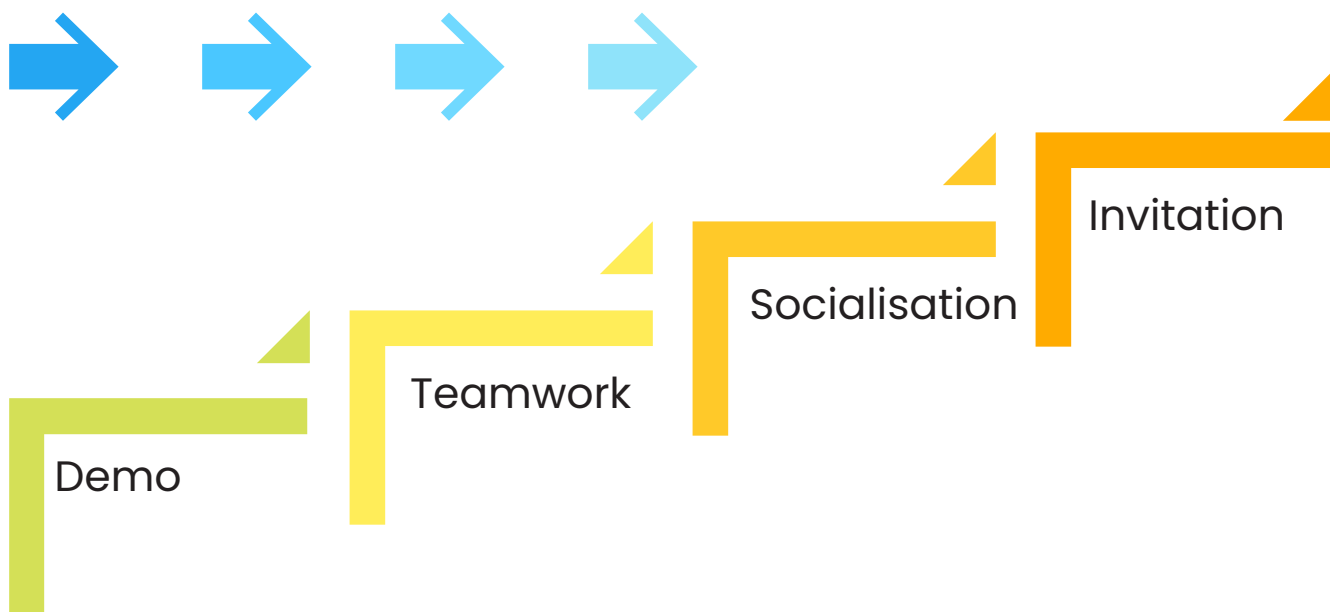
2. Ideas for Teachers

- Do a walking tour around the school and help students to gather important information by asking them questions like: “So, what ability does this poster represent? Do you know the name of this/that element? Do you know anything about it?”
- After the walking tour, write the names of the abilities and practise their pronunciation. Give them some examples of sports where they need such abilities:
 - Balance for basketball
 - Flexibility for gymnastics
 - Speed for football
 - Reaction for volleyball
 - Coordination for aerobics
- After you finish completing the chart, ask your students what they need to practise more, so they can become more skillful in physical activities.
 - Which is your strongest ability?
 - Do you have more abilities? Which one would you like to practise more?
 - Do you think these are important to perform other activities?
- 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 sports/abilities/leadership and help students to support their opinions.

<p>A1</p>	<p>Vocabulary: walk, jump, balance, foot, feet, hands.</p> <p>Communication: Expressions for expressing and justifying opinion:</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 practising sports.</i> can/can't (abilities) <i>I can't concentrate that much.</i> going to (plans) <i>We are going to coordinate our moves.</i></p>
<p>A2</p>	<p>Vocabulary: Roll down, leap, throw, exercise, body, flexibility, knees.</p> <p>Communication: Expressions for expressing and justifying opinion:</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 (Have you ever done a handstand?/ No, I haven't). Past simple (I practised my speed a lot in PE class). Future will/going to (Am I going to increase my flexibility?).</p>
<p>B1</p>	<p>Vocabulary: target, obstacle, handstand, dribbling, speed, harmony.</p> <p>Communication: Expressions for expressing and justifying opinion:</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 ... ▪ This is just my opinion, but ... ▪ 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 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 *Storyliving* Narrativa 6

Demo

Para la narrativa 6, se presentan Tony, Steve, Wanda, Odinson y Natasha, quienes son estudiantes de bachillerato y tienen una tarea especial asignada por parte del colegio para completar su servicio social con estudiantes de grados inferiores de su misma institución. Esta tarea busca enseñar a los compañeros algunas habilidades deportivas como flexibilidad, velocidad, reacción, entre otras. Aquí los estudiantes harán el papel de los compañeros de grados inferiores (primaria o bachillerato), que van a aprender a mejorar dichas habilidades deportivas. Estas habilidades serán exploradas por medio de juegos como golosa, juego de palmas y congelados. Al final, los estudiantes verán qué tan importante son estas habilidades, no sólo para el desarrollo de deportes sino para otro tipo de actividades de la vida diaria.

Agente Cultural o docente: Hi there! I'm here to learn more about you. I love to do physical activities, and I want to show you how important this is for you and your performance in the sports you like to play. You need to know that it is not only important to exercise but to focus on different abilities. Do you want to be the best in your favourite sports? Well, let's see how skilled you are. Let's test ourselves.

Natasha: Hi there! I'd like to be friends, and share some activities with you. I really like hopscotch. Do you know how to play it? I'll teach you anyway because it really is fun. Come with me and let's have some fun and learn how to boost your balance in your favourite sports.

Steve: Hi! My name is Steve. I like to play pranks on my friends, so I need to run fast from them. I can run round the whole school or a big park without stopping, so my classmates say that my speed is incredible. But, that is not only natural ability; I go to the park 3 times a week, and I run on the bike path on holidays and Sundays so not many people can do what I do. This requires effort. I want to become a great athlete someday, and I would love to participate in the Olympic Games and win a gold medal! I'll teach everybody in this school how to develop their speed!

Odinson: I'm kind of shy with new people, but guess what! When we were assigned this special task, I did not doubt that I could show off my reaction abilities. I want to teach you how to think really fast and react to different situations. This is very important in most sports; you never know when you need it. Come with me to try this ability!

Tony: So, you like competitions, don't you? I know about a competition that is really fun; but not everything is about running or playing, it's also about flexibility. You need to be focused and train before the game.

Wanda: I'm Wanda, and I like dancing, aerobics, and other group activities. Moving around makes me feel really happy and I want to teach you a very, very cool ability. It's coordination; when you move, your body needs to produce movements so you do not fall down. But this is not the only important function; you need coordination for more activities you do daily and in some sports you practise at school. Come with me, and I will show you how it works.

Agente Cultural o docente: Yay! It seems a lot of fun here. You need to pay attention to all the instructions your classmates give to you if you want to have greater abilities. Do you want to have a bit of fun? Well, it is time now. Come, learn and enjoy!

Todos los personajes se ubican en diferentes estaciones y se preparan para la realización de las actividades programadas.

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. Los estudiantes serán distribuidos en pequeños grupos de 6 a 7 estudiantes por estación y rotarán por cada una hasta completar todas las actividades planteadas sobre el desarrollo de habilidades deportivas.

Teamwork

Durante este momento los estudiantes rotarán por cada una de las cinco estaciones propuestas para la jornada. El/la coordinador/a logístico/a 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 se realizó el demo (que representa el inicio del *Storyliving*). El agente cultural o docente que inició el demo les pregunta a los estudiantes si creen que pueden mejorar sus habilidades para los deportes y otro tipo de actividades, además se hará énfasis en el desarrollo de los juegos y si conocían como realizarlos.

De ser posible se invitará a un grupo de estudiantes de primaria o de grados inferiores. Uno de los equipos les enseñará una de las actividades realizada durante la jornada (en inglés). Finalmente, los niños presentarán lo aprendido. De no ser posible invitar a otros estudiantes, se les pedirá a los participantes que realicen algún juego que les haya parecido entretenido y que describan cuál habilidad necesitan más para practicar sus deportes favoritos.

Invitation

Todos los personajes invitarán a los estudiantes a ver conocer cuál es la habilidad necesaria para practicar su deporte favorito y cómo podrían ayudarlos a mejorar su rendimiento en cualquier actividad física que desarrollen. Deberán hacer hincapié en la importancia de realizar actividad física para mantener un cuerpo y mente sana. Los estudiantes encontrarán nuevos retos en los ejercicios de mediación digital.

4.2 Teamwork – Estaciones narrativa 6

School heroes

Name of the station: Hopscotch

Participants: 5 groups of 5–7 students.

Timing: 15 min.

Key themes: Strengthen sports abilities – balance.

Overview: Students are divided into groups. Each group has to take turns playing hopscotch; one or two students need to make sure that the student playing does not step on the lines. To win, a group needs to have all their participants play hopscotch without stepping on a line. If a student steps on a line or loses balance, they have to answer a question.

At the end of the activity, students will describe the importance of balance in sports.

Aim: Participants follow instructions and answer simple questions.

Layout: A room with enough space (or an open space) for students to play hopscotch.

Materials:

- Board with questions.
- Hopscotch.

Setting: Location with space on the floor for at least two hopscotch boards to be placed.

Clue/reward: A card with “Great Balance!”

Introductory character script: Natasha (a 14–15 year old student)

Hey! I’m Natasha and I love sports and physical activity! I’ll show you my favorite game. I have played this since I was a little child. I still play when my cousins visit me. It is called Hopscotch and you need balance and speed to play, and you also need to pay attention and stay focused because you cannot step on the lines. It is so much fun! You’ll see!

Methodology:

Time	What	Step-by-step	Materials
0:00–1:00 min.	Welcome students	Say: “This is the game I will play with primary school children. Now, I want you all to imagine you are 10 years old. Ready?”	
1:00– 3:00 min.	Present the character	If you are male, tell participants about Natasha and how much she loves sports and physical activities, as well as having fun with cousins and friends. Play the character of a teenager who is going to teach. If you are female, read out your script and perform the character.	

3:00–8:00 min.	Introduction of the activity	<p>1. Start by asking students these questions: <i>Do you have good balance?</i> <i>Let's see!</i></p> <p>2. Try some exercises that require good balance, like standing on your right/left leg for 10 seconds; then, do that with your eyes closed.</p> <p>Follow up questions:</p> <ul style="list-style-type: none"> ▪ Which sports need good balance? ▪ Soccer? Tennis? Basketball? (Mention a few more.) ▪ Have you played any of those sports? 	Poster with expressions for interaction
8:00–12:00 min.	Instructions for the activity	<p>We are going to play Natasha's favorite game: Hopscotch.</p> <p>Tell students the rules of the game and then ask questions to see if they understood.</p> <p>Students will play and when one of them steps on a line or loses balance, you stop the game for all teams to ask a question from the board. If the student can answer the question, they can start again. If the student cannot answer the question, the other team gets the point. If both teams complete the hopscotch without stepping on the line or losing balance, both of them get a point. The winner will be the team with the most points.</p>	<ul style="list-style-type: none"> ▪ Hopscotch ▪ Question board
12:00–15:00 min.	Closing	<p>Tell students to exchange their ideas about the following questions</p> <ul style="list-style-type: none"> ▪ Is it difficult to play hopscotch? ▪ Is your balance ok? ▪ Which sports help you to develop balance? 	Poster with expressions for interaction
15:00 min.	Invitation	<p>Let's keep learning more games! It's fun to play outside, right?</p> <p>Give the team a piece of paper with this phrase "Great balance!"</p>	

Vocabulary and expressions:

A1	Can you...? Do you...?
A2	Do you think...? How often...?
B1	Have you ever...? Would you rather...?

Review and Conclusions

Remind students about the importance of doing physical activity to improve different skills like balance. Ask them to think of other examples to improve their balance.

Materials

Poster for interaction

School heroes! Station 1

Expressions for interaction

Student A: Do you think balance is necessary in football?

Student B: Yes, it is. Football players need good balance

Balance is necessary in _____

I practise _____/I don't practise _____/I have practised _____

I think I have _____/My balance is not _____

Expressions for closing

A1: think I can _____/My balance is _____/I can practise _____

A2: I don't think _____/I consider I have _____ balance

B1: Hopscotch is quite difficult compared to _____/this makes me think of _____/this ability reminds me of _____

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Questions board

School heroes! Station 1

Number	Question A1	Question A2	Question B1
1	Can you jump ten times?	How high can you jump?	Have you ever been in a sports competition? Which one?
2	Can you do push-ups?	Do you think you are strong? How strong?	Have you ever been in a gym? Did you like it?
3	Do you like exercising?	Why is it important to be fit?	Have you ever won a medal for sports? What kind was it?
4	What is your favorite sport?	Who do you usually exercise with?	Do you prefer practicing sports or watching them on TV? Why?
5	What is your favourite game?	Who do you usually play with?	Would you rather be a good singer or a good athlete? Why?
6	Name five indoor sports.	Do you watch sports events on television? Which ones?	Would you rather be the best athlete in your favourite sports but earning no money, or having a lot of money but unable to practise your favourite sport?
7	Who is your favourite sports player? Why?	How often do you exercise?	What do you think are the three most important characteristics of an athlete?
8	Name five individual sports/games.	Why is it important to exercise?	If you could meet an athlete from the past, who would you choose?
9	Name five team sports/games.	Do you like physical education class? Why? Why not?	Which sport do you wish you could practise?

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School heroes

Name of the station: Freeze tag

Participants: 5 groups of 5-7 students each.

Timing: 15 min.

Key themes: Fostering sports abilities – Speed.

Overview: Students are going to play Freeze tag. Depending on the number of students, designate 1, 2, or even 3 students as “it”; all players must keep their arms and legs either all bent or all straight, and then try to run in that position as fast as they can. The “it” will touch other students’ shoulders or backs to freeze them (these will be the only parts of the body allowed to be touched for safety reasons; emphasise that you will not allow freezing by touching other parts of the body). Students who get tagged are going to keep the position they have and freeze, and they will receive some slips of paper with words they have to unscramble to form a sentence or a question. Once the sentence is correct, the student can unfreeze and continue moving around. The student can’t change position once they are tagged (they need to last as long as they can), and if they move before solving the sentence, they will lose and will leave the game.

Aim: Participants follow instructions and describe/explain terms regarding abilities.

Layout: An open space like a basketball court, a garden or a room with enough space for students to run; a table where students can lay out their unscrambled sentences.

Materials:

- Slips of paper with words students need to unscramble.
- A reward card.

Setting: Location with a desk where materials can be placed.

Clue/reward: A card with “Think and act fast” written on it.

Introductory character script: Steve (a 14-15 year-old-student)

Hi! My name is Steve. I like to play pranks on my friends, so I need to run away from them quickly. I can run round the whole school or a big park without stopping, so my partners say that my speed is incredible. But, that is not only natural ability; I go to the park 3 times a week and I run on the bike path on holidays and Sundays so not many people can do what I do. This requires effort. I want to become a great athlete someday, and I would love to participate in the Olympic Games and win a gold medal! I'll teach everybody in this school how to develop their speed!

Methodology:

Time	What	Step-by-step	Materials
0:00-1:00 min.	Welcome students	Welcome students to the station. Say: This is the game I will play with primary school children. Now I want you all to imagine you are 10 years old. Ready?	
1:00-3:00 min.	Present the character	If you are male, present your script and perform the character of a teenage student who will teach students of lower grades. If you are female, tell participants that Steve is a playful kid. Freeze Tag is his favourite game and his friends like it too.	
3:00-5:00 min.	Introduction of the activity	1. Start by asking students these questions: <ul style="list-style-type: none"> ▪ Have you ever played freeze tag? (give an example of the game). ▪ What are the rules for playing it? ▪ Do children you know still play this game? 2. It's possible to provide an example of the game with 2 students; you can freeze them and ask them some questions in English.	Poster for interaction

5:00–12:00 min.	Instructions for the activity	<p>We are going to play a funny game. It is called Freeze Tag.</p> <ol style="list-style-type: none"> 1. Explain the rules of the game. <p>Emphasise that instead of staying just “frozen” at the place they got tagged, they have to freeze with their limbs bent like a strange statue, and then they will receive a sentence or question they need to unscramble to unfreeze; they need to remain in that position until they solve the question/sentence. Remind them about the importance of being fast so they don’t get caught.</p> <ol style="list-style-type: none"> 2. Students need to say the sentence/question they unscrambled; if it is correct, they can continue moving around the place (as fast as they can). Tell students that they can’t change position, as they need to remain frozen until they say the sentence right. <p>Clarify the term Speed: rapidity in movement.</p>	Slips of paper to unscramble sentences or questions
12:00–14:00 min.	Closing	<p>Tell students to exchange their ideas about the following questions.</p> <ul style="list-style-type: none"> ▪ How important is speed in sports? ▪ Does speed require practice? ▪ How can I improve my speed? <p>A1: Speed is _____ to finish competitions/I can _____ to have great endurance.</p> <p>A2: To have speed, it is _____ to practise /to improve _____ I need _____.</p> <p>B1: Speed is really important because _____ /I can boost _____ by _____.</p>	Poster for interaction
14:00–15:00 min.	Invitation	<p>Let’s explore more abilities in the rest of the stations.</p> <p>Give the team a paper with this phrase: “Work on your speed”</p>	Paper with clue

Vocabulary and expressions:

A1	<p>Sports, practise, duration.</p> <p>A1: I think sports are _____/sports are(not) for _____/examples of sports are _____.</p>
A2	<p>Practise, resist, perform, training, speed.</p> <p>A2: You can _____ to _____ endurance.</p>
B1	<p>Technique, physical activity, movement.</p> <p>B1: In my view, endurance is very important for _____.</p>

Review and Conclusions

If there's extra time, remind students that different abilities are important for any sport. Speed is important for different sports like basketball or martial arts.

Materials

Expressions for interaction

School heroes! Station 2

Expressions
 I have (not) played _____
 I like/don't like _____
 Freeze Tag is _____
 I believe that _____

Expressions for closing
A1: Speed is _____ to finish competitions/I can _____ to have a great endurance.
A2: To have speed, it is _____ to practise /to improve ____ I need _____
B1: Speed is really important because _____/I can boost _____ by _____

Logos: BRITISH COUNCIL, Plan Distrital Lengua, ALCALDIA MAYOR DE BOGOTÁ, BOGOTÁ MEJOR PARA TODOS

Sentences to unscramble

Set of slips of paper to cut

A1 ATHLETES / THINK / THE BEST / REALLY FAST
 YOU NEED / TO BECOME / TO PRACTISE / THE BEST /
 WANT / DO / YOU / TO BE AMAZING / ?
 TRAINING / HARD / ARE YOU / ?
 BECOME / ATHLETE / YOU CAN / A GREAT / !

A2 HOW LONG / YOU / CAN RUN ?
 TOLERATE / CAN YOU / OF TRAINING / SOME HOURS ?
 GREAT SPEED / THE BEST ATHLETES / HAVE A
 YOU NEED / FOR SOCCER / SPEED
 GIVE EXAMPLES / CAN YOU / OF SPORTS ?

B1 A FAMOUS / HAVE YOU EVER / ATHLETE / MET ?
 GIVE EXAMPLES OF / THAT HOLD OUT / IN COMPETITIONS / COLOMBIAN ATHLETES
 HOW MANY TIMES / CAN YOU JUMP / IN A ROW ?
 IMPORTANT / IS SPEED / ONLY IN / SPORTS ?
 TO SUCCESS IS / TRAINING / THE KEYS / HARD / ONE OF

School heroes

Name of the station: Catching the ball

Participants: 5 groups of 5-7 students each.

Timing: 15 min.

Key themes: Fostering physical abilities- reaction.

Overview: Students will check the ability of reaction by throwing a ball against a wall. They must catch it and must not let it fall: as the ball bounces, they need to react and catch it as fast as they can. If the student fails, they must answer a question about the ability. The character of the station will guide the activity and will help them to understand the questions by clarifying if it is necessary. Students will use a poster with examples of answers to give theirs.

Aim: Participants follow instructions of a game and answer questions.

Layout: A space with a board/wall with posters where students can write the messages.

Materials:

- Rubber ball.
- Cards.
- Poster of expressions.


Setting: A place where students can throw a ball and move around.

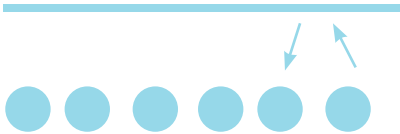
Clue/reward: A card with “Train your mind, react.” written on it.

Introductory character script: Odinson (a 14-15 year-old-student)

Hi my friends! I’m Odinson. I like to play different sports and my best ability is reaction. People might think that it is about just running and being first. I’m here to teach you that it is important to react to different situations when playing. When you participate in a competition you need to think of many things at the same time.

Methodology:

Time	What	Step-by-step	Materials
0:00–1:00 min.	Welcome students	Say: This is the game I will play with primary school children. Now, I want you all to imagine you are 10 years old. Ready?	
1:00–3:00 min.	Present the character	If you are male, present your script and perform the character of a teenage student who will teach students of lower grades. If you are female, tell participants that Odinson is a very active sportsman and that he wants to show how fast he reacts.	
3:00–6:00 min.	Introduction of the activity	1. Start by asking students about their abilities in sports. Ask these questions: <ul style="list-style-type: none"> ▪ Which sports need you to have recognition and reaction? 2. Is speed only about running or hitting a ball? Or is it also about something else? Tell students that they will check “Reactions” in sports and how important this ability is. Clarify the term reaction: <i>Reaction shows how quickly and effectively an athlete can make decisions.</i>	Poster with expressions
		1. Tell students to line up in front of a wall (as shown below). Ask them to kneel. 	

<p>6:00–12:00 min.</p>	<p>Instructions for the activity</p>	<p>2. One student will have a ball and they are going to throw it against the wall (it hits the wall, ground and comes back). They need to catch the ball as soon as it gets back, they need to be attentive and react to catch it. If the student catches the ball, they will throw it in a direction so the next student catches it.</p> <p>3. If the student misses the ball, they will receive a card with a question about the ability of reaction. The student has to answer the question and throw the ball against the wall in the direction of the next student.</p>  <p>4. The activity will continue up to the last student in the line.</p> <p>5. It is important to show the poster with some examples of answers, so students can give theirs. If there are problems, clarify terms in the questions and provide examples if necessary.</p> <p>6. At the end, try to expand the answers given.</p> <p>7. If there are questions that students did not answer, use them as the closing of the activity.</p> <p>EXPANSION</p> <p><i>This activity is good to develop reaction in any sport that requires hitting a moving object such as baseball, tennis, soccer, volleyball, etc.</i></p> <p><i>It is important to practice this ability because you need to think fast and decide strategies when playing sports.</i></p> <p><i>Reaction requires some concentration and collaboration from the team.</i></p> <p>If you have more ideas, provide them here.</p>	<ul style="list-style-type: none"> ▪ Rubber ball ▪ Set of cards ▪ Poster with expressions
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12:00-14:00 min.	Closing	<p>Ask students these questions:</p> <p>In your favourite sport:</p> <ol style="list-style-type: none"> Do you think you react quickly to a situation? How often do you observe the space around you? Do you usually react appropriately? <p>A1: I think it's important to _____/I don't think _____/ We need to observe _____.</p> <p>A2: Recognising positions is _____ because _____.</p> <p>B1: Thinking fast is _____. You can react quickly if _____.</p>	Poster with expressions
14:00-15:00 min.	Invitation	<p>In sports, there are more abilities to improve. Let's visit more stations to learn about them.</p> <p>Give the group a piece of paper with the phrase: "for any sport you need reaction".</p>	Paper with words

Vocabulary and expressions:

A1	<p>Think, identify, sports, abilities, learn, practice.</p> <p>There is/there are _____ /I think _____/ I am _____/I am not _____</p>
A2	<p>React, recognition, fast, slow, activities, characteristic.</p> <p>Actually, I am _____/ in sports you need _____/ the abilities are _____</p>
B1	<p>Quickly, reaction, skills, develop, increase, speed, training.</p> <p>Reactions need to be _____ /if you _____ you can _____ /We should _____ because _____</p>

Review and Conclusions

If there's enough time, remind students that there are many activities you can do to increase your reactions in sports. It is not only important to be fast, you need to train your mind and to think fast too.

Materials

Poster with expressions

School heroes! Station 3 CONVERGING

Expressions for interaction
Student A: Are you fast when running?
Student B: I think I'm fast
I don't think I'm fast
Student A: How fast are you?
I'm very slow/ Actually, I'm very fast
I don't like any fast activity

Expressions for closing
A1: I think it's important to ___/I don't think ___/ We need to observe ___
Reactions are ___
Catching objects is ___
A2: Recognising positions is because ___
Anticipation is ___ because ___
You need "reaction" for ___
B1: Identifying opponents' ___ is ___
Reactions are ___
It is important to remember ___

BRITISH COUNCIL Plan Districto de Lengua ¡NO GOTA MEJOR PARA TODOS!

Set of cards

Set of cards

Questions level A1

1. Are your reactions always fast? (*Say an example*)
2. Can you catch objects in the air? (*Show the audience*)
3. Is your "reaction" ability usually good when you play (*sport*)?
4. Is it important to observe your space when you play(*sport*)?

Questions level A2

1. How fast are you at reacting in sports or other activities? (*Say an example*)
2. In which sports do you need quick "reaction"? (*explain*)
3. Do you observe the opponents when playing (*sport*)?
4. Is it necessary to anticipate movement when playing (*sport*)?

Questions level B1

1. Are you aware of your space when practicing sports? (*Say an example*)
2. How easy or difficult is it for you to identify your opponent's weaknesses?
3. Are your reactions aggressive or defensive when playing (*sport*)?
4. Are your reactions in sports usually appropriate? (*explain*)

School heroes

Name of the station: Think, think about it!

Participants: 5 groups of 5–7 students each.

Timing: 15 min.

Key themes: Fostering sports abilities– flexibility.

Overview: Students are going to check their flexibility and its importance for sports. They are going to be working in pairs, facing each other. The leader of the station is going to perform some stretching activities that the mini-groups have to repeat. As they are facing each other, they have to "mirror" the activity according to the instructions of the leader. If they make mistakes performing the movements, they will have to organise some sentences with tips to improve this ability. They will read them out loud, so all the participants will know the message. The leader will copy the messages on the board and at the end they will expand on the information.

Aim: Participants follow instructions and describe/explain terms regarding abilities.

Layout: A room with enough space for students to move around.

Materials:

- Set of slips of paper.
- Poster with expressions for interaction.

Setting: Location with a desk where materials can be placed.

Clue/reward: A card with “Focus is the clue” written on it.

Introductory Chapter script: Tony (a 14-15 year-old-student).

Hi! I’m Tony, and I like to play sports. This is one of my favourite activities. Before I start any training or competition, I stretch my body and I practice my flexibility. This is important to get ready for the game, your body won’t suffer and you will feel quite good. I’ll teach you how to stretch and practise your flexibility for the sports you love.

Methodology:

Time	What	Step-by-step	Materials
0:00–1:00 min	Welcome students	Say: This is the game I will play with primary school children. Now, I want you all to imagine you are 10 years old. Ready?	
1:00–2:00 min	Present the character	If you are male, present your script and perform the character of a teenage student who will teach students of lower grades. If you are female, tell participants that Tony is a very active sportsman and that he wants to show his abilities.	
2:00–6:00 min	Introduction of the activity	1. Start by asking students these questions: <ul style="list-style-type: none"> ▪ What’s your favourite sport? ▪ When you play _____ (say the name of a sport). ▪ Do you warm up before the practise? 2. Show students the interaction poster so they can have examples of answers.	Poster with expressions for interaction
6:00–13:00 min	Instructions for the activity	1. Tell students that it is important to warm up before practising any sport. This is to improve one’s flexibility, and not to get hurt. 2. Organise the students in pairs and ask them to look at each other. 3. You are going to say out loud some instructions to move <ul style="list-style-type: none"> ▪ Raise your left hand. ▪ Touch your feet. ▪ Open your legs (as much as you can). ▪ Bend your body to your left/right. 	

6:00–13:00 min.	Instructions for the activity	<ul style="list-style-type: none"> ▪ Move your head to your left/right. ▪ Stretch your arms. ▪ Hold your right/left knee with both hands. <p>4. Students have to perform the instruction “mirroring” each other. They need to pay attention and do the activity. If they make mistakes when moving the wrong body part, they will receive a slip of paper with a short sentence about flexibility.</p> <p>5. They will have to organise the sentence on the paper and read it out loud to the rest of the participants.</p> <p>6. Copy the short message on the board.</p> <p>7. At the end, clarify the terms and expand the messages by mentioning the importance of this ability in any sport they practise.</p> <p>EXPANSION</p> <p>Flexibility is important for any sport. Gymnastics, basketball or soccer require this ability.</p> <p>It is important to stretch before doing any physical activity.</p> <p>If there are more ideas, include them here.</p>	<p>Poster with expressions</p> <p>Answer Key:</p> <p>A1: Your muscles need flexibility.</p> <p>This ability is important for sports.</p> <p>Flexibility improves your mobility.</p> <p>Your need it for tennis or basketball.</p> <p>A2: Flexibility exercises have increased my blood circulation.</p> <p>It may improve your recovery speed.</p> <p>Flexibility requires more practice than other skills.</p> <p>This ability increases your athletic performance.</p> <p>B1: All athletes must develop flexibility before engaging in competitions.</p> <p>A flexible body may boost a flexible mind.</p> <p>Most sports require a great deal of flexibility.</p> <p>Stretching relieves pain to a large extent.</p>
13:00–15:00 min.	Closing	<p>Tell students to exchange their ideas about the following questions:</p> <ul style="list-style-type: none"> ▪ Can you practise flexibility more? How can you practice it? ▪ Is flexibility important in school activities? ▪ Can you teach this ability to your partners? 	Poster with expressions

13:00-14:00 min.	Closing	A1: Flexibility is _____ and I can _____. A2: I believe that _____ is relevant _____ because _____. B1: Considering flexibility as an ability, I think we should _____.	Poster with expressions
15:00 min.	Invitation	Let's explore other abilities for our lives. Don't stop practising to be the best. Give the team a piece of paper with this phrase: "Flexibility is the key".	Piece of paper with words

Vocabulary and expressions:

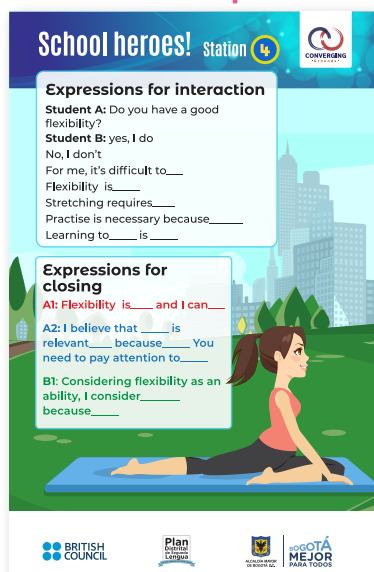
A1	Competition, condition, positive, negative. I think _____ is _____ / flexibility is _____ / In my opinion _____ can _____.
A2	Task, dedicate, time, actions, excitement, anxiety. I strongly believe that _____ / It is important _____.
B1	Achievement, competitive, attain, success, reactions, focus. From my experience, I believe _____ / I consider that _____ / I do not consider _____.

Review and Conclusions

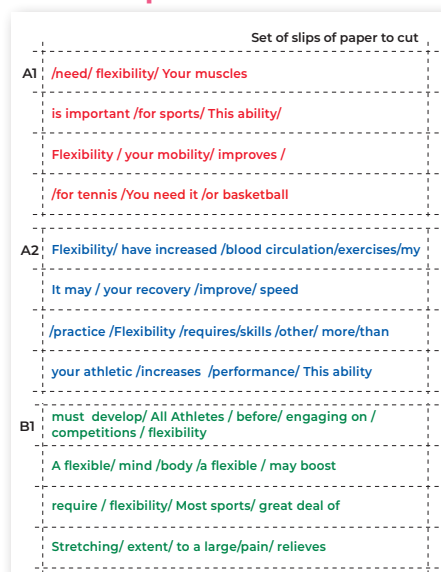
Remember that not all the abilities imply movement; you need to practise your flexibility for a better performance in any sport.

Materials

Poster with expressions



Set of slips



School heroes

Name of the station: Your body, your moves!

Participants: 5 groups of 5–7 students each.

Timing: 15 min.

Key themes: Fostering physical abilities– Coordination.

Overview: Students are going to practise their coordination with a hand-clapping game. They are going to see which team is the most coordinated and then they are going to discover why coordination is important in their physical activities. At the end, they are going to receive tips on how to foster their coordination abilities.

Layout: A room with enough space for students to move around in.

Materials:

- Set of cards.
- Poster with expressions for interaction.

Setting: Location with a desk where materials can be placed.

Clue/reward: A card with “move your body” written on it.

Introductory character script: Wanda (a 14–15 year-old-student)

Welcome! I’m Wanda, and I like dancing, aerobics, and other group activities. Moving around makes me feel really happy and I want to teach you a very, very cool ability. It’s coordination; when you move, your body needs to produce movements so you do not fall down. But this is not the only important function; you need coordination for more activities you do daily and in some sports you practise at school. Come with me, and I will show you how it works.

Methodology:

Time	What	Step-by-step	Materials
0:00–1:00 min.	Welcome students	Say: This is the game I will play with primary school children. Now, I want you all to imagine you are 10 years old. Ready?	
1:00–3:00 min.	Present the character	If you are male, present your script and perform the character of a teenage student who will teach students of lower grades. If you are female, tell participants that Wanda is very active and that she wants to show her abilities.	

3:00–6:00 min.	Introduction of the activity	<ol style="list-style-type: none"> 1. Start by asking students these questions <ul style="list-style-type: none"> ▪ When you play ball games (football, basketball...) can you catch the ball easily? ▪ Can you run and throw a ball to another teammate? ▪ Are you good at aerobics? 2. Tell students to answer the questions in their group using the expressions from the poster. You can give them more expressions for interaction. 	Poster with expressions for interaction
6:00–12:00 min.	Instructions for the activity	<ol style="list-style-type: none"> 1. Tell students that they are going to practice their coordination with a game, which is a hand clapping game (show them an example of it, you could use the ideas in this video:) https://www.youtube.com/watch?v=dVgNd0kvK7k 2. Ask students to work in pairs. 3. When they are in pairs, tell them to stand in front of each other. They need to coordinate their movements, so give them a chance to practise. 4. Show them a poster with a chant they need to repeat for the hand clapping (they can use the claps they know). For the following chant you can find videos on the internet about “hand clapping games”, this can help you with understanding the game. Chant Go, go with your friend Play, play for a game All of us want to stay...(x3) 5. Give them the time to practise (3 times) and then ask them to perform. The best pair to coordinate the chant and the claps gets recognition as the best team in the station. Ask the winners these questions. <ul style="list-style-type: none"> ▪ Was it easy to coordinate the claps with your partner? ▪ Did you use any particular strategy? 	Poster with chant

6:00–12:00 min.	Instructions for the activity	<p>Possible answers:</p> <p>It was easy/difficult</p> <p>We looked at our hands, and tried to _____.</p> <p>First, move your hands slow then _____.</p> <p>6. Read them this definition</p> <p><i>Coordination is the ability to use the senses to produce smooth and accurate movements.</i></p> <p>7. It is important that you expand a bit on this description and give examples of coordination.</p> <p>Ask students to do the following as other examples of coordination:</p> <ul style="list-style-type: none"> ▪ Go down on hands and knees. Stretch one hand out in front of you and stretch the opposite leg out in the air behind you. This exercise can help you to improve your coordination. ▪ Lift one knee up until your hip is bent at a 90-degree angle. Hold it there for as long as possible. 	poster with chant
12:00–14:00 min.	Closing	<p>1. Tell students to think of the following:</p> <p>How can you improve your coordination?</p> <p>2. Elicit examples and give them tips on how to foster this ability:</p> <ul style="list-style-type: none"> ▪ Do aerobics, you need to coordinate the movement of your arms and legs. ▪ Jump rope, you need to coordinate the jumps with the rope swing. ▪ To hit a ball with a bat you need hand-eye coordination. <p>A1: I think I can practise my _____ with _____.</p> <p>A2: After playing, I think I can _____ to improve _____.</p> <p>B1: Being coordination as an ability, I think _____ because _____.</p>	Poster with expressions
14:00–15:00 min.	Invitation	<p>Let's explore some other abilities for our lives. Don't stop practising to be the best.</p> <p>Give the team a piece of paper with this phrase "Move your body".</p>	Piece of paper with words

Vocabulary and expressions:

A1	Body, head, hands, feet, run, produce, coordination. I think my _____ is _____/I'm not coordinated because _____/My body is _____.
A2	Muscles, skills, improve, develop, move. I believe my _____ is _____/ My legs and hands are (not) too _____/I think that I can _____.
B1	Accuracy, accomplish, movement, contact, smooth, force. My coordination is (not) really _____ because _____/ I might practice _____ to improve my _____.

Review and Conclusions

Coordination is important for all the activities we do daily, not only for sports. We need to coordinate our movements to walk; it is important to practise this to improve coordination.

Materials

Poster with expressions

School heroes! Station 5

Expressions for interaction
I can catch the ball
I never catch anything
I can't _____
I usually/never play _____

Expressions for closing
A1: I think I can practice my _____ with _____
A2: After playing, I consider I can _____ improve _____
B1: Considering coordination as an ability, I consider _____ because _____

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School heroes! Station 5

GO GO WITH YOUR FRIEND PLAY, PLAY FOR THE GAME ALL OF US WANT TO SAY

Logos: BRITISH COUNCIL, Plan Distrital de Idiomas Lengua, ALCALDÍA MAJOR DE BOGOTÁ D.C., BOGOTÁ MEJOR PARA TODOS

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?

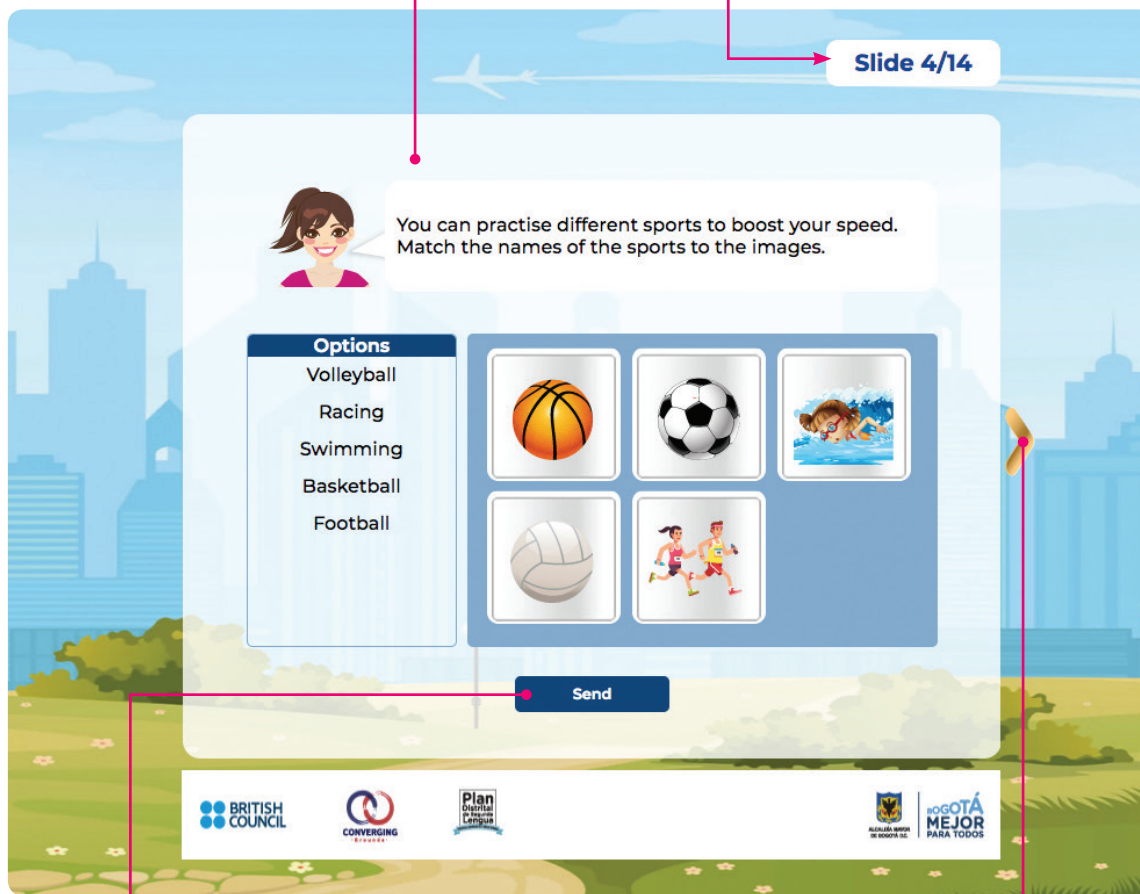
Cada mediación digital incluye 4 etapas, en las cuales habrá 1 o más diapositivas. A continuación se describe cada etapa.

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 1. 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/noticias/conoce-y-explora-converging-grounds>

También puede acceder usando el siguiente código QR.



6. Ficha técnica para School heroes

Narrativa	School heroes!
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	Describe de manera oral personas, actividades, eventos y experiencias personales. (DBA, 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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