

**Authors:****Castilla, Begue, Lorenzo & Gomez**

<b>Title of the learning situation</b>	Step by Step to China	
<b>Application context</b>	Stage / education level	1st – 3rd year of secondary school (12-14 years)
	Curricular areas involved	<ul style="list-style-type: none"><li>● Physical education</li><li>● Natural Sciences</li><li>● Social Sciences</li><li>● Maths</li><li>● Technology</li><li>● Religion</li><li>● IT</li><li>● English</li></ul>
<b>Description of the learning situation</b>	Skills	<p>Digital skills</p> <ol style="list-style-type: none"><li>1. Select, configure and program digital devices according to the tasks to perform. Install and configure the different applications used on mobile devices, tablets and computers.</li><li>2. Use text editing applications, multimedia presentations and numerical data processing for the production of documents. Use text processors, spreadsheets and presentations (Google Drive Apps) collaboratively to complete the tasks.</li><li>3. Use basic applications for fixed image, sound and video editing.</li><li>4. Search, contrast and select digital information suitable for the activities, considering various sources and digital media.</li><li>5. Increase personal knowledge through information processing strategies with the support of digital applications.</li><li>6. Organise and use a personal (online) environment of work and learning with digital tools.</li></ol>

7. Participate in interpersonal communication environments and virtual publications to share information.

8. Complete group activities using virtual collaborative tools and environments (Google Drive Apps).

9. Carry out citizenship and personal development actions, using digital resources.

10. Promote habits of healthy use of ICT linked to ergonomics.

11. Act responsibly with the use of ICT, considering ethical, legal, security, sustainability and digital identity issues.

#### Personal and social skills

1. Personal awareness and being aware of the process of personal growth.

2. Understand and put into practice strategies and habits that intervene in one's own learning.

3. Develop abilities and attitudes that confront the challenges of lifelong learning - the daily improvement, overcoming hardship, motivation and the desire to achieve a common goal.

4. Participate in the classroom in a reflective and responsible manner.

#### Practical skills:

1. Apply a work plan to improve or maintain health in relation to the daily practice of physical activity.

2. Evaluate the effects of an active lifestyle based on the integration of healthy habits in the practice of physical activity with the use of the O10K App.

- This app recommends the daily target of 10,000 steps, the study of the different pathologies of various countries, their diet and associated behaviors that are contrary to a healthy lifestyle

		<p>(sedentary lifestyle, alcohol, drugs, tobacco ...)</p> <ol style="list-style-type: none"> <li>3. Apply techniques and tactics of different sports.</li> <li>4. Put into practice the values of sport in a competitive situation through respect for peers, the collaboration of the whole group, taking into account individual differences.</li> <li>5. Enjoy the practice of recreational physical activities, paying close attention to those carried out in the natural environment.</li> <li>6. Plan and organise group activities for leisure purposes.</li> <li>7. Use physicality and body language to communicate with others.</li> <li>8. Use activities with musical support, as a means of social relationship and community integration</li> </ol>
	Methodology	<p>A methodology based on gamification, and learning based on challenges, will be used. For each 1000km route, the students will find a checkpoint where they will be able to locate badges that will give them additional points. Through this challenge, students will discover and learn about the different countries they visit.</p> <p>Digital competence is particularly important given that various IT resources will be used to reach Hong Kong.</p>
	Activities	<ul style="list-style-type: none"> <li>● Analysis and reflection</li> <li>● Case studies</li> <li>● Information research</li> <li>● Collaboration</li> <li>● Problem resolution</li> <li>● Reading or watching videos</li> </ul>
	Learning resources	<p>Wi-Fi connection and a computer and tablet per group</p>

	Digital technologies	<p>Computers or tablets will be used to create documents, and mobiles will be used to track the daily steps of each student.</p> <p>The applications that will be used are:</p> <ul style="list-style-type: none"> <li>● O10K - to track the steps taken.</li> <li>● Google Forms - where the students will add their daily steps to the global calculation.</li> <li>● Google documents – for collaboration.</li> <li>● Google spreadsheets - to compare the differences between countries.</li> <li>● Google presentations – to present the findings at the end of the project.</li> <li>● Kahoot (for groups) for extra points according to the result of the competition.</li> <li>● Edpuzzle - students will have to watch a video and answer questions related to the challenge.</li> <li>● Screen-o-matic or Lenso-Create - to make tutorial videos responding to questions and challenges posed in the control points of the journey.</li> <li>● Green Screen – enabling a group picture of students to be taken and photoshopped into the destination that the simulation has reached.</li> </ul>
	Monitoring and evaluation	<p>Recommended by the Department of Education for ESO levels: the Assessment for Learning (AxA) aims to teach teachers and students, share the learning objectives and the assessment criteria. Monitoring of the project is based on feedback with assessed activities that encourage feedback between teachers and students. This will enhance the self-evaluation of each group and the co-assessment of the other groups.</p> <p>The teacher will provide headings for each activity. These headings will be given to each group in order to carry out the self-evaluation of the activity and the co-assessment of the activities of the other groups participating in the project.</p> <p>In the description of control activities to evaluate, examples of self-evaluation and co-assessment sections are shown.</p>
	Teacher role	<p>In the project, self-improvement and co-development will be enhanced, so the role of the teacher will be to prepare class activities and observe/oversee each group.</p>

	<p>Workload</p>	<p>12 hours teaching with 8-13 hours homework so 20-25 hours in total.</p> <p>As it is an interdisciplinary project, the teaching load should be shared out between the involved subjects.</p>
<p><b>Learning outcomes</b></p>	<p>This project puts students in the face of a great challenge that they have to overcome in groups to reach Hong Kong. This forces them to measure, face challenges, organise themselves and respect one another. They will encounter unexpected obstacles and find new and diverse solutions. As a result, students will increase their cultural knowledge and discover new information in a more motivating way.</p> <p>Students will also learn that there are times when certain problems cannot be solved without acquiring new knowledge, so they must accept failure as a normal experience in life and one which you can grow from.</p> <p>They will learn to self-evaluate by discovering loopholes that will help them detect their strengths and weaknesses, what they have learned and what they still need to learn.</p> <p>Students will develop cooperative and collective intelligence, since this project relies on cooperation.</p> <p>Finally, students will learn values and put them into practice: understanding, respect, friendship, altruism etc.</p>	