



FACULTAD DE EDUCACIÓN DE PALENCIA  
UNIVERSIDAD DE VALLADOLID

**FILMS AND SERIES AS A SOURCE IN PRIMARY  
EDUCATION  
PELÍCULAS Y SERIES COMO RECURSO EN  
EDUCACIÓN PRIMARIA**

**TRABAJO FIN DE GRADO EN EDUCACIÓN PRIMARIA,  
MENCIÓN LENGUA EXTRANJERA: INGLÉS**

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## **ABSTRACT:**

Nowadays, the reality of Spanish pupils is influenced by the large number of audio-visual incentives to which they are exposed from very early ages. From all age ranges, pupils are keen on using digital tools for all kinds of activities, from listening to music or playing games, to watch films or series. In the following document, the focus will be on this later use of technology, that is the use of movies and series as a pedagogical and didactic element in our classroom.

This project aims to promote strategies for the application of technological resources in the classroom, which serve to complement and reinforce pupils' learning, in this case, a group of 2nd Grade of Primary Education in Palencia, Spain. In addition, an analysis will be carried out on the pupils' previous routines with respect to their screentime. All this, with the subsequent objective of creating the habit of watching movies and series in the foreign language English, in the pupils' homes.

**Key words:** bilingualism, movies, series, dubbing, audio-visual.

## **RESUMEN:**

La realidad del alumnado en España hoy en día está influida por la gran cantidad de estímulos audiovisuales a los que se ve expuesto desde edades muy tempranas. Los estudiantes de cualquier rango de edad están acostumbrados a usar herramientas digitales para todo tipo de actividades, desde escuchar música o jugar a videojuegos, hasta ver películas y series. En el siguiente documento, el foco estará puesto en este uso posterior de la tecnología, es decir, el uso de películas y series como elemento pedagógico y didáctico en nuestra aula.

Este estudio tiene el fin de promover estrategias para la aplicación de recursos tecnológicos en el aula, los cuales sirven para complementar y reforzar el aprendizaje del alumnado, en este caso un grupo de 2.º de Educación Primaria en Palencia, España. Además, se realizará un análisis sobre las rutinas previas del alumno con respecto al tiempo de ocio que dedican delante de las pantallas. Todo esto, con el objetivo posterior de crear el hábito del visionado de películas y series en la lengua extranjera inglés en los hogares del alumnado.

**Palabras clave:** bilingüismo, películas, serie, doblaje, audiovisual.

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# 1. INTRODUCTION

In this document it is reflected the process and conclusions from a proposal made by a 4<sup>th</sup> year Primary Education degree student across his internship period in a 2<sup>nd</sup> Grade class in a school in Palencia, that it is located Spain.

This proposal consists of approaching a foreign language, English in this case, through movies and series presented to the pupils in different moment of their timetable. Finally take advantage of this including specific multimedia contents in a developed unit in Science subject, which will also include contents from other subjects such as Arts or English.

Moreover, across this document it is described the different reasons of this proposal, based on nowadays situation in relation with pupils' habits with multimedia contents, analysing different approaches and how the law and different authors have a perspective about the purpose of applying films and series in the classroom as a useful source.

Furthermore, the project has a final part in which a didactic unit is proposed. This didactic unit includes a routine based on this proposal, using multimedia sources not only working with curriculum contents, but also developing new habits in pupils from which they can improve their skills at the time of learning a foreign language.

Results of this project are presented through graphics obtained from a survey filled out the pupils who were part of it. They share their opinions and experiences before and after the beginning of the project, analysed and used in order to create a better proposal which might be implemented in the future with different groups in another context or even with a foreign language different from English.

The final objective, apart from using these audio-visual contents as a new source to develop their competences and skills, it will be help developing in the pupils the curiosity and the initiative to start watching films and series at home in their original language, learning about the benefits of this new habit.

## 2. OBJECTIVES

The main objective of these proposal is adding new sources to the school's Bilingual Program, including new routines on different moments across the timetable so pupils create a habit, which might be included as a routine not only at school, but also at home.

The objectives that are intended to be achieved with this project are:

- Change pupils' perspective about learning, suggesting different ways of learning a language through different experiences.
- Promote pupils obtain a new habit at home which help to work different skills learning a foreign language.
- Use movies and series as a source on schooltime in order to reinforce contents.
- Being aware of the importance of learning foreign languages in our global context.

The objectives of this project are also influenced by school's objectives which can be found in its P.E.C. (Proyecto Educativo de Centro), specifically in Bilingual Program section. This is the list of those objectives in which this project is based on:

- Diversify and give pupils the opportunity to develop multilingual competence.
- Introduction to the sound, rhythmic and intonation aspects of English.
- Gradually use what is learnt in the classroom in daily life.
- Get pupils to learn content in a flexible and fun context.
- Know and value English culture as part of European community culture.
- Promote interest in knowing other ways of expressing and communicating.

### 3. JUSTIFICATION

Nowadays, watching films and series is one of the most important elements from people’s free time, specially in early ages in which parents use screens as a source in order to take care of their children. This project has the aim of take advantage of this situation to use these multimedia contents as a source at schools in order to develop pupil’s skills in foreign languages. Different sources, such as researches or laws, have been analysed with the objective of developing a successful project which create beneficial habits in pupils.

One of these researches deals with the different methods which students from a University in Indonesia has when it comes to learn English. The experiment was made on the top 20% academic achievers in English Department of Universitas Negeri Makassar. (Atmowardoyo, Weda, & Sakkir, 2021)

The selected subjects include 40 second year pupils, but due to COVID 19 pandemic, observation could not be conducted. Instead of observation, they collected the data using open-ended questionnaires in Google form shared in WhatsApp group of the selected subjects. The data collection was conducted from March until June 2020. The data obtained from the questionnaires were analysed by coding. Coding technique was used to identify the information technology media used by the research respondents.

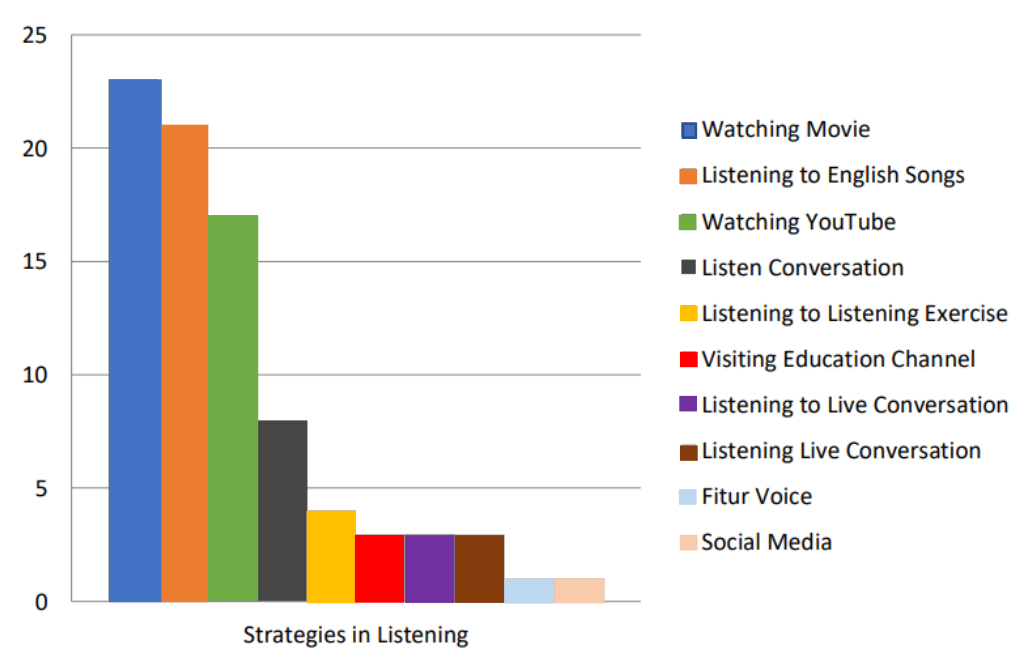


Figure 1: Strategies in Improving Listening

From Figure 1 It can be observed than more than a half of these pupils learn English watching movies or listening to English songs and that only a few of them improve their listening skills using some of the strategies commonly used on textbooks, such as listening to conversations or visiting educational channels.

This graphic does not show the most demonstrated strategies at the time of learning a foreign language, nevertheless, it can be observed that in a country like Indonesia, the Millennial generation has founded their own ways of learning English through movies. This project will try to implement watching movies and series in their original languages, as most of the series that kids watch nowadays have been produced by north Americans companies, the language which they are going to learn mostly is English, but it does not mean that in special occasion they can watch some contents in other language like French or those which are spoken in some regions of Spain such as Galizian or Catalan.

Different official documents deal with strategies at the time of teaching English at schools and some of them will be analysed searching for information about applying movies and series at school.

### **Common European Framework of Reference for Languages: Learning, Teaching, Assessment:**

One of the sections of this document describe "Language use and the language user/learner" with some of the receptive active strategies including: aural reception, visual reception and the one which includes series and films which is the audio-visual reception. In audio-visual reception the user simultaneously receives an auditory and a visual input. Such activities include:

- Following a text as it is read aloud.
- Watching TV, video, or a film with subtitles.
- Using new technologies (multi-media, CD ROM, etc.).

According to the Common European Framework of References for languages (2001) these are the different skills which must be obtained according to the levels:

	<b>WATCHING TV AND FILMS</b>
C2	As C1
C1	Can follow films employing a considerable degree of slang and idiomatic usage
B2	Can understand most TV news and current affairs programmes. Can understand documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.
B1	Can understand a large part of many TV programmes on topics of personal interest such as interviews, short lectures, and news reports when the delivery is relatively slow and clear
	Can follow many films in which visuals and action carry much of the storyline, and which are delivered clearly in straightforward language. Can catch the main points in TV programmes on familiar topics when the delivery is relatively slow and clear.
A2	Can identify the main point of TV news items reporting events, accidents etc. where the visual supports the commentary.
	Can follow changes of topic of factual TV news items, and form an idea of the main content
A1	No descriptor available

**Boletín Oficial de Castilla y León (BOCyL):**

*DECRETO 26/2016, de 21 de julio, por el que se establece el currículo y se regula la implantación, evaluación y desarrollo de la Educación Primaria en la Comunidad de Castilla y León.*

This document includes all the contents which have to be taught across the different grades in Primary Education, from here will be obtained the different topics worked with films and series. Despite the grade in which this project is implemented is 2<sup>nd</sup> Grade, the objectives in relation to listening and using multimedia sources are common for all the grades and are the following:

- Use of basic strategies to support comprehension (active listening, non-verbal language, illustrations, digital supports...).
- Mobilization and use of prior information on the type of task and topic.
- Identification of the textual type, adapting the comprehension to it.



- Distinction of types of comprehension (general sense, essential information, main points).

One of the most important elements from Spanish curriculum, which was used in order to develop this document, are the key competences. Spanish Educational Law establishes a competency-based learning approach. These competences are the following:

- **Competence in Linguistic Communication:** Orally interactions between two or more individuals have two main points, listening and speaking, both are developed across the project, listening by watching the multimedia contents and speaking by answering the questions proposed by the teacher.
- **Competence in Mathematics, Science and Technology:** Technology is an important element of this project, which pupils must work with in order to continue their habit watching multimedia contents at home.
- **Digital Competence:** This project based on audio-visual sources has as a key point on pupils' development of this competence, taking advantage of technology and their interest to develop skills is a foreign language.
- **Learning to Learn Competence:** Teaching to the pupils new ways in which they can improve their skills in a foreign language on their own at the same time they are enjoying it.
- **Social and Civic Competences:** Different values might be taught using films and series as a source.
- **Sense of Initiative and Entrepreneurship Competence:** Pupils are thought about the benefits of watching multimedia content in its original version, but they are the ones who must do their own research in order to choose what type of contents are more interesting for them.
- **Cultural Awareness and Expression Competence:** Movies and series are cultural elements which can be used as a source for teaching pupils about different cultures and perspectives of the world.

## 4. THEORETICAL FOUNDATION

Referring to the main idea of this project, it was not only thought from observation in educational contexts, but also from my own experience travelling, which made me see how people who has English as a Foreign Language (EFL from now), some of them who had learned English only by watching films since early ages. But not all the EFL countries have the same sources teaching a foreign language to their population in schools. If European map is observed and the mandatory study of foreign languages at schools is analysed, it can be observed that those with a strong language spoken in more countries (Spanish, English or German) learning more languages isn't that important. (Devlin, 2015)

In France, Germany, Italy and Spain dubbing is the most common method of language transfer, whereas the subtitling countries include Belgium, Cyprus, Denmark, Finland, Greece, The Netherlands, Norway, Portugal, and Sweden (Ariza, 2004). A clear relation between these two data can be observed leading to this document. Can pupils' interest in a foreign language be improved with something daily for them such as watching TV?

Based on this observation and in some theories such as the theory of foreign language acquisition studies the psychological, cognitive processes of foreign language learners and language and the factors affecting foreign language acquisition. (Zukang, 1999) we can develop routines in the class which promotes watching films and series in their original language.

Not only watching movies as a free time activity, also as a useful resource in class. The research conducted by (Pezdek, Lehrer, & Simon, 1984) suggests that movie fragments help enhance memory and recovery of information in reading and listening. Another study that supports the use of movies in classrooms was developed by Hanley and Herron (1992) which concludes that using movies offers background information that activates prior knowledge, which is essential in stimulating the four language skills.

Furthermore, other authors (D.Fisher & N.Frey, 2011) also hold the same view that there should be activities before, during and after watching the movie to keep the pupils attentive thereby fulfilling its pedagogical use.

## 4.1 COMMUNICATIVE APPROACH

The Communicative Approach and the Learner-centred Approach emphasize the active role of the learner. Therefore, lessons must be planned in a way that ensures children's involvement in classroom activities. A listening lesson, in order to be effective, must follow 3 stages, which are:

- **Pre-listening stage:** It is a preparatory phase. The aim of the activities carried out at this stage is to prepare pupils for what they are going to listen and create expectation. This can be achieved through activities such as predicting content from a title, commenting on pictures or photographs, asking for the pupils' opinion on the topic, pre-teaching key words (vocabulary) and grammar exercises, among others. (Saehu, 2016)
- **While-listening stage:** The aim of the activities carried out at this stage is to develop listening strategies and keep the pupils active. These tasks can be either extensive or intensive listening. On the one hand, in extensive listening activities, global understanding is encouraged, for example: matching pictures, sequencing a story, answering questions, following instructions (listen and colour, listen and do...). These activities are appropriate for the first levels. On the other hand, intensive listening activities are tasks that require a specific search for information of any kind (sounds, words, intonation patterns, etc.) as well as dictations, gap-filling activities, finding differences between two versions of a story, etc.
- **Post-listening stage:** The aim of the activities carried out at this stage is to check comprehension and evaluate. Following on the listening passage, a lot of activities are possible: extending lists, summarising, matching with a reading text, performing role plays, practise pronunciation, vocabulary and structures from the text, etc.

Even though listening is the skill which students develop the most by watching movies and series, it is one in the group of 5 basic skills at the time of learning a foreign language, which are listening, speaking, reading, writing and interaction. Depending on how they are worked reading may be taught through audio-visual contents by adding subtitles or speaking if some dynamics of conversation are included before, during or after watching. Nevertheless, the skill which always is worked with is listening, even in the word "audio-visual" the word audio is what explains the importance of listening in these contents.

The definition of listening might change depending on the context, but even in education, different authors have variety of definitions which give different levels of importance to these basic skills which is the one who made people learn they native tongue. Some of these definitions are the following:

- **Vandergrift (2004):** Listening is a complex and active process in which the listener must discriminate between sounds, understand vocabulary, and grammatical structures, interpret stress and intonation, retain the data collected in the above processes, and interpret it within the immediate as well as the larger sociocultural context of the utterance.
- **Anderson and Lynch (1988):** Listening comprehension is the most fundamental of the four language skills. Learners can be exposed to a lot of authentic input through listening, and if the input is comprehensible, it would lead to improvement of other areas of language such as pronunciation, speaking and even reading and writing.
- **Howatt and Dakin (1974):** Listening is the ability to identify and understand what others are saying. This process involves understanding a speaker's accent or pronunciation, the speaker's grammar and vocabulary, and comprehension of meaning. An able listener is capable of doing these four things simultaneously.
- **Ronald and Roskelly (1985):** Listening is an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand.
- **Bulletin (1952):** Listening is the fundamental language skill. It is the medium through which people gain a large portion of their education, their information, their understanding of the world and of human affairs, their ideals, sense of values, and their appreciation.

One key point which all these authors have in common is that listening is the most basic skill which must be acquired at the time of learning a new language, even our mother tongue. Moreover, listening is the baseline for the following skills, having an influence in all of them and requiring of other type of skills.

The importance of listening at the time of learning a foreign language has been explained. Probably it is the skill which requires more time because other skills are needed, but the importance of it affects to the adquisition of the other four basic skills. Some people learn a foreign language during years and when they move abroad, they feel that they can speak,

read but when it comes to listening, some aspects like the accent or the speaking speed of native people made people feel that they are speaking a different language.

One important element at the time of including movies and series on the schooltime are subtitles, depending on different elements like age, English level different strategies can be worked including: avoid subtitles, adding subtitles in the mother tongue or adding subtitles in English.

Subtitles were initially used in foreign language teaching in 1980, according to studies (Pilco, 2014). It was confirmed that the combination of audio-visual contents is a successful method. According to Zanon (2012), there are three types of subtitles: bimodal subtitled of English dialogs, standard subtitled from English subtitles to subtitles in pupils' mother tongue and reversed subtitled: from dialogs in pupils' mother tongue to subtitles in English (Arango & Bermúdez, 2018)

According to the 5 basic skills, subtitles are related with reading which might be not that much developed as other skills, not only in English, but also in pupils' mother tongue remembering that this implementation occurs in a 2<sup>nd</sup> grade class in a bilingual school.

As a previous stage, it is beneficial to add subtitles in English, especially in order to learn how words are spelled at the same time they listen their pronunciation (be careful with the multimedia content picked because a different accent from which was expected might be taught and it can confuse pupils). Nevertheless, the final objective should be that pupils obtain the skill of watching movies in other languages without the necessity of using subtitles, such as they would do with a movie/series in their native language.

## **4.2 VIGOTSKY'S COGNITIVE DEVELOPMENT THEORY**

According to Vygotsky's cognitive development theory, human development cannot be understood without considering the way the socio-historical changes affect the behaviour and the own development. The psychic process has its origin in the relationship between human beings. The environment that surrounds children channel the development and the cognitive development is in fact a process of cultural acquisition (Vaázquez, 2012).

The kind of cultural conscience that children will have will appear at first in the social environment he or she was born, and then they will interiorize it in their mental structure through their reference group.

This social theory has a great relevance on education. It empathizes the interaction between pupils and environment. He affirms that the children learn through social interaction. The result is the cognitive development. It is fundamental to have relationship to get the cognitive development.

The language takes a very important part in the learning process because the information that we receive from the environment, from the external world, is transformed and internalized through language.

According to Vygotsky, words are signals. Adults engage children in a secondary signal system and the words represent objects and ideas. Children develop the inner speech, then they divide between thought and language and that allows them to express their thoughts coherently.

Finally, what Vygotsky observed was the "zone of proximal development" what is explained by the differences between children playing alone or accompanied by another child or adult. This theory is related with children's play because if a child is learning to complete a task and a more competent person help him/her. Now this child is able to move into a new zone of development and problem solving. This assisting process is called "scaffolding".

Referring to this project, watching films and series in Spanish might be considered as part of pupils' comfort zone, and following Vygotsky's theory, a zone of proximal development should be found. In this case, changing the language of the multimedia contents which pupils are watching, may be the necessary stimuli in order to be in this learning environment, accompanied by teacher's help and a common element for their daily life like films and series.

## **5. METHODOLOGY**

As it was introduced before, this final work will be developed in the second year of Primary education, focusing on a bilingual school from the city of Palencia. Moreover, after investigating about benefits of using movies and series as a source in classrooms, the elaboration of this project started, and it is developed in the following pages. The process will be divided in three main phases, from which information will be obtained in order to develop the best proposal for a specific group and finally obtain some conclusions about the success of this project.

### **5.1 INITIAL PHASE**

Initially, it will be important to obtain information about pupils' interests, especially those which are trending for most of the class and probably for most of the kids in the same ages. Furthermore, it will be necessary to observe the curriculum and the contents which will be taught at the time of the implementation of this proposal. It will be also interesting to obtain information about if any of the pupils have this habit before and how parents promote it at home.

Across this period, it is necessary to determine which are the moments in the pupils' timetable in which films and series in a foreign language can be included, not only in the middle of the classes, but also as a nexus between two subjects, moments before breaks or after them as a relaxing method.

The time of watching will be in different periods:

- English/Science class time.
- Periods in which pupils finish the class earlier than what was expected by the teacher.
- Transitions moments: between classes or before and after the break.

### **5.2 IMPLEMENTATION PHASE**

According to the information acquired across the first weeks, some audio-visual contents start to be presented, varying depending on pupils' reactions. Some of the characteristic that should be taken into account picking audio-visual contents are:

- Cartoon or life action
- Amount of speaking in the episode/movie
- Modern or old
- Subtitles
- Familiarity of the pupils with contents
- Relation with curriculum contents

After initial phase process, more information about pupils will be obtained, not only about the compensation level of what they are watching, but also about their interest and maturation level facing movies and series.

The most important part of the implementation will be the use of this approach to contents in other languages in order to implement some in a Science unit about matter and materials. The presence of movies and series in Science unit consist on a routine at the end of each class in which pupils will watch a series related with the unit of the topic and they will be asked by the teacher about what they are watching in specific moments. Moreover, they will be asked about what they have learned across the lesson, both type of questions rewarded with different methods in order to create that first interest on be focus on what is happening in the episode.

### **5.3 CONCLUSIONS PHASE**

Some conclusions from the project might be obtained across the implementation of it, observing pupils' reactions and interest of this new source for them. Nevertheless, final conclusions will be obtained from the results of a survey which will be filled out by pupils who were part of the process. This survey will not only obtain data about pupils' interest on the topic after the proposal, but also information about the sources that their families have at home in terms of multimedia platforms and their previous perspective.

From the success or not of this proposal it will be interesting to do a comparison with other countries in which most of the people consume all the audio-visual contents in a foreign language due to the facts that they don't use to dub from the original version



## **6. PROJECT DESIGN**

The main objective of the project was to implement watching movies and series in original version as a routine in some lessons, with the final objective of creating this habit in the pupils so they might continue it at home. But before implementing it in a didactic unit, some information and other kind of approaches were compiled.

### **6.1 CLASSROOM CONTEXT**

This proposal has been developed in a 2<sup>nd</sup> Year classroom that was made by 25 pupils who were 7-8 years old, without appreciable cultural differences, except by two girls who have born in Spain, but their family's origins are from South American countries, but it is not considered as an important fact for the classroom development.

One of the most important facts about the group is that is a generation which has spent their first school years influenced by Covid-19, which means that they are not used to teamwork strategies. Fortunately, the circumstances among the internship have given the opportunity to develop the didactic unit using teamwork as a main source.

Most of the group books are provided by "SM" with the exception of English and Science books, which are provided by Macmillan and Oxford respectively. For most of the subjects, the textbook is an important resource which helps as a common thread, but in the Science Unit developed it was only used in order to see which are the contents which has to be taught.

It could be observed that some of the pupils have different learning rhythms, some of them above what is expected for kids on their age and others with lower academic level. Specifically, two pupils are being tested in high capacities, one of them with an outgoing personality which sometimes might be counterproductive for the teacher and for the relation with classmates and the other pupil completely different, smart, knowing interesting information about to many subjects but with more social problems.

On the other hand, there were those pupils who required the intervention of teachers specialised in their problems, some hours per week the AL (Audición y Lenguaje) teachers takes 3 kids so she can work with them in a most personalised way.

Generally speaking, classroom environment is positive and pupils are willing to do new things being part of the proposal. Nevertheless it does not mean that pupils do not have problems in terms of relation with classmates, these conflicts increase in the break time, but they don't usually infer in classes development. In relation with the topic, it could be observed that a few pupils usually watch movies and series in English at home. Those kids have this habit since young ages promoted by their parents.

## **6.2 INITIAL PHASE**

Before using movies and series in their original version across a didactic unit, it will be useful to get the pupils used to it by some previous experience in which they might reject the language in the first contact. Teachers' role on this time will be to observe which multimedia contents will be efficient on the first weeks, knowing pupils' interests and how to access to those sources, some of them free by platforms like YouTube and others paying substations to live streaming platforms like Disney + or Netflix.

After observing during the first two weeks, it was decided to introduce series which they watch on their free time. The reason was that those who had watched those episodes might know the dialogs and they may not have problems following the series. Moreover, pupils are used to watch cartoons and sometimes just with the visual impact they are comfortable, and at the same time they are listening in English, improving their listening skills.

As it was predicted, some of the pupils didn't have problems with this new dynamic, some of them because they were used to do the same at home. Nevertheless, it was not a surprise that a considerable number of pupils was not comfortable watching series in English, asking constantly to the teacher if they could change the language to Spanish.

Although, the reaction from the majority of the class was not what was expected, and it was tried with some series which may be new for them and could catch their attention. Finally, some good reception was obtained with the series Mr. Bean, which everybody can find free in YouTube. In spite of not being a series in which dialogs are present constantly, it was useful attracting those pupils who were not comfortable with the initial proposal.

Initially, some random episodes were picked, and it was limited to listen to the short dialogs and try to understand together what they were saying, especially because most of the times it was necessary to understand the jokes in the episodes. As time went by, the new strategy was to play episodes which have a relation with the contents which pupils were learning by the book, so they can consolidate their knowledge through a funny activity.

One example may be when pupils were learning different parts of the city like the park, swimming pool, ice rink... and it was played one episode in which Mr. Bean goes to a funfair. Pupils laughed at it, and they learnt new vocabulary like rollercoaster or candyfloss. These contributions were included across the units about illness and healthy habits and in the unit about places in the city, in English subject.

The following chart represent all the different movies and series which were played across the Practicum II period in which one routine which pupils already had, which was watching films and series as a reward if they finish some activities before the time the teacher expected, all of them in English with or without subtitles and with or without relation with the contents: [\(Annex 1\)](#)

### **6.3 IMPLEMENTATION PHASE**

This unit is planned for the 2.º Year of Primary Education, between April 29th and May 20th. It involves contents from Natural Science, Arts and Literacy and has creating a pirate boat as its final task. The unit is focused on the Science Unit: Mater and Materials and has the pirate topic as a way for attracting pupils' attention. [\(Annex 4\)](#)

Most of the lesson consist of experimenting with different materials, testing their properties by groups. These lessons include routines, having their own outfits, their own silence routines and with the addition of the teacher playing a role as a pirate who doesn't know how to speak in Spanish, only English.

Nevertheless, the routine which concerns to this project is on the last 15 minutes of each 60min lesson. It consists of watching a series in relation with both topics, pirates and materials, the name of the series is "Jake and the neverland pirates". After investigating about the big catalogue of series that can found for kids nowadays it was picked this for different reasons like:

- Connexion with both topics (materials and pirates).
- Observations about those pupils from 2<sup>nd</sup> grade, who are more comfortable with cartoons than live action series.
- Good duration of the episodes (10 minutes).
- Interaction with the audience.
- Marked moments in which we can stop the episode to ask some questions

These specific moments which are mentioned are part of all the episodes in which after solving some “pirate problems” the character obtain a number of golden doubloons. Depending on this amount pupils are asked some questions which might be about what they have watched in the episodes or about what they have learnt in the lesson. The pupils who answer is picked randomly using the app “Class Dojo” which is also used as award for those who answer correctly. On this point of the school year, pupils feel motivated with the points they obtain in Class Dojo, because at the end of the week, they receive different kind of awards depending on the number of points they have compiled. Reward cards ([Annex 2](#))

## 6.4 QUESTIONS PER LESSON

As it was explained, the routine at the end of each lesson of this didactic unit consist of 15 minutes watching episodes from the series “Jack and the neverland pirates” which has an episode duration of 10 minutes approx., and those extra 5 minutes consist of the time for asking and answering questions about what they are watching in the episode and other about what pupils have learnt on that lesson as part of the assessment.

The group in which this project is based is on 2<sup>nd</sup> Grade in Primary Education and they require a specific kind of vocabulary and structures at the time of formulate the questions according to their age, their English level and what is required in the curriculum.

Following, there is a list of models and examples according to the 8 different lessons which shape the unit:

- **Lesson 1**

**Topic of the lesson:** Create pirate outfits with materials.

**Main activity/activities:** Introduce the unit, the topic, some clues about the final task and create the groups in which they will discuss the firsts ideas.

Pupils will also elaborate their pirate outfit as part of a routine for all the session in this unit.

**Model questions:**

- What material is \_\_\_\_\_ made of?
- What is the name of \_\_\_\_\_?

**Example questions:**

- What material is this pirate map made of?
- What is the name of this character?
- What is your pirate object?

• **Lesson 2**

**Topic of the lesson:** Materials properties (flexible, transparent, soft, magnetic...).

**Main activity/activities:** Pupils will complete a sheet in which by groups they have to colour the properties that they can see in the different material which they will manipulate.

**Model questions:**

- Is \_\_\_\_\_ attracted to the magnet?
- Is \_\_\_\_\_ flexible or rigid?

**Example questions:**

- Is the spoon attracted to the magnet?
- Is the paper flexible or rigid?
- Can you move your arms like the pirate?

• **Lesson 3**

**Topic of the lesson:** Properties of the materials in relation with water (float, sink, waterproof...).

**Main activity/activities:** Pupils will complete a sheet in which by groups they have to colour the properties that they can see in the different material which they will manipulate.

**Model questions:**

- Which of these materials is waterproof?
- \_\_\_\_\_ sinks or floats?

**Example questions:**

- Plastic bottle sinks or floats?
- Is wood waterproof?
- Say the pirate password from the series

**• Lesson 4**

**Topic of the lesson:** Heterogeneous and homogeneous mixtures.

**Main activity/activities:** Pupils will complete a sheet in which by groups they have to write the different mixtures in a sheet at the time they are doing a gymkhana across school's playground.

**Model questions:**

- \_\_\_\_\_ + \_\_\_\_\_ is a homogenous or heterogeneous mixture?
- In \_\_\_\_\_ mixtures can we see one or more substances?

**Example questions:**

- Oil + water is a homogenous or heterogeneous mixture?
- In homogeneous mixtures can we see one or more substances?
- Can you see any mixture in the episode?

**• Lesson 5**

**Topic of the lesson:** States of matter.

**Main activity/activities:** Using an app, pupils will experiment with water, heating, and cooling it. Pupils will be divided in two big groups, and they will compete doing a pirate quiz about the contents worked in this lesson.

**Model questions:**

- In which state of the matter is \_\_\_\_\_?
- If we \_\_\_\_\_ water, we obtain...?

**Example questions:**

- In which state of the matter is ice?
- If we freeze water, we obtain...?
- Stand up and row like the pirates

**• Lesson 6**

**Topic of the lesson:** Mass and volume.

**Main activity/activities:** Pupils will complete a sheet in which by groups they will use “< or >” comparing two objects and manipulating them using a weighing scale.

**Model questions:**

- \_\_\_\_\_ has more or less mass than \_\_\_\_\_?
- \_\_\_\_\_ has more or less volume than \_\_\_\_\_?

**Example questions:**

- This plastic bottle has more or less mass than this pencil?
- This glass jar has more or less volume than this cardboard box?
- Name 3 materials you can see in the series

## • Lesson 7

**Topic of the lesson:** Create materials pirate boat.

**Main activity/activities:** Groups will have time to create sails and part of the boat. All of them must include drawings and words in relation with vocabulary and contents of the unit and pirates. When the groups finish their parts, they will be asked to go outside and craft the boat.

**Model questions:**

- Why is \_\_\_\_\_ made of \_\_\_\_\_?
- Are \_\_\_\_\_ made of \_\_\_\_\_?

**Example questions:**

- Why is the boat made of wood?
- Are glasses made of wood?
- What is the name of the parrot?

## • Lesson 8

**Topic of the lesson:** See in the pirate boat floats

**Main activity/activities:** Pupils will do a quiz as a recap. When the pupils correctly answer the answers, they will leave the classroom in order to add plastic bottles to the pirate boat so it can float. The whole class will go to a small pond next to the school so they can check if the pirate boat floats.

**Model questions:**

- Is our boat made of \_\_\_\_\_?
- Did our boat \_\_\_\_\_?

**Example questions:**

- Is our boat made of cardboard?
- Did our boat sink?
- Do you like our boat?

## 7. RESULTS

Now, results are analysed and there are different ways of obtaining results from this proposal, which should be understood in its context and having the conviction that the objective is to promote the habit of watching movies and series at home in their original version and that it is hard to create this type of habits in all the families. Obviously, this proposal does not pretend to increase pupils' amount of screentime, which will be observed by graphics, that it is high on these ages.

One of the results that can be observed is the marks in the didactic unit which have included a routine watching series in English, but it might be tricky because there are lots of factors that might influence in the higher marks, such as the different dynamic of the unit or the type of test which was developed. Nevertheless, it should be mentioned that the media grade of the class increased from an average of 8 above 10 to 8,95 above 10 in Science subject.

Another criteria that should be mentioned is pupils' motivation, which is not easy to analyse with data, but it was observed by different teachers across the implementation of the project. Some of the pupils were motivated since the beginning of the proposal, other were obtaining more interest depending on different factors, like the kind of contents or the existence of a positive reinforcement if they were paying attention to the multimedia contents.

Finally, a survey was the method chosen in order to obtain more objective data about the implementation results. The subjects from this survey are 24 pupils who have experimented the process, they are 7–8-year-old pupils and some aspects should be thought before formulating questions, for example the type of language, the amount of



possible answers or the duration of the survey, which might feel boring for some of them it is too long.

The main objective of the survey was to analyse pupils' habits in terms of watching films and series in their original language before and after the intervention, but also obtaining information about the amount of time they spend on screentime or the type of platforms they use to watch these multimedia contents at home. In order to obtain more detailed data, survey was written in Spanish, mother tongue from all of the pupils because on these ages pupils do not have the English level required to answer this type of questions. This was the survey: [\(Annex 3\)](#)

From the survey some interesting data were obtained, beginning with observing the amount of pupils who were familiar with watching films or series in English at home:

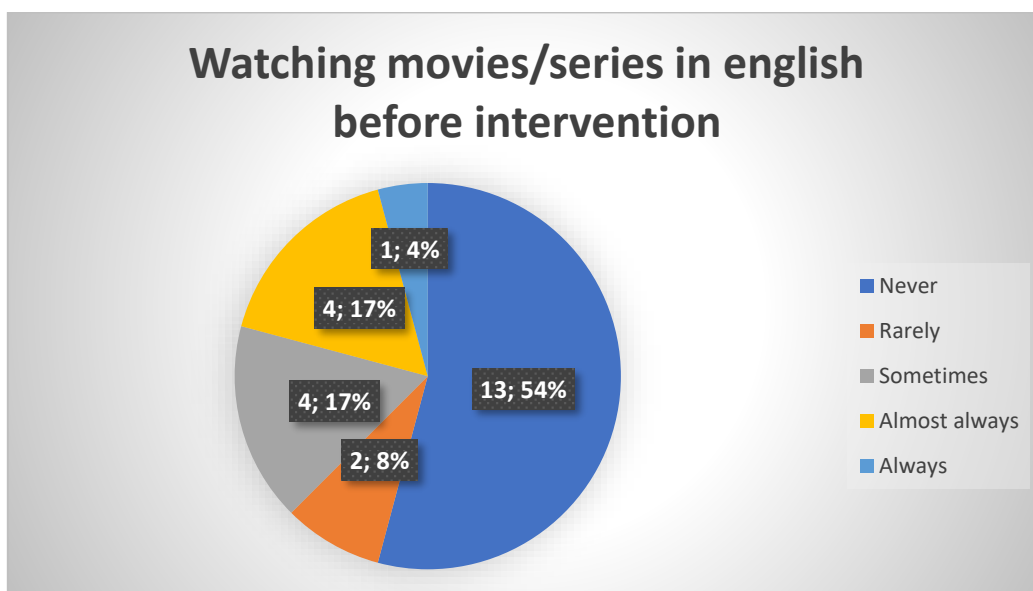


Figure 2: Watching movies/series in English at home before intervention

As it can be observed, less than half of the pupils (46%) were used to watch films and series in English at home, some of them in specific moments and a significant percentage (21%) usually do it always or almost always, which might mean that it is a routine that their parents have implemented previously at home. It will be interesting to observe how these percentages change after the intervention during a few months (from February to May).

But before observing the results after the intervention, it will be also interesting to analyse how pupils answer to the amount of screentime they have:

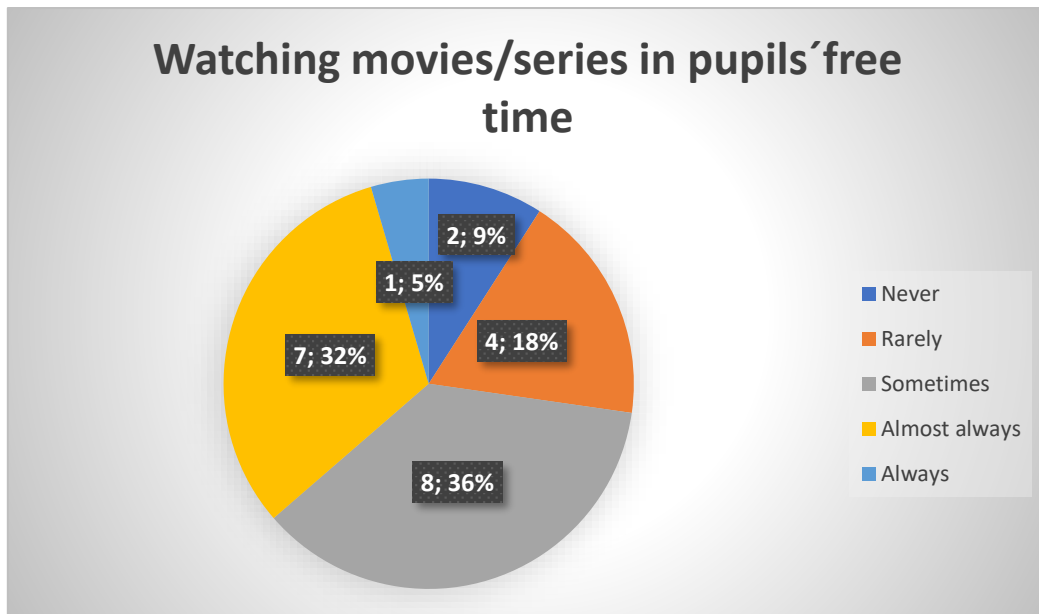


Figure 3: watching movies/series in pupils' free time

Firstly, there is nothing to highlight in the results, most of the pupils consider they spend sometimes their free time watching audio-visual contents and another big amount think that they do it rarely or almost always. Only a small percentage consider that they never watch movies or series in their free time, or they do it always. The number of hours is not specific considering that on these ages, pupils do not have a developed perspective of time by hour or minutes, and they are more use to deal with concepts such as rarely or sometimes.

The following graphic show the variety of platforms from which pupils watch multimedia contents:

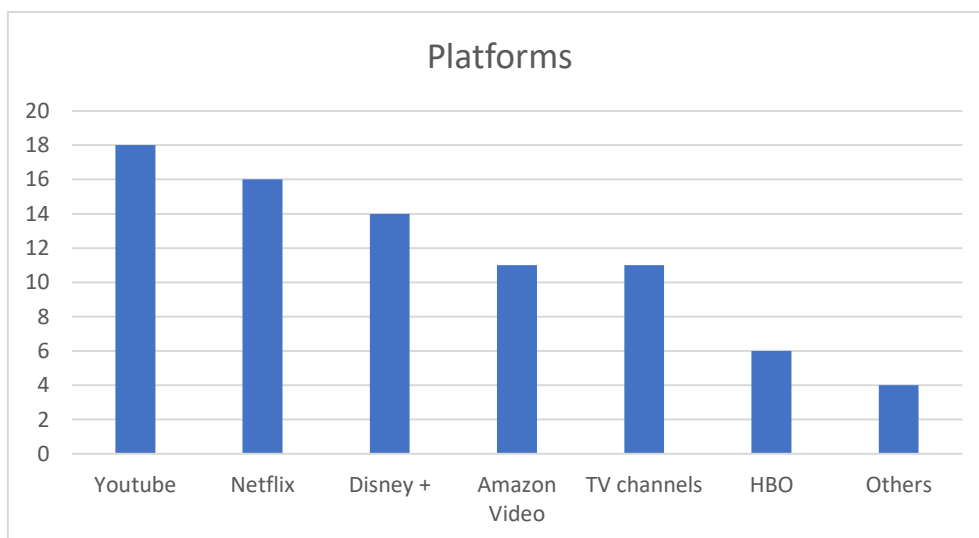


Figure 4: Different platforms which pupils access to.

It is interesting to observe that even YouTube is the platform which pupils use the most, the percentage of free platforms used is lower (36,25%) than those platforms which require a subscription paying each year or month by month. Fortunately, all these platforms have subtitles options and possibility of changing languages, highlighting which is the original version language. Having this data is useful in order to know which kind of contents teacher can recommend in the school, knowing that in a context like this one, most of pupils have access to different kind of platforms, approximately 3,3 platforms per pupil.

The following data was obtained from pupils of their thoughts about subtitles:

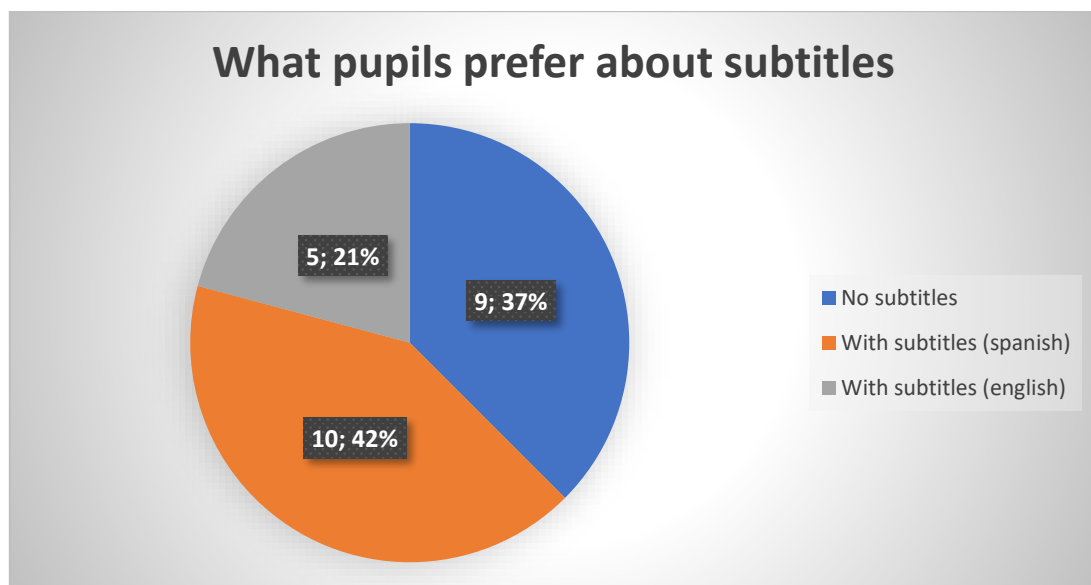


Figure 5: What pupils prefer about subtitles

Even the highest percentage represent those pupils who enjoy more using subtitles in Spanish, 58% of them prefer using subtitles in English, which might help improving spelling or directly not using them, which is the final stage of getting used to watch films in other language, watching them without subtitle help.

Now, let's move on to those intervention during breaks, at the end of some lessons and during a didactic unit were productive in order to create a habit after the intervention:

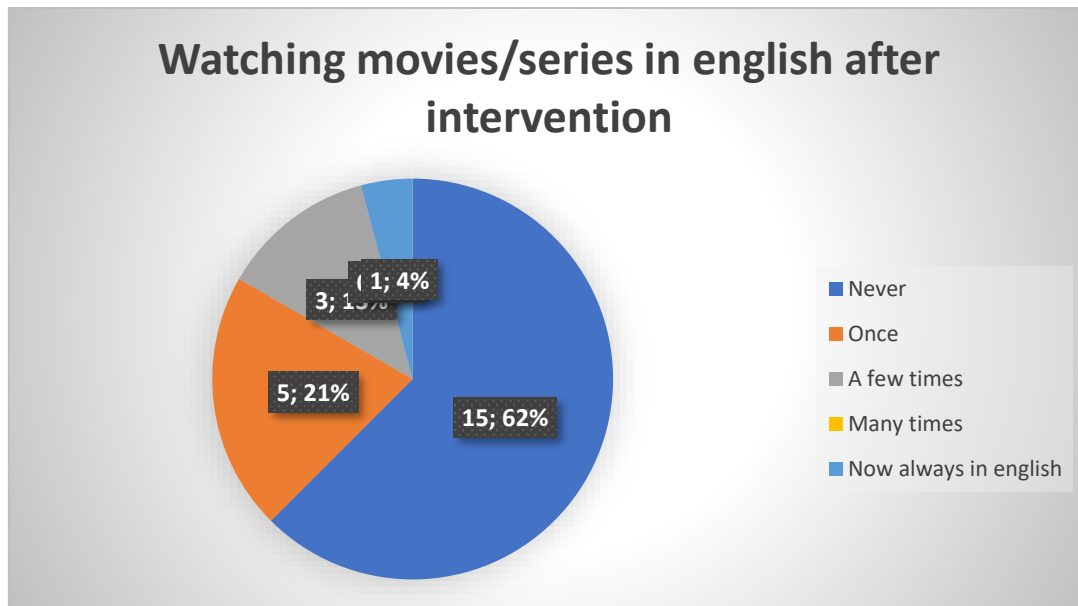


Figure 6: Watching movies/series in English after intervention

On a first view, this graphic looks similar to the one which shows if pupils watched multimedia contents before the intervention, meaning that it was not that effective. Moreover, the percentage of pupils who have not watched movies after the intervention is higher than those who had previously have at least some experiences watching movies or series at home, which is strange. That is the reason why data was observed with more detail and some information were founded.

It looks like 6 pupils who marked that they have previous experience at home, have also marked that they have not watched any film or series in English after the intervention. These answers might mean initially two things: pupils were confused whit the type of questions asked or occasionally they did not watch any film or series in English for unknown reasons. The positive data is that at least 4 pupils switched from never having watched multimedia contents in English at home to watch at least once or a few times, 9 pupils keep not watching these types of contents at home and 5 of them said that they were used to watch series and movies in English and now they watch the same or more.

The final question asked was about if pupils had enjoyed watching movies and series in English and these are the results:

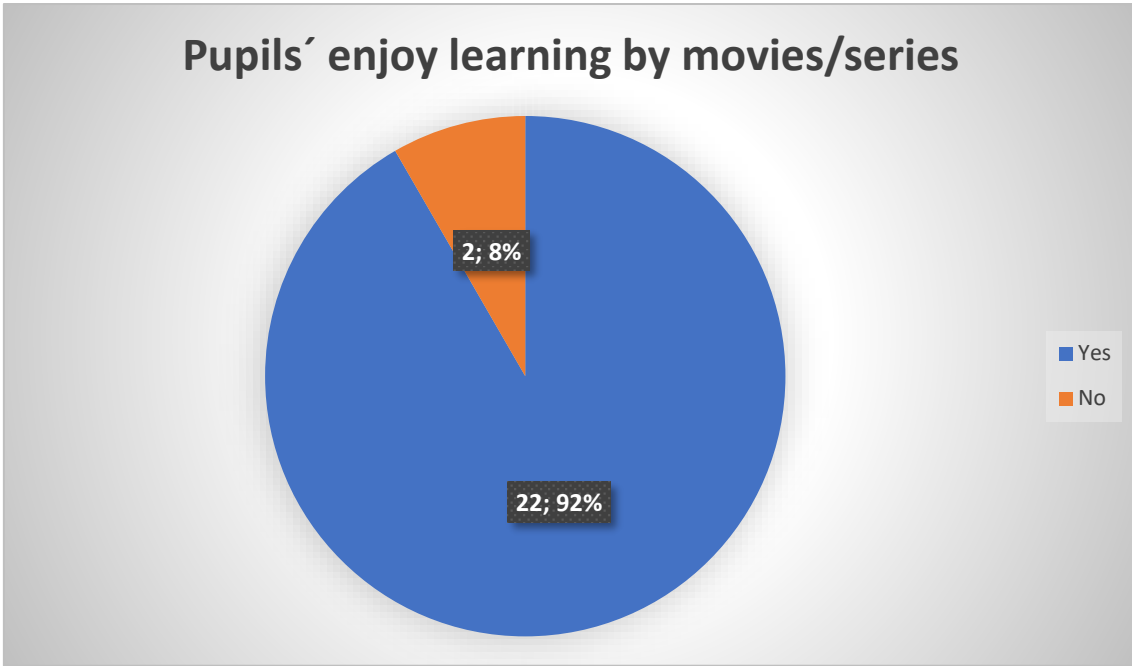


Figure 7: Pupils' enjoy learning by movies/series

One thing that looks evident is that most of the kids enjoy learning with films and series, at least better than textbook. Some things that might be deduced from this last graphic and compared with the other is that using films and series is one of the ways, specially if we want to have pupils attention from the beginning, and some aspects should be improved in order to transform something that pupils enjoy to a source which pupils should also enjoy, but also be useful at the time of improving different skills in a foreign language from school and their free time.

## 8. CONCLUSIONS:

Most of the pupils from 2<sup>nd</sup> grade in Spain aren't used to watch movies and series at home in their original version unless their parents have this habit. Nevertheless, it is a routine which might be introduced at schools, not only as an imposition from the teacher, but also explaining the benefits, including an enjoyable way of learning and the appreciation of the original voices from the actors.

The process made in this project is unique, which means that it was developed having in mind the specific group in which it was worked. Nevertheless, the process of analysis and implementation might be useful as a prototype for future implementation in other groups, with different ages, pleasures, sources.... The success of this kind of implementations might depend on several reasons, including pupils' motivations, parents support or a good pick at the time of choosing films and series.

One of the aspects which appears on the process was the fact of the different streaming platforms which exist nowadays, which may not be accessible for all the families. That is the reason why it's important to offer other kind of free sources, especially if the sociocultural context of the school require it. On the other hand, movies and series played at the school might need some subscription to these channels, which should not come from teacher's pocket, which means that it might be proposed to schools' direction as an investment part of the bilingual program, which might be shared between different teachers at the school depending on the different subscriptions plans which offer the streaming platforms.

Although the first reactions from the pupils may be against the new habit, using rewards or other kinds of positive reinforcement pupils' pleasure from learning languages might be created through movies and series in the same way reading interest is generated in a lot of kids.

As survey's result reflects it is not that easy to create this kind of habits in pupils and families and the reasons of these results might be multifactorial, including a possible improving in movies/series picking, more time of implementation required or other type of factors like the sociocultural context of the families.

The which was obtained from this project is that across investigation and other implementation, it was mostly proved that audio-visual contents are sources which

achieve to different aspects like pupils' interest and useful tools at the time of developing skills in a foreign language, at the time they can be used in order to transmit values. It was observed that in other countries they have this habit since early ages, not from a proposal from school, however it is part of their family culture, and they feel the necessity of having a strong foreign language in order to develop a professional career. In Spain is not that reason because Spanish is one of the most spoken languages, nevertheless, with the globalised world in which we live in which English is used as the universal language, Spanish sometimes is not enough and improving English and other foreign languages might help in pupils' professional and personal future.

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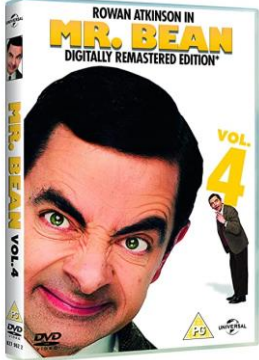
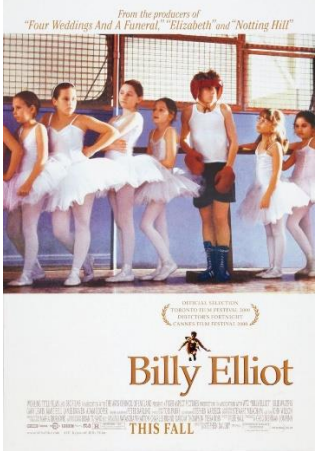
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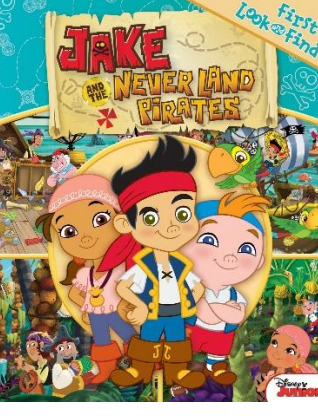


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# 10. ANNEX

## Annex 1

Name of the series/film	Platform	Topic relation	Synopsis	Cover and link
Miraculous: Tales of Ladybug & Cat Noir	Netflix Disney + Movistar +	Animals and feelings	Follow the adventures of Marinette, a 14-year-old girl with superpowers, and Adrien, a young model who is the son of fashion king Gabriel Agreste.	
Mr. Bean	Amazon Prime Youtube	Multiple topics	An English comedy with the actor Rowan Atkinson as the main character.	
Billy Elliot	Movistar +	Sports and values	The life of Billy, the son of a miner in the North of England, changes the day he discovers the fascination of ballet and his excellent skills to excel in it. He decides to change his boxing classes for dance sessions.	

Sonic Boom	Netflix	Hobbies and activities	The adventures of Sonic the Hedgehog and his friends against the evil Dr. Eggman.	
Geri's Game	Disney+ Youtube	Chess	An old man plays a chess match, but he does not have an opponent	
Jake and the neverland pirates	Disney +	Pirates and materials	Jake and his friends, Izzy and Cubby, lead a group of pirates on adventures in Never Land.	

Annex 2:



### Annex 3:

Formulario sobre la adquisición de rutinas de visionado de contenidos audiovisuales en versión original en casa a partir de la propuesta de Joaquín Vilas Mosteiro a lo largo del Prácticum II

\*Este formulario es anónimo

Rodea una respuesta por pregunta según tu experiencia

1.- Antes de que llegase Joaquín, veía películas o series en Inglés en casa:

Nunca      Casi nunca      De vez en cuando      Casi siempre      Siempre

2.- Veo películas y series en mi tiempo libre:

Nunca      Casi nunca      De vez en cuando      Casi siempre      Siempre

3.- En casa veo pelis y series con (puedes rodear más de una opción):

Netflix    Disney +    HBO    Amazon Video    YouTube    Canales de televisión

Otros:.....

4.- Desde que llegó Joaquín he visto alguna serie/peli en versión original (Inglés) en mi casa:

Ninguna vez    Una vez    Un par de veces    Bastantes veces    Ahora siempre en Inglés

5.- Cuando ves series/pelis en inglés prefieres poner subtítulos:

No      Sí (en español)      Sí (en inglés)

6.- Crees que ver pelis/series en inglés es una manera más divertida de aprender el idioma?

Sí      No

## Annex 4:

### About the unit/ Where this unit fits

#### **Introduction:**

This unit is planned for the 2.º Year of Primary Education, between April 29<sup>th</sup> and May 20<sup>th</sup>. It will involve contents from Natural Science, Arts and Literacy and will have create a pirate boat as its final task.

To plan this Unit, I have focused on different documents, such us:

- ORDEN EDU/519/2014, de 17 de junio, por lo que se establece el currículo y se regula la implantación, evaluación y desarrollo de la educación primaria en la Comunidad de Castilla y León.
- Common European Framework of Reference for Languages.

#### **Context:**

Our school is located in the centre area of the city of Palencia. It´s a bilingual school and in it´s bilingual program it includes 5 hours of classes in English per week across different subjects like Science, English and Arts and Crafts in 2<sup>nd</sup> grade. The expectations in relation to the English level are high, on the other hand, the expectation about the teamwork which is proposed in this unit aren´t that high. The reason is that these group is not used to work with teamwork since the beginning of covid pandemic. That´s the reason why we will focus on some concepts such as the team roles or silence management.

Specifically, this unit will be developed in a class from 2.º Primary Year in which kids are 7-8 years old. This class has 25 pupils, and it is part of a double line, which means that there is other group of 2.º Year working parallel.

**Justification:**

The Unit plan consist of 9 main sessions across four weeks. Most of the time we will be using Science timetable for this unit, but if it is necessary, we will take some time from Arts and English subjects.

One of the most important parts of the unit will be to improve their teamwork, highlighting the four roles in each group and having them in a visible part of the classroom so they can check them. These are the roles:

- **Organiser:** He/she should perform the following functions:
  - To control the time to make the activities.
  - To check that everything is clean and tidy in order to work.
  - To supervise that the entire group works equally.
  
- **Secretary:** He/she should perform the following functions:
  - To collect the material of the group.
  - To write what needs to be written about group work and activities.
  - To record on the record sheet.

- Coordinator: He/she should perform the following functions:
  - To organize the team's work.
  - To create a good climate to work.
  - To mediate in conflicts that may come up.
  - To get that the group works without exceeding the noise level.
  
- Speaker: He/she should perform the following functions:
  - To find the information necessary to carry out the activities.
  - To ask the teacher the questions that the group has.
  - To communicate the team decisions and their answers.

**Contents:**

Natural Science:

- Distinguish between different types of materials.
  
- Discuss and analyse what things are made of.
  
- Understand the concept that materials have distinct properties.



- Identify the difference between mass and volume.
- Explore the differences between homogeneous and heterogeneous mixtures.

Identify the differences between heterogeneous and homogeneous materials

- Distinguish between different states of water.
- Understand that materials change.
- Discuss specific uses for different materials.
- Identify properties of different materials.

**Competences:**

- **Learn to learn:** Pupils learn new methods for acquiring knowledge and information through experiments
- **Sociolinguistic competence:** Pupils´ communicate in their teams and in the big group
- **Basic competence in Science and Technology:** Pupils will learn steps from the scientific method applying them
- **Social and civic competence:** Pupils must be respectful with each other, not only in the classroom, also when they leave it, being in the playground or walking on the street.

Prior Learning	Language used in the unit	Important Resources
<p>It will be helpful that pupils know about:</p> <ul style="list-style-type: none"> <li>• How to work in teamwork</li> <li>• Knowledge about the names of the materials</li> <li>• How to experiment with materials</li> <li>• Following routines</li> </ul>	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Pirates</li> <li>• Experiment</li> <li>• Teamwork</li> <li>• Wood</li> <li>• Paper</li> <li>• Plastic</li> <li>• Glass</li> <li>• Transparent</li> <li>• Sink</li> <li>• Float</li> <li>• Mixtures</li> <li>• Heat</li> </ul>	<ul style="list-style-type: none"> <li>• Smartboard</li> <li>• Weighing scales</li> <li>• Water</li> <li>• Cardboard</li> <li>• Rocks</li> <li>• Wool</li> </ul>

## Expectations

At the end of this unit all the children must	Improve their teamwork skills Acquire new vocabulary about materials
At the end of this unit most of the children should	Know how to manipulate objects in an experiment Difference between which materials are useful for some functions and which aren't
At the end of this unit some of the children could	Ask and answer questions in an experiment Succeed in achieve their roll functions

## Lessons Overview

Lesson	Learning goals	Learning outcomes	Main activity	Assessment criteria
1	<ul style="list-style-type: none"> <li>• Learn about the different roles in a group</li> <li>• Introduce first ideas about the topic</li> <li>• Learn the new routines</li> </ul>	<ul style="list-style-type: none"> <li>• Create their pirate outfits</li> <li>• Create the groups</li> <li>• Be part of the unit routines</li> </ul>	<p>Introduce the unit, the topic, some clues about the final task and create the groups in which they will discuss the firsts ideas.</p> <p>Pupils will also elaborate their pirate outfit as part of a routine for all the session in this unit.</p> <p>The lesson will finish watching a tv series which has relation with pirates and contents from the unit.</p>	<p>As an introduction session pupils will not be evaluated yet, but the teacher will observe which groups look more ready to work as a team.</p>

2	<ul style="list-style-type: none"> <li>• Distinguish between different types of materials.</li> <li>• Discuss and analyse what things are made of.</li> <li>• Understand the concept that materials have distinct properties.</li> <li>• Identify properties of different materials.</li> <li>• Carry out a hands-on experiment.</li> </ul>	<ul style="list-style-type: none"> <li>• Be part of the teamwork</li> <li>• Manipulate different materials so they can see their properties</li> <li>• Respect their team roles</li> <li>• Participate answering questions</li> </ul>	<p>Teacher will explain different properties of the materials (flexible, transparent, soft...).</p> <p>Afterward, pupils will complete a sheet in which by groups they have to colour the properties that they can see in the different material which they will manipulate.</p> <p>The lesson will finish watching a tv series which has relation with pirates and contents from the unit.</p>	<p>At the end of the sheet, pupils will have a blank square in order to write the time left when they finish the experiment. It will help the teacher to establish better times for next sessions.</p> <p>Watching the series, pupils will be asked questions about what they are watching and about what they have learnt in the lesson. If the answer correctly, they receive a chocolate coin.</p>
3	<ul style="list-style-type: none"> <li>• Distinguish between different types of materials.</li> <li>• Discuss and analyse what things are made of.</li> <li>• Understand the concept that materials have distinct</li> </ul>	<ul style="list-style-type: none"> <li>• Be part of the teamwork</li> <li>• Manipulate different materials so they can see their properties</li> <li>• Respect their team roles</li> </ul>	<p>Teacher will explain different properties of the materials in relation with water (float, sink, waterproof...)</p>	<p>At the end of the sheet, pupils will have a blank square in order to write the time left when they finish the experiment. It will help the</p>

<p>properties.</p> <ul style="list-style-type: none"> <li>• Identify properties of different materials.</li> <li>• Carry out a hands-on experiment.</li> </ul>	<ul style="list-style-type: none"> <li>• Use water and other materials in the experiment properly</li> <li>• Participate answering questions</li> </ul>	<p>Afterward, pupils will complete a sheet in which by groups they have to colour the properties that they can see in the different material which they will manipulate.</p> <p>The lesson will finish watching a tv series which has relation with pirates and contents from the unit.</p>	<p>teacher to establish better times for next sessions.</p> <p>Watching the series, pupils will be asked questions about what they are watching and about what they have learned in the lesson. If the answer correctly, they receive a chocolate coin.</p>
<ul style="list-style-type: none"> <li>• Carry out a hands-on experiment.</li> <li>• Explore the differences between homogeneous and heterogeneous mixtures.</li> </ul>	<ul style="list-style-type: none"> <li>• Be part of the teamwork</li> <li>• Manipulate different mixtures so they can see their properties</li> <li>• Respect their team roles</li> <li>• Use water and other substances in the experiment properly</li> <li>• Participate answering questions</li> </ul>	<p>Teacher will explain different properties of mixtures (heterogeneous and homogeneous).</p> <p>Afterward, pupils will complete a sheet in which by groups they have to write the different mixtures in a sheet at the time they are doing a</p>	<p>Sheets will be observed in order to see if any of the groups has had any problem with the concept of different types of mixtures.</p> <p>Watching the series, pupils will be asked questions about what they are watching and about what they</p>

		<p>gymkhana across school's playground.</p> <p>The lesson will finish watching a tv series which has relation with pirates and contents from the unit.</p>	<p>have learned in the lesson. If the answer correctly, they receive a chocolate coin.</p>
<ul style="list-style-type: none"> <li>• Distinguish between different states of water.</li> <li>• Understand that materials change.</li> </ul>	<ul style="list-style-type: none"> <li>• Be part of the teamwork</li> <li>• Participate answering questions</li> <li>• Experiment through apps</li> <li>• Be part of a bigger team</li> </ul>	<p>Teacher will explain the different states of matter using water state's.</p> <p>Using an app pupils will experiment with water, heating, and cooling it.</p> <p>Pupils will be divided in two big groups, and they will compete doing</p>	<p>Sheets will be observed in order to see if any of the groups has had any problem with the concept of the states of water.</p> <p>Questions across the quiz will help to see if any of the groups/pupils are lost.</p>

		<p>a pirate quiz about the contents worked in this lesson.</p> <p>The lesson will finish watching a tv series which has relation with pirates and contents from the unit.</p>	<p>Watching the series, pupils will be asked questions about what they are watching and about what they have learned in the lesson. If the answer correctly, they receive a chocolate coin.</p>
<ul style="list-style-type: none"> <li>• Identify the difference between mass and volume.</li> <li>• Carry out a hands-on experiment.</li> </ul>	<ul style="list-style-type: none"> <li>• Be part of the teamwork</li> <li>• Manipulate different materials so they can see their properties</li> <li>• Respect their team roles</li> <li>• Participate answering questions</li> </ul>	<p>Teacher will explain the differences between mass and volume with some examples.</p> <p>Afterward, pupils will complete a sheet in which by groups they will use “&lt; or &gt;” comparing two objects and manipulating them using a weighing scale.</p>	<p>Sheets will be observed in order to see if any of the groups has had any problem with the concepts of mass and volume.</p> <p>Watching the series, pupils will be asked questions about what they are watching and about what they have learned in the lesson. If the answer correctly, they receive a chocolate coin.</p>



		The lesson will finish watching a tv series which has relation with pirates and contents from the unit.	
<ul style="list-style-type: none"> <li>• Discuss specific uses for different materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Recap contents from the unit</li> <li>• Drawing</li> </ul>	<p>As part of the recap for this unit exam, pupils will spend Arts class creating by groups the final task (a pirate boat).</p> <p>Groups will have time to create sails and part of the boat. All of them must include drawings and words in relation with vocabulary and contents of the unit and pirates.</p> <p>When the groups finish their parts, they will be asked to go outside and craft the boat.</p>	<p>Observation to see if pupils have understood the properties of materials, choosing those which will craft the pirate boat.</p> <p>Watching the series, pupils will be asked questions about what they are watching and about what they have learned in the lesson. If the answer correctly, they receive a chocolate coin.</p>

		The lesson will finish watching a tv series which has relation with pirates and contents from the unit.	
<ul style="list-style-type: none"> <li>Recap contents from the unit</li> </ul>	<ul style="list-style-type: none"> <li>Recap contents from the unit</li> <li>Work by teams</li> <li>Apply their knowledge</li> </ul>	<p>Pupils will do a quiz as a recap. When the s pupils answer correctly, they will leave the classroom in order to add plastic bottles to the pirate boat so it can float.</p> <p>The hole class will go to a small pond next to the school so they can check if the pirate boat floats.</p> <p>The lesson will finish watching a tv series which has relation with pirates and contents from the unit.</p>	<p>Observation to see if pupils have understood the properties of materials, choosing those which will craft the pirate boat.</p> <p>Watching the series, pupils will be asked questions about what they are watching and about what they have learned in the lesson. If the answer correctly, they receive a chocolate coin.</p>

9	<ul style="list-style-type: none"><li>• Test</li></ul>		Pupils' knowledge will be evaluated using the app Plickers answering multiple choice questions about this Science Unit.	15 questions, all of them with the same value.
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