**PROGRAMMING OF A DIDACTIC UNIT BASED ON A SCENARIO**

| **Subject:** Basque and literature |
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| **Topic:** Video blog |
| **Level:** 2nd year of Secondary School |
| **Sessions:** 3-4 |
| **Justification of proposal:**  Nowadays we do not only use books and traditional media (TV, radio, newspapers) to gain knowledge, pass on information and tell stories and experiences. Since the Internet was invented, a large amount of information is available on it, which allows us to communicate in a faster and more updated way. Blogs and video blogs are currently some of the most widely used websites. |
| **Scenario:**  **A. Context:**  A *video blog* is a type of *blog* and one of the most popular posting resources online. It can be described as a collection of videos made by one or more authors and posted on a website.  **B. Scenario:**  What topics do you think are important to cover in the video blog? To whom is your message addressed? What resources will you use to convey that message and attract the attention of the target audience?  **C. Objectives:**  To help students gain knowledge and reflect on relevant issues in people's lives, while developing their basic transversal and disciplinary competences, particularly the social and civic ones, as well as linguistic communication in Basque. |
| **Task:**  Students produce a video and a *video blog*. Once those are planned, they have to make a simple, clear and structured video which helps their classmates to learn about the Basque language and/or culture. |
| **Basic competences:**  **A. Transversal:**  Verbal, non-verbal and digital competences.  Learning to learn and think.  Community competence.  Initiative and entrepreneurship.  Learning to be.  **B. Disciplinary:**  Linguistic and literary communication.  Social and civic competences.  Artistic competence. |
| **Educational objectives:**   * To understand and interpret basic opinion essays and informative texts, to get their general meaning and specific information. * To understand basic recorded texts (monologues, dialogues, videos). * To participate in basic oral conversations in order to exchange personal experiences. * To produce simple oral texts with autonomy. * To produce a variety of written texts. * To reflect on the structure of Basque and apply that knowledge and the rules of the language with a certain degree of autonomy in order to improve textual production and comprehension. * To understand, analyse and enjoy basic literary texts. * To gain basic sociolinguistic knowledge, particularly related to the environment, inventions, historical events, means of transport, people's personalities and abilities, significant individuals and places, and voluntary work. * To use information and communication technologies with progressive autonomy and critical thinking in order to get information, communicate and collaborate in Basque. * To reflect on one's own learning processes in order to pass on the knowledge and communication strategies acquired in other languages and subjects, and to encourage self-regulation. |
| **Sequence of activities:**   1. **Initial stage:**   Activity 1: Analysis of scenario.   1. **Development stage:**   Activity 2: Selection of information.  Activity 3: Outline, diagram or summary. Making a vocabulary list with the new words learnt.  **Decisions to be made in order to make the video blog**   1. What is the **topic** of the video you will record? 2. Does it have a clear **objective**? To whom is it addressed? 3. What is its potential **title**? 4. What is the main message? Will you only provide information, or your opinion or point of view as well? 5. **How long** will it last? 6. **Where** will you record it? 7. What **resources** will you use to provide information? 8. How will you give explanations? Standing up, sitting down, standing still, etc.? What **type of shots** will you use? 9. How will you explain it? Quickly, slowly, making pauses, etc.? 10. What **tone** will you use? A serious, cheerful or worried tone? 11. What **register** will you use? A formal, informal or neutral register? Why? 12. **Application and communication stage:**   Activity 4: Video blog creation.   | **What do you know?** | **What do you want to know?** | **Where and when will you search for it?** | **What will you take into account to prepare the text for the video?** | | --- | --- | --- | --- | |  |  |  |  |  | **Title** | Choose a title taking into account what you have studied.  Where will you place the title? Will it be included in the video? | | --- | --- | | **Organisation of information** | Introduction. How will you introduce the video? What type of greeting will you use? How will you give a preview of the contents? And how will you introduce yourself?  Body. Which order will you follow to present the information? How will you divide the parts?  Ending. How will you end? | | **Resources** | What resources will you use in the video and when will you use them? Images, written texts, music, etc. | | **Speech and gestures** | When will you make pauses?  Will you do any tone, volume or speed changes? Where?  Will you change your body gestures? When and what for? |  1. **Generalisation and transfer:**   Activity 5: Losing fear and embarrassment when making mistakes while speaking and being able to communicate.  **Assessment**  **A. Indicators:**  - The student understands and interprets written narrative texts and opinion essays and gets the general information.  - The student uses different reference materials, both on paper and in digital format, to get information, clarify doubts and verify hypotheses.  - The student understands basic recorded texts (monologues, dialogues, videos).  - The student understands basic oral narrative texts, presentations of school projects, and gets general and specific information.  - The student actively participates in basic conversations in order to exchange personal experiences.  - The student respects the basic rules of communication in oral exchanges.  - The student makes an outline to organise the information before writing a narrative text following its typical sequence.  - The student produces basic oral texts with autonomy.  - The student uses ICT and audiovisual resources effectively to support his or her oral presentation.  - The student writes a variety of texts.  - The student knows and expresses the objectives of the task, which he or she has previously set.  - The student uses self-correction and self-assessment strategies to check written texts with a certain degree of autonomy.  - The student collaborates with his or her classmates responsibly, does the assigned tasks and helps find solutions to problems.  - The student plans and develops the task with sufficient autonomy.  - The student applies his or her knowledge of the language appropriately and with sufficient autonomy for textual comprehension and production.  - The student identifies and corrects basic linguistic mistakes, both in his or her own texts and in those of his or her classmates.  - The student uses the library, video library and the Internet.  - The student enjoys reading basic literary texts.  - The student acquires basic sociolinguistic knowledge, particularly related to the environment, inventions, historical events, means of transport, people's personalities and abilities, significant people and places, and voluntary work.  - The student critically appreciates the importance of the means of transport, health care, the environment and helping others.  - The student knows the learning objectives.  - The student knows his or her learning abilities and difficulties.  - The student uses paper and digital dictionaries and a variety of bibliographic resources with progressive autonomy.  - The student analyses and contrasts strategies that are common to all languages for the comprehension and production of texts.  - The student consciously uses procedures acquired in the learning of other languages within the curriculum for textual comprehension and production in Basque.  **B. Tools:**  - Assessment resources provided by Edelvives Digital.  - Creation of working teams.  - Assessment rubric |
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