currículo, evaluación, tareas, diversidad, europa, creatividad, CLIL, LLEE, TIC, cole, teacher, CCBB.
Getting closer

A penpal project where the children get closer to each other, their daily lives, countries and culture using email, chat, audio and video recordings, powerpoint presentations and photo albums. Also, the children are divided in 5 mixed nationality groups who compete in different games during the whole school year. Each team is a mean of transport which travels - the Spanish half of the team starting in La Palma and the Finnish half starting from Finland- towards each other. The more points they get, the further they travel until they meet somewhere in Europe. The team that first meets is the winner.

Before you continue, please, surf to:
http://new-twinspace.etwinning.net/web/p17998 to find all materials to this presentation.
And surf to:
http://twinblog.etwinning.net/14630/ for the project diary.
We meet for the first time on 26th September, European Day of Languages.
We write and receive a letter and a photo from our penpal, a country map, postcards and some delicious finnish sweets.
Hello Julius!

My name is Kevin. I'm 11 years old. I've got short brown hair and grey eyes. On the photo I'm wearing a red T-shirt, blue jeans and grey and white trainers. I've got two brothers and a sister. My favourite colour is green. I like football but I don't like basketball. My favourite food is "paella". In my garden there are orange trees, avocado trees and a big fig tree. Do you like the almond cookies from La Palma? I hope to be hearing from you soon, bye.

Kevin
breakfast

The Spanish class 5+6 have 1 hour CLIL (Science) a week. During the first term they work on the topic “food and nutricion”. Therefore and in order to get to know eachother and our cultures a little better, we opened a forum where every child tells its penpal what they eat for breakfast, with pictures of their breakfast: see Twinspace, breakfast folder.

With this activity the children learned how to use the English adverbs of frequency.

In the school project “food and health” class 5+6 had a real Finnish breakfast on “International breakfast Day”.

![Image of breakfast scene]
The teams are made and every team has to choose its mean of transport to travel through Europe.

First we learn and practise means of transport on the web: 
http://acacia.pntic.mec.es/agip0002/auro/inicio.html
Then every child chooses its favourite and each team has to end up with only one mean of transport by democratical election of all team members.
We travel by racing car

TEAM 1

Points

Game 1:
Game 2:
Game 3:
Game 4:
Game 5:
TOTAL:

Sebastian, Dario, Laura and Marta

Teemu, Meri, Hanna-Mari and Roni
**TEAM 2**

**Points**

- Game 1: 
- Game 2: 
- Game 3: 
- Game 4: 
- Game 5: 

**TOTAL:**

**Alejandro, Alex, Ayla and Irga**

**Touko, Daniel and Titta**
We travel by motor boat

TEAM3

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Game 1:</td>
</tr>
<tr>
<td>Game 2:</td>
</tr>
<tr>
<td>Game 3:</td>
</tr>
<tr>
<td>Game 4:</td>
</tr>
<tr>
<td>Game 5:</td>
</tr>
<tr>
<td>TOTAL:</td>
</tr>
</tbody>
</table>

Javier, Adan and Joselin

Katja, Aleksi and Julius P.
We travel by subway

TEAM 4

Points

Game 1:
Game 2:
Game 3:
Game 4:
Game 5:
TOTAL:

Kevin M, Pablo, Nayah, and Daniela

Iris, Julius T, Iida-Maria and Maaria
Points

Game 1:
Game 2:
Game 3:
Game 4:
Game 5:
TOTAL:

TEAM 5

Kevin P, Carla and Josuha

Ada, Ida and Aku
Every team has its own route through Europe (team 1 yellow, team 2 green, etc.), travelling towards another, one half of the team starting in Ohkola, Finland, and the Spanish half starting in El Paso, La Palma, Spain. Each route has a total of 30 places. For each point they win in the games they can travel one place. The first team that meets is the winner.
Let’s start playing!

Children log in
Twinspace, folder
“Games”, to find game 1: 
Christmas Quiz
9.00(11.00 Finland)
Answer the questions
about the Christmas
presentations of Finland
and Spain in the
Twinspace.
9.30 Check the answers
with your team mates
(Spanish/Finnish) in a chat
in Skype
10.00 Upload the final
answers to the team folder
in the Twinspace
Every team has its own workfolder which contains: sheet with username and password Skype account, small Europe map, logbook cover, writing paper, task list and a chat guide for the coming up game.

CHAT GUIDE   Game 1

**Spain**: -Hello ......., .......(names of your team mates)! Good luck with game 1!

**Finland**: - Hello, .....  

**Spain**: - These are our answers to the Christmas Quiz: 1 A  

**Finland**: - 1 A  

/ 1 B + we don’t know  
+ we are not sure  
+ we are sure  
+ we are very sure  

*(check your answer)*  

**Spain**: 2 He is wear a green coat.  

**Finland**: 2 He is wearING a green coat AND A BLUE HAT.  

**Spain**: Thank you for the chat, I hope we win many points and get closer! Goodbye from: *(write your name, add smiley)*  

............... :)  
............... :)  

......  

**Finland**: Bye .......
The teams have won their first points and they can start to travel as we can see on our wall maps:

Finnish Europe map

Spanish Europe map
Every team writes a logbook of their journey through Europe. They upload it into their team folder in the Twinspace and also print it to put it in the school library when it is finished.

Spanish Team 3, page 2
Today is Thursday, 28th January 2010. The weather today is mostly sunny 16º. We are in Marrakech. It’s in Morocco. The capital of Morocco is Rabat. Morocco has 33.241.259 people. Marrakech has 12.376.953. In Morocco the people speak Arabic. There are camels and a dessert in Morocco. There isn’t any snow in the winter. We buy a camel and a carpet. We pay with dirham. We like the markets.

Hello!

This is team 3. We are at home in Ohkola village. Ohkola is one of the villages in Mäntsälä which is a small town in southern Finland. The population of Mäntsälä is about 20.000.

In our village we have school, a summer theatre and the skating ring.

In Mäntsälä we have many manor houses, a big church, sport center and many shops.

Today the weather is quite cold. It’s – 23 C and it’s snowing.

We speak Finnish here and use Euros.

Our church and our coat of arms
To write their logbooks they can use Google Earth and the tools we’ve put in the Twinspace.
The children learn the English names of the European countries and where they are with online activities. Preparing for game 2.

Practise the names of the European countries and where they are:
European countries study:
http://www.sheppardsoftware.com/country_europe_GL_click.html
European countries level 1, play:
http://www.sheppardsoftware.com/Europe/Eur_G0_1280_1024.html
European countries level 2, play:
http://www.sheppardsoftware.com/Europe/Eur_G1_1024_768.html
European countries level 3, play:
Write the first 3 letters of the country, play:
Now do the quiz and check your time:
http://www.yourchildlearns.com/mappuzzle/europe-puzzle.html
Game 2: Europe puzzle on line

9.00 every child of the team does the on line Europe puzzle and they write down their times.
9.30 in a Skype chat they inform each other of their best time, Spanish and Finnish best times of the same team are added.
10.00 points are given.
And the teams travel further getting closer to their team mates. When a team wins 4 points, that means that every half team can travel 4 points towards each other. The children open their route in Earth and find the names and location of the places they and their team mates travel, they mark them on the small map in their workfolder, and then mark these places on the wall map with stickers, and move both transport cards on the map.
The teams can use this task list to organize the work of the logbook.

<table>
<thead>
<tr>
<th>Tasks logbook pages</th>
<th>Page 3 who?</th>
<th>Page 4 who?</th>
<th>Page 5 who?</th>
</tr>
</thead>
<tbody>
<tr>
<td>write document</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>weather</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>capital city</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>population city, country</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;There is..(Interesting things)&quot;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>buy 2 things</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>money?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>language?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>places travelled through</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 pics interest</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>write places small map + team mates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>stickers + transport on wall map + team mates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>print</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>upload Twinspace</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
And this is the rubric we used to evaluate the first 3 pages of the Spanish logbooks. The children and the teacher filled in the grid together. Afterwards they could make corrections and improvements in their logbook before they handed it in to the teacher who gave marks for it.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>excellent</th>
<th>very good</th>
<th>good</th>
<th>deficient</th>
<th>incorrect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Todos los miembros del equipo han trabajado por igual en la realización de las tareas. Todos se han comportado de forma adecuada. El capitán ha organizado bien el trabajo.</td>
<td>Casi todos los miembros del equipo han trabajado por igual en la realización de las tareas. Casi todos se han comportado de forma adecuada. El capitán ha organizado bien el trabajo.</td>
<td>Todos los miembros del equipo han trabajado, pero no por igual, en la realización de las tareas. Dos o más miembros se han comportado de forma adecuada. El capitán a veces ha organizado bien el trabajo.</td>
<td>Sólo uno o dos miembros del equipo han hecho las tareas, hay miembros que no han trabajado casi nada. Hay miembros que se comportan de forma inadecuada. El capitán no logra organizar bien a su equipo.</td>
<td>Hay miembros que no han trabajado nada. Uno o más miembros del equipo tienen tarjeta amarilla por comportamiento muy molestoso. El capitán no logra organizar a su equipo.</td>
</tr>
</tbody>
</table>

| Content | Las páginas tienen toda la información e imágenes según la “task list”. | Falta un apartado de información y/o un imagen según la “task list”. | Faltan 2 o 3 apartados de información y/o 1 o 2 imágenes según la “task list”. | Faltan más de tres apartados de información e imágenes según la “task list”. | Faltan muchos apartados de información y muchos imágenes según la “task list”. |

| Edition | No hay faltas de ortografía. La presentación es bonita y coherente. | Hay menos de 3 faltas de ortografía y/o la presentación es correcta y coherente. | Hay 3 o más faltas de ortografía y/o la presentación es casi correcta con alguna incoherencia. | Hay más de 6 faltas de ortografía y/o la presentación es parcialmente incorrecta y falta coherencia. | Hay más de 10 faltas de ortografía y/o la presentación es en su mayoría incorrecta y falta coherencia. |
GAME 3
LISTEN AND ANSWER THE LOGBOOK QUESTIONS

Spanish and Finnish half teams have made 4 questions about their own logbook. They recorded the questions (with Audacity) which were uploaded as mp3 files in the Twinspace. (Folder “Games”, Game 3)

On Friday morning at the same time (9.00 Spain, 11.00 Finland), every half team has to listen and answer the questions of a different half team. They have 40 minutes. Then they can connect with their team mates in a chat on Skype and they can help each other. At 10.00 the game is finished and every half team uploads their final answers in their team folder in the Twinspace. The teacher gives the points which will be shown in the “teams and points” activity of the Twinspace.
The children use this chat guide for the game:

CHAT GUIDE

Finnish captains start:
Hello team mates! How are you?
- We’re fine thank you.
Can we help you?
- a. No, thanks, we have got all the answers.
- b. yes, we don’t understand question number ...from team ....
- c. yes, we don’t know the answer of question ...: What .......? from team ....
a. Very good!
b. O.k., we listen to the question. Wait, please. The question is: What ..... (we are not sure/we are sure/we are very sure)
c. O.k., we look in the logbook. Wait, please. The answer is: ....... (we are not sure/we are sure/ we are very sure)
- Thank you! Can we help you?
a. No, thanks....
b. Yes, ....
c. yes, ....

Good luck with game 3 and happy Easter!
Goodbye Maaria, ..... ..... and ........
Annette, :)

........
........
........
school rosa 4

we have got all the answers to our questions. Can we help you with your questions?

Ohkola school 4

yes you can

we can't understand question 2

that ... thing

;)are you there

?
school rosa 4

yes

Ohkola school 4
good

school rosa 4

we have all the answers to our questions. Do you need any help?

can we help you?

Ohkola school 4

There was no answer for question 2, what is the weather there.

There was just .....2

"....."
school rosa 4

wait, we will look

yes wait, we will look
With every game and page in the logbook, the children are getting more autonomous in their work with the computers: they know where to find and how to open the programmes they need, they log in, they know how to use Google + Earth, Word, the Twinspace, Skype, weather site, etc.
During the 2nd term the Spanish children learned about Europe in the CLIL lessons. As the children now know how to manage Google Earth, they learn about how to find a place with longitude and latitude, on the globe (GPS) and on maps, during the 3rd term.

A powerpoint presentation (from http://www.powerpointsgratis.net) shown on the IWB, with a follow up fill in the gaps worksheet, helps them to understand.

*Have a look in the “Longitude and lattitude” folder, ppt “Learn longitude and lattitude”.*
The worksheet

- **Latitude and longitude**

  Fill in the gaps with these words:

  *north – North Pole - degrees – south – South Pole Equator – horizontally*

  **What is Latitude?**
  
  Lines of Latitude run ________________________

  Latitude is measured in ___________________

  The ____________ is 0 degrees Latitude.

  Lines of Latitude locate places _________ or
  __________ of the Equator.

  The ____________ is 90 degrees N Latitude and the ____________ is 90
  degrees S Latitude.

  Fill in the gaps with these words:

  *Meridians – Longitud – East – West – Prime Meridian – vertically – 0 degrees*

  **What is Longitude?**
  
  Lines of Longitude run ________________________

  They are also called _______________________

  The ________________ is found in Greenwich, United Kingdom (England).

  The Prime Meridian is _______________ Longitude.

  Lines of Longitude locate places _________ or _________ of the Prime Meridian.

  There are 180 degrees of East Longitude and 180 degrees of West Longitude.

  And afterwards the children correct the worksheet of another classmate with help of the
  second powerpoint presentation: “Longitude and lattitude” folder, ppt “Check longitude
  and lattitude!”
Game 4: Listen, look and fill in the gaps!

Each country has learned a (different) song in English which is recorded on video and uploaded to the Twinspace (folder Games, Game 4, Spanish video song/Finnish video song):

9.00 Open workfolder with lyrics of the song with ten gaps. Log in Twinspace watch and listen to the song, write words in the gaps
9.30 Log in Skype, chat for help:
    Spain: 1 dreams
    Finland: yes/no (they dare only answer yes or no)
    Spain: 2 (check all the words, then other way round)
    Finland: 1 ships
    Spain: yes/no
    etc.

10.00 Every half team writes its final answers and uploads it to the Twinspace in their teamfolder
Points are given, the teams travel further and........we have a winner! Team 5 has travelled by plane and they are the first team that meets!

The teams finish their logbooks with page 5 and make their last moves on the wall map.

We will celebrate the end of the games and the project on Wednesday 19th May, with a video conference. Each country has send a parcel with goodbye letters (with email addresses, msn ID, etc.) and pictures for each penpal, the prizes for team 5 and some sweets and cookies! We will open the parcel on our virtual party. The children will pick out the music for the party: each team selects 2 Spanish/Finnish pop songs on youtube which will be put in a list of links in the Twinspace.
Virtual party!

We connect at 10.00 on Skype with one webcam each and a big screen. Immediately everybody starts waving: Hello! Let’s begin the party!
In Spain and in Finland the winning team 5 opens the parcel. First they get their medals and prizes and a big hand of their classmates!

Then everybody can enjoy the cookies and candy!

Then all teams get as close as possible making “live” team pictures
After the team pics are done, the letters are handed out.

Then every child can say goodbye to its penpal and ask a last question, such as: “Do you have a boyfriend?” The teachers are near in case they need help.

Meanwhile the rest of the children listen and look at the Spanish/Finnish music videos. At 11.15 the party is over.

More pics and videos in the Twinspace folder “The final party!” and in the schoolblog: http://colegiolarosacaminoviejo.blogspot.com
The children stay in the classroom to talk a little bit about the video conference experience. Then it’s time for evaluation.

The summary presentation (Twinspace folder “Summary”) is shown on the IWB to refresh the children’s minds.

Then the children surf to the Finnish school’s website where they can do an on-line evaluation of the project: http://www.peda.net/en/portal/mantsala/ohkola/luokat/uudet2005/sekalaista/sitasuntata/gettingcloserevaluation

The questions are translated and commented by the teacher’s where necessary.
When finished they click on “send” and both teachers receive the evaluation forms by email.
results

Half of the Spanish and Finnish children hadn’t worked in an eTwinning project before, nor had they done this kind of group work.
The things they liked best: having a penpal, the virtual party, the Europe-games and the candy.
There are 5 Finnish children that didn’t like writing the logbook; all other Spanish and Finnish children answered “no” to if there was anything they didn’t like.
En general the Spanish children think they have progressed a little bit more than the Finnish children. Especially in ICT, the speaking and listening competences and the group work.
All children think they have progressed quite a lot in the writing and reading of small texts.
Most of the children want to keep in touch with their penpal.

And all children liked working in groups and want to do an eTwinning project again!

Some of the children’s comments:
This project was very nice!
I love my penpal!
Thank you, bye, bye!
The teacher’s will evaluate this project too and decide whether they will continue working together next school year with a new project.

The end

Annette Westerop
C.E.I.P. La Rosa-Camino Viejo
El Paso
La Palma (Tenerife)
Spain
annette westerop C.E.I.P. La Rosa- Camino Viejo, España
ha recibido el **Sello de Calidad Europeo**
Por el proyecto:
Getting closer
07.10.2010
Antonio Pérez Sanz
Sevicio Nacional de Apoyo
España
Marc Durando
Servicio Central