

Final version of Activity 1 – Set 1- Ana Isabel García Espina

ASÍ SOY YO EN IMÁGENES / *THIS IS ME, CAN'T YOU SEE?*



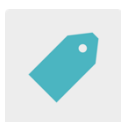
Ages: 12 - 15 years old



Difficulty: intermediate



Duration: 5 - 6 sessions



Tags: Presentations, copyrights, copyright-free images

DESCRIPTION OF THE ACTIVITY:

Students introduce themselves individually through images using a digital tool. All participants share their presentations in the TwinSpace and get to know each other before starting the project.

OBJECTIVES:

1. To share and interpret personal information that is conveyed through images
2. To become more adept at searching for and using copyright-free images
3. To learn how to cite image sources and authorship

KEY COMPETENCES AND CROSSCUTTING THEMES:

- Linguistic communication
- Digital competence
- Social and civic competences
- Cultural awareness and expression
- Consumer education
- Media education

CURRICULAR CONTENT:

- Comprehension and creation of dictations: expression and interaction (foreign or native languages)
- Creation of presentations



INCLUSIVITY:

Students are free to choose the presentation format of their liking and are asked to respect the choices made by their classmates.

EXPECTED FINAL PRODUCTS / RESULTS:

Presentations in different formats: PowerPoint, infographics, posters, brochures, triptychs, PDF documents...

CARRYING OUT THE ACTIVITY

Step 1

Students introduce themselves with as much detail as possible, but only using images (their own or taken from the internet) that can include their favorite animals, foods, leisure activities, etc. This will be effective for them to find out where to search for copyright-free images and how to cite sources (for example, on image banks such as [Pixabay](#) or [Flickr](#)).

Note: On Pixabay, for example, next to each photo that is downloaded, it is specified whether it is necessary to cite the source or if it is completely copyright-free and does not require any type of reference. If citing the source is necessary, it is only necessary to copy and include the detailed information next to the photo, as seen in the example below.



[Pixabay](#)



[Licencias](#)



[Flickr](#)



image 1

Source : image taken from [wal_172619](#) on [Pixabay](#)

Tools that students can use include Sway, PowerPoint, Adobe Spark, Crello, Canva, etc.



Note: [How to quote sources](#)

[APA Rules](#) (American Psychological Association)

Step 2

One of the participating teachers creates an activity page in the TwinSpace called '*This is me, can't you see?*' and adds a digital TwinBoard.



Tutorial: [How to create a page in TwinSpace](#) (includes how to add a TwinBoard).

Step 3

Teachers create profiles for the students in the TwinSpace.



Tutorial: [How to invite students to TwinSpace](#)

Step 4

Each student uploads their presentation to the TwinBoard associated with the previously-created activity page.

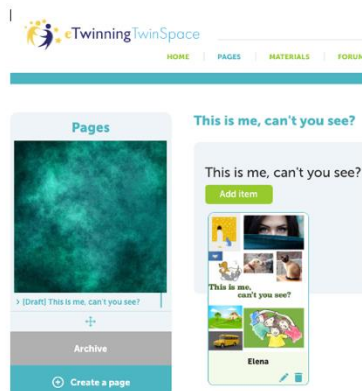


Image 2



**This is me,
can't you see?**



image 3

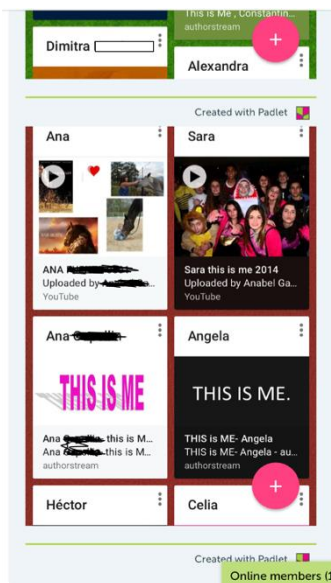


Image 4

Step 5

The participating teachers create a new activity page and include a table that indicates which international groups the students have been paired into.

international teams

equipos internacionales

equipos	país 1	país 2
1	Manuel	Susan
2	Juan	Helen
3	Elena	Simon

image 5

Step 6

Each student makes a detailed analysis of their assigned partner's presentation, trying to decipher all the information that the images offer.

Each student can contact their assigned partner through TwinMail (TwinSpace email) to resolve any doubts that may have after analyzing the images. Teachers take this opportunity to explain how to correctly use this tool.

Step 7

Each student introduces their partner to the rest of the class, emphasizing what struck them the most while contrasting any cultural differences.

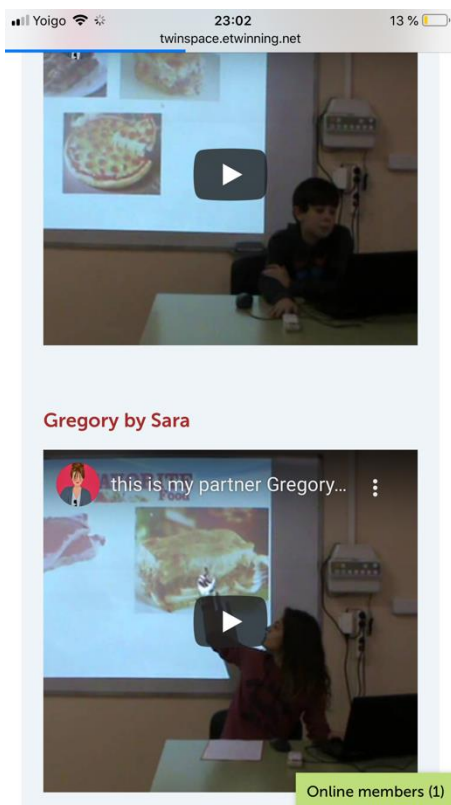


Image 6

Recommendation: spoken presentations can also be taped and shared on the TwinBoard. The students speak for the rest of their classmates and the teacher acts as a moderator.

Step 8

Teachers open a forum in which any student can interact with their partners.

Recommendation: Teachers encourage student participation and interaction.



Tutorial: [How to create a forum in the Twinspace.](#)

Step 9

Teachers schedule a video conference using the TwinSpace meeting tool so that all the partners can greet each other and strengthen their bonds.

Previously, each student prepares a couple of questions to ask their partner related to the presentation, to make sure they have correctly understood all the information. For example: Do you remember what sport I like to watch on TV? or Do you remember what color my dog is?

Teachers record the videoconference or take screenshots to document the meeting and share it in the TwinSpace.

Recommendation: It's a good idea to have a backup plan in case there are any last-minute technical issues using the videoconference tool (for example: Teams, WebEx Google Meet, Jitsi, or another similar tool). *Pay close attention to the laws related to the data protection of minors.



Tutorial: *How to schedule a [videoconference](#) in the Twinspace*

Step 10

One of the teachers adds the recording of the videoconference on the previously-created activity page of the TwinSpace.



Tutorial: [Video administration in the TwinSpace.](#)



TWinspace TOOLKIT / 2.0 EXTERNAL TOOLS:

TwinSpace: TwinBoard, forum, TwinMail

External tools:

- [PowerPoint](#)
- [Sway](#)
- [Authorstream](#)
- [Slideshare](#)
- [Adobe Spark](#)
- [Crello](#)

TRANSLATION TO CO-OFFICIAL LANGUAGES

- Catalan
- Basque
- Galician