



Què entenem per viatge?

El viatge com a metàfora i experiència cíclica/rodona?

- **Endinsar** l'alumne en una **experiència d'aprenentatge** més **significativa**
- **El Viatge**: eix transversal / simple / múltiple / lligat / cíclic /
- Complir les 4 **necessitats bàsiques** de **motivació intrínseca** (Marczewski):
 - **Relació** amb els altres (Relatedness)
 - **Autonomia** (Autonomy)
 - **Competència** (Mastery)
 - **Sentit** (Purpose)

I com ho fem?

Professors/es

Què busquem?

- Canviar maneres de fer i rols
- Fer l'alumne més autònom
- Fer l'aprenentatge més personal
- Crear Comunitats d'aprenents
- Donar pautes i models a seguir
- Oferir-los recursos adequats al nivell
- Fomentar actes comunicatius reals
- Sortir de l'aula física i virtual
- Aprofitar l'ARA: què passa al voltant?
- Flexibilitzar: un eix mòbil
- Crear activitats cícliques

Alumnes

Què troben?

Que el viatge els transforma:

- fan un aprenentatge més significatiu i rellevant
- se senten més motivats
- tenen un rol més actiu
- comparteixen molt
- ajuden a crear el curs
- s'empapen de llengua i cultura
- creen connexions en tot moment
- aprenen recursos transferibles a la vida
- contacten amb usuaris reals de la llengua

Projecte MB



Exemples d'activitats:

- Viatge anual: Curs sencer MB tipologia de temes diversos
- Viatges puntuals:

Ens endinsem en l' Art Urbà:



- 2 **xerrades** online **Zoom** (**H. Lindsay** "Off the Wall" & **C. Daxon** "A Tour Round the NQ")
- [Article sobre Banksy](#) i el seu últim mural (covid) Lectura i opinió fòrum.
- **Tasca escrita- 4 steps:** post d'opinió a un blog sobre el mural de Banksy (Assignments/ Fòrum/ [Calameo](#))
- **Tasca Oral:** selecció d'un street art mural a Manchester i **gravació d'una opinió** (Fòrum)
- **Tasca Escrita- 3 steps:** Article d'opinió "**Com l'art urbà pot ajudar a millorar una ciutat**"
- **Descoberta de l'art urbà a Barcelona** amb **Lewis Duncan**. (no es va poder fer)

Projecte Ciutats Sostenibles

(amb L. Noguera, EOI Hospitalet)



Smart Citizens in Smart Cities

Manchester City Region: creating Next Generation Digital Cities



Dave Carter, Head, MDDA
Manchester Digital Development Agency,
Manchester City Council.



- **Vídeo** introductori sobre **Manchester** i la idea de [Smart Cities](#)
- [Activitat de Mediació](#): Explorem les smart cities arreu del món (selecció d'un vídeo)
- Intercanvi d'opinions a classe
- Es fan grups i cada grup tria una ciutat i en fa un **pòster per penjar a l'escola**. (Bogotá/ USA/ Barcelona/ Vancouver/ [Utrecht](#) etc)
- Petita presentació en grups/posada en comú.

Projecte Entitats Socials



Managed by Macc

Què es fa a Manchester i a Barcelona per ajudar la comunitat i solventar problemes socials?

- **Tasca de Mediació**: [The Spirit of Manchester Awards](#) (**Projectes Comunitaris** diferents- cada any se'n premia un) 2 Steps: se'n treballen dos conjuntament, que trio jo : Fòrum Q&A i després ells en busquen un que els agradi i el graven a Padlet- i reben un feedback meu.
- Tasca de **Mediació entre llengües**: Buscar un projecte a BCN (**BCN Actúa/Pere Tarrés/ Casal dels Infants / Nau Bostik/ Get Involved Barcelona** etc) i fer-ne un resum oral a un Padlet- i reben un feedback meu. Es valoren els **projectes més interessants** i en pensem de futurs!

Descobrint Manchester

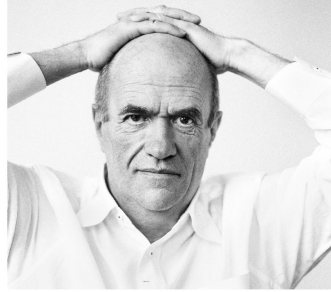


- **Presentacions en grup** sobre un tema que ells trien i [fem una revista amb totes elles \(Calameo\)](#)
- **Sessió de Q&A amb Francis Bailey**, a Manc in BCN!
- Preparant el viatge: En grups **escriuen a entitats diverses** de Manchester i recollim respostes.



Activity at La Pedrera:

Colm Tóibín conversation with Jordi Nopca



Quarantine

Eavan Boland

In the worst hour of the worst season
of the worst year of a whole people
a man set out from the workhouse with his wife.
He was walking – they were both walking – north.

She was sick with famine fever and could not keep up.
He lifted her and put her on his back.
He walked like that west and west and north.
Until at nightfall under freezing stars they arrived.

In the morning they were both found dead.
Of cold. Of hunger. Of the toxins of a whole history.
But her feet were held against his breastbone.
The last heat of his flesh was his last gift to her.

Let no love poem ever come to this threshold.
There is no place here for the inexact
praise of the easy graces and sensuality of the body.
There is only time for this merciless inventory:

Their death together in the winter of 1847.
Also what they suffered. How they lived.
And what there is between a man and woman.
And in which darkness it can best be proved.



NURSE WANTED—To take charge of three children. A Protestant woman (Scottish preferred), who is fully competent in all respects. Must have unexceptionable references, and willing to spend the Summer in the country. Apply at No. 24 East 27th-st., or 21 Pleasant.

CLEAN, ACTIVE GIRL WANTED—To do the housework of a private family; must be a first-rate washer and ironer, a good plain cook, and kind and obliging to children. Apply at No. 27 Canal-line-place, 29th-st., between 8th and 9th-avs. No Irish need apply.

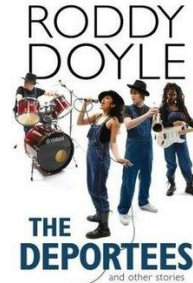
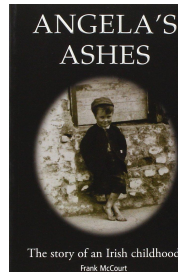
CHAMBERMAID AND WAITER WANTED.—A girl to wait on the table and do chamberwork is wanted at No. 63 East 17th-st. She must be a Protestant and with good recommendations.

COOK WANTED.—A Protestant cook, well recommended by her last employer, may obtain a situation in a private family, at No. 63 East 17th-st. Wages \$5 a month.

COOK.—Wanted, a good cook for the country during the Summer months. A German Protestant preferred. Apply from 9 to 12, at No. 33 Lafayette-place.

AN INTELLIGENT AND EXPERIENCED PROTESTANT WOMAN WANTED.—To take charge of one child and do light chamber work. None need apply except those having the highest testimonials from their last employers. Inquire at No. 59 Pierpont-st., Brooklyn.

**IRISH
NEED
NOT
APPLY**



The immigrant experience

Write an article about one aspect of the immigrant experience that Kingsley and/or Ruramai mentioned in the Q&A.

You can include information from the video you saw or the article you read as well, but it should be centered on one of the issues dealt with during the Q&A

Here are links to the articles you read related to initiatives on how to stop the brain drain:

- [Can 'voluntary colonialism' stop migration from Africa to Europe?](#)
- [The story behind Africa's free trade dream](#)
- [Five ways to revive Zimbabwe's economy](#)



Home, by Warsan Shire (Bushman-Somali poet)

no one leaves home unless
home is the mouth of a shark.

you only run for the border
when you see the whole city
running as well.

your neighbours running faster
than you, the boy you went to school with
who kissed you dizzy behind
the old tin factory is
holding a gun bigger than his body,
you only leave home
when home won't let you stay.

no one would leave home unless home
chased you, fire under feet,
hot blood in your belly.

it's not something you ever thought about
doing, and so when you did -
you carried the anthem under your breath,
waiting until the airport toilet
to tear up the passport and swallow,
each mouthful of paper making it clear that
you would not be going back.

you have to understand,
no one puts their children in a boat
unless the water is safer than the land.

who would choose to spend days
and nights in the stomach of a truck
unless the miles travelled
meant something more than journey.



The Troubles: Does South Africa hold lessons for Northern Ireland?

By Pumza Fihlani
BBC News

13 August 2019

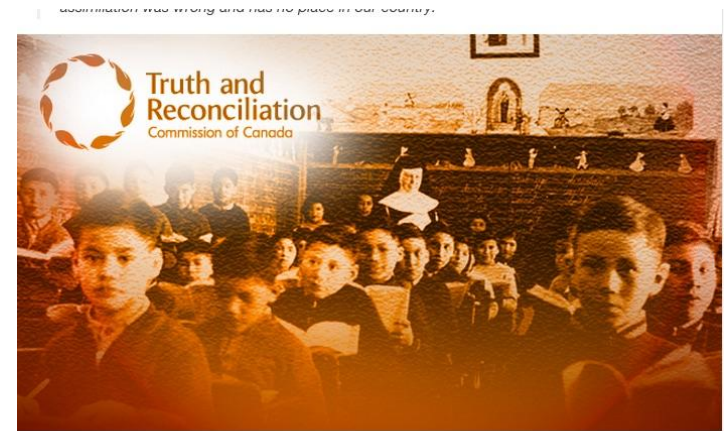
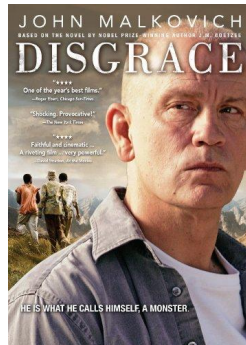
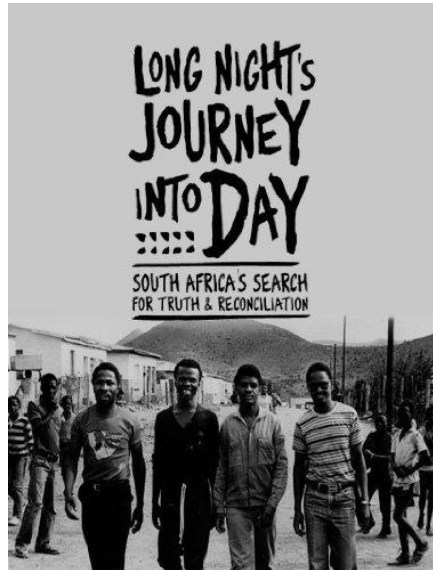
f t e Share

The Troubles



A peace wall that divides communities in Belfast

CHARLES MCOULLAN/GETTY IMAGES



The Truth and Reconciliation Commission of Canada



Què en pensen els alumnes d'aquesta manera de treballar?

Aprendre de forma significativa, amb temes del tot reals, que a sobre em fan aprendre coses noves que es quedaran al meu cap.

Nunca había hecho un curso así y sin duda, repetiría!

I have learned a lot and become even more passionate about the language and culture.

El problema per mi és la quantitat de material que tens per fer amb el poc temps que les obligacions laborals i familiars et deixen.

Més que una assignatura és una aventura.

Es nota cert descontrol al pensar en l'examen, ja que normalment a classe fas més gramàtica.

És engrescador

I enjoyed sharing information and working together not just as students but as colleagues.

El fet que hi anem a l'abril a Manchester fa un tancament del projecte amb el 200% de significat.

The variety of topics was great and very interesting and entertaining.

Tot enfocar-ho només a Manchester, pot arribar a un moment repetitiu, sobretot si repeteixes curs