

Paths by Montjuic Park

1	<p>Overall aims:</p> <ul style="list-style-type: none"> • To discover the hill of Montjuïc • To enjoy art and nature going on foot • To discover the different ways to reach the Miro foundation • To decide the path • To identify the main vegetation in this ways according to the season
2	<p>Vocabulary - keywords</p> <p>Biology, Mediterranean vegetation, paths, ways, time to reach,nature,itineraries</p>
3	<p>Sustainable abilities developed</p> <ul style="list-style-type: none"> • Normative competency (understand and reflect the norms and values in one's actions) • Collaboration competency (work on a team to decide and discover) • Critical thinking (question and make decisions) • Integrated problem solving competency (ability to find solutions to find the path)
4	<p>Pillars of sustainability included</p> <ul style="list-style-type: none"> • Economic (go on foot) • Ecologic (healthy, walk by nature respecting the environment) • Social (ways of living - Iberian and Roman settlements-and their adaptation to the environment)
5	<p>STEAM domains</p> <p>S (biology, history) T (fortified farmhouses, maps), E(irrigation systems), A(natural vegetation scenarios), M (time to reach, plans)</p>
6	<p>Teaching methodologies/activity outline</p> <p>STEPS</p> <p>Beginning</p>



1. (depending on the season of the visit) We can ask for the characteristics of the vegetation according to the seasons. Does he/she know how to reach Miro Foundation on foot from Montjuic mountain? How can you know?

Development (at classroom previously and then in the Montjuic mountain)

2. At classroom we prepare the visit to the foundation exploring a simple map
3. We choose one way to go on foot
4. We specify time, accessibility and services of the way chosen (path)
5. We prepare the route and the activities
6. Follow the instruction of the route
7. Identify the characteristics (vegetation, buildings...) of the itinerary (botanical or/and historical levels)
8. Take pictures
9. Collect samples of vegetables in a sustainable way

Closing

10. Reach the foundation
11. Summarize in classroom all the species and pictures to show
12. Explain to others and families

7 Expected learning outcomes

The child will be able to:

- Use a very basic map to choose a way
- Identify the main Mediterranean vegetation-season
- Recognize ancient human life (buildings, irrigation systems...)
- Recognize time to reach (pass of the time-long or short using a reference)
- Enjoy the activity showing initiative
- Argue and explain to others

8 Assessment

Initial assessment. *What does he/she know about the paths in Montjuic?*

- What is a path/way/itinerary?
- Are there different ways to reach Miro foundation in Montjuic mountain?
- What is a map for?

Formative assessment (through observation with rubric based on aims). *What is he/she learning? In the process*

- Does he/she use the map as a guide?
- Can he/she identify the main Mediterranean vegetation?
- Can he/she establish relations between buildings and ways of life?
- Is he/she able to identify a short or long time to reach using a reference?



	<ul style="list-style-type: none"> ● Does she/he enjoy the activity showing initiative? ● Is she/he able to explain or argue? <p>Summative assessment. <i>What has he/she learned?</i> After the process</p> <ul style="list-style-type: none"> ● Does he/she use the map as a guide? ● Can he/she identify the main Mediterranean vegetation? ● Can he/she establish relations between buildings and ways of life? ● Is he/she able to identify a short or long time to reach using a reference? ● Does she/he enjoy the activity showing initiative? ● Is she/he able to explain or argue?
9	<p>Equipment and materials to be used in learning unit (tools, ingredients etc)</p> <ol style="list-style-type: none"> 1. Human resources (guides or teachers) 2. Maps with itineraries 3. Hand watches 4. Water for drinking 5. Something to eat 6. Cameras for taking pictures 7. Boxes for picking up
10	<p>Kind of setting - lab, kitchen, outdoor etc.</p> <p>Beginning</p> <ol style="list-style-type: none"> 1. Classroom – To prepare the itinerary <p>Development</p> <ol style="list-style-type: none"> 2. Follow the itinerary according with the activities and aims <p>Closing</p> <ol style="list-style-type: none"> 3. Classroom – Dialogue/ reflection
11	<p>References - source:</p> <p>The paths to the Fundació Joan Miró: https://www.fmirobcn.org/en/visit-us/camins-a-la-fundacio-joan-miro/</p>

