

### TEACHING SEQUENCE CHART

| CLASS GROUP  | LENGTH   | SUBJECT  |
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| 5th B  | 7 sessions (4 sessions of 1 hour, 2 sessions of 45 minutes and 1 session of 1 hour and a half)   | Social sciences  |
| Title of the T.S.  | Justification of the topic chosen  |  |
| <i>Travelling through history!</i>   | <p>This teaching sequence is about <b>the periods of the history of humanity</b>. It is a Social sciences' content of 5th of Primary that has not been worked yet and the tutor thought that it could be a good idea for me to introduce it in my teaching sequence. She told me to do an overview of the topic so as for the students to have a general idea of the topic and later on, they would continue working on it in Catalan, widening the information worked.</p> <p>The main purpose of this sequence is that students understand that humans have not always lived in the same way, but we have evolved over time. Bearing this in mind, what is intended is that pupils acquire a structured vision of the different periods by which the man has passed through to our days, in order to get to know our past, to understand our present and to be able to improve our future.</p> |  |
| LEARNING OBJECTIVES (LINGUISTIC AND NONLINGUISTIC)   | CONTENT  | COMPETENCES  |
| <p><u>LINGUISTIC OBJECTIVES:</u></p> <ul style="list-style-type: none"> <li>- Develop the oral and written competence regarding the use of L2.</li> <li>- Develop the language competence as a vehicle of oral or written communication to construct knowledge.</li> </ul> | <p><u>LINGUISTIC CONTENT:</u></p> <ul style="list-style-type: none"> <li>- Active participation in interactions with the group or teacher in any communicative situation of the classroom.</li> <li>- Understanding of all kinds of oral messages in different contexts and in</li> </ul>  | <ul style="list-style-type: none"> <li>- Communicative and linguistic competence.</li> <li>- Initiative and personal autonomy competence.</li> <li>- Social and citizenship competence.</li> <li>- Learn to learn competence.</li> </ul> |

- Understand and respond in a foreign language to the most common oral interactions in the classroom.
- Understand the written and oral messages in L2 related to the content that is being worked.
- Properly use the tools offered to obtain and interpret information.
- Use the languages (L1 and L2) effectively in school activity, for searching, gathering and processing information.
- Express a receptive, interested and confident attitude in one's own learning ability regarding the use of L2.

**CONTENT OBJECTIVES:**

- Understanding the timeline.
- Understand the main features of each period in the history of humanity in the West.
- Know how to organize the different periods of history in a chronological axis.

any of the possible scenarios.

- Interest and respect for the interventions of others.
- Comprehension of the written content provided in the lessons.
- Composition of written words or sentences in L2, which can be supported by images in different situations.
- Application of a thoughtful process in writing sentences or words in L2: thinking, writing and reviewing.

**SOCIAL SCIENCES CONTENT:**

- Use of the chronological axis to situate the elements that belong to each period of the evolution of man.
- Understand the chronological time to comprehend the evolution of humanity
- Organization of ideas through the creation of a summary.

|                  | DESCRIPTION OF THE TASKS   | OBJECTIVES   | CONTENTS   | FORMS OF SOCIAL ORGANIZATION  | TIMING  | MATERIALS   | ATTENTION TO DIVERSITY                           | TYPE OF ASSESSMENT   |
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| <b>SESSION 1</b> | <p>A <b>mural</b> will be placed in the blackboard with the names of the different periods written and the years that delimitate the duration of each stage. Moreover, some specific years will be marked in each stage so as to facilitate the students' work.</p> <p><b>Brief introduction to the history of humanity, the concept "timeline" and to the fact that history is divided into 5</b></p> | <p>-Comprehend the history timeline.</p> <p>-Get familiar with the main elements of each period of history.</p> <p>-Know how to organize the different aspects of a concrete period of history in a chronological axis.</p> <p>-Know how to properly work in cooperative groups (taking into</p> | <p>-Use of the chronological axis so as to locate the elements that belong to each period.</p> <p>-Understand the chronological time to be able to comprehend the evolution of humanity.</p> | 5 groups of 5 students in each group (the same heterogeneous groups that they have for the learning boxes). | <p><b>45 minutes</b></p> <p><b>15'</b> Introduction to the sessions and introduction to timeline and the periods of history.</p> <p>Division in groups.</p> <p><b>10'</b> Thinking process</p> <p><b>15'</b> Putting the images on the timeline</p> | <p>-Mural.</p> <p>-5 envelopes with pictures inside them of each period of history.</p> | <b>Heterogeneous groups</b> to attend diversity. | <b>Formative assessment</b> → <b>Individual self-assessment through a rubric</b> (to know the previous knowledge of each student). |

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|  | <p><b>periods.</b></p> <p><b>Introduction to the topic and the main goal of the T.S. as well as to the final product.</b></p> <p>The students are divided into <b>5 heterogeneous groups</b> and each group is provided with an envelope with several pictures about a specific period of the history.</p> <p><b>The images contain the most relevant aspects and events of the concrete period</b> (e.g: the Prehistory envelope can</p> | <p>consideration all students' points of view, respecting each other...).</p> |  |  | <p>while commenting them</p> <p><b>5'</b> Self-assessment</p> |  |  |  |
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contain a picture of cave paintings, another one of a hunting tool made of wood and bones, another that shows cereal cultivation, another one of metals etc).

This way, each group will have to **figure out the order of the pictures** in accordance to the period they think they belong to and the year they think the events occurred (e.g: the discovery of America).

Moreover, **below each picture the name of the**

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element shown  
in the picture  
will be written  
in L2. →  
*Introduction of  
key words.*

The students of  
each group will  
have to **think  
about which  
period their  
pictures  
belong to and  
the order of  
the pictures**  
taking into  
consideration  
which elements  
appeared first.

After some time  
of thinking, **the  
pupils will take  
turns to put  
the pictures** (a  
volunteer will  
come from each  
group). This  
way, all the  
classroom will

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|  | <p>see what each group has thought.</p> <p>While putting the pictures, the name of the pictures will be commented collectively (through teacher-student s interaction). The teacher won't help the students (if they make mistakes), and after putting all the pictures <b>the poster will be kept in another place.</b></p> <p>At the final session <b>(Session 7)</b> they will take it out and together with the help of the teacher, they will put the pictures in the</p> |  |  |  |  |  |  |  |
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|                               | DESCRIPTION OF THE TASKS   | OBJECTIVES  | CONTENTS   | FORMS OF SOCIAL ORGANIZATION | TIMING   | MATERIALS  | ATTENTION TO DIVERSITY | TYPE OF ASSESSMENT                    |
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|                               | correct way.   |   |  |                              |  |  |                        |                                       |
| <b>SESSION 2 (first part)</b> | <p><b>-Introduction to the project:</b> Four characters from the previous periods of history (one from a different period of history) have magically appeared in the Contemporary history.</p> <p>Now, they need the help of students so as to return to their corresponding period.</p> <p>The students have to help them following their</p> | -Understand the project, its purpose and the objective that they will have to achieve each session. | -Understand the chronological time to be able to comprehend the evolution of humanity. | 5 heterogeneous groups.      | <b>1 hour session (first 15 minutes)</b><br><br><b>15'</b> Introduction to the project, the objective of the sessions and assignment of periods. | Introduction to the project through <b>visual support</b> (a presentation in which the characters ask for help).<br><br><b>Blackboard</b> that the teacher will use to draw the cardboard, the title, the first question written and a division of the cardboard space. This way, the students will see what | Heterogeneous groups   | None during this part of the session. |



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|  | <p>instructions.</p> <p><b>Introduction to the objective of the lessons:</b></p> <p><i>Each group will become an expert of a concrete period of history</i> and in each session they will have to discover new things about their specific period.</p> <p>In each session, a different character will ask them a question.</p> <p>Each group will have to answer the question posed by the character in accordance to their period (e.g: If the question is</p> |  |  |  |  | <p>they have to do in this session and the following three.</p> |  |  |
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|  | <p><b><i>Which are the most important discoveries?</i></b><br/>and I am an expert of the Ancient history, I will have to answer which are the most important discoveries of the Ancient history).</p> <p>They will have to write down the questions and their answers in a cardboard that will be provided to each group.</p> <p>The cardboard will be used to do a presentation that will be recorded and uploaded on the school website.</p> |  |  |  |  |  |  |  |
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|                                | A specific period of history is assigned to each group.   |   |  |   |   |   |  |  |
| <b>SESSION 2 (second part)</b> | <p>The teacher explain students' roles within a group and assign them (it may be done using L1 as it is a difficult thing for them to understand).</p> <p><b><u>ROLES:</u></b><br/> <b>-The writers (2 students):</b><br/> They are responsible for writing what they have found in the cardboard.</p> <p><b><u>-The creative:</u></b><br/> responsible for</p> | <p>-Acquire knowledge about a specific feature of a concrete period of the humanity in the West.</p> <p>-Become aware of the evolution of the aspect within time (comparing the period to our time).</p> <p>-Know how to properly work in a cooperative</p> | <p>-Be able to relate the character of the session to the period he or she belongs to.</p> <p>-Know how the humans live in their concrete period of history.</p> <p>-Know how to summarize the content found so as to properly answer the question</p> | 5 groups of 5 students in each group (the same heterogeneous groups that they have for the learning boxes). | <b>(1 hour session: 45 minutes left )</b><br><b>5'</b><br>Brief explanation of the roles & assignment (they will see it in the <b>roles card</b> which is the role that they have to develop today. | -Video in which the characters of each period ask their questions. (animated video).<br><br><b>-Materials to do the research:</b><br>two booklets for each group about their specific period, a key vocabulary card, an English-catalan dictionary and a cardboard. | Assigned roles within a group (they change each week to potentiate the students' strengths and empower their weaknesses)<br><br>Heterogeneous groups | <b>Formative assessment</b><br><br><b>Self-assessment</b> through a rubric (attitudinal one to see how they work collaboratively). |

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|  | <p>drawing or bringing images from home to decorate the cardboard.</p> <p><b><u>-The mediator:</u></b> responsible for ensuring that everyone is contributing to the development of the tasks and respecting the teammates.</p> <p><b><u>-The reviser:</u></b> responsible for revising that the information put in the cardboard is correct (or something has to be changed) and for ensuring that the structures/words are well written.</p> <p><b>-The objective</b></p> | <p>group.</p> <p>-Understand and develop their role adequately.</p> | <p>posed.</p> |  | <p><b>10'</b><br/>Introduction of the objective of the session &amp; key sentences.</p> <p><b>25'</b><br/>working in groups.</p> <p><b>5'</b><br/><b>self-assessment</b></p> | <p><b>-Other materials:</b><br/><b>role card</b> → a card with the roles put and the names assigned next to each role (in pencil so that the next session I can change them).</p> |  |  |
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of the session is introduced:

**Cromanyó**, that comes from **Prehistory** needs students to know **how do humans live (this question includes: where do they live? what do they do? )** in the different periods of history.

In order to facilitate this research of information, I will write on the blackboard expressions that may be useful (e.g: They live in, they collect...) which meaning will be reminded before starting the

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|                  | <p>task.</p> <p>The materials are provided to the children (cardboard 2 booklets, a dictionary and a key vocabulary card to each group).</p> <p>They research the information in groups and they put it in the cardboard.</p> <p>End of session: self-assessment is delivered to do at home and bring the next class.</p> |                            |                                     |                                      |                   |                                    |                                     |                           |
|                  | <b>DESCRIPTION OF THE TASKS</b>   | <b>OBJECTIVES</b>          | <b>CONTENTS</b>                     | <b>FORMS OF SOCIAL ORGANIZATION</b>  | <b>TIMING</b>     | <b>MATERIALS</b>                   | <b>ATTENTION TO DIVERSITY</b>       | <b>TYPE OF ASSESSMENT</b> |
| <b>SESSION 3</b> | -Introduction of the character of the session and   | -Acquire knowledge about a | -Be able to relate the character of | 5 groups of 5 students in each group | <b>45 minutes</b> | --Video in which the characters of | Assigned roles within a group (they | None.                     |

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|  | <p>his needs: <b>Cleopatra</b> (last queen of the Ancient Egypt→ <b>Ancient history</b>) needs students to <b>know which are the main relevant events</b> of each period of history.</p> <p>-Introduction of key vocabulary</p> <p>The students will be placed in groups and they will work with their materials to find the information and put it in the cardboard.</p> <p>The students will have changed roles automatically (I will give them changed in the</p> | <p>specific feature of a concrete period of the humanity in the West.</p> <p>-Know about a specific feature of each stage in the history of humanity in the West.</p> <p>-Become aware of the evolution of the aspect within time.</p> <p>-Know how to properly work in group.</p> <p>-Understand and develop their role adequately.</p> | <p>the session to the period he or she belongs to.</p> <p>-Know how the humans live in their concrete period of history.</p> <p>-Know how to summarize the content found so as to properly answer the question posed.</p> | <p>(the same heterogeneous groups that they have for the learning boxes).</p> | <p>5' introduction</p> <p>10' key vocabulary</p> <p>25' min working in groups</p> <p>5' min self-assessment</p> | <p>each period ask their questions. (animated video).</p> <p><b>-Materials to do the research:</b> two booklets for each group about their specific period, a key vocabulary card, an English-catalan dictionary and a cardboard.</p> <p><b>-Other materials:</b> <b>role card</b>→ a card with the roles put and the names assigned next to each role (in</p> | <p>change each week to potentiate the students' strengths and empower their weaknesses)</p> <p>Heterogeneous groups</p> |  |
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|                  |  |   |  |  |   | pencil so that the next session I can change them).  |  |                      |   |
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|                  | DESCRIPTION OF THE TASKS   | OBJECTIVES  | CONTENTS   | FORMS OF SOCIAL ORGANIZATION   | TIMING  | MATERIALS  | ATTENTION TO DIVERSITY   | TYPE OF ASSESSMENT   |   |
| <b>SESSION 4</b> | <p>-Introduction of the character of the session and his needs: Christopher Columbus needs students to know <b>which are the most important discoveries</b> of the different periods of history.</p> <p>-Introduction of key vocabulary</p> <p>The students will be placed in groups and they will work with</p> | <p>-Acquire knowledge about a specific feature of a concrete period of the humanity in the West.</p> <p>-Know about a specific feature of each period in the history of humanity in the West.</p> <p>-Become aware of the</p> | <p>-Be able to relate the character of the session to the period he or she belongs to.</p> <p>-Know how the humans live in their concrete period of history.</p> <p>-Know how to summarize the content found so as to properly answer the question</p> | -5 groups of 5 students in each group (the same heterogeneous groups that they have for the learning boxes). | <p><b>1 hour</b></p> <p><b>5'</b> Introduction</p> <p><b>10'</b> Key vocabulary</p> <p><b>40'</b> Work in groups</p> <p><b>5'</b> Self-assessment</p> | <p>-Video in which the characters of each period ask their questions. (animated video).</p> <p><b>-Materials to do the research:</b> two booklets for each group about their specific period, a key vocabulary card, an English-catalan dictionary and a</p> | Assigned roles within a group (they change each week to potentiate the students' strengths and empower their weaknesses) | Heterogeneous groups | <b>Formative assessment (attitudinal self-assessment rubric for session 3 &amp; 4 )</b> |



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|                  | <p>their materials to find the information and put it in the cardboard.</p> <p>The students will have changed roles automatically (I will give them changed in the <b>role card</b>).</p> | <p>evolution of the aspect within time.</p> <p>-Know how to properly work in group.</p> <p>-Understand and develop their role adequately.</p> | posed.   |   |   | <p>cardboard.</p> <p><b>-Other materials:</b><br/> <b>role card</b> → a card with the roles put and the names assigned next to each role (in pencil so that the next session I can change them).</p> |   |  |
|                  | <b>DESCRIPTION OF THE TASKS</b>   | <b>OBJECTIVES</b>   | <b>CONTENTS</b>  | <b>FORMS OF SOCIAL ORGANIZATION</b>   | <b>TIMING</b>   | <b>MATERIALS</b>   | <b>ATTENTION TO DIVERSITY</b>   | <b>TYPE OF ASSESSMENT</b>  |
| <b>SESSION 5</b> | <p>-Introduction of the character of the session and his needs: Shakespeare asks them to find out <b>how society is organized</b> in the different</p>                                    | <p>-Acquire knowledge about a specific feature of a concrete period of the humanity in the West.</p>  | <p>-Be able to relate the character of the session to the period he or she belongs to.</p> <p>-Know how the humans</p> | <p>-5 groups of 5 students in each group (the same heterogeneous groups that they have for the learning boxes).</p> | <p><b>45 min</b></p> <p>10' introduction and key vocabulary</p> <p>25' working in</p> | <p>-Video in which the characters of each period ask their questions. (animated video).</p> <p><b>-Materials to</b></p>  | <p>Assigned roles within a group (they change each week to potentiate the students' strengths and empower their</p> | <p><b>Formative assessment:</b><br/> <b>Attitudinal self-assessment rubric</b> (session 5)</p> |

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|  | <p>periods of history.</p> <p>-Introduction of key vocabulary</p> <p>The students will be placed in groups and they will work with their materials to find the information and put it in the cardboard.</p> <p>The students will have changed roles automatically (I will give them changed in the <b>role card</b>).</p> <p>At the end, the teacher introduces the objective of the following session (final output): do a presentation of</p> | <p>-Know about a specific feature of each period in the history of humanity in the West.</p> <p>-Become aware of the evolution of the aspect within time.</p> <p>-Know how to properly work in group.</p> <p>-Understand and develop the their role adequately.</p> | <p>live in their concrete period of history.</p> <p>-Organization of ideas through the creation of a summary in a cardboard.</p> <p>-Know how to summarize the content found so as to properly answer the question posed.</p> |  | <p>groups</p> <p>10' introduction to the final output</p> | <p><b>do the research:</b></p> <p>two booklets for each group about their specific period, a key vocabulary card, an English-catalan dictionary and a cardboard).</p> <p><b>-Other materials:</b></p> <p><b>role card</b> → a card with the roles put and the names assigned next to each role (in pencil so that the next session I can change them).</p> | <p>weaknesses)</p> <p>Heterogeneous groups</p> |  |
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the periods (each group will have to do a presentation of their period) and they have to divide what they have to say (the teachers writes down in the blackboard how students had to divide their parts: **how do they live** between two students (one says where do they live and the other one what do they do), **most important events, most important discoveries** and **how society organizes.**

The instructor reminds them that they will

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|                  | only have to read the cardboard, not memorize it.  |   |   |   |   |                                     |  |   |
|                  | <b>DESCRIPTION OF THE TASKS</b>  | <b>OBJECTIVES</b>   | <b>CONTENTS</b>   | <b>FORMS OF THE SOCIAL ORGANIZATION</b> | <b>TIMING</b>   | <b>MATERIALS</b>                    | <b>ATTENTION TO DIVERSITY</b>                      | <b>TYPE OF ASSESSMENT</b>   |
| <b>SESSION 6</b> | <p>Presentation of each period (each group comes out with their cardboard completed). Each member reads the information of their part. The presentation is recorded.</p> <p>During the presentation, the teacher interrupts to ask questions about the key contents of each period and the difficult</p> | <p>-Present adequately the main features of each stage in the history of humanity in the West.</p> <p>-Know how to work properly in group.</p> <p>-Understand the main concepts of each period.</p> | <p>-Present the main features of each period correctly.</p> <p>-Have a general idea of each period.</p> | 5 groups of 5 students.                 | <p><b>1 hour and 30 minutes.</b></p> <p><b>1 hour:</b><br/>10 min for each presentation (<b>50 minutes</b>).</p> <p><b>10 minutes</b><br/>Give scheme and comment vocabulary list.</p> <p><b>30 minutes:</b><br/>Kahoot</p> | <p>5 cardboards.</p> <p>Camera.</p> | <p>Assigned roles.</p> <p>Heterogeneous groups</p> | Observation of the teacher (see if the students take notes or they are not paying attention). |

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|  | <p>concepts. This way, she facilitates the students' work when studying the other periods.</p> <p><b><u>Important:</u></b><br/>Remind them to listen very carefully and take notes as the after the presentation a kahoot will be done and they will have to compete between groups.</p> <p>After the presentations, the cardboards of the different periods will be</p> |  |  |  |  |  |  |  |
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|  | <p>hanged on the school hall.</p> <p>Then, the teacher will tell the students that they will have to do a test the following session<br/><b>(Session 7).</b></p> <p>The instructor will give a <b>scheme</b> to each student with the content they will have to study for the exam. She also will give them a <b>vocabulary list</b> in order to help them study for the exam.</p> <p>After this, a <b>kahoot</b> about the periods of</p> |  |  |  |  |  |  |  |
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|                  | history will be done. Each group will have a tablet and they will compete between them.   |   |  |  |   |  |   |  |
|                  | <b>DESCRIPTION OF THE TASKS</b>   | <b>OBJECTIVES</b>   | <b>CONTENTS</b>                        | <b>FORMS OF SOCIAL ORGANIZATION</b>                | <b>TIMING</b>   | <b>MATERIALS</b>   | <b>ATTENTION TO DIVERSITY</b>   | <b>TYPE OF ASSESSMENT</b>  |
| <b>SESSION 7</b> | <p>-Realization of an individual test to check if the students have achieved the content (dynamic test, with lots of visual support).</p> <p>-After the test, the teacher takes out the mural and she asks for volunteers to put the images</p> | <p>-Know the main characteristics of each stage of history.</p> <p>-Know how to express correctly the ideas orally.</p> | Know the main features of each period. | The students are placed in their individual seats. | <p><b>1 hour</b></p> <p>40' test.</p> <p>20' reflection (in which we put the images in the mural)</p> | <p>-25 sheets of paper.</p> <p>-mural to review the content.</p> | Provide all students the same test but provide scaffolding to those with more difficulties. And maybe add an extra task to assist the advantage students. | <p><b>Summative assessment</b></p> <p>The test as a tool for assessment (to see if they have individually achieved the content).</p> <p>Kahoot to see if they have achieved the content.</p> |

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|  | <p>in the correct place. As the students put the images in the correct place with the help of the teacher and the other classmates, the concepts are commented collectively.</p> <p>Thus, the students can explain what they know about the topic, apart from what has been learnt during the sessions.</p> <p>-Finally, the teacher asks questions to students so as to reflect of what they have learnt, what they knew at the beginning of the sessions and</p> |  |  |  |  |  |  |  |
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|  | <p>what they know now, which are the things that they have like the most about the project, what they would have changed etc.</p> <p>Later on this short <b>reflection</b>, the project is concluded.</p> |  |  |  |  |  |  |  |
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Helena Sansa Planas