

Actividad 3: *The effects of science on our daily lives*

PROPÓSITO

Se pretende que los estudiantes escriban un cuento de ciencia ficción basado en un modelo, luego de haber analizado el campo léxico y la estructura de este tipo de texto.

OBJETIVOS DE APRENDIZAJE

OA 1: Comprender información relevante para un propósito específico en textos orales y escritos en contextos relacionados con sus intereses e inquietudes, con el fin de conocer las maneras en que otras culturas abordan dichos contextos.

OA 2: Producir textos orales y escritos claros en contextos relacionados con sus intereses e inquietudes, con el fin de expresar una postura personal crítica que respeta otras posturas.

ACTITUDES

- Pensar con apertura hacia otros para valorar la comunicación como una forma de relacionarse con diversas personas y culturas, compartiendo ideas que favorezcan el desarrollo de la vida en sociedad.

DURACIÓN

3 horas pedagógicas

DESARROLLO

Conversación sobre el uso de la tecnología hoy

- El docente introduce la actividad y formula algunas preguntas:
 - Have you got or have access to any of these? - cell phone - computer -tablet*
 - How much time do you spend on them?*
 - Do you find hand-writing more difficult than typing?*
 - Do you think that using and abusing of technology could affect motor skills?
Discuss with your partner.*
- Los estudiantes comentan con sus pares y opinan en forma oral frente al profesor.

Lectura sobre el uso de tecnología en medicina

- A continuación, reciben el texto a trabajar y algunas preguntas:

Answer the following questions in your copybook:

- What sorts of activities should a future doctor practice? Why?*
- Why are magicians named in the text? Explain.*
- Science fiction: Imagine a future in which people lost their hand skills completely because of technology. List what the negative consequences could be.*

Conexión interdisciplinaria

Ciencias para la Ciudadanía

OA h

Evaluar la validez de información proveniente de diversas fuentes, distinguiendo entre evidencia científica e interpretación, y analizar sus alcances y limitaciones.

WE'RE LOSING STRENGTH AND FINE MOTOR SKILLS BECAUSE WE SPEND SO MUCH TIME ON TECHNOLOGY, SURGEON WARNS

Sophie Borland, Daily Mail

November 1, 2018 5:00am

Student surgeons now spend so much time on computers and tablets they have lost the ability to stitch, a top professor has warned.

Roger Kneebone, professor of surgical education at Imperial College London, in the UK, said young people now had very little craft experience, which was a problem for the medical profession and surgeons in particular.

"An obvious example is of a surgeon needing some skill in sewing or stitching," he said. "It is important and an increasingly urgent issue. A lot of things are reduced to swiping on a two-dimensional flat screen such."



Surgeons need the hand strength and skills we get practising basic craft skills, such as sewing, stitching, using scissors or playing with toys.

He calls for more creativity in the school curriculum, because, he said, "We have students who have very high exam grades but lack tactile general knowledge."*

Imperial College has magicians come in to teach students how to move their hands in a way that is needed to trick an audience, which Prof Kneebone believes are skills useful for the operating theatre.*

Magicians often use hand movements to trick us. Do you think that's happening here?

In February, another senior doctor warned that children were losing their ability to hold pencils due to the use of technology.

Dr Sally Payne, of the Heart of England NHS Foundation Trust, which runs hospitals in the UK, said: “Children are not coming to school with the hand strength and skilfulness they had 10 years ago.”

She said spending an increasing amount of time with iPads left less time for muscle-building play. Cutting with scissors, pasting and painting, pushing and pulling toys and building with blocks all build fine muscle control necessary to grip and hold a pencil.

Fuente: <https://www.curriculumnacional.cl/link/https://www.heraldsun.com.au/kids-news/news/were-losing-strength-and-fine-motor-skills-because-we-spend-so-much-time-on-technology-surgeon-warns/news-story/98877a070c876f94e7eed365f31bdd2a>

- Cuando terminan, el docente les recuerda que uno de los objetivos finales de la unidad es que aprendan a escribir un cuento de ciencia ficción y anuncia la siguiente actividad.

Pasos e ideas para escribir un cuento

- A fin de que preparen una parte de su cuento, el docente indica: *Now write three paragraphs of the introduction to a short story based on this idea: Imagine a future in which people lost their hand skills completely because of technology. List what the negative consequences could be. For this you will have to: describe the setting (where and when the story occurs) and the main characters of your story. Choose a point of view. (1st person or 3rd person). Use descriptive verbs and adjectives to make your writing entertaining and engaging.*

- El profesor les entrega una lista de ideas a considerar cuando se escribe un cuento, para que lean y aclaren dudas:

These are some basic ideas to keep in mind when writing your short story:

- Hook the reader right from the start with a strong beginning. If you don't do that, the reader will lose interest.*
- Get straight into the action at the beginning of the story.*
- Establish the setting and the characters, and then move on to the problem. The plot is what the readers will care about most.*
- Include few characters so as not to confuse the reader.*
- Dialogue and action will keep the reader involved*
- Focus on one or two ideas in a short story. More than a couple of plot conflicts can make the story too muddled and confusing.*
- Make every word of the story be important and relevant.*
- Know what the point of the story is and direct the story to it by the end.*
- End the story in a surprising way that readers will remember.*
- Showing, not telling.*

Example:

- **Don't say:** *He was a mean person because he didn't help the old lady up from the ground.*
- **Say instead:** *Instead of helping the old lady up from the ground, he looked at her with a sneer of disgust, and walked past the injured woman.*
- k. *Proofread and edit the story when you are done.*
- l. *Have a classmate critique your work.*

- También enfatiza: *To write a believable and appealing science fiction story, follow these essentials:*
 - *Stick to general descriptions of the world or sci-fi element of the story. Don't get too technical because, in general, readers are not going to be physics experts.*
 - *Don't try to incorporate too many strange and fantastical elements into a story. One or two science fiction or fantasy aspects are plenty for a short story.*
 - *Have one character that readers can relate to. The character doesn't have to be a human, but readers need a medium to view the world.*

Escribiendo un esbozo de cuento de ciencia ficción

- Los jóvenes reciben un documento que incluye títulos de noticias sobre ciencia y tecnología, con su correspondiente foto y dirección del sitio [webhttps://www.curriculumnacional.cl/link/https://www.sciencenewsforstudents.org/](https://www.curriculumnacional.cl/link/https://www.sciencenewsforstudents.org/). Se sugiere proyectar o trabajar esta información en la sala de computación.
- Basados en los recursos que recibirán, deberán hacer una lluvia de ideas y organizarlas para crear un cuento de ciencia ficción:

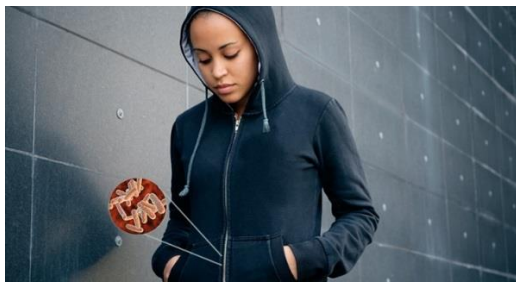
Instructions: Now it's your turn!

Look at the following headlines and photographs from science news. Get inspired by one or more. Think about which science fiction story you could develop based on these topics. Be creative!!

Plan your story as an outline including as much detail as you can. When you finish, give your outline to the teacher to receive feedback. Save this outline as you will need it for the final evaluation of the unit.

➤ **BELLY BACTERIA CAN SHAPE MOOD AND BEHAVIOR**

<https://www.curriculumnacional.cl/link/https://www.sciencenewsforstudents.org/>
Conversations between the brain and gut may influence stress, memory and more.



You may not notice, but your guts and brain are in constant communication. And from what scientists have been learning from rodent studies, those chats between gut microbes and the brain can have a whole range of important, hidden impacts

➤ *AN ASIAN, SELF-CLONING TICK THREATENS U.S. LIVESTOCK*

In its native range, this arachnid spreads dangerous human diseases



Scientists have discovered the long horned tick in four U.S. states.

This species can reproduce by cloning. Here, an adult and a young tick, or nymph, are shown next to a dime.

➤ *DIRTY AIR CAN HARM YOUR BRAIN AND STRESS THE BODY*

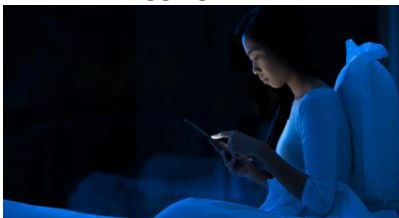
Studies show pollution can alter brain function in students and disrupt hormones.



Mexico City is one major urban area frequently plagued by heavy air pollution. Studies conducted there and elsewhere show now link such pollution with lesions in the brains of adults and even children.

➤ *TRADING SMARTPHONE TIME FOR SLEEP? YOUR LOSS*

Teens are logging more time on electronic devices — and sleeping less, data show.



More teens than ever aren't getting enough sleep. Smartphones may be to blame, researchers now suspect.

- Muestran un esquema previo a la escritura de su cuento al profesor, quien los retroalimenta. Utilizarán este esquema para la evaluación final.
- El docente puede recordarles que ese esquema deben incluir personajes y sus descripciones, contexto, pasos de la trama y el conflicto, y que hacerlo ayuda a desarrollar el relato.

- Al revisar los esquemas, el profesor verifica si incorporan figuras retóricas de la literatura y les recuerda que, si las usan, pueden enriquecer su estilo narrativo.

Orientaciones para el docente

Se sugiere los siguientes indicadores para evaluar formativamente los aprendizajes:

- Escriben un cuento, basados en la información de un tema de interés—tecnología en medicina—, y se ajustan a la estructura del texto.

Es importante que comprendan la naturaleza de la narrativa de un cuento, en particular de un cuento de ciencia ficción, y las partes que lo componen. El profesor puede elegir otro cuento para ejemplificar y analizar junto con los jóvenes; hay algunos en la siguiente página: <https://www.curriculumnacional.cl/link/https://www.elacommoncorelessonplans.com/science-fiction-short-stories-for-middle-school-and-high-school.html>

Los insta a que planifiquen sus ideas, diseñen sus personajes y organicen la estructura del desarrollo del cuento antes de empezar a escribir; así el lector se mantendrá entretenido e interesado y el final del relato estará bien planificado. Pueden analizar juntos otro cuento como ejemplo y anotar sus ideas o conclusiones en la pizarra; así se promueve y fortalece la comunicación oral en inglés.

Recursos y sitios web sugeridos

- <https://www.curriculumnacional.cl/link/http://www.enhancemyvocabulary.com/>
- <https://www.curriculumnacional.cl/link/https://www.sciencenewsforstudents.org/>