HOW CAN WE IMPROVE OUR NEIGHBOURHOOD?

TERESA CLARAMUNT SCHOOL (SABADELL)

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Generació Plurilingüe (GEP)

Year 2

2018-2019

PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

Identification of the GEP project:

Title	How can we improve our neighbourhood?
Authorship	Lidia Garcia and Mireia Vera
School	Teresa Claramunt (Sabadell)
Students' CEFR Level (A1, A2...)	Elementary
Grade	Year 6
Content area(s)	Values
Number of sessions (4, 6 or 9)	6
Teacher(s) involved	Lidia Garcia and Mireia Vera
Key words	Neighbourhood, helping, improvement, responsibility, design, cooperation.

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1. OUR PROJECT

Introduction:

Our PBL project is related to the area of "Values". Students will have to work in groups in order to design an improvement for their neighbourhood. First of all, they will analyse the neighbourhood's situation taking photos and notes of all the things they consider to be relevant. Taking those things into account, they will have to choose the most necessary change to be carried out and they will design an improvement project. This will be presented through a creative final product because they will have to persuade an audience that will decide which is the best improvement project.

Driving question: How can we improve our neighbourhood?

Final product:

- Exhibition of the projects in the school's hall.

- The final products will be varied, but all of them will consist of an oral presentation to explain their neighbourhood improvements. Each group will decide whether to choose a poster, mock-up, a video, a digital presentation or any other tool.

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2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
1. **Analyse** the neighbourhood (services, gardens, supermarket…)	**1.1.** They define the strengths and weaknesses of the neighbourhood. **1.2.** They write a list of possible improvements.
2. **Decide and justify** an improvement for the neighbourhood.	**2.1.** They discuss and suggest reasonable ideas of change.
3. **Create** a plan to get the goal.	**3.1.** They plan a timing of the project. **3.2.** They follow this timing properly.
4. **Develop** cooperative work values.	**4.1.** They accomplish the roles. **4.2.** They respect all the opinions. **4.3.** They participate actively in the development of the project.
5. **Persuade** the audience with the oral presentation.	**5.1.** They can explain their project orally in front of the families and classmates. **5.2.** They use a creative final product to present their project.

Template adapted from CLIL-SI 2015.
More information at: http://grupsderecerca.uab.cat/clilsi/

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3. CURRICULUM CONNECTIONS
SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		Foreign language curriculum	
Specific Competences	**Key Contents**	**Specific Competences**	**Key Contents**
Competence 6: To adopt cooperative learning habits that promote personal compromise and cohabitation attitudes.	**6.1Rules in cooperative work:** common objectives, self-regulation of behaviour, roles establishment. **6.2 Responsible behaviour**	**Competence 1:** To obtain basic information and understand simple or adapted oral texts from everyday life.	**1.1** Understanding and participation in social exchange situations **1.2** Identification of the vocabulary and the basic structures related to the topic **1.3** Communication rules in oral interaction: turns, tone of voice, respect towards others' opinions.
Competence 7: To analyse the environment using their own criteria to search for alternative solutions.	**7.1Steps in problem-solving:** searching solutions and alternatives. **7.2 Relation with the environment** :social and natural implications	**Competence 2:** To plan and produce short oral texts, adequate to the communicative situation.	**2.1** Oral or group presentations about their project, using printed or digital support **2.2** Fluency, pronunciation and intonation.
Competence 8: showing social compromise and service attitudes, especially in unfair situations.	**8.1** Altruistic and solidary attitudes.	**Competence 3:** To orally interact according to the communicative situation, using basic conversational strategies.	**3.1** Production of adequate oral messages according to the communicative purpose. **3.2** Language functions: welcoming, explaining, thanking….
		Competence 4: To apply strategies to get basic information and to understand basic or adapted texts about everyday life, from the media or the school context.	**4.1** Understanding of a descriptive written text. **4.2** Language support: written and digital.

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		Competences 7 and 8: To produce simple texts according to the communicative situation using some kind of support.	**7.1** Strategies for plannification: creating, selecting and organising ideas. **7.2** Production of a written text: a description. **8.1** Communicative text typologies: notes, posters, descriptions... **8.2 Use of** topic-related vocabulary with accurate spelling. **8.3** Use of dictionaries.

4. 21st CENTURY COMPETENCES			
Collaboration	X	Information, media and technology	X
Communication	X	Leadership & Responsibility	X
Critical Thinking and Problem Solving	X	Initiative & Self-direction	X
Creativity & Innovation	X	Social & Cross-cultural	X
Others:			

5. KEY COMPETENCES

Communicative, linguistic and audiovisual competence	X	Digital competence	X
Mathematical competence		Social and civic competence	X
Interaction with the physical world competence	X	Learning to learn competence	X
Cultural & artistic competence	X	Personal initiative and entrepreneurship competence	X

6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
- **Types of implications:** - Stages in the problem solving process - Social Implications in the environment - The Weaknesses of the neighbourhood - Types of volunteering	- Analysing close context (reality) - Explaining causes and effects of the current situation - Defining a solution - Designing and developing a work plan to solve the problem - Justifying their proposals - Persuading the audience

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7. REFERENCES

8. COMMENTS (optional)

9. ACKNOWLEDGEMENTS (optional)

We would like to thank Nunu for the video and her motivation to collaborate with us.

We are also grateful with the rest of the English teachers from the school, as they take part in the English commission and help us to improve day after day.

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	10. UNIT OVERVIEW						
Session	Activities	Timing	Skills	Interaction		ICT	Assessment
1	**Surprise video!**	5'	L	WG		Video	
	Order the images	10'	L, S	SG (pairs)	S-S		
	Creating groups	15'	S	SG (5-6 students)	S-S		
	Cooperative vs. non-cooperative	15'	R,S	SG	S-S, T-S		
	Assessment chart (explanation + assessment 1)	15'	R, S, W	SG	S-S		Peer Assessment & Self-assessment
2	**Roles definitions**	10'	R, S	SG	T-S, S-S		
	Choosing roles	10'	S	SG	S-S		
	Cooperative reading: volunteering	15'	R	SG	S-S		
	Plickers quiz!	15'	R	SG/WG	T-S, S-S	Plickers	Teacher assessment
	Assessment 2	10'	R, S, W	SG	S-S		Peer Assessment & Self-

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							assessment
3	**Short Calgary video**	5'	L	WG		Video	
	Neighbourhood's visit (neighbourhood improvements worksheet)	45'	I, W	WG, SG			
	Assessment 3	10'	R,S, W	SG	S-S		Peer Assessment & Self-assessment
4	**Neighbourhood's visit feedback (revise and assess the "Neighbourhood improvements worksheet)**	10'	R, W, S	SG	S-S		Self-assessment checklist
	Choosing changes	40'	S, W	SG	S-S		
	Assessment 4	10'	R, S, W	SG	S-S		Peer Assessment & Self-assessment
5	**Our project guideline**	30'	R, W, S	SG	S-S		Peer Assessment & Self-assessment
	Developing projects	30'	R, S, L, W, I	SG	S-S	Power point, canva, padlet	
	Assessment 5	10'	R, S, W	SG	S-S		Peer Assessment & Self-assessment

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6	**Developing projects**	50'	R, S, L, W, I	SG	S-S	Power point, canva, padlet	
	Assessment 6	10'	R, S, W	SG	S-S		Peer Assessment & Self-assessment
7	**FINAL PRESENTATION**	6mins/group	S, L, I	S-world			

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11. SESSION PLANNING

SESSION 1: Activating session

Objectives of the session:

- To activate students' motivation towards social implications.
- To develop cooperative work values.
- To understand and get basic information from a simple listening.
- To understand the difference between "cooperative" and "non-cooperative" work.

Content-obligatory language for the session:

- Words related to cooperative work, such as: responsibility, respectful, roles, creativity…
- Vocabulary and structures related to peer-assessment: to respect, to use time adequately, to understand, to participate…

	Activities *include : Name and description; Assessment tool (if any); Material (including language support)*	⏱	⚛	🎴	💻	🔍
1.1	**Surprise video!** Watching a video where Nunu (a friend of us) explains her personal experience as a volunteer. Students will watch it the first time without having an introduction of the topic, but as a warm-up activity where they do not expect anything specifically. After watching the video for the first	5'	L	WG		

	time, we will have a little debate to check understanding and share ideas.				
1.2	**Order the images** While they watch the video the second time, students will work in pairs and they will have to put the photos they will have been provided in order (according to the order they are mentioned in the video). After doing this, we will check that all students got the correct order and –finally- we will introduce the driving question. "We have seen many ways of helping people, and sometimes we don't need to travel far in order to do it, sometimes we can start by contributing in our own neighbourhood's improvement. So…**how could we improve our neighbourhood?"**	10'	L, S	SG (pa irs), S-S	
1.3	**Creating groups** Once we have introduced the driving question, students will be told that they will have to be in groups in order to develop their neighbourhood improvement ideas. In order to make the groups, we will allow them to choose a partner (or stay individually if they do not have a preference). We will make the groups respecting the pairs created by the students and trying to have balanced and heterogeneous groups. There will be 5 groups within each class. Since this moment onwards, they will be working in cooperative groups in almost all the tasks.	15'	S	SG (5-6 stu de nts) S-S	
1.4	**Cooperative vs. non-cooperative** Students will already be in groups. But we will explain them that one of the most important things about these groups is that they are cooperative. In order to understand very well what "cooperative means", we will show them two big circles: one for "cooperative work" and the	15'	R,S	SG, S-S, T-S	

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	other one for "non-cooperative work". Then, the groups will be given some words and they will have to decide whether each word corresponds to one circle or the other.				
1.5	**Assessment chart (explanation + assessment 1)** Students will have to assess peer and self-assess themselves at the end of each session. For that reason, each student will be given an "Assessment rubric" in A3. There, they will find all the assessment criteria (not only for that particular session, but for all of them). This way, they will know what they will be asked to do in advance. The first day, we will explain them the rubric, as it is extremely important that they understand how they will be assessed. They will assess themselves within the group. Each student will have his/her own rubric, but they will not "decide their mark individually", as all the members of the group will vote for each assessment criteria of each of the members (so the student being assessed will also be able to vote, but the final mark for each item or assessment criteria will be the one decided by the majority).	15'	R, S, W	SG, S-S	

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SESSION 2: What's volunteering?

Objectives of the session:

- To develop cooperative work values.
- To understand the cooperative roles' tasks.
- To understand a simple written text (roles definitions and adapted text).

Content-obligatory language for the session:

- Roles vocabulary: secretary, spokesperson, material responsible, manager and coordinator.
- Vocabulary and structures related to volunteer work: skills, field, available, to gain experience, confidence, cv…

	Activities	⏱	⚛	🗂	💻	🔍
1.1	**Roles definitions** As the groups will be created on the first session, we will tell them that an important requirement to work in cooperative groups is to have roles. We will stick on the walls the names of the roles we have decided (secretary, material responsible, spokesperson, manager and coordinator), and we will give each group the roles' definitions. They will have to stick the definition under the name they think that corresponds to it.	10'	R, S	SG, T-S, S-S		
1.2	**Choosing roles** After the first activity of the session, we will make sure that the students have understood the roles, and it will be the turn for them to choose their roles (and write them down in their	10'	S	SG, S-S		

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	assessment rubrics, as one of the assessment criteria to be assessed every day is "I have carried out my role's tasks")				
1.3	**Cooperative reading: volunteering** Reading in groups about volunteering. Each group will have a printed document with the language support on the table and the two teachers will be passing around the groups to check understanding. The students have to make sure they understand the text because they will have to participate in a Plickers activity related to it.	15'	R	SG S-S	
1.4	**Plickers quiz!** Reading comprehension (and assessment) individual activity. Students will take part in this activity individually, so they must have made sure they understand the text previously read commenting it with the members of their group. Each student will be given a Plickers code to answer the questions.	15'	R	SG/ WG T-S, S-S	
1.5	**Assessment 2** Assessment within the cooperative group members according to the assessment criteria from the rubric.	10'	R, S, W	SG, S-S	

SESSION 3: Neighbourhood's visit

Objectives of the session:

- To analyse the neighbourhood (services, gardens, supermarkets…)
- To develop cooperative work values.
- To understand a short video related to volunteering.
- To develop cohabitation values: to act (and move) respectfully around the quartier.
- To produce a short written text where they express their suggestions.

Content-obligatory language for the session:

- Verbs: help, plant, clean, give, teach, change, paint, create, build, design…
- Structures: "We want to…" and "we would like to …"

	Activities	⏱	⚛	🎴	💻	🔍
1.1	**Short Calgary video** As a warm-up activity, we will watch a very short video related to volunteering and getting neighbourhood implications.	5'	L	WG		
1.2	**Neighbourhood's visit (Neighbourhood improvements worksheet)** We will visit our neighbourhood in small groups (each two groups will be accompanied by an adult). During the visit, the groups will have a map of the zone and a worksheet to write down the observations. They must look for things they don't like and they think that could be improved, in order to develop an improvement project.	45'	I, W	WG, SG		

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1.3	**Assessment 3** Assessment within the cooperative group members according to the assessment criteria from the rubric.	10'	R,S, W	SG	S-S

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SESSION 4: Choosing changes/improvements

Objectives of the session:

- To decide and justify an improvement for the neighbourhood.
- To develop cooperative work values.
- To plan and produce a short oral text (explaining their observations).
- To produce an analytical short text defining "problem, solution and action".

Content-obligatory language for the session:

- Oral structures: "Our group wants to…", "We want to…" and "we would like to…because….."
- Descriptive structures: "There is/are…", "it is…"
- Subjunctive structures: "we would…" , "we could…"
- Structure in future: "we are going to…." " and "we will…"

	Activities *include : Name and description; Assessment tool (if any); Material (including language support)*	⏱	⚛	🎴	💻	🔍
1.1	**Neighbourhood's visit feedback** Each group will have to revise the written observation worksheet they completed on the previous session (during the neighbourhood's visit) and make the required changes. Afterwards, they will assess their own writing using a checklist provided. Finally, all the groups will explain their observations to the rest of the class.	10'	W, S		SG	S-S
1.2	**Choosing changes** Once they have drained all the information from their observation worksheet, the groups will	40'	S, W		SG	S-S

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	have to decide which change is more important for them in order to develop a solution. To do so, they will have to fill in a chart (as a brainstorming) answering: "What happens?, "What could we do?"and "What are we going to do?". They will also be provided with a model already filled in with ideas.				
1.3	**Assessment 4** Assessment within the cooperative group members according to the assessment criteria from the rubric.	10'	R, S, W	SG	S-S

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SESSIONS 5 and 6: Projects' development

Objectives of the session:
- To develop cooperative work values.
- To create a plan to get their goal.
- To orally interact according to the communicative situation, using basic conversational strategies.

Content-obligatory language for the session:

	Activities *include : Name and description; Assessment tool (if any); Material (including language support)*	⏱	⚛	🎴	💻	🔍
1.1	**Our project guideline:** Students will fill in their project planning to start developing their project. To do so, they will have l language support through an "Interaction grid".	30'	R, W, S	SG	S-S	
1.2	**Projects' development** Development of the projects following the project guidelines. This includes a preparation of the oral presentation, as students will have to present their projects to an audience through a creative final product.	30' + 1h	R, S, L, W, I	SG	S-S	
1.3	**Assessment 5 and 6** Assessment within the cooperative group members according to the assessment criteria from the rubric.	10'	R, S, L, W, I	SG	S-S	

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SESSION 7: Projects presentations

Objectives of the session:

- To produce adequate oral messages.
- To persuade an audience through an oral presentation.

Content-obligatory language for the session:

- Structures for oral presentations (welcoming explaining and thanking), such as: welcome, first of all, to follow, to conclude…
- Verbs related to improvements (introduced in previous sessions through a language support document): paint, build, grow…

	Activities	⏱	⚛	🗂	🖥	🔍
1.1	**Oral presentation in front of the audience** In the projects' presentations, each group will have to persuade all the 6th graders and their families to get voted "the best project". Nevertheless, there won't be only one winning project, as voting will proceed as follows: Each person attending the projects presentations will get 5 different "coins", and each coin will represent 5 different qualities or "prizes": "the best project", "the best speech", "the most original project",	6mins /group	S, L, I	S-world		
1.2	**Assessment 7** Assessment within the cooperative group members according to the assessment criteria from the rubric.	10'	S-W	S-S		

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Name: ....   Date:...............................

DICTOGLOSS

Put the pictures in order while you listen to Nunu's story.

	30 years	WE HELP	
	Peru		BYE

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SESSION 1

ADJECTIVES RELATED TO COOPERATIVE or NON-COOPERATIVE WORK

SILENT	COOPERATION
COMMUNICATION	CREATIVITY
TEAMWORK	RESPONSABILITY
ROLES	EFFORT
INDIVIDUAL	SELFISH
COMPETING	RESPECTFUL

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SESSION 1

COOPERATIVE WORK

NON-COOPERATIVE WORK

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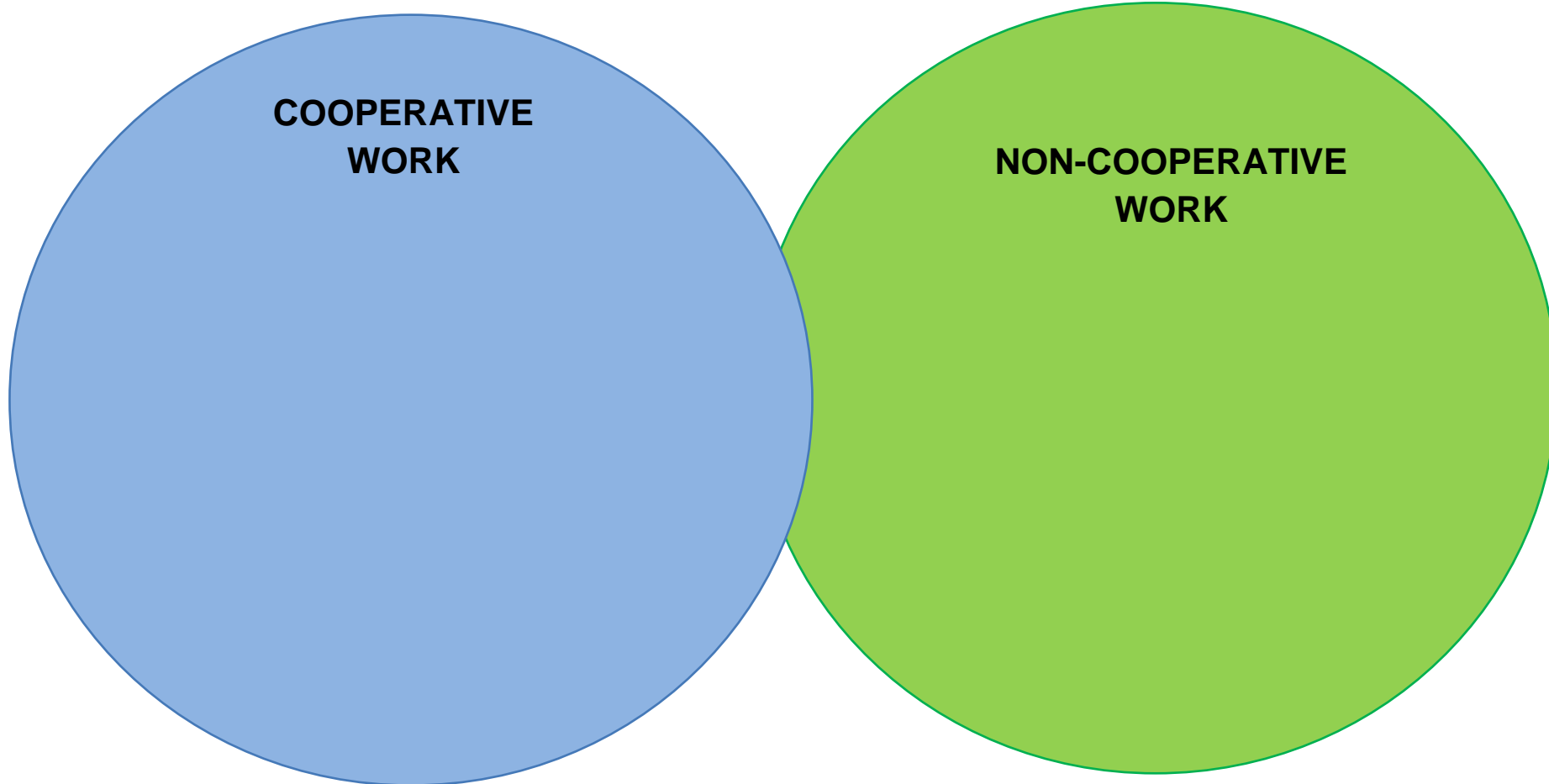
ROLES DEFINITIONS AND ROLES NAMES

COORDINATOR	➢ **Encourages the members of the group to participate in all de tasks.** ➢ **Has a clear idea of what the group has to do.** ➢ **Makes sure everyone accomplishes his/her role tasks.**
SPOKESPERSON	➢ **Is in charge of expressing the ideas to the rest of the class.** ➢ **Helps the secretary in his/her tasks.**
SECRETARY	➢ **Takes notes of all the decisions.** ➢ **Fills in the peer-evaluation part of the assessment rubrics.**
MATERIAL RESPONSIBLE	➢ **Keeps and is responsible of the group materials.** ➢ **Makes sure the group has all the material they need in order to implement the activities.**

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| MANAGER | ➢ Makes sure that the work conditions and behaviour are appropriate. (Quiet voice, members listen to the instructions) |
| | ➢ Decides the timing of the activities and is responsible of the time. |

COORDINATOR

SPOKESPERSON

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MATERIAL RESPONSIBLE

SECRETARY

MANAGER

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Group: ....   **Date:**..............................

WHY IMPROVING OUR NEIGHBOURHOOD?

Volunteering is an excellent way to help everyone around you and yourself. It doesn't matter if you have a lot of time during the week or you only have some free time at the weekends, there will always be many volunteering opportunities **available**.

When deciding which opportunity is better for you, think about two things: First of all, make sure you will enjoy it. Secondly, consider if you are good at that and you can really help on that **field**. There are some roles that will require specific **skills**, but this shouldn't always stop you from participating, as many organisations will help you develop your skills and it could also be a good opportunity for you to train in areas where you have no previous **knowledge**.

The benefits of volunteering and how it can help yourself

Volunteering has a positive impact in different skills, as: communication, problem-solving, time-management and understanding real-world problems.

It is also beneficial as it can give you the chance to learn more about yourself, increase your **confidence** and is a great way to show responsibility.

Another important benefit for you as a volunteer is that you **gain** relevant experience for your CV and a variety of real-life examples to use at a job interview. When -in the future- you want to **apply for a job**, **employers** will consider volunteering as valuable as **paid work** and this means that it will be as valid on your **CV**.

Community

Volunteering is also a chance to meet new people and make new friends. Find out more about the community where you live/study.

As well as the benefits that volunteering can have for you personally, it can also have a positive impact on the local community.

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LANGUAGE SUPPORT FOR THE READING

Volunteering	
Available	
Field	

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Skills	
Knowledge	
Confidence	

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Gain	
Apply for a job	
Employers	

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CV	## ROBERT WILLIAMSON *Product Engineer* **PROFILE** Industry expert in Structural Engineering with excellent understanding of Drilling and Exploration techniques, Geology, and mechanical equipment used in underground and open pit mining operations. Safety focused with analytical approach to using numerical simulations to predict the behavior of underground excavations. • Comprehensive knowledge of Finite Element Analysis techniques using a variety of software, as well as strong math and physics skills. • Ensure smooth business operations by following projects from conceptualizing phase to completion, including system design, incorporation of customer needs, and technical support. **WORK EXPERIENCE** 2000 - 2008 Fea Engineer POWERTRAIN (FORMER INDUSTRIES INC.) Developed structural finite element analysis(FEA) simulations and design optimizations. Managed file translations and drawings updates. Participated in product design on Honda projects. Developed solutions for FEA problems using variety of software applications. Organized structural FEA procedures for Ford flex plate group. Technical expert in stamping, mechanical, CAD and FEA issues. Developed new technologies in order to produce better, safer and less expensive products. Technical counselor on highly technical issues for the plants. *Accomplishments:* • Helped with CAD and FEA quoting for a stamped valve cover for Company resulting in project work of over $1M. • Saved over $200K in tooling rework through numerical simulations. • Created FEA simulations in the prototype phase and saved $70K. 1995 - 2000 Product Engineer PRODUCTS - CITY, STATE Developed structural FEA simulations and design optimizations. Worked on-site in Detroit with Jeep Truck Engineering Group on Chrysler KJ 2002 program product design. (brought in jobs for the Company in value of over $1M). Product Engineer tasked to follow up on a new product from its inception, going through subsequent CAD modifications, FEA simulations, to completion as a final product on the plant floor. Updated production plants with any changes for a specific product. *Accomplishments:* • Secured over $1M in project work for the company. **EDUCATION** Bachelor of Science, Mechanical Engineering University Open Cast Mining and Quarrying – CESECO Mining School **DETAILS** New Delhi +91 730 8100339 robert.williams@visualcv.com Date of Birth: 02.02.1961 Nationality: American Gender: Male Marital Status: Single **CORE COMPETENCIES** • Civil Engineering • Structural Optimization • Mining Stress Analysis • Product Design • Mechanical Engineering • Drilling Geology • Exploration • Finite Element Analysis

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Group members: .... **Date:**..............................

SESSION 3

NEIGHBOURHOOD IMPROVEMENTS

With the rest of your group, make a list of possible improvements in our neighbourhood.

➢ **EX: We want to** plant more trees in our neighbourhood.

➢ **EX: We would like to** paint the wall next to our school.

➢ ....

➢ ....

➢ ....

➢ ....

➢ ....

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SESSION 3

LANGUAGE SUPPORT

I LOVE MY NEIGHBOURHOOD

HELP

PLANT   CLEAN

GIVE   TEACH

PAINT

CHANGE

CREATE   BUILD

DESIGN   FIX

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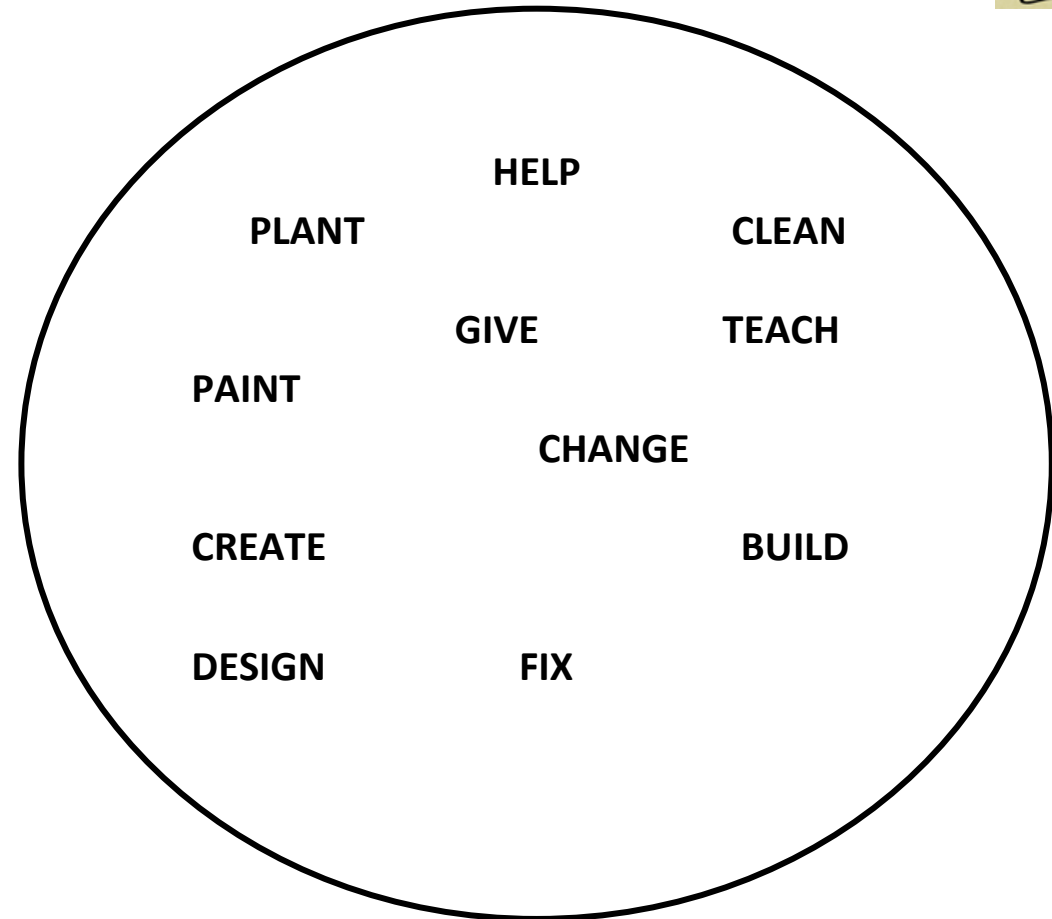
SESSION 3

VISIT THE NEIGHBOURHOOD

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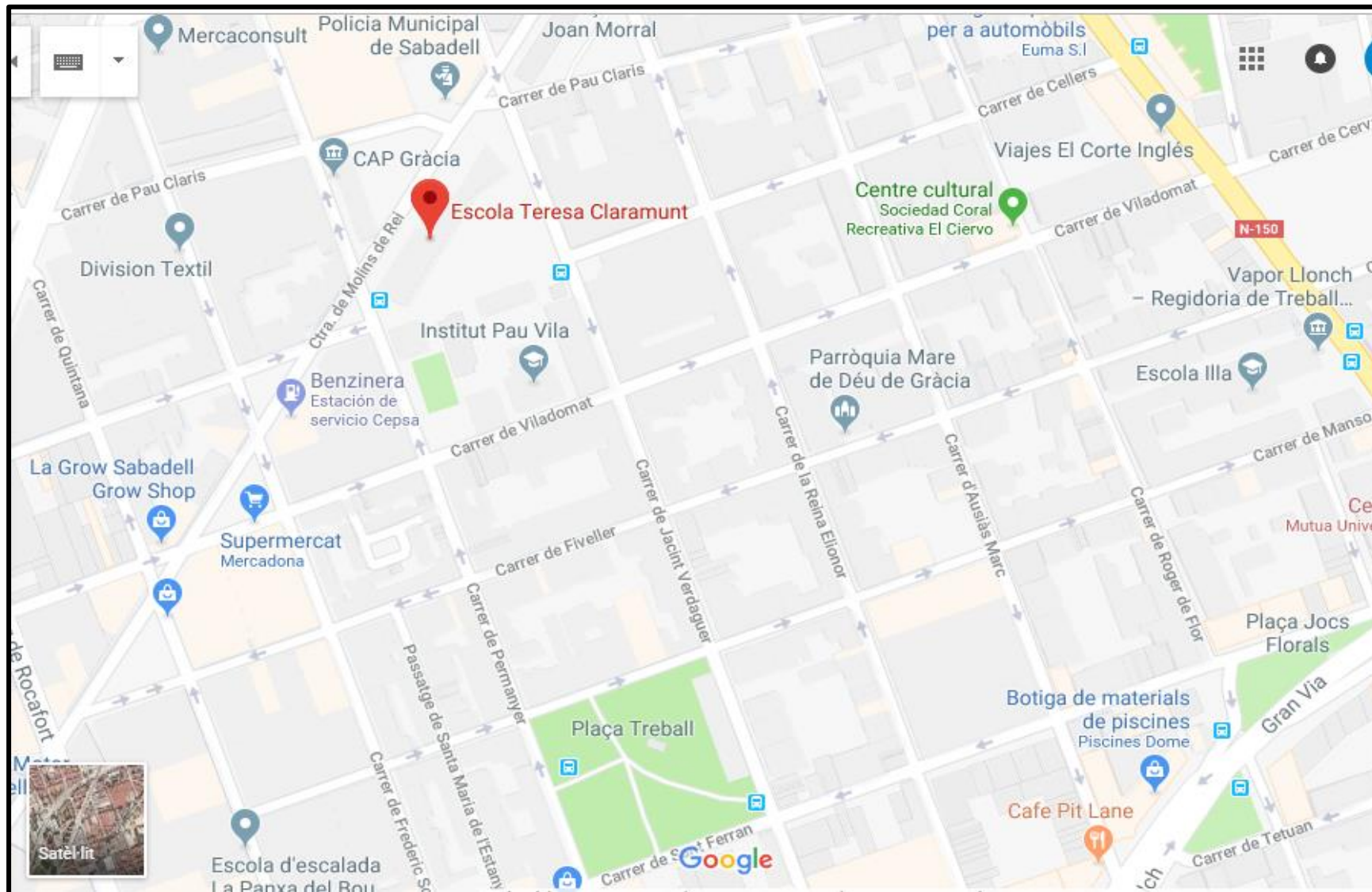
Names:

WRITING CHECKLIST: "Neighbourhood improvements"

According to the text you have written, decide if you must write a ✔ or a ✘

☐ The text is focused on the topic.

☐ The text includes more than 4 words or expressions worked in class related to the topic.

☐ The text has less than 5 spelling or grammar mistakes.

☐ Capitalization and punctuation are correct.

☐ The text is well presented (readable handwriting, clean and nice presentation)

☐ All the team members have participated in the task

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CHOOSING CHANGES

WHAT HAPPENS? **PROBLEM**	WHAT COULD WE DO? **SOLUTION**	WHAT ARE WE GOING TO DO? **ACTION**

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LANGUAGE SUPPORT MODEL

WHAT HAPPENS? **PROBLEM**	WHAT COULD WE DO? **SOLUTION**	WHAT ARE WE GOING TO DO? **ACTION**
THE WALL IS…. THERE IS….. THERE AREN'T ANY….	WE COULD PAINT…. WE COULD PLANT…. WE WOULD CLEAN...	WE ARE GOING TO … WE WILL…

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SESSION 5

Group members: .... **Date:**................................

OUR PROJECT GUIDELINE
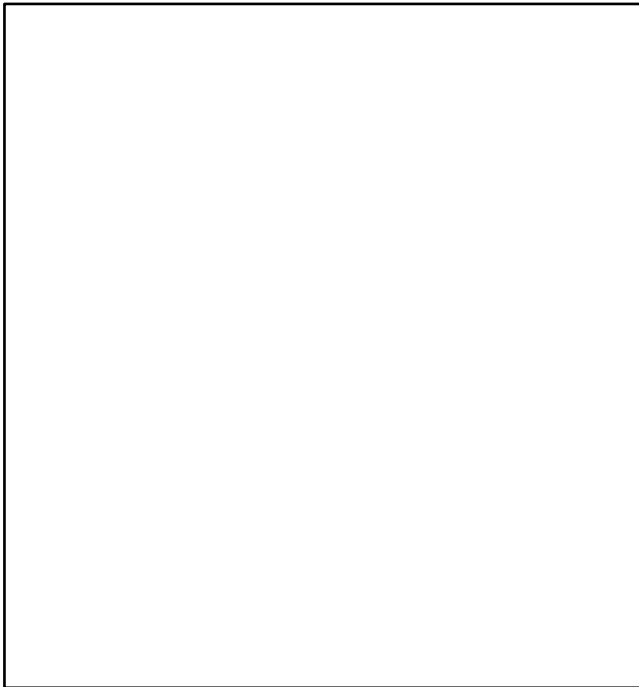
GROUP MEMBERS:

....

PROBLEM:

....

OUR IMPROVEMENT PROJECT:

....

....

....

....

OUR FINAL PRODUCT:

....

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LANGUAGE AND EDUCATION

SESSION 5 AND 6

USE THE FOLLOWING CHART TO MAKE SENTENCES AND JUSTIFY YOUR PROJECT				
I THINK WE THINK IN MY OPINION IN OUR OPINION I ALSO THINK THAT…	THE PARK THE STREET PEOPLE CHILDREN OLD PEOPLE THE SQUARE	NEEDS AN IMPROVEMENT NEED …… DON'T NEED ……	BECAUSE BECAUSE IT IS SO THERE ARE	USED TO IT'S DIRTY IT'S VERY DARK MORE COLORS

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SESSION 5 : LANGUAGE SUPPORT FOR ORAL INTERACTIONS

• STRUCTURING SPEECH To start First of all To continue To finish	**• GIVING OPINION** I think that… I believe that… I agree with you/her…	**• DISAGREEING** But don't you think that…? I see what you mean but… I don't agree with you because…
• EXPRESSING DOUBT Well… Maybe… Possible… I'm not sure about that. You may be right.	**• EXPRESSING NEW IDEAS** Maybe we could…. I have an idea! We can…. What if we….?	**• ENCOURAGING** This is fantastic! I love your idea! That's a good idea! We are a super team!
• EVALUATING It could be better. We need to improve it. That's a very good point.	**• EXPRESSING DIFFICULTIES** I don't know… This is difficult for me. I don't remember.	**• EMPHASISING A POINT** It's important to remember that… We should bear in mind that… Don't forget that… The key point is…

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HOW TO PREPARE OUR ORAL PRESENTATION?

In order to prepare your project's oral presentation, you can follow this structure:

- ♦ _OPENING_
- - _Introduce yourselves:_ "_We are….from 6th A._"
- - _Contextualize_ "_We are going to present a project that we have prepared…._"

- ♦ _BODY_
- - _The problem_
  - - _What the problem was._ "_We found out that…_"
  - - _Why it was important._ "_It's important because…_"
- - _Your solution_ "_We decided….._"

- ♦ _CLOSING_
- - _Conclusion: summary_
- - _Why they should vote you._ "_You should vote us because…._"

You must convince the audience! So…

Remember!

- - Your presentation must be **WELL-ORGANISED**.
- - Your speech must be **CLEAR** and **PRECISE**.
- - Use a clear tone of **VOICE**.
- - Use appropriate **BODY LANGUAGE.**

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ASSESSMENT RUBRIC: ALL SESSIONS

2nd TERM PROJECT		STUDENT:			ROLE:				
GROUP:									
SESSIONS	**L. 1**	**L. 2**	**L. 3**	**L. 4**	**L. 5**	**L. 6**	**L. 7**	**GLOBAL (students)**	**TEACHER**
COMMON OBJECTIVES									
1. To show **RESPECT** (Listen to the teacher and the classmates, respect the materials, maintain a quiet voice…)									
2. To **COOPERATE**: help each other									
3. To use **TIME** adequately									
4. To accomplish the ROLE'S **TASKS**									
SPECIFIC OBJECTIVES									
To listen to the video paying attention									
To actively participate in the listening activity (the order was correct)									

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To understand the difference between "cooperative" and "non-cooperative"									
To understand the roles' tasks									
To assign the group roles respecting everybody									
To participate in the text's discussion.									
To understand the text (more than half of the Plickers' answers were correct).									
To listen to the video paying attention									
To have a positive attitude during the neighbourhood's visit (respectful, participative an quiet)									
To explain your observations accurately in the "neighbourhood improvements" worksheet									
To choose a neighbourhood improvement taking into account all the team members									
To present the change to the rest of the class accurately.									

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To listen and understand the other's suggestions									
To describe accurately your project using the "Project guideline"									
To prepare the actions to develop a solution									
To develop your project									
To prepare an oral presentation to explain the project (specifying YOUR solution/s)									
To **present the project accurately** (using good materials, explaining it with fluency, good pronunciation, memorisation…)									
						FINAL MARK		
						FINAL MARK (number)		

NO= Not achieved **YES=** Partially Achieved   **C**= Completely achieved

NO (Not achieved) : 0 - 4,5

YES (More or less Achieved): 5 -7,5

C (Completely Achieved): 8- 10

Template adapted from CLIL-SI 2015.
More information at: http://grupsderecerca.uab.cat/clilsi/

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