

Second Edition

OWN IT!



Project book

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CAMBRIDGE

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An introduction to project work

Welcome back to school! Your new class of excited, nervous students is waiting for you. Each one of them comes from a unique background.

Have they had the opportunity to experience project work before? We know that successful language learning takes place when students are able to communicate real meaning. Project work provides multiple possibilities for this. By working together towards a goal, students can become more motivated, as well as develop key communication, critical-thinking and decision-making skills.

This book will guide you on how to make the most of your projects, and help your students work successfully both in and out of the classroom.

What is project work?

Imagine you and your class have just finished Unit 5 (*What's your style?*). Your students have learned vocabulary for clothes and accessories and practised functional language for buying these items. How can you review and build on this topic? You are in luck! Each unit is accompanied by a project. In this case, your students choose a style of clothing that they like and make a lookbook about it. Groups find pictures for the different sections and create a book to describe what people are wearing.

This is project work: students being responsible for their work and making decisions together. There is a realistic final objective and a series of stages to follow, where groups can explore how to achieve their goals. The final aim is always a presentation stage. ➤ [Presentation ideas p18](#) Your role is to help this happen. As a result, students learn by doing and have a good experience to look back on.

Throughout the project work process, students develop a number of **life skills**. They learn to:



Advantages of project work



✓ Personal advantages

- encourages **creativity** by promoting **different ways of thinking**
- increases **motivation** through challenge
- develops **independence** and a **sense of responsibility**
- increases natural **curiosity**
- improves **self-knowledge** through **self-evaluation**
- improves **communication skills** through teamwork
- involves family and friends in the **learning process**
- improves **interpersonal** relationships
- develops **life skills**

✓ Academic advantages

- allows teachers to deal with **mixed-ability** classes
- motivates whole-team / cooperation / group work and promotes chances to **learn from one another**
- develops **planning** and **organisational skills**
- permits a '**flipped classroom**' approach
- **helps learning** through research and opportunities for deep thinking
- increases opportunities to **integrate cross-curricular** and **cultural topics**
- encourages **peer teaching** and **correction**
- enables students with **different learning styles** to help one another

✓ Language learning

- provides opportunities to **use language naturally**
- integrates all **four skills** (reading, writing, listening and speaking)
- allows for the use of **self- and peer-evaluation language**
- encourages research and **use of English out of the class**
- is learner-centred: students **learn language from one another**
- practises both **fluency** and **accuracy** through different types of presentations

Project work and the Cambridge Life Competencies Framework

Life Competencies are skills students need in order to fulfill their potential and take ownership of their learning. *Own It!* Second Edition applies the information outlined in the Cambridge Life Competencies Framework to unit project work in all levels, with special focus on critical thinking, creative thinking and collaboration. This application helps teachers recognise and assess the skills developed in project work, alongside language learning.

Critical thinking will guide students engaging in project work to:

- assess information and sources for evidence, relevancy and accuracy
- develop arguments and distinguish between fact and opinion
- use supporting evidence and information to evaluate ideas and options
- understand and analyse links between ideas

Collaboration is a skill students will carry into their adult and working lives, as they learn to work together during projects to:

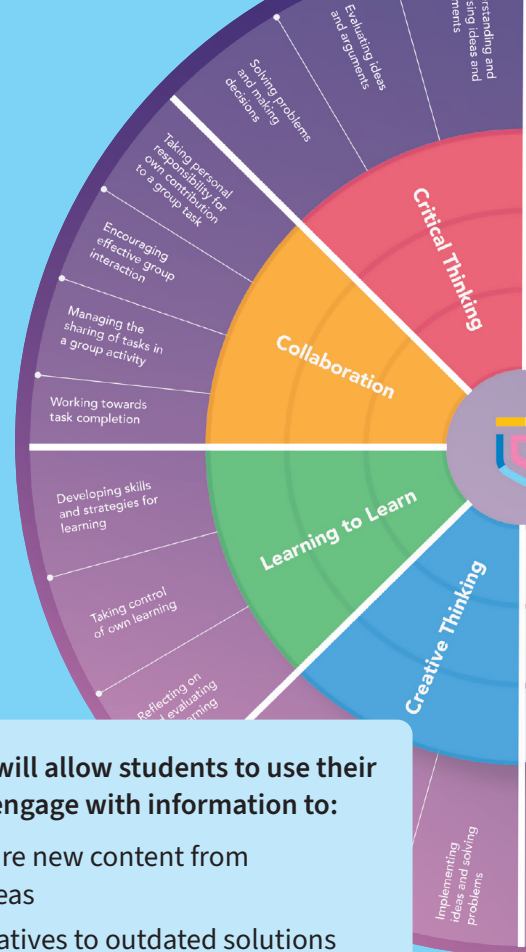
- listen and respond constructively to each other's contributions
- find common ground on real-world problems and solutions
- encourage each other's academic, personal and social strengths
- manage the sharing of tasks in a project

See the next page for correlations of project work to the Framework.

You can visit cambridge.org/clcf to explore the *Life Competencies Framework* in more detail and find more support on developing certain competencies in your classroom. Additionally, you can download detailed booklets for each competency, as well as activity cards for teenage learners with specific tasks that develop students' Life Competencies skills to complement the material found throughout the course.

Creative thinking will allow students to use their imaginations and engage with information to:

- create and share new content from established ideas
- present alternatives to outdated solutions to problems
- respond to events and ideas
- use new language to share their thoughts and opinions



Level 1 Projects	Competency	Core Area	Can Do Statements
The Culture Project: a poster  Teacher's Resource Bank Unit 1	Creative Thinking	Creating new content from own ideas or other resources	<i>Illustrates a new poster with unique symbols or persuasive language; Responds imaginatively to contemporary events and ideas.</i>
	Collaboration	Managing the sharing of tasks in a project	<i>Works with others to plan and execute class projects; Ensures that all members have a role in group activities.</i>
The CLIL Project: Maths: a class survey  Student's Book pp30–31, 120	Digital literacy	Staying safe online; Maintaining personal wellbeing	<i>Describes appropriate actions that help ensure online safety; Discusses the potential negative impacts of social media on wellbeing; Identifies different forms of cyber-bullying and suggests ways to deal with these.</i>
	Critical Thinking	Evaluating ideas, arguments and opinions	<i>Identifies evidence and its reliability; Gives reasons for an argument's plausibility.</i>
The Culture Project: a haiku  Teacher's Resource Bank Unit 3	Learning to Learn	Practical skills for participating in learning	<i>Organises notes systematically; Uses notes to construct original output.</i>
	Social Responsibilities	Taking active roles including leadership	<i>Sets strategies and plans; Shows confidence in speaking in public (e.g. to present a project).</i>
The CLIL Project: Science: a menu  Student's Book pp54–55, 121	Collaboration	Taking personal responsibilities for own contributions	<i>Actively contributes to a task; Makes relevant suggestions based on the current topic of conversation.</i>
	Creative thinking	Using newly created content to solve problems	<i>Employs new ideas and content in solving a task or activity; Makes an assignment original by adding new angles.</i>
The Culture Project: a lookbook  Teacher's Resource Bank Unit 5	Communication	Participating with appropriate confidence and clarity	<i>Speaks with suitable fluency; Uses facial expressions and eye contact appropriately.</i>
	Learning to Learn	Taking control of own learning	<i>Identifies helpful resources for their learning; Uses a learner's dictionary and other reference resources.</i>
The CLIL Project: Biology: an exercise plan  Student's Book pp78–79, 122	Critical thinking	Solving problems and making decisions	<i>Examines possible solutions to a given problem and states how effective they are; Presents justification for a particular solution in a well-structured report.</i>
	Collaboration	Managing the sharing of tasks in a project	<i>Works with others to plan and execute class projects; Ensures that all members have a role in group activities.</i>
The Culture Project: a scrapbook  Teacher's Resource Bank Unit 7	Social Responsibilities	Understanding and describing own and others' cultures	<i>Accepts others and shows respect for cultural difference; Understands the contributions of different cultures to their own lives.</i>
	Creative Thinking	Creating new content from own ideas or other resources	<i>Writes or tells an original story, given prompts or without prompts; Makes up own 'what if' activities and brings others in.</i>
The CLIL Project: Art: a factsheet  Student's Book pp102–103, 123	Creative thinking	Creating new content from own ideas or other resources	<i>Communicates personal response to creative work from art, music or literature.</i>
	Learning to learn	Taking control of own learning	<i>Identifies helpful resources for their learning; Finds sources of information and help (online and in school).</i>
The Culture Project: a webpage  Teacher's Resource Bank Unit 9	Creative Thinking	Participating in creative activities	<i>Encourages group members to make activities more original; Participates in activities that include creative thinking.</i>
	Learning to Learn	Taking control of own learning	<i>Finds sources of information and help; Reviews vocabulary regularly and systematically.</i>

Project work and Sustainability

Project work involving sustainability allows you to reinforce for students the knowledge, skills and attitudes we need to make a fairer, brighter future for all people and for the wider natural world. The **Sustainability framework for ELT** incorporates the four dimensions of Knowledge, Values, Innovation and Transformation and their core areas of understanding.



Own It! Second Edition content aligns in some units to the **United Nations Sustainability Development Goals**. These 17 goals were designed to be ‘a blueprint to achieve a better and more sustainable future for all’ (United Nations, n.d.) and adopted in 2015 to ‘ensure healthy lives and promote well-being for all at all ages.’ Goals are global, rather local or regional, to encourage worldwide participation; they build on each other to ensure progress and action, with targets and indicators; and are based on respect for human rights.

The Sustainable Development Goals (SDGs) aim to transform our world. They are a call to action to end poverty and inequality, protect the planet, and ensure that all people enjoy health, justice and prosperity. It is critical that no one is left behind.

Own It! Second Edition connects to the SDGs through promotion of these values and goals in the text and activities and guided discussion outlined in the Teacher’s Book notes. Students are introduced to a specific goal and discuss and answer questions prompted by what they have read and will be researching, learning and sharing with each other especially during their project work.

> **Sustainability Activity Cards** in the Teacher’s Resource Bank follow the Sustainability Framework to provide opportunities for discussions, games, and other activities to help learners ‘become informed, compassionate and innovative agents for positive environmental, social and economic change.’

(See next page for Project correlations with the Sustainability Framework and the Sustainable Development Goals.)

Knowledge

Appreciating interdependence

Understanding social and environmental responsibilities

MY IMPACTS

When learners discuss personal habits or behaviours in class (e.g. daily routines or how they spend their free time), ask them to draw a framework like the one below. Ask learners to choose something that they do (i.e. one habit or behaviour) and to draw an icon or sketch to represent this in the central circle. Next, ask them to consider how this behaviour affects other individuals and/or groups of people, and how it affects the environment. Ask them to draw their ideas in the circles on either side. Then they compare and discuss their drawings in groups.

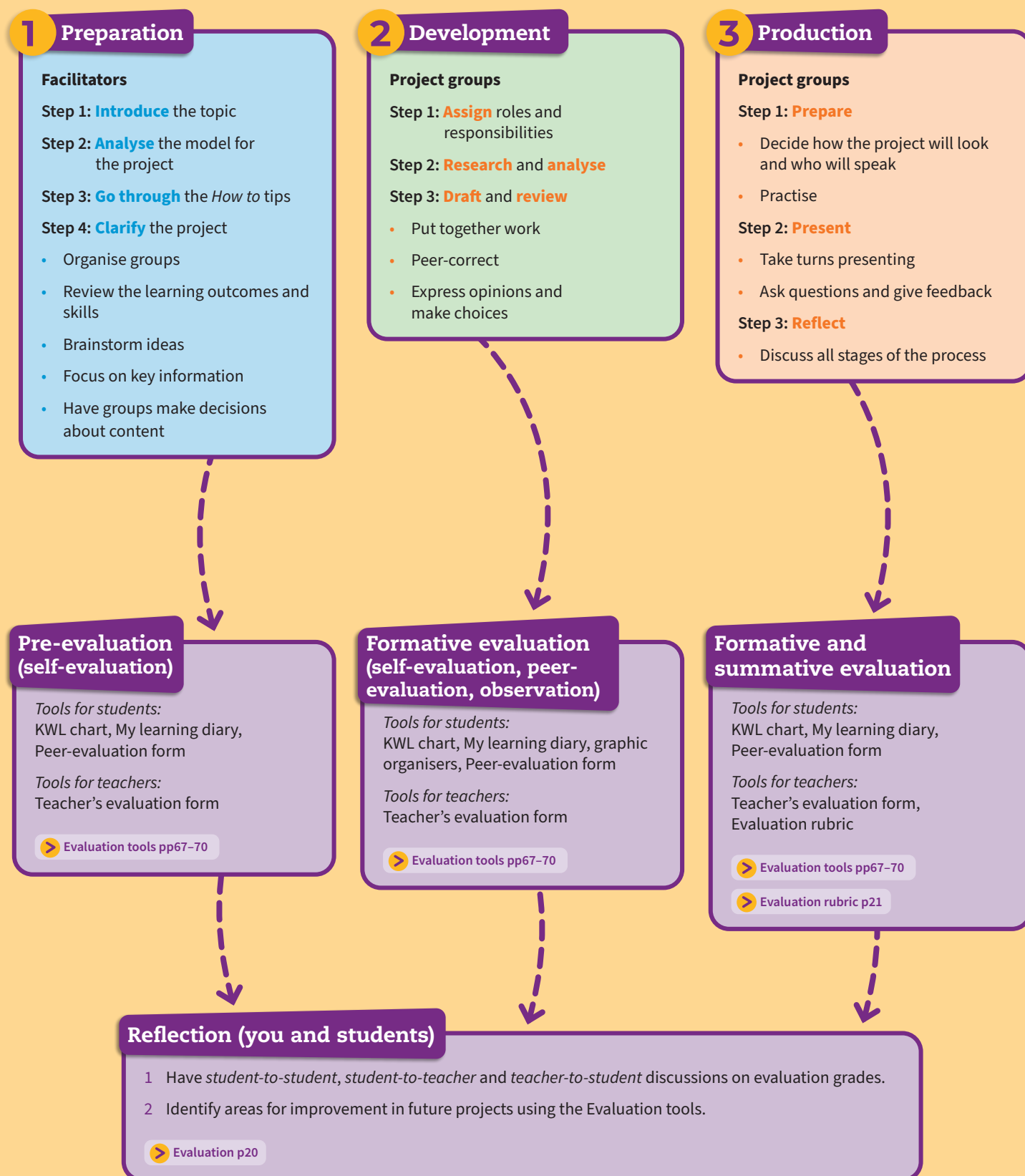
Impact on others

Impact on the environment

Teenage

Level 1 Projects	Sustainability Framework	I understand ...
The CLIL Project: Maths: a class survey  Student's Book pp30–31, 120	Transformation: Understanding agency	<i>one's personal agency and the relationship between agency and outcome</i>
	Transformation: Working together	<i>how to encourage fair, respectful and equitable interaction</i>
	Sustainability activity cards: Transformation	
The CLIL Project: Science: a menu  Student's Book pp54–55, 121	Knowledge: Understanding sustainability	<i>how to recognise the environmental, social and economic dimensions of sustainability</i>
	Knowledge: Appreciating interdependence	<i>social and environmental responsibilities</i>
	Sustainable Development Goals: Responsible consumption and production	
	Sustainability activity cards: Knowledge	
The CLIL Project: Biology: an exercise plan  Student's Book pp78–79, 122	Values: Caring for oneself and others	<i>how to generate hope in self and others</i>
	Innovation: Generating ideas	<i>how to recognise opportunity for positive transformation</i>
	Transformation: Understanding agency	<i>how to inspire agency in others</i>
	Sustainable Development Goals: Good health and well-being	
	Sustainability activity cards: Values, Innovation and Transformation	
The CLIL Project: Art: a factsheet  Student's Book pp102–103, 123	Knowledge: Appreciating interdependence	<i>recognise relationships with each other and the wider world</i>
	Innovation: Exploring perspectives	<i>the bigger picture</i>
	Sustainability activity cards: Knowledge and Innovation	

The learning stages of project work



L1 in project work

Many teachers believe that the only way for students to learn English effectively is by using it at all times in class. They feel that any time students spend using their own language is a missed opportunity.

Do you allow L1 use in your classroom? If you do, don't worry: there is little data to support the above idea (Kerr, 2016)¹. In fact, there are occasions when allowing students to use L1 is positive. This is particularly true of project work.

We can use L1 in different steps of the project cycle. Take *Clarify the project* as an example (Preparation stage, Step 4). If students fail to understand the project's objectives, they won't carry it out properly. Allowing L1 use is not a 'missed opportunity' here. It ensures a richer project experience.

Of course, this doesn't mean you should use students' own language *all* of the time. You have to consider factors like age, level, the difficulty of the project and its outcomes. The question is not *if* you should use own language, but *when*, *how* and *how much*.

At Level 1, we suggest you allow own-language use for explanations, wider discussions, reflection and analysis, while encouraging English for research and presentation.



Tips for L1 use

- Set rules for when students can use L1.
- Encourage groups to monitor their own-language use and explore English equivalents.
- Allow students 'own-language moments' (Kerr, 2014: 26–29)², such as preparing for speaking activities. Remember that the students' goal is to produce English in the Production stage of project work.

OL = Own language, E = English, ■ shows suggested language

The learning stages of project work

1 Preparation	OL	E
Introducing and discussing the topic	■	■
Analysing the model for the project	■	■
Going through the <i>How to</i> tips	■	■
Clarifying the project	■	
2 Development	OL	E
Assigning roles and responsibilities	■	■
Researching and analysing	■	■
Drafting and reviewing	■	■
3 Production	OL	E
Preparing the final presentation	■	■
Presenting the project		■
Reflecting on the process	■	■

¹ Kerr, Philip (2016). 'The learner's own language. Explorations' in *English Language and Linguistics*. 3.1:1–7.

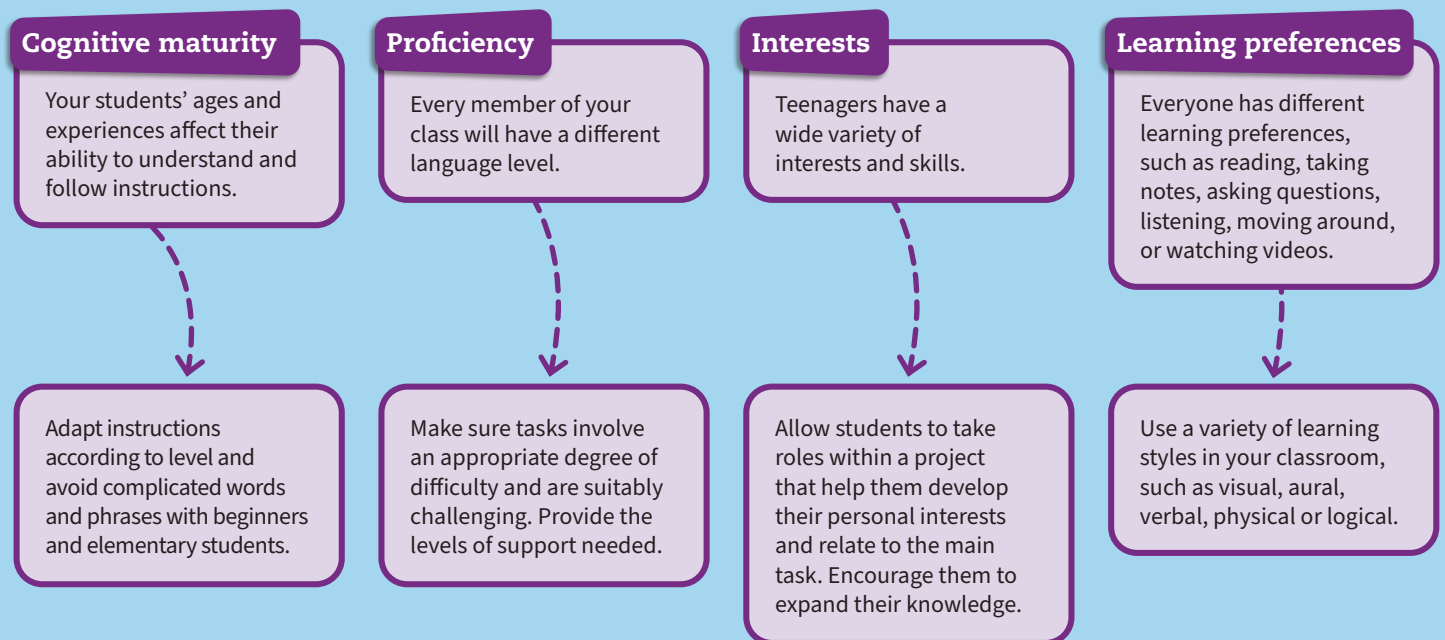
² Kerr, Philip (2014). *Translation and Own-language Activities*. Cambridge: Cambridge University Press.

Mixed abilities in project work

How can you teach in ways that suit each type of learner? Projects offer a great advantage in this area, as students can explore different ways of completing them.

Mixed-ability classes can depend on individual differences such as motivation, ability, age and experience. Allow your students to express their ideas in different ways, and remember that no one will be happy with a project that is too difficult or too easy.

Studies have shown that adolescence is the best time for instructed language learning. Teenagers are faster at learning and are ready to understand and use rules (DeKeyser, 2010)¹. Your activities should reflect this, which means getting to know your students and their differences in the following four areas:



The roles of the facilitator



¹ DeKeyser, R., Alfi-Shabtay, I., & Ravid, D. (2010). 'Cross-linguistic evidence for the nature of age effects in second language acquisition.' *Applied Psycholinguistics*, 31(3), 413–438.

Classroom suggestions

Challenge

When working in groups, stronger students solve the problems, while others stay quiet.

When weaker students are put in groups according to ability, they become labelled as 'less proficient', which affects their motivation and self-esteem.

High-ability students do not feel challenged.

Weaker students do not complete tasks.

Suggestion

Allow time for 'think, pair, share' activities, where students think individually first, discuss ideas with a partner, then share with another pair.

Change groups to make sure all students benefit and contribute in different contexts.

Give extension work and higher-level input.

Give additional support and adapted activities.

Differentiated instruction

We provide a specific suggestion for differentiated instruction in each project. Each one has three categories:

- 1 *Support* activities help students to better understand the tasks and concepts
- 2 *Consolidation* activities reinforce what students are learning
- 3 *Extension* activities provide additional challenges for more proficient students.

1 Preparation		
Support	Consolidation	Extension
Suggest ways to record and keep notes. Extend time limits. Give specific goals related to competencies.	Have students organise ideas. Provide specific tasks to improve competencies. Give extra roles and responsibilities.	Suggest alternative ideas. Focus on additional competencies. Set additional goals.

2 Development		
Support	Consolidation	Extension
Provide more examples of models. Suggest sources for research. Give essential information that helps with students' roles. Ask specific questions about findings.	Analyse different models. Have students share opinions. Make additional notes of findings. Check sources. Give extra responsibility in line with roles.	Produce another model for the project. Analyse opinions. Look for different points of view. Allow for peer-teaching.

3 Production		
Support	Consolidation	Extension
Check level-appropriate participation during presentation. Allow feedback in own language. Suggest ways to improve.	Encourage feedback in English. Have students discuss self-evaluation. Encourage suggestions for ways to improve.	Give all feedback and evaluation in English. Have students interview each other about what they learned. Encourage suggestions for ways to improve.

Time management in project work

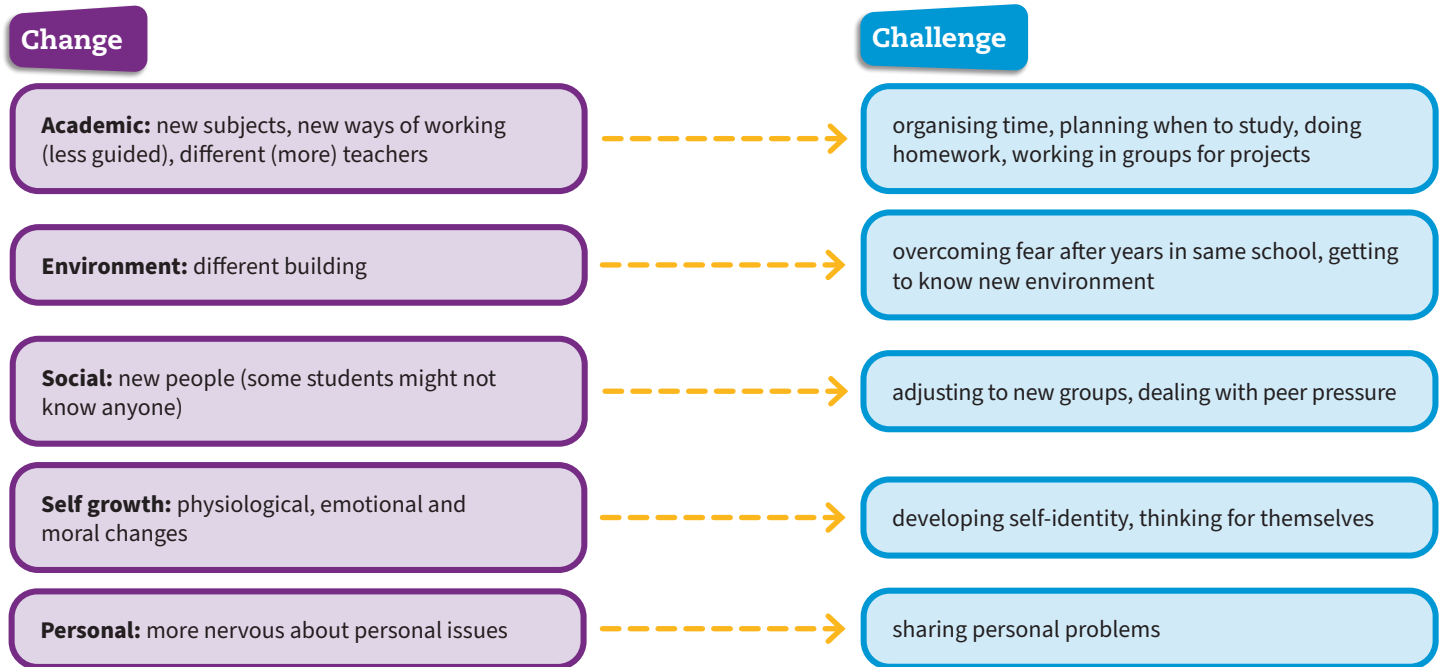


Challenges and implications

The first year of secondary school coincides with important social, emotional and physiological changes. Many students at this age still prefer to work alone and it may take time for them to feel comfortable working in groups.

New secondary students will also have to adjust to their new environment. The year before, they were the oldest students in primary ... but now, they are suddenly among the youngest.

What are some changes and challenges to expect?

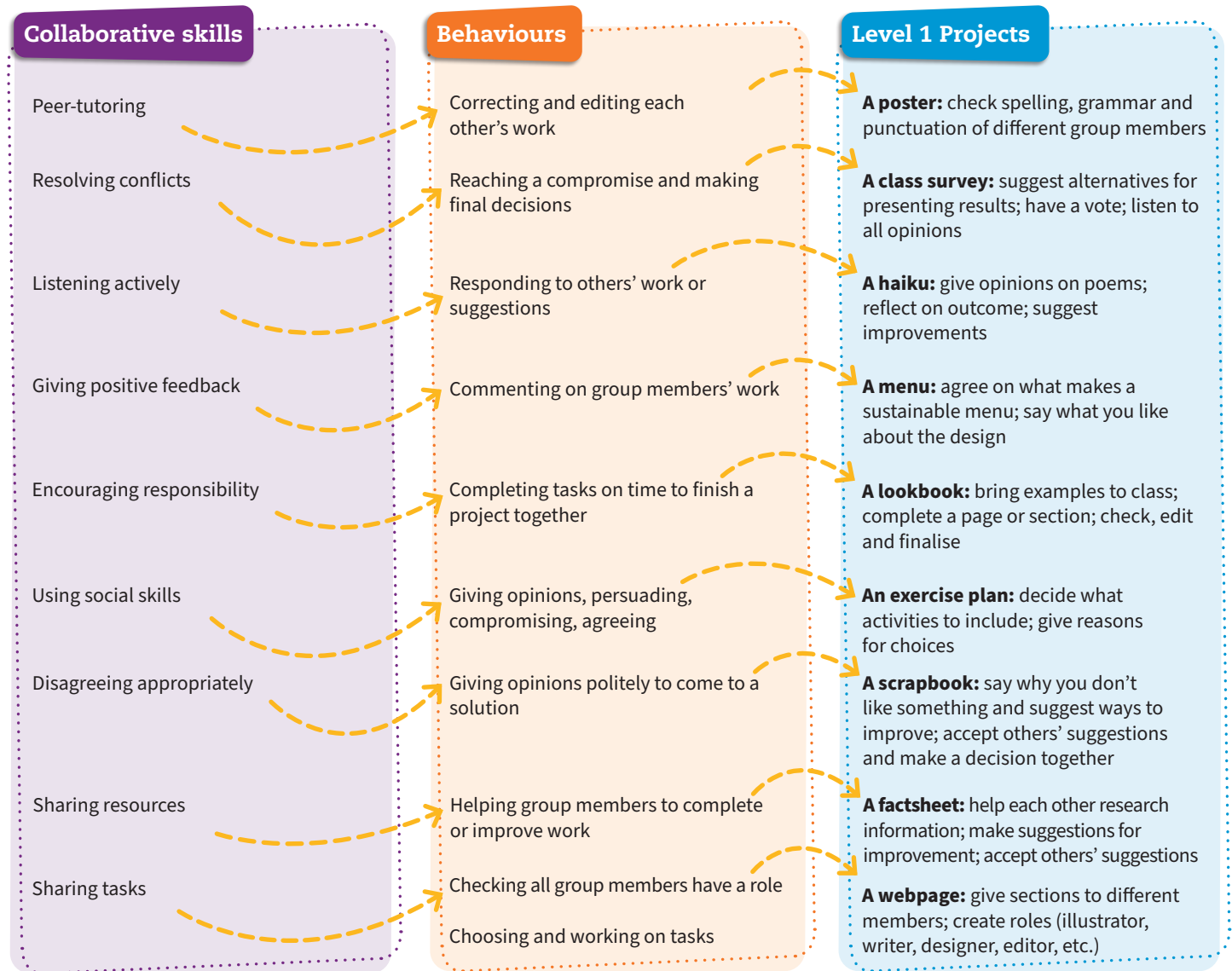


All these changes and their challenges have implications for how to use project work in your classroom. You can encourage successful collaboration by:

- describing how you are going to organise your classes
- explaining how much guidance you will give, and your expectations
- making students feel excited about their new environment (showing them the computer room, library, etc.)
- getting to know the group and observing group dynamics
- organising group work from the start
- making sure no one is alone
- developing different skills through different ways of working (e.g. reflection, peer-evaluation, listening to others)
- getting to know students individually, so they feel comfortable.



Collaboration

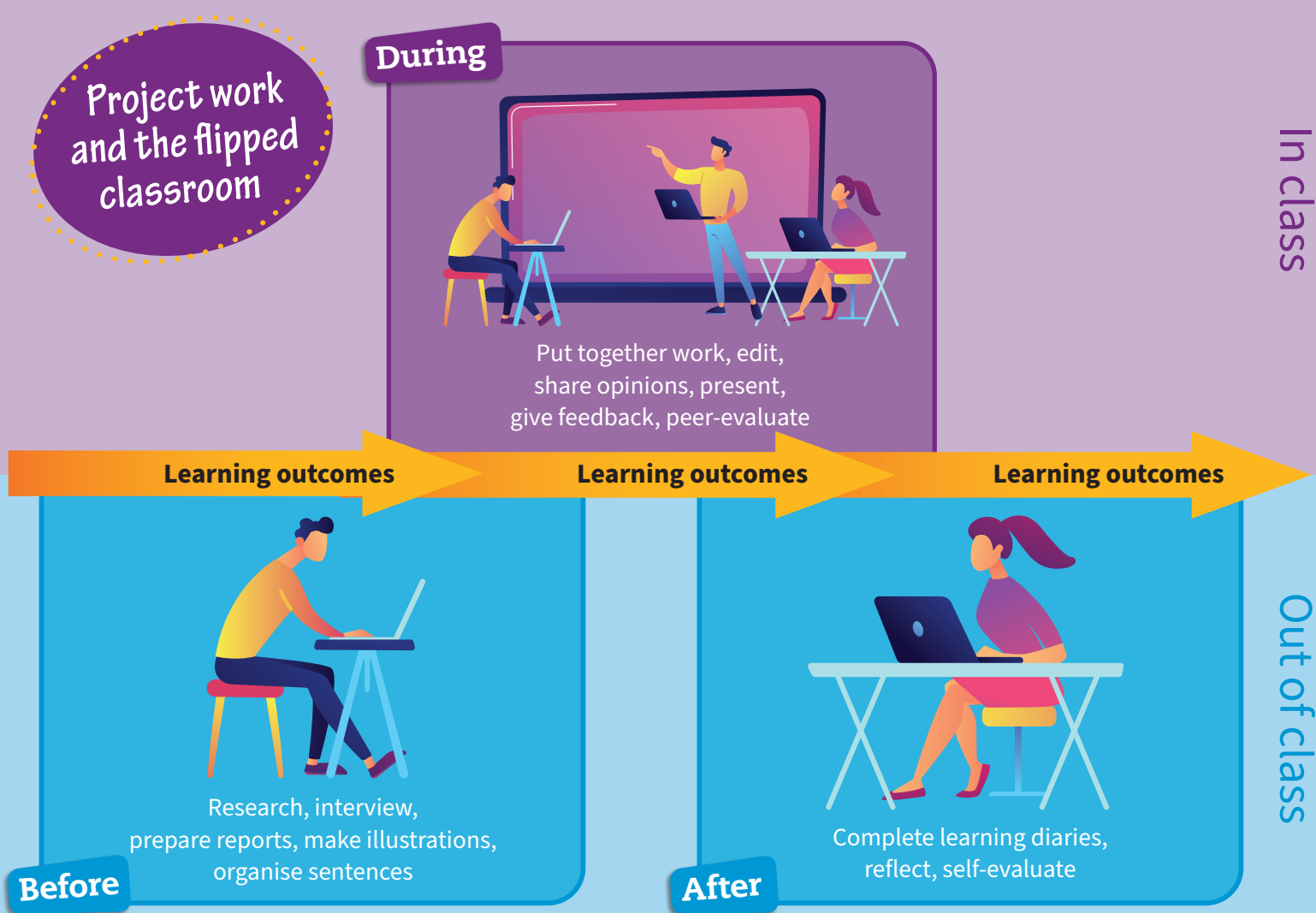


Roles and responsibilities

Each project has specific roles, however here are some general roles that you can apply at any time.



The flipped classroom



Each project in this book contains at least one flipped classroom idea. Students are still collaborating when they use this approach. They have to share roles, get things ready on time, share information and resources and check one another's work. Students should plan out-of-class project work and use their My time-management plans.  My time-management plan p71

How well did I collaborate?

At the end of the process, have students answer a few questions about how well they collaborated.

Did I ...

help my group?
share information?
do the tasks for my role?

Was I motivated?

Did we ...

trust each other in my group?
share opinions in my group?
share materials in my group?

What can I do to be a better group member?

Presentation ideas

The end goal of project work is the presentation step. This is when students are able to show their final product and how they have achieved their learning outcomes.

As well as being a natural way to end the project process, this stage also gives you an opportunity to assess students' progress in the foundational layers of the Cambridge Life Competencies Framework.

 Cambridge Life Competencies Framework p6

Foundation layers	Abilities	Example actions
Emotional Development and Wellbeing	- Identify and understand emotions - Manage emotions - Empathise and build relationships	reflecting on strengths and weaknesses, verbalising emotions, employing coping mechanisms, adapting to stressful emotions, caring for others
Digital Literacy	Use digital tools	creating documents, collaborating, sharing work, finding content, following safe practices
Discipline Knowledge	Convince the audience	giving details, using facts and logic, demonstrating knowledge, summarising information, answering questions

Here are a few practical considerations when facilitating the presentation stage.

- ✓ Allow students enough time to prepare.
- ✓ Ensure students support each other before, during and after the presentation.
- ✓ Remind students of the learning outcomes and *why* they are presenting.
- ✓ Give students a reason for listening to presentations (peer-evaluation) and leave time for questions and discussion.

The following page gives ideas for ways to present some of the Level 1 projects. However, they are only suggestions. Where possible, let students choose modes of presentation that are most suitable for their projects and the classroom context.



1 Factsheets

Creative thinking

Art that tells a story

- Look at the photos. What do you think is special about this art? Write in 10 words to paint and share your ideas.
- Read the text and check your ideas.

Rock Art at Kakadu National Park, Australia

Kakadu National Park is in the north of Australia. It is the country's second biggest national park and it is also the home of the Aboriginal people - Binj and Mangguy. The park is famous for its natural beauty and its amazing rock art.

Some of the most amazing art is in Uluru and surrounding hills that some of it is more than 20,000 years old. Art is very important for Binj and Mangguy because it tells their stories over thousands of years. They share the stories with each generation.

Binj/Mangguy painted animals like kangaroos and crocodiles. They used different colours of ochre (red, yellow, orange, white and black). They also made their own paint brushes from materials like hair, feathers or parts of plants. Binj and Mangguy continue painting and telling their stories today. They don't always paint on rock - they use hair, paper or canvas.

They didn't have pens or pencils so they used natural materials like clay to make paint. They used these with water or in a pulley. They could make red, yellow, orange, white and black. They also made their own paint brushes from materials like hair, feathers or parts of plants. Binj and Mangguy continue painting and telling their stories today. They don't always paint on rock - they use hair, paper or canvas.

Project

- Match the words in the box with their meanings.
 - binj - close to
 - communicate - tell
 - event - generation
 - sign - a particular design, e.g. of art style
 - an important or unusual thing that happens in history
 - when you know something very well, you are natural
 - when something is nice to look at, it has natural
 - people of about the same age within a family
 - share information with other people by speaking, writing, drawing, painting
- Discuss with a partner.
 - What do you think of the rock art in Uluru?
 - How did Binj/Mangguy use art as a form of communication?
 - Why did Binj/Mangguy paint visitors from Europe?
 - How can we use art to tell stories?

CLIL: Art

Types of art and art materials

Look at these words from the text. Write them in the correct place in the diagram. Can you add any more words from the text?

canvas clay contact art paint painting paper prints

Types of art

Art materials

Project: a factsheet about art

Step 1: Plan

Work in groups. Make a factsheet about a piece of art from your country.

- Decide on a piece of art and find out about it online.
- What is it and how old is it?
- Who created it? What materials did they use?
- Why is it interesting? Does it tell a story, solve a problem or teach us about people's lives?
- Choose the most important facts to include in your factsheet.
- Find photos of the piece of art.
- Draw a map of the area if necessary.

Unit 8 | Learn and Round Up

Have students use digital platforms to make visually appealing factsheets or digital posters online.

- Choose a layout** (pictures and text)
- Choose a title** (brief and descriptive)
- Decide on sections** (information grouped together, position of images)
- Add text** (short paragraphs with clear information)
- Add images** (related to text and explanatory)
- Check, correct and edit** (final version)

2 Posters

1 Summarise the poster in one short and concise title.

2 Add essential details that support the poster's main objective.

3 Encourage the reader to take the next step.

Festival of Twins

Come to the Festival of Twins! All twins, triplets and quadruplets are welcome! Come and have a fun day out, with your family and friends and meet new friends!

Where and when?
In the beautiful town of Pleuqueuc on 15th August.

Join in with our fun activities:
tancing face painting games meals music

TWIN FACTS
Did you know?
Twins fight less than other children.
Twins speak their own language.
More than 1,000 people come every year!

Unit 8 | Learn and Round Up

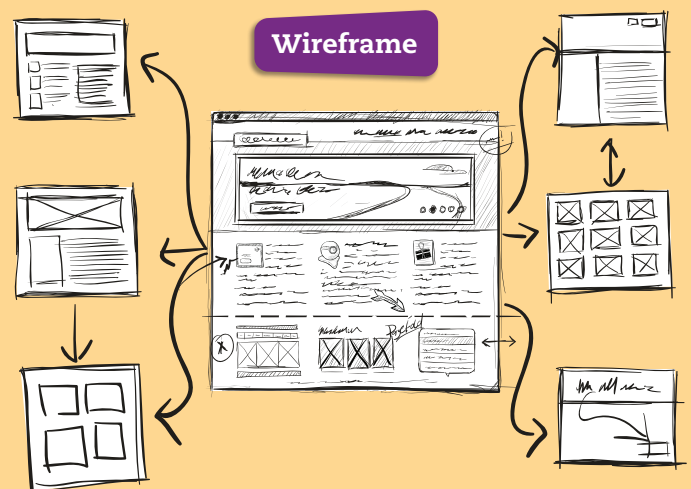
4 Choose appropriate fonts, and make sure there is a hierarchy for titles, subtitles and text.

5 Use relevant and interesting visuals.

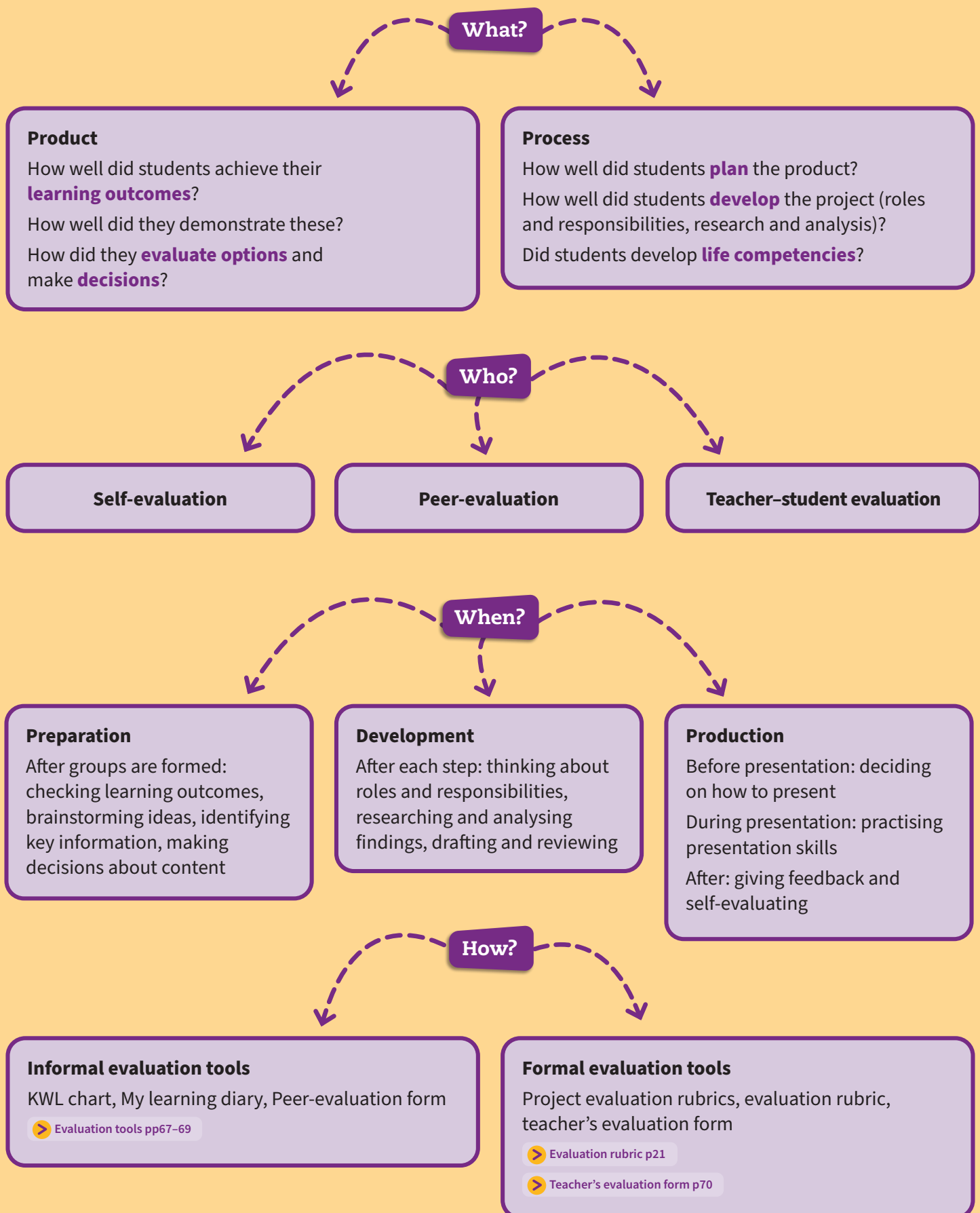
6 Emphasise key features on different backgrounds.

3 Webpages

- Look at** an example of a **wireframe** (show students the elements of a webpage).
- Research** more examples of webpage designs and make sketches.
- Choose** a favourite webpage design and arrange the information into sections.
- Find** an online webpage template similar to the design chosen.
- Follow** the online steps to complete the product this way.



Evaluation



Evaluation rubric

The rubric below covers areas you can evaluate in every project. You can select some or all of these for each project when you feel it is necessary. There are also two project-specific rubrics with adapted evaluation descriptors in each unit.

Exceeds expectations (4): students show they are ready to go further and can take extra challenges in certain areas.

Very good (3): students complete the tasks successfully and as expected.

Good (2): students complete the tasks reasonably well with some things done better than others.

Needs improvement (1): students show room for improvement in most areas evaluated.

	4	3	2	1
Learning outcomes	Completes all stages to successfully achieve the overall learning outcomes.	Completes most stages effectively. Largely achieves overall learning outcomes.	Has missed some stages. Partially completes overall learning outcomes.	Hasn't successfully completed any of the stages. Overall learning outcomes unachieved.
Planning and organisation	Product is well organised, interesting and easy to follow. It follows the model for the project and no details are missing.	Product is well organised and easy to follow. Some details are incorrect or missing.	Product is similar to the model for the project, but is missing important information. It follows the model with difficulty.	Product does not look or sound anything like the one specified in the task. There is little or no sequence to ideas.
Use of information and resources	Uses a wide range of resources to get information about the product.	Uses different resources to get information, with some gaps.	Most information is relevant and useful, but only comes from one or two resources.	There is little evidence of research and hasn't used appropriate resources.
Collaboration (Teamwork)	Collaborated in all stages and understood roles and responsibilities.	Collaborated in all stages and understood responsibilities. There was minor confusion about roles and responsibilities.	Collaborated in most stages but there was some confusion about roles and responsibilities.	There was little or no collaboration throughout all stages. Didn't recognise roles and responsibilities.
Time management	Completed everything on time. Revised and corrected project.	Completed everything on time, with one or two steps at the last minute. Revised and corrected project.	Completed all steps, but at the last minute. There was little time for revision or correction.	Did not finish project. Missed steps in the process.
Creativity	Product is very original and interesting. All ideas are well developed.	Product is interesting and very creative. Most ideas are well developed.	There is some evidence of creativity which could have been developed. Product is a mixture of original and copied ideas.	Little creativity. Most ideas copied and pasted from other sources.
Problem-solving skills	All group members participate and listen actively to solve problems at all times.	Most group members are actively involved to solve most problems.	Some evidence of problem-solving but not by all group members.	Little or no evidence of problem-solving, either individually or in groups.
Language use	Excellent use of language. Project is clear and understandable with only a few mistakes.	Good use of language. Project is clear and understandable with some mistakes.	Adequate use of language. Project is understandable, but some sections need further explanation.	Random words are used in a confusing way. Project is almost impossible to understand.
Presentation skills	All group members participate. Presentation is well put-together and is clear and interesting throughout.	All group members participate. Presentation is mostly clear and interesting.	All group members participate, but the method of presentation is sometimes inappropriate or not engaging.	None of the group members fully participate. Inappropriate and uninteresting method of presentation.
Final product	Extremely good.	Very good.	Good.	Needs improvement.

1 The Culture Project

A poster

- **Learning outcome:** design a poster
- **Skills:** research and select facts and visuals about a festival, make a spidergram to organise information, correct and edit each other's work
- **Resources:** two or more posters, Poster organiser p58, My time-management plan p71
- **Evaluation tools:** Project evaluation rubric p25, My learning diary p68, Peer-evaluation form p69, Teacher's evaluation form p70



Before you start

Collect two or three different posters about events to show students in class.

1 Preparation

Step 1: Introduce the topic

- Introduce the topic of posters after doing the reading exercises. Unit 1
- Show students the posters. Encourage them to say what they are for and where we can find them. Ask: *Are these events interesting? Why / Why not?*
- Explain that posters use text and pictures to get people's attention. Ask: *What kind of information is on posters? (Information about festivals, shows, movies, concerts, etc.)*
- Ask students to bring a poster to the next class (in their own language or English). They can discuss which posters they like and why.

🕒 Flipped classroom activities

Step 2: Analyse the model for the project Unit 1

Out of class: have students read the model poster and answer the questions: *What is the important information? What is interesting? Do you like the pictures? Is this a festival for you?*

In class: have students discuss their ideas.

Ask students to compare the model poster with the examples they brought to class.



Creative Thinking

Creating new content from own ideas or other resources

Monitor students' ideas during the class discussion in Step 2 and write the best ones on the board. Then tell students to choose three ideas they'd like to use in their poster.

Step 3: How to design a poster Unit 1

- Go through the *How to* tips with the class. Explain that organising information well makes for a good poster. Say that a short and clear title is better than a long one. Point out that neat handwriting and well-written information also help the reader. Finally, discuss where students can find images and give them the option of presenting their posters digitally.
- Check students understand that, when they design their posters, they should use the ideas in this *How to* section.

Step 4: Clarify the project Unit 1

- Follow the steps in The learning stages of project work p10
- Brainstorm different festivals. Write a list on the board, together with any information students already know.
- Have groups choose a festival for their poster.
- If groups are thinking of presenting digitally, tell them to find programs they can use easily.

My learning diary p68 Preparation

Peer-evaluation form p69 Preparation

2 Development

Start this stage as soon as groups know their learning outcomes and have chosen a festival for their poster.

Step 1: Assign roles and responsibilities

- In project groups, have students give each other general roles. > Roles and responsibilities p16 Help them decide on further roles they can share, such as the ones in the diagram.

Step 2: Research and analyse ⌚ p71

- Hand out a copy of the > Poster organiser p58 to each student. In their groups, students decide which section(s) each one will research.

🔄 Flipped classroom activity

Out of class: group members find information for their section(s) and write notes in their organiser.

Step 3: Draft and review 🖱️ Unit 1 ⌚ p71

In class: have groups do some of the Plan section from **Exercise 1**. They put together the information from their organisers by making a group spidergram. Then they agree on who will draft each section – we suggest each member prepares the part they were assigned in Step 2.

Out of class: group members draft their section(s).

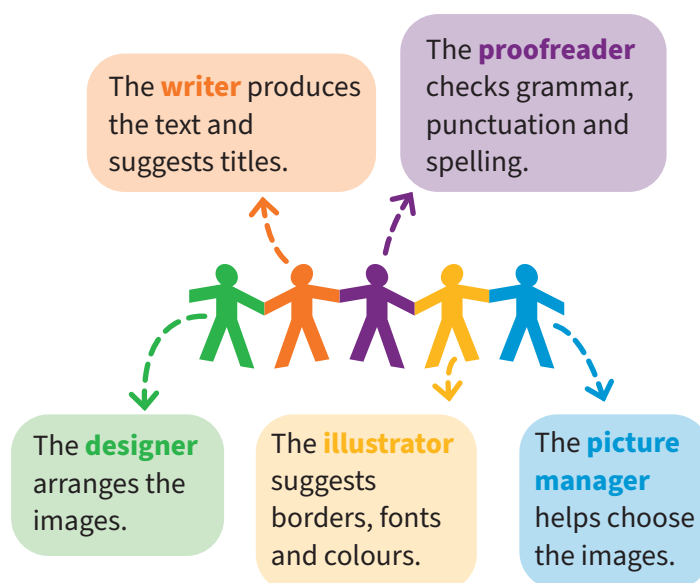
In class: group members check each other's sections and put their poster together. Allow time for final reviewing.



Collaboration

Managing the sharing of tasks in a project

Monitor progress of the tasks in Steps 2 and 3. Check that group members are looking at each other's work, making suggestions and actively participating. (See Differentiated instruction activities opposite for further practice.)



Differentiated instruction

Support
Help students self- and peer-correct their sections. Encourage suggestions for improvements.
Consolidation
Encourage students to use different sources (websites, dictionaries, their Student's Book) to check grammar, vocabulary and spelling.
Extension
Have students make final decisions over corrections, and explain their arguments to their group.

> My learning diary p68 Development

> Peer-evaluation form p69 Development

3 Production

Schedule presentation times and stick to them, asking all groups to present their posters. Spread the presentations over a few classes, if necessary. Allow enough time for each presentation and for questions.

Before groups produce their final drafts, ask them how they will present their posters (print or digital) and give ideas.

> Presentation ideas p18

As students complete their projects, check their abilities in the following Areas of Competency.



Creative Thinking

Creating new content from own ideas or other resources

Illustrates a new poster with unique symbols or persuasive language.

Evidence: Poster has a title, clear information and interesting visuals.

Responds imaginatively to contemporary events and ideas.

Evidence: Students transfer the notes from their spidergram to their poster in an attractive way.



Collaboration

Managing the sharing of tasks in a project

Works with others to plan and execute class projects.

Evidence: Group members complete their tasks with help from each other.

Ensures that all members have a role in group activities.

Evidence: Group members divide the work and share information.

Step 1: Prepare Unit 1 p71

- Go through the checklist in the **Present** section in **Exercise 2**.
- As groups prepare their project, ask questions: *Does your poster have photos, maps and drawings? Is the title short and interesting? Is this word/sentence correct? Are these facts correct?* Allow enough time for final changes. Encourage groups to practise and time their presentation.
- Remind groups of the presentation date and how much time each group will have.



Own it! learning tip

Peer-tutoring

Monitor group members as they correct and edit each other's work. Explain that this includes checking grammar, punctuation and spelling. Encourage students to use dictionaries, such as the Cambridge Dictionary: <https://dictionary.cambridge.org/>. Have them use grammar references and help them with above-level structures. Have students refer to the model poster for punctuation such as question marks, exclamation marks and colons.

Step 2: Present Unit 1

- Draw attention to the **Check** section from **Exercise 3**. Ask the class to think about these questions as they listen to each other's presentations.
- If the poster is digital, we suggest one group member is chosen as the technician. Have each group choose their technician.
- Have groups present their posters. If some students find it difficult to speak in front of the class, tell them to take their time and breathe deeply. Allow group members to help each other.
- Remind speakers to interact with their audience and ask for questions at the end of their presentation.

Step 3: Reflect Unit 1

- After the presentations, hold a class discussion on the **Check** questions in **Exercise 3**.
 - Discuss different steps of the project process and the final result. Ask: *Are you happy with your poster? Which section is your favourite? Why? Is planning/researching/designing a poster easy/difficult? Why / Why not?*



Peer-evaluation form p69

Production

Project evaluation rubric: a poster

Use these project-specific descriptors and your own choice of descriptors from the [Evaluation rubric p21](#) to check students individually or in groups. Make your own evaluation form. [Teacher's evaluation form p70](#)

	4	3	2	1
Creativity	Product is well organised with creative and interesting ideas. It has a short and interesting title and important information. It includes interesting borders, photos, maps and drawings.	Product is organised with interesting ideas. It has a short and interesting title and most of the important information. It includes borders, photos, maps and drawings.	Product has interesting ideas but lacks organisation. It has a title and some important information. It includes photos, maps and drawings, but the borders and design are not attractive.	Product lacks interesting ideas and organisation. It is missing a title and/or important information. It doesn't include any design features and the visuals are not related to the topic.
Language use	Shows excellent use of grammar, punctuation and spelling. Project is understandable with only a few mistakes.	Product shows good use of grammar, punctuation and spelling. Project is understandable with some mistakes.	Product shows adequate use of grammar, punctuation and spelling. Project is understandable, but some sections need further explanation.	Product shows poor use of grammar, punctuation and spelling. Project is confusing and almost impossible to understand.



Cambridge Life Competencies Framework

You can also check students' progress in the following foundation layers.

Foundation layers	Abilities	Actions
Digital Literacy	Use digital tools	finding content on various websites, cross-checking facts with other digital sources, using digital tools to design and present posters
Emotional Development and Wellbeing	Empathise and build relationships	reflecting on strengths and weaknesses, helping others complete their tasks, using coping mechanisms when giving presentations (such as taking some time and breathing deeply)

Flipped classroom activities

Evaluate

In project groups, have students discuss their completed Peer-evaluation forms and ways to work better as a group. [Peer-evaluation form p69](#)

Out of class: have students reflect on their progress at home. [My learning diary p68](#) **Production**

In class: hold a class discussion on what students learned using the information from their learning diaries.

[My learning diary p68](#) **Production**