

Project Planner- Language Futures

Project name: Going Places – Travel magazine

Teacher(s):

Subject(s): Geography, History, Media, English, Home Ec

Duration: 5-7 weeks

Age group and / or language learning stage: Beginners – Year 8 to Year 12 (Term 3 or Term 4)

1. Project Summary

What are your students going to do, and why are they doing it?

Students are going to create a travel magazine with the focus on their target language country. They will research several aspects (Geography, History, Food etc) and create and edit a two-page magazine spread in their target language. The report will include 4-6 short articles (around 50 words each), photos, maps, one recipe and a short quiz for readers. Apart from the appropriate vocabulary, students are going to learn about culture, lifestyle, art etc. They will also research and learn about TL grammar.

2. Essential Questions

An essential question should inspire students, require them to conduct serious research, and relate to a real world issue.

What makes *insert name of target country* interesting and different? What makes it tick? How do people spend their free time? What makes it different from the UK?

3. Products

What do you want students to research / do / write / create / build?

End product is a Travel Magazine created and designed by students. Each student is responsible for two pages where they will demonstrate the cultural and linguistic aspects they have mastered. The magazine can be in print form or created digitally and published online.

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4. Learning Goals

What do you want students to learn?

Identify the **curriculum content** that students will learn in this project.

In their target language:

- a) How to use the present tense in their TL, personal pronouns and the parts of the verb “to be” and to discover key language rules

Identify key **skills** students will learn in this project. List only those skills you plan to assess.

- a) Students will be able to access and produce appropriate text types
- b) Students will develop research skills
- c) Students will be able to create, design and produce 2 pages of a travel magazine
- d) Students will be able to present their work publically

5. Timeline / Milestones

List the key dates and important milestones for this project (e.g. check-ins, critique sessions, deadlines for drafts and specific product components) – this doesn’t have to be final.

Timeframe	Content / Deliverables
Week 1	<ul style="list-style-type: none"> - Students choose 4-6 topics they are interested in and passionate about (food, sport, fashion, cars, music, architecture, language, famous people etc.) - Students research their topics and write down 6-8 keywords (nouns or verbs) on each of them - Out of school challenge is to find a hard copy of a travel magazine (in English) and identify how the writing style differs from newspaper articles and novels
Week 2	Students start writing their first article (their choice). At this stage it is very important that the teacher directs students to keep the writing very simple. Students are to use just Simple Present Tense. The article should be around 50 words in length. N.B. It is important to “model” the first article and make sure they get it right before they continue with the next one
Week 3/4	This is a crucial stage of the project. Students are directed to research and find language specific grammar. First step is to learn Personal Pronouns in TL and memorise them. Second step is the verb “to be” in TL. Finally step three is to put the two steps together (preferably letting the students discover the relationship between pronouns, nouns and verb endings by themselves). Students research how Present Tense is formed in their TL and using their keywords start creating simple sentences (this process should take the longest and students should be encouraged to give it a go and not be afraid to make mistakes)

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Week 5/6	Students complete writing (teacher modelling is recommended in the initial phase i.e. first two or three sentences). This should take up the whole week and possibly part of week 6. The rest should be “fun” time where students are encouraged to design their two pages, include photos, images, maps, flags etc
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6. Personalisation

Say how you will personalise the project, especially for individual students who will need specialised support. How will you support each student throughout the project taking into account their individual learning styles, strengths and weaknesses?

By allowing students to explore topics they are interested in, every single student is receiving a personalised project. It is very important to allow them to choose their topics even if it is something we might think is irrelevant or “silly”. The idea behind this project is to let them figure out language rules for themselves (with the support of the teacher).

7. Exhibition venue and plan

When students know that the work they are creating will be displayed publicly, this changes the nature of their engagement – they know they are going to have to literally ‘stand by’ what they produce and answer questions. For more on this, see [Work that Matters: the teachers’ guide to project-based learning](#).

The final product of this project is a printed or digital copy of the travel magazine which students will present and describe the learning process at the exhibition.

8. Resources

Activity-specific resources	
www.iclanguage.com	
www.digitaldialects.com	
Content-specific resources (e.g. specific vocabulary, useful grammar points)	
www.languageguide.org	
www.123teachme.com	
www.spanishtown.ca/spanishforkids	
Generic language learning and learning-to-learn resources	
www.duolingo.com	
www.linguagame.com	
www.memrise.com	

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9. Assessment Criteria

How will you be **assessing** each of your learning goals you identified?

Curriculum content:	
<p>a) How to use the present tense in their TL, personal pronouns and parts of the verb “to be” and to discover key language rules. These will be assessed:</p> <ul style="list-style-type: none"> - Through observation and monitoring throughout the project - By marking the final product in the travel magazine against the CEFR in Writing at A2 “I can write short, simple notes and messages. I can write a very simple personal letter, for example, thanking someone for something”. - By peer assessment of the presentation of work 	
Skills:	
Key skill	Assessment methods
a) Students will be able to access and produce appropriate text types	Marking of the final product
b) Students will develop research skills	Ongoing observations, peer questioning at presentation
c) Students will be able to create, design and produce 2 pages of a travel magazine in the TL	Exhibition of final product
d) Students will be able to present their work publically	Exhibition and presentation of work

Suggested peer assessment grid - Please tick the most appropriate category and give your reasons

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Notes, feedback, advice, comments
What do you think of the quality of the work produced?						
How well has the student explained his/her research techniques?						
How well has the student explained the key language rules in his/her language?						
Think of a question that you want to ask the student about the work						
 Give one suggestion about how the product could have been improved						