Friday's for Future

Escola Calvet d'Estrella
Maria Muñoz i Mariona Sabatés

GeneracióPlurilingüe (GEP)
Year 2
2019-2020

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Identification of the GEP project

Title	**Fridays for future**
Authorship	**Maria Muñoz and Mariona Sabatés**
School	**Escola Calvet d'Estrella**
Students' CEFR Level (A1, A2...)	**A1**
Grade	**6th grade**
Content area(s)	**Natural science**
Number of sessions (4, 6 or 9)	**6 sessions**
Teacher(s) involved	**Mariona Sabatés (English teacher), Maria Muñoz (class teacher)**
Keywords	**energy, sustainability, critical thinking, environment, citizenship, ecology**

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

1. OUR PROJECT

Introduction:
The two topics our project revolves around are energy and sustainability.
Once finished, the students will be able to link the relationship between energy, its types and sources, the ecological impact they have and the ecologically responsible consumption actions.

Driving question:
How can we stop global warming? (Energy)

Final product:
Students will share their website and videos to a nearby school to explain the impact of our daily actions in the consumption of energy and in the ecological impact.
Students will create an informative stall in a square close to our school to inform the neighbours about the impact of our daily actions in the consumption of energy and their ecological impact. During break-time students of the school from 3rd to 5th grades will visit the stall.

2. GOALS	2. HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS? (assessment criteria)
1. **Argue** the difference among forms and sources of energy and their characteristics.	1.1. **Distinguishes** forms and sources of energy and **tells** their characteristics.

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2. **Relate** our daily acts to their impact on our environment.	2.1. **Justifies orally and in written form** the impact of our daily acts on our environment.
3. **Create** and edit a website.	3.1. **Creates** a website. 3.2. **Designs** and **records** a collaborative video. 3.3. **Includes relevant informatio**n about the topic.

3. CURRICULUM CONNECTIONS
SPECIFIC COMPETENCES AND KEY CONTENTS

Subject-matter curriculum		**Foreign language curriculum**	
Specific Competences	**Key Contents**	**Specific Competences**	**Key Contents**
- C1: Plantejar-se preguntes sobre el medi, utilitzar estratègies de cerca de dades i analitzar resultats per trobar respostes. - C4: Analitzar paisatges i ecosistemes tenint en compte els factors socials i naturals que els configuren, per valorar les actuacions que els afecten. - C10: Dissenyar màquines simples i utilitzar aparells de la vida quotidiana de forma segura i eficient. - C11: Adoptar hàbits sobre	- Biodiversitat i sostenibilitat - Consum responsable - Economia i sostenibilitat - Sistemafísic	- C1. Obtenir informació bàsica i comprendre textos orals, senzills o adaptats, de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar. - C2. Planificar i produir textos orals breus i senzills adequats a la situació comunicativa. - C4. Aplicar estratègies per obtenir informació bàsica i comprendre textos escrits senzills o adaptats de la vida quotidiana, dels mitjans de comunicació i de l'àmbit escolar.	- Tipus de comprensió: global, literal i interpretativa. - Estratègies de comprensió oral. - Estratègies de producció oral. - Estratègiesd'interacció oral. - Lectura silenciosa. - Tipologia textual. - Estratègies de comprensióescrita. - Característiques dels textos segons el format i el suport. - Cerca i gestió de la consulta lingüística.

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l'adquisició i ús de béns i serveis, amb coneixements científics i socials per esdevenir un consumidor responsable.		- C6. Utilitzar eines de consulta per accedir a la comprensió de textos. - C8. Produir textos senzills amb adequació a la situació comunicativa i amb l'ajut de suports.	- Ús de les TAC.

4. 21st CENTURY COMPETENCES

Collaboration	✓	Information, media and technology	✓
Communication	✓	Leadership & Responsibility	✓
Critical Thinking and Problem Solving	✓	Initiative & Self-direction	✓
Creativity & Innovation	✓	Social & Cross-cultural	✓
Others:			

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5. KEY COMPETENCES

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

6. CONTENT (Knowledge and Skills)

CONTENT-RELATED KNOWLEDGE	CONTENT-RELATED SKILLS
- Types of energy - Sources of energy, (non-)renewable, clean/dirty sources - Uses of electricity - Energetic efficiency	- Analysing the effect of the usage of the different sources of energy. - Organizing and delivering a speech related to energies and ecology.

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7. REFERENCES

https://worldslargestlesson.globalgoals.org/
https://www.youtube.com/watch?v=Q0LBegPWzrg
https://www.oxfam.org/en/5-natural-disasters-beg-climate-action
https://www.wwf.org.au/what-we-do/climate/causes-of-global-warming#gs.vofoaz
https://www.wwf.org.au/what-we-do/climate/climate#gs.vofyed
https://www.science-sparks.com/what-is-climate-change/
https://kidsagainstclimatechange.co/the-greenhouse-effect-game/
https://www.eslprintables.com/writing_worksheets/persuasive_writing/Persuasive_Letters_91321/

8. COMMENTS (optional)

We have planned some very deductive activities and we do not know whether these will be too abstract for the kids to follow and complete successfully.

9. ACKNOWLEDGEMENTS (optional)

Skills: R: reading, S:speaking, L: listening, W: writing, I: Interaction
Interaction: T-S: teacher-student, S-S: student-student, SG: small groups, WG: whole group, S-Expert, S-World
Assessment: PA: Peer assessment, SA: Self-assessment, TA: Teacher assessment, AT: Assessment tools

10. UNIT OVERVIEW

Session	Activities	Timing	Skills	Interaction	ICT	Assessment
1	***Presentation and contextualisation of topic (Global Goals) & driving question*** ***Conversation --> needs to know and questions***	10' 25'	I I	S-S S-S		Previous knowledge
	Reading comic strips to understand ecology-related goals.	15'	R+I	S-S		
	Cooperative mural giving reasons why they think these goals were set. ***Driving question***	30' 10'	I+W I	S-S T-S	Padlet	Previous knowledge
2	***Self- Assessment: What do I know about Energy?***	5'		Ind	Google forms	Self Assessment

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	Storyboard of Energy TYPES OF ENERGY AND WRITING	10' 10'	L+I W	T-S / S-S S-S		
	Interview - Types of energy	45'	R+I	S-S		
	Recap - Types of energy ***Glossary***	10' 10'	L	Ind	Video	
3	**Quizlet about renewable and non-renewable & clean and dirty energies** **Memory of the types & sources of energy** to consolidate the previous activity	40'	R-W	Ind S-S	Quizlet	CO-ASSESSMENT
	Jigsaw reading pieces of news of good energetic practises with graphs and diagrams. ***Glossary***	50'	R-W-S-L-I	S-S	-	-
4	***Stand up, hand up, pair up*** ***Snowball Fight*** **recap activity**	10'	R-W-L-S	WC	-	-
	Think -pair-share **to prepare debate "Why are good practices necessary?"**	15'	I-W	S-S, S-T	-	-
	Debate on the question "Why are energetic good practices necessary?"	20'	L-S	WC, S-S, T-S	-	-
	Writing of a persuasive text	30'	R-W	Ind	-	SA

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	Survey Monkey Assessment	15'	R	S-S	SurveyMonkey	SA, PA
5	**Recap Quiz**	15'	R	WG	Kahoot	SA
	Matching objects group making activity to make groups of 3 ***What are the causes of natural disasters?***	30'	R-W-I	SG	-	-
	Dictogloss about global warming	30'	R-W-I	SG	-	-
	***How to revert ecological disasters* activity**	15'	L-I	WG	-	-
6	**PROBLEM SOLVING MINI PROJECTS** **Proposals of sustainable actions in (one per group):** **CITY** **SCHOOL** **HOME** **TRANSPORT** **(in-depth inquiry)** **Check-list**	90'	R-W-I	S-S		PA, SS
7	**Planning and recording of video** **Rubric**	90'	I-R-W	S-S	laptops, cameras, microphones.	SA, TA

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8	**Recording of videos** **Rubric**	90'	I	S-S	laptops, cameras, microphones.	SA, TA
9	**Creation of Wix tab on common web page & Canva poster.**	90'	I-R-W	S-S	Laptops, Wix, Canva	-
10	**Creation of Wix tab on common web page & Canva poster.**	90'	I-R-W	S-S	Laptops, Wix, Canva	SA
11	**Oral presentation to INS Jonqueres (co-assessment rubric, public audience rubric)**	60'	S-I-R	S-public audience	Laptops, Wix, Canva	PA, SA
12	**On a Friday (for Future) set a stall on Pi Square and playground.** **Self-assessment**	60'	I	S-public audience	-	

11. SESSION PLANNING

SESSION 1: Let's Start!

Objectives of the session: Introduce the topic and the driving question of the project.

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	Content-obligatory language for the session: opinion, (dis)agree, global goals,					
	Activities *include : Name and description; Assessment tool (if any); Material (including language support)*					
1.1	**Presentation and contextualisation of topic (Global Goals)** Find my partner linking the icons of Global Goals (linking sentence with the picture); the goals included will be #1/2/3/4/5/6/7/11/12/13/14/15. By this means, they will be joint in pairs and from this point they will have to find the correlative goal to form groups of four. They will be provided with some language support (What number have you got? /What's your number? - I've got number…/ My number is ...) 	10'	I	S-S		

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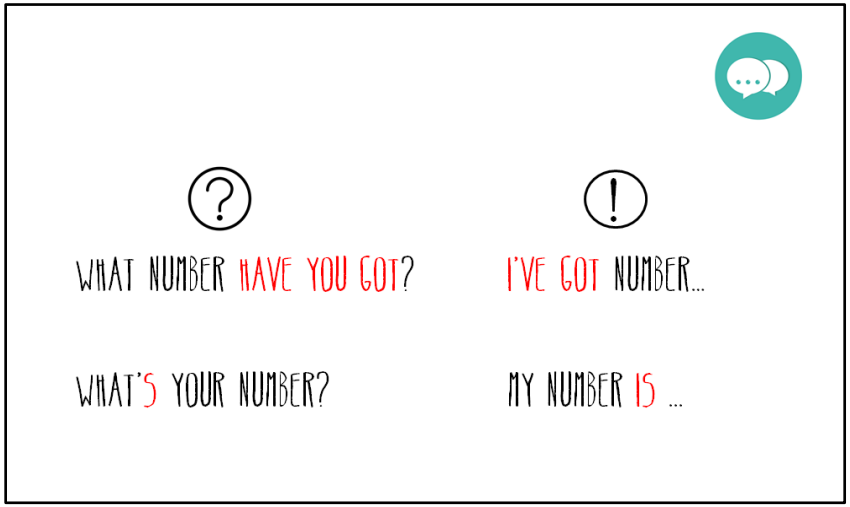
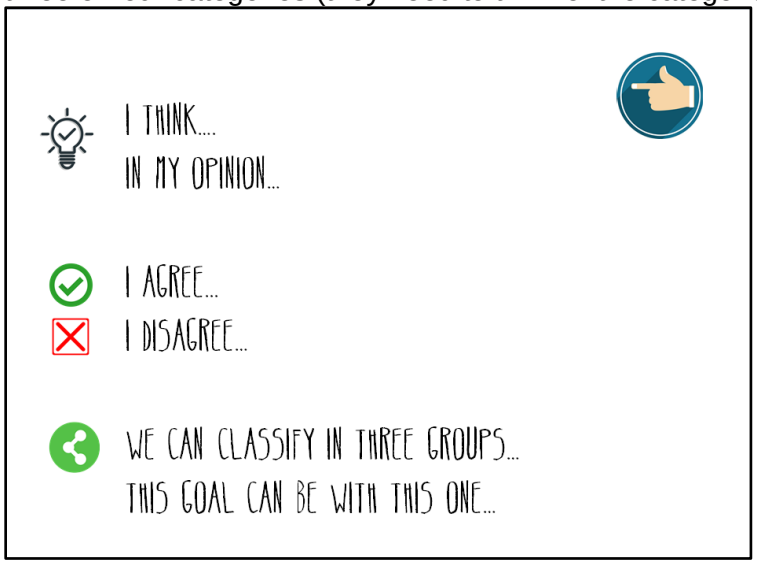
						
1.2	Short contextualisation of the Goals (origin and purpose) by the teacher. Once they are in groups of four, they are given cards with all global goals and students have to sort them out in three or four categories (they need to think of the categories and sort the goals). LANGUAGE SUPPORT 	25'	I	S-S		

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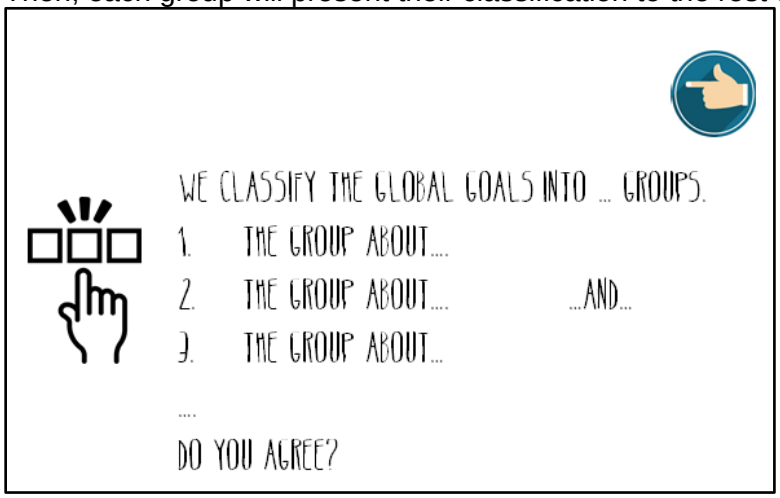
	Then, each group will present their classification to the rest of the class and say why. LANGUAGE SUPPORT  After that, the whole class with the guidance of the teacher will agree on a classification.					
1.3	**Reading of comic stripes** The teacher will tell them that the current project will be focused on one of the categories (Environmental responsibility). Each group of four, is given three comic strips about goals 7/11/13. It will be in pieces to form a puzzle. They have to read and understand the goal.	15'	R+I	S-S		

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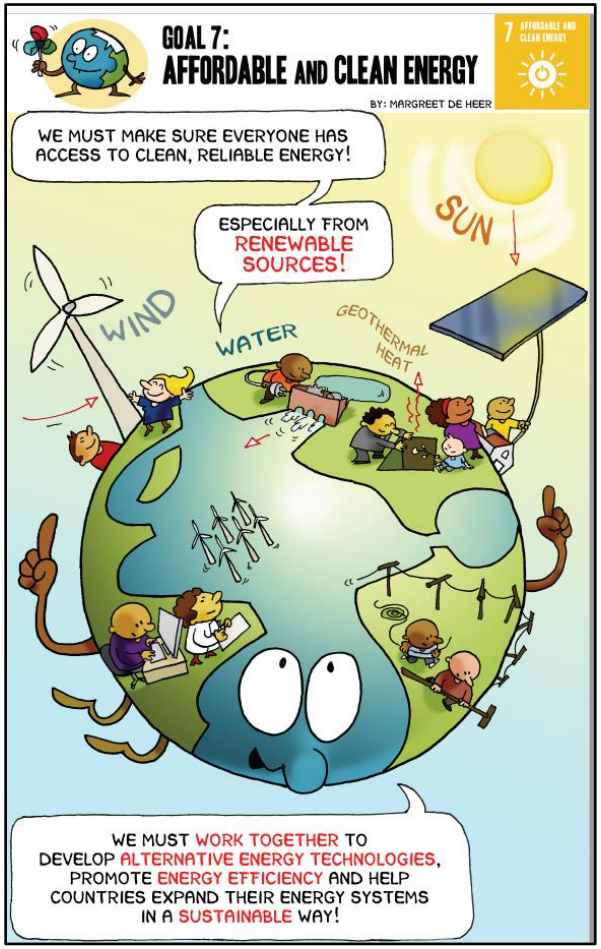

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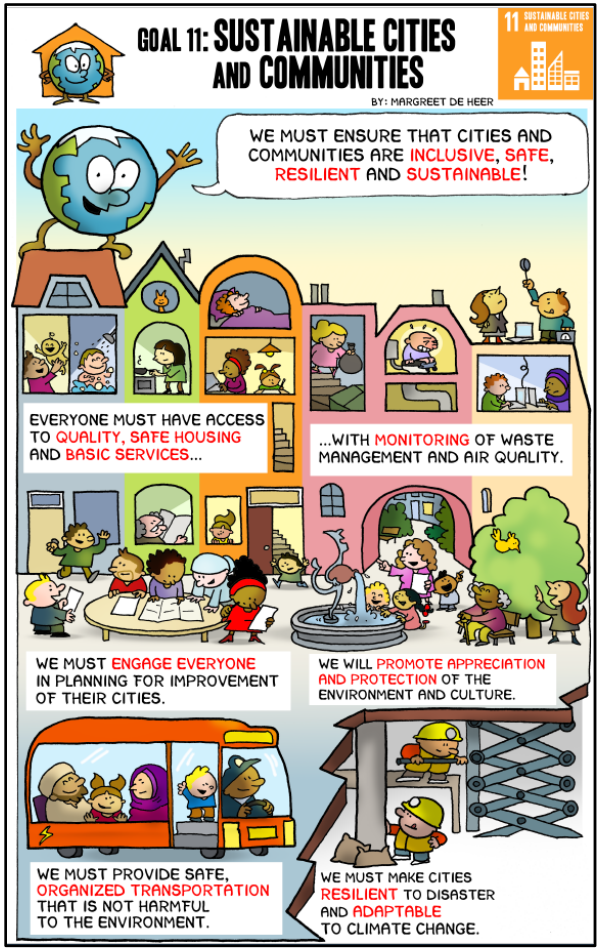

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	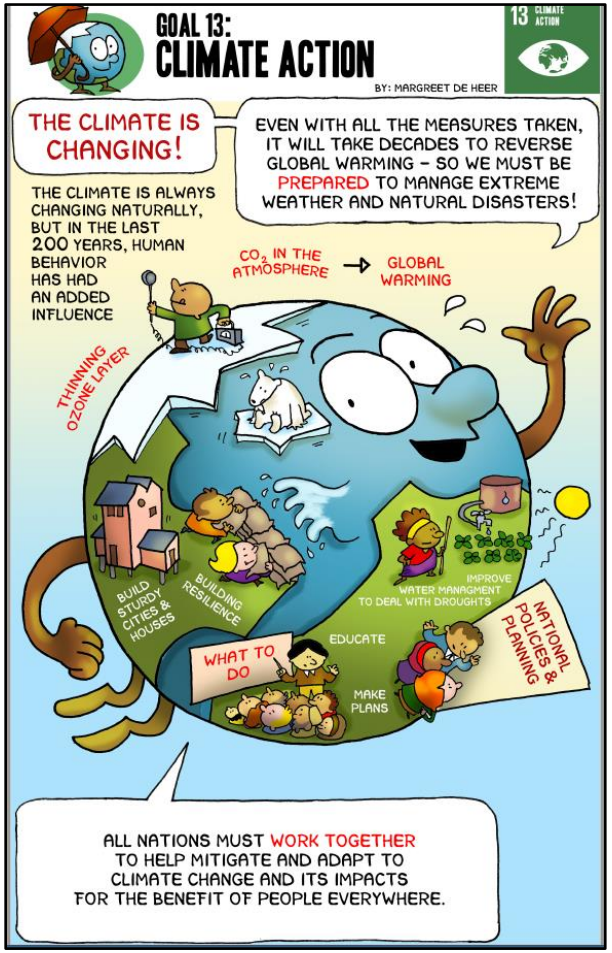 (Free materials in https://worldslargestlesson.globalgoals.org/)					
1.4	**Grouping strategy** While the students are working on the comic the teacher will give stickers to the pupils. They will be used to form groups of experts for the following activity. **Cooperative mural giving reasons why they think these goals were set.**	30’	I+W	S-S	Padlet	

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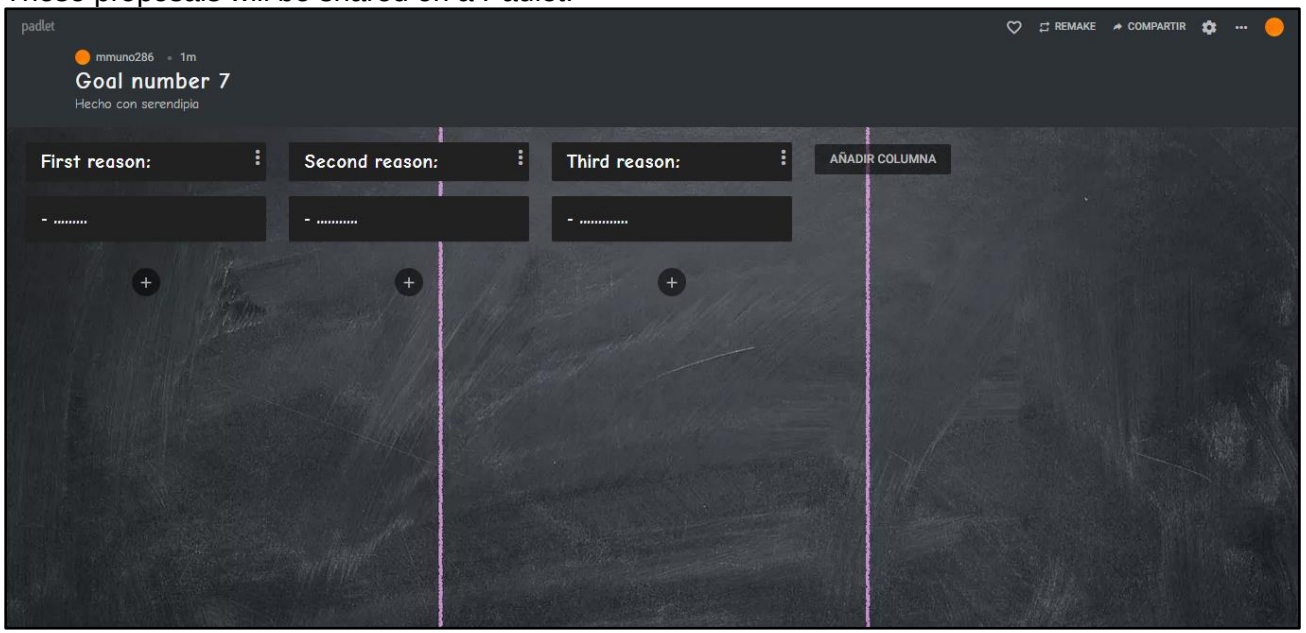
	Each of the groups will be doing a brainstorming about the reasons that led the UNO to set the goal assigned to their group. Using laptops they will have to make a list of, at least, 3 ideas. These proposals will be shared on a Padlet.  					

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1.5	**Presentation of the driving question: How can we stop global warming? (Energy)** The teacher presents the driving question to the class. It will be cut in individual words and the students, in small groups of three, will need to put them in order (language support: I think this goes first/last/after/before). Once they have the question in order they will share with the whole class. What do we need to know in order to stop it? - Brainstorming (the teacher rephrases the Needs To Know in English).	10'	I	t-s		

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SESSION 2: What is Energy?

Objectives of the session: To know what energy is, what are the different types and sources.

Content-obligatory language for the session: energy, types (potencial, kinetic), sources (renewable, non-renewable), mechanical energy, thermal energy, electrical energy, chemical energy.

Activities
include: Name and description; Assessment tool (if any); Material (including language support)

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

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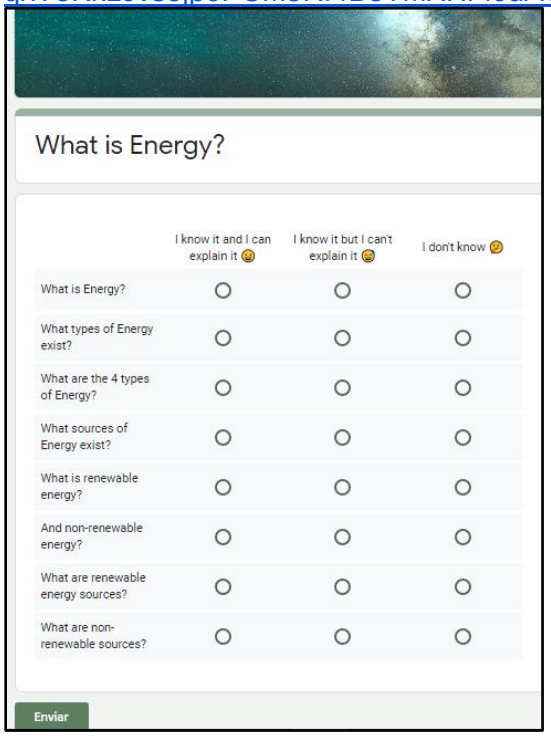
1.1	***Self- Assessment: What do I know about Energy?*** Each student completes a Google Forms about their knowledge of Energy, types, sources… They have to specify if they know and they can explain it, if they know but can't explain it or if they don't know anything about it. https://docs.google.com/forms/d/e/1FAIpQLSeIfmNiQb5XXatR-qxYeKk1Jvsojp6PCM5Rf4B5TMXHr4JdAQ/viewform  	5'			Google Forms	S-A
1.2	**Storyboard of Energy** Make groups of three using ClassDojo**.** Each group has to create a mindmap of the types and sources of energy. The teacher will read a text describing energy and the different types out loud. Meanwhile, the students have to construct a mind-map using some labels the teacher will provide them with. The teacher will read three times (once to understand the topic, twice to create the mindmap and third to make sure about it). While listening to the text, the students might need to interact and negotiate where each label should be placed so we will provide them some language support:	10'	L+l	t-s s-s		TA

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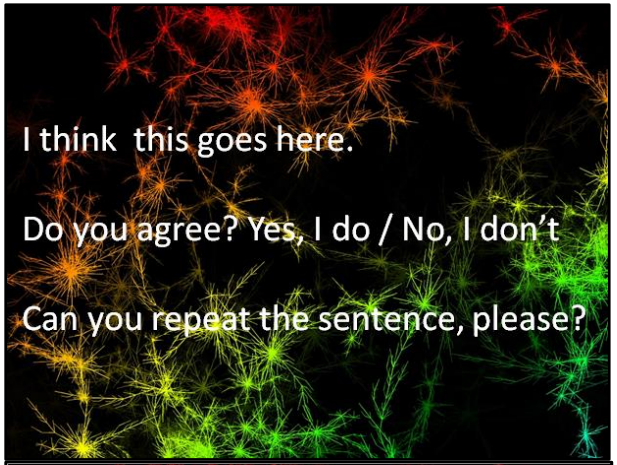

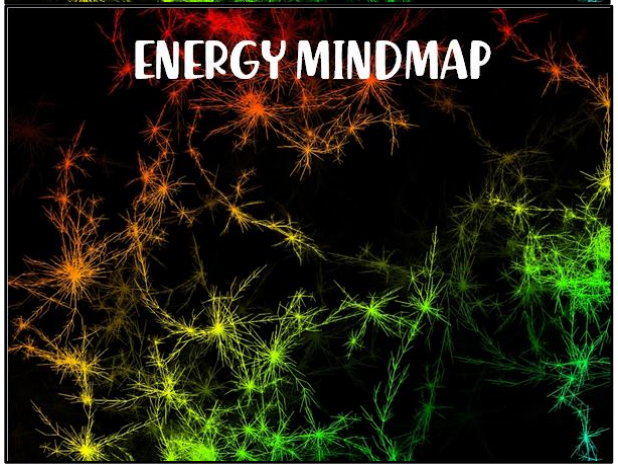

ENERGY MINDMAP

Energy is the ability to do work. Energy can neither be destroyed nor created, but it transform from one form of energy to another. Energy can be found in many different forms.

The main types of energy are kinetic and potential energy. Kinetic energy is the energy that is in motion. Potential energy is the energy stored inside an object.

Some types of potential and kinetic energy are: Mechanical energy, electrical energy, chemical energy and thermal energy.

There are different sources of energy. We can classify on renewable energy and non-renewable energy.

A source of energy is considered renewable if it comes from natural sources and it can be used over and over again. Examples are solar (from the sun), wind, hydropower (from water), geothermal (from the earth) and biomass (from organic materials).

Non-renewable energy sources are these natural sources that once is used, they are gone forever, they are finished. Types of non-renewable energy are natural gas, nuclear, coal and oil.

ENERGY	NON-RENEWABLE	SOLAR	
TYPES	MECHANICAL	WIND	
SOURCES	ELECTRICAL	GEOTHERMAL	
POTENCIAL	CHEMICAL	BIOMASS	
KINETIC	THERMAL	NUCLEAR	OIL
RENEWABLE	HYDROPOWER	GAS	COAL

1.3	**Writing** Each student will have the following worksheet in which, in the same groups of three, they will have to re-write the description about energy.	10'	W	S-S		

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	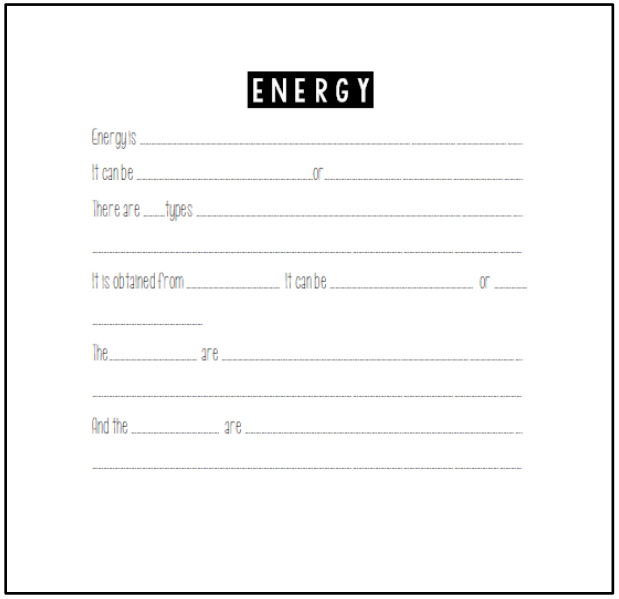					
1.4	***Interview - Types of energy*** Make groups of 5 using sticks (find the same colour) Each student has a text about one type of energy and one student is the interviewer (they have a template to complete with the information of the rest of the group). Each student has to read and understand his text (becoming an expert on the issue) in order to answer the questions that the interviewer asks. The interviewers will be students with a good level and strategies to lead the group with the experts. While the experts try to understand his text, the interviewers will create the questions. In his template they have a model and every text has language support.	45'	R+I	S-S		

Mechanical energy

Mechanical energy is potential and kinetic energy together. Mechanical energy is movement. It is usually created by a machine.

If an object has mechanical energy, then it does work. For example, to lift a box, a person uses the chemical energy inside of them, it transforms into kinetic energy to lift the box. This is how, potential energy and kinetic energy are transformed to mechanical energy.

Examples:

- Wind
- Running
- Paper plane flying

machine

to lift a box

transform

flying

Chemical energy

Chemical energy is the energy that is in chemicals. This energy is potential energy. The chemical energy transforms a substance into a new substance.

For example, in food, energy is chemical. During digestion, the molecules are transformed into new substances. The body uses these new substances.

Examples:

- Gasoline in a car
- Food

transform

digestion

molecules

Electrical energy

Electrical energy is generated when electrons move from one atom to other atom.

Electrical energy can be transferred into different types of energy. You can see this when you switch on the light.

Examples:

- Electric circuit
- Electric car
- Television

electrons atom

switch on

light

Thermal energy

Thermal energy is the movement of molecules. When the thermal energy of an object increases, the molecules moves faster. If there is a change in thermal energy, is a phase change (ice, water, water vapour).

Examples:

- Adding ice to water
- Light bulb
- Touching a hot plate

molecules

increases

faster

phase change

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

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	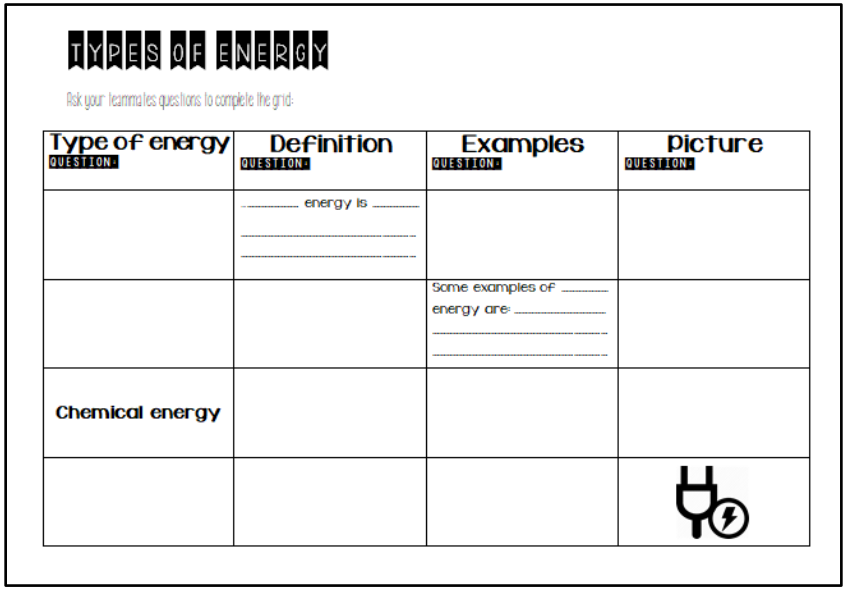					
1.5	***Recap - Types of energy*** Watch the video to consolidate the previous activity. **https://www.youtube.com/watch?v=Q0LBegPWzrg**	10'	L		Video	
1.6	**Glossary** Each student has time to complete their glossary with the vocabulary studied during the session. They are familiar with the activity.	10'		ind		

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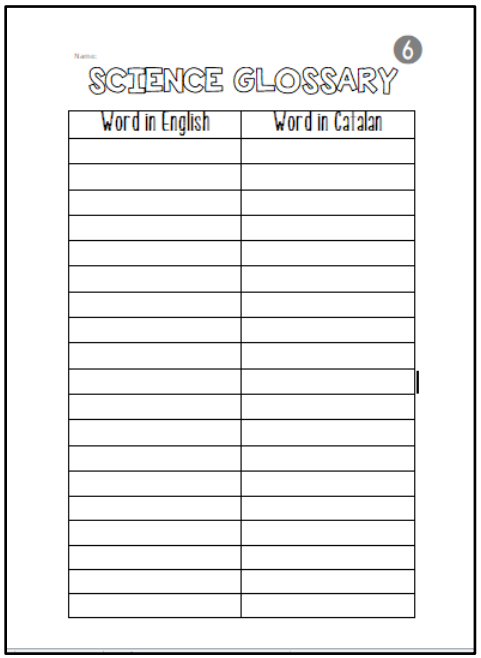
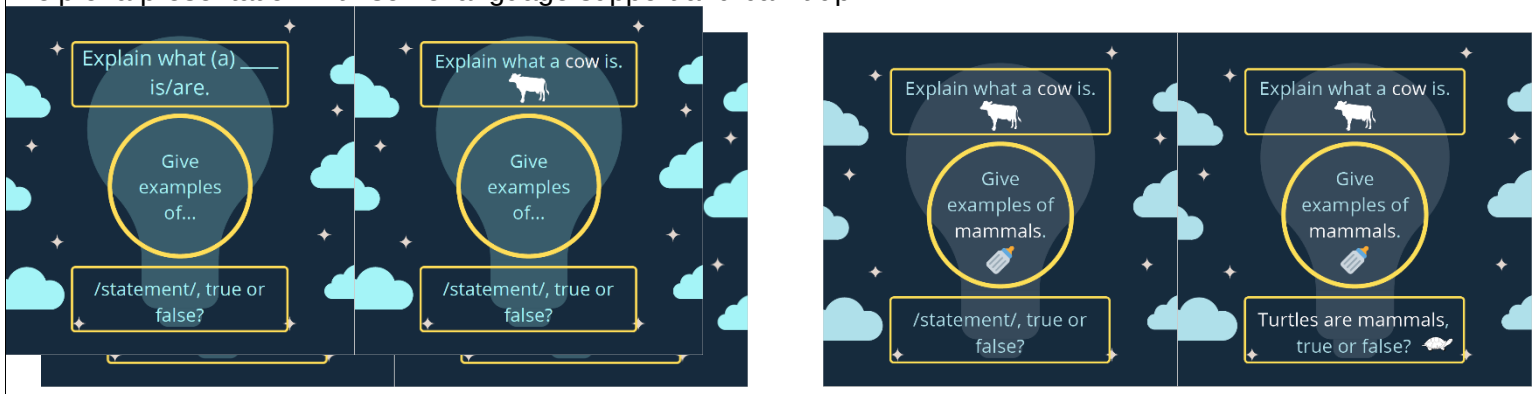


SESSION 4: Good practices

Objectives of the session: Make the students aware of the need of changing one's energetic consumption habits.
Write a persuasive text.
Be able to give an opinionated opinion on a subject using adequate strategies and respect others' opinions.

	Content-obligatory language for the session: stance, arguments, opinion, (dis)agree.					
	Activities *include: Name and description; Assessment tool (if any); Material (including language support)*					
1.1	***Stand up, hand up, pair up*** To carry out this grouping dynamic all students need to stand when the teacher tells them to do so and put a hand up in the air. Then, they just have to high five with one classmate near themselves. Now, they are already paired up with someone else and just need to wait for the teacher to give further instructions. ***Snowball Fight* recap activity** On slips of recycled paper each pair writes a question related to the content worked on previous lessons with the help of a presentation with some language support and ball it up. 	10'	R- W- L-S	WC		

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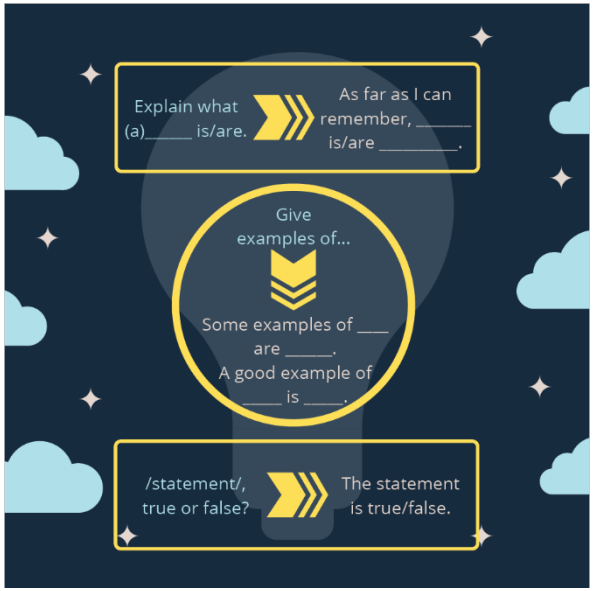
Then, on the count of three, all paper snowballs are thrown around the class. Each student picks up one question from the ground and, in turns, reads it out loud. Students can choose to answer the question or simply read it out for someone else to answer.



The next slide of the presentation with the language support includes some extra help with examples of how to answer the questions posed on the slips of paper.

1.2	***Think -pair-share* to prepare debate "Why are good practices necessary?"** It is a strategy to provide students with enough time to think and form an opinion on a certain topic. It is divided in three steps. In the first step, the "**Think** step", all students are presented the question/s to think about individually, depending on the group or question the time allowed can be shorter or longer. In this case it would be around a minute. For the "**Pair** step", the students need to pair up. In this case each student pairs up with the person sitting next to them. In this phase, the students are encouraged to share what they have just thought about with their partners to know other points of view, expand or even change their opinion on the subject discussed. The final stage, the "**Share** stage", consists of sharing the points of view of each of the pairs with the rest of the group, hence, expanding everyone's opinion and allowing a deeper understanding on the matter in hand. After putting their thoughts in common with their partners, the students will write the agreed arguments on post-its and stick them on their desks awaiting for the teacher to tell them what to do next (see next activity). As a way to help students interact they would be re-using the language support provided in session 1 activity 1.5.	15'	I-W	S-S T-S		
1.3	**Debate on the question "Why are energetic good practices necessary?"** After giving the students time to form their opinion and arguments, they will be presented with some language support cards to help them interact during the debate. 	20'	L-S	WC S-S T-S		

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	Besides this, the students will count with the usual posters displayed on the classroom walls with oral interaction language support. Once the language support is clear, the debate starts. As the debate develops the students will have to classify the arguments they previously wrote on post-its into two columns (*I agree* if they still think their argument is valid or *I disagree* if they changed their minds). The teacher will write down the solid arguments and conclusions they expose during the debate to display them underneath the sign with the question to create a poster.					
1.4	**Writing a persuasive text** With the help of the conclusions drawn during the debate and together with the arguments they previously wrote and are still in the "I agree" column, the students will have to write a short persuasive text. To do so, they will count with some language support and a ready-to-use writing template.	30'	R-W	Ind		SA TA

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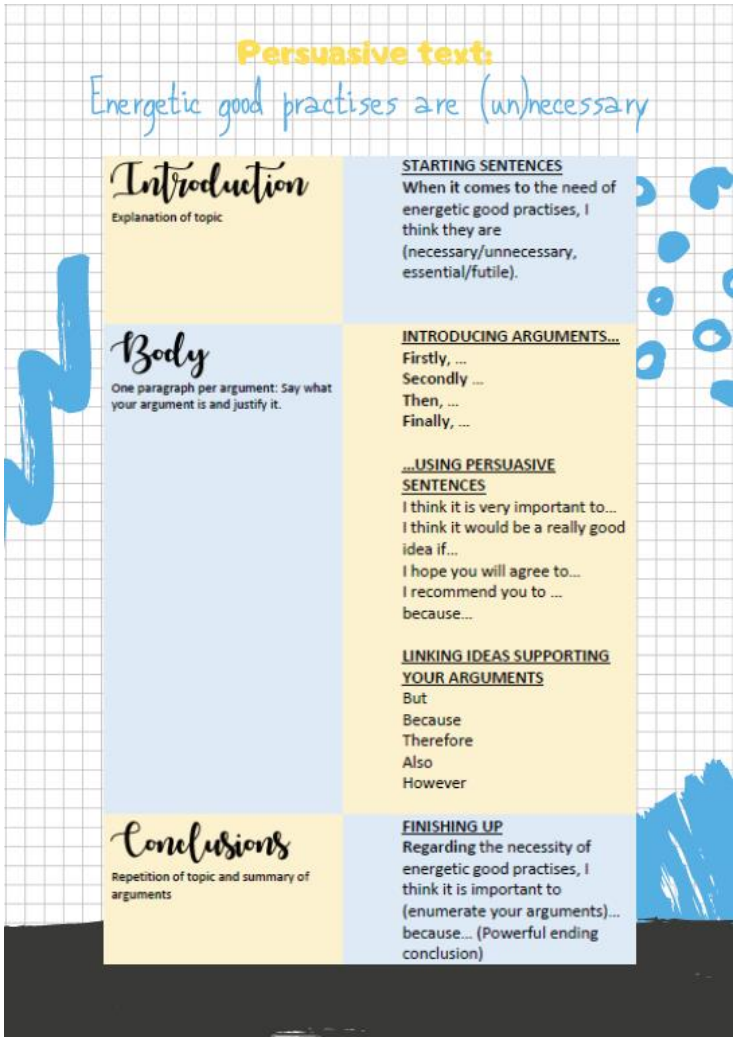

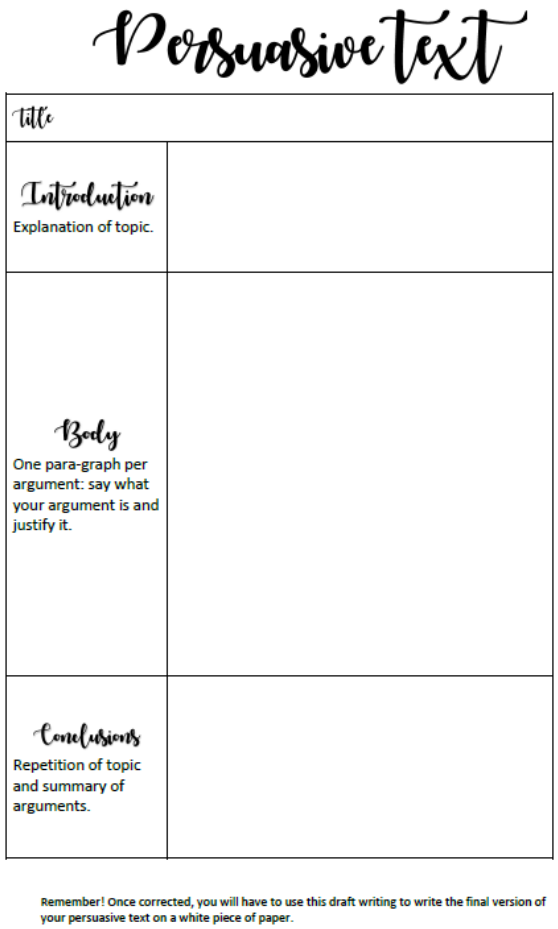

Persuasive text

Title	
Introduction Explanation of topic.	
Body One para-graph per argument: say what your argument is and justify it.	
Conclusions Repetition of topic and summary of arguments.	

Remember! Once corrected, you will have to use this draft writing to write the final version of your persuasive text on a white piece of paper.

The students will also have a check-list to be able to self-assess whether their production is correct or not.

Template adapted from CLIL-SI 2015.
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	Persuasive text CHECK-LIST *stance: point of view. **like: similar to. ***powerful: potent.					
1.5	**Assessment questionnaire** For this activity the students pick up the laptop with their list number, which they are already used to do, and enter a link in their GoogleClassroom space. From this point, they are given time to answer individually to the questions on the assessment *SurveyMonkey* questionnaire.	15'	R	S-S	Survey Monkey	SA PA

TITLE	Does it have a title?		
	Does the title match the content of the text?		
INTRODUCTION	Do you explain your *stance on the first paragraph?		
BODY	Is there a paragraph for each argument?		
	Does each paragraph start by a word **like firstly, secondly, then, finally...?		
	Are the arguments justified?		
	Do you use words like but, because, also, however or therefore?		
CONCLUSION	Do you repeat your stance?		
	Do you enumerate all your arguments?		
	Do you finish with a ***powerful conclusion?		

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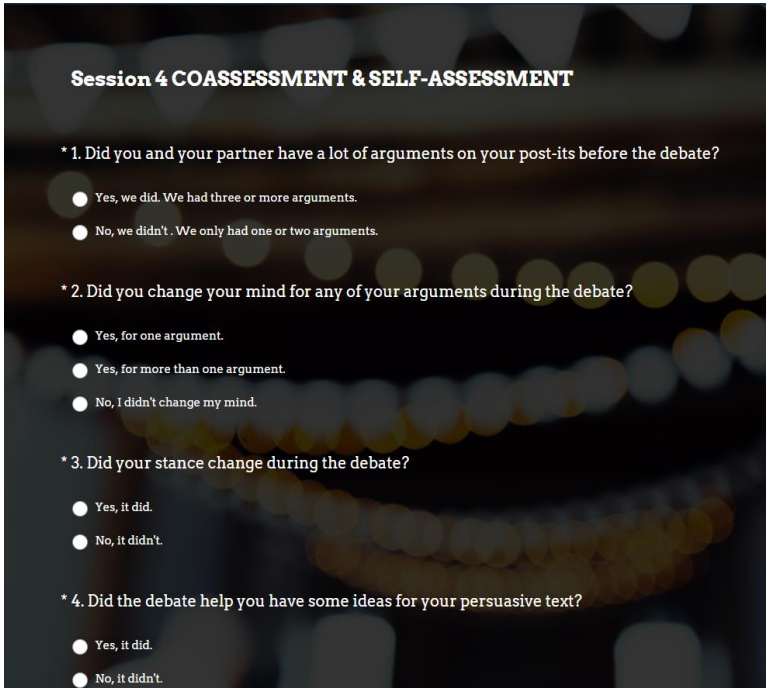

https://es.surveymonkey.com/r/KX86XSR

SESSION 5: A change needs to be made!

Objectives of the session: Be able to establish the relationship between natural disasters and global warming and its causes.
Work and interact in cooperative groups.

Content-obligatory language for the session: extreme weather, greenhouses gases, greenhouse effect, global warming, natural disasters, alternatives, drought, flood, wildfire, meltdown, impact on, cause and effect.

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	Activities *include: Name and description; Assessment tool (if any); Material (including language support)*					
1.1	Recap Quiz For this recap activity the pupils use their assigned laptops and answer the quiz individually. They are used to using Kahoot and their Internet browsers have a bookmark leading to the Kahoot webpage to introduce the PIN which allows students to join the quiz. As soon as everyone's laptop is ready the teacher shows the PIN on the Interactive board and each student joins the quiz using their **real names**. No nicknames are allowed since it is also a way for the teacher to know who answered, or not, and what he or she answered.	15'	R	WC	Kah oot	SA

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	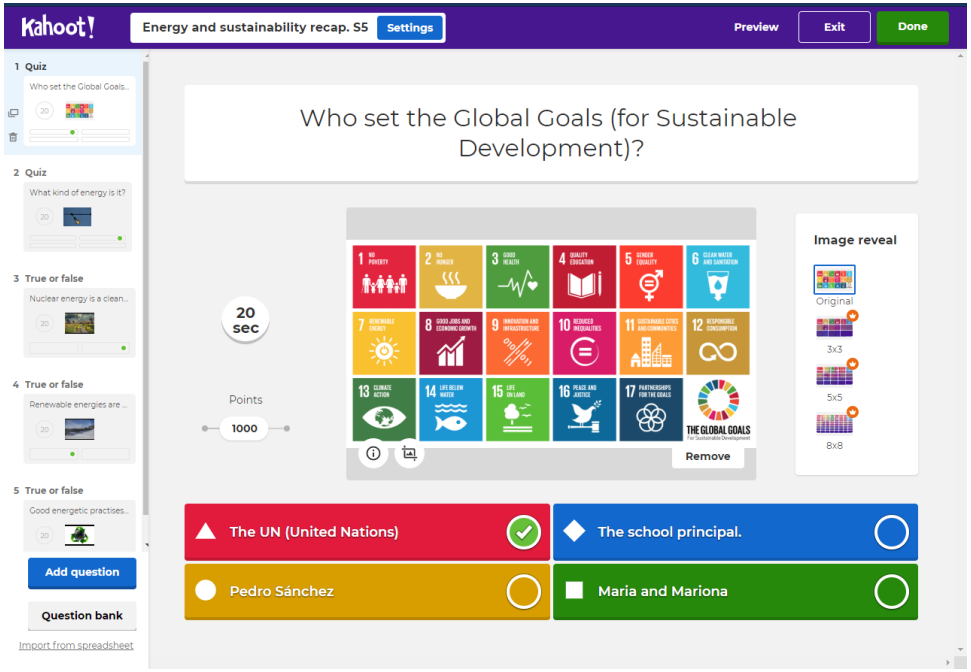 https://create.kahoot.it/share/energy-and-sustainability-recap-s5/b7bed151-a174-4558-b689-7676f298ad03					
1.2	**Matching objects group making activity to make groups of 3** ***What are the causes of natural disasters?*** Each group is given ONE striking image related to a specific disaster caused by climate change and global warming and a short description of what happened behind the image (Australian massive wildfires, the Arctic meltdown, South Asia floods, East Africa drought). In order to be able to make smaller groups each image will be given to two groups. Together with the picture and explanation of the disaster, each group is given a paper with a diagram with some blank spaces depicting the process of cause-effect for the natural disaster assigned to each group. The only change in the diagrams will be the last part in which the specific disaster is shown. Students will try to deduce which are the immediate factors that led to that situation (lack of rain, higher temperature, drier land, warmer atmosphere condensing more water and evaporation more water...).	30'	R- W-I	SG	-	-

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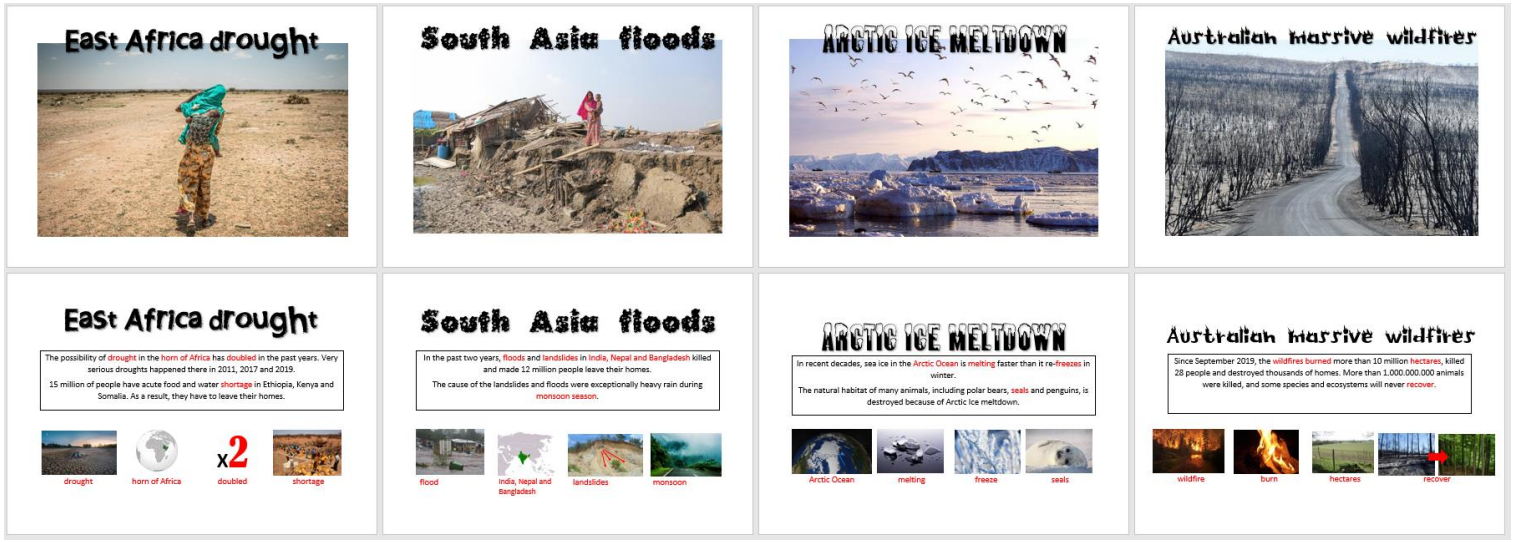

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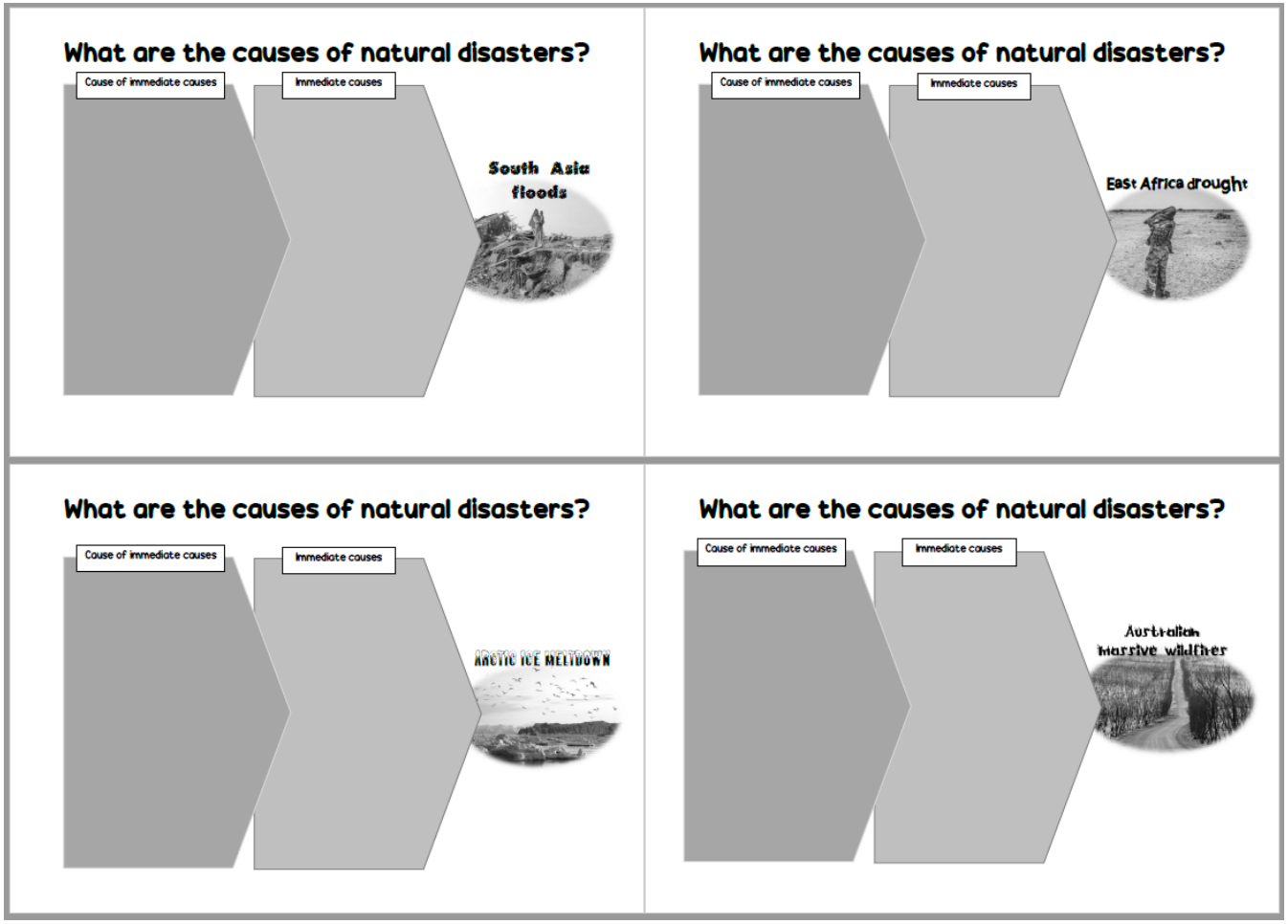

The students will have roles to carry out during the activity and will be wearing some tags reminding them of the function of each one of the roles.

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1.3	**Dictogloss about global warming** In pairs and as the students listen to a narration about the causes and effects of global warming, they will have to locate on a poster some images depicting what they listen to. Once finished, the teacher reads it again so the students can check and correct, if necessary, the labels they just located with the whole text in mind.	15'	L-I	WG	-	-

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Teacher's narration:

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	Global warming dictogloss Global Warming is the process of our planet heating up. The Earth's temperature has increased between 0.6 to 0.9°C in the past 100 years. It happens because too much of some specific gases are produced and trapped in the atmosphere. These gases don't let the hot radiation of the sun escape back into space which reflects back to the ground. This radiation warms up all the planet. All this process is also called The Greenhouse Effect. These gases always existed in the atmosphere but now humans produce too much of these gases. Some of the origins of this excessive gas production are the methane produced by animals, like cows, we breed to obtain meat; the burning of fossil fuels from industry and transport; the use of dirty sources of energy and the burning of human waste. 1°C doesn't look like a lot of change but is it. It causes the ice in the poles to melt. This raises the sea level and destroys the habitat of polar bears and penguins. Also, because the water in the oceans is warmer it expands and covers more surface provoking more floods in coastal areas. Finally, the bigger quantity of water and the warmer weather conditions cause the climate of the whole world to change and we all experience more extreme weather conditions like flooding, droughts, violent storms... Our life and cities are adapted to the climate we live in. If we don't fight global warming, we will find it very difficult to adapt our cities and lives to the changing climate. Language support is **reused** from session 1, activity 1.5.					
1.4	***How to revert ecological disasters* activity** Having understood the causes and effects of global warming they will have to identify its link with the disasters in activity 2, what needs to change and which actions can be taken in order to achieve these changes. **One paper- one pen** In groups of four and in turns, the students will be writing ideas on how to revert the situations in activity 2. **They choose two ideas and then make a poster (by hand) to share them with their classmates.** Once most of the groups have run out of ideas (about 5 minutes), each group will choose two ideas to depict in a poster so these can be shared with the rest of the class.	30'	I-W	SG	-	-

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SELF-ASSESSMENT CHECKLIST

CLIL-PBL Project - Teaching materials	✔ ✘
The teaching materials are **visually attractive** and **well-organized**.	**Yes**
The teaching materials are **self-explanatory** and **ready-to-use.**	**Yes**
All activities and teaching materials are **original** and **created** by the course participant.	**Yes**
Any resource in any format (including videos, images, texts from the Internet), that is not original, is respectful of copyright and its **sources** are **cited**.	**Yes**
Students are presented with **multimodal** and **varied** input (spoken, written, visual, hands-on…).	**Yes**
Input is presented at the right **cognitive level**.	**Yes**
Input is presented at the right **language level.**	**Yes**
Students are **helped** in some way to **understand and process the input presented.**	**Yes**
Visuals are used to support comprehension.	**Yes**

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Students are presented with **good questions** (explicit, implicit and referential) that help them process input and that challenge them not only to understand, but to think, create...	**Yes**
There are **opportunities for significant linguistic output** (the students produce communicative "products", speak, write, interact…).	**Yes**
Support is provided to help students read, write, speak and interact.	**Yes**
A variety of **collaborative and cooperative learning strategies** are used throughout the sessions.	**Yes**
Activities facilitate **inquiry and reflection** and promote the role of the teacher as a facilitator/coach.	**Yes**
Task instructions are short, concise, **clear** and **comprehensible** to the students. Activities are written using an **appropriate level of language**.	**Yes**
The teaching materials are written in **accurate English**. There are **no mistakes at all**.	**Yes**

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