

# CSPE

## Assessment and Action Projects

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

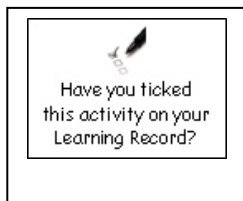
<b>Theme</b>	<b>Assessment and Action Projects: <i>students are reminded of the way that the CSPE course is assessed</i></b>
<b>Levels</b>	<b>A1 – B1</b>
<b>Language focus</b>	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
<b>Learning focus</b>	Using CSPE textbooks and accessing curriculum content and learning activities.
<b>Activity types</b>	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
<b>Acknowledgement</b>	<b>Extracts from <i>Impact!</i> Jeanne Barrett &amp; Fiona Richardson. Gill &amp; Macmillan.</b>  We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
<b>Learning Record</b>	A copy of the Learning Record should be distributed to each student.  Students should: <ol style="list-style-type: none"> <li>1. Write the subject and topic on the record.</li> <li>2. Tick off/date the different statements as they complete activities.</li> <li>3. Keep the record in their files along with the work produced for this unit.</li> <li>4. Use this material to support mainstream subject learning.</li> </ol>

## Making the best use of these units

- **Introduction** should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students to:**
  - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
  - Take some **responsibility for their own learning** programmes by:



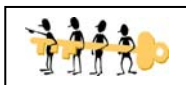
Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.



Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



Indicates that answers may be found at the end of the unit.

- Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.

## Keywords

The list of keywords for this unit is as follows.

### Nouns

activity/activities  
action  
assessment  
book  
chairperson  
charity  
citizen/citizens  
class  
classmates  
collection  
committee  
community  
concept  
concerns  
country  
county  
course  
CSPE  
education  
environment  
event  
example  
fundraising  
guest  
guest speaker  
group  
individual (*noun*)  
information  
invited guest  
issue  
module  
organisation  
page/pages  
planet  
population  
poster  
project  
questions  
recycling  
reflections  
responsibility/ responsibilities  
rights  
school  
section

slogan  
society  
speaker  
students  
topic  
view/views  
work  
world

### Verbs

to be concerned  
to chair  
to collect  
to do  
to decide  
to demonstrate  
to enable  
to fundraise  
to get  
to get involved  
to invite  
to involve  
to learn  
to listen  
to recycle  
to reflect  
to share  
to take action  
to undertake  
to write up

### Adjectives

active  
civic  
communal  
concerned  
designated  
environmental  
global  
human  
individual (*adjective*)  
interesting  
international  
local  
national  
personal  
political  
responsible  
social

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CSPE: Assessment and Action Projects

### Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
citizens		
active		
action		
environment		
topic		
responsible		
assessment		



Get your teacher to check this and then file it in your folder so you can use it in the future.

## Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
citizenship		
democracy		
rights		
concept		
project		
community		
social		



Get your teacher to check this and then file it in your folder so you can use it in the future.

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### Vocabulary file 3

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
assess		
involve		
decide		
international		
civic		
subjects		
committee		



Get your teacher to check this and then file it in your folder so you can use it in the future.

**Level:** All  
**Type of activity:** Whole class

**Focus:** vocabulary, spelling,  
dictionary  
**Suggested time:** 10 minutes

## Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

**responsibility**      **action project**

- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

**Focus:** vocabulary, spelling, dictionary  
**Suggested time:** 30 minutes

**Level:** A1  
**Type of activity:** Pairs or individual

**Working with words - Tick the correct answer**



- a) information
- b) charity
- c) country
- d) Action Project



- a) project
- b) committee
- c) recycling
- d) poster



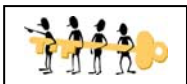
Look at these two

groups of words. Check the meanings in your dictionary and see how the words are related. Then write a note to explain the words in your own language.

Families of words	In my language
concerned unconcerned charity charities	
involve involvement community communal	

**Scrambled sentences**

Re-arrange these words to make sentences. Do not forget the punctuation.



part is the Project of assessment the Action

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everyone important for environment the is

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 Have you ticked this activity on your Learning Record?

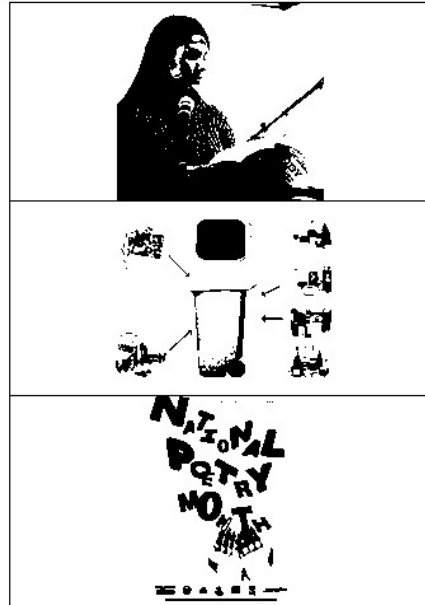


**Level:** A1  
**Type of activity:** Pairs or individual

**Focus:** vocabulary, basic sentence structure  
**Suggested time:** 30 minutes

### Picture Sentences - Tick the correct answer

1. a) This is a guest speaker.  
 b) This is a committee.  
 c) This is a game.
  
2. a) This is a class.  
 b) This is recycling.  
 c) These are citizens.
  
3. a) This is an invited speaker.  
 b) This is a poster.  
 c) These are guests.



Put a circle around the words that are connected to your Action Project in CSPE.  
 Use your dictionary and textbook if you are not sure.

responsibilities	lunch	assessment
ring	citizen	chair
concept	democracy	class
individual	action	rights
dog	charity	light



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**Level:** A1 / A2  
**Type of activity:** Pairs or individual

**Focus:** word identification, vocabulary  
**Suggested time:** 20 minutes

### Odd One Out

Circle the word which does not fit with the other words in each line.

*Example:*    *apple*    *orange*    *banana*    **taxi**



1.    council                      biscuit                      councillors                      issue
2.    project                      action                      report                      dog
3.    breakfast                      recycling                      bins                      litter
4.    questions                      students                      guitar                      talk

Collect all the words that you can use to describe your Action Project:

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Write 4 sentences about your Action Project. You can write about a Project you have done or a Project you are doing or planning to do.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_  
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Level: A2 / B1  
Type of activity: Individual

Focus: key vocabulary, writing  
descriptive text  
Suggested time: 40 minutes

### CSPE Keywords

Fill in the missing letters of the keywords below.

On the line beside each word, write whether the word is a noun, an adjective or a verb.

1. env\_\_on\_\_nt \_\_\_\_\_

2. inf\_\_mat\_on \_\_\_\_\_

3. re\_\_ecti\_ns \_\_\_\_\_

4. co\_ce\_t \_\_\_\_\_

**Find these words in your textbook.**

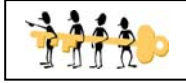
Write your own explanations for the words. Then write the word in your own language.

Use your dictionary if necessary.

Word	Page in textbook	Explanation	In my language
to reflect			
concept			
environment			
involvement			

**Level:** A1 / A2  
**Type of activity:** Pairs or individual

**Focus:** key vocabulary, pronunciation, spelling  
**Suggested time:** 20 minutes



### Unscramble the letters

1. We ask these when we want to know something UNESSQTIO

**Answer** \_\_\_\_\_

2. These people are part of the council OOURNCSCILL

**Answer** \_\_\_\_\_

3. This is another word for an idea TONCCEP

**Answer** \_\_\_\_\_

4. This is the person who is talking at a meeting PRKESAE

**Answer** \_\_\_\_\_

Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

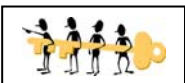
Have you got this word in your personal dictionary?

### Solve the secret code



English=	A	D	G	I	K	L	O	S	T
Code=	B	X	Y	F	G	Q	R	O	L

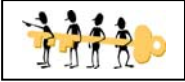
example: OBQL = SALT



FL'O YRRX LR LBQG! =

**Level:** A2 / B1  
**Type of activity:** Pairs or individual

**Focus:** reading comprehension, extracting meaning from text, vocabulary  
**Suggested time:** 30 minutes

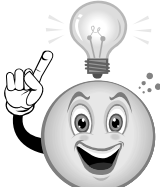


## Completing sentences

Fill in the blanks in these sentences. Use words from the Word Box below.

CSPE is concerned with you being active citizens and it is through \_\_\_\_\_ Action Projects that you demonstrate how you can take action over an \_\_\_\_\_ that concerns and interests you. This \_\_\_\_\_ Project will form part of your results. When you write it up for your exam, in a report or coursework \_\_\_\_\_, you will be showing the knowledge, skills and attitudes you have developed while studying this \_\_\_\_\_. The knowledge, skills and attitudes you have developed over the last three years are also examined in the written paper.

course	issue	Action
	book	your



**Tenses**

Present	Past
to enable	
to prepare	
to do	
to make	
to have	

**Fill in the past tenses of these verbs! Highlight the irregular verbs.**

Level: A2 / B1  
Type of activity: Individual

**Focus:** key vocabulary, topic information, reading comprehension  
**Suggested time:** 30 minutes

## Multiple choice

*(Read the text below and choose the best answers)*



*Text:*

Students can also choose to use a Coursework Assessment Book (CWAB) as part of their assessment.

Things to note while doing a CWAB:

- If a Coursework Assessment Book is chosen, a student must have undertaken **two** different Action Projects, these are then used in answering certain questions that are contained in the book.
- The book requires you to answer questions on **two** modules of work you have done on a specific **theme**, e.g. homelessness, refugees, the environment, or a **core concept** in CSPE e.g. rights and responsibilities, law or democracy.
- The **title** of the Action Projects mentioned must be different to the title of the modules.
- There has to be an Action Project undertaken for each module. The projects must be different. For example if the first Action Project involved a questionnaire, the second must show a different kind of action like an interview.
- When you are asked what you have learned, give **facts**.
- When asked what skills you have learned, mention at least **two**.
- You are asked several times what you have learned, remember **not to repeat** yourself in any of these questions.

*(Impact, page 211)*

1. How many action projects must you undertake during your CSPE course?
  - a) none
  - b) one
  - c) two
  - d) three
2. What should you answer questions on in your CWAB?
  - a) a specific theme or core concept
  - b) a title
  - c) a module
  - d) a book
3. What is the rule about the two action projects?
  - a) they must have interviews
  - b) they must be different
  - c) they must be long
  - d) they must be pink
4. Should you give facts when you are asked what you have learned?
  - a) Yes
  - b) No
5. Should you repeat yourself in any of the questions?
  - a) Yes
  - b) No

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**Level:** A2 / B1  
**Type of activity:** Pairs / small groups

**Focus:** vocabulary, structure, creating text  
**Suggested time:** 40 minutes

## Planning text

Use this chart to plan a short text on the topic, 'The Earth is on loan to us'.

Introduction

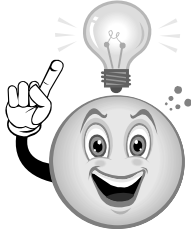
First paragraph

Second paragraph

Concluding points

Important words for this topic.

What is the difference between concern for the environment and lack of concern for the environment?







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Level: All  
Type of activity: Individual

Focus: content words,  
dictionary work, word  
identification  
Suggested time: 30 minutes

## Grammar points

In this Unit, we came across the following verbs:

- to do
- to organise
- to fill

Check these words in your dictionary. Can you write these verbs in the past tense?

### Verb Hunt

Circle the 10 verbs in these columns. Score 4 points for each correct answer. Who will score the highest? Perhaps you will. Good luck!

talk

council

module

invite

guest

bins

work

learned

good

fill in

fundraise

local

undertaken

slow

reflect

about

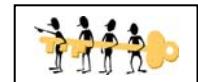
assess

logo

class

international

decide



Score: \_\_\_\_\_ points

Level: All  
Type of activity: Individual

Focus: content words,  
dictionary work, word  
identification  
Suggested time: 30 minutes

### Grammar Points

Verbs continued.

1. Action Projects require lots of action – and that means lots of verbs! The following sentences are taken from your textbook. Read the sentences and fill in the missing verb.

returns phones organises brainstorms arranges asks invites  
prepares suggests writes greets

*The Permissions Committee:*

- \_\_\_\_\_ Principal for permission to invite guest speaker into the school.
- \_\_\_\_\_ Principal to the talk.

*The Questions Committee:*

- \_\_\_\_\_ questions with all students.
- \_\_\_\_\_ questions on cards.

*The Recording Committee:*

- \_\_\_\_\_ who will record what.
- \_\_\_\_\_ possible follow-up events or actions.

*The Inviting committee:*

- \_\_\_\_\_ or \_\_\_\_\_ to speaker asking them to visit.
- \_\_\_\_\_ speaker on arrival at school.

*The Room-Organising Committee:*

- \_\_\_\_\_ chairs in room for students.
  - \_\_\_\_\_ any borrowed items such as glasses, etc.
2. You can check your answers with the textbook, or compare with one another.
  3. Next, practise using verbs by making a list of the things you have to do when:

*going on holidays...*

*doing an exam...*

*having visitors to your house...*



Get your teacher to check your work then file it in your folder in the CSPE section.

## Alphaboxes

### Levels A1 and A2

Using your textbook, find **one** word beginning with each of the letters of the alphabet.  
 Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.



## Word Search

**Level: All levels**

Find the words in the box below. When you have found all the words, write each word in your own language.

T P C K Q U E S T I O N S L W  
 M I B B J A S S E S S M E N T  
 E J P O R G A N I S E O O V H  
 A C T I O N Q S T U D E N T S  
 I S T I M U L U S L I T T E R  
 W O Y C O M M I T T E E E V Z  
 N F U N D R A I S I N G W F H  
 P O S T E R S K C L A S S K L  
 R R E P O R T S E C T I O N R  
 I C H N L U N D E R T A K E N  
 E L Z W R E F L E C T I O N S  
 P R O J E C T R E X A M P L E  
 T F M O D U L E C O U R S E G  
 P A G E C O N C E P T D V O F  
 C H A I R S P E A K E R F U C

ACTION	LITTER	REPORT
ASSESSMENT	MODULE	SECTION
CHAIRS	ORGANISE	SPEAKER
CLASS	PAGE	STIMULUS
COMMITTEE	POSTERS	STUDENTS
CONCEPT	PROJECT	UNDERTAKEN
COURSE	QUESTIONS	
EXAMPLE	REFLECTIONS	
FUNDRAISING		

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

CSPE: Assessment and Action Projects

## Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



<b>issue</b>	<b>issue</b>
<b>concept</b>	<b>concept</b>
<b>organise</b>	<b>organise</b>

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**CSPE: Assessment and Action Projects**

<b>learned</b>	<b>learned</b>
<b>students</b>	<b>students</b>
<b>stimulus</b>	<b>stimulus</b>

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**CSPE: Assessment and Action Projects**

<b>assessment</b>	<b>assessment</b>
<b>module</b>	<b>module</b>
<b>undertaken</b>	<b>undertaken</b>

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<b>recycling</b>	<b>recycling</b>
<b>dump</b>	<b>dump</b>
<b>section</b>	<b>section</b>



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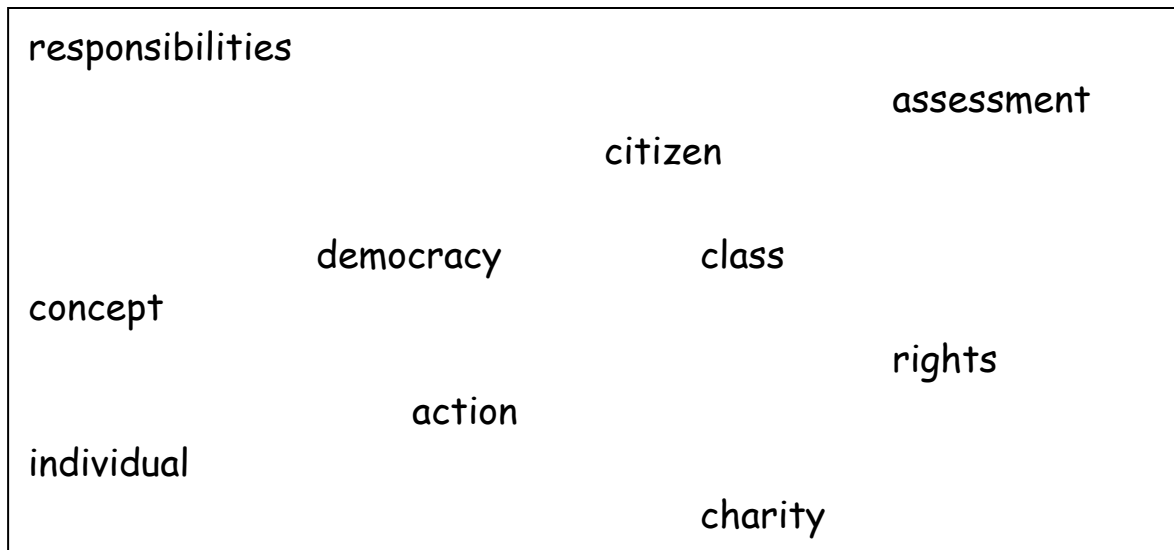
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## Answer key

**Scrambled sentences =**

The Action Project is part of the assessment.

The environment is important for all.



**Odd One Out =**

biscuit, dog, breakfast, guitar

**Letter Scramble =**

questions  
councillors  
concept  
speaker

**Secret Code =**

it's good to talk!

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**CSPE: Assessment and Action Projects**

**Completing Text =**

CSPE is concerned with you being active citizens and it is through your Action Projects that you demonstrate how you can take action over an issue that concerns and interests you. This Action Project will form part of your results. When you write it up for your exam, in a report or coursework book, you will be showing the knowledge, skills and attitudes you have developed while studying this course. The knowledge, skills and attitudes you have developed over the last three years are also examined in the written paper.

*(Impact!, page 208)*

**Multiple Choice =** c, d, b, a, b

**Grammar Points =** talk, invite, work, learned (to learn), fill in, fundraise, undertaken (to undertake), reflect, assess, decide

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

CSPE: Assessment and Action Projects

Word Search:

T P C K Q U E S T I O N S L W  
M I B B J A S S E S S M E N T  
E J P O R G A N I S E O O V H  
A C T I O N Q S T U D E N T S  
I S T I M U L U S L I T T E R  
W O Y C O M M I T T E E E V Z  
N F U N D R A I S I N G W F H  
P O S T E R S K E T A S S K L  
R R E P O R T S E C T I O N R  
I C H N L U N D E R T A K E N  
E L Z W R E F L E C T I O N S  
P R O J E C T R E X A M P L E  
T F M O D U L E C O U R S E G  
P A G E C O N C E P T D V O F  
C H A I R S P E A K E R F U C