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.**

Theme	Assessment and Action Projects: *students are reminded of the way that the CSPE course is assessed*	
All students: Activities that are suitable for **Learning Support, Language Support** and the **Mainstream Subject Class** include:	Keywords	3
	Vocabulary File	4-6
	Activating Students' Existing Knowledge	7
	Completing Sentences	13
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	Planning and writing text	15-16
	Wordsearch	20
Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	8
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	CSPE Keywords	11
	Unscramble the letters	12
	Alphaboxes	19
	Play Snap	21-24
Language support: Additional activities for Language Support:	Grammar points	17-18
Levels for Language Support	**A1 – B1** The language level of each activity is indicated in an information box.	
Learning focus	Using CSPE textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The *English Language Support Programme* acknowledges the permission of Gill and Macmillan to reproduce excerpts from *Impact*! by Jeanne Barrett & Fiona Richards.	

Note: The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

Making the best use of these units

Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

Students should:

1. Write the subject and topic on the record.
2. Tick off/date the different statements as they complete activities.
3. Keep the record in their files along with the work produced for this unit.
4. Use this material to support mainstream subject learning.

Introduction of a topic or activity 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 learning/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 for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.
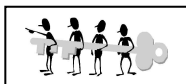
Indicates that answers may be found at the end of the unit.

Don't forget that many of the activities in these units are also suitable as **homework** tasks or for **self-study.**

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

Vocabulary file 1

Word	Meaning	Note or example*
citizens		
active		
action		
environment		
topic		
responsible		
assessment		

* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.

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

Vocabulary file 2

Word	Meaning	Note or example
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

Word	Meaning	Note or example
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.

Language Level: All
Type of activity: Whole class
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 newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).

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

Language Level: A1
Type of activity: Pairs or individual
Suggested time: 30 minutes
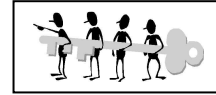
Working with words - Tick the correct answer

a) information

b) charity

c) country

d) Action Project
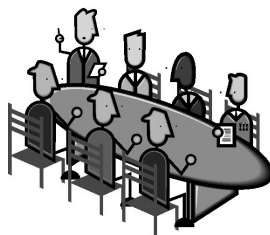
a) project

b) committee

c) recycling

d) poster

Look at these families of words. If you do not know any of the words, check the meaning in your textbook or dictionary. Then write an example, the page number where these words appear in your textbook, or translate the words into your own language.

Families of words	Note or example
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

Have you ticked this activity on your Learning Record?

_____

everyone important for environment the is

_____

Language Level: A1
Type of activity: Pairs or individual
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.

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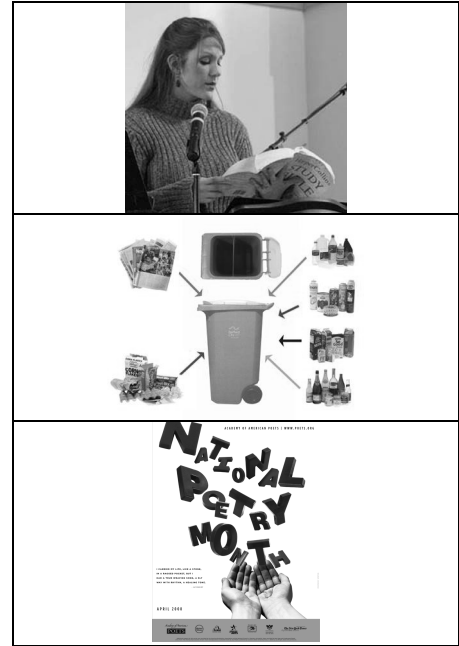
Put a circle around the words that are connected to your Action Project in CSPE.
Use your dictionary and textbook if you are not sure.

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

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

_____

_____

_____

_____

_____

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. _____

Language Level: A2 / B1
Type of activity: Individual
Suggested time: 40 minutes
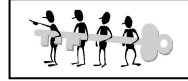
CSPE Keywords

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. Use your textbook or dictionary if necessary. Write a note to help you remember the word.

Word	Page in textbook	Explanation	Note
to reflect			
concept			
environment			
involvement			

Language Level: A1 / A2 **Type of activity:** Pairs or individual **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 <u>spelling</u> correct?
>
> Can you <u>pronounce</u> the word?
>
> Do you know what the word <u>means</u>?
>
> Have you got this word in your <u>personal dictionary</u>?

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! =

Language Level: A2 / B1
Type of activity: Pairs or individual
Suggested time: 30 minutes
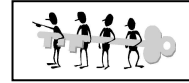
Completing sentences

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

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

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

Language Level: A2 / B1
Type of activity: Individual
Suggested time: 30 minutes

Multiple choice
(Read the text below and choose the best answers)

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

CSPE: Assessment and Action Projects

Language Level: A2 / B1
Type of activity: Pairs / small groups
Suggested time: 40 minutes

Planning text

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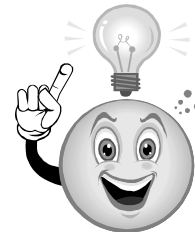
Introduction	Important words for this topic.

First paragraph

Second paragraph

What is the difference between <u>concern</u> for the environment and <u>lack of concern</u> for the environment?

Concluding points

NAME: _____ **DATE:**_____

Use your plan and your textbook to write about the topic:
'The Earth is on loan to us'.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

When your teacher has checked this, file it in your folder so you can use it in the future.

Language Level: All
Type of activity: Individual
Suggested time: 30

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

Have you ticked this activity on your Learning Record?

Score: _____ points

Language Level: A2 – B1
Type of activity: Individual/Pair
Suggested time: 45 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…

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Alphaboxes

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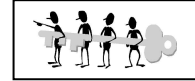
a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

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.

CSPE: Assessment and Action Projects

Word Search

Find the words in the box below.

```
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		

Play Snap

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

✂

issue	**issue**
concept	**concept**
organise	**organise**

learned	**learned**
students	**students**
stimulus	**stimulus**

assessment	assessment
module	**module**
undertaken	**undertaken**

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recycling	recycling
dump	dump
section	section

25

Answer key

Scrambled sentences =
The Action Project is part of the assessment.
The environment is important for all.

responsibilities

assessment
citizen

democracy   class
concept

rights

action
individual

charity

Odd One Out =   biscuit, dog, breakfast,
guitar

Letter Scramble =   questions
                                              councillors
                                              concept
                                              speaker

Secret Code =   it's good to talk!

Completing Text =

CSPE: Assessment and Action Projects

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

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 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
```