



Modern Foreign Languages Key Stage 3 Learning Resource

Do you speak Stratford City?

A project for young people to design a resource in a foreign language to raise awareness and interest amongst international clients and visitors

Publication and curriculum resources
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Foreword

Stratford City Education aims to ensure all young people in Newham are informed of the employment opportunities arising in Stratford City as it is regenerated in the heart of their of their Borough, and so to inspire them to fulfil their potential and achieve economic wellbeing. The Stratford City Development Officer has been appointed to develop relevant teaching and learning resources with employers and educationalists for young people to use to enhance their understanding of the world of work within the new city.

Sarah Bonnell School, a Specialist Language College, is a chosen partner to develop and pilot these curriculum resources and to further the aims of the project, which are to:

- involve key employers offering high quality careers in developing a portfolio of resources that can be transferred across subjects and key stages of the curriculum;
- embed these resources within the school curriculum to enrich and inspire the learning experiences of young people and so help them achieve the highest academic attainment within the 14 -19 agenda;
- raise expectations and self confidence among young people so that they can seize the opportunities Stratford City will bring, and so choose to live and work in their Borough;
- increase the number of educators/students using these resources in Newham, with Sarah Bonnell acting as a host to showcase good practice across the learning opportunities.

Resource development is validated by Sarah Bonnell teachers and tailored to their curriculum delivery. The resource will also assist the new diplomas for students aged 14 -19 that place a strong emphasis on work-related learning.

Uptake through a combination of facilitated work-related learning opportunities within the classroom and external contextualised work-related visits. The resources will be available on the school's intranet.

Wider dissemination through existing teacher networks, events and through websites such as NEBP, Co-operative and 'Sussed.'

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1 A Brief Introduction

‘Publication design for a potential tourist guide to Stratford and Stratford City’



Welcome to the Stratford City Education Languages project where the Key Stage 3 learning resource was delivered during the Spring Term of 2008 at Sarah Bonnell School.

The author of the project is the Language College Director, who wished to put the school’s specialism to use in a business context and develop a project focusing on Stratford City, being built close to the school.

Year 9 mixed-ability students of German were invited to design in groups a resource providing information to attract foreign businesses and tourists to the vibrant, urban, new European business quarter in the heart of the rejuvenation of Stratford City, opening in 2026.

Opening the project with the assistance of the Stratford City Education Development Officer, students were excited to see ‘real’ working people as part of their learning. Students presented their designs to Geertje Kreuziger, Senior Concept Architect at Westfield, the Stratford City developer, Rebecca

Peake and Ben Brogden, Managers at Euro London Appointments, and Maria Januszewicz, a Graduate of London Metropolitan University, who all visited the school in January 2008 and gave each group some feedback. The young people were also keen to quiz them about the role of language skills in their work.

Many of the final outcomes were circulated around the Borough as a celebration of the linguistic skills thriving among the young people of Newham.

All the students involved in the project had opportunities to learn about their new city, by taking part in a design brief set in a business language context, as well as learning about careers associated with regeneration and Languages.

The learning resource pack should be used in combination with an employer visit to enrich the curriculum – such visits can be arranged through the local Education Business Partnerships (EBPs). The project will be developed further next year to cover other languages.

Paul Cannons
Manager Stratford City Education
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2 Evolving the Original Project Brief

Meeting with Paul Cannons, Stratford City Education Development Officer, I discussed the delivery of the original project brief. This was to design a resource offering information about Stratford City given the large numbers of continental visitors expected with the opening of Stratford International and the Olympics.



This was presented to the students in the third lesson, and we had a brainstorm session. As the students had so many good ideas about what the outcome should be, we needed to come to a consensus about our audience and what to include. A similar exercise would enable other schools to personalise their outcomes within the framework we used. The grid we used to collect all the ideas we had is reproduced at the end of this booklet.

3 Planning the Lessons

Lesson 1: Starting Out

Presentation by Paul Cannons about Stratford City and the Education Project, along with a question and answer session, a quiz and a date when visitors could come in and see our work.

Lesson 2: Initial Research

Research on the internet about Stratford City. This involved us in sifting through printed material provided by the Stratford City Education Project as well as using search engines and filtering the results. We also used google.de in Germany to see what materials, if any, already existed. This enabled students to use their linguistic skills within a context already familiar to them, and had the added bonus of letting students see how easy it is to search for and use German websites – several now use the German version all the time and have saved some German language websites as favourites. This enables them to use the language for a real purpose.

The students made brief notes in English (the more able in German) on the main points they had found out – again a valuable linguistic and study skill – and saved their most useful search results for possible use later on in the project.

In our plenary we discussed our findings in German and English and saved these and the most useful links on a shared area of the network. As we now knew when our visitors would be coming, we knew we would have to work back from this to formulate a practicable timeline. The students came up with a rough one, which I worked on and presented at the beginning of the following lesson.

Lesson 3: Discussing Outcomes

Our aim was to decide on outcomes for the project. In groups we discussed the following questions:

- Who is our audience and therefore what aspects will we be concentrating on?
- Why are we presenting information about Stratford City?
- What are we going to produce?
- How are we going to produce it and what processes do we need to go through?
- What resources and help do we need?
- How will we know our resources are useful?
- Could we then develop the project further?

The students worked in mixed-ability groups for



this activity, and were given tight time-frames of only four minutes per point. They wrote their findings on a group sheet. All students engaged with the task and it was a useful exercise in working together and negotiating.

In our plenary, which lasted around 25 minutes, each group presented and justified their answers, taking questions where necessary from other groups, and the results were again collated on a shared area of the network. This was a useful exercise in listening and discussing, as well as justifying points of view. Ideas for outcomes were a website, a booklet, a PowerPoint presentation a film, posters and a podcast. The students were clear that if the information was collected digitally it could be used in more than one outcome. We also modified our timeline which I again worked on and presented in the next lesson.

Lesson 4: Deciding on Outcomes

We looked again at all the collated points from the previous lesson and came to a consensus as to what we would produce. I was surprised at how easy and quick this was, with each group being willing to compromise. I was also prepared for there to be several different outcomes, but the whole class made the decision that they would prefer

all to be working on the same outcome as this would allow for cross-group co-operation. I felt at the outset that this would give way to competition between groups, but as the work progressed there was actually a high degree of cross-group sharing of ideas, techniques and resources. Of course, every class is different, and it would still be possible for different groups to produce different resources and to compete against each other.

The class decided in the end to produce posters using Microsoft Publisher and aimed at informing young people, who may also become tomorrow's business leaders. They made this decision taking into account their familiarity with using various media, the school's resources and the timescale we had established.

We also decided that we would use a common slogan in German, and realised that we would have to devise one that we all agreed on first. We brainstormed possible words, and came up with many opposites (e.g. old and new; then and now; past and future), which is again a useful language skill. We experimented with different sounds and decided that a good slogan should be short and memorable, possibly in the form of a question to



engage the reader. We thought of ones memorable to us (e.g. McDonalds, L'Oréal), and how these transferred into German, which was another useful way of looking at the language.

The students then worked in groups on this using bilingual dictionaries, thus providing practice in this valuable skill as well as in using the language creatively.

Each group then presented their slogan and justified it. We were able to note differences of idiom between German and English and talk about differences between the two languages, as well as about what makes a good slogan ('short and snappy' was what the students felt worked best). We collated all the slogans and agreed that we would ask the advice of the German Language Assistant the following lesson and decide on a final slogan.

Lesson 5: Drafting

The German Language Assistant gave students valuable feedback on their slogans, saying what sounded German and what did not, and why. One group had translated the English phrase 'A once in a blue moon opportunity,' based on our knowledge of the Stratford City Education Project logo. Faced with the German speaker's puzzlement,

we discovered that this idiom does not exist in German, prompting an interesting discussion about the nature of translation. The German Assistant suggested combining two slogans in a way he felt would attract German speakers' attention and appeal to them, and in this way we knew we had chosen something that was not only correct but would also work in the way we intended.

Students then began drafting on A3 the layout of their posters, looking at where the Stratford City Education Project logo, the slogan, pictures and text would go for maximum impact. I asked the students if they would prefer to do this directly on the computer, but they said they preferred to do this on paper first, which again surprised me.

Lessons 6 and 7: More Drafting

Continuation of draft design, and selection of pictures and text. The German Language Assistant and I helped with the writing of the text, and this was a valuable opportunity to discuss students' writing with them. In the spirit of co-operation the group had established, there was cross-group advice on design and layout as well as on what to write and how to do this.

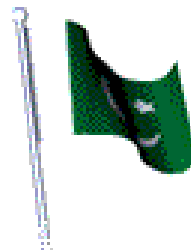
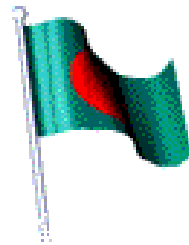
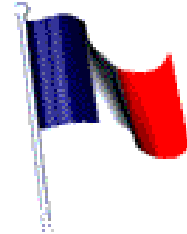


Lessons 8 and 9: Producing

Work in a computer room on producing the designs. This did not take as long as I had envisaged. Students were confident in their use of Microsoft Publisher to produce eye-catching designs. They practised inserting pictures (rather than copying and pasting), resizing, moving and tilting text boxes and also saving to a shared area. They also learnt how to use the character map to insert the letters in German that do not exist in English: ä, ë, ö, ü and ß. I noticed that errors crept into the text at times, and when I pointed these out to students, it became a useful exercise in proofreading on screen. Despite this, due to the approaching deadline there are still some small errors in the final resources, and this is something I would need to consider in future.

As we have three one-hour lessons per week, it had taken us three weeks from start to finish, and the students had worked incredibly hard throughout, with 100% motivation and engagement. They felt this was an enjoyable change from their usual work and many of them worked on their designs out of the lessons. They also felt they had used their language for a real purpose in a real context. There was then a week-long gap before the

students presented their work to our visitors.



4 Bringing it to a Close

In the lesson before the presentations the students discussed how best to set out the classroom, how to greet each visitor and how to introduce themselves. They talked about whether they should be sitting or standing when the visitors arrived and why, as well as anything else they could do to make the visitors feel welcome and put them at their ease. They planned who would do what in terms of moving furniture and how long this would take given that the visitors' arrival time coincided more or less with the beginning of the lesson and that the classroom was



in use immediately before. They solved all of these problems successfully. They then decided who would say what and when, rehearsed their presentations and talked about how they could overcome any nerves. This is useful practice for the GCSE speaking exam presentation exercise. Students were also anxious to ask questions that would invite

feedback, rather than simply relying on the visitors to provide this.



At the beginning of the presentation lesson two designated students went to the reception to meet the party and to bring them to the classroom, whilst the rest of the group quickly and efficiently worked together as a team to move the furniture to where they wanted it.

The visitors introduced themselves and spoke about how they use their languages in their working lives, and then spent exactly five minutes with each group. Each group confidently talked their visitor through the processes outlined in lessons 1 – 9 above, and showed the original paper draft and the final poster, using both German and English. Each visitor fed back to each group, and at the end there was general feedback and a vote of thanks from one of the students. The students said how much they had enjoyed the visit, as did the visitors themselves.

5 Final Thoughts

How enjoyable was the project?

The group worked hard throughout the project, and take this as a measure of their enjoyment. They also told me, unprompted, how much they were enjoying the work. I really saw the group grow in confidence in their language skills, their groupwork skills and their presentation skills. The success they experienced and all the positive feedback they received has greatly increased their self-esteem, and changed for the better the way in which they view the subject. I am confident that as they go into Year 10 they are better prepared for the challenges of the GCSE examination as a result of this project.

What did the students find most beneficial?

On evaluating the project at the end, students said that they had enjoyed working in groups on an extended project, that they had enjoyed learning about Stratford City and felt excited and proud to be a part of it, that they had enjoyed meeting people who used languages in their everyday and working life, and that they now realised how important a skill it is to have. They also liked the certificates provided by the project.

Can you extend the project?

Most definitely. As outlined earlier, it is possible for different groups to be working on different outcomes, and to use digital resources in more than one medium. The project could also be done in any language.

Any advice for teachers delivering the project?

Be guided by the students and be prepared for them to surprise you. Once I recovered from my surprise I realised they had far more ideas than I had, and it was a delight to hear them outline these.

We knew from the outset that we would be presenting our work to visitors on a certain date. This made us draw up a timeline which we had to stick to, which is a valuable skill. It also gave a further purpose and dimension to the project.

What would I do differently another time?

I would give students more time to proofread on screen, and also give them the opportunity to proofread each others' work in order to try to eliminate all mistakes.



6 Sample Student Publications

The following are scaled sample images of several final publications produced by the students at Sarah Bonnell



7 Resources

On the following page you will find a copy of a grid we used to help order our ideas.

For further information about Stratford City Education and this publication, please contact Paul Cannons and Mike Richardson

