

LINCDIRE Action-oriented Scenario Template

SECTION 1

Note that the term Scenario refers to the action-oriented story/context whilst the term Task refers to the culminating task of the scenario.

Part 1: Scenario Description

1) Title: A weekend away

2) Overview:

You are planning to spend the weekend with your cousins, who live two hours away. Sunday is the birthday of one of your cousins. To get to your cousins' place, you and one of your parents will take the train. He or she asks you to pack your backpack, reminding you that you don't have to take everything, as your cousins will have many of the things you need such as towels, toothpaste, and soap. However, you have already assembled lots of things and your backpack isn't very big. In addition, each of you wants to bring a birthday present for your cousin, and these presents have to be packed somewhere. Each of you will have to bring a backpack and make sure that it isn't too full. Your task is to:

- Create a list of the things that you want to take.
- Discuss this list with one of your friends, asking for help to decide what to take and what to leave at home.
- Together with a friend, choose a nice gift for your cousin that is not too big so that it will fit in your backpack and that is characteristic of your region/ community (and you need to be ready to explain to your cousin why it is characteristic of your region/community).
- Get your backpack ready and answer questions from your Mom or Dad, who wants to make sure that you have everything you need.

3) Target learners (age range): middle school learners

4) Languages

- Main target Language: English
- Other language(s) involved: various, based on students' plurilingual repertoires

5) CEFR Level: A1
6) Main learning goal(s) (by the end of the scenario, students will be able to...): • Prioritize a list of weather-appropriate clothing and travel needs for a weekend trip • Briefly discuss packing decisions with friends and family members • Offer a simple birthday message • Briefly describe the cultural significance of a particular object • Understand the similarities and differences between linguistic items relating to clothing and leisure in their repertoire
7) Communicative language activities expressed through Can Do statements (i.e., the “What”): • Can ask and answer simple questions, initiate and respond to simple statements <i>about a packing list</i> (<i>Did you pack a hat?, You don’t need a jacket because it is summer</i>) (A1_OI08) • Can give information in writing about matters of personal relevance (<i>e.g. a packing list</i>) using simple words and basic expressions (A1_WP01) • Can read a very short, rehearsed statement - <i>e.g. to offer a simple birthday greeting and briefly describe the cultural significance of an object/gift</i> (<i>“In Toronto, the blue jay is an important bird. This bird lives in Ontario. Our baseball team is called Toronto Blue Jays.”</i>) (A1_OP03) • Can understand everyday expressions (<i>about clothing & recreational items</i>) aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker <i>and accompanied by pictures</i> (<i>e.g. hat, jacket, bathing suit, tennis racquet</i>). (A1_OI01)
8) Communicative competences expressed through Can Do statements (i.e., the “How”): Linguistic (grammar/vocabulary/phonology) • Can use a very basic range of simple expressions <i>about clothing</i> (A1_LN01) • Can use some basic structures in one-clause sentences with some omission or reduction of elements - <i>ie. asking and responding in past tense</i> (<i>“Did you pack your bathing suit?” / “Yes, I did”</i>) <i>and making affirmative and negative statements</i> (<i>“You <u>need</u> a bathing suit; you <u>don’t need</u> your jacket”</i>) (A1_LN02) Pragmatic and sociolinguistic (functional/discourse, register/contextual appropriacy)

- Can link words or groups of words with very basic linear connectors like 'and' and 'but' *to contrast options* ("You need a hat, but you don't need your jacket") (A1_PR01)
- Can manage very short, isolated, mainly pre-packaged utterances (*ie. giving simple reasons*), with much pausing to search for expressions, to articulate less familiar words, and to repair communication ("You don't need a bathing suit because it is winter") (A1_PR03)

Sociocultural (proximity convention, directness/indirectness)

- Can use the simplest everyday polite forms of greetings and *giving presents* (e.g. "Happy Birthday! Here is a gift for you. It is an important symbol of my hometown. I hope you like it!") (A1_SC01)

9) Plurilingual/Pluricultural dimension:

Students explore linguistic proximity and distance by comparing vocabulary for clothing and leisure items in their classmates' languages (e.g. sunglasses (English); occhiali da sole (Italian); oculos de sol (Portuguese); des lunettes de soleil (French))

- Can recognise internationalisms and words common to different languages (e.g. Haus/hus/house) to: follow in outline short, simple social exchanges conducted very slowly and clearly in his/her presence; deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary. (A1_PL01)
- Can recognise different ways of *talking about clothes and leisure items*, even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type. (A1_PC01)

10) Mediation

- Can convey simple, predictable information of immediate interest given in short, simple texts like signs and notices, posters, programmes, leaflets etc (A1_MT03)
- Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly. (A1_MM01)
- Can use simple words and non-verbal signals to show interest in an idea (A1_MC01)

11) Language learning strategies:

- Can guess the meaning of unfamiliar words based on visual clues
- Can work with peers to pool information in order to complete a task

12) Prior knowledge required:

Students need to be familiar with affirmative/negative sentences and yes/no question format

13) Time for scenario completion (steps + culminating task):

Calculate approximately the total time you will need for the entire scenario, including the culminating task. Distinguish clearly between the time for a) steps and b) the culminating task, which will be carried out in one go

Preparatory Steps:

Step 1 (We're going on a trip!): 2 - 3 hours

Step 2 (Can you help me pack?): 1.5 hours

Step 3 (Happy Birthday!): 1 hour

Step 4 (Let's choose a present!): 1 hour

Culminating task (Showing mom and dad): 1 hour

Total time: ~6.5 hours

14) Resources:

- Student vocabulary worksheet with clothing items and pictures
- Clothing and recreational items, where possible
- Blank paper, markers
- Tack/glue
- A backpack
- Access to internet and a weather application/website (e.g. www.theweathernetwork.com)
- "My Packing List" bullet-point worksheet
- Cultural objects important to the region (*e.g. animal; plant; food; clothing item*)

15) Potential Stumbling Blocks: (if appropriate, list particular issues you anticipate might arise and give a tip on one way to resolve them) If the class is not multilingual, teachers can add an element of plurilingualism by saying that a boy/girl from another country/speaking another language is presently staying at the cousins' house and by asking students to choose the nationality/language of that boy/girl and learn some greeting forms, and then rehearse a little role-play, pretending they arrive at the cousins' house.

NB: a selection of the can-do indicated at points 7); 8); 9); and 10) should form the basis for compiling the appropriate Observation checklist for the culminating task (part 4: Observation Checklist). You may find it helpful to refer to the sample provided later in this document in the instructions section (Section 2).

Part 2: Scenario Development*

*This tool is meant to explain the development of the different phases of the scenario: it will include notes on how to proceed, types of activities, who does what, reference to specific resources used at a specific moment.

The column on the left helps you to break down the scenario development into manageable teaching/learning chunks, therefore you may choose to enter either the # of each step or, if you feel it more useful, to indicate the time units you are usually working with (e.g. 70'....)

Step	What happens	Resources (if any)

1	We're going on a trip! • In a whole-class discussion, warm-up to the task by asking students to list one city or country they have visited in the past • Using grammar forms which will be dealt with more fully in Step 3, elicit prior understanding of vocabulary items by asking students questions about what they brought on their last trip. e.g. "Did you bring a hat?" Did you bring your jacket?" • Inform students that the class will be taking a trip this weekend to visit a cousin who lives two hours away in _____ and is celebrating her/his birthday. Mom/dad has asked that they pack a small backpack of items that they need. Display the items that the cousin's family will provide - towels, toothbrush, etc. • Distribute a worksheet of clothing/recreational items with accompanying pictures and/or real objects. Ask students to match the vocabulary item to the picture. Go over vocabulary for clothing and other travel/recreational items. • Once students have completed the worksheet, have students walk around and ask their classmates to teach them one of their new vocabulary words in any other language they know: "How do you say _____(<i>sunglasses</i>) in _____ (<i>Italian</i>)?" • Place students in groups of 3-4 and ask the group to compare their answers with their group members. <i>Which words were similar and which words were different?</i> • Ask each group to create a drawing/poster of one new vocabulary item and to include the term in all the different languages • Paste these posters on the wall using sticky tack to create a plurilingual gallery for students to visit • Check the weather using an online weather app (e.g. www.theweathernetwork.com) for the weekend forecast and display/draw this visual information on the board in visual for students to see. • Based on the weather forecast of that weekend, warm-up students to their next step by picking up a few clothing items and asking students to say YES or NO if they need the item. For example, if it is very hot on the weekend, you can show a winter jacket and ask them to vote YES or NO on whether to bring a jacket. Repeat the same for an item they will need (e.g. sunglasses).	• Student illustrated vocabulary sheet with clothing items (real and/or pictured) • Access to internet and a weather application • Blank paper; Coloured markers/crayons; sticky tack/glue
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2	Can you help me pack? ● Review some of the key vocabulary by asking students to point to the part of their body where the item belongs (e.g. Where does a hat belong? Students can touch their head) ● Show students the backpack that Mom and Dad have asked them to bring on the trip. ● Ask students to individually create a list of items they can take on their weekend trip, using the “My Packing List” bullet-point worksheet. Remind students that the items must be packed in the backpack displayed, so they must select their items carefully. ● When finished, divide students into pairs and have each pair discuss their partner’s packing list and offer suggestions ● In this lesson, review/expand the following language points, as needed: ○ Past tense question format: “<u>Did</u> you <u>bring</u>/<u>Did</u> you <u>pack</u>...?” ○ Affirmative/negative sentences: “You <u>need</u> a jacket; You <u>don’t need</u> a jacket” ○ Connecting sentences with ‘but’ and ‘because’: “Your basketball is fun, <u>but</u> it is too big”. ● Give students additional time to make changes to their list, incorporating their classmate’s suggestions.	● A small backpack “My Packing list” blank bullet-point worksheet
3	Happy Birthday! ● In a whole-class discussion, explain to students that it’s now time to choose a present for their cousin. Display sample cultural items for the class to see. Point out that all objects displayed are important symbols of this region. Elicit prior knowledge by asking students why they think each of the presents is important to this region (e.g. “This is a bird that we see in Toronto”). ● Pick up one cultural item and as a class to act as a gift, and offer this gift to one of the students by modeling a birthday message ○ Review/expand on birthday greetings as needed: <i>Happy Birthday! All the best this year. Here is a present for you. I hope you like it!</i> ● Pass the object around the room and have students practice offering a gift to their neighbour using the birthday greetings learned in class.	● Sample city/region cultural objects (e.g. food; provincial animal; city landmark; flower; clothing item)

	Next, construct/model a short explanation of the cultural significance of the object selected by asking students to describe the cultural object in a few words (e.g. beautiful; famous; important) Sample message: <i>"Happy birthday! Here is a present for you. It is a wooden blue jay bird. The Blue Jay is a very beautiful bird. It is famous in Toronto. Our baseball team is called the Toronto Blue Jays. I hope you like it!"</i>	
4	Let's choose a present! - have each pair of students pick up one of the items displayed at the front of the room. Ask each pair to draft a simple birthday greeting and gift explanation for their cousin. - once finished, have each pair of students partner up with another pair and practice offering their gift to the other pair and explaining its cultural significance - switch pairs around so that students practice their birthday message and object explanation with two different pairs	Sample city/region cultural objects
5	Culminating Task: Showing Mom and/or Dad - In a whole-class discussion, inform students that they will now show their packing list to mom or dad. To prepare students to show the list to mom or dad, ask each student a couple of yes/no questions about their packing list, eliciting key language points from the task (e.g. "Thomas, <u>did</u> you <u>bring</u> your bathing suit?"). Each student should answer "yes" or "no" and, if relevant, provide a short explanation: "No, <u>because</u> it is big." - Revisit vocabulary terms in other languages by choosing a word from the student's posters and incorporating this term in at least one question: "Thomas, did you pack your <i>maillot de bain</i>?" - Ask each pair to present their birthday message and gift explanation to you - Invite the class to vote on their favourite cultural object	Student packing lists, gift/objects, and vocabulary posters

Part 3: Observation Checklist (to be used for the culminating task) (for teachers)

By the end of this task _____:
name of student

Communicative language activities	by themselves	with help	not yet
Can ask and answer simple questions, initiate and respond to simple statements <i>about a packing list</i> (<i>Did you pack a hat?, You don't need a jacket because it is summer</i>) (A1_OI08)			
Can read a very short, rehearsed statement - e.g. <i>to offer a simple birthday greeting and briefly describe the cultural significance of an object/gift</i> ("In Toronto, the blue jay is an important bird. This bird lives in Ontario. Our baseball team is called Toronto Blue Jays.") (A1_OP03)			
Can understand everyday expressions (<i>about clothing & recreational items</i>) aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker <i>and accompanied by pictures</i> (e.g. <i>hat, jacket, bathing suit, tennis racquet</i>). (A1_OI01)			
Can give information in writing about matters of personal relevance (e.g. <i>a packing list</i>) using simple words and basic expressions (A1_WP01)			
Communicative competences	by themselves	with help	not yet
Can use a very basic range of simple expressions <i>about clothing</i> (A1_LN01)			
Can manage very short, isolated, mainly pre-packaged utterances (<i>ie. giving simple reasons</i>), with much pausing to search for expressions, to articulate less familiar words, and to repair communication ("You don't need a bathing suit <u>because it is winter</u> ") (A1_PR03)			
Can use the simplest everyday polite forms of greetings and <i>giving presents</i> (e.g. "Happy Birthday! Here is a gift for you. It is an important symbol of my hometown. I hope you like it!") (A1_SC01)			
Plurilingual and pluricultural competences	by themselves	with help	not yet

Can recognise internationalisms and words common to different languages (e.g. Haus/hus/house) to: follow in outline short, simple social exchanges conducted very slowly and clearly in his/her presence; deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary. (A1_PL01)			
Can recognise different ways of <i>talking about clothes and leisure items</i> , even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type. (A1_PC01)			
Ability to learn	by themselves	with help	not yet
Can guess the meaning of unfamiliar words based on visual clues			
Can work with peers to pool information in order to complete a task			
Mediation	By themselves	with help	not yet
Can convey simple, predictable information of immediate interest given in short, simple texts like signs and notices, posters, programmes, leaflets etc (A1_MT03)			
Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly. (A1_MM01)			

Use the CEFR-related bank of descriptors to customize the rubric according to the outcomes/enabling competencies established for your task. You can adapt the original descriptors to fit the task better

Part 4: Language Learning Self-Assessment Checklist (for students)

Scenario:[provide the title]

These are the things I will be able to do by the end of this scenario (the teacher will insert the descriptors, they may want to tweak/simplify their formulation to make them more transparent for students, and more age appropriate too):

What I can do in the language I am learning	by myself	with help	not yet
I can ask and answer simple questions about my packing list.			
I can write a simple packing list.			
I can read aloud a very short text about why an object is important to my culture.			
I can understand everyday words about clothes and things to pack.			
Quality of the language I use	by myself	with help	not yet
I can use some simple words to talk about clothing.			
I can use short, simple reasons about the things that I pack.			
I can use simple words to be polite.			
I am plurilingual (PL) and pluricultural (PC)	by myself	with help	not yet
I can use words that look and/or sound similar to help me understand what someone is saying.			
I can recognize different ways of talking about clothings and other things to pack.			
My ability to learn	by myself	with help	not yet
I can work together with my classmates to finish a task.			
I can guess the meaning of words I don't know by looking at pictures.			
My space for free reflection			

SECTION 2

Guidelines to use this template to design your scenario

Quick reference chart

#	Name of Document	Focus/Purpose	Hyperlink
1	CEFR Descriptors Catalogue	provides selected descriptors for the template	https://docs.google.com/document/d/17FwxCPqrkM1g47t4PJ6M4Ya782FIwHNcGCvbpXtWm24/edit
2	CEFR Companion Volume	is the original document and provides the entire descriptors where the selected descriptors are based	https://rm.coe.int/cefr-companion-volume-with-new-descriptors-2018/1680787989
3	Language Learning Strategies	provides examples of learning strategies	https://docs.google.com/document/d/1Irs00WAW8J1brdk0lQxkK17nAbY2zljKwepFsuspL5k/edit
4	Assessment Rubric	provides rubrics for assigning grades	https://docs.google.com/document/d/0B3ZYygjUFUx4UUZLTHYzbDZHd28/edit

While designing your scenario, the best way to proceed is to use a backwards design. This helps you, by starting from the end objectives and, envisioning the culminating task, to develop a coherent scenario in all its components. Here are some guiding questions you may find useful while working at part 1 of section 1. The questions are meant to help your reflection, not to be answered in written form, however, you may jot down notes if you wish.

1. Who is the target audience? Who are my learners?
 - a. What is the target language level?
 - i. *Think of where your students are and where this scenario could take them (in terms of communicative, plurilingual, pluri/intercultural competencies)*
 - b. What is the context and cultural/plurilingual background of these learners?
 - c. Considering the context of your learners, what type of scenario (and real-life culminating task) would support their needs within the curriculum?
 - d. What are the expected learning outcomes (goals) of this scenario?
 - e. What are some potential stumbling blocks that you might encounter?
2. Now that you have drafted your scenario, select relevant CAN DO descriptors of communicative activities. The “CEFR Descriptors Catalogue” is provided to help you select the relevant descriptors (alternatively you can refer directly to the CEFR Companion Volume descriptors). Having a series of descriptors will help you make explicit the main actions that learners will be able to perform by the end of the scenario while doing the culminating task. You may wish/need to slightly adapt the descriptors to meet specific aspects of your scenario (e.g. specifying the type of text or type of situation).
3. Now that you have your list of communicative activities (the “What”), you will need to identify the different competences that come into play (the “How”). *How are students going to do what they are expected to do? Which competences (linguistic, pragmatic/sociolinguistic, sociocultural, plurilingual/pluricultural) do they need to perform the action? And, in turn, which competences can they develop by performing the action?* Use the CEFR Companion Volume descriptors and The “Guide for Completion of Descriptors” to help you.

4. Other dimensions are involved across the scenario, such as Mediation (especially in group work) and Ability to Learn. *In what ways will students help themselves and others understand and produce oral and written texts linked to the scenario? How do students reflect on their learning process and build on their strengths?* Descriptors for Mediation are available in the CEFR Companion Volume extended set. Examples of Learning Strategies are available in the document Language Learning Strategies.
5. Once you have finalized Part 1, you will be ready to create your lesson plans for the different steps (Part 2: Scenario Development). Remember that these steps will prepare the students to accomplish the culminating task at the end of the scenario.
6. The only thing that remains is creating your assessment tools. There are two parts to this: an Observation Checklist to be used by the teacher, and the Self-Assessment Checklist to be used by students. The empty templates are organized around the same categories that you have used in Part 1 # 8, 9, 10 and 11, plus the Language Learning Strategies category. Remember that descriptors used in the Self-Assessment Checklist need to be in plain language, so that learners can more easily understand. This will imply some rewording of the descriptors. Examples for each of these two checklists are provided below to help you in this process.
7. For purposes of assigning grades, you can use the Assessment Rubric (see separate document provided). This rubric is mainly meant to be used for summative assessment purposes; however you may also decide to use it as part of the formative assessment to give students a sense of the areas they need to strengthen.

Sample Observation Checklist (suitable for Part 3)

By the end of this task _____:
name of student

Communicative language activities	by themselves	with help	not yet
- Can explain to other people what they like and don't like.	-	-	-
- Can give a rehearsed simple presentation on a familiar subject	-	-	-
- Can answer straightforward follow up questions if they can ask for repetition and/or with some help with the formulation of their reply	-	-	-

- Can write short, simple notes and messages to satisfy matters of immediate need	-	-	-
- Communicative competences	- by the mse lves	-	- n o t y e t
Uses a wide range of simple vocabulary appropriately when talking about familiar topics.	-	-	-
Pronunciation is generally intelligible when communicating in simple everyday situations, provided the interlocutor makes an effort to understand specific sounds.	-	-	-
Uses some simple structures correctly, but still systematically makes basic mistakes; nevertheless, it is usually clear what they are trying to say.	-	-	-
Plurilingual and pluricultural competences	by themselves	with help	not yet
- Can establish links between languages and cultures	-	-	-
- Is willing to observe and ask questions about other cultural settings	-	-	-
Ability to learn	by themselves	with help	not yet
- Can reflect on learning processes in order to make them more effective	-	-	-
- Can organize learning in an autonomous way	-	-	-
Mediation	by themselves	with help	not yet
- Can help along the progress of the work by inviting others to join in, to contribute with their feedback, and say what they think	-	-	-
- Can give feedback on and follow up statements and help the development of a discussion	-	-	-

Use the CEFR-related bank of descriptors to customize the rubric according to the outcomes/enabling competencies established for your task. You can adapt the original descriptors to fit the task better.

Example of Language Learning Self-Assessment Checklist (suitable for Part 4)

Scenario: At the Supermarket

These are the things I will be able to do by the end of “At the Supermarket Task”:

What I can do in the language I am learning	by myself	with help	not yet
I can explain to other people what vegetables/fruits I like or don't like			
I can practice and present a dialogue at the supermarket			
I can ask for repetition if I don't understand the dialogue at the supermarket			
Quality of the language I use	by myself	with help	not yet
I can say words and phrases that refer to food			
I can use words and phrases to shop at the supermarket			
I can write a short and simple shopping list with food items	•	•	
I am plurilingual (PL) and pluricultural (PC)	by myself	with help	not yet
^{PL} I can make links between names of food in different languages			
^{PCL} I can see that something is similar and something is different in different grocery shopping cultures			
My ability to learn	by myself	with help	not yet
I can reflect on the way I learn and what works best for me			
I can organize my learning			
I can find useful resources			
I can use different resources	•	•	

My space for free reflection