

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: Our Museum, Our Prehistoric Stories
2) Overview: You are the coordinator for a new exhibition about recreating our aboriginal prehistoric history through stories archaeological finds . Make pictures/paintings, plaster constructions, an illustrated book and a presentation of a paleontological museum in order to represent the story prehistoric age . Use some aboriginal and English words or phrases in the picture of the book . The teacher will prepare the classroom as if it were an exhibition hall in a museum, collect other students' work and display it. You will take turns visiting the museum and present your own artwork while telling the story. Invite your friends and family to come visit the museum and ask questions about your art and others' art.
3) Target learners (age range): Pre-K and elementary learners (Grades 1,2,3)
4) Languages • Main target Language: Ojibwe Italian English • Other language(s) involved: English, French other additional languages in students' family repertoires
5) CEFR Level: Pre A1
6) Main learning goal(s) (by the end of the scenario, students will be able to...):

• Use artistic projects to tell a short story using both Ojibwe Italian and English • Learn more about archeological their family history • Gain appreciation for the art of storytelling
7) Communicative Language Activities Expressed through Can Do Statements (i.e., the “What”): • Can recognize everyday, familiar words (<i>colours and shapes, food, body</i>), provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context (PA1_AR01) • Can give a simple description (<i>colour, shape, size</i>) of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance (PA1_OP03) • Can ask very simple questions <i>about stories</i>, such as ‘What is this?’ and understand 1- or 2-word answers (PA1_OI09)
8) Communicative Competences expressed through Can Do Statements (i.e., the “How”): Linguistic (grammar/vocabulary/phonology) • Can use isolated words and basic expressions related to shapes and size (big, small, long, short, squared, round) (PA1_LN01) • Can employ very simple principles of word order in short statements <i>to tell a simple story</i> (PA1_LN02) Pragmatic and sociolinguistic (functional/discourse, register/contextual appropriacy) • Can communicate very basic information about animal details in a simple <i>story</i> (PA1_PR01) Sociocultural (proximity convention, directness/indirectness) • Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc. (PA1_SC01)
9) Plurilingual/Pluricultural dimension: • Can recognise internationalisms and words common to different language to deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary. (PA1_PL01) • Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type. (PA1_PC01)
10) Mediation

• Can convey very basic information from short, illustrated texts (<i>i.e., their story paintings</i>) (PA1_MT01)
11) Language learning strategies : (specify language learning strategies which are relevant to the scenario) cooperative learning (jigsaw method), learning by doing, storytelling
12) Prior Knowledge Required: The task can be more effective if students are able to ask and answer some basic questions using some Ojibwe English words or phrases.
13) Time for scenario completion (steps + culminating task) Preparatory Steps Step 1: (Warm up) Video cartoon 20 minutes Step 2: Work in collaborative groups to prepare the artefacts for museum 60 120 minutes (3^A) Step 2: Work in collaborative groups to prepare the book 60 120 minutes (3^C) Step 3: Work to prepare the explanation for the museum visitors 45-60 minutes (3^C) Step 4: Staging the museum 45-60 minutes Culminating task: Visiting the school museum exhibition 30 minutes Total time: 310 -350 minutes
14) Resources: • Markers, color pencils, crayons, paint, and papers • Board and dry erase markers • Student notebooks • Aboriginal Prehistorical props for decoration • Optional: audiorecording device
15) Potential Stumbling Blocks: Students may find it difficult to make questions, ask questions to others or their family members. Relatives can be reluctant to share stories. Some children may have difficulty to tell the stories in Ojibwe English Some children may feel uncomfortable shy to speak in public. Some members of the community may not be able to come to the exhibition.

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 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)
Warm up activity	- In a whole-class discussion, ask students a series of questions about their favourite dinosaur stories, characters, or heroes from books, TV shows, stories, movies, documentaries cartoons, video games, etc. - Ask students if they can think of any stories that their parents or grandparents have shared or read to them. to watch the video and answer the questions about dinosaurs Do they like stories? Why? How do stories make them feel? What can they learn from stories?	Board and markers https://youtu.be/G3gXW YpLAE
1: Questions preparation	- Tell the class that they will ask some questions to the museum guide parents or grandparents about stories of their families in order to create a special during the museum exhibition visit that will display our favourite stories and that will be shared with other classmates and with the community. - To create a list of questions, elicit answers to the following questions from the students:	Board and markers Notebooks Pen/pencils

	What questions should we ask our parents/grandparents guide? Where was this story? When was this story? Any specific year historical period? Date? Who What dinosaur was in this story? Any characters? Can you describe the characters physically or personality? <i>Tall, short, intelligent, brave</i> • Teach students how to say these words in Ojibwe. English • Help students to write questions on their notebooks or prepare a worksheet with these questions for your class hackaton to be taken home.	
2: Field work – at home	• Instruct children to take the questions/worksheet home and ask the questions to parents/grandparents. classmate • Children take notes on their notebooks. • As an alternative for older children, the stories can be audiorecorded	Notebooks Pens or pencils Optional audio recorder Or mobile phone
3: Sharing stories	• The next class, children tell the stories informations to the class and parents trough a video or a bookcreator • Children can use introduce some Ojibwe english words while telling their story informations. • Other children can ask questions. • Write on the board words or phrases from some of the stories news and review their meaning.	Board and markers Notebooks Pen/pencils
4: Recreating stories	• Using the materials you provide, the children make a picture or painting that represents their parents/grandparents' story. dinosaurs abitat • Using plastic materials recreate an archeological excavation • Children will also need to make invitations for the exhibition. Include some Ojibwe	Color pencils Markers Crayons paint

	words in the invitation. Practice in the class how you going are to use Ojibwe to invite parents. Children take invitation home and invite parents or grandparents.	paper
4: Culminating activity Recreating stories	- Set up the classroom as an exhibition hall. - Prepare tags for the children's art with names and title of the story of dinosaurs parts - Hang the artwork. - Select one of the children as host, he or she can make an opening statement to welcome visitors - Children stand next to each art to tell the stories archeological finds and answer any questions. - All guest (parents and other students) can mingle around look the artwork and ask questions	Papers Chalk Markers Labels

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 recognize everyday, familiar words (<i>colours and shapes</i>), provided they are delivered clearly and slowly in a clearly defined, familiar, everyday context (PA1_AR01)			
Can give a simple description (<i>colour, shape, size</i>) of an object or picture while showing it to others using basic words, phrases and formulaic expressions, provided he/she can prepare in advance			

(PA1_OP03)			
Can ask very simple questions <i>about stories</i> , such as ‘What is this?’ and understand 1- or 2-word answers (PA1_OI09)			
Communicative competences	by themselves	with help	not yet
Can use isolated words and basic expressions related to shapes and size (big, small, long, short, squared, round) (PA1_LN01)			
Can communicate very basic information about personal details in a simple <i>story</i> (PA1_PR01)			
Can establish basic social contact by using the simplest everyday polite forms of: greetings and farewells; introductions; saying please, thank you, sorry etc. (PA1_SC01)			
Plurilingual and pluricultural competences	by themselves	with help	not yet
Can recognise internationalisms and words common to different language to deduce what people are trying to say directly to him/her, provided they speak very slowly and clearly, with repetition if necessary. (PA1_PL01)			
Can recognise differing ways of numbering, measuring distance, telling the time, etc. even though he/she may have difficulty applying this in even simple everyday transactions of a concrete type. (PA1_PC01)			
Ability to learn	by themselves	with help	not yet
I can take notes when finding new vocabulary			
I can ask parents or the teacher about new words and how to pronounce them			
Mediation	by themselves	with help	not yet
Can convey very basic information from short, illustrated texts (<i>i.e., their story paintings</i>) (PA1_MT01)			

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: An exhibition about our stories

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 understand simple words <i>about colours and shapes</i> .			
I can talk about a picture while showing it to someone.			
I can ask very simple questions <i>about stories</i> and understand simple answers.			
Quality of the language I use	by myself	with help	not yet
I can use simple words to talk <i>about shape and size</i> .			
I can <i>tell a story</i> in a simple way.			
I can talk to people using simple words like hello, please, thank you, sorry.			
I am plurilingual (PL) and pluricultural (PC)	by myself	with help	not yet
I can use words that sound similar in different languages to help me understand what someone is saying.			
^{PC} I can see different ways of using numbers, telling time and measuring distance.			
My ability to learn	by myself	with help	not yet
I can take notes when I find new vocabulary and draw a picture to understand it whenever possible.			
I can ask for clarification when I do not understand some vocabulary.			
I ask my teacher or parents how to pronounce some words in Ojibwe.			
My space for free reflection			

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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/0B3ZYygjUFUx4UUZLT-HYzbDZHd28/edit
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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
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- 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	-	-	-
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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			