

LET'S SELL LOCAL PRODUCTS ABROAD



Objectius

1. Collect and select information about the local products the cooperative wants to sell.
2. Compare different catalogues and plan the main characteristics and distribution of a good catalogue.
3. Create a catalogue (using ICT tools and good language structures) with a list of local products, the description, the selling terms and conditions and some pictures.

Descripció de la proposta

La Terra Alta county is a rural area far from big cities and industries. Its main activity is agriculture and farmers get their income from selling their own products such as wine, olive oil, almonds, fruit, vegetables, olives... There is the need to improve the economy of this region. The students' task will consist on thinking about the best ways of selling local products to other countries and the necessary steps to advertise them. The final product will be the design of a catalogue that offers local products for the school cooperative with information, pictures, and buying condition terms.

Aspectes didàctics i metodològics

This is a student-centered learning project which will require students to be active throughout their own learning process. Moreover, it's a project connected to real life as it will introduce students into the business activity and will help them develop useful competences as a committed citizens with their own environment. Last but not least, students will develop competencies such as creativity, initiative and teamwork skills in order to take an active role in the society where they live.

Recursos emprats

- Youtube video: <https://www.youtube.com/watch?v=mWBif5GTzNs>
- Youtube video: <https://www.youtube.com/watch?v=eJaFFtnxsfk>
- Let's talk about catalogues_vocabulary -Let's compare catalogues -Discussion sentence stems
- Hot potato: activity quiz or word [example](#) (the students will have this **hot potato activity** uploaded in their moodle)
- Group maker: <https://flipquiz.me/grouper> -Mindmaps: <https://www.goconqr.com/>
- Quizlet: https://quizlet.com/_2x55hh -Main parts of a catalogue: [Vocabulary and quizlet](#)
- Google Forms: [Survey about catalogues](#) -Word document: [Grid](#) "What makes a good catalogue"
- Word document: [table 1](#) -Word document: [table 2](#) -Voting online: [Kahoot](#) tool



-Online catalogue design tool: [Calameo](#) book -Google Drive: Google [Slides](#) -Rubric for assessment:
[Rubric](#) -QR code reader: [QR-code](#)

Continguts, competències i processos que es treballen de forma destacada.

Topic-related contents

1. Planning, writing and designing a catalogue using ICT tools.
2. Using language strategies and coherent distribution.
3. Reaching a consensus, listening to the opinions of others.
4. Expressing appreciation, encouraging cooperative work and learning from others.

Competencies

- Linguistic competence
- Social and civic competence
- Competence in Knowledge and interaction with the physical world
- Cultural and artistic competence
- Data processing and digital competence
- Mathematical competence
- Autonomy and personal initiative

Alumnat a qui s'adreça especialment

This is a project for 3rd of ESO students who are willing to learn the way the business activity work. The group class is heterogeneous which includes gifted, average and special need students who will work collaboratively and will learn to share and distribute tasks and roles.

Interdisciplinarietat, transversalitat, relacions amb l'entorn

This interdisciplinary project will combine English language learning with entrepreneurship education. The project will link academic knowledge with real-world purposes and will guide the students along the process of designing a good catalogue with the aim of fostering their entrepreneurial spirit and their commitment with the economy of La Terra Alta county.

Documents adjunts

[Document](#) for teachers and booklet for students

Autoria

Both teachers, Tere Melich Borràs and Teresa Castelló Bou, are currently working in IE Mare de Déu del Portal (Batea). The school is located in a rural area where agriculture and other activities in the primary sector employ a high percentage of the population.

