

PROJECT PLANNING TEMPLATE for CLIL and Content-Rich Environments

Identification

Title	LET'S SELL LOCAL PRODUCTS ABROAD
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School	Institut Escola Mare de Déu del Portal (Batea)
CEFR Level (B2,C1,C2?)	A2
Grade	3rd ESO
Content areas	Entrepreneurship
Number of sessions	6 sessions (the sessions last 1h and a half each)

Teacher(s) involved	Tere Melich Borràs and Teresa Castelló Bou
Key words	Entrepreneurship, cooperative, catalogue design, local products and advertising.

INTRODUCTION TO THE PROJECT TEACHING SEQUENCE

The 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 our region. We could think about the best ways of selling local products to other countries and the necessary steps to advertise your local products.

Your project can really make a change in your region and bring good rewards to the whole community. Do you dare to take the challenge?

The driving question: How can you sell local products abroad and improve the economy of your area?

GOALS	HOW DO YOU KNOW STUDENTS ARE MAKING PROGRESS?
<ol style="list-style-type: none">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 written in different languages, the selling terms and conditions and some pictures.	<ol style="list-style-type: none">1. Chooses the local products they want to sell.2. Identifies good and bad models of catalogues and chooses the most appropriate for their purposes.3. Identifies and recognises the most important steps needed in order to design a catalogue.

FINAL PRODUCT

What is the final product?

The design of a catalogue that offers local products.

A catalogue of local products for the school cooperative (the students of 3rd ESO create a cooperative every year as a part of their curriculum in a subject called “Emprenedoria”) designed by the students which should be written in English, Catalan and Spanish with information, pictures, and buying conditions terms.

KEY COMPETENCES

1	Communicative, linguistic and audiovisual competence	X
2	Mathematical competence	X
3	Interaction with the physical world competence	X
4	Cultural & artistic competence	X
5	Digital competence	X
6	Social and civic competence	X
7	Learning to learn competence	X
8	Personal initiative and entrepreneurship competence.	X

CONTENTS (Knowledge and Skills)

TOPIC-RELATED CONTENTS

1. Cooperatives
2. Entrepreneurship
3. Marketing
4. Economy: local products production, prices, selling strategies...
5. Catalogue design

TOPIC-RELATED SKILLS

1. Planning, writing and designing a catalogue using ICT tools,
2. Adequating language strategies and coherent distribution.
3. Reaching a consensus, listening to each others' opinions,
4. expressing appreciation, encouraging your partner's' work and learning from others.

CONTENT-OBLIGATORY LANGUAGE

- Cover, Header, Tagline, Cover Image, Description of the region, Contents, Product pages, Product image, Product description, Product price, Transportation conditions, Selling conditions
- **Main qualities of a good entrepreneur are:** active/passive, hard-working/lazy, afraid of doing new things/adventurous, visualize goals and success/pessimistic...
- **Cooperative** is a type of business..., It is formed by..., The organization is..., Its aim is...
- **Product file** (Identification: Name, Brand, Cost, Origin, Supplier...Technical specifications: Description, Colours, Dimensions, Ingredients, Materials, Perishable, Fragile...)
- **Structures:** The catalogue is/ isn't..., It has /hasn't..., It contains / doesn't contain..., It makes / doesn't make..., It uses / doesn't use, It evokes /doesn't evoke...
- **Useful expressions:** visually attractive, highly visual, tailored to appeal to the target audience, written in a clear typography which enhances / doesn't enhance comprehensibility, well organised, specially designed for the target audience, a logic and clear textual structure and overview, an eye-catching design, a modern design, smart layouts, appealing images and organisation, an attractive cover, a well organised content, information about the main features of the products, price, origin, selling conditions, packaging, transport, special offers, ordering easy, a good first impression, high quality images, a good image-editing program, emotions and people who read its content will be likely to be emotionally involved.
- **Language structures (comparative and superlative forms):** The catalogue is more / is less, The catalogue is the most / the least, It has a more / less, It has the most /the least..., It contains a more / less, It contains the most / the least..., It uses more / less, It uses the most/ uses the least, It is more evocative of / less evocative of, It the most evocative of /the least evocative of.

- **Discussion sentence stems (giving opinions, agreeing, disagreeing):** I don't understand..., I am confused about..., Could you please repeat that for me?, What do you think about?, Could you explain a bit more please?, I am not sure I understood you when you said. Could you give more details about that?, I have a question about..., Can you clarify that for me?, Could you please give me an example?, Could you please explain that in another way?, I think..., I believe..., In my opinion..., It seems to me that..., Not everyone will agree with me but..., I agree with you because..., I like what you said because..., I agree with you, but we also have to consider that..., I disagree with you because..., I'm not sure I agree with that because..., I see it differently because..., Could I suggest a different idea?, What if we...?, Maybe we could..., Here's something we might think about..., Overall, what I'm trying to say is..., My whole point in one sentence is..., More than anything else, I believe that...

PERSONAL and EMOTIONAL DEVELOPMENT

This project will introduce students to the business activity. It will make students aware of entrepreneurship and its values and will help students develop useful competencies as a committed citizens with their own environment. Furthermore, students will develop qualities such as creativity, initiative, teamwork skills and motivation to take an active role in the society where they live. Above all, the main aim of the project is to foster the achievement of students' full potential.

MATERIALS and RESOURCES

- 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: [Flipping](#) book
- Google Drive: Google [Slides](#)
- Rubric for assessment: [Rubric](#)
- QR code reader: [QR-code](#)

REFERENCES

-Murphy, Raymond (2016): *English Grammar in Use*, Cambridge University Press.

COMMENTS

Students work collaboratively in groups of three (there are 18 students).

Each member has a role within the group.

Students rotate roles to make sure that each member performs a different task and is in charge of a different duty each time.

Assessment takes into account the individual tasks of each student as well as group tasks. There is self-assessment and peer-assessment so that the students evaluate themselves and also their mates' work.

ACKNOWLEDGEMENTS

We would like to thank students from 3rd ESO in IE Mare de Déu del Portal, Batea. They are willing to cooperate in the project in a very active way. Also, we want to thank all the teachers around us for their comprehension.

UNIT OVERVIEW

Session	Activities	Content-obligatory Language	Timing	Skills Reading Writing Listening Speaking Interaction	Interaction T-S S-S S-Expert S-World	CMC	Assessment Peer assessment Self- assessment Teacher assessment ...
1	First of all, both teachers involved in the project will present this challenging experience for students: the teachers will bring some local products to the class and will show a map of the area,	Entrepreneurship, trade, cooperative, catalogue, local products.	35 minutes	L S I	T-S		

	<p>the country, Europe (to make them realise that this is a rural area far from cities and industrial areas and that it is important they should develop their entrepreneurial spirit in order to improve the economy of their region). Then the driving question will be posed to them. It will be their guide all along the way.</p> <p>Then the teachers ask the students how they think they can sell local products so that we can see their previous knowledge about the topic. Every student writes at least one idea. After this short brainstorming, the teachers ask the students to write the meaning of <i>What is an Entrepreneur and Cooperative</i> in their own words. After that, the teachers will show them two videos about</p>					<p>Youtube</p>	
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	<p>Entrepreneurship and Cooperative (youtube) to compare orally their previous knowledge with the content of the videos. These two videos will be the starting point to introduce the content-obligatory language which will be developed further on in the hot potatoes activity provided for the students.</p>						
		<p>Sentence stems:</p> <p>Main qualities of a good entrepreneur are: active/passive, hard-working/lazy, afraid of doing new things/adventurous, visualize goals and</p>					

		<p>success/pessimistic...</p> <p>Cooperative is a type of business...</p> <p>It is formed by...</p> <p>The organization is...</p> <p>Its aim is...</p>				<p>Hot Potatoes</p>	
	<p>Brainstorm what a catalogue is (by groups created at random using this digital tool https://flipquiz.me/grouper). The teachers will hand out real catalogues to students and ask them to define the term <i>catalogue</i> in their own words, its function and the main parts that a good catalogue should have. The students will be provided with some sentence stems.</p>	<p>Sentence stems for the definition of catalogue:</p> <p><i>A catalogue is a type of...</i></p> <p><i>It is used for...</i></p> <p><i>It contains...</i></p> <p><i>It has got...</i></p> <p><i>The main parts are...</i></p>	<p>25 minutes</p>	<p>S I W</p>	<p>S-S</p>	<p>Flipquiz. me</p>	

	<p>The teacher creates a mindmap on the digital board. The mindmap will contain the definition of <i>catalogue</i>, <i>function</i> and <i>main parts</i> (https://www.goconqr.com/). The content of the mindmap is collaboratively done with the participation of all the groups.</p>		30 minutes	S I W	S-T	Goconqr.com	
	<p>TASK: This is a previous task that will consist on gathering information about local products. They will have to ask selling conditions, real prices, weight, etc, so that the students have all the information needed in order to create the catalogue later on. This is a task that cannot be done at school because they have to find local products and talk with the producers personally.</p> <p>TASK: Every group will be a commission in charge of selling a certain type of product. Every</p>	<p>Product file</p> <p>Identification: Name, Brand, Cost, Origin, Supplier...</p> <p>Technical specifications: Description, Colours, Dimensions, Ingredients, Materials, Perishable, Fragile...</p>		L	T		

	<p>group will choose a total amount of 3 products (of the same category) from local producers for their catalogue (after having visited them previously). Their duty will be: looking for information, pictures, etc. They will visit the cooperatives in town to decide what products they want to sell. Then, the whole class agrees on the list of products that will be in the catalogue.</p>			S	S-S		
2	<p>The lesson starts revising the Mindmap from the previous day. After, students practise these new words with the following Quizlet game.</p>	<p>Cover, Header, Tagline, Cover Image, Description of the region, Contents, Product pages, Product image, Product description, Product price, Transportation conditions, Selling conditions.</p>	<p>10 minutes + 30 minutes</p>	W R	Individually	Quizlet.com	
	<p>Survey (Drive): the students answer a survey about the requirements of a <i>good catalogue</i>.</p>	<p>The previous vocabulary (introduced in the Quizlet game).</p>	<p>15 minutes</p>	R	Individually	Google forms	

	Teachers will show different real catalogues to students again because this time they will fill in a grid assessing if the sample catalogues are a useful example (tick or cross). They do this activity with the project team.		15 minutes	R W I	S-S		
	Contrast the survey results with the catalogues and the grid (in groups of 6).		20 minutes	S	S-S		
	Revise the main ideas mentioned during the previous sessions.		10 minutes	S I	S-T		
	The teachers hand out a worksheet to students so that they can see the useful vocabulary when describing a catalogue (table 1).		20 minutes	R S I W	S-S		
	After that, the teachers will give two real catalogues for every group. The students will have to compare their catalogues with another group using the		25 minutes	R S I W	S-S		

3	substitution table 2 (groups of 6: 3+3).						
	<p>The whole class votes for the best sample catalogue (kahoot). We will use this digital tool to get the students' opinion.</p> <p>The best catalogue chosen by the students will be their guide along the designing process.</p>		15 minutes	R S I W	S-S-T	Kahoot.it	
	Students agree on the order how information is presented in the catalogue and they write it: typography, colours, cover, the quality of the photos, etc.		20 minutes	S I	S-S-T		

4	Share the catalogue document with the information (Google Drive). This will be the digital tool that will allow them to work		10 minutes	I		Google drive	
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	collaboratively to create a common document for the catalogue.						
	1 organiser of every group will be in charge of checking that all information is presented in the right way. Group organization will be according to this table .						
	With the information gathered previously (Product files), the students will design the catalogue and they will write the content as they got this information during the home task: order of descriptions, photos, prices, etc. Every commission will be in charge of designing a different section which will contain a variety of products of the same family. For instance, olive oils, vinegars, almonds... All of them will follow the same standards of description.		80 minutes	W S I	S-S	Google drive	

5	<p>The groups will continue working while the organisers of every group will keep track on time and will remind other members how much time is left.</p>		50 minutes	S I W	S-S	Google drive	
	<p>In this final revision, the whole group will ensure that the catalogue has been designed according to the requirements previously agreed by all the members of the class. Any necessary changes or amendments will be done at this final stage.</p>		20 minutes	S I	S-T	Flipping book Qr code	

	<p>They will also upload the information in a flipping book (online catalogue design).</p> <p>Finally, they will also convert the catalogue into a QR code so that they can share the info of the products easily worldwide. Final revision with the whole class.</p>		20 minutes				
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6	<p>Present the final catalogue in a mini market for parents and teachers.</p> <p>The mini market will consist on an exhibition of the final catalogue and the products offered by the students' cooperative. They will be able to sell the products offered in order to get money for financing their trip (End of ESO) and they always give a 10% to a non-profit</p>		70 minutes	S I	S-World		Teacher assessment
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	<p>organization that they choose.. This catalogue is also used for the school cooperative Project, they publish the catalogue and they sell the products to a school in Naples and in the town market in June.</p> <p>The teachers will assess the work done by the students. Rubric for the teacher (page2).</p>						
	<p>Students will coevaluate their tasks with the help of a rubric (self and coevaluation assessment rubric).</p> <p>Rubric</p>		20 minutes	W R	S		Peer assessment



How can you sell local products abroad and improve the economy of your area?

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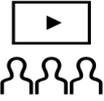
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ICONS LEGEND



 WRITING	 INTERNET RESEARCH	 HOMEWORK	 PLAYING GAMES
 LISTENING	 AGREEMENTS	 WATCHING A VIDEO	 MINI MARKET PERFORMANCE
 SPEAKING	 QUIZ	 TEACHER-STUDENT INTERACTION	 PROFITS
 SURVEY	 COLLABORATIVE WORK	 READING	 ASSESSMENT

SESSION 1

WARM-UP ACTIVITY 1



Read the following information about La Terra Alta county which gives information about location, economy, population and other important facts.



[Tourism web page](#)



ACTIVITY 2



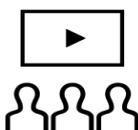
1. Write at least one idea about how you could sell products abroad.
2. Write the meaning of *What is an Entrepreneur and Cooperative* in your own words.

Main qualities of a good entrepreneur are:

- active/passive,
- hard-working/lazy,
- afraid of doing new things/adventurous,
- visualize goals and success/pessimistic...

Cooperative is a type of business...

- It is formed by...
- The organization is...
- Its aim is...



After watching the videos, compare your own definitions with the content of the video.

ACTIVITY 3



Do the *hot potatoes* activity about the content of the video. [Document 01](#)

ACTIVITY 4



Have a look at the catalogues provided by the teachers and define in your own words what the term CATALOGUE is.

Sentence stems for the definition of catalogue:

A catalogue is a type of...

It is used for...

It contains...

It has got...

The main parts are...

ACTIVITY 5



Now, work collaboratively with the teacher and your classmates in order to create a MINDMAP with the definition of *catalogue*, *function* and *main parts*.

(<https://www.goconqr.com/>)



HOMEWORK

TASK: This is a previous task that will consist on gathering information about local products. You will have to ask selling conditions, real prices, weight, etc, so that you have all the information needed in order to create the catalogue later on. Talk with the producers personally.

Every group will be a commission in charge of selling a certain type of product. Every group will choose a total amount of 3 products (of the same category) from local producers for the catalogue. Your duty will be: looking for information, pictures, etc.

Product file

Identification: Name, Brand, Cost, Origin, Supplier...

Technical specifications: Description, Colours, Dimensions, Ingredients, Materials, Perishable, Fragile...

SESSION 2

ACTIVITY 1



Revise the vocabulary from the previous session with the following online game *quizlet* (<https://quizlet.com/176600069/main-parts-of-a-catalogue-flash-cards/>)

ACTIVITY 2



Answer a survey about the requirements of a *good* catalogue.
(https://docs.google.com/a/xtec.cat/forms/d/11nIR4rpdvKDPU_2GMxb_atRoyEVyY-B0A3i4mC_to-U/edit)

ACTIVITY 3



Look at the catalogues and answer the following grid in order to assess if the sample catalogues are a useful example (tick or cross). Do this activity with the project team.

[Document 02](#)

ACTIVITY 4



In groups of 6 (3 + 3), contrast the survey results with the catalogues and the grid.

SESSION 3

ACTIVITY 1



Revise the main ideas mentioned during the previous sessions.

ACTIVITY 2



Read this vocabulary and expressions that can be useful in order to describe catalogues.

[Document 03](#)

ACTIVITY 3



Now every team looks at two catalogues (handed in by the teachers) and then you have to compare your catalogues with another group using the substitution table 2.

[Document 04](#)

ACTIVITY 4



Now let's vote for the best sample catalogue with the *kahoot* game (online). The chosen catalogue will be your guide along the designing process.

SESSION 4

ACTIVITY 1



Now it's time to agree with your mates how information is going to be presented in the catalogue. Decide about the main items: typography, colours, cover, the quality of the photos, etc.

ACTIVITY 2



Share the catalogue document with the information (*Google Drive*). This will be the digital tool that will allow you to work collaboratively to create a common document for the catalogue.

Document 05: this shows your roles in the group.

ACTIVITY 3



With the information gathered previously (Product files), design the catalogue and write the content: order of descriptions, photos, prices, etc.

Every commission will be in charge of designing a different section which will contain a variety of products of the same family. For instance, olive oils, vinegars, almonds...

Keep in mind your roles in the group according to the [Document 05](#).

SESSION 5

ACTIVITY 1



In this final stage of the Project, your task will be the revisión of the catalogue and do the necessary amendments/changes.

ACTIVITY 2



Design the final catalogue using the following online tool, Flipping Book ([flipping book](#)). Finally, convert the catalogue into a QR code so that you can share the info of the products easily worldwide.

SESSION 6

ACTIVITY 1



Present the final catalogue in a mini market for parents and teachers.
The mini market will consist on an exhibition of the final catalogue and the products that you offer through your cooperative in order to get money for financing your trip (End of ESO).

ACTIVITY 2



Decide a non-profit organization to give 10% of your benefits.

ACTIVITY 3



Now evaluate your work and your group work after having done this project. Use the assessment table.

[Document 06](#)

ANNEX

Document 01: this is the content of the Hot Potato quiz (it is an online game).

CHOOSE THE RIGHT ANSWER:

1. What is an entrepreneur?
 - A person who has no fear of failure.
 - A person who wants to work for somebody else
 - A person who never takes risks.
2. Choose the quality that best describes an entrepreneur:
 - Someone who never gives up
 - Someone who waits something to happen
 - Someone who is too lazy to make any effort.
3. What are entrepreneurs like?
 - Someone who likes routines
 - Someone who is creative and innovative
 - Someone who is too afraid to try new things.
4. What does it take to be an entrepreneur?
 - Entrepreneurs are people who want a steady job for all their life.
 - Entrepreneurs follow other people's ideas.
 - Entrepreneurs won't let others stop them until they achieve what they think is possible.
5. A good entrepreneur...
 - Don't like to be the one who decides things.
 - Takes responsibilities.
 - Finds it hard to organize things.
6. What is a cooperative?
 - An enterprise operating in several countries but managed from one country
 - An organisation managed in a democratic manner by the members, who actively take part in establishing policies and decision making.
 - An Organization that is highly hierarchic. The boss makes all the decisions.
7. Why do some people create a cooperative?
 - Because they want to join together to achieve a common goal.
 - Because they want to compete to each other.
 - Because they want to speculate and get rich very quickly.
8. How are cooperatives organized?
 - Cooperatives are organisations managed in a democratic manner.
 - Members don't have equal voting rights.
 - Members don't contribute on an equal basis to the capital of their cooperative.
9. Where can you find cooperatives?
 - Only in the agriculture sector
 - In the agriculture and industrial sector
 - In all types of sectors
10. Do cooperatives work for the sustainable development of their communities?
 - No, they are not concerned about it.
 - They secretly dream of becoming NGOs
 - One of the key principles guiding them is "Concern for their community"

Document 02

WHAT MAKES A GOOD CATALOGUE?

Activity.

What makes a good catalogue? Look at the catalogues and decide.

Decide if the sentence is TRUE or FALSE.	✓	X
The catalogue is highly visual		
The cover has got attractive colours		
It is well organised		
It contains only the essential information in the cover		
It has got a good description of the products		
It uses high quality images		
The catalogue is written in a clear typography which enhances comprehensibility		
It has an eye-catching design		
It has a modern design		
It has a logic and clear textual structure and overview		
It uses an attractive cover		
It has got information about the main features of the products and prices		
It contains info about the origin, selling conditions, packaging, transport, special offers...		
It evokes emotions and people who read its content will be likely to be emotionally involved		

Document 03

LET'S TALK ABOUT CATALOGUES

<p>The catalogue is/ isn't...</p>	<ul style="list-style-type: none"> visually attractive. highly visual. tailored to appeal to the target audience. written in a clear typography which enhances / doesn't enhance comprehensibility. well organised. specially designed for the target audience.
<p>It has /hasn't...</p>	<ul style="list-style-type: none"> a logic and clear textual structure and overview. an eye-catching design. a modern design. smart layouts. appealing images and organisation.
<p>It contains / doesn't contain...</p>	<ul style="list-style-type: none"> an attractive cover. a well organised content. information about the main features of the products, price, origin, selling conditions, packaging, transport, special offers...
<p>It makes / doesn't make...</p>	<ul style="list-style-type: none"> ordering easy. a good first impression.
<p>It uses / doesn't use</p>	<ul style="list-style-type: none"> high quality images. a good image-editing program.
<p>It evokes /doesn't evoke</p>	<ul style="list-style-type: none"> emotions and people who read its content will be likely to be emotionally involved.

Document 04

LET'S COMPARE CATALOGUES

COMPARATIVE FORM	The catalogue is more / is less	<ul style="list-style-type: none"> visually attractive. highly visual. tailored to appeal to the target audience. clearly written. well organised. specially designed for the target audience.
SUPERLATIVE FORM	The catalogue is the most / the least	
COMPARATIVE FORM	It has a more / less	<ul style="list-style-type: none"> logical and clear textual structure and overview. eye-catching design. modern design. smart layouts.
SUPERLATIVE FORM	It has the most /the least...	
COMPARATIVE FORM	It contains a more / less	<ul style="list-style-type: none"> attractive cover. well organised index. information about the main features of the products, price, origin, selling conditions, packaging, transport, special offers...
SUPERLATIVE FORM	It contains the most / the least...	
COMPARATIVE FORM	It uses more / less	<ul style="list-style-type: none"> high quality images.
	It uses the most/ uses the least	
COMPARATIVE FORM	It is more evocative of / less evocative of	<ul style="list-style-type: none"> emotions and people who read its content will be likely to be emotionally involved.
SUPERLATIVE FORM	It the most evocative of /the least evocative of	

Document 05

GROUP WORK GUIDE

SIZE OF THE GROUPS	Each group will consist on three members.
FORMATION	Groups will be created at random assignment. The following digital tool will be used to create the six groups of three members each: https://flipquiz.me/grouper
DURATION	Groups will be created for the 6 sessions in order to accomplish the task. Roles will be rotated in every session.
SKILLS NEEDED	They will have to develop collaborative skills, learn to solve problems and consensuated decisions.
STUDENTS' ROLES WITHIN THE GROUP	<p>Each member will have a task within the group.</p> <p>Organiser:</p> <ul style="list-style-type: none"> • It will be the person who organizes the group. He or she will keep track of time and will remind the other members how much time is left. • He or she will make sure everyone is on task and will help them if they need it. • He or she will ensure deadlines are met and will take notes on important thoughts expressed in the group. • He or she will speak for the group and present the final project. <p>Graphic designer:</p> <ul style="list-style-type: none"> • He or she will turn ideas into design. • He or she will choose the best digital tool to design the catalogue. • It will be the person who will develop visual ideas and will ensure that the catalogue is innovative and visually attractive and has an eye-catching cover. <p>Reporter:</p> <ul style="list-style-type: none"> • He or she will find out and gather information. • It will be the person who will write for the group and who will organise information. • He or she will make sure that the catalogue contains all necessary information such as: product name, reference, main characteristics, price, transport conditions... • He or she will be the person who will present all the group decisions to the whole class.

Document 06

RUBRIC TO ASSESS THE PROJECT

1,5 points	Above average
1,0 points	Average
0,50 point	Below average
0,25 point	Weak

RUBRIC 1. Every member of each group will assess his or her contribution to the project and at the same time each member will assess his or her partners.

RUBRIC 1. COLLABORATIVE WORK RUBRIC (SELF-EVALUATION AND COEVALUATION)	Myself	Member 1	Member 2
<ul style="list-style-type: none"> Team work (contribution to the group objectives) 			
<ul style="list-style-type: none"> Contribution with useful ideas 			
<ul style="list-style-type: none"> Interaction within the group (listens, interacts, discusses and helps the group to achieve a consensus) 			
<ul style="list-style-type: none"> Focus on task (each member performs his / her assigned role) 			