



Can we...
Conserve our Coral?
Reinvigorate our Reefs?
Save our Seas?



1. Project Overview

The world's oceans – their temperature, chemistry, currents and life – drive global systems that make the Earth habitable for humankind. Our rainwater, drinking water, weather, climate, coastlines, much of our food, and even the oxygen in the air we breathe, are all ultimately provided and regulated by the sea. Throughout history, oceans and seas have been vital conduits for trade and transportation.

Coral reefs are considered to be one of the most diverse and productive marine ecosystems, providing essential ecosystem services such as coastal protection, food, income, biodiversity and cultural significance. They are under increasing pressure from global warming, ocean acidification and destructive fishing practices, and the signs of strain are visible worldwide. Marine protected areas need to be effectively managed and well-resourced and regulations need to be put in place to reduce overfishing, marine pollution and ocean acidification.

In this project, learners research issues relating to depletion of coral reefs globally; discover threats to the regeneration of coral and marine diversity; investigate ocean acidification; create a persuasive speech; and produce an awareness campaign to disseminate their project findings, student teams will determine possible causes and review strategies that have been implemented to address this issue. Students analyse possible solutions to act on and how to best communicate these problem-solving ideas to stakeholders. The project culminates with a presentation of an awareness campaign to inform global audiences of the importance of increasing renewable energy usage.

Authorship (school)	Pembroke Dock Community School
Global Competence Goals	Examine local, global and intercultural issues Understand and appreciate the perspectives and world views of others Take action for collective well-being and sustainable development (17 SDG) Engage in open, appropriate and effective interactions across cultures
Driving question / challenge	Can we Save our Seas?
Grade / level	10-11 years
Time frame	20-30 hours
Project summary	During this project, learners research issues relating to depletion of coral reefs globally; discover threats to the regeneration of coral and marine diversity; investigate ocean acidification; create a persuasive speech; and produce an awareness campaign to disseminate their project findings.
Suggested outputs	Awareness Campaign presented in a media of choice to be disseminated locally and internationally. Students to design a creative campaign poster or product to raise awareness of this goal. They could make a piece of artwork or a slideshow, take photographs, or create a podcast or music video.



2. Project Components

Learning Goals	<p>By the end of this project, students will be able to:</p> <ul style="list-style-type: none"> • Create a persuasive speech and an awareness campaign to disseminate their project findings. • Locate, map and calculate distances and travel times to coral reef locations. • Explore the effects of ocean acidification on shells in a scientific investigation. • Analyse poetry and engage in descriptive writing
21st century skills addressed	<p>Learning Skills <input checked="" type="checkbox"/> Critical thinking <input checked="" type="checkbox"/> Creativity <input checked="" type="checkbox"/> Collaboration <input checked="" type="checkbox"/> Communication</p> <p>Literacy Skills <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Media Literacy <input checked="" type="checkbox"/> Technology Literacy</p> <p>Life Skills <input checked="" type="checkbox"/> Flexibility <input type="checkbox"/> Leadership <input checked="" type="checkbox"/> Initiative <input checked="" type="checkbox"/> Productivity <input checked="" type="checkbox"/> Social Skills</p>
Content (knowledge, skills, attitudes...)	<p>Knowledge</p> <ul style="list-style-type: none"> • Learners engage with current global issues in an authentic learning context. • The learner knows about different coral reefs, their formation and their marine biodiversity. • The learner knows about harmful impacts of human activity to the coral reefs, understands how our actions can impact the regeneration or the devastation of the coral reefs. • The learner understands threats to ocean systems such as pollution and overfishing and recognizes and can explain the relative fragility of many ocean ecosystems including coral reefs. <p>Skills</p> <ul style="list-style-type: none"> • Collaboration - Cooperative learning groups • Communication - Dissemination of ideas; sharing ideas; awareness campaign • Creative thinking - plan, design and create an awareness campaign. • Problem solving – real life, authentic learning and problem solving opportunities, analyse survey of community perceptions • Critical thinking - analysis of survey; researching threats to coral reefs including overfishing, climate change including ocean acidification and coral bleaching. <p>Values</p> <ul style="list-style-type: none"> • The learner is able to apply and evaluate measures in order to increase awareness and actions in their personal sphere and to increase the understanding of the devastation beneath the seas in their local energy mix. • The learner is able to debate sustainable methods on species in danger of extinction. • The learner is able to show people the impact humanity is having on the oceans (biomass loss, acidification, pollution, etc.) and the value of clean healthy oceans.



3. Project Milestones

Milestone #1 Hook: (1 session)	Milestone #2: Non- Chronological Report (3 sessions)	Milestone #3: Geography - Locate, map and calculate distances and travel times to coral reef locations. (2 sessions)	Milestone #4: Immersive Art: Immerse the children a Virtual Dive in the coral reef and create Art. (1 sessions)
<p>Children to receive an e-mail from client – International Coral Reef Society (forwarded from Teacher) asking for help in saving our seas and providing children with vocabulary list.</p> <p>Children to brainstorm what they will need to do in order to help save our seas and protect coral reefs. What will they need to learn about? What visits/trips will they need to take?</p> <p>Reply to e-mail with ideas to help/ questions.</p> <p>Children create a glossary with topic related words as a reference.</p>	<p>Children to take on role of scientists and carry out coral reef research and present a report before going on a scuba diving expedition.</p> <p>Self-assessment using success criteria – use this to give feedback and feed forward.</p>	<p>Children to remain in role of scientists to locate coral reefs around the world in order to decide which will be the best one to visit and why. Children to use map to decide which coral reef would be best to visit and justify why they have chosen that location.</p> <p>Calculate duration of flights to Australia from different airports around the UK. Calculate journey time to drive from hometown to each airport add this on to total travel time. Present information in a table. Calculate arrival time in destination (local time) using time zone information. Calculate travel from the airport to the Great Barrier Reef. Justify choice of travel.</p>	<p>Children to research and label the equipment required to take part in a scuba diving expedition to investigate the issues with ocean acidification and coral bleaching at the Great Barrier Reef.</p> <p>VR Goggles - virtual dive – complete a dive log. Make notes on dive – vocabulary focus – to use in descriptive writing in following lesson - Colour, movement, shapes, sounds... etc</p> <p>Art: Create an image of a creature you have seen on your virtual dive</p>
Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)
Success Criteria, Self, peer and teacher assessment.	Success Criteria, Self, peer and teacher assessment.	Success Criteria, Self, peer and teacher assessment.	Success Criteria, Self, peer and teacher assessment.

Milestone #5: Descriptive Writing (3 Sessions)	Milestone #6: Poetry Analysis (1 sessions)	Milestone #7 Science Investigation – Ocean Acidification (3 session)	Milestone #8 (if equipment available) 3D Printing of coral (1 session)
<p>Descriptive writing – description of the Great Barrier Reef – using scenes from 'Finding Nemo' as a stimulus. Use vocabulary collected on immersive day to write description.</p>	<p>Introduce poem 'Coral Reef' by Clare Bevan using voice over video – beautiful images of coral reefs, final images to show coral bleaching. Discuss imagery and poetic techniques.</p> <p>Rotation:</p> <p>Teacher focus: Poetry analysis – choose 3 phrases from poem and analyse, including own opinion</p> <p>Independent – Use poem as a structure to create own poem</p>	<p>Science Investigation –Focus on creating and reflecting on success criteria</p> <p>How does ocean acidification affect coral reefs?</p> <p>Children to explore the effects of ocean acidification on shells in this science investigation.</p>	<p>Using Tinker Cad, design and create a piece of coral using the 3D printer. Place coral together to create class coral reef.</p> <p>https://www.globalcitizen.org/en/content/3d-printed-coral-reef/</p>
Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)	Formative Assessment(s)
Success Criteria, Self, peer and teacher assessment.	Success Criteria, Self, peer and teacher assessment.	Success Criteria, Self, peer and teacher assessment.	Success Criteria, Self, peer and teacher assessment.



Milestone #9 Persuasive Speech (5 sessions)	Milestone #10 Final Product - Awareness Campaign (5 Sessions)
<p>Persuasive speech – Share writing Level expectations with the children. Identify features in WAGOLL text and annotate.</p> <p>Co-construct success criteria.</p> <p>Research – threats to coral reefs and present as an infographic or Google Slides collaboration</p> <p>Using a planning template, children to plan their speech using exciting sentences, emotive vocabulary and various persuasive techniques including 'Rule of 3' and using statistics.</p> <p>Children to write their persuasive speech using their planning, success criteria and writing level expectations.</p> <p>Compare to cold task writing and self-assess writing level achieved.</p>	<p>Using all understanding and knowledge gained throughout this topic, children to choose their final awareness campaign media.</p> <p>Plan content and presentation methods.</p> <p>Using media of choice, children to create, edit and redraft their final product.</p> <p>During a celebration event, children to present their final awareness campaign to international school partners.</p> <p>International partner schools to assess the products and presentations and feedback to other schools.</p>
Formative Assessment(s)	Formative Assessment(s)
<p>Success Criteria, Self, peer and teacher assessment.</p>	<p>International schools partners to peer assess and discuss achievement against the 6Ps of performance.</p>



4. Project Calendar

Project Milestone 1: Hook / Entry Event / Introduction

Session 1: Email

Children to receive an e-mail (fabricated) from client – International Coral Reef Society (forwarded from Teacher) asking for help in saving our seas and providing children with vocabulary list.

Children create a glossary with topic related words as a reference.

Learning Objectives:

- PS3: I have actively engaged with a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and independently


Activities:

- Children to research the important work of the International Coral Reef Society (or similar organisation) and reply to the email to ask some additional questions on what they would like to learn about the topic.
- Client: The president of the ICRS (International Coral Reef Society) <http://coralreefs.org/> The society aims to share scientific knowledge in order to secure coral reefs for future generations to enjoy.
- Commission: For the expert team to research and gather scientific evidence to aid the ICRC with their conservation. The ICRC will set out 4 objectives for the children to achieve.
- Expert team: Scuba divers/ Scientists/ Marine biologists/ Tourism/ Conservationists Children to brainstorm what we will need to do/ what expert teams we will need to form in order to help the ICRC (Your Voice, Your Choice)
- Complete vocabulary sheet (see bottom of document for chosen words)

Resources:

Email exemplar:

Save our Seas!



Andréa G. Grottoli, PhD (International Coral Reef Society) <grottoli.A.G@coralreefs.org>
17/02

To: Year 6 (Pembroke Dock Community School)

Dear Year 6 at PDCS,

We at the International Coral Reef Society are committed to the conservation of coral reefs around the world. We have been informed that you are studying coral reefs this term and we would really appreciate your help.

Did you know even though coral reefs cover less than 1% of the ocean floor, they provide habitats for 25% of all marine life? So you can see why our role is integral to saving our seas.

Please reply with ideas, questions and suggestions to help with our plight. The following vocabulary and videos may prove useful.

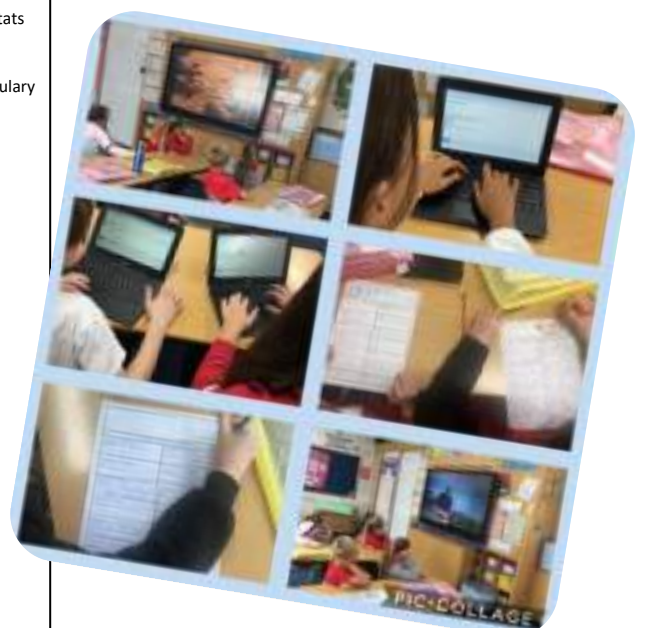
- Acidification
- Adaptation
- Biome
- Brittle
- Classification
- Consumer
- Coral
- Current
- Ecosystem
- Food chain
- Life cycle
- Polyps
- Producer
- Reef

<https://www.youtube.com/watch?v=wbNein3vVKM>

<https://www.youtube.com/watch?v=Es2bpqKhufA>

Please email your responses to your class teachers who will forward them to us.
We look forward to hearing from you,

Andréa G. Grottoli, PhD
President, International Coral Reef Society



Project Milestone 2: Cold Task: Non-Chronological Report

Children to take on role of scientists and carry out coral reef research and present a report before going on a scuba diving expedition.

Self-assessment using success criteria – use this to give feedback and feed forward.

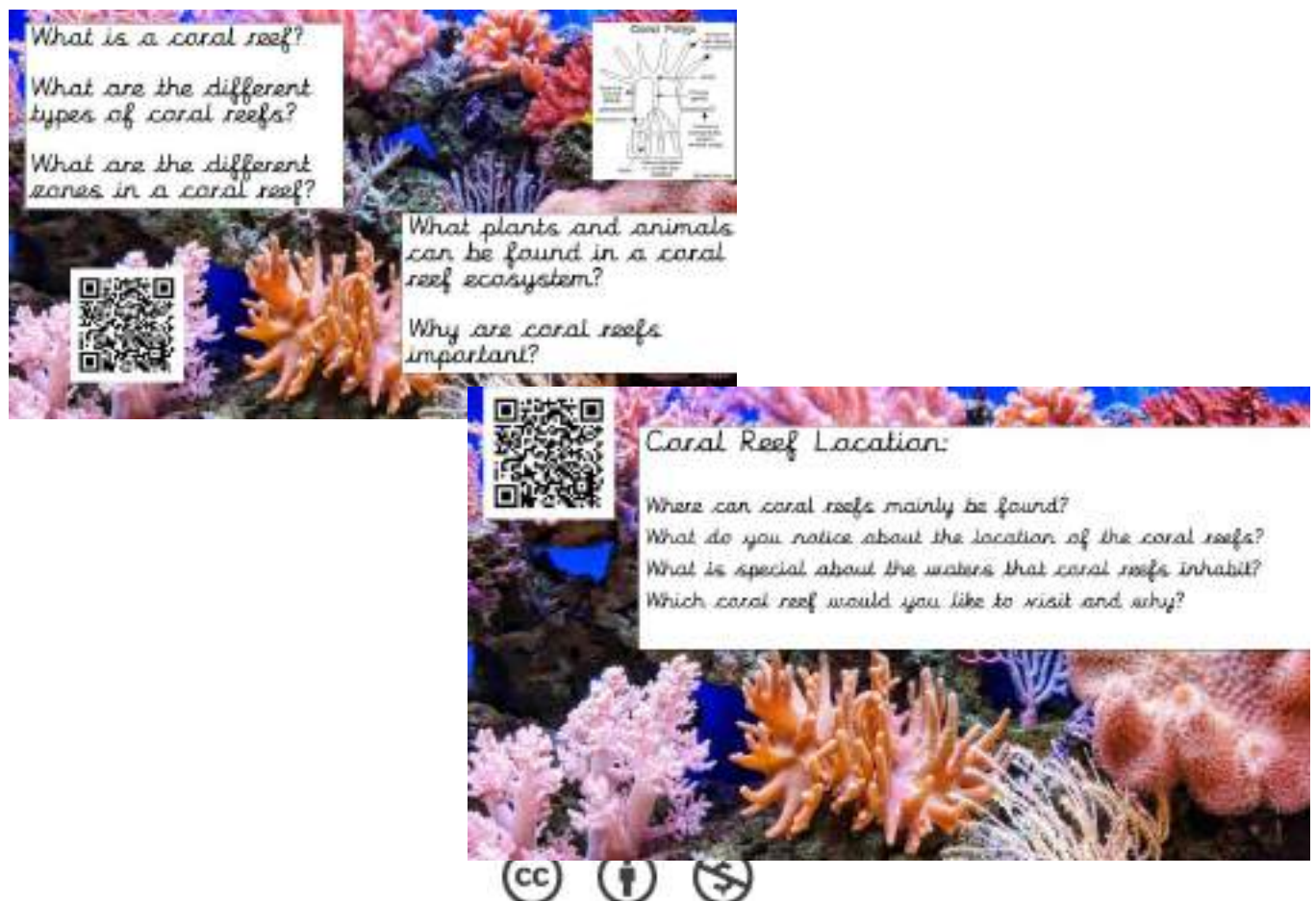
Session 1: Self-guided Research	Session 2: Non-Chronological Report	Session 3: Co-operative peer marking
<p>Learning Objectives:</p> <ul style="list-style-type: none"> PS3: I have actively engaged with a range of stimuli and had opportunities to participate in enquiries, both collaboratively and independently. <p>Activities:</p> <ul style="list-style-type: none"> Students to conduct their own research in cooperative learning groups using the research questions if required (2-4). Collaboratively identify key questions for researching coral reefs Select relevant information from a range of stimuli (videos, books and websites) 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Y7: I can write a comprehensive account of a topic, presenting information and ideas clearly and appropriately for the purpose? Y6: I can write a comprehensive account of a topic? <p>Activities:</p> <ul style="list-style-type: none"> Children to look at a variety of different model text Non-Chronological reports to highlight structure, features and good practice. Using their research, children to create a non-chronological report to demonstrate your knowledge of coral reefs using the given (or written) success criteria. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> Y7: I can identify areas for improvement in their writing, edit and redraft. Y6: reflect on, edit and redraft to improve their writing.. <p>Activities:</p> <ul style="list-style-type: none"> Using the success criteria given, children to assess their work with aa partner, discussing evidence in the text for achieving each statement.

Resources:

Access to a range of stimuli (videos, books, websites etc.).

Model Non-Chronological reports to discuss structure, features and good practice.

Example Research Questions:



Success Criteria:

SUCCESS CRITERIA – REPORT WRITING		
Feature	Self	Peer
Should have...		
Accurate use of full stops, capital letters and question marks, beginning to use punctuation within the sentence.	0	0
Sub-headings in the form of a question	0	0
Third person	0	0
Present tense	0	0
Factual information	0	0
Causal connectives	0	0
Subject-specific vocabulary	0	0
Labelled diagram(s)	0	0
Could have...		
Accurate use of a range of punctuation.	0	0
Rhetorical questions	0	0



Children to remain in role of scientists to locate coral reefs around the world in order to decide which will be the best one to visit and why. Create a key to illustrate hot and cold-water areas. Children to use map to decide which coral reef would be best to visit and justify why they have chosen that location.

Children to calculate the distance and duration of flights to Australia from different airports close to your home. Calculate journey time to drive from hometown to each airport add this on to total travel time. Present information in a table. Calculate arrival time in destination (local time) using time zone information. Calculate travel from the airport to the Great Barrier Reef. Justify choice of travel.

Session 2: Numeracy – calculate travel time to chosen coral reef location.

Learning Objectives:

- PS3: I can read digital clocks and make interpretations and perform calculations involving time.
- Y7: I can calculate start times, finish times and durations.
- Y6: I can use and interpret timetables and schedules to plan events and activities and make calculations as part of the planning process.

Activities:

- Identify the best mode of transport for our journey to Australia.
- Calculate the distances for each section of the journey.
- Apply strategies to calculate travel times.
- Select the most appropriate journey and explain and justify your choice.

- Maps / Interactive journey planners
- Flight times – search engines
- World clock times

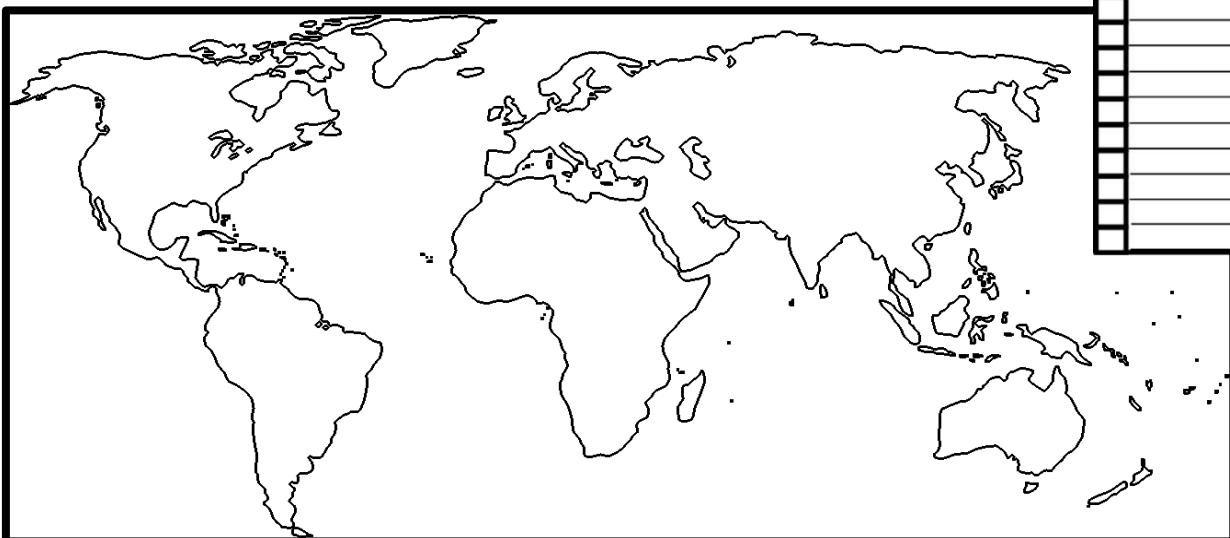
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Table Exemplar:

Flight	Flight time	Departure	Distance Flown	Arrival	Arrival (Local time)	Travel to airport	Distance to Airport	Total travel time	Total Distance Travelled



Project Milestone 4: Immersive Art

Session 1: Research Scuba Equipment	Session 2: VR Experience – Vocabulary Builder	Session 3: Coral Reef Underwater Art
<p>Learning Objectives:</p> <ul style="list-style-type: none"> PS3: I have actively engaged with a range of stimuli and had opportunities to participate in enquiries, both collaboratively and independently. <p>Activities:</p> <ul style="list-style-type: none"> Research equipment needed for a scuba dive. Draw / use a picture of a scuba diver and label and explain the equipment needed from research. Discover and learn underwater communication systems. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> PS3: I can adapt and manipulate language and make appropriate choices about vocabulary in order to express myself with fluency and clarity Y7: Can I select and use words carefully from a wide range of adventurous and imaginative vocabulary? Y6: Can I choose and use a wide range of adventurous and imaginative vocabulary with precision? <p>Activities:</p> <ul style="list-style-type: none"> Children immerse themselves in the underwater world of the Great Barrier Reef using the VR Goggles Select adventurous and imaginative vocabulary to describe the sights and sounds from your virtual dive Apply thesaurus skills in order to improve vocabulary Use a highlighter to select vocabulary to use in descriptive writing 	<p>Learning Objectives:</p> <p>Creating:</p> <ul style="list-style-type: none"> PS4: I can apply specialised technical skills in my creative work PS3: I can draw upon my familiarity with a range of discipline-specific techniques in my creative work <p>Evaluating:</p> <ul style="list-style-type: none"> PS3: I can give and consider constructive feedback about my own creative work and that of others, reflecting on it and making improvements where necessary <p>Activities:</p> <ul style="list-style-type: none"> Select a creature observed on the virtual dive that of particularly interested. Apply watercolour techniques to create a piece of artwork to represent your chosen creature Evaluate own work and that of others.





VR Scuba Diving in the Great Barrier Reef



Great Barrier Reef in 360°



VR180 Virtual Dive Great Barrier Reef 1 Underwater 5.7K



Great Barrier Reef 360-degree Camera Video



Great Barrier Reef, Queensland, Australia 1 360 Video



Dolphin encounter on the Great Barrier Reef



Coral Bleaching on the Great Barrier Reef 2017



VR1 Great Barrier Reef 360 VR Video



360 Virtual Reality Video of the Great Barrier Reef



David Attenborough's Great Barrier Reef Dive: A



Project Milestone 5: Descriptive Writing (3 Sessions)

Session 1: Explore stimulus and plan writing.

Learning Objectives:

- PS3: I have actively engaged with a range of stimuli, and had opportunities to participate in enquiries, both collaboratively and independently.

Activities:

- Explore the pictorial stimulus and recap on descriptive vocabulary bank from VR Goggles session.
- Discuss and write a collaborative success criteria with features for this text type.
- Plan descriptive writing using the senses.

Session 2: Descriptive Writing

Learning Objectives:

- PS3: I can use my imagination and experiment with language to create my own literature.
- Y7: Can I select and use words carefully from a wide range of adventurous and imaginative vocabulary?
- Y6: Can I choose and use a wide range of adventurous and imaginative vocabulary with precision?

Activities:

- Using planning and WAGOLL examples, write a descriptive piece using the collaborative SC.

Session 3: Collaborative peer marking

Learning Objectives:

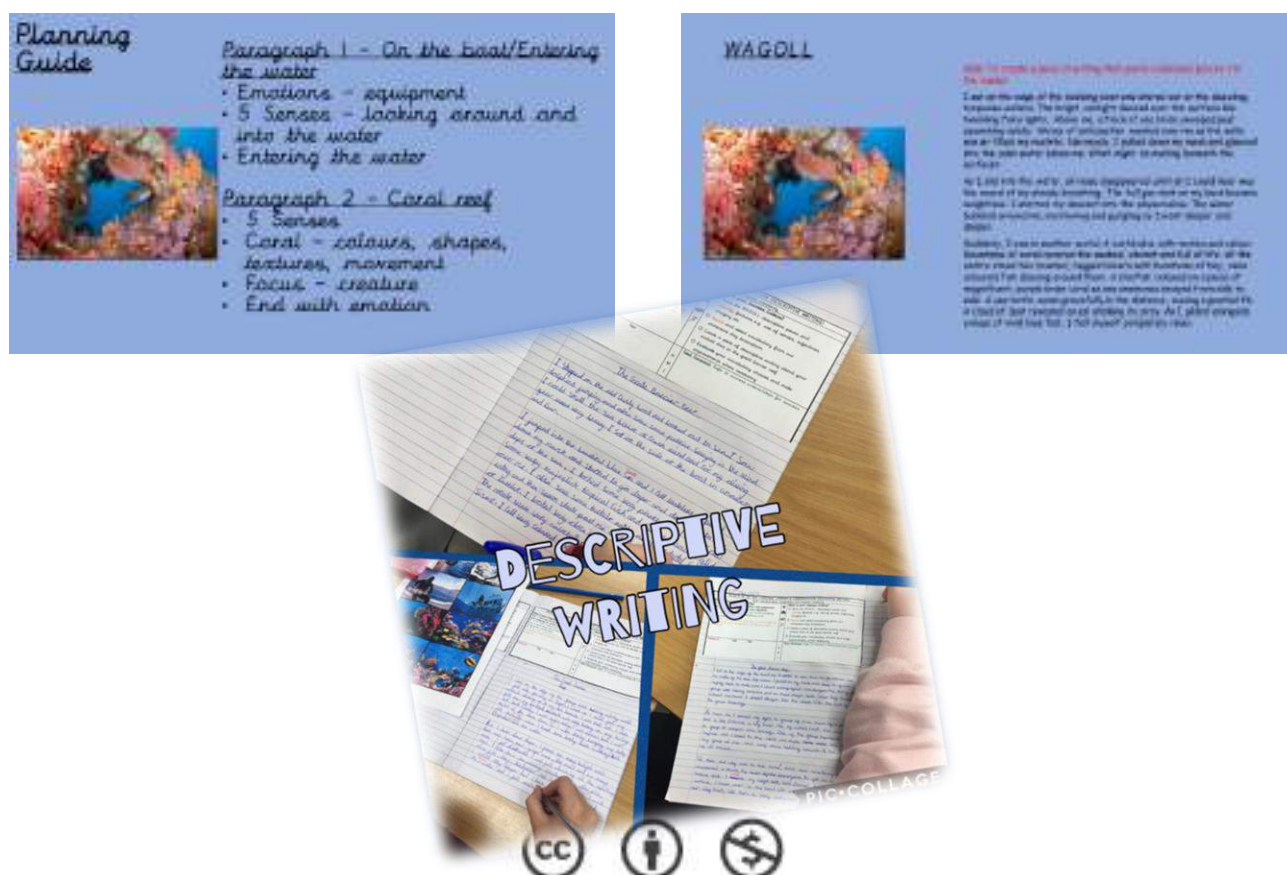
- Y7: I can identify areas for improvement in their writing, edit and redraft.
- Y6: reflect on, edit and redraft to improve their writing..

Activities:

- Using the success criteria given, children to assess their work with aa partner, discussing evidence in the text for achieving each statement.

Resources:

Pictorial Stimulus:



Project Milestone 6: Poetry Analysis – Coral Reef by Clare Bevan (1 session)

Session 1: Poetry Analysis

Learning Objectives:

- PS3: I can use inference and deduction to understand texts
- Y7: Can I read between the lines using inference and deduction?
- Y6: Can I infer ideas which are not explicitly stated?

Activities:

- Listen to the poem and discuss your emotional response with a partner
- Identify poetic techniques used in the poem e.g. alliteration, personification etc.
- Select a phrase from the poem to analyse using your inference and deduction skills

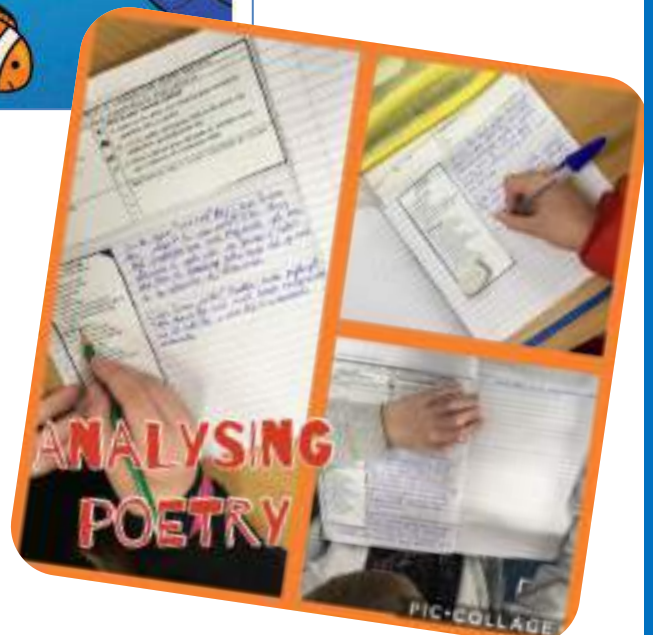
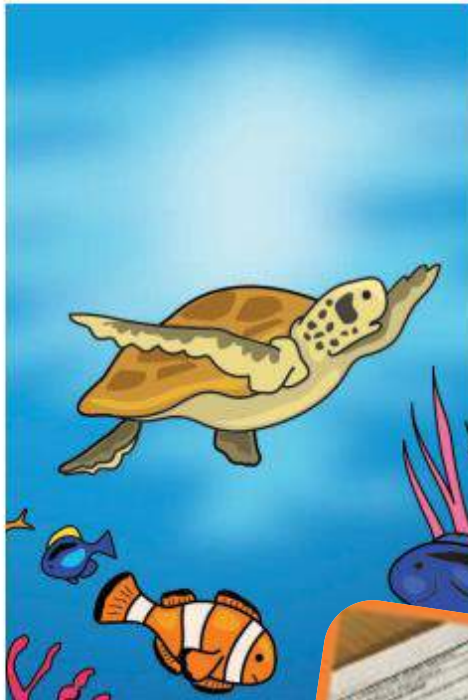
Resources:

Poem: <https://www.j2e.com/e5userfiles/c1YwGivZWRvb3Ema>

Coral Reef by Clare Bevan

I am a teeming city;
An underwater garden
Where fishes fly;
A lost forest
of skeleton trees;
A home for starry anemones;
A hiding place for frightened fishes;
A skulking place for prowling predators;
An alien world
Whose unseen monsters
Watch with luminous eyes;
An ancient palace topped by
Improbable towers;
A mermaid's maze;
A living barrier built on
Uncountable small deaths;
An endlessly growing sculpture;
A brittle mystery;
A vanishing trick;
A dazzling wonder
More magical than all
Your earthbound dreams;
I am a priceless treasure;
A precious heirloom,
And I am yours

To love
Or to lose
As you choose.



Project Milestone 7: Science Investigation – Ocean Acidification (3 Sessions)

Session 1 - 3: What is Ocean Acidification

Learning Objectives:

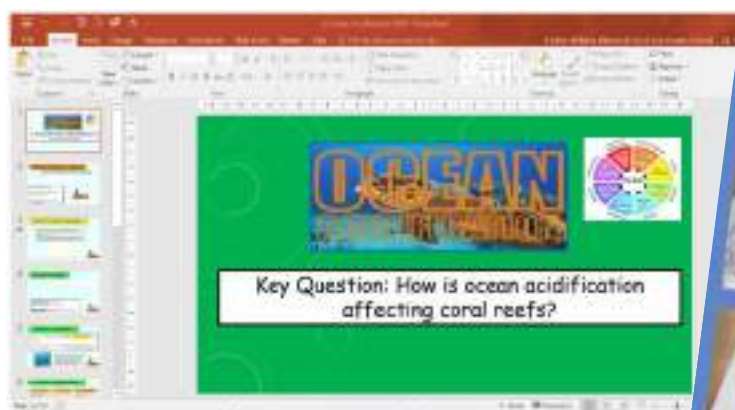
- PS4: I can evaluate and identify ways of improving the reliability of data, taking anomalies into account
- PS3: I can evaluate methods to suggest improvements
- Y7: Can I adapt structures in writing for different contexts?
- Y6: Can I adapt structures in writing for different contexts?

Activities:

- Focus: Identifying and evaluating success criteria in an investigation
- Identify appropriate success criteria to carry out the investigation effectively.
- Justify your success criteria by giving reasons.
- After completing the investigation, reflect on your success criteria and evaluate its effectiveness.

Resources:

Ppt File available:



Project Milestone 8: (if equipment available) - 3D Printing of coral (2 sessions)

Session 1: Plan and recreate coral using Tinkercad and 3D Printing

Learning Objectives:

- PS3: I can explore and experiment independently and demonstrate technical control with a range of creative materials, processes, resources, tools and technologies showing innovation and resilience.

Activities:

- Children investigate the variety of coral shapes
- Using Tinkercad (or similar) design their own coral using a template.
- Print coral and create a coral reef (some painted and some left white to create the illusion of coral bleaching).

Resources:

Tinkercad

3D Printing technology



Milestone #9: Persuasive Speech (5 sessions)

Session 1: Cold Task (1 st attempt at learning)	Session 2: Annotate and Co-construct	Session 3: Research Threats
<p>Learning Objectives:</p> <ul style="list-style-type: none"> PS3: I can use my knowledge of writing styles and the features of different literary genres to create my own work Y7: Can I use the characteristic features of a wide range of non-continuous texts creatively in my own writing, adapting style and tone to sustain the readers' interest, using imagination where appropriate? Y6: Can I use the characteristic features of a range of non-continuous texts creatively in my writing, adapting style to engage the reader, using imagination where appropriate? <p>Activities:</p> <ul style="list-style-type: none"> Recall the steps of our learning journey so far. Independently create a speech to persuade people to 'Save Our Seas!' Apply your knowledge of coral reefs and ocean acidification. Assess your writing using the levelled writing success criteria. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> PS4: I can employ a range of strategies to summarise, synthesise and analyse information to gain in-depth understanding of texts PS3: I can compare different things I read. Y7: I can identify how a text is organised to make the content clear and informative. Y7: Can I recognise and understand the characteristics of a wide range of different and challenging texts in terms of language, theme, structure and organisation/presentation? Y6: I can read closely, annotating for specific purposes. <p>Activities:</p> <ul style="list-style-type: none"> Recall the features of a persuasive speech Read and identify the key features in Greta Thunberg's persuasive speech Annotate the text Read and compare the WAGOLL persuasive texts Identify the key features of a persuasive text Generate a success criteria with your group. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> PS4: I can employ a range of strategies to summarise information to gain an understanding of texts Y7: Can I use a range of strategies to skim texts for gist, key ideas and themes, and scan for detailed information? Y6: Can I use a range of strategies for finding information? <p>Activities:</p> <ul style="list-style-type: none"> Identify the main threats to coral reefs Research your given threat by selecting and summarising relevant information from trusted websites Collaborate with your group using Google Classroom to present information.

Session 4: Plan	Session 5: Hot Task (2 nd attempt at learning)
<p>Learning Objectives:</p> <ul style="list-style-type: none"> PS3: I can use my knowledge of writing styles and the features of different literary genres to create my own work Y7: Can I plan writing making choices about the best ways to present content for effect? Y6: Can I use a range of strategies to plan writing? <p>Activities:</p> <ul style="list-style-type: none"> Identify key vocabulary and sentence structures from the WAGOLL text Select main ideas, emotive language and persuasive techniques to use in your speech Create a plan, integrating the steps of your learning journey. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> PS3: I can use my knowledge of writing styles and the features of different literary genres to create my own work Y7: Can I use the characteristic features of a wide range of non-continuous texts creatively in my own writing, adapting style and tone to sustain the readers' interest, using imagination where appropriate? Y6: Can I use the characteristic features of a range of non-continuous texts creatively in my writing, adapting style to engage the reader, using imagination where appropriate? <p>Activities:</p> <ul style="list-style-type: none"> Independently create a speech to persuade people to 'Save Our Seas!' Apply your knowledge of coral reefs and ocean acidification. Assess your writing using the levelled writing success criteria. Perform and assess the speech using the 'Voice 21' success criteria.

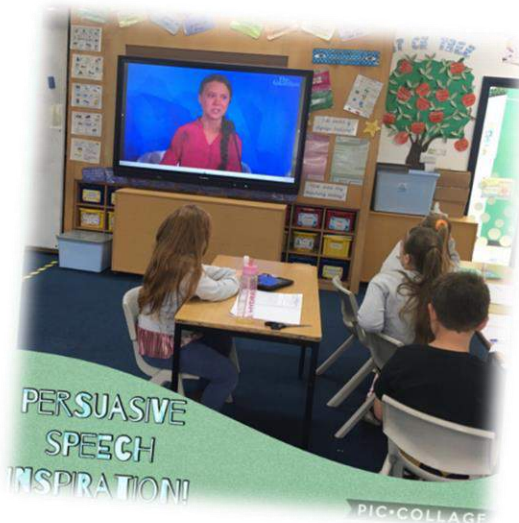


Resources:

- Access to internet / books for research into threats of coral reefs.

Success Criteria:

SUCCESS CRITERIA - WRITING					
Level 4	S	T	Level 5	S	T
Writing includes the main features of text type/genre	0	0	Writing includes the main features of text type/genre	0	0
Clear purpose for writing and thought has been given to the reader	0	0	Clear purpose throughout writing that will keep reader interested with a formal style where appropriate	0	0
Writing is lively with ideas that are sustained and developed in interesting ways (in detail)	0	0	Writing is varied and interesting with ideas that are appropriate and developed in detail	0	0
Opinions are stated and supported with some reasons given	0	0	Opinions are expressed and supported by reasons	0	0
A range of punctuation (See guidance sheet)	0	0	A range of punctuation used accurately	0	0
Writing is organised into paragraphs with a main idea and further explanation	0	0	Writing has a clear structure and is organised into paragraphs that have a clear structure and support the main purpose	0	0
A range of connectives	0	0	A range of sophisticated connectives	0	0
Beginning to use different sentence structures	0	0	Use of different sentence structures including simple/ complex sentences	0	0
Adventurous vocabulary choices that are sometimes used for effect	0	0	Imaginative vocabulary choices that are used precisely	0	0
Most words are spelled correctly and an attempt is made on unknown words	0	0	Nearly all words are spelled correctly and a very good attempt is made on unknown words	0	0
Presentation is suitable for the task and handwriting is clear and legible	0	0	Work is well presented and handwriting is legible	0	0
My piece of writing is level ____ because:		To move my writing to level ____ I need to:			



Speech to Annotate:

Greta Thunberg 2019 UN Climate Change Speech

This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!

You have stolen my dreams and my childhood with your empty words and yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction and all you can talk about is money and fairy tales of eternal economic growth. How dare you!

For more than 30 years, the science has been crystal clear. How dare you continue to look away and come here saying that you're doing enough, when the politics and solutions needed are still nowhere in sight.

You say you hear us and that you understand the urgency. But no matter how sad and angry I am, I do not want to believe that. Because if you really understood the situation and still kept on failing to act, then you would be evil and that I refuse to believe.

The popular idea of cutting our emissions in half in 10 years only gives us a 50% chance of staying below 1.5 degrees and the risk of setting off irreversible chain reactions beyond human control.

...

You are failing us, but the young people are starting to understand your betrayal. The eyes of all future generations are upon you and if you choose to fail us, I say: We will never forgive you.







We will not let you get away with this. Right here, right now is where we draw the line. The world is waking up and change is coming, whether you like it or not.

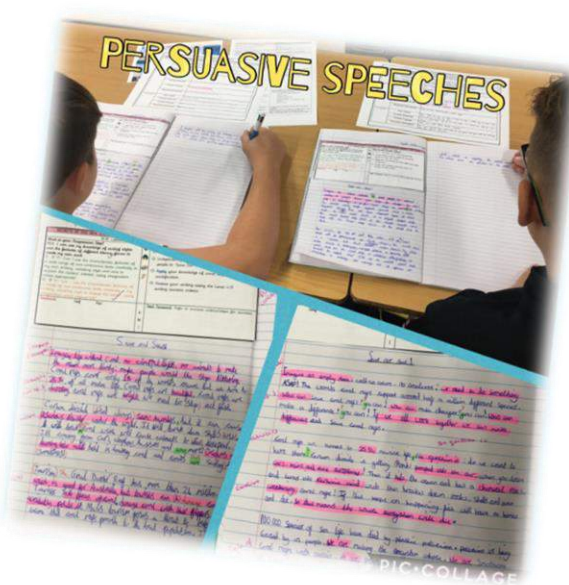
Thank you.



[illegible]

Perform Success Criteria:

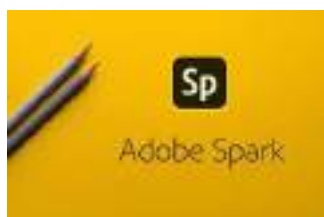
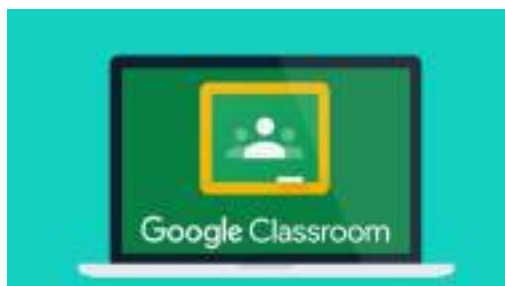
SUCCESS CRITERIA - SHOULD HAVE...		SELF	TEACHER
PHYSICAL 	<i>Talk that is adapted to the purpose: developing and organising ideas thoughtfully and conveying opinions clearly, including reasons occasionally</i>	0	0
	<i>Vary your voice for effect e.g. tone, pace, volume, pauses</i>	0	0
	<i>Use hand gestures and facial expressions to support what you are saying</i>	0	0
LINGUISTIC 	<i>Use appropriate and interesting vocabulary</i>	0	0
COGNITIVE 	<i>Structure your talk carefully e.g. make sure it makes sense</i>	0	0
	<i>Express your opinion including reasons</i>	0	0
SOCIAL AND EMOTIONAL 	<i>Speak with confidence - be clear and lively!</i>	0	0
COULD HAVE...			
PHYSICAL 	<i>Talk that is developed purposefully and when expressing opinions reasons are provided to support views</i>	0	0
COGNITIVE 	<i>Build on the opinion of your partner e.g. by asking questions</i>	0	0



**Project Milestone 10: Final Product - Awareness Campaign
(5 Sessions)**

Sessions 1-2: Planning & Research	Sessions 3-4: Creating final product	Session 5: Presenting awareness campaign
<p>Learning Objectives:</p> <ul style="list-style-type: none"> PS3: I can use my knowledge of writing styles and the features of different literary genres to create my own work Y7: Can I plan writing making choices about the best ways to present content for effect? Y6: Can I use a range of strategies to plan writing? <p>Activities:</p> <ul style="list-style-type: none"> Using all understanding and knowledge gained throughout this topic, children to choose their final awareness campaign media. Plan content and presentation methods. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> PS4: I can employ a range of strategies to summarise, synthesise and analyse information to gain in-depth understanding of texts. PS3: I can use my knowledge of writing styles and the features of different literary genres to create my own work. <p>Activities:</p> <ul style="list-style-type: none"> Using media of choice, children to create, edit and redraft their final product. 	<p>Learning Objectives:</p> <ul style="list-style-type: none"> PS3: I can recognise the appropriate language for different audiences and purposes, varying my expression, vocabulary and tone to engage the audience. PS3: I can begin to understand that interpretations are influenced by identity, experiences, viewpoints and beliefs <p>Activities:</p> <ul style="list-style-type: none"> During a celebration event, children to present their final awareness campaign to international school partners. International partner schools to assess the products and presentations and feedback to other schools.

Suggested apps/media:



5. Resources / Tools

Access to digital resources:

Nearpod

Skype

Internet access and devices for research purposes

Digital software to create awareness campaign

Google Classroom

Mentimeter.com

:



6. References and Acknowledgments

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"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

