

Activity Name: Magindara

SDG: 10 Reduced inequalities

Aims

- To establish contact with the culture of the Philippines.
- To reflect on beliefs of one's own culture and those of others.
- To value and respect aspects of other people's culture and history, as well as artistic and cultural heritage
- To develop critical thinking through reflection on the content of stories.
- To work cooperatively, thus creating a good work environment.

Language focus

- To express and exchange perspectives interpreting the meaning of others.
- To learn about foreign cultures through their language.

Creative focus

- To write a short poem using keywords from a previously read text.

Level: A1-A2

Age: 15–17

Time: 90 minutes

Preparation

Required resources: Youtube, pencils, paper sheets and dictionaries.

Procedure

Warm-up

- We start with a warm-up activity where students express with their body the feelings that they experience while listening to the song *Nuvole Bianche*, by Ludovico Einaudi (available at

<https://www.youtube.com/watch?v=4VR-6AS0-I4>).

Practice

Students will now be involved in three different activities involving the use of the vocabulary and grammar required for the unit.

- In a pre-reading activity students try to guess from the title what the text is about and the meaning of *Magindara*.
- Students read the text along with the teacher, while emphasizing unfamiliar vocabulary and its meaning.
- The teacher asks students the following questions: *What does the text tell you? Which idea comes to your mind after reading it?* Students write their answers on a piece of paper and share their answers in small groups.
- Students take another piece of paper and write down a word related to the story. Then, they make a ball with the paper and throw it to another classmate. They keep doing it until everyone has written at least 10 words on different paper sheets. When completed, one by one, students read aloud the different words on the paper in their hands.
- As a final activity, students are asked to write a poem using as many words as they can from the previous lists collected.

Follow-up

- Direct observation will be implemented while students work on the different activities. Items to be looked at will be: Active participation and engagement (30%), Oral production (grammar and content) (50%) and Fellowship (20%).
- Poems will be assessed with the help of a rubric to ensure objectivity (see Annex 1).

Additional resources

Annex 1

Final task rubric assessment

PUNCTUATION	1	2	3	4	5
Structure (organization of ideas throughout the text in a coherent* order)	Ideas are not well-organized, and the text is hard to follow due to the lack of paragraph structure.	Text lacks a clear structure. Some ideas are present, but others are still hard to follow.	All ideas are present in the text but are not divided into paragraphs.	Most ideas follow a clear structure and are divided into paragraphs.	All ideas are clearly divided and presented into paragraphs.
Grammar/ Vocabulary (range of vocabulary and its appropriate writing and use)	Most words are misspelled and misused. Vocabulary range used is still short. Also, many big morphology and syntax mistakes are present, according to the minimum language knowledge of their education level curriculum.	Some words are misspelled and misused. Vocabulary range used is still short. Also, some big morphology and syntax mistakes are present, according to the minimum language knowledge of their education level curriculum.	Few words are misspelled and misused. Vocabulary range used shows significant knowledge of the language. Also, few morphology and syntax mistakes are present, according to the minimum language knowledge of their education level curriculum.	Most words are correctly spelled and used. Vocabulary range used shows wide knowledge of the language. Also, little morphology and syntax mistakes are present, according to the minimum language knowledge of their education level curriculum.	Spelling and use of words is correct. Vocabulary range is wide and shows good knowledge of the language. Also, no morphology and syntax mistakes are present, according to the minimum language knowledge of their education level curriculum.
Cohesion (appropriate connection of ideas within the text)	Ideas are totally disconnected between them due to absent use of linking words, incorrect punctuation and the lack of correlation between verbal tenses (present-present, etc.).	Ideas are difficult to follow due to a bad and little use of linking words. There are big punctuation, and correlation mistakes according to the minimum language knowledge of their level of education according to the curriculum.	Little variety in the use of linking words, which makes the text too repetitive. There are some punctuation, and correlation mistakes according to the minimum language knowledge of their level of education according to the curriculum.	Wide range of linking words although they are sometimes misused. The text shows little errors concerning verbal tense correlation and punctuation according to the minimum language knowledge of their level of education according to the curriculum.	Wide range of linking words with no or very few mistakes. Excellent use of punctuation and verbal tense correlation according to the minimum language knowledge of their level of education according to the curriculum.
Content (appropriate inclusion of ideas asked for in narrative and argumentative texts)	Text shows no knowledge of the content it should include.	Few basic characteristics of the genre are present throughout the text. Nevertheless, they are mostly appropriate to the genre used.	Some basic characteristics of the genre are present throughout the text. Nevertheless, they are appropriate to the genre used.	Most characteristics of the genre are present throughout the text. Also, they are appropriate to the genre used.	All characteristics of the genre are present throughout the text. Also, they are fully appropriate to the genre used.

* Coherence: ideas presented in the text make sense in the order presented by the student. They make sense to student and to anyone who reads the text.