

WHAT DO YOU THINK?

Final task: To do a survey in your local area about an issue of interest for your group and write an article with the outcomes for the school/neighbourhood magazine, or Website...

Objectives in relation to the competence of learning to learn

- To express one's opinion to the team freely, calmly and respectfully.
- To reach agreements even when not sharing in full the decisions made by the team.
- To accept and respect other opinions even if different from one's own.
- To listen carefully to classmates' opinions.
- To reflect about the ideas contributed by other people.

Framework of learning to learn descriptors

Time Management	Organization of the information	Motivation and self-esteem	Team work
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Descriptors:

16.- I am able to express my opinion to the team even if it is different

Areas of knowledge within Adult Education	Level II	
Core skills	Communication and social skills	Science – Technology

Objectives

In this task, any or all of the three fields can be worked on, depending on the subject of the survey decided by the group.

If there are several groups, it can be suggested that each focuses on subjects belonging to different areas of knowledge.

Evaluation

Answer the questions of the evaluation table and comment in pairs

Preparation

Timing	Materials	Activity to be done	Where
10 hours	Newspapers, Current affairs magazines	Individually, in pairs, in groups of 3 and the whole group	In class At the library At the computer room



Process

0.- Presentation of the task, objectives and evaluation.

1.- Bring several newspapers and Current Affairs magazines to the classroom. Organise the learners in pairs and make each pair choose an article or piece of news that interest them. When all the pairs have theirs, they read it to themselves and think about why they have chosen it, what has captured their attention, why they are interested in it, underline the main ideas ...20 minutes.

2.-The whole group share the subjects they have selected. Each pair explains briefly the reason they have chosen that particular article. The ideas can be collected on the blackboard, on a card. Give each pair 5 minutes. At this point, you can bring up the issue of newspapers: which newspapers they read, what sections...

3.- In pairs, they search and further develop the information about the chosen subject by utilising libraries, Internet and/or asking other people. They will be required to list the strategies used to gather the information, for example, how to select it in terms of relevance, etc. The information will be compiled and proof read to highlight the main ideas they consider important. They then prepare a short presentation in class and discuss whether they have gathered enough information on the subject, deciding whether to do further research in order to gather more data. This activity is done in and out the classroom, estimated time 2/3 hours.

4.- In class, each pair presents their work (10 minutes); the objective is to express to the rest of the group the subject and its interest to them. The group listens to their classmates' ideas and opinions and considers the importance and relevance of the subject.

When all the pairs have presented their work, you should start a debate to reach an agreement about which topic will be chosen to be the object of the survey. The rest of subjects are kept for future projects. 1 hour.

5.-Work is divided up into 2 or 3 groups, depending on the number of participants. The objective is that each group has knowledge and enough information on the selected topic to be able to write the first draft of questions for the survey. 1 hour.

6.- In groups, they should attempt to create 10 possible questions (20 minutes). The whole group will then express their views and debate which 10 questions from the total number written by all the groups will be selected for use in the survey.

7.-The group decides where and when to do the survey, how many people to include,

age and gender. The next step will be to identify and distribute the tasks to be achieved in order to complete the surveys. Then carry out the survey and collect the information.

8.- Each group analyzes the answers and shares the results in order to write the conclusions. Then they assess and discuss how to write the article. At this point, some guidelines can be provided by the educator about different kinds of articles, structure, and language... similar to the example provided below.

9.- The following tasks are distributed between several groups: writing the first draft, editing it, including pictures to illustrate it, what other help is required...

10.- Publish the result in the centre's magazine, the Website, send it to a newspaper...

11.- Evaluation

Guidelines about learning styles

For the development of the task, the following learning styles will be considered:

- **Visual:** these learners could take photographs; make drawings to illustrate the magazine, taking pictures of the surveys in action for evidence.
- **Auditory:** they can carry out the surveys in the street and relay the results to the group.
- **Read / write:** they can take notes of the results to write the article.
- **Kinesthetic:** they can be in charge of organising the whole activity of going out to do the surveys: where, when, with whom ... They could also assess where to publish the article.

How do I envisage the article?

1.- How long will it be?	
How many pages?	
How many sections?	
How many paragraphs?	
2.- What parts will it have?	
What title?	
Will it have an introduction?	
Will it have a conclusion?	
Will it have examples? Where?	
3.- What will it look like?	
Sketches, charts, pictures...	
Document with the topic developed	
List of issues	
4.- What kind of language ?	
Formal or informal?	
Technical language?	
5.- What style ?	
Short and simple sentences?	
Long sentences?	

6.- What tone ?	
Neutral and impersonal?	
Demonstrative and expressive?	
Critical, sarcastic, humorous?	
7.- What is the main purpose ?	
What do we want to achieve?	
8.- How will I introduce myself ?	
First person singular (I think)	
First person plural (We think)	
Impersonal (It is believed)	
9.- What will the reader do with this text?	
Will they use it as a reference text?	
Will they read it in depth?	
Will they like it or be surprised?	
10.- What title will it have?	



EVALUATION

In this task, I've learnt how to...	yes	no	From 1 to 7...
Express my ideas freely			
Respect other people's opinions			
Accept different opinions even if I don't agree with them			
Accept the agreements reached by the team			
Listen carefully to different ideas and reflect about them			
Reformulate my approaches after learning other opinions			
Value other people's opinions			