

S2 PBL – Our City Project





The ongoing picture ... Why

- **From 2023/24** at the end of S2 learners no longer required to take a language into S3 and options made at end of S2 carry on to end of S4
- S2 – 2 French, 2 German and S2 Spanish
- S3 - 1 Spanish, 1 German and 1 French Class (**10 pupils**)
- Senior Phase - French class - 20 pupils (N3 – N5)
- **2024/25**
- 1 S2 French, 3 S2 Spanish and 2 S2 German
- **No S3 French class**
- 6 presentations at N5

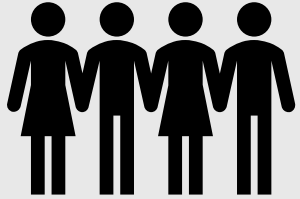




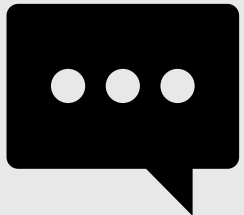
1. I am continuing with a language in S3.



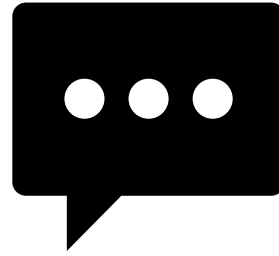
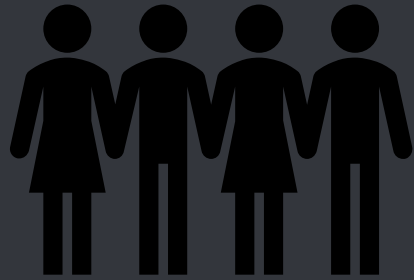
If you selected NO, can you tell us the main reason why you are not continuing with a language?



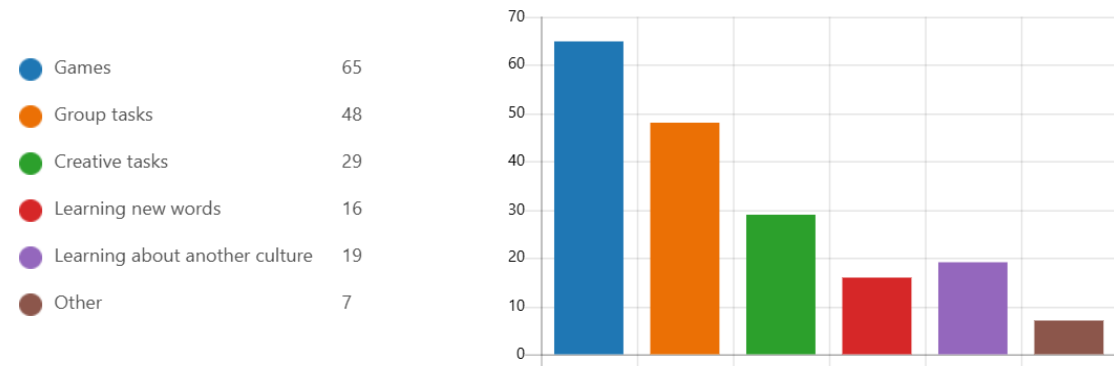
What the learners were saying



What the learners were saying

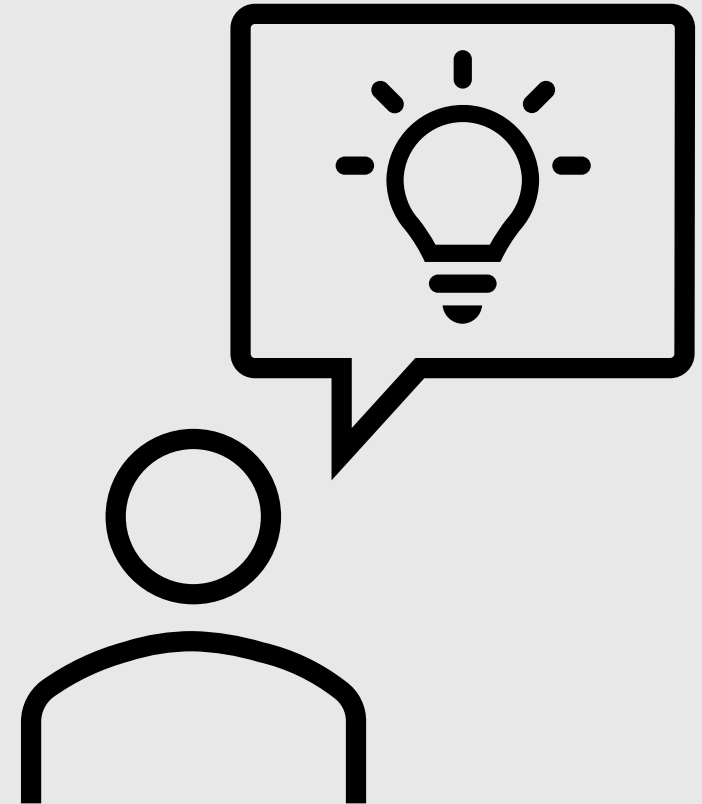


6. What have you enjoyed during your language lessons in S1 and S2?



The idea ...

- Following the S2 Pupil Voice a change to the S2 curriculum was required which was agreed at Department level.
- Although French has been the most impacted by a decline in uptake since 2021, the other languages (Spanish and German) offered in the department were also suffering.
- Attended at PBL 101 (offered by Education Scotland) in February 2024 and took the idea of creating a PBL project around the context of 'A Town in ... ' to Principal Teacher.
- Agreed in May 2024 to launch in September 2024 for a 12 week project.





Focus and Aims

- Writing and Talking
- Increasing confidence
- Providing opportunities for learners to make connections between the language they are learning and their future
- To increase enjoyment and engagement

Our City - The Driving Question



How can we as city planners *design* a new city for
France/Germany/Spain and
present our city design to judges?



What do we need to know to be successful?

The Launch






- Take the learners to Paris and allow them to experience a whistlestop tour of some of the sights whilst developing the four skills and working collaboratively.



mardi le 10 septembre Il y a du soleil



• I am learning about Paris in order to be able to share my opinions on France's capital city.



Welcome aboard PGS Air. Follow the flight attendants' directions and take your seats. Please place all phones in the designated boxes and all luggage in the designated underseat storage.



Prêt à apprendre....





    

 I am learning about Paris in order to be able to share my opinions on France's capital city. 

  I can identify key information about Paris' landmarks

  I can express a range of opinions about the places I have visited in Paris

  I can justify my opinions using a variety of adjectives

Following on from the recent success of the Olympics the French Government have recognised that to satisfy their citizens and tourists another magnificent city is required.



You are being invited to visit Paris the week of 9th September to explore some of the key sites that Paris has to offer.

Upon your return to Paisley your feedback and plans for the new French city is invaluable.

Your flights are booked but the French Government requires you to check in using the QR code.



PGS transforms ...

- Shopping on the Champs-Élysées
- Climbing the Eiffel Tower
- Being a Sports Journalist at the Stade de France
- Restoring damaged museum pieces at the Louvre
- Exploring the Catacombes



Launch Event September 2024



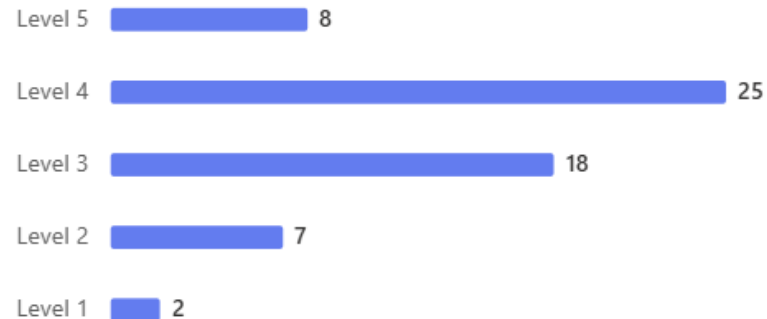
Learner Feedback Post-Launch

- They were asked in September 2024 how they felt about learning a language.

8. It's early in the term but if you were asked how you feel about learning a language in S2 where would you place yourself? (1 being - I really don't enjoy learning a language, 2 - I enjoy it some of the time, 3 - I enjoy it usually, 4 - I enjoy it most of the time, 5 - I enjoy it always) (0 point) [More details](#)

3.50

Average Rating



Language Input

- In S2 learners have 3 periods of the language they have been allocated based on a pupil voice form at the end of S1.
- A 2:1 model was adopted for content delivery and project work.

- I am learning about transport in different countries
- I am learning about places in town

• I can recall different modes of transport

• I can recall different places in town

• I can recognise the 24h clock in authentic timetables

• I can express a range of opinions about places in town

I can follow instructions and apply my knowledge of time and place in real life scenarios

I can use my knowledge of places in town to identify key places in a specific city/town



I am learning about places in town

I am learning about typical foods in the country I am learning about

I can identify key places in a specific town/country

I can recall a variety of different foods

I can express a range of opinions about places in town

I can apply my understanding to select foods from a menu in the language I am learning

I can justify my opinions using a variety of reasons

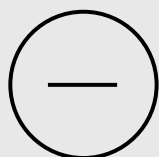
I can design a menu in the language I am learning



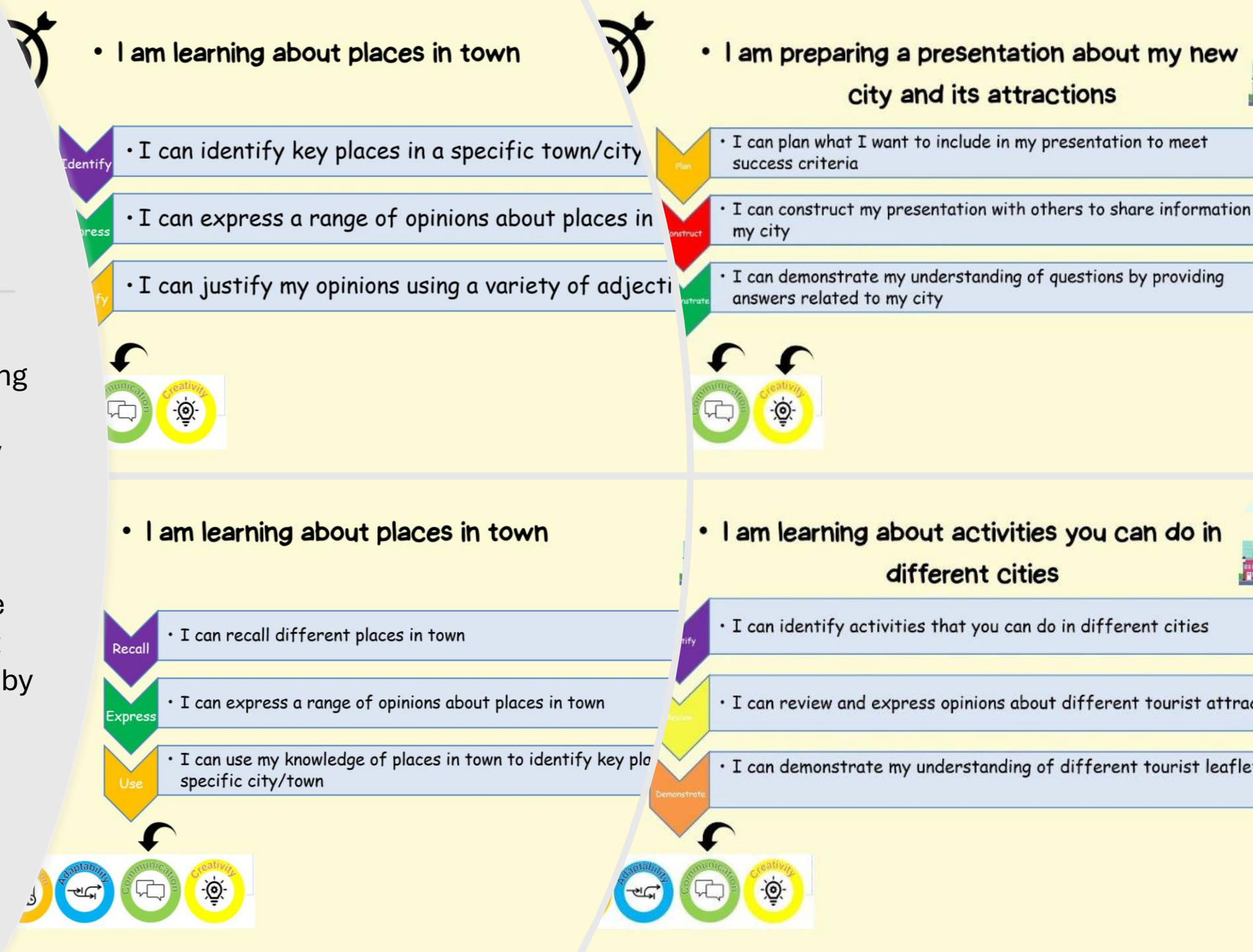
Language Input



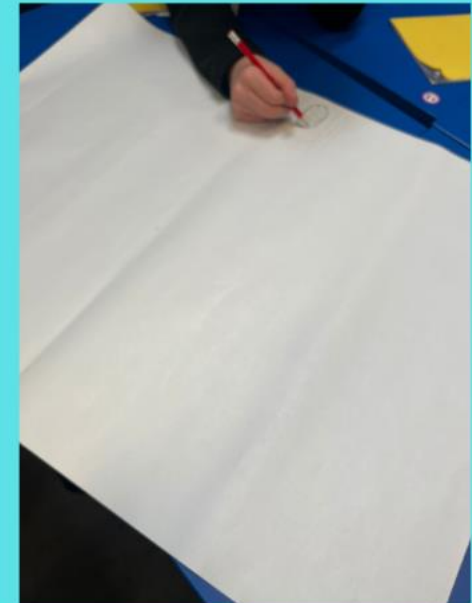
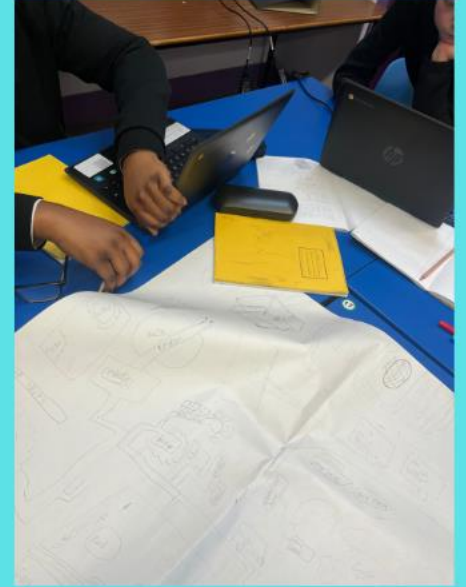
Learners were engaging with the content delivery because they were aware they had their project period



You were reducing the time for content input and further impacted by holidays and pupil absence



Group Work



Market Research Trip



As part of your ongoing research for your city design project you are invited to participate in a market research trip to taste some authentic cuisine.

The trip will take place on:

The cost will be :

Payment and consent forms should be returned by:



Restaurant Experiences



Cultural & Employability Links

Real Life Connections

- Visit from a Marketing Expert
- Connecting Language Learning to Employability
- Adding value to learning a language

Our City Leaflet Task

You have now thought about the different activities that you might do in your city.

You should now design and create a Tourism Leaflet, digital or on paper to spread the word about

What does your leaflet have to include?



Features of your attraction - these can be

undrawn or why not try and use

to help you?

f description of your attraction in



the language you are learning

What does your leaflet have to include?

Leaflet will form part of your display for your

ation. You should have discussed in your group

activities you are going to offer and each of

should create a leaflet for one of the activities

ation about the cost, opening hours

and any restrictions

may also want to include some 'review

from previous participants.

Information about other opportunities - cafes

or shops?

Assessment

- At the end of the project learners would present their City Designs to a real audience (language teachers and other partners) and peers in the Target Language.
- They would be provided with feedback and the presentation and Q&A would inform their levels for their progress report in December.



What do we need to do?

- Complete your city design - map/model
- Collate your supporting documents - survey, leaflets, menus and anything else you feel is relevant
- Prepare presentation
- Prepare Q&A

What:

• Presentation

This will be prepared together as a group. You will then each take a section of your presentation each. If your group is smaller you may have to present two or more sections.

You are allowed 5 words as a prompt for each section.

Q&A

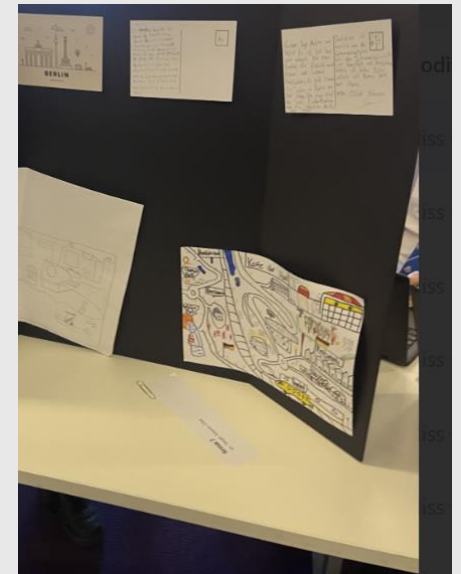
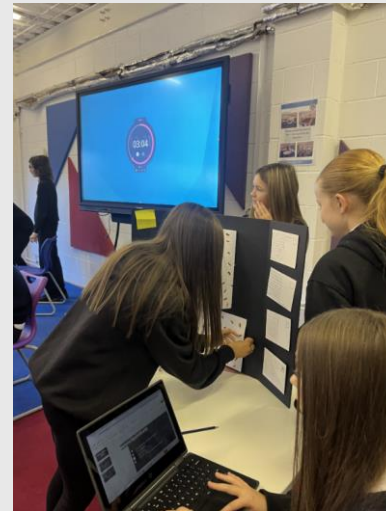
- The judges have been given a list of approved Questions and they will ask each person in the group one of the questions.
- You must be prepared to answer any of the questions.
- As different judges visit your showcase you will be asked a question each time.

Presentation:

1. Introduction - include name and location of city.
2. What is there in your city - describe some landmarks and give opinions and reasons why these are in your city.
3. What is there not in your city? Why is this?
4. What is there to do in your city? Discuss three activities and give details.
5. Conclusion - why is your city the best city?



Showcase



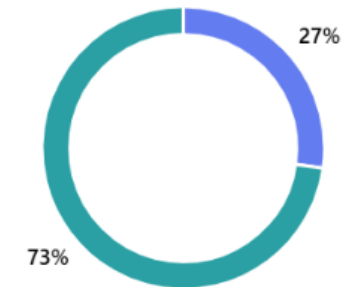


Learner Feedback – Post Project

1. Which language are you studying in S2? (0 point)

[More](#)

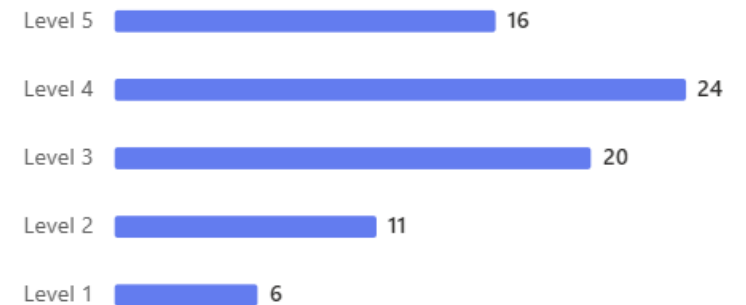
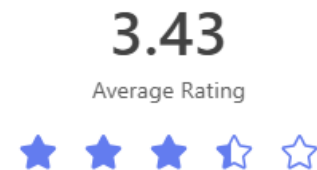
● French	21
● German	0
● Spanish	56





Learner Feedback – Post Project

8. How do you feel about learning languages? On a scale of 1 - 5 how much do you enjoy learning a language? (1 being - I really don't enjoy learning a language, 2 - I enjoy it some of the time, 3 - I enjoy it usually, 4 - I enjoy it most of the time, 5 - I enjoy it always) (0 point) [More details](#)

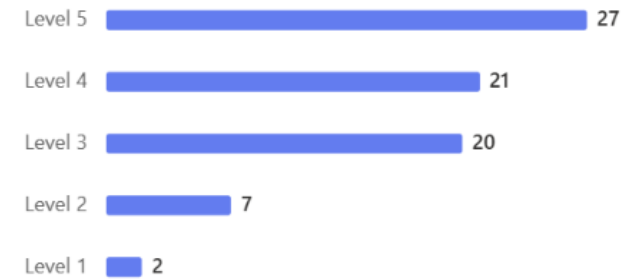




Learner Feedback – Post Project

. On a scale of 1 to 5 (with 1 being it was a boring to 5 being I really enjoyed it) how did you feel about participating in the showcase? (0 point)

[More details](#)



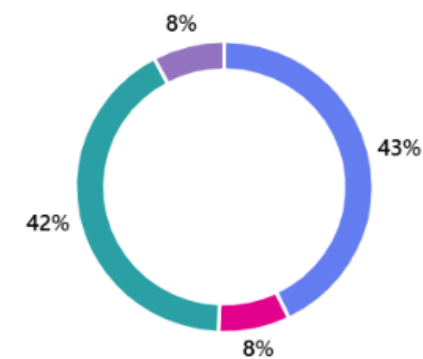


Learner Feedback – Post Project

10. Did you like that there were judges who were not your teachers who came to listen to you? (0 point)

[More details](#)

● Yes	33
● No	6
● Yes but I was a bit nervous	32
● No, I prefer doing 1:1 with my teacher	6



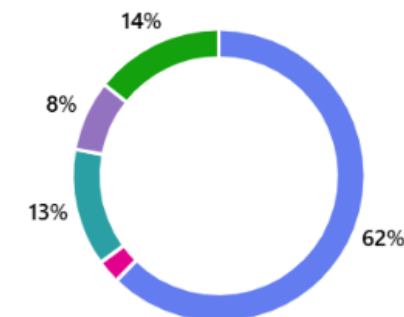


Learner Feedback – Post Project

11. What aspects of the project did you find most difficult? (0 point)

[More details](#)

● the language (German/French/Spanish)	48
● the creative tasks	2
● the organisation	10
● working with others in a group	6
● Other	11





Learner Feedback – Post Project

3. Would you recommend the Our City Project as a way to learn a language? (0 point)

● Yes 69
● No 8



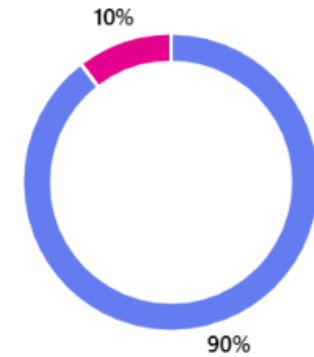


Learner Feedback – Post Project

14. Do you feel that you have made progress in your chosen language? (0 point)

[M](#)


● Yes	69
● No	8





Learner Feedback – Post Project

32 respondents (42%) answered confident for this question.

 Update

lot more spanish
stuff and more confident
speaking in front
confidence
confident in understanding
better
spanish
french
words in french
lots more confident
confident
vocabulary
bit more confident
confident with the language
spanish reading
speaking
words in spanish
words
confident with most things
judges in spanish



Impact

- 3 pupils from the single S2 French class selected French as an option to continue into S3
- 9 from the 3 S2 Spanish classes
- 9 from the 2 S2 Spanish classes





Next Steps

- Removal of Launch event
- Extended timeframe
- Language Focus to November
- Preparation November, December, January
- Showcase mid January