

## Meaningful Learning Experiences

Strategic Commitment	✓	Part of a careers initiative across Greater Manchester
Curriculum Provision	✓	Enriching an existing year 9 MFL scheme of work
Employer Partnerships	✓	Involving a small firm based in Andalusia, Spain
Reflective Young People	✓	Helping to develop skills beyond MFL
Informed Career Choices	✓	Ideas about working abroad and in the Property sector

### Spanish property company inspires MFL learning for year 9 students

The Modern Foreign Languages team at Broad Oak Sports College in Bury prepared a brief for an existing scheme of work for year 9 students studying the topic 'Green and Futuristic Living', in which students complete a written task about 'What I do to be green, environmental issues and house of the future (solar panels etc)'. The stated aim in the brief was to '*... help engage acquisition of language and give the project a sense of purpose*'.

Based in Andalusia, Eco Vida Homes designs and builds villas for clients in Marbella. The firm's commercial director is a British Quantity Surveyor, who works with a team of Spanish property professionals. The firm provided information about the kind of homes they create, which use a variety of 'green and futuristic' features.

The students were set the challenge: '*Inspired by Eco Vida Homes, write a short paragraph in English and Spanish that describes how homes in this part of Andalusia can make the most of the environment. Include a drawing of a home that illustrates your bright ideas for green and futuristic living.*'

A selection of student work was emailed to the office in Granada and the managing director recorded a video greeting and feedback, which was shared in the classroom through YouTube. As well as commenting on specific pieces of translation by individual students, he stressed the importance of accurate translation and clear communication when dealing with local property professionals and overseas clients – but also in students' possible future career paths.

### Benefits for the Students

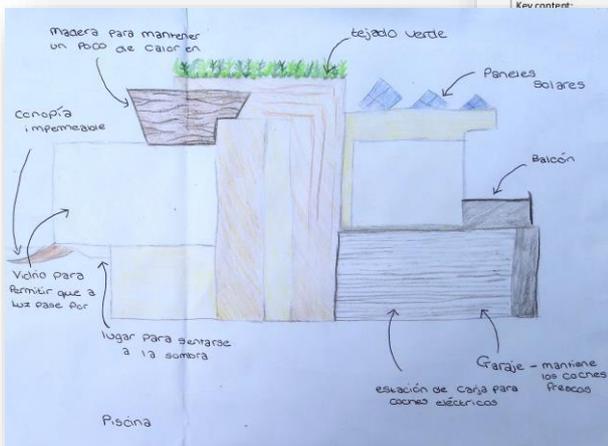
- After this experience, I am more likely to apply to study at a university because:
  - '*...it showed me there are lots of opportunities like this at university.*'
- The experience helped me:
  - '*... Become interested in learning new information and skills.*'
- The thing I am most proud of as a result of this experience is:
  - '*The design my team came up with.*'
  - '*My team work.*'

### Benefits for the School

- The school's careers strategy states that, 'We have close ties with local industry and our students have the opportunity to visit local employers ...' and this project provided an additional local employer contact.
- 'This is amazing. I had the class when the email came through, so I showed them. They were proud but shocked that actually it was a real project. They assumed I had made it up ... I can see about trying to get a clip together to say thank you to him in reply.'

### Benefits for the Employer

Eco Vida Homes is a small firm with a big mission, to encourage change in the Spanish property market, in particular by responding creatively to each client's brief and by bringing eco-friendly construction methods into the mainstream. The company – and so its commercial director – are therefore very busy. Classroom resources used existing information from the firm and the four-minute feedback video was recorded on a mobile phone.



Summary Curriculum Map and Expectations  
Subject: Modern Foreign Languages Subject leader / Head of Faculty: Mr C Ryan

Year 9 Key content:	Autumn term	Spring term	Summer term
	<b>Health</b> <ul style="list-style-type: none"> <li>- Exercise</li> <li>- Drugs</li> <li>- Alcohol</li> <li>- Healthy/unhealthy lifestyle</li> </ul> <b>Social Issues</b> <ul style="list-style-type: none"> <li>- Poverty</li> <li>- Famine</li> <li>- Homelessness (daily routine)</li> <li>- Crime</li> <li>- Gay marriage</li> </ul>	<b>Laws</b> <ul style="list-style-type: none"> <li>- Comparing age limits</li> <li>- Strange laws</li> <li>- Laws under Franco</li> <li>- Consequences</li> <li>- School/workplace rules</li> <li>- Terrorism</li> </ul> <b>Green/futuristic living</b> <ul style="list-style-type: none"> <li>- What I do to be green</li> <li>- Environmental issues</li> <li>- House of the future (solar panels etc)</li> </ul>	<b>Spain</b> <ul style="list-style-type: none"> <li>- Civil war</li> <li>- Spanish Armada</li> <li>- (Studying Barcelona) - Gaudi</li> </ul> <b>Tourism</b> <ul style="list-style-type: none"> <li>- Going to the tourist office</li> <li>- An imaginary visit to a city in the past</li> <li>- Souvenirs</li> </ul>
	Reading/translation task based on health	Written task – writing about my 21 <sup>st</sup> century home	Speaking task – presentation about a visit to a Spanish-speaking country
	Smaller tasks throughout the course (including vocabulary learning using Quizlet) with two bigger, more detailed pieces for official marking and data capture.	Smaller tasks throughout the course (including vocabulary learning using Quizlet) with two bigger, more detailed pieces for official marking and data capture.	Smaller tasks throughout the course (including vocabulary learning using Quizlet) with two bigger, more detailed pieces for official marking and data capture.



An existing scheme of work about 'Green and Futuristic Living' was brought to life for year 9 students studying Spanish through the involvement of a firm that builds eco-friendly villas in Marbella. The managing director provided a video message with feedback about their translation work.