




INPUTS FONIX 2020	1/2 ESO & 1/2 BATX	PRI 5/6 & 3/4 ESO
THE CONTESTANTS HAVE VARYING INPUTS AND ARE ENCOURAGED TO RESEARCH THE ISSUES THEMSELVES, EXTEND THIS TO THEIR WIDER SCHOOL OR LOCAL COMMUNITY AND THEN RELATE THEIR FINDINGS TO A POSSIBLE SOLUTION TO THE PROBLEM WHICH THEY CAN PRESENT AS THEY WISHED BUT THAT PRESENTATION HASTHEN TO BE RECORDED IN VIDEO FORMAT TO UPLOAD TO YOU TUBE.	<p><b>GOAL 11 TARGET</b> By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, and children, persons with disabilities and older persons.</p> <p><b>FONIX FOCUS</b> <i>Analyze current transport systems at local level what improvement can we make and how.</i></p> <p><b>OR</b> <i>Design an awareness campaign to make public transport safe and accessible to all</i></p>	<p><b>GOAL 4 TARGET</b> By 2030 build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all.</p> <p><b>FONIX FOCUS</b> <i>Design an inclusive and fully accessible learning zone for your school or community centre. Identify needs and tailor design accordingly.</i></p>

STAGE 1 TASKS	1a	2a	3a
<b>INPUT</b> Individual	Identify 3 issues from the input texts provided.	Identify one of these issues that impacts on your immediate surroundings (school/family/community) Give evidence	What are you/we/the community currently doing to improve or solve this issue
<b>PROCESS</b> Collaborative	In a small team negotiate which of these issues you think is more important – Rank them in order	Collect more information to support your chosen issue Internet, surveys, the media,	Fieldwork Assign roles in the team: e.g. Collect texts Collect Visuals Write texts Create graphics
	1c	2c	3c
<b>OUTPUT</b> Collaborative/Productive	Decide the best format to illustrate/present the issue you consider to be most important	Choose the most relevant information to present	Incorporate all the inputs visual/graphic/text into your chosen format which should be presented in video format for uploading to YouTube.
<b>EVALUATION OF OUTPUT PHASE C</b>	<p>Teams – present their work</p> <p>Teachers – give feedback to the teams on content – spelling, grammar and also the general concept.</p> <p>Classmates - vote for best work/team</p> <p>School – Select the work to put forward for evaluation and define the team members who will present the work in the final phase if selected.</p>		

## HOW WE GRADE THE UPLOADED CONTENT

	Relevance	Collaboration	Creativity	Solution	Language/Text *can be oral or written	POINTS FOR EACH SECTION
<b>EXCELLENT</b>	Deals in detail with the issue proposed at this level. Shows appropriate use of research in a wider community context. Demonstrates an understanding of the UNESCO core value and a corresponding effort to impact on this.	Shows a degree of cooperation at wider school level and includes the wider school or local community both in research and solution stages.	Media or format chosen is appropriate to convey message. Message is visually/textually convincing. Demonstrates personalization of the issue. Is there a unique creative edge that makes this video stand out from others? 	Demonstrates that the rubric was followed to achieve a solution to the issue. The solution is an idea which could be applied directly to the problem in the community. Audience understands the message and feels compelled to action or to find out more.	Uses *language flexibly and effectively. Demonstrating knowledge of organisational patterns, connectors and cohesive devices. Text is easily understood	15>20
						12>15
<b>NOTABLE</b>	Deals in some detail with the issue proposed at this level. Shows appropriate use of research in a wider school context. Demonstrates an understanding of the UNESCO core value.	Shows cooperation at class/team level and there is evidence of inclusion, either in research or solution phase, of the school community as a whole.	Media or format chosen is appropriate to convey message. Message is conveyed in a pleasing and understandable way but lacks originality. 	Demonstrates that the rubric was followed to achieve a solution to the issue. The solution has merit and with further development could be applied to the problem in the community. Audience understands the message and sympathises.	Demonstrates ability to use clear *language (grammar and vocab) to communicate ideas. Some degree of fluency making the message understood with little strain on audience.	8>12
						5>8
<b>SATISFACTORY</b>	Deals in basic terms with an aspect of the issue proposed at this level.	Shows a degree of cooperation at school level. More than one student taking part.	Media or format chosen is appropriate to convey message. Message is conveyed. 	Demonstrates that the rubric was followed to achieve a solution to the issue. Audience understands the message.	Shows ability to communicate ideas using simple *language. Some grammar or spelling issues which may hinder understanding. Likewise in oral presentations pronunciation that may hinder understanding.	1>5
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