

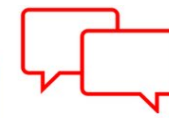
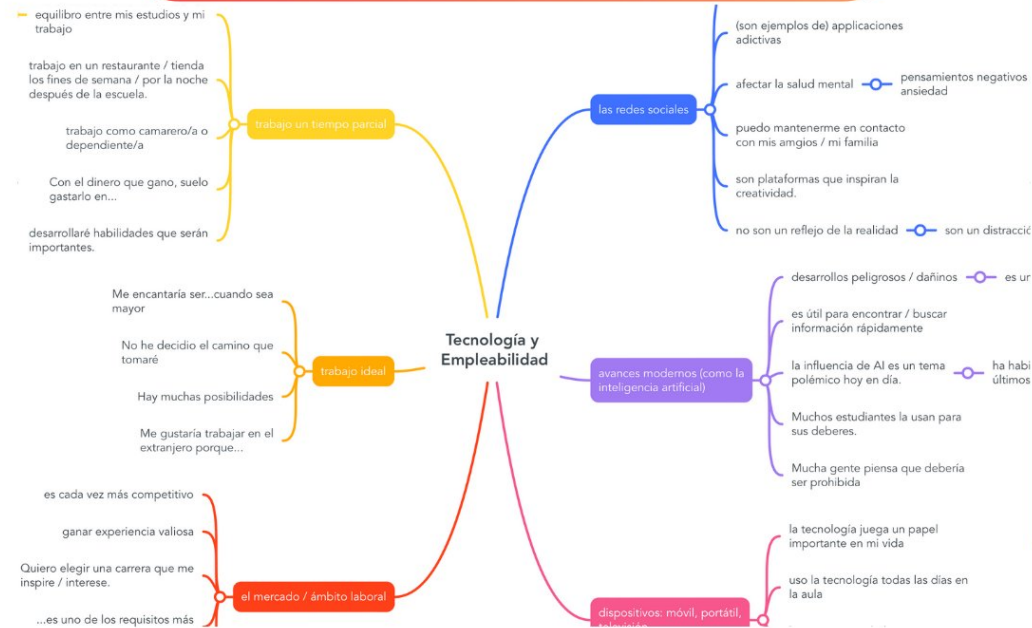
PROJECT OUTCOMES

- ★ Support H Spanish students to develop their **confidence** for their SQA assessments
- ★ Use my previous experience as a source of comfort for students.
- ★ Expand upon the **class curriculum** effectively



TECNOLOGÍA Y EMPLEABILIDAD: PREPARATION FOR THE ORAL EXAM

Georgia Beattie, Drummond Community High School



Feedback /progress

Asked mentor to make **PPTS accessible** on TEAMS

Suggested activities: **delayed copying**, board games and student - led teaching.

Mentor thought my presentations were well - structured

Observed a **PGE (S3)** lesson and noted class management / techniques



Timeline of PPTS

1. 'blooket' **ice - breaker**, marking scheme, opinion phrases
2. revision techniques (**placemat**), 'take or donate'
3. **unscrambling** task / vocab
4. **Mindmaps, debate for HW**
5. peer **marking**, roleplay conversation
6. recap of class tasks



Strengths

ORGANISATION: clear sense of structure, flexible to adapt to changes.

project built on a **SOLID FOUNDATION** from SQA I can creatively build around.

SUPPORT from my mentor each week.



Challenges

SMALL CLASS: harder to make lessons interactive.

TIME MANAGEMENT: interrupted by class teacher/ students taking longer to complete tasks.

SPANISH LANGUAGE: teaching in both languages

STUDENT GOALS

★ **WRITTEN ANSWERS** drafted for set SQA questions

★ **WIDE RANGE** of vocabulary surrounding each topic

★ **BANK** of 'lifeguard' and 'gold star' phrases