

# Persuasive texts

# Peace Day's

# Slogans

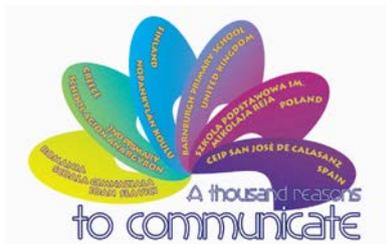
<https://twinspace.etwinning.net/3984/pages/page/15348>



A thousand reasons  
to communicate



Erasmus+



## PEACE DAY

---

### INTRODUCTION

First of all we think that World Day of Peace is not so familiar to us Evangelical Lutherans than it is to Catholics.

Motivating: Teacher reads the letter for Peace Day from Pope Francis. Discussion about slavery and that bad situation mostly of women and children. Slavery is not so familiar to our students. In Finland we haven't had any slaves in our history. The older students have read about it in world's history but it seems to be so far from us. That's why we decided to turn those posters to concern more inequality, indifference and bullying (SVH.)

We start to work by watching different kind of posters from internet. While watching we discuss what is important in those posters, what is the message of them. After that making a list of those which are important things to know when you are making a poster to be good one. After discussing about good pictures in posters start to discuss about slogans (SY).

---

### LEARNING OBJECTIVES

#### LINGUISTIC COMPETENCE

LO1: To recognize different types of text; slogans.

LO2: To develop English skills and vocabulary (translation).

One student with special needs works following by his own curriculum.

LO3: To learn how to say shortly something you think is important.

LO4: To invent a slogan that goes along with the picture.

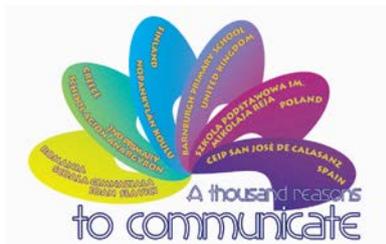
#### DIGITAL COMPETENCE

LO5: To use a computer for watching the posters

LO6: To find out how many different technics there are to make a poster.

#### SOCIAL AND CIVIC COMPETENCES

LO7: To appreciate that we may live in peace, no wars or slavery and our problems are rather small comparing with the children and women in developing countries.



LO8: To find out why someone wants to make posters of important things to him.

LO9: To notice what kind of posters make people to notice the poster and make to look closer the picture and the message of it.

LO10: To look for different types to make letters and write slogans.

LO11: Co-operative working in little groups to figure slogans and find the one of their own.

LO12: To learn how to enlarge a picture from a smaller paper to a large one.

## CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO13: To find out what different symbols do we use in our posters; the meaning of those and the difference from those we looked from internet.

---

## CONTENT

To draw a draft (size of A4) including the place of the drawing/picture, place for the slogan and colours which you are going to use.

After planning the draft show that to your teacher and discuss about your ideas. Make the draft.

When the draft is done, start making a poster using the draft as a model.

The paper in which the poster is going to draw is size A3.

After making the poster, students do the self-assessment.

---

## ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

After looking the posters students noticed that a good poster is colorful and the picture in it is clear. They also noticed that it is important that the picture tells immediately what the poster was meant to tell.

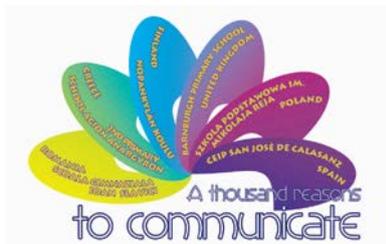
After choosing/discovering a slogan, students from 3rd grade make their work in Finnish because they have just started to study English in autumn. Other students wrote their slogans in English, except the one, who has his learning problems. His slogan is in Finnish as planned.

---

## RESOURCES

ICT

- Teacher's computer, 2 iPads, 2 Ipads.



- Google.

## TOOLS

- Bigger and smaller drawing paper (A3, A4).
- Much kind of colours.

## TIMETABLE

- Time to work 9 hours (in Finnish, English and mostly Art lessons).

---

## METHODOLOGY

To start the work teacher reads the letter from Pope and asks what the students knew about the slavery = teaching discussion.

Make slogans in little groups. After figuring the slogans start to watch them together thinking what a good slogan is and so on. =ideation, co-operative learning and learning by doing.

Planning what kind of picture is coming into the poster and where is the place of slogan and with what kind of letters you will write with. And also plan what colours they are you going to use for the poster. = self-working with co-operative learning.

When the work is done look at it and try to find out in which part you are satisfied, is there something you could do in a different way, are you pleased to layout, colours, text and hole work etc. = self-assessment (teacher has to make sure that the students find something to be pleased with!).

After the posters are finished, discuss with your schoolmates what do you think about the works. What do you find interesting and why and so on = peer review.

---

## STUDENTS ASSESSMENT (SUCCESS CRITERIA)

The work is accepted when:

- You have thought the colors.
- The slogan is ok and it matches the term which was given.
- You have thought the way of writing the slogan and where to put it.
- The layout is fine.
- You have done your own assessment and took part of peer review.

In students' posters there were many times Earth, some kind of teams, Finnish flags and people standing together hand in hand; telling about national and even international friendship. Someone noticed to put international symbols like victory mark with fingers and a pigeon.



It was nice to notice that in spite of the title of this year's Peace Day: Slavery, our students' posters were all positive and supportive. But those we saw from internet told us about poverty, misery and bad situations. You can divide our posters to three categories by the slogans:

One category of those slogans was to make people more equal:

- All different all the same.
- Be fair / We are one.
- Help (in which the bread is shared).

The second was more individual:

- Take care.
- Listen and care.
- Make up!
- Älä kiusaa (Don't bully).

The last category has more international items like:

- Peace to the World.
- Live in Peace.
- Peace Day / Be Kind.
- Peace and love.
- Rauha maalle (Peace to the land).

One slogan was so large that you could put it in every category:

- Peace Day / Don't leave anyone alone.

Working with the posters took a long time.

The result was mostly quite good especially from the technical point. Posters were colourful. Pictures in the posters were clear and big enough. Slogans were good even some students thought that it was very hard to figure a good slogan. The drawings and the headlines were matching.

---

## TEACHER EVALUATION

When we started this project I think I led the discussion quite well. Students seem to understand the resources of posters; what makes one poster better than the other.

Talking about slogans. That was a little bit challenging for me. That what we say very shortly in Finnish, have to say much longer translated in English. While translating teacher had to do a lot of extra work to get the student make short and vigorous slogans and the slogans were such that you could understand the meaning of it. Also students needed more help than I was planned to keep the drawings simple enough.

This project took more time than I planned. So the timetable I made was no perfect.



I am satisfied for ability grouping which I made. One 6-grader and one 3-grader made the slogans in Finnish because of studying English for a short time or having own curriculum in studying English. The 4-graders got help for me to translate and 5-6-graders needed only checking for their translations.

I was very pleased for our performance ;)

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	X				
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task		X			
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	X				
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	X				
Use of varied and relevant teaching resources.	X				
Use of ICT resources to develop the task.		X			There was not so much to use ICT
The assessment tools are adequate to the learning objectives.	X				

<https://twinspace.etwinning.net/3984/pages/page/15348>





## SLOGANS AND ADVERTISEMENTS FOR PEACE DAY

---

### INTRODUCTION

Peace is an occurrence of harmony characterized by lack of violence, conflict behaviours and the freedom from fear of violence. Our aim is to make a poster that includes this message.

Other objectives are:

- To be able to formulate slogans that promote world peace.
- To explore the Internet and find information on the Day of Peace and the efforts made to achieve world peace.
- To create a physical or digital poster on Peace.
- To seek the actions that the children themselves can take to promote the idea of peace.

---

### LEARNING OBJECTIVES

#### LINGUISTIC COMPETENCE

LO1: To be able to formulate slogans that promote world peace.

LO2: To learn how to communicate using discourse that can be read easily.

LO3: To designate a communication framework; who writes the slogan and whom it is addressed to.

LO4: To learn how to use appropriate adjectives, puns, rhymes, interesting questions and exaggeration to make the slogans appealing.

LO5: To use the logic and humour in their attempt to convince the reader.

LO6: To include images to illustrate the slogans so that the reader does not spend much time trying to interpret them.

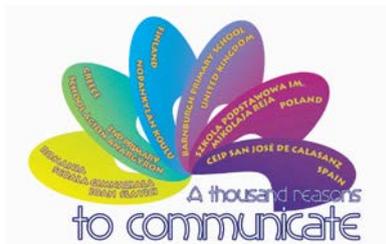
LO7: To make acrostic, write poems or play theatrical games on peace

#### DIGITAL COMPETENCE

LO8: To import images with the help of the editor in a plain text or the opposite.

LO9: To use a platform to create a digital poster on Peace.

LO10: To explore the Internet and find information on the Day of Peace and the efforts made to achieve world peace



## SOCIAL AND CIVIC COMPETENCE

LO11: To understand the concept of world peace and to explore the ways in which it can be achieved.

LO12: To appreciate the importance of peace for the individual and social prosperity and progress.

LO13: To seek the actions that the children themselves can take to promote the idea of peace.

---

## CONTENT

The discussion could cover the following concerns and the output data could be incorporated in the poster.

My wish for peace.

What does the word "peace" mean for me?

What is a famous person you might know that promotes world peace?

Why is world peace difficult to achieve?

Why is it important to have a Day of Peace?

What should be done to have world peace?

How can children promote peace in the world?

If you had to assess the world for its peace, what grade would you give?

What can you do to have peace at school and in your class?

---

## ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

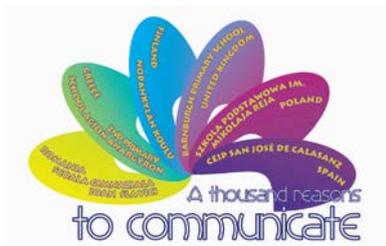
- Investigation of information on peace
- Gathering materials and information
- Construction of a poster collage, painting, digital image and text,
- acrostic, poems, songs, texts

The poster

We must:

- Consider whether it is attractive and easy to read
- Use titles in different sizes and writing styles to show interesting results
- Include all relevant messages in a logical and clear manner
- Try to convince the reader to use slogans
- Include images to enhance the poster, but readers should not spend too much time on them

Characteristics of an effective Slogan – Message:



- Asking questions
- Using the sense of humor
- Addressing the senses (sight, hearing, touch, taste, smell)
- Using alliteration, rhyme or a play on words
- Creating a memorable motto or image
- Making you feel socially responsible
- Presenting the benefits of peace in an attractive and recognizable way
- Using adjectives and adverbs to accentuate the message
- Embodying poetic or literary expressions to promote the message of peace
- Using competitions to promote pupils' messages
- Listing the benefits
- Mentioning others' comments or opinions.

## RESOURCES

- Literature, fairy tales, riddles, mythology
- [https://en.wikipedia.org/wiki/International\\_Day\\_of\\_Peace](https://en.wikipedia.org/wiki/International_Day_of_Peace).

## METHODOLOGY

- Project,
- group cooperation.

## STUDENTS ASSESSMENT (SUCCESS CRITERIA)

A	B	C
<b>Be able to formulate slogans that promote world peace.</b>		
95,00%		5,00%
<b>Designate a communication framework; who writes the slogan and whom it is addressed.</b>		
80,00%	15,00%	5,00%
<b>Learn how to use appropriate adjectives, puns, rhymes, interesting questions and exaggeration to make the slogans appealing.</b>		
26,00%	58,00%	16,00%
<b>Includes images on the poster, to highlight the slogans.</b>		
47,00%	36,00%	17,00%
<b>Make acrostic, write poems or play theatrical games on peace.</b>		
47,00%	47,00%	6,00%
<b>Import images with the help of the editor in a plain text or the opposite.</b>		
84,00%	11,00%	5,00%





Erasmus+

SZKOŁA PODSTAWOWA im. MIKOŁAJA REJA (POLAND)  
PERSUASIVE TEXTS

## CREATION OF SLOGANS PROMOTING PEACE DAY

---

### INTRODUCTION

Students learn about Peace Day, create slogans promoting this festivity and prepare posters.

---

### LEARNING OBJECTIVES

#### LINGUISTIC COMPETENCE

LO1: To develop English vocabulary.

LO2: To teach how to formulate slogans.

#### DIGITAL COMPETENCE

LO3: To insert pictures and slogans in the internet.

LO4: To teach how to use a dictionary online.

#### CULTURAL AWARENESS AND EXPRESSION COMPETENCE

LO5: To learn the history of the Peace Day and how it is celebrated in other countries.

#### SOCIAL AND CIVIC COMPETENCE

LO6: To appreciate that we may live in peace.

LO7: To teach cooperation and group work.

---

### CONTENT

Peace Day slogans

---

### ACTIVITIES

- Short presentation of the Peace Day history.
- Discussion concerning peace in the world.



- Writing slogans and translating them into English.
- Making posters promoting the Peace Day.

## RESOURCES

- The history of the Peace Day
- Dictionaries
- Computers and internet

## METHODOLOGY

- Teaching how to write a persuasive text (explanation ).
- Teaching how to translate a text into English.
- Guided discussion.

Ways of working:

- Individual work.
- Collaborative work.

## STUDENTS ASSESSMENT (SUCCESS CRITERIA)

A	B	C	D
<b>To develop English vocabulary.</b>			
<i>The student uses a wide range of vocabulary and structures to complete the task.</i>	<i>The student uses a lot of vocabulary, but sometimes makes mistakes.</i>	<i>The student uses little vocabulary.</i>	<i>The student's vocabulary is very poor.</i>
<b>To teach how to formulate slogans.</b>			
<i>The student knows how to formulate slogans and is able to do it.</i>	<i>The student formulates slogans, but sometimes makes mistakes.</i>	<i>The student formulates very simple slogans.</i>	<i>The student isn't able to formulate slogans.</i>
<b>To insert pictures and slogans in the internet.</b>			
<i>The student knows how to insert pictures and slogans in the internet.</i>	<i>The student is able to insert pictures and slogans in the intern but sometimes has some problems.</i>	<i>The student needs help inserting pictures and slogans in the internet.</i>	<i>The student is not able to insert pictures and slogans in the internet.</i>



Erasmus+

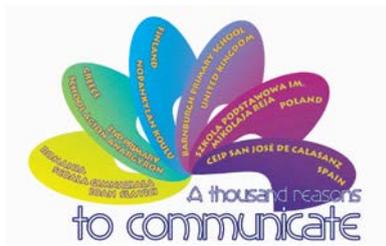
SZKOŁA PODSTAWOWA im. MIKOŁAJA REJA (POLAND)  
PERSUASIVE TEXTS

## TEACHER EVALUATION

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.		X			
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task	X				
The exercises, activities and tasks are related to the interests of students and their prior knowledge.		X			
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.		X			
Use of varied and relevant teaching resources.		X			
Use of ICT resources to develop the task.	X				
The assessment tools are adequate to the learning objectives.		X			

<https://twinspace.etwinning.net/files/collabspace/4/84/984/3984/files/b41070b5.pptx>





# PEACE IS CONSOLIDATED THROUGH TOLERANCE, NEGOTIATION AND ACCEPTANCE

---

## INTRODUCTION

This lesson plan has been conceived for pupils from the 7th and 8th grades. It aims to present the many faces of peace, what it means, synonyms and antonyms of it. The pupils are to use their previous knowledge on this topic, learnt during different classes, such as Romanian, History, Religion, targeting a new vocabulary centered on "peace".

---

## LEARNING OBJECTIVES

### LINGUISTIC COMPETENCE

- LO1.1: To understand the global significance of the heard message, connecting the received information with their previous knowledge.
- LO1.2: To notice the different meanings of a word depending on the context it is placed into.
- LO1.3 To use words according to the topic in a situation of communicating.
- LO1.4: To adapt to the aim of communication.

### DIGITAL COMPETENCE

- LO2.1: To use instruments such as: Google, images, Wikipedia, dex-online.ro.
- LO2.2: To use different applications: PowerPoint, Prezi.
- LO2.3: To make a virtual exhibition with slogans in Prezi.

### SOCIAL AND CIVIC COMPETENCES

- LO3.1: To understand the necessity of a civic attitude that broadens and protects peace.
- LO3.2: To dismiss the ideas and concepts that develops aggression, xenophobia, racism.

---

## CONTENT

This learning unit entitled "Peace" proposes the development of competences in communication (oral and written) in their mother tongue, but also computer-assisted learning, underlining creativity



and originality. The classes will be held in the classrooms or in the Informatics Lab. For a better unfolding of the activities, the content is adapted to the intellectual level and socio-cultural environment from which these pupils originate.

---

## ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

- Frontal work, in group and individually (differentiated for pupils with special needs).
- Quotes, T graph (for and against) adapted to the special needs of the pupils.
- The use of individual work sheets on the level of the pupils who have learning disabilities.
- The use of Google, PowerPoint, Prezi.
- Team activities, in groups and frontally.

---

## RESOURCES

### HUMAN RESOURCES

- Pupils of the 7th and 8th grades.

### MATERIAL RESOURCES

- Classroom.
- Informatics Lab.
- Computers.
- Notebooks, pens, pencils, colored pencils.

---

## METHODOLOGY

- Conversation.
- Demonstration.
- Explanation.
- Exercise.
- Conducted discussion.
- Computer-assisted learning, the usage of Google, PowerPoint, Prezi.





concerned.	concerned using questions like why? On what condition?	with the help of the teacher using questions like why? On what condition?
<b>LO3.2 To dismiss the ideas and concepts that develop aggression, xenophobia, racism.</b>		
The pupil justifies different acts of behavior and proposes specific roles for activities in the work group.	The pupil makes rules within the group of pupils and sees if they respect them.	The pupil identifies rules and norms of civic behavior in different situations, guided by the teacher.

## TEACHER EVALUATION

ACHIEVEMENT INDICATORS	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	OBSERVATIONS
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	X				
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task		X			
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	X				
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	x				<i>The methodology has been adapted to the needs of the pupils with learning disabilities.</i>
Use of varied and relevant teaching resources.	X				
Use of ICT resources to develop the task.	X				
The assessment tools are adequate to the learning objectives.	x				



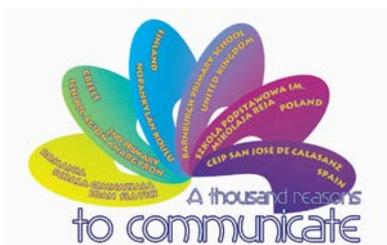
## LESSON PLAN

Contents (detailed)	Learning objectives	Learning activities	Resources Used IT resources	Evaluation
Persuasive text (argumentative)	LO 1.1	Exercising the recognition of some key words	Allocated time: 3 hours Resources and teaching aids: Pictures, work sheets, computer, a volume of Grigore Vieru's poems, the necessary equipment in the making of the project	Systematic observation of the students
Aiding text - poem "Muțumim pentru pace" de G. Vieru./ "Thank you for peace" by G. Vieru	LO 1.2	Brainstorming-Collecting ideas about peace based on the poem		
	LO 1.3	Collecting other ideas regarding peace (pair work)		
Quotations about peace	LO 1.4	Enriching vocabulary, finding the definition of "peace" as a concept, consulting on-line dictionaries.	IT resources, <a href="http://dexonline.ro/">http://dexonline.ro/</a>	
	LO 2.1	Illustrations of the symbols connected to the concept of peace	PPT 	Homework/class work
	LO 1.1	Research-discussion of the quotations about peace (groups of three)		
	LO 3.1			
	LO 1.3	Conversations between teacher-student, student-student about peace		Predictive evaluation
	LO 1.3	Comparing the notions of „peace” vs „war”		
	LO 3.2			
	LO 1.4	Debate, expressing their opinion, stimulation of creativity		Slides with images and quotations about peace (ppt)
	LO 1.4	Creating oral and written slogans about peace		
	LO 2.2	Creating a ppt presentation using the illustration and slogan already thought of and planned		
	LO 2.3	Creating a virtual exposition in Prezi	<a href="http://prezi.com/">http://prezi.com/</a>	Virtual exposition in Prezi



<https://twinspace.etwinning.net/files/collabspac/4/84/984/3984/files/b81d0968.ppt>





## PEACE DAY

---

### INTRODUCTION

Regarding the celebration of this special day we developed this unit in order to put into practice with children through the different levels the activities prepared for Peace Day, a festivity celebrated in the whole school.

---

### LEARNING OBJECTIVES

#### LINGUISTIC COMPETENCE

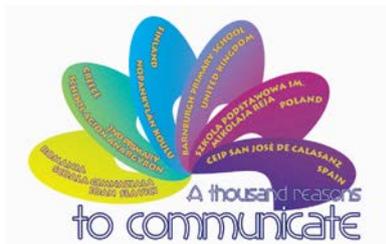
- LO1: To convey ideas with clarity, coherence and correctness, exposing according to the situation of communication of spontaneously or after prior planning (family, social, school and leisure area).
- LO2: To acknowledge and consciously used linguistic resources (intonation, tone of voice, pace of speech, vocabulary and structure of the connected) and non-linguistic (gestural, corporal elements).
- LO3: To interpret the value of the title and artwork.
- LO4: To plan and write texts by following a few steps: planning, drafting, review and improvement, treatment break, presentation, etc. And to take into account the interlocutor and the subject in question. It presents with cleanliness, clarity, precision and order the writings.
- LO5: To recognize the fundamental characteristics of literary narrative, poetic and dramatic texts, considering them as a means of learning.

#### SOCIAL AND CIVIC COMPETENCES

- LO6: To listen carefully the interventions of the companions, showing respect to ideas, feelings and emotions of others

#### LEARNING TO LEARN COMPETENCE

- LO7: To use regularly different resources (dictionary, texts, Internet...) for its enrichment.
- LO8: To use the information to carry out various activities in situations of individual or collective learning.
- LO9: To be able to consult different bibliographic sources and texts of computer support for data and information to carry out individual or group work.



## DIGITAL COMPETENCE

LO10: To use the computer to obtain information.

## SENSE OF INITIATIVE AND ENTREPRENEURSHIP

LO11: To plan and write texts by following a few steps: planning, drafting, review and improvement, treatment break, presentation, etc.

LO12: To express intention taking into account the interlocutor and the subject in question. It presents with cleanliness, clarity, precision and order the writings.

---

## CONTENT

- Preparation of Peace manifesto.
- Viewing of the movie 'Chain of favors'.
- Make favors to colleagues (secret/invisible friend).
- Write or draw on a color strip made favors.
- Invent a slogan for class related to peace and develop a poster illustrated in Spanish.
- Listen to the song 'Peace and love' of Gisela throughout the week.

---

## ACTIVITIES AND DIFFERENTIATION (ABILITIES AND SPECIAL NEEDS)

### PREVIOUS ACTIVITIES

We are going to develop three main activities before the common act:

- Video 'String of favors'.  
All class groups went to the library to watch a video.  
Tutors with their group of students talked about the viewed video, proposing an activity related to the same. The activity consisted of a "secret friend" where each child took a piece of paper with the name of a classmate and had to do a favour or favours throughout the week. Colours strips were given to each child to write / draw some of the favours done. A chain was made with all those favours.
- Posters illustrated with persuasive text in Spanish.  
The previous week to Peace day, each class group drew a poster with a slogan and advertisement for peace day on a cardboard and decorated it together.
- Song "Peace and love" by Gisela.  
This song was practiced in each class group so the children learn it together to sing it in the common Act.



## COMMON ACT

It was held the afternoon of 30th January in the primary playground.

- 15-16 hour. The chains were displayed in each class to take them to the playground and join them to the rest.
- 16-17 hours. Six students per class read the Peace speech to the rest and then each slogan was taken to the stage and joined their 'chain of favors' forming the whole school. We ended all together singing the song 'Peace and love'.

## RESOURCES

We are going to use several resources such as:

### ICT RESOURCES

- Search for information via the internet of various peace manifestos.

### MOVIE

- Whiteboard, computer and a projector to project the movie 'Chain of Favours'.

### SONG

- Listening to the song 'The peace and love' by Gisela using speakers and PA system for the common act

### OTHERS

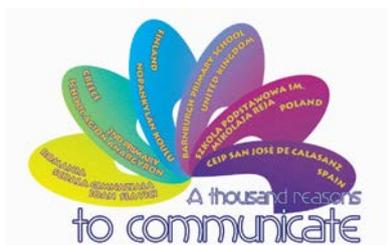
- Consumable material (cardboard, colors, pens, strips of colors, ...)

## METHODOLOGY

Throughout the week we worked within the area of Spanish language with the content mentioned above. We gave special importance to the students of year 6 involving them in the organization, control of groups, presentation of the activity, accompanying children...

## STUDENTS ASSESSMENT (SUCCESS CRITERIA)

A	B	C	D
<b>Learning objectives set above:</b>			
<i>The goals are achieved and</i>	<i>Most of the objectives are</i>	<i>Some of the goals are</i>	<i>Specific objective are</i>



Erasmus+

CEIP SAN JOSÉ DE CALASANZ (SPAIN)  
PERSUASIVE TEXT

<i>the problems detected do not influence the results obtained and can be easily improved.</i>	<i>achieved to produce the approach and execution is positive while there would be elements of improvement.</i>	<i>achieved, but the approach or execution requires a substantial improvement.</i>	<i>achieved, the approach or the execution and require a rethinking of the task.</i>
--	---	--	--

## TEACHER EVALUATION

ACHIEVEMENT INDICATORS					OBSERVATIONS
	A 90-100%	B 70-90%	C 50-70%	D Less than 50%	
Contribution of the teaching-learning actions designed (tasks, activities and exercises) to overcome their related objectives.	X				
Appropriateness of the structure, timing and sequencing of actions and activities to perform the proposed task		X			
The exercises, activities and tasks are related to the interests of students and their prior knowledge.	X				
The methodology used is adjusted to the needs of students in interaction with the proposed task to develop their abilities.	X				
Use of varied and relevant teaching resources.	X				
Use of ICT resources to develop the task.	X				
The assessment tools are adequate to the learning objectives.	X				

<https://www.youtube.com/embed/PSOKne3qu3s>

<https://www.youtube.com/embed/fDedltj1Jq8>