Theme: 1
Engaging Opportunities in My Community
Unit 1
Navigating and Engaging with My Neighborhood School Community
Part 1
Going to school in my new neighborhood

Suggested Length: 6 sessions (See times within individual sections)

Project: Creation of a multimedia poster presenting important and useful information for new comers about the school system of your new neighborhood (part 1) in comparison with other school systems from your and your peers’ geographical and cultural regions (part 2).

Objectives:
1. Listening
   • Interact with others (while interviewing school teachers, school administrators and peers to collect the information).
     ▪ Understand simple social exchanges, including styles of greetings, introductions and leave-takings.
     ▪ Understand simple descriptive information about school regulations, offerings and opportunities

2. Speaking (while interviewing school teachers, school administrators and peers to collect the information; while working in groups).
   • Interact with others and share information
     ▪ Use and respond to basic courtesy formulas and greetings.
     ▪ Make and respond to an expanding range of simple requests related to school regulations, school offerings and opportunities

3. Reading (while researching web resources and school documentation)
   • Understand the purpose, main idea, key information and some details in simple, short texts related to school regulations, school offerings and opportunities

4. Writing
   • Interact with Others
     ▪ Sharing Information. Write a short paragraph to describe important school regulations, school offerings and opportunities.
     ▪ Convey short, personal, informal and formal information on topics related school regulations, school offerings and opportunities
Materials:

**Suggested Tools:** Suggested tools to build this multimedia poster: ThingLink, Padlet, Voicethread, Popplet, imovie, Prezi, PowerPoint, etc...

**Lesson Overview:**

**Part 1: Going to school in my new neighborhood**
6 sessions
- Session 1: Unit introduction and project overview and pre-test
- Sessions 2-5: Tasks 1 and 2 to prepare Part 1 of the project
  **Task 1:** Explore and select:
  - 1 school regulation
  - 1 school program
  - 1 engagement and leadership opportunity offered by the school system of your new community that you think newcomers (students and families) to a US school system should absolutely know to help them ease into the new system.
  
  **Task 2:** Organize and illustrate this information with visuals and/or audio/video documents so that the information is clear, engaging and easy to understand.

- Session 6: Presentation of part 1 of the project for feedback from peers

**Part 2: Discovering the diversity of my school community**
6 sessions of 2 hours = 3 weeks (12 hours)
- Session 1: Project Part 2 overview
- Session 2-5: Tasks 3 and 4 to finalize the project and post-test
  **Task 3:** Explore the cultural diversity of your school and peers and compare these 3 types of information:
  - 1 about school regulation
  - 1 about school program and
  - 1 about school opportunity with the school system of your and your peers’ geographical origins.

  **Task 4:** Create with your group a multimedia poster to present in a visual and engaging way the information you have collected, synthesized and organized.

- Session 6: Project presentation to the community with discussion and feedback
Part 1
SESSION 1 (3-4 hours)
Unit Introduction and Project Overview

Overview
1. Contextualization (110 minutes)
2. Exploring and Discussing the Unit Project (70 minutes)
3. Unit 1 Pre-assessment (10 minutes)
4. My Personal Glossary (10 minutes)

1. Contextualization (110 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Activating Prior Knowledge/Building Background Knowledge:
   Introduce the following vocabulary: Education, Cultures, Quote

Guided Practice (Whole group: 10-15 minutes):
⇒ Display one of the quotes from the contextualization session on the Smartboard.
⇒ Discuss quote with students
⇒ Have students think about what the quote means.
⇒ Have students come to a shared understanding of the meaning of the quote.
⇒ Explain to students that they will be looking at more quotes from famous individuals about education and discussing their meaning.

Practice 1 (Pairs or Groups of 3: 15 minutes):
⇒ Explain the following steps to students:
  • Read all the following quotes from different cultures or from famous people.
  • Discuss in your group these quotes to make sure you understand them well.
⇒ Tell them that all these quotes are related to education. Remind them that they can use online dictionaries if they do not understand certain words or expressions.
⇒ Guide groups through each quote giving time in between viewing and reading quotes for students to process their thoughts. Use Turn-and-Talk protocol.

Practice Option 2 (Pairs or Groups of 3: 15-20 minutes)
⇒ Gallery Walk: Have students post each quote on a single piece of chart paper and post around the classroom. Have each group spend 1-2 minutes at the poster with markers/pens charting their reflection, thoughts, and/or questions about the quote.
⇒ Discuss quotes as whole group upon completion of gallery walk.
Practice 2 (Individual activity: 10 minutes):
⇒ Tell students to individually, choose the quote that ‘speaks to you’ the most, and write down a few notes on why it does, and why it relates to their school experiences. Post notes and reflections in discussion posts.
⇒ OPTION: Use note-catcher to scaffold responses and guide students to write responses.

Check for Understanding (Whole group: 45 minutes):
⇒ Explain to students that they will each have 2 minutes to share with the whole group which quote they selected and why this quote relates to them or has a special meaning for them.

Embedded Resources: T1.U1 Resource Folder
• Contextualization Quotes Note catchers
• Gallery Walk Protocol
• Turn and Talk Protocol
2. Exploring and Discussing the Unit Project (70 minutes)

Warm-Up (Whole group: 5-10 minutes)

⇒ Explain to students that different school districts may have information for students to access online. Explain that this is an example of the type of information newcomer students can find on the website of a school district in Canada.
⇒ Walk through 1 or 2 sections with the students.

http://www.tdsb.on.ca/Newcomers/Students.aspx

Guided Practice (In pairs: 15 minutes):

⇒ Explain the following steps to students:
  - Take a few minutes to explore the website with a peer.
  - Write down your notes in the “My notes” section below.
⇒ Tell them that they can include information they find interesting and/or important for a high school student and his/her family who are newcomers.
⇒ Use the website below to show them an example of the type of information newcomer students can find on the website of a school district in Canada:
⇒ After students have written down their notes, have them share and discuss their observations with the rest of the group.
Practice 1 (In pairs: 10-15 minutes)
⇒ Have students use the embedded “scavenger hunt” activity to explore the Toronto website. Students can work in pairs to explore the website and fill out pertinent information on the note-catcher.
⇒ Give students time to explore website, then have students discuss in groups of 4
⇒ Have students share out important ideas. To whole group

Embedded Resources: T1.U1 Resource Folder
⇒ Newcomer website “scavenger hunt” note catcher

Practice 2 (Whole class: 15 minutes): Discovering and discussing the Project for Unit 1
⇒ Ask students to read carefully the description of the project (see below). Use the following questions to guide the depth of their comprehension.
  ▪ Do you understand well what the project will be about?
  ▪ Do you understand the different components of the project?
  ▪ Do you understand the different steps in the realization of the project?
⇒ Ask students to write down the questions they still have about the project in the “My notes” box.
⇒ Have students use the graphic organizer (embedded resource) to jot down notes/thoughts/questions about the project.
⇒ Then have students share them with the rest of the group. The goal is that after the discussion students should have a perfect comprehension of what they will have to do for this project.

Embedded Resources: T1.U1 Resource Folder
⇒ Unit 1 Project Reflection Notecatcher
PROJECT UNIT 1

In groups of 3, you will create a multimedia poster presenting important and useful information for newcomers about the school system of your new neighborhood (part 1) in comparison with other school systems from your and your peers’ geographical and cultural regions (part 2).

To create this multimedia poster you will be able to use software and Apps such as ThingLink, Padlet, Voicethread, Poplet, PPT, and imovie.

The work will be organized in four tasks that you will complete over the next ten sessions. You will have the chance to share and present your multimedia poster to your peers and the community during the last session.

Task 1 (2 sessions) : Explore and select: one school regulation, one school program, and one engagement and leadership opportunity offered by the school system of your new community that you think newcomers (students and families) to a US school system should absolutely know to help them ease into the new system. Don’t hesitate to phone/interview school teachers, school administrators and peers to collect the information. The information can relate to high school programs and/or programs available for adults and families in the community.

Task 2 (2 sessions): Organize and illustrate this information with visuals and/or audio/video documents so that the information is clear, engaging and easy to understand.

Task 3 (3 sessions): Explore the cultural diversity of your school and peers and compare these 3 types of information (school regulation, school program and school opportunity) with the school system of your and your peers’ geographical origins. Don’t hesitate to ask members of your family and of your cultural community to collect information.

Task 4 (3 sessions): Create with your group a multimedia poster to present in a visual and engaging way the information you have collected, synthesized and organized. Remember: you want to be clear, accurate and engaging.

Check for Understanding (Individually/Pairs: 15 minutes)
⇒ Have students post their reflections.
⇒ Have students view each other’s posts and comment/share with one another.

Theme 1 Engaging Opportunities in My Community
Unit 1 Navigating & Engaging with My Neighborhood School Community
Part 1 Going to School in My New Neighborhood
3. **Unit 1 Pre-assessment** (10 minutes)

**Step 1:** Written sample
⇒ Have students write down 2 or 3 sentences about what type of information that they think is important to provide students and families who are newcomers in the school system of the country or region.

In my opinion ...

**Step 2:** Oral sample
⇒ Have students record a 2-minute explanation about the quote about education they have selected in the Contextualization activity, and why this quote relates to them and has a special meaning for them.
⇒ Explain to students that they will keep this recording in their portfolios, to compare it with later recordings they will do through the semester, to assess their progress in spoken English.
⇒ Have students use the following naming convention to save their recordings:
  - [your last name] sample1unit1

4. **Your personal Glossary** (Individual: 10 minutes)
⇒ Explain to students that the Personal Glossary will be their own “dictionary” of new words they are learning throughout the sessions. Explain that their Personal Glossary will grow as they go through the different units of the semester.
⇒ Have them write down on their Google doc *Personal Glossary* page 5 new words or what they have learned today and/or what they liked (because of their meaning, or because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.
⇒ Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.

**Embedded Resources:** T1.U1 Resource Folder
⇒ Frayer Model Information/Organizer
Teacher Notes: Differentiation Options

The activities in this session can be set up for station rotations in order to be able to provide additional support with the completion of the pre-assessment.

The website exploration, pre-assessment, and personal glossary can be independent 15-20 minute stations with the project discussion happening at the end of the session.

Station Options:
Station 1: Toronto newcomer website scavenger hunt
⇒ Students work in a group to complete the exploration of the Toronto newcomers website and post on Schoology.
Station 2: Personal Glossary
⇒ Students work independently on adding 4-5 new words into their personal glossary.
Station 3: Pre-Assessment
⇒ Support students in this group with the administration of the pre-assessment.
SESSION 2 (3hrs)
Project Development - Gathering Information

TOC
1. Brainstorming: What Do I Know & What Should I Know About My School? (40 minutes)
2. Organizing information (30 minutes)
3. Searching resources for information (50 minutes)
4. What important information is missing? (40 minutes)
5. Your Personal Glossary (10 minutes)

1. Brainstorming: What Do I Know & What Should I Know About My School? (40 minutes)

Warm-Up (Whole group: 5-10 minutes)
⇒ Explain the term “brainstorming” to students, use icons to demonstrate ideas, students may also use translation devices or dictionaries to understand the meaning of the word.

Guided Practice (Whole group: 10-15 minutes)
⇒ Display Padlet webpage for whole group to view.
⇒ Explain that students will brainstorm what they know about their schools and what they should know.
⇒ Walk through 1 example in each section with students.

Practice 1 (Groups of 3 or 4: 10-15 minutes)
⇒ Explain the following steps to students:
  • Go on the Padlet webpage and choose a group (Group 1 to 5).
  • Use the tool Padlet to brainstorm with your group and write under “What Do I Know” all information your group knows about your school and that your group thinks it is important to know.
  • Then write under “What Should I Know” all types of information your group does not have yet but that you think would be important to have.
⇒ Remind students about the types of information that they read on the Canadian School District website in the previous session.
**Guided Practice** (Whole group: 8-10 minutes)
⇒ Display various pictures of school services or vocabulary.
⇒ Ask to students to group the pictures by categories.
⇒ Explain to students that they will group the information on the Padlet in a similar way.

**Practice** (Groups of 3 or 4: 20 minutes)
⇒ Have students read the contributions of all the groups concerning “What Do We Know?” on the Padlet webpage and organize the information in categories, themes, or priorities on this new Padlet page.

⇒ Now have students read the contributions of all groups concerning What Should We Know?” on the Padlet webpage and organize the information in categories, themes, or priorities on this new Padlet page.
Guided Practice (Groups of 3: 10 minutes):
⇒ Have students brainstorm, in their groups, the key words that they could use for their search on the web.
⇒ Tell students to select the 3 or 4 key words from the list of brainstormed words.
⇒ Then have students compare their 3 or 4 keywords with those of another group, and rethink their choices.
⇒ Remind students that they will need to search the web for the information that they have identified in the “What We Should Know” activity. Also, remember that for the project, they will look for: one school regulation, one school program, and one engagement and leadership opportunity offered by the school system of their new community. The school regulation, school program and leadership opportunity should be ones that the students think newcomers (students and families) to a US school system should absolutely know to help them ease into the new system. The information can relate to high school programs and/or programs available for adults and families in the community.

Practice 1 (Groups of 3: 10 minutes):
⇒ Have students read the information in the Resources folder (What Does Bolean Research Really Means?) and or access this website about Bolean research (http://academicguides.waldenu.edu/library/keyword/boolean)
⇒ After working through the Resource folder, What Does Bolean Research Really Means?, have students write down 3 chains of keywords using the Bolean operator words.

Practice 2 (Groups of 3: 30 minutes).
⇒ Have students start their searches on the web using these chains of keywords
⇒ Tell students to write down notes on the information they are collecting

*Reading Strategy:* Remind students that they can use the 3-2-1 strategy to help keep their focus on the reading: After students read a document, write 3 things you learned, 2 things that are interesting, and 1 question you may have about what they read. Then ask a student from your group if/she has an answer to your question. Or encourage students to select any of the 25 Reading Strategies document available in the Resource folder.

4. What important information is missing? (40 minutes)

Practice 1 (Groups of 3: 30 minutes)
⇒ Have students browse all the information they have collected
⇒ Direct students to identify important information that is still missing.
⇒ Remind them that they are looking for information that they think newcomers (students and families) to a US school system should absolutely know to help them ease into the new system.
⇒ Have them make a list of important points of information they still need.
⇒ Have students share their lists with another group to compare and possibly add some interesting points to their lists based on the sharing.

5. Your personal Glossary (Individual: 10 minutes)
Have them write down on their Google doc *Personal Glossary* page 5 new words or what they have learned today and/or what they liked (because of their meaning, or because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.

Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.
SESSION 3 (2-3 hrs)
Project Development – Preparing for Interviews

TOC
1. Selection of people or offices to contact (55 minutes)
2. Preparation of interview/email templates (50 minutes)
3. Planning/Calendar to collect information (30 minutes)
4. Your Personal Glossary (10 minutes)

1. Where can you find the missing information? Selection of people and offices of the school or school district to contact (55 minutes)

Warm-Up (whole group: 8-10 minutes)
⇒ Review vocabulary related to school personnel or services. This can be done with visuals or as a matching activity either whole group or in pairs.

Guided Practice (Groups of 3: 15 minutes):
⇒ Explain to students that this image of a webpage (https://www.hartfordschools.org/district-departments/) is an example of the type of departments and offices in a school district they could contact to collect the information they need.

⇒ Give students the following directions, after reviewing the different departments of the website:
  • Can you guess the type of information you could find for each department?
  • Fill the table below
  • Then go on the website of this Public Schools District to check if you were right
Practice 1 (Groups of 3: 30 minutes):
⇒ Tell students to search the website of their own School District and/or High School to identify the departments and offices that they should contact to collect the information needed for the project. Remind them to look for contact information and write down the contact information (name, address, email, phone number, etc.) of the person to contact in this particular department or office.
⇒ Have students discuss with their groups the most appropriate way of contacting each of these people.
⇒ Direct students to note the information in the table below.

<table>
<thead>
<tr>
<th>Office / Department</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics</td>
<td></td>
</tr>
<tr>
<td>Communications, Partnerships, &amp; Public Policy</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>Operations &amp; Engagement</td>
<td></td>
</tr>
<tr>
<td>School Improvement</td>
<td></td>
</tr>
<tr>
<td>Talent Management &amp; Labor Relations</td>
<td></td>
</tr>
</tbody>
</table>

2. Preparation of interview/email templates (50 minutes)
   a. How to greet/start a phone conversation/start an interview/start an email at a formal level
   b. How to write the questions (grammar/vocab)
   c. How to conclude

Warm-Up (Whole group: 5-6 minutes):
⇒ Explain to students that because you do not see the person you are calling, starting a phone conversation with somebody you do not know can be intimidating and difficult.
⇒ Ask students if they can recall a phone conversation where they felt uncomfortable because they did not know how to start? Share answers in pairs.
⇒ Then have students share with the group, and identify why the conversation was difficult.
⇒ Ask students what they think would have helped them make to be more successful during that phone conversation?

Guided Practice (Whole group, then pairs: 10-15 minutes)

⇒ Play a recording of the greetings in a phone conversation, include someone introducing him/herself.
⇒ Have students role play the beginning of a phone conversation.

Practice 1 (6 groups of 3 or 4 students: 30 minutes)
⇒ Divide students into 6 groups of 3 or 4 students in each group.
⇒ Give the following directions to each group:
   Groups 1 and 2 will work on the phone interview template.
   Groups 3 and 4 will work on the email template.
   Groups 5 and 6 will work on the interview questions.
⇒ Use the information below to guide the work

Groups 1 and 2
*How to make a formal phone call to request some information about a specific topic.*

● Have students go on the Padlet “Asking Information by Phone.”
● Tell students to choose a group and write down a template to ask information by phone. Remind them to use the "How to ask information on the phone" sheet in the Resources folder.
● When students are finished, have them read the template of the other group and give each other some feedback.
● After all groups receive feedback, instruct groups to review the feedback and integrate the feedback in their template.

Groups 3 and 4
*How to write a formal email call to request some information about a specific topic.*

● Have students go on the Padlet “Asking Information by Email”
Tell students to choose a group and write down a template to ask information by email. Remind them to use the “How to Ask Information Formal Email Requesting Information” sheet in the Resources folder.

When students are finished, have them read the template of the other group and give each other some feedback.

After all groups receive feedback, instruct groups to review the feedback and integrate the feedback in their template.

Groups 5 & 6
How to ask formally and informally questions to request information.

Have students go on the Padlet “Asking Questions”

Tell students to choose a group and write down as many questions as you can to create a bank of questions that they and their peers will be able to use for the interviews.

When students are finished, have them read the template of the other group and give each other some feedback.

After all groups receive feedback, instruct groups to review the feedback and integrate the feedback in their template.
3. **Planning / Calendar to collect information:** (30 minutes)

**Checking for Understanding** (In groups: 30 minutes)

⇒ Explain to students that they are now ready to call, email, or go and meet the people at school, in the community and/or in their families who will be able to give them the information they need.

⇒ In their groups, students should plan who will be doing what (who will phone/write the email/meet/videotape the person; when; etc.).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

⇒ Explain to students that they are now ready to conduct these interviews. They should conduct the interviews before the next session.

⇒ Remind them to take notes and bring all the information that they have collected for the next session.

4. **Your Personal Glossary** (Individual: 10 minutes)

⇒ Have them write down on their Google doc *Personal Glossary* page 5 new words or what they have learned today and/or what they liked (because of their meaning, or because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.

⇒ Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.
SESSION 4 (2 hours)
Project Development – Analyzing and Organizing Collected Information

TOC
1. Reflecting on the information collection process (15 minutes)
2. Analyzing the information (70 minutes)
3. Sharing the information collected (30 minutes)
4. Your Personal Glossary (10 minutes)

1. Reflecting on the information collection process (15 minutes)

Warm-Up (Whole group: 10 minutes)
⇒ Ask students the following question
  ▪ How did the information collection go?
  ▪ Was it easy, difficult?
  ▪ What were the challenges?
  ▪ Did you get all the information you needed? What was missing?
  ▪ Do other groups have the information you are missing?

2. Analyzing the information (70 minutes)

Guided Practice (Whole group: 10 minutes)
⇒ Using a sample information, model for students how to organize and prioritize the information in a visual concept map.

Example:

![Concept Map Example](image)

Practice 1 (Groups of 3: 60 minutes)
⇒ Remind students that the information is about one school regulation, one program and one engaging opportunity in your school and school community.
⇒ Have students use the tool Popplet to create the concept map with your information. If Popplet is not available to students, use any visual concept map.
3. **Sharing information and giving/receiving feedback** (Groups of 3: 30 minutes)
   ⇒ Have students share their concept maps with another group to receive feedback, then integrate this feedback back in their concept maps.

4. **Your Personal Glossary** (Individual: 10 minutes)
   ⇒ Have them write down on their Google doc *Personal Glossary* page 5 new words or what they have learned today and/or what they liked (because of their meaning, or because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.

   ⇒ Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.
SESSION 5 (2-3 hours)
Project Development – Adding Multimedia Illustrations to Information

TOC
1. Identifying appropriate multimedia illustration to enhance the information (70 minutes)
2. Preparing peer-assessment grid for next session presentation: what type of feedback do we need? (45 minutes)
3. Preparation of presentation (30 minutes)
4. Your Personal Glossary (10 minutes)

1. **Identifying appropriate multimedia illustration to enhance the information** (70 minutes)

**Warm-Up** (Whole group: 20 minutes)
(Use some examples of multimedia poster as examples)
⇒ Explain to students that now that they have analyzed, organized and prioritized all the information that they need for the part 1 of their multimedia posters, they will need to ensure that the information presented in their multimedia poster is not only well written but also visually engaging. I
⇒ Explain that images, photos, audioclips, videoclips, graphs are multimedia illustrations that can enhance the message they want to convey to the audience. Read the document “Presenting Information” in the Resources folder to learn more.

**Guided Practice** (Whole group: 10-15 minutes)
⇒ Show students the two examples of multimedia posters created with the tool *Thinglink*.
⇒ Explain that with this tool, students can add images, audio files, video files, additional text, graphs to their multi-media poster to make it more visually informative and engaging (Click on each link to see how).

Practice (Groups of 3: 40 minutes)

⇒ Explain to students that they will discuss, research and decide with their groups which images, photos, audioclips, videoclips, they should add to their multimedia posters to illustrate the information they want to present.
⇒ To help plan, students can fill the table below.
⇒ Remind students to be persuasive and engaging, an illustration needs to be catchy, concise, comprehensive and convincing:
2. Preparing peer-assessment grid for next session presentation: what type of feedback do we need? (45 minutes)

Warm-Up (Whole group: 5-8 minutes)
⇒ Explain to students that giving and receiving feedback to and from others is a constructive way to improve one’s project. However, it is helpful to have some guidelines and agreed upon criteria to assess our own or somebody else’s work.
⇒ Share with students some phrases or sentence frames for giving feedback.

Guided Practice (Whole group: 5-8 minutes)
⇒ Review the rubric with students.
⇒ Brainstorm examples of feedback based on the rubric, write down the examples so that students have access to them as they prepare to give feedback.

Practice (Groups of 5: 15 minutes)
⇒ Direct students to go to the Padlet “Feedback Matters!” and choose their group.
⇒ Explain that they will work within their groups to discuss and write down the criteria that, in their opinions, will be important to use to offer constructive and precise feedback to their peers. These criteria will also help them to assess their own work.
⇒ Have students look at feedback rubrics in the resources to help you define assessment criteria.
Practice: (Whole group: 15 minutes)
⇒ Read the contributions of all the groups
⇒ Work with students to decide on one set of criteria that will be used by the whole class (Final Class Rubric) to offer and receive feedback when each group will present the Part 1 of their projects at the next session.

3. Preparation of presentation (30 minutes)

Guided Practice (Whole group: 5-10 minutes)
⇒ Offer students some tips on how to present information
⇒ Inform students at the next session they will have 5 minutes to present the first part of their posters to their peers.
⇒ Remind students that the purpose of the presentation is not to explain their whole project, but to ask for feedback from their peers to improve their projects.
⇒ Remind students that the first part of the project is about the presentation of important and useful information (one regulation, one program, one opportunity) for newcomers about the school system of their new neighborhoods.

Practice (Presentation groups: 15-20 minutes)
⇒ Explain to students that they will have time (30 minutes or more) to prepare your 5 minutes presentation.
⇒ Suggest that they think about these questions as they prepare to present
  - What are the important points you want to present?
  - Where do you need feedback the most?
  - Who will present what?

4. Your Personal Glossary (Individual: 10 minutes)
⇒ Have them write down on their Google doc Personal Glossary page 5 new words or what they have learned today and/or what they liked (because of their meaning, or because of how they sound, or because they relate to a personal experience, or…). Respect the alphabetical order of a glossary to organize your words.
⇒ Tell students to write down the translation in their mother tongues, and not to hesitate to illustrate the meaning of this word with an image, and/or a sentence that illustrate the meaning of the word.
SESSION 6 (2-3 hours)
Project Development – Presenting Information for Feedback

TOC

1. Last preparation before presentation (30 minutes)
2. Presentation and feedback (60 minutes)
3. Integration of feedback into the project (30 minutes)

1. Last preparation before presentation (30 minutes)

Warm-Up: (Whole group: 10 minutes)
⇒ Review/Brainstorm with student qualities of a strong presenting

Practice: (Groups of 3: 20 minutes):
⇒ Have students review and rehearse their presentations. Remind the students that the purpose of this 5-minute presentation is not to explain the whole project but to ask for feedback from your peers in order to improve your project.

2. Presentation and Feedback (60 minutes)

Presentations:
⇒ Tell students that each group has 5 minutes to present part 1 of the project and the peers have 5 minutes to provide feedback to the group using the rubric that was developed by the whole group at the last session.
⇒ Remind students of how constructive feedback is given. Ensure that students each have a copy of the rubric to give to the groups with the feedback.
⇒ After each group gives their presentations, collect the feedback/rubrics. Share them with the groups after all groups have presented.

3. Integration of Feedback into the Project (30 minutes)

Feedback:
⇒ Have each group discuss the feedback they received from their peers and integrate it into their project.