Lesson Overview of Unit 1 Part 2: Discovering the diversity of my school community

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

- Session 1
  - Project part 2 overview and contextualization
- Session 2-5
  - Tasks 3 and 4 to finalize the project:
    - Task 3: Explore the cultural diversity of your school and peers and compare these 3 types of information:
      - one about school regulation
      - one about school program and
      - one about 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: 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.
      - Post-test (oral and writing samples)
- Session 6: Project presentation to the community with discussion and feedback

Part 2

**SESSION 7**

Project Part 2 Overview: Discovering the diversity of my school community

**TOC**

1. Contextualization (90 minutes)
2. Mapping the Multicultural and Plurilingual Diversity of the Class (45 minutes)
3. My Own Quote on Diversity (45 minutes)
4. Exploring and Discussing the Project part 2 (20 minutes)
5. My Personal Glossary (10 minutes)

1. **Contextualization (90 minutes)**

**Suggested Materials:** To celebrate the UN World Teachers’ Day on 5 October, Reuters photographers have documented in 2015 schools around the world. Access their pictures here: [https://www.theguardian.com/world/gallery/2015/oct/02/schools-around-the-world-un-world-teachers-day-in-pictures](https://www.theguardian.com/world/gallery/2015/oct/02/schools-around-the-world-un-world-teachers-day-in-pictures)

Or view them in the .pdf or .pptx document *Schools Around The World* in the resource folder.
Warm-Up (Whole group: 15 minutes):
⇒ Explain to students that classrooms may look different all around the world.
⇒ Ask them to brainstorm what is different from classrooms in their home countries and classrooms here.
⇒ Explain that this during this activity students will be viewing pictures of classrooms around the world.

Guided Practice (Whole group: 15 minutes):
⇒ Choose one picture to model the process with students.
⇒ Ask students to review the picture and legends again.
⇒ Have students write down a few phrases or sentences to explain what they see in the picture.
⇒ Remind students that a picture can “stand out” for many reasons, it might surprise you, remind you of something familiar or personal, or you might want to find out more about it.

Practice 1 (Groups of 3: 30 minutes):
⇒ Tell students to review the pictures and legends again.
⇒ Explain that they will select 3 pictures that “stand out” for them.
⇒ Have students write down a few phrases or sentences to explain why they chose those 3 pictures.
⇒ Remind students that a picture can “stand out” for many reasons, it might surprise you, remind you of something familiar or personal, or you might want to find out more about it.

Check for Understanding (Whole group: 30 minutes):
⇒ Tell students that each group will have 3 minutes to share with the whole group which pictures they selected and why. (Whole Class: 5mn): divide the words Multicultural and Plurilingual in smaller unit and explain their meaning. Then try to guess the antonym of these 2 words

2. **Mapping the Multicultural and Plurilingual Diversity of the Class** (45 minutes)

Warm-Up (Whole Class: 5-8 minutes):
⇒ Remind students that words can be divided into smaller parts (syllables, prefixes, suffixes or smaller words).
⇒ Give examples of breaking words into smaller parts. Use words that student might know.

**Guided Practice** (Whole Class: 10 minutes):
⇒ Work with students to divide the words Multicultural and Plurilingual in smaller unit.
⇒ Have students brainstorm their meaning before agreeing as a group on their meaning.
⇒ Have students try to come up with 2 antonyms of these 2 words.

<table>
<thead>
<tr>
<th>Multicultural:</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______ + _______</td>
<td>_______ + _______</td>
</tr>
<tr>
<td>Plurilingual:</td>
<td></td>
</tr>
<tr>
<td>_______ + _______</td>
<td>_______ + _______</td>
</tr>
</tbody>
</table>

**Practice** (Individual: 10 minutes):
⇒ Have students go on the Padlet *Mapping the Multicultural and Plurilingual Diversity of the Class* and double click to create a textbox.
⇒ Direct students to the appropriate textboxes to write their names, countries of origin and the language(s) they speak at home with family.
⇒ Then have students put their textboxes on the map of the world.

![Padlet Mapping the Multicultural and Plurilingual Diversity of the Class](image)

**Check for Understanding** (Whole group: 15 minutes):
⇒ Have students look at the Padlet that they just filled and count the number of countries of origin that are mentioned and the number of languages that are spoken in the families.
⇒ Have students decide where the class falls on each of the continuums below. (An interactive activity where students stand on a line demonstrating where the class falls on the continuum.)
Our class is:
Monocultural   Moderately multicultural   Very multicultural
Monolingual   Moderately plurilingual   Very plurilingual

3. **My Own Quotes on Diversity** (45 minutes):
   **Warm-Up** (Whole group: 5-10 minutes)
   ⇒ Brainstorm the word diversity with students.
   ⇒ Share dictionary definition of the word diversity as well.
   ⇒ Come to a group definition for diversity.

   **Guided Practice** (Whole group/small groups: 10-15 minutes):
   ⇒ Display one of the quotes below 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 diversity 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 famous people.
     - Discuss in your group these quotes to make sure you understand them well.
   ⇒ Tell them that all these quotes about diversity. 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.
   ⇒ Have students look up who the famous people are to give them more context on the meaning of the quote.

   "It is time for parents to teach young people early on that in diversity there is beauty and there is strength."  
   *Maya Angelou*

   "Our ability to reach unity in diversity will be the perfect present for the test of our civilization."
   *Gandhi*

   "Isn't it amazing that we are all made in God's image, and yet there is so much diversity among his people?"
   *Desmond Tutu*

   "I am large. I contain multitudes."
   *Walt Whitman*

   "There never were, in the world, two opinions alike, no more than two hairs, or two grains; the most universal quality is diversity."
   *Michel de Montaigne*
Practice 2 (Pairs or Individually: 15 minutes):

⇒ Have students think about what cultural and linguistic diversity means to them, and
⇒ Tell them to write a short “quote” about it in their mother tongues, and in English.
⇒ Then have them post this quote in both languages on the Padlet My Own Quote On Diversity.
⇒ Keep a copy of this Padlet, to present it to the community during the last session of this unit, along with student project. This Padlet could become a poster that could be then printed and posted in many schools or other buildings in the city or town: Diversity viewed by ELL students, with their quotes in English and in their first languages, it could be a powerful poster.

4. Exploring and Discussing the Part 2 of the Unit Project (20 minutes)
Guided Practice (Whole class: 20 minutes):
⇒ Explain to students that they will be discovering and discussing Part 2 of the Project for Unit 1
⇒ You have already completed tasks 1 and 2 of the project. You are now going to concentrate on tasks 3 and 4 to complete the project.
⇒ Have students carefully read the description of tasks 3 and 4 (see below).
⇒ Ask students the following questions:
  • Do you understand the different steps in the realization of tasks 3 and 4?
  • Do you understand how part 2 of the project is going to complement what you have already completed in the first part of the project?
⇒ Have them Write down in the textbox below the questions they still have about the project, and then share them with the rest of the group. The goal is that after the discussion they will have a perfect comprehension of what they will have to do to finish this project.
**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.

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**My notes …**

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**5. Your personal Glossary (Individual: 10 minutes):**

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Part 2 Discovering the Diversity of My School community
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 8
Project Development – Exploring the Diversity of Your Peers

TOC
1. Identity Tree (115 minutes)
2. Class Identity Map (80 minutes)
3. Your Personal Glossary (10 minutes)

1. Identity Tree (115 minutes)
   Warm-Up (Whole group: 5-10 minutes)
   ⇒ Have students brainstorm the idea of identity using questions like “What makes up who you are?”

   Guided Practice (Whole group: 15 minutes)
   ⇒ Share the Identity Tree image below with students.
   ⇒ Explain that this Identity Tree will be a visual representation of who you are, individually, culturally and linguistically.
   ⇒ Have students think about their own cultural roots and the people, events and/or places that influenced them and shaped who they are today. Encourage them to think about their interests and goals, about the languages they speak and/or understand.
   ⇒ Ask students to share out some of their thoughts.
**Practice** (Groups of 3: 60 minutes)

⇒ Have students go on the Padlet *Diversity of Our Peers*
⇒ Explain that each member of the group will select a tree and fill in the information.
⇒ After each member has completed their individual Identity Tree, have students explain their Identity Trees to the members of their group and receive feedback from them to enhance their Identity Trees.

![Identity Trees](image)

**Check for Understanding** (Whole class: 30 minutes):

⇒ Have each group share with the rest of the class their Identity Trees.
⇒ Ask students to look for similarities and differences in cultural roots, influences, languages, etc. as their classmates share their Identity Trees.

Teacher Resource: Because students will be looking at differences and similarities in their identity trees, it would be useful to put as a resource a grammatical reminder of comparative sentences and expressions (e.g. [http://www.english-at-home.com/grammar/comparisons/](http://www.english-at-home.com/grammar/comparisons/)).

2. **Class Identity Map** (80 minutes)

**Guided Practice** (Whole group: 5-10 minutes):

⇒ Discuss with students a way to bring all this information together, a way for them to visualize the diversity of the class on one screen.
⇒ Suggest formats such as PPT, or Padlet, ThingLink, or any other tool to create this Class Identity Map.
⇒ Below are a few visuals to share with students before they break into the groups of 6.
**Practice** (Groups of 6: 50 minutes):
⇒ Have groups work together to create an image that visualizes the diversity of the class.

**Check for Understanding** (Whole group: 15-20 minutes):
⇒ Have groups share their visualizations of the diversity of the class.

3. **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 9**

**Project Development – Preparing for Interviews**

**TOC**
1. Where, Who, What (80 minutes)
2. Preparation of interview/email templates (60 minutes)
3. Your Personal Glossary (10 minutes)

1. **Where, Who, What** (80 minutes)
   **Warm-Up** (Whole group: 10 minutes)
   ⇒ Review the task below with students.
   ⇒ Explain that they will be interviewing people to get the 3 types of information (school regulation, school program and school opportunity).

   **Task:**
   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.

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Guided Practice (Whole group: 10 minutes):
⇒ Explain to students that they will go to Popplet to brainstorm the following
1. Where can you find the information?
2. Who should you interview?
3. What can you ask?
⇒ Complete 1 or 2 boxes as a model for the whole group.

Practice 1 (Groups of 3: 30 minutes):
⇒ Have students break into groups and then go to Popplet to complete the graphic organizer.

Practice 2 (Groups of 3: 30 minutes):
⇒ Have students join with another group and share and discuss the information they brainstormed, and
⇒ Ask students to review their graphic organizer and revise it based on this feedback from peers.

2. Preparation of interview/email templates (60 minutes)
Warm-Up (Whole group: 15 minutes)
⇒ Ask students to think about conversations that they have with friends, family members, teachers, the principal. (You want them to think about formal and informal language.)
⇒ Share a video such as the link below. (You may find other resources that work for your students.)
https://www.youtube.com/watch?v=0Lmh1u3phqk

Guided Practice (Whole group: 15 minutes):

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⇒ Make a T-chart and have students brainstorm the differences between formal and informal language. They might add expressions to each side of the chart.

Practice (6 groups of 3 or 4: 30 minutes):
⇒ Explain to students that different groups will work on creating a template for the following: phone interview, email, interview.
⇒ Remind students that they should include a greeting in their template and a closing.
• 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 (30 minutes)
⇒ Direct students to the appropriate Padlet

Groups 1 and 2
The difference between a formal and informal phone call to request some information about a specific topic.
⇒ Have students go on the Padlet “Asking Information By Phone”,
⇒ Tell them to choose a group and write down two templates to ask information by phone: one formal, and one informal.
⇒ Explain that they can use the "How to ask information on the phone" sheet in the Resources folder.
⇒ When they have finished, have them read the templates of the other group and give them some feedback. Both groups then integrate the feedback in their template.

Groups 3 and 4
The difference between a formal and informal email to request some information about a specific topic.
⇒ Have students go on the Padlet “Asking Information By Email”,
⇒ Tell them to choose a group and write down 2 templates to ask information by email, one formal and one informal.
⇒ Explain that they can use the “How to Ask Information Formal Email requesting Information” sheet in the Resources folder.
⇒ When they have finished, have them read the templates of the other group and give them some feedback. Both groups then integrate the feedback in their templates.

Groups 5 & 6

*How to ask questions to request information.*
⇒ Have students go on the Padlet “Asking Questions”.
⇒ Tell them to choose a group and write down as many questions as they can to create a bank of questions that the class will be able to use for the interviews.
⇒ When they have finished, have them read the template of the other group and give them some feedback. Both groups then integrate the feedback in their template.

*Check for Understanding* (Either in pairs or individual: 30 minutes, outside of class):
⇒ Explain to students that they are now ready to gather their information.
⇒ Ensure that students know who they will interview or send emails to.

3. **Your Personal Glossary** (Individual: 10 minutes):
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⇒ 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 10
Project Development – Analyzing and Organizing Collected Information

TOC
1. Reflecting on the information collection process (20 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 (20 minutes)
   **Warm-Up** (Whole group: 20 minutes)
   ⇒ Ask students the following questions
   • How did the information collection go?
   • Was it easy, difficult?
   • What was the most surprising piece of information you discovered?
   • What were the challenges?
   • Did you get all the information you needed? What was missing? (15 minutes)

2. Analyzing the information (70 minutes)
   **Guided Practice** (Whole group: 10 minutes)
   ⇒ Explain to students that they are now going to organize and prioritize the information that they collected.
   ⇒ Remind them that the information is about what is important and useful information for new comers about the school system of their new neighborhood (part 1) in comparison with other school systems from their geographical and cultural regions or from their peers’ (part 2).
   ⇒ Demonstrate an example of how they might do this in Popplet with a concept map.

Example:
Practice (Groups of 3 or 4: 60 minutes)
⇒ Have students organize and prioritize the information they collected in a visual concept map.
⇒ Direct them to Popplet to create the concept map with their information.

3. Sharing information and giving/receiving feedback (30 minutes)
Practice (Groups of 3 or 4: 30 minutes)
⇒ Have students share their concept maps with another group to receive feedback
⇒ Direct students back to their original groups, have them integrate the feedback back in their concept map.

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 11
Project Development – Adding Multimedia Illustrations to Information

TOC
1. Identifying appropriate multimedia illustration to enhance the information (80 minutes)
2. Preparation of presentation (30 minutes)
3. Unit 1 Post-Assessment (10 minutes)
4. Your Personal Glossary (10 minutes)

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

Warm-Up (Whole Group: 20 minutes):
⇒ Share with students some multimedia poster or infographic
⇒ Discuss what makes them appealing
⇒ Remind students what was discussed in Session 5, Unit 1, Part 1 of the project: the information that they will present on their multimedia poster needs to be visually engaging. Images, photos, audioclips, videoclips, graphs are multimedia illustrations that can enhance the message you want to convey to your audience.
⇒ Encourage them to again use the document “Presenting Information” in the Resources folder to learn more.

Guided Practice (Whole group: 15 minutes):
⇒ Explain to students that they have analyzed, organized and prioritized all the information they collected for the part 2 of their multimedia poster, now they need to create one poster bringing together the information of part 1 and the information of part 2.
⇒ Remind students that in Unit 1 part 1, they learned to use Thinglink to create a multimedia poster.

https://www.thinglink.com/scene/772208006510149634
https://www.thinglink.com/scene/749993139099402242

⇒ Tell them that they can use the same tool and reorganize their poster to now include the information of part 2. Or they can choose any other tool at their disposal.
⇒ Explain that they may use the table below to help them plan.
⇒ Remind them to be persuasive and engaging, an illustration needs to be catchy, concise, comprehensive and convincing.
Teacher resource: You might also want to have a mini-lesson on concise writing. A video such as the one in this link might be helpful.
http://www.dailywritingtips.com/8-steps-to-more-concise-writing/

Practice (Groups of 3: 45 minutes):
⇒ Have students discuss, research and decide which images, photos, audioclips, videoclips, they should add to their multimedia poster to illustrate the information they want to present.
⇒ Have students complete the table below with their ideas.

<table>
<thead>
<tr>
<th>Information to present</th>
<th>The most important points</th>
<th>Possible visual / audio / video illustration</th>
<th>Possible visual/audio/video criteria/qualities: catchy, concise, comprehensive, convincing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparing school regulations in my school in the US and in other countries</td>
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<tr>
<td>Comparing School programs in my school in the US and in other countries</td>
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<tr>
<td>Comparing Engaging opportunities in my school in the US and in other countries</td>
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</tbody>
</table>
2. **Preparation of presentation** (30 minutes)
   **Check for Understanding** (30 minutes)
   ⇒ Tell students that at the next session each group will have 10 minutes to present their project to an audience, and 5 minutes for a question period.
   ⇒ Remind students that the purpose of the presentation is to highlight important and useful information for new comers about the school system of their new neighborhood (part 1) in comparison with other school systems from their and their peers’ geographical and cultural regions (part 2).
   ⇒ Give students time to practice their presentations. Have them focus on these questions:
   - What are the important points you want to present?
   - Where do you need feedback the most?
   - Who will present what?

3. **Unit 1 Post-assessment** (10 minutes)
   **Step 1:** Written sample
   ⇒ Have students reflect on what they have learned and shared with others during this unit, and write down a short paragraph about the type of information, in their opinion, is important to provide students and families who are newcomers in the school system of the country or region.

   **Step 2:** Oral sample
   ⇒ Have students record a 2-minute explanation about the quote about diversity they have selected in the Contextualization activity, and why this quote relates to them and has a special meaning for them.
   ⇒ Remind students that they will keep this recording in their *portfolios*, to compare it with earlier recordings, and later recordings they will do through the semester, to assess their progress in spoken English.

To save the recording, name it: [your last name]_sample2 unit1

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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 12**

**Project Development – Presenting Information for Feedback**

**TOC**

1. Last preparation before presentation (25 minutes)
2. Presentation to and discussion with the audience (105 minutes)
   Each group has 10 minutes to present their project, and 5 minutes for a question period

1. **Last preparation before presentation** (10 minutes)
   **Warm-Up** (Whole group: 10 minutes):
   ⇒ Review/Brainstorm with student qualities of a strong presenting

   **Practice** (Groups of 3: 15 minutes):
   ⇒ Have students review and rehearse their presentations.
   ⇒ Remind students that the purpose of this 10-minute presentation is to explain the main points of your project in an engaging way and to answer questions from the audience during a 5 minute-question period.

2. **Presentation** (Whole group: 105 minutes):
   ⇒ Have each group present the project (10 minutes) followed by a 5-minutes question period.