Theme 1:
Engaging opportunities in my Community

Unit 2:
Navigating my neighborhood community

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

OVERVIEW of UNIT 2

PROJECT

In groups of 5 you will create a 5-minute multimedia report about an association, or an organization, or a City Hall department that offers services and social activities for youth and families (project part 1: social and cultural integration), as well as opportunities to be more involved in the life of the community (project part 2: rights & responsibilities of a citizen in a community).

To create this multimedia report students will be able to use software and Apps such as Voicethread or imovie. They can also use ThingLink, Padlet, or even Power Point.

The work will be organized in four tasks that students will complete over the next ten sessions. They will have the chance to share and present their multimedia reports to their peers and the community during the last session.

Task 1 (4 sessions): Explore and select: one community association, or an organization or a City Hall department.
⇒ Collect information about this association/organization or City Hall department via their website and via onsite or phone interviews to staff working there. Students will need information about the goals or mandate of this association/organization or City Hall department, its membership, its activities, its services and its events.
⇒ Students will also interview one or two of its members to collect their stories: why are they a member of this association/organization or City Hall department? what activity do they practice? for how long they have been a member? What activity/service/event do they like and don’t like ?)

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 (2 sessions): Explore opportunities of community and civic engagement in this association/organization or City Hall department and identify what they like or don’t like in these civic engagement activities. Students shouldn’t hesitate to ask members or staff of this association/organization or City Hall department to collect information.
Task 4 (2 sessions): Create with their groups a multimedia report to present in a visual and engaging way the information they have collected, synthesized and organized. Remind students that they want to be clear, accurate and engaging.

Part 1: Discovering & Settling in my new neighborhood
6 sessions
Session 1: Unit introduction and project introduction; pre-test
Sessions 2-5: tasks 1 and 2 to prepare the project (part 1)
Session 6: The last session is dedicated to the presentation of part 1 of the project for feedback from peers

Part 2: Leadership and Civic Engagement in my community; Rights & Responsibilities of a Citizen.
6 sessions
Session 1: Project part 2 overview
Session 2-5: tasks 3 and 4 to finalize the project; post-test
Session 6: Project presentation to the community with discussion and feedback

Learning Objectives:

1. Listening
   - Interact with others (while interviewing community organizations staff and members).
     a. Understand simple social exchanges, including styles of greetings, introductions and leave-takings.
     b. Understand simple descriptive information about sport, social and cultural activities.
     c. Understand short statements about community engagement

2. Speaking (while interviewing community organizations staff and members and peers to collect the information; while working in groups).
   - Interact with others and share information
     a. Express likes and dislikes in terms of sport, social and cultural activities
     b. Make and respond to an expanding range of simple requests related to services and activities offered in city departments and community organizations
     c. Express preferences about leadership and civic engagement activities

3. Reading (while researching web resources and documentation)
   a. Understand the purpose, main idea, key information and some details in simple, short texts related to services and activities offered in city departments and organizations
   b. Extract relevant information from online resources related to activities offered by city departments and community organizations
   c. Use graphic organizers or visualization to demonstrate understanding of information from texts and websites related to services and activities offered in city departments and organizations

4. Writing
1. Write notes from online research on services and activities offered by municipal departments and community organizations
2. Summarize information collected on websites or during interviews
3. Convey short, personal, informal and formal information on topics related to likes and dislikes on social and cultural activities and about preferences on leadership and civic engagement activities.
Part 1: Discovering & Settling in my new neighborhood

SESSION 1
Unit introduction and Project Overview

TOC
1. Contextualization (125 minutes)
2. Exploring and Discussing the Unit Project (55 minutes)
3. Unit 1 Pre-assessment (10 minutes)
4. My Personal Glossary (10 minutes)

1. Contextualization (125 minutes)
   Warm-Up (Whole group: 10 minutes):
   ⇒ Activating Prior Knowledge/Building Background Knowledge:
     Explain to students that you will be exploring different resources that the city/town has available to its citizens.
   ⇒ Explain that most cities in the U.S. have a department called Parks and Recreation.
   ⇒ Brainstorm with students what this department might do.
   ⇒ Have students think about what “parks” means, and what “recreation” means.
   ⇒ Do 2 or 3 examples together using the Popplet tool.

   Guided Practice (Groups of 3 or 4: 15 minutes):
   ⇒ Break students up into groups of 3 or 4.
   ⇒ Have them continue brainstorming in their groups, completing the Popplet tool.

   ⇒ Then have students share their Popplet with the other groups.
⇒ After all groups have shared, bring the class back together to come to a whole class consensus on what Park and Recreation departments in U.S. cities offer.

A City Parks and Recreation department is/offers:

Practice 1 (Pairs or Groups of 4: 40 minutes):
⇒ Explain to students that they need to explore more about what type of services people can find in a Parks and Recreation department.
⇒ In groups of 4, have students explore the Parks and Recreation website of their group (See websites below).
⇒ Tell students that they should look for information about the services or activities these departments offer and who can benefit from these services and activities.
⇒ Remind students to check again the 25 Reading Strategies document available in the Resource folder to help them understand the information they read.
⇒ Have students write what they find on the Padlet Parks and Recreation of their group.

Group Websites:
Group 1: East Hartford, Connecticut, Park and Recreation website:
http://www.easthartfordct.gov/parks-recreation

Group 2: San Diego, California, Park and Recreation website:
https://www.sandiego.gov/park-and-recreation

Group 3: Dallas, Texas, Park and Recreation website:
http://www.dallasparks.org/

Group 4: Denver, Colorado, Park and Recreation website:
http://www.denvergov.org/content/denvergov/en/denver-parks-and-recreation.html

Group 5: Minneapolis, Minnesota, Park and Recreation website:
https://www.minneapolisparks.org/
Practice 2 (Groups of 4: 40 minutes):
⇒ After all groups have completed their notetaking, have each group read the notes of the other groups.
⇒ Explain that they need to identify 1 or 2 services and/or activities that they think would be important for a city or a community to offer to Newcomers but is not present here.
⇒ Have groups write these 1 or 2 services and/or activities on this new Padlet Important missing service/activity for Newcomers

Check for Understanding (Whole group: 20 minutes):
⇒ Have groups present the newly added 1 or 2 services and explain orally to the rest of the class why they think it is important to have this service/activity.
2. Exploring and Discussing the Unit Project (55 minutes)
Warm-Up (Whole group: 10 minutes):
⇒ Activating Prior Knowledge/Building Background Knowledge:
   Discuss the following vocabulary: Civic engagement, community

Guided Practice (Whole group: 15 minutes):
⇒ Display one of the quotes from 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, discussing their meaning.
⇒ Explain to students that they will be placing the quotes on a continuum (see below).

Practice 1 (Pairs or Groups of 3: 15 minutes):
⇒ Explain the following steps to students:
  • Read all the following quotes.
  • Discuss in your group these quotes to make sure you understand them well.
⇒ Remind students that they can search the web to view more about the authors of these quotes.
⇒ Explain that they will decide in which order they should place them on the continuum between the concept of COMMUNITY and the concept of ENGAGEMENT.

Check for Understanding (Whole group: 15 minutes):
⇒ Have students carefully read the description of the project (see below).
⇒ Ask them the following questions:
  • 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?

**PROJECT UNIT 2**

In groups of 5 student will create a 5-minute multimedia report about an association, or an organization, or a City Hall department that offers services and social activities for youth and families (project part 1: social and cultural integration), as well as opportunities to be more involved in the life of the community (project part 2: rights & responsibilities of a citizen in a community).

To create this multimedia report they will be able to use software and Apps such as *Voicethread* or *imovie*. They can also use *ThingLink*, *Padlet*, or even *Power Point*.

The work will be organized in four tasks that students will complete over the next ten sessions. They will have the chance to share and present their multimedia reports to their peers and the community during the last session.

**Task 1 (4 sessions):** Explore and select: one community association, or an organization or a City Hall department.
- Collect information about this association/organization or City Hall department via their website and via onsite or phone interviews to staff working there. They will need information about the goals or mandate of this association/organization or City Hall department, its membership, its activities, its services and its events.
- Students will also interview one or two of its members to collect their stories: why are they a member of this association/organization or City Hall department? what activity do they practice? for how long they have been a member? What activity/service/event do they like and don’t like ?)

**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 (2 sessions):** Explore opportunities of community and civic engagement in this association/organization or City Hall department and identify what students like or don’t like in these civic engagement activities. Explain that they shouldn’t hesitate to ask members or staff of this association/organization or City Hall department to collect information.

**Task 4 (2 sessions):** Create with their groups a multimedia report to present in a visual and engaging way the information they have collected, synthesized and organized. Remind students that they want to be clear, accurate and engaging.

⇒ Have students write down in the textbox below the questions they still have about the project.
⇒ Next have them share their questions with the rest of the group.
⇒ Clarify any questions so that the group has a clear idea of what they will do for this project.
3. Unit 1 Pre-assessment (10 minutes)

Step 1: Written sample
⇒ Have students write a 3 to 4 lines paragraph describing what activities they like to do in their neighborhood community (sport, volunteering, cultural activities, etc.), or, if they don’t have yet an activity, think about the activities they explored on the Parks and Recreation websites and describe one they would like to do, and explain why.

In my neighborhood community ...

Step 2: Oral sample
⇒ Have students record a 2-minute explanation answering the question: Do you think it is important to be involved in activities in your community? Explain why it is, or it is not important.
⇒ 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.
SESSION 2
Project Development - Gathering Information

TOC
1. Brainstorming: Organizations for youth, adults and families, and social and cultural activities in my community (60 minutes)
2. Activities I like or don’t like to do (70 minutes)
3. Organizing information (75 minutes)
4. Your Personal Glossary (10 minutes)

1. **Brainstorming** (60 minutes)

**Guided Practice** (Whole group: 15 minutes):
⇒ Ask students what they know about organizations for youth, young adults and families in their communities. Do they know about any social or cultural activities offered by these organizations?

**Practice** (Whole group: 30 minutes):
⇒ Explain to students that they will completing a graphic organizer in Padlet about organizations for youth, young adults and families in their communities.
⇒ Project the Padlet tool “Social and Cultural Activities in my Community” on the Smartboard and explain the directions below:
• Brainstorm with your group what you know about organizations for youth, young adults and families in my community.
• Write the information under “What do I know about organizations for youth, young adults and families in my community?”
• Include the name of the organization, its goal or main purpose, who goes there.
• Then have students write under “What do I know about social and cultural activities in my community” all types of information their group knows about these activities.
Check for Understanding (Whole group: 15 minutes):
⇒ Have students read all the information available now on the Padlet “Social and Cultural Activities in my Community.”
⇒ Tell them to identify the organizations and the activities they did not know existed in their community.
⇒ Have students ask for additional information to the groups who wrote about these organizations and activities.

2. Activities I Like or Don’t Like (70 minutes)
Warm-Up (Whole group: 10 minutes):
⇒ Ask students to brainstorm some activities that they like to do in their free time.

Guided Practice (Whole Group: 15 minutes):
⇒ Have a mini-lesson on how to write/talk about likes and dislikes.
⇒ Use the Resource: Talking about likes and dislikes to support students understanding.

Practice (In pairs: 30 minutes):
⇒ Explain to students that they will be exploring a website to identify activities that they like or dislike.
⇒ Have students search the YMCA website and identify at least 3 activities
  1. that are attractive to them
     a. …
     b. …
     c. …
  2. that empower teenagers and young adults
     a. …
     b. …
     c. …
  3. that can positively impact social and community issues
     a. …
     b. …
     c. …
     d. (discuss with your partner the activities you like or don’t like. You need to write the three activities that you both prefer. …
⇒ Ensure that students discuss the reasons for choosing activities for each category.
⇒ Explain that they may select some of the same activities throughout the 3 categories, but they should be able to explain why they chose these activities.

YMCA website.
http://www.ymca.net/
Check for Understanding (Whole group: 15 minutes):
⇒ Have groups share a few of their ideas with the whole group

3. Organizing information (75 minutes)
Warm-Up (Whole group: 15 minutes):
⇒ Brainstorm a list of organizations in the community that students can research
⇒ Show them how to access them (using Smartboard)

Guided Practice (Whole Group: 10 minutes):
⇒ Explain to students that they will be completing a graphic organizer about organizations in their communities and the activities that are offered.
⇒ Show them the graphic organizer below as an example of how they can map out their information.
Practice (Groups of 3: 30 minutes):
⇒ Have students use Popplet or PPT to map out the information about organizations and the types of activities they offer for youth, adults and families in your community.
⇒ Explain that they should identify if these activities are sport activities, cultural activities, community involvement activities, etc…

Check for Understanding (Whole group: 20 minutes):
⇒ Have groups present to the class their map (2 minutes each group).
⇒ Have students keep the maps in their portfolios.
⇒ Explain that they might want to choose this organization for their project.

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.

SESSION 3
Project Development – Gathering more information and project planning

TOC
1. Public Libraries: important community hubs. (120 minutes)
2. Project planning (85 minutes)
3. Your Personal Glossary (10 minutes)

1. Public Libraries as Important Community Hubs (120 minutes)

Warm-Up (Whole group: 15 minutes):
⇒ Tell students that the UNESCO Public Library Manifesto¹ defines the public library as “an organization, which helps create a democratic, equal and peaceful society.”
⇒ Discuss what that statement means to students.

Guided Practice (Whole Group: 10 minutes):
⇒ Explain to students that libraries are important to communities for a number of reasons.
⇒ Tell students that they will have an opportunity to find out why libraries are considered “community hubs.”

¹ http://www.unesco.org/webworld/libraries/manifestos/libraman.html
⇒ Explain that groups will explore the libraries’ websites to make a list of the different types of activities and services the libraries have to offer. (As a whole group, you might pick out 1 activity from each website.)

**Practice 1** (6 groups of 3 to 4 students: 40 minutes):
⇒ Break up students into 6 groups, 3 groups will explore the San Diego Public Library Website ([https://www.sandiego.gov/public-library/about-the-library](https://www.sandiego.gov/public-library/about-the-library)), and 3 groups will explore the Harford Library website ([https://www.hplct.org/](https://www.hplct.org/)).
⇒ Have students take notes about the different types of activities and services these libraries offer.

**Practice 2** (2 groups: 20 minutes):
⇒ Have the groups join the 2 other groups who explored the same library and using the Padlet Public Communities Are Community Hubs answer the question: do you think the UNESCO’s definition of a public library matches with what the library you explored offers to public?
⇒ Ensure that groups can explain Why yes, and/or Why not?

**Practice 3** (6 Groups of 3: 15 minutes).
⇒ Break up students into 6 groups to read the resource document: [15 Reasons Why Public Libraries Are Community Hubs](https://www.unesco.org/). 
⇒ Use a variation of the Gallery Walk protocol to share the information (steps below are the Gallery Walk, see also [Gallery walk](https://www.unesco.org/)).
⇒ Have each group read 2 or 3 reasons:
  * Group 1 is responsible for reasons 1 to 3
  * Group 2 is responsible for reasons 4 and 5
• Group 3 is responsible for reasons 6 to 8
• Group 4 is responsible for reason 9 and 10
• Group 5 is responsible for reasons 11 to 13
• Group 6 is responsible for reasons 14 and 15.

⇒ Groups should look for the definition of key words they do not understand to help them grasp the full meaning of the reasons. They may use their personal glossaries to help them.
⇒ After each group has read the assigned reasons, have them summarize these reasons on chart paper.
⇒ Each group visits all chart papers and adds sticky notes with questions.

Check for Understanding (Whole group: 20 minutes):
⇒ Have groups answer the questions posted by other groups. The end goal is for the whole class to understand all 15 reasons why public libraries are community hubs.

Additional Activity:
⇒ Have students go on the website of the Public Library of your city or community and look for the types of activities and services that are offered.

The 15 reasons are grouped into 5 categories:
  a. Libraries as Community Builders
  b. Libraries as Community Centers for Diverse Populations
  c. Libraries as Centers for the Arts
  d. Libraries as Universities
  e. Libraries as Champions of Youth

⇒ Have students look again at the 15 Reasons Why Public Libraries Are Community Hubs and indicate in each category of the Padlet Your Public Library which services and activities are offered in their public library. Have students compare with the other groups to see if they all agree.

2. Project Planning: Selection of organization and people to contact for project (85 minutes)

Warm-Up (Whole group: 15 minutes):
⇒ Review with students some of the information that they have learned about activities and services that City Parks and Recreation Departments or organizations like YMCA can offer. Also, you have explored and discussed how Public Libraries are important places for the community

Guided Practice (Whole group: 10 minutes):
⇒ Review the project for this unit (Task 1)
⇒ Break students into groups of 5

Practice (5 groups: 60 minutes):
⇒ Explain that each group should choose:
  • The organization, association or City department they will work on for their project.
  • Where and how they will collect the needed information:
o the goals or mandate of this association/organization or City Hall department,
o its membership,
o its activities, its services and its events.

• Can they find the information on the web? Do they need to interview people? Who?
  By phone or email?
⇒ Explain that they will also interview one or two of its members to collect their stories: why
  are they a member of this association/organization or City Hall department? what activity do
  they practice? for how long they have been a member? What activity/service/event do they
  like and don’t like?)
⇒ Have students work with their project groups to organize your work.
⇒ Tell them that they can use this graphic planner to help them organize their work (see
  document in the resource file):

3. 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.
SESSION 4
Project Development – Collecting information

TOC
1. Collecting information for the project (130 minutes)
2. Planning / Calendar to collect information (50 minutes):
3. Planning for the project presentation (100 minutes)
4. Your Personal Glossary (10 minutes)

1. Collecting information for the project (130 minutes)
Warm-Up (Whole group: 10 minutes):
⇒ Review with students the work that they have done in preparing for their projects.
⇒ Ask if there were any problems or questions that groups still have before moving on.

Guided Practice (Whole group: 10 minutes):
⇒ Explain that now students will divide up the work to collect information on their organization/association/city department.
⇒ Suggest that students work in pairs or independently for this part.
⇒ Remind students of the resources in Unit 1 on how to ask questions and all the templates to ask information by phone and mail in the Resources folder and Padlets developed in Unit 1. (You may want to do a quick mini-lesson to review these resources).

- How to write a formal email call to request some information about a specific topic.
- How to ask information on the phone
- How to ask formally and informally questions to request information.

Practice 1 (Each project group: 60 minutes):
⇒ Have students use the graphic planner that they completed during the last session to divide the work:
  - 1 subgroup explores the website of the selected organization/association/city department, or any documentation they have already gathered to collect the following information:
    - the goals or mandate of this association/organization or City Hall department,
    - its membership (what type of people participate in the activities or use the services)
    - its activities, its services and its events.
  - 1 subgroup works on the questions to ask:
    - to staff of the organization for more detailed information on the goal, the membership and the activities and services of the organization
    - to one or two members of this organization about the reason why they are a member of this organization and since when, about the activities and services they appreciate and those they don’t like.
⇒ Remind students that they need to think of
  - How to greet / start a face-to-face / phone conversation/ start an interview / start an email at a formal level.
  - How to write the questions (grammar / vocab)
• How to conclude

Practice 2 (Each project group: 30 minutes):
⇒ Have each subgroup share its work and collected information with the rest of the project group to receive feedback from the others and agree on:
  • the information collected online
  • the questions to ask staff members and one or two members

Check for Understanding (Whole group: 20 minutes):
⇒ Have groups share their experiences on gathering information and working in groups.
⇒ Ask students to share tips or suggestions that helped them with their gathering of information.

2. Planning / Calendar to collect information (50 minutes):
Warm-Up (Whole group: 10 minutes):
⇒ Explain to students that they are now ready to call, email, or go and meet the persons at this organization/association/City department who will be able to give you the information you need.
⇒ Ask if there were any problems or questions that groups still have before moving on.

Practice (Each project group: 30 minutes):
⇒ Have finalize the plan who will be doing what (who will phone/write the email/meet/audio or videotape the person; when; etc.).

|----------------|------|--------|-------|

Check for Understanding (Whole group: 10 minutes):
⇒ Explain that groups are now ready to conduct these interviews before the next session.
⇒ Remind them that they will need to bring all the information you have collected for the next session.

3. Summarizing Information (100 minutes)
Warm-Up (Whole group: 10 minutes):
⇒ Explain to students that a useful skill to develop when researching information is to be able to summarize the information so that their presentation is short, clear and accurate.

Guided Practice (Whole group: 10 minutes):
⇒ Share some prepared notes to demonstrate how to summarize.
⇒ Here are some links to support a mini-lesson on summarizing information
  http://blog.tesol.org/teaching-els-to-summarize-and-synthesize-texts/
  https://www.readingrockets.org/strategies/summarizing
Practice (Groups of 3: 60 minutes):
⇒ Have each individual in the group think about a social or cultural activity he/she likes to do. Write down some notes about this activity: what is it? Where do you practice or participated in this activity? With whom? For how long have you practice or participated in this activity? (5-8 minutes)
⇒ Tell 1 student in the group has 2 minutes to explain this activity to the 2 other students of the group.
⇒ Have the 2 students who listened, summarize in one sentence the information they heard from the 3rd student. They can ask the 3rd student for clarification while they write the one summary sentence. Use the document *Useful Tips to Summarize Information* in the Resources folder. (5-8 minutes)
⇒ Explain that each step is repeated for each student of the group.
⇒ Ask each group to write the one sentence summaries they composed on the Padlet *Our Social or Cultural Activities*.

Check for Understanding (Whole group: 20 minutes):
⇒ Have students read all the summary sentences on Padlet.
⇒ Tell them to select the three summaries that are, in their opinion, the best written (Use the document *Useful Tips to Summarize Information* in the Resources folder to help them make that judgement).
⇒ Have students reflect on why they selected those summaries.

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.
SESSION 5
Project Development – Analyzing and Organizing Collected Information

TOC
1. Reflecting on the information collection process (30 minutes)
2. Analyzing and summarizing the information collected to share it (65 minutes)
3. Identifying appropriate multimedia illustration to enhance the information (120 minutes)
4. Working on the presentation (60 minutes)
5. Your Personal Glossary (10 minutes)

1. Reflecting on the information collection process (Whole class discussion: 30 minutes)
Guided Practice (Whole group: 30 minutes):
⇒ Ask groups to share their thinking about the questions below. (It might be helpful to allow groups to meet first to answer the questions and then share out in whole group)
• 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 and summarizing the information you collected (65 minutes)
Warm-Up (Whole group: 5 minutes):
⇒ Remind students that it is important to organize and prioritize information before putting together their presentation of organization/association or a City Department.
⇒ Demonstrate that using a visual concept map like the one below can help organize information

Guided Practice (Whole group: 10 minutes):
⇒ Show students how to use the tool Popplet and the document “Useful Tips to Summarize Information” to summarize and organize all the information they have collected.
⇒ Remind them to only include the most important information, answering the questions from the previous sections.

Practice (Each project group: 40 minutes):
⇒ Have groups review the information they collected.
⇒ Tell them to organize and prioritize the information collected in a visual concept map.
⇒ Remind them that the information is about one community organization/association or a City Department, its goals or mandate, its activities/services/events, its membership. It also needs to include information about one or two members.
3. **Identifying appropriate multimedia illustration to enhance information** (120 minutes)
   **Warm-Up** (Whole group: 20 minutes)
   (Refer back to Theme 1 Unit 1 Part 1 Session for 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.
   ⇒ 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.
   ⇒ Review the criteria to be sure presentations are persuasive and engaging, an illustration needs to be catchy, concise, comprehensive and convincing:
Guided Practice (Whole group: 20 minutes)
⇒ Remind students that of the different resources that they can use to add images, photos, audioclips, videoclips, and graphs.
⇒ Show students the two examples of multimedia posters created with the tool Thinglink. (Refer back to Theme 1 Unit 1 Part 1 Session for examples)
⇒ 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).
⇒ Ask students if they know of other tools they might use.
⇒ Ask students to give a few examples of images, photos, audioclips, videoclips, and graphs that align with their information collected on the community organization/association or a City Department.

Practice 1 (Each project group: 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.

<table>
<thead>
<tr>
<th>Information to present about the organization</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>mandate / goal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities / services / events</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>membership</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The story of 1 or 2 members</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practice 2 (Each project group: 40 minutes):
⇒ Have groups discuss, research and decide which presentation tool they will select: Voice Thread, PPT, Padlet, iMovie, or any other presentation tool they know.
⇒ Tell groups to review the completed table above to help plan for their multimedia presentation.

4. Preparation of presentation (Each project group: 60 minutes):
Practice (Each project group: 60 minutes):
⇒ Explain to groups that at the next session, they will have 5 minutes to present the first part of your multimedia report to their peers.
⇒ Remind groups that the first part of the project is about the presentation of an association, or an organization, or a City Hall department that offers services and social activities for youth and families in your community (project part 1: social and cultural integration).
⇒ Have groups keep these questions in mind while preparing their presentations:
  • What are the important points you want to present?
  • Where do you need feedback the most?
  • Who will present what?

5. **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.
SESSION 6
Project Development – Presenting Information for Feedback

TOC
1. Preparing peer-assessment grid for next session presentation: what type of feedback do we need? (50 minutes)
2. Last preparation before presentation (30 minutes)
3. Presentation and feedback (40 minutes)
4. Integration of feedback into the project (40 minutes)

1. Preparing peer-assessment grid presentation: what type of feedback do we need? (50 minutes)

Warm-Up (Whole group: 10 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: 10 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 in 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.

Unit 2: Feedback Matters!
Choose your group, discuss and write down with your group the criteria that will be important to use to offer constructive and precise feedback to your peers. These criteria will also help you to assess your own work.
Check for Understanding: (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.

2. Last preparation before presentation (30 minutes)
Guided Practice (Groups of 5: 30 minutes):
⇒ Remind students that the purpose of the 5-minute presentation is not to explain the whole
   project but to ask for feedback from your peers in order to improve your project.
⇒ Have groups review and rehearse their presentations, provide support where needed.

3. Presentation and Feedback (40 minutes)
Practice (5 groups: 40 minutes):
⇒ Explain that each group has 5 minutes to present part 1 of the project to the class.
⇒ After each group presents, have peers provide feedback to the group using the rubric that
   was developed by the whole group at the last session (5 minutes).
⇒

4. Integration of Feedback into the Project (40 minutes)
Practice (5 groups: 40 minutes):
⇒ Have each group discuss the feedback they received from their peers.
⇒ Tell groups to integrate the feedback that they think is important into their projects.