Overview of Unit 2 Part 2:
6 sessions = 3 weeks
Session 1: Project part 2 overview and contextualization
Session 2-5: tasks 3 and 4 to finalize the project; post-test
Session 6: Project presentation to the community with discussion and feedback

SESSION 7
Project part 2 Overview: My Rights and Responsibility as a Citizen in my Community

TOC
1. Contextualization (100 minutes)
2. What Does It Mean To Be A Citizen? (110 minutes)
3. Exploring and Discussing the Project part 2 (20 minutes)
4. My Personal Glossary (10 minutes)

1. Contextualization (100 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Activating Prior Knowledge/Building Background Knowledge:
  • Revisit the concept of “Civic Engagement” and community with students.
  • Ask students why “Civic Engagement” is important.

Guided Practice (Whole group: 15 minutes):
⇒ Display the 5 pictures on the Padlet for Civic Engagement.
⇒ Explain to students that each picture represents in their own way the concept of “Civic Engagement”.
⇒ Ask students to think about the pictures and why they portray “Civic Engagement”.

Practice 1 (Groups of 3: 30 minutes):
⇒ On the Padlet Civic Engagement, have students write under each picture all the words they associate with the meaning of Civic Engagement.
⇒ Explain to students that if they do not know the word in English, to write it in their mother tongue.
Practice 2 (Groups of 3: 15 minutes):
⇒ Have students pick the image they think best represents their idea of Civic Engagement.
⇒ Tell students that they will explain their choice to their member in their groups.

Check for Understanding (Whole class and pairs: 30 minutes):
⇒ Have students read aloud all the words associated with the pictures on the Padlet Civic Engagement.
⇒ Help find translations, if necessary, for the words written in another language.
⇒ Have the class agree on a total of 10 words that best relate to the notion of Civic Engagement.
⇒ Write down these 10 words on the Padlet Our Representations of Civic Engagement.
⇒ Have students search for and agree on 10 images that best symbolize each of these words, and post the image near the corresponding word. This Padlet will be their collective representation of what Civic Engagement means for they.
2. **What Does It Mean To Be A Citizen?** (110 minutes)

**Warm-Up** (Whole group: 15 minutes):

⇒ Review the words and images that students put together in Padlet.
⇒ Ensure that students understand all of the words.
⇒ Discuss the relationship between “Civic Engagement” and what it means to be a citizen.

**Guided Practice** (Whole group: 15 minutes):

⇒ Explain that people may have different ideas about what being a citizen means.
⇒ Tell them about Scott Martelle, a journalist at the Los Angeles Times, who interviewed 12 Southern California residents about what it means to be a citizen for them.
⇒ Play one of the interviews, as students listen, ask them to write the words that hear.
⇒ Brainstorm the words that they hear from the interview.

**Practice** (Groups of 3: 60 minutes):
⇒ Have students listen to the other interviews in their groups.
⇒ Tell them write down on this Popplet all the words they hear which define citizenship for these people.
⇒ Remind them that they may listen to the interviews as many times as they need to so as to hear the important words.

**Check for Understanding** (Whole class: 20 minutes):
⇒ Have groups present all the words they heard in the interviews. (Can have each group present 1 or 2 interviewees.)
⇒ Have groups compare the Popplet with the other groups.
⇒ Ask groups to highlight words they heard and italicize words they hadn’t heard.

3. **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.
⇒ Remind students that they have already completed tasks 1 and 2 of the project. They 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

In groups of 5 they 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 they will complete over the next ten sessions. They will have the chance to share and present their multimedia report 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.
  • 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?)

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. Don’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 group a multimedia report to present in a visual and engaging way the information they have collected, synthesized and organized. Remember: they want to be clear, accurate and engaging.

My notes ...

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 8
Project Development – Citizenship: Rights & Responsibilities

TOC
1. What Does It Mean To Be A Citizen? (Cont.) (140 minutes)
2. Rights and Responsibilities of a Citizen (120 minutes)
3. Their Personal Glossary (10 minutes)

1. What Does it Mean To Be A Citizen? (140 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Have students reflect on what they heard in the Los Angeles Times’ video last session.
⇒ Ask students what themes or ideas were repeated in the interviews.

Guided Practice (Whole group: 20 minutes):
⇒ Explain to students that they will summarize their ideas of what it means to be a citizen in one sentence.
⇒ Review the document *Useful Tips to Summarize Information* in the Resources folder to help students write this one sentence definition.

Practice 1 (Whole group: 20 minutes):
⇒ Have students discuss within their group what it means for they to be a citizen.
⇒ Tell the groups to summarize in one sentence the definition of what being a citizen means for their group.

Guided Practice (Whole group: 20 minutes):
⇒ Introduce the Points of Light, a U.S. organization dedicated to volunteer service.
⇒ Explain to students that this organization published in 2012 a video where residents of three cities were asked 3 questions:
  1. What does it mean to be a citizen?
  2. Who inspires their Civic engagement?
  3. What can we do as a country to inspire greater civic engagement?
⇒ Explain to students that they will watch the video and take notes on the responses to the questions.
⇒ Mini-lesson on taking notes might be necessary. Use the resource document *Tips To Take Notes* to help them write down their answers.

**Practice 2 (Groups of 5: 40 minutes):**

⇒ Have watch the video with their group.
⇒ Remind them that they can watch it as many times as necessary.
⇒ Ask each member to note down the answers these residents give to the three questions.
⇒ Tell the groups to discuss the answers given by the interviewed residents.
⇒ Explain that each group needs to select 2 or 3 answers that best match the opinion of their group.

![YouTube video thumbnail](https://www.youtube.com/watch?v=DhAV-Z7thbc)

**Questions**

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers that match the group’s opinion</th>
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<tbody>
<tr>
<td>1. What does it mean to be a citizen?</td>
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<td>2. Who inspires their Civic engagement?</td>
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<tr>
<td>3. What can we do as a country to inspire greater civic engagement?</td>
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**Check for Understanding (Groups of 5: 30 minutes):**

⇒ Have each group write their answers on the Padlet *What Does It Mean To Be A Citizen?*
⇒ Tell groups to read the answers of the other groups in Padlet.
2. Rights and Responsibilities of a Citizen (120 minutes)

Warm-Up (Whole group: 10 minutes):

⇒ Have students reflect on the words Rights and Responsibilities.
⇒ Ensure that they understand the words. Encourage them to translate the words as well.

Guided Practice 1 (Whole group: 30 minutes):

⇒ Brainstorm any words students can think of associated with the word Rights, and any word they think of with the word Responsibilities on the Popplet Rights and Responsibilities.
⇒ Read with the students read the Citizenship Rights and Responsibilities featured on the webpage of the US Citizenship and Immigration Services.  
https://www.uscis.gov/citizenship/learners/citizenship-rights-and-responsibilities

#### Practice 1 (Groups of 5: 30 minutes):

⇒ Have groups compare the words they associated with Rights and Responsibilities during the Brainstorming with the words used to list the Rights and Responsibilities of a US Citizen on this webpage.  
⇒ Tell groups to note similarities and differences.

#### Guided Practice 2 (Whole group: 20 minutes):

⇒ Explain to students that each individual is part of a larger community.  
⇒ Remind them of the definitions that they created about a community previously.  
⇒ Explain that families, neighbors, towns, cities, states, countries and the world form communities in the life of every human being.  
⇒ Tell students that they will work together in their groups to create a Chart of Citizenship Rights & Responsibilities at three levels of community membership: Neighborhood community, State and Country.
Practice 2 (Groups of 5: 30 minutes):
⇒ Have groups create a Chart of Citizenship Rights & Responsibilities at three levels of community membership: Neighborhood community, State and Country.
⇒ Explain that for each level decide on 3 rights and 3 responsibilities.
⇒ Remind them to use words they have seen during the previous activities as a resource to create this chart.
⇒ Have groups use the chart in the Popplet titled Chart of Citizenship Rights & Responsibilities.

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 9
Project Development – Preparing for Information Collection

TOC
1. Chart of Citizenship Rights & Responsibilities (90 minutes)
2. Engagement opportunities in my neighborhood: Where, What, Who (210 minutes)
3. Their Personal Glossary (10 minutes)

1. Chart of Citizenship Rights & Responsibilities (90 minutes)
Warm-Up (Whole group: 10 minutes):
⇒ Have each group review their Chart of Citizenship Rights & Responsibilities they created during the previous session.
⇒ Tell them to prepare to present their information to the rest of the class.

Guided Practice (Whole group: 30 minutes):
⇒ Have each group share with the class the Chart of Citizenship Rights & Responsibilities they created during the previous session students that each individual is part of a larger community.
⇒ Give groups time to compare charts.
⇒ Have students be prepared give and receive feedback. (You might implement a feedback protocol or have students take notes to share.)

Practice (Groups of 5: 40 minutes):
⇒ Have students go back in their group and integrate the feedback their received.
⇒ Explain that they might want to add some ideas from other groups’ Charts.
⇒ Have groups review and finalize their Charts. This Chart will be part of their final project.

Check for Understanding (Whole group: 10 minutes):
⇒ Ask students if there are any questions or concerns that came up while finalizing their Chart of Citizenship Rights & Responsibilities.

2. Engagement opportunities in my neighborhood: Where, What, Who (210 minutes)
Warm-Up (Whole group: 10 minutes):
⇒ Remind students that in the first part of Unit 2 they have explored City Parks and Recreation Departments, Public Libraries and organizations like YMCA which offer activities and services to families, youth and adults.
⇒ Tell them that these organizations also offer community engagement activities for citizens who want to contribute to their community.
⇒ Brainstorm what types of activities they think these organizations might offer.
Guided Practice (Whole group: 40 minutes):
⇒ Show students the following websites as a few examples of such opportunities in different cities in the US:
  • YMCA Hartford, Connecticut
    http://unitedwayinc.galaxydigital.com/agency/detail/?agency_id=29121
  • Parks & Recreation, Dallas, Texas
    http://www.dallasparks.org/375/Get-Involved
  • United Way: 6 Ways to Contribute to the Community
    https://www.unitedway.org/blog/6-ways-to-contribute-to-the-community
  • Parks & Recreation, Denver, Colorado
  • Parks & Recreation Hartford, Connecticut
    http://www.easthartfordct.gov/parks-recreation/pages/employment-volunteer-opportunities
⇒ Explain to students that they will explore opportunities of community and civic engagement in associations/organizations or City departments of their community and identify what they like or don’t like in these civic engagement activities.
⇒ Tell students that they can ask members or staff of this association/organization or City Hall department to collect information. They can also ask family members, friends and neighbors who already contribute actively to the community.

Practice 1 (Groups of 5: 60 minutes):
⇒ Have students use Popplet to brainstorm the following:
  1. Where can they find the information? Explore the websites of associations/organizations or City departments of their community.
  2. Who should they ask? Find contact phone numbers and email addresses.
  3. What can they ask? Write down questions to ask to have the information they need.
Practice 2 (Groups of 5: 30 minutes):
⇒ Have groups join other groups to share and discuss the information they brainstormed.
⇒ Explain that after they discuss the information, they return to their group to review and complete their Popplet based on this feedback.

Practice 3 (Groups of 5: 60 minutes):
⇒ Have groups finalize the plan of who will be doing what (who will phone/write the email/meet/audio or videotape the person; when; etc.).
⇒ Tell them that they will need to call, email, or go and meet the persons at this organization/association/City department who will be able to give them the information they are looking for.
⇒ Remind groups that these interviews need to be conducted before the next session. They will need to bring all the information they have collected for the next session.

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Check for Understanding (Whole group: 10 minutes):
⇒ Have groups explain their plans for collecting the necessary information.
⇒ Clarify any questions or concerns.

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 10
Project Development – Analyzing and Organizing Collected Information

TOC
1. Reflecting on the information collection process (45 minutes)
2. What’s their legacy? What do they want to leave behind? (110 minutes)
3. Analyzing the information: Bringing it all together (80 minutes)
4. Their Personal Glossary (10 minutes)

1. Reflecting on the information collection process (45 minutes)

Warm-Up (groups of 5: 15 minutes):
⇒ Have groups brainstorm answers to the following questions:
  • How did the information collection go? Was it easy, difficult?
  • What was the most surprising piece of information they discovered?
  • What were the challenges?
  • Did they get all the information they needed? What was missing?

Guided Practice (Whole group: 30 minutes):
⇒ Have groups share out their answers to the questions above.
⇒ Work with groups to ensure that they have the information needed to proceed with the project.

2. What’s their legacy? What do they want to leave behind? (110 minutes)

Warm-Up (groups of 5: 15 minutes):
⇒ Brainstorm the definition of the word “legacy.”
⇒ Ensure that students have a strong understanding of this word.
⇒ Have students use translation tools.

Guided Practice (Whole group: 20 minutes):
⇒ Watch, one more time, the video published by Points of Light.

https://www.youtube.com/watch?v=DhAV-Z7thbc

⇒ Remind students that the video ends with this question: What’s their legacy? What do they want to leave behind?
⇒ Explain that they will answer these questions in their groups.

**Practice 2** (Groups of 5: 60 minutes):
⇒ Have groups discuss possible answers to this question.
⇒ Tell them to write down the answers on the Padlet *What’s their legacy?*

![Padlet Screenshot](image)

**Check for Understanding** (Whole group: 15 minutes):
⇒ Have groups share out the answers to the question.

3. **Analyzing the Information: Bringing Together and Analyzing the Information** (80 minutes)

**Guided Practice** (Whole group: 10 minutes):
⇒ Explain to students that they are now ready to organize all the information that they have collected.
⇒ Suggest that they can use Popplet to prioritize the information in a visual concept map.
⇒ Ensure that groups have all the information that they have collected.

**Practice** (Each project group: 70 minutes):
⇒ Have groups review the information they collected.
⇒ Tell them to organize and prioritize the information collected in a visual concept map.
⇒ Remind them to include all the information below:
  - Information that they collected and organized in the first part of Unit 2 about an association/organization or City Hall departments, its goals or mandate, its membership, its activities, its services and its events; and the story of one or two members of this organization (why they are a member of this association/organization or City Hall department, what activity they practice, for how long, what activity/service/event they like and don’t like).
  - Information they collected about opportunities of community and civic engagement in associations/organizations or City Hall departments of their community and identify what they like or don’t like in these civic engagement activities.
  - The *Chart of Chart of Citizenship Rights & Responsibilities* their group created.
• Their group’s answers to the question: What’s their legacy? What do they want to leave behind?

Check for Understanding (Individual: 10 minutes):
⇒ Have students complete an exit ticket stating what was the hardest part of the task so far. Explain their plans for collecting the necessary information.
⇒ Ask them to share one important piece of information that they learned. (Create sentence frames if needed.)

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 11
Project Development – Putting Together the Multimedia Report
& Preparing the Presentation

TOC
1. Identifying appropriate multimedia illustration to enhance the information (80 minutes)
2. Preparation of presentation (60 minutes)
3. Unit 1 Post-Assessment (10 minutes)
4. Their Personal Glossary (10 minutes)

1. **Identifying appropriate multimedia illustration to enhance the information** (80 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 parts 1 and 2 of their multimedia reports, they will need to create the report.

⇒ Remind them of what was said in Unit 1, the information they will present on their multimedia report needs to be visually engaging. Images, photos, audioclips, videoclips, graphs are multimedia illustrations that can enhance the message they want to convey to their audience. They can use again 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:

![](image)

**Guided Practice** (Whole group: 20 minutes)

⇒ Remind students of the different resources that they can use to add images, photos, audioclips, videoclips, and graphs.

⇒ Tell them that they can use VoiceThread, iMovie, Thinglink, Padlet, PoPPlt or even a PPT. All these tools allow for text information associated with audio and video-clips, images, pictures and graphs.
⇒ Explain that with these tools, students can add images, audio files, video files, additional text, graphs to their multi-media report to make it more visually informative and engaging.
⇒ Ask student if they know of other tools they might use.

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 reports to illustrate the information they want to present.
⇒ To help plan, students can fill in the table below.

<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>
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<tbody>
<tr>
<td>Goals or mandate, membership, activities, services and events of community organization;</td>
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<tr>
<td>Story of one or two members of this organization</td>
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<tr>
<td>Opportunities of civic engagement in community organization</td>
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<tr>
<td>What they like or don’t like in civic engagement activities.</td>
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<tr>
<td>Chart of Chart of Citizenship Rights &amp; Responsibilities</td>
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<tr>
<td>Group’s answers to the question: What’s their legacy?</td>
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2. Preparation of presentation (60 minutes)
Practice (Each project group: 60 minutes):
⇒ Explain to groups that at the next session, they will have 10 minutes to introduce their project and present it to an audience, and 5 minutes for a question period.
⇒ Remind groups that the purpose of the presentation is to highlight important and useful information about community organizations that offer activities, services and events (part 1), as well as engagement opportunities to contribute to their community (part 2).
⇒ Tell groups that this is also an opportunity to present their Charter of Rights & Responsibility and what they hope their legacy will be for the community.
Have groups use 30-40 minutes to prepare their 10 minute presentations, keeping in mind 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.
- Ask them to write down a short paragraph about what it means in their opinion to be an engaged citizen with rights and responsibilities.

  **In my opinion …**

**Step 2: Oral sample**
- Have students record a 2-minute explanation about what they would like to contribute to their community.
- 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 12
Project Development – Presenting Information for Feedback

TOC
1. Last preparation before presentation (30 minutes)
2. Presentation to and discussion with the audience (100 minutes)

1. Last preparation before presentation (30 minutes)

Guided Practice (Groups of 3: 30 minutes):
⇒ Remind students that the purpose of the 10-minute presentation is to explain the main points of their project in an engaging way and to answer questions from the audience during a 5 minute-question period.
⇒ Have groups review and rehearse their presentations, provide support where needed.

2. Presentation and Feedback (100 minutes)

Practice (Groups of 3: 100 minutes):
⇒ Explain that each group has 10 minutes to present part 1 of the project to the class.
⇒ After each group presents, have peers ask questions about the content of the presentation (5 minutes for each group).