Theme 2
Working in My Community
Unit 3
Making Choices and Career Plans
Unit 4
Working Opportunities in My Community

Overview of Unit 3 Part 2: Making Choices and Career Plans

6 sessions
• Session 1:
  o Project part 2 overview
  o Contextualization
  o Pre-test (oral and writing samples)

• Session 2-5:
  o Getting inspired by young leaders
  o Identifying resiliency and persistence
  o Writing of the commitment to college/training and career plan to finalize the project including evidence of resilience, perseverance, and grit from past experiences in their life in their presentation.
  o Development of the multimedia presentation using programs such as imovie, ThingLink, Padlet, or even PowerPoint.
  o Post-test (oral and writing samples)

• Session 6: Project presentation to the community with discussion and feedback

SESSION 7
Project part 2 Overview: Working opportunities in my community

TOC
1. Contextualization (130 minutes)
2. Exploring and discussing the project (65 minutes)
3. Unit 3 Part 2 pre-assessment (10 minutes)
4. My Personal Glossary (10 minutes)

1. Contextualization (130 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Brainstorm the meaning of these words:
• Resilience
• Perseverance
• Grit
  ⇒ Encourage students to look them up or discuss them in their home language.

**Guided Practice** (Whole group: 30 minutes):
  ⇒ Have students look at the picture below.
  ⇒ Brainstorm what’s happening.
  ⇒ Encourage students to use the words resilience, perseverance, and grit to discuss the pictures.

Practice 1 (Groups of 3 or 4: 30 minutes):
  ⇒ Have the students read the quotes below on resilience, perseverance, and/or grit by famous thinkers.
  ⇒ Explain that groups will discuss the meaning of the quotes and write a short “quote” in their mother tongue and in English.
  ⇒ Tell groups to post this quote in both languages in the Padlet or as a discussion post *My Own Quote on Resilience, Perseverance, and Grit*.
  ⇒ Explain that they may want to use this quote later in the project development.
  ⇒ Encourage student to search the web to learn more about the authors of the quotes or for other quotes.
Practice 2 (Groups of 3 or 4: 30 minutes):
⇒ Have the groups read the quotes below on resilience, perseverance, and/or grit by famous thinkers.
⇒ Tell them to discuss the meaning of the quotes as they did for the previous quotes.
Explain that they will write what the quote means to them in the boxes below and then create a visual representation of the quote.

<table>
<thead>
<tr>
<th>What does this quote mean?</th>
<th>Create a visual representation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Check for Understanding (Whole Group: 30 minutes):
⇒ Have groups present their visuals with either a Gallery Walk or Silent Chalk Talk.
https://www.scholastic.com/teachers/blog-posts/genia-connell/chalk-talks-engage-all-students/

2. Exploring and Discussing Unit Project (65 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Remind students that they have already completed Part 1 of the project.
⇒ Have them review what they have written in Part 1.

Guided Practice (Whole group: 20 minutes):
Have Write 3 or 4 sentences that summarize their project.
⇒ Have students write 3 or 4 sentences summarizing their projects.
⇒ Ask them to share the summary with the whole group.

Practice (Groups of 3 or 4: 15 minutes):
⇒ Remind groups that they have already completed what is highlighted in green.
⇒ Have them read carefully the description of Project Part 2.
⇒ Ask groups to think about the following questions:
  • Do they understand the Project Part 2?
  • Do they understand some of the activities that they will do to complete Part 2 of the Project?
⇒ Tell them to write any questions that they still have about the project in the box below and then post it in a discussion or Padlet.

Project Overview:
Planning for success: in groups of 3, create a VoiceThread presentation where each member of their group presents his/her college/training career plan and expresses in a multimodal form his/her personal commitment and drive to follow these plans. Groups are formed by students who share the same career domain interests.

• Project part 1: Write the outline of their college/training and career plans.
• Project Part 2: Write their college/training and career plans and present it in a multimodal format. This presentation needs to show their personal commitment and drive to follow these plans. They should include evidence of resilience, perseverance, and grit from past experiences in their life in their presentation.

To create this multimedia presentation, they can choose which program they want to use, such as imovie, ThingLink, Padlet, or even Power Point.

They will have the chance to share their multimedia presentation to their peers and the community during the last session. The work will be organized in several tasks that they will
They will:

- Explore and learn about professions, career pathways and career clusters.
- Match personality traits, skills and career interests.
- Collect information about professions and career pathways via online resources, school career centers, career counseling organizations, and community family.
- Draft an outline of their own education/training and career plan.
- Listen to videoclips of young people who found inspiration in their commitment to gain the skills they needed for employment and became leaders in their community.
- Write their own essay that highlights their education/training and career plan including examples of resilience, perseverance, and grit
- Create a multimedia presentation of their plan and the plans of students in their group that will be clear, engaging, easy to understand, but that also will inspire the class and demonstrate how they are committed to follow that plan.

Check for Understanding (Whole Group: 20 minutes):
⇒ Have students share out their questions. The goal is that all students will understand the next part of their project.

3. Unit 3 Pre-assessment (10 minutes)

Step 1: Written sample
Assessment: Write a 3 to 4 lines describing either resilience, perseverance, or grit.

I think perseverance means ...

Step 2: Oral sample
Why do you think it is important to have this quality?
⇒ Have students record a 2-minute explanation explaining why it is, or it is not important.
⇒ Remind them that they will keep this recording in their portfolio, to compare it with later recordings they will do through the semester, to assess their progress in spoken English.

To save the recording, name it: [their last name] sample1unit3part2

4. Your personal Glossary (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 their 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

TOC
1. Exploring resilience, perseverance, and grit in young people (100 minutes)
2. Identifying acts of resilience, perseverance, and grit (60 minutes)
3. My Personal Glossary (10 minutes)

1. Exploring Resilience, Perseverance, and Grit in Young People (100 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Review the meaning of the words, resilience, perseverance, and grit.
⇒ Have students share in pairs or whole group an example of each word.

Guided Practice (Whole group: 30 minutes):
⇒ Have the whole group watch a videoclip of young people who found inspiration in their commitment to gain the skills they needed for employment and became leaders in their community.
⇒ Ask students to answer the questions in the graphic organizer.
⇒ Tell students that they can watch the videoclips as many times as necessary, and note down the information about these young people.
⇒ Remind them about the resource document Tips To Take Notes that may help them write down their answers.

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers that match the group’s opinion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What did the person accomplish?</td>
<td></td>
</tr>
<tr>
<td>2. What obstacles or hardships did the person encounter in his or her life?</td>
<td></td>
</tr>
</tbody>
</table>

Videoclips:
https://www.reftrans.org/pursuing-dreams

Check for Understanding (Whole group: 15 minutes):
⇒ Have students share out some of their responses from the graphic organizer.
**Guided Practice** (Whole group: 15 minutes):

⇒ Explain that these young people showed resilience, perseverance, and grit in their lives.
⇒ Have students reflect on what they saw and heard in the videoclips and discuss the qualities of resilience, perseverance, and grit that these young people showed.

**Practice** (Groups of 3 or 4: 30 minutes):

⇒ Have groups brainstorm a list of some of the events in the lives of these young people that show resilience, perseverance, and/or grit.

<table>
<thead>
<tr>
<th>Video:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event/Act</td>
</tr>
<tr>
<td>1.</td>
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<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

⇒ Explain that each group will take their responses from the graphic organizer above and write their responses on the Padlet *Exploring Acts of Resilience, Perseverance, and Grit*.
⇒ Have groups review the other groups’ response and discuss them with their group.

**Additional Resources:**

2. **Identifying Acts of Resilience, Perseverance, and Grit** (60 minutes)

**Practice** (Groups of 3 or 4: 50 minutes):

⇒ Explain to the groups that they will choose 2 or 3 videos from the list below that they would like to analyze more closely.
⇒ Have them use the graphic organizer to make list of acts of resilience, perseverance, or grit from the videos. (They may choose to use some other note-taking tool.)
⇒ Present the links with different stories of youth

https://www.youtube.com/playlist?list=PL2zMrq22-Y2voCapwjFMM4IWyxkLxtUq

http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/769

https://www.youtube.com/watch?time_continue=150&v=JDkqv7sFR4
https://www.youtube.com/watch?v=JkVdTQGWUr0&list=PL2zMrq22-Y2voCapwjFMM4IwvXakLxtUq&index=7&t=0s

https://www.youtube.com/watch?v=C9mareySEAM

<table>
<thead>
<tr>
<th>Video:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Event/Act</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
</tbody>
</table>

⇒ Have groups brainstorm a list of some of the events in the lives of these young people that show resilience, perseverance, and/or grit.
⇒ After groups have made their list of the events showing resilience, perseverance, and grit, write summary sentences for each of the events.

Check for Understanding (Whole group: 10 minutes):
⇒ Have students share out some of their responses from the graphic organizer or have them complete an exit slip on one of the interesting things they learned from viewing the videos.

3. Your personal Glossary (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 their 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: Identifying Information

TOC
1. Identifying events of resilience, perseverance, and grit in their life (65 minutes)
2. Creating their timeline (90 minutes)
3. My Personal Glossary (10 minutes)

1. **Identifying Events of Resilience, Perseverance, and Grit in Their Life** (65 minutes)

   **Warm-Up** (Whole group: 10 minutes):
   ⇒ Brainstorm some evidence of how students know resilience, perseverance, and grit are being demonstrated.
   ⇒ Have them think back to the examples they analyzed in the previous sections.

   **Guided Practice** (Whole group: 15 minutes):
   ⇒ Explain to students that they are going to identify some events in their lives that showed resilience, perseverance, and grit.
   ⇒ Share one experience from their life and/or ask if any student would like to share an example from their life.

   **Practice** (Individual: 30 minutes):
   ⇒ Have students think about their lives and when they showed resilience, perseverance or grit.
   ⇒ Tell them to make a list of some of these events.
   ⇒ Remind them that they will describe these events later in their presentations that will demonstrate how committed they are to their career/college plan.
   ⇒ Encourage students to use the graphic organizer to help organizer their thoughts.

<table>
<thead>
<tr>
<th>Events that showed Resilience</th>
<th>Events that showed Perseverance</th>
<th>Events that showed Grit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

   **Check for Understanding** (Whole group: 10 minutes):
   ⇒ Have each student complete an exit slip with one event and what it showed. (use sentence starters to support writing in a sentence.)

2. **Creating Their Timeline** (90 minutes)

   **Warm-Up** (Whole group: 10 minutes):
   ⇒ Explain a timeline provides information about important events in time.
   ⇒ Create a simple timeline of their events to share.
**Guided Practice (Whole group: 20 minutes):**

⇒ Have students look at the timelines below.
⇒ Have them identify some of the important elements that should be included in a timeline?
⇒ Generate a list of these elements for students to refer to later.
Practice (Individual: 40 minutes):
⇒ Explain to students that they will create their own timeline, a visual representation of events in their life, that show resilience, perseverance, or grit.
⇒ Remind students that since a timeline should be a visual summary of events, they should try to keep their descriptions short, less than 30 words.
⇒ Explain that they will also add visuals, like icons or illustrations to make it more interesting in the next section.
⇒ Share the sites below with examples of templates for timelines, or students can design their own.
⇒ Remind them that they need to include the elements of a timeline such as the date or year, a brief description of the event, an illustration or visual.

https://templates.office.com/en-us/timelines
https://www.officetimeline.com/make-timeline/google-docs

Additional Resource:

Check for Understanding (In pairs or groups of 3: 20 minutes):
⇒ Have students share their timeline with the other students in their groups.

3. Your Personal Glossary (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 their 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: Identifying Information

TOC
1. Building on their education/career plan (70 minutes)
2. Identifying Short Term Goals (95 minutes)
3. My Personal Glossary (10 minutes)

1. **Building on Their Education/Career Plan** (70 minutes)

**Warm-Up** (Whole group: 10 minutes):
⇒ Remind students that they used Popplet or another App to develop an outline for their college/training career plan. That plan included:
  • The profession they are interested in
  • Their personality traits
  • The skills this profession requires
  • The education and training route that is recommended
⇒ Ask students to review their plans before moving onto the next section.

**Guided Practice** (Whole group: 20 minutes):
⇒ Discuss with students the additional things they should think about as they show their commitment to their to following their plan. They may want to include:
  • Jobs they may have had in the past
  • Internships that might relate to their college/training career plan
  • Volunteer activities that they have done in the past or may do in the future
  • Other experiences that might relate to their education/career plan

**Practice** (Groups of 3 or 4: 40 minutes):
⇒ Explain to the groups that can use the websites below to search for jobs, internships, or volunteer activities that may help build their college/training career plan.


https://www.ctforum.org/youth-forum/for-students/leadership-network/

https://exchanges.state.gov/us/program/youth-ambassadors

**Additional Resources:**

![Expert on College & Community](image-url)
2. **Identifying Short Term Goals** (95 minutes)

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

⇒ Explain to students that they should think about their short-term goals in order to accomplish their long-term plans.

⇒ Explain that Short term goals should be those that can be achieved in six months or less.

⇒ Share the graphic organizer below that students can use to organize their ideas.

**Practice 1** (Individual: 40 minutes):

⇒ Have students write their short-term goals that will help them accomplish their long-term plan. Remember short term goals will help them follow their plan.

<table>
<thead>
<tr>
<th>Short Term Goal</th>
<th>Date to goal</th>
<th>What resources do I have that will help me complete this step?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Practice 2 (Individual: 20 minutes):
⇒ Have students brainstorm what things might make it difficult for them to achieve these short-term goals. Explain the term “obstacles” to them.
⇒ Tell students to add a column to the graphic organizer with the obstacles.

Check for Understanding (In pairs or groups of 3: 20 minutes):
⇒ Have students their graphic organizers and look for feedback from the other students.

3. Your personal Glossary (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 their 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: Organizing Information

TOC
1. Preparing their presentation (70 minutes)
2. Identifying the appropriate multimedia format for their presentation (100 minutes)
3. Unit 3 Part 2 Post-Assessment (10 minutes)
4. My Personal Glossary (10 minutes)

1. **Preparing Their Presentation** (70 minutes)

**Guided Practice** (Whole group: 10 minutes):
⇒ Explain to students that they will write an essay that highlights their education/training and career plan.
⇒ Tell them that the essay should show examples of their commitment and drive to follow these plans.
⇒ Remind them to include examples of resilience, perseverance, and grit in order to show the commitment to their plans.
⇒ Share the template below or use a similar one to focus their writing.

**Practice** (Individual: 60 minutes):
⇒ Have students write the essay highlighting their education/training and career plan.

<table>
<thead>
<tr>
<th>Introduction</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Body Paragraph 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Statement</td>
</tr>
<tr>
<td>• Explanation</td>
</tr>
<tr>
<td>• Example</td>
</tr>
<tr>
<td>• Importance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Body Paragraph 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Statement</td>
</tr>
<tr>
<td>• Explanation</td>
</tr>
<tr>
<td>• Example</td>
</tr>
<tr>
<td>• Importance</td>
</tr>
</tbody>
</table>
2. **Identifying the Appropriate Multimedia Format for Their Presentation** (100 minutes)

**Warm-Up** (Whole group: 20 minutes)

⇒ Have students gather all the information from the previous sections to prepare for the final steps in preparing their presentation.

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

(Use some examples of multimedia poster as examples)

⇒ Explain to students that now that they have organized and prioritized all the information that they need for the part 1 of their multimedia presentations, they will need to ensure that the information presented in their presentations 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 some of the tools used in previous sessions to add images, audio files, video files, additional text, graphs to their multimedia presentation to make it more visually informative and engaging.

⇒ Remind them that they can use VoiceThread, imovie, ThingLink, Padlet, or even Power Point. They should choose a program that best supports the information that they want to present.

**Practice** (Groups of 3: 60 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.

⇒ Groups can make one table with events from multiple students’ lives or each member of the group can make their own table.

⇒ Remind students to be persuasive and engaging, an illustration needs to be catchy, concise, comprehensive and convincing:
3. **Unit 3 Part 2 Post-Assessment** (10 minutes)

*Step 1: Written sample*
Reflect on what they have learned and shared with others during this unit, and write down a short paragraph about resilience, perseverance, and/or grit as it relates to they or other youth.

**In my opinion ...**

*Step 2: Oral sample*
⇒ Have students record a 2-minute explanation about one of the events in their timeline.
⇒ Remind them to explain why this event is important to them and how it shows resilience, perseverance, or grit.
Remind them that they will keep this recording in their portfolio, to compare it with later recordings they will do through the semester, to assess their progress in spoken English.

To save the recording, name it: [their last name] sample1unit3part2

4. **Your Personal Glossary** (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 their 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 Presentation**

**TOC**

1. Preparing peer-assessment grid for next session presentation: what type of feedback do we need? (55 minutes)
2. Last preparation before presentation (40 minutes)
3. Presentation and feedback (60 minutes)

1. **Preparing peer-assessment grid presentation: what type of feedback do we need?** (55 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)

- Ask students to brainstorm the most important elements of the project and presentation of the project.

**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 they define assessment criteria.
Check for Understanding (Whole group: 20 minutes):
⇒ Have students 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 Part 1 of their project at the next session

2. Last preparation before presentation (40 minutes)

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

Practice: (Groups of 3: 30 minutes):
⇒ Have students review and rehearse their presentations. Remind the students that the purpose of this 5-minute presentation is not to explain the whole project but to ask for feedback from their peers in order to improve their project.
  • What are the important points they want to present?
  • Where do they need feedback the most?

3. Presentation and Feedback (60 minutes)

Presentations:
⇒ Have each student present his/her presentation to the class. The peers have 5 minutes to provide feedback using the rubric that was developed by the whole group at the last session.
⇒ Remind students of how constructive feedback is given. Ensure that students each have a copy of the rubric to give to the groups with the feedback.
⇒ After each student gives his/her presentations, collect the feedback/rubrics. Share them with the respective students so that they can integrate the feedback into their presentation.