Theme 2:  
Working in My Community  
Unit 4:  
Working Opportunities in My community

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

OVERVIEW of UNIT 4

PROJECT

You will develop your Resume and a Portfolio of experiences in a multimedia format to present who you are and what you have accomplished to potential post-secondary programs or employers. You will work individually as well as in groups of 3 to benefit from the feedback and the external perspective of others. To create this multimedia report you will be able to use software and Apps such as Voicethread, ThingLink, Padlet, Power Point, Prezi or even Google site.

- Project Part 1 will focus on exploring work/study opportunities in your community and reflecting on and valuing one’s experience and skills.
- Project Part 2 will focus on organizing and presenting your experience to demonstrate your potential to others.

You will have the chance to share your multimedia presentation with your peers and the community during the last session of Unit 4. The work will be organized in several tasks that you will complete over the next ten sessions. You will:

- Explore work/study opportunities in your community
- Listen to videoclips of students who found guidance and useful information to apply and go to College.
- Explore and develop an understanding about the UNESCO Sustainable Development Goals and professions related to these goals.
- Define the different types of professional, transferable and soft skills in a workplace
- Match professional skills and career interests.
- Explore techniques of self-reflection to develop a deeper understanding of your personal and professional skills, experiences and accomplishments.
- Write your own resume.
- Create a multimedia portfolio presenting your personal and professional skills, your achievements and experiences, to complement and illustrate your resume.

Part 1: Exploring Work/Study Opportunities in My Community and Reflecting on and Valuing One’s Experience

6 sessions
Session 1: Unit introduction and project introduction; pre-test
Sessions 2-5: Preparation of 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: Organizing and Presenting My Experiences to Demonstrate My Potential to Others.

6 sessions
Session 1: Project part 2 overview
Session 2-5: Preparation of the project (part 2) and finalization of the project; post-test
Session 6: Project presentation to the community with discussion and feedback

Learning Objectives:

1. Listening – I can:
   • Interact with others (while working with my peers on the project activities).
     a. Understand simple descriptive information about careers, professional skills, personal values.
     b. Understand short statements and videos about college readiness and application, and the UNESCO Sustainable Development Goals related to careers.

2. Speaking – I can:
   • Interact with others and share information (while interacting with peers and working in groups).
     a. Explain and discuss professional, transferable and personal skills
     b. Describe professional experiences
     c. Express opinions about self-reflection as a life-long learning strategy

3. Reading (while researching web resources and documentation) – I can:
   a. Understand the purpose, main idea, key information and some details in simple, short texts related to career choices
   b. Extract relevant information from online resources related to professional skills, resume and portfolio creation.
   b. Use graphic organizers or visualization to demonstrate understanding of information from texts and websites related to resumes and portfolio

4. Writing – I can:
   a. Write a resume
   b. Present personal and professional information in a multimedia portfolio
UNIT 4 – PART 1
Exploring Work/Study Opportunities on My Community and Reflecting on and Valuing My Skills and Experiences

SESSION 1
Unit Introduction and Project Overview

TOC
1. Contextualization (190 minutes)
2. Exploring and Discussing the Unit Project (100 minutes)
3. Unit 1 Pre-assessment (10 minutes)
4. My Personal Glossary (10 minutes)

1. Contextualization

Warm-Up (Whole group: 10 minutes):
⇒ Read the 5 quotes to the students.
⇒ Ask students if they know who the authors are. If they don’t, they can ask their peers or search the web for the answers.

Guided Practice 1 (Whole group: 15 minutes):
⇒ Have students match the name with the descriptions of the authors.

- Aristotle
- John Dewey
- Michael Jordan
- Confucius

Aristotle: China’s most famous teacher, philosopher, and political theorist, whose ideas have influenced the civilization of East Asia.
John Dewey: Ancient Greek philosopher making contributions to logic, metaphysics, mathematics, physics, ethics, politics, medicine & theatre.
Michael Jordan: American philosopher, psychologist, and educational reformer whose ideas have been influential in education and social reform.
Confucius: Famous American former professional basketball player
Practice 1 (Groups of 3 or 4: 40 minutes):
⇒ Have groups read the quotes again.
⇒ Ask them to brainstorm with their group to decide if the main topic of these quotes is about:
  • Learning
  • A successful life
  • Self-reflecting
  • Wisdom
⇒ Remind students that they can use their online resources or ask peers if you they not understand certain words or expressions.

Check for Understanding 1 (Whole group: 40 minutes):
⇒ Have groups share their ideas with the class.
⇒ Work with students to come to a consensus on the meaning/main topic of each quote.

Practice 2 (Individual and then pairs: 30 minutes):
⇒ Have students think of an experience in their lives where they learned something important about themselves, and that made them change.
⇒ Have students reflect and them briefly write their responses in the graphic organizer below.
⇒ Remind students that they can write in English or any language they feel most comfortable writing in.
⇒ After all students have completed their graphic organizer, ask students to share it with a peer.
⇒ Have students discuss their experiences and how they changed based on those experiences.

<table>
<thead>
<tr>
<th>What happened?</th>
<th>What you have learned about yourself?</th>
<th>How did you change as a result of this experience?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practice 3 (Groups of 3: 20 minutes):
⇒ Have groups read the quotes again and choose the quote that they collectively prefer.
⇒ Explain that they will share that quote and explanation with the class.
Check for Understanding 2 (Whole group: 40 minutes):
⇒ Have groups share their quotes and reasons why they chose that quote with the class.
⇒ Have students complete an exit slip on one thing that they learned from this session.

Guided Practice 2 (Whole group: 15 minutes):
⇒ Show students the website below:
(http://georgianewnham.weebly.com/my-learning-reflection.html)
⇒ Explain that this webpage is the learning reflection of an 18-year-old student who is now studying to become a teacher.
⇒ Remind them that they do not need to understand all the words but just a general meaning.

Practice 4 (Groups of 3: 30 minutes):
⇒ Have groups explore the webpage to get the general idea of what the student says and how she presents her self-reflection.
⇒ Show students the Padlet Three Cool Things.
⇒ Explain that each group will identify 3 thing that they find really cool about this page.

Check for Understanding 3 (Groups/whole class: 40 minutes):
⇒ Have share and discuss their answers with the other groups.
⇒ Ask students to select, as a class, the 6 coolest things that they would like to do on their own self-reflection webpage.
2. Exploring and Discussing the Unit Project (100 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Explain what a resume is.
⇒ Ask if students know another name for a resume. (Hint: it is a Latin word)

Guided Practice (Whole group: 30 minutes):
⇒ Click on the image of A USA Resume Template to show what details are included in a resume in the USA.
⇒ Read with the students all the information about resumes in other countries.
⇒ Brainstorm together to identify differences between resumes of different cultures.
⇒ Have students share specific characteristics of resumes in their own country of origin.

Check for Understanding (Groups of 3 or 4: 30 minutes):
⇒ Have students work in groups to complete the activity sheet below. (It is also embedded below.)
I can describe what a **resume** is using words and photographs.

<table>
<thead>
<tr>
<th>Group Leader</th>
<th>Group Writer/Author</th>
<th>Group Imag...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Keep all group members <strong>on task</strong></td>
<td>With group, come up with <strong>description</strong></td>
<td>With group, come up with that <strong>match the description/answer</strong></td>
</tr>
<tr>
<td>Help other members when stuck</td>
<td>With group, come up with <strong>answers</strong></td>
<td>With group, <strong>organize images</strong> are organized</td>
</tr>
<tr>
<td>Make sure all information is included</td>
<td>Type answers/descriptions</td>
<td></td>
</tr>
<tr>
<td>Be ready to describe your project</td>
<td>Be ready to describe your project</td>
<td>Be ready to describe your project</td>
</tr>
</tbody>
</table>

Your job:

1. Create a word document that describes what a resume is.
   a. The description MUST be in your OWN words. Not copied from the internet.
2. Include a visual/images for each part of the word document
   a. Copy/paste images from the internet that match the description/answers
3. Practice describing your part of the project.
   a. Select who will share what, and practice recording.

Here are some questions you may answer:

- What information about the person is included on the resume? (Name, address…)
- What skills do resumes show about a person?
- What other information is included on a resume?
- Who needs a resume?
- How long is a resume?
- What type of font is used on a resume?

Challenge: Finished? Create a pretend resume for a student applying to college. What would you include?
Practice (Whole group: 20 minutes):
⇒ Have students carefully read the description of the project (see below).
⇒ Ask students:
  • 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?
⇒ Have students write in the textbox below the questions they still have about the project.

Check for Understanding (Whole group: 10 minutes):
⇒ Ask students to share their questions with the rest of the group. The goal is that after the discussion students have a perfect comprehension of what they will have to do for this project.

PROJECT
Unit 4
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To create this multimedia report you will be able to use software and Apps such as Voicethread, ThingLink, Padlet, Power Point, Prezi or even Google site.
  • Project Part 1 will focus on exploring work/study opportunities in your community and reflecting on and valuing one’s experience and skills.
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You will have the chance to share your multimedia presentation with your peers and the community during the last session of Unit 4. The work will be organized in several tasks that you will complete over the next ten sessions. You will:
  • Explore work/study opportunities in your community
  • Listen to videoclips of students who found guidance and useful information to apply and go to College.
  • Explore and develop an understanding about the UNESCO Sustainable Development Goals and professions related to these goals.
  • Define the different types of professional, transferable and soft skills in a workplace
  • Match professional skills and career interests.
  • Explore techniques of self-reflection to develop a deeper understanding of your personal and professional skills, experiences and accomplishments.
  • Write your own resume.
  • Create a multimedia portfolio presenting your personal and professional skills, your achievements and experiences, to complement and illustrate your resume.
3. **Unit 4 Pre-assessment** (10 minutes)

*Step 1: Written sample*

Assessment: Write a 3 to 4 line paragraph describing an experience in your life where you learned something important about yourself, and that made you change.

**An important experience …**

*Step 2: Oral sample*

Which quote on self-reflection do you prefer?

- “Knowing yourself is the beginning of all wisdom.” — Aristotle
- “We do not learn from experience… we learn from reflecting on experience.” — John Dewey
- “Honest self-reflection opens your mind to reprogramming, change, success and freedom.” — Unknown
- “Learning without reflection is a waste. Reflection without learning is dangerous.” — Confucius

Record a 2-minute answer explaining why. You will keep this recording in your portfolio, to compare it with later recordings you will do throughout this Unit, to assess your progress in spoken English. To save the recording, name it: [your last name]_sample1unit4
4. My 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 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 and Self-Reflecting

TOC
1. What does it take to get into college? (155 minutes)
2. The UNESCO Sustainable Development Goals (SDGs) (155 minutes)
3. Your Personal Glossary (10 minutes)

1. What does it take to get into college? (155 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Ask students some general questions about what they think it takes to get into college.

Guided Practice (Whole group: 10 minutes):
⇒ Show students the Padlet “What does it take to get into college.”
⇒ Explain that they will explore the webpage Career Beginnings.

Practice 1 (Groups of 4: 40 minutes):
⇒ Have groups go to the Padlet “What does it take to get into college.”
⇒ Tell groups to choose a group (Group 1 to 5).
⇒ Explain that they will explore the Webpage of Career Beginnings and fill the textboxes: What? Who? Why? Where?

Check for Understanding (Whole group: 15 minutes):
⇒ Ask each group to share out one thing they learned after completing the first part of the Padlet.
Practice 2 (Groups of 4: 60 minutes):
⇒ Have students watch the video Career Beginnings Students Speak.
⇒ Ask them to think about what else they have learned about Career Beginnings?
⇒ Have them decide, with their group, the 3 most important or useful things that these students have said.
⇒ Ask groups to write these 3 things on the Padlet.
⇒ Explain that they will also explore the web to find similar organizations in their schools or in their community.
⇒ Have them fill the Inventory of resources on the Padlet: Inventory of Career organizations in my community.

Check for Understanding (Whole group: 20 minutes):
⇒ Have groups share out their learning. They can share the 3 important and useful things or what resources they discovered

2. The UNESCO Sustainable Development Goals (SDGs): Study or Working Fields Related to the Global Goals. (155 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Discuss with students what the term sustainable means.

Guided Practice 1 (Whole group/groups of 3 or 4: 30 minutes):
⇒ Read the quotes below with students.
⇒ Ensure that they understand the general idea of the quotes.
⇒ Work with students to explore the internet to brainstorm a definition for “Sustainable Development.”
⇒ Explain that these quotes on sustainability might help you understand the meaning of Sustainable Development.

“We do not inherit the Earth from our ancestors; we borrow it from our children.”
Native American Proverb

“There is no ‘Plan B’ because we do not have a ‘Planet B.’ We have to work and galvanize our action.”
UN Secretary-General Ban-Ki Moon

“The natural environment sustains the life of all beings universally.”
Dalai Lama

“Be a global citizen. Act with passion and compassion. Help us make this world safer & more sustainable today and for the generations that will follow us. That is our moral responsibility.”
UN Secretary-General Ban-Ki Moon
⇒ Have students form groups to write their collective definition of Sustainable Development.
⇒ Ask them to look up the acronyms below and write out the full names of these acronyms.

Our definition for Sustainable Development is:

The translation of Sustainable Development in our languages is:

UN and UNESCO are acronyms.

UN: _____________________________

UNESCO: ________________________

Guided Practice 2 (Whole group: 15 minutes):
⇒ Explain to students that in 2015, the UN General Assembly and UNESCO created the Sustainable Development Goals (SDGs). These goals form a program of sustainable, universal and ambitious development, aiming at ending extreme poverty, promoting equity and opportunity for all, and protecting the planet.
⇒ Tell them that they will be exploring these goals after viewing a video.

Practice 1 (Groups of 3 or 4: 40 minutes):
⇒ Have go to the Padlet “UNESCO Sustainable Development Goals.”
⇒ Tell them to watch the video on the SDGs. Remind them to watch it as many times as needed to understand the information. (https://www.youtube.com/watch?v=Mdm49_rUMgo)
⇒ After they have watched the video, have them identify the 3 facts that speak the most to their group.
⇒ Have them write these facts on the Padlet along with 1 or 2 sentences explaining the facts.
Practice 2 (Groups of 3 or 4: 20 minutes):
⇒ Explain that they will now watch an animated book with a more detailed explanation for each goal.
⇒ Have them click on the image or link below to access the animated book. 
https://issuu.com/unpublications/docs/sdg_yak_en
⇒ Tell each group to browse the animated book in order to choose 2 SDGs that they will be responsible for explaining. (Each group needs to choose different goals.)

Check for Understanding (Groups of 3 or 4: 30 minutes):
⇒ Ask groups to go to the pages of their 2 goals in the animated book.
⇒ Have them read carefully the detailed explanation.
⇒ Remind them to ask your peers, or to check your (online) dictionary if they do not understand a word.
⇒ Tell them to take some notes because they will need this information for the activity in the next session.
⇒ Have groups complete an exit slip with their 2 goals and a brief explanation of each goal.

3. My Personal Glossary (10 minutes)

⇒ Have students 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  
UNESCO Sustainable Development Goals and Related Professional Fields

TOC
1. Preparation of a PPT presentation on UNESCO Sustainable Development Goals (50 minutes)
2. Groups’ presentations (40 minutes)
3. Sustainable Development Goals and related professions (120 minutes)
4. My Personal Glossary (10 minutes)

1. UNESCO Sustainable Development Goals (cont.) (50 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Ask students if they have any lingering questions about the SDGs that they chose in the last session.

Practice (Groups of 3 or 4: 40 minutes):
⇒ Explain that each group will prepare a 3-minute oral PPT presentation to share with the rest of the class, using visuals if they wish, which includes:
  • their definition of Sustainable Development
  • how Sustainable Development is translated in their own language (are there linguistic similarities, and/or slight differences in meaning?)
  • a description of the 2 Sustainable Development Goals that they have selected.

2. Groups’ presentations (40 minutes)

Practice (Whole group: 30 minutes):
⇒ Have groups present their 3-minute oral PPT presentation.
⇒ Remind the rest of the students to take notes as the groups present.
⇒ Have students ask questions about their peers’ presentations.

Check for Understanding (Groups of 3 or 4: 10 minutes):
⇒ Have students complete an exit slip with 4 things that they learned from other groups’ presentations.

3. Sustainable Development Goals (SDGs) and Related Professions (120 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Ask students if they have any lingering questions about the SDGs.
⇒ Brainstorm the reason they might be reviewing the SDGs in relation to the overall project.
⇒ Ask students to choose 3 SDGs that interest them, these can be different ones from the ones they worked on in their groups.
**Guided Practice** (Whole group: 30 minutes):
⇒ Explain the Mix and Mingle protocol. Use either protocol below, but some adaptation to the situation is needed.
  https://www.clrforstudents.org/protocols/mingle-pair-share
⇒ During the Mix and Mingle, have students find other students who share the same interests about the specific goals in the SDGs chart.
⇒ Explain that those students will form a group.
⇒ Ensure that each new group has selected 3 SDGs that they are collectively interested in.

**Practice** (Groups of 3 or 4: 50 minutes):
⇒ Have groups research the types of jobs that could be related to each of their 3 SDGs, jobs that interest them and that they might like to train for.
⇒ Tell them that they can search the web or click on the image below to use the Connecticut database of professions: (Or the database from their state.)
  https://www1.ctdol.state.ct.us/jcc/occ_keyword.asp
⇒ Remind them to choose their key words carefully.

⇒ Tell groups to use Popplet or a PPT to indicate 4 or 5 of these jobs for each SDG.
⇒ Show them the image below as an example.
  (http://popplet.com/app/#/5453658)
Check for Understanding (Whole group: 30 minutes):

⇒ Have groups share their Popplets or PPTs with the rest of the class.
⇒ Work with students to create a map of possible professions related to the SDGs of UNESCO.
⇒ Show students the example below of what the map could look like:

(http://popplet.com/app/#/5453658)

4. My Personal Glossary (10 minutes)

⇒ Have students 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 – Self-Reflection on Skills and Experience

TOC
1. Matching Skills and Experience with Professions (95 minutes)
2. The Different Types of Skills (50 minutes)
3. Skills Sets for the Workplace (95 minutes)
4. Self-Reflecting on My Skills and Experience – phase 1 (20 minutes)
5. Your Personal Glossary (10 minutes)

1. Matching Skills and Experience with Professions (95 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Review map of possible professions related to the SDGs of UNESCO.
⇒ Ask students if they need any clarification on the professions.

Guided Practice (Whole group: 15 minutes):
⇒ Explain to students that certain types of skills are needed for different jobs.
⇒ Have students reflect on the skills and experiences they currently have.
⇒ Explain that they will be completing an online questionnaire to match their skills with professions.

Practice (Individual: 40 minutes):
⇒ Have students either click on the image below or go to the link to complete the questionnaire.
⇒ Explain that when they have finished the 4 pages of questions, they will be presented with several professions matching your skills.
⇒ Have students explore the professions that match their skills.
⇒ Ask them to identify the 2 or 3 professions that interest them the most.
Check for Understanding (Whole group: 30 minutes):
⇒ Have students put that information (the 2 or 3 professions that they are interested in and the 2 or 3 skills or experiences that they have that match these professions) on the Padlet Career Exploration.

2. The Different Types of Skills (50 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Review the Padlet on Career Explorations.
⇒ Make a list of the skills that are represented in the class.
⇒ Have students work in groups to categorize these skills into different categories and label the category.
⇒ Share out some of the categories and skills in them.

Guided Practice (Whole group: 10 minutes):
⇒ Explain to students that there are many names used to define skills for the workplace and that each name refers to a specific type of skill.
⇒ Tell students that they are going to work in groups to match skills with the correct name of that skill set.

Practice (Whole group: 20 minutes):
⇒ Have groups read each definition of the categories of skills.
⇒ Encourage them to use their online dictionary, other internet source or ask their peers if they do not understand a word.
⇒ Tell them that they are to match the names of the categories with the correct definition.
⇒ Encourage them to search the 2 webpages below to learn more about these different skills.
Check for Understanding (Whole group: 10 minutes):
- Review the responses with the whole group.
- Ensure that all students understand the different types of skills.
- Have students complete an exit slip identifying 2 skills that they have and 2 skills that they want to develop, along with the categories that align to those skills.

3. Skills Sets for the Workplace (95 minutes)

Warm-Up (Whole group: 10 minutes):
- Review the professions that your group identified in section one of this session.
- Explain that you will be referencing these professions later in this section.

Guided Practice (Whole group: 15 minutes):
- Show the students the Padlet with details of each skill set.
- Review the different skill sets briefly.
- Explain that students will work in groups to select the skills that best align with the professions that you have identified previously.
- Encourage them to use their online dictionary, other internet source or ask their peers if they do not understand a word.

Practice (Whole group: 50 minutes):
- Have students go to the Padlet Skills Sets for the Workplace.
- Tell them to click on each image on the Padlet to read in detail each skill set.
- Have them select their group textbox on the Padlet and write the professions they identified in Activity 1.
⇒ Explain that each group should have a set of 6 to 9 professions.
⇒ Have groups discuss which 3 skills, within these different sets of skills, are essential for each profession in their list, and write these skills near the name of the profession.

**Skill Sets for the Workplace**

1. Click within image to see more. Do not hesitate to use your (imitive) fingers! Instead, ask your peers if you do not understand simple words. 2. Select your group’s interests on the Popplet and write the professions you identified in Activity 1. Within your group you must have a set of 6 to 9 professions. 3. Discuss with your group which 3 skills, within these different sets of skills, are essential for each profession of your set, and write these skills near the name of the profession.

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**Check for Understanding** (Whole group: 20 minutes):
⇒ Review the responses with the whole group.

4. **Self-Reflecting on my skills and experience – Phase 1** ((20 minutes)

**Guided Practice** (Individual: 20 minutes):
⇒ Have students reflect on their own skills and experiences using these 3 questions:

1. Identify the tasks where you feel extremely competent. Think of situations or job positions where you have knowledge and skills. It could be strong “communication skills” or “customer service abilities”, etc.

2. In a work setting, or a training setting, for what type of activities do you often receive compliments? For instance, are you often complimented for your team player abilities, or your listening skills, or attention to detail?

3. Think both at the jobs you want and at the jobs you’ve had. What are, or what were the skills necessary to do the work and that you have acquired?

⇒ Tell them to use Popplet or another tool such as PPT to record the answers to the questions.

(www.popplet.com/app/#/5454393)
5. **My Personal Glossary** (10 minutes)

⇒ Have students 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. Self-reflecting on my Skills and Experience - phase 2 (70 minutes)
2. Summarizing My Self-Reflection to Share It (75 minutes)
3. Identifying Appropriate Multimedia Illustration to Visualize my Skills and Experience (90 minutes)
4. Working on the Presentation (40 minutes)
5. My Personal Glossary (10 minutes)

1. Self-reflecting on My Skills and Experience - phase 2 (70 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Clarify any lingering questions on the project and ensure everyone has completed all the work to date.

Guided Practice (Groups of 2: 15 minutes):
⇒ Have pairs carefully read the 7 questions below.
⇒ Remind students that they can use their online dictionaries or ask each other about words they do not understand.

Practice (Individual/pairs: 30 minutes):
⇒ Have student reflect on each question and write down their answers in a word document.
⇒ Tell pairs to share their answers and discuss their responses.
⇒ Encourage students to ask each other questions that might lead to deeper self-reflection. (you may have to offer some suggestions on what type of questions might lead to this deeper self-reflection)

Check for Understanding (Individual: 15 minutes):
⇒ Have students complete an exit slip explaining one thing they expanded on in their questions based on the discussion with their partner.

2. Summarizing My Self-Reflection to Share It (75 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Have students gather all their information from the previous sessions together:
  • An experience in their lives where they learned something important about themselves and that made them change. (Session 1)
  • Matching skill and experiences with professions (Session 4)
  • Self-reflecting on their skills and experiences (Session 4)
  • Self-reflecting on their skills and experiences (Session 5)

Guided Practice (Whole group: 15 minutes):
⇒ Explain to students that they will analyze and organize their notes to create a portrait of who they are and want to be.
⇒ Tell them that they can use tools such as PPT or Popplet or even a word document.
⇒ Share the example of a graphic organizer template below:
Practice (Individual: 50 minutes):
⇒ Have students analyze and organize their notes to create a portrait of who they are and want to be.

Additional Resources:

3. Identifying Appropriate Multimedia Illustrations to Visualize My Skills and Experience (90 minutes)

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 portfolio of experiences, 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 WordCloud, imovie, ThingLink, Padlet, Prezzi, Mindmappinor even Power Point. They should choose a program that best supports the information that they want to present.

(http://georgianewnham.weebly.com/my-learning-reflection.html):
⇒ Remind students of the different media used by the student in her portfolio.

Practice (Groups of 3: 60 minutes):
⇒ Explain to students that they will discuss, research and decide with their groups how each member of the group can visually represent their skills, experiences and achievement in their own Portfolio.
⇒ Remind students to be persuasive and engaging, an illustration needs to be catchy, concise, comprehensive and convincing:
Check for Understanding (Whole group: 10 minutes):
⇒ Have students complete exit slips stating any further support that they need before presenting their portfolios of experience.

4. Preparation of Presentation (40 minutes)

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

Practice: (Individual: 30 minutes):
⇒ Explain to students that in the next session they will have 5 minutes to present the first part of their multimedia portfolio to their peers.
⇒ Remind the students that the purpose of this 5-minute presentation is not to explain the whole project but to ask for feedback from your peers in order to improve your project.
⇒ Remind students that this first part of the project is about the presentation of their multimedia portfolio of experiences related to their skills, experiences and accomplishments.
⇒ Tell them to use the time to concentrate on the following questions:
  • What are the important points you want to present?
  • Where do you need feedback the most?

5. My 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 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: What Type of Feedback Do We Need? (55 minutes)
2. Final Preparation before Presentation (50 minutes)
3. Presentation and Feedback (60 minutes)
4. Integration of feedback into the project (30 minutes)

1. Preparing Peer-Assessment Grid: 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):
⇒ 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 1 (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.
Check for Understanding: (Whole group: 20 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. Final Preparation Before Presentation (50 minutes)

Guided Practice (Whole group and individual: 50 minutes):
⇒ Offer students some tips on how to present information.
⇒ Remind them that they will have 5 minutes to present the first part of their projects to their peers.
⇒ Remind students that the purpose of the presentation is not to explain their whole project, but to ask for feedback from their peers to improve their projects.
⇒ Explain to students that they will have time (30 minutes or more) to prepare their 5 minutes presentation.
⇒ Have students review and rehearse their presentations, provide support where needed.

3. Presentation and Feedback (60 minutes)

Practice (5 groups: 60 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).
⇒ Remind students that they will provide feedback using the rubric that was developed by the whole group.

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

Practice (5 groups: 30 minutes):
⇒ Have students discuss the feedback they received from their peers.
⇒ Tell students to integrate the feedback that they think is important into their projects.