Theme 3
What Will the Society of Tomorrow Be?

Unit 5
Drawing the Profile of the 21st Century – Core Skills to Develop to Fully Contribute to the Society of Tomorrow

OVERVIEW of UNIT 5

PROJECT

You will develop a multimedia poster representing visually the skills a person will need to develop to fully contribute to the society of tomorrow. To create this multimedia poster, 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 identifying at least 5 essential skills to develop to fully contribute to tomorrow’s society.
- Project Part 2 will focus on defining in greater details these essential skills and creating icons that represent each skill.

You will have the chance to share your multimedia poster with your peers and the community in a TED Talk format presentation during the last session of Unit 5. The work will be organized in several tasks that you will complete over the next ten sessions. You will:

- Explore and develop an understanding about the meaning of global citizenship and essential skills for tomorrow’s society;
- Listen to videoclips of people who define what global citizenship is for them;
- Express opinions about what is a global citizen from your perspective;
- Develop a survey tool to collect data in your community about the meaning of global citizen skills and skills for tomorrow’s society;
- Analyze the data collected
- Identify 5 essential skills to fully contribute to tomorrow’s society;
- Write detailed definition of these 5 essential skills;
- Explore different ways to visualize these 5 skills and why they are essential by creating specific icons
- Create a multimedia poster presenting as visually as possible these 5 essential skills
- Explore strategies to deliver engaging oral presentations
- Prepare a TED Talk presentation of 5 to 10 minutes about your 5 essential skills to fully contribute to tomorrow’s society.

Teacher Resources: Protocols and Procedures
Part 1: Identifying at least Five Essential Skills to Develop to Fully Contribute to Tomorrow’s Society.
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: Defining these Essential Skills and Creating Icons that Represent each Skill.
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:
   a. Interact with others (while working with my peers and community members on the project activities).
      a. Understand simple descriptive information about global skills, attitudes and personal values.
      b. Understand short statements and videos about the UNESCO Sustainable Development Goals and Global citizenship.
      c. Identify oral engagement strategies while watching TED Talk videos

2. Speaking – I can:
   b. Interact with others and share information (while interacting with peers and working in groups).
      a. Explain and discuss global, transferable and personal skills for tomorrow’s society
      b. Describe essential skills to develop to fully contribute to tomorrow’s society.
      c. Express opinions about global citizen and essential skills, values and attitudes

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 global and future skills, values and attitudes
   b. Extract relevant information from online resources related to global citizenship and skills.
   b. Use icons or visualization to demonstrate understanding of information from texts and websites related to skills

4. Writing – I can:
   a. Write surveys to collect data on essential skills
   b. Write definitions about essential skills
UNIT 5 – PART 1
Identifying at least Five Essential Skills to Develop to Fully Contribute to Tomorrow’s Society.

SESSION 1
Unit Introduction and Project Overview

TOC
1. Contextualization (100 minutes)
2. Exploring and Discussing the Unit Project (105 minutes)
3. Unit 1 Pre-assessment (10 minutes)
4. My Personal Glossary (10 minutes)

1. Contextualization (100 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Remind students that they already learned about the UNESCO Sustainable Development Goals (SDGs) that UNESCO identified in 2015.
⇒ Ask them to share what they remember about those goals. (There are 17.)

Guided Practice (Whole group/pairs: 20 minutes):
⇒ Have students go to the Padlet The UNESCO Sustainable Development Goals.
⇒ Ask them to watch the video about the SDGs.
⇒ Explain that they are to fill in the graph with the name of each of the 17 SDGs.
⇒ Remind them that they can go back to Unit 4 or check on the internet to recall the names.
⇒ After all pairs have completed the task, review the responses.
Practice (Whole group/groups of 3: 50 minutes):
⇒ Explain that Goal 4.7 of the UNESCO Sustainable Development Goals is Education for Sustainable Development and Global Citizenship.
⇒ Read the goal with students:

The Target for this goal is: By 2030, ensure that all learners acquire knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development. (UNESCO, 2017)

⇒ Have students go to the Padlet Global Citizenship.
⇒ Explain that they will watch the video (as many times as they need to).
⇒ Tell them to identify 3 strong definitions of a Global Citizen based on what they heard in the video.
⇒ Discuss these definitions and create 3 of their own.

Check for Understanding (Whole group: 20 minutes):
⇒ Have groups share and discuss their definitions with the rest of the class. (Use one of the sharing protocols from Teacher Resources.)
⇒ Ask students if the definitions were very different from group to group?
⇒ Ask if there is one, from another group, that appeals to them the most?
⇒ Have them write it in the box.
2. **Exploring and Discussing the Unit Project** (105 minutes)

**Warm-Up (Pairs: 30 minutes):**
- Break students up into pairs.
- Give each pair one of the 9 words below.
- Have them create a definition for the word and draw a nonlinguistic representation of the word. On the front of the poster paper is the nonlinguistic representation, on the back is the definition they created.
  1. collaborative
  2. empathic
  3. respectful
  4. accountable
  5. self-aware
  6. cross-cultural awareness
  7. over-confident
  8. responsible
  9. passionate
- Have students engage in a Gallery Walk of the posters.
- Explain that they will try to guess which word matches the drawing.
- Give students sticky notes as they review each poster to guess the word shown by the drawing.
- Review the correct definitions illustrated in the drawings.
- Explain that these words will be important later in unit.

**Guided Practice (Whole group: 15 minutes):**
- Ask students if they have heard of Oxfam.
- Click on the link to answer the following questions.

<table>
<thead>
<tr>
<th>Oxfam is:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Oxfam means:</th>
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</thead>
<tbody>
<tr>
<td></td>
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</table>

- Show students the skills and values that Oxfam uses to define a Global Citizen.

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Theme 5 What Will the Society of Tomorrow Be?
Unit 5 Drawing the Profile of the 21st Century – Core Skills to Develop to Fully Contribute to the Society of Tomorrow
Part 1 Identifying Essential Skills to Develop to Fully Contribute to Tomorrow’s Society
Practice 1 (Groups of 3 or 4: 20 minutes):
⇒ Have review the list of words from the Warm-Up activity.
⇒ Tell them to identify the only skill that is not associated with the definition of a global
citizen by Oxfam.
⇒ Tell them that they should discuss the reasons for their choice and be able to share it with
the group.

1. collaborative 6. cross-cultural awareness
2. empathic 7. over-confident
3. respectful 8. responsible
4. accountable 9. passionate
5. self-aware

The skill that does not associate with the definition of Oxfam is: _______________________

Check for Understanding (Whole group: 20 minutes):
⇒ Have groups share and explain their answers with the rest of the class.

What is a Global Citizen?
Oxfam sees the Global Citizen as someone who:

• is aware of the wider world and has a sense of their own role as a world citizen
  • respects and values diversity
    • has an understanding of how the world works
    • is passionately committed to social justice
  • participates in the community at a range of levels, from the local to the global
  • works with others to make the world a more equitable and sustainable place
  • takes responsibility for their actions

Source: OXFAM’s Cool Planet, What Is Global Citizenship?
https://www.oxfam.org.uk/education/who-we-are/global-citizenship-guides
Practice 2 (Whole class: 20 minutes):
⇒ Ask students to read carefully the description of the project (see below). Use the following questions to guide the depth of their comprehension.
  ▪ 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?
⇒ Ask students to write down the questions they still have about the project in the “My notes” box.
⇒ Have students share them with the rest of the group. The goal is that after the discussion students should have a perfect comprehension of what they will have to do for this project.

PROJECT
Unit 5
You will develop a multimedia poster representing visually the skills a person will need to develop to fully contribute to the society of tomorrow. To create this multimedia poster 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 identifying at least 5 essential skills to develop to fully contribute to tomorrow’s society.
• Project Part 2 will focus on defining in greater details these essential skills and creating icons that represent each skill.
You will have the chance to share your multimedia poster with your peers and the community in a TED Talk format presentation during the last session of Unit 5. The work will be organized in several tasks that you will complete over the next ten sessions. You will:
• Explore and develop an understanding about the meaning of global citizenship and essential skills for tomorrow’s society;
• Listen to videoclips of people who define what global citizenship is for them;
• Express opinions about what is a global citizen from your perspective;
• Develop a survey tool to collect data in your community about the meaning of global citizen skills and skills for tomorrow’s society;
• Analyze the data collected
• Identify 5 essential skills to fully contribute to tomorrow’s society;
• Write detailed definition of these 5 essential skills;
• Explore different ways to visualize these 5 skills and why they are essential by creating specific icons
• Create a multimedia poster presenting as visually as possible these 5 essential skills
• Explore strategies to deliver engaging oral presentations
• Prepare a TED Talk presentation of 5 to 10 minutes about your 5 essential skills to fully contribute to tomorrow’s society.
3. Unit 5 Pre-assessment (10 minutes)

Step 1: Written sample

Assessment: Write a 3 to 4-line paragraph describing what it means to be a global citizen is today’s world.

A global citizen is ...

Step 2: Oral sample

Which is, for you, the most important skill for a global citizen? (See Oxfam’s list.)
What is a Global Citizen?
Oxfam sees the Global Citizen as someone who:

- is aware of the wider world and has a sense of their own role as a world citizen
- respects and values diversity
  - has an understanding of how the world works
- is passionately committed to social justice
- participates in the community at a range of levels, from the local to the global
- works with others to make the world a more equitable and sustainable place
- takes responsibility for their actions

Record a 2-minute answer explaining what is, for you, the most important skill for a global citizen. 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]_sample1unit5

4. My Personal Glossary
⇒ 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 2
Project Development – Definition of concepts, exploration of new knowledge

TOC
1. From Definition to Skills (35 minutes)
2. Skills for Global Citizenship (75 minutes)
3. The 21st Century Skills to change the world (145 minutes)
4. Your Personal Glossary (10 minutes)

1. From Definition to Skills (35 minutes)

Warm-Up (Pairs: 20 minutes):
⇒ Create cards with the definitions of a Global Citizen and the skills from the Padlet From definition to skills.
⇒ Have students work in pairs to match the skills to the definitions.
⇒ Remind them to discuss the reasons for their choices.
⇒ After each pair has completed the task, have them go to the Padlet From definition to skills the appropriate skill under each definition.

Check for Understanding (Whole group: 15 minutes):
⇒ Review the answers with the students.
⇒ Ask groups to share their thinking on their responses and discuss any incorrect answers.
⇒ Show students how the definition is built on the skills of a global citizen.

(answer: 1c; 2d; 3e;4a)
2. **Skills for Global Citizenship** (75 minutes)

**Guided Practice** (Whole group: 15 minutes):
- Explain to students that now it is their turn to find the skills that are described in a definition.
- Tell students that they will break up into groups to work do identify the skills described in some definitions of a global citizen.
- Show students the Padlet *The Skills of a Global Citizen*.

**Practice** (4 groups: 30 minutes):
- Give each group one of the definitions of a Global Citizen.
- Have students Read it carefully to understand its meaning, the values that are expressed in this definition, and the type of person it describes.
- Tell students to list in the appropriate box 3 or 4 skills that are related to this definition.
- Remind students to ask peers or to use a dictionary if you don't know the meaning of a word.

**Check for Understanding** (Whole group: 30 minutes):
- Explain to the other groups your list of skills.
- Have students combine the 4 lists of skills into one, and create a Word Cloud with all the skills. Use this free software: [https://www.wordclouds.com/](https://www.wordclouds.com/)
3. The 21st Century Skills to Change the World (145 minutes)

**Warm-Up** (Whole group: 20 minutes):
⇒ Explain to students that there are many opportunities for teens to learn about global issues in order to become Global Citizens.
⇒ Tell students about the Model G20, or MG20.
  • It lets teens experience how global policies are made, navigate international relations, and build core 21st-century skills that future employers and colleges want.
  • Each day features a new headlining topic that students will unpack through lectures, site visits, and featured speakers.
  • The Beijing Summit focused on ‘Smart Cities and Global Innovation,’ as well as its impact on the world economy.
  • In Beijing, around 300 top students from 20 countries were able to work together with their peers to learn how to change the world despite cultural differences.
⇒ Share the link with the recap of the summit so students may explore the summit further. [https://www.knovva.com/the-2019-beijing-model-g20-summit-recap/](https://www.knovva.com/the-2019-beijing-model-g20-summit-recap/)

**Guided Practice** (Whole group: 15 minutes):
⇒ Explain to students that they will watch a video about the MG20 Beijing 2019 Conference to answer some questions.
⇒ Bring them to the Padlet [MG20 Beijing 2019 Meeting](https://www.knovva.com/the-2019-beijing-model-g20-summit-recap/).
⇒ Show students the website above where they can gather more information if needed.

**Practice 1** (Groups of 3 or 4: 40 minutes):
⇒ Have groups watch the video as many times as they need to understand the message.
⇒ Tell them to answer the following questions in the Padlet:
  1. What was that goal?
  2. And what should they take away from this special day?
⇒ Explain to students that they should discuss how this video made them feel and find one image that expresses this feeling, and post it on Padlet.
Practice 1 (Groups of 3 or 4: 50 minutes):
⇒ Ask students to reflect on what skills should young people develop to be to change the world to a better place.
⇒ Explain that they will be exploring 21st Century skills that can better prepare youth for the future.
⇒ Direct students to the Padlet *The 21st Century Skills: Matching Skills to Definitions*.
⇒ Have students read the 12 definitions of the 21st Century skills.
⇒ Remind students to use (online) dictionaries or to ask their peers if they do not understand certain words or expressions.
⇒ Explain that groups will be matching skills to definitions by connecting the definitions with the name of the skill. To connect, put the cursor on a definition. Click on the 3 dots that appear and select *Connect to a post*. Then click on *Connect* on the name of the skill.

**Check for Understanding** (Whole group: 20 minutes):
⇒ Have students share their answers with the other groups.
⇒ Discuss differences in their answers.
⇒ Tell groups to check their answers with the grid below.

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Part 1 Identifying Essential Skills to Develop to Fully Contribute to Tomorrow’s Society
Answers:

7. **Technology literacy** involves students understanding different applications and the best ways to use them.

8. **Flexibility** is someone’s ability to adapt to change and understand differences in views that impact decisions.

9. **Leadership** involves someone’s ability to influence and guide others towards a common goal.

10. **Initiative**, sometimes called intrinsic motivation, relates to employees starting projects, creating plans, and executing strategies on their own.

11. **Productivity** measures how well someone is able to prioritize, plan, and manage their work.

12. **Social skills** refer to the skills needed to interact effectively with others, especially when working with a diverse group of people.

1. **Critical thinking** involves logically assessing information to make informed decisions.

2. **Creativity** empowers people to see concepts in a different light, leading to innovative thinking and problem solving.

3. **Collaboration** involves multiple people working together to achieve a common goal.

4. **Communication** is the practice of conveying ideas by using a variety of methods.

5. **Information literacy** gives your students the tools needed to distinguish fact from fiction.

6. **Media literacy** helps students analyze media and understand potential issues that can arise when using digital tools.

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 3
Surveying Members of the Community on the Five Essential Skills for the Future

TOC
1. My skills profile (110 minutes)
2. Five Essential Skills for the Future (65 minutes)
3. Preparing a survey on the Five Essential Skills for the Future (230 minutes)
4. My Personal Glossary (10 minutes)

1. My skills profile (110 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Review the 21st Century skills to ensure that all students understand them.

Guided Practice (Whole group: 20 minutes):
⇒ Explain to students that they are going to learn more about the 21st Century skills in order to identify 5 important skills needed for the future.
⇒ Watch the Story of the 4C together.
⇒ Show students how to access the more information about each skill and the different abilities which describe each skill.
⇒ Share the Thinglink page with them as well for more exploration of the 21st Century skills.
   https://www.thinglink.com/scene/368587008567672832

Practice 1 (Groups: 30 minutes):
⇒ Have groups view the video again.
⇒ Tell them to explore each skill to learn more about the different abilities which describe each skill
⇒ Remind them to use online dictionaries or ask peers if they do not understand certain words or expressions.
Practice 2 (Individual: 30 minutes):
⇒ Share Worksheet #1: My Skills Profile with students.
⇒ Review the directions with them.
⇒ Have students complete the worksheet.

Check for Understanding (Individual: 20 minutes):
⇒ Have students share 1 skill from each area and why they chose that skill with a partner.
   (Use sharing protocol from Teacher Resources.)

2. Five Essential Skills for the Future (65 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Take a poll to see which skills were most popular with students.

Guided Practice (Groups: 15 minutes):
⇒ Explain that group members will share their answers from their spreadsheet.
⇒ Explain that they will discuss the similarities and differences of the skills they chose.
⇒ Show groups the Padlet Five Essential Skills for the Future.
⇒ Explain that they will work with their group and other groups to list 5 Essential Skills for the Future.
Practice (Groups: 30 minutes):
⇒ Have groups write under your group number the 5 Essential Skills for the Future that their group has selected.
⇒ Explain that each group should have different skills in their list, or no more than 2 similar skills with another group.
⇒ Tell students that they will need to negotiate changes with the other group(s).

Check for Understanding (Individual: 10 minutes)
⇒ Have student complete an exit slip illustrating one of the 5 skills that their group chose as the Essential Skills for the Future.

3. Preparing a survey on the Five Essential Skills for the Future (230 minutes)

Guided Practice 1 (Whole group: 40 minutes):
⇒ Explain that the Aga Khan Foundation has developed an online quiz to help you discover the type of Global Citizen you are. (Click on the link if you want to know more about the Aga Khan Foundation)
⇒ Explain that the Foundation outlines 4 types of Global Citizens.
⇒ Review the explanations of the 4 types of Global Citizens below.
⇒ Ensure that students understand the concepts and words.
⇒ Ask students to decide which type of Global Citizen best defines them or that they identify with. (Use a variation of the 4 Corners activity.)
http://www.eworkshop.on.ca/edu/pdf/Mod36_coop_four_corners.pdf
Practice 1 (Individual: 60 minutes):
⇒ Explain to students that they will now take a quiz which helps them define which type of Global Citizen they are.
⇒ Have students go to the Padlet The Global Citizen Quiz to take the online Quiz and check if you guessed correctly.
⇒ Explain that they can click on each question prior to taking the quiz (Situation 1, 2, 3, 4, 5 and 6) to take the time to understand each situation and prompts to answer.
⇒ Remind them to use (online) dictionaries or to ask their peers if they do not understand certain words or expressions.
⇒ Tell them when they feel ready to take the online quiz, click on the online quiz.
⇒ Remind them that after they have answered the 6 questions, the website will display their Global Citizen type.
⇒ Have them write down what type of Global Citizen based on the answers to the questions.

Check for Understanding 1 (Whole group: 20 minutes):
⇒ Have students share whether they agree with the designation from the Global Citizen Quiz.
⇒ Tally the number of students for each different type of Global Citizen.
Guided Practice 2 (Whole group: 40 minutes):
- Explain to students that now it is their turn to prepare a survey to decide what are the top FIVE essential skills a Global Citizen of the 21st Century will need.
- Share the Worksheet #2 10 Essential Skills and Worksheet #3 How to write a questionnaire with students.
- Review the instructions for each section of the worksheet and ensure that students understand how to complete the worksheets.

Practice 2 (Groups of 3: 60 minutes): (These activities may take more time and scaffolded support for some students.)
- Explain that students will work with 2 other students who have selected different essential skills.
- Have them finalize their choice of 10 essential skills using the Worksheet #2 10 Essential Skills.
- Tell them that once they have identified their 10 essential skills on the Worksheet #2, they will need to prepare a short definition for each skill.
- Remind them to:
  - Use the different documents they have worked with during sessions 1 and 2.
  - Add their own interpretation to the document.
- Have students prepare 5 questions that their group will ask to 9 different people. (They can be friends, family, and/or people in the community.)
⇒ Explain that the goal of the 5 questions is to:
• make sure that the survey participants understand what students mean by Essential skills of a Global Citizen of the 21st Century.
• make sure that the survey participants understand the meaning of each of the 10 skills.
• question the survey participants if the 10 skills students have selected are, in their opinion, relevant to prepare young people to have meaningful contributions to our global world.
• ask if the survey participants have suggestions for other essential skills that are not in the students’ list.
• ask the survey participants to rank the 10 skills.

Check for Understanding 2 (Whole group: 10 minutes):
⇒ Ask students if there are any lingering questions about their work up until now.

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 – Survey Preparation

TOC
1. Finalizing the survey (120 minutes)
2. Giving and receiving feedback (85 minutes)
3. Rehearsing interviews (55 minutes)
4. Your Personal Glossary (10 minutes)

1. **Finalizing the survey** (120 minutes)

*Warm-Up (Whole group: 20 minutes):
  ⇒ Discuss the purpose of surveys with students.
  ⇒ Share some different surveys that students might be familiar with. (Census, school based surveys)

*Guided Practice (Whole group: 40 minutes):
  ⇒ Review *Worksheet #3 How to write a questionnaire*. (See below)
  ⇒ Remind students of the goals of their surveys:
    • To make sure that the survey participants understand what students mean by *Essential skills of a Global Citizen of the 21st Century*.
    • To make sure that the survey participants understand the meaning of each of the 10 skills.
    • To question the survey participants to determine if they think the 10 skills students’ have selected are relevant to prepare young people to have meaningful contributions to our global world.
    • To ask if the survey participants have suggestions for other essential skills that are not in student’s list.
    • To ask the survey participants to rank the 10 skills.

*Practice (Whole group: 60 minutes):
  ⇒ Have students complete the *Worksheet #3 How to write a questionnaire*

2. **Giving and receiving feedback** (85 minutes)

*Guided Practice (Whole group: 15 minutes):
  ⇒ Ensure that students have completed their 5 questions.
  ⇒ Explain that students will share their question and receive feedback from their peers to improve their questions.
Practice (Group: 40 minutes):
⇒ Have groups share their 5 questions with the rest of the class on the Padlet Questionnaires.

⇒ Have groups pair with another group, explain and discuss your questions with this group to receive feedback.
⇒ Explain to groups that then they will reverse roles and give feedback.

Check for Understanding: (Groups: 30 minutes)

⇒ Have students return to their original groups and review the feedback given by their peers.
⇒ Tell groups to incorporate the feedback that they received into their questionnaires.
3. Rehearsing interviews (55 minutes)

Guided Practice (Whole group: 15 minutes):
⇒ Review with the students Tips to Conduct an Interview.
⇒ Encourage students to send surveys to people as well. Share tools for creating surveys online. (Check the article in the link below to learn more about online surveys.)
https://www.wordstream.com/blog/ws/2014/11/10/best-online-survey-tools
⇒ (If students are sending the questionnaire via email, work with groups to create an introductory email to explain the reason for their survey.)

Practice (Whole group: 30 minutes):
⇒ Have students pair another group to rehearse your interview with this other group, and to test your questions.
⇒ Tell them to reference the tips below.

<table>
<thead>
<tr>
<th>TIPS TO CONDUCT AN INTERVIEW</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Check that your video or audio recording device functions well. It is always better to test your equipment before your start.</td>
</tr>
<tr>
<td>2. To start the interview you can:</td>
</tr>
<tr>
<td>• begin with a short informal chat to break the ice</td>
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<tr>
<td>• explain briefly the purpose of the interview</td>
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<tr>
<td>• ask the participant if it is OK for you to video/audio record it</td>
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<tr>
<td>• provide the survey participant with a brief breakdown of the structure of the interview (the number of questions, how long it will last, etc.)</td>
</tr>
<tr>
<td>3. During the interview you:</td>
</tr>
<tr>
<td>• always check that the participant has understood your question</td>
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<tr>
<td>• do not want to influence the respondent by asking leading questions.</td>
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<tr>
<td>• ask the respondent to repeat and clarify if you have not understood the response.</td>
</tr>
<tr>
<td>4. To close the interview</td>
</tr>
<tr>
<td>• make sure that you have covered everything that you wanted to discuss before closing the interview.</td>
</tr>
<tr>
<td>• thank the participant for his/her time and collaboration</td>
</tr>
</tbody>
</table>

Check for Understanding (Whole group: 10 minutes):
⇒ Ask students if there are any concerns or questions they have before administering their surveys.
⇒ Remind students that they should administer 9 surveys to friends, family, or members of the community.

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 5
Project Development – Analyzing and Organizing Collected Information

TOC
1. Analyzing the data collected to identify the 5 essential skills of a global citizen (85 minutes)
2. Create a collage using images, video/audio clips and words (80 minutes)
3. My Personal Glossary (10 minutes)

1. Data analysis (85 minutes)

Warm-Up (Whole group: 10 minutes)
⇒ Ask students the following question
  ▪ How did the information collection go?
  ▪ Was it easy, difficult?
  ▪ What were the challenges?
  ▪ Did you get all the information you needed? What is still missing?

Guided Practice (Whole group: 15 minutes):
⇒ Explain to students now that they have conducted the interviews, it is time to bring all their data together.
⇒ Show them how they might organize their data in a spreadsheet. (See Worksheet #4 Data Collection: Essential Skills of a global citizen of the 21st Century).
⇒ Tell them they will work in their groups to organize the data in a spreadsheet and then analyze the participants’ answers.

Practice (Whole group: 50 minutes):
⇒ Have groups enter participants’ responses in the spreadsheet
⇒ Tell them to look for patterns and similarities. (They might want to highlight these patterns and/or similarities.)
⇒ Have students identify the 5 skills that are ranked the highest from their surveys.
⇒ Tell them to write them in the Worksheet # 5 The Five Essential Skills of a Global Citizen of the 21st Century.
⇒ Have them write the definitions of these 5 skills.
⇒ Encourage them to include any additional elements that their participants might have indicated in the surveys.

Check for Understanding (Individual: 10 minutes):
⇒ Have students complete an exit slip explaining one thing they found interesting from analyzing the survey data.
2. **Create a multimedia collage using images, video/audio clips and words** (80 minutes)

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

⇒ Explain to students that now that they have identified the *Five Essential Skills of a global citizen of the 21st Century* that they need for the collage that is part 1 of the full project for Unit 5 Part 2.

⇒ Explain that they will create a multimedia collage with images, photos, audioclips, videoclips, graphs, words, that visually reflect the meaning, the feelings, and/or the spirit and values expressed by the *Five Essential Skills of a global citizen of the 21st Century* they have identified.

⇒ Tell them that they will need to ensure that the collage presented is visually engaging.

⇒ Explain that they will have to identify appropriate multimedia illustrations to visualize these 5 skills to create their collage. Images, photos, audioclips, videoclips, and graphs are multimedia illustrations that can enhance the message you want to convey to your audience.

⇒ Review some of the tools used in previous sessions to add images, audio files, video files, additional text, graphs to their collages to make it more visually informative and engaging. These tools and platforms for your collage can be *Voicethread, imovie, ThingLink, Padlet, Power Point, Prezzi, WordClouds, Mindmapping*, or any tool that they know and appropriate to create a collage.

**Practice** (Groups of 3: 60 minutes):

⇒ Have students work with their groups to create a multimedia collage with images, photos, audioclips, videoclips, graphs, words, that visually reflect the meaning, the feelings, and/or the spirit and values expressed by the *Five Essential Skills of a global citizen of the 21st Century* they have identified.

⇒ Remind students to be persuasive and engaging, an illustration needs to be catchy, concise, comprehensive and convincing:

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Theme 5 What Will the Society of Tomorrow Be?
Unit 5 Drawing the Profile of the 21st Century – Core Skills to Develop to Fully Contribute to the Society of Tomorrow
Part 1 Identifying Essential Skills to Develop to Fully Contribute to Tomorrow’s Society
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 6
Project Development – Presenting Information for Feedback

TOC
1. Preparing Peer-Assessment Grid: What Type of Feedback Do We Need? (50 minutes)
2. Preparation for the presentation of the collage (40 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? (50 minutes)

Warm-Up (Whole group: 10 minutes)
⇒ Explain to students that giving and receiving feedback to and from others is a constructive way to improve one’s project. However, it is helpful to have some guidelines and agreed upon criteria to assess our own or somebody else’s work.
⇒ Share with students some phrases or sentence frames for giving feedback.

Practice (Groups of 5: 20 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.

Theme 5 What Will the Society of Tomorrow Be?
Unit 5 Drawing the Profile of the 21st Century – Core Skills to Develop to Fully Contribute to the Society of Tomorrow
Part 1 Identifying Essential Skills to Develop to Fully Contribute to Tomorrow’s Society
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 student will present part 1 of their project.

2. Preparation for the presentation of the collage (40 minutes)

Guided Practice (Whole group: 5-10 minutes)
- Offer students some tips on how to present information.
- Inform students that at the next session they will have 5 minutes to present their collage 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.

Practice (Individual: 30 minutes)
- Explain to students that they will have time (30 minutes or more) to prepare their 5-minute presentation.

3. Presentation and Feedback (60 minutes)

Presentations:
- Tell students that they each have 3 to 5 minutes to present part 1 of the project and the peers have 3 minutes to provide feedback to the group 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 their presentations, collect the feedback/rubrics. Share them with the students after all students have presented.

4. Integration of feedback into the project (30 minutes)

Practice (Individual: 30 minutes)
- Have students review their feedback.
- Tell them to reflect on the feedback they received from their peers and incorporate it into their project.