Overview of Unit 5 Part 2:
6 sessions
Session 7: Project part 2 overview and contextualization
Session 8-11: Tasks to finalize the project; post-test.
Session 12: Project presentation to the community with discussion and feedback

SESSION 7
Project Part 2 Overview:

TOC
1. Contextualization (100 minutes).
2. A TED Talk on Global Citizenship (50 minutes)
3. Exploring and Discussing the Project Part 2 (50 minutes)
4. My Personal Glossary (10 minutes)

1. **Contextualization** (100 minutes)

**Warm-Up** (Whole group: 10 minutes):
⇒ Check with all students to ensure they have completed the work from Unit 5 Part 1 in order to move ahead.

**Guided Practice** (Whole group: 15 minutes):
⇒ Ask students if they have heard of TED Talks?
⇒ Discuss any TED Talks they have seen.
⇒ Explain that they will be looking for more information on the internet about TED Talk.

**Practice 1** (Groups of 3: 30 minutes):
⇒ Have groups go to the Padlet *What are TED Talks.*
⇒ Assign each group a number.
⇒ Have groups read the questions and search for the answers on the internet.
⇒ Tell groups to post the answers in the Padlet.
⇒ Explain that they will discuss with their group TED Talks they have previously watched, if they have, select the one they think is the best one, and put the URL on the Question 6 box.
Practice 2 (Groups of 3: 30 minutes):
⇒ Have groups explore some of the TED Talks suggested by their peers on the Padlet, or explore some in this TED website: https://www.youtube.com/user/TEDtalksDirector/videos
⇒ Have groups discuss whether the TED Talks match their answers to questions 3, 4 and 5?

Check for Understanding (Whole Group: 15 minutes):
⇒ Review the answers to the questions in the Padlet.

Answers:
1. Who invented TED talks?
TED was conceived by Richard Saul Wurman, an American architect and graphic designer in February 1984 as a new way of organizing a conference.

2. What does TED stand for?
Technology, Entertainment, and Design.

3. What is the purpose of TED talks?
TED’s motto is: “Ideas worth spreading”. Therefore, it’s purpose is to spread ideas and inspire and motivate its audience.

4. What is TED Talk style?
TED-style talks are delivered without notes, from memory. But they are not spontaneous; far from it! They are scripted and carefully rehearsed, often for months.

5. Do TED speakers memorize their talks?
In the process of practicing, most of the speech becomes memorized. But the memorization doesn’t hinder the speakers’ authenticity. It simply allows them to deliver the speech they intended to deliver.
2. A TED Talk on Global Citizenship (50 minutes)

Guided Practice (Whole group: 20 minutes):
⇒ Show students the Padlet Kuei Yai’s TED Message.
⇒ Have students read this constellation of words taken from Kuei Yai's TED Talk.
⇒ Remind students not to hesitate to ask their peers or to use a dictionary if they don't know the meaning of a word.
⇒ Tell students to discuss their ideas of the message that Kuei Yai's is trying to tell us?
⇒ Have them write this message on the Padlet to share it with the rest of the class.

Practice (Groups of 3: 30 minutes):
⇒ Have groups watch Kuei Yai’s TED Talk as many times as they need to understand her message.
⇒ Tell groups to discuss whether they guessed the message in the previous activity.
⇒ Have groups write down the message they hear, and compare it with the messages previously written.
Check for Understanding (Individual: 10 minutes):
⇒ Have students complete an exit slip with one thing that Kuei Yai said that motivated or inspired them.

3. Exploring and Discussing Part 2 of the Unit Project (50 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Remind students that they have already completed Part 1 of the project.
⇒ Review that part to ensure all students are ready to move on to Part 2.

Guided Practice (Whole group: 20 minutes):
⇒ Explain that now they are going to concentrate on Part 2 to complete the project.
⇒ Have students carefully read the description of Part 2 (see below).
⇒ Ask students the following questions:
  • Do you understand the different steps in the realization of Part 2.
  • Do you understand how Part 2 of the project is going to complement what you have already completed in the first part of the project?
⇒ Have students write down in the textbox below the questions they still have about the 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

Theme 5 What Will the Society of Tomorrow Be?
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Part 2 Identifying Essential Skills to Develop to Fully Contribute to Tomorrow’s Society
- 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.

**Check for Understanding** (Whole group: 20 minutes):
⇒ Have students share their questions with the rest of the group.
⇒ Ask other students to help answer and clarify the project for their peers. The goal is that after the discussion you have a perfect comprehension of what you will have to do to finish this project.

4. **Your personal Glossary** (Individual: 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 8
Project Development – Defining Global Citizenship

TOC
1. What does it mean to be a citizen of the world? (50 minutes)
2. Going deeper (75 minutes)
3. Are you a Global Citizen? (20 minutes)
4. My Personal Glossary (10 minutes)

1. What does it mean to be a citizen of the world? (50 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Explain to students that Hugh Evans is an Australian humanitarian, and the co-founder
   and CEO of the organization Global Citizen. His TED Talk in 2017 was on What does it
   mean to be a citizen of the world? and has been viewed by approximately 1.8M people.
⇒ Share some information about his organization Global Citizen and Hugh Evans
   https://www.ted.com/speakers/hugh_evans
   https://www.globalcitizen.org/en/

Guided Practice (Whole group: 15 minutes):
⇒ Explain that students will watch Hugh Evans’ TED Talk on What does it mean to be a
citizen.
⇒ Tell them to watch it several times in order to understand the video (16-minute video).
⇒ Explain that they will be completing several activities on the video.

Practice (Groups of 5: 15 minutes):
⇒ Tell groups to go to the Padlet Hugh Evans’ TED Talk.
⇒ Have groups watch Hugh Evans’ TED Talk on What does it mean to be a citizen.
⇒ Tell them to write down 1 thing (only 1) they remember from this talk.

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Check for Understanding (Whole group: 10 minutes):
⇒ Have students share out with the class the one thing that they remembered from the video.

2. Going deeper (75 minutes)

Guided Practice (Whole group: 15 minutes):
⇒ Show students the Padlet Going Deeper.
⇒ Click on the link to access the dynamic transcript of the video (the transcript is in synchronisation with the video). The transcript is also available on the Worksheet #6

What does it mean to be a Global Citizen?

⇒ Explain that during the video Evans speaks about
  1. Davinia,
  2. Australia,
  3. Sonny Boy and Smoky Mountain,
  4. Make Poverty History campaign,
  5. Global Citizen Festival in New York.
⇒ Tell students that they will get into groups and each group will listen (or read the dynamic transcript) to hear everything that is said about their theme. (Each group will have one theme.)

• Discuss with your group what you have heard and understood, and audio record a small summary about your theme using the Voice button on the Padlet.

Practice (Groups of 5: 50 minutes):
⇒ Assign tone theme to each group.
⇒ Have groups view the video and/or read the dynamic transcript to learn all about their theme.
⇒ Tell them to audio record a brief summary about their theme using the Voice Button on the Padlet.

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⇒ After all groups have recorded their summaries, have groups listen to all the summaries of their peers, to have a deeper understanding of Hugh Evans’ commitment for Global Citizenship.

**Check for Understanding** (Individual: 10 minutes):
⇒ Have students complete an exit slip stating one thing they found interesting or motivating from Evans’ TED Talk.

3. **Are you a Global Citizen?** (30 minutes)

**Guided Practice** (Whole group: 30 minutes):
⇒ Explain that Evans’ ends his talk with a direct question to his audience, to us:

“I am a Global Citizen. Are you?”

⇒ Have students share their responses with a partner.
⇒ Ensure that they explain why if they are or are not a Global Citizen.
⇒ Take a poll to see how many students are Global Citizens.
⇒ Discuss what others need in order to become Global Citizens.
4. **Your personal Glossary** (Individual: 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 9
Project Development – Defining the skills in more details

TOC
1. Exploring detailed descriptions of skills (70 minutes)
2. Writing the final descriptions of the 5 essential skills to develop to fully contribute to tomorrow’s society (80 minutes)
3. Reviewing the final definitions (70 minutes)
4. My Personal Glossary (10 minutes)

1. Exploring detailed descriptions of skills (70 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Remind groups of the identified essential skills in Unit 5 Part 1.
⇒ Have groups review their skills.

Guided Practice (Whole group: 20 minutes):
⇒ Explain to students that they are going to elaborate on their essential skills.
⇒ Show students the detailed descriptions of the 11 competencies by the University of Ottawa as essential for the students to develop during their studies (see the document Institutional Competencies in the student resources).
⇒ Tell students that they will read the 11 competencies.
⇒ Explain that they will identify words and expressions that might be useful for the description of their own 5 essential skills and write them down on the Worksheet #7 Building Vocabulary to Describe Skills.

Practice (Groups of 3: 40 minutes):
⇒ Have groups review the 11 competencies from the University of Ottawa.
⇒ Tell them to identify words or expressions they think go with their own 5 essential skills.
⇒ Have them words of expressions in the Worksheet #7 Building Vocabulary to Describe Skills.

2. Writing the final definitions of the 5 essential skills to develop to fully contribute to tomorrow’s society (80 minutes)

Guided Practice (Whole Group: 10 minutes):
⇒ Explain to students that they will be putting all the ideas they collected together to write a more detailed description for each skill.
⇒ Encourage students to be creative with their descriptions.
Practice (Groups of 3: 60 minutes):
⇒ Have groups gather all of the ideas, words, expressions, and descriptions that they have collected from previous activities of Unit 5 Parts 1 and 2, including Worksheet #7.
⇒ Tell them to review the 5 skills their group has identified as essential in Unit 5 Part 1.
⇒ Explain that they should review all this information, then write a more detailed description for each skill.

Check for Understanding (Whole group: 10 minutes):
⇒ Ensure all groups have completed this section.
⇒ Ask if there are any questions or concerns before moving onto the next part.

3. Reviewing the final definitions (70 minutes)

Guided Practice (Whole group: 20 minutes):
⇒ Explain that groups will share their final definitions with other groups to receive feedback.
⇒ Review what types of feedback groups might give each other.

Practice (Groups of 3: 50 minutes):
⇒ Have groups share their final definitions with another group to receive their feedback.
⇒ Have groups reverse roles and give feedback to the other group.
⇒ Tell groups to incorporate the feedback in their definition of skills.

4. Your personal Glossary (Individual: 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 10
Project Development – Visualizing information with icons

TOC
1. Exploring Icons to Visualize Essential Skills (105 minutes)
2. Creating Icons for Essential Skills (85 minutes)
3. Creating your Multimedia Poster (75 minutes)
4. My Personal Glossary (10 minutes)

1. Exploring Icons to Visualize Essential Skills (105 minutes)

Warm-Up (Whole group: 20 minutes):
⇒ Ensure that all groups have identified 5 essential skills.
⇒ Have students engage in a sharing protocol to share their essential skills with others.

Guided Practice (Groups of 3: 30 minutes):
⇒ Explain to students that now they have identified and described in detailed 5 essential skills to develop to fully contribute to tomorrow’s society, you need to create icons that will illustrate each skill.
⇒ Have students go to the Padlet What is an Icon?
⇒ Ask them to think about the answers to these questions and write the answers in the Padlet.
1. What is an icon, in your opinion?
2. What is the purpose of an icon?
⇒ Have groups post one example of an icon that they like very much.
Practice (Whole group: 40 minutes):
⇒ Have groups go to the Padlet *Exploring Icons*.
⇒ Tell them to explore the different kinds of icons.
⇒ Have groups reflect on whether these examples give them ideas for icons which will illustrate the 5 essential skills their group identified.
⇒ Tell them to add other icons to the Padlet if they want.

Check for Understanding (Individual: 15 minutes):
⇒ Have students complete an exit slip explaining one icon that is important to them and why.

2. Creating icons for the essential skills (85 minutes)

Guided Practice (Whole group: 10 minutes):
⇒ Explain to groups that it is now time for them to create icons or search for icons that would illustrate the best way possible the 5 essential skills they have identified.
⇒ Explain that they can draw icons then take a picture to digitalize them. Or they can use this free bank of icons: [https://www.iconfinder.com/free_icons](https://www.iconfinder.com/free_icons) to find matching icons with their skills.
⇒ Remind them that the icons should be a visual representation of their essential skills.

Practice (Whole group: 60 minutes):
⇒ Have groups discuss what types of images would be represent each of their essential skills.
⇒ Have them search the free bank of icons [https://www.iconfinder.com/free_icons](https://www.iconfinder.com/free_icons) to find matching icons with their skills.
⇒ Or have them draw icons then take a picture to digitalize them.
⇒ Encourage groups to discuss the reasons for choosing their icons.
Check for Understanding (Whole group: 15 minutes):
⇒ Have groups share one icon with the rest of the class.
⇒ Tell them to explain why they chose that icon for the essential skill.

3. Creating your multimedia poster (75 minutes)

Guided Practice (Whole group: 15 minutes):
⇒ Explain to students that it is time now to create your multimedia poster representing visually the skills a person will need to develop to fully contribute to the society of tomorrow.
⇒ Remind them that they can use VoiceThread, Thinglink, Padlet, Prezi, Google site, or even a PPT.
⇒ Explain that all these tools allow for text information associated with audio and video-clips, images, pictures and graphs.

Practice (Groups of 3: 60 minutes):
⇒ Have groups create your multimedia poster representing visually the skills a person will need to develop to fully contribute to the society of tomorrow.
⇒ Explain that they should discuss the pros and cons of each tool in their groups as they are deciding which tool works best for their multimedia poster.

4. Your personal Glossary (Individual: 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 11
Project Development – Putting Together My Multimedia Poster and Preparing the Oral Presentation

TOC
1. Finalizing the Creation of the Multimedia Poster (40 minutes)
2. Winning Strategies for Oral presentations (170 minutes)
3. Preparation of the TED Talk Presentation (45 minutes)
4. Unit 4 Post-Assessment (10 minutes)
5. My Personal Glossary (10 minutes)

1. Finalizing the Creation of the Multimedia Poster (40 minutes)

Guided Practice (Groups of 3: 40 minutes):
⇒ Have all groups work to finalize the creation of their multimedia poster representing visually the skills a person will need to develop to fully contribute to the society of tomorrow. You can use VoiceThread, Thinglink, Padlet, Prezi, Google site, or even a PPT.
⇒ Ensure that groups have discussed which tool works best for their multimedia poster and that they are able to articulate why they chose that tool.

2. Winning Strategies for Oral presentations (170 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Brainstorm with students what makes an oral presentation engaging.
⇒ Have them think about the TED Talks that they viewed earlier in the unit.

Guided Practice 1 (Whole group: 20 minutes):
⇒ Show students the Padlet How to Start an Oral Presentation.
⇒ Explain that these are strategies from famous TED Talk presenters used to engage their audience from the start.
⇒ Explain that they only need to watch the first few minutes that illustrate the 12 different strategies to start an oral presentation.
⇒ View one of the TED Talks as an example.
⇒ Share Worksheet #8 with students as well to explore these 12 strategies to start a presentation.
Practise 1 (Whole group: 40 minutes):
⇒ Have groups go to the Padlet How to Start an Oral Presentation.
⇒ Tell them to explore 12 strategies famous TED Talk presenters used to engage from the start with their audience.
⇒ Remind them to watch just the first few seconds/minutes that illustrate these 12 different strategies to start an oral presentation.
⇒ Tell them that they can also use Worksheet #8 to help with this process.
⇒ Have them write down 3 strategies that they feel are the most engaging.
⇒ Encourage the group to discuss why those strategies are engaging.

Check for Understanding (Pairs: 20 minutes):
⇒ Have student share with a partner one of the strategies that they found most engaging.
⇒ Ensure that students are paired with peers who are not from their original group.

Guided Practice 2 (Whole group: 20 minutes):
⇒ Go back to Padlet Going Deeper with Hugh Evans, and the Padlet Kuei Yai's TED Talk.
⇒ Review the beginning and ending of each of the TED Talks.
⇒ Have students brainstorm which strategies those presenters chose to begin and end their presentations.

Winning strategies for oral presentations.
1. Kuei Yai: She starts her TED Talk with a question to all of us, and uses “we” to include us.

2. Hugh Evans TED Talk uses story telling as a winning strategy. His talk is a succession of stories.
   • He starts with a story that we can identify with: Davinia.
   • He links the story of Davinia (who could be you) to his topic of Global Citizenship.
   • Then he shares his stories with Sonny Boy at Smoky Mountain, with the Make Poverty History campaign, the creation of the Global Citizen organization, the Global Citizen Festival in New York City and how to obtain a ticket, and the Global Citizen organization today.
   • He concludes by going back to the story of Sonny Boy, then end with a direct question to the audience: I am a global citizen: are you?

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Part 2 Identifying Essential Skills to Develop to Fully Contribute to Tomorrow’s Society
Practice 2 (Groups of 3: 60 minutes):
⇒ Have groups decide which strategies they will use to start your presentation and to end your presentation?
⇒ Encourage groups to create scripts for their presentations.

3. Preparation of the TED Talk Presentation (45 minutes)

Guided Practice (Whole group: 15 minutes):
⇒ Explain to students that in the next session, they will have 10 minutes to present their multimedia poster to an audience and 3 minutes for a question period.
⇒ Remind students that the purpose of the presentation is to highlight the essential skills a person will need to develop to fully contribute to the society of tomorrow.

Practice (Groups of 3: 30 minutes):
⇒ Have groups practice their presentations.
⇒ Tell groups to focus on these questions while preparing their presentations:
  • What are the important points you want to present?
  • How will you start your presentation to engage your audience?
  • How will you end your presentation to have a maximum impact on the audience?

4. Unit 5 Post-assessment (10 minutes)

Step 1: Written sample
Reflect on what you have learned and shared with others during this unit, and write down a short paragraph about the notion of global citizenship and the skills that a global citizen needs to demonstrate.

Global Citizenship means ...

Step 2: Oral sample
Record a 2-minute explanation about the importance of Global Citizenship in tomorrow’s society.

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You will keep this recording in your portfolio, to compare it with earlier recordings, and later recordings you will do through the semester, to assess your progress in spoken English. To save the recording, name it: [your last name]_sample2 unit5

5. Your personal Glossary (Individual: 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 12

A TED Talk to present your vision of the essential skills a person will need to develop to fully contribute to the society of tomorrow.

TOC
1. Final Preparation before the Presentation (15 minutes)
2. Presentation to and Discussion with the Audience (105 minutes)

1. Final Preparation before Presentation (30 minutes)

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

2. Presentation and Feedback

Practice: (Individual: 105 minutes)
⇒ Explain that each student has 10 minutes to present their multi-media presentation to the class.
⇒ After each group presents, have peers ask questions about the content of the presentation (3 minutes for each group).