Theme 3
What Will the Society of Tomorrow Be?
Unit 6
Imagining Tomorrow’s Society with 21st Century Technology

OVERVIEW of UNIT 6

PROJECT

You will create a fictional story which speaks about the technologies you have chosen and illustrates the impact that these technologies have on the lives of people in tomorrow’s society. To develop this multimedia story, you will be able to use story creator apps such as BookCreator or Voicethread, ThingLink, Padlet, Power Point, Prezi or even Google site.

• Project Part 1 will focus on the sketching of a storyboard where you will imagine life in 2030 shaped by new technologies, in the larger context of climate change and sustainability.
• Project Part 2 will focus on the fictional and multimedia story of a day in the life of a character you have imagined and who lives in 2030 in a world impacted by new technologies.

You will have the chance to show and tell your story to your peers and members of your community during the last session of Unit 6. 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 climate change and sustainability; and about technologies for tomorrow’s society.
• Listen to videoclips of people who project what technologies and the world will be in the future.
• Express opinions about what the future of our society will be.
• Describe and explain the potential of certain types of technologies for tomorrow’s society.
• Interview members of your community on tomorrow’s technologies and their impact on tomorrow’s society.
• Analyze the data collected.
• Sketch a storyboard about life in 2030 in the context of climate change and sustainability.
• Explore four different worlds of work possible in the future and select the one you prefer.
• Create a fictional and multimedia story of a day in the life of a character you have imagined and who lives in 2030 in a world impacted by new technologies.
• Explore strategies to show and tell the story to an audience.
• Show and tell the story of a day in the life of a character you have imagined and who lives in 2030 in a world impacted by new technologies.

Part 1: Exploring and deciding which technologies will be dominant in 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: Exploring and presenting the impacts that these technologies can have on tomorrow’s society.

6 sessions
Session 7: Project part 2 overview
Session 8-11: Preparation of the project (part 2) and finalization of the project; post-test
Session 12: 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 climate change, technologies and their impact on people’s lives.
      b. Understand short statements and videos about societies of the futures
      c. Identify oral engagement strategies for storytelling

2. Speaking – I can:
   b. Interact with others and share information (while interacting with peers and working in groups).
      a. Explain and discuss predictions for a probable or preferable future in 2030, clean technologies, competing forces in the future workforce of 2030, and how future cities can looks like.
      b. Tell stories about life in tomorrow’s society
      c. Express opinions about climate change, technologies in 2030 and their impact on tomorrow’s society

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 future and clean technologies,
   b. Extract relevant information from online resources related to future technologies, predictions about the future, scenarios about life in 2030

4. Writing – I can:
   a. Write a definition of clean technology
   b. Write surveys to collect data on probable or preferable future
   c. Write storyboards about life in the future
   d. Write stories about life in 2030

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Part 1 Exploring and deciding which technologies will be dominant in tomorrow’s society
UNIT 6 – PART 1
Imagining Tomorrow’s Society with 21st Century Technology.

SESSION 1
Unit Introduction and Project Overview

TOC
1. Contextualization (120 minutes)
2. Exploring and Discussing the Unit Project (30 minutes)
3. Unit 1 Pre-assessment (10 minutes)
4. My Personal Glossary (10 minutes)

1. Contextualization (120 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Ask students what they know about climate change.

Guided Practice 1 (Whole group: 30 minutes):
⇒ Go to the Padlet Home and show students the video.
⇒ Remind students that they can view the video as many times as they need to answer the questions.
• What is home for you?
• Write down 3 adjectives that express your feelings as you were watching this video
• At the end of the video, the narrator tells us what our goal should be. Write it down on the Padlet.

Practice 1 (Groups of 3 or 4: 30 minutes):
⇒ Direct students to the Padlet Where Do You Stand?
⇒ Explain that they will respond to the statements with I strongly agree I agree

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I am neutral
I disagree
I strongly disagree
⇒ Reviewing where these responses fall on a continuum may help students.
⇒ Explain that there is no right or wrong answer, it is just their opinion.
⇒ Read the statements with the students to ensure that they understand them.
  1. Climate change is affecting people right now.
  2. Everyone is equally responsible for the climate crisis.
  3. Everyone will be impacted by climate change in the same way.
  4. Everyone can take action against climate change.

Practice 2 (Groups of 3 or 4: 40 minutes):
⇒ Direct students to the Padlet **Clean Technologies**
⇒ Explain that students will brainstorm about the meaning of clean technology.
⇒ Tell them that after they have brainstormed within their groups, they will write down a definition of clean technology that the group agrees on.
⇒ Have them write several examples of clean technologies that they know of.
⇒ Tell them to watch the video *What is Clean Technology?* to see if their definition is similar to the one in the video.
Check for Understanding (Individual: 10 minutes)
⇒ Have students write a few key words or ideas about clean technology as an exit slip.

2. Exploring and Discussing the Unit Project (30 minutes)

Practice (Whole class: 30 minutes): Discovering and discussing the Project for Unit 6
⇒ 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 use the graphic organizer (embedded resource) to jot down notes/thoughts/questions about the project.
⇒ Then 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 6
You will create a fictional story which speaks about the technologies you have chosen and illustrates the impact that these technologies have on the lives of people in tomorrow’s society. To develop this multimedia story you will be able to use story creator apps such as BookCreator or Voicethread, ThingLink, Padlet, Power Point, Prezi or even Google site.

• Project Part 1 will focus on the sketching of a storyboard where you will imagine life in 2030 shaped by new technologies, in the larger context of climate change and sustainability.
• Project Part 2 will focus on the fictional and multimedia story of a day in the life of a character you have imagined and who lives in 2030 in a world impacted by new technologies.
You will have the chance to show and tell your story to your peers and members of your community during the last session of Unit 6. 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 climate change and sustainability; and about technologies for tomorrow’s society;
• Listen to videoclips of people who project what technologies and the world will be in the future;
• Express opinions about what the future of our society will be;
• Describe and explain the potential of certain types of technologies for tomorrow’s society;
• Interview members of your community on tomorrow’s technologies and their impact on tomorrow’s society;
• Analyze the data collected
• Sketch a storyboard about life in 2030 in the context of climate change and sustainability;
• Explore four different worlds of work possible in the future and select the one you prefer.
• Create a fictional and multimedia story of a day in the life of a character you have imagined and who lives in 2030 in a world impacted by new technologies.
• Explore strategies to show and tell the story to an audience;
• Show and tell the story of a day in the life of a character you have imagined and who lives in 2030 in a world impacted by new technologies.

3. **Unit 6 Pre-assessment** (10 minutes)

*Step 1: Written sample*

**Assessment:** Write a 3- to 4-line paragraph describing your position related to the statement “Everyone can take action against climate change”.

I agree / disagree with this statement because ...

*Step 2: Oral sample*

Which is, for you, the most important clean technology today, and why?

Record a 2-minute answer explaining what is, for you, the most important clean technology today and 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]_sample1unit6

4. **My 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 2
Project Development – Exploration of New Knowledge

TOC
1. The Story of the Starfish (150 minutes)
2. Technologies in 2030 (75 minutes)
3. Ideal futures (90 minutes)
4. My Personal Glossary (10 minutes)

1. The Story of the Starfish (150 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Ensure that all students have a clear understanding of the project.

Guided Practice 1 (Whole group: 10 minutes):
⇒ Tell students that they will go to the Padlet "The Story of the Starfish" and watch the story.
⇒ Explain that with their group, they will summarize and write in one sentence “the message” they take from this story.

Practice 1 (Groups of 3 or 4: 30 minutes):
⇒ Have groups go to the Padlet "The Story of the Starfish" and watch the story.
⇒ Remind them that they can watch it as many times as they need to in order to understand the story.
⇒ Have them summarize and write in one sentence “the message” they take from this story.

Check for Understanding 1 (Whole group: 20 minutes):
⇒ Have groups share their summary and message statement.
⇒ Discuss similarities and differences among the summaries and message statements.

Guided Practice 2 (Whole group: 10 minutes):
⇒ Tell students that like the little boy’s action in the Starfish story, a small act can make a difference.

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⇒ Explain to students that they will think of an event in their lives where a small action made a difference.
⇒ Explain that they can use an example of an event in the life of someone in their family, community, or an event they heard of where a small action made a difference.
⇒ Explain that they will write and then record this event in Padlet.

Practice 2 (Groups of 3 or 4: 40 minutes):
⇒ Have students write a few sentences or paragraph explaining their event.
⇒ Have students go to the Padlet Small Actions Can Make a Difference.
⇒ Tell them to use the Voice or Film functions of the Padlet to record their 2-minute story explaining how this small action made a difference.

Check for Understanding 2 (Whole group: 30 minutes):
⇒ Have students listen to all the stories of their peers.
⇒ Ask if there is a collective theme or “lesson” that they can learn from all these stories?

2. Technologies in 2030 (75 minutes)

Guided Practice (Whole group: 15 minutes):
⇒ Explain to students that they will by exploring what technologies will be available in 2030.
⇒ Explain to students that in 2017, the digital publication Tech Insider wrote: “The World Economic Forum surveyed over 800 experts and executives to find out what the future will actually look like.”
⇒ Tell students that they will review the 7 amazing technologies the world will see by 2030 that were summarized from surveying those experts and executives.”
⇒ Tell students that they will watch the video in the Padlet 7 Amazing Technologies by 2030.
⇒ Remind them that they can watch the video as many times as they need to in order to understand it.
⇒ Remind them to ask their peers or use their (online) dictionary to check the meaning of words.

**Practice** (Groups of 3: 40 minutes):
⇒ Have groups go to Padlet 7 Amazing Technologies by 2030 to discover what these 7 technologies are.
⇒ Have groups discuss and agree on:
  1. The single most amazing technology
  2. The technology that will have the most positive impact on our society
  3. The technology that will have the most green impact for our planet
⇒ Remind students that there are no right or wrong answers, just different opinions.

![7 Amazing Technologies by 2030](image)

**Check for Understanding** (Whole group: 20 minutes):
⇒ Have student share their responses with the other groups.
⇒ Use one of the sharing protocols from previous sessions.
⇒ Have students compare responses to look for similarities and differences among the responses.

3. **Ideal futures** (90 minutes)

**Warm-Up** (Whole group: 10 minutes):
⇒ Brainstorm with students the meaning of the words: preferable and probable.
⇒ Discuss how these words differ.

**Guided Practice** (Whole group: 15 minutes):
⇒ Tell students that they will be divided into 2 groups.
⇒ One group will look at a **probable** future while the other group will look at a **preferable** future.
⇒ Explain that they will work on their future in the appropriate Padlet. Group 1: *The Probable Future* and Group 2: *The Preferable Future.*
⇒ Explain that they will be coming up with words, images, videos, or any media that they can upload using different functions of Padlet.

**Practice (2 Groups: 50 minutes):**
⇒ Explain to Group 1 (*The Probable Future*) that they will place on the timeline the things that they think will probably happen in relation to climate change.
⇒ Tell them that these can be represented by words, images, videos, any media you can upload using the different functions of Padlet.

⇒ Explain to Group 2 (*The Preferable Future*) that they will place on the timeline the things that they would like to see happen in relation to climate change.
⇒ Tell them that these can be represented by words, images, videos, any media you can upload using the different functions of Padlet.
Check for Understanding (Whole group: 20 minutes):
⇒ Have students look at the Padlet of the other groups and discuss the following:
• Are there similarities or differences between the 2 perspectives (probable and preferable)?
• What needs to change if the preferable future is to become a reality, rather than the probable one?
⇒ Use one of the sharing protocols from previous sessions.

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
Green technologies and Technologies of the Future

TOC
1. Technologies of the Future (85 minutes)
2. Green Technologies in My Community (50 minutes)
3. Preparing an interview about a probable and preferable future and the impact of green technologies (80 minutes)
4. My Personal Glossary (10 minutes)

1. Technologies of the Future (85 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Activating Prior Knowledge/Building Background Knowledge: Before having students read the article Life in the Future, review some of the key vocabulary they will encounter. https://www.pocket-lint.com/gadgets/news/142027-tech-innovations-that-will-shortly-change-the-world

Guided Practice (Whole group: 15 minutes):
⇒ Explain that students will read the article Life in the Future in order to prioritize the 21 technologies discussed in the article. https://www.pocket-lint.com/gadgets/news/142027-tech-innovations-that-will-shortly-change-the-world
⇒ Share and explain Worksheet # 1: Technologies of the Future with students so that they can take notes to help in prioritizing the 21 technologies.

⇒ Explain to students that they will prioritize the 21 technologies using the following criteria:
  • Importance of this technology to ensure a sustainable world
  • Timeline within which this technology will be available

Practice 1 (Groups of 3 or 4: 40 minutes):
⇒ Have students read the article Life in the Future in order to prioritize the 21 technologies discussed in the article. https://www.pocket-lint.com/gadgets/news/142027-tech-innovations-that-will-shortly-change-the-world
⇒ Remind them to ask their peers or use their online dictionary to help understand the article.
⇒ Tell record their thinking in Worksheet # 1: Technologies of the Future.
⇒ Have groups compare and discuss their results with the other groups.

Check for Understanding (Whole group: 30 minutes):
⇒ Have students read the article Life in the Future in order to prioritize the 21 technologies discussed in the article.
⇒ Have students rank which are the 5 top technologies that were prioritized as first in terms of importance for the whole class.
⇒ Discuss whether these technologies already existing or will they be developed soon or in the long term?
⇒ Have students record their answers in Worksheet # 1: Technologies of the future for your answers.

2. Green Technologies in my Community (50 minutes)

**Warm-Up** (Whole group: 10 minutes):
⇒ Introduce the video From Hartford to the Himalayas.
⇒ Explain that it is a remarkable story of how an alliance of Hartford high school students, non-profit groups, and Connecticut businesses changed the lives of school children in a remote village in Nepal, climbing 13,000 feet above sea level to the Himalayas.

**Guided Practice** (Whole group: 30 minutes):
⇒ Show students the video in the Padlet From Hartford to the Himalayas.
⇒ Have students write down key elements from the story as they watch the video.
⇒ Discuss the key elements that students wrote down.
⇒ Tell them that they can read more about this project in the following documents:
  - https://www.enr.com/articles/2973-hartford-high-school-engineers-help-nepal-students-power-up

**Practice** (Groups of 3: 15 minutes):
⇒ Have students think of any other initiatives in their community that promotes green technologies and/or innovation for a better future.
⇒ Tell them to go to the Padlet Green Technologies in My Community.
⇒ Have them brainstorm with their peers and research on the internet to identify municipal services, governmental agencies, industries, institutions, where they could find more information about green technology initiatives happening in their community.
⇒ Have students write down these suggestions in the Padlet for use in the next activity.

3. Preparing an interview about a probable and preferable future and the impact of green technologies (80 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Review with the students Tips to Conduct an Interview (below).
⇒ 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.)

<table>
<thead>
<tr>
<th>TIPS TO CONDUCT AN INTERVIEW</th>
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<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>
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<tr>
<td>2. To start the interview you can:</td>
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<tr>
<td>• begin with a short informal chat to break the ice</td>
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<td>• explain briefly the purpose of the interview</td>
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<td>• ask the participant if it is OK for you to video/audio record it</td>
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<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>
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<td>3. During the interview you:</td>
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<tr>
<td>• always check that the participant has understood your question</td>
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<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>
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<tr>
<td>4. To close the interview</td>
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<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>
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</tbody>
</table>
Guided Practice (Whole group: 10 minutes):
⇒ Remind students that the goal of this interview is to have a better idea of how organizations in their community imagine the future of our society in the context of climate change and the emergence of green technologies.
⇒ Explain that they will identify 1 or 2 municipal services/governmental agencies/industries/institutions that they will target for their interview.
⇒ Explain that they will also use the Preferable Future and Probable Future activities of Session 2 create 6 questions for their interview, using as resources the video 7 Amazing Technologies by 2030 and the document Technologies of the Future.

Practice (Whole group: 50 minutes):
⇒ Have groups identify 1 or 2 municipal services/governmental agencies/industries/institutions that they will target for their interview from the brainstorming activity in section 2.
⇒ Tell groups to create interview question related to the following:
  • preferable changes for the future in the context of climate change
  • probable changes for our society in the context of climate change
  • impacts that technologies can/will have on our society
⇒ Remind groups that they should use the Preferable Future and Probable Future activities of Session 2 create 6 questions for their interview, using as resources the video 7 Amazing Technologies by 2030 and the document Technologies of the Future.

Check for Understanding (Whole group: 10 minutes):
⇒ Ask students if there are any concerns or questions before moving onto the next part of the project.

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 – Story Board

TOC
1. Finalizing the survey (65 minutes)
2. Exploring storyboards (60 minutes)
3. Creating a storyboard (130 minutes)
4. My Personal Glossary (10 minutes)

1. Finalizing the survey (65 minutes)

Warm-Up (Whole group: 10 minutes):
⇒ Review with students how to give constructive feedback.

Guided Practice (Whole group: 5 minutes):
⇒ Explain that groups will pair with another group to share and discuss their questions in order to receive feedback to improve their questions.
⇒ Direct students to the Padlet Interview to write out their questions.

Practice (Groups of 3: 40 minutes):
⇒ Have groups share their 6 questions with the rest of the class on the Padlet Interview.
⇒ Pair each group with another group, and for 10 minutes have groups explain and discuss their questions with this group to receive feedback.
⇒ Have groups reverse roles so the other group explains and discusses their questions to receive feedback.

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Have each group incorporate the feedback in their respective questionnaires.

**Check for Understanding** (Whole group: 10 minutes):
⇒ Remind each member of the groups that they will use the questionnaire to interview a person of the municipal services/governmental agencies/industries/institutions that they have identified earlier in the Session 2.
⇒ Tell them that they will use the answers of this survey in the next session to work on the Unit 6, part 1 project.

2. **Exploring Storyboards** (60 minutes)

**Warm-Up** (Whole group: 10 minutes):
⇒ Review the first part of the project for Unit 6 which is for students to sketch the storyboard of a multimedia narrative where you will imagine life in 2030 shaped by new technologies in the larger context of climate change and sustainability.

**Guided Practice** (Whole group: 30 minutes):
⇒ Explain to students that in this section they will learn about a storyboard.
⇒ Go to the Padlet *A Storyboard: What and Why?*
⇒ Have students work in groups to research the suggested websites to answer the 2 questions:
  • What is it?
  • Why do we need it?
⇒ Have groups write their responses in the Padlet.
⇒ Finally share and discuss your answers with the other groups to arrive at a consensus.
Check for Understanding (Whole group: 20 minutes):
⇒ Have groups share their responses with other groups using a sharing protocol.
⇒ Discuss responses as a class and come to consensus on the answers to the questions.

3. Creating a storyboard (130 minutes)

Warm-Up (Whole group: 30 minutes):
⇒ Review the document How to Create a Storyboard (See Teacher Resources).
(Adapted from https://www.wikihow.com/Create-a-Storyboard)
⇒ Explain that the document describes the different steps to create a storyboard and gives 3 examples of storyboards.
⇒ Remind students to ask their peers or use their online dictionary if they do not understand a word.

Guided Practice (Whole group: 20 minutes):
⇒ Explain that students will practice creating a storyboard of a multimedia story that has already been told.
⇒ Walk students through the steps of creating the storyboard before having them practice independently.

Practice (Groups: 60 minutes):
⇒ Have each group choose one video from the 2 proposed on the Padlet Pioneers for Our Planet:
   1. Seed-firing drones planting thousands of trees each day
   2. Vertical farming
⇒ Have groups choose a storyboard template from the Worksheet#2: Storyboard Templates. 1, 2 and 3.
⇒ Have groups watch the video they selected.
Tell groups to use the template they selected and the document *How to Create a Storyboard* to create the storyboard that the authors of the video could have made.

Remind students that this is just a sketch and they may use drawings, text, images and/or photos in their storyboard.

**Check for Understanding** (Whole group: 20 minutes):

- Have groups share their storyboards with other groups.
- Discuss strengths and interesting elements incorporated in the storyboards.

**4. My 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 5
Project Development – Analyzing Collected IData and Sketching a Storyboard

TOC
1. Analyzing the data collected about probable and preferable future and the impact of green technologies (70 minutes)
2. Sketch the storyboard of a multimedia narrative where you will imagine life in 2030 shaped by new technologies (110 minutes)
3. My Personal Glossary (10 minutes)

1. **Data analysis** (70 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: 20 minutes):
⇒ Explain to students that now that they have conducted the interviews, it is time to bring all their data together and identify what the members of the community that they interviewed think about the following:
  - the preferable changes for the future in the context of climate change
  - probable changes for our society in the context of climate change
  - impacts that technologies can/will have on our society
⇒ Direct students to the Padlet *Data Collection* where each group will enter their data under each category: Probable Changes; Preferable Changes; and Technology Impact.
⇒ Explain that this is where they will organize the answers collected by the whole class.

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Practice (Groups of 3: 30 minutes):
⇒ Have groups enter their data in the Padlet Data Collection under each category: Probable Changes; Preferable Changes; and Technology Impact.
⇒ Tell groups to then look at the 3 categories and identify the answers that are similar among the interview participants.
⇒ Have students write those similarities in the 3 boxes of commonalities.

Check for Understanding (Individual: 10 minutes):
⇒ Have students complete an exit slip stating one piece of data (or one response) that they thought was interesting.

2. Sketch the storyboard of a multimedia narrative where you will imagine life in 2030 shaped by new technologies (110 minutes)

Guided Practice (Whole group: 20 minutes):
⇒ Explain to students that they will now sketch their own storyboard about their vision of the future in 2030 and how it will be impacted by new technologies in the larger context of climate change and sustainability.
⇒ Explain that they can use any template they would like to use (see Worksheet#2: Storyboard Templates 1, 2 and 3), as well as drawings, text, images and/or photos.
⇒ Remind students that the storyboard should not be longer than 5 panels.
⇒ Explain that they should also use information from the Probable and Preferable Future activities in session 2.
⇒ Remind them to try to incorporate all what they have learned and discussed about technologies of the future and clean technologies throughout this unit, including the results of the data collection from the interviews of members of your community.
⇒ For inspiration share this website: Visions of a better world in 2030 of the The World Economic Forum, who, in 2019, asked its members - academics, business leaders and members of civil society - to imagine the world in 2030.

Practice (Whole group: 80 minutes):
⇒ Have groups sketch their storyboard about your vision of the future in 2030 and how it is impacted by new technologies, in the larger context of climate change and sustainability.
⇒ Encourage them to incorporate all what they have learned and discussed about technologies of the future and clean technologies throughout this unit, including the results of the data collection from the interviews of members of your community.

Check for Understanding (Whole group: 10 minutes):
⇒ Ask students if there are any questions or concerns before moving onto to completing part 1 of the project.
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? (20 minutes)
2. Preparation for the presentation of the storyboard (20 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? (20 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.

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 storyboard** (20 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 storyboard 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.

3. **Presentation and Feedback** (60 minutes)
   ⇒ 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.
   ⇒ 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.