

Subject: Social Studies, Language classes (English, French and/or Spanish)

Grade Level: Middle School (7th – 8th)



Introduction: This activity is designed to increase student's awareness of students around the world, our similarities and differences via a monthly face to face video/audio exchange.

Depending on the countries, this can also allow students to apply their second language skills with native speaking students in the other country.

Students can also continue communications on an ongoing basis via Moodle. (For more information on Nortel LearniT's Model please visit content.NortelLearniT.org)

Some of the activities for the monthly sessions:

- 1.) For intro session, have each student prepare 1 PowerPoint chart including a picture to talk about their interests, why they like their city and what they are looking for in an exchange
- 2.) For a subsequent session, students in small groups, will gather in info on different aspects of their city including local outdoor events, where they shop, about their school activities. Each group will prepare a short PowerPoint presentation to present during the exchange
- 3.) Future exchange projects could involve using multimedia (video) to show cultural aspects or events in their city that could be exchanged

Steps for project:

- 1.) Need to seek out a social studies or second language teacher in the target school willing to pursue a long term activity which will require ongoing support throughout the year. Need to have support from the principal in pursuing such an "out of the box" activity.
- 2.) Once a teacher has been selected, Nortel LearniT can suggest Nortel employees in other countries/cities willing to participate in an exchange.
- 3.) As a first exchange project, we recommend having each student prepare a single PowerPoint slide / chart using the template found on the next page. (See sample below)

Student Sample Chart



Name: Gabrielle
What I do for fun?

Volley-ball, soccer and hanging out with friends.

What I would like to learn about Atlanta?

Is it a good place to live.

What is great about Ottawa?

This year 413 cm of snow fell in Ottawa.

What I would like to gain from this exchange program?

I would like to learn more about how people live in a different country.

Student Sample Slide / Chart

Name _____

Date _____

English-French Cultural Exchange

Objective: To become familiar with French-speaking middle-school-aged students in City, Country by exchanging introductory information via PowerPoint and live video communication.

Task: To create a PowerPoint slide that introduces you, your home and interests.

Procedures:

- Choose an electronic version of a photograph of yourself. Head shots or close-ups are preferable since they are more easily seen by a large group.
- Copy and paste the picture into ONE (1) PowerPoint slide, to include:
 - Your full name
 - Your age
 - What activities you like
 - Something you like about living in your City/Country
 - Why this project is exciting to you
- Save your personal slide on a flash drive and submit to *Teacher Name*
- Practice introducing yourself (in Second Language) to the other country class.

Due Date :

Template :

My name _____

My favorite activities

I love my city because _____

What I want to get out of this Exchange?

Technical Tips:

- 1) Have a Nortel employee bring in their laptop equipped for MCS at the school participating in the Exchange. Try to bring external speakers and a microphone so the whole class can hear the audio. Bring a webcam for the video.
- 2) To a test call before the first exchange to ensure MCS runs over the school's LAN/WAN. School firewalls can block some applications.
- 3) During the Exchange, have the students line up one after another to do their presentations. Try and keep the webcam focused at the same spot so that the video isn't jerky. Have each student speak directly into the microphone and speak loudly so the audio carries over to the other school
- 4) Have each student speak for 30 seconds or less so you can cover both classes (25 students x2) in 30 minutes or less.
- 5) Leave time at the end for open Q&A which tends to be the most interesting part of the session
- 6) Ensure that the teachers have sent home permission slips to parent to get approval so they can participate in such a program

Objective:

This lesson is meant to widen students' horizons, build on information and technology skills and support our curriculum. To conduct this lesson, your school must have access to the Internet through networked computers. This lesson uses available resources and requires no extra expenditures.

The lesson has flexibility and can be adapted to fit other states and countries.

Curriculum Standards:

SOCIAL STUDIES

Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.

ENGLISH/LANGUAGE ARTS

Integrate listening, speaking, viewing, reading, and writing skills for multiple purposes and in varied contexts. An example is using all the language arts to prepare and present a unit project on a selected state or country.

TECHNOLOGY LITERACY

Use search strategies to locate and retrieve information electronically.

Detailed Timeline: 6 to 7 lessons, each 50 minutes.

Materials/Hardware/Software:

Each group should have access to a computer equipped with MCS. Students may need to have access to Powerpoint or another graphics program to create short chart decks with photos. Students should have access to the Internet to do research as well as using almanacs, encyclopedias and atlases.

Groups should have access to clipart that can be used to enhance their web pages. (Links to online clipart collections can be found at: www.NortelLearniT.org)

Use the Nortel LearnIT video tutorials on **Powerpoint and Digital Imaging** to instruct the students on the use of the program to create their presentations. Be prepared to help students to follow copyright rules, especially for publishing their web pages, by using the Nortel LearnIT episode **Digital Ethics-Copyright**.

Make sure students have permission to use the Internet. Assign students to groups before starting. Be prepared to help students discuss and agree on questions for the questionnaire. Depending on a teacher's background and handouts that may already be available, preparation could take as little as an hour or several hours if you need to create new handouts and locate or pre-screen web sites.

Prerequisite Student Skills:

Students will need to be familiar with navigating the Internet, using encyclopedias, almanacs, atlases and working in groups. Students should also be able to cite their resources, both print and online. Students should have some basic computer skills, such as word processing, saving files, copying, cutting and pasting. If possible introduce students to the publishing program they will be using (by watching the Nortel LearniT **Web Content Creation** video tutorials, beforehand and use the handouts for the students as a reference tool.

Project Activities/Procedures:

First session: See intro activity above

Second session: Have class be assigned into groups of 4-5. Each group should be assigned a question about their city/state. These can include "A Day in the Life at my school", key attractions in my city, A day at the Mall, special events. Each student should prepare a short Powerpoint presentation on the question to include any pictures or media. One student from each group will present the presentation to the other school in their second language.

Third session: Students could build on the above by shooting short videos and

presenting them – such as "My Local Weather Report"

Ongoing: Attempt to have one face to face video meet a month coming up with new topics for each month.

Assessment/Evaluation:

Create a rubric for grading before hand and share with students so that they can check their activities as they proceed. See the Nortel LearniT **WebPage Rubrics** as examples.

It is recommended to use two rubrics to evaluate student work. One for grading each individual's participation within their group; this is to be filled out each session by each student. The student's justification section should be used for notes on what they did to earn their points. The teacher should reserve the right to modify and discuss this with each student. The second one is for their presentation and will be filled out by the teacher as they do their presentations. The goal should be to make sure that the presentation grade is equal to the individual student's participation grade for the project.

Evaluation of Project:

This is to be done in a class discussion covering at least the following topics:

- What did you like/dislike about this project?
- What should be changed/stay the same?
- Did you learn anything that surprised you?
- Can we summarize children around the world compared to ourselves?

Extended Activities: Students should be encouraged to read fiction and/or non-fiction books about places around the world. This could also lead into a current world events discussion and how events relate to or affect children.

Group Activity Evaluation Rubric:

Activity to be evaluated	Points earned/ points possible	Student's Justification
Did all members participate?	3 Pts.	
Did the group follow directions?	3 Pts.	
Was the group able to work independently?	3 Pts.	
Did they group use their time wisely?	3 Pts.	

Presentation Evaluation Rubric:

(Points to be established based on number of questions each class has on questionnaire and number of sessions that groups meet.)

Did the presentation include:	Points Possible	Points awarded-notes
Three pages	3 Pts.	
Map of Continent	3 Pts.	
Statistics: Population	2 Pts.	
Climate	2 Pts.	
Size	2 Pts.	
Interesting facts	5 Pts.	
Chart representing questionnaire	2 Pts.	
Summary-based on chart	10 Pts.	
Quality of presentation	6 Pts.	
Clear voice, group participation, creativity	6 Pts.	
Quality of pages. Spelling, layout, links to each page.	6 Pts.	