

The TWB Research Project-based Curriculum

Curriculum overview

The project-based curriculum for the TWB ESL program strives to connect learning English to leadership and community through integrating the following:

- learning English
- carrying out and presenting research
- developing leadership skills

The students carry out 6 projects over the 10 week session, with each project providing scaffolding for the next one and each succeeding project requiring more skill and learning on part of the students. The projects are all research-driven and culminate in a final research project with students researching a community issue and presenting their findings to a public audience.



Ofelia and Bertha presenting to the class

Duration of session: 10 weeks with classes meeting 2 hours/day and 2 times/week

Class level: Beginner, intermediate or multi-level beginner/intermediate

Project scope and sequence

| Week | Pages | Project objective | Project goal and rationale |
|--------|----------|--|---|
| Week 1 | p. 4-10 | Students interview a classmate and report findings to class. | <ul style="list-style-type: none"> • Create a strong class community. • Provide each student an early opportunity to make a low key presentation in front of the class. |
| Week 2 | p. 11-14 | Students research important teacher qualities. | <ul style="list-style-type: none"> • Support students in reflecting on teacher qualities that help them learn. • Identify and select 2 well-suited assistant teachers from the group of intermediates to serve as assistant teachers for the beginners. (See assistant teacher intern position) |
| Week 3 | p. 15-22 | Students compare published data on Latino immigrants with data they collective on themselves as a class. | <ul style="list-style-type: none"> • Students connect formal research to their lives. • Students practice analyzing, collecting, representing and comparing data. |
| Week 4 | p. 23-28 | Students research a text and present findings to class. | <ul style="list-style-type: none"> • Students practice presenting to an audience as members of a small group. • Students practice interpreting information, selecting and presenting it in understandable terms. |

| Week | Pages | Project objective | Project goal and rationale |
|-----------|----------|---|---|
| Week 5-6 | p. 29-32 | Students research a community organization and present findings to class. | <ul style="list-style-type: none"> • Builds on the last project but requires student initiative, work outside of class and face-to-face contact. • Helps students identify good questions • Serves as the last stepping stone to the final class research project. |
| Week 7-10 | p. 33-48 | The whole class researches a community issue and present findings to a public audience at their graduation. | <ul style="list-style-type: none"> • Students will inform an audience of their research on an important issue that effects their community. • Students will demonstrate both their learning of English and also their leadership skills in researching a critical community issue and presenting their findings to their community. |

Notes on implementing these lessons plans

These materials were designed for a beginner and intermediate multilevel class. Because of space limitations, these lessons are sketched out very briefly and some lessons and materials have been omitted. Furthermore, though many of the materials I developed for the class have different versions of the same content for both beginners and intermediate, in many cases I only included the beginners version or intermediates version. And finally, because the language objectives and materials of the final project will depend on the issues that students choose to research, the objectives and materials provided for project 6 serve mostly as examples and illustrations to help the teacher create their own according materials according to their students' initiative. Authentic materials should be used/adapted whenever possible.



The Assistant Teacher Intern Positions

The teacher assistant internship positions were created not only to help the higher level students develop their leadership skills and earn some valuable work experience, but also to assist the teacher in teaching a multi-level class. All intermediate level students in the class are invited to apply. The teacher then selects 2 student interns as the teacher assistants based on their thoroughness in filing out a job application, the thoughtfulness of their written responses, the degree of experience they have in school involvement and whether their work goals connect to child care or education. Assistant teachers assist the teacher by leading activities with the beginners and serving as group leaders on projects. They also receive two

teaching trainings provided by the teacher.

Student teacher assistant responsibilities

- be part time teacher and part time student
- help the teacher manage the class
- help the beginner students in small groups and 1 on 1
- meet with the teacher 10 minutes before class to discuss the activity they were going to lead in class
- participate in 2 trainings with the teacher
- carry out special homework assignments



Raquel working with Sandra

Student teacher assistant benefits

- receive a student teacher assistant internship certificate
- receive a letter of reference as an intern
- be able to include the internship as work experience on a job application or resume
- receive teacher trainings

Selecting the assistant teachers p. 49

The assistant teacher position is announced to the class at the end of week 2, after the beginners as a group have determined the teacher qualities that they consider most important for a teacher to possess. (See project 2.) These top teacher qualities are then incorporated into the job qualifications for the intern position, and all intermediate students are invited to apply. Applicants are required to fill out a standard job application and answer 2 questions in writing stating why they are qualified to serve as an assistant teacher in the class. See p. 49 for the application instructions.

The teacher trainings p. 50

The student assistants receive two 60 minute trainings within the 10 week session that are facilitated by the teacher. Activities include the following

- Summarizing and reviewing strategies for teaching adults (see p. 50 for handout)
- Discussing challenges the assistant teachers have faced in the classroom, and brainstorming and role playing effective strategies for overcoming these challenges
- Discussing an interview published in The Change Agent about a former adult education student who became a professional educator
<http://www.learningace.com/doc/5095251/da549c622423f4a4c4ab5c21b731344f/issue9>
- Exploring work goals in child care and/or education

Project 1 lesson plan Introducing a classmate

Project and lesson overview

Students will interview a classmate with templates provided by the teacher (both beginner and intermediate) and then deliver a short presentation on their classmate to the class the next day.

Project goal and rationale

The goal for this research project is to help create a strong class community and also give each student an early opportunity to make a low key presentation in front of the class.

Language objectives

- Students will use descriptive vocabulary to describe their classmates' personalities
- Students will use affirmative and negative structures to describe their classmates' likes and dislikes.

Length: 2 classes

Lesson sequence

Day 1

Language practice

Students review and practice using vocabulary and structures for describing people and their likes and dislikes (See selected sample of vocabulary and verbs handouts)

Student interviews

Students interview a classmate (see interview presentation format)

Homework: Students organize and practice their presentations.

Day 2

Student presentations

1. Students introduce their partner to the class
2. After each presentation, the teacher facilitates a short review of what the class learned about each classmate.

Student on the hot spot

The class generates a list of questions to get to know someone and then students volunteer to take the “hot seat” where the class asks the student questions.

Homework: Students write a story about themselves (see personal story handout)

Words to describe people

How do you say these words in your language?

- | | |
|----------------------|--------------------|
| 1. homesick _____ | 5. strong _____ |
| 2. shy _____ | 6. beautiful _____ |
| 3. intelligent _____ | 7. organized _____ |
| 4. friendly _____ | 8. patient _____ |



homesick



shy



strong

How do you describe yourself?

- You can use the vocabulary or use your own words.
- Write 3 sentence about yourself in the affirmative.
- Write 2 sentences about yourself in the negative.

Examples

I am strong.

I am not patient.

1. _____
2. _____
3. _____
4. _____
5. _____

Verbs

Directions: Write the verbs under the correct picture.

| | | | |
|-------|-------------------|----------------------------|-----------------|
| eat | walk in the rain | play soccer | study English |
| cook | watch movies | drink tequila | listen to music |
| dance | work in an office | organize in your community | |



What do they like to do?



1. She likes to eat. _____

2. _____



3. _____

4. _____



5. _____

What do you like to do?

Example: I like to sing karaoke.

1. _____

2. _____

3. _____

What don't you like to do?

Example: I don't like to wash dishes.

1. _____

2. _____

3. _____

Presentation Preparation

| | | | |
|-----------|-------------|----------|--------|
| homesick | intelligent | friendly | strong |
| beautiful | organized | patient | shy |

Write 3 questions for you classmate. Use the vocabulary.

Are you _____? yes no

Are you _____? yes no

Are you _____? yes no

Where are you from? _____

What do you like to do? _____

The presentation

This is _____.

She is _____ and _____.

She is from _____.

She likes to _____.

Presentation Preparation

| | | | | | |
|--------------|-------------|----------|----------|---------------|------|
| open-minded | intelligent | curious | homesick | strong | shy |
| hard-working | organized | patient | outgoing | creative | lazy |
| enthusiastic | beautiful | friendly | creative | adventuresome | |

Write questions for you classmate. Use the vocabulary.

Are you _____? yes no

Are you _____? yes no

Are you _____? yes no

Are you _____? yes no

Where are you from? _____

What are 3 things you like to do?

- _____
- _____
- _____

What are your goals for the future?

- _____
- _____

The presentation

This is _____. She is from _____.

She is _____ and _____.

She isn't _____.

She likes to _____, _____, and _____.

In the future she wants to _____.

Project 2 lesson plan: Identifying important teacher qualities

Project and lesson overview

The group of beginners and group of intermediates will each collectively research as a group the qualities that they feel are most important in a teacher. The teacher qualities identified by the beginners will then be incorporated into the required qualifications for the assistant teacher intern position. (See materials on the the assistant teacher intern program.)

Project goal and rationale

- Support students in reflecting on teacher qualities that help them learn.
- Identify and select 2 well-suited assistant teachers from the intermediates to serve as assistant teachers for the beginners.

Language objectives

- Students will use adjectives and structures for describing teacher qualities.

Length: 1 class

Lesson sequence

Vocabulary for describing teacher qualities

Students review the vocabulary (see beginner and advanced teacher qualities handouts).

Discussing and analyzing the teacher qualities

Beginners interview each other about their preferred teacher qualities (see above handouts). Intermediates analyze and discuss their preferred teacher qualities (see above handouts).

Determining top teacher qualities.

The group of beginners and group of intermediates each determine the preferred teacher qualities of their group and identify the most highly ranked teacher qualities of each group.

Presenting their findings

Beginners presents their top 4 qualities to intermediates and intermediates presents their 4 top qualities to beginners.

Invitation to apply for the 2 assistant teacher intern positions

The teacher announces the assistant teacher intern positions and explains that the assistant teachers' primarily responsibility will be helping teach the beginners. The 4 top teacher qualities identified by the beginners are incorporated into the required qualifications for applicants. (See assistant teacher intern materials)

Dictation practice

Students complete/discuss a dictation of a former student's story about school (see handout).

Homework: Writing your story

Students write their own story about an experience in school.

Qualities of a good English teacher

What are important qualities for a good English teacher?

| | <u>You</u> | <u>Your partner</u> |
|-------------------------------------|------------|---------------------|
| Is a good teacher friendly? | Yes No | Yes No |
| Is a good teacher flexible? | Yes No | Yes No |
| Is a good teacher enthusiastic? | Yes No | Yes No |
| Is a good teacher strict? | Yes No | Yes No |
| Is a good teacher motivating? | Yes No | Yes No |
| Is a good teacher patient? | Yes No | Yes No |
| Is a good teacher a good explained? | Yes No | Yes No |
| Is a good teacher bilingual? | Yes No | Yes No |

Vocabulary: Write the word in your language.

| | | | |
|--------------|-------|------------------|-------|
| friendly | _____ | motivating | _____ |
| flexible | _____ | patient | _____ |
| enthusiastic | _____ | a good explained | _____ |
| strict | _____ | bilingual | _____ |

What are the 4 most important qualities of a good English teacher. Put them in order.

1. _____
2. _____
3. _____
4. _____

Qualities of a good English teacher

Directions: Discuss these qualities with your partner. Are they important qualities for a good English teacher? Why or why not? Rank them in order. 1 is the most important and 12 is the least important.

- | | |
|------------------|----------------------|
| ___ creative | ___ knowledgeable |
| ___ friendly | ___ motivating |
| ___ open-minded | ___ patient |
| ___ enthusiastic | ___ a good explained |
| ___ challenging | ___ bilingual |
| ___ strict | ___ a good listener |

Write the 3 most important qualities below. Why are they important for an English teacher? Look at the example.

| Important qualities | Reason |
|---------------------|---|
| creative | It is important for teachers to be creative because then every class is different and the students don't get bored. |
| | |
| | |
| | |

Write about your favorite teacher when you were a child or an adult. Why did you like this teacher? What qualities did the teacher have?

I want to share this story by Luz Morales

I was in 5th or 6th _____. We had a very nice _____. We used to call her the _____ teacher because she came from the _____. She had a new life style. _____ wore high heel shoes and _____ earrings. She changed our way of _____ things. Everybody loved her except our _____. This was back in the _____.

| | | | | |
|---------|------|------|---------|--------|
| teacher | city | 70's | parents | hippie |
| grade | She | big | seeing | |

1. Why do you think the children liked their teacher?

2. Why do you think their parents didn't like her?

Write your own story. Who was your favorite teacher? Why?



Teacher reads a dictation of this former student's story

I want to share this story by Luz Morales

I was in 5th or 6th grade. We had a very nice teacher. We used to call her the hippie teacher because she came from the city. She had a new life style. She wore high heel shoes and big earrings. She changed our way of seeing things. Everybody loved her except her parents. This was back in the 70's.

Project 3 lesson plan

Analyzing and collecting data

Project and lesson overview

Students analyze published data from [Pew Hispanic](#) and [New America Media](#) on immigration from Latin America. They then carry out the same research among themselves and compare the results. Beginners and intermediates both complete the first task below, but then each group completes different secondary tasks.

- Students analyze data about countries of origin of Latino immigrants.
- Beginners then research the country of origin of the students in class, compare this data with nation-wide results and report their findings to the intermediates.
- Intermediates define their reasons for immigrating to the US and then examine nation-wide data from New Media Alliance about the reasons why Latina immigrants come to the US. They then compare/analyze results, and present their findings to beginners.

Project goal and rationale

In addition to connecting formal research to student lives, students will become familiar with collecting, representing, analyzing and comparing data.

Language objectives

- Students will ask and respond to the question *Where are you from?* (beginners)
- Students will use structures to state reasons. (intermediates)

Length: 1 class

Lesson sequence

Understanding the concept of a pie chart

Write the total number of students in class on the board, define a system of categorization (such as student level, hair color, gender, first language or area of residence) and then elicit/demonstrate how to represent the categories through a pie chart.

Making predictions before seeing the data

Students make predictions about the 5 Latin American countries that send the most Latino immigrants to the US.

Analyzing data on country of origin

Students analyze the US immigrants country of origin handout, answer questions and enter the data into the pie chart. (see US immigrant pie chart handout)

Researching country of origin of all students in the class (Beginners)

1. Beginners review structures for asking and respond to to *Where are you from?*
2. Beginners then survey the class by asking each student their country of origin. (see home country questionnaire)
3. Beginners then create a pie chart depicting their collected data. (see class country origin pie chart handout)
4. Beginners present their findings to the intermediates by drawing the pie chart on the

board.

Analyzing your own reasons for immigrating (Intermediates)

1. Intermediates reflect on, discuss and rank their own reasons for coming to the US
2. Working together intermediates rank their reasons as a group for reasons for coming to US

Analyzing research on reasons for immigrating to the US (Intermediates)

Students read and discuss survey of immigrant reasons for immigrating to US.(see US reasons for immigrating handout)

Presenting findings to the class

1. Intermediates create a pie chart that represents their reasons for coming to the US
2. Students report their findings to the class by drawing the pie chart on the board.

Homework

- Beginners write short sentences about their home country.
- Intermediates write a paragraph about their reasons for coming to the US.

Latino immigrant populations by their country of origin

| Latin American Country | Number of Latino immigrants | Estimated Percentage |
|------------------------|-----------------------------|----------------------|
| Mexico | 11,451,299 | 65% |
| El Salvador | 1,078,319 | 6% |
| Cuba | 987,772 | 5% |
| Dominican Republic | 779,249 | 4% |
| Guatemala | 743,786 | 4% |
| Colombia | 603,335 | 3% |
| Honduras | 457,261 | 2% |
| Ecuador | 407,371 | 2% |
| Peru | 389,790 | 2% |
| Other | ? | 7% |
| Estimated Total | 18,000,000 | |

Adapted from <http://pewhispanic.org/files/factsheets/foreignborn2008/Table%205.pdf>

Questions

1. Which country are most immigrants from?
2. How many immigrants are from El Salvador?
3. What percentage of Latino immigrants are from Peru?
4. Why do you think most Latino immigrants are from Mexico?
5. Were you surprised by this information? Why or why not?

Asking about home countries

Where are you from?

I am from _____

Name

Home country

Write about the 4 students with complete sentences.

Example: Erica is from El Salvador.

1. _____

2. _____

3. _____

4. _____

Write about the 4 students with complete sentences in negative

Example Erica is not from Peru.

1. _____

2. _____

3. _____

4. _____

Class Country Pie Chart Handout

Directions: Answer the questions below.

How many students are in the class today? _____

How many students are from Peru? _____

How many students are from El Salvador? _____

How many students are from Mexico? _____

How many students are from Honduras? _____

How many students are from Guatemala? _____

How many students are from _____? _____

What percentage of the students are from Peru? _____

What percentage of the students are from El Salvador? _____

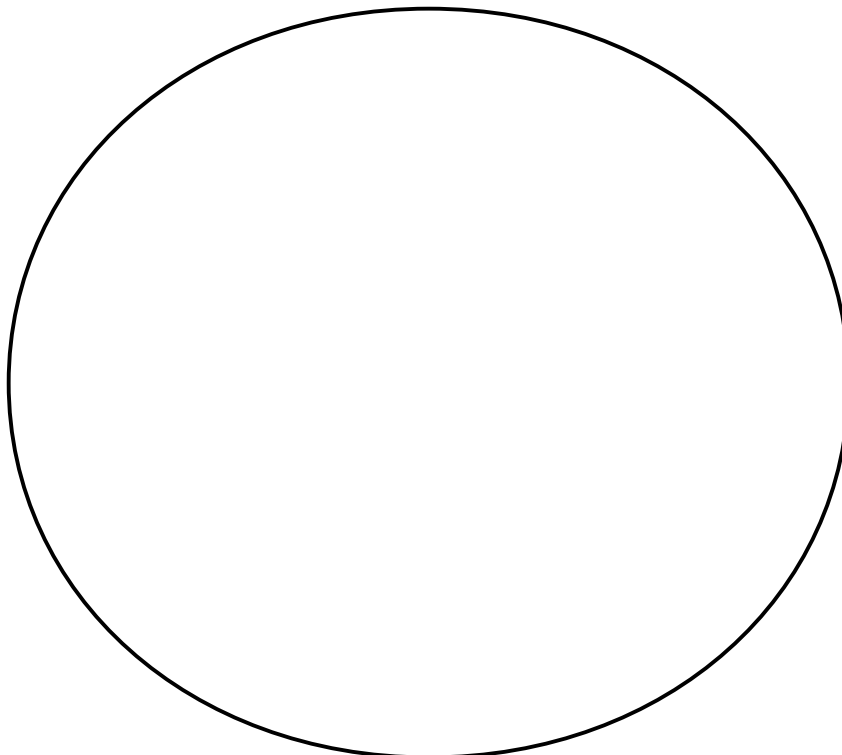
What percentage of the students are from Mexico? _____

What percentage of the students are from Honduras? _____

What percentage of the students are from Guatemala? _____

What percentage of the students are from _____? _____

Directions: Show the countries of origin of the students on the pie chart.



Main Reasons for coming to the United States

Directions: What are the main reasons you decided to come to the United States? Order the reasons from 1 to 8.

| | |
|--|--|
| To join family members already in US | |
| To make a better life for my children | |
| To pursue higher education | |
| To get a job and make money | |
| To be able to send money home to my family | |
| To become an American citizen | |
| To get asylum as a political refugee | |

1. What is your most important reason? Why is that reason important?
2. Is there another reasons why you came to the United States? If so, what is that reason?
3. Compare you and your partners reasons. Which reasons did you order the same? Which reasons did you order differently?
4. What are 4 new vocabulary words you learned? What do they mean in Spanish?

Survey of reasons that Latina immigrants come to the U.S.

What was the main reasons according to this research that Latina immigrants come to the United States?

| Reasons | Percentage | Order |
|--|------------|-------|
| To join family members already in US | 30% | |
| To make a better life for my children | 27% | |
| To pursue higher education | 2% | |
| To get a job and make money | 23% | |
| To be able to send money home to my family | 7% | |
| To become an American citizen | 1% | |
| To get asylum as a political refugee | 4% | |

From New America Media

1. What percent of Latina immigrants said they came to the U.S. to join family members?
2. What percentage of Latina immigrants said they came to the U.S. to become American citizens?
3. Put the reasons in order in the 3rd column. Most common reason is 1 and least common reason is 7.
4. How are your personal reasons for immigrating similar to these statistics?
5. How are your personal reasons for immigrating different from these statistics?

Project 4 lesson plan

Group presentation on a text provided by the teacher

Project and lesson overview

Students will be put into same level groups of 3 and assigned a text to read (or create) and present to the class. The reading level of the text will match the level of the group, but all texts will relate to relevant student and community issues. The following are texts that I have used and ranked in order of difficulty. Each text comes with a question handout that helps students understand the text.

- Create a class calendar and research the students' birthdays (low beginners)
- Research the school year calendar (beginners)
- Research a K-12 school newsletter or other school text (high beginners)
- Research qualifications of a job position from Craigslist (low intermediates)
- Research a pamphlet on diabetes (intermediates)
- Research a short biography of Cesar Chavez (intermediates)

Each group will present their research to the class in a 5-10 minute presentation. Afterwards, the group will get evaluated by both students and teacher.

Project goal and rationale

Students will practice presenting as a group and informing an audience. They will also practice interpreting information in a text, selecting and presenting it in understandable terms.

Language objectives: Dependent on the text and student needs

Length: 2 classes

Lesson sequence

Introducing the research project

The students review the research project evaluation and the expectations of the presentation. (see presentation evaluation handout)

Watching and evaluating a demonstration

The teacher demonstrates a presentation by presenting a text to the class and students evaluate it.

Researching the texts (see below for specific instructions for beginner texts)

1. Students research their given text (see text examples) by answering the questions on their corresponding research questions handout (see question handouts)
2. Students assign parts and prepare for presentations
3. Students create a visual aid
4. Students practice the presentation

Creating a class calendar and researching student birthdays (low beginners)

Specifically targeting low beginners, this research project is different from the others in that

students create a text rather than try to read one.

1. Students review days and months.
2. Students create a calendar for the month on poster paper.
3. Students review structures for asking and stating birthdays.
4. Students research the birthdays of every student in the classroom.
5. Students add to calendar the student birthdays for the month.
6. Students are assigned speaking parts for the presentation.
7. Students practice and present to class the student birthdays for that calendar month.

Researching the school year calendar (beginners)

Specifically targeting beginners, this research project is also different from the others in that it involves less text, but still demands calendar reading skills, knowledge of holidays, and sometimes very specialized vocabulary, such as professional days or furlough days.

1. Students review days, months and holidays
2. Students review a copy of the school year calendar from the local school district.
3. Students review specialized vocabulary on the calendar.
4. Students fill out questionnaire for the current month on the school calendar that the teacher creates.
5. Students are assigned speaking parts for the presentation.
6. Students practice and present the calendar and that month's events and holidays .

Group presentations and evaluations

1. Groups present their research findings.
2. After each group presentation, the teacher facilitates a class evaluation.
 - What did you learn from the group's presentation?
 - Do you have questions about the group's research?
 - What did the group do well?
 - How can the group improve their presentation skills?
3. The teacher also fills out an evaluation for each student (see presentation evaluation)

Evaluation of the group presentation

Student names:

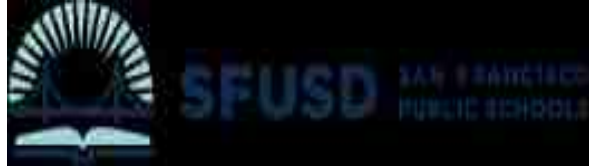
Research subject:

| | Yes 2 points | So so 1 point | No 0 points |
|--|------------------------|-------------------------|-----------------------|
| The group explained what the text is about | | | |
| The group presented the most important information | | | |
| The group explained why or why not the text is useful | | | |
| The group explained important vocabulary in the text | | | |
| The group presented the information clearly and in their own words | | | |
| The group used good eye contact with the audience | | | |
| Everyone in the group participated. | | | |
| Total points | | | |

Comments

Shots for School

7th-12th Grade Requirement



A new school immunization law requires all students entering 7th through 12th grades in the 2011-2012 school year in California to be immunized with a pertussis (or whooping cough) vaccine booster called Tdap.

Pertussis (or whooping cough) is a very contagious respiratory disease.. People sick with pertussis have severe coughing attacks that can last for months. Immunization with Tdap can protect students, schools and communities against pertussis.

The new requirement affects all students in public and private schools. The law has two phases:

- For the 2011-2012 school year, all students entering into 7th, 8th, 9th, 10th, 11th or 12th grades will need proof of a Tdap shot for school.
- For 2012-2013 and future school years, all students entering into 7th grade will need proof of a Tdap shot for school.

<http://www.shotsforschool.org/tdaplaw.html>

Research on Whooping Cough

1. What is the text about?

2. What is the most important information in this text?
 - What is Whooping Cough?

 - How do you protect your children from Whooping Cough?

 - What do the schools require?

3. Is this text useful or important? Why or why not?

4. What are 2-3 important vocabulary words to understand in the text?

Cesar Chavez Leader

<http://www.enchantedlearning.com/history/us/hispanicamerican/chavez/>



Cesar Estrada Chavez (March 31, 1927 - April 23, 1993) was a Mexican-American labor leader who used non-violent methods to fight for the rights of migrant farm workers in the southwestern USA. Migrant farm workers are people who do farm labor, moving from farm to farm and from town to town as their work is needed - it is difficult work that pays very little and can be dangerous due to the use of pesticides (pesticides are chemicals that kill bugs and can make people sick).

Chavez founded a group that advocates for the rights of farm workers, acting to increase wages and improve the working conditions and safety of farm workers. He also organized strikes (when workers refuse to work until improved working conditions and salary demands are met) and nation-wide boycotts of agricultural products in order to help workers (a boycott is a protest in which the public is asked not to buy certain products). Chavez went on many hunger strikes, refusing to eat until violence against strikers ended and until legislators (law makers) voted to make laws improving the lives of farm workers. He was also jailed many times during his fight against terrible migrant worker conditions.

Early Life:

Chavez was born in San Luis, Arizona, near Yuma. His family had lived there since his grandfather immigrated from Mexico. As a youth, Cesar worked part-time in the farm fields with his family in Arizona and California.

Starting a Union, Organizing Strikes and Boycotts - La Huelga (The Strike):



In 1968, Chavez organized a five-year "grape boycott," a movement that urged people to stop buying California grapes until farm workers had contracts insuring better pay and safer working conditions. The name of the union was changed to the *United Farm Workers* (the UFW) in 1974. In 1978, when some of the workers' demands were met, the boycotts of lettuce and grapes were lifted.



A Lifetime Quest for Social Justice - Viva La Causa (Long Live The Cause):

Chavez's motto was "Si, se puede." (meaning "Yes, it can be done.") and he proved it to be true. His work for the fair treatment of farm workers changed the lives of millions of people for the better. Chavez died of natural causes at the age of 66 (in 1993). In 1994, Chavez was awarded the Presidential Medal of Freedom posthumously (after his death). To this day, the UFW and Chavez's children and grandchildren continue his fight for social justice.

Project 5 lesson plan

Group presentation on a community organization

Project and lesson overview

In mixed level groups of 3, students research a community-based organization and present their findings to the class. Each group presents their research to the class in a 5-10 minute presentation followed by an evaluation. Beforehand, the teacher needs to find, edit and print out brief descriptions of local organizations.

Project goal and rationale

This project builds on the last project but requires student initiative, work outside of class and face-to-face contact. It helps students identify good questions and serves as the last stepping stone to the final class research project.

Language objectives:

Students will use question word order appropriate to their level.

Students will ask questions and retrieve information over the phone

Length: 2-3 classes

Lesson sequence

Introducing the research project

The students review expectations of the presentation (see presentation evaluation handout)

Watching and evaluating a demonstration

The teacher demonstrates a presentation on a community-based organization for the class and students evaluate it.

Choosing an organization

Students are put into mixed level groups and given brief descriptions of local organizations, and then instructed to choose one they want to research.

Reading about the organization

Groups read the brief descriptions of their chosen organization and answer questions in writing:

- What is the name of the organization?
- What is their phone number and address?
- What services or support do they offer?
- Why are you interested in this group?
- What questions do you have about this organization?

Reviewing structures for getting information

Students review question word order patterns according to their level.

Students complete WH-question word handout.

Students review structures for getting information

- Hello, I'd like to talk to _____

- When are you open?
- What are your hours?
- Can I talk to _____?
- Do you have _____?
- Can I come talk with you?
- Are you available to meet?
- I'm calling to _____.
- I'd like information on _____.

Making contact with the organization (practicing phone skills)

1. Students practice standard phone greetings request in pairs.
2. In class with their cell phones, the highest level member of each group makes contact with their chosen organization and arranges a time to meet in person.
3. The other group members practice their phone skills by calling the teacher's phone and leaving a message in which they make 1-3 requests.

Preparing for the interview

Reviewing the presentation evaluation and their own notes from reading the organization description, the students determine what information they want to know, and revise their list of questions.

Interviewing the organization

All members of the group meet with the organization outside of class and take notes during their interview.

Organizing the presentation

Students organize their findings and presentation along the following format

- Name and location of organization?
- Services they provide
- Group evaluation of this organization

Preparing and practicing the presentation

Students determine their roles for the presentation with beginners presenting the basic information and more advanced students presenting the more complex information.

Group presentations and evaluations

1. Groups present their research findings.
2. After each group presentation, the teacher facilitates a class evaluation.
 - What did you learn from the group's presentation?
 - Do you have questions about the group's research?
 - What did the group do well?
 - How can the group improve their presentation skills?
3. The teacher also fills out an evaluation for each student (see presentation evaluation)

Group presentation evaluation on a community organization

Student names:

Community Organization:

| | Yes 2 points | So so 1 point | No 0 points |
|---|------------------------|-------------------------|-----------------------|
| The group introduced the organization (Name and location) | | | |
| The group presented what services the organization offers | | | |
| The group presented the information clearly and in their own words | | | |
| The group used good eye contact with the audience | | | |
| The group answered audience questions | | | |
| Everyone in the group participated | | | |
| Total points | | | |

Comments

Asking questions

Question words

| | | | | | |
|-----|------|-------|------|-----|-----|
| Who | What | Where | When | How | Why |
|-----|------|-------|------|-----|-----|

Directions: Write a question word to make a question.

1. What is your name?
2. ____ is your house?
3. ____ is your family?
4. ____ is your teacher?
5. ____ is your class?
6. ____ is your birthday?
7. ____ are you?
8. ____ are you in the U.S?
9. ____ are you learning English?
10. ____ are you doing?
11. ____ are you from?
12. ____ is your mother's name?
13. ____ is the date?
14. ____ is the last day of class?
15. ____ do you live?
16. ____ do you like to do?
17. ____ do you come to school?

Project 6 lesson plan

Class presentation on a community issue

Project and lesson overview

The class chooses a community issue, researches it, and presents their findings to an audience at their graduation. As the final culminating research project for this class, this project comprises 40% of the entire session (4 weeks/8 classes) and unfolds along the following time frame:

- Students discuss different community issues and problems and then agree on one community issue to research (week 1).
- Students research the issue (week 2).
- Students finalize their research, synthesize findings, prepare presentation (week 3).
- Students practice and rehearse presentation (first class of week 4).
- Students present their stories and research at graduation ceremony to an audience of friends, family and organizational staff (last class of session)

The class researched gang violence in Spring 2011 and school bullying in Fall 2011. Most of the materials and language objectives for this last project must be defined, created or adapted by the teacher based on the community issue that the students choose to research. To help illustrate this process, sample language objectives and materials defined/developed for the Fall 2011 class that researched bullying have been included.

Project goal and rationale

The previous 5 projects are all planned and scaffolded to support the students in carrying out this final project. The final class presentation coincides with the graduation ceremony to highlight both the students' learning of English and also their ability to research an important community issue and inform the community.

Language objectives

Students will

- use structures for making polite requests
- Use structures there is/are
- Understand and use vocabulary for describing different types of bullying

Length: 8 classes (4 weeks)

Lesson sequence

Day 1

Preview of the class presentation

Students preview the class presentation and the steps involved.

Analyzing a text on an immigrant speaking out

1. Pre-reading question: What do you want for your future in the US?
2. Students carry out a dictation on the text and then discuss the text

Brainstorming community issues

1. In groups students discuss and write responses to the following questions.
 - *What are important issues for your family or your community?*
 - *What are problems in your community?*
 - *What does your community need to learn or know?*
2. Students then share their ideas with the whole class and the teacher writes their ideas on the board to be saved for materials the next class.

Homework assignment

Students interview 3 people in their community on the above questions and bring findings to the next class.

Day 2

Student report back on findings from community interviews

Analyzing a text on a Latina immigrant leader

Students complete the cloze and then discuss the text.

Classmate interviews around neighborhood problems

1. Present/review the grammar for there is/are
2. Students interview 2 students (see neighborhood problems handout)

Identifying a community issue

1. All ideas for community issues from the brainstorm session last class are presented.
2. Students vote and determine the class issue to research for the class presentation. (see community issue handout for an example)

Homework for next class

Write a story about your experience or your child's experience with bullying.

Day 3

Defining bullying

1. Review forms of bully: bully/bullies (person) bully/bullied (verb forms)
2. In pairs students read and discuss text on the reasons for bullying (see handout)

Planning the research

1. Students brainstorm questions they have around bullying and then determine the 3 most important questions.
2. With teacher assistance students identify organizations and people to contact.
3. Students are put in groups to interview the following:
 - *Community-based organizations*
 - *K-12 public schools*
 - *Students' children*
4. Each group better defines their questions and make plans to conduct the interviews.

Homework

Students find texts and interview their contacts about bullying. (see bullying interview

handout)

Day 4

Report back on texts and findings from their interviews

Reviewing/reflecting on bullying behavior

1. Students review the vocabulary and structures to describe bullying behavior (see handout)
2. Students reflect on any bullying behavior that might go on in their class.

Day 5

Dictation on a student story

The teacher creates a dictation from a student story which students complete (see bullying story dictation for an example)

Reflecting on the purpose and audience when presenting research

- Intermediates discuss the purpose of presentation handout.
- Meanwhile beginners work on an appropriate grammar point selected by the teacher.

Synthesizing the research

Each group organizes and synthesizes their findings by identifying and selecting most important information based on their purpose and audience. (Handout not included)

Day 6

Organizing the power point

The teacher opens up a power point slide on 2-3 different laptops (with 2-3 students at each computer) and supports each group in entering their findings and data into the slides.

Designing the flier

With help from the teacher, students create an invitation flier from an open word document.

Planning the graduation and presentation

Students and teachers plan

- menu and cooks for the graduation
- schedule for the final class (graduation, awards, presentation and party).
- invitations

Day 7

Assigning students roles for the presentation

Students and teacher decide on student roles by level. Below were roles in 2011:

- All students read their personal stories.
- Beginners introduce the issue and questions.
- High beginner and intermediates present class research.
- Intermediates answer questions.

Practicing the presentation

Students practice and rehearse the presentation.

Day 8**Class graduation and presentation**

Students receive their certificates of completion and then present their research to a public audience. (see class presentation handout)

I want to speak out by Rosario

I am a 15 year old _____ in high school. I have good grades in school, but I have no _____ in this country. I want to _____ to college, but I can't because I am undocumented. We _____ want a future. I'm angry that we are _____ to speak out for ourselves! _____ one deserves to be deported or taken from their _____. As an immigrant, I want to speak out for all _____.

| | | | |
|----|--------|------------|----------|
| go | afraid | Hispanics | student |
| No | future | immigrants | families |

Talk to your partner about the following questions.

Why does Rosario have no future in this country?

Do you think this is fair?

Do you know someone like Rosario?

What can Rosario do? How can she speak out?

What can she research?

Have you ever spoken out?

Text has been shortened and comes from "Real Immigrant Stories"
http://www.immigrantslist.org/en/learn/high_school_sophomore_-_chicago

I am a 15 year old student in high school. I have good grades in school, but I have no future in this country. I want to go to college, but I can't because I am undocumented. We Hispanics want a future. I'm angry that we are afraid to speak out for ourselves! No one deserves to be deported or taken from their families. As an immigrant, I want to speak out for all immigrants.

Elvira Arellano speaks out for undocumented immigrants



Elvira Arellano is a 31-year-old single _____ and undocumented immigrant. Elvira was _____ in 2002, but she decided to fight her _____. During the next four years she was a leader for undocumented _____ rights. In 2006 Elvira entered a _____ in Chicago for sanctuary with her _____ because of a deportation order. A year later she went to Los Angeles to _____ out for immigrant rights. But she was arrested and deported to _____.

| | | | |
|----------|-------|-------------|------------|
| church | speak | Mexico | mother |
| arrested | son | deportation | immigrants |

Who is Elvira Arellano?

What community issue was she fighting for?

What qualities do you think are important for a leader?

What are 3 new vocabulary words you learned in the text?

Text adapted from the San Francisco Chronicle

Elvira Arellano is a 31-year-old single mother and undocumented immigrant. Elvira was arrested in 2002, but she decided to fight her deportation. During the next four years she was a leader for undocumented immigrants' rights. In 2006 Elvira entered a church in Chicago for sanctuary with her son because of a deportation order. A year later she went to Los Angeles to speak out for immigrant rights. But she was arrested and deported to Mexico.

Neighborhood Problems Handout

What problems are there in your neighborhood?

Is there _____ ?

Are there _____ ?

Directions: Interview 3-4 classmates about possible problems in their neighborhood. Use the correct form of *Is there* or *Are there*.

| | | | | |
|--|--|--|--|--|
| | | | | |
| prostitution in your neighborhood? | | | | |
| unemployment in your neighborhood? | | | | |
| drugs in your neighborhood? | | | | |
| deportations in your neighborhood? | | | | |
| domestic violence in your neighborhood? | | | | |
| violence in your neighborhood streets? | | | | |
| good schools in your neighborhood? | | | | |
| parks in your neighborhood? | | | | |
| a strong community in your neighborhood? | | | | |
| friendly people in your neighborhood? | | | | |

Identifying a community issue

What community issue do you want the class to research and present to the public? Choose the 3 most important issues and mark them 1, 2, 3.

Important community issues

- Alcohol and drugs
- Unemployment
- Domestic violence and street violence
- Racism
- Domestic violence
- Prostitution
- Bullying in our school
- Education and college for our children
- Deportations
- How to regularize your status
- Other: _____
- Other: _____

Why do some people bully?

- To gain a sense of power among their classmates.
- To get attention or become popular.
- To get things they want.
- To copy another person they admire.
- To make themselves feel better when they are feeling bad about themselves or jealous of someone else.
- Because they feel that another person is becoming more popular than they are in their group.

<http://www.friendlyschools.com.au/students/help.php>

Directions: Read the text on bullying. Which 3 reasons do you think are the most common reasons children are bullies? Write those reasons.

1. _____
2. _____
3. _____

Interview about bullying

Directions: Interview a child about their experience with bullies at their school.

- Ask the child these questions.
- Then ask the child to put the problems in order 1-7. Put a (1) in the box for the most serious problem of bullying in their school. Put a (7) for the smallest problem of bullying in their school.

Name of child _____

Age of child _____

Have you ever been bullied at school?

Yes

No

Do you have these problems at your school....?

Put in order 1-7

| | | | |
|---|-----|----|----------------------|
| • Students hitting other students? | Yes | No | <input type="text"/> |
| • Students pushing other students? | Yes | No | <input type="text"/> |
| • Students stealing from other students? | Yes | No | <input type="text"/> |
| • Students spreading rumors about others? | Yes | No | <input type="text"/> |
| • Students refusing to work with others? | Yes | No | <input type="text"/> |
| • Students making fun of other students? | Yes | No | <input type="text"/> |
| • Students insulting other students? | Yes | No | <input type="text"/> |

Why do children bully other children?

What should a child do if they are bullied at school?

The story of Maria and her 5 daughters by Ana

Like every mother, _____ took care of her children and took them to _____ and worried about them. She _____ the best for them and everything was _____ fine until the oldest was _____ years old and started hanging out with bad _____. She was in gangs smoking and using _____. The worst thing is that her _____ doesn't know or really want to _____.

| | | | | |
|-------|--------|-------|--------|----|
| Maria | wanted | drugs | going | 13 |
| know | school | mom | people | |

The story of Maria and her 5 daughters by Ana

Like every mother, _____ took care of her _____ and took them to _____ and worried about _____. She _____ the best for them _____ everything was _____ fine until the oldest was _____ years old and _____ hanging out with bad _____. She was in _____ smoking and using _____. The worst _____ is that her _____ doesn't know or _____ want to _____.

Teacher reads this dictation of a story written by a former student.

The story of Maria and her 5 daughters by Ana

Like every mother, Maria took care of her children and took them to school and worried about them. She wanted the best for them and everything was going fine until the oldest was 13 years old and started hanging out with bad people. She was in gangs smoking and using drugs. The worst thing is that her mom doesn't know or really want to know.

Objectives and Information in a research presentation

Directions: Put an (x) if the objective or information is important. Put nothing () if the objective or information is not important.

What are the objectives of your research presentation?

- Inspire people
- Persuade people
- Influence people
- Inform people
- Impress people
- Teach people something they didn't know before

What information do you present?

- Present all the information on the issue
- Present new information
- Present obvious information
- Present only facts
- Present only your opinion
- Present facts and opinions
- Give only the important information on the issue



The ESL Class Presents!

Our stories and research on bullying



**The Woman's Building
Thursday November 17
at 10:00 a.m.**

**Presented by
the ESL students from
The Women's Building and
Mujeres Unidas y Activas**



Ana M Márquez
Raquel Cuellar
Rosa Navarro
Yuliana Cornejo
Ramona Rivera
Oscar Gutiérrez
Sandra Chun

Beatriz Romo
Martha Herrera
Maria Ortega
Miriam Guillen
Araceli Godinez
Maricela Sanchez
Delia Perez

Our stories about bullying

My friend's story by Beatriz

My friend Ana was very chubby when she was a kid and all the kids made fun of her and called her names. She cried and didn't want to go to school. She didn't want to tell her parents about it. Her parents started to get worried because she didn't want to go to school. Her parents went to school and talked with the teachers at her school. The teachers didn't know about the problem. A girl from the class told her teacher that the other kids were making fun of her and called her different names. The teachers talked with the children about bullying. The students understood everything and apologized to Ana.

My friend's story by Yuliana

A friend was cyber bullied. They sent him emails. They insulted him and called him disrespectful names. They also bullied him because he couldn't pronounce where he was from.

My story by Martha

My freckled face was the main subject in my classroom because all my classmates took a look at my face and imagined some fruits and turkey eggs. They were behind me, yelling at me those fruit names. It was hard to ignore all those laughing from them and all I could do was try to hit them or throw stones at them. That was a hard time because from the minute I woke up until the end of the class I felt my stomach squeezing my chest.

Bella's story by Rosa

In the classroom of my son a girl was bullied because their classmates don't want to play with her. Maybe she is chubby. I don't know why they children are doing this. When the children went on a field trip, they told her you aren't my partner.

The children don't know this problem is big for the girl.

My story by Ramona (translated by Beatriz)

Cuando yo estaba en la escuela algunos compañeros peleaban con otro. Lo molestaba, le hablaban, le picaban con la punta del lapiz y a la ora del recreo le quitaban lo que compraba. Y el por miedo no hacia nada. Por miedo les daba todo lo que le pedian y a la hora de la salida se iba pronto para que no le hicieran nada.

When I was in school some children would hit another child. They bothered him and would steal his lunch. He was afraid and did nothing. When the class finished, the kid would run to his house.

A girl's story by Ana

Sauri is a 9 year old child who is rejected by her classmates for being obese. I don't know if

the school or her mother knows about this problem. I don't know what to do.

My daughter's story by Sandra

My daughter was a victim of bullying that happened frequently in school. In school two of her classmates bothered her and would call her names such as ugly, fat and stupid. The teacher would hear them and see them throw things at her, but they didn't stop the bullying until one day she had enough and decided to hit her classmates. She hit them and the teacher punished her. I feel bad. It was not the best idea how she defended herself. I feel bad for not knowing and not talking with her.

My son's story by Miriam

On the playground at school, my son Iaan hit another student with a ball by accident. The student got mad and pushed my son. He was bullying my son. Another student told the boy to stop bullying Iaan. He told the principal. The principal stopped the bullying.

Our research on bullying

Results of interviews with children about bullying

Have you ever been bullied at school? Yes 2 No 2

Do you have these problems at your school....?

| | | |
|---|-------|------|
| • Students hitting other students? | Yes 5 | No 1 |
| • Students pushing other students? | Yes 5 | No 1 |
| • Students stealing from other students? | Yes 4 | No 2 |
| • Students spreading rumors about other students? | Yes 5 | No 1 |
| • Students refusing to work with other students? | Yes 6 | No 0 |
| • Students making fun of other students? | Yes 6 | No 0 |
| • Students insulting other students? | Yes 6 | No 0 |

Why do children bully other children?

- Bullies are jealous.
- To feel stronger and secure about themselves.
- In order to make themselves feel superior.
- Because children enjoy watching others children suffer

What should a child do if they are bullied at school?

- Talk to the teacher.
- Talk to the parents.
- Tell the bully to stop bothering them.

Results of interviews with schools about bullying

School interviews

- Cecilia Orgega, a Cesar Chavez teacher
- The Cesar Chavez school office
- The Leonard Flynn school office

How does your school stop bullying?

- Meet in groups of parents, teachers and students to evaluate and speak about the issue of bullying to make the best decisions

What should a parent do if their child is bullied at school?

- Parents should speak to the teachers so the teachers observe the students attitude
- Students call the parents of the child who is bullying the children

Students ideas about bullying

What should a parent do if their child is bullied at school?

- Talk with the principal
- Talk to the teacher
- Talk to the parents
- Talk to the children

How can the school stop bullying?

- Pay attention to complaints from the children
- Give information about bullying
- Talk to the parents about their children

Why do children bully other children?

- Because the child is chubby
- Because a child is shy
- Because there is violence in home and violence in the school

How do you support your child from getting bullied?

- Talk with them
- See what type of classmates they have

Teacher Assistant Internship Application

Preferred Qualifications

1. The applicant is respectful and sensitive to other students
2. The applicant has these qualities
 - Motivating
 - Friendly
 - Flexible
 - Enthusiastic
3. The applicant is in the intermediate group of the ESL classmates
4. The applicant has experience working, volunteering or participating in schools.

Responsibilities

The student teacher will

- be a part time teacher and a part time student
- help the teacher manage and prepare for the class
- help the beginner students in small groups and 1 on 1
- meet with the teacher for 10 minutes once a week
- participate in 2 trainings with the teacher
- carry out special homework assignments

Benefits

Student assistants who complete the 10 week class will

- receive a special assistant teacher internship certificate
- will receive a letter of reference as an intern
- will be able to include this internship as work experience on a job application or resume
- will receive teacher training

Directions for applying for the student teacher internship

1. Fill out the attached job application
2. Write a paragraph in which you answer the following 2 questions
 - How are you qualified to be an assistant teacher in the ESL class?
 - Why do you want to be an assistant teacher in the ESL class

Tips for teaching adult learners instead of younger learners by Carol Smith

<http://www.helium.com/items/980193-tips-for-teaching-adult-learners-instead-of-younger-learners>

- The first thing to remember when teaching adults is that they don't have to come to your class. They will return if they find the classes fun, interesting and they feel they are learning.
- Encourage class interaction. One of the main motivators for adults to continue coming to your class is that they enjoy the classes because they are making friends.
- Make the classes fun. Adults don't want to spend 2 hours each week in the company of a tutor who is always serious and boring.
- Make time in each session to talk to every one of your students. It is easy to talk to the outgoing ones and ignore the quiet ones. Don't. Even if they say they don't need help, take time to sit with them and see how they are doing.
- Remember that older students might learn at a slower pace. This can be frustrating for the student - especially if they used to be a fast learner. Remind them this is normal and encourage them to reflect on what they have learned.
- Don't be afraid to ask your students how they feel the course is going. If you are relaxed and friendly they will feel they can give you an honest answer. If they aren't happy, ask them what they would like you to change - and change it! You will be a better teacher and have happier students.

Directions: Summarize the 6 tips in your own words

- If class is fun, then students will learn. _____
- _____
- _____
- _____
- _____
- _____

Which tip do you think is the best suggestion? Why?
