

# Teenagers Who Change the World



## Teacher's Guide

Marco Thibeault, Lysiane Dallaire, Frédérick Bourgoin Richer - CSRDN - Voie 2 LES

# Bird's Eye View

## LES Teens Who Change the World - Multi-Level Special Needs Secondary

Estimated Duration : 5 periods of 75 minutes

This LES includes:

- [Texts Document](#): Includes differentiated texts and differentiated models for activity 6 (final task).
- [Student Booklet](#) : Includes C1, C2 and C3 activities. It's the same booklet for all levels.

### NOTE:

The language used in this TG might not correspond to the language that is used in your school board to describe the levels of proficiency of the students in your organization. This LES was thought for students that are aged from 11 to 14 years old and that have proficiency levels ranging from elementary cycle 2 to secondary cycle 1. The same activities are done for all three cycles because special needs groups may contain multiple levels. All activities are differentiated to target students' proficiency levels. You could decide to give one activity at a time and then vary the difficulty level for another task. You may also decide to give the whole booklet to the student and have him or her complete it during the 5 period project.

### EVALUATION RUBRICS

The only evaluation rubrics provided are for High School cycle 1. Other students should be evaluated according to their individualized objectives.

# Teacher's Notes

## 1 Model: Greta Thunberg

As presented in the reading strategies on page 1, the teacher first presents the reading strategies explicitly, by identifying the three colors needed to highlight words by categories.

Teacher models all the steps, insisting on step 3 to show to the students that even though they might not understand every single word, the general meaning is understood.

Teacher models the filling of the chart. The category called 'inspiring actions' could be a challenge for certain students, but also an occasion for those who are more comfortable with the English language to elaborate on the topic. Teacher fills out the chart with the students explicitly stating the strategies used to find the answers.

Answer Key : Appendix A

**Strategy:** Use resources

**Evaluation :** NOT EVALUATED (C2 is developed here : students collectively construct meaning of a text)

## 2 Another Inspiring Teenager

The teacher gives the students different texts corresponding to their proficiency levels. When students have their texts, they have to replicate the steps seen in the modeling done in the previous activity.

1. Before reading the text, students quickly scan the text as well as the picture to see if they have an idea of what it might talk about.
2. Students share their ideas with a shoulder partner on what they think their texts might be about.
3. Students have to apply the strategies seen during the first activity by themselves.
4. When students have done all their reading strategies, they complete the chart on page 3 of their student booklet

Answer Key : Appendix B

**Evaluation Rubric**

**Strategy:** Manages an inventory of metacognitive strategies : use them appropriately

**Evaluation :** C2 - Evidence of understanding of texts through the response process

### Zone C:

Students choose between the texts on Amika George and Alex Deans.

### Zone B:

Students choose between the texts on Jack Andraka and Jack Cable.

### Zone A:

Students choose between the texts on Emma Gonzalez and Malala Yousafzai.

### 3 Discussion

1. Teacher forms teams of 3-5 students who have different characters.
2. Teacher presents functional language on page 4.
3. Students present their character to the other members of a team.
4. Students discuss with their partner to agree on who is the best character amongst all the teenagers presented.
5. Students write their answer on page 4 of the student booklet.

Evaluation Rubric

**Strategy:** Cooperate

**Evaluation :** C1 : Interact Orally in English

Participation in oral exchanges, Content of the message, Articulation of the message

#### Zone C:

Students could be presented with various gestures to compensate for a lack of language.

#### Zone B:

Students could use the variety of sentences presented in the functional language.

#### Zone A:

Students could be encouraged to participate to teamwork and encourage their teammates. They could act as discussion leaders.

### 4 Focus on Form : Question Formation

1. In order to prepare themselves for the oral interaction activity (activity 5), students review how to create questions.
2. Teacher presents the decision tree on page 5 of the student booklet.
3. Teacher models the use of the tree by using those sentences:  

Greta lives in Sweden.	Greta is an environmental activist.
<i>Does Greta live in Sweden?</i>	<i>Is Greta an environmental activist?</i>
4. Students then complete the exercise at the bottom of page 5 by turning the sentences into questions.

Answer Key : Appendix C

**Strategy:** Transfer : Uses a newly learned item in a new context

**Evaluation :** NOT EVALUATED

#### Zone C:

Teacher can target only the present tense questions (2-3) or only the past tense questions (1-4) for the students to use only one decision tree.

#### Zone B:

Students are expected to use both decision trees, but teacher could support students by indicating which verb tense to use.

#### Zone A:

Students are expected to use both decision trees

## 5 Find Someone Who

1. Using the questions on page 6, each student is asked to gather the ones that are relevant to the text that was read (activity 2).
2. The teacher then presents the functional language, referring to activity 4. The students are then asked to go around the classroom with their questionnaire. The task is for every students to be able to answer all the questions.

Answer Key : Appendix D  
Evaluation Rubric

**Strategy:** Take risks

**Evaluation :** C1 Interact Orally in English Participation in oral exchanges, Content and articulation of the message

### Zone C:

Expect students to use intonation more than correct sentence structure to ask questions.

### Zone B:

Expect students to confuse various forms of functional language.

### Zone A:

Expect students to use the correct forms of FL most of the time. An additional (feedback from teacher) attention to form might be necessary during the activity.

## 6 Postcard

Students complete the plan on page 7.

- 2-3 reasons why they think the teenager they chose is the most inspiring
- his or her qualities.
- characteristics student shares with this person.

Using the plan they've just completed, students are asked to write a postcard to the inspiring teen they chose. They are given a text model (zone c) or sentence starters (zone a and zone b). They use the structure formulated from those sentences and write to their inspiring teen, telling him or her, why and how he or she is inspiring.

Evaluation Rubric

**Strategy:** Scan for specific information in a text

**Evaluation :** C2 Reinvests understanding of texts; Use of knowledge from texts in a reinvestment task  
C3 Writes and produces texts ; Content of the message, articulation of the message

### Zone C:

The teacher shows the students how to replace certain words from the model postcard (see [texts](#) file) they were given in order to address it to the inspiring teen they chose. The objective is for the students to complete their task on their own after having gotten instructions.

If needed, the teacher will highlight certain passages that need to be modified.

### Zones A and B

Teacher presents the models and sentence starters. They are at the end of the [texts](#) file. Teacher will need to model how to use sentence starters especially for students of "zone B". Then students are asked to write their own version of the postcard using the information they gathered in the text about their teen.

## Appendix A - Activity 1 Answer Key

Name	<b>Greta Thunberg</b>
Age	16-17 years old "Born in 2003"
Place of birth	Sweden
Cause	This Swedish teen has become a leading voice for climate change activism.
Inspiring action	<p>She came up with the idea for the school strike movement after organizing her first, solitary, protest in August on the steps of the Swedish parliament in Stockholm.</p> <p>More than one million students have joined her by walking out of their classrooms to protest against climate change inaction.</p> <p>Recently joined the Extinction Rebellion protests in London and gave a speech at the House of Commons.</p>

## Appendix B - Activity 2 Answer Key

### ZONE A TEXTS

Name	<b>Malala Yousafzai</b>
Age	11 years old "When she was 11" or 14 years old "three years later her life changed forever"
Place of birth	Pakistan
Cause	She began to speak out more publicly about the need for girls to have good access to education.
Inspiring action	She has appeared on the front cover of Time magazine and in 2014 she became the youngest person ever to win the Nobel Peace Prize. in retaliation for her activism, she was shot by a gunman on a school bus. The assassination attempt didn't stop her, and she is now more convinced and more popular.

Name	<b>Emma González</b>
Age	18 years old
Place of birth	Parkland, Florida (USA)
Cause	Began a national campaign to try to end gun violence.
Inspiring action	One of the leaders of this new movement and co-founded the gun-control advocacy group <i>Never Again MSD</i> After the shooting and the campaigning from Emma and her friends, Florida lawmakers passed the <i>Marjory Stoneman Douglas High School Public Safety Act</i> in March 2018, which raises the age to buy a gun from 18 to 21 years old.  She delivered a powerful speech at the <i>March for Our Lives</i> in Washington, D.C. when she read out the names of her dead classmates and then stood silent for four minutes - the time it took the gunman to attack the school.

## Appendix B - Activity 2 Answer Key

### ZONE B TEXTS

Name	<b>Jack Andraka</b>
Age	15 years old
Place of birth	Crownsville, Maryland (USA)
Cause	Solve the problem of pancreatic cancer.
Inspiring action	<p>He invented a new, cheap way to detect pancreatic cancer.</p> <p>He won \$75,000 at the 2012 <i>Intel International Science and Engineering Fair</i> for his creation</p>

Name	<b>Jack Cable</b>
Age	18 years old
Place of birth	United States of America
Cause	Tests the defense of websites to help the company to defend itself better.
Inspiring action	<p>He found a vulnerability in a website that gave him access to other people's money. He reported the bug.</p> <p>He won various hacking competitions, including the U.S. Army <i>Hack the Air Force</i> program and the HackIT Cup.</p> <p>Now a student at Stanford University, Cable has started his own company, <i>Lightning Security</i>.</p>



## Appendix B - Activity 2 Answer Key

### ZONE C TEXTS

Name	<b>Amika George</b>
Age	17 years old
Place of birth	United Kingdom
Cause	She decided she had to do something to fight poverty in the United Kingdom.
Inspiring action	<p>Amika founded #FreePeriods when she was 17. She organized a protest outside the government building with 2,000 people wearing red clothes.</p> <p>Because of this pressure, the UK government announced in March 2019 it would be giving free sanitary products in all English schools and colleges.</p>

Name	<b>Alex Deans</b>
Age	12 years old
Place of birth	Windsor, Ontario (Canada)
Cause	Help the blind.
Inspiring action	<p>Alex learned to program by himself and soon created the iAid, a navigation device that used GPS and a compass to detect any obstacles.</p> <p>At the age of 12, he created the iAid. The iAid is a navigation device to help the blind.</p>

## Appendix C - Activity 4 Answer Key

1. Greta convinced thousands of students to go on strike.

**Did Greta convince thousands of students to go on strike?**

2. Greta is a Swedish citizen.

**Is Greta a Swedish citizen?**

3. Greta participates to protests to defend the environment.

**Does Greta participate to protests to defend the environment?**

4. Greta was born in 2003.

**Was Greta born in 2003?**

## Appendix D - Activity 5 Answer Key

1.	convinced one million students to go on strike.	Greta Thunberg
2.	owns a company named Lightning security	Jack Cable
3.	is from Crownsville, Maryland.	Jack Andraka
4.	won a Nobel prize.	Malala Yousoufzai
5.	stood silent for 4 minutes during a speech.	Emma Gonzalez
6.	lives in the United Kingdom	Amika George
7.	created the iAid.	Alex Deans
8.	was 15 when he discovered a way to detect pancreatic cancer.	Jack Andraka
9.	is a white hat hacker.	Jack Cable
10.	fights for women to have access to better education.	Amika George
11.	influences laws on gun control.	Emma Gonzalez
12.	cares about the blind people.	Alex Deans
13.	founded #freeperiod	Amika George