

Participants' Names: Heather MacCracken and Rashel Dorleans	Essential Question for Inter-School Activity: <i>How can understanding daily life in another part of the world help us connect across cultures and languages?</i>
Student Introductions: Description and Tool Used <i>We will use Padlet both for introductions and for students to share their work. A discussion board was created that is divided into four sections (Introductions, My World [different], Our World [similar], We are Connected [connect]). This is a free and easy to use resource. Students need access to a computer, internet and basic understanding of technology to use this platform.</i>	Class, grade level, and number of students in each classroom: <i>In the Florida school, the 5th period Spanish 2 class will be used for this lesson. The class has 32 students, ranging from 9th grade through 12th grade. In the New York school, the stand-alone ENL class will be used for this lesson. The class consists of 20 students from various countries (Burkina Faso, Yemen, Dominican Republic, Haiti).</i>
Number of times students interact, amount of class time devoted to those interactions, and summary explanation of those interactions. Students will interact multiple times via Padlet and once via Google Meet.	
Which Spotlight Challenge resource(s) will you use for this project? <i>Concepts will be borrowed from Harvard's Project Zero thinking strategies; however, they will not be implemented in the same way. Students will answer questions related to the thinking strategies but will not complete the chart that Project Zero gives as a tool/resource.</i>	
What technology tools will you use? Google Meet / Padlet	What content resources will you use? <i>Students will come to the lessons with three photos that represent their world or community (home, school, community, food, etc).</i>
How will students be grouped? <i>Students will be grouped in pairs or groups of 3-4 depending upon class size. The goal was to have an even split between the Spanish students in FL and the MLLs in NY. Because there are so many students from Florida, and less from New York, we have to pair them mostly in groups of three, and four (2 from New York) when MLLs are particularly reserved or have limited English.</i>	What formative assessments will you use? <i>Students will be assessed in two areas: Speaking in their breakout groups and the joint project. Students will demonstrate an understanding of global connection through answering the following questions with their inter-school peers:</i> <i>1. En mi comunidad hay... / In my community there is ... (DIFFERENT)</i> <i>2. Describe la foto y porque es importante para ti. / Describe your photo and why it is important to you. (DIFFERENT)</i> <i>3. En nuestras comunidades hay ... / In our communities there are ... (SAME)</i> <i>4. Estoy conectad@ con mi compañer@ porque ... / I am connected with my partner because... (CONNECT)</i>
How will global education be part of this inter-school activity? Make explicit references to models, concepts, etc. <i>The idea of global education is to aid students in thinking about perspectives from their community as well as those of the communities they are surrounded by; both near and far. A secondary goal of global learning is to broaden thinking strategies and find ways to connect to people who are different from us and to be able to communicate nonetheless. The lesson itself is an example of global education as students are tasked with sharing parts of their community (school, home, food, family, etc) and determining how they are same, different and can connect with their inter-school counterparts. Additionally, this reflects lessons from The Essentials of Dialogue, which asserted</i>	

that students begin with identity and know who they are, in order to communicate clearly and effectively with others. Students are reflecting on themselves and using that to connect with others. The students are in two very different communities - one being rural Florida and the other urban New York. Add to that the students in Florida are mostly from Florida whereas all of the students in the New York school are from other countries. This provides a unique opportunity for global connection.

Describe the students' products and learning. Optional: Provide samples of student work. Students will be creating different posts on a Padlet. The first one is where they introduce themselves with some basic facts. The next one is where they post a photo collage and three things that are important to them in their communities. Lastly, students will share what they had in common with their inter-school peers.

1. Student Sample

My Community - FL

+

Tyson Pak
10 days ago



Tyson

1. This was the time I was in Tennessee. We stayed in the Smoky mountains, if I remember correctly. Surprisingly, I haven't seen a single bear the time I was there.

2. I was on a flight to Korea in this picture, I stayed here for around a month during summer break some years back

3. This was a hotel in Georgia I stayed in before we traveled to Florida. It was a really nice hotel so I

News

My Community - NY

+

Melissa L.
6 days ago



My Family

1. I love my family because they raise me and give me a good education.

2. I cannot live without food. This is Haitian food we call friterie.

3. I also believe in Jesus every Wednesday and Saturday I go to the Kingdom Hall.

News

2. Student Sample

Nuestra Comunidad / Our Community

+

Ian
1 day ago



Ian

Me and one both really like basketball!

1 day ago

Thanks you

Add comment

Estamos Conectados / We are Connected

+

Sia
1 day ago



Sia

I was similar to them by the love of soccer and basketball (Ian, Anthony) and We were all happy to meet each other

1 day ago

Add comment

3. Student Sample

Introductions from FL

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Hi, my name is Maia Tran and I am a student at Oviedo High School. I am from Boston and moved to Florida when I was 13. I love to go on retreats with my church, I also like to shop and travel.

Add comment

Introductions from NY

+

Angelina P
8 days ago

Angelina.P

Hi everyone! my name is Angelina.P I'm fifteen years old, and I'm in eighth grade. my family from Haiti. we speak kreol, and French, I'm at school medical professions in New York. I am someone who loves to watch futbol.

8 days ago

Add comment

Stefania Shark
8 days ago

do you like American football?

Add comment

Careful Bson
8 days ago

Hi everyone my name is Sebastian I'm from Haiti I'm a student of Medical Professions in New York. I am a soccer player.

Add comment

Reflection on the activity. • What went well? • What can be tuned? • Other observations and field notes?	Reflection A In terms of what went well, I think that Rashel and I work well together. We spoke on the phone at length to get all the details in order. I think that using Padlet for students to post on also went really well. It was very user friendly and the students seemed to enjoy interacting on it. So I think what can be fine tuned next time is which platform we use to do the live class. We had agreed upon Google Meet as it was the universal tool that doesn't require new accounts as both of our schools used Google Suites. Unfortunately, the day of the event my technology was not working. My camera and my microphone would not turn on, which was especially odd since my class and I did a test run the day before. Additionally, Rashel and I were both co-hosts of the meeting, but it would not let either one of us control the meeting; and as a result we could not mute mics or create breakout rooms. I think we can definitely make some minor adjustments for it to be smoother in the future. I'd be interested in trying Zoom if both schools have compatible technology.	Reflection B I believe that eventually, through phone conversations, Heather and I were able to be very clear on what we were expecting to see in the lesson, the timing, what we were using, etc. We were both very open to suggestions. I also believe using Padlet was an excellent idea for many students; students were able to comment, respond, and the enthusiasm was very much apparent on the page. A few things can be tuned. First, our schools had different policies re sharing student information and photos. I think I would like to be more clear about that before beginning another activity like this (you'll notice my students (NY) didn't share pictures, but Heather's students were able to). Next, my students struggled a bit with the padlet and Google Meet and that was basically from lack of exposure to those platforms. My MLLs need a lot of exposure to technology before they get comfortable. I would have them use the technology a bit more in my classroom before having an activity's success hinge on that. Additionally, Google Meet was a bit unpredictable that day (my connection was cut off at the very end). Lastly, I think one last thing to work on would be being more forgiving of communication styles / timing, etc. But despite these misfires, the activity was a success. One last observation: students were really excited to connect with people across the country! I don't expect that to always be the case, but I was pleasantly surprised by the joy my students experienced doing this. Many of them enjoyed sharing their lives. Never underestimate how much a teen may love talking about oneself.
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