

🌈 ORGAN DONATION 🌈

A Complex Learning Situation for the Core ESL Program

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This is an overview of suggested activities for the Core ESL program in Secondary second cycle, to be done over six periods.

In this learning situation, students will learn about organ donation and its uses, advantages and flaws. They will learn about the specific organs that can be donated, the laws governing this practice, and about ethical

issues in this field. As a closure, they will form an opinion about whether we should give our organs or not, and promote it to the class through a written assignment and oral presentations in the format they will choose.

This Learning Situation was introduced in the April 2005 issue of SPEAQ OUT.

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Broad area of learning: Health and well-being

Educational aim: To help students develop their identity by constructing opinions and values in regard to organ donation. This will help them make choices that will affect the rest of their lives

Focus of development: Facts and issues in the field of organ donation with the ultimate goal of expressing an informed opinion

Cross-curricular competencies:

1. Exercises critical judgement
2. Communicates appropriately

ESL competencies: all three (see MEQ, PFÉQ for secondary)

Notes:

** Throughout this plan, organ donation will be abbreviated O.D. and organ and tissue donation will be O.T.D.*

**The activities and procedure should be adapted to the needs of your students.*

**There may be too many activities in a given lesson for the level of your students. It's possible to shorten some of them or replace them with easier ones making sure your students receive enough information to make an informed judgment at the end.*

**The use of the dictionary is strongly recommended and any vocabulary or grammar should be taught when necessary.*

**The National Organ and Tissue Donor Awareness Week takes place in mid-April.*

🎀 OVERVIEW OF THE COMPLEX LEARNING SITUATION 🎀 CORE PROGRAM

🎀 PREPARING TO LEARN 🎀

🎀 Lesson 1:

- Introducing the topic:
 - a) Access the comic strip on O.D. (Appendix – Materials 1). Students read it, then in pairs, discuss its meaning. Very briefly share ideas with the class.
 - b) Alternately, if a computer is not available, ask students to look at the back of their medicare cards and with a partner, very briefly discuss the meaning and implications of signing the donor section. Briefly share ideas with the class.
- Presentating the situation: At this point the teacher should present the entire learning situation to the students including the closure and the evaluation components.
- Brainstorming of topic: K-W-L chart ((Appendix – Materials 2):
Individually, students fill in the K and W sections. They compare their ideas with a partner's and add new ones to their respective lists. Students can add to this list any item that comes up during the lessons to build up vocabulary about the topic.

🎀 WHILE LEARNING 🎀

- Brainstorming about O.T.D.:
In groups of 3 or 4, students brainstorm about which organs and tissues can be transplanted. They add new information to the K section of their charts.
Teacher collects charts in order to be able to address the issues students would like to know more about.
- Identifying organs and their location:
Post an "empty body" on the board and show drawings of organs. Students must identify the organs and come up to the board and place them in the right location.
- Reading about organs and tissues:
 - a) Make copies of the chart to be used while scanning the texts. (Appendix – Materials 3 and 4). Prepare a series of at least 6 texts on the different organs and tissues that can be donated and that contain information on all the categories in the chart.
 - b) Distribute one chart and one text to each student. In a group of 30, five students will get the same text.
 - c) Individually, each student enters the information on the chart in point form.
 - d) Home groups: Students who read the same text get together to discuss its meaning and complete their chart.
(Depending on your students you may want to keep the charts for next class or leave them with the students.)
- Homework: Students look up any unknown words and research other interesting facts about "their" organs.

END OF LESSON 1 🎀

🎗 Lesson 2:

- Reading about organs and tissues (continued):
 - a) Students get into their home groups again and share new findings from research (homework).
 - b) Expert group: Students get together with others who worked on different organs (6 per group). Students share information and ask questions in order to complete their charts, in point form, for the remaining organs.

- True or false questions:

Students are given a few minutes to read through the information entered on their charts. Then they have to answer true/false questions on what they have just learned. They must change any false statement into a true statement. The teacher collects the answers and evaluates formatively. (This quiz is not included)

- FAQs about organ donation:

- a) Prepare 3 different sets of FAQs and distribute one set to each student (in a group of 30, make 10 copies of each set). (Appendix – Materials 5)
- b) Give students time to answer the questions individually.
- c) In groups of 3, they discuss their answers in the following way: one student reads the first question, asks the others for their opinions and adds comments of his/her own. The next student takes over and proceeds the same way. The discussion continues until all questions have been discussed and students have come to an agreement on the best answer for each one.

***Important:** Teacher evaluates oral production using a rating scale similar to the one used for Secondary 4 and 5 final exams. It can be found in the "Document d'information" for these exams.*

d) Teacher asks students to share the items that were controversial and finally distributes answers for future reference.

- Statistics:

Teacher asks students to try to guess how many people are waiting for O.T.Ds at the moment in Canada and in the U.S. After a few answers, teacher posts statistics on the wall to help the students become conscious of the donor shortage, and to make them think about whether they should sign their donor card or not. (Appendix – Materials 6)

***It's important to remember that the teacher should not in any way try to influence students in their choices; they should come to a conclusion on their own. The role of the teacher in this unit is to present facts and realities and offer opportunities to get information.*

END OF LESSON 2 🎗

🎀 Lesson 3:

- Video: The Nicholas effect (Appendix – Materials 7) or any video about O.D.
 - a) Teacher presents a short introduction to the video, perhaps on an overhead projector acetate.
 - b) Students access the video and answer comprehension questions while viewing.
 - c) Answers are either corrected by the teacher or peer corrected. In the latter case, teacher provides answers while students correct their peer's paper, then sign their name at the bottom. Teacher collects the text to evaluate listening skills.

- Response to the video:
 - a) In writing, students briefly say why they think the Greens made the right/wrong decision.
 - b) Teacher collects and evaluates the texts formatively. Criteria: pertinence and formulation of message AND ability to formulate an opinion and exercise critical judgement. Common errors of vocabulary and sentence structure could be addressed in the next class.

- Successful organ donation stories:
 - a) Prepare two short real-life stories of successful transplants, in which the process of donation and transplant is described. Each half of the class gets a different story.
 - b) Students will read, then highlight the main points, and retell the story in their own words to their neighbour who received a different story. Teacher evaluates speaking.
 - c) Together, they review both texts and brainstorm the ten different steps of organ donation/transplant.

- The transplant process:
 - a) Teacher then distributes a different text (not included) that outlines the different steps of organ donation and transplant, from the time a potential donor dies until the time the recipient is living normally again. The text is cut up and the strips scrambled. Be sure the text includes several markers of time.
 - b) In pairs, students have to restore the chronological order of the text.
 - Teacher assesses students' ability to draw on information seen previously to complete the task.

- Homework: Students are asked to try to find a successful O.D. story and bring it to the following class. The stories will be made available for other students to read – personal interest – and for additional activities if necessary.

END OF LESSON 3 🎀

🎗 Lesson 4:

- A case of organ theft:
(From the Indian magazine *Frontline* <http://www.frontlineonnet.com/fl1425/14250720.htm>)
 - a) Students read the text on the site and answer comprehension questions the teacher has prepared to help them understand the gist of the story.
 - b) Then, they join a partner and discuss the reason why this is a case of organ theft. They must also form an opinion on whether this story is real or made up. Teacher evaluates oral production as in lesson 2.
 - d) With the class, briefly discuss whether or not we can trust the media, such as the Internet, to provide factual information.

- A debate: Should we be allowed to sell our organs?
 - a) Teacher provides the students with a debate organizer (Appendix – Materials 8). Students state their initial or "before" opinion about the question.
 - b) Teacher also provides the students with 2 short texts outlining a few reasons to support each side of the debate: for and against. (Not included.)
 - c) Students fill out the second part of the organizer.
 - d) In groups of 4, students debate the question. Students are chosen randomly, two "for" and two "against". They debate for 2 to 5 minutes. Teacher evaluates speaking.
 - e) The roles are then reversed and the debate continues for another 2 to 5 minutes.
Note: It's important for students to defend both sides of the issue because it's fairer for all students and it helps them appreciate a different point of view. This is a departure from the usual debate format, but, in this way, all students are actively involved at all times and it is more communicative.
 - f) Students then write their informed or "after" opinion based on knowledge gained from reading and debating. Teacher collects the charts and comments informally.

- Listening: Why people are afraid of organ transplants?
 - a) Students will hear different people explaining why they are afraid of organ transplant procedures (not included). Some reasons are true and some are urban legends. Texts must be short and repeated twice before moving on to the next number.
 - b) Students are given a list with as many numbers as there are interviews. They must check boxes marked "true" and "urban legend" for each number. Between each number, leave a line or two for students to explain their choices.
 - c) Teacher collects the questionnaire and evaluates not whether the choice is right or wrong, but rather the students' ability to justify their choice (critical thinking and pertinence of message).

- Homework: Students are asked to look on the Internet or to consult their parents to find out how their religion views O.T.Ds and to bring the results of their research next class.

END OF LESSON 4 🎗

🎀 Lesson 5:

- Religion and organ donation:

In groups of 4, students quickly share their findings on how their religion views O.T.Ds. If they came across interesting facts about other religions, they can share those as well. Each team receives a large sheet of paper and writes the names of the religions and their respective positions. Results can be posted.

- Review of what was learned: The same KWL chart that was used in Lesson 1. Individually, students fill in the last column using all their notes, research and discussions. Teacher may ask them to share with a neighbour.

🎀 REINVESTMENT 🎀

The writing process: Will you be a donor?

Students will write a 200 to 250-word opinion text, using the following prompt: "Now that you know more about organ and tissue donation, would you be ready to sign your donor card? Give at least three reasons for your decision."

Students are allowed to give any reason (respectful of others), and they can express uncertainty.

Preparing to write: Evaluation checklist and T-chart

- a) Teacher distributes the evaluation checklist to all students. (Appendix – Evaluation: Writing Process)
- b) Individually, using the T – chart, (Appendix – Materials 9), students brainstorm reasons why they would or would not donate their organs. They can use any or all the material viewed/researched/read/discussed in this unit.
- c) Students then make an outline for their text.

While writing: The first draft

Students use their outlines and arrange their ideas in order. First they answer the question (topic sentence), then state their reasons and finally summarize their position. Use of dictionary is essential.

After writing: Editing

- a) Students read their text again using the evaluation checklist to edit.
- b) Peer-editing: students exchange their texts with a partner and edit and give feedback using the same checklist.
- c) Individually, students make the appropriate changes to their own texts and write the final copy to be handed in to the teacher for grading. To evaluate written production, use the rating scale from the *Document d'information* for MEQ final exams.

END OF LESSON 5 🎀

🎗 Lesson 6:

- Closure: Promoting organ donation

In the closure activity, students will work in teams of 2 or 3 to plan or outline a promotional tool for O.T.D. They are free to choose the way in which they will promote it: TV ad, magazine ad, poster, role-play, song, poem, CD cover, bookmark, magnet, etc.

In the end, they will present their plan or outline to other teams. Both the planning and the presentation are done during the same period which means that the actual tool is not produced but only the plan or outline is presented (see follow-up). Presentations need not be longer than a few minutes.

Please keep in mind that speaking is evaluated summatively both during the planning and the group presentations using the MEQ oral production rating scale.

Presentations in front of the class are for fun only and must not be evaluated because they are usually memorized and not communicative.

Throughout the whole process, students will be evaluated informally on their use of creativity and their ability to cooperate, to listen to, share and respect opinions, and to organize their work toward a successful goal. No group marks are ever given.

- Designing a promotional tool:
 - a)Teacher can bring in materials that promote O.T.D. as models for the students to look at and be inspired.
 - b)Students get into teams of 2 or 3 and prepare the plan or outline of their promotional tool.
 - b)Students discuss and write the main points of their presentation to be approved by the teacher. They also determine roles within the group.
 - c)Students work on their plan and presentation. This should not take longer than 30 minutes.
 - d)Teacher may want to provide some sort of chart for the plan or outline and for the roles during the presentation. The chart could also contain a short grid to evaluate their peers and to self-evaluate, once the presentations are over.
- Presenting in small groups:
 - a)Students join another group (4 to 6 students in all), and present their plan or outline. All students must present and should ask questions about the other team's plan.
 - b)Teams should rotate and students repeat their presentations so that everyone hears from as many groups as possible. Teacher evaluates speaking.

END OF LESSON 6 🎗

🎗 FOLLOW-UP:

You may wish to have each student, individually or in groups, produce an actual promotional tool based on his/her team's outline. This may be done at home or at lunchtime, and then posted on the walls of the class or displayed in an idea binder or class scrap book. For TV ads, a storyboard is sufficient.

A survey of students in the class as well as in other classes can be done and statistics compiled to show the level of awareness concerning O.T.D.

END OF THE COMPLEX LEARNING SITUATION FOR THE CORE PROGRAM 🎗

🎗️ ORGAN DONATION 🎗️
A Complex Learning Situation

EESL PROGRAM
(Enriched English as a Second Language)

This is an overview of suggested activities for the EESL program in Secondary second cycle, to be done over six periods.

In this Complex Learning Situation students will learn about organ donation, its uses, advantages and flaws. They will read and view texts about the specific organs that can be

donated and the steps of this process, and will discuss major ethical issues in this field. As a closure, they will make up their own advertising campaign for organ donation, which will be distributed across the school and submitted to the Québec-Transplant Organization.

Broad area of learning: Health and well-being

Educational aim: To empower students by making them realize they can contribute to a good cause, and to provide them with ways of using their power to change things

Focus of development: Facts and issues in the field of organ donation with the ultimate goal of promoting this cause

Cross-curricular competencies:

1. Cooperates with others
2. Uses creativity

ESL competencies: all three (see MEQ, PFÉQ for secondary)

Note: The procedure is similar to the one followed in the core learning situation. Activities that are different will be described within the individual lessons.

Notes:

** Throughout this plan, organ donation will be abbreviated O.D. and organ and tissue donation will be O.T.D.*

**The activities and procedure should be adapted to the needs of your students.*

**There may be too many activities in a given lesson for the level of your students. It's possible to shorten some of them or replace them with easier ones making sure your students receive enough information to create an effective ad campaign.*

**The use of the dictionary is strongly recommended and any vocabulary or grammar should be taught when necessary.*

**The National Organ and Tissue Donor Awareness Week takes place in mid-April.*

⚡ OVERVIEW OF THE COMPLEX LEARNING SITUATION ⚡ EESL PROGRAM

⚡ PREPARING TO LEARN ⚡

⚡ Lesson 1:

- Introducing the topic:
Students access a song about organ donation: All I Can Do by Scott MacKaigan (reference in Appendix – Materials 10). They must guess what this song is about. A discussion follows in which students share their ideas.
- Presentating the situation: At this point the teacher should present the entire learning situation to the students including the closure and the evaluation components.
- Brainstorming of topic: K-W-L chart (Appendix – Materials 2):
Individually, students fill in the K and W sections. They compare their ideas with a partner's and add new ones to their respective lists. Students can add to this list any item that comes up during the lessons to build up vocabulary about the topic.
Teacher collects charts in order to be able to address the issues students would like to know more about.

⚡ WHILE LEARNING ⚡

- Brainstorming about O.T.D.:
In groups of 3 or 4, students brainstorm about which organs and tissues can be transplanted/donated and what the functions of these organs are.
- Reading about organs and tissues:
 - a) Make copies of the chart to be used while scanning the texts. (Appendix – Materials 3 and 4). Prepare a series of at least 6 texts on the different organs and tissues that can be donated and that contain information on all the categories in the chart.
 - b) Distribute one chart and one text to each student. In a group of 30, five students will get the same text.
 - c) Individually, each student reads the text and enters the information on the chart in point form.
 - d) Home groups: Students who read the same text get together to discuss its meaning and complete their chart.
 - (e) Expert group: Students get together with others who worked on different organs (6 per group). Student share information and ask questions in order to complete their charts, in point form, for the remaining organs.
- True or false questions:
Students are given a few minutes to read through the information entered on their charts. Then they have to answer true/false questions on what they have just learned. They must change any false statement into a true statement. The teacher collects the answers and evaluates formatively. (This quiz is not included)

END OF LESSON 1 ⚡

🎗 Lesson 2:

- FAQs about organ donation:
 - a) Prepare 3 different sets of FAQs and distribute one set to each student (in a group of 30, make 10 copies of each set). (Appendix – Materials 5)
 - b) Give students time to think about the answers individually.
 - c) In groups of 3, they discuss their answers in the following way: one student reads the first question, gives his/her opinion and asks the others for their opinions. The next student takes over and proceeds the same way. The discussion continues until all questions have been discussed and they have come to an agreement on the best answer for each one.

Important: Teacher evaluates oral production using a rating scale similar to the one used for Secondary 4 and 5 final exams. It can be found in the *Document d'information* for these exams.
 - d) Teacher asks students to share the items that were controversial and finally distributes answers for future reference.
- Successful organ donation stories:
 - a) Prepare two short, real-life stories of successful transplants, in which the process of donation and transplant is described. Each half of the class gets a different story.
 - b) Students will read, then highlight the main points, and retell the story in their own words to their neighbour who received a different story. Teacher evaluates speaking.
 - c) Together students review both texts and brainstorm the ten different steps of organ donation/transplant.
- The transplant process:
 - a) Teacher then distributes a different text (not included) that outlines the ten different steps of organ donation and transplant, from the time a potential donor dies until the time the recipient is living normally again. The text is cut up and the strips scrambled. Be sure the text includes several markers of time.
 - b) The class is then divided into groups of ten.
 - c) Each student receives a slip of paper and memorizes it.
 - d) Students put their strip of paper away and have to communicate with their classmates to reproduce the order of the donation/transplant process.

Teacher assesses students' ability to draw on information seen previously to complete the task.
- Homework: Students are asked to try to find a successful O.D. story and bring it to the following class. The stories will be made available for other students to read – personal interest – and for additional activities if necessary.

END OF LESSON 2 🎗

🎗 Lesson 3:

- Students exchange their stories and read. Teacher brings some in case there are not enough.

Diane Hébert is a famous Quebec woman who survived a heart/lung transplant. More recently, in December 2004, Marie-Annick Amyot gave part of her liver to her brother Patrick during what was Quebec's first live-donor liver transplant.

(The Gazette, February 25, 2005 "Sister didn't hesitate to offer part of liver to save brother's life")

- Read and discuss:

For this activity the teacher must find a text, factual or fictitious that deals with one of the rules of O.D.: organ donors' and recipients' names must remain confidential. A fictional text can be a story about relatives of a donor trying to find the recipient of one of his/her organ, the heart, for example. Students read the text and engage in a brief class discussion about its content.

Teacher evaluates speaking.

- Confidentiality: an ethical issue:

a) Individually, students brainstorm using a T-chart, (Appendix – Materials 11) on the reasons why donors' and recipients' names should or should not remain confidential

b) In pairs, they compare their answers and complete their charts.

c) In groups of 6, they then discuss what they think about the issue, its advantages and drawbacks. They must come to an agreement on ONE position which the appointed spokesperson will share with the rest of the class. Discussion and contrasting arguments can be allowed once positions are known.

Teacher informally assesses students' ability to negotiate and come to an agreement, their use of critical judgement, and their ability to formulate clear and comprehensible arguments.

- What if you were an organ recipient?

Individually, students write a short response about how knowing the identity of the donor who saved your life, can affect you. They hand in their text and teacher evaluates according to the MEQ written production rating scale.

END OF LESSON 3 🎗

🌿 Lesson 4:

- Video: The Nicholas effect (Appendix – Materials 7) or any video about O.D.
 - a)Teacher presents a short introduction to the video, perhaps on an overhead projector acetate.
 - b)Students access the video and answer comprehension questions while viewing.
 - c)Answers are either corrected by the teacher or peer corrected. In the latter case, teacher provides answers while students correct their peer's paper, then sign their name at the bottom. Teacher collects the text to evaluate listening skills.
- Response to the video:
 - a)In writing, students say why they think the Greens made the right/wrong decision. They mention what they think they would have done in their place, and the effects their decisions had on potential donors in Italy and the rest of the world. (minimum 225 words)
 - b)Students then share their ideas in small groups of 3 or 4 and hand in a short summary of their discussion along with their text.
 - c)Teacher collects and evaluates the texts formatively. Criteria: pertinence and formulation of message AND ability to formulate an opinion and exercise critical judgement. Common errors of vocabulary and sentence structure could be addressed in the next class.
- A case of organ theft:

(From the Indian magazine *Frontline* <http://www.frontlineonnet.com/fl1425/14250720.htm>)

 - a)Students read the text on the site and are asked to find different pieces of information in it.
 - b)Then they join a partner and discuss the reason why this is a case of organ theft. They must also form an opinion on whether this story is real or made up. Teacher evaluates oral production using the MEQ rating scale.
 - c) With the class, briefly discuss whether or not we can trust the media, such as the Internet, to provide factual information.
- Laws and ethical issues in the organ donation field:
 - a)The teacher presents a set of regulations governing the O.D. practice on the OHP. Students read them and are free to comment on them. (These are not included.)
 - b)Then the teacher presents different ethical issues in this field. Students read them, and discuss them with a neighbour.
 - c)Students then form groups of four and agree on ONE issue that they will debate during the following period. They give this topic to the teacher.
- Homework:

Students must research on the issue they have chosen as a group. They have to find arguments for and against this issue on the Internet or think of arguments themselves. They must bring a written copy of these arguments to conduct the debate.

END OF LESSON 4 🌿

🎗 Lesson 5:

- A debate: Issue chosen by the students
 - a) Students come to class with the information they gathered from their research.
 - b) Students get into their original groups of 4, and debate the issue. Two students must be for, the other two against and each has 1 minute to give his/her point of view. Discussion is then open and continues for about 3 minutes. Speaking is evaluated.
 - d) The roles are then reversed and the same procedure is repeated.

Note: It's important for students to defend both sides of the issue because it's fairer for all students and it helps them appreciate a different point of view. This is a departure from the usual debate format, but, in this way, all students are actively involved at all times and it is more communicative.
 - e) After the debate, students return to their seats to write a 250-word text. They must state what their initial opinion was, and how it has been reinforced or changed by researching and debating. Teacher evaluates written production.

🎗 REINVESTMENT 🎗

- Summary of what was learned:

Students return to the KWL chart and fill in the last column (Appendix – Materials 2). Again they compare answers with a partner and add what they had forgotten to include.

The production process: Let's donate!

For this closure activity, students will have to produce an advertising campaign in which they will promote organ donation. The goal of this campaign is to sensitize the school to the fact that many people, including teens, die waiting for organ transplants, and encourage everyone to sign their donor card. They can use whatever media they want, and their project will be submitted to the Québec-Transplant organization, as suggestions to raise awareness in the community.

***Note: students who do not support organ donation will have a choice: they can be open-minded and cooperate within their team or choose to pair up and write an opinion piece to justify their position. If they choose the latter, they must support their opinion with statistics and research.*

The production process is outlined in the EESL program. Throughout the whole process, students will be evaluated informally on their use of creativity and their ability to cooperate, to listen to, share and respect opinions, and to organize their work toward a successful goal. They will self-evaluate at the end.

Pre-production:

- a) Teacher displays promotional materials as models.
- b) Students form groups of 3 or 4. In their groups, they brainstorm to decide on the following:
 - the focus of their campaign (message) to be approved by the teacher
 - ideas on what information they want to include (facts)
 - the choice of media that best suits their needs
 - length, format, etc. (e.g. colours and size of a poster)
 - a list of all the materials needed for their ad campaign
 - finally, the roles and responsibilities of each team member

END OF LESSON 5 🎗

🎗 Lesson 6:

Production:

- Students design or plan their advertising campaign using the information and the materials gathered in class or at home. It's important to note that they don't actually make the promotional tool during this period, just design it. Here are some examples:
 - Poster: a sketch including indications for graphics
 - Video: the storyboard
 - Radio/TV ad: the script
 - Jingle: text, melody/soundtrack
 - Banner for Internet: text, graphic and motion
 - etc.
- Together, they also write a fact sheet about their campaign:
 - a short description
 - the target audience
 - their reasons for choosing the media
 - what makes it effective
 - etc.
- Together, they revise their work and correct mistakes.

Post-production:

- Each team joins another and each, in turn, presents its ad campaign. Repeat this procedure at least once switching the teams so that each team presents twice.
- Teacher provides a self-evaluation grid (Appendix: Evaluation – Production process self-evaluation).

***It's important to note that at no time during this learning situation are students given group marks; comments are made by the teacher as previously mentioned on their strategies for making group work successful.*

END OF LESSON 6 🎗

🎗 FOLLOW-UP:

- You may wish to have students produce the actual promotional tool. This may be done at home or at lunchtime. All projects would be presented to the class as a fair with one person from the team manning each "booth" while the others circulate and read or view the final products. Students could design a rubric to evaluate how convincing the campaign is and why.

END OF THE COMPLEX LEARNING SITUATION FOR THE EESL PROGRAM 🎗