

# Hello Projects! Advanced (Social Research)

## Teacher's Guide

(Lesson 1:)

Textbook Page	Activity Description	Homework (Workbook)
<p>1-2 (15-20 minutes)</p>	<p style="text-align: center;"><b>All Kinds of Jobs</b></p> <ol style="list-style-type: none"> <li>Look at the different pictures of jobs at the top of pages 1 &amp; 2. Write each job in the correct category below. Then split into pairs or small groups and brainstorm different jobs for all of the categories.</li> <li>Go through each category as a class and have each group share the jobs that they came up with.</li> <li>Ask the class which jobs are most attractive to them and why. They can answer this question in front of the class or share in small groups.</li> </ol>	
<p>3 (15-20 minutes)</p>	<p style="text-align: center;"><b>A Bright Future</b></p> <ol style="list-style-type: none"> <li>Look at the pictures on page 3. Then read the prompt below. Have a short class discussion to brainstorm ideas. Then let the students have a couple of minutes to self reflect and write their goals in the table.</li> <li>Share goals with the class and answer the discussion questions at the bottom of the page.</li> </ol>	
<p>4 (20 minutes)</p>	<p style="text-align: center;"><b>Multiple Intelligences</b></p> <ol style="list-style-type: none"> <li>Read about the multiple intelligences on page 4. Then give the students a minute or 2 to think about what intelligences they possess. Have them write their strongest intelligences on the lines. If you need to, write a speaking prompt on the board (I think my strongest intelligences are ... because I am good at.../because ... is easy for me.)</li> <li>Look at the bottom of the page. As a class, in small groups or in pairs discuss what intelligences you need to thrive in the following careers. If you have time, discuss the intelligences needed to thrive in the jobs on page 1 &amp; 2.</li> <li>Look at goal charts on page 3. Ask students if they think they have chosen good career paths for their skill sets. What do they need to improve or work hard at?</li> </ol>	
<p>5-6 (20 minutes)</p>	<p style="text-align: center;"><b>Journal: My Dream Job</b></p> <ol style="list-style-type: none"> <li>Read the journal together. Highlight new vocabulary words and write the definitions in the glossary at the back of the book.</li> <li>Ask questions to check understanding. Read again if needed.</li> <li>Give students time to fill out the mind map on page 4. Help when needed.</li> </ol>	<p>Write Journal</p>

## Optional activity: Professions Karuta or Memory

Have students choose 3 different professions to describe. Give them 6 small cards (2 cards for each profession they chose).

Students write each profession on a card. They can draw or paste a picture as well if they would like to. On another card, they write 3-5 hints about the job. Give them prompts for ideas.

Encourage them to use the new vocabulary words and intelligences. Have them write the Name of the profession in small letters at the bottom of the description cards so you know the answer.

Please see the example below.

An Accountant



1. This person has logical intelligence.
2. This person calculates a companies income, payments and taxes.
3. This person is usually organized and patient.
4. This person is good at math.

News Reporter

1. This person has linguistic and interpersonal intelligence.
2. This person is usually seen on television
3. This person is usually outgoing and adventurous.

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(Lesson 2:)

Textbook Page	Activity Description	Homework (Workbook)
7-8 (10 minutes)	<p style="text-align: center;"><b>Edit and Share Journals</b></p> <ol style="list-style-type: none"> <li>1. Help students edit journals. Have them take turns reading them in pairs while you edit.</li> <li>2. Students can rewrite journals on page 8 for homework. They can practice reading their journals and share them on the app.</li> </ol>	
9-10 (20 minutes)	<p style="text-align: center;"><b>My Vision Board</b></p> <ol style="list-style-type: none"> <li>1. Look at the Vision Board on page 9 and read it together. Ask questions about the girl's visions and ask if any of the students have the same visions for their future.</li> <li>2. Split into partners and interview each other using the table on page 10. Students write their partners answers in the table.</li> </ol>	
9 (30 minutes)	<p style="text-align: center;"><b>Make Vision Boards</b></p> <ol style="list-style-type: none"> <li>1. Brainstorm different types of things students can include in their vision boards.</li> <li>2. Give students a large piece of paper to make a vision board. Students can find pictures online and print them out, cut pictures out of old magazines or draw pictures. *Plan and prepare how you will let your students find/print pictures before the lesson.</li> <li>3. When students paste something on their vision board, have them write a description below.</li> <li>4. Have students finish drawing/finding pictures for their vision boards for homework.</li> </ol>	Finish Vision Boards
11-12 (20 minutes)	<p style="text-align: center;"><b>Journal: Ten Years From Now</b></p> <ol style="list-style-type: none"> <li>1. Read the journal together. Highlight new vocabulary words and write the definitions in the glossary at the back of the book.</li> <li>2. Ask questions to check understanding. Read again if needed.</li> <li>3. Give students time to fill out the mind map on page 12. Help when needed.</li> </ol>	Write Journal

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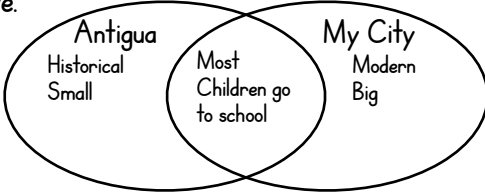
(Lesson 3:)

Textbook Page	Activity Description	Homework (Workbook)
13-14 (10 minutes)	<p style="text-align: center;"><b>Edit and Share Journals</b></p> <ol style="list-style-type: none"> <li>1. Help students edit journals. Have them take turns reading them in pairs while you edit.</li> <li>2. Students can rewrite journals on page 14 for homework. They can practice reading their journals and share them on the app.</li> </ol>	
Vision Boards (15 minutes)	<p style="text-align: center;"><b>Share Vision Boards</b></p> <ol style="list-style-type: none"> <li>1. Students take turns presenting their vision boards in front of the class. After each student finishes presenting their vision boards, take turns asking questions and giving positive feedback. *If the teacher shares their own vision board as an example it is a good way to break the ice and give the students an example of what is expected.</li> </ol>	
15 (20 minutes)	<p style="text-align: center;"><b>Equal Opportunity</b></p> <ol style="list-style-type: none"> <li>1. Look at the pictures and discuss the question at the top of page 15.</li> <li>2. Look at the discussion questions and categories in the Where I Live box. Have the students use the speaking prompt to discuss in small groups. Then share with the class.</li> </ol>	
15 (15-20 minutes)	<p style="text-align: center;"><b>Look it Up</b></p> <ol style="list-style-type: none"> <li>1. In small groups do an internet search to look up the information about Japan, The Philippines and a country of your choice.</li> <li>2. Compare your findings with the class.</li> </ol>	
16 (20 minutes)	<p style="text-align: center;"><b>Let's Talk</b></p> <ol style="list-style-type: none"> <li>1. Ask and answer the questions about gender in small groups. Share thoughts and ideas with the class.</li> <li>2. Switch groups and ask and answer questions about race. Share thoughts and ideas with the class. *Teacher should try very hard to remain unbiased and not to share own opinions. Let students formulate their own opinions.</li> <li>3. Give students time to think of their own questions about a different topic. Brainstorm ideas if you need to Have them write questions for homework</li> </ol>	Write questions on page 16

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(Lesson 4:)

Textbook Page	Activity Description	Homework (Workbook)
<p>16 (10-20 minutes)</p>	<p><b>Ask and Answer Questions on Page 16</b></p> <ol style="list-style-type: none"> <li>1. Have students take turns asking their questions to the class. Discuss the answers to each question together as a class.</li> </ol>	
<p>17-18 (15-20 minutes)</p>	<p><b>Journal: My Community</b></p> <ol style="list-style-type: none"> <li>1. Read the journal together. Highlight new vocabulary words and write the definitions in the glossary at the back of the book.</li> <li>2. Make a Ven Diagram to compare Antigua, Guatemala to the city where you live.</li> </ol>  <ol style="list-style-type: none"> <li>3. Compare Ladinos and Mayas</li> </ol>	
<p>19-20 (20 minutes)</p>	<p><b>My Community Mind Map</b></p> <ol style="list-style-type: none"> <li>1. Fill out the mind map about your community as a class or in small groups. Look up the important information on the internet.</li> </ol>	<p>Write Journal</p>
<p>23-24 (15-20 minutes)</p>	<p><b>Social Research Questionnaire</b></p> <ol style="list-style-type: none"> <li>1. Read about a social research questionnaire.</li> <li>2. Have students choose a country to compare to Japan. Remind them that they will actually be doing the research so they need to think of how they will contact young people in that country,</li> <li>3. Read Your Assignment on the bottom half of page 23.</li> <li>4. Split the class into groups/teams to work on the project together. Have them choose a group leader to help lead them through the Make a Plan section.</li> </ol>	

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(Lesson 5 and on:)

Students share journals in small groups. Then start the project in teams/small groups.

**Project Time!! Project will take about 4-6 weeks to complete.**

Students will now start the research project. It will take a few weeks to complete. Here is an example of the flow. While the students are waiting for results or responses to their questions, they can look up more information about the country they are getting research from. They can add background information to their presentations.

1. Write questions to ask students from another country.
2. Find a way to send the questions or interview people in that country. (Write messages, make explainer videos etc.)
3. Make a hypothesis of what you think the outcome will be and discuss why.
4. Make a plan for how you will collect data and organize your results.
5. Start creating a presentation on powerpoint etc as you wait for the results to be collected.
6. Collect and organize results.
7. Think about the results and how they compare to the hypothesis. Add all information to presentation
8. Practice presentation with group
9. Present in front of class or community
10. Give feedback and reflect. (I will make and send a reflection sheet to do with students at the end of the project.)

Feedback should also be given throughout the process of doing the project. Students need to constantly be reflecting on the purpose of the assignment. Your feedback and open ended questions can help the students to see the bigger picture and believe in the project and why they are doing it.

