

# Global Teacher Seminar Lesson Plan

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**Name:** Sammi Zhao, Dayton Regional STEM School, GTS 2022 (Columbus, OH)

**Title:** Global Pandemic and Youth Development

**Theme/Topic:** Global Connections

**Introduction:** In this project-based learning lesson, students will learn about how the youth around the world handled the challenges they have had during the global pandemic since 2020 and learn about the differences and similarities among various cultures and humanities through individual and group study/discussion.

**Subject(s)/Grade level(s):** 9-12

**Suggested Duration of Lesson:** 3-4 weeks, one or two class hours per week

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## Connection to Standards/Common Core:

### ACTFL Standards:

§ **Presentational:** Students can present information on both very familiar and everyday topics using a variety of practiced and memorized words, phrases, and simple sentences through spoken or written language.

§ **Interpersonal:** Students can communicate in spontaneous spoken or written conversations on both very familiar and everyday topics, using a variety of practiced or memorized words, phrases, and simple sentences.

§ **Interpretive:** Students can identify the general topic and some basic information in texts that are spoken or written in both very familiar and everyday contexts, by recognizing practiced or memorized words, phrases, and simple sentences.

§ **Intercultural:** Students can identify some products and practices of different cultures.

## Essential Questions:

1. What type of challenges the youth around the world have had during the global pandemic since 2020?
2. How have the youth around the world handled the challenges they have had?

## Learning Objectives:

1. Students will be able to recognize facts related to the topic and sort them out in a logical order
2. Students will be able to expand their learning about the differences and similarities among various cultures and humanities.
3. Students will be able to make connections between their own life experiences with other youth living around the world.
4. Students will be able to present their knowledge to the public efficiently with individual efforts and obvious teamwork.
5. (Students' choice)

## Materials Needed:

Computer, topic-related books/ infographic/ online resources

**Pre-Assessment of Prior Knowledge:** online survey about how they handled the challenges they have had during the global pandemic since 2020 and how much they know about how other youth around the world handled this issue.

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### Teacher-Student Interaction:

1. Lesson Introduction and pre-assessment
2. Set up learning objectives and study groups
3. Have a group discussion about group study focus and teamwork management
4. Explore topic-related resources with individual work and/or teamwork while preparing a group presentation
5. Have a group critique and revise the group presentation with feedback from the teacher and peers
6. Give group presentations to share knowledge with target audiences (family members, peers, and teachers)

**Closing Activity:** after-project self-reflective survey

**Post-Assessment:** Students will display their knowledge about this topic to the rest of the school and the community by creating informational posters and/or giving a public speech to students in different grade levels and community members during the annual academic exhibition night.

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**Reflection:** *How are students engaging with ideas from another culture? What does it mean for them?*

### Resources:

[UNICEF](#)

[UNICEF Kid Power](#)

[youth.gov](#)

[global youth mental health statistics](#)

### Extension Activities/Extending the Lesson/Cross-Curricular Connections (2-3 ideas):

- Collaborate with PE and social study classes
  - Invite college professor and/or expertise as guest speakers
  - Visit local organizations and make connections to the local community
  - Promote global competence by hosting workshops and starting a campaign
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