



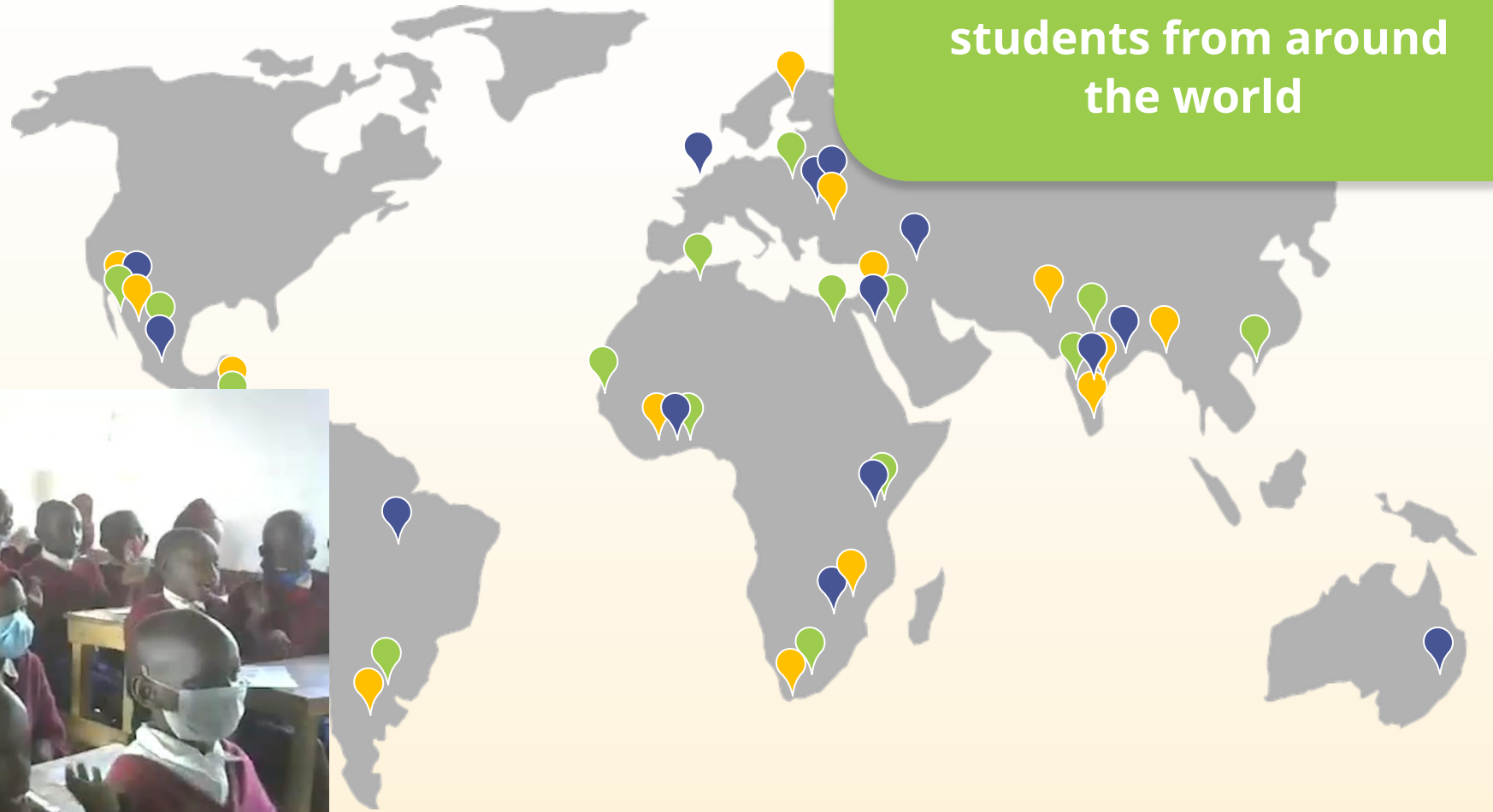
Level Up Village

Global Connections

International Conference on Immersion &
Dual Language Education 2022

The Level Up Village Mission

To globalize the classroom by facilitating intercultural collaboration between students from around the world



Kambiti PS

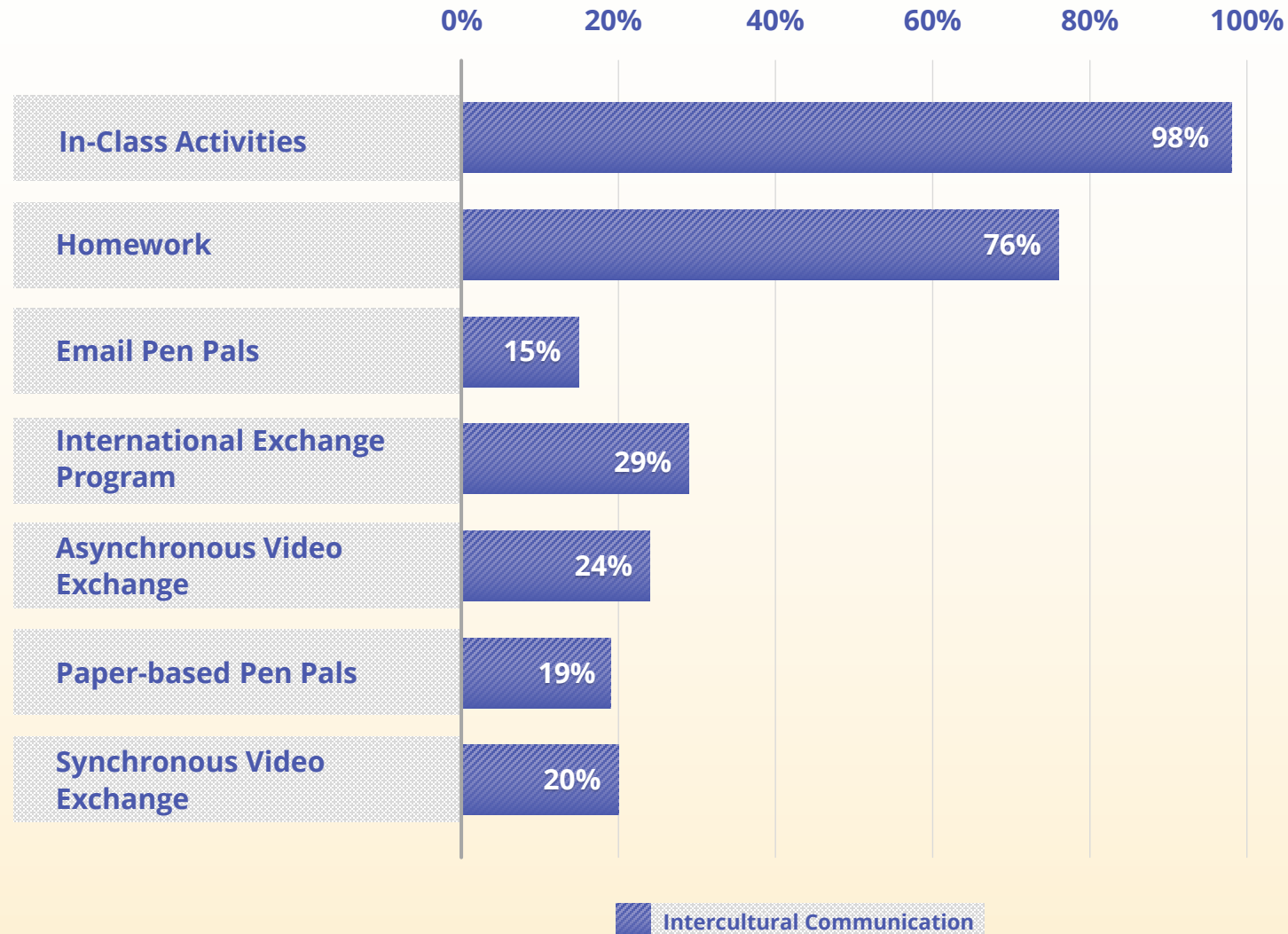


Authentic Resources for Developing Intercultural Communication Skills


Which of the following resources have you used in the past 2 years to develop students' intercultural communication skills?

- **In-Class Activities**
- **Homework**
- **Pen Pals**
 - **Email or paper-based**
- **Exchange Program**
 - **Travel Abroad/in person**
 - **Asynchronous or synchronous video exchange**

Authentic Resources for Developing Intercultural Communication Skills



Global Connections - Overview

- 
- Students develop intercultural communication skills
 - Use with your existing curriculum
 - Authentic exchanges with global peers
 - Discovery learning
 - Safe and secure platform
 - Guided student interaction
 - Target your intercultural learning objectives
 - Real-world application of language skills

How It Works: An Overview

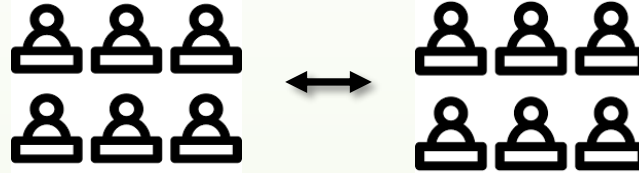
1

Sra. Smith and Mr. Pérez join the LUV **community** of global educators



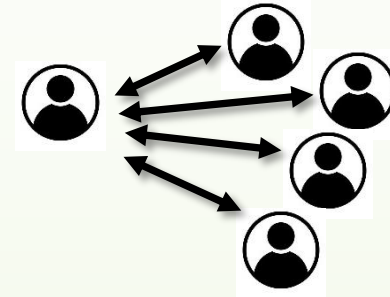
2

Sra. Smith's Spanish class in Boston is **matched** with Mr. Pérez's English class in La Paz



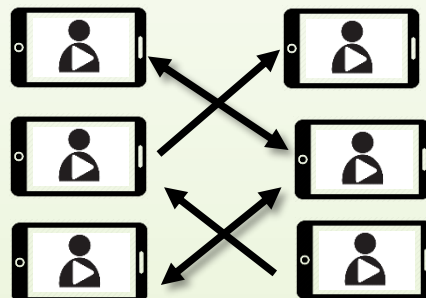
3

Students in both classes create an online **profile** and get to know their global peers



4

Students **investigate** cultural topics and **interact** (peer-to-peer) through a series of asynchronous video posts and responses based on assigned topics & tasks



5

Students make **cultural comparisons** and **reflect** upon cultural products, practices, and perspectives



The LUV Course

INTRODUCE

Students get to know their global peers, lower affective filter, build empathy



INVESTIGATE

Students investigate their own and other cultures, share knowledge on cultural products, practices, and perspectives



INTERACT

Students learn about their global peer's culture, interact with their peers, make connections, and gain real-world experiences



REFLECT

Culminating task, students think critically about what they have learned, make cultural comparisons

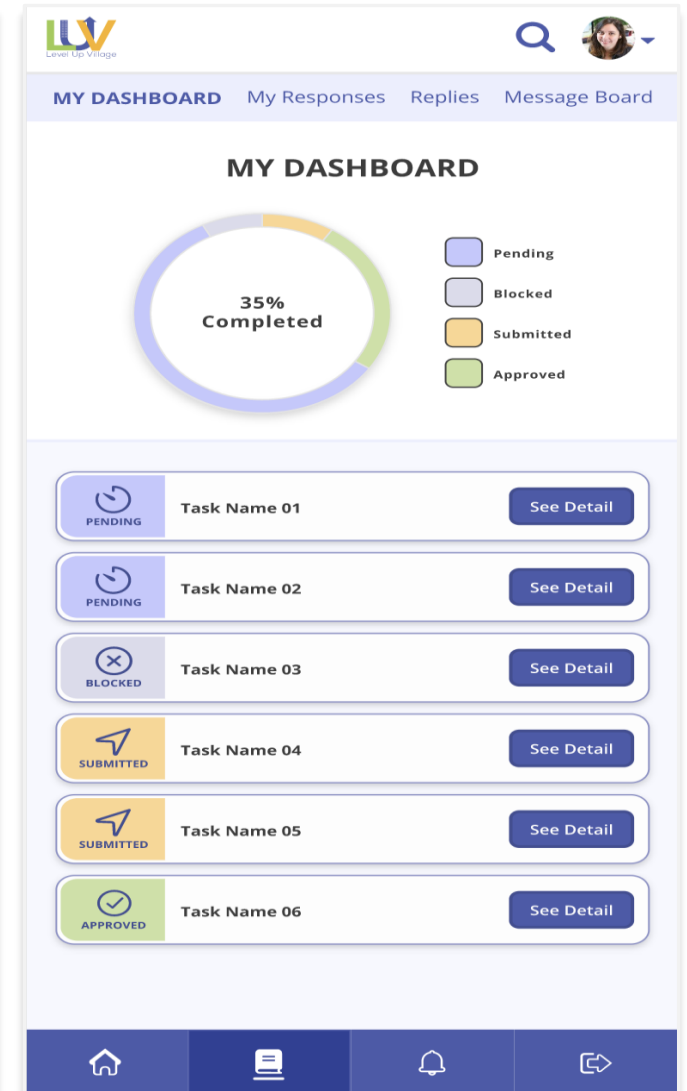
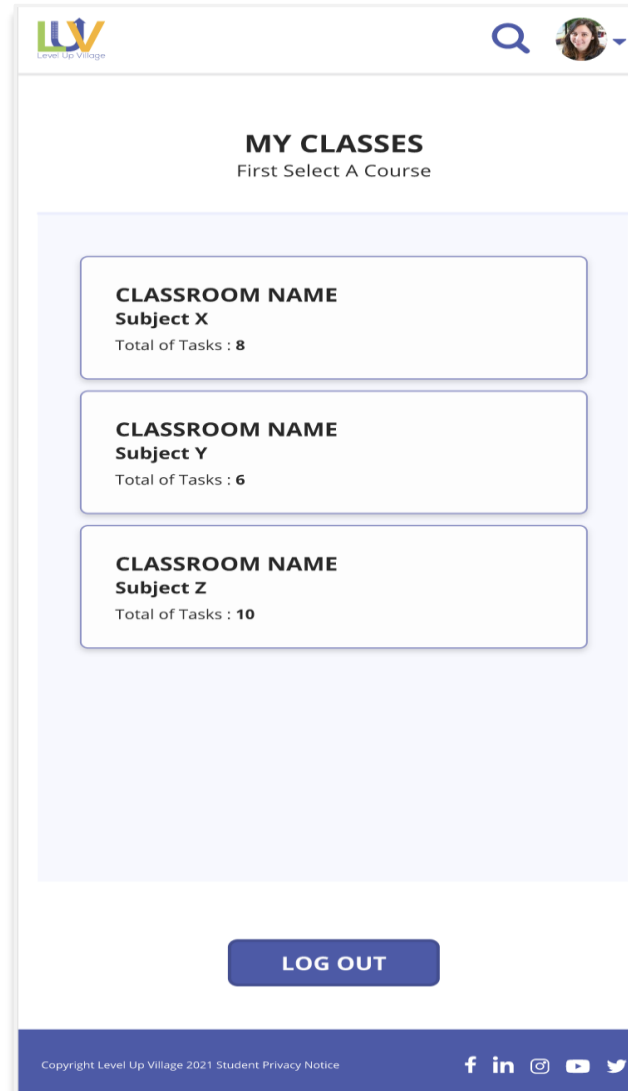


~4 weeks duration



How It Works: Course Selection

- Teachers choose a course to align with curriculum goals and customize the student experience.
- We provide content and assignment prompts to engage and guide students, and we organize it all in a platform that's secure and easy-to-use.
- Pairing



The Global Connection: Student Introductions

Student Profile Videos: Getting to know our global peers in order to...

Make personal connections

Build empathy

Lower affective filter

Student Profile

TASK 1: Create a video about yourself & respond to your partners' videos **IN ENGLISH**

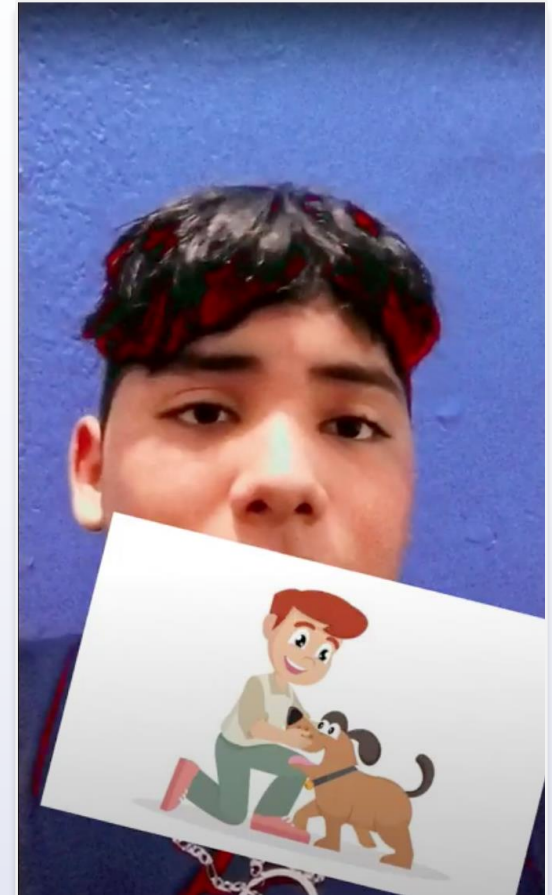
Create a Video:

You will be creating and responding to a video with our partner classroom! Your LUV Profile Video is the way your partner will get to know you. What you share will help your partner form different opinions and perspectives about school, your community, and your country! And you will do the same as you respond to your partner's videos.

In your video, talk about school, family/household, pastimes/hobbies, and "toss up (a topic of your choice).

Show as much as you can. Show the community where you live and show your school, etc. You don't have to talk the whole time. Take your partner on a tour!

The video should be 45-90 seconds.



The Global Connection: Investigate and Interact

- After completing their Profile tasks, students begin to investigate and interact with their global peers!
- Create and Respond: Students create videos about their own culture, learn from their global peers, and respond to their peers as part of every interaction.
- A sample CREATE activity:



TOPIC: Un típico día de escuela

TAREA: Haz un video sobre tu típico día de escuela y responde a los videos de tus compañeros **EN ESPAÑOL**

Haz un video

Vas a hacer y responder a un video con nuestra clase compañera.

Piensa en tu día escolar: a qué hora te levantas, cómo te preparas, qué comes y cuándo, en qué transporte llegas a la escuela, cuál es tu horario de clases. Puedes mostrar una clase (con el permiso de tu maestro), los pasillos, la biblioteca, el gimnasio, el comedor (¡y la comida!), etc. Comenta lo que te gusta y lo que no de tu día.

Graba video clips muy breves que representen cada parte de tu día escolar y edítenlas juntas. Explica cada clip mientras los grabas o añádele después una narración.

El video debe durar 45-90 segundos.

INVESTIGATE
*Investigate Products
And Practices
To Understand
Cultural Perspectives*

The Global Connection: Investigate and Interact

- A sample RESPOND activity:

A Typical School Day

Task 2: Create a video about your typical school day & respond to your partners' videos **IN SPANISH**

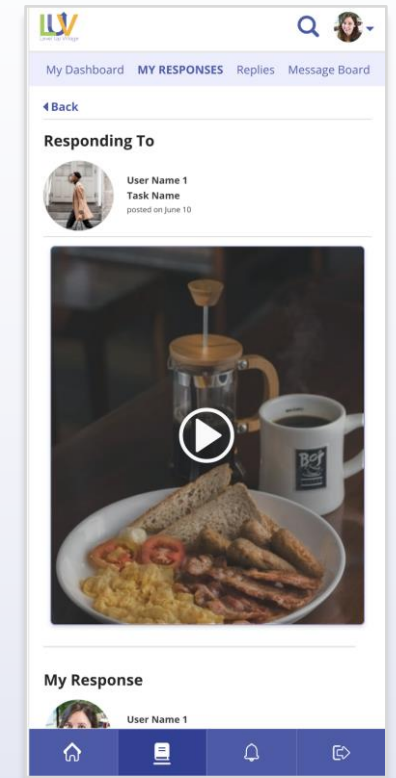
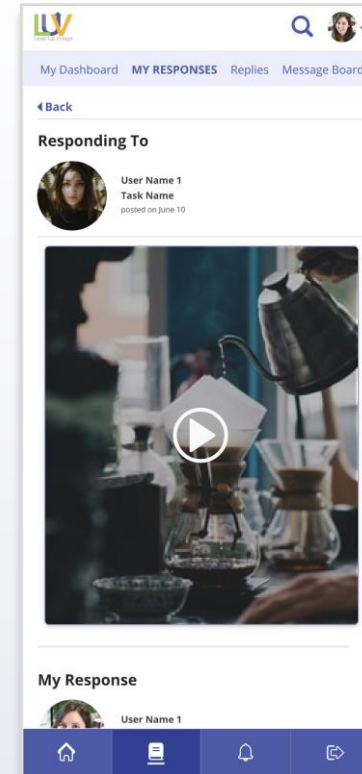
Respond to a Video:

Watch at least 3 profile videos from your partner class and make note of any similarities and differences you see. Do you and your partners like the same things? What are the biggest similarities and differences?

- Prepare a list of similarities and differences and write at least 2 questions asking about things you saw in the videos.

Video record yourself reading the list and questions.

The video should be 45-60 seconds long.



Students reflect upon what they have learned from their global peers, increase awareness of cultural products, practices, and perspectives, and make cross-cultural comparisons.

Reflection: Express your perspective on what you learned from your partner class from their profile videos and from their videos about their school day, their school subjects, and what they learn outside of school.

- What do you and your global peers have in common?
- What are 2 or 3 things you learned about school and learning in your global peers' culture or country that you didn't know before?
- What else would you like to know about school and learning in your partners' culture that you didn't learn in this course?
- What else would you like to know in general about your partners' culture that you didn't learn in this course?





Courses for Fall 2022

NOVICE	INTERMEDIATE	ADVANCED
<p>Topic: Food</p> <p>Course Title: Our Favorite Foods</p>	<p>Topic: Education</p> <p>Course Title: Our School Day</p>	<p>Topic: Arts & Literature</p> <p>Course Title: Music and Society</p>
<p>Topic: People</p> <p>Course Title: The People in Our Lives</p>	<p>Topic: Culture and Traditions</p> <p>Course Title: What Culture Means to Us</p>	<p>Topic: Global Challenges</p> <p>Course Title: Climate Change</p>
<p>Topic: Pets and Animals</p> <p>Course Title: The Animals in Our Lives</p>	<p>Topic: Home and Places of Interest</p> <p>Course Title: Come See Where We Live!</p>	<p>Topic: Future Plans and Professions</p> <p>Course Title: Preparing for Careers</p>



Task Topics - Examples

NOVICE	INTERMEDIATE	ADVANCED
<p>TOPIC: Food COURSE TITLE: Our Favorite Foods</p>	<p>TOPIC: Education Course Title: Our School Day</p>	<p>TOPIC: Arts & Literature COURSE TITLE: Music and Society</p>
<p>Task Topics: Getting to Know Our Partners Favorite Everyday Foods Holiday Foods I Can Cook Reflection</p>	<p>Task Topics: Getting to Know Our Partners A Typical School Day School Subjects Education Beyond School Reflection</p>	<p>Task Topics: Getting to Know Our Partners The Influence of Music Culture and Society Celebrations and Traditions Reflection</p>



Facilitating Teacher Planning and Student Learning Outcomes

WORLD READINESS STANDARDS FOR LEARNING LANGUAGES

- Intercultural Communication
- NCSSFL-ACTFL Can-do Statements

SOCIAL EMOTIONAL LEARNING

- Self-Awareness
- Social Awareness
- Relationship Skills
- Responsible Decision Making

DIVERSITY, EQUITY, and INCLUSION

- Reflected in LUV's core mission

Importance of the Can-Do Statements and the 3Ps

NCSSFL-ACTFL CAN-DO STATEMENTS

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

	NOVICE	INTERMEDIATE
INVESTIGATE Investigate Products And Practices To Understand Cultural Perspectives	PROFICIENCY BENCHMARK In my own and other cultures I can identify products and practices to help me understand perspectives.	PROFICIENCY BENCHMARK In my own and other cultures I can make comparisons between products and practices to help me understand perspectives.
PRODUCTS	PERFORMANCE INDICATORS In my own and other cultures I can identify some typical products related to familiar everyday life.	PERFORMANCE INDICATORS In my own and other cultures I can compare products related to everyday life and personal interests or studies.
PRACTICES	PERFORMANCE INDICATORS In my own and other cultures I can identify some typical practices related to familiar everyday life.	PERFORMANCE INDICATORS In my own and other cultures I can compare practices related to everyday life and personal interests or studies.
INTERACT Interact With Others In And From Another Culture	PROFICIENCY BENCHMARK I can interact at a survival level in some familiar everyday contexts.	PROFICIENCY BENCHMARK I can interact at a functional level in some familiar contexts.
LANGUAGE	PERFORMANCE INDICATORS I can communicate with others from the target culture in familiar everyday situations, using memorized language and showing basic cultural awareness.	PERFORMANCE INDICATORS I can converse with peers from the target culture in familiar situations at school, work, or play, and show interest in basic cultural similarities and differences.
BEHAVIOR	PERFORMANCE INDICATORS I can use appropriate rehearsed behaviors and recognize some obviously inappropriate behaviors in familiar everyday situations.	PERFORMANCE INDICATORS I can recognize that significant differences in behaviors exist among cultures, use appropriate learned behaviors and avoid major social blunders.

NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS © 2017

NCSSFL-ACTFL CAN-DO STATEMENTS

INTERCULTURAL COMMUNICATION

PROFICIENCY BENCHMARKS + PERFORMANCE INDICATORS

	ADVANCED	SUP
PROFICIENCY BENCHMARK	In my own and other cultures I can explain some diversity among products and practices and how it relates to perspectives.	In my own and other cultures I can suspend judgment and examine products and practices from different perspectives.
PERFORMANCE INDICATORS	In my own and other cultures I can explain how a variety of products of public and personal interest are related to perspectives.	In my own and other cultures I can analyze how products and public interest are related to perspectives.
PROFICIENCY BENCHMARK	In my own and other cultures I can explain how a variety of practices within familiar and social situations are related to perspectives.	In my own and other cultures I can analyze how practices within familiar and social situations are related to perspectives.
PERFORMANCE INDICATORS	I can interact at a competent level in familiar and some unfamiliar contexts.	I can interact in complex situations to ensure a shared understanding of culture.
PERFORMANCE INDICATORS	I can converse comfortably with others from the target culture in familiar and some unfamiliar situations and show some understanding of cultural differences.	I can suspend judgement and make appropriate cultural references when interacting with others from the target culture in social and professional situations.
PERFORMANCE INDICATORS	I can demonstrate awareness of subtle differences among cultural behaviors and adjust my behavior accordingly in familiar and some unfamiliar situations.	I can adhere to basic social and professional norms and ethical conventions and adjust my behavior in complicated situations.

NCSSFL-ACTFL CAN-DO STATEMENTS: PERFORMANCE INDICATORS FOR LANGUAGE LEARNERS © 2017

Can-do statements for teacher planning and student self-reflection

Integration of cultural products, practices, and perspectives



Measuring Student Outcomes

Goals:

- Enhance intercultural communication skills
- Increase global awareness and empathy
- Instill confidence in communicating with someone from another culture
- Become global citizens
- Assess progress by providing students with Can-Dos and teachers with rubrics

Can-Do Statements

After completing this task, assess how well you can do the following:

1 = Fully 2 = With support 3 = Not yet

I can:

___ describe daily routines, transportation, school activities, classes, school places and meals and understand those practices and details as described by someone in another culture.

___ compare my personal preferences to those of someone in another culture.

___ converse with students in another culture to discuss school and gain cultural understanding.

___ compare my typical school day to a typical school day in another culture.




Global Connections and Diversity, Equity & Inclusion

Diversity By pairing classrooms from around the world, students have the opportunity to engage with peers from different geographical, religious, cultural, economic, racial, ability and gender backgrounds.

Equity When necessary, we operate on a “buy-a-class and give-a-class” model, meaning there is no cost to some of the global partners and they get the exact same collaborative experience, high-quality learning materials, and proprietary technology accessible to every class involved. We provide the resources when and where they’re needed.

Inclusion LUV’s student-focused courses foster a welcoming, supportive environment that encourages participation and equal opportunity.

Ready to Join the Global Community?

	Teacher Accounts		School/ District Accounts
	Explorer	Trailblazer	
Membership in the Global Educator Network	✓	✓	✓
Access to all Free LUV Global Connections Courses	✓	✓	✓
Access to all Premium LUV Global Connections Courses		✓	✓
Customize Global Connections courses		✓	✓
Create your own courses		✓	✓



Level Up Village Upcoming Webinar Series

Join us! March 7 at 6 pm EST.

*It Takes a Village: Fostering Global
Communication for All Learners*

Dan Pieraccini, Director of Global Programs at
Delbarton School in Morriston, NJ.

Learn how Dan uses Global Connections courses
to enrich his curriculum and engage students in
cross-cultural exchange.

Scan the QR code to register!





Level Up Village Global Connections

Visit us at: www.levelupvillage.com/globalconnections

Or contact us directly: Paula Van Ells,
pvanells@languageTesting.com



Stay in touch

