Theme: Projects  
Target Proficiency Level: Heritage Speakers

Number of Hours: 1.5 hours daily / 5 days a week / 4 weeks = 30 hours total, plus 4 end-of-week exhibits, each of approximately 1.5 hours = 6 additional hours or 36 hours total.

Designed by: MMLA

Brief Description of Program (including curricular context and goals)

Projects are a focal point of MMLA’s curriculum. Each camper will participate in four major projects, each offered for one week, during which campers meet 10 times (twice daily) to prepare a significant exhibit of a culturally relevant aspect of one or more of the cultures represented by the target language they are learning.

What Enduring Understandings are Desired:
*Refers to the big ideas that we want students to retain after they’ve forgotten many of the details. Students will understand……."

MMLA goal: Each camper will directly experience, through examples and modeling, that languages besides English are used to convey all of life’s information, large and small, whether it be instructions, ideas, stories, gossip, jokes, or even language instruction itself.

Strand goal: Campers will understand one aspect of a culture (one aspect each week, four aspects total) in which the target language is spoken through in depth, focused exploration, including creation of an exhibit that can serve as a visual for explaining the cultural aspect to other campers.

What Essential Questions Will Guide this Program and Focus Teaching/Learning:
*What we want students to think about in student friendly language
  To what extent or in what ways……..."

1. For each cultural aspect studied, why is this particular aspect important to the culture? Or is it really that important?
2. What makes an aspect of culture important in the first place? Is importance culturally relative, or are there important aspects of culture that are universal?
3. How, as a heritage learner, are cultural aspects I learn different from the culture I am growing up with?
4. How do my non-heritage speaker peers perceive these cultural aspects differently than I do?
**Standards/Goals:**

**Major Standards:**

<table>
<thead>
<tr>
<th><strong>Communication</strong></th>
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<tbody>
<tr>
<td>✓ Standard 1.1: Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.</td>
</tr>
<tr>
<td>✓ Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.</td>
</tr>
<tr>
<td>✓ Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</td>
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<tr>
<th><strong>Cultures</strong></th>
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<tr>
<td>✓ Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</td>
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<td>✓ Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</td>
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<th><strong>Connections</strong></th>
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<tr>
<td>✓ Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.</td>
</tr>
<tr>
<td>✓ Standard 3.2: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.</td>
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<th><strong>Comparisons</strong></th>
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<tr>
<td>Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</td>
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<tr>
<td>✓ Standard 4.2: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</td>
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<th><strong>Communities</strong></th>
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<tr>
<td>✓ Standard 5.1: Students use the language both within and beyond the school setting.</td>
</tr>
<tr>
<td>✓ Standard 5.2: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</td>
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**Content:**

*What we want students to know and understand*

Campers are expected to know and understand, over the course of the program:

1. four cultural aspects in significant depth;
2. how to present information, using the target language, to their peers and teachers

**Key Vocabulary:**

Vocabulary will depend on the particular topic (see Project Topics at the end of this Curriculum Unit).
Campers will also learn the vocabulary associated with creating an exhibit and explaining the exhibit to peers, as if at a conference poster session.

**Skills:**
*What we want students to be able to do*

Heritage speakers will be able to present a cultural aspect in depth, both orally and in writing. They will also be asked to support the language and culture learning of their peers in the mixed proficiency level project groups.

**Connections to Other Disciplines:**

Determined by Project topic.

**Technology Integration:**

Some Projects will require very little technology; other Projects may be essentially based in the use of technology. The amount of technology is constrained mostly by the availability of the hardware and software required, as well as the ability to use the technology. Most Projects can make use of technology to a degree, if merely the use of the Internet for research and computer applications for creating exhibits.

**Assessments:**

*What evidence will show that students understand and can perform?*

**Performance tasks**

All Projects will be exhibited at the end of the each week for peers and staff members. At the end of Week 2, Projects will be exhibited for peers, staff members, and the parents and guests who attend the parent/guest weekend. Projects will also be recorded digitally and posted to the MMLA camp website for parents.

All campers will be expected to contribute to the best of their ability to the learning during Project time and the ultimate exhibit of the Project. Like with any group work, contributions from individual members will vary. Contributions will tend to vary also according to language proficiency, requiring that heritage speakers and other advanced campers take care (under the guidance of Senior Teachers) to allow learning “space” for campers with beginning or intermediate proficiency.

**Quizzes, Tests, Prompts, Work Samples**

Work samples of Projects are a required element of the camper portfolio.

**Unprompted Evidence (observations, dialogues)**

Participation in Project time will be monitored and individual campers who are not contributing will be encourage to increase participation.
Can do Statements From Linguafolio

| ✓ | Listening |
| ✓ | Reading |
| ✓ | Person-to-Person Communication |
| ✓ | Spoken Production |
| ✓ | Written Production |

All projects should require all five major components of the Can Do statements, although the degree of emphasis on each area will differ depending on the project.

**Required Resources:**

Resources will vary according to the project. See the sample project for the Arabic Camp at the end of this Curriculum Unit.

**Differentiation of Instruction:**

Campers will contribute to the project as their language proficiency level allows. This is not to say that campers with beginning level proficiency will only draw or cut out pictures and campers with advanced level ability will do all the speaking and writing. In contrast, campers will be encouraged to work in the modality that they need practice in. For example, heritage speakers may be encouraged to write (if their writing skills are weak) and beginning or intermediate campers will be asked to do the oral presentation (with the help of heritage speakers in the planning and practice of the oral presentation).

**Instructional Strategies:**

Senior Teachers will plan the Project curriculum from the end-product forward, meaning Senior Teachers will consider the final product (the exhibition of the Project) and then determine what must be taught and how much time campers will need to practice presenting what has been taught so that the exhibit is meaningful to other campers.

Senior Teachers will at times present information. Senior Teachers will also, in equal measure, allow campers time to look for information themselves. Instruction can (and should) include experiences with the cultural aspect, e.g. actual cooking if a cooking project, actual drawing and painting or sculpting if an art project, actual singing if a music project and so forth.

**What do they already know that will help them learn new information?**

*May be assessed with surveys, background info given at the beginning of the course or a review of past work that the student presents*

Campers may or may not have the relative schema to afford them access to the content of the project. For projects that the Senior Teachers deems far afield from the campers’ previous experience, care must be taken to provide the appropriate scaffolding so the content itself does not become such a large barrier that the language instruction is marginalized.

**Links to relevant web sites:**
The Internet will assist with good projects immensely, but varies from project to project.

**Sub-theme(s)/unit(s)**

*The program may consist of one or more sub-themes/unit*

This will vary from project to project.

**Lessons that support the subtheme/unit:**

*Daily instructional plan*

See the sample plan (with two lessons daily) at the end of this Curriculum Unit.

**An index of pre-written project lessons available by subject and language**

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**Sample Project (Arabic language camp)**

**Social Policy: A skit (family planning in Egypt)**

Activities leading to the project outcome may include:

1. An overview of Egypt’s population
2. Understand the background of “family planning” campaign, through research
3. Through watching movies/plays/news clips to identify some characteristics of “well-planned” families
4. Identify some characteristics and challenges for the “small families”
5. Compare the advantages and disadvantages of a big and a small family
6. Determine, through discussion, the content of the skit
7. Determine how to present the skit (plot, characters, supporting materials)
8. Production of the skit

Beginner approach:
1. Learn how to count in Arabic
2. Learn how to say dates in Arabic (Year particularly)
3. Learn how to describe family relationships (father, mother, son, daughter, brother, sister, grandparents)
4. Learn how to describe a family (the number of people in a family, their relationships, age, occupation)
5. Learn how to describe some most basic social relationships (friends, classmates, neighbors, relatives)
6. Learn some adjectives to describe a situation or feelings (good, bad, busy, happy, helpful…)
7. Learn how to ask for something (I want…)
8. Learn how to give permissions (You may, you can, you cannot…)
9. Ss determine the content of the skit
10. Ss determine the ways to present the skit
11. Ss produce and perform the skit

Intermediate approach:
1. Ss learn some words about “family planning” campaign (such as population, policy, government, a couple, small families…)
2. Ss learn about the background information on “family planning” policy (population, resources, birth rate…)
3. Ss identify some characteristics of big and small families
4. Ss compare the advantages and disadvantages of big and small families at the personal level and at the social level
5. Ss identify characteristics of the “small” or “planned” families
6. Ss identify the challenges for the single child
7. Ss determine the content of the skit
8. Ss determine the ways to present the skit
9. Ss produce and perform the skit

Advanced Approach:
1. Ss learn about the background information on the “family planning” campaign (population, resources)
2. Ss learn about the social and economic impact of a large population
3. Ss identify advantages and disadvantages of big and small families
4. Ss identify characteristics of “one-child” families and its impact on its family members (economic, emotional, social…)
5. Ss determine the social and economic impact on Egypt because of the “family planning” campaign
6. Ss determine the content of the skit
7. Ss determine the ways to present the skit
8. Ss produce and perform the skit

Materials need for project:
1. Access to the Internet to search for pictures, stories, and to do research (make sure Arabic fonts work)
2. Ss’ family photos or drawings of their families
3. Art supplies for charts, stage background
4. Costumes (for grandparents, child…)

Lesson 1

Content focus: family

Warm up (5-10 minutes) (Mixed Group)

Ask Ss to draw a picture of their families and show the pictures to each other. (T collects all the pictures for later activities)

Activity 1 (20-25 minutes) (Divided by levels)

Beginner Ss
T works with Ss on numbers, count 1-10
Play a number game or learn a rhyme to practice numbers

Intermediate Ss
Review numbers 1-100 by playing bingo. Work in small groups of 3 or 4. Randomly fill the bingo grid with numbers and take turns call out one number at a time. Cross out the number that has been called. Whoever has first crossed the numbers in a straight line (horizontal, vertical, or diagonal) wins the game.
T can teach Ss how to say large numbers, such as a thousand, a million, a billion, etc.

Advanced Ss
Review how to say large numbers, such as million, 10 million, 100 million, a billion, a decimal point, etc. T can give Ss a list of different numbers and ask them to practice.
Do an online research to find the population of Egypt, America, and Canada. Make a population fact sheet.

Activity 2 (20 -25 minutes) (Divided by levels)

Beginner Ss
Ss learn vocabulary about family. Tell each other how many people are in their families, who they are and how old they are.

Intermediate Ss
Interview at least 4 Ss about their families. Get as many details as possible, such as how many people are in the family, who they are, how old they are, what they do…
Advanced Ss
Describe to each other their families. Select one member of the family to describe in detail (apart from basic bio information, say a little more about the personality of that person or a particular event that demonstrate that person’s characteristics).

Activity 3 (20 minutes) (Mixed levels)
Step 1: Ss line up according to how many people they have in their families.
Step 2: Pair up Ss and ask them to talk about their families.
Step 3: T random gives out Ss’ family pictures. One picture for one S. Ask Ss to make a story out of the picture. Exchange the stories with at least 2 Ss.

Activity 4 (30 minutes) (Mixed levels)
Divide Ss into small groups (with mixed levels)
Step 1: T gives each group a few dates, such as 1940s, 1950s, 1970s, 2000… and a country/region – such as Egypt, US, Japan, Canada, Germany… Each group is going to search on line to find out the population for that country at that time, and the average family size at that time. Ss make a fact sheet "ﺡﻕﺍﺉﻕﻭﺙﻱﻕﺓ" after searching the information.
Step 2: Present in class and post the fact sheet on the wall.

Activity 5 (10 minutes) (Mixed group)
Learn a rhyme about numbers:

Lesson 2
Content focus: Large family vs. small family
Warm-up activity (5-10 minutes) (Mixed group)
Work in pairs. Look at the fact sheet about family size in different countries and make a summary of whether family size remains the same or has changed over time.

Activity 1 (25 minutes) (Divided by levels)
Beginner Ss
Walk around in class. Interview Ss by asking three questions:
1. How many people are there in your family? Who are they? "لدد فـنردا فـن أميرتانك؟"، "من هم؟"
2. How many people were/are in your mother’s family? Who were/are they? "لدد فـنردا فـن أمك؟"، "من هم؟"
3. How many people were/are in your father’s family? Who were/are they? "لدد فـنردا فـن أبيك؟"، "من هم؟"
Record the answers.

**Intermediate Ss**

Work in pairs. Talk about whether Ss like their family size and why. If they could change their family size, would they want more or fewer people in their families? Why?

**Advanced Ss**

Analyze the reasons for changes in family size. List all the reasons. If they don’t know, they can search online.

Ss share their findings in class.

**Activity 2 (30 minutes) (Mixed group)**

Divide Ss into several families (each family has 3-8 people)

Gives two problems for the families to deal with:
1. They need to make a travel plan.
2. Several unexpected events have happened while you are preparing for tomorrow’s Arabic test.
   a) Grandmother is sick and needs someone to take her to the doctor.
   b) The pipe in the house is broken and needs to be repaired right away.
   c) Uncle Galal’s family drops by for a visit.
   d) A neighbor is going on vacation and wants you to pick up his mail while he’s away.

Report briefly to class how each family dealt with these two situations. Any special challenges for the families?

**Activity 3 (10 minutes) (Mixed levels)**

Discuss what are the advantages and disadvantages of having a big or a small family?

**Lesson 3**

Content focus: Why “family planning”? – Background information for the policy (Egypt’s population and resources)

**Warm-up Activity (5-10 minutes) (Mixed levels)**

Work in pairs, suppose the population in the US had a 400% increase (if your class has 30 Ss, now becomes 120. If your house has 3 residents, now 12 people live in it). What problems would be there?

**Activity 1 (15 -20 minutes) (Mixed group)**
Ss briefly report what are some of the problems that a large population can bring to a family and to a country.

Divide Ss into three groups (mixed levels)
One group comes up with a list of social services (hospital, education, transportation…)
One group comes up with a list of natural resources (such as water, oil, coal…)
One group comes with a list of daily needs (food, housing, transportation…)

Post the lists side by side.

Activity 2 (30 minutes) (Divided by levels)

Beginner Ss
Look at the list of daily needs, T helps Ss to learn some new words that are needed to describe everyday life (go to school, take a bus, drive, eat, live in a house, see a doctor, shopping…)

Ask Ss to decide what impact a large population may have on everyone’s daily activities.

Intermediate Ss
By looking at the lists of social services and natural resources, T helps Ss to expand their vocabulary. Ss brainstorm some problems that a large population may bring to social services and natural resources

Advanced Ss
Search online to find one or two problems that are brought by Egypt’s large population (such as unemployment, caring for the elderly, housing…)

Each group briefly reports its findings to class.

Activity 3 (30-40 minutes) (Mixed group)
Divide Ss into 3 or 4 groups. Each group prepares a list of questions about the “family planning” campaign, such as when it started, how it has been encouraged, what are the results…

Each group interview a teacher and get the answers.

Group works on a summary of the history of family planning campaign.

Lesson 4
Content focus: single-family children/small children – spoiled child

Warm-up Activity (5-10 minutes)
Share with a partner about one situation that your parents turned down your request/demand and the reasons for them to do that.

**Activity 1 (20 minutes) (Divided by levels)**

**Beginner Ss**

Learn how to ask for something (I want…”أريد”)
Learn how to give permissions (You may, you can, you cannot…”يمكنك”، ”لا يمكنك”)
Practice by role-play: one as a child and one as a parent.

**Intermediate Ss**

Work in pairs. Role play as a parent and a child

Provide the child with a list of demands, such as: I want an iPod, I want to go to the movies, I’d like to enroll in a summer camp, I’d like to take a trip to Egypt, I want to join the military…

Provide the parent with a list of family situations, such as: you and your spouse make decent money and you have only one child. You are a single parent with only one child. You have five school-age children…

After the role play, decide if the only-child has more chances to get his/her demands met.

**Advanced Ss**

Read a couple of articles/stories on “family planning” and summarize the advantages and disadvantages mentioned in the articles.

**Activity 2 (20-25 minutes) (Mixed levels)**

Divide Ss into two groups

One group works on the reasons why parents sometimes have to turn down children’s requests. List all the reasons.

The other group works on factors that may affect parents’ decision of whether to grant a child’s request. List all the factors.

Compare notes. Categorize the reasons and factors (financial consideration, well-being of the child, well-being of the whole family, emotional consideration… -- 4 or 5 categories will be adequate).

**Activity 3 (30-35 minutes) (Mixed levels)**

Step 1: Depending on how many categories Ss have come up in the last activity, divide Ss into small groups. Each group takes one category of reasons and factors. Discuss if there will be any
difference between a small family (1-2 children) and a multiple-children family (4-5 children). Make a comparison chart.

Step 2: Groups present the comparison charts and work on the characteristics of small families.

Activity 4 (20 minutes) (Mixed levels)

Interview the T about cultural specifics that may influence the child-rearing practice in a Egyptian family.

Lesson 5

Content focus: Challenges for the only child

Warm-up activity (5-10 minutes) (Mixed levels)

Have a quick poll in class and see who are the “only child” and who have siblings. Pair them up (each pair should have one S who has siblings). The one with siblings talks about what s/he usually does with her/his siblings. The one without siblings talks about what s/he usually does with her/his friends.

Activity 1 (10 minutes) (Mixed levels)

Compare what one does with siblings and friends. Find out if there are any similarities and differences.

Activity 2 (20-30 minutes) (Divided by levels)

Beginner Ss
Ss learn some new vocabulary about some basic social relations and occupations, such as friends, neighbors, classmates, team mates, teacher, student, doctor, Imam, social worker… T explains the WH question structure in Arabic: "討論؟"، "محاولة؟"، "التغيير؟"، "من؟" Practice WH questions with the new vocabulary, such as Who is he? What does he do? Whose friend is he?

Intermediate Ss

Work in small groups. Discuss “what are some of the topics that you feel comfortable or uncomfortable to talk to your parents?” Write down two lists.

For the uncomfortable topics, tell group members whom you would usually talk to.

Advanced Ss

Work in small groups. Discuss the advantages of interacting with people in your own generation or in another generation. After group work, consolidate the list.

Activity 3(30-40 minutes) (Mixed levels)
Step 1: Brainstorm some of the challenges for the only child and any suggestions that you can give to the only child (such as the only child may feel lonely at times. How should s/he deal with the loneliness?)

Step 2: Divide Ss into small groups (mixed levels). Each group picks up one challenge and develops a plot for a short skit that focuses on that challenge.

Step 3: Groups take turns to perform the skit.

Activity 4 (15 minutes) (Mixed levels)

Sing a “friendship” song, or do a circle dance of “looking for a friend”

**Lesson 6**

Content focus: Social impact of small families (1-2 children)

**Warm-up Activity (5 – 10 minutes) (Mixed group)**

Brainstorm: What are some of the occupations that parents are reluctant to let their children take?

Make a list.

**Activity 1 (15 minutes) (Mixed group)**

By looking at the list of “undesirable occupations”, analyze the common characteristics (dangerous, low-pay, bad working conditions, stressful…)

T can help Ss learn and review the vocabulary that are related to job characteristics.

**Activity 2 (25 minutes) (Mixed group)**

Divide Ss into small groups and ask them to role play (design a few roles that involve self-centered personality or personality that lacks communication skills with peers)

Examples may include:

a) A group needs to decide on a travel plan. Two of the group members have different ideas and won’t compromise.

b) At a workplace, one employee is unhappy because his boss doesn’t always approve his request. He becomes very moody and his moodiness is affecting his work.

c) An only child is looking around at a job fair. Her parents keep asking questions for her and she doesn’t have a chance to say what she wants.

After the role play, ask Ss to reflect the problems they had with this type of personality.

**Activity 3 (30 minutes) (Divided by levels)**

**Beginner Ss**
T works with Ss to create a single-child/small family structure chart. Give Ss an “age chart” and let them imagine what challenges the single-child/small family may have. The “Age chart” can look like this:

<table>
<thead>
<tr>
<th>Child’s age</th>
<th>Parents’ age</th>
<th>Grandparents’ age</th>
<th>Challenges for the family</th>
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<tbody>
<tr>
<td>5</td>
<td>30s</td>
<td>50s-60s</td>
<td></td>
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<tr>
<td>15</td>
<td>40’s</td>
<td>60s -70s</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>50’s</td>
<td>70s - 80s</td>
<td>Now the only child may get married to another only child. They may have one child, four parents, and eight grandparents</td>
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</tbody>
</table>

Intermediate Ss

Search online to find out demography information on Egypt. Make a chart of different age groups and project 10 years, 20 years from now, what are the challenges for the family planning generation.

Advanced Ss

Search online to find out demography information on Egypt. Make a chart of different age groups and project 10 years, 20 years from now, what the broader social and economic impacts might be.

Activity 4 (15 minutes) (Mixed levels)

Groups share findings in class.

Lesson 7

Warm-up Activity (10 minutes) (Mixed levels)

Ss write on index cards three things that they have learned about the family planning campaign in Egypt.

Activity 1 (20 minutes) (Mixed levels)

Ss walk around to interview other Ss and record other Ss learning results if they are different from their own. Everyone needs to have at least 6 learning results.

Activity 2 (15 minutes) (Mixed levels)

Divide Ss into small groups (mixed levels). They may use index cards as content reference. Brainstorm one or two plots for the family planning skit.

Activity 3 (Remaining of the morning) (Mixed group)
Groups report their “skit” to class.

The class decides on the “best skit”. Or work on a new skit together by combining different elements from the group skits.

Decide what supporting materials they need for the performance – stage background, music, costumes, etc.

Decide what and how they would like to tell the public about their skit (synopsis, program, poster, announcement…)

Divide the tasks (elect a producer, a director, a make-up artist, a publicist, a sound producer…)

**Lesson 8**

Production of the Skit
Some may need to write up the skit, some prepare supporting materials, some work on the synopsis…)

Groups should finish their tasks.

**Lesson 9**

Put everything together. Rehearse the skit. Prepare for the show

**Lesson 10**

The show is on!