



YOU CAN TOO!



ACCOMPANYING ACTIVITIES

Developed by the New York City Office of Human Capital Development, the New York City Council, and World Education, Inc.



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NOTES TO TEACHERS

What is the purpose of these activities?

The purpose of these classroom activities is to introduce learners in New York City’s adult education classes to the YouCanToo! website, and at the same time provide opportunities for students to practice their literacy skills.

For what level are the activities designed?

Each activity identifies a minimum English literacy level needed to successfully participate in the activity. Some students might be advanced or native English speakers, yet at a beginning level for reading and writing. Because what is meant by “beginning level” may vary from program to program, teachers need to review each activity and adapt it accordingly, providing additional scaffolding as needed. Please note the “Variations” section at the end of each activity that addresses the varied skills of learners.

What technology skills are needed?

Most of the learning activities require basic computer skills. Although many students have these skills, assess your class to find those who might not be comfortable with the technology and pair them with students who are more experienced computer users. For the most part the activities progress, technologically, from basic to challenging. For example, Activity 6 offers an option for students to tell their stories by creating their own videos. For these more complex tasks, you may need to rely on your more tech-savvy students to peer mentor some aspects of the activity—not a bad thing!

Some Assumptions:

- The YouCanToo! website requires broadband access that can support multiple videos playing at once.
- If you are not familiar with the YouCanToo! website or the technology used within an activity, you will need time to prepare.
- Each student will need a computer (or at least to share a computer with another student). Note: some portions of activities can be done in a classroom with a projector (e.g., the Website Tour), with students continuing to investigate further at home.
- Students’ computer skills need to be assessed beforehand (based on the “computer skills needed” for the given activity). If the technology is brand new to the students, you will need to model the basic steps for them before the activity. Then use the activity to help them practice. That way the activity stays focused on the website and literacy skills and less on technology. And it might also cut down on the time you spend running from computer to computer!
- Check the technology beforehand so you know that it is working as intended.
- Have a back up plan for any tech glitches that might occur.

Activity 1 WEBSITE TOUR

Goals To learn how to navigate the YouCanToo! website and how to find information of interest on websites.

Objectives Learners will be able to ...
Explain the purpose and main features of the YouCanToo! website.
Navigate the website on their own and find areas of interest.
Create and present a website tour, taking into account audience and purpose.

Minimum English literacy level Intermediate

Computer skills needed Computer skills needed: Basic internet skills: entering a web address, navigating a website using menus, scrolling and clicking links. And depending on the kind of tour learners develop, knowing Word, slideshow creation or screen capture.

Time needed 2-4 hours

PROCESS

Preparation (materials needed, tech check, etc.):

- Make sure that you have familiarized yourself with the site, thought about the pages you want to show the class, and found the pathways to get to those pages. Think about questions you might ask to involve the class, making the tour interactive.
- Print out handouts.
- Schedule lab time, do a tech check of the lab to see which computers are working, and prepare to seat students accordingly.
- If some students need substantial practice in the computer skills listed above, consider a pre-activity tutorial.
- If you choose to have students do a project that will require audio, make sure you have a microphone that works.

Steps:

1. Opening: Tell the class that they will be visiting a website and that, in preparation, you will be reviewing three pre-reading strategies that can be applied to reading websites: 1) Determining the audience, 2) Identifying the purpose, and 3) Predicting what you will find on the site. Help students remember these by associating them with three P's: People, Purpose, and Prediction.
2. Now help each learner get to the home page: <http://www.nyc.gov/youcantoo>. If you have a video projector, show the home page website on the screen for the class to see and explain that, for the next activity, they can only look at that page. Hint: Standing behind the class so you can see their monitors helps the class all remain on the same page.
3. Having them look only at the home page, ask students to each fill in the handout below (page 7). Ask them to see if they can determine who the audience is (People), why the site exists (Purpose), and if they can make an educated guess about what they will find on the rest of the pages (Predict). Ask students to see if they can find this information while only looking at the home page. Have them write down their answers and then share their responses with the class. Afterwards, ask the class to go to the About YouCanToo! page and read it carefully. Ask the class if they accurately predicted any of the three P's.
4. Now help the class identify features and key navigational aspects on the home page. (Depending on the level and experience of the class, make sure to review web-related vocabulary you might use such as click, menu, scroll up/down, etc.) Highlight the navigational features of the website such as the left and right menus, but try to associate each feature with what kind of content they can expect to access by clicking on a particular button. Whenever possible ask learners questions and engage them by asking what the purpose of each feature is. For example: Raise questions for the class to respond to such as,

“If I click on this link, tell me where you think it will take me,” or “Can anyone tell me how you can share your own story?”

5. Introduce the next step of the lesson by posing a problem for the class to solve. Tell the class that they have been hired to explore the website, learn about it, and then develop a tour that will tell other students how to use it. (Adjust the expectations of this task and gear down outcomes depending on the language and computer experience of students. More experienced learners might be able to develop a multimedia demo, while less advanced language learners might work on creating step-by-step oral or written instructions for using the one page only.)
6. Have students explore the site on their own; this activity can be leveled with greater degrees of independence depending on the level of the class. For a lower level class, guide students through a tour.
7. After their exploration, discuss with the class how they need to design their tour of the website for a specific audience. For example, what would an English language learner’s tour look like? What would a GED tour look like? Discuss the method of dissemination. Will it be simply an oral presentation? Should it be a typed, step-by-step guide in Word? Will it have screen captures? A slideshow? Online screencast? (You should assess student interest and technology skills before making a decision.)
8. Provide scaffolding for learners, as necessary, by modeling what is expected, showing examples from other websites (see below) or giving the class an example of a demo you have created for the home page. Giving the class a rubric ahead of time that defines your expectations is also a good way to involve students in considering what a “good” tour might include.
9. Have each group share its demo with the class. Ideally the first demo would be a draft so that feedback could be given and revisions could be made. But if this is not possible ask other students to highlight the aspects of each demonstration they like.
10. Closing: As follow-up to the activity, ask learners to create, and if possible send, an email to a classmate or friend describing a part of the site that they find valuable and how to get to it.

Variations:

- For those with emerging literacy skills, rather than creating a tour, teachers can show the site and help students navigate the site and access videos.
- If you feel that the majority of students are comfortable navigating websites, then instead of demonstrating how to use the site, have students visit the YouCanToo! site or another

mentioned on the site, in pairs or individually. Then have them write a review of the site and read it to a small group.

- Use PowerPoint to create a narrated tour. (See demos at other sites such as <http://leadesol.weebly.com>. They might also benefit from learning how to use the “print screen” key to paste pages on slides: <http://www.youtube.com/watch?v=icl7FaK2TA4>.
- Create a free online screencast with tools such as Jing <http://www.techsmith.com/jing.html> or ScreenR <http://www.screenr.com/>.

Additional Resources:

- Strategy Guide: Reading Online
<http://www.readwritethink.org/professional-development/strategy-guides/reading-online-30096.html>
- Eight Quick Tips for Helping Learners Read Online
<http://www.nelrc.org/changeagent/readonline.htm>

PRE-READING STRATEGIES FOR READING WEBSITES

PEOPLE	PURPOSE	PREDICTION
Who is the website for? Who will be using it?	What is the purpose of this website? Why do you think it was created?	What do you expect to find on the website pages?

Activity 2 SCAVENGER HUNT

Goal To develop the skills to navigate a website for its features and content.

Objectives Learners will be able to ...
Find selected information on the website.
Identify their own questions for the website.
Do research using a website; integrate information from multiple sources and modes to answer a research question.

Minimum English literacy level Intermediate

Computer skills needed Basic internet skills: entering a URL, navigating a website using menus, scrolling and clicking links. If the writing option is used, basic typing skills in Word are needed. Note: Depending on learners' experience navigating websites and using menus, searches, etc., you might not want to use the scavenger hunt as the initial way for students to learn about the site, but instead orient them first to navigating websites and the general features of the site (see Activity 1: Website Tour).

Time needed 2 hours

PROCESS

Preparation (materials needed, tech check, etc.):

Schedule lab time and do a tech check of the lab to see which computers are working and prepare to seat students accordingly.

If some students need practice in the computer skills listed above, consider a pre-activity tutorial.

Print out handouts.

Steps:

1. **Opening:** Explain to the class that you would like them to get to know the YouCanToo! website because it can help them achieve their school and work goals and because learning what it has to offer can be helpful to them. If learners are not familiar with the site yet, demonstrate how to get to the website and navigate it. (If this is an ESOL class, make sure you have introduced and written on the board during your demonstration words and phrases that will act as commands, such as click, scroll up, scroll down, etc.). Then ask students to pair up with a student next to them in the computer lab. Have each student find something of interest on the site. (It could be just an image or, better yet, information interesting to students in the class.) Then ask each student to tell their partner (or write to their partner) how to get to and find the area on the website that they have chosen. Make sure students don't use their fingers to point!
2. Tell the class that they are going to work together to find the answer to some questions (see the handout on page 10). Model answering the first question, talking through the mental steps you took to figure out where to find the answer. Explaining your own thinking helps students develop metacognition and an awareness of how to think through problems. Then do question #2 together. Depending on skill level, students can work alone or in pairs to complete the rest of the handout.
3. Have students work in pairs to come up with two or three of their own questions that can be answered on website (and they should know where to find those answers). Have them write each question on a separate note card and put the questions into a hat. Each pair will then draw out two questions (so they have a choice of which question to work on) and will try to find the answer to at least one of them.
4. When finished, pairs will present the answer they found to one of their questions. The pair that wrote that question will confirm (or not) that this is the answer. If there is not agreement between the two pairs, the teacher will guide a class search for the answer (or answers) so that everyone is clear about how to find information effectively.

5. Closing: Ask volunteers from the class to explain, step by step, how to get to the page that gives information about going to college. After all the students arrive on that page, (<http://www.nyc.gov/html/youcantoo/html/learners/college.shtml>) ask them to listen to the video and then share with the class their answers to the following question: What is one important message you heard in Violeta's video?

Variations:

- Ask students to write questions that they hope the website can answer and then search to see if they can find the answers. The aim is to determine whether or not the answer is on the website. If not, what could they do next to find an answer?

Additional Resources:

- Writing Instructions
<http://www.uefap.com/writing/function/instruct.htm>
- How to Write Fun and Challenging Scavenger Hunt Clues
<http://www.scavenger-hunt-fun.com/scavenger-hunt-clues.html>

SCAVENGER HUNT HANDOUT

1. What are some of the challenges faced by students who were recently incarcerated? What are some city resources that can help them meet those challenges?
2. Where are some sites that students can go to practice reading, writing, and math? What sites do you recommend and why?
3. Watch some of the videos. What are some challenges students faced in going to school? How did they help meet those challenges?
4. You recently arrived in the United States and want to practice your English in a conversation group. However, you don't have the money to pay for classes. Find where you can find out about free English conversation groups.
5. You want to join the YouCanToo! Community. What can you do to get more involved? What four social media sites can you use to follow the project?

Activity 3 GOAL SETTING

Goal To compare and contrast students' experiences with the experiences of other adult education students.

Objectives Learners will be able to...
Find videos on the website.
Use the experiences of others to reflect on, hone, and inspire their own goals and aspirations.

Minimum English literacy level Intermediate

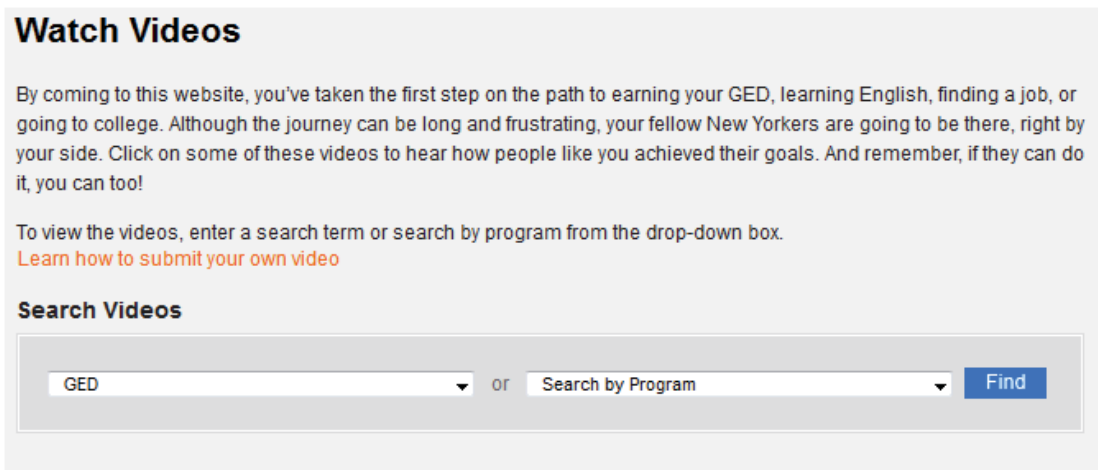
Computer skills needed Basic internet skills: entering a URL, navigating a website using menus, scrolling, clicking links, playing videos, using drop down menus and some experience with searching.

Time needed 2 hours

PROCESS

Preparation (materials needed, tech check, etc.):

- Make sure you are prepared to show students how to search for videos on <http://www.nyc.gov/html/youcantoo/html/videos/videos.shtml>

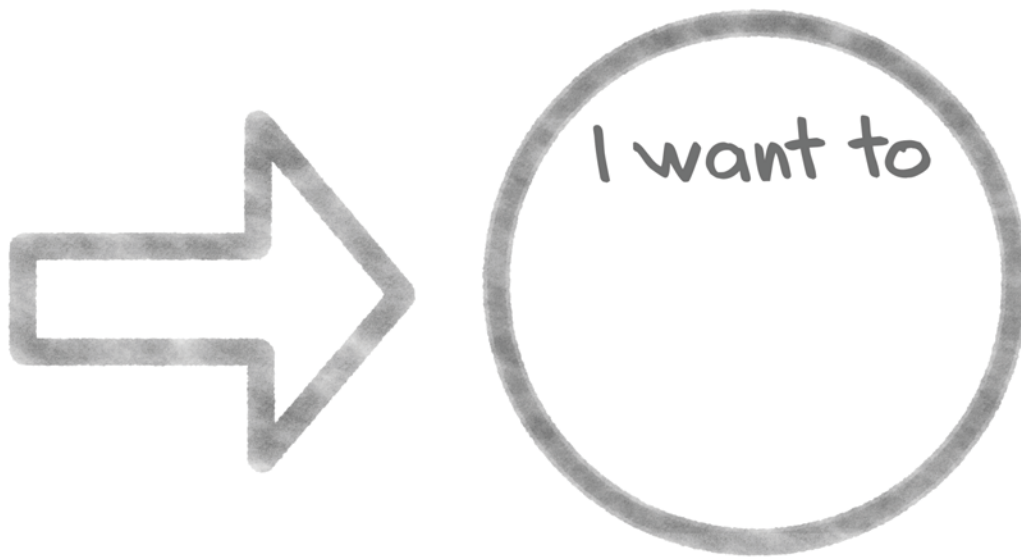


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- Schedule lab time and do a tech check of the lab to see which computers are working and prepare to seat students accordingly.
 - If some students need practice in the computer skills listed above, consider a pre-activity tutorial, especially on searching.

Steps:

1. Opening: Tell the class that the day's activity is about exploring and setting goals. Discuss what the word "goal" means. (Have GED-level students look up the definitions of "goal," "aspiration," and "vision" and discuss the subtle differences among the terms.)
2. Explain that first they will be watching and listening to videos of people who are working on their goals. Ask them to close their eyes and relax as you ask some questions about their life goals. Have them try to note what the first thoughts, words, and images are that come to mind. Wait about 5 seconds between questions.
 - a. What would you like your life to look like in 1 year? 5 years? 10 years?
 - b. Where will you work?
 - c. Where will you live?
 - d. What degrees will you have?
 - e. What will you know how to do?

3. After they are finished, tell them they will be using those reflections for a later activity. But now review with them how to search for videos and ask them to search for videos on the YouCanToo! site that relate to goals they have for education, work, or life. Ask them to be thinking about their own goals and how the people on the videos have stayed motivated. And if they haven't set any goals, ask them to consider if any they listen to might be ones they might want for themselves.
 4. After students have watched the videos, have them break into small groups to discuss them. Write the following guiding questions on the board.
 - a. Do you have a goal like any student you watched? Explain.
 - b. How do the students in the videos stay motivated? How do you?
 - c. After watching the videos, do you have a new or changed goal?
 5. Have students create a class goal board. Have a space on newsprint with one large circle and an arrow pointing to it from the left. Label the circle with the word, "I want to..." Give students one stickie and ask them to write down a goal they have and stick it inside the circle. Ask for volunteers to share what they wrote.
-



6. Closing: Now ask students to reflect on how they will get to the goals they set. Give them stickies and write down their answers to: "What or who will help you get to your goal?" When they are ready, ask them to put the stickies on the arrow. Have students come up and read each other's as they leave class or when they return the next day.

Variations:

- Have students make a “Goal/Aspiration/Vision” board where they create their own individual poster of who they want to become. They can draw or cut out and glue images from magazines. Or, if they have access to computers they can use clip art in Word or PowerPoint. It could be just one image (e.g., a graduate with a diploma in hand) or multiple (a family, office job, home).

Additional Resources:

Integrating Career Awareness Handouts

<http://www.collegetransition.org/publications.icacurriculum.handouts.html>

Handouts:

About Setting Goals

<http://www.collegetransition.org/docs/ica.AboutSettingGoals.doc>

Reading and Determining Goals via Scenarios

<http://www.collegetransition.org/docs/ica.StudentGoalScenarios.doc>

and <http://www.collegetransition.org/docs/ica.WorksheetforStudentGoalScenarios.doc>

Goal Setting with the Use of a Timeline

<http://www.collegetransition.org/docs/ica.StudentFutureTimeline.doc>

Activity 4 LOOKING FOR PATTERNS

Goal To explore videos on the YouCanToo! website, find common themes and experiences, and then compare findings to students' own experiences.

Objectives Learners will be able to...

- Find and watch videos of interest on a website.
- Make predictions using evidence.
- Compare and contrast student experiences.
- Apply what they have learned to their personal experience.
- Select one common piece of advice that will help keep them motivated to reach their goals.

Minimum English literacy level Intermediate

Computer skills needed Basic internet and Word skills: searching using a drop-down menu, using video on the internet, entering text in Word.

Time needed 2 hours

PROCESS

Preparation (materials needed, tech check, etc.):

- Create a short list of people, places and things to compare.
- Print out copies of the Venn diagram handout (page 18) or make it accessible on their computers or via the web (e.g., Google Docs).
- Do a tech check of the lab to see which computers are working and prepare to seat students accordingly.
- If available, set up a projector so you can demonstrate how to search for videos. (Make sure you try out both ways of searching ahead of time.) Prepare to model for students how to fill out their Venn diagram in Word.
- Like YouTube, the videos on the site use Flash. Although most labs will already have Flash installed, double check that it has been installed for the browser students will use.
- If some students need practice in the computer skills listed above, consider a pre-activity tutorial.

Steps:

1. Opening: Show students how to access (but not yet watch on their computers) the “Watch Videos” page of the website: <http://www.nyc.gov/html/youcantoo/html/videos/videos.shtml>.

Show them that there are two methods of searching: either by keyword or program. Tell the class that for this activity, the focus will be on “Search by Keyword.” Walk the class through the steps of searching for videos. (Tell them to click the back button to return to their search results page.) Then have students look at the list of search categories (Immigrant, GED, etc.) listed within the “Search by Keyword” drop-down menu. If need be, show learners how to use drop-down menus. Ask them to pick two “Search by Keyword” categories and then have them predict what people in those categories might have as goals, motivations, challenges, and successes. Later you will be asking them if their predictions were correct.

Watch Videos

By coming to this website, you've taken the first step on the path to earning your GED, learning English, finding a job, or going to college. Although the journey can be long and frustrating, your fellow New Yorkers are going to be there, right by your side. Click on some of these videos to hear how people like you achieved their goals. And remember, if they can do it, you can too!

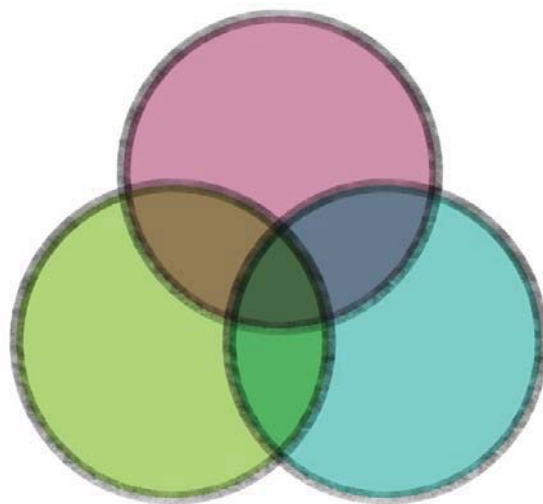
To view the videos, enter a search term or search by program from the drop-down box.
[Learn how to submit your own video](#)

Search Videos

or

2. With students at their computers, ask them to put on their headphones. (If they don't have headphones, it can make the activity more interactive—but noisier—if they share the experience in pairs at the computer.) Make sure each person knows how to access a search results page and understands how to play videos.
3. Tell students to select two videos by using the “Search by Keyword” drop down. Encourage students, especially less advanced English language learners, to preview videos by reading the text summaries beneath each one. After they have each chosen, ask them how they selected their videos—by gender of the subject? Country of origin? Something else?
4. As they listen, ask the students to make notes about what each speaker is saying. They will then transfer their notes into the Venn diagram (page 18), writing what was unique to each speaker in the separate circles and what was common to them both in the overlapping middle. Note: Explain to the class that they are comparing experiences, not physical characteristics (e.g., that both are men). In small groups, have them share their Venn diagrams as they compare and contrast the experiences described in the videos.
5. Talk about:
 - a) What surprised them about these experiences?
 - b) Did the predictions they had made earlier play out as expected?
 - c) How do their own goals intersect with the students in the videos? Which of their goals are similar? Which are different?

You might want to introduce the idea of a three-circle Venn diagram by asking volunteers to draw one on the board and then asking learners to show how their experiences intersect with the students in the videos.



6. Create, on the board or newsprint, a table with two columns: Forces FOR Change and Forces AGAINST Change. Have students share their thoughts about the positive and negative forces in the people's lives. (Add these under the appropriate category.) Ask the class if they notice any common themes (for example, many on the videos noted that they had supportive spouses). Finally, if it has not already occurred naturally, end this activity by asking students (who care to share) about the forces that are supports and barriers in their own lives.
-



7. Closing: Ask students if there is a particular theme, story or lesson they learned from hearing the stories of the people in the videos that could help them continue working toward their goals. Ask them to write on an index card something that will encourage them: a lesson learned or confirmed or a piece of advice that will keep them moving toward their goal. It could be in the form of a word (Believe!) or an image (a stick figure drawn of someone with a hand out to help). Then have them write their names on the backs. Collect the cards and tell students you will keep them and give them back at a time you think they might benefit from encouragement. Of course, you can tell them they are welcome to come to get them at any time!

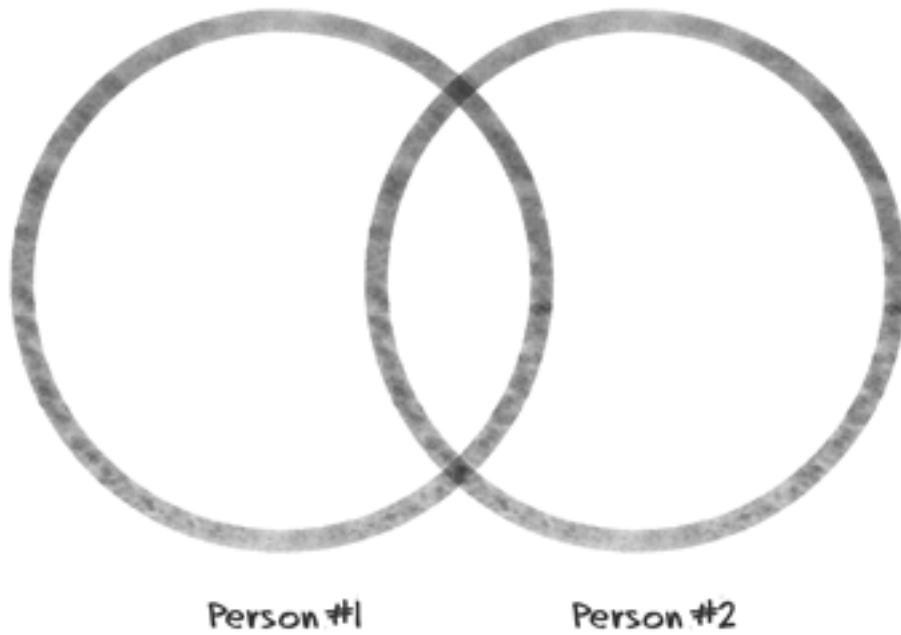
Variations:

- Although the level of dialogue in this activity might be difficult for most beginning language learners to articulate, some higher beginners might, with repeated listening of videos and reading the text summaries, identify similarities such as jobs, countries people are from, language they speak, etc.
- For those who would benefit from reading and then comparing and contrasting, ask students to read the scenarios below instead of listening to videos:
<http://www.collegetransition.org/docs/ica.StudentGoalScenarios.doc>
<http://www.collegetransition.org/docs/ica.WorksheetforStudentGoalScenarios.doc>

Additional Resources:

- Although this article is about reading comprehension, see the Visual Structures or Graphic Representations section from the following web page:
<http://www.collegetransition.org/promisingpractices.research.readingstrategies.html>
- About Venn Diagrams
<http://www.purplemath.com/modules/venndiag.htm>
- Compare and Contrast Chart
http://go.hrw.com/resources/go_mk/la/latm/COMPRCRT.PDF
- Compare and Contrast Diagram
<http://www.readingquest.org/pdf/compare.pdf>
- Double Cell Diagram
<http://www.graphic.org/bubble.html>

COMPARE AND CONTRAST ACTIVITY



Activity 5 ENGAGING IN ONLINE COMMUNITIES

Goal To give learners practice connecting with others through social media options on the site.

Objectives Learners will be able to ...
Identify the location on the website where they can share their writing, video and ideas.
Identify the social media tools used by the website and explain their function.
Sign up for email updates from YouCanToo!
Follow/friend/post to YouCanToo! social networking sites.

Minimum English literacy level Low Intermediate

Computer skills needed Basic internet skills: entering URL, navigating a website using menus, scrolling, clicking links, signing up for email and using social media sites, typing comments and submitting posts.

Time needed 2 - 4 hours

PROCESS

Preparation (materials needed, tech check, etc.):

Schedule lab time and do a tech check of the lab to see which computers are working and prepare to seat students accordingly.

If available, set up a projector so you can demonstrate how to access and navigate the site. Make sure you have speakers, if necessary, and the sound is working.

If some students need practice in the computer skills listed above, consider a pre-activity tutorial, especially on how to post comments.

Familiarize yourself with the YouCanToo! social media options, particularly Facebook.

Steps:

1. **Opening:** Although you might have to gear down the following question, depending on the language level, begin by asking, “When you have a challenge, and you need information to overcome that challenge, who do you communicate with, and how?” Then remind them that the purpose of YouCanToo! is to help them connect with others who can answer their questions. In preparation, you will be showing them some social media tools from the website and helping them post a message. If you haven’t already oriented students to the site and familiarized them with its purpose, make sure you discuss with them the value of connecting with YouCanToo! For example, they can meet other adult learners and hear their stories, their challenges, and their victories. They can also share their own stories of returning to school or the workforce. Next, visit each social media tool that You CanToo! uses on their site (click on the icons that appear under the left menu). Show each tool and briefly explain its function and value. Explain that in addition to connecting to and leaving comments on a social media site, an advantage of friending or following is that they can automatically get updates about YouCanToo!. Finally, take a poll of the class (by show of hands) of how many use each type of site. Alternatively, if you are using a projector, set up a poll and have students text their answers and see instant feedback with Poll Everywhere <http://www.poll Everywhere.com/>.
2. Demonstrate how they can get to the “Join Our Community” page <http://www.nyc.gov/html/youcantoo/html/learners/community.shtml> and make sure everyone reviews the page before moving to the next step.
3. (For beginning levels) Ask the class if they would like to take an easy first step toward being part of the YouCanToo! community by signing themselves up to receive emails updating them automatically about new content and events. (Of course, students should be able to opt out of this and other community aspects, if they wish.) The most efficient way is to walk learners through the sign-up process, step by step, particularly guiding them through entering letters in the graphic. Students can take turns reporting on these updates and facilitating any discussion or action the class might want to take.

Home

About YouCanToo!

Letter from the Partners

Watch Videos

For Learners

For Community Allies

News & Events

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If you sign up for our updates, you will receive emails about our upco
You will also receive our newsletter and tips on how "YouCanToo!" a
* indicates required field.

Name: *

Email Address: *

Phone: *

How did you hear about YouCanToo:

Questions or Comments: *

Please enter the letters you see in the graphic below (required):
(letters are not case-sensitive)



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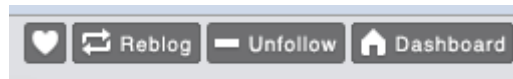
Reset

4. Ask students who have a Facebook account to sit next to those without one so learners can work together on the following activity. (Invite students to show those who want an account to help them sign up during a break.) Then have the class go to the YouCanToo! website so they can see where they can click on the Facebook icon to arrive at <http://www.facebook.com/YouCanTooNYC>.
5. Once the class arrives at the YouCanToo! Facebook page, ask the class to read posts or watch video clips that interest them. (As a pre-writing activity and particularly if this is an ESOL class, discuss with the class any reactions they have to these posts.) Make sure that they also read others' comments so that they can use them as a model of what they might write.
6. Ask them to write down any questions or comments they would like to leave on the page. If a student has their own thoughts, advice, or reaction to the site, they can prepare a direct message to send to YouCanToo! via the message button. (Students working together can either create one post or select a second one so that both learners can comment.) Walk around to review and help students revise their writing, or have learners exchange their writing with classmates to see if what they wrote was clear.
7. When students feel they are ready, have them post comments or send a message. They might want to "Like" a post as well. Then, after the whole class has posted, ask the class to read what classmates have written.
8. Closing: With the class, brainstorm ways they can become active participants in the community, share experiences, and help other students through Facebook and the other social media on the site.

Variations:

- Follow YouCanToo! on Twitter
Have learner visit <http://twitter.com/#!/youcantoonyc> and read a few posts from YouCanToo! If learners don't already have a Twitter account, sign them up at twitter.com to follow @YouCanTooNYC to get their own updates.
- Blogging with Tumblr
 1. Show (or if students have earphones, have students watch on their own) the following brief explanation about blogging: <http://www.commoncraft.com/video/blogs>.
 2. Explain to the class that the YouCanToo! has a blog on Tumblr at <http://youcantoonyc.tumblr.com/>. (You might have visited this before if you clicked on the first "T" icon.) Explain that they will be creating something similar so they can share their journey in going to school or work.

3. For less advanced computer users, walk them slowly through the sign-up and creation process. For more advanced users, try having them follow these directions from YouTube: <http://www.youtube.com/watch?v=g1pSijQOgL0&feature=related>
4. When the class is finished signing up, ask students to type a blog entry introducing themselves and explaining why they are going to school. You may find that some will prefer to write or type it out before entering the post directly into Tumblr.
5. Now have them share their web address for their blog with a student beside them in the lab. Show students how to follow another person's blog. (Have them make sure they don't give the dashboard URL, but the blog: <http://www.youtube.com/watch?v=7DJwz4uZrak>.)
6. Then ask students to click "reblog" and type a comment. Have students go back to <http://youcantoonyc.tumblr.com/> and show them how to "follow" the YouCanToo! blog. Then ask students to read and select one post from the YouCanToo! site that they would like to comment on. Ask them to "reblog" and leave a note.



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- An "Amazing Race" Activity
Have students work in pairs and do an Amazing Race activity where they go to <http://www.nyc.gov/html/youcantoonyc/html/learners/community.shtml> and join the community in as many of the six ways below as possible. The group that completes the most in the allotted time wins a prize.
 - Sign up for email updates
 - Like YouCanToo! On Facebook
 - Follow @YouCanTooNYC
 - Watch a YouTube video and comment on it
 - Join and post a comment on YouCanToo's Tumblr blog

Additional Resources:

Social Media in Plain English Videos

- Blogs (Tumblr constitutes a multidimensional blog.)
<http://www.commoncraft.com/video/blogs>
- Twitter
<http://www.commoncraft.com/video/twitter>
- Facebook
<http://www.commoncraft.com/video/social-networking-facebook>

Resources for building online community

<http://www.feverbee.com/2010/01/how-to-build-an-online-community-the-ultimate-list-of-resources.html>

Activity 6 SHARING YOUR STORY

Goal To help learners generate and share their own stories.

Objectives Learners will be able to ...
Access and listen to stories on the website and use them as a model for sharing their own stories
Use graphic organizers to generate ideas and content for their own stories
Present their stories in written or oral form

Minimum English literacy level Intermediate

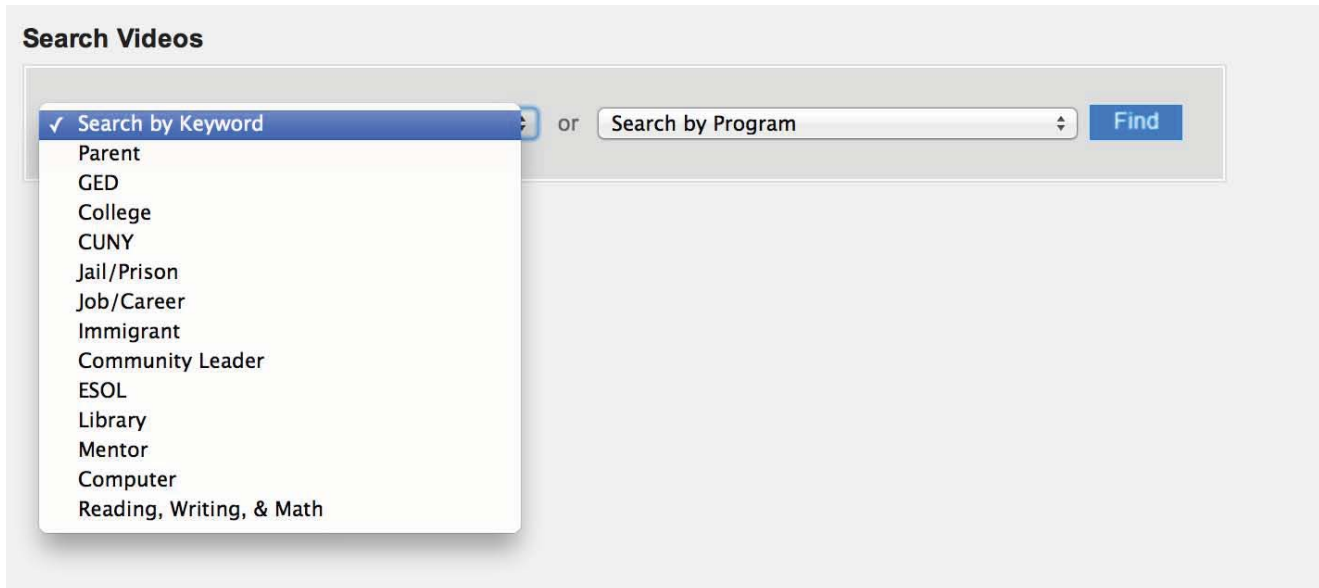
Computer skills needed Basic internet skills: entering a URL, navigating a website using menus, scrolling, clicking links, using drop down menus, and some experience with searching. If students are creating video, at least some students in the class will need familiarity with cameras and uploading video files in order to team up and support others.

Time needed 3-4 hours

PROCESS

Preparation (materials needed, tech check, etc.):

- Make sure you are prepared to show students how to search for videos on <http://www.nyc.gov/html/youcantoo/html/videos/videos.shtml>



- Schedule lab time, do a tech check of the lab to see which computers are working, and prepare to seat students accordingly.
- If some students need practice in the computer skills listed above, consider a pre-activity tutorial, especially on searching.

Steps:

1. Opening: Explain to the class that this activity will involve them creating and sharing stories of their own school and work experiences. They will be participating in various activities to prepare for this, including making a timeline, watching other students tell their stories, and making notes on a story guide.
2. Draw a timeline on the board or pass out the handout (see example on page 27) to concretize a framework and to get learners familiar with a timeline. Create one that depicts the career-related events of the whole class, starting with the earliest possible year you think the oldest in your class was born. Ask students to write specific events on stickies, adding important dates, such as when they entered/left high school or college, when they arrived in the country, etc. (They can write in the present or past tense depending on their level of English—for example, “Maria comes to New York.”) After they finish their stickies, have

students come up to add them to the timeline. As a web-based alternative, use a free online timeline such as Tiki-Toki: <http://www.tiki-toki.com/>

3. Review with students how to select videos of interest on the video search page <http://www.nyc.gov/html/youcantoo/html/videos/videos.shtml> (see also Activity 4 for a review of how to search the videos). Have students view videos so they can use them as models of the kind of content they can include in the stories they will be writing (or you might want to select one or two videos that would be most appropriate for their level). Have students take notes to be able to remember and share the steps that learners in the videos have gone through to achieve their goals. You might ask learners to highlight one portion of a video that stood out or inspired them.
4. Before they begin writing their own stories, have them do a pre-writing activity using the graphic organizer on page 26 to help them generate ideas and put some order to their thoughts.
5. As students work on writing their stories, walk around the room to see if they are on track. Give suggestions on how they might flesh out what they jotted down in the graphic organizer by having them add explanations or examples. Offer support and give them an opportunity to ask questions. Suggest that they share what they have written with a partner or small group to get feedback on clarity, etc.
6. Once students have revised and edited their work, provide opportunities for them to share what they wrote. Here are some options:
 - a. Exchange stories so another student can read it.
 - b. Create a gallery walk where the stories are hung on the wall. If they are typed, instead of printing them out the story can be opened in Word and students sit at computers to read them.
 - c. Submit them to the YouCanToo! blog: <http://www.nyc.gov/html/youcantoo/html/learners/story.shtml>.
 - d. Read them aloud to small groups or the entire class.
 - e. Enter the stories in PowerPoint and use the narration feature to read aloud what they have written.
 - f. Put students' narrated presentations online via sites such as Brainshark <https://my.brainshark.com/register.aspx>.
7. Closing: Have students think ahead. First, ask them to predict what the students in the videos they watched will be doing in five years. Then have each student describe what they would like to be doing in five years and add it to the class timeline. This can make for a fruitful discussion of:
 - a. What we want for the future
 - b. What we need to do to get there

Variations:

- For beginning writers: Have learners search for images or draw pictures for each question in the story guide and then use them to scaffold the storytelling.
- Oral presentation: If students would like to submit video stories, use the story guide on page 26 (or “Questions that can help guide your story,” on <http://www.nyc.gov/html/you-cantoo/html/learners/story.shtml>) to prompt students’ oral rather than written narratives. Remind them that they need not be limited to these questions. Allow them the same opportunities for peer feedback as you would provide to writers, and set them up to also record and listen to themselves. They can record themselves on their phones (see <http://www.makeuseof.com/tag/record-publish-podcasts-mobile-phone/>).
- Creating YouTube videos: If you have students creating video, aside from having access to a device with video capabilities (camera, phone or webcam), you will need to arrange for a quiet time and place for shooting the video. Here are some hints for planning a video (and uploading to YouTube).
- How to present yourself in a video
<http://www.youtube.com/watch?v=uikXrhwPmnI&feature=relmfu>
- How to shoot and edit a video
<http://support.google.com/youtube/bin/answer.py?hl=en&answer=55736>
- How to upload a video
<http://support.google.com/youtube/bin/answer.py?hl=en&answer=57924>

Additional Resources:

- The 5 Steps of the Writing Process
http://olp.literacybydesign.com/lbdolp/content/RLR_WSC5_001_olp.pdf
- Oral Presentations
<http://go.owu.edu/~dapeople/ggpresnt.html>

My name is....

I was born....

I decided to come back to school because...

Coming back to school has been...

I would advise anyone who is coming back to school to...

My plan for the future is to...

To guide your story complete the following:

SAMPLE TIMELINE

