

Where In The World Is...

Fremont High School, Fremont, Nebraska, is located in the heart of the Mountain-Plains region. During the 30+ years of my tenure there, the school population has changed. Our student population is more diverse than it has ever been.

This year our inservice time focused on REACH, which stands for Reaching Ethnic and Cultural Heritage. This program provides the educator with important knowledge and skills to implement multicultural content into existing curriculum.

Each teacher was assigned to come up with a lesson plan, which included multicultural content. I created Where In The World Is... as an opportunity for my Computer Applications II students to get information about another country, to use their PowerPoint skills, and to have an opportunity to practice their oral communication skills.

I took a survey to see which three countries each student would like to do. The responses were so diverse that everyone got his/her first choice. The limit to the number of countries covered is only limited to the number of students you have.

Students were expected to take notes during each presentation. Not only was the information used that day, students were asked to look over their notes and make two slides listing three things from two different countries they learned as part of the PowerPoint final.

Not only did this project fulfill the requirement of a lesson plan, it was enjoyable to do. I was blessed with a good group of students who willingly took on the project. One student stated in an evaluation of the project: "It was simple, fun, and educational. It let us enjoy teaching and learning about other cultures."

Of course, once a project is completed, other ideas surface! Two ideas suggested to me would be to have students choose the country of their own cultural heritage or choose countries that are represented at your school.

Attached you will find the handout with the assignment and rubrics for the technology and oral presentation. ENJOY!

Submitted by Wanda Samson, Fremont High School, Fremont Nebraska

School email: wanda.samson@gmail.com

The handouts can be found at <http://www.nde.state.ne.us/BMIT/index.htm>

Where In The World Is...?

Objectives:

1. The student will demonstrate PowerPoint skills to create a presentation.
2. The student will become familiar with different customs from other countries.
3. The student will orally share the information with his/her classmates.

Scenario: You work for an international company. When you reported to work today, your boss said you would leave in five weeks for a trip to a foreign country for a week. Besides getting your passport and business papers in order, you need to prepare for your trip. So many questions--kind of clothes needed, customs you will encounter, etc.

Each student will choose a different country. The student will do research regarding the following information (and be sure to look over the rubrics as you plan your presentation):

1. **Flag/Colors/Map**
 - ✓ Provide a picture of the flag (for slide 1) and map (for slide 2), tell why you chose country and where it is in relation to Fremont
 2. **Climate/weather**
 - ✓ Describe the climate
 3. **Time Zone**
 - ✓ What time is it in your country if it is noon here?
 4. **Currency**
 - ✓ Type of currency used, compare to US dollars
 5. **Language spoken/communications**
 - ✓ Find out how to say: "Good morning", "Good afternoon", "Good evening", "Please", "Yes", "No", "Thank you", "My name is", "Pleased to meet you", "How much", "Good-bye". If you have other words you wish to share, check with me first! <http://www.travlang.com/languages/> will be useful. Scroll down to the bottom.
 6. Choice of one of the next 2. You may do both if you wish—Bonus opportunity.
- Social Customs/Culture**
- ✓ For example, in Japan shoes must be taken off before entering a home
- Accepted business practices**
- ✓ Such as, gift giving, business card transfer, entertainment, proper way to use names, proper greetings, conversation rules, appointment punctuality, verbal and nonverbal communication, handshaking, and gestures and their meanings
7. **Business attire/appearance**
 - ✓ What is considered appropriate attire when conducting business in the target country?
 8. Choice of one of the next 2. You may do both if you wish—Bonus opportunity.
- Work Day/Hours/Holidays**
- ✓ Specific Working Hours, holidays that are celebrated and when they occur
- Native Foods**
- ✓ What are some of the native foods you would expect to eat or serve people in your country?
9. While speaking, at least 5 slides must have info not printed, speaker will pause for note taking of classmates
 10. You also need a summary—would you really like to visit there and why
 11. For bonus: make a slide listing sites you found useful and why (See **World—Oral Presentation Evaluation Rubric**)
 12. Keep list of sources used and what you found there to submit to your teacher

One helpful site is: <http://www.cyborlink.com/>
has websites <http://www.internationalbusinessetiquette.com/besite/resource.htm>
Dress to Impress the World <http://workabroad.monster.com/articles/dressing/>
Currency Converter <http://www.oanda.com/convert/classic>

Your PowerPoint will consist of up to 24 slides. The slides will be printed in the Handout—6 to a page format. Your teacher will make copies for the other students in the class. During your oral presentation, your classmates will write down the information. Each slide should just list topics, not word for word what you will say. Take notes on the notes section for yourself so you remember what you will say. You are expected to not read directly from your paper.

PowerPoint Evaluation—see **World—Technology Evaluation Rubric**

1. For ease of evaluating, please complete the slides in order of the research topics
2. Title Slide with your name, number, and name of class
3. Title Slide with name of country/background is the map of the country
 - ✓ When you present this slide, tell why you were interested in this country and where it is in relation to Fremont
4. Include the following items some place
 - ✓ A graph
 - ✓ An organizational chart
5. Summary
 - ✓ In your summary, explain why you would or would not like to travel to this country
6. Source slide
 - ✓ List the internet sources you used (and any other sources)
7. Each slide will have a different background—make sure words are readable
8. Slides will transition by mouse click. You may also animate different parts of a slide to come in with the mouse click

Printing (all in black and white)

1. One copy of handouts, 6 slides to a page
 - ✓ Label 2 different transitions
 - ✓ Label the different backgrounds—plain color, gradient, texture, picture
2. One copy of handouts, 6 to a page—must be completed the day before you present. Your teacher will make copies for each student to use while you give your presentation.
3. You may also print the notes to help you during your presentation.

The notes you take from these presentations will be used on the quarter test!

World--Oral Presentation Evaluation Rubric

5—Superior	3—Average	0—Needs Improvement
Vocal Variety <input type="checkbox"/> Conversational, enthusiastic attitude toward subject and audience <input type="checkbox"/> Speaks to the audience	<input type="checkbox"/> Seems like there is a wall between audience and speaker <input type="checkbox"/> No variety in rate of pitch	<input type="checkbox"/> Unpleasant voice, monotone, no variety <input type="checkbox"/> No pauses <input type="checkbox"/> No excitement in voice
Voice Projection <input type="checkbox"/> Able to hear in the back of the room	<input type="checkbox"/> Voice was too loud or too soft occasionally	<input type="checkbox"/> Voice was too loud or soft for most of the presentation
Articulation <input type="checkbox"/> Each word spoken is clear and correct <input type="checkbox"/> Word endings articulated	<input type="checkbox"/> Most words are clear. Perhaps once or twice final consonant is not used	<input type="checkbox"/> Articulation is sloppy with no effort shown to have precise diction
Delivery <input type="checkbox"/> 90% eye contact, evidence of practice, using note page <input type="checkbox"/> Paused long enough for notes all slides	<input type="checkbox"/> 50% eye contact <input type="checkbox"/> Over dependent on notes <input type="checkbox"/> Did not pause 50% of time for note taking	<input type="checkbox"/> 20% eye contact <input type="checkbox"/> Read all notes <input type="checkbox"/> Did not pause for note taking
Organization <input type="checkbox"/> Easy to follow and understand speaker	<input type="checkbox"/> Material given did not match 1-2 slides	<input type="checkbox"/> Material given did not match more than 2 slides
Information <input type="checkbox"/> S 1: introduce self <input type="checkbox"/> S 2: Why you chose this country <input type="checkbox"/> S 2: Where this country is in relation to Fremont <input type="checkbox"/> At least 5 slides must provide material not listed on slide <input type="checkbox"/> Summary: Visit y/n/ and why	<input type="checkbox"/> Did not introduce self <input type="checkbox"/> No explanation why country chosen OR <input type="checkbox"/> No explanation where country is OR <input type="checkbox"/> Gave extra info on only 3 slides	<input type="checkbox"/> Did not introduce self <input type="checkbox"/> No explanation why country chosen <input type="checkbox"/> No explanation where country is <input type="checkbox"/> Gave extra info on less than 3 slides
Bonus <input type="checkbox"/> Submitted a list of 3-5 web sites you used that might be helpful to others, explained why and what found	<input type="checkbox"/> Submitted a list of 1-2 web sites you used that might be helpful to others, explained why and what found	
Scoring 29 and above A 27-28 B	25-26 C 23-24 D	

World--Technology Evaluation Rubric

5—Superior	3—Average	0—Needs Improvement
Approved Plan/Sources <input type="checkbox"/> An approved plan was submitted before beginning and attached to 6-to-page print <input type="checkbox"/> Copy of sources used	<input type="checkbox"/> An plan was submitted, but after PP was begun <input type="checkbox"/> OR no sources	<input type="checkbox"/> No evidence of pre-planning <input type="checkbox"/> No sources
Deadline met/Printing <input type="checkbox"/> Printed 6-page day before presentation <input type="checkbox"/> Ready to present on day assigned <input type="checkbox"/> Printed 6 to a page, b/w <input type="checkbox"/> Evidence of notes for oral presentation	<input type="checkbox"/> 3-page print was late <input type="checkbox"/> OR 6 to a page print not as assigned (b/w) <input type="checkbox"/> OR Not ready to present when assigned <input type="checkbox"/> OR no evidence of notes	<input type="checkbox"/> Was late presenting AND <input type="checkbox"/> 6 to a page incorrect AND <input type="checkbox"/> 3 to a page print was late <input type="checkbox"/> No evidence of notes
Title Slide <input type="checkbox"/> Name, No, Name of Class, Flag <input type="checkbox"/> Name of Country with map	<input type="checkbox"/> Omitted part of first title slide <input type="checkbox"/> OR Omitted map	<input type="checkbox"/> Both title slides had incomplete information
Backgrounds/Transitions/Etc. <input type="checkbox"/> Different background on each (and labeled on printout) <input type="checkbox"/> Flag on slide 1, map on slide 2 <input type="checkbox"/> Two different transitions labeled <input type="checkbox"/> One graph was used <input type="checkbox"/> One organizational chart was used <input type="checkbox"/> Label doc name and your login on print	<input type="checkbox"/> Variety of backgrounds not used <input type="checkbox"/> Or no flag background <input type="checkbox"/> Or transitions or backgrounds not labeled (2) <input type="checkbox"/> OR no graph <input type="checkbox"/> OR no organizational chart	<input type="checkbox"/> Variety of backgrounds not used <input type="checkbox"/> No flag background <input type="checkbox"/> Transitions not labeled (2)
Clarity of Slides <input type="checkbox"/> All slides are easily read <input type="checkbox"/> Short bulleted items, not sentences or paragraphs <input type="checkbox"/> Consistent bullet endings	<input type="checkbox"/> 1-2 slides are hard to read OR <input type="checkbox"/> Paragraphs/sentences used	<input type="checkbox"/> More than 2 slides are hard to read <input type="checkbox"/> Paragraphs/sentences used
Proofreading <input type="checkbox"/> There were no errors in spelling, grammar, or punctuation	<input type="checkbox"/> 1 error in spelling, grammar, or punctuation	<input type="checkbox"/> More than one error in spelling, grammar, or punctuation
Slides representing: <input type="checkbox"/> Climate/weather <input type="checkbox"/> Time Zone, time here @ noon <input type="checkbox"/> Currency <input type="checkbox"/> Language Spoken/Communication <input type="checkbox"/> Social Customs/Culture OR Accepted Business Practices <input type="checkbox"/> Business Attire/Appearance <input type="checkbox"/> Work Days/Hours/Holidays OR Native Foods <input type="checkbox"/> Summary	<input type="checkbox"/> Covered only 5-7 topics <input type="checkbox"/> OR slides not in order from assignment	<input type="checkbox"/> Covered less than 5 topics <input type="checkbox"/> Slides not in order from assignment
Bonus <input type="checkbox"/> Both Social Customs/Culture AND Accepted business practices <input type="checkbox"/> Both Work Day/Hours, Holidays AND Native Foods	<input type="checkbox"/> Both Social Customs/Culture AND Accepted business practices <input type="checkbox"/> OR Both Work Day/Hours, Holidays AND Native Foods	<input type="checkbox"/> No extras completed
Scoring 34 and above A 32-33 B	30-31 C 28-29 D	