**CommuniCreate**

**Final Report 2020 – 2021**

Abstract

This report provides insights into the operations of the CommuniCreate Afterschool Program, which included the following 3 virtual iterations:

Summer Iteration, Pilot Program via Zoom

16 sessions

(July 2020 - Aug 2020)

Fall Iteration via Zoom

8 sessions

(Sept 2020 - Dec 2020)

Spring Break Iteration, Camp Format via Zoom

4 sessions

(March 2021)

By \_\_\_\_\_\_\_

SFU Surrey TD Community Engagement Center

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| 1. INTRODUCTION |

CommuniCreate is a free and inclusive after-school program through which immigrant and refugee youth, ages 10 to 17, can get involved with their communities, feel a sense of belonging and improve their English through a fun and engaging youth-centered curriculum. This program was originally intended to be an 8-week long in-person program, but due to the Covid-19 Pandemic, we had to change this program to an online program. All the iterations of the program were in partnership with the DIVERSEcity Community Resources Society, the Surrey Welcome Center and Surrey School District’s Community-School’s partnership.

Prior to the start of each session, program supervisors, the lead volunteer and program volunteers would meet at 3:00 pm to go over that day’s curriculum, and the roles assigned to some of the volunteers. This segment would take around 30 minutes and ensured that everyone understood the curriculum and what was expected of them. At the end of each session, there would be a debrief wherein all the volunteers had an opportunity to fill out their feedback surveys (online) and talk about how the session went for them, and what their challenges and highlights were.

Each session was centered around a theme and a set of vocabulary related to this theme. Virtually, the students would be paired one-on-one with volunteers who helped them learn the new vocabulary and complete the video-based worksheets. Games, social and team-work activities were usually done in breakout rooms of two students and one to two volunteers.

The pilot iteration of this program was offered during the summer, teaching English to newcomer youth through the use of engaging and hands-on activities. Over the span of 16 sessions, this program aimed to help newcomer youth improve their communication ability, to promote success in their everyday lives, teach youth practical life skills through hands-on activities, and create a safe and enjoyable environment for these youth to connect with others in their communities, express their creativity, and build confidence. This program also helped increase student-community engagement as Surrey high-school students and SFU students interacted and engaged with each other. During the Summer iteration, CommuniCreate was an 8-week program that ended with two sessions each week, and one final session that contained a review of previous lessons and some fun activities. Students participated in this program from 3:30 pm to 5:00 pm.

The program had two more iterations during the 2020-2021 period. The fall iteration went from September to November 2020. Sessions were all held online, on Zoom from 3:30 pm to 5:00 pm. The newcomer youth participants that were recruited for this program were between the ages of 13 and 17. The Spring iteration of the program consisted of 4 back-to-back sessions and was held during Spring Break, from March 15th to 18th, 2021. CommuniCreate activities and worksheets are both team-based and individual, which helps develop the students’ interpersonal skills and English proficiency.

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| 2. BENEFITS OF THE COMMUNICREATE PROGRAM |

Being a virtual program has made CommuniCreate more accessible to students, supervisors, volunteers and community partners alike. It has removed the need to commute, and consequently allowed more people to access this program, regardless of possible distance and time barriers. Additionally, thanks to Zoom’s breakout room feature, students can easily focus on the lessons and engage with the volunteers on a one-on-one basis. Consequently, shy students are more comfortable opening up.

This program makes a positive difference for various groups within our target community. Newcomer youth benefit in terms of improved English language skills, soft skills, practical day-to-day capabilities and knowledge regarding valuable resources and tools that are available to them, which can make their transition to a new country and culture easier. They are also able to experience a sense of community through connecting with other newcomers like themselves, who understand them and their experience. Furthermore, they have the benefit of connecting with program volunteers who have lived and studied in Canada, and who can transfer much of their knowledge, experiences and valuable tips to these youth. For instance, these youth can ask the volunteers who are SFU students questions about their future career goals; some may even take an interest in studying at SFU and create positive connections that they could leverage for their future careers.

University volunteers would also benefit from the increased student-community engagement as they will be involved in teaching and mentoring newcomer youth in their community. This program is a valuable volunteer opportunity as it is recognized on the SFU co-curricular record. These volunteer hours can be beneficial for students applying to programs such as the PDP program for students who want to go into teaching. Moreover, the Program and Volunteer Supervisors can serve as references for university students who are applying for co-op, jobs or other volunteer opportunities.

This program has also been beneficial for our Community partners including DIVERSEcity and the Surrey Welcome Center who have played a valuable role in engaging with families and students who participate in CommuniCreate. Due to the community partner collaborations with SFU, these organizations have created opportunities for us and the students to learn and engage with peers. The partners have also benefited themselves for their branding as they reach out to the families who then become familiar with the names and services offered by these community organizations.

The students, volunteers and other stakeholders of this program get the benefits of working with a diverse population in order to develop the knowledge and skills that are needed in today’s world. The program coordinators work effectively with culturally and linguistically diverse students to get a view of how to address the gaps that the students have and how to fill those gaps. This creates a learning opportunity for the staff and community partners too.

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| 3. LAYOUTS OF EACH WEEK’S WORKSHOP |

*Summer Pilot Iteration - July 2020:*

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| **Session 1: July 2, 2020** | | **Number of students present:** | | **16** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
|  | Introduction | Introduce volunteers, program outline, class agreements and point and reward system. | PowerPoint Slides | 20 mins |
| Teach Zoom basics and features | Go over muting, sharing screen, using the chat and changing your name. | Document with screenshots of Zoom features | 15 |
| Fun icebreaker video | Together in the main room | YouTube | 10 |
| Getting to Know Each Other activity | Complete a simple question and answer worksheet together in breakout rooms of 2-3 people (no more than 2 students) | Worksheet with questions and many possible answers and their pictures | 15 |
| Icebreaker games  In breakout rooms of 3-6 people | Easy to follow games like Hangman and Pictionary (skribbl.io) |  | 20 |
| Student Feedback Surveys | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to survey (original content) | 10 |

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| **Session 2: July 6, 2020** | | **Number of students present:** | | **14** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| (12) | Introductions (new set of volunteers and instructors for Mondays) | Introduce volunteers, program outline, class agreements and point and reward system. | PowerPoint Slides | 20 mins |
| Review Zoom basics and features | Go over muting, sharing screen, using the chat and changing your name. | Document with screenshots of Zoom features | 10 |
| Fun icebreaker video | Together in the main room  [**https://www.youtube.com/watch?v=PDHIyrfMl\_U**](https://www.youtube.com/watch?v=PDHIyrfMl_U) | YouTube | 10 |
| Getting to Know Each Other activity (with more questions and a backup video for when they are done) | Complete a simple question and answer worksheet together in breakout rooms of 2-3 people (no more than 2 students) | Worksheet with questions and many possible answers and their pictures | 25 |
| Icebreaker games  In breakout rooms of 3-6 people | Easy to follow games like Hangman and Pictionary (skribbl.io) |  | 15 |
| Student Feedback Surveys | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 3: July 9, 2020** | | **Number of students present:** | | **15** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| (13) | Helpful phrases | Quick review of helpful phrases that can be used by the students in this program |  | 10 |
| New vocabulary taught  **Theme**: Nationality and Culture | Displayed PowerPoint containing new words related to the theme of the day, a very simple definition and 1 or more relevant pictures for each word. | ppt document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | Some example videos:  [**https://www.youtube.com/watch?v=hTxKv5n5M2Y**](https://www.youtube.com/watch?v=hTxKv5n5M2Y)  [**https://www.youtube.com/watch?v=0vY2sf2jty4**](https://www.youtube.com/watch?v=0vY2sf2jty4) | YouTube  *Stopped both videos at minute 1:30* | 10 |
| Reading Exercise: Reading the script | In small breakout rooms of 2-3 people: Students read the script of one of the videos they watched (out loud) and ask any questions they have. |  | 10 |
| Activity unrelated to theme of the day: Oral Drills | In the same small breakout rooms, students say the same sentence over and over again, while filling in the blank spot with words displayed on the slides. | Oral Drills Slides (included the sentence as well as words and images) - original content | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet showing practical usage of today’s new words and theme | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out feedback survey, in same breakout rooms as before. | Link to the survey | 10 |
| News/updates | Share any relevant news or updates with the students | ie. Summer Online Youth Nights | 5 |

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| **Session 4: July 13, 2020** | | **Number of students present:** | | **16** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| (12) | Helpful phrases | Quick review of helpful phrases that can be used by the students in this program |  | 10 |
| New vocabulary taught  **Theme**: Nationality and Culture Part 2 (new set of vocab) | PowerPoint was screenshared. It contained new words related to the theme of the day, a very simple definition and 1 or more relevant pictures for each word. | ppt document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | **Video #1:**<https://www.youtube.com/watch?v=jt2tikGSu98> stop at 3:10  **Video #2:**<https://www.youtube.com/watch?v=dQGmL6jYqpA> stop at 2:25 | YouTube | 10 |
| Listening and Speaking Exercise: Q&A and Roleplay | In small breakout rooms of 2-3 people: Students watch the videos and answer the questions given. | YouTube | 15 |
| Activity unrelated to theme of the day: Oral Drills | In the same small breakout rooms, students say the same sentence over and over again, while filling in the blank spot with words displayed on the slides. | Oral Drills Slides (included the sentence as well as words and images) - original content | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet showing practical usage of today’s new words and theme | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 5: July 16, 2020** | | **Number of students present:** | | **16** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| (13) | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  Social Media, Entertainment and Making Plans Part 1 (vocab set focused on making plans) | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | [**https://www.youtube.com/watch?v=iLD13DIEpR8**](https://www.youtube.com/watch?v=iLD13DIEpR8)  [**https://www.youtube.com/watch?v=ENPSjB90MR4**](https://www.youtube.com/watch?v=ENPSjB90MR4)  [**https://www.youtube.com/watch?v=ayP95mNzupM**](https://www.youtube.com/watch?v=ayP95mNzupM) | YouTube | 10 |
| Speaking Exercise: Roleplay scenarios related to today’s theme | In small breakout rooms of 2-3 people: Students and their volunteers perform the role play scenarios on their worksheet | Original Worksheet depicting two roles | 15 |
| Activity unrelated to theme of the day: Blind Artist Game | In the same small breakout rooms, students try to tell their volunteer how to draw an object without revealing what that object is. | List of words to be privately messaged to the students. | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 20 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 6: July 20, 2020** | | **Number of students present:** | | **11** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| (11) | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  Entertainment and Making Plans Part 2 (vocab set focused on entertainment) | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | [**https://www.youtube.com/watch?v=dP8-bvuUYqU**](https://www.youtube.com/watch?v=dP8-bvuUYqU)  [**http://www.elllo.org/english/beginner/B08-HanaDaniel-HerPlans-GoingTo.htm**](http://www.elllo.org/english/beginner/B08-HanaDaniel-HerPlans-GoingTo.htm)  [**https://www.youtube.com/watch?v=YkeIkmzYSz4**](https://www.youtube.com/watch?v=YkeIkmzYSz4) | YouTube | 10 |
| Speaking Exercise: Roleplay scenarios related to today’s theme | In small breakout rooms of 2-3 people: Students and volunteers roleplay the scenarios on their worksheet and students answer the questions there. | Worksheet with script for two roles and related questions | 15 |
| Activity unrelated to theme of the day: Name, Place, Animal, Thing, Plant Game | In the same small breakout rooms, volunteers pick a letter and then ask their students to write down a name, place, animal, thing, and plant that starts with that letter. |  | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 20 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 7: July 23, 2020** | | **Number of students present:** | | **14** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| (15) | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  Using Services (Doctor, Bank, etc.) Part 1 | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | **Making an appointment:**  [**https://www.youtube.com/watch?v=G07V0aOmWTI**](https://www.youtube.com/watch?v=G07V0aOmWTI)  **At the doctor’s office:** [**https://www.youtube.com/watch?v=ydpyk63kR7Q**](https://www.youtube.com/watch?v=ydpyk63kR7Q)  **At the bank:**  [**https://www.youtube.com/watch?v=Amogrn5yvYo**](https://www.youtube.com/watch?v=Amogrn5yvYo) | YouTube | 10 |
| Speaking Exercise: Roleplay scenarios related to today’s theme | In small breakout rooms of 2-3 people: Students and their volunteers perform the role play scenarios on their worksheet | Original Worksheet depicting two roles | 15 |
| Activity unrelated to theme of the day: online game | [**https://www.gamestolearnenglish.com/fast-phrases/**](https://www.gamestolearnenglish.com/fast-phrases/) |  | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 20 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 8: July 27, 2020** | | **Number of students present:** | | **18** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| (11) | Students arrive | Music plays as students arrive and are greeted | Music | 5 |
| New vocabulary  **Theme**:  Using Services (Doctor, Bank, etc.) Part 2 | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | [**https://www.youtube.com/watch?v=DNVFzxqfbOY**](https://www.youtube.com/watch?v=DNVFzxqfbOY)  [**https://www.youtube.com/watch?v=ka-dwb-O-uE**](https://www.youtube.com/watch?v=ka-dwb-O-uE) | YouTube | 10 |
| Speaking Exercise: Roleplay scenarios related to today’s theme | In small breakout rooms of 2-3 people: Students and their volunteers perform the role play scenarios on their worksheet | Original Worksheet depicting two roles | 15 |
| Activity unrelated to theme of the day:  Virtual Game | [**https://www.gamestolearnenglish.com/fast-phrases/**](https://www.gamestolearnenglish.com/fast-phrases/) |  | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 20 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 9: July 30, 2020 (Review session)** | | **Number of students present:** | | **12** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| (15) | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| Games in breakout rooms of 3-6 people: Pictionary | Volunteers draw an item on the whiteboard and have the students guess what they are drawing. |  | 15 |
| Review in small breakout rooms | Students review the vocab they have learned so far | Review PowerPoint | 20 |
| Games in small breakout rooms | [**https://www.gamestolearnenglish.com/fast-phrases/**](https://www.gamestolearnenglish.com/fast-phrases/) |  | 15 |
| Word Chain |  | 15 |
| Odd one out:  [**https://eslkidsgames.com/2018/02/esl-odd-one-out.html**](https://eslkidsgames.com/2018/02/esl-odd-one-out.html) |  | 10 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 10: Aug 6, 2020** | | **Number of students present:** | | **12** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| (11) | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  School and Education Part 1 | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 15 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab via a fill-in-the-blanks version of the vocab powerpoint. | Vocab Matching PowerPoint | 20 |
| Listening Exercise: Watched video(s) related to the theme of the day. | [**https://www.youtube.com/watch?v=FZPmnw4Ws5A**](https://www.youtube.com/watch?v=FZPmnw4Ws5A) | YouTube | 10 |
| Review of video, in small breakout rooms. | Students answer questions about the video they just watched | Worksheet (original content) |  |
| Writing and Speaking Exercise: Story Collaboration | In small breakout rooms of 2-3 people: Students and volunteers take turns to write the next sentence of their collaborative story. |  | 10 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 20 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 11: Aug 10, 2020** | | **Number of students present:** | | **14** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| (10) | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  Self-awareness | Teacher displays and goes over the new vocab, their simplified definitions, and pictures of them. This is in the main room. | ppt document | 10 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab. | Vocab Matching PowerPoint | 20 |
| Listening Exercise: Watch video(s) related to the theme of the day. | [**https://www.youtube.com/watch?v=7isSwerYaQc**](https://www.youtube.com/watch?v=7isSwerYaQc)  [**https://www.youtube.com/watch?v=l6u9tbrOYso**](https://www.youtube.com/watch?v=l6u9tbrOYso) | YouTube | 10 |
| Video-based worksheet | Complete the worksheet about the videos you have just watched, in breakout rooms of 2-3 people. | Original Worksheet | 10 |
| Writing and Speaking Exercise: Story Collaboration | In small breakout rooms of 2-3 people: Students and volunteers take turns to write the next sentence of their collaborative story. |  | 10 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 12: Aug 13, 2020** | | **Number of students present:** | | **15** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| (11) | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  Mindfulness | Teacher displays and goes over the new vocab, their simplified definitions, and pictures of them. This is in the main room. | ppt document | 10 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab. | Vocab Matching PowerPoint | 20 |
| Listening Exercise: Watched video(s) related to the theme of the day. | What are emotions:  <https://www.youtube.com/watch?v=Pj6K8iWszAI&list=PLv0ZM_a958S_yZ9Jgq-ytFhnjA_l_XWoX>  What are thoughts:  <https://www.youtube.com/watch?v=HHm5DzlU9as>  What is self-awareness:  <https://www.youtube.com/watch?v=KlqR88ND-VA> | YouTube | 10 |
| Video-based worksheet | Complete the worksheet about the videos you have just watched, in breakout rooms of 2-3 people. | Original Worksheet | 10 |
| Activity unrelated to theme of the day:  Worksheet | Fill-in-the-blanks worksheet to create a story together. In small breakout rooms. | Worksheet | 10 |
| Practical application of the vocab taught today: Worksheet | In breakout rooms of max 2 students and 1 volunteer, students read and answer the questions on worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 13: Aug 17, 2020** | | **Number of students present:** | | **15** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| (9) | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  Being Present | Teacher displays and goes over the new vocab, their simplified definitions, and pictures of them. This is in the main room. | ppt document | 10 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab. | Vocab Matching Document | 20 |
| Listening Exercise: Watched video(s) related to the theme of the day. | A meditation exercise:  <https://www.youtube.com/watch?v=9A0S54yAgEg>  Being present:  <https://www.youtube.com/watch?time_continue=1&v=fmWYD6aHLhg&feature=emb_logo> | | 10 |
| Video-based worksheet | Complete the worksheet about the videos you have just watched, in breakout rooms of 2-3 people. | Original Worksheet | 10 |
| Activity unrelated to theme of the day: | Grammar Activity: Play this game with your student  <https://www.gamestolearnenglish.com/questions/>  English Comprehension and Grammar Activity: Help your students fill in the blanks  <https://www.gamestolearnenglish.com/animal-mystery/> | | 10 |
| Practical application of the vocab taught today: Worksheet | In breakout rooms of max 2 students and 1 volunteer, students read and answer the questions provided on the worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 14: Aug 20, 2020** | | **Number of students present:** | | **16** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| (13) | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  Active Listening | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 15 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab. | Vocab Matching Document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | [**https://www.youtube.com/watch?v=rzsVh8YwZEQ**](https://www.youtube.com/watch?v=rzsVh8YwZEQ)  Watch from minute 2:40 onward:  [**https://www.youtube.com/watch?v=y7gHLSK6zcY**](https://www.youtube.com/watch?v=y7gHLSK6zcY) | YouTube | 10 |
| Video-based worksheet | Complete the worksheet about the videos you have just watched, in breakout rooms of 2-3 people. | Original Worksheet | 10 |
| Activity unrelated to theme of the day: Online activity based on videos (fill-in-blanks) | Celine Dion Song: [**https://eslvideo.com/quiz.php?id=2924**](https://eslvideo.com/quiz.php?id=2924)  Story about a Penguin: [**https://eslvideo.com/quiz.php?id=33719**](https://eslvideo.com/quiz.php?id=33719) |  | 10 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 15: Aug 24, 2020** | | **Number of students present:** | | **14** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| (9) | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  Giving Compliments and Affirmations | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 10 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab. | Vocab Matching Document | 15 |
| Listening Exercise: Watch video related to theme of the day. | <https://www.youtube.com/watch?v=ajycErxpR_I>  in breakout rooms | YouTube | 10 |
| Video-based quiz in breakout rooms: | <https://www.oxfordonlineenglish.com/compliments> |  | 10 |
| Activities unrelated to theme of the day: | Listening and recall: <https://www.eslvideo.com/quiz.php?id=33912>  or <https://www.turtlediary.com/game/sentence-unscramble-first-grade.html>  or <https://eslkidsgames.com/2016/06/pet-describe-the-photo.html> |  | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 16: Aug 27, 2020**  **(Review and Wrap-up)** | | **Number of students present:** | | **9** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
|  | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| Choice of any of these games/videos (in breakout rooms of 2-6 people): | 1. What’s happening in this Mr. Bean Video?<https://eslvideo.com/quiz.php?id=32905>  2. Match the word to the picture:<https://www.digitaldialects.com/English/Vocabulary_audio1.htm>  3. What’s happening in this VR picture?<https://eslvideo.com/quiz.php?id=34807>  4. What’s up with Jeff’s Alpacas?<https://eslvideo.com/quiz.php?id=33780>  5. What’s happening in this Hunger Games Trailer?<https://eslvideo.com/quiz.php?id=20828> | | 15 |
| Review in small breakout rooms | Students review the vocab they have learned so far | Review PowerPoint | 20 |
| Choice of any of these games/videos (in breakout rooms of 2-6 people): | 1. What’s happening in this animated puppy story?<https://eslvideo.com/quiz.php?id=33762>  2. What happens in this song?<https://eslvideo.com/quiz.php?id=31156>  3. Find as many words as you can:<https://learnenglishkids.britishcouncil.org/games/wordshake>  4. Fill in the blanks with the right word:<https://www.spellingcity.com/word-match-vocabulary-game.html?listId=4329593> | | 10 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

*Fall Iteration - September 2020:*

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| **Session 1: Oct 5, 2020** | | **Number of students present:** | | **15** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
|  | Introductions | Introduce program outline, program coordinators (co-founders), volunteers ... | PowerPoint Slides | 15 |
| Funny icebreaker video: | <https://www.youtube.com/watch?v=j6PbonHsqW0&ab_channel=KheopsPyramides> |  | 10 |
| Demonstration of helpful phrases students can use in this program and how to use them | Format: Program coordinators roleplay how a student could use the phrase and how a volunteer would respond. | PowerPoint Slides | 15 |
| Teach Zoom basics and features | Go over muting, sharing screen, using the chat and changing your name. | Document with screenshots of Zoom features | 10 |
| Getting to Know Each Other activity | Complete a simple question and answer worksheet together in breakout rooms of 2-3 people (no more than 2 students) | Worksheet with questions and many possible answers and their pictures | 15 |
| Icebreaker games  In breakout rooms of 3-6 people | Easy to follow games like Hangman and Pictionairy (skribbl.io) |  | 15 |
| Student Feedback Surveys | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to survey (original content) | 10 |

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| **Session 2: Oct 19, 2020** | | **Number of students present:** | | **12** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
|  | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  Talking about yourself | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 10 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab. | Vocab Matching Document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | [**https://www.youtube.com/watch?v=XBxz8\_Ri8-Y&ab\_channel=EnglishSingsing**](https://www.youtube.com/watch?v=XBxz8_Ri8-Y&ab_channel=EnglishSingsing)  [**https://www.youtube.com/watch?v=KKh\_CallEp8&ab\_channel=EnglishSingsing**](https://www.youtube.com/watch?v=KKh_CallEp8&ab_channel=EnglishSingsing)(2 min instruction, 2 mins optional roleplay) | YouTube | 10 |
| Video-based worksheet | Complete the worksheet about the videos you have just watched, in breakout rooms of 2-3 people. | Original Worksheet | 10 |
| Activity unrelated to theme of the day: | Pictionariy game online: [**https://skribbl.io/**](https://skribbl.io/) |  | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 3: Oct 26, 2020** | | **Number of students present:** | | **12** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
|  | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  Hobbies and Interests | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 10 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab. | Vocab Matching Document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | [**https://www.youtube.com/watch?v=yOJkygDGWvU**](https://www.youtube.com/watch?v=yOJkygDGWvU)  [**https://www.youtube.com/watch?v=N1o4oOXLOZc**](https://www.youtube.com/watch?v=N1o4oOXLOZc)  [**https://www.youtube.com/watch?v=tgVtVoxzwDI**](https://www.youtube.com/watch?v=tgVtVoxzwDI)Stop at 1.57 | | 10 |
| Video-based worksheet | Complete the worksheet about the videos you have just watched, in breakout rooms of 2-3 people.  Also do this roleplay:  [**https://www.youtube.com/watch?v=tgVtVoxzwDI**](https://www.youtube.com/watch?v=tgVtVoxzwDI) | | 10 |
| Activity unrelated to theme of the day: Choice of any of these games -> | **1.**[**https://learnenglishkids.britishcouncil.org/word-games/free-time-1**](https://learnenglishkids.britishcouncil.org/word-games/free-time-1)  **2.**[**http://www.eslgamesworld.com/members/games/ClassroomGames/Quizshow/Hobbies,%20Activities%20and%20Sports%20Quiz%20Show/index.html**](http://www.eslgamesworld.com/members/games/ClassroomGames/Quizshow/Hobbies,%20Activities%20and%20Sports%20Quiz%20Show/index.html)  **3.**[**https://www.esolcourses.com/uk-english/elementary-course/leisure-activities/hobbies-and-interests.html**](https://www.esolcourses.com/uk-english/elementary-course/leisure-activities/hobbies-and-interests.html) | | 15 |
| Practical application of the vocab taught today: Worksheet | In breakout rooms of max 2 students and 1 volunteer, students read and answer the worksheet questions. | Worksheet with practical usage of today’s new words | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 4: Nov 2, 2020** | | **Number of students present:** | | **13** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
|  | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  Public Services | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 10 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab. | Vocab Matching Document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | <https://www.youtube.com/watch?v=DPYJQSA-x50&feature=youtu.be>  <https://vimeo.com/301890744> | | 10 |
| Video-based worksheet | Complete the worksheet about the videos you have just watched, in breakout rooms of 2-3 people. | Original Worksheet | 10 |
| Activity unrelated to theme of the day: Choice of any of these games in breakout rooms -> | **1.**[**https://www.englishexercises.org/makeagame/viewgame.asp?id=2009**](https://www.englishexercises.org/makeagame/viewgame.asp?id=2009)- English Exercises related to Public Places and usage of verbs.  **2.**[**https://learnenglishkids.britishcouncil.org/word-games/places-town-1**](https://learnenglishkids.britishcouncil.org/word-games/places-town-1)- Matching the words with the picture  **3.**[**https://learnenglishkids.britishcouncil.org/archived-word-games/hangman/places-town**](https://learnenglishkids.britishcouncil.org/archived-word-games/hangman/places-town)- Hangman | | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 5: Nov 9, 2020** | | **Number of students present:** | | **13** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
|  | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  School and Career | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 10 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab. | Vocab Matching Document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | <https://www.youtube.com/watch?v=qnU5KYr8gjk>  <https://www.youtube.com/watch?v=Oj0M0k5WE-M> (Role-play) | | 10 |
| Video-based worksheet | Complete the worksheet about the videos you have just watched, in breakout rooms of 2-3 people. | Original Worksheet | 10 |
| Activity unrelated to theme of the day: Choice of any of these games in breakout rooms -> | **1.**[**https://www.youtube.com/watch?v=DSdlgxn90HM**](https://www.youtube.com/watch?v=DSdlgxn90HM)Guessing game  **2.**[**https://www.youtube.com/watch?v=zANmX7sFYhc**](https://www.youtube.com/watch?v=zANmX7sFYhc)Listening exercise  **3.**[**https://learnenglishkids.britishcouncil.org/archived-word-games/hangman/places-town**](https://learnenglishkids.britishcouncil.org/archived-word-games/hangman/places-town)- Hangman | | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 6: Nov 16, 2020** | | **Number of students present:** | | **18** |
|  | **Activity** | **Details** | **Materials** | **Time** |
|  | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  Holidays and Travel | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 10 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab. | Vocab Matching Document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | <https://www.youtube.com/watch?v=jy88ejZrPWw>  <https://www.youtube.com/watch?v=F-3SH18Xo2g> | | 10 |
| Video-based worksheet | Complete the worksheet about the videos you have just watched, in breakout rooms of 2-3 people. | Original Worksheet | 10 |
| Activity unrelated to theme of the day: Choice of any of these games in breakout rooms -> | 1. **Battle of the Stories Worksheet**: In breakout rooms of up to 6 people (students and volunteers) students re-arrange a series of images to create a story. These stories are typed out beside the image frames and one person from each team reads or performs their story in the main room. 2. **Draw Your Suitcase worksheet**: Students talk about the items they would take with them on a trip, and draw these in the suitcase that is on their worksheets, and then answer the questions about travel that are on the worksheet. | | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 7: Nov 23, 2020** | | **Number of students present:** | | **17** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
|  | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| New vocabulary  **Theme**:  Feelings and Coping Strategies | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 10 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab. | Vocab Matching Document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | <https://www.youtube.com/watch?v=9g9RAWs68xU&ab_channel=WildBrain-CartoonsforChildren> | | 10 |
| Video-based worksheet | Complete the worksheet about the videos you have just watched, in breakout rooms of 2-3 people. | Original Worksheet | 10 |
| Activity unrelated to theme of the day: Choice of any of these games in breakout rooms -> | **1.**[**https://www.youtube.com/watch?v=f2MkzbUpt-c&ab\_channel=Games4esl**](https://www.youtube.com/watch?v=f2MkzbUpt-c&ab_channel=Games4esl)  **2.**[**https://www.youtube.com/watch?v=dOkyKyVFnSs&ab\_channel=LaiaGarcia**](https://www.youtube.com/watch?v=dOkyKyVFnSs&ab_channel=LaiaGarcia)  **3.**[**https://www.eslgamesplus.com/food-drinks-vocabulary-esl-vocabulary-crocodile-board-game/**](https://www.eslgamesplus.com/food-drinks-vocabulary-esl-vocabulary-crocodile-board-game/) | | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 8: Nov 30, 2020**  **(Wrap-up and Review)** | | **Number of students present:** | | **20** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
|  | Students arrive | Music plays as students arrive and are greeted | music | 5 |
| Choice of any of these games/videos (in breakout rooms of 2-6 people): | 1) 5 Second Rule Game  [**https://quizlet.com/12498365/5-second-rule-flash-cards/#\_=\_**](https://quizlet.com/12498365/5-second-rule-flash-cards/#_=_)  2) I Spy  [**https://learnenglishkids.britishcouncil.org/top-tips/play-i-spy**](https://learnenglishkids.britishcouncil.org/top-tips/play-i-spy)  3) 20 questions  One person picks an item from their room and each person takes a turn to ask the question.  4) Story Dice  [**https://eslkidsgames.com/esl-story-dice-online**](https://eslkidsgames.com/esl-story-dice-online)  5) Story Chain  Start a story with an engaging hook. For instance, “One day I was walking through a shady forest. I thought I was alone, but all of a sudden…” Have students raise their virtual hand if they want to tell the next portion of the story. Choose a student to continue the story (just a line or two) and let them choose the next storyteller in the same way. Continue until everyone who wishes has had one chance to contribute.  6) Memory Game  I'm Going on a Camping Trip... - You know those road trip games you played as a kid? They work perfectly for video chats too! In this game, you take turns adding something to the list and try to remember everything in order. For example, player A could say, "I'm going on a camping trip and I'm bringing a tent." Then player B would say, "I'm going on a camping trip and I'm bringing a tent and a ball." Then player C would say, "I'm going on a camping trip and I'm bringing a tent, a ball, and my dog." Keep going until someone forgets something on the list.  7) Fun animated Video:  [**https://www.youtube.com/watch?v=katIJ9Oabb8**](https://www.youtube.com/watch?v=katIJ9Oabb8) | | 25 |
| Review in small breakout rooms | Students review the vocab they have learned so far | Review PowerPoint | 30 |
| Choice of any of these games/videos (in breakout rooms of 2-6 people): | 1) Talking about 2050  [**https://www.eslprintables.com/grammar\_worksheets/modal\_verbs/will/writing\_discussion\_prompts\_pr\_539636/**](https://www.eslprintables.com/grammar_worksheets/modal_verbs/will/writing_discussion_prompts_pr_539636/)  2) Ask questions to each other (Food)  [**https://www.stickyball.net/docs/games/Survey-Says.pdf3**](https://www.stickyball.net/docs/games/Survey-Says.pdf3)  3) Action Verbs Game  [**https://www.youtube.com/watch?v=t0-RoCuN4Lc**](https://www.youtube.com/watch?v=t0-RoCuN4Lc) | | 20 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

*Spring Break Iteration - March 2021:*

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| **Session 1: Mar 15, 2021** | | **Number of students present:** | | **19** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
|  | Introductions | Introduce program outline, program coordinators (co-founders), volunteers ... | PowerPoint Slides | 15 |
| Fun icebreaker video: | [**https://www.youtube.com/watch?v=OsdPDbh0RYE&ab\_channel=OfficialPinkPanther**](https://www.youtube.com/watch?v=OsdPDbh0RYE&ab_channel=OfficialPinkPanther) |  | 10 |
| Demonstration of helpful phrases students can use in this program and how to use them | Format: Program coordinators roleplay how a student could use the phrase and how a volunteer would respond. | PowerPoint Slides | 15 |
| Teach Zoom basics and features | Go over muting, sharing screen, using the chat and changing your name. | Document with screenshots of Zoom features | 10 |
| Getting to Know Each Other activity | Complete a simple question and answer worksheet together in breakout rooms of 2-3 people (no more than 2 students) | Worksheet with questions and many possible answers and their pictures | 15 |
| Icebreaker games  In breakout rooms of 3-6 people | Easy to follow games like Hangman and Pictionairy (skribbl.io) | Custom set of words to be used for skribbl.io pictionary game. | 15 |
| Student Feedback Surveys | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to survey (original content) | 10 |

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| **Session 2: Mar 16, 2021** | | **Number of students present:** | | **18** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
| --- | Students arrive | These videos play in the background as students arrive and are greeted:  [**https://www.youtube.com/watch?v=9OhUJyF1bYo**](https://www.youtube.com/watch?v=9OhUJyF1bYo)[**https://www.youtube.com/watch?v=LVLoc6FrLi0**](https://www.youtube.com/watch?v=LVLoc6FrLi0) | | 5 |
| New vocabulary  **Theme**:  Self and Identity (telling others about yourself) | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 10 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab. | Vocab Matching Document | 15 |
| Listening Exercise: Video(s) about the theme of the day. | 1. [**https://www.youtube.com/watch?v=XBxz8\_Ri8-Y&ab\_channel=EnglishSingsing**](https://www.youtube.com/watch?v=XBxz8_Ri8-Y&ab_channel=EnglishSingsing) 2. [**https://www.youtube.com/watch?v=KKh\_CallEp8&ab\_channel=EnglishSingsing**](https://www.youtube.com/watch?v=KKh_CallEp8&ab_channel=EnglishSingsing) **(Video #2)** | | 10 |
| Video-based worksheet, in breakout rooms of 2-3 people. | First, do the roleplay at the end of Video #2, then complete the worksheet that is about the videos you have just watched. | Original Worksheet | 10 |
| Activity unrelated to theme of the day: Choice of any of these games in breakout rooms -> | MadLibs: [**https://kids.nationalgeographic.com/games/funny-fill-in**](https://kids.nationalgeographic.com/games/funny-fill-in)  Personality quizzes:  [**https://kids.nationalgeographic.com/games/personality-quizzes**](https://kids.nationalgeographic.com/games/personality-quizzes)  National Geographic Quizzes:  [**https://kids.nationalgeographic.com/games/quizzes**](https://kids.nationalgeographic.com/games/quizzes) | | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 3: Mar 17, 2021** | | **Number of students present:** | | **16** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
|  | Students arrive | These videos play in the background as students arrive and are greeted:  [**https://www.youtube.com/watch?v=gZyjJtBIlow&ab\_channel=TheCGBros**](https://www.youtube.com/watch?v=gZyjJtBIlow&ab_channel=TheCGBros)  [**https://www.youtube.com/watch?v=KJvzuJvDHlI&ab\_channel=JeremySchaefer**](https://www.youtube.com/watch?v=KJvzuJvDHlI&ab_channel=JeremySchaefer) | | 5 |
| New vocabulary  **Theme**:  Hobbies and Interests | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 10 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab. | Vocab Matching Document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | [**https://www.youtube.com/watch?v=yOJkygDGWvU**](https://www.youtube.com/watch?v=yOJkygDGWvU)  [**https://www.youtube.com/watch?v=N1o4oOXLOZc**](https://www.youtube.com/watch?v=N1o4oOXLOZc)  **Video # 3:** [**https://www.youtube.com/watch?v=tgVtVoxzwDI**](https://www.youtube.com/watch?v=tgVtVoxzwDI) Stop showing at minute 1:57 | | 10 |
| Video-based worksheet, in breakout rooms of 2-3 people. | First, do the roleplay at the end of Video #3, then complete the worksheet that is about the videos. | Original Worksheet | 10 |
| Activity unrelated to theme: Choice of any of these in breakout rooms -> | MadLibs: [**https://kids.nationalgeographic.com/games/funny-fill-in**](https://kids.nationalgeographic.com/games/funny-fill-in)  Personality quizzes:  [**https://kids.nationalgeographic.com/games/personality-quizzes**](https://kids.nationalgeographic.com/games/personality-quizzes)  National Geographic Quizzes:  [**https://kids.nationalgeographic.com/games/quizzes**](https://kids.nationalgeographic.com/games/quizzes) | | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on the worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| **Session 4: Mar 18, 2021** | | **Number of students present:** | | **12** |
| **Volunteers** | **Activity** | **Details** | **Materials** | **Time** |
|  | Students arrive | These videos play in the background as students arrive and are greeted: | | 5 |
| New vocabulary  **Theme**:  Entertainment and Making Plans | Teacher displays and goes over the new vocab (related to today’s theme), their simplified definitions, and pictures of them. This is in the main room. | ppt document | 10 |
| Review of New Vocab | In breakout rooms, students check their comprehension of the new vocab. | Vocab Matching Document | 15 |
| Listening Exercise: Watched video(s) related to the theme of the day. | [**https://www.youtube.com/watch?v=iLD13DIEpR8**](https://www.youtube.com/watch?v=iLD13DIEpR8)  [**https://www.youtube.com/watch?v=ENPSjB90MR4**](https://www.youtube.com/watch?v=ENPSjB90MR4)  [**https://www.youtube.com/watch?v=ayP95mNzupM**](https://www.youtube.com/watch?v=ayP95mNzupM) | | 10 |
| Reading and Speaking Exercise | In rooms, complete the 2 worksheets about making plans. Whenever you are done, move on to the next activity (below). | Original Worksheets | 10 |
| Activity unrelated to theme of the day: Choice of any of these games/videos in breakout rooms -> | MadLibs: [**https://kids.nationalgeographic.com/games/funny-fill-in**](https://kids.nationalgeographic.com/games/funny-fill-in)  Personality quizzes: [**https://kids.nationalgeographic.com/games/personality-quizzes**](https://kids.nationalgeographic.com/games/personality-quizzes)  Mr. Bean: [**https://www.youtube.com/watch?v=LGjw4DPWDeo&feature=youtu.be**](https://www.youtube.com/watch?v=LGjw4DPWDeo&feature=youtu.be)  Cartoon: [**https://www.youtube.com/watch?v=KsG329WLiOM&feature=youtu.be**](https://www.youtube.com/watch?v=KsG329WLiOM&feature=youtu.be)  Short stop motion video: [**https://www.youtube.com/watch?v=tZqIQmdSa1E**](https://www.youtube.com/watch?v=tZqIQmdSa1E)  National Geographic Quizzes: [**https://kids.nationalgeographic.com/games/quizzes**](https://kids.nationalgeographic.com/games/quizzes)  Matching word with picture activity: [**https://learnenglishkids.britishcouncil.org/word-games/free-time-1**](https://learnenglishkids.britishcouncil.org/word-games/free-time-1)  Collaborative Story Writing activity:  Take turns with your student to add a sentence to your collaborative story. Make funny, weird, interesting stories together. One person (you or your student) can type these out as you guys say them. | | 15 |
| Practical application of the vocab taught today: Worksheet | In small breakout rooms of 1 volunteer and maximum 2 students, students read and try to answer the questions provided on a worksheet. | Worksheet with practical usage of today’s new words often as roleplay scenarios (“Real Life Scenarios”) | 15 |
| Student Feedback Surveys  (in small breakout rooms) | Volunteers help students fill out an online feedback survey, in the same breakout rooms as before | Link to the survey | 10 |

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| 4. WHAT WORKED |

***Pilot Iteration - July 2020:***

* **Zoom as the teaching medium – Breakout Rooms:**
  + Breakout rooms allowed us to put volunteers with the same youth participant for the majority of the sessions. The rooms usually had a maximum of 2 students and 2 volunteers, but usually only 1 of each. This resulted in the following important benefits:
    - It allowed volunteers to work one-on-one with their youth participant(s) and give them their full attention during sessions. Thanks to this focused attention, volunteers were also able to cater their teaching style and difficulty level to the English capabilities of their particular student.
    - Consequent to the previous point, being with the same students for many sessions also allowed volunteers to see improvement in their students’ language skills and communication ability. Many volunteers noted that their student began to participate more and was seemingly less worried about making mistakes and embarrassing themselves than they were at the start.
    - The small size of these teams removed the distractions that would otherwise be present in a regular classroom, for instance due to background noise, other students talking, or just the worry of being judged by other students in the class. As a result, quieter and more shy students could open up to their volunteers. A few volunteers excitedly noted that by the end of the program, their students were more confident and comfortable talking to them and asking them questions, and some had even *finally* turned on their videos! This made the volunteers very happy.
    - Lastly, this allowed for relationship development and trust building over time, as volunteers and students had many opportunities to get to know one another and work together on completing the activities and playing the games. The students often expressed that one of the reasons they attended sessions regularly was to see their volunteer again, which made this role even more fulfilling for our volunteers.
* **Program curriculum and structure – Flexibility for volunteers:**
  + One of the most important instructions we gave to the program volunteers was to allow their breakout room sessions to proceed in whatever way best benefits their student. This meant that if they were having a great conversation with their student, they did not need to cut that conversation short in order to complete the activity designated to that time slot. Or that if a previous activity was really helping their student learn and open up, that they could go back to that activity, rather than having to stick to the curriculum and move on to the new activity.
    - This took the pressure off of the volunteers, making their sessions smoother and more fun for both themselves and the youths. It also removed the time-crunch or stress that might result from adhering to a strict timeline.
* **Program curriculum and structure – Selected content:** 
  + For this iteration, we had students from a variety of English levels, ranging from LINC 1 (beginner) to LINC 2 (intermediate). Content that catered to this whole range of capabilities included:
    - Fill in the blank activities and games.
    - Videos about the topic of the day, which included clear subtitles/text, clear and slow speech, and relevant images.
    - Funny creative back and forth type activities such as storytelling collaboration, wherein the volunteer and student took turns to write the next sentence in the story. Here the difficulty level would be entirely dependent on the student’s own English level.
    - Real Life Scenario roleplay worksheets which included many levels of hints for the possible responses. Students having more difficulty could refer to higher levels of hints.
* **Program curriculum and structure – Backup videos:**
  + We ensured that for all activities, there would be “backup videos” that the student and volunteer could watch and discuss, once they finish the designated activity.
    - This ensured that students who finished their activity or worksheet quickly, would not get bored or disengaged while other students were completing the same activity in their own breakout rooms.
* **Program curriculum and structure – Vocabulary review activity:**
  + Halfway through the program, thanks to feedback from the students and volunteers, we decided to introduce a fill in the blanks document containing the meanings and pictures of the new vocabulary we had taught at the start of that session. During a 15-minute breakout session, and with this document, volunteers were able to make sure that their student had learned all of the new vocabulary.
* **Weekly emails with the activities, roles and the lesson plan:**
  + This allowed the volunteers to be more prepared for the structure of the lessons and ask questions about confusing elements of the lesson plan, ahead of time. For the second iteration, these lesson plans were revised to be clearer and more detailed with regards to roles and expectations.
* **Providing clear instructions to the coordinators during sessions, not just to the program participants.** 
  + At first, our focus had been to provide clear instructions to the students, and we noticed that the volunteers were not certain of their own roles and responsibilities during activities. As soon as we noticed this, we focused instead on what the volunteers needed to do during activities, and reminded them of these responsibilities during the session. This was very effective because the volunteers not only knew what their roles were, and were more confident, they also knew what the students needed to do, and how to help them.
* **Debrief with volunteers at the end of each session, to hear their feedback and support them with any problems they were facing.**
  + This was also a good opportunity for everyone to share strategies that worked for them.
* **Collaboration with the CEC Community Engagement Associate** 
  + This collaboration was very helpful to the Program and Volunteer Supervisors, especially with regards to their support in taking attendance, calling families whose child was absent and reminding families about our session. As a result, we were able to focus most of our energy on the curriculum and creating original worksheets.

***Fall Iteration - Sept 2020:***

* **Improved teaching techniques:**
  + In the previous term, us Program Coordinators as well as the volunteers noticed that we were going too fast in order to get the worksheets done in time. This was due to mistaking the students’ comprehension capabilities and assuming that they understood more than they actually did. This taught us to slow down in our instruction, and better simplify concepts and definitions.
* **A roleplayed demonstration of all the most important phrases that students would benefit from, in the very first session:** 
  + We learned that it might be good to cover all the different feedback sentences and questions that the youths might need to know, in the very first sessions. These include statements such as “I didn’t understand that part” or “Can we do the previous activity again?” or “Can you please repeat that” and so on. So during the first session, we roleplayed how each of these sentences might be used, and how a volunteer might respond if they use each sentence.

***Spring Break Iteration - March 2021:***

* **Worksheets and activities that cater to different English comprehension levels:**
  + In a program like this, and especially during the first two iterations, due to having students from various English levels, we recognized that it would be valuable to make worksheets and activities that could cater to both higher and lower-level English speakers. As such, we adapted our worksheets to be easy enough for lower-level speakers to follow but also flexible enough for higher level speakers to be challenged by. The way these worksheets were used would be decided by the volunteers, as they knew best what level their students were at. In this iteration, we were able to make worksheets that even very high-level English speakers benefited from.
* **Writing out an example of how the new vocabulary is used in a sentence:** 
  + We had a suggestion to write examples of how the new vocabulary can be used in the New Vocab PowerPoint. Until now we would only say these examples, and they were not written anywhere.
* **Alteration of the worksheets and addition of new and interesting games:**
  + In the fall iteration of this program, we noticed that many of the students were repeat students. To make the program more interesting for them, we revised many of the worksheets and replaced most of our games with new and engaging games, so that even these students would have a unique and enjoyable experience this time around.

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| 5. COMMUNICREATE IN-PERSON |

An overview of how this program would look if it were to run in-person.

**Number of sessions:**

This Afterschool program will be 2 hours per session and 2 sessions per week for 8 weeks.

**Strength of in-person:**

One of the strengths of this program changing into in-person will be that the students will be able to see each other and will create and maintain stronger relationships. Another strength is that the students will experience a hands-on learning approach wherein students remain active and alert throughout the session. This is better than virtual programs in that students do not get distracted by their home environment or fatigued by being on the computer for long hours. There will also be increased clarity in the program overall as students can properly acknowledge the reminders, announcements and assignments given to them.

**Weaknesses of in-person:**

Some things to consider are the higher costs of the program due to needing more physical resources such as paper and supplies for students as well as snacks for sessions. Students may also face barriers to accessing the program, as they will no longer be doing so from their homes. The commute required is not only a barrier, it also contributes to the students and volunteers having less energy and motivation to engage, after a long day of school and commuting.

Online sessions have a breakout room option which will not be possible for in-person programs. There may be noise issues in the classroom, and other students causing distractions which may result in lack of focused attention during the lessons and activities. The disruptions and interference of the students may lead to challenges with class management. The one-on-one based activities that are done during online sessions might be difficult to manage in the in-person sessions due to interruptions of other students or general volume of the class while everyone is working at the same time. Furthermore, students in online sessions have the opportunity to answer or give opinions on the Chat, whereas this will not work when delivering the program in person.

**New things to incorporate in in-person sessions:**

New ideas that will be incorporated in the in-person version of Communicreate is to create and plan more physical activities so that it allows the children to stay active and engaged during the session. Various activities will be changed as worksheets that are done online may change into oral conversation or any other fun activity. Presentation-based activities may be added to the curriculum. The students will also be given an opportunity to do more writing exercises, which they were not able to do during the online sessions. Students will be more able to brainstorm with peers to generate ideas and participate with the addition of activities that will have physical literacy. Prop-based activities and role plays could be done in order to provide a more hands-on and realistic experience.

**Suggested Structure/Outline of the sessions**

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| **Topic** | **Examples and Description of each session** | **Time** |
| Welcome/ Students Arrive and Settle in/Updates | · Students get greeted.  · Reminders and Updates about future sessions.  · Reviewing the lesson in previous sessions. | 15 min |
| Ice Breaker Activity | Example of Group Games:  · Charades  · Musical Chairs | 20 min |
| Themed Vocabulary Presentation | Vocabulary will be explained related to the theme of that day. | 15 min |
| Vocabulary related activity | Example of Vocabulary related activity:  Students will create sentences using vocabulary and the next student will continue the story using the next new word. | 10 min |
| Listening activity related to the theme | Students will be shown relevant videos and then do a role-play based on the video which will improve their listening and speaking skills. | 15 min |
| Practical Application of the theme | Practical Life skill activities will be done so that students are able to apply and practice vocabulary in their everyday lives.  Example: Real life scenarios will be given to groups, which the students will have to perform as a team. | 15 min |
| Fun Activity/Game | · Hangman  · Blind Artist Game: Students will be paired up. One student will give directions and instructions on what the other student will draw. The other student will be blind folded and will listen to their partner. | 15 min |
| Review and Self-Reflection | Students will fill out a short questionnaire about what they learned from this session and what they want to learn in the future. | 10 min |
| Homework | Homework will be explained to the students. | 5 min |

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| 5. CONCERNS / CHALLENGES |

**Pilot Iteration - July 2020:**

The following were some challenges we dealt with during our pilot run of the program and how we resolved them:

* Activities that required the students to form original full sentences seemed to be very difficult for our participants. As such, we reverted to more fill in the blanks, matching or selecting the correct answer type activities instead.
* Some of the vocabulary we taught were too difficult for participants and needed further explanation (i.e. paraphrase and rehearse). During the review breakout rooms, volunteers were able to further explain these to their students. In future iterations we provided more detailed examples for these.
* New youth participants would appear either mid-program or mid-session, requiring us to adjust and alter the pre-made breakout rooms and pair them up with a volunteer already in a breakout room. We had around 8 students who came to 90% of our sessions and 9 who either arrived mid-program or showed up to 60% or less of the sessions.
* Even in the small environment of the breakout rooms, some youth had a great deal of distraction and background noise around them during the session. This was often due to their family members being at home with them. We asked the volunteers to work with these students at their own pace, as these students may need the concepts to be repeated more often, due to the background noise and distractions.
* As with many virtual programs, there were many technical issues with audio and video at the beginning of the program. This was mostly the case for students, but also a couple of volunteers. These volunteers were paired with volunteers who had no technical issues.
* In terms of time allotment, many activities required more time than we had anticipated. This was because of the low vocabulary level of the students, requiring the volunteers to spend time explaining new words rather than doing the activity itself. We attempted to simplify the words used in future worksheets.
* At the beginning, some technical features or zoom and instructions about the end of session feedback form needed to be explained to the students. This was a bit complicated, so we created a document with screenshots of zoom features. Although this helped greatly, the fact that Rola and Saw Joe (our DIVERSEcity partner representatives) were present to translate some of the instructions to the appropriate languages during the first 2 sessions was hugely beneficial. In future sessions, this was only required a couple of times, at which point we asked students with a higher English comprehension level to translate to other students who spoke the same first language as them, in breakout rooms.
* Students coming in and out of the Zoom meeting during breakout room activities and having to move volunteers around whenever this happened.

For various reasons that were out of our control, students frequently came in and left the Zoom meeting during breakout room activities with a volunteer. Whenever that happened during our first iteration, we usually moved the volunteer to another group until that student came back. However, it caused some frustration for volunteers when a student left and came back continuously during one 15-minute activity. Therefore, we decided to put the volunteer whose student left during a breakout room activity in another group once their student leaves the Zoom meeting, and then one of us (supervisors or lead volunteer) would go into a separate breakout room with the student when they returned. This was specifically for students who were known for coming in and out of the meeting often.

**Fall Iteration - Sept 2020:**

* The students in this iteration were a mix of new students and also students who had attended the previous iteration of the program. We had not anticipated this, and so after the first session we realized that many of the videos and games need to be revised, or alternative options made available. This variety in game and activity options actually ended up being one of the greatest components of the program, as it allowed volunteers to pick those activities that best suited their students.
* Similar to last term, this term some students were very distracted by their home environment while in the breakout rooms and the volunteers did not notify us of this. We suggested the volunteers to keep us updated with the issues or any inconvenience they come across, so that we can help them address it, especially if the distraction was something that could be avoided.
* In one of the sessions we had less students that we were expecting, so it was a bit difficult to accommodate the volunteers in groups. We solved the issue by combining volunteers together with each student.
* Sometimes the volunteers did not deliver the instructions and activities to the student in a right way, specifically when they are in the breakout rooms. To avoid this, we would often go into the breakout rooms to make sure that the volunteers were doing the activity correctly. We also revised the instructions ourselves to make them clearer either before or during the sessions (based on volunteer feedback).
* In a few sessions, we were behind the schedule we planned for the session due to more discussions and expansion of more time towards the activities as the volunteers needed it. We resolved this issue by shortening the time we were going to use for the students to fill out the feedback surveys, because they could also complete these on their own after sessions.
* Sometimes the supervisor would go into the breakout room where they would notice that a video was being played but the sound of the video was not shared. Consequently, during our pre-session meetings we would remind the volunteers to ask their student whether or not they can hear the sound of the video.
* We also noticed that one volunteer played the video without pausing it and letting the student answer the questions in the video. We told the volunteer to pause the video in between so that the student is able to understand what is being said in the video and answer the questions according to it. We also modeled this briefly.

**Spring Break Iteration - March 2021:**

* We had less students than we anticipated. This meant that we had to place 2 volunteers together in one group. One of the volunteers joined late and was placed with a different student whom she hadn't worked with before. Thankfully we had prepared the volunteers for such possibilities and asked them to be flexible.
* One of the volunteers turned their video off and told us that they don’t want to be with one of the students they were paired up with, so the supervisor and the lead volunteer changed the groups accordingly. The next day, we decided to remind the volunteers that it is important to be flexible and try their best with the students that they are paired up with. We also made notes about which volunteers are most flexible about being moved around, and can do well with new students each time they are moved. We used this information in future session where this was needed.

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| 7. WISHLIST |

* Process of pre-screening. The students’ level of English varied a lot for most iterations, so it would have been nice for us to have some way of pre-screening the students during recruitment.
* Incorporating volunteer and student profiles. We originally created profile documents for both volunteers and students as the last iteration’s (Sep 2020) volunteers recommended this. It was to help the volunteers and students to get to know each other beforehand. However, this iteration was condensed into a week and the volunteers changed daily, so we decided not to use it. We think that student profiles would be very valuable for this program, as they would contain notes about the personality and interests of each student. These profiles would be very useful because when a volunteer had to be placed with a new student, they could read the notes about that student and get a better idea of the students’ English-level, characteristics, and interests. This would help develop trust and relationships faster.
* Better videos. Perfect videos are not easy to find, but ideally they would be directly related to the theme of the day, but also relevant considering the students’ age, experiences and interests. More time needs to be spent on finding modern and high quality videos for these sessions.

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| 8. LEAD VOLUNTEER REFLECTIONS |

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| 9. ACKNOWLEDGEMENTS |

**Surrey Welcome Center**

**DIVERSEcity Community Resources Society**

**SFU’s Office of Community Engagement/ SFU Surrey TD Community Engagement Center**

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| 10. SUPERVISOR INSIGHTS |

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| 12. APPENDIX AND PROGRAM PICTURES |

**Appendix A.** CommuniCreate Logo

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**Appendix B.** Program Worksheets

Please find all the worksheets for the second and third iteration of CommuniCreate here: [**https://drive.google.com/drive/folders/1etMGEu2BW3XLxa6CYoTZG1E0vC17EHic?usp=sharing**](https://drive.google.com/drive/folders/1etMGEu2BW3XLxa6CYoTZG1E0vC17EHic?usp=sharing)