

Student Leadership



This packet includes...	Ideas for teaching WANY through the prism of leadership, and a plan students can use when presenting WANY.
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Also...	See the complete WANY Conversation Leaders Guide with images and vocabulary sheets for pre- and post-viewing each episode.

We Are New York: The Language of Learning and Leading

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The characters in *We Are New York* are learners and they are leaders. They learn how to take charge of the flow of communication so they can better understand a doctor. They ask questions to get information they need about banks and to get involved in their children's educations. They take action that makes them leaders in their families, among their friends and in their workplaces and communities.

Think about unifying your approach to the *We Are New York* series by teaching it through the prism of leadership. Have your students think about concepts of leadership; reflect on their own leadership skills, attributes and potential; and analyze the language of learning and leading in the WANY episodes. Here are a few ideas for doing so:

1. A leader is... A leader does... Ask your students: What is a leader? What do leaders do? Have your students, in groups of three, brainstorm characteristics and a definition of the word *leader*. Have them do the same for the word *learner*. Next, ask students how they are leaders and learners (in and out of the classroom).
2. Ask students: In what ways are specific characters in the show leaders in their families, among their friends, and in their communities? Have them read the WANY scripts, in pairs and small groups, with a purpose: to identify specific examples of dialogue that express the characters' leadership attributes and skills. (See the next two pages for examples of lines spoken by characters from three episodes which express different ways and aspects of being a leader. Use these pages with students.)
3. Ask yourself and your students: In what ways can they take responsibility for and become leaders of their own and each other's learning? How does awareness of their potential and ability to lead affect their learning. And how does learning affect their ability to lead?
4. Prepare mid- and upper-level students to present WANY, in pairs and small groups, to lower-level classes. (See the pre- and post-viewing activities in the Conversation Group Leader's Guide for activities they can use, along with other activities you develop with them). Have them practice doing and leading the activities in your class first. Create a template for observing and assessing their own and their classmates' presentations.
5. As an educator, lead by example. Put your desk off to the side and take yourself out of the center of the room. Have students take charge of most of the dialogue in class by having them work in small groups the majority of the time. Instead of giving them comprehension questions, have them look at a picture or line of dialogue or other text and use it as a prompt for them to form their own questions. When a student asks you a question in whole-class discussion, toss the question back to the class for *their* thoughts and ideas. See where it leads...

We Are New York: The Language of Leadership



Welcome Parents (Carmen)

- (Carmen talking to her husband Juan)
We have to help Lupe. Why did we come to this country? For her education, not only to watch futbol.
- (Carmen talking to a friend on the phone)
Yes, you are right. We must do something... Call 311 for the number?... Yes, I will do it right now.
- (Carmen talking to a friend in the park)
I think it helps if you repeat back what you hear. Let me show you.
- (Carmen talking to her husband Juan)
...Parents need to get involved. Juan, we are getting together again on Saturday, and you should come.



No Smoking (Rishi)

- (Rishi talking to his friend Sasha)
A little at a time does not work. Look what I got from the NYC website. On the Internet. Here it says: "To quit smoking you need a friend to help you." I am your friend, and I will help you.
- ***I will go for a walk with you. We exercise... you will not miss smoking so much. Look...***
- ***You know, they say bad moods are normal when you first quit smoking. You'll feel better soon.***
- (Rishi speaking with some smokers in the community)
Oh yes, he will (quit). And if you are smart, you will, too.

New Life Café (Rosa, Fernando, Ying, Eddie)



(Rosa speaking to the doctor)

Could you please slow down? I'm nervous, and when I'm nervous, I have trouble understanding English. Last time I was here, I didn't understand anything you said!



(Fernando speaking to his friend Rosa)

You packed up your whole life in the Dominican Republic to come to New York. If you made that change, you can change a recipe.



(Ying speaking to her friend Rosa)

I know a lot of people who have diabetes. They manage it. They do just fine. Come!



(Eddie speaking to his grandmother Rosa)

Why don't you try something new? Abuela, you're a great cook. All your food tastes good. You know what. I love you.

We Are New York Conversation Group Plan

A. Before You Watch (30 minutes)

1. Introductions (10-15 minutes)

- Say hello to everyone in the group. Say your name, where you come from, where you live, and one reason you are here today. Then have the group members introduce themselves, following your example.

Example: My name is _____. I come from _____.
I live in _____. I am here today because _____.

2. Picture Discussion (10-15 minutes)

- **SAY:** *I have some pictures from the show. Before we watch the show, let's talk about the pictures.*
- Hand out the pictures (one picture to 3 people) and have people talk about them in small groups for a few minutes.
- After a few minutes, have people talk in a whole group discussion. **SAY:** *I want to hear your ideas.* Ask some of the questions on the bottom of the pictures. Give everyone a chance to speak to the whole group.
- **SAY:** *Those are great ideas. We'll watch the show and see what happens.*

3. Important Words: (10-15 minutes)

- **SAY:** *Before we watch, here are a few important words you will hear.*
- Hand out the important words page to everyone. Say the words together and discuss the sentences and questions.

B. Watch the Show (30 minutes)

- **SAY:** *The name of the episode is _____. It's about _____.
Let's watch the show and see what happens. We'll talk about it afterwards.*
- Make sure everyone can see the screen and is close enough to read the subtitles.
- When helpful, pause the video after key scenes, and ask what's happening.

C. After You Watch (45 minutes to 1 hour)

I. Discussion (20 - 30 minutes)

- **SAY:** *That's the show! We'll talk about it together, but first talk about it in small groups. Talk about what you liked, what you think is important, say anything you want about the show. Then we'll talk about it together.*
- Give the small groups a few minutes to talk freely. Then get everyone's attention. **SAY:** *I want to hear your ideas. Tell me what you think. Anyone can start.* Give everyone a chance to speak. Have people refer to the pictures when helpful. **ASK** some of these questions to further the discussion:
 - *What do you think? What did you like?
Who was your favorite person in the show?
What did she or he say or do that you liked?*
 - *What was the main problem in the story?
What did people do to help solve the problem?
Do you have a similar experience? What happened?*
 - *What did you learn from the show?
What do you think is important?
What else do you want to say?*
 - *What new words did you hear in the show?
What words do you think are important or useful?*

2. Your Questions (15 minutes)

- **ASK:** *What questions do you have about the story? What questions do you have about words? What else do you want to know?*
- **SAY:** *With a partner, make or write one question each.*
- Give the partners a few minutes to practice making questions. Then ask everyone to say one question to the whole group. Refer people to 311 for important information about topics that may come up.

3. Wrap up (15 minutes)

- **SAY:** *Before we go, say one thing you want to do, or one new word you want to use, or one thing you learned from today's show. First, say your name and where you come from again, so we all know each other.* Give an example for people in the group to follow.
- Before leaving, have people write down the time and date of the next meeting. **SAY:** *See you at (time) on (date). We'll watch another episode and practice more English together.*