

Education Topics



This packet includes...	<p>Two lessons on video techniques with “Welcome Parents” (that can be adapted for use with any WANY episode), including:</p> <ul style="list-style-type: none">• Previewing scenes with the sound and subtitles off• Assigning specific viewing tasks to students
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Also...	These lessons also include a viewing checklist, questions for critical discussion, and using a graphic organizer to check comprehension.

We Are New York

A. Name of Episode & Lesson/Project: Viewing Parts 1 & 2 of “Welcome Parents”

B. Developed by: Leila Boodhoo
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C. Class Level: Intermediate

D. Duration: 90 minutes

E. Lesson Objectives: By the end of the lesson, participants will be able to:

- Identify the setting of the scenes and the main events.
- Identify the characters and describe them using appropriate adjectives.
- Compare the attitudes of the parents in the video toward their children’s education.
- Articulate the problems that the characters grapple with in the show.

F. Materials:

- Video
- *Handout #1: Checklist for Part #1*
- *Handout #2: Questions for Part #1*
- *Handout #3: Script*
- *Handout #4: Graphic Organizer*

G. Procedures:

I. Working with Part I (Beginning of show until Carmen says “How is she?!?”):

Previewing (Predicting with sound and subtitles off): Tr. tells students that they will watch a short sequence with the sound off, and students should try to figure out what is happening. (The focus here is on observation and interpreting actions.) Tr. plays the video up to the point where Carmen puts Lupita to sleep, and then pauses the video. Tr. asks students: *Who are the people? Where are they? What time is it? What do you think is happening in this segment?* Students explain their answers using details from the segment.

2. Viewing: Tr. replays the same sequence with the sound on for students to compare what they thought was happening and what is really happening. Tr. asks additional questions: *How would you describe Lupita’s reading? What*

problem/s do you think she has reading? (Tr. can also write the questions on the board before playing video sequence).

3. **Viewing:** Tr. distributes *Handout #1* to students and explains that as they watch the next section of the video, they should check **YES** for the sentences that they hear and **NO** for the sentences they do not hear. (The focus here is on both observing and listening.) Tr. plays the video from Lupita going to bed until Carmen says, “How is she!?” to Juan in the living room. Students check their responses with a partner.
4. Tr. replays sequence to dispel doubts among students. This activity can be further extended by asking students which character said each sentence or question on *Handout #1*. Tr. wraps up this segment by asking students to explain orally in their own words what is taking place in the segment.
5. **Post-viewing:** Students sit in groups of 4 and answer the questions as a group on *Handout #2*.
6. **Reviewing:** Tr. replays the entire section from the beginning until Carmen says “How is she!?” without pausing and students view and check their answers to comprehension questions at the same time.

Note to teacher: The above activities seek to bring the two segments of Part 1 together for students to work with as a whole and also set the stage for them to view and interpret Part 2 on their own or with as little help as possible.

7. Working with Part 2 (from Fatima’s line, “Sayeed, what does this say?” until Carmen says “Give me the number, please.”):

Previewing: Tr. distributes copies of the script (*Handout #3*) for the next section of the video to students in groups of 3’s. Each group reads the first part of the scene, role playing the characters of Fatima, Sayeed and Ismael and Carmen. Tr. writes the following questions on the board or overhead transparency for groups to answer orally.

- a) Who is Fatima? Who is Sayeed? Who is Ismael?
- b) What is Fatima referring to using the word “this?”
- c) Do you think Ismael is telling his mother the truth? Give a reason for your answer.
- d) What do you think Sayeed and Ismael are doing? How do you know this?
- e) Why does Fatima call Carmen?
- f) What important information does Carmen get from Fatima?
- g) How do you know that Carmen has taken this information very seriously?

8. **Viewing:** Tr. plays Part 2 (On the Scene Selection Menu of the DVD, this is Scene #2: “The Letter and the Phone Call.”) Stop the video after Carmen says, “Give me the number, please.” Students to verify their answers and make a connection to Part #1.
9. For students to connect the two parts of the video, tr. distributes a graphic organizer in which they have to complete information about both families. (See *Handout #4*.) Tr. spends equal time with each group assisting students if necessary.

Checklist for Part #1

Sentences/Questions	Yes	No
Juan, the school is having a parent-teacher conference again. Next month!		
Do you have any questions?		
That is very good!		
Don't get so worried. Everything will be fine.		
I am afraid to talk to the teacher. It makes me nervous.		
I am worried about Lupe's reading. She's having trouble.		
Why did we come to this country?		
Honey, in this country, they call it football.		
Do you remember what happened to me last time?		
Ok, if it's so easy, you do it.		

Questions for Part #1

Answer these questions about the two video sequences you watched. Everyone in your group must agree to the same answer. Stop and discuss your answers in detail if there are disagreements. If you cannot agree, wait until the teacher replays the scene for the whole class to verify your answer.

1. Who is Lupita?
2. What is Lupita's problem?
3. Are both of Lupita's parents concerned or worried about her problem? Explain your answer with details from the scene.
4. How does Lupita's mother, Carmen, react when she sees the letter for the parent-teacher conference?
5. Why do you think Carmen reacts the way she does? What happened at the last parent-teacher conference?
6. What is Carmen doing to improve her English?
7. How does Carmen feel when she is not able to talk to Lupita's teacher?
8. How does Lupita's father, Juan, think his daughter can get help?
9. How does Carmen think Lupita can get help?
10. What advice does Juan give Carmen for the parent-teacher conference?
11. How would you describe Juan as a parent and why?
12. Do you think Carmen and Juan share the same opinion about how Lupita can be helped? Explain your answer.

The Letter and the Phone Call

AT FATIMA'S APARTMENT

(Fatima is in the living room with her husband, Sayeed. Fatima is reading a letter from the school. Sayeed is watching a soccer game on television with their son, Ismael.)

FATIMA: Sayeed, what does this say?

SAYEED: Ismael, tell your mother what this says.

(Ismael looks at the letter.)

ISMAEL: I think it's a good report, mother.

FATIMA: Ismael?

ISMAEL: The teacher is very happy with me.

FATIMA: I'm sure the teacher is very happy with you, Ismael. But I don't think that's what this letter says.

(Ismael is not listening to Fatima. He is watching the soccer game on TV with his father.)

SAYEED & ISMAEL: And goal!

AT CARMEN'S APARTMENT

(Fatima calls Carmen and asks for advice.)

FATIMA: Carmen? It's Fatima.

CARMEN: Yes, Fatima, I am sure. The note is about the parent-teacher conferences. Lupe brought the same note home. Are you going? ... We have to go. It's our job. ... Don't worry, Fatima. Last year, I didn't understand anything either. ... This year will be different. Yes, you are right. We must do something. ... A parent what? ... Coordinator. ... Call 311 for the number? ... Yes. I will do it right now.

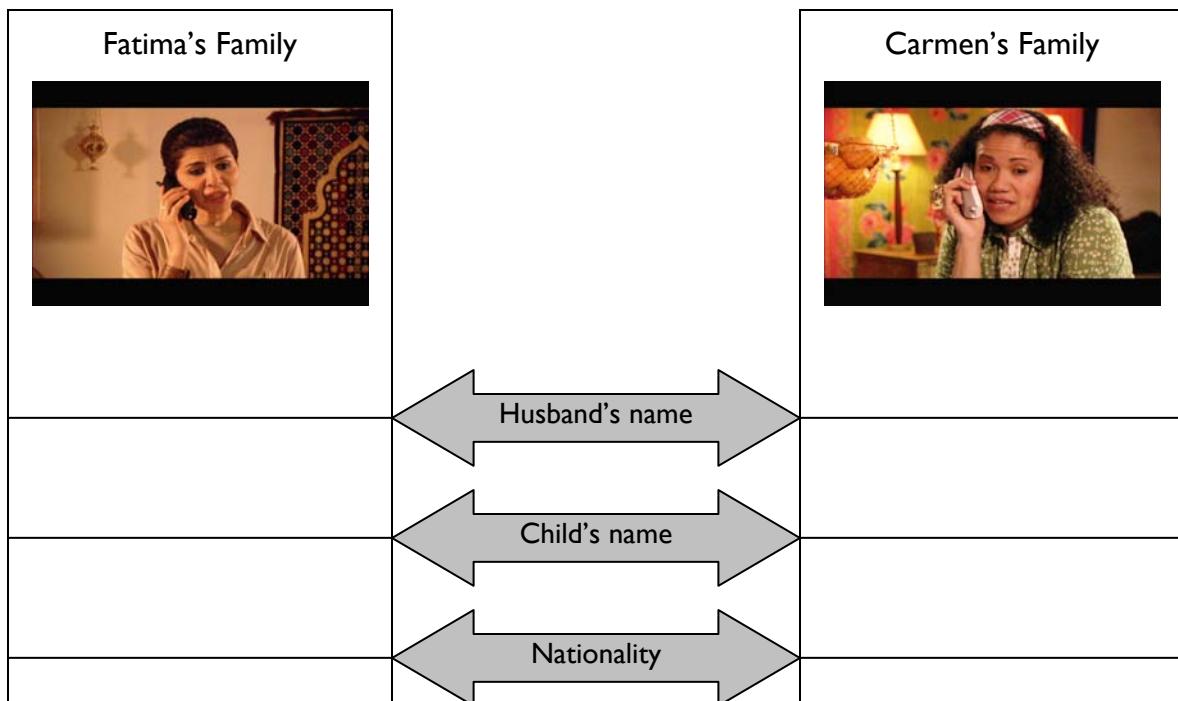
(Carmen writes down Fatima's suggestion in her notebook. She repeats the new word to herself.)

CARMEN: Parent coordinator.

(Carmen calls 3-1-1.)

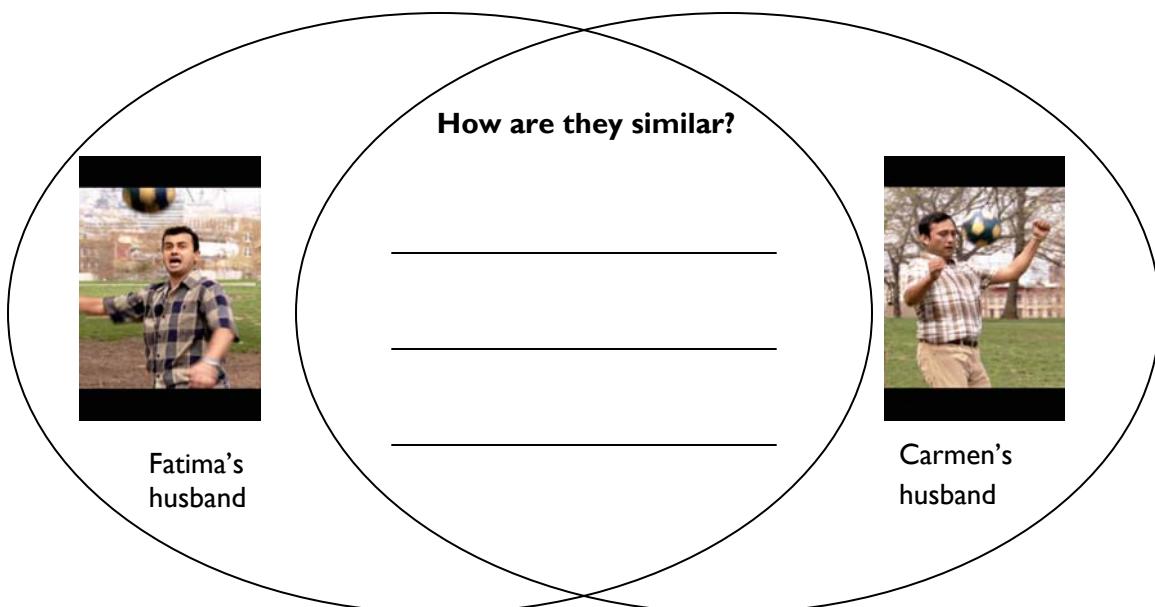
CARMEN: Hello, 311? I want to help my daughter with school. ... She goes to PS 303 in Brooklyn. Can you give me the number for the parent coordinator? ... Yes, I have a pencil. Give me the number, please.

Handout #4



What is Fatima's problem?

What is Carmen's problem?



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A. Name of Episode & Lesson/Project: Viewing “The Parent Coordinator” scene of “Welcome Parents”

B. Developed by: Leila Boodhoo
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C. Class Level: Intermediate

D. Duration: 90 minutes

E. Lesson Objectives: By the end of the lesson, participants will be able to:

- Answer questions about the scene to show their general understanding.
- Discuss and write about the role of a parent coordinator.
- Find a parent coordinator.
- Relate the information given by the parent coordinator to their parents' lives and their lives.

F. Materials:

- Video
- Handout #1: Comprehension Questions
- Handout #2: Questions for Critical Discussion

G. Procedures:

1. **Previewing:** Tr. tells students: “In the last scene, you heard a phone call between Fatima and Carmen. Can you remember any of the information about the phone call?”
If students cannot recall specific information like: *Carmen wrote down the number, 311 and the words, parent coordinator*, tr. asks more specific questions leading to answer or quickly replays the part of the scene with the phone call and repeats questions. Tr. asks class to predict what will happen in the next scene after the phone call.
2. **Viewing:** Tr. asks students to work in groups of 4 and assigns a specific viewing task to each person in the group. Then, show the “The Parent Coordinator Scene.” On the DVD Scene Selection Menu, this is scene #3. Stop the video when Carmen says, “Let’s go! Come on.”

- Student 1:** Observe the parent coordinator – the way she is dressed, the way she speaks, her expressions. Describe her personality. (Monitor this so that students do not write during the viewing.)
- Student 2:** Listen to what the parent coordinator tells Carmen and Fatima. What information does she give them? (Monitor as before.).
- Student 3:** Listen to Carmen. What does she tell the parent coordinator?
- Student 4:** Observe and listen to Fatima. Why does she tell the parent coordinator she is not a leader?

Note to teacher: Scene can be repeated for students to complete this activity.

3. *Post-viewing:* Tr. asks students to meet with 3 other students who completed the same task and share their responses. (This is an informal group exercise, so students are given the option to stand in a corner of classroom or sit in a group if they wish. This should last for about 20 minutes before students come together again).
4. Tr. asks for volunteers to quickly share information on each task assigned. Tr. hands out sheet with questions for students to complete individually, then share with a partner. Tr. discusses answers with class for reinforcement. (See attachment with questions.)
5. *Critical Discussion in Groups:* Tr. groups students in 5's and each group discusses the questions on *Handout #2*. Tr. joins each group and makes sure the questions are fully discussed in details. This activity is followed up with an Internet assignment for students to research two free services that are offered in their neighborhood or community that can be of beneficial to them.

Comprehension Questions

1. How can you tell that Carmen did not know about a parent coordinator before she spoke to Fatima?
2. What did Fatima tell Carmen to do in order to get in touch with a parent coordinator?
3. Why do think Fatima did not get in touch with a parent coordinator although she knew how?
4. Describe how Carmen and Fatima felt before they went to the parent coordinator's office.
5. How did they feel after they met the parent coordinator?
6. What words of encouragement and understanding did the parent coordinator say to Fatima and Carmen?
7. Give one reason why you think the parent coordinator told Carmen and Fatima that they were natural leaders.
8. What is a “family guide” and how many languages it is written in?
9. Why do you think the parent coordinator also told them about an interpreter?
10. What was Fatima’s reaction after she left the parent coordinator’s office and what did she plan to do?

Questions for Critical Discussion

1. Discuss a few reasons why people from other countries come to live in the USA/New York.
2. What are some of the major problems that immigrants who have children in school face, and what can they do to help overcome these problems?
3. Identify a few opportunities that are available to help immigrants in your society. Explain what kind of help they provide and how the lives of immigrant can be improved as a result. (Students can use notes from Internet activity.)
4. Have you ever heard about 311 before? If so, what did you know about this service before you saw this video? What kinds of information does it offer? Do you think many immigrants in your community know about this service? If not, why do you think they are not aware of it? Do you think it is your responsibility to share information like this with your fellow immigrants in your community? Why or why not?