

Global Connections Exchange

PACING GUIDE

Planning for Your Exchange

The Level Up Village Global Connections courses can be configured in several ways. You may start the course whenever you and your Global Partner teacher are ready. We recommend using the **Message** function in the **Global Partner** tab in the platform to reach out to your Global Partner and review this list:

1. Determine how many of the Tasks you wish to have your students complete during this exchange. Each course provides 4 Student Tasks & 1 Reflection Task. **You may use as many or as few of the tasks as you wish.**
2. Set the number of response videos your students will be required to post for each Task (we recommend starting with at least 2 responses).
3. Discuss classroom contact hours and when your school terms end, scheduled holidays, or exam weeks when students will not be able to complete videos.
4. Set due dates for each Create video and Responses based on the pace you wish to set for your classes. (See **Suggested Weekly Plans** below.)
5. Below are two **Pacing Option Examples** with all 5 Tasks that can be adapted for your exchange

With whichever option you choose, you will have access to the same content and number of exchanges, but the schedule will be different. **Option A** is the more relaxed schedule. **Option B** is the more intensive schedule. Even if your students are very busy, they can still do Option B but it might require allowing them to use much of their class time to prepare and perhaps record some of their videos. You can, of course, create a custom schedule with your Global Partner that is something in between 4 and 8 weeks. With either Option, you could schedule a “break week” if the students have a week off school, or simply to allow students to catch up, or do extra response videos. The most important thing is to set a schedule that you can keep so that the students can meet deadlines and stay engaged in the exchange.

Be aware that the classroom will remain open for 12 weeks in order to give you time to review videos and if desired, use the Teacher Rubrics to assess the intercultural communication skills of individual students.

PACING OPTION EXAMPLES

	Weeks	Exchanges	Video uploads per week	Hours per week*
Option A	8	4	1	1-2
Option B	4	4	2	2-3

OPTIONS AT A GLANCE

OPTION A - 8 weeks	OPTION B - 4 weeks
Week 1: Task 1 – Create the Getting to Know Our Partners video (This is the profile video.)	Week 1: Task 1 – Create the Getting to Know Our Partners video (This is the profile video.) Respond to at least 2 videos
Week 2: Task 1 – Respond to at least 2 videos	Week 2: Task 2 – Create a video. Respond to at least 2 videos
Week 3: Task 2 – Create a video	Week 3: Task 3 – Create a video. Respond to at least 2 videos
Week 4: Task 2 – Respond to at least 2 videos	Week 4: Task 4 – Create a video. Respond to at least 2 videos
Week 5: Task 3 – Create a video	
Week 6: Task 3 – Respond to at least 2 videos	
Week 7: Task 4 – Create a video	
Week 8: Task 4 – Respond to at least 2 videos	

PRE-EXCHANGE ACTIVITIES

In the weeks leading up to the exchange, do the following activities so that your students are ready for the first video exchange with their partner class.

ACTIVITIES	MINUTES
Teachers: Add Students to the Classroom. Introduce students to the idea of the Exchange. (See LUV Global Connections Teacher Guide, section “Platform Instructions for the Teacher.”)	10
Students: Brainstorm a) questions about the partner class’s country/region and culture and b) things they might want to show about their own country/region and culture.	30
Teachers: Show examples of student videos from the Teacher Resources page.	10
Teachers: Provide students with the Student Portal URL, Username, and Class Code.	10
Students: Create their accounts and explore the platform.	10



SUGGESTED WEEKLY PLAN FOR OPTION A - 8 WEEKS

WEEK & LANGUAGE	ACTIVITIES	MINUTES
WEEK 1 Language: English	Students: Session 1 – Plan their Task 1: Getting to Know Our Partners video.	20
	Students: Session 2 – If allowed, students record clips of the school and grounds throughout the day. (Remind them to ask permission to record friends, teachers, and classrooms.) Students can complete the editing process as homework and then upload videos wherever they have a strong internet connection.	50
	Teachers: Approve student videos so they can be seen by the partner class. Optional: Post a topic-related question to both classes in the Message Board.	20–30
WEEK 2 Language: English	Students: Session 1 – View partner class's Task 1: Getting to Know Our Partners videos. Plan 2 responses.	20–30
	Students: Session 2 – Record 2 responses.	20
	Students: View responses to their original post.	5
	Teachers: Approve student video responses so they can be seen by the partner class. Approve written messages if a question was posted to the Message Board.	20–30
WEEK 3 Language: Spanish	Students: Session 1 – Plan their Task 2 video.	20
	Students: Session 2 – Record Task 2 video, in class or as homework. Students can complete the editing process as homework and then upload videos wherever they have a strong internet connection.	50
	Teachers: Approve student videos so they can be seen by the partner class. Optional: Post a topic-related question to both classes in the Message Board.	20–30
WEEK 4 Language: Spanish	Students: Session 1 – View partner class's Task 2 videos. Plan 2 responses.	20–30
	Students: Session 2 – Record 2 responses.	20
	Students: View responses to their original post.	5
	Teachers: Approve student video responses so they can be seen by the partner class. Approve written messages if a question was posted to the Message Board.	20–30
WEEKS 5–8	Teachers: Tell students to follow the same exchange format as previous weeks. When students are comfortable with the tasks and the platform, videos can be completed more quickly and perhaps sometimes as homework. To keep students engaged in the second half of the exchange, see Suggestions for Exchange Engagement below.	



SUGGESTED WEEKLY PLAN FOR OPTION B - 4 WEEKS

WEEK & LANGUAGE	ACTIVITIES	MINUTES
WEEK 1 Language: English	Students: Session 1 – Plan their Task 1: Getting to Know Our Partners video.	20
	Students: Session 2 – If allowed, students record clips of the school and grounds throughout the day. (Remind them to ask permission to record friends, teachers, and classrooms.) Students can complete the editing process as homework and then upload videos wherever they have a strong internet connection.	50
	Teachers: Approve student videos so they can be seen by the partner class. Optional: Post a topic-related question to both classes in the Message Board.	20–30
	Students: Session 3 – View partner class's Task 1: Getting to Know Our Partners videos. Plan 2 responses.	20–30
	Students: Session 4 – Record 2 responses.	20
	Students: View responses to their original post.	5
	Teachers: Approve student video responses so they can be seen by the partner class. Approve written messages if a question was posted to the Message Board.	20–30
WEEK 2 Language: Spanish	Students: Session 1 – Plan their Task 2 video.	20
	Students: Session 2 – Record Task 2 video, in class or as homework. Students can complete the editing process as homework and then upload videos wherever they have a strong internet connection.	20–30
	Teachers: Approve student videos so they can be seen by the partner class. Optional: Post a topic-related question to both classes in the Message Board.	50
	Students: Session 3 – View partner class's Task 2 videos. Plan 2 responses.	20–30
	Students: Session 4 – Record 2 responses.	20
	Students: View responses to their original post.	5
	Teachers: Approve student video responses so they can be seen by the partner class. Approve written messages if a question was posted to the Message Board.	20–30
WEEKS 3–4	Teachers: Tell students to follow the same exchange format as Weeks 1 and 2. When students are comfortable with the tasks and the platform, videos can be completed more quickly and perhaps sometimes as homework. To keep students engaged in the second half of the exchange, see Suggestions for Exchange Engagement below.	



SUGGESTIONS FOR EXCHANGE ENGAGEMENT

In the second half of the exchange:

- Use class time to let students show some clips of their partners' videos and/or responses to their posts and explain what they found interesting, surprising, or confusing about a cultural product, practice, or perspective. Discuss these as a class.
- If schedules and time zones permit, work with your Global Partner teacher to organize a live video meet-up with both classes to celebrate a holiday or event, or discuss a particular topic, or have a farewell party. (Note: Level Up Village does not organize live meet-ups.)

POST-EXCHANGE ACTIVITIES

In the weeks after the exchange, do the **Task 5: Reflection** activities so that your students gain perspective on the full exchange experience.

Teachers and Students: Class Discussion

30–50 mins

Students: Respond to the Writing prompt and share their reflections with the teacher.

30–50 mins

