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## FOR THE TEACHER

Dear Global Educator:

Thank you for choosing Level Up Village Global Connections (LUV GC). Your choice means that you are a champion for intercultural communication, and that you are committed to helping your students thrive in an interconnected world. LUV strives to channel students' curiosity about the world, foster global awareness, and help students develop global perspectives.

As you embark on your course with your global partner, you will witness how LUV GC's global collaborative platform and well-researched content help students interact with each other in both a secure and meaningful way.

LUV Global Connections Languages & Cultures course topics are thematic, and culture based. They are intended to align with topics that are frequently integrated into your World Languages courses; they enrich (not replace) your curriculum. Although students will have abundant opportunities to practice language skills in two languages, LUV GC targets intercultural communication. All course Learning Objectives are underpinned by [Can-Do Statements](#) derived from the NCSSFL-ACTFL Proficiency Benchmarks and Performance Indicators for Intercultural Communication.

If you have questions that are not addressed as part of this guide, please feel free to contact us at [support@levelupvillage.com](mailto:support@levelupvillage.com).

## GETTING READY

There are a few steps you can take to make your exchange go well for you, your students and your partner class.

### LUV GC Pre-Exchange Teacher Checklist

- Review the Teacher Agreement on the LUV Teacher Resources page.
- Obtain permission from school or district administration if that is required by your school.
- Notify and/or obtain permission from families if that is required by your school. (This is the responsibility of the teacher or school.)
- Provide families with the Level Up Village Letter to Families (available on the LUV Teacher Resources page) if it's helpful.
- Ensure that all students have a device to record and view videos, and an adequate internet connection at school.
- Study the school's academic calendar and note holiday breaks, exam periods, assemblies, and special events in order to be prepared to set a schedule with your Global Partner and due dates for student tasks.
- Budget class time for the exchange.
- Reach out to the Global Partner on the Global Partner tab Chat feature to introduce yourself, get to know your partner, and review due dates.
- Review pre-exchange activities
- Complete all Action Items in the Dashboard.



# PACING GUIDE

## Setting the Pace for Your Exchange

The Level Up Village Global Connections courses are configured in an 8-week cohort program. All due dates are pre-determined based on this cohort system. We recommend using the **Chat** function in the **Global Partner** tab in the platform to reach out to your Global Partner and review all due dates and the following components:

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 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. Review due dates for each Create video and Responses to ensure all deadlines are met.

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 Analytic Rubrics to prepare feedback for your students on their intercultural communication skills.

## EXCHANGE OVERVIEW

	Weeks	Tasks	Video uploads per week	Hours per week*
8-Week Course	8	4	1 Submission 2+ Responses (following week)	1-2

\*Students can be assigned to do tasks in school or at home, or a combination of both.

## VIDEO UPLOADS AT A GLANCE

### Exchange Overview-8 Weeks

**Week 1:** Task 1 – Create the Getting to Know Our Partners video (This is the profile video.)

**Week 2:** Task 1 – Respond to at least 2 videos

**Week 3:** Task 2 – Create a video

**Week 4:** Task 2 – 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, try to do the following activities so that your students are ready for the first video exchange with their partner class.

PRE-EXCHANGE ACTIVITIES	MINUTES
<b>Teachers:</b> Add Students to the Classroom. Introduce students to the idea of the exchange. See <b>BEST PRACTICE GUIDE</b> in the next section of this Teacher's Guide.	10
<b>Students:</b> 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
<b>Teachers:</b> Show examples of student videos (available on the Teacher Resource page).	10
<b>Teachers:</b> Provide students with the Student Portal URL, their Username, and Class Code. See <b>Platform Instructions for Teachers</b> and <b>Platform Instructions for Students</b> which are in this Teacher's Guide and on the Teacher Resources site.	10
<b>Students:</b> Create their accounts and explore the platform.	10



# WEEKLY PLAN FOR 8-WEEK EXCHANGE

WEEK & LANGUAGE	ACTIVITIES	MINUTES
WEEK 1 Language: English	<b>Students:</b> Session 1 – Plan their Task 1: Getting to Know Our Partners video.	20
	<b>Students:</b> Session 2 – If allowed, 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
	<b>Teachers:</b> Approve student videos so they can be seen by the partner class.	20–30
WEEK 2 Language: English	<b>Students:</b> Session 1 – View partner class’s Task 1: Getting to Know Our Partners videos. Plan 2 responses.	20–30
	<b>Students:</b> Session 2 – Record 2 responses.	20
	<b>Students:</b> View responses to their original post	5
	<b>Teachers:</b> Approve student video responses so they can be seen by the partner class.	20 –30
WEEK 3 Language: Spanish	<b>Students:</b> Session 1 – Plan their Task 2 video.	20
	<b>Students:</b> 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
	<b>Teachers:</b> Approve student videos so they can be seen by the partner class.	20–30
WEEK 4 Language: Spanish	<b>Students:</b> Session 1 – View partner class’s Task 2 videos. Plan 2 responses.	20–30
	<b>Students:</b> Session 2 – Record 2 responses.	20
	<b>Students:</b> View responses to your original post.	5
	<b>Teachers:</b> Approve student video responses so they can be seen by the partner class.	20–30
WEEKS 5–8	<b>Teachers:</b> Have students 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 <b>Suggestions for Exchange Engagement</b> below.	

## 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

## BEST PRACTICE GUIDE

This Best Practice Guide is provided to help you have a successful exchange. Please also visit the Teacher Resources site where there are a growing number of useful and continuously updated resources on Fostering Cultural Competency, Social Emotional Learning, Teaching Tips, and Student Resources.

### Introducing Your Students to the Idea of an Exchange

Over the past few years, students around the world have grown more familiar with video conferencing as part of their learning. And most are wise to the world of video sharing and social media, and the global nature of many of the platforms. However, when you let them know that they will be doing an exchange with a partner class in another country and that they will create and share videos, you might find that your students are apprehensive!

To put them in the mindset to do a global exchange, start with brainstorming a list of benefits to doing an exchange. What do they expect to get out of it? What would they like to get out of it? Remind them that cultural competence does not mean knowing everything about other cultures; it means employing the intellectual and emotional ability to see things from the perspective of another person in another culture. Explain that this ability can be learned and *practiced*, and that is part of what you as a class are about to do!

Explain that the exchange is going to be half in English, half in another language, and that the goal is to exchange ideas on culture-related topics, and not to assess each other's language ability. Put their minds at ease by letting them know that their videos will be seen only by the teachers, and by the students on the other side, not by their own classmates. (If you choose to show any of your students' videos on a smartboard, perhaps to serve as examples, please ask or inform them first.)

Create some fun and a sense of discovery around finding out where their partner class lives by dropping clues. Some ideas:

- Reveal some unique facts about the location (country, region, or city).
- Show some images of buildings or monuments, geographical features, or famous people.
- Play some music or show some art.
- Show some "products" like specialty foods or goods.

Then have them brainstorm a list of clues they would give to their partner class to try to guess their country (or state, region, city).

## Helping Students Get Ready for the Exchange

Set expectations and be sure that your partner has similar expectations. Do you want students to focus on the culture mainly through speaking? Do you want them to show their surroundings? Do you expect them to be creative and to use editing tools? Will you use any class time for this? There is not one right or wrong way but let your students know what you expect. Our research shows that students really do love to see elements of their peers' culture. For example, they enjoy seeing parts of the school, local features (mountains, lakes, unique animals), food being made at home or eaten in school or a restaurant, or sports or music events that their peers are doing. For the camera shy: Recommend showing clips and narrating.

Explain that if their video is interesting, they will get more responses!

Explain to students what **not** to do: They should NOT write a script in their first language, translate it, and read it into the camera! Instead, they should make an outline, jot down some notes, and practice once or twice what they would like to say. Be natural. Have fun. The goal is to learn about culture from each other. It's not about judging pronunciation and grammar!

Tell students what goes into a good response video. First, they should review the Respond prompt for the task, which explains how to respond. They should greet their partner by name, even if they can't pronounce it perfectly. They should try their best. Then they should show that they listened to their partner by mentioning some things they said that interested them and answering their questions. Tell them to close in a friendly way.

See the Teacher Resources site for The Basics of Creating Your Video, Tips for Creating a Good Video, Do's and Don'ts, and Student Samples.

## Previewing the Tasks

The tasks in every course were developed by experienced teachers and education professionals. They are complete and have been thoroughly tested by teachers and students. However, if you wish to edit any tasks, you may collaborate with your partner to do so. You may also create new tasks. However, please keep in mind that if you and your partner decide to customize tasks, the edited or new Learning Objectives will not automatically appear in the Teacher Assessment Rubrics or the Student Self-Assessments.

The most important edits that you will need to make are: Due Date, Number of Responses (2 is recommended) and the Time Limit on each Video Post (60 seconds is recommended for Novice and Intermediate; 90-120 seconds is recommended for Advanced. Two minutes is the maximum allowed.)

## 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.)

## Staying on Track

Some practical things to remember include:

1. Students need to upload videos by the deadline. Students in the other class are anticipating those videos and excited to see them! Please issue frequent reminders and consider adding the video deadlines to the calendars used as part of your school's Learning Management System.
2. If you need to adjust a deadline, reach out right away to your Global Partner to propose a new date. Keeping the exchange going keeps students engaged.
3. Remind students to be appropriate. As they get more comfortable in their communications, remind them that they should a) not share personally identifiable information b) always act and dress appropriately in their videos and c) abide by their school's Code of Conduct.

## Connecting to Social-Emotional Learning

As the teacher, you are guiding your students through an experience that has the potential to make a major social-emotional impact. If successful, the exchange will be an experience that they will remember for a long time to come. The ways in which LUV GC students will engage in SEL include:

**Self-Awareness** – Students have to make decisions about how they are going to present themselves to their peers – what will they reveal about themselves, what parts of their lives are they willing and able to share and even show on video? What connections will they explain – such as their connection to their community, their family, their school?

**Social Awareness** – Students interpret what their partners say but they also process the images from the videos. For example, they will notice that students might be wearing uniforms, or not, they might be sitting in a crowded room with a chalkboard or in a room full of state-of-the-art technology; they might be standing on a street in their town where things look orderly or chaotic, depending on one's point of view. It's not just what students say, it's also what they see.

**Relationship Skills** – Students know that they will be working with the same classroom and the same set of students for about 4-8 weeks. They want to get a response to the videos they post. So, although most of the communication is asynchronous, students make a real effort to connect with their peers, often by commenting on a similarity ("We both like soccer! or We both like Manga drawing!"), or by remarking on a difference, such as the difference between taking a school bus or a city bus to school.

**Responsible Decision-Making** – Students have to make smart decisions about what to post. They are told that teachers can review and approve their videos, and they know they have to abide by a code of conduct. Every video creation task provides students with the opportunity to practice making responsible decisions.

**Self-Management** – Students have to decide how to present their culture AND they have to decide how to present their reactions to their partner's culture in their response videos. For example, they may see things on video that provoke a strong reaction. Think, for example, about some stark differences in what people eat in different parts of the world. However, students are guided to a more empathetic and considerate way of understanding, and therefore a more thoughtful response.

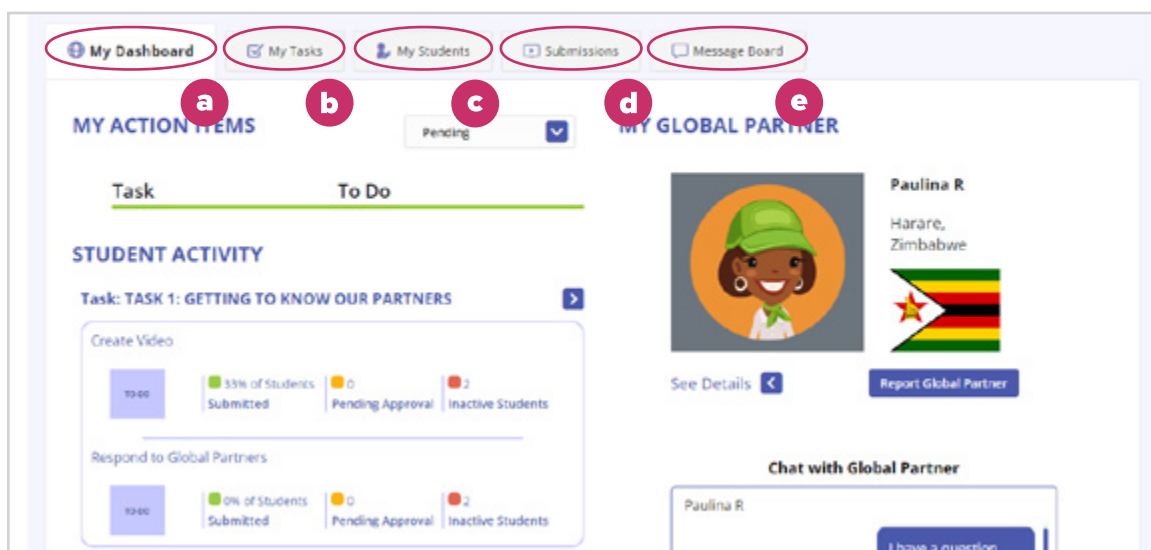
# PLATFORM INSTRUCTIONS FOR TEACHERS

The LUV GC platform is intended to be user-friendly with intuitive navigation. The instructions here support your use of the Teacher Portal on the platform. Remember to add yourself as a student to your Classroom so that you can log in to the platform and see the exchange as your students do. Platform Instructions for Students are in the Student Guide section of this Teacher's Guide.

If you encounter difficulties with the platform during your exchange, please reach out to us at [support@levelupvillage.com](mailto:support@levelupvillage.com)

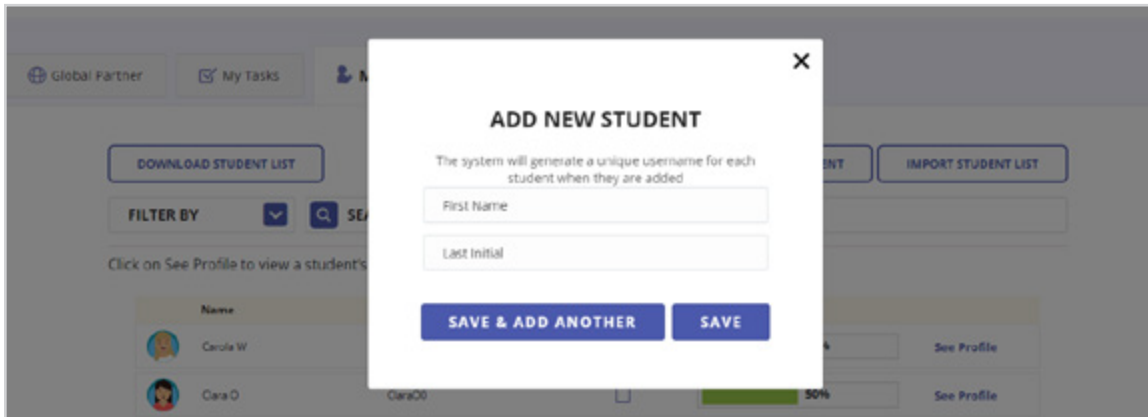
## NAVIGATING THE PLATFORM (Teacher Portal)

- My Dashboard:** Here you will see teacher tasks, information about your **Global Partner**, and a **Chat** feature. Communicate and share files (via the blue arrow) with your Global Partner. Teachers receive an email notification when there is a Chat message from the partner. The **Report Global Partner** button allows you to report any issues with your partner to the Level Up Village team. You can track your students' progress by clicking through the **Student Activity** feature.
- My Tasks:** Here you will find all the tasks for the exchange. If you click on a task, you will see more details. You can edit or add more tasks. Additionally, you can change due dates, edit the time limit on a video, establish the number of responses, hide tasks, and add any additional support materials.
- My Students:** Here you can add students to the platform. Additionally, you can reset their passwords, delete students, and see their progress. You can also see the student's view of the Student Portal from here. To do this from the **My Students** tab, choose a student, choose **See Profile**, then choose **STUDENT VIEW**. Click on the name of the classroom. This will bring you to the student account on the **STUDENT PORTAL**. To see partner classroom videos, click on the **Dashboard** at the top of the screen.
- Submissions:** This is where you will see the list of student-generated videos. You can view original submissions or your students' responses to the students from your partner class. Videos that are **Pending** need your approval before they can be viewed by your partner class. You can also watch your partner students' videos and block them, if necessary.
- Message Board:** This feature allows teachers to initiate a conversation by creating posts in a blog format. Responses from students will need teacher approval.



# ADDING STUDENTS TO YOUR CLASSROOM

1. Go to the **My Students** tab.
2. To add new students, click **ADD NEW STUDENT**.
3. Add one student at a time, You can click **Save** to add just one student or more than one by clicking **Save and Add Another**.
4. Add the student's first name and the first letter of their last name: e.g., Paola V.

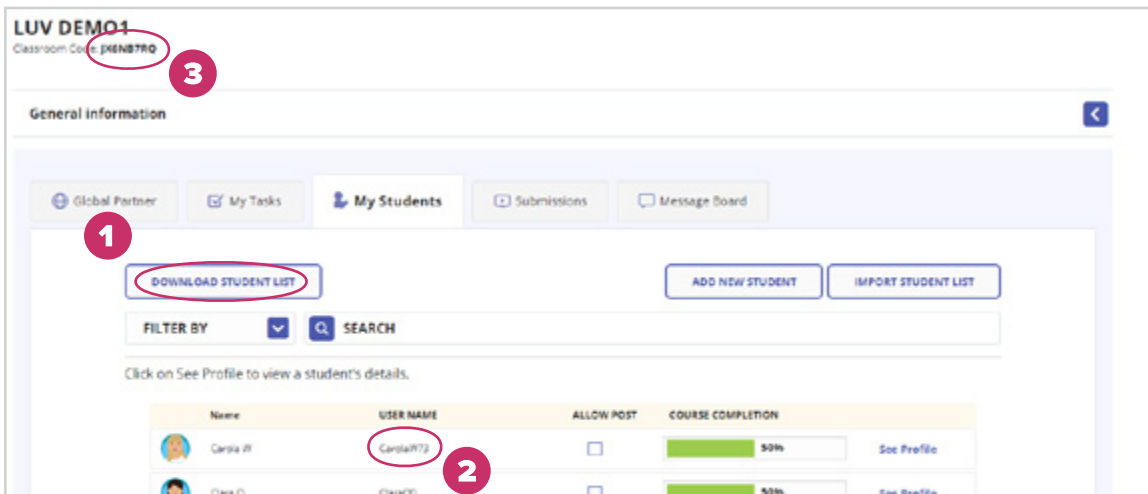


5. Add all your students for this section.

# ONBOARDING YOUR STUDENTS

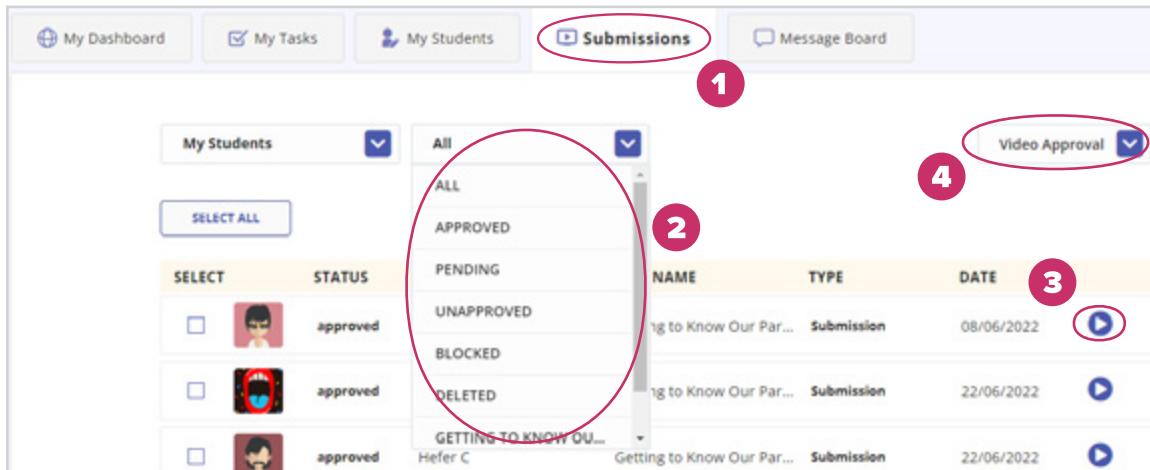
1. Return to the **My Students** tab and hit **DOWNLOAD STUDENT LIST**. This creates an Excel sheet.
2. Provide the **Username** (it will be something like CarolaW73) to your students along with the **Classroom Code**.
3. The Classroom Code is found under your course name in the top left corner. It will look something like this:  
Classroom Code: **JX6NB7RQ**.

Ask students to go to the **Student Portal**: [sp.levelupvillageclassroom.com](https://sp.levelupvillageclassroom.com). Your students will create a unique password when they log in for the first time. Ask them not to share their unique passwords that they create themselves. See **Platform Instructions for Students** for more details.

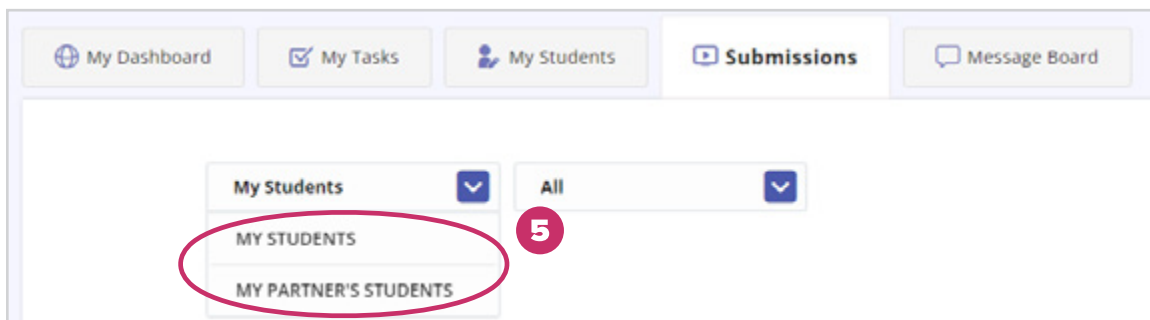


## APPROVING STUDENT VIDEOS

1. On the **Submissions** tab you will see all student videos. (The partner class will **NOT** see these videos until you approve them. If a student is 13 or older, you may select **ALLOW POST** in the **My Students** tab to allow posting without teacher approval. This option is not recommended.)
2. Videos that need approval will show by default as “Pending”. Click on the Pending tab to see other options.



3. Click on the blue play button to watch each student video.
4. Once the video pops up, Select **Video Approval** from the dropdown list to see options.
  - a. **Approve**-Approves video and partner class will be able to see it.
  - b. **Block**-Partner class will not see the video and it prevents the student from resubmitting.
  - c. **Delete**-Partner class will not see the video; however, the student be able to resubmit video for approval.



5. You can click on the **My Students** dropdown list to see your Partner Students' videos.
6. You can also approve videos by clicking on **SELECT ALL** or selecting an individual video. Then, from the **Video Approval** dropdown list, select **Approve**.
7. You can also see individual student videos and responses by going to the **My Students** tab, choosing the student and clicking on **See Profile**. There you will have 2 tabs for viewing the student's videos: Course Videos and Responses.

## REPORTING TECHNICAL PROBLEMS

If you or your students encounter a technical problem with the platform, please report it to [support@levelupvillage.com](mailto:support@levelupvillage.com). If possible, please include a screenshot or short video.

# ANALYTIC RUBRICS FOR TEACHERS

LUV Global Connections course topics are thematic, and culture based. Although students will have abundant opportunities to practice language skills in two languages, LUV Global Connections targets intercultural communication. All course Learning Objectives are underpinned by Can-Do Statements derived from the NCSSFL-ACTFL Proficiency Benchmarks and Performance Indicators for Intercultural Communication.

This Analytic Rubric may be used to give feedback on a student's intercultural communication skills evident during the LUV Global Connections exchange. The Learning Objectives, which are aligned to the Can-Do Statements, are listed by Task.

(Remember that if you created new tasks, the Can-Do Statements that you created will not automatically appear in the Rubric.) Provide students with a key to understanding the feedback. You can also add comments. The Rubric may also be used to give feedback on a student's course and task completion.

## FEEDBACK CRITERIA FOR LEARNING OBJECTIVES

LEARNING OBJECTIVE	NE	SE	E	EE
<b>For each learning objective, choose the appropriate feedback.</b>	No evidence The student did not do the tasks associated with this objective.	Some evidence The student showed some skill in meeting this objective.	Evidence The student showed sufficient skill in meeting this objective.	Extraordinary evidence The student showed extraordinary skill in meeting this objective.

Analytic Rubrics for each course can be found on the Teacher Resources site. You can print and complete one for each student or use the editable pdf to share your feedback with each student via your school's LMS.



### Note:

Students can also use the **Student Self-Assessments** to evaluate their own skills. Advise them to review the Can-Do Statements on the self-assessment for each course both before and after the exchange. In this way, they can assess whether they have strengthened their skills. The Student Self-Assessments are available in the Student Resources section of the Teacher Resources site.

### Student Certificates

When you have completed the Rubric for each student, consider awarding a Certificate of Achievement to students who met the Learning Objectives and generally completed the Course with E (Evidence). We recommend a Certificate of Excellence for students who met the Learning Objectives and who completed the course with EE (Extraordinary Evidence). See the Teacher Resources page for editable certificates.

## FOR THE STUDENT

Dear Students:

Welcome to Level Up Village Global Connections! Your teacher has probably explained to you that you will be participating in an exchange with students in another country. This is an amazing opportunity for you to learn about your peers' culture and to share some things about your culture with them. Why is this important? Because you are living in a very interconnected world! Chances are 100% that you are and will continue to be studying, working, and living with people from all over the globe. LUV GC guides you to understanding how other people live and what they value, and it helps you to share your perspectives with them. You will do this by sharing videos that you create with students from the other class. You will receive responses to your videos, and your partners will send videos to you so you can respond as well. After four exchanges on a particular topic, you will have a chance to reflect on the experience.

## GETTING READY

There are some steps you can take to make your exchange go well for you and your exchange partners.

1. Review this LUV GC pre-exchange Student Checklist:
  - Review my school's Code of Conduct; understand that I am required to act and dress appropriately during the exchange.
  - Confirm access to reliable internet to upload my videos, at school or outside school.
  - Think about how I will make time to create the videos and try my best to meet deadlines.
2. Make the most of the exchange by reading these Best Practices and by watching The Basics of Creating Your Video, Tips for Creating a Good Video, Do's and Don'ts and Student Samples that my teacher can provide links to view.
3. Your teacher is going to tell you the city and country where your partners are located. Do some research! Check out some maps, read information online, and find some videos to watch. Write down some things that piqued your interest and that you would like to learn about during the exchange. Start thinking about the exchange topic and your own culture. Make a list of things that you think your partners would be interested in knowing.
4. When your teacher gives you your Username and Classroom code, go online to the LUV student platform, create your password, and explore your "Classroom" and the platform features. Use the Platform Instructions for Students to help you navigate.
5. Depending on the length of your exchange, you will be creating or responding to your partners once or twice per week for 4-8 weeks. Follow the schedule that your teacher gives you and **pay attention to the due dates** on the platform. Make your partners happy and increase your chances of getting responses by posting your videos on time!

# STUDENT SELF-ASSESSMENTS

Before you start the exchange, find out how well you can do some of the actions by completing the Student Self-Assessment for your topic. At the end, look at it again and see if your skills have improved. Your teacher will provide you with the Self-Assessment or a link.

## DURING THE EXCHANGE

What should I say? How should I say it? What should I show? How long should it be? These are all great questions! Read below and ask your teacher to show a few example videos from the Teacher Resources to get some ideas.

### **What should I say?**

When you click on My Tasks, you will see the prompt with many questions to guide you. If you use these questions, you will probably have plenty to say. You do not have to answer every single question. If you want to add details, or show something extra or different, of course you can, but you have to show it in under two minutes! (Two minutes is the limit!)

### **Should I write out my answers and then just read them while I'm recording?**

Seeing you read into the camera is not very interesting for your partners. We recommend jotting down some notes and trying to speak naturally. It's good to practice, and you can actually review your video before you submit it.

### **What should my video look like?**

This is up to you! Choose a style:

- Show yourself talking and doing things. For this, you may need to record some short clips ahead of time and then edit segments together.
- Show video still and photos of things to help you illustrate your thoughts, and then narrate over it. It's fun for your partners to see you but it's not required if you are feeling camera-shy.
- Show yourself talking. This might be fine for certain videos in which you are mainly talking about ideas.

### **How do I actually record my video?**

See Platform Instructions for Students for details but basically you can use the recording feature in the platform, or you can upload a file on your own. If you use an application for recording and editing, erase your username from the video.

### **How do I respond to my partner's videos? What should I say?**

First, review the Respond prompt for the task, which explains how to respond. In general, it's great to greet your partner by name, even if you can't pronounce it perfectly. Just do your best. Show that you listened to your partner by mentioning some things they said that interested you. Answer their questions. Close in a friendly way.

### **I have more questions for my partner! Can I exchange another set of videos with them?**

Right now the platform only allows one exchange per task. However, you could connect again in the next task!

### **Can I connect with my partners on social media, outside the LUV GC platform?**

Please do NOT use the LUV GC platform to exchange social media information with your partners. Teachers are instructed to delete or block any videos that include personally identifiable information (last names, social media handles, etc.). Use **this** exchange to get to know your partners! That's the point! In addition, some students do not want to be "found" or feel pressured to accept a request during a school exchange.

# PLATFORM INSTRUCTIONS FOR STUDENTS

Your teacher has explained that you will be doing a global exchange. In order to participate, you need to create an account in the LUV Global Connections platform, and then create and respond to videos. See complete instructions here:

## SET UP YOUR ACCOUNT

Go to [sp.levelupvillageclassroom.com](https://sp.levelupvillageclassroom.com)

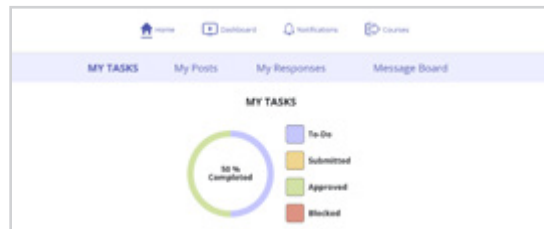
- Enter the **Username** and **Class Code** (provided by your teacher)

- Set up a password when prompted



- Select an avatar

## NAVIGATE THE PLATFORM

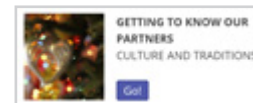


- **Home:** You will see My tasks by default. Click across the top to see My Posts, My Responses, and Message Board.
- **Dashboard:** This is where you will see the videos from your partner class.
- **Notifications:** You will find notifications about video approval status and responses to your videos.
- **Courses:** This will take you back to every course that you are enrolled in for Global Connections.
- **My Tasks:** This is where you will see an overview of the tasks and record original videos and responses to the partner class.
- **My Posts:** You will see your original videos from the assigned tasks. You can also click on your video to see responses you receive from your global partners.
- **My Responses:** You will see the responses that you made to videos from your global partners.
- **Message Board:** This tool allows you to respond to a post written by a teacher.

## RECORD YOUR FIRST VIDEO



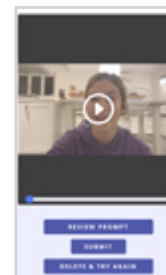
Under my Tasks, click on **Create a Video**



Read the Prompt, then Click **Go**

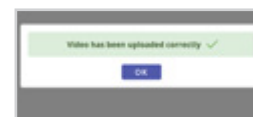


Record a new video or upload a video. **Be creative!**



Once you finish uploading your video, you will have the option to preview your video before submission.

After you have reviewed your video, you may review the prompt or submit it. **Wait for confirmation** that the upload was successful. It may take a minute. Do not navigate away from the page before you get confirmation.



After your video has been successfully uploaded and processed, you may view it in **My Posts**.

## RESPOND TO YOUR GLOBAL PARTNERS

There are two ways to respond to your global partners:

### 1. Go to the **My Tasks** tab

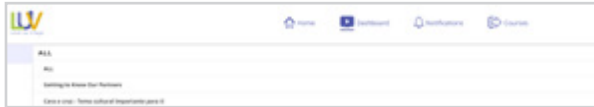


Under my Tasks, click on **Respond to Global Partners**

Read the prompt and click **Go**

You will find video submissions for that task.

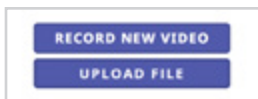
### 2. Go to the **Dashboard** tab



On the **Dashboard** tab, you will see all the submissions from your global partners. You can filter the videos by task or see them all at once.



In both cases, look for the **Video Response** icon and reply to your partners.



Record a response or upload a video.

## SOME REMINDERS



**DOs**

Share your creativity! Show us your culture and all the great things about your city and country.

Post your videos and responses on or before the assigned due dates. Remember, your partner class is excited to watch your videos!

Use a stable connection (preferably Wi-Fi). Use **ONLY** Chrome or Safari browsers. This will ensure that your videos are submitted successfully.



**DON'Ts**

Don't share your social media or any other identifiable information such as last names or address. If you would like your video removed from the platform once it has been submitted, contact your teacher to have it deleted.

Don't record anything inappropriate. Remember, you are representing your school and country!

Don't record anything longer than two minutes. Additionally, your video should not exceed 250 megabytes.

## REPORT TECHNICAL ISSUES



**IS SOMETHING BROKEN?**

Please tell your teacher if you experience a technical problem. Try to provide them as much information as possible so they can forward it to Level Up Village. It is helpful if you can provide a screenshot and if you provide information about your browser (for example, Chrome, Safari), device (for example, laptop, phone, tablet, Chromebook), and type of connection (for example, school wifi, home wifi, data). Thank you!