

Week 1 Individual Session: Introduction to Education

Session Goals

- ❖ Discuss and compare educational experiences across countries.
- ❖ Discuss the purpose of education.

Pre-Session Instructions for Learner

- ❖ Watch the video at the [link](#). In the session, we will discuss the differences between education systems in different countries.
- ❖ Read [this short article](#) about American classroom etiquette.
- ❖ **CHALLENGE:** Read this [article](#). During the session, you will talk about the importance of reading in school.

Pre-Session Instructions for Volunteer

- ❖ Watch [this video](#) and read [this article](#) and be prepared to discuss the differences between your country's education system and that of the learner.
- ❖ Skim this [article](#).

During the Session:

- ❖ **[5 min]** Check in with your learner (i.e. ask about their week). Introduce the new unit - explain that you will be focusing on education for the next few weeks.
- ❖ **[15 min]** Lead-in to your discussion of education. Note: Questions are organized from basic to advanced - choose the ones that are most appropriate for your learner.
 - Do you go to school? What grade are you in?
 - What classes do you take? Which class is your favorite? Do you study English in school? How long have you been studying it?
 - Do you like school? Why? Why not?
 - What is the best[/worst] part of school?
 - Do you have a lot of school work? Do you have a lot of homework? How many hours do you spend in school every day? How long does your homework take?
 - How many students attend (go to) your school?
 - Describe your school. How big is it? Does it have a particular academic focus? Is there an application process to attend the school?
 - How many years of schooling is normal in your country?
 - Do you plan on going to college? (If learner is in high school) What do you plan to study in college and why?

- Do you have snow days at your school in the winter? Is school ever cancelled for a day for other reasons?
 - How many vacations do you get per year? What do you do on those school vacations?
 - Describe your favorite teacher. What are they like? What do they teach? Why are they your favorite?
 - What questions do you have about school in [Volunteer's country]?
- ❖ **[20 min]** Discussion of education in the US and abroad.
- Review the content of [the video](#) from the prework. You can ask questions like:
 - What was in the video?
 - What countries did you see in the video? Was your country in the video? Was my country?
 - What did the video say about education in those countries?
 - Does the education system in your country prepare students for the “real world” outside of education? Why or why not?
 - Do you think that the public school system in your country prepares students to become “active citizens” (citizens who participate in government, are active in the community, etc)? Why or why not? Is this an important goal of education?
 - How difficult are the classes in the public education system in your country?
 - What is the grading scheme/system at your school? What is the average grade that students receive?
 - What country from the video do you think has the best education system? Why or why not? (The learner may need to re-watch or skip through the video for this question.)
 - In the US, a lot of pressure is put on students to get good grades. Do you think grades are really important? Or are other things more important?
 - There is a saying in English: “Those who can’t do, teach.” This means that if someone is not able to practice a profession proficiently, they end up teaching that skill/knowledge to others. Do you agree with this? Why or why not?
- ❖ **[10 min]** Many people say that teaching students to read should be one of the main purposes of school (at least in the elementary grades). Discuss the importance of reading in school.
- If your learner has read the challenge article, discuss and review any difficult vocabulary and hard to understand sections.
 - Ask: do you agree with the article’s main idea? (That reading as a subject should be compulsory in school) Why or why not?
 - When learning English, is reading important? Why or why not? Is reading/writing more important, less important, or as important as speaking/listening?
 - When and how did you learn how to read in your native language?

- Do you remember the first thing you read? What was it? If a person does not know how to read effectively, what bad things might happen? (Not being able to navigate around a city, not being informed in the news, etc.)

❖ **[10 min]** American Classroom Etiquette

- Review the article the learner read. Clarify any areas of confusion. Ask what they found to be most interesting or surprising.
- Tell the learner about classroom etiquette that you are familiar with. If you go/went to school in the US, discuss classroom etiquette in the US. If you did not go to school in the US, discuss classroom etiquette in your own country.
- Discuss the following questions
 - Have you studied in the United States? If so, what was it like? Did you have culture shock or was the transition easy?
 - If you haven't studied in the US, what are your impressions of US school culture? Where did these impressions come from (friends who've been abroad, US movies/TV shows?)
 - How does U.S. classroom culture differ from Ukrainian classroom culture? Are there any similarities?
 - What is personal space? Do you think ideas about personal space are the same in your country as they are in mine?
 - Americans like to keep space between people they know / do not know. Is that the same in your country?
 - Why do you think Americans keep space between people?
- Do you prefer U.S. classroom etiquette or Ukrainian classroom etiquette? Why? Have the learner give 3-4 reasons.
- If you could change one thing about the classroom etiquette in your country, what would it be and why?

Week 2 Individual Session: The Subjects

Session Goals

- ❖ Discuss and share opinions on school subjects and college majors.

Pre-Session Instructions for Learner

- ❖ Watch the video at this [link](#). Take notes on difficult vocabulary that you do not understand, or parts that are confusing. The video has captions.
- ❖ Review [this list of six unique school subjects](#).
- ❖ Think of one favorite topic you studied in class - you can choose any subject. You will “teach” this topic to your buddy in the session.

Pre-Session Instructions for Volunteer

- ❖ Watch the video at this [link](#).
- ❖ Review [this list of six unique school subjects](#).

During the Session:

- ❖ **[20 min]** Introductory discussion of subjects (discussion questions are ordered from basic to more advanced).
 - What does an average student in your country study when they are young (elementary school)? When they are teens (high School)?
 - Have the learner share a few examples of subjects they are studying in school or college. Which ones does the learner like? Which one does the learner not like?
 - How many classes do Ukrainian students typically take per year? Do you get to choose which subjects you study in school?
 - Tell me about your favorite subject. Why is it your favorite? Do you like your teacher in this subject?
 - Does a good teacher make a student like a subject? Does a bad teacher make a student dislike a subject?
 - Do you study subjects in English outside of English class (e.g. chemistry in English, history in English)? Is that an option at your school? If it is not an option, would you like it to be? Why?
 - How many people study English in your country? Is it required? Do you think it should be required? Why or why not?
 - How many years have you studied English? Did you like English at first? Why or why not?
 - What is the most challenging aspect of studying English for you?

- What subjects do you think Americans study in school? More subjects or fewer subjects?
 - What is a subject that you have never studied before? Why have you never studied it? (e.g. rare subjects like agriculture, theology, etc)
- ❖ **[15 min]** Discussion of College Majors
- Discuss the video on college majors. Ask a few comprehension questions and answer any questions the learner has.
 - What are liberal arts? What is STEM? (Help the learner understand these concepts if they are unfamiliar)
 - What is the most common major in your country, do you think? Why do you think it is the most common major?
 - Does this major help you get a good job? Why? Are you interested in this major?
 - Is it more important to study what you love, or study what will make you money?
 - Do you know what you want to study in college (or did you?) Do a lot of people struggle to choose a major?
 - Do a lot of people have this problem?
- ❖ **[10 min]** Presentation of the learner's favorite topic!
- Before the session, the learner should have created a short 1-2 minute presentation about their favorite topic.
 - If they did do this, have the learner give their presentation. Take notes on an interesting fact that you learned, grammar or pronunciation errors, and things the learner did well. Give feedback to the learner and ask follow up questions (e.g. Why do you like this topic? When did you learn about this in school?)
 - If they did not make the presentation, give them a couple of minutes to think of an interesting topic they've learned about in school this year - a particular unit in history or science class, a book they read in literature class, etc. Ask them to teach you a bit about this topic.
- ❖ **[15 min]** Unique school subjects and wrap-up
- Screenshare [the list of unique subjects](#). Ask if your learner had any questions about it and clarify as needed.
 - Ask which of these subjects the learner would most like to study and why and which they would least like to study. Share your opinions as well.
 - What are some subjects that are not taught in primary/secondary school that should be? (For example politics, government, home economics ("adulting"), cooking, photography, etc.
 - If you could design a new class for you and your classmates to take next year, what would it be? What topics would you teach and how (lectures, guest speakers, group projects, etc?)

Week 3 Individual Session: Comparing Post-Secondary Education Systems

Session Goals

- ❖ Learn about American universities and colleges.
- ❖ Discuss the differences between American universities and colleges and Ukrainian universities and colleges.
- ❖ Discuss cheating in college admissions and the Varsity Blues scandal.

Pre-Session Instructions for Learner

- ❖ You are going to teach your conversation buddy about Ukrainian universities and colleges! Create an *oral* response describing both of them and be prepared to present it. You can choose 4-6 questions from [this list](#) to focus on:
- ❖ Watch this [trailer for a movie](#) based on a real-life college admissions scandal in the US
- ❖ Read [this article](#) about American universities and colleges; take notes on any difficult words or sentences you didn't understand.
 - **CHALLENGE:** Advanced learners can challenge themselves with a [more difficult article](#) on the same topic instead of the easier article.

Pre-Session Instructions for Volunteer

- ❖ Refer to the [training video on Ukrainian culture](#) for a brief introduction to the differences between colleges and universities in the United States and Ukraine.
- ❖ Watch this [trailer for a movie](#) based on a real-life college admissions scandal in the US. Review [this article](#) if you are not already familiar with the Varsity Blues scandal.
- ❖ Please read [this article](#) (easy) or [this article](#) (difficult) about American universities and colleges. Be prepared to discuss the comprehension questions with the learner.

During the Session:

- ❖ **[10 min]** Have the learner present their oral response.
 - Give feedback on grammar usage, vocabulary, and pronunciation and remember to tell them the things that could work on **as well as** the things they did well.
 - Ask specific clarification questions and follow-up questions. You can also choose [questions from this list](#) that they haven't covered.
- ❖ **[10 min]** Discuss the article on American universities and colleges
 - Ask the learner if he/she had any questions or didn't understand any part of the article, and clarify as needed.
 - You can use [these comprehension questions](#) to ensure that the learner has a firm understanding of the article.

- ❖ **[20 min]** Discuss the similarities and differences between post-secondary education in Ukraine and the US (and/or your country, if you're not in the US).
 - Tell the learner about post-secondary education in your country. If you live in the US, you can provide more details and personal experiences about US colleges and universities. If you live in another country, you can focus on that country.
 - To avoid a monologue, invite the learner to ask you questions. If they have trouble coming up with questions, screenshare the list of questions for the oral response and use them to guide the conversation.
 - What can you do at a college or university in one country but not the other?
 - Which education system seems better? Note: This is a great opportunity to practice common vocabulary used to compare and contrast such as: however, although, in contrast, similarly, but, compared to, etc. Example: "Ukrainian universities don't have as many extracurricular activities *compared to* American universities."

- ❖ **[20 min]: Discuss College Admissions Scandals**
 - Screenshare and watch the [trailer](#) from the pre-work together. Ask your learner what this movie is about. Have them retell the story and clarify any details they missed or have questions about.
 - What are the parents in this movie trying to achieve? How are they getting an advantage for their children?
 - Ask if they have heard about the Varsity Blues college admissions scandal in 2019. If so, what do they know about it? Fill in the gaps.
 - What surprised you the most about this college admission scandal?
 - Why do you think parents might go this far to get their children into college?
 - Do you think that the parents didn't believe in their children's ability to get admitted into college?
 - Do you think that the parents believed successful parenting depended on how good a university your child can get into?
 - What is the problem with these ways of thinking?
 - What are the consequences of being involved in this admissions scandal? For the parents? For the children?
 - Are there admissions scandals in Ukraine? How do parents try to influence admissions? Who is involved? Do these people ever get caught? What are the consequences for the people involved?
 - What can be done to prevent future cheating by parents in the college admissions process?
 - Why will it work?
 - Who is responsible for doing it?
 - Why is it better than other possible solutions?

Week 4 Individual Session: Schools - The Ups and Downs

Session Goals

- ❖ Discuss negative and positive aspects of schools in the US and Ukraine.
- ❖ Justify why something is “bad” or “good”.
- ❖ Discuss standardized testing.

Pre-Session Instructions for Learner

- ❖ Make a list of 10 good things and 10 bad things about school.
- ❖ Watch [this video about](#) standardized testing. You will talk about this video in your next session.

Pre-Session Instructions for Volunteer

- ❖ Watch [this video about](#) standardized testing. You will talk about this video in your next session.

During the Session:

- ❖ **[10 min]** Share the pros and cons of school.
 - Define “pro” and “con” if your student isn’t sure what these words mean (pro = good aspect, con = bad aspect).
 - The learner should have made a list of 10 good things and 10 bad things about school. Have them share the list and ask them to justify 2-3 of the pros and 2-3 of the cons.
- ❖ **[15 min]** Discuss public and private education.
 - **NOTE:** This activity is a good chance to compare the school systems in the US vs. the learner’s country. For each discussion question, offer your thoughts on the US school system after the learner shares about their country.
 - Discuss public and private education with questions such as:
 - Does your country have both private and public schools? If necessary define public schools (free education financed by taxes) and private schools (each family pays for their child)
 - Which type of school do you go to? Why?
 - Which kinds of schools do you think are better and why?
 - Which schools are more diverse: public or private? (If your student isn’t familiar with this term, explain that diverse = composed of people from different backgrounds, identities, races, etc.)
 - Are there public and private universities in your country?

❖ [15 min] Standardized Testing

- *NOTE:* Learners will probably not be familiar with U.S.-centered standardized testing (PSAT, SAT, ACT, GRE, etc.) They may be familiar with English language testing (TOEFL, IELTS, etc.), which test a person's English ability.
- Define standardized testing and discuss the video, clarifying difficult vocabulary and concepts
- Ask your student the following questions about standardized tests, and share your thoughts and experiences on these topics as well.
 - Are there government-sponsored standardized tests in your country?
 - Are there private standardized tests that people in your country take?
 - What is the longest test you have taken?
 - Do you plan on taking an English language test? (TOEFL, IELTS) Or have you? If so, when and why?
- Discuss your opinions of standardized testing. Here are some questions you can use:
 - Are standardized tests good or bad? Why?
 - Is a 4-5 hour long test good at measuring a person's ability? What if you get tired at hour 2-3? What if you lose focus?
 - Besides standardized tests, how can we measure people's ability? Grades, written reports, essays, etc?

❖ [15 min] Reimagining Schools

- Ask your student what do you think schools will look like in 20 years? 40? 60?
- What will be the new technology that changes the world of education? (You can share an example from the past, such as online grading and grade checking, which was an innovation in the early 2000s.)
- Should the ideas / voices of students be considered when changes are made in schools? Why or why not?
- What are the obstacles to giving students more authority over their educational experience?
- What is one change you want to see in your school? How would that change affect your school day? Do you think the change is reasonable? (Can it be accomplished in the "real world"?)

Week 1 Group Session (Feb 8-14): Technology in the Classroom

Pre-Session Instructions for Learner

- ❖ Watch [this video](#) about different types of technology that can be used in the classroom.
- ❖ Read [this infographic](#) about 5 disadvantages of technology in education.

Pre-Session Instructions for Volunteer

- ❖ Segment 1: Be prepared to play [this conversation game](#) with your group.
- ❖ Segment 2: Watch [this video](#) about different types of technology that can be used in the classroom.
- ❖ Segment 3: Read [this article](#) about 5 disadvantages of technology in education.

During the Session:

- ❖ **Segment 1 [20 min]: Conversation Game about Education**
 - We're going to play a conversation game! Access it via [this link](#) and share your screen. You can play cooperatively, trying to get to the finish line before the session time runs out.
 - Use your cursor to keep track of your progress through the gameboard, and a [random number generator](#) to "roll the die" (set it to the range 1-4).
 - For a small group (2-3 students), have all the students answer the questions before moving forward. For a larger group, students can take turns answering.
 - You can make the game more challenging for advanced students by asking follow-up questions.
- ❖ **Segment 2 [20 min]: Technology in the classroom**
 - Play [this video](#), then discuss the questions below. For lower-level learners, consider starting with the comprehension questions. For more advanced learners, you can jump right to the open-ended questions
 - Comprehension Questions:
 - What is virtual reality? How can virtual reality be used in the classroom?
 - What is a 3D printer? What are 3D printers used for? Can 3D printers help people?
 - What is cloud technology? What is the purpose of cloud technology? What does cloud technology replace?
 - What are biometrics? How are biometrics used? Do you have a personal device that uses biometrics (phone, computer, etc.). If so, tell us about it.
 - What are holograms?
 - Open-ended questions

- Which of the technologies in the video would you most like to use? Why? Have you ever used or seen this technology in real life?
 - What kinds of technology do you use in the classroom?
 - What kinds of technology would you like to use in the classroom? Give 1-2 sentences explaining why.
 - When is technology not helpful?
 - After watching the video, what are your thoughts on technology?
 - Although teachers are not currently using holograms in the classroom, how do you think we can use them?
 - Would you like to use virtual reality in your classroom? Give 1-2 sentences explaining why.
- **OPTIONAL:** If you have time, ask the learners to ask *you* open-ended questions about technology in education. They can use the questions above.

❖ **Segment 3 [20 min]: The Pros and Cons of Technology in Education**

- Together, go through [this infographic](#) about 5 disadvantages of technology in education.
- As you move through each section of the infographic, discuss the questions at [this link](#).
- Ask the students to imagine they are writing the opposite article as a team.
 - Come up with 5 **benefits** of technology in the classroom
 - Who does it benefit--schools, students, teachers?
 - What kinds of technology offer what benefits?
 - How did education change thanks to technology: What was it like before these kinds of technology were used and what is it like now?

Week 2 Group Session (Feb 15-21): Teaching!

Pre-Session Instructions for Learner

- ❖ None

Pre-Session Instructions for Volunteer

- ❖ Familiarize yourself with the anonymous polling feature of the video conferencing platform you are using. You will be creating a poll that the learners will answer during the session.

During the Session:

- ❖ **Segment 1 [20 min] Making a short presentation**
 - Challenge each learner to create a 2-minute speech about a topic you assign. You will give them 1-2 min to prepare and then have them each speak in turn. Depending on the number of learners in the group, you can ask each one a follow-up question or two.
 - Assign topics from the below list randomly. You can repeat topics 1-3 if your group has more than five students.
 - Describe your favorite food and explain how to prepare it - use details!
 - Talk about an interesting recent news story from your country.
 - Talk about the most useful app or website you use regularly and how it makes your life easier.
 - Which are better: Electronic books or physical books? What are the pros and cons of each?
 - Share some of your favorite tips to save money.
 - Take notes on what the learners did correctly. Do not give incorrect language feedback in the group session, especially if it is a larger group.
- ❖ **Segment 2 [20 min] What makes a good/bad teacher?**
 - Learners have 5 min to think of as many qualities of a “good teacher” as possible. Make a list of these on a screen-shared google doc.
 - If a quality seems complex (or a good vocabulary word) ask the learner to describe what the word means.
 - Learners have 5 min to think of as many qualities of a “bad teacher” as possible. Make a list of these on a screen-shared google doc.
 - If a quality seems complex (or a good vocabulary word) ask the learner to describe what the word means.

- Ask learners to share their real-life experiences with great teachers and bad teachers.
 - If you have time, challenge learners to identify antonyms inspired by their lists. Antonyms are words that have the opposite meaning (hot/cold). Learners can then make sentences about teachers using the antonym pair. (“I like Mrs. Ramirez because she’s very passionate. Mr. Friedman is not a great teacher because he’s indifferent.”)
- ❖ **Segment 3 [20 min]** Why should teachers be paid more?
- Introduction: Mention that in the United States there has been a recent movement for teachers to be paid more. A large percent of them are underpaid, and have to spend their own money on classroom materials.
 - Give learners a few min to come up with reasons why teachers should be paid more AND justifications for why the reasons are important (Example: Teachers will be able to support themselves, and this is important because they will not have to find a second job and become distracted from teaching). Then, ask them to present their reasons and ask follow-up questions.
 - If you have time, ask about teacher salaries in Ukraine and how the situation compares to the US.

Week 3 Group (Feb 22-28): College Preparation

Pre-Session Instructions for Learner

- ❖ Read [this infographic](#) about applying to college in the United States.
 - **CHALLENGE:** Read [this article](#) about the college applications in the US.
- ❖ Watch [this video](#) about one boy's experience with extracurricular activities.

Pre-Session Instructions for Volunteer

- ❖ Segment 1: Read [this article](#) about the college applications in the US.
- ❖ Segment 2: Watch [this video](#) about one boy's experience with extracurricular activities.
- ❖ Segment 3: Check the end of [this article](#) for a list of extracurricular activities in the U.S. Be prepared to discuss the pros and cons of extracurricular activities and give reasons why you would like to try a new one of your choice.

During the Session:

- ❖ **Segment 1 [20 min]: Discuss university application processes.**
 - Screenshare the infographic the learners read before the session. Ask about and clarify any vocabulary that they do not understand.
 - What do you think is the most challenging aspect of a US college application? Why?
 - What surprised you the most about US college applications?
 - Optional: share your own experience with college admissions
 - If you had to make this article for your country, what would be the main parts? What is the university application process like in Ukraine?
 - What tests do you take?
 - What do you have to submit?
 - What is the most important part of the application?
 - Ask them what they did/are doing to prepare for college or alternative plans after they graduate
- ❖ **Segment 2 [20 min]: Learning about extracurricular activities**
 - Play [the video](#) at the beginning of the session. After, ask about and clarify any vocabulary that they do not understand
 - Discuss these comprehension questions
 - At the very beginning of the video, which extracurricular activities are shown on the screen (please share and have them what each drawing represents)?
 - What extracurricular activities did the boy do? Why did he quit the student newspaper and track and field?

- What does improv mean and what is it short for?
- Discuss these open-ended questions
 - How did you like the video? Was it funny, boring, interesting?
 - After watching the video, what are your thoughts on extracurricular activities?
 - The character in the video found an extracurricular activity that he was very passionate about. Do you think this happens for everyone? Why or why not?
 - If you had to choose between the student newspaper, track and field, or an improv club, which one would you choose and why?
 - Do you think the character continued doing improv after high school?
- Ask learners what extracurricular activities they are involved in. Share your experience as well!

❖ Segment 3 [20 min]: Discussing Extracurricular Activities

- Together, make a list of 20+ different extracurricular activities you can think of (share your screen and write them in a Google document)
- Share your screen and present [this list of extracurricular activities](#) to show other extracurriculars that you did not name. Ask if any of these are new or unfamiliar to the group and clarify as needed.
- Ask the students to choose an extracurricular activity they would love to try.
 - Why haven't they tried it yet?
 - Why do they want to try it? Give 2 reasons
- Ask the students to do the opposite: choose an extracurricular activity that they would NOT like to try.
 - Why do they NOT want to try it? Give 2 reasons. Example: "I would not like to be in a leadership club because I do not like speaking in front of people. I also do not like taking charge of group projects or teams, so I don't think this club is a good fit for me."
- Discuss the pros and cons of extracurricular activities
 - What are extracurriculars for?
 - Why are they such a big deal in the US?
 - What are the benefits of joining them?
 - What are the downsides?
 - Should you engage in extracurriculars?
 - Should schools in Ukraine offer extracurriculars? Ask them to explain why or why not in 1-2 sentences.

Week 4 Group (March 1-7): In the Classroom

Pre-Session Instructions for Learner

- ❖ Watch [this video](#) about one girl's experience cheating on an exam.

Pre-Session Instructions for Volunteer

- ❖ Volunteer 1: Watch [this video](#) (starting from 1:05) about one girl's experience cheating on an exam.

During the Session:

- ❖ **Segment 1 [20 min]: Objects in a Classroom**
 - Have the learners go around in a circle and take turns listing objects in a classroom. The goal is to move quickly without repeating objects someone else has said. Share your screen and write down every object the group mentions. Keep going until learners start running out of ideas.
 - Ask each learner to choose the one item on the list they couldn't live without and explain their opinion.
 - Ask the learners if they know what primary, secondary, and post-secondary education is.
 - If someone says "yes," ask them to explain to the group. If not, offer a brief definition. Discuss synonyms for primary (elementary), secondary (high school), and post-secondary (college).
 - Ask a few follow-up questions for comprehension: What age are you in elementary school? What do you study in secondary school?
 - Ask: What is middle school? Do you have it in your country?
 - Discuss the following questions (keep screensharing the list of classroom objects for reference):
 - What can you find in an elementary classroom but not in a high school classroom? (Ex: small chairs, colorful posters, cartoons)
 - What can you find in a high school classroom but not in an elementary school classroom? (Ex: Calculus textbook, human skeleton).
 - What are some differences between an elementary school classroom and a high school classroom?
 - What are some differences between a high school classroom and a college classroom?

❖ Segment 2 [20 min]: World's Best Classroom

- Give the learners a minute to think of qualities and objects that make a classroom good. Have them go around and share/justify their answers. Screenshare a Google doc and write down answers as they are shared.
 - As learners share their answers, encourage other learners to chime in to agree or disagree (If your group is quieter, you can choose a learner and ask directly: "Vasia, do you agree or disagree with Angelina? Why?")
 - If they are running out of ideas, ask some guiding questions to help them come up with a comprehensive list (facilities, students, teachers, administrative support, materials/furniture, room layout, etc)
- Ask learners to compare some of the answers on the list. (For example, "What is more important for a good classroom: motivated students or a good teacher? Up-to-date books or comfortable chairs?")
- If you have time, go around and brainstorm a list of aspects of a bad classroom (e.g. mean teacher, bad temperature control, etc).

❖ Segment 3 [20 min]: Cheating

- Before starting this session, it goes without saying that, under no circumstances, is cheating okay. Please keep this philosophy in mind throughout the session.
- Together, make a list of as many possible ways that students can cheat on in-person exams and online exams. There are really creative ways to cheat out there!
- Watch [this video](#) (starting from 1:05) about one girl's experience cheating on an exam. Ask about and clarify any vocabulary that the learners did not understand.
- Discuss:
 - What are your thoughts on the video?
 - Do you think that this plan would work for you?
 - Why did this girl cheat?
 - What are the possible consequences of getting caught?
 - What are some ways we can prevent cheating?
- Ask students to share stories or experiences where someone cheated on a test. This could be a story from a movie, from personal experience, or by word-of-mouth. Why did they cheat? How? What happened? This is a great opportunity to practice your story-telling skills!
- As a group, discuss the best plan of action for these scenarios:
 - Your little sister asks you to help her cheat on a short quiz, what do you do? Explain in 2-3 sentences.
 - You catch your best friend cheating on the most important exam of the school year, what do you do? Explain in 2-3 sentences.
 - You catch a classmate that you are not close to cheating on the most important exam of the year, what do you do? Explain in 2-3 sentences.
 - Do your answers depend on the level of closeness between you and the other person and/or the importance of the exam? Why or why not?