

# Windows to the World

## STANDARDS:

**AASL:** Describing their understanding of cultural relevancy and placement within the global learning community.  
Contributing to discussions in which multiple viewpoints on a topic are expressed.  
Actively contributing to group discussions.

**CCSS:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

## OBJECTIVE

Students will view short videos of places around the world to compare, contrast, and analyze.

## OPENING ACTIVITY

- Read aloud *Windows* or another picture book that discusses empathy, perspective or worldview.
- Discussion prompt: What's something important you think someone new to your neighborhood should know or understand?

## 3 MINUTE LESSON

We can learn about other places without traveling there!  
[WindowSwap](#) is a website where people upload short videos of what they see from their windows. What do you think we'll see?

## REFLECT & WRAP UP

Choose one of the following questions for students to reflect on:

- What is something new you learned?
- What surprised you?
- If you were to use [WindowSwap](#) again, what place would you like to see?

## TIME TO WINDOW SWAP!

Use the provided slides to facilitate, or visit the [WindowSwap](#) site! Then, use any mix of the interactive learning structures below to facilitate learning:

- Memory Game
- Human Barometer
- Speed Chatting
- Concentric Circles
- Swap Meet
- World Cafe

The directions for each of these activities are included.

## Discussion Questions & Prompts

Use the prompts for yourself, or cut them out to use during World Caf e.

How is the weather similar or different than weather we experience?

What's something about this view that you would enjoy?

Someone shared this window view. What do you think they like about it?

...re to visit, or  
...ove here, how do you  
think you'd spend your  
days?

Standards-based lesson complete with suggested read-alouds that teach locational perspective, discussion questions and prompts to build critical thinking skills, and an explanation of the website and how to use it.

# CONCENTRIC CIRCLES

## WORLD CAFÉ

- If you have desks in your space, you'll need to arrange them into groups of 4-6. The goal is to create a café-like setting.
- You'll also place one discussion prompt at each table.
- Explain to students that they'll be moving to different tables to have conversations with different people about different things.
- Put students into small groups and start each group at a table.
- Give students 3-5 minutes to discuss the prompt or question.
- When time is up, one student at each table stays behind to become the host. The others move to a different table.
- Once everyone is at their new table, the host will recap, or summarize, the previous conversation. Then the new group will discuss the prompt, adding on to the previous conversation.
- Repeat, ensuring that each round a new host stays behind.
- Reflection:
  - What were some interesting or surprising points of view you heard?
  - How was building on previous conversations helpful?



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...collaborative activity gets students up and moving, while you  
...removes the pressure of finding a partner.  
...who struggle with independent movement  
...working on including everyone.

2  
...put the number of fingers up, or on their  
...number they say. Example, a 1 will display 1 finger  
...a 2 will display 2 fingers on their lap. This is  
...them remembering their numbers.  
...has gotten their number, I like to be playful  
...raise their hands with the number I call. I'll  
...then rapid fire call out a 1 or 2 to solidify  
...This also lightens the mood!  
...make a circle. Once they've all gathered to  
...the circle, have them turn to face out  
...the 2s to come and stand across from a 1.  
...vide students with a prompt. If needed, give  
...ment to think.  
...their thinking, while partner B

## HUMAN BAROMETE

### Pre the Activity

Explain to students what a barometer is: a scientific instrument that measures air pressure. Tell them that they'll be moving their bodies to show their agreement or disagreement. Show them what the different barometric readings would look like:

Low, or disagree: arms down & they'll bend down.  
High, or agree: arms up & standing tall  
Neutral: stand straight with arms out in front.  
them that they can move their arms  
different points between those 3 to  
show how much they agree or disagree.

### the Activity

...a statement.  
...ents move their arms and adjust  
...straightness of their body to show  
...much they agree or disagree.  
...u notice trends, or a wide range of  
...nses, invite students to share  
...reasoning for their opinion.  
...t on the activity:

...at did you learn from this  
...tivity?

- Did you change your opinion after seeing & hearing someone else's thinking?



Step-by-step directions to facilitate 6 different interactive learning structures. Each varies in difficulty to support the interpersonal skills of your students at different points in the school year.

What do you notice in this WindowSwap?

Where do you think it is?

How is this window view similar or different to what you see out your window?

Let's see where this is!



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Think and share

What activities, sports, or games would you play here?

What would you probably do if you visited this place?



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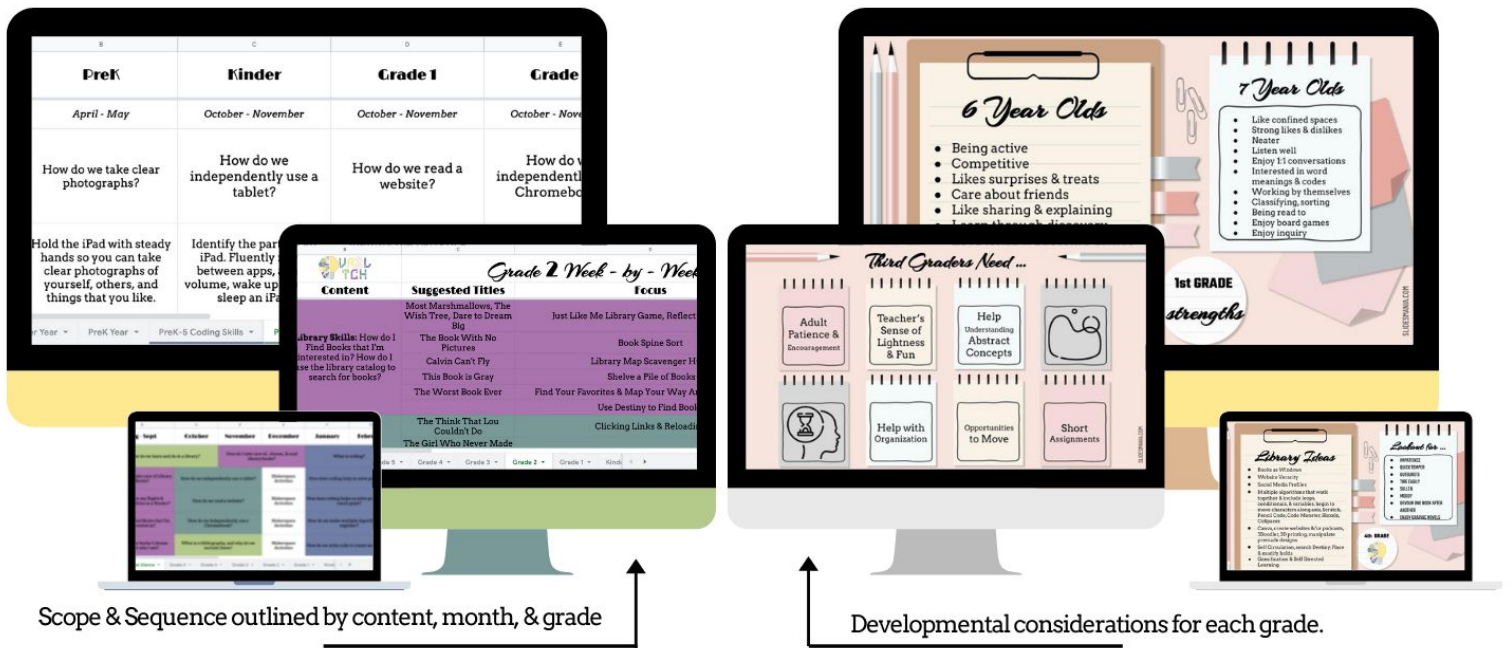
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**Slideshow with 17 editable slides. Complete the activity with just the slides, or use the prompts on their own during their interactive learning structures.**

# COMPLETE

# YEAR

PreK - 6



Scope & Sequence outlined by content, month, & grade

Developmental considerations for each grade.

# Scope LIBRARY Sequence

An outline of what to teach PreK - Grade 6 students.  
 Laid out by content area, month, and grade level.  
 Developmental Considerations for each grade; includes app & content suggestions.

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