Updated by JAG National November 2021

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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** A Community Connected Through Giving. | | **Duration (days):** 4 Weeks | | | **Written For:**  ☒Period Schedule ☐Trimester  ☒Block Schedule ☐Semester |
| **Subject/Course:** JAG | **Teacher(s):** Specialist | | **State:** Any | | **Grade Level(s):**  x7/8 xAlternative Ed.  ☒9/10 xOut of School  ☒11/12 xAny |
| **Other Subject Areas to be Included:** Public Speaking, Marketing | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will be involved in a community service project where they are engaging their local communities to display need in the area as well as provide support for local families. Students will be engaged with local community employers through community engagement and support and participation in a local service project. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | What need is in your community that your direct action can address? How can you engage your community to contribute to a better overall society, addressing a need locally or globally? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Ask students what are some needs in their community? State? Nation? World?  Ask them to reflect on the following question then share: “Is there anything we can do about these problems?” | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** Students will work in a group to accomplish a goal. They will plan a service project that will not only include the Career Association, but the entire community. They will also use goal setting to set measurable outcomes for the overall group. | | | **Presentation Audience**  ☒Class  ☒School  ☒Community  ☐Experts  ☐Web  ☐Other: Click here to enter text.  [Community Connected Through Giving - MY | library (wixsite.com)](https://pbljag.wixsite.com/national/community-connected-through-giving-)  Rubric: [70a257\_977ea09bc02c421b8f1242b5e407865b.pdf (filesusr.com)](https://eb7c318a-8a78-4774-af0a-baf6a630a8f1.filesusr.com/ugd/70a257_977ea09bc02c421b8f1242b5e407865b.pdf) | |
| **Individual:** Students have individual job duties. This can include art, networking, planning and organizing job duties, supplies list. They also have individual skill sets that they can use to work on creating a successful PBL implementation. | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):  MY: C-17, C-18, C-19, D-23, D-25, F-31, F-32, F-33, F-34, F-35, F-36, F-37, G-46, G-47, G-51, G-52, G-53, G-54, G-55, G-56, G-57, G-58, H-60, H-61, H-67  MS: J-101, K-108, P-123, P-124, P-126, P-127, R-131  OOS: O-10, O-11, O-12, O-14, O-16  **What competencies will be in progress during this project?** (Level 2):  MY: C-17, C-18, C-19, D-23, D-25, F-31, F-32, F-33, F-34, F-35, F-36, F-37, G-46, G-47, G-51, G-52, G-53, G-54, G-55, G-56, G-57, G-58, H-60, H-61, H-67  MS: J-101, K-108, P-123, P-124, P-126, P-127, R-131  OOS: O-10, O-11, O-12, O-14, O-16  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  MY: D-21, D-22, D-24, E-26, E-27, E-28, E-30, G-43, H-62, H-65, H-69, H-70, H-71, H-72, H-75  MS: J-103, L-111, L-112, L-113, N-117, N-118, N-122, Q-130, R-132  OOS: O-9 | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | ☐Checklists | ☒Notes | ☒Plans/Outlines/Prototypes |
| ☐Concept Maps | ☐Online Test/Exams | ☐Quizzes/Tests |
| ☒Journal/Learning Log | ☒Practice Presentations | ☐Rough Drafts |
| ☐Other (see PBL Library for ideas): Click here to enter text. | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | ☐Essay | ☒Oral Presentation w/Rubric | ☐Peer Evaluation |
| ☐Multiple Choice/Short Answer Test | ☐Written Final w/ Rubric | ☒Self-Evaluation |
| ☐Other (see PBL Library for ideas): Click here to enter text. | | |
| **Reflection Methods**  (Check all that apply or add your own)  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | ☐Journal/Learning Log | ☐Fishbowl Discussion | ☐Survey |
| ☒Whole-Class Discussion | ☐Focus Group |  |
| ☐Other (see PBL Library for ides): Click here to enter text. | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Career Association**  How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?**  ☐Leadership  ☒Community Service  ☐Career Prep  ☐Civic Awareness  ☒Social Awareness  ☐Fundraising  ☐Other: Click here to enter text. | **What roles will your officers lead in planning?**  Leadership: Coordinate the efforts of individual committees to ensure a successful project  Community Service: Students will complete a service project  Career Prep: Click here to enter text.  Civic Awareness: Click here to enter text.  Social Awareness: Students will raise awareness about the local or global need being addressed.  Fundraising: Possibly part of the service  Other: Click here to enter text. | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Coordinate the efforts of individual committees to ensure a successful project  Community Service: Students will complete a service project.  Career Prep: Click here to enter text.  Civic Awareness: Click here to enter text.  Social Awareness: Students will raise awareness about the local or global need being addressed.  Fundraising: Possibly part of the service  Other: Click here to enter text. | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  Local businesses will be asked to participate in the service project and possibly be asked to provide in-kind donations and monetary donations. | |
| ☒Agriculture, Food & Natural Resources  ☐Architecture &Construction  ☐Arts, A/V Technology & Communications  ☐Business Management &  Administration  ☐Education & Training  ☐Finance  ☒Government & Public Administration  ☐Health Sciences  ☐Hospitality & Tourism | ☒Human Services  ☐Information Technology  ☐Law, Public Safety, Corrections &  Security  ☐Manufacturing  xMarketing  ☐Science, Technology, Engineering &  Math  ☒Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? | **Circle One:**  ☒Meet and Greet  ☒Classroom Presentation  ☐Project Observation  ☐Skype/Webinar  ☐Mock Interview  ☐Other: Click here to enter text. | **Circle Two:**  ☒Service Learning  ☐Company Tour  ☐Mentoring  ☐Co-Develop PBL/Scaffolding  ☐Critique of Public Product  ☐Other: Click here to enter text. | **Circle 3:**  ☐Job Shadow  ☐Limited Time Work Experience  ☐Pre-Apprenticeship  ☐Internship/Apprenticeship  ☐Summer Job  ☐Other: Click here to enter text. |

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| **P R O J E C T O V E R V I E W** | | | |
| **Scaffolding**  *\*this is a high-level overview, details can be found in the Student Learning Guide*  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)  Students will identify a need for community service and involve the local community. Students will work to meet the 10-hour community service requirement for the year.  .  **Launching the Project:**  (How will you SPARK their attention?)  Ask students what are some needs in their community? State? Nation? World?  Ask them to reflect on the following question then share: “Is there anything we can do about these problems?”  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  At the start, students will learn planning and organization, the importance of follow-through, detail-oriented skills, and how to follow a logical step-by-step planning system. Leading up to the event, students will learn teamwork, committee work, and deadlines; they will understand the various tasks to be completed and learn how to use skill sets within the Career Association to achieve successful measurable outcomes. Students will also learn researching skills, the use of technology, and presentation skills. During the event, students will gain skills in customer service, marketing, soft skills, and communication.  Following the event, students will learn processing skills, how to analyze outcomes to determine measurable success, and how to incorporate all the specific skills learned with this PBL into future PBL events.  Rubric: [70a257\_977ea09bc02c421b8f1242b5e407865b.pdf (filesusr.com)](https://eb7c318a-8a78-4774-af0a-baf6a630a8f1.filesusr.com/ugd/70a257_977ea09bc02c421b8f1242b5e407865b.pdf) | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? | Students will incorporate multiple resources for their service project to meet criteria set as desired outcomes. |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | **WHO will you be incorporating?**  ☒School Staff  ☒Business Professionals/Employers  ☒Community Leaders/Organizations  ☒Technology  ☐Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**  Students will present to school groups seeking their participation as well as reach out to local community businesses to seek their participation in their service project. | |

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| **S T U D E N T L E A R N I N G G U I D E** | | |
| **Project Title:** A Community Connected Through Giving. | | |
| **Driving Question:** What need is in your community that your direct action can address? How can you engage citizens in your community to contribute to a better overall society by addressing the issue of poverty and hunger in the US and locally? | | |
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| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will  students need to successfully complete this portion? |
| ☒Formative  ☐Final Product | Students will research local service agencies for contact information. They will log contact information and draft emails as an assignment to invite social service agencies into the classroom.  Specialist will help coordinate school/classroom visits. | Students will learn researching skills and build their technical skills with search engines. They will also learn about community resources in their area and ways communities are connected. |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | Students will be introduced to local service agencies that help families. Guest speakers can give context for information related to their project.  Specialist will help prepare students to have questions relevant to the topic. | Students will practice professional demeanor when engaging with community agencies and also hear from local agencies about community resources. |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | Step 1. Students vote as an entity to run their service project. Students go over pros and cons for the event and vote to host the event. Students need to identify their goal to be set as the measurable outcome for the event.  Specialist will help students understand the importance of undertaking their Community Service PBL and the support the Career Association will receive from the specialist as CA advisor. | Students will begin to identify this as their current PBL related to their interaction with community agencies with the Career Association. Students will start the “buy in” process from the beginning by creating the idea driven by Student Voice and Choice. |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | Step 2. Students create a needs list to first identify what they will need  Specialist will encourage students to brainstorm as a group for the needs to ensure a full list of items needed. | Students will understand PBL implementation needs along with planning and organizational skills. |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | Step 3 Students will break into various committees to complete needed tasks  -Create Informative Flyer: Students will need to explain the purpose and goals of the service project.  -Identify local business resources: students will research business sites to request participation.  -Identify ways to engage school participation including prizes, and incentives for participation.  - Students set timeline and set goals to measurable successful implementation of PBL.  Specialist will make sure students are completing the tasks necessary to successfully complete the PBL. | Students will learn listening skills and use their critical thinking skills to ask for additional details of each committee. Students will also understand the common criteria of the need for hosting PBL events. |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | Step 4: All committees will report back to the group to ensure continued communication throughout PBL implementation.  Specialist will allow students to have a forum to collect and keep their research data. This may be the classroom board, shared document via Google Classroom or other online resource, or listed out and posted around the classroom. | Students will again practice their presentation skills and critical thinking skills when evaluating and providing constructive feedback to each committee. |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | Step 5: Once students have listed various potential businesses, students will choose one business to practice as a contact. Students will GNAP, write out their statements, and include a brief statement related to their project to then ask if that business would be willing to assist in some way with the project. Each team will get up and present their statement to the group.  Specialist will need to listen to make sure each group is complete in their speech by including pertinent information and questions for the business. | Students will practice their GNAP, presentation skills, and professional demeanor to prepare to engage local employers with their PBL project. |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | Step 6: Students in partners will use a phone to call a local business. One student will call while the partner records the call to learn about “cold calls” and then present back to the group. Calls can be recorded with cell phones, laptops, or tablets depending on technology used in the district.  Specialist will encourage students to make the calls promptly and reassure those students that may struggle with calling. | Students put into action their “practice” with local employers. Students will follow practiced script while building their confidence through successful engagement with local employers. With continued efforts, students reaffirm ownership of the service project |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | Step 7: Students will collect data from the calls and report back to the group via the shared forum where they previously collected business information. Students will list out all pertinent data collected. This includes if the business will assist and in what manner. Students will share their recording of the call to receive feedback for improvement.  Specialist will still make the forum available to keep data up to date and accessible to students. | Students will learn to track data for businesses that will partner with the CA for their PBL. They will also continue to improve their presentation skills with each employer engagement. |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | Step 8: Students begin preparation for the project.  --Students will create advertising including all needed information.  Specialist will continue to encourage students to brainstorm all aspects of preparation and collection. | Students will continue to build critical thinking skills and follow through by planning and implementing the details of their PBL. |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | Step 9: Once students have identified pertinent information related to what, when, & why for the service project, they will research and present data to support their efforts. | Students will learn presentation and public speaking. Students will practice GNAP (Greeting, Name, Affiliation and Purpose). They will learn to provide information and clear guidelines to the group. Students can create small presentations on PowerPoint or Prezi or other online resources to present their ideas and findings to the group. Students could also do presentations without technology and instead focus on giving prepared speeches. |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | Step 10: Students will practice their presentations to the class/group. The group will provide feedback on positive aspects and areas for improvement in each presentation.  Specialist will ensure accuracy and preparedness for presenting and provide feedback to improve presentation skills. | Students practice and build their presentation skills and technology skills with their presentations. |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | Step 11: Students will begin implementing their service project.  Specialist will coordinate the school requirements where applicable. | Students practice follow through and ownership by implementing their planned set up with their PBL activity. |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | Step 12: Students will also implement the service project at set business locations, if applicable, following the business contact portion in Step 7. Students will use GNAP with the owner and continue to build community engagement with potential employers. Students can continue to explain the JAG program with each community engagement opportunity.  Specialist ensures students have thought out and covered each portion, including making sure each student is able to present a professional demeanor when engaging with business employers. | Students continue to build and practice their GNAP and presentation skills that will serve them with their employability skills. |
| ☒Team  ☐Individual |
| ☒Formative  ☒Final Product | Step 13: Students will present their project to participating classes/groups. This can include core courses, academic study type classes, or club meetings to encourage participation from students at large. JAG students will encourage participation with student groups to try and meet the goals of the service project. They will provide information of collected items, along with when, where, why. They will also present on any prizes and incentives provided by the CA for student participation.  Specialist will coordinate with staff and administration to prepare for availability prior to presentations. | Students present and build skills and confidence through their efforts. |
| ☒Team  ☒Individual |
| ☐Formative  ☒Final Product | Step 14: Students will continue implementing their serve project.  Specialist will support students through this effort. | Students learn responsibility, confidence, and follow through with the second half of their PBL. |
| ☒Team  ☒Individual |
| ☐Formative  ☒Final Product | Step 15: Students will complete their projects.  Specialist will ensure students are following the timeline set during the planning phase of the project. | Students continue their efforts and learn successful tools for planning and follow through. |
| ☒Team  ☒Individual |
| ☐Formative  ☒Final Product | Step 17: Students will review pros and cons of project including meeting goals, timeline, and ways to improve presentation and engagement.  Specialist will help students see the big picture of skills as they relate to employment and post-secondary pursuits. | Students build resilience through the successful implementation of PBL. They meet goals and celebrate their efforts through successful measurable outcomes. |

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| **P R O J E C T C A L E N D A R** | | | | |
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| **P R O J E C T W E E K O N E** | | | | |
| * Students use technology to research local service agencies. * Students draft emails to GNAP and introduce the JAG program and invite guest presenters to the classroom. * Specialist coordinates schedule to have guest speaker in class. | * Guest speaker presents to the class. * Each student is required to ask pertinent questions as part of class participation. * Specialist teaches students about types of questions and information to gather from guest presenter. | * Students hold CA meeting to vote on PBL. * Students have to meet 10 hours of community service and discuss this PBL to meet the requirement. * Students identify objectives of PBL project. * Specialist will promote the use of class time to meet the PBL objectives. | * Students identify needs list. * Students brainstorm plans for collection. * Students create schedule. * Students keep ideas and plans in a set location. | * Students split into committee (See Details below) * Location Committee * Advertising committee * Employer Engagement Committee * Student Engagement Committee * Logistics Committee * Students report back to the group as a whole. |
| **P R O J E C T W E E K T W O** | | | | |
| * Students split into teams and select a business from the business listing. * Each team drafts and practices their script for “Cold Calls” to their business. * Each group stands up and presents to the whole to practice. * Whole group provides feedback to ensure students are prepared for each call. * Each team uses a phone to call their business. * Each team reports status back to group- Yes, No, no answer. | * Students work on logistics. * They make advertisements. * They share/place advertisements in appropriate places. | * Students will create presentations for their project. * Students will research data related to their projects. * Students will include facts and pictures. * Students will create Works Cited Page. * Students will complete presentation slides and practice presentations in class. | * Students will continue to practice presentations in class. * Students will continue to receive feedback from their peers and specialist. * Students will fix/Improve their presentations. * Specialist will ensure students are prepared to present to employers and/or other classes in school. | * Free day as needed. - Students will take stock of current progress of project. - Will work on presentation as needed. - Work on supplies as needed. - Work on advertisements as needed. |

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| **P R O J E C T C A L E N D A R** | | | | |
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| **P R O J E C T W E E K T H R E E** | | | | |
| * Students will present to predetermined classrooms. * Students will answer questions and present on incentives and prizes. * Students will report back to the group about any feedback relating to presentations. * Specialist can also ask staff to provide feedback on student efforts. | * Students will organize any collection of donations as needed. * Students will deliver items if part of the project. * Students conclude PBL | * Students take down posters. * Students clean up as needed. * Students process the PBL and go over pros and cons of planning and implementing PBL. | * Students will complete a reflection on their service project. | Click here to enter text. |
| **P R O J E C T W E E K F O U R** | | | | |
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| **A D D I T I O N A L I N F O R M A T I O N** | | | | |
| COMMITTEE EVENT   * Location Committee uses Google maps to highlight various areas near/around the school. Students create a tracking list to ensure accurate drop off/pick up of any donations. Students will also work on transportation needs and ideas. * Advertising committee will advertisements for CA to use with students, staff, and businesses. They will also create standards for the quality of the advertisements to be used throughout the community. * Employer Committee will research local businesses and create “Contact” Logs with contact name, phone number and address. Students will be responsible for keeping log for the group. * Student Engagement Committee will identify ways to engage school participation. Students will identify groups- Sports teams, extra-curricular groups, classrooms- that can participate as a group. Students can create incentive plans for participation. (Example- Gift card for student with most donations, Pizza Party for Advisory class with most donations in a set time, raffles, etc. Students can reach out to Coaches/Club advisors for ideas to engage students. * Logistics Committee will identify goals for measurable outcomes, timeline for PBL including start date. They will identify location in the school to run their PBL event.   SEE Supporting Document Examples Below.  COLD CALLS   * Students should draft their own calls. * Specialist helps students clean up grammar, excessive wording. Specialist teaches students how to be concise and efficient with their script. Specialist can connect this to resume writing and interviewing skills when being direct and specific with dialogue. * See Supporting Documents Below | | | | |