

# JAG PBL Menu - Character Development

This resource is provided as a toolkit of suggestions to build a PBL. Utilize these resources or customize to fit the needs of your classroom and community.

## Title Options

- This is Me
- Inner Selfie
- Express Yourself
- Let Your Soul Shine
- Free to Be You and Me
- *Create Your Own!!*

## Duration

**3-5 weeks**

\*The time will vary based on the student's previous experience with the content included in this PBL. When mapping out the structure for this project, allow time for all three levels of understanding. Generally speaking, this project will take 3-5 weeks, but feel free to make it work within your time constraints.

## Project Summary

Developing the core characteristics of who we are as individuals requires self-exploration, reflection and recognition of future aspirations. In this PBL, students will have the opportunity to research character traits, identify their own values and goals and align those goals with a career area that fits their interest.

## Driving Question

A driving question meets the following criteria:

1. Engaging for Students
2. Open-Ended
3. Aligned with Learning Goals

A quality driving question is complete with framing initial words (how, what, who), person or entity (I, the class, you, we, my) action or challenge (goal to accomplish) and audience/purpose (for whom?). This question drives the project from start to finish.

Examples:

- How can I turn my personal burdens into personal strengths?
- Do the choices I make now impact my future?
- How can I inform others about my potential career interests and life goals through creative art?
- What decisions can I make now to pursue my lifetime passion?
- How do I live my life to reflect the real me?
- How do I understand my personal preferences while appreciating other's viewpoints?

## Entry Event

An entry event should engage and intrigue to provoke students to want to know more about this topic. This may include a field trip, guest speaker, video, simulation, role play or mock experience. The goal is to grab the hearts and minds of your students.

Examples:

1. Show a **video clip** of young people overcoming obstacles or exceeding expectations. Have a discussion on the videos and encourage the students to share their own stories of overcoming obstacles.
2. Ask students what they like about taking “**Selfies**” and why teenagers often take photos of themselves. Allow the students five minutes to take a selfie and email it to your account or post to your class social media page (Twitter, Facebook, School portal). Review the photos with the students as a class. Discuss what they look for in a Selfie, what makes a good Selfie, what is the reasoning for posting Selfies online?
3. Select a **song** that represents who you are as a person. Play the song, then share the lyrics with the students. Share your personal journey and why the song resonates with you. Share how you have overcome personal challenges throughout your life. Encourage the students to think of a song that represents them, and encourage them to share the following day. Use that as the springboard to where the lesson can take you.
4. Have **40 random objects** that students will individually choose which one best represents them and explain to peers why they chose that object. Have them choose again an object that least represents them and explain to peers.
5. Ask the students to create a **collage** of words, phrases, expressions, or feelings that represent who they are or would like to become. Discuss the results.

## Public Products

A Public Product should be one of the following:

- 1) **A tangible thing**, such as something the students build, invent, or create. (A vision board, a video to promote positive decision making, a wall of fame highlighting good deeds made by students in the school, etc.)
- 2) **Presentation:** (A presentation to middle school students about transitioning to high school, a skit about overcoming obstacles based on the student’s stories, etc.)
- 3) **A solution or answer to the driving question.**

The Public Product is seen beyond teachers, classmates and parents, it raises the stakes for students leading them to a higher quality work product. Design Public Product(s) based on Driving Question and class dynamic.

Examples:

<b>Major Group Products</b>	<ul style="list-style-type: none"> <li>• Presentation</li> <li>• A play/performance on overcoming obstacles</li> <li>• Developing a workshop to encourage younger students to make positive choices</li> <li>• Video/PSA on self-discovery or the importance of developing strong character</li> <li>• Produce an episode on your school broadcasting system based on a teen issue surrounding character development</li> <li>• Play the “Think it Through” classroom game</li> </ul>
<b>Major Individual Projects</b>	<ul style="list-style-type: none"> <li>• Self-Reflection essay</li> <li>• Favorite song reflection</li> <li>• Collage, personal shield or coat of arms</li> <li>• Create CD cover with song list</li> <li>• Student bucket list</li> <li>• Update/create IDP</li> <li>• Passion Project</li> <li>• Vision Board</li> </ul>

## Competencies

Competency attainment will vary based on the implementation and the level of understanding going into the project, in addition to grade level. Consider whether the concept in each lesson is being introduced, expanded upon or mastered.

In general, a project such as this could accomplish the following:

**Level 1:** D.21, D.22, D.23, D.24, A.3, K110, Q130, R132,

**Level 2:** E.26, E.27, E.28, E.30, F.37, G.38, G.41, G.43, G.48, G.49, G.50, G.55, G.57, G.58, H.74, J101, J105, J106, K108, L112, N117, N120, N121, P123, P124, P125, P126,

**Level 3:** F.32, F.33, F.34, F.35, F.36, G.46, J.103, J104, N.118,

\*Reference the complete list of JAG Competencies.

In addition to identifying the competencies, it's important to make students aware of what they are expected to DO and KNOW throughout the project.

## Assessment(s)

An assessment should help guide the teaching and learning process. Select the mode(s) of instruction and assessment that is most suitable for your project design.

<b>Formative Assessments</b> (Mini-assessment to shape learning during Project)	Quizzes/Tests	Practice Presentations	
	Journal/Learning Log	Notes	
	Preliminary Plans/Outlines/Prototypes	Checklists	
	Rough Drafts	Concept Maps	
	Other:		
<b>Summative Assessments</b> (End of Project)	Oral Presentation, with rubric	Written Final, with rubric	
	Multiple Choice/Short Answer Test	Peer Evaluation	
	Essay Test	Self-Evaluation	
	Other:		

## Reflection(s)

Reflections can take place throughout the project, yet must be completed at the end. The reflection is a major part of the project, allowing students to think about what they've accomplished throughout the project.

<b>(Individual, Group, and/or Whole Class)</b>	Journal/Learning Log	Focus Group – Success Council	
	Whole-Class Discussion	Fishbowl Discussion	
	Survey	Peer Assessment	
	Self-Assessment	Other:	

## **Scaffolding (Managing the Process)**

When implementing a project, it is important to plan scaffolding lessons, exercises and activities into the project that builds a student's understanding and experience with the content. All scaffolding should be leading students towards the Driving Question and ultimately to a high-quality Public Project.

### **Prior to the Project Beginning**

*\*Consider the following examples of tasks to prepare for prior to the launch of your project:*

- Determine how much time you have to spend on this unit and fill out the calendar accordingly.
- Build relationships with business partners to assist with project implementation.
- Secure necessary materials and resources, especially technology.
- Design lessons with relevant materials for self-exploration, building confidence, identifying a self-value system and decision making.
- Create/modify assessments & reflections.
- Intentionally leave gaps in planning to allow for true flexibility with student voice and choice.

### **Launching the Project**

*\*To build the excitement and engagement for the project, do the following:*

- Perform the entry event.
- Share the driving question.
- Discussion on student voice and choice – what would THEY like to do?

### **Project Navigation:**

*\*Based on your student's previous knowledge and your design for your project, incorporate the following scaffolding lessons, exercises and activities to achieve your Public Project and answer your Driving Question.*

- Share your personal story (Specialist) or ask a professional from the community who has overcome personal barriers on their journey to success.
- Encourage students to share their own experiences via classroom discussion or journaling activity. (F.32, F.33, J.103,)
- Perform trust or team building activities. (E.26, E.27)
- Incorporate a personality test or assessment. (See links below)
- Discuss results and continue journaling. (J.104)
- Allow time for project research.
- Complete another trust activity. (E.27)
- Reflect on individual growth and change in viewpoints.
- Allow students time to work on project.
- Invite guest speaker to share personal story of overcoming obstacles. (N.118)
- Connect conversation to long-term career, personal or educational plans. (F.34, F.35)
- Prepare for Public Product.
- Peer review or reflection.
- Allow time for re-work.
- Present public product.
- Final assessment.
- Reflection of whole project.

Based on how you plan your project, arrange the scaffolding process accordingly. Utilize the JAG curriculum and supplement with current materials related to your project theme.

## **Accommodations**

A variety of accommodations can be made to meet students and their needs. A list of common accommodations can be found here: <https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations>

## **Resources**

What resources will make this project successful? Ask to include professionals in your school and/or community partners as deemed appropriate. Integrate these individuals and technology into your project to maximize learning.

*\*For example, assist with conversation about overcoming obstacles, goal setting, etc.*

### **School-based individuals:**

- Principal or Assistant Principals
- Guidance Counselors
- Middle School Teacher(s)
- School Nurse
- Art, ceramics, photography teacher

### **Community:**

- Business professionals – Social Workers, Healthcare professionals, HR Department (for conducting personality tests), Dorm Director/Housing (when selecting a roommate for college)
- Civic organization leaders
- Employment and Workforce Centers
- Health and Wellness facilities (YMCA, gym, mental health, etc.)
- Parks & Recreation
- Life Coach

### **Technology:**

- Access to computers/devices for research
- Access to computers to type materials
- Flash drives or web-based storage for saving materials
- Video viewing equipment (Projector, Screen, Speakers, etc.)
- Social Media sites (like Pinterest to create boards of inspiration)

### **Materials & Supplies:** (if necessary)

- CDs, Music/Mp3, CD player
- Paper, markers, art supplies
- Magazines, glue, tag board for vision boards

## **Supplemental Links**

You are welcome to use these links, yet remember there are hundreds of links available via the internet. Feel free to search for materials that best fit the needs of your students.

- Group Warm-up and Teambuilding Activities - <http://www.nsrph.com/downloads/Group-Warmup-and-Team-Building-Activities.pdf>
- Icebreakers and Team Builders - <http://lessonplans.btskinner.com/iceteam.html>
- Left Brained, Right Brained Activity - <https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=left%20brain%20vs%20right%20brain%20activity>

### **Vision boards:**

- Vision Board Project - [VCharacter Development\Vision Board Project.docx](#)
  - Vision Board PowerPoint - [Character Development\Vision Board Power Point.ppt](#)
- Continued...

- Link for vision boards - <https://www.google.com/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#g=vision+board+activity+for+students>
- Middle School vision board activity - [Vision Board Activity](#)
- Article on vision boards - [http://www.huffingtonpost.com/elizabeth-rider/the-scientific-reason-why\\_b\\_6392274.html](http://www.huffingtonpost.com/elizabeth-rider/the-scientific-reason-why_b_6392274.html)

#### Free Personality Tests:

- The Big Five - <http://www.truity.com/test/big-five-personality-test>
- ColorCode Personality Test - [https://www.colorcode.com/free\\_personality\\_test/](https://www.colorcode.com/free_personality_test/)
- My Personality Test - <http://www.my-personality-test.com/personality-type/>
- DISC Personality Test - <http://discpersonalitytesting.com/free-disc-test/>
- Others to consider – StrengthsQuest and Myers-Briggs

## Videos

### Entry Event #1

- Believe in Yourself – <https://www.youtube.com/watch?v=AjZ0KbJcav0>
- Prove them Wrong – <https://www.youtube.com/watch?v=CPQ1budJRIQ>
- Do the Work – <https://www.youtube.com/watch?v=ur6Y-vpnf1U>
- Dr. Eric Thomas: Most Motivational Speech Ever - <https://www.youtube.com/watch?v=GLcJHC9J7I4>
- Passion Projects - <http://www.edinaschools.org/passion2013>
- More Passion Projects - <https://www.youtube.com/watch?v=q2tTEd9blMo>
- Genius Hour: <http://www.geniushour.com/>
- What Matters Most in Life? - [https://www.youtube.com/watch?v=Lg-wNxJ5XxY&list=PL1fSk6OIH\\_fcfJjO10NzX-Lob6ikiK2Az](https://www.youtube.com/watch?v=Lg-wNxJ5XxY&list=PL1fSk6OIH_fcfJjO10NzX-Lob6ikiK2Az)
- Think it Through, Classroom Game - [http://teacher.scholastic.com/scholasticnews/indepth/one\\_world/activities/gameset/index.asp](http://teacher.scholastic.com/scholasticnews/indepth/one_world/activities/gameset/index.asp):
- Passion-based learning - <http://www.edutopia.org/blog/passion-based-learning-ainissa-ramirez>
- Student Passion and TEDx Talks - <http://www.edutopia.org/blog/student-passion-and-tedx-talks-nick-provenzano>

## Assessments & Rubrics

- Jobs for America's Graduates PBL Library - <http://www.jag.org/jag-library>
- Buck Institute for Education - [www.bie.org](http://www.bie.org)

For questions or assistance contact [pbl.jag@gmail.com](mailto:pbl.jag@gmail.com) or join the discussion on Facebook @pbl.jag!

## One Step Further

The following are merely ideas to consider when designing your project. These are progressive in nature and may be reserved for a second or third time through a foundational PBL design.

- Connect this project to a service learning activity to demonstrate the importance of helping others.
- Connect conversation to long-term career, personal or educational plan:
  - Take your individual traits related to your personal characteristics and leadership abilities and connect them to an appropriate career.
  - Explore Career Clusters
  - Align to types of trainings, colleges, careers areas of interest
  - How do you approach the current classes you are enrolled in and how you approach education in the future?
  - Connect your skills to your personal life. What is important to you? For example; family, sports, hobbies, extra-curricular activities, friendships, etc.