

JAG PBL Menu - 21st Century Skills

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

Title Options

- No "I" in "TEAM"
- STEAM Festival
- Yackity Yack...Don't Talk Back
- Social Media 101
- My Way or the Highway
- Caine's Arcade
- Challenge Week
- JAG Carnival
- *Create Your Own!*

Duration

4-6 weeks

The timeframe will vary based on the student's previous experience with the content included in the PBL. When mapping out the structure for projects, allow time for all three levels of understanding. Generally speaking, this project could take 4-6 weeks; however feel free to make it work as time allows and within any time constraints that may be present.

Project Summary

Preparing students for the current working world is essential to the JAG Model. 21st Century Skills or the Soft Skills are those that students need experiences in, so they are able to go into the professional world and apply them. Projects in this area are to focus on skills related to the following: creating and innovating, communicating, collaborating, critical thinking, problem solving and finding and evaluating information.

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) action or challenge (goal to accomplish) and audience/purpose (for whom?). This question drives the project from start to finish.

Examples:

- How can our class solve the food shortage for students when they go home for the weekend?
- What do I need to know about different communication styles?
- How can XX% of our class become proficient with online research and basic technology needs?
- What can I learn about planning an event through creating and implementing a plan?
- How can we as a JAG class exhibit 21st Century Skills throughout other classes?
- How can we develop a business plan that will attract investors?

Entry Event

An Entry Event should engage, intrigue and 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:

- Show a short **video** that inspires students through the acts of amazing people. Utilize amazing true stories of people students can relate to and get behind in an effort to spring forward with a project students can be excited about. Some video options are available in the videos section below.
- Have each student **journal** about something in their community that they would like to see improved. Prompt students to write about a park in the neighborhood in which they live, something at school that could be done differently or a cause that they are passionate about. Use entries as a means of gathering a consensus of causes that are important to students and pull from their ideas when structuring project specifics.
- Have students write down at least one thing they enjoy doing and put it in Bucket A. Then have students also write down at least one thing that they believe is important to help with. These causes or topics that students are interested in helping with should be placed in Bucket B. Have students select one piece of paper from Bucket A and one piece of paper from Bucket B. Allow students time to think about ways in which they can pull together something they enjoy with how they can also help others. Students would then **role play** how an event or project might look given the two scenarios they drew.
- Invite a dynamic professional (HR Director, Hiring Manager, Company President) as a **guest speaker** to your classroom to share their critical need with individuals with 21st Century Skills. It would be important for the speaker to share how employees would utilize these skills in a typical job and provide examples of what happens when they are done poorly as well as when they are mastered.
- Connect with a local employer that utilized strong teams in order to carry out their business operations. Schedule a **field trip** to watch a high-performing team in action. A great resource could be your local military office, manufacturing facility or a logistics organization.

Public Products

A Public Product should be one of the following:

1. **A tangible thing**, such as something they build, invent, or create. (A workbook for getting a job, a cell phone app, a resume, a website, video, PSA)
2. **Presentation:** (A mock interview, Do's & Don'ts of interviewing, Putting on a Job Fair, Partnering with your workforce center to conduct a resume writing workshop, 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:

Major Group Products	Business Plan Communications Guides- different communication styles, nonverbal communication, Negotiation Pamphlet – Handout of tips and techniques for handling negotiations Host an event Perform a Service Learning experience Group Contract
Major Individual Projects	Individual tasks to the overall group project – individual contribution list Comprehensive team analysis and review Personal reflection of 21 st Century skills Journal entries

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: G.46, G.47, G.54, H.63, Q101, J103, J106

Level 2: B. 7, B.13, C.15, C.19, E.28, E.29, E.30, F.31, G.44, G.48, G.51, G.53, G.57, H.61, H.64, H.65, H.66, H.68, H.69, H.71, H.73, H.75, H.77, N117, N118, N120, Q130, Q131, R132, S153, S137,

Level 3: D.21, D.22 D.23, D.24 G.38, G.39, G.41, G.43, G.44, G.45, G.49, G.50, G.52, G.55, H.62, H.81, T139

*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.

Formative Assessments (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:		
Summative Assessments (End of Project)	Oral Presentation, with rubric	Written Final, with rubric	
	Multiple Choice/Short Answer Test	Peer Evaluation	
	Essay	Self-Evaluation	
	Other:		

Reflection(s)

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

(Individual, Group, and/or Whole Class)	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:*

- Build relationships with business partners to assist with relevancy of 21st Century Skills.
- Secure necessary materials and resources, especially technology.
- Design lessons with materials related to the core essentials of 21st Century Skills.
- 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.

Project Navigation:

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

- Provide lessons on creativity and innovation. (G.39, T139)
- Assess skills, complete activity.
- Provide lesson on communication skills. (D.21, D.22 D.23, D.24)
- Activity on communicating effectively.
- Provide lesson on critical thinking and problem solving. (G.41, G.50, G.55, H.62,)
- Complete creative problem solving/critical thinking scenario.
- Lesson on researching and evaluating information. (H.81)
- Complete activity on research and evaluation.
- Assign teams. (G.43, G.45, G.52)
- Create group contract.
- Allow time to work in groups to create an event or presentation (Caine's Arcade, The STEAM Festival, JAG Carnival, etc.) – may weave the activities related to the final project throughout the scaffolding or at the completion of the scaffolding.
- Complete peer review exercise. (G.49)
- 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 providing relevancy for 21st Century Skills, event coordinating and/or Service Learning experiences.*

School-based individuals:

- Principal or Assistant Principals
- Athletic Coach
- School District Human Resources Manager
- Teachers – Keyboarding, Business, Yearbook, School Newspaper, English Department

Community:

- Business professionals – HR Managers, Company CEO/Presidents
- Computer Engineers, Programmers
- Social Media experts
- Civic organization leaders
- College Admissions Office
- Employment and Workforce Centers

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.)
- Access to social media – Twitter feed, Blackboard, Blogging, Podcasts, Facebook, Snapchat

Materials & Supplies: (if necessary)

- Buckets, paper
- Permission slips
- Transportation to job shadow sites, as needed
- Will vary, based on projects implemented

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.

- 21st Century Skills - <https://www.envisionexperience.com/blog/13-essential-21st-century-skills-for-todays-students>
- Creating and Innovating - http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0ahUKEwi6td2k9LnNAhXh8YMKHezJB_UQFggcMAA&url=http%3A%2F%2Fwww.facultyfocus.com%2Farticles%2Ffaculty-development%2Fencouraging-creativity-and-innovation-in-yourself-and-your-students%2F&usq=AFQjCNGhvpWeUdztoWqJGCqMnGyr7u8rDw&bvm=bv.124817099,d.amc
- Communication - http://www.educationworld.com/a_tsl/archives/02-1/lesson020.shtml
Continued...



- Critical Thinking - <http://oureverydaylife.com/methods-teach-high-school-students-critical-thinking-30165.html>
- Problem Solving - <https://www.stenhouse.com/sites/default/files/public/legacy/pdfs/8247ch10.pdf>
- Research and Analysis - <http://www.edweek.org/ew/articles/2013/05/22/32el-studentresearch.h32.html>
- Teamwork - <http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKEwjOq4-v9bnNAhVD34MKHZHOARQQFggjMAE&url=http%3A%2F%2Fwww.serviceandinclusion.org%2Fconf%2FHSHT-Team-Building-Ice-Breaker-Manual-2008-09.pdf&usq=AFQjCNGuzbqtszRm5VilVpz96cSTSZTMag>
- Event Planning - <http://www.wildapricot.com/articles/eg-how-to-plan-an-event>
- Presentations - http://bie.org/object/document/9_12_presentation_rubric_ccss_aligned

Videos

Entry Event #1

- Caine's Arcade - <https://www.youtube.com/watch?v=falFNkdq96U>
- Famous Failures - <https://www.youtube.com/watch?v=zLYECljmnQs>
- Inspirational People with Ausim and Asperger Syndrome - <https://www.youtube.com/watch?v=BoqnPZXLGVA>
- Story of Friendship - <https://www.youtube.com/watch?v=a5ziVTkev40>
- Real-World Connections - <http://www.edutopia.org/video/real-world-connections-keys-pbl-series-1>

Assessments & Rubrics

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

For questions or assistance contact 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.

- Utilize an inspiring student within your JAG classroom to model a project after. Build from the circumstances that are affecting one or more of your students to provide the passion for making positive change.
- Develop a legacy project that can be done from year-to-year that your JAG program is responsible for.