**Health Care PBL Scaffolding**

**Prior to the Project Beginning:**

(What do you need to do to prepare for the project to begin?)

* Prepare for your Entry Event. If you are getting a guest speaker to come in then you will need to set date and time that you want them to come in. Make sure they know that you want them to be as interactive as possible with the class. Have activities related to the field that they can do. Examples: Tour of an ambulance, stretcher races, learn how to do sutures, take each other’s blood pressure and/or learn to perform splints.
* Have an example of what you would like their public product to look like. If it’s a poster, show them one that fits the criteria you are looking for. If it’s a speech and/or PowerPoint, research YouTube videos or examples on the right way and the wrong way to perform a speech and/or PowerPoint.
* Have materials readily available. Reserve computer carts or computer labs if needed. Make sure that you have post-it notes for exit tickets. Have them make their own journals with paper or note cards and string, hole punch, markers, colored pencils for them to decorate their own journal.
* If you decide to have students work in groups, print group contract from PBL Library and make sure it is edited to fit your class.

**Launching the Project:**

(How will you SPARK their attention?)

* Perform entry event!
* Have them make their journals.
* Post the Driving Question along with comps covered in this PBL. Have a weekly calendar posted as well displaying due dates for assignments and/or checkpoints due each week.
* Discuss PBL with your students and then the areas for their voice and choice. Example: What do they want their public product to be (explain what a “public product” is) and then have them work on a rubric for how to grade their public product, giving them a rubric example to go from (some may not want to do a poster so let them have a say in what they want their Public Product to be).

**Project Navigation:**

* Provide a list of different Health Care Careers for them to choose from. They can also research different Health Care Careers that may not be on the list (voice and choice). Try to make sure each student has a different career, as to eliminate duplicates and to ensure that as many Health Care Careers are represented as possible. Have students begin to research their career once they have chosen their method of public product and had the career approved and assigned to them by you. Take the last 5-10 min. of class to asses their current knowledge, on the career they have chosen, in a journal entry or exit ticket. Knowledge does not have to be extensive, just enough for you to assess that they are learning and working constructively.
* Discuss with class how they want their public product to be displayed or who they want to present it to. Example, Posters can be displayed in a hallway display case for all students to see. Speeches and PowerPoints can be given in front of a panel of Health Care professionals or a Biology/Anatomy class in your school. Declare a Health Care Career Week at school and have students with speeches and PowerPoints give a brief elevator speech of their career on the school announcements.
* Allow ample time for students to do research. Do an exit ticket or journal entry at then end of each day to see where they are at in the process. Have them answer a question or two that will help you to see where they are at in the research process.
* Make sure the Weekly Due Date calendar posted in the room is consistent with what you expect of them to have completed. Example, research should be completed on ??/??/????. You will begin writing your speech/PP/Poster on ??/??/???. Rough draft of your Public Product is due on ??/??/????.
* Explain what a gallery walk is and then provide the opportunity for peer evaluation of rough drafts.
* Provide positive reflection time, as a group, on the gallery walk and what they thought of it.
* Allow time for students to make corrections on their projects for their final public product.
* Present public product.
* Final assessment based on their rubric for their public product.
* Reflect on the project as a whole, what students thought about the project. What are some things that went really well and what were some things that could have been done differently.