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| **Project Overview** | | | | | | | | | | |
| **Name of Project: Perspiration Meets Inspiration** | | | **Duration (days): 10 Days** | | | **Written For:**  Period Schedule  Block Schedule | | | Trimester  Semester | |
| **Subject/Course: JAG** | | | **Teacher(s): Safford** | **State: Iowa** | | **Grade Level(s):**  7/8  9/10 | 11/12  Alternative Ed.  Out of school | | | Any |
| **Other Subject Areas to Be Included: Science and Communication** | | | | | | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will be asked to look at community service as a way to help the community grow, rather than a punishment that happens when someone gets in trouble. Some of the main themes include working as a team, communicating well, understanding why we need to clean things up in the community, and how one can discover them along the way. The project will center on removal of invasive species as a team and the benefits of the community it serves. They can then use what they learn to improve a courtyard on school property. | | | | | | | | | |
| **Driving Question**  What problems/questions will students be learning about? | What can I get from community service? | | | | | | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Students are shown a documentary video about Chad Pregracke. Chad grew up in the Quad Cities and saw a need to assist the community to maintain its beauty in the Mississippi River. He eventually worked to start Living Lands and Waters, as well as being named Time Magazine’s Hero of the Year 2013. The video will show the students the importance of the activities needed to keep the lands and waters clear. | | | | | | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** | Completion of project to assist with invasive species removal (or other community event for service) Plan to clean up and beautify something directly at the school. | | | How will students demonstrate competency attainment as a team? | | | **Presentation Audience** | | |
| Class | | |
| School | | |
| Community | | |
| **Individual:** | Personal reflection on skills gained, as well as adding to resume. | | | How will students demonstrate competency attainment individually? | | | Experts | | |
| Web | | |
| Other:Click here to enter text. | | |

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| **Project Overview** | | | | | | | | | | | | |
| **Competency Attainment**  What competencies should students understand, know and be able to do as a result of the PBL? | | | What competencies will you introduce? **(Level 1):**  D21, D22, D23, D24, C18  What competencies will be in progress during this project? **(Level 2):**  C19, E26, D25, F33, F36  Which competencies will students be able to demonstrate mastery by the end of this project? **(Level 3):**  F32, F34, F37, C17, E30 | | | | | | | | | |
| **Formative Assessments**  (Check all that apply)  How will you assess student learning throughout the PBL? | | | Checklists | | | Notes | | | | | | Preliminary  Plans/Outlines/Prototypes |
| Concept Maps | | | Online Tests/Exams | | | | | | Quizzes/Tests |
| Journal/Learning Log | | | Practice Presentation | | | | | | Rough Drafts |
| Other (see PBL Library for ideas): Plant Review | | | | | | | | | |
| **Summative Assessments**  (Check all that apply)  How will you assess student learning at the completion of the project? | | | Essay | | | | Peer Evaluation | | | | |  |
| Multiple Choice/Short Answer  Test | | | | Self-Evaluation | | | | |  |
| Oral Presentation, with rubric | | | | Written Final, with rubric | | | | |  |
| Other (see PBL Library for ideas): Click here to enter text. | | | | | | | | | |
| **Reflection Methods**  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | | | **(Individual, Group, and/or Whole Class)** | Journal/Learning Log | | | | | | Focus Group – Success Counsel | | |
| Whole-Class Discussion | | | | | | Fishbowl Discussion | | |
| Survey | | | | | | Other (see PBL Library for ideas): Click here to enter text. | | |
| **Project Overview** | | | | | | | | | | | | |
| **Career Association:**  How will you build student leadership into the PBL? | | | **Which CA Goal(s) will be covered in this PBL?**  Leadership  Community Service  Career Prep  Civic Awareness  Social Awareness  Fundraising | | **What roles will your officers lead in planning?**  Leadership: Click here to enter text.  Community Service: Click here to enter text.  Career Prep: Click here to enter text.  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text. | | | | | | | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Click here to enter text.  Community Service: Click here to enter text.  Career Prep: Click here to enter text.  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text. | | | | | | | |
| **Which Career Pathways will be incorporated into this PBL?**  Arts & Communication  Business, Management, Marketing & Technology  Engineering/Manufacturing & Industrial Technology  Health Sciences  Human Services  Natural Resources & AgroSciences | | | | | **Which employers/businesses will you work with throughout this project?**  Click here to enter text. | | | | | | | |
| **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: | | | | | | **Circle 3:**  Job Shadow  Limited Time Work Experience  Pre-Apprenticeship  Internship/Apprenticeship  Summer Job  Other: Click here to enter text. | |
| **Project Overview** | | | | | | | | | | | | | |
| **Scaffolding**  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 work on team building and problem solving through various STEAM activities. They will come to understand the importance of communication. Attachments for each of the following activities are provided with instructions.   * Build a shelter in teams out of only newspaper and tape * Pass the water down the line using only cups and not turning around * Build toothpick and gumdrop houses   Non-verbal Tanagrams  **Launching the Project:**  (How will you SPARK their attention?)   * -Students will be shown the video about Chad Pregacke and Living Lands and Waters. They will be introduced to the concept of doing things for the good of the community instead of because you have been told to do it. Students will reflect on what Chad has done for the country and how they can help continue the projects. * -Students will be introduced to the concept of invasive species and why they hurt the environment. They will play a game to simulate what invasive species do, learn about how they take away what is needed in the environment, and develop different methods they could try to help with the issue.   -Complete teamwork poster project (worksheet in other attachment) to bring together community service and teamwork.  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)   * -Students will meet with a project coordinator from Living Lands and Waters, Dan Breidenstien. They will be able to learn about more specific ideas behind the projects. Dan will also tell stories of others who have come across the project and made it their lives, exposing people to volunteerism. Through his time in the classroom, students will get to know one method of volunteer work. If LLW is not available in your area, a similar agency will work (United Way, Big Brothers Big Sisters, etc…) * -United Way will be invited in to talk about things like their Day of Caring and how business professionals take time to make their community a better place. They will speak about how they help the community and how they have seen ordinary people give their time to improve the world around them, just because they can. * -The opportunity to speak with adults who have taken part in the Day of Caring and hear their reflections will take place either through guest speaker in the classroom or video testimony. * -Students will brainstorm other ways of assisting and form plans for when they get to go out into the community and work-They will plan in teams and work on communication. Plans will be submitted to Dan or other guest speaker for reflection. * -Students will spend the day volunteering for Living Lands and Waters or other community service event. * - Upon return to school, students will reflect in a personal essay how their day went, if their team plans worked, and what they could work on to be even more successful during the next project. * -For the public product, students will create a poster about their day and what they learned from the experience. This will be posted in the school halls, as well as given to Living Lands and Waters for their use. * -They will also use their skills to develop a plan to beautify the courtyard at the school. | | | | | | | | | | |
| **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 only be asked to work to their physical ability. Those who can’t do as much work will be given less strenuous activities to complete (planting, watering, monitoring, etc.). All IEP and 504 plans will be followed as needed. | | | | | |
| **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? | | | | **HOW** will you be incorporating? (please describe) | | | | | | |
| School Staff | | | | Environmental Studies teacher, volunteers to join us on the service day | | | | | | |
| Business Professionals/Employers | | | | Living Lands & Waters | | | | | | |
| Community Leaders/Organizations | | | | Living Lands and Waters, United Way, other community professionals who have positive experiences with community service. | | | | | | |
| Technology | | | | Powerpoint/ videos | | | | | | |
| Materials | | | | Removal tools | | | | | | |
| **student Learning Guide** | | | | | | | | | | | | |
| **Project: Perspiration Meets Inspiration** | | | | | | | | | | | | |
| **Driving Question:** What can I get from community service? | | | | | | | | | | | | |
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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 | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK ONE** | | | | |
| Team building games  -Pass the Water  -Build a house in a team | Team building games:  -Newspaper House  -Non Verbal Tanagrams | Reflect   Spend time reflecting in journal on team games and what makes a team successful. Lead small group discussions on the structure and needs of a good team.    Use the Team Poster activity here to have the students learn about creating strong teams and recognizing strengths in others | Entry Event  Show the video about Chad Pregracke, introduce community service and its importance to the community | Have community members in for presentations and conversations about the importance of Community Service on the whole (LLW, UW, other professionals). |
| **PROJECT WEEK TWO** | | | | |
| Conduct research on why invasive species need to be removed. Make team plan for the volunteer day.  If students were not participating in the LLW day, students would be asked to research other successful volunteer stories. Using the internet, students would be asked to find 2 stories to showcase to their classmates to motivate them for their service day. | Turn in plans for peer and professional critique. Go over feedback and make changes where needed. | Attend Living Lands and Waters volunteer day- Includes working and informative activities | Reflection day-  Students will write a one-page essay about their day volunteering and how they see community service as a whole. Students will be asked to think about why they did the work and how it benefits the community and themselves. | Create courtyard beautification plan to be turned into school for approval- plan a day to work once approval comes in.  Students will also create their poster. |

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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK THREE** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **PROJECT WEEK FOUR** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK FIVE** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **PROJECT WEEK SIX** | | | | |
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| **ADDITIONAL INFORMATION** |
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