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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** Elementary Play | | **Duration (days):** 40 Days (2 months) | | | **Written For:**  Period Schedule Trimester  Block Schedule Semester |
| **Subject/Course:** JAG | **Teacher(s):** Lanham | | **State:** Illinois | | **Grade Level(s):**  7/8 Alternative Ed.  9/10 Out of School  11/12 Any |
| **Other Subject Areas to be Included:** Click here to enter text. | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will identify Title 1 Schools in their areas, potentially the elementary school the majority of the students attended. They will then identify an after school program they would have enjoyed participating in with high schoolers, (i.e. basketball, coding, art, Minecraft, animation). Students would need to group together common ideas and then propose the various ideas to the rest of the class to then vote on. A large challenge would potentially be scheduling, transportation, and student commitment. The purpose of this project would be to collectively create an idea that would in turn give back to their communities, give them a chance to own their roles in their communities, be a mentor to a group of students that are much younger than they are, and learn the basic ideas of proposing a business plan for a new idea/venture. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | How can we give back to our community, while being a positive example to others? How can we be the person we looked up to in elementary school? What did our elementary schools lack?    How can we build positive relationships with elementary school students in need? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Game Play – Are you smarter than a 5th grader?   Game Play – Kickball, flag football  Best Shared Memories – As the students to stand on either side of a line in the middle of a room, this line represents the middle aisle of a school bus with the students “sitting in the seats” of the school bus .Ask a student to move to the line and describe a favorite memory from their elementary school experience, once the student is done describing their memory, any student who shared that experience or had a similar experience joins that student on the line (or on the school bus). All students move off the line and the next student stands on the line and shares one of their favorite memories. This goes on until all students have shared a memory. | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** Students will spend at least 3 afternoons with the elementary school students in organized activity They will then meet with the elementary school principal to report on what they learned and experienced with the students. The school principal, as well as the school’s elementary teachers, will be given a feedback form and allowed to comment on observed student impact. | | | **Presentation Audience**  Class  School  Community  Experts  Web  Other: Click here to enter text. | |
| **Individual:** Individual reflection should occur throughout the project regarding challenges, how those challenges were overcome, as well as looking at potential challenges and how they were avoided. | | |

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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):  E28 Deliver presentations to a group,  E30 Demonstrate commitment to an organization,  F33 Base decisions on values and goals,  F34 Identify process of decision-making,  F36 Demonstrate a positive attitude,  F37 Develop healthy concept for home school, and work.  **What competencies will be in progress during this project?** (Level 2):  B.7 Construct a Resume  B10 Use the telephone to arrange an interview  B13 Complete a job interview  C17 Demonstrate time management  D23 Communicate in writing  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  A.5 Select an immediate job goal, B9Develop a letter of application, C14 Demonstrate appropriate appearance, C15 Identify expectations that employers have of employees, C16 Identify problems of new employees, C18 Follow directions, C19 Practice effective human relations, D21 Comprehend verbal communications, D24 Communicate Verbally, E26 Demonstrate team membership, D27 Demonstrate team leadership | | |
| **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): Feedback from Elementary School Staff | | |
| **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: Lead project presentation with Elementary School Principal  Community Service: Present to ES Principal  Career Prep: End of project reflection – lead discussion on how we can take we accomplished and learned and translate that to our “real worlds”  Civic Awareness: Click here to enter text.  Social Awareness: Speak to a social worker about the needs in Title 1 Schools  Fundraising: If funds are needed, lead discussions of accepting donations for snacks/equipment for activities  Other: Click here to enter text. | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Different groups will lead each events activity  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.  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?**  Business Mentors established in the JAG classroom  Military recruiters to volunteer to join in on activities  Elementary school social worker to address needs/challenges  Big Brothers/Big Sisters for challenges/ideas, potential job shadow or summer job??  Youth Hope or other after school program for challenges and ideas – potential job shadow or summer job?? | |
| 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  Marketing  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?)  Prior to the project beginning students will need a basic understanding of how to follow a template (as one will be provided for the business plan to be presented to the Elementary School Principal). Students will also need to be competent following typical social norms that are expected in an elementary school environment.   Forms – students will need to have a form signed in regards to working /volunteering with elementary students.  Additional/helpful – It could be helpful if students were First Aid/CPR Certified  **Launching the Project:**  (How will you SPARK their attention?)  Elementary School is a world students experience before life gets overly complicated with many challenges. Ask the students about their favorite memories from elementary school. What were their favorite classroom games? What was their favorite lunch? What did they like the most about field day? What about a favorite field trip? Make a list on a poster board of everyone’s favorites.  Challenge the students to a game of kickball if space is available, or “heads up 7up,” or any other fun game from the Specialist’s own elementary school background.  This short discussion can easily lead into the “entry event” described previously.  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)   * Choosing an Elementary School * How to brainstorm collectively * Identifying value in school experiences * What is a Title 1 school? Why are there needs? How to identify needs. * Making a meeting/requesting a meeting by phone/e-mail. * Planning a presentation * Writing a proposal * Advertising, the how and why * Contracts * Time management * Organization | | |
| **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? | Peer Review  Specialist review of documents.  Follow up meeting with Title 1 School Principal. |
| **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)**  The Specialist and Students should reach out to businesses and mentors already involved in the JAG classroom. These professionals can be invited to commit to being a guest speaker at the elementary school program, assist in finding donations for the program, review documents created for the program (such as the proposal and the presentation), or otherwise any way they feel comfortable assisting. | |

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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:** Elementary Play | | |
| **Driving Question:** How can we build positive relationships with elementary school students in need? | | |
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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 | Brainstorm | Students will work together to create a list of activities appropriate for elementary aged students. They will work on list making, time management, and communication. |
| Team  Individual |
| Formative  Final Product | Researching Schools and Programs | Students will use the internet to research Title 1 Schools and available community programs to reach youth in need.  Students will identify known needs in their community to support elementary aged children. |
| Team  Individual |
| Formative  Final Product | Writing a plan/proposal | Identify Goals  Create a time line of what needs to happen  Write a business letter |
| Team  Individual |
| Formative  Final Product | Boardroom meeting with the Principal | Create a presentation of desired program  Public Speaking: Present proposed idea to school Principal  Respond to questions professionally |
| Team  Individual |
| Formative  Final Product | Advertising | Research advertising techniques  Create relevant advertising to reach elementary school students  Create relevant advertising to encourage parents desire for their students to attend program  Distribute/advertise program |
| Team  Individual |
| Formative  Final Product | Preparing paperwork | Permission Forms  Commitment forms for student volunteers  Request for donations (snacks/supplies)  Request for dates for building use at elementary school |
| Team  Individual |
| Formative  Final Product | Elementary Play Day | Activity in action |
| Team  Individual |
| Formative  Final Product | Follow-Up Meeting with the Principal and any other school staff | Question and Answer with principal in boardroom to learn of outcomes, successes, and shortcomings. |
| Team  Individual |
| Formative  Final Product | iJAG and Mentor Team Meeting | Hold a volunteer team meeting.  Students will work on organization, critical thinking/problem solving, and identifying goals/outcomes/successes/shortcomings. |
| Team  Individual |
| Formative  Final Product | Advertising Round 2 | Research advertising techniques  Create relevant advertising to reach elementary school students  Create relevant advertising to encourage parents desire for their students to attend program  Distribute/advertise program |
| Team  Individual |
| Formative  Final Product | Paperwork Round 2 | Permission Forms  Commitment forms for student volunteers  Request for donations (snacks/supplies)  Request for dates for building use at elementary school |
| Team  Individual |
| Formative  Final Product | Elementary Play Day 2 | Activity in action |
| Team  Individual |
| Formative  Final Product | Follow-Up Meeting with Principal | Question and Answer with principal in boardroom to learn of outcomes, successes, and shortcomings. Identify if any needs were met by the use of this program. Discuss if the program should/will continue the following year. |
| Team  Individual |
| Formative  Final Product | The importance of Thank You | Thank you notes should be hand written to all participants. Encourage volunteers to write specific thank you notes to any elementary student participant they interacted with specifically. Ensure every student receives a note of encouragement/thank you.  Thank you notes should also be sent to the school principal, as well as any additional volunteers that took time to participate. |
| Team  Individual |
| 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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| Team  Individual |

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| **P R O J E C T C A L E N D A R** | | | | |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K O N E** | | | | |
| Entry Event chosen by JAG Specialist. This PBL offers ideas for this event to occur in the classroom, or in a gymnasium space. | Brainstorm | What is a Title 1 School?  Research Title 1 Schools  Identify top 3 schools the program would like to have a program at. | Research community programs available to help students in need.  Document contact information of companies to request guest speakers for event planning and brainstorming. | Identify goals of program  Begin creating a time line of what needs to occur in order to complete the program. |
| **P R O J E C T W E E K T W O** | | | | |
| Guest Speaker from community program.  Discuss ideas  Talk about common struggles in after school programs  Identify potential barriers | Finalize time line  Begin business letter  \*\*The business letter should be turned into the Specialist to be read and have notes added for revision.\*\* | Begin Power Point to highlight hopes of the afterschool program. This will be used to present to the school Principal chosen for the program.  Finalize business letter  \*\*The business letter needs to be approved by the Specialist\*\* | Send business letter electronically to desired school.  Continue working on Power Point presentation. | Follow up with school Principal identified.  Schedule a meeting with school Principal.  (If school principal does not want this program to occur, send business letter to the next school identified. This process may involve more work of the Specialist). |

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| **P R O J E C T C A L E N D A R** | | | | |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K T H R E E** | | | | |
| Finalize Power Point presentation.  Identify students that will run the board room meeting with the elementary school principal. Practice presenting the idea to the classroom.  Audience should identify questions that may come up in order to give presenters an opportunity to respond professionally.  Feedback occurs. | Make final changes to presentation.  Practice presenting to the class.  Final comments from the class and Specialist. | 2-3 Students lead board room meeting with the identified elementary school principal.  Ensure a date for event to occur is finalized, as well as a follow up meeting to occur after the event with the Principal.  Students in classroom begin brainstorming advertising techniques. | Reflection: How did the board room meeting go? Identify struggles, accomplishments, and questions asked.  Students that began researching for advertising will lead workflow to begin projects for advertising the program. | Finalize advertising, print and make copies.  Print student permission forms.  Print parent information flyers.  Deliver to elementary school to distribute. |
| **P R O J E C T W E E K F O U R** | | | | |
| Students committing to volunteer at program will need to fill out the Volunteer Application form.  \*\*Extra\*\* Allow a guest speaker or the elementary school principal to interview students that apply.  Students NOT volunteering will be in charge of finding donations for snacks. | Elementary Play Planning day  Identify an ice breaker activity and try it out. | Elementary Play Planning Day  Identify main activity to occur and try it out | Elementary Play Planning Day  Identify exit activity and try it out. | Finalize plans for Elementary Play Planning Day.  Gather permission slips and final list from elementary school. |

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| **P R O J E C T C A L E N D A R** | | | | |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K F I V E** | | | | |
| Finalize plans, prepare materials. | Elementary Play Program Occurs | Distribute follow up forms to students, school staff, and volunteers. | Collect follow up forms from everyone. Review as a class/program/team. | Follow up meeting with Principal |
| **P R O J E C T W E E K S I X** | | | | |
| Team Meeting  Discuss meeting with principal  Make any revisions/changes to plans moving forward | Plan Elementary Play day 2  Establish date for event  Secure date for follow up meeting with the Principal | Advertising prep day  Reuse templates previously created, make changes reflecting new activity/event/program. | Distribute advertising and permission forms to elementary school with updated information | Finalize plans, practice ice breaker and end activity as a class. |
| **PROJECT WEEK SEVEN** | | | | |
| Collect Donations  Gather materials | Elementary Play day 2 | Follow up forms should be distributed to the school and all volunteers. | Collect follow up forms from everyone involved and review as a team. | Follow up meeting with Principal  Discussion should occur regarding effectiveness of the program, response of the students, desire to continue the following year, improvements needed to be made, as well as any other relevant information that comes up. |
| **PROJECT WEEK EIGHT** | | | | |
| Team Meeting  Start Thank you Notes | Finalize Thank you notes  Distribute thank you notes | Class party for success. |  |  |

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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** |
| Click here to enter text. |