

## PBL Template

**Project Title:** Community Service: Save the Future

### Project Idea:

Under the guidance of the teacher, seniors will develop a culminating project that demonstrates their understanding of the importance of being a well-rounded individual. This will result in a community or school service project that students will ultimately use to complete their senior portfolios, ideally making them more desirable candidates for post-secondary education or the work force. As a group, seniors will write a project proposal as well as create a media presentation representative of the proposal. As an individual product, students will write a reflection, assessing what they learned from using their skills to contribute to their community.

### Entry Event:

Teacher will show the YouTube Video *Student United Way Commercial* PSA at <http://www.youtube.com/watch?v=PscSBTPGeN8> . In pairs or groups, students will answer the questions on the [Save the Future Launch](#) handout . The teacher will then have students divide into groups of four. The video and the viewing guide will help generate class discussion. Using the brainstorming responses on the viewing guide, have students divide service projects into school/community categories. Distribute [Save the Future PBL Project Handout](#).

### WV CCRS:

Objectives Directly Taught or Learned Through Inquiry/Discovery	Evidence of Student Mastery of Content
<p><b>ELA.12.23</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>Students will create a written group project proposal.</p> <p>Students will write a reflection assessing what they learned from using their skills to contribute to their community.</p>
<p><b>ELA.12.24</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 12.)</p>	<p>Students will create a written group project proposal.</p> <p>Students will write a reflection assessing what they learned from using their skills to contribute to their community.</p>
<p><b>ELA.12.25</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>After viewing a video demonstrating community service opportunities, students will create a written group project proposal.</p>
<p><b>ELA.12.26</b> conduct sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>After viewing a video demonstrating community service opportunities, students will create a written group project proposal. After researching possible community service projects, students will create a media presentation representative of the proposal they create.</p>
<p><b>ELA.12.30</b> initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grade 12 topics, texts and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>• come to discussions prepared, having read and researched material under study; explicitly draw on that preparation</li> </ul>	<p>After viewing a video demonstrating community service opportunities, students will create a written group project proposal.</p> <p>After researching possible community service projects, students will create a media presentation representative of the proposal they create and execute.</p>

<p>by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>• work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines establish norms and experience various individual.</li> <li>• propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> <li>• respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</li> </ul>	
<p><b>ELA.12.33</b> present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed and determine if the organization, development, substance and style are appropriate to purpose, audience and a range of formal and informal tasks.</p>	<p>After researching possible community service projects, students will create a media presentation representative of the proposal they create.</p>
<p><b>ELA.12.34</b> make strategic and engaging use of digital media (e.g., textual, graphical, audio, visual and interactive elements) in presentations to enhance understanding of findings, reasoning and evidence and to add interest.</p>	<p>After researching possible community service projects, students will create a media presentation representative of the proposal they create.</p>

**Performance Objectives:**

**Know**

- How to collaborate
- How to conduct research that shapes and informs the project
- How to communicate effectively in different situations
- How the role of individuals can impact the community

**Do**

- Complete a service project
- Write a professional group contract and adhere to the contract
- Write a professional project proposal
- Create a professional media presentation
- Write a polished reflective narrative about the project experience

**Driving Question:**

How does helping others help me?

**Assessment Plan:**

<b>Major Group Products</b>	Media Presentation Contract Service Project Proposal (and execution of proposal/project)
<b>Major Individual Projects</b>	Reflective Essay

**Assessment and Reflection:**

<b>Rubric(s) I will use:</b> (Check all that apply.)	Collaboration <a href="#">Collaboration Rubric</a>	X	Written Communication	
	Critical Thinking & Problem Solving		Content Knowledge	
	Oral Communication <a href="#">PowerPoint Rubric</a>	X	Other <a href="#">Appropriateness of Sources Rubric</a>	X
<b>Other classroom assessments for learning:</b> (Check all that apply)	Quizzes/ tests		Practice presentations	
	Self-evaluation <a href="#">Self-Reflection on Learning</a>	X	Notes	
	Peer evaluation		Checklists/observations <a href="#">Service Project Proposal Checklist</a> <a href="#">Group Contract Checklist</a>	X X
	Online tests and exams		Concept maps	
<b>Reflections:</b> (Check all that apply)	Survey		Focus Group	
	Discussion		Task Management Chart	
	Journal Writing/ Learning Log		Other	

**Map the Project:**

**Product:**

Knowledge and Skills Needed	Already Have Learned	Taught Before the Project	Taught During the Project
1. Research Skills	X		
2. Collaboration	X		
3. Presentation Skills	X		
4. Technology Skills	X		

**Resources:**

**School-based Individuals:**

Librarian  
Technical Integrated Specialist  
Guidance Counselor  
Club/Organization Advisers

**Technology:**

Internet Access  
Flip/Video Cameras  
Digital Cameras  
Computers  
LCD Projector

## Community:

Community/local business resources as needed and deemed appropriate to student projects.

## Materials:

[Save the Future Launch](#)

[Save the Future PBL Project Handout](#)

[PowerPoint Rubric](#)

[Service Project Proposal Handout](#)

[Service Project Proposal Checklist](#)

[Team Contract Template](#)

[Group Contract Checklist](#)

[Self-Reflection on Learning](#)

[Appropriateness of Sources Rubric](#)

[Collaboration Rubric](#)

[WVDE 11th Writing Rubric](#)

[Ten Telephone Tips](#)

[Introduction Letter](#)

## Websites:

YouTube Video *Student United Way Commercial PSA* at <http://www.youtube.com/watch?v=PscSBTPGeN8>

Research skills - <https://owl.english.purdue.edu/owl/section/2/8/>

## Manage the Process:

Before launching the PBL, the teacher will arrange research time in the library and create a student calendar with deadlines, assignments, etc. If YouTube is blocked in most schools, the teacher will need to download the launch video outside the school environment and load it to a flash drive, Real Player, or another video player in order to use in the classroom. All rubrics and handouts should be copied and ready for distribution. Any outside guests need to be scheduled for the presentations. After viewing the launch video and completing other entry tasks, the teacher will allow the students to create their own groups of four based on their service interests (groups of four lend themselves to PBL work; however, class size may make this impossible). The discussion that takes place during the entry event is important in helping the groups select a service project that interests them. The duration of the project will be approximately five weeks. Note: not all class time in this five week period will be solely devoted to the PBL work. This will ensure adequate time to conduct research, complete service projects and prepare presentations.

Regular team/group meetings will be necessary to review the progress of the project – completion of tasks, research and complications. There will be regularly scheduled work days for groups. The teacher will conference with groups and individual students determining progress, ascertaining if further instruction is needed and monitoring student work. Students may need to use school phones and/or cell phones to contact people assisting with their service projects. School service projects might possibly be conducted during class time or lunch time. Seniors will create a media presentation highlighting their research, planning and participation in their chosen service project.

Students will have the opportunity to incorporate their learning preferences into their presentations. They must use both audio and visual components in their presentations. Teams will also assign tasks based on their team members' strengths. The students may use the library and computer research in addition to any community or school resources or individuals who might be helpful. Students will present final product to a panel selected by the teacher.

### **Block scheduling and other class assignments could interfere with project days.**

**Step One:** Teacher should plan entire PBL calendar before launch. This includes checking access to launch video, scheduling computer labs, and scheduling an audience for presentations. Create a student calendar for the course of the project. Students will work better with deadlines and periodic checks scheduled ahead of time.

**Step Two:** To launch the PBL, the teacher will show the YouTube Video *Student United Way Commercial PSA* at <http://www.youtube.com/watch?v=PscSBTPGeN8> . In pairs or groups, students will answer questions on the handout [Save the Future Launch](#) . The teacher will then have students divide into groups of four. The video and the viewing guide will help generate class discussion. Using the brainstorming responses on the viewing guide, have students divide service projects into school/community categories. Distribute [Save the Future PBL Project Handout](#) and have students divide into groups of four.

The discussion that takes place in class should help students compile a list of possible community and school service projects.

**Step Three:** Students will meet to start work on group contracts. Groups will use the [Team Contract Template](#) to assist in preparing a work contract.

**Step Four:** Groups will begin research and plans for planning and completing a service project of their choice – library/computer lab time scheduled ahead of time. Signed group contracts are due to the teacher. The teacher will use the [Group Contract Checklist](#) to assess the contracts. Students may need time in class to make phone calls or write letters to assist with service projects. At this time, the teacher should give students the [Ten Telephone Tips](#) handout and the [Introduction Letter](#) they will need to start contacting people regarding their service projects.

**Step Five:** Students will submit a [Service Project Proposal](#). The teacher will need to review these proposals using the [Service Project Proposal Checklist](#). Groups have continued research time/group work time. Teacher should start to meet with individual groups to discuss their progress and determine if there are any problems.

**Step Six:** Again, teacher continues to monitor and meet with groups. At this point the teacher will either approve or modify the [Service Project Proposal](#) giving the groups permission to proceed with their service project. Groups will provide the teacher with a list of specific duty assignments within their group. The teacher may need to conduct a mini-lesson on interviewing techniques. **This process will be taught in-depth in the Portfolio Module.**

**Step Seven:** Groups have continued research and work time. Once the students have begun to complete their actual service projects, their time will be used to film, edit, create web pages, etc. in preparation for the final presentation. Students should be encouraged to document service project progress as they work. This would include photos, film coverage, etc. As students are beginning to complete projects and start to work on their presentations, the teacher will give students the [Self-Reflection on Learning Sheet](#). This sheet will serve as a pre-write for the [Reflective Essay](#) assignment to be completed at the end of the PBL.

**Step Eight:** Group work – finalize plans and assignments. Students will have time to problem solve and troubleshoot. [Self-Reflection on Learning Sheet](#) should be finished. The teacher might want to meet with students/groups and discuss the sheets; however, the student should keep the work to assist in the essay writing assignment.

**Step Nine:** Every group should practice their videos and presentations at school. Often a group will “think” everything is working because they have tried it at home. However, with blocks and firewalls in the schools, often a presentation will not work. This practice is essential to a successful final presentation.

**Step Ten:** Students will present final products before guests and peers. Use the [Collaboration Rubric](#) and [PowerPoint Rubric](#) to score.

**Step Eleven:** The teacher will assign the [Reflective Essay](#) to serve as a self-evaluation.

**Step Twelve:** Students and teacher will debrief – this is another essential element to a successful PBL. Discuss with the students what was successful and what did not work. [Reflective Essay](#) due.

### **Project Evaluation:**

The [Reflective Essay](#) gives a student more opportunity for reflection and the chance to make comments on successes and failures. The class will generate a list of successes and failures for evaluation of the project. After completing the list, students and teacher will discuss the project. If possible, find some way to celebrate the success of the project.

[Save the Future Launch](#)

**Part A: View the Student United Way Commercial PSA and answer the following:**

1. The images in this public service announcement are very simple. For example, the people in this commercial are all wearing the same t-shirt, and they are all filming against a plain, white background. What do you think these images are meant to convey about community service?
  
  
  
  
  
  
  
  
  
  
2. Why do you think it is important to give back to your community?

**Part B: With a partner, answer the following questions:**

1. What are some ways to volunteer?
  
  
  
  
  
  
  
  
  
  
2. Why should you volunteer?
  
  
  
  
  
  
  
  
  
  
3. Brainstorm a list of places in your community or aspects of your school that you feel compelled to contribute to. In other words, what could you do?

Save the Future  
PBL Project Handout

During the following weeks, your PBL group will experience the importance of giving back to your community and school. Your group will be responsible for identifying a need within the community or school, writing a project proposal, assembling a visual presentation of the proposal, and executing your project (pending teacher approval). You will have three weeks to build your presentation, and if your project is approved you will have an additional three weeks to implement your plans. The work you complete during this PBL will be included in your portfolio.

Remember to delegate responsibilities within your group using a group contract. Consider the following as you do so:

- ✓ Identify a need: Which cause or organization will your group help?
- ✓ Project Proposal: Why did your group choose this project, and how will you accomplish it? (See Project Proposal handout to write this.)
- ✓ Execute the project: After your project receives teacher approval, your group will have three weeks to carry out your plans.
- ✓ Construct a visual: Construct a Power Point using text and media (review your proposal and use media to show before and after and/or your process).
- ✓ Present: Present your written proposal and Power Point for teacher approval of your project.

Please keep in mind:

- ✓ If you choose a project that will help the school, you will need to advertise your cause so that as many students contribute as possible.
- ✓ Your presentation must be assembled and conducted in a professional manner.
- ✓ Your Project Proposal and a printout of your Power Point slides will be included in your portfolio.
- ✓ This is a final test of all the skills you learned in this course. You will need to utilize what you learned about research, group work, time management, communication, and technology.

## PowerPoint Rubric

CATEGORY	4	3	2	1
<b>Sequencing of Information</b>	Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next slide.	Most information is organized in a clear, logical way. One slide or item of information seems out of place.	Some information is logically sequenced. An occasional slide or item of information seems out of place.	There is no clear plan for the organization of information.
<b>Content - Accuracy</b>	All content throughout the presentation is accurate. There are no factual errors.	Most of the content is accurate but there is one piece of information that might be inaccurate.	The content is generally accurate, but one piece of information is clearly flawed or inaccurate.	Content is typically confusing or contains more than one factual error.
<b>Use of Graphics</b>	All graphics are attractive (size and colors) and support the theme/content of the presentation.	A few graphics are not attractive but all support the theme/content of the presentation.	All graphics are attractive but a few do not seem to support the theme/content of the presentation.	Several graphics are unattractive AND detract from the content of the presentation.
<b>Background</b>	Background does not detract from text or other graphics. Choice of background is consistent from card to card and is appropriate for the topic.	Background does not detract from text or other graphics. Choice of background is consistent from card to card.	Background does not detract from text or other graphics.	Background makes it difficult to see text or competes with other graphics on the page.
<b>Spelling and Grammar</b>	Presentation has no misspellings or grammatical errors.	Presentation has 1-2 misspellings, but no grammatical errors.	Presentation has 1-2 grammatical errors but no misspellings.	Presentation has more than 2 grammatical and/or spelling errors.
<b>Text - Font Choice &amp; Formatting</b>	Font formats (e.g., color, bold, italic) have been carefully planned to enhance readability and content.	Font formats have been carefully planned to enhance readability.	Font formatting has been carefully planned to complement the content. It may be a little hard to read.	Font formatting makes it very difficult to read the material.

Appropriateness of Sources Rubric

Name \_\_\_\_\_

Team Members \_\_\_\_\_

	Excellent 4	Good 3	Fair 2	Inadequate 1
Interpretation	Accurately interprets all evidence, statements, graphs, questions, etc.	Accurately interprets some evidence, statements, graphs, questions, etc.	Misinterprets evidence, statements, graphs, questions, etc.	Offers biased interpretations of evidence, statements, graphics, questions, information, or the point of view of others.
Arguments	Identifies prominent arguments (reasons and claims) pro and con	Identifies some prominent arguments pro and con	Fails to identify strong, relevant counter-arguments	Fails to identify or hastily dismisses strong, relevant counter-arguments
Point of View	Thoughtfully analyzes and evaluates major alternative points of view	Offers analyses and evaluations of obvious alternative points of view	Superficially evaluates obvious alternative points of view	Ignores obvious alternative points of view
Evidence	Fair-mindedly follows where evidence and reasons lead	Sometimes follows where evidence and reasons lead	Regardless of evidence or reasons maintains or defends views based on self-interest or preconceptions	Exhibits close-mindedness or hostility to reason

# SELF-REFLECTION ON LEARNING

Spend a few minutes to analyze your performance on group and individual tasks.

<b>Name:</b>	
<b>Project Name:</b>	
<b>Describe the project in a sentence or two:</b>	
<b>What is the most important thing you learned during this project:</b>	
<b>What do you wish you had spent more time on:</b>	
<b>What big idea(s) did this project help you understand?</b>	
<b>What do you wish you had done differently:</b>	
<b>What part of the project did you do your best work on:</b>	
<b>What was the most enjoyable part of this project:</b>	
<b>What was the least enjoyable part of this project:</b>	
<b>How could your teacher(s) change this project to make it better next time:</b>	

Service Project Proposal Checklist

1. Is one full typed, double-spaced page in standard font with one inch margins \_\_\_\_\_
2. Identifies a school or community issue or need and identifies group intentions \_\_\_\_\_
3. Defines each group member's prospective contributions \_\_\_\_\_
4. Indicates research completed and what further research needs to be conducted \_\_\_\_\_
5. Identifies group learning goals for the project \_\_\_\_\_
6. Identifies individual group members' learning goals for the project \_\_\_\_\_
7. Includes a timeline for project completion \_\_\_\_\_
8. Includes questions or concerns group has going into project \_\_\_\_\_



# Team Contract Template

**Team Members:**

**Our Purpose:**

**Code of Conduct**

*We will:*

- 1. *Provide the opportunity for all members to participate.*
- 2.
- 3.
- 4.
- 5.

**Decision Making**

*We will make project decisions by:*

- 1.
- 2.
- 3.

**Timeline**

Task	Due	Responsible Person(s)	Checkpoint
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**Conflict Resolution**

*When we encounter conflict or someone does not fulfill his/her responsibilities we will:*

- 1.
- 2.
- 3.

_____	_____
_____	_____
_____	Date _____

## 10 Telephone Tips

1. Always identify yourself, where you are calling from, and the purpose of your call. If necessary, ask to speak with a member of management.
2. Take notes during the call; write down the name of the person you spoke to, the date and time of the call, and what he/she said.
3. Always use a pleasant, congenial and friendly tone. Make sure you speak clearly and are smiling as you answer the phone.
4. Never interrupt the person while he/she is talking to you.
5. Specifically outline your purpose, the ultimate goal, and what you need from the manager. Remember to be as brief as possible.
6. Do not use the phone if you are eating or chewing gum.
7. Always get the best number and the best time to have a call returned to the caller, especially if a manager or another team member must return the call. Remember to return the call as you promised.
8. If you have to leave a message or voicemail, remember to speak clearly, leaving your first and last names, your phone number, and a brief description of why you are calling.
9. Keep in mind to call only during business hours.
10. Always thank the person you spoke to, regardless of whether they were able to help you or not.

### Sample Script

**Step 1.** Hello, my name is     (name)    , and I'm calling from     (school)    . May I speak with a manager about     (purpose – for example, making a donation)    ?

**Step 5.** My English class at     (school)     is working on a service project, and our goal is to     (for example, clean up the landscaping on campus)    . We want to know if you would be willing to     (for example, make a donation of 20 bags of mulch)    .

**Step 10.** Thank you for your time today     (manager's name)    . My classmates and I appreciate your help!



## How to Write an Introduction Letter

- Begin with a salutation (To Whom It May Concern, **or** Dear Business Owner).
- Paragraph 1:
  - Introduce the members of your group.
  - State your group is from the senior English class at \_\_\_\_\_ School.
  - What is your group doing?
- Paragraph 2:
  - State the purpose of the letter.
  - Briefly outline what your group intends to do.
- Paragraph 3:
  - What do you hope to accomplish with this letter? Are you asking for a donation? Are you asking for extra volunteers? Be specific.
- Paragraph 4:
  - If necessary, include a phone number or email if the manager needs to get in touch with your group.
  - Close by thanking the person for his/her time and assistance.
- All group members should sign their names at the bottom of the page (using cursive).
- The teacher will sign his/her name to indicate authenticity.
- Proofread for spelling, grammar, and mechanics errors. Revise as necessary.



## *Reflective Essay*

Write a reflective essay on your experience in this service project and presentation. Please answer the questions below. You can answer them one by one or weave them into a general essay, but please make sure you cover all of them. You can also add information that the questions don't ask for, if you wish. Your final essay should be two pages.

Things I'd like to know:

- 1)** To what extent do you feel that this project and presentation have enriched you?
- 2)** Has your outlook on life changed at all as a result of completing this project? Do you think it will affect your behavior in the future?
- 3)** What do you consider the most important single insight this project has given you—the idea that had the strongest impact, or will stay with you for a long time?
- 4)** Do you have any ideas for improving this assignment?
- 5)** How will the skills you've gained in this project benefit you in your future career choices?