Project-Based Learning
Made Easy

Presented by:
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What is a Team Project?

- an application of unit objectives
- task-based activities with a product
- activities that generate teamwork
What is the purpose?

Objectives:
Students will **apply** all that they have learned in the unit by developing a team project using **task-based activities** that generate collaboration, negotiation, and **teamwork** producing a product.
FOOD & NUTRITION UNIT

OBJECTIVES:
- Read and understand nutrition graphics
- Plan meals
- Make a food budget
- Make a shopping list
- Use count and non-count nouns
- Identify containers and quantities
FOOD FOR A WEEK

1. Choose a name for your family.
2. Fill in a calendar with your food for breakfast, lunch, and dinner for 1 week.
3. Make a shopping list. You only have $100.
4. Make a family presentation to the class.
MAP AND BROCHURE

1. Choose a name for your city.
2. Make a list of important places in your city and put them in alphabetical order.
3. Make a map of your city and mark where the important places are.
4. Make a brochure with one paragraph about the city, the names of your team members, and a picture.
5. Prepare a presentation for the class.
GOAL CHART

1. Write down one goal that you would like to accomplish by the end of this class. Be specific! Write down the steps it will take to reach each goal. Write down a completion date for each step.

2. Think of obstacles that might get in the way of your goals and possible solutions for each. Now write down at least one solution for each obstacle.

3. Make a list of 5 time management techniques that will help you reach your goals.

4. Present what you’ve created to the class.
1) SET THE STAGE

- Give an overview.
- Show examples.
- Don’t be too specific.
2) FORM TEAMS

LANGUAGE: Avoid same-language teams when possible.

LEVEL: Form by similar level or put strong people in each team.

ASSIGN TEAM POSITIONS: (all team members help in every task)

Lower Levels:
- Explain leader position.
- Immediately ask all leaders to stand.
- Repeat for all positions.

Higher Levels:
- Explain all positions.
- Allow students to discuss and assign positions in their teams.
- Ask teams to report.
3) GO THROUGH THE STEPS

- Give a few steps at a time.
  (Avoid allowing teams to get too far ahead.)

- Have students keep minutes (agenda/minutes format).

- Have each team share periodically.

(Two-day simulation: Collect work at end of first day with names of team members to be distributed on following day.)
## WORK ON THE PROJECT

### FACILITATE

- Have assigned person lead efforts.
- Make sure all students participate in each task.
- Walk from team to team.
- Ask questions.
- Help the leader to make sure everyone is participating.

### CLASSROOM MANAGEMENT

- Encourage English.
  - Work with the leader.
  - Ask students to evaluate their teams.
- Prepare teams for their presentations.
- Post all or some of the projects in the classroom.
<table>
<thead>
<tr>
<th>UNIT</th>
<th>PROJECT</th>
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</thead>
<tbody>
<tr>
<td><strong>Low Beginning</strong></td>
<td></td>
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<tr>
<td>Clothing</td>
<td>Design a department store.</td>
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<tr>
<td>Community</td>
<td>Create a brochure of your city.</td>
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<tr>
<td><strong>High Beginning</strong></td>
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<tr>
<td>Health</td>
<td>Create a health pamphlet.</td>
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<tr>
<td>Employment</td>
<td>Create a company.</td>
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<tr>
<td><strong>Low Intermediate</strong></td>
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<tr>
<td>Consumer Economics</td>
<td>Create a product label and advertisement.</td>
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<tr>
<td>Employment</td>
<td>Create an employee handbook.</td>
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<tr>
<td>Civics</td>
<td>Plan and participate in a debate.</td>
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<tr>
<td><strong>High Intermediate</strong></td>
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<tr>
<td>Personal Communication</td>
<td>Create a goal chart.</td>
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<tr>
<td>Consumer Economics</td>
<td>Create a purchase plan.</td>
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<tr>
<td>Housing</td>
<td>Create real estate brochure and plan to buy a house.</td>
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UNIT 3 GOALS

1. Identify places in a home
2. Describe your house
3. Identify household objects
4. Compare houses
Plan your own! Housing Unit

<table>
<thead>
<tr>
<th>Topic</th>
<th>Objective</th>
<th>Resources</th>
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<table>
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<tr>
<th>Position</th>
<th>Job</th>
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<tbody>
<tr>
<td>Student 1:</td>
<td>Sees that everyone speaks English. Sees that everyone participates.</td>
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<tr>
<td>Student 2:</td>
<td></td>
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<tr>
<td>Student 3:</td>
<td></td>
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<tr>
<td>Student 4:</td>
<td></td>
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Steps

[Logos: National Geographic Learning, Cengage Learning]
Project

Kent Larson wants to change the way we live in cities. Use his ideas to design a new home. Follow these steps.

A Interview your partner. Learn about his or her family and what types of spaces they need in their home. Ask these questions.
   1. How many people do you live with?
   2. Who are they?
   3. How old are people?
   4. Do you have family that visits? (grandparents, aunts, uncles)
   5. What do they do when they visit? (stay a few days, come for dinner)
   6. What do the people in your family do? Are they students, athletes, business people, etc?

B Now draw the apartment. You can draw two or three versions to show how the walls convert the space. Label the spaces with the function.

C Show your design to your partner. Explain the function of each space. Does your partner like the design? Does he or she have ideas for improvements?

Challenge! What does Larson think we need to change about transportation in cities? Watch his full talk at TED.com and choose the best answer.

- Save space
- Improve transportation
- Share resources
- Use advanced technology

Kent Larsen has a TED Talks presentations that students watched in World English
THANK YOU!

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