

# Team Projects

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Project-based learning puts students in the position to use authentic language to communicate and produce a product or solve a problem. (Fried-Booth)

In teams students negotiate, plan and organize, practicing skills essential to living successful lives. (Stein)

# Team Projects and Standards

## ***SCANS: Secretaries Commission on Achieving Necessary Skills***

### **RESOURCES**

Allocates Materials and Facility Resources  
Allocates Human Resources

### **TECHNOLOGY**

Applies technology to task (optional)

### **PERSONAL QUALITIES**

Responsibility  
Self Esteem  
Sociability  
Self-Management

### **INTERPERSONAL**

Participates as a member of a team  
Teaches others  
Exercises leadership  
Works with diversity

### **INFORMATION**

Organizes and maintains information  
Interprets and communicates information  
Uses computers to process information

### **BASIC SKILLS**

Reading  
Writing  
Arithmetic  
Listening  
Speaking

### **THINKING SKILLS**

Creative thinking  
Decision making  
Problem solving

## ***EFF: Equipped for the Future***

### **COMMUNICATION**

Convey ideas in writing  
Speak so others can understand  
Listen actively  
Observe critically

### **DECISION MAKING**

Solve problems and make decisions  
Plan

### **INTERPERSONAL**

Guide others  
Resolve conflict and negotiate  
Advocate and influence  
Cooperate with others

### **LIFELONG LEARNING**

Reflect and evaluate  
Learn through research  
Use information and communication technology

# Team Projects - Plan

## 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.

### 1. SET THE STAGE

- Give an overview.
- Show examples.
- Don't be too specific.

### 2. FORM TEAMS

- Avoid homogeneous teams when possible.  
Form by similar level. *or*  
Put strong people in each team.

### 3. 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.

### 4. 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)

### 5. WORK ON THE PROJECT

- Have assigned person lead efforts.
- Make sure all students participate in each task.
- Use computers when possible.
- Be flexible when time runs short.

### 6. FACILITATE

- Walk from team to team.
- Ask questions.
- Help the leader to make sure everyone is participating.

### 7. CLASSROOM MANAGEMENT

- Encourage English.
  - Work with the leader.
  - Ask students to evaluate their teams.
- Have contingency plans for faster teams.
- Prepare teams for their presentations.
- Post all or some of the projects in the classroom.

**Hint:** Two-day simulation: Collect student work at end of first day with names of team members to be distributed on the following day.

# TEAM PROJECT IDEAS FOR ALL LEVELS

<b>Low Beginning</b>	<i>Design a department store.</i>
	<i>Design a dream home.</i>
	<i>Create a brochure of your city.</i>
<b>High Beginning</b>	<i>Make a plan to move into a new home.</i>
	<i>Create a health pamphlet.</i>
	<i>Create a company.</i>
<b>Low Intermediate</b>	<i>Create a product label and advertisement.</i>
	<i>Create an employee handbook.</i>
	<i>Plan and participate in a debate.</i>
<b>High Intermediate</b>	<i>Create a goal chart.</i>
	<i>Create a purchase plan for an expensive item.</i>
	<i>Create a real estate brochure and plan to buy a house.</i>

# Low-Beginning

Source: Stand Out: Standards-Based English

## Topic: Shopping, Clothing

**Objective:** Design a department store and write a skit

1. Form a team with 4 or 5 students.

In your team, you need:

Position	Job
<b>Student 1:</b> Leader	See that everyone speaks English. See that everyone participates.
<b>Student 2:</b> Architect	Draw the floor plan.
<b>Student 3:</b> Sales Manager	List the sale prices.
<b>Student 4:</b> Writer	Prepare a skit.

2. Choose a name for your department store.
3. Draw a floor plan of your store. What departments are in your store?
4. Choose one department and make a list of 10 things you sell with prices.
5. Prepare a skit where a person in your group talks to a salesperson and buys some things. You can also make checks and receipts if you want.
6. People in your group can be: a salesperson, a cashier, a customer or customers, and a manager.
7. Share your department store layout with your class.
8. Practice the skit and present it to the class.

## Topic: Housing

**Objective:** Design a dream home and write a classified ad

1. Form a team with 4 or 5 students.

In your team, you need:

Position	Job
<b>Student 1:</b> Leader	See that everyone speaks English. See that everyone participates.
<b>Student 2:</b> Architect	Draw a floor plan.
<b>Student 3:</b> Decorator	Place furniture in your plan.
<b>Student 4:</b> Spokesperson	Plan a presentation.

2. Choose a kind of home. Is it an apartment, house, condominium, or a mobile home?
3. Make a floor plan of the home.
4. Make a list of furniture for your home.
5. Decide where to put the furniture.
6. Make a classified ad for your home.
7. Plan a presentation for the class and present your dream home.

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## Topic: Community

**Objective:** Create a brochure of your city

1. Form a team with 4 or 5 students.

In your team, you need:

Position	Job
<b>Student 1:</b> Leader	See that everyone speaks English. See that everyone participates.
<b>Student 2:</b> City Planner	Draw a map of your city.
<b>Student 3:</b> Writer/ Designer	Make a brochure of your city with help from your team.
<b>Student 4:</b> Spokesperson	Organize a presentation to give to the class.

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

# High-Beginning

Source: Stand Out: Standards-Based English

## Topic: Housing

**Objective:** Make a plan to move into a new house

1. Form a team with 4 or 5 students.

In your team, you need:

Position	Job
<b>Student 1:</b> Leader	See that everyone speaks English. See that everyone participates.
<b>Student 2:</b> Finance Planner	Plan to pay rent and buy furniture.
<b>Student 3:</b> Secretary	Fill out rental application.
<b>Student 4:</b> Decorator	Put furniture in the home.

2. Describe your family and your new home.
  - How many bedrooms do you need?
  - What kind of home do you need?
  - How much money can you pay for rent?
3. Write a classified ad about the home you want.
4. Make a list of the furniture you need.
5. Fill out an invoice for furniture and write a check for the furniture.
6. Fill out a rental application.
7. Make a floor plan of the home and add furniture.
8. Report to the class. Show the floor plan and read the classified ad.

## Topic: Health

**Objective:** Design a pamphlet with health tips

1. Form a team with 4 or 5 students.

In your team you need:

Position	Job
<b>Student 1:</b> Leader	See that everyone speaks English. See that everyone participates.
<b>Student 2:</b> Pharmacist	Give advice on medicine for 3 illnesses.
<b>Student 3:</b> Doctor	Give advice on 3 things to do to stay healthy.
<b>Student 4:</b> Spokesperson	Prepare a class presentation with help from the team.

2. Write three things people should do to be healthy and three things they should not do.
3. What are three illnesses to include in your pamphlet?
4. What medications should people take for these illnesses?
5. Design a pamphlet with pictures to present the information.
6. Prepare a presentation for the class.

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## Topic: Workplace

**Objective:** Create a company

1. Form teams with 4 or 5 students.

In your team, you need:

Position	Job
<b>Student 1:</b> Leader	See that everyone speaks English. See that everyone participates.
<b>Student 2: Ad</b> Writer	Write a classified ad.
<b>Student 3:</b> Application Writer	Prepare an application form.
<b>Student 4:</b> Interviewer	Prepare interview questions.

2. You are the owners of a new company. Answer the questions.
  - What is the name of your company?
  - What kind of company is it?
3. What job are you going to advertise? Write a job advertisement.
4. What questions can you have on the application form? Make a job application.
5. What questions can you ask at the job interview? Write the interview questions
6. Interview students from other teams for a job.
7. Choose a new employee and tell the class.

# Low-Intermediate

Source: Stand Out: Standards-Based English

**Topic:** Consumer Education

**Objective:** Create a product label and advertisement

1. Form teams with 4 or 5 students.

In your team, you need:

Position	Job
<b>Student 1:</b> Leader	See that everyone speaks English. See that everyone participates.
<b>Student 2:</b> Secretary	Write information for label and advertisement.
<b>Student 3:</b> Designer	Design product and advertisement layout.
<b>Student 4:</b> Member	Help secretary and designer with their work.

2. With your team, decide what type of product you will be creating and come up with a name for your product.
3. Create a label for your product, including instructions for use.
4. Create a print advertisement for your product.
5. Present your product and advertisement to the class.

**Topic:** Workplace

**Objective:** Create an employee handbook

1. Form teams with 4 or 5 students.

In your team, you need:

Position	Job
<b>Student 1:</b> Leader	See that everyone speaks English. See that everyone participates.
<b>Student 2:</b> Secretary	Write information for guide
<b>Student 3:</b> Designer	Design guide layout and add artwork
<b>Student 4:</b> Member	Help secretary and designer with their work.

2. With your class, decide what will be in your employee handbook. (Ideas: Pay Stub Information, Benefits, Good Employee Behavior, Workplace Safety, Workplace Communication)
3. Decide what part each team will create.
4. Create the text for your section of the Employee Handbook.
5. Create artwork for your section of the Employee Handbook.
6. As a class, create a table of contents and a cover. Put your handbook together.

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**Topic:** Civics

**Objective:** Plan and participate in a debate

1. As a class, decide on three topics that will be debated.
2. Form teams with 4 or 5 students.

In your team, you need:

Position	Job
<b>Student 1:</b> Leader	See that everyone speaks English. See that everyone participates.
<b>Student 2:</b> Secretary	Write information for debate handout.
<b>Student 3:</b> Debater	Debate topic for your team.
<b>Student 4:</b> Member	Help secretary and debater with their work.

3. As a class, assign two teams to each topic. Within the two teams decide who will be for the topic and who will be against the topic.
4. With your team, research the topic and make a list of all the information you want to bring up in the debate.
5. Create your handout.
6. Prepare your debater.
7. Debate!

# High-Intermediate

Source: Stand Out: Standards-Based English

## Topic: Goal Setting

**Objective:** Create a goal chart of goals you would like to accomplish this class.

1. Form teams with 4 or 5 students.

In your team, you need:

Position	Job
<b>Student 1:</b> Leader	See that everyone speaks English. See that everyone participates.
<b>Student 2:</b> Secretary	Take notes and fill out goal chart.
<b>Student 3:</b> Designer	Design goal chart layout.
<b>Student 4:</b> Member	Help secretary and designer with their work.

2. Write three goals Write the steps it will take to reach each goal. Write the dates to complete each.
3. Design a goal chart template for each goal.
4. Put information from step 2 into your goal charts.
5. Write four obstacles to reaching the goals.
6. Write at least two solutions for each obstacle.
7. Make a list of 5 time-management techniques that will help you reach your goals.
8. Present what you've created to the class.

## Topic: Consumer Education

**Objective:** Create a purchase plan for a large item

1. Form teams with 4 or 5 students.

In your team, you need:

Position	Job
<b>Student 1:</b> Leader	Sees that everyone speaks English. Sees that everyone participates.
<b>Student 2:</b> Secretary	Takes notes and write purchase plan
<b>Student 3:</b> Designer	Designs ad for product and purchase plan layout.
<b>Student 4:</b> Member	Help secretary and designer with their work.

2. Think of a large item that you would like to purchase.
3. Create an advertisement for this product.
4. Write down all the steps you will need to take to purchase this item. (Hint: budget, comparison shopping, questions to ads, loan)
5. Write a brief description of how you will do each step.
6. Design a purchase plan document that has a space for the ad, each step in your purchase plan, and artwork.
7. Present what you've created to the class.

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## Topic: Housing

**Objective:** Create a real estate brochure and make a decision to purchase a property

1. Form teams with 4 or 5 students.

In your team, you need:

Position	Job
<b>Student 1:</b> Leader	Sees that everyone speaks English. Sees that everyone participates.
<b>Student 2:</b> Secretary	Takes notes and writes advertisements.
<b>Student 3:</b> Designer	Designs brochure.
<b>Student 4:</b> Member	Help secretary and designer with their work.

1. In a group of four of five, choose an imaginary real estate agency.
  - What is the name of your agency?
  - What type(s) of properties do you sell?
2. Choose three properties that your agency is trying to sell. Make up a brochure for these properties.
3. Now you are a family who wants to move to a new house. Decide on housing.
4. From the brochures posted around the room, choose two properties that you are interested in.
5. Prepare a list of questions that you'd like to ask about each property.
6. In teams of two or three, set up appointments with the real estate agencies and meet with them about the properties.
7. Report back to your group and make a decision about which property you'd like to make an offer on, comparing the information to your checklist.
8. Report your decision to the class.



# WRITE YOUR OWN

**TOPIC:**

**OBJECTIVE:**

What objectives were taught in the previous lessons of the unit?

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RESOURCES NEEDED (Templates, colored pencils, etc.)

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Position	Job
Student 1:	Sees that everyone speaks English. Sees that everyone participates.
Student 2:	
Student 3:	
Student 4:	

## STEPS

1. 

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2. 

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3. 

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4. 

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5. 

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6. 

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7. 

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8. 

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9. 

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10. 

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# FOOD FOR A WEEK

Family Name: \_\_\_\_\_

S	M	T	W	TH	F	S	
							Breakfast
							Lunch
							Dinner

Leader \_\_\_\_\_

Chef \_\_\_\_\_

Food Planner \_\_\_\_\_

Spokes Person \_\_\_\_\_