Today’s Agenda

• What is PBL?
• What are the benefits of PBL?
• Team Projects and the Curriculum
• Examples and Steps
Warm-up

What are characteristics of good ESL instruction?

Share your ideas!
How would you go about organizing a messy garage?

Share your ideas!
What are other projects big or small we do every day?

1. *Buy or sell a house.*
2. *Make a family or business budget.*
3.
4.
5.
6.
7.
8.

*Share your ideas!*
We are a project-oriented society. Many of our lives are project driven.
What is Project-Based Learning

Project-Based Learning or PBL is a learner-centered method of teaching where students face a problem, often work together to find answers, and develop a solution.
What are the Benefits of PBL?

Share your ideas!
What are the Benefits of PBL?

• More engaging than traditional lessons where students are concentrating on real-world tasks.
• Studies indicate that it improves learning.
• Builds success skills beyond language skills.
• Addresses standards.
• Provides opportunities for research.
• Can give authentic opportunities to use technology.
What are the Benefits of PBL?

4Cs of 21st Century Skills:

- Communication
- Critical Thinking
- Creative Thinking
- Collaboration
"Project-based instruction is particularly well suited to addressing more rigorous standards ... which call for writing for different tasks, purposes, and audiences. Project-based instruction also provides ways for teachers to address the skills identified as in demand for work and citizenship, such as those outlined by the Partnership for 21st-Century Skills, as it provides lots of opportunities for students to problem solve, collaborate, and think creatively." (Duke, 2015)
Team Projects & Your Curriculum

*Team Projects*, first introduced in *Stand Out*, are:

- Applications of unit objectives
- Task-based activities with a product
- Activities that generate teamwork
What might be the objectives for this **Beginning High** Unit?

*Share your ideas!*
Food and Nutrition

Unit 3

UNIT OUTCOMES

- Read a menu
- Make a shopping list
- Locate items in a supermarket
- Identify healthy foods
- Read recipes

Look at the photo and answer the questions.
1. What food can you see?
2. Where can you find this food in a supermarket?

Elementary school children make healthy choices.
Unit 3 Food and Nutrition Book 2

- Read a menu
- Make a shopping list
- Locate items in a supermarket
- Identify healthy foods
- Read recipes
Unit 3 Food and Nutrition Book 2

Lesson 4: A healthy diet

GOAL: Identify healthy foods.

A. Close your books and listen. Then, read about nutrition and discuss the paragraph with the class.

Nutrition means diet food we eat and how much we eat of each food group. Good nutrition is important. When we eat good food, our bodies are stronger and we stay healthy. MyPlate is a guide that helps us choose the best foods for a balanced diet. It is healthy to eat food from each of the main food groups.

B. INTERPRET: Look at the MyPlate nutrition guide. What foods can you put into the different groups?

Choose MyPlate.gov

C. CLASSIFY: Write nutritious foods for each category.

<table>
<thead>
<tr>
<th>Grain</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Protein</th>
<th>Dairy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

Lesson 5: Following instructions

GOAL: Read recipes.

A. INTERPRET: Read the recipe.

**Spaghetti and Meatballs**

**Ingredients:**
3 cans of tomato sauce
2 eggs
1 can
1 package of spaghetti
2 pounds of ground beef
Salt
Pepper

**Instructions:**
1. Cook the pasta according to package directions.
2. Combine the eggs, chopped onions, salt, and pepper in a large bowl. Add the beef and mix well.
3. Shape the mixture into approximately 48 balls and fry until cooked.
4. Pour the tomato sauce for 10 minutes on medium heat.
5. Add the meatballs and simmer for 15 minutes. Serve, add pasta, and serve.

B. Practice the conversation. Use the recipe in Exercise A to make new conversations.

Student A: How much spaghetti do we need?
Student B: We need two cans.

Lesson 6: Mashed Potatoes

**Mashed Potatoes**

**Ingredients:**
2 lbs. potatoes
Butter
Salt
Pepper

Instructions:
1. Boil the potatoes.
2. Drain the potatoes.
3. Mash the potatoes with salt and pepper.

C. CLASSIFY: Write nutritious foods for each category.

<table>
<thead>
<tr>
<th>Grain</th>
<th>Vegetables</th>
<th>Fruits</th>
<th>Protein</th>
<th>Dairy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Lesson 7: Nutrition Temperatures

- **Negative**
  - Raise with example sentences:
    - Do not boil the water. (Don’t boil the water.)
    - Do not use salt. (Don’t use salt.)
    - Do not cook in the microwave. (Don’t cook in the microwave.)

- **Bake**
  - Bake for 30 minutes.

- **Stir**
  - Stir mixture into a pan.

- **NOC**
  - No mixture into a pan.
What are Team Projects in Stand Out?

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.
Students learn interpersonal skills (CCR).

Students do research on the internet reading authentic texts.

Students do digital presentations (ELP/CCR).

Students use technology (ELP/CCR).

Scaffolding (ELP 7) leads to team projects where students apply what they have learned and extend learning.
Steps to Team Projects

1) Set the stage.
   • Give an overview
   • Show examples
   • Don’t be too specific
Steps to Team Projects

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.
Steps to Team Projects

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/minute format)
• Have each team share periodically.
## Family Menu

Your family has no food in the house. You only have tap water. Make a menu for the week.

<table>
<thead>
<tr>
<th></th>
<th>Breakfast</th>
<th>Lunch</th>
<th>Dinner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friday</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Saturday</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Ingredients:

- [ ]
- [ ]
- [ ]

### Instructions:

- [ ]
- [ ]
- [ ]

<table>
<thead>
<tr>
<th>Product</th>
<th>$</th>
<th>Container or Quantity</th>
<th>Product</th>
<th>$</th>
<th>Container or Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apple Juice</td>
<td>3.35</td>
<td>gallon</td>
<td>Ketchup</td>
<td>1.55</td>
<td>bottle</td>
</tr>
<tr>
<td>Bananas</td>
<td>.59</td>
<td>pound</td>
<td>Lettuce</td>
<td>1.29</td>
<td>head</td>
</tr>
<tr>
<td>Beef</td>
<td>2.89</td>
<td>pound</td>
<td>Margarine</td>
<td>2.45</td>
<td>tub</td>
</tr>
<tr>
<td>Bell Pepper</td>
<td>.69</td>
<td>pound</td>
<td>Milk</td>
<td>3.79</td>
<td>gallon</td>
</tr>
<tr>
<td>Bread</td>
<td>2.49</td>
<td>loaf</td>
<td>Onion</td>
<td>.99</td>
<td>pound</td>
</tr>
<tr>
<td>Broccoli</td>
<td>.39</td>
<td>pound</td>
<td>Orange Juice</td>
<td>5.09</td>
<td>gallon</td>
</tr>
<tr>
<td>Butter</td>
<td>3.99</td>
<td>package</td>
<td>Oranges</td>
<td>.99</td>
<td>pound</td>
</tr>
<tr>
<td>Cake</td>
<td>4.99</td>
<td>each</td>
<td>Peanut Butter</td>
<td>4.27</td>
<td>jar</td>
</tr>
<tr>
<td>Canned Beans</td>
<td>.99</td>
<td>can</td>
<td>Pickles</td>
<td>3.22</td>
<td>jar</td>
</tr>
<tr>
<td>Canned Corn</td>
<td>.99</td>
<td>can</td>
<td>Pie</td>
<td>4.59</td>
<td>each</td>
</tr>
<tr>
<td>Canned Peas</td>
<td>.99</td>
<td>can</td>
<td>Pineapple</td>
<td>1.55</td>
<td>can</td>
</tr>
<tr>
<td>Carrots</td>
<td>1.29</td>
<td>bag</td>
<td>Pork Chops</td>
<td>2.99</td>
<td>pound</td>
</tr>
<tr>
<td>Cauliflower</td>
<td>.99</td>
<td>pound</td>
<td>Potato Chips</td>
<td>2.99</td>
<td>bag</td>
</tr>
<tr>
<td>Celery</td>
<td>2.99</td>
<td>bunch</td>
<td>Sausage</td>
<td>1.65</td>
<td>package</td>
</tr>
<tr>
<td>Cheese</td>
<td>3.99</td>
<td>pound</td>
<td>Shrimp</td>
<td>9.99</td>
<td>pound</td>
</tr>
<tr>
<td>Chicken Breasts</td>
<td>1.59</td>
<td>pound</td>
<td>Sirloin Steak</td>
<td>5.19</td>
<td>pound</td>
</tr>
<tr>
<td>Chicken Legs</td>
<td>.89</td>
<td>pound</td>
<td>Soda</td>
<td>2.99</td>
<td>six pack</td>
</tr>
</tbody>
</table>
Steps to Team Projects

4) Work on the project

<table>
<thead>
<tr>
<th>FACILITATE</th>
<th>CLASSROOM MANAGEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have assigned person lead efforts.</td>
<td>• Encourage English.</td>
</tr>
<tr>
<td>• Make sure all students participate in each task.</td>
<td>• Work with the leader.</td>
</tr>
<tr>
<td>• Walk from team to team.</td>
<td>• Ask students to evaluate their teams</td>
</tr>
<tr>
<td>• Ask questions.</td>
<td>• Prepare teams for their presentations.</td>
</tr>
<tr>
<td>• Help the leader to make sure everyone is participating.</td>
<td>• Post all or some of the projects in the classroom.</td>
</tr>
</tbody>
</table>
What are some projects you could do in class. Write the topic and the project?

**Common units in *Stand Out* levels:**

- Personal Information / Goals
- Consumer Economics
- Food and Nutrition
- Housing
- Community
- Health
- Work
- Government

*Share your ideas!*
## Stand Out Projects

<table>
<thead>
<tr>
<th>TEAM PROJECTS</th>
<th>Basic</th>
<th>Book 1</th>
<th>Book 2</th>
<th>Book 3</th>
<th>Book 4</th>
<th>Book 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make a class book</td>
<td>Create a student profile</td>
<td>Describe a student</td>
<td>Make a schedule</td>
<td>Create a goal chart</td>
<td>Create a personal profile</td>
<td></td>
</tr>
<tr>
<td>Make a display (culture)</td>
<td>Plan a department store</td>
<td>Design a clothing store</td>
<td>Create a purchase plan</td>
<td></td>
<td>Purchase plan</td>
<td></td>
</tr>
<tr>
<td>Make a shopping list</td>
<td>Create a restaurant</td>
<td>Plan a menu for a week</td>
<td>Create a housing plan</td>
<td></td>
<td>Create a financial plan</td>
<td></td>
</tr>
<tr>
<td>Open a clothing store</td>
<td>Plan a dream home</td>
<td>Plan a move</td>
<td>Create a city brochure</td>
<td>Real estate brochure</td>
<td>Create an auto handbook</td>
<td></td>
</tr>
<tr>
<td>Describe your community</td>
<td>Make a city brochure</td>
<td>Describe your community</td>
<td>Create a healthy living plan</td>
<td>Community health pamphlet</td>
<td>Health Presentation</td>
<td></td>
</tr>
<tr>
<td>Create an appointment book</td>
<td>Role-play an emergency</td>
<td>Make a health pamphlet</td>
<td>Create a job app portfolio</td>
<td>Job application portfolio</td>
<td>Create an online store</td>
<td></td>
</tr>
<tr>
<td>Start a company</td>
<td>Get a new job</td>
<td>Make your own company</td>
<td>Create employee handbook</td>
<td>Solve a company problem</td>
<td>Set-up a business office</td>
<td></td>
</tr>
<tr>
<td>Create a study guide</td>
<td>Meet your goals</td>
<td>Make a time line</td>
<td>Run for mayor</td>
<td>Conduct an election</td>
<td>Give an opinion speech</td>
<td></td>
</tr>
</tbody>
</table>
Our City

A. Answer the questions about your new town or city.

What's the name of your city?
How many people live in your city?
Is your city a small or a large city?
What makes your city special?

B. Make a list of places in your city. How many can you count?

<table>
<thead>
<tr>
<th>Places</th>
<th>How many?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parks</td>
<td></td>
</tr>
<tr>
<td>Schools</td>
<td></td>
</tr>
</tbody>
</table>

C. Write a paragraph about your city. What is special about it?

1. Collaborate

Form a team with four or five students. In your team, you need:

<table>
<thead>
<tr>
<th>Position</th>
<th>Job description</th>
<th>Student name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1: Team Leader</td>
<td>Check that everyone speaks English. Check that everyone participates.</td>
<td></td>
</tr>
<tr>
<td>Student 2: Writer</td>
<td>Write a paragraph about your community with help from the team.</td>
<td></td>
</tr>
<tr>
<td>Student 3: Artist</td>
<td>Make a map of your community with help from the team.</td>
<td></td>
</tr>
<tr>
<td>Student 4: Spokesperson</td>
<td>Present a class presentation with help from the team.</td>
<td></td>
</tr>
</tbody>
</table>

2. Draw a map of the community around your school. Think about these questions:

- What buildings are there?
- What are the names of the streets?
- Is there a city bus? Where does it stop?

3. Write a paragraph about your community.

4. Write a postcard to a friend. Invite him or her to visit you.

5. Present your work to the class.

City Brochure (Front and Back)
Cartoon City is a small city. There are 3000 people in our city. We have 300 houses, 500 apartments, and mobile home place. We have also amusement park. It name is Toon Town. Many peoples like our city because fun for peoples.

The climate here is beautiful. It is sunny every day. The streets in our city are interesting. We have Toon Street, Looney Avenue, Superman Street, and Spiderman Blvd.

Please come to our city. We have big hotel and many tourists.
TEAM PROJECT: Design a clothing store

In this project, you are going to design your own clothing store and create an advertisement for it.

1. **COLLABORATE** Form a team with four or five students. In your team, you need:

<table>
<thead>
<tr>
<th>Position</th>
<th>Job description</th>
<th>Student name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1: Team Leader</td>
<td>Check that everyone speaks English. Check that everyone participates.</td>
<td></td>
</tr>
<tr>
<td>Student 2: Artist</td>
<td>Design an advertisement with help from the team.</td>
<td></td>
</tr>
<tr>
<td>Student 3: Sales Specialist</td>
<td>Write a conversation and practice it with your team.</td>
<td></td>
</tr>
<tr>
<td>Students 4/5: Spokespeople</td>
<td>Prepare a class presentation with help from the team.</td>
<td></td>
</tr>
</tbody>
</table>

2. Choose a name for your store. What do you sell? Women's clothes? Men's clothes? Children's clothes?

3. Make a list of clothing you sell on a piece of paper. List at least eight items. Describe the clothing by size, color, pattern, and price. Are your clothes for work, sports, or school?

4. Draw or find and cut out pictures of the clothing items in your store. Make a newspaper advertisement for your store using the pictures of the items.

5. Practice asking for prices, selling clothing, and returning clothing with your teammates.

6. Present your advertisement to the class.
STAND OUT Third Edition

Empowering your Adult Learners with 21st Century Skills needed for success in Life, College, and Career

- Print Workbooks
- Multilevel Worksheets
- Online Workbook
- Presentation Tool
- Videos
Thank You

Rob Jenkins
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