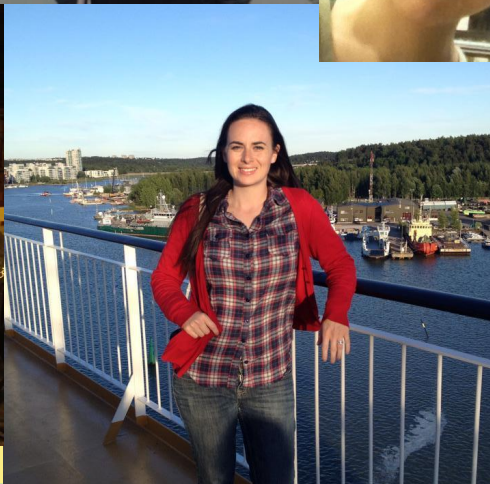# Making our Community a Better place

EMPOWER STUDENTS TO HAVE A POSITIVE IMPACT ON THEIR WORLD

Project Based Learning

WHERE TO START

▶ Idea: What do you want students to learn & do?

▶ START SMALL: Keep it Simple

▶ If you decide to do a bigger project, establish deadlines throughout the project so students (or you) don't get overwhelmed

▶ Start with a pre-made project/curriculum and modify it to fit your needs

PRE-MADE CURRICULUM

▸ Map Your World: Revolutionary Optimists – Students become Change Agents in their communities

▸ http://mapyourworld.org/#/http://mapyourworld.org/#/campaigns

▸ Design for Change

▸ http://www.dfcworld.com/http://www.dfcworld.com/joinmovement.html

▸ Success Stories

▸ http://www.designforchange.us/dfcusa/pages/stories/http://www.designforchange.us/dfcusa/pages/stories/inspiration

▸ Japan Society Going Global Projects

▸ https://www.japansociety.org/page/programs/education_family/https://www.japansociety.org/page/programs/education_family/going_global

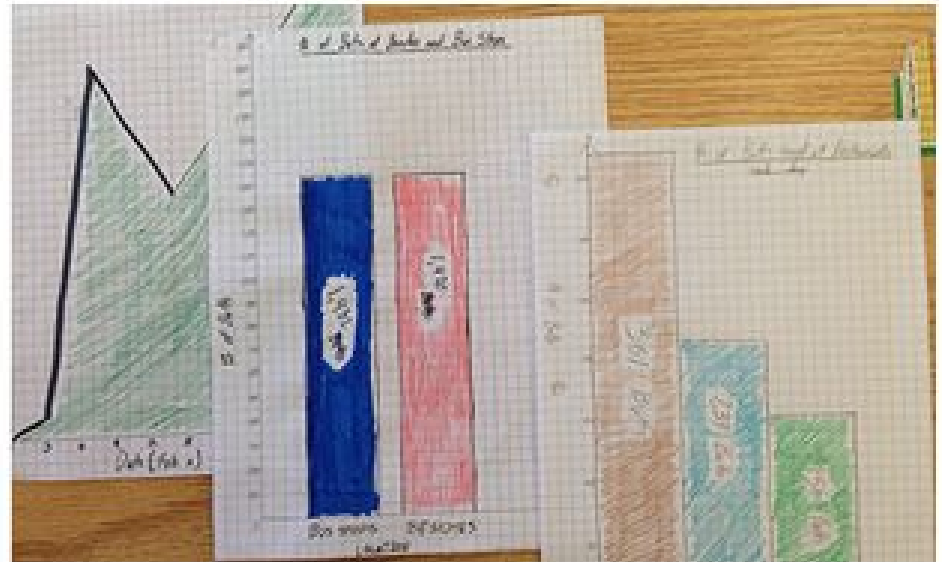Revolutionary Optimists: Map Your World
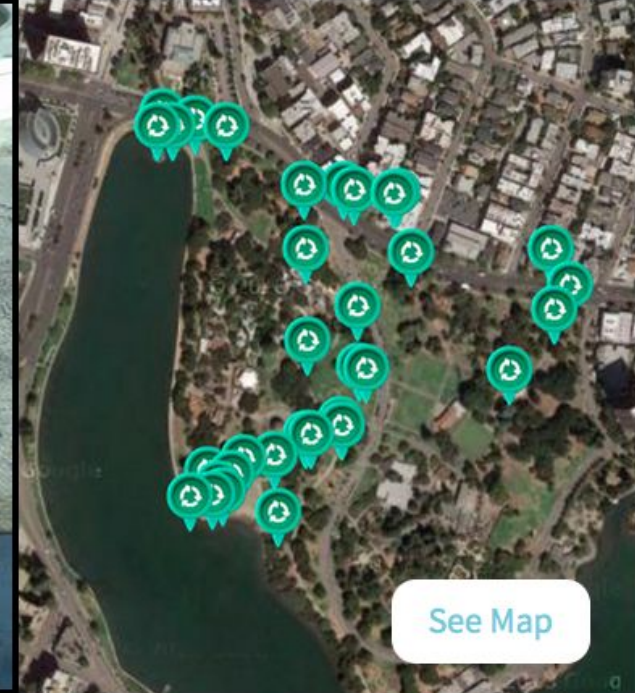
Students create tally marks to count the butts.

Youth in the field recording the location and disposing of cigarette litter.

Students examining the results of their data collection in the classroom.

PSA video created by the students.

Asking citizens to sign their petition and using paper megaphones to get the word out.

"Through their work, they disposed of more than 5,000 cigarette butts."

Presenting at the Trash Summit and receiving a standing ovation.

The students were invited to present their work at a Trash Summit and are inspiring other youth to make change. They received a standing ovation at the summit for the work they have been doing.

A FEW STUDENT PROJECTS EXAMPLES

▸ 7th Grade Utah Studies Projects

   ▸ http://http://davisutahstudies.weebly.comhttp://davisutahstudies.weebly.com/http://davisutahstudies.weebly.com/projects.html

▸ 7th Grade Service Projects: In the News

   ▸ httphttp://www.heraldextra.com/news/local/central/orem/article_590bcd9b-8978-5d95-9c2a-http://www.heraldextra.com/news/local/central/orem/article_590bcd9b-8978-5d95-9c2a-4039f252aceb.html

▸ 9th Grade Projects:

   ▸ Pen-Pal Exchange: Environmental Awareness

   ▸ Peace Projects

   ▸ Video Documentary Projects & PSA Videos

   ▸ Map Your World Projects – Change Agents

      ▸ Sunshine in a Bottle, mini-hydroponics, cooking with local foods, chili for Chile

Peace Project
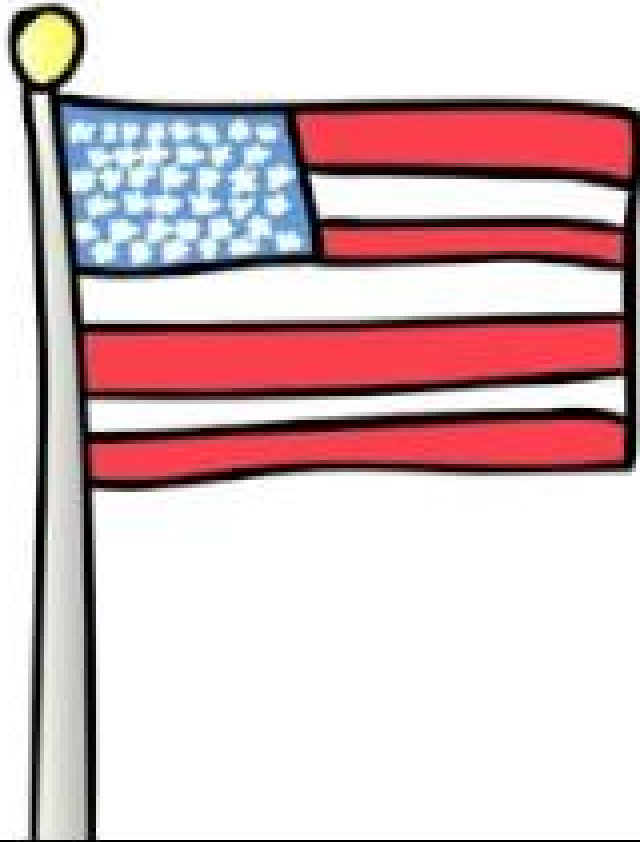
Problem Solving Projects

Define the Problem → Investigate & Plan → Create & Share

- Understand project goals
- Define a problem in your community to address through your project

- Identify objective, target audience, and format
- Create an activities plan
- Assign team roles
- Start gathering content

- Create final project
- Develop Action Plan and share project with partners & community

Document throughout → record milestones

Awareness
Inform others about a problem and give them the **knowledge to change** it.

Advocacy
Outreach to influence specific **decision-makers** who have the **power to change policies.**

Action
Implement direct activities to address a problem yourself.

INCORPORATING PROJECTS

▸ Go from Learn Now Use Later Model to **Learn Now Use Now**

▸ Instruct on the foundational knowledge & skills

▸ Facilitate inquiry based learning → knowledge & skills students will use now and in the future

World Studies: Project Based Learning

Skills:
Communication, Creativity & Innovation, Critical Thinking, Analysis, Research & Sourcing, Collaboration (Rubric Grading)

Projects		Environmental Entrepreneurship -Shark Tank	Model United Nations	Peace Project	When & Where of Sustainability	Model European Union
Due Dates		October 13, 2016 –Presentations Through October 19th	December 9, 2016 – Reflections through December 13th	January 30/31, 2017	February 7-10 Timeline Presentations April 11-14 Topic Project Presentations Reflections through April 18	May 16-19, 2017 – Reflections through May 23rd
Guiding Question		-How will you close the GAP between current lifestyles and sustainable living? -Are sustainability and a healthy economy mutually exclusive or compatible?	-How does a local and/or regional issue become an international problem? -What processes are in place to address those problems?	-Does our past have to determine our future? -What can you do to make a better present and future?	-What can you do locally to affect positive change in all global regions? -How do historical trends impact current conditions?	-How can governmental policies have both intended and unintended consequences on population and migration? -Why do people move, sometimes at great risk to themselves?
Project Description		Students will research environmental sustainability issues to create a product/service that will address the issue that connects locally to their MUN Country. Students will produce: Product Prototype or complete service, PSA Video [Public Service Announcement], and present a business proposal	Students will research, present and compromise on local, regional, and international solutions to global environmental sustainability issues. Topics: Water, Agriculture, Energy, Urbanization/Infrastructure, Climate Action	Students will complete a project that promotes understanding, tolerance and peace among similar and diverse populations.	This is a two-part project: **Part 1 – Regional Timeline** Students in regional groups research and create topic-related timeline to present to the class. **Part 2 – Global/Local Solutions** Students work in topic groups to develop global solutions and local to UN Sustainability Goals: Poverty, Health & Wellness, Education, Gender Equality, Inequality, Peace & Justice	Students will research, present and participate in a Model European Union conference on the topic: Europe's Migration and Refugee Crisis
New Core Stand ards	**World Geography**	1.1, 1.2, 2.2, 2.3, 2.4, 3.1, 4.2, 4.6, 6.1, 6.2, 6.3	1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 2.4, 3.1, 3.3, 4.1, 4.3, 5.1, 5.3, 6.2, 6.5	1.1, 4.5	1.1, 1.3, 1.4, 1.6, 2.1, 2.4, 4.3, 4.6, 5.1, 5.3, 6.1, 6.5	1.1, 1.2, 1.3, 1.5, 2.4, 3.1, 3.2, 2.2, 4.2, 4.4, 4.6, 6.1, 6.4
	World History	5.4	1.4, 2.4, 7.1, 7.2, 7.3, 7.4	6.2, 6.3, 6.4, 7.3, 7.4	1.1, 1.4, 3.5, 4.3, 5.1, 5.5, 5.6, 6.3, 6.6, 7.1, 7.3, 7.4	3.5, 3.6, 5.5, 6.1, 6.6, 7.1, 7.2, 7.3, 7.4

Environmental Entrepreneurship Project RUBRIC

Student Learning Outcome:

Communication, Collaboration, Creativity and Innovation: Students demonstrate critical thinking, construct knowledge and develop innovative products. Students communicate and work collaboratively to support individual learning and contribute to the learning of others.

Skill Assessed	Accomplished 4	Proficient 3	Developing 2	Beginning 1
Communicate information and ideas effectively to multiple audiences using a variety of media and formats (Communication & Creativity)	The portfolio and included pages and posts are very well organized, making it easy for any viewer to navigate, find, and understand the desired information.	The portfolio and included pages and posts are organized, making it *mostly* easy for any viewer to navigate, find, and understand the desired information.	The portfolio and included pages and posts are partly organized, but it's not easy for any viewer to navigate, find, and understand the desired information.	The portfolio and included pages and posts are not organized, making it difficult for any viewer to navigate, find, and understand the desired information.
Create original works as a means of personal or group expression (Creativity & Innovation)	The video effectively communicates the student's unique qualities as a learner and individual.	The presentation communicates the student's unique qualities as a learner and individual.	The student's unique qualities as a learner and individual get lost at times in the video.	The student's unique qualities as a learner and individual are lacking.
Interact, collaborate with peers, experts, or others (Collaboration)	The student purposively and effectively collaborated with his/her project team. The student was considered a leader in the group and helped others understand the collaborative technologies.	The student effectively collaborated with their project team.	The student isolated his/herself at times from the project team.	The student isolated his/herself the whole time from the project team.
Students communicate information and ideas effectively to multiple audiences using a variety of media and formats (Communication & Collaboration)	The related activities and published work effectively communicate the group project in-line with the proposed project theme.	The related activities and published work effectively communicates the group project idea in-line with the proposed project theme.	The related activities or published work create some confusion about the purpose of the idea or is slightly out-of-line with the proposed project theme.	The related activities and published work create a lot of confusion about the purpose of the idea or isn't in-line with the proposed project theme.
Students communicate information and ideas effectively to multiple audiences using a variety of media and formats. (Communication & Collaboration)	Organization makes it easy to follow the flow of ideas.	Organization makes it easy to follow the flow of ideas for most of the video.	Organization is apparent, but could be better to make it easier to follow the flow of ideas.	There is little or no organization.
Communication	Completing the project work on time.	Completed the project work on time.	Work may have submitted the project work late.	Project work was submitted late.

REMEMBER:

▸ It doesn't take extra time → It does take a Mindset Change

▸ Students can do more than you might think they can.

  ▸ They will surprise you.

▸ FAILURE IS A LEARNING TOOL!

Failure is a learning tool

QUESTIONS?

What projects are you already doing or want to do?

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