How can we plan a PBL Lesson?

Make Your Own Project-Based Lesson Plan

## Identify Grade level or Group Here

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The following passage is included in all Integrated Learning lesson plans:

This is a template for creating project-based lessons. .

Some learners perceive their “world” as a whole, where all things are interconnected and dependent upon each other. These “integrated” students face major challenges in coping with our dominant educational, social, and economic systems, which tend to present information in a linear fashion without the necessity of integration into meaningful context. Integrated students are at-risk of failing as they attempt to grasp information in ways that do not match their experience. Among large populations of atrisk students are many from Native American and similar cultures who do not regard their world as a sum of parts but as a blend of all that they experience.

This lesson plan does include some traditional, linear approaches to delivering information (checklists, rules, analysis, problem solving and organization). In addition to the traditional, linear delivery of information, this lesson plan also includes some of the following strategies, designed to appeal to at-risk students as they learn academic/life skills:

Go through this list to insure that all or most of the skills are addressed in your lesson, and edit as necessary:

 Integration of technology  Story telling/anecdotal information  Non-competitive group and team work  Performance-based assessment and rubrics  Visual presentations and practice through technology and other means  Project-based assignments that integrate family and community  Activities appealing to multiple intelligences (Gardner)

## Lesson Overview

* First, think of an educational project where students can design, build, create, or otherwise use hands-on or production-oriented skills to make or do “something”. Students learn in project-based instruction by doing, creating, thinking, and making something *that has a meaningful outcome for them*. Academic skills (reading, writing, math, science, etc.) are then incorporated into making “something”. (For example, a Native American student can learn to read, write, and perform math and science while building a traditional oven, or scrolling a wood piece for a plaque, or creating a nature walk.)
* Created items can include anything made by hand: artwork, community service projects, publications, designs, games, science experiments and displays. Projects may also be developed out of relevant community or life events (the change of seasons, traditional ceremonies or rituals, building community playgrounds, rites of passage, working with animals). Projects that incorporate emotional connections for the student enhance the learning process and information retention. If projects related to traditional ceremonies or events native to a culture are developed, care must be taken to include native perspectives and sensitivities regarding the event.  Second, briefly describe your project here in the Lesson Overview. What will the students be doing/making? What will they use to do/make it? What additional educational activities are included? What is the outcome and who is it for (self, family, community, office, school, etc)? Remember to *keep it simple* while you develop your project ideas. Projects that can be started and finished within a reasonable amount of time, with a definite outcome will be the most successful and positive for the student and teacher.

**Teacher:** Theogene **Date:** 25/12/2017 **Course:** ict

## Name of Your Project or Lesson Here social media

(Describe here the task or performance that this rubric is designed to evaluate.)

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|  | **Beginning**  **1** | **Developing**  **2** | **Accomplished**  **3** | **Exemplary**  **4** | **Score** |
| Stated  Objective or  Performance | Description of identifiable  performance  characteristics  reflecting a  beginning level of performance. | Description of identifiable  performance  characteristics reflecting  development and  movement toward  mastery of performance. | Description of identifiable  performance  characteristics reflecting  mastery of performance. | Description of identifiable  performance  characteristics reflecting the  highest level of  performance. |  |
| Stated  Objective or  Performance | Description of identifiable  performance  characteristics  reflecting a  beginning level of performance. | Description of identifiable  performance  characteristics reflecting  development and  movement toward  mastery of performance. | Description of identifiable  performance  characteristics reflecting  mastery of performance. | Description of identifiable  performance  characteristics reflecting the  highest level of  performance. |  |
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