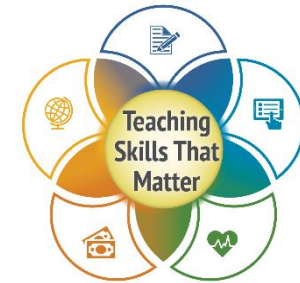


Civics Education: Sharing Our Expertise with Local Schools Project-Based Learning Lesson



Background: According to Alan and Stoller (2005), Parrish (2019), and Wrigley (1998), it is always important to have a clear plan for project-based learning to be successful. We always start with an issue or learner need to be explored, and we end with a clear product that is shared with others. This plan represents possible stages for a successful project.

NRS Level(s): Beginning Basic Education, Low Intermediate ESL

<p>Project Title: Sharing Our Expertise with Local Schools</p>	<p>Approximate Instruction Time: The project unfolds over several weeks. The instructor allocates 2 hours each week to work on the project. This project is one of many instructional processes happening in the class. Learners also do work on their own time as feasible.</p>
<p>Instructional Objective <i>(written in teacher language primarily derived from content standards and includes evidence of mastery):</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> • Identify ways to improve their children's school. • Gather the information needed to solve a problem at their children's school. • Collaborate with other parents to solve problems and present solutions. <p>Language objectives</p> <ul style="list-style-type: none"> • Make suggestions in a group. • Make polite requests. 	<p>Learning Target Statements <i>(written in student-friendly language and helps learners reflect on what they are able to do as a result of the project) for learners' exit tickets, learning logs, or reflection:</i></p> <p>Content objectives:</p> <ul style="list-style-type: none"> • I can help improve my children's school. • I can gather information I need to solve a problem at my children's school. • I can collaborate with other parents to solve problems and present our solutions. <p>Language objectives:</p> <ul style="list-style-type: none"> • I can make suggestions in a group. • I can make polite requests.

<p>ELA/Mathematics/ELP Standard(s) Addressed:</p>	<p>Main Standards Addressed:</p> <p>CCR Level B: W7: Conduct short research projects. W8: Gather information and take notes. S/L2: Determine the main ideas and supporting details.</p> <p>ELPS Level 3: ELPS 1: Identify key words and phrases. ELPS 5: Carry out short research projects and share findings.</p>	
<p>Central Skills Taught:</p>	<input checked="" type="checkbox"/> Adaptability and Willingness to Learn <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Interpersonal Skills <input checked="" type="checkbox"/> Navigating Systems	<input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Processing and Analyzing Information <input checked="" type="checkbox"/> Respecting Differences and Diversity <input checked="" type="checkbox"/> Self-Awareness
<p>Language Demands: <i>(Include academic language, language skills, etc.)</i></p>	<p>Make polite requests: <i>Could I please set up a time to meet? Would it be possible for us to work with the coaching staff?</i></p> <p>Make suggestions: <i>I think we should consider ... How about we ...? Is there any objection to this idea? That's interesting, but have you thought about ...?</i></p> <p>When reading and gathering information for the research task, students may need vocabulary support and guidance in discerning reliable and useful information.</p>	



<p>Assessing Mastery of the Objective(s) and Central Skills:</p> <p><i>(Indicate <u>when</u> and <u>how</u> assessment—formative and/or summative—will occur during the project.)</i></p>	<p>Proof of Learning:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Via observation of a team task (e.g., discussion, work on project) <input type="checkbox"/> Via team self-assessment <input type="checkbox"/> Via individual self-assessment <input checked="" type="checkbox"/> Via team product <input type="checkbox"/> Via individual product <input type="checkbox"/> Other _____ 	<p>Proof of Learning Tools:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input type="checkbox"/> Quiz <input checked="" type="checkbox"/> Other <u>Engagement in project and audience feedback form</u> 	<p>Ongoing Formative Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Nonverbal responses to comprehension questions (e.g., answer cards, Kahoot) <input type="checkbox"/> Peer-to-peer quizzing <input type="checkbox"/> Exit/admit tickets <input type="checkbox"/> KWL charts <input checked="" type="checkbox"/> Other <u>Changes in participation in local community</u>
<p>Adaptations and/or Accommodations:</p> <p><i>(How will you increase access to the content of the project? Identify differentiation strategies.)</i></p>	<p>Students at lower levels of proficiency will benefit from having fewer options to choose from when deciding on a project and having a supplied/limited set of research materials. Graphic organizers and more scaffolded team tasks will move the work forward more efficiently. Some stages of the project, such as determining research resources and summarizing information, can be done as a whole class to allow more teacher support for developing language and literacy.</p> <p>For more advanced learners, have students work more independently and create a project that is more involved and requires drawing from multiple sources of information. The students find their own resources, so this allows for student-led differentiation.</p>		



<p>Working collaboratively, the class chooses a topic based on a real-world issue affecting the learners' lives.</p>	<p>Two students in this IELCE class shared the following story: They were attending an event at their children's local elementary school and the Spanish language interpreter was working with them to translate what the principal was talking about. The focus of the talk was on how to become involved at the school. Members of the parent-teacher organization complained that the ESL parents were talking at the back of room and not paying attention. These parents felt offended because they were very concerned about learning what the principal had to say about how parents could help out at the school.</p> <p>This led the class to talk about other ways they want to get involved either as parents or community members. For example, some want to help out in the foreign language classrooms (there are both Spanish and Chinese enrichment classes), and some are interested in coaching sports teams. As a class, they have decided they want to investigate how to make their skills and expertise known and find ways to become actively involved in the local schools. Some of the students in class do not have children in the schools, but they are intrigued to learn more about this topic.</p> <p>With input from the class, the teacher has determined that the line of inquiry/essential questions for this project are the following:</p> <p><i>What might be some obstacles to equitable parental involvement in our children's schools and how can we become equal players?</i></p> <p><i>What are some concrete ways we can have more voice and become equal members of the school community?</i></p>	<p>CENTRAL SKILLS</p> <ul style="list-style-type: none"> • Processing and analyzing information 	<p>MATERIALS</p> <ul style="list-style-type: none"> • White board or flip board • Markers
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<p>The learners decide what they would like to create as a final product, such as a presentation, video, or brochure.</p>	<p>Class members determine the most suitable products:</p> <p>Teams first generate lists of possible products (a brochure, poster, slide presentation, or short video).</p> <p>Options are posted around the room on cards, and class members walk to the product that most appeals to them.</p> <p>Then teams brainstorm how they may want to disseminate the products they create.</p>	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Processing and analyzing information 	<ul style="list-style-type: none"> • Note cards or blank paper • Tape or thumb tacks
<p>The learners choose their roles and responsibilities for completing their project.</p>	<p>Start with an interest/skills survey to determine team roles.</p> <p>I am comfortable with ...</p> <ul style="list-style-type: none"> • finding information online • creative design • writing • inviting speakers to class • contacting people in the community • attending school events • attending school board meetings • creating movies with my phone 	<ul style="list-style-type: none"> • Adaptability and willingness to learn • Self-awareness 	<ul style="list-style-type: none"> •
<p>The learners determine the necessary resources for their project.</p>	<p>Possible sources of information:</p> <ul style="list-style-type: none"> • The school website • A catalogue of the after-school enrichments • Other parents • School personnel and a school visit <p>Review questions to ask at a school visit:</p> <p>https://www.greatschools.org/gk/articles/the-school-visit-what-to-look-for-what-to-ask/</p> <p>What questions need to be added?</p>	<ul style="list-style-type: none"> • Navigating systems 	<ul style="list-style-type: none"> • Laptop and projector



<p>Groups start doing their research. Remember this is an ongoing project, so some work can be done individually, some in teams in the classroom, and some in the community. Learners could consult resources in their first language, giving them access to a broader range and complexity of resources. The final product would still be in English (as suggested by Van Dyke-Kao & Yanuaria, 2017).</p> <p>The teacher can provide the language supports needed to complete the tasks.</p>	<p>Possible activities/events:</p> <ul style="list-style-type: none"> • Invite guest speakers. The students lead and host the event. They invite other classes at the site, prepare an introduction for each speaker, and prepare questions to ask the speakers. • Attend school events (sports, music, or an enrichment that interests them). • Ask to meet the principal at a local school to ask about volunteer opportunities. • Interview other parents about their experiences. The students develop questions based on their concerns/needs, such as the following: <ul style="list-style-type: none"> • What have been obstacles to participating at your child's school? • How would you describe the school climate? • To what extent does the school have inclusive practices? • How welcome do you feel at your child's school? What contributes, positively or negatively, to that? <p>The teacher develops lessons on areas of language, such as making polite requests (<i>"Could I please set up a time to meet."</i> <i>"Would it be possible for us to work with the coaching staff?"</i>). Using suggestion models, the students practice making suggestions about ways they can help out: <i>"Many of us could help out in the Spanish class."</i></p>	<ul style="list-style-type: none"> • Adaptability and willingness to learn 	<ul style="list-style-type: none"> • Varies by project
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<p>The learners create the final product. The teacher, peers, and class volunteers can provide ongoing feedback.</p>	<p>In teams, the students develop the final products. Here are some possibilities:</p> <ul style="list-style-type: none"> • A brochure on steps for volunteering at local schools • A video on how to become a community expert at your child's school • A video showcasing parent leaders in local schools • A calendar of events open to the public at local schools (plays, music, sporting events, cultural events) • A poster or PPT presentation on the best ways to become involved (including how to overcome obstacles) 	<ul style="list-style-type: none"> • Navigating systems • Respecting differences and diversity 	<ul style="list-style-type: none"> • Varies by project
<p>The learners share the product.</p>	<p>Potential audiences: other parents and teachers, coaches, and administrators at local schools.</p>	<ul style="list-style-type: none"> • Communication • Interpersonal skills 	<ul style="list-style-type: none"> • Varies by project



Provide a means for assessment of the project through self, peer, and audience feedback.

Ultimately, success is measured by any changes in the participation of the students at their child’s school or in the local school community. Realistically, some may not have the time to get involved, but this project provides rich language practice in listening, speaking, reading, and writing and addresses an issue of concern that came from the students themselves, one of the hallmarks of project-based learning.

Create an action plan based on what the students learned. Commit to two avenues they will explore to become engaged in new ways in their children’s schools if they are parents. Others can make recommendations to the schools (e.g., respect language needs and use interpreters at school events).

When the students present their work, provide audience members with a feedback form. Collect the forms and share with the presenters.

Questions	Responses
What did you learn from the presenters?	
What could the presenters contribute to your school?	
What will you do to promote broader parent engagement based on what you learned?	
What questions do you still have for the presenters?	

- Self-awareness

- Feedback form and pencils



References

Alan, B., & Stoller, F. (2005). Maximizing the benefits of project work in foreign language classrooms. *English Teaching Forum*, 43(4), 10–21.

Parrish, B. (2019). *Teaching adult English language learners: A practical introduction*. Cambridge, England: Cambridge University Press.

Van Dyke-Kao, R. & Yanuaria, C. (2017). *The translanguaging project: A multilingual pedagogy for student advocacy*. Presented at the CATESOL Conference, Santa Clara, CA, October 2017.

Wrigley, H. (1998, December). Knowledge in action: The promise of project-based learning. *Focus on Basics*, 2(D), 13–18.

