# MACMILLAN EDUCATION ENGLISH WEDNESDAYS

## LIVE

MONDADORI EDUCATION

macmillan education

# Raising Awareness:
## What do we/our learners know about Agenda 2030?
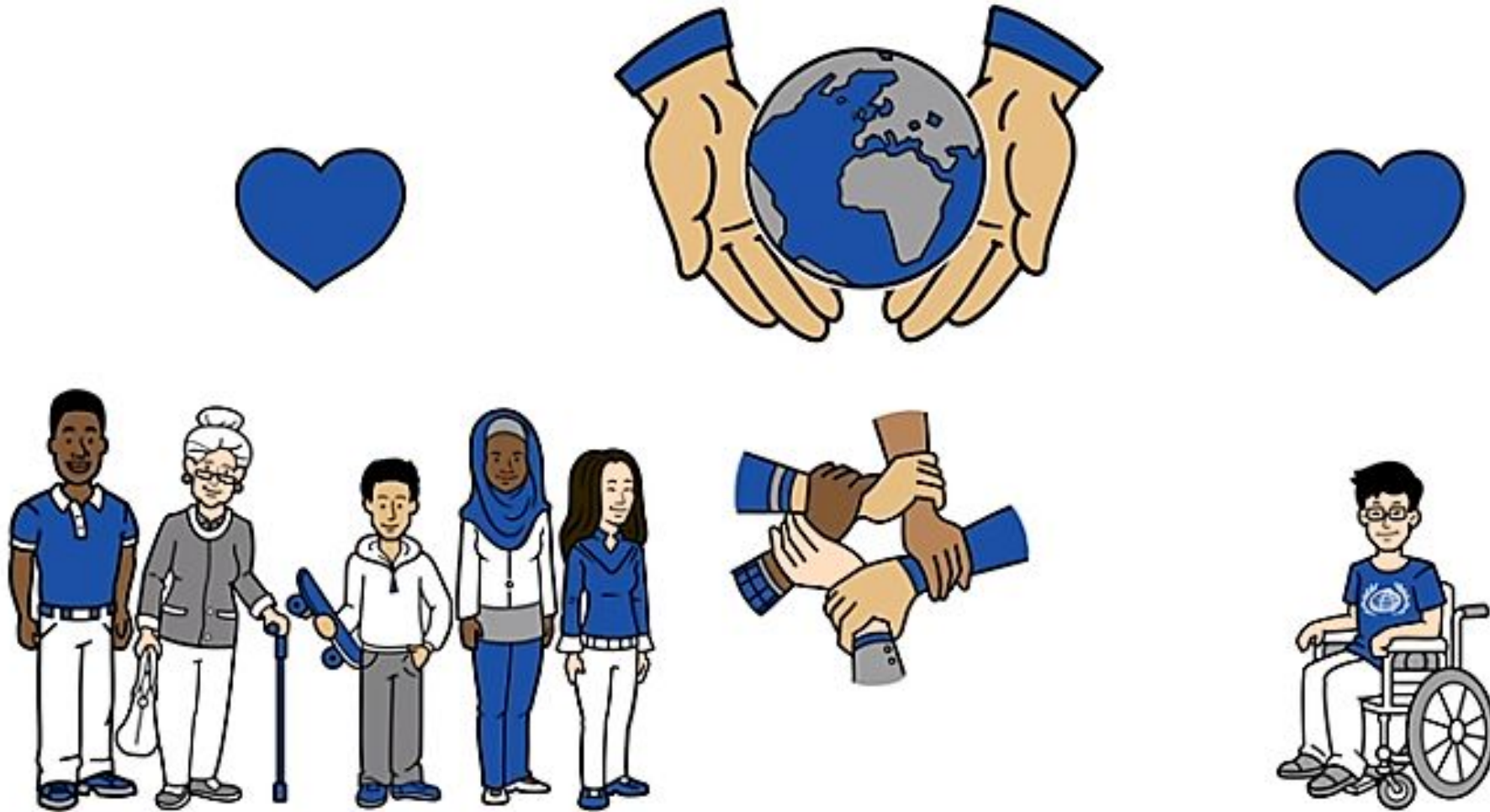
# Agenda 2030: Sustainable Development Goals
## How many? What are they?

# Agenda 2030: Sustainable Development Goals

# Agenda 2030: Sustainable Development Goals

In September 2019, the [UN Secretary-General](#) called on all sectors of society to mobilize for a decade of action on three levels:

- **global action** to secure greater leadership, more resources and smarter solutions for the Sustainable Development Goals;
- **local action** embedding the needed transitions in the policies, budgets, institutions and regulatory frameworks of governments, cities and local authorities;

*and*

- **people action**, **including by youth**, civil society, the media, the private sector, unions, academia and other stakeholders, to generate an unstoppable movement pushing for the required transformations.

[un.org/sustainabledevelopment/development-agenda/](http://un.org/sustainabledevelopment/development-agenda/)

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## The Global Education 2030 Agenda

UNESCO, as the United Nations' specialized agency for education, is entrusted to lead and coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals by 2030. Education, essential to achieve all of these goals, has its own dedicated Goal 4, which aims to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."* The Education 2030 Framework for Action provides guidance for the implementation of this ambitious goal and commitments.

**Education 2030**

# Putting Our Learners into the Global Context

"If you think you are too small to have an impact, try going to bed with a mosquito in the room"

-Anita Roddick, founder of The Body Shop

Global Issues  Ricardo Sampedro & Susan Hillyard 2004

"But I've learned you are never too small to make a difference"

-Greta Thunberg, schoolgirl

Gateway to Success A2

PERSON of the YEAR
TIME
GRETA THUNBERG
THE POWER OF YOUTH

Reuters

Greta Thumberg, a Swedish girl born on 3 January 2003, was chosen as Person of the Year 2019 by Time Magazine, the youngest person so far to have received this recognition.

**Can you name any other Z-Gen members who have made an impact on the World?**

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GENERATION Z

Born between: 1995-2015

Malala Yousafzai
(Born 1997 Pakistan)


Jaylen Arnold
(Born 2000 USA)


Lucca Riccio
(Born 2002 USA )


Bindi Irwin
(Born 1998 Australia)


Elif Bilgin (Born
1997 Turkey)


Kelvin Doe
(Born 1996 Sierra Leone)

1. Which one is Italian by descent?
2. Which one received the Nobel Peace Prize?
3. Which one made a huge difference to the planet with banana skins?
4. Which one is the daughter of a famous wildlife conservationist?
5. Which one makes generators and batteries out of trash?
6. Which one got the Princess Diana Legacy Award for philanthropy?

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Malala Yousafzai (Born 1997 Pakistan)
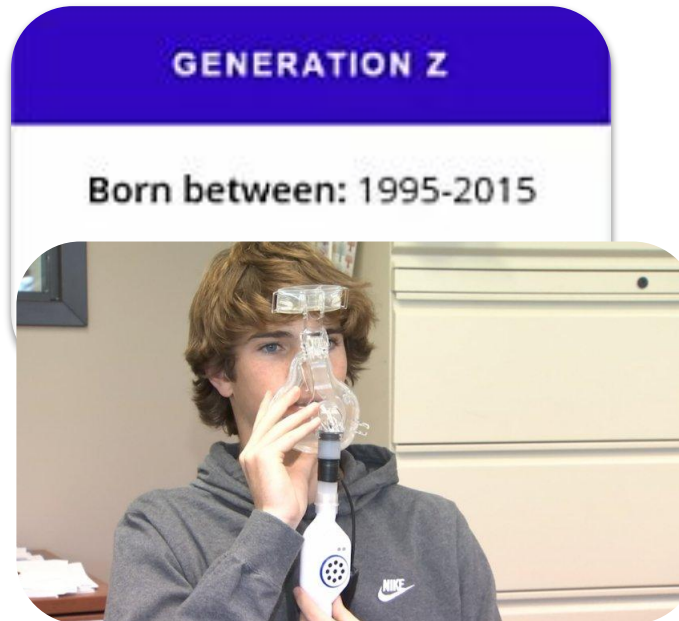*Education for girls*


Jaylen Arnold (Born 2000 USA)
*Anti-Bullying*


Elif Bilgin (Born 1997 Turkey)
*Banana skins to Bioplastic*


Bindi Irwin (Born 1998 Australia)
*Conservation & Protection of Wildlife*

GENERATION Z

Born between: 1995-2015


Lucca Riccio (Born 2002 USA )
*Message Mask/Tube Talker*


Kelvin Doe (Born 1996 Sierra Leone)
*Batteries, generators & transmitters from trash*
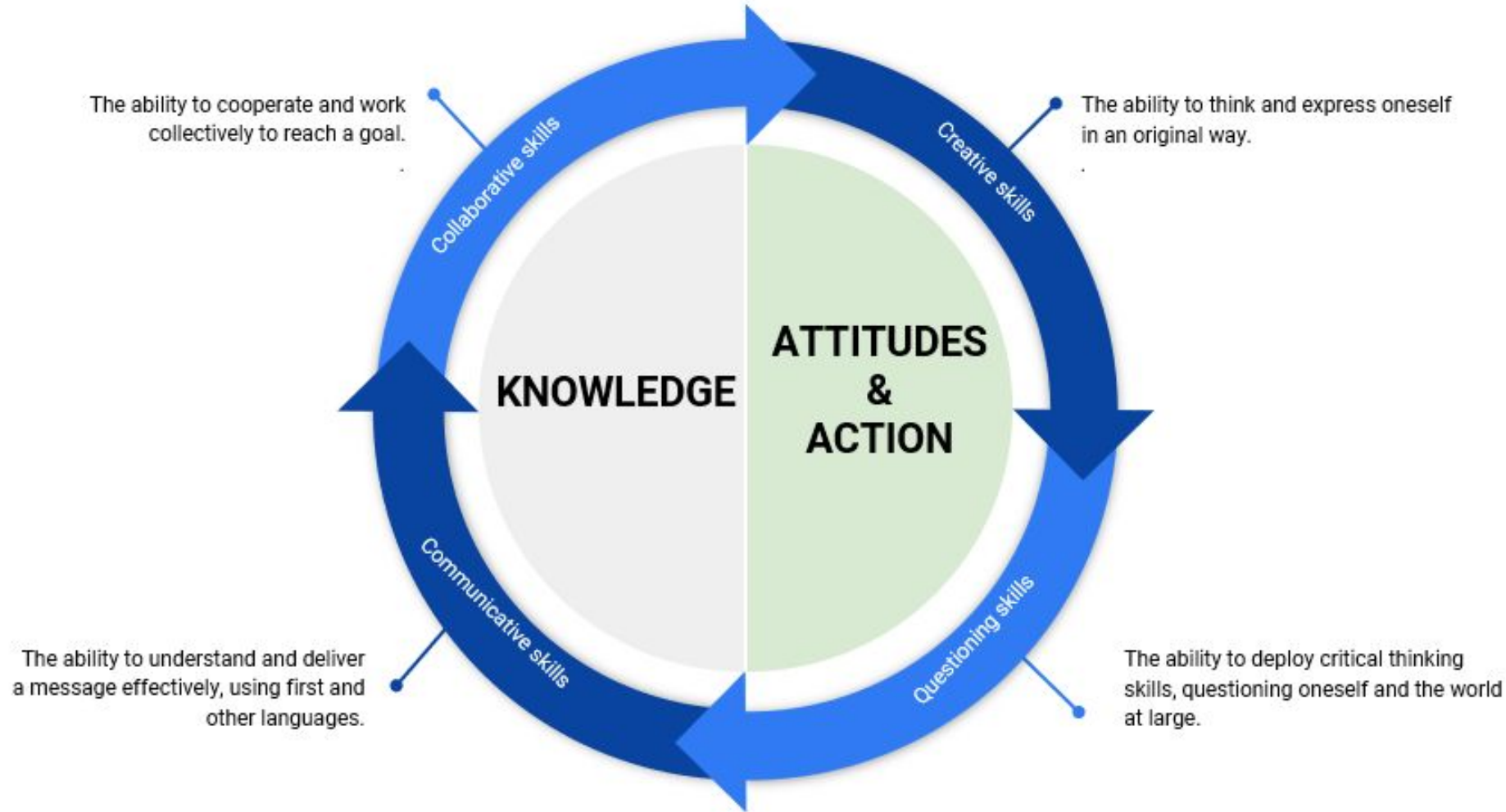
# What Type of Generation Is Z?

A generation that never experienced the world without smart digital technology and the Internet. They are much more than just energy and youth. In fact, Generation Z doesn't label Millennials and older generations by their type. Instead, Gen Z aims to work together with all the generation groups in order to improve the world and achieve economic success for everyone.

https://devrix.com/tutorial/generation-z-influence-future-businesses/

But a new generation of young activists has proved that many teenagers are, in fact, deeply concerned with social, political and environmental issues - and they're fully prepared to do something about them.

https://www.bbc.co.uk/bbcthree/article/0e9e80de-62cb-4782-a26f-1cd480d28f26

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# What is Global Citizenship Education?

The ability to cooperate and work collectively to reach a goal.

Collaborative skills

Creative skills

The ability to think and express oneself in an original way.

KNOWLEDGE

ATTITUDES
&
ACTION

Communicative skills

Questioning skills

The ability to understand and deliver a message effectively, using first and other languages.

The ability to deploy critical thinking skills, questioning oneself and the world at large.

**But I'm an English Language Teacher!**

Global Citizenship topics are not **additional** – but *different* content to still reach key English Learning Objectives:
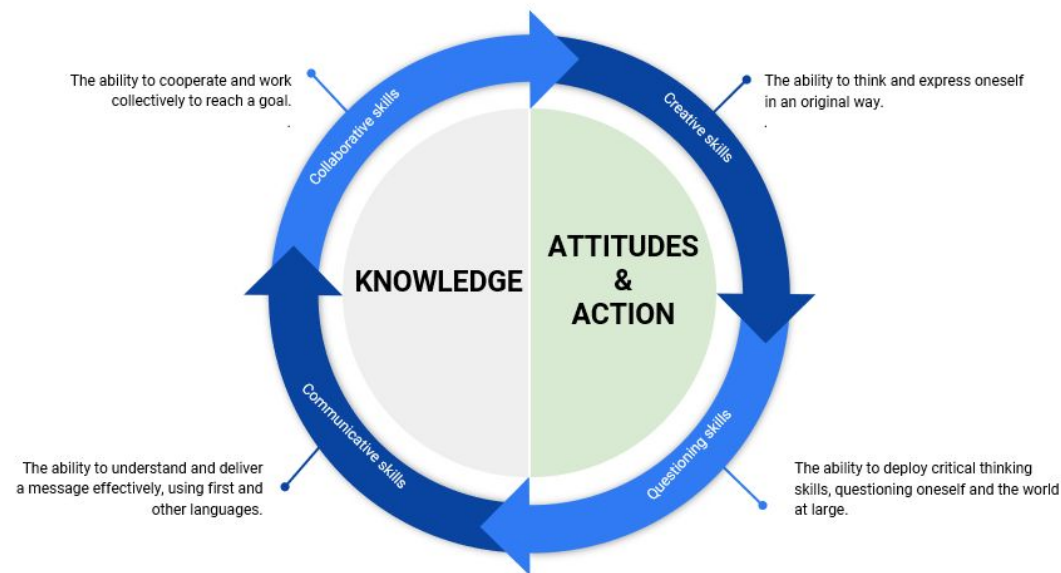Vocabulary
Grammar
Pronunciation
4 skills
'Soft skills' / 21st Century skills



The ability to cooperate and work collectively to reach a goal.

The ability to think and express oneself in an original way.

The ability to understand and deliver a message effectively, using first and other languages.

The ability to deploy critical thinking skills, questioning oneself and the world at large.

Collaborative skills
Creative skills
Communicative skills
Questioning skills

KNOWLEDGE

ATTITUDES & ACTION

**Thinking skills**
Creativity/imagination
Problem solving
Decision making
Self knowledge
Critical thinking
Accessing and analysing information

**Working skills**
Communication/collaboration/
Cooperation
People Management
Time management
Organisation
Negotiating
Leading by influence

**Learning skills**
ICT
Agility and adaptability
Receiving and giving feedback
Handling criticism
Innovation/exploration
Learner autonomy

**Social skills**
Citizenship
Social responsibility
Cultural awareness
Social development
Respecting diversity
Networking

# Z-Gen Learner Responsibilities Online & ftf

**Captain / Facilitator**
- Fills out the Team Google Form
- Makes sure everyone is participating equally
- Makes sure every team member contributes work
- Solves team conflicts

**Co-Captain**
- Checks the group's work to make sure the instructions are follow
- Uses the "Ask for Help" feature in Zoom to get help from the tea
- Checks for grammar, spelling, and punctuation errors
- Helps the captain or fills in when needed due to a member's abs

**Notetaker**
- Fills out the Team Nearpod for the breakout room
- May also serve as a co-presenter

**Time Keeper / Reporter**
- Keeps the team focused and on task
- Keeps the team informed about how much time is left
- Presents to the class for the group

**What other roles can they have?**

ShelleyTerrell.com/ecommunities Zoom Breakout Room Roles

## How do I do that?
## Where do I start?

**KNOWLEDGE**

- What do my students need to know about the topic?
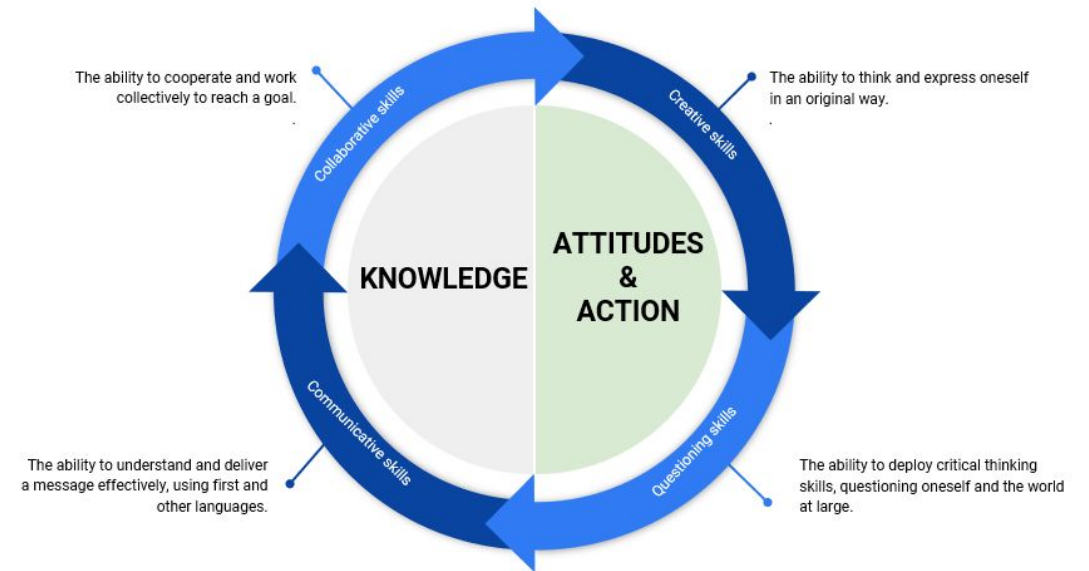- Where is this information going to come from?

**ATTITUDES**

- How can I help them to explore their own attitudes to the subject?
- How can I expose them to the attitudes of others?

**ACTION**

- What opportunities can I give them for taking action [or acting/behaving differently] if they are motivated to do so? [modelled v real]

**to make the world around them better, fairer, more sustainable**

The ability to cooperate and work collectively to reach a goal.

The ability to think and express oneself in an original way.

KNOWLEDGE

ATTITUDES & ACTION

The ability to understand and deliver a message effectively, using first and other languages.

The ability to deploy critical thinking skills, questioning oneself and the world at large.

Collaborative skills

Creative skills

Communicative skills

Questioning skills

# Project 1

- In groups discuss and complete a **KWL** or **ABC Brainstorming Chart** about Gen Z vloggers, activists or influencers you have heard /read about or follow on YouTube.
- Choose one who you think has made a difference to the world in a positive way through one of the goals of Agenda 2030.
- Research and prepare a **vlog** about who they are and what they have done, to be shared with others in your class, school, community, or even other teenagers in other countries.
- Post your vlog online.

Daily vlogging??

Flipgrid

## KWL Chart

Topic: _____

| K | W | L |
|---|---|---|
|   |   |   |

## ABC Brainstorming

Topic: _____

| A | G | M | S |
|---|---|---|---|
| B | H | N | T |
| C | I | O | U |
| D | J | P | V |
| E | K | Q | W |
| F | L | R | XYZ |

# Sharing Projects

# Partner with a school

There are a number of different ways that you can find a partner, either through a programme or independently.

Through joint project with other schools, we help you discover new ways of embedding international activities; we enable you to bring real voices and interactivity across all school activities.

## Learn more about partnering with a school

### Prepare for finding a partner

Before you start your search, it's worth taking time to get really clear about what you are looking for and why.

### Find a partner

We have a range of projects and tools to help you connect with schools across the globe.

### Once you have found a partner

Read our recommendations to help you navigate the early days of your partnership.

https://www.etwinning.net/en/pub/index.htm

# Raising Awareness: Action Plan for the World



## LOOK AT THE PICTURE

Look at the two sets of icons and read the captions. Which lists the goals and which groups them under more general targets, called the five Ps? What is the key message that is present in both? What does it suggest about the present trend?

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# Starting the Journey

You start your journey towards active citizenship when you shift the weight from being 'self centered' and turn towards the others to develop your social self as a responsible member of a community.

Self concept

Self knowledge

THE SELF

Social self

Community

Self esteem

the journey

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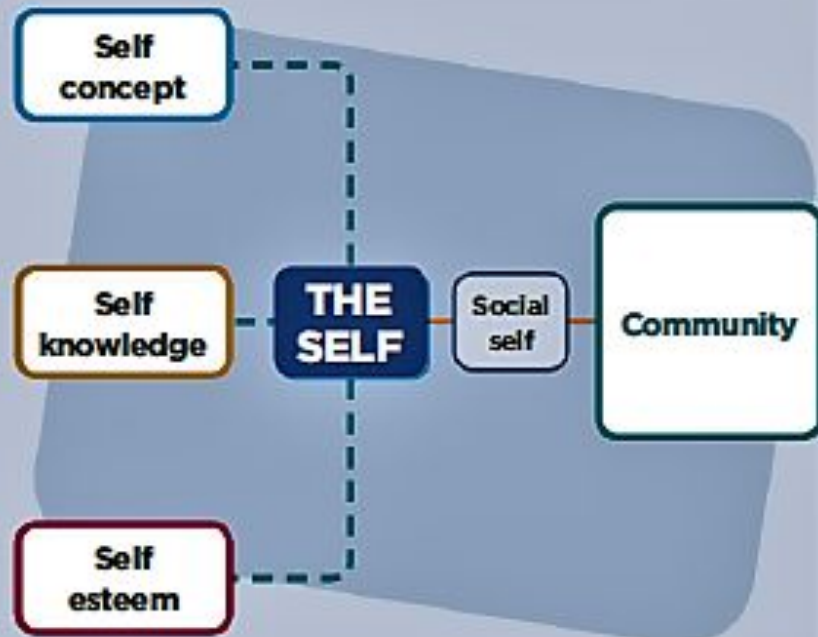
👉 **YOU**

Below are the goals summarized under the 5 Ps.

**1** **Which of them are also suitable for young people's action in your opinion?**
**Give an example for each of your choices.**

**PEOPLE**
- goal 1: no poverty
- goal 2: zero hunger
- goal 3: good health and well-being
- goal 4: quality education
- goal 5: gender equality

**PLANET**
- goal 12: responsible consumption
- goal 13: climate action

**PROSPERITY**
- goal 10: reduced inequalities
- goal 11: sustainable cities and communities

**PEACE**
- goal 16: peace and justice

**PARTNERSHIP**
- goal 17: partnership for the goals
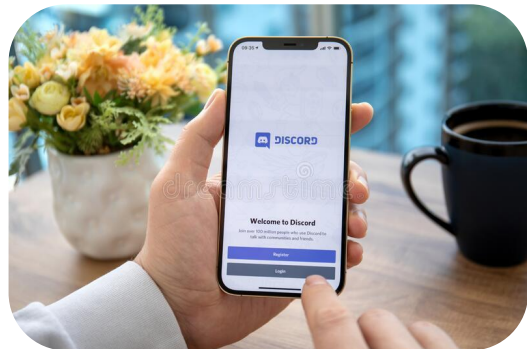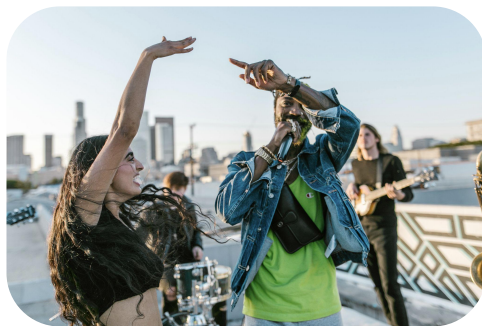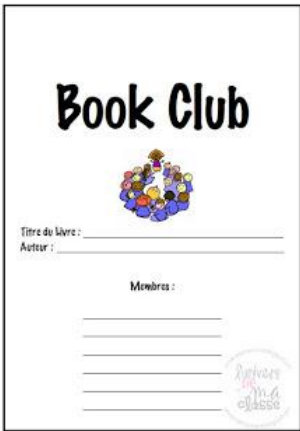
**2** **Is there a goal where you have already taken action?**

# Project 2: *Active Citizenship*
## Communities we Already or Can Belong to

Book Club

Titre du livre :
Auteur :

Membres :

Model United Nations

1    2    3    4    5    6

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# Project 2: *Active Citizenship*
# Communities we Already or Can Belong to



## YOU

**1** **Let's focus on the concept of community.**

1 Which of the following do you belong to? Make a list, choosing from the suggestions below and adding the ones which are not mentioned.

family • school • the world at large • sport team • club • Europe • your country

2 Which is/are the most significant for you and why? The following ideas may help you. It…
- provides support
- offers opportunity to get to know people
- helps to relax
- offers opportunities to travel
- gives the opportunity to get advice and exchange opinions
- others…

3 What rules are important to follow?

4 Which rules of your school are the most important? Which would you like to change?

5 How can you change rules?

**2** **Read the following definition of active citizenship and underline the phrases that suggest that an active citizen can be an actor of change.**

❝ *Active citizens are people who have developed the awareness, the skills and knowledge to make responsible choices and decisions and to set examples and promote improvements in the quality of life in their communities or in their countries. They not only take responsibility for action but even, if necessary, they take responsibility for breaking rules as a form of protest.* ❞

**3** **Write the examples below under the most suitable description in the table.**

Giving up your seat to elderly people • Using recycling bins • Reporting an act of bullyism • Getting to school on time • Helping to clean the environment • Pointing our your peers' incorrect environmental behaviour • Starting a campaign against bad language • Stopping at red traffic lights

| Responsible behaviour | Respect of rules | Respect of regulations | Active citizenship |
|---|---|---|---|
| | | | |

# European Youth Parliament

## YOUR VIEW

### What We Do

**OPEN FORUM FOR YOUTH**

We provide a forum for young people to develop and express their opinions on European political and social issues in an open and welcoming environment.

**INTERCULTURAL DIALOGUE**

We support intercultural understanding and peacebuilding by bringing young Europeans with different backgrounds closer together to share ideas, opinions and practices.

**SKILLS DEVELOPMENT**

We present young people across Europe with diverse opportunities for personal growth and skills development through non-formal and peer-led educational activities.

**NETWORK OF CHANGEMAKERS**

We create a network of the next generation of diverse, young changemakers, equipped with the knowledge and skills needed to positively shape the world around them.

---

**1** Read the text taken from the site of the European Youth Parliament and complete the paragraph.

network • growth • EYP • opinions • ideas

The _____ offers a forum to express _____, share _____ and presents opportunities for personal _____. It creates a _____ for the next generation.

**2** **DEBATING** Get into groups and discuss the following points:

1 Write a priority list of the opportunities offered giving reasons for your choices.
2 Which point is the most relevant to the social situation in your country?
3 Which of the following requisites do you feel you should have to take part in one or more of the groups? To:
  • start working at school and with teachers
  • learn more about Europe
  • have some experience in a local community
  • be fluent in the English language
  • ...
4 Go back to the initial list and discuss the steps for a possible project for the European Youth Forum.

**3** Relate to the class about the results of your group following the outline:
  • The most interesting point for your group and the reasons for the choice.
  • What you feel you need to learn.
  • Illustrate the project which you would submit to the European Youth Forum.

# European Youth Parliament

**1** Read the text taken from the site of the European Youth Parliament and complete the paragraph.

network • growth • EYP • opinions • ideas

The .......................... offers a forum to express .........................., share .......................... and presents opportunities for personal .......................... . It creates a .......................... for the next generation.

**2** [DEBATING] Get into groups and discuss the following points:

1 Write a priority list of the opportunities offered giving reasons for your choices.
2 Which point is the most relevant to the social situation in your country?
3 Which of the following requisites do you feel you should have to take part in one or more of the groups? To:
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  - be fluent in the English language
  - ...
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  - What you feel you need to learn.
  - Illustrate the project which you would submit to the European Youth Forum.

Gateway to Success A2

# Are You Living an Insta Lie_
## Social Media vs. Reality

**1** Read the text and answer the questions.

1   What social networks are mentioned?

2   How do real identity and social network identity usually differ?

3   What sort of competitiveness does social media induce?

**2** Look at the video tiny.cc/ui5hiz. What idea expressed in the text does it illustrate?

**3** Add other examples of fake information that can be posted on social network.

**4** Think of consequences. What are the dangers when such fake information goes viral?

### ■ The truth or not the truth?

The so called Millennial and Post-Millennial generations, that is the people that were born after 2000, face the problem of personal identity vs virtual identity: the gap between who we are in real life and who we pretend to be on social media. Virtual communication offers the possibility to modify or invent our identities in this second space, where there are no shared rules so far. A lot of people have a life in Snapchat, Instagram, TikTok or Facebook as they have a life in Italy, Australia and Canada.

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## YOU

Think of your and your friends' relationship with the media.

**1 How far is your behavior similar to the one described in the text and in the video?**

**2 This behavior of young people is often described as an example of:**

immaturity • selfishness • lack of self esteem • superficiality • solitude • shyness

**Say to which you agree or disagree and why.**

**3 How can social networks be used to develop your social self and become an active member of a community? Choose from the suggestions below or give your own.**

a Setting clear rules that prevent
- the diffusion of fake news
- the use of bad language
- bullying

b Giving information about
- access to young people communities
- responsible action

# Tasks, Mini-Projects or Full-Scale Projects

1. Personal vs Social Identity √
2. Active Citizenship: Communities we already or can belong to √
3. Responsible Action at Home
4. Decluttering & Minimalism
5. Sport & Lifestyle
6. Responsible Tourism
7. Food & Healthy Eating

# Responsible Action at Home



YOU

**1** Which pictures illustrate the following concepts?

To save the planet we must …

☐ act now   ☐ change eating habits
☐ plant trees   ☐ stop the use of pollutants

A Biological machinery that can stop climate change already exists. It's called plants.

STOP KILLING THE PLANET WITH WATER BOTTLES

#2030isNOW

EAT FOR THE PLANET

**2** Read the following list of tips for action. Write a paragraph describing which you already do or don't do and why. Add another two tips.

- Use a refillable water bottle and coffee cup.
- Take short showers.
- Recycle paper, plastic, glass and alluminium.
- Bring your own bag when you shop.
- Turn off the lights.
- …

1 Buy food produced locally.
2 Close the fridge door.
3 Have shorter showers.
4 Recycle plastic containers.
5 Turn down the central heating.
6 Turn off electrical equipment.
7 Turn off lights in empty rooms.
8 Use a dishwasher.

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# Project 3: Responsible Action at Home

- In groups, decide on something you are going to give up doing or action you are going to take at home for ONE week (Choose something from the list or something else you want to try).
- Carry out your project, recording every day how it's going, how you are feeling, what effect you think it is having on you /others on the graph provided. Take photos/video clips / record podcasts of your experience and progress.
- After a week, discuss with your group how it went and what you learned from it.
- Discuss what you could do as a follow-up project.
- Post your results online.

| Action | Progress | Feeling | Effect |
|--------|----------|---------|--------|
| Day 1 | | | |
| Day 2 | | | |
| Day 3 | | | |
| Day 4 | | | |
| Day 5 | | | |
| Day 6 | | | |
| Day 7 | | | |

Flipgrid

# Project 4: Decluttering & Minimalism

**TINY HOMES, GREAT FREEDOM**

**DEBATING** Watch this video on minimalism (or 'downsizing') until 3'41" (tiny.cc/bfu(gz). Take notes, and discuss the points below.

- What is minimalism?
- To what areas of life does it apply?
- Can it change a person's financial situation?
- How can it increase your personal freedom?

**CITIZENSHIP TASK**

**3** You want to let other teenagers know what they can do at home to protect the environment. In groups, prepare a leaflet to give them ideas how to do this. Follow this plan:

- Make a list of ideas for each room. Use the ideas in the video. Add your own ideas and search for others on the Internet.
- Organise your ideas in a logical way. Think about how to illustrate them.
- Write a title for the leaflet and/or for different sections.
- Make your leaflet!

**WRITING** Imagine you are living in a 'tiny house'. Write a description of your imaginary home, answering all the following questions. (100 words)

- What kind of house is it?
- Where is it located?
- How many rooms are there and what do they look like?

Gateway to Success A2

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**ENGLISH WEDNESDAYS**

# Project 4: Decluttering & Minimalism

- Swap leaflets and try out another group's suggestion.
- Report how it went and post your results online.

KEEP

DONATE

UPCYCLE

THROW AWAY

Flipgrid

# Project 4: Decluttering & Minimalism

- Research **3** interesting YouTube 'influencers' (*re-sellers, dumpster divers, minimalists,* etc. and prepare to present what you found out about them online.

- Discuss what they have taught you and how they are instrumental in Project 2030



StephenSteph



Freakin Frugal

# Project 5: Sport & Lifestyle

## From iron bars to ironman

I was nearly shot by the police, twice. I was sentenced to 24 years for armed robbery. I was put on a maximum-security unit in prison.

My name is John McAvoy, once one of the most wanted men in Britain. My stepfather was a criminal and I always had to[1] demonstrate that I wasn't weak, which is how I behaved when I first went to prison. Yet, it was only when I found exercise that I realised the only person I had to prove something to, was myself. When I was in prison I began working out in my cell. It was never about getting strong, it was about feeling alive. When I wasn't training I was reading books. I discovered my talent for endurance[2]. I broke two indoor rowing[3] world records while in prison and found redemption[4] through sport.

I remember the officer who arrested me said that I was going to spend the rest of my life behind bars. I felt like a loser, so during the 24-hour world record row, I kept thinking about his words, wanted to prove him wrong and achieve something with my life. Since my release in 2012, I have become[5] a professional triathlete. I recently set up a foundation to help troubled youths and I visit schools as a motivational speaker. We teach our students that they can achieve their goals if they are prepared to develop the right habits and learn from setbacks[6]. And the power of sport can help.

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**SPEAKING** Find information online about another athlete who claims that sport saved him/her from a life of crime (e.g. Carlos Acosta, Wesley Cunliffe, Joey Barton...). Take notes and prepare a short presentation about his/her life.

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## CITIZENSHIP TASK

3 Sport can be a powerful tool to unite people and promote a culture of peace and equal rights. In groups, go online and find information and pictures about:

- an athlete or a paralympic athlete who is a positive role model
- a movie about sport that has a positive message.

Give a short presentation to the class about your athlete or movie with reasons for your choice.

# Project 5: Sport & Lifestyle

WRITING With the help of the internet, find information about another fitness activity (e.g. yoga, pilates, jogging, aerobics, Zumba...). Take notes and prepare a short written presentation of it (100 words), explaining:

- what this activity consists in
- where you can practice
- what equipment you need
- what the benefits are.

GUIDED SPEAKING Watch this video (tiny.cc/ bvv8gz) and then in small groups discuss the benefit of sports. Consider the following points:

- Can sport affect your mood? How?
- What other benefits does sport bring?
- What sports or fitness activities can young people in your area or school have access to?
- Would you like your school to promote any other sports?

Gateway to Success A2

- **Design a week's programme of physical activity at home for one of your friends.**
- **Exchange programmes.**
- **Try out the programme you have been given and keep track of your progress each day.**
- **Report the results online.**
- **Discuss whether this could be done at school.**

| Action | Progress | Feeling | Effect |
|--------|----------|---------|--------|
| Day 1 | | | |
| Day 2 | | | |
| Day 3 | | | |
| Day 4 | | | |
| Day 5 | | | |
| Day 6 | | | |
| Day 7 | | | |

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# Project 6: Responsible Tourism

**DEBATING** Watch this video on mass tourism (tiny.cc/kzd7gz) and take notes. Then get together in small groups and discuss the dangers of mass tourism. Does this phenomenon also affect Italy and/or the area where you live? What steps can we take to limit the negative impact of the phenomenon? Are there any positive sides to mass tourism (e.g. from an economic perspective)? Focus on the four main areas presented in the video:

- overcrowding
- pollution
- bad behaviour
- rise in prices.

# Project 6: Responsible Tourism

## CITIZENSHIP TASK

**3** Work in small groups. Go online and research tour operators.

- Find a travel advert that you like. Read it carefully and rate the website from 1 (useless) to 5 (excellent). What is your rating based on? Note down three reasons.

Rating ☐1 ☐2 ☐3 ☐4 ☐5

................................................................

................................................................

................................................................

- Compare your rating with your classmates. Do you have the same reasons? Why?

- Class discussion. What are the top 5 things a travel advert must include?

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**WRITING** Use your imagination and... start your own travel blog! Write a post (150 words) about an exciting (imaginary) trip you recently made. Use the Past Simple and describe:

- what country/city/village/area you where in and how you got there
- what you did there (e.g. visit some monuments, see some wild creatures, meet interesting people, practise a sport, buy something interesting...)
- what you ate
- whether you liked the place or not (would you recommend the experience to other travellers?).

https://www.google.com/earth/

# Project 7: Food & Healthy Eating Global & Local

## CITIZENSHIP TASK

**4** Work in groups. Go online and answer these questions:

- What is FAO?
- What is World Food Day?

Now go to www.fao.org/world-food-day/contest/ and find information about the World Food Day Poster contest. Create your poster for a class or school exhibition.

Gateway to Success A2

**6** **WRITING** Your school cafeteria is serving its students an unhealthy diet. Write a letter to the headmaster to complain and suggest changing the menu. (150 words)

- Greet the headmaster and explain why you are writing (*Dear Sir, I am writing to complain about...*).
- Describe the current school menu (*At the moment they are serving us... As a snack we get... For dinner we have...*).
- Make suggestions to improve the students' diet (*I think you should replace these foods with healthy options like... We shouldn't eat fried food every day... We should have lots of...*).
- Close your letter (*Thank you for your attention. Yours sincerely, [your name]*).

**Food and Agriculture Organization of the United Nations** **FAO 75** Grow, Nourish, Sustain. Together.

## World Food Day Rome, 16 October

The Director-General QU Dongyu was joined by Italian authorities for the presentation of two video mapping shows in Rome (one at FAO's headquarters and the other at the Colosseum) to celebrate FAO's 75th anniversary on World Food Day .

In a stirring tribute to the UN agency and its work, the video mapping show celebrated food heroes and encouraged global solidarity efforts for the transformation of food systems.

The video mapping show was possible with the support and collaboration of the Italian government and the Rome Municipality.

http://www.fao.org/world-food-day/join-us/wfd-global-ceremony/en/

JUNK FOOD GOES GLOBAL

**MACMILLAN EDUCATION ENGLISH WEDNESDAYS**

# Monitoring, Self-Evaluation & Assessment

**Worksheet 7.1a**

Group name _____

Members' names _____

Student's name _____

Subject _____

Subject focus _____

Date _____

Tasks _____

Student's Report
Their progress in the lesson: for example, what was achieved, what was left unfinished and why, what the student learnt. This could be factual information or experience.

_____
_____
_____
_____

Tutor's comments _____
_____
_____

**Assessment and feedback**

_____

• Tutor to Student _____
_____

• Student to Tutor _____
_____

• Student to Student _____
_____
_____

**Worksheet 7.1b**

Group Name _____

Subject focus _____

Student names _____
_____
_____

Assessment of group research _____
_____
_____

Assessment of the group dynamics and time management skills
_____
_____

Group presentation skills _____

Assessment grade _____

Feedback from tutor _____

Student feedback _____
_____
_____

Pre-project – planning, organising, task objectives etc.
_____
_____
_____

During project _____

End-of-project assessment _____

**MACMILLAN EDUCATION ENGLISH WEDNESDAYS**

# Essential Project Design Elements Checklist

WHATEVER FORM A PROJECT TAKES, IT MUST MEET THESE CRITERIA TO BE GOLD STANDARD PBL.

| DOES THE PROJECT MEET THESE CRITERIA? | 👍 | 👎 | ? |
|---|---|---|---|
| **KEY KNOWLEDGE, UNDERSTANDING, AND SUCCESS SKILLS**<br>The project is focused on teaching students key knowledge and understanding derived from standards, and success skills including critical thinking/problem solving, collaboration, and self-management. | | | |
| **CHALLENGING PROBLEM OR QUESTION**<br>The project is based on a meaningful problem to solve or a question to answer, at the appropriate level of challenge for students, which is operationalized by an open-ended, engaging driving question. | | | |
| **SUSTAINED INQUIRY**<br>The project involves an active, in-depth process over time, in which students generate questions, find and use resources, ask further questions, and develop their own answers. | | | |
| **AUTHENTICITY**<br>The project has a real-world context, uses real-world processes, tools, and quality standards, makes a real impact, and/or is connected to students' own concerns, interests, and identities. | | | |
| **STUDENT VOICE & CHOICE**<br>The project allows students to make some choices about the products they create, how they work, and how they use their time, guided by the teacher and depending on their age and PBL experience. | | | |
| **REFLECTION**<br>The project provides opportunities for students to reflect on what and how they are learning, and on the project's design and implementation. | | | |
| **CRITIQUE & REVISION**<br>The project includes processes for students to give and receive feedback on their work, in order to revise their ideas and products or conduct further inquiry. | | | |
| **PUBLIC PRODUCT**<br>The project requires students to demonstrate what they learn by creating a product that is presented or offered to people beyond the classroom. | | | |

my.pblworks.org/resource/document/pbl_essential_elements_checklist

**UNESCO Associated Schools Project Network**

United Nations
Educational, Scientific and
Cultural Organization

UNESCO
Associated
Schools

https://aspnet.unesco.org/

**MACMILLAN EDUCATION
ENGLISH WEDNESDAYS**

## Golden Age

**Social Studies**

**6-8** Grade

Why did civilizations fall from their Golden Ages,

A PROJECT FROM PBLWORKS

**Description**

Students explore the "golden age" in the history of civilizations around the world—a time when a civilization flourished, a time of peace, prosperity, and achievement. Working in teams, students choose a particular civilization, such as Ancient Mesopotamia, Egypt, Greece, Rome; the Tang Dynasty in China; the African empires of Ghana, Mali, and Songhai; the Maya, Inca, and Aztecs; the Gupta Empire in India; and 8th–14th

## Eco Writers

**Science**

**English Language Arts**

**6-8** Grade

A PROJECT FROM PBLWORKS

**Description**

Students work with a K-2 "buddy" in a partner class to identify their favorite animal and children's book. Students then develop a fictional children's book about the animal and its ecosystem using ecological concepts to drive the plot. Students learn about the structure of plot in children's books and how this structure parallels human impacts on the environment (rising action being the introduction of a human-made impact on the ecosystem, resolution being the remediation of a human-made impact). Students study the specific ecosystem that is the focus of the book, food webs, ecosystem interactions, resources, and human impact on the environment.

## Shrinking Our Footprints

**Math**

**Science**

**5** Grade

How can we use data to reduce our families' impact on the environment?

A PROJECT FROM PBLWORKS

**Description**

Students use measurement, data, and fraction concepts to develop, implement, and monitor an action plan for reducing their family's impact on the environment. Each student team focuses on one resource: water, garbage, food waste, electricity, or car gas usage. Teams research information such as the amount of water per minute of shower or the number of miles per gallon used by a family car, and then they conduct home inventories of their family's usage of these resources for one week (e.g., timing the length of showers, the mass and volume of garbage, or the number of watt-hours used by key household devices). Students graph their individual family data and collective team data on line plots. Students set goals for reducing resource use.

**Final Product(s)**

Students use what they learn about resource conservation to create data-supported posters, websites, and/or a social media campaign to help people reduce their own resource use.

**KEY STANDARDS**

**Common Core State Standards—MATHEMATICS:** 5.MD.B.2, 5.MD.C, 5.NF.B.6
**Common Core State Standards—ELA-LITERACY:** W.5.2
**Next Generation Science Standards:** 5-ESS3-1

[PBLworks.org](http://PBLworks.org)