PBL presentation

Get Healthy

Cross-lingual group
Victoria Barsky * Svetlana Borisova * Jill Christensen * Sevan Derbedrossian * Azniv Gaplanyan
<table>
<thead>
<tr>
<th>TYPE OF STUDENT / MODE OF COMMUNICATION</th>
<th>HERITAGE LEARNERS</th>
<th>FOREIGN LANGUAGE LEARNER</th>
</tr>
</thead>
<tbody>
<tr>
<td>READING</td>
<td>NOVICE</td>
<td>INTERMEDIATE</td>
</tr>
<tr>
<td>LISTENING</td>
<td>INTERMEDIATE / ADVANCED</td>
<td>NOVICE HIGH / INTERMEDIATE</td>
</tr>
<tr>
<td>WRITING</td>
<td>NOVICE</td>
<td>INTERMEDIATE</td>
</tr>
<tr>
<td>SPEAKING</td>
<td>INTERMEDIATE / ADVANCED</td>
<td>NOVICE HIGH / INTERMEDIATE</td>
</tr>
</tbody>
</table>

Rationale:
This PBL assignment is intended for all levels and adjusted accordingly, as it provides enough scaffolds in order for each learner to be able to produce the final product and move upward to the desired level of proficiency.
FINAL PRODUCT

TRI-FOLD BROCHURE

CONSUMER: PUBLIC (SPEAKERS OF TARGET LANGUAGE)

LANGUAGE: TARGET LANGUAGE
AUTHENTIC MATERIALS

- MAGAZINE ARTICLES
- INFOGRAPHICS
- SURVEYS
- MEDIA
- REAL TIME INTERVIEWS
TASKS AND AGENDA

- Gathering information (magazines, web search)
- Creating vocabulary list
- Brainstorming topics in healthy living - narrowing to 3-4
- Brainstorming interview questions
- Creating questions for interviews in community
- Conducting interviews (recorded or written--based on level of proficiency, authentic materials, infographics)
- Conducting research
Day 1. Introduction to the topic

1. Brainstorm words and phrases on the topic of health (group work)
2. Share ideas and introduce topic.
3. Teacher models graphic organizer presenting sub-topics
4. Create a graphic organizer to categorize the vocabulary (sleep/diet/exercise)
5. Share ideas and create a classwide wordbank.
Day 2. SLEEP

Building on the word bank and acquiring information.

- Teacher provides resources (links, print materials, podcasts, media) on SLEEP.
- Teacher provides guiding questions, i.e. how many hours of sleep does a person need?
- Students do the research and add to the word bank.
- Exit slip: A-ha moment, additional questions on the topic, submit links to research materials used in gathering information and a 2-3 sentence summary

H/w: *Based on the information you have found, write a constructed response about your sleeping habits.*
Day 3. DIET

Building on the word bank and acquiring information.

- Teacher provides resources (links, print materials, podcasts, media) on DIET.
- Teacher provides guiding questions, i.e. Recommended food groups, foods to avoid?
- Students do the research and add to the word bank.
- Exit slip: A-ha moment, additional questions on the topic, submit links to research materials used in gathering information and a 2-3 sentence summary

H/w: Based on the information you have found, write a constructed response about your eating habits.
Day 4. **EXERCISE**

Building on the word bank and acquiring information.

- Teacher provides resources (links, print materials, podcasts, media) on EXERCISE.
- Teacher provides guiding questions, i.e. recommended amount of exercise, benefit of exercising.
- Students do the research and add to the word bank.
- Exit slip: A-ha moment, additional questions on the topic, submit links to research materials used in gathering information and a 2-3 sentence summary.

H/w: *Based on the information you have found, write a constructed response about your exercise habits.*
Day 5. Creating community questionnaire

Creating and practicing questions about habits of healthy living.

Teacher decides on grouping based on student needs.

Teacher provides differentiated instruction (sentence starters, question words).

P.S. No yes/no questions

As students are practicing their listening and speaking skills (L2s), others are recording what they hear (HLs). (Socratic seminar)

H/W Compile a final list of questions for the interview.
Day 6. **Going in the community**

Peer evaluation (students review their questions and make any adjustments as needed; the teacher assesses questions)

**H/w:** Conducting the actual interview. Students are given a choice to record or write down the answers.

Differentiation: teacher helps students produce multiple choice questions if further differentiation or scaffolding is needed
Day 7. Analysis

Students analyze the collected information and organize it.

Create organizer t chart: on one side issues and information collected/discussed with the interviewee; on the other side research information and recommendations found for healthy living

Problem  Solution found through research
Final Product

The final product must contain:

1. Titles
2. Visuals and explanation of health issues found in the community as a result of the interviews
3. Overview of healthy vs. unhealthy
4. Recommendations
5. Extended activity: oral presentation or a role play
6. Reflection: students’ evaluation of their performance in the project
DIFFERENTIATION

- Final product: more visuals for some; more text for others
- Mini lessons to address the gaps in language structures
- Oral vs. written
DT + PBL

Information collecting
- Tools of DT
  - Exit cards, student choice, group work

Information processing
- Tools of DT
  - Exit cards, centers, collaborative learning, mini-lessons, formative assessment

Information presenting
- Tools of DT
  - Modeling, collaborative learning
Thank you!