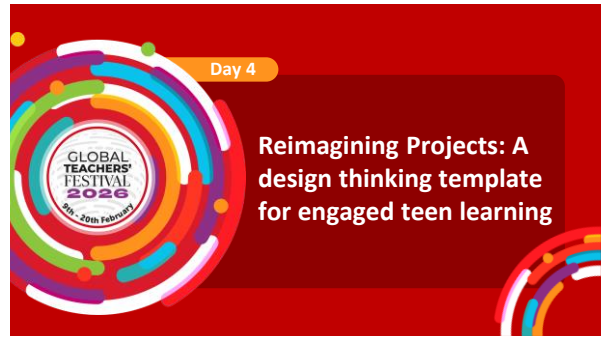




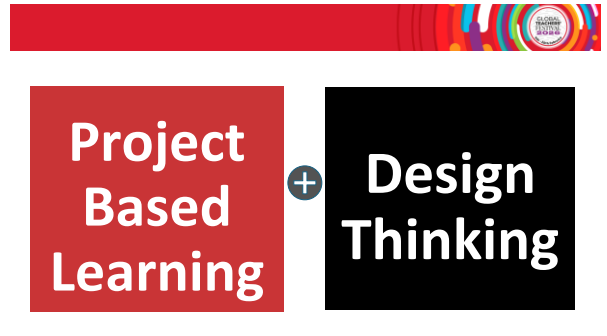
1



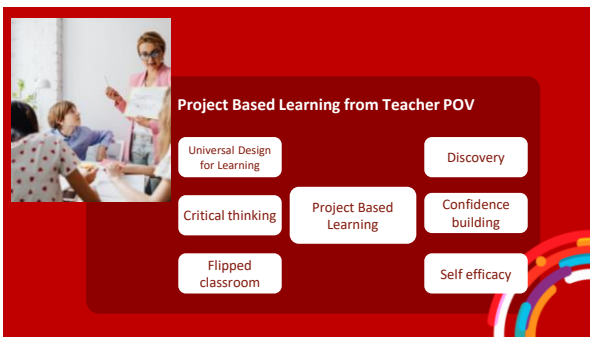
2



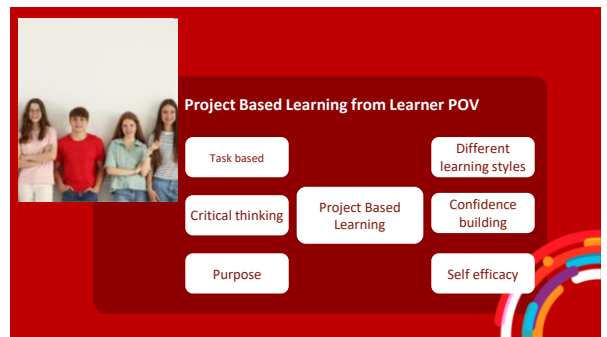
3



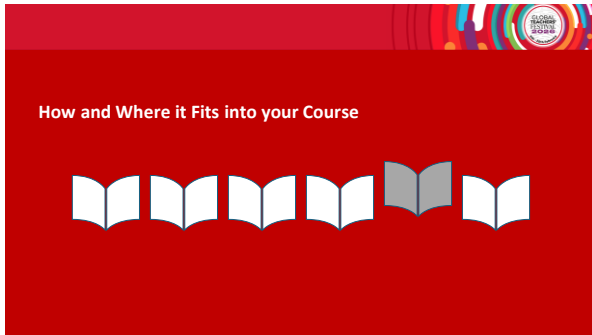
4



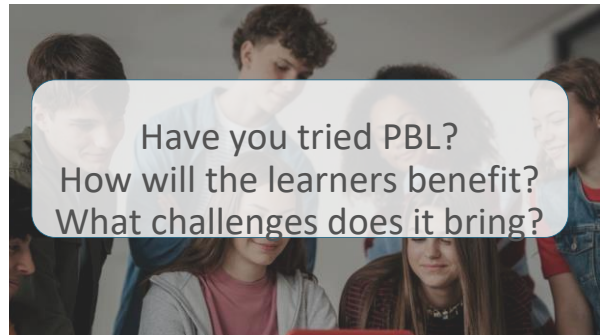
5



6



7



8



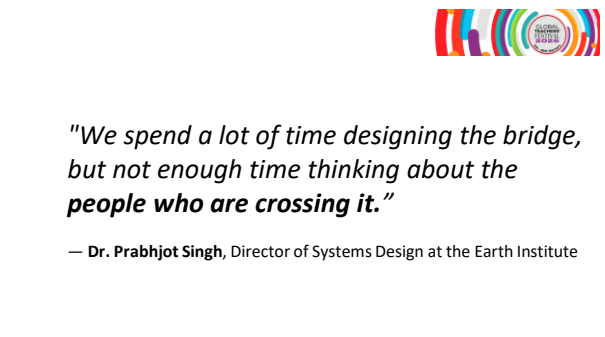
9



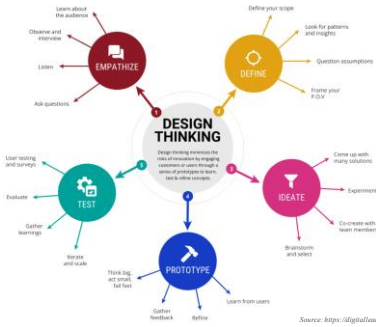
10



11



12



13

### Transforming your PBL

**Project Day**

- Explain on WB the aim
- Make groups
- Hand out materials
- Get started!
- Monitor and help
- Have students present their projects

Credit: Photo by Startup Stock Photos: <http://www.pexels.com/photo-hall-way-in-a-school-2122566/>

14

### Transforming your PBL

**Project Based Learning**

- **Empathize:** Put class in groups of 4. Put key questions on WB. Have them answer those Qs in their groups. Share ideas as class.
- **Define:** Have them identify the key issue. Share with class. Share ideas.
- **Ideate:** Put challenge on WB. Have them research, then brainstorm solutions. Stress there are no silly ideas. Have debate sessions with constructive feedback.
- **Prototype:** Have them create the idea they have selected. Encourage critical thinking and life skills.
- **Test:** Switch teams and present. Constructive feedback.
- **Repeat the cycle. reflect.**

**Questions to ask**

- How can I extract 100% from the materials
- What are the steps we can follow?
- Is there a circle to the process?
- Is there opportunity for critical thinking?
- Is there opportunity for different learning types?
- Is there opportunity for UDL?

15

### A closer look...

16

### A closer look...

17

### In the classroom

**Empathize**

- COMMUNICATE** Answer the questions.
  - How do you find out about any school needs, either things in your school that have just happened, things that are happening now, or things that are about to happen?
  - What problems might students have when trying to get news about their school?
- VIDEO** Watch the video. Does it mention any of your ideas in Exercise 1?
- VIDEO** Watch the video again and answer the questions in the Empathy map.

**Empathy Map:**

- 1 Who are we helping and empathizing with?
- 2 How do the students currently get news at their school?
- 3 What are we helping and empathizing with?
- 4 What suggestion did some students make to improve the news service?
- 5 What kinds of problems do students experience when trying to get school news?

18

In the classroom



the news service?      trying to get school news?

**Define**

4 Look at your answers to the questions in Exercise 3 and write one or two sentences to clearly define the problems in the video. Then, as a class, choose the best definition.

19

In the classroom



**Design thinking task**

5 You are going to design a school news service for Shawcross School. Follow the steps below.

**Research**

- Look back at your answers to the questions in the Empathy map in Exercise 3. Decide which areas you need to research to create your school news service.
- Do your research individually and make notes on the important points.

**Brainstorm**

- Write all of your ideas somewhere you can share them.
- Make a list of all your group's ideas.

**Debate and agree**

Now decide which ideas you want to use. Remember to think about the people in the video who are going to use the school news service.

**Ideate**

20

In the classroom



**Design thinking skill**

Try saying "Yes, and ...", not "Yes, but ..."

When we respond to other people's ideas with "Yes, but...", it can seem that we are against their idea. When we respond with "Yes, and...", we are respecting the other person's idea, collaborating, and building on the idea with them.

**6 COMMUNICATE Work in groups.**

- Create a poster, information booklet or slideshow to show your ideas for your school news service.
- Use images to illustrate your ideas.
- Prepare to present your ideas to the rest of the class in a presentation.
- Decide who will say what. Then practise giving the presentation.

**Prototype**

21

In the classroom



**7 COMMUNICATE Work in groups.**

- Watch your classmates' presentations, take notes to ask questions and give feedback. After each team gives their presentation, give constructive feedback.
- When it's your turn, present your ideas for your school news service to the rest of the class. Then listen carefully to the feedback that other teams give on your ideas and make notes.

**Test**

22

Active Learning: Bring PBL/DT to life!



- Have students produce then predict and check their ideas.
- Listen to video first, guess what it's about and then watch it.
- Recreate the video
- Giant brainstorm on WB with teams coming up and writing ideas to each question
- Encourage communication skills (feedback, listening, positive language)
- The "Speed Presentation" Peer Review
- "The Shadow" Observation before they start building, have students go "into the wild".
- Ask teams to come up with the worst, most dangerous, or most expensive solution to the problem.
- 10 minutes to build a prototype of their idea using random materials (LEGOs, paper, tape) but they are not allowed to speak while building.
- Tell the students: "Imagine it is six months from now and your project has completely failed. Why did it happen?"

23

Template



<p><b>EMPATHISE</b> Who is this for? Who are we designing this for? What do they need/feel? <b>Language support:</b> Our user is... They struggle with...</p>	<p><b>DEFINE</b> The real problem? What is the main problem? Why is it important? <b>Language support:</b> The problem is... This is difficult because...</p>	<p><b>IDEATE</b> What could we do? What ideas can solve this problem? Which idea is best? <b>Language support:</b> One idea is... Another possibility is...</p>	<p><b>PROTOTYPE</b> What'll it look like? What are we creating? Tools / materials? <b>Language support:</b> Our prototype is... It will include...</p>	<p><b>TEST</b> Does it work? What feedback did we get? Can we improve? <b>Language support:</b> People liked... They suggested...</p>
---	---	---	--	---

24



25