



## **Project-Based Learning**

**This is a product of Cyndie Sebourn and Sascyn Publishing, Inc.**

**Book APPs: *Middle School Confidential***

***Book 1: Be Confident in Who You Are***

***Book 2: Real Friends vs. the Other Kind***

**Activity Title: Project-Based Learning**

**Informative Publication**

**Approximate Grade Level(s): 5-8**

**Subject(s): Language Arts, Literacy in  
Social Skills**

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## **Project Summary**

### **Project Manager**

**As the classroom instructor, your role in this activity is to be the Project Manager. You monitor the groups, the groups' rules, and you oversee and advise their work. The students are in charge of researching and designing their informative publication.**

### **Prior Knowledge Needed**

- **Become familiar with apps or online tools, such as *iBrainstorm*, *SimpleMind+*, *T-Charts*, *Idea Sketch*, a source for a Word Cloud, and a source for creating your information publication.**

### **Pre-Activity Interest**

- **Interact with the *Middle School Confidential* book apps *Be Confident in Who You Are* and *Real Friends vs. the Other Kind*.**
- **Review *The Leader's Guide's* health and character education lessons for teens and tweens.  
([http://www.freespirit.com/files/OTHER/Leader%27s\\_Guide\\_to\\_the\\_MS\\_Confidential\\_Series.pdf](http://www.freespirit.com/files/OTHER/Leader%27s_Guide_to_the_MS_Confidential_Series.pdf) )**
- **Social Media: *Twitter* is a form of micro blogging. *Twiducate* ([twiducate.com](http://twiducate.com)) is a free and safe service for teachers and students to collaborate regarding classroom discussion topics. Create an account and add your students. As part of their assignments, post relevant questions and allow them to offer their comments.**

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- ✓ **Before beginning *Twiducate*, have students create the rules for behavior that they will follow.**
- ✓ **Consider giving daily points for their participation.**
- ✓ **This allows the students to share ideas, and it fosters creativity.**
- ✓ **Possible instructor leads could include such questions/statements as ...**
  - **Which format would be best for our publication? Electronic Magazine? Newspaper? Brochure? Other ideas? Why?**
  - **How can we involve student body participation and interest?**
  - **What books or movies have involved teen/tween self-confidence and friendship issues?**
  - **Why is it important to cite our sources?**
  - **What effect do we want to have on the student body with this publication?**
  - **Idea: Discuss grammar, punctuation, and writing lessons as they are being taught.**

### **Driving Question**

- **How can we, as emotionally intelligent students who support self-confidence in ourselves and in our friendships, create an informative publication that presents facts and problem solving strategies to the student body?**

### **Direct Instruction**

- **Review the Driving Question**

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- **Discuss the possible types of publications (electronic magazine, printed magazine, newspaper, brochure ...) and have the class select one.**
  - ✓ **Using the app *T-Charts*, the class as a whole presents the Pros and Cons of their creating each type of publication being considered.**
  - ✓ **This would work best with the iPad connected to a projector. As the *T Chart* app projects onto the large screen, students suggest ideas and a designated typist places the Pros and Cons for each type of publication on the app/screen for viewing.**
- **Using the app *iBrainstorm*, have students brainstorm possible topics to research and develop for the informative publication: Nonfiction Articles, Question/Answer Column, Graphic/Cartoon modeling of positive relationships, Interviews, Journals, Review of books, movies, and TV shows that feature issues with self-confidence and relationships among teens/tweens, ...**
  - ✓ **This would work best with the iPad connected to a projector. As the *iBrainstorm* app projects onto the large screen, students suggest ideas and a designated typist places them on the app/screen for viewing.**
- **Choose/Review technological apps/software programs that will create your class's chosen format.**
  - ✓ **Check with school technology instructors for programs that your school may own; these instructors could also provide instructional tutorials of its use.**
  - ✓ **Microsoft Word offers free magazine, newspaper, and brochure templates if you prefer a more**

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**simple approach to preparing your informative publication.**

- ✓ ***Weebly for Education* offers a free classroom website where students can create their story pages and then have one Weebly page that is the "front page" and a Table of Contents leading to all the individual pages**
- ✓ **Idea: When dividing students into small groups for their selected topics, you could assign one small group the task of performing the formatting of the other groups' articles. Select students with technological experience and creativity to be a part of this group.**
- **Present small group rules/procedures and divide into groups of 2-4.**
  - ✓ **Idea: Have students propose, discuss, and select the small group rules for this project. When they create the rules, they care more about their enforcement.**
  - ✓ **Post the rules/procedures in the classroom.**
  - ✓ **Having already selected the ideas for the publication's topics, begin forming the small groups by letting students request their preferred topics; they could list their 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> choices, and you could then select each group's members.**

### **Small Group Activity**

**Each small group will...**

- **Select a place – such as *Google Drive* - where students collaborate, sharing their information and ideas. The Project Manager should be included in and monitor each group's collaboration destination.**

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- **Research their chosen topic. Objective: Search for creative ways to present this information.**
- **Using *SimpleMind+*, create a Mind Map that collects the information learned from their research.**
- **Using these Mind Maps, students will present their ideas to the class and receive feedback.**
- **Create a rough draft of each article that includes a bibliography of its sources.**
- **Edit/Revise**
  - ✓ **Note: This is an opportunity for you to select and teach the grammar, punctuation, and writing skills that need to be mastered by your students.**
  - ✓ **Present articles to class for peer review; students note and correct the skills that you have recently taught; they also offer suggestions for improvement of content.**
- **Marketing:**
  - As a whole group activity, have students choose a Word Cloud app or online tool and then create a Word Cloud that advertises the topics of this publication. Enlarge to poster size and display at the school.**
  - ✓ **As a whole group activity, have students use the app *Idea Sketch* to outline their informative publication. This app will then create a diagram of the outline that they can enlarge to poster size and display at the school.**
  - ✓ **Consider areas to place the marketing and the final publication, such as the school website, Facebook, local newspapers, and local magazines.**
- **Publish**

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## **Assessment**

- **Assessment or grading is an individual choice; however, keep your Common Core Standards in mind while creating your assessment.**
- **Create the assessment prior to giving the students the activity. Share it with the students before they begin the activity so that they will know “up front” how they will be assessed.**
- **An alternative idea is to have the students design their assessment prior to their beginning the project. As the Project Manager, you should prompt their assessment choices.**

## **Required Materials and Equipment**

- **Book Apps:**

***Middle School Confidential***  
***Book 1: Be Confident in Who You Are***  
***Book 2: Real Friends vs. the Other Kind***

- **Technological sources, such as *iBrainstorm*, *SimpleMind+*, *T-Charts*, *Idea Sketch*, the Word Cloud app or online source, websites, and the publication program.**

**Technology Note: The technological references stated in this activity are not exclusively required, but are indicative of your possible choices.**

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## **21<sup>st</sup> Century Skills**

- **Collaboration** – share responsibilities, incorporate strategies for discussion and decision making, prioritize goals and tasks, respect group members, and determine conflict management strategies: *Twiducate, Google Drive, iBrainstorm, T- Charts, Idea Sketch*, and a Word Cloud.
- **Critical Thinking** – define problems, raise questions, gather information, organize, analyze, and synthesize information: *Twiducate, Google Drive, T- Charts*, and *Idea Sketch*.
- **Communication** – presentation includes organization, oral skills, and visual aids: your chosen publication program, *Idea Sketch*, a Word Cloud, school website, Facebook, local newspapers, and magazines.
- **Creativity – Project:**
  - ✓ **The selection of a format**
  - ✓ **The collaboration of ideas to include in this format**
  - ✓ **The preparation of marketing this publication to the student body**
  - ✓ **The preparation of publishing this informative publication to the student body**

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## **Common Core Anchor Standards**

- **Reading: 1,2,3,7,10**
- **Writing: 2,3,4,5,6,7,8,9**
- **Speaking/Listening: 1,2,4,5,6**
- **Language: 1,2,3**

## **Bloom's Taxonomy**

- **Remembering: List, Describe, Relate, Locate, Write, Define, Recognize, Draw, Select.**
- **Understanding: Explain, Interpret, Outline, Discuss, Distinguish, Compare, Describe, Paraphrase, Summarize, Visualize.**
- **Applying: Show, Use, Illustrate, Construct, Complete, Examine, Choose, Apply.**
- **Analyzing: Distinguish, Examine, Compare/Contrast, Investigate, Identify, Explain, Advertise.**
- **Evaluating: Judge, Select, Choose, Decide, Justify, Debate, Recommend, Assess, Prioritize, Critique, Evaluate.**
- **Creating: Invent, Compose, Plan, Construct, Design, Imagine, Propose, Originate.**

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