MESSAGE TO THE FUTURE

Teacher

Project Based Learning Tool Kit

Project Based Learning empowers teachers and students to bring relevance from the workplace into the classroom. Teachers gain an understanding of how to connect with their students as a coach, moving away from a lecture style of teaching allowing them to learn by doing. Students will learn important skills highly desired by employers including communication, team building, timelines and problem solving.

INTRODUCTION

Learn all about Project Based Learning
from this brief segment of The Ignite Show

TOOLS FOR TEACHERS

Tools to Replicate this
Specific Environmental Advocacy Project

Teacher
Project Based Learning Tool Kit

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INTRODUCTION
- Special Segment Of The Ignite Show Including Introduction By Edutopia and M2TF Project Overview
- Video: "How to Do Project Based Learning In Your Classroom – NOW!"

02

TOOLS FOR TEACHERS / M2TF PROJECT
- "How to" Curriculum Guide aligning to Common Core and other Standards

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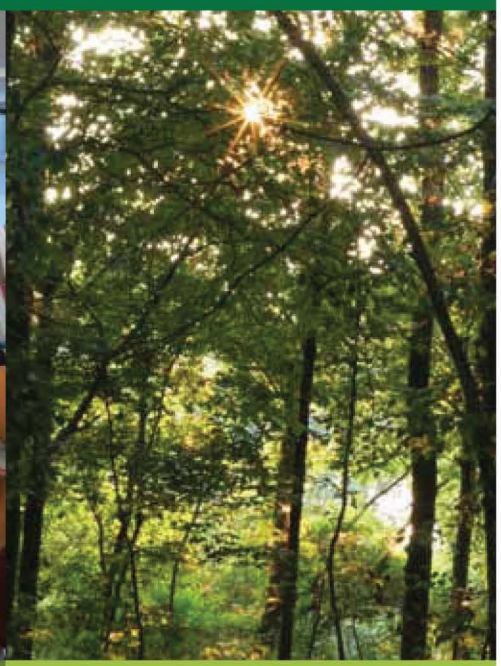
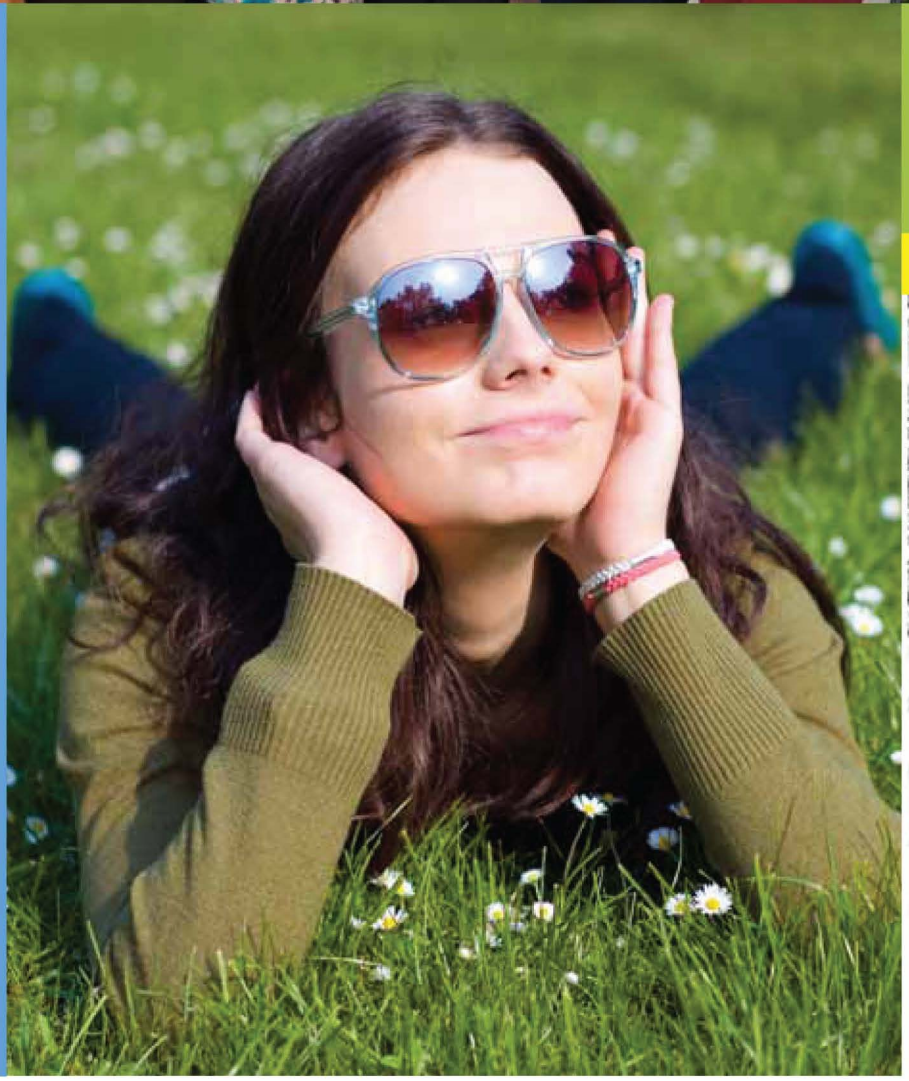
TeachersIgnite™

Project Based Learning –
An Environmental Advocacy Project for High School





"Keep Scenic Scenic" in partnership with the Message to the Future Foundation

TeachersIgnite™

START HERE

To begin, watch the segment of **The Ignite Show** with Atlanta Mayor Reed for a brief 3 minute "Intro to Project Based Learning" by Edutopia. Then listen as this project is described and all the student work shared – this will help you see the bigger picture!"

Next, watch the ten minute video on the Teachers Ignite home page for this project, describing this project for you in very quick 5 steps format – as also outlined on this page to the right!

Watch the student and teacher videos about this project and share with your students who will be tackling this as a project in your classroom. They give advice to all of you!

Project Based Learning 101

BASICS FOR MAKING IT HAPPEN IN YOUR CLASSROOM

Project Based Learning is a best practice that is not new. While there are an overwhelming number of very worthwhile resources to prepare you to use this teaching strategy in your own classroom, the planning can sometimes absorb all your time, preventing you from actually doing it!

Our purpose is to help you get started NOW and see the incredible benefits to student driven learning right up close in your own classroom sooner than later!

The curriculum guide and accompanying videos on the Teachers Ignite site provide a description of how to tackle Project based Learning in general – and then with specific steps to implement this particular project which was very successful for the three teachers and 32 students involved – much to their surprise! So let's get started!

Five Steps to Getting Started:

Bringing relevance from the workplace to the classroom.

1. **Pick a subject – what do you want the students to learn?** There are several ways to pick a subject. Ask students what they want to learn, choose the subject yourself, or ask a community of teachers to make suggestions.

2. **Select and engage a local company you would like to work with** to meet your needs whose business (or departments) would be relevant to the subject at hand. Require students to join you to ask for their involvement by having them place a call to a number you have provided based on previous conversations.

3. **Determine the Specific Project Goal.** Ask the company associates to help you identify a real life problem or challenge where fresh thinking, ideas and student perspectives might be helpful. Agree to what deliverables they expect such as a presentation (length of time? place? other requirements? document or other?)

4. **Establish a set of basic protocols for how to accomplish the project goal.** Provide a one page outline to the students of the project description, agreed upon deliverable to the company, due date, and any specific "must have's" or special requirements. Also pre-select team leaders – in front of the other students putting them on the spot and picking someone you might not typically pick! Do not provide a timeline – or any other details – let them learn as they go – and allow room for error. This is where the learning happens – step back and give them your class time to get started suggesting only that the team leaders have open conversations with their peers as to how they are going to make it happen – together as a team!

5. **Teachers let go!** Let the students learn on their own – no matter how hard it is to watch them make mistakes as they wrestle with what it is like to work as a team. Most students have never really been asked to do this – for real. So this is the only opportunity some of them might get to learn what it means to disagree, how to express opinions and points of view. Let them truly complete the task on their own – they will – and you will be most proud – we promise!

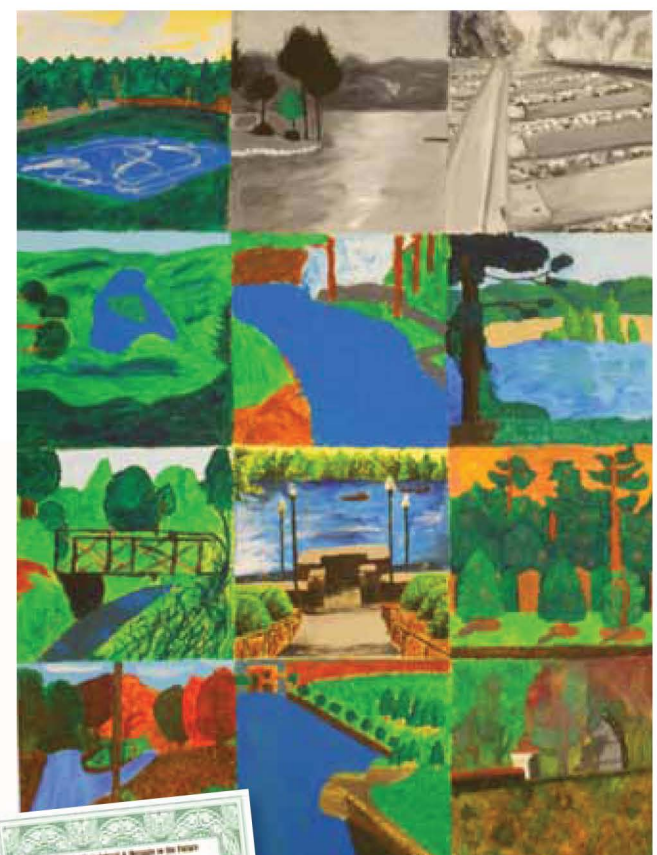
Enjoy the process!

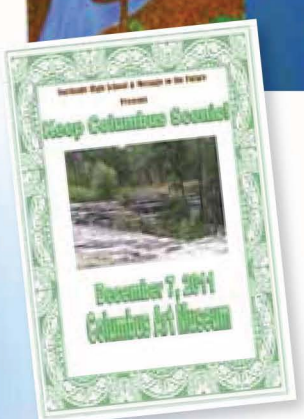
www.teachersignite.com

Example:
An Environmental Advocacy Project "Keep Scenic Scenic"

This module includes all the tools you need to replicate this project in your own school community. The project actually took place September – December 2012 as Anne Ostholthoff led 32 students from Northside High School in Columbus GA to accomplish some specific goals for the Message to the Future Foundation. See accompanying videos and messages from teachers and students sharing their experiences with **you** and offering advice to help you make this happen! These include:

- Student artworks (PDF)
- Students Talk about the Project Experience (6 min. video)
- Teachers Talk about Project Experience (6 min video)
- Student Invitation & Event Program (PDF)
- Student Video of their Mayoral Message to the Future (2 min video)
- Student Produced Project Documentary (16 min video)
- Project Overview as discussed with Atlanta Mayor Reed on The Ignite Show (15 min video)





Students created two 36"x 36" "Patchwork Paintings" which were hand delivered to the Mayor of Columbus at a Reception. As part of the project, they also created a website, invitations and a program for the reception.

Process:

The Project Goal

With The Message to the Future Foundation – Anne was asked to work with a high school in Columbus, Georgia to deliver a message to the Mayor to be most careful when developing land in the city and to do this via the creation of two "Patchwork Painting" artworks. This project can be replicated exactly as we did!

The First Meeting & Protocols

The students gathered for an introductory presentation by Anne. All three classrooms joined into the art room and learned about the project first hand in approximately 30 minutes.

They were advised that their teachers had determined this was a project they would do, and that they had just a few of requirements as follows:

1. To create two artworks depicting places in Columbus the students wanted to see protected. The two 36"x 36" canvases were in the room and all the supplies in a duffle bag (acrylic paints, brushes, pie tins to be covered with tin foil (also provided) as tabarets, paper towels and simple grids providing a space aligning to each artwork with their name and title with description. The artworks were titled "Keep Columbus Scenic."
2. To make arrangements to hand deliver the artworks to the Mayor of Columbus at a reception they would be completely responsible for organizing. At the reception, they needed to be sure they somehow delivered the message to "Please be careful when making land development decisions and to 'keep Columbus Scenic'." **(See video the students created for this very presentation!)**
3. To document their process for other students to reference helping them replicate this for their own school communities everywhere.

The Result

The final project was delivered to Mayor Tomlinson of Columbus, Georgia in a manner that was incredibly professional and impressed us all. The Mayor invited the students to present with Anne at the local City Council meeting, the local TV station awarded the students "The Community Green Award" and the teachers and students themselves were truly amazed by it all!

Our hope, and that of Bobbo Jetmundsen, Founder of Message to the Future, is that you will replicate this project in your school and have the same amazing experience. Please let us know when you do by contacting Bobbo through his website www.messagetothefuture.org. We hope to hear of your great news soon!

Go to www.teachersignite.com for videos and printed materials.

State Performance Standards*
Career, Technical, and Agricultural Education

PROGRAM CONCENTRATION:
Marketing, Sales & Service

CAREER PATHWAY(S):
Marketing & Management
Fashion Marketing
Marketing Communications & Promotion
Travel Marketing & Lodging Management
Sports & Entertainment Marketing

COURSE TITLE:
Marketing Principles

FOUNDATIONAL KNOWLEDGE

MKT-MP-1. Examine marketing principles in relation to the free enterprise system and the global environment.

a. Define marketing.
b. Explain the relationship between marketing and the economy.
c. Obtain an understanding of basic marketing terminology (market segmentation, target marketing, marketing positioning, etc.)
d. Explain key terms related to the global environment.

PRODUCT AND SERVICE PROMOTION

MKT-MP-12. Utilize promotional knowledge and skill for communicating information to achieve a desired marketing outcome.

a. Explain the purposes of promotion.
b. Identify the types of promotion including personal selling, advertising, and public relations.
c. Define promotional mix and promotional mix strategies.
d. Identify the types of advertising media and media costs.
e. Define cooperative advertising.
f. Distinguish between publicity and public relations.
g. Analyze the impact of media on the public.
h. Determine the legalities and ethics of what can and cannot be said in promoting/advertising a product or service.

Extended Secondary or Tertiary Standards for CTAE classes:

CTAE Foundation Skills

The Foundation Skills for Career, Technical and Agricultural Education (CTAE) are critical competencies that students pursuing any career pathway should exhibit to be successful. As core standards for all career pathways in all program concentrations, these skills link career, technical and agricultural education to the state's academic performance standards.

The CTAE Foundation Skills are aligned to the foundation of the U. S. Department of Education's 16 Career Clusters. Endorsed by the National Career Technical Education Foundation (NCTEF) and the National Association of State Directors of Career Technical Education Consortium (NASDCTEc), the foundation skills were developed from an analysis of all pathways in the sixteen occupational areas. These standards were identified and validated by a national advisory group of employers, secondary and postsecondary educators, labor associations, and other stakeholders. The Knowledge and Skills provide learners a broad foundation for managing lifelong learning and career transitions in a rapidly changing economy.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

No National or Common Core Standards Available

State Performance Standards*
Fundamentals of Web Design

PROGRAM CONCENTRATION:
Business & Computer Science

CAREER PATHWAY(S):
Interactive Media

COURSE TITLE:
Fundamentals of Web Design

FOUNDATIONAL KNOWLEDGE

BCS-FWD-1. Students will demonstrate an understanding of the planning, development, and implementation of web sites.

a. Define key terms in web site development including client-side, server-side, HTML, CSS, databases, and CGI.
b. Demonstrate knowledge of essential web site navigation issues.
c. Demonstrate knowledge of document and web site file structure.
d. Demonstrate an understanding of creating and using hyperlinks in web sites.
e. Create a flowchart/storyboard.
f. Describe one or more target groups.
g. Present web site.

BCS-FWD-2. Students will demonstrate an understanding of government, ethical, and industry accessibility compliance issues.

a. Verify web site readability, usability, and browser compatibility.
b. Identify and use government and industry accessibility standards.
c. Identify copyright issues related to the use of digital media.

BCS-FWD-4. Students will demonstrate knowledge of languages, markup tags, and good coding practices commonly used to create web pages.

b. Use XHTML tags to create and edit a document.
c. Identify and apply good coding practices.
d. Compare and contrast common languages used to provide database connectivity.
e. Compare and contrast at least three common CGI methods.
f. Validate web pages using W3C standards.

BCS-FWD-5. Students will identify and demonstrate appropriate use of graphical elements for web pages.

a. Use horizontal rules, data tables, and lists in web pages.
b. Add images to web pages.
d. Identify and use appropriate color principles.
    1. Identify cultural connotations to certain colors.

BCS-FWD-6. Students will demonstrate knowledge of web page layout fundamentals.

a. Design and create frames and layout tables.

CTAE-FS-1 Technical Skills: Learners achieve technical content skills necessary to pursue the full range of careers for all pathways in the program concentration.

CTAE-FS-2 Academic Foundations: Learners achieve state academic standards at or above grade level.

CTAE-FS-3 Communications: Learners use various communication skills in expressing and interpreting information.

CTAE-FS-4 Problem Solving and Critical Thinking: Learners define and solve problems, and use problem-solving and improvement methods and tools.

CTAE-FS-5 Information Technology Applications: Learners use multiple information technology devices to access, organize, process, transmit, and communicate information.

CTAE-FS-6 Systems: Learners understand a variety of organizational structures and functions.

CTAE-FS-7 Safety, Health and Environment: Learners employ safety, health and environmental management systems in corporations and comprehend their importance to organizational performance and regulatory compliance.

CTAE-FS-8 Leadership and Teamwork: Learners apply leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

CTAE-FS-9 Ethics and Legal Responsibilities: Learners commit to work ethics, behavior, and legal responsibilities in the workplace.

CTAE-FS-10 Career Development: Learners plan and manage academic-career plans and employment relations.

CTAE-FS-11 Entrepreneurship: Learners demonstrate understanding of concepts, processes, and behaviors associated with successful entrepreneurial performance.

**No National or Common Core Standards Available*

National Visual Arts Standards

1. Content Standard: Understanding and applying media, techniques, and processes

Achievement Standard, Proficient:

Students
a. apply media, techniques, and processes with sufficient skill, confidence, and sensitivity that their intentions are carried out in their artworks
b. conceive and create works of visual art that demonstrate an understanding of how the communication of their ideas relates to the media, techniques, and processes they use

Achievement Standard, Advanced:

Students
d. initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation

2. Content Standard: Using knowledge of structures and functions

Achievement Standard, Proficient:

Students
b. evaluate the effectiveness of artworks in terms of organizational structures and functions
c. create artworks that use organizational principles and functions to solve specific visual arts problems

Achievement Standard, Advanced:

Students
e. create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions

3. Content Standard: Choosing and evaluating a range of subject matter, symbols, and ideas

Achievement Standard, Proficient:

Students
b. apply subjects, symbols, and ideas in their artworks and use the skills gained to solve problems in daily life

Achievement Standard, Advanced:

Students
c. describe the origins of specific images and ideas and explain why they are of value in their artwork and in the work of others
d. evaluate and defend the validity of sources for content and the manner in which subject matter, symbols, and images are used in the students' works and in significant works by others

4. Content Standard: Understanding the visual arts in relation to history and cultures

Achievement Standard, Proficient:

Students
a. differentiate among a variety of historical and cultural contexts in terms of characteristics and purposes of works of art

Achievement Standard, Advanced:

Students
d. analyze and interpret artworks for relationships among form, context, purposes, and critical models, showing understanding of the work of critics, historians, aestheticians, and artists
e. analyze common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning

5. Content Standard: Reflecting upon and assessing the characteristics and merits of their work and the work of others

Achievement Standard, Proficient:

Students
a. identify intentions of those creating artworks, explore the implications of various purposes, and justify their analyses of purposes in particular works
b. describe meanings of artworks by analyzing how specific works are created and how they relate to historical and cultural contexts
c. reflect analytically on various interpretations as a means for understanding and evaluating works of visual art

Achievement Standard, Advanced:

Students
e. correlate responses to works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions

6. Content Standard: Making connections between visual arts and other disciplines

Achievement Standard, Proficient:

Students
a. compare the materials, *technologies, media, and processes of the visual arts with those of other arts disciplines as they are used in creation and types of analysis
b. compare characteristics of visual arts within a particular historical period or style with ideas, issues, or themes in the humanities or sciences

Achievement Standard, Advanced:

Students
c. synthesize the creative and analytical principles and techniques of the visual arts and selected other arts disciplines, the humanities, or the sciences

Common Core Alignment

All standards here are from 11-12th Literacy and 9-12th Mathematics Common Core Standards. Primary standards are direct results of the "Keep Columbus Scenic" project conducted in 2011. Secondary standards are standards that apply through the process of completing the project. Tertiary standards are standards that could apply through extension data and exercises in the completion of the project (i.e.: conducting studies, surveys, formulating a specific solution, etc.).

PRIMARY STANDARDS:

Reading Informational Texts (RI)

7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually quantitatively) as well as in words in order to address a question or solve a problem.

Writing (W)

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
   b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
   c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from and supports the argument presented.
2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
   a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
   b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
   c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
   e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
6. Use technology, including the internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard formation for citation.

Speaking and Listening (SL)

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
   a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
   b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

continued next page

Common Core Alignment continued

c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

Language (L)

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Apply the understanding that usage is a matter of convention, can change over time, and is some times contested.

Reading (for History/Social Studies) (RH)

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

Writing (History/Social Studies, Science, and Technical Subjects) (RHST)

1. Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences that the claim(s), counterclaims, reasons and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that following from or supports the argument presented.

2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

a. Introduce a topic and organize complex ideas, concepts, and information so that each new elements builds on that which precedes it to create a unified whole; include formatting (e.g., headers), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

e. Provide a concluding statement of section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Materials

- Two 36"x 48" stretched canvases
- Acrylic paint/assorted colors
- Pie tins, tin foil, paper towels
- Paint brushes
- Computer access to MS office applications

We highly recommend that you contact Message to the Future Foundation to alert them to your plan to implement a project in your community and ask advice about funding the project which would be approximately $500. Another option is to ask a parent or local foundation or corporation to make a donation to make this possible. Contact us as well if you need additional ideas!

To Learn More about Project Based Learning and Environmental Issues:

Edutopia
edutopia.org

Green Chamber of the South
greencs.org

Message to the Future Foundation
messagetothefuture.org

TeachersIgnite™

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