

FESTIVAL DELLE LINGUE ROVERETO

PIANO
TRENTINO
TRILINGUE

8 9 10
MARZO
2018

150 WORKSHOP
80 ENTI PARTECIPANTI



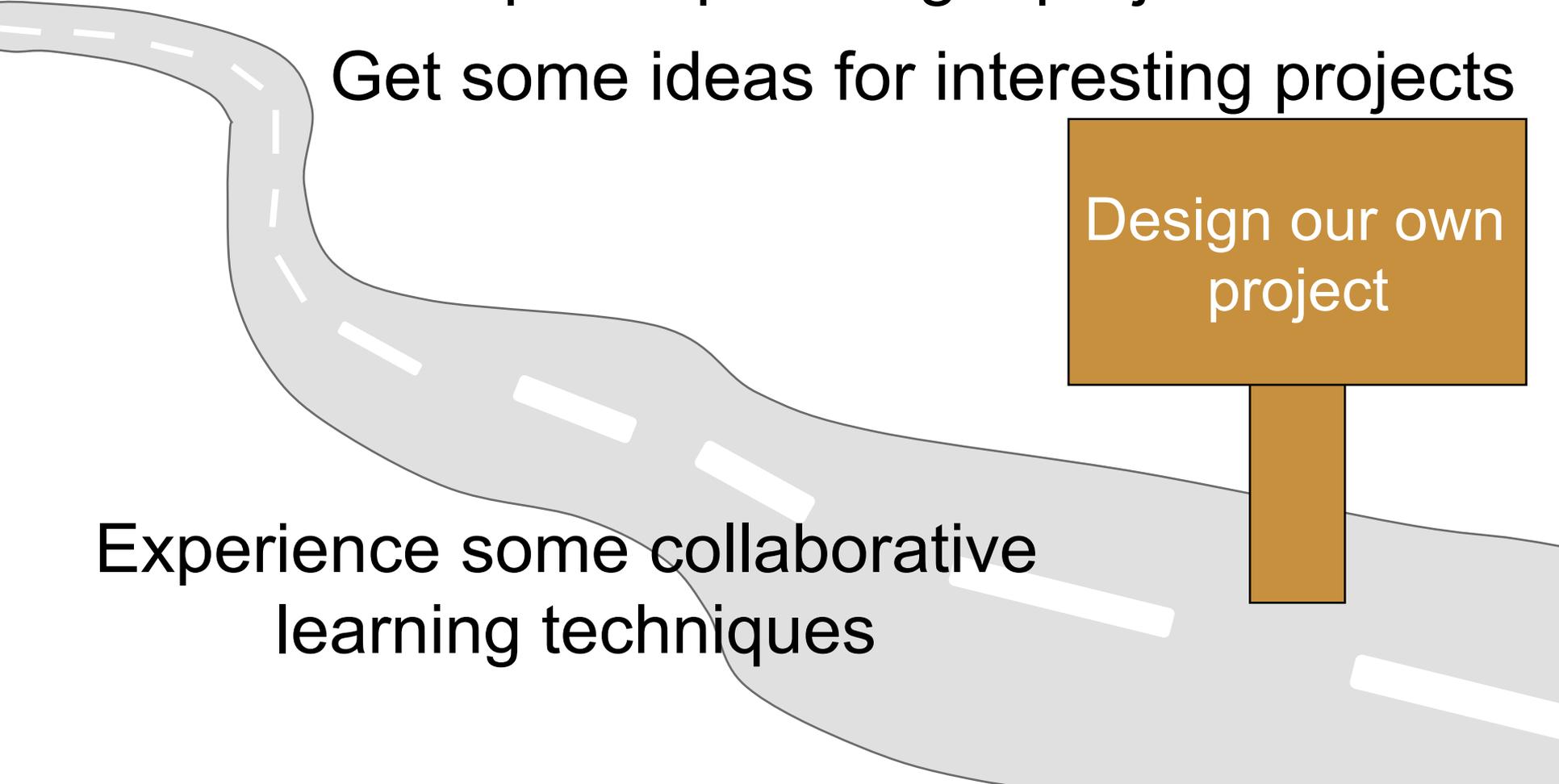
Using Project Based Learning to Motivate and Engage Your Students



Today we are going to:

Learn 6 steps for planning a project

Get some ideas for interesting projects



Design our own
project

Experience some collaborative
learning techniques

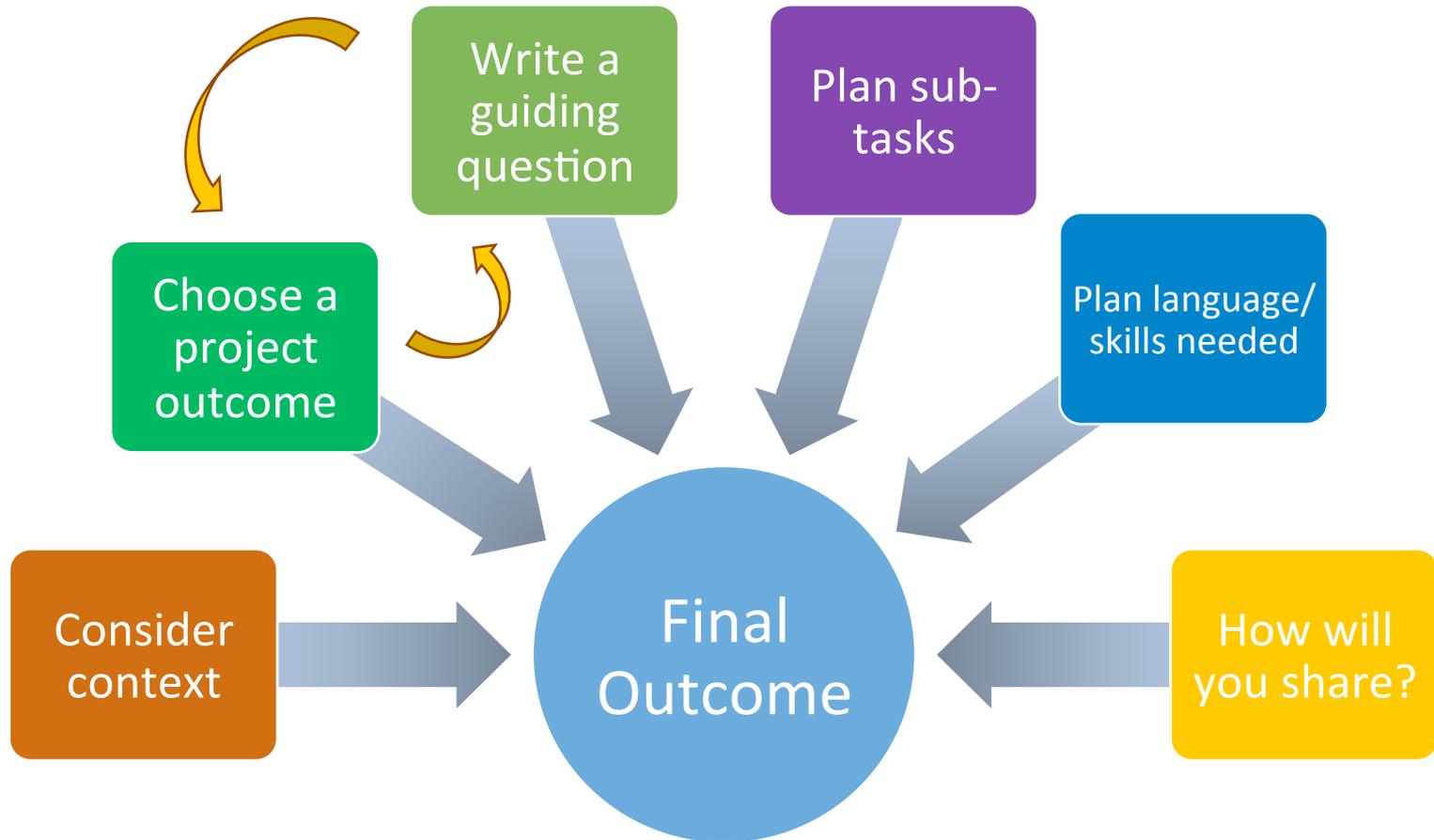
What is Project-based learning?

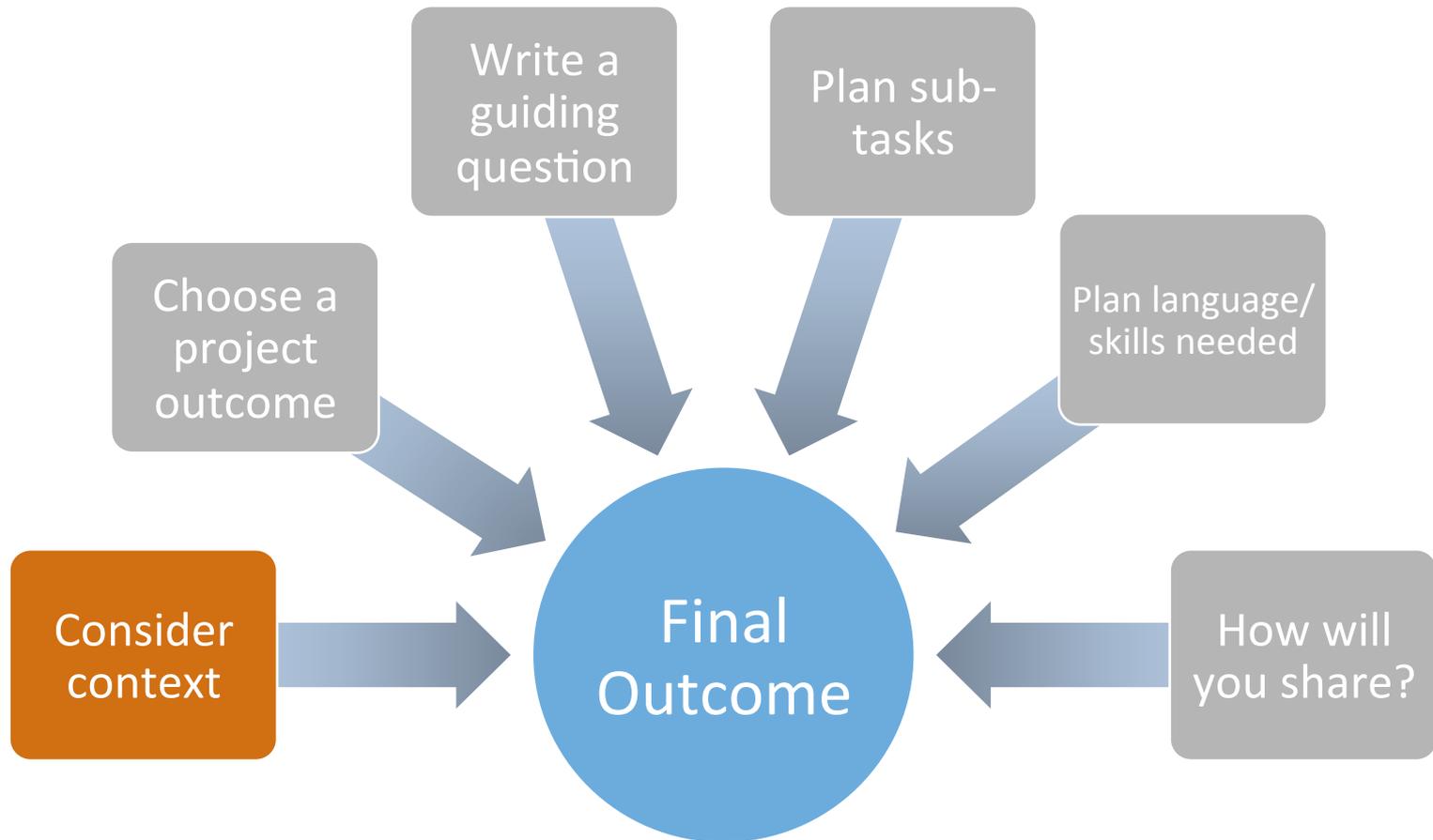


1. Has a **final outcome**
2. Focuses on the **process** and the **product**
3. Outcome is **shared** with others
4. Is **collaborative, challenging** and **relevant** to students
5. Answers a **guiding question**

Source: Larmer et al. (2015) *Setting the Standard for Project Based Learning*

www.bie.org







Consider Context

- Subject/topic: literature/global issues/history/
- Age of students:
- Language level:
- Time frame: how long do you have?



Consider Context

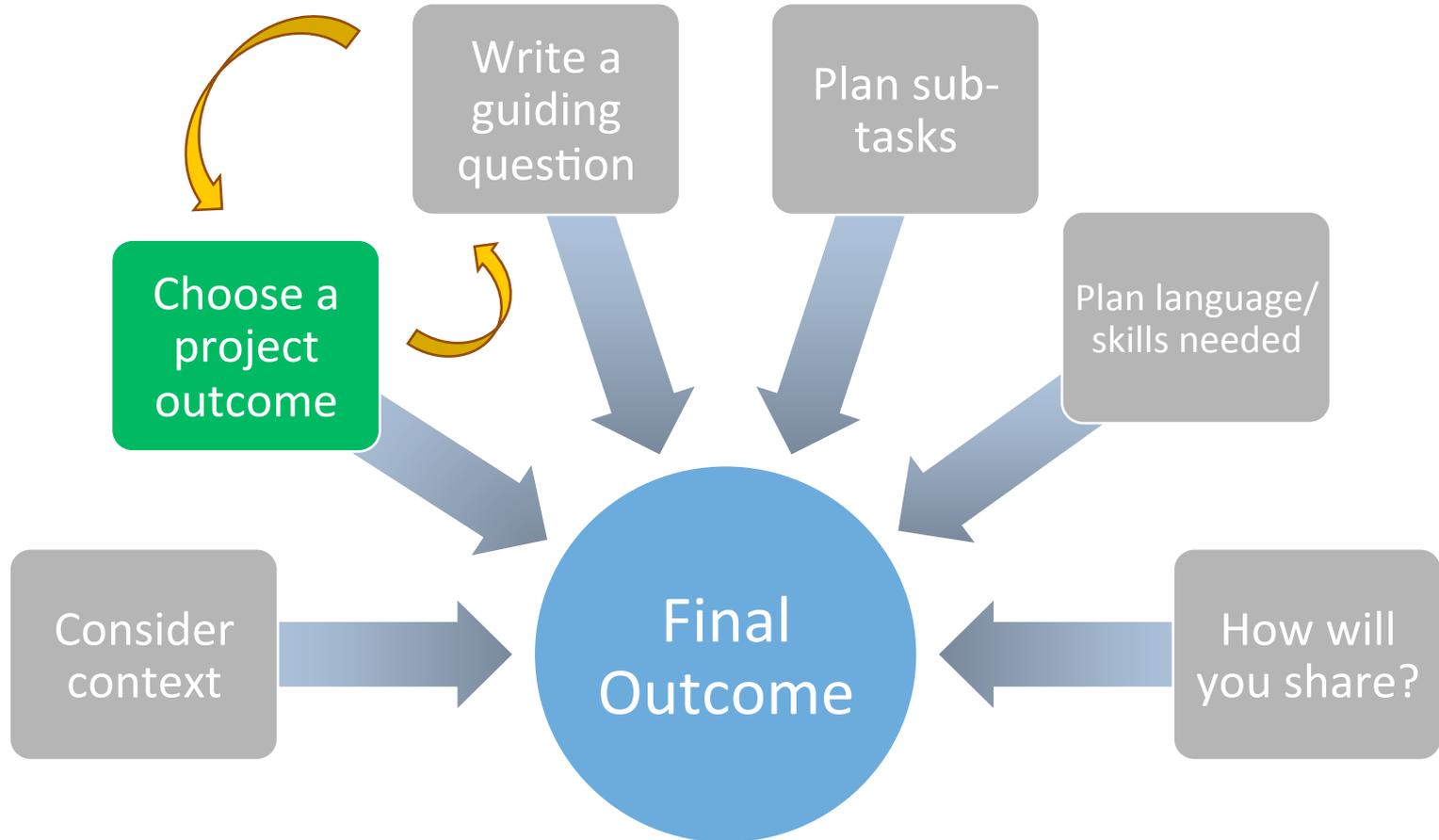
- Subject/topic:
- Age of students:
- Language level:
- Time frame: how long do you have?

CLIL

Secondary
16-18

Secondary
12-15

Primary
7-11





Step Two: decide a project outcome

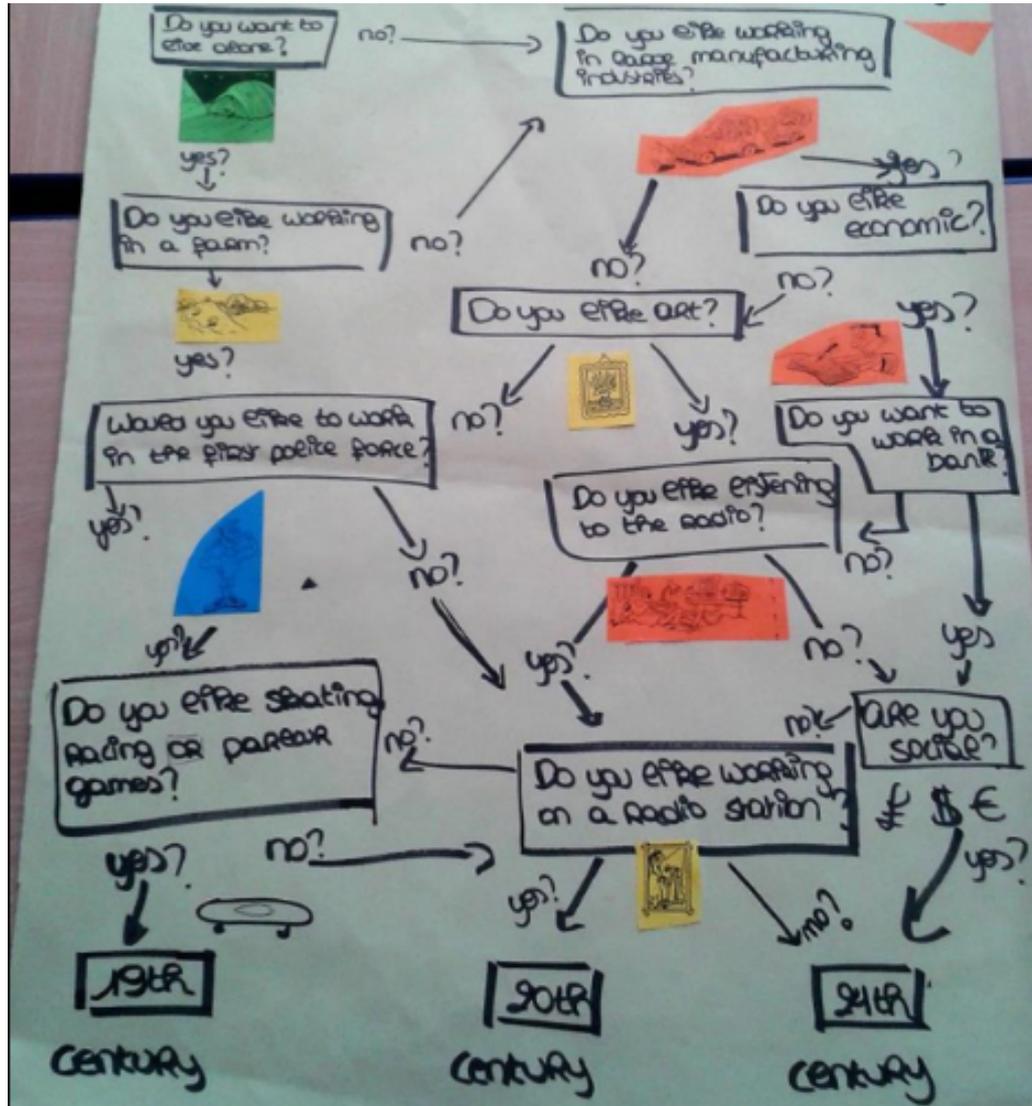
- A presentation

Can you think of more?



Step Two: decide a project outcome

- A presentation
- A business pitch
- Story/poem/script
- Comic strip
- Flowchart
- Play/performance
- A letter/an email
- A short film
- An advertisement
- A blog
- A Buzzfeed video
- A podcast
- A menu
- An experiment
- A board game
- A magazine or newspaper



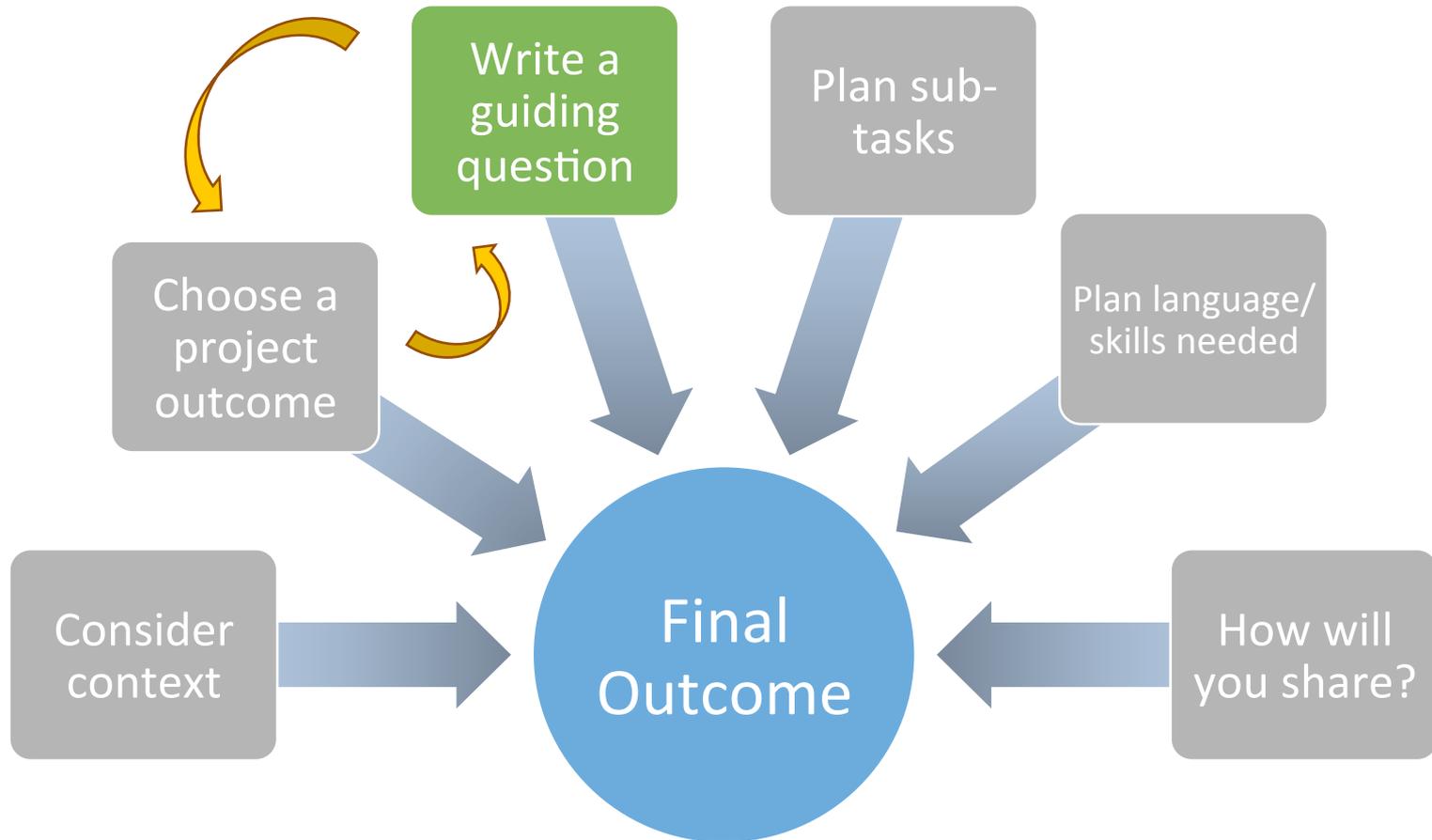




All started when Romeo was in Instagram. He was looking at Rosaline's profile. When he was looking at her picture he saw a beautiful girl with Rosaline. She had straight blonde hair and light blue eyes. She looked younger than Rosaline. He stopped to look at the picture and his eyes fell on #HAPPYBIRTHDAYROSALINE. He fell in love at first sight. Romeo decided to send her a message.....







What is a guiding question?

A guiding question is “a statement in student-friendly language of the challenging problem or question at the heart of the project.”

Larmer et al. (2015) *Setting the Standard for Project Based Learning*

How can we attract visitors to an unpopular country?

Find out why it's unpopular.

Compile research findings into a report.

Learn about the destination.

Make promotional video and poster.

Compete to attract the most tourists!



dictators cities visit Wikipedia
airlines climate war travel wars
finding animals visitors
research culture history
landscape country search trip
tourists food weather tourism
TripAdvisor culture buildings
architecture

Student Surveys 





A good guiding (“driving”) question:

For students	For teachers
<ul style="list-style-type: none">• Guides the project work• Creates interest and a sense of challenge• Reminds them “why they’re doing this”.	<ul style="list-style-type: none">• Guides planning• Captures and communicates the purpose of the topic• Initiates and focuses enquiry



Types of guiding question:

1. An abstract philosophical question/controversial issue
2. An investigation of a historical event, time period or natural phenomenon
3. A challenge to solve, design, plan or produce something.



TASK! Put the guiding questions in the correct category.

1. A philosophical question/controversial issue
2. An investigation of a historical event or natural phenomenon
3. A challenge to solve, design, plan or produce something.



TASK! Put the guiding questions in the correct category.

1. A philosophical question/controversial issue (Mexican wave)
2. An investigation of a historical event or natural phenomenon (click your fingers)
3. A challenge to solve, design, plan or produce something (high five!)



1. A philosophical question/controversial issue (Mexican wave)
2. An investigation of a historical event or natural phenomenon (click your fingers)
3. A challenge to solve, design, plan or produce something (high five!)

Why did Henry VIII have so many wives?



1. A philosophical question/controversial issue (Mexican wave)
2. An investigation of a historical event or natural phenomenon (click your fingers)
3. A challenge to solve, design, plan or produce something (high five!)

How can we persuade the local government to improve facilities for young people in our town?



1. A philosophical question/controversial issue (Mexican wave)
2. An investigation of a historical event or natural phenomenon (click your fingers)
3. A challenge to solve, design, plan or produce something (high five!)

What/who is a hero?



1. A philosophical question/controversial issue (Mexican wave)
2. An investigation of a historical event or natural phenomenon (click your fingers)
3. A challenge to solve, design, plan or produce something (high five!)

How can we design a board game to teach people about British history?



1. A philosophical question/controversial issue (Mexican wave)
2. An investigation of a historical event or natural phenomenon (click your fingers)
3. A challenge to solve, design, plan or produce something (high five!)

Why is the weather in the UK so bad in the summer?



1. A philosophical question/controversial issue (Mexican wave)
2. An investigation of a historical event or natural phenomenon (click your fingers)
3. A challenge to solve, design, plan or produce something (high five!)

How can we create a collage that represents the different cultures in our class/school?



1. A philosophical question/controversial issue (Mexican wave)
2. An investigation of a historical event or natural phenomenon (click your fingers)
3. A challenge to solve, design, plan or produce something (high five!)

Do ghosts exist [in our school]?



#mybellstory bellenglish.com





How can...	we	build/make/create...	[real world problem] e.g. <i>bullying/pollution/obesity etc.</i>
How do...	we as	<i>...an advertisement</i>	
Should...	[role/occupation] e.g. <i>high school students, Italian teenagers, global citizens</i>	<i>...a presentation</i>	<i>For teenagers/our friends/our families etc.</i>
Could/Can...		<i>...a poster</i>	
		design/plan...	To...[a person/organisation]
	[location] e.g. <i>Italy, Trentino, Rovereto</i>	solve/help/find a solution for...	<i>a politician/a newspaper/a local leader/a company/a celebrity</i>
		persuade	
		Write... <i>a letter/a short story/a poem</i>	to help people [<i>achieve something</i>]



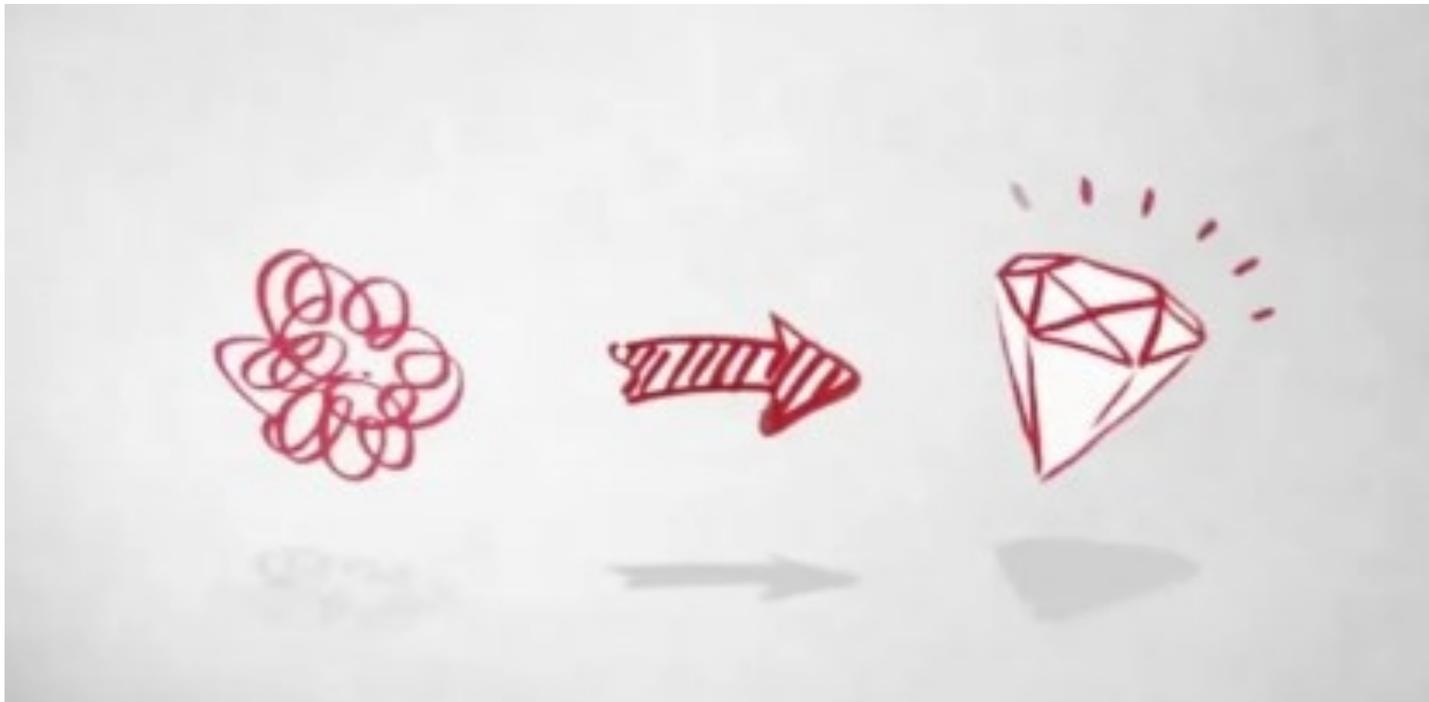
Your turn.

Think of your own context.

Decide the level of your students.

Write a guiding question for a project.

Refine!





Refine!

- Is it student friendly? Or is it teacher talk?
- Is it google-able? If yes – change!
- Do students have a “real-world” role?
- Can we make it specific to our local context?



Let's practise.



***Who were the most popular
British authors of the past 50
years?***



Let's practise.

~~*Who were the most popular British authors of the past 50 years?*~~

How can we create a short buzzfeed video that explains the lives of our favourite modern British authors?



Let's practise.



What is traditional British food?

(Is it google-able?)

HINT: What tasks could students do related to food?



Let's practise.



*~~What is traditional British food?~~
How can I make a recipe book that will
persuade my family to try British food?*



Let's practise.



How can we stop bullying?

(From a general to a local context)



Let's practise.



~~*How can we stop bullying?*~~
How can we help different groups of students at our school mix together outside of class?

(From a general to a local context)



Let's practise.



How was daily Victorian life different to the experience of contemporary British adolescents?

(From teacher talk to student friendly)



Let's practise.



~~*How was daily Victorian life different to the experience of contemporary British adolescents?*~~

What did teenagers in Victorian times do without mobile phones?

(From teacher talk to student friendly)



Let's practise.



How can we use narrative tenses such as the past perfect and past continuous to improve the quality of our ghost stories?

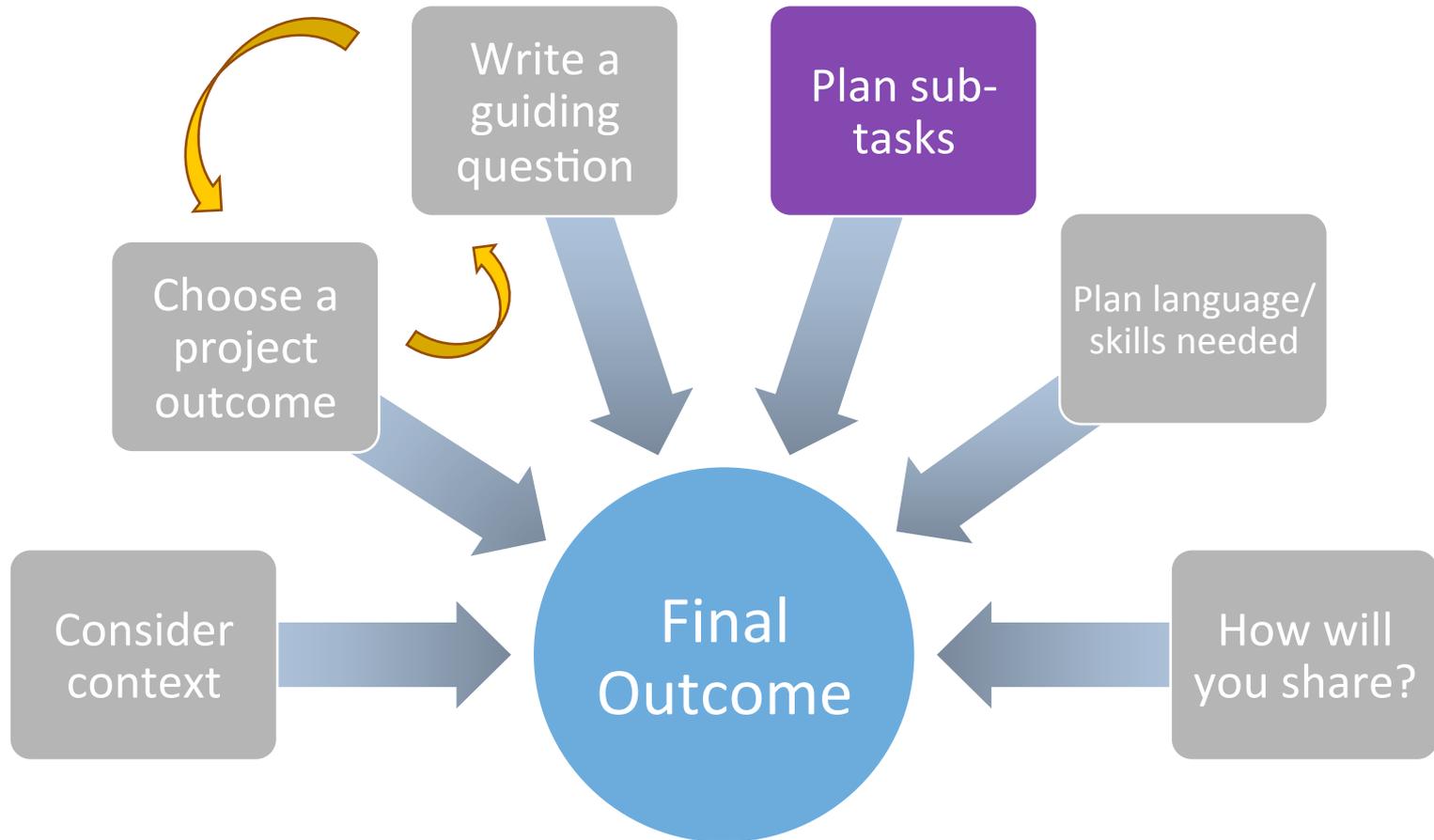


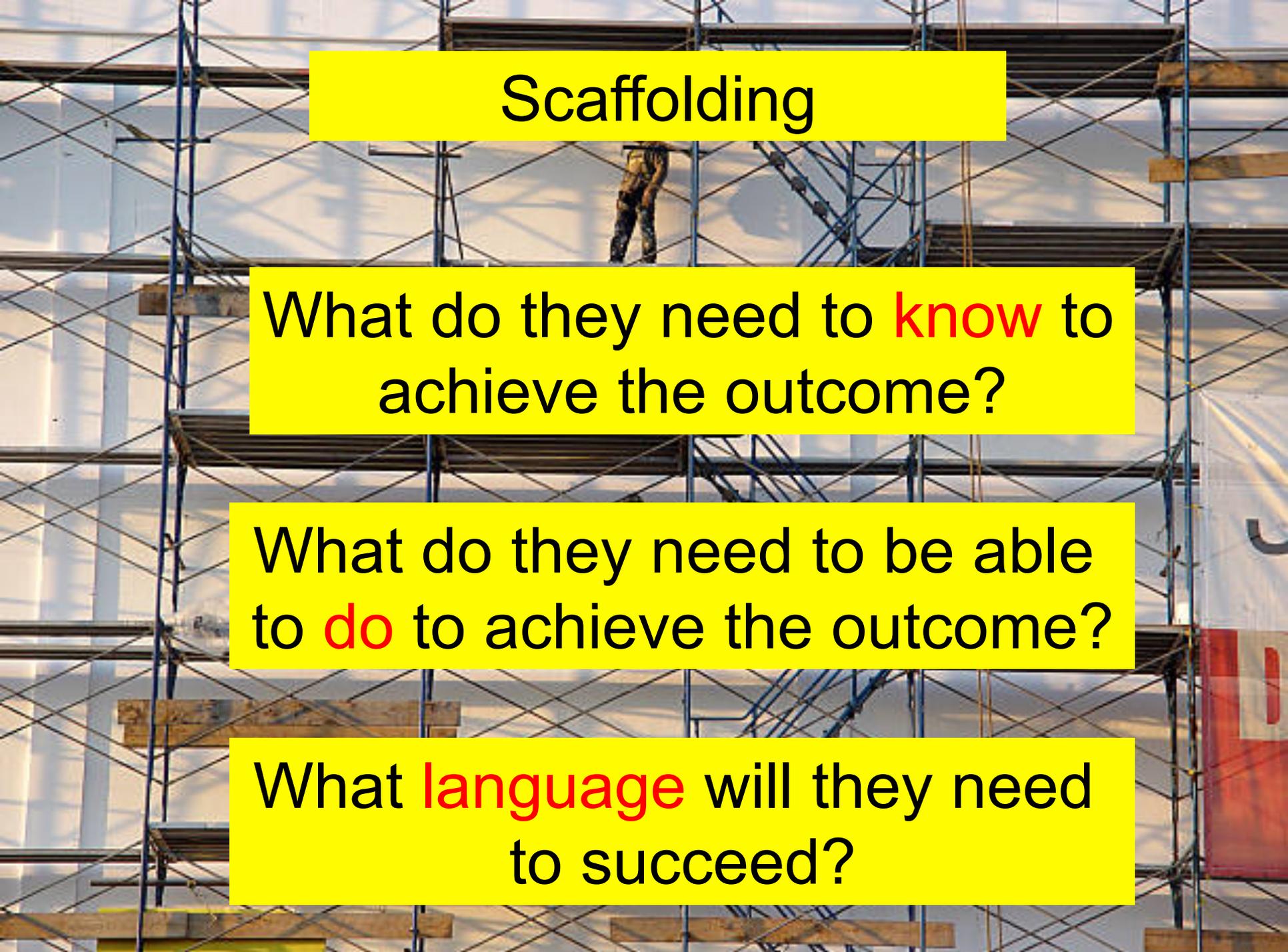
Let's practise.



~~How can we use narrative tenses such as the past perfect and past continuous to improve the quality of our ghost stories?~~

How can we write a ghost story to scare our friends?



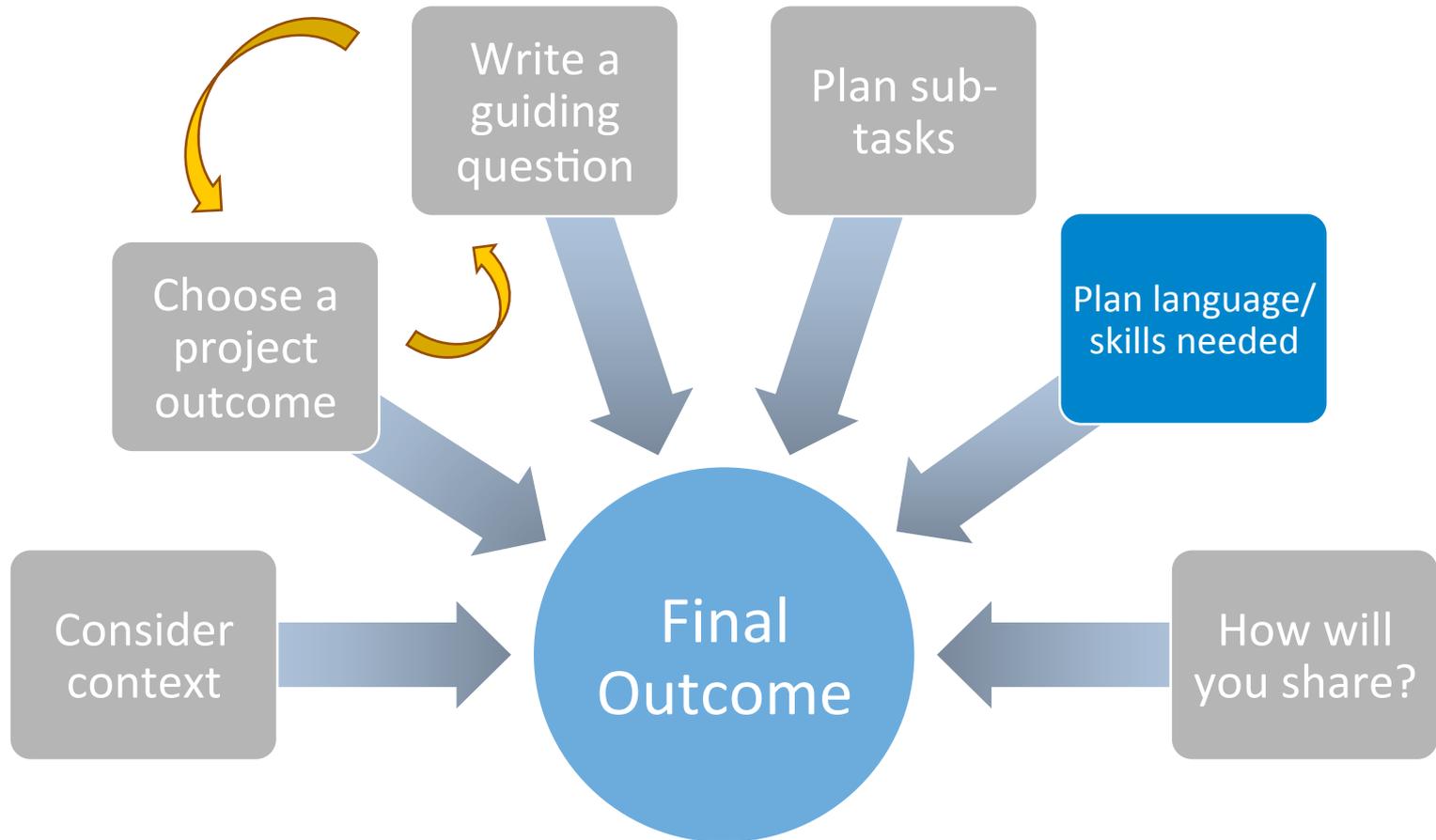
A construction worker is visible on a complex scaffolding structure. The scaffolding is made of blue metal poles and wooden planks, forming a grid-like pattern. The worker is positioned in the upper-middle part of the frame, wearing dark clothing. The background is a clear blue sky. The text is overlaid on yellow rectangular boxes.

Scaffolding

What do they need to **know** to achieve the outcome?

What do they need to be able to **do** to achieve the outcome?

What **language** will they need to succeed?





Integrating language

vocabulary

grammar

functions

skills

Food glorious food!

I like/don't like...

Count/uncountable

Phrases for ordering
food

Writing a recipe

Intensifiers:
absolutely delicious

Adjectives



verbs for cooking

Quantifiers (cup of,
piece of, loaf of etc.)

Making a complaint



Topics

What language could be connected with these topics?

New technology

Superheroes

Natural disasters

The British Royal Family

Travel

vocabulary

grammar

functions

skills



Integrating language

...and don't forget:

vocabulary

grammar

functions

skills

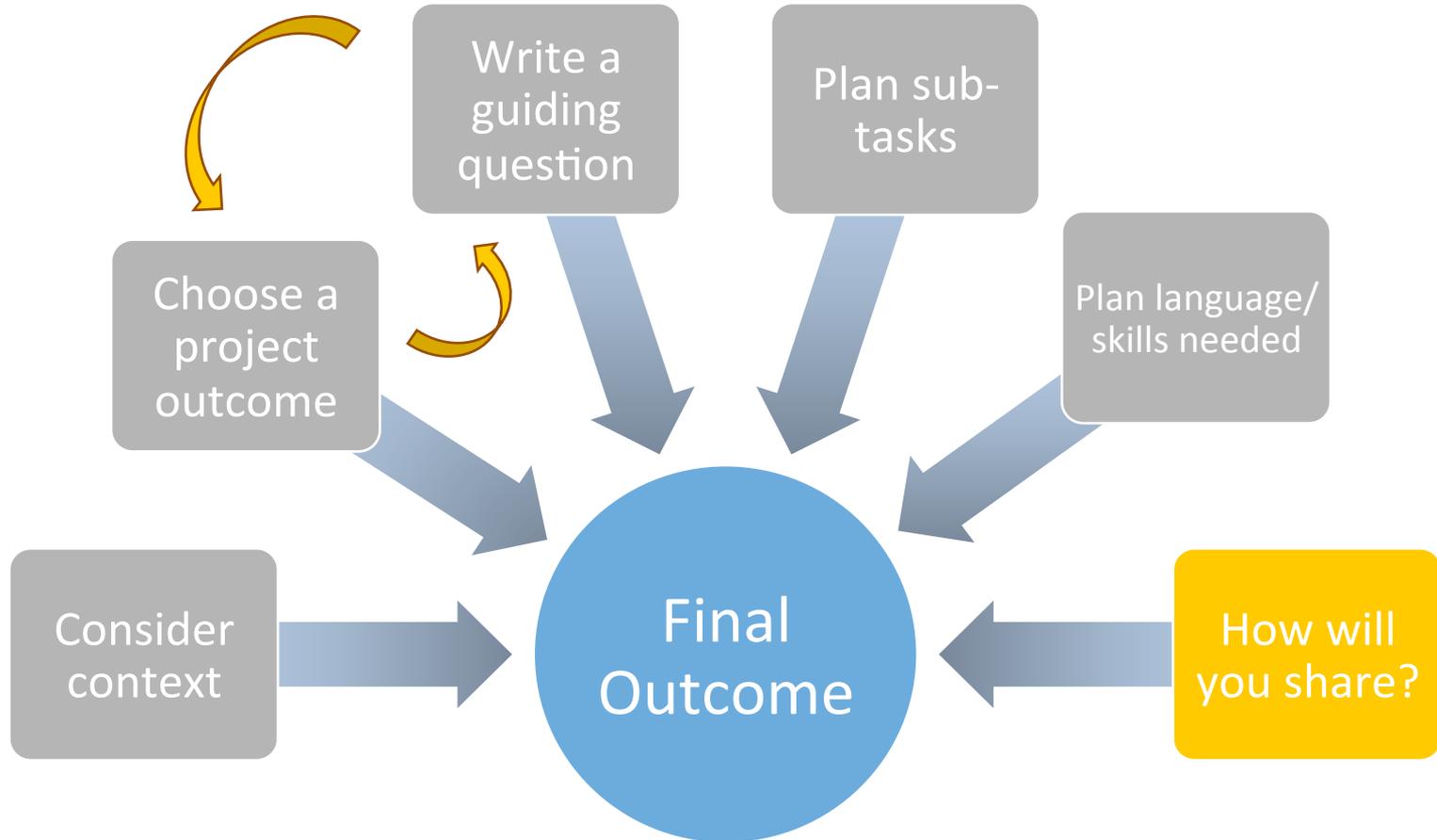
language for doing project work!

What do you think about...

Who is going to [edit the video]?

That's a great idea!

Why don't we [make a podcast]





Sharing the outcome

How can you share with the...

class

school

parents/friends

community

world!

Thank you!

tom.beakes@bellenglish.com



enquiries@bellenglish.com

Bell Teacher Campus – www.bellenglish.com