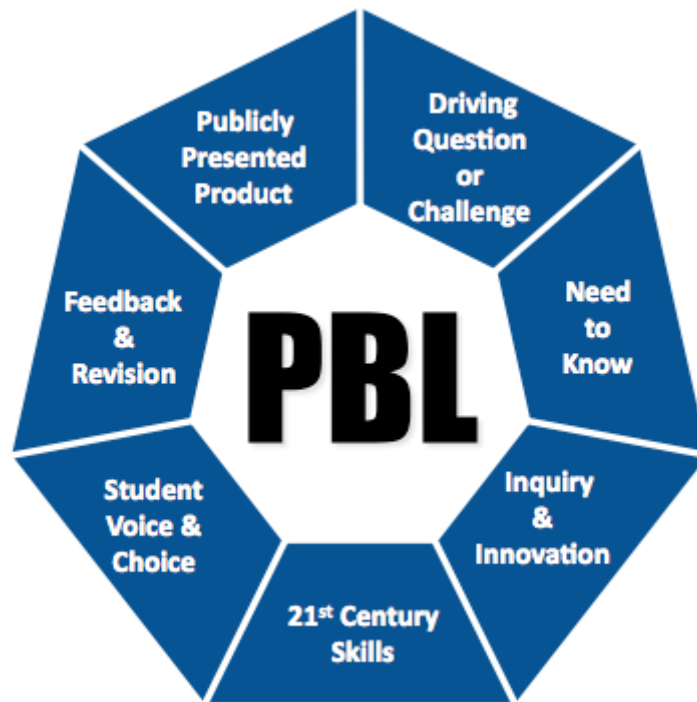


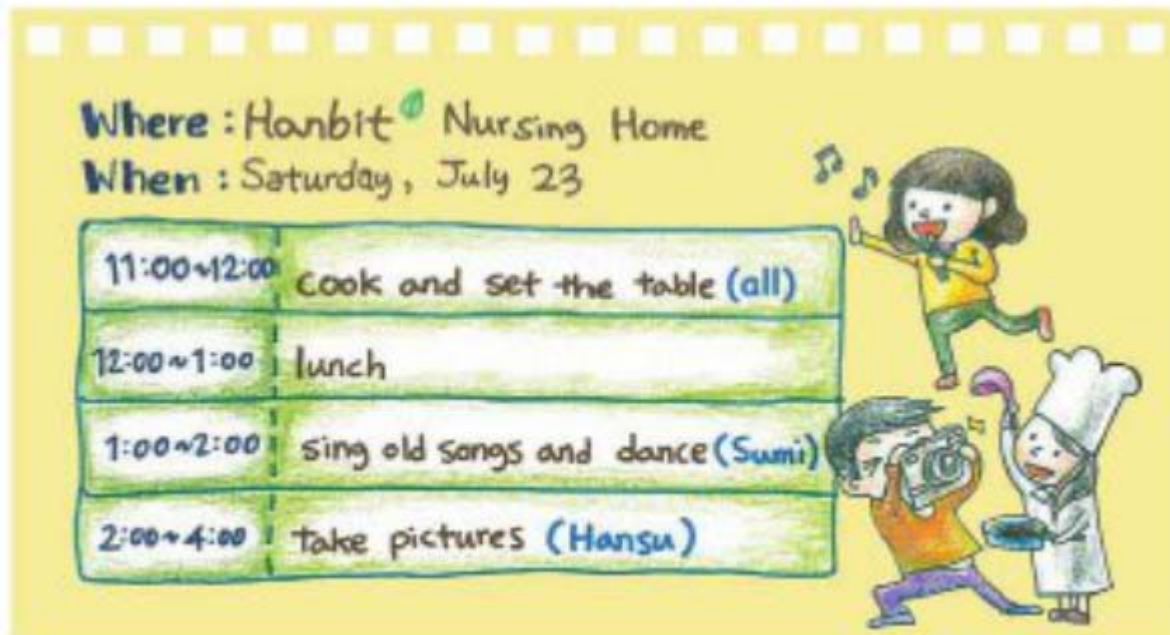
# PBL Projects



## Lesson 6 Give Us Your Talent

Christine Kim  
(Doosan Donga Middle School English 1)

- ✚ Entry Events: The whole class is going to visit some nursing home this Saturday to do some volunteer work.
- ✚ Driving Questions: What can you do in the nursing home, using your classmates' talents?
- ✚ Procedure:
  1. Survey about their classmates' talents.
  2. Make a timetable for the volunteer program.
  3. Present the timetable to the whole class.



# PBL Demo Lesson

Mona

1. Entry event: The main theme of the unit from a high school textbook is about cultural differences between countries. So, this project is good as a post-reading activity. Entry event is reading the text, and also a video clip related to the topic will be good.
2. Real-world connection: We are living in the globalized society. We need to work with people with different cultural background. For Example, Samsung workers work with Indian workers, who come to Korea because they are especially good at computers. There is one of my friends who is working in Google in Korea. She is working with people from all over the world.
3. Driving question: How can we help our classmates improve their awareness on other cultures?
4. Details: Ss are divided into about 5 teams.
  - A. Ss teams choose one country.(or T assigns each team one country.)
  - B. Ss teams research 2 customs of the country.
  - C. Ss teams decide on presentation style(a video, a play, a reader's theater, telling a story, a presentation, quizzes.
  - D. Ss teams create an episode(a happening) caused by the different customs.
  - E. Ss teams practice.
5. Share: Ss teams show or present what they prepare. (a video, a play, a reader's theater, telling a story, a presentation, quizzes.)

## Unit 9 (Did I do something wrong?)

### Entry events/real problems

In these days, many people travel around the world but make mistakes without knowing other cultures. Likewise, many foreigners visit Korea and do so as well.

### Driving Question:

How students can increase the awareness of intercultural difference?

### Process/task:

Have students make a research about taboo and unique culture of other countries with T's guideline(web-site)

Have students make a dialogue based on the situations.

### Presentation:

Have students do a role-play after a short explanation.

## PBL(Alice)

1. Entry events – main chapter theme : Sleep, Memory, and Learning
2. Real-world connection – seniors in high school, exhausted and need energy to sustain
3. Driving question – What can we do to help students avoid burnout?
4. Project details –  
  
Let students create survey questions by themselves, or let them do the burnout test on their own.  
  
Students do the survey or test to 5 people, and then figure out the solutions to cheer them up.  
  
Lastly, present their solutions.
5. How learners will share their projects – Students present their solutions and at the beginning of the second semester. They present how they worked for a month of summer vacation.

## Project Based Learning (PBL) Assignment

2016.07.22  
Seongmin Han & Oki Lee

### [1] Celebrating Diversity Korea

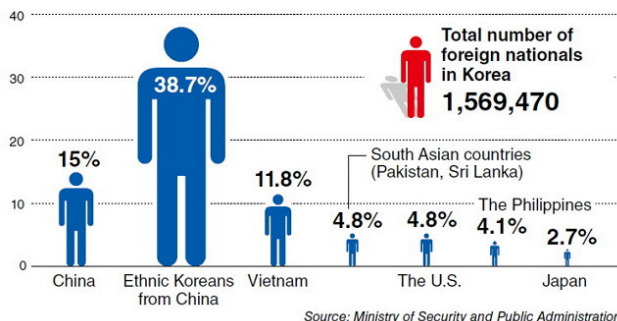
☐ **Textbook:** Neungryul, High School English I, Lesson 4. Change for the Better [The Help]

**1. Entry event:** Read & discuss a news article

A news article from the Korea Times, “‘Korean Dream’ mirage for most immigrant workers”  
([http://www.koreatimes.co.kr/www/news/nation/2016/05/116\\_204073.html](http://www.koreatimes.co.kr/www/news/nation/2016/05/116_204073.html))

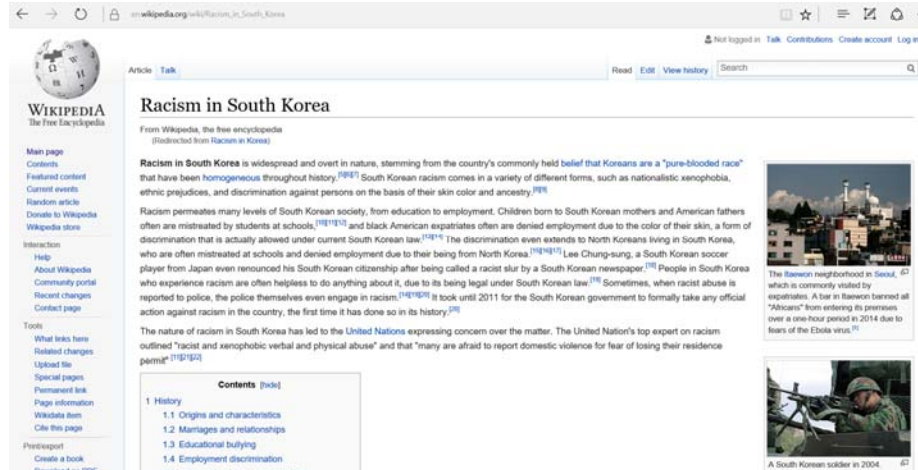
**2. Real-world connection:** Korea is becoming a multi-cultural society, but Koreans are not interculturally tolerant enough. A news article from the Korea Herald, “Defining Racism in Korea”  
(<http://www.koreaherald.com/view.php?ud=20140904001088>)

#### Demographic of foreign nationals in Korea in 2014

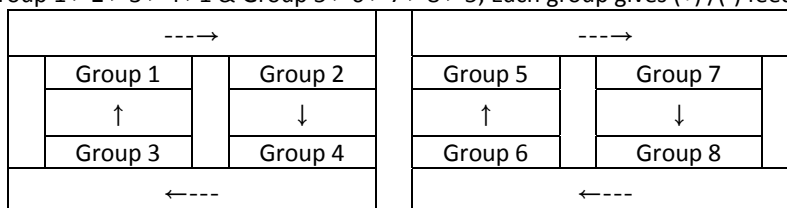


**3. Driving Question:** “What can students in my class do to reduce racism in Korea?”

**4. Project details:** Students in groups create a fictional Wikipedia page.



**5. How learners will share their projects: Jigsaw presentation (32 Ss/a class; divide the class into a half; Group 1 > 2 > 3 > 4 > 1 & Group 5 > 6 > 7 > 8 > 5; Each group gives (+) /(-) feedback for other groups’ work)**

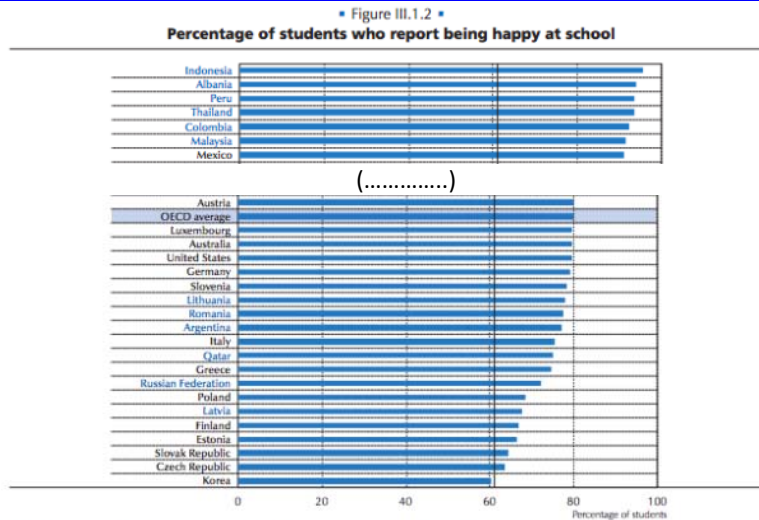


**[2] Dream School Project [Create School President Election Slogans]**

□ **Textbook:** Neungryul, High School English I, Lesson 2. A Better Life for All [Designs for Hope and Change]

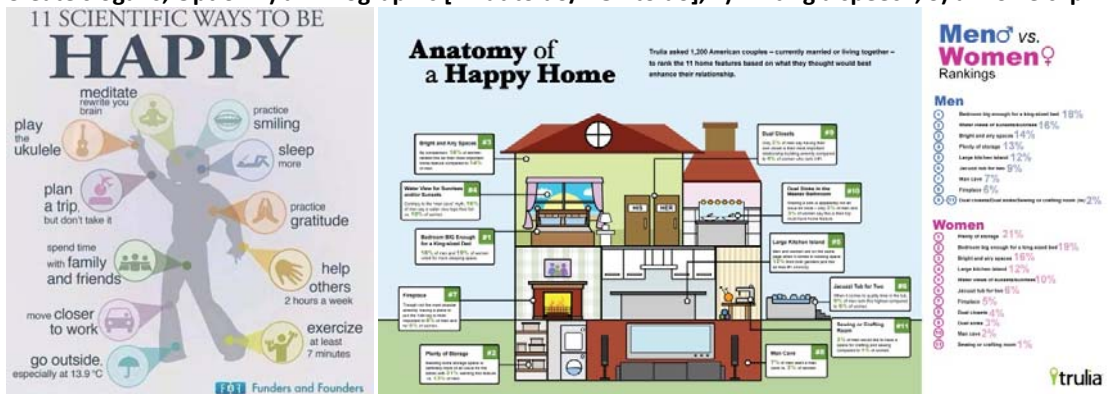
**1. Entry event:** Read & discuss a news article

A news article about “Korea is the world’s top producer of unhappy school children”  
<http://qz.com/153380/korea-is-the-worlds-top-producer-of-unhappy-school-children/>

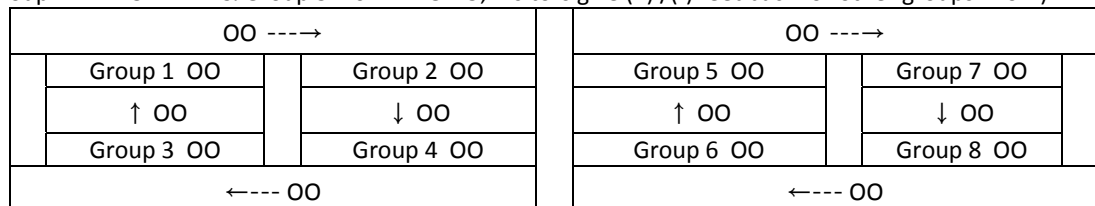


Note: The figure reflects the percentage of students who “agree” or “strongly agree” to the statement “I feel happy at school”.  
 Countries and economies are ranked in descending order of the percentage of students who report being happy at school.  
 Source: OECD, PISA 2012 Database, Table III.2.3a.  
 StatLink <https://dx.doi.org/10.1787/888932963787>

- Real-world connection:** Brainstorm about ‘what makes students unhappy’ and ‘possible solutions’.
- Driving Question:** “How can students in my class create a positive school atmosphere?”
- Project details:** Students in groups prepare for imaginary president election slogans as a Task Force Team - **Create slogans; Option 1) an Infographic [what to do/NOT to do], 2) writing a speech, 3) a movie clip**



- How learners will share their projects: Rotation fair** (32 Ss/a class; divide the class into a half; In each group, two are presenters and two are visitors [later switch roles]; Group 1 > 2 > 3 > 4 > 1 & Group 5 > 6 > 7 > 8 > 5; Visitors give (+) /(-) feedback for other groups’ work)



## Project Based Teaching

1. Textbook : Practical English I (천재교육. 김)
2. Student : 1<sup>st</sup> graders of a vocational high school
3. Lesson : City Life
4. Object : Communication Skill Improvement
5. Time : 1 or 2 periods of 50 minutes
6. Outline
  - 1) step 1 – to introduce a news article relevant to a light quarrel between neighbors  
such as parking, making noises, dealing with garbage, etc  
  
or  
  
to introduce a case of a foreign neighbor making troubles because of  
ignorance of community rules
  - 2) step 2 – group talking about predicted troubles in a community
  - 3) step 3 – to give a driving question: how can you persuade your neighbors?
  - 4) step 4 – to present the project: make a notice for help  
  
(in the notice, two items need to be included; trouble and suggestion)
  - 5) step 5 – personal presentation in each group



## Tourism Festival

1. Textbook / Chapter: 두산동아 High School English II  
Lesson 9. Changdeokgung  
– an Outstanding Example of Korean Palace Architecture
2. Entry Event: video clip on UNESCO World Cultural Heritage Sites (안동하회마을)
3. Real-world Problem:  
Korean government didn't use effective strategies to explore and promote Korean sightseeing places for tourism.
4. Driving Question:  
What unknown places can you come up with for foreign tourists and how can we promote them?
5. Project Details:  
Culture Promoting Booth
  - banner: including places and catch phrases
  - pictures: beautiful spots, enjoyable activities
  - leaflet: accommodation, cost, etc.
  - souvenir: distributing hand-made products representing the place
6. How to Share
  - set up the booth
  - group work: four students in one group are given the role  
(banner, pictures, leaflet, souvenir)  
Promote the place they choose to other students

## **Project Based Learning – Class A / Kim Jina**

**Entry event:** Video about new technology (advertisement, Youtube video, etc.)

### **Real-world connection:**

1. Even though new technology like smartphones improve the quality of life, they have also problems such as addiction.
2. Many scientists and engineers are inventing new technology every day.

**Driving question:** How can we enjoy benefits of new technology without problems/negative effects?

### **Project detail:**

- 1) In groups, students research new technology that they think useful and helpful for own lives. (2-3 things)
- 2) Students discuss potential advantages and disadvantages of new technology.
- 3) Students in groups discuss how they can solve problems. (Brainstorm ideas and talk about what solution would be helpful)
- 4) Students write their news articles (if students have already learned the format of news articles) or a text to introduce the new technology in a science magazine.

### **How to share:**

- Post their articles or texts online and make students write comments and opinions.

(or print out the texts and rotate the paper in groups to discuss the ideas together)

- Vote for the best technology for the future in class, considering benefits and disadvantages.

**Driving Question: How can we help to revive traditional Korean games?**

- Current Problem:
  - In the modern society, many students are addicted to digital devices, which leads to the lack of conversation among them.
  - The healthy/analogue games that our old generations enjoyed have almost disappeared.
- How the project works
  - Groups of four students search for Korean traditional games. (to ask 5 adults-parents or teachers- what kind of games they did for fun with friends when they were young except reading or sleeping)
  - Each group chooses two games and studies how to play.
- How to Share – Jigsaw
  - T gives a number (from 1 to 4) to each student in each group.
  - Students with the same number gather together.
  - Students share their games and play them together.

**Driving Question: How can we promote traditional market in local area?**

- Current Problem: Traditional markets and small store owners are losing their competitiveness because of major supermarkets.
- How the project works (This project is for afterschool or summer camp programs)
  - For the first lesson, students in groups of four have discussion about the driving question and search for price list of major supermarket using their phones or computers in the classroom.
  - In the second class, students go to the local traditional market all together.

As groups, students walk around the market comparing prices and quality of products between a local traditional market and the major supermarket.

- Each group chooses one small store or seller who sells good products with reasonable prices.
  - Each group member tries products of the store or seller and takes pictures with the owner.
  - Each group makes an ad including the photos, price info, and best items.
- How to Share – SNS posting & Review
    - Students put the ad on their SNS to promote the store or the seller.
    - Students should visit other group members SNS (at least two different ones) and try to use the recommended product during the weekend or vacation.
    - Students should take a shot in front of the stores and write a short review in the original promotor's SNS.

## **Project Based Learning**

### 1. Entry events

- For Middle school 3<sup>rd</sup> graders, from the textbook Lesson 1
- Read the reading material about William Kamkwamba.
- Show a video clip about William Kamkwamba.

### 2. Real-world connection

- Many students lose their belongings often in school like bags, umbrella, worksheets, books, shoes, etc.

### 3. Driving question

- How can we make inventions to help the students who have lost things often?

### 4. Project details

- 1) Which thing is the most frequently lost
- 2) Think of their own creative invention in groups
- 3) Draw their invention, including such as name, features (purpose), design

### 5. How learners will share their projects?

- Rotation fair,
- Find the most useful invention/vote