Project Based Learning (PBL)

Sustainable Project based learning for the 21st Century.

The resources and the tools to make this happen for you!!!
Who am I...

• Father of 5 children
• Loving Husband
• Life-long learning - @ILifeLearner
• Educational Leader
• Non-Profit
• Public School
• Charter School
• 20 years +
Dream to be and Dare to be!!!

• I'm a dreamer. I have to dream and reach for the stars, and if I miss a star then I grab a handful of clouds.

• Quote by...
I'm a dreamer. I have to dream and reach for the stars, and if I miss a star then I grab a handful of clouds.

Who Created this quote?
A. Albert Einstein
B. Michael Jordan
C. Mike Tyson
D. Neil Armstrong
What PBL isn’t?

https://www.youtube.com/watch?v=dY2mRM4i6tY
Duh!!! The answer is C!!!

No longer am I teaching to the test...
I’m reaching for the stars...

• Today I bring you clouds of wisdom @ILifelearner

• When you see a cloud Icon appear like the one below I would like you to lift your hand in the air like you are reaching for the stars, breath in through your nose, out through your mouth.

Mr. Cloud of wisdom!!!
What is project based learning (PBL)?

WIIFM...

• With a table partner or virtually if you are live streaming, please take a moment to come up with a definition and brainstorm list of why PBL is important.

• Share out...

• What questions do you want answered in this session? What would make this most valuable to you?
What PBL is?
What teachers know about PBL?

http://youtu.be/waKZQ9gaBkI?
list=PLHWqv9AMgd2XrqSJaaATknAD85daRPyi
Civic Action Project and Project Based Learning

Constitutional Rights Foundation

www.crfcap.org

Mr. Cloud of wisdom!!!
What is Civic Action Project?
Essentials for in-depth Project Based Learning:

1. Significant content
2. Creates a need to know essential content and skills.
3. Is organized around an open-ended driving question or challenge
4. Allows some degree of student voice and choice.
5. Requires critical thinking, problem solving, collaboration, and various forms of communication.
6. Requires in-depth inquiry.
7. Incorporates feedback and revision.
8. Results in a publicly presented product or performance.

Buck Institute of Education

www.crfcap.org
www.bie.org/about/what_is_pbl
The Civic Action Project

- Practicum civic engagement...
- Five core lessons.
  * Additional classroom lessons provide specific content and skills.
- Students choose a policy-related problem to address and do everything they can to make an impact.
- CAP web site provides instruction and resources.
1. Significant content
Focus on important knowledge and concepts from the standards

Lessons and planners linked to content standards for Common Core

Lessons

Planners
The CAP Planner

The CAP Planner provides a structure to guide students through selecting and addressing an issue, problem, or policy. Tips and a Layer of in-depth help are provided for each step of the CAP process. Teacher tips for assessing each part of the process are provided in the Tools for Assessing CAP.

Students hand in each document of the planner so that teachers can assess their work and approve next steps.
The CAP Planner Includes:

**CAP Proposal:** Helps students focus on an issue. Provides teachers with a description of the issue, its policy implications, and students’ ideas for civic actions they will take. **Teachers approve or ask students for revisions before students begin working on their issues.**

**Thinking it Through:** Helps students think more in-depth about the issue they are addressing. Provides teachers with a tool to assess students’ critical thinking about the issue, including policy implications. **Students report on their last civic action and propose their next civic action, providing teachers the opportunity to approve or ask for revisions.**

**Civic Action:** Students report on their last actions and propose their next, as well as speak to policy connections. **Provides teachers with the opportunity to approve or ask for revisions in the students’ plans, as well as see how students are making connections between CAP and their academic.**

**CAP Report:** Guides students through evaluating and reflecting on their CAP experience. **Provides teachers with a way to assess what students have learned and the skills they have gained.**

The CAP Planner is available in an electronic format using Adobe forms or in a “pen and paper” format. Teachers and students are invited to use CAPs learning management system to post Planner documents and communicate.
2. Creates a need to know essential content and skills.

PBL begins with the vision of an end product or presentation which requires learning specific knowledge and concepts, thus creating a context and reason to learn and understand the information and concepts.

As a part of this course, you must...

Choose a policy related issue or problem that matters to you and do everything you can to impact that problem.

Common core: Students rely on the classroom lessons (including case studies, simulations, etc.) and web-based resources (with layers of help) to be able to:

- identify an issue that matters,
- make connections between the issue they select and public policy, and
- develop and execute their civic actions.
3. Organized around an open-ended driving question or challenge.

These focus students’ work and deepen their learning by centering on significant issues, debates, questions, and/or problems.

CAP’s Big Question:
Why is an informed and engaged citizenry essential in our democracy and how do people in our democracy go about solving problems and creating change?

Students Guiding Question:
How can I impact....?

Students will conduct investigations:
A. Select an issue (narrowing down through cause and effect)
B. Investigate the relationship between:
   • issues/problems, and
   • policy, and
   • citizen actions.
C. Investigate the attributes of effective, engaged citizens.
4. Allows some degree of student voice and choice.

Students learn to work independently and take responsibility when they are asked to make choices. The opportunity to make choices, and to express their learning in their own voice, also helps to increase students’ educational engagement.

Cap allows students to work in small groups or independently on issues they care about. Issues can be selected by students or an entire class can work on one overarching issue.

**Small group issues**

Students form groups around issues they care about either school based, in their community state-wide, nationally or internationally.

**Example:** Class issue is Animal Cruelty

Students form groups to work on components under topic.

- Real vs. Synthetic Fur Fashions
- Puppy Mills
- No-Kill Policy Enforcement at Local Shelters
5. Requires critical thinking, problem solving, collaboration, and various forms of communication (21st Century Skills).

Students need to do much more than remember information—they need to use higher-order thinking skills. They also have to learn to work as a team and contribute to a group effort.

**Bell Gardens - “The Wall” Project**

**Teamwork:**

Five students who did not know each other well. Collaborating with each other, then with community members including neighbors, the mayor, city council, and the executive director of a local agency.

**Critical Thinking/Problem Solving:**

Policy connection - Enforce existing barrier wall height policies.

Research, strategize, organize, act.

**Communication:**

Public Service Announcement video - raise awareness.

Letters, emails to public officials, agencies.

Community survey and petition.
6. Requires In-depth inquiry

Inquiry should lead students to follow a trail based on their own questions.

In CAP Students develop strategies for finding out information and taking civic actions and refining their issue and actions as they discover new
7. Incorporates feedback and revision.

Students use peer critique and rubrics to improve their work to create higher quality products. The Cap planners also allow for teachers to coach students by leaving feedback on their work.

As students dive deeper into CAP, they often need to rethink the way they describe and the way they try to impact the issue they are trying to address.

Peer consultation

Students in your community and around the country are using different strategies to address their own CAP problems and issues. Along the way, they are also experiencing the success and challenges of being informed and responsible citizens. Tap into this pool of experience by consulting with your peers to strengthen your own CAP project.

I. Reflection (10 mins)
In your Civic Action groups, respond to the following questions:
- In what ways has your team been successful?
- What has been your biggest challenge?
- How are you dealing with this challenge?

II. Peer Consultation (10 mins)
Find another Civic Action group and:
- Share your three responses.
- Ask each other for feedback on how to address your biggest challenge.

III. Shareback (3 mins each)
Designate a Reporter from your Civic Action group to share:
- An example of your group’s success.
- A challenge.
- One useful suggestion you got from your consultations with each other and/or another Civic Action group.
8. Results in a publicly presented product or performance. What you know is demonstrated by what you do, and what you do must be open to public scrutiny and critique.

Classroom or School-based Presentations

Culmination Events

Los Angeles Mayor with CAP students
CAP Students Use Social Media

Facebook
Twitter
Websites
Tumbler
Instagram
Videos

Too Much to Live For: Stop Gang Violence

Stop the gang violence

Civic Action Project - School Lunches

Living Waste - A group of teens trying to bring awareness of littering to make the future a little better for the next generation. Help spread the word!
I learned that it is very important to be well informed on public policies and problems in order to make educated decisions about the world around me. Working on these issues helped me realize how much I could change representative's minds on issues that need changed.

I learned that some things may not work in your favor, but if you persevere you will get results. I also improved my business letter and e-mail skills. I also learned who I can contact for assistance on certain policy matters. I learned more on how to be an active community member.

The highlight of my CAP experience was being able to learn how to effectively work with others and learning more about the issue that I was not aware of. For example, the meeting with my school resource officer helped me become more informed about the policy, the regulations, and the consequences that are entailed by this policy.

The CAP experience is making me into a better citizen of my community and I enjoy discussing the public policies and evaluating them, along with debating on the issues.
Mr. Irizarry’s Senior Class of 2014
Contact to partner with

Gregorio Medina | Senior Program Director
Constitutional Rights Foundation
601 S. Kingsley Drive
Los Angeles, CA 90005
(213) 316-2105 | Fax: (213)386-0459
gregorio@crf-usa.org | www.crf-usa.org

• Join CRF on Facebook | Follow CRF on Twitter | Follow CRF's Blog
“Depending on their needs and available resources but standard support includes:

- Professional development (face-to-face and remote)
- Implementation stipends
- Classroom supplies
- Ongoing phone and electronic consultation

Ultimately depends on a district’s commitment level to convening a group of interested teachers and linking the CAP process to an existing district requirement or initiative.

“That will help with addressing any teacher anxiety about being asked to do “extra” as opposed to being provided with a resource that enables them to do something they’re already doing more effectively, e.g., PBL.” - Gregorio Medina CRF
Y-Plan Sample project
**Essay Question:** What factors made the first empires successful or not? Which main factors are similar to our society or your community today?


**Possible Interpretations (Thesis):** Final sentence in first paragraph

A. Civilizations of the past have risen or fallen due to factors such as _______ and _______, in my community I see some of the same factors and ________

B. Civilization of the past are just like civilizations of today ________________, and the factors that caused them to rise and fall were ________

C. Throughout history, civilizations have risen and fallen, which was ________________

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<thead>
<tr>
<th>Evidence Use “quotation” marks</th>
<th>Analysis What does this mean? This means that... (explanation of evidence)</th>
<th>Relevance How does this support your interpretation (thesis)? This proves _______ because ___</th>
<th>Source Write down citation information (Book or article)</th>
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<tr>
<td><strong>Body P1</strong></td>
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<td><strong>Beginning:</strong> What were some of the factors that you observed in with which civilizations?</td>
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<td>Q U O T E 2</td>
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**In my class...**

- What factors made the first empires successful or not? Which main factors are similar to our society or your community today?
Step 1: Start Up

1. Start Up
   - Find our strengths
   - Identify the challenge
   - Meet the client
   - Create a roadmap

2. Making Sense of the City
   - Map neighborhood
   - Understand project site
   - Interview community
   - Tell the story

3. Into Action
   - Gather inspiration
   - Brainstorm ideas
   - Create a vision
   - Plan for change

4. Going Public
   - Maximize impact
   - Prepare presentation
   - Present to public

5. Looking Forward and Back
   - Reflect on successes
   - Letter to client
   - College essay

College and career preparation and readiness...
Building healthy, sustainable and equitable communities...
To Richmond HS: 1 mile
Walkability Audit

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<th>Strengths</th>
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<th>Opportunities</th>
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Step 2: Making Sense of the City

1. Start Up:
   - Find our strengths
   - Identify the challenge
   - Meet the client
   - Create a roadmap

2. Making Sense of the City:
   - Map neighborhood
   - Understand project site
   - Interview community
   - Tell the story

3. Into Action:
   - Gather inspiration
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   - Maximize impact
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   - Reflect on successes
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College and career preparation and readiness...

Building healthy, sustainable and equitable communities...
Site Visit: Challenges
Site Visit: Telling the Story

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AC Transit Survey

Your Bus Stop

Please take a few minutes to fill out this survey. AC Transit is interested in hearing your perspective about the quality of your transportation experience. Please answer each question based on your experience riding AC Transit from RHS to the South Shoreline during the Y-PLAN site visit November 7.
Charrette

Mr. Cloud of wisdom!!!
Step 3: Into Action
Survey Findings

Total of 579 Surveys collected
46.1% 16-younger
25.6% between 17-25 years
17.6% between 26 and 40 years
9.4% between 41-60 years
2.1% over 60

• The majority of people drive
• Many people do not know where the South Shoreline is
How do you most often get around Richmond?

When you go to the South Shoreline, how do you normally go?
Many people don’t know where the South Shoreline is - or do not go.

Cost Benefit Analysis
Step 4: Going Public
Final Proposals
Transportation is key to Richmond’s History & Future

The transportation industry helped Richmond become what it is today, and what it also could become in the future.

Richmond is a Transportation Hub

- **RAIL ROAD:** Pullman Palace Car Shops
- **SHIPPING:** Early 1900’s – construction of Port Terminals
- **AUTO:** Ford Motor Assembly Plant
Transportation is key to Richmond’s History & Future

WWII & THE SOUTH SHORELINE

In WWII, the Kaiser Richmond Shipyards at the south shoreline built tanks for the war. They opened jobs to women because men were at war. The tanks were then shipped by boat. There is now the Rosie the Riveter Museum at the South Shoreline that educates and celebrates this history.

Transportation Changes in Richmond over the years:
• Transportation has evolved from walking, horses, and railroad to automobiles

• The construction of the Knox freeway changed Richmond.

• It divided Richmond and made it difficult for people in certain parts of Richmond to get to the South Shoreline.

• We are now trying to make the South Shoreline more accessible by improving transportation in ways that will make it easier for all people in Richmond to get to and enjoy the South Shoreline.
Public Presentation to stakeholders

Presentation at City Hall with a community gallery walk beforehand.

How would you divide up the workload for this type of event?
Internships and other opportunities for my students as well as a bigger passion for learning!!!
Contact for level #1 partnership

Jessie Stewart, MCRP | RESEARCH SPECIALIST & NATIONAL Y-PLAN COORDINATOR
Center for Cities+Schools
University of California, Berkeley
269-720-5247
Twitter @CitiesSchools
jessie.stewart@berkeley.edu
citiesandschools.berkeley.edu
Y-PLAN toolbox screenshot
Y-PLAN (Youth Plan Learn Act Now)

- Visit the website!!! - http://y-plan.berkeley.edu/
- Really want to work with teachers in the Bay Area, New York, Dallas, D.C.
- Use the Public tool on the Y-Plan website
- Want to road test the use your school as client do a mini Y-Plan.
- 2 different levels so partnerships
- Coaching, curriculum support.
- Possible site visit and summit invitation.
Junior Achievement

- JA Website - https://www.juniorachievement.org
- Worldwide program
- Job shadow support
- Multitude of programs for students. Managers throughout California to assist.
- My students did JA Day, JA company program, and JA Finance Park. -
Junior Achievement Contact

She can direct you to someone who can help if you are not in her service area. 😊

Stacey Martin-Bonaduce
Program Director, West Contra Costa & Oakland
Junior Achievement of Northern California

510-691-3471
smartin@janorcal.org

Mr. Cloud of wisdom!!!
JA Company Program

Richmond High School Students Developing a brochure for their company.
JA Day

Mr. Irizarry’s Health Academy Economics class 2012
The Stockmarket Game

• The stock market game is on online tool that is free for career academies. Students make stockmarket (investment) teams and manage a portfolio of 100k over a 3 month period.
• Cool contests, and can be done as a class at any level.
• Curriculum support, lesson plans and tools across content areas.

www.stockmarketgame.org

• My class website - http://goo.gl/P7292v
ConnectEd Studios

https://www.connectedstudios.org/media/CESintheClassroom.mp4

ConnectEd is an online platform that connects teachers with Industry Professionals, and that supports project-based learning in the classroom.

• ConnectEd Studios - works primarily with the 9 member districts.
• The tool is constantly evolving.
• Connecting industry partners to student work.
• Curriculum Mapping
• Performance task
- 9 Member Districts -

• Antioch USD
  Long Beach

• Los Angeles USD
  Montebello USD

• Oakland USD
  Pasadena USD

• Porterville USD
  Sacramento

  City USD

  West Contra Costa USD

AB799 - California Pathways Trust

ConnectEd
The California Center for College and Career
Common Design Pitfalls

• Engaging fun is the only strength
• Link between subject areas is weak, sometimes this can be an artifact of expanding a smaller project
• Culminating project requires little, if any, application of standards-based subject content
• Not authentic to the industry sector
• Wasteful use of valuable instructional time
• Others?
Curriculum Mapping

• Way to design rigorous projects.
• Bound in understanding your own process.
• Projects and tasks that are relevant to more than one teacher.
• Linked Learning - adds real world industry partners.
• Essential question...or multiple questions. Where there is now yes or no answers.
In the Linked Learning context, Integrated Project-Based Learning

✓ Requires students to **apply** or demonstrate their **knowledge**, as opposed to simply selecting an answer from a ready-made list.

✓ Reflect **real-world** situations or applications.

✓ Yield **evidence** of student proficiency in pathway and subject-specific **outcomes**.
6 A’s of High Quality

• Academic Rigor (I like challenge)
• Adult Relationships
• Authenticity
• Active Explorations
• Applied Learning
• Assessment Practices

Developed by Adria Steinberg, Jobs For the Future. Used w. permission.
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<tr>
<th>Course</th>
<th>Aug</th>
<th>Sep</th>
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<td>English</td>
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<td>Central dogma</td>
<td>Meiosis</td>
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<td>Inheritance</td>
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<td>Protein synthesis</td>
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<td>Geometry</td>
<td>Definitions</td>
<td>Induction vs. deduction</td>
<td>Circles</td>
<td>Quadrilaterals</td>
<td>Area, and surface area</td>
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<td></td>
<td>Geometric reasoning</td>
<td>Construction of lines, angles</td>
<td>Properties of triangles</td>
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<td>Sources of law</td>
<td>Codes</td>
<td>Courts</td>
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<td>Criminal investigation</td>
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<td>Amendments</td>
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<td>Conflict</td>
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**Pathway Outcome:**
Develop and deliver (written and orally) logical arguments supported by evidence that acknowledge counterclaims.
Topics ≠ Performance Mapping

- Photosynthesis
  - Use a model to illustrate how photosynthesis transforms light energy into stored chemical energy, including the material inputs and outputs of carbon dioxide, water, and oxygen.

Media and Digital Design

Energy and Utilities OR Green Engineering/Architecture

Health Science
• Industrial Revolution

VS

• Evaluate the net impact of the Industrial Revolution on the economic base, social and cultural structures, and environmental conditions of England. Students will cite primary and secondary source, and draw modern connections.
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Six Design Considerations

1. Curriculum Mapping
2. Overarching Theme
3. Essential Questions
4. Performance Assessment
5. Industry Partners
6. Reflection and Revision
A Possible Design Process

1. Map standards and performances aligned to outcomes
2. Share maps and find connections
3. Brainstorm the “big idea”
4. Develop the essential question and sub-questions
5. Design the scenario, clients, products and culmination
6. Plan the assessments
7. Connect to community partners
8. Plan benchmarks, instruction, and responsibilities
9. Evaluate, reflect, and revise
Review a Sample Project

- What are the key elements present in the summary?
- What are the strengths of the project?
- What are the weaknesses of the project?
- Other comments or questions?
- www.connectedstudios.org

EQ: How is the health of an individual related to the regulations and rules implemented for concussions and what is the best way to educate everyone involved with the athletes participating and treatment/recovery.

Mr. Cloud of wisdom!!!
## Established Goals

What content standards and program- or mission-related goal(s) will this unit address?
- Investigate a science-based societal issue involving the treatment of concussions by researching the literature, analyzing data, and communicating the findings.
- Analyze the way in which laws and regulations are made to manage the effects of concussions and human needs.
- Understand major issues related to concussions and how they are regulated.
- Investigate how the government and other agencies protect peoples’ rights regarding concussions.

What habits of mind and cross-disciplinary goal(s)—for example 21st-century skills, core competencies—will this unit address?
- Use appropriate technology to enhance projects.
- Thinking about one’s own thinking (metacognition).
- Use critical thinking skills to make informed decisions and solve problems.
- Questioning and posing problems.
- Thinking interdependently.
- Students apply argumentative and critical thinking techniques to inform their audience.
- Students organize and describe the different points of view on the topic.
- Speak well in public presentations.
- Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.
- Striving for accuracy.
- Remaining open to continuous learning.

## Stage 1 – Desired Results

### Transfer

What kinds of long-term independent accomplishments are desired?
Students will be responsible to protect student athletes and advocate for making responsible rules and regulations to protect them as individuals.

### Understanding

Students will understand that...
- Research includes fact-finding, interpretation of data and validation of the sources.

What specifically do you want your students to understand?
- What a Concussion is, its cause and treatment and how what role various agencies play in its regulation.
- How government and other regulatory agencies view student athletes and their rights.

What inferences should they make?
- Regulations and rule changes better designed equipment along with increased conditioning with muscles strengthening will help to protect the athlete from receiving a more serious Concussion.
- Increased education for all involved with athletics to understand the seriousness of a Concussion.
- Laws can be made to protect one entity over another.
- Without enumerated rights for individuals you are not sure what your exact rights are.
- That the constitution without the Bill of Rights left individuals unprotected in a similar way to that of AB25 with student Athletes.
- The AB25 legislation has similar problems to that of our constitution.

### Essential Questions

Students will keep considering...
- How is the health of an individual related to the regulations are implemented as well as the understanding the causes of a Concussion the education of everyone involved with the athletes participation treatment/recovery.
- What thought-provoking questions will foster inquiry, meaning, and transfer?

1. How does a Concussion relate to the health of an athlete?
2. What can cause a Concussion?
3. How has government developed policy around this in protecting student athletes?
4. How a recovery from a Concussion can influence the athletes normal life style?
5. What are the best treatment options available for an athlete?
6. What are the parameters used to help the athlete recover from a Concussion?
7. What are some of the long term affects of a Concussion?
8. Who is most responsible for the immediate recognition for the athlete?
9. How does legislation hurt and/or help the student athlete?

### Acquisition

Students will know...
- Will know the signs and symptoms of a Concussion.
- Will be able to do on-site evaluations for testing a concussed athlete.
- Will be able to determine the protocol used for determining the severity of the Concussion.
- Will be able to determine the treatment protocol of the Concussion determined by the severity.
- Will be able to determine when the athlete can return to play.
- Will be able to use the national protocols for return to play.
- Will be able to see the need for athletes’ rights.

What facts and basic concepts should students know and be able to use?
Be able to recognize the signs and symptoms of a Concussion.

### Use

Computers, Google Presentations (as a shared document) and IPhone use to access mobile Apps. For assistance for assessing concussion as well as articulate their views.
- Research paper format Google Presentation on the Rights of Student Athlete.
- Protocols for citations (MLA, APA, AEPA formats).
- Graphing/database program such as Excel
- What discrete skills and processes should students be able to use?
  - Computer for research.
  - Filling out injury forms.
  - Keeping track of treatments for the athlete in a log book.
  - Daily assessment skills to assess the Athletes.
Contact for partnership

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Evaluation time...

• Review of questions asked at the beginning...
• What tool or piece of this presentation did you find most helpful?
• What questions or concerns do you have about project based learning in the future.