

PBL Essential Elements Checklist

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<p>Project Source: i-EARN USA http://us.earn.org/projects/curriculum-integration-toolkit/integration-plans/plan/cultural-recipe-book</p>	<p>Grade Level: K - 2 (We will be adapting this lesson for 4th grade)</p>		
<p>Does the project...?</p>	<p>Yes</p>	<p>No</p>	<p>Explain Reasoning and Offer Possible Modifications</p>
<p style="text-align: center;"><i>Focus on Significant Content</i></p> <p>At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.</p>		<p>X</p>	<p>This project focuses on writing and reading core standards for grades K - 2. The knowledge and skills taught through the chosen core standards are important for students to learn and experience in the classroom. The project could incorporate more math, science, and social studies core standards so that the project would be interdisciplinary.</p>
<p style="text-align: center;"><i>Develop 21st Century Skills</i></p> <p>Students build skills valuable for today's world, such as creativity, critical thinking and problem solving, collaboration, and communication, which are taught/practiced and assessed.</p>		<p>X</p>	<p>This project encourages students to analyze global issues from multiple perspectives, collaborate with their peers, and present their findings in an authentic context. They must also use online research skills to acquire global information.</p> <p>While this project has the potential to foster creativity, it will need to be expanded. Currently, the students research a recipe and rewrite it for their recipe book. It may be helpful to give the students the option to create their own recipe based on the main food staples of their country. They can also demonstrate creativity in how they present their findings at Culture Night (i.e. skit, video, prezi, etc.).</p> <p>This project lacks activities that cultivate critical thinking and problem solving. Most of the content focuses on researching and regurgitating</p>

		<p>information that already exists. It would be important to use inquiry to help students delve further into topics such as geographic restrictions on food and cultural influences. For example, the teacher can instruct students on how to infer cause-and-effect relationships between culture and food.</p> <p>This project describes student collaboration occurring by the whole class creating a comprehensive recipe book. However, it is not specified to whether students are researching their recipe individually or in small groups. In order to foster successful collaboration, it may be beneficial to have students work in pairs and make decisions together.</p> <p>This project provides a strong foundation for teaching students written communication skills. When creating the class recipe book, they must adapt their researched recipes to their audience. However, it would be beneficial for the students to practice their verbal communication and presentation skills. A Cultural Night where students present their findings to an authentic audience could help facilitate this.</p>
<p><i>Engage Student in In-Depth Inquiry</i></p> <p>Students are engaged in rigorous, extended process of asking questions, using resources, and developing answers.</p>	<p>X</p>	<p>By learning about global cultures and comparing them to their lives, students will gain a strong sense of global competency. This project will enable students to investigate the world beyond their immediate environment and ask questions from multiple perspectives. At the end of the project, we hope that students will better understand worldwide cultures.</p> <p>This project also allows for opportunities for inquiry. While it is not specifically stated in its description, students will need to ask questions that guide their research about their country. We will create more specific instances where students can ask questions regarding their research including class and small group brainstorming sessions.</p>
<p><i>Organize Tasks Around an Essential Driving</i></p>	<p>X</p>	<p>This project did not include a driving question/open-ended with which the students would explore to</p>

<p>Project work is focused by an open-ended question that students explore or that capture the task they are completing.</p>			<p>complete the task at hand. We will change this project to have an essential driving question that students can build additional questions from. This question might be, “What is the relationship between culture and food?”</p> <p>Possible student-driven questions:</p> <ul style="list-style-type: none"> • Why are some foods more popular in some countries rather than others? • What foods are popular in my country? • How do people learn how to make recipes?
<p><i>Establish Need to Know</i></p> <p>Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an ENTRY EVENT that generates interest and curiosity.</p>		X	<p>This project does include a product the students create to complete the task at hand and a brief entry event, but there is no driving question. Our project would provide a driving question and an engaging entry event, thereby allowing students to see the need to gain knowledge, understand the concepts within the project, and be able to apply the skills they gain in order to answer the driving question and create the final product. We will consistently connect the project to the students by helping them analyze the importance of food and compare their research findings to their life.</p>
<p><i>Encourage Voice and Choice</i></p> <p>Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.</p>	X		<p>This project incorporates/encourages student voice and choice. The students complete this project individually by gathering their own information and research. The project is personal and represents each student’s background and culture.</p>
<p><i>Incorporate Revision and Reflection</i></p> <p>The project includes processes for students to use feedback to consider additions and changes that lead to high-quality projects, and think about what and how they are learning.</p>		X	<p>While this project has a concrete end project of creating a recipe book, there is no planned revision or reflection time. For our final project, we will definitely include opportunities for students to engage in peer discussions, student-teacher conferences, and self-reflection.</p>
<p><i>Include a Public Audience</i></p> <p>Students present their work to other</p>		X	<p>The conclusion of this project is a student-driven recipe book that represents the diversity of their classroom. However, there is no planned event in</p>

<p>people, beyond their classmates and teacher.</p>		<p>which students can share their findings. In our adaptation, we will plan a “Culture Night” in which parents and community members learn about our class’s progress. Furthermore, in order to reach a larger audience, the students can work together to create a video describing their country, showing their recipe, and explaining how this country’s cultural practices are similar/different to their own. They can post their video on iEARN’s Global Food Show and Tell collaboration forum found at the following link: https://collaborate.iearn.org/space-2/group-326.</p>
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