Project-Based Learning to Enhance Key Competences

SUMMARY INFORMATION

Title of your project plan: Endangered Animals

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Project idea: All living things are an important part of our ecosystem. Losing some of the species could lead to (or may be a sign of) losing our only home, our Planet. We need to think about our actions to see the link between why these animals are endangered and the way the human societies evolve.

Driving Question: Why are some animals endangered and how can we help them?

Table of summary	
Subject	Cause and Effect, Climate Change, English, Environmental Science
Age of students	9-10
Number of students	20
Time frame/duration	3 weeks
Learning objectives	Students will brainstorm what information they will need to present on their webinar and how they will deliver it to make it an informative and effective presentation.

Students will give research based facts about why some animals are endangered obtained through online research that will be done individually and/or with peers independently.

Students will express their opinions about the facts they have found out using a variety of digital tools and technological devices.

Students will communicate what we can do to save endangered animals from extinction in a foreign language. |

	Students will host a webinar to inform their community about the things that can be done to help endangered animals with an infographic. Students will work collaboratively and participate equally and report their findings periodically.
Resources and tools	Web 2.0 Tools such as Padlet, Coggle, Google Docs, Visme, ThingLink
Expected results	A Webinar on the topic (with an infographic)
Key competences http://bit.ly/key_competences	Personal, Social and Learning to learn Digital competence Multilingual Competence (Communication in a foreign language) Citizenship Competence
Other considerations	Language proficiency could be an obstacle as these kids are generally at A2 level; however, there are good online resources for ESL students to make use of.

PROCEDURE

Activities

- *Provide an overview of the activities that you are planning for this project.*
- *State how you intend to work with students. If you intend to create teams of pupils or collaborate with other schools or classrooms, please provide relevant information.*
- *Describe the procedure of work, the tools you are going to use and explain the role of the students and your role.*

Name of activity	Work process	Description
Placemat Consensus	Students work on a document created on Google docs in groups of 5/6 and try to write down all their thought about extinct and endangered animals. (the distinction between the two, examples of extinct and endangered animals, why some animals are	The topic will be presented by the teacher. Each group has the same topic but they will have to decide in their groups what information they will need to be able to give a webinar on the topic, and how they will present it.

	extinct, why some animals can be endangered, etc.) Students should decide which ideas should be in the center of the table.	Students will work independently in terms of the decision-making about what to include on their webinar.
Padlet Boards	Each group will do a research about endangered animals and why they are endangered. The group members will document their research and each member will review all the information put on the board by the other members of the group. They will check the posts for authenticity and reliability to make informed decisions for the webinar.	The students do their research individually but they will check the information put on the board as well as the teacher. They may do so by leaving a comment such as "Can you provide the resource?", "This is a good idea but how can we work on it?" or just reacting to the idea by leaving five stars, etc. The teacher will review all the boards and give feedback when needed. She will ask them to focus on human-related factors of losing a species.
Gallery Walk	Groups will visit other PADLET boards and read all the comments and the ideas on each board. They might as well leave a comment to make a contribution. Once all the boards are visited and all the ideas are voted students will bring together their ideas to make a class board to see all the ideas that can be talked about on the webinar.	This activity is to make sure that the end result i.e. the webinar will be a result of collective and collaborative effort. It also gives each student a voice in terms of what needs to be included in the webinar. Teacher her will assist students in the process of giving feedback to their peers. She can give students some unfinished sentences to help them give constructive feedback.
Ask An Expert	Students will invite a guest to the online class to share	The teacher could provide a list of experts that can be invited or

their findings and their board on which their webinar will be based. Students will ask their questions to the expert.

The expert to be invited could be lecturer, a scientist working in the area, master's students, or an activist with experience in protecting endangered animals.

the students can suggest names based on their research.

Teacher contacts the expert.

Students will prepare their questions beforehand. Teacher will review the questions and they will decide a class which questions should asked to the expert.

Infographic	Groups will use the information on the Padlet and create their own infographic based on what they have learned. Group members will decide how to design their posters. They will constantly review the draft to reach a consensus in terms of design and the information put in the infographic. Each group will prepare an infographic about one of the four major (human-related) reasons why come animals can be endangered they have previously discussed.	Students will use VISME, an online tool to create visually appealing infographics. Teacher will show some examples and provide the students with a detailed tutorial and clear instructions on how to use the tool to make infographics. Students will be reporting about the process and teacher will be asking questions to promote reflective thinking on working and creating collaboratively.
Webinar	The webinar will be hosted by the school and the students will be the presenter. It will be a one-hour event. Each group will have 10 minutes to present their infographic and give	The webinar will be announced through social media as well as the school's website. The webinar will be hosted using a teleconferencing tool such as Zoom, Windows Teams, etc.

	detailed information about what can be done to help endangered animals based on these facts. There will be a 10 minute Q&A session at the end of the webinar.	Since it's a webinar, it will be accessible to all the community members.

ASSESSMENT

Teacher will use a detailed rubric to assess the student learning at each step of the project. Students will be assessed and given feedback continuously throughout the project by their peers and the teacher. The peer assessment along with the feedback sessions based on the rubric by the teacher will be used to decide if the course objectives are being met. Teacher will ask open-ended questions to promote reflection and self- evaluation in these reporting and feedback sessions. The Padlet boards will be used to assess students' learning as the project goes on. Teacher will provide meaningful feedback and help in terms of specific ways to improve.