

Game Changers

**Using Project-Based Learning to Bring the
Community Into the Classroom**

By: Marina Bach and Sara Accettura



Deep Breathing



Warm-up

- Think about one assignment that you worked on during your K-12 schooling experience that you enjoyed working on and still remember today. Why do you still remember this project?
- Be prepared to share!

1:00
Stop

Back-to-Back ... Front-to-Front

- **Stand back-to-back with someone you don't know**
- **The person with the longest hair shares first**

Objective

Teachers will be able to...

- Critically reflect on the different elements of a project-based learning unit.
- Brainstorm effective ways to incorporate community engagement into a project.

Agenda

- Warm-up
- Deep Breathing
- Objective/Agenda
- Project Overview
- Brainstorming
- Q&A

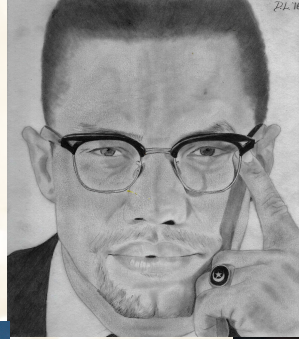
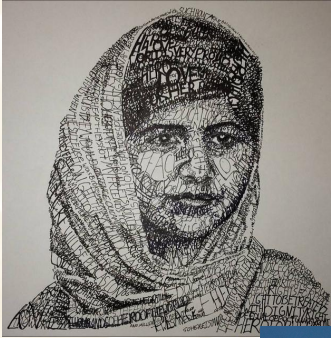
2017-18 Project Essential Questions

Can our society be considered a *game* with rules that are fair for some and unfair for others? What are the rules that govern our lives? Who writes them?

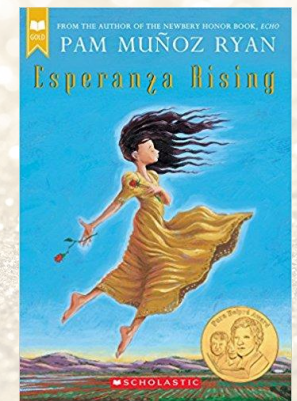
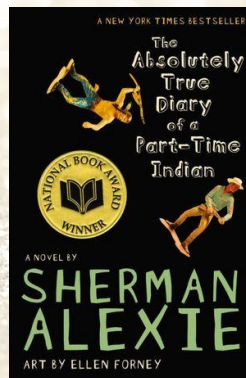
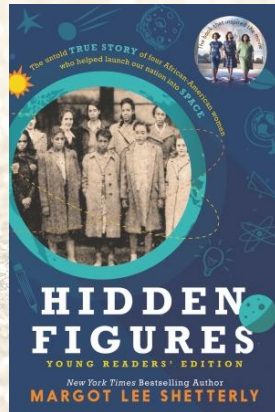
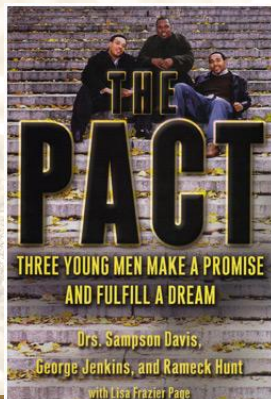
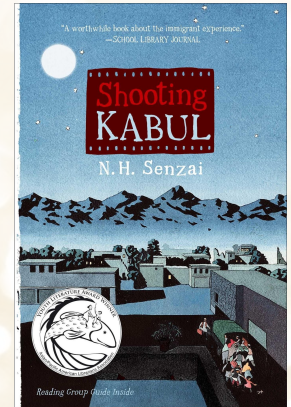
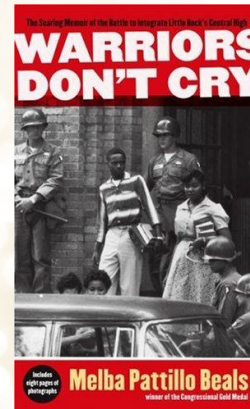
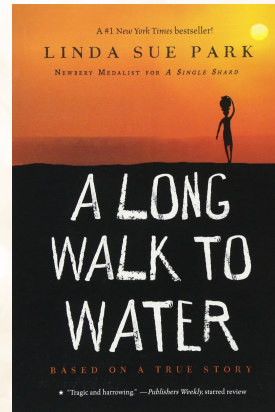
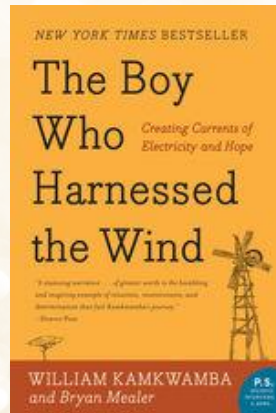
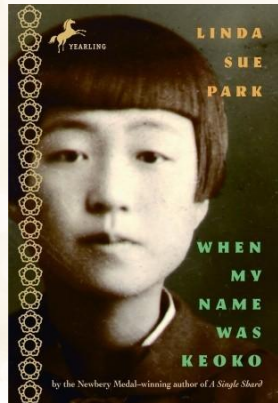
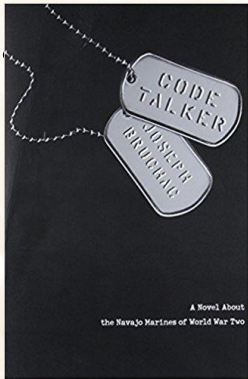
**What makes a Game Changer?
How do we prove that individuals or small groups of individuals are Game Changers?**

What role do Cleveland's social, political and economic institutions play in our community's access to power and resources? Who can be considered the most impactful Game Changer in the Cleveland area?

Game Changer Case Studies- Humanities Classes



Game Changer Case Studies- Whole 9th Grade & Community Book Club



Panel Event



Breakout Sessions



Sample Digital Argument



Photos of Public Display of Learning!

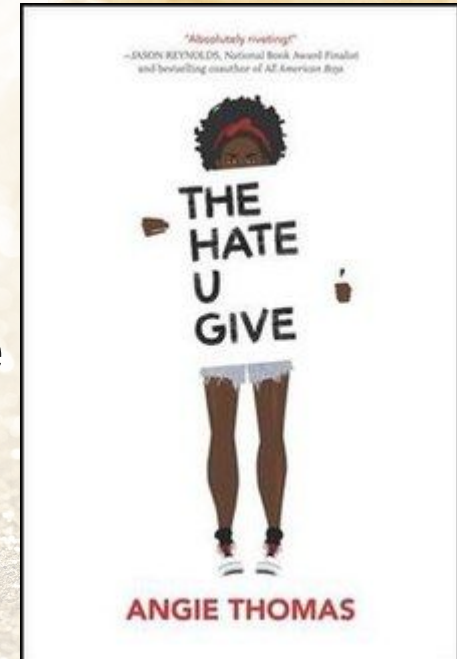


2018-2019 School Year Project Revision

- Project “done with” (*rather than “done to”*) all 9th grade teachers / content areas in a more organic way
- Focus on students *becoming* Game Changers themselves through service
- Spending more time preparing students for success, project to last entire year vs first quarter

2018-2019 School Year Project Revision

- Students read “The Hate You Give” in English
- Kickoff project with seeing the movie
- Student take interest surveys to determine areas of research / service
- Students to ID Community Game Changers and reach out themselves (*vs teachers orchestrating*)



Successful Projects Formula =

- Connection to standards/Scaffolding +
- Community involvement +
- Time for students to work +
- Time for teacher collaboration & reflection +
- Public displays of learning +
- Creative/Challenging artifacts +
- Student ownership

Brainstorming- Part One & Two

- **What project, assignment, unit, or assessment do you feel confident and excited about?**
- **What is a project, assignment, unit, or assessment you would like to try in the near future?**
- **What are the strengths of your students' community?**
- **What are the struggles / needs of your students' community?**



4:00

Brainstorming- Part Three

- **Connection to standards/Scaffolding +**
- **Community involvement +**
- **Time for students to work +**
- **Time for teacher collaboration & reflection +**
- **Public displays of learning +**
- **Creative/Challenging artifacts +**
- **Student ownership**



4:00

Brainstorming- Part Four

- **As you look at your formula, where do you feel particularly weak? An area you're worried about? Something you're conflicted about?**
- **Go in that section of the room.**



4:00

Q & A

- Questions
- Comments
- Share-outs

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