

Project Based Learning (PBL) Activity: Solving Problems Within the Community

High School Policy: Per the TN Board of Education Section 5, Part E (paraphrase): *All students must complete a project-based learning assessment in civics. The PBL must allow students to demonstrate understanding and relevance of public policy, the structure of federal, state, and local governments and both the TN and U.S. Constitutions.*

Directions

Groups of **up to 4** (must be within the hybrid cohort) will create either (a) a state/local law or (b) a PHS school policy. Research the problem, then propose a solution based on your findings. Each person will contribute to the presentation AND present their findings before the class as well as “judges” on the due date. Presentations and Q&A sessions will last a maximum of 30 minutes.

The **driving question** for this activity: How can we Tennesseans create a solution to address a community problem?

Regardless of your chosen topic, the following is **REQUIRED**:

- ~~1. Mrs. Hackney's approval of the topic and group members (no topics will repeat)~~
2. 1 Google Slides presentation between 10-15 slides (1 person will create and share with group members)
 - a. Quality, not quantity
 - b. Pictures, videos, statistics, text, and other VALUABLE pieces of evidence count
 - c. Sources slides & title slide do NOT count
3. Create a name for your “bill” or “school policy” (ex: Operation GUMDROP, Affordable Care Act, etc.) – Creativity (but appropriate)
4. Questions
 - a. What statistics/“proof” are there to prove that this issue needs to be addressed?
 - b. What will your bill do to address (or solve) this issue? (Be as detailed as you can!)
 - c. If your bill were to pass, what are 3 positive consequences? What are 3 negative ones?
5. Suggestions (some will be easier to do these for than others)
 - a. Interview students, citizens, etc.
 - b. Create a survey (Google Forms)
 - c. Take pictures of the community
6. A list of websites used
 - a. NO “DIRECT” WIKIPEDIA
 - b. NO TikToks or social media*
 - c. Stick with .org, .edu, .gov, .net, or .info as much as possible

Part 2: Presentation

- EACH member of the group will present; yes, even the shy ones!
- Dress “professionally” (nice top and blue jeans)
- Time limit for presentations / Q&A – 30 minutes (is timed)
 - Questions will be asked about your proposal, so ALL members should be prepared!
 - Mrs. Hackney MAY bring in “outsiders” to look at your bills!
 - Examples: Chamber of Commerce representatives, mayor, TN Representative, etc.
- **ABSENCES ARE NOT AN EXCUSE****
- Please, to make it easier, be here when it's your group's turn to present (usually 2-3 groups will present per day)
 - If you MUST be out, PLEASE let Mrs. H or your partner(s) know
 - Email: bridget.hackney@sumnerschools.org
 - Phone (leave message): (615) 325-9201
 - Remind app
 - If you ARE absent, and you let Mrs. H know, you'll make up the presentation when you return
 - If you ARE absent but did NOT let Mrs. H know, you will not be allowed to make up the presentation. Period.

“How Will I/We Be Graded?”

Point Value	Description
60	Mrs. Hackney & judges using the ATTACHED rubric
15	Partner evaluations (did you do your part?)
25	Self-Reflection (due within 24 hours); graded by perceived level of effort/thought
15	Your group’s involvement with others’ presentations (questions, comments, evaluation form, etc.)
10	From other groups/classmates
Total	<u>125 points</u>

Hackney Hints

1. **DO NOT STRESS.** You’ve got this! 😊
2. **Pick a topic you’re actually INTERESTED in.** If you don’t, it’s typically not very good.
3. **Remember, “So what?”**
4. **I AM HERE TO HELP YOU!!!**
5. **WE WILL ASK QUESTIONS!** In the past, the longer your presentation (including Q&A) lasts, the better it is!
6. **Checkpoints!**
7. **Have fun!**

Judges' Rubric!

Criteria	Excellent (10)	Proficient (6-9)	Average (3-5)	Needs Improvement (2-)
Followed Directions	Up to 2 reqs are missing	Up to 4 reqs missing	Up to 6 reqs missing	More than 8 requirements missing
Research	At least 5 CREDIBLE sources were used; research was thorough & helped audience understand the bill idea	At least 4 CREDIBLE sources used; research was mostly thorough to help understand the issue and bill	At least 3 CREDIBLE sources were used; research was a little confusing (2-3 questions asked to clarify bill idea)	Less than 2 sources used; research didn't make sense—at least 4 questions asked to clarify the issue/bill
Argument	Used various types evidence throughout the presentation to support the bill idea	Used some evidence to support the bill idea	Used little evidence to support the bill idea; left Mrs. H wondering why we should pass this	Used no evidence to support the bill idea; only opinions were given
Presentation	Maintained eye contact & audible voice throughout the presentation; very professional	Maintained eye contact & audible voice throughout most the presentation	Maintained eye contact & audible voice through some of the presentation	Rarely maintained eye contact or a quiet voice; can't grade you because I couldn't hear you
Professionalism	Dressed professionally (no PJs, sweatpants, etc.); answered questions thoughtfully throughout the presentation, regardless of the number of questions	Dressed professionally; answered questions mostly thoughtfully, regardless of the number of questions	Did not dress professionally OR professionalism was lacking (i.e., being rude, apathetic, etc.)	Did not dress professionally AND unprofessional; OR did not present
Creativity & Effort	ENTIRE project was in own words; readable with pictures, videos, etc. throughout; made the topic/bill VERY interesting!	~75% of the project was in own words; readable with some pictures, videos, etc.; made the topic/bill mostly interesting!	~50% of the project was in own words; readable with few pictures, videos, etc.; made the topic/bill a little interesting!	Less than 25% of the presentation was in own words; no pictures, videos, etc.; topic was boring or incomplete

PEER REVIEW EVALUATION QUESTIONS

Presentation (5 points)

1. What was the bill about?
2. How interested did the group seem about the topic?
3. What could they have done differently?
4. What evidence was presented to support their argument (charts, videos, etc.)? Do you feel this helped their case? Why?
5. Overall, do you think this bill would pass in the "real world"? Why?

Professionalism (5 points)

1. How respectful did the group seem during Q&A?
2. How well-thought out were their answers? Explain.
3. How prepared did the presenters appear for questions?
4. Did they *attempt* to answer all questions, or were some ignored?
5. How well did they convince you to support their topic/bill? Explain.