

Project-Based Learning Final Report

Human Services Exploration
Food Service Exploration

Driving Questions:

What skills and knowledge do I need to be successful in the community?

Summary:

General education students and students with special needs will be partnered to learn necessary skills within their community. These will include shopping, paying for goods and services, appropriate behaviors and manners, and personal safety in a variety of settings around town.

Teaching Team: Plymouth High School
Lisa Benages FCS/LME
Cathy Dobias Special Ed
Laura Guilfoyle “ “

Duration: Approximate dates from 9/09-5/10

Student Data:

Total number of participating students: 65

Estimate of participating students who are at-risk? Approximately 55%

Michigan Department of Education Family & Consumer Science (Life Management) Content Standards and Benchmarks

Content Standard 1: All students will demonstrate skills necessary to function in family roles and relationships that are transferable to roles and responsibilities within the workplace and community.

Addressed through field trips to various places in the community including restaurants, grocery stores, department stores, downtown area, bowling alley, Detroit Zoo, and baseball game.

Provides opportunities for practice
Multiple strategies to present the content
Peer learning
Performance based assessment

Content Standard 2: All students will acquire, organize, interpret, and evaluate information from career awareness and exploration activities, career assessment, and work-based experiences to identify and to pursue their career goals.

Addressed by: observing job and career opportunities in the various community locations.

Use a variety of materials
Teaching to a variety of learning styles.

Content Standard 3: Demonstrate responsible attitudes and actions when caring for self and relating to others.

Addressed by: the movement through the various community locations in a safe and appropriate manner.

Affirming individual, social and cultural diversity

Provide opportunities for practice
Performance based assessment

Content Standard 5: All students will practice family, social and civic responsibility.

Addressed by: the movement through the various community locations in a safe and appropriate manner.

Provide opportunities for practice
Performance based assessment

Content Standard 10: All students will demonstrate the use of community resources to solve individual and family issues.

Addressed by: Investigating a variety of resources to explore career pathways and identify areas of interest.

Grabber Activity: "Getting to know you" activities.
Internet activities to introduce each community location.

Formative Assessments:

General ed. Students-evaluate and assess what their peer with special needs was exposed to and what they learned.
Pre-assessment lessons presented will help us determine actual need and direction of focus for each individual student.

Special ed students-use of manipulatives to practice money skills to include paying for goods and services, receiving and checking change and budgeting where applicable.
Role-play interaction with various types of community members.

Summative Assessments:

Gen ed Students- students will make a video of each outing to include behaviors, manners, personal safety, etc.

Special ed. Students-evaluate videos with partner to determine if proper protocol was used in each community situation.

Visual checklist to reinforce concepts learned.

Budget

Materials and estimated cost:

25 DVD-R's for copying videos	25.50
6 Kodak pocket video cameras with cases and memory cards	150.00/ 900.00
Subs for 5-1/2 day field trips per semester x 2 teachers	77.00/ 770.00
Field Trips/1 st semester and 2 nd semester combined <i>Bus costs figured at \$30 hour and \$5/mile All field trips ½ day</i>	
Canton Theatre; 43555 Ford Road; Canton, MI 48187. Busing costs	230.00
Big Boy Restaurant:: 45250 Ford Road; Canton, MI 48187 Busing costs	222.00
Meijer : 45001 Ford Rd., Canton, MI 48187 Busing costs	222.00
Downtown Plymouth area Busing costs	250.00
Westland Mall; 35000 W. Warren, Westland, MI Busing costs	304.00
Funds used for students in need	76.50
Total	\$2923.50

Conclusion:

1. What were your results?

Actual Project-Based Learning Field Trips Taken

4 field trips per semester

1st Semester:

October- Downtown Plymouth, Kilwin's Fudge Shoppe tour

November- Shopping at Meijer, Sam's Club, and Wal-Mart for Thanksgiving Feast.

December- Westland Mall- Christmas shopping and lunch

January- Bowling and lunch at Plaza Lanes.

2nd Semester:

February- Bowling and lunch at Plaza Lanes

March- tour of Bushs' Grocery Store and lunch

April- Detroit Zoo

May- Detroit Tiger's Game

General education students and students with special needs were partnered to learn necessary skills within their community. These included shopping, paying for goods and services, appropriate behaviors and manners, and personal safety in a variety of settings around town.

Facebook: Pictures taken by general ed students were posted on our Facebook/HSE page to share with all students. We currently have 52 members on our Facebook!

CEC Presentation: Lisa and I presented our HSE/Foods class at the Michigan CEC conference in Grand Rapids to a full room. Attendees were given access to our website which includes information on the HSE/Foods class concept as well as the project-based learning activities we engaged in and the results of how it enhanced our students' learning. The website is:

<http://hsefoods.pbworks.com/FrontPage>

Attendance: Students averaged 2 absences for the semester. This is a decrease in the absence rate in prior years when students were not engaged with their peers outside of the classroom.

2. How did students with special needs benefit from the project?

- With the support of general ed peers, students practiced paying for purchases at a variety of stores in downtown Plymouth, at Meijer, Sam's Club, Wal-Mart, and Westland Mall.
- With the support of general ed peers, students practiced ordering and paying for lunch and snacks at Kilwin's, Plaza Lanes, the Detroit Zoo, and Comerica Park.
- With the support of general ed peers, students practiced using appropriate manners throughout the community in various settings, matching their behavior to those around them.
- With the support of general ed peers, students practiced personal safety while walking around downtown Plymouth, in the mall, at the zoo, and at the baseball game. They practiced using maps to find places of interest to make the best of the time they had on each trip.

3. What did you learn from your experience with Project Based Learning?

By moving outside the classroom and into the community, the students with special needs were able to be exposed to real-life situations to enhance learning of the above skills with the help of general ed peers. The general education students in turn, enhanced their learning of how students with special needs adjust, adapt, and behave outside of the classroom setting. This provided them with the opportunity to observe and work with students with special needs in a variety of settings. The experience of this project-based learning was extremely beneficial to everyone involved. With project based learning, all students can learn, no matter what their ability level.

4. What student or teacher challenges were faced in the implementation of the projects (i.e. peer issues, technology issues, time problems, etc.?)

The students were wonderful! There were no issues with the students being paired; all students were able to work together with no incidences.

Technology issues revolved around obtaining the cameras on time for the trips, not having enough room on the hard drive to download videos to edit, having the cameras returned to us with dead batteries, memory cards full, and inability to obtain enough footage of each event to do justice to the video we wanted to create.

Other challenges included the cost of buses and availability of buses through PCCS. If we were able to do this again, we would use Trinity Transportation, as it is about half the cost.

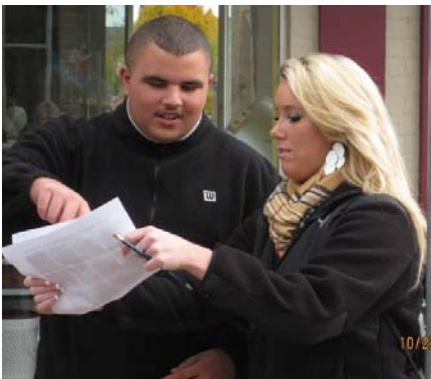
Other ways we were able to cut costs were by getting substitutes for only 2 hours instead of a half day by using part-time teachers and our planning hours for the time spent on the field trips.



Observing Fudge making at Kilwins



Lunch at Panera



Checking the map



Shopping for Thanksgiving Feast



Taking a break at Sam's Club



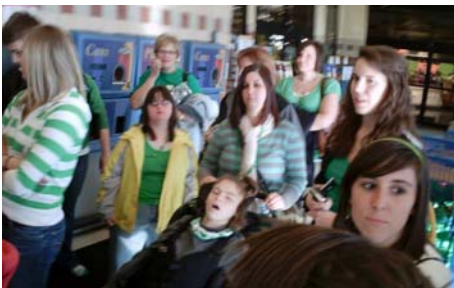
Westland Mall- shopping and lunch



Wrapping gifts bought at the mall



Plaza Lanes bowling and pizza lunch



Bush's Grocery Store Tour



Lunch at Subway



Enjoying the zoo



Detroit Zoo

Spending all this time together helped build relationships and some students joined the special needs students at the schools Glow Dance.

