



## Project Based Learning Showcase

Description	Students will create a presentation to highlight a unit of study where Project Based Learning (PBL) teaching methodology was used to instruct the JAG competencies or Career Association activities. Participants should be able to describe the events and activities that took place in this unit from the planning stage through completion of the project.
Purpose	To emphasize how Project Based Learning has positively impacted classroom activities and enhanced learning in the JAG classroom.
Eligibility/Entries	2-4 participants may compete in this event. 1 <sup>st</sup> , 2 <sup>nd</sup> and 3 <sup>rd</sup> place will be recognized at NSLA.
Competencies	Will vary based on PBL activity, lessons, and objectives.
Competition Rules	<p>Each group must present on a PBL project, product, or event that was completed at their school or in their community during the academic year. Each participant must present a portion of the presentation and the work must be completed by group members.</p> <ol style="list-style-type: none"> <li>1. The students must create a presentation that highlights the lifespan of a project completed in their JAG classroom. The presentation should include details regarding: <ul style="list-style-type: none"> <li>• Project Overview – What was the project about? Why was there a need? What was your experience?</li> <li>• Entry Event – how did you kick off the project, how did the JAG Specialist get your attention?</li> <li>• What was the “Public Product”? The result of your project? What impact did it have?</li> <li>• What did you learn along the way?</li> <li>• How did this project meet a need in your school, community, or organization? What choices did you have to “make it your own”?</li> <li>• Reflection. What did you take away from this PBL? Describe the outcome. How were you impacted, or how did you make an impact? What are your next steps?</li> </ul> </li> <li>2. Presentations need to be a minimum of (5) five minutes in length and a maximum length of (7) seven minutes. Students who do <u>not</u> present for a minimum of 5 minutes will lose 5 points, regardless of how close he/she came to the five-minute mark.</li> <li>3. The time keeper will time each presentation and use time cards to announce the five (5) minute mark, six (6) minute mark, and six and a half (6.5) minute mark and then, TIME IS UP.</li> <li>4. Time will be called at the seven-minute mark, and the competitor must stop speaking. Students who do not complete their presentation at the 7-minute signal will lose 5 points.</li> <li>5. Students may create an audio/visual presentation (PowerPoint, Prezi, Google Slides, Video, etc.) to support the presentation and be viewed by the panel of judges. It is the responsibility of the group members to bring the presentation tools on a jump drive with them to their appointment and must be able to pull up the files/videos they need in a <u>timely</u> manner.</li> <li>6. Student may use 3X5 note cards as speaking aids if desired/needed. It is not acceptable or permitted to read the speech word for word from the notes.</li> <li>7. <u>Props may be used</u>; this includes, but is not limited to, costumes, handouts, music, the public product, photos, and a PowerPoint.</li> <li>8. You will be scored on the overall explanation of the PBL, yet your group is encouraged to be creative, have fun, and make the presentation unique. This is your time to shine!</li> </ol>



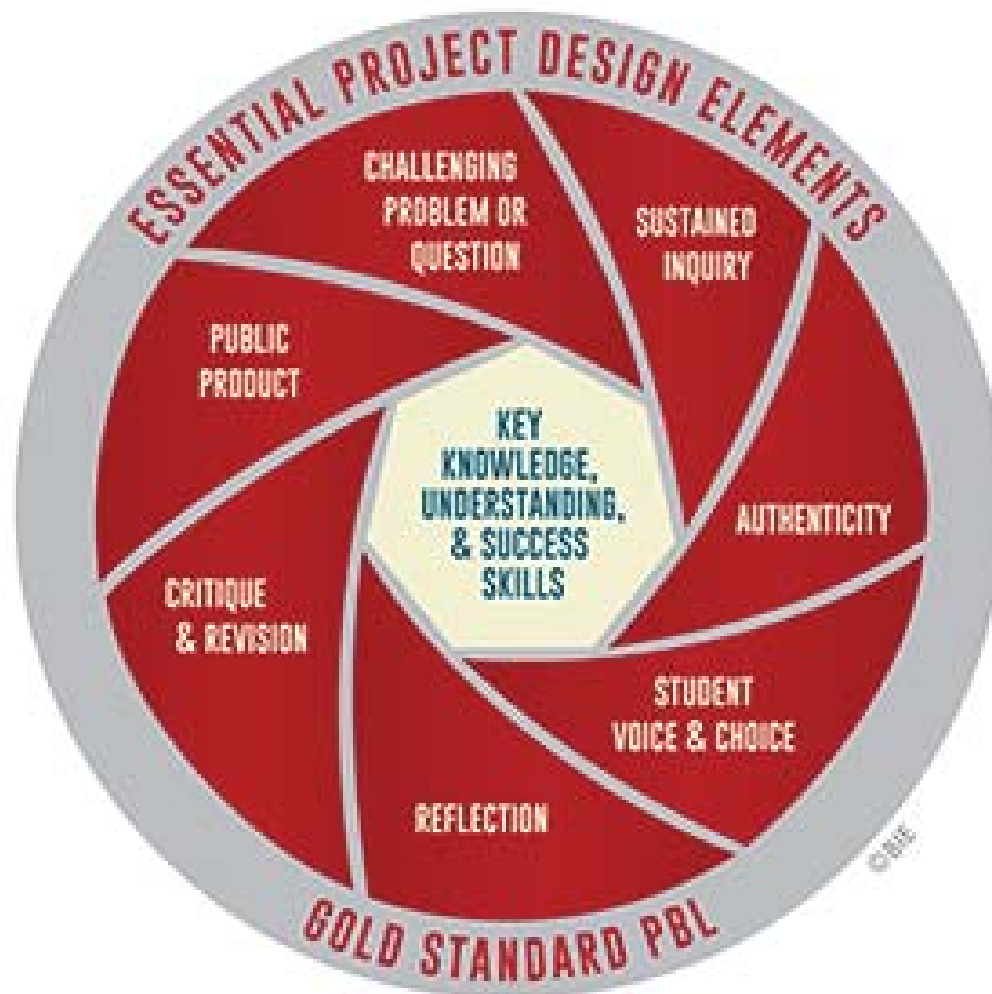
## Project Based Learning Presentation

Competitors:	Judges:	
School:	State:	
Rating	Points Possible	Points Awarded
<b>Presentation/Communication Skills</b>		
<ul style="list-style-type: none"> <li>• Introductions; using Greeting, Name, Affiliation, and Purpose (GNAP)</li> <li>• Voice: pitch, tempo, volume</li> <li>• Body language, gestures, poise, &amp; eye contact</li> <li>• Presentation is delivered fluently; no distracting vocal fillers</li> <li>• Enthusiastic and engaging presentation</li> <li>• Ended with a summary, conclusion</li> </ul>	<p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p> <p>5</p>	
<b>Content</b>		
<ul style="list-style-type: none"> <li>• Defined PBL topic and/or set the stage for the presentation</li> <li>• Described the Entry Event – how the PBL was launched</li> <li>• Described the “Public Product”- the project outcome and its impact</li> <li>• Described lessons learned</li> <li>• Content flowed smoothly and covered all aspects of the topic</li> </ul>	<p>10</p> <p>10</p> <p>10</p> <p>10</p> <p>5</p>	
<b>Effectiveness</b>		
<ul style="list-style-type: none"> <li>• Presentation clearly connected to the impact of PBL</li> <li>• Presentation was delivered in the 5-7-minute timeframe <i>*No partial credit/all or nothing deduction</i></li> <li>• Delivery was creative, drew in the attention of the audience</li> </ul>	<p>10</p> <p>5</p> <p>10</p>	
<b>Audio/Visual Component</b>		
<ul style="list-style-type: none"> <li>• Audio/visual display was professional and added depth to the presentation</li> </ul>	<p>10</p>	
<b>Total Points</b>	<b>110</b>	

## Helpful Hints for Project Based Learning Showcase Judges

1. JAG National has encouraged Career Specialists (teachers) to incorporate the Buck Institute for Education’s (BIE) “Gold Standard PBL” into their classroom practice. Research has proven that when the 8 Essential Elements of Project Based Learning teaching methodology are incorporated into a lesson or unit, students tend to become more engaged and experience a higher-level of learning.

The BIE Gold Standard PBL Design:





2. Students will have 5-7 minutes to present their PBL, and the judges will have up to 5 minutes to ask follow-up questions. Judges should allow student 2 minutes to set up and take down, if necessary. If a room is available to display the PBL tri-fold display boards within the hotel, instruct the presenters where to set up their project after their presentation.
3. If students have a hard time beginning their presentation, you may ask the question, “Tell us about a Project you worked on in class...”
4. Potential follow-up questions you may ask the participants:
  - a. Tell us more about \_\_\_\_\_ project.... How did you come up with that idea?
  - b. What did you learn from the projects you planned?
  - c. How did you engage people from the community in this project?
  - d. How did this project prepare you for life after high school?
  - e. What were some lessons you learned because of this project?
  - f. If you had to do anything differently, what would you do? Why?
  - g. What advice would you have to other JAG students who were thinking about implementing a project like yours

## Event Assistant Responsibilities

1. An event assistant will be assigned to support the flow of the PBL Showcase event.
2. They will serve as a **Time Keeper** – to keep track of time for the judges, which will help keep the event on schedule. The Event Assistant will time each presentation and use time cards to announce the five (5) minute mark, six (6) minute mark, and six and a half (6.5) minute mark and then, TIME IS UP.
3. There will be a maximum of 3 minutes for judges to ask clarifying questions, and you will have 1-2 minutes to score and provide comments for the team members. The score sheets will be collected and turned into the official score keeper, and then returned to students the following day.
4. The event assistant will also serve as a **door monitor**, and will usher students in and out of the event room. If the judges need assistance, this person will serve as a liaison and do their best to resolve the need.
5. Upon completion of the event judging, the Event Assistant should make sure the room is neat and orderly, and bring any event materials and the judging score sheets to the Event Headquarters.