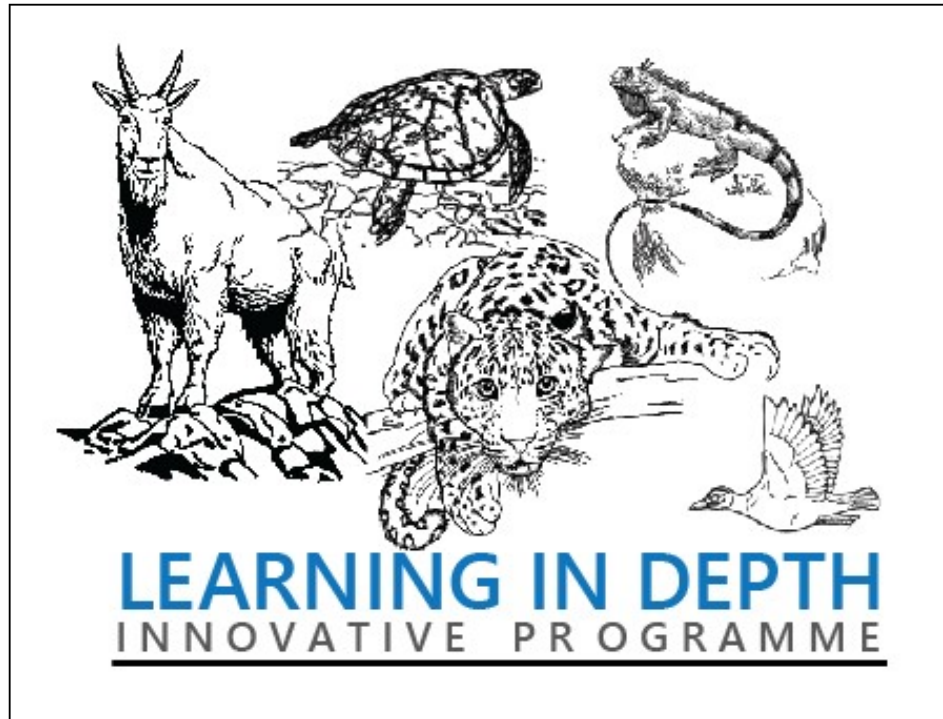




AL AIN JUNIORS SCHOOL
BRITISH SYSTEM



GRADE 7
PROJECT BASED LEARNING

PROJECT BASED LEARNING

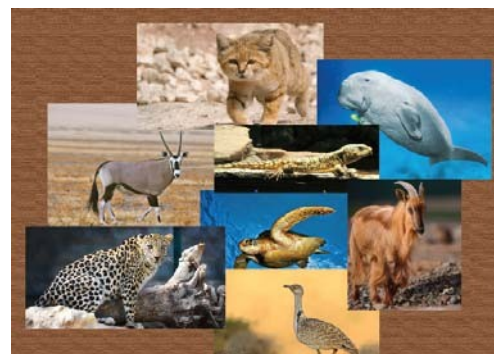
Project based learning is a flexible curriculum planning tool through which students gain knowledge and skills by working for an extended period of time to investigate and respond to real life cause or challenge. Students research, analyze, apply information, design, share ideas and experiences with their peers to develop skills for the 21st century.

This curriculum program which is a blend of Place based learning and Learning in depth (curriculum innovation model) is about the **Endangered Species in the UAE** and is designed for the **My Identity Program - Theme Community**.

Some Potential Benefits of this curriculum program

For students:

- Provides knowledge of a topic in great depth.
- Engages their imaginations and emotions in learning.
- Builds confidence and pride in their knowledge.
- Develops expertise in organizational and research skills.
- Aims to enhance national identity of **Emirati** students and encourage expatriate students to learn and respect the **UAE**.



For Parents:

- Encourages discovery along with your child.
- Allows you to see your child's progress in self-directed learning.

- Provides opportunities for you to see how the program has beneficial effects on your child's other school work.

For the school:

- Provides a means for older and younger students to co-operate in learning.
- Integrates **National Identity, culture and heritage of the UAE** into the school curriculum
- Provides a **community** focus when students present their portfolios.

Over the years a student explores many fields to build his/her portfolio and learns about various domains of the Endangered/Vulnerable Species of the UAE:

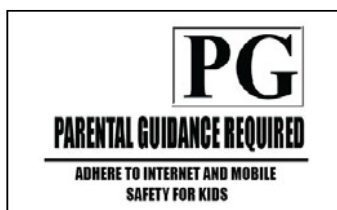
- Conservation Status
- Physical description
- Food chain
- Habitats
- Adaptation
- Threats to the species
- Eco Reserves/Protected areas in the UAE
- Conservation projects in the UAE
- Organizations (Emirates Environmental Group) associated with conservation projects

This learning is linked to science and literacy and is implemented through the pedagogy of inquiry-based learning, experiential learning and the 6C's of education - creativity, collaboration, critical thinking, communication, citizenship/culture and character education/connectivity. Activities are differentiated and Assessment for learning strategies are also used.

As residents of the UAE, we all have a responsibility to protect our nation's wildlife, fish and plants on the brink of extinction. Through this programme students explore many different modes to help raise awareness about the endangered species. He/she

- Conducts web searches
- Draws pictures
- Creates models
- Uses online interactive tools to write reports, fact cards and bookmarks.
- Creates word puzzles, word searches and word clouds
- Designs digital posters, collages, flyers, brochures and logos
- Debates about the topic
- Makes slideshows and movies
- Does field work and conducts interviews with relevant people.

In each new grade the student's ability to learn as well as expertise about **the Endangered/Vulnerable Species** increases and improves. They learn to use various digital tools which they can use in their day to day learning of subjects in the formal curriculum. The activities in this program can be done even in groups. Students hold group discussions as well as whole class discussions. They can share their thoughts with other classes too. Their portfolios can be presented in their classrooms each term.



Parental guidance is recommended while the child is using the Internet for research. The two video links below would help students and their parents understand what it means to be a good digital citizen and the steps they can take to be safe online.



I hope this innovative program helps students to visualize and explore new dimensions in learning.

ENDANGERED SPECIES IN THE UAE

GRADE 7

Curriculum Focus:

Science- Humans and other Animals

English- Reading, Spelling, Vocabulary and Writing

Competencies: 6C's Communication, collaboration, Creativity, Critical thinking, citizenship/culture and character education/connectivity.



HOUBARA BUSTARD

There are three subspecies of houbara bustard. They differ slightly in their size and colouration, but are not consistent in their migratory tendencies. North African and Middle Eastern birds are resident or partially migratory, moving short distances to find fresh vegetation, whereas other Asian populations are fully migratory. Houbara is the national bird of UAE and a real pride for the Middle East wildlife.

Did you know????

The first effort to start breeding this bird was initiated in the Al Ain Zoo in 1977 by late Sheikh Zayed bin Sultan Al Nahyan with a group of birds that came from different countries.

WEBSEARCH



Research on the Houbara Bustard -scientific name, the three sub-species of Houbara Bustard, diet, habitat, adaptation to the harsh desert conditions, maximum life span and physical features. **Create digital fact cards/slideshow** of the information you collect.

The species of the Houbara Bustard is classified as **vulnerable** by the International Union for conservation of Nature. Why should these birds be protected????
Web search about the organizations that work to conserve the Houbara Bustard in the UAE. Use an **online writing tool** to present your research.

CREATE



Create a digital cross word puzzle on Houbara Bustard facts using a web tool.

World Migratory Bird Day is a global initiative devoted to celebrating migratory birds and for promoting actions for their conservation worldwide. When is World Migratory Bird Day celebrated? In which year did the UAE start to commemorate this day? How does the Dubai municipality celebrate the world migratory bird day? Create a **digital slideshow** of the activities organized by the UAE each year.

International Fund for Houbara Conservation

What type of conservation programmes does the IFHC conduct? How many Houbara did the IFHC breed and release so far? When and where are the Houbara released back into the wild? Conduct a research on the IFHC. Locate this reserve on the **digital app Google Maps**. Take a screen shot of the map. Collect images and pictures of the Houbara to **create** a beautiful **digital collage**. Design a **digital poster** for an advertising campaign for the IFHC to educate the residents of the UAE about the need to protect the Houbara Bustard to preserve the culture and heritage of the UAE.



AL AIN JUNIORS SCHOOL
BRITISH SYSTEM



Use these links only if you need them. Even better if you could search for useful links.

Links for Research

https://en.wikipedia.org/wiki/Houbara_bustard

<http://www.alrasub.com/houbara-pride-of-the-uae-middle-east/>

<http://www.arkive.org/houbara-bustard/chlamydotis-undulata/>

<http://houbarafund.org/en/home>

Links for online Learning Tools

<http://www.technokids.com/blog/apps/digital-collage-in-the-classroom/>

<http://www.digitalartsonline.co.uk/tutorials/photoshop/digital-collages-without-filters/>

http://www.abcya.com/crossword_puzzle_maker.htm

<http://www.readwritethink.org/classroom-resources/student-interactives/>

http://www.cambridgeenglishonline.com/Flashcard_maker/



PROJECT ASSESSMENT






ENDANGERED SPECIES OF THE UAE

CRITERIA FOR ASSESSMENT	EXEMPLARY	ACCOMPLISHED	DEVELOPING	BEGINNING
RESEARCH & INFORMATION GATHERING	Research is completed in full. Information is gathered from multiple electronic and non-electronic sources and cited appropriately.	Research is completed. Information is gathered from multiple electronic and non-electronic sources.	Research partially completed. Information is gathered from limited electronic and non-electronic sources.	Research incomplete. Information is gathered from non-electronic or electronic sources only.
CREATIVITY & INNOVATION	Presentation was incredibly creative with a variety of visual aids, interesting language and original thinking.	Presentation was creative and highlighted information in an engaging way using multimedia.	Minimal creativity. Student showed little effort to make information interesting.	Project incomplete. Presentation was unclear and uninteresting.
COMMUNICATION	Well-rehearsed with smooth delivery that holds audience attention.	Rehearsed with fairly smooth delivery that holds audience attention most of the time.	Delivery not smooth but able to maintain interest of the audience most of the time.	Delivery not smooth and audience attention often lost.
COLLABORATION	Performs all duties of assigned team role. Always has a positive attitude about the group tasks and work of others.	Performed nearly all duties of assigned team role. Usually has a positive attitude about the group tasks and work of others.	Performed some duties of assigned team role. Sometimes has a negative attitude of the group tasks and work of others.	Did not perform duties of assigned team role. Often has a negative attitude of the group tasks and work of others.



SELF-ASSESSMENT

Where are you in your Learning Journey?

<p>This is new information for me. I need some time to process it.</p>	
<p>I have connected this new information to my previous learning.</p>	
<p>I understand how this new information fits into the bigger picture.</p>	
<p>I am ready to share my new learning with others.</p>	
<p>I can explain the information to others and help them understand it.</p>	

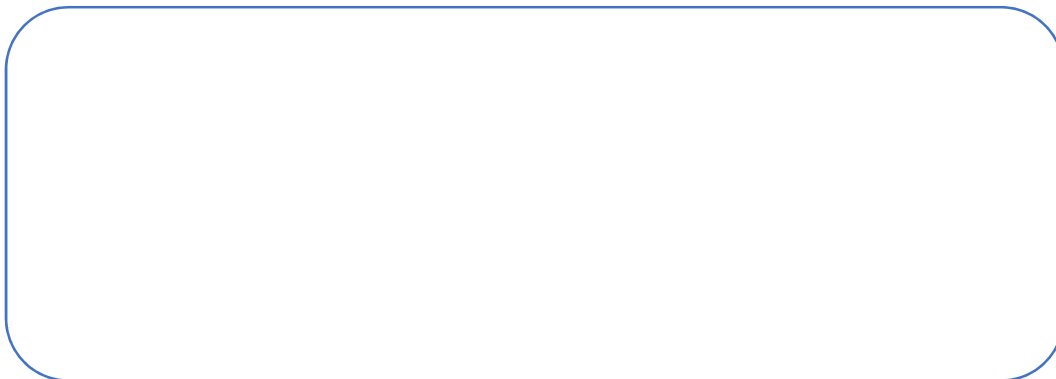
CONTENT KNOWLEDGE

What new content did you learn while working on this project? What surprised you? What else would you like to know about the topic?



COLLABORATION & TEAMWORK

What was the hardest part about working in a team?
What was the best part?



TECHNOLOGY & COMMUNICATION

What new skills did you learn? What else do you want to learn how to do?

