



AL AIN JUNIORS SCHOOL
BRITISH SYSTEM



GRADE 8
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:

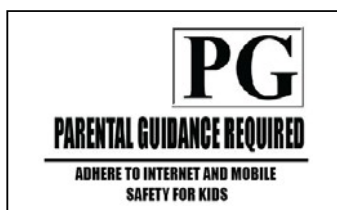
- Conservation Status
- Physical description
- Food chain
- Habitats
- Adaptation
- Threats to the species
- Eco Reserves/Protected areas in the UAE
- Conservation projects in the UAE
- Organizations (Emirates Environmental Group) associated with conservation projects

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 8

Curriculum Focus:

Science- Humans and other Animals

English- Reading, Vocabulary and Writing

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



SPINY TAILED LIZARD

This lizard is locally known as 'Dhub' Arabic: 'بضب'. Their strong skin was made into leather by Bedouins, while their meat was an alternative source of protein. Bedouins considered the tail of the Dhub a delicacy which they roast over a fire before eating. Despite its dragon-like appearance it is a very placid animal that prefers to flee rather than enter conflict. If cornered, however, it can give painful blows with its spiny tail. With its strong jaws that have no teeth, but possess sharp bone plates, it can give a nasty bite.

Did you know????

Dhub Spiny Tail lizards are also known as the 'Little Dinosaurs' of the desert.

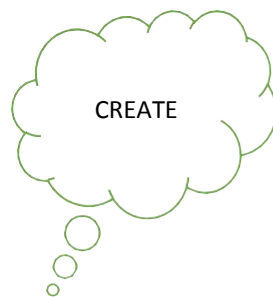
WEB SEARCH



Research on the spiny tailed lizard - scientific name, the two species of Dhub, diet, habitat, adaptation to the harsh desert conditions, maximum life span and physical features. **Create digital fact cards** or a **slideshow** of the information you collect.

Why is the spiny tailed lizard on its way to becoming endangered? What are the threats to this species? Where are they found? When was the hunting of these lizards banned in the UAE? Use an **online writing tool** to present your **research**.

Experiential learning/Web search



Al Wathba Wetland Reserve

Visit this reserve to find out why it is a popular eco-reserve in the UAE. Experience the amazing diversity here, including several endangered species who have made this their home and found shelter, protection and nourishment. What are the ongoing conservation efforts on the reserve? What will you find there? Locate this reserve on the **digital app Google Maps**. Take a screen shot of the map. Collect images and pictures to **create** a beautiful **digital collage**. **Create** a **digital pamphlet (mini brochure)** inviting residents of the UAE to visit this reserve. Use an appropriate **web tool** or **Windows Moviemaker** or **MS PowerPoint** to make a **slideshow** of your adventures on this reserve.



How you can help save the UAE's endangered species?

Create a digital poster to educate the residents of the UAE about the vulnerable spiny tailed lizard and how they can help to prevent them from becoming just another page in a history book. Share information about all organizations that work towards conserving this species. Give one clear, well thought out solution you have for this issue.

Your research can be presented using the following modes:

- Images/draw pictures/photographs
- Google Drawing, Fresh Paint App
- Digital Collage
- Digital Poster
- Fact sheets/cards
- Doodle Notes-Can be created using Doodle buddy App/online interactive tools (link given below)
- Slide show/video/movie
- Digital Pamphlet



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

<http://gulfnews.com/news/uae/environment/group-lauds-al-ain-centre-s-conservation-model-for-arabian-tahr-1.1214588>

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

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

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

<https://www.lucidpress.com/pages/examples/free-pamphlet-maker-online>



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>	

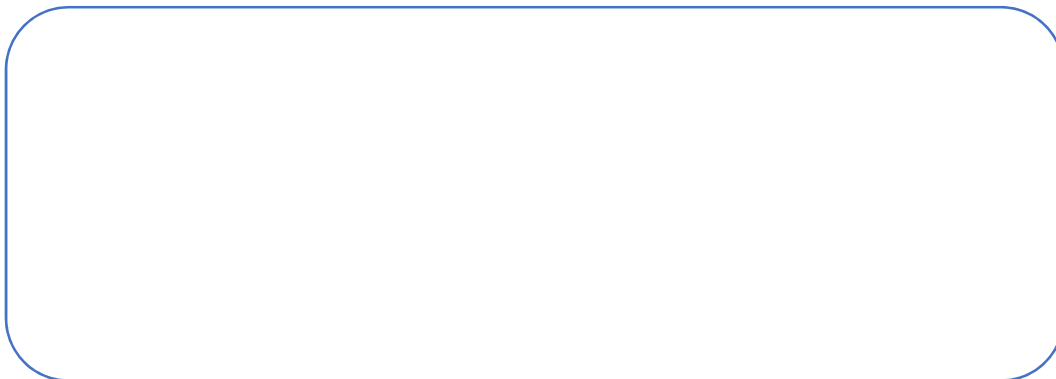
CONTENT KNOWLEDGE

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?

