



UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



Student Guidebook

Project Based Learning and Assessment

Name:

Grade, Stream, Section:

Subject:

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Introduction

Welcome to Project-Based Learning and Assessment (PBLA)

Project-based Learning and Assessment (PBLA) is a way of learning by doing! It is a different way of learning and getting grades than taking tests. It helps us work on solving real world problems, learn about big issues and think of new ways to make a difference. Working on projects also helps us learn important skills.

Through PBLA, I can:

- explore real-world problems
- build important skills
- work well in a team
- be innovative
- show what I have learned

I promise to:

- connect our projects to our community
- respect our classmates' different backgrounds and skills
- understand what our projects are about and how they will be graded
- share ideas with others
- appreciate what everyone brings to our projects
- listen to our teachers' feedback and use it to learn and get better

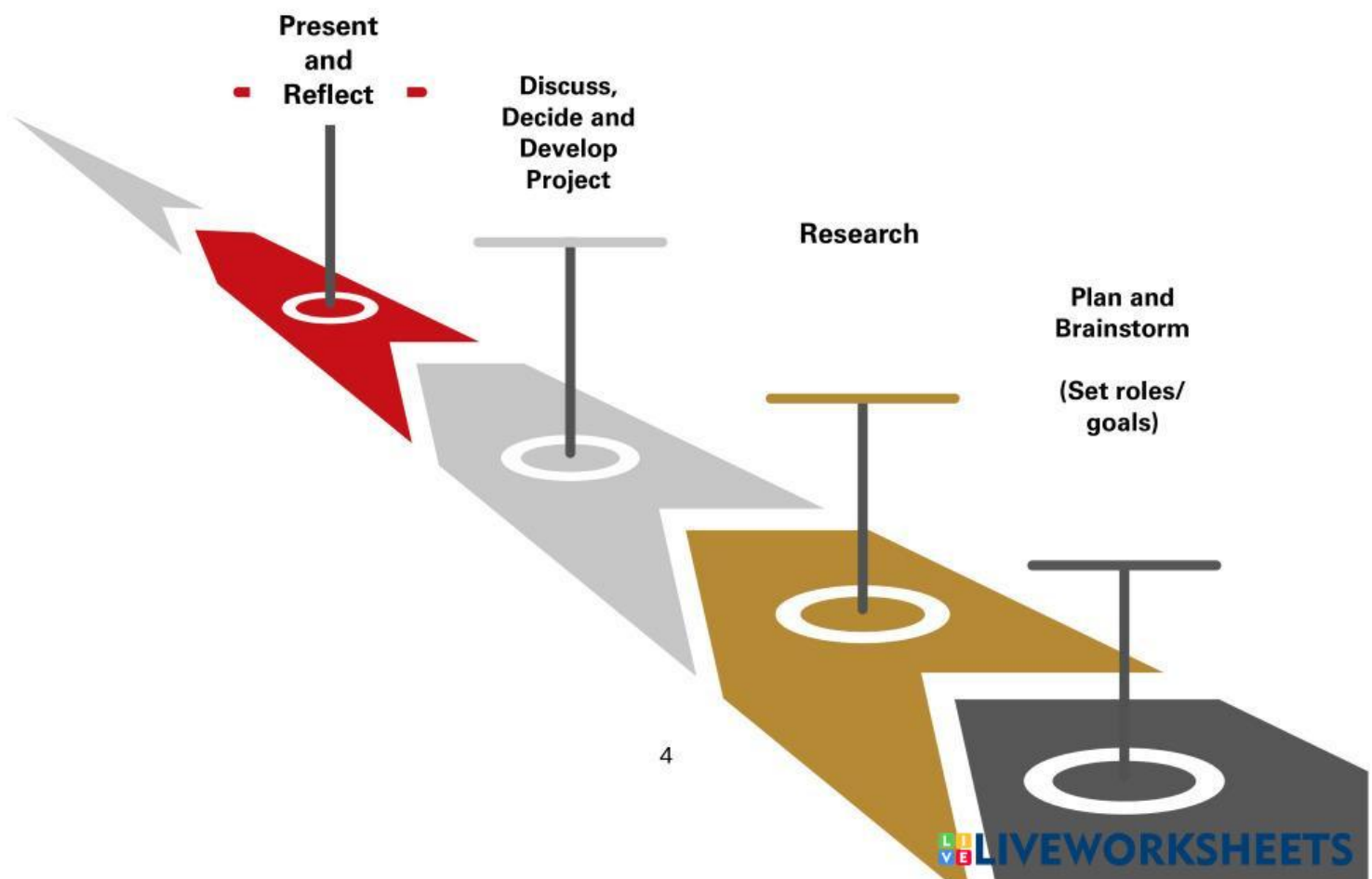
This guide will help me with my PBLA journey. It tells me what I need to do to get good scores and show my best work in PBLA. I am ready to work hard, create, and make a positive difference!

Brief description of the Project

Our project is about: saving energy in our community. Imagine being part of a team of designers. The team want to encourage a neighbourhood to use **less energy** and **save the environment**. They also want to use **clean energy sources**, like solar power, instead of oil and gas.

We will produce: a poster for a neighbourhood in the UAE. My poster will explain how to save energy and use solar power.

My learning journey of the Project



Project Overview

Subject	English Language
Project title	Saving Energy in our Community
Project objective	In this project: - my group will design a poster to show how to save energy using solar power. - my group will explain how solar power helps save energy and protect the environment. - my group will then present the poster to the class
Steps for Success	
Brainstorm Ideas Start with a question: What problem are you trying to solve? Write everything down: Every idea is a good idea at this stage! Think of real-life examples: What have you seen that could help? Work as a team: Share your ideas and listen to others. Be creative: Imagine new ways to do things, even if they seem unusual. Build on ideas: Share a classmate's idea and make it even better. Keep it simple: Small ideas can make a big difference! Choose Roles Potential roles for students: Researcher - Look into clean energy, like energy from the sun (solar), or wind and water, and how they work - Learn how these can help save the environment Problem solver - Think about how we use a lot of electricity at home. - Look into ways to use less energy and be greener. Communicator - Think about how to communicate our ideas well in the poster - Think about how to persuade people to be greener Proofreader - Check the sentences we wrote. Make sure all our English is correct.	

Materials We Might Need

The following are suggested materials to choose from:

1. A4/A3 paper
2. Rulers
3. Coloured pencils/pens
4. Reference materials on sustainability, lifestyle in the past and the present (The Big Green Legacy, internet resources)
5. Electronic devices
6. Wi-Fi connection

My Group Project Roles and Responsibilities

I know that AI tools, like ChatGPT, can help me learn, but I will use them positively.

- My work will show what I know, what I can do, and how hard I worked.
- If I include any ideas from AI, I will be honest and let people know.

I can use AI to:

- get guidance
- brainstorm ideas
- check our understanding

Roles and Responsibilities

MY GOALS

What do I want to do?
How will I use my time in
the best way?

What do I want to
learn more about?
What do I want to be

Milestones 1 and 2

Milestone 1 Self-regulation and engagement

Thinking about my learning:

Description: I am excited and ready for this work, and I can set goals for myself.

Select your level:	☐ Beginning	☐ Developing	☐ Acquired
Self-regulation and engagement	I find it hard to do this project work. I find it hard to set my goals.	I feel ready for the project and feel like I will try my best. I can think of a goal, but I need some help to understand the idea more.	I am excited about the project, and I am ready to work hard on it. I have a good idea of what learning goals I want to achieve.
Action Plan for Improvement	Action:		

Milestone 1: Research & Inquiry

What are our research questions?

My research notes:

[illegible]

Thinking about my learning:

Description: I can find out more about the topic. I can ask questions to help us think about it.

Select your level:	☐ Beginning	☐ Developing	☐ Acquired
Research & Inquiry	I found it hard to find reliable sources of information. I found it hard to think of research questions.	I found some good information from my sources. I asked some good questions to help us think about the system	I found a lot of reliable sources. I could connect ideas between them. I asked big questions which made the group really think hard.
Action Plan for Improvement	Action:		

What did we discuss?

What did we decide on?

[illegible]



Thinking about my learning:

1) Collaboration, Communication & Contribution

Description: I discuss well in my group and help organize our tasks.

2) Problem-solving & Critical thinking

Description: I can see problems, find solutions, and change as needed.

Select your level:	☐ Beginning	☐ Developing	☐ Acquired
Collaboration, Communication & Contribution	I only spoke a little about the project.	I gave some ideas to the group and helped to come to decisions.	I gave many original ideas and I helped organize our work.
Select your level:	☐ Beginning	☐ Developing	☐ Acquired
Problem-solving Critical Thinking	I found it hard to solve the problems. My teammates made all the decisions.	I could see some of the problems and I tried to think of ways to fix them. Sometimes, I need help for making decisions.	I thought about different and original solutions and shared them with my team.
Action Plan for Improvement	Action:		

Milestone 2: Presentation and Reflection

What will be my role in the presentation?

What have I learnt?

How does the project connect to the real world?

Thinking about my learning

1) Presentation Skills: I can present well to my classmates			
Select your level:	☐ Beginning	☐ Developing	☐ Acquired
Presentation Skills	I find it hard to talk in front of people.	I find it easy to talk to the class and they could understand me.	I find it very easy, and I feel confident talking to the class.
	I find it hard to explain what I learnt.	I find it easy to say something about what I learnt, and how I solved problems in the work.	I find it very easy to describe how we fixed problems and what I learnt.
2) Innovation: We used new and original ideas and our presentation was creative			
Select your level:	☐ Beginning	☐ Developing	☐ Acquired
Innovation	We needed ideas to make our presentation more original.	I thought we had some new and original ideas.	We had very creative ideas.
		We had some new and interesting ways to do our presentation.	We presented our ideas in a really exciting and different way.
3) Content/Topic Mastery: I understand and can explain this topic.			
Select your level:	☐ Beginning	☐ Developing	☐ Acquired
Content/Topic Mastery	I only know a few simple things about this topic.	I understood most of what the class said on the topic.	I feel like I understand everything on this topic and I can explain it to people.
	I found it hard to understand the ideas that were said	I need some things explaining more.	
4) Application of Knowledge/Skills: I connect what I've learned to real-world situations.			
Select your level:	☐ Beginning	☐ Developing	☐ Acquired
Application of Knowledge/Skills	I found it hard to understand how this will work outside the classroom.	I can think of some examples of how this will work outside the classroom.	I feel like I have really good ideas about how this will help people outside the classroom.
		I need some help to think of more ideas.	
Action Plan for Improvement	Action:		