

# PBL Lesson Plan

## The Time Capsules

**This lesson plan has been designed to help you use a project based approach to creating entries for 'The Project Competition 2020' task.**

The lesson plans draws on a PBL (Project Based Learning) approach as described in the ['Focus On' paper](#).

In the lesson plan we have tried to include all of the essential elements of a project based approach, this includes:

- **A challenging problem or question** - How to create a time capsule to send back to 2000
- **Public product** - The time capsule that the students create
- **Key knowledge and skills** - During the project the students have to work collaboratively and take responsibility for producing their time capsule
- **Sustained inquiry** - The students use time capsules from the past to research, explore and find out about the lives of students in 2000
- **Authenticity** - The materials they research are genuine
- **Student voice** - They can choose their own means of creating the time capsule and they are free to decide what they include
- **Critique and revision** - Students have the chance to give and get feedback from other students at the drafting stage of their project
- **Reflection** - At the end of the process students can reflect on what they learned and what they felt they did well and would like to do better



Go to:  
**[www.oup.com/elt/projectcompetition](http://www.oup.com/elt/projectcompetition)**  
to open the time capsules, and to submit your entry!

Competition opens:  
Monday 28th October 2019

Competition closes:  
Friday 6th March 2020

**Lesson Plan**  
**Procedure on reverse...**



# Procedure

## Stage 1: Lead - in

**Aim:** The aim of this stage is to get students thinking about the concept of different times and communicating across time.

- Put up the title of the lesson - Time Travel.
- Ask students to think about where they would go - the past or the future?
- Give the students some time to think about it and then get them to discuss it in pairs or small groups.
- Get some feedback from around the room.

**Additional resources:** If you have more time you could substitute this activity with Episode 3 from *Project Explore 4* to get students thinking about time travel.

## Stage 2: Inquiry 1

**Aim:** The aim of this stage is to help students access and share their existing knowledge about 2000.

- Show the students the discussion questions 'Life in 2000'.
- Put the students into their project groups and ask them to discuss the questions and share what they know. Ask the students to try to make a list of the 6 - 8 things that they think were most important.

### Life in 2000

- What do you know about life in 2000?
- How do you think it was different from today?
- What do you think was the same?
- What things do you think were important to students like yourself in 2000?

- Get some feedback from around the room.

## Stage 3: Inquiry 2

**Aim:** The aim of this stage is to help students learn about the past from students in the past.

- Tell the students that 20 years ago students like themselves created time capsules about their lives and the things that were important to them to send into the future.

- Tell the students that they can now open the time capsules and find out about the past.
- Ask the students to look at the materials from the time capsules and check to see how many of the things on their list were correct.
- Show the students the posters created by students in 2000.
- Give the students some time to look at the materials and discuss together.
- Ask the students to discuss what things surprised them and what things have changed and what things haven't changed since 2000.

## Stage 4: Drafting

**Aim:** The aim of this stage is to get students collaborating together and develop their team working skills.

- Now tell the students that you want them to send a time capsule back to those students in the past. Show the students the mission brief.
- Ask the students to work in groups to decide what form you

would like this to take and what they want to include. You could suggest any of these formats, but it should be up to the students to work together and decide.

- Poster
- Presentation
- Other
- Video
- Story

- Ask the students to work together and provide a draft of their ideas for what they want to create and include.

### Additional resources:

You can use the reading and grammar activity from page 61 Unit 5A of *Project Explore* to give students additional ideas for the sort of things to include in their time capsule.

## Stage 5: Critique and revision

**Aim:** The aim of this stage is to develop students abilities to give and accept constructive criticism.

- Now ask the students to share their ideas with another group and try to get some suggestions about how to improve their ideas.
- Give the students some time to review their brief after they have shared ideas.

## Stage 6: Production

**Aim:** The aim of this stage is to get students working together to produce their finished product.

- Ask the students to start work on producing the finished time capsule. You may want to give the students some extra time outside of the class for this.

## Stage 7: Public product

**Aim:** The aim of this stage is to give the students the chance to share their products publicly.

- In the next class get the students to show and share what they have produced.

## Stage 8: Reflection

**Aim:** The aim of this stage is to encourage students to reflect on the learning process and self-evaluate.

- You could also get the students to write a short reflection about what they learned from the process, what they did well and what they would like to do better.

### Mission Brief

Your mission:

You are going to send a time capsule back to students in 2000 to tell them about 2020.

You need to tell them:

1. What has changed?
2. What has stayed the same?
3. What three+ things are most important in your life today?