Welcome to Hidden Sparks Without Walls. We will be starting at 8:30pm.

To alleviate background noise and ensure a quiet session, your audio connection has been muted.

**Chat: Asking Questions & Sharing Thoughts**
You are encouraged to ask questions and share your thoughts on the chat. Please activate the chat feature on the bottom of the screen. You may choose to chat to panelists and all attendees or just panelists.

**Audio:**
If you would like to call in via phone for audio, please look up the call-in number, webinar ID, and passcode information on your webinar invite.
ABOUT HIDDEN SPARKS

Hidden Sparks is a non-profit that helps educators and schools nurture the Hidden Spark within each student. We do this by developing and facilitating professional development programs for Jewish day schools to help increase understanding and support for diverse learners.

Hidden Sparks provides an award winning professional development program in understanding learning and behavior, conducting classroom observations, coaching teachers and developing peer coaches. By helping teachers meet the needs of struggling students, ultimately all students benefit.

- 125 Jewish day schools across the country with hundreds of teachers participate in PD programs annually.
- Impacting over 7,000 students every year.
- Over 350 school peer coaches have received training and mentoring.
- Hidden Sparks Without Walls international webinar program has reached thousands of teachers and parents.

New in 2020! SEL Initiative

Please be in touch to find out how to bring Hidden Sparks programs to your school!
Project Based Learning in the Judaic Studies Classroom

Presented by Etti Siegel
March 1, 2022
Our Guest: Etti Siegel

Mrs. Etti Siegel holds a MS in Teaching and Learning/Educational Leadership and brings sound teaching advice to her audiences culled from her over 30 years of teaching and administrative experience. Etti spent four years as an Adjunct Professor at Aspen University, three years at Concordia College of NY, and is now an Adjunct at the College of Mount Saint Vincent/Sara Shenirer. She is a coach and educational consultant for Catapult Learning, is a sought after mentor and workshop presenter around the country, and a popular presenter for Sayan (a teacher-mentoring program), Yachad/OU, Hidden Sparks, and the Consortium of Jewish Day Schools.
Overview of the Session

Today’s Agenda:

- What is project-based learning?
  - Advantages and disadvantages to project-based learning
  - Components to a project-based lesson
  - Topics/units lend themselves to project-based lessons
  - Why aren’t more schools using the project-based learning model in their classrooms

- Practical examples of PBL with pictures and step by step instructions for Chumash, Parsha, Ivrit, Yahadus, Halacha, Pirkei Avos & Middos
Everything else has been modernized...
Everything else has been modernized…

Why not education???
What is project-based learning (PBL)?

1950's
What is project-based learning (PBL)?

Today
What is Project-Based Learning (PBL)?

Education might not look different, but the world is different and experts say we need to adapt.

**THEN**

The Workplace Needed:

- The classroom readied students for factory work
- Bells helped children learn how factories worked
- Proficiency through test scores
- Reading, Writing, and Arithmetic

**NOW**

The Workplace Needs:

- Constant innovation
- Problem solving skills
- Collaboration skills
- Critical thinking
What are the advantages to PBL?

1. Higher and continuous engagement
2. Students can learn in a more diverse way
3. Long term retention is higher
4. PBL is often able to teach lessons about situations and consequences in a tangible way with more relevancy to real-life
5. Teamwork and collaborative problem solving become more natural as children learn how to communicate effectively and interact more meaningfully
What are the disadvantages to PBL?

1. Children usually score lower on standardized tests
2. Lack of familiarity with broad based questions
3. Needs to be adjusted to developmental level of students
4. Teachers needs to establish and teach protocols for group work
5. Challenges of group work, e.g. off-task behaviors, complex group dynamics.
6. Grading and marking more complex.
A quick overview of preparing for PBL:

1. **Identify**
   - the topic to be covered

2. **Decide**
   - on the objective/goal of the specific unit. This objective should be clear.
   - on a tangible problem or lesson that is age appropriate and relevant to your students and your curriculum.

3. **Brainstorm**
   - a list of creative group project ideas from which students can choose
   - Be open to allowing students to come up with their own idea if it fits into the overall objective
What are the components to a PBL?

4. **Plan** the number of sessions students will need to complete the project, including time for children to share out their projects.

5. **Identify the materials students will need**, e.g. handouts, articles, books, etc.

6. **Prepare the schedule and rubrics** to concretize goals and help children stay on task.
The teacher’s role is to:

1. to fill in gaps in information as necessary
2. help students access resources
3. facilitate and direct the learning- children are going to need direction and guidance as they wade through unchartered (for them) territory- not only new material but a new approach to learning it.

Ownership of the project should belong to the students.
Successful Group Work

Having the teacher assign a role to each person in the group will set the group up for success. This can help maintain an even workload among all group members.

Roles may include:

- a note taker
- the leader who makes sure everyone gets a chance to speak and share
- the errand runner
- the timekeeper who makes sure everyone is accomplishing and knows how much time is left

Example:

Recorder | Supply Master
---|---
Group Roles
Coordinator | Time Keeper
Why aren’t more schools/teachers using PBL?

- “Time” is a big deterrent

- **Traditional Judaic Studies testing** does not assess what children learned through PBL

- Teachers must **prepare a lesson in a different way than** they are used to

- Less of a feeling of **control**
  - questions may come up that the teacher does not have answers to
  - the project may evolve in an unanticipated way
Not PBL

Building the keilim in the Mishkan, for example, is not PBL if it’s done at home. While the components are well thought out, if most of the work is assigned to be done at home, chances are that parents will be overly involved.

A true PBL model has children working on their project in school without parents saving them from the hard parts.
Project Based Learning - Making it work

...how I made it work
The children learn the information and then work in groups to figure out how they will display that Information (grades 2-4). Older children, grades 5-7, would learn the information in groups and then work together to figure out how to display that Information.

So many skills! Teamwork, Compromising & Creativity
PBL- a Hands-On Bulletin Board

BBY 2022
PBL - Shabbos/Ivrit Unit
Preparing for success for this unit:

The students

1. Had a background knowledge of the concept of Shabbos
2. Had word banks to use
3. Could look at sentences they created as a class that now hung around the room
4. Had many templates to choose from to form their own books
5. Have a lot of autonomy and the ability to master the lesson
PBL - Describing People- Ivrit
PBL Examples: 2^{nd} - 5^{th} grade

Baal Tashchis (**Pachim Ketanim** in Parsha Vayishlach, end of Parshas Shoftim about **fruit trees**), either in Chumash or in Parsha, children can have the opportunity to explore:

- the idea and value of not wasting,
- medrashim that illustrate the extent to which individuals went not to waste
- Extend the concept into their own lives.

*It can lead into a discussion about being happy with what one has...*
PBL Examples: 2nd -5th grade

This can lead to

• A food drive
• A campaign to take less and throw away less at lunch
• A lost and found/g’mach school supply box in the classroom or in every classroom in the school,

 ..........other such discussions and projects leading to less waste.

Children might also choose to make illustrative posters, skits or songs… or another appropriate choice.
PBL Examples: 4th-6th grade

When the children are learning about fearing and respecting parents (two different Pessukim), either in Chumash or in Parsha children can start with:

- Reading the story of Damma ben Nesina and stories of others who showed respect for parents.
- Learning together the halachos of Kibbud Av Va’Em in the Shulchan Aruch, passages from the Gemara, Ramban, and Tur and other sources teacher makes available.
The goal can be for the students in a higher grade to teach children in lower grades to be aware of the practical halachos.

Students might choose to make posters, a comic strip, or a slide show to share their learning... or another appropriate choice.
PBL Examples: 4th-6th grade

Scrapbooking in class is a form of PBL when done in school.

- On Halacha
- For Parsha
- For Navi
Example: 2nd - 12th grade

Take a limud (like Pirkei Avos, for example) and choose a focus (like sports, for example) and put together an organized presentation (posters, comics, storybook) tying the two together. The higher the grade the more source material should be required.
If students enjoyed math, they could choose to work in a group that was learning a Sifsei Chachamim talking about how to define what “Sha’ah Achas” means, and work through all the detailed calculations. In the end they discovered what “Sha’ah Achas” means and how Hashem calculated the reward for waiting.
• If students enjoyed **exploring maps**, they could choose to work a group that learned the sources of where each of the Shesh Bechiros of Miriam happened and map them out.
If students wanted to **explore halachic sources**, they close-read writings on hilchos lashon harah. They identified the 3-5 reasons why Miriam might have thought she was justified to say what she did, and yet how she was punished for speaking negatively even though she meant well. Students then identified this to scenarios in their own lives.
• If students wanted a **Higher Order Thinking challenge** they explored a Sifsei Chachamim on how Hashem spoke softly even though He was upset, and extrapolated to how we should learn speak and behave even when we feel angry.

Throughout the project sessions, teachers went from group to group, assisting, facilitating, encouraging and guiding to help the students complete the activity and master their chosen topic.
Interestingly enough, many top educators are not totally sold on the PBL model. Education Week, an independent news organization that has covered K–12 education since 1981, put out an article in 2007 that listed quite a few caveats from experts in the field.

The takeaway- don’t implement PBL for the sake of it. It should enhance and support your learning goals for your students.
Don't be afraid to try.
Guido, M 2016. 5 Advantages and Disadvantages of Problem-Based Learning [+ Activity Design Steps]. www.prodigygames.com


### Upcoming Hidden Sparks Without Walls Sessions

<table>
<thead>
<tr>
<th>Sunday, May 8, 2022</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please note time: 10:00 AM</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For Parents and Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Touchpoints in Jewish Life: How Jewish Milestones Match Up With Child Development</td>
</tr>
<tr>
<td>Presented by Aviva Goldstein</td>
</tr>
</tbody>
</table>

If you are interested in bringing Hidden Sparks to your school or city, please contact us:

212-767-7707 or sara@hiddenspark.org
Contacting Hidden Sparks

Contact Presenter:
Etti Siegel
siegelce@verizon.net

Contact Hidden Sparks:
www.hiddensparks.org
news@hiddensparks.org (212) 767-7707
www.facebook.com/HiddenSparks

“like” us on facebook
Hidden Sparks would like to thank our Donors, Supporters and Partners