

Girl Power!

A French-language PBL in progress

My PBL background

Student-created museums

- Post-colonial West Africa
- French Revolution

Student-created community events

- café des arts
- Le Petit Prince
- Une Nuit à Paris

Burkina Solar Project

And this year?

Girl Power: Empowering individual and community health through the education of girls

Country of focus: Togo

- selected based on Peace Corps World Wise Schools Match for this year



Context

Suburban public high school in Northern California with 2,000 students 9-12

Just over 25% of students on Free and Reduced Lunch

BYOD environment supported by classroom technology



- Wifi
- 72" HD TV connected to a computer, a document camera and an Apple TV
- Personal iPad
- 4 iPod Touches with wifi (to supplement student devices) purchased with grant from Hilton Honors Teacher Trek
- Six carts of chromebooks available for checkout by teachers

A challenging problem

How can we (California high school students) enhance the health and well-being of the community where our Peace Corps WWS match is serving by taking specific actions to maximize the length of time the girls in the village remain in school?

- Learning about human rights and the rights of children
- Developing interculturality



Content knowledge

- political geography of the country/region
- gender equality statistics for the country compared to other francophone countries and our country
- impact of education--especially of women--on future health and well-being
- public education systems here, in our match country and in other French-speaking countries
- Family and community life in the village with which we are matched
- Humanitarian and Non-Governmental Organizations (NGOs) that have made the education of girls their mission and the work they do improve female education rates
- Cultural perspectives in Togo regarding gender roles and education

Language knowledge

See [this document](#) for learning targets for each mode of communication.

How students will show what they know

Large variety of tasks involving all four modes of communication throughout the time they are working towards their culminating projects.

- See [draft list here](#)

Project evaluation

1. Students will communicate effectively and in culturally appropriate ways with an audience of readers and listeners
2. Students will demonstrate knowledge of culture (products, practices and perspectives)
3. Students will demonstrate knowledge of the geography of some regions of the francophone world
4. Students analyze the relationship between the health of families and communities and the education level of the girls/women in the community
5. Through 1-4 above, students will enhance the knowledge base of members of the local community regarding the role of education of girls and women in cultures around the world and regarding the culture of our Peace Corps match country in particular.

Culminating events

- Student-designed and implemented action plan to support the objectives and work of PlanTogo in PCV village and/or at our high school match (located in PlanTogo's "target zone")
- Student-designed community event for local community
 - bilingual for French- and English-speaking visitors
 - exhibit possibilities include Togo, PlanTogo, impact of girls' education, profiles of village(s) we have worked with and some of their students/families, and our action plan and implementation

Sounds great... so how did it go?

Still in progress

- started with some preliminary work learning about the geography, economy, history, and cultures of Togo, including portraits of girls
- lost our PCV match
 - new match made in November...no reply until January due to limited Internet
- reached out to Plan Togo
 - matched with a school in December
 - just received first reply from the school last week!
 - But we are still in progress. Roadblocks are part of PBL/PBLL.
- It's NOT about the product. It's about the process!

Next steps

Continue project “in the background” throughout the semester in between communications from our PCV and PlanTogo school

- Continue exploring media reports from Togo about education of girls and looking for profiles online
- Immediately engage with our contacts when we hear from them so we can begin the tasks described earlier.
- Make adjustments as needed
 - It’s not about the product as much as it is about the value of the process and how the process can do more to impact our students than traditional, textbook-based approaches.

Questions?

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