

**Phase III Learning Case Study:  
Project-Based & Problem-Based Learning**

**PSY 205 Educational Psychology  
Learning Plan Template**

Teacher Name: Megan Helget	Grade & Subject: Preschool – Creative Arts
<p>Name of School: ABC Learning Center Background of School (“culture”):</p> <p>ABC Learning Center is located in Bismarck, North Dakota in an older part of town. However, it has been recently upgraded to new and modern aspects. The school has an even mixture of rural and urban students. The students are mostly coming from middle class families, but there are some from lower- and upper-class families, as well. There is a large variety of ethnicities represented in the school. These include, White (50%), Native American (25%), African American (10%), Hispanic (10%), and a variety of other ethnicities (5%).</p> <p>ABC Learning Center is a highly rated school amongst the community, due to high parent participation rates. There are a variety of volunteer opportunities in and outside of the classroom, as well as in the community.</p> <p>All the staff at ABC Learning Center are accredited and high spirited. They enjoy coming to work and are hard working. They incorporate new teaching styles and inclusion. The environment in the school is open communication and free-flowing, students and staff work hard to make this learning center a great environment.</p>	
PBL Unit Name: <b>Building a Community</b>	Specific Standards: <ul style="list-style-type: none"><li>• Goal P-CA 4. Child creates art work that depicts objects and events and/or expresses feelings, thoughts, and ideas through a variety of two-dimensional and three-dimensional processes and share about them. (e.g., painting, printing, drawing, coloring, observation, cutting, shaping, rolling, pulling, patting, observing, imitation, patterning, repetition) (36-60 months)</li></ul>
<p><b>What Resources Will the Students Need (describe all resources and learning materials necessary for your project (e.g., Internet sites, colored paper, graduated cylinders, etc.)</b></p> <ul style="list-style-type: none"><li>• This project is intended to be very open-ended, therefore all the materials will be open-ended, and the students can request what they would like to use as well</li><li>• Construction paper</li><li>• Cardboard/boxes</li><li>• Paint</li><li>• Markers</li><li>• String</li><li>• Glue</li><li>• Legos</li><li>• Sticks</li></ul>	

- Scissors
- Any other requested items from the students
- Photos of buildings
- Non-fiction books of buildings and towns
- Measuring devices (ruler, string, measuring tape etc.)

**What Resources Will the Students Need (describe all the resources/materials needed for your students to learn):**

- **Student 1 (Ethan):** Ethan is a student that I would consider a high flyer. He enjoys school and is exceeding very well in his academics. He is an advanced, fluent reader. This has reflected in his vocabulary and conversation. He also succeeds socially and emotionally. He understands “good versus bad” behaviors, the importance of honesty and loyalty. In his free time, he really enjoys creating with Legos, writing stories, and playing athletics. The one challenge that Ethan has is controlling his emotions when he is asked to do something that he does not particularly want to do or enjoys.  
In the PBL, I would really encourage Ethan to add details to is building. I would also encourage him to choose a more complex structure and use materials that are more open end, where it would take more effort to keep it together. For example, instead of using Legos, I would encourage him to try using cardboard, glue and other loose materials. This way he is challenged to create the building from scratch and is challenged to use past experiences as a guide to what he will build.
- **Student 2 (David):** David is an excellent child. He is lively and is always excited to learn and grow in any way he can. He is ready to go to school where he can really engage in many activities. He enjoys a good challenge and is very attentive when he is interested in what he is doing. He is less interested in the activity if it does not relate to him.  
In the PBL, I would really focus on challenging David’s abilities. He enjoys a good challenge, so I think he will respond well to this. Similar to Ethan, I would challenge David to use open ended materials, that really force him to work with his hands and create a totally original structure.
- **Student 3 (Brantley):** Brantley is a fun little boy. He is shy, but has no problems making friends. He does not willingly answer questions, but he participates in the activities he is asked to. Brantley enjoys playing outside and sports. He loves to be involved in kinesthetic activities where he can move his whole body. Similarly, to other students his age, he can focus well on tasks that interest him, but if it does not interest him, he is not attentive.  
In the PBL, I would encourage Brantley to really use his whole body in creating his building. He enjoys moving around and really engaging his whole body. I think I would specifically see if I can find a large cardboard box for him to use. This way he has to get up and create the items to put on the building. He could use the large box for the base, but then use other materials like paper, smaller boxes, string or other items he wishes to embellish the building. Of course, I would encourage him to use the large box to get his body up and

Students Will Do (describe what will be done during the unit in the order they will be done):

1. **Introduce the driving question:**  
 “How do we build a community?”  
 - Talk about what a community is

Describe How This Will be Developmentally Appropriate for:

- **Brain Development:** This activity will be developmentally appropriate for the three preschoolers introduced above (Ethan, David, and Brantley), because it is introducing the concept of community, which is already so prevalent for them, into their lives. Children at this

- What is another name for a community? (town)
- A community includes the buildings, but also the people
- What kinds of structures or buildings are needed in a community?

## 2. Authenticity:

- What is in our community?
- What buildings are in our town or community?
- What are some important things that are need in a community? (hospital, police, fire fighters, church, school etc.)
- What people are in you community?
- Bring in members/parents form the community to share what their work does for the community.
- Tie the unit to fire prevention – bring in fire fighters and police officers
- Talk about their bus drivers

## 3. Collaboration:

- Students will work together to identify the types of buildings needed
- Talk about their parents' jobs
- Their favorite things in their community
- Start planning their community
- Decide who will be creating which building
- Bring in books and pictures to talk about different styles of buildings
- Talk about the materials that are needed to build buildings
- What is needed on a building? (door, windows etc.)

## 4. Scaffolding:

- Use the blueprints that Katharine has had them design in her Math class
- Use the blueprints to begin building their structure
- Review the importance of size and proportions
- Instruct the students begin to build their structure.
- They can work together as partners to create their project

age are still developing. Therefore, their prefrontal cortex is also still developing. Other areas in the brain that are still developing is the myelin sheath, which affects the child's attention span. The instructor will need to remember this, because the students' may need to work on their projects in sections. Another area of the brain that is still developing is the amygdala. This affects children being able to control their emotions. Thinking about what each child's abilities are will help with this, because then they can challenge each student independently and hopefully keep them engaged longer. By having preschoolers participate in this activity will help them to develop and learn at a young age that they are an important piece to their community, and everyone is important. They are also getting a hands-on experience to feel like they are apart of something bigger.

- **Cognitive Developmental Stage:** Preschoolers or 4-6-year-olds are in the preoperational stage from Piaget's theory. In this stage, students are questioning things, wanting to experience independence and do things on their own. Knowing this, it is very important that the teacher allows the student to work independently and try their own ideas. It is important that the teacher works as a supervisor and as a guide to allow the children to explore and determine their abilities.
- **Emotional Developmental Stage:** This area of the PBL covers the times when the children are tired or energized, frustrated or confident, annoyed or happy, succeeding or failing. It also covers any other emotions they are experiencing during the process. This also dips into how they interact with the other students in the group. Are they working together well, or do they need some adult guidance to help them work together and collaborate? This ties together with Bronfenbrenner's Five Systems and Kohlberg's Moral development. In Bronfenbrenner's model these children are spending the majority of their time in their microsystem, which is their family, friends and school. In Kohlberg's Moral Development model these children are in level 2, stage 3. At this stage the children still follow their parents' values, they understand some honesty and loyalty, and "good and bad" behaviors. All of these things are important to acknowledge as the teacher. These children will want to talk about their parents and experiences they have had, allow them to do so. Talking about

### 5. End Product:

- line their buildings up in the hallway and encourage parents to come in and see their community
- Invite other community members (those that came in to present earlier) to see the final product

experiences and ideas is important, so that they learn that they can be independent and confident in their abilities.

- **Identity Development:** For this age, identity development is not a huge priority. It is very much so developing, but it is not the priority at this age. They are more concerned with figuring out the world around them and how it works than how they fit in. The PBL will show the students what their community looks and how it is built. It will also show how all the people around them fit into the community. There could be a conversation about what they want to be when they grow up and acknowledge that. However, in general their identity is not a major concern at this age.
- **Moral Development:** This PBL project will help the students see how they fit into the community. As mentioned above, students in the preoperational stage are focused on being independent and doing things by themselves. Therefore, this PBL project will help students learn to work together and help them see that they need to work together to see the best results. By working with their peers, they will hopefully see that it is important to finish their project so that the whole town can be put together to see the final project.