PHYSICAL EDUCATION & HEALTH IN THE 21ST CENTURY

An Integrated Approach

Shea McEvoy
SUMMARY

Education in the 21st Century is experiencing a fundamental shift in how we view teaching and learning. Pedagogy is moving away from the traditional “silo styled” paradigm of teaching subject content in isolation towards a more constructivist view of learning, which values teaching and learning in a holistic way and reflects the real world in an effort to inspire lifelong learning.

Embracing this shift, many New Zealand schools have been developing an integrated (interdisciplinary) approach to their curriculum with an emphasis on context based learning, key competencies and differentiation. These curricula focus on comprehensive life problems or broad based areas of study whereby all school subjects are related and taught in such a manner that they are almost inseparable.

Physical Education and Health has been often relegated to the status of “specialist” subject or been placed in the “too hard” basket in these models, resulting in the learning operating outside of integrated approach in schools. As Physical Educators it is paramount that we continually challenge our thinking and explore how we can collaborate with other learning areas and disciplines to make meaningful connections and create appropriate problems for our learners to interact with.

In this session we will share our journey in successfully transforming the way we plan and deliver learning at TPHS. This will be followed by an opportunity to explore “why we integrate”, the different types of integration, the challenges facing this type of transformative change and strategies for adopting an integrated approach at your school / institution.
PHYSICAL EDUCATION & HEALTH IN THE 21ST CENTURY

An Integrated Approach

Shea McEvoy

“The illiterate of the future are not those who can’t read or write but those who cannot learn, unlearn, and relearn.”

Alvin Toffler, Future Shock
DESIGN

- personalized
- context based
- student choice
SHIFT HAPPENS
What students SHOULD learn

What students COULD learn

RE-DEFINING EXCELLENCE

Support the development of diverse talents
Cultivate creativity and differences
Encourage students to be entrepreneurial
Foster global perspectives and competence

Personalized education that promotes diversity and creativity on a global scale through product oriented learning that inspires entrepreneurship and innovation.
FULLY INTEGRATED CURRICULUMS

Combine disciplines in a synergistic manner
Make the knowledge of one subject inseparable from that of another
Division only occurs in the teaching of sophisticated content or vocabulary
HOW WE LEARN
Three Critical Understandings

CURRENT CONSTRUCT

English  Maths  Science  Social Studies  Physical Education & Health
We learn by connecting new information to familiar information.

Relevance is critical for most learners.

For almost everyone, learning is social.

A shift away from teaching isolated facts toward a more constructivist (co-depandant) view of learning, which values in-depth knowledge of subjects.

INTEGRATED LEARNING
THE BRAIN

Organizes new knowledge on the basis of previous experiences

Processes many things at the same time

Actively seeks patterns

The meaning that has developed from those experiences

Holistic experiences are recalled quickly and easily

Searches for meaning through these patterns

The brain research points toward interdisciplinary learning, thematic teaching, experiential education and teaching that is responsive to student learning styles

WHAT IS INTEGRATED LEARNING?

Cuts across subject-matter lines

Focus upon comprehensive life problems or broad based areas of study

Brings together the various segments of the curriculum

Meaningful association

Prepares children for lifelong learning
A combination of subjects
An emphasis on projects/inquiry
Sources that go beyond textbooks
Relationships among concepts
Thematic units as organizing principles
Flexible schedules
Flexible student groupings

THE INTEGRATION CONTINUUM

Form One
Within a Single Discipline

Form Two
Across the Disciplines

Form Three
Within and Across Learners
METHODOLOGIES OF INTEGRATION

Form One
Within a Single Discipline
- Fragmented
- Connected
- Nested

Form Two
Across the Disciplines
- Sequenced
- Shared
- Webbed
- Threaded
- Integrated

Form Three
Within and Across Learners
- Immersed
- Networked

CORE CONCEPTS OF CHANGE

“Change, and the need to manage it well, has always been with us” (Kanter 1985)

Present state
status quo
quasi-stationary equilibrium

Driving forces (pressures for change)
Restraining forces (pressures against change)

(planned) proactive / reactive (emergent)

3 step model
(Lewin, 1947)
## Ten Levels of Curriculum Integration

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FORM ONE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fragmented</td>
<td>Separate and distinct disciplines</td>
<td>Clear and discrete view of a discipline</td>
<td>Connections are not made clear for students; less transfer of learning</td>
</tr>
<tr>
<td>Connected</td>
<td>Topics within a discipline are connected</td>
<td>Key concepts are connected, leading to the review, reconceptualization and assimilation of ideas within a discipline</td>
<td>Disciplines are not related; content focus remains within the discipline</td>
</tr>
<tr>
<td>Nested</td>
<td>Social thinking and content skills are targeted within a subject area</td>
<td>Gives attention to several areas at once, leading to enriched and enhanced learning</td>
<td>Students maybe confused and lose sight of the main concepts of the activity or lesson</td>
</tr>
<tr>
<td><strong>FORM TWO</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sequenced</td>
<td>Similar ideas are taught in concert, although subjects are separate</td>
<td>Facilitates transfer of learning across content areas</td>
<td>Requires ongoing collaboration and flexibility, as teachers have less autonomy in sequencing curriculum</td>
</tr>
<tr>
<td>Shared</td>
<td>Team planning and/or teaching that involves two discipline focuses on shared concepts, skills or attitudes</td>
<td>Shared instructional experiences; with two teachers on a team it is less difficult to collaborate</td>
<td>Requires time, flexibility, commitment and compromise</td>
</tr>
<tr>
<td>Webbed</td>
<td>Thematic teaching, using a theme as a base for instruction in many disciplines</td>
<td>Motivating for students, helps students to see connections between ideas</td>
<td>Themes must be carefully and thoughtfully selected to be meaningful, with relevant and rigorous content</td>
</tr>
<tr>
<td>Threaded</td>
<td>Thinking skills, social skills, multiple intelligences and study skills are “threaded” throughout the disciplines</td>
<td>Students learn how they are learning, facilitating future transfer of learning</td>
<td>Disciplines remain separate</td>
</tr>
<tr>
<td>Integrated</td>
<td>Priorities that overlap multiple disciplines are examined for common skills, concepts and attitudes</td>
<td>Encourages students to see interconnectedness and interrelationships among disciplines, students are motivated as they see these connections</td>
<td>Requires interdepartmental teams with common planning and teaching time</td>
</tr>
<tr>
<td><strong>FORM THREE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immersed</td>
<td>Learner integrates by viewing all learning through the perspective of one common interest</td>
<td>Integration takes place within the learner</td>
<td>May narrow the focus of the learner</td>
</tr>
<tr>
<td>Networked</td>
<td>Learner directs the integration process through selection of a network of experts and resources</td>
<td>Pro-active, with learner stimulated by new information, skills or concepts</td>
<td>Learner can be spread too thin, efforts become ineffective</td>
</tr>
</tbody>
</table>

(Fogarty 1991)
### CHALLENGES TO MANAGING CHANGE

<table>
<thead>
<tr>
<th>Staff</th>
<th>Students / Community</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loss of control</td>
<td>Loss of face</td>
</tr>
<tr>
<td>Excess uncertainty</td>
<td>Concerned about future competence</td>
</tr>
<tr>
<td>Surprise surprise</td>
<td>Ripple affects</td>
</tr>
<tr>
<td>The difference effect</td>
<td>More work</td>
</tr>
<tr>
<td></td>
<td>Past resentments</td>
</tr>
<tr>
<td></td>
<td>Sometimes the threat is real</td>
</tr>
</tbody>
</table>

(Kanter, 1985)

### CHALLENGES OF INTEGRATING PHYSICAL EDUCATION AND HEALTH

[Diagram of a person pushing a gear]
CHALLENGES

Resulting in the learning operating outside of integrated approach in schools

Stigma

Relegated to the status of “specialist” subject

Placed in the “too hard” basket

NEW PERSPECTIVES

AUTHENTIC INQUIRY

STUDENTS

Possible
Probable
Preferable
Ownership of Learning

COLLABORATIVE PROCESS

TEACHERS

Innovate
Design
Implement
Shared Learning Outcomes
Change agents help senior leaders create a vision of desired future organization and energize movement in that direction (Waddell, Cummings, & Worley, 2000)

Co-construction teams consist of members with different, yet complementary expertise

Positive approach to planned change

Focus on deeper structures and understanding of a “discipline”

Willingness to forego some specific content goals – focus on process

Peer observation and feedback/feed-forward

It resembles more like discovery and problem-solving

**CHANGE INFLUENCES**

**BUILDING INTEGRATED UNITS**

A “How to” Guide in Collaborative Planning
Provide fertile ground for high-quality learner projects / inquiries

Help students and teachers make connections across academic disciplines

Link academic and technical content and skills

Foster professional growth by encouraging teachers to go beyond the boundaries of their academic and technical fields

Establish a culture of professional dialogue about student work

Connect students and their work to the larger community

WHAT DOES IT TAKE TO BUILD A SUCCESSFUL INTEGRATED UNIT?

Cooperation and teamwork

Agreement on shared learning goals

Risk-taking and flexibility

Focus on deeper structures and understanding of a “discipline”

Willingness to forego some specific content goals

Peer observation and feedback/feed-forward

Encouragement and student ownership
THE LEARNING EXPERIENCE

Content + Process + Product = Learning Experience

Content:
- Knowledge
- Concept
- Skill
- Abstractness
- Complexity
- Variety
- Methods of Inquiry
- Study of People

Process:
- Thinking
- Problem Solving
- Research
- Open-endedness
- Higher Thinking
- Debriefing/reasoning
- Freedom of Choice
- Group Interaction
- Pace

Product:
- Visual
- Oral
- Written
- Kinesthetic
- Transformation
- Real Problems
- Real Audience
- Evaluation

STEP 1: LEARNING GOALS

Identify Learning Goals → Create Learning Goal Maps → Shared Learning Goals

Solo → Team → Team
Common themes, ideas, competencies and student outcomes are identified, discussed and agreed upon.
STEP 2: GENERATIVE THEMES

Brainstorm Themes / Subthemes → Establish Essential Questions → Backwards Planning: Set Goals and Objectives
## Sports Media – English and Physical Education & Health

<table>
<thead>
<tr>
<th>Content (Knowledge, Concepts, Skill)</th>
<th>Modifications for Gifted</th>
</tr>
</thead>
</table>
| Students will / have had opportunities to: | Abstractness  
Complexity  
Variety  
Methods of Inquiry  
Study of People |
| - develop their knowledge and understanding of visual and verbal language  
- describe and demonstrate a range of assertive communication skills and processes that enable them to interact appropriately with other people | |

| Process (Thinking, Problem Solving, Research) | |
| Students will / have had opportunities to: | Open-endedness  
Higher Thinking  
Debriefing/reasoning  
Freedom of Choice  
Group Interaction  
Pace |
| - view a visual text (extended film or short film) as a piece of literature and are able to identify and describe the elements of literature.  
- demonstrate willingness to accept challenges, learn new skills, and extend their abilities in movement-related activities  
- investigate and describe lifestyle factors and media influences that contribute to common health problems across the lifespan of people in New Zealand | |

| Product (Visual, Oral, Written, Kinesthetic) | Transformation  
Real Problems  
Real Audience  
Evaluation |
| Students will / have had the opportunities to: | |
| - create a presentation using visual and verbal language  
- demonstrate consistency and control of movement in a range of situations | |
STEP 3: ACTIVITIES, DIAGRAM AND TIMELINE

- Generate Integrated Inquiry/Projects
- Generate Discipline Specific Activities
- Create a Diagram
- Make a Timeline

COLLABORATIVE PLANNING DIAGRAM

- Step 1: Common Core Learning
- Step 2: Generative
- Step 3: Integrated Project
- Step 4: Community Connection
HOW WE TRACK / ASSESS

- Adds to Student Profile
- Sets Skill Descriptors’
- Collaborative Reporting
- Learning Conversations
- Feedback / Feed-forward
- Inquires
- Gathers Evidence
- Self Assess
- Identify Next Steps

REFERENCES & INSIPRATION

Integration of the Disciplines: Ten Methodologies for Integration
Dr. Mark L. Merickel
Oregon State University

“Integrated Curriculum: A Research Study”
Kathy Lake

Integrated Curriculum: A Driving Force in 21st Mathematics Education
Judy Spier

Integrated Units: A Planning Guide for Teachers
High Tech High, San Diego California
Designing an Integrated Unit
What is an Integrated Unit?

True integration cuts across subject-matter lines to focus upon comprehensive life problems or broad based areas of study that brings together the various segments of the curriculum into meaningful association in an effort to prepare children for lifelong learning.

**Integrated units** bring together academic and/or technical subject areas around a common theme.

Integrated Units:

- Provide fertile ground for high-quality student projects
- Help students and teachers make connections across academic disciplines
- Link academic and technical content and skills
- Foster professional growth by encouraging teachers to go beyond the boundaries of their academic and technical fields
- Establish a culture of professional dialogue about student work
- Connect students and their work to the larger community

What does it take to build a successful integrated unit?

- Cooperation and teamwork
- Agreement on core learning goals
- Risk-taking and flexibility
- Focus on deeper structures and understanding of a “discipline”
- Willingness to forego some specific content goals
- Peer observation and feedback/feed-forward
- Encouragement and student ownership
Step 1: Learning Goals

1. Identify Learning Goals
2. Create Learning Goal Maps
3. Shared Learning Goals

Solo → Team → Team
Designing an Integrated Unit

STEP 1: LEARNING GOALS

i. Identify Learning Goals
   • List 5-15 learning goals, concepts, objectives, competencies, or outcomes for your particular discipline (Learning Area)

ii. Create Learning Goals Maps
   • Draw two column grid on a piece of paper. Enter each course or discipline in the left column and the corresponding learning goals in the right column.

iii. Share Learning Goals
   • Each teacher explains his/her learning goals
   • Identify common themes, ideas, competencies and student outcomes
   • Allow for questions, clarification and general discussion
   • Clarify common learning goals
Step 2: Generative Themes

- Brainstorm Themes / Subthemes
- Establish Essential Questions
- Backwards Planning: Set Goals and Objectives
Designing an Integrated Unit

STEP 2: GENERATIVE THEME

**WHAT IS A GENERATIVE THEME?**

Are the focal points of the integrated unit?

- Cut across disciplines
- Lend themselves to student investigation (inquiry) and projects
  - Link with student interests
  - Link with community needs and issues

**SAMPLE GENERATIVE THEMES**

- The Environment: Love it or lose it?
- Day of the Dead: Cultural perspectives on death and dying
- What Counts: What do we measure and how do we measure it?
- The Two Edge Sword of Technology
- Immigration and Assimilation: What does it mean to be a Kiwi?
- Building Bridges: Connecting history, culture and time.
- Nutrition and Health: What’s good to eat?

i. **Brainstorm and Agree on a Generative Theme and Sub-themes**

- Brainstorm until you arrive at a generative theme that can accommodate the learning goals of the school and can be addressed through various disciplinary lenses.
- Brainstorm sub-themes that “unpack” the generative theme.

ii. **Establish “Essential Questions”**

- Identify four to six “big questions” that relate to the generative theme, across core learning goals and may engage student interest.

iii. **Planning Backward: Set Goals and Objectives**

   a) Review Essential Questions
   b) Develop a list of possible integrated unit outcomes, using questions below as a guide.
   c) At the completion of the integrated unit:

     - At the completion of the integrated unit:
       - What do you want students to understand?
       - What do you want students to be able to do?
       - What resources will the students have used?
       - In what ways will you have fostered student ownership?
       - What interdisciplinary connections will you have made?
       - What connections will students have made with the community?
       - How will students demonstrate their learning?
Step 3: Activities, Diagram and Timeline

- Generate Integrated Projects
- Generate Discipline Specific Activities
- Create a Diagram
- Make a Timeline
Designing an Integrated Unit

STEP 3: ACTIVITIES AND TIMELINE

i. Generate Integrated Projects

   a) Working individually and as a team, review:
      • Learning Goals
      • Generative Theme
      • Essential Questions

   b) Generate Integrated Projects for students that address these goals and questions.

   c) Identify possible initiating, mid-point and culminating activities.

ii. Generate Discipline-Specific Activities

   a. Think of activities and projects for your classroom that relate to your theme and the integrated projects.
   b. Share those proposed activities with your theme
   c. Brainstorm Projects that link two or more disciplines.

iii. Create a diagram

   a. Use Resource to insert your essential questions, core learning goals and skills discipline-specific activities into the diagram, drawing connections where appropriate.
   b. Refer to your diagram to generate new connections and projects.
   c. Further develop the initiating, mid-point and culminating activities.
   d. Reflect on your generative theme:
      i. Is it focused enough? Is it too focused?
      ii. Will students find it meaningful and accessible?
      iii. Is there room for student input?
      iv. How will is accommodate various content standards?
      v. Do students have opportunity to present their project to a wider audience?

iv. Make a Timeline

   a. Decide on the final activities
   b. Co-ordinate times and dates for activities
   c. Determine preparation time for mid-point and culminating activities.
## Sample Generative Theme and Sub-themes

<table>
<thead>
<tr>
<th>Generative Theme</th>
<th>• The Environment: Love it or lose it?</th>
</tr>
</thead>
</table>
| Generative Sub-themes | • Global warming: rumour or reality  
|                     | • The Environment and Developing Countries: Whose standards count?  
|                     | • The Global Economy and the environment  
|                     | • Pollution Prevention  
|                     | • The Environment: Teaching the Next Generation |
| Essential Questions | i. How can we preserve the environment for future generations?  
|                     | ii. What is the overall impact of technological and economic progress on the environment?  
|                     | iii. What are our priorities and who is responsible for the environment?  
|                     | iv. Economic progress and environmental preservation: can they co-exist? |
| Sample Backward Planning | • At the completion of the integrated unit what do you want students to understand?  
| | o Individuals and groups share responsibility for the environment  
| | o Views of the environment are linked to culture, time and place  
| | o Everything we do affects the environment. For good or bad.  
| | o Every solution generates new problems and opportunities  
| | o There are human costs ignoring the environment  
| | o We have the power to effect change |
| What do you want students to be able to do? | i. Demonstrate good habits with respect to environment (eg recycle as appropriate, be mindful of waste, exhaust etc) (Ethics and Responsibility)  
| | ii. Explain the theory of global warming (Communication)  
| | iii. Help develop, analyze, or evaluate “environmentally friendly” products (Art & Design)  
| | iv. Know and interact with environmental agencies (Collaboration)  
| | v. Explain how humans and their innovations impact their environment  
| | vi. Recognize various cultural perspectives toward the environment  
| | vii. Be aware of careers in environmental fields  
| | viii. Prepare presentations of their thinking and work (Collaboration, Technology) |
## Sample Integrated Projects

<table>
<thead>
<tr>
<th>Generative Theme</th>
<th>Integrated Projects</th>
</tr>
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</table>
| The Environment: Love it or lose it? | - Hold an environmental fair with presentations and visual displays  
- Create a website that focuses on environmental issues  
- Hold an “Earth Day” event: developing songs, dances, plays and games that celebrate the beauty of the earth and raises awareness  
- Run a recycling campaign in the school or community  
- Organize a whole school activity where students and teachers “live naturally” i.e. refrain from the use of technology for a day  
- Write and produce an original drama that predicts Earth’s environment in the year 3000 from two perspectives:  
  a. If we do not change our actions  
  b. If we implement environmental controls  
- Analyze the impact of technologies on the local environment  
- Plan and paint a mural about the environment |
# Building Integrated Units: Checklist

## STEP 1 LEARNING GOALS

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<thead>
<tr>
<th></th>
<th>DESCRIPTIONS</th>
<th>EXAMPLES</th>
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<tbody>
<tr>
<td>1.</td>
<td>Identify Learning Goals</td>
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<td>2.</td>
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## STEP 2 GENERATIVE THEME

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</table>
| 1. | Brainstorm and Agree on a Generative Theme and Sub-themes                   | a) Brainstorm until you arrive at a generative theme that can accommodate the learning goals of the school and can be addressed through various disciplinary lenses.  
    |                                                                                | b) Brainstorm sub-themes that "unpack" the generative theme.             |
| 2. | Establish "Essential Questions"                                              | Identify four to six "big questions" that relate to the generative theme, across core learning goals and may engage student interest. |
| 3. | Planning Backward: Set Goals and Objectives                                 | a) Review Essential Questions                                             
    |                                                                                | b) Develop a list of possible integrated unit outcomes, using questions below as a guide.  
    |                                                                                | c) At the completion of the integrated unit:  
    |                                                                                |   o What do you want students to understand?  
    |                                                                                |   o What do you want students to be able to do?  
    |                                                                                |   o What resources will the students have used?  
    |                                                                                |   o In what ways will you have fostered student ownership?  
    |                                                                                |   o What interdisciplinary connections will you have made?  
    |                                                                                |   o What connections will students have made with the community?  
    |                                                                                |   o How will students demonstrate their learning?  
    |                                                                                | * At the completion of the integrated unit what do you want students to understand?  
    |                                                                                |   o Individuals and groups share responsibility for the environment  
    |                                                                                |   o Views of the environment are linked to culture, time and place  
    |                                                                                |   o Everything we do affects the environment. For good or bad.  
    |                                                                                |   o Every solution generates new problems and opportunities  
    |                                                                                |   o There are human costs ignoring the environment  
    |                                                                                |   o We have the power to effect change  
    |                                                                                | * What do you want students to be able to do?  
    |                                                                                |   o Demonstrate good habits with respect to environment (eg recycle as appropriate, be mindful of waste, exhaust etc.) (Ethics and Responsibility)  
    |                                                                                |   o Explain the theory of global warming (Communication)  
    |                                                                                |   o Help develop, analyze, or evaluate "environmentally friendly" products (Art & Design)  

## Examples

- The Environment: Love it or lose it?  
- Global warming: rumour or reality  
- The Environment and Developing Countries: Whose standards count?  
- The Global Economy and the environment  
- Pollution Prevention  
- The Environment: Teaching the Next Generation  
- How can we preserve the environment for future generations?  
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<td>1. Generate Integrated Projects</td>
<td>a) Working individually and as a team, review: • Learning Goals • Generative Theme • Essential Questions b) Generate Integrated Projects for students that address these goals and questions. c) Identify possible initiating, mid-point and culminating activities.</td>
<td>• Hold an environmental fair with presentations and visual displays • Create a website that focuses on environmental issues • Hold an “Earth Day” event: developing songs, dances, plays and games that celebrate the beauty of the earth and raises awareness • Run a recycling campaign in the school or community • Organize a whole school activity where students and teachers “live naturally” i.e. refrain from the use of technology for a day • Write and produce an original drama that predicts Earth’s environment in the year 3000 from two perspectives: a. If we do not change our actions b. If we implement environmental controls • Analyze the impact of technologies on the local environment • Plan and paint a mural about the environment</td>
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<td>2. Generate Discipline-Specific Activities</td>
<td>a) Think of activities and projects for your classroom that relate to your theme and the integrated projects. b) Share those proposed activities with your theme c) Brainstorm Projects that link two or more disciplines.</td>
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<td>3. Create a Diagram</td>
<td>a) Use resource to insert your essential questions, core learning goals and skills discipline-specific activities into the diagram, drawing connections where appropriate. b) Refer to your diagram to generate new connections and projects. c) Further develop the initiating, mid-point and culminating activities. d) Reflect on your generative theme: 1. Is it focused enough? Is it too focused? 2. Will students find it meaningful and accessible? 3. Is there room for student input? 4. How will is accommodate various content standards? 5. Do students have opportunity to present their project to a wider audience?</td>
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### 4. Make a Timeline

<p>| | |</p>
<table>
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<tbody>
<tr>
<td>(a)</td>
<td>Decide on the final activities</td>
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<tr>
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<td>Co-ordinate times and dates for activities</td>
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<tr>
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<td>Determine preparation time for mid-point and culminating activities.</td>
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