



Smithfield High School, Isle of Wight County Schools
Smithfield VA 23430 USA
Contact email: pbadoian@iwcs.k12.va.us

Overview This project is meant to put into practice multiple modules of instruction for year one thru four for cadets in the JROTC program. Examples are public speaking, first aid, management, planning and communicating in order to execute a major event. Cadets work on different levels to market, plan, track, organize, manage, coordinate and execute multiple high school blood drives. The project links cadets to their community, faculty and students within the high school and allows for direct communication with the American Red Cross.

Driving Question Would you want to be the one that does not have blood available when it is necessary to save your life or a close family member? Why do we need to give blood, and how is it accomplished?

Postcard

Student Reflections

Student 1: "By doing this project I realized individuals giving blood can help out the community and collectively save many lives." - K.J.

Student 2: "Although it was nerve wracking to give a speech to the 7th and 8th graders we learned a lot about blood donation and we all improved our speaking and presentation skills whether we wanted to or not ." - L.B.

Teacher Reflection

"I struggled with the amount of time to provide student groups to create their presentations and did not allow for enough rehearsal time for the groups. Having students with multiple skill levels in public speaking I had to really assign the groups carefully so as not to create super groups or non-super groups." - P.J.B.

"It was great to provide some of the resources necessary to students and then trust them to create and present a quality product to their audience and manage and execute a very successful blood drive." - M.L.H.

Lessons Learned "1) Improve the marketing to the high school and community audiences in order to drive number of donations up; 2) Provide stricter guidelines to presentation creation and rehearsal time in order to put pressure on students to complete each phase in a reasonable time period; 3) Employ students during drive execution based on their life skill strengths and make leaders accountable for stations they are assigned to."

Did Project Meet Goals? 5 out of 5 (Definitely would recommend)

PBL Unpacked (on page 2)

As identified using the "Unpacking Tool" within www.pbllounge.org



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WANTS

NEEDS

Public Project

- Performing:* Speech/Spoken Word Performance
- Interacting:* Event
- Marketing/Sale of Product/Service
- Producing:* Other Student Content: Blood Drive
- Revising/Iterating:* Participate in a Rehearsal

Questions & Themes

- Challenging Problem:* Compassion for the Unknown
- Assist Others
- Themes:* Community Outreach
- Humanitarian
- Field-based Work
- Volunteering

Media Produced

- Computer-based:* Spreadsheets & Graphs
- Print or Other Media:* Print Advertising
- Technical Writing:* Article, Script, Essay (Non-fiction)
- Marketing Pitch / Brochure

Project Parameters

- Project Timeframe:* More than 8 Weeks
- # of Project Members:* Small Group
- Grade Level:* High School
- Authentic Connections:* Peers

Real World Exploration

- The Physical World:* The Human Body
- Humans in the World:* Health, Fitness & Diet
- Humanitarian Issues
- Of the Mind:* Implications of Decisions

Success Skills

- Communication:* Sales Pitch
- Collaboration:* Encourage Others
- Work Fluidly to Meet Deadlines
- Critical Thinking:* Persuade
- Instilled Citizenship Values:* Habits of Mind & Heart
- Express Empathy / Compassion
- Personal Responsibility
- Sense of Public Duty
- Community Service
- Community & Public Issues
- Social Responsibility

Authentic Industries & People

- Career & Technical:* Advertising, PR, Marketing
- Health Services
- Printing, Publishing & Authorship

Areas of Knowledge & Understanding

- Business:* Advertising / Marketing Communications
- Operations Management
- Communication:* Non-verbal Communication
- Speech Communication & Translation
- Sciences:* Health



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