

Equipped for the Future

A Week of Healthful Eating

Project writer

Dubravka Kadribasic

“Projects like this can be of great help to our students in many ways. Not only do our students improve their English skills, but they also learn how to be more involved in their roles as family members, workers, and citizens. ”

Equipped for the Future

Project Based Lesson Plan VIII - 93

Project Title: A Week of Healthful Eating

ESOL Language Focus: Reading Writing
 Speaking Listening Level(s): High Beg., Adv.E,F

Florida Adult ESOL Course Competencies:

70.02 87.02
 75.03 92.02
 83.05 100.09
 83.11 100.1

EFF Standards and Roles:

Read w/understanding Speak so others can understand
 Solve problems and make decisions
 Meet family needs & responsibilities
 Learn from research

Classroom Activities/Procedures (Project includes attachments)

Pre-project Activities:

1. Discuss students' thoughts on Healthy Eating Habits. Focus on vocabulary. Extend vocabulary using word families / antonyms etc.
2. Introduce textbook content on Personal Health and focus grammar on: should - need - can and imperative.
3. Divide class into pairs to discuss the articles they brought in and to analyze the snack choices. Report to whole class.

Project Initiation:

1. Set up teamwork activities by relating cooperative learning to corporate work teams.
 Divide the group into teams of four or five.
2. Explain that each team will develop a healthy eating menu for one or two days of the week (depends on class size)
 Menu should contain typical U.S. food as well as food from their homelands.
3. Set up roles of team members, and practice teamwork. Review ground rules.
4. Describe the basic assignment for each team to develop a menu for one or two days, along with the recipes for the main dinner meal dish.
5. Product will be a week-long menu and main dish recipe.

Vocabulary:

Attached per activity.

Resources:

"Life Skills for Today's "World"
 Personal Health"
 page 14

Out of Class Assignment(s):

Bring snacks to class
 Magazine article on nutrition

Materials Needed:

Various magazine articles or internet downloads on nutrition.

Summary

This project was organized into 14 one-hour sessions to be held twice a week. It was completed between 10/03 and 12/12/2002. The disparity in the number of weeks is due to school holidays and a few absences, either my own or my students' (in bigger number). It should be noted that the last two sessions could be eliminated if there is no time (or no way) to organize a party.

It would be ideal if the class could be divided into seven teams of five (one team for each day of the week). However, my class had six teams of four, so we made the seventh's day menu together.

The work was a combination of class, team, and pair activities. Most of them were focused on nutrition, but they were not limited to it. The students also learned about teamwork and basic computer skills, which will definitely come useful in today's world of work. When choosing class and out-of-class activities, I was trying not only to teach my students English skills, but also to teach them skills necessary for their roles as workers, citizens, and family members.

Many activities gave them a chance to improve their conversational skills, but there was also a lot of reading, writing, and listening. New vocabulary was introduced during class activities, and new structures were practiced during team conversations.

The final product and the goal of the project was a week's menu based upon healthy eating habits. The finale of the project was a party, which coincided with our End-of-the-Year Party.

The students took to work with enthusiasm. However, due to the specific student population in our neighborhood, the attendance has not improved significantly.

It is still questionable whether or not such projects should be done over such a long period of time. It certainly has its advantages, for example, there is enough time between classes to finish out-of-class assignments. But doing one project per two months leaves space for only 5 projects per year, which is definitely not enough to cover all ESOL competencies.

A Week of Healthful Eating

Activity #1

Vocabulary:

carbohydrates
guidelines
sparingly

whole grains
calorie intake
sedentary

whole/skim milk
calorie intake
moderately/in moderation

Grammar:

Verbs like/dislike and gerund infinitive

Publix Brochure:

“Food Guide Pyramid”
Your guide to healthful eating

Teamwork:

- Discuss content in teams. Each group will focus on the impact of the guide to healthful eating on the daily menu they will prepare.
- Teams will report out to the whole class on key nutrition concepts and the impact on their menu.

Activity #2

Vocabulary:

consume/consumption
maintain
iodine

saturated/unsaturated fat
zinc
excess

trim away fat
variety
magnesium

Publix Brochure:

- Have groups read aloud in teams sections and work on pronunciation.
- Groups will develop a paragraph to be shared with class on recommended food.

Activity #3

Vocabulary:

kitchen utensils	(non) porous/pores	sanitation/sanitize
(cross-) contamination	food borne disease	perish/perishables
raw/undercooked	salmonella	E. coli
environment/environmental		recycle/recycling/recyclables
landfills	solid waste	residual
conserve		

Focus:

Complain about food that is not fresh.

Brochure:

A guide to food safety: Be Food Smart (or similar from the internet)

Text:

“Workplace Plus 3” – pages 106 – 107

Complete listening practice on pages 106 – 107

Role-play similar conversations in teams re: food that is not fresh.

Teamwork:

- Review brochure – discuss key information.
- Practice vocabulary pronunciation.
- Brainstorm possible menu items for final project.
- Report out to class on possible menu choices.
- Teams will negotiate when more than one team identifies the same menu items.

Activity #4

Vocabulary:

enriched	picky	absorbed/absorption
munch	phosphorus	fortified
blood clotting	thyroid gland	iodized
hemoglobin	resistance/resistant	immune system
building blocks	balance/balanced diet	

Text:

Workplace Plus 3 – page 76

Parent’s Magazine Brochure “Nutrition Basics” (or similar from the internet)

Topic:

“Food for the Kids” Introduce topic by completing the listening practice from the textbook.

Teamwork:

- Teams will discuss the power that advertising has on children’s food choices. Have groups give examples from personal experiences and how food choices will impact long-term health. Report team thoughts to the whole group.
- Grammar emphasis on use of future tense to describe long-term impact of children’s nutrition.
- Have teams review vocabulary and assign each team 3 to 4 words to define/explain in English. Teams will share findings with group so all words are explained.
- Each student will write a paragraph on his or her eating habits as children. Volunteers will share with the group.

Activity #5

Vocabulary:

This list is suggested – will vary from class to class. This list resulted from class brainstorming.

barbeque	dice	mince	batter
dough	muesli	beat	flan
parfait	bind	fold	poach
blend	garnish	proof	broth
gelatin	puree	chop	gluten
sauté	crisp	gravy	shred
cured	grind	sift	custard
knead	simmer	dash	marinate
skillet	degrease	meat mallet	whip

Text:

Macmillan Dictionary

Azar -Black edition pages 230 – 223

Topic:

“Developing a Food Glossary”

Teamwork:

- Ask questions that elicit responses on foods typical of their home countries. Are there major differences in eating habits from U.S. style? Are cook/recipe books used or are recipes handed down in families?
- Brainstorm food glossary terms.
- Assign each team an equal number of words from the proposed glossary list. Each team will prepare definitions of assigned words. Definitions will be explained to the class.
- Group will alphabetize the entire list and compile the whole class glossary of food terms.

Out of class assignment:

Ask students to question co-workers or friends about how many servings of fruits and vegetables per day they eat. Bring results to the next class.

Activity #6

Vocabulary:

peak	omelet	globally	stew
fatal	entrée	dense	side dish
essential	nibble	fruit chunk	stash
discard	treat	sprouts	slice
a spear of asparagus		a stalk of broccoli/celery	
a head of cauliflower/lettuce/cabbage		an ear of corn/corn of the cob	

Text:

Life Skills I - Personal Health pages 19 – 21

Brochure from Publix: “Fruits and Vegetables” (or similar from the internet)

Topic:

“Developing Menus”

Teamwork:

- Students will report results of survey of friends’ servings of fruits and vegetables.
- Discuss results and compare to food advertising.
- Teams will lead the text on Personal Health and discuss personal eating habits.
Grammar focus is on count/non-count nouns.
- Teams will develop the menus for their assigned day(s).
- Teams also prepare a list of food items from their menu choices and a caloric estimate for each item – (use text).

Activity #7

Vocabulary:

food label	intake	ingredient	preservatives
sodium	artificial	potassium	percentage
calcium	iron	bicarbonates	yeast
partially hydrogenated		thiamine/riboflavin/niacin (B-group)	

Text:

Life Skills I - Personal Health pages 21 -23

Materials:

Food labels

Topic:

“Developing Menus II”

- Introduce the vocabulary and hand out food labels – or make assignment in Activity 6 for students to bring in food labels. Vocabulary is drawn from nutritional information on food labels.
- Class will read from “Personal Health – pages 21-23” focus on pronunciation.

Teamwork:

- Teams will compare nutritional information on labels – (use comparison objectives).
- Teams will adjust menus (if necessary) based on nutritional information. Report any changes to class or confirm the nutritional value of earlier choices.
- Complete menu for assigned day(s).
- Whole class will compile a draft of the weekly menu.

Activity #8

Vocabulary:

item	bargain	overall	best buy
budget	on special	tag	ounce/pound
brand	gallon/quart/pint	retail	solids
logo	knowledgeable	insert	responsive

Text:

Workplace Plus 3 – pages 78-80

Brochure from Publix – “Shopping Tips” (or similar from the internet)

Topic:

“Putting together a Weekly Menu”

- Whole class will brainstorm tips on how to save money when grocery shopping.
Grammar focus – adjectives of comparison.
Ex. Good quality, better quality, inferior, etc.
- Read textbook pages 78 – 80. Reading may be led by teacher or one or more students.

Teamwork:

- Each team will receive the brochure to identify new shopping tips. Unknown words will be added to the vocabulary list. New tips will be reported to the class.
- Teams will finalize menu for assigned day(s).
- Report final menu to the whole class.
- Final menu will be adjusted to minimize overlap of identical food choices.

Assignment:

Students will visit different food stores to compare price and quality.

Activity #9

Vocabulary:

blanch	fricassee	braise	meringue
breaded	mince	broil	pan-broil
brush	panfry	core	pot roast
crepe	smoked	deep-fry	soufflé
dumpling	steamed	dust	stew
entrée	toss	flambé	wok

Text:

Timed Reading Plus, Book 7 – pages 87 –88
“Hamburger University”

Other Materials:

Cookbook, pamphlets, recipes

Topic:

“Writing Recipes”

- Review – ask for reports from comparison-shopping at food stores.
- Introduce class to the “Writing Recipes” topic and explain that it is the same as giving / following instructions.
 - Ask students to describe whether they cook with recipes or not and explain.
 - Discuss “easy to follow” vs. “complicated” recipes as well as directions / instructions in general.
- Read from “Timed Reading Plus 7” pages 87 – 88. To highlight the importance of recipes. Discuss instances when they have (or you have) had bad experiences with recipes or directions.

Teamwork:

- Each team will begin writing the recipe for the main meal of the assigned day(s). Use cookbooks or other materials to identify cooking terms.
- Add terms to class project glossary.

Materials needed:

- Cookbooks, pamphlets or other sources of recipes. Students can bring in cookbooks, etc, from home, library, etc.

Activity #10

Vocabulary:

fast food	nominal prices	adequate profit	virtually
franchise	on the premises	establishment	leisurely
emporium	outlet	range	

Text:

Timed Reading Plus, Book 7 – pages 85 –86
“Have It Your Way”

Side by Side, Book 4 – page 61

Topic:

“Writing Recipes II”

- Group work – students will read “Have It Your Way” from Timed Reading Plus, Book 7 pages 85 –86
- Discuss differences between “home made” and “fast food”. Make a list and groups will share with the whole class.
- Whole class activity – Side by Side, Book 4, page 61. Grammar focus – practice conditional sentences.

Teamwork:

- Teams will finish writing and polishing recipes. Ask groups to include cautions to anyone trying the recipes. Such as: If you put too much . . .

Activity #11

Vocabulary:

nourishment	supplements	fertilizer	smoothie
scrambled	slice	mushroom	coffee
cantaloupe	rinse	cucumber	basil
pickle	layer	drain	

Text:

Collegiate Dictionary

Expanding Reading Skills - pages 59- 61
“Test Your Nutrition IQ”

Topic:

“New Words and Final Editing”

Teamwork:

- Each team will make a final edit of the team’s daily menu(s) and recipe(s). All should have been entered into a computer and saved to a floppy disc.
- Whole class – each team will present a disc of material developed. Volunteers will merge the daily menus into one document “A Week of Healthful Eating”, to print and have all teams edit for any errors.
- Final corrections will be made. The final document will have three parts:
 1. Weekly menu
 2. Recipes for main meal dish
 3. Glossary of terms
- Wrap-up “Test Your Nutrition IQ” in Expanding Reading Skills, pages 59-61. Each student will complete the test. Class will review answers.
- Option: A committee may be created to put finishing touches on the product. Such as: “Creative Cover Page”, etc.

Activity #12 (OPTIONAL)

Vocabulary:

throw a party	on (a street)	at (an address)
across from	next to	on the corner
formal/informal	invitation	R.S.V.P

Text:

Workplace Plus 3 – pages 18, 19

Workplace Plus 3 Workbook, page 16

Topic:

“Let’s Throw a Healthful Dinner Party”
(Activity #12, #13, and #14 are optional)

- Implementation of “Week of Healthful Eating Menu” activity. Discuss meaning of “throw” in the title.

Teamwork:

- Teams will be assigned components of delivery of the party.
Example: Invitations, decorating, menu, raising funds, hosting, preparing food, clean-up, etc.
- Class will begin by brainstorming tasks to be completed. Teams will be assigned tasks (volunteering works best). Class can also agree on how many will be invited and who they will be – work of the invitation committee. The team that develops the menu will also print a menu for the day. Food preparation can be divided among several teams. With guidance, the teams of students can plant the event.
- After an hour each team will report on progress. Example: Team assigned to “Invitations” may share the written version of the invitation and others may comment, which will include directions to the event.

Whole class:

Complete exercise from the workbook.

Activity #13 (OPTIONAL)

Vocabulary:

N/A

Text:

N/A

Topic:

Final preparation for the “ Healthful Dinner Party”

- Lesson will vary based on number of people invited. Many factors will influence size of the gathering, not the least of which will be securing funds.

Teamwork:

- Teams will meet to be certain all details are covered.
- Teams will report to the class on all that has been completed.
- Work assignments will be revised as necessary.

Whole class:

Session is complete when group is ready for the event.

Activity #14 (OPTIONAL)

Vocabulary:

small talk	That's nice/beautiful/gorgeous.	It is delicious.
It tastes wonderful.	It smells good.	That's incredible/amazing.
That's awful/terrible/horrible.		You're kidding.

Topic:

Culminating Activity: a "Healthful Dinner Party"

- Teams will complete assigned tasks to prepare the area.
- The "Menu" and/or "Agenda" will be followed.
- Guests (if any) will be greeted and seated.
- "Dinner" will be served.
- Clean up, takedown will be certain that the area is as it was found.
- Group will evaluate the entire activity from the development of the "Healthful Menu" to the culminating "Healthful Dinner Party".
- Teacher wrap-up and comments.
- Class dismissed.

Glossary of Cooking Terms

Bake

To cook in the oven. Food is cooked slowly with gentle heat, causing the natural moisture to evaporate slowly, concentrating the flavor.

Batter

A mixture of flour, fat, and liquid that is thin enough in consistency to require a pan to encase it. Used in such preparations as cakes and some cookies. A batter is different from dough, which maintains its shape.

Beat

To smoothen a mixture by briskly whipping or stirring it with a spoon, fork, wire whisk, rotary beater, or electric mixer.

Bind

To thicken a sauce or hot liquid by stirring in ingredients such as eggs, flour, butter, cream.

Blanch

To boil briefly to loosen the skin of a fruit or a vegetable. After 30 seconds in boiling water, the fruit or vegetable should be plunged into ice water to stop the cooking action, and then the skin easily slices off.

Blend

To mix or fold two or more ingredients together to obtain equal distribution throughout the mixture.

Boil

To cook food in heated water or other liquid that is bubbling vigorously.

Broil

To cook food directly under the heat source.

Broth

A flavorful liquid made by gently cooking meat, seafood, or vegetables, often with herbs, in liquid, usually water.

Chop

To cut into irregular pieces.

Coat

To evenly cover food with flour, crumbs, or a batter.

Core

To remove the inedible center of fruits such as pineapples.

Crisp

To restore the crunch to foods.

Cure

To preserve or add flavor with an ingredient, usually salt and/or sugar.

Custard

A mixture of beaten egg, milk, and other ingredients such as sweet or savory flavorings, which is cooked with gentle heat, often in a water bath or double boiler.

Dash

A measure approximately equal to 1/16 teaspoon.

Deep-fry

To completely submerge the food in hot oil. A quick way to cook some food and, as a result, this method often seems to seal in the flavors of food better than any other technique.

Degrease

To remove the fat that forms on the top of simmering broths and sauces.

Dice

To cut into cubes.

Dough

Used primarily for cookies and breads, dough is a mixture of vegetable shortening, flour, liquid, and other ingredients that maintains its shape when placed on a flat surface, although it will change shape once baked through the leavening process.

Dumpling

A batter of soft dough, which is formed into small mounds that are then steamed, poached, or simmered.

Dust

To sprinkle food lightly with spices, sugar. Or flour for a light coating.

Entrée

A French term that originally referred to the first course of a meal, served after the soup and before the meat courses. In the United States, it refers to the main dish of a meal.

Flambé

To ignite a sauce or other liquid so that it flames.

Flan

A liquid mixture, held together with eggs, that is gently baked in a mold or pastry shell.

Fold

To cut and mix lightly with a spoon to keep as much air in the mixture as possible.

Fry

To cook in hot cooking oil, usually until a crisp brown crust is formed.

Garnish

Vegetables or other ingredients added to a stew, roast, or sautéed piece of meat that give the dish its specific character and name.

Gelatinization

A phase in the process of thickening a liquid with starch.

Gluten

A protein formed when hard wheat flour is moistened and agitated. Gluten is what gives yeast dough its characteristic elasticity.

Gravy

American-style jus that has been thickened with a roux.

Grill

To cook over the heat source (traditionally over wood coals) in the open air.

Grind

To mechanically cut food into small pieces.

Knead

To work dough with the heels of your hands in a pressing and folding motion until it becomes smooth and elastic.

Marinate

To combine food with aromatic ingredients to add flavor.

Mash

To beat or press a food to remove lumps and make a smooth mixture.

Meringue

Egg whites beaten until they are stiff, then sweetened. It can be used as the topping for pies, or baked as cookies.

Mince

To chop food into tiny irregular pieces.

Muesli

The German word for “mixture”. It was developed as a health food by a Swiss nutritionist in the 19th century. Now, it is a popular type of cereal.

Panbroil

To cook a food in a skillet without added fat, removing any fat from it.

Panfry

To cook in a hot pan with small amount of hot oil, butter, or other fat, turning the food over once or twice.

Parchment

A heavy, heat-resistant paper used in cooking.

Poach

To simmer in liquid.

Proof

To let yeast dough rise.

Puree

Food that has been mashed or sieved.

Roast

To cook uncovered in the oven.

Saute

To cook with a small amount of hot oil, butter, or other fat, tossing the food around over high heat.

Sear

To brown a food quickly on all sides using high heat to seal in the juices.

Shallow fry

To fry with enough oil to come halfway up the sides of the food.

Shred

To cut into fine strips.

Sift

To shake a dry, powdered substance through a sieve or sifter to remove any lumps.

Simmer

To cook slowly over low heat.

Skim

To remove the surface layer (of impurities, scum, or fat) from liquids such as stocks and jams while cooking. This is done with a flat slotted spoon.

Smoke

To expose foods to wood smoke to enhance their flavor and help preserve them.

Steam

To cook in steam by suspending foods over boiling water in a covered pot.

Stew

To cook food in liquid for a long time until tender, usually in a covered pot.

Stir

To mix ingredients with a utensil.

Stir-fry

To cook quickly over high heat with a small amount of oil by constantly stirring. This technique often employs a wok.

Temper

To heat gently and gradually – the proper method for melting chocolate.

Toss

To mix ingredients lightly by lifting and dropping them using two utensils.

Whip

To beat an item to incorporate air, argument volume, and add substance. Also refers to a special tool for whipping, made of looped wire attached to a handle; most often a whisk can be substituted.

Wok

A round-bottomed pan popular in Asian cooking.

Publishers

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SAMPLE MENU

Sunday's Menu from A Week of Healthful Eating

Sunday

Breakfast

- 1 slice of multi-grain bread with honey
- 1 glass of freshly squeezed orange juice

Snack

- watermelon

Lunch

- Vegetable casserole

Vegetable Casserole

- 1 lb. medium egg noodles, cooked
- 1 head broccoli
- 1 head cauliflower
- 1 pkg. asparagus
- 1 onion, chopped
- 1 to 2 tomatoes
- some olive oil
- 1 c. grated Parmesan cheese
- Paprika, salt, pepper to taste

Cut vegetables into bite-size pieces. Put all veggies into a large bowl. Add remaining ingredients. Toss all together. Put into a large baking dish. Cover with foil and bake at 400 F for 30 minutes. Remove foil and continue baking until soft enough.

Snack

- Banana Split (1 banana with some ice cream and syrup)

Dinner

- Minestrone soup
- Meat balls with mashed potatoes (real)
- Walnut balls

Meat Balls

1 lb. ground veal
4 oz. Swiss cheese, diced (3/4 inch)
some corn oil
1 Tbsp. garlic powder
some parsley, chopped
3 Tbsp. seasoned bread crumbs
Salt, pepper

Thoroughly mix all the ingredients except cheese. Make balls large enough to cover a cheese cube. Fry them on medium heat until golden brown from all sides. Serve with mashed potatoes.

Walnut Balls

1/2 lb softened butter
1/2 cup powdered sugar
2 1/2 c. sifted flour
1 tsp. vanilla extract
1 c. chopped walnuts
some powdered sugar to roll them in

Preheat oven to 350 F. Mix butter and sugar with electric mixer until fluffy. Add flour little by little and mix well. Mix in vanilla. Mix nuts by hand. Roll dough into balls. Place them on a cookie pan covered with parchment and bake them for about 15 minutes. Roll balls in powdered sugar.

SAMPLE MENU

Tuesday's Menu from A Week of Healthful Eating

Tuesday

Breakfast

- 1 cup of fat-free milk
- 1 glass of grapefruit juice
- 1 piece of toast with a slice of light cheese

Snack

- 1 banana

Lunch

- Italian pasta salad, with peppers, onions, artichoke, olives, Mozzarella cheese, and turkey

Snack

- 2 slices of pineapple

Dinner

- Asparagus salad, made of boiled asparagus with some diced tomato, hard-boiled eggs, parsley, lemon juice, and olive oil
- Salmon loaf
- Chocolate covered strawberries

Salmon Loaf

- 1 large piece of salmon (no skin)
- 1 finely chopped onion
- 1 grated carrot
- 3/4 c. milk
- 2 Tbsp sour cream
- 2 eggs
- 1 dash of pepper
- 1/2 stick margarine, melted
- 3 Tbsp. bread crumbs

Mince salmon, add onion and carrot. Stir in milk, sour cream, eggs, margarine, breadcrumbs, and pepper. Form a loaf and bake for 1 hour at 350 F.

Chocolate Covered Strawberries

12 oz. pkg. semi-sweet chocolate chips
2 Tbsp. shortening (do not use butter, margarine, or oil)
Fresh strawberries, with stems, rinsed and patted dry

Temper chocolate chips and shortening, stirring until smooth. Cool slightly. Dip strawberries about halfway into melted chocolate. Shake gently to remove excess. Place on a tray covered with waxed paper. Refrigerate until coating is firm. Serve.

Final Teacher Report

EFF Project-Based Classroom Project

Name: Dubravka Kadribasic
Institution: Spanish River Community High School
Topic: A Week of Healthful Eating

- 1. Explain how the project improved your students' English language acquisition? Which activities were most helpful?**

A language is learned through topics. You cannot discuss a given topic unless you know its specific terminology. Now all my students can talk about nutrition. Moreover, due to the fact that project-based activities incorporate many different topics, my students have also acquired new vocabulary related to them.

According to what my students have told me, the most helpful activities were corrections of each other's mistakes, class discussions, and the use of new structures in team activities.

- 2. How was student attendance impacted by the project? Explain.**

Even though the students showed an immense interest for the project, the attendance has not changed significantly. The population of the students in my multi-level advanced ESOL class is very unique: most of them have jobs, and their schedules are not fixed, meaning that sometimes they have to work in the evening. Our program is, therefore, very flexible, letting them come as their busy schedules allow.

The only thing that was really not helping the project was the fact that we kept receiving new students all the time. It was easier to organize work with some team members missing than to teach new students what to do.

3. Describe how the students organized to accomplish team goals.

The majority of the students took their tasks very seriously, bringing in class material and finishing their out-of-class assignments promptly. If someone was too busy, others would jump in. Those activities have also improved after-class socializing, which has meant a lot to those who have no family here.

It is also worth mentioning that everyone knew what role he played in his team from the very beginning. Good organization played a significant role when the project was given the final touches.

4. Would you initiate another project-based activity in your class? Why or Why not?

Projects like this can be of great help to our students in many ways. Not only do our students improve their English skills, but they also learn how to be more involved in their roles as family members, workers, and citizens. In addition, the fact that the final product is something ‘tangible’ gives them a sense of accomplishment. Therefore, I would definitely initiate more project-based activities in my class.

5. Additional comments on the project and its impact on students.

There is one thing I am not so certain of. Should a project like this be ‘squeezed’ into two weeks, or is it better to do it the way I did, an hour twice a week for two months? If you do the former, there are not so many chances of getting new students. However, many students would not be able to finish their out-of-class assignment. The latter, though, would reduce the number of projects per year.