**Project-Based Learning**

**process diagram**

**project kickoff**
Conceive, Plan & Launch

- Site Coordinator & Staff identify needs and opportunities.
- Community resources, issues
- Youth interests, needs, goals

**learn by doing**
Inquire, Work & Discover

- Site Coordinator & Staff Coach
  - Teachers coach youth and foster relationships.
- Revisit the driving question.
  - The driving question is part of everyday activities.
- Community

- Youth are engaged in learning, problem solving, communication and teamwork.

**showtime**
Celebrate & Share

- Site Coordinator & Staff organize and facilitate.
- Youth demonstrate and share their learning in public.
  - Promote pride in their work!

- An Audience affirms the work.
  - The audience may be public or internal, big or small. Invite the project director.

**planned goal**

**progress & preparation towards goal**

**goal realized**

Learn more about project-based learning at http://y4y.ed.gov.

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**Formulate a driving question**
about an issue that impacts both youth and community.

**Launch the project.**

**Organize a project goal and plan.**
Plan should include a goal to answer driving question and launch project

**Project Planning Form**
Investigating Issues in Your Community

Use this checklist to identify ways to research and investigate community issues, challenges, and needs, and then prepare to report your findings. Be sure to include multiple methods of investigation to get to the root of the problem.

Research Methods
Check the research methods that are appropriate for the project. Write notes in the space provided.

☐ Interviews
☐ Focus groups
☐ Surveys
☐ Observations
☐ Texts to read (newspaper, blogs, books)
☐ Other documents
☐ Watching videos
☐ City records
☐ Demographic data
☐ Google Maps
☐ Listening to podcasts
☐ Other

Planning Check! Are the research methods:
- Based on youth input?
- Appropriate for what you need to find out?
- Appropriate for learning objectives?
- Appropriate for the amount of time?
- Using quality information / sources?
- Mindful of contradictory information?
- Engaging, interesting, and sustainable?

Analyzing Data and Reporting Findings
Check the best ways to report your findings for the project.

☐ Charts and graphs
☐ Written report
☐ PowerPoint presentation
☐ Verbal summary
☐ Visual displays (photographs, videos)
☐ Published writing (newspaper, blogs, books)
☐ Other

Planning Check! Do the findings:
- Shed light on the root(s) of the problem?
- Lead to a possible solution?
- Reveal feasible ways for youth to get involved?
- Suggest potential community partners?

Materials or Resources Needed
Check the materials/resources needed for the project.

☐ Computers, cameras, video cameras, or other technology
☐ Access to information (people, databases, records, etc.)
☐ Internet access
☐ Microphones or other equipment for interviews
☐ Safety supplies such as gloves, hard hats, etc.
☐ People resources such as interpreters, guides, etc.
☐ Office supplies

Planning Check! Are materials needed to:
- Guide youth in making a project plan?
- Carry out the project work?
- Help youth document learning?
- Help youth set learning objectives?
- Establish agreements with or among youth, partners, or volunteers?
- Conduct a culminating event?
- Reflect or review?
### Project-Based Learning Project Planner

#### Driving Question

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<th>Question</th>
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#### Project Description

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<tr>
<th>Description</th>
<th>Start date:</th>
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#### Objectives for Learning and Development

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<th>Objective</th>
<th>Start date:</th>
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#### Materials Needed

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#### Implementation

**Project activities, who is involved**

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<th>Activity</th>
<th>Start date:</th>
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#### Planning Check

**Is the project**

- Based on youth interests?
- Based on youth input?
- Appropriate for the amount of time?
- Engaging, interesting, sustainable?

**Do the objectives**

- Reinforce, practice, or expand on what youth already know or are able to do?
- Clearly specify outcomes?
- Tie to demonstrations and documentation of learning?
- Connect with skills or knowledge needed for success in school?

**Are materials needed to**

- Guide youth in making a project plan?
- Carry out the project work?
- Help youth document learning?
- Help youth set learning objectives?
- Establish agreements with or among youth, partners, volunteers?
- Conduct a culminating event?
- Reflect, review?

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# Project-Based Learning Project Planner

## Reviews

<table>
<thead>
<tr>
<th>Date</th>
<th>Review purpose</th>
<th>Reviewers</th>
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## Planning Check

**Are the reviews**

- [ ] Purposeful, with purpose clear to youth?
- [ ] Based on documentation, evidence, or product?
- [ ] Appropriate to project and youth?
- [ ] Useful in reinforcing skills of self-assessment and reflection?
- [ ] Inclusive of peers, staff, or others?

## Showtime: Culminating Event

**Description**

__________________________

__________________________

Date _______

## Planning Check

**Is the culminating event**

- [ ] A good demonstration of youth learning?
- [ ] Inclusive of all involved in the project?
- [ ] Clearly tied to objectives?
- [ ] Developed with youth input?
- [ ] Inclusive of families, community, partners, teachers, others?
- [ ] An opportunity for youth to experience pride in accomplishment?

## Documentation of Learning

**How will learning be documented?**

- [ ] Checklists of tasks, products completed.
- [ ] Rating, scoring, or assessment of processes, products or demonstrations against a rubric.
- [ ] Portfolio content, tied to objectives.
- [ ] Reflection logs or journals by youth.
- [ ] Self-assessments completed by youth completing project.
- [ ] Peer assessments of demonstrations and culminating events.
- [ ] Assessments provided by outsiders.
- [ ] Other.

**What will be done with the documentation of learning?**

- [ ] Provide to classroom teachers.
- [ ] Provide to youth.
- [ ] Use in discussions with parents.
- [ ] Display.
- [ ] Keep as program record.
- [ ] Use to revise projects or PBL processes.
- [ ] Other.
Incorporating Multiple Viewpoints Checklist

Use this checklist to help assess whether your program is supportive of multiple viewpoints and perspectives, and to help youth enrich their perspectives on critical issues while building communication skills.

<table>
<thead>
<tr>
<th>Supportive Practice</th>
<th>Currently Doing</th>
<th>Will Consider Doing</th>
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<tbody>
<tr>
<td><strong>Discussions and Debates (Listening and Speaking Skills)</strong></td>
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<tr>
<td>Establish a safe environment and set ground rules for respectful listening and discussions.</td>
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<td>Have students develop and sign a pledge regarding civil discourse and respectful conversations.</td>
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<td>Before a discussion, ask students to complete an anonymous survey to gather individual opinions and perspectives.</td>
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<td>As the facilitator, ask probing, but non-judgmental questions that explore the reasoning behind opinions or convictions.</td>
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<tr>
<td>Use a combination of small and large group discussion formats.</td>
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<td>Allow for disagreement and grant equal time for those with opposing views.</td>
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<tr>
<td>Assign students to different sides of a debate to ensure they consider opposing arguments.</td>
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<tr>
<td>Have different students facilitate or moderate discussions over time.</td>
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<tr>
<td>Other:</td>
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<tr>
<td><strong>Research and Investigation (Reading Skills)</strong></td>
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<tr>
<td>Have students research both sides of an issue and make a chart comparing positions.</td>
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<td>Have students read articles or media accounts of an issue and separate fact from opinion.</td>
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<td>Use articles or media accounts of an issue and ask students to identify the political orientation or possible bias of the author.</td>
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<td>Other:</td>
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<tr>
<td><strong>Responding to Issues (Writing Skills)</strong></td>
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<tr>
<td>Ask students to write journal entries about an issue so all students can have an opportunity to express perspectives, especially those who may be hesitant to speak out in front of peers.</td>
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<tr>
<td>Ask students to write letters or design flyers to advocate for their stance on issues. Post these around the classroom and compare and discuss.</td>
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<td>Give a writing prompt in which students must take the opposing view and make their case.</td>
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<tr>
<td>Other:</td>
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