Project-Based Learning

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

- Youth demonstrate and share their learning in public.
  - Promote pride in their work!

- Youth participate.
- Reflect on growth.
- Community provides feedback.

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

**Launch the project.**

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

- Project Planning Form

**planned goal**

**progress & preparation towards goal**

**goal realized**
Planner for Brainstorming

Use this checklist to plan brainstorming sessions and to check afterward on which elements need improvement or revision. If students are leading the sessions, share the checklist and techniques with them ahead of time to help them build their leadership and facilitation skills.

Date: ___________________  

Topic for Brainstorming Session: ____________________________________________________________

Getting Ready

☐ Places provided for writing responses (board, easel/pad, paper) that all can see  
☐ Goals for the brainstorming session are clear  
☐ Roles and responsibilities of staff and/or student leaders for the brainstorming session have been shared in advance  
☐ The length of the session is adequate for the goals to be accomplished  
☐ Select timekeeper, recorder, and facilitator in advance

During Brainstorming

☐ Guidelines are clear and have been explained to the group:  
  - Participants can say whatever response comes to mind.  
  - Responses are recorded without judgment. There are no right, wrong, or silly responses.  
  - The more responses, the better.  
☐ Timekeeper keeps group on track  
☐ Recorder writes down responses)  
☐ Facilitator makes sure all responses are heard

Looking Back

☐ Time limit:  
  - Reasonable ☐ Needed more time ☐ Too much time  
☐ Participants responded well, providing lots of responses  
☐ Atmosphere was relaxed, comfortable  
☐ Responses were too quiet, limited  
☐ Participants were shy; needed encouragement  
☐ More conversation needed beforehand  
☐ Responses were out-of-control; shouting; needed better facilitation  
☐ Responses were useful  
☐ Everyone could see response list  
☐ Session led to next steps  
☐ Participants seemed to find process interesting/helpful/useful

Comments:

Revision notes:
Project-Based Learning Project Planner

Driving Question

________________________________________________________________________

________________________________________________________________________

Project Description

________________________________________________________________________

________________________________________________________________________

Objectives for Learning and Development

________________________________________________________________________

________________________________________________________________________

Materials Needed

________________________________________________________________________

________________________________________________________________________

Implementation
Project activities, who is involved

________________________________________________________________________  Start date: ___  End: ___

________________________________________________________________________  Start date: ___  End: ___

________________________________________________________________________  Start date: ___  End: ___

________________________________________________________________________  Start date: ___  End: ___

Planning Check
Is the project
☐ Based on youth interests?
☐ Based on youth input?
☐ Appropriate for the amount of time?
☐ Engaging, interesting, sustainable?

Planning Check
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?

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, volunteers?
☐ Conduct a culminating event?
☐ Reflect, review?
You For Youth

Project-Based Learning Project Planner

Reviews

<table>
<thead>
<tr>
<th>Date</th>
<th>Review purpose</th>
<th>Reviewers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

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 and implementation schedule
___________________________________________________
___________________________________________________
___________________________________________________

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.

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?

Planning Check

Is the documentation

☐ Appropriate and aligned to the project type and complexity?
☐ Aligned with objectives?
☐ Readily accomplished?
☐ Useful?
☐ Applicable to different areas
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>
</tr>
</thead>
<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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<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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<td>Other:</td>
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