process diagram
Project-Based Learning

project kickoff
Conceive, Plan & Launch

learn by doing
Inquire, Work & Discover

showtime
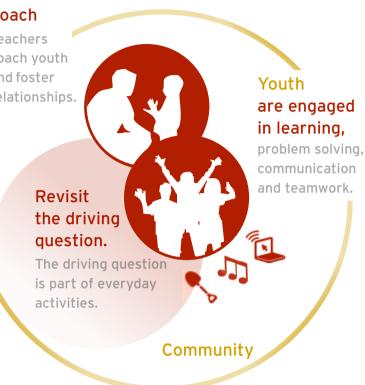### Celebrate & Share

Site Coordinator & Staff
identify
needs and opportunities.

Community
resources, issues

Youth
interests, needs, goals

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

?

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

📄 Project Planning Form

Launch
the project.

Site Coordinator & Staff
Coach
Teachers coach youth and foster relationships.

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

Revisit the driving question.
The driving question is part of everyday activities.

Community

Site Coordinator & Staff
Plan
for SHOWTIME.
Logistics are key!

🎤

Youth practice!

learning

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.

Site Coordinator & Staff
organize and facilitate.

Reflect on growth.

Youth participate.

Community provides feedback.

planned goal

progress & preparation towards goal

goal realized

YO FOR YOUTH

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:

Checklist Project-Based Learning Project Planner

Driving Question

_____
_____
_____

Project Description

_____
_____
_____

Objectives for Learning and Development

_____
_____
_____
_____
_____

Materials Needed

_____
_____
_____
_____

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?

Implementation
Project activities, who is involved

_____   _Start date: ____   End:_____

_____   _Start date: ____   End:_____

_____   _Start date: ____   End:_____

_____   _Start date: ____   End: _____

Checklist Project-Based Learning Project Planner

Reviews

Date	*Review purpose*	*Reviewers*
_____	_____	_____
_____	_____	_____

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
_____

_____

_____

> **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.

> **Planning Check**
> Is the documentation
> □ Appropriate and aligned to the project type and complexity?
> □ Aligned with objectives?
> □ Readily accomplished?
> □ Useful?
> □ Applicable to different areas

Involving Community Partners Checklist

Use this checklist to identify potential community partners. Next, brainstorm and check off ways partners might be involved in civic learning and engagement projects (or are involved currently).

Type of Partner	Name of Partner (Group, Organization, or Individual)	Options for Involvement						
		Interview or conduct research	Invite to program	Tour or visit	Meet to present an issue	Collaborate on project activities	Provide a service	Other:
Government:								
Elected Official								
Parks and Recreation Department								
Court House/Judicial Department								
City Council								
Fire Department								
Police Department								
State or Federal Department								
Other								
Community organizations:								
Neighborhood Civic Association								
Service group								
Advocacy group								
Local health organization								
Local environmental organization								
Local education organization								
Other								
Businesses:								
Local small business								
Large company with local office								
Other								
Schools:								
Neighborhood school								
College or University								
Other								

Involving Community Partners Checklist

Type of Partner	Name of Partner (Group, Organization, or Individual)	Options for Involvement						
		Interview or conduct research	Invite to program	Tour or visit	Meet to present an issue	Collaborate on project activities	Provide a service	Other:
Other Ideas:								

YOU FOR YOUTH