



# Project-Based Learning Diagram





# Brainstorming Civic Engagement Topics

Use this checklist to brainstorm ideas for civic learning and engagement projects, and to assess youth interest and feasibility. When choosing a topic for your project, be sure that all youth have an opportunity to actively participate in the decision. Once you have selected a topic, the next step is to formulate a driving question.

| Types of Civic Engagement Projects  | Student Interest (High, Medium, Low) | Potential Government Partners (Elected Officials, Government Agencies, or others) | Potential Community Partners (Community or Faith-Based Organizations, Local Non-Profits, Businesses, or others) | Resources Needed (Materials, Laptops, Recording Equipment, Data, etc.) |
|---|--------------------------------------|---|---|--|
| <i>Direct Service Experiences (working with others to provide service directly)</i> |                                      |   |   |  |
| <input type="checkbox"/> Conducting a school beautification project                 |                                      |   |   |  |
| <input type="checkbox"/> Planning and constructing a dog park on city property      |                                      |   |   |  |
| <input type="checkbox"/> Registering voters for an upcoming election                |                                      |   |   |  |
| <input type="checkbox"/> Improving access to healthcare                             |                                      |   |   |  |
| <input type="checkbox"/> Other ideas?   |                                      |   |   |  |



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|---|--------------------------------------|---|---|--|
| <b><i>Support or Indirect Service Experiences (raising money or goods in partnership with another organization, educating others to help contribute to a cause)</i></b> |                                      |   |   |  |
| <input type="checkbox"/> Educating children about obesity and nutrition in partnership with the school  |                                      |   |   |  |
| <input type="checkbox"/> Fundraising for a candidate, issue, or a cause   |                                      |   |   |  |
| <input type="checkbox"/> Sponsoring a soldier   |                                      |   |   |  |
| <input type="checkbox"/> Other ideas?   |                                      |   |   |  |
| <b><i>Action or Advocacy (joining with others to express views and bring about change)</i></b>  |                                      |   |   |  |
| <input type="checkbox"/> Demonstration  |                                      |   |   |  |



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|---|--------------------------------------|---|---|--|
| <input type="checkbox"/> Petition   |                                      |   |   |  |
| <input type="checkbox"/> Letter writing campaign                                      |                                      |   |   |  |
| <input type="checkbox"/> Public service announcement                                  |                                      |   |   |  |
| <input type="checkbox"/> Campaigning and/or lobbying for a candidate, issue, or cause |                                      |   |   |  |
| <input type="checkbox"/> Other ideas?   |                                      |   |   |  |



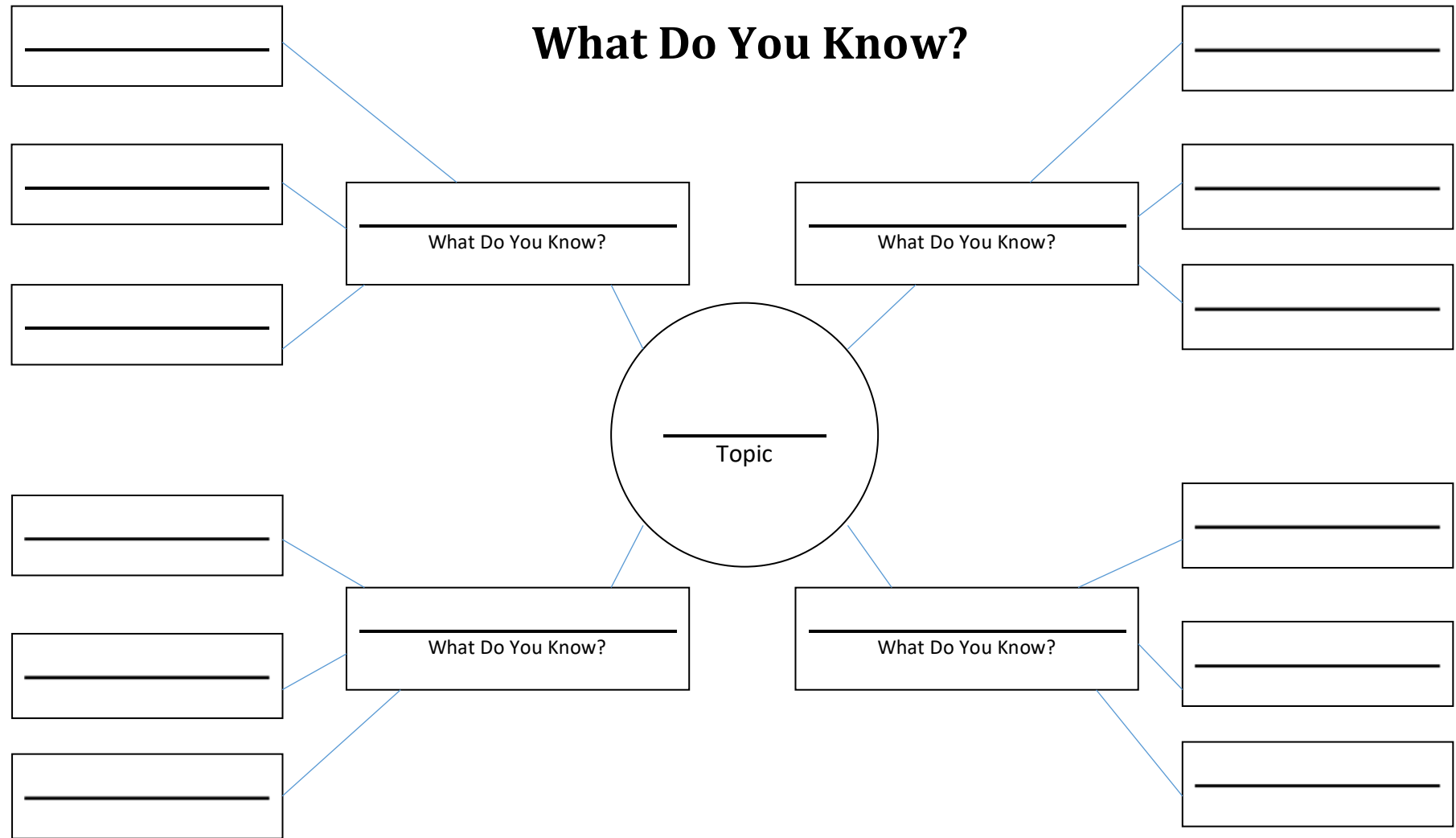
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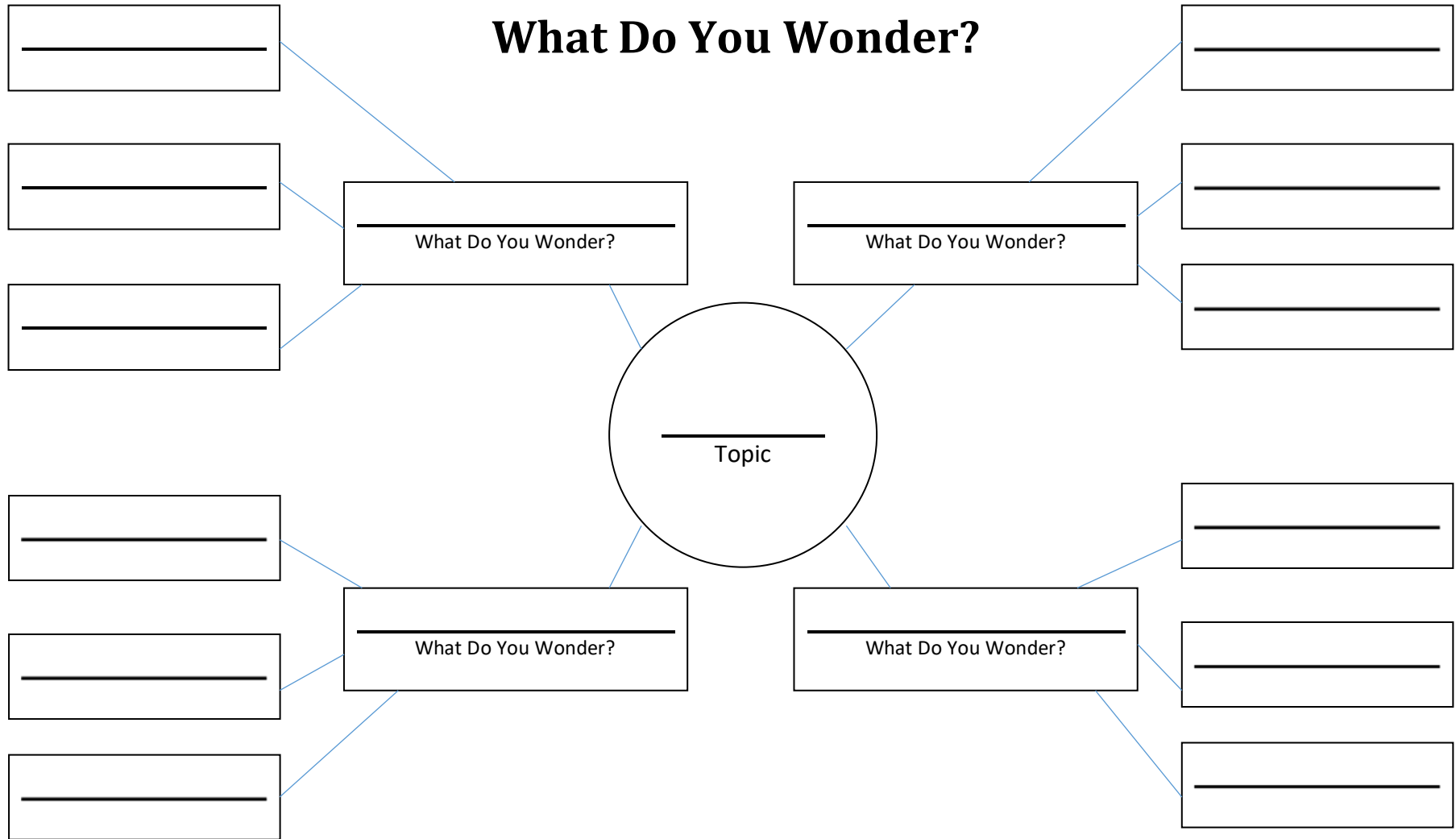
# Mapping Knowledge and Wonders

Directions: Below are two mind-map layouts. The first one is for what students know about the project-based learning topic, and the second map is for what they wonder about the topic.





# Mapping Knowledge and Wonders





# Qualities of a Good Driving Question





## Qualities of a Good Driving Question

The driving question provides the goal of the project, specifying what students must answer or solve. Developing a driving question may be the most important step you and your students will take to design your project. Consider the following when crafting your question:

**Complex:** Good questions can't be answered with a simple "yes" or "no," and a Google search won't turn up the solution. Complex questions set the stage for higher-order thinking.

**Real World:** Good questions live in the real world, not just in the classroom. For inspiration, look at the questions that captivate journalists, historians, scientists, architects, photographers, engineers, artists, doctors, technologists and others.

**Open Ended:** Good questions don't have one right answer. Open-ended questions may challenge students to make an argument, defend a position, or weigh the pros and cons of potential solutions.

**Actionable:** Good questions set the stage for action. They challenge students to ask, "What can we do about this issue?"

**Relevant:** Good questions matter to youth. They connect to their lives, their families and their communities.

**Challenging:** Good questions encourage higher-order thinking skills such as making connections and inferences, evaluating, applying existing information to solve new problems, and much more.

**Substantial:** Good questions get at core content. They are thought-provoking, and inspire students to reflect on important ideas and information.

**Provocative:** Good questions get under your skin and provoke you to investigate, discover, figure out a response or learn more about a topic.

**Intriguing:** Good questions often involve an element of mystery. Intriguing questions cause students to wonder, to have a compelling "need to know."





# Crafting Your Driving Question

Use the steps below to help you structure your driving question. Work with your students and select the best phrase, title, action verb and audience!

### Step 1. Question Phrases

|                   |
|-------------------|
| How can we...     |
| What can we...    |
| How could we...   |
| What could we...  |
| How should we...  |
| What should we... |
| How do we...      |
| What do we...     |

Choice: \_\_\_\_\_

### Step 2: Roles

|                        |
|------------------------|
| As [title/role]        |
| As [occupation]        |
| As [town, city, state] |
| As [community]         |
| As [organization]      |
| As [group]             |

Choice: \_\_\_\_\_

### Step 3. Action Verb

|             |             |            |             |           |
|-------------|-------------|------------|-------------|-----------|
| Adapt       | Coordinate  | Exhibit    | Interpret   | Resolve   |
| Adjust      | Create      | Expand     | Maintain    | Respond   |
| Advise      | Debate      | Explain    | Manage      | Restore   |
| Aid         | Decide      | Explore    | Market      | Retain    |
| Analyze     | Defend      | Formulate  | Measure     | Save      |
| Answer      | Define      | Gather     | Model       | Shape     |
| Assemble    | Deliver     | Guide      | Modify      | Solve     |
| Build       | Demonstrate | Grant      | Motivate    | Speak     |
| Calculate   | Describe    | Help       | Obtain      | Start     |
| Change      | Design      | Identify   | Participate | Structure |
| Communicate | Develop     | Illustrate | Perform     | Supervise |
| Compose     | Establish   | Improve    | Persuade    | Teach     |
| Construct   | Examine     | Increase   | Present     | Utilize   |
| Convey      | Execute     | Influence  | Produce     | Verify    |

Choice: \_\_\_\_\_

### Step 4. Topic (*the topic your students chose*):

\_\_\_\_\_





# Crafting Your Driving Question

## Step 5. Audience/Purpose

|                     |
|---------------------|
| School              |
| Community           |
| Classroom           |
| County, City, State |
| Public Audience     |
| Online Audience     |

Choice: \_\_\_\_\_

### Now put it all together!

Our Driving Question:

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# 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.

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





# Involving Community Partners Checklist

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

| Type of Partner                  | Partner Name<br>(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 service | Other: |
| <b>Government</b>                |  |                               |                   |               |                          |                                   |                 |        |
| Elected Official                 |  |                               |                   |               |                          |                                   |                 |        |
| Parks and Recreation Department  |  |                               |                   |               |                          |                                   |                 |        |
| Court House/Judicial Department  |  |                               |                   |               |                          |                                   |                 |        |
| City Council                     |  |                               |                   |               |                          |                                   |                 |        |
| Fire Department                  |  |                               |                   |               |                          |                                   |                 |        |
| Police Department                |  |                               |                   |               |                          |                                   |                 |        |
| State or Federal Department      |  |                               |                   |               |                          |                                   |                 |        |
| Other                            |  |                               |                   |               |                          |                                   |                 |        |
| <b>Community organization</b>    |  |                               |                   |               |                          |                                   |                 |        |
| Neighborhood civic association   |  |                               |                   |               |                          |                                   |                 |        |
| Service group                    |  |                               |                   |               |                          |                                   |                 |        |
| Advocacy group                   |  |                               |                   |               |                          |                                   |                 |        |
| Local health organization        |  |                               |                   |               |                          |                                   |                 |        |
| Local environmental organization |  |                               |                   |               |                          |                                   |                 |        |
| Local education organization     |  |                               |                   |               |                          |                                   |                 |        |
| Other                            |  |                               |                   |               |                          |                                   |                 |        |
| <b>Business</b>                  |  |                               |                   |               |                          |                                   |                 |        |
| Local small business             |  |                               |                   |               |                          |                                   |                 |        |
| Large company with local office  |  |                               |                   |               |                          |                                   |                 |        |
| Other                            |  |                               |                   |               |                          |                                   |                 |        |
|                                  |  |                               |                   |               |                          |                                   |                 |        |
|                                  |  |                               |                   |               |                          |                                   |                 |        |



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|-----------------------|--|-------------------------------------|----------------------|------------------|--------------------------------|---|--------------------|--------|
|                       |  | Interview or<br>conduct<br>research | Invite to<br>program | Tour or<br>visit | Meet to<br>present<br>an issue | Collaborate<br>on project<br>activities | Provide<br>service | Other: |
| <b>School</b>         |  |                                     |                      |                  |                                |   |                    |        |
| Neighborhood school   |  |                                     |                      |                  |                                |   |                    |        |
| College or University |  |                                     |                      |                  |                                |   |                    |        |
| Other                 |  |                                     |                      |                  |                                |   |                    |        |
| <b>Other Ideas</b>    |  |                                     |                      |                  |                                |   |                    |        |
|                       |  |                                     |                      |                  |                                |   |                    |        |
|                       |  |                                     |                      |                  |                                |   |                    |        |