

The background of the slide shows a woman with dark hair, wearing a dark grey top, leaning over a table. She is looking down at a book or document. In the foreground, a young girl with long dark hair, wearing a pink and grey striped shirt, is looking down. Another person's head is visible on the right side of the frame.

Building Youth-led Civic Engagement Projects with Y4Y



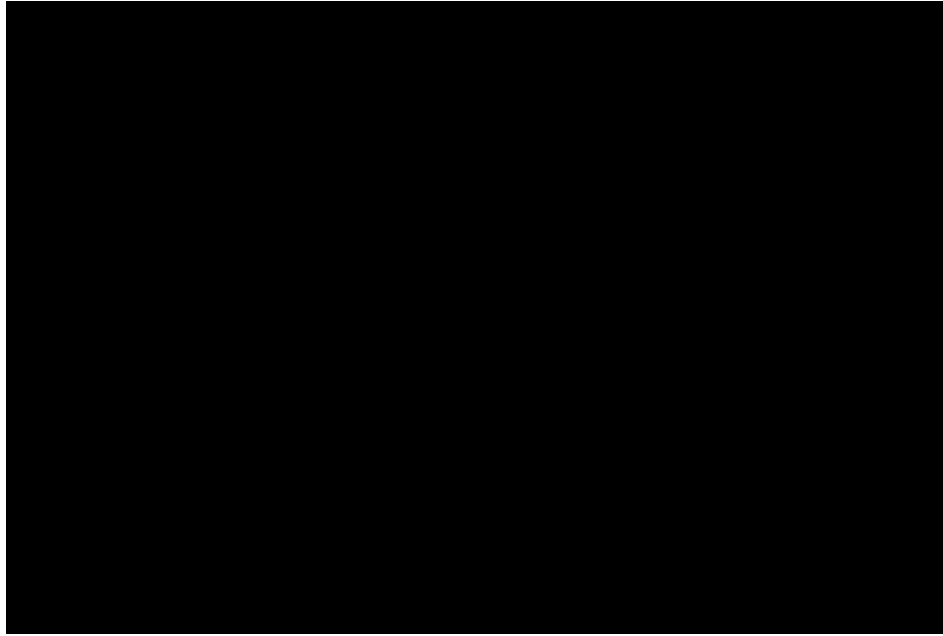
Illinois 21st CCLC Spring Conference

Normal, IL

May 9, 2019



Disclaimer



PROJECT-BASED LEARNING



Your Facilitators



Dave McConnell

Training Specialist

dmcconnell@foundationsinc.org



Jenn Conner

Education Specialist

jconner@foundationsinc.org



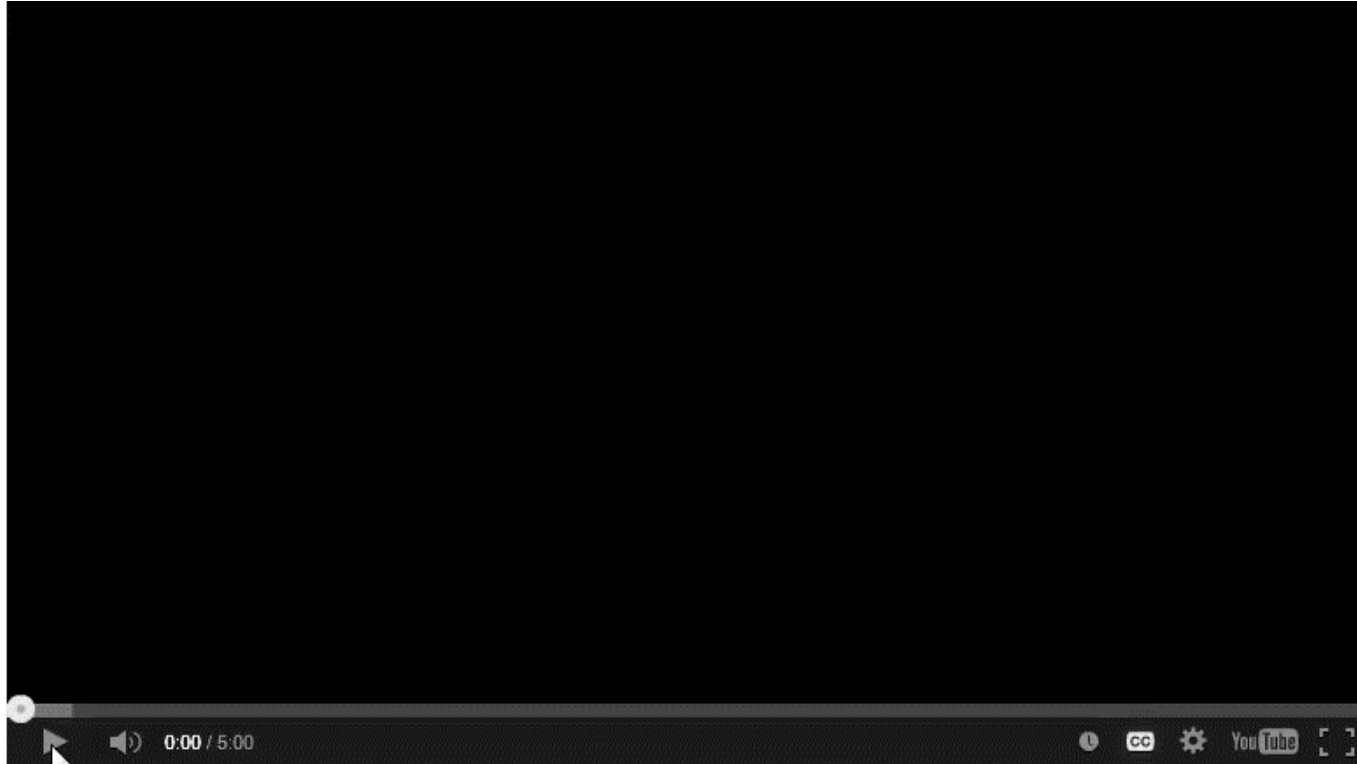
Session Objectives

- Learn project-based strategies for Civic Learning and Engagement
- Design activities for Civic Learning and Engagement in your program
- Identify aligned Y4Y resources for CLE implementation and training

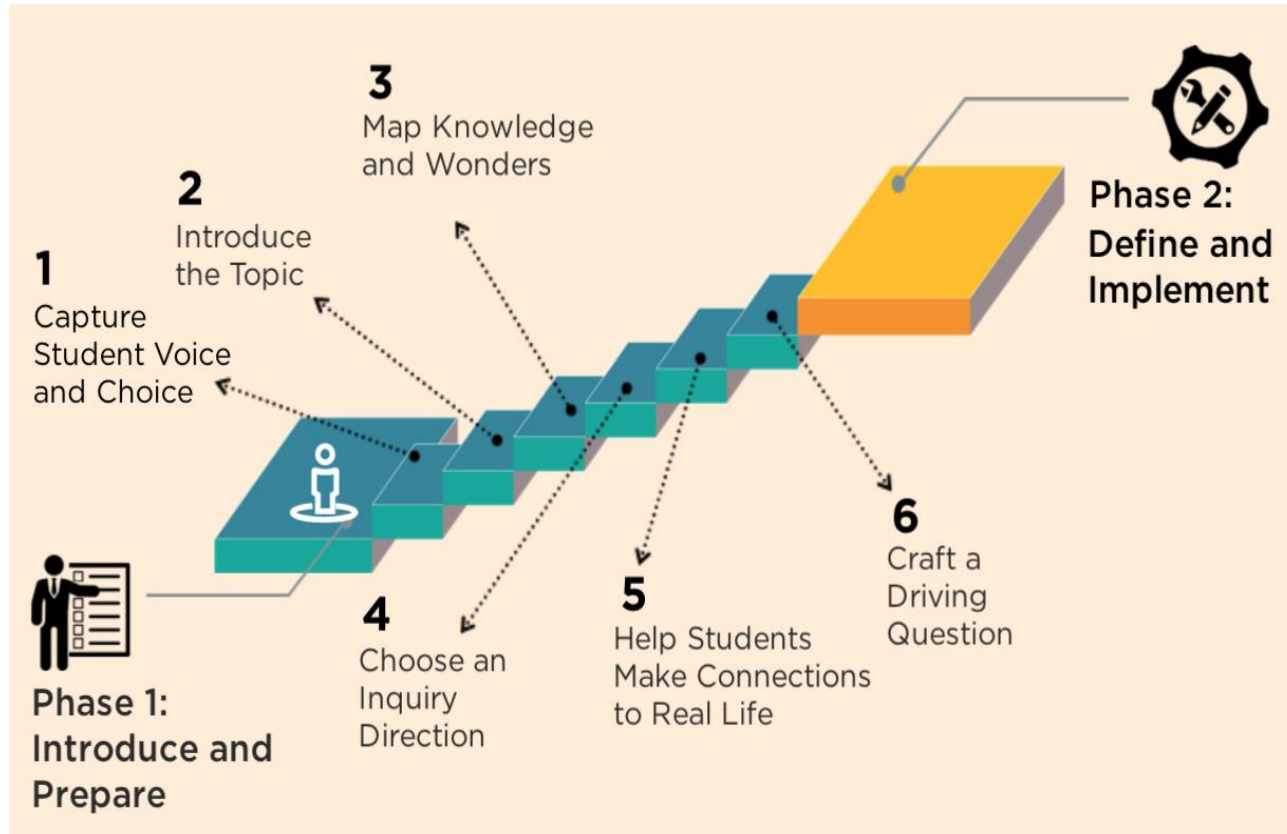




Example Project

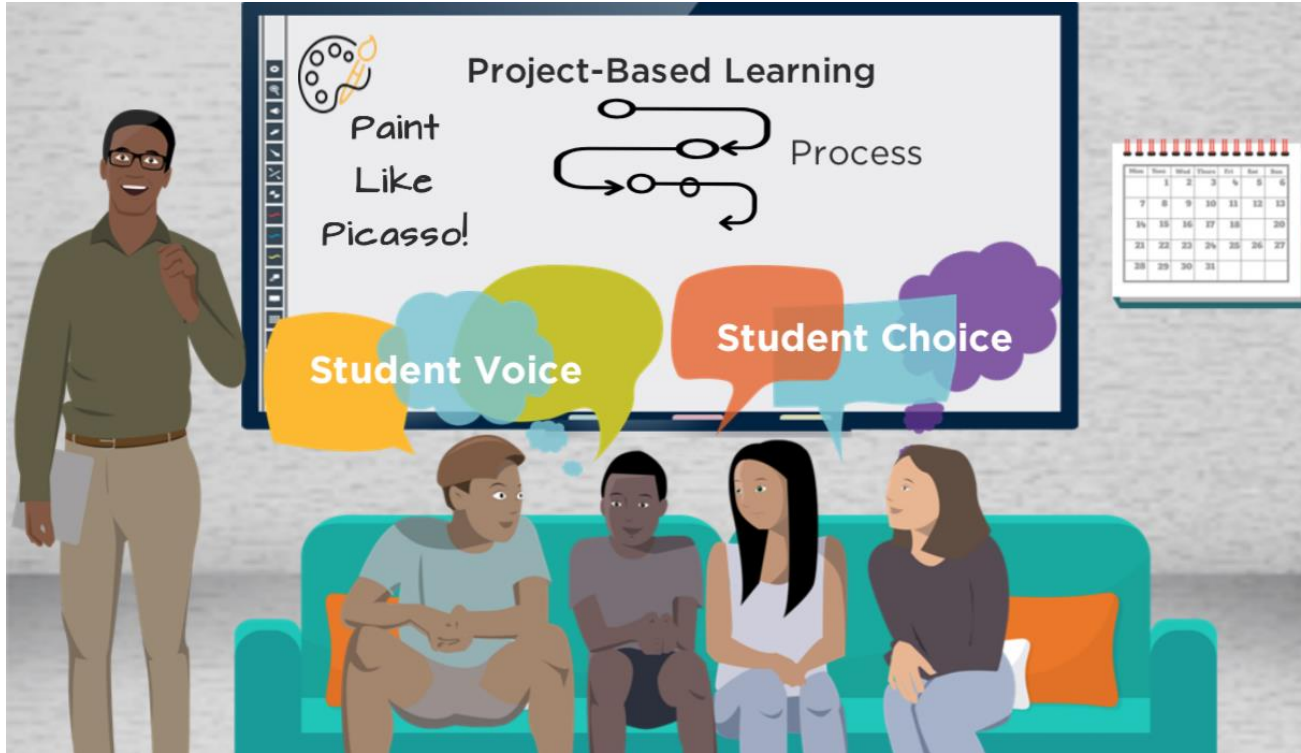


The Three Phases





Step 1: Capture Student Voice and Choice





Steps to Capture Student Voice and Choice

Conduct a student interest survey or focus group.

Tally students' choices by grade level and identify their top choices.

Create unique names and write a description for each activity.

Create a schedule.

Enroll students.

their top choices.

for each activity.

focus group.





Phase 1: Step 1

Student Need

- Measurement
- Graphing

Student Voice

- Social Studies
- Inclusiveness

You for Youth | Civic Learning and Engagement 1

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? | | | | |





The Topic



Accessibility





Step 2: Introduce the Topic



Introducing The Topic

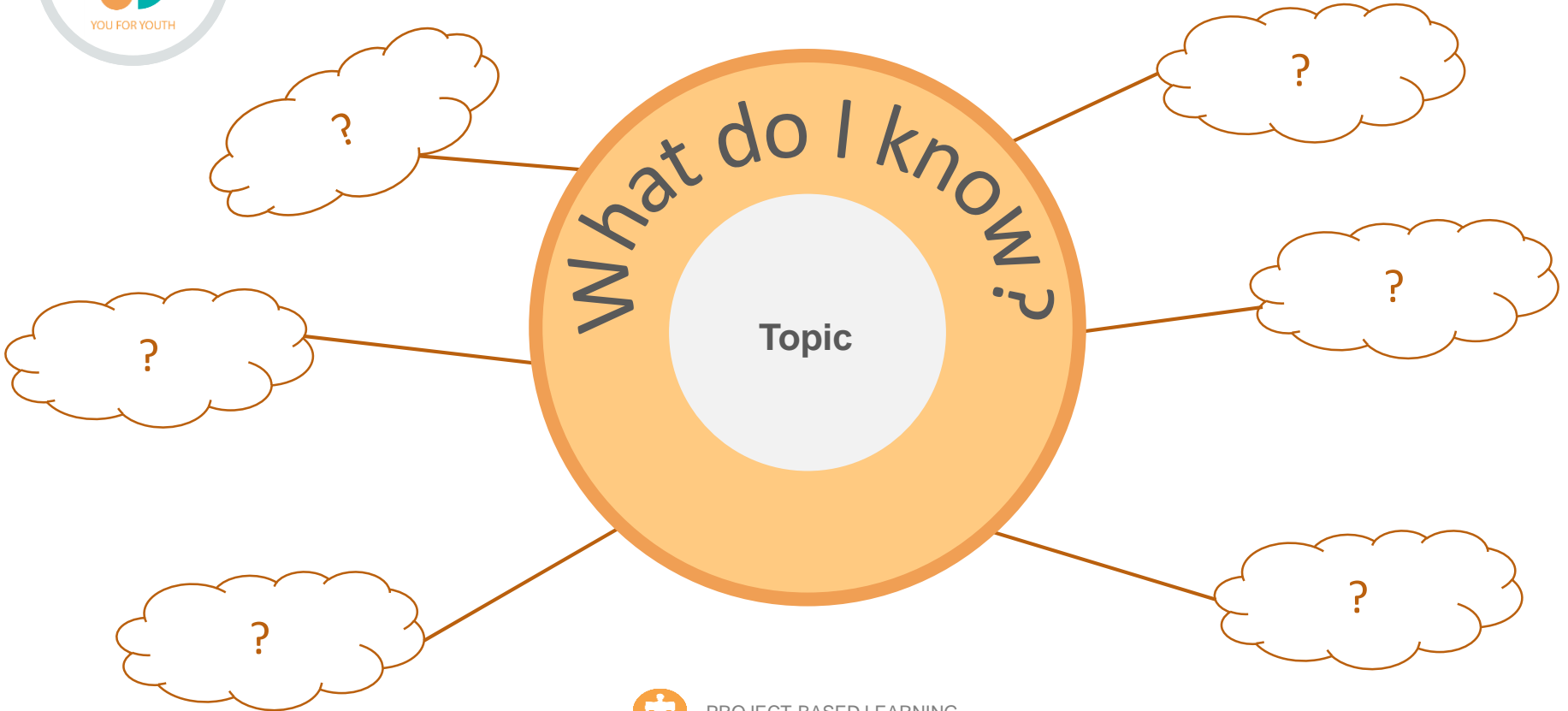


- Assign a timekeeper
- Indoor 5-minute field trip!
- Brainstorm project ideas around accessibility





Step 3: Map Knowledge and Wonders



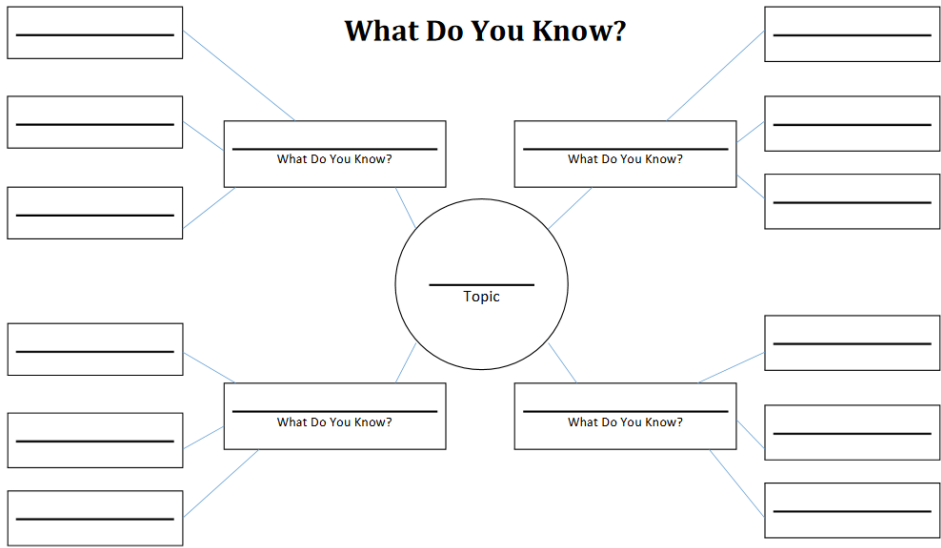


Mapping Knowledge and Wonders



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.



This resource is in the public domain. Authorization to reproduce it in whole or part is granted. This resource was funded by the U.S. Department of Education in 2017 under contract number ED-ESE-14-D-0008. The views expressed here are not necessarily those of the Department. Learn more about professional development planning and 21st CCLC learning at <https://y4y.ed.gov>.





Mind Map 1

**What do I know
about
accessibility?**





Mind Map 2

**What do I
wonder about
accessibility?**





Step 4: Choose an Inquiry Direction

15

How do animals become endangered?

10

What makes animals feel safe?

4

What are dangers to animals in our society?



Step 5: Help Students Make Connections to Real Life



High School

Project Title: American Teen

Topic: Problems Teens Face

Inquiry Direction: How can we avoid drug and alcohol issues?

Question 1: Have you witnessed drug or alcohol use in your community?

Question 2: Why do you think you should care about avoiding drugs and alcohol?

What additional guiding question could we pose to students?





Step 6: Craft a Driving Question

A Driving Question

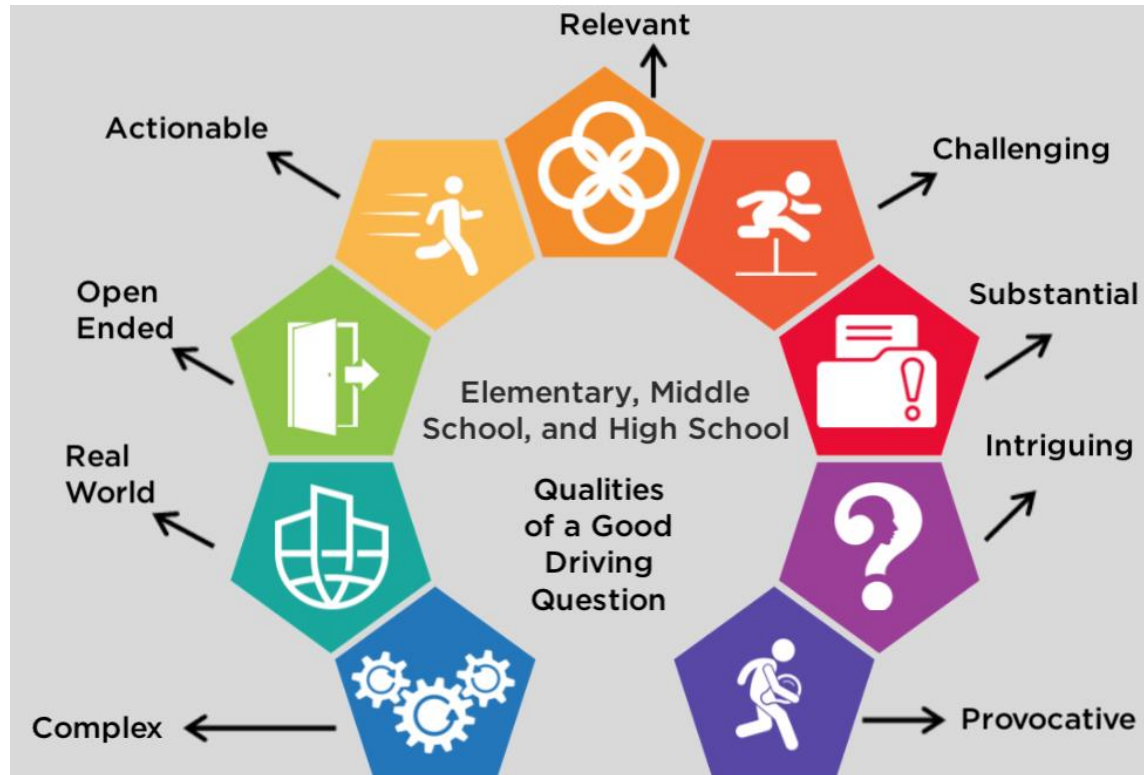
Guides The Learning

for both students and staff



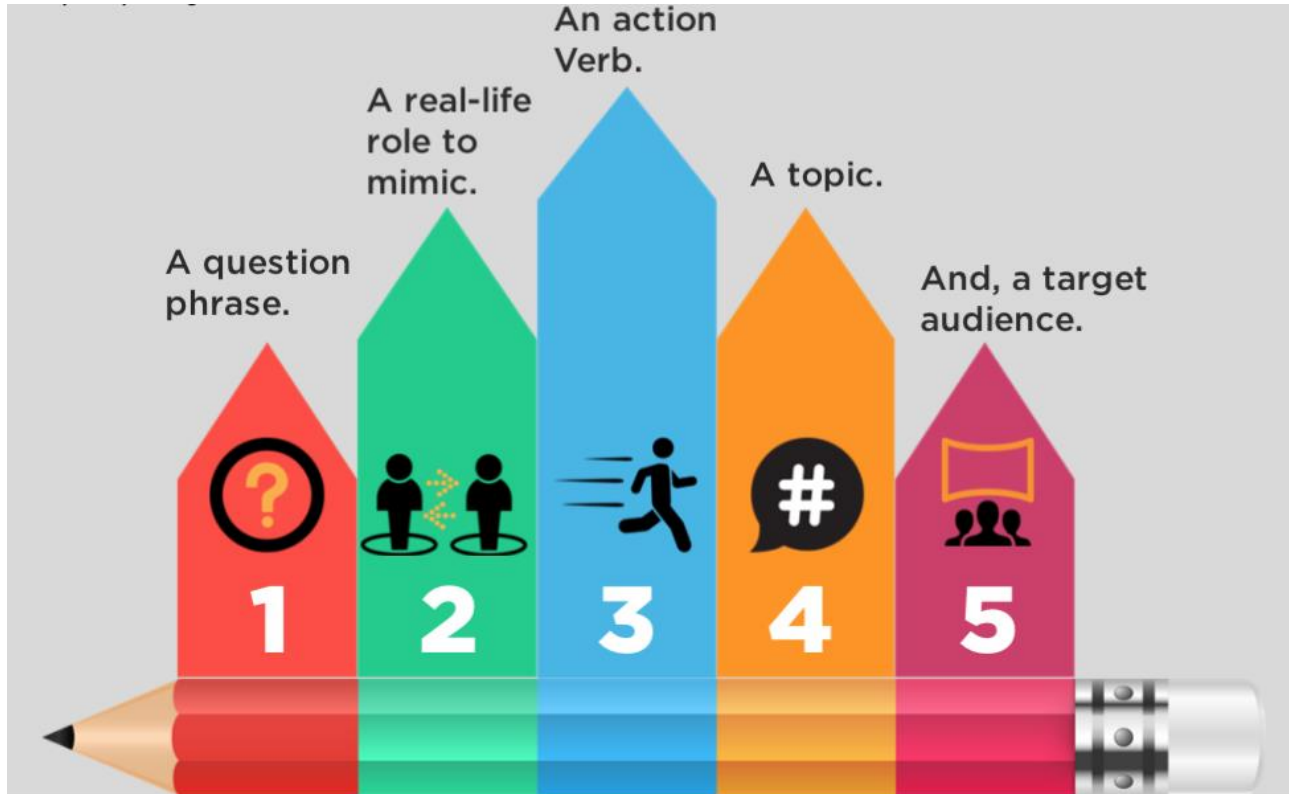


Qualities Of A Good Driving Question





Components of a Driving Question





Crafting Your Driving Question

Made Easy



You for Youth | Project-Based Learning

1

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... |

Step 2: Roles

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

Choice: _____

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):





Phase 1 Resources

- Project Planning and Review Checklist
- Elementary Student Interest Inventory
- Secondary Student Interest Inventory
- Planner for Brainstorming
- Mapping Knowledge and Wonders
- Guiding Questions
- Crafting Your Driving Question
- Qualities of a Good Driving Question

Step 4: Choose an Inquiry Direction

This is where you help students focus their thoughts. One approach is to let students vote on the "wonder" they most want to explore. At this point, students have not chosen their project yet. Although they may vote on only one "wonder," it is likely that the students will get to explore all of the "wonders" in some way during project facilitation. How will you get students to choose a "wonder"? There is also space for you to brainstorm other ideas!

- Vote by show of hands
- Use an online polling tool
- Paper vote (ballot)
- Student...

Step 6: Craft a Driving Question

Crafting the driving question is the most important part of any project-based learning activity. The qualities of a good driving question are listed below, along with the components of a driving question. There is also room for you to practice writing a driving question. Use the qualities as a reference.

Each driving question should include these components:

- Question phrase:** "How can we...?" "What can we...?"
- Role:** Having students take on the persona of someone who would do work around their topic makes it more authentic. It also allows you to embed those college and career readiness skills that are so important. For example, students could be scientists, advocates, teachers, doctors or many other things.
- Verb:** Students think about the action they want to take. For example, the students will teach, prepare, support, reach out, share or conduct another activity. This is the meat of your driving question. This is how students will apply the new knowledge and create something to share and teach to others.
- Topic:** What is the topic your students wanted?
- Audience:** Students need to decide who would be interested in their findings. Remember what happened during step 5, when your students connected the topic to their lives — this can help to determine that audience.

Qualities of a Good Driving Question: Check the ones you want explore more.

- | | |
|--|---|
| <input type="checkbox"/> Complex: Students cannot answer with a simple yes or no. | <input type="checkbox"/> Challenging: It will involve higher-order thinking skills. |
| <input type="checkbox"/> Real World: It is directly related to their community. | <input type="checkbox"/> Substantial: Inspires students to reflect on the important ideas and information rather than just doing a cursory review. |
| <input type="checkbox"/> Open-Ended: There isn't just one answer to the question. | <input type="checkbox"/> Intriguing: The question creates a compelling "need to know." |
| <input type="checkbox"/> Actionable: Students are challenged to make decisions about what they can do. | <input type="checkbox"/> Provocative: The question involves investigation and allows for new discoveries. |
| <input type="checkbox"/> Relevant: This is about people they know, or something related to their world. | |

Use the Y4Y tools, *Qualities of a Good Driving Question* and *Crafting Your Driving Question*, to help when you develop your driving question with your students.

based on their choice

Make Connections to Real Life

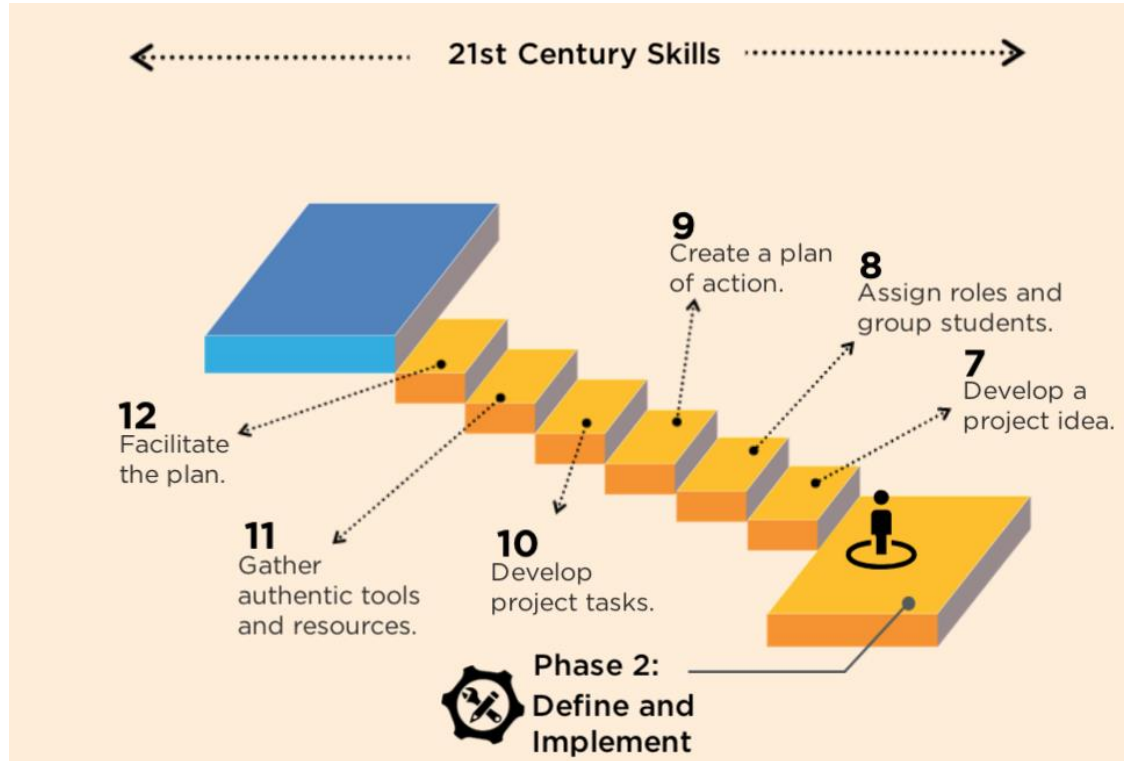
... between their projects and real life is very important to start student thinking about how to connect their projects to the world with guiding questions. These guiding questions will be questions on their own — they are the ones doing the work! questions around a new project idea: What is the list of questions you would use from the ones listed below, and come

? If so, what do you know about it?
is?
rant?

list of sentence starters that cover the six areas of



Phase 2: Define and Implement





Step 7: Define the Project Idea



These strategies can help students focus their ideas:

- Use mapping
- Focus on the audience
- Explore the web
- Focus on what people in the field do
- Connect to existing knowledge





Measuring Against the 6 As of Quality



Authenticity



Applied Learning



Academic Rigor



Active Exploration



Adult Relationships



Assessment





Project Planner

You for Youth | Project-Based Learning 1

PROJECT-BASED LEARNING WALL

| | | | |
|---------------------------------------|-------------------------|--------------------------------|--------------------------|
| Title: Topic: Driving Question: | Project Idea | | culminating Event: |
| | Product: | Authentic Audience: | Document the Learning: |
| What I wonder: | Product Tasks: | | Reflection and Feedback: |
| Hook Description: | Roles and Assignments: | Authentic Tools and Resources: | |
| Real-World Connection: | Action Plan & Timeline: | | |
| | Assessment Tool: | | |













Step 8: Assign Roles and Group Students






Possible Roles

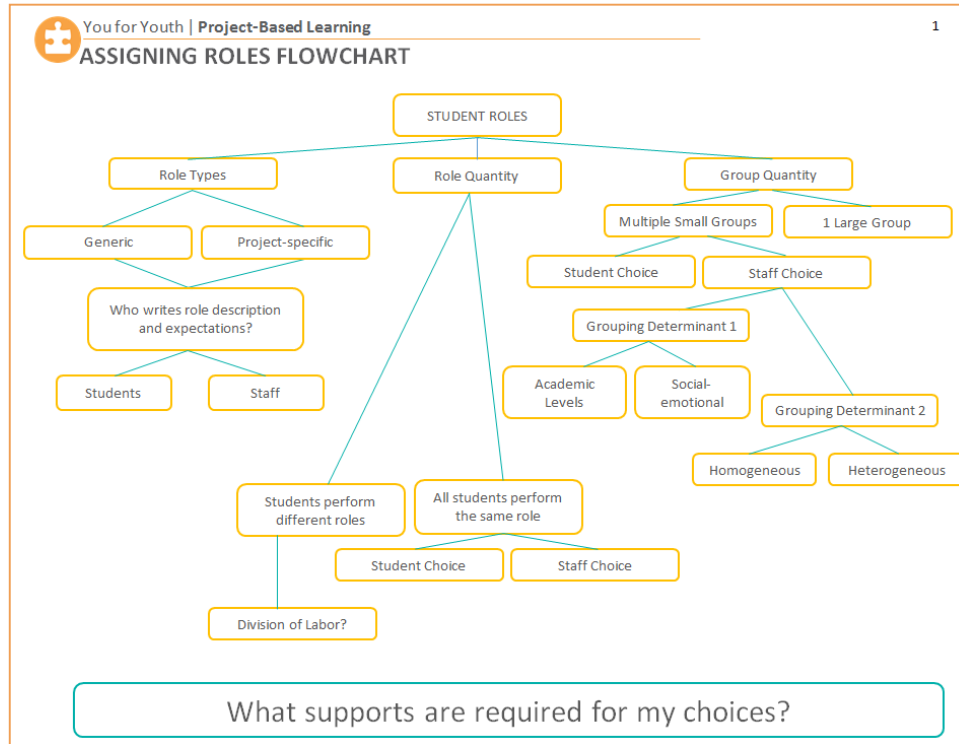
Roles:

| | |
|---|---|
|  Project Manager |  Graphic Designer |
|  Researcher |  Social Marketer |
|  Administrative Assistant |  Community Outreach Coordinator |
|  Writer |  Marketing Coordinator |



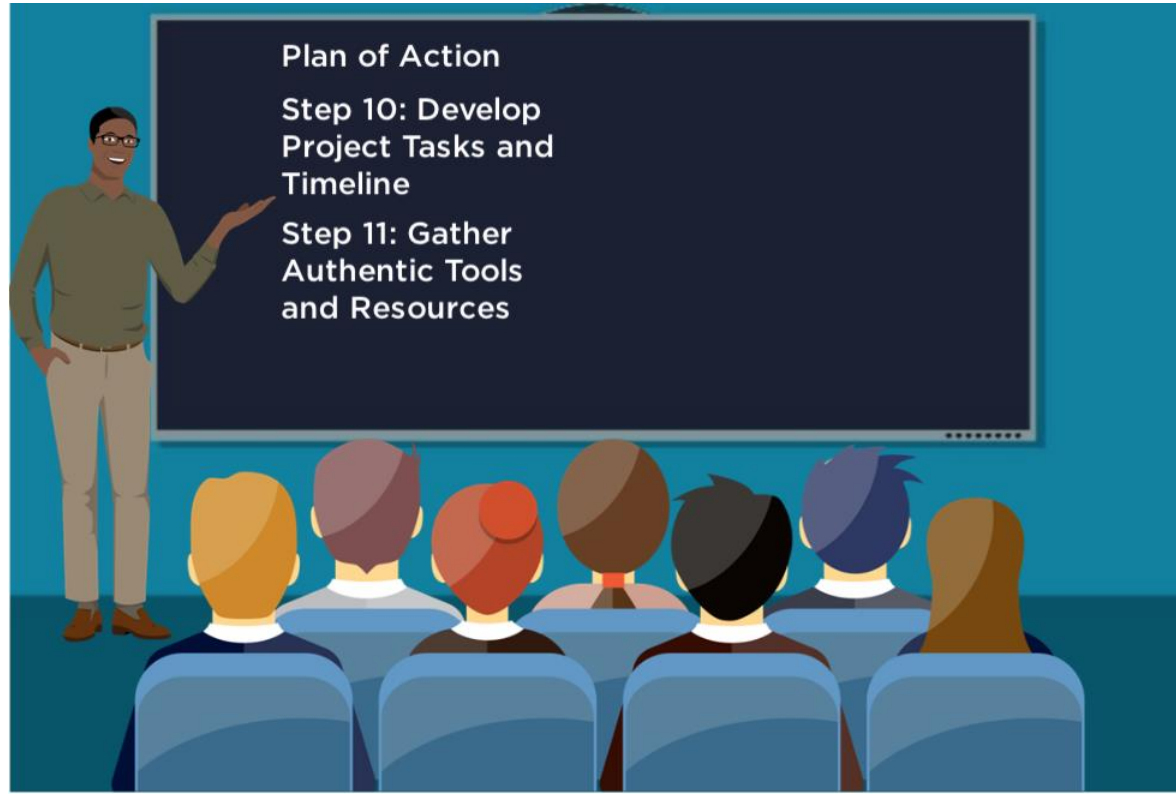


Student Roles





Step 9: Create a Plan of Action



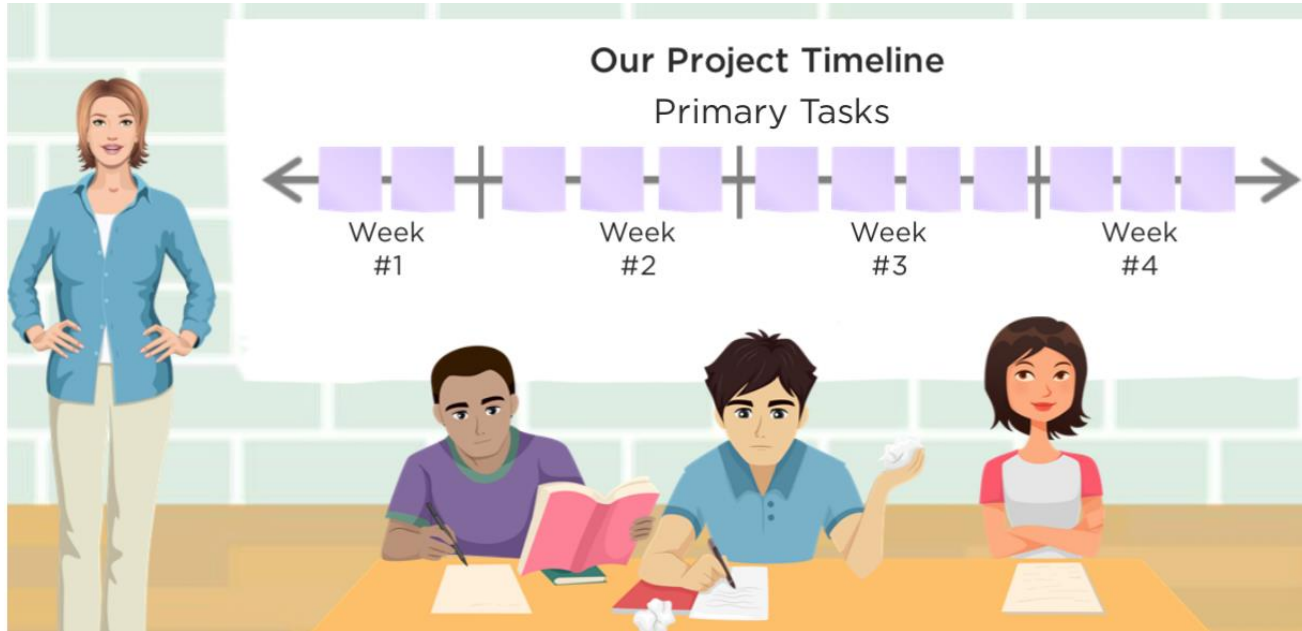


Step 10: Develop Project Tasks





Step 10: Create Project Timeline





Action Plan & Timeline

You for Youth | Project-Based Learning 1

PROJECT-BASED LEARNING WALL

| | | |
|--|---|---------------------------------------|
| Title: Topic: Driving Question: | Project Idea Product: Authentic Audience: Product Tasks: | Culminating Event: |
| What I wonder: | | Document the Learning: |
| Hook Description: | Roles and Responsibilities: | Reflection and Feedback: |
| Real-World Connection: | Action Plan & Timeline: | Authentic Tools and Resources: |
| | Assessment Tool: | |





Step 11: Gather Authentic Tools and Resources



Can you spot the authentic tools and resources that our high school students could use for their project?





Authentic Tools

You for Youth | Project-Based Learning 1

PROJECT-BASED LEARNING WALL

| | | | |
|---------------------------------------|---|--------------------------------|-------------------------|
| Title: Topic: Driving Question: | Project Idea Product: Authentic Audience: Product Tasks: | Culminating Event: | |
| | | Document the Learning: | |
| | | Reflection and Feedback: | |
| What I wonder: | Roles and Assignments: | Authentic Tools and Resources: | |
| Hook Description: | | | Action Plan & Timeline: |
| Real-World Connection: | | | Assessment Tool: |





Step 12: Facilitate the Plan





Facilitate the Plan: Guiding Questions



Identified Issue

The budget is \$100 over what is allowed. Students have budgeted to provide snacks and drinks.



Guiding Question

You are over budget. Have you considered ways to provide food without using limited funds to pay for it?



Outcome

Students brainstorm to identify community partners they can contact to request food donations.



Phase 2 Resources



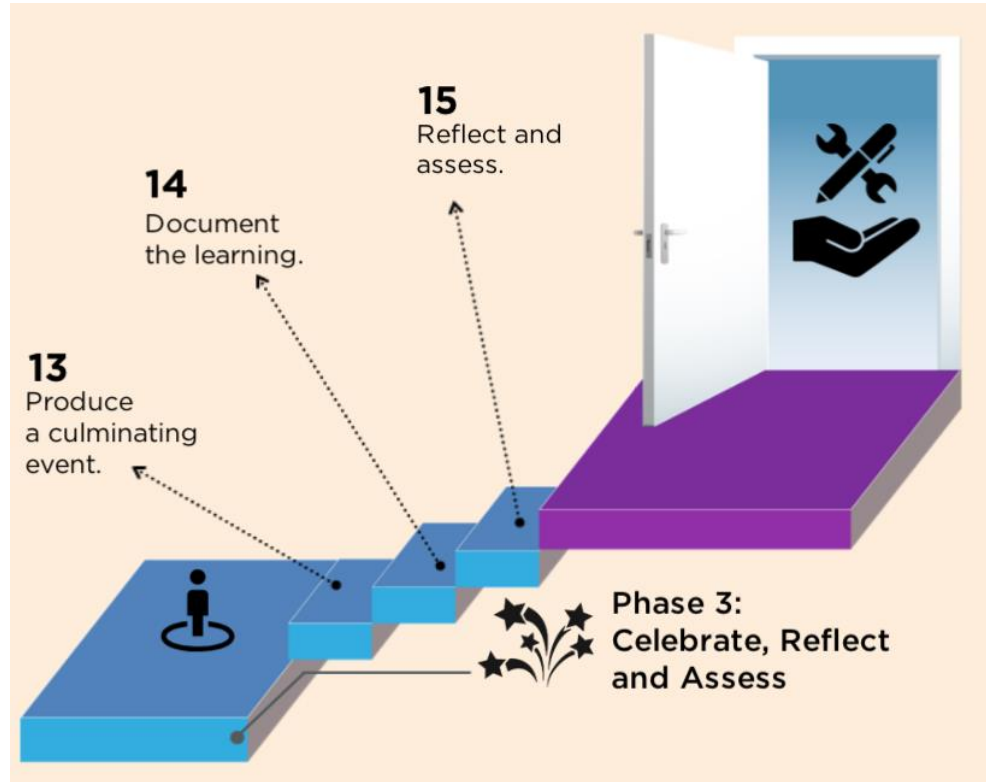
Use the [Project-Based Learning Planning Checklist](#) to record the ideas and steps you want to consider when preparing yourself and/or staff to facilitate a project-based learning activity.

- 21st Century Skills in Action
- Project Timelines
- Program Implementation Planner: Budgeting
- Project-Based Learning Activity Budget Worksheet
- Classroom Facilitator Packet
- Guiding Questions





Phase 3: Celebrate, Reflect and Assess





Step 13: Celebrate With a Culminating Event





Step 14: Document the Learning





Step 15: Reflect and Assess

Student Reflections
Student Reflections

How do you feel about the activity or experience?

What do you think is working well?

What do you think needs improvement?

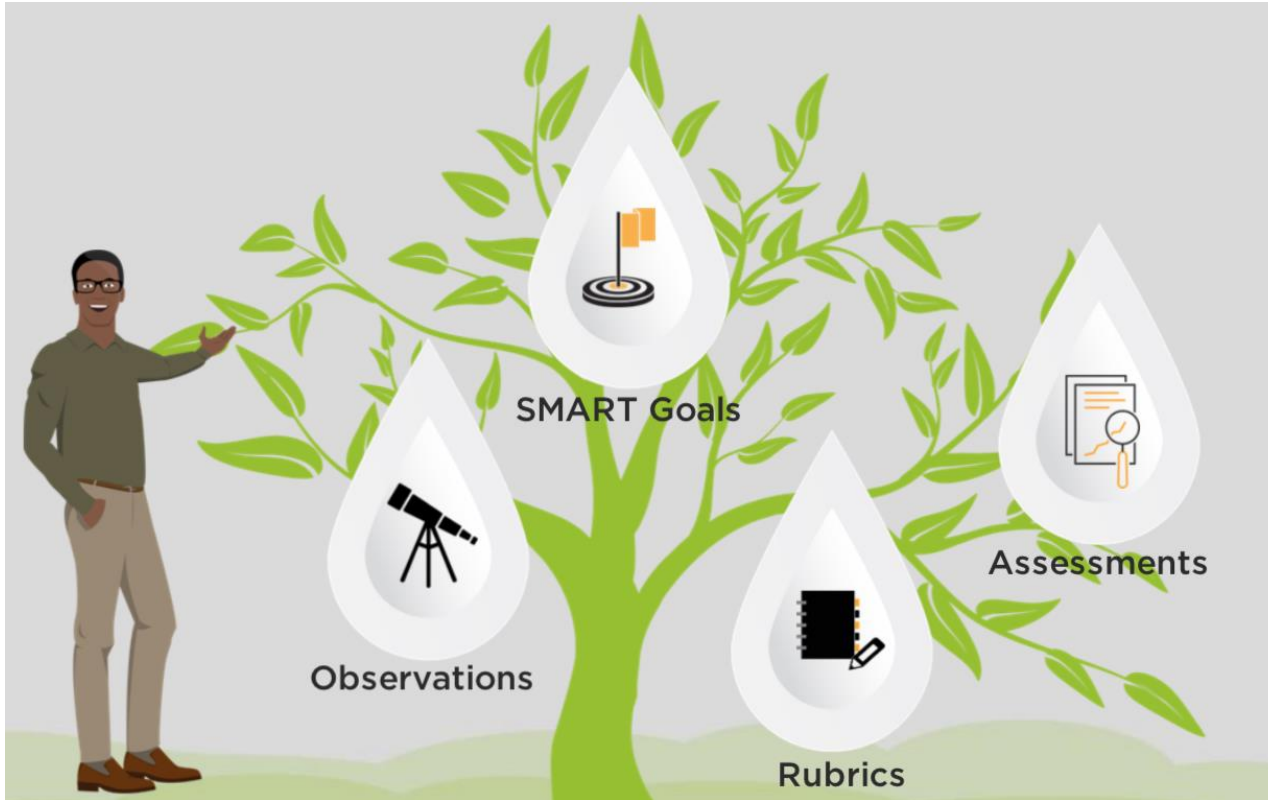
What would you do differently?

What ideas do you have for new inquiries or projects?





Assess the Learning



Phase 3 Resources



- Developing Project-Based Learning Rubrics
- Sample Project Rubric
- Project Planning Review Checklist
- Staff Observation Checklist
- Youth Participation Checklist



Use your [Project-Based Learning Planning Checklist](#) to record the culminating activity ideas you want to share with students, and check off those preparation steps that you need to help your students remember.



Use the [Project-Based Learning Planning Checklist](#) to record ideas for documenting learning and determine what artifacts to collect to demonstrate learning.

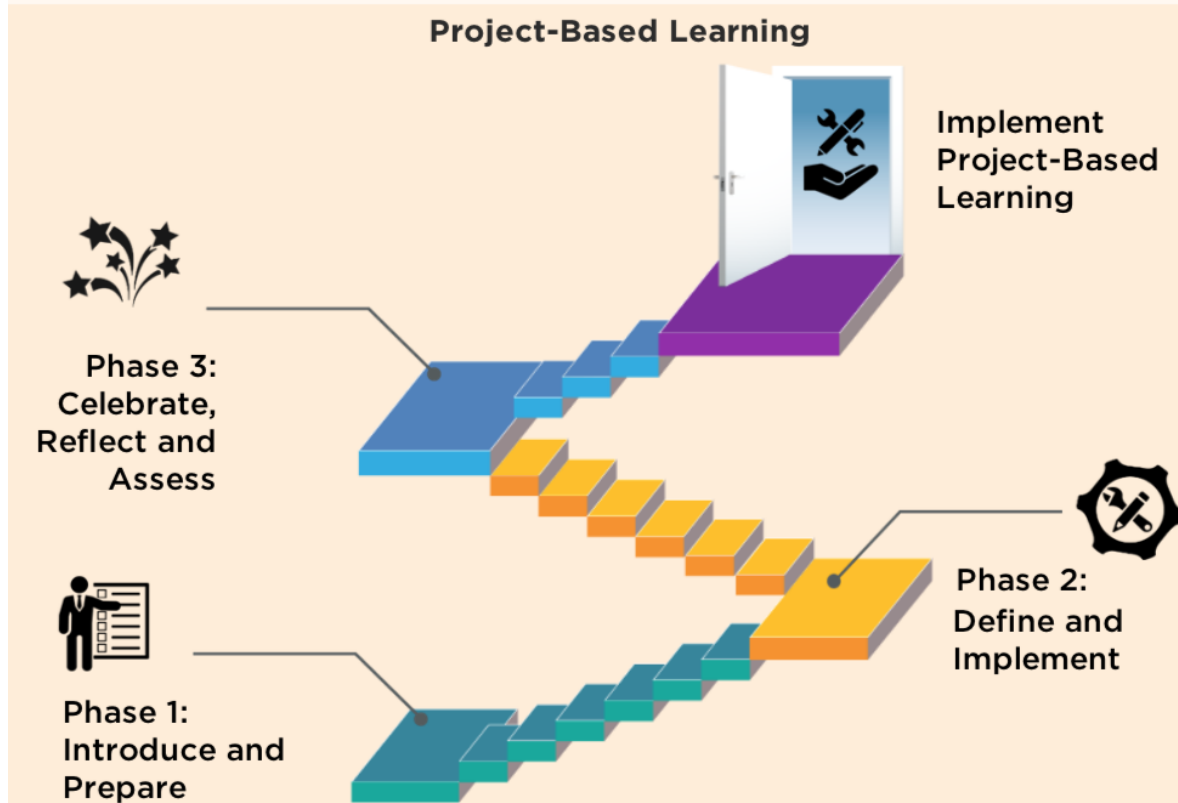


Use the [Project-Based Learning Planning Checklist](#) to record your ideas for reflecting on and assessing the learning.





The Three Phases of Project-Based Learning





Next Steps

How will you enhance Civic Learning and Engagement in your program through project-based learning?





Y4Y > Courses > Project-Based Learning

[Contact Us](#) | [Join](#) [Sign In](#)

Project-Based Learning

Introduction to Project-Based Learning →



The introduction provides an overview of project-based learning, including the benefits of authentic projects and engaging students in a process of inquiry. Learn how to design hands-on projects and move from a driving question to a culminating event to a reflection on learning.

Implementation Strategies →



Find strategies to move project-based learning into practice, including setting project goals and keeping projects student-centered. Learn how to sustain your project over time and how to document your project's progress.

Coaching My Staff →



Learn how to coach staff to effectively plan projects, engage youth, and document learning. Identify ready-to-use tools to help you in building your staff's skills.

Tools →



Find ready-to-use and customizable tools that can assist you in planning, implementing, and assessing your projects.

My Notebook

PROJECT-BASED LEARNING

The Notebook is a useful way to jot down notes as you go through the various topics available on the **You For Youth** website. If you'd like to use the notebook, please [sign in](#) if you already have an account or [register now](#) to join the Y4Y community!

Glossary

PROJECT-BASED



Contact Us

Dave McConnell

Training Specialist

dmcconnell@foundationsinc.org

Jenn Conner

Education Specialist

jconner@foundationsinc.org

Visit us: **y4y.ed.gov**

Contact us: **y4yTA@seiservices.com**

