
Implementing Project Based Learning

**YOUTH
FOR
YOUTH**

**21st CCLC Spring
Conference
Normal, IL
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Your Facilitator



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Session Objectives

- Understand why project based learning (PBL) is an effective approach to learning
- Identify Y4Y resources that assist with each key component of PBL
- Develop strategies to implement PBL in your program

Go to <http://y4y.ed.gov>



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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 LEARNING

Search This Topic

Type here to filter terms...

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Your Email

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Benefits of joining the Y4Y community include...

- Save your work in modules, including the notes in your Notebook
- Participate in the webinars and discussion forums
- Connect with colleagues and programs
- Have the option of receiving email newsletters keeping you informed about new developments to Y4Y, upcoming Webinars and other important afterschool news

You for Youth will collect no personal information about you unless you choose to provide that information to us. We do not give, share, sell or transfer any personal information to a third party.

Why PBL?

Research has shown that students who engage in project-based learning...

- Are more satisfied with the learning process
- Show increased critical thinking skills
- Are more likely to retain concepts in the long-term, and transfer concepts to new kinds of problems
- Are better prepared for work and life in the 21st Century

Driving Question

How can we utilize Y4Y to design and facilitate engaging projects?

Give Me Shelter



Example: [Project Based Learning in Maine](#)

Tools/ Learn More Library/ External Videos

Characteristics of Successful Projects

- Include student voice and choice
- Focus on high-interest topics and questions
- Emphasize active learning
- Build 21st Century Skills
 - Critical thinking, teamwork, organization
- Result in a final product or event
- Opportunities for reflection



PBL as a Learning Strategy



- Student-directed
- Community-related topics
- In-depth learning
- Intentional focus on answering a question or solving a problem

Active Investigation

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



Project Planner

You For Youth / Project Based Learning

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?

- Driving Question
- Learning objectives
- Project Activities
- Culminating Event
- Document Learning

Driving Questions



Craft a Driving Question

As a group, create a driving question related to the “Active Investigation” activity.

Your question must meet the following criteria:

- ✓ Open-ended
- ✓ Relevant to the real-world
- ✓ Challenges students to use higher-order thinking skills
- ✓ Connected to youths’ lives
- ✓ Potential for actionable solutions



Image credit: Colin Kinner

Investigating Issues in Your Community

Step 1: Using your driving question, select a few research methods

Step 2: Based on your research methods, decide how you will report your findings



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?

Building Academic Skills

- Find out what students are learning in school and understand the standards
- STEM, English Language Arts, Social Studies/Civics, Health, and more
- Be deliberate about building academics into your project
- Consider using a post-test, student survey, or other method to measure gains

Connecting to Learning Standards

Video Map Search



HOME • ABOUT THE STANDARDS • WHAT PARENTS SHOULD KNOW • STANDARDS IN YOUR STATE • READ THE STANDARDS • OTHER RESOURCES

Preparing America's students for success.



Learn why the Common Core is important for your child

WHAT PARENTS SHOULD KNOW

MYTHS VS. FACTS



Explore the Common Core

READ THE STANDARDS

RESOURCES

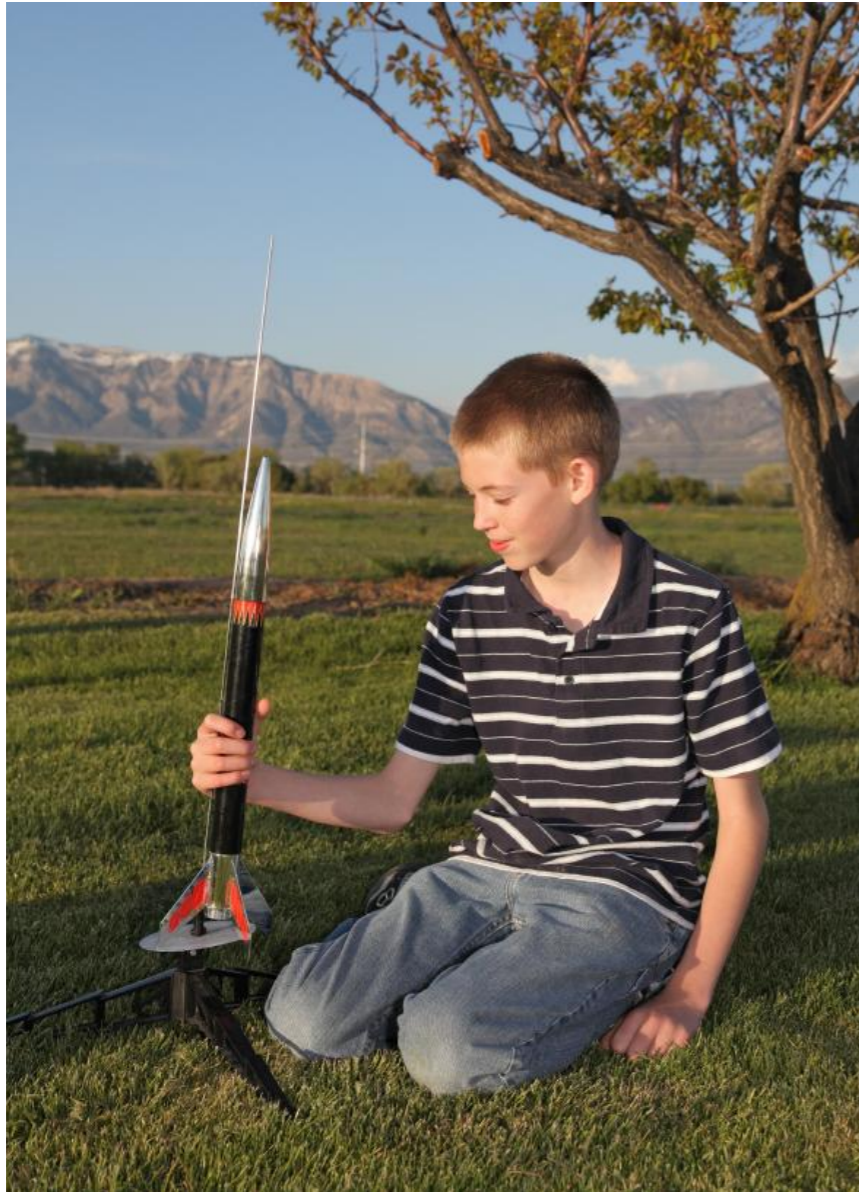


Understand how the Common Core was created

PROCESS

FREQUENTLY ASKED QUESTIONS

Launch Event



- Kick-off the project with an engaging event
- Grab students' attention and curiosity
- Examples:
 - Scavenger hunt
 - Mystery or surprise
 - Exciting guest speaker

Project Example

Forensics: Get a Clue

How are math and science put to work in the real world?



Grade: 6-8, Math, Science

Description: Middle school students become super sleuths as they learn and apply scientific investigation skills to solve a crime.

Your Turn: CSI

School Crime Scenario:

O'Leary Junior High School has a very strong tennis team. In fact, they have qualified for the national championship. When Coach Larson came back to school after a weekend, she went to get some tennis rackets for the team's practice and discovered that ten rackets were missing.

- Brainstorm the steps to solving the crime
- Write up a list of 3-5 investigative questions
- Do a gallery walk when you're done

Project Activities

- Hands-on, authentic, and solutions-oriented
- Meet parameters such as time, budget, staffing
- Examples:
 - Conducting interviews or surveys
 - Researching primary documents
 - Community mapping



Project Example

Flat Stanley

Are we really so different from others?

Grade: 3-5, Social Studies

Description: By sending a flat friend on vacation, children learn about life in other countries and get an opportunity to host flat travelers from around the world.

Flat Stanley



Facilitating Youth Input



- Leading vs. Facilitating
- Keeping discussion on track
- Creating a safe environment
- Creating guidelines and setting parameters

Practicing Facilitation

- Practice makes perfect – being a good facilitator takes time
- Get feedback from peers and your supervisor
- Remember – guide on the side, not sage on the stage

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Challenges and Ideas

The challenges and ideas below will help staff and students gain facilitation and participation skills for group discussions. To use as an activity, cut the challenges and ideas into cards and mix them up. Give each person one card and ask them to find the matching challenge or idea.

Challenge Participants do not contribute or are hesitant to contribute to the conversation.	Idea Don't put people on the spot or "force" participation. Suggest or provide opportunities for talking in pairs, threes, or small groups for periods of time.
Challenge One person dominates the conversation.	Idea Ask the rest of the group for ideas or comments. Acknowledge the person's contributions and invite others to respond.
Challenge A participant makes vague statements.	Idea Ask for clarification, examples, or illustrations of points. Encourage rephrasing and summarizing, asking "Is this an example of what you mean?" or similar questions.
Challenge Participants become tense or argumentative.	Idea Reframe the point the person is making to be sure they feel heard. If needed, acknowledge strong feelings, and revisit the group agreements about how to discuss through disagreement.
Challenge Everyone seems to have said all they have to say.	Idea Ask for group consensus. If none, summarize what has been said and encourage the group to narrow their choices.
Challenge The discussion goes off topic.	Idea Ask for summaries of what's been said so far and ask what more needs to be discussed.
Challenge Participants begin to goof around.	Idea Call for a stretch break; move on.
Challenge Some people are not participating.	Idea Break into small groups, pairs, etc. with clear discussion questions.

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Demonstrate Learning: Culminating Product or Event



- Project culminates in a final event or product
- Celebrate learning, achievement
- Public demonstration
 - Inventors' fair
 - Community meeting and presentation
 - Play with original script

Video

Culminating Event Examples



Watch this video. You'll see two very different projects, two very different culminating events and two very successful project-based learning experiences.

Document the Learning

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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?

- Align with overall project objectives
- Portfolios, project logs, self-assessments, etc.

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 of learning and different learning styles?

Reflection

- Encourage student to reflect on their learning and process
 - What were the challenges?
 - What did they accomplish?
 - Are there next steps?
- Consider group discussion, journals
- Document learning



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Questions?

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