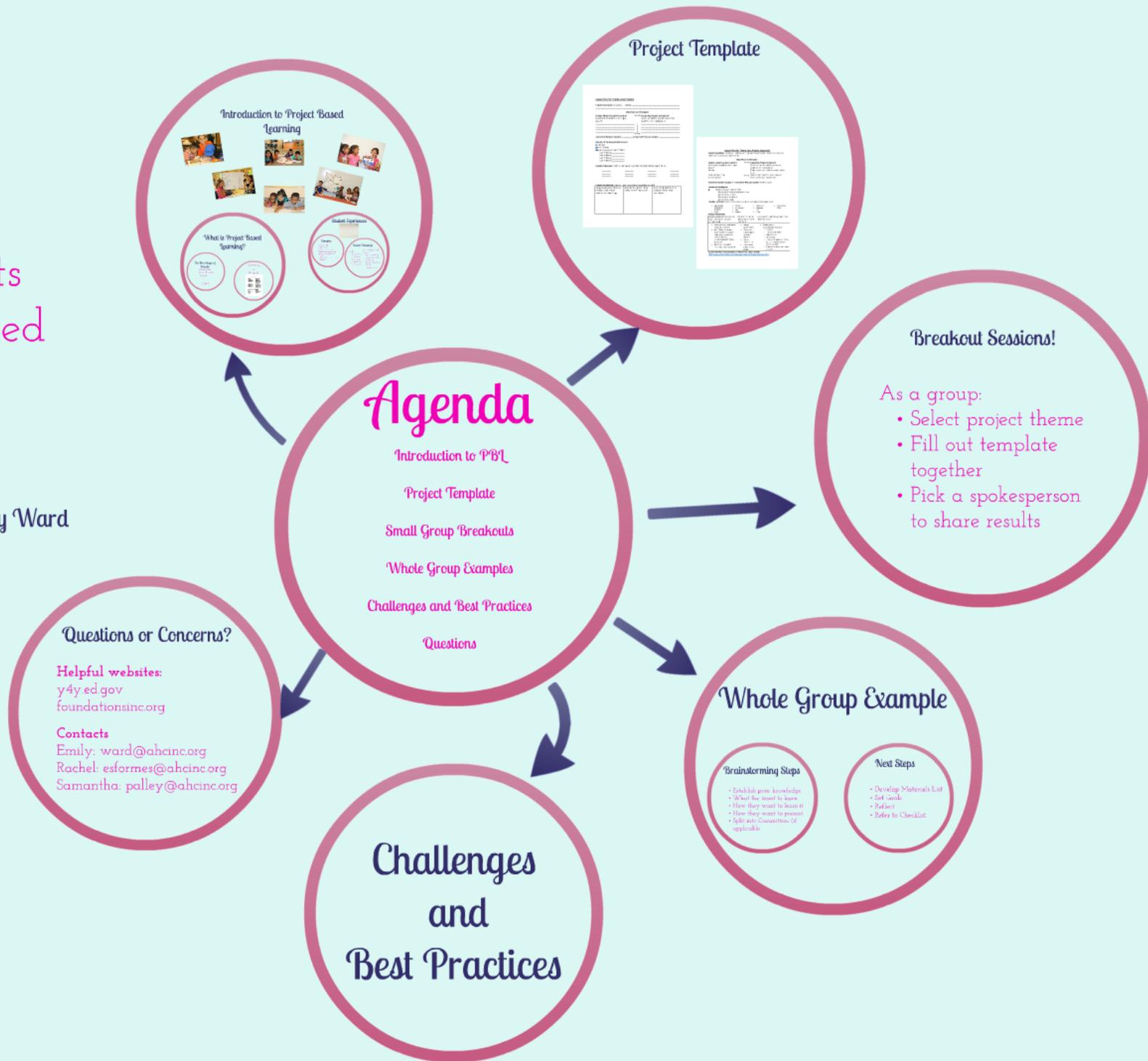


Developing Assets Through Student-led Project Based Learning

Rachel Esformes Samantha Palley Emily Ward
AHC, Inc



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Agenda

Introduction to PBL

Project Template

Small Group Breakouts

Whole Group Examples

Challenges and Best Practices

Questions

us?

Introduction to Project Based Learning



What is Project Based Learning?

The Three Stages of Projects:
Brainstorm
Learn/Create
Present

Video!

Activities vs. Projects

| Activity | Project |
|--|------------------------------------|
| • Short-term | • Long-term |
| • Teacher-centered | • Student-centered |
| • Focus on content | • Focus on process |
| • Limited student choice | • Student choice |
| • Limited student voice | • Student voice |
| • Limited student ownership | • Student ownership |
| • Limited student responsibility | • Student responsibility |
| • Limited student accountability | • Student accountability |
| • Limited student autonomy | • Student autonomy |
| • Limited student agency | • Student agency |
| • Limited student initiative | • Student initiative |
| • Limited student problem-solving | • Student problem-solving |
| • Limited student decision-making | • Student decision-making |
| • Limited student leadership | • Student leadership |
| • Limited student collaboration | • Student collaboration |
| • Limited student communication | • Student communication |
| • Limited student social skills | • Student social skills |
| • Limited student character traits | • Student character traits |
| • Limited student citizenship | • Student citizenship |
| • Limited student global awareness | • Student global awareness |
| • Limited student financial literacy | • Student financial literacy |
| • Limited student health literacy | • Student health literacy |
| • Limited student career readiness | • Student career readiness |
| • Limited student college/career readiness | • Student college/career readiness |

Student Experiences



Examples

- Colonial Fair
- Auto Play
- Hospital Foundation
- Greek gods based quiz
- Tang Dynasty Place
- Festival
- Public Health Campaign on Pollution

Student Takeaways

- | | |
|---------------|--------------------------|
| Skills | 4C Developmental Assets |
| • Leadership | • Empowerment |
| • Creativity | • Commitment to Learning |
| • Planning | • Positive Identity |
| • Cooperation | • Social Competencies |
| • Teamwork | |

What is Project Based Learning?

The Three Stages of
Projects:
Brainstorm
Learn/Create
Present

Video!

Activities
vs.
Projects



The Three Stages of Projects:

Brainstorm

Learn/Create

Present

Video!

Activities vs. Projects

Project Planning at AHC Inc

Activity vs Project

• **Activity**

Completed in one session
Teacher planned
Step-by-step instructions
Final products look the same/similar
Cover only one content area
Children are cutting, pasting, reading, writing, stirring, running, winning/losing, rapid recalling
Example, fruit kabob cooking project

• **Project**

Take several sessions to complete
Student directed (teacher are coaches)
Unpredictable end product
Cover multiple content areas
Challenging but fun
Children are researching, designing, building, communicating, team building, creating
Example, fun fruit feast where students gather recipes, decide what to cook, calculate nutrition facts, design menus, prepare food for families.

Checklist for Project Planning

Seems interesting
Open-ended with multiple solutions
Encourages hands-on learning experiences
Reaches a range of ages, learning styles, and levels
Involves many content areas
Within the scope of resources available
Develops new knowledge and/or skills

Checklist for Culminating Project

Demonstrates learning
Demonstrates achievement
Permits meaningful contributions from all levels
Offers opportunities for pride in work done
Do-able given time, space, and materials required
Within the scope of resources available
Within the scope of participants' abilities
Within the scope of teachers' knowledge and skills

Types of Products to Demonstrate/Document Learning

- Trips
- Workshop Series
- Newsletter
- Play
- Debate/skits
- Website, video, photo exhibition
- Art gallery
- Guidebook
- Gift to an organization
- Concert
- Guest presentation
- Community improvement
- Small business
- Food item
- Art object
- Meal, party, reception
- Report to community board/organization
- Research report and recommendations
- Written story/comic strips
- Journals
- Advertising campaign

Project Planning at AHC Inc

Activity vs Project

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Student Experiences



Examples

- Colonial Fair
- Aztec Play
- Hospital Fundraiser
- Greek gods board game
- Tang Dynasty Moon Festival
- Public Health Campaign on Pollution

Student Takeaways

Skills

- Leadership
- Creativity
- Planning
- Cooperation
- Teamwork

40 Developmental Assets

- Empowerment
- Commitment to Learning
- Positive Identity
- Social Competencies



Examples

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Student Takeaways

Skills

- Leadership
- Creativity
- Planning
- Cooperation
- Teamwork

40 Developmental Assets

- Empowerment
- Commitment to Learning
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- Social Competencies

Project Template

Lesson Plan for Theme Long Projects

Project Description (project will lead to): _____

Objectives and Strategies

Subject Matter/Academic Content (what specific academic learning will occur?) _____

Supporting Project Component (which part of the project enables the academic learning to occur?) _____

Amount of Sessions needed: _____ Amount of Time per session: _____

Number of Participants (check one)

Individual

Small Groups

Whole Group with Committees

Committee 1: _____

Committee 2: _____

Committee 3: _____

Committee 4: _____

Possible Materials (materials to have on hand for the students to choose from)

• _____ • _____ • _____ • _____

• _____ • _____ • _____ • _____

Project Introduction (how will you present the project to the kids?)

| Background conversation on the topic (information, pictures, brainstorming) | Steps for taking their ideas and turn them into reality | Examples of potential final products (if they need inspiration) |
|---|---|---|
| | | |

Lesson Plan for Theme Long Project: Space (air)

Project Description (project will lead to): Learning more about the solar system (planets, sun, moon, stars, astronauts, rocket ships)

Objectives and Strategies

Subject Matter/Academic Content (what specific academic learning will occur?) Science

Supporting Project Component (which part of the project enables the academic learning to occur?) Study planets, learn mechanisms of rocket ships

Reading and writing
Crafts and math

Research solar system, make brochure
Make planets, sun, rockets, etc.

Amount of Sessions needed: 4-5 Amount of Time per session: 45-60 minutes

Number of Participants

Whole Group with Committees

Committee 1: Astronauts/rocket ships

Committee 2: Planets

Committee 3: Sun/stars

Committee 4: Moon

Possible Materials (materials to have on hand for the students to choose from)

• paper mache • scissors • compass • construction paper
• newspapers • posterboard • aluminum foil
• old glue • glue • markers • string
• books • markers • string

Project Introduction

| Background conversation on the topic (information, pictures, brainstorming) | Steps for taking their ideas and turn them into reality | Examples of things they can do if they need inspiration |
|---|---|---|
| <ul style="list-style-type: none"> show pictures, read books about solar system Ask: "What is the solar system? What is space? How many planets are there? How are planets/moon/stars/sun different?" Watch online videos (brainpop.com is great!) | <ul style="list-style-type: none"> Assign committees Make plan and set goals for each session Make material list Use project checklist as a guide | <ul style="list-style-type: none"> Students can explore/research/make <ul style="list-style-type: none"> Planets The sun and moon Rocket ships Astronauts Life on the moon vs. life on earth (** see extension activity below) Brochure about traveling to a planet |

Accommodations and Extensions: Living on the Moon Activity
<http://www.sdmcvils.edu.nz/lessonplans/space/livingonthemoon.html>

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(what specific academic learning will occur?)

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(which part of the project enables the academic learning to occur)

Amount of Sessions needed: _____ **Amount of Time per session:** _____

Number of Participants (check one)

- Individual
 Small Groups
 Whole Group with Committees
 Committee 1: _____
 Committee 2: _____
 Committee 3: _____
 Committee 4: _____

Possible Materials (materials to have on hand for the students to choose from)

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

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|---|---|---|
| | | |

Lesson Plan

Project Description (project will lead to):
moon, stars, astronauts, rockets

Subject Matter/Academic Content
(what specific academic learning will occur?)

Science

Reading and writing
Crafts and math

Amount of Sessions needed: 4

Number of Participants

- Whole Group with Committees
 Committee 1: Astronomer
 Committee 2: Planets
 Committee 3: Sun/Moon
 Committee 4: Model

Possible Materials (materials to have on hand for the students to choose from)

- paper mache
- (newspapers and glue)
- books

Project Introduction

Background conversation on the topic (information, pictures, brainstorming)

- show pictures, read books about solar system

Lesson Plan for Theme Long Project: Space (air)

Project Description (project will lead to): Learning more about the solar system (planets, sun, moon, stars, astronauts, rocket ships)

Objectives and Strategies

Subject Matter/Academic Content

(what specific academic learning will occur?)

Science

Reading and writing

Crafts and math



Supporting Project Component

(which part of the project enables the academic learning to occur)

Study planets, learn mechanisms of rocket ships



Research solar system, make brochure

Make planets, sun, rockets, etc.

Amount of Sessions needed: 4-5 **Amount of Time per session:** 45-60 minutes

Number of Participants

- Whole Group with Committees
 - Committee 1: Astronauts/rocket ships
 - Committee 2: Planets
 - Committee 3: Sun/stars
 - Committee 4: Moon

Possible Materials (materials to have on hand for the students to choose from)

- paper mache (newspapers and glue)
- books
- pictures
- posterboard
- paint
- markers
- computers
- aluminum foil
- string
- construction paper

Project Introduction

| Background conversation on the topic (information, pictures, brainstorming) | Steps for taking their ideas and turn them into reality | Examples of things they can do if they need inspiration |
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| <ul style="list-style-type: none"> • show pictures, read books about solar system • Ask: "What is the solar system? What is space? How many planets are there? How are planets/moon/stars/sun different?" • Watch online videos (brainpopjr.com is great!) | <ul style="list-style-type: none"> • Assign committees • Make plan and set goals for each session • Make material list • Use project checklist as a guide | <ul style="list-style-type: none"> • Students can explore/research/make <ul style="list-style-type: none"> ○ Planets ○ The sun and moon ○ Rocket ships ○ Astronauts ○ Life on the moon vs. life on earth (** see extension activity below) ○ Brochure about traveling to a planet |

Accommodations and Extensions: Living on the Moon Activity

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from)

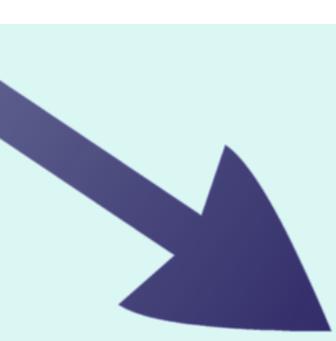
- _____
- _____
- _____

es of potential final
ts (if they need
tion)

Breakout Sessions!

As a group:

- Select project theme
- Fill out template together
- Pick a spokesperson to share results



Whole Group Example

Brainstorming Steps

- Establish prior knowledge
- What they want to learn
- How they want to learn it
- How they want to present
- Split into Committees (if applicable)

Next Steps

- Develop Materials List
- Set Goals
- Reflect
- Refer to Checklist

Brainstorming Steps

- Establish prior knowledge
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Next Steps

- Develop Materials List
- Set Goals
- Reflect
- Refer to Checklist

Challenges and Best Practices

Questions or Concerns?

Helpful websites:

y4y.ed.gov

foundationsinc.org

Contacts

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Rachel: esformes@ahcinc.org

Samantha: palley@ahcinc.org

