

Implementing Project-Based Learning with Y4Y



**Virginia's 21st CCLC
New Coordinators'
Professional Development Academy
Charlottesville, VA
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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



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Project-Based Learning

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

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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.

Introducing Project Based Learning (PBL)

Y4Y > Learn > Project-Based Learning > Introduction
> Overview

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Overview

Introducing Project-Based Learning

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During this introduction, you will:

- Learn key project-based learning terms and concepts
- Discover the benefits that project-based learning offers students and their communities
- Become familiar with the three stages of project-based learning: starting a project, performing the activities required to reach the project's goals, and demonstrating, reflecting, and celebrating

Glossary

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PBL as a Learning Strategy



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

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



Getting Started



- Focus on issues that affect students
- Start hyper-local for younger students and expand with age
- Identify community needs
- Encourage active investigation

Honoring Multiple Viewpoints

You For Youth / Civic Learning and Engagement



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
Discussions and Debates (Listening and Speaking Skills)		
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:		
Research and Investigation (Reading Skills)		
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:		
Responding to Issues (Writing Skills)		
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:		

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

- Choose one of the items and think of a specific example that demonstrates how it was incorporated into your program.
- Select another item from the list that your program could try to incorporate.
- Share with a partner.

Launch Event



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

Active Investigation

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



Project Planner



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: ____

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?



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

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 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?

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?



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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

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

Make Your Own Training



Documenting Project-Based Learning

Training Starter Template

Objectives: All participants in the training will be able to:

- Identify at least three examples of methods to document learning from projects, such as rubrics, checklists, or portfolios.
- Select a documentation method that fits project-learning objectives.
- Analyze examples of tools for documenting learning.

Total Amount of Time: _____

Number of Participants: _____

Preparation: _____

Materials: _____

Training Opening

- Engage Participants _____ minutes
(Begin with icebreaker/warm-up activity related to the topic.)

- Introduce the Topic _____ minutes
(Motivate participants, show them why the topic is important, and share objectives and agenda.)

Training Middle _____ minutes

(Explain the topic in detail, demonstrate the concept and discuss it, and practice and apply the topic.)

- Start by brainstorming a list of learning objectives for a specific project. What academic and 21st century skills will students gain?

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



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

Tools/ Civic Learning and Engagement/
Plan and Implement

You For Youth / Civic Learning and Engagement

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?

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Involving Community Partners



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 & 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								

Facilitating Youth Input

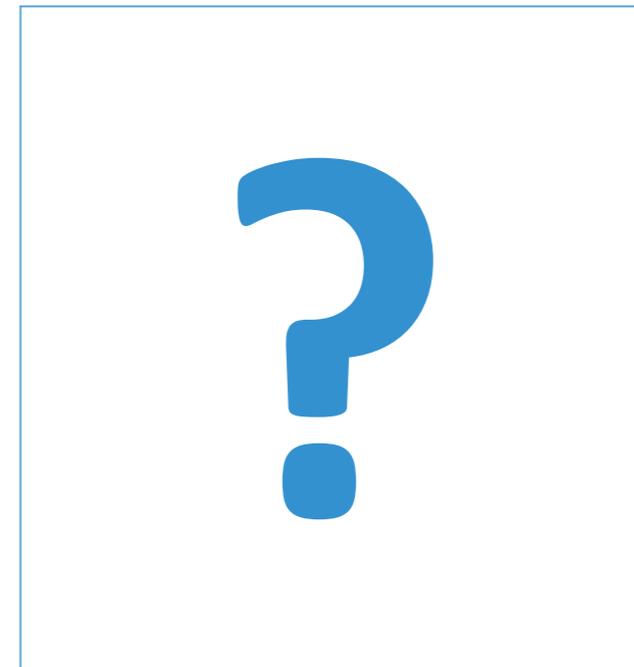


- Leading vs. Facilitating
- Keeping discussion on track
- Creating a safe environment
- Creating guidelines and setting parameters

Why Youth Input?

What do children and youth learn when:

- Their input is taken seriously
- They make decisions
- They contribute to planning
- They have real responsibilities for implementation



What do Youth Learn?

What do children and youth learn when:

- Their input is taken seriously
- They make decisions
- They contribute to planning
- They have real responsibilities for implementation

21st Century Skills in Action

- Critical thinking
- Leadership
- Self-direction
- Creativity
- Problem-solving
- Accountability
- Communication
- Teamwork

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

You For Youth / Project Based Learning

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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Teach/ PBL/ Trainings to Go/ Getting and Using Youth Input

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

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Planning Check

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Planning Check

Is the culminating event

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- Inclusive of all involved in the project?
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- Developed with youth input?
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- An opportunity for youth to experience pride in accomplishment?

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

Documentation of Learning

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- Portfolio content, tied to objectives.
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Planning Check

Is the documentation

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- 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



Sample Project Overviews



Neighborhood Zoo

2 weeks

Grades K-5

Instructions: Click on an example to see how project implementation steps can be mapped over time.



Senior Center Service Learning

10 weeks

Grades 9-12



Community Garden Design

6 weeks

Grades 4-8

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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

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Questions?

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