

**A FACILITATORS GUIDE  
TO  
PROJECT-BASED LEARNING**

**Integrating Knowing and Doing**

**ICA**

**June 2004**

1

Chapter 1: Foundational Context

2

Chapter 2: Preparation

3

Chapter 3: Launching the Project

4

Chapter 4: Doing the Project

5

Chapter 5: Closure and Celebration

6

Appendices

7

Notes

8

SECRET

1. The purpose of this document is to provide a comprehensive overview of the current state of the project and to identify the key areas that require attention. The project has made significant progress since the last meeting, and it is encouraging to see that the team is working hard to meet the deadline. However, there are still several challenges that need to be addressed, and it is important that we take a proactive approach to solving them. The first challenge is the lack of resources, particularly in the area of personnel. We need to recruit additional staff as soon as possible to ensure that we have enough people to handle the workload. The second challenge is the complexity of the task, which requires a high level of technical expertise. We need to ensure that we have the right people in place to handle these tasks. The third challenge is the tight timeline, which leaves us very little room for error. We need to prioritize our tasks and focus on the most important ones to ensure that we can complete the project on time. In addition to these challenges, there are also several opportunities that we should take advantage of. For example, we have a strong team of dedicated professionals who are committed to the success of the project. We also have a good working relationship with our key stakeholders, which will help us to navigate any potential obstacles. Finally, we have a clear vision of what we want to achieve, and this will help us to stay motivated and focused throughout the project. In conclusion, the project is in a good position, but we need to be proactive in addressing the challenges that we face. We need to recruit additional staff, ensure that we have the right people in place to handle the technical tasks, and prioritize our tasks to ensure that we can complete the project on time. If we do this, we can be confident that we will achieve our goals and deliver a high-quality product to our stakeholders.

2. The following table provides a summary of the project's progress to date. It shows the percentage of completion for each task and the estimated completion date. The overall progress is 75% complete, with an estimated completion date of 31st March 2024.

3. The following table provides a summary of the project's budget. It shows the total budget, the amount spent to date, and the remaining budget. The total budget is \$1,000,000, and the amount spent to date is \$250,000. The remaining budget is \$750,000.

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# A FACILITATOR'S GUIDE TO PROJECT-BASED LEARNING

## Table of Contents

|   |        |
|---|--------|
| INTRODUCTION .....  | i      |
| <b>CHAPTER 1: FOUNDATIONAL CONTEXT</b>                                  |        |
| <b>A. Project-Based Learning</b> .....                                  | 1.A-1: |
| Integrity Checklist: Project-Based Learning .....                       | 1.A-10 |
| <b>B. Facilitative Leadership</b> .....                                 | 1.B-1  |
| Integrity Checklist: Facilitative Leadership .....                      | 1.B-3  |
| <b>C. Deepening Learning through Discussion</b> .....                   | 1.C-1  |
| Sample Discussion Questions .....                                       | 1.C-6  |
| Checklist for ORID Self-Assessment .....                                | 1.C-12 |
| Integrity Checklist: Regular Reflection .....                           | 1.C-14 |
| Sample "Universal" Reflection Questions .....                           | 1.C-15 |
| <b>CHAPTER 2: PREPARATION</b> .....                                     | 2-1    |
| Systems Issues Questionnaire .....                                      | 2-3    |
| Guideline Questionnaire (A) .....                                       | 2-8    |
| Guideline Questionnaire (B) .....                                       | 2-9    |
| Preparation Checklist .....   | 2-10   |
| <b>CHAPTER 3: LAUNCHING THE PROJECT</b> .....                           | 3-1    |
| Orientation .....   | 3-4    |
| Integrity Checklist: Orienting Young People to PBL.....                 | 3-14   |
| Sample Reflection Questions (Project Selected By Adults).....           | 3-17   |
| Action Planning for PBL .....   | 3-19   |
| Organizing Into Subgroups .....   | 3-29   |
| Learning through the Project.....                                       | 3-30   |
| Developing Products and Systems to Measure Learning .....               | 3-34   |
| Handout- Tips for Creating Grading Scales (Rubrics) .....               | 3-41   |
| <b>CHAPTER 4: DOING THE PROJECT</b> .....                               | 4-1    |
| Sample Discussions: Turning Challenges Into Teachable Moments .....     | 4-2    |
| Sample Discussions: SCANS Skills and Competencies .....                 | 4-7    |
| Sample Discussion: Connecting Learning, Assessments and Standards ..... | 4-11   |
| Implementing the Workplan .....   | 4-13   |
| Evaluating for Quality.....   | 4-19   |
| <b>CHAPTER 5: CLOSURE AND CELEBRATION</b> .....                         | 5-1    |
| Continuation Options .....  | 5-3    |
| Final Celebration.....  | 5-4    |
| <b>APPENDIX</b>   |        |
| SCANS Skills and Competencies   |        |
| Bloom's Taxonomy  |        |
| Examples of ORID Applications   |        |
| Scoring Guides (Rubrics)  |        |
| Examples of Learning-Rich Projects                                      |        |
| Examples of Group Ice Breakers  |        |

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## INTRODUCTION

### Background

The first edition of this guide was created in 2001 for a program called *Summer Transitions* which was funded by the Wallace-Reader's Digest Funds (WRDF), and managed by the Center for Youth and Communities (CYC) at the Heller Graduate School of Brandeis University.

*Summer Transitions* was a national initiative designed in part, to increase the quality and accountability of year-round work and learning programs and delivery strategies for adolescents at risk of falling behind in school. The initiative was intended to develop a coordinated and coherent approach that will result in greater opportunities for young people to learn and apply academic (particularly math and science) and workplace skills, explore postsecondary education options, and make important connections with competent, caring adults.

The guide was a co-creation of staff and associates of the Brandeis Center and the Institute of Cultural Affairs (ICA). It was then further edited by staff of the ICA in 2004 to create this current version.

### Why This Guide?

During the early stages of *Summer Transitions*, in working with six pilot schools nationally, adults and students identified similar issues. How might the process be structured so young people assume the lead role in selecting and planning the project, while allowing teachers to plan for intentional learning around specific academic content? How does one maintain the integrity of a student-led project during the course of implementation, but at the same time address learning needs?

This Guide is intended to respond to those important questions through examining the key components of Project-Based Learning and offering recommended **facilitation processes** for each component. It provides suggested strategies for the "twists and turns" inherent in identifying, planning and implementing a learning-rich project, and also furnishes user-friendly tools and materials that outline and support these processes.

### Who Should Use This Guide?

The Guide is intended for individuals who will be facilitating any aspect of a learning-rich project – teachers, youthworkers, outside subject experts **and, importantly, students**. Bona fide student-led projects will ask young people to assume leadership roles with peers and adults. The processes outlined in this Guide represent a set of skills that will empower young people to take on leadership responsibilities and become a full partner in their learning and growth.

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## Organization of the Guide

Chapter 1 provides a foundational context for users of the Facilitator's Guide. Its three sections (*Project-Based Learning*, *Facilitative Leadership*, and *Deepening Learning through Discussions*) begin with a brief informational description of the topic, followed by an "Integrity Checklist" – a useful pull-out that can be used to assess the degree to which projects incorporate basic quality elements of effective Project-Based Learning. Other tools, such as sample questions that might be used to facilitate learning, planning forms, etc., are also included as appropriate.

Chapter 2 takes the reader through questions and issues that should be addressed in *Preparation* for implementing a learning-rich project – the kinds of things that, if ignored, can easily undermine the project before it even gets off the ground.

Chapter 3 is devoted to *Launching the Project*, including suggested activities and processes for orienting students to Project-Based Learning, establishing learning objectives, identifying/finalizing the project, and action planning.

In Chapter 4, processes and activities are presented for *Doing the Project*, drawing out the learning that is occurring, and handling the "snags" that will invariably arise during project work.

Chapter 5 speaks to *Closure and Celebration*. In addition to outlining facilitation techniques that will involve young people in planning an end-of-project event, a sample agenda is included.

Each of these chapters begins with a short "Guidelines for Participation" section that ties the chapter back to the *Foundational Context* presented in Chapter 1. Again, checklists and other tools are included that facilitators can use during the course of the project.

# **A Facilitator's Guide to Project-Based Learning: Integrating Knowing and Doing**

## **Chapter 1: Foundational Context**

- **Project-Based Learning**
- **Facilitative Leadership**
- **Deepening Learning Through Discussion**



June 2004

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## CHAPTER 1: FOUNDATIONAL CONTEXT

### A. PROJECT-BASED LEARNING

*“Knowledge conquered by labor becomes a possession – a property entirely our own. A greater vividness and permanency of impression is secured, and facts thus acquired become registered in the mind in a way that mere imparted information can never produce.”*

THOMAS CARLYLE

#### **What Is Project-Based Learning?**

Project-Based Learning (PBL) is an instructional strategy that uses the process of moving a finite project from its conception to completion as the vehicle through which young people use, learn and demonstrate academic content, workplace skills (often referred to as SCANS Skills and Competencies - see Appendix), and other valuable skills and concepts. When effectively planned and facilitated, the experiential nature of PBL and the authenticity of project tasks places young people at the center of the learning process as active contributors and valuable community resources.

PBL engages learners through offering them regular opportunities to develop and apply content area skills within the context of addressing complex and meaningful real world problems (projects). Projects involve problem-solving, investigation, teamwork, and other valuable processes in which learners (or teams of learners) work autonomously to construct their own knowledge within and across disciplines – building critical thinking skills in the process. Projects are inherently rich in learning opportunities; as learners carry out the work associated with planning and completing a real and complex project, they are called upon to regularly use an array of knowledge and skills<sup>1</sup> that are naturally embedded in the project’s tasks.

Students learn about and deal with whole projects and those projects’ interdisciplinary concepts in addition to dealing with individual project components. Cooperative learning – one basis for teamwork required in high performance workplaces – is emphasized. Students are asked to synthesize and apply new information to create tangible products, and to evaluate the products and the processes they use.

Reflection is crucial to high-quality Project Based Learning. Indeed, learning is cemented through reflection – a thoughtful, serious “looking back” of one’s experience to connect content to project tasks, and to move the “doing” to the cognitive mode.

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<sup>1</sup> Such as basic skills (3Rs), academic content and subjects specific to the project, transferable skills and competencies (i.e., SCANS), technical, vocational, and occupational skills specific to the project, employability and life skills, and citizenship and leadership skills.

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## Key Elements of Project-Based Learning

In our work with teachers and other youthwork professionals who have taken on the challenge of facilitating learning-rich projects, we have discovered that PBL often means different things to different people. For example:

- In education terms, PBL may often take the form of an “in class” project that has strong connections to learning standards, but does not necessarily address a real-life issue.
- In the Service Learning community, the project is rich in community connections and academic content, but may not include an intentional focus on critical workplace skills.
- PBL from an employment and training perspective typically ties project work to the development of workplace skills, while academic content often receives less attention.
- The Youth Development field focuses on the importance of offering young people opportunities to contribute to the community and to gain a feeling of independence and control over issues that affect them; intentional academic and workplace skills connections may be secondary to other developmental elements.

Naturally, these “takes” on PBL can contribute to confusion and false starts with regard to how PBL is planned and implemented – including the project focus, learner involvement and control, authenticity and meaningfulness.

We believe that each “institution” (i.e., education, employment and training, service learning, youth development) contributes a valuable perspective and important focus to Project-Based Learning – and would present a powerful strategy, indeed, if the strengths of each were combined. Thus, we propose that an effective Project-Based Learning strategy would incorporate the following key elements:

- ↳ Learners identify and select the project;
- ↳ The project addresses a real-life issue of importance to the learners;
- ↳ The project addresses a community<sup>2</sup> issue or need;
- ↳ Learners assume responsibility for planning, implementing, completing and evaluating all aspects of the project;

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<sup>2</sup> For example the school community, neighborhood or municipality, or a broader geographical area, etc.

- 
- ↺ Academic content, workplace, and other skills and concepts are intentionally aligned with project tasks;
  - ↺ The project provides multiple opportunities to learn and apply academic content workplace skills and other important concepts in the context of doing the work;
  - ↺ The project results in a tangible product that has value beyond the walls of the classroom or youth program;
  - ↺ Learners are actively involved in determining quality standards for the products they will deliver and for the content and processes they will learn;
  - ↺ Learners – with the involvement of adult facilitators – regularly assess their progress against a set of (learner-generated) standards and quality criteria;
  - ↺ Time is consistently set aside for young people to reflect on their learning; and
  - ↺ The adult(s) overseeing a PBL experience assumes the role of facilitator/coach. Rather than “imparting knowledge”, the adult guides students through the process of constructing their own knowledge.

### **Why Project-Based Learning?**

PBL, as presented in this Guide, draws on research from a number of fields. Three are briefly discussed below.

#### *Learning Theory*

Project-Based Learning is firmly rooted in an experiential learning model, whereby the learner is involved in an activity, critically analyzes it, determines what was useful or important to remember, and uses this information to perform another activity. Research in the area of experiential learning has strengthened this approach by adding several key processing steps beyond simply doing the activity or experience. These steps include:

- Having learners experience the activity – perform or do it;
- Having learners share the experience by describing what happened;
- Asking learners to process the experience to describe common themes;
- Having learners generalize from the experience to form principles or guidelines that can be transferred to an array of other real-life situations (e.g., life skills); and
- Asking learners to apply what was learned to another situation.

Providing an experience alone does not create “experiential learning.” The activity comes first. The learning follows from the thoughts and ideas created

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as a result of the experience – through the reflection attached to each experience. The combination of experience plus reflection represents an effective “learn by doing” or experiential process. Addressing each step in the process assures a purposeful plan to obtain a specific goal<sup>3</sup>.

Research tells us that as students increase their degree of engagement and involvement in learning activities, learning and retention are enhanced. The role experiential processes can play in learning is perhaps best illustrated by Figure 1.1 on the following page.

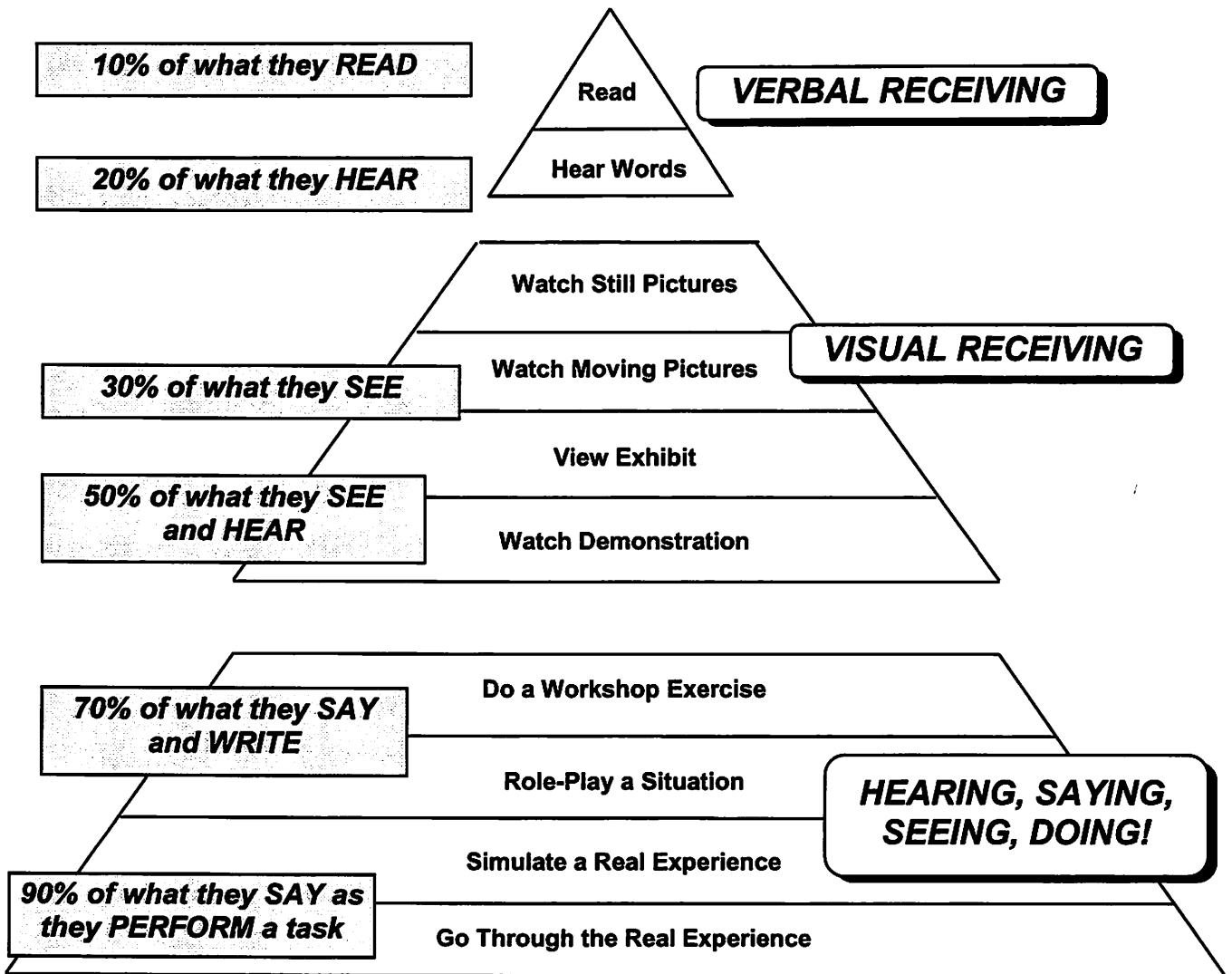
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<sup>3</sup> *The Experiential Learning Model*, Iowa State University, University Extension, <http://www.exnet.iastate.edu/Pages/y4h/e-set/nnst/learnmod.html>

Figure 1.1

# CONE OF EXPERIENCE

*Learners will remember:*



Adapted from materials produced by Dr. Katherine Tift for the National Drug Abuse Training Center. For further information on Dole's "Cone of Experience", see Raymond T. Wimon, Educational Media, Charles Merrill Co., Columbus, OH

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## Youth Development

What we know about youth development supports project-based learning as an instructional strategy. Youth development recognizes that programs and services aimed at improving outcomes for youth must be rooted in:

- An understanding of the basic human and developmental needs of youth and the broad range of competencies youth must develop during adolescence in order to make transitions to successful adult functioning; and
- Recognition that youth are central actors in their own development.

Youth development encourages a view of young people that focuses on their capacities, strengths, and developmental needs, rather than on their weaknesses and problems.

The basic needs that are critical to young peoples' survival and healthy development include:

- A sense of safety and structure;
- Belonging and membership;
- Self-worth and an ability to contribute;
- Independence and control over one's life;
- Closeness and several good relationships; and
- Competency and mastery.

The Youth Development perspective focuses on giving young people the chance to build skills, exercise leadership, form relationships with caring adults, and help their communities. Valuable opportunities to provide many of these needs – resulting in the support of the essential attitudes, behaviors and skills – are inherent within the construct of a learning-rich project.

## Adolescent Development and Learning

Research shows that certain learning characteristics are common to children at different levels of development. Although young people differ in the rate at which they develop, the order of the stages does not vary. Learners in the middle adolescent years (ages 15 - 18) typically demonstrate a number of common learning characteristics, each with implications relative to instructional approaches and strategies. These are summarized in Figure 1.2.

**Figure 1.2**

| <b>Learning Characteristics<br/>Ages 15 to 18, Middle Adolescence<sup>4</sup></b>   |   |
|---|---|
| <b>Characteristics of Age Group</b>   | <b>Implications and Applications</b>  |
| Have high social needs and desires.   | Put more emphasis on personal development (mental and social) wherever possible.  |
| Want and need a strong voice in planning own programs.  | Provide suggestions and several alternatives rather than detailed instructions.   |
| Need freedom from parental control to make decisions.   | Make youth aware that in these situations they are making decisions for themselves or a group like themselves.  |
| Want adult leadership roles.  | Emphasize guidance and counseling from adult leaders rather than directions. Recommend liberal use of discussion method.  |
| Quite interested in coeducational activities.   | Plan coeducational and group-oriented projects or activities.   |
| Strong desire for status in peer group.   | Make sure youth are encouraged by peers. Help establish a climate that is conducive to encouragement.   |
| Are restricting areas of interest; patterns of interest are becoming more definite.   | Projects can have considerably more depth. May need to suggest related areas to give youth a broader outlook.   |
| Reach high levels of abstract thinking and problem solving. Can choose purposes, make plans, carry them out, and evaluate the results.  | Put youth into real life problem-solving situations. Allow them to fully discover ideas, make decisions, and evaluate the outcomes.   |
| Have widespread feelings of inferiority and inadequacy.   | Counter the feelings of inferiority and inadequacy by encouraging youth and helping them to see their positive worth.   |
| Are beginning to know self as individual. Personal philosophy begins to emerge.   | Allow time for youth to explore and express their own philosophies. Use activities that have them search for experiences that will allow them to identify their philosophies. |
| Are developing community consciousness.   | Recommend civic projects that are a service to others.  |
| Are developing a growing concern for the well being and progress of other individuals and groups.                                       | Encourage interest in and discussion of community and world problems in which they express concern.   |
| Need life planning guidance.  | Include activities and information regarding life planning.   |
| Are beginning to think of leaving home for college, employment, marriage, etc.  | Put emphasis on consumer and financial management.  |
| Many will leave the community for employment, and many who go to college will not return to their present communities after graduation. | Need to introduce youth to other settings.  |

<sup>4</sup> Adapted from "Youth Learning Characteristics," prepared by Sharon Query, State Youth Development Specialist, and Melva L. Berkland, Extension Communication Specialist, Iowa State University Extension

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There are strong relationships between the items in the “Implications and Applications” column in Figure 1.2 and Project-Based Learning concepts. Thus, developmental applications such as “Putting youth into real life problem-solving situations” and “Make youth aware that...they are making decisions for themselves...” are easily translated to the PBL elements: “Learners identify and select the project” and “Learners assume responsibility for planning, implementing, completing and evaluating all aspects of the project.” Similarly, there is a clear relationship between the “civic projects that are a service to others” application and the “community issue or need” included as a PBL focus.

### **Reflection as a Critical Process in PBL**

Ongoing reflection is a critical activity in an effective PBL strategy. For strong learning and retention to occur as the project progresses, young people need to reflect on what they are learning. As learners perform project tasks, they must regularly think about and verbalize what they are learning through the “doing”. Reflection (meaning *pondering* or *actively considering*) is a formal process of thinking seriously about and contemplating some subject, issue, process, and/or problem inherent in the project. Its role is to translate things that may be done unconsciously into consciousness and verbalization.

Use of a skill or academic concept does not necessarily mean that the learner is *aware* of actually using it. When focused on a complex task or activity, people tend to pay more attention to the work being done (the “doing”) than to the skills being used or to the learning that is taking place. Most tasks and activities require an integrated array of knowledge and skills to implement and complete. Learners may use and demonstrate a set of skills and apply content knowledge while so focused, yet never realize that they were doing so. They need to regularly address the questions, “*What skills are we using to do this?*” and “*What am I learning here?*”

Reflection contributes to mastery of skills and content. For example, just using a skill or doesn't mean that it has been mastered. Indeed, skills are complex – a *collection of behaviors and actions*. Learners need to spend time picking apart each skill, and identifying those behaviors and actions that comprise a well-executed skill. They also need to consider the issue of quality by asking, “*What behaviors and actions contribute to effective use of this skill, and which hinder solid performance?*” Similarly, reflection encourages learners to develop a deeper understanding of the academic content used in performing the work of the project – to recognize the meaningfulness of content in relationship to project tasks.

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Learners also need to be able to transfer the skills and knowledge they develop. Because an individual can use academic content or a skill in one situation or context does not mean that s/he knows where else the knowledge or skill can be applied.

Making meaning of experience is an essential part of the learning process. Young people also need to spend time considering a variety of situations in which skills and knowledge might also be used: in their lives, in other academic subjects, and in various jobs. Effective reflection processes will cement the transferability and durability of academic content and skills.



## INTEGRITY CHECKLIST: PROJECT-BASED LEARNING

In Project-Based Learning, learners identify, select, plan, implement and evaluate all aspects of an authentic, real-life, community-focused project. They are regularly called upon to use and apply academic content, workplace skills and other valuable skills and concepts to complete project tasks and develop high quality products. Learning is cemented through regular reflection, encouraging transferability and durability of academic content and other important skills.

### Key:

**1 = Definitely!**

**2 = Working On It**

**3 = Yet To Be Included**

| Activity  | Assessment   |
|---|--|
| Learners have identified and selected the project.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| The project addresses a real-life issue of importance to the learners.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| The project addresses a community issue or need.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| Learners assume responsibility for planning, implementing, completing and evaluating all aspects of the project.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| Academic content, workplace, and other skills and concepts are intentionally aligned with project tasks.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| The project provides multiple opportunities to learn and apply academic content workplace skills and other important concepts in the context of doing the work. | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |

| Activity  | Assessment   |
|---|--|
| The project results in a tangible product that has value beyond the walls of the classroom or youth program.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| Learners are actively involved in determining quality standards for the products they will deliver and for the content and processes they will learn.   | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| Learners – with the involvement of adult facilitators – regularly assess their progress against a set of (learner-generated) standards and quality criteria.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| Time is consistently set aside for young people to reflect on their learning.   | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| The adult(s) overseeing a PBL experience assumes the role of facilitator/coach. Rather than “imparting knowledge”, the adult guides students through the process of constructing their own knowledge. | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| Learners regularly figure out for themselves what to do if they are to achieve project outcome(s) within given parameters.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| Reflection is used as a primary instructional vehicle.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| Learners regularly review what they've done and tried to do, and to identify what worked and what didn't.   | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |

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## CHAPTER 1: FOUNDATIONAL CONTEXT

### B. FACILITATIVE LEADERSHIP

*"The secret of Education lies in respecting the pupil. It is not for you to choose what he shall know, what he shall do... and he only holds the key to his own secret. By your tampering and thwarting and too much governing he may be hindered from his end and kept out of his own. Respect the child."*

RALPH WALDO EMERSON

The effectiveness of PBL relies heavily upon the ability of the teacher to transition from the hierarchical leader role typically found in traditional classrooms to the role of facilitative leader. This crucial change requires a re-thinking of how we view ourselves as adults, how we view the capacities of young people and where control over the project truly falls.

#### Young People as Resources

First, it is important to determine how we view the role and capabilities of young people.



The viewpoint of "youth as objects" assumes that adults know what is best for young people and need to **control** the situations in which young people are involved. In the classroom, this belief is enacted when students are thought to be "empty vessels" and the teacher's role is to fill their heads with information. Educators are often pushed into treating youth as objects with the pressures of standardized testing, expectations that teachers have to be the experts in everything, etc.



The viewpoint of "youth as recipients" assumes that adults **allow** young people to take part in decision making only because adults think the experience will be good for them. The adults are still in "control mode." In the classroom, this belief is enacted when students are given the project to complete without the opportunity for input or told how to do something because they shouldn't have to make mistakes while learning to do it themselves. Again, the pressures of standardized testing often demand this type of relationship between teacher and students.



Valuing young people as resources assumes that adults respect young people as having something significant to contribute to the learning process and youth are encouraged become involved. The adult relegates considerable, if not all, control to the young people. In the classroom, this belief is enacted when young people are seen as capable, competent and involved in every stage of their own learning. Valuing youth as resources requires the educator to facilitate learning versus dictate. Youth who are valued as resources have greater ownership over their learning, and hence achieve significantly greater capacity for mastering Bloom's Major Categories in the Cognitive Domain of the Taxonomy of Educational Objectives: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation (Bloom, 1956). [See Appendix]

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## Teacher as Facilitator

Second, Project Based Learning requires teachers to transition **from the role of hierarchical leader** (viewing young people as objects or recipients) **to a facilitative leadership role** that recognizes youth to be valuable resources.

|                  | <i>Hierarchical Leader</i> | <i>Leader as Facilitator</i>                              |
|------------------|----------------------------|---|
| <b>ASSUMES</b>   | Authority                  | Many diverse perspectives                                 |
| <b>KNOWS</b>     | <u>What</u> to do          | <u>How</u> to do it (understands participatory methods)   |
| <b>SEEKS</b>     | The <u>right</u> decisions | A decision that students also own and will be implemented |
| <b>RELIES ON</b> | Individual ability         | Group ability   |

**INTEGRITY CHECKLIST**  
**FACILITATIVE LEADERSHIP, ADULT PARTICIPATION, AND COACHING**  
**BEHAVIORS**

Throughout the entire Project-Based Learning experience, the adult facilitator should consider the role s/he is playing, the level of control s/he is exerting, and the extent to which s/he is operating as a coach/facilitator versus as a teacher. The goal is to operate to the largest extent possible in the “Youth as Resources” mode.

**WHERE DO YOU STAND?**  
**CIRCLE YOUR STATUS IN EACH CATEGORY.**

| YOUTH AS OBJECTS  | YOUTH AS RECIPIENTS  | YOUTH AS RESOURCES   |
|---|--|--|
| You choose the project to meet dictated requirements, and then tell young people what they'll need to do. | You decide on a project theme that fulfills requirements and will be good for young people, then allow young people to handle some of the details of the work ahead. | You state required parameters, then encourage young people to “pick up the ball” and develop a project they'd like to do.                              |
| You assume control with no intention of youth involvement.  | You assume control but allow youth involvement.  | There is a partnership between you and the young people with shared decision making.   |
| You make decisions about what ought to be done.   | You allow young people to make occasional decisions that must be approved by you.  | Young people make decisions about what ought to be done.   |
| You regularly and heavily structure young peoples' days and tasks.  | There are occasions when young people can plan and make choices within your structure.   | Young people plan and structure most aspects of their days, and define their tasks.  |
| You instruct/teach young people how do something, and then have them do it your way.                      | You assume that young people need your advice re: how to do things.  | Young people define how they will do things and experiment with various ways to do them.   |
| When young people are struggling with a problem, you step in and tell them how to handle it.              | You try to protect young people from making mistakes.  | When young people struggle with a problem, you generally let them work it out among themselves, or if necessary assist with ORID discussion questions. |

| <b>YOUTH AS OBJECTS</b>  | <b>YOUTH AS RECIPIENTS</b>  | <b>YOUTH AS RESOURCES</b>  |
|--|---|--|
| When young people ask a question, you answer it.   | When young people ask a question, you direct them to where they might find the answer.  | When young people ask a question, you usually turn it back to them with another question.  |
| When you ask a question, you are looking for the "right answer".                                       | When you ask a question, you are hoping for the "right answer", but may give young people "some leeway".                          | When you ask a question, you do so to stimulate thought among the young people. You also encourage young people to generate additional questions for themselves. |
| You assign young people to tasks and teams.  | You provide the ground rules and models for team membership, and then allow youth to assign themselves within those rules/models. | The young people develop processes through which they will assign themselves to tasks and teams.   |
| You set agendas for and lead all meetings and planning sessions.                                       | You allow some youth input into agenda, and allow segments of meetings that youth lead.   | The young people set agendas for and facilitate many meetings and planning sessions. They tell you your role in their meetings.                                  |
| You generally operate with young people as if they were incapable.                                     | You feel that young people are not capable, but begrudgingly give them adult opportunities because Brandeis told you to.          | You generally operate with young people as if they were capable.   |
| You know a young person's needs and how to address them.   | When young people identify needs, you know how to address them.   | You encourage young people to identify their needs and to seek ways to meet those needs.   |
| You operate as a teacher and job supervisor. You are "the boss".                                       | You operate as "driving facilitator" helping young people do what they should do.   | You operate as a resource, coach, and facilitator whose role is guided by the young people.  |
| You occasionally facilitate highly structured ORID/ reflection processes because Brandeis told you to. | You regularly facilitate ORID/reflection processes because it "seems good for the kids".  | Young people value and lead their own ORID/reflection processes.   |

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## CHAPTER 1: FOUNDATIONAL CONTEXT

### C. DEEPENING LEARNING THROUGH DISCUSSIONS (ORID)

*“Who learns by finding out, has seven fold the skill of him who learned by being told.”*

ARTHUR GUTTERMAN



#### **Importance of Using Discussions in Project-Based Learning**

*There are basic values in Project-Based Learning that are consistent with the values that make the Discussion Method an excellent tool to use.*

*Adapted from ICA – Technology of Participation – Focusing Collective Power for Change*

#### **Encourages Inclusive Participation:**

Project-Based Learning invites and sustains the participation of all youth involved. The discussion method recognizes the importance of each member of the group and understands each member holds an important piece of the puzzle and each person's insights help to create the whole picture.

#### **Builds Teamwork and Collaboration.**

Project-Based Learning uses teamwork and collaboration as a basic approach for youth learning. The Discussion method assumes teamwork and collaboration are necessary to get a task done in the most effective, efficient and economical way. The discussions create a sense of community among members of the group.

#### **Releases Individual and Group Creativity**

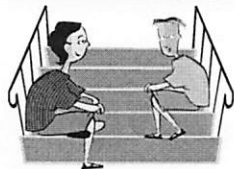
Project-Based Learning works to release the individual and group creativity of young people. The Discussion Method brings out the best of each person's rational and intuitive capacities. By encouraging a dialogue between head and heart, people experience the magic of group creativity breaking loose.

#### **Encourages Action and Ownership**

Project-Based Learning puts action and ownership in the hands of young people. The Discussion Method positions young people to take action on decisions owned and supported by the group. Group ownership of decisions moves the group toward action.

#### **Includes Reflection and Learning**

Project-Based Learning occurs through deep reflection at all stages. The discussion method confirms individual and group decisions and allows for full appreciation of the value and importance of group decision-making and collective action.



## What is the Discussion Method (ORID)?

*The Discussion Method or ORID is a structured journey of questions that aids a group to move to resolve. This can be a 5-8 minute process, or take an hour or more. The journey results in getting information from all participants and bringing all ideas together. Each stage provides a new opportunity for young people to add to the wealth of information and think through the importance of an event, a decision, learning, a product, or the entire project.*

Adapted from ICA – Technology of Participation – Focusing Collective Power for Change

- *Have you ever tried to process an exercise or new learning and yet, you get no response?*
- *Have you ever asked a question and got "I don't know" as a response or a shrug of the shoulders?*
- *Have you ever tried to discuss an issue, but then, conflict erupts and takes over the entire discussion?*
- *Have you ever felt like getting young people to talk about what they think or what they have learned is harder than pulling teeth?*

If any of these situations are familiar to you, this technique will be helpful. The Discussion Method (ORID) is based on some of the most current brain research. Using the model provides you with the opportunity to allow learners to think through their process in the same flow that the brain processes information and experiences.

### Determine the Focus and Intent

The Discussion Method begins with Objectives, or the Aims of the conversation: *What is it that is being accomplished through this conversation?* There are typically two objectives for a discussion:

- The **Rational Objective**, or the intent or practical goal of the conversation  
For example during the course of the project you might want to:  
*Analyze what might be wrong and to determine approaches to solving the problem*
- The **Experiential Objective**, or the impact and the overall experience of the conversation for the group).  
When analyzing what went wrong and determining new approaches to solving the problem you might want to:  
*Give the team courage and determination to try again.*

---

## Open the Conversation

The opening of any conversation needs to:

- Invite young people to participate;
- Relate the conversation to what the young people hope to accomplish; and
- Give the reason for the conversation.

## Ask Discussion Questions

The key to ORID is creating and asking questions that will open up the opportunity for all young people to have input based on their experiences; to analyze based on their perceptions and to determine the outcomes based on the conversation and their commitment to next steps. There are four levels to the questions:

**O** – The **Objective Level** is the first level. It asks about facts, data or impressions. This is the level of basic perception, and draws on data we get through our senses, i.e., what did we see, hear, smell? This is the “What” of a situation. Questions on the Objective Level include: *What were the activities we did? What are the words or pictures you remember?*

**R** – The **Reflective Level** asks questions about associations or feelings – the “Gut” of a situation. Examples of Reflective Level questions are: *What does this remind you of? Where else have you done something like this? What excited you, made you bored? What inspired or depressed you?*

**I** – The **Interpretive Level** is the thinking level – the “So What”? Interpretive Level questions draw the meaning out of a situation. This is where generalizations and analysis is generated. Questions include: *What is the meaning of this? What have you learned? What are your insights?*

**D** – The **Decisional Level** asks questions that bring out the decisions, next steps or the application of learning. It is the “Now What?” questions such as: *What are three things you will do now? What changes do you want to make?*

The following two charts provide a snapshot of the four ORID levels.

|                               |  |            |
|-------------------------------|--|------------|
| <b>O</b> – Objective Level    | Collecting Facts, Senses                       | “What”     |
| <b>R</b> – Reflective Level   | Emotions, Feelings, Associations               | “Gut”      |
| <b>I</b> – Interpretive Level | Thinking, Analyzing, Learning                  | “So What”  |
| <b>D</b> – Decisional Level   | Decisions, Applying, Where do we go from here? | “Now What” |

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| <b>(ORID)</b>             | <b>Brain Process</b>   |
|---------------------------|--|
| <b>Objective Level</b>    | Alarm clock wakes a person up in the morning (fact). S/he uses the senses (hears it).  |
| <b>Reflective Level</b>   | The person experiences feelings about having to get up " <i>Yeah! I am excited to go to my PBL worksite!</i> " or, " <i>I am so-o-o tired! I resent having to wake up!</i> " |
| <b>Interpretive Level</b> | The person thinks through when s/he should get up.   |
| <b>Decisional Level</b>   | The person gets out of bed (makes a decision).   |

Using the Discussion Method (ORID) provides participants with a deeper and more meaningful experience. As an adult leader, it is often easy to want to skip a level. It is common for adult facilitators to move from the objective level to the interpretative, skipping the reflective level to find out what young people have learned. The reflective level is important because it captures "new thrills," excitement, and surprise. It also provides an opportunity to share frustrations and confusion. Using all the levels – appropriately and in sequence – allows for the integration of knowledge and skills.

### **Close the Conversation**

The closing might include:

- Appreciation of the young people's input,
- Statement of how the information will be used,
- Opportunity to soothe any feelings in the group, and
- An acknowledgement of unresolved issues and when these will be discussed.



## Where Can Discussion be Used in Project-Based Learning?

*The simple answer is everywhere! This guide outlines some sample discussions that can be used throughout the Project-Based Learning experience. Some ideas about the concrete situations in which this can be used are listed below.*

Adapted from ICA – Technology of Participation – Focusing Collective Power for Change

- ↪ To get a variety of youth perspectives
- ↪ To determine what learning needs to take place
- ↪ To evaluate the progress of the project
- ↪ To check in on how learning is going
- ↪ To check in on team work
- ↪ To discuss tough issues/conflicts
- ↪ To problem-solve situations
- ↪ To collect data/information
- ↪ To reflect on learning

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## Sample Discussion (ORID) Questions





## Objective Level Questions



- What are some of the images you remember?
- What are some of the activities you did?
- What is one thing each person has done since we last met?
- What skill stands out for you?
- What are the facts and givens about our project that we are aware of?
- What are some things you remember from .....?
- As you think of your community, what are some of the issues or problems you hear people talk about?
- What stands out for you about what we just did?
- As you look at this, what do you notice?
- What words or pictures stick out at you from the reports?
- What steps did you take?
- \*What was the first time you notice something might be wrong?
- \*What words were said? Let's get as many angles on this as possible; we may have heard different things.
- What supplies do we have on hand?
- What are the steps you have taken thus far to figure this out?
- What have you seen as you have been working on this?
- What lives in this area?
- What are key pictures or words that you remember about the work you are doing as a team?
- What types of resources have you used in this project?
- Where have you used math and arithmetic in the project?
- What are some things you have scheduled for?
- What are key words or images you remember from working on the project thus far?
- Describe the specific steps you have taken recently on the project.
- As people reported what words jumped out at you?
- What is one experience you have had using one or more of these skills?

\* Taken from *The Art of Focused Conversation*



### *Reflective Level Questions*

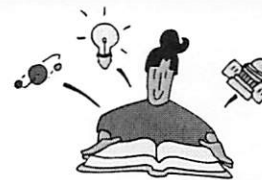


- What was a surprise for you about where math was used? What seemed pretty rote or boring?
- Where were you most engaged? What portions take the greatest energy to 'get up' for?
- Is there a story or two you were reminded of and that people would share?
- What did it feel like to rate your own learning?
- When have you felt excited about what you learned? When have you found yourself bored?
- What have been the highlights of working as a team? What have been the challenges?
- What do you most enjoy about this area?
- What felt easy? What felt difficult?
- What were the high points? What were the low points?
- Where have you seen people help deal with some of the problems?
- What are you looking forward to? Dreading?
- Where else have you used a similar approach to figure something out?
- What happened that surprised you?
- Which of these items are you most excited about learning?
- What was hard to understand?
- Where do you have fears?
- \*What previous experiences have you had with anything like this? What was it like? Where did it succeed? Where did it fail?
- \*What has bothered you most? What bothered you least? What is your reaction now?
- Where are you excited about the tool that was chosen or worried about how we are going to do it?
- Where are there other instances in your life where you have gotten to determine how your own learning would take place?
- What frustrates you at this point? Where do you see hope?
- How is this similar or different from other project resources you have used?
- Where could you use the most support or celebration
- Where did you experience the most enjoyment? The most stress?
- What was something you really appreciated? How about something you would just as soon not happen?

\* Taken from *The Art of Focused Conversation*



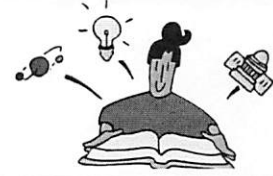
## ***Interpretive Level Questions***



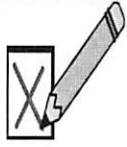
- What would make learning more interesting?
- What difference do you think this will make for others?
- What new steps or adaptations need to be made?
- What adaptations need to be made to the timeline?
- What is helping you the most to keep on track? What is getting you off track?
- What do we most want to accomplish while we are all together?
- How might others be a resource to your work?
- How often do you apply what you learned to your everyday life?
- How do you think this could help you further develop your skills?
- Describe an instance where you had to use a math skill. Where were you? What was your role? What did other members of your group do?
- How have you used budgeting, geometry or number analysis in your project?
- How could the adult leader have been helpful?
- What did you learn?
- In what ways did it make a difference in the community?
- What do you believe are accomplishments you have been able to do as a team that you wouldn't have been able to do alone?
- What strengths do you think you have brought to creating the team?
- What would you most like to improve about your role?
- What do you think is still needed to make the team stronger?
- What are some of the possibilities for how it could have a positive impact on the community this year?
- What is important about this to you?
- Where did you have the most agreement? How about disagreement?
- How did you determine what to choose?
- How did you determine what tool was best for different purposes?
- What challenges are facing us relative to using these?
- What might help us keep on track?
- Can each of you give me an idea about what we might do now? How can we reconcile these ideas (if not already the case)?
- What do we most need to complete the work at this point?



## ***Interpretive Level Questions*** *(continued)*



- What will this mean to our timeline? How might it need to change?
- How did you figure out what (calculation/formula/dimensions) to use?
- What difference do you think it will make?
- What might we need to do to compensate for the differences?
- What would have happened if we went ahead and did it this way?
- What could add to it?
- What is it like for people here?
- What do you think are the key environmental issues we need consider when we are working out here?
- What will change with this – for people? For animals? How about when it rains?
- What can happen when people make changes to a piece of land?
- What are examples of places where you think changes have created a better place to live for all living things?
- What are examples of where people were trying to make things better and things got worse for the environment? For animals? For human beings?
- How did you determine what resources you needed?
- How did you or your team obtain the resources you needed?
- What have you seen as the most valuable resource (time, money, material, human resources)?
- How might others be a resource for your work?
- What does all we are doing have to do with your 'real' life?
- If we were going to do something else, what would we do?
- Where are places and times we might do more together?
- What types of things would you want to make sure we continued?
- What new learning would you like to have happen?
- What would be important about continuing?
- What are some things we want to do and could do on our own?
- What progress have we made?
- Where do you see we might need to focus more?
- What do you think are the reasons that we have made more progress in some areas than others?
- How were we accurate about what we thought we would learn?
- What different learning is occurring than we thought?
- How does our checking in on this help with our learning?
- What is your key learning on how to allocate resources?



## **Decisional Level Questions**



- What anticipations do you bring to this project?
- What do you think should be the next step in evaluating our learning?
- How can you best improve the project at this point?
- What key changes need to be made?
- What are we going to do about those things we haven't accomplished yet?
- Who will be responsible for writing this up and making sure everyone has our decisions?
- What do you most hope to accomplish before we meet again?
- What is one skill you still need to learn?
- What would you like to learn before you begin a similar task?
- What would you tell another young person were the math or arithmetic skills needed to be successful?
- What is the next step with these tools?
- What is one key learning you plan to carry with you?
- What slogan, title or image should we use for this project?
- What do we want to be our next step with these charts? How can we use them?
- Is there a next step you can think of that needs to happen as a result of our work today?
- What recommendations do you have for how we figure these types of things out as a team in the future?
- Given all this discussion, is there one approach that seems most effective at this time?
- What is our plan for using this idea?
- What would be your personal commitment to continuing?
- What should we do from here?
- What will we do in the future to try and prevent this from happening?
- What can we do to ensure that our efforts to enhance this area really make things better?
- How so we change our plans as a result of \_\_\_\_\_?
- What would be your advice to other young people about how to be a successful team?
- List 2 things you might do differently next time.
- What specific changes do you recommend we take based on our discussion?
- What would you like to learn more about?
- What are things that we did here together that you can use to continue your learning?
- What is one thing you will tell a friend about what you learned here and how it has anything to do with 'real' life?



## Checklist for ORID Self-Assessment

Rate yourself on a scale of 1-5.

1 = Entry Level

3 = Proficient

5 = Expert

Adapted from ICA – Mastering Techniques of Participation Coursebook and The Art of Focused Conversation.

### Attitudes

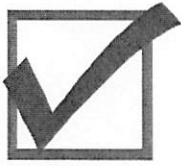
- \_\_\_\_\_ Committed to growth and expansion of the group's vision.
- \_\_\_\_\_ Committed to learn what the group actually thinks, feels and wants.
- \_\_\_\_\_ Assumes the group knows more than any one of its members.
- \_\_\_\_\_ Believes that this group of young people has the wisdom needed to wrestle with the questions and issues facing them.
- \_\_\_\_\_ Believes that the learning is strengthened by different viewpoints and insights.
- \_\_\_\_\_ The group owns the issue being discussed.
- \_\_\_\_\_ Willing to work through disagreement.

### Knowledge

- \_\_\_\_\_ Knows the mechanics of creating and delivering an ORID.
- \_\_\_\_\_ Knows techniques for facilitating ORID.
- \_\_\_\_\_ Knows how ORID can enhance learning within Project-Based Learning.

### Skills

- \_\_\_\_\_ Determines the aims of the conversation before beginning (Rational and Experiential)
- \_\_\_\_\_ Brainstorms questions that could be used for the conversation
- \_\_\_\_\_ Creates questions that encourage participation.
- \_\_\_\_\_ Selects questions that would best meet the aims
- \_\_\_\_\_ Rearranges questions so that there was a natural flow



## Checklist for ORID Self-Assessment (continued)

- \_\_\_\_\_ Tests the questions to see if they could be answered
- \_\_\_\_\_ Carefully prepares opening remarks
- \_\_\_\_\_ Determines closing for the conversation
- \_\_\_\_\_ Reflects on the conversation after it is over (What happened? Did I accomplish the aims? What would I do differently next time?)
- \_\_\_\_\_ Draws participants out so all were involved
- \_\_\_\_\_ Listens carefully to everybody
- \_\_\_\_\_ Communicates in a non-judgmental manner
- \_\_\_\_\_ Discourages judgment among young people.
- \_\_\_\_\_ Be flexible and be able to change tone and questions as appropriate.
- \_\_\_\_\_ Maintains eye contact.
- \_\_\_\_\_ Allows silence.
- \_\_\_\_\_ Recognizes, "assesses" and facilitates flow of work.
- \_\_\_\_\_ Remains aware of time and sets an appropriate pace.
- \_\_\_\_\_ Sets tone and stage for learning environment.
- \_\_\_\_\_ Establishes a safe learning environment.
- \_\_\_\_\_ Helps young people feel validated for involvement.



## INTEGRITY CHECKLIST: REGULAR REFLECTION

*To assure that learning occurs, young people must reflect on an ongoing basis. At the very least, this means that time should be set aside several times daily for reflection activities to occur. Optimally, reflection should occur at the start of each day, at the end of each day, and during the occasional “teachable moments” that crop up with no notice. ORID should guide reflection activities.*

### Key:

**1 = Consistently (daily)    2 = Often, but not daily    3 = Inconsistently**

| Reflection Category/Activity  | Self-Rating  |
|---|--|
| There is time scheduled at the beginning of each day for learners to plan the day ahead, incorporating previous learning into their plans for action. | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled at the end of each day for learners to reflect about the day that has been completed.   | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| “Teachable moments” are maximized through learner activities that occur throughout the day.   | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| ORID is used regularly to facilitate learner reflection.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| The facilitator reflects about what s/he thinks worked and didn’t work, and makes appropriate adjustments.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |

## **SAMPLE “UNIVERSAL” REFLECTION QUESTIONS**

### **OBJECTIVE (Getting the facts)**

- What happened yesterday and previously?
- What happened today?
- What did you see today?
- What bits of conversation did you hear today?
- Who did you work with?
- What did the adult/facilitator do?
- Were there other things you saw, heard, touched, smelled, or tasted that struck you?

### **REFLECTIVE (Eliciting emotions, feelings, and associations)**

- What are you feeling now?
- What feelings struck you earlier?
- What, if anything, was especially difficult or frustrating today?
- What, if anything, was surprisingly easy today?
- What, if anything, was very positive or exciting today?
- What feelings did/do you have about what the adult/facilitator did or does?
- Does anything here remind you of other experiences you've had?
- Are there feelings you have about what's ahead?

### **INTERPRETIVE (Drawing out values, meaning, and purpose)**

- What from your previous experiences might be considered today?
- What have you learned from yesterday and from prior days about:
  - Math and science concepts, content, and skills?
  - Reading and writing concepts, content, and skills?
  - SCANS skills and competencies?
  - Occupational, vocational, and/or technical skills?
  - Life skills?
  - Community service concepts and values?
  - Other important learning?

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## **SAMPLE “UNIVERSAL” REFLECTION QUESTIONS – Page 2**

### **INTERPRETIVE (Drawing out values, meaning, and purpose) – continued**

- What has worked, what has not, and why?
- What might be the “best practices” for each skill you have been using and why?
- What might be some actions or behaviors to avoid, and why?
- What do you think about the adult/facilitator’s role as you’ve seen it thus far?
- Where else in your life might you also apply what you’re learning and doing here?
- How does what we’re doing here connect with subjects you’re studying in school?
- What professions in the work world might value what you are doing and learning here?
- What can you deduce from this discussion?

### **DECISIONAL (Identifying future resolves)**

- What should we/you do now, and why?
- What should we/you do in the future, and why?
- How might we/you use what we’ve/you’ve learned on this project to guide or influence what happens ahead, and why?
- How might we/you use previous experiences outside this project to guide or influence what happens ahead, and why?
- What should we/you do differently from this point on, and why?
- What should the adult/facilitator do differently from this point on?
- How might we/you operate today?
- Where else down the road should we use what we’re learning?

# **A Facilitator's Guide to Project-Based Learning: Integrating Knowing and Doing**

## **Chapter 2: Preparation**



June 2004

## CHAPTER 2: PREPARATION

*"The way I see it, if you want the rainbow, you gotta put up with the rain."*

DOLLY PARTON



### Guidelines for Participation

Ideally, in any Project-Based Learning experience, it is the young people (the learners) who will make nearly all the key choices and decisions about projects, products, modes of operation and other aspects of their project-based learning experience. Nevertheless, there are often **advance planning steps** to undertake and **non-negotiable parameters** that the facilitator(s) will need to consider before the young people enter the picture.

**Advance planning** usually involves communicating with others within the school, organization, program, and/or community about the upcoming project. People may need to be informed about existing procedures for access to needed resources, applicable rules and regulations, and special circumstances learners are experiencing that could affect or alter their full participation, etc. If not carefully thought through, these issues can undermine project work before it even begins.

Each project – even if identified and selected by learners – will operate within a set of **parameters** (givens). The PBL quality elements described in Chapter 1 represent one set of “givens.” Additionally, projects often have other parameters associated with their design, planning and completion, such as: a limited amount of time allotted for completion, specific learning content to be addressed, a budget, and the like. Projects that have been identified and selected in advance of learner involvement will have even more parameters in which learners will need to operate. In both cases, it is the facilitator’s responsibility to maximize the potential for learner input and ownership.

Thus, there is a great deal of preparation needed before any project “gets off the ground.” This section will assist the facilitator(s) with the planning and preparation needed prior to meeting with the learners.

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## Facilitator Preparation

**Purpose:** To provide Facilitator(s) with an opportunity to think through any “system” issues that could undermine the project and non-negotiable parameters youth will need to work within for their project.

**Goal:** Facilitator(s) will complete any necessary tasks that need to be done prior to involving youth.

**Outcome:** Facilitator(s) will be prepared to orient youth to PBL with the groundwork completed to set-up an effective project.

**Time:** Variable

**Format:** Questionnaires and Checklist

**Step 1:** Think through and complete the “Systems Issues” Questionnaire.

**Step 2:** Choose the questionnaire (A or B) most applicable to your given guidelines. Think through and complete prior to meeting with students.



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5. What kinds of regular communication/with who will **you** need to ensure as part of your school/organization responsibilities?

6. Who is your “back-up” in your absence? How will you ensure s/he is “up to speed”?

**Materials, Equipment, Facilities and Supplies**

7. What materials, equipment, facilities and/or supplies might learners need for the project? If learners are off-site during lunch, what arrangements need to be made?

8. What are the procedures for learner access to these resources (e.g., keys, cards, codes, required training, written requests, etc.)? How will you convey this information to learners?

9. What is the project's budget for materials, equipment, supplies, transportation, etc.? What are the procedures for ordering/purchasing? How will you convey this information to learners?

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10. What are the room settings? Is the space conducive to teamwork? Different from classroom type rows?

**Rules and Regulations**

11. What are the restrictions for visitors (outside experts/guest speakers, parents/family, etc.) to your campus/facility? How will you convey this information to learners if they are not aware of these rules?

12. What internal rules and guidelines might affect or alter project activities (e.g., permission slips, transporting learners<sup>1</sup>, emergency contact information, access to areas/resources within the facility, access to a telephone while off-site, ratio of youth to adult for off-site activities, etc.)? How will you convey this information to learners if they are not aware of these rules?

13. What broader rules/regulations might affect/alter project activities (e.g., Child Labor Laws, Fair Labor Standards, health/safety regulations, background checks/fingerprinting for adult volunteers, etc.)? How will learners be aware of these rules?

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<sup>1</sup> For example, can facilitators/other adults transport learners? Can learners transport themselves and/or other learners? If so, are driving records a concern? What insurance is required? If public transportation is available, can learners use it while "on the clock"?

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14. What special arrangements need to be made so that students can move around in the community, get research done effectively, and interface with community resources beyond a campus?

**Full Participation**

15. What special circumstances<sup>2</sup> do your learners have that could affect or alter their opportunity for full participation?

16. How will you address these circumstances to ensure full participation for all learners?

**Other Important Issues**

17. What "political" issues do you need to be aware of (e.g., perceptions of youth in the community, resistance to non-traditional instructional strategies, sensitive nature of project focus, etc.)?

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<sup>2</sup> For example, need for child care, accommodations for learners who are physically challenged, requirements of other "institutions" in which youth may be involved, etc.

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18. What procedures are required for any media coverage (authorization, releases for minors, etc.)?

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## **Step 2A**

### **How Are You Going To Ensure Young People Are Going To Take The Lead?**

What guidelines will you provide that will enable young people to choose a project that will also enable strong learning to occur?

How will youth be involved in choosing the learning theme or content focus?

What processes will you use to help youth choose learning-rich projects?

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## **Step 2B**

### **If You Have To Choose the Project Because of Funding, Legal, Safety or Health Issues**

In what ways will young people have input into the project?

How will you engage youth in the project so they will understand its merit and value?

How will youth own the project?

What are some of the possible processes through which the youth can define, develop, and complete their project and learn a great deal at the same time?

## Preparation Checklist

*Learners should make most of the choices and decisions about all aspects of the project. However, facilitators will need to think through a number of planning issues before young people become involved. Consider the following checklist prior to meeting with young people:*

|   | Yes                      | No                       |
|---|--------------------------|--------------------------|
| Have you determined the core, non-negotiable learning content?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you determined what (if any) state-defined learning standards will play a role in the project and product choice?                                | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you determined the non-negotiable issues regarding project scope and magnitude?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you determined what (if any) non-negotiable product quality standards need to be addressed?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you determined a definition of "community" if young people will be tackling a community service project?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you made appropriate individuals/organizations aware of the project and their potential role(s) within it?                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you determined the time constraints that would affect whether the project could be completed on schedule?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you addressed the needs for any materials, supplies, tools, resources, space, money, people and skills that might be needed?                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you explored procedures for learners to access these resources and any potential roadblocks?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you addressed any political issues that need to be considered?   | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you addressed any non-negotiable rules, regulations, and/or laws that will govern any aspects of the project?                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you addressed safety/health issues?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you determined the correlation between participants "on-site work" and "classroom time," if needed?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you identified any special learner circumstances that could affect/alter full participation, and determined how these issues might be addressed? | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you identified your "back up" and prepared him/her?  | <input type="checkbox"/> | <input type="checkbox"/> |
| Have you explored procedures for media coverage, including parental permission for interviews with/photographs of minors?                             | <input type="checkbox"/> | <input type="checkbox"/> |

# **A Facilitator's Guide to Project-Based Learning: Integrating Knowing and Doing**

## **Chapter 3: Launching the Project**



June 2004

## CHAPTER 3: LAUNCHING THE PROJECT

*"Education strays from reality when it divides its knowledge into separate compartments without due regard to the connection between them."*

FRANCES WOSMEK

### Guidelines for Participation



#### Young People Doing and Learning

To prepare young people to design, implement and evaluate a project they must first be prepared with any pertinent information that will guide their decisions. To begin the launch, young people are given information that will help them succeed: legal, political, health, safety, academic, financial, and geographic considerations that present the guidelines for doing the project. This is also an opportunity to explore the meaning of Project-Based Learning and the emphasis on young people as the decision-makers and implementers of the process.

Throughout the project, young people will be working in teams. Building effective teamwork skills from the very beginning will establish a safe and engaging learning environment. The start is also a time to stretch everyone's thinking outside of the classroom and into the community, and to explore opportunities for a project that will focus on problems and issues pertinent to youth in their community.

The action planning process is designed to enable each and every young person to have a voice in each step. During the process youth will be involved in everything. At this point, the adult leader will be facilitating the action planning process. At this stage, the adult leader is not involved in generating the ideas, but rather, remains out of the content and guides the process. When possible the adult leader will co-lead this process with a young person so that it models the partnership that is basic to this approach.

At the end, after the timeline and tasks are determined the adult leader may want to volunteer to do some tasks, thereby freeing up young people to spend their time actually **doing** the project. Ideally, young people would do everything themselves, but there are going to be times when there are only a few weeks to complete a project and that might be impossible. Young people should discuss the challenges of the time they have available and plan for completion based on this amount of time. Nevertheless, adults can play a role as an ally and a resource by offering to do a few of the items that require time outside of the sessions. For example, adults might:

- Call another adult to find out if the students can visit and work at their site.
- Get permission from a workplace, school or community-based organization for youth to use the resources of that location.
- Type up, distribute and get returned any legal, permission slip or other document that will be necessary to complete the project.
- Get permission and use of some form of transportation to get young people to a site.



## A Reminder About: Young People as Valuable Resources

*Participants learn a tremendous amount by actively driving and experiencing the processes of defining, planning, implementing, completing, and evaluating a real-life project – and by regularly reflecting on what they are learning. Part of this approach is grounded in the belief that young people are capable and competent and valuable resources. Project-Based Learning builds on the assumption that an adult leader can ‘facilitate’ the process of learning because young people have something significant to offer to their own learning.*

- Young people are **not** treated as ‘objects’ - Treating young people as objects assumes that adults know what is best for young people and, therefore, control situations in which they allow them to be involved.
- Young people are **not** treated as ‘recipients’ – Treating young people as recipients assumes that adults allow young people to take part in decision-making only because they think the experience will be “good for them.”
- Young people **are** treated and considered resources in their own learning. This assumes that adults respect young people as having something significant to offer now, and youth are encouraged to become involved.

How well are you prepared to be a *Facilitative Leader* throughout the “project launch”? This might be a good time for a self-assessment check-in with the Facilitative Leader Integrity Checklist from Chapter 1.B.

Definitions of objects, recipients and resources are taken from work done by Bill Lofquist in [The Technology of Prevention Workbook – inventory of Adult Attitudes and Behavior](#), Associates for Youth Development.



## Opening Session

The following activities are designed to evoke the learner's interest and desire to participate in the project.

This section includes four activities to create a foundation necessary for success:

- Orientation to PBL
- Building the Team
- Moving Beyond the Classroom
- Project Brainstorm

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## Orientation to PBL

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- Purpose:** To provide learners with an overview of PBL.
- Goal:** To motivate and engage learners' participation in the PBL experience.
- Outcome:** Learner's will understand the value of PBL and the given parameters within which they will be expected to design and implement their project.
- Time:** 1 hour
- Format:** Presentation and Discussion

### Procedures

#### **Step One: Opening Conversation**

Use the Discussion Method to facilitate an opening conversation among the young people about their experiences with traditional learning methods. It is often a good idea to start with an introduction exercise (e.g. What is your name? What do you really like? What is a pet peeve of yours?) The following questions may serve as a guide for your discussion:

- O** When you think of school, what picture jumps into your mind?  
What are some of the activities that you like in the classroom?
- R** When have you felt excited by what you have learned?  
What activities (not teachers) have you found to be the most boring?
- I** What would make learning more interesting?  
How often do you apply what you learn in the classroom to your everyday life?
- D** What anticipations do you bring to this project?  
What do you hope to learn from this project?

#### **Step Two: Introduce Students to PBL**

*"Project-Based Learning will provide you with an opportunity to understand how academic learning applies to everyday life."*

Provide learners with handouts or a visual presentation on the following:

- A description of learning goals and objectives.
- A description of how project-based learning strategies work (samples of what has been done before).
- What students should expect as your role shifts from teacher to coach/facilitator.
- How the PBL model is different from a traditional classroom setting.
- An introduction to portfolios and journals.

- 
- Advanced warning about post-project presentations (if applicable).
  - An explanation of reflection activities.

**Step Three: Provide Learners with an Introduction and Overview of SCANS Skills**

**OPTION #1: If learners have not been exposed to SCANS skills/ competencies:**

1. Ask the full group to divide into teams of four or five.
2. Give each team a bag containing the same “materials” (the materials can vary widely – you could fill the bag with assorted office/arts/crafts supplies such as paper clips, rubber bands, paper, *Post-Its*, markers, pens, binder clips, fasteners, tape, Popsicle sticks, a glue stick, markers/crayons, rulers, etc.).
3. Tell teams they are to design, on a flipchart, an educational toy for a specific age group of children (Determine upfront the age range for the toy). The standards or criteria for this product are:
  - a. *It must be age appropriate*
  - b. *It must be safe*
  - c. *It must be creative and fun*
  - d. *It must work on demonstration*
4. Inform the teams that they will:
  - each be called upon to describe and demonstrate their products at the end, and
  - be given 15 minutes to design the toy (the activity can be extended to 20 minutes).
5. Ask for questions or clarifications.
6. Tell the teams to begin (keep time and call out the time remaining every 3 – 5 minutes).
7. When the teams are finished, ask each team do a demonstration.
8. Process the activity. The following questions might be helpful.
  - O** What did you do to help build the toy? What did other team members do?
  - R** What did/didn't you like about this project?
  - I** How did you determine what the toy would be? What school subjects did you use? What other skills did you use?
  - D** In what other kinds of situations could you use this knowledge/these skills?
9. Explain that the knowledge/skills they used are important skills in the world of work and everyday life.
10. Make copies and distribute the SCANS skills handout (see Appendix A.1).
11. Explain the background of SCANS and read through the list of skills.
12. Use the Discussion Method to facilitate students' reflection. The following questions may serve as a guide for your discussion:
  - O** What skill(s) stand out for you?
  - R** What is one experience when you have used one or more of the SCANS Skills?

- 
- I How do you think PBL could help you further develop your SCANS skills?
  - D What is one skill you still need to learn?

**OPTION #2: If learners have previously been exposed to SCANS skills/competencies:**

You can begin with #10, although this activity sets a fun context for the second ORID discussion.

**Step Four: Summarize Orientation to PBL and Answer Any Additional Questions.**

*"PBL is an opportunity for you to develop a project that will benefit your community/school. Through your choosing, designing, developing products, and making decisions from the very beginning, you will have an opportunity to see how academic learning applies in real life."*

NOTE: Most learners will experience excitement about PBL; however, some will experience fear, distrust, and even anger. You may hear resistant statements including: "What do you mean I'm going to have to figure this stuff out myself? Just tell me what to do!" Should this occur, emphasize the benefits of PBL including the opportunity to further develop their SCANS skills and competencies, and the importance these skills are to their future.

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## Sample Activities: Building the Team

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- Purpose:** To establish a cohesive work group.  
To develop expectations and guidelines about how they will work together as a team.
- Goal:** Learners will develop a basis for working together effectively as a team.
- Outcome:** Learners will have some initial strategies to help them begin working together as well, as expectations of each other as contributing members of the same team.
- Time:** 1 hour
- Materials:** Flipchart, markers,
- Format:** Experiential

### Procedures:

#### A. Introductions

Exercise: Ask each person to share their name, something they like (or like to do) and a pet peeve (something that bugs them).

- Ex. My name is Tony, I like skateboarding and school bugs me.  
My name is Michelle, I like to talk on the phone and I don't like people who talk about me when they don't even know me.

This is a fun way for youth to get to know each other and provides an easy segue into establishing Rights and Responsibilities.

#### B. Rights and Responsibilities Contract

1. Define and discuss "Rights and Responsibilities"

What are rights?

That to which each person is entitled based on fair treatment, equality, truth and justice.

What are responsibilities?

Being in charge and accountable for one's own actions.

2. Using a flip chart and markers, ask participants to brainstorm desired rights and responsibilities for working together during the duration of the project. For every right there must also be a responsibility.

- Ex. I have the "right" to be respected.  
I have the "responsibility" to respect others.
- I have the "right" to share my ideas, thoughts and opinions.  
I have the "responsibility" to listen to other people's ideas, thoughts and opinions.
- I have the "right" to a positive learning environment.  
I have the "responsibility" to positively contribute to the project.

---

## C. Purposeful Icebreakers

### Exercise I: Yes/ No

1. Ask learners to pick a partner.
2. One person is A and the other is B.
3. The A's can only say the word "yes" and the B's can only say the word "no."
4. Ask learners to turn to their partner and only say their assigned word.

Ex. A: yes  
B: no  
A: YES!  
B: NO!

Typically, learner's voices will start to rise as their partner says the opposite word back to them. Expect laughing and fun.

5. Process the exercise:
  - Ask learners if they raised their voice at their partner.
  - Ask learners if they felt frustrated hearing their partner say the opposite of what they were saying.
  - Ask learners if yes or no had any meaning during the exercise?
6. Summary

Explain to learners:

*"In that exercise, 'yes/no' had no meaning, but isn't it interesting how we react to words. Sometimes, we only have to hear someone say the opposite of what we are saying to cause us to react. During this project you may find yourself wanting to react to what someone says. Instead of reacting, think of our Rights and Responsibilities Contract and, as Steven Covey says, 'Seek first to understand where the other person is coming from and then make yourself understood.' Respecting one another's opinions and differences is the only way we will be successful."*

---

## Exercise II: The Fist

1. Ask the A's to make a fist.
2. Ask the B's to convince A's to open their fist. Only verbal convincing is allowed. Absolutely no touching!
3. Trade-off. This time B's make a fist and A's try to convince B's to open their fist.
4. Process the exercise:
  - Ask learners to raise their hands if they opened their fist.
  - Ask learners to raise their hands if, no matter what their partner said, they were not going to open their fist. Ask participants, "How come?"
5. Summary

Explain to learners:

*"In that exercise, you could have opened your fist if you wanted, but often, we don't like to be told what to do. Yet, how many of you have ever been really stubborn about something, maybe because you did not want to be told what to do, and then you missed out on something really great?"*

*"The fist represents our minds. Keeping a closed fist is like keeping a closed mind. A closed mind limits possibilities. During this project it will be important to keep an open mind and to work together willingly."*

---

### **Exercise III: Back to Back**

1. Ask learners to brainstorm what it takes to trust somebody.
2. Validate everyone's answers. Provide the following definition of trust:

#### **Trust = Honesty**

- You can trust anyone who is honest with you.
  - You don't have to like someone in order to trust the person. For this project to be effective, liking each other is a plus, but trust is essential.
3. Ask learners to pair up according to similar height.
  4. Instruct learners to stand back to back and link arms.
  5. The object of the exercise is for participants to lean against each other, trusting one another for support. They must sit down and then stand up again without using any hands.
  6. Process the exercise:
    - O** What happened?
    - R** What felt easy? What felt difficult?
    - I** What did you learn?
    - D** What will you take from this exercise?

---

### **OVERALL SUMMARY**

Review the purpose of each exercise:

- Don't react to words – "Seek first to understand and then be understood"
- Keep an open mind.
- Trust each other by being honest.

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## Moving Beyond the Classroom- Connecting with the Community

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**Purpose:** To provide an opportunity for learners to reflect on their hopes and expectations for their project and products.

**Goal:** To provide learners with an opportunity to define issues and problems in the community that they may wish to impact.

**Outcome:** Learners will understand the importance of Project Based Learning and establish realistic expectations for what they will be able to learn.

**Time:** 45 Minutes

**Format:** Discussion

**Procedures:**

Use the Discussion Method to allow learners to reflect on their experience of community as well as to discuss problems and issues that their project may be able to address. Questions to stimulate discussion may include:

***If Learners have prior experience with Summer Transitions:***

- O** What are some of the things you remember from last summer?
- R** What were the high points?  
What were the low points?
- I** In what ways did the program last summer make a difference in the community?  
What are some of the possibilities that Summer Transitions could have a positive impact on the community this year?
- D** What is one key learning you plan to carry with you after this summer's program?

***If Learners have NO prior experience with Summer Transitions:***

- O** What are some landmarks do you think of as being in your community?  
As you think of your community, what are some of the issues or problems you hear people talk about?
- R** Where have you seen people in a school setting help deal with some of these problems?
- I** What are some of the possibilities that Summer Transitions could have a positive impact on the community this year?
- D** What is one key learning you plan to carry with you after this summer's program?

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## Project Brainstorm

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**Purpose:** To provide learners with an opportunity to brainstorm potential projects.

**Goal:** To provide learners with an opportunity to assess potential projects for viability within the given guidelines.

**Outcome:** Learners will choose one or more projects to implement.

**Time:** 30-45 minutes

**Materials:** Flip Chart/ Markers and/or Whiteboard/ Chalkboard  
Hand-out of Learning Objectives and Given Parameters

**Format:** Participatory Decision Making

### Procedures:

#### Step 1. Review Core Values of Participatory Decision Making

Share with learners the following core values and expectations for working together in PBL.

**Full Participation:** As a participatory group, all members will be encouraged to speak up and say what's on their minds. This will strengthen the group in several ways:

- Members will become more courageous in raising concerns.
- Members will become more skilled at discovering and acknowledging the diversity of opinions and backgrounds within the group.

**Mutual Understanding:** In order for the group to reach a viable agreement, everyone will need to understand and accept the legitimacy of one another's opinions. This basic sense of acceptance and understanding is what will allow the group to develop innovative new ideas that incorporate everyone's point of view.

**Inclusive Solutions:** Inclusive solutions integrate everyone's perspectives and needs.

**Shared Responsibility:** Group members must be willing and able to implement the proposals they endorse; therefore, they must make every effort to give and receive input before final decisions are made.

#### Step 2. Brainstorm Potential Projects

1. Review some of the ideas generated by the previous "Connecting with Community" discussion.
2. Ask learners to brainstorm ideas for projects that would help their community.
3. Record each idea on a flip chart. Do not discuss the merits of the idea. During brainstorming, any idea – regardless of viability – is welcome.

---

### **Step 3. Test Project Ideas against Learning Objectives and Given Parameters**

1. Provide learners with a handout of learning objectives and given parameters.
2. Break learners into small groups (2-3 people per group) and ask them to test each idea against the learning objectives and given parameters. Ask participants to identify ideas that meet the necessary criteria.
3. Ask representatives from the small groups to share with the larger group the ideas they deem viable. Put a star or asterisk next to each viable idea on the flip chart.

### **Step 4. Choosing Project(s)**

1. Ask learners to pick their top 3-5 viable ideas.
2. Assess similarities: Ask learners if any of their top ideas are similar and if so, could they be combined into one idea?
3. Rank the top three ideas.
4. Ask learners to choose their favorite idea (or if the project and time permit, participants may choose more than one).
5. Congratulate learners. You are ready for Action Planning!

#### **If the Project was selected by adults prior to arrival of the learners:**

Lead a discussion reflecting on the project selected. Make sure the students understand what the community for the project is. The following questions might be helpful:

- O** When I described the project, what images came to mind or what words stood out for you?
- R** What sounds interesting about this project?  
What doesn't sound interesting?
- I** Describe for me how you would like this project to happen.  
What is important to you about this project?  
Who do you think could benefit?  
Who might we partner with to get this done?
- D** What do you want to happen as a result of our work?  
What is one thing you really want to make sure we accomplish?

#### **Benefits of Brainstorming**

- Jumpstarts a discussion.
- Shows group members that there are more than two competing ideas in the room.
- Searches for a better understanding of the causes and elements of a problem.
- Provides structure when a topic feels overwhelming or out of control.

## INTEGRITY CHECKLIST: ORIENTING YOUNG PEOPLE TO THEIR PROJECT-BASED LEARNING EXPERIENCE

This checklist starts with the concept of "Project Launch". It assumes that young people have already been informed about bureaucratic, paperwork, and other program-specific issues.

*Upon arrival of young people – during their first day or two at the project site – project sponsors, facilitators, and other key adults will need to prepare those youth for their experiences ahead. Adults should have developed a plan for a participant orientation that considers processes that will:*

- *Convey the goals and objectives of the project-based learning experience;*
- *Bring young people together around an engaging project theme;*
- *Assure that young people control and own the project and its possible products;*
- *Convey and affirm information, content, and/or learning that should occur;*
- *Explain the vision of how young people will plan, implement, and evaluate their project.*

### Key:

1 = Adequate time allocated to this issue

2 = This issue covered in minimal time

3 = Issue not addressed

| ORIENTATION CATEGORY/ACTIVITY  | SELF-RATING  |
|--|--|
| There is time scheduled for young people to analyze their experiences with traditional instructional/learning methods.   | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for young people to consider ways that their learning experience this summer might be made more interesting and valuable to them than have their earlier school experiences. | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for young people to define and express anticipations they have or wish for during this summer's experience.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time for participants to be made aware of required learning goals and objectives.   | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for learners to be introduced to project-based learning content, structure, philosophy, and process.   | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |

**INTEGRITY CHECKLIST: ORIENTING YOUNG PEOPLE  
TO THEIR PROJECT-BASED LEARNING EXPERIENCE (continued)**

| ORIENTATION CATEGORY/ACTIVITY  | SELF-RATING  |
|--|--|
| There is time scheduled for learners to be familiarized with SCANS skills and competencies, and their importance.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for learners to be informed about the differences between "doing projects" (product delivery) and "project-based learning" (product development and delivery as a vehicle for learning). | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for learners to hear about the teacher/facilitator's and their roles (as differentiated from the traditional).   | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for learners to be introduced to reflection, ORID, and other processes that they will use and participate within.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for learners to be informed about the parameters within which it appears they will operate.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for learners to be informed about adult and learner roles in a PBL experience.   | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for learners to be introduced to other aspects of the initiative in which they are involved (e.g., project presentations, etc.).   | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for introductions and explanations of portfolios, journals, and other non-traditional assessment processes.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for learners to be engaged in up-front "team building" processes.  | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for learners to define a "Rights and Responsibilities Contract".   | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for "Trust-Building" exercises".   | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |

**INTEGRITY CHECKLIST: ORIENTING YOUNG PEOPLE  
TO THEIR PROJECT-BASED LEARNING EXPERIENCE (continued)**

| ORIENTATION CATEGORY/ACTIVITY   | SELF-RATING  |
|---|--|
| There is time scheduled for learners to participate in interactive experiences that exhibit and capture many of the concepts described above. | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for learners to reflect: reacting to, talking about, and discussing their reactions to many of the concepts above.    | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for learners to reflect upon their hopes and expectations for the summer "community service" experience ahead.        | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for use of the ORID process across nearly everything above.   | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |
| There is time scheduled for learners to reflect about each of the experiences above, and to evaluate their experiences in an ORID format.     | <input type="checkbox"/> 1<br><input type="checkbox"/> 2<br><input type="checkbox"/> 3 |

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## Sample Reflection Questions for Young People: When the Project Was Chosen By Adults In Advance

### **O**bjective (Getting the facts):

*If you've been in Summer Transitions before, what are some of the things you remember from last summer? What did you see and observe, hear, touch, etc?*

#### **Regardless of whether you're new or a veteran, what are the facts now?**

- What is this new project the adults have chosen?
- What are we young people being called upon to do?
- What parameters must we work within?
- What other "facts" are present?

### **R**eflective (Eliciting emotions, feelings, and associations):

*If you've been in Summer Transitions before, what were the high points? The low points? What did you feel? What was positive and what was negative?*

#### **Regardless of whether you're new or a veteran, what are you feeling now?**

- How do we feel about the themes, project, and/or other parameters that have been presented to us as "givens and non-negotiable" by the adults?
- How do we feel about what we're being called upon to do?
- How does this situation connect with other experiences we've had in our lives?

### **I**nterpretive (Drawing out values, meaning, and purpose):

*If you've been in Summer Transitions before: In what ways did the program last summer make a difference in your community? Why do you think this happened? What decisions did you make and why? How did things play out? What advice could you give to the new learners?*

Regardless of whether you're new or a veteran, what might be some new possibilities for the initiative this summer that we might make TOGETHER?

- Where might there be room to alter or enhance the parameters adults defined?
- How might we alter or enhance pre-defined parameters?
- How might we make this project our own?
- What might be some products we could deliver that fit within this project?
- What might we learn through the process of designing and delivering this project?

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## **D**ecisional (Identifying future resolves):

Regardless of whether you've been in Summer Transitions before or not, what decisions might we veterans and newcomers make TOGETHER?

- Where do we go from here?
- What must we do?
- What would we like to do?
- What products would we like to produce?

How will we connect what we'd like to do with what we must do?



## Action Planning for Project Based Learning

Action Planning is an opportunity to involve everyone in determining the steps necessary for completing a successful project. Using the Institute of Cultural Affairs approach ensures that the young people will be making the key decisions that determine the vision for the project, their commitment to the project and the plan necessary for successful completion. What follows is a sample approach to each step of the process.

(Taken from the Institute of Cultural Affairs Instructor's Manual for Group Facilitation Methods and Participant Guide)

Action Planning includes 8 key steps outlined here as 8 distinct activities.

- Reviewing the decisions made (What is Known)
- Determining the Vision of the project (Envision the Victory)
- Identifying the group's strengths and weaknesses as well as the benefits and dangers of the Project (Acknowledge the Situation)
- Making a commitment as a group (Ensure Commitment)
- Identifying the tasks that it will take to complete the project and who will work on what (Identify the Tasks)
- Creating a timeline for completing the project (Establish Timeframes)
- Discussing how they will coordinate the work together (Finalize Details)

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## Review the Givens

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**Purpose:** To identify the decisions made regarding the project.  
To clarify the task and the process that will be used for action planning.  
To set the mood for full participation.

**Materials:** Flipchart paper, markers

**Time:** 10 – 30 minutes

**Format:** Presentation and Discussion

**Procedures:**

During this step:

- ✓ Introduce the planning activity.
- ✓ Review the background and previously made decisions regarding the project.  
For example:
  - Learning that must be accomplished: science, math, SCANS, etc.;
  - There must be a project;
  - There must be a budget for the project;
  - Time for reflection;
  - Youth led;
  - Length of time (meeting times, number of weeks).
- ✓ Briefly outline the time frame for this action planning, including the 8 critical parts of the action planning process: context, victory, current reality, commitment, key actions, calendar, coordination and reflection.

Outline for participants what has already been agreed upon and check-in that everyone agrees with the list. Determine whether they have anything to add.

(Taken from the Institute of Cultural Affairs Instructor's Manual for Group Facilitation Methods and Participant Guide)

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## Envision the Victory

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**Purpose:** To seed the imagination of the group and get beyond typical thinking.

To create an exciting picture of potential project success.

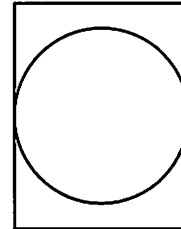
**Materials:** Flipchart paper, marker, Circle drawn in advance on flipchart paper

**Time:** 10-20 minutes

**Format:** Brainstorming

**Procedures:**

- ✓ Ask the group to imagine the day after project completion. *“What do you see/feel/hear? What got accomplished that we can celebrate?”* (You can do a visualization)
- ✓ Put responses inside a large circle drawn on flip chart paper.



Have everyone turn to the “Victory” (have the circle in front of everyone and a marker ready to record). Participants are to imagine that it is the day after they have completed the project and we have gotten together to celebrate our success. Our project has been accomplished, and we are sitting around telling stories about what happened. We are describing our victory. As questions such as the following:

- What has happened that we can celebrate now that the project is complete?
- What did you see going on at the project site?
- What did you hear?
- Who was involved?
- What learning took place?

The purpose of this step in Action Planning is to have the young people as planners release creativity by imagining the accomplishment. The tone of the facilitator is encouraging and upbeat. As participants describe accomplishments, the facilitator writes them into the Victory Circle, using a colored marker to do so. It is important that the facilitator writes clearly enough for everyone to read. The facilitator continues to ask for accomplishments until the circle is filled. When it is completed, the sheet is moved to the side, in front of the group. As usual, in this brainstorming step all answers are posted even if they appear contradictory. As in all steps of this process, keep up a rapid pace.

(Taken from the Institute of Cultural Affairs Instructor’s Manual for Group Facilitation Methods and Participant Guide)

## Acknowledge the Situation

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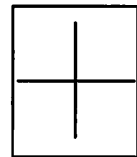
**Purpose:** To identify the strengths and weaknesses of the group in relationship to their vision for the project.  
To identify the benefits of the project and the dangers of being successful.  
To acknowledge the current reality in relationship to the project vision.

**Materials:** Flipchart Paper, Markers – multiple colors, Circle drawn on flipchart paper that is divided into four parts

**Time:** 10-20 minutes

**Format:** Idea Gathering from participants

**Procedures:**



**Step One:** List the strengths and weaknesses of the team on flipchart.

### ***STRENGTHS***

Shifting back to today's date, have people look at our present situation. As everyone thinks ahead to our victory, have people consider what they see as the strengths of our group to do this project. As the participants respond, the facilitator uses a colored marker to record the responses in the upper left quadrant of the circle that was prepared earlier. The word "Strengths" is printed along the top of the quadrant.

- What are our strengths as a group?
- What do we have going for us?

### ***WEAKNESSES***

Acknowledge that the group has many strengths to finish this project. Now tell the group that we also know there are weaknesses. The facilitator uses a different colored marker to record the responses of the group in the lower left quadrant, having printed the word "Weaknesses" at the bottom of the quadrant. Avoid using a red marker for this quadrant, since red might imply "deficit" rather than just what it is.

- What are some of the weaknesses that we want to take into account in our planning?

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**Step Two: List on flipchart the potential benefits and dangers that would result from succeeding with this action plan for the project.**

***BENEFITS***

The facilitator uses a third color marker to record responses on benefits in the top right quadrant, printing the word “Benefits” along the top of the quadrant.

- Knowing we will succeed at our project, what would be the benefits?
- What would be our gains?

***DANGERS***

Explain that we will now look at the ‘shadow’ side of our success. The facilitator uses a fourth color to record the responses about dangers in the lower right quadrant, printing the word “dangers’ along the bottom of the quadrant.

- What can we think of that might be the “dangers” related to our success.
- What are the dangers related to our success in accomplishing the project?
- What might be the cautions to take into account if we are successful?

(Taken from the Institute of Cultural Affairs Instructor’s Manual for Group Facilitation Methods and Participant Guide)

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## Ensure Commitment

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**Purpose:** To agree on the project scope, key products and quality standards

To clarify the group's commitment

**Materials:** Flipchart paper, markers

**Time:** 10 – 20 minutes

**Format:** Discussion

**Procedure:**

- ✓ Develop a clear, compelling, and concise statement or list of components that everyone is committed to. Write on flip chart and post.

This step is crucial to successful completion of the project because this is where the young people determine what they are actually committed to accomplishing. Have everyone close his/her eyes and relax. Read back through the victory and strengths, weaknesses, benefits and dangers. Have people consider all of these elements and say what they are actually committed to. The commitment may be something like 6-8 bullets representing key products and quality standards. Be sure at each step that each bullet represents consensus by the group. This determines the level of commitment, ownership and enthusiasm for this project.

**Possible Questions:**

- What are a couple of key products that will help us reach our vision?
- What is actually going to be accomplished by the end of our time (i.e., 3 weeks, 6 weeks, etc.)?
- What standards of quality are we committed to (i.e. science, math, SCANS, youth led)? Ex: "Park design has broad community input."

(Taken from the Institute of Cultural Affairs Instructor's Manual for Group Facilitation Methods and Participant Guide)

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## Identify the Tasks

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|                   |  |
|-------------------|--|
| <b>Purpose:</b>   | To identify tasks to accomplish the commitment to the project.<br>To excite individuals about their involvement.             |
| <b>Materials:</b> | ½ sheets of 8 ½" X 11" paper ("cards"); material or butcher paper sprayed with spray adhesive (sticky wall); colored markers |
| <b>Time:</b>      | 30 – 60 minutes  |
| <b>Format:</b>    | Individual brainstorming, group discussion, group decision-making  |

### Procedures:

#### **Step One: Brainstorm actions that will accomplish the task.**

Have the young people brainstorm silently and individually on a slip of paper all the actions that they think it will take to complete this project. Keep in mind what they have said they are committed to doing. Have them write as many actions as they can and then have them write a couple more. Then, break them into small groups (teams) to work together. In each team they are to share their personal brainstorms and decide on key actions they agree are important. Write each key item with marker on a ½ sheet of paper (one item per ½ sheet; large print so everyone can read; and try to limit it to 3-5 words per card). Since these tasks will ultimately be organized in working groups, committees or task groups, please ask everyone not to write 'form committee' as one of their ideas. Once people have had time to work in groups and have written actions onto cards, collect 2 or 3 cards from each group.

#### **Step Two: Cluster actions by those that could be done by the same learning team or task force.**

Places this first round of cards randomly on the wall. Ask if anyone needs any clarification on the cards being put up, and then ask if there are any cards that seem to pair together into a working team. Ask for one or two additional cards from each group and, once again, organize with existing cards into what appear to be actions that would be done by the same subgroup. Have the group quickly name each group as to a possible committee or task group name. See if there are additional cards that need to be put up or created (actions that will need to happen).

After the clusters have been named, the facilitator asks the group to consider the number of task groups it has created in light of the actual numbers in the group. If necessary, because of the size of the group have participants determine a way to redistribute tasks and bring clusters together so that there are a reasonable number of teams.

#### **Step Three: Divide into self-selected subgroups to finalize actions.**

Let individuals self-select which task arena they would like to work on. This allows the leadership to emerge through interest in specific tasks and builds ownership. If group size is very unbalanced, ask about adjusting. If one task arena has no volunteers, ask if the task is crucial to the success of the project. It might be merged with another closely related task.

(Taken from the Institute of Cultural Affairs Instructor's Manual for Group Facilitation Methods and Participant Guide)

## Establish Timeframes

- Purpose:** To create a calendar of actions that will accomplish the victory for each subgroup.
- Materials:** Sticky wall, ½ sheets labeled with each subgroup name, dates for the calendar (could be weeks, months – i.e., First Week in July, Second week in July or June, July, August), markers, blank ½ sheets for group work
- Time:** 45 – 60 minutes
- Format:** Discussion, participant decision-making

**Procedures:**

**Step One: Each subgroup plans its activities and puts their actions on cards.**

After the team members are noted, tell subgroups or task forces to:

- Collect and sort out all cards for the team. Meet and decide the needed actions for success, including all cards. Add any additional steps needed for successful completion.
- Make sure that each action step is on a separate card with a date for completion.
- Write the initial action step (Launch) and the overall team accomplishment (Victory) on special cards of a different color.
- Place cards on the calendar when groups have finished their planning.

**Step Two: Each subgroup places its cards on a large calendar and reports its plan to the whole group.**

While task forces work, put the calendar framework on front wall, creating a row for each task arena. Dates (weeks) go across the top. Have each subgroup report, create a mood of celebration. One way to do this is to acknowledge each subgroup's work with a rousing round of applause.

### Project Calendar

| Team Name | Launch<br>(What is the very first activity?) | Week One<br>(Date) | Week Two<br>(Date) | Week Three<br>(Date) | Victory<br>(How the group knows tasks have been accomplished) |
|-----------|--|--------------------|--------------------|----------------------|---|
| A         |  |                    |                    |                      |   |
| B         |  |                    |                    |                      |   |
| C         |  |                    |                    |                      |   |

**Sample** – This may cover a longer length of time and/or with more teams

(Taken from the Institute of Cultural Affairs Instructor's Manual for Group Facilitation Methods and Participant Guide)

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## Finalize Details

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|                   |  |
|-------------------|--|
| <b>Purpose:</b>   | To coordinate major aspects of the project.<br>To develop individual ownership and motivation for the project. |
| <b>Materials:</b> | Calendar on Sticky wall created as part of action planning   |
| <b>Time:</b>      | 15 – 30 minutes  |
| <b>Format:</b>    | Discussion   |

### Procedures:

- ✓ The large group adjusts the calendar to reflect the coordination required among the subgroups.
- ✓ The whole group decides on details of coordinating leadership, budget, and follow through mechanisms.

The coordination step is the time to agree on the details of the action plan. The strength of the consensus at this point will determine the levels of commitment, ownership, and enthusiasm that exist in the team for implementing the plan.

Coordinate the working groups using questions like:

- What events on the timeline call for a second look at the timing?
- Do our victories reflect what we said in our commitment?
- Are there places where this is going to take money or other resources? What do we need to do about that?
- How will we coordinate our activities?
- Will representatives from each team meet? If so, how often? When and where? For what purpose?
- When will we meet as a whole group?
- What do we need to do to insure that we are learning science and math? How will this plan help us deepen our workplace skills?
- What things will be important for the adult leader to do?

(Taken from the Institute of Cultural Affairs Instructor's Manual for Group Facilitation Methods and Participant Guide)

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## Affirm and Celebrate

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|                   |   |
|-------------------|---|
| <b>Purpose:</b>   | To confirm consensus and decisions.<br>To initiate follow-up.<br>To affirm and celebrate. |
| <b>Materials:</b> | Flipchart paper, markers, other materials to create a slogan or visual piece              |
| <b>Time:</b>      | 20 – 30 minutes   |
| <b>Format:</b>    | Discussion, Creation of visual image or catchy title                                      |

### Procedures:

**Step One: Facilitate a celebrative reflection to confirm the group resolve and create a catchy title or visual image for the project.**



### Reflection Questions

- O** What stands out for you about what we just did with planning our project?
- R** What are you looking forward to? Dreading?  
Were there any breakthroughs or surprises?
- I** What is important about this project to you?
- D** What would be a slogan, title or image for the project that would capture this for you?

### Step Two: Decide next steps.

Make sure everyone has agreed on the next steps and schedule for future meetings.

It is very important that the entire action plan is documented and that each member gets a copy of it the next time they meet. The final document gives everyone the big picture, and reminds individuals of what they are personally committed to.

(Taken from the Institute of Cultural Affairs Instructor's Manual for Group Facilitation Methods and Participant Guide)



### Twists and Turns

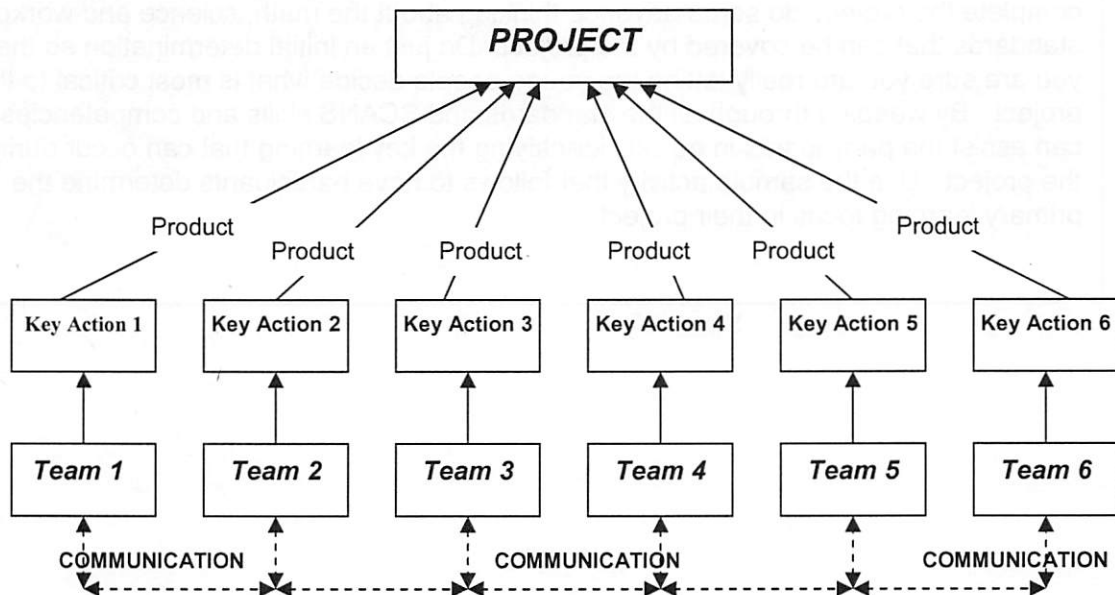
#### Determining the Project

If the district or funding source demands that the project be chosen before the sessions begin, when you propose the givens and set the context in the beginning, it is important to spend as much time as possible making sure learners are aware all of the known information. The young people will still determine the vision for the project, as well as the rest of the action planning process.



## Organizing into subgroups

Using the Action Planning Method outlined in this guide provides an opportunity for a large group of learners to work on a complex project. Often, there is a large number of learners responsible for completing an ambitious project that has several major tasks (key actions) associated with its completion within a relatively short period of time (i.e., 5 – 6 weeks during the summer months). Once learners identify the key actions needed, smaller teams form around the major tasks, develop a work plan for each task/action, communicate and coordinate with other teams, and work simultaneously to complete the project. Each team is responsible for a segment of the project, generating products that feed into the overall project goal/focus. Groups may organize and structure their work similar to the diagram below.



### Cautions!!!

- Each task may have different opportunities for skill development and demonstration. Therefore, students working on one particular task may not be exposed to the range of content/skills included in the project as a whole.
- Communication is essential so that work is coordinated and complementary, and learners are aware of how their work fits in to the overall project. Lack of communication can easily result in down time for some teams while work is bogged down for another group.

***This organizing structure can also be appropriate for less complex projects that need to be completed within a very limited timeframe, or long-term projects that have clear interim benchmarks/products (mini projects within the larger project).***



## **Learning Through the Project: Identifying Content and Skills**

Involving young people in their own determination of key learning can be an excellent way to have them develop skills in analysis, decision-making and consensus-building, and to deepen their commitment. The Adult facilitator should be clear that every project-based learning experience will focus on learning in science, math and workplace skills.

Once young people have determined the project and the key actions needed to complete the project, do some advance thinking about the math, science and workplace standards that can be covered by the project. Do just an initial determination so that you are sure you are really letting the young people decide what is most critical to the project. By weeding through all the standards and SCANS skills and competencies you can assist the participants in quickly identifying the key learning that can occur during the project. Use the sample activity that follows to have participants determine the primary learning focus in their project.

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## Finding the Learning

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**Purpose:** To tie youth-generated work directly to learning standards.

To make clear to youth, parents and staff expectations of what learning will take place.

To give youth and adults valuable information about what skills Youth need to learn/practice.

To determine critical learning that will take place during Project-Based Learning

To ensure that youth are key voices in determining the science, math and workplace skills they will learn

**Materials:** Flipcharts prepared in advance with SCANS or science and math standards

**Time:** 90 minutes

**Format:** Carousel Decision-Making and Discussion

**Procedures:**

Take the SCANS list and separate it into sections based on the breakdown of the list (Appendix A.1), i.e., Basic Skills, Thinking Skills; Personal Qualities, etc. Write the skills in each section on a page of flipchart paper (you will have 8 pages of flipchart paper). Tape these around the room with enough room for a small group of students to stand at each chart.

Three sample wall charts might be:

|   |
|---|
| <p><b>Basic Skills</b></p> <p>Reads and Writes</p> <p>Performs basic arithmetic and math</p> <p>Listens effectively</p> <p>Speaks Clearly</p> |
|---|

|   |
|---|
| <p><b>Thinking</b></p> <p>Thinks creatively</p> <p>Makes decisions analytically and rationally</p> <p>Solves problems adeptly</p> <p>Visions – “Sees things in the mind’s eye”</p> <p>Knows how to learn</p> <p>Reasons</p> |
|---|

|   |
|---|
| <p><b>Personal Qualities</b></p> <p>Demonstrates responsibility</p> <p>Possess self-esteem</p> <p>Demonstrates social skills</p> <p>Manages him/herself</p> <p>Demonstrates honesty and integrity</p> |
|---|

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Next, take the key science and math standards you think could be covered and prepare them on flipchart as well. For example:

**Science**

Describe factors that impact water quality.

Describe the processes involved in the water cycle.

Evaluate the effects of various weather factors on the environment and daily activities on earth.

**Math**

Organize collections of data into charts and graphs.

Determine, among the solutions to a real-world problem, which, if any, is reasonable.

Use appropriate technology to display list, tables, matrices and plots.

Differentiate between a biased and an unbiased sample.

Determine the validity of sampling methods in studies

Use some type of colorful stickers and have enough for each young person to have 5 stickers. Go over what has already been determined about what the project will be and, using one chart as an example, talk participants through what they need to do.

**Instructions:**

*"You will get to decide now what you think will be the most important learning that will come out of us doing this Project together. Around the walls you will find lists of key skills that are necessary to succeed in the workplace and key math and science standards for all high school students. I will break you into groups of 3 and each group will visit each and every chart during the course of the next 45 minutes. At each chart you will read all of the items on the chart and then the group will choose which of those items it thinks will be most important for us to learn during this Project. You can choose all on a list or none, or any number in between. These charts are the essential skills for the workplace, science and math, and so they are our starting point. You will also see an empty flipchart; because there may be learning you think is crucial that isn't covered in any of these charts...you can add your own skills you want to learn. When you find an item that your entire group agrees is important to learn, and then you need to put a sticker by it. Remember, you are discussing this and deciding as a group. It is quite fine if there is already a sticker there, in fact we are looking for where there is the most agreement about our learning."*

1. Read the chart
2. Agree which items are important
3. Put a sticker by those that the group can agree on

Periodically have people make sure they move to another chart so that each group has visited every chart by the end of the 45 minutes. At 45 minutes ask everyone to go around and look at all the charts and see what the final results are.



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## Discussion Questions

- O** As you look around the charts, what do you notice?
- R** Which of these items are you most excited about learning?  
What was hard to understand?  
Where do you have fears?
- I** Where did you have the most agreement? How about disagreement?  
How did you determine where to put the sticker?
- D** What do you think should be our next step with these charts?  
How can we use them?



## Developing Products and Systems to Measure Learning

Once the group has determined which of the SCANS, Science and Math standards are most important to learn during the project, they will be able to determine how they will know whether these are being learned or not, and will develop their own systems for creating assessments.

Assessment refers to the process of youth and adults looking at work and making judgments about whether and how well young people are meeting education standards and learning goals. Assessment is an integral part of project-based learning.

It is a challenge to keep focused on assessment once the excitement of a project is underway. Assessment works best when it is considered as part of the preparation work and is included in all phases of project planning and implementation. Including some thought about assessment in the preparation phase helps teacher/facilitators and learners to:

- predict what learning standards might be covered through various potential projects;
- determine resource needs (What materials are needed to carry out the activities?);
- focus on content areas (What skills might youth need to learn/practice, and how might this happen in the course of undertaking various projects?); and
- define student work (What products might students generate throughout the course of the project and what kinds of products might best demonstrate and provide evidence of growth in terms of content and skill standards?).

Involving youth in determining the products, tools and systems that are needed to 'assess' their learning is an important part of their learning and contributes to their ownership of the entire process.



## Kinds of Assessment

The Buck Institute of Education suggests several methods of assessment that may be appropriate for use with project-based learning:

- Performance-based Assessment: Students perform a task, give a presentation, teach others or otherwise demonstrate what they know and can do.
- Product or Portfolio-based Assessment: Young people produce work products that can be evaluated to determine what youth have learned.
- Test-based: Students answer written or oral questions. Correct responses indicate what students know.
- Self-report-based assessment: Students do their own assessment, reflecting orally or in writing about their growth in skills, knowledge and/or understanding.<sup>1</sup>

Performance-based and product/portfolio-based assessment practices are probably most appropriate for use with project-based learning. With these assessment strategies, youth and instructors need to work together to shape project activities so students generate many products during the course of project implementation.

<sup>1</sup> The Buck Institute of Education.

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## Determining Tools for Checking In on Learning

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**Purpose:** To help youth monitor and improve the quality of work.  
To make clear to youth, parents and staff expectations of how learning will be assessed.  
To identify assessment tools and products.

**Materials:** Accompanying handouts, lists of learning objectives

**Time:** One hour

**Format:** Small group decision-making and discussion

**Procedures:**

Divide the group into smaller groups and give each group 3-5 key learning objectives that have been determined. Ask each group to look at the handouts and determine how they would like to 'assess' or 'grade' the learning.

- What method would work best for this learning objective?
- How frequently and in what way will we check-in on progress?
- What will be the key factors that will show that the learning has been accomplished?

Give each group about 20 minutes and then have them report on their decisions. Give participants an opportunity to ask clarifying questions during the report out.



### Discussion Questions

- O** What words or pictures stick with you from the report-outs?
- R** Where are you excited about the tool that was chosen or worried about how we are going to do it?  
Where are there other instances in your life where you have gotten to determine how you would grade your own learning?
- I** In your small groups, how did you determine what tool was best for different objectives?  
What do you think will be most difficult about doing all this? How about easiest?
- D** Is there a next step you can think of that needs to happen as a result of our work today?

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## **Handout – Suggested Assessment Tools**

Many products can be used as interim and final evidence of progress and learning. For example, project progress reports help young people and adults to track activities, learning, and skill development. The Buck Institute includes suggestions for process products and we have added to them here:

- Informal briefings to others on project progress
- “Quick writes” for the entire group on an issue or skill area
- Surveys of teams or individuals
- Weekly reflection sessions for groups/individuals
- Team/Adult review of regularly generated work plans
- Writing in journals
- Youth or adult facilitators “sitting in” to monitor progress

Other interim products that provide evidence of learning and standards acquisition include:

- Proposals
- Rough drafts
- Notes
- Memos
- Requests for instructional support
- Oral questions or interviews
- Skills-based worksheets
- Question of the day.

Regular reflection time is a good assessment method. Reflection products over-lap a good deal with the process products mentioned above. Commonly utilized reflection products include:

- Portfolio entries coupled with a reflection piece by the student on why the product provides evidence of “best work;”
- Project wrap-up reports
- End-of-activity de-briefing sessions
- Viewing and team evaluation of beginning and end of project group work videotapes

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## **Final Assessment**

Most projects end with the generation or presentation of big products. These final Products are as varied as the number of possible projects. Examples that may be appropriate to learning rich projects are:

- Maps
- Biographies
- Research Reports
- Games
- Formal demonstrations
- Teaching a Lesson
- Questionnaires/Surveys with analyses
- Speech or formal presentation
- Construction
- Display
- Model
- Slide Show
- Discussion
- Interview
- Graph
- Newsletter
- Pamphlet
- Photo-essay
- Publication
- Theory
- Public service announcements

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## Creating Scoring Guides

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**Purpose:** To make clear to youth, parents and staff expectations of quality work.

To involve youth in determining their own evaluation criteria.

**Materials:** Paper, pens, markers, flipchart, handouts – sample scoring guides

**Time:** 45 minutes to one hour

**Format:** Small and large group discussion and creation of tools

### **Procedures:**

Break into small groups. Give each group at least one learning objective and assessment method that they can then use to create a scoring guide to determine quality work. Present, as briefly yet clearly as possible, what you hope they will do. (You can use the appendix: Creating Scoring Guides (Rubrics) as a guide for you. If a youth and adult work in partnership on the creation of this presentation there may be increased chance that it will be simple and clear. Choose one learning objective and walk through the process with the group.

### **Setting Criteria:**

Imagine that you have completed the project. How would you know if you really learned this piece? What would you be able to do? What would you have accomplished? What would it look like if you were really a master? Suppose we used Olympic or Karate language – what would you have to do for a gold medal or a black belt?

An example of an important criterion for a presentation is that it is "well organized." In making this criterion more explicit, we might first identify attributes that indicate an "advanced" level and decide on these:

- The product evidences good organizational structure.
- It engages the audience.
- The major and supporting points are presented clearly and are logically sequenced.
- There are clear transitions between ideas.
- Details are presented in creative ways.

We might then decide on what would indicate the lowest level or quality (perhaps called the "emerging" level) and then decide on what attributes best describe the level or levels in between the two extremes. You will be taking a learning objective we have identified and the product or assessment tool you decided would work best, and then identifying some type of scoring method. The packet you will receive for this work contains samples of other scoring methods – or rubrics – that have been created. Use these as guides if they are helpful in creating your own.

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Each group will return with a tool for scoring their learning objective.

Give each group about 20 – 30 minutes. Be prepared to assist in the development when the reports occur. You might want to suggest additional indicators or criteria. Ideally, you would create questions that would help the young people think of these things on their own.



### Discussion Questions

- O** What steps did you take in your small groups?
- R** What previous experiences have you had with anything like this?
  - What was it like?
  - Where did it succeed?
  - Where did it fail?
- I** What challenges are facing us relative to using these?
  - What will it take to keep on track?
- D** What is the next step with these tools?

---

## Handout – Tips for Creating Grading Scales (Rubrics)



Look at sample grading scales to get some ideas.



Determine what constitutes quality work.



Describe the best and worst levels of quality, and then fill in the middle levels based on your knowledge of common problems and the discussion of not-so-good work.



Avoid unclear language. Make sure you define clearly each word (For example: The grading scale for gaining attention was written for the word creative in the first grading of quality).



Avoid unnecessarily negative language (For example: The grading scale in Gaining Attention for the word boring in the second grading box).

Taken from *Understanding Rubrics* by Heidi Goodrich, Educational Leadership, December 1996/January 1997, page 19.  
For further information on Rubrics see Appendix

# **A Facilitator's Guide to Project-Based Learning: Integrating Knowing and Doing**

## **Chapter 4: Doing the Project**



June 2004

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## CHAPTER 4: DOING THE PROJECT

*"What we have to learn to do, we learn by doing."*

ARISTOTLE



### Guidelines for Participation

*Regular check-ins will be important between the youth and adult leader as they do their projects. Setting aside time to meet regularly and get updates on progress will help everyone involved. It will also be necessary for all parties to keep on track about science and math standards as well as workplace (SCANS) skills and other learning. Assessment should capture all the learning that is occurring.*

*Adult leaders will serve as allies and resources, assisting young people to widen their opportunities and deepen their learning. Short lecturettes on key topics that are relevant to the content can come out of the project and strengthen the knowledge base, and are an important aspect of being an effective adult leader. Being able to learn together by questioning and finding out the answers together are keys to partnership.*

*Youth can take lead roles in every aspect of the project: doing the work, facilitating reflections on the learning, determining key learning outcomes, assessing that learning outcomes being met, and evaluating the overall effectiveness of the design and implementation of the project.*



### **Sample Discussions: Turning Common PBL Challenges into Teachable Moments**

*Working with people in general, and youth specifically, means that there is never just one right way to do anything. Each situation is unique, and people's reactions will always vary. The Discussion Method is an effective way to involve young people in resolving common challenges instead of telling them how things should be done. By pausing to reflect and problem-solve, youth learn skills that can be transferred to multiple situations while deepening their learning and development, as well as their commitment to the outcome.*

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## Sample Discussion: Dealing with Disagreements and Monitoring/Correcting Performance

---

**Purpose:** To openly discuss areas of conflict.

To determine, as a group, next steps.

**Materials:** Flipchart paper, note paper to write on

**Time:** 20 – 30 minutes

**Format:** Discussion

**Scenario:**

Learners discover that needed supplies will not be received in time to meet a product deadline in the course of the project. There is disagreement about how best to proceed, and some participants point fingers at the team member responsible for ordering the supplies. They are unable to decide on a new course of action. (SCANS: Interpersonal – negotiating to reach agreement; Thinking – problem solving; Systems – monitoring and correcting performance)

**Procedures:**

“I understand that there may be a challenge with supplies at this moment and that we may need to change the course of the project. I also have heard that there may have been some harsh words that have already been said, and that you are having trouble deciding how to work together as a team now. I don’t want you to misunderstand, but hope that I can help in some way to move this forward. I think we first need to establish some ground rules and make sure each person can be heard without accusation. Know that we are all here to resolve the challenge and need to work together as a team to do that.”

***Disagreement Discussion***

- O** What was the first time you noticed something might be wrong?  
What words were said? Let’s get as many angles on this as possible; we may have heard different things.
- R** What has bothered you most?  
What bothered you least?  
What is your reaction now?
- I** Can each of you give me an idea for what we might do now? How can we reconcile these ideas (if not already the case)?
- D** What recommendations do you have for how we might figure these types of things out as a team in the future?

---

**Monitoring/Correcting Performance (lack of supplies)**

**O** What supplies do we have on hand?

**R** What frustrates you at this point?

Where do you see hope?

**I** What do we need in order to complete the work at this point?

I want each one of you individually to brainstorm any and all suggestions you have for how to move this forward. Get with a partner and share your ideas. Let's now list all of these on newsprint.

Let's discuss each idea – what would work best/least about this idea?

Is there any idea that jumps out at you that you think the team should try?

What will this mean to the timeline? How might it need to change?

**D** Given all this discussion, is there one that seems most effective at this time?

What is our plan for using this idea?

What will we do in the future to try and prevent this type of problem from happening again?

“Having misunderstandings is a very normal part of working with people. What is important is that we talk through and work through these misunderstandings. This is important both for what we are learning about working in partnership and as a team, and for what we want to get accomplished.”

---

## Sample Discussion: Dealing with a Gap in Skills

---

**Purpose:** To identify needed skills.  
To explore approaches for computing necessary ground cover.  
To determine unknowns.

**Materials:**

**Time:** 15 – 25 minutes

**Format:** Discussion

**Scenario:**

In determining the amount of ground cover (mulch, gravel, stone, pine, sod, etc.) necessary to cover a (footpath, playground, ball field, park area, etc) learners demonstrate a skill gap in (computation of square feet, measuring and irregular geometric shape, determining unknowns, etc.).

**Procedures:**

“I understand that you are about ready to order your ground cover and I need you to walk me through how you figured out what you need. I’d like to understand a little better what has gone in to your estimate.”

- O** What are the steps you have taken thus far to figure out how much ground cover you need?
- R** Where else have you used a similar approach to figure something out?
- I** How did you figure out what calculation/formula/dimensions to use?  
Let’s walk through this physically so that I can understand and learn from this.  
What difference do you think it will make that this is an irregular geometric shape?  
What might you need to do to compensate for that?  
I would like you to now work individually and see (based on our conversation and what we have talked about with formulas and shapes and calculations) what you come up with as the amount you will need in ground cover. What does each of you have?  
What would have happened if you had ordered your original amount?
- D** What should we do from here?

“An exciting part of learning and life is not being 100% right all the time. That could get quite boring. Often in life we have to go back and re-calculate. Not being afraid to do that is an important part of life and keeps it exciting for all of us. Learning is a life development and not a one-time thing. I am glad we had a chance to talk through this.”

---

## Sample Discussion: Reflecting on a Path Building Project

---

**Purpose:** To consider the implications of the project.  
To examine environmental issues inherent in the project.

**Materials:**

**Time:** 20 minutes

**Format:** Discussion

**Procedure:**

- O** What have you seen as you have been working on the path?  
What animals live in this area?
- R** What do you most enjoy about this area?
- I** What could add to the beauty?  
What is it like for people here?  
What do you think are the key environmental issues we need to think about when we are working out here?  
What will change if we build this path? For people? For animals? How about when it rains?  
What can happen when people make changes to a piece of land?  
What are examples of places where you think changes have created a better place to live for all living things?  
What are examples where people were trying to make things better and things got worse for the environment? For animals? For human beings?
- D** What can we do to ensure that our efforts to enhance this area really make things better?  
How will this change our plans?



## **Sample Discussions: SCANS Skills and Competencies**

Each of us is in the business of preparing young people for the labor market. We want to keep an eye on which of the SCANS skills and competencies we might have an opportunity to cover as the project progresses. We have provided several sample discussion questions that might deepen young peoples' learning through reflection.

---

## Sample Discussion: Reflecting on Team Building

---

**Purpose:** To analyze each person's role as a participant of a team

**Materials:**

**Time:** 20 minutes

**Format:** Discussion

**O** What are key pictures or words that you remember about the work you are doing as a sub-group/task group/team?

**R** What have been the highlights of working as a team?

What have been the challenges?

**I** What do you believe are accomplishments you have achieved as a team that you wouldn't have been able to do alone?

What strengths do you think you have brought to creating the team?

What would you most like to improve about your role?

What do you think is still needed to make your team stronger?

**D** What would be your advice to other young people doing project-based learning that would help them be successful as a team?

---

## Sample Discussion: Determining the Allocation of Resources

---

**Purpose** To increase learners' abilities to allocate resources

**Materials:**

**Time:** 20 minutes

**Format:** Discussion

- O** What types of resources have you had to use in the project?
- R** How is each similar or different from other project resources you have used?
- I** How did you determine what resources you needed?  
  
How did you or your team obtain the resources you needed?  
  
What have you seen as the most valuable resource (time, money, material, human resources)?
- D** What has been your key learning on how to allocate resources?  
  
List 2 things you might do differently next time.

---

## Sample Discussion: Checking In on Using Arithmetic and Math

---

**Purpose:** To perform arithmetic and math during the Project

**Materials:**

**Time:** 20 minutes

**Format:** Discussion

- O** Where have you used math or arithmetic in this Project?
- R** What was a surprise for you about where math was used?  
What seemed pretty rote or boring?
- I** Describe an instance where you had to use a math skill. Where were you? What was your role? What did other members of your group do?  
  
How have you had to use budgeting, geometry or number analysis in your project?  
  
How could the adult leader have been helpful?
- D** What would you like to learn before you begin a similar project?  
  
What would you tell another young person were the math or arithmetic skills needed to be successful?



### **Sample Discussion: Connecting Learning, Assessments and Standards**

*Learning is fluid. We cannot always anticipate where it is going to happen or what is going to trigger the deepest learning. As the project progresses, there may be standards that are covered deeply that were not anticipated. Planning for that to happen is a good idea. Posing reflection questions during periodic check-ins is helpful to all involved. This might happen most easily when checking in on the progress made towards the proposed learning and assessing the progress towards that learning.*

*Once it has been determined what the priority learning will be and how that learning will be assessed it, will be important to have regularly scheduled times to check in on how well the learning is actually happening.*

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## Assessing the Learning

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**Purpose:** To determine where learning is taking place.  
To determine at what level learning is taking place.

**Materials:** Learning objectives and grading scales developed by young people for the project.

**Time:** 30 minutes

**Format:** Discussion

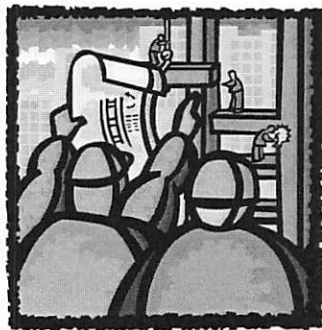
**Procedure:**

Hang p grading (rubric) scales along the wall with the key learning objectives. "Let's take a little time today to reflect on how we are doing with what we set out to learn. Along the wall, you can see what we earlier determined to be the key learning we sought and the criteria to measure whether this learning has occurred or not.

- O** What jumps out at you from these charts on the walls?
- R** Where has the learning been easiest?  
Where has it been more difficult than expected?
- I** Which of these are still the key learning pieces?  
What progress have we made?  
Where have we made the most progress?  
Where do you see learning that we might need to focus more on?  
What do you think are the reasons that we have made more progress in some areas than others?  
Were we accurate about what we thought we would learn from this project?  
Is there different learning occurring?  
How does checking in on this help us with our learning?
- D** What specific changes do you recommend based on our discussion?

"Thanks for taking the time to do this. Your insights and thoughtfulness are really what this is all about. The project is important and our focus on our learning is what makes this different than other things we might do."

# Implementing the Workplan





## Structuring the Time

There are usually four phases in an effective Project-Based Learning experience, each of which includes one or more essential activities. The chart below outlines the critical phases and lists the activities that normally take place in each stage.

Learners and adult facilitators will need to meet often during each phase of a learning-rich project. This is an opportunity for the entire group to discuss how to best get everything covered: the project; reflection on learning; reflection on progress; meeting as an entire group for cross-communication; and revisions to work-plan. There are many ways time together might be structured. Examples are provided on the following page.

### Typical Phases of a Learning-Rich Project

| PRE-LAUNCH               | LAUNCH  | IMPLEMENTATION   | CLOSURE AND CELEBRATION                               |
|--------------------------|---|--|---|
| Preparing for the Launch | Orientation to Project-Based Learning           | Identifying the Learning                               | Final presentation of learning, products and project. |
|                          | Building the Team                               | Deciding on products and grading scales for assessment | Completing a Final Assessment                         |
|                          | Defining problems/issue in community            | Implementing the Work-plan                             | Celebrating   |
|                          | Determining the Project                         | Revising and Updating the Workplan                     | Acknowledgements                                      |
|                          | Visioning the Project                           | Checking in on Progress                                |   |
|                          | Determining the Key Actions                     |  |   |
|                          | Developing the Timeline                         |  |   |
|                          | Identifying systems for budget and coordination |  |   |

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## Ideas About How Time Might Be Structured

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### WEEKLY SAMPLE

#### Monday

Working in subgroups

#### Tuesday

Working on the project outside of the classroom

#### Wednesday

Working on the project outside of the classroom

#### Thursday

Meeting as an entire project team with report-outs by sub-groups

#### Friday

Reflection on learning and assessment of this week's work; update of plan



### DAILY SAMPLE

#### Morning check in

Plot out course of action for day

Communicate with other teams

#### Work in subgroups during the day

#### Reflect on what was done

What was learned?

Key steps for next day

---

## Sample Discussion: Revising and Updating the Work-plan

---

**Purpose:**

- To exchange subgroup updates and information.
- To coordinate project plans as needed
- To resolve issues and agree on next steps.
- To be inspired by progress and motivated to continue.
- To gain confidence of success.

**Materials:** Sticky wall, flipchart, markers

**Time:** 30 – 45 minutes

**Format:** Discussion and Report Outs

### **Procedures:**

Have young people determine how frequently they might need to meet as an entire group to exchange updates and information, coordinate their work, resolve issues and agree on next steps.

Have them consider the following elements in tracking their progress:

### Possible Opening Discussion:

- O** What is one thing each person has done since we last met?
- R** Is there a story or two that people have to share?
- I** What do you most want to accomplish while we are all together?
- D** Who will be responsible for writing this up and making sure everyone has our decisions?

The time together might include:

- Subgroup Reports (You can put things up on the sticky wall so that people can see where each group is in terms of their progress on their action items)
- Actions initiated since last meeting.
- Accomplishments
- Blocks or Challenges
- Breakthroughs
- Changes needed to the workplan.

---

Before people leave have them review:

Assignments

Next time to meet

Announcements

Possible Closing Discussion:

- What is one thing you will do this week?
- Where could you use the most support or celebration?
- How might others be a resource to your work?
- What do you most hope to accomplish before we meet again?

---

## Sample Discussion: Checking in on Progress

---

**Purpose:** To check in on progress made on the project.  
To make changes as necessary to the work-plan.

**Materials:**

**Time:** 30 minutes

**Format:** Discussion

**O** What are key words or images that you remember from working on the project thus far?

Describe the specific steps you've taken recently on the project.

**R** Where have you been most engaged?

What portions take the greatest energy to 'get up' for?

**I** What difference do you think this project will make for others?

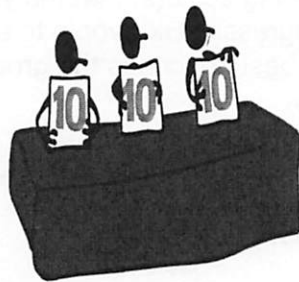
At this point, take a look at your plan – are there new steps or adaptations that need to be made? Are you on your timeline? Do you need to change any dates that you had set?

What is helping you most to keep on track? What is getting you off track?

**D** How can you best improve the project at this point?

What key changes need to be made?

# Evaluating for Quality



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## Sample Discussion: Involving Youth in Evaluating

---

- Purpose:** To evaluate the learning that is occurring.
- Materials:** Products, assessment tools, grading scales used for the project.
- Time:** 45 minutes – one hour
- Format:** Discussion and Grading Voting

### Procedures

Revisit the grading tools (rubrics) or other assessment tools that the young people created at the beginning of the project. Have each person assess where they think they are individually with their learning, and as a whole group.

**O** Give me some quick pictures or words you remember from working on your project.

**R** Where did you experience the most enjoyment? The most stress?

**I** Let's take a look at what we said we would do together:

On the wall, place the grading scale(s) that the young people had decided were the measurements for progress. Ask people to stand next to the number on the continuum that they think best describes the group's progress on the learning. Do each piece individually.

Talk to me a little about where you decided to stand.

What does this tell us about our learning?

Are there things that can be helpful for our other learning goals?

**D** What are we going to do about those areas we haven't accomplished yet?

---

## Sample Discussion: Evaluating the Learning

---

**Purpose:** To evaluate the learning at the close of the project.

**Materials:** Products, grading scales, assessment tools developed for the project

**Time:** 45 minutes – one hour

**Format:** Discussion and Rating

### Procedure

Have at least 3 teams evaluate the learning that has occurred based on the rubric developed at the beginning of the project. Each team could do this similar to an Olympic event (rate individually and then come up with a combined score) or discuss it as a group until they decide on one score together. Have each group report out their scoring with comments about their discussions.

**O** As people reported what words jumped out at you?

**R** What did it feel like to rate your own learning?

**I** Tell me a little about the ratings that you have come up with.

What might we do with the ratings that are different?

**D** What do you think should be the next step in our evaluation of our learning?

---

## Sample Discussion: Life-Long Learning

---

**Purpose:** To identify ways the learning that has occurred through the project can be used in multiple ways.

To excite young people about life long learning.

**Materials:**

**Time:** 20 – 30 minutes

**Format:** Discussion and Brainstorming

**Procedures:**

Explain that the time spent together has been a huge learning process for all involved. Thank everyone for how much **you** have learned, and invite them to talk with you for a minute about what this all might mean.

**O** Tell me one thing you remember you did during our time together.

**R** What was something you really appreciated?

How about something you would have preferred not to have had happened?

**I** Think about all we learned. I want each of you to think for an instance about one place that you will use this learning in another setting, and write this on a slip of paper. (What is it you learned and how will you use it in your life?) Once you have something written, hand it to me. (Pass these out randomly until everyone has one)

Read the one you have received.

What does all this time together have to do with your 'real life?'

**D** With all these places and occasions in which this learning might be used, and using this as one of your many building blocks, what would you like to learn more about?

What are things we did here together that you can use to continue your learning?

What is one thing you could tell a friend about what you learned here and how it has anything to do with 'real life'?

"Thanks so much for working so hard and adding your strengths to an amazing project. Learning is a life long adventure. It won't stop for you with this project and it doesn't stop for me at whatever age. I have learned so much from you, and together our learning became so much richer. Thanks."

# **A Facilitator's Guide to Project-Based Learning: Integrating Knowing and Doing**

## **Chapter 5: Closure and Celebration**



June 2004

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## CHAPTER 5: CLOSURE AND CELEBRATION

*"Change is the end result of all true learning."*

LEO BUSCAGLIA



### Guidelines for Participation

*As in every other aspect of Project Based Learning, the closing and celebration are an opportunity for young people to plan and implement a key component of their own learning. Adults can structure key opportunities for young people to think through how they want to celebrate their accomplishments and say goodbye. Youth will be active participants in planning how they want the celebration and closure to be done.*



#### Importance of Celebration, Closure and Recognition

No growth as a learning group is complete without time to celebrate, bring a sense of closure, and recognize the gifts and talents of each person. During the course of planning, implementing, and evaluating a project, strong ties are made with others. These ties need to be acknowledged, and some way of connecting needs to be done.



#### Community Youth Development Theme – Youth as Resources

Project-Based Learning provides an excellent opportunity for youth and adults to work in partnership to create safe, healthy and just communities. This approach to youth and adults combining their collective resources – while focusing on key developmental needs of both young people and their community – is basic to Community Youth Development. Though historically, many may not have considered Project-Based Learning as a means to community change, the opportunities abound for youth to assume leadership roles in their community.



#### Planning and Organizing the Celebration

Many of the methods that are in this guide can be used to determine how the closing will occur. Action Planning is a great way of visioning the closure, determining the commitment, and breaking into workable groups to get the tasks accomplished. This approach ensures that every participant has an active role in determining and implementing the last pieces of the project.



## **Parent and Community Involvement**

The closure celebration is an opportunity for young people to showcase the work they have done through their project. Discuss with youth whether they would like their parents/families and other community members present to acknowledge their successes.



## **Value Beyond the Classroom Project**

Throughout the experience, reflections on implications that might be relevant to each young person's life outside the project will deepen and add to the authenticity and meaningfulness of the work being done (See sample Life-Long Learning Discussion).



## Continuation Options

### Leading the Group to Determine Next Steps

**Purpose:** To determine next steps in the project and for learning.

**Materials:**

**Time:** 20 – 30 minutes

**Format:** Discussion

**Procedures:**

*“The Project we have done together has given us an opportunity to have fun, grow together and learn a lot. It seems a shame to stop here, so I would like us to take some time to think about what else might be done.”*

**O** What have we done thus far? What have been the activities, projects, and presentations?

**R** What would most excite you about doing more together?

What would most frustrate or not interest you?

**I** If we were going to do something else, what would we do?

Where are places and times we might do more together?

What types of things would you want to make sure we continued?

What new learning would you like to have happen?

How could this approach to learning be integrated into some classroom situations during the school year?

How about after-school or non-school time?

Who are people we could talk with about these possibilities?

What are some things we want to do and that we can do on our own?

What would be important about continuing?

**D** What would be your personal commitment to continuing?

*“Thanks for having this conversation with me. I hope that we can make some of this happen!”*



## Final Celebration



### Sample Agenda

#### ➤ Presentations

At the end of the project, it is important to have a closing for the project, as well as a final product presentation. This has possibly already been discussed when developing the assessment and grading system.

#### ➤ Recognitions

Acknowledgements of the gifts, talents, and hard work of each person and the group's collective commitment are an important part of the ending celebration. Often certificates or awards of recognition are given.

#### ➤ Closure

A short activity that provides individuals in the group an opportunity to praise each other and to say goodbye is a crucial element of closure and celebration

**Don't forget to add 'celebration' --- and FUN!**



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## Ideas for Closure and Recognition

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**Purpose:** To excite participants about their time together.  
To bring closure to the learning and team building.

**Materials:**

**Time:** 20 – 30 minutes

**Format:** Individual contribution

**Procedures:**

Here are two different, yet similar, ideas on how to give young people an opportunity to bring closure to their experience.

**1. Circle Comments**

Standing in a circle, ask for someone to volunteer to say something positive about the person to her/his right, and then one key thing they learned. Repeat until everyone has participated.

**2. Story Telling**

Sitting in chairs in a circle, begin one line of a story about the experience. Each person will add to the story something that has been significant or important to her/him. Keep adding to the story until everyone has had a chance to contribute. Once the story is complete, have each young person turn to the person on his/her right and say something they appreciate about that person. Once complete, as learners to repeat the activity with the person on his/her left.



# A Facilitator's Guide to Project-Based Learning: Integrating Knowing and Doing

## Appendix



June 2004

**A SUMMARY OF THE "SCANS" SKILLS AND COMPETENCIES  
WHAT WORKERS NEED TO BE ABLE TO DO  
TO SURVIVE AND THRIVE IN A HIGH-PERFORMANCE WORK-PLACE**

**BASIC SKILLS:**

Reads and writes  
Performs basic arithmetic and math  
Listens effectively  
Speaks clearly

**THINKING:**

Thinks creatively  
Makes decisions analytically/rationally  
Solves problems adeptly  
Visions -- "Sees things in the mind's eye"  
Knows how to learn  
Reasons

**PERSONAL QUALITIES:**

Demonstrates responsibility  
Possesses self-esteem  
Demonstrates social skills  
Manages him/herself  
Demonstrates integrity/honesty

**RESOURCES:**

Allocates time  
Allocates money  
Allocates material and facility resources  
Allocates human resources

**INFORMATION:**

Acquires and evaluates information  
Organizes and maintains information  
Interprets and communicates information  
Uses computers to process information

**INTERPERSONAL:**

Participates as a member of a team  
Teaches others  
Serves clients/customers  
Exercises leadership  
Negotiates to arrive at a decision  
Works with cultural diversity

**SYSTEMS:**

Understands systems  
Monitors and corrects performance  
Improves and designs systems

**TECHNOLOGY:**

Selects technology  
Applies technology to task  
Maintains and troubleshoots technology

# SECRETARY'S COMMISSION ON ACHIEVING NECESSARY SKILLS (SCANS)

## RESOURCES

**Allocates Time** – Selects relevant, goal-related activities, ranks them in order of importance, allocates time to activities, and understands, prepares and follows schedules.

**Allocates Money** – Uses or prepares budgets, including making cost and revenue forecasts, keeps detailed records to track budget performance, and makes appropriate adjustments.

**Allocates Material/Facility Resources** – Acquires, stores and distributes materials, supplies, parts, equipment, space, or final products in order to make the best use of them.

**Allocates Human Resources** – Assesses knowledge and skills and distributes work accordingly, evaluates performance, and provides feedback.

## INFORMATION

**Acquires and Evaluates** – Identifies need for data, obtains it from existing sources or creates it, and evaluates its relevance and accuracy.

**Organizes and Maintains** – Organizes, processes, and maintains written or computerized records and other forms of information in a systemic fashion.

**Interprets and Communicates** – Selects and analyzes information and communicates the results using oral, written, graphic, pictorial, or multi-media methods.

**Uses Computers to Process** – Employs computers to acquire, organize, analyze, and communicate information.

## INTERPERSONAL

**Participates as a Team Member** – Works cooperatively with others and contributes to group with ideas, suggestions, and effort.

**Teaches Others** – Helps others to learn.

**Serves Clients and Customers** - Works and communicates with clients and customers (both external and internal) to satisfy their expectations.

**Exercises Leadership** – Communicates thoughts, feelings, and ideas to justify a position; encourages, persuades, convinces, or otherwise motivates an individuals or groups, including responsibly challenging existing procedures, policy or authority.

**Negotiates to Arrive at a Decision** – Works toward an agreement that may involve exchanging specific resources or resolving divergent interests.

**Works with Cultural Diversity** – Works well with men and women and with a variety of ethnic, social, or educational backgrounds.

## SYSTEMS

**Understands** – Knows how social, organizational, and technological systems work and operates effectively within them.

**Monitors and Corrects Performance** – Distinguishes trends, predicts impact of actions on system operations, diagnoses deviations in the function of a system/organization, and takes necessary action to correct performance.

**Improves and Designs** – Makes suggestions to modify existing systems to improve products or services, and develops new or alternative systems.

## **TECHNOLOGY**

**Selects Technology** - Judges which set of procedures, tools, or machines, including computers and their programs, will produce the desired results.

**Applies Technology to Task** - Understands the overall intent and the proper procedures for setting up and operating machines, including computers and their programming systems.

**Maintains and Troubleshoots Technology** - Prevents, identifies, or solves problems in machines, computers, and other technologies.

## **BASIC SKILLS**

**Reading** – locates, understands, and interprets written information in prose and in documents such as manuals, graphs and schedules.

**Writing** – communicates thoughts and ideas, information and messages in writing; creates documents such as letters, directions, manuals, reports, graphs and flow charts.

**Arithmetic/Mathematics** – performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.

**Listening** – receives, attends to, interprets and responds to verbal messages and other cues.

**Speaking** – organizes ideas and communicates orally.

## **THINKING SKILLS**

**Creative Thinking** – generates new ideas.

**Decision Making** – specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.

**Problem Solving** – recognizes problems and devises and implements plan of action.

**Seeing things in the Mind's Eye** – organizes and processes symbols, pictures, graphs, objects and other information.

**Knowing How to Learn** – uses efficient learning techniques to acquire & apply new knowledge/skills.

**Reasoning** – discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem.

## **PERSONAL QUALITIES**

**Responsibility** – exerts a high level of effort and perseveres toward goal attainment.

**Self-Esteem** – believes in own self-worth and maintains a positive view of self.

**Sociability** – demonstrates understanding, friendliness, adaptability, empathy and politeness in group settings.

**Self-Management** – assesses self accurately, sets personal goals, monitors progress and exhibits self-control.

**Integrity/Honesty** – chooses ethical courses of action.

## BLOOM'S TAXONOMY

When delivered effectively,  
project-based learning  
enables learners to operate  
across all six levels.

| LEVEL              | EMPHASIS  | GOAL  | VERBS TO USE   |
|--------------------|---|---|--|
| 1<br>Knowledge     | recognition and recall -- ability to remember facts in the way they were first presented  | Show that you know  | list, tell, define, identify, label, locate, recognize   |
| 2<br>Comprehension | grasp the meaning and intent of information -- the ability to tell or translate into your own words                                     | Show that you understand  | explain, illustrate, describe, summarize, interpret, expand, convert, measure  |
| 3<br>Application   | use of information -- ability to apply learning to new situations and real-life circumstances   | Show that you can use what has been learned   | demonstrate, apply, use, construct, find solutions, collect information, perform, solve, choose appropriate procedures |
| 4<br>Analysis      | reasoning -- ability to break down information into component parts and to detect relationships of one part to another and to the whole | Show that you perceive and can pick out the most important points in material presented | analyze, debate, differentiate, generalize, conclude, organize, determine, distinguish                                 |
| 5<br>Synthesis     | originality and creativity -- ability to assemble separate parts to form a new whole  | Show that you can combine concepts to create an original or new idea                    | create, design, plan, produce, compile, develop, invent  |
| 6<br>Evaluation    | criteria or standards for evaluation and judgement -- ability to make judgements based upon criteria or standards                       | Show that you can judge and evaluate ideas, information, procedures, and solutions      | compare, decide, evaluate, conclude, contrast, develop criteria, assess, appraise                                      |

## Examples of ORID Applications

| Classroom   | School Administration /<br>School Improvement   | Community   | Family  |
|---|---|---|---|
| <ul style="list-style-type: none"> <li>• One-on-one praising or critiquing of behavior</li> <li>• Creating procedures for cooperative learning</li> <li>• Discussing a poem, story, chapter of a book, etc.</li> <li>• Weighing up project possibilities</li> <li>• Reflecting on any learning process</li> <li>• Dealing with a situation of conflict</li> </ul> | <ul style="list-style-type: none"> <li>• Analyzing trends in education that affect the school</li> <li>• Creating a visual picture of a school's historical journey</li> <li>• Discussing issues or events at staff meetings</li> <li>• Taking stock of a needs assessment or a resource inventory</li> <li>• Assessing a school year</li> <li>• Gaining input from parents / community members / students</li> </ul> | <ul style="list-style-type: none"> <li>• Reflecting on a day, week, month, year</li> <li>• Deciding the flow of a conference or community event</li> <li>• Evaluating the progress of a project</li> <li>• Deciding work priorities</li> <li>• Celebrating a great victory</li> <li>• Preparing a written report</li> </ul> | <ul style="list-style-type: none"> <li>• After seeing a movie or video together</li> <li>• Thinking through issues facing the family</li> <li>• One-on-one processing of a child's behavior or experience</li> <li>• Discussing a vacation, family reunion, party etc.</li> <li>• Asking a family member how his or her day went</li> <li>• Creating a family budget</li> </ul> |



## Scoring Guides (Rubrics)



## Background Information on Scoring Guides/Rubrics

### *How To Assess Products and Student Work*

Once work has been generated, how can it be evaluated? Different products call for different means of evaluation. For example, checklists are handy tools to measure the growth of interpersonal skills. Using criteria generated by the full group (specific descriptions of what you're looking for), adults and youth can sit in, observe and evaluate group process and/or problem-solving skills. Journals and other guided reflection exercises (using structured questions generated by group discussion) can provide documented evidence of individual understanding and growth. Teacher facilitators can regularly encourage the use of these types of "process" measures. Information gained from these methods can then be used by teams and adults to modify activities within the project work plan, identify where more direction or explicit instruction is needed, adjust time expectations, provide coaching, and so on.

When using performance-, product-, or portfolio-based assessment, youth and adults can use scoring guides, popularly known as rubrics. Rubrics are a very useful tool to both youth and adults in evaluating the learning stemming from the project-based approach. The following section will explain more about rubrics and include some simple yet practical models that are easily adapted for project use.

### *Scoring Guides/Rubrics*

Scoring guides are used to assess products or demonstrations. Rubrics are tools that set explicit *criteria for what constitutes quality work and delineates gradations of quality for each standard, from poor to excellent.*<sup>1</sup> While scoring guides and rubrics can be used as part of the "process" assessment for any type of product (e.g. an outline or draft sketch) or demonstration, they are most often used with the culminating product or demonstration.

Teachers sometimes express confusion about the development and use of rubrics. Actually, they are not so complicated if one keeps in mind that the purpose of a rubric is to create explicit and agreed-upon standards of performance. Rubrics take evaluation out of the realm of personal judgments by making standards of quality explicit and known to teachers, students, and adults constituents.

Let's take an example of a teacher who traditionally evaluates (or grades) student papers. S/he evaluates student work by employing long held and personal standards about what constitutes excellent work (an "A" paper); good work (a "B" paper); average work (a "C" paper) and so on. The teacher may seldom make his/her judgments or criteria explicit, except for brief comments in the margins of the students' papers. Youth generally have no input into what constitutes an acceptable (or better) standard of performance. It's no surprise that students who are best at figuring out what a particular teacher is looking for usually get the best grades!<sup>2</sup>

<sup>1</sup> From "Understanding Rubrics" by Heidi Goodrich. Journal of Education Leadership, December 1996/January 1997, pg. 16.

<sup>2</sup> Adapted from *Project-based Learning: A Strategy for Teaching and Learning*, Diehl, Grobe, Lopez and Cabral, Corporation for Business, Work, and Learning, January, 1999



With scoring guides or rubrics, adults and youth students attempt to verbalize these internal judgments and make public criteria for evaluation. While an individual teacher can do this, it is preferable if the instructor team agrees on standards for performance; it is even more preferable if youth help generate standards of performance and then try to achieve these standards.

Once criteria for "best work" are made explicit, instructors and students can create additional criteria that describe several levels of proficiency. These levels can be titled in various ways, for example: levels 1-3; "emerging, proficient, exemplary;" bronze, silver, gold, etc.

Let's look briefly at setting criteria. An example of an important criterion for a presentation is that it is "well organized." In making this criterion more explicit, teachers and students might first identify attributes that indicate an "advanced" level and decide on these: a) the product evidences good organizational structure, b) it engages the audience, c) the major and supporting points are presented clearly and are logically sequenced, d) there are clear transitions between ideas, e) details are presented in creative ways. Teachers and students might then decide on the attributes that indicate the lowest level or quality (perhaps called the "emerging" level) and then decide on what attributes best describe the level or levels in between the two extremes.

Once the criteria and specific attributes for performance are set, youth have specific goals to aim for and specific information on how to improve their work. When student work is generated with clear purposes (standards) and expectations for performance, instructors and youth are truly prepared to "take on" standards-based work. Instructors can also be confident that projects will not only be fun or engaging but will produce quality evidence of key skills and content.

The following examples provide three different scoring guides (or rubrics) that can be adapted for classroom use. The first two (Figures 1 and 2) are *generic rubrics* for math and for science. These generic rubrics focus on "habits of mind" in the two disciplines and thus do not need much adaptation for use in any math or science-based classroom project. The third rubric (Figure 3) is a content specific rubric for a special science project, the egg drop, a familiar science activity for most teachers. This rubric illustrates how a rubric might be adapted to a particular project if specific criteria are needed to judge student work. The fourth example (Figure 4) is a *process rubric* used to evaluate how students tackle and complete tasks and work together on class projects or activities. The process rubric is also fairly generic, but can be adapted to capture overall interpersonal and other SCANS skills.

*One important point about scoring guides or rubrics. These should be developed (preferably by the teacher and students together) at the **beginning** of the project and should be shared with and understood by everyone participating in the PBL unit. The scoring guides or rubrics should be constructed very simply at first, making use of two or three of the most important criteria for the work (determining what is most important that students know and be able to demonstrate.)*





**Figure 2**  
**Rubric for A Generic Science Project**

Title of Report \_\_\_\_\_

Authors' names:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

|                               | <b>Beginning</b>  | <b>Developing</b>  | <b>Accomplished</b>  | <b>Exemplary</b>   | <b>Score</b> |
|-------------------------------|---|--|--|--|--------------|
| <b>Introduction</b>           | Does not give any information about what to expect in the report.   | Gives very little information.   | Gives too much information--more like a summary.   | Presents a concise lead-in to the report.  |              |
| <b>Research</b>               | Does not answer any questions suggested in the template.  | Answers some questions.  | Answers some questions and includes a few other interesting facts.   | Answers most questions and includes many other interesting facts.                          |              |
| <b>Purpose/Problem</b>        | Does not address an issue related to _____.   | Addresses a _____ issue which is unrelated to research.  | Addresses an issue somewhat related to research.   | Addresses a real issue directly related to research findings.                              |              |
| <b>Procedure</b>              | Not sequential, most steps are missing or are confusing.  | Some of the steps are understandable; most are confusing and lack detail.                        | Most of the steps are understandable; some lack detail or are confusing.                                   | Presents easy-to-follow steps which are logical and adequately detailed.                   |              |
| <b>Data &amp; Results</b>     | Data table and/or graph missing information and are inaccurate.   | Both complete, minor inaccuracies and/or illegible characters.                                   | Both accurate, some ill-formed characters.   | Data table and graph neatly completed and totally accurate.                                |              |
| <b>Conclusion</b>             | Presents an illogical explanation for findings and does not address any of the questions suggested in the template. | Presents an illogical explanation for findings and addresses few questions.                      | Presents a logical explanation for findings and addresses some of the questions.                           | Presents a logical explanation for findings and addresses most of the questions.           |              |
| <b>Grammar &amp; Spelling</b> | Very frequent grammar and/or spelling errors.   | More than two errors.  | Only one or two errors.  | All grammar and spelling are correct.  |              |
| <b>Attractiveness</b>         | Illegible writing, loose pages.   | Legible writing, some ill-formed letters, print too small or too large, papers stapled together. | Legible writing, well-formed characters, clean and neatly bound in a report cover, illustrations provided. | Word processed or typed, clean and neatly bound in a report cover, illustrations provided. |              |
| <b>Timeliness</b>             | Report handed in more than one week late.   | Up to one week late.   | Up to two days late.   | Report handed in on time.  |              |
|                               |   |  |  | <b>Total</b>   |              |



### Figure 3 A Content Specific Rubric<sup>3</sup>

Rubric for A Packaging Project that Asks Students  
to design and test packaging for a raw egg

| <u>Scale Criteria</u>                                 | <u>Scrambled</u>   | <u>Humpty<br/>Dumpty</u>   | <u>Soft-boiled</u>   | <u>Eggsceptional</u>  |
|---|--|--|--|---|
| Understood the problem                                | Followed part of the directions and used material not listed | Began to build a crate   | Designed a crate according to specifications                             | Designed the crate so that the egg did not break                  |
| Used blueprint to model the problem                   | Used materials not listed, sketch was unclear or incomplete  | Attempted sketch, but is incomplete or difficult to visualize                | Completed sketch is labeled and easy to visualize                        | Drew sketch in perspective and to scale, with labels              |
| Evaluated effectiveness of crate and made adjustments | Did not make tests or adjustments                            | Made one test without adjustments  | Made two or more tests with adjustments                                  | Made a series of tests and adjustments to prevent breaking of egg |
| Communicated results to an audience                   | Did not include charts, graphs, or diagrams                  | Attempted to use charts, diagrams, and graphs, but information was not clear | Used graphs, charts and diagrams to show results                         | Used more than one representation to show results                 |
| Demonstrated relationships between motion and force   | Did not demonstrate understanding                            | Attempted to explain relationship between motion and force                   | Explained orally or in writing the relationship between motion and force | Related relationship between motion and force to Newton's laws    |

<sup>3</sup> *How to Use Standards in the Classroom*, Douglas E. Harris and Judy F. Carr, ASCD, Alexandria, VA, 1996



## Figure 4 A Process Rubric

### *For the Individual:*

#### **A. Works towards Meeting Group Goals**

- 4 Actively Helps Identify Goals And Works Hard To Meet Them
- 3 Communicates Commitment To Goals And Carries Out Assigned Role
- 2 Communicates Commitment To Goals But Does Not Carry Out Role
- 1 Does not work towards group goals or actively works against them

#### **B. Demonstrates Effective Interpersonal Skills**

- 4 Promotes group interaction and expression of ideas and opinions in a way that broadens the knowledge base
- 3 Participates in group without prompting. Expresses ideas and opinions in ways sensitive to others feelings/knowledge
- 2 Participates in group with some prompting. Expresses ideas and opinions but without considering feelings/ knowledge of others.
- 1 Doesn't participate even with prompting or expresses ideas in insensitive or aggressive way.

#### **C. Performs a Variety of Roles within the Group**

- 4 Effectively performs many roles in group including leadership for some aspect
- 3 Effectively performs verbal and non-verbal roles within group
- 2 Plays one role in group
- 1 Rejects opportunities to perform tasks in group

### **TOTAL INDIVIDUAL SCORE:**

### *For the Group:*

#### **A. Determines purpose of task and outlines strategies**

- 4 After discussion, purpose of task is clearly stated & all members have clear sense of how to accomplish task
- 3 After discussion purpose of task is clear, but strategy to accomplish task is unclear
- 2 With limited discussion group moves to action without purpose or strategy clear or with limited discussion one person sets both purpose and strategy
- 1 With limited discussion group moves to action though neither purpose nor strategy is clear

#### **B. Problem Solving/Decision Making**

- 4 Identifies appropriate alternatives and assesses alternatives in terms of criteria (specifications)
- 3 Identifies a couple of alternatives and moves to action with some consideration of "best idea"
- 2 Moves to action with one idea though with consideration of how idea meets "specs"
- 1 Moves to action with little idea of product and/or no consideration of "good ideas"

#### **C. Task Completion**

- 4 Task is finished on time and meets specifications
- 3 Task is finished on time and meets some specifications
- 2 Task is finished on time and doesn't meet "specs," or task isn't finished but prototype meets some "specs"
- 1 task isn't finished and does not meet specifications

### **TOTAL GROUP SCORE:**



## Portfolios

As has been noted more than once in this section, projects require products. Well-designed products represent substantial evidence of student learning. Projects also generate a fair amount of developmental work through drafts, edited copy, notes, journal entries, work plans, mini-presentations and recommendations. These can all be used to document learning (using rubrics), as well as show improvement/mastery of competencies over time.

To capture this work and use it effectively for assessment purposes, many instructors choose to use student-generated portfolios. Portfolios are collections of student work, used either to benchmark growth (developmental portfolios) or certify mastery (final portfolios). Whether portfolios are developmental or final, they need to contain evidence; in this case, evidence that students have achieved growth and/or mastery in the specific standards/objectives/competencies required by the course/program/school.

Portfolios are a helpful way to collect and document learning. Portfolios also ensure that individuals can provide evidence of their own learning while being involved in a group project.

There are two kinds of portfolios – a developmental and a final portfolio. Developmental portfolios, as the term suggests, captures learning “along the way.” These contain evidence that students have grown in skill level and competency over time. One should be able to easily see skill growth by looking through the portfolio and comparing early to late work. Hence, evidence should be selected that *shows student improvement*. Developmental portfolios contain rough and final drafts, students' work over time; written reflection, teacher observations or checklists, results of teacher/student conferences, student contracts, etc. Each section should have a cover page explaining the key skill/competency areas and briefly describing the evidence that readers will see and analyze. These portfolios can be rated by the teacher or by teacher/community/student teams using a rubric.

Final portfolios contain “exemplars” of learning, in other words, students' best work. Some final portfolios are discipline-specific (for example, the students' best work in math over the course of the year) or cross-disciplinary (for example, the students' best project work.) Becoming more common is the graduation portfolio, which showcases students' best academic work, as well as capturing work in other important skills areas – community service, workplace or life skills, computer technology, career development. Teachers can structure final portfolios by specifying what particular skills and competencies students will provide evidence for at the end of a project, course, grade, or program, or in order to graduate. Once the specific standards/competencies and standards of quality (rubric) are defined, students work with teachers and others to collect and assemble best work that reflects those specific standards and competencies. Then evaluators/teacher/student teams or adult/student teams evaluate the final portfolios using the rubric.

The final rubric examples are of those used in evaluating final portfolios (Figures 5 and 6). The first is a student generated scoring guide, appropriate for peer review or review by the teacher. The second is a more formal rubric suitable for use by adult/youth teams looking at graduation or other final portfolio work.

---

## Figure 5

### Portfolio Peer Evaluation<sup>5</sup>

#### **Clarity: The portfolio is:**

- A collection of "stuff" with few explanations
- Some organization but lacks explanation
- Clearly organized with explanations
- Very clearly organized with thorough explanations of work and sections

#### **What was learned: The Portfolio:**

- Doesn't clearly reveal what was learned
- Has a few explanations of what was learned
- Clearly explains what was learned and why certain work reflects the learnings
- Explains in detail what was learned and why selection of work is included

#### **Neatness: The Portfolio is:**

- Not neat, papers are hand-written, there are strike-outs, sections are not delineated
- Somewhat neat. There are no hand-written corrections, sections are delineated
- Neat. Papers are typed, there are not hand-written corrections, sections are delineated, cover page is well designed
- Very neat. Papers are typed and well edited. Sections are delineated and designed, cover shows evidence of design. Graphics are used.

#### **Connection Between Classes/Subjects/Life: Portfolio:**

- Establishes connections between different subjects or pieces of work
- Makes only a few connections between subjects or work
- Establishes a number of connections between subjects or work. Draws conclusions about the "usability" or "transfer of skills across subjects or in "real life."
- Draws consistent connections between subjects/work and applications to "real life." Draws conclusions and presents work with many interdisciplinary connections.

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<sup>5</sup> Adapted from work by the Middle College High School, Long Island City, NY, Spring 1991.



FIGURE 6

FINAL PORTFOLIO RUBRIC

(to assess individual items contained in the Portfolio)

|                          | Advanced (4)  | Proficient (3)   | Capable (2)  | Emerging (1)  | SCORES               |
|--------------------------|---|--|--|---|----------------------|
| <b>Organization</b>      | <ul style="list-style-type: none"> <li>- product evidences sophisticated structure, engaging the audience</li> <li>- Major and subsidiary points are presented clearly, logically sequenced</li> <li>- Clear transitions between ideas/sections evident</li> <li>- Details are interwoven in creative ways</li> </ul>   | <ul style="list-style-type: none"> <li>-product includes coherent introduction, body and conclusion</li> <li>-Major points are presented clearly and are logically sequenced</li> <li>-Details/examples are related to major and minor points</li> </ul>   | <ul style="list-style-type: none"> <li>-product shows some structure or pattern</li> <li>-major points are clear</li> <li>- details are minimal but relate to major points being made</li> </ul>   | <ul style="list-style-type: none"> <li>-minimal structure, lacking outline or pattern</li> <li>-major points unclear</li> <li>- lacking detail or connections between details and major points</li> </ul>   | 1.<br>2.<br>3.<br>4. |
| <b>Grammar and Usage</b> | <ul style="list-style-type: none"> <li>- Learner demonstrates mastery of conventions of standard English</li> <li>-Material is presented powerfully through attention to style, word choice, sentence variety, and tone</li> </ul>  | <ul style="list-style-type: none"> <li>-Learner clearly demonstrates knowledge of conventions of standard English (types of clauses, verb forms, mechanics, sentence structure)</li> <li>-Spelling and punctuation are correct (if written product)</li> </ul>   | <ul style="list-style-type: none"> <li>- Learner shows adequate understanding of conventions of English (types of clauses, verb forms, mechanics, sentence structure)</li> <li>-Spelling and punctuation are adequate (if written product)</li> </ul>  | <ul style="list-style-type: none"> <li>- Learner shows minimal understanding of conventions of English (types of clauses, verb forms, mechanics, sentence structure)</li> <li>-Spelling and punctuation need significant improvement (if written product)</li> </ul>  | 1.<br>2.<br>3.<br>4. |
| <b>Content</b>           | <ul style="list-style-type: none"> <li>-Learner demonstrates sophisticated, critical understanding of concepts and main ideas (comprehension)</li> <li>- Learner demonstrates ability to apply academic skills in new ways or in variety of contexts (application)</li> <li>-Product reflects rich detail, vivid or useful examples, interesting connections (depth)</li> </ul> | <ul style="list-style-type: none"> <li>-Product shows clear understanding of important concepts and main ideas (comprehension)</li> <li>-Learner clearly demonstrates ability to apply standards/ academic skills to the given task (application)</li> <li>-Learner provides clear detail and supporting evidence (depth)</li> </ul> | <ul style="list-style-type: none"> <li>-Learner demonstrates adequate understanding of topic (comprehension)</li> <li>-Learner demonstrates basic ability to apply academic skills to the given task (application)</li> <li>- Learner provides some detail or supporting evidence (depth)</li> </ul> | <ul style="list-style-type: none"> <li>-Learner demonstrates minimal understanding of topic (Comprehension)</li> <li>- Learner demonstrates little application of academic skills to the given task(application)</li> <li>- Product lacks details or examples, learner provides few facts or supportive evidence (depth)</li> </ul> | 1.<br>2.<br>3.<br>4. |
| <b>Originality</b>       | <ul style="list-style-type: none"> <li>-Learner provides new slant/viewpoint on subject</li> <li>-Viewer/Reader learns something new</li> <li>-Learner presents material/ideas in very creative or engaging manner</li> <li>- Learner makes connections between topic and own/others= experience</li> </ul>   | <ul style="list-style-type: none"> <li>-Learner provides new slant/viewpoint on subject</li> <li>-Learning demonstrates some creativity in manner of presentation</li> <li>-Learner makes connections between others and own experience</li> </ul>   | <ul style="list-style-type: none"> <li>-Learner demonstrates some originality, either in content or manner of presentation</li> </ul>  | <ul style="list-style-type: none"> <li>-little or no new thinking</li> </ul>  | 1.<br>2.<br>3.<br>4. |
| <b>TOTAL SCORES</b>      |   |  |  |   |                      |



## EXAMPLES OF LEARNING-RICH PROJECTS

The projects listed below have the potential to cross many categories of focus and learning. In all examples, participants plan, design, implement, and evaluate the project:

### Sample projects tied to facilities construction, maintenance, and improvement

- Convert a vacant lot or under-utilized school-yard into a softball field.
- Improve the grounds and buildings of a residential facility.
- Produce an inventory of maintenance and improvement work that should be done to the physical-plant of a school, public facility, or human service/community organization.
- Build a safe playground.
- Conduct weatherization or insulation projects.
- Paint, renovate, or otherwise improve public housing, public schools, and/or other neighborhood facilities (libraries, child-care centers, gymnasiums, basketball courts, softball fields, etc.).
- Build a park that serves as a "learning station".
- Tackle a graffiti problem.

### Sample projects tied to environmental issues

- Create a nature trail.
- Rehabilitate an existing nature trail.
- Construct an outdoor environmental "teaching station".
- Conduct an environmental reclamation project.
- Conduct an erosion-control project in a park or at a beach.
- Develop a report analyzing the effect of higher water temperature at a power-plant outflow to determine its effects on fish, aquatic plant-life, and other wildlife.
- Construct an outdoor amphitheater.
- Conduct a landscaping project at a local park or arboretum.
- Plant community gardens and teach residents how to plant.
- Convert vacant lots or "ugly" urban land into gardens.
- Design and construct a greenhouse to supply plants year-around for community



public areas.

- Design a new traffic-flow plan for a heavily-congested intersection, and propose it through regular legal channels to local leaders.
- Conduct a long-term water survey, correlating fluctuations in bio-diversity and other environmental influences with chemical analysis...and present findings to the state environmental agency.
- Evaluate and compare three sites that are being proposed for a local landfill, and present findings to local leaders.

#### **Sample projects serving the elderly:**

- Lead a "meals on wheels" project.
- Set up ongoing projects involving social visitations to shut-ins and/or nursing home residents.
- Operate a telephone-call-based "social contact" system through which elderly people get to chat (and bond) with a youth and through which elders' well-being is monitored daily -- seven days a week.
- Fix elderly residents' homes and grounds.
- Construct a PAR exercise course for local senior citizens.
- Interview elders to develop a local history of the community.

#### **Sample projects highlighting or addressing local youth issues:**

- Organize and operate a community youth sports league.
- Produce youth theater focusing on youth issues.
- Produce a video and/or public service announcement on a subject of interest to youth.
- Develop an anti-violence campaign.
- Create a system to bring youth from diverse backgrounds together to learn about each other and break stereotypes.
- Set up a tutoring system for local children.

#### **Sample projects focusing on media/communication issues:**

- Publish a student-led/operated newsletter or newspaper.
- Produce a video documentary highlighting work-based learning activities.
- Produce articles, photo-documentaries, video-clips, or other media "pieces" for a local commercial, public, or cable television station.



- 
- Develop a yearbook.
  - Create a visitors' guidebook highlighting local attractions for hotel guests.
  - Develop a brochure.

**Sample projects focusing on community and civic responsibility:**

- Develop a plan for efficient and timely school-bus routes that could move students from many neighborhoods across a broad geographic area to one city-wide magnet school.
- Produce a video or public service announcement targeted to particular segments of the community or the community at large.
- Assist with blood drives or inoculation programs.
- Develop a neighborhood fair or festival.
- Organize a voter registration drive.
- Conduct a project to aid children and families.
- Conduct a survey and/or research project regarding community issues, and present results.
- Publish, market, and sell a newsletter or newspaper focusing on important local issues.

**Sample projects focused upon a "miscellaneous" yet important community issue:**

- Organize all aspects of an important ceremony: (i.e., a high school prom or GED recipients' graduation ceremony).
- Construct furniture that can be donated to local low-income families.
- Redesign toys so that they can be used by disabled children.
- Lead a local HIV/AIDS awareness program.
- Design an interactive computer program to teach children about dental hygiene.
- Design a medical services bus that delivers basic health-care services to residents in communities that cannot easily travel to hospitals for regular medical care.

**Sample projects focusing on art-related concepts:**

- Design and paint a public mural.
- Design and market a poster that conveys an important social message.
- Produce a "quilt" focusing on an important issue.
- Create paintings of "life in the area", and display and sell them.
- Paint park or bus-stop benches artistically.



- Analyze the architecture of local history buildings, and make recommendations regarding preservation to the local historical society.
- Paint all or part of a historic structure according to historic preservation standards.
- Produce a theater or dance production.
- Convert the language of a Shakespeare play into modern "street language", sell tickets/market, and put on the play for an audience.
- Write the musical and voice scores of an original song focused on a subject they choose, and sing it publicly.

**Sample projects focusing on entrepreneurship, creation of unique products, and business development concepts:**

- Conduct a community survey identifying businesses that residents consider to be missing but needed, and present findings to the local Chamber of Commerce.
- Set up and operate such a business.
- Operate a custom, silk-screened T-shirt business.
- Run a store selling used (but "in") clothing
- Operate a business that sells, maintains, and even periodically replaces small plants for office workers' desks, offices, and/or cubicles.
- Make and sell "custom-colored" candy and other munchies (i.e., lime-flavored candy that is colored purple)
- Operate a "Rent-A-Teen" odd-job service.
- Identify a "hot item" that students might like to buy, market it with an original approach, and sell it.

The projects above represent a short list of learning-rich projects. Many, many, many other ideas may be found on the Internet.

## Sample of Student Created Grading Scale

### Grading Scale (Rubric) for an Oral Presentation

| Criterion                   | Quality   |  |   |
|-----------------------------|---|--|---|
| Gains attention of audience | Gives details or an amusing fact, a series of questions, a short demonstration, a colorful visual, or a personal reason why they picked this topic. | Does a two-sentence introduction, and then starts speech. Gives a one-sentence introduction, and then starts speech. | Does not attempt to gain attention of audience, just starts speech. |

### Rubric for Evaluating a Scrapbook (Portfolio)

| Criterion           | Quality  |   |  |                              |
|---------------------|--|---|--|------------------------------|
| Give enough details | Yes, I put in enough details to give the reader a sense of time, place and events. | Yes, I put in some details, but some key details are missing. | No, I didn't put in enough details, but I did include a few. | No, I had almost no details. |

Taken from *Understanding Rubrics* by Heidi Goodrich, Educational Leadership, December 1996/January 1997, page 19.

### **Who Am I?**

For this activity you will need one sticky note per person. On each note write the name of a celebrity, political figure, cartoon character, book character, etc. You can choose one category or mix them up. Use a different person for each note.

Place a sticky note on the back (or forehead) of each participant. The participants are to figure out who they are, but can only do so in the following manner. Find a partner and read each other's sticky notes. You may ask the other person three questions to which there are yes or no answers.

Once your questions have been asked and answered, make a guess as to your identity. If you are correct, move the sticky note to your chest and you become a "consultant" who gives clues to those still trying to figure out their identities. If you are not correct, find a new partner and repeat the process.

**SPECIAL NOTE:** Be sure to choose characters that are appropriate to the age of the participants to avoid "generation gap frustration."

### **COMIC STRIP CHAOS**

Each participant takes a turn at picking a comic frame out of the large container. After the entire group has each chosen one, the participants begin to search for others with the same comic strip sequence. After the participants have found everyone in their group, they must arrange themselves so that the sequence of frames are in chronological order to form the comic strip correctly. Upon completion of sequence, the newly formed group sits down together. Great game to break large group into smaller groups.

### **Community Building Exercise (Tarp Exercise)**

Directions:

1. Ask participants to gather around a tarp spread on the floor
2. Distribute masking tape and markers among the participants
3. Tell them that the tarp represents their collective community. Ask them to brainstorm on the masking tape, all the things they would like to see in their community, especially for young people. Specify that these can be things that you can see (i.e. more parks, recreation centers etc) or things that you can't see (i.e. more trust of young people). Post the pieces of tape on the tarp.
4. Flip the tarp over and say something like "we have come up with our wish-list of an ideal community for young people, now I want you to brainstorm all the things that are standing in the way of accomplishing these things...the barriers and obstacles" Specify that these can be things that you can see (i.e. gangs, pollution) and things you can't see (i.e. distrust, lack of social capital). Have them post their ideas on the tarp.
5. Now ask all participants to stand on the tarp, so that both feet are planted on the tarp. Tell them that they have to flip the tarp over so that everyone is standing on the side of the "ideal community". The only rule is that everyone's two feet must be on the tarp at all times.

ORID Conversation:

Possible Objective Questions:

1. What were my initial instructions?
2. What happened?
3. What are some of the things you saw and heard people doing?
4. What is one idea or barrier that stood out to you?

Possible Reflective Questions:

1. What emotions did you experience during this exercise?
2. When did you feel excited or hopeful?

3. When did you feel frustrated or depressed?
4. What did you feel when you had to turn over the tarp?

**Possible Interpretative Questions:**

1. What did you learn from this activity?
2. What are the key learnings of this activity?
3. How is this exercise a metaphor for what happens in community building?
4. What would happen if the community doubled in size and there were twice as many people here? How easy would it be then to turn things around?

**Possible Decisional Questions:**

1. What is one learning from this activity that you can bring back to your community?
2. If you could display this tarp anywhere, where would you put it?
3. Who would you do this activity with in the future?

## **Keyboard**

This activity allows the development of synergism. First, ask individuals to write down the keyboard of a standard typewriter from memory.

Then allow groups of four to compare keyboards. When individuals or groups feel they have the perfect keyboard, they should turn their paper over and wait patiently. If the group of four is not certain they are correct, they can merge with another group, and so on.

Display a typewriter keyboard for them to check their answers. Stress the concept that none of us is as smart as all of us combined. Draw the conclusion that we must share information to be totally correct as a group.

## **The Puzzler**

For this warmup either purchase children's jigsaw puzzles or make your own. Each group needs a different puzzle. Prepare the puzzles ahead of time, removing one piece from each puzzle and inserting it in another group's puzzle. Mix up the puzzle pieces and put into a sealed envelope (each group will receive a puzzle that has one piece missing and an extra piece from another group's puzzle).

Introduce the warmup by saying: "This is going to be an activity to see which group can work together to finish a puzzle first. The group that wins will get a prize. Each group will be given a sealed envelope with the pieces of the puzzle. When the signal to start is given, open the envelope and begin."

Do not answer any questions when the teams begin to discover the problem with their puzzles. When a team finally figures out that they need to go to another group to get the missing puzzle part, succeeds in negotiating for the part, and finally declares victory, award the prize and hold a group discussion on the activity.

Emphasize the value of working as a team, how it feels to depend on others for winning, and what role each person played in the team effort.

## Values Auction

This warmup is related to the warmup "WHAT ARE YOUR VALUES?" An alternative to having the participants discuss their top three values is to have an auction of the values.

Explain that they are being given an opportunity of a lifetime. They are going to be given \$10,000 to spend on an auction of the values they rated in the activity "WHAT ARE YOUR VALUES?"

Before beginning the auction, record the names of all participants on a flip chart or chalk board. As each value is sold, record the price and the value next to the participant's name. Be sure to keep a running total amount spent for each participant so that no one spends beyond the \$10,000 limit.

Here is an example of how the auction is started: "Okay let's begin. Who would like to buy a Comfortable Life, full of prosperity and all the good things life has to offer?" Continue auctioning the rest of the values.

In a large group, discuss which value has the most importance for your group and why. Whenever possible, relate to work and/or the purpose of the meeting.

## Famous Names

As each participant enters the room, pin the name of a famous person on his or her back.

The rules are that the participant can ask each person in the room one question that can be answered by either a "yes" or a "no." (Example: "Is this famous person still alive?")

After the participant receives the answer, he or she must move on and ask another person the next question. The first person to guess his or her "identity" gets a prize.

## Person-to-Person Scavenger Hunt

Give each person the SCAVENGER HUNT HANDOUT. Instruct them to walk around the room and try to find someone in this group who matches each question (or as many as possible).

### Example Scavenger Hunt Handout

1. Someone with the same color eyes. \_\_\_\_\_
2. Someone born in the same state. \_\_\_\_\_
3. Someone who has the same astrological sign. \_\_\_\_\_
4. Someone who likes the same sport. \_\_\_\_\_
5. Someone who has the same favorite dessert. \_\_\_\_\_
6. Someone who has the same number of letters or more letters in his/her name. \_\_\_\_\_
7. Someone who feels it is okay to cry. \_\_\_\_\_
8. Someone who is the youngest of the family. \_\_\_\_\_
9. Someone who would like to write a book. \_\_\_\_\_
10. Someone who has seen the same movie at least three times. \_\_\_\_\_
11. Someone who has traveled outside the United States. \_\_\_\_\_
12. Someone who likes to ski. \_\_\_\_\_
13. Someone who is an only child. \_\_\_\_\_
14. Someone who can speak two languages. \_\_\_\_\_
15. Someone who likes to cook. \_\_\_\_\_

A large or small-group discussion regarding their findings is a good way to conclude the activity. Offering a prize for the person who found the most similarities is always fun.

## **Skyscrapers**

Divide the group into teams. Give each team the same diagram for building a skyscraper with building blocks. (If building blocks are unavailable, give each team a deck of cards and see which team can build the highest structure.) The first team to put its flag on top of the completed skyscraper wins a prize. The goal of this activity might be to develop a sense of team spirit or to create positive interaction between the members of a hostile group.

## **Envelop Game**

Prepare at least six envelopes in advance. Each envelope should contain a skit or a story to tell. Some examples are: describe a situation in which a child lost his or her temper and was whining and yelling at his or her parent; describe what honesty means to you; tell a story about a time you either lost your keys and/or locked yourself out of your car or house.

Divide the group into teams of four; explain that each group will receive an envelope that contains a skit or story to tell. Each group will be responsible for presenting the contents of its envelope to the whole group. Participants may do this as a group or individually.

## **Interpretation**

This is a quick activity to show how everyone reacts differently to the same thing. Each person should have a pen/pencil and a piece of paper. Tell them that you will be saying ten words, one at a time. After each word, the participant should write down a word or short phrase about the word.

Use words that have a high degree of abstraction like patriotism, faith, education, trust, honesty, responsibility, attitude, honor, love, etc.

If the group is small, have everyone share his or her answers with the whole group. Otherwise, subgroups of four would be appropriate. A discussion regarding how "meanings" vary from individual to individual would be appropriate.

## **Identifying Emotions**

The purpose of this warmup is to help group members to become aware of their ongoing feelings. Ask each member to quickly list all the emotions they can think of. After three minutes, ask them to find a partner and discuss the similarities and differences between their feelings.

## **What Are Your Strengths?**

For this activity, each participant needs a piece of paper. When everyone has a piece of paper, ask each person to draw a vertical line down the center of the page and on one side list his or her strengths and on the other side list weaknesses. Give participants three minutes to complete this task.

Often, people will list more weaknesses than strengths. Ask participants to look at their papers to see which of their lists is longer.

People who achieve success in life do so by building on their strengths rather than being overly concerned about their weaknesses (which they have like everyone else!). People who fail, on the other hand, are governed by their weaknesses; their attitudes about themselves are built out of concern about their weaknesses.

In subgroups, discuss how your life would be changed if you concerned yourself only with your strengths and stopped tearing yourself down with thoughts of weaknesses. After three minutes have a large group discussion regarding results.

## **Activity Nineteen: Mid-Program Evaluation**

As a meeting leader, have you ever wondered how your direction is being received? This warmup is designed to give you feedback about how the participants are evaluating your program.

Ask participants to write three words that best describe their feelings about the meeting so far. Ask for a volunteer to collect the critiques in a paper bag. Read each comment to the group without revealing who wrote it.

### **What's Your Problem?**

Instruct the participants to write their personal problems, concerns, or worries on a piece of paper. State that they are not to leave out any problem, no matter how small or insignificant. At the end of two minutes, call time and ask everyone to stand and begin reciting his or her problems in unison and to sit down immediately when finished.

There will always be one person who is left standing. Award that person a bottle of aspirin to "help solve the problems." If time permits, have a large group discussion on "how attitudes toward our problems affect resolution."

### **Are You a Good Team Member:**

Give each participant the ARE YOU A GOOD TEAM MEMBER HANDOUT. Ask them to read it and then choose ten of the following phrases that best describe what it takes to be a team member. (Explain that there are no right answers.)

After three minutes ask participants to form groups of four and discuss their ten team qualities. If time permits, ask each group to pick the three that are most important to them and have each group make a group report. Post the answers and discuss how your team can achieve those qualities.

#### **ARE YOU A GOOD TEAM MEMBER HANDOUT**

|                         |                             |
|-------------------------|-----------------------------|
| Makes decisions quickly | Is willing to take chances  |
| Accepts criticism       | Avoids cliques              |
| Delegates well          | Has good judgment           |
| Foresees problems       | Is aggressive               |
| Is people-oriented      | Cares about people          |
| Is creative             | Has high personal goals     |
| Is good with words      | Is a "salesman"             |
| Is punctual             | Is task-oriented            |
| Is an idealist          | Seeks ideas from others     |
| Is self-motivated       | Has good self-control       |
| Is a good planner       | Is a good listener          |
| Is goal-oriented        | Is a realist                |
| Thanks people often     | Is friendly                 |
| Socializes              | Lets others offer solutions |
| Is firm                 | Is considerate of others    |
| Is modest               | Is self-confident           |

## **The Whole Person**

Instruct participants to make a list of all the different roles they play in life (for example, mother/father, boss, employee, supervisor, student, etc.). After they make their lists, ask them to draw a circle and divide that circle according to the roles they play. They should make each piece of the circle as big as the role they play.

When everyone is done, have them form triads and discuss the following statement: "People are not just bosses, teachers, parents, brothers, or co-workers, they are feeling people with many different roles in life. People are different kinds of persons at different times."

## **Matter of Pride**

Distribute the MATTER OF PRIDE HANDOUT to each participant. Give them five minutes to check the items that characterize them and/or are something about themselves of which they are proud.

### **MATTER OF PRIDE HANDOUT**

1. My ability to organize my work \_\_\_\_\_
2. My response to the energy crisis \_\_\_\_\_
3. My family \_\_\_\_\_
4. What I can get done without the help of others \_\_\_\_\_
5. My many and good friends \_\_\_\_\_
6. My difficult decision within the last year that required taking a risk \_\_\_\_\_
7. A sports accomplishment \_\_\_\_\_
8. The way I responded to a friend who was in need \_\_\_\_\_
9. My nationality and family customs \_\_\_\_\_
10. Praise I received for some special achievement \_\_\_\_\_
11. My ability to express my opinions, even when they differ from others \_\_\_\_\_
12. My good taste in clothes and talent for dressing well \_\_\_\_\_
13. My driving record \_\_\_\_\_
14. Self-discipline regarding my eating and drinking habits \_\_\_\_\_
15. How I made friends quickly with the people I work \_\_\_\_\_
16. The religious beliefs that I live by \_\_\_\_\_
17. How I took on a new task and completed it successfully \_\_\_\_\_
18. My accomplishment \_\_\_\_\_

## **Understanding Yourself**

This exercise helps participants focus on the kind and amount of self-disclosure they display in the group and to see how they feel about trust, openness, and honesty.

Give each participant the UNDERSTANDING YOURSELF HANDOUT. Ask them to read the questions and think about how they would answer them. Have everyone pick a partner, and flip a coin to determine who will go first. The person winning the toss then asks the other person one question of his or her choice from the UNDERSTANDING YOURSELF HANDOUT.

That person's partner answers or declines to answer and then asks the same question back. Partners may answer or not, as they wish. They take turns, going through the entire list. Participants should circle questions that they refused to answer.

When all questions have been asked, instruct the pairs to review the questions that both declined to answer.

## UNDERSTANDING YOURSELF HANDOUT

1. If you could spend one whole day with your best friend, who would it be and what would you do?
2. Which of your senses do you value most?
3. What kind of emergency scares you the most?
4. What do you like to do that seems out of the ordinary?
5. What have you done in the past three months that makes you feel proud?
6. How do you feel about sharing personal problems?
7. What is one thing you could do to improve your life?
8. Which fairy tale character do you feel most like? Why?
9. What would you like to achieve with your life?
10. When do you feel most confident?
11. What is the most depressing thing that has happened in your life?
12. Who is the most significant person in your life and why?
13. When do you feel most peaceful?
14. How do you want to spend the last year of your life?

## Understanding Others

An important part of relating to people is to let them know we are aware of their feelings and we can express this in a way that doesn't make them wish they had hidden their feelings. Experiencing, expressing, and acting on feelings are an important part of living humanly because humans are feeling beings.

Divide participants into groups of five. Ask them to remember an emotional experience that they can retell briefly. Have them think of experiences that are irritating, annoying, or angering or experiences that produce anxiety, fear, care, love, trust, disgust, or excitement. Daily emotional experiences are preferred.

Have the following roles written on cards. Each group should have a complete set of cards (six).

- SHARER** -- this person begins telling his emotional experience.  
**ADVISER** -- this person gives advice to the sharer.  
**REASSURER** -- this person gives reassurance to the sharer such as: "Don't worry about it, you'll be okay."  
**AGREER** -- this person agrees vigorously with the sharer such as: "You're absolutely right."  
"That makes me mad too."  
**DOER** -- this person feels obligated to do something. The doer wants to make the sharer stop feeling what he or she is feeling. He may offer to do something for him or her.  
**ACCEPTER** -- this person seeks to understand the sharer's feelings by reflecting on his or her emotions. The acceptor lets the sharer know that he or she is aware of feelings, but does not attempt to change them.

Ask participants in each group to take a card, read it, and play the role. If time permits, let each participant experience playing each role. Allow time for either large or small-group discussion about the different roles and the importance of understanding others' feelings.

## Positive Bombardment

Give everyone a sheet of paper and instruct each participant to put his or her name on the top. Ask each person to pass the paper to the person on his or her right, who writes one positive comment about the person whose name is on the paper. This process continues until the paper returns to the owner. Have each person read his or her list out loud.

## Working Together

The process of working together on common goals requires clarification and consensus. Divide the participants into teams of three. Instruct each team to brainstorm criteria for effectively working together.

After three minutes, ask the teams to exchange their lists with another team. That team must then determine the three most important criteria for effectively working together based on the list prepared by the other group. After two minutes, have each team report its results.

## Prioritization

This activity encourages people to identify what things give them a sense of accomplishment from their work. It also forces the group to talk about positive events. The activity often leads to an increased sensitivity regarding what members really like about their jobs.

1. Divide the participants into small groups of three to five members. Ask for a group recorder from each group. Give the recorder a piece of flip chart paper and a felt pen.
2. Ask each group to brainstorm the following question: What are some ways your work gives you a sense of achievement? Each group is given four minutes.
3. After four minutes, the groups exchange flip chart paper with another group. Each group will then be given three minutes to prioritize the list. (One way to prioritize is to give each member three votes to vote on different issues.)
4. Each group should then circle the top three issues and post their flip chart paper on the wall. Ask for a volunteer from each group to explain the results.

A large group discussion relating achievement to commitment is suggested. (Also, the discussion question can be changed to suit your needs.)

## Goal Mapping

The object of this warmup is to recognize the need to plan and observe how others make and implement their plans. Divide participants into subgroups of four. Ask each subgroup to choose a leader and a recorder. Inform the subgroups that they are planning a trip from Los Angeles to San Francisco. Here are the circumstances:

1. It is a weekend trip (three days).
2. There is a family of five.
3. Budget is limited to \$500.
4. There is a working car.

Taking the above factors into consideration, plan a trip. After six minutes, ask for group reports. Discuss the importance of planning the differences between the groups.

## Redesign Your "Think Tank"

This warmup is designed to help the group prepare for a planning meeting.

In triads, ask the subgroups to redesign the room they are in to make it conducive to creativity and planning. Each subgroup has as much money as it needs to complete the room to meet its specifications. The only requirement is that each group is to create an environment that will focus on comfort and productivity.

After five minutes, ask for group reports and have a large group discussion on the best plan.

### HUM THAT TUNE:

Each person in the group is given a small piece of paper with the name of a nursery rhyme or other song written on the paper. (i.e. "Row, row, row your boat," "Rock-a-bye baby," etc.) All of the people who are given the song must hum that tune and find everyone else singing the song. They then form a group. You can also have each group then perform the song afterwards using a skit.

### HUMAN TACO:

Stick labeled note card (with taco ingredient) on the back of everyone's shirt. (i.e. the word meat printed on a note card) Have each player mingle around asking yes/no questions to find out the taco ingredient that is on their back. Explain the correct order of ingredients in a Human Taco: shell, meat, cheese, lettuce, tomato, salsa and then give the start command, "I'm hungry! Let's eat! Run for the Border!" Each individual must find out which ingredient they are and then find enough to form a complete Human Taco.

### IMPORTANT ITEM:

Have each person bring something to the meeting that means something special to them or that they would not have left home without, and then ask them to take turns sharing.

### LOLLIPOP:

Pass out dum-dum lollipops to the group. For every letter that appears in the flavor, the participant has to share something about him/her with the group.

### SELF INTRODUCTION EXERCISE:

The objective of this exercise is for members of the team to become acquainted with one another to work more effectively as a team. Each individual needs to complete the paragraph below and then, if they feel comfortable disclosing, may be asked to share answers with the rest of the group.

Hello, my name is \_\_\_\_\_. I am \_\_\_\_\_ years old and I am majoring in \_\_\_\_\_. My hometown is \_\_\_\_\_ and I really \_\_\_\_\_ it there because \_\_\_\_\_. I always dreamed that someday I would \_\_\_\_\_, and that dream has \_\_\_\_\_ true. I feel \_\_\_\_\_ about it now! Some things I like to do include \_\_\_\_\_. There are many things I am good at and one of them is \_\_\_\_\_. I did a really interesting thing once and that was \_\_\_\_\_. My family consists of \_\_\_\_\_. If I could change one thing about myself it would be \_\_\_\_\_. Still, I am really glad to be here right now because \_\_\_\_\_. I would really like to get together with anyone who be interested in \_\_\_\_\_. The one thing I want to be remembered for is \_\_\_\_\_. As far as future plans are concerned, I hope to be \_\_\_\_\_ someday.

### SHOE FACTORY:

Have the group stand in a large circle shoulder to shoulder. Then have everyone remove their shoes and put them in the center. After the group has formed a pile with their shoes, the leader has everyone choose two different shoes other than their own. They should put them on their feet (halfway if they are too small). The group then needs to successfully match the shoes and put them in proper pairs by standing next to the individual wearing the other shoe. This will probably result in a tangled mess - and lots of giggles!

## **SUPERLATIVES:**

Participants are asked to study the composition of the group quietly and to decide on a superlative adjective that describes themselves in reference to the others (youngest, tallest, most uptight, etc.). They then tell their adjectives, explain, and, if possible, test their accuracy.

## **TRUTH, TRUTH, LIE:**

Give the group some time to write down two things about themselves that are true, and one thing that is a "lie." Each group member will then share these facts about themselves and the rest of the group has to figure out which "fact" is actually a "lie."

## **People Bingo**

- Make a 5 x 5 grid, like a bingo grid. Write "FREE" in the center space. In all the other spaces, write things such as "Born in another state," "Is the youngest child in family," or "Elvis fan." Fill in all the grids with items of interest to the students, which probably leaves Elvis out. If you do this with adults, you can use the Elvis idea. (Sorry, can you tell I'm a fan?) Run a copy for each person. The students are to get the signature of a person who meets the criteria for each section. You might want to implement a rule that a person can only sign another person's paper in two spots. The first person with a completed card wins.

## **Venn Diagram of Students**

- Divide students into groups of three or four. Give each group a large sheet of butcher paper and a different color marker for each person. Have them draw a Venn diagram with an oval for each student. The students in each group are to discuss what their similarities and differences are. After the discussion, they are to fill in the diagram showing their similarities and differences. If a group has a hard time getting started, give them some guidance by asking questions such as, "What is your favorite music?", "When is your birthday?", "What sports do you like?", or "Where were you born?"

## **Knots of People**

- Divide the group into teams of 8 to 12 members. Have each person join right hands with another person in the group, but it has to be someone who is NOT standing immediately to the left or right. Then have each person join left hands with another person in the group, but it has to be someone who is NOT standing immediately to the left or right and someone other than before.

Now the groups have to untangle themselves without letting go of hands. They may have to loosen their grips a little to allow for twisting and turning. They may have to step over or under other people. The first group to untangle their knot is the winner.

**SPECIAL NOTE:** There are four possible solutions to the knot.

1. One large circle with people facing either direction.
2. Two interlocking circles.
3. A figure eight.
4. A circle within a circle.

### **Island/Cave dilemma**

You are on a sinking ship with your group; the life boat you get is pretty small.. You have a list of items you have on a boat, each with its respective weight. You will also be told the combined weight of your group. The items you take with you cannot exceed the weight limitation of the raft (Remember to factor in your group weight.) Which do you take? Discuss your rationale. The other thought-provoking counterpart to this activity is the that you are trapped in a cave with the same people (maybe you need to hang out with different people!) You have a listing of the laws that govern the country where the cave is. You know that you will be saved in three weeks because you have been able to communicate with the surface. The trouble is, you have no food left. What to do you do to stay alive? Is it okay to break some of the rules under the circumstances? *There are many situations that deal with ethical and logical decision making you can gives groups to ponder.*