Project-Based Learning in Action

Training Starter Template
[Also available as a longer, customizable Ready to Use Training]

Objectives: All participants in the training will be able to:
- Explain the benefits of a project-based learning approach for students
- Develop and implement the key steps of a project
- Develop processes to help youth reflect on their experiences

Materials:
- PBL Process Diagram
- What makes a good driving question
- PBL Project Planner

Total Amount of Time: _____________  Number of Participants: _________________

Preparation: ________________________  Materials: _________________________

Training Opening

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

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

This tool is in the public domain. Authorization to reproduce it in whole or in part is granted.
Project-Based Learning in Action

Training Middle

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

- **Discuss:** think of a project you, your students, or a child you know recently participated in. What made it a project? What were the strengths of the project plan and what would you have improved?

- **Explain:** PBL is a hands-on approach to learning where students apply concepts they have learned to real-world situations. You may wish to ask staff how they think PBL can benefit youth and then go over some examples.

- Introduce the three stages of planning a PBL: Project Kickoff, Learn by Doing and Showtime [Use tool: PBL Diagram]

- The Project Kickoff
  a. **Activity:** Ask staff to make a list of student interests. In pairs or small groups, challenge staff to then brainstorm academic subject or standard connections (e.g. beauty products and chemistry; the Lorax and environmental science; music and language arts). Mention this is a good way to begin to formulate a topic that will be narrowed down into a driving question.
  b. Explain to staff the idea of a driving question, emphasizing the importance for a successful project.
  c. **Activity:** Instruct staff to choose one theme/academic subject pair from the activity above, and develop an appropriate driving question.
  d. Discuss the importance of creating a project description and learning objectives even though students are guiding the process.
  e. **Activity:** create a description of the project and learning objectives based on the driving question created above. (Use tool: Project Planner, Version One).

- Learning by Doing
  a. Ask staff how they would have students find the answer or solution to their sample driving question, reinforcing the role of an adult.
  b. Introduce project timelines

- **Activity:** create a rough time-line of a project (Use tool: Project Planner, Version One).

- Showtime
  a. Discuss the importance of culminating events and provide some examples
  **Activity:** brainstorm a culminating event for sample projects (Use tool: Project Planner, Version One).

- End by discussing the importance of student reflection at the end of the project.
Project-Based Learning in Action

Training Wrap-Up and Closing

- Summarize and Consolidate _______ minutes
  (Connect again to the objectives, check for understanding, discuss questions.)

- Plan Next Steps _______ minutes
  (Be specific about application to immediate practice.)

- Closing Comments _______ minutes
  (Acknowledge, motivate, and inspire.)

Post-training Assessment and Revision

- Check effectiveness of training through formal or informal assessment.
- Note changes to make.
- Note areas for additional training.