

# Service-Learning/PBL Project Planning Template

*"With project based learning (and service-learning), students learn by designing and constructing actual solutions to real life problems."*

*-- George Lucas, Hollywood Director and Chairman of the George Lucas Educational Foundation (sponsor of Edutopia.org)*

|   |
|---|
| Name(s) _____   |
| School(s) _____   |
| Email Address(es) _____   |
| Title/Topic of Proposed Project _____                                   |
| Grade Level(s) _____ Approximate Number of Participating Students _____ |

## INVESTIGATION

**Investigation:** Teachers and students investigate the local/global problems that they might potentially address. This aspect of investigation may involve some sort of research, simulation, survey, and/or mapping activity. In addition, during Investigation, teachers are encouraged to find out more about their students' strengths, interests, and passions.

(1) If you haven't already identified the topic of your project, what investigation activity(ies) do you plan to do with your students?

## PLANNING NOTES

*Investigation examples . . . "Imagine a World" ([http://www.partnershipsmakeadifference.org/uploads/3/9/3/2/3932381/imagine\\_a\\_world\\_no\\_puzzle.pdf](http://www.partnershipsmakeadifference.org/uploads/3/9/3/2/3932381/imagine_a_world_no_puzzle.pdf)), "Dreamtown" ([http://www.partnershipsmakeadifference.org/uploads/3/9/3/2/3932381/dream\\_town.pdf](http://www.partnershipsmakeadifference.org/uploads/3/9/3/2/3932381/dream_town.pdf)), and "How Are You Smart?" multiple intelligences inventory ([http://www.partnershipsmakeadifference.org/uploads/3/9/3/2/3932381/how\\_are\\_you\\_smart.pdf](http://www.partnershipsmakeadifference.org/uploads/3/9/3/2/3932381/how_are_you_smart.pdf))*

|  |                              |
|--|------------------------------|
| <p><b>TOPIC/GOALS</b></p> <p>2) What's the topic/main idea of your project? Give a brief summary/description of the issue, challenge, investigation, scenario, or problem you want students to address.</p> <p>(3) Why did you choose this issue/topic/idea? What impact do you hope it will have on your students and their learning? What impact do you hope it will have on others? (In other words, what difference will it make?)</p> | <p><b>PLANNING NOTES</b></p> |
|--|------------------------------|

|  |   |
|--|---|
| <p><b>DRIVING QUESTION</b></p> <p>(4) What Driving Question will guide the project? (Feel free to jot down more than one possibility.) The Driving Question should promote student inquiry and ownership by conveying the goal/desired outcome of the project. When appropriate, the Driving Question can reflect how students will do the work of real people (e.g., "Acting as writers, researchers, artists, etc., how can we . . .?").</p> | <p><i>Types of DQs . . .</i></p> <p><b>Problem-Solving</b> (answered by offering a reasonable solution): <i>How can we have a positive impact on hunger and food insecurity in our region? How can a local business attract more customers? How can we improve traffic flow around our school?</i></p> <p><b>Design Challenge</b> (answered by creating—and often executing—a design that effectively meets requirements): <i>How can we create a work of art/piece of media to express our thoughts about diversity in our community? How can we design a community theatre that meets size limits and seats the most people? How can we design and encourage alternative forms of transportation?</i></p> <p><b>Abstract/Conceptual</b> (answered by conceptual analysis and logical argument): <i>What is a hero? When is war justified?</i></p> <p><b>More Concrete</b> (answered mainly by the analysis of empirical evidence): <i>Is our water safe to drink? Why did the dinosaurs become extinct?</i></p> |
|--|---|

## ENTRY EVENT(S)

(5) What Entry Event(s) will you use to engage students and launch the inquiry process? (Feel free to jot down more than one possibility.)

## PLANNING NOTES

### "The Hook"... Examples of Entry Events

- ✓ Real or fictitious correspondence: letter, memo, email presenting a need/challenge
- ✓ Discussion of specific issue or event (current or historical)
- ✓ Website review/research
- ✓ Guest speaker(s)
- ✓ Video/film clip
- ✓ Field trip
- ✓ Simulation or reenactment
- ✓ Inspiring/motivating literature selection
- ✓ Startling statistics
- ✓ Photographs, songs, works of art

## PLANNING/PREPARATION

(6) What knowledge and skills will your students need to become "experts" about their topic and successfully complete their work? What learning opportunities and resources will you need to provide so they can acquire this necessary knowledge and expertise?

(7) How could the use of technology enhance your project? (Technology can often support students' research in an

**Planning and Preparation:** Teachers, students, and community members plan the learning and service activities, and address the administrative issues needed for a successful project.

**PLANNING/  
PREPARATION (cont.)**

engaging way, help make their writing and other work more efficient, and improve the quality of their products. Technology may also help you and your students manage information and monitor progress.)

(8) How will you enable/encourage your students to use various multiple intelligences? (Remember, MI can be integrated throughout the PBL/S-L process, especially in students' products, performances, reflection, and assessment.)

(9) What resources/assistance will you and your students need to successfully carry out this project? (Examples include school-based resource people and facilities, administrative support, community resource people, field trips/ community-based experiences, equipment, materials, etc.)

**PLANNING NOTES**

**CONTENT STANDARDS/  
CURRICULUM  
CONNECTIONS/  
21ST CENTURY SKILLS**

(10) What content standards will you focus on?

(11) What 21<sup>st</sup> Century Skills will you address and assess? (Remember, PBL and service-learning especially emphasize collaboration, communication, and critical thinking/problem solving, but you can certainly focus on others.)

## **PLANNING NOTES**

### **ACTION: AUTHENTIC PRODUCTS/SERVICES AND AUTHENTIC AUDIENCES**

(12) What major authentic products/services will your students create? If applicable, what services/support will they provide?

(13) What “authentic audience” will see and respond to/benefit from their work? What is the value of having your students share their work/products/services with these particular people?

### **STUDENT EMPOWERMENT AND COLLABORATION**

(14) How will you give your students opportunities for “voice and choice” during the project?

(15) How will you build a sense of community among your students throughout the project?

**STUDENT EMPOWERMENT  
AND COLLABORATION (cont.)**

(16) How will you enable them to work in groups/teams, and what purposes/functions will these teams serve?

**PLANNING NOTES**

**REVISION AND  
REFLECTION**

(17) How will you enable/encourage students to revise and improve their products throughout the project? (They will need your help in critiquing their own work and the work of others in a constructive manner. The goal here is continuous improvement, not negative criticism.)

(18) What techniques/strategies will you use to encourage ongoing reflection? (Again, we encourage you to use a variety of strategies so that students' diverse gifts/talents are incorporated.)

**DEMONSTRATION/  
CELEBRATION**

(19) In what ways will you and your students “capture the magic” of their project? What lasting evidence will you gather and keep?

(20) With whom will you and your students share the results/impact of your project? How will you do this?

**PLANNING NOTES**

**PROJECT MANAGEMENT AND  
ASSESSMENT**

(21) How will you manage/monitor students’ progress (both individuals and teams) throughout the project? What tools and strategies will help you keep track of how things are going so that adjustments can be made along the way?

(22) How will you assess students’ learning during the project (formative assessment) and at the end of the project (summative assessment)? (Remember, the PBL assessment process should include peer evaluation and self-evaluation as well as evaluation by the teacher. Also, a variety of measures should be utilized, including rubrics.)

The Buck Institute for Education has assembled a wide array of PBL-related resources created by BIE and collected from fellow PBL travelers. The resources are organized into three broad categories: things to read, to watch, or to interact with. To access these resources, go to <http://bie.org/resources>.

## PBL Essential Elements Checklist

Whatever form a project takes, it must have these Essential Elements to meet BIE's definition of PBL.

| Does the Project . . . ?  |  |  |  |
|---|---|---|---|
| <p><b>FOCUS ON SIGNIFICANT CONTENT</b><br/>At its core, the project is focused on teaching students important knowledge and skills, derived from standards and key concepts at the heart of academic subjects.</p>  |   |   |   |
| <p><b>DEVELOP 21st CENTURY SKILLS</b><br/>Students build skills valuable for today's world, such as critical thinking/ problem solving, collaboration, and communication, which are taught and assessed.</p>  |   |   |   |
| <p><b>ENGAGE STUDENTS IN IN-DEPTH INQUIRY</b><br/>Students are engaged in a rigorous, extended process of asking questions, using resources, and developing answers.</p>  |   |   |   |
| <p><b>ORGANIZE TASKS AROUND A DRIVING QUESTION</b><br/>Project work is focused by an open-ended question that students explore or that captures the task they are completing.</p>   |   |   |   |
| <p><b>ESTABLISH A NEED TO KNOW</b><br/>Students see the need to gain knowledge, understand concepts, and apply skills in order to answer the Driving Question and create project products, beginning with an Entry Event that generates interest and curiosity.</p> |   |   |   |
| <p><b>ENCOURAGE VOICE AND CHOICE</b><br/>Students are allowed to make some choices about the products to be created, how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.</p>                           |   |   |   |
| <p><b>INCORPORATE REVISION AND REFLECTION</b><br/>The project includes processes for students to use feedback to consider additions and changes that lead to high-quality products, and think about what and how they are learning.</p>                             |   |   |   |
| <p><b>INCLUDE A PUBLIC AUDIENCE</b><br/>Students present their work to other people, beyond their classmates and teacher.</p>   |   |   |   |