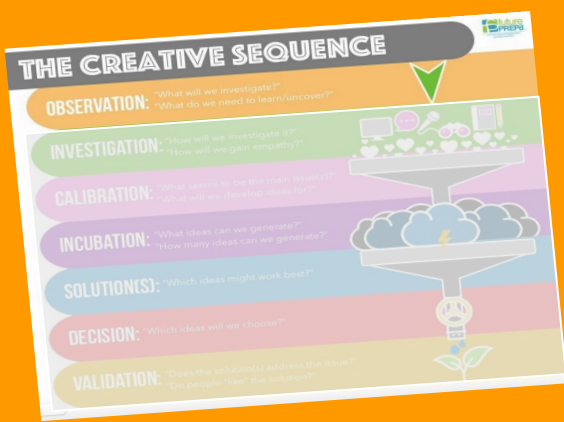


PREP'd 2020

Share your View: Project Planning Guide



Project Title: Hudsonville Community



Day 1: Observation Stage Project Planning Guide

What will your **Driving Question** be?

How can we meet a need of someone in our community?

What **Standards and Skills** do you want your students to master during the PBL?

Nonfiction Standards: text structures, text features, author’s purpose, real vs. perceived value, central idea

TKAM Standards: theme, plot details, text support

CCSS.ELA-LITERACY.RL.9-10.2 “Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.”

CCSS.ELA-LITERACY.RL.9-10.3 “Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.”

CCSS.ELA-LITERACY.SL.9-10.1 “Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on other’s ideas and expressing their own clearly and persuasively.

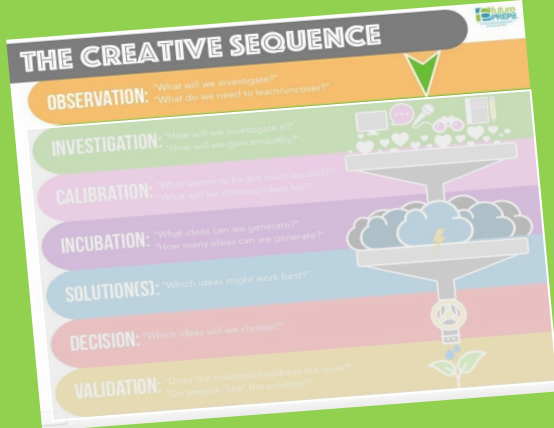
What will you do to put your students into **Successful Teams and Build Culture**?

Successful Teams: Scenario Activity (If you were stranded...), True Heroes

Build culture: Hopes, Fears, Norms board

What will you do for an **Entry Event**?

Speaker? Bring in someone from the community to discuss relevant problems to our community?



Day 2: Investigation Stage

Project Planning Guide

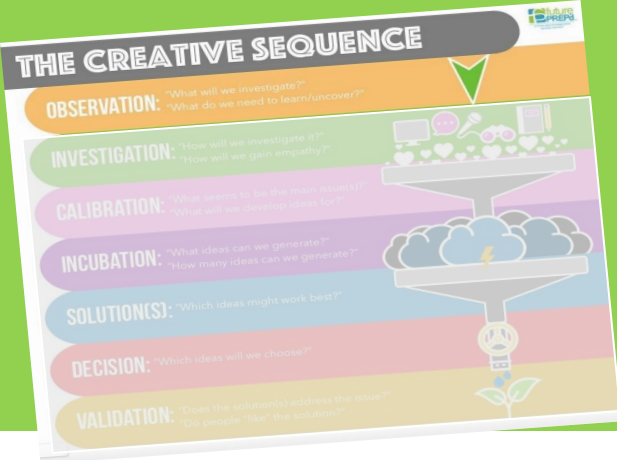
Driving Question:

How will you help your students determine the **Need to Knows** to for the Driving Question?

Know/Need to Know List: Work in groups to write down everything that they already know about the discussion question; then, students will create a separate list with everything that they need to know in order to solve the problem.

How will you help your students **uncover information** to solve the challenge?

Interviews: Chamber of Commerce (Michelle Fare?), business owners (DJs Pizza, 317 Coffee, etc.)
AEIOU or 4 C's: Help students break down the question in order to see where they need to investigate.
Chalk Talk: Students will have a visual discussion to use for investigating.



Investigation Stage: Empathy Project Planning Guide

Driving Question:

Who are your Stakeholders?

Parents, students, kids, business owners, community members, educators, religious leaders, customers

How will you help build Empathy?

Stakeholder Map/Empathy Map: business owners, parents, educators, students, kids, customers, religious leaders, etc.

→ Groups will each be given a different stakeholder and will create an Empathy Map for that specific stakeholder.

Save the Last Word: Read and annotate an article that discusses an aspect of community. Each student will highlight a portion and then run this discussion to see what stuck out to each student.

Day 3: Calibration Stage Project Planning Guide

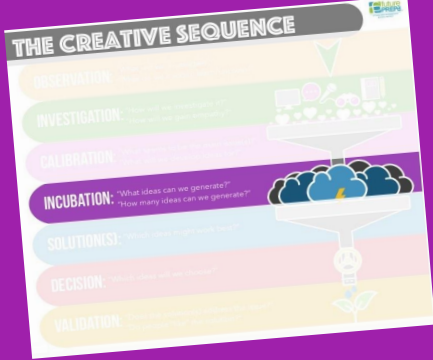
Driving Question:

How will you **check-in**
with your students?
How often and when?

Checkpoint Days: Students must bring in a product for their project individually. Then, together, they will choose the best of each one or the best product and use it as their final group product (can be used for emails/surveys/final product).

What type of
Calibration strategy
will you use?

Jigsaw: One student from each team will make up a jigsaw group and then share out their team ideas. Use chip talk strategy or something for the feedback.
Mid-Unit Reflection: Rubric for students to do a check in on their individual work and group work.



Day 4: Incubation Stage

Small Group Time:

(60 minutes)

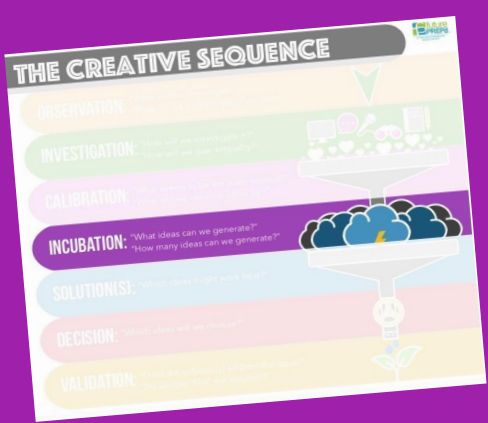
- **Step 1: Reconnect!**
 - Each person share one way they will calibrate with their students during the project.
- **Step 2: Modified Rip Slap and Pass Protocol**
 - Coach will give the prompt: How can you help your students brainstorm ideas in the classroom?
 - Start with one person and go in a circle. When it is a group members turn, they will have to write their idea then put it on the screen for everyone to see and then the next person will go and write their idea then put it up to the screen. Please go in a circle for 4 minutes (coach will keep time). It is okay to have to pause and think. Each person gets 1 pass also. You can write things you do, things you want to do or anythings you have heard of. You can only share when it's your turn to write.
- **Step 3: Plan your project for how you will help your students come up with an infinite amount of ideas to help solve their driving question. Remember everything is possible and their are no bad ideas!**
 - Good protocols to use here: Anti-Problem, Idea Quota, Rip Slap and Pass

Brainstorming: Rip, Slap, Pass

1. One person in the group starts with the stack of post-its
2. When the timer begins, quickly write
3. Then RIP post-it off
4. And SLAP it into the middle
5. Then PASS to the right
6. Repeat

Day 4: Incubation Stage Project Planning Guide

Driving Question: How do we meet a need of someone in our community?



What do you already do to encourage your students to brainstorm or think outside the box?

Writing Prompts/Journals

Think-Pair-Share

100 Ideas in 10 minutes

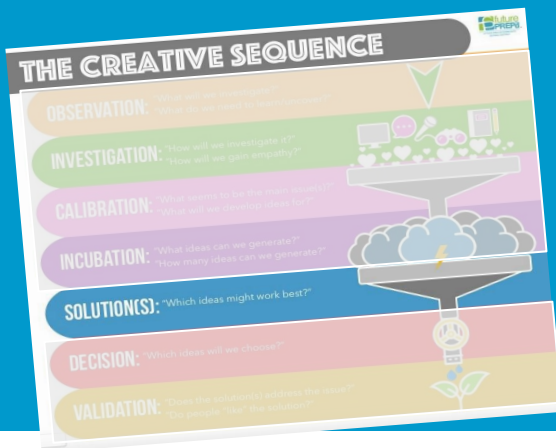
Music (I like the idea of using music as a countdown instead of a literal clock!)

How might you have your students generate ideas?

3-12-3: Help students come up with ideas by having them brainstorm individually, choosing three ideas as a group, and creating an elevator pitch to show their idea. Do this with either half of the group and they pitch to each other or a full group and pitch to another group.

Mind mapping: Have groups create a mind map to think about possible solutions.

How would _____ solve this? (Apple, Walmart, doctors, lumberjacks, etc.)



Day 5: Solution Stage Project Planning Guide

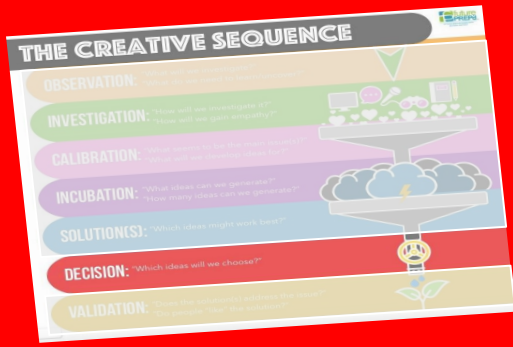
Driving Question: How might we, as community members, meet a need in our community?

How might you have your students begin to develop solutions from all their ideas?

1. \$100 Dollar Test

What process will you move through to help your students get from an infinite amount of ideas to a handful of possible solutions?

1. After the 100 ideas in 10 minutes, they will create 3-4 categories and then use the \$100 test.
2. If there's the need for more feedback, they will hang their posters around and do a Gallery Walk.
3. This can be either Dot Voting or I think/Wonder/Have an idea



Day 6: Decision Stage Project Planning Guide

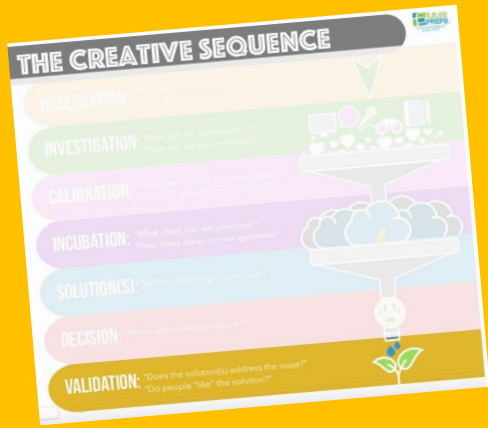
Driving Question:

How might you have your students make a decision for what solution to move forward with?

NUF Test

How could you provide critique and revision opportunities for your students?

→ Pluses and Deltas OR Mini Charrette feedback--> have groups share out their ideas and then as a class give feedback (pluses and deltas)
**Maybe try this out with another class.
→ Seeking a Skeptic--> This can happen throughout. Have the groups create a mini-pitch with the main/key points of their solutions. Then, they send it out to stakeholders along with a survey. The survey has questions about the solution including 1-4 "_____ would help solve the problem" questions for each key part.

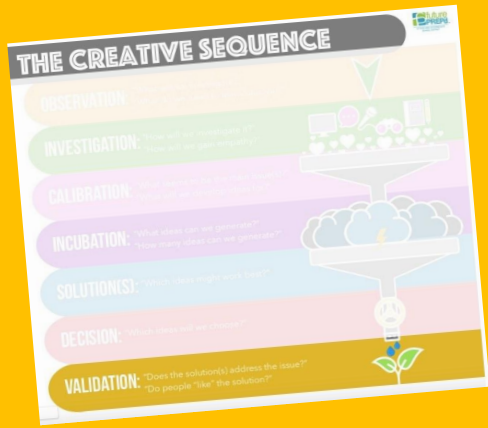


Day 7: Validation Stage

Project Planning Guide

Driving Question:

How will your students build their final solution? How will you give voice and choice?	Voice and Choice: Students can choose how they present their solution to the panel.
How might you have your students share out their solution with their authentic audience? Who will the audience be?	Round 1 Presentations: in front of class/feedback/grade Round 2 Presentations: “winner” and feedback from panel (possibly change grades based on this final presentation?) Authentic Audience: panel of experts (community members and hopefully Michelle Fare/someone from Chamber of Commerce)
What tool/rubric will you use to assess your students work? How will you involve all the students in this final process?	Final Rubric for the panel: NUF test and other feedback Students can help create the grading rubric? Panel uses a different type of rubric than I do as the teacher?



Day 8: Validation Stage Project Planning Guide

Driving Question:

What tools do you need to help your authentic audience give **feedback** to your students? How will you students get feedback from each other and you?

- Rubric (I might just tweak the one I already have)
- I will also fill out the same rubric.
- Students will have the opportunity to ask questions and give feedback the day before the final project/presentation.

What will you do to provide **reflection** for your students? How will they reflect together, with the authentic audience and on their own?

- Reflection Journal: Students will reflect on the project, content, and team dynamics. This will be on their own.
- Then, we will do a reflection fishbowl.