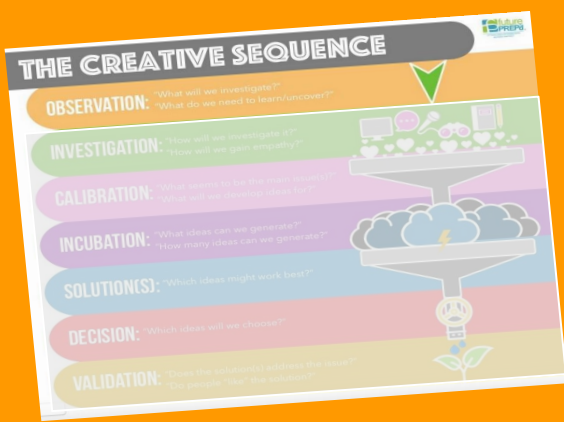


**PREP'd 2020**

**Share your View:  
Project Planning Guide**



**Project Title: Change the World**



# Day 1: Observation Stage Project Planning Guide

What will your **Driving Question** be?

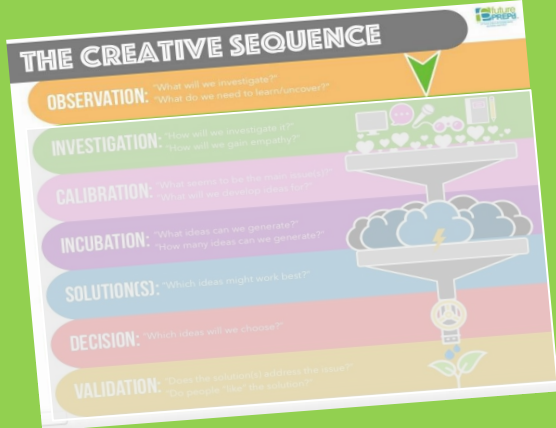
How can we identify a major issue in our community and help a local agency mitigate it?

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

Considering these two, both Social Studies standards for government (Civics):

[https://www.michigan.gov/documents/mde/Final\\_Social\\_Studies\\_Standards\\_Document\\_655968\\_7.pdf](https://www.michigan.gov/documents/mde/Final_Social_Studies_Standards_Document_655968_7.pdf)

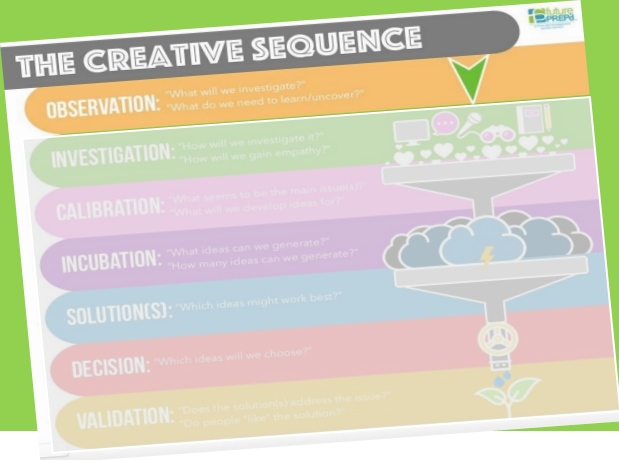
C – 6.4.3 Identify and describe a local, state, national, or international public policy issue; research and evaluate multiple solutions; analyze the consequences of each solution and



# Day 2: Investigation Stage Project Planning Guide

Driving Question:

<p><b>How will you help your students determine the <b>Need to Knows</b> to for the Driving Question?</b></p>	<p>I would use the “Golden Circle” method of questioning (starting with the solution) and perhaps try the suggested Project Wall on Padlet as a central place to list these items.</p>
<p><b>How will you help your students uncover information to solve the challenge?</b></p>	<p>I think the “5 Whys” protocol would be useful here -- Socrates would be proud that we continue to use his method of questioning...</p> <p>Simple solutions often (rarely) seem so simply after you start peeling off the layers and probing beneath the surface. Maybe we should call this an “onion protocol”? :)</p>



# Investigation Stage: Empathy Project Planning Guide

Driving Question:

**Who are your Stakeholders?**

The several related government and private agencies in the Holland area, and the people they serve:

Examples:

- Holland Rescue Mission
- Community Action House
- Center for Women in Transition
- United Way (and some of the groups they fund)
- Holland Township
- Housing discrimination
- And social justice group
- School district (board policies, curriculum)

Hopefully after a bus tour of the possible agencies, or the ability to speak in person or online) with affected people or the agencies representing

# Day 3: Calibration Stage Project Planning Guide

Driving Question:

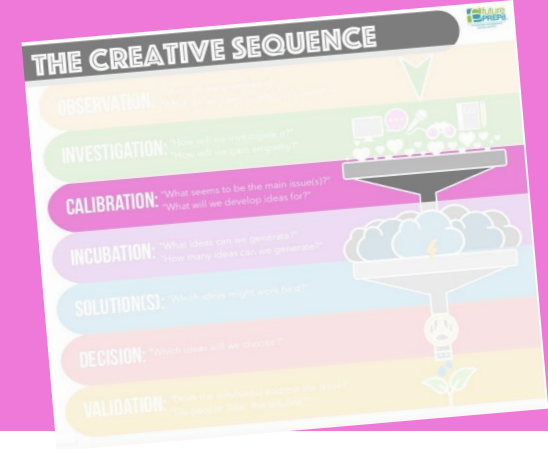
**How will you check-in  
with your students?  
How often and when?**

If “remote learning,” I will have regularly scheduled (weekly?) short ZOOM/Meet calls with each group -- perhaps with a guest speaker each time related to their project to help keep them alert and ready :)

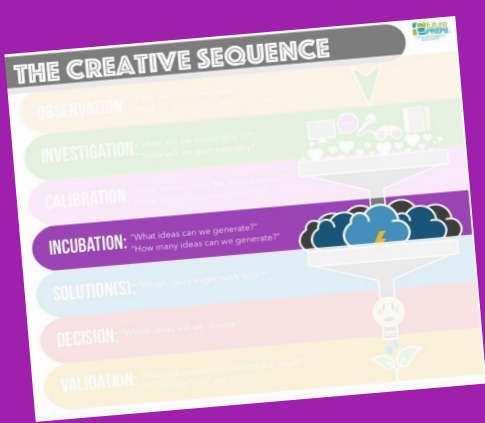
I don't know how much time I will spend on this at the moment; I should probably figure that out... For my AP class I would have about a month; for regular government not quite as much time available.

**What type of  
Calibration strategy  
will you use?**

I like the Tell it to Toddler and Brainfiring protocols (I think). Perhaps they could each explain what they are doing/thinking in a short flipgrid video to present to other groups and solicit questions and feedback?



# Day 4: Incubation Stage Project Planning Guide



Driving Question:

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

Various category sort activities (typically with documents, to approach DBQ writing). I had used mind maps/concept maps -- multi-causal relationships; students label and create descriptions for big categories (example: causes of WWI)

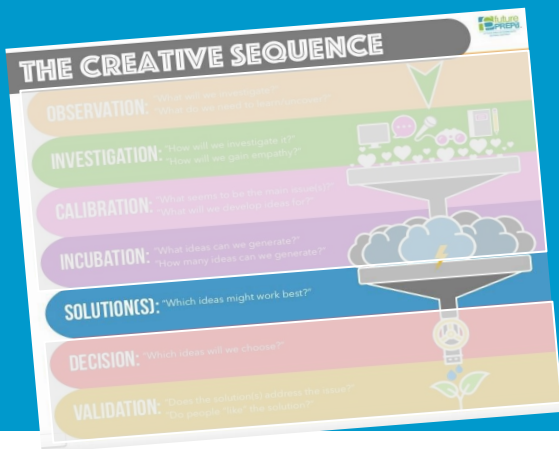
**How might you have your students generate ideas?**

I like the idea of a Conga line or speed dating activity to generate lots of quick partner feedback (thanks for the idea Eric!) :) with students instructed to add to, and provide feedback on the ideas of others.

Idea Quota activity (I think I would have each small group use the same color post-it to encourage participation but not stress; then after each group is done have them all combine for an entire class brainstorm and category label/sort to find similarities

# Day 5: Solution Stage Project Planning Guide

Driving Question:



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

Bracketology

and/or Hundred Dollar Chest to show what students value the most  
NUF test as well

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

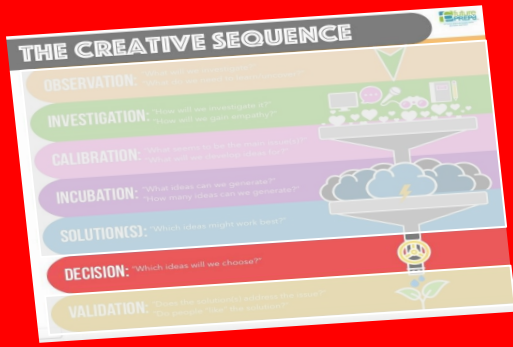
Critical friend protocol, to look for weaknesses?

Affinity Mapping could also work to narrow down problems based on categories

SWOT protocol (after NUF test)

Dot voting

# 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?**

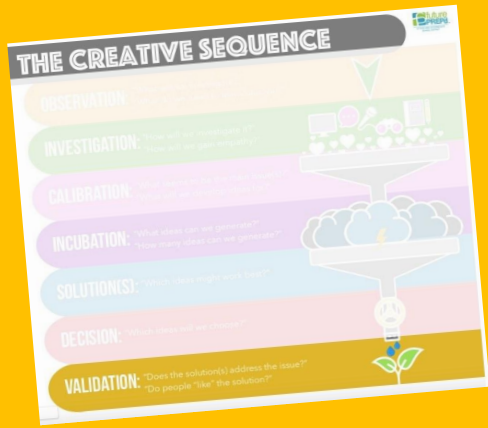
Modified charrette process -- where each group can share and get feedback from others in a safe, structured process.

I could also use the "tuning protocol."

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

I would likely use either the "Critical Friends" protocol, or "S.W.O.T." -- perhaps both.

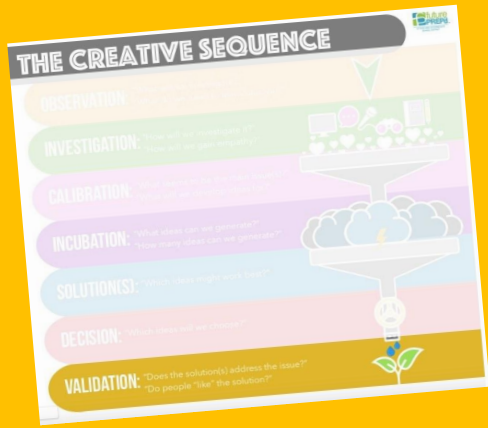




# Day 7: Validation Stage Project Planning Guide

Driving Question:

<p><b>How will your students build their final solution? How will you give voice and choice?</b></p>	<p>Prototyping perhaps (or modified with meme) Elevator pitch; allow presentation in a variety of different formats</p>
<p><b>How might you have your students share out their solution with their authentic audience? Who will the audience be?</b></p>	<p>Each class (or group) would present findings to the agency/organization who they are attempting to help solve a problem for (Kids Food Basket, Holland Rescue Mission, Community Action House, Boys &amp; Girls Club, etc.)</p>
<p><b>What tool/rubric will you use to assess your students work? How will you involve all the students in this final process?</b></p>	<p>A process rubric/timeline (like those shared with us on Tuesday from PBL Works); students could utilize Flipgrid to summarize their work and detail their efforts as well.</p>



# Day 8: Validation Stage Project Planning Guide

Driving Question:

<p><b>What tools do you need to help your authentic audience give <b>feedback</b> to your students? How will you students get feedback from each other and you?</b></p>	<p>Perhaps pluses and deltas or HSK Feedback; students will receive feedback from me periodically at every major checkpoint -- as well as at the conclusion of their project.</p>
<p><b>What will you do to provide <b>reflection</b> for your students? How will they reflect together, with the authentic audience and on their own?</b></p>	<p>I would likely lead them through the S.W.O.T. of Harkness protocol, and invite the authentic audience to participate where appropriate.</p>