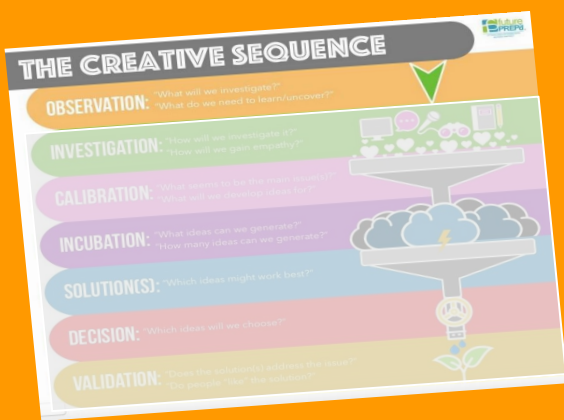


PREP'd 2020

**Share your View:
Project Planning Guide**



Project Title: Empowerment



Day 1: Observation Stage Project Planning Guide

What will your **Driving Question** be?

How can we build positive family relationships so that all members feel empowered?

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

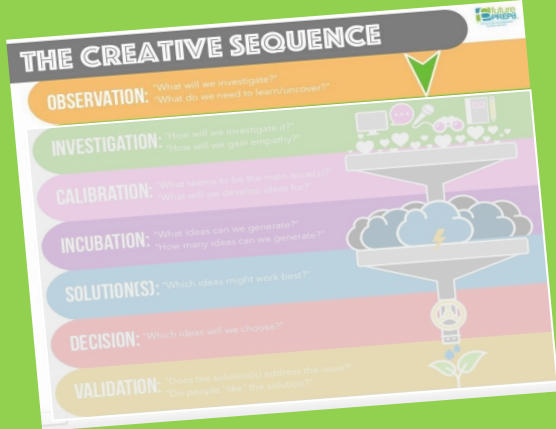
End Product: Activity to cultivate good family relationships

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in collaborative discussions

[CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience,



Day 2. Investigation Stage Project Planning Guide

Driving Question: How can we build positive family relationships so that all members feel empowered?

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

(Groups) Part One: What is empowerment? (gain control of your own life) How can we contrast this with the definition of power? (empowerment means power changes / power gives control to one person or group/ <https://www.joe.org/joe/1999october/comm1.php/php>)

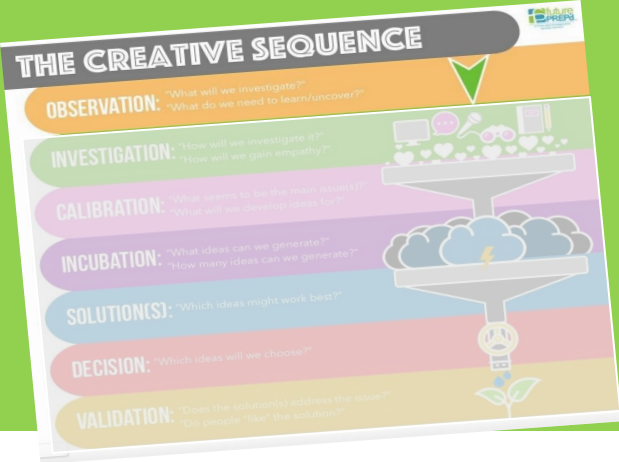
(Groups) Part Two: What does healthy and positive family relationships look like. How is the idea of empowerment part of that?

Know / Need to Know List (star focused need to know items)

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

Panel of Experts: SSW, Mental Health Counselor, School Counselor

Family Interviews / Peer Interviews



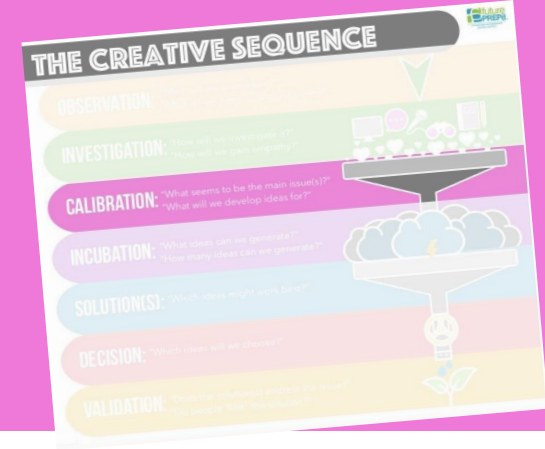
Project Planning Guide

Driving Question: How can we build positive family relationships so that all members feel empowered?

<p>Who are your Stakeholders?</p>	<p>Students, Parents, School, Community</p>
<p>How will you help build Empathy?</p>	<p>Empathy Maps for various stakeholders</p>

Project Planning Guide

Driving Question: How can we build positive family relationships so that all members feel empowered?



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

Conferring with groups and individuals

Checklist

Check Point Days

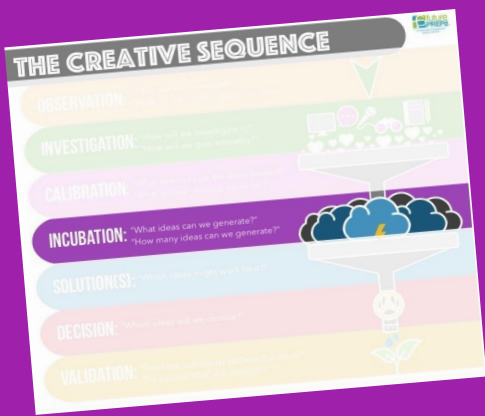
What type of Calibration strategy will you use?

Check in Check out Circles

Mid Project Reflection Sheet

Project Planning Guide

Driving Question: How can we build positive family relationships so that all members feel empowered?



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

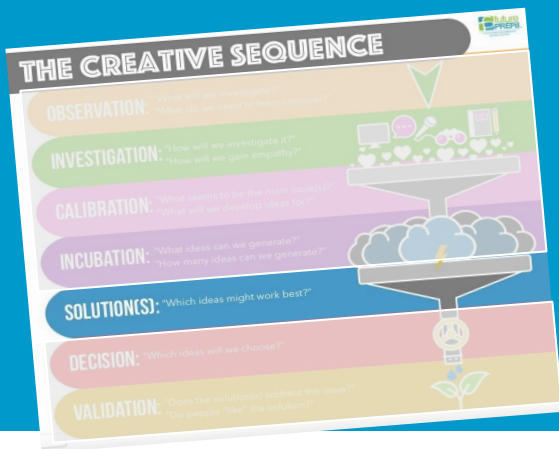
Think Pair Share
Fill an Index Card
Allow a specific amount of time (timer or music)
Discuss as a whole group one class period / brainstorm next class period

How might you have your students generate ideas?

3 - 12 - 3 Protocol
Idea Quota / 100 ideas in 10 minutes
Free Write / Highlight big ideas

Day 5: Solution Stage Project Planning Guide

Driving Question:



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

Small Group Discussion / Pluses Deltas

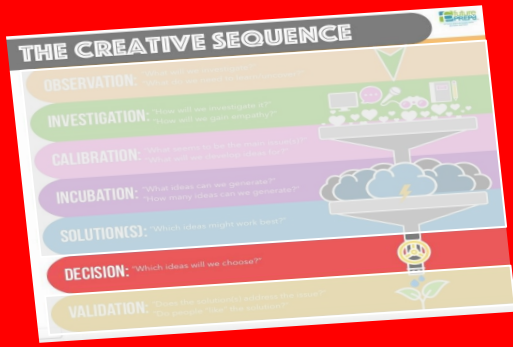
School Guidance Counselor (and myself) facilitated the small groups

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

Pluses and Deltas

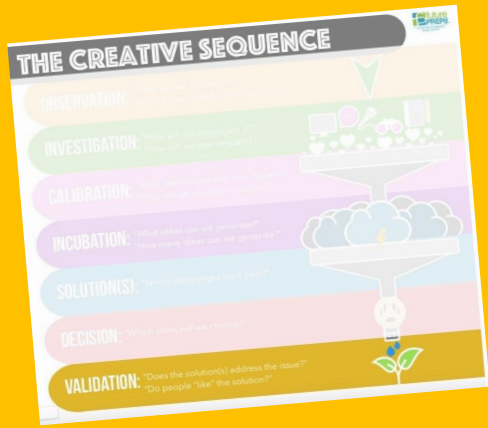
Counselor / Teacher feedback

Day 6: Decision Stage Project Planning Guide



Driving Question:

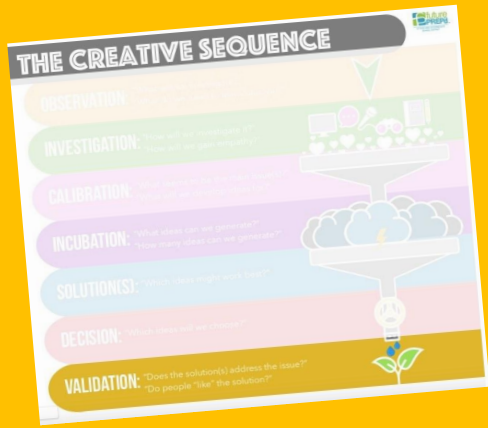
<p>How might you have your students make a decision for what solution to move forward with?</p>	<p>Seeking a Skeptic</p> <p>Tuning Protocol</p>
<p>How could you provide critique and revision opportunities for your students?</p>	<p>Feedback from Skeptic and Tuning Protocol</p>



Day 7: Validation Stage Project Planning Guide

Driving Question:

<p>How will your students build their final solution? How will you give voice and choice?</p>	<p>Based on what they've learned from the previous stages, students will choose a family activity to create and use with their own families. Also, students will be able to choose how to present this to their authentic audience.</p>
<p>How might you have your students share out their solution with their authentic audience? Who will the audience be?</p>	<p>Invite parents/families in to listen and provide feedback for the rough draft products.</p>
<p>What tool/rubric will you use to assess your students work? How will you involve all the students in this final process?</p>	<p>Teacher rubric using standards and skills for success. Parent/family rubric or feedback form.</p>



Day 8: Validation Stage Project Planning Guide

Driving Question:

<p>What tools do you need to help your authentic audience give feedback to your students? How will your students get feedback from each other and you?</p>	<p>feedback form</p> <p>one on one discussion / small group discussion</p>
<p>What will you do to provide reflection for your students? How will they reflect together, with the authentic audience and on their own?</p>	<p>personal reflection</p> <p>family reflection after completing the created family activity</p>