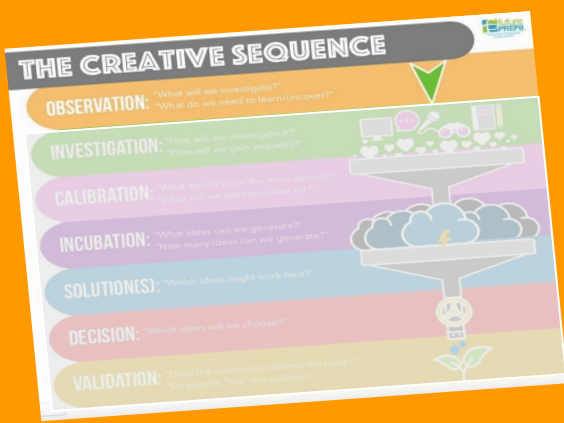


PREP'd 2020

Share your View: Project Planning Guide



Project Title: Human Rights Research



Day 1: Observation Stage Project Planning Guide

What will your Driving Question be?

Revised Driving Question: How can we learn from the history of human rights violations to build empathy and a global perspective in our own community?

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

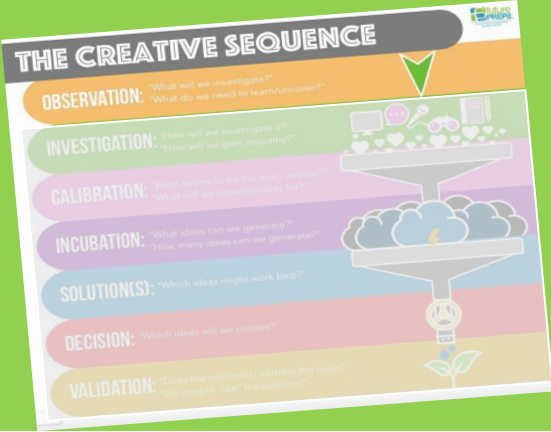
Technology Literacy - using tools to research content knowledge
 Collaboration & Global Thinking - understand history in context
 Ethical Citizenship - gain empathy for human rights victims
 Communication - develop research writing skills

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

1. Research Teams: group students according to similar research topics
2. Accountability (Teaching) Teams: group students with different research topics

What will you do for an Entry Event?

1. CAP Flex courses - community experts/human rights activists
2. Teacher videos - How would you define human rights? What



Day 2: Investigation Stage Project Planning Guide

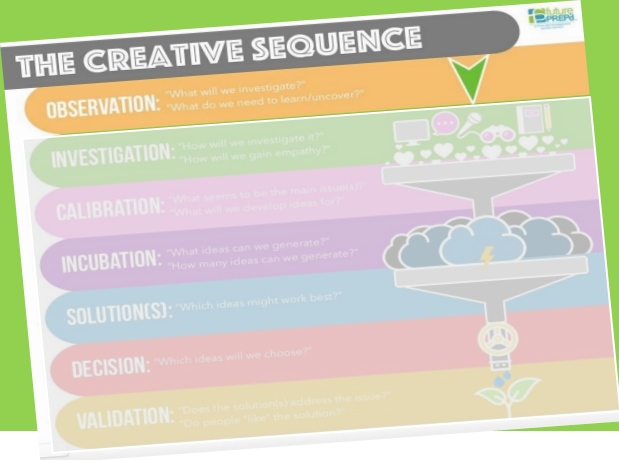
Driving Question:

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

- ★ Topic Selection - (Pre-Part I) - 50 Ideas X 5 Minutes
- ★ Research Teams - establish right after topic selection
- ★ Building Curiosity - (Part I) Need to Know Protocol → Developing Research "Interview" Questions
- ★ Explore "Universal Declaration of Human Rights" - Why was this document needed? (Introduction Video & PSA Videos)

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

- ★ Model Different Types of Research Sources - news articles, memoirs, documentaries, graphic memoirs, photographs, etc.
- ★ Identify Reliable Research - CRAAP Test, library databases
- ★ Conduct Research!
- ★ Include Personal Interviews - (Part III) local experts
- ★ Cite Research - MLA Format (practice template)



Investigation Stage: Empathy Project Planning Guide

Driving Question:

Who are your Stakeholders?

Stakeholders:

- ★ BRPS high school students & teachers
- ★ Local human rights organizations

How will you help build Empathy?

- ★ Part I: Empathy Map - Thread Storyline - understand a personal story from research
- ★ Part II: Empathy Map - Victims vs. Perpetrators of human rights violations
- ★ Part III: Innovator's Compass Map (move forward in any challenge)
- ★ Part III: Storyboarding - envision an ideal future

Day 3: Calibration Stage Project Planning Guide

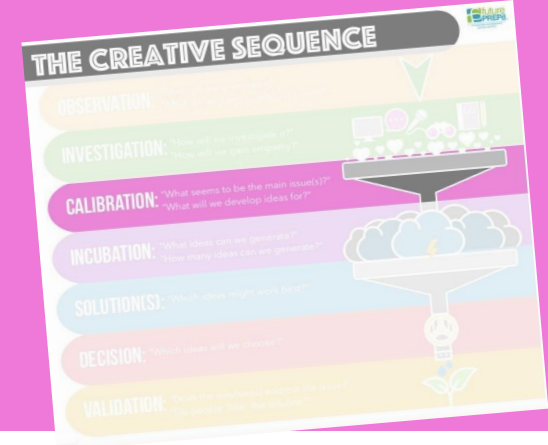
Driving Question:

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

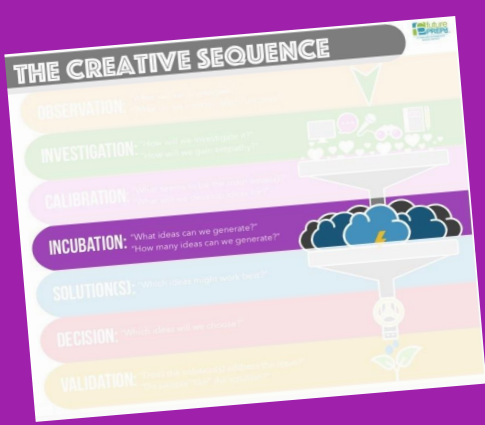
- ★ Portfolio Process Page - checkpoints that go into the gradebook
- ★ Project Work Board - use Padlet, organize links to student boards on Google Classroom
- ★ Active Engagement Checkpoints - teacher check-in for accountability during work time
- ★ Research Groups & Accountability Groups

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

- ★ Part I: Gallery Walks & Pluses + Deltas - (or virtually, use Stormboard) - for research questions, thesis statements, thread storyline
- ★ Part II: Fireside Chats - with research groups OR accountability groups
- ★ Part II: Speed Dating Protocol - teach research, build confidence
- ★ Part III: Fishbowl Conversations - like paideia seminar, but with small group of speakers inside, listeners outside
- ★ Part III: NUF Test - is it new, useful, feasible?



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?

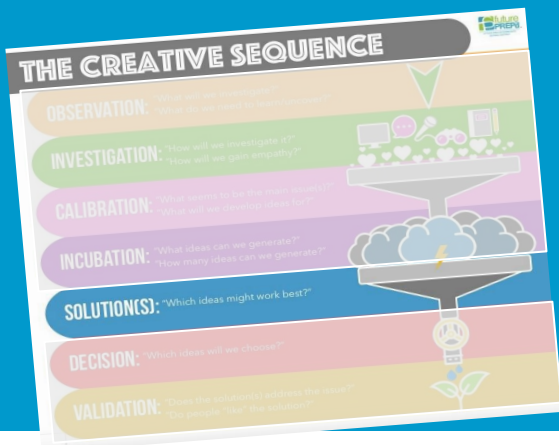
- ★ Modeling Research Sources: documentary, article, essay, memoir, graphic memoir, photographs, etc.

How might you have your students generate ideas?

- ★ Pre-Research: 50 Ideas in 5 Minutes - generating human rights research topics; generating research questions to pursue
- ★ Part I: Mood Board - help students visualize their topic and select a thread storyline or image from research → Gallery Walk & Pluses + Deltas
- ★ Part II: 3-12-3 Protocol - looking at the Universal Declaration of Human Rights - partner with students looking at similar articles
- ★ Part III: Storyboard - Potential Solutions → How can we apply what we've learned to improve the human rights topic?

Day 5: Solution Stage Project Planning Guide

Driving Question:



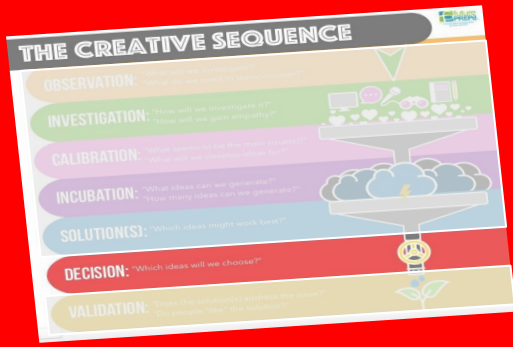
How might you have your students begin to develop solutions from all their ideas?

- ★ Pre-Research: Group Brainstorming Topic Ideas → 50 Ideas in 5 Minutes → Affinity Mapping into similar topics (Use for research groups) → Dot Voting Protocol for students to identify top three topics of interest

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

- ★ Part I: Creating Timeline Infographic → A Walk through History from Two Perspectives
- ★ Part II: Mini Charette Conference → Pitch out Human Rights Violations - Receive Feedback on Impacts
- ★ Part III: NUF Test: Is it New? Useful? Feasible? → Identifying Potential Solutions
- ★ Part III: Storyboarding Protocol → What is your actionable plan for implementing solutions?

Day 6: Decision Stage Project Planning Guide



Driving Question:

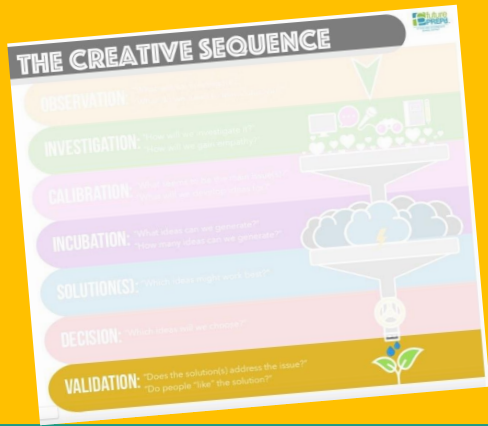
How might you have your students make a decision for what solution to move forward with?

- ★ Students determine how to share out research: (teacher monitored)
 - Pecha Kucha Presentation - CAP Flex classes
 - Instagram/Canva Posts
 - Podcasts - Anchor App
 - PSA Videos
 - Letters to the editor/government officials

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

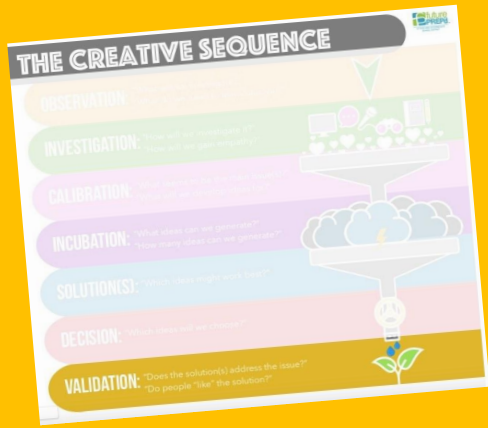
- ★ Part III: Tuning Protocol -- identifying potential solutions
- ★ Part III: Storyboarding -- visualizing potential solutions & actionable steps
- ★ Research Paper: Peer-editing and adult editing requirements before submitting final draft

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>	<ul style="list-style-type: none"> ★ Human Rights Research Paper - Three Sections: Part I (History & Conflict), Part II (Human Rights Violations), Part III (Activism & Change) ★ Voice & Choice - students select research topics of interest and design their own paper outline → determine presentation style
<p>How might you have your students share out their solution with their authentic audience? Who will the audience be?</p>	<ul style="list-style-type: none"> ★ Experts in the Human Rights Field → Ask Esther Fifelski (City Hall) & Britton Smith (Moran Park Church) for suggestions ★ Instagram Page/Social Media Presence - for BRPS Community ★ Pecha Kucha Presentation (20 slides/photos X 20 seconds each) ★ Student Podcasts/PSA Videos focused on research topics ★ Letters to the editor/government officials
<p>What tool/rubric will you use to assess your students work? How will you involve all the students in this final process?</p>	<ul style="list-style-type: none"> ★ Portfolio Process Page for checkpoints along the way ★ Human Rights Research Paper Rubric (already created) ★ Students/Teachers design the “presentation” rubric together ★ Students respond to different types of project and give feedback



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 your students get feedback from each other and you?

- ★ Student Feedback
 - Peer-Review during research paper revision
 - Mini-Charette Conferences - in research groups
- ★ Teacher Feedback
 - Research Paper Rubric (teacher created)
 - Presentation Rubric (teacher-student created)
- ★ Authentic Audience (School Community?)
 - Gallery Walk? Symposium?

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

- ★ Paideia Seminar - Student-led discussion
- ★ Start-Stop-Continue - in research groups at the end of Part I & II
- ★ Written Reflection - Letter of advice to future 10th grade students (covering the whole research process)