

BIG IDEA

What issue will you be addressing specific to your class/campus/community? (i.e. *healthy food, water conservation*)

CONTENT GOALS

What are the 3-5 major curricular goals you'd like students to master, based on your curriculum or standards? (i.e. *Food Production Methods, Digestive System and Nutrition, History of Southern California*)

Students Will be Able To:

21ST CENTURY SKILLS

What are the top three skills you'd like students to gain from working on this project? (i.e. *Critical Thinking, Presentation, Collaboration, Multimedia, Reflection*)

Students Will be Able To:

INVESTIGATION

What topics, essential questions and investigative activities will you choose for the project that align with your goals for academic content + 21st century skills? How do they overlap with your passions, students' passions + authentic community needs?

ESSENTIAL QUESTION

What overarching question will your students be exploring as they study this topic? (i.e. *How does what I eat impact my world?*)

GUIDING QUESTIONS

Once you have selected a Big Idea and Essential Question, you can introduce these to students as a challenge. Using the Question Formulation Technique or just a simple brainstorm, have students create their own guiding questions – what do they need to investigate in order to address the issue? (*i.e. Where does my food come from? What does organic mean?*)

GUIDED LEARNING ACTIVITIES

As their teacher/facilitator, this stage is an opportunity to plan experiential learning activities that meet both your academic content goals and your students' needs to effectively prepare for their projects. These activities should be hands-on, authentic, experiential, & student-centered. You can pre-plan activities and community experiences, and also provide space for students to create their own investigation activities that address their guiding questions. (*i.e. field trips, surveys, guest speakers, labs, interviews, community mapping, YouTube videos, films, TED talks, books, articles, conferences, community events, experts, lectures*)

INVESTIGATION

What questions will students research to learn about the needs they want to address & evaluate their project ideas? How can students design their own activities that demonstrate their understanding of the topic? What school & community experts can you draw on for support?

COMMUNITY

What colleagues + community connections can help you support student learning during this experiential learning project? How will students mutually benefit from and contribute to community resources? How will this project authentically address community needs?

BARRIERS

What challenges or barriers might you face to implementation of this project? How will you address them? How can students work with you to overcome them?

TECHNOLOGY

How will technology support the process? What support will you need for student + teacher use of technology at your school?

PREPARATION

How will you structure class time so students use what they learned during the investigation stage to create viable action plans? How will they anticipate barriers and overcome them? How will they set goals and choose how they will measure their impact?

COLLABORATION

How will you model successful group dynamics, and encourage students to define their own guidelines and expectations for group participation? How will you facilitate a democratic classroom? How will you design learning activities and structure the environment in a way that empowers students to be leaders?

PLANNING AHEAD

Students will be the leaders of the actions they choose to take – however, it doesn't hurt to anticipate in order to plan ahead. What possible actions might students want to take to address the Big Idea and Essential Question, and how can you support those ideas?

REFLECTION

In what ways will you build reflection into each stage of the process? How will technology facilitate reflection? How can reflection enhance students' understanding of the skills + content goals, community needs and of themselves? How will educators involved in the project reflect?

ACTION

Students take action to carry out their plans. How will you structure the environment in a way that empowers students to be leaders? How will you address challenges or barriers that you & students face to implement this project? Most importantly, how will you get out of their way?

ASSESSMENT

How will students demonstrate their understanding + skills at each stage of the process? How can students be involved in determining what they are being assessed on? How will educators assess their work as a team? How will you measure the impact of the action with students, the community, and the school?

DEMONSTRATION

How will students document their learning throughout the process? How will students showcase their research and accomplishments to the school, families and the community? Who is an authentic audience for them to present to?