



PROBLEM-BASED LEARNING PROJECT PLANNING TEMPLATE

PROJECT TITLE: _____

OVERVIEW

Project goals/ objectives:

Introduction to Problem <Need help? Use the **Introducing to the Problem resource** for help with this.>

Big themes/ ideas (i.e. environmental issues, cultural diversity):

Questions to Pursue: (What questions are you still figuring out? What questions would you like your students to figure out?)

MAKE IT REAL. MAKE IT RELEVANT. MAKE AN IMPACT.

Explain, in your own words, the importance of the **real world problem** your students are addressing or solving.

How will **multiple perspectives** be involved in this project? (For example, through a range of collaborations with community members, organizations, museums, and subject-matter experts) <Need help? Brainstorm in the **Resource Builder** below.>

How is this project a call-to-action for your students (whether on a personal, school, community or larger civic-engagement level)? In other words, are your students addressing a problem they can do something about, even if on a small scale?

Larger Concepts & Content Areas:	
List the larger concepts & content areas:	Describe how they're being met.
Soft Skills & Emotional Skills	
List the soft skills & Emotional Skills:	Describe how they're being developed.
Common Core Standards	
List the standards:	Describe how they're being met.
Other Required Standards	
List the standards:	Describe how they're being met.

RESOURCE BUILDER

Create Your Own Resource List

Think of this as your own personal toolkit

- Local and Community Resources (Include people and places)
- What might your students do? What tools support these various activities?
- What digital tools might your students use? (Source: [Digital Toolkit](#))

Consider what activities on Project MASH might work for your project toolkit.

- Working with experts? (*Get the Smartest People in the Room*)
- Are your students conducting interviews? (*Ask. The Art of Conversation*)
- Are your students collecting data? (*Analyze. Running the Numbers*)

TIMELINE: PROJECT PHASES

Provide a brief description of each phase of your project:

- How will the topic and problem be introduced and set up for students?
- How will students investigate the topic or issue?
- Projects should be self-directed and independent. When will you need checkpoints for students to share or critique each others' work?

What are students expected to deliver at the conclusion of the project?



PROJECT PHASE	AMOUNT OF TIME AND WHEN	DESCRIPTION (WHAT WILL STUDENTS DO □ WHAT QUESTIONS WILL DRIVE YOUR STUDENTS THROUGH EACH PHASE?)
Make it Real: <i>Brainstorm</i>	EXAMPLE: 1 week in November	EXAMPLE: Students will brainstorm through: <ul style="list-style-type: none"> • Group discussion • Investigating school problems using <i>The Good, The Bad, and the Ugly</i> MASH activity. • Online research identifying other schools who are having similar problems Questions for students: <ul style="list-style-type: none"> • What problems do you see at our school? • What questions do you have about this problem?
Make it Real: <i>Define</i>		
Make it Relevant: <i>Field Studies</i>		
Make it Relevant: <i>Plan</i>		
Make an Impact: <i>Create</i>		
Make an Impact: <i>Advocate</i>		