Professional Development Situation: Training

Skill Focus: Giving Youth Control

Time Required: 90 minutes

PROJECT-BASED LEARNING: AN OVERVIEW

Participants will engage with the components of project-based learning to learn ways to support giving youth control.

Agenda

Welcome— 5 minutes
- Name Tents & Self-Reflection for Giving Youth Control

Introducing PBL—15 minutes
- KWL Chart

Comparing PBL with Traditional Approaches—20 minutes

Components of PBL—25 minutes
- PBL one-pager

See the Skill in Action – 10 minutes
- I Can't Get It To Work video-based learning module
- Talk Moves for Giving Youth Control

 Conclusion - 15 minutes

Materials

- Computer with Internet connection
- Projector and speakers
- Flip chart paper and markers
- Pens for participants
- Blank paper for name tents
- One copy of Self-Reflection for Giving Youth Control for each participant.

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- One copy of [PBL one-pager](#) for each participant (you will need to log in to get this resource, but it is free)
- One copy of [Talk Moves for Giving Youth Control](#) for each participant
- [I Can't Get It To Work](#) video-based learning module

Before the Session

- **Read this training guide** to familiarize yourself with the content and to personalize the activities to best suit your presentation style. Watch all videos and read informational materials.
  - *Italics indicate text that can be read aloud or emailed to participants.*
- Send reminder email about the training. Determine if any participants require accommodations (sight; hearing; etc.).
  - *The next professional development opportunity to enhance our STEM skills will be on DATE at TIME at LOCATION. Our focus for this session will be "Giving Youth Control." Let me know if you require any accommodations to participate in the training. I am happy to answer any questions you have and look forward to seeing you at the workshop. I can be reached at CONTACT INFO.*
- Gather all materials needed for the training.
- Develop a list of possible questions or concerns participants might have during the training. Create potential responses to be explored through informal conversation. Review any key terms or ideas that may be unclear.
- On the day of the training, test the audio and video equipment.

Training Outline
Welcome (5 min)

- Greet participants as they arrive. Make sure everyone feels welcome and comfortable.
- Ensure participants are aware of the locations of restrooms facilities, refreshments, etc.
- Have participants make a name tent with their name on one side and a description of **a time when they made a decision** on the other.
  - *Share your name and your decision with the participants in your group.*
  - *How did it feel to make that decision? What happened after you made that decision?*
  - *Who felt that they had ownership over their actions after they made the decision?*

- o *Asking youth and adults to make decisions is one effective strategy for supporting positive youth development. It can also help highlight youth voices and give them more control over their learning.*
- Introduce yourself and the focus of the session: "Giving Youth Control".
  - o *Today, we will be talking about project-based learning, which is an instructional design strategy for helping youth make decisions about how to pursue their learning.*
- Ask participants to complete the [Self-Reflection for Giving Youth Control]. If time allows, share this with a peer.
  - o *What is difficult for you on this list? What might you try?*
  - o *Why might things like self-determination, goal setting and decision making be important?*

Introducing PBL (15 min)

- Create a large KWL chart on flip chart paper with three column headers: K-Know, W-Want to Learn, and L-Learned and display it where all participants are able to see it. It is best to have it somewhat off to the side so you can refer to it throughout the training:

Know	Want to know	Learned

- In table groups, have participants talk for about 5 minutes about what they already know about PBL and what they might want to learn during this training.
  - o *After you have had a chance to talk as a small group, we will share our answers and create one large KWL chart.*
- Bring the large group back together to fill out the KWL guide.
  - o *Alright, now that you've had a chance to talk about what you know and want to learn, let's share out. We'll start with what we already know about PBL. Each table will share one thing they know and we'll rotate around the room until everything on everyone's list has been shared.*
- Add items to the "know" and "want to know" columns as shared.
- As people share their questions, add them to the chart in the "Want to Learn" column. Don't offer answers to these questions now; you are modeling how to help facilitate learning, just as they will for the children they work with.

Comparing PBL with Traditional Approaches (20 min)

- You will now read two examples of instruction to participants. Ask them to think about how PBL is different than traditional out-of-school learning based on:
  - The role of staff
  - The role of youth
  - The projects
  - What youth engagement might be like
- You can write these four elements on a flip chart to focus participants' thinking.
- Read the following contrasting cases:

CASE 1

The program staff chooses the theme "Future Me". They decide they want the kids to research careers they might be interested in when they grow up. The kids choose from a predetermined list of career paths and do a research project related to that career. Students create posters and share those posters with their family at a family night.

CASE 2 (Project-Based Learning)

The program staff chooses the theme "Future Me". In order to help the students narrow the topic to something that interests them, the teachers take the students on a walk around the neighborhood. Students notice many empty spaces in the neighborhood and decide to focus on how they could make their neighborhood stronger in the future.

One group decides to create a diorama, showing current businesses along with their plans for amenities to fill the empty spaces in the neighborhood.

Another group notices that there are many trees, but they don't bear fruit. Because the neighborhood residents often need more food, this group researches the possibility of growing fruit trees as street trees in the neighborhood and creates a presentation showing what types of trees would be the best option and why.

A third group notices that there are many homeless people and families needing assistance in the neighborhood, and they create the Destination Inspiration, which would help people get back on their feet. They build a model of the proposed structure along with a presentation and written plan for the services offered there.

As a culminating activity, the kids invite the members of their community to attend the presentation of their products. Included on the guest list are members of the city council

who represent their area, the Director of Urban Development, the Mayor, and representatives from neighborhood and business associations.

- Facilitate a discussion in table groups and ask groups to share their thinking and questions:
    - *How did these two cases differ in regard to youth roles, adult roles, outcomes, and engagement?*
- See if participants have learned anything about PBL so far, and if so, add to the KWL chart.

Components of PBL (25 min)

- For this activity, participants will be reading, thinking, and synthesizing what they learn about how the project-based learning cycle can give youth control.
- Distribute copies of the [PBL one-pager](#) from the Buck Institute. (You will need to log in to get this resource, but it is free.)
- **Assign groups to one or two of the teaching practices on this one-pager.** Each group will share what that practice is and **5 examples** of how that practice could be used in their settings. Give each group a piece of chart paper to work on.
    - *Record these on a poster paper so that we can share them in a gallery walk in about 10 minutes.*
- Share what each group came up with. Ask participants to preview each other's posters with a gallery walk.
    - *Take five minutes to walk around and look at what the other groups have posted. Note any questions you want to ask or additions you would make.*
- Give participants a few minutes to regroup at their posters. Encourage them to add or remove things if they choose.
- Ask participants to share their posters with the room and share their insights from the gallery walk.

See the Skill in Action (10 min)

- Cue up the [I Can't Get It To Work](#) video-based learning module
    - *Now that we are familiar with the gold standard components of a PBL project, let's take a look at a video that illustrates some of those elements and see if we can pick them out. As we watch, take some notes about what you see. You might not see every element, and you should also notice what's missing and think about why.*

- Pass out <u>Talk Moves for Giving Youth Control</u> for participants' notetaking purposes.
- Remind participants that this is a video of REAL practice, not best practice.
- Play the video. Afterwards, ask participants:
    - *What did you see in the video that illustrated **the components** we talked about? (Facilitators are giving guidance and instruction early on in the car-building project, and encouraging youth to keep working)*
    - *Were any of the components missing? (Youth aren't directing their learning very much)*
    - *We're focusing on PBL as a means to increase our ability to give youth control. Did you see youth voice and choice? Can you think of ways you might increase it?*
    - *What might be some constraints the program faced? How did they affect the PBL project?*

Conclusion (15 min)

- Ask participants to come together and debrief the activity. Return to the KWL chart and ask participants to share anything that they learned.
    - *Why is it important to give youth control decision-making within an activity?*
        - *(It deepens learning, helps them connect to identities in the discipline, etc.)*
    - *What did you see in the video that illustrated the components we talked about?*
    - *Were any of the components missing?*
    - *We're focusing on PBL as a means to increase our ability to give youth control. Did you see youth voice and choice? Can you think of ways you might increase it?*
    - *What might be some constraints the program faced? How did they affect the PBL project?*

After the Session

- From notes you took on the pieces of chart paper, compile a list of strategies for organizing, recording and documenting experiments/experiences shared by the group. Share this in your follow-up email to participants.
- Within 2-3 weeks of the training, email to all participants:
    - *Thank you for your participation in the recent Click2Science training on "Giving Youth Control". I hope you found it useful. Attached are some strategies the group discussed during the training. Consider meeting with a co-worker, supervisor, or friend to share what you learned. I look forward to continuing our learning at the next session on SKILL/FOCUS on DATE at TIME at LOCATION.*

> *Please let me know if you have any questions. I can be reached at CONTACT INFO.*
>   o *Attach the link to the Buck Institute Website for PBL:*
>   http://www.bie.org/object/document/gold_standard_pbl_project_based_teaching_practices1

Want to Earn Credit? Click2Science has teamed up with Better Kid Care to provide continuing education units. Check it out at: http://www.click2sciencepd.org/web-lessons/about

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Self-Reflection: Giving Youth Control

Consider each of the statements below. Circle the number that best describes you. There are no right or wrong/good or bad responses.

1 = This is so tough to do that I never do it
2 = I have tried this once or twice but am not confident with it yet
3 = I do this sometimes but not regularly
4 = I do this most days, but it's not always easy
5 = I do this all the time and this is easy for me

Easy				Difficult	Statement
5	4	3	2	1	I let youth control how much time (to some extent) we spend on activities.
5	4	3	2	1	I let youth control (to some extent) what projects we do.
5	4	3	2	1	I am comfortable stepping back and letting youth control their investigations.
5	4	3	2	1	I try to make projects connect to community concerns.
5	4	3	2	1	I am comfortable giving youth a role in program design.
5	4	3	2	1	I help youth do real science that investigates questions they are curious about in their communities.
5	4	3	2	1	I tell youth their interests are important to our program.
5	4	3	2	1	I let youth choose how to go about solving problems.
5	4	3	2	1	I let youth choose the topics they learn about.
5	4	3	2	1	I encourage youth to connect their learning to their interests.
5	4	3	2	1	I encourage youth to bring in expert adults in their communities.
5	4	3	2	1	I try not to over-explain during design tasks and allow youth to "fail productively."
5	4	3	2	1	I encourage youth to set goals to work toward in their learning.
5	4	3	2	1	I design my program so youth have a great deal of voice.
5	4	3	2	1	I give regular, detailed feedback to help youth achieve their goals.

Seven Components of PBL

(adapted from the Buck Institute for Education)

1. Design & Plan

2. Align to Standards

3. Build the Culture

4. Manage Activities

5. Scaffold Student Learning

6. Assess Student Learning

7. Engage & Coach

Talk Moves for Giving Youth Control

What do the educators say in the video to give youth control of their learning? Complete section A during the video and section B after the video.

A. Talk Moves	B. Function of the Talk Move:		
What did the staff member say?	Connect youths' Interests to the activity	Support youth to determine a plan within an activity	Allow youth to determine project/program structure

What can you say in your facilitation to encourage youth to take control of their learning?