Project Based Learning Action Plan

Don't let good ideas and good intentions slip away! If you use an idea within 24 hours of hearing it, you are more likely to integrate it permanently. If you heard ideas or strategies today that you liked (and we hoped you did!) and want to try, write them down now. Hang this page where you can't miss it!

Unit Ideas to Explore with Your Class?	Why Project Based Learning is Beneficial for ALL Children
Why? Interest of children? Passion of yours? Resources available? Resources that might be needed? Experts you can invite to the class on the topic? Authentic? That is, real objects to explore and use for observational drawings? Fieldwork possible? Standards you want to address?	Projects provide authentic learning opportunities to meet standards. Projects that continue for several weeks lend themselves to ample learning activities and time to revisit and reevaluate the learning process. Projects allow children to be in social and collaborative groupings that enhance social and language development. Projects allow 21st century skills, such as collaboration, creative and critical thinking, skills to be addressed. Projects present many opportunities to meet IEP goals and objectives. The documentation panel is a very exciting learning tool for the children, teachers and families. It makes learning visible. Other ideas based on the children in your room?
Children with IEP Goals – What IEP goals can be targeted? Children with IEPs – Special interest that can make them center of the project work? DLLs – Language and other goals that can be targeted?	Why am I excited to try this? Why am I still hesitant? The yeah, buts??

Project Based Learning for ALL Children

Getting Started: Selecting a Good Topic Taken from The Creative Curriculum (Dodge, Colker & Heroman)	Steps in Planning a Project Taken from The Creative Curriculum (Dodge, Colker & Heroman)
■ Does the topic address children's interests? ■ Is the topic relevant and age appropriate? ■ Can the children explore the topic first hand? ■ Are resources such as people to talk with, places to visit, real objects to explore and books available? ■ Can the topic be explored in a variety of ways over an extended period of time? ■ Will the topic allow all content areas to be covered in a meaningful way? ■ Can families be involved? ■ Is the topic respectful of cultural differences? ■ Is the topic worth studying?	■ Select an appropriate topic ■ Create a web of important ideas ■ Determine how content knowledge and process skills will be learned ■ Discuss the topic with the children (If possible, develop a KWL or Web with the children, if not develop a Web with your ideas) ■ Inform families of the topic ■ Use a weekly planning form to organize ideas ■ Assemble relevant materials and resources ■ Facilitate investigations ■ Document findings ■ Plan a special event to end the study ■ Observe and be open to emerging curriculum
Phases of Project Work Taken from the Work of Sylvia Chard	**Resources**
Phase 1 - Starting a Project with Students - Introduce the topic of study in the classroom. In many cases, telling a personal story of your own experience, which will model the sharing of experiences, that you wish students to engage in, best does this. Your personal participation in the sharing of experience will raise the level of interest in the topic. Encourage students to talk with each other and with their parents about their experiences with the topic. Invite students to represent their experiences in a variety of ways at centers set up to facilitate their work. **Phase 1** Includes: Discussion, Experience, Knowledge, Wondering, Questions, Display Letter to parents **Phase 2 - Developing the Project** Includes Fieldwork, Discussion, Investigations, Visiting experts, Representation, Information resources, Display **Phase 3 - Ending the Project** Includes a Culminating event, Collaborative evaluation, Activities Discussion, Documentation Displays, Parent's comments	Project Approach Website http://www.projectapproach.org/index.php?option=com_frontpage&Itemid=28 Yeah, Buts That Keep Teachers From Embracing an Active Curriculum: Overcoming the Resistance http://www.naeyc.org/files/yc/file/200507/03Geist.pdf Jones, M. & Shue, P. (2013) Engaging Prekindergarten Dual Language Learners in Projects, *Young Children*, 68 (1), 28-33. Palsha, S. (2001). An outstanding education for ALL children: Learning from Reggio's approach to inclusion. In Fu, V., Hill, L., & Stremmel, A. (Eds.) *Teaching and Learning: Collaborative Exploration of the Reggio Emilia Approach,* Merrill Prentice Hall. Helm, J. & Katz, L. (2010) Young Investigators: The Project Approach in the Early Years. Lickey, D. and Powers, D. (2011). Starting with Their Strengths: Using the Project Approach in Early Childhood Special Education. Visit the Project Approach blog [link to: http://projectapproach.org/blog/], run by Sylvia Chard and hosted on the Project Approach Web site. Read some of the current and archived posts, and feel free to start participating at any time.