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Description automatically generated with medium confidenceIntegrating Project-Based Learning Into Program Activities

**Activity Ideas**



**What to do:** Review the six project-based learning strategies described below, and think of ways you might use them. Consider activities where students need to actively engage with a topic and with the community — for example, STEAM, citizen science, service learning, social entrepreneurship, and civic education.

**Why it matters:** When students lead the learning and staff members facilitate, students gain 21stcentury skills such as critical thinking, teamwork, communication, creativity, and leadership. These skills help prepare students for future education and career opportunities.

| **Project-Based Learning Strategy** | **Description** | **How to Implement This Strategy** |
| --- | --- | --- |
| Capture student voice and choice. | Invite active student decision-making throughout the project. | *Example activity:* Use a student interest survey to gather input on topics students want to learn about.  Activity: |
| Follow a well-established sequence. | Projects follow a sequence of planning, active inquiry, and opportunities for students to share and reflect on what they've learned. | *Example activity:* Introduce the scientific process — make observations, ask questions, form hypotheses, make predictions, carry out projects/investigations, collect data, analyze and interpret data to construct explanations, and communicate findings.  Activity: |
| Focus on high-interest topics and questions. | Students might choose to explore questions about themselves, their communities, and their world. | *Example activity:* Engage in a class discussion about topics that are important to students and explore projects related to them (e.g., water quality in the community).  Activity: |
| Emphasize active learning. | Students learn by doing and have hands-on opportunities to explore the topic or answer the driving question. | *Example activity:* Provide opportunities to use authentic tools and methods (e.g., using an air quality monitor).  Activity: |
| End the project with a product and/or culminating event. | Students display or share their project, data, solution, or invention for others to see. | *Example activity:* Students may create a presentation (with visual, auditory, and/or written elements) to explain their findings to relevant stakeholder groups (e.g., school leaders, town board, a local environmental organization).  Activity: |
| Include reflection. | Provide opportunities for students to reflect on how working on a project helps them develop academic and 21st century skills. | *Example activity:* Provide prompts that encourage students to reflect on their work and learning in a project or scientist’s notebook.  Activity: |

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