**PROBLEM-BASED LEARNING PROJECT PLANNING TEMPLATE**

**PROJECT TITLE:**

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### 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?
## 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)*

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**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 THROUGH EACH PHASE?) | WHAT QUESTIONS WILL DRIVE YOUR STUDENTS THROUGH EACH PHASE?
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Make it Real: Brainstorm | EXAMPLE: 1 week in November | EXAMPLE: Students will brainstorm through:
- Group discussion
- Online research identifying other schools who are having similar problems.
Questions for students:
- What problems do you see at our school?
- What questions do you have about this problem? |

Make it Real: Define

Make it Relevant: Field Studies

Make it Relevant: Plan

Make an Impact: Create

Make an Impact: Advocate