

Name _____

Student Project Planning Tool

Teacher _____ Period _____

Project Due Date _____

✓	Achieve Goal: Step 1	What am I supposed to do? What will it look like?
	1.1	<ul style="list-style-type: none"> ▪ Gather and read the directions and guidelines for the project. ▪ Review the project rubric. (A rubric is a scoring guide that explains how the project will be evaluated for quality and completeness.) ▪ Save all instructions in a pocket folder for the project.
	1.2	<ul style="list-style-type: none"> ▪ What will the finished project look like? (report, demonstration, map, 3D model, visual essay, presentation, chart, video, etc.) ▪ What will be included when the project is done? ▪ Are there good examples of student projects you can examine?
	1.3	<ul style="list-style-type: none"> ▪ Choose a title for your project. ▪ Gather materials for initial planning: 2x2 Sticky Notes, a Monthly Calendar, and your Daily-Weekly Academic Planner.
✓	Achieve Goal: Step 2	How am I going to do it? How will I complete the project on time?
	2.1	<ul style="list-style-type: none"> ▪ School Projects often involve tasks in the following categories: <ul style="list-style-type: none"> a. Research b. Note-Taking & Citations c. Supplies/Materials & Product Development (e.g., report, displays, experiment, presentation, model, maps) ▪ Brainstorm the major Action Steps needed to complete the project. ▪ Write each major Action Step on a <u>separate</u> Sticky Note.
	2.2	<ul style="list-style-type: none"> ▪ How long will each Action Step take to do? Write the Time Estimate for the task on each Sticky Notes (lower left). ▪ On Monthly Calendar write the Project Due Date & all your scheduled activities (practices, lessons, events, etc.) ▪ Place the Sticky Notes/ Action Steps on the Monthly Calendar in the <u>order</u> they will be done. ▪ Move around the Sticky Notes so you will have enough time to complete the tasks.
	2.3	<ul style="list-style-type: none"> ▪ Write the Action Step #__ (upper left) & the Scheduled day/days (lower right) it is to be done on each Sticky Note. ▪ In your Daily-Weekly Academic Planner enter each Action Step onto the day/days it is to be done.
	2.4	<ul style="list-style-type: none"> ▪ Stick with the plan, but make adjustments when necessary. ▪ Record needed changes to the schedule. Record the changes in your Monthly Calendar and Daily-Weekly Academic Planner.



Helpful Habits for Goals: Steps 3-6	How do I begin each Action Step ? How do I stick with the plan ? How do I overcome obstacles and setbacks ? How do I stay motivated & on track ?
Habit 1	<p>Use Metacognition (reflect on how you think, your self-talk, what’s working & not)</p> <ul style="list-style-type: none"> ▪ Replace self-putdowns with more positive thoughts that support a Growth Mindset. ▪ Ask family or other allies to help you break the habit of self-putdowns. ▪ When overwhelmed by a task, try asking: “What’s one small thing I can do right now?” ▪ Take stock of your progress. Ask yourself what’s working and what’s not. Identify obstacles, problems or setbacks. Make adjustments as needed. (Flexible Thinking) ▪ When stuck in unproductive struggles ask for help, advice or suggestions from a teacher, parent, librarian, tutor, peer or other knowledgeable ally. ▪ Don’t wait for a small problem to grow into a HUGE one. Be proactive in getting help.
Habit 2	<p>Minimize Distractions</p> <ul style="list-style-type: none"> ▪ What makes it hard for you to focus & get things done? (e.g., social media, noise, TV, video games, family interruptions, multi-tasking, chaotic workspace, pets, siblings, etc.) ▪ Does music help you to stay engaged with tasks, or does it distract you & add to your mental fatigue? ▪ Ask parent or teacher for support in cutting down distractions that pull you away from tasks.
Habit 3	<p>Plan for Motivating Incentives</p> <ul style="list-style-type: none"> ▪ Many fun distractors can be effective mini-rewards when used at the right time. ▪ Make a Deal with Yourself: Focus effort on completing an Action Step, then take a break & do something relaxing & fun (music, social contact, game, TV, snack, shooting baskets, etc.) ▪ Create a mind picture of finishing your project on time. Visualize yourself checking off all the completed parts & submitting your project with pride & relief.
Habit 4	<p>Understand & Address Root Cause of Procrastination</p> <ul style="list-style-type: none"> ▪ Use metacognition to reflect on why you avoid starting an Action Step: <ul style="list-style-type: none"> – Is it something you really dislike doing? (Use Incentives - Habit 3) – Are you overwhelmed with too many things competing for time & energy? (Ask parent or ally to help you prioritize & eliminate unreasonable or unnecessary demands to lighten your load - Habit 1) – Are you confused by, or uncertain of, next steps? (Ask teacher, parent, tutor or peer specific questions to make the next steps clear – Habit 1) – Are distractions getting in the way? (Eliminate Distractions - Habit 2) – Are you discouraged with your progress? (Use Positive Self-Talk, Ask for Help when Stuck, & Make Adjustments - Habit 1) & (Work Out Emotional Stress, Relax & Recharge - Habit 5)
Habit 5	<p>Develop Ways to Work Out Emotional Stress & Plan Time to Relax & Recharge</p> <ul style="list-style-type: none"> ▪ Externalize feelings or problems (talk with allies, express through writing, music, art, dance, etc.) ▪ Practice deep diaphragmatic breathing or meditation to calm thoughts, improve focus, regulate strong emotions & improve thinking before acting. ▪ Explore relaxing recreational activities (yoga, Pilates, jogging, art, walking dog, playing an instrument, swimming, karate, dance, hiking, camping, etc.) ▪ Plan regular breaks to relax & recharge, <u>reward</u> yourself for sticking with the plan (Incentives - Habit 3)

Tools, Tips & Strategies for Group Projects

- A. The Project Planning **process is the same for Group Projects** except the **Action Steps** are **divided fairly among the team members**. For example, one difficult **Action Step** might be equal to three easier, less time-consuming ones.
- B. Review the **Group Project Collaboration Rubric** that describes how student in your group are expected to work together. (See page 4)
- C. **Critical Interdependencies**: Check to see if any **Action Steps** need to be completed before other group members can complete **their** assigned **Action Steps**. These **interdependent Action Steps** are the group's **highest priorities**. For example, research needs to be completed and shared before an electronic presentation on the findings can be developed. Images, tables and other visuals need to be completed before a report can be completed. Supplies and materials need to be brought in before the group can start constructing a model.

Note: The completion of these interdependent steps are important to the ultimate success of the project. If any members are not completing their assigned Action Steps on time, review the **Group Project - Collaboration Rubric** (see p4) at the work session and discuss how the problem will be resolved. If the issue persists, bring the concern to a **Teacher Check-In** for suggestions. (See E below.)

- D. **Schedule regular progress reviews** with **group members** to:
- **Check on status** of each of the assigned **Action Steps**.
 - **Identify any obstacles** or **issues** that are hindering progress.
 - **Decide on solutions** or alternate approaches to get back on track.
 - **Make adjustments** to the **Action Steps** and timeline as needed.
 - Confirm **next Group Meeting** and **what needs to be accomplished by that time**.
 - **Communication Plan**: Group members can decide on best way to communicate between work sessions as necessary. (e.g., text, email, call, project page posts, etc.)
- E. **Teacher Check-Ins**: Schedule **group check-in** with the **teacher** to review project progress. An individual group member can also **ask for help when stuck in unproductive struggle**.

Group Project - Collaboration Rubric

CATEGORY	Exemplary	Proficient	Partially Proficient	Unsatisfactory	POINTS
A. Focus on the Task & Participation	3 points	2 points	1 point	0 points	___ out of 3
	Consistently stays focused on the task and what needs to be done. Very self-directed.	Focuses on the task and what needs to be done most of the time. Other group members can count on this person.	Sometimes focuses on the task and what needs to be done. Occasionally other team members must remind this person to keep on task.	Rarely focuses on the task and what needs to be done. Allows or expects others do the work.	
	Consistently contributes and encourages and supports the efforts of other team members.	A strong group member who devotes effort to own work and helps other team members.	Sometimes shows effort and occasionally supports others on team.	Sometimes chooses not to participate and does not complete assigned tasks.	
B.. Dependability & Shared Responsibility	3 points	2 points	1 point	0 points	___ out of 3
	Consistently ready to fully participate in team meetings. Turns in all work on time.	Usually ready to fully participate in team meetings. Turns in most work on time.	Sometimes ready to participate in team meetings. Often turns in work after the deadline.	Not prepared to participate in group meetings. Misses all deadlines for turning in work.	
	Follows through on assigned tasks, encourages tasks to be shared evenly.	Follows through on almost all assigned tasks and completes them on time.	Does not follow through on most assigned tasks and sometimes depends on others to do the work.	Seldom follows through on assigned tasks. Depends on others to do the work.	
C. Listening, Questioning and Discussing	3 points	2 points	1 point	0 points	___ out of 3
	Respectfully listens, interacts and helps direct the group in reaching consensus.	Respectfully listens, interacts, discusses and poses questions to others during discussions.	Sometimes has difficulty respectfully listening and discussing. Sometimes dominates discussion or withdraws and does not contribute.	Has great difficulty listening and is unwilling to consider other opinions. Impedes group from reaching consensus.	
D. Research & Information-Sharing	3 points	2 points	1 point	0 points	___ out of 3
	Routinely gathers research and shares useful ideas in the group discussion.	Usually provides useful research and ideas when participating in the group discussion.	Sometimes provides useful research and ideas when participating in the group discussion.	Rarely provides useful research or ideas when participating in the group discussion.	
E. Problem-Solving	3 points	2 points	1 point	0 points	___ out of 3
	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others	Does not try to solve problems or help others solve problems.	
F. Attitude	3 points	2 points	1 point	0 points	___ out of 3
	Always has a positive attitude about task(s). Encourages others in their work.	Usually has a positive attitude about task(s). Often encourages others in their work.	Occasionally has a negative attitude about task(s) or the work of other team members.	Often has a negative attitude about task(s) or the work of other members of team.	
TOTAL POINTS					___ out of 18

Adapted from a rubric developed by **Dr. Karen Franker**

For more rubrics see University of Wisconsin website - <http://www.uwstout.edu/soe/profdev/rubrics.cfm#cooperative>