



ARPDC

CREATING PROJECTS with a First Nations, Métis or Inuit Focus

Introduction

TABLE OF CONTENTS

Project Based Learning.....	3
Getting Ready.....	4
Classroom Culture.....	5
Authentic Reasons.....	6
Project Driving Question.....	7
Generate Need to Know Questions.....	8
Launching Event.....	9
Decide on Final Outcome.....	10
Access to Appropriate Indigenous Resource...	11
Solicit Feedback.....	12
Align to Alberta Program of Studies.....	13
Create Project Assessment Plan.....	14
Incorporate Voice and Choice.....	16
Contact with Experts.....	17
Create a Project Calendar and Timeline.....	18
Plan the Sharing Day.....	19
Conclusion.....	19
References and Resources.....	20
Template - Planning.....	21
Template - End of Project Reflection.....	22

When teachers engage students in project-based learning, students experience a way of learning that, if done well, reflects Indigenous ways of knowing. Project-based learning is a way of learning that is “time-generous”, rather than time-limited, is an approach that is cooperative rather than competitive, incorporates a holistic approach, encourages observation, is experiential, is based in community, and considers multiple perspectives.” (Our Words, Our Ways, pg. 56.)

Creating projects that focus on deepening awareness and understanding of First Nations, Métis or Inuit culture and/or history strongly aligns with the directions outlined in Alberta Education’s **Draft Teaching Quality Standard** and **Ministerial Order on Student Learning**.

This learning guide is designed for teachers, learning coaches and school leaders. It explains how to design and engage students in projects that begin with inquiry and end with a product, performance or service that is shared with an authentic audience. This guide is intended to be used as a toolkit, rather than as a step-by-step prescription.

“For students, the benefits of project-based learning include...growth in self-reliance, improved attitudes toward learning, opportunities to develop complex skills, such as critical thinking, problem-solving, collaborating, and communicating.”

- Intel® Teach Program

What is Project-Based Learning with a First Nations, Métis or Inuit Focus?



Project-based learning is a teaching method in which “students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge and results in a product, publication, or presentation that is shared with a public audience” (Buck Institute for Education). The outcome of project work with an Indigenous focus is to “develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit” (Draft TQS).

Students involved in project-based learning work in teams to conduct research, and use multiple and varied authentic First Nations, Métis or Inuit resources that accurately and respectfully reflect Indigenous history and culture. Students will connect with the local community, Elders and Knowledge Keepers to broaden and deepen their understanding of First Nations, Métis and Inuit history or culture.

Students will work collaboratively to produce multiple drafts of their work, engage in ongoing self and group reflection, receive feedback from their classmates, teachers, and other stakeholders, and continually refine their work until it is ready for sharing with a public, authentic audience. Project-based learning with a First Nations, Métis or Inuit focus can occur in any classroom and at any grade level. Projects can vary in length of time and complexity.

This is a very exciting time to engage in project-based learning tasks that focus on First Nations, Métis or Inuit culture or history. Canada’s Truth and Reconciliation Commission calls us to action. Project-based learning with a First Nations, Métis or Inuit focus on culture and history is one way to respond to the call. This guide will give you everything you need to get started.

FEATURES IN THIS GUIDE



STOP AND REFLECT

- Pause to review
- Record ideas
- Examine subject



SUGGESTIONS AND TIPS

- Hints and tricks to planning
- Ideas to make projects easier

EXAMPLE

EXAMPLE PULL-OUT

- Ideas to get you on the right track

Getting Ready



Photo courtesy of Grande Yellowhead Public School Division #77

Deepen Your Understanding of First Nations, Métis or Inuit History and Culture

Prior to facilitating projects with your students, engage in activities that will deepen your own understanding of First Nation, Métis and Inuit worldviews, cultural beliefs, languages and values. Deepening your understanding of First Nations, Métis or Inuit history and culture will strengthen your confidence to inquire deeper into these topics with your students.

The draft Teaching Quality Standard indicates that *“A teacher commits to career-long professional learning and continuous improvement of teaching and learning, by ... enhancing understanding of First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values.”*

Enhancing understanding can be achieved through several approaches. Some suggestions are listed below.



SUGGESTIONS AND TIPS

- Complete university coursework on First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values.
- View documentary films, print media or visit museums on First Nations, Métis and Inuit worldviews, cultural beliefs, languages and values.
- Participate in First Nations, Métis and Inuit activities, such as attending Pow Wows, participating in spiritual ceremony and/or meetings.
- Participate in learning opportunities. Many excellent professional opportunities and resources are posted on the Edmonton Regional Learning Consortium Empowering the Spirit website.

Create a Classroom Culture of Inquiry and Collaboration

Engaging your students in project based learning may mean shifting your teaching style. If your most common method of instruction is one that centers around direct instruction, you may need to shift from a “dispenser of knowledge and information” to a “facilitator” who guides students to construct their own knowledge.



STOP AND REFLECT

To what degree do I...	Not Yet	Sometimes	Do this a Lot
Model curiosity and “questioning” talk			
Value students’ curiosity and risk-taking			
Honour diversity of ideas, thoughts and actions			
Provide choice			
Foster opportunities for students to question and test ideas			
Help students learn from their failures			
Engage in ongoing discussions about classroom norms and ground rules			
Teach collaborative skills			
Nurture trust			



*“Tell me and I’ll forget.
Show me and
I may remember.
Involve me and
I’ll understand.”*

- Old Chinese Proverb

Create an Authentic Reason for Your Project

Begin planning your project by identifying an authentic and engaging reason for your project, based on the Programs of Study that you teach. The problem or challenge should be complex, and something students want to investigate and solve.



STOP AND REFLECT

What role will the students take: Historian? Researcher? Story teller? Other?
What is the authentic problem, challenge, or question the students will need to solve?
How will your project involve an authentic audience. Who will be interested or has expertise and can help support students in the inquiry they will be doing? Elders? Knowledge keepers? Liaison workers?
What community resources and experts could your teachers tap into to make the project more authentic or real? What indigenous special events occur in your community that could be inspirational for your project - e.g. rodeos, pow-wows, fiddling competitions.
What will your students create? A project? Performance? Community service? Combination of all three?



SUGGESTIONS AND TIPS

- If the problem or challenge can be answered asking Google, Cortana, or Siri, then it is not complex enough to drive a project.



EXAMPLE

Projects with a First Nations, Métis or Inuit focus should be planned and undertaken in a way that reflects, as closely as possible, the daily, lived experience related to the topic.

Carefully consider the social or spiritual context and the underlying significance and cultural integrity of the topic. For example, if your project is about inquiring into the significance of bannock, connect the making of bannock to the cultural significance of sharing. If your project is an inquiry into tipis, move beyond making model tipis to creating a cultural learning experience where an Elder or traditional teacher guides the students through the teachings associated with each tipi pole and the symbols painted on the tipi (Our Words Our Ways, pg. 56).

Craft the Project's Driving Question

The initial spark for your project comes from a passionate question, it could be yours, a colleague's, or from a student's passion. A person's passion and excitement is infectious and provides a great start to your project.

The driving question sets the tone and purpose for the project. This question should be open-ended to allow students to develop multiple and diverse responses or products. The driving question should not have an "easy" answer, should stretch your students intellectually and ignite their passions and imagination. For your first project, you will most likely write the driving question. As your students become more competent in asking open-ended questions, include them in the creation of the driving question.



EXAMPLE

EXAMPLES OF DRIVING QUESTIONS

Educational – Students teach others:

- How can we teach others about....?
- How can we create a blanket exercise that reflects our local context?

Solve a problem by creating multiple solutions:

- What can our class do to stop racism in our classroom, school, community?

Broad Theme:

- What does it mean to be First Nations? Métis? Inuit?
- Why is it important that we recognize that we live on Treaty (6, 7, or 8) Territory, or a Métis settlement?

Opinion - Consider all sides of an issue; form and justify their opinions:

- Should the past government have been allowed to set up residential schools?
- How do Treaties benefit all of us?

Divergent - Predict alternative timelines and scenarios:

- What if Louis Riel had chosen not to lead the resistance movements?
- What if our school switched to an Indigenous approach to teaching and learning?

Scenario-Based - Take on a fictional role to accomplish a mission:

- Imagine that you are a European arriving in Canada on (name a date). What would you have done differently to create better relationships between you and the First Nations, Métis and Inuit people?

Adapted from Crafting Questions That Drive Projects

Encourage Students to Generate “Need to Know Questions”

A good driving question will lead students to ask more questions. After introducing your driving question, brainstorm with your students a list of “need to know questions”. “Need to know questions” get your students thinking about what they need to know to answer the driving question. “Need to know questions” are specific and can guide your student’s research.

EXAMPLE

Students are engaged in inquiry around the driving question: *How can we celebrate the First Nation people in our class, school and community?* Students generated the following “need to know questions”:

- Who are the First Nations people?
- Where did First Nations people live?
- Why were these people called First Nations?
- How is, or was their lifestyle unique?
- Do we have First Nations people in our school/ community?



SUGGESTIONS AND TIPS

- Consider using a graphic organizer or an app like Popplet to help students capture their brainstormed need to know questions. This assists students in grouping their questions based on similarities; by the kinds of resources to access; or for the purpose of assigning need to know questions to different group members.

Source: Work That Matters

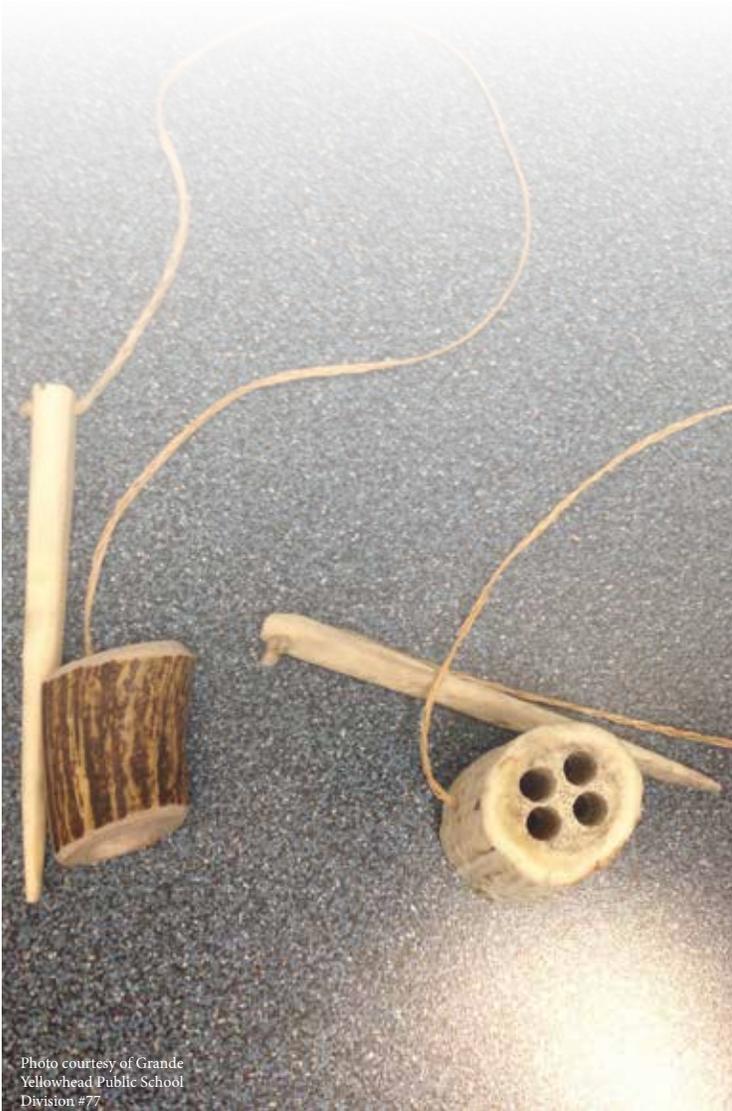


Photo courtesy of Grande Yellowhead Public School Division #77

Plan the Project's Launching Event



Photo courtesy of Grande Yellowhead Public School Division #77

Projects begin with a launching event that will engage students' interest and initiate questioning.

A launching event:

- is short
- conveys a sense of urgency and importance; it is a call to action;
- is based on the students' interests not the teacher's interests
- is often novel
- explains only the minimum information needed.

EXAMPLE

- **Video** - The video *What is Reconciliation? Would make a great launch to inquiry into residential schools.*
- **Discussion** - You may wish to launch to an inquiry about residential schools by engaging students in a discussion around the qualities they believe a teacher should have.
- **Guest Speaker** - Invite an Elder, Knowledge Keeper or liaison worker to your class.
- **Field Trip** - Take your students to a nearby reserve, settlement or a local Friendship Center.
- **Piece of Correspondence** - The following correspondence could serve as a great launch, "In order to educate the children properly we must separate them from their families. Some people may say that this is hard but if we want to civilize them we must do that" (Hector Langevin, Public Works Minister of Canada, 1883).

Decide on the Project's Final Outcome and Audience



Photo courtesy of Grande Yellowhead Public School Division #77

The final outcome of a project might be a product, performance, or service, or a combination of any of these. In some classrooms, students are given choice in terms of the final outcome. When students know the outcome in the early stages of project work, they have a better sense of direction and focus for the project and demonstrate much more confidence in their work.

Presenting to an authentic audience significantly changes the nature of the students' work. When students know they will be sharing their work with family, friends or members of their Indigenous community their commitment is much greater and may help to strengthen the relationship between the school.

Capture your ideas on the template on page 21.



SUGGESTIONS AND TIPS

- Museums, galleries, parks, cafes, churches, community centres, friendship centres are all excellent and authentic venues for sharing.
- Set the date for sharing the final product or performance early into the project work.
- If possible, find a venue outside of the school for sharing your final outcome.

Ensure Access to Appropriate Indigenous Resources

It is important that students access resources that “accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit” (draft TQS). The guidelines below will help with making decisions about appropriate resources.



STOP AND REFLECT

	Yes	No	Somewhat
Is the material respectful and truthful in both tone and information and free of any racist or insulting words or images?			
Could the material embarrass or hurt an Aboriginal or non-Aboriginal student or foster stereotypical thinking?			
Does the material present Indigenous cultures and peoples as distinct from one another, or does it portray pan-Indianism (a generic presentation of “Indian” culture)?			
Does the work demonstrate respect for the roles of women and Elders in Aboriginal cultures?			
Do Aboriginal characters speak dialogue that reflect the language skills of oral traditions, or do they speak “Hollywood-style”?			
What is the author’s (or artist’s or filmmaker’s) background or experience that qualifies him or her to portray Aboriginal peoples and cultures?			
Does the work interpret Aboriginal ways of life with deep knowledge of them? (Non-Aboriginals are seldom intimately familiar with or deeply knowledgeable about the realities of Aboriginal contemporary and traditional ways of life).			
Does the work present a balanced, factual view or does it describe events in terms that state or imply the superiority of one group over another?			

Adapted from: Our Words Our Ways, pgs. 54, 55, Alberta Education

Solicit Feedback From Colleagues

Talk to colleagues about your ideas; solicit their feedback several times before launching your project.



SUGGESTIONS AND TIPS

Sample questions include:

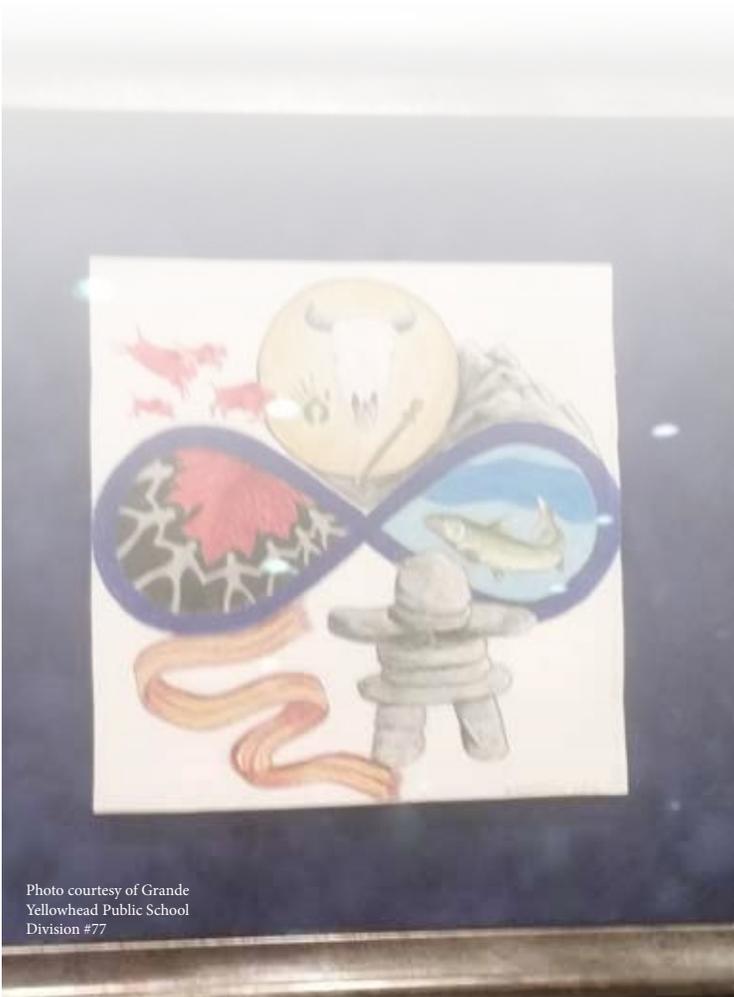
- Is the problem or challenge solvable and appropriate for the developmental level of the students?
- Is the breadth and scope of your project enough? Too much?
- Is the project engaging? Do you think your students will be thinking about getting back to school and working on the project?
- Who does the project satisfy? Great projects benefit the learner more than the teacher.
- Is the end product or outcome inspiring, motivating and relevant? Does it involve perspective making, reciprocal learning, and an authentic audience?
- Who (adults, community members, knowledge keepers, liaisons, elders) could we approach about getting involving in this project? What roles might they play?
- Are there any First Nations, Métis or Inuit associations, organizations, museums, universities, businesses or other schools that might be able to help?
- Do you have ideas for a venue outside of the school for the exhibition of the project?



Photo courtesy of Grande Yellowhead Public School Division #77

Align Your Project to Alberta's Program of Studies

In Alberta, teachers are expected to “plan and design learning activities that ... address the learning outcomes and goals outlined in provincial legislation and programs of study.” (draft TQS) As you plan your project, identify the outcomes you believe will be addressed by your project. Be thoughtful about the number of outcomes you identify so that you can create a manageable assessment plan.



EXAMPLE

Examples of skill-based outcomes from Alberta's Programs of Study that are aligned to Project-Based Learning

- Planning Skills
- Retrieving Information
- Processing Information
- Creativity
- Critical Thinking

Your project will also support the achievement of knowledge based learner outcomes from across many different subjects. The Social Studies Program of Studies provides learning opportunities that contribute to the development of self esteem and identity in Aboriginal students by:

- promoting and encouraging a balanced and holistic individual and strengthening individual capacity
- honouring and valuing the traditions, concepts and symbols that are the expression of their identity
- providing opportunities for students to express who they are with confidence, as they interact and engage with others
- contributing to the development of active and responsible members of groups and communities
- identify a realistic number of assessment criteria, less is more, both for you and for your students.

Create Your Project's Assessment Plan

The outcomes you have identified from Alberta's Programs of Study form the basis for establishing criteria, or key learning goals for your project. "Criteria are statements, beginning with strong verbs, that identify the learning to be achieved, based on the Alberta Programs of Study." (Alberta Assessment Consortium). Criteria are the key learning goals that will be supported, through practice and feedback throughout the project (formative assessment) as well as at the end of the project (summative assessment).

Write the criteria for your project in clear and concise language so that your students clearly understand them.

Use the criteria to create a rubric for your project. A rubric consists of criteria for students' work along with descriptions of levels of performance quality of the criteria. You can create the rubric on your own, co-create the rubric with colleagues, or co- create the rubric with your students. Alternatively, you may have already developed some rubrics, so use them as a starting point.

Writing the rubric in student friendly language is critical to an effective assessment plan. Discuss the rubric with students at the beginning of the project and ensure that students are clear about what will be practiced throughout the project, and assessed at the end.

Create multiple opportunities for students to practice and receive feedback on their project work, as this will impact how students view their project, their learning, and themselves. It is especially effective when students are able to give feedback to each other, rather than just handing in drafts to a teacher. Peer feedback gives students the opportunity to learn in a structured and safe context. If students are not familiar with how to give feedback to each other, teachers will need to provide instruction and support with how to do this effectively. Feedback should be in relation to the criteria established, specific, and presented in a positive, respectful and supportive way.

EXAMPLE

Throughout the duration of the project, plan how you will gather evidence of learning for each criterion identified. Ongoing, multiple opportunities for receiving feedback related to the evidence gathered will assist students in reflecting and enhancing their understanding or skill development.

Sample methods for gathering evidence of learning could include:

- rough drafts
- journals or reflections
- concept maps or brainstorming plans
- entrance and exit slips
- practice presentations
- anecdotal notes and observations
- checklists
- observations
- thumbs up/thumbs down
- listening to conversations



SUGGESTIONS AND TIPS

- The Alberta Assessment Consortium is an excellent source of support and information on effective assessment practices.

Below are some examples of approaches to assist students in giving feedback:

EXAMPLE

Dilemma Protocol:

- create groups of four to five students
- students share something they are struggling with on their product, share their draft or answer clarifying questions
- remaining students discuss possible solutions while the sharer remains silent (only taking notes)
- sharer then rejoins the group's conversation, restates helpful suggestions, and asks for clarification
- repeat all rounds until every student has had a chance to pose a dilemma and get feedback

Workshop-Style Critique:

- create groups of three with specific teacher-generated questions about the product or performance
- students take turns presenting their product to the two other students, and then discuss the questions as a way to improve product quality

Pair Critique:

- work in pairs
- using the rubric created for the project, pairs take turns giving each other feedback
- this protocol is best for final drafts of a product, performance or service

Adapted from Work That Matters

Teachers sometimes mistakenly presume that a project's final product, performance or service is the only thing they should assess, which leads them to assume that they should be able to tell whether the students learned what they needed to by looking at the final outcome. In fact, assessing what students know should be ongoing throughout the project. The end product or performance is the motivation for learning the material, but it does not necessarily demonstrate that they learned it all.

The criteria used for formative assessment is the exact same criteria that should be used for final, or summative assessments. You may choose to give an exam that covers information or knowledge outcomes. Other summative assessments include: self- reflections, peer evaluations or interviews.

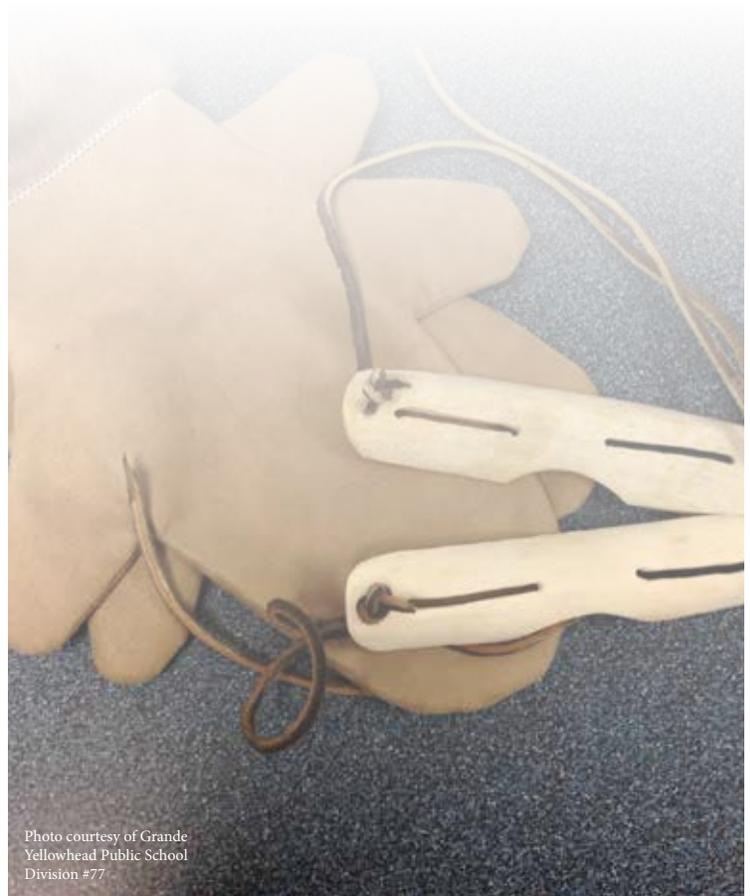


Photo courtesy of Grande Yellowhead Public School Division #77

Incorporate Voice and Choice

When students have some degree of voice and choice, their level of engagement and ownership of the project increases. Project design should indicate a clear direction but should offer many pathways to a solution. Decisions around student voice and choice are based on student ability and readiness. Choice can range from the need to know questions the students generate, to the tasks and roles they will take on as team members, to the product or performance they will create.



Try Out Your Project Before Launching With Your Students

You will have much more success with your project if you do it yourself first. There are several reasons for this:

- You will have a better sense of where your students may have difficulty and you can plan accordingly
- You will have a sense of how long it will take to complete the project
- You will have a model or exemplar of the project that you can show your students before they begin. It helps them to understand your expectations or how to meet the criteria for the project.

Looking at your model or exemplar together with your students helps them to understand what they are aiming for. It gives your students the opportunity to use the rubric created for the project and possibly evaluate your project.

Students will gain an understanding of what might be challenging, what might be easy, which aspects are most important, or least important and will create a shared understanding of what an acceptable product looks like.



SUGGESTIONS AND TIPS

- Be sure to archive your students' projects. The products that your students have produced for this year's project can be the models at the start of next year's project. Make sure you have digital photographs of all the products, including the drafts. Over time, you will build up a rich archive of excellence.

Source: Work That Matters

Make Contact with Experts Outside the School



Draw on the list of experts and organizations that you, with your colleagues, have brainstormed, and make contact with them. Explain your project, and ask them to help you make the project more authentic by providing models, working with students (in school or on a field trip), or offering an exhibition venue. If you have an exemplar you can share with them it will help them understand the outcome of the project.

There are a few guidelines that need to be remembered when inviting an Elder into your classroom. The best way to contact an Elder and learn the protocols to follow is to ask contacts in the community, such as Aboriginal liaisons in the school system, parents, or Friendship Centre staff. Community members will be able to provide the names of respected Elders.



SUGGESTIONS AND TIPS

- When approaching a First Nations or Métis or Inuit Elder, protocol usually requires the offering of tobacco. An Aboriginal liaison or Elder's helper can provide the necessary guidance when determining when tobacco is necessary.
- Prepare your students for the visit from the Elder by reviewing good listening practices and manners such as avoiding eye contact and ensuring questions are appropriate.
- Explain the importance of the Elder's role in the community and the value of his or her knowledge.
- Thank the Elder formally with a handshake and present the Elder with a gift such as a blanket, towel set, slippers or socks. This exchange of gifts is an honoured tradition arising out of the principle of reciprocity.

Create a Project Calendar and Timeline

Creating a project calendar and timeline is one of the most important structures in project work because it makes a potentially daunting project feel manageable to students, and helps you make sure that they will have time to accomplish everything that you expect from them.

When they present their work to a wide audience, they become confident and articulate advocates for Truth and Reconciliation. Projects foster not just student engagement, but also school engagement and enhanced relationships with indigenous families and communities.

If possible, post your timeline online so that students, parents, and other members of staff can check it whenever they need to.

Create a template, such as the one below, to structure your project calendar or timeline. Considering all aspects of this template in advance of launching your project, will support a successful project outcome.



SUGGESTIONS AND TIPS

- Set interim deadlines for drafts, and final deadlines for specific components of a product.
- Hold regular check-ins. Set tasks for completion by the next check-in, and make sure you both have a copy of the tasks you have agreed upon. Make adjustments to your plans if needed.
- Schedule peer feedback sessions. Peer feedback sessions will tend to follow draft deadlines (since students will be critiquing each other's drafts).

Project Calendar/Timeline

Date/Lesson	What teacher does	What students do	Assessment	Resources

Plan the Sharing Day

From a student's perspective, this is the most important day of the project. It is important that the students take ownership of the sharing event; it is all about their work, and they should be in charge of it. Think about the roles everyone will play on this day.

EXAMPLE

- **Audio Visual team:** students make sure AV equipment is working, make sure event runs to time, go-to people for last-minute crises
- **Greeters:** students greet the audience and manage the crowd. They tell the audience explicitly what their role is. People often feel uncertain about what is expected of them at exhibitions, and will appreciate being given a clear brief
- **Student presenters:** stand by their work in order to explain it and answer questions

cultural beliefs, languages and values. When students are engaged in projects, they can surprise themselves, their parents, and their teachers with what they are capable of and how they can take an active role in Truth and Reconciliation.



Conclusion

Most likely, your first project will not go as well as you hoped. Your driving question may not have been broad or complex enough, some of your students may have found it challenging to work in teams, or you may have discovered that your students need more guidance in how to give each other effective feedback. Even if the project did not go exactly as planned, don't be discouraged.

Projects get better with practice and reflection. Talk to your students and your colleagues about what went well, what didn't go so well, and what you might want to try in the future.

Hopefully this guide has inspired you to use a project-based learning approach to deepen yours and your students' understanding of First Nations, Métis or Inuit worldviews,



SUGGESTIONS AND TIPS

- When you engage your students in a similar project in future years, your reflections will assist in designing an even better learning experience
- Complete a self reflection using the template on page 22

References and Resources

Websites:

Empowering the Spirit

<http://empoweringthespirit.ca/>

Guiding Voices, Alberta Learning

<http://www.learnalberta.ca/content/fnmigv/index.html>

Our Words Our Ways, Alberta Education

<https://education.alberta.ca/media/563982/our-words-our-ways.pdf>

Indigenous and Northern Affairs Teaching Resources

<https://www.aadnc-aandc.gc.ca/eng/1302868012055/1302868605384>

Project of Heart

<http://projectofheart.ca/>

Alberta Assessment Consortium

<http://www.aac.ab.ca/>

Truth and Reconciliation Commission of Canada

<http://www.trc.ca>

Buck Institute for Education (BIE)

<http://www.bie.org/>

Work That Matters - A Teacher's Guide to Project-Based Learning

<http://www.phoenixunion.org/Page/13468>

Articles:

Gold Standard PBL: Essential Project Design Elements, Buck Institute for Education

http://www.bie.org/blog/gold_standard_pbl_essential_project_design_elements

10 books about residential schools to read with your kids

<http://www.cbc.ca/news/indigenous/10-books-about-residential-schools-to-read-with-your-kids-1.3208021>

Crafting Questions That Drive Projects

<http://learninginhand.com/blog/drivingquestions>

Resources:

Government Of Alberta Department Of Education Teaching Quality Standard

https://education.alberta.ca/media/3739620/standardsdoc-tqs-_fa-web-2018-01-17.pdf

Ministerial Order on Student Learning, Alberta Education

<https://education.alberta.ca/policies-and-standards/student-learning/everyone/ministerial-order-on-student-learning/?searchMode=3>

Indigenous Project Planning Template

Grade Level

Teacher

Approx Duration of Project

Name of Project:		Notes
Project Idea <ul style="list-style-type: none">• Student roles• Description of the real world, authentic problem or challenge		
Driving Question <ul style="list-style-type: none">• Engaging, written in student language, grade level appropriate and guides the learning		
Launching Event <ul style="list-style-type: none">• Key event or activity to launch the project which engages and motivates the students		
Culminating Task <ul style="list-style-type: none">• Product, performance or service that demonstrates student understanding of the solution to the driving question		
Presentation Audience (Parents, Community Members, etc.)		
Venue and Date of Final Presentation		
Program of Studies Learner Outcomes <ul style="list-style-type: none">• Identify learner skills, attributes, and Indigenous perspectives that will be targeted during the project		
Success Criteria <ul style="list-style-type: none">• Based on learner outcomes and help students understand what success looks like and sounds like		
Rubric		
Formative Assessments <ul style="list-style-type: none">• Aligned to the criteria established and should provide feedback to the learner and direct instructional planning for the teacher		
Summative Assessment <ul style="list-style-type: none">• Aligned to the criteria established		
Resources Needed <ul style="list-style-type: none">• Equipment, materials, online supports, community resources, etc.		

End of Project Reflection

Point of Reflection:	Notes
What was the success of the overall project?	
How well did the driving question and lessons work?	
To what degree was the project teacher-led vs. opportunities for student inquiry and initiative?	
Did the assessment tools, criteria and feedback provide a broad range of evidence of and support for student growth and learning of outcomes?	
Any modifications for next time?	

