

Project Planners for Student Collaboration



Student-Facing Materials for Collaboration



ABOUT THIS RESOURCE

Students are frequently asked to work in groups when completing projects in class. While this strategy can be a highly engaging form of active learning, students often need support to build the skills that are necessary for group work to be effective: collaboration and planning.

This resource includes **student-facing planning materials** that help them set project milestones, use class time effectively and understand expectations for work outside the classroom. Each planning sheet focuses on one part of the project creation process and sets clear requirements for the work that student groups should accomplish during one or more class periods.

HOW TO USE THIS RESOURCE

Step 1: Identify the project students will complete. In order for students to achieve their daily goals as they collaborate, they need to understand the expectations for the assignment. When you share the project overview/assignment sheet, make sure to include the following:

- learning goals and any important context, concepts, or topics
- criteria for success; consider including a rubric or other feedback guide
- requirements for submission: presentation parameters, documentation or notes, research guidelines, etc.
- timelines for the process or final product

Step 2: Review the three collaboration planning sheet [templates](#) on pages 3 to 8. Each sheet is focused on a different stage of work, with different goals for that “day” (or other period of time):

1. [Logistics and Brainstorming](#),
2. [Planning and Drafting](#), and
3. [Final Prep](#).

Take note of any areas with text in brackets. When you customize the templates for your students, make sure to replace any text in brackets with information specific to your project’s requirements.

Step 3: Review the [English example](#) and/or [science example](#). The English example is from a [Reinterpretation of Text project](#), and the science example is from a student-designed lab investigation

and report. Each example begins with a project overview that includes learning goals and important context, concepts, or topics that should be addressed.

Step 4: Go back to the three [templates](#) and customize each planning sheet according to your students' needs and the requirements of the project.

IMPLEMENTATION SUGGESTIONS

- Plan for structured reflection and feedback sessions as students work in groups during class time (e.g. group check-ins/conferences, daily exit ticket reflections on the success/challenges of collaboration, group goal setting and self-assessment, etc.)
- As students develop their collaboration and planning skills, invite them to plan their collaboration and work processes independently or together with you:
 - discuss important due dates or milestones and help students work backwards from those, chunking the steps of the project over time,
 - invite them to create a short list of [group work norms and rules](#) to govern their work during class and outside of class, and/or
 - invite students to lead their own goal setting and assessment plans, setting times for conferences and check-ins with you.

<< TEMPLATE >>

Collaboration Planner: [Project Title]

DAY[S] [_____]: LOGISTICS AND BRAINSTORMING

Complete this planning sheet by the end of class on: [_____]

I. PROJECT INFORMATION

[Topic, essential question, etc.]	
Due date/presentation date	

II. GROUP MEMBERS

Name				
Contact information Include phone/email				
Scheduling considerations Share and record any travel, planned absences, or other events that will affect your group's work				

III. PROJECT PLANNING

Project requirements/milestones	Deadline
[Include these in advance for students, <i>or</i> have students review the project overview and collaborate to identify milestones based on the requirements]	

IV. BRAINSTORM

As you [research, brainstorm, develop ideas], document your [ideas, resources, materials, notes] and questions in the chart below.

[Brainstorming, ideas, suggestions]	
[Resources, materials, research notes]	
Questions we have	

V. NEXT STEPS

Identify tasks to be completed before the next class period.

Group member responsible	Task or item to be completed	Deadline

DAY[S] [_____]: PLANNING AND DRAFTING

Complete this planning sheet by the end of class on: [_____]

I. RECAP AND PROGRESS CHECK

Look at your next steps from the last class. Fill out the chart to check your progress..

Group member responsible	Task or item to be completed	Was the task completed? Y/N	Questions/Concerns

II. PLANNING

Create a [storyboard, outline, concept map] for your [presentation, project, final product].

III. DRAFTING

Once you've created a [storyboard, outline, concept map], start drafting the [presentation, project, final product].

IV. NEXT STEPS

Now that you have a [storyboard, draft, or outline], identify what steps you need to take or tasks you need to do in order for you to [complete the project/be prepared for the next class].

Group member responsible	Task or item to be completed	Deadline	Questions/ Requests for help?

DAY[S] [_____]: FINAL PREP

Complete this planning sheet by the end of class on: [_____]

I. RECAP AND PROGRESS CHECK

Look at your next steps from the last class. Fill out the chart to check your progress.

Group member name	Task or item to be completed	Was the task completed? Y/N	Questions/Concerns

II. MATERIALS

Identify what final items, materials, or documents are needed for your group in order for you to share your [project/presentation].

Group member name	Item, material, or document needed

III. ROLES AND RESPONSIBILITIES

Use the table below to clarify roles and responsibilities in your group on the day you will [share/submit] your [insert final product].

Group member name	Role and responsibilities on the day of

IV. FINAL, FINAL PREP

Make a plan to [practice or complete the project] before the due date.

Will you meet (in person or virtually) to practice or collaborate before the next class?	
If yes...	If no...
Where will you meet?	How will you communicate and make sure you are fully prepared and your project is finalized?
When will you meet?	
How will you communicate with each other?	
Describe 2-3 specific goals for this collaboration. How will you know your collaboration outside of class has been successful?	

EXAMPLE

Final Project: Reinterpretation of Text: *Like Water for Chocolate*

(See the full project at www.opportunityeducation.org/teacher-resources/)

PROJECT OVERVIEW

Your final project for *Like Water for Chocolate* asks you to **respond to one of our essential questions by reinterpreting and retelling a portion of the story.**

Each group will **choose one of the essential questions**; once you have your essential question, you will collaborate to **choose a specific moment or scene** from the novel that you believe offers the “answer” to the essential question. You will **re-write that moment** from the story as a short play. Finally, you will **perform the play** as a group, so that you can share your understanding of the essential question, as well as your ability to support your position with the novel.

ESSENTIAL QUESTION OPTIONS

- To what extent should love take precedence over the desires of family and rules of society?
- To what extent and for how long should children obey the wishes of their parents?
- What is more important: passion or love? Is there a difference between the two?
- What role does emotion play in cooking and eating?

PROJECT PROCESS AND REQUIREMENTS

1. Collaborate with your group to re-interpret the novel by re-writing your specific moment(s) in the form of a drama (play). The script must be 4-5 typed double-spaced pages.
2. The scene must take a position on the essential question or in some way “answer” it.
3. Collaborate to choose a new setting (place and time) and include your original re-interpretation of the moment; however, you must remain true to traits of the characters. (i.e. please do not make Mama Elena into a loving mother who makes her own organic baby food for a young Tita.)
4. Include the following literary features in your script:
 - a. A clear presentation of a motif (i.e. a repeated symbolic element: tears, heat and cold, illness/physical problems that reflect psychological problems, emotion “injected” into food, etc.)
 - b. Two to three well-integrated examples of magical realism

5. Complete the “literary abstract” – see the back of the rubric in this packet – and submit this with a clean copy of the script before you share your performance with the class. This abstract helps justify and communicate your creative and analytical choices.
6. Share your interpretation by performing the script of your moment; every group member must participate. Your presentation is limited to 5-7 minutes. After 7 minutes, you will be cut off (so yes, you need to rehearse and time your scene).
7. Optional extension: include an original or modified opening recipe that captures some aspect of your essential question (think about how each chapter of the novel starts with a recipe relevant to the conflict of that chapter).
8. Remember to review the feedback guide (next page) throughout the process. Are you working towards your goals for the presentation?

PROJECT PLANNING TARGET DATES

- By the end of class on Monday 12/5: complete the “Day 1: Logistics and Brainstorming” collaboration planner from this packet.
- By the end of class on Wednesday 12/7: complete the “Day 2: Planning and Drafting” collaboration planner from this packet. (You should have also nearly completed the rough draft of your script by the end of class.)
- By the start of class on Friday 12/9: bring a complete rough draft of your script
- By the end of class on Friday 12/9: complete the “Day 3: Final Prep” collaboration planner from this packet.
- **Tuesday 12/13: Presentations!**

Collaboration Planner: Reinterpretation of Text

DAY 1: LOGISTICS AND BRAINSTORMING

Complete this planning sheet by the end of class on: 12/5/2023

I. PROJECT INFORMATION

What is your essential question?	
What moment did your group choose to reinterpret?	
Presentation date	

II. GROUP MEMBERS

Name			
Contact information Include phone/email			
Scheduling considerations Share and record travel plans, planned absences, etc. that may impact collaboration			

III. PROJECT PLANNING

Project requirements/milestones	Deadline

IV. BRAINSTORM

Work with your group to brainstorm ideas and make choices about the following:

Setting	Time Place Explain your reasoning/choice for this setting:
Motif	What motif will you include and repeat throughout the scene?
Magical Realism	What original examples of magical realism will you include in the script? 1. 2. 3.

V. NEXT STEPS

Identify tasks to be completed before the next class period. What research, writing, outlining, or other planning do you need to do before you meet again with your group?

Group member responsible	Task or item to be completed	Deadline

DAY 2: PLANNING AND DRAFTING

Complete this planning sheet by the end of class on: 12/7

I. RECAP AND PROGRESS CHECK

Look at your next steps from the last class. Fill out the chart to check your progress..

Group member responsible	Task or item to be completed	Was the task completed? Y/N	Questions/Concerns

II.PLANNING

Create an outline or storyboard for your scene before you start drafting the script. Talk through the major moments in the scene together and plan how you will include the required elements: motif and magical realism.

III. DRAFTING

Once you've created an outline of events or a storyboard for the major parts of the scene, start drafting the script.

IV. NEXT STEPS

Now that you have started drafting, identify what steps you need to take in order for you to have a full draft of your script by the next time you meet with your group.

Group member responsible	Task or item to be completed	Deadline	Questions/Requests for help?

DAY 3: FINAL PREP

Complete this planning sheet by the end of class on: 12/9

I. RECAP AND PROGRESS CHECK

Look at your next steps from the last class. Fill out the chart to check your progress.

Group member name	Task or item to be completed	Was the task completed? Y/N	Questions/Concerns

II. PERFORMANCE PLANNING

Plan what props you need for the performance and who is responsible.

Props, signs, etc.	Who will bring it?

Plan your casting.

Character's name	Played by?

Plan your costumes.

Character's name:	What will they wear?	Who will bring it?

Plan your set.

Important object on your "stage" (e.g. – a stove)	What will you use for this object? (e.g. two student desks)	Where will it be? (e.g. front of the classroom, to the right of the stage)

Make a plan for the other required materials.

Item Needed	Group Member Responsible
Scripts: Who is responsible for printing copies of the script for the entire group?	
Literary Abstract: Who is responsible for making sure you have a clean copy of your literary abstract (on the back of the rubric) to turn in with your script?	
Will you be including the optional recipe? If so, who is responsible?	
Will anyone be cooking/bringing food for the class? If so, who is responsible for it?	

III. ROLES AND RESPONSIBILITIES

Use the table below to clarify roles and responsibilities in your group **on the day you perform.**

Group member name	Role and responsibilities on the day of the performance

IV. FINAL, FINAL PREP

Make a plan to rehearse before you present your short play.

Will you meet (in person or virtually) to practice before you perform?	
If yes...	If no...
Where will you meet?	How will you communicate and make sure you are fully prepared and ready to present?
When will you meet?	
How will you communicate with each other?	
Describe 2-3 specific goals for this collaboration. How will you know your collaboration outside of class has been successful?	

EXAMPLE

Collaboration Planner: The Case of the Disappearing Tablet

PROJECT OVERVIEW

A variety of factors affect the rate at which a solute dissolves in a solvent. In this activity, design and conduct an investigation to analyze how one factor affects the rate at which a mysterious tablet disappears.

PROJECT PROCESS AND REQUIREMENTS

- Take notes as you watch a mysterious tablet disappear.
- Work with your lab group to determine how you can achieve the greatest percent reduction in time for the mysterious table to dissolve (calculated by $[(\text{time}_{\text{control}} - \text{time}_{\text{experimental}})/\text{time}_{\text{control}}] * 100$) by changing one factor.
 - Research factors affecting the rate at which a substance dissolves in a solute. Select one independent variable and create a hypothesis. Each group will have a maximum of three tablets available.
 - Submit lab procedure that includes the independent and dependent variables, a control group, the factors that will be controlled between the groups, as well as appropriate lab safety measures (remember this is an unknown table) for approval.
 - Conduct laboratory activity and collect data. Create graphs/charts to represent data. Calculate the percent reduction in time to dissolve.
 - Complete lab report that includes a title, introduction, materials and methods, results, data analysis, and a conclusion .

PROJECT TARGET DATES

- Lab procedure and materials due at the end of class on March 27th.
- Final lab report due at the beginning of class on April 2nd.

LEARNING GOALS AND SUCCESS CRITERIA

Section of Final Lab Report	Expected Components
Title Page	<ul style="list-style-type: none"> • title of lab activity and names of students
Introduction	<ul style="list-style-type: none"> • a discussion of at least three factors that affect the rate of dissolution of a substance, including an explanation of what happens at the molecular level • a testable hypothesis in an “If, then” format that contains a prediction
Materials & Methods	<ul style="list-style-type: none"> • list of the materials and quantities needed • steps that are numbered and listed in order with enough detail that the procedure can be easily followed • clear identification of the independent and dependent variables, the control group, and the various factors that remained constant between the groups
Results	<ul style="list-style-type: none"> • at least one qualitative and one quantitative measurement presented in an easy to read format.
Data Analysis	<ul style="list-style-type: none"> • graphs of the collected data • a discussion of the data • calculation of the percent reduction in the rate of tablet dissolving
Conclusion	<ul style="list-style-type: none"> • an explanation of the results • statement of whether or not the hypothesis was supported • explanation of how potential sources of error could have impacted the results • identification of how the lab could have been improved or what should be tested in the future.
References	<ul style="list-style-type: none"> • at least three references listed in alphabetical order in APA format that are cited in the body of the report.

DAY 1: LOGISTICS AND BRAINSTORMING

Complete this planning sheet by the end of class on March 26th.

I. PROJECT INFORMATION

What is the purpose or question of the lab investigation?	
Lab procedure due date	
Final report due date	

II. GROUP MEMBERS

Name			
Contact information Include phone/email			
Scheduling considerations Share and record travel plans, planned absences, etc. that may impact collaboration			

III. PROJECT PLANNING

Project requirements/milestones	Deadline

IV. BRAINSTORM

Work with your group to brainstorm ideas about the following:

<p>Factors Affecting Rate of Solubility</p>	<p>What factors affect the rate of dissolution of a substance and how do they affect the rate of dissolution?</p> <ol style="list-style-type: none"> 1. 2. 3. 	
<p>Hypothesis Record ideas for a hypothesis.</p>		
<p>Lab Procedure Record ideas for each.</p>	<p>Independent variable:</p> <p>Dependent variable:</p> <p>Conditions kept the same between the experimental and control groups:</p> <p>Materials needed:</p>	
<p>Research Record the source and information gathered from the source.</p>	Source	Information

V. NEXT STEPS

Identify tasks to be completed before the next class period. What research, writing, outlining, or other planning do you need to do before you meet again with your group?

Task or item to be completed	Group member responsible	Deadline

DAY 2: DRAFT LAB PROCEDURE

Complete a lab procedure by the end of class on March 27.

I. RECAP AND PROGRESS CHECK

Look at your next steps from the last class. Fill out the chart to check your progress.

Task or item to be completed	Group member responsible	Was the task completed? Y/N	Questions/Concerns

II. PLANNING

Finalize the components of your investigation.

Hypothesis	
Independent variable	
Dependent variable	
Control group conditions	
Experimental group conditions	
Conditions kept same between control and experimental groups	
Data collection table	
Materials	

III. DRAFTING

Draft a detailed lab procedure. You can also begin drafting some sections of your final lab report.

Create a detailed lab procedure that includes the information listed on the Project Information page. Submit the lab procedure to your teacher for approval.

Begin drafting some components of your final lab report.

IV. NEXT STEPS

Identify needed steps to be ready to conduct your experiment.

Task or item to be completed	Group member responsible	Deadline

DAY 3: LAB INVESTIGATION

Complete this planning sheet by the end of class on March 29.

I. RECAP, REVISE AND PROGRESS CHECK

Look at your next steps from the last class. Fill out the chart to check your progress. Review any comments from your teacher and update your lab procedure as necessary.

Task or item to be completed	Group member responsible	Was the task completed? Y/N	Questions/Concerns

II. ROLES AND RESPONSIBILITIES

Use the table below to clarify the roles and responsibilities of the individuals in your group during the experiment.

Group member name	Role and responsibilities during experiment

III. EXPERIMENT AND EVALUATE

Conduct your experiment. As a group, review the data. Determine if the hypothesis was supported, rejected, or if no conclusions can be drawn. Can your group come up with an explanation? Do you need to do more research in order to draw a conclusion?

IV. NEXT STEPS

Now that your experiment has been conducted, identify what steps you need to take to be ready to write your lab report. Consider the following ideas: graphs and calculations, potential sources of error, additional research on the same topic, or research to identify ideas for future investigation.

Task or item to be completed	Group member responsible	Deadline

DAY 4: FINALIZE LAB REPORT

Finalized lab report is due by the end of class on April 2nd.

I. RECAP AND PROGRESS CHECK

Look at your next steps from the last class. Fill out the chart to check your progress.

Task or item to be completed	Group member responsible	Was the task completed? Y/N	Questions/concerns

II. PLANNING

Identify the remaining components of the final lab report to be drafted. Assign remaining sections or components to individuals or teams.

Report section	Group member responsible	Date to be completed

III. FINAL PREP

Make a plan to review the sections of the report as a group before the due date.

Will you meet (in person or virtually) to collaborate before the next class?	
If yes...	If no...
Where will you meet?	How will you communicate and make sure your lab report is finalized?
When will you meet?	
How will you communicate with each other?	
Describe 2-3 specific goals for this collaboration. How will you know your collaboration outside of class has been successful?	

IV. FINALIZE

Finalize the lab report and turn it in.