

## **Project Planning Steps for Group Leaders**

1. Decide on a project
  - How will you involve your students in choosing a project?
  - What will be the "product?"
  - What resources will students need to complete their projects?
  - How much time will the project take?
  - When will students work on their projects?
  
2. Plan project activities
  - How will students work together? Will they work in teams? Will they rotate responsibilities? Will everyone always have the same job? How will they make decisions?
  - What do your students already know about the topic, what do they need to know? How will they conduct their research? Will they use the Internet? Library? Interviews or personal conversations? Site visits?
  - What skills do your students need to know to complete this project? e.g. Internet search techniques, computer skills such as word processing or Power Point or web design, video production skills, using a library, communication skills such as writing and interviewing
  
3. Evaluate the project
  - What skills do you want your students to gain from this project?
  - What kind of tools can you use to assess what they've learned?
  - Consider both student reflection and peer review as well as instructor assessment. Do you want students to keep journals as they work on their projects? Do you want to have students use the Multimedia Project Review Checklist?
  - Establish a safe place where young people feel comfortable talking about their projects. Talk about how to provide constructive comments and the difference between warm (positive) and cool (suggestions and tips) feedback and how both can be helpful.

- Invite young people into the evaluation process by giving them opportunities to share what they discovered along the way. You may encourage students to 1) hold "walk-arounds" where they visit each others' work areas and have a chance to view one another's projects midway through their creation; and 2) host an open house where family and community members come to view students' projects.
- Think about how the goals of the project align to questions you may ask young people as they are participating. For example, if you are trying to foster self-expression, you may get participants asking, "How does this project represent something about me? And if the goal is problem-solving, you might ask, "What are the challenges you encountered while doing this project and what changes did you have to make?"

## Multimedia Project Review Checklist

Student Name: \_\_\_\_\_ Reviewer Name: \_\_\_\_\_

Date: \_\_\_\_\_

Project: \_\_\_\_\_

### Category

### Responsibilities

#### Appearance

- I balanced design aspects with content.
- I used only a few fonts.
- I used my fonts in a consistent manner.
- Titles and headings are easy to distinguish from other text.
- The words on each page are easy to read.
- The words on each page are spelled correctly.
- The text areas and graphic areas appear balanced.
- The graphics are easy to see.
- Graphics are clear and not pixellated.
- My background is not distracting.
- The colors I used look good together.
- The pages appear to go together; they make a cohesive whole.
- Sounds and music are easy to hear.
- Transitions are not distracting or boring. (PowerPoint)
- There is not too much time or too little time between slides. (PowerPoint)
- The pages look neat and use white space well.

#### Media Use

- I used original art, animations or photographs.
- I used original music or sound effects.
- I used voice-overs.
- I used art, animations, or photographs made by others.
- I used music or sound effects made by others.
- I cited all resources I include that were made by others.
- I used media in accordance with copyright.
- I used media ethically and appropriately.
- My media helps the user understand my topic better.
- My media makes my project more interesting.

#### Navigation

- Users can easily find their way through my presentation or Web site.
- Users can easily backtrack or repeat parts of the presentation. (PowerPoint)
- Users can easily skip parts of the presentation. (PowerPoint)
- Navigation tools are easy to locate.
- Navigation tools are labeled when necessary.
- Navigation tools are located in a similar place on each page.
- Navigation tools lead to logical destinations.
- Navigation tools work.
- User can always easily quit the presentation. (PowerPoint)

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- Organization
- I used an outline or storyboard to organize my ideas, information and thoughts.
  - I organized my ideas in a meaningful and logical way.
  - I clearly answered questions people might have about the topic.
  - I included a meaningful title slide. (PowerPoint)
  - I included details that made my project more complete and/or more interesting.
  - I included a Bibliography or Resources Used page.
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- Preparation
- I planned my time wisely to assure access to needed materials.
  - I made a timeline of when key components needed to be done.
  - I made an outline or storyboard to organize my thoughts and ideas.
  - I brainstormed questions that needed to be answered about the topic.
  - I used feedback from others to refine my topic and questions.
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- Resources
- I used a variety of resources when collecting information.
  - I consulted resources that showed different perspectives on the topic.
  - I used electronic resources (Internet, CD-ROMs).
  - I used print resources (books, magazines, textbooks, newspapers).
  - I used reference materials (encyclopedia, dictionaries, thesaurus, atlas, etc.)
  - I used documentaries or news interviews.
  - I used interviews with people affected by the topic.
  - I used portions of videos, films, or television shows to gather information.
  - I used material in accordance with copyright.
  - I used resources ethically and appropriately.
  - I cited my resources.