



EXECUTIVE FUNCTION AND PROJECT-BASED LEARNING PLANNER

Use the planner to integrate executive function strategies through each stage of project-based learning.

Stage One: Define

What outcomes do you hope to obtain with your project? Think about the skills and strategies students need to master (in terms of academics as well as executive function). Remember, projects are a natural place to embed SEL outcomes and help boost students' motivation and engagement.

Academic Outcomes	Executive Function Outcomes	SEL Outcomes

Using the information in the table above, write a summary of your project. What is the finished product? How long will students have to finish it? What resources will students have to use?

Stage Two: Plan

What are the planning and time management demands of the project? How can you help students develop a more accurate understanding of time and engage in the planning process? Create a timeline of the project below. Next to each step in the project, write down an EF strategy students can use to stay on track.

Project Milestones	Executive Function Strategies

Stage Three: Do

What academic tasks might be challenging for students? Is there a heavy reading or writing component? Do students need to use technology or learn some new skills? How can you teach executive function strategies to help students succeed?

Academic Task	Executive Function Strategies

Stage Four: Reflect

Once the project is over, what's next? How can students learn more about their strengths and challenges from this project? What strategies or habits would you like them to apply in the future? How might this project relate to another project or challenge that students might face?

Even if reflection is the last step of a project, it should address the project in its entirety. The ultimate goal of reflection is to close the loop, to help students reflect on their performance, build self-understanding, and make plans for next time.

You can use the "Define, Plan, Do, Reflect Sheet" or come up with your own using the 3 guiding areas below.

There are 3 foundations of boosting student self-understanding. How can you incorporate them into your project?

- 1. Understanding Strengths and Challenges:** How can students develop a more nuanced sense of themselves?
- 2. Reflecting on Performance:** When will students review their own work? How can this be done in a way that promotes a growth mindset?
- 3. Making Plans for Next Time:** The next time students have a project to do, what strategies would you like to see them take on independently?

PROJECT REFLECTION SHEET TEMPLATE



DEFINE

In your own words, what were the goals of this project: _____

Rate your project:



Why did you pick this rating?

- I followed all the directions
- I did not use the rubric
- I got all the steps done on time
- I fell behind on the steps
- I wasn't sure how to do the work
- I used strategies to do the work
- I used rubric before turning it in
- The directions were hard
- Other: _____

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PLAN

What is one strategy you used to plan your project: _____

Rate this strategy:



Why did you pick this rating?

- Matches my learning style
- Took more time
- Was not efficient
- Saved me time
- Was easy to use
- Does not match my learning style
- Was hard to use
- Was efficient
- Other: _____

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DO

What was the hardest part of this project for you? _____

What was your favorite strategy that you used in this project? _____

Rate this strategy:



Why did you pick this rating?

Matches my learning style

Took more time

Was not efficient

Saved me time

Was easy to use

Does not match my learning style

Was hard to use

Was efficient

Other: _____

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NEXT TIME

What is one strategy you will use on your next project: _____

Why did you pick this strategy?

Matches my learning style

Took more time

Was not efficient

Saved me time

Was easy to use

Does not match my learning style

Was hard to use

Was efficient

Other: _____

What is one way your teacher can change this project for next time:

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