

Planning a book study? Here are some tips to get you started:

- Before Reading: Have each member of the group jot their thoughts about each Real Question. This discussion guide can be used to collect their thoughts.
- During Reading: Have each participant use the discussion questions for reflection OR have each participant choose just one question.
- After Reading: Schedule a time to discuss. Rather than going through every discussion question, one at a time, consider grouping participants by question. "For this chapter, everyone who jotted notes about question one, join breakout room 1."

Introduction: Why Project Based Learning?

1. Which of the reasons for PBL resonates with you the most? Why?
2. What is your personal reason for implementing PBL?
3. Scan the table of contents. Which question seems most pressing for you? Why?

Chapter 1: How Do I Structure a PBL Experience?

4. What are some key points you will change about a current project?
5. How does planning with the end in mind reinforce your current practice? What might you have to change?
6. How might you prepare students to engage in productive struggle?

Chapter 2: How Do I Get Grades?

7. So, should projects be graded?
8. How do you ensure feedback is valuable to your students?
9. In what ways will you check in on student learning throughout your projects?

Chapter 3: How Do I Conference with Students?

10. What barriers will you encounter related to conferring? How might you overcome these barriers?
11. What might your classroom look like, sound like, and feel like when conferences are occurring?
12. How will you organize conferences to meet your students' needs?

Chapter 4: How Do I Include Direct Instruction?

13. Why does direct instruction have a bad reputation (in some circles)?
14. How do the two lesson structures (mini-lessons, extended lessons) relate to your typical teaching style? After learning about these structures, how might your practices shift?
15. What do your students need from direct instruction?

Chapter 5: How Do I Build PBL Culture?

16. What assumptions do we make about classroom culture?
17. How do you make relationship-building part of your daily practice (instead of just a special event)?
18. What are some ways you (could) teach and reinforce collaboration skills?

Chapter 6: How Do I Manage the Chaos?

19. When you visualize your PBL classroom, what does it look like, sound like, and feel like?
20. Which common denominators do you see as your starting point?
21. In what ways does your learning space promote PBL experiences? What may require change?

Chapter 7: How Does Inquiry Relate to PBL?

22. Which of the six drivers of inquiry-based learning is the easiest for you to embrace? Which will require more work?
23. How might you elicit deeper questions from your students?
24. Describe one lesson or activity you could revise using one of the three entry points: change the order of instruction, bump into the required learning, uncover understanding.

Chapter 8: How Do I Get Started with PBL?

25. Which of the tracks feels like the best first/next step for you?
26. What are some ways you (could) have students publish their work?
27. What are some authentic, work-related decisions you could turn over to your students?

Conclusion: Questions. Answers. Actions.

28. What lingering questions do you have that still need to be explored?
29. Which of the answers from #RealPBL resonates the most with you? What was your biggest "AHA?"
30. What is the first action you will take as a result of reading and discussing this book?