



Lighthouse Community Public Schools

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GUIDE TO PROJECT GUIDES

A Guide from the Creativity Lab

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Image of the process or final project

Caption for image (optional)



About This Project

This is a guide about making a project guide! If you have ever created or adapted an activity or project and would like to share it in an accessible format, we will provide you with a template and resources on how to create your own guide.

A project guide is useful for educators and facilitators who are new to making or new to a particular project. Following a guide of an activity that has been tested and troubleshooted by another educator is extremely helpful. Guides allow basic step-by-step instructions, but allow enough room to adapt to specific needs. Following a low-floor, high-ceiling form, guides provide agency and enough scaffolding to accomplish any activity or project.

In the following pages we will describe what should be included in a guide, how to collect information, how to draft a copy, and how to choose an interesting project to create a guide out of.

Our Story

The Creativity Lab from Lighthouse Community Public Schools started creating project guides in response to the need of having available resources for teachers in all classes and grade levels. The idea was to compile a list of downloadable guides of "tested" projects and activities, which could be used inside and outside the classroom.

Our guides can be searched by grade level, discipline or keyword. They are a combination of original activities that have become a staple of our school curriculum (e.g. Chair Design, Cardboard Grabber Challenge, Woodworking) and activities and projects taken from other organisations (e.g. The Tinkering Studio) that we've adapted to our needs.

Materials & Tools

We decided to include a section about Materials & Tools in the first pages of each project guide, as these normally dictate (along with time) whether the project is achievable in different settings. In this section, it is important to be mindful of budget and resource constraints, and to be as specific as possible.

Remember to divide the list between Materials (consumables) and Tools (non-consumables), and to offer alternatives when possible, explaining why. If you have the correct information, you can provide links on where to purchase items, and a total cost of the project.

TIME: total time of the project in minutes or hours or class periods. If the project spans over the course of multiple classes, please indicate so.

Learning Targets

Learning Targets are specific skills or ideas that students will achieve in the project or activity. Include ones that are specific to your organisation and discipline.

**IMAGE OF THE FINAL
PROJECT OR ACTIVITY**

Context: Before we make...

In this section of the guide, you can include existing examples of guides, either online or in print, but we mainly discuss the application of the activity in the real world or more detailed projects done by artists or other creators. For example, in our [Cardboard Chair](#) guide, where students are challenged to create a chair from cardboard without tape or glue, we mention Frank Gehry's furniture set constructed exclusively from corrugated cardboard.

This section is more loosely defined than others, but feel free to include any links, other project guides, career information, etc. that you deem relevant and important.

ONLINE RESOURCES

[The Tinkering Studio](#)
[Instructables](#)
[EL Learning](#)
[PBS Education](#)
[Maker Ed](#)
[Edutopia](#)

Picture of this project in the real world, ideally with link

Picture of this project in the real world, ideally with link

Picture of this project in the real world, ideally with link

Material Management

This part of the guide should give advice on **how to prep** for the project: buying, collecting, storing, distributing, and using materials and tools. This is especially helpful for educators and facilitators, who are often constrained by time and budget. Address each relevant material in much detail as possible, and offer alternatives and solutions to common issues (e.g. asking for donations rather than buying, or sourcing materials and tools that are normally very expensive or hard to find). For example, when facilitating a project that involves cardboard, advise on how to collect it, store it and distribute it / make it accessible for students.

Many times we have been asked also how to dispose of used materials, so please bear in mind the "temporary" aspect of projects, and how to reduce waste and minimize impact around you.

How to Introduce New Tools & Tech SAFELY

Any potentially dangerous practices involving tools or materials should be addressed here to provide a safe learning environment for everyone. It is better to be safe than sorry, so don't sacrifice any details when describing safe practices. When writing a guide, we never assume a person's experience, so we tend to be very specific and comprehensive with each tool, predicting what could potentially go wrong. Educators and facilitators have years of experience working with an array of tools and materials across different grade levels, and when addressed and used properly, success is guaranteed (and no one gets hurt too much!).

Step-By-Step Guide

This is the part of the guide that provides literal step-by-step instructions to complete the project. In this page, the timeline of the project should be broken down as much as needed to be clear. In other words, don't give too much detail when not necessary, and don't omit anything important to the "flow" of the project.

Sometimes understanding what step goes first in a project is difficult: when possible, recreate the process yourself and take as many photos as possible to document here.

Photographs should be of each step you are describing, and should be of hands, tools, and materials only (no faces, bodies or anything that doesn't have to do with the project). Closeups and photos that don't have a busy background are extremely helpful and aesthetically pleasing.

1. STEP ONE
2. STEP TWO
3. STEP THREE
4. STEP FOUR
5. STEP FIVE
6. STEP SIX
7.
8.

Notes

This section is for any additional or clarifying information regarding the step-by-step instructions. This is optional, but try to provide any useful details that are helpful in the instructional section.

STEP ONE

STEP TWO

STEP THREE

STEP FOUR

STEP FIVE

STEP SIX

....

....

[Project] with Older/Younger Students

This section (optional) is helpful for expanding the possibilities of one project across different age levels. Many projects are flexible in that they can be done with a wide range of ages, with different results and levels of complexity in each group.

For example, a project like Scribble Machines can be constructed with materials as simple as berry baskets and plastic cups, or it can be created from a 3D-designs and -printed structure.

Inquiry Model

This section is also optional. At our school, we use Inquiry Models as part of [Inquiry-Based Learning](#).

We tend to use Inquiry models based on [Agency by Design](#) thinking routines. If you think that your project is based on, or could be complemented by a Thinking routine or by an inquiry model (self-reflection, documentation), describe why and how here.

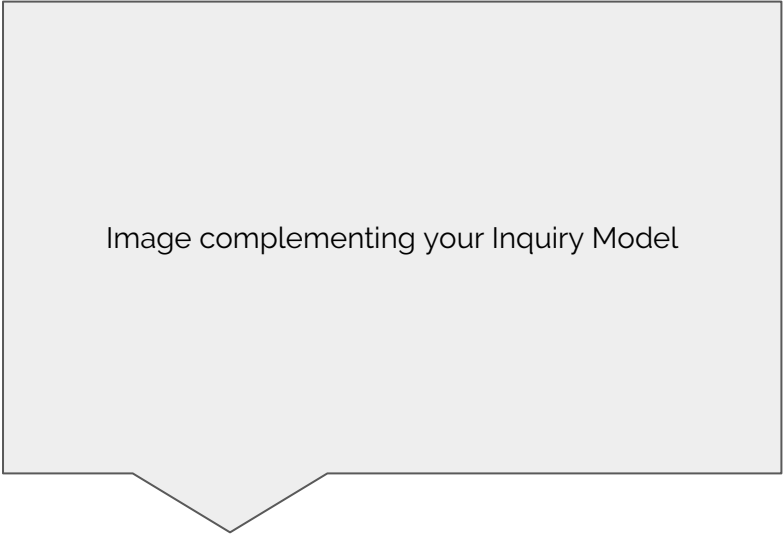


Image complementing your Inquiry Model

Standards Assessed in [PROJECT]

If you want to provide information for educators about the standards (eg NGSS, etc...) that are assessed in your project, do so in this section (optional.)

Guiding Questions

Guiding questions are ones that inform and structure learning through the project.