



Title: Project-Based Learning for Foundational Stage

Resource Person: Dr. Ashok Arora

Date: 22nd May 2025

Venue: BBPS Noida

The workshop was conducted by Dr. Ashok Arora, academic advisor of Summerfield Schools and KR Mangalam Global School, on the "Project-Based Learning for Foundational Stage".

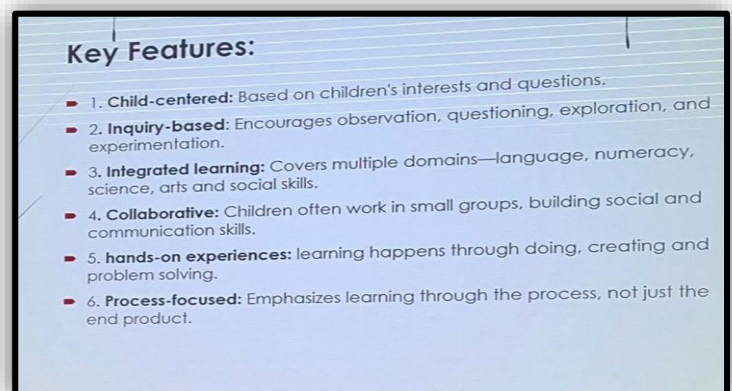


The workshop began with a thought-provoking question: *"What do you feel when you see a child?"* Facilitators shared responses ranging from joy, curiosity, hope, inspiration, to responsibility. This reflective exercise helped set the tone for understanding the core of child-centric learning. It reinforced the idea that each child holds potential, and it is our role as educators to nurture that potential through meaningful experiences. The core principles of PBL were introduced, highlighting how students engage in sustained inquiry, solve real-life problems, and create meaningful products.



A video presentation showcased a child-centered environment where a child explored freely, learned by doing, and was fully engaged in hands-on activities. It effectively illustrated how project-based learning (PBL) fosters active participation, curiosity, and real-world

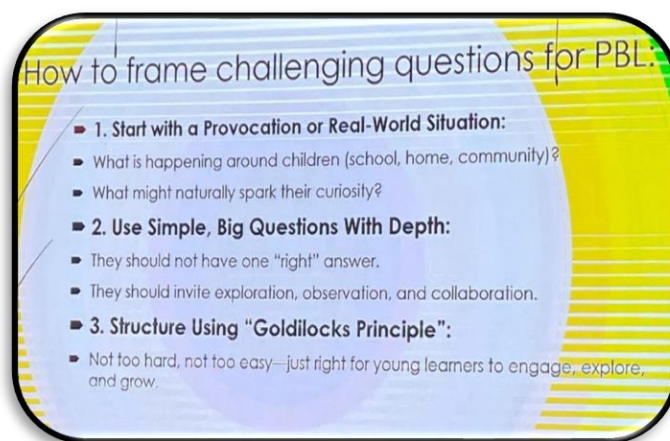
- ❖ Key features of PBL were shared, highlighting that learning should be child-centred and curiosity-driven. It encourages exploration across subjects through collaboration, hands-on activities, and problem-solving, with a strong focus on the learning process over the outcome.



- ❖ The differences between traditional activity-based learning and project-based learning (PBL) were clarified. Traditional methods are typically one-time events, focus on a single subject, and emphasize a finished product. In contrast, PBL is multi-disciplinary, process-oriented, and develops over time, encouraging deeper inquiry. This distinction helped facilitators design more meaningful, integrated, and reflective learning experiences for children.

Traditional Activity-Based Learning	Project-Based Learning
Discrete activity (e.g., collage)	Extended inquiry (e.g., making a weather chart over a week)
Mostly single-subject	Integrates language, numeracy, arts, EVS
End product only	Focus on process + reflection
Often rushed	Takes time over several days

- ❖ How to frame challenging questions for PBL was discussed, and facilitators were guided to use provocations from real-world contexts to ignite curiosity. The '**Goldilocks Principle**' was highlighted, advising that questions should not be too easy or too hard, but just right to engage and challenge children. This helped educators understand how to scaffold inquiry for deep, meaningful learning."



- ❖ Facilitators were given strong and inspiring examples of how to design Project-Based Learning (PBL) topics such as **Our Helpers**, **Transportation**, **Green Detectives**, and **The Pet Project**. They were encouraged to think creatively and select themes that promote exploration, curiosity, creativity, hands-on learning, and collaboration, making learning engaging and meaningful for children.
- ❖ The session stressed the role of **circle-time reflections**, guiding questions, and visual tools like mind maps and storyboards to help children synthesize their learning. Facilitators learned strategies to make thinking visible and meaningful.
- ❖ Facilitators explored the concept of an **authentic audience**—real people beyond the classroom, like parents, experts, and peers—who engage with students' work. This approach fosters **purpose**, **accountability**, and **relevance** while boosting **engagement**, **communication skills**, and **work quality**. Sharing their work helps children **gain confidence**, feel **valued**, and **clarify their thinking** through self-expression.

During the workshop at BBPS Noida, an activity called 'What Is Your Trigger?' was conducted. In this activity, different groups of teachers identified personal triggers they experienced upon arrival. Based on these triggers, each group selected a related topic and presented innovative, out-of-the-box ideas for Project-Based Learning (PBL).



CONCLUSION

The workshop at BBPS Noida offered a meaningful exploration of Project-Based Learning (PBL), inspiring educators to adopt a child-centric, inquiry-driven approach. By reflecting on personal triggers and connecting them to real-world themes, teachers generated creative and relevant PBL ideas. The session emphasized the power of purposeful questioning, interdisciplinary learning, and hands-on experiences. Practical strategies like mind maps, storyboards, and reflections were introduced to make learning visible and engaging. The concept of an authentic audience added depth, encouraging students to take pride in their work. Overall, the workshop empowered educators to design meaningful, curiosity-led learning experiences that nurture each child's potential.