Group Project Work

Part B of the Holistic Progress Card

AWARENESS | **SENSITIVITY** | **CREATIVITY**

NBSE · HPC Secondary Stage Teacher Orientation · Class IX

PART B

Group Project Work

Where the three abilities start carrying numbers

AWARENESS

SENSITIVITY

CREATIVITY

Part B focuses on how learners demonstrate Awareness, Sensitivity and Creativity through group project work.

What counts as a Group Project

1

A group of learners engaging with an authentic situation that has real-world applications.

2

A complex, open-ended task or problem best addressed by joint effort.

3

A structured process of creation and revision.

4

A final product, an artifact, a performance, a text, anything produced by the group's effort.

GROUP PROJECT WORK

What does not qualify as a Group Project

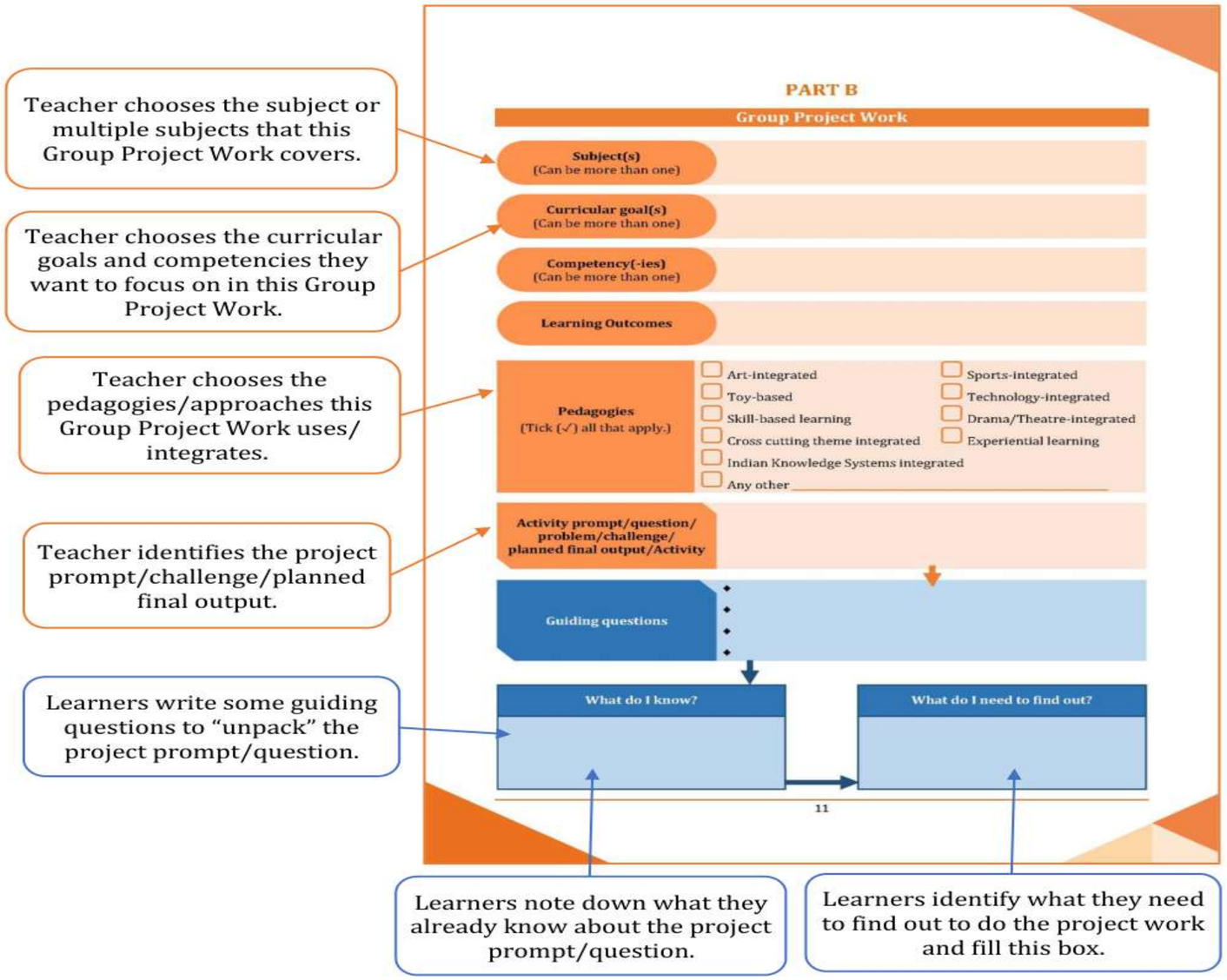
- Requiring learners to write a lengthy report on a textbook topic.
- This does not create the agency and engagement the Project is meant to build.

GROUP PROJECT WORK

- The teacher decides the duration in consultation with the learners.
- The output should be something a small group can produce in one or two weeks with available resources.
- The project can be assigned at whatever point of the academic year works best (suggestive timeline: Mar, Apr, May, Aug, Sep, Oct).
- Ideally the project should complement the regular course work/syllabus rather than after the exams.
- The focus should be as much on the process as on the end product/result.

Group Project Work
Page 1

The flow of the observation template for **Group Project Work** is given below.



Group Project Work
Stage 1 (Self-reflection)

Learners are encouraged to come up with a project schedule after discussing as a group. The teacher is to remind learner about keeping the schedule realistic.

Learners write down resources needed, the roles of group members, and possible barriers to doing the project. The teacher is to encourage learners to do a group discussion to find solutions for the barriers.

Learners are encouraged to think about the planning stage of the group project work and individually tick the applicable statements.

Learners count the number of ticks for each ability and write the total in the circle.

Stage 1

Project schedule	Day 1:	Day 6:
	Day 2:	Day 7:
	Day 3:	Day 8:
	Day 4:	Day 9:
	Day 5:	Day 10:



Roles of group members	Possible barriers to doing the project
	◆ ◆ ◆ ◆

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- ☐ I understand the purpose of the project.
- ☐ I could read and understand the resource material.
- ☐ I talk about things I know that are needed for the project.
- ☐ I identify challenges my group might face during the project.
- ☐ I could enumerate and describe the steps (start to finish) required to do the project.

Total number of (✓): ◯

Sensitivity

- ☐ I listen to my group's ideas and respect them.
- ☐ I try to make sure group decisions are taken collectively.
- ☐ I try to make sure that my peers understand all aspects of the project.
- ☐ I can meaningfully relate to the objectives of the project.
- ☐ I feel joyous in contributing to the project.

Total number of (✓): ◯

Creativity

- ☐ I think of different ways to approach the task.
- ☐ I brainstorm about project execution and presentation.
- ☐ I think of different resources to be used in the project.
- ☐ I come up with innovative solutions to mitigate the challenges.
- ☐ I can think of new ideas to relate the output of the project in daily life.

Total number of (✓): ◯

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Group Project Work
Stage 1 (Teacher Evaluation)

Teachers assesses each learner based on their participation during the planning stage and ticks the applicable statements.

Teacher counts the number of ticks for each ability and write the total in the circle.

Stage 1

Teacher Assessment

Tick (✓) all statements that apply.

Awareness	
☐	Guiding questions created by the learner demonstrate a clear understanding of project goals and objectives.
☐	The learner identifies potential challenges and proposes solutions.
☐	The learner develops a plan for project execution.
☐	The learner can clearly communicate project ideas and plans to other group members.
☐	The learner can successfully identify existing content knowledge and gaps in their understanding.

Total number of (✓): ◯

Sensitivity	
☐	The learner actively seeks input from all group members during planning.
☐	The learner tries to support fair distribution of tasks and responsibilities including all genders.
☐	The learner ensures that decisions are made collaboratively.
☐	The learner actively maintains a shared understanding with the group.
☐	The learner can handle different opinions in the group respectfully.

Total number of (✓): ◯

Creativity	
☐	The learner is able to brainstorm about project execution and presentation.
☐	The learner demonstrates curiosity in proposing sources of material beyond conventional resources.
☐	The learner demonstrates initiative in proposing solutions to possible barriers.
☐	The learner can provide creative input to decide the roles of group members.
☐	The learner can go beyond the defined features of the project prompt/task and add a unique element to it.

Total number of (✓): ◯

Brief comments and pedagogical interventions recommended:

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Group Project Work
Stage 2 (Teacher Evaluation)

Teacher assesses each learner based on their participation and performance after the planning stage and till **they have completed a first draft of the project work**. Teacher ticks the applicable statements.

Teacher counts the number of ticks for each ability and write the total in the circle.

Stage 2

Teacher Assessment

Tick (✓) all statements that apply.

Awareness

- ☐ The learner shows evidence of sufficient engagement in the process of project work.
- ☐ The learner is able to present a draft of work done as per the project schedule.
- ☐ The learner is able to demonstrate thorough research skills on the project task/topic.
- ☐ The learner is able to identify possible areas of improvement in the draft.
- ☐ The learner is aware of different team members' contributions to the project so far.
- ☐ The product created demonstrates the application of knowledge gain.

Total number of (✓): ◯

Sensitivity

- ☐ The learner participates in group discussions respectfully.
- ☐ The learner responds appropriately to other group members' emotions during the project.
- ☐ The learner attempts to build a positive emotional atmosphere within the group.
- ☐ The learner demonstrates some understanding of the social relevance of the project.
- ☐ The learner refrains from expressing negative emotions during group work.
- ☐ The learner participates enthusiastically and diligently in the project.

Total number of (✓): ◯

Creativity

- ☐ The learner demonstrates flexibility with respect to project roles.
- ☐ The learner displays willingness to consider different sources of information, tools, or materials.
- ☐ The learner takes initiative to complete the project tasks.
- ☐ The learner builds on the unique elements introduced earlier, or incorporates them at this stage.
- ☐ The learner shows evidence of having considered and selected some ideas from the brainstorming stage.
- ☐ The product created is innovative and useful to the community.

Total number of (✓): ◯

Brief comments and pedagogical interventions recommended:

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Group Project Work
Stage 3 (Teacher Evaluation of Final Product)

After the learner submits the project work, the teacher writes rubrics to assess the contents of the final output of the project. Teacher ticks the applicable level (Beginner, Proficient, Advanced) or each ability (Awareness, Sensitivity, Creativity).

Stage 3

Based on the contents of the final output of the activity, write a rubric for each ability and achievement level. Tick (✓) as per the learner's performance.

	Beginner (5)	Proficient (10)	Advanced (15)
Awareness	☐	☐	☐
Sensitivity	☐	☐	☐
Creativity	☐	☐	☐

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Group Project Work
Stage 3 (Self-reflection and Peer Evaluation)

Learners are encouraged to think about the group project work as a whole and tick the applicable statements.

Learners count the number of ticks for each ability and write the total in the circle.

A peer is encouraged to think about the learner's contribution to the group project work as a whole and tick the applicable statements.

Peer counts the total number of statements ticked and completes the table.

Stage 3

Learner Reflection

Tick (✓) all statements that apply.

Awareness

- ☐ I could identify areas where my understanding of the project has improved.
- ☐ I could explain how my work contributed to the overall project.
- ☐ I was able to improve the project based on my own and my peers' review.

Total number of (✓): ◯

Sensitivity

- ☐ I was able to build a positive emotional atmosphere within the group.
- ☐ I could reflect on my strengths and areas for improvement.
- ☐ I could understand the social relevance of the project.

Total number of (✓): ◯

Creativity

- ☐ I was able to make creative contributions to the project.
- ☐ I was able to take initiative to complete the project.
- ☐ I was able to use different materials, tools, and resources during the project.

Total number of (✓): ◯

Peer Feedback

Tick (✓) all statements that apply.

Awareness

- ☐ My peer showed improved understanding of the project.
- ☐ My peer could explain how her/his work contributed to the overall project.
- ☐ My peer was able to improve the project based on her/his own and their peers' review.

Total number of (✓): ◯

Sensitivity

- ☐ My peer helped to build a positive emotional atmosphere within the group by valuing everyone's opinions.
- ☐ My peer could reflect on her/his strengths and areas for improvement.
- ☐ My peer could understand the social relevance of the project.

Total number of (✓): ◯

Creativity

- ☐ My peer was able to make creative contributions to the project.
- ☐ My peer was able to take the initiative to help complete the project.
- ☐ My peer was able to use different materials, tools, and resources during the project.

Total number of (✓): ◯

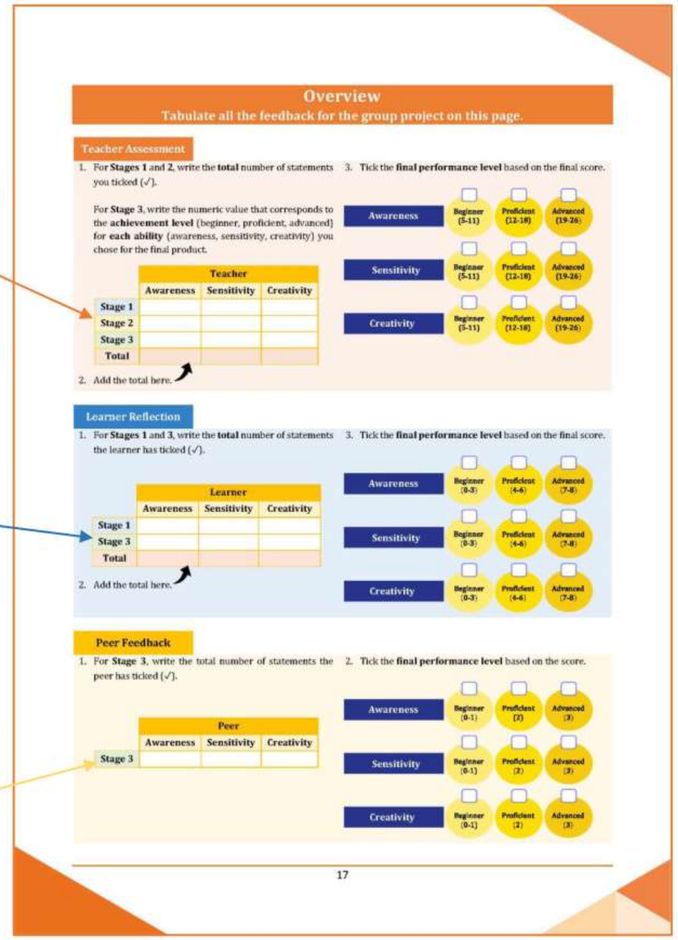
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Group Project Work
Page 7

Teacher counts the total numbers of statements ticked for Stages 1 and 2. Teacher writes the numeric value that corresponds to the achievement level for each ability and completes the table.

Learner counts the total number of statements ticked for stages 1 and 3 and completes the table.

The teacher counts the statements ticked by the peer for stage 3 and completes the table.



Overview

Tabulate all the feedback for the group project on this page.

Teacher Assessment

1. For **Stages 1** and **2**, write the **total** number of statements you ticked (✓).

   For **Stage 3**, write the numeric value that corresponds to the **achievement level** (beginner, proficient, advanced) for **each ability** (awareness, sensitivity, creativity) you chose for the final product.

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

	Beginner (5-11)	Proficient (12-18)	Advanced (19-26)
Awareness	☐	☐	☐
Sensitivity	☐	☐	☐
Creativity	☐	☐	☐

Learner Reflection

1. For **Stages 1** and **3**, write the **total** number of statements the learner has ticked (✓).

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

	Beginner (0-3)	Proficient (4-6)	Advanced (7-8)
Awareness	☐	☐	☐
Sensitivity	☐	☐	☐
Creativity	☐	☐	☐

Peer Feedback

1. For **Stage 3**, write the total number of statements the peer has ticked (✓).

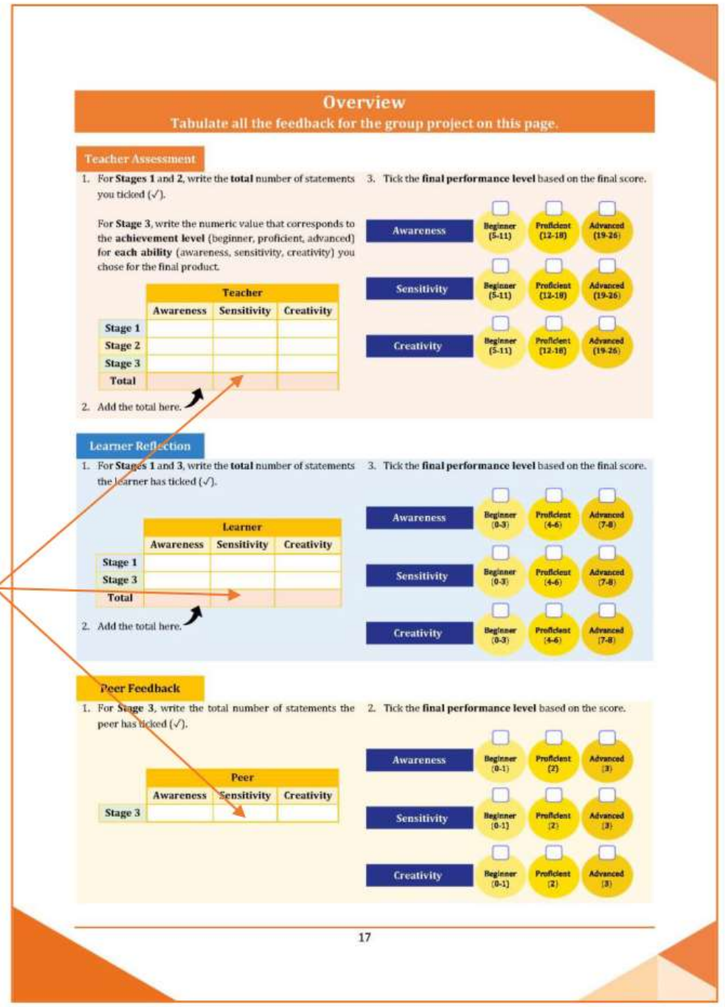
	Peer		
	Awareness	Sensitivity	Creativity
Stage 3			

2. Tick the **final performance level** based on the score.

	Beginner (0-1)	Proficient (2)	Advanced (3)
Awareness	☐	☐	☐
Sensitivity	☐	☐	☐
Creativity	☐	☐	☐

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Based on the total score for each ability (Awareness, Sensitivity, Creativity) for all three stakeholders, the teacher ticks the final performance level.



Overview

Tabulate all the feedback for the group project on this page.

Teacher Assessment

1. For **Stages 1 and 2**, write the **total** number of statements you ticked (✓).

   For **Stage 3**, write the numeric value that corresponds to the **achievement level** (beginner, proficient, advanced) for **each ability** (awareness, sensitivity, creativity) you chose for the final product.

	Teacher		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 2			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

Awareness	☐ Beginner (5-11)	☐ Proficient (12-18)	☐ Advanced (19-26)
Sensitivity	☐ Beginner (5-11)	☐ Proficient (12-18)	☐ Advanced (19-26)
Creativity	☐ Beginner (5-11)	☐ Proficient (12-18)	☐ Advanced (19-26)

Learner Reflection

1. For **Stages 1 and 3**, write the **total** number of statements the learner has ticked (✓).

	Learner		
	Awareness	Sensitivity	Creativity
Stage 1			
Stage 3			
Total			

2. Add the total here.

3. Tick the **final performance level** based on the final score.

Awareness	☐ Beginner (0-3)	☐ Proficient (4-6)	☐ Advanced (7-8)
Sensitivity	☐ Beginner (0-3)	☐ Proficient (4-6)	☐ Advanced (7-8)
Creativity	☐ Beginner (0-3)	☐ Proficient (4-6)	☐ Advanced (7-8)

Peer Feedback

1. For **Stage 3**, write the total number of statements the peer has ticked (✓).

	Peer		
	Awareness	Sensitivity	Creativity
Stage 3			

2. Tick the **final performance level** based on the score.

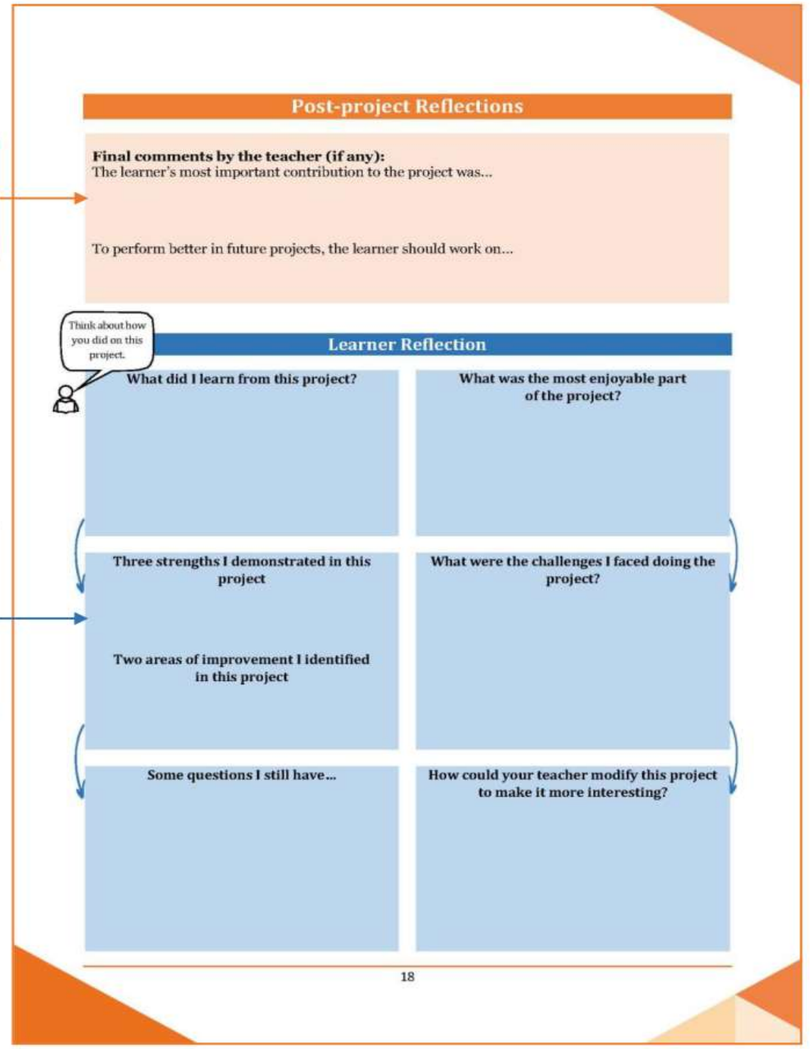
Awareness	☐ Beginner (0-1)	☐ Proficient (2)	☐ Advanced (3)
Sensitivity	☐ Beginner (0-1)	☐ Proficient (2)	☐ Advanced (3)
Creativity	☐ Beginner (0-1)	☐ Proficient (2)	☐ Advanced (3)

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Group Project Work
Post-project reflections

Teacher writes some final comments and feedback for the learner.

Learner completes the post-project reflection template and responds to the prompts/question. It also includes feedback for the teacher.



Post-project Reflections

Final comments by the teacher (if any):
The learner's most important contribution to the project was...

To perform better in future projects, the learner should work on...

Think about how you did on this project.

Learner Reflection

What did I learn from this project?	**What was the most enjoyable part of the project?**
Three strengths I demonstrated in this project **Two areas of improvement I identified in this project**	**What were the challenges I faced doing the project?**
Some questions I still have...	**How could your teacher modify this project to make it more interesting?**

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Exemplar: Group Project Work (Page 1)

Subject(s)	Science and Social Science
Curricular goal(s)	Learner understands how human activity affects local water sources.
Competency (-ies)	Collects and organizes real data; interpret findings and draw evidence-based conclusions.
Learning outcomes	Prepare a report and poster describing the condition of village water sources and suggesting improvements.
Pedagogies ticked	Experiential learning, cross cutting theme integrated
Project activity	Survey the village's two community wells and one stream. Record which households use each source, whether water stays clean across seasons, and possible causes of change.

Guiding questions

- Who uses each of the two wells and the stream?
- Does water quality or appearance change by season?
- What activities may pollute or protect each source?
- What practical steps could keep the sources clean?

What do I know?

- There are two community wells and one stream.
- Households may depend on different sources.
- Human activity can affect local water sources.

What do I need to find out?

- Household use of each source.
- Seasonal cleanliness and visible changes.
- Nearby waste disposal, washing, runoff, or other possible causes.
- Community suggestions for improvement.

Project Schedule and Roles

10-day project schedule

Day 1: Review guiding questions and background information.

Day 2: Identify the three sources and plan safe observation. sources.

Day 3: Draft household survey questions and recording sheet.

Day 4: Review questions and assign group roles.

Day 5: Pilot the survey and improve unclear questions. recommendations.

Day 6: Survey the first set of households.

Day 7: Survey remaining households and observe

Day 8: Organize results in tables and simple charts.

Day 9: Discuss patterns, limits, and possible causes.

Day 10: Prepare the poster and report; share

Resources needed

Survey sheets, notebooks, pens, chart paper, markers, safe access to source locations, and adult/teacher guidance.

Group roles

Member 1: household questions and notes.

Member 2: source observations.

Member 3: organise data and charts.

Member 4: poster/report presentation.

Everyone checks findings and contributes.

Possible barriers to doing the project

- unavailable household members
- weather
- unclear answers
- difficulty judging water quality without testing

Learner Reflection (Page 2)

Awareness

- [✓] I understand the purpose of the project.
- [✓] I could read and understand the resource material.
- [✓] I talk about things I know that are needed for the project.
- [✓] I identify challenges my group might face during the project.
- [ ] I could enumerate and describe the steps (start to finish) required to do the project.

Total no. of (✓) ticks: 4

Sensitivity

- [✓] I listen to my group's ideas and respect them.
- [✓] I try to make sure group decisions are taken collectively.
- [✓] I try to make sure that my peers understand all aspects of the project.
- [✓] I can meaningfully relate to the objectives of the project.
- [✓] I feel joyous in contributing to the project.

Total no. of (✓) ticks: 5

Creativity

- [✓] I think of different ways to approach the task.
- [✓] I brainstorm about project execution and presentation.
- [✓] I think of different resources to be used in the project.
- [ ] I come up with innovative solutions to mitigate the challenges.
- [ ] I can think of new ideas to relate the output o f the project in daily life.

Total no. of (✓) ticks: 3

Stage 1 — Teacher Evaluation (Page 3)

Awareness

- [x] Guiding questions created by the learner demonstrate a clear understanding of project goals and objectives.
- [x] The learner identifies potential challenges and proposes solutions.
- [x] The learner develops a plan for project execution.
- [x] The learner can clearly communicate project ideas and plans to other group members.
- [ ] The learner can successfully identify existing content knowledge and gaps in their understanding.

Total number of (✓): 4

Sensitivity

- [x] The learner actively seeks input from all group members during planning.
- [x] The learner tries to support fair distribution of tasks and responsibilities including all genders.
- [x] The learner ensures that decisions are made collaboratively.
- [ ] The learner actively maintains a shared understanding with the group.
- [ ] The learner can handle different opinions in the group respectfully.

Total number of (✓): 3

Creativity

- [x] The learner is able to brainstorm about project execution and presentation.
- [x] The learner demonstrates curiosity in proposing sources of material beyond conventional resources.
- [x] The learner demonstrates initiative in proposing solutions to possible barriers.
- [x] The learner can provide creative input to decide the roles of group members.
- [ ] The learner can go beyond the defined features of the project prompt/task and add a unique element to it.

Total number of (✓): 4

STAGE 1 (Page 3)

Brief comments and pedagogical interventions recommended:
Planned survey steps clearly; should involve quieter members when assigning roles.

COMMENT

“Planned the survey steps clearly;
should strengthen critical thinking and originality.”

‘Need Improvement’ comment– does not recommend anything

Stage 2 — Teacher Assessment (Page 4)

Asenla · After the first draft · Tick the statements that apply

Awareness

- ☑ The learner shows evidence of sufficient engagement in the process of project work.
- ☑ The learner is able to present a draft of work done as per the project schedule.
- ☑ The learner is able to demonstrate thorough research skills on the project task/topic.
- ☑ The learner is able to identify possible areas of improvement in the draft.
- ☑ The learner is aware of different team members' contributions to the project so far.
- ☐ The product created demonstrates the application of knowledge gain.

Total number of (✓): 5

Sensitivity

- ☑ The learner participates in group discussions respectfully.
- ☑ The learner responds appropriately to other group members' emotions during the project.
- ☑ The learner attempts to build a positive emotional atmosphere within the group.
- ☑ The learner demonstrates some understanding of the social relevance of the project.
- ☐ The learner refrains from expressing negative emotions during group work.
- ☐ The learner participates enthusiastically and diligently in the project.

Total number of (✓): 4

Creativity

- ☑ The learner demonstrates flexibility with respect to project roles.
- ☑ The learner displays willingness to consider different sources of information, tools, or materials.
- ☑ The learner takes initiative to complete the project tasks.
- ☑ The learner builds on the unique elements introduced earlier, or incorporates them at this stage.
- ☐ The learner shows evidence of having considered and selected some ideas from the brainstorming stage.
- ☐ The product created is innovative and useful to the community.

Total number of (✓): 4

Brief comments and pedagogical interventions recommended: Led the household survey; incorporated a rainwater question suggested by a groupmate.

Group Project Work — Stage 3 (Page 5)

Asenla — Teacher evaluation of final product

ABILITY	BEGINNER (5)	PROFICIENT (10)	ADVANCED (15)
Awareness	Report lists the water sources but data is incomplete or copied. ☐	Report presents complete survey data with simple, correct conclusions. ✓	Report connects data across seasons and sources and gives practical suggestions. ☐
Sensitivity	Needs support to consider group members' needs and perspectives. ☐	Works respectfully with others and considers community needs. ✓	Consistently anticipates others' needs and helps the group respond thoughtfully. ☐
Creativity	Uses familiar approaches with substantial guidance. ☐	Suggests useful ways to record findings and address challenges. ☐	Develops original, practical ideas that improve the project and benefit the community. ✓

Asenla — Stage 3: Self-reflection & Peer Evaluation (Page 6)

Tick (✓) the statements that apply; totals match the recorded assessment.

LEARNER REFLECTION

AWARENESS

- ✓ I could identify areas where my understanding of the project has improved.
- ✓ I could explain how my work contributed to the overall project.
- □ I was able to improve the project based on my own and my peers' review.

Total number of (✓): 2

SENSITIVITY

- ✓ I was able to build a positive emotional atmosphere within the group.
- ✓ I could reflect on my strengths and areas for improvement.
- ✓ I could understand the social relevance of the project.

Total number of (✓): 3

CREATIVITY

- ✓ I was able to make creative contributions to the project.
- ✓ I was able to take initiative to complete the project.
- □ I was able to use different materials, tools, and resources during the project.

Total number of (✓): 2

PEER FEEDBACK — VIKHO

AWARENESS

- ✓ My peer showed improved understanding of the project.
- ✓ My peer could explain how their work contributed to the overall project.
- □ My peer was able to improve the project based on their own and peers' review.

Total number of (✓): 2

SENSITIVITY

- ✓ My peer helped build a positive emotional atmosphere within the group by valuing everyone's opinions.
- ✓ My peer could reflect on their strengths and areas for improvement.
- ✓ My peer could understand the social relevance of the project.

Total number of (✓): 3

CREATIVITY

- ✓ My peer was able to make creative contributions to the project.
- □ My peer was able to take the initiative to help complete the project.
- □ My peer was able to use different materials, tools, and resources during the project.

Total number of (✓): 1

Overview — Asenla's Group Project Work (Page 7)

Record each assessor's totals separately; do not combine the three assessors.

TEACHER ASSESSMENT			
Stage	**Awareness**	**Sensitivity**	**Creativity**
Stage 1	4	3	4
Stage 2	5	4	4
Stage 3	10	10	15
TOTAL	**19**	**17**	**23**

PERFORMANCE BAND

Awareness	✓ Advanced (19)
Sensitivity	✓ Proficient (17)
Creativity	✓ Advanced (23)

LEARNER REFLECTION			
Stage	**Awareness**	**Sensitivity**	**Creativity**
Stage 1	4	5	3
Stage 3	2	3	2
TOTAL	**6**	**8**	**5**

Awareness	✓ Proficient (6)
Sensitivity	✓ Advanced (8)
Creativity	✓ Proficient (5)

PEER FEEDBACK — VIKHO			
Stage	**Awareness**	**Sensitivity**	**Creativity**
Stage 3	2	3	1

Awareness	✓ Proficient (2)
Sensitivity	✓ Advanced (3)
Creativity	✓ Beginner (1)

Group Project Work — Post-project Reflections (Page 8)

Final comments by the teacher (if any)

The learner’s most important contribution to the project was…
To perform better in future projects, the learner should work on…

LEARNER REFLECTION — SIX RESPONSES

What did I learn from this project?

What was the most enjoyable part of the project?

Three strengths I demonstrated / two areas for improvement

What challenges did I face doing the project?

Some questions I still have…

How could the teacher modify this project to make it more interesting?

The Shape of Part B

1 **Front page**

Subjects, curricular goal, competency, pedagogies

2 **Stage 1 · Planning**

Roles, schedule, barriers + first checklists

3 **Stage 2 · Doing**

After the first draft — six statements per ability

4 **Stage 3 · Final product**

Teacher-written rubric → 5 / 10 / 15

5 **Overview**

All totals tabulated — the arithmetic page

6 **Reflections**

Post-project reflections + words of appreciation

KEY TAKEAWAY

Nothing is filled after the project ends — each stage is recorded as it happens.

From planning → doing → final product → reflection