**Overview**:

Teams will learn about the Task Log which keeps their work on task. They will also build a simple Team Contract which helps reduce team conflict. Finally they will review the requirements of the project within the rubric. For more information on the [Task Log](https://blossoms.mit.edu/sites/default/files/project/page_files/Day-3-Student-Task-Log-Make-a-Copy.pdf), [Team Contract](https://blossoms.mit.edu/sites/default/files/project/page_files/Day-3-Blank-Team-Contract.pdf) review PBL Tools found at <https://blossoms.mit.edu/project_based_learning_tools_0>.

**Objective**: Students will be able to stay on track using a Task Log, Team Contract and learn about the project’s rubric.

**Materials & Setup:**

[Task Log](https://blossoms.mit.edu/sites/default/files/project/page_files/Day-3-Student-Task-Log-Make-a-Copy.pdf): <https://blossoms.mit.edu/sites/default/files/project/page_files/Day-3-Student-Task-Log-Make-a-Copy.pdf>

[Team Contract](https://blossoms.mit.edu/sites/default/files/project/page_files/Day-3-Blank-Team-Contract.pdf): <https://blossoms.mit.edu/sites/default/files/project/page_files/Day-3-Blank-Team-Contract.pdf>

[Rubric](https://blossoms.mit.edu/sites/default/files/project/page_files/Day-3-Rubric.pdf)

**Activity**:

|  |  |
| --- | --- |
| **Overview** | **Details** |
| **Model Task Log**  Question: What tools exist to keep your projects on task?  **Team Contracts**  Question: Have you ever run into group project challenges because of the peer work? How do we overcome this? | * Inform teams: One person in each team is responsible for recording in the Task Log at the beginning and the end of each working class. * Share the Student Copy Task Log document and make a simple entry for what this specific task at that moment is--writing in the task log is a task. Initialize it, date it and have teams do the same. They will do this for every task in their work. * Teams are introduced to the Team Contract. Have them fill out all information in the contract. * There’s a section that describes when we “slip out” of our perfect agreements. It’s important to emphasize this part--ask students to reflect on their own weaknesses before the project and have their teams help them. * Make sure everyone can access this and emphasize that before each project time, they review their agreements and work on changing them if they notice anything should be changed. |

**Task Log Example**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Start Date | What needs to be done? | Identify all:  problems, processes, solutions, conflicts/issues. | Who is doing this? (initials) | Check here once done | Date done |
| 11.1 | Enter in my first task | The task is writing in the task log! | TC | X |  |
| 11.2 | Learn about Task Log.  Discover our Driving Question. | We will first learn about how to use the Task log and its purpose.  We will explore our driving question and understand a broad idea of what it means for our long-term project. | TL, JD | X | 11.2 |
| 11.3 | Identify our topic | We found similar interest in our group the average age to buy a home was 32 years old. We are going to focus on this topic as our interest. | TL, JD, IR, MP | X | 11.3 |
|  |  |  |  |  |  |