Practice Perspective

Project TRiPS: A School-Based Learning Opportunity for Therapeutic Recreation Students

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Abstract

Community engagement has become highly valued in higher education environments. The literature indicates the importance of partnerships between universities and public schools within the context of education reform; however, various other disciplines such as therapeutic recreation, speech therapy, and occupational therapy benefit from the applied experiences that a university-school partnership provides. The University of Tennessee, Knoxville's Project Therapeutic Recreation in Public Schools (Project TRiPS) serves as a model for the development of effective university-school partnerships. This collaborative affiliation developed between the University of Tennessee's Recreation and Leisure Studies program and Knox County, Tennessee schools embodies what a practical partnership can do to serve students with disabilities in a public school setting. This case report provides an in-depth description of Project TRiPS and how students are able to apply assessment, planning, implementation, and evaluation in the context of a service learning experience. Secondary to this description, this report discusses anecdotal evidence concerning benefits for both the university students and the public school students who take part in the program.
At research oriented, land grant institutions like the University of Tennessee (UT), there are overt reminders of the importance of research, teaching, and community engagement to the overarching mission of the university (Anyon & Fernandez, 2007). The Recreation and Leisure Studies program at the University of Tennessee responded to the charge in an innovative way by developing and implementing Project Therapeutic Recreation in Public Schools (Project TRiPS), a university-school partnership.

University-school partnerships play an important role in education reform and in the training of the next generation of American teachers (Burton & Greher, 2007). Research conducted by Castle, Fox, and Souder (2006) and Fang and Ashley (2004) suggests that university-school partnerships play a vital role in creating confident, effective, and dedicated professionals (Darling-Hammond, 2006; Sutherland, Scanlon, & Sperring, 2005). Furthermore, teachers who complete preparatory programs that include university-school partnerships develop a broader skill set for becoming excellent educators. This skill set includes better classroom management, assessment, and instructional skills (Castle et al.). Additionally, teachers who matriculate through these programs gain greater insight into teaching children, and exhibit greater concern about overall student performance (Fang & Ashley, 2004). Yet, what is hugely important is that, “successful partnerships engender better articulation between university courses and field placements ... [and] provide opportunities for pre-service teachers to apply the instructional strategies introduced in methods courses into authentic context” (Burton & Greher, 2007, p. 18). Viable university-school partnerships provide an opportunity for effectively training teachers as they integrate theory with practice.

The same holds true for students pursuing degrees in applied disciplines outside of teaching. Vocations such as therapeutic recreation, speech therapy, physical therapy, and occupational therapy all provide applied experiences that include the integration of theory and practice through direct hands on experience (Burton & Greher, 2007; Fisher 1998; Strohschein, Hagler, & May, 2002).

Benefits of University-School Partnerships

Collaboration is a planning approach where two or more parties form a relationship for the purpose of gathering resources to implement a program, activity, or action plan (Wiewel & Lieber, 1998). Meaningful collaboration happens when people labor together to achieve more than a single entity could accomplish separately (Checkoway, 2004). Partnerships are a form of collaboration and are “built on overlapping interests” (Baum, 2000, p. 235). If universities can partner with schools and community organizations to solve community problems, then “university-school partnerships are justified” (LeGates & Robinson, 1998, p. 313).

University-community partnerships can be mutually beneficial. For the community, partnerships generate needed consultation and technical assistance, afford a source of student assistance and faculty expertise, and establish strong linkages with a university whose intellectual and institutional capital can make genuine contributions to improving the quality of life (Dewar & Isaac, 1998; Reardon, 1998; Rubin, 1998). From the vantage point of the university, partnerships can bring new viewpoints that contribute to the quality of research and learning, enable students to engage in the world and learn from practice, empower faculty to examine theory and draw upon both their academic discipline and professional expertise, as
well as enable the university to buttress student learning and the scholarly engagement (Checkoway, 2004).

Universities emphasize rational decision-making. Faculty with administrative expertise can help develop rational processes that facilitate and sustain changes in the community and university representatives (LeGates & Robinson, 1998). Benefits have been obtained by parallel disciplines such as occupational therapy pursuant to the successful implementation of university-community partnerships. Braveman, Helfrich, and Fisher (2002) in assessing the benefits derived from a community partnership model developed by the Occupational Therapy department at the University of Illinois cited the following benefits: (1) increased field work and service learning opportunities for students; (2) opportunities to improve curriculum design after input from students and partners; (3) enhanced opportunities for securing external funding; and (4) creating a “win-win” scenario for the university and community (pp. 120-122). Hoppes, Bender, and De-Grace (2005) found that comparable benefits, as cited by Braveman et al., accrue to both occupational and physical therapy programs and the partnering agencies. Moreover, Hoppes et al. concluded, “as occupational and physical therapy students encounter community challenges and apply their considerable skills and unique visions within their communities, they will become therapists who will broaden current contexts of practice” (p. 50). Overall, well designed partnerships may lead to multiple benefits for the university and community.

Project TRiPS serves as a model for the development of effective university-school partnerships in the realm of therapeutic recreation. The project represents a synthesis of applied experiential learning, the infusion of university and public school-based intellectual capital, and a shared commitment to delivering needed recreation services to school children with disabilities.

This collaborative partnership developed between the University of Tennessee’s Recreation and Leisure Studies program and Knox County, Tennessee schools embodies what a practical partnership can do to serve students with disabilities in a public school setting and prepare an enlightened wave of therapeutic recreation practitioners. The following case study presents the details of this program and discusses observed outcomes.

Project TRiPS

In 2001, Gene A. Hayes, professor of Recreation and Leisure Studies at the University of Tennessee received a grant from the Tennessee Department of Education and developed Project TRiPS to offer graduate and undergraduate students an opportunity to gain hands on experience working with youth with disabilities in a public school setting and remains as its funding source 8 years later. At the genesis of Project TRiPS, Dr. Hayes obtained authorization from the office of the school district superintendent to implement the program in the target schools. As a professional courtesy, Dr. Hayes annually meets with the office of the superintendent to inform the superintendent’s designee of plans for Project TRiPS during the district’s academic year. Information is then disseminated by the TRiPS staff to the principals and special education coordinators at each of the target schools and students with disabilities are then enrolled. Recreation and Leisure Studies students enroll in RLS 450-TRiPS and begin their work with Project TRiPS after taking part in an orientation and training session.

From the school based side of the partnership, Project TRiPS aims to teach youth with disabilities the necessary skills
to function independently in society through therapeutic activities. In addition, from the school perspective, Project TRiPS focuses on enhancing the youth’s social, recreational, and behavior skills, which will assist them in community transition. Project TRiPS also places a heavy emphasis on aiding youth with physical limitations through activities that target the use of fine and gross motor skills.

Each semester Project TRiPS dispatches approximately 10-20 UT students into nine child development center (CDC) classrooms throughout Knox County to conduct therapeutic recreation activities with children with disabilities. In preparation for the hands-on experience in the CDC classrooms, the UT students learn through a three credit academic course about recreation therapy, setting goals and objectives, documentation, as well as how to program and implement therapeutic activities for children with disabilities. Once in the CDC classroom setting, the UT Students gain applied experience practicing therapeutic recreation with children with disabilities in a public school setting, something that is very rare for the therapeutic recreation student until their practicum and internship experiences that occur in their junior and senior years.

The academic portion of Project TRiPS is taught by graduate assistants, who also serve as the TRiPS staff, and is overseen by Dr. Gene Hayes. During this course, UT students learn about different types of disabilities, proper documentation techniques, and appropriate ways to work with special populations. Throughout the semester, UT students are required to visit the CDC classrooms once a week for 15 weeks. The TRiPS staff (RLS graduate students) and UT students attend each CDC classroom for a minimum of 10 times per semester.

Project TRiPS is designed to serve youth who participate in child development centered (CDC) classrooms in Knox and surrounding county public schools. The classrooms range from 6-12 CDC students and on average six UT students. Most CDC classrooms consist of one teacher and two to three teacher aides. On average, 75 CDC students are involved in Project TRiPS each semester. Table 1 outlines the number of UT and CDC student participants who have been a part of the TRiPS Project, as well as the contact hours for each academic year (see Table 1 for details).

### TABLE 1:
**Summary of Project TRiPS Activity 2001-2009**

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Children Participants</th>
<th>Number of UT Student Volunteers</th>
<th>Number of Staff/Children Direct Contact Hours</th>
<th>Number of staff indirect hours (planning, writing progress notes, travel etc.)</th>
<th>Total contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001-2002</td>
<td>69</td>
<td>19</td>
<td>8,292</td>
<td>1,517</td>
<td>9,809</td>
</tr>
<tr>
<td>2002-2003</td>
<td>70</td>
<td>12</td>
<td>3,499</td>
<td>536</td>
<td>4,035</td>
</tr>
<tr>
<td>2003-2004</td>
<td>122</td>
<td>75</td>
<td>5,393</td>
<td>1,197</td>
<td>6,590</td>
</tr>
<tr>
<td>2004-2005</td>
<td>118</td>
<td>76</td>
<td>4,350</td>
<td>966</td>
<td>5,316</td>
</tr>
<tr>
<td>2005-2006</td>
<td>109</td>
<td>29</td>
<td>4,280</td>
<td>987.5</td>
<td>5,267.5</td>
</tr>
<tr>
<td>2006-2007</td>
<td>131</td>
<td>36</td>
<td>7,431</td>
<td>1,497</td>
<td>8,928</td>
</tr>
<tr>
<td>2007-2008</td>
<td>142</td>
<td>41</td>
<td>6,827</td>
<td>1,428</td>
<td>8,255</td>
</tr>
<tr>
<td>2008-2009</td>
<td>131</td>
<td>36</td>
<td>7,431</td>
<td>1,497</td>
<td>8,928</td>
</tr>
</tbody>
</table>
Learning to Apply the TR Process

Each week the UT students implement therapeutic activities in the special education classrooms for 1 hour at each school. In addition to the school visits, the UT students are required to write lesson plans, update student progress notes, conduct a case study, and fill out a standardized assessment on a youth. The two standardized assessment tools that are utilized are the General Recreation Screening Tool (GRST; Burlingame & Blaschko, 2002) and the Functional Assessment of Characteristics for Therapeutic Recreation (FACT-R; Peterson, Dunn, Carruthers, & Burlingame, 2002).

As part of the academic portion of Project TRiPS, each UT student is involved in extensive training on each tool during the three credit hour course. Specifically, the details of each tool, such as the administration instructions, scale items, domain specifics and scoring particulars, are reviewed thoroughly by the instructor(s) and UT students. Once the UT students have become familiar with each tool, a mock scoring on a fellow classmate is conducted and the results are discussed as a class to ensure understanding. A portion of the case study assignment requires that each UT student score one CDC child on two separate occasions (at the beginning of the semester and at the end of the semester), using either the GRST or the FACT-R depending on his or her age. Based on the evaluation results, the UT students plan and/or adapt the therapeutic activities according to each child’s needs. As part of a summative evaluation in the case study report, the UT students draw inferences from the assessment results regarding what could or should be addressed in the sequential semester(s) to help meet the areas identified for improvement for each child.

In addition to these opportunities, students must also integrate goals established by school personnel into their planning. At the beginning of each semester the CDC teachers prepare a list of their student’s goals and objectives to be worked on by the UT students during Project TRiPS. Upon their initial visit to the CDC classroom, the UT students observe the CDC students. During this first visit, the teacher gives the goals for each CDC student to the TRiPS staff for them to work on throughout the semester. These goals generally mirror those set for the child in the Individual Education Plan (IEP). Once the goals are received by the UT staff they are communicated to the UT students, who begin learning appropriate documentation skills and facilitation techniques so that activities may be successfully implemented at the schools. Activities are selected based on specific goals for the CDC students.

Through these opportunities, students are able to apply classroom learning to a real world setting. Conducting assessments and integrating findings into other sources of information allows the UT students to create real-world programs to address targeted goals and objectives. The students also have the opportunity to evaluate the effectiveness of their own planning and implementation efforts through summative evaluation.

The Impact of Project TRiPS

Project TRiPS remains successful in creating a critical linkage between the university community, public schools, and students by providing therapeutic recreation services to children with disabilities in CDC classrooms. Although this case report does not provide the same objective analysis that might come from empirical research, it is beneficial to discuss the initial observations of the researchers and others as they pertain to student learning. Two sources of information can be considered. First, student learning can be directly measured. At this time, there is very limited ev-
idence of how the TRiPS program benefits students; however, brief discussion is dedicated to this topic below. Second, observed benefits for the TRiPS program participants (CDC students) can be considered. This is, at best, an indirect indicator of how well the TRiPS program prepares practitioners; however, an assumption can be drawn at some level that, if a program planned and implemented UT students leads to positive change, the students are indeed learning to be effective practitioners. As such, attention is given to the area as well.

**UT Student Learning**

An array of UT students with varying educational backgrounds ranging from early childhood education to pre-veterinary medicine participate in Project TRiPS; however, the general demographic makeup of the UT students in the program are predominantly females who are studying either Therapeutic Recreation or Family Studies. For those outside of the Therapeutic Recreation field of study, the program has had such an impact that in some cases students will change their major to Therapeutic Recreation so that they can continue similar work learned in TRiPS throughout their career. Anecdotal evidence from UT student reports suggests that the benefits from taking this class include an awareness of individuals with disabilities, increased documentation skills, hands on learning skills, and an ability to learn from ones mistakes when facilitating groups. Perhaps one of the greatest benefits most widely reported is being apart of and noting the change that takes place in the life of the student in the CDC classroom. This change is especially evident when the university student is involved with Project TRiPS for more than one semester and has the opportunity to work with the same CDC student throughout the school year. At this time no hard data has been collected on the learning outcome achievement of the UT students.

**Teacher Evaluations**

The scope of disabilities of the CDC students includes but is not limited to: mental retardation, Autism, Cerebral Palsy, Down’s syndrome, functional delays, learning disabilities, language, speech, visual and hearing impairments. It is important to note that many of the CDC students experience multiple disabilities at one time, regardless they continue to benefit from Project TRiPS. Specific outcomes for the CDC students are documented through initial reports, progress notes, and final reports that are completed on each student during the duration of Project TRiPS. Outcomes are also reported at the midterm and final semester points through teacher evaluations. The following is a summary of comments has been gathered from these teacher evaluations and presented here as descriptive evidence. The names of the CDC students have been changed to protect their identity.

As evidence of the teachers’ general satisfaction with UT student performance, one teacher reported, “I am truly amazed by the effectiveness of this program! Each TRiPS participant (UT student) had been so positive, enthusiastic and performed at a professional level. I feel so pleased that they are working with my students.”

Another teacher commented that,

Our class has several students with brain trauma or orthopedic impairments. The combination of fine-motor—gross motor activities, there were planned, improved [Jasmine’s] handwriting as well as meeting her social/emotional goal of speaking more loudly to people outside of the classroom. We have [four] children with autism whose needs for
routine and consistency were met with intentional re-direction, frequent reminders and visual cues. The mentors were very intuitive about adjusting to the needs and emotions of each child. They will be amazing professionals!

Also, teachers have noted how positive the TRiPS experience was for their students. A different teacher stated that:

this has been a great experience for my students. The activities and lessons were very appropriate for my students. All of the TRiPS members appeared to be engaged with every student. Life skills were addressed at every meeting. My students really benefit from interacting with TRiPS positive role model.

Other changes have been noted for several of the CDC students in the areas of activity participation, achievement of set objectives, and goal achievement as documented in their progress notes. A strong focus of the program is to assist the students in the CDC classroom in achieving their goals by accomplishing one small step or objective at a time. An example of a goal set for a CDC student would be, “to work on communication of ‘yes’ and ‘no’; initiate and sustain interaction with others; decision making; and fine and gross motor.” Through participating in Project TRiPS, specific goals have been met by the CDC students such as: increased positive social interaction with peers, increased ability to stay on task, increased ability to follow directions and rules, increased knowledge of color and number recognition. The following is an example taken from a final evaluation of one child’s progress: “the child made progress in communicating with new people. She indicates yes and no by movements of her head as well as facial expressions.”

Another illustration taken from a teacher’s final evaluation report on one CDC student emphasizes how,

[Drew] has improved in the following areas: problem solving, play behavior, and people skills. He will show signs of joy at times as evidence by smiling or laughing during certain activities. [Drew] is more willing to participate in activities as being less resistant to physical prompting and facial cues. He has also developed an interacting play behavior that involves one other person. This is a huge step for [Drew].

To further document the meaningful change that occurred in students who participated in Project TRiPS another tenured teacher reported,

[John’s] functional communication improved drastically. Fine and gross motor skills have improved throughout the term with activities such as bowling, stringing beads on a string, and cutting with scissors. [John] works better if he had the same person working with him week after week. He has some more fine motor skills that he can improve on.

As previously noted the Tennessee Department of Education currently provides funding for the Project TRiPS and, therefore, assesses the program progress and outcomes. On a yearly basis the Project TRiPS is evaluated by the Tennessee Department of Education to ensure that the goals of the program are being met and that Project TRiPS is fulfilling its intended purpose to provide opportunities for social, recreation and leisure growth experiences.

Challenges for Project TRiPS

Over the span of a decade Project TRiPS has endured its share of changes and
challenges. One of the initial challenges for the program was acquiring permission to provide services in the public schools. Representatives from the University of Tennessee met with the director of the special education program for the state of Tennessee to explain the intentions and expected benefits of the program. One positive outcome that emanated from the meeting was that when new schools are added to the program, the TRiPS coordinators contact the CDC teachers at the school to set up a meeting with them and the principal. A recommendation for those seeking to develop a collaborative partnership like Project TRiPS would be to initially contact the director of special education for one’s state prior to contacting school officials. Once permission is granted at the state level, approaching each school’s principal with openness and transparency about the project details is suggested. This proved to be quite beneficial at the beginning stages of Project TRiPS, after which time many principals encourage the primary contact to be with the special education teachers themselves.

Each semester new students and volunteers are involved in project TRiPS meaning that the TRiPS staff face the task of coordinating CDC classroom schedules with the UT students schedule, while taking into account class and work agendas as well as travel time to and from each school. This dilemma can potentially create problems for UT students who are involved with other activities. This process is very time consuming and has on occasion resulted in a student being unavailable to participate in Project TRiPS. Furthermore, 10-20 students or volunteers are needed in order for Project TRiPS to take place in its entirety each semester. Since Project TRiPS cannot be sustained solely through recreation and leisure studies majors, a remedy was to offer a corresponding TRiPS course to those students in the early childhood development, child and family studies, speech pathology, and special education departments and the like.

Another challenge faced by project TRiPS is the administrative burden that stems from producing the required documentation for the program. Each TRiPS staff leader is mandated to generate documentation for each of the CDC student when schools are visited. The staff leader must also keep the school specific notebook, which contains all of the documentation, in order for review during the Tennessee Department of Education’s yearly visit. These notebooks contain between 50 to 170 progress notes for one school for one semester. Additionally, teaching UT students about documentation is also challenging yet crucial to the success of the program. It is the quality and the detailed documentation that catalyzes the renewal of the program grant each year. Therefore, it is critical to employ qualified faculty and/or graduate assistants to teach the academic portion of the project to ensure the appropriate training and competency of the college students.

More recently, compliance with new Tennessee state wide requirements has become quite challenging for those involved in Project TRiPS. This new law mandates that all individuals volunteering in the school setting must have a background check, be fingerprinted and drug tested yearly. This process is costly for the student and therefore the charges are covered by Project TRiPS. However, with the inevitable TRiPS staff turnover each semester, the fee is becoming a significant problem. One recommendation is to secure sufficient external funding to absorb this cost.

Conclusion

Project TRiPS provides a unique opportunity for the University of Tennessee, specifically the Recreation and Leisure
Studies program to foster a positive university-community partnership that is mutually beneficial. It created a practical partnership that UT students benefit from in their professional preparation. This applied learning milieu enhances UT students’ integration of theory, technical skills and practice as well as providing hands on experience in working with youth with disabilities.

It is critical for university-community partnerships to create a climate of reciprocity where each partner perceives that the effort is of benefit. Not only are the UT students reaping benefits from their involvement in Project TRiPS but it is evident that the CDC students experience positive behavioral and functional changes as well. Project TRiPS provides graduate and undergraduate students with an opportunity to acquire applied experience working with youth with disabilities in a public school setting. The initiative aims to teach youth with disabilities the necessary skills to function independently in society through therapeutic activities. Finally, from the school perspective, Project TRiPS appears to enhance the social, recreational, and behavior skills of participants, which will assist them in community transition.

**Recommendations for Future Development**

In light of the success and impact of Project TRiPS several pathways for future development emerge. First, the motivation for volunteering to participate in TRiPS should be examined. Several studies (Andrews, 2000; Liao-Troth & Dunn, 1999) have focused on the intrinsic and extrinsic factors that drive students to volunteer in campus and community-based initiatives. In light of the wide range of students that volunteer with TRiPS, and their varying academic and experiential backgrounds, understanding their motivations to participate could increase the quality and impact of the program.

Project TRiPS provides UT students with an opportunity to plan and implement age and socially appropriate leisure experiences for participants with disabilities, thus affording them the opportunity to hone their programming skills. While engaging participants, UT students can experience the convergence of participant goals, leisure interests and improved participant outcomes (i.e. increases attention span, improved social skills). Additionally, UT students that participate in Project TRiPS are provided an opportunity to experience the symbiosis of theory, practice and professional responsibility by having direct responsibility for implementing leisure programming for persons with disabilities.

Second, evaluating the ‘fit’ and progress of university-school partnerships is crucial to the program long term success (Johnston, 1997). Over the course of time partnerships evolve and change. In light of the changing political, fiscal, and academic climates that confront the University of Tennessee, Knox County Public Schools, and related stakeholders, evaluating the impact and outcomes of TRIPS and understanding how involvement with TRiPS impacts student learning outcomes becomes increasingly important. Equally important is understanding how participation in Project TRiPS helps to prepare students for the national certification exam and how the experience aligns with the new Council on Accreditation curriculum standards.

Finally, the decade-long partnership between UT and Knox County Schools remains invaluable to the education of UT students and the delivery of leisure services to persons with disabilities. As Project TRiPS continues forward the need to evaluate the program utilizing a formal, structured, outcomes-based evaluation model.
becomes more increasingly important. Researchers such as Rimmer et al. (2004) and Mactavish and Schleien (2004) attest to the value of recreation in and outside of school for children with disabilities, but also encourage the evaluation of these critical programs. With Project TRiPS, a more rigorous approach using single subject designs could be utilized to produce support that may be used for the advancement of evidenced based practice. Additionally, there is a need to develop, test and validate a program evaluation design that is anchored in the literature (Blankenship, 2010; Langbein & Felbinger, 2006; Rossi & Freeman, 1993) The TRiPS model could then be suitably tested against such a model. Closely examining the efficiency, effectiveness, and efficacy of Project TRiPS could produce asset-based data that leads to policy decisions that may: (1) stabilize funding; (2) potentially lead to expansion of the effort into more schools; and (3) enhance the TRiPS learning experience for students.

**References**


Students have the opportunity to determine what they learn and how they learn it. Said differently, student learning can be interest-driven, not teacher and curriculum driven. Students will experience a more holistic, integrated picture of the information that, in the classroom, may have only been presented in a textual and abstract way. Museums, and many other kinds of field trips are multi-media experiences; therefore, learning is enriched and reinforced with superimposing sensory and intellectual inputs. Field trips take students into public spaces. Therefore, even if your students are disciplined and interested, the multi-media environment and the public bustle and noise will most likely be distracting. School trips, outdoor adventure courses, educational tours, subject focused study courses and school ski trips. School trips with a difference. learning outside the classroom with PGL. Experience a day at PGL with our interactive video Watch our guest videos. Raising aspirations together. At PGL, we use the outdoors to deliver unforgettable learning experiences for school groups. Get your students outdoors and active with our great options for secondary schools, including study courses, ski trips, sports weekends, educational tours and watersports adventures. Secondary School Courses. Secondary School Centres. What people say about our residential. School trips are almost always more expensive than their in-class learning. Teachers typically need a very good reason to propose a trip â€“ the trip has to give a type of learning that is not achievable in a classroom setting. Actual costs can pile up quickly: venue reservation, gas and possible boarding costs. Moreover, trips usually take a day at least, weeks at most. This absence from class means missed days of in-school learning, which may put a teacher behind schedule. Disadvantage: Liability. In the event of an emergency during the trip, the school is commonly held liable for any harm. Students may have the opportunity to observe many things that are not available at school, including exotic wildlife, rare plants and maybe even the stars if the Educational trip is to a planetarium. Discussing the Educational trip beforehand is wise because it allows students to know what they will experience during their time away from school. Bonding. Getting away from the everyday atmosphere of the classroom gives students an opportunity to spend time with each other in a new environment. Educational trips provide valuable educational opportunities away from the classroom, without using textbooks and other tools used in a normal school setting. Students on Educational trips can often learn while having fun in a more informal environment. Project-based learning (PBL) is one of the approaches of the 21-century teacher. We have already written an overview of the project-based learning, and in this article, I would like to concentrate on practical tips and ideas of implementing project-based learning in offline and online classes with teenagers. Why is PBL so beneficial? With the help of the projects, students can clearly see the objective of the course and, after the project completion, their results and progress. A teacher can plan the academic module to gradually lead the students to the project completion and, thus, objectives