Module 02 | Project Ideation

Module Name:	Project Ideation
Age or Grade:	Secondary 2.0 (Mixed age group)
Discipline:	Career & Community Development Course
Level:	Introductory
Duration:	6 Weeks

Dear Teacher,

During this module students explore the design process and develop many project ideas that benefit their community. This is the resource pack for Module 2. It has the following sections for your support:

- Purpose
- Competencies, Indicators, Skills, and Concepts
- Module Overview
- Background Information
- Assessment
- Resources
- Workshops and Lessons
- Deliverables

Purpose

The purpose of **Module 2: Project Ideation** is for students to experience the design process through a simulation, and then come up with community project ideas of their own. From here the class will choose a viable and impactful projects that will incorporate personal and collective skills and resources.

Use of Time

Time is relative. You may adjust the time recommended for each activity and assessment based on your class size and dynamic. Leave room for authentic moments of learning and flexibility. Each Module is designed so that you can apply the learning to real life situations.

A possible calendar timeline for the course is:

Module 1 - August 15 to September 15
Module 2 - September 16 to October 16
Module 3 - October 16 to November
Module 4 - December to April 15
Module 5 - April 15 to May 15
Capstone Event Show What You Know - End of May

Competencies, Indicators, Skills, Concepts

Competency

- ❏ Follow a design process
- ❏ Ideate a community based project

Indicators

- ❏ Students will consider multiple perspectives, skills and resources to design a project
- ❏ Students will follow a human centred design process to create an idea for a project using collaboration, communication and empathy
- ❏ Students will present a prototype for a project using resources such as digital tools or multimedia

Critical Skills

Innovation, Entrepreneurship & Creative Thinking
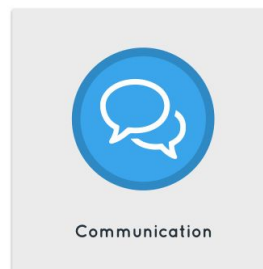
Communication

Concepts

Ideation   **Empathy**

Module Overview

In **Module 2: Project Ideation,** students will practice the design process in a workshop and then apply it to real life; developing project ideas that improves the community. Students will go through an ideation and design process in partnership with classmates and community members to come up with many project ideas that will be pitched for development.

Students will be called to identify different types of tools they can use to create their projects. The projects should harness the student's unique skills and incorporate local resources. Using the Impact Gaps Canvas students can refine their ideas. After ideation, students will build prototypes of their projects.

Big Questions

- ❏ How might we contribute to improving our community?
- ❏ What is a design process?

Inspirational Quote

Post this in your classroom

"We come from a culture that used everything they had. They made things from the ribs of the bowhead whale and they can hunt animals with the parts of other animals. I think we owe it to our ancestors to make use of what *we* have today."

- Adina Duffy, Ugly Fish, Coral Harbour, Nunavut

Workshops and Lessons

2.1 Experiencing Inuit Innovation

In what ways were Inuit innovative in the past?
Inuit innovations and technologies
50 minutes

2.2 The Design Thinking Process

What is the human design process? Why is human design important in creating a community project?
The Design Thinking Process - Wallet Exercise or Tiny House
1 hour and 20 minutes

2.3 Observe and Interact

How can we build empathy in our community? What does our community need?
Observe and Interact in your community - Interviews
1 hour and 40 minutes

2.4 Idea Generation

What are our unique skills and resources? What types of solutions can we create?
Idea Generation
45 minutes

2.5 Project Pitch

What is your project idea? What is you value proposition?
Kiggavik Nest

3 hours

2.6 Reflective Assessment
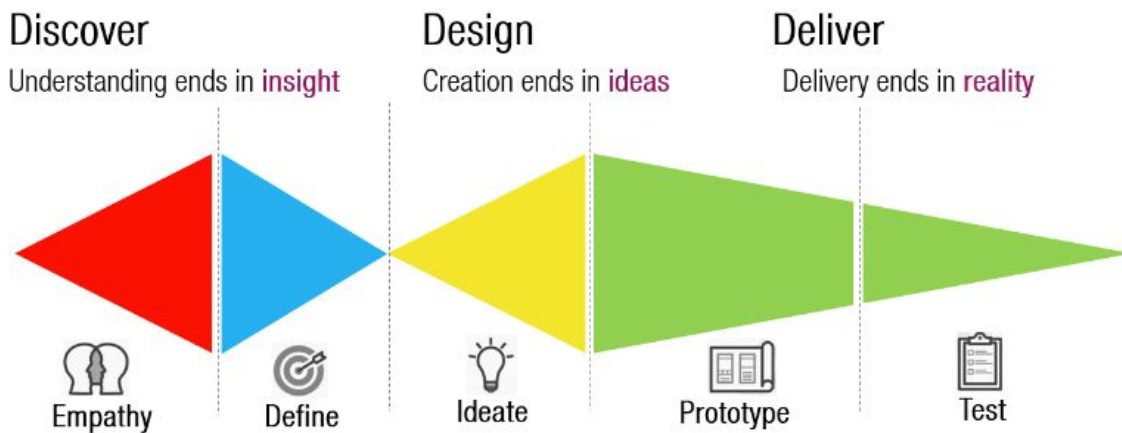
What is our project?
Digital Storytelling
50 minutes

Background Information

The Design Process and Inquiry are the core of Module 2. Throughout the process, students should always be asking "How can I learn more about community issues" and "What am I learning from this new piece of knowledge?"

Design Thinking

Design Thinking is a problem-solving technique that puts the user/customer at the centre of the design process of any solution. Design Thinking is a tool used to teach the importance of empathy, standing in the shoes of the person or community you're designing for.

DESIGN THINKING MODEL

Discover
Understanding ends in insight

Design
Creation ends in ideas

Deliver
Delivery ends in reality

Empathy · Define · Ideate · Prototype · Test

Design Thinking is an iterative and non-linear process in which we seek to understand the user, challenge assumptions, and redefine problems in an attempt to identify alternative strategies and solutions that might not be instantly apparent with our initial level of understanding.

https://thinkdesignconvert.com/2018/03/05/design-thinking-process/

For information, activities, pedagogy and resources on design thinking, consult the following resources:

Design Thinking For Educators:
https://designthinkingforeducators.com/toolkit/

John Spencer's Design Thinking Toolkit
Sample Design Thinking Projects, with videos, slideshows, lesson plans and a student notebook
http://www.spencerauthor.com/design-thinking-toolkit/

Inquiry

Getting students to ask good questions will not happen overnight. However, there are techniques you can use to guide them to ask better questions.

➔ Practice Questions: Ask your students to write down 15 researchable questions. Provide feedback on each question. Repeat until each student has at least five researchable question (*Bold School, p. 58*)

➔ Put Students in the Teacher's Position: Ask your students to become the teacher by designing the inquiry process for another group of classmates. Being in the teacher's role should prompt students to think more critically about the issue. (*Bold School, p.59*)

➔ Create an Investigator's Wall: Capture all students' questions on a wall in the classroom and track the inquiry. For example:
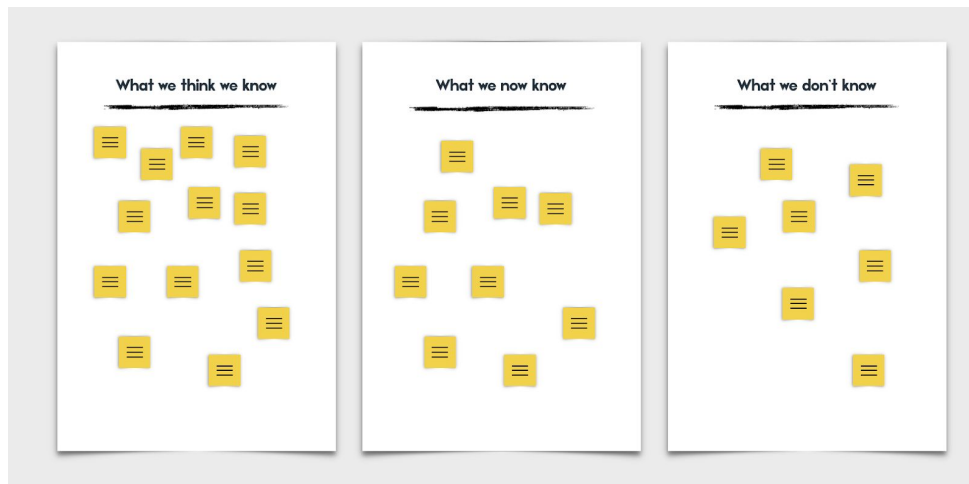
Strategies for Inquiry

Interviews
Students should work to interview as many people affected or involved in the challenge to collect as many different perspectives as possible. The goal of these interviews are for students to empathize with those affected by the challenge. Empathy leads to better understanding and solution design.

Guest Speakers
This is a great opportunity to invite guest speakers into your classroom. Select members of the community who are knowledgeable of the challenge and can provide value to your students' inquiry.

Online Research

Students should use their online research skills to learn as much as they can about the issue.

Data Collection

Students can go out into the community and collect data using tools like surveys.

What makes a good question?

1. Any question that matters to students is a good question
2. Questions that question basic assumptions about the ways things are
3. Open-ended questions
4. Questions that don't already have answers
5. Researchable questions
6. Is not easy to answer and requires a lot of thinking

Community Resource Mapping

A foundational element of the course will be a community resource map. These maps should be a visual representation of all the resources within your community. The map will be introduced in Module 1 but should be built upon throughout the course. It can be posted on a classroom billboard.
Examples of community maps:

https://monvalleyinitiative.com/abundant-community/
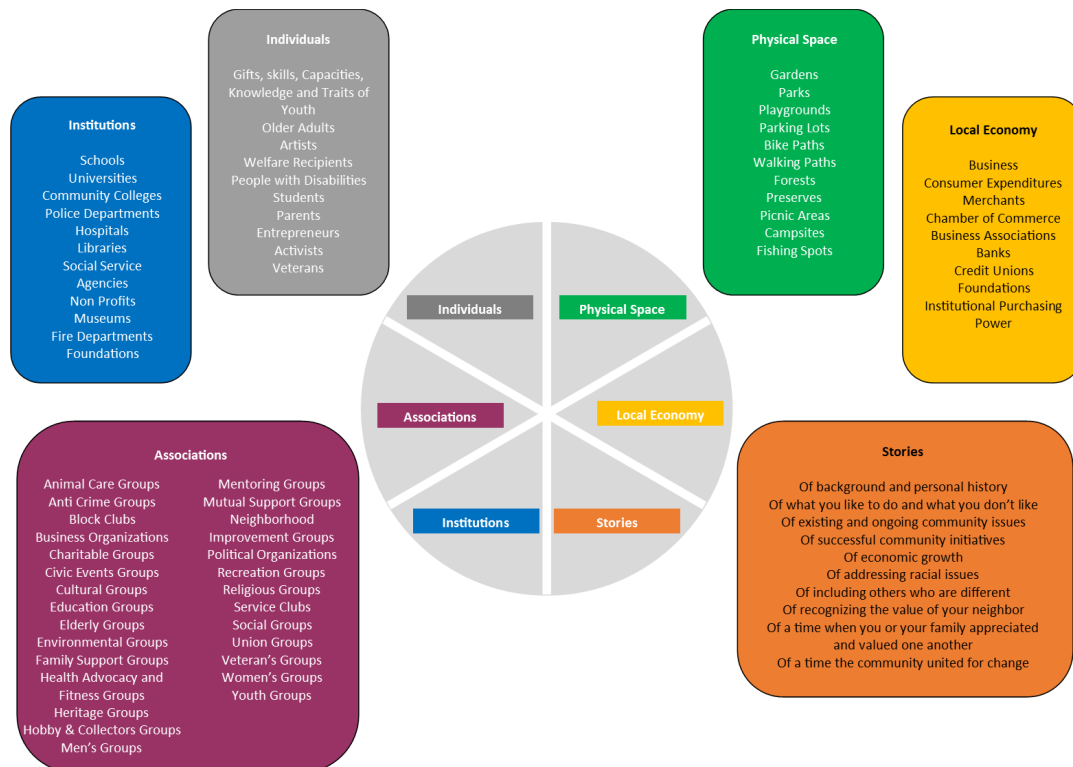
Throughout the course, a map can be used to guide students in identifying the various resources in their community they can leverage for their community projects.

The community resource map is an important tool for students to recognize the roles of the various organizations and institutions present in their community. This will form an introduction for later topics around systems change and identify community needs.

Asset-based Community Development vs. Needs-Based Community Development
The traditional starting point for community development is to start with needs, problems and deficiencies– "What are the problems in my community? What issues?" Although there is little doubt our communities face a range of serious challenges – social, economic, social and cultural– focusing on these issues can be overwhelming as a starting point and make it very hard to know where to begin.

A "needs-based" community development strategy focuses on the needs and deficiencies of a community and relies on external resources for solutions. On the other hand, an "asset-based" community development strategy approach focuses on the unique and abundant resources and strengths within a community. Instead of focusing on external resources, the focus is on leveraging existing resources within the community to create solutions. An asset-based community development strategy empowers community from within, which is foundational to the CCD course outcomes. Asset-based community development also produces long-term, sustainable solutions for a community.

In addition, it will be important for students to be aware of the assets already present in their communities to access when creating new entrepreneurial projects. Creativity and innovation are encouraged here: assets can be used in ways beyond their intended purpose. For example, a hockey arena can also be a space to hold small, pop-up businesses, the local garage can be repurposed as a community tool library where people rent time with equipment.

Selecting Community Projects – Let the Students Decide!
The course must explore challenges that students are passionate about. This way, they will be invested in the process. It is critical for the success of this course that students feel valued and for teachers to understand what the students want for themselves and their community. This will instill a sense of ownership in the direction of the course.

Designing a Community Project
A community project should:

- ➔ Build on students' strengths
- ➔ Engage the community actively
- ➔ Build on/leverage existing community assets
- ➔ Should be founded in cultural principles and values
- ➔ Bring novelty to the classroom
- ➔ Be feasible in the time-frame allotted
- ➔ Designed with sustainability in mind

How many community projects should you design? It depends: The aim is for all students to be engaged – Depending on how many students you have, the intricacy of the project and the unique interests and skills of your students, you might want to develop just several projects.

Assessment Overview

Overall Strategy

Students will be able to
- Explain the expectations and learnings of the CCD Modules
- Use various online and digital platforms to communicate learning
- Identify and achieve individualized Critical Skills benchmarks

Process
Although students will drive the direction of the project, it is the teacher's responsibility to manage the process and frame expectations for communication and assessment. Prior to choosing a project, students must understand what is expected of them in terms of skill development and deliverables, and through what medium(/media) they will communicate to demonstrate, reflect upon and share learnings.

Communication
Explore the following with your students:
- Google Drive and Google Classroom - to share documents and links, send out reminders and other notifications, and assign tasks
- Digital Tools - cameras, video equipment, laptop, SD card etc.
- Workplace - for instant messaging and sharing with KI schools
- Wordpress or Medium - to share with the wider (global) community
  www.wordpress.com / medium.com

CCD Deliverables

Deliverables differ depending on the age range of the group and/or programme type. However, in all cases students are assessed on their engagement throughout the programme based on their reflections and your feedback.

Secondary students are expected to submit:
- Personal goal setting and self assessment of Critical Skills development
- 1 Multimedia Reflection per module (5 total).
- 1 Final Reflection about their learning journey - what they learned, how they grew, challenges, next steps. Includes a self-assessment.

Multimedia Reflection Assignments

Multimedia assignments are to be completed throughout the course where students reflect on an experience they had in CCD. Students can choose when they do these assignments, and in what format.

These are created to be publically shared on Workplace - unless otherwise stated. Some possibilities include:

- Written reflection (500 - 700 words)
- Photo journal (10 - 20 photos that tell a story)
- Podcast (5 - 10 minutes)
- Vlogs (2-4 minutes)
- Infographic

Notes

- Students can choose to do assignments the same, but are encouraged to change it up
- Students can work alone, in pairs, or in a group
- Students may come up with alternative modes of presentation, but must discuss with their teacher
- To get a variety of experiences, students are asked to sign up in advance in a shared Google Document

Module 2 Deliverables

Wallet or Sport creation
Project Pitch
Project choice
Digital Story

Tools for Giving Feedback and Gathering Evidence of Success

Student Journals
One-on-One Conferences
Peer and Self-Assessment
Checklists
Rubrics

Suggested Resources

Ulu, amauti, umiaq
Music
Pens, popsicle sticks, pipe cleaners, scissors, duct tape
Wallet Project Facilitators Guide
Create a Sport Facilitators Folder
Design Thinking Educator's Guide
Critical Skills Rubrics
Guide to Social Entrepreneurship

2.1 Experiencing Inuit Innovation

Students will explore the innovative and entrepreneurial history of the Inuit. The purpose of this module is to help them understand their past through the lens of innovation and entrepreneurship in order to connect to the entrepreneurial nature of their history.

Guiding Questions

In what ways were Inuit innovative in the past?

Outcomes

Innovation, Entrepreneurship and Creative Thinking
Collaboration
Identifying collective strengths
Recognizing Inuit Innovation

Vocabulary

Elders
Innovation
Culture
Value
Need
Resources
Community members

Agenda

Warm up - 10 minutes
Inuit innovations and technologies - 30 minutes
Debrief and Reflection - 10 minutes

Warm Up

Customize a community building warm up activity for your group needs:
- Warm Ups in Design Thinking - recommend the Danish Clapping Game
  https://uxdesign.cc/warm-ups-in-design-thinking-more-than-just-a-game-7f755fcc8497
- Partners for Youth Empowerment - Do Zip Zap Boing or Clapping Circle
  http://www.partnersforyouth.org/category/activities/
- IceBreakers and Team Builders - Do Wallet Introduction or Human Knot
- Inuit Games - Choose any
  http://www.athropolis.com/news-upload/11-data/index.htm

Experiential Activity: Inuit Innovation

1. Lay out 3 different Inuit innovations in front of the classroom. Divide students into 3 groups and give each group one of the Inuit innovations. Each group must then discuss and research answers to the following questions:

➔ What is the name of this innovation?
➔ Why was the innovation created?
➔ What *need* were the Inuit trying to solve?
➔ What *value* did they bring to Inuit society?
➔ What is it used for?
➔ How did this innovation make the lives of the Inuit better?
➔ What is this innovation made of?
➔ How is this innovation used today? Has it changed over time?

Students can use online resources, or interview members of the school community, their family, or other community experts.

2. Each group can do a short 2-3 minute presentation of their findings to the class.

3. Students look at the graphic from the workbook, which includes the main resources the Inuit had at their disposal pre-european contact. Students **race** to make a list of all of the innovations that were created using **only these resources.** They can be encouraged to ask family members, friends, and local elders for guidance.
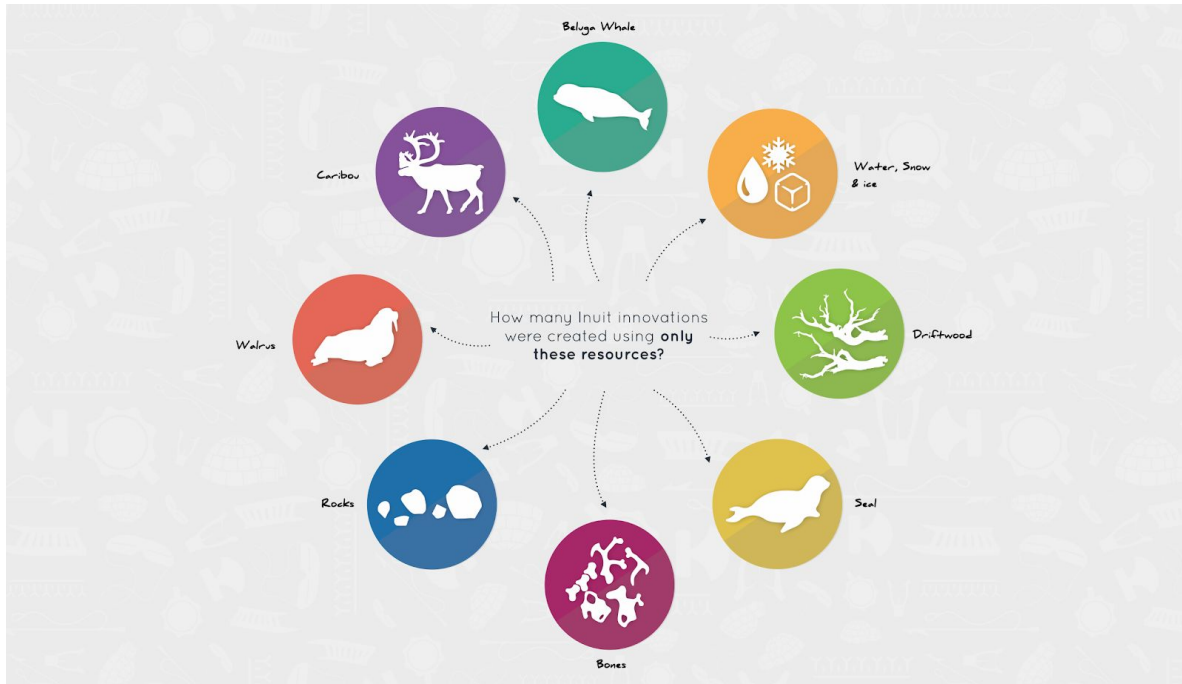
Possible Answers

- Tents

- Igloo
- Harpoon
- Kakivak
- Parka
- Kamik
- Amauti
- Snow goggles
- Kayak
- Qamutik (sled)
- Seal skin rope
- Dog boots
- Bow drill
- Umiak
- Kudlik
- Sleeping bag
- Dolls
- Bone games
- Inukshuk

Debrief and Reflection

1. What? What is an innovation?

2. So what? What did you learn about Inuit innovation?

3. Now what? What are the innovations around you today?

Next Steps

Wallet Exercise

2.2 The Design Thinking Process

Students will create a prototype using a design process. The Wallet Exercise, Create a Sport and the Design Thinking Mini Project are three examples of workshops that can highlight the design process. You may choose based on your class needs.

Guiding Questions

What is the human design process?
Why is it important in creating a community project?

Outcomes

Innovation, Entrepreneurship and Creative Thinking
Collaboration
Understanding the Human Design Process
Discovering empathy
Creating a prototype

Vocabulary

Project Based Learning
Human Design
Empathy
Define
Ideate
Prototype
Test
Process

Agenda

Warm up - 10 minutes
Design Thinking Exercise - 60 minutes
Debrief and Reflection - 10 minutes

Warm Up

Customize a community building warm up activity for your group needs:
   ●   Warm Ups in Design Thinking - recommend the Danish Clapping Game
       https://uxdesign.cc/warm-ups-in-design-thinking-more-than-just-a-game-7f755fcc8497
   ●   Partners for Youth Empowerment - Do Zip Zap Boing or Clapping Circle
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   ●   IceBreakers and Team Builders - Do Wallet Introduction or Human Knot
   ●   Inuit Games - Choose any
       http://www.athropolis.com/news-upload/11-data/index.htm

Experiential Activity - Design Thinking Exercise

1. Put the Human Design Process up in the classroom
EMPATHIZE ---> DEFINE ---> IDEATE ---> PROTOTYPE ---> TEST

2. Review the following three workshops and decide which is most appropriate for your class.

   ●   Wallet Exercise by MIT
   ●   Create a Sport by John Stewart
   ●   Design Thinking Mini Project - Divergent Thinking by John Stewart

Debrief and Reflection

Refer to the Guides for the debrief protocol

Next Steps

Immerse in the community to develop empathy and learn more about where there is room for a project that can contribute to a community need or interest. Find community volunteers to engage in interviews or teaching students a workplace skill - stitching, netting, land based skills, etc.

2.3 Observe and Interact

Guiding Question

How can we build empathy in our community?
What does our community need?

Outcome

Critical Thinking and Inquiry
Community culture and assets
Interviewing technique
Communication and listening
Develop empathy

Vocabulary

Assets
Needs
Values

Agenda

Warm Up - 10min
Interview practice - 20 min
Observing community - 1 hour
Attend a Community Event (optional) - 2 hours

Warm Up

Customize a community building warm up activity for your group needs:
- Warm Ups in Design Thinking - recommend the Danish Clapping Game
  https://uxdesign.cc/warm-ups-in-design-thinking-more-than-just-a-game-7f755fcc8497
- Partners for Youth Empowerment - Do Zip Zap Boing or Clapping Circle
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- Inuit Games - Choose any
  http://www.athropolis.com/news-upload/11-data/index.htm

Experiential Activity

1. Review the Human Design Process

2. Interviews: Practice with a partner in class. Use the question starters if you need a hand. One person will be the interviewer and one interviewee. Spend 10 minutes interviewing and then switch.

Question starters:
Why is _____?
What if _____?
How is _____ related to _____?
What would happen if _____?
What is the most/least _____?
How does _____ compare to _____?
What is the cause of _____?
What are the reasons for _____?
What if we knew _____?
What is the purpose of _____?
How does _____ work?
What would change if you _____?
Who is _____?
Where has _____?
When was _____?
What is the most _____?

3. Each group can choose a community member to interview to investigate what they feel would be most needed in your community, and what they are passionate about. Determine what role will each member of the group take on? interviewer, voice recording, photos, video, note taker?

You can also invite people to your class to engage in interviews in a more controlled and familiar environment.

4. Observation: Research more about your community by observing. Students can brainstorm or venture into the community to record information about what community resources exist already. They can take photos or notes to record their findings.

5. Optional extension: Attend a community event. As a class participate in a community events. At the event engage in some journalism by interviewing elders and local community members, and observing the purpose of the event and how it is organised.

6. Create a brainstorm MINDMAP with the class about your findings using the word "Community" at the centre.
Mindmap Instruction Video: https://www.youtube.com/watch?v=O0lEj2d-ipE

7. Create a Blog entry, Workplace post or video to present your findings about your community. Include - your community name, key features, assets, people, culture, strengths, any other considerations?

Debrief and Reflection

1. What? What inspires us? What are we passionate about?

2. So What? What are our Unique Skills and Interests - What empowers us? What helps us be our best?

3. Now what? What can people leverage to do great things?

Next Steps

Brainstorm ideas for a Community Project.

2.4 Idea Generation

Students delve into their creative thinking skills and brainstorm a variety of ideas and solutions for their projects in collaboration with community members. Students design different types of solutions and can use the Change-maker's Toolkit and Types of Businesses sections in the workbook as a guide.

Guiding Question

What are our unique skills and resources? What types of solutions can we create?

Outcomes

Creativity, Innovation, Entrepreneurship
Reflect on how to use the opportunities, skills and passions and apply it to a project that they want to do
Be able to generate new ideas for community projects.
Considers multiple perspectives, skills and resources to design suitable solutions to a community challenge
Recognizes roles of others in solving challenges
Prototypes innovations using human-centred design thinking

Vocabulary

Solution
Skills
Assets
Passion

Agenda

Warm up - 10 min
Passion Skills Opportunities - 15 min
Brainstorm - 10 min
Debrief - 10 min

Warm Up

Customize a community building warm up activity for your group needs:
- Warm Ups in Design Thinking - recommend the Danish Clapping Game
  https://uxdesign.cc/warm-ups-in-design-thinking-more-than-just-a-game-7f755fcc8497
- Partners for Youth Empowerment - Do Zip Zap Boing or Clapping Circle
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Experiential Activity: Passion, Skills and Opportunities

1. Draw the diagram below on the board. Define passion, skills, and opportunities and give examples.

What unique skills do you have? (e.g. video makers, story tellers, comedy, public speaking, artists)
What are you passionate about? (e.g. Special interests)
What opportunities do we have? (e.g. collaboration with community, different unique community initiatives, unique people, resources such as 3D printers, kitchen, iPads, tech kits)

Ask students to come up silently, to fill add ideas and their own skills to the venn diagram. Use sticky notes or a white board to gather student input.

2. After everyone has gone up to the board the class should have one more opportunity to add more, maybe something was added that they had not thought of before.

3. Once everything has been added the class should now openly discuss their ideas on how to use different skills with different resources.
- ➔ What unique skills do you have? What unique skills do your classmates have?
- ➔ What are you passionate about? What are *we* passionate about?
- ➔ What opportunities do we have? What resources do we have in our school that we could use? (e.g. 3D printer, kitchen, iPads)

4. **Brainstorm** Use the video to teach about brainstorming. In groups of 4 - come up with the top community project ideas that you could work on together. Time the brainstorm for 5min with cards - silently generate as many ideas as you can. Then in your groups sort the cards into any obvious themes and patterns. Decide on one or two projects ideas that are inspiring for your group.

Debrief and Reflection

1. What? What did you learn about your class?

2. So What? What are you excited about?

3. Now What? What are some of your project ideas?

Next Steps

Create a pitch for a project!

2.5 The Kiggavik Nest

Students create a short pitch to communicate their top ideas and to then decide on a final project to develop with the class.

Guiding Question

What is your project idea?
What is you value proposition?

Outcomes

Critical Thinking and Inquiry
Communication
Collaboration
Demonstrate how to collaboratively choose a project
Identify and analyze important criteria when choosing a project

Vocabulary

Pitch
Prototype

Agenda

Warm up - 10 min
Create a pitch - 30 min
Kiggavik Nest - 60 min
Project Elimination - 20 min
Project Exploration - 40 min
Debrief and Reflection - 20 min

Warm Up

Customize a community building warm up activity for your group needs:
- Warm Ups in Design Thinking - recommend the Danish Clapping Game
  https://uxdesign.cc/warm-ups-in-design-thinking-more-than-just-a-game-7f755fcc8497
- Partners for Youth Empowerment - Do Zip Zap Boing or Clapping Circle
  http://www.partnersforyouth.org/category/activities/
- IceBreakers and Team Builders - Do Wallet Introduction or Human Knot
- Inuit Games - Choose any

http://www.athropolis.com/news-upload/11-data/index.htm

Experiential Activity: The Kiggavik Nest

1. Create a pitch. Students prepare a short presentation to pitch their ideas to friends and family. The presentation should communicate:

- An overview of the project idea
- The value proposition of the project
- The users targeted with the project
- A prototype or sketch of the idea
- A description of the prototype

You can watch the popular show "Dragons Den" for examples of pitches.
https://www.cbc.ca/dragonsden/pitches/matletik

2. The Kiggavik Nest

To inspire students and to shed light onto the community's needs, members of the community are invited to pitch their project ideas. In CCD, this is known as, "The Kiggavik Nest" (Falcon Nest). The Kiggavik Nest is a playful take on the format popularized by TV shows like "Dragon's Den" and "Shark Tank". However, rather than having an expert panel of entrepreneurs judge the various ventures, it's the students who choose and invest their time into the projects. Allowing students to choose their project increases engagement and provides them with a sense of ownership and responsibility.

a. Candidates are presented with available times to pitch their project. Ideally, all pitches take place on the same day, and should be 3-5 minutes in length. On the selected day, the presenters come ready to pitch their ideas to the group. Some are formal, others informal. There are no set expectations, all ideas are welcome. Projects are often at varying levels of development. Some are just ideas, while others may be part of a larger project or already partially developed.

b. Present the students with a timetable of who will be presenting and their topic and explain student responsibilities - to be active listeners, take notes, and to think about questions that will help them better understand the project and its possibilities (e.g. How much time is required? Is there any existing funding? What skills are required?). At this time it is also important to think about how to best set up the space so all members can be engaged.

c. Prior to the pitches, prepare and set-up space. Create a semi circle with a podium or space for the presenter at the centre of the semi circle.

d. Kiggavik Nest format:
- Presenter comes
- Pitch (3-5 min)
- Question period
- Presenter leaves
- Debrief

Question period: Students should hold back on asking about details as that may be part of the pitch. Instead, ask students to write additional questions that come to mind and to (quietly) note on a scale from 0 -10 how much they liked the project.

Debrief: After the pitch discuss for 5 minutes.
- What did you think about the project?
- What additional questions do you have?
- How practical is the project?
- What alternatives and/or modifications could be implemented to make it more practical?
- What did you think of the presentation/presenting style - was it engaging? Why?
- Ask each student to input a rating 0 -10. (Although this won't determine which project gets chosen, it may facilitate project elimination.)

Closing: Send heartfelt thanks to all participants for their contributions and share insight into the next steps and process of narrowing down the project.

3. Project Exploration
After the pitches, creativity is at an all time high. Ideas bounce around and there is a desire to define a project immediately. In order to avoid a premature decision, students go through a process that allows them to dissect each project proposal. "Project Exploration" allows everyone to understand the nits and grits that would go into the execution of any one project, while thinking of which idea will put the team in the best position to succeed.

a. Eliminations:
The teacher summarizes what students thought of the various projects. Through this, some projects can be easily eliminated. Discuss the pros and cons of the remaining projects. Facilitate this by asking students to think about the following:
- Does this project interest / excite you?
- How feasible is it?
- What impact might it have?

After students have had a bit more time to digest the projects, write the remaining projects up on a whiteboard. Tell students they are allowed to choose only THREE project ideas. Ask students to place a check mark beside each of their top three favourite choices.

From this new set of data, choose the three most popular projects.

b. Exploration:
Students should now have chosen a solid group of projects which they all feel confident and excited about (approximately 3). To perform the exploration students work in "break-out groups", with each group dissecting one project, OR with each group rotating to dissect all of the final projects. This can be done on poster paper, whiteboards, or any other medium that allows students to explore the projects.

Project Exploration Guidelines can include:
- Determine project goal - In one or two sentences define the project's goal (you can use SMART goals - specific, measurable, achievable, relevant, time limited)
- Determine mini goals - List the smaller goals that are apart of the larger goal
- Project impacts - Why is it important? Who benefits? Use a sustainability lens.

- Outcomes - What skills, new knowledge and understandings might you get through this project?
- Team Assets (roles) - What skills and roles can all members of the team bring? This also includes teachers and other community contacts.
- Steps to Success - Write a short list of things you will need to do and consider to carry out this project
- Weekly goals (think scope) - What might each week look like?
- Questions - What questions do you have about this project that would need answering?
- Rating (0-10) - Based on interest, feasibility, impact, as a group, rate the project.
- After answering all the questions for each project, students reunite as a larger group to present and discuss their thoughts about the projects.
- **In the democratic process, students choose a project that best reflects the group's interests as a whole.**

Note: Projects can be modified, scaled, and/or combined. If one or two students are strongly against the chosen project, talk with them separately to discuss alternatives. Perhaps they could do a related side project that speaks to their interests and/or skills, or do something different altogether. It is important to address such situations early as students are much more likely to be engaged and invested in the project if they are interested in it.

Debrief and Reflection

1. What? What did you think about this process?

2. So What? What were some ideas that were lost in the process? What are the details of the chosen project?

3. Now What? What are you excited about? Create a one page description of the chosen project.

Next Steps

Create a Digital Story.

2.6 Reflective Assessment - Digital Storytelling

Students will create a short Digital Story about the Module 2 experience, using all of the footage and notes that they have collected in the previous weeks activities. (50 minutes)

There are many ways that you can approach digital stories but the outcome for this class can be the following:

- 2-minute film's of spoken word, songs, drama, or documentary.
- Blog entry - journal style or photo journal style

The Digital story should not exceed 250 words in script, and should include a personal or community story. These will be written and recorded using classroom editing and desktop filmmaker tools, photos taken in class, and can include video, animation and music. Any external images included must be copyright free.

Develop the **specific criteria for success** for your students in these areas:
- Story outcome - length, media type, content specifics, topic
- Skills - use of digital tools, collaboration, communication