

Module 03 | Project Design

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

Dear Teacher,

During this module students explore their project design, and validate their path. This is the resource pack for Module 3. It has the following sections for your support:

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

Purpose

The purpose of Module 3: Project Design is for students to focus on the design of a chosen community-based project(s) that incorporates personal and collective skills and resources. Students will develop a clear path of action to validate and realize their projects potential.

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

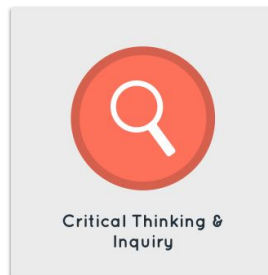
Competency

- Develops and validates a project concept
- Create an action plan to implement a project

Indicators

- Students will use various tools to determine the potential of a project and improve the design of a project
- Students will create a brand identity for a project
- Students will fundraise for a project
- Students will make and be a part of an action plan that lists key tasks, duties and timelines

Critical Skills



Concepts

Validation

Brand

Project Planning

Module Overview

In **Module 3: Project Design**, students will further design a chosen community-based project(s) by going through a simplified planning and development process.

Using the business model canvas (BMC) as a tool for project development, students will start by validating the project of choice. Validation means students will collect data from people affected by the project to inform the mission, direction and potential of their project ideas. The validation process should lead students to discover which pieces of their initial ideas work, which do not, and how they need to modify their initial idea to fit the needs of the community.

Once their project ideas have been properly validated, students will find the necessary resources to develop the project. Students will need to make a plan of action, brand identity, and fill out a funding

application form. The learning in this unit will be specific to the needs of the community-based projects being developed.

Branding will touch on the question of identity. How do you want your audience to feel when they interact with your project? How will your project express itself? What colours, images, fonts, words best describe your project? What values do you stand for? The branding section should prompt students to reflect on identity - their personal identity, cultural identity, communal identity, and organizational identities - and what motivates and drives the project.

Big Questions

How can we plan and execute a project that improves our community?

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

3.1 Business Model Canvas

How can we turn our idea into a working enterprise?

Business Model Canvas

60 minutes

3.2 Validation

How can we engage with users to get valuable information, insights and feedback that will inform the direction of our project?

Validation

50 minutes +

3.3 Brand

How can you visually represent your project?

Brand Identity

50 Minutes

3.4 Project Planning

How can we put together a compelling funding application?
Pitch Deck and Applications
60 minutes +

3.5 Reflective Assessment

What will you work toward in the future?
Critical Skills Reflection
50 minutes

Background Information

The Business Model Canvas

The Business Model Canvas is a tool that allows you to visualize all of the key components of your business on one sheet of paper. You can use the Business Model Canvas to sketch out and structure your thinking about a new business idea or visualize an existing business. Please watch the following video for a deeper understanding.

Business Model Canvas Explainer Video

<https://www.youtube.com/watch?v=QoAOzMTLP5s>

Business Model Generation: a Handbook for Visionaries, Game Changers, and Challengers

The Business Model Generation book is a great resource for teachers to understand the Business Model Canvas; a foundational tool to the course.

Osterwalder, Alexander, et al. *Business Model Generation: a Handbook for Visionaries, Game Changers, and Challengers*. Wiley, 2010.

Minimum Viable Product

A very popular method for validating an idea is through the development of a Minimum Viable Product. This is a cost-effective, bare-minimum version of your idea that captures your main value proposition but not necessarily all features. Potential users can understand and provide real feedback without you spending all of the resources required to bring a final product to market.

Validation

People new to entrepreneurship tend to assume they know everything about the problem they are trying to solve. You will often hear from these individuals, “Here’s the problem or need and here’s my solution.

Everyone will love it!” However, they are often incorrect about a few or even many of the assumptions they have about their initial business idea.

So how do you know if your business model is correct? What if some of your assumptions about your users and value proposition are incorrect? To know if an idea or assumption is correct, an entrepreneur must learn about and talk to potential users. Taking the time to understand users before launching a project or business helps the entrepreneur ensure what they are putting out into the world is truly in line with the needs of those they are trying to help. Please watch the following video for a deeper understanding.

Customer Validation

<https://www.youtube.com/watch?v=YuFJkqhCiIY>

Users are the individuals that directly use or benefit from the entrepreneurial project. For example, if the classroom is developing a healthy lunch program for the school, the users would be the students who eat lunch.

Customers are the individuals who give money to the entrepreneurial project, like the purchase of products or services. Using the example above, if the healthy lunches are being sold to students, the users (students) would also be the customers. Alternatively, if the lunches are being paid for by the school, then the users (students) are different from the customers (e.g. the school who is paying for the program).

An **audience** are the individuals who are targeted by the message being marketed. This can be a broader group of individuals that include more than just users and customers. For example, if the classroom creates a marketing campaign for the lunch program, they might be targeting more than just students. The audience might also include parents, community leaders, government, and the media. When crafting a marketing strategy, it is important to define the target audience.

Note: Customer segments and customer personas are entrepreneurship terms used throughout this module and the workbook. The term ‘customer’ can be interchanged with the term ‘user’ when appropriate to become user persona and user segments.

Funding Applications

One of the biggest barriers to getting a project started is money, and looking for that funding requires paperwork. Teaching students to fill out funding applications will be practical life skills. Students can fill out a funding application with your support. You will find a copy of these applications in the Resource Pack provided.

- The Qarjuit Local Youth Action Funding
<https://qarjuit.ca/funding-page/lyaf-funding-form>
- The Ungaluk Program

Brand

Branding is about expressing the identity and core values of a project or organization. Branding is the means by which we present ourselves in the world. Brands reflect what we stand for and who we are. The branding portion of this module is an opportunity for students to identify the core values guiding their

entrepreneurial project what they themselves stand for. Please watch the following video for a deeper understanding.

What is a Brand?

https://www.youtube.com/watch?v=sQLIPC_aIT8

Assessment Overview for CCD

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 the assignments, 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 all 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 3 Deliverables

Business Model Canvas
Brand Identity
Validation Summary or Findings
Pitch Deck
Funding Applications or Fundraising Activity

Tools for Giving Feedback and Gathering Evidence of Success

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

Suggested Resources

Business Model Canvas Workshop Presentation PPT
Business Model Canvas PDF
Brand Worksheet
Brand Workshop Presentation PPT
Customer Validation Workshop Presentation PPT
Conducting Customer Interviews
Interview Tip Sheet
Fundraising Applications
Fundraising Activities Guide
Critical Skills Rubrics
Guide to Social Entrepreneurship

3.1 Business Model Canvas

Students learn the different blocks of the Business Model Canvas and apply the model to their project idea.

Guiding Questions

How can we turn our idea into a functional enterprise?

Outcomes

Critical Thinking and Inquiry

Citizenship

Understand the nine building blocks of the Business Model Canvas (BMC)

Design a canvas for the community project

Vocabulary

Business Model Canvas

Value Proposition

Agenda

Warm Up exercise - 10 minutes

Business Model Canvas - 30 minutes

Value Proposition - 10 minutes

Debrief - 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: Business Model Canvas

The BMC seeks to answer the following questions:

- What is our value proposition?
- Who are our users?
- How will we reach our users?
- How will we engage with our users?
- What partners do we need?
- What resources do we need?
- What activities do we need to do?
- What will be our costs?
- How will we make money?

1. Print a [copy of the BMC](#) for each student. Use the [Business Model Canvas Workshop presentation](#) provided in the resource pack to present and understand the BMC.

2. Have a look at “[Finding the parts of your prototype](#)” worksheet. Use this to guide your students through this Module. Begin by working through the first part of the worksheet to sketch out your prototype. This worksheet can also help with the rest of the Project Design process.

3. Invite a guest entrepreneur or community project leader to go through the BMC using their work as a case study. Ask the owner to introduce their project or business. Students will then ask questions to help them map out the operations of the business on a Business Model Canvas. Students then work with the local business owner to suggest ways to improve the business model based on what they’ve learned.

4. In groups - work on the different sections of the BMC with respect to the community project focus. Students sort, organize and map their ideas for an entrepreneurial project using the Business Model Canvas tool. The Business Model Canvas should identify what you know, what you think you know and what you don’t yet know.

5. Craft a Value Proposition statement

Your value proposition forms the core of your community project model and attracts customers to your product or service. You need to create a clear and focused value proposition to show your startup is doable.

Here are the key components:

- What you offer and how you offer it to customers?
- What type of value or benefit is associated with your offering (for example, cost savings, time savings, make a profit, customer/employee satisfaction), and how much of it the customer can expect?
- How the value is generated?
- Why it differs from anything else in your community?
- Writing your value proposition statement takes four steps.

Step 1:

To start the process of writing an effective value proposition, consider the following questions about your startup idea. Write one or two brief sentences in response to these two questions.

- Who is your customer and what is the problem?
- Why does it matter to them?

Step 2:

What do you offer, and what value (or benefit) does your community project provide? Take five minutes to list as many different values as you can.

Here are a few questions to get you thinking:

- Why do you choose to spend money on certain items?
- Why do people use different models of phones?
- Why do people buy Netflix subscriptions?
- From your list of values, narrow down to two key values. Which of the two values do you feel most accurately describes the value your product offers to your customers?

Step 3:

Now identify how you are differentiated in the market. Take another five minutes to make a list of what is unique about your product.

Step 4:

Now you can write your value proposition statement. Make it clear who your target customer is, what you offer to that customer and how you're different.

The value proposition statement needs to be short and simple because you'll use it for testing with customers. Focus on writing a single, clear value proposition. It should be one or two short sentences. Avoid bullet points or expanding it beyond two sentences.

If you feel comfortable, share your value proposition statement on E101's Slack group to get feedback from other course participants.

Uber's value proposition:

"Uber is the smartest way to get around: one tap and a car comes directly to you, your driver knows exactly where to go and payment is completely cashless."

Debrief and Reflection

1. What? What is the BMC? Is it valuable in developing our project further?

2. So what? What did you learn about your project idea?

3. Now what? How will you adjust or change the project idea?

Next Steps

Validate your project and determine what are your next steps!

3.2 Validation

Students engage with real users to uncover valuable information and insights that will inform the direction they take with their entrepreneurial project.

Guiding Questions

How can we engage with users to get valuable information, insights and feedback that will inform the direction of our project?

Outcomes

- Critical Thinking and Inquiry
- Citizenship
- Defines validation
- Identifies useful tools in validation
- Uses various tools to collect data from community to determine the viability of a project
- Applies data to validate, modify and refine a project
- Create and implement validation techniques and tests
- Run their tests in the community with potential users
- Assess their learning and integrate feedback on their Business Model Canvas

Vocabulary

- Validation
- Minimum Viable Product
- Prototype
- Surveys
- Research
- Interviews

Agenda

- Warm Up exercise - 10 minutes
- Validation - 30 minutes in class + time for the delivery of validations activities
- Debrief - 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: Validating the Project

Students will learn about validation strategies and tools to create a series of tests to validate their project idea. Validation will help students discover valuable information and uncover insights about their idea before they get started. The process should help answer two questions:

- Should we create this project/business?
- How can we increase the potential for success for our project?

People new to entrepreneurship tend to assume they know everything about the problem they are trying to solve, and their solution for it. Customer validation will confirm whether they are on the right track, or guide them to modify elements of their project model in order to better succeed.

1. Use the [workshop](#) provided in the resource pack to review the concept of validations and practice skills.

2. Split the class into 4 groups do the following tasks. [Use the worksheet provided to guide the group work.](#)

a. Create a Survey

Create a survey you can use to get feedback from potential users. Surveys are a great tool as they allow you to gather a large volume of data so quickly. To reach the customers that you want to hear from, share the survey by email or social media, or print and deliver them in person.

b. Create a Minimum Viable Product and Prototype

Create a Minimum Viable Product for your new project idea. You can do this on the computer, sketch it on paper, or create an actual prototype of what they're selling if they can.

c. Secondary Research

Do a Google search on some of the key questions potential users had about the community project. There might be industry statistics and data available in research articles that can help prove your idea.

d. Conduct in-person Customer Interviews

Talk to potential users in person. You can go to the local stores, schools, the community hall or anywhere there is a lot of people traffic. Talk to potential users and get feedback on how the students' project could help them.

Before you go out to interview prospective customers, have your students create an interview guide you can use while meeting with them. Include an introduction, problem and product questions, and follow-up questions.

You'll need to recruit at least five prospective customers for one-on-one interviews. Avoid random interviews with friends, family or people at coffee shops. Try to do the interviews all in one week, and have a friend there to take notes or record the interview so you can be 100% focused on the customer and asking questions.

Interview checklist:

- Complete your own interview guide.
- Recruit at least five participants.
- Schedule and confirm participants.
- Summarize data and plan next steps.

Customers:

- Your prospective customer has this problem.
- They have searched for a solution.
- This customer can purchase your solution.

Interview tips:

- Ask open-ended questions.
- Prepare to talk broadly about your industry (such as trends, conferences and competitors). Don't sell to the customer.
- Focus on listening and learning about the customer's problems.
- Ask your interviewees for to recommend other participants to you.

Refer to the [Interview Tip Sheet](#) in the resource pack.

2. Once you have completed your validation activities, collect, sort, review, and clarify the meaning of the results. Analyse with the class to draw conclusions. Work together to set goals.

Debrief and Reflection

1. What? What are your findings? Summarize them in a visual way.

2. So what? Is validation important? What did the results tell you about the next steps for your project?

3. Now what? How will you adjust the BMC? Make any adjustments necessary.

Next Steps

Create a brand identity for your project.

3.3 Brand

Branding will touch on the question of identity. How do you want your audience to feel when they interact with your change project? How will your change project express itself? What colours, images, fonts, words best describe your change project? What values do you stand for? The branding section should prompt students to reflect on identity - their personal identity, cultural identity, communal identity, and organizational identities - and what motivates and drives the project on a values level.

Guiding Question

How can you visually represent your project?

Outcomes

Critical Thinking and Inquiry

Citizenship

Communicate the value of a product and service, in unique and effective ways, to an audience

Distinguishes between personal identity, cultural identity, communal identity, and organizational identities

Understands the different elements of a projects brand expression as related to its identity, values and motivations

Create a brand identity

Vocabulary

Brand

Identity

Logo

Agenda

Warm Up exercise - 10 minutes

Develop a Brand - 30 minutes

Debrief - 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
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Experiential Activity: Develop a Brand

Students will develop a brand identity for their community project. First, students will learn how to build a visual identity. This will include learning about brand names, logos, fonts and colours. Examples of local brand identities from the workbook can be explored as a reference.

1. Use the [branding workshop PPT](#) to guide the lesson.
2. Use the [branding workshop worksheet](#) to guide the class group work and discussion. You can split the class into groups of 2-3 to create as many brands as possible.
3. Ask the class to present their brand ideas for the project.
4. Vote. Which brand is most desired? You will use this brand to communicate your project.

Debrief and Reflection

1. **What?** What is a brand?
2. **So what?** What is your brand? What is your identity?
3. **Now what?** Where will you use your brand?

Next Steps

Create a pitch deck using your brand. Your class will use this to look for funds to drive the project implementation.

3.4 Fundraising

Students start planning their entrepreneurial project by filling out a funding application for their projects.

Guiding Question

How can we put together a compelling funding application?

Outcomes

Critical Thinking and Inquiry

Citizenship

Identify and apply for the finances needed to develop a community project

Pitch Deck

Funding application

Vocabulary

Fundraising

Pitch Deck

Application

Agenda

Warm Up exercise - 10 minutes

Activity Title - 40 minutes

Debrief - 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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Experiential Activity: Fundraising

Put together a funding application to request the resources necessary to run the project. You will start by creating a pitch deck, then applying for funding, and lastly fundraising activities.

1. Create a Pitch Deck. Refer to the website from Improve Presentation:

<https://pitchdeck.improvepresentation.com/what-is-a-pitch-deck>.

A pitch SHOULD:

- Contain 12 slides
- Tell a story and engage people emotionally - Everyone loves to hear stories, so tell an exciting story about your start-up.

- Limit each slide to talk about one idea. You want to keep your audience on the same page.
- Prepare a great first impression. First impressions are powerful - the first 2-3 minutes are important.
- Show the people behind your idea. Show their skills and what their will be working on.
- Keep a consistent look in the presentation. Use the same font, size, colour and capitalization format across all slides of your deck.

A pitch deck SHOULD NOT:

- Use too many bullet points.
- Be too long
- Be read word by word form a script for your pitch
- Seem unprepared
- Use small font
- Be a text rick presentation - use more visuals

A [powerpoint](#) template is provided in the resource pack with content ideas on each slide. You can use this to create your pitch deck.

Send your deck to anyone that you think can help your project. As well include this in any funding applications.

2. Fill out the funding applications.

By this point in the course, students should have all of the information they need to complete a funding application, including a pitch deck. This is an important skill for youth to develop, as it will allow them to access funds provided by local programs such as:

- The Qarjuit Local Youth Action Funding
- The Ungaluk Program
- KI Funding

Please find the applications for these programs in the resource pack provided or by following the links below:

- [Qarjuit LYAF Application Documents](#)
- [Ungaluk Program Application](#)
- [Inspire Nunavik 500](#)

3. You can also run a fundraiser to raise money to start your project. There are many fundraising ideas such as bake sales, bingo, raffles. Please refer to the fundraising ideas document in your resource pack.

Debrief and Reflection

1. What? What is the purpose of your fundraising activity? What are you looking for money to do?

2. So what? If you get the money how will you manage it?

3. Now what? What will you be able to do next once you have used up all the funds you are offered? What are your next steps and Action plan?

Next Steps

Start implementing and managing your project. Create an action plan!

3.5 Reflective Assessment

Students will complete a written, oral or visual self assessment of the critical skills that they have developed so far in the course. They should be prompted to think about their personal growth. Thinking about Growth Mindset, what were their major failures or challenges that they learned from. How did they learn from these moments. What will you work toward in the future? (50 minutes)

Please refer to the Critical Skills rubric in the Resource Pack for the descriptions of each.