

Module 04 | Project Implementation

Module Name:	Project Implementation
Age or Grade:	Secondary 2.0 (Mixed age group)
Discipline:	Career & Community Development
Level:	Introductory
Duration:	12 weeks

Dear Teacher,

During this module students explore their personal skills and initiative, build relationships with their class, and community. This is the resource pack for Module 4. 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 4: Project Implementation is for students to effectively plan, implement and run their projects with the community. Students explore concepts related to marketing and develop tools to communicate and build relationships with their target audience while running their projects. This Module will take up the biggest chunk of time. Have fun with it and develop your projects!

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

Competencies, Indicators, Skills, Concepts

Competency

- ❑ Implements a project by utilizing resources
- ❑ Communicates and builds relationships with target audience using marketing and sales tools.

Indicators

- ❑ Students will use project planning resources acquired and/or created to run their project
- ❑ Students will describe customer segmentation, marketing channels and marketing techniques
- ❑ Students will identify the profile of a target market and audience
- ❑ Students will develop a communication strategy

Critical Skills



Concepts

Marketing

Module Overview

In **Module 4: Project Implementation** students will implement and run their community projects by utilizing their resources to achieve their goals. During this process, students will explore business concepts that help them better deliver their projects, build relationships with their audience, and grow the impact of their project.

Having a clear understanding of the project's target audience will be central to the development of an effective implementation strategy. How will we reach our audience? How can we communicate the value of our community-based project to our audience? How can we grow our customer base? How can we use our creativity and skills to reach our audience in unique and effective ways?

By the end of Module 4, students should have applied marketing techniques to effectively implement their community-based projects.

Big Question

How do you deliver your promise?

Inspirational Quote

Post this in your classroom

“We have to stop saying this is how it was in the past, we must start talking about what is happening now and move forward”

-elder from Kangirsuk, Jeeka Kudluk

Background Information

Marketing

Marketing is the process of communicating the value of your product and services and building relationships with your customers. Marketing covers many different activities and is a part of nearly every aspect of operations.

Marketing helps you:

- Know your customers
- Communicate with your customers
- Take your product to market

Marketing is about finding ways to effectively communicate with the people you are trying to reach with your business or your project. Marketing skills are practical communication skills that will teach students how to tailor communication to the person you are trying to reach, by considering their unique attributes, behaviours, and characteristics. The marketing section should also give students with creative communication techniques that will help them reach a larger audience and effectively run their community project.

Knowing Your Customers

Marketing starts with knowing your customers. The first step to knowing your customers is to break them down into groups that represent them. These groups are called **customer segments**. A **customer segment** is a group of people that have a shared set of characteristics and who are marketed to in a similar way. Different customer segments also ‘talk’ to each other. If you succeed with a segment, that group will sell for you! But you must speak the language of that group of people’s needs. Market segmentation helps you to learn what language a segment speaks so you can make your message unique.

Communicate With Your Customer

Students will be introduced to marketing strategies and digital tools to more effectively communicate their message. Every targeted audience that relates to their business should have their own **marketing channel** that most effectively reaches them. For example, teenagers may be best reached through an advertisement on Instagram but older customers may be best reached via the radio or newspaper.

Channels are an important part of marketing. **Marketing channels** refer to the different ways you can put your message out to reach your customers. Whether it's using Facebook, radio, email, or even word-of-mouth, channels are where your customers will see and hear about your business. Visit page 167 of the Student Guide to learn about marketing channels and the various types.

The Marketing Mix

The **Marketing Mix (4 P's of Marketing)** puts your marketing strategy and goals into action. The marketing mix takes into consideration the four essential elements of a marketing strategy:

- Product
- Place
- Price
- Promotion

The marketing mix brings together all elements of your marketing strategy and helps develop a plan of action. Learn more about Marketing Mix in this video. <https://www.youtube.com/watch?v=Mco8vBAwOmA>

To learn more about Marketing, please read the Marketing section of the student guide which is from page 155 to 178.

Creating Logos, Posters and Graphics

There are many free online tools that can assist students in creating compelling, professional logos and marketing material like posters and social media content. We encourage you to explore some of these resources:

Tools for making logos, posters and graphics online:

- Squarespace Logo Maker (logo.squarespace.com)
- Canva (www.canva.com) - Make sure to select the logo function
- Graphic Sprints (<https://www.graphicsprings.com>)
- Hatchful App (<https://hatchful.shopify.com>)
- PicMonkey (<https://www.picmonkey.com>)
- Fotojet (<https://www.fotojet.com>)
- Fotor (<http://www.fotor.com>)
- Gravit (<https://gravit.io>)

Sites to get good-quality, royalty-free stock images:

- www.unsplash.com
- <http://www.istockphoto.com/ca>
- <http://albumarium.com>
- <https://picjumbo.com>
- <http://www.gratisography.com>
- <http://startupstockphotos.com>
- <http://deathtothestockphoto.com>

The Project Management Process

While students are learning about their marketing strategy and implementation plan, it'd be beneficial to go through the project management process.

As students learn how to break apart tasks and chart their progress, they begin to think differently about their work. In the end, it becomes one of those life-long, transferable skills. You need deadlines! Use a wall chart to document their progress and remind them regularly about getting tasks done. Set specific deadlines for the entire class. Over time, students can learn how to manage their projects on their own. But project management is a skill that improves over time.

Project management helps students improve in executive function skills, because of the visualization, anticipation, and task analysis they are practicing. Project management is about more than just setting a schedule. It's the idea of following through on your plans and continuing with tasks even when nobody's looking over your shoulder. This is the part that's often described as a "grind" by entrepreneurs. However, it's also where we get the chance to see our results and meet our goals. It's where the real work is found in creative collaboration.

The Four Components of Project Management

If you do a quick search online, you'll see tons of different project management models, apps, and programs. While the frameworks and programs vary, the important thing is that students are engaged in the project management process. Here are four key components to project management.

1. Set Goals and Chart Progress

Project management begins with a sense of awareness regarding what you are doing, where you are going, and what you plan to do next. Students with this sense of awareness understand not only what they are doing, but why they are doing it. This sense of purpose will drive their goal-setting.

With a strong sense of what they are doing and where they are going, students begin to set goals. These might be learning goals or project goals. Students also need to track how they are doing at accomplishing their goals. As they monitor their progress, they are able to determine what to do next in order to improve. So, this first component occurs at the beginning of a project implementation, it continues throughout the entire months to come.

2. Break Down Tasks and Set Deadlines

Project management involves taking a larger task and break it down into sub-tasks and eventually deadlines. Students can think realistically about what is needed in terms of time, resources, and concrete actions. This is a critical piece of project management. It requires students to see the big picture, the details, and the complex relationship between the two. Often, teachers will set up external deadlines for various phases in a project. But this can actually shortcut the vital skill of project management. When students are able to break tasks down and set realistic deadlines, they are able to turn a project from an idea into a reality.

3. Choose and Implement Strategies

Project management also involves choosing the specific strategies that connect to the tasks. Self-directed groups are able to determine what strategies they will use in order to complete their tasks. They can select the resources and materials while also deciding on the processes that will work best for them. So, when doing research, they might use notecards or a spreadsheet. When managing their project, they might keep

their tasks on a shared document or on a shared calendar. But in these moments, they move from using strategies because the teacher told them to do it and toward choosing strategies because it helps them accomplish their goals.

4. Monitor, Adjust, and Problem-Solve

While tasks and deadlines are vital to project management, things will not always work according to plan. Students can have the best-developed plans in the world, but ultimately life will happen. But then the internet goes down for a day. A group member gets sick for two days. You have a fire drill and then an unplanned assembly. A few students hit a creative block and suddenly feel stuck. In these moments, students will need to solve problems and deal with issues as they arise. Things will break. Plans will change. This is the frustrating side of student-centered learning. It's messier than a tidy worksheet. And yet, when students are able to tackle these challenges, they grow into problem-solvers and critical thinkers. They are able to monitor their progress and adjust their approach as they go.

To learn more about project management and implementation, please read the Operations section of the student guide which is from page 192 to 206.

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 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 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 4 Deliverables

Project Plan
Social Media Channels
Self Reflection

Tools for Giving Feedback and Gathering Evidence of Success

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

Suggested Resources

Workshops and Lessons

4.1 Project Management

What is our action plan?
Action Plan and Goal Setting
60 minutes

4.2 Marketing

How do we engage more people with our project?
Developing a Marketing Strategy
70 minutes

4.3 Social Media

How do we use social media to market the community project?
Developing a Social Media Strategy
70 minutes

4.4 Reflective Assessment

Did your project have an impact on the community?
Critical Skills Reflection
50 minutes

4.1 Project Management

Students put together a detailed plan of action that includes key tasks and timelines for the implementation of their entrepreneurial project.

Guiding Question

What is our action plan?

Outcomes

Innovative, entrepreneurial and creative thinking
Self Agency
Collaboration
Giant timeline and action plan

Vocabulary

Goals
Tasks
Responsibility
Timeline
Resources

Agenda

Warm Up - 10 minutes
Action Plan and Goal Setting - 40 minutes to start and ongoing
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: Action Plan and Goal Setting

Students will develop an action plan to guide the implementation of their community project. Students will practice their collaboration and self agency skills in this lesson.

Students should first identify project goals/outcomes. They can then break these down into actionable tasks. Students should then delegate tasks amongst themselves and set deadlines. Below is a sample template:

Goal / Outcome	Actions Required	Date	Responsibility	Resource requirement
<i>Book Community Hall</i>	<i>Call Hamlet</i>	<i>03/05</i>	<i>Stephen</i>	<i>Phone</i>

Some important tasks to include are:

1. Finding resources

2. Collecting media and footage of the project in action
3. Interviewing people and collecting reviews

Teachers should devise a planning framework that fits the needs of the community project for students to fill out. The action plan can be laid out and visualized in large format on one of the classroom walls as a timeline! Include the Show What You know Module at the end of the course.

Debrief and Reflection

- 1. What?** What is your plan? Review it and everyone's individual and group responsibility.
- 2. So what?** Why is planning important to making your project work? What are some of the considerations and limitations in planning? What can make the plan fail or succeed? How do individuals need to adjust their styles to collaborate and execute the plan?
- 3. Now what?** How will your plan be modified and adjusted to the project needs?

Next Steps

From here students will continue to revisit the plan and do their community project over the next few months. They will refine the outcome and make adjustments as the community engages with the project.

4.2 Marketing

Guiding Question

How do we engage more people with our project?

Outcomes

Innovative, entrepreneurial and creative thinking
Self Agency
Collaboration
Marketing plan

Vocabulary

Marketing

Agenda

Warm Up - 10 minutes

Develop a Marketing Strategy - 50 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: Develop a Marketing Strategy

Students will understand and develop a marketing strategy for their entrepreneurial project. First, students will learn how to build the four Ps of the marketing mix. This will include learning about how to promote what your project offers, discovering your audience, finding a common cause, being an expert on your topic, and developing tools to promote your project. Use your guide book for reference.

1. Use the [Marketing Workshop](#) to guide the lesson.
2. Split the class into groups of 2-3 to create and add to the plan for different aspects of marketing.
3. Ask the class to present their marketing ideas for the project.
4. Further develop and execute your plan.

Debrief and Reflection

1. **What?** What is marketing?
2. **So what?** How will you market your community project?
3. **Now what?** What would you do again? What would you change?

Next Steps

Develop a Social Media Strategy.

4.3 Develop a Social Media Strategy

Guiding Question

How do we use social media to promote and educate an audience about a community project?

Outcomes

Innovative, entrepreneurial and creative thinking

Self Agency

Collaboration

Social Media Channels

Vocabulary

Social Media

Reach

Twitter

Facebook

Snapchat

Instagram

Agenda

Warm Up exercise - 10 minutes

Activity Title - 50 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: Develop a Social Media Presence

Students will understand and develop a social media strategy for their community project. First, students will learn about trends, platforms, building a following, best practices and creating a strategy.

1. Use the [Social Media Workshop PPT](#) to guide the lesson.
2. Split the class into groups of 2-3 to think about and discuss a different type of social media.
3. Ask the class to present their social media platform to the class. They will talk about the pros and cons and whether it is appropriate for marketing the project.
4. As a class vote on one Social Media Platform to engage with. Make a plan and develop a strategy to use this platform to reach more people about your project activities and successes - brand awareness. Add one more platform in the coming weeks.

Debrief and Reflection

1. **What?** What is social media?
2. **So what?** How can social media help a community project? What ethical considerations are there to using this platform to spread a message?
3. **Now what?** How will you run your social media campaign? What would you do?

Next Steps

Gather media, video and stories to prepare for your final showcase.

4.4 Reflective Assessment

Students will create a multimedia about the Module 4 experience, using all of the footage and notes that they have collected in the previous weeks activities. This is an ongoing project - within the project - with teams delegated for each media outcome.

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

- 5-minute film
- Blog with 5 reflective posts
- Community information event

Develop the **specific criteria for success** for your students in these areas:

- Film Criteria
- Writing criteria
- Community event criteria
- Critical Skills