Module 5 | Show What You Know

Module Name:	Show What You Know
Age or Grade:	Secondary 2.0 (Mixed age group)
Discipline:	Career & Community Development Course
Level:	Introductory
Duration:	4-6 weeks

Dear Teacher,

During this module students explore their personal skills, build relationships with their class, and community. This is the resource pack for Module 1. 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 5: Show What You Know!** Is for students to showcase their community projects and capture the impact they achieved.

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

❏ Contribute to community in a meaningful way through sharing of a community project

Indicators

❏ Engages a community and school board-wide event as a part of a team
❏ Communicates and reflects upon personal growth
❏ Evaluates impact of their project
❏ Reflects on the value and meaning of Inuit Qaujimajatuqangit (IQ) as it relates to Inuit entrepreneurship and career and community development
❏ Understands the importance of entrepreneurship in developing community and exploring career options
❏ Identifies next steps toward project development and long-term vision

Critical Skills

Citizenship

Communication
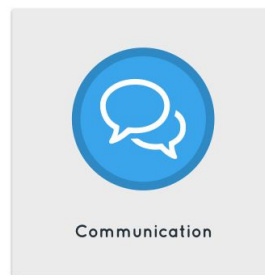
Concepts

Event Planning and Community

Module Overview

The final module, **Module 6: Show What You Know** is experiential, inviting students to launch and execute their community project. Show What You Know is an opportunity for students to share it, measure its effects, and participate in a school board-wide and community-focussed Capstone Event. Each class will showcase their projects and achievements.

The goal is for every student to participate in the execution of the project, the results of the project are measured for students to reflect on their journey and identify how they have developed as individuals and community members since the beginning of the course.

Big Questions

❏ How did we make an impact in our community?

Workshops and Lessons

5.1 Event Planning

Event Planning
100 minutes

5.2 Reflective Assessment

Measuring success
100 minutes

Background Information

How to Capture Success: Metrics of Success

An important part of this final module will be for students to capture the impact and outcomes of their project, communicated through quantitative and qualitative data. Metrics of success will vary from project to project. For more information and to develop your process, consult Enactus Canada's guide on evaluating impact and outcomes which is summarized below and found in your resource pack. Proper project evaluation and reflection is one of the most significant aspects of delivering and refining a quality program. The use of the right measurement tools, and assessing outcomes, will prove to be an integral part of your team's success.

Focus on Outcomes

Inputs - Outputs - Outcomes

Sometimes, teams present only inputs and outputs as the basis for a successful project. While this type of information is helpful and noteworthy, you should focus on the high-quality and meaningful outcomes of your projects. You will find here definitions of these three terms:

• **Inputs** include resources dedicated to or consumed by the program. Examples include: money, students, time, volunteers, facilities, equipment and supplies.

• **Outputs** are the direct product of program activities and are usually measured in terms of volume or work accomplished – for example, the number of classes taught, sessions delivered, materials distributed, and participants served.

• **Outcomes** are benefits or changes for people during or after participating in project activities. They are influenced by a project's outputs. Outcomes may relate to behavior, skills, knowledge, attitudes, values, condition, status, or other attributes. They are what participants know, think or can do; or how they behave; or what their condition is, that is different following the program.

There are three levels of outcomes: initial, intermediate and long- term. Initial outcomes are the first benefits or changes participants experience; often these are related to changes in participants' knowledge, attitudes or skills. Intermediate outcomes are often changes in behavior that result from the participants' new knowledge, attitudes or skills. Long-term outcomes are the meaningful changes for participants, often in their condition or status.

Rationales/Needs:
Why will project activities produce results?

Assumptions: What factors are necessary for project success?
Remember to consider the relevant economic, social,
and environmental factors!

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Inputs:
People, time, materials, funds dedicated to or
consumed by the project

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▼

Activities:
The actions the project takes to achieve desired results

⋮
▼

Outputs:
The tangible direct products of project activities

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▼

Outcomes:
The changes expected to result from the project

Initial Outcomes – Intermediate Outcomes – Long-term Outcomes

Understanding Livelihoods
A livelihood is the means and activities involved in sustaining an individual's life. Livelihoods are fueled by what are known as livelihood assets. These assets represent the wide variety of capital used in obtaining desired outcomes.

Different kinds of Livelihood Assets

Financial Assets - the financial resources available to an individual. Financial assets can be built through access to jobs or creation of income generating activities, but also through individuals gaining access to financial services such as banks or micro-lending. They include (but are not limited to):
• Cash, savings or liquid assets
• Stocks and other financial accounts
• Earned income
• Job creation
• Micro-lending
• Business creation

Social Assets - the networks, groups and relationships people develop. By developing social assets trust and respect make working together easier. Social networks facilitate innovation, improved management of public goods and economic relations. Examples include:
• Community building
• Networking
• Relationships

Natural Assets - the natural resources used and consumed in creating livelihood. Projects supporting natural asset development focus not only on building up natural resources, but taking a broader view of how those resources are used, and the transforming structures in place.
• Natural resources (land, air, water, etc.)
• Waste management
• Biodiversity

Physical Assets - the basic infrastructure and goods necessary to support a livelihood. Not having access to physical assets often affects other areas of livelihood assets such as education and finances.
• Shelter
• Transportation
• Water supply and sanitation
• Clean energy
• Access to consumer needs

Human Assets - the skills, knowledge and ability to work and pursue different livelihood strategies. This asset is required for the individual to make use of any of the other assets. Supporting the development of human assets will only work with buy-in from the people affected – if people are willing to invest in themselves through training sessions, schooling, and professional/personal development.
• Job skills
• Education
• Leadership development

Measurement Tools
When actually measuring project impact, you can choose methods that provide a qualitative or a quantitative evaluation. The evaluation methods you use for each project have already been used during the planning process and project implementation. For example - interviews, attendance, testimonials, and observations. In this case you can use the information you have gathered along the way or gather more information in these weeks.

Qualitative measurements are the direct contact with individuals involved in the program. They might include items such as interviews or testimonials from project participants, school officials, community members or other community partners involved.

Quantitative measurements are units that can be counted, compared, measured and expressed statistically. They might include items such as ratings, numbers of participants, goals achieved, surveys or other countable observation.

Using a mix of qualitative and quantitative measurements, each team should be able to answer the question, "Was this project successful?" and prove it. It is critical that you prove how you have empowered people in need to improve their livelihoods. If for example, the results of a survey prove positive change in the target audience's knowledge or skill set, then the question you should ask is… what then? How did these people apply that knowledge to improve their own lives, and how can it be measured effectively? Keep in mind that long-term outcomes are the more meaningful changes for participants. Therefore, it is important for teams to continue to measure the impact of a project even after it is completed.

-   Enactus Team Handbook • Academic Year Ending 2015 pp.31-32
https://www.enactusunitedstates.org/app/webroot/files/2015-16%20Enactus%20Team%20Handbook%20-%20final.pdf

Final Assessment

Overall Strategy

Students will be able to
- Explain the outcomes and learnings of the CCD Modules
- Use various online and digital platforms to communicate the project success and learning
- Reflect on Critical Skill achievement

Process
Although students will drive the direction of the project, it is the teacher's role to manage the process and frame expectations for communication and assessment. Prior to Show What You Know, students must understand what is expected of them in terms of roles and responsibilities and deliverables, and through what medium they will communicate to demonstrate, reflect upon and share the group learnings.

Communication
Students will choose how they would like to measure the impact and showcase their community project. This will involve hosting an event and sharing their learning.

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.

At the end of the course 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.

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 5 Deliverables

Proposal for Event
Measurement of impact
Presentation for Showcase
Final Reflection
Showcase event for CCD

Tools for Giving Feedback and Gathering Evidence of Success

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

Suggested Resources

Photography and video equipment to document project progress
Resources needed for final presentations
Evaluating Project Impact and Outcomes
Guide to Social Entrepreneurship

5.1 Event Planning

Guiding Question

How can we share our project with the community?

Outcomes

Citizenship
Communication
Event plan

Vocabulary

Showcase
Proposal
Event planning

Agenda

Event Planning - 80 minutes
Debrief - 10 minutes
Next Steps - 10 minutes

Activity: Event Planning

You will choose an event you would like to plan for your school and community to showcase the community project. For example, you could plan a dinner for volunteers, a year end celebration, or an evening open house for your community. Once you choose an event, you will write a proposal that describes the planning needed to make it happen!

1. Have a class discussion about an event they attended that was fun and exciting. What was the theme? Was there music, good food, friends, new people, and/or colorful decorations? Ask them how the items they listed are appropriate for different kinds of events, like an awards ceremony or cultural celebration.

Guide them to the idea that an event has a goal and that skilled planning minds the budget while paying attention to the needs and desires of the audience.

Let students know they will be planning an event to be held in their school or community.

2. Divide students into teams of 3-5. Have them brainstorm a showcase event for their community project. After 10 minutes, have each group present their ideas to the class. Examples of themes may be - movie and info night, a fundraiser, a meal or feast, or a cultural event.

3. As a class choose the best ideas from each group and put together an outline for the event. Develop a proposal that explains the goal of the event and describes what will happen. Proposals should include specific information about:

- Purpose
- Location(s) and layout(s)
- Date and Time of event
- Menu, including drinks and paper products
- Decorations
- Entertainment
- Communication - Invitations and/or advertising
- Cost scenarios assuming 25 - 100 people attend

If they plan a fundraiser, remind students that a larger group increases the cost, but also increases the potential for revenue. When considering food options, students should create and show a ratio of selected menu items to the people attending to help make sure there is enough food.

4. Students will prepare a proposal for the CCD teacher and/or principal. They should include multiple forms of media, including text, voice narration, and images. The presentation is a perfect opportunity to utilize multimedia tools. As students learn to make effective proposals and persuasive pitches, encourage them to include pages or slides about:

- Event title and goal
- Theme and how it addresses the goal
- Entertainment
- Food
- Diagrams of layout/room arrangements
- Invitations and advertising
- Total cost
- Cost and budget breakdowns for different numbers of people

Some guidelines could be as follows:

- Text and images should be both informative and persuasive.
- Images, colors, and background music are great ways to set tone and mood.
- Write out a sample script to support their oral explanations and arguments.
- Practice the presentation before giving it. This way they can identify missing information, encourage editing, and make adjustments essential to the design and planning process.

5. Teams should present their proposals supported by media. Have students present their proposals to your school's principal, or school board. Ask these stakeholders to help you evaluate the effectiveness of the idea, presentation, and proposal and share their feelings about the level at which they would fund the event. You may want to speak with your principal to see if they would be willing to designate a certain

amount of money to fund an event before you begin the project. You can use this as a way to establish a budget.

Debrief and Reflection

1. What? What will you do to showcase the project?

2. So what? What do you need to plan and do to make the event a success?

3. Now what? Who will do what? What is your timeline? Who is managing the event details and making sure everyone is on track?

Next Steps

Follow through with the event planning and create a presentation informed by Measuring Impact.

5.2 Measuring Impact

Students will create a group and individual final story about the entire project experience, using data to measure impact, footage and notes that they have collected in previous activities, and their personal achievements. Students can decide how they want to present this based on an individual basis oas a group for the final event showcase.

Guiding Question

What did we learn during our journey?
How did we succeed?
What challenges did we encounter?

Outcomes

Communicates and reflects upon personal growth and ability to have an impact on their community
Evaluates impact of their project
Reflects on the value and meaning of IQ as it relates to themselves, Inuit entrepreneurship and career and community development

Vocabulary

Measurement
Impact
Qualitative
Quantitative

Personal Achievement
Success
Challenges
IQ
Reflection

Agenda

Measuring Impact - 100 minutes

Experiential Activity: Title

1. Create groups to collect the data and analyze the impact of the project. Refer to the Enactus outline in the background information section to gather information about the various Assets. Based on the results, students will create a media presentation for the Showcase Event. Presentations should communicate personal growth, evaluate the impact of the project and reflect on the value and meaning of IQ as it relates to Inuit entrepreneurship and career and community development.

2. Students complete a personal reflection about their personal work and achievements in CCD. Guidelines will be set by the teacher based on the unique needs of individuals and the group. There is a three step reflective framework guideline in the resource pack.

Debrief and Reflection

1. What? Describe the project and its goals.

2. So what? Describe one personal critical skill and how it was achieved, the impact of the project on the community, your personal contribution and participation, details about the group community that made the project successful?

3. Now what? What will happen to the project after the school year is over?

Next Steps

Show time! Students will focus toward the year end Showcase.