Module 01 | Vibrant Communities

Module Name:	Vibrant Communities
Age or Grade:	Secondary 2.0 (Mixed age group)
Discipline:	Career & Community Development
Level:	Intermediate
Duration:	4 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 1: Inspired Communities** is for students to develop belonging in the community, connect with Inuit ingenuity, be familiar with digital tools, and to start adopting a growth mindset. Students should be able to identify how Inuit Qaujimajatuqangit (IQ) principles drive communities, Inuit entrepreneurship and to share this understanding with the community. All of this should be related to solutions driven by the market economy. Students will learn how to use principles of entrepreneurship and business development to solve social and environmental problems.

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

- ❏ Students can create and exchange goods and services in the community
- ❏ Students understand social enterprise background and basic concepts
- ❏ Students understand the basics of market economy, with related social impact

Indicators

- ❏ Students relate subsistence living to IQ
- ❏ Students understand the history of exchanging goods through trade for community benefit
- ❏ Students understand how to barter
- ❏ Students identify how markets affect their community
- ❏ Students recognize that business can be used as a force for good

Critical Skills

Self-Agency

Collaborative Learning
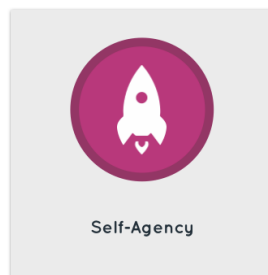
Concepts

Social Enterprise   **Money & Trade**   **Community**

Module Overview

In **Module 1: Vibrant Communities**, students are re-introduced to the concept of social enterprise from Year 1 and the idea that business can be used as a solution to community gaps, opportunities and issues. Students will explore their community from a market perspective, discovering how goods and services have been created and exchanged in the past, and how they continue to do so at the community level today.

Students first explore the history of trade starting with the subsistence way of living and relate it to IQ principles. Students then explore early trading in the form of bartering all the way up to our current way of trading through our market economy. Lastly, students explore the role that money/currency has as a means of exchanging goods and services. In this section, students explore what it really means to spend money. A dollar is like a vote - where does it go? What does it give power to?

Students will be introduced to the concept of social enterprise, which is a form of enterprise that looks to create social and environmental impacts, in addition to its economic impacts. Social enterprise focuses beyond simply generating a profit, and measures its performance through human and environmental benefits it enables. It goes beyond the conventional "corporate social responsibility" that some companies engage in, to integrate social and environmental impact within the business model and day to day operations of the enterprise. Many Inuit have stated this form of enterprise is more in alignment with their culture and values.

The goal is for students to understand the concept of trade, why we do it, and the role money has. After Module 1, students will have a solid understanding of social enterprise - *how the power of markets and business can be used to do good.*

Big Questions

- What is social enterprise?
- Why, how and what do we trade?
- Why did we trade in the past? How did we trade in the past? What did we gain (or lose) from trade? How is value exchanged in our communities today? What do we gain (or lose) from trade today?

Inspirational Quote

Post this in your classroom

"I hope someone can tell our youth that they are powerful – that they can even go to the moon."

- Tivi Iyaituk, Ivujivik Mayor

Background Information

Principles of Money

Money is what you make it. Money itself isn't good or bad. It is neutral. It is the way people use their money that determines whether it is used in a good or harmful way.

Money is a powerful tool. When a business or individual has a lot of money, they also have a lot of power.

Who you give your money to matters. Money is like a voting ballot. Are they using this power to do good or are they having a harmful impact on society?

Money can change the world if it is used for good. Money has the potential to do a lot of good for a lot of people.

Social Enterprise

A social enterprise is a profit generating business that aims to achieve social, cultural, community and/or environmental outcomes. Social enterprises have a social, cultural, or environmental mission embedded in their business model. The more money the business generates, the more they increase their impact in these areas.

Example: SmartICE

SmartICE is a non-profit climate change adaptation tool that integrates traditional Inuit knowledge of sea ice with technology to provide real-time information about sea-ice thickness and conditions. SmartICE focuses on building partnerships to train and employ local youth as producers, operators, and technicians. The data collected is used to inform on-ice travel to keep people safe. The data collected from SmartICE is also commercialized for mining, shipping, and fisheries, as well as emergency response and national defense. This is how SmartICE generates its revenue.

SmartICE has a social, cultural, and environmental purpose embedded in their business model. The social aspect is to keep people safe on the ice and to provide employment and economic opportunities for northern communities. The cultural purpose is to augment Inuit Knowledge of sea-ice conditions so northern communities can better maintain traditional livelihoods and cultural practices. The environmental purpose is to collect data to better record the effects of climate change in the North9.

The more data SmartICE collects, the more places they expand to, the greater their social, cultural, and environmental impact will be.

Video

Community & Inuit Qaujimajatuqangit Principles

Community development is about working together for the benefit of the collective good. The goal of the course is for students to experience contributing to the community in a meaningful way, through enterprise, and that it doesn't matter how old or young you are, nor how knowledgeable or skilled, but that if you have the right mindset (the right attitude and the ambition) you can make a difference in your community. The experience should be practical and meaningful for students and community members alike. Students should see that their professional career path can be a traditional job that has an economic impact, but also include a social or environmental impact.

In order to design a community based project, students must first reach an understanding of what their classroom community is, and have the ability to ground it in their cultural values. Inuit Maligait and IQ principles are what drives community development in this course. To familiarize yourself with Inuit Maligait and IQ principles, please consult Section 1 of the Government of Nunavut's Inuit Qaujimajatuqangit Education Framework:
https://www.gov.nu.ca/sites/default/files/files/Inuit%20Qaujimajatuqangit%20ENG.pdf

IQ Principles and Critical Skills

Skills are defined behaviours that provide a focus and structure for individual development through competencies. There are two components to this - what students can do, and how students behave. Critical Skills are the behavioural component that can be related to the "competencies" which are used as the backbone for each module - these are interdisciplinary, transferable and timeless. Critical Skills are defined behaviours that vary from person to person or place to place, but aim to develop qualities that can be transferred to any more tangible concepts through which a student is required to "do something".

Each course or lesson is planned based around a common Critical Skill and related competency to develop. You will highlight the skills that describe the specific competencies and tasks that you would like a student to be able to perform **by the end of each Module**. The following are a set of six Critical Skills which are described across CCD.

- ❏ **Communication**
- ❏ **Collaboration**
- ❏ **Self Agency**
- ❏ **Critical Thinking and Inquiry**
- ❏ **Innovation, Entrepreneurship and Creative Thinking**
- ❏ **Citizenship**

Cultivating an Entrepreneurial (Growth) Mindset

This course aims to cultivate an entrepreneurial mindset in students. Carol Dweck's *growth mindset* theory is a great resource to explain what an entrepreneurial mindset looks like. A growth mindset is one where

everyday challenges are seen as learning moments, failures are seen as opportunities, risks are taken and tasks are perceived as reachable. An individual with a growth mindset understands their brain is malleable, like a muscle, and can be developed and grown over time. Conversely, an individual with a fixed mindset sees limitations to their intelligence and their abilities. The person processes failure as an "I can't" instead of an "not yet." Individuals with fixed mindsets are prone to being discouraged by failure, aren't comfortable taking risks and are reluctant to try new things. This mindset inhibits entrepreneurial development and confidence building.

Your goal as a teacher is to cultivate in your students a growth mindset. Students should feel motivated to try new things and learn from their mistakes. A growth mindset is what will allow your students to challenge themselves, get creative, take risks, and grow in the process. They should be given regular and ongoing feedback about how they are achieving their goals.

IQ Principles related to growth mindsets

> ➔ *Qanuqtuurniq – being innovative and resourceful.*
> ➔ *Pilimmaksarniq / Pijariuqsarniq – development of skills through observation, mentoring, practice, and effort.*

Entrepreneurial Mindset
Having an entrepreneurial mindset is synonymous with having a growth mindset. Thinking like an entrepreneur means being innovative, curious, creative, resourceful, empathetic, self-regulated and willing to take risks. A list of entrepreneurial characteristics can be found in Chapter 2. Introduction to Entrepreneurship.

Learn more about growth mindsets:
- https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve
- https://www.youtube.com/watch?v=M1CHPnZfFmU
- https://www.youtube.com/watch?v=V7XjFTrPl6o

Systems Thinking

The challenges we face in our communities can easily be perceived as being independent occurrences. In reality, these challenges are complex, and are often interconnected with other challenges. Lacking an understanding of the bigger picture can lead to solutions that focus solely on symptoms, which in the long term, does not effect lasting change.

The application of systems thinking in this module should allow students to map and understand the system that enables their community challenge. The intention is for students to use this knowledge to design impactful solutions. Let's take the example of the suicide crisis as a challenge. Without practicing systems thinking, one might be tempted to simply create solutions that address the challenge at its surface level, such as creating a helpline available to those who are contemplating suicide or create a campaign to raise awareness. These may be vital components but understanding the system of challenges, enables more comprehensive and holistic solutions.

For example, if one applies systems thinking to better understand the suicide crisis, they will uncover the enabling factors, root causes, behind the challenge (for example: overcrowded housing, intergenerational trauma, and socio-economic inequality have all been listed as enabling factors of the suicide crisis). Uncovering these root causes can lead to crafting preventative solutions that tackle the suicide crisis at its root cause, such as focussing on affordable housing.

The ITK National Inuit Suicide Strategy is a great example of a solution that takes systems into consideration, with a solution that takes a systems approach. See here: https://www.itk.ca/wp-content/uploads/2016/07/ITK-National-Inuit-Suicide-Prevention-Strategy-2016.pdf

Resources for Systems Thinking

You can use many tools to help develop a systems thinking approach. For example, the sustainability compass is used to consider nature, economy, society and wellbeing when diving into any topic or issue. Compass Education helps build educators' capacity to integrate sustainability education in all facets of the curriculum. Systems thinking is the core skill necessary for students to successfully function within our increasingly complex world, and systems thinking is at the core of Compass Education's tools.
http://www.compasseducation.org/compass-educators/

The Sustainability Compass

- **N = Nature**
  Environment, resources, ecosystems, climate

- **E = Economy**
  Production, consumption, jobs, investment, money

- **S = Society**
  Government, culture, institutions social concerns

- **W = Wellbeing**
  Individual health, families, self-development, quality of life

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The Sustainability Compass. Reprinted from About the Sustainability Compass, in Compass Education, AtKisson Group. Retrieved March 2018, from http://www.compasseducation.org/about/.

For activities on systems thinking, consult the Systems Thinking Playbook. https://thesystemsthinker.com/

Digital Storytelling

"Digital storytelling" is a simple, creative process through which people with little or no experience of computers gain skills needed to tell a personal story as a two-minute film using predominantly still images. These films can then be streamed on the web or broadcast on television. (Silver Stories,

This is a method that you will use in your class to allow students creative freedom to express their learning in a different way, and develop the digital skills they require for the 21st century. There are many ways that you can approach digital stories but the outcome for this class will be 2-minute film's of spoken word, songs, drama, or documentary. Students may also create blogs, or posts for Workplace to share these stories.

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.

Explore examples of digital stories at Story Centre. https://www.storycenter.org/stories

As students practice and learn this skill, this will be an essential way to share about your project!

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
In Module 1, 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 1 Deliverables

Full Value Contract
Critical Skills Self Assessment
Digital Teams
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

Marshmallows
Wooden skewers or toothpicks
Large paper, post-its, sharpies
Materials for presentation (e.g. resources for poster making)
Reflective Practice Guideline
Student Journals
Critical Skills Rubrics

Workshops and Lessons

1.1 Classroom Community - Working with Myself and Others

How do we collaborate? What is assessment?
Full Value Contract
60 minutes

1.2 Money and Trade

How was trading done in the past and how does that translate to current day?
Conversation on Trade
60 minutes

1.3 Growth Mindset

What is my personal identity and skillset?
Critical Skills self assessment
50 minutes

1.4 Social Enterprise

What is a social enterprise?
How can we use business to solve social, environmental, or cultural issues?
Develop a Social Enterprise
1.5 hours

1.5 Digital Tools for Success and Assessment

How can we communicate using digital tools?
Digital teams
50 minutes

1.6 Systems Thinking

What is the root cause of an issue?
Quarjuit Youth Council Case Study
1.5 hours

1.7 Group Retreat

How can we create stronger, healthier communities?
Journal, photos and video collection
3 hours

1.5 Reflective Assessment

What is the culture of our community?
Digital story
50 minutes

1.1 Classroom Community - Working with Myself and Others

"A purposefully structured and actively maintained classroom culture within which teachers and students take on full membership in support of the contributions of each individual member."

Guiding Question

How do we collaborate?

Outcome

Critical Skills: Self Agency and Collaboration
Experience with digital tools
Build a collaborative learning community
Be familiar with the purpose of CCD
Full Value Contract

Vocabulary

Communication
Conversation
Audience

Collaboration
Digital
Growth Mindset
Skills
IQ Principles

Agenda

Warm Up exercise - 10 minutes
Full Value Contract - 30 minutes
Debrief - 10 minutes
Next Steps - 10 minutes

Warm Up

Customize a community building warm up activity for your group. The following are useful resources.
- 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
  see appendix / resource folder
- Inuit Games - Choose any
  http://www.athropolis.com/news-upload/11-data/index.htm
- Mindfulness
  https://www.mindfulschools.org/resources/explore-mindful-resources/

Experiential Activity: Full Value Contract

A Full Value Contract is a starting point for any group. It provides the ground rules for behavior for the life of the group. Depending on time constraints a Full Value Contract can be provided by the facilitator or it may be developed by the group. If time allows the development of a Full Value Contract by the group is preferred. There is more buy-in and greater chance that the group will hold each other accountable for behavior.

The following commitments are the foundation for the full value contract:
- Agreement to work together as a group, to work toward individual and group goals,
- Agreement to give and receive feedback, both positive and negative, about behavior and achievements
- Agreement that everyone will keep the members of the group physically and emotionally safe.
- includes the concept of "Challenge by Choice."

The contract can be oral or written, and should give guidelines for what it means for a group to:
- play hard—provide a challenge
- play safe—build trust
- play fair—avoid physical or emotional pain

The full value contract is most effectively established after a group has had some initial experience together. Group experiences create a context or a need for such a contract. Asking members of any group to agree to laws to guide their behavior before they know anything about one another or the task at hand (before the existence of trust) can decrease the authenticity and usefulness of the contract.

Part 1. Quality Conversations

1. Put this quote on the board:
"Conversation, more than any other form of human interaction, is the place where we learn, exchange ideas, offer resources and create innovation"

2. Ask the class: What does a quality conversation look like?

Part 2. World Cafe

The **World Cafe** exercise is a dynamic way to get kids moving and participating in conversations together - and to get input from the entire group. This activity creates a context with low level risk to increase engagement.

1. On a piece of paper have the following questions ready at the table "Is this food good? Why or why not?".

2. Put a different **foods** at each table (for example: a sweet, country food, a fruit, a vegetable...).

3. Have groups of 4 at each table.

4. Ask the students to discuss the answer to the question "Is this food good? Why or why not?" in pairs at the table for 2 minutes.

5. Have one student remain at the table and have the other three move to the next table. Repeat for two minutes with the new food they see.

6. For the next round, have a different student remain at the table and have the other three move to the next table. Repeat for two minutes.

7. Repeat as many times as you like until they have been at every table.

8. Ask the group to **sketch/act/journal and share** what a good "*Quality" Conversation* might look like or sound like. Document the ideas on chart paper or a whiteboard.

Part 3. Quality Audience

1. Ask what a *Quality Audience* might look like/sound like. Document the ideas.

2. Ask for a volunteer to share in front of the class. This is a higher risk activity. Choose someone who feels comfortable speaking in front of groups.

3. Ask the group to listen.

4. Ask the volunteer to share with the group what opinions they learned about for the food they saw at each table.

5. Repeat with another student.

6. Ask the group to **sketch/act/journal and share** what a good "*Quality" Audience* might look like or sound like. Document the ideas on chart paper or a whiteboard.

Debrief and Reflection

1. **What** Ask the group "What kinds of challenges do we face in cooperative/collaborative problem solving settings in which our personal interactions are faster and less formal?" This discussion usually leads to a recognition of the different ways people approach a problem and an admission that it can be frustrating to try to make sense of the widely different perspectives that individuals bring to a group. Likely it will also stimulate the students to create guidelines for reducing the "*pain of collaboration".*

2. **So What?** Raise the subject of behavior in groups "How does setting group norms/behavioral expectations affect the willingness or ability of people to work productively with others?" This highlights structures/guidelines/ rules to help the group to work and play together safely and productively.

3. **Now what?** Invite the students to look at the informal personal and group agreements they have made with one another as they worked together. Ask them to identify the results of these agreements (sample answers: feeling safe, getting something done, knowing what to expect, feeling like we are making progress, feeling like a team, etc.).

4. Gather the results for students by referring to them as the foundation of a Full Value Contract.

5. Create a more formal version of the contract with students. "What does it mean to play safe, hard, and fair in this community?" Document the results.

Scripts for the Teacher

"We are going to ask everyone here to enter into a contract to listen to the safety rules, to follow certain group behavior guidelines, and to help enforce them. Everyone needs to agree that if any of the rules are violated, s/he will speak up. Everyone needs to agree that if he is forgetting a rule, s/he will allow himself to be reminded by other members of the group. To the extent that we follow this, we will be able to carry the experience to a safe and satisfying conclusion. Does everyone agree?"

"We need to act like an ideal family. We're doing these activities together. We need to be able to relate to each other positively, supporting each other, and allowing ourselves to trust each other. It's in your self

interest! If you are doing something that has a high degree of difficulty, you want to be able to trust the person next to you. The ideal family provides that. I'm not talking about a family that's always ripping each other apart. I'm talking about a positive family. You can't tell me that a supportive family is not a good thing! We all want that!"

"That's why we need to make a contract with each other. Without the contract, we won't get anything done. Or what we get done will happen only by chance. We need to have some rules to live by. We need to have ways to encourage each other, and bring out the best in one another."

"How does setting group norms/behavioral expectations affect the willingness/ capacity of folks to work with others productively?"

"What kinds of challenges do we face in cooperative/collaborative problem solving settings in which our personal interactions are faster and less formal than in conversation or audience set up?"

"What does it mean to play safe, hard, and fair in this community?"

- Adapted from the Critical Skills Classroom, Antioch University

Next Steps

Discussion

1. What is the purpose and goal of CCD?

2. What is involved in CCD group projects?
- Developing Critical Skills hand out criteria for 6 Skills
- Entrepreneurial skills
- Community and youth engagement in a meaningful and fun way - developing real and authentic ability to create and do a project that has an impact on your community
- Review your expectations and how students will succeed?

1.2 Money and Trade

Guiding Question

How was trading done in the past and how does that translate to current day?

Outcome

Understand trade and the value of money

Vocabulary

Money
Trade

Agenda

Warm Up exercise - 10 minutes
Conversation on Trade - 30 minutes
Debrief and Reflection - 10 Minutes

Warm Up

Does Money Matter?

1. Explain to students that whether you are a non-profit organization, a small local business, a cooperative, or running a multi-million dollar enterprise, money matters. Money is the fuel that keeps the business engine running. Whether you get money from sales, donations, or government grants, you need money to operate your business. Every business relies on money to be able to provide their products or services.
2. Facilitate a conversation by asking students "What role does money play in your life?"
3. Then ask them "In what ways do you think money can be used to do good?"

Experiential Activity: Conversation on Trade

Facilitate a conversation on trade and how it relates to today's economy by asking the following questions:

1. How were goods and services exchanged in the past?
2. What types of goods and services were traded by Inuit?
3. What types of skills and knowledge was gained by trading?
4. How can we translate those skills and experiences into today's business landscape?
5. Why is money important?
6. What role does money play in trading?

Encourage students to be open and build off of each others ideas. There are no wrong answers here.

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Debrief and Reflection

1. What? Why was trading so important for the Inuit in the past?

2. So What? How do we continue to trade today?

3. Now What? How can we use those entrepreneurial and trade skills when thinking about business opportunities today?

Next Steps

Students will now test their critical thinking, teamwork, and ability to iterate while participating in the following activity.

1.3 Growth Mindset

Guiding Question

What is my personal identity and skillset?

Outcome

Collaboration
Self and Group awareness
Understand Workplace and Inspire Nunavik Skills
Identify personal strengths and working styles
Critical Skills self assessment

Vocabulary

Growth Mindset
Systems Thinking
Empowerment
Inspire Nunavik Skills

Agenda

Warm Up exercise - 10 minutes
Marshmallow Challenge - 30 minutes
Debrief and Reflection - 10 Minutes

Warm Up

Customize a community building warm up activity for your group needs:

- 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
- Mindfulness
  https://www.mindfulschools.org/resources/explore-mindful-resources/

Experiential Activity: The Marshmallow Challenge

The Spaghetti Marshmallow activity is designed to get students working together to build and test their designs with an emphasis on radical collaboration and bias to action. This exercise is a great way to push students to build, test and iterate. This activity also encourages critical thinking by asking students to synthesize what they learned quickly to create new designs. Students must also demonstrate resilience in the face of challenges or frustrations. This activity encourages students to work together to practice several design thinking mindsets: Collaboration, Bias to Action, Build to Think, Failing Fast, Test and Iterate.

Teacher Support: [Ted Talk Build A Tower](https://www.ted.com/talks/tom_wujec_build_a_tower)
https://www.ted.com/talks/tom_wujec_build_a_tower

1. Have students work in groups of 3-4

2. Deliver materials: Each group gets:
   - 20 pieces of spaghetti
   - 1 marshmallow
   - 1 yard of string
   - 1 yard of tape
   - Instructions

3. Tell the students about the activity - 5 minutes
"We are not going to get to go through the entire design process today, but instead, we are going to focus on prototyping and testing. Also we are going to focus on teamwork. In your groups of four you are going to be building/prototyping a structure using really basic materials: 20 sticks of spaghetti + one yard of tape + one yard of string + one marshmallow.

4. The design challenge - 10 minutes
In groups of four, build the tallest freestanding tower you can in 10 minutes using only these materials.
Have someone film and record the event using ipads or other digital recorders.

5. Measure Towers - Winners receive stickers! - 5 minutes

6. Debrief - 10 minutes
What was the hardest part of this challenge? Easiest?
What have you learned?
Why is testing so important?

What would you do differently if you had the chance to rebuild the tower?

7. Discussion - 5 minutes
To be a successful designer you must be able to take feedback, see it as a gift use the feedback to better your design. Take risks, be creative, try new things, etc. Many people spend most of their time planning and very little time testing. When you work this way, you risk your prototype failing too late to make needed changes.

8. Try it again if you have time!

- Adapted from D School

Debrief and Reflection

1. What? What design worked BEST? WHY? (study the success) Explore what helped us to be at our best? What types of activities / successes / activities feel meaningful to you?

2. So What? Instead of seeing the problem - did anyone think of what the strengths were in the group? How often do I get to use my strengths? What brings us together? When working with others - What makes you your best self? What are your strengths? What are good positive feelings? When do you have these feelings?

3. Now What? What would you do differently next time? What do you think your strengths are that you can bring to a group? What would you like to work on?

Critical Skills Activity
- Handout or post a copy of Critical Skills Criteria that you want your students to focus on. You can refer to the Critical Skills Criteria and prompts in the teacher guide.
- As a class brainstorm what these mean: what are a person's actions (looks like), feelings (feels like), and what the outcomes (how do you know if you are successful?) associated with each skill?
- Compare your criteria to the class discussion. This will help you with the language of each skill and how to give appropriate feedback to address the specific to the skill being assessed.
- Now that you are developing a common language, it is important to highlight what will you be looking for, and giving feedback about - directly to students.
- Try using the single point rubric that you find in the resource pack - developed by Jennifer Gonzalez. This type of rubric is different in that it highlights three things: the criteria, opportunities for further learning, and areas of exceptional engagement. More specifically these types of rubrics are easier to read by students, easier to create by teachers and most importantly they allow for higher quality feedback, rather than generic lists of descriptions.

Critical Skills Feedback in a nutshell:
1. Choose the skills that are relevant in any particular assignment, course, or process.
2. Highlight what is expected with the students in each area and talk about what to LOOK FOR in their work and behaviour.
3. Provide a single point rubric that is catered to the highlighted critical skills.
4. Give ongoing and specific feedback about the competency or skill, how it looks to achieve it, what they are doing, and the results it achieves related to the goal in mind.

Next Steps

Begin to introduce the concept of social enterprise. The goal is to show students that business can be used as a positive agent of change to bring about cultural, environmental, or social benefits.

1.4 Social Enterprise

Guiding Question

What is a social enterprise?
How can we use business to solve social, environmental, or cultural issues?

Outcome

Understand how business can be used so solve social, environmental and cultural issues.

Vocabulary

Social enterprise
Social
Environmental
Cultural

Agenda

Warm Up exercise - 10 minutes
Develop a Social Enterprise -60 minutes
Debrief and Reflection - 10 Minutes

Warm Up

Begin by showing the class [this video.](#)

1. Have students research and find three different social enterprises.
2. Each student should write down the name of the social enterprise, what problem they are solving, how they solve it, and how the company makes money doing so.
3. Have each student share their findings and begin to build a list of social enterprises in Canada and beyond.

Experiential Activity: Develop a Social Enterprise

1. Split the class up into three groups.

2. Provide each group with a social, environmental, or cultural issues that they need to solve or address. Examples can include: homelessness, youth unemployment, cigarette butt waste, vehicle pollution, decreasing use of language, or any others. If a group has an issue they are passionate about, they can use their own idea.
3. Have each group come up with a business model that aims at solving this issue. Groups should identify what the issue is, how their social enterprise would help solve it, and how the business would generate revenue.
4. Give each group 20 minutes to come up with ideas and have each group present to the class.

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Debrief and Reflection

1. What? What were some of the methods that we found suitable to solve these issues?

2. So What? How could we use the money the social enterprise makes to further our impact?

3. Now What? What IQ Principles are important when developing or running a social enterprise?

Next Steps

Start Planning an outing for the last workshop. What would your class like to do?
Some ideas may be: Elder Talk / On the Land / Inuit Games / Tool Making / Clothes and Sewing

1.5 Digital Tools for Success

Digital tools will be the way that you will engage students to communicate and share what they have learned. During this workshop you should prepare by having the digital kit ready to explore and practice. As well you will set up the rules for use, and digital responsibility parameters. You will create digital teams that will be called upon during the course as a way to demonstrate and communicate what they have learned.

Guiding Question

How can we communicate using digital tools?

Outcome

Self Agency
Digital Tools
Goal Setting

Digital Responsibility
Workplace
Assessment
Feedback

Vocabulary

Digital
Responsibility
Email
Workplace
Blog
Communication
Goals
Storytelling
Post

Agenda

Warm Up exercise - 10 minutes
Digital Tools - 30 minutes
Debrief and Reflection - 10 minutes

Warm Up

Customize a community building warm up activity for your group needs:
- 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
- Mindfulness
  https://www.mindfulschools.org/resources/explore-mindful-resources/

Experiential Activity: Digital Systems

1. Youth Engagement and Inuit Z. Have an open discussion with the class about the infographic provided. Is this you? Look at a few of the infographics provided and see if your students can relate.
https://www.visioncritical.com/generation-z-infographics/

2. Explore digital stories - What are digital stories? Frontload the concept of collecting digital material to communicate what you observe and learn. How will you collect the content and material to create digital stories?

3. Explore and create digital systems! Email / Workplace / Blogs / Social Media

a) Take an inventory of the class' student responses to see what works best and what the students are most familiar with. Ask:
- How many platforms are you on?
- Do you have email?

b) Create email addresses
Use Gmail to create email accounts for your students - note the login details in a safe place.

4. Workplace
Pull up Workplace - compare this to Facebook. Set the rules of engagement Rules of Engagement for Workplace - compare to what makes a quality or poor conversation on Facebook?

- Create a Workplace login
- Explore the posts
- Create a group chat
- Create hashtags and labels for posts #yourprojecttitle #yoursolution #yourcommunityname #inuitinnovation #inspirenunavik
- Create a post in the CCD group - respond to someone's post
- Download the apps for Workplace and Workplace Messenger on your phone
- As a class create a short video describing your work so far, and your marshmallow tower, or something in your community - Post to the CCD GROUP!

5. Blogs

- Explore other online platforms like wordpress.com and medium.com

6. Practice using digital tools

- Take some time to explore and learn about the tools in the digital kit provided for CCD.
- Make a system for digital memory - memory cards and storing data
- Discuss digital responsibility and create a set of rules around using the digital tools.

7. Create teams for communicating what you know and the reflective assessments. Have each team decide what their goals are and how they will work together.

- Blog Team - Who will be the editor of the blog? What is their job? (asking for submissions, creating content, collecting stories to upload, editing and publishing material)
- Photo and Video Team - Who will be in charge of collecting photos and video clips? What is their job? (collecting SD cards, downloading photos, sorting images and video into a structured library, sharing the media with the blog and workplace teams for publication, crediting the source of the photo to CCD or the artist)

- Social Media Team - Who will manage Workplace? What is their job? Manage and ask for posts about certain topics, and monitor posts and comments, upload content to CCD group)
- Communications Team - Who will be the voice of the class? What is their job? (public speaking at events and conferences about CCD project, creating video for communicating messages, represent the CCD class and project, organizing events and open house to showcase projects)

Discussion:

Have students discuss what system will work for them and when. How will they collect and share photos and videos, writing for posting on Workplace, Creating updates for a blog etc.. Think about individual roles and what each group needs to be successful.

Example: A Media team will share best media with a blog team for blog posts and social media team for Workplace. What system can be set up to make this work smoothly? Consider the time in class, managing photos, sharing material, etc...

Debrief and Reflection

1. What? What are you excited about?

2. So what? Why are we using Digital Tools? What tools are you good at? Which need more work and support?

3. Now what? How can you contribute to the group to record and share learnings in CCD? How will you communicate and share information? (social media / photos / videos / presentations in the community / fairs) What do we want to communicate/share locally? Regionally? Globally?

Next Steps

1.6 Systems Thinking

Guiding Question
What is the root cause of an issue?

Outcome
Identify root symptoms and root causes.

Vocabulary

Systems Thinking
Root Cause
Symptoms

Agenda

Warm Up exercise - 10 minutes
Quarjuit Youth Council Case Study: 60 minutes
Debrief and Reflection - 10 Minutes

Warm Up

Root Cause

1. Explain to students that just like an illness, social, economic, wellness or environmental issues will generate symptoms. **Symptoms** are the things that result from a deeper issue - a root cause. A **root cause** is the origin of an issue that generate symptoms.
2. Give the following example: When you are sick with a cold, you might experience a stuffy nose, a sore throat, headaches and fatigue. These are **symptoms.** The reason you have these symptoms is because you caught a virus. This is the **root cause.** If you don't uncover the root cause, you can't solve the issue. For example, if you think the problem is the headache, you may take ibuprofen and a nap to try and cure the headache. This will not help you get rid of the whole problem. You would need to identify that you have a cold and take the proper steps to ensure you get rid of all of your symptoms.
3. The same idea can be applied to social, economic, cultural or environmental problems. We must focus on trying to identify and solve their root causes, as opposed to each individual symptom.
4. Have students select an issue they are aware of. For example, threat of polar bear extinction, youth unemployment, high obesity rates, garbage overflow, etc.
5. Have students write their problem in the middle of a piece of paper. From there, ask why as much as possible.

6. The map should start with the root cause and show the relationships between the different symptoms. This will guide students to see what needs to change in order to change the systems. By solving the root causes, students will take strides towards shifting the system into a healthier state.

7. Have students share what issue they chose, what the symptoms of their issues are, and what they believe the root cause to be.

Experiential Activity: Qarjuit Youth Council Case Study

Have the students break off into small groups and display the following case study for them to read.

One of the Qarjuit Youth Council's priorities is to help bridge the intergenerational gap between youth and elders. "A lot of our youth are facing an identity crisis and don't know their place in their communities and their families, and this is due to a lot of intergenerational trauma," says Olivia Ikey, Vice-President of Qarjuit.

In order to design programs and initiatives to help bridge this gap and help youth reclaim their culture and identity, Qarjuit felt they needed a better understanding of why the gap exists in the first place. "We always say there's a gap but what is the gap? What prevents people from bridging the gaps? We were realizing that a lot of our youth are losing their language, so they are terrified to speak to elders. They won't connect with elders as closely as another person who speaks the language and this creates a huge gap. But if the elders understand where the youth are coming from, we can start bridging those gaps. Having an understanding of both sides: "What are your fears? What is stopping you from connecting?" Once we know this, then we can help create programs to bridge those gaps" says Olivia.

In order to discover how they can better understand this challenge, Qarjuit got creative. Olivia says Qarjuit

"created the youth and elders conference to help bridge the gap between elders and youth and culture. Traditional and modern." This conference brought together youth and elders from all over Nunavik in Kangirsujuaq.

Over the span of two days, the youth and elders participated in a range of activities that engaged them in powerful discussion. To get started, the group explored their history by putting themselves in the shoes of someone living through the impact of colonialism. "One of the first things we talked about was the colonial past and everything that happened. We all know about the residential schools, about the dog slaughters, we know about the relocation, but we don't really know the real impacts of it. When the youth know what happened and how hard their Elders fought for them to get here, then they also understand 'this is what really happened, and this is why we are facing symptoms today. We are facing drug and alcohol addiction, we are facing foster care, suicide, because of the huge impact of everything our people went through.'

Everybody is like "move forward, move forward" but you can't move forward if you don't know the past. You
have to know the past in order to move forward. A lot of the youth came out feeling strong and proud and THANKFUL for their Elders, and the Elders really recognized it. They said "the youth, they're really starting to know. The youth know the truth now. They understand us now." That was a huge step in starting to bridge the gap. There was a confidence now that they youth knew the truth. "Now that they youth know, now we can really talk." says Olivia.

The group then spent the rest of the conference just asking questions about both generations. The purpose was for youth and elders to better understand each other, their similarities, their differences, their experiences, and day to day lives. "We broke up two days on just asking questions on both generations. One of the questions we asked, a very simple question, 'what did a day look like for you as elder, 50 days ago? When you woke up, what did you do? Everything. From the second you woke up to the moment you went to bed'. Then we asked the youth 'today when you wake up, what does every second of your day look like?'

We then compared the answers. What are the differences? What is the positive? What is the negative? What did we lose? What did we gain?" These conversations really helped youth and elders understand and empathize with each other. This gave both generation more understanding and more confidence. It also helped Qarjuit identify some real ways they can create programs and initiatives to help bridge the intergenerational gap. "We will take what we now know and build programs on that and create partnerships and relationships through that. We are also working on a report that will educate and inform people from across Nunavik of our findings."

Have each group discuss and answer the following questions before discussing as a class:

1. What challenge was Qarjuit trying to solve?
2. What did Quarjuit do to better understand the challenge?
3. What was identified as one of the root causes for the international gap?
4. How did the group use empathy to better understand the challenge? What impact did it have?

Debrief and Reflection

1. What? Why is it important to identify the root cause of a problem?

2. So What? How does this allow you to solve problems in a more effective and efficient way?

3. Now What? Can you identify any root causes of issues we face on our community?

Next Steps

Finalize plans for the Group Retreat and make sure the students understand the expected assessment.

1.7 Group Retreat

Getting out into the community and building relationships with each other is key to success. Students will engage in a group activity of your choice to bring them together in a less formal and structured way. This is also time to connect to the outside world and set the stage for project development.

Guiding Question

How can we create stronger and healthier relationships in our community?

Outcome

Relationships
Trust
Community engagement
Collecting digital media

Vocabulary

Community
IQ Principles

Agenda

Preparation for retreat - 5 minutes
Group retreat - half day
Recap and debrief - 30 minutes

Experiential Activity: Group Retreat

This outing is student and teacher developed. The group will engage in a community activity together to further build trust and relationships, as well as exposure to the community in the CCD setting.

1. Students will record their observations using journals and digital tools.

2. Students will come back to the class and regroup in their digital teams.

Debrief and Reflection

1. What? What did we do? As a class discuss the major topics and things that the student experienced. List these on the board and allow the students to contribute ideas and things that they learned about.

2. So what? Group the ideas into the main themes. Find out which students collected ideas and photos that illustrate the various themes. Students will share information, photos and stories.

3. Now what? What will we do now? What can we create to share the experience? Have students sign up for a theme and create a digital reflection to share what this theme is about. These can be journal entries, workplace posts, blogs entries, videos, photo galleries, posters and any other idea.

Next Step

Project Ideation is the next module. Students will move from the classroom community to the greater world around them. What other activities would you like to do in the community?

1.8 Reflective Assessment - Digital Storytelling

Students will create a short Digital Story about the Module 1 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

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