

## Module 5 | Show What You Know

<b>Module Name:</b>	Show What You Know
<b>Age or Grade:</b>	Secondary 2.0 (Mixed age group)
<b>Discipline:</b>	Career & Community Development
<b>Level:</b>	Intermediate
<b>Duration:</b>	4 weeks

Dear Teacher,

During this module students explore the design process and develop many social enterprise ideas that have a social or environmental mission.

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

### Purpose

In **Module 5 - Show What You Know** students will engage with the community to showcase their project and learnings.

### 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

- Reports on social enterprise impact
- Organize and participate in an event that showcases community-based projects

### Indicators

- Students will curate a community and school board-wide event as part of a team
- Students will evaluate the impact of a project and communicate it to digital media
- Students will reflect on the social enterprise model
- Students will understand the importance of social enterprise in developing community

### Critical Skills

Citizenship

### Concepts

Impact Measurement

## Module Overview

The final module, **Module 5: Show What You Know**, will invite students to engage with the community and showcase their projects. Show what you know is an opportunity for students to participate in a school board-wide and community focussed Capstone Event (details TBD). Each class will showcase their project & impact to fellow students across the region.

The outcome is for every student to participate in the execution of the project, the journey, learning, and impact to be communicated to a larger audience, and for students to provide reflections on this journey and identify how they grew from the beginning of the course

The final unit will give students the experience running an event that showcases a project in order to gain the confidence, affect real change, and develop their entrepreneurial mindset.

## Big Questions

- ❑ How do we measure our impact?

## Inspirational Quote

*Post this in your classroom*

“Many of life’s failures are people who did not realize how close they were to success when they gave up.”

- Thomas Edison

## Background Information

### Impact Measurement

“Social impact relates to the long-term positive changes, for individuals, communities and society as a whole, that result from activities or services provided by development-sector organizations.”

[https://www.undp.org/content/dam/ukraine/docs/DG/socinnov/7%20Steps%20to%20Effective%20Impact%20Measurement\\_v3\\_13.12.16%20\(1\).pdf](https://www.undp.org/content/dam/ukraine/docs/DG/socinnov/7%20Steps%20to%20Effective%20Impact%20Measurement_v3_13.12.16%20(1).pdf)

In a traditional for-profit business, impact can usually be easily measured by looking at financials and ensuring a healthy profit is being made. For a social enterprise or other organization with a social or environmental mission, measuring success can be a lot more difficult. These organizations must look at a number of different metrics to determine if they are successfully achieving their mission.

#### Why Measure Social Impact?

- Shows your investors the real impact you are creating
- Allows you to better manage your operations
- Gives you advertising content to share with customers so they further support you
- Give you the opportunity to improve the product or service you are providing
- Allows you to identify opportunities to scale
- Gives you the opportunity to improve your organizations core mission
- Creates stories to share and promote your organization

[Video](#)

<https://www.sopact.com/social-impact-measurement>

## Measuring Social Impact

1. Determine your organizations purpose for measuring social impact. This can be closely related to your organization's overall mission and vision. (Ex. Do you want to measure the number of jobs created in your community, the pounds or fresh produce grown, the amount of plastics recycled, or something else?)
2. Decide on how you are going to measure impact. What types of tools will you use to measure if your organization is successful in achieving its goals? This should be implemented from day one! That way you can compare your data from when you first started your business to when it's been operational for 1, 5, or 10 years and you can measure real change.
3. Determine who is going to be involved in this process. Do you have the capacity to measure your impact yourself? Is this something that another employee can do? Or, do you need to hire an external organization to help you measure your impact?
4. Develop key performance indicators - specific pieces of information that indicate how effectively your organization is in achieving its objectives (Ex. If your mission is to provide affordable, fresh product to the community; some KPI's could include number of growing systems setup, pounds of produce grown, dollars saved by community members, etc). You can search the internet for indicators used by other organizations or create your own if your organization required very specific indicators.
5. Decide how and from who you are going to collect your data. Will the data be collected from your entire target group or just a representative proportion - a sample?
6. Prepare your data collection tool(s) such as a questionnaire or excel spreadsheet in which you'll be able to collect and record your impact.
7. You should now have high quality data at your disposal; but it will need to be organized and analyzed. Analyzing the data will help you determine if your organization is on the right track in achieving its social impact mission. You can compare the data you receive after months or years of being operational to the baseline data you collected when you first started to see the real change.
8. Impact that is being used to share with investors or other stakeholders should be organized and presented in a way that is easy to follow along and showcases the impact success stories from your organization. If a positive impact has yet to be made, you can show what you have learned from your impact measurement and what will change to ensure your mission is achieved moving forward.

[https://www.undp.org/content/dam/ukraine/docs/DG/socinnov/7%20Steps%20to%20Effective%20Impact%20Measurement\\_v3\\_13.12.16%20\(1\).pdf](https://www.undp.org/content/dam/ukraine/docs/DG/socinnov/7%20Steps%20to%20Effective%20Impact%20Measurement_v3_13.12.16%20(1).pdf)

## Key Performance Indicators

“A Key Performance Indicator (KPI) is a set of quantifiable measures that a company uses to gauge its performance over time”. For most for-profit businesses, KPIs are based around financials and ensuring profits. For social enterprises, many of your KPIs will be focused on the social, cultural, or environmental impact your organization is having.

<https://www.investopedia.com/terms/k/kpi.asp>

Social impact data can be collected using a number of different tools, including:

- Excel, to measure your baseline data against the results you have achieved (quantitative numbers such as number solar panels were installed, pounds of food grown, etc.)
- Survey Monkey or Google Sheets, used to collect customer or target audience feedback (qualitative answers surveys such as how people's quality of life improved, or community changes as a result of your organization)

## 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](http://www.wordpress.com) / [medium.com](http://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 5 Deliverables

Key Performance Indicators  
Presentation

## Tools for Giving Feedback and Gathering Evidence of Success

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

## Suggested Resources

Evaluating Impact and Outcomes  
Key Performance Indicators Workshop

## Workshops and Lessons

### 5.1 Impact Measurement

What social impact will we be measuring? How will we measure our social impact?

Our Social Impact

1-2 hours

### 5.2 Key Performance Indicators

What types of metrics will help us determine the success of our social mission? What are our Key Performance Indicators?

Developing KPIs

1-2 hours

### 5.3 Presentations & Pitches

How can we best showcase our business and impact to stakeholders?

Creating a Presentation

2-3 hours

## 5.1 Impact Measurement

### Guiding Question

What social impact will we be measuring? How will we measure our social impact?

### Outcomes

Determine our social impact and how it will be measured

### Vocabulary

Impact Measurement

Social Impact

## Agenda

Warm Up exercise - 10 minutes

What is our Social Impact? - 30 minutes

Debrief - 10 minutes

Next Steps - 10 minutes

## Warm Up

**Measuring your own Success:** What does success look like in your mind?

1. Put the following questions on a projector screen or whiteboard:
  - What does success mean to you?
  - What must happen in your life for you to consider yourself “successful”?
  - What are some things that you would look at or measure to determine if you were successful or not? (in school, work, life, etc.)
2. After giving the students 5-10 minutes to write down their answers, ask volunteers to share their thoughts with the class.
3. Explain that just like in life, it is important for businesses to define what success looks like for them. They must know what goals they want to accomplish, how they will do so, and what tools and methods they will use to determine their success and share it with others.

## Experiential Activity: Our Social Impact

Begin by showing the class [this video](#). Explain that “Social impact relates to the long-term positive changes, for individuals, communities and society as a whole, that result from activities or services provided by development-sector organizations.” For the class, their social impact would consist of the long-term positive impacts that are going to be achieved as a direct result of their social enterprise. This can include things like jobs created, waste recycled, meals provided, etc.

Split the class into small groups to facilitate discussion and collaboration between students. Working in teams, have students write down the answers to the following questions:

1. What is our purpose for measuring social impact? This can relate directly to the social enterprise’s mission and vision. What are you trying to accomplish? (Ex. Do you want to measure the number of jobs created in your community, the pounds of fresh produce grown, the amount of plastics recycled, or something else?)
2. How are you going to measure the impact? What types of tools are needed to make sure that the information you collect is as accurate as possible?
3. Who is going to be involved in measuring the social impact? Is this something that can be done as a class or will you need to also rely on partners, clients, or any other outside organizations/people?

After the questions have been answered, discuss answers as a class and determine what you’ll be measuring and how it will be done moving forward.



## Debrief and Reflection

1. **What?** What are some of the benefits of measuring your social impact?
2. **So what?** As a class, what exactly will we be measuring?
3. **Now what?** How and with who are we going to measure this?

## Next Steps

Now that you know what social impact to measuring and how to do so, the class will develop Key Performance Indicators (KPIs), used to determine if the social enterprise is successfully achieving its mission.

## 5.2 Key Performance Indicators

### Guiding Question

What types of metrics will help us determine the success of our social mission? What are our Key Performance Indicators?

### Outcomes

Develop KPIs

### Vocabulary

Metrics

Key Performance Indicators

### Agenda

Warm Up exercise - 10 minutes

Developing KPIs - 1 hour

Debrief - 10 minutes

Next Steps - 10 minutes

## Warm Up

“A Key Performance Indicator (KPI) is a set of quantifiable measures that a company uses to gauge its performance over time”. For most for-profit businesses, KPIs are based around financials and ensuring profits. For social enterprises, many of your KPIs will be focused on the social, cultural, or environmental impact your organization is having.

1. Have students come up with potential KPI's for the following businesses:
  - A thrift store (ex. Store traffic, average customer spend, donations received, waste diverted, customer dollars saved)
  - A company who provides water filters to communities without clean drinking water (ex. Individuals with access to clean drinking water, cost per gallon treated, etc)
  - A cafe that hires at risk youth (ex. Jobs created, employee turnover, average table occupancy, etc)
2. Explain that you can have KPIs separated into different buckets. For example, a business might have management KPIs, social media KPIs, customer service KPIs, and others. For now, we will focus on the social impact and what KPIs can help us measure that!

## Experiential Activity: Developing KPIs

Split the class into groups and have them develop as many KPIs related to the businesses social impact as they can. Remember, KPIs are important because:

- They allow you to measure your targets
- They define what success to your business looks like
- They encourage accountability from your team
- They get everyone to focus on common goals
- They give you a better understanding on how your business is doing and where improvements can be made
- They provide consistent, small victories

You can also provide the students with these tips before beginning:

- There are industry standards for KPIs which can help you select the right ones, but remember to focus on YOUR businesses' needs.
- There isn't a magic number of KPIs you need, but remember that they must all directly relate to your business' success.

For each KPI they develop, have them answer the questions below. As an example we will use an organization with a goal of hiring two homeless youth in the next six months. Their KPIs could include: job postings, applications submitted, and interviews attended.

- **Is your objective clear and specific?** Yes, it shows exactly what we want to accomplish.
- **How are you going to measure progress towards your goal?** By checking the number of new employees at the end of each month.
- **Is this goal attainable?** Yes, it is a relatively small number of employees to be hired.

- **Is the goal relevant to your business?** Yes, our business' mission is to provide employment opportunities to those in need.
- **What is the time-frame for when your goal will be accomplished?** Six months.
- **What is the desired outcome of this KPI?** Two jobs created for homeless youth.
- **How can you influence the outcome?** Promote job opportunities, encourage local youth to apply and assist with the application process.
- **Who is responsible for making sure the desired outcome is achieved?** The HR team in charge of hiring.
- **How will you know you've achieved it?** There will be two more staff!
- **How often will you review your progress?** Monthly.

## Debrief and Reflection

- 1. What?** What are the KPIs we are going to use for our social enterprise?
- 2. So what?** How will they help us determine our success?
- 3. Now what?** Why is measuring these KPIs important? Who will we be able to share our stories and results with?

## Next Steps

Now that students understand how to measure their social impact, they will learn about how to include that as well as other facets of their business in a pitch or presentation. This can be used to attract clients, customers, and investors or showcase the social enterprise to friends, family and community members.

## 5.3 Presentations & Pitches

### Guiding Question

How can we pitch our social enterprise in a concise, clear and convincing way?

### Outcomes

Develop a pitch and presentation

### Vocabulary

Metrics

Key Performance Indicators

## Agenda

Warm Up exercise - 10 minutes  
Creating a Presentation - 2-3 hours  
Debrief - 10 minutes  
Next Steps - 10 minutes

## Warm Up

**Elevator Pitch:** 30 seconds to pitch your business!

An elevator pitch is a short, persuasive sales pitch that should be done in about 20 or 30 seconds. The name comes from a situation in which you're in an elevator with a prospective client, partner or investor, and you only have the time it takes to go up 10 floors to grab their attention! Elevator pitches should be interesting, memorable, and to the point. Students will develop an elevator pitch explaining their social enterprise and practice it in front of the class. Remember, the more they practice, the more refined and effective it will get! Have students work through these steps to create their elevator pitch:

1. Smile and open with a statement that grabs the attention of your listener or prompts them to ask questions.
2. Tell them who you are and describe your company and its mission
3. Explain what problems you have solved or are looking to solve
4. Offer an example
5. Tell the listener why you are interested in talking to them
6. Explain what service, product, or solution you can provide them with
7. Tell them the advantages of working with you or what your unique value proposition is
8. Call to action! Ask for a business card, appointment, phone number or whatever you are looking for.

## Experiential Activity: Creating a Presentation

Students will now create a presentation about the social enterprise that they can use at a community showcase, an investor meeting, send to clients for more information, or present to potential partners.

Using the *Pitch Your Business Idea* template round in the [Resources folder](#), have students create their presentation using Powerpoint or Google Slides. Note that on Slide 9, students can provide a breakdown of their start-up costs as opposed to a budget.

Once students have finished their slides, they should practice presenting and pitching their ideas.

## Debrief and Reflection

1. **What?** What slides were difficult to create? Which ones came more naturally?
2. **So what?** Who will it be important to show these slides to?

### 3. Now what? How will we use these presentations in a community showcase?

#### Next Steps

Students should use these slides, along with other resources such as their BMC, MVP, validation, brand identity, etc to showcase their new social enterprise to the community. This will help with spreading the word, making connections, and getting valuable feedback.

## 5.4 Reflective Assessment

Students will create a short Digital Story about the Module 5 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 films 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

## Bibliography

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