



Project Model Activity Plans

#1 – Introduction to Project Planning

In this activity, learners will plan project goals using the SMART approach.

Objective	Curriculum Module Reference
<p>Identify and set project goals that are Specific, Measurable, Action-oriented, Realistic, and Time-bound (S-M-A-R-T).</p> <ul style="list-style-type: none"> • Identify plans for accomplishing short-term goals • Prioritize and order steps for achieving goals • Calculate time necessary for realizing goals 	<p>Suggested Delivery: Week 1 – Introduction to Project Planning</p>
Presentation	
<ol style="list-style-type: none"> 1. Describe the process of setting and achieving goals. Tell learners that goals should be SMART: <ul style="list-style-type: none"> ○ Specific (clearly defined), ○ Measurable (can be measured), ○ Action-oriented (something they will do), ○ Realistic (within learner’s ability to accomplish), and ○ Time-bound (accomplished within a specific period of time). 2. Provide the class with an example of a goal, e.g., a profile of a local First Nations community and its development. Ask the class to determine whether the goals are SMART. 3. Distribute Project Worksheet 1—What Are My Goals? Instruct learners to choose one of the suggested topics to develop for a project culminating in a presentation. 4. In teams, pairs, or individually, learners will begin a list of goal-setting objectives (study, workplace, or community). As they discuss their choices, one learner will take the responsibility for writing the objectives on large poster paper. 5. Ask learner volunteers to share some of their own study or workplace goals with the class using the handout as a model. 6. Distribute Project Handout 1—Research and Results as an ongoing in-class or take-home assignment. 	

What Are My Goals?

- ✓ Choose area of interest you would like to focus on in your project.
 - When setting your goals, make sure they are SMART (**S**pecific, **M**easurable, **A**ction-oriented, **R**ealistic, and **T**ime-bound.)

My Community/Workplace/Study Project: *I want to...(e.g., research statistics regarding a First Nations' community)*

This week: To do this, I will...(e.g., visit the Stats Canada website)

Next week: To do this, I will...(e.g., focus my research and start collecting information)

This month: To do this, I will...(e.g., develop my knowledge of the Okanagan First Nations)

Research & Results

- ✓ Check one
 - Community project
 - Workplace project
 - Study project

The specific topic I want to research is:

Places to Gather Research

- ✓ Write the name of the source and give additional details.

Newspapers: _____

Title & Date: _____

Online: _____

Website: _____

Libraries: _____

Materials borrowed: _____

Billboards or Notices: _____

Location: _____

Community Centres: _____

Location: _____

Schools: _____

Location: _____

- ✓ Write a short summary of the information you were able to collect. Be prepared to share this information in class.

#2 – Weekly Goal Setting and Conducting Interviews

In this goal-setting activity, learners will refine and revise project goals. Learners will begin research planning and oral interviews.

Objective	Curriculum Module Reference
<p>Recognize the necessity of updating plans while moving toward goals.</p> <ul style="list-style-type: none"> • Participate in interactions related to these goals • Check with others about weekly, short-term, or long-term goals • Discuss action plans/activities to help achieve goals 	<p>Suggested Delivery: Week 2 – Developing Community, Workplace, or Study Projects</p>
Presentation	
<ol style="list-style-type: none"> 1. Distribute the goal-setting Project Worksheet 2—How Am I Reaching My Goals? 2. In teams, pairs, or individually, learners will discuss the focus of their project (community, workplace, or study, or workplace) and explain their interests and motivations. Learners will take notes while listening to other speakers. 3. Learners will assess whether their goals have been sufficiently specific, measurable, action-oriented, realistic, and time-bound. 4. Learners will compile a list of their objectives and prioritize this list based on their own needs, goals, and abilities. Note: This can be an ongoing goal-setting activity, done regularly throughout the term, gradually getting the learners to set goals on their own. 5. Distribute the goal-setting Project Handout 2—Gathering Information Orally. 6. Create a list of suggested questions and prepare for an informational interview (see suggested LINC and EFW resources). 	

Weekly Goal Setting and Conducting Interviews

How Am I Reaching My Goals?

- ✓ Begin to organize your approach for your project and your chosen area of interest. How are you meeting your goals?
 - Remember, when setting your goals, make sure they are SMART (**S**pecific, **M**easurable, **A**ction-oriented, **R**ealistic, and **T**ime-bound.)

My Community/Workplace/Study Project: *I want to...*

What is my focus?

Where can I find resources and support? *To complete my project, I should...*

What are my challenges? *time, effort, materials, knowledge, contacts...*

How can I meet these challenges? *My group recommends that I...*

Weekly Goal Setting and Conducting Interviews

Gather Information Orally

- ✓ Check one
 - Community project
 - Workplace project
 - Study project

The specific topic I want to research is:

People I Can Interview for Information

- ✓ Write the name of someone spoken to and whether this person is currently or was previously involved in your topic.

Person spoken to: _____

Summary of conversation: _____

Person spoken to: _____

Summary of conversation: _____

Person spoken to: _____

Summary of conversation: _____

#3 – Project Activities

In this activity, learners explore reliable media sources in print, online, and broadcasting. Learners will compile visuals to support their presentations such as photos, tables, charts, and/or graphs.

Objective	Curriculum Module Reference
<ul style="list-style-type: none"> • Identify media sources in print: free newspapers, magazines, local flyers • Visit online sources to collect visuals to incorporate into their projects • Examine visual media from digital or print resources 	<p>Suggested Delivery: Week 3 – Exploring Media Sources and Collecting Visuals</p>
<p>Presentation</p>	
<ol style="list-style-type: none"> 1. Introduce learners to selected media available in your area and online. 2. Discuss the importance of using reliable sources with appropriate citations. 3. Refer to various online sites such as www.refdesk.com and explore sites of interest connected to topics. 4. Watch and listen to documentaries or broadcasts available online: see the Media & the News module’s suggested resources, e.g., the Canadian Broadcasting Corporation (CBC), the Aboriginal People’s Television Network (APTN), and the National Film Board of Canada (NFB). 5. Watch and listen to portions of a documentary about the related topic. 6. Distribute Project Handout 3—Compiling Media. 7. Examine research methods and proper citation (suggested online resource: The Purdue OWL Website: http://owl.english.purdue.edu/). 	

Compiling Media

- ✓ Check one
 - Community project
 - Workplace project
 - Study project

The specific topic I want to research is:

Places to Gather Media

- ✓ Build a collection in digital or print form with attention to proper citation and reliability of source(s).

- | | |
|----------------------------------|-------------------------------------|
| <input type="checkbox"/> Photos | <input type="checkbox"/> Pie Charts |
| <input type="checkbox"/> Reviews | <input type="checkbox"/> Maps |
| <input type="checkbox"/> Tables | <input type="checkbox"/> Other |
| <input type="checkbox"/> Graphs | |

- ✓ Write a short summary of this information. Be prepared to share this information with classmates.

#4 – Project Activities

In this activity, learners prepare for upcoming presentations.

Objective	Curriculum Module Reference
<ul style="list-style-type: none"> • Identify elements of a successful oral presentation 	<p>Suggested Delivery: Week 4 – Preparing for Project Presentations</p>
<p>Presentation</p>	
<ol style="list-style-type: none"> 1. With the entire class or in small groups discuss and examine: <ul style="list-style-type: none"> ○ The importance of eye contact, gestures, voice, and confidence ○ The structure needed to present a cohesive presentation, e.g., a good introduction, organization, connectors, supporting details, and a strong conclusion ○ The effectiveness, use, and quality of visual aids ○ Pronunciation challenges that could impede communication ○ Ensuring the quality of content to support a designated-length presentation ○ Time management 2. Distribute Project Handout 4—Organizing Presentations. 	

Organizing Presentations

✓ Prepare to present a 5 – 10 minute summary on your chosen topic. Use this worksheet as one tool toward organizing your presentation.

My topic is: _____

A brief summary at this point is: _____

The supportive materials I have are:

- Photos
- Reviews
- Tables
- Graphs
- Pie Charts
- Maps
- Other

I will need the following technology for my presentation:

- Computer with internet connection
- Overhead projector
- Photocopies of:
- Flip charts
- Other

Organizing Presentations (continued)

✓ To prepare for your upcoming presentation, fill out the organizational checklist below and create an outline.

My topic is: _____

My introduction: _____

The substance of my presentation will include: _____

The supportive materials I have are:

- Photos
- Reviews
- Tables
- Graphs, Charts, Maps
- Other

I will need the following technology for my presentation:

- Computer with internet connection
- Overhead projector
- Photocopies of:
- Flip charts
- Other

I have:

- Compiled research from reliable sources with proper citations
- Timed and practiced giving my presentation several times
- Edited and organized my visuals and distilled them down to a manageable number
- Developed confidence in my ability to give this presentation with notes; I will not be reading from a script

#5 – Project Activities

In this activity, learners deliver their presentations.

Objective	Curriculum Module Reference
<p>Examine each learner’s achievement. Learners will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Research a topic • Read texts • Consult statistical information • Deliver a short oral presentation • Identify elements of a successful oral presentation 	<p>Suggested Delivery: Week 5 – Delivering Project Presentations</p>
Presentation	
<ol style="list-style-type: none"> 1. With the entire class or in small groups, review elements of a successful oral presentation: <ul style="list-style-type: none"> ○ The importance of eye contact, gestures, voice, and confidence ○ The effectiveness, use, and quality of visual aids ○ The structure needed to present a cohesive presentation; e.g., a good introduction, organization, connectors, supporting details, and a strong conclusion ○ Pronunciation challenges that could impede communication ○ Ensuring the quality of content to support a designated-length presentation ○ Time management 2. Distribute the Learner Presentation Feedback form. As learners deliver their presentations, listeners will take notes and summarize peer presentations. Learners will be assessed on their ability to: <ul style="list-style-type: none"> ○ Identify the mood and attitude of the speaker ○ Take accurate, neatly organized notes ○ Write a cohesive summary of the presentation 3. Model phrases to help learners to appropriately support and encourage each other’s performances. If learners have not met their goals, ask them to articulate why and how they could modify them. 	

Learner Presentation Feedback

Your Name: _____ Date: _____

Title of Presentation: _____ Presenter's Name: _____

✓ On a scale of 1 – 5, rate the following points: Least Successful ←————→ Most Successful

	1	2	3	4	5
Topic was clearly introduced:					
Purpose and Supporting Detail: <i>(The presentation explains the subject clearly. Specific examples are used to illustrate comprehension of the subject. Only information relevant to the topic is used.)</i>	1	2	3	4	5
Organization and Structure: <i>(The presenter shapes the information into an organized structure. The order is consistent and the presenter uses transition words to show relationships between ideas.)</i>	1	2	3	4	5
Clarity: <i>(Pronunciation, vocabulary, and grammar are appropriate and do not distract the listener from the content.)</i>	1	2	3	4	5

✓ In the area below, take notes and write a clear summary of your classmate's presentation:

Topic: _____

Specific details: _____
