Global Nomads Group

Collaborative Project Module

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Collaborative Project Introduction

What is a GNG collaborative project?

A GNG collaborative project is a project-based learning activity that challenges students to work together to develop solutions to real-world problems. Within and across classrooms, students collaborate to define a challenge in their local or global communities and develop a project that addresses that issue by promoting positive change and community engagement.

> **Collaboration** is defined as two or more people working together towards a common goal. Collaboration on projects (with peers in class and/or virtually, locally and/or globally) should take place in *at least* one of the following ways:
> • Share feedback and reflections on projects
> • Share resources for projects
> • Co-construct one project with peers

What are the collaborative project's specific objectives?

1. To address the driving question of your GNG program, through youth-led investigation of a challenge identified in students' local or global communities;

> A **driving question (DQ)** provides the purpose for the project and guides its creation. **The Collaborative Project should answer the DQ.**

2. To use cross-cultural dialogue, media, and technology to deepen understanding of this challenge through collaboration;

3. To problem solve and/or raise awareness about issues or needs in the local or global community, and;

4. To engage local and global communities in this challenge by sharing projects and knowledge with wider audiences.
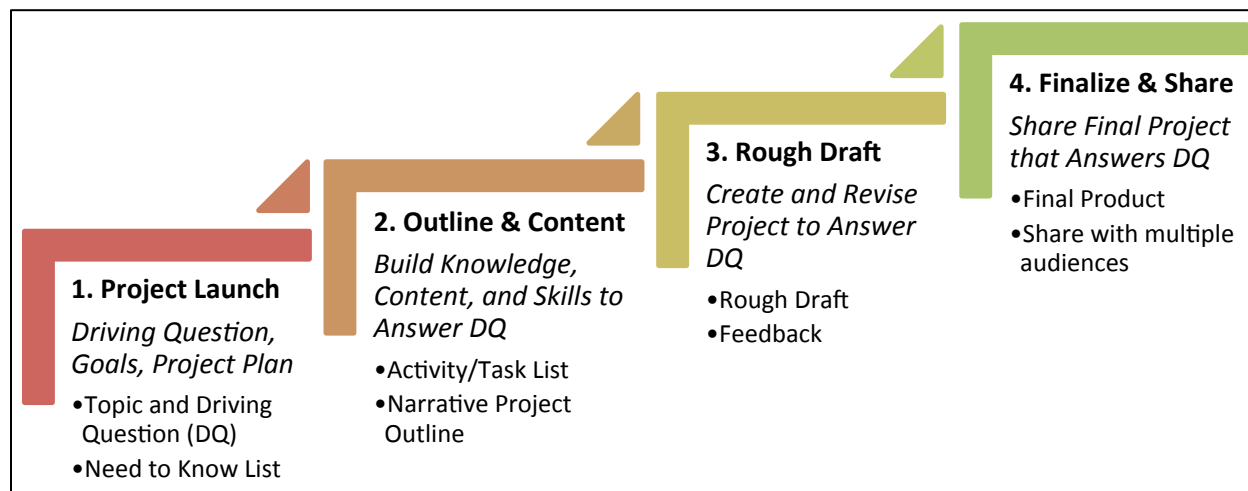
How will the curriculum support completion of the collaborative project?

Students will be introduced to the collaborative project through a **Challenge Letter** (p. 11), calling all youth to become GLOBAL NOMADS through completion of a project with peers, addressing an issue relevant and meaningful to their local and global community. The documents below[1] will support design, planning, and completion of the collaborative project and should be referred to throughout the project.

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[1] The framing and supporting documents presented in this Collaborative Project Module were based on or adapted

Four Milestones, or accomplishments, outline the step-by-step process for project completion. An overview of each milestone appears in the chart below, and is elaborated upon fully in at the conclusion of this module. Upon completion of each milestone, students should return to the **Project Guide** (p. 8-9) to fill in or update information, as applicable. As part of the collaboration process, students will give and receive feedback to their peers as a key component of each milestone.

1. Project Launch

Driving Question, Goals, Project Plan

• Topic and Driving Question (DQ)
• Need to Know List

2. Outline & Content

Build Knowledge, Content, and Skills to Answer DQ

• Activity/Task List
• Narrative Project Outline

3. Rough Draft

Create and Revise Project to Answer DQ

• Rough Draft
• Feedback

4. Finalize & Share

Share Final Project that Answers DQ

• Final Product
• Share with multiple audiences

The **Online Platform** will serve as the space for project communication, including sharing of feedback, ideas, and resources, between schools or groups. As each milestone is completed, students should post work to the corresponding section of the online platform, for feedback from peers. Once projects are complete, these should be shared with peers on the online platform.

The **Feedback Guide** (p. 10) will guide students in giving and receiving feedback from their peers. Revision should take place every time groups receive feedback, adjusting and updating the project guide and project activities as applicable.

> **Revision** is when one changes or alters something in light of new ideas, suggestions, or evidence. In the collaborative project, students should revise the Project Guide and Activities every time peer feedback is received.

How long will the project take to complete?

Each milestone will take at minimum 60 minutes to complete, however, additional time and student work outside of class may be needed.

What are the criteria and guidelines for the project?

The collaborative project **Criteria Wheel** (p. 5) outlines six elements of a strong and successful project that can promote deep community impact. Project completion depends equally on all criteria elements, which work best in tandem to achieve students' objectives. The Criteria Wheel can be used as a rubric to perform peer and self-assessment throughout the project.

Criteria Wheel

The Criteria wheel outlines six elements of a strong and successful project and can be used as a rubric to perform peer and self-assessment throughout the project.

Mobilize	• Project answers the program's driving question. • Project positively engages youth and communities, within and beyond GNG programs and community, in an active way.
Investigate & Analyze	• Topic is relevant to your local and/or global community. • Inquiry deepens your understandings of people, places, and relevant issues worldwide.
Communicate	• Communication among peers involved in the project occurs throughout the project and in a timely fashion.

Collaborate	• Collaboration with peers (in class, nationally, or internationally) takes place in at least one of the following ways:
	  • Share feedback and reflection on projects
	  • Share resources for one another's projects
	  • Co-construct one project with peers.

Document	• Project creation and implementation is visually documented by students, for sharing with a wider audience. This could include picture, video, or written text (online or print).
Share	• Project is shared with other GNG program peers. • Project is shared with at least one additional group outside of GNG that is actively impacted by or involved in the project topic.

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Project Format Options

The collaborative project Format Options outlines types of projects across three themes: **Awareness, Advocacy, and Action**. Determine what you and your peers would like to accomplish through this project, and then brainstorm which format option will help you achieve this goal best.

	AWARENESS	ADVOCACY	ACTION
Goal *What do you want to accomplish?*	Awareness projects **inform** others about an issue. They **expand a community's understanding** of a problem, empowering people through knowledge.	Advocacy projects **speak out** or argue for a **specific cause** or policy that would address an issue. Advocates target **decision-makers** in a community who can help change the status quo.	Action projects **develop and implement real-world solutions** to community problems. They involve **direct** activities that support or counter a cause.
Sample Driving Questions	What impact does water scarcity have on our future?	How do we, as advocates, change city policies that would reduce water use?	How do we, as citizens, reduce our individual and school water usage?
Project Type	**Public Service Announcement (PSA):** *Widely-shared message that raises awareness or changes public attitude* Media Output: Visual arts, performing arts	**Campaign**: *A set of activities that promotes a specific cause, law, or change of behavior, often through media or politics* Media Output: Visual arts, performing arts, writing, event	
	Documentary*: *Media or art that objectively presents the stories of real-life people or events, often to raise awareness of a specific issue or move people to take action.* Media Output: Visual arts, performing arts, writing *Don't forget! Documentaries are not limited to film. They can be radio podcasts, photo/art exhibits, interactive theatre, investigative journalism, and more!		**Event:** *In-person activity that produces a particular product or outcome (voter registration, fundraising)* Media Output: Event-based
	Student Choice: *Design and implement your own type of project! Make sure it fits the criteria on p. 5.* Media Output: All!		
Media Output	**Visual Arts** – Photography, drawing, painting, design, crafts, mural, film, posters **Performing Arts** – Radio, theatre, film, music, spoken word, dance **Writing** – Fiction/non-fiction blog, newsletter, journalism, letter-writing, creative writing, social media **Events** – Debate, fundraiser, exhibition, rally, registration drive		

Project Team Roles

Team Roles will organize everyone's responsibilities around the project. Be sure every group member has at least one role!

Project Start   **Project Completion and Sharing**

Group Leader: You make sure all group members stay on task and meet deadlines! You are also responsible for communicating with your partner group and/or GNG and SOLA staff, as needed. As the group leader, you should keep your peers focused and on schedule, making sure your project stays on topic, is action-oriented, and involves positive collaboration, feedback, and reflection with your partner group.

Research Committee: As part of this team, you conduct or lead background research on the chosen topic, which includes finding similar projects for inspiration and comparison. You should share what you learn with the Content Creation Committee to make sure the project is accurate, relevant to your chosen topic, and has the information necessary to make it successful.

Example: In a project to reduce your community's trash output, the research committee might research how much trash the community currently produces, where the trash goes, what current recycling options exist in the area, etc.

Logistics Committee: As part of this team, you make sure that the group has all necessary supplies and materials needed for project and your community event. You will also coordinate any travel needs, event planning and/or any venue reservations required.

Examples: Reserve venue for film screening/exhibition/community event; hire bus or translation services; recruit volunteer to assist with film editing, etc.

Content Creation Committee: As part of this team, you coordinate the creation of content of the project. This doesn't mean you have to create all of the content yourselves; similar to the Research Committee, other group members may be assigned roles in the creation process.

Examples: Storyboard, draft, and collect materials for project, which could be film, photos, posters, letter writing templates, mural, etc.

Documentation Committee: As part of this team, you visually document the project – in its creation and/or completion. You will make sure it can be easily shared with online and in person audiences

Examples: short film, time-lapse photography, etc.

Outreach Committee: As part of this team, you raise awareness about your project: engage in PR, social media, and or press media campaigns. You should also plan a community event, in coordination with the Logistics Committee.

Project Guide

*As a **living document,** the **Project Guide** will lead the development of your project. Upon completion of each **milestone**, refer to this guide and fill in – **or revise** – the relevant information.*

A. Project Overview
Refer to Project Format Options (p. 6) for additional guidance.

Topic: _____

Title: _____

Goal: ☐ Awareness ☐ Advocacy ☐ Action

Driving Question (DQ): _____

_____

Objective: *Based on your DQ and goal, what do you hope to achieve with your project?*

_____

Project Type: ☐ Campaign ☐ Documentary ☐ Event ☐ Public Service Announcement

Media Output: ☐ Visual Arts ☐ Performing Arts ☐ Writing ☐ Event-Based
      Specific output (for example: radio piece, blog, photo story): _____

Calendar: *(Note: If you are engaging in Interactive Videoconferences (IVCs), milestones should be completed and shared online one week before the related IVC, so you and your peers have time to give and receive feedback. You may have more than one milestone per IVC.)*

Milestone	IVC Number and Date *Ex: IVC 3, April 2*	Milestone Due Date *1 week before IVC (Ex: March 25)*
1 – Project Launch		
2 – Outline & Content		
3 – Rough Draft		
4 – Finalize & Share		

B. Target Audience

Who is the target audience? (ex: peers, teachers, community, family, country)

_____

Why is this an important target audience?

_____

How will we share our project with our audience? (ex: In local events? Online?)

_____

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C. Team Roles
Refer to Project Team Roles, (p. 7), for additional guidance

Student Roles: *Record your group's roles here.*

Group Leader: _____

Research Committee: _____

Logistics Committee: _____

Content Committee: _____

Documentation Committee: _____

Outreach Committee: _____

Partner School Role (if applicable): *What do you need from your partner school?*

_____

_____

D. Activity and Materials Chart
Record the step-by-step process for completing your project in the chart below, taking into account all student roles. Specify the materials you need, deadline for each step (keep the milestone deadlines in mind!), and committee responsible for each activity.

Activity (Step)	Materials/Resources Needed	Deadline	School Responsible	Committee Responsible
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Feedback Guide[2]

Use the categories below to provide feedback on your group or partner's project or milestone. Remember to give constructive feedback that is respectful and includes specific ideas for growth, instead of general praise or criticism.

I hear/see…
What do you observe? How does the project make you feel or think? Does it motivate you to action?

_____

_____

_____

_____

I want more of…
What do you want to see expanded or enhanced? What worked well and compelled you to think or act a certain way?

_____

_____

_____

_____

I wonder…
What questions do you still have? What could strengthen the project? How could it more specifically answer the Driving Question?

_____

_____

_____

_____

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[2] Adapted from: Buck Institute of Education. *PBL 101 Workbook*. California: Unicorn Printing Specialists, 2013.

Time to Get Started! Collaborative Project Challenge Letter

> WHO ARE GLOBAL NOMADS?
> Global Nomads fundamentally believe that all people, in all countries, from all cultures, are good. It's the misconceptions we're all raised with, taught or learned, that blind us to be otherwise. Global Nomads seek out these misconceptions and discuss them openly, honestly, and more importantly, face-to-face. Global Nomads are citizens of the world.

Calling All Youth:
Since 1998, Global Nomads Group has been connecting young people like you with their peers worldwide. Global Nomads – young people who embrace cross-cultural dialogue and celebrate both similarity and difference – are positively influencing their communities in over 50 countries, across all seven continents. Today, we ask you to join them as part of a Global Nomads Group program.

As a Global Nomad, we challenge you to bring global voices into your local conversations through connecting and collaborating with peers.

As a Global Nomad, you will:
- **Collaborate** with your peers to identify an issue that you want to **change** in your community.
- Use arts and media to **create** a real-world solution to this issue.
- **Share** the project locally and globally.

By taking action, you can become a Global Nomad, a citizen of the world.

Are you ready for the challenge? Through discussion with your peers, you will identify an issue that impacts you, as a young person, in your local or global community and that you want to positively influence. Together with your peers, you will investigate, analyze, and learn more about this issue in order to develop a project that implements a real-world solution in your local or global community.

Throughout the project, you'll use the following project documents to guide your progress:

- **Four Milestones**, or steps, will help you plan and implement your project. The **Project Guide** will lead you through completion of each milestone.

- The **Criteria Wheel** will guide you in making sure your project includes all of the elements of a successful and collaborative effort with your peers!

- In the **Format Options** guide, we've outlined **Project Types** across three themes: **Awareness, Advocacy, and Action**. Determine what you and your peers would like to accomplish through this project, and then brainstorm which format option will help you achieve this goal best.

- To streamline collaboration, review the **Team Roles** and make sure that everyone in your group has at least one role and responsibility for the project.

Be daring and creative, and don't be afraid to take risks. This is your opportunity to make a difference in the world in which you live. This is your opportunity to become a **Global Nomad**.

- The **Global Nomads Group** Team

Collaborative Project Milestones

Milestone 1
Project Launch: Topic of Interest, Driving Question, and Need to Know List

TIME	MATERIALS
60 minutes in-class planning	Challenge Letter (p. 11)
45 - 60 minutes additional preparation (outside of class, if needed)	Project Format Options (p. 6)
	"Need to Know" Worksheet (p. 15)

OVERVIEW

In this first milestone, students will determine their group's project topic and goals, develop a driving question, and create a "need to know" list to get their project started.

In order to complete Milestone 1, students must return to the Project Guide (p. 8) and complete Part A: Project Overview and Part B: Target Audience.

INSTRUCTIONS

1. **Introduce the Project:** Have a student or group of students read the Challenge Letter aloud (p. 11) to his/her peers. Lead a brief class discussion:
   o *What are your thoughts and feelings around taking on the Global Nomad challenge?*
   o *What obstacles do you think you will face during this challenge?*
   o *What is one thing you hope to achieve as a result of this challenge?*

   Record student responses, to be revisited at the conclusion of the project for reflection.

2. **Topic Selection Activity:** *What issues in your local or global community do you want to positively influence with your project? Why are these important to you?*

   Free Write/Draw: Have students write or draw for five minutes about the brainstorm question above, focusing on the main topics they would like to pursue in the collaborative project. Have students consider what they want to learn about themselves, their peers, current events, and the world through cross-cultural dialogue, and how they would like to positively engage – and change – their communities.

   Identify Trends: Have students identify the top 5 recurring words or phrases in their writing and compare these with peers to create a group list of the 3 most common or important topics.

Propose a Topic: Have students decide or vote on 1-2 topic(s) that they would like to explore further through the collaborative project.

Topic(s): _____

Why are these topics important to us? How do they connect to our lives and communities?

_____

_____

3. **Identifying the Goal, Project Type and Media Output** for the proposed project.

   Using the **Project Format Options** guide (p. 6) have students brainstorm the following:

   a. *What **goal** do you want to accomplish with your project? (Check one box)*

□ Awareness	□ Advocacy	□ Action
Awareness projects inform others about an issue. They expand a community's understanding of a problem, empowering people through knowledge.	Advocacy projects speak out or argue for a specific cause or policy that would address an issue. Advocates target decision-makers in a community who can help change the status quo.	Action projects develop and implement real-world solutions to community problems. They involve direct activities that support or counter a cause.

   b. *What **project type** and **media output** do you think will help you achieve this project goal best?* In small groups, have students offer three reasons why a specific project type and media output will help achieve their project goal. Have students present these to the class and collectively decide upon a project type and media output (below) to share with their partner for feedback.

   Project Type: □ Campaign   □ Documentary   □ Event   □ Public Service Announcement

   Media Output: □ Visual Arts   □ Performing Arts □ Writing   □ Event-Based
   Specific output (for example: radio piece, blog, photo story): _____

4. Crafting a **Driving Question (DQ)** for the proposed project.

   Characteristics of a Good DQ
   - <u>Provocative and challenging</u>: It's about an important or urgent issue that must be addressed.
   - <u>Open-ended and not easily answered</u>: It requires inquiry, research, and creativity.
   - <u>Relevant to your lives and community</u>: It should inspire you to take action!

> What is a <u>Driving Question</u> (DQ)? A **driving question** provides the purpose for the project and guides its creation. **The Collaborative Project should answer the DQ.**

Format of a DQ: *The four-part structure will help students write a great driving question!*

DQ Part	1. Question word that frames the issue…	2. Person/entity that is the focus…	3.Action/challenge that the entity accomplishes…	4. Audience* for the action or challenge?
Ideas	How do/can, What, Should, Could	we as [youth, class, citizens], town, country, school	build…, create…, design…, solve…, make…	real world problem, for a group, for a public audience
Example	How do	we, as citizens,	reduce water usage	in our school?
	How do we, as citizens, reduce water usage in our school?			
Practice				

*The audience should be real people who you can reach, and who would benefit from the project.

Based on the guidelines above, write your Driving Question as a class: _____

_____

5. **Need to Know List:** Now that students have a driving question, they must decide what knowledge and skills they already have, and what they need to know to complete this project.

   Have students use the "Need to Know" worksheet (p. 15) to record this information. Encourage them to **revisit and revise this list throughout the project**, checking off the list as they answer "need to know" items during research.

6. **Project Guide:** Using the information recorded in Milestone 1 above, direct students to the Project Guide (p. 8) to complete Part A: Project Overview and Part B: Target Audience.

1. Project Launch
Driving Question, Goals, Project Plan

CONGRATULATIONS!
✓ Milestone 1 is complete!

"Need to Know" Worksheet

Using your topic and driving question, decide what knowledge and skills you already have, and what you need to know to complete your project. **Revisit** and **revise** this list throughout your project.

What do you **already know** about the topic?	What do you still **need to know** to answer your driving question? *Try not to answer the questions you need to know right away! This process will be part of your research.*	**Where** will you get this knowledge? *Examples: resources, partners school, interviews, site visits*	What **skills or equipment do you need** to accomplish this?

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Milestone 2	
Project Outline & Content	
TIME	**MATERIALS**
60 minutes in-class planning	Project Guide: Part C & D (p. 9)
45 - 60 minutes additional preparation	Project Team Roles (p. 7)
(outside of class if needed)	Feedback Guide (p. 10)

OVERVIEW

In this second collaborative project milestone, students will view a completed sample project in one of the three categories: awareness, advocacy, or action. To guide them in their own project creation, students will identify the steps in creating the sample project, and define what made it successful in achieving its goal. Then, students will model this process to outline the steps needed to complete their own project. Students will identify team roles and draft a narrative project overview.

To complete Milestone 2, students must fill-in <u>Part C: Team Roles</u> and <u>Part D: Activity and Materials Chart</u> of the <u>Project Guide</u> (p. 9).

INSTRUCTIONS

1. **View Sample Project:** Based upon the intended goal of their own project, have students select one of the six projects below to view/read/observe:

Awareness	*OneLENS: Public Service Announcement* http://www.youtube.com/watch?v=Xn3aCGUG1qs&list=SP9807DC6DB80322F1	*YouthLINKS: Collaborative Mural* http://www.youtube.com/watch?v=mhPU1MjJr1A&list=PLJo_lhg1LV0CuEU-sia2PqevX0F8ebsMO
Advocacy	*One Million Bones: Join the Movement!* http://www.youtube.com/watch?v=FFukmsLLG0k	*ETN: Student Interactive Theater* http://www.slideshare.net/mollyjlevine/etn-vocational-school-student-interactive-theater
Action	*Kids vs. Global Warming – Video and Blog* http://www.youtube.com/watch?v=PpMYkjyNJuw&feature=relmfu (Video) http://www.imatteryouth.org/home.html#!blog/ci6c (Blog)	*Shumate Middle School, STOMP Out Bullying Campaign:* http://www.thenewsherald.com/articles/2012/05/23/news/doc4fbc105f4d2ba723260472.txt?viewmode=fullstory

After exploring the project, have students answer the following either in small groups or as a class:
What did this project make you feel, think, or want to do as a result of viewing?

_____

_____

What elements of this project helped it reach its goal of awareness, advocacy or action?

_____

_____

What could have been strengthened to better reach the project goal?

_____

_____

In what ways do you think this project impacted its school and community?

_____

_____

2. **Team Roles:** It took more than one person to complete the project you viewed. Have students indicate what roles they think individuals played in completing the project they viewed, referring to the Project Team Roles (p. 7) for guidance.

☐ Group Leader

☐ Research Committee

☐ Logistics Committee

☐ Content Committee

☐ Documentation Committee

☐ Outreach Committee

3. **Activities and Materials:** Ask students – What steps do you think the group took to complete the project you viewed? What materials or resources do you think the project team needed?

Have students imagine that they were on that project team. In small groups or as a class, record all of the steps, materials, resources, and roles students think were needed to make the sample project successful.

Activity (Step)	Materials/Resources Needed	Committee Responsible
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

4. **Now it's your turn! Identify Project Activities and Team Roles for Your Own Project:**
Using their notes on what made the sample project successful, have students list the team roles, step-by-step process, and materials/resources needed to complete their own project.

Encourage students to be as specific as possible in outlining steps.

Have students use the **Project Team Roles** (p. 7) to make sure **every person in the group has a role** in the collaborative project. If applicable, be sure students are prepared to discuss team roles with their partner school.

5. **Project Guide:** Using the information recorded in step 4 above, direct students to the Project Guide (p 9) to record this information in Part C: Team Roles and Part D: Activity and Materials Chart.

6. **Narrative Project Outline:** It is important that students are able to describe the story of their project. As a group, have student create a narrative outline for the project. Project outlines could be in the form of:
   - Image criteria/subject list for photo story
   - Argument points for letter-writing campaign
   - Storyboard for a short film
   - Bulleted narrative of theatre/radio piece
   - Interview questions for live debate

7. **Presentation, Feedback, Revision:** Have students present their narrative project outline to their peers for feedback, in class and during the IVC (if applicable). Presentations should be 5-8 minutes in length and give peers a sense of the narrative, story, or argument that the project will tell. Use the **Feedback Guide** (p. 10) to give and receive feedback.
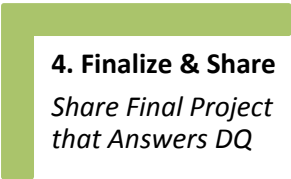
2. Outline & Content
Build Knowledge, Content, and Skills to Answer DQ

CONGRATULATIONS!
✓ Milestone 2 is complete!

Milestone 3	
Rough Draft	
TIME	**MATERIALS**
60 minute in-class planning	Project Guide (p. 8-9)
60 - 75 minutes additional preparation (outside of class if needed)	Feedback Guide (p. 10)

OVERVIEW

In this third collaborative project milestone, students will first update their Project Guide, based on feedback from peers on the narrative outline. Then, they will gather content and create the first draft of their project, receive feedback from peers, and update and revise their project plan as needed.

INSTRUCTIONS

1. **Reflect and Revise:** Based on feedback from their narrative outline, direct students to their Project Guide (p. 8-9), asking and answering the following and updating the Project Guide and Activity and Materials Chart (Part D) accordingly:
   a. Is your project answering the Driving Question (DQ) (Milestone 1)? If not, do you need to revise your DQ or your project plan?
   b. Review your "Need to Know" list (Milestone 1). What have you learned and what do you still need to know to complete your project? Are there new questions or subjects that you need to investigate?
   c. How is your project addressing your target audience and their needs and/or interests?
   d. Is your project addressing all six elements of a successful project according to the Criteria Wheel (p. 5)? If not, what elements of your project still need to be addressed to ensure your project is meeting the relevant criteria.

2. **Create Your Rough Draft:** Using the outline and updated "Activities and Materials Chart " (Part D, Project Guide), as a foundation, have students continue gathering content and create a rough draft of the project.

   Be sure students follow their project plan step-by-step and with group members fulfilling their individual roles to ensure the draft is successfully completed!

3. **Presentation, Feedback, Revision:** Have students present their rough draft – and changes to the Project Guide – to peers in class and during the IVC (if applicable). Presentations should be 5-8 minutes in length and give peers a nearly complete vision and understanding of how the project unfolds to achieve its goal. Use the **Feedback Guide** (p. 10) to give and receive feedback.

3. Rough Draft

Create and Revise Project to Answer DQ

CONGRATULATIONS!

✓ Milestone 3 is complete!

Milestone 4	
Final Product & Sharing	
TIME	**MATERIALS**
60 minute in-class planning	Project Guide (p. 8-9)
60 - 75 minutes additional preparation (outside of class if needed)	Feedback Guide (p. 10)
	"Call to Action" Worksheet (p. 21)

OVERVIEW

In this final collaborative project activity, students will incorporate feedback from the rough draft, gather any additional content needed, and finish the creation of the final product. Then, students will implement a distribution plan to share with multiple audiences.

INSTRUCTIONS

1. **Reflect and Revise:** Based on feedback from their rough draft, direct students to their Project Guide (p. 8-9), asking and answering the following and updating the Project Guide and Activity and Materials Chart (Part D) accordingly:
   a. Review your "Need to Know" list (Milestone 1). What have you learned and what do you still need to know to complete your project? Are there new questions or subjects that you need to investigate?
   b. Is your project addressing all six elements of a successful project according to the Criteria Wheel (p. 5)? If not, what elements of your project still need to be addressed to ensure your project is meeting the relevant criteria.

2. **Finalize the Product**: Based on feedback from peers on the rough draft of your project, and any additional content gathered, have students move forward with creation of the final product of their project. Students should be able to answer the following upon completion of the project:
   a. How does your project address your target audience and their needs and/or interests?
   b. How does your project answer the DQ?

3. **Craft a Distribution Plan:** Based on target audience (Project Guide, Part B) complete the "Call to Action" planning worksheet (p. 21) to identify where and how to share your project with your target audience.

4. **Keep Going!:** You have completed your final product, but make sure to share it with multiple audiences beyond your partner group! Share in local events, online, and more!

4. Finalize & Share

Share Final Project that Answers DQ

CONGRATULATIONS!

✓ Milestone 4 and your collaborative project are complete!

"Call to Action" Planning Guide

WHO:
- ✓ Who is the target audience? (Hint: See Project Guide, Part B: Target Audience)

WHY:
- ✓ Why is this an important target audience?

HOW:
- ✓ How will we engage this audience? (i.e. in what format? Film screening, art showcase, poetry reading, food festival)

- ✓ Where will we hold this event?

- ✓ On what day and time should we plan this event? Is this the best time to engage our target audience?

- ✓ How will we advertise our event to our target audience?