

Year 9 AWED PLANNING - INTRO - PROJECT MANAGEMENT

Driving Question: How do you manage a successful project?	
Career/Employer:	N/A
Context	They've worked on some of the intro sessions. They now need to think about longer stretches of work that they can learn to master themselves.
Expected outcome	The end result will be an understanding of project management and an example plan which they can tweak as well as some understanding of project management tools and where to find them
Knowledge, Skills, Behaviours	Knowledge • Students are able to tell us about project management aspects • Students can name the skills and behaviours needed by employers Skills • Critical thinking - Students use break down the brief requirements into parts and create a logical order for their project plan • Communication - Students are able to communicate their thoughts and make a decision collectively • Collaboration - Students work collectively to organise the process Behaviours • Positive attitude: constructive thinking, motivated to succeed, committed to equality and diversity

Lesson - 1 or 2 hours (Class to be organised into fours)

Learning goals:

- Students will be able to explain the purpose of the AWED
- Students will be able to list the knowledge, skills and behaviours that the AWED will develop
- Students will complete a basic CV

Key terms:

Student Activity	Teacher Guidance/Client involvement/Resources	Resources	Assessment
Launch: The AWED and KSBs Not just a task - students should try to explain the difference between a project and a task on your whiteboards. When they have done that and you have some feedback you can show the two videos - the second only needs forty seconds.	We need to make it clear that students will be learning to manage their time, working with a variety of people to complete a series of tasks that make up a project within a given time frame. This is a critical ability that will help them become incredibly employable compared with their peers	▶ What is a Pro... ▶ Task Meani...	Ask students to write their ideas on their whiteboards
Students understand the client brief: Client: AWED Project: The AWED Project Objective: Create a project outline based on a construction proposal, including everything you need to get the job done on time. Target audience: The team!	Introduce the brief. They will be working through some tasks in order to be able to fulfil this brief!		
Meet the expert	This video will explain some of the key skills and ideas that are	Meet the Expert Video	

Students watch a short video introducing someone that use project management	required to manage a project effectively • Scoping/Initiating • Planning • Working/Execution • Monitoring/Management • Reviewing		
Task 1: Project Management Stages Students will be asked 'what are the 5 key stages in a project?' Ask them to write down their ideas on a whiteboard. After this they will share these ideas with their team and come to an agreement upon what they consider the five stages to be. Now look at the image on the next slide. This will outline the 5 stages. Students should be asked 'why do you think you need all of these stages?' Discuss this as a group.	All the content will be on the slides. The aim is for them to figure it out themselves, but the content is all there should they need prompts.		Get feedback by using whiteboards and in the subsequent discussion
Task 2: The Project Plan Ask the students 'what do you need to consider when you create your plan for your project?' Ideas on their whiteboards Now ask them to share these ideas with their team and agree upon what you	All the content will be on slides. The aim is for them to figure it out themselves, but the content is all there should they need prompts.	Resources	Check Student Discussions - Have they got the key elements?

consider the most important things to organise. Now look at the image on the next page. Ask the students 'Why do you think you need all of these elements?' Then discuss their thoughts as a class. If the students have any questions about the stages they should ask for clarification Each group can share their ideas on why each of these elements need to be planned out. Now watch the video that explains project management		 What is proje...	Check with the students for their reasons on each of the stages.
Task 3: Mock Planing Ask them to read the construction project brief and create a project plan that includes the following elements: • Roles • Resources • Timings and Deadlines • Meetings for updates/review	Students will not have the tools to create an efficient project plan - but they may create one. Give them some time to work on it and then drop in the Gantt Charts (Task 3a) content to help them develop their plan into something easy to view and use. Give them some	Resources  Project Brief -...	Circulate as they write up their plan. Check they have a logical order and that ideas overlap.

Task 3a: Mock Planning - Gantt Charts

Ask them to watch the Gantt Chart video and see if it inspires their plan. Ask them to answer these questions.

1. Can you use this style of chart to make your plan easier to use and understand?
2. How might you include names for people assigned the task?

Task 3b: Mock Planning- Miro

Show students the video and ask them to consider how they might use *Miro* to help their project work. Get them to answer the following questions:

1. If you decided to plan and design your whole project using Miro, what could you include within the project template?
2. What might be the challenges of using this software?
3. Why do you think we have introduced this type of software to you?

Hear from the Experts

Show them the video and then ask them to compare the list of tasks and example Gantt Chart with their own plan. They can amend with a green pen, where necessary. Some key questions for them:

1. How does your list of tasks

time to complete a more visual format to their plan and then move on to the Miro section (Task 3b). This is an excellent piece of software that will allow students to bring all their work into one place. Highly recommend that we get good at it!

 [How to Use ...](#)

▶ Telling a Miro...

Video

Project Brief -...

 Gantt Shed

Check to see if students develop this style of plan.

Students can use green pens to make amendments. You can ask them to tell you what they changed.

compare? - Is it in a logical order? - Did you make connections between tasks? - How could Miro help you with your project?			
Task 4: Updates and Review (and Reflection): Ask students why they will need to update and review the plan and progress as they go. Answer on their whiteboards. Discuss with their group, then as a class. Students then review themselves and their work as a team	Assess against these strands: Critical thinking - Students use break down the brief requirements into parts and create a logical order for their project plan Communication - Students are able to communicate their thoughts and make a decision collectively Collaboration - Students work collectively to organise the process		Student self reflection - Using the criteria. They can write this in their books/online evidence.

