

Lesson Plan: Manage Project Communication

Overview

In *Manage Project Communication*, students will use digital tools to manage communication for a large-scale project that benefits their school or community. You can use this lesson to facilitate the selection and completion of a community service project with a class or large group of students.

This lesson is one of seven that can be used to complete different components of the project. To find the other lessons, visit the Applied Digital Skills curriculum page, and click on Capstone Collection.

Objectives

By the end of this lesson, students should be able to:

- Achieve the following objective(s):
 - Manage communication for a large-scale group project that benefits the community by creating a contact group label in Google Contacts, writing an email to a group with Gmail, and creating a meeting agenda in Google Docs.
- Answer the following essential question(s):
 - How can digital tools make communication with others more efficient?
- Internalize the following enduring understanding(s):
 - Gmail is an effective way to communicate with groups.
 - Google Docs makes it easy to communicate, share, and collaborate in a document with a group to share important information and ideas.

Digital Skills

As they complete this lesson, students will learn and practice the following digital skills:

- Add a new contact.
- Create a contact group label.
- Compose and send an email to a group.
- Add a contact group to an email.
- Add an attachment or link to an email.
- Send an email to a group.
- Add text to a document.
- Format text in a document.
- Share a document with a group.
- Comment in a document.

Terms and Concepts

As they complete this lesson, students will learn and use the following terms and concepts:

- Contact group label
- Attachment
- Agenda
- Greeting
- Body
- Closing

🕒 Total Duration	📦 Materials
<ul style="list-style-type: none"> ● 45 minutes (can be extended to 90 minutes with extension videos) 	<ul style="list-style-type: none"> ● Computer with internet access (per student) ● Headphones (per student) ● Applied Digital Skills website

Lesson Outline: Main Videos Plus Extensions

Video	Duration	Description
1 Introduction to Manage Project Communication	5 min	Students are introduced to the lesson, sign in to their Google accounts, and open Google Contacts.
2 Create a Contact Group	10 min	Students add contacts for group members and others involved in the project, create and name a new contact group label, and apply label to each contact.
3 Email Your Project Contact Group	10 min	Students compose an email to their project group members using the contact group label they previously created, and attach a link to a file.
4 Create a Meeting Agenda	15 min	Students create an agenda in a document for an upcoming group project meeting and share it with meeting attendees.
5 Manage Project Communication Wrap-Up	5 min	Students wrap up the lesson and discover how the skills they learned can apply to other tasks.
* Extension: Schedule a Project Meeting with Google Calendar	10 min	Students use Google Calendar to send their group a meeting invitation with an attachment.

* Extension: Send an Email Thanking a Project Participant	10 min	Students write an email thanking someone for their involvement in the group project.
* Extension: Create a Project Exit Survey for Your Group with Google Forms	10 min	Students create a customized survey form to ask participants questions to learn about their experiences and opinions about the project after it has been completed.

 Prep

Before introducing this lesson to students:

- Create a teacher account at g.co/applieddigitalskills, and add a class.
- Distribute the class code to your students.
- Place your students into small groups for collaboration during this lesson, if preferred.

 Procedure

1. Introduce the lesson: Prompt students to think about managing communication for a group project (see [Appendix](#) for suggested prompts).
2. Check in with students during class: Meet one-on-one or in small groups as students watch videos (see [Appendix](#) for suggested prompts).
3. Wrap up the lesson: Give a short closing and facilitate brief discussion about what students learned and experienced (see [Appendix](#) for suggested prompts).

 Check Outcomes

Walk around class and monitor progress to ensure students:

- Add group members to their contacts.
- Create and label a new contact group.
- Send an email to their group using the contact group label.
- Attach a file or link to the email.
- Create and rename a new document.
- Add and format text in a document.
- Share document with group with permission to comment.
- Add comments and suggestions to a document.

 Assessments

Applied Digital Skills offers two tools to help measure student learning -- the end-of-lesson quiz and the student project rubric.

- **The end-of-lesson quiz** contains multiple-choice and open response questions. Use the quiz to help measure students' ability to recall what was covered in the lesson and demonstrate their understanding of how to use digital skills in different scenarios.
 - Note that the answer key is only available here in the teacher lesson plan
- **The student project rubric example** includes example criteria to score and provide comments on student projects created for this lesson. The rubric is designed to measure students' understanding and their ability to apply the digital skills covered in the lesson. Add additional rubric criteria to meet your needs.



Resources

- [Example project](#)
- [Student Project Rubric](#)
- [Appendix](#)

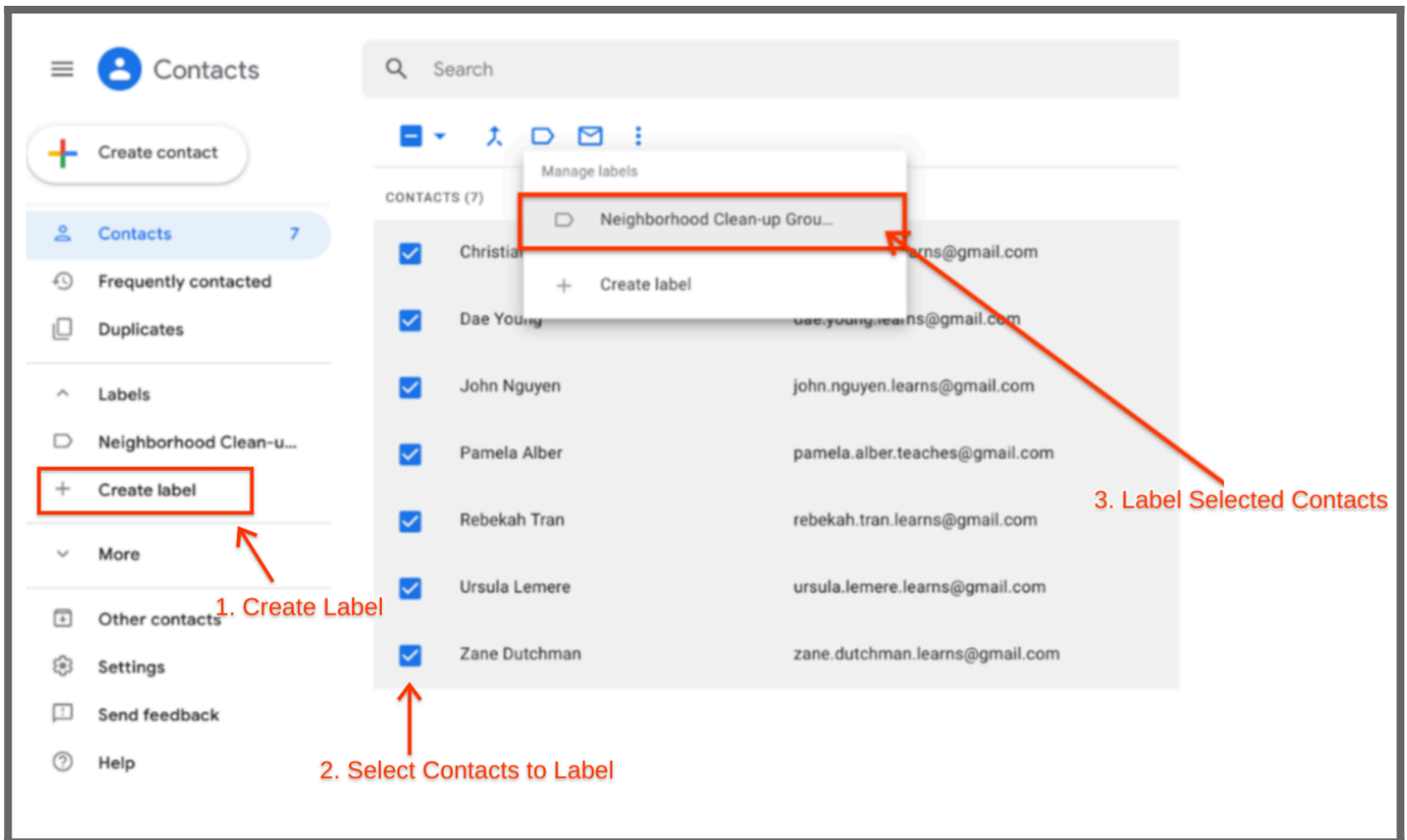
Tip: This lesson is designed to be completed in a single class period. It has multiple videos for students to watch, which vary in duration and guide students through building a main project around a central theme. Also included are three optional extension videos, which should each take students 5-10 minutes to complete. They can be added to the main lesson to extend instructional time and allow students to add on to their projects and reinforce skills.

Tip: Assign groups. Some videos require students to work in pairs or groups. Save time by assigning students before the lesson begins.

Tip: Reserve 5 minutes at the beginning and end of each lesson. Start each class with a 5-minute introduction and end each class with a 5-minute closing.

Tip: Use the rubric to evaluate student work. Rubrics are linked in each lesson plan to evaluate student work. Share a copy of the rubric with students before they turn in their projects.

Example Student Outcome (Create a Contact Group Label)



Example Student Outcome (Write an Email)

The screenshot shows an email composition window titled "Mayor Patel's Questions". The "To" field contains a contact group with members: Christian Law, Dae Young, John Nguyen, Rebekah Tran, Ursula Lemere, and Zane Dutchman. Below the "To" field, the "Add" field contains "Pamela Alber". The subject line is "Mayor Patel's Questions". The body of the email starts with "Hello," followed by two paragraphs: "Mayor Patel sent me a document today with some questions she has about our project." and "Please look at the questions by June 26 so we can talk about them together at our meeting that day." The email ends with "Thank you," and the name "Martina". The interface includes a rich text editor with a toolbar and a "Send" button.

Annotations in the image:

- Contact Group Inserted in the "To" field**: Points to the "To" field containing the contact group.
- Subject**: Points to the subject line "Mayor Patel's Questions".
- Greeting**: Points to the "Hello," text.
- Body**: Points to the two paragraphs of the email body.
- Closing**: Points to the "Thank you," text.

Example Student Outcome (Create a Meeting Agenda)

The image shows a Google Docs document titled "Neighborhood Clean-Up Meeting Agenda - June 26". The document content is as follows:

Neighborhood Clean-Up Meeting

Details
June 26, 2019, 12:00 p.m.
Library Conference Room, Westwood High School

Attendees
Zane Dutchman, Christian Law, Ursula Lemere, John Nguyen, Martina Rojas, Rebekah Tran, Dae Young

Purpose
To discuss the progress of organizing our neighborhood clean-up project.

Topics to Discuss

1. Review questions the mayor sent to us (Martina)
2. Finalize list of items we need to buy (tools, etc.)
3. Decide which members are going to neighborhood sign-up event
4. Finalize our website (Rebekah)
5. Decide if we will ask for snack donations from local businesses (Christian)

Annotations on the left side of the document:

- Section headings typed and formatted**: Points to the title and the four main sections (Details, Attendees, Purpose, Topics to Discuss).
- List of topics typed and formatted with numbered list**: Points to the "Topics to Discuss" section.

Annotations on the right side of the document:

- Appropriately renamed**: Points to the document title.
- Titled and formatted**: Points to the main title.
- Details (date, time, location) added**: Points to the "Details" section.
- Attendees (group members, others) added**: Points to the "Attendees" section.
- Purpose of the meeting**: Points to the "Purpose" section.
- Name of person responsible for agenda item**: Points to the names in parentheses at the end of each item in the "Topics to Discuss" list.

Example Student Outcome: Extension (Schedule a Project Meeting with Google Calendar)

The screenshot shows the Google Calendar event creation interface for an event titled "Neighborhood Clean-Up Group Project Meeting". The interface includes fields for the event title, date and time, location, notification settings, and a list of invited guests. A meeting agenda document is attached to the event, and the description of the meeting is visible.

Annotations:

- Title of event:** Points to the event title "Neighborhood Clean-Up Group Project Meeting".
- Select a date:** Points to the date and time selection fields.
- Location of meeting:** Points to the location field "Library Conference Room, Westwood High School".
- Group members invited:** Points to the list of invited guests.
- Meeting agenda document attached:** Points to the attached document "Neighborho...".
- Description of meeting:** Points to the meeting description text.

Example Student Outcome: Extension (Send an Email Thanking a Project Participant)

The image shows a screenshot of an email draft in a web browser window. The window title is "Thanks to Mrs. Tyrell for helping us!". The email content is as follows:

Christian Law, Dae Young, John Nguyen, Pamela Alber, Rebekah Tran, Ursula Lemere, Zane Dutchman, lana.tyrell.teaches@gmail.com, manuel.romero.teaches@gmail.com

Thanks to Mrs. Tyrell for helping us!

Hello,

Happy Friday! Yesterday's sign-up event was a huge success.

We couldn't have done it without our school librarian, Mrs. Lana Tyrell. She has spent the last month helping us reserve the library conference room and allowed us to eat our lunches in there during meetings. She stayed late after school yesterday while we held our volunteer sign-up event in the library.

Stop by Mrs. Tyrell's desk and thank her, or reply to this email and say thanks!

Best,

Martina

Annotations with red arrows point to various parts of the email:

- "Contact group and person being thanked added as recipients" points to the recipient list.
- "Subject is appropriate for email topic" points to the subject line.
- "Greeting" points to "Hello,".
- "Closing" points to "Best,".
- "Included in body is: Who is being thanked, why they are being thanked, how their accomplishment affects the group or project." points to the main body text.

The email editor interface is visible at the bottom, showing a "Send" button and various formatting tools.

Example Student Outcome: Extension (Create a Project Exit Survey for Your Group with Google Forms)

The image shows a Google Form titled "Neighborhood Clean-Up Survey" in the "QUESTIONS" view. The form has a blue header with the title "Neighborhood Clean-Up Survey" and a "SEND" button. The main content area is white and contains a title "Neighborhood Clean-Up Project Survey", a description, and five questions. The questions are: "What made you become involved in this project?", "What interested you in deciding on a clean-up event for the project idea?", "What tasks did you work on for the project?" (with a list of tasks: Brainstorming, Planning, Flyer, Website, Communication, Slideshow, Other...), "What did you like about the project and would like to remain the same if we do this event again?", and "Is there anything you think could be improved if we do this event again?". The form is annotated with red boxes and arrows. A red box around the title is labeled "Name Form". A red box around the "SEND" button is labeled "Send survey to group". A red box around the description is labeled "Survey description". A red box around the first question is labeled "Add at least 5 questions".

Annotations:

- Name Form
- Send survey to group
- Survey description
- Add at least 5 questions

Appendix

Manage Project Communication

Introduce the lesson and prompt students to think about communicating and collaborating with their group while working on a large-scale project that benefits their school or community. Communication can be made more manageable by creating a contact group, sending emails, and creating and collaborating in a meeting agenda document.

Say *To get started and join our class, go to g.co/applieddigitalskills and select “Sign In.” Click on your Google account (or create one), choose “I am a student,” and enter our class code. (Teacher note: Locate your class code on your dashboard.) After you join our class, proceed to Video 1 and begin watching.*

Ask

- *How do you communicate with others when working with a group?*
- *What tools do you currently use to help you communicate with others?*
- *How might digital tools help your group communicate effectively and efficiently?*

Describe the activities and outcomes for the lesson.

Say *In this lesson, you will create a label for a contact group and add group members and others to it. Then, you will write an email using the contact group label and attach or link a file to the email. Finally, you will create a meeting agenda and share it with your group.*

Say *Go to g.co/applieddigitalskills and select “Sign In” to log into your profile. If you see “Wait,” click it and move onto the next unit. If you already see “Introduction to Manage Project Communication]” then you are ready to begin watching the first video. Watch the first video, and complete the steps described.*

Teacher Note	If students need help accessing the lesson, have them navigate the curriculum menu by clicking on “Curriculum” at the top of the page, then scrolling down and selecting the correct lesson.
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Intro/Closing Questions

- *Why is communication important when working on a large project with others?*
- *How can digital tools help you communicate more efficiently with your group?*

Engage

- *How do you usually communicate when working with others on an assignment or project?*
- *What aspect of communication do you find most valuable when communicating with a group? (email, documents, meetings, others)*

Wrap up the lesson.

- Wrap-Up Summarize the lesson and celebrate that, as a result of the skills learned, they created an exciting project.
- Say *In this lesson, you used digital tools like email and documents to manage communication for a large-scale group project that benefits your school or community.*
- Ask
- *What else might you use digital tools like email and documents for?*
 - *How will you apply the new skills you learned here to your life, school, or work?*

Quiz Answer Key

1. C
2. A
3. D
4. B
5. B
6. C
7. C
8. B
9. B
10. Open-ended
11. Open-ended
12. Open-ended

Evaluating Open-ended Response to Question 10

Look for responses that include: Digital tools can:

- Keep the group organized,
- Help communicate what the steps are in the project with the entire team,
- Help project members avoid mistakes,
- Keep the project running smoothly and/or efficiently

Questions 11 and 12

Responses to these two questions can be used to:

- Identify concepts and/or skills that students may need additional instruction on or practice with to fully understand.
- Identify where the digital skills and concepts could be embedded in future classroom activities and assignments.
- Identify if students are making connections between the digital skills and concepts covered in this lesson and how they can use those digital skills and concepts in different settings or on different assignments.