

CURRICULUM PLAN

10/14/2022



16-week course for young adults to enter the work force Each week = 7 hours/day 5 days a week

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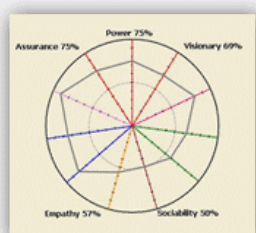
Our students want to learn, to better themselves and the community, they are curious and aren't afraid to explore, they are innovation and enjoy solving problems and working as a team member, people that care about culture and diversity. Their values will be aligned with the company's culture. They will want to be part of building a successful business and better world.

Our Program Uniqueness:

1. The group builds its rules of engagement & culture to become a team. The self-empowered team picks the opportunity. Treat others respectfully and as **they would like to be treated** – “The Platinum Rule”
2. Shares a common approach often translated as "I am because we are," or "humanity towards others ... ubuntu , (**Going from an “I to a We” culture**)
3. Each of us is a teacher and mentor to our teammates.
4. Common goals and objectives
5. Practice & Learn like a Sports / Music team
6. Has a clear view of who our customers are and their needs.
7. Follow on support to the community.

Training schedule

Getting to know our selves



My Brand
Peer Learning
Ice-Breaker

Who am I?

A candidate's commitment to values and ethics is a key driver for success

My Strengths

Create a brand for themselves





Peer Learning, Ownership

Ice-breaker


Interpersonal skills

'active listening' – defined as “giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times”



<div>Forming our learning team</div> <div></div>	<div><div>Create a team structure & culture</div><div>How to work with each other</div><div>What are our values and operating norms</div><div>How to control myself in various situations</div><div>Listening skills</div></div> <div>self-monitoring and assessment are connected to the ability to monitor and assess others and are crucial for working in a team. They are also linked to good time management</div>
<div>Deciding on our problem to work on</div> <div></div>	<div><div>What is the real problem we need to solve?</div><div>Deciding on the requirements & research</div><div>Developing our goals and plans</div><div>Planning skills and time management</div><div>Thinking like an owner – Customer focus</div></div> <div>Breaking down big tasks into easy steps and emphasizing the importance of mistakes in achieving success can help students to avoid being overwhelmed by work or fearing failure</div>
<div>Problem solving</div> <div></div>	<div><div>Thinking skills – creativity, critical thinking, Questioning</div><div>Framing the problem</div><div>Brain storming</div><div>Shaping the results</div><div>Decision making</div></div> <div>After we decide on a problem we want to solve, we use the engineering design process to help us find possible solutions. We are using a design process that is a combination from Engineeringlens.org and Olin college of engineering.</div>
<div>Testing and reflecting</div> <div></div>	<div><div>Iterative process of design</div><div>Looking to see how you can improve</div><div>Redesigning what you did</div><div>Reflecting with your teammates</div></div>



<h2>Presenting our solution</h2> 	<table><tr><td>Elevator pitch</td></tr><tr><td>Presentation delivery skills</td></tr><tr><td>Engagement</td></tr><tr><td></td></tr></table> <p>Students will work cooperatively to develop a verbal and visual presentation. Having a public product ups the stakes for students, leading them to do higher quality work. No one wants to look bad in public.</p>	Elevator pitch	Presentation delivery skills	Engagement	
Elevator pitch					
Presentation delivery skills					
Engagement					

Examples of some elements of the learning

Business skills

Tools for organizing your thoughts
Decision making
Measurements
Presentation skills
Balance scorecard
Process design
Quality



Personal skills

Financial literacy
Time management
Goal setting
Communications
Flexibility



Students to think about (soft-skills):

What we do	Description
Curiosity	<ul style="list-style-type: none">• Look around• Ask questions• Learn from others• Have fun exploring
Better Listener	<ul style="list-style-type: none">• Understand what the other person is saying• Use questions if you don't understand• Para-phase what you heard• Practice empathy with others
Non-verbal Interpersonal	<ul style="list-style-type: none">• Eye-contact• Smile• Be attentive• Show you are listening
Show common sense	<ul style="list-style-type: none">• Think critically when discussing• Take your time• Be respectful• Be honest if you don't know
Kindness	<ul style="list-style-type: none">• Practice empathy• Willing to help• Trusting
Taking risks	<ul style="list-style-type: none">• Learn from mistakes• Reflect on the process• Boldness
Reflect on your actions	<ul style="list-style-type: none">• Take time to review what you did• Ask questions of your self
Building your presence	<ul style="list-style-type: none">• LinkedIn, online groups
Mindset thinking	<ul style="list-style-type: none">• Ownership• Brain plasticity• Engineering



Define Learning Objectives

- Your first step is to specify what you want your trainees to learn
- determine how you will measure this

Think about these questions: • What are the most important concepts or skills that trainees need to understand by the end of the class? • Why are these concepts and skills important? • How will you know that they have understood these correctly?

Rubric:

	(1)	(2)	(3)	(4)
	Beginner	Basic	Proficient	Expert
Assessment Outcomes	Little or no evidence of the outcome	Beginning of or some evidence of the outcome	Detailed and consistent evidence of the outcome	Highly creative, inventive, mature presence of outcome
Supporting a learning environment	Shows minimal interest in class activities	Shows interest in activities and evidence of some understanding of thinking strategies	Engaged in activities and shows good understanding of thinking strategies; beginning to adapt strategies to lesson planning	Very engaged in activities; shows strong understanding of thinking strategies and how to adapt them to lesson planning
Classroom Participation	Participates infrequently	Participates sometimes; makes appropriate contributions to discussions and activities	Participates frequently; adds value to discussions and activities	Participates frequently; makes strong connections to topics and extends thinking beyond what is presented
Individual assignment	Assignment is completed; quality varies	Assignment completed; meets requirements	Assignment completed thoughtfully and completely	Assignment completed thoughtfully; includes innovative and original thinking
Team work	Participates marginally	Participates sometimes; makes appropriate contributions to group work	Participates consistently; adds value to group work	Participates consistently; pushes group to extend thinking beyond what is presented



Learning Strategies:

It is important to give learners the time and opportunity to talk about thinking processes, to make their own thought processes more explicit, to reflect on their strategies and thus gain more self-control. Acquiring and using meta-cognitive skills has emerged as a power idea for promoting a thinking skills curriculum ... Carol McGuinness (1999) Create your thinking strategies

- Look to make your approach more efficient.
- Look at issues from a system view with inputs, outputs, processes and feedback.
- Think of strategies in “gathering, organizing, analyzing and making conclusions.
- Break problems into small chunks and study them well.
- Begin with the things that are simplest to understand and move to the more complex.
- Never to accept anything as true that you do not clearly know.
- Be complete in both your work and reviews that nothing is omitted.

Descartes, Discourse on Methods

Learning schedule: The length of the weeks will vary based on students, needs of the client and other factors: (*small lower case are the learning objectives for the week*)

Week 1 Who am I? My strengths; What makes an organization? Introduction Teamwork Culture in an organization, Icebreaker Physical appearance	Week 2 What are my social skills, my mindset thinking? Interpersonal skills SEL, Managing self Workplace discussion Mindset thinking https://www.youtube.com/watch?v=RfWqVWGEuGE
Week 3 How are teams created? Team development Charter, Culture Ground-rules http://projectacademy.org/trainer/teamwork-learning-module-10262021.pdf	Week 4 Understanding a company and its process? Company organization Foundational skills Business & Thinking tools <ul style="list-style-type: none">• Flow charts• Process sheets• Info mapping



Week 5 Detail learning of business processes Financial literacy Process management Quality systems, balanced scorecard	Week 6 How to find the root cause of a problem? Team problem analysis Root cause 5 whys Requirements doc. http://projectacademy.org/Simplified/picking-a-problem-method.pdf
Week 7 What are the major points of working Together? Discuss of what problem to work on	Week 8 What are the steps of problem solving? Problem solving discussion
Week 9 What have we learned? Problem solving continue Reflection / Rubrics	Week 10 Testing/ Review Assessment Balance scorecard
Week 11 Summary/ Review Failure is a form of learning	Week 12 Entrepreneurship creativity
Week 13 Project Planner? Thinking Technician	Week 14 Program review careers
Week 15 Program review, Family support	Week 16 Technology future direction ... AI, Robots, Internet of things & Analytics Celebration

Learning process outline

Getting started, overview, your questions
Outline of the learning
Exercise of the learning, project based
Review & Reflection
Outcomes and document



Curriculum Flow Process: (First few weeks)

Est. Time	Label	Detail
6 hr	Discuss about you Discuss the beginning of learning ABOUT YOURSELF	Introduction to Project Academy Utilize the Experience and Wisdom of your past <div> Experience? practical contact with and observation of facts or events. "he had already learned his lesson by painful experience" Wisdom? ability to discern inner qualities and relationships : insight. b : good sense : judgment </div>
8 hr	Peer learning process	You own your learning with a team-mate
6 hr	Class schedule	How the classes will run & our responsibility <ul style="list-style-type: none"> • Our culture, students' responsibility • Tenants http://projectacademy.org/Documents/tenets-projectacademy-03222017.pdf
8 hr	About you	Branding Video https://www.youtube.com/watch?v=QwMjvZfH3H4 Creating a brand for the individual- <ul style="list-style-type: none"> • Strength & Goals • Video, doing your brand statement • Interpersonal skills Attitude \Hand-shake Inter-personal http://projectacademy.org/trainer/bb1-icebreaker.html
4 hr	know your customer- Their needs	Discuss Corp Culture and expectations <ul style="list-style-type: none"> • Organization • Expectations, Professionalism

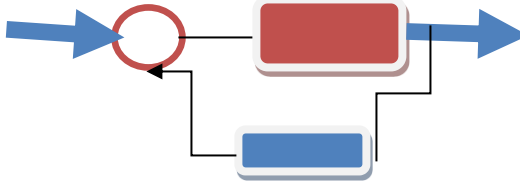


Est. Time	Label	Detail							
		<ul style="list-style-type: none">Learning – Curiosity http://www.projectacademy.org/Documents/ownership-mindset-10272018.pdf							
16 hr	Your inner strength	<p>Review the importance of your Attitude and Social & Emotional thoughts http://www.projectacademy.org/resources/docs/skills-set-SEL-05092018.pdf</p> <p>Master Your Life Aptitudes</p> <table><thead><tr><th>Inner</th><th>Outer</th></tr></thead><tbody><tr><td><p>Self Awareness:</p><ul style="list-style-type: none">• Awareness of your emotions• Accurately knowing yourself• Self-Confidence</td><td><p>Social Awareness:</p><ul style="list-style-type: none">• Understanding others• Understanding of group behaviour & motivations• Service Orientation</td></tr><tr><td><p>Self Management:</p><ul style="list-style-type: none">• Managing Emotions & Impulses• Adaptability & Creativity• Motivation & Self-discipline• Wise actions• Initiative</td><td><p>Strong Relationships:</p><ul style="list-style-type: none">• Clear communicator• Elevates others• Ability to influence & Manage conflicts• Builds Bonds & Collaborates</td></tr></tbody></table> <p>howtomasteryourlife.com</p>		Inner	Outer	<p>Self Awareness:</p> <ul style="list-style-type: none">• Awareness of your emotions• Accurately knowing yourself• Self-Confidence	<p>Social Awareness:</p> <ul style="list-style-type: none">• Understanding others• Understanding of group behaviour & motivations• Service Orientation	<p>Self Management:</p> <ul style="list-style-type: none">• Managing Emotions & Impulses• Adaptability & Creativity• Motivation & Self-discipline• Wise actions• Initiative	<p>Strong Relationships:</p> <ul style="list-style-type: none">• Clear communicator• Elevates others• Ability to influence & Manage conflicts• Builds Bonds & Collaborates
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8 hr	Mindset thinking <i>Questions are the answer</i>	Ownership	Think like an owner						
		Growth	The brain is like a muscle, use it or lose it						
		Engineering	Manage tasks around a project						
		http://www.projectacademy.org/							

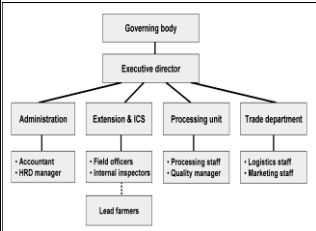
8 hr	Life-Skills discussion Trust, Respect,	<ul style="list-style-type: none"> Creative & critical thinking, Learning skills
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	Empathy, Listening, Independence, Collaboration, Kindness, Taking Risks, Boldness, Creativity, Learning attitude, Work ethics, Communications skills, Decision making	<ul style="list-style-type: none">● Wisdom- good decisions and taking the path that provides value to all (society) Curiosity is a strength within the virtue category of wisdom, one of six virtues that subcategorize the 24 strengths. Wisdom describes strengths that help you gather and use knowledge. The other strengths in Wisdom are creativity , curiosity , judgment , love of learning , and perspective .● Community- People and relationships count● Social justice- leaving the world a better place than you found it● Purpose- Sense of direction that you achieve, the goals you set http://www.projectacademy.org/resources/docs/global-age_skills.pdf
4 Hr	Curiosity	<p>The power of curiosity.</p> <ul style="list-style-type: none">● When we aren't curious, we don't listen.● When we aren't curious, we are unable to have an open-minded point of view.● When we aren't curious, we don't bother asking questions.● When we aren't curious, we tell, judge, criticize, blame, and shame
		



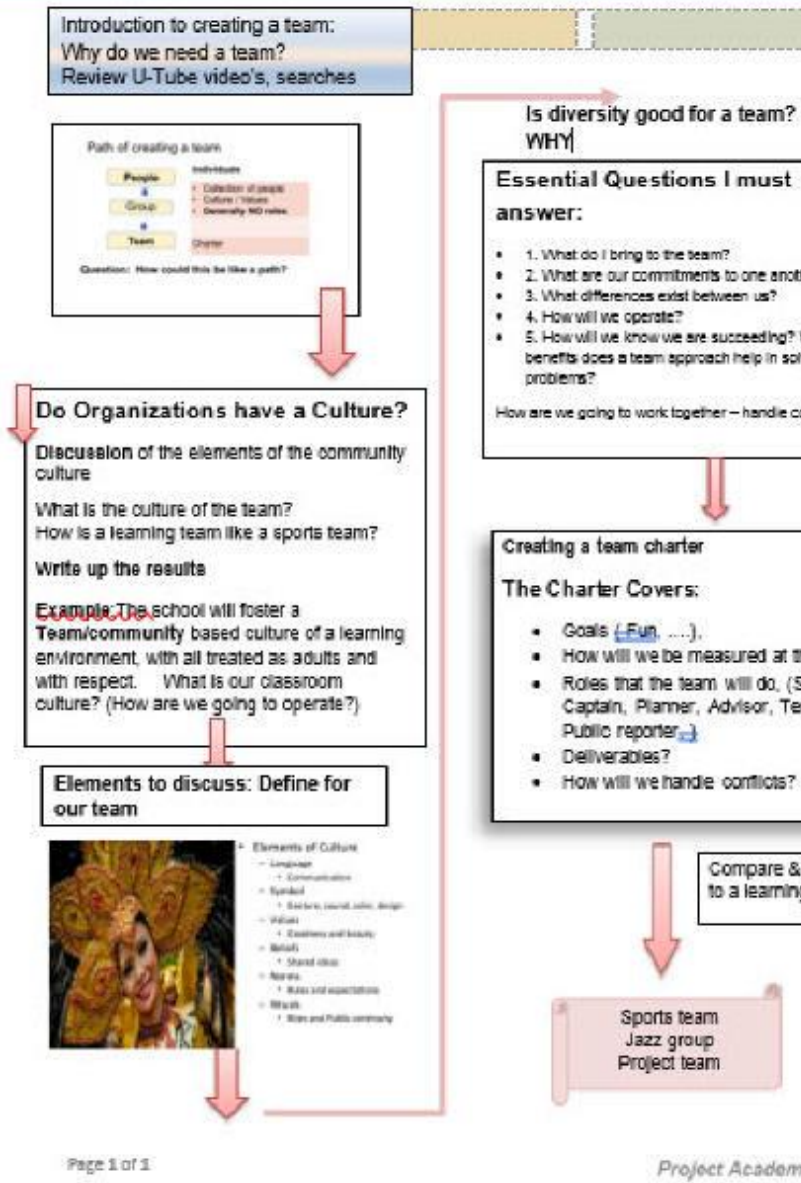
8 hr	<p>About what makes up a company/ Business</p> <div></div>	<p>Discussion: How would we create similar org. charts for the following:</p> <ul style="list-style-type: none">• Local candy store• Drug store like CVS• Electronic manufacture of a smart phone• Pharmaceutical Sales company <p>What are some of the major processes in these companies?</p> <p>How would we draw a flow map for the process?</p> <p>How do we add value as an employee?</p>
8 hr	<p>Life-Skills discussion</p> <p><i>Trust, Respect, Independence, Collaboration, Kindness, Listening, Empathy</i></p>	<ul style="list-style-type: none">• Creative & critical thinking, Learning skills• Wisdom- good decisions and taking the path that provides value to all (society)• Community- People and relationships count• Social justice- leaving the world a better place than you found it• Purpose- Sense of direction that you achieve, the goals you set <p>http://www.projectacademy.org/resources/docs/global-age_skills.pdf</p>
16 hr	<p>Basic computer literacy</p>	<p>Email, Web, Search, Software tools</p> <p>http://projectacademy.org/trainer/bb1-set-up.html</p>
8 hr	<p>Communication components</p> <p>Dealing with conflicts in the team</p>	<ul style="list-style-type: none">• Written-image mapping• Verbal- Difficult conversations• Listening <div><div>Info-Mapping</div><div><p>Makes the document easier to read with labels on the left s</p></div></div>



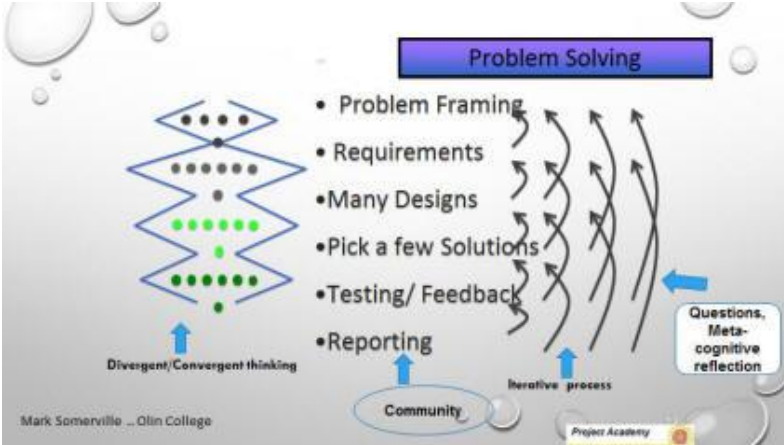



	<div>Insure listening to each other</div> <div>Seek understanding not agreement</div> <div>Outline the issues</div> <div>Build dialogue</div> <div>Agree to an action plan</div> <div>Insure you follow up.</div> <div>Be positive</div>		document and logical break up of information in the document.	
		Mind-Mapping	<u>A mind map is a diagram</u> used to visually organize information. A mind map is hierarchical and shows relationships among pieces of the whole. [1] It is often created around a single concept, drawn as an image in the center of a blank page, to which associated representations of ideas such as images, words and parts of words are added. Major ideas are connected directly to the central concept, and other ideas branch out from those	
		Listening	<u>http://projectacademy.org/fuller/listening-not-judging.pdf</u>	
8 hr	Module Design	Review the design of the learning process modules and how they can be used <u>http://www.projectacademy.org/resources/Portfolio%20off%20Learning-0992021.pdf</u>		



16 hr	<p>Team work skills Charter; Culture</p> <p>“The work world has changed so that social skills are at a premium. Over 70% of jobs today involve membership of a team... Increased technology in the workplace is associated with interdependence ...teams cooperate with teams. In today’s world teamwork skills are employability skills.” Dr. Spencer Kagan</p> <p><i>What roles do we have in the team?</i></p>	 <p>Introduction to creating a team: Why do we need a team? Review U-Tube video's, searches</p> <p>Path of creating a team</p> <p>Individuals People Group Team Charter</p> <p>Questions: How could this be like a path?</p> <p>Do Organizations have a Culture?</p> <p>Discussion of the elements of the community culture</p> <p>What is the culture of the team? How is a learning team like a sports team? Write up the results</p> <p>Example: The school will foster a Team/community based culture of a learning environment, with all treated as adults and with respect. What is our classroom culture? (How are we going to operate?)</p> <p>Elements to discuss: Define for our team</p> <p>Elements of Culture</p> <ul style="list-style-type: none"> Language Communication Symbol Values Customs and beauty Beliefs Shared ideas Norms Rules and expectations Work Role and Public community <p>Is diversity good for a team? WHY</p> <p>Essential Questions I must answer:</p> <ul style="list-style-type: none"> 1. What do I bring to the team? 2. What are our commitments to one another? 3. What differences exist between us? 4. How will we operate? 5. How will we know we are succeeding? What benefits does a team approach help in solve problems? <p>How are we going to work together – handle conflict?</p> <p>Creating a team charter</p> <p>The Charter Covers:</p> <ul style="list-style-type: none"> Goals (Fun, ...) How will we be measured at the end? Roles that the team will do, (Scribe, Captain, Planner, Advisor, Test, Public reporter...) Deliverables? How will we handle conflicts? <p>Compare & Contrast to a learning team</p> <p>Sports team Jazz group Project team</p> <p>Page 1 of 1</p> <p>Project Academy</p> <p>http://projectacademy.org/trainer/bb1-team.html</p>
8 hr	Planning & organizing	<ul style="list-style-type: none"> • Time management, Prioritization • Question process • Gantt Chart, Note taking
16 hr	Analysis & Analytical	<p>Basic math, Graphing Problem Framing</p> <p>http://projectacademy.org/trainer/bb1-selection.html</p>



16 hr	Foundational skills Requirements	Tools used in the corporate world to manage and improve projects & tasks http://www.projectacademy.org/Foundation-Handbook-12.pdf
24 hr	Problem solving <ul style="list-style-type: none"> • Experimenting • Brain-writing, many designs, convergent • Shaping(Mundane, Stretch, Magical) • Decision making • Reflection 	 http://projectacademy.org/trainer/bb1-problem.html
8 hr	Testing and feedback	<ul style="list-style-type: none"> • Reflection • Evaluation http://projectacademy.org/trainer/bb1-test-report.html
4 hr	Example: Project Process (google) 	What project managers do <ul style="list-style-type: none"> • The major phases of a project Plan and organize projects • Manage a team to complete tasks • Budget and control project costs • Complete projects on time Average entry-level starting salary¹ \$59,000/yr
8 hr	Discussion of corporate roles and job functions	http://www.projectacademy.org/careers-09142021.pdf
16 hr	Reporting & Job internships	Available Career Options http://www.projectacademy.org/resources/Learn%20about%20the%20job%20and%20the%20details-1.pdf






	Practice	<ul style="list-style-type: none">• Participate in self-reflection. In order to improve, you must first be honest about where your shortcomings are. This isn't always easy. If you are struggling, ask a friend or family member to help you identify your true strengths and weaknesses.• Observe others. Look to others who exemplify the soft skills you want to improve. If you have a relationship with them, ask for their advice or coaching.• Practice. All soft skills will improve with practice. Once you have obtained training or coaching, practice using your new-found skills with friends or family before your interview. This will give you the confidence to take these skills into the workplace.
	Monthly follow-ups	Mentoring and product updates, one year plan
	Web sites used	https://signalsuccess.org/ MA educational resource <i>Work Readiness Curriculum</i>

Total= 176hr / 8= 22 days Need to add practice time to schedule
+ 40 hr=5 Days **Approx. 6-7 weeks**

General Discussion:





Our students want to learn, to better themselves and the community, they are curious and aren't afraid to explore, they are innovation and enjoy solving problems and working as a team member, people that care about culture and diversity. Their values will be aligned with the company's culture. They will want to be part of building a successful business and better world.

In the coming era of business for good, everyone who taps their alarm button in the morning and heads to work can play a role. This isn't just a matter of what the C-suite does. It's about what happens on the shop floor or in the rows of office cubicles.

Because no matter what you do or where you work, everyone can contribute to building a successful business and a better world. So if the central premise of this book can be boiled down to a single point, it's this: A culture rooted in values creates value. My sincere hope is that this book will inspire you to look inside yourself, ask the right questions, and blaze your own trail. What you do next matters. ... Benioff, Marc. Trailblazer (pp. 8-9). The Crown Publishing Group. Kindle Edition.

Here's an excellent video Culture in an organization
<https://www.youtube.com/watch?v=RfWgVWGEuGE>

(Extra material): **Training for your strengths and Attitude**

Questions: [/How to initiate your child asking good questions 010920152.pdf](#)

What makes a question good?

- A good question makes you think.



- A good question is one that does not have an immediate answer, because it requires some thinking, feeling and application to previous knowledge.
- A good question opens doors. It demands more than a yes or no answer.
- A good question penetrates the structure and meaning of the knowledge base to seek understanding.

• Self-awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately **assess one's strengths and limitations**, with a well-grounded **sense of confidence**, **optimism**, and a "**growth mindset**."

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence

Self-efficacy


Value Yourself	http://www.projectacademy.org/resources/docs/Valuing%20Yourself--03022020.pdf
<ul style="list-style-type: none"> • Talk nicely to yourself • Surround yourself with positive people • Find inspiration • Value your own opinion of yourself • Help other people 	
Non-verbal communications 10 Tips	http://www.projectacademy.org/resources/docs/10%20Tips%20on%20Nonverbal%20Communication.pdf

Self-management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.



- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

How to keep a positive outlook in Life	http://www.projectacademy.org/resources/docs/How%20to%20Keep%20a%20Positive%20Outlook%20in%20Life.pdf
Being Happy about yourself- 20 items	
Building Self-Confidence 13 pages	http://www.projectacademy.org/resources/docs/BiteSizedTrainingSelfConfidenceCONNECT.pdf
Branding yourself  ADOPT THE SELF-BRAND MIND-!	http://websterampersand.com/branding-yourself/

• Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

• Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.



- Communication
- Social engagement
- Relationship-building
- Teamwork

• Responsible decision-making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Week1

Who am I? My strengths; Introduction Teamwork Culture in an organization Physical appearance

Review and Discuss... What does each express mean?

YOUR STRENGTHS & ATTITUDE		
	Confidence in your outlook	Social & Emotional learning
Valuing yourself	Assessment & Reflection... What did we learn about ourselves ; Setting up our goals for the program	
Self-awareness	Begin Branding Yourself	Social Justice & Community
Self-Management	Success is in small steps	Relationship Skills



Discuss your strengths that we can build on. What is my positive attitude?

Day 1

Developing our plan going forward... Group activity, tied to web site,
People own their learning,

Hour	Activity
	About this program <ul style="list-style-type: none"> • Us • You • Program structure • Note taking and the book • Where information is located on the web
	Ice breaker
	What is the mission of Project Academy ... Read& Discuss
Learning about myself, Ice breaker, getting to know each other, key values	Program structure Building a learning team Working on problems to learn skills Reporting to the community Becoming a valued employee and Citizen
	You and your goals ... what are you looking for?
Your learning buddy is a good person to listen to and be honest with your feedback	Reflection and recording our thoughts
	Use of the web for learning and searching

Day2

Hour	Activity
	How to use our computer
	Google docs... How are we going to learn?
	YouTube
	Ownership Thinking ..What do you think this means?
	Brain Plasticity... It's a muscle
	Life skill discussion---name some... Listening, Time-management, Honesty,



Day 3

Hour	Activity
	Who we are? Strengths, Our Goals
	Branding ourselves
	Interpersonal skills Attitude \Hand-shake Inter-personal
	Building bridges to others
	What is a learning team?

Day4

Hour	Activity
	Questions are the answer
	What is a sports team? How is it like a learning team; what about a jazz group?
Watch Video	Building a team, culture, values
	Communication skills? Is listening a part of that?
	What tools do we need for the teams success ?

Day5

Hour	Activity
	What roles do we have in the team?
	Page 4 of 10
	Why teams are important for successful
	How does diversity play a role in a team?
	Doing our first team meeting
Honest discuss of what we learned!	Reflection for the week





A methodology that engages people in meaningful discussions on matters big & small. Through our compelling approach, you will find energy & fulfilment by talking with others and coming up with solutions to relevant problems.

We help people connect with each other, break down barriers to communication, and have fun in the process.

Our approach is to have the group become a working team, pick a program that they want to work on to improve the community and then report the results. As owners of your process, there are many ways to accomplish this. Our web site offers tutorials on these areas for you to use or you can discover your own path. The important items re for you to learn, have fun,



provide some benefit for the community and use your wisdom. Lets discuss your next steps.

Reference documents:

Title	Address
Bloom Taxonomy	http://projectacademy.org/program-plan/BLOOM_Revised_questions_070909.pdf
Time Management	http://www.projectacademy.org/girls/How%20to%20Teach%20Time%20Management%20Skills%20to%20Teens.pdf
Training support	http://www.projectacademy.org/resources/docs/training-suppoort-11282018.pdf
Curriculum overview	http://www.projectacademy.org/resources/docs/Curriculum%20Overview-06292018-3.pdf
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Questions	http://www.projectacademy.org/resources/docs/learning-skill-theories-12062018.pdf
Balanced Scorecard	http://www.projectacademy.org/resources/docs/How%20a%20Balanced%20Scorecard%20For%20Education%20Evaluation%20Should%20Be_10202015.pdf
Doc. Manual	http://www.projectacademy.org/resources/docs/dozuki_tech_writing_handbook.pdf

