

# ASSIST LESSON PLAN

<p><b>Description:</b> The One Health Initiative is a local, national and global collaborative effort of multiple disciplines to attain optimal health for people, the environment, and animals. In this lesson plan student will explore the One Health Initiative, and use their knowledge, skills, and interests to try and make a positive global impact.</p>	<p><b>Lesson Plan Tags:</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> High School Project Management</li> <li><input checked="" type="checkbox"/> High School CTE</li> <li><input checked="" type="checkbox"/> High School BFIT</li> <li><input checked="" type="checkbox"/> High School Marketing &amp; Entrepreneurship</li> </ul>
<p><b>Introduction:</b> In this lesson plan students will begin the project life cycle with the initiate phase. Students will be put into teams and begin brainstorming to solve a real world problem that aligns with the One Health Initiative. Students will learn to use critical thinking, problem solving and teamwork skills to identify a global health problem. By the end of the project, students will have a better understanding of the initiating stage of a project, and how to complete a project charter.</p>	
<p><b>Curriculum Alignment:</b> <i>Attached at the end of the document.</i></p>	
<p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Students will understand the project life cycle.</li> <li>• Students will complete a project charter.</li> <li>• Students will work in a team.</li> <li>• Students will apply critical thinking and problem solving skills to solve a real world problem.</li> <li>• Students will use brainstorming techniques as a team.</li> <li>• Students will reflect on their work.</li> </ul>	
<p><b>Time &amp; Location:</b></p> <ul style="list-style-type: none"> <li>• Lesson is done in a classroom with computer access.</li> <li>• Lesson is planned for 4 days in an 84 minute block scheduled class.</li> </ul>	<p><b>Safety:</b></p> <ul style="list-style-type: none"> <li>• Maintain an orderly and safe environment for students to work.</li> </ul>
<p><b>Teacher Materials:</b> The following handouts are included in the lesson plan:</p> <ul style="list-style-type: none"> <li>• Project Charter Template and Grading Rubric</li> <li>• One Health Umbrella Image</li> <li>• Daily Activity Log (students reflect daily)</li> </ul>	<p><b>Student Materials:</b></p> <ul style="list-style-type: none"> <li>• Whiteboard Section/Large Paper for each group</li> <li>• Dry Erase Markers/Makers for each group (colored)</li> <li>• Post its/Index Cards (colored)</li> </ul>
<p><b>Student Prior Knowledge:</b></p> <ul style="list-style-type: none"> <li>• The Project Life Cycle (Initiating, Planning, Executing, Monitoring and Controlling, and Closing).</li> <li>• How to complete a project charter for a high level overview of the project.</li> <li>• Research/Validating information.</li> <li>• Students understand how to identify risks.</li> </ul>	<p><b>Teacher Preparations:</b></p> <ul style="list-style-type: none"> <li>• Students should be put in groups with varying skill sets. Take into account skills, personality, computer knowledge, hands on skills, etc. You can allow team members to assign themselves roles, or you can do it for them. You will need one Project Manager in each team.</li> <li>• Try to separate teams so they have space to work.</li> </ul>

<p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Each student must have 10 individual ideas for the One Health Challenge (quick check for completion and creativity).</li> <li>• Each team should have 10 ideas for the One Health Challenge(quick check for completion and creativity)</li> <li>• Daily Activity Log Template (checked daily through project leader meetings)</li> <li>• Project Charter Approval (Rubric Attached, checked at the end of the project. This is the main deliverable).</li> </ul>	<p><b>Critical Vocabulary:</b></p> <ul style="list-style-type: none"> <li>• Project Life Cycle <ul style="list-style-type: none"> <li>○ Initiating, Planning, Executing, Monitoring and Controlling, Closing.</li> </ul> </li> <li>• Project Charter Elements <ul style="list-style-type: none"> <li>○ Criteria</li> <li>○ Constraints</li> <li>○ Assumptions</li> <li>○ Deliverables</li> <li>○ Milestones</li> </ul> </li> </ul>
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Day	Activity	Notes
1	<ol style="list-style-type: none"> <li>1. Allow students to individually research what the One Health Initiative is (5-7 minutes).</li> <li>2. After a few minutes of research, begin a classroom discussion on what the students know about One Health (5-7 minutes).</li> <li>3. After the classroom discussion, introduce the One Health Initiative in an interesting way. What is the end goal? Use the two videos to introduce the idea of a One Health and wearable devices to students.</li> <li>4. Once One Health is introduced, make sure students understand the One Health Challenge Objective, and answer any questions they may have.</li> <li>5. Introduce brainstorming to the students. All ideas are welcome. You may use the Deep Dive Video that is posted in the notes.</li> <li>6. Speak with the students regarding brainstorming and ideas. All ideas are welcome, and researching is a must. Once students understand, all students must individually brainstorm 10 One Health ideas (5-10 minutes).</li> <li>7. When individual brainstorming is done, teams will get together and create a master list of ideas for the One Health Challenge (10-15 minutes).</li> <li>8. Classroom discussion/presentation on ideas (time permitting).</li> </ol> <p><b>HW: Continue brainstorming at home.</b></p>	<p><b>One Health Challenge Objective:</b> Create a wearable device that can help solve a health issue for humans, animals, and/or the environment.</p> <ul style="list-style-type: none"> <li>- As the teacher you can research One Health through the website – <a href="#">Link</a></li> <li>- Helpful One Health videos to help grab the attention of students: <ul style="list-style-type: none"> <li>• <a href="#">Wearable Devices Video</a></li> <li>• <a href="#">One Health Introduction Video</a></li> </ul> </li> <li>- <a href="#">Deep Dive Video</a>. This video helps introduce brainstorming and research to the students. All ideas are welcome.</li> <li>- <b>Brainstorming</b> – I recommend having the students sit in silence when individually brainstorming. Students can use any brainstorming techniques they choose too. I recommend a list, but students can use mind mapping if they feel comfortable using them. Make sure to reiterate that <b>NO IDEAS ARE STUPID</b>. Farfetched ideas can spark other great ideas.</li> </ul>
2	<ol style="list-style-type: none"> <li>1. Review Day 1 with students. Be clear on and expectations. See if the students have any questions. If there are no questions pass out the sensor list that is attached. This list can help students determine what sensors they can use to help with their One Health Problem.</li> <li>2. Team brainstorming sessions. Students will continue brainstorming (10-15 minutes).</li> <li>3. Finalize top 3 ideas per team. Once the ideas are finalized, teams can begin researching ideas to see which they would like to work on as their project.</li> </ol>	<ul style="list-style-type: none"> <li>- Students should be clear on expectations at this point and each team should have a list of ideas for this project. Today the teams will begin narrowing down ideas. As the teacher, you should be walking around to see progress and help any groups who are stuck.</li> <li>- A <b>sensor</b> can be used in a wearable device to monitor an input. Once the input is monitored you can program the device to act on the input.</li> </ul>

	4. The last 10-15 minutes of class should be a classroom discussion to assess what they did today and the ideas they have.	
3	1. At the beginning of class see the project manager of each team and have a meeting. See where all the teams are and if anyone has any questions. During this meeting the other team members should continue working on research for their top ideas. At the end of the project manager meeting, pass out the project charter. Each team must complete one project charter to hand in for approval. 2. Allow the teams to review the project charter and ask any questions they have. Once the Q & A session is complete, allow the students to pick a final idea and complete the charter for approval.	- Use the attached project charter template to pass out to the teams. The project charter should provide a high level view of the project.
4	1. Continue on Project Charter (45 minutes) 2. Teams present ideas to the class. 3. At the end of class, ask the students to individually answer the following questions: <ul style="list-style-type: none"> <li>• Why is the initiating process important in the project life cycle?</li> <li>• Why do think you need to complete a project charter?</li> <li>• What were your team’s strengths and weaknesses during the brainstorming process?</li> <li>• Do you think your project reflects the objective of the One Health challenge?</li> <li>• What would be your next step? Why?</li> <li>• Evaluate your group members. This should be confidential.</li> </ul>	- At the end of the lesson, allow the students to reflect on the initiating process for homework. Students should answer questions in complete sentences, and provide examples. You may add any questions that you think will help the students reflect.

**References**

<http://www.pmdocuments.com/project-initiation-documents/project-charter-document/>  
<http://www.onehealthinitiative.com/>

**Author Information**

<p><b>Panagiotis Peter Styliadis</b>  Panther Creek High School, Wake County  High School CTE (MSIA, SAS, Project  Management)  Full time teacher since 2014  pstyliadis@wcpss.net</p>	<p><b>Dr. Jur</b>  NC State University  LEADER OF THRUST V  Assistant Professor in the College of  Textiles  jsjur@ncsu.edu</p>	<p><b>Dr. Veety</b>  NC State University  EDUCATION DIRECTOR  Teaching Assistant Professor,  Department of Electrical and Computer  Engineering  enicole@ncsu.edu</p>
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# Curriculum Alignment

## *Project Management Standards*

- *1.01 Understand the five processes of project management, individually and collectively (B2).*
- *1.03 Understand how to conduct web-based research that yields valid and reliable information (B2).*
- *5.01 Compare the relative value of optimization and maximization when determining the scope and cost of projects (B2)*

## *Common Core State Standards*

- *CCSS.ELA-Literacy.CCRA.R.1 - Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.*
- *CCSS.ELA-Literacy.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.*
- *CCSS.ELA-Literacy.CCRA.R.10 - Read and comprehend complex literary and informational texts independently and proficiently.*
- *CCSS.ELA-Literacy.W.9-10.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*
- *CCSS.ELA-Literacy.W.9-10.6 - Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.*
- *CCSS.ELA-Literacy.W.9-10.7 - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.*
- *CCSS.ELA-Literacy.SL.9-10.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.*

# One Health Project Charter

## Project Description

Explain what the project is, and how it will be accomplished. What is the intended One Health outcome. This should serve as a brief introduction. Provide some background about the history of how the project got to this point.

## Project Purpose

State the purpose of the project. Tie the purpose to the organization's strategic goals and objectives (think of the One Health Initiative). Tell the reader why this project is being started and what need it is fulfilling.

## Business Case

Provide information on how the project going to benefit One Health. Discuss the alternatives that were considered, if any, and provide information on how the organization came to the selected approach.

## Business Requirements

Identify the high level business requirements that the project is going to fulfill. Remember that this is not a detailed list of system requirements.

## Assumptions

Assumptions are conditions at the start of the project that must be considered. For example, when developing the new software system that is going to take 3 years to fully complete, an assumption could be that the project budget is approved each year for three years so that the project scope is not impacted.

## Constraints

Constraints are situations or events on the ground that must be considered and accounted, for which the project has no control over. For example, a constraint can be a hard deadline or completion date. Other constraints could be resources, tools or hardware -- so that if the project has no budget for additional servers, then the project must find a way to develop the new system using the hardware already in place. This could mean juggling servers to fit specific development environment needs while ensuring that the production environment stays up.

## Risks

State the known risks. These risks are generally at a high level since not much is known about the details of the project yet. If a Benefit-Cost Analysis was performed, then risks identified during the Benefit Cost Analysis should be placed here. For example, if the project is going to span 5 years and touch multiple third party systems, then integration and technology change would be risks to consider here. For examples on how to write a risk statement, visit <http://www.pmdocuments.com/category/risk-management/>

## Project Deliverables

Document what is going to be delivered at the completion of the project.

## Project Milestones

Identify the project milestones. Use the semester as a timeline.

Milestone Date	Milestone Name	Milestone Description
[Jan 1]	System Requirements Complete	System requirements version 1.0 are approved and baselined so that the project can begin design and development.
[June 1]	Development Complete	Software development is complete and ready for integration testing
[Dec 1]	Deployed to Production	System passes integration and end-user acceptance testing and is deployed to production

## Project Roles and Responsibilities

Define the other key roles and responsibilities within the project team. For example, if the project team has functional team leads, then document them here. The table below provides a quick way to identify specific people within a role:

Name	Role	Responsibilities
Jane Smith	Risk Management Team Lead	Lead the risk management team to ensure risk identification, analysis and mitigation.
John Smith	Testing Lead	<ul style="list-style-type: none"><li>Plan and complete testing in all stages of testing.</li><li>Maintain traceability to requirements to ensure that all requirements are tested.</li><li>Responsible for testing tools</li></ul>

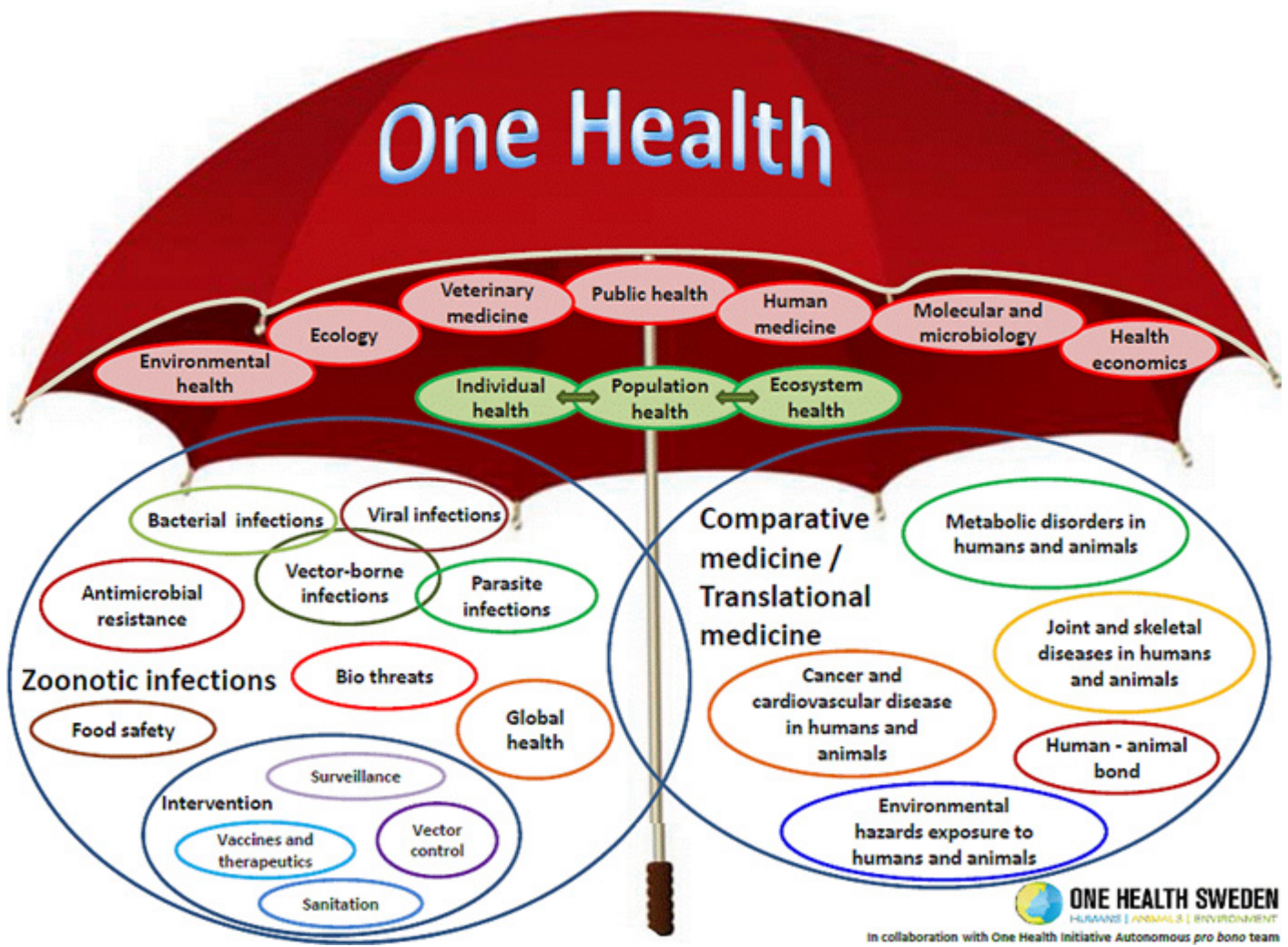
## Authorization

Approved by the Project Sponsor (Teacher):

\_\_\_\_\_

Date: \_\_\_\_\_

# One Health Umbrella Image



# Daily Activity Log Template

## <Team Name>

**Group Number:** *Choose your group*

**Project Start Date:** *Click here to enter start date*

**Project Task:** One Health Challenge Project Charter

### Group Members and Roles:

*John Smith – Project Manager*

*Peter Smith – Reporter/Editing Coordinator*

*Chris Smith – Budget Analyst*

*Leah Smith – Scheduling Coordinator*

### Day 1: September xx, 20xx (example)

#### Team Summary

Team Member	What did you do yesterday?	What are you doing today?	Encountered any roadblocks?

**Team Summary:**

**On Schedule, why or why not?**

### Day 2: September xx, 20xx (example)

#### Team Summary

Team Member	What did you do yesterday?	What are you doing today?	Encountered any roadblocks?

**Team Summary:**

**On Schedule, why or why not?**



# Group Evaluation Rubric

## STUDENT PEER EVALUATION SHEET – EVALUATE YOUR GROUP MEMBERS.

List Each Group Member Below. Use the following scale to rate your partner in each of the categories below:

1 = (rarely/never), 3 = (occasionally/sometimes), 5 = (all the time)

Project: \_\_\_\_\_ Date: \_\_\_\_\_

Task: \_\_\_\_\_

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Partner's Name: \_\_\_\_\_

- |   |   |
|---|---|
| <input type="checkbox"/> Did fair share of work               | <input type="checkbox"/> Was available for communication        |
| <input type="checkbox"/> Was cooperative/did agreed upon task | <input type="checkbox"/> Was positive, helpful                  |
| <input type="checkbox"/> Contributed to ideas/planning        | <input type="checkbox"/> Contributed to overall project success |

Member Total \_\_\_\_\_

Word(s) describing this person as a group member: \_\_\_\_\_

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Partner's Name: \_\_\_\_\_

- |   |   |
|---|---|
| <input type="checkbox"/> Did fair share of work               | <input type="checkbox"/> Was available for communication        |
| <input type="checkbox"/> Was cooperative/did agreed upon task | <input type="checkbox"/> Was positive, helpful                  |
| <input type="checkbox"/> Contributed to ideas/planning        | <input type="checkbox"/> Contributed to overall project success |

Member Total \_\_\_\_\_

Word(s) describing this person as a group member: \_\_\_\_\_

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**Partner's Name:** \_\_\_\_\_

- |   |   |
|---|---|
| <input type="checkbox"/> Did fair share of work               | <input type="checkbox"/> Was available for communication        |
| <input type="checkbox"/> Was cooperative/did agreed upon task | <input type="checkbox"/> Was positive, helpful                  |
| <input type="checkbox"/> Contributed to ideas/planning        | <input type="checkbox"/> Contributed to overall project success |

Member Total \_\_\_\_\_

Word(s) describing this person as a group member: \_\_\_\_\_

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**Partner's Name:** \_\_\_\_\_

- |   |   |
|---|---|
| <input type="checkbox"/> Did fair share of work               | <input type="checkbox"/> Was available for communication        |
| <input type="checkbox"/> Was cooperative/did agreed upon task | <input type="checkbox"/> Was positive, helpful                  |
| <input type="checkbox"/> Contributed to ideas/planning        | <input type="checkbox"/> Contributed to overall project success |

Member Total \_\_\_\_\_

Word(s) describing this person as a group member: \_\_\_\_\_

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**General Project Group Comments. Is there anything as a teacher I could change?**

# One Health Project Rubric

Group Number -

Project Task -

<b>One Health Project Rubric</b>	<i>All elements present</i>	<i>Most elements present</i>	<i>Some elements present</i>	<i>No elements present</i>
<b>Project Description and Purpose.</b> - Clear and defined project description with a brief introduction that explains the One Health Initiative. - The purpose of the project is clearly stated and ties to the organizations strategic goals and objectives.	4	3	2	1
<b>Project Requirements, Assumptions and Constraints</b> - Team shows understanding of high level requirements. - Team clearly identifies assumptions accompanied with the project. - Team has a clear understand of constraints and identifies all that are necessary with the project.	4	3	2	1
<b>Risks</b> - Students brainstorm effectively and discuss high level risks that are associated with the project.	4	3	2	1
<b>Project Deliverables and Milestones</b> - Teams specify well defined deliverables. - Teams identify milestones associated with their project. Dates and milestones are reasonable.	4	3	2	1
<b>Group Daily Log</b> All days are accounted for, all grammar is correct, log is neat, detailed and organized.	4	3	2	1
<b>Overall Organization</b> - Style, clarity, organization, correct information in the right sections, project handed in on time.	4	3	2	1

**General Comments:**

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