Projects from the future®: the kit for Primary School

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

PMI
Building professionalism in project management
Project Management Institute
Northern Italy Chapter

"Once upon a time ..."

This kit tells a story that started in 2006 and continues to generate enthusiasm. Here is a list of questions to explain how and why it was born.

? ① What is the kit?

? ② What is the goal?

? ③ Who conceived it?

? ④ What is in it?

? ⑤ Who can use it?

? ⑥ Who manages it?

? ⑦ How to use it?

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Projects from the future®: the kit for Primary School

The kit **is** a set of integrated methods and tools by which support didactic activities within the primary school. In particular, the projects developed by the teachers and their students during the year.

The kit **is not** an alternative to traditional methods for managing didactic projects, but represents a complementary approach that the teacher can use adapting it to the context with a high level of flexibility.

? ① What is the kit?

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Projects from the future®: the kit for Primary School

The teacher's mission is not only to transfer knowledge to the students but also to provide them with tools for selecting and integrating new knowledge. The method included in the kit can support this mission of "**teach to learn**".

In the future of the so-called "digital era" the new generations will have to face challenges in which collective action will be essential. This method can represent a gym for practicing the construction of **interpersonal relationships.**

? ①
What is the kit?

? ②
What is the goal?

? ③
Who conceived it?

? ④
What is in it?

? ⑤
Who can use it?

? ⑥
Who manages it?

? ⑦
How to use it?

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Projects from the future®: the kit for Primary School

The idea of promoting the "project language" in primary school was conceived in 2006 by the NIC President Carlo Notari who entrusted its development to his deputy Walter Ginevri.

A first version of the kit was developed by a joint team of primary school teachers and NIc volunteers who tried it out in four schools in Milan in 2007/2008.

The PM kit was further enriched thanks to "Progetti in Erba", an initiative promoted by Giorgio Bensa (Director of the Friuli Venezia Giulia Branch) and held in Gorizia in 2011/2012.

? ① What is the kit?

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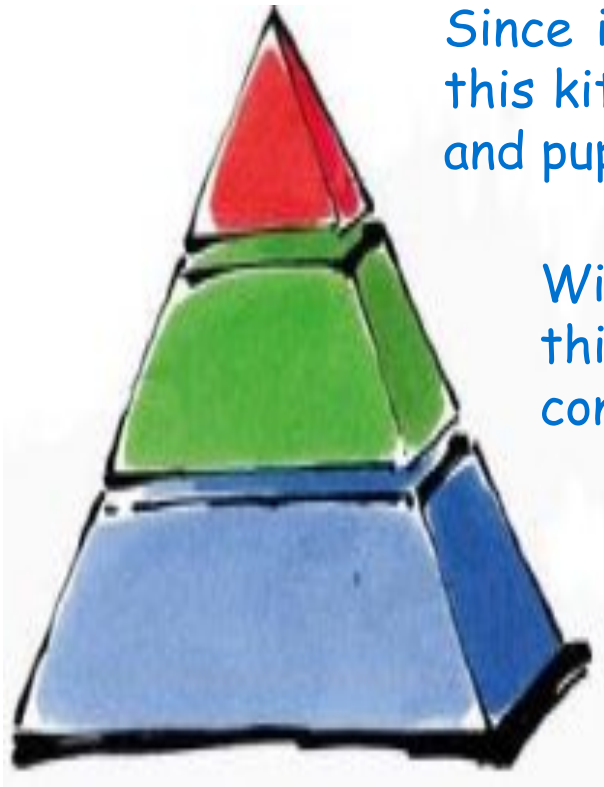| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

The methodology and techniques adopted in this kit are available in two different versions:

- **Paper based**: detailed version available in seven languages (UK, F, I, E, P, JP, SL)

- **Interactive**: synthetic version adapted for the use of the Interactive Whiteboard

The kit also includes all the material needed for the production of the project outputs:

- Methodology flashcards
- Colored sticky notes (post-it)
- Felt-tip pens in many colors/sizes
- Envelopes and papers for traffic-lights
- Big white sheets and adhesives for hanging

Navigation sidebar:

? ① What is the kit?
? ② What is the goal?
? ③ Who conceived it?
? ④ What is in it?
? ⑤ Who can use it?
? ⑥ Who manages it?
? ⑦ How to use it?

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Projects from the future®: the kit for Primary School

Since it was conceived in this context, this kit is mainly addressed to teachers and pupils of the **primary school**.

With few adjustments, the adoption of this kit can be easily extended to the context of the **secondary school**.

The flexibility and user-friendliness of this kit makes it adaptable to the projects of **no-profit organizations**.

?
① What is the kit?

?
② What is the goal?

?
③ Who conceived it?

?
④ What is in it?

?
⑤ Who can use it?

?
⑥ Who manages it?

?
⑦ How to use it?

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Projects from the future®: the kit for Primary School

The management of the kit (including non-Italian versions) belongs exclusively to the PMI-NIC who owns the **intellectual property rights** having put in place the procedures to safeguard them.

The distribution of the kit is free and can be done through the PMI® Educational Foundation website (www.pmief.org) by compiling a specific request and assuring the **non-commercial use**.

?
① What is the kit?

?
② What is the goal?

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Presentat. of the kit	General principles	Method of working	Seven steps flashcards	Examples of projects	Stories to share	The kit in the world

Projects from the future®: the kit for Primary School

A close collaboration between the following "actors" is essential to guarantee the correct use of the kit:

School Directors: agree with chapter volunteers on timing and ways to activate the didactic projects by providing them with the needed sponsorship

Teachers: place the project in the didactic program and coordinate the execution steps by working with their classes without any external presence

PM Experts: ensure the preliminary training of the involved teachers by providing assistance in order to check the correctness of the project outputs

Public or private bodies: give visibility and support to the initiatives by providing them with economic and infrastructural resources

Projects from the future®: the kit for Primary School

"*Put the right foot forward*"

To start in the best way, it is important to clarify the fundamental concepts on which the entire kit is based. These are the key words of the "project language".

① Project definition

② Project attributes

③ Project constraints

④ Involved actors

⑤ Complexity level

⑥ Choices to make

⑦ Errors to avoid

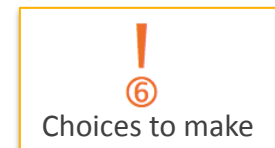| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

"A **unique** endeavour with **fixed duration**,

moving towards **shared and plain goals**,

intended to obtain a **specific outcome**,

through the use of **different resources**"

! ① Project definition
! ② Project attributes
! ③ Project constraints
! ④ Involved actors
! ⑤ Complexity level
! ⑥ Choices to make
! ⑦ Errors to avoid

Presentat. of the kit	General principles	Method of working	Seven steps flashcards	Examples of projects	Stories to share	The kit in the world

Projects from the future®: the kit for Primary School

The project

- **Finalized**: "delivers useful results"

- **Temporary**: "has a beginning and an end"

- **Innovative**: "generates something new"

- **Visible**: "transparent communication"

- **Progressive**: "becomes clear along the way"

- **Collaborative**: "more teamwork, less hierarchy"

- **Risky**: "uncertainty is part of reality"

- **Reusable**: "a source of new knowledge"

- **Unique**: "only we did it!"

① Project definition

② Project attributes

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⑦ Errors to avoid

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

A project is characterized by the presence of one or more constraints to be taken into account since from the beginning. Here are some typical examples of **constraints** to be considered:

- **Time**: "everything must be ready by..."

- **Cost**: "we cannot spend more than ..."

- **Scope**: "we must deliver this products: ..."

- **Quality**: "we need to assure that the result is: ..."

- **Resources**: "we have these means available: ..."

- **Risks**: "we must prevent this from happening: ..."

① Project definition

② Project attributes

③ Project constraints

④ Involved actors

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⑦ Errors to avoid

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

A project is an initiative involving various **actors** with specific roles assigned to them. Usually, the **roles** identified in a project are the following:

- **Sponsor**: whoever promotes the initiative (e.g. teacher, school director) or finances it (e.g. public/private body)

- **Project manager**: whoever assures the positive result of the project coordinating the activities of his/her team

- **Project team**: whoever contributes to the delivery of the project's results by collaborating with other members

- **Other stakeholders**: whoever is interested in the results of the project without being directly involved

! ① Project definition

! ② Project attributes

! ③ Project constraints

! ④ Involved actors

! ⑤ Complexity level

! ⑥ Choices to make

! ⑦ Errors to avoid

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

Before getting to the organization of the project, the **complexity** must be evaluated according to:

- **Time**: the quantity of time available shrinks the project scope (products to be delivered) and also the possible choices. Shorter times calls for more effective paths

- **Size**: big projects complicate working organization and could entail breaking down in several subprojects, each assigned to a project manager

- **Involved people**: the higher the number of people involved (teachers' group, parents, headmaster, external bodies) the greater the complexity in communication

! ① Project definition

! ② Project attributes

! ③ Project constraints

! ④ Involved actors

! ⑤ Complexity level

! ⑥ Choices to make

! ⑦ Errors to avoid
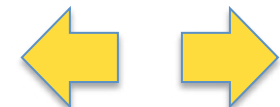
| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

A project may be launched in the school context according to two kinds of choices:

- **Programmed choice**: choice will be defined during the drawing up of the yearly program or it will be integrated in the program as the year goes by

  ⟹ **Project**

- **Occasional choice**: choice will be defined according to stimuli coming from the students, or events and opportunities appearing in daily school life

  ⟹ **Project**

① Project definition

② Project attributes

③ Project constraints

④ Involved actors

⑤ Complexity level

⑥ Choices to make

⑦ Errors to avoid

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Why sometimes do projects fail or go wrong?

- Limited and discontinuous communication

- Acceptance of too ambitious objectives

- Scarce involvement of the stakeholders

- Lack of simple rules previously established

- Use of inadequate planning techniques and tools

- Inability of catching "weak signals" in good time

- No professionalism in relationship management

- No stimulation to the team auto-organization

!
①
Project definition

!
②
Project attributes

!
③
Project constraints

!
④
Involved actors

!
⑤
Complexity level

!
⑥
Choices to make

!
⑦
Errors to avoid

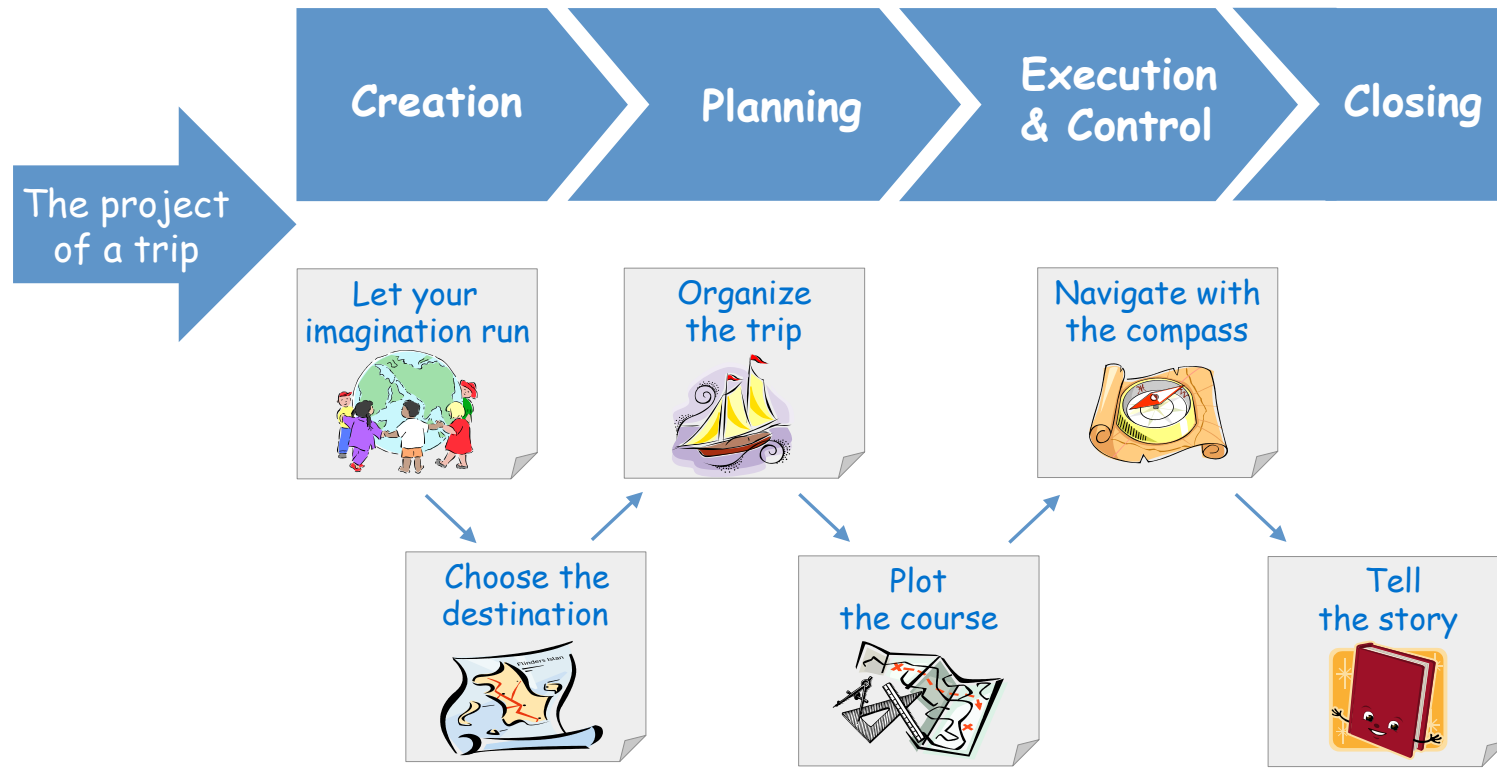| Presentat. of the kit	General principles	Method of working	Seven steps flashcards	Examples of projects	Stories to share	The kit in the world

Projects from the future®: the kit for Primary School

"*A beautiful adventure*"

A project is like a trip to imagine, organize, carry out with others and then tell its story. These are the phases and the main steps of this exciting journey.

- Kit techniques
- Project phases
- 1. Creation
- 2. Planning
- 3. Execut. & Ctrl.
- 4. Closing
- Summary

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

The first technique adopted as a support to the creative phase is the **brainstorming**. Scientific research confirmed that this cooperative approach is very effective because:

- it works by focusing on a problem and then letting emerging **freely** possible solutions

- it enables the generation of ideas **with no immediate criticism** or remark

- it's remarkably productive, be it for the **individual** or for a **team**

Kit techniques

Project phases

1. Creation

2. Planning

3. Execut. & Ctrl.

4. Closing

Summary

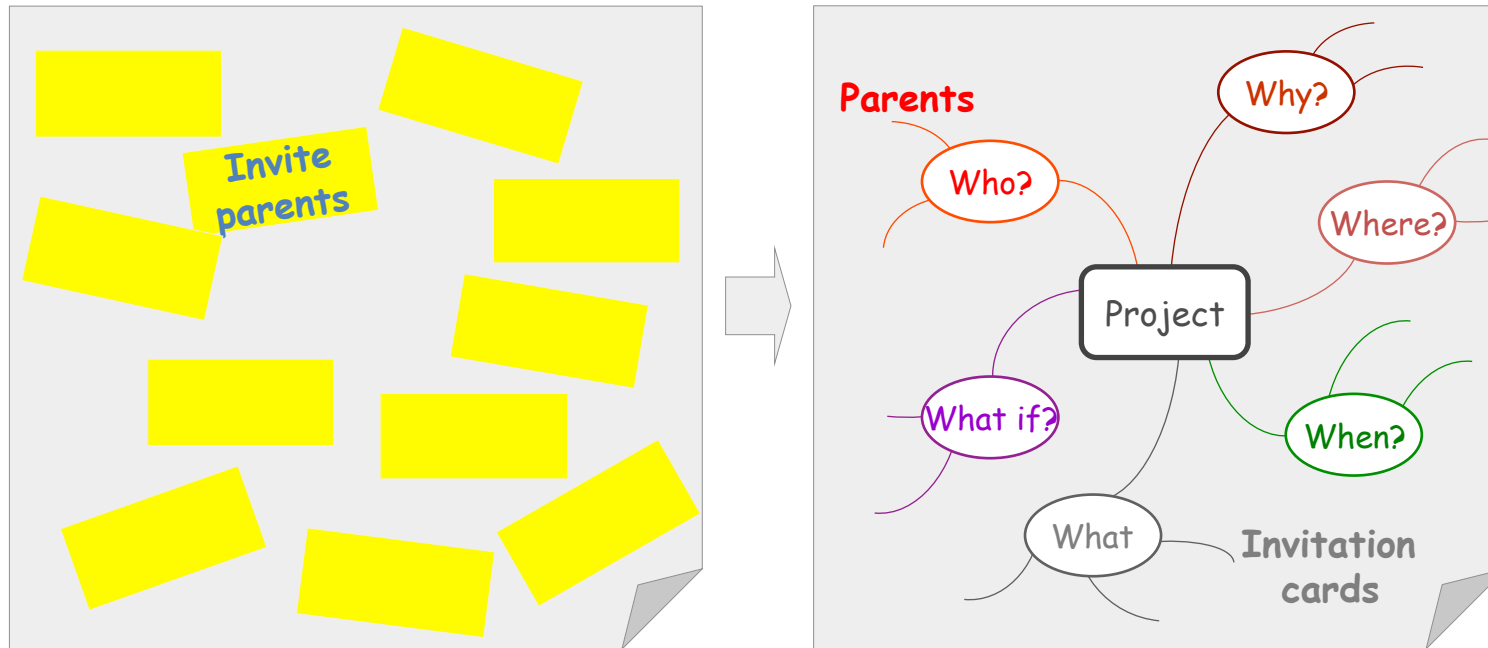| Presentat. of the kit	General principles	Method of working	Seven steps flashcards	Examples of projects	Stories to share	The kit in the world

Projects from the future®: the kit for Primary School

The second technique adopted as an ideal "bridge" between the creative phase and the planning phase is the **mental map**. This intuitive diagram can be very effective as a support to:

- **creativity**: it helps users to consider ideas and associations before they are processed

- **representation**: it allows the construction of an overall picture

- **communication**: it graphically makes explicit conceptual and logical links

Kit techniques

Project phases

1. Creation

2. Planning

3. Execut. & Ctrl.

4. Closing

Summary

Projects from the future®: the kit for Primary School

The third technique adopted as an effective support for deriving the activities starting from the project deliverables is the **tree diagram**. This graphical schema is very effective for:

- representing a set of elements connected by hierarchic links ("**father-son**" links)

- supporting **deductive** processes (going "top-down" from general to particular)

- exploiting the high flexibility and intuitivity of the **visual tools** (e.g. sticky notes)

Kit techniques

Project phases

1. Creation

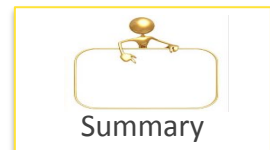2. Planning

3. Execut. & Ctrl.

4. Closing

Summary

Presentat. of the kit

General principles

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Examples of projects

Stories to share

The kit in the world

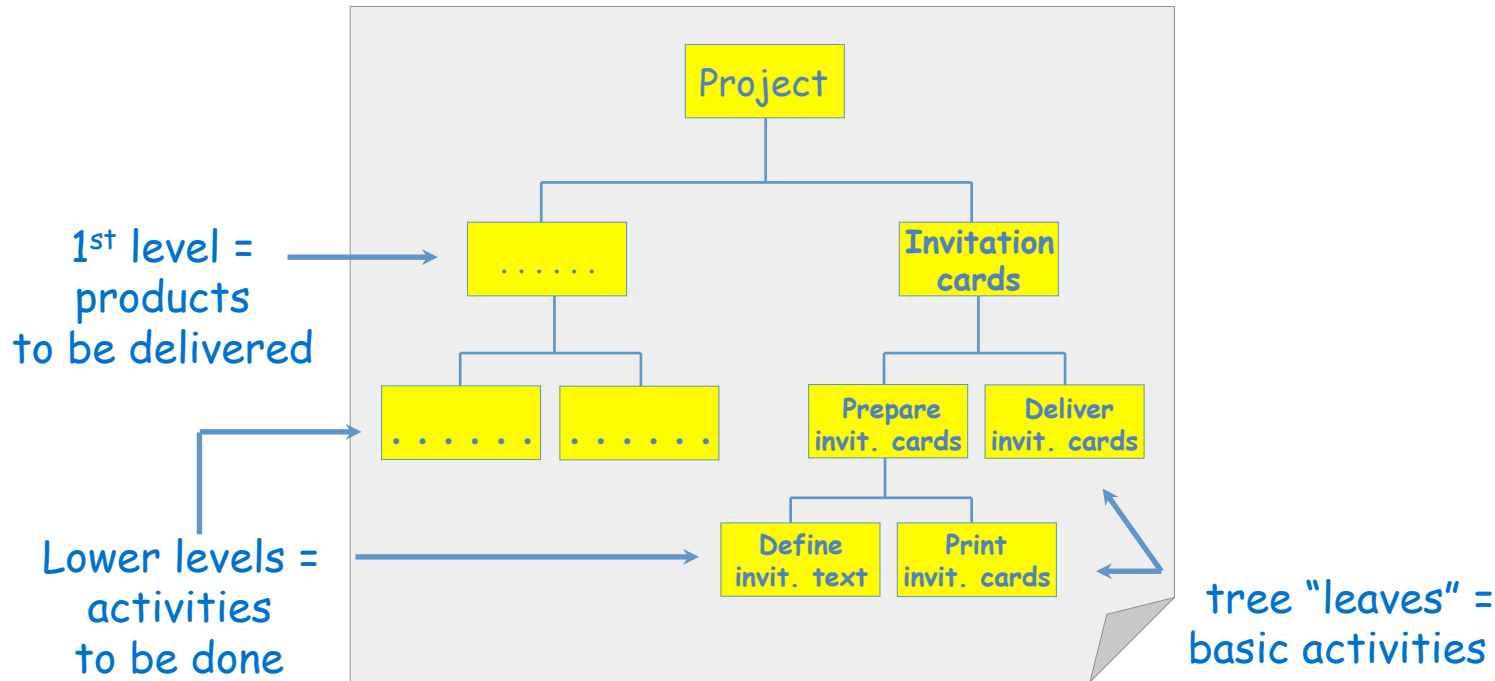# Projects from the future®: the kit for Primary School

Before detailing the path of the project, let's start describing it through the metaphor of a trip by sea.

Here are the four phases to transform our dream into reality.

The project of a trip

| Creation | Planning | Execution & Control | Closing |

Let your imagination run

Organize the trip

Navigate with the compass

Choose the destination

Plot the course

Tell the story

Kit techniques

Project phases

1. Creation

2. Planning

3. Execut. & Ctrl.

4. Closing

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Examples of projects

Stories to share

The kit in the world

Projects from the future®: the kit for Primary School

Creation → Planning → Execution & Control → Closing

Initiate project

Generate ideas

Organize ideas
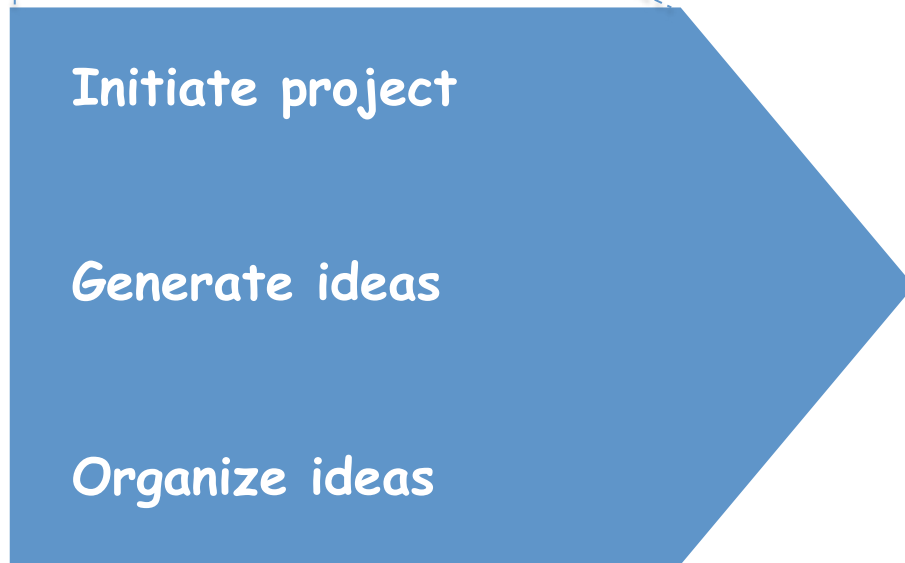
Project identity card

Brainstorming

Mind map

Kit techniques

Project phases

1. Creation

2. Planning

3. Execut. & Ctrl.

4. Closing

Summary

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Creation Phase – Initiate project

Once the project choice is shared between teacher and pupils, it is proper to summarize it in a sort of "**identity card**" containing the name and logo of the project together other information such as: the objectives and expected results, the team members, the constraints (time, cost, etc.) and rules shared by the team.

Name

Goal/results

Project team

Rules and constraints

. . . .

Creation Phase – Generate ideas

Having decided on the objective to be reached, the students are stimulated by their teacher to freely express their ideas about how to implement the project. Since this is typically a creative and "incremental" phase, the most effective tool to use is that of "**brainstorming**".
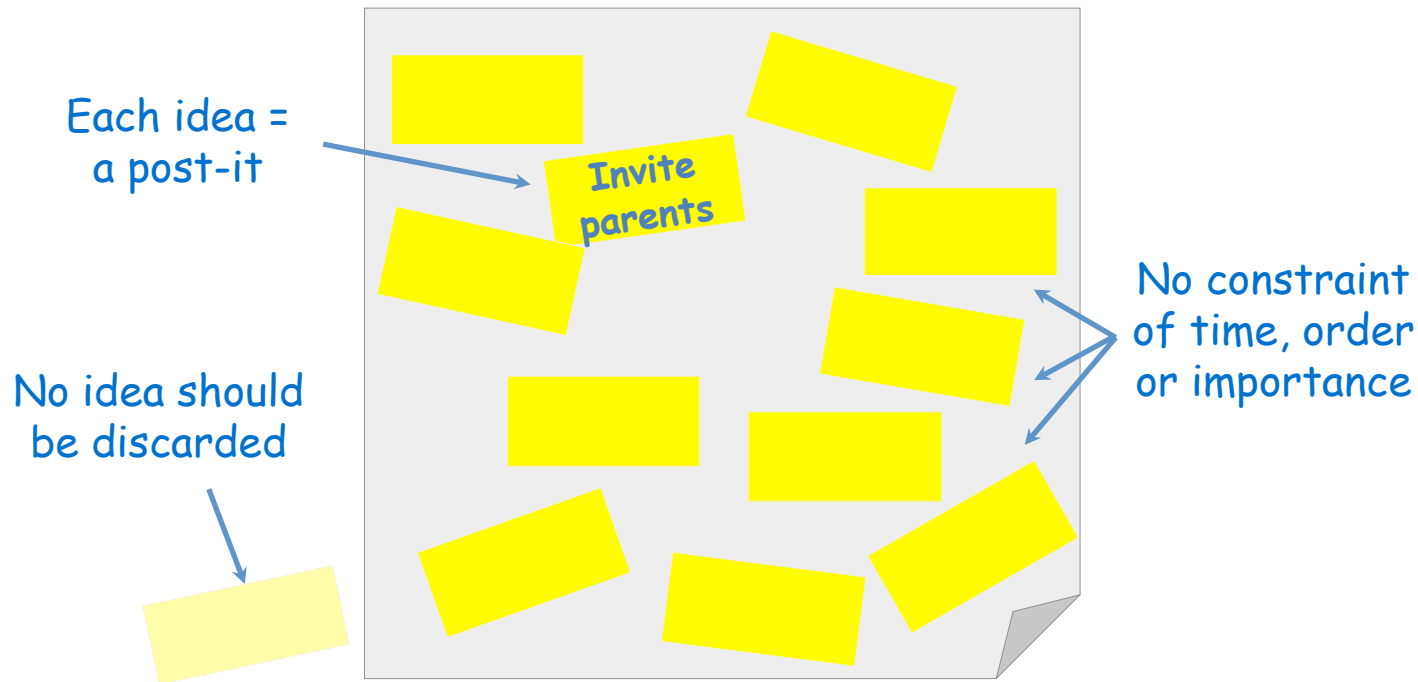
Each idea = a post-it

Invite parents

No constraint of time, order or importance

No idea should be discarded

Kit techniques
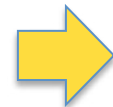
Project phases

1. Creation

2. Planning

3. Execut. & Ctrl.

4. Closing

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The kit in the world

Projects from the future®: the kit for Primary School

Creation Phase – Organize ideas

To organize the expressed ideas, a "**mind map**" is suggested containing the typical questions related to a project (why?, who?, where?, what we need, what to produce?, ...). The brainstorming ideas are copied (or split in two) into the mind map together with new ideas that can be generated by the questions themselves.

Invite parents

Parents

Who?
Why?
Where?
Project
What if?
When?
What
Invitation cards

Kit techniques

Project phases

1. Creation

2. Planning

3. Execut. & Ctrl.

4. Closing

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The kit in the world

Projects from the future®: the kit for Primary School

Creation → **Planning** → Execution & Control → Closing

Identify activities

Decide "who does what"

Decide "when"
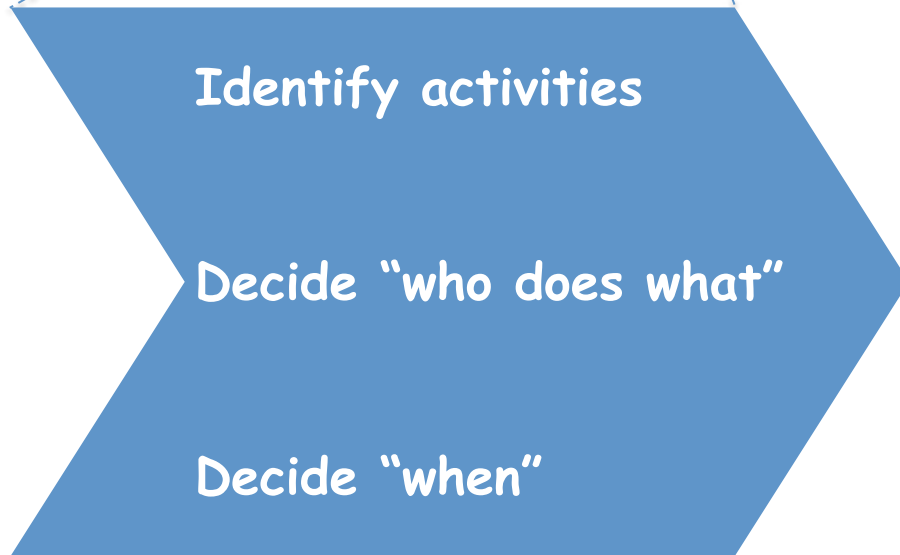
Activity tree

Project calendar

Kit techniques

Project phases

1. Creation
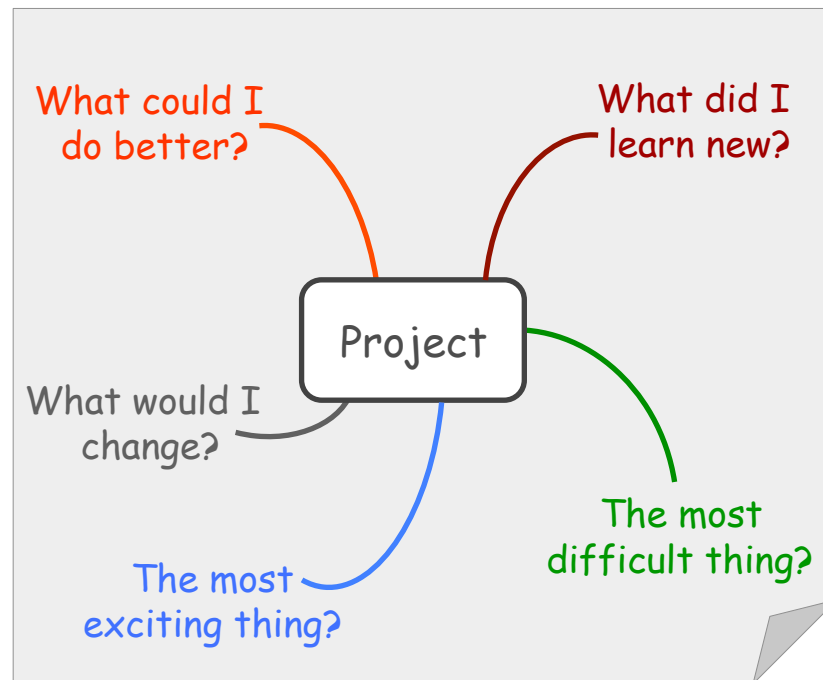
2. Planning

3. Execut. & Ctrl.

4. Closing

Summary

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Projects from the future®: the kit for Primary School

Planning Phase – Identify activities

From the "what?" branch of the map, containing the products to be delivered, we proceed to a decomposition in order to identify the activities needed to generate them. The result of this step is an "**activity tree**" in which the most detailed elements ("leaves") correspond to a specific activity to be assigned.

1st level = products to be delivered →

Lower levels = activities to be done →

Project

...... | Invitation cards

...... | ...... | Prepare invit. cards | Deliver invit. cards

Define invit. text | Print invit. cards

tree "leaves" = basic activities

Projects from the future®: the kit for Primary School

Planning Phase – Decide "who does what"

Now we have to focus on "leaves" at the base of the tree diagram adding two pieces of information to each "elementary activity". This is the name (or the initials) of who will be **responsible** for the activity execution, next to an estimation of the **time** (hours, days or weeks) that is necessary to deliver the above result.
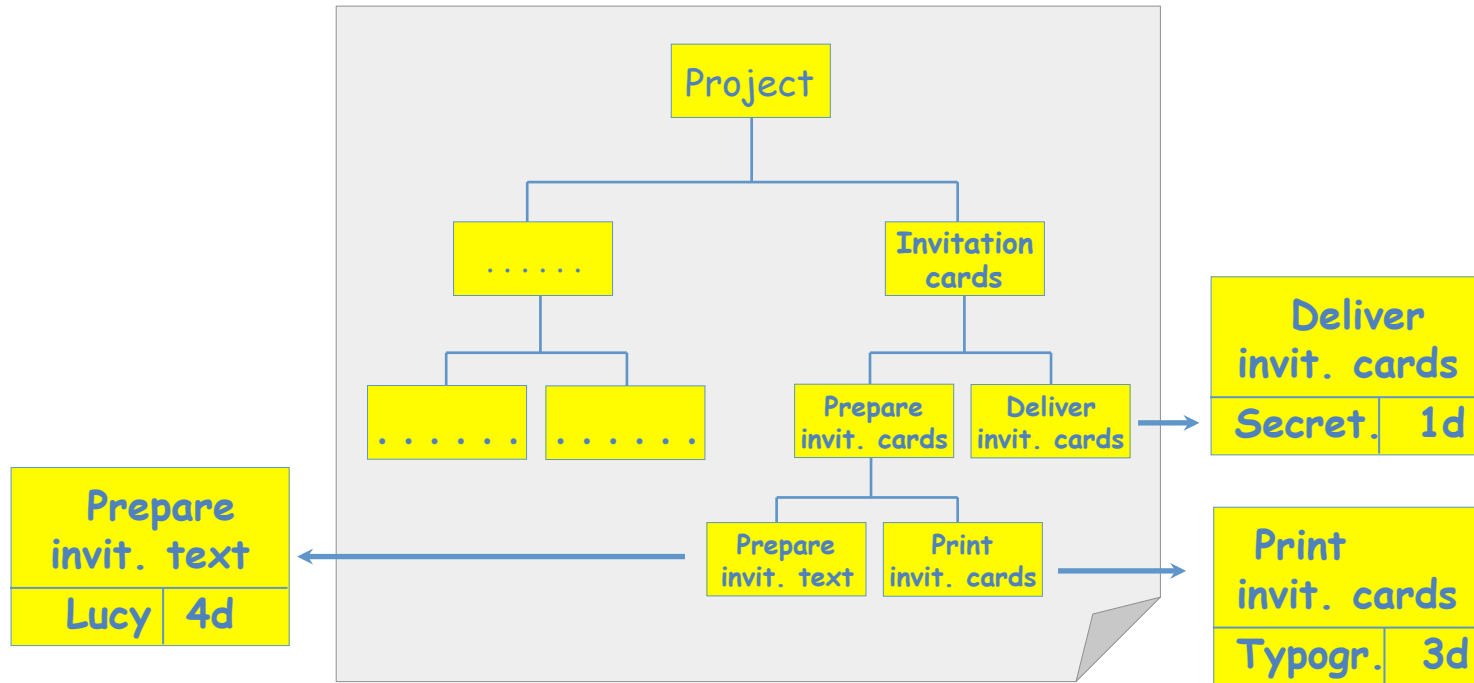
```
                        Project
              |                        |
         . . . . . .            Invitation
                                  cards
         |         |          |            |
    . . . . . .  . . . . . .  Prepare    Deliver
                              invit. cards  invit. cards
                        |           |
                    Prepare       Print
                    invit. text   invit. cards
```

Deliver
invit. cards
| Secret. | 1d |

Prepare
invit. text
| Lucy | 4d |

Print
invit. cards
| Typogr. | 3d |

Kit techniques

Project phases

1. Creation

2. Planning

3. Execut. & Ctrl.

4. Closing

Summary

Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world
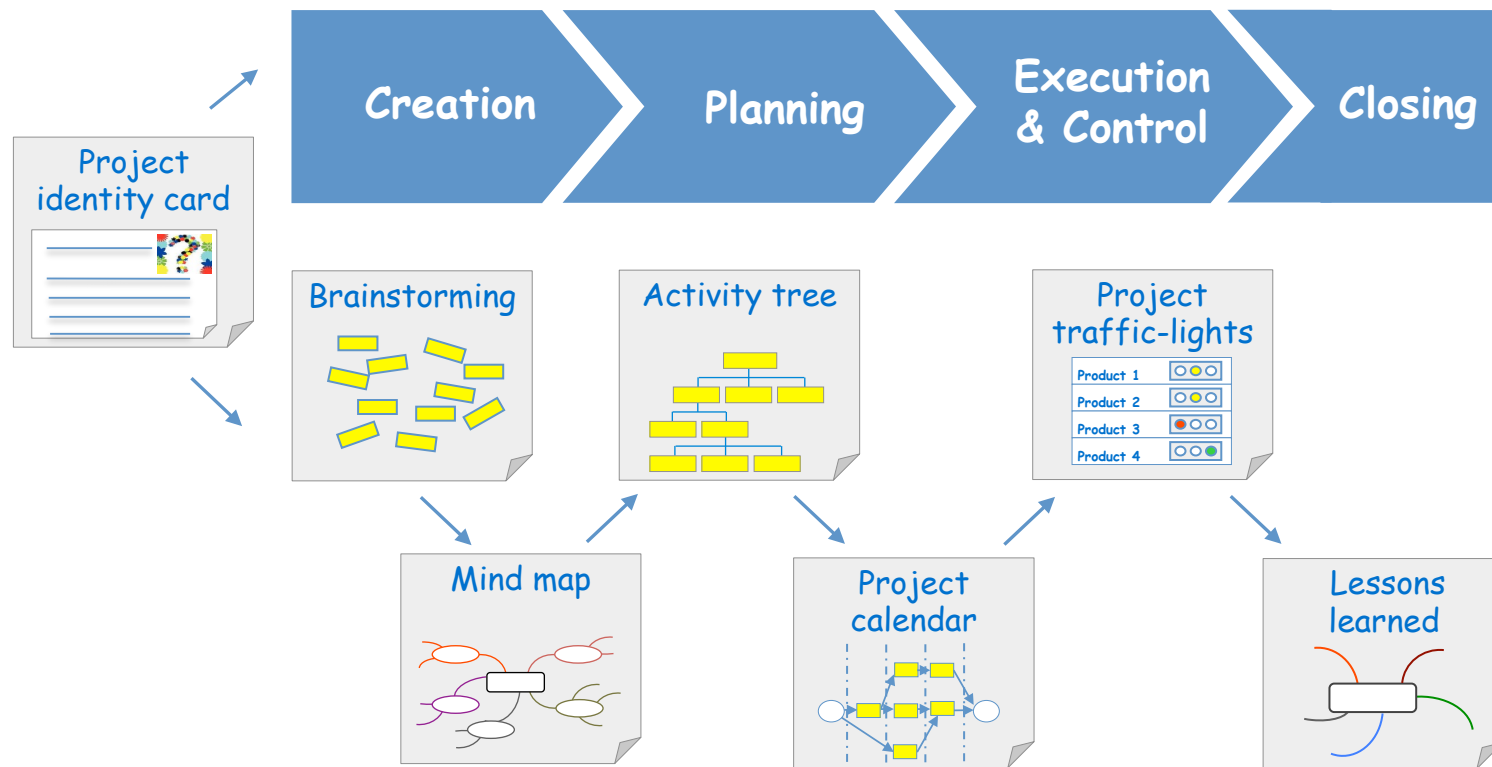
Planning Phase – Decide "when"

Now the planning phase can be completed putting in sequence or parallel the above-mentioned activities. To do this, it is a best practice to copy every elementary activity of the tree diagram and then put it onto a **project calendar** that is divided vertically in sectors representing a month, a week or even only a day.
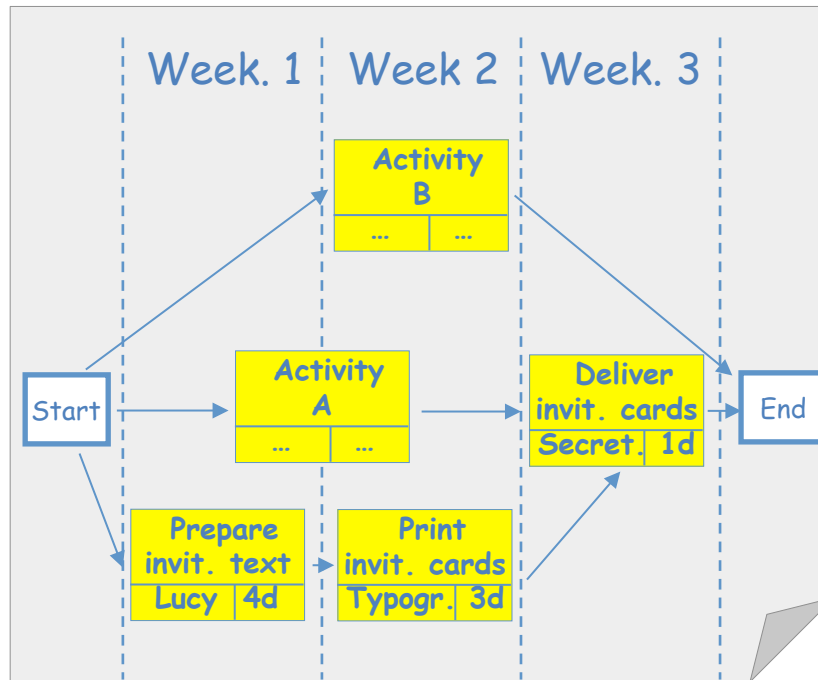
Week. 1	Week 2	Week 3

Start → Activity A (... | ...) → Deliver invit. cards (Secret. | 1d) → End

Activity B (... | ...)

Start → Prepare invit. text (Lucy | 4d) → Print invit. cards (Typogr. | 3d) → Deliver invit. cards

Kit techniques

Project phases

1. Creation

2. Planning

3. Execut. & Ctrl.

4. Closing

Summary

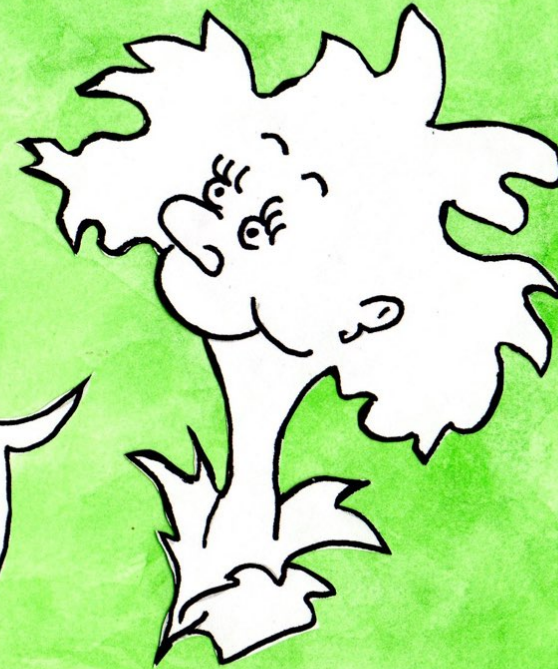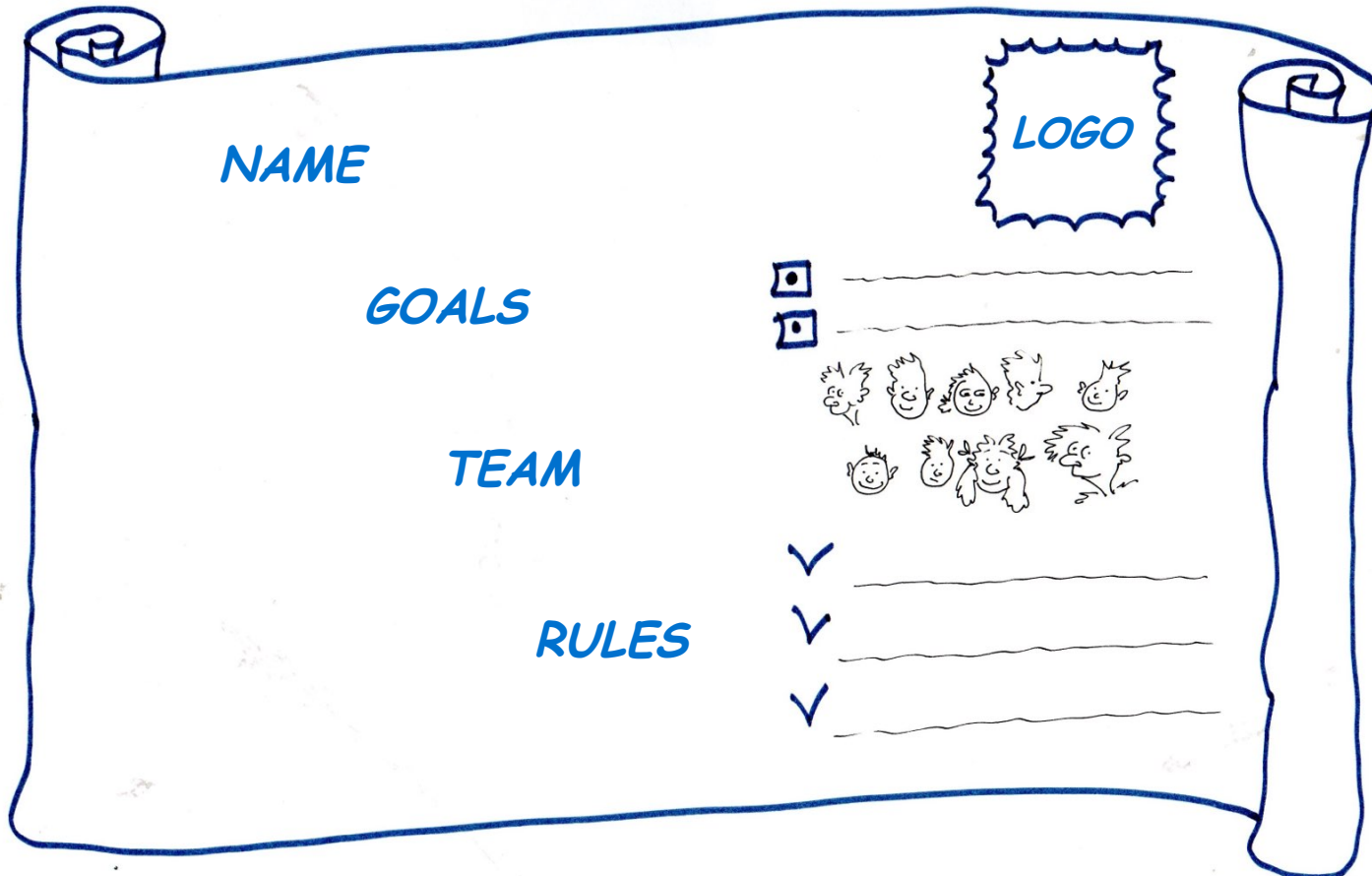Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world

Projects from the future®: the kit for Primary School

Creation → Planning → **Execution & Control** → Closing

Check the project progress

Adjust the plan if needed
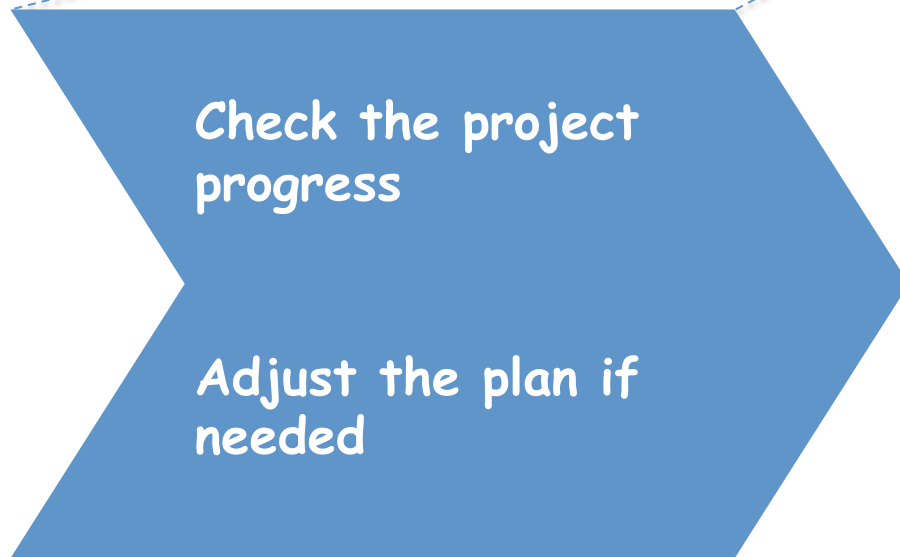
Project traffic-lights

Project calendar and activity tree

Kit techniques

Project phases

1. Creation

2. Planning

3. Execut. & Ctrl.

4. Closing

Summary

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Execution & Crtl. Phase – Check the project progress

Since it is a good idea to make sure that everything is going according to the plan, we recommend using a poster representing a list of the deliverables with pockets containing cards of three colors. The use of the "**project traffic-lights**" is a useful way to make the team more responsible for respecting deadlines.

Product 1 — small delay

Product 2

Product 3 — big delay

Product 4 — everything is OK

Kit techniques

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1. Creation

2. Planning

3. Execut. & Ctrl.

4. Closing

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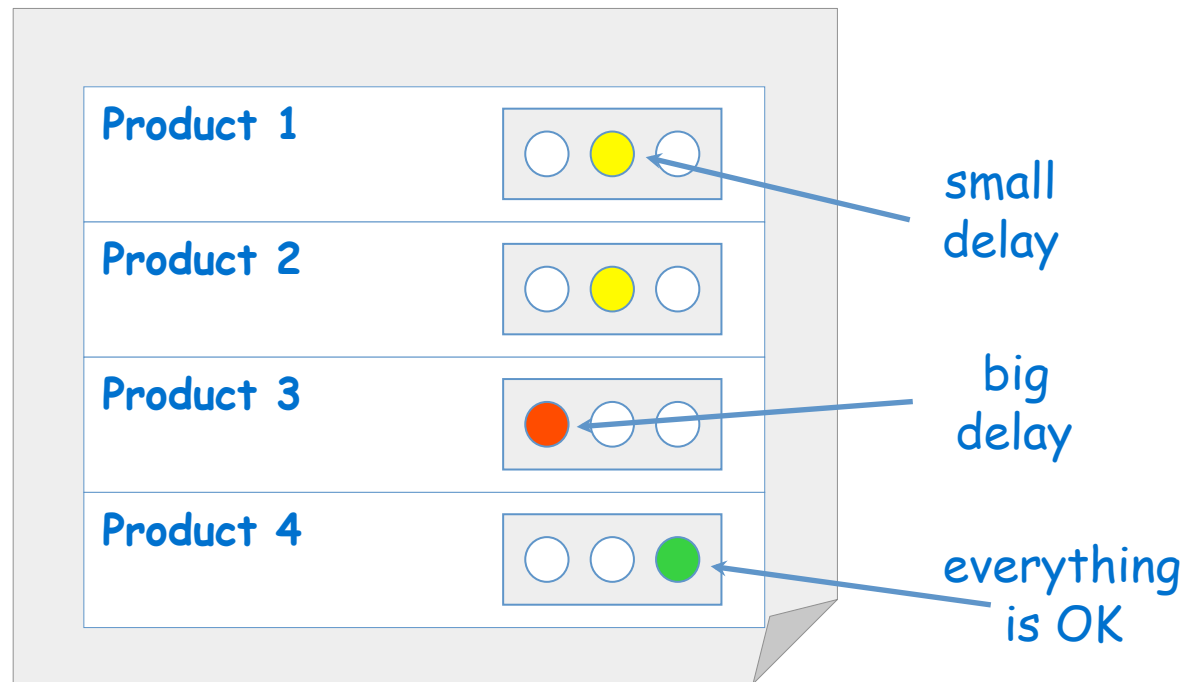
Projects from the future®: the kit for Primary School

Execution & Crtl. Phase – Adjust the plan if needed

During the project execution, there may be events and situations which imply an adjustment of the planned route. These various events (including a new idea) may lead to a change in the **activity tree** (additions/eliminations) and in the **project calendar** as well (new activities, suppressed activities, shifted activities).
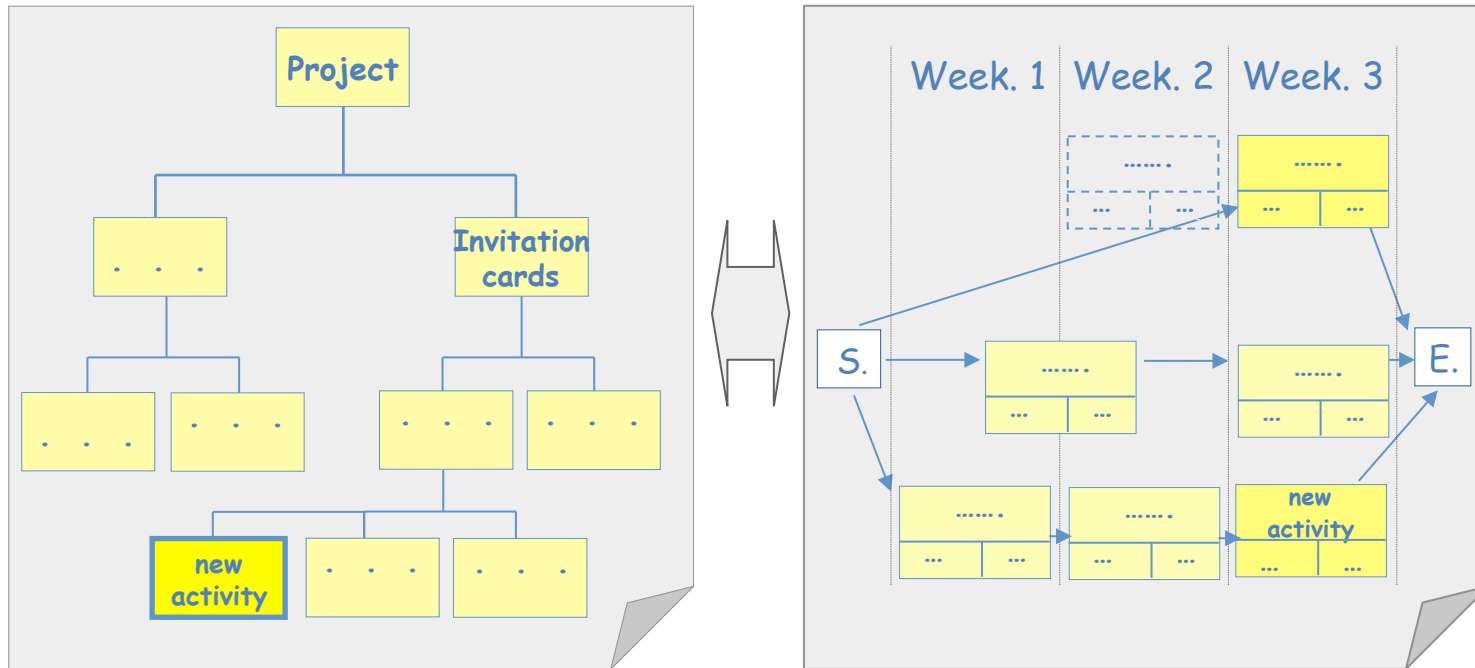
Project	
Invitation cards	
. . .	
. . .	. . .
new activity	. . .

Week. 1 | Week. 2 | Week. 3

new activity

S. | E.

| Kit techniques |
| Project phases |
| 1. Creation |
| 2. Planning |
| 3. Execut. & Ctrl. |
| 4. Closing |
| Summary |

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

Creation → Planning → Execution & Control → Closing

Tell the story of the project
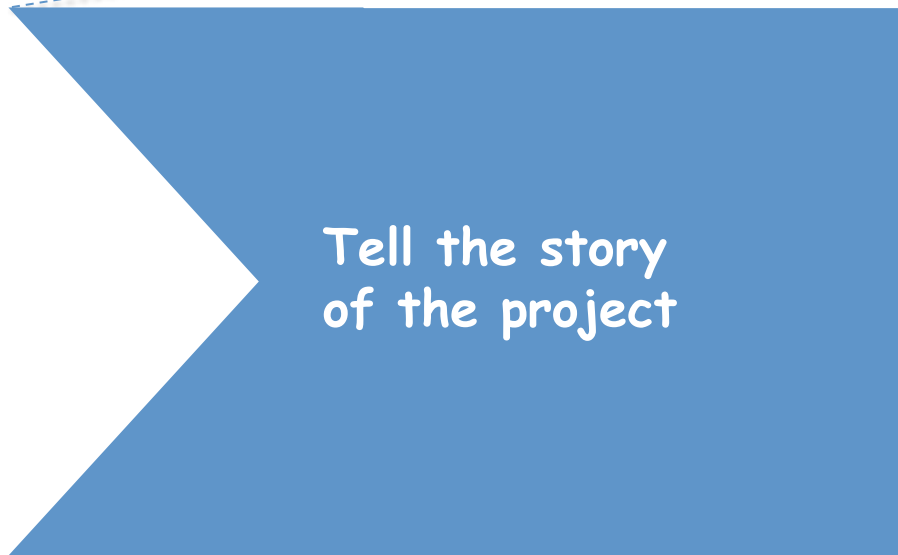
Lessons learned

Kit techniques

Project phases

1. Creation

2. Planning

3. Execut. & Ctrl.

4. Closing

Summary

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General principles

Method of working

Seven steps flashcards

Examples of projects

Stories to share

The kit in the world

Projects from the future®: the kit for Primary School

Closing Phase – Tell the story of the project

The closing phase is certainly no less important then the others. The teacher is responsible for managing it by using a mind map. Thanks to the use of this tool and simple questions, the students can be stimulated to capitalize their **lessons learned**, above all in relation to future projects.

What could I do better?

What did I learn new?

What would I change?

Project

The most difficult thing?

The most exciting thing?

Kit techniques

Project phases

1. Creation

2. Planning

3. Execut. & Ctrl.

4. Closing

Summary

Presentat. of the kit

General principles

Method of working

Seven steps flashcards

Examples of projects

Stories to share

The kit in the world

Projects from the future®: the kit for Primary School

At this point, considering the initial metaphor of a journey seen as a project, the phases described on the previous pages can be summarized highlighting the sequence of the project outputs.

| Creation | Planning | Execution & Control | Closing |

Project identity card

Brainstorming

Activity tree

Project traffic-lights

Product 1
Product 2
Product 3
Product 4

Mind map

Project calendar

Lessons learned

Kit techniques

Project phases

1. Creation

2. Planning

3. Execut. & Ctrl.

4. Closing

Summary

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

As said in the introductory section, the kit is characterized by a **high level of flexibility** that the teacher can exploit. This is a structured list based upon the seven steps of the methodology.

Project identity card ➡ Postpone the choice of the project name and logo to get the most of the creative phase

Brainstorming ➡ Stimulate the emergence of new ideas since the brainstorming is free from constraints

Mind map ➡ Add further branches to the map with new questions such as: what tools do we need?

Activity tree ➡ Identify the activities deciding whether or not to indicate the person and the duration

Project calendar ➡ Place the activities in the columns without necessarily connecting them with arrows

Project traffic-lights ➡ Put traffic-lights at the top of the activity tree instead of using a separate sheet

Lessons learned ➡ Add or modify the proposed questions so as to stimulate better collective thoughts

Kit techniques

Project phases

1. Creation

2. Planning

3. Execut. & Ctrl.

4. Closing

Summary

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

"*Long live simplicity*"

Having illustrated in detail the phases of the project, here are a set of simple flashcards which remind us of the seven steps to take and the results to produce.

1. Project id. card

2. Brainstorming

3. Mind map

4. Activity tree

5. Project calendar

6. P. traffic-lights

7. Lessons learned

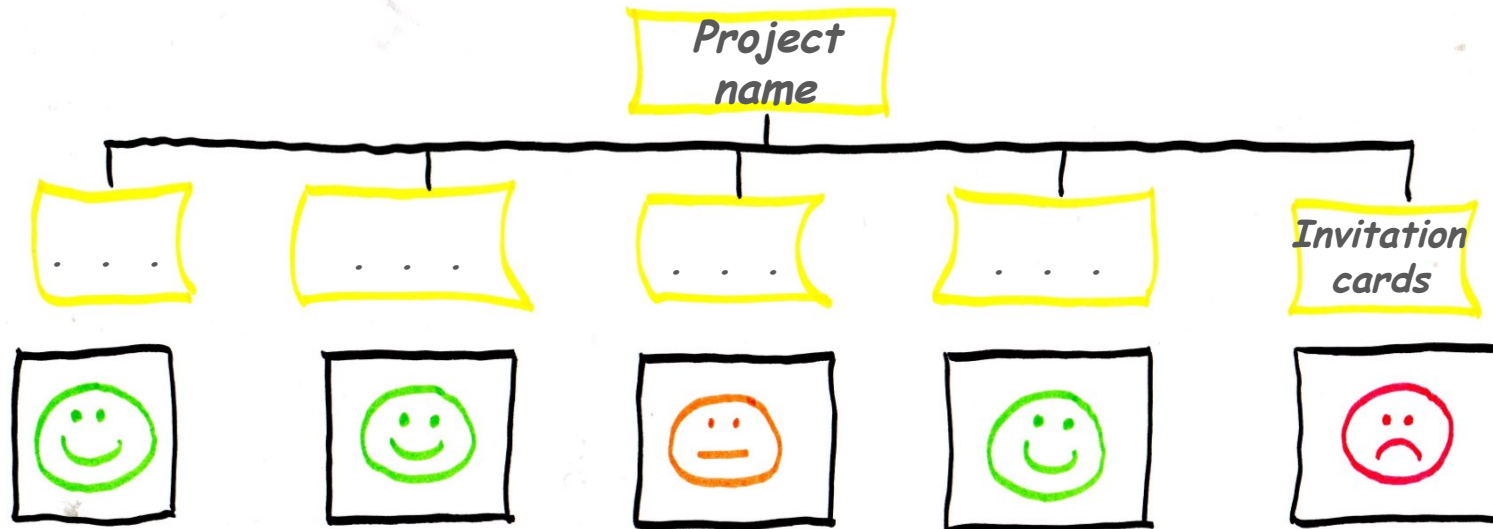| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

1. Project identity card

LOGO

NAME

GOALS

TEAM

RULES

1. Project id. card

2. Brainstorming

3. Mind map

4. Activity tree

5. Project calendar

6. P. traffic-lights

7. Lessons learned

Presentat. of the kit	General principles	Method of working	Seven steps flashcards	Examples of projects	Stories to share	The kit in the world

2. Brainstorming

The teacher establishes the RULES

The CHART is hung on the wall using adhesive strips

ONE POST-IT for each IDEA

Feel free to be CREATIVE!

All ideas are GOOD DON'T criticize !

The POST-ITs can be hung in ANY ORDER

1. Project id. card
2. Brainstorming
3. Mind map
4. Activity tree
5. Project calendar
6. P. traffic-lights
7. Lessons learned

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

3. Mind map

NEW ideas can emerge from discussion

Write down the ideas on NEW POST-ITs so as not to touch the original poster

Who?

Why?

Where?

What if?

Project name

When?

What?

ONE idea coming from the brainstorming can generate TWO ideas for different branches of the map

1. Project id. card

2. Brainstorming

3. Mind map

4. Activity tree

5. Project calendar

6. P. traffic-lights

7. Lessons learned

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

4. Activity tree

Project name

Invitation cards

Things to be delivered come from the branch "WHAT?" on the Mind Map

Actions to be taken are indicated using VERBS

ACTIVITY

Name | Duration

Who (optional)

Time (optional)

1. Project id. card

2. Brainstorming

3. Mind map

4. Activity tree

5. Project calendar

6. P. traffic-lights

7. Lessons learned

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

5. Project calendar

-6   -5   -4   -3   -2   -1   !

The red arrow indicates "WHERE YOU ARE"

ACTIVITIES are the "leaves" on the tree and must be placed in chronological order

The connecting arrows should be written in PENCIL

1. Project id. card

2. Brainstorming

3. Mind map

4. Activity tree

5. Project calendar

6. P. traffic-lights

7. Lessons learned

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

6. Project traffic-lights

Project name

. . .
. . .
. . .
. . .

Invitation cards

The STATUS of the project must be checked every week

Action to be taken

The project team, together with the teacher, decides what COLOR to use

1. Project id. card

2. Brainstorming

3. Mind map

4. Activity tree

5. Project calendar

6. P. traffic-lights

7. Lessons learned

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

7. Lessons learned

What could I have done better?

What new things did I learn?

What could I change for next time?

Now that the project is over ...

What was the most difficult thing?

What was the most enjoyable part?

1. Project id. card

2. Brainstorming

3. Mind map

4. Activity tree

5. Project calendar

6. P. traffic-lights

7. Lessons learned

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

"*Projects for all tastes*"

A variety of didactic projects have been developed using the kit and involving different classes. Here are some examples to use as a starting point.

Puppet theatre

Rocket 23
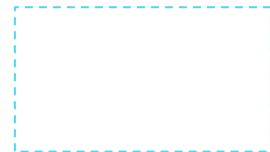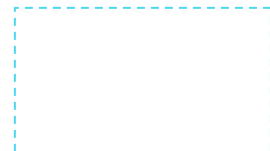
Art exhibition

Theatre snow

Festival of trees

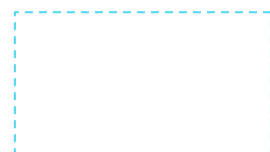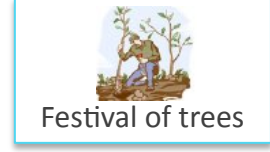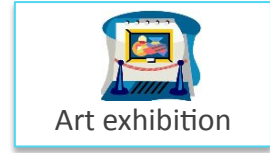| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Puppet theatre – Project identity card

The project

- Year: 2005/2006
- School: IC 5 Giornate – Milan

The team

- Grade: 2.A
- Teachers: Mariù Moresco, Lorenza Arvonio

The goals

- Choice of the fairy tale as the main subject of the didactic program of the school year.

- Reading of classical and modern fairy tales and analysis of the narrative structure. These tales must be represented in a puppet theatre designed and built by the pupils.

Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

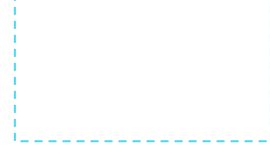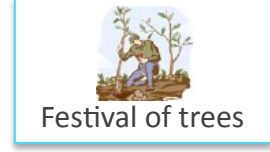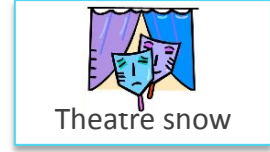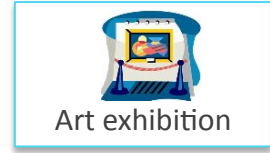| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Puppet theatre – Involved actors

Teacher
(Project
Manager)

Pupils
(Team Members)

Families
(Audience)

Mums
(Suppliers)

PMI Northern Italy Chapter
(Technical assistance and funding)

Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

Presentat. of the kit	General principles	Method of working	Seven steps flashcards	Examples of projects	Stories to share	The kit in the world

Projects from the future®: the kit for Primary School

Puppet theatre – Brainstorming

Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Puppet theatre – Activity tree

Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Rocket 23 – Project identity card

The project

- Year: 2010/2001

- School: Pecorini - Gorizia

The team

- Grade: 2.A

- Teachers: Paola Andrian, Elena Palomba

The goals

- Understand the importance of the essential things to share with children living in an imaginary remote planet.

- Understand the value of friendship and solidarity by working all together in order to build something useful for others.
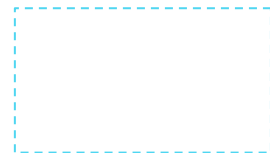

Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

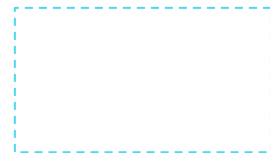## Rocket 23 – Mind map

Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

Rocket 23 – Activity tree and traffic-lights

Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

Presentat. of the kit	General principles	Method of working	Seven steps flashcards	Examples of projects	Stories to share	The kit in the world

Projects from the future®: the kit for Primary School

Rocket 23 – Project calendar
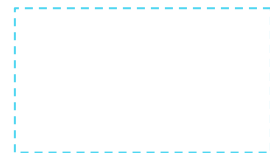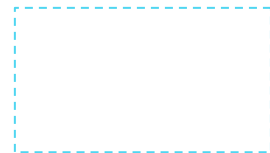
Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Rocket 23 – Lessons learned

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Northern Italy Chapter

- Puppet theatre
- Rocket 23
- Art exhibition
- Theatre snow
- Festival of trees

Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world

Art exhibition – Project identity card

The project

- Year: 2005/2006
- School: IC 5 Giornate - Milan

The team

- Grade: 5.A
- Teachers: Laura Bollina, Barbara Quaranta

The goals

- Illustration of the didactic program developed in three years through the study of the art.

- Organisation of the exhibition ground with the utmost care to make visitors welcome and collection of offers for charity aim through the sale of small gadgets.

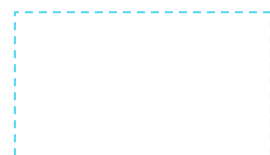Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

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Art exhibition – Activity tree

"Art Exhibition"

Identify the objects to be exhibited
- Collect the objects
  - Involve the parents
  - Find the objects
  - Bring the objects
- Classify the objects

Implement the graphic project
- Design the logo
- Decide the title
- Design the T-Shirts

Describe the didactic path
- Prepare the 3rd grade posters
- Prepare the 4th grade posters
- Prepare the 5th grade posters
- Prepare the coat of arms

Prepare the promotional matter
- Design the catalogue
- Prepare advertising
- Update website
- Prepare official invitation
- Prepare advertisement

Prepare the visitors' gadgets
- Make the pendants
- Make the bookmarks
- Write tags for exhibition
- Prepare visitors' notebook
- Prepare gadgets

Prepare and lay-out the exhibition
- Design the lay-out
- Organize visits
- Set up the lay-out
- Open the exhibition
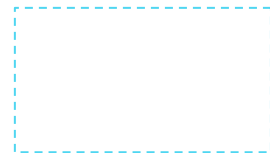
Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

Art exhibition – Project logo and calendar
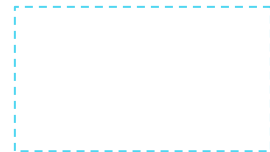

Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Theatre show – Project identity card

The project

- Year: 2006/2007
- School: IC 5 Giornate - Milano

The team

- Grade: 5.A
- Teachers: Laura Bollina, Mariù Moresco

The goals

- Elaborate theatrical scenes deriving from studies undertaken in the various subjects.
- Live an intense collective experience like that at the end of the five years of the primary school.
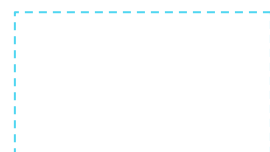
Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

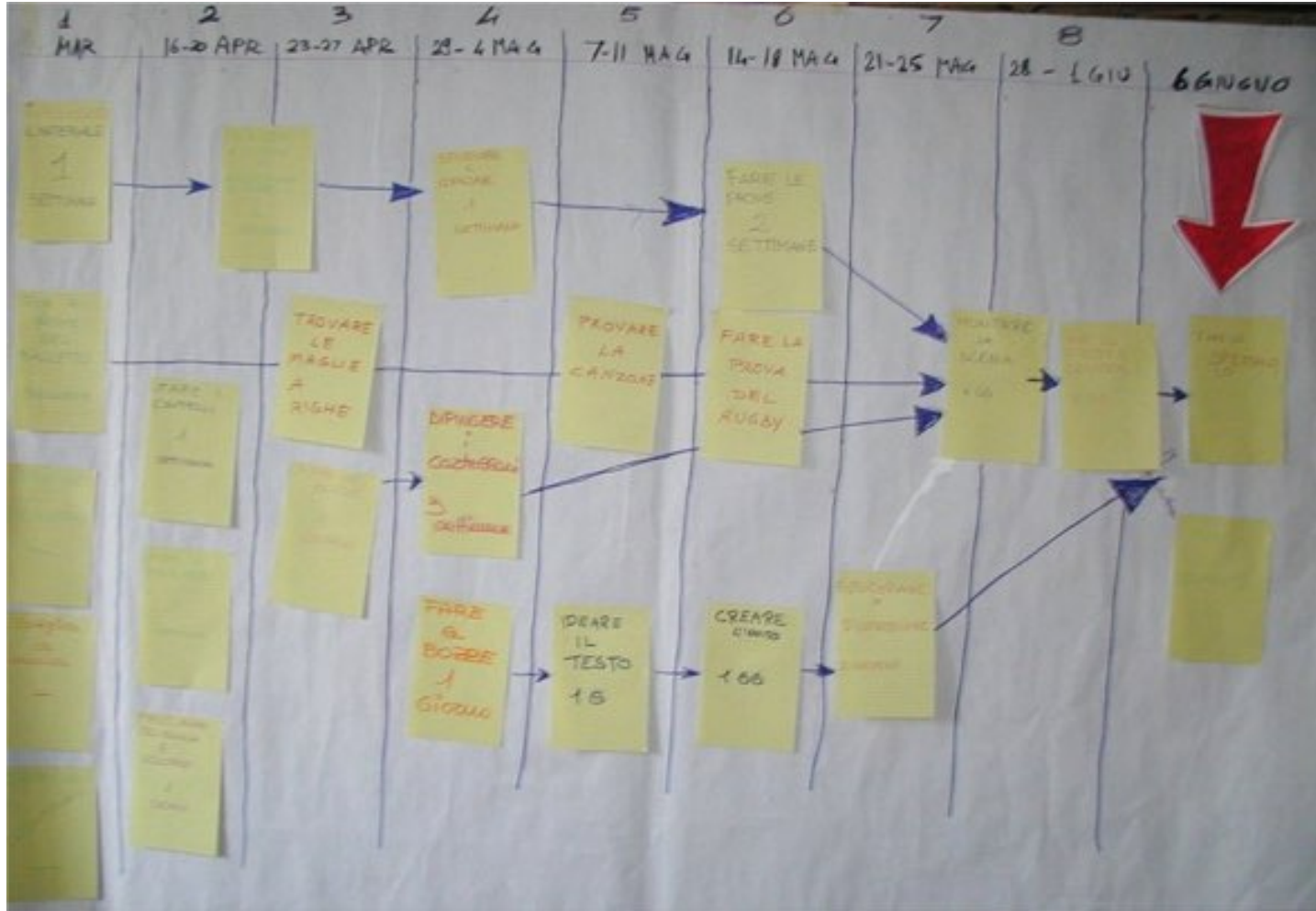Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world
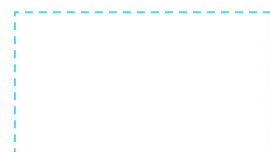
Projects from the future®: the kit for Primary School

Theatre show – Mind map

Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

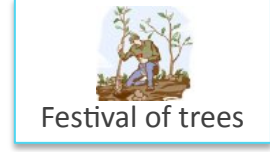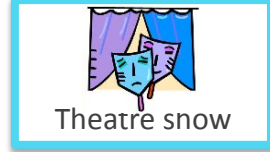| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

Theatre show – Activity tree

Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

Presentat. of the kit	General principles	Method of working	Seven steps flashcards	Examples of projects	Stories to share	The kit in the world

Projects from the future®: the kit for Primary School

Theatre show – Project calendar

Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |
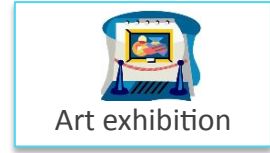
Projects from the future®: the kit for Primary School

Theatre show – Project traffic-lights

Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Festival of trees – Project identity card

The project

- Year: 2006/2007
- School: Hebraic School - Milano

The team

- Grade: 5.A
- Teacher: Diana Segre

The goals

- Celebrate a religious festival making a tree with flowers, fruits and personal stories to hang on it.

- Organize the work for groups in the best possible way so as to get it all done in just one week.

Puppet theatre

Rocket 23

Art exhibition

Theatre snow

Festival of trees

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Festival of trees – Project calendar

| Puppet theatre |
| Rocket 23 |
| Art exhibition |
| Theatre snow |
| Festival of trees |

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

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Northern Italy Chapter

"Learn from what you do"

There is a lot of evidences coming from the true protagonists, that is the students and their teachers. Here is a collection of very interesting statements.

Evidence #1

Evidence #2

Evidence #3

Evidence #4

Evidence #5

Evidence #6

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

Ludovica
Student 5.a
Milano - 2007

"the project was our responsibility and all decisions were in our hands"

"one time we decided to skip our break to make up for being behind schedule"

"even the shiest children felt involved and took part in the teamwork"

Evidence #1

Evidence #2

Evidence #3

Evidence #4

Evidence #5

Evidence #6

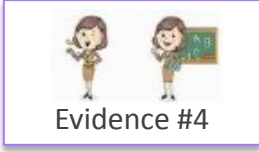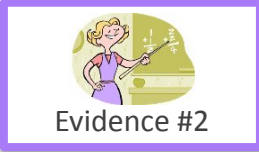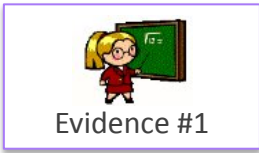| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

" the teachers learned to keep a clear vision of the project visualizing the order and state of the art of the activities"

Laura & Barbara
Teachers 5.a
Milano - 2006

"the students learned to orientate and organize themselves independently to do the mass of work to be done"

Evidence #1

Evidence #2

Evidence #3

Evidence #4

Evidence #5

Evidence #6

Presentat. of the kit	General principles	Method of working	Seven steps flashcards	Examples of projects	Stories to share	The kit in the world

Projects from the future®: the kit for Primary School

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"in my opinion it was a great activity, we worked very well together and we came up with great ideas for the party. In my opinion it was a useful lesson to let us understand how to plan events and get us ready for the new unit"

AS, AC, EB Students 5.a Milano - 2006

"I think that this project is fantastic! I think that my group collaborates really well; and it's also really good to share their ideas one at a time. This project will be the best project of the year "

"this afternoon it was very good for me because I worked very pleasantly with my group because we also had good ideas that everybody expressed to the group. It was fantastic!!"

Evidence #1

Evidence #2

Evidence #3

Evidence #4

Evidence #5

Evidence #6

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

"the use of the project approach makes the planning of any activity easier and the control smoother"

Mariù & Lorenza
Teachers 2.a
Milano - 2006

"working with a project approach makes the most of the group and collaborative learning"

"the project approach is an effective tool to "Teach to Learn""

Evidence #1

Evidence #2

Evidence #3

Evidence #4

Evidence #5

Evidence #6

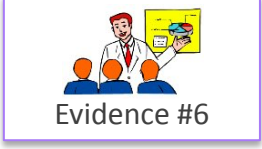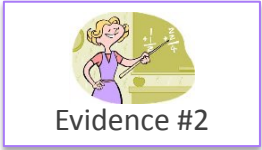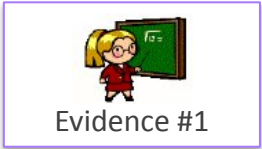| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

"the project was arduous involving three classes, also because of problems of relationship between some students. In the final lessons learned, the students realized the importance of changing their attitude respecting their peers more"

**Emanuela
Teacher 5.a
Gorizia - 2012**

**Katja
Teacher 2.a
Slovenia - 2012**

"if an activity was behind schedule, the children encouraged each other. "Come on", "We'll help you", "Let's do it together". In this way they all collaborated to reach the final goal and gradually see the green traffic-lights"

Evidence #1

Evidence #2

Evidence #3

Evidence #4

Evidence #5

Evidence #6

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

"managing the projects implies being capable of overcoming uncertainty. The kit lets you have a means and a method to imagine a future made of objectives"

**Max
Training school director
Gorizia – 2012**

"it was certainly an added value being able to make such young children capable to face a path like this!"

Evidence #1

Evidence #2

Evidence #3

Evidence #4

Evidence #5

Evidence #6

Presentat. of the kit	General principles	Method of working	Seven steps flashcards	Examples of projects	Stories to share	The kit in the world

" *What a small world*"

Thanks to translation into many languages, a lot of teachers and children in different countries have been able to try the kit. Here are their stories in brief.

Italy

Slovenia

Mexico

| Presentat. of the kit | General principles | Method of working | Seven steps flashcards | Examples of projects | Stories to share | The kit in the world |

Projects from the future®: the kit for Primary School

Since 2010 the Friuli Venezia Giulia Branch of the PMI-NIC has started "Progetti in erba" ("Projects in Bloom") in collaboration with local institutions. This initiative is organized every year in Gorizia with the aim of rewarding the best didactic projects developed in the primary schools through the use of the kit.

For details, see the initiative website: www.progettinerba.net

Italy

Slovenia

Mexico

Comune di Gorizia
Assessorato al Welfare
Servizi Educativi

PMI.
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Northern Italy Chapter

PROGETTI IN ERBA

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Projects from the future®: the kit for Primary School

Following its participation in the second edition of "Progetti in Erba", the PMI Slovenija Chapter started a collaboration with the Minister of Education there. It was aimed at promoting the use of project management practices in primary schools.

Here following the news published on the government website.

Italy

Slovenia

Mexico

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Projects from the future®: the kit for Primary School

In 2009 the PMI Mexico Chapter promoted an initiative at a secondary school in the city of Querétaro with collaboration from the university and high tech companies.

The aim of this initiative was to build small robots through a project approach based on the method provided in the kit.

Italy

Slovenia

Mexico
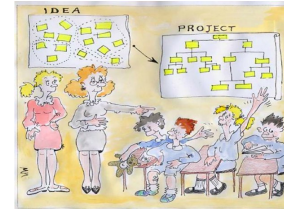
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Projects from the future®: the kit for Primary School

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* To teachers and students who have experimented the kit and the numerous chapter volunteers who have supported them.

Walter Ginevri (president of the PMI-NIC 2011-2012)

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