

Implementing: A Realistic Plan

60 minutes

Strand 2.1: Appreciating my Community

Applying

Outcome LCW.M2.S1.CPS.3

WHAT THIS LESSON DOES

Build a realistic implementation plan for your design thinking solution by mapping actions, owners, resources and dependencies across time horizons. Ensure the plan is credible for a community stakeholder reader and reflect on your personal contributions to the project.

CURRICULUM OUTCOMES

Outcome	What the specification asks for
LCW.M2.S1.CPS.3	collaborate to respond to a real-life community issue, using a design thinking problem-solving approach.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Build an implementation plan with steps, owners, timing, resources and dependencies
- Keep the plan realistic for a community stakeholder reader
- Reflect on which step you are most able to contribute to

KEY TERMS

Term	What it means here	For example
Implementation	Turning a developed solution into a timed sequence of actions someone could actually carry out, with owners, resources and checkpoints named.	A community garden proposal that names who books the plot, when the soil arrives, and who waters it each week
Stakeholder	A person or group who would be affected by the solution, or who would need to approve, fund or run it.	A residents' association chair, a local authority parks officer, or the people who would use a new youth space
Dependency	Something that must already be true, approved or in place before a later step can start.	You cannot book volunteers until Garda Vetting is cleared if the role involves children or vulnerable adults

BEFORE THE BELL

- Ensure all groups have their developed Collaborative Task Solution ready.
- Create one shared blank plan document per group in the Strand 2.1 portfolio folder, named Collaborative Task Implementation Plan[GroupName] in the platform and format your school uses.
- Prepare a weak sample plan example showing issues like missing owners or delayed first actions.
- Confirm every group has its developed Collaborative Task Solution ready. Create one shared blank plan document per group in the Strand 2.1 portfolio folder, named Collaborative Task Implementation Plan[GroupName] in the platform and format your school uses (or confirm students know to create that file at the write-up stage). Print or display one weak sample plan if useful: goals with no owners, a first action six months out, and "get funding" with no source. This artefact is Strand 2.1 Portfolio in Action evidence for the collaborative design-thinking sequence. Track completion as: group plan present with opening line, stepped actions (owners, timing, resources, dependencies), and risks; plus each student's individual contribution paragraph (best step, dependency worry, external owner). Incomplete plans leave a gap for later reflecting work on the same solution. Applied Learning Task is not tagged on this lesson; treat the plan as portfolio evidence under Strand 2.1 rather than a separately coded ALT landing.
- On screen this lesson: pathway planner.

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HOW THE LESSON RUNS

5 min	introduction	Getting Started
5 min	content	Key Terms
35 min	activity	Build the Implementation Plan
10 min	content	Think About It
5 min	summary	What you covered

STEP BY STEP

5 min Getting Started

Open by asking each group to hold up their **Collaborative Task Solution**. If a group still has two competing ideas, give them two minutes to pick one: implementation needs a single solution.

Say aloud: *Credible does not mean you have to run this yourselves. It means a real community reader could see how it would work.*

5 min Key Terms

Spend under a minute here. The test comes in the planner: empty early cells usually mean the group is still daydreaming.

35 min Build the Implementation Plan

On screen: pathway planner

SUGGESTED TIMING (35 MINUTES)

- 8 minutes: groups fill the pathway planner
- 5 minutes: cold read of one group's near horizon; push empty early cells
- 17 minutes: draft the plan into the portfolio document (about one page if tight; two if the grid is solid)
- 5 minutes: individual contribution paragraph

LOOK-FORS

- Near horizon is populated; nothing only starts "within a year"
- By about minute 25 every group has at least the opening line and the first-two-weeks block in the portfolio document, not only on the planner
- Dependencies named as conditions, not vague hopes
- Costs or sources attached to resource milestones
- Individual notes name a concrete action, a real dependency worry, and an external owner, not only "I would help"

Remind groups: the plan does not have to be deliverable by students alone. It must be realistic enough that a stakeholder could recognise it as a credible proposal.

10 min Think About It

Keep this oral. Run the short first-two-weeks share first, then the two credibility questions. Listen for groups still writing themselves as the only owners of everything; push them to name real external roles.

Flag any plan whose first action is months away: that is the classic wish-list failure.

5 min What you covered

Quick check before dismissal: every student has a copy of the group plan in the Strand 2.1 folder and a filled individual contribution note (best step, dependency worry, external owner). Next in the unit: reflecting on the process across the four stages.

TEACHING MOVES

- Circulate during the planner activity to check that the first two weeks contain a real action.
- By about minute 25 of the activity, every group should have the opening line and first-two-weeks block in the portfolio document, not only on the planner.
- Listen for groups claiming ownership of everything and prompt them to name external stakeholders.
- Use the discussion questions to highlight realistic timing and honest external ownership.
- Remind students that the plan is for a community reader, not just assessment.

WHAT TO WATCH FOR

- First action is months away: push groups to find an immediate starting step this month.
- Group lists only themselves as owners: encourage naming real external roles and organisations.
- No dependencies listed: ask what approvals or resources are needed before later steps.
- Groups over-invest in the grid and leave no time for the write-up: the portfolio plan is the assessable artefact.

DIFFERENTIATION

- Support: Provide a sample planner with one horizon pre-filled as a model.
- Extension: Ask groups to add measurable success indicators for each milestone.
- Support: Allow extra time or pair work for completing the first time horizon; one solid page beats an empty two-page shell.

WHAT STUDENTS ARE LEFT WITH

- Collaborative Task Implementation Plan plus individual contribution reflection
- The Collaborative Task Implementation Plan is Strand 2.1 Digital Portfolio evidence for the collaborative design-thinking sequence and can support Portfolio in Action.
- Done looks like: group plan with opening line, stepped actions (owners, timing, resources, dependencies), risks and early-warning signs; plus each student's individual contribution paragraph.
- No ALT code is tagged on this lesson; track the artefact under Strand 2.1 portfolio evidence.