Following the Workshop 2 Hackathon process, students will need **at least 2** additional class periods to develop their projects. If students are less familiar with group work or independent projects, more time may be needed.

This extra class time should be used to help with the planning stages of project development. Depending on the project, additional time may be necessary for project implementation.

An example of how these additional lessons could be structured:

**Lesson 1**
- Go over how to create powerful SMART goals as a class and then break into groups to discuss group-specific SMART goals. Ask each group to tell you their project and review their SMART goals
- Coach students through setting priorities/project-management
  - Use rock, pebble, and water analogy. The rocks signify the most essential tasks, pebbles smaller tasks, and water for extra tasks. You need to put the items in the jar in that order do get everything done. If water goes in first, the rocks will make the jar overflow. Have students identify which tasks are rocks, pebbles, and water for their projects.
  - Help students develop timelines for their SMART goals
- Make a class calendar for when each project will be scheduled as a class. Students can write when their project will take place on the calendar to have a visual of when all the projects will be taking place and as a way to space out the projects.
- Have each group make a list of additional resources they may need (ie. access to the computer lab)
- Students gather supplies and work on posters and promotional materials for their projects

**Lesson 2**
- Have students break into their groups with supplies to work on their projects
- Check-in with each-group to see if they are making good progress on their SMART goals and provide suggestions if they are feeling stuck
- Finalize schedule for when each project will be implemented
• Remind students that they will need to answer all of the questions on their worksheet before the final workshop and to think about how they can include answers to those questions when presenting their projects. Tip: Assign one student in each group to be the “Tracker” who will keep count of the project metrics (number of people reached, etc.)
• At the end of lesson 2, ask students if they need more time on their projects, and if so, how much longer

Additional Resources
SMART Goals
Helping students with project-based learning
Group-work roles