Updated by JAG National September 2022

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| **P R O J E C T O V E R V I E W** |
| **Name of Project:** Owning Your Stuff | **Duration (days):** 6-7 weeks | **Written For:** ☐**Period Schedule** ☐Trimester ☐Block Schedule ☐Semester |
| **Subject/Course:** Human Resources | **Teacher(s):** Tatum Gilman & Courtney Anderson  | **State:** Iowa | **Grade Level(s):** ☐7/8 ☐Alternative Ed. ☐9/10 ☐Out of School ☐**11/12**  ☐Any |
| **Other Subject Areas to be Included:** self-advocacy |
| **Project Summary**What will the students be doing? What challenges will they face? What is the purpose? | Students will work to become self-aware about the barriers that they face. They will learn about local resources available to help overcome said barriers.\*This project is not exclusively for students with learning disabilities. It can be applied to all students and any barriers they may have to include, but not limited to, mental health issues and other family related traumas.  |
| **Driving Question**What problems/questions will students be learning about? | What is keeping me from reaching my goals, and what steps can I take to remove those barriers? |
| **Entry Event**How will you introduce the topic in an engaging way? | “Kids Meet” Videos: <https://www.youtube.com/playlist?list=PL2etPlnTb9sXwY7EgbEdYcfpl4SOeek3_>* Invisible and visible disability

Guest Speaker with other barrier (homelessness, addiction, low SES) |
| **Public Product**How will students be able to demonstrate what they have learned? | **Team:** Resource Fair | **Presentation Audience**☐Class**☐School****☐Community****☐Experts**☐Web☐Other: Click here to enter text. |
| **Individual:** Survival Guide for Barrier |

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| **P R O J E C T O V E R V I E W** |
| **Competency Attainment**What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):**What competencies will be in progress during this project?** (Level 2):B.10 - use the telephone to arrange an interviewD. 21 - Comprehend verbal communicationsD. 22 - Comprehend written communicationsG 46 - describe how to work and communicate with diverse people at work and in your community to satisfy their expectationsG. 48 - demonstrate openness for change**What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):C.14- demonstrate appropriate appearanceC.15- identify expectations that employers have of employeesC.17- demonstrate time managementC. 18 - follow directionsC.19 - practice effective human relationsD. 23 - communicate in writingD. 24 - communicate verballyE. 28 - deliver presentations to a groupE. 20 - demonstrate commitment to an organizationF. 37 - demonstrate a healthy self-concept for home, school and work |
| **Formative Assessments** (Check all that apply or add your own)How will you assess student learning throughout the PBL? | **☐Checklists** | **☐Notes** | **☐Plans/Outlines/Prototypes** |
| **☐Concept Maps** | ☐Online Test/Exams | ☐Quizzes/Tests |
| **☐Journal/Learning Log** | ☐Practice Presentations | ☐Rough Drafts |
| ☐Other (see PBL Library for ideas): Click here to enter text. |
| **Summative Assessments**(Check all that apply or add your own)How will you assess student learning at the completion of the project? | ☐Essay | **☐Oral Presentation w/Rubric** | **☐Peer Evaluation** |
| ☐Multiple Choice/Short Answer Test | ☐Written Final w/ Rubric | **☐Self-Evaluation** |
| ☐Other (see PBL Library for ideas): Click here to enter text. |
| **Reflection Methods**(Check all that apply or add your own)How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | **☐Journal/Learning Log** | ☐Fishbowl Discussion | ☐Survey |
| **☐Whole-Class Discussion** | ☐Focus Group |  |
| ☐Other (see PBL Library for ides): Click here to enter text. |

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| **Career Association**How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?** **☐Leadership****☐Community Service****☐Career Prep****☐Civic Awareness****☐Social Awareness****☐Fundraising**☐Other: Click here to enter text. | **What roles will your officers lead in planning?**Leadership: Sharing Resource Fair with schoolCommunity Service: What organization will we give back to?Career Prep: What careers are available in Human Services?Civic Awareness: How can we get families involved?Social Awareness: Sharing Resource Fair with schoolFundraising: Plan activities for Fun Night/Resource FairOther: Click here to enter text. |
| **How will you incorporate committees, or the rest of your class?** Students will be divided into committees and tackle the questions presented above.  |
| **Which Career Pathways will be incorporated into this PBL?** | **Which employers/businesses will you work with throughout this project?**We will work with community resources such as our local food pantry, clothing closet, mental health clinic, etc.  |
| ☐Agriculture, Food & Natural Resources☐Architecture &Construction☐Arts, A/V Technology &Communications☐Business Management &  Administration☐Education & Training☐Finance☐Government & Public Administration☐Health Sciences☐Hospitality & Tourism | **☐Human Services**☐Information Technology☐Law, Public Safety, Corrections &  Security☐Manufacturing☐Marketing☐Science, Technology, Engineering &  Math☐Transportation, Distribution &  Logistics |
| **Employer Engagement Strategy** How will you utilize employer connections to increase relevance? | **Circle One:****☐Meet and Greet****☐Classroom Presentation**☐Project Observation☐Skype/Webinar☐Mock Interview☐Other: Click here to enter text. | **Circle Two:****☐Service Learning**☐Company Tour**☐Mentoring**☐Co-Develop PBL/Scaffolding**☐Critique of Public Product** ☐Other: Click here to enter text. | **Circle 3:**☐Job Shadow☐Limited Time Work Experience☐Pre-Apprenticeship☐Internship/Apprenticeship☐Summer Job☐Other: Click here to enter text. |

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| **Scaffolding***\*this is a high level overview, details can be found in the Student Learning Guide*What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content? How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**(What do you need to do to prepare for the project to begin?)* Contact guest speakers
* Contact community resources
* Design lessons about disability/barriers/self-advocacy
* Contact community center
* Compile resource list

**Launching the Project:**(How will you SPARK their attention?)* Preform entry event
* Share driving question
* Discussion on disability and student voice & choice

**Project Navigation:** (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?1. watch film on disability: Temple Grandon, Beautiful Mind, Pursuit of Happiness
2. self-advocacy lesson - journal: what do people assume? What do you wish they knew?
3. sensitivity etiquette lesson
4. knowing your rights lesson (ADA)
5. Community service opportunity at local youth community center
6. Students research resources, contact resources, plan resource fair
7. Students pick disability/barrier, research, present to local community center
8. Host resource fair
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| **Accommodations**What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**How will you provide opportunities for students to review their work and provide feedback for improvement?  | Peer reviewStudents will have the opportunity to speak with employers and get info/feedback about the barriers they are researching |
| **Resources**How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project?  | **WHO will you be incorporating?****☐School Staff****☐Business Professionals/Employers****☐Community Leaders/Organizations****☐Technology** ☐Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**Community resource businesses and employees will come into the classroom to mentor and guide students as they set up the resource fair and create their Survival GuidesStudents will work with administration to plan and facilitate the Resource FairStudents will use technology for research and to create their Survival Guides |

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| **S T U D E N T L E A R N I N G G U I D E** |
| **Project Title:** Owning your Stuff |
| **Driving Question:** What is keeping me from reaching my goals, and what steps can I take to remove those barriers? |
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| **Description of Activity/Product**What will students, specialists, guests, etc. be doing during this portion? | **Learning Outcomes/Targets**What knowledge, understanding & success skills will students need to successfully complete this portion? |
| ☐**Formative**☐Final Product | If students listen to a guest speaker with a disability\*Brought in a young lady who is blind with a service animal who discussed her disability and etiquette with a service animal | Then students will have a better understanding of what disability could look like and how to interact with those individuals as well as develop a better understanding of themselves  |
| ☐**Team**☐Individual |
| ☐**Formative**☐Final Product | If students watch a film relating to a barrier that they face\*Watched Temple Grandin in class  | Then they will be able to reflect on the following questions: What do people assume about you and your barrier? What do you wish they knew? |
| **☐Team**☐Individual |
| ☐Formative**☐Final Product** | If students get lessons in self-advocacy* “Self-Advocacy Units Combined” PDF
* Students create “My Personal Self-Advocacy Plan”
 | Then they will be more prepared to advocate for themselves in post-secondary education or employment settings |
| ☐Team**☐Individual** |
| **☐Formative**☐Final Product | If students receive disability sensitivity training \* “Disability sensitivity- unconscious bias final.ppt” | Then they will understand how to respect and communicate with others who are different than them |
| **☐Team**☐Individual |
| **☐Formative**☐Final Product | If students learn their rights as individuals with disabilities \*“Disability Rights Guide PDF”\*Students discussed what their IEP/504 means | Then they will be more prepared to advocate for themselves in post-secondary education or employment settings |
| **☐Team**☐Individual |
| ☐Formative**☐Final Product** | If students create a survival guide for a barrier\*”iJAG Barrier Survival Guide” | Then they will be able to explain and utilize resources in the community |
| ☐Team**☐Individual** |
| ☐Formative**☐Final Product** | If students present \*“Copy of Employability Skills Rubric” | Then they can refine their public speaking skills as well as advocate for others  |
| ☐Team☐**Individual** |
| ☐Formative**☐Final Product** | If students host a community resource fair | Then they can get connected to employers, services, and participate in their community |
| **☐Team**☐Individual |
| ☐Formative☐Final Product | Click here to enter text. | Click here to enter text. |
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| **P R O J E C T C A L E N D A R** |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K O N E** |
| Entry Event:Kids Meet Videos<https://www.youtube.com/watch?v=qPlH53wNw4E&list=PL2etPlnTb9sXwY7EgbEdYcfpl4SOeek3_>Discussion: What is a disability to you? | Guest Speaker:“Invisible” Barrier(Ex: low SES, felony, homelessness) | Guest Speaker:“Visible” Barrier:(Ex: Down syndrome, blindness) | Academic Remediation Day | Start Movie Related To BarrierEx) Temple Grandin - AutismBeautiful Mind - Schizophrenia Pursuit of Happiness - homelessness |
| **P R O J E C T W E E K T W O** |
| Movie | Movie | Finish MoviePage Reflection/JournalWhat do people assume? What do you wish that they knew? | Academic Remediation Day | Self-Advocacy Lesson“Self-Advocacy Units Combined” PDF This resource has A LOT of activities centered around Self Advocacy. You can pick and choose based off what your students choose to focus on. |

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| **P R O J E C T W E E K T H R E E** |
| Self-Advocacy Lesson“Self-Advocacy Units Combined” PDF | Self-Advocacy Lesson“Self-Advocacy Units Combined” PDFStudents create self-advocacy plan | Sensitivity Etiquette “Disability sensitivity- unconscious bias final.ppt” | Academic Remediation Day | Knowing Your Rights activityWhat does your IEP/504 mean?  |
| **P R O J E C T W E E K F O U R** |
| Split Students into GroupsResearch Community Resources | Students Plan Resource Fair | Students contact resources and ask them to participate in resource fair | Academic Remediation Day | Small Class Presentation about resources they researched |

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| **P R O J E C T W E E K F I V E** |
| Launch Survival Guide for Barrier project | Research for Survival Guide | Research for Survival Guide | Academic Remediation Day | Research for Survival Guide |
| **P R O J E C T W E E K S I X** |
| Create presentation for survival guide | Create presentation for survival guide | Presentation (audience determined by Student Voice and Choice) | Academic Remediation Day | Volunteer day with community resource center (student voice and choice) |

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| **A D D I T I O N A L I N F O R M A T I O N** |
| At the end of the PBL, there should be a Resource Fair put on by your students where organizations are invited as well as parents, students, and other community members. JAG students can make this a “Fun Night” as well where there are games and activities to increase participation.  |