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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** Soft Skills Boot Camp | | **Duration (days):** 15 | | | **Written For:**  Period Schedule Trimester  Block Schedule Semester |
| **Subject/Course:** JAG | **Teacher(s):** Leinaar | | **State:** Iowa | | **Grade Level(s):**  7/8 Alternative Ed.  9/10 Out of School  11/12 Any |
| **Other Subject Areas to be Included:** Click here to enter text. | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will go through a series of activities to prove they have the soft skills necessary to be successful at their job. Each activity will focus on different soft skills students are lacking in the workplace. The challenges will encourage creativity, communication, critical thinking, listening skills, respect, flexibility, problem solving, teamwork, patience, negotiation, time management, and interpersonal skills. Students will then create a game/activity that incorporates soft skills, to present. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | What are soft skills and how do I use them to get the job I want? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Guest speaker to discuss what soft skills are and why they are important. | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** Students will participate in a series of 9 team challenges to improve their soft skills. Students will then create a game/activity to present. | | | **Presentation Audience**  Class  School  Community  Experts  Web  Other: Click here to enter text. | |
| **Individual:** Reflection on soft skills strengths and weaknesses | | |

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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):  C18, C19, H71, H73, H75  **What competencies will be in progress during this project?** (Level 2):  C17, G51, H61, H64, H65  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  D21,D22,D23,D24,D25,E26,E27,E28,E29, E30, F33, F34, F36, G39, G41, G43, G45, G46, G49, G53, H62, H66 | | |
| **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): Peer Review | | |
| **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): self reflection essay | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **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: Assist with setup and take down of activities  Community Service: Click here to enter text.  Career Prep: Secures guest speakers  Civic Awareness: Promotes the public product exhibition  Social Awareness: Promotes the public product exhibition  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Assist with setup and take down of activities  Community Service: Click here to enter text.  Career Prep: Helps with guest speakers  Civic Awareness: Promotes the public product exhibition  Social Awareness: Promotes the public product exhibition  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  Any employer would be able to discuss the importance of soft skills | |
| 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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| **P R O J E C T O V E R V I E W** | | | |
| **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?)  Collect supplies for each activity  Make arrangement to use the gym or outside field  Find a guest speaker- can also Request Nepris/AT&T virtual guest speaker or access a session on their webpage. <https://www.nepris.com/>  **Launching the Project:**  (How will you SPARK their attention?)  Perform the entry event  Share the driving question  Discussion on student voice and choice  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  Students complete 9 soft skill challenges  Students connect their soft skills learned with job interview questions  Assign or let Students select their group members  Students brainstorm soft skills they want to use in their game/activity  Creative worktime  Students test their game/activity on their peers  Make adjustments based on peer critique  Class presentations  Public presentations- could be at a school function, such as a pep rally, or for a younger group of students | | |
| **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? | Click here to enter text. |
| **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)**  Guest speakers, public product | |

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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:** Soft Skills Boot Camp | | |
| **Driving Question:** What are soft skills and how do I use them to get the job I want? | | |
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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 | Journaling | Students will be able to reflect on the soft skills practiced during the activities |
| Team  Individual |
| Formative  Final Product | Daily boot camp activities | Students will participate in activities to discover their own strengths and weaknesses when it comes to soft skills |
| Team  Individual |
| Formative  Final Product | Employer interviews | Students will interview a local employer to discuss soft skills involved in their line of work. |
| Team  Individual |
| Formative  Final Product | Peer review | Students will perform peer reviews to offer constructive feedback and to receive feedback to assist with their revisions |
| Team  Individual |
| Formative  Final Product | Public Product | Students will create an activity/game that will help others build their soft skills. |
| Team  Individual |
| Formative  Final Product | Self-reflection | Students will reflect on their own strengths and weaknesses in the area of soft skills and set goals for making improvements where necessary |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | Click here to enter text. |
| 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** | | | | |
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| **P R O J E C T W E E K O N E** | | | | |
| Entry Event- Guest speaker  Discussion: What are soft skills and why are they important?  Intro to PBL | Activity 1 – Right way/Wrong way skits  Soft skills: Creativity, communication, critical thinking  Journal reflection  Project work time | Activity 2 – The Blindfold Game  Soft Skills: Communication, listening skills, respect (taking the task and their partner’s safety seriously), flexibility  Journal reflection    Project work time | Activity 3 – No Hands- Cup Stacking Challenge  Soft skills: Critical-thinking and problem-solving skills, teamwork, patience  Journal reflection  Project work time | Activity 4 – Time Management Challenge  Soft Skills: Negotiation, critical thinking, communication, time management  Journal reflection  Project Work Time |
| **P R O J E C T W E E K T W O** | | | | |
| Activity 5 – Listen and Recap  Soft Skills: Listening, respect, interpersonal skills, communication  Journal Reflection  Project work time | Activity 6 – Team Survival Challenge  Soft Skills: Critical-thinking skills, negotiation, communication, teamwork  Journal Reflection  Project work time | Activity 7 – Four Card Negotiation  Soft Skills: Negotiation, communication, interpersonal skills  Journal Reflection  Project work time | Activity 8 – The Human Knot  Soft Skills: Teamwork, communication, problem-solving  Journal Reflection  Project Work Time | Activity 9 – Problem solving scenarios challenge  Soft Skills: Problem-solving, communication, critical thinking, respect  Journal Reflection  Project Work Time |

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| **P R O J E C T W E E K T H R E E** | | | | |
| Students will see if they can answer…. 10 Interview Questions to identify soft skills (see attachment)  Students will interview either their employer or an employer in the community. They will ask them what soft skills are essential in their career field or for that organization. Based on responses they will get ideas to build on those skills for their game/activity. | Project work time  Each group will meet with at least one other group for peer feedback on their game/activity  Make revisions if necessary | Project work time and rehearsal | Presentations | Self-reflection: What are my strengths and weaknesses when it comes to soft skills and what is my plan to make improvements? |
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