JAG PBL Menu - Employability Skills

This resource is provided as a toolkit of suggestions to build a PBL. Utilize these resources as prompts as you customize a PBL to fit the needs of your classroom and community.

Title Options

- You're Hired
- Go in Hot, Tell Us What you've Got
- Life Works
- *Create Your Own!*

Duration   4-6 weeks

The timeframe will vary based on the student's previous experience with the content included in the PBL. When mapping out the structure for projects, allow time for all three levels of understanding. Generally speaking, this project could take 4-6 weeks; however feel free to make it work as time allows and within any time constraints that may be present.

Project Summary

Understanding the process and being prepared for the steps involved with obtaining a job is essential to the JAG Model. All students should experience the stages involved with the search, application, putting together a quality cover letter and resume and being best prepared for the process related to interviewing for a job.

Driving Question

A Driving Question meets the following criteria:

1. Engaging for Students
2. Open-Ended
3. Aligned with Learning Goals

A quality Driving Question is complete with framing initial words (how, what, who), person or entity (I, the class, you, we) action or challenge (goal to accomplish) and audience/purpose (for whom?). This question drives the project from start to finish.

Examples:

- How can I get an employer of interest to say, "You're Hired"?
- What do I need to know in order to get my dream job?
- How can 80% of our class obtain summer employment/job shadow/internships?
- Who am I and what can I offer to the workforce?
- How can we as a JAG class educate and inform our peers to be ready for the world of work?

Entry Event

An Entry Event should engage, intrigue and provoke students to want to know more about this topic. This may include a field trip, guest speaker, video, simulation, role play or mock experience. The goal is to grab the hearts and minds of your students.

Examples:

- Show a variety of **movie clips** that incorporate interviews. The lesson is called "You are the Boss" and after each clip, students would determine if the interviewee in the clip is best suited for the job if they were in the role as the hiring manager. Some video examples are available in the resources section.
- Have each student **journal** about their dream job. This would ideally follow a comprehensive review of the student's occupational interests, aptitudes and abilities. Prompt them with questions regarding why they want this job, how it will fit their skills and purpose and ultimately how it would make them feel if they were to obtain a job in this field. You could have the students share about their dream job in small groups or in a one-on-one setting with you.
- Identify a few students to **role play** examples of both good and a bad job search, application, resume and interview. By having students see a peer that is unprepared for an interview and a peer who is prepared, it will spark their interest in ensuring they are ready for the steps involved with obtaining a job. This lesson could be wrapped up by sharing all of the don'ts associated with an application, cover letter, resume and interview.
- Invite a dynamic professional (HR Director, Hiring Manager, Company President) as a **guest speaker** to your classroom to share their expertise in what they look for when hiring candidates and tips and tricks for a successful interview.
- Connect with your local workforce center. A **field trip** to attend a job fair or employment workshop to allow students an introduction to the resources that are available for those in pursuit of a job. Make the experience into a learning opportunity where students collect business cards and/or job applications, learn of job vacancies in your community and network with professionals. You could incorporate this into a scavenger hunt or a passport of objectives.

Public Products

A Public Product should be one of the following:

1. **A tangible thing**, such as something they build, invent, or create. (A workbook for getting a job, a cell phone app, a resume, a website, video, PSA)
2. **Presentation:** (A mock interview, Do's & Don'ts of interviewing, Putting on a Job Fair, Partnering with your workforce center to conduct a resume writing workshop, etc.)
3. **A solution or answer to the driving question**.

The Public Product is seen beyond teachers, classmates and parents, it raises the stakes for students leading them to a higher quality work product. Design Public Product(s) based on Driving Question and class dynamic.

Examples:

Major Group Products	• Online resources for job searching • Creating a list of standard interview questions • Developing a "training" for other classmates on the employment research conducted • Video/PSA • Design cell phone app • A workbook
Major Individual Projects	• Job Search • Application • Cover Letter • Resume • Mock Interview

Competencies

Competency Attainment will vary based on the implementation and the level of understanding going into the project, in addition to grade level. Consider whether the concept in each lesson is being introduced, expanded upon or mastered.

In general, a project such as this could accomplish the following:

> **Level 1:** C.17, E.30, E.28, F.33, F.34, F.36, E.37, G.41
> **Level 2:** C.16, C.18, C.19, D.21, D.22 D.23, D.24
> **Level 3:** A.2, A.3, B.7, B.8, B.9, B.10, B.11, B.12, B.13, C.14, C.15
> *Reference the complete list of JAG Competencies.

In addition to identifying the competencies, it's important to make students aware of what they are expected to DO and KNOW throughout the project.

Assessment(s)

An assessment should help guide the teaching and learning process. Select the mode(s) of instruction and assessment that is most suitable for your project design.

Formative Assessments (Mini-assessment to shape learning during Project)	Quizzes/Tests		Practice Presentations	
	Journal/Learning Log		Notes	
	Preliminary Plans/Outlines/Prototypes		Checklists	
	Rough Drafts		Concept Maps	
	Other:			
Summative Assessments (End of Project)	Oral Presentation, with rubric		Written Final, with rubric	
	Multiple Choice/Short Answer Test		Peer Evaluation	
	Essay		Self-Evaluation	
	Other:			

Reflection(s)

Reflections can take place throughout the project, yet must be completed at the end. The reflection is a major component of PBL, allowing students to think about what they've accomplished throughout the project.

(Individual, Group, and/or Whole Class)	Journal/Learning Log		Focus Group – Success Council	
	Whole-Class Discussion		Fishbowl Discussion	
	Survey		Peer Assessment	
	Self-Assessment		Other:	

Scaffolding (Managing the Process)

When implementing a project, it is important to plan scaffolding lessons, exercises and activities into the project that builds a student's understanding and experience with the content. All scaffolding should be leading students towards the Driving Question and ultimately to a high-quality Public Project.

Prior to the Project Beginning
*Consider the following examples of tasks to prepare for prior to the launch of your project:
- Complete career exploration for each student.
- Build relationships with business partners to assist with reviewing documents and mock interviews.
- Secure necessary materials and resources, especially technology.
- Design lessons with relevant materials for job searches, applications, references, cover letters, resumes, and interviewing.
- Create/modify assessments & reflections.
- Intentionally leave gaps in planning to allow for true flexibility with student voice and choice.

Launching the Project
*To build the excitement and engagement for the project, do the following:
- Perform the Entry Event.
- Share the Driving Question.
- Discussion on student voice and choice.

Project Navigation:
*Based on your student's previous knowledge and the design for your project, incorporate the following scaffolding lessons, exercises and activities to achieve your Public Project and answer your Driving Question.
- Review each student's individual career interest. (A.1, A.2, A.3)
- Lesson on items to seek during job search. (B.8)
- Search jobs online. (H.81)
- Assessment of job searching.
- Lesson the components of a job application. (B.11)
- Complete a written job application. (B.11)
- Complete an online job application.
- Lesson on references.
- Put together a reference list.
- Assessment of the application process. (B.11)
- Lesson on cover letters. (B.9)
- Put together an individual cover letter. (B.9)
- Lesson on resumes. (B.7)
- Put together a resume.
- Review cover letters and resumes through peer review and community partner assistance.
- Assessment over cover letters and resumes.
- Lesson on completing an employment test. (B.12)
- Complete an employment test.
- Lesson on interviews. (B.10, B.13)
- Research standard interview questions. (B.13)
- Practice interview question responses.
- Lesson on non-verbals during an interview. (B.13, C.14, C.15)
- Conduct mock interviews. (B.13)
- Peer review or reflection.
- Allow time for re-work.
- Present public product.
- Final assessment.
- Reflection of whole project.

Based on how you plan your project, arrange the scaffolding process accordingly. Utilize the JAG curriculum and supplement with current materials related to your project theme.

Accommodations

A variety of accommodations can be made to meet students and their needs. A list of common accommodations can be found here: https://www.understood.org/en/learning-attention-issues/treatments-approaches/educational-strategies/common-modifications-and-accommodations

Resources

What resources will make this project successful?   Ask to include professionals in your school and/or community partners as deemed appropriate. Integrate these individuals and technology into your project to maximize learning.

For example, assist with mock interviews and reviewing resumes.

School-based individuals:

- Building Principal or Assistant Principals
- School District Human Resources Manager
- Custodian
- Secretary
- Teachers

Community:
- Business professionals – HR Managers, Company CEO/Presidents
- Civic organization leaders
- College Admissions Office
- Employment and Workforce Centers

Technology:
- Access to computers/devices for research
- Access to computers to type materials
- Flash drives or web-based storage for saving materials
- Video viewing equipment (projector, screen, speakers, etc.)

Materials & Supplies: (if necessary)
- Resume paper
- Portfolios
- Interview outfit
- Business Cards

Supplemental Links

You are welcome to use these links, yet remember there are hundreds of links available via the internet. Feel free to search for materials that best fit the needs of your students.

- Prepping for the Job Search - https://iseekinteractive.org/2010/04/27/10-job-search-tips-for-teens/
- Job Search Sites – Monster.com, Indeed.com, CareerBuilder.com, Workforce Development job board, etc.
- Application Tips - http://www.snagajob.com/resources/resumes-applications/job-application-tips/

    Continued...

- References – http://www.monster.com/career-advice/article/prepare-your-references
- Cover Letter Templates – https://careerservices.princeton.edu/alumni/services-alumni/alumni-job-search-toolkit/cover-letters/cover-letter-template
- Resume Templates – http://www.hloom.com/download-professional-resume-templates/
- Standard Interview Questions – http://theinterviewguys.com/job-interview-questions-and-answers-101/
- Conducting Mock Interviews - http://web.stanford.edu/dept/CTL/Oralcomm/Microsoft%20Word%20-%20How%20to%20Conduct%20Mock%20Interviews.pdf

Videos

Entry Event #1
- Mrs. Doubtfire – https://www.youtube.com/watch?v=6wC2DqFJ7UE
- Step Brothers – https://www.youtube.com/watch?v=iXn6sM4uX7c
- Hugh Jackman – https://www.youtube.com/watch?v=fipSEmdj3i0
- The Internship – https://www.youtube.com/watch?v=XYG6tAMWFIo
- The Pursuit of Happiness – https://www.youtube.com/watch?v=ep-ieEG06qg

Assessments & Rubrics

- Jobs for America's Graduates PBL Library - http://www.jag.org/jag-library
- Buck Institute for Education - www.bie.org

For questions or assistance contact pbl.jag@gmail.com or join the discussion on Facebook @pbl.jag!

One Step Further

The following are merely ideas to consider when designing your project. These are progressive in nature and may be reserved for a second or third time through a foundational PBL design.

- Research Youth Unemployment – What is the employment rate for youth in your community? What can students do to increase youth employment?
- What do millennials need to do to be considered "quality" employees? What else can you do to positively impact the youth in your community?