|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** Figure It Out Friday | | **Duration (days):** 25 days (not consecutively)  \*Originally designed to run project every other Friday with an additional week to complete public product - feel free to adjust according to individual classroom needs | | | **Written For:**  **☐Period Schedule ☐Trimester**  **☐Block Schedule ☐Semester** |
| **Subject/Course:** Jobs for America’s Graduates | **Teacher(s):** Tatum Gilman | | **State:** Iowa | | **Grade Level(s):**  ☐7/8 ☐Alternative Ed.  ☐9/10 ☐Out of School  ☐11/12 **☐Any** |
| **Other Subject Areas to be Included:** | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will engage with community employers through a segment called “Figure It Out Friday”, where employers will be invited in every other Friday to teach a valuable life skill related to their profession. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | What valuable life skills can I learn from professionals in my community? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Adulting Video - <https://www.youtube.com/watch?v=jHNNL6QxJtc>  Life Skills Discussion - What will you have to know how to do once you graduate high school and become independent? What things do your parents/guardians do that you have no idea how to do?  Brainstorm Worksheet  \* It is recommended to brainstorm skills and employers at least a month before inviting your first guest in. For example, do the entry event for this PBL in early September and plan your first Figure It Out Friday for mid October to give your employers time to add it to their schedules. | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:**  Poster Gallery of Figure It Out Friday Guests | | | Presentation Audience  **☐Class**  **☐School**  **☐Community**  ☐Experts  ☐Web  ☐Other: Click here to enter text. | |
| **Individual:** | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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):  A.1, A.2  **What competencies will be in progress during this project?** (Level 2):  C. 15, C. 16  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  C. 19, D. 21, D. 24, E. 28 | | |
| **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): | | |
| **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): **Poster creation with Gallery Walk** | | |
| **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): | | |

|  |  |  |  |
| --- | --- | --- | --- |
| **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?**  Officers will assist in contacting employers and inviting them to be part of Figure It Out Friday. | |
| **How will you incorporate committees, or the rest of your class?**  Students will be encouraged to identify what “life skills” they feel like they need to be a successful adult. Individual committees can meet and brainstorm ideas. | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  This project opens up the opportunity to invite in any employer who could teach a life skill to your students. When employers come in to teach the skill, students begin building relationships with them. From there, that relationship can grow with students who are interested in that particular job field. | |
| **☐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. |

|  |  |  |  |
| --- | --- | --- | --- |
| **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?)  This project takes a lot of preparation before the project launch. You need to reach out to your community employers and give them plenty of time to add a “Figure It Out Friday” to their calendar. Many employers are willing to take the whole day in order to teach your students a skill if they are given adequate heads up.  Students should have knowledge of constructing a professional email or making a professional phone call when contacting employers.  **Launching the Project:**  (How will you SPARK their attention?)  “Adulting Video” Discussion  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)   1. Discussion - what skills will you need as an adult? 2. Students will gain practice contacting employers via email/phone call 3. Students will learn valuable life skills from employers related to their profession 4. Group Poster Project 5. Students will practice giving appropriate feedback during gallery walk | | |
| **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? | Class discussion, gallery walk |
| **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)**  This project is a great opportunity to integrate the community and employers into your classroom. Students will also use technology to complete their posters. | |

|  |  |  |
| --- | --- | --- |
| **S T U D E N T L E A R N I N G G U I D E** | | |
| **Project Title:** Figure It Out Friday | | |
| **Driving Question:** What valuable life skills can I learn from professionals in my community? | | |
|  | | |
| **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 | Adulting Discussion | Students will gain an understanding of the necessary skills and knowledge that they will need to be a successful adult |
| **☐Team**  ☐Individual |
| **☐Formative**  ☐Final Product | Contacting Guest Speakers | Students will gain an understanding of how to professional contact employers and invite them into the classroom |
| **☐Team**  ☐Individual |
| **☐Formative**  ☐Final Product | Figure It Out Friday Presentations | Students will gain an understanding of potential career fields and life skills through employer presentations |
| **☐Team**  ☐Individual |
| ☐Formative  **☐Final Product** | Group poster project | Students will gain teamwork and communication skills by working together in groups to create a public product |
| **☐Team**  ☐Individual |
| **☐Formative**  ☐Final Product | Gallery Walk | Students will gain an understanding of giving appropriate feedback to peers |
| ☐Team  **☐Individual** |
| ☐Formative  ☐Final Product |  |  |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product |  |  |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product |  |  |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product |  |  |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product |  |  |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product |  |  |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product |  |  |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product |  |  |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product |  |  |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product |  |  |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product |  |  |
| ☐Team  ☐Individual |
| ☐Formative  ☐Final Product |  |  |
| ☐Team  ☐Individual |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **P R O J E C T C A L E N D A R** | | | | |
| F R I D A Y | F R I D A Y | F R I D A Y | F R I 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**  Show Adulting Video  <https://www.youtube.com/watch?v=jHNNL6QxJtc>  Discussion:  What will you have to know how to do once you graduate high school and become independent? What things do your parents/guardians do that you have no idea how to do?  Group students and distribute Brainstorm Worksheet  (PDF 1) | **Employer Reachout**  \* Does not have to be on a Friday - should be done shortly after Entry Event  Meet with your Career Association officers. Have them contact employers based off of student interests from brainstorm worksheets. Script email attached.  (PDF 2)  Sign Up Sheet Example  (Google Sheet 3) | **Figure It Out Friday #1**  Employer Presentation  Students complete reflection  (PDF 4) | **Figure It Out Friday #2**  Employer Presentation  Students complete reflection  (PDF 4) | **Figure It Out Friday #3**  Employer Presentation  Students complete reflection  (PDF 4) |
| **P R O J E C T W E E K T W O** | | | | |
| **Figure It Out Friday #4**  Employer Presentation  Students complete reflection  (PDF 4) | **Figure It Out Friday #5**  Employer Presentation  Students complete reflection  (PDF 4) | **Figure It Out Friday #6**  Employer Presentation  Students complete reflection  (PDF 4) | **Figure It Out Friday #7**  Employer Presentation  Students complete reflection  (PDF 4) | **Figure It Out Friday #8**  Employer Presentation  Students complete reflection  (PDF 4) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **P R O J E C T C A L E N D A R** | | | | |
| F R I D A Y | F R I D A Y | F R I D A Y | F R I D A Y | F R I D A Y |
| **P R O J E C T W E E K T H R E E** | | | | |
| **Figure It Out Friday #9**  Employer Presentation  Students complete reflection  (PDF 4) | **Figure It Out Friday #10**  Employer Presentation  Students complete reflection  (PDF 4) | **Figure It Out Friday #11**  Employer Presentation  Students complete reflection  (PDF 4) | **Figure It Out Friday #12**  Employer Presentation  Students complete reflection  (PDF 4) | **Figure It Out Friday #13**  Employer Presentation  Students complete reflection  (PDF 4) |
| **P R O J E C T W E E K F O U R** | | | | |
| **Figure It Out Friday #14**  Employer Presentation  Students complete reflection  (PDF 4) | **Figure It Out Friday #15**  Employer Presentation  Students complete reflection  (PDF 4) | **Figure It Out Friday #16**  Employer Presentation  Students complete reflection  (PDF 4) | **Figure It Out Friday #17**  Employer Presentation  Students complete reflection  (PDF 4) | **Figure It Out Friday #18**  Employer Presentation  Students complete reflection  (PDF 4) |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 F I V E** | | | | |
| Introduce Poster Project  (PDF 5) | Work Day | Work Day | AR Day  (PDF 6) | Poster Gallery Walk  (PDF 7)  Discussion About Feedback  (PDF 8) |
| **P R O J E C T W E E K S I X** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

|  |
| --- |
| **A D D I T I O N A L I N F O R M A T I O N** |
| You can run this project every day for a month, every Friday, every other Friday, once a month, etc. Please feel free to adjust this project to meet your individual classroom needs. |