JAG PBL Menu - Job Survival

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

- Embrace the Millennial
- 2 Legit 2 Quit
- ISO Millennial with strong work ethic
- FOUNDING a New Generation
- Friend Me, Follow Me, Hire Me!
- Here Today, Gone Tomorrow
- *Create Your Own!*

Duration   2-3 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 2-3 weeks; however feel free to make it work as time allows and within any time constraints that may be present.

Project Summary

Latest research shows that millennials will change jobs 4 times before they turn 32 years old (http://money.cnn.com/2016/04/12/news/economy/millennials-change-jobs-frequently/). The marketplace is changing, and how do you present your best self and add value to your employer?

The key components of this project must include helping students to prepare for the future world of work. That can be accomplished though understanding employers expect of employees, positive communication skills, creative problem-solving abilities, strong customer service skills and conflict resolution. The project your students choose to implement should help to put these skills into practice and help them feel prepared to navigate the 21st Century Workplace.

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 utilize social media to increase my marketability?
Continued…

- What do employers REALLY look for?
- How can I add value to my employer?
- At my current job, how can I earn a promotion?
- How can the jobs I have now prepare me for my future career?
- How can you adapt a job of today for a job of the future?
- Now that I have this job, how do I keep it?

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:

- Watch **movie clips** of good and bad employees. Ask students to take notes on their observations and discuss the findings. See the links posted in the resource section of the menu.
- **Social media** is a great way to network and connect with colleagues and business partners, yet precautions are advised. Do employers REALLY search your social networks prior to hiring? How can you promote yourself online? How can you clean up your image, if need be?
- Invite an **employer** to talk about opportunities for advancement within a company. Highlight behaviors that might make you eligible for a promotion, as well as those that will lead to termination.
- What are the **stereotypes** of Millennials or Founders? Are they an accurate representation of you and your classmates? Discuss.
- Invite a **JAG Alumni student** to share their work experience history with the class. What advice do they have about the world of work? What challenges have they encountered and where do they see opportunities for growth?
- Create and play a version of **Jeopardy** focusing on getting and keeping a job.

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	• Design a game, PowerPoint, Prezi, brochure, a workbook, a workshop seminar, video, PSA or display about maintaining employment • Convince the principal that social networking can be positively utilized in the job market and school by creating a proposal that encourages cell phone use during school • Create a "job for the future" from an existing job description. • Group Reflection • Group Assessment
Major Individual Projects	• Write a resignation letter • Journal • Individual action plan after graduation /IDP • Self-Reflection • Write an appreciation note to your supervisor, a guest speaker, teacher or peer

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:** A.5, B.8, B.10, C.19, G.51, G.53, G.56, H.62
> **Level 2:** C.17, C.18, G.41, G.47, G.48, G.49, G.50, G.52, H.63, H.64, H.65, H.66, H.69, H.71, H.74, H.77, H.79 K108, T.138, T.139, T.140
> **Level 3:** C.15, C.16, C.20, E.28, E.30, G.38, G.40, H.60, H.61
> *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:	

<u>Scaffolding (Managing the Process)</u>

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 **Employability Skills** and **Career Exploration** Units.
- Research employment trends for Millennials/Founders Generation so you can be prepared with most timely data.
- Build relationships with business partners to assist with project implantation.
- Secure necessary materials and resources, especially technology and research on topic
- Design lessons with relevant materials for getting and keeping a job.
- 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.
- Research employment trends for Millennials/Founders Generation.
- Discussion on research.
- Invite guest speakers to talk about employment trends of the future and what employers look for when hiring and retaining employees.
- Form groups and complete the following topics by connecting the following lessons to the Driving Question:
  - Lesson on understanding what employers expect of employees (C.15, G.40, H.60, H.61)
  - Group activity on employer expectations
  - Lesson on identifying problems new employees might experience (C.16)
  - Group activity on navigating the workplace
  - Lesson on how to demonstrate commitment to an organization (C.30)
  - Group activity on how to demonstrate commitment
  - Lesson on demonstrating commitment to an organization (E.30)
- Work on group project.
- Lesson on how to appropriately quit a job. (C.20)
- Individually complete a resignation letter.
- Discussion on plans after graduation. (G.38)
- Create action plan for individual plans after graduations.
- Complete peer review.
- Assessment or group presentation on Job Survival. (E.28)
- 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.

School-based individuals:

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

Community:

- Business professionals – HR Managers, Company CEO/Presidents, people who make hiring and firing decisions
- Fast food restaurant & retail managers
- Civic organization leaders
- College Admissions Office
- Employment and Workforce Centers

Technology:

- Social Media account – if necessary
- 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)
- Job descriptions of current jobs
- Jeopardy questions

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.

- Switching jobs – http://www.fastcompany.com/3055035/the-future-of-work/you-should-plan-on-switching-jobs-every-three-years-for-the-rest-of-your-
- Employment Study: Millenials at Work - https://www.pwc.com/m1/en/services/consulting/documents/millennials-at-work.pdf

Videos
- How to Destroy the Millennial Stereotype – https://www.youtube.com/watch?v=vSDP21kV23Q
- Millennials are in trouble – https://www.youtube.com/watch?v=apZ2pCGi8RA
- NPR Marketplace - http://www.marketplace.org/2016/06/17/world/what-your-definition-good-job

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.

- Connect this project to the work being completed in the Career Preparation Committee of the Career Association. Encourage the students to make connections, set up appointments, and take charge of the details when interacting with employers.
- Host a job fair and invite all students and community members to attend. Include workshop opportunities from professionals who lead seminars on resume writing, interview skills and other job searching best practices.
- Connect with an organization and create a partnership that would invest time to make a personal commitment to helping the students in your class to transition into the workplace. Provide one-on-one or small group coaching/mentoring.
- Research employment trends of Millennials and/or "The Founders" Generations. What are common characteristics of the youngest generations of employees? How do they differ from previous generations? Interview millennials in the workplace or invite former JAG alumni to be guest speakers. Ask students to prepare a display, presentation or creative representation based on what they learn.
- Due to bullying, harassment and other discipline issues, the principal is ready to shut down all access to social networking sites, including Twitter, which is currently available for education purposes. Your group will have approximately two weeks to create a research based product to convince the principal that Facebook, Twitter, Google+ and other social networking sites have merit and value when marketing yourself to colleges and prospective employers.

Works Cited:

Long, H. (2016, April 12). The new normal: 4 job changes by the time you're 32. Retrieved June 29, 2016, from The new normal: 4 job changes by the time you're 32