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| **PROJECT OVERVIEW** | | | | | | | | | | |
| **Name of Project:** Dress to Impress | | | **Duration (days):** 6 - 8 weeks (intermittent with other classroom activities | | | **Written For:**  ☐Period Schedule  ☒Block Schedule | | | ☐Trimester  ☒Semester | |
| **Subject/Course: JAG** | | | **Teacher(s): James Cochran** | **State: Indiana** | | **Grade Level(s):**  ☐7/8  ☐9/10 | ☒11/12  ☐Alternative Ed.  ☐Out of school | | | ☐Any |
| **Other Subject Areas to Be Included:** MVHS has an initiative for writing across the curriculum and in particular for 11th/12th graders, writing as it relates to SAT/ACT essays. Journals allow for writing practice. In addition, activities align to school and state standards as they relate to level 2 graduation pathways. | | | | | | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | JAG students--and all high school students--face a challenge of having professional clothing. As costs rise, professional clothing becomes a greater expense, yet no less important. Many schools already have (or have resources to) clothing for low-income students, but these resources typically provide school clothing, not professional clothing for interviewing. This project allows that resource to expand to professional clothing. At MVHS, the JAG class took on the project of accepting clothing donations of professional clothing and obtaining vouchers in return for that clothing so that any JAG student (low income or not) and other low income students within the school could obtain professional clothing from that resource for free. While learning about non-profits and clothing donations, the class also learns about dressing professionally at level 3: clothing styles, fit and acceptable wear.. | | | | | | | | | |
| **Driving Question**  What problems/questions will students be learning about? | How can we provide professional interview clothing to JAG students so they can be more successful interviewing and entering the workforce? How can we connect students to this resource and help them become comfortable accessing this resource? What makes a professional “look” for an interview and for work? What styles look professional on what body types? How does looking professional affect a person’s confidence and professional behavior in an interview and in a job? | | | | | | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Specialist has random clothing in bags -- a bag for men and a bag for women. S/he challenges the students to be in two teams -- to separate the clothing into three styles -- casual, professional interview and everyday work in an office. The teams divide up the clothing and then discuss with the opposite team their choices.  Note: I would make this somewhat difficult, adding pieces such as shoes with holes that are “cool”, but not professional for an interview -- or perhaps pieces that are missing. I’d add a piece that is “frumpy” or obviously not age appropriate (like wearing your dad’s dress shirt or an old-fashioned tie). The conversation isn’t just about what to wear, but what to wear that makes you feel good.  The Specialist says that a student has an interview tomorrow and needs to put together a professional wardrobe for an interview. In the delivery of the dilemma s/he can sell this up -- for example, saying it’s a very professional job making double minimum wage. It’s an ideal job. Student is ready every other way with resume and practice interviewing. The more real to life (a scenario style of Students offer suggestions of what to wear -- and the ideal conversation is about more than just a dress/suit but includes shoes, tie, portfolio/briefcase/purse. The goal is to talk about what ELSE is needed besides minimum pieces. Talk about what students have now in their closet. Do they have clothes they could put on for an interview at short notice? Establish the need for a clothing drive. | | | | | | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** | In this PBL, students had to obtain permission to establish themselves as the professional clothing resource for the school. The Public Product was a Presentation to school administration obtaining permission for this permanent, school-wide initiative. Note that there are other Public Products: A career day or fashion show. Here is their PowerPoint presented to their School administration: <https://drive.google.com/file/d/1eGI8Cj6I5ToHylGlR0fWGD0oMjVT2AyU/view?usp=sharing> | | | How will students demonstrate competency attainment as a team?  Presentation | | | **Presentation Audience** | | |
| ☐Class | | |
| ☒School | | |
| ☐Community | | |
| **Individual:** | Participate in the team presentation | | | How will students demonstrate competency attainment individually?  Journaling, success in obtaining clothing with drive, active participation (attendance) | | | ☒Experts | | |
| ☒Web | | |
| ☐Other:Click here to enter text. | | |

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| **PROJECT OVERVIEW** | | | | | | | | | | | | |
| **Competency Attainment**  What competencies should students understand, know and be able to do as a result of the PBL? | | | What competencies will you introduce? (Level 1):  A1: Identifying occupational interests, aptitudes and abilities  What competencies will be in progress during this project? (Level 2):  C17: Demonstrate time management  C18: Follow directions  C19: Practice effective human relations  E30: Demonstrate commitment to an organization  F33: Base decisions on values and goals  F34: Identify process of decision making  F35: Demonstrate ability to assume responsibility for actions and decisions  F36 Demonstrate positive attitude  Which competencies will students be able to demonstrate mastery by the end of this project? (Level 3):  B7: Construct a resume, B9: Conduct a job search, B13: Complete a job interview, E26: Demonstrate team membership, E27: Demonstrate team leadership, E28: Deliver presentations to a group | | | | | | | | | |
| **Formative Assessments**  (Check all that apply)  How will you assess student learning throughout the PBL? | | | ☒Checklists | | | ☐Notes | | | | | | ☒Preliminary  Plans/Outlines/Prototypes |
| ☐Concept Maps | | | ☐Online Tests/Exams | | | | | | ☒Quizzes/Tests |
| ☒Journal/Learning Log | | | ☒Practice Presentation | | | | | | ☒Rough Drafts |
| ☒Other (see PBL Library for ideas):JAG Binder - Writing a Resume, Interviewing Skills | | | | | | | | | |
| **Summative Assessments**  (Check all that apply)  How will you assess student learning at the completion of the project? | | | ☐Essay | | | | ☒Peer Evaluation | | | | |  |
| ☐Multiple Choice/Short Answer  Test | | | | ☒Self-Evaluation | | | | |  |
| ☒Oral Presentation, with rubric | | | | ☐Written Final, with rubric | | | | |  |
| ☒Other (see PBL Library for ideas): | | | | | | | | | |
| **Reflection Methods**  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | | | **(Individual, Group, and/or Whole Class)** | ☒Journal/Learning Log | | | | | | ☒Focus Group | | |
| ☒Whole-Class Discussion  ☒Survey | | | | | | ☐Fishbowl Discussion  ☐Other (see PBL Library for ideas): Click here to enter text. | | |
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| **PROJECT OVERVIEW** | | | | | | | | | | | | |
| **Career Association:**  How will you build student leadership into the PBL? | | | **Which CA Goal(s) will be covered in this PBL?**  ☒Leadership  ☒Community Service  ☒Career Prep  ☐Civic Awareness  ☒Social Awareness  ☒Fundraising | | **What roles will your officers lead in planning?**  Leadership:  *Officers take the lead in identifying timelines and in obtaining/*  Community Service: *suggesting guest speakers. Fundraising is required to*  Career Prep:  *provide “seed money” for any project.*  Civic Awareness:  Social Awareness:  Fundraising: | | | | | | | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: *Entire class is involved in research of the community*  Community Service: *suggest ways to fundraise.*  Career Prep:  *Within small groups students share their expertise through*  Civic Awareness: *their various roles within the group*  Social Awareness: .  Fundraising: | | | | | | | |
| **Which Career Pathways will be incorporated into this PBL?**  ☐Arts & Communication  ☒Business, Management, Marketing & Technology  ☐Engineering/Manufacturing & Industrial Technology  ☐Health Sciences  ☒Human Services  ☐Natural Resources & AgroSciences | | | | | **Which employers/businesses will you work with throughout this project?**  We used Goodwill of Central Indiana, but any non-profit with a drive to assist people gain professional clothing is an appropriate partner (Dress for Success for men and women, Local clothing facilities, women or men’s shelters, church organizations, the school, etc) You can also utilize big name brand companies like JCPenney and they can use the donation as a tax write off. Or you can even get local businesses to sponsor or donate money to purchase full business attire. | | | | | | | |
| **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 - Goodwill or DFS clothing sorting/selection  ☒Mentoring  ☐Co-Develop PBL/Scaffolding  ☒Critique of Public Product  ☐Other: | | | | | | **Circle 3:**  ☒Job Shadow  ☐Limited Time Work Experience  ☐Pre-Apprenticeship  ☐Internship/Apprenticeship  ☐Summer Job  ☐Other: Click here to enter text. | |
| **PROJECT OVERVIEW** | | | | | | | | | | | | | |
| **Scaffolding**  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? | | | In this school, professional dress clothing for JAG students (and others) was a great need. A different PBLs around this issue might be a dress for success fashion show, career fair, or other public product.  **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?) Specialist should be aware of the local clothing establishments in the area and should be aware of any are “JAG friendly”(churches, thrift stores, Goodwill/Salvation Army, school programs that are already collecting clothing. Ideally this project is a partnership with one of those organizations). Ideally that partner will allow a field trip or classroom presentation that teaches students how to select and sort clothing. Volunteer and WEX opportunities might also be available. Identify your stakeholders (within JAG, within the school, within the community) and make sure you have up-to-date contact information.  In this PBL we branded the initiative with a logo and business plan presented to the school. If you follow that plan, we recommend you have a guest speaker to assist with creating both the timeline (working backwards from the date of the clothing drive), as well as to establish the branding of the initiative (logo/marketing)  Students need a general understanding of what professional dress SHOULD be for an interview in your area.  Finally, students should know how PBLs work and the expectations on the students. Typically students have watched the IDEO Deep Dive video and have established rules for brainstorming.<https://youtu.be/M66ZU2PCIcM> A copy of that lesson plan is here: <https://docs.google.com/document/d/1qZweuCO5MIfADDxzcUKVs18vf7IGJGVgLFQEAE_7xcQ/edit?usp=sharing>  **Launching the Project:**  (How will you SPARK their attention?)  Project is announced by problem with needing professional clothing for an interview. See entry event on page one of this Project Overview.  **Project Navigation:**  *For ideas of how we navigated this project, see IMAGES link:* [*https://drive.google.com/file/d/185\_AGsUDcPXSN3DJPIlwlLBoKpVu4bHq/view?usp=sharing*](https://drive.google.com/file/d/185_AGsUDcPXSN3DJPIlwlLBoKpVu4bHq/view?usp=sharing)  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  *After week 3, students can meet weekly in their teams to make sure the project is on track. PBL Leadership can meet separately, also once a week, where the review of timeline and project status is shared. Problems can be brought up in class as group discussion. JAG students drive the outcome. They are responsible. This PBL will be how JAG students evaluate their own success and view their program.* | | | | | | | | | | |
| **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? | *Weekly or monthly one-on-one check ins by the Specialist give students an opportunity to reflect and review work. You may want to build in extra time. For example, These students reached out to the local trash bin company to get clean bins for use throughout the school. They built a relationship with a local cleaners to have clothing cleaned for free. These ideas were generated by the students so that this project would be successful. All these ideas came from the revision/critique meetings.* | | | | | |
| **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? | | | | **HOW** will you be incorporating? (please describe) | | | | | | |
| ☒School Staff | | | | If event is school wide, administration must give approval | | | | | | |
| ☒Business Professionals/Employers | | | | Mentors, guest speakers, donors | | | | | | |
| ☒Community Leaders/Organizations | | | | Mentors, guest speakers | | | | | | |
| ☒Technology  ☒Materials | | | | Development of promotional materials/commercials or other presentations | | | | | | |
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|  | **STUDENT LEARNING GUIDE** | | | | | | | | | | | | |
|  | **Project:** Dress to Impress | | | | | | | | | | | | |
|  | **Driving Question:** How can we provide professional interview clothing to Region 5 JAG students so they can be more successful interviewing and entering the workforce? How can we support low income students from our community and encourage them to use these resources? | | | | | | | | | | | | |
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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 | Timeline activity | | | | | | | Must be completed in order to set timeline for project. | | | | |
|  | ☒Team  ☐Individual |
|  | ☒Formative  ☒Final Product | Writing a resume (draft)  Mock interviewing | | | | | | | Specialist may need to teach the basics of resume writing and interviewing prior to this activity. Students follow guidelines to write a resume that matches their skills to a particular job or task in the PBL.  Students mock interview to practice their interviewing skills before they actually interview for the position. | | | | |
|  | ☐Team  ☒Individual |
|  | ☐Formative  ☒Final Product | Final Resume  Final Cover letter | | | | | | | JAG Indiana requirement | | | | |
|  | ☐Team  ☒Individual |
|  | ☐Formative  ☒Final Product | Clothing Drive | | | | | | |  | | | | |
|  | ☒Team  ☐Individual |
|  | ☐Formative  ☒Final Product | Presentation to school administration - Public presentation to school administration outlining success of project and lessons learned. Also obtaining permission to continue the program as a permanent part of the school. | | | | | | | PowerPoint/Presentation Skills and practice. | | | | |
|  | ☒Team  ☐Individual |

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| **PROJECT CALENDAR** | | | | |
| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
| **PROJECT WEEK ONE** | | | | |
| Introduce statement/driving question  Begin Brainstorming what is needed to have a clothing drive and what may be required:  Lesson Plan: <https://docs.google.com/document/d/1tQmCyKc_rK6TnkFlWIN5_kV7HPAZoCXOw6aa4PEfmNQ/edit?usp=sharing> |  | Guest Speaker - College or business leaders assist in creating timeline and other components of business plan  See example: <https://drive.google.com/open?id=185_AGsUDcPXSN3DJPIlwlLBoKpVu4bHq>  Lesson Plan:  <https://docs.google.com/document/d/12CRrqluv--3DM9K8mrH7n9qKvkEPRzXnu3N0h7MuDgY/edit?usp=sharing> | ) | Today’s focus: Determine roles needed and write up a mini job description of each role. Those who want to be a Project Leader write up a resume and will interview with the class.  Lesson Plan:  <https://docs.google.com/document/d/18Mh6rGTPw4y3pnlaYjQlAZ6L-G0odP4bKvDOzWA0ZV4/edit> |
| **PROJECT WEEK TWO** | | | | |
| Project leader interviews  Lesson Plan:  <https://docs.google.com/document/d/1rBLN4Ng4teVT6Ohrc1YOXI7pJ5CnnIhZRdF1Bn8tnWw/edit?usp=sharing>  Students can begin writing resumes for positions they want - Interviews are the end of the week. |  | Finish resumes. Interview Practice (everyone, even leaders)  (you might bring in employer interviewers to assist students in practicing interviewing and in reviewing resumes) |  | Project leaders review resumes and interview candidates.  Lesson Plan:  <https://docs.google.com/document/d/1_d0IAqAr7q_1EMzqGuvSRUFN0E4j8Ef3AtiGQk3JiEk/edit?usp=sharing> . |

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| **PROJECT CALENDAR** | | | | |
| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
| **PROJECT WEEK THREE** | | | | |
| Individual Teams and Project Leadership Team meet  Lesson Plan: <https://docs.google.com/document/d/1yoxOptLVc1r7zJeOumaC1mm1RMPv9gZeF9PwhTBgldM/edit?usp=sharing> |  | Individual Teams work on projects:   * Are tasks on track to meet deadline? * What decisions need to be made * What issues do we need to bring to the class * Logos * Guest Speaker/Sorting field trip (Employer Engagement) * Collection bins or other ideas |  | Individual Teams meet to work on projects:   * Are tasks on track to meet deadline? * What decisions need to be made * What issues do we need to bring to the class |
| **PROJECT WEEK FOUR *and* FIVE** | | | | |
| Project Team Leaders meet   * Are tasks on track to meet deadline? * What decisions need to be made * What issues do we need to bring to the class   How do you decide logo  How is guest speaker or field trip set up |  | Week Four  logo design and approval  sorting and collection strategy  Week Five  Flyer design and approval (marketing sent out week six)  sorting and collection bins in place  School approval is obtained |  | Individual Teams meet to work on projects:   * Are tasks on track to meet deadline? * What decisions need to be made * What issues do we need to bring to the class   End of week four - Lesson Plan what is working and is not working in teams.  <https://docs.google.com/document/d/12eYoDr-V6OAjOoBA5Wmot-H8Pif6efGCqRVTNp6gTNw/edit?usp=sharing> |

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| **PROJECT CALENDAR** | | | | |
| DAY 1 | DAY 2 | DAY 3 | DAY 4 | DAY 5 |
| **PROJECT WEEK SIX** | | | | |
| **Formal clothing drive week**  Teams meet   * Are tasks on track to meet deadline? * What decisions need to be made * What issues do we need to bring to the class   I |  | **clothing drive week** - all groups sort  Review of progress - more marketing needed ?  How is cleaning of clothing and discard of clothing that is casual or not to be kept happening?  What group is deciding how people request a fitting and obtain clothing? |  | **Clothing drive week** - all groups sort - review of progress  What’s working and what’s not working? |
| **PROJECT WEEK SIX** | | | | |
| **Final clothing sort**  Marketing is designed for students to use clothing closet  Teams meet   * Are tasks on track to meet deadline? * What decisions need to be made * What issues do we need to bring to the class   Begin Presentation to School Administration Lesson Plan:  <https://docs.google.com/document/d/167PPgCEdsuBnUs2j39vIanm_7Dc7e55tCIUuHDsZR5M/edit?usp=sharing> |  | Presentation building |  | Presentation Practice  Presentation to school administration in week 7 |

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| **ADDITIONAL INFORMATION** |
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