Updated by JAG National November 2021

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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** Conference Confidence | | **Duration (days):** 11 days | | | **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 learn how to prepare for a professional setting or conference. | | | | |
| **Driving Question**  What problems/questions will students be learning about? | Why is it important to have a professional appearance and behave in a professional manner during business functions? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Start class with a discussion about what the purpose of a professional conference is. Split students into groups and have them brainstorm what appropriate vs. inappropriate conference behavior is. | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** How To Present Yourself Professionally Project  Mock Conference | | | **Presentation Audience**  ☐Class  **☐School**  ☐Community  ☐Experts  ☐Web  ☐Other: Click here to enter text. | |
| **Individual:** | | |

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| **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):  MS: K108, K110  MY: E. 26, E. 28  OOS: 19  **What competencies will be in progress during this project?** (Level 2):  MS: N118, P123, P126  MY: C. 14, C. 15, C. 19, D. 21, D. 24, F. 36, F. 37  OOS: 9, 15  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  MS: P125  MY: C. 17, C. 18, D. 21, D. 22, D. 23  OOS: 7, 13 | | |
| **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): Reflection** | | |
| **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): Public Service Announcement Presentation w/ Rubric** | | |
| **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 ideas): Click here to enter text. | | |

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| **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?**  Career Prep officers will help in contacting Professional Dress guest speaker(s) before launching the PBL.  Officers can reach out to local organizations for donations of professional dress clothes. | |
| **How will you incorporate committees, or the rest of your class?**  Students will help in deciding who the public product will be presented to.  Projects can be displayed in a public place around the school as well. | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  Invite a local retailer to present on professional dress. Local employers can be invited in to see student presentations and help assess student performance during the Mock Conference. | |
| ☐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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| **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?)  Students should have a general understanding of employer expectations before the launch of this project.  Invite a guest speaker to present on professional dress.  **Launching the Project:**  (How will you SPARK their attention?)  Class discussion about professional conference expectations. Appropriate vs. inappropriate behavior.  Assign groups  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)   1. Conference Discussion 2. GNAP 3. Professional Etiquette 4. Professional Dress 5. Communication Skills 6. Confidence 7. Project Presentation 8. Mock Conference | | |
| **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? | Students will have the opportunity to reflect on their Mock Conference. They will receive individual feedback from the rubrics provided. |
| **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)**  A business professional will be invited to present on professional dress. Other employers and community leaders can be invited in to observe the Mock Conference. Technology can be used to create projects. | |

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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:** Conference Confidence | | |
| **Driving Question:** Why is it important to have a professional appearance and behave in a professional manner during business functions? | | |
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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 | Professional Conference Behavior Discussion | Students will gain an understanding of the purpose of a professional conference and how to act in that environment. |
| **☐Team**  ☐Individual |
| **☐Formative**  ☐Final Product | GNAP | Students will gain the skills necessary to introduce themselves professionally. |
| **☐Team**  ☐Individual |
| **☐Formative**  ☐Final Product | Professional Etiquette | Students will gain an understanding of how to behave in a professional setting. |
| ☐Team  **☐Individual** |
| **☐Formative**  ☐Final Product | Professional Dress | Students will listen to a guest speaker present on business professional attire. |
| ☐Team  **☐Individual** |
| **☐Formative**  ☐Final Product | Communication Skills | Students will gain an understanding of the importance of communication skills at a professional conference. They will participate in activities that help develop their communication skills. |
| **☐Team**  ☐Individual |
| **☐Formative**  ☐Final Product | Confidence | Students will gain an understanding of the importance of confidence at a professional conference. They will participate in activities that help develop their confidence. |
| ☐Team  **☐Individual** |
| ☐Formative  **☐Final Product** | Project Presentation | Students will gain experience presenting in front of groups. |
| **☐Team**  ☐Individual |
| **☐Formative**  ☐Final Product | Mock Conference | Students will gain an understanding of how to act, present themselves, and interact with others in a conference setting. Students will have the opportunity to reflect on how they did. |
| ☐Team  **☐Individual** |
| ☐Formative  ☐Final Product |  |  |
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| **P R O J E C T W E E K O N E** | | | | |
| **Conference Discussion**  Start class with a discussion about what the purpose of a professional conference is. Split students into groups and have them brainstorm what appropriate vs. inappropriate conference behavior is.  (PDF 1 attached)  Discuss their answers, and use the attached PDFs to help guide a discussion.  (PDF 2 attached)  (PDF 3 attached)  Students will watch a video about how to network at a conference.  Network Video:  (<https://www.youtube.com/watch?v=vUhB_i7vYxM>) | **GNAP**  Students will learn what GNAP is and practice with their peers. Discuss the importance of eye contact, the strength of your handshake, and the importance of repeating back someone’s name to help memorize it.  (PDF 4 Attached)  Why is it important to make a good first impression at a professional conference?  **Introduce Project**  (PDF 12 Attached) | **Professional Etiquette**  As students walk in the door, have them practice their GNAP with you or a peer.  Students will learn about professional etiquette through an activity where they have to act out breaking etiquette rules.  (PDF 5 Attached) | **Guest Speaker - Professional Dress**  As students walk in the door, have them practice their GNAP with your guest speaker.  Students will listen to a guest speaker present about professional dress. Have them fill out either of the attached PDFs as they listen to the presentation.  (PDF 7 or 8 Attached) | **Communication**  As students walk in the door, have them practice their GNAP with you or a peer.  Introduce the skill of communication. Why is it important? Why would you need strong communication skills at a professional conference? Discuss.  Communication Activities  (PDF 9 Attached) |
| **P R O J E C T W E E K T W O** | | | | |
| **Communication**  As students walk in the door, have them practice their GNAP with you or a peer.  Communication Activities  (PDF 9 Attached) | **Confidence**  As students walk in the door, have them practice their GNAP with you or a peer.  Introduce confidence. Why is it important? Why would you need to be confident at a professional conference? Discuss.  Self-Esteem Activity  (PDF 10 Attached) | **Confidence**  As students walk in the door, have them practice their GNAP with you or a peer.  Self-Esteem Activities  (PDF 11 Attached) | **Project Work Day**  Instruct students to reflect on all of the scaffolding activities as they work to refine their project. | Peer Review Day  Groups will meet with at least 2 other groups to give and receive feedback on projects. They will then make any desired revisions based on that feedback. |

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| **Mock Conference**  Students should GNAP as they enter the classroom.  Students will participate in a “Mock Conference”. They will behave as if they were at a professional conference, and they will present their PSAs to the class (or audience decided by students). They will be assessed based on their appearance and behavior.  (PDF 13 Attached)\*This is a formative assessment tool |  |  |  |  |
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| **A D D I T I O N A L I N F O R M A T I O N** |
| This project was designed to help prepare your students for a professional conference, specifically the Career Development Conference in the spring. Students who do not participate in CDC can still experience the expectations of professional behavior through a mock conference. Students who attend CDC are encouraged to share their experiences with students at the end of the project. |