

# JAG PBL Menu - Career Association

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

- Live to Lead
- Leadership Nation
- Lead. Believe. Achieve!
- *Create Your Own!*

## Duration

4-6 weeks for initial project and integrated throughout the school year

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

When implemented correctly, the Career Association is the MAGIC of the JAG model. The CA is the vehicle that brings the JAG program to life through the five goals; Career Preparation, Civic Awareness, Community Service, Leadership Development and Social Awareness. The CA provides relevance to real-world opportunities. Students will gain understanding of the leadership positions offered through the Career Association and the roles, responsibilities, offices and committees. The students will have the opportunity to campaign for office, vote in an election and complete the Plan of Work; which are the activities the class wishes to complete over the course of the year. In committees, students will plan and implement the Initiation and Installation Ceremony.

## 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:

- What makes a good leader now and in the future?
- How can we have a successful student-led organization?
- How can the skills taught through the Career Association prepare me for the world of work?
- Is it better to elect the most popular person for an office, or the person who will get the job done?
- As a member of the Career Association, what can I do to improve my school and community?

## 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 **video clips** on leadership. Ask students to **journal** their reactions to the videos and host a discussion on their feedback. Connect the videos to a conversation on the roles and characteristics of strong leaders. What will they look for when selecting leaders for their Career Association?
- Invite an alumni student as a **guest speaker** to talk about their experience with the Career Association. What were their biggest successes, opportunities for growth, challenges, lessons learned and recommendations for the current officers and CA members?
- Divide students into teams and have a **scavenger hunt** around your school or community. Provide a list of objects they must find, and have each group text a photo of the object to your phone/email address. The team that captures the most objects in the time provided is the winner. Debrief the activity as a class focusing on who stood out in a leadership roles or communicated effectively. Connect these behaviors to the roles of Career Association Officers. Refer to the Scavenger Hunt link in the resource section.
- Host an **obstacle course** in your classroom, gym, outdoor space or partner with a military organization that will help to facilitate this for you. Divide your students into teams and encourage them to work together to complete the course successfully. Debrief the activity upon completion, focusing on how the team worked together, leadership & followership and how to connect to real life skills.
- Take a **field trip** to a city council or school board meeting to observe the different roles and procedures. Identify how tasks are completed, ideas are shared, decisions are reached and business is accomplished.

## 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:

<b>Major Group Products</b>	<ul style="list-style-type: none"> <li>• Initiation and Installation Ceremony</li> <li>• Plan of Work</li> <li>• Peer Reflection</li> <li>• Gallery Walk – for brainstorming project ideas</li> <li>• Election of officers</li> </ul>
<b>Major Individual Projects</b>	<ul style="list-style-type: none"> <li>• A written campaign speech for an officer position</li> <li>• Self-Reflection of the election process</li> <li>• Vote in the CA election</li> <li>• Journal entries</li> </ul>

## 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:** G.41, G.43, G.46, G.47, G.48, G.51, G.52, G.54 G.55, G.58, H.64, H.67, H.68, H.69, H.74, H.77, L.112, N.118, N.120, P.124, P.125, P.126,

**Level 2:** C.14, C.18, C.19, D.21, D.22 D.23, D.24, F.31, F.32, F.33, F.34, F.35, F.36, G.50, G.57, Q.130, Q.131, R.134,

**Level 3:** E.26, E.27, E.28, E.29, E.30, F.31, G.49, G.56, H.61, H.62, H.63, P.127, R.132,

\*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.

<b>Formative Assessments</b> (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:		
<b>Summative Assessments</b> (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.

<b>(Individual, Group, and/or Whole Class)</b>	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:*

- Determine what officer positions you will elect in your Career Association. Figure out a common time when you will host meetings and how you will form committees to complete the work (Chapter 1 & 2, Career Association Handbook).
- Be clear on how the election process will be carried out. There are a variety of ways speeches can be delivered. For example, a large group setting, video sharing, posting the speeches anonymously on the wall, etc. (Chapter 3, Career Association Handbook).
- Make copies of the Career Association Officer Descriptions and committee expectations (Chapter 3, Career Association Handbook).
- Prepare a variety of icebreaker and teambuilding activities (Appendix F, Career Association Handbook).
- Arrange for guest speakers to talk about campaigning for office, leadership, event planning and/or fundraising.
- Secure necessary materials and resources, especially technology.
- Design lessons with relevant materials for event planning, leadership, & public speaking
- 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.*

- Introduce **leadership**. What does leadership look like? What are characteristics of strong leaders? Show a video and host a discussion on different forms of being a leader and a follower, and the importance of each role. (E.26, E.27)
- Incorporate teambuilding activities throughout the project.
- Introduce the **Career Association**. Describe the roles and responsibilities of each officer position and committee. Describe the types of activities you have completed in the past and encourage your students to begin thinking of projects they would like to complete over the course of the school year. (Chapter 3, Career Association Handbook)
- Complete brainstorming sessions based on the 5 CA goals and gain understanding of what events and activities could be accomplished under each goal.
- Review officer roles and responsibilities.
- Each student will write a speech for a position or committee they would like to run for. (E.28)
- Conduct a peer review of the speeches. Remind the students to provide feedback that is **helpful, specific and kind**. (E.29, G.49)
- Invite the President/CEO of a service organization to talk about their leadership journey, work experience and insight for future leaders.
- Host nominations for officer positions.

- Allow time to campaign for leadership offices. Show examples of positive and negative ways of running a campaign. (E.29, E.30, G.49, P.127)
- Host officer elections. (F.31)
- Host an “officer training” with your newly elected officers. Review the roles and responsibilities of each position and what you hope to accomplish over the next year (Chapter 3, Appendix D, Career Association Handbook). (G.62)
- Introduce the **Plan of Work**. Map out your school year for what activities will take place, and when they will be completed. Specific details do not need to be included at this point, it is just a starting point to see how all of the committees must work together to accomplish the goals for the year (Chapter 4, Career Association Handbook). (H.61, H.62)
- Newly elected officers begin prioritizing Plan of Work and assigning responsibilities and delegating tasks.
- Introduce the **Initiation & Installation** (I & I) ceremony (Appendix C, Career Association Handbook). If available, show a video clip of a previous I & I ceremony.
- Discuss the components of planning an event- make a list of things to do. Assign tasks to committees to share responsibilities and create buy-in. (H.62)
- Secure the date, time and location of the I & I.
- Invite prominent supporters of JAG to the I & I (Principal, Mayor, elected officials, business leadership, etc.) (R.132)
- Dress rehearsal of the I & I ceremony.
- Host the I & I.
- Celebrate, watch the video. Discuss the highlights and opportunities for improvement.
- Individual reflection of the election process and the I & I ceremony.
- 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, CA Handbook and supplement with current materials related to the content information.

## 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 implementing the Initiation & Installation ceremony, reviewing speeches, helping to set up for the event, etc.*

### **School-based individuals:**

- Principal or Assistant Principals
- Custodian
- Kitchen staff
- Secretary
- Teachers
- AV Department for sound, lights & technology needs

**Community:**

- Elected officials – City Council, School Board, Mayor, State Representatives
- Business professionals – HR Managers, Company CEO/Presidents
- Civic organization leaders
- College Student Organizations
- Employment and Workforce Centers
- Military
- Other close community contacts

**Technology:**

- Access to online voting site (as needed)
- 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)

- Campaign materials – poster board, markers
- Ballots – paper or electronic - <https://electionrunner.com/>
- Flip Chart paper for brainstorming sessions, markers & post-it notes
  
- During Initiation & Installation ceremony
  - Secure location
  - Programs
  - Invitations
  - Guest speaker(s)
  - Community supporters/advocates
  - Refreshments/dinner
  - Dinnerware/utensils
  - Decorations
  - Garbage cans, plan for clean up
  - Script, printed copies
  - Pins/Award Certificates
  - Candles – real or electric, based on fire code

**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.

- Career Association Handbook - [file:///C:/Users/karey/Downloads/HandbooksCareerAssociationHandbook%20\(1\).pdf](file:///C:/Users/karey/Downloads/HandbooksCareerAssociationHandbook%20(1).pdf)
- Icebreakers – <http://www.serviceandinclusion.org/conf/HSHT-Team-Building-Ice-Breaker-Manual-2008-09.pdf>
- Team Building Activities for High Schoolers - <http://www.sadlier.com/school/vocab-gal/team-building-activities-for-high-school-students>
- Scavenger Hunt - <http://www.coollest-parties.com/scavenger-hunt-list-ideas.html>
- Event Planning Guide – <http://www.wildapricot.com/articles/eg-how-to-plan-an-event>
- Event Planning, Step-by-Step - <https://www.studentinvolvement.ufl.edu/Event-Planning/Event-Planning-Step-by-Step>
- Continued...



- 9 Steps Event Organizers Can Borrow from Project Managers - <https://whova.com/blog/steps-event-organizers-borrow-project-managers/>
- 100 Fundraising Ideas - <http://oasc.org/wp-content/uploads/2012/10/100-Fundraising-Ideas.pdf>
- School and Student Fundraising Ideas - <http://www.uwsummit.org/school-and-student-fundraising-ideas>
- Managing conflict, negotiations and group norms – <http://nationalsave.org/chapter-tools/conflict-management/>
- Debriefing Questions are the Magic of Team Building Events - <http://greatresultsteambuilding.net/debriefing-questions-magic-team-building-events/>
- Campaign Strategies - <https://archive.informationactivism.org/basic1>

## **Videos**

### Entry Event #1

- First Follower: Leadership Lessons from a Dancing Guy - <https://www.youtube.com/watch?v=fW8amMCVAJQ>
- Lessons in Leadership from Steve Jobs - <https://www.youtube.com/watch?v=AZ2ewY-0i34>
- Austin Vardaman's "Ship Wrecked" - <https://www.youtube.com/watch?v=LGT9dMfD-Ok>

## **Assessments & Rubrics**

- Jobs for America's Graduates PBL Library - <http://www.jag.org/jag-library>
- Buck Institute for Education - [www.bie.org](http://www.bie.org)

For questions or assistance contact [pbl.jag@gmail.com](mailto: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 the Plan of Work brainstorming session to the future activities to be held this year. As activities are confirmed, keep the Plan of Work updated and posted in the classroom.
- Incorporate employers whenever possible. Think of strategic ways to implement goals of the Career Association with important causes sponsored by local businesses. Encourage your students to work in collaboration with the local business to volunteer and provide support as needed.
- Plan for the Career Development Conference (CDC) by preparing for the events in advance.
- Have JAG students assist with other student organizations elections – Student Council, 4H, HOSA, FFA, etc.
- Host a "Register to Vote" campaign in your school and community - <http://www.rockthevote.com/assets/publications/field/voter-registration-how-to.pdf>
- Connect with teachers in other content areas to collaborate around the election process, civic engagement and governing practices.