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| Project Design: student Learning Guide | | | |
| **Project: Soft Skills Boot Camp – I have the skills and I know how to show it!** | | | |
| **Driving Question:** What are soft skills? Why are they important? Once I am an expert how can I help others develop them? | | | |
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| **Final Product(s)**  Presentations, Performances, Products and/or Services | **Learning Outcomes/Targets**  knowledge, understanding & success skills needed  by students to successfully complete products | **Checkpoints/Formative Assessments**  to check for learning and ensure  students are on track | **Instructional Strategies for All Learners**  provided by teacher, other staff, experts; includes  scaffolds, materials, lessons aligned to learning outcomes and formative assessments |
| (individual **and** team)  Students will create a game/activity to enhance their soft skills | After each activity I can jot down my feelings about the activity, how it incorporated the soft skills and any ideas for my game/activity creation | Journal | Teacher – will conduct soft skills games/challenges, will lead discussion on soft skill used, and provide guidance for their own game/activity |
| I can create a game and test it on my peers to see if any adjustments need to be made. | Rough Draft  Trial run for game | Teacher will observe collaboration between group members and offer suggestions and guidance for their own creation |
| I can give positive feedback to my peers on their game so they can make adjustments as needed | Peer Review | Teacher will review how to give positive feedback and critique. |
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|  | I can present my game/ activity to the Pep assembly committee and propose they use it at the next assembly | Oral Presentation | Teacher will go over expectations and process to present to the Pep assembly committee |
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