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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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