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| **Project Overview** | | | | | | | | | | |
| **Name of Project:** Things You Ain’t Learning In School | | | **Duration (days):** 4 Weeks | | | **Written For:**  Period Schedule  Block Schedule | | | Trimester  Semester | |
| **Subject/Course: JAG** | | | **Teacher(s):**  Gutierrez and White | **State:** Iowa | | **Grade Level(s):**  7/8  9/10 | 11/12  Alternative Ed.  Out of school | | | Any |
| **Other Subject Areas to Be Included:** Accounting, Business, Auto Mechanics, Culinary, STEAM, Careers, Home Economics, and Life | | | | | | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | The purpose of this project is to expose students to important life skills that are typically not taught in school. Most of these lessons are ones that we as Specialists have had to learn the hard way and all are valuable lessons for everyone to hear and learn. We have invited many celebrity guests to help us teach “Things You Ain’t Learned In School.” This project has helped open the door for our guests to see the amazing students we have in JAG. Things You Ain’t Learned In School also came at the end of the school year, which helped keep students engaged in May. The students also had to make a contribution by teaching their classmates a lesson that they learned through experience outside of school. Finally students kept a journal recording the important lessons learned from their classmates and our guests and how it applies to their life. | | | | | | | | | |
| **Driving Question**  What problems/questions will students be learning about? | How can I take and apply one thing from each presenter to my life? How do I teach my classmates a valuable lesson in under 5 minutes? | | | | | | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Allen Bean visited our class and told his amazing story of resilience, perseverance, dedication, loyalty, forgiveness, and success. It is an absolutely amazing testimonial of how to take advantage of opportunities and “sweep the s%&t” out of the floors. | | | | | | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** | In pairs students will brainstorm and teach a “How To Lesson” on a skill or a lesson that they learned through life experience | | | How will students demonstrate competency attainment as a team? | | | **Presentation Audience** | | |
| Class | | |
| School | | |
| Community | | |
| **Individual:** | Students will individually keep a journal that records five things that they learned from each presentation. | | | How will students demonstrate competency attainment individually? | | | Experts | | |
| Web | | |
| Other:Employers | | |

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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):**  D23, E27, E28  What competencies will be in progress during this project? **(Level 2):**  A1, A2, A3, C14, C17, C18, C19, D21, D24, D25, E26, E30, F33, F34, F35, F36, F37  Which competencies will students be able to demonstrate mastery by the end of this project? **(Level 3):**  None | | | | | | | | | |
| **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): Click here to enter text. | | | | | | | | | |
| **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): Click here to enter text. | | | | | | | | | |
| **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 – Success Counsel | | |
| Whole-Class Discussion | | | | | | Fishbowl Discussion | | |
| Survey | | | | | | Other (see PBL Library for ideas): Click here to enter text. | | |
| **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: Click here to enter text.  Community Service: Click here to enter text.  Career Prep: Set up Guest Speakers  Civic Awareness: Click here to enter text.  Social Awareness: Click here to enter text.  Fundraising: Click here to enter text. | | | | | | | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Can guide on public speaking techniques  Community Service: Set up service at guest speaker sites  Career Prep: How these peoples jobs are accessible to them  Civic Awareness: The laws they are incorporated in taxes, interest, etc.  Social Awareness: Meeting and greeting Guest Speakers  Fundraising: How can Guest Speakers collaborate in future 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?**  Allen Bean (Van Meter), Karen Faktor and Rachelle Meyers (Principal Financial or financial planning company), Duane Stowell (Taxes), Hosmer Honda (Cars), Kim Pang and Alyssa Slattum (Diamond Jo Casino), Joe Starr (Hosmer Honda**)** | | | | | | | |
| **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: | | | | | | **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? | | | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)  A month prior to the beginning of the project there was a whole class discussion about this question: “What do you need to know more about before you graduate and go out into the REAL WORLD?” Through this conversation, we generated a list of topics that would be covered. An idea for this would be to take this list to your Success Council or Career Association for final approval. Then the Career Association could help determine who would be good resources for each topic and help make the contacts. We made contacts and set the calendar up for the project. Journal pages are made.  **Launching the Project:**  (How will you SPARK their attention?)  Allen Bean caught the students’ attention by sharing his life story that made it clear that your past does not have to be your future. He needs to visit your classroom. If not Allen, then find someone in your community that is successful in spite of their setbacks or rough start. We started and ended with speakers that we selected.  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  The biggest part of the navigation is that students will have to have crystal clear expectations on how to present their lesson to the rest of the class. They will need to have some support on how to teach others in a quick lesson with a Specialist example. The students may also use a rubric to judge the Specialists’ work. Expectations on journal entries will also need to be taught prior to the first guest coming into the class. | | | | | | | | | | |
| **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? | Work check days | | | | | |
| **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 | | | | Deadra Stanton (Sewing) | | | | | | |
| Business Professionals/Employers | | | | Allen Bean (Van Meter), Karen Faktor and Rachelle Meyers (Principal Financial or financial planning company), Duane Stowell (Taxes), Hosmer Honda (Cars), Kim Pang and Alyssa Slattum (Diamond Jo Casino), Joe Starr (Hosmer Honda) | | | | | | |
| Community Leaders/Organizations | | | | Jodee O’Brien and Jen Butler (United Way), Dustin Weyenberg (Air Force) | | | | | | |
| Technology | | | | Phones and or video equipment. Editing Applications. Chrome Books or computers | | | | | | |
| Materials | | | | Journal sheets and supply list for presentation | | | | | | |
| **student Learning Guide** | | | | | | | | | | | | |
| **Project:** Things You Ain’t Learning in School | | | | | | | | | | | | |
| **Driving Question:** How do I teach my classmates a valuable lesson in under 5 minutes? | | | | | | | | | | | | |
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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 | YOU WILL GREET EVERY GUEST USING GNAP. | | | | | | | Getting comfortable greeting others. | | | | |
| Team  Individual |
| Formative  Final Product | YOU WILL PRACTICE PROPER BODY LANGUAGE AND BE IN INTERVIEW FORM WHILE WE HAVE GUESTS IN OUR COMMUNITY. | | | | | | | Being a respectful listener. | | | | |
| Team  Individual |
| Formative  Final Product | YOU WILL FILL OUT YOUR JOURNAL FOR EACH GUEST BY LISTING 5 THINGS YOU LEARNED FROM THEIR PRESENTATION AND HOW THESE THINGS APPLY TO YOUR LIFE. | | | | | | | Being able to communicate in writing, and reflect on learning. | | | | |
| Team  Individual |
| Formative  Final Product | WITH A PARTNER YOU WILL CREATE A PRESENTATION OR A YOUTUBE TUTORAL ABOUT SOMETHING THAT YOU BELIEVE IS IMPORTANT FOR EVERYONE TO KNOW. YOU WILL DELIVER THIS PRESENTATION TO YOUR CLASSMATES AND SOME SPECIAL JUDGES AT THE END OF THIS PROJECT. THE PRESENTATION MUST BE BETWEEN 3-5 MINUTES AND INCLUDE; A HOOK, TEACHING POINTS, WHY THIS IS IMPORTANT TO KNOW, AND HOW YOU USE THIS IN YOUR LIFE. | | | | | | | Experience with technology, as well as learning how to research on the internet. Presenting in front of a group and working well with others. Time management and goals setting. | | | | |
| Team  Individual |
| Formative  Final Product | AS A CLASS YOU WILL WRITE A THANK YOU LETTER TO EACH GUEST AND SEND IT THROUGH THE MAIL. | | | | | | | Learning positive socialization and human resource skills. | | | | |
| Team  Individual |
| Formative  Final Product | YOU WILL ALSO COMPLETE SELF AND PEER EVALUATIONS AT THE CONCLUSION OF THIS PROJECT. | | | | | | | Learning how to give constructive feedback. | | | | |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
| Team  Individual |
| Formative  Final Product | Click here to enter text. | | | | | | | Click here to enter text. | | | | |
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| Team  Individual |  | | | | | |

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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK ONE** | | | | |
| ALLEN BEAN  JOURNAL EXPECTATIONS  YOUR PAST DOES NOT DETERMINE YOUR FUTURE  SWEEP THE BLANK OUT OF THE FLOORS | PROJECT LAUNCH  JOURNAL CHECK  PROJECT EXPECTATIONS  GROUPS OF TWO  YOUTUBE TUTORIAL  BRAINSTORM IDEAS | Academic Remediation Day WHAT IS YOUR IDEA FOR THIS PROJECT? WHAT IS THE MOST IMPORTANT THING YOU TOOK AWAY FROM ALLEN’S PRESENTATION? | BREAKING THE CYCLE  JODEE AND JENN TOLD THEIR STORIES AND TALKED ABOUT LEARNING FROM POOR CHOICES. THEY ALSO TALKED ABOUT THE UNITED WAY AND HOW THEY HELP FAMILIES BREAK THE CYCLE. | AIR FORCE  WHAT ARE YOUR OPTIONS?  COMPARISON ABOUT HOW MUCH IT COSTS TO LIVE ON YOUR OWN, IN COLLEGE, AND IN THE MILITARY?  WHAT ARE THE BENEFITS OF THE MILITARY AND THE PERKS OF CHOOSING THE AIRFORCE? |
| **PROJECT WEEK TWO** | | | | |
| BRAINSTORMING IDEAS AND HOOK  STUDENTS WORKED ON IDEAS AND DEVELOPING A HOOK. WHAT GETS YOU INTERESTED IN A VIDEO? | SEWING  DEADRA STANTON AND MRS. G SHOWED STUDENTS HOW TO SEW BUTTONS AND REPAIR RIPPED CLOTHES. | Academic Remediation  WHAT ARE YOUR GOALS FOR THIS SUMMER? | WORK DAY REPORT YOUR TOPIC  STUDENTS WORKED ON PROJECTS AND REPORTED THEIR IDEAS FOR APPROVAL. | KIM PANG AND ALYSSA SLATTUM  OPEN YOUR EYES  TAKE ADVANTAGE OF OPPORTUNITIES! |

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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK THREE** | | | | |
| PRINCIPAL FINANCIAL  HOW TO BE A MILLIONAIRE?  SAVING WHILE YOU ARE YOUNG AND COMPOUNDING INTEREST | WORK DAY AND SHOW PROGRESS. | WHAT WOULD YOU DO WITH $1 MILLION? | DEATH AND TAXES DUANE STOWELL SHOWED STUDENTS HOW TO FILL OUT PRE-EMPLOYMENT PAPERWORK AND TIPS ON FILLING OUT BASIC TAX FORMS | CAR MAINTENANCE  HOW DO YOU CHANGE A TIRE? WHAT ARE THE ESSENTIAL ELEMENTS OF MAINTAINING YOUR CAR? |
| **PROJECT WEEK FOUR** | | | | |
| WORK DAY AND SHOW PROGRESS | JOE STARR- Guest Speaker  JOE TALKED ABOUT HOW HIS POOR CHOICES WITH DRUGS AND FRIENDS LANDED HIM IN PRISON FOR 10 YEARS. HE ALSO TALKED ABOUT HOW HE CONTINUOUSLY HAS WORKED TO IMPROVE HIMSELF IN AND OUT OF PRISON. | WHAT DID YOU TAKE AWAY FROM JOE’S PRESENTATION?  JOURNAL CHECKS | WORK DAY PRACTICE PRESENTATIONS  WITH FEEDBACK FROM THE SPECIALIST. | PRESENTATIONS |

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| **PROJECT CALENDAR** | | | | |
| MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| **PROJECT WEEK FIVE** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |
| **PROJECT WEEK SIX** | | | | |
| Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. | Click here to enter text. |

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| **ADDITIONAL INFORMATION** |
| This project takes a lot of prep work, but is a good project to end the year. The presentation and journal could even be the students’ final. Take into consideration materials and space that you might need for each guest speaker. For instance, where to do the car lesson if it’s raining outside? This was something that we ran into and didn’t think about plan B. At this point all students should be presenting to a public audience in iJAG.  Students will be exposed to some very valuable lessons and be required to record 5 things that they took from the lessons and write how they apply to their lives. Students will also work in small groups to teach their classmates about a valuable lesson learned through a presentation or making their own YouTube Tutorial. |