



Lesson 1: Brainstorming a Website

Phase 1



TechCrunch



PHASE 1

PLANNING THE WORK PROJECT

*Project timeline will depend on theme and nature of website, scheduling and student support needs.

In **Phase 1** of the **Level 1 Work Simulation**, students begin the planning process by brainstorming their topic for a website and organizing their ideas. Then, job roles are reviewed, and students identify the job they would like to apply for.

You Are Here → **Lesson 1: Brainstorming a Website**

Lesson 2: Introduction to Standup Meetings

Lesson 3: Applying for a Job

PHASE 2

WORKING TOGETHER

*Project timeline will depend on theme and nature of website, scheduling and student support needs.

In **Phase 2** of the **Level 1 Work Simulation**, students obtain their first job and begin working together to complete their website design project by the assigned deadline. They will need to problem solve, think flexibly and communicate using expressive and receptive language.

Lesson 4: Getting Hired | **Lesson 5: Problem Solving** | **Lesson 6: Time to Work!**

PHASE 3

DEMO DAY

*Project timeline will depend on theme and nature of website, scheduling and student support needs.

In **Phase 3** of the **Level 1 Work Simulation**, students plan and prepare their first work product demo. Students learn to showcase their work and discuss their collaborative problem-solving process. The Executive Team provides critical feedback for student growth. Students use their receptive language to interpret feedback and apply it to their next iteration.

Lesson 7: Preparing Your Demo | **Lesson 8: Practicing Your Presentation** | **Lesson 9: Receiving Feedback**

PHASE 4

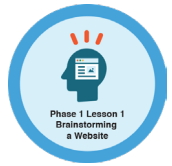
BUILDING YOUR PORTFOLIO AND INTERVIEWING SKILLS

*Project timeline will depend on theme and nature of website, scheduling and student support needs.

In **Phase 4** of the **Level 1 Work Simulation**, students draft their first resume, which will include their experience in their Digitability Work Simulation. Additionally, students learn to frame their strengths, interests and skills through a professional bio. Using these new assets, students will practice scheduling an interview and completing the formal interview process for a different job role. Students not only develop skills that they can transfer from one role to another, but they also learn how to discuss and apply these skills to a new job role.

Lesson 10: Starting Your Resume | **Lesson 11: Drafting Your Bio** | **Lesson 12: Scheduling an Interview**

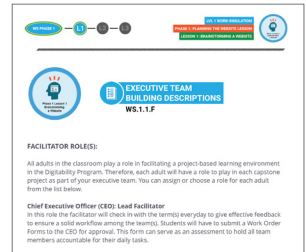
Lesson 13: Interview



WARM UP

1 (a-d). **Build Your Executive Team!** To reinforce our Classroom Social Economy in a real-world Work Simulation, **you will assign jobs to all adults in the classroom.** Utilize your classroom aides, support staff, and therapists so that everyone has a role. If there are more than three adults in your classroom, multiple adults can take on the same role.

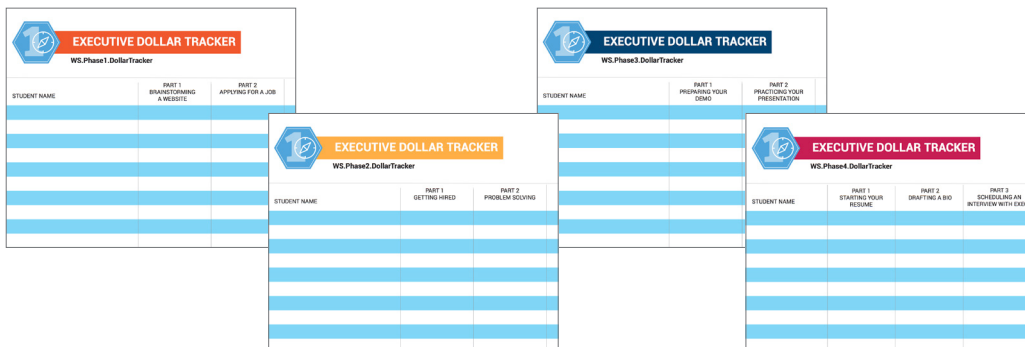
a. Print and review adult **Executive Team Building Descriptions** with the Executive Team in the room. **(WS.1.1.F)**



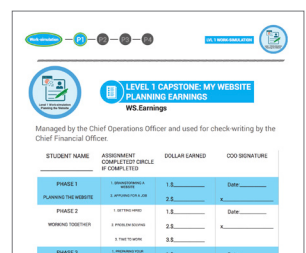
b. Complete building your Executive Team using **Executive Team Building Sign Up.** **(WS.1.2.F)** Explain the various roles to the students. Then, address the class, saying, *“[Adult name] will be the CEO, [Adult name] will be COO, and [Adult name] will be CFO...”* etc.



c. Print copies of **Level 1 Executive Dollar Tracker for Phases 1-4** **(WS.Phase1.DollarTracker, WS.Phase2.DollarTracker, WS.Phase3.DollarTracker, WS.Phase4.DollarTracker)** and give it to CFO.



d. Print **Level 1 My Website Planning Earnings Worksheet (WS.Earnings)** and give to the COO. They will need one for **each** student.





2. Print and distribute **Teacher Verification Form** to be read and signed by ALL teachers participating in Digitability.

3. Brainstorm Workplace Partners with your staff using the **Choose a Partner Worksheet**.

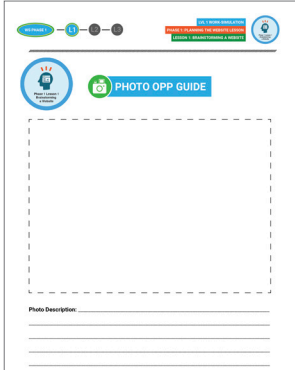
4. Schedule your Work Simulation Consulting Call with your Implementation Coach.

5. Review the **Taking “Good” Video** doc in preparation for your Photo Opp submissions. You will submit these materials online via the Milestone forms found on your Teacher Resources page. If you are having trouble locating these forms, please contact your Implementation Coach.

6. Print **Photo Release Form** for EACH of your students. Each student’s parent/guardian should sign this and send it back to the classroom.



7. Distribute **Photo Opp Worksheet**. This worksheet will guide you in taking photos of students' individual work, their collective work samples and projects, and the class as it is being instructed.



8. The CFO will use the **Level 1 Executive Dollar Tracker** to track money earnings in each phase of worksheets.

9. Deliver the **My Level 1 Work Simulation Earnings Worksheet (WS. Earnings)** to the COO to maintain a record of student work. The COO will transcribe earnings from CFO's executive tracker for each student. Use the worksheets to track total earnings for students.

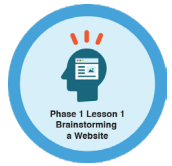
10. Choose which path your class will take for this lesson plan:

TAG

If you have students with greater needs, use **Track A** resources.

Adapted

If your Implementation Coach has approved the adapted version for your class, use **Track B** resources. Differentiated when needed based on student needs.



GUIDED FACILITATION



Distribute **Compensation Sentence Starter WS.1.1.2**, **Yes/No Image Exchange Cards WS.IEC.Y/N** and **Image Exchange Cards WS.IMAGE.IEC** to students. See



DIFFERENTIATION for this activity to identify supplements needed for your students.

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION

PHASE 1: PLANNING THE WEBSITE LESSON

LESSON 1: BRAINSTORMING A WEBSITE

T1 COMPENSATION SENTENCE STARTER
GUIDED FACILITATION | WS.1.1.1

When you complete a _____ assigned to you at work, on time, you will be compensated. _____ is additional _____ you can earn while working on the Digitability Work Simulation.

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION

PHASE 1: PLANNING THE WEBSITE LESSON

LESSON 1: BRAINSTORMING A WEBSITE

T2 VOCAB BLOCK
GUIDED FACILITATION | WS.1.1.2

Name: _____
Date: _____

Define		Sentence	
	Compensation		
Examples		Draw	

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION

PHASE 1: PLANNING THE WEBSITE LESSON

LESSON 1: BRAINSTORMING A WEBSITE

T3 TRACE 'N' LEARN
GUIDED FACILITATION | WS.1.1.3

Compensation

Compensation is additional dollars you can earn while working on the Digitability Work Simulation.



DIFFERENTIATION



Student completes **Compensation Sentence Starter** [WS.1.1.1]



Student completes **Vocab Block** [WS.1.1.2]



Student completes **Trace 'N' Learn** [WS.1.1.1]



PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form.

11. Write the word **“compensation”** on the board.
12. Say, *“You’ve been earning dollars for your participation in the Digitability Work-ready Program.”*
13. Say, *“During this Work Simulation, you will have the opportunity to earn additional Digitability dollars. This is called “compensation.”*
14. Say, *“When you complete a task assigned to you at work – on time! – you will be compensated.”*
15. Say, *“For a participation dollar, who can tell me what compensation is?”*



16. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]

17. Say, *“Each day, the Executive Team will present an amount of money that you will earn for staying on-task and completing your job tasks. Your first task is to collaborate to plan a workplace project together with your classmates. You will use this project during your interview processes when seeking employment.”*




“Marcus says, ‘Additional dollars you earn for completing an assignment.’ Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?”

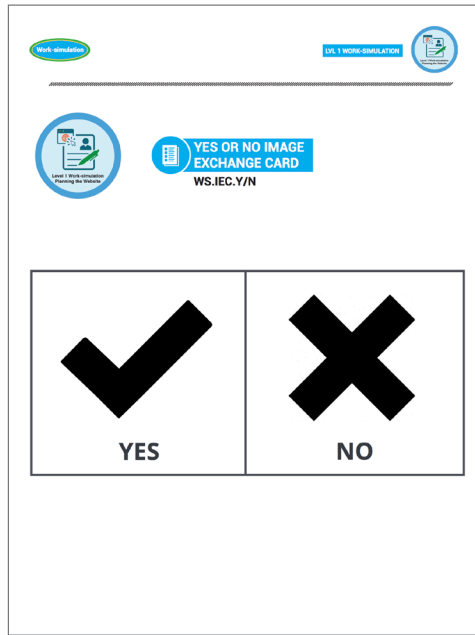
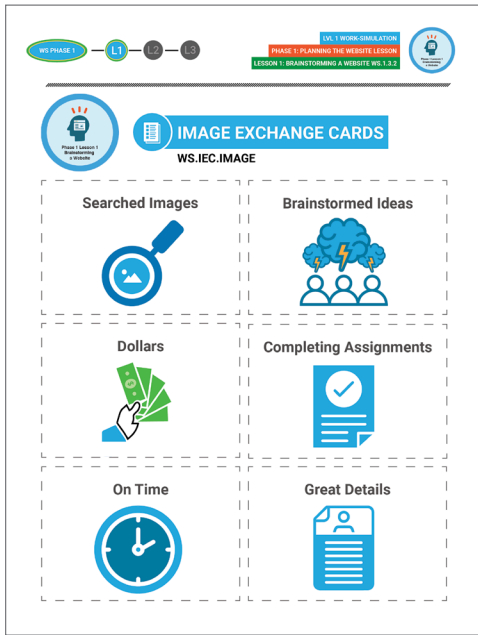
Award at least four participation dollars.



INFORMAL ASSESSMENT



Distribute **Image Exchange Cards WS.IMAGE.IEC** or **Yes/No Image Exchange Cards WS.IEC.Y/N** to students. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.



DIFFERENTIATION

- T1** Student shares an on-topic verbal response.
- T2** Student writes response down in notebook OR teacher rephrases prompt to a **yes or no** question.
- T3** Teacher distributes **Image Exchange Cards [WS.IMAGE.IEC]** or **Yes/No Image Exchange Card [WS.IEC.Y/N]** for rephrased question.

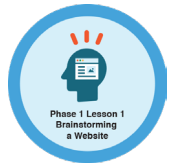


PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form.



18. Ask, *“For a participation dollar, who can tell me what compensation is?”*

Possible Answers: rewards, additional dollars, money



“Marcus says, ‘Additional dollars.’ Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?”



19. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]



20. Ask, *“For a participation dollar, who can tell me how you will be compensated in Digitability?”*

Possible Answers: with prizes, with dollars, with free time



“Marcus says, ‘With dollars.’ Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?”



21. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]



22. Ask, *“For a participation dollar, how will you earn your compensation?”*

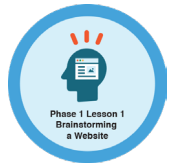
Possible Answers: for completing an assignment, being good, doing your work



“Marcus says, ‘For completing an assignment.’ Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?”



23. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]



GUIDED ACTIVITY



Distribute supplemental material **Brainstorming a Website Worksheet WS.1.3.TRACKA OR WS.1.3.TRACKB** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

T1 Brainstorming a Website
GUIDED FACILITATION | WS.1.1.TRACKA

Name: _____
Date: _____

- [complete for S1] We are going to start a website development company. We will partner with _____.
- [complete for S1] Who is the client? _____
- [complete for S1] Who is our audience? Is our audience local, regional or national? What is the age range of our audience? What are our audience needs? What demographic is our audience?

- [complete for S1] What is our website enabling our site visitors to do? (connect, create, share)

T2 Brainstorming a Website
GUIDED FACILITATION | WS.1.1.TRACKB

Name: _____
Date: _____

- Like the T in TAG, you can pick a main idea for the website you will create together.
Complete for S1.

A. Our website will help you _____?
(create, connect or share)

B. What will this website help you _____?
(create, connect or share)

C. This website will help us _____?
(create, connect or share)

(Content for type of website)

YES OR NO IMAGE EXCHANGE CARD
WS.IEC.Y/N

 YES	 NO
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DIFFERENTIATION

T1

Student writes down their answer in **Brainstorming a Website Worksheet Track A [WS.1.3.TRACKA]** or **Brainstorming a Website Worksheet Track B [WS.1.3.TRACKB]**.

T2

Teacher rephrases question to a Yes/No answer prompt [WS.IEC.Y/N] OR partners student with a Tier 1 peer to complete **Brainstorming a Website Worksheet Track B [WS.1.3.TRACKB]**.

T3

Teacher rephrases question to a Yes/No answer prompt [WS.IEC.Y/N] OR partners student with a Tier 1 peer to complete **Brainstorming a Website Worksheet Track B [WS.1.3.TRACKB]**.

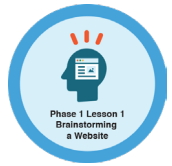


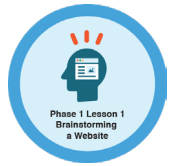
PHOTO OPP

Capture images of your students working on this activity.

Be sure to add a description of the image when you submit it to your Milestone form.

25. Use the **Brainstorming a Website Teacher Guide (Track A or Track B)** to guide students through each section of the planning worksheet.

Remember to continue to use a variety of prompting methods and to provide Immediate Feedback and Positive Reinforcement.



EXIT TICKET (PART A)



Distribute supplemental material **Sentence Starter Worksheet WS.1.6.2** or **Image Exchange Cards WS.IMAGE.IEC** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

T2 Sentence Starter Worksheet
WS.1.6.2

Our website will help you _____

The title of our website is _____ with the URL of _____

You can find our website by typing the keywords _____
_____ and/or _____. The _____ pages of our website
will be _____
_____ and/or _____

Our partners will be _____

IMAGE EXCHANGE CARDS
WS.IMAGE.IEC

Searched Images 	Brainstormed Ideas
Dollars 	Completing Assignments
On Time 	Great Details

YES OR NO IMAGE EXCHANGE CARD
WS.IEC.Y/N

 YES	 NO
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DIFFERENTIATION

- T1** Student writes a summary with full sentences on a lined piece of paper or types the summary in a Google Doc.
- T2** Student completes the **Sentence Starter Worksheet**. [WS.1.6.2]
- T3** Teacher distributes **Image Exchange Cards** [WS.IMAGE.IEC] and **Yes/No Image Exchange Card** [WS.IEC.Y/N] for rephrased summary questions.



PHOTO OPP

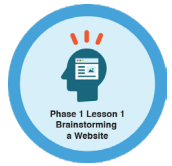
Capture images of your students working on this activity.

Be sure to add a description of the image when you submit it to your Milestone form.

26. Set a time limit for completing the **Exit Ticket** to keep students focused on completing their task. You can use a phone or even a cooking timer.



27. Say, *"I am setting the timer for ___ minutes. For students who finish their summaries by the ___-minute deadline, you will receive \$___. For students who complete this summary in _ (a longer interval) __ minutes, you will receive \$___ (a lower dollar amount). I will let you know when there are ___ minutes left."*



EXIT TICKET (PART B)



Distribute **Image Exchange Cards WS.IMAGE.IEC** or **Yes/No Image Exchange Cards WS.IEC.Y/N** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 1: BRAINSTORMING A WEBSITE

T2 FEEDBACK SENTENCE STARTER
EXIT TICKET | WS.1.7.2

I liked the part of your presentation when you _____

I think you can work on _____

I have a question about _____

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 1: BRAINSTORMING A WEBSITE WS.1.7.2

IMAGE EXCHANGE CARDS
WS.IEC.IMAGE

Searched Images 	Brainstormed Ideas
Dollars 	Completing Assignments
On Time 	Great Details

Work-Simulation

LVL 1 WORK-SIMULATION

YES OR NO IMAGE EXCHANGE CARD
WS.IEC.Y/N

 YES	 NO
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DIFFERENTIATION

- T1** Student shares an on-topic verbal response.
- T2** Student completes **Feedback Sentence Starter** [WS.1.7.2] to give feedback on the other students' summaries.
- T3** Teacher distributes **Image Exchange Cards** [WS.IMAGE.IEC] or **Yes/No Image Exchange Card** [WS.IEC.Y/N] for a rephrased question.



PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form.



28. Ask, *“For a participation dollar, who would like to share one thing we discussed during our planning session?”*

29. Say, *“I know that you are carefully listening because your eyes are focused on the presenter, and you are thinking of the feedback you would like to offer.”*



30. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]



“Nice job sharing and earning a dollar, Marcus. Who else would like to share for a participation dollar?”



31. Ask, *“For a participation dollar, who would like to stand up and summarize our planning session?”*

Award at least four participation dollars.



32. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]



“Nice job sharing and earning a dollar, Marcus. Who else would like to share for a participation dollar?”



33. Say, *“For a participation dollar, tell me what [student presenting] said he did today?”*

Award at least four participation dollars.



34. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]



“Nice job sharing, listening and earning a dollar, Marcus. Who else would like to share for a participation dollar?”

After students summarize what they did, ask others in class to give feedback.



35. Ask, "For a participation dollar, who would like to give feedback to [student] on their summary?" Call on student.

Say, "You give feedback by summarizing what your colleague stated in your own words and then saying what you would add to their summary?"

36. Be sure that students do **both**:

- A. Summarize what their colleague stated in their own words
- B. Say what they would add to their colleague's summary



37. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]



"Nice job giving feedback and earning a dollar, Marcus."

38. After student does both, ask the presenter, "[Student], what did you hear [student who gave feedback] say?"

Award at least four participation dollars.

You can use a variety of prompting methods to help students develop their workplace communication skills during this activity. Refer to your Level 1 Guide (found on your Teacher Resources link on digitability.com) for ways to Increase or Decrease Assistance using the Five Types of Prompting.



NEXT STEPS

39. Read off Dollar Earnings Tracker and announce how many dollars each student earned and spent (and on what behaviors) during the lesson.

EXECUTIVE DOLLAR TRACKER
 WS Phase 1 Dollar Tracker

STUDENT NAME	PART 1 BRAINSTORMING A WEBSITE	PART 2 APPLYING FOR A JOB

40. Students will fill in their dollar earnings from the lesson using their **My Level 1 Work Simulation Earnings Tracker**. Have students staple this sheet into their notebooks so that they can use it for the entire unit.

MY LEVEL 1 WORK SIMULATION EARNINGS
 WS EARNINGS

Managed by the CEO and used for check writing by the CFO. STUDENT NAME _____

PHASE	ASSIGNMENT COMPLETED? (CIRCLE IF COMPLETED)	DOLLAR EARNED	CEO SIGNATURE
PHASE 1	1. Brainstorming a Website	1. \$ _____	x _____ Date: _____
	2. Intro to Standup Meetings	2. \$ _____	
	3. Applying for a Job	3. \$ _____	
PHASE 2	4. Getting Hired	4. \$ _____	x _____ Date: _____
	5. Problem Solving	5. \$ _____	
	6. Time to Work	6. \$ _____	
PHASE 3	7. Preparing Your Demo	7. \$ _____	x _____ Date: _____
	8. Practicing Your Presentation	8. \$ _____	
	9. Receiving Feedback	9. \$ _____	
PHASE 4	10. Starting Your Resume	10. \$ _____	x _____ Date: _____
	11. Drafting Your Bio	11. \$ _____	
	12. Scheduling Your Bio With Executives	12. \$ _____	
13. Interview and (Thank You)	13. \$ _____		
Final Project Grade _____		Total \$ _____	4 Signatures _____

41. Review any bills that are due and their amounts.

42. Please submit your narrative and photos/videos online using the Milestone form found at digitability.com/milestone6. Contact your Implementation Coach if you need help or have a question.

PHOTO OPP GUIDE

Directions: Use this form to brainstorm your Milestone submission. You can submit your Milestone assets using your **Teacher Resources Portal** at digitability.com/. Teacher resources: We included some suggestions but feel free to submit what you think is most important to capture your implementation!

Video Capture:
 Videos/photos of students presenting the planning session summary
 Videos/photos of differentiation for students with expressive/receptive language needs
 Videos/photos of students completing supplements and those completed supplements

Narrative:
 Describe what is happening in your photos/videos. (at least five sentences)
 Describe the cognitive or behavioral impact on the classroom as a whole and/or on a specific student (what are the needs being addressed for him/her).
 Tell us what you or your students like about this part of the Work Simulation.

*Refer to the How To Take a Good Video/Photo resource in warm up supplements

43. The CEO will ensure Executive Team members have completed all tasks based on **Executive Team Building Descriptions (WS.1.1.F)** and/or **Executive Team Building sign up. (WS.1.2.F)**

EXECUTIVE TEAM BUILDING SIGN UP
 WS.1.2.F

ROLE	DESCRIPTION	ADULT ASSIGNED
CEO	<ul style="list-style-type: none"> Facilitates completion of planning doc with group Guides discussion Delivers planning doc to CEO for approval 	
COO	<ul style="list-style-type: none"> Review each student's to do list and approves their Website Planning Earnings 	
CFO	<ul style="list-style-type: none"> Writes the checks Tracks student daily balances 	

EXECUTIVE TEAM BUILDING DESCRIPTIONS
 WS.1.1.F

FACILITATOR ROLES:
 All adults in the classroom play a role in facilitating a project-based learning environment in the Digitability Program. Therefore, each adult will have a role to play in each optopone project as part of your executive team. You can assign or choose a role for each adult from the list below.

Chief Executive Officer (CEO): Lead Facilitator
 In this role the facilitator will check in with the teams everyday to give effective feedback and monitoring the teams to make sure all students are working efficiently and cooperatively. CEO will approve request for paychecks and purchases before being submitted or collected by the CFO.

Chief Operations Officer (COO): Co-Facilitator or Assistant Facilitator
 In this role, the co-teacher or assistant teacher assists the CEO in giving effective feedback and monitoring the teams to make sure all students are working efficiently and cooperatively. COO will approve request for paychecks and purchases before being submitted or collected by the CFO.

Chief Financial Officer (CFO): Co-Facilitator or Assistant Facilitator, Other Aid
 This role includes the management of all company Resources for the work simulations including writing paychecks for student work, collecting payments for any bills or purchases, monitoring roles scores and participation dollars earned and keeping track of student and group earnings where necessary.



Phase 2 Lesson 4
Getting Hired

Warm Up





WORK SIMULATION TEACHER CHECKLIST

Send home permission slips

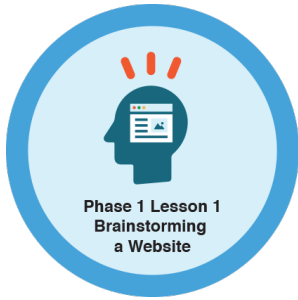
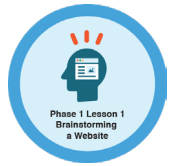
Teacher (and any support staff) sign up for Executive Roles in your new classroom company

Choose your Work Simulation project

Schedule deadlines for projects and the two Demo Day rehearsals and final demo day

Send Permission slip to the employer

Schedule your Planning Call with your Implementation Coach and email worksheet



**EXECUTIVE TEAM
BUILDING DESCRIPTIONS**
WS.1.1.F

FACILITATOR ROLE(S):

All adults in the classroom play a role in facilitating a project-based learning environment in the Digitability Program. Therefore, each adult will have a role to play in each capstone project as part of your executive team. You can assign or choose a role for each adult from the list below.

Chief Executive Officer (CEO): Lead Facilitator

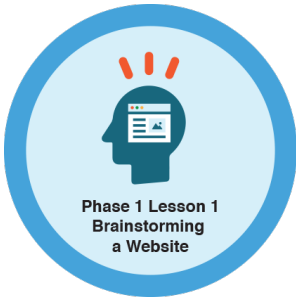
In this role the facilitator will check in with the team(s) everyday to give effective feedback to ensure a solid workflow among the team(s). Students will have to submit a Work Order Forms to the CEO for approval. This form can serve as an assessment to hold all team members accountable for their daily tasks.

Chief Operations Officer (COO): Co-Facilitator or Assistant Facilitator

In this role, the co-teacher or assistant teacher assists the CEO in giving effective feedback and monitoring the team(s) to make sure all students are working efficiently and cooperatively. COOs will approve request for paychecks and purchases before being submitted or collected by the CFO.

Chief Financial Officer (CFO) Co-Facilitator or Assistant Facilitator, Other Aid

This role includes the management of all company finances for the work simulations including writing paychecks for student work, collecting payment for any bills or purchases, monitoring rubric scores and participation dollars earned and keeping track of student and group earnings where necessary.



EXECUTIVE TEAM BUILDING SIGN UP

WS.1.2.F

ROLE	DESCRIPTION	ADULT ASSIGNED
CEO	<ul style="list-style-type: none"> Facilitates completion of planning doc with group Grades docs Delivers planning docs to COO for approval 	
COO	<ul style="list-style-type: none"> Review each student's to do list and approves their Website Planning Earnings 	
CFO	<ul style="list-style-type: none"> Writes the checks Tracks student daily balances 	

Teacher Verification Form



Digitability
Be Work Ready!

Please write in your first and last name. Then, initial each box. Finally, sign and date at the bottom of the page.

I, _____, am the teacher submitting a Digitability Work Simulation Competition Project.

I certify that:

All materials submitted were created by my students with the educational support of me, any support staff, school personnel or outside community partners.

I have collected signed permission slips for all students who are included in photos, videos, and other media assets submitted for this competition. Either they are 18+ years of age and have signed the photo release form, or their parents have signed allowing them to be filmed, photographed, etc.

Each statement submitted to the competition is true to the best of my knowledge.

Signature

Date

Choose a Project



Choose Your Work Simulation Partner:

Brainstorm a list of outside organizations or other types of employment partners to be your partner company for this project.

Option 1:

Email:

Phone:

Option 2:

Email:

Phone:

Option 3:

Email:

Phone:

Option 4:

Email:

Phone:

Need Help? Contact your Implementation Coach for guidance in picking a local workplace partner for your Work Simulation.

Choose a Project



Dirt Coffee Buisness

The Dirt Coffee Work Simulation teaches students how to plan a coffee business or another smaller, internal project depicting real-world coffee shop activities.

dirt Coffee Bar



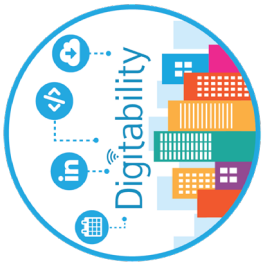
Exceptional Minds Production Work Simulation

The Exceptional Minds Work Simulation is an animation/production-related project. In partnership with Digitability, Exceptional Minds provides critical guidance on the details of specific job roles, team projects, and studio activities to create a work simulation that mirrors real-world work opportunities in that field.

Find a Partner in Your Region

Digitability designs **customized Work Simulations** based on new or existing school or community partnerships. If your school already has local employment partners, Digitability can work with them and also assist in establishing new partnerships given your school's goals and interests.





Work Simulation Planning

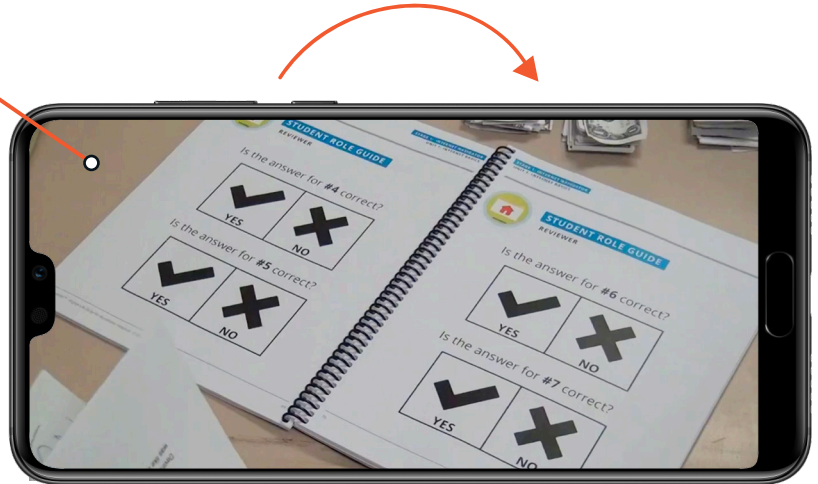
Monthly View

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1							
Week 2							
Week 3							
Week 4							
Week 5							

Taking "Good" Video

Taking Landscape Videos

Landscape videos and images are when you position your phone or camera so that it is wider than it is tall. This allows your assets to be used when Digitability is creating a video for your project.



Video Quality

Videos should be well-lit and high-quality.

The Rule of Thirds

Videos and images should use the rule of thirds, a rule of photographic composition: they should not be perfectly centered; rather, the subject of the photo/video should be off to the left or right.



Subjects

Varied Assets

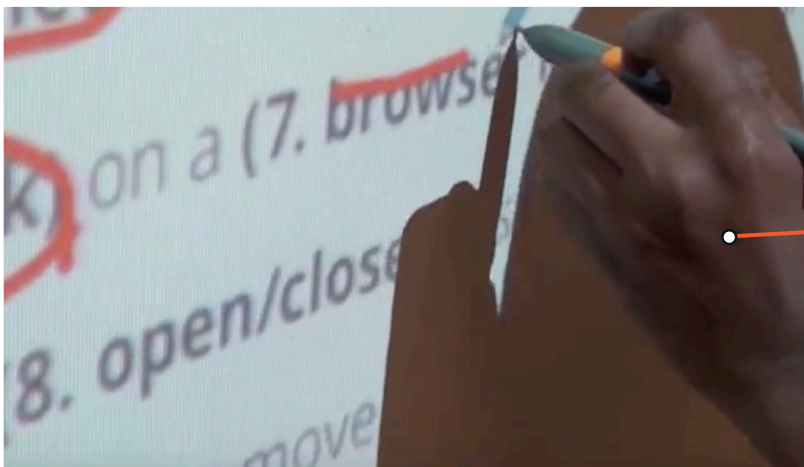
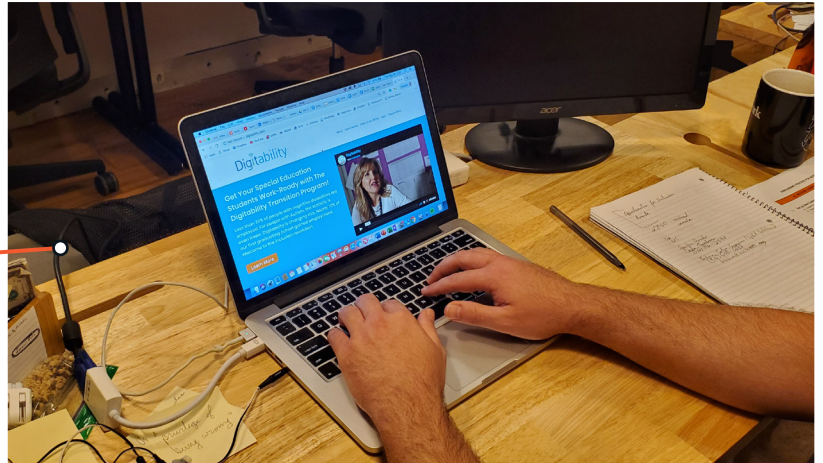
Videos and images should be a mix of students working, website images and different completed supplements. Variety is incredibly important!

Unable to Get Student Photo/Video Permission?

If you cannot get permission from students, they can still participate! Just take pictures of the work they are doing. Here are some examples:

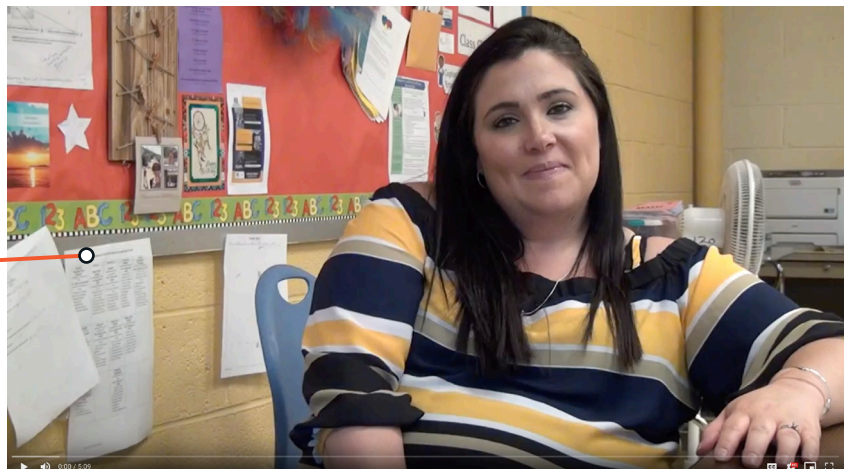
Pictures Without a Face

Images of computer(s), hands, and screen(s).



Images of the projection screen while students are presenting.

Photo/video of you sharing how you think the program has impacted that student.



LEVEL 1: INTERNET BASICS
LEVEL 2: INTERNET BASICS

T3 TAG WRITING PROMPT
1.TAG.3

Name: ANDREW DAME WOOD
Date: _____

The Internet can be used to do many things. The 1) website (Internet) is a computer network that connects people all over the world. This means that people all over the world can view and interact with the same 2) websites (search) and 3) other. One thing that you can do on the Internet is to 4) explore websites. When you first access a website you will be on the 5) Internet (homepage), or the website's first page. The homepage is a 6) icon (webpage) that looks different but is a part of website. There are 7) icons (websites) or pictures that stand for something else on the website that you can click on to see photos, videos, and more. You can even click on blue, underlined text called a 8) web page (hyperlink) that will connect you to different websites. You can also use different web services to send mail, listen to music and even hold things like your photos so you can share them with others. Finally, you can use the Internet to 9) chat (share) with friends, share photos and videos, and 10) search (share) and learn about anything you want.

SCORE: Student correctly answered 5 of 8 vocabulary terms with 63 % accuracy.

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LEVEL 1: INTERNET BASICS
LEVEL 2: INTERNET BASICS

T2 TAG WRITING PROMPT
1.TAG.2

Name: Nicole Williams
Date: 9/9/19

WORD BANK

hyperlink icons search website internet web pages homepage chat

The Internet can be used to do many things. The 1) Internet is a computer network that connects people all over the world. This means that people all over the world can view and interact with the same 2) websites and each other. One thing that you can do on the Internet is to 3) explore websites. When you first access a website you will be on the 4) homepage or the website's first page. The homepage is a 5) web page that looks different but is a part of a website. There are 6) icons or pictures that stand for something else on the website that you can click on to see photos, videos, and more. You can even click on blue, underlined text called a 7) hyperlink that will connect you to different websites. You can also use different web services to watch videos, post photos, and much, much more. Finally, you can use the Internet to 8) chat with friends, share photos and videos, and 9) search and learn about anything you want.

SCORE: Student correctly answered 6 of 8 vocabulary terms with 75 % accuracy.

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Showing student work examples (names will be covered).

Quotes from students (names can be omitted).

I'm capable of being a web designer because i can work together with people in this position and im well organize. I'm capable of doing research online, downloading images, I learn that some images and videos will be more interesting than others.

For more assistance on taking good photo/video, contact your Digitability Implementation Coach.

Photo Release Form



Dear Parent/Guardian:

Digitability, an award-winning, special education program preparing students for today's tech-driven and social workplaces, is excited to be supporting your child's transition education.

Throughout the school year, we will host competitions that showcase the work teachers are doing with their students across the country. Your child's classroom will participate in these competitions and will have the opportunity to win new technology and prizes. These competitions will include the use of photos and videos of participating students shared by their teacher.

As we work with your child's classroom to support their implementation of Digitability, we kindly request that you grant or decline permission for your child to be photographed and/or filmed. If you have any questions about this form or the Digitability program, please feel free to contact us at: info@digitability.com.

Thank you! We look forward to preparing your child for their transition to independence!

As a parent or guardian of this student, I hereby consent to the use of my child's image, video, voice, taken during the course of their participation in Digitability, to be used on the Digitability website, social channels or other print materials. I do this with full knowledge and consent and waive all claims for compensation for use, or for damages.

___ Yes, I give consent for Digitability to photograph/film my child.

___ No, I do not authorize Digitability to photograph/film my child.

Student's Name: _____

School Name: _____

Parent/Guardian Name _____

Parent/Guardian Signature _____

Phone Number _____ Date _____

Student Signature (if 18+ years old) _____



PHOTO OPP GUIDE

Directions: Use this form to brainstorm your Milestone submission. You can submit your Milestone assets using your **Teacher Resources Portal** at digitability.com/teacherresources. We included some suggestions, but feel free to submit what you think is most important to capture your implementation!

Suggested Capture:

Videos/photos of students presenting the planning session summary

Videos/photos of differentiation for students with expressive/receptive language needs

Videos/photos of students completing supplements and those completed supplements

Narrative:

Describe what is happening in your photos/videos. (at least five sentences)

Describe the cognitive or behavioral impact on the classroom as a whole and/or on a specific student (what are the needs being addressed for him/her?).

Tell us what you or your students like about this part of the Work Simulation.

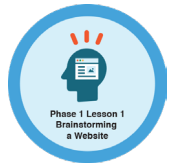
*Refer to the **Taking “Good” Photo** resource in warm up supplements



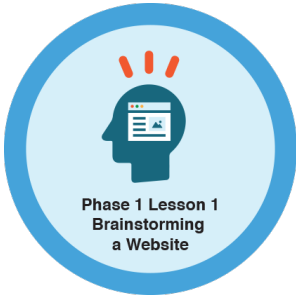
Supplemental Materials

Phase 1





Phase 1 Lesson 1
Brainstorming
a Website



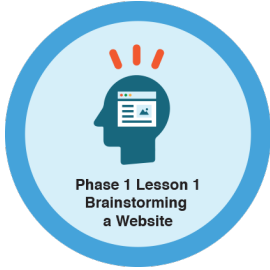
Phase 1 Lesson 1
Brainstorming
a Website

T1 COMPENSATION SENTENCE STARTER

GUIDED FACILITATION | WS.1.1.1

When you complete a _____ assigned to
you at work – on time – you will be compensated.

_____ is additional _____ you can
earn while working on the Digitability Work Simulation.



T2 VOCAB BLOCK

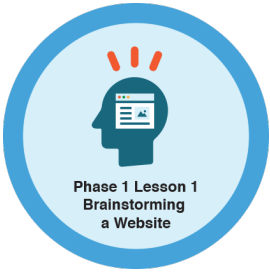
GUIDED FACILITATION | WS.1.1.2

Name: _____

Date: _____

Define	Sentence
Examples	Draw

compensation

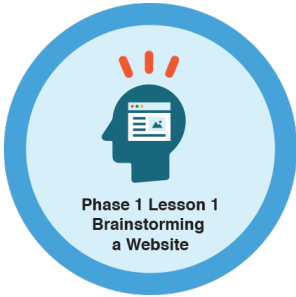
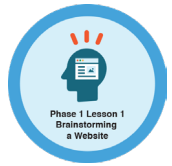


T3 TRACE 'N' LEARN

GUIDED FACILITATION | WS.1.1.3

Compensation

Compensation is additional dollars you can earn while working on the Digitability Work Simulation.



Brainstorming a Website: Track A

GUIDED ACTIVITY | TEACHER GUIDE



1. Say, "We are going to start a website development company. We will partner with _____. Each of you will apply for a position in this company we are starting in the classroom."



2. Ask, "Who is the client?"

Possible Answers: The students and staff members in our school



3. Ask, "Who is our audience? Is our audience local, regional or national? What is the age range of our audience? What are our audience needs? What demographic is our audience?"

Possible Answers: Our audience are local 16 to 45 year olds that want to buy coffee.



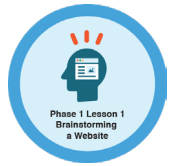
4. Ask, "What is our website enabling our site visitors to do?" (connect, create, share)

Possible Answers: Our website allows the audience to search through different coffee types and buy them.



5. Ask, "What do our site visitors need to know?" (content)

Possible Answers: Our audience needs to know what kind of coffee or other items we have available.



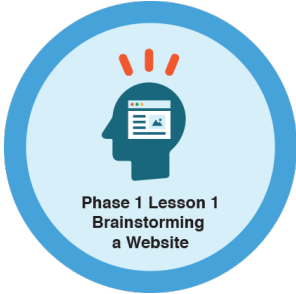
6. Ask, *“What do we want them to do, sign up for, click on, or buy?”* (call to action)

Possible Answers: We want them to buy coffee and other items we offer.



7. Ask, *“How will we communicate the action to them?”* (menu, interface, buttons, links, etc)

Possible Answers: We will have a menu that allows them to search our coffee and other items, and buy our coffee and buy other items.



Brainstorming a Website: Track B

GUIDED ACTIVITY | TEACHER GUIDE



A. Say, *"Our website will help you connect .*
(create, connect, share)



B. Say, *"What will this website help you do?" connect*
(create, connect, share)



C. Say, *"This website helps connect our students with our community .*
(create, connect, share) (content or website)

Homepage:



D. Ask, *"What is the title of our website?" Southern Gardens (example)*



E. Ask, *"What is the URL of our website?" www.southerngardens.com (example)*

4. Say, *"Like the A in TAG, you will answer questions about the website."*



F. Ask, *"Do people visiting our website need to create an account to*

Possible Answers: You do not need to create an account to use our site.

Visitors can contact us through a form if they need to contact us.



G. Ask, *"What keywords would someone enter into the search field to find our site?"*

Possible Answers: urban farming, garden, South Philadelphia



5. Say, *“Like the G in TAG, you will give supporting details to organize your ideas.”*



H. Ask, *“How many pages will our website have?”* 5 (will vary)
(3, 4, 5, 6, 7, 8, 9, 10)

I. Ask, *“How will we organize our website? What pages will be on our menu?”*

- 1. Southern Gardens Homepage _____
- 2. About Us _____
- 3. Our Partners _____
- 4. Blog _____
- 5. Contact Us _____



J. Ask, *“Will our website have hyperlinks to other sites?”* YES or NO



K. Ask, *“What type of content will be written on our site?”*

We will write content on each of our pages that is relevant to the title of the webpage



L. **Brainstorming Session:** Ask, *“How will we organize our website? What pages will be on our menu?”*

- What will our first blog post be?* _____
- Who are our partners?* _____
- What fields should be on our contact form?* _____



M. Ask, *“Where and how will we research content for our website?”*

- www.google.com* _____
- www.wikipedia.com* _____
- www.youtube.com* _____
- other urban farming websites* _____



N. Ask, *“What kinds of photos and videos will we use on our site?”* Make a list based on the brainstorming content.

pictures of us in the garden

pictures of our partners

videos of us farming



Give students who participate \$1 and record earnings on the Dollar Earnings Tracker.



T1 Brainstorming a Website

GUIDED ACTIVITY | WS.1.1.TRACKA

Name: _____

Date: _____

1. [complete for \$1] We are going to start a website development company. We will partner with _____.

2. [complete for \$1] Who is the client?

3. [complete for \$1] Who is our audience? Is our audience local, regional or national? What is the age range of our audience? What are our audience needs? What demographic is our audience?

4. [complete for \$1] What is our website enabling our site visitors to do? (connect, create, share)



3. [complete for \$1] **What do they need to know? (content)**

Three horizontal lines for writing the answer to question 3.

4. [complete for \$1] **What do we want them to do, sign up for, click, or buy? (Call to action)**

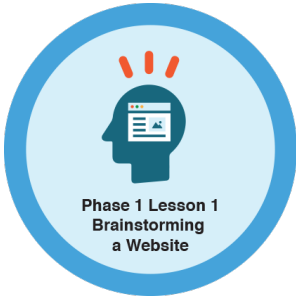
Three horizontal lines for writing the answer to question 4.

4. [complete for \$1] **How will we communicate the action to them? (menu, interface, buttons, links, etc.)**

Four horizontal lines for writing the answer to question 4.

Total Earned: \$_____

CEO Approval: _____



T2 Brainstorming a Website

WS.1.1.TRACKA | WS.1.1.TRACKB

Name: _____

Date: _____

1. Like the T in TAG, you can pick a main idea for the website you will create together.
Complete for \$1.

A. Our website will help you _____.
(create, connect or share)

B. What will this website help you _____?
(create, connect or share)

C. This website will help us _____
(create, connect or share)

(Content for type of website)



Homepage:

D. What is the title of our website?: _____

2. Like the A in TAG, you will answer questions about the website. Complete for \$3.

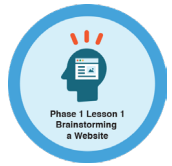
E. What is the URL of our website?: _____

F. Do people visiting our website need to create an account to use our site? **YES** or **NO**
Why? _____

G. What keywords would someone enter into the search field to find our site?

3. Like the G in TAG, you will give supporting details to organize your ideas. Complete for \$3.

H. How many pages will our website have? _____



I. How will we organize our website? What pages will be on our menu?

J. Will our website have hyperlinks to other sites? **YES** or **NO**

K. What type of content will be written on our site?

L. **Brainstorming session:** What questions do we have about our website?



M. Where and how will we research content for our website?

Four horizontal lines for writing the answer to question M.

N. What kinds of photos and videos will we use on our site? **Make a list based on the Brainstorming content.**

Four horizontal lines for writing the answer to question N.

O. What else do you want the website to include?

Three horizontal lines for writing the answer to question O.

Total Earned: \$_____

CEO Approval: _____

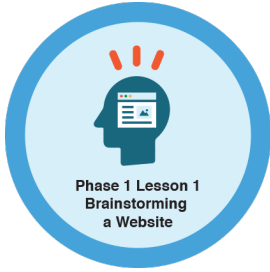


IMAGE EXCHANGE CARDS

WS.IEC.IMAGE

Searched Images



Brainstormed Ideas



Dollars



Completing Assignments



Our URL is....

On Time





Confused About Summary



Loved It



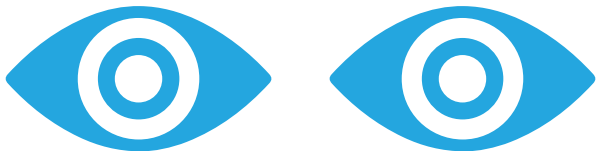
Great Speech Volume



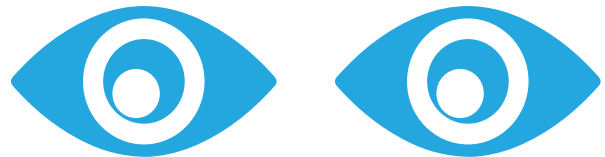
Speech Volume Too Low



Great Eye Contact



Improve Eye Contact





Great Details

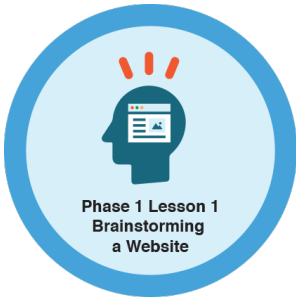


Great Energy



I Have A Question





T2 SESSION SUMMARY SENTENCE STARTER

EXIT TICKET A | WS.1.6.2

Our website will help you _____.

The title of our website is _____ with the URL of _____.

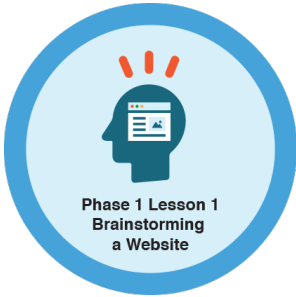
You can find our website by typing the keywords _____

_____ and/or _____. The ___ pages of our website

will be _____, _____, _____,

_____ and/or _____.

Our partners will be _____.



T2 FEEDBACK SENTENCE STARTER

EXIT TICKET B | WS.1.7.2

I liked the part of your presentation when you _____

I think you can work on _____

I have a question about _____



MY LEVEL 1 WORK SIMULATION EARNINGS

WS.EARNINGS

Managed by the COO and used for check-writing by the CFO.

STUDENT NAME _____

PHASE	ASSIGNMENT COMPLETED? (CIRCLE IF COMPLETED)	DOLLAR EARNED	COO SIGNATURE
PHASE 1	1. Brainstorming a Website 2. Intro to Standup Meetings 3. Applying for a Job	1. \$ _____ 2. \$ _____ 3. \$ _____	X _____ Date: _____
PHASE 2	4. Getting Hired 5. Problem Solving 6. Time to Work	3. \$ _____ 4. \$ _____ 5. \$ _____	X _____ Date: _____
PHASE 3	7. Preparing Your Demo 8. Practicing Your Demo 9. Receiving Feedback	7. \$ _____ 8. \$ _____ 9. \$ _____	X _____ Date: _____
PHASE 4	10. Starting Your Resume 11. Drafting Your Bio 12. Scheduling Your Bio with Executives 13. Interview and Thank You	10. \$ _____ 11. \$ _____ 12. \$ _____ 13. \$ _____	X _____ Date: _____
	Final Project Grade _____	Total \$ _____	4 Signatures _____