Lesson 2:
Intro to Standup Meetings

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.

Lesson 1: Brainstorming a Website   **You Are Here → 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 problem-solving and collaborative processes. The Executive Team provides critical feedback for student growth. Students will use their receptive language to interpret feedback and apply it to their next iteration.

Lesson 7: Preparing Your Demo | **Lesson 8:** Practicing Your Demo | **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 job role they have not yet had in the program. 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

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

LESSON 2: INTRO TO STANDUP MEETINGS

In this Level 1 Work Simulation, the lead classroom teacher (CEO) will also play the role of **Project Manager**. As **Project Manager**, the teacher will lead the students a.k.a. "the employees" (students apply for jobs in Lesson 3) in what is called a **Standup** each day.

If you are on **Track B**, you can identify a student to apply to be a PM.

A **Standup** is a meeting style that is used in the software/tech community. Usually no more than 15 minutes, each individual in the group participates in Standup by sharing three pieces of information:
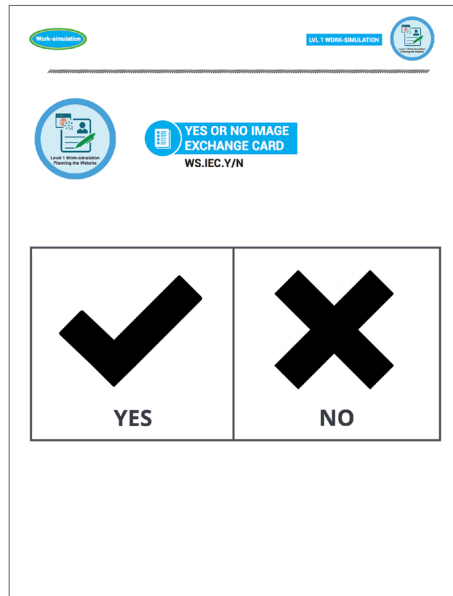
- **What he/she did the day/session before.**

- **What he/she intends to accomplish today.**

- **What obstacles exist to accomplishing the day's tasks**

WARM UP

Distribute **Standup Meeting Image Exchange Cards WS.IEC.Image** and **Yes/No Image Exchange Cards WS.IEC.Y/N** to students. See 🔲 DIFFERENTIATION below to identify supplements needed for your students.

DIFFERENTIATION

T1 Student shares an on-topic verbal response.

T2 Student writes response down in notebook or on post-it OR teacher rephrases prompt to a yes/no question; students uses **Standup Meeting Image Exchange Cards** [WS.IEC.Image].

T3 Student points to Yes/No using **Yes/No Image Exchange Cards** for rephrased question [WS.IEC.Y/N].

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

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.

1. Ask, *"For a participation dollar, what is the first word you think of when you hear the word 'meeting'?"*

Possible Answers: shaking hands, coming together, when people talk to each other in person

+$ *"Marcus says, 'Coming together.' Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?"*

+$ 2. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]

3. Say, *"For a participation dollar, tell me if you have ever been to a meeting or can give me an example of a type of meeting."*

Possible Answers: faculty meeting, meeting your friends for dinner, meeting with the principal

+$ *"Marcus says, "Faculty meeting." Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?"*
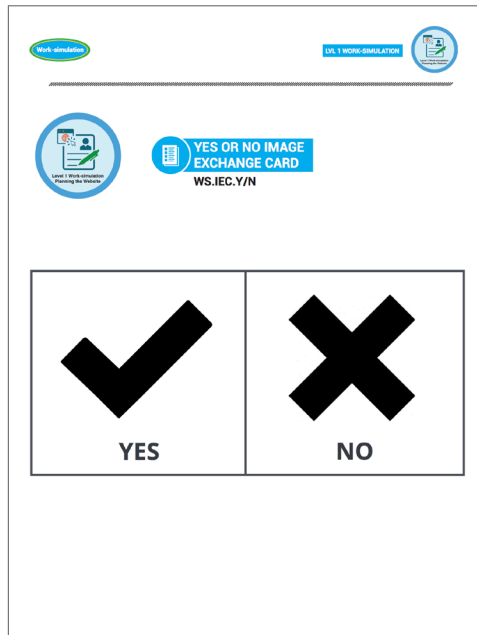
+$ 4. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]

5. Ask, *"For a participation dollar, who can tell us what a 'barrier' is?"*

Possible Answers: a barrier is something that gets in your way, an obstacle keeps you from moving forward

+$ *"Marcus says, 'Something that gets in your way.' Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?"*

+$ 6. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]

Award at least four participation dollars.

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

? 7. Say, *"What are barriers to getting to school on time in the morning?*

Possible Answers: waking up late, can't find my belongings, traffic

+$ 8. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]

+$ *"Marcus says, 'Waking up late.' Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?"*

Award at least four participation dollars.

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

GUIDED FACILITATION

Distribute **Standup Meeting Image Exchange Cards WS.IEC.Image** and **Yes/No Image Exchange Cards WS.IEC.Y/N** to students. See 🔷 DIFFERENTIATION below to identify supplements needed for your students.

DIFFERENTIATION

T1 Student shares an on-topic verbal response.

T2 Student writes response down in notebook or on post-it OR teacher rephrases prompt to a yes/no question; uses **Standup Meeting Image Exchange Cards** [WS.IEC.Image].

T3 Student points to Yes/No using **Yes/No Image Exchange Cards** for rephrased question [WS.IEC.Y/N].

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

📷 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.

9. Say, *"One type of meeting used in workplaces is called a Standup Meeting."*

10. Say, *"A Standup is a meeting that helps you and your team stay organized."*

11. Say, *"A Standup is a special kind of meeting in the tech community."*

12. Say, *"A Standup is a meeting where you stand up and answer three questions every morning."*

13. **Write the following on the board (you can create a PPT slide/Word Doc with these questions and reference that each day because Standup will be done in all subsequent lessons):**

- What tasks did you work on or complete yesterday?
- What tasks will you work on or complete today?
- What obstacles are there to completing your tasks?

14. Say, *"During a Standup meeting, each participant answers three questions:*

- *What tasks did you work on or complete yesterday?*
- *What tasks will you work on or complete today?*
- *What barrier are there to completing your tasks?*

15. Ask, *"For a participation dollar, who can read the first question we answer during a Standup?"*

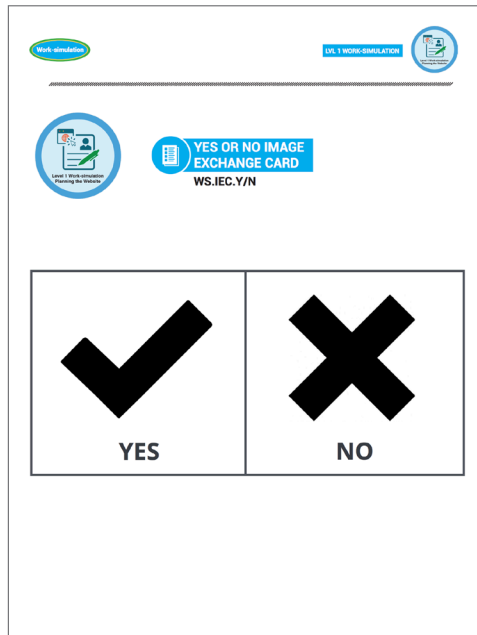**Have each student take turns sharing their Standup.**

INFORMAL ASSESSMENT

Distribute **Standup Meeting Image Exchange Cards WS.IEC.Image** and **Yes/No Image Exchange Cards WS.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

DIFFERENTIATION

T1 Student shares an on-topic verbal response.

T2 Student writes down esponse in notebook or on post-it OR teacher rephrases prompt to a yes/no question; uses **Standup Meeting Image Exchange Cards** [WS.IEC.Image].

T3 Student points to Yes/No using **Yes/No Image Exchange Cards** for a rephrased question [WS.IEC.Y/N].

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

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.

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16. Ask, **"For a participation dollar, who can tell us what a Standup is?"**

Possible Answers: a meeting, session, special meeting in the tech community

+$

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

+$

"Marcus says, 'A meeting.' Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

---

18. Ask, **"For a participation dollar, who can tell us why we use Standups?"**

Possible Answer: they help you and your team stay organized, show your barriers or problems

+$

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

+$

"Marcus says, 'They help you and your team stay organized.' Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

---

20. Ask, **"For a participation dollar, who can tell me when we do a Standup?"**

Answer: every day, at the beginning of the day

+$

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

+$

"Marcus says, 'Every day, at the beginning of the day.' Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

Award at least four participation dollars.

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

22. Ask, **"For a participation dollar, who can tell us what three pieces of information you share during a Standup?"**

Answer: What tasks did you work on or complete yesterday?

What tasks will you work on or complete today?

What barriers are there to completing your tasks?

+$

"Marcus says, 'What tasks did you work on or complete yesterday?' 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]

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

GUIDED ACTIVITY

Distribute **Planning Your Standup WS.2.4** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

T1 PLANNING YOUR STANDUP
GUIDED ACTIVITY | WS.2.4.1

Directions: Write down the three key pieces of information you share during a Standup meeting.

Step 1: _____

Step 2: _____

Step 3: _____

T2 PLANNING YOUR STANDUP
GUIDED ACTIVITY | WS.2.4.2

Directions: Match the letter of the correct Standup meeting step to its description.

Step 1 _____

A. What obstacles are there to completing my tasks?

Step 2 _____

B. What tasks did I work on or complete yesterday?

Step 3 _____

C. What tasks will I work on or complete today?

T3 PLANNING YOUR STANDUP
GUIDED ACTIVITY | WS.2.4.3

Directions: Cut out and organize the cutouts below in the correct order for completing a Standup meeting.

Step 1 — What obstacles are there to completing my tasks?

Step 2 — What tasks did I work on or complete yesterday?

Step 3 — What tasks will I work on or complete today?

DIFFERENTIATION

T1 Using Tier 1 **Planning Your Standup,** student writes down the three key pieces of information you share during a Standup [WS.2.4.1].

T2 Using Tier 2 **Planning Your Standup,** student matches the letter of the correct Standup step to its description [WS.2.4.2].

T3 Using Tier 3 **Planning Your Standup,** student organizes the cutouts below in the correct order for completing a Standup [WS.2.4.3].

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

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.

---

24. Ask, **"For a participation dollar, what is the first question that you need to ask yourself when preparing for Standup?"**

Answer: What did I do yesterday/last session?

+$

"Marcus says, 'What did I do yesterday/last session?' Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

+$ 25. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]

---

26. Ask, **"For a participation dollar, what is the second question that you need to ask yourself when preparing for Standup?"**

Answer: What will my team and I be doing today?

+$

"Marcus says, 'What will my team and I be doing today?' Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

+$ 27. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]

Award at least four participation dollars.

---

28. Ask, **"For a participation dollar, what is the last question you need to ask yourself when preparing for Standup?"**

Answer: What are potential obstacles to accomplishing my/our tasks?

+$

"Marcus says, 'What will my team and I be doing today?' Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

+$ 29. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

PRACTICING YOUR STANDUP

Distribute **Standup Meeting Image Exchange Cards WS.IEC.Image** and **Yes/No Image Exchange Cards WS.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.
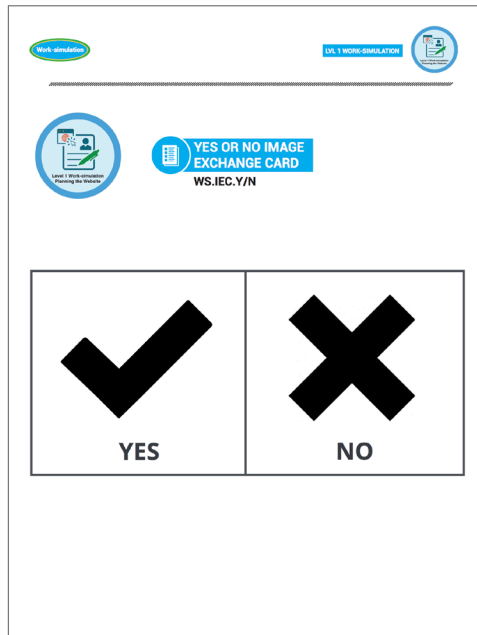
DIFFERENTIATION

T1 Student shares an on-topic verbal response.

T2 Student writes response down in notebook or on post-it OR teacher rephrases prompt to a yes/no question; uses **Standup Meeting Image Exchange Cards** [WS. IEC.Image].

T3 Student points to Yes/No using **Yes/No Image Exchange Cards** for rephrased question [WS.IEC.Y/N].

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.

30. "We're going to practice having a Standup. For a Following Directions dollar, everyone stand up in a circle in the front of the classroom. I'll set a timer for _____ seconds. Completing this task will earn you $ _____ in compensation today."

Use positive narration as students begin following directions. "[Student] is getting up to the front of the class. Nice job following directions and earning a dollar, [Student]."

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

+$

"Nice job following directions and earning a dollar, Marcus."

32. Say, "We're going to start with [student] and go clockwise around the circle answering the three questions."

Prompt each student to participate.

33. Ask, "For a participation dollar, what is the first question that you need to ask yourself when preparing for Standup?"

Answer: What did I do last session?

+$

"Marcus says, 'What did I do last session?' Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

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

35. Ask, "For a participation dollar, what did you do during our planning session yesterday?"

Possible Answer: What did I do last session?

+$

"Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?"

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

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

37. Ask, **"For a participation dollar, what is the second question that you need to ask yourself when preparing for Standup?"**

Answer: what will my team and I be doing today?

38. Give Immediate Feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]

+$

"Marcus says, 'What will my team and I be doing today?' Nice job sharing and earning a dollar, Marcus.

Stay with same student

39. Ask, **"For a participation dollar, what will you do today with your team?"**

Possible Answer: practice Standup, have a meeting

40. 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?"

Stay with same student

41. Ask, **"For a participation dollar, what is the third question you need to ask yourself when preparing for Standup?"**

Answer: what are potential barriers to accomplishing my/our tasks?

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

+$

"Marcus says, 'What are potential barriers to accomplishing my/our tasks?' Nice job earning a dollar, Marcus.

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

? 43. Ask, **"For a participation dollar, what are barriers that you and your team may face when planning?"**

Go around the circle and ask every student to answer all 3 questions. Rephrase question as a yes/no question if needed.

+$ *"Nice job participating and earning a dollar, Marcus."*

+$ **44. Give Immediate Feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase1.DollarTracker]**

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

EXIT TICKET (PART A)

Distribute the **Planning Your Next Standup** Exit Ticket **WS.2.6** to students. See **DIFFERENTIATION** for this activity to identify supplements needed for your students.

T1 PLANNING YOUR NEXT STANDUP
EXIT TICKET A | WS.2.6.1

Directions: Use tasks completed in today's lesson to answer those questions for your next Standup.

Step 1: _____

Step 2: _____

Step 3: _____

For Your Next Standup
_____

T2 PLANNING YOUR NEXT STANDUP
EXIT TICKET A | WS.2.6.2

Directions: Read each step to performing a Standup Meeting. Answer each question for your next session.

Step 1: What tasks did I work on or complete yesterday?

Step 2: What tasks will I work on or complete today?

Step 3: What obstacles are there to completing my tasks?

For Your Next Standup
_____

T3 PLANNING YOUR NEXT STANDUP
EXIT TICKET A | WS.2.6.3

Directions: Answer each question by pointing to Yes/No. Work with a teacher/staff member to plan for your next Standup Meeting.

Step 1: I completed all my tasks yesterday. ✔ Yes ✘ No

Step 2: I have been assigned new tasks to be completed today. ✔ Yes ✘ No

Step 3: I have obstacles that can stop me from completing my tasks. ✔ Yes ✘ No

---

DIFFERENTIATION

T1 Using Tier 1 **Planning Your Next Standup** [WS.2.6.1], student writes down the three key pieces of information shared during a Standup. Then, student uses the tasks completed in today's lesson to answer those questions for next session's Standup.

T2 Student has the option to complete Tier 1 **Planning Your Next Standup** [WS.2.6.1] or complete Tier 2 **Planning Your Next Standup** [WS.2.6.2].

T3 Using Tier 3 **Planning Your Next Standup** [WS.2.6.3], student answers each rephrased question by pointing to Yes/No next to the rephrased questions. Student will work with a teacher/staff member to plan for their next Standup.

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

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.

45. 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.

46. Say, *"I am setting the timer for ____ minutes. For students who finish their Standup plan by the _____-minute deadline, you will receive $____. For students who complete this Standup plan in ___ minutes (a longer interval), you will receive $____ (a smaller dollar amount). I will let you know when there are ____ minutes left."*

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

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.

T2 FEEDBACK SENTENCE STARTER
EXIT TICKET B | WS.2.7.2

I liked the part of your presentation when you _____
_____
_____

I think you can work on _____
_____
_____

I have a question about _____
_____
_____

STANDUP MEETING IMAGE EXCHANGE CARDS
WS.IEC.IMAGE

Faculty Meeting

Meeting Your friends for Dinner

Meeting With the Principal

In Your Way

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

YES	NO

🎲 DIFFERENTIATION

T1 Student shares an on-topic verbal response.

T2 Student completes **Feedback Sentence Starter** [WS.2.7.2] to give feedback about 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.

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

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.

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

49. 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?"*

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

Award at least four participation dollars.

51. 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."*

+$ *"Nice job sharing and earning a dollar, Marcus. Who else would like to share for a participation dollar?"*

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

Have student summarize the day's planning session.

Award at least four participation dollars.

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

+$ *"Nice job sharing, listening and earning a dollar, Marcus. Who else would like to share for a participation dollar?"*

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

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

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

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

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

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

   A. Summarize what their colleague stated in their own words

   B. Say what they would add to their collegue's summary

+$

57. 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."

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

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 for ways to Increase or Decrease Assistance using the Five Types of Prompting.

Award at least four participation dollars.

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

NEXT STEPS

59. Read off **Dollar Earnings Tracker** and announce how many dollars each student earned or spent (and what specific behaviors they spent that money on) during the lesson.

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

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

62. 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.

63. 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)**

Supplemental Materials

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

STANDUP GUIDE

A **Standup** is a meeting style that is used in the software/tech community. Usually no more than 15 minutes, each individual in the group participates in Standup by sharing three pieces of information:

1. **What he/she did the day/session before.**

2. **What he/she intends to accomplish today.**

3. **What obstacles exist to accomplishing the day's tasks**

Every student should participate in the Standup meeting. See 👥 DIFFERENTIATION for this activity to identify supplements needed for your students.

Refer to **Lesson 2 Introduction to Standup Meetings** if you need more information about running a Standup Meeting.

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 2: INTRO TO STANDUP MEETINGS

Phase 1 Lesson 2
Intro to Standup
Meetings

📷 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 in a circle practicing their Standup

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" Video/Photo** resource in Lesson 1 supplements.

Phase 1 Lesson 2
Intro to Standup
Meetings

STANDUP MEETING IMAGE EXCHANGE CARDS
WS.IEC.IMAGE

Meeting at Work

Meeting Your Friends for Dinner

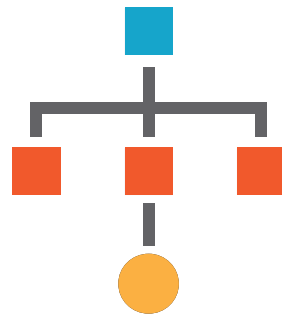## Meeting With the Principal

In Your Way

WS PHASE 1 — L1 — L2 — L3

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Phase 1 Lesson 2
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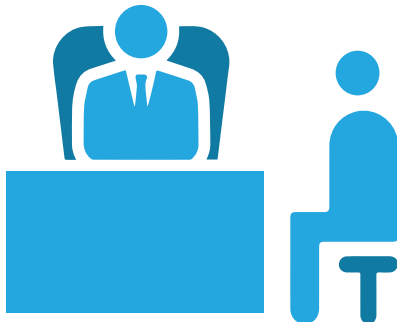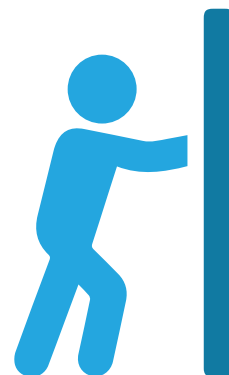
Wake Up Late

Lost Keys

Traffic

Stay Organized

Beginning of the Day
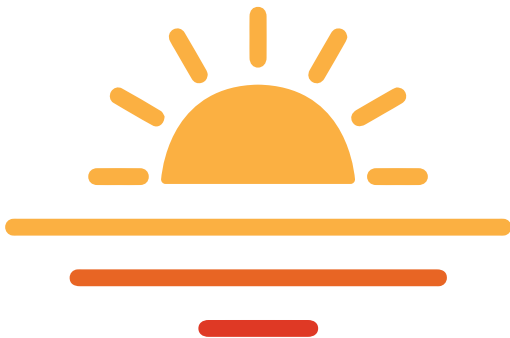
Tasks You Worked on Yesterday

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Tasks You Will Work on Today

Obstacles To Completing Your Tasks
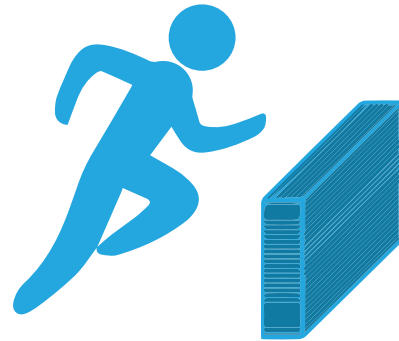
Confused About Standup
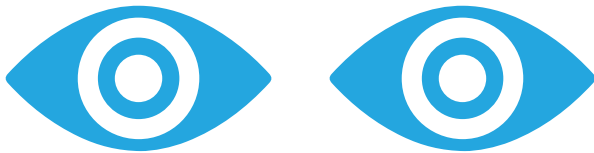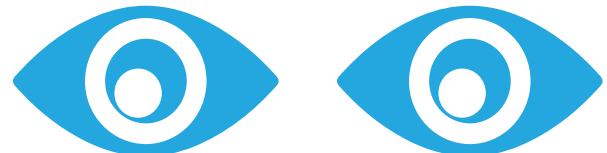
Great Details

Loved It

I Have a Question

WS PHASE 1 — L1 — L2 — L3

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Great Speech Volume

Volume of Speech too Low

Great Eye Contact

Make More Eye Contact

Great Energy

WS PHASE 1 — L1 — L2 — L3

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Phase 1 Lesson 2
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Phase 1 Lesson 2
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T1 PLANNING YOUR STANDUP

GUIDED ACTIVITY | WS.2.4.1

Directions: Write down the three key pieces of information you share during a Standup meeting.

Step 1: _____

_____

Step 2: _____

_____

Step 3: _____

_____

Phase 1 Lesson 2
Intro to Standup
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T2 PLANNING YOUR STANDUP

GUIDED ACTIVITY | WS.2.4.2

Directions: Match the letter of the correct Standup meeting step to its description.

Step 1 _____

A. What obstacles are there to completing my tasks?

Step 2 _____

B. What tasks did I work on or complete yesterday?

Step 3 _____

C. What tasks will I work on or complete today?

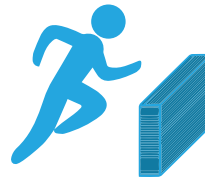Phase 1 Lesson 2
Intro to Standup
Meetings

T3 PLANNING YOUR STANDUP

GUIDED ACTIVITY | WS.2.4.3

Directions: Cut out and organize the cutouts below in the correct order for completing a Standup meeting.

Step 1	What obstacles are there to completing my tasks?
Step 2	What tasks did I work on or complete yesterday?
Step 3	What tasks will I work on or complete today?

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T1 PLANNING YOUR NEXT STANDUP

EXIT TICKET A | WS.2.6.1

Directions: Use tasks completed in today's lesson to answer those questions for your next Standup.

Step 1: _____

_____

Step 2: _____

_____

Step 3: _____

_____

For Your Next Standup

_____

_____

_____

_____

_____

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
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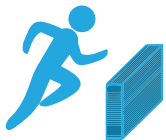## T2 PLANNING YOUR NEXT STANDUP

EXIT TICKET A | WS.2.6.2

Directions: Read each step to performing a Standup meeting. Answer each question for your next session.

Step 1: What tasks did I work on or complete yesterday?

Step 2: What tasks will I work on or complete today?

Step 3: What obstacles are there to completing my tasks?

For Your Next Standup

_____

_____

_____

_____

_____

_____

WS PHASE 1 — L1 — L2 — L3

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T3 PLANNING YOUR NEXT STANDUP

EXIT TICKET A | WS.2.6.3

Directions: Answer each question by pointing to Yes/No. Work with a teacher/staff member to plan for your next Standup meeting.
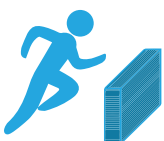
Step 1: I completed all my tasks yesterday.

Yes	No

Step 2: I have been assigned new tasks to be completed today.

Yes	No

Step 3: I have obstacles that can stop me from completing my tasks.

Yes	No

WS PHASE 1 — L1 — L2 — L3

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T2 FEEDBACK SENTENCE STARTER

EXIT TICKET B | WS.2.7.2

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

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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 _____