



Lesson 3: Applying for a Job

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.

Lesson 1: Brainstorming a Website | **Lesson 2:** Introduction to Standup Meetings

You Are Here → **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 process. 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

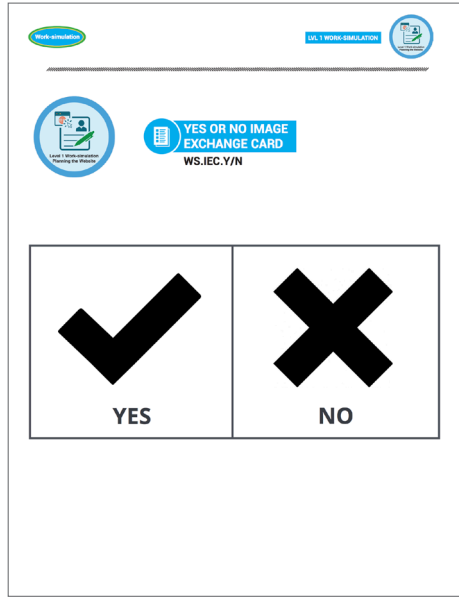
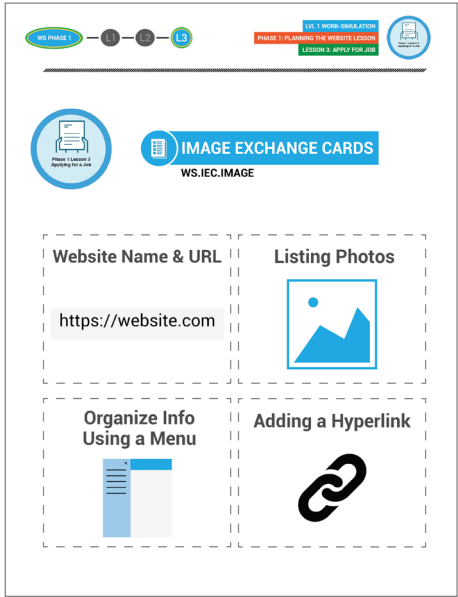
Lesson 13: Interview



WARM UP



Use supplemental material **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; use **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].



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.



In this Level 1 Work Simulation, the lead classroom teacher (CEO) will also play the role of the **Project Manager**. In the beginning of each Work Simulation session, you will facilitate a Standup where each student discusses what they did on the last session and any plans or barriers for today's session.

*If you are approved for Track B, you can have the student hired as the Project Manager facilitate the Standup with the team.

1. **Project Manager** says, *"For a participation dollar, who can tell me what a Standup is?"*

Possible Answers: meeting, tech meetings, explaining what you did yesterday



"Yes, [Student]! A meeting. Nice job participating and earning a dollar, [Student]. Who can give another example?"



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



"[Student] is following directions by getting up and moving to the front of the room."

3. *"For a Following Directions dollar, let's begin our Standup by getting into our Standup Circle. I'm setting a timer for ___ seconds."*



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

5. Facilitate the **Standup** process from Lesson 2. Refer to your **Standup Guide** or look back at Lesson 2:

- **What he/she did the day/session before.**
- **What he/she intends to accomplish today.**
- **What obstacles exist to accomplishing the day's tasks**

GUIDED FACILITATION



Distribute **Job Listings Checklist WS.1.3.2** and **Yes/No Image Exchange Cards WS.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
 PHASE 1: PLANNING THE WEBSITE LESSON
 LESSON 3: APPLY FOR JOB

T1 JOB LISTINGS FOR PLANNING A WEBSITE CHECKLIST
 GUIDED FACILITATION | WS.1.3.2.1

Name: _____ Date: _____

JOBS TITLE	DESCRIPTION	CHECK IF INTERESTED
Project Manager	The Website Editor will help the CEO see the production of all website assets. You will need to follow the direction of the Project Manager very carefully You will need record each team member's activity during the work day Once each team member has completed all tasks assigned to their role, the web editor will tape or paste the photo, text, icons and other content onto the Website Board. For this project, all students will help put together the website elements under the direction of the Project Manager and the Website Editor.	<input type="checkbox"/>
Copy Writer	Create the written content for website page(s). You will need to do research online using a search engine. You will need to summarize what you learned. You can NOT copy and paste content from your online research. You may collaborate with other copy writers and Multimedia Managers	<input type="checkbox"/>

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
 PHASE 1: PLANNING THE WEBSITE LESSON
 LESSON 3: APPLY FOR JOB

T2 JOB LISTINGS FOR PLANNING A WEBSITE CHECKLIST
 GUIDED FACILITATION | WS.1.3.2.2

Name: _____ Date: _____

JOBS TITLE	DESCRIPTION	CHECK IF INTERESTED
Project Manager	<ul style="list-style-type: none"> Help the CEO Follow the direction Write team member's activity tape or paste photo, text, icons Help put together website 	<input type="checkbox"/>

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION

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

YES

NO



DIFFERENTIATION

- T1** Student completes **Job Listings Checklist [WS.1.3.2.1]** and answers questions verbally.
- T2** Student completes **Job Listings Checklist [WS.1.3.2.2]** and answers questions verbally.
- T3** Student reviews **Job Listings Checklist [WS.1.3.2.2]** with a teacher or staff member (if necessary) and answers Yes/No using **Yes/No Image Exchange Cards [WS.IEC.Y/N]** for rephrased question(s).



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.

5. While completing the worksheet, you can use a variety of reading strategies to engage students, such as predictive meanings to evaluate the students' initial comprehension of the job positions.

6. Say, *"Let's review the jobs that we will be hiring for in this company."*



7. Ask, *"For a participation dollar, who would like to read the title and description of the first job?"*



8. Ask, *"For a participation dollar, raise your hand if you would like to apply for this job?"*

Use **Positive Narration** as students begin following directions. *"I see [Student's] hand up. I see [Student's] hand up, also."*



9. Choose a student who raised their hand and ask, *"For a participation dollar, why are you interested in this job? What do you like about this job?"*



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

11. Ask probing questions about some of the role responsibilities to see if students have a strong understanding of the job functions.

12. **Repeat this process until you have reviewed all job descriptions with students.** Students can check off more than one position.



Repeats student's answer. *"Nice job participating and earning a dollar, [Student]. Who else wants to share why you are interested in this job and what you like about this job?"*

Award at least four participation dollars.



INFORMAL ASSESSMENT



Distribute **Strengths and Weaknesses Worksheet WS.1.3.3** 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 3: APPLY FOR JOB

T1 STRENGTH AND WEAKNESS WORKSHEET
INFORMAL ASSESSMENT | WS.1.3.3.1

Directions: Describe 5 strengths and 5 weaknesses you have. If you need more space, use a separate piece of paper.

My strengths are: _____

My weaknesses are: _____

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 3: APPLY FOR JOB

T2 STRENGTH AND WEAKNESS WORKSHEET
INFORMAL ASSESSMENT | WS.1.3.3.2

Directions: List 5 strengths and 5 weaknesses you have. If you need more space, use a separate piece of paper.

A strength I have is _____. This will give me an advantage when doing _____.

A strength I have is _____. This will give me an advantage when doing _____.

A strength I have is _____. This will give me an advantage when doing _____.

A strength I have is _____. This will give me an advantage when doing _____.

A strength I have is _____. This will give me an advantage when doing _____.

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION
PHASE 1: PLANNING THE WEBSITE LESSON
LESSON 3: APPLY FOR JOB

T3 STRENGTH AND WEAKNESS WORKSHEET
INFORMAL ASSESSMENT | WS.1.3.3.3

Directions: Point to strengths and weaknesses you have.

My strengths

Listening	Computer Skills	Data	Being a Team Player
Counting Money	Organization	Writing	Art

My weakness

Interruptions	Computer Skills	Data	Being a Team Player
Counting Money	Organization	Writing	Art



DIFFERENTIATION

- T1** Student completes **Strength and Growth Areas Worksheet [WS.1.3.3.1]**, describing 5 strengths and 5 growth areas.
- T2** Student completes **Strength and Growth Areas Worksheet [WS.1.3.3.2]**, listing 5 strengths and 5 growth areas.
- T3** Student completes **Strength and Growth Areas Worksheet [WS.1.3.3.3]**, pointing to 5 strengths and 5 growth areas.



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.

13. Tell Students, *“Great job identifying the jobs you may want to apply for. For a participation dollar, who can raise their hand and tell me one job you want to apply for AND why you chose that job?”*

Possible Answers: Web Editor, Copy Writer, Multimedia Manager, Web UI Designer



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

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“[Student], you want to be a Copy Writer because you’re a good writer. Nice job sharing and earning a dollar. Who else would like to go?”

15. Say, *“Next, we will brainstorm our strengths and growth areas for each of the jobs we might apply for.”*

Award at least four participation dollars.

16. Say, *“Let’s use the Strengths and Growth Areas Worksheet to brainstorm skills we have or need to develop for employment.”*



17. Ask, *“For a participation dollar, who can raise their hand and tell me one strength they have?”*

Possible Answers: detailed, computer skills, data entry, art, writing



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

+\$
“Yes, [Student]! You are very detailed-oriented. Nice job sharing and earning a dollar. Who can give another strength?”

Award at least four participation dollars.



19. Ask, *"For a participation dollar, how will this strength help you in the workplace?"*

Possible Answers: it will help me report well, it will help me use spreadsheets, I can help take pictures



"Yes, [Student]! It will help you report well. Nice job sharing and earning a dollar. Who can give another example?"



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



21. Ask, *"For a participation dollar, who can raise their hand and tell me one growth area they have?"*

Possible Answers: interrupting, not good at writing, not organized, not good with the computer



Award at least four participation dollars.

"Yes, [Student]! You do need to work on interrupting. Nice job sharing and earning a dollar. Who can give another area for growth?"



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



23. Ask, *"For a participation dollar, how can you address this growth area to make you successful in the workplace?"*

Possible Answers: practice, ask for help



Award at least four participation dollars.

"Yes, [Student]! You can practice to address your growth area. Nice job sharing and earning a dollar."




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

Award at least four participation dollars.



GUIDED ACTIVITY



Give supplemental material **Apply for a Job Worksheet WS.1.3.4** and/or Alternate Application **WS.1.3.4.alternate** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.

WS PHASE 1 — L1 — L2 — L3

LVL 1 WORK-SIMULATION

PHASE 1: PLANNING THE WEBSITE LESSON

LESSON 3: APPLY FOR JOB

APPLY FOR A JOB WORKSHEET GUIDED ACTIVITY | WS.1.3.4

Name: _____
Date: _____

- Which position are you interested in applying to?

- Why do you want this position?

- What skills do you have that apply to this position?
(Re-read the description of the role).

- What will you learn from this position?

WS PHASE 1 — L1 — L2 — L3






LVL 1 WORK-SIMULATION

PHASE 1: PLANNING THE WEBSITE LESSON

LESSON 3: APPLY FOR JOB

THE ALTERNATE APPLICATION GUIDED ACTIVITY | WS.1.3.4.alternate

Name: _____
Date: _____

- Which position are you interested in applying to?





- Why do you want this position?
 I like researching - I am good at organizing - I am a great team member
 I like design - I like multimedia - I watch a lot of videos
 I can identify icons - I like dealing with Photos and videos
 I can perform searches on Google - I am good with problem solving
 I spend a lot of time on websites - I like giving feedback
 I like working on a team



DIFFERENTIATION

- T1** Student completes **Apply for a Job worksheet** [WS.1.3.4].
- T2** Student completes **Apply for a Job Worksheet** [WS.1.3.4] or **Alternate Application** [WS.1.3.4.alternate].
- T3** Student completes **Alternate Application** [WS.1.3.4.alternate].



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. Say, *“Let’s review the Job Listings Checklist and choose an open position to apply for. I know you are finished this task when your hands are folded on your desk.”*



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

27. Say, *“Now that we know what job we want to apply for, you will complete an application for that job.”*

28. Say, *“When you apply for a job, will need to self-advocate. This means that you need to communicate your strengths to the employer.”*

29. Say, *“For a Participation Dollar, who can tell me the job they will apply for and one strength you have that will help you be successful in that position?”*

Possible Answers: my data entry skills can help me keep track of website images and copy, my art skills can help me create website pages



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



Have students apply to jobs using the **Apply for a Job Worksheet Or The Alternate Application**. If additional room for writing is needed, have students attach a piece of paper to the application. You can also have students answer these questions electronically via Google Docs. You can ask your **Digitability Implementation Coach** if you need help locating Google templates.

Set a timer: *“I’m setting a timer for ___ minutes. If you complete the application before the time is up, you will earn ___ participation dollars.”*



“I see [student] is done because his hands are folded on their desk. Great job following directions and earning a dollar. Who else is done?”

Award at least four participation dollars.



“Yes, [Student]! You would be good at creating website pages. Nice job participating and earning a dollar.”



EXIT TICKET (PART A)

Distribute **Brainstorm Your Presentation WS.1.3.5** and **Image Exchange Cards WS.IMAGE.IEC** to students. See DIFFERENTIATION below to identify supplements needed for your students.

WS PHASE 1 — L1 — L2 — L3 | LVL 1 WORK-SIMULATION | PHASE 1: PLANNING THE WEBSITE LESSON | LESSON 3: APPLY FOR JOB

T1 BRAINSTORM YOUR PRESENTATION
 EXIT TICKET A | WS.1.3.5.1

Directions: Answer the questions below to brainstorm your presentation.

What Job did you apply for?

What strengths make you right for the job?

What growth areas will you improve on the job?

WS PHASE 1 — L1 — L2 — L3 | LVL 1 WORK-SIMULATION | PHASE 1: PLANNING THE WEBSITE LESSON | LESSON 3: APPLY FOR JOB

T2 BRAINSTORM YOUR PRESENTATION
 EXIT TICKET A | WS.1.3.5.2

Directions: Complete this sentence starter to brainstorm your presentation.

I applied for the _____ job. My strengths for this job are _____ and _____. The growth areas I will improve on are _____ and _____.

WS PHASE 1 — L1 — L2 — L3 | LVL 1 WORK-SIMULATION | PHASE 1: PLANNING THE WEBSITE LESSON | LESSON 3: APPLY FOR JOB

IMAGE EXCHANGE CARDS
 WS.IEC.IMAGE

Website Name & URL _____ https://website.com	Listing Photos
Organize Info Using a Menu 	Adding a Hyperlink

DIFFERENTIATION

- T1** Using Tier 1 **Brainstorm Your Presentation [WS.1.3.5.1]**, student answers questions on the lines provided.
- T2** Using Tier 2 **Brainstorm Your Presentation [WS.1.3.5.2]**, student completes sentence starter to prepare for presentation.
- T3** Student works with teacher or staff member to complete Tier 2 **Brainstorm Your Presentation [WS.1.3.5.2]**. Use **Image Exchange Cards [WS.IMAGE.IEC]** to answer rephrased questions from teacher or staff member.



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.

31. 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.



32. Address students, *"I am setting the timer for ___ minutes. For students who finish brainstorming their presentation by the ___-minute deadline, you will receive \$___. For students who complete this brainstorming for their presentation in ___ minutes (a longer interval), you will receive \$___ (a smaller 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 3: APPLY FOR JOB

T2 FEEDBACK SENTENCE STARTER
EXIT TICKET B | WS.1.3.6

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 3: APPLY FOR JOB

IMAGE EXCHANGE CARDS
WS.IEC.IMAGE

Website Name & URL https://website.com	Listing Photos
Organize Info Using a Menu 	Adding a Hyperlink

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.2.7.2] to give feedback on other students' summaries.
- T3** Teacher distributes **Image Exchange Cards** [WS.IMAGE.IEC] or **Yes/No Image Exchange Card** [WS.IEC.Y/N] for rephrased question(s).



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.



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



34. 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?"



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

Award at least four participation dollars.

36. Say, *"I know that you are carefully listening to [Presenter] because your eyes are focused on your teammate, and you are thinking of the feedback you would like to share."*



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



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

Award at least four participation dollars.



38. Say, *"For a participation dollar, tell me what [Presenter] said they did today?"*



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



39. 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 the class to give feedback.



40. Ask, “For a participation dollar, who would like to give feedback to [Presenter] 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?”

41. 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



42. 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.”

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



IMMEDIATE FEEDBACK/NEXT STEPS



Distribute **Executive Team Hiring Decisions Tracker WS.1.3.7** to your Executive Team.

EXECUTIVE TEAM HIRING TRACKER			NEXT STEPS WS.1.3.7	
ROLE	JOB	DESCRIPTION	STUDENTS APPLIED TO THIS ROLE	STUDENTS HIRED FOR THIS ROLE
Track A Project Manager	Web Editor	<ul style="list-style-type: none"> Will help CEO oversee the production of all website assets. Once each team member has completed all tasks assigned to their role, the web editor will tape or paste the photo, text, icons and other content onto the Website Board 		
Track B Web Editor				
Content Manager (Tier 1-2)	Copy Writer	<ul style="list-style-type: none"> Writes the written content for a page(s). You can decide how many students can fulfil this role. For example, you may decide that several students develop content for one webpage, or that each Student writes content for a multiple pages. You may collaborate with Photo/Video Manager. 		

39. As the lead teacher/CEO, you are ultimately responsible for hiring. Bring your entire Executive Team together to review applications. You can use the student roles as a reference. Keep in mind, there are assistant jobs for students who require more assistance.

40. Ask your COO to note feedback and evaluations on forms.

41. Assign each student a job using the **Executive Team Hiring Decisions** worksheet.



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.

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

STUDENT NAME	PHASE 1: BRAINSTORMING A WEBSITE	PHASE 2: APPLYING FOR A JOB

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

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

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

45. 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 Resource Portal** at digitability.com/ teachers/resources. We included some suggestions but feel free to submit what you think is most important to capture your implementation!

Video and Capture:
 Videos/photos of students presenting the lesson 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 Lesson 1 supplements

46. As CEO, 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)**.

ROLE	DESCRIPTION	ADULT ASSIGNED
CEO	Facilitates completion of planning doc with @TWH Grades docs Schedules planning docs to COO for approval	
COO	Review each student's to do list and approve their Website Planning Earnings	
CFO	Writes the checks. Tracks student daily behaviors	

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 on 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 teams everyday to give effective feedback to ensure a solid workflow among the teams). Students will have to submit a Work Order Form 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 assesses the CEO in giving effective feedback, and monitoring the teams to make sure all students are working efficiently and cooperatively. COO will approve requests for paychecks and purchases before being submitted or collected by the CEO.

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.



Supplemental Materials

Phase 1






STANDUP GUIDE



A **Standup** is a meeting style 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.



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 applying for jobs

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.



IMAGE EXCHANGE CARDS

WS.IEC.IMAGE

Website Name & URL

<https://website.com>

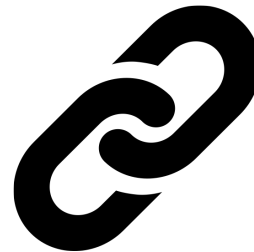
Listing Photos



Organize Info Using a Menu



Adding a Hyperlink

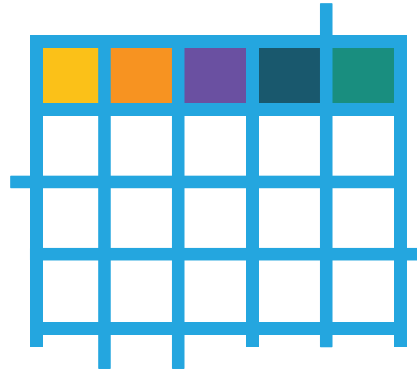




Report



Spreadsheets



Take Pictures



Practice



Ask for Help



Listener





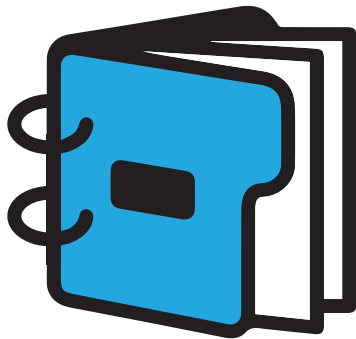
Computer Skills



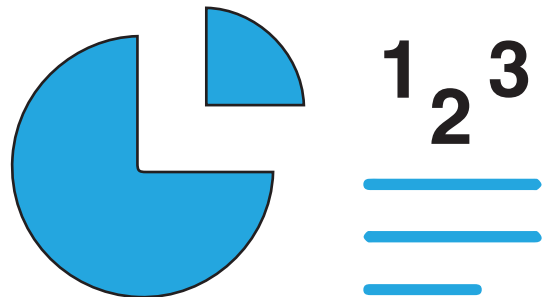
Counting Money Skills



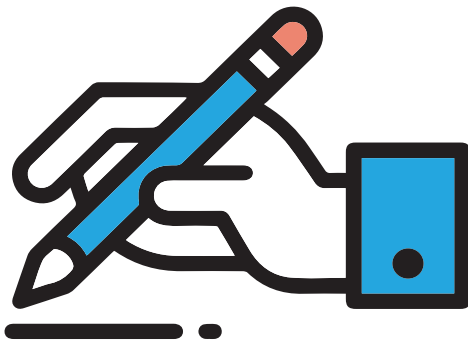
Organization



Data Entry Skills



Writing Skills

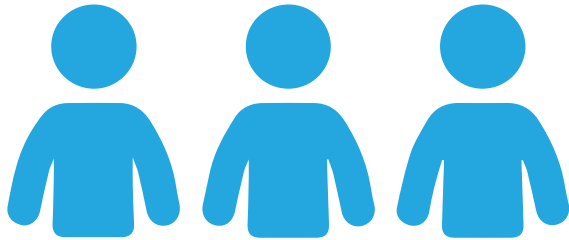


Art Skills





Being a Team Player



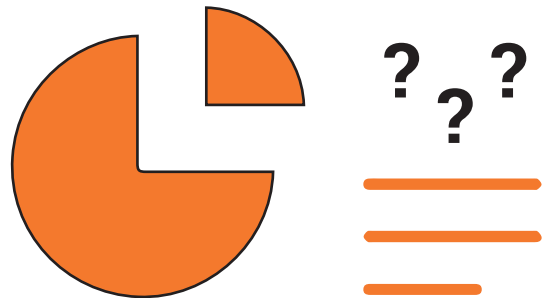
Interruptions



Not Good With Computers



Not Good at Data Entry



Not Good at Writing



Not an Artist





Not Organized



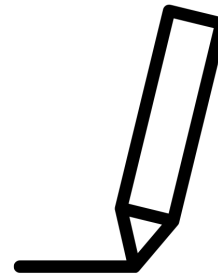
Not Good With Money



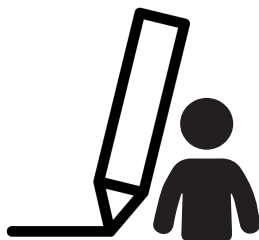
Project Manager



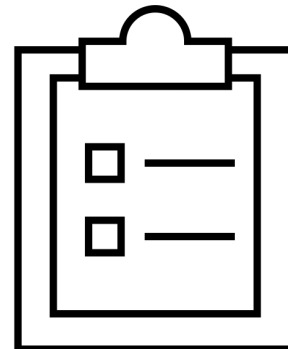
Copy Writer



Assistant Copy Writer

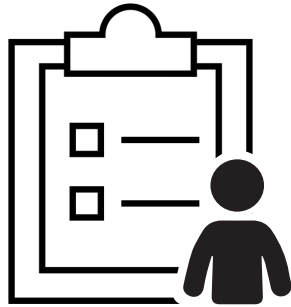


Multimedia Manager

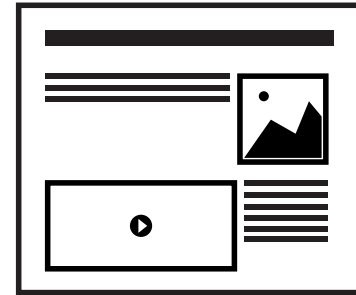




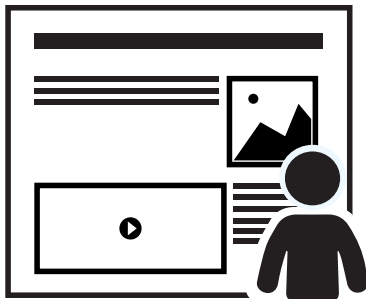
Assistant Multimedia Manager



Web UI Designer



Assistant Web UI Designer



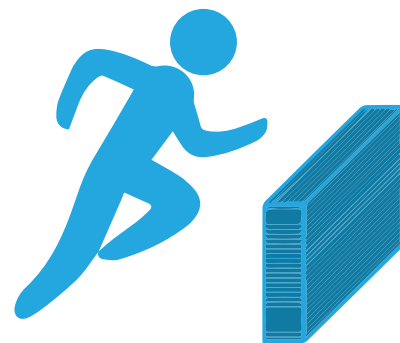
Tasks You Worked on Yesterday



Tasks You Will Work on Today



Obstacles To Completing Your Tasks





I Have A Question



Loved It



Confused



Great Details



Great Speech Volume

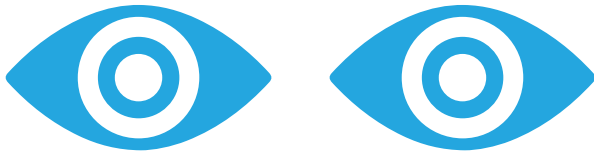


Volume of Speech too Low

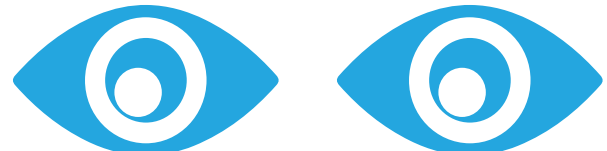




Great Eye Contact



Make More Eye Contact



Great Energy








T1

JOB LISTINGS FOR PLANNING A WEBSITE CHECKLIST





GUIDED FACILITATION | WS.1.3.2.1

Name: _____




Date: _____

JOBS TITLE	DESCRIPTION	 CHECK IF INTERESTED
 <p>Project Manager</p>	<p>The Website Editor will help the CEO see the production of all website assets.</p> <p>You will need to follow the direction of the Project Manager very carefully</p> <p>You will need to record each team member’s activity during the work day</p> <p>Once each team member has completed all tasks assigned to their role, the web editor will tape or paste the photo, text, icons and other content onto the Website Board.</p> <p>For this project, all students will help put together the website elements under the direction of the Project Manager and the Website Editor.</p>	
 <p>Copy Writer</p>	<p>Create the written content for website page(s).</p> <p>You will need to do research online using a search engine.</p> <p>You will need to summarize what you learned.</p> <p>You can NOT copy and paste content from your online research.</p> <p>You may collaborate with other copy writers and Multimedia Managers</p>	



JOBS TITLE	DESCRIPTION	 CHECK IF INTERESTED
 <p>Assistant Copy Writer</p>	<p>Assist in writing content for website page(s).</p> <p>You will need to do research online using a search engine.</p> <p>You will need to summarize what you learned.</p> <p>You can NOT copy and paste content from your online research.</p> <p>You need to collaborate with other copy writers</p>	
 <p>Multimedia manager</p>	<p>You will review the list of images the group brainstormed together. You will decide if more pictures are needed and add them to the list.</p> <p>You will decide which images and videos are the best for the website.</p> <p>You will need to do research online using a search engine.</p> <p>You will need to either print or download images that you find.</p> <p>You will need to cut the images from paper into a size that fits on your website.</p>	
 <p>Assistant Multimedia manager</p>	<p>You will review the list of images the group brainstormed together.</p> <p>You will suggest which images and videos are the best for the website.</p> <p>You will help the Multimedia Manager print or download images that you find.</p>	



JOBS TITLE	DESCRIPTION	 CHECK IF INTERESTED
 <p>Web UI Designer</p>	<p>You will organize the layout of each webpage.</p> <p>You will decide where to put the address bar, the menu, all of the photos, text and hyperlinks.</p> <p>You may work with another designer. If so, you will need to work together.</p> <p>You will need to make sure that the website has all of the elements that the group discussed during the planning of the website.</p>	
 <p>Web UI Design Assistant</p>	<p>You will help organize the layout of each webpage.</p> <p>You will suggest where to put the address bar, the menu, all of the photos, text and hyperlinks.</p> <p>You will follow directions carefully.</p> <p>You will work with another designer. You will need to work together.</p> <p>You will need to make sure that the website has all of the elements that the group discussed during the planning of the website.</p>	









T2 **JOB LISTINGS FOR PLANNING A WEBSITE CHECKLIST**












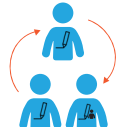
GUIDED FACILITATION | WS.1.3.2.2

Name: _____












Date: _____

JOBS TITLE	DESCRIPTION	✓ CHECK IF INTERESTED
 Project Manager	 Help the CEO  Follow directions  Write team member's activity  Tape or paste photo, text, icons  Help put together website	















JOBS TITLE	DESCRIPTION	 CHECK IF INTERESTED
 Copy Writer	 Write content  Use search engine  Summarize  Do NOT copy and paste content  Collaborate with others	
 Assistant Copy Writer	 Help write content  Use search engine  Summarize  Do NOT copy and paste content  Collaborate with others	



JOBS TITLE	DESCRIPTION	 CHECK IF INTERESTED
 Multimedia manager	 Review images  Choose images and videos  Use search engine  Print or download images  Cut images	
 Assistant Multimedia manager	 Review images  Use search engine  Print or download images	



JOBS TITLE	DESCRIPTION	 CHECK IF INTERESTED
 <p>Web UI Designer</p>	<ul style="list-style-type: none"> <li data-bbox="391 457 954 533">  Organize layouts <li data-bbox="440 579 1105 695">  Place website elements <li data-bbox="402 716 1154 846">  Work with other designers <li data-bbox="410 894 1198 1024">  Review all website elements 	
 <p>Web UI Design Assistant</p>	<ul style="list-style-type: none"> <li data-bbox="391 1136 954 1211">  Organize layouts <li data-bbox="440 1260 1105 1375">  Place website elements <li data-bbox="435 1413 954 1514">  Follow directions <li data-bbox="402 1541 1154 1671">  Work with other designers <li data-bbox="410 1713 1198 1843">  Review all website elements 	



T1 STRENGTHS/WEAKNESSES WORKSHEET

INFORMAL ASSESSMENT | WS.1.3.3.1

Directions: Describe 5 strengths and 5 weaknesses you have. If you need more space, use a separate piece of paper.

My strengths are: _____

My weaknesses are: _____



T2 STRENGTHS/WEAKNESSES WORKSHEET

INFORMAL ASSESSMENT | WS.1.3.3.2

Directions: List 5 strengths and 5 weaknesses you have. If you need more space, use a separate piece of paper.

A strength I have is _____ . This will give me an advantage when doing _____ .

A strength I have is _____ . This will give me an advantage when doing _____ .

A strength I have is _____ . This will give me an advantage when doing _____ .

A strength I have is _____ . This will give me an advantage when doing _____ .

A strength I have is _____ . This will give me an advantage when doing _____ .



////////////////////////////////////
A weakness I have is _____. This will
give me a disadvantage when doing _____.

A weakness I have is _____. This will
give me a disadvantage when doing _____.

A weakness I have is _____. This will
give me a disadvantage when doing _____.

A weakness I have is _____. This will
give me a disadvantage when doing _____.

A weakness I have is _____. This will
give me a disadvantage when doing _____.



T3 STRENGTHS/WEAKNESSES WORKSHEET

INFORMAL ASSESSMENT | WS.1.3.3.3

Directions: Point to strengths and weaknesses you have.

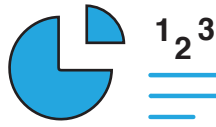
My strengths are:



Good Listener



Computer Skills



Data



Team Player



Counting Money



Organization



Writing



Art

My weakness are:



Interruptions



Computer Skills



Data



Not A Team Player



Counting Money



Organization



Writing



Art



APPLY FOR A JOB WORKSHEET

GUIDED ACTIVITY | WS.1.3.4

Name: _____

Date: _____

1. Which position are you interested in applying to?

2. Why do you want this position?

3. What skills do you have that apply to this position?

(Reread the description of the role, if necessary).

4. What will you learn from this position?



THE ALTERNATE APPLICATION GUIDED ACTIVITY | WS.1.3.4.alternate

Name: _____

Date: _____

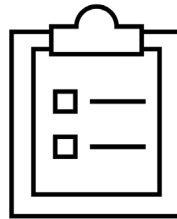
1. Which position are you interested in applying to?



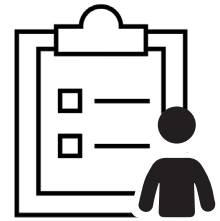
Project Manager



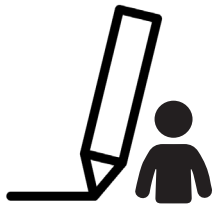
Copy Writer



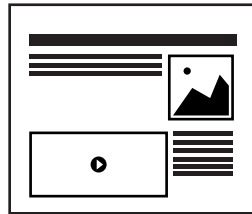
Multimedia Manager



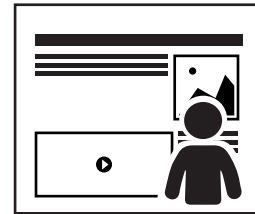
Assistant Multimedia Manager



Assistant Copy Writer



Web UI Designer



Assistant Web UI Designer

2. You want this position because you like...



Computers



Data Entry



Counting Money



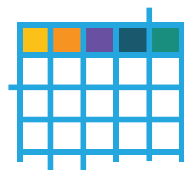
Organizing



Creating Art



Taking Pictures




Creating Spreadsheets



Writing



3. What skills do you have that apply to this position?

 Good Listener	 Computer Skills	 Data	 Team Player
 Counting Money	 Organization	 Writing	 Art

4. What will you learn from this position?

 Good Listener	 Computer Skills	 Collect Data	 Team Player	 Organize Info Using a Menu
 Counting Money	 Organization	 Writing	 Art	
 Reporting	 Taking Pictures	 Use Spreadsheets	 Add Hyperlinks	



T1 BRAINSTORM YOUR PRESENTATION

EXIT TICKET A | WS.1.3.5.1

Directions: Answer the questions below to brainstorm your presentation.

What job did you apply for? _____

What strengths make you right for the job? _____

What growth areas will you improve on the job? _____



T2 BRAINSTORM YOUR PRESENTATION

EXIT TICKET A | WS.1.3.5.2

Directions: Complete these sentence starters to brainstorm your presentation.

I applied for the _____ job. My strengths

for this job are _____,

_____ and _____. The growth areas

I will improve are _____ and

_____.



T2 FEEDBACK SENTENCE STARTER

EXIT TICKET B | WS.1.3.6

I liked the part of your presentation when you _____

I think you can work on _____

I have a question about _____



EXECUTIVE TEAM HIRING TRACKER

NEXT STEPS | WS.1.3.7

ROLE	JOB	DESCRIPTION	STUDENTS APPLIED TO THIS ROLE	STUDENTS HIRED FOR THIS ROLE
Track A Web Editor	Web Editor	<ul style="list-style-type: none"> Will help CEO oversee the production of all website assets. Once each team member has completed all tasks assigned to their role, the web editor will tape or paste the photo, text, icons and other content onto the Website Board 		
Track B Project Manager				
Content Manager (Tier 1-2)	Copy Writer	<ul style="list-style-type: none"> Writes the written content for a page(s). You can decide how many students can fulfil this role. For example, you may decide that several students develop content for one webpage, or that each Student writes content for a multiple pages. You may collaborate with Photo/Video Manager. 		



ROLE	JOB	DESCRIPTION	STUDENTS APPLIED TO THIS ROLE	STUDENTS HIRED FOR THIS ROLE
Associate Content Manager (Tier 2-3)	Assistant Multimedia manager	<ul style="list-style-type: none"> Photo/video Content Assistant aids the content editor during research for content. 		
Content Manager 2 (Tier 1-2)	Multimedia manager	<ul style="list-style-type: none"> Researches photo and video content. Downloads and prints images from the internet. Or saves files to the computer for an adult to print. 		
Associate Content Manager 2 (Tier 2-3)	Assistant Copy Writer	<ul style="list-style-type: none"> Assist in writing content for website page(s) 		
Designer (Tier 1-2)	Web UI Designer	<ul style="list-style-type: none"> This student will organize the layout of each webpage. You can decide how many students can fulfil this role. For example, you may decide that three students each design one webpage or that three students design three pages together. 		
Associate Designer (Tier 2-3)	Web UI Design Assistant	<ul style="list-style-type: none"> This student will help organize the layout of each webpage. 		



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 Presentation 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 _____