



Lesson 4: Getting Hired

Phase 2



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

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.

You Are Here → **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



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 rephrased question [WS.IEC.Y/N].

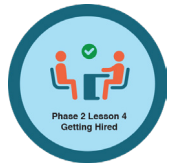


PHOTO OPP

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.

1. Say, *“For a Following Directions dollar, let’s begin our Standup by getting into our Standup Circle. I’m setting a timer for ____ seconds.”*



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. 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 the **Executives You Need to Know Worksheet WS.2.4.2** and **Image Exchange Cards WS.IEC.IMAGE** to students. See DIFFERENTIATION below to identify supplements needed for your students.

WS PHASE 2 L4 L5 L6 LVL 1 WORK-SIMULATION PHASE 2: WORKING TOGETHER LESSON LESSON 4: GETTING HIRED

Executives You Need to Know Worksheet

GUIDED FACILITATION | WS.2.4.2

	Give feedback	<input type="checkbox"/>
	Monitor the team	<input type="checkbox"/>
	Approve Work Order Forms	<input type="checkbox"/>
	Assist the CEO in giving feedback	<input type="checkbox"/>
	Assist the CEO in Monitoring the team	<input type="checkbox"/>
	Approve requests for paychecks and purchases before being submitted of collected by CFO	<input type="checkbox"/>
	Manage company finances	<input type="checkbox"/>
	Write paychecks	<input type="checkbox"/>
	Collect payment for bills and purchases	<input type="checkbox"/>
	Monitor rubric scores and participation dollars	<input type="checkbox"/>

WS PHASE 2 L4 L5 L6 LVL 1 WORK-SIMULATION PHASE 2: WORKING TOGETHER LESSON LESSON 4: GETTING HIRED

IMAGE EXCHANGE CARDS

WS.IEC.IMAGE

WS PHASE 2 L4 L5 L6 LVL 1 WORK-SIMULATION PHASE 2: WORKING TOGETHER LESSON LESSON 4: GETTING HIRED

IMAGE EXCHANGE CARDS

WS.IEC.IMAGE



DIFFERENTIATION

T1 Student completes **Executives You Need to Know Worksheet** [WS.2.4.2.1].

T2 Student completes **Executives You Need to Know Worksheet** [WS.2.4.2.2].

T3 Student completes **Executives You Need to Know Worksheet** [WS.2.4.2.2]. Student holds up **Image Exchange Cards** [WS.IEC.IMAGE] of each position, if necessary.



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.

4. Say, *"You have each been hired for a job in our company. Since this is a company, your teachers will now be your employers. It is important that you understand the responsibilities of different employees in your company. Let's start with the people who will be managing you."*


5. Say, *"Each of your new managers will introduce themselves and share their responsibilities. When you hear a responsibility that is on your list, check it's box. I know that you are carefully listening to [Executives Presenting] because your eyes are focused on the speaker, and you are ready to answer questions for a Participation Dollar."*

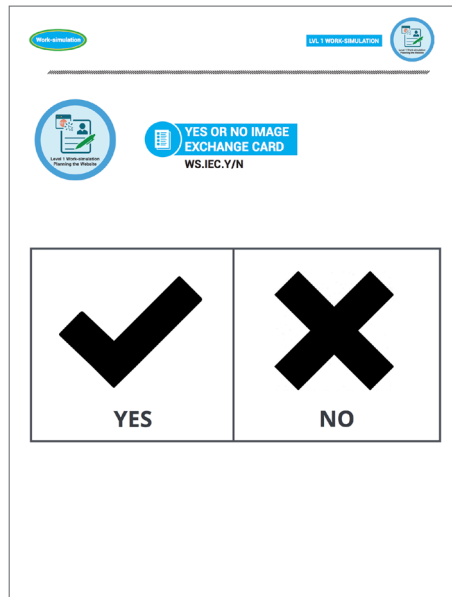
Have each of the executives in your company introduce themselves and describe their roles.



INFORMAL ASSESSMENT



Distribute **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 uses **Image Exchange Cards** [WS.IEC.IMAGE].
- T3** Student uses **Image Exchange Cards** [WS.IEC.IMAGE] or points to Yes/No using **Yes/No Image Exchange Cards** for rephrased question(s) [WS.IEC.Y/N].

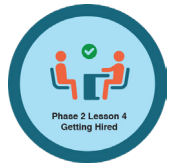


PHOTO OPP

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.



8. Ask, *“For a participation dollar, who can identify the CEO in this company?”*



9. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase2.DollarTracker]



“Nice job participating and earning a dollar, Marcus.”



10. Say, *“For a participation dollar, who can raise their hand and tell me one of the responsibilities of the CEO?”*

Possible Answers: give feedback, monitor the team, approve work order forms



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



11. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase2.DollarTracker]

Award at least four participation dollars.



12. Say, *“For a participation dollar, who can raise their hand and tell me what might you need to communicate with your CEO?”*

Possible Answers: respond to feedback, ask questions



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



13. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase2.DollarTracker]

Award at least four participation dollars.



14. Ask, "For a participation dollar, who can identify the CFO in this company?"



15. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase2.DollarTracker]

"Nice job participating and earning a dollar, Marcus."



16. Ask, "For a participation dollar, who can raise their hand and tell me one of the responsibilities of the CFO?"

Possible Answers: assist the CEO in giving feedback, assist the CEO in monitoring the team, approve paychecks and purchases



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



17. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase2.DollarTracker]

Award at least four participation dollars.



18. Ask, "For a participation dollar, who can raise their hand and tell me what might you need to communicate about with your CFO?"

Possible Answers: respond to feedback, ask questions, request paycheck or purchases



"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.Phase2.DollarTracker]

Award at least four participation dollars.

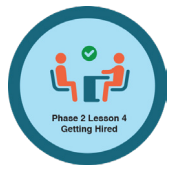


20. Ask, "For a participation dollar, who can identify the COO in this company?"



21. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase2.DollarTracker]

"Nice job participating and earning a dollar, Marcus."



22. Ask, "For a participation dollar, who can raise their hand and tell me one of the responsibilities of the COO?"

Possible Answers: manage company finances, write paychecks, collect payment for bills and purchases



"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.Phase2.DollarTracker]



24. Ask, "For a participation dollar, who can raise their hand and tell me what might you need to communicate with your COO?"

Possible Answers: money, paychecks

Award at least four participation dollars.



"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.Phase2.DollarTracker]

Award at least four participation dollars.



GUIDED ACTIVITY

Distribute **Job Roster Worksheet WS.2.4.4**, **Company Hierarchy Worksheet WS.2.4.5**, **Image Exchange Cards WS.IEC.IMAGE** and **Job Listings for Planning a Website Checklist WS.1.3.2.JOBS** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



JOB ROSTER WORKSHEET
GUIDED ACTIVITY | WS.2.4.4

COO CEO CFO

Chief Operations Officer Chief Executive Officer Chief Financial Officer

Name: _____ Name: _____ Name: _____

Project Manager Multimedia Manager Assistant Multimedia Manager

Name: _____ Name: _____ Name: _____

Copy Writer Web UI Designer

Name: _____ Name: _____

Assistant Copy Writer(s) Assistant Web UI Designer(s)

Name: _____ Name: _____

COMPANY HIERARCHY WORKSHEET
GUIDED ACTIVITY | WS.2.4.5

Project Manager
In this role, the student takes a leadership role. The student will practice social skills efficiently and appropriately to increase collaboration among peers. Students learn to analyze and review the Work Order Forms. In this role, students become involved to seek, guide, organize and use problem-solving skills when working the team.

Copy Writer
In this role, the student practices creating all of the written content for the website. Associates and Project Managers will assist the Content Manager in developing the content. In this role students practice taking direction from Project Manager and collaborate with the designers and assistants to complete a task.

Assistant Copy Writer
The associate role is a supportive role. Student works closely with the Copy Writer to support their tasks. The goals is to have assistant work up to the manager roles.

Multimedia Manager
In this role, the student will review the list of images the group brainstormed together. In this role, the student will help with the research of images and videos using a search engine. In this role, the student research using a search engine. In this role, the student will either print or download images that you find. In this role, the student will cut out prints into a size that fits on your website.

Assistant Multimedia Manager
The associate role is a supportive role. Student works closely with the Multimedia Manager to support their tasks. The goals is to have assistant work up to the manager roles.

JOB LISTINGS FOR PLANNING A WEBSITE CHECKLIST
GUIDED FACILITATION | WS.1.3.2.JOBS

Name: _____
Date: _____

JOB'S TITLE	DESCRIPTION
Project Manager	<ul style="list-style-type: none"> 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 to 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 take or paste the photos, text, icons and other content onto the Website Board. For this project, all students will help put together the website. Students follow the direction of the Project Manager and the Website Editor.
Copy Writer	<ul style="list-style-type: none"> 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." You may collaborate with Multimedia Manager.
Assistant Copy Writer	<ul style="list-style-type: none"> Assist in writing 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.

CHECK IF YOU ARE INTERESTED IN THIS ROLE

IMAGE EXCHANGE CARDS
WS.IEC.IMAGE

Project Manager	Copy Writer
Assistant Copy Writer	Multimedia Manager



DIFFERENTIATION

T1

Student completes **Job Roster Worksheet [WS.2.4.4]** using the **Company Hierarchy Worksheet [WS.2.4.5]** and **Job Listings for Planning a Website Checklist WS.1.3.2.JOBS** for reference of job roles.

T2

Student completes **Job Roster Worksheet [WS.2.4.4]** using the **Company Hierarchy Worksheet [WS.2.4.5]** and **Job Listings for Planning a Website Checklist WS.1.3.2.JOBS** for reference of job roles.

T3

Student completes **Job Roster Worksheet [WS.2.4.4]** by holding up **Image Exchange Cards [WS.IEC.IMAGE]**. A staff member can assist in writing student's name.



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. Say, *"I'm going to set a timer for 40 seconds. Write in the name of the CEO on your worksheet."*



Use Positive Narration as students begin following directions.



27. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase2.DollarTracker]



"Nice job, [student]. [Student] is following directions and writing down the name of the CEO."

Repeat for the other executives in your company.



28. Say, *"Sometimes, we have to apply to many jobs before we find the right one. Our goal in this project is to develop important skills that we will need in any job we might have in the future."*



29. Begin hiring announcements: *"[Student] has been hired as the_____. Congratulations!"*



Reward students who congratulate their colleague.

"Nice job encouraging your colleague, [student]. You earned an Encouragement Dollar."



30. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase2.DollarTracker]



31. Say, *"For a participation dollar, tell me one of your job responsibilities."*



"Nice job sharing, [student]. You earned a sharing dollar."



32. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase2.DollarTracker]

Allow students to reference their Job Description Forms.



33. Say, *“For a Following Directions Dollar, write down [student’s] name on your Job Roster Worksheet.”*



34. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase2.DollarTracker]



“Nice job encouraging your colleague, [student]. You earned an Encouragement Dollar.”

Repeat for EVERY student in your classroom.



EXIT TICKET (PART A)



Distribute **Brainstorm Your Job Role WS.2.4.6** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

T1 BRAINSTORM YOUR JOB ROLE
EXIT TICKET A | WS.2.4.6.1

Directions: Answer the questions below to brainstorm your job role.

What is your job?

What responsibilities will you have?

What barriers will you face?

What new skills will you learn?

T2 BRAINSTORM YOUR JOB ROLE
EXIT TICKET A | WS.2.4.6.2

Directions: Complete these sentence starters to brainstorm your job role.

My job is _____ with the responsibilities
of _____
_____ and _____. The
barriers I believe I will face are _____

The new skills I will learn are _____

IMAGE EXCHANGE CARDS
WS.IEC.IMAGE

Project Manager 	Copy Writer
Assistant Copy Writer 	Multimedia Manager

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

 YES	 NO
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DIFFERENTIATION

- T1** Using Tier 1 **Brainstorm Your Job Role** [WS.2.4.6.1], student answers questions on the lines provided.
- T2** Using Tier 2 **Brainstorm Your Job Role** [WS.2.4.6.2], student completes sentence starter to prepare for presentation.
- T3** Student uses **Image Exchange Cards** [WS.IMAGE.IEC] and **Yes/No Image Exchange Cards** [WS.IEC.Y/N] to answer 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.

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

36. Say, *"I am setting the timer for ___ minutes. For students who finish brainstorming your job role by the ___-minute deadline, you will receive \$___. For students who complete this brainstorming for your job role in ___ minutes (a longer interval), 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 2 L4 L5 L6 LVL 1 WORK-SIMULATION PHASE 2: WORKING TOGETHER LESSON LESSON 4: GETTING HIRED

T2 FEEDBACK SENTENCE STARTER
EXIT TICKET B | WS.2.4.7.1

I liked the part of your presentation when you _____

I think you can work on _____

I have a question about _____

WS PHASE 2 L4 L5 L6 LVL 1 WORK-SIMULATION PHASE 2: WORKING TOGETHER LESSON LESSON 4: GETTING HIRED

IMAGE EXCHANGE CARDS
WS.IMAGE.IEC

Project Manager 	Copy Writer
Assistant Copy Writer 	Multimedia Manager

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.2.4.] 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 rephrased question.

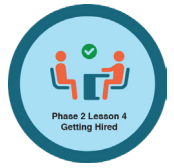


PHOTO OPP

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.



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



38. 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?"



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

Award at least four participation dollars.

40. 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."



41. 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?"



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

Award at least four participation dollars.



43. 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 the class to give feedback.



44. 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."

45. 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



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



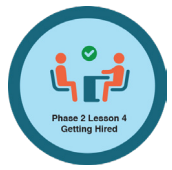
"Nice job giving feedback and earning a dollar, Marcus."



47. 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.



IMMEDIATE FEEDBACK/NEXT STEPS

48. Read off **Dollar Earnings Tracker** and announce how many dollars each student earned or spent during the lesson.

EXECUTIVE DOLLAR TRACKER
 WS.Phase2.DollarTracker

STUDENT NAME	PART 1 GETTING HIRED	PART 2 PROBLEM SOLVING

49. 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.

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

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

51. 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/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 being hired
 Videos/photos of differentiation for students with expressive/receptive language needs
 Videos/photos of students completing supplements and these 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

52. 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	Facilitates completion of planning list with @TIME Grades docs Returns 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 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 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, and monitoring the teams to make sure all students are working efficiently and cooperatively. COOs will approve requests 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. COOs will approve requests 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.



Supplemental Materials

Phase 2



TechCrunch






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**

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 being hired

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.



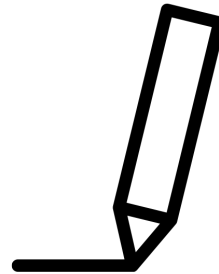
IMAGE EXCHANGE CARDS

WS.IEC.IMAGE

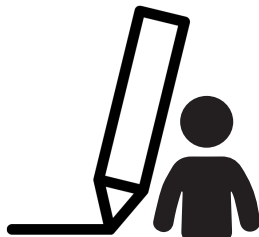
Project Manager



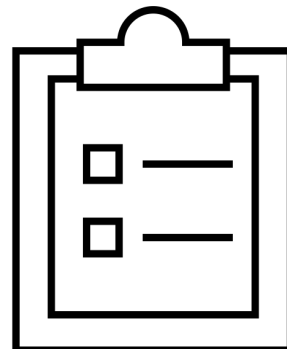
Copy Writer



Assistant Copy Writer

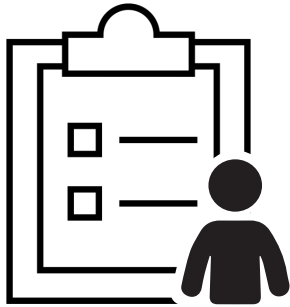


Multimedia Manager

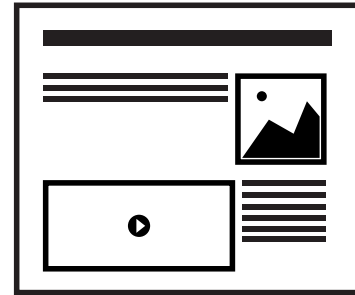




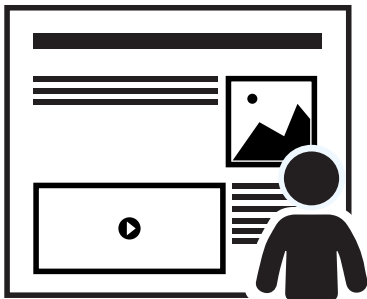
Assistant Multimedia Manager



Web UI Designer



Assistant Web UI Designer



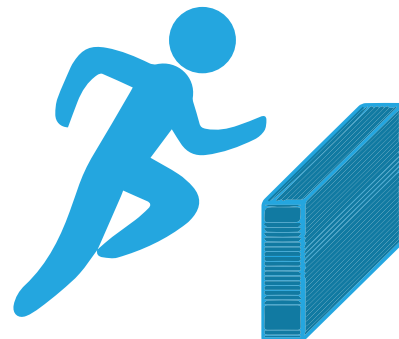
Tasks You Worked on Yesterday



Tasks You Will Work on Today



Obstacles To Completing Your Tasks





I Have A Question



Loved It



Confused



Great Details



Writing



Research Images





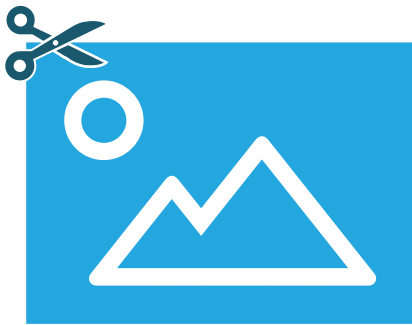
Research Videos



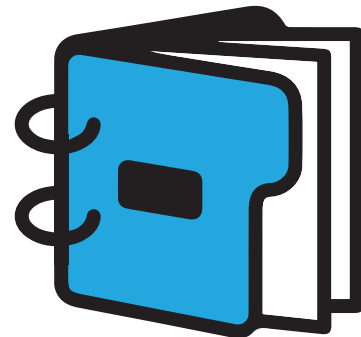
Print Images



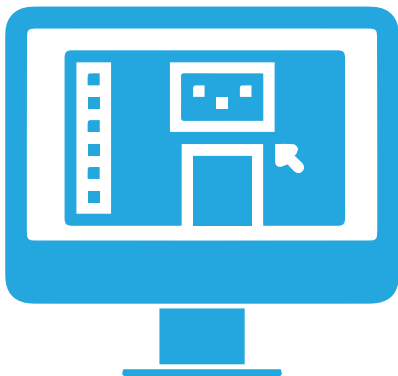
Cut Out Images



Organize



Create Graphics



Draw

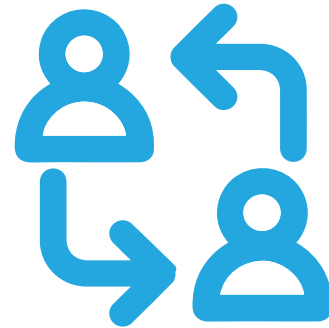




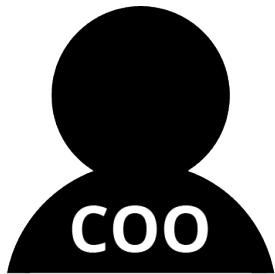
Create Layouts



Collaborate



Chief Operations Officer



Chief Executive Officer



Chief Financial Officer



Give Feedback





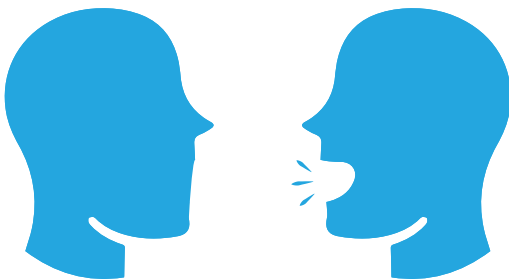
Monitor team



Approve Forms



Respond to Feedback



Ask Questions



Request Paycheck & Purchases



Manage Finances





Write Checks



Collect Payment



Money



Paychecks





Executives You Need to Know Worksheet

GUIDED FACILITATION | WS.2.4.2



Chief Executive Officer

Give feedback

Monitor the team

Approve Work Order Forms



Chief Operations Officer

Assist the CEO in giving feedback

Assist the CEO in monitoring the team

Approve requests for paychecks and purchases before being submitted or collected by CFO



Chief Financial Officer

Manage company finances

Write paychecks

Collect payment for bills and purchases

Monitor rubric scores and participation

JOB ROSTER WORKSHEET

GUIDED ACTIVITY | WS.2.4.4



Chief Operations Officer



Chief Executive Officer



Chief Financial Officer

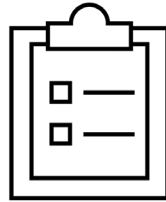
Name: _____

Name: _____

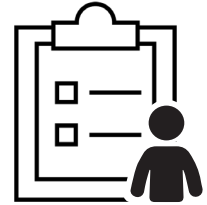
Name: _____



Project Manager



Multimedia Manager



Asst. Multimedia Manager

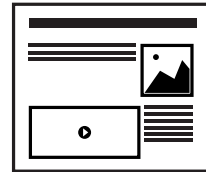
Name: _____

Name: _____

Name: _____



Copy Writer



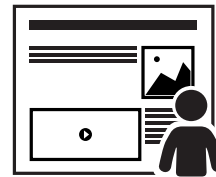
Web UI Designer

Name: _____

Name: _____



Asst. Copy Writer(s)



Asst. Web UI Designer(s)

Name: _____

Name: _____



COMPANY HIERARCHY WORKSHEET

GUIDED ACTIVITY | WS.2.4.5



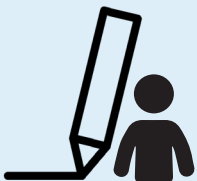
Project Manager

In this position, the student takes a leadership role. The student will practice social skills efficiently and appropriately to increase collaboration among peers. Students learn to analyze and review the Work Order Forms. In this role, students become motivated to lead, guide, organize and use problem-solving skills when working with the team.



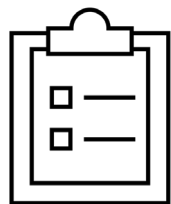
Copy Writer

In this role, the student practices creating all written content for the webpage. Assistants and Project Managers will assist the Content Manager in developing the content. In this role, students practice taking direction from the Project Manager and collaborate with designers and assistants to complete tasks.



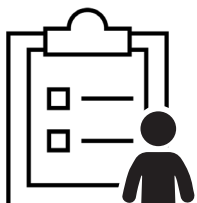
Assistant Copy Writer

The assistant role is a supportive role. Student works closely with the Copy Writer to support their tasks. The goal is to have assistants work up to the manger roles.



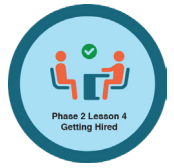
Multimedia Manager

In this role, the student will review the list of images the group brainstormed together. The student will help with the research of images and videos using a search engine. In this role, the student will either print or download images that the class finds. In this role, the student will cut out prints into a size that fits on your website.

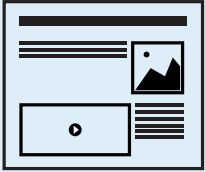


Assistant Multimedia Manager

The assistant role is a supportive role. Student works closely with the Multimedia Manager to support their tasks. The goal is to have assistants work up to the manger roles.



Web UI Designer



In this role, the student practices creating and managing all digital or printed graphics for the website. Working closely with the Copy Writer and Assistants, this student will use creative skills to make graphics and illustrations. Student will also create website layouts and practice using creative thinking and organizational skills.

Assistant Web UI Designer



The associate role is a supportive role. Student works closely with the Web UI Designer to support their tasks. The goal is to have assistants work up to the manger roles.



T1 BRAINSTORM YOUR JOB ROLE

EXIT TICKET A | WS.2.4.6.1

Directions: Answer the questions below to brainstorm your job role.

What is your job? _____

What responsibilities will you have? _____

What barriers will you face? _____

What new skills will you learn? _____



T2 BRAINSTORM YOUR JOB ROLE

EXIT TICKET A | WS.2.4.6.2

Directions: Complete these sentence starters to brainstorm your job role.

My job is _____ with the responsibilities

of _____,

_____, and _____. The

barriers I believe I will face are _____

_____.

The new skills I will learn are _____

_____.

_____.



T3 BRAINSTORM YOUR JOB ROLE

EXIT TICKET A | WS.2.4.6.3

Directions: Answer the questions below to brainstorm your job role.

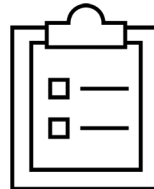
What is your job?



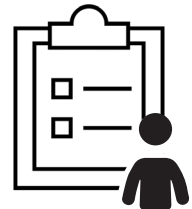
Project Manager



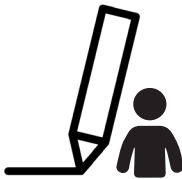
Copy Writer



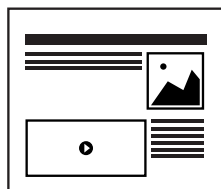
Multimedia Manager



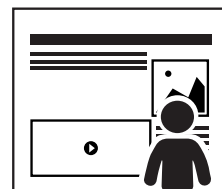
Assistant Multimedia Manager



Assistant Copy Writer



Web UI Designer



Assistant Web UI Designer



What responsibilities will you have?



Help the CEO



Follow directions



Write team member's activity



Tape or paste photo, text, icons



Write content



Use search engine



Summarize



Do NOT copy and paste content



Help write content



Review images



Choose images and videos



Print or download images



Help write content



Organize layouts



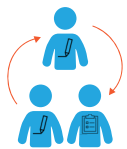
Place website elements



Review all website elements



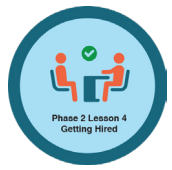
Help put together website



Collaborate with others



Cut the images



What barriers will you face?



Interruptions



My Computer Skills



My Data Entry Skills



Not a Team Player



Counting Money



Not Organized



Not a Good Writer



Not an Artist

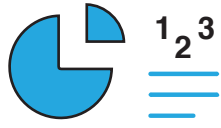
What new skills will you learn?



Listening



Computer Skills



My Data Entry Skills



Not a Team Player



Counting Money



Organization



Writing



Art



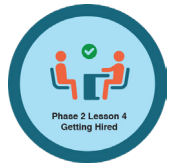
T2 FEEDBACK SENTENCE STARTER

EXIT TICKET B | WS.2.4.7.1

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 _____

	ASSIGNMENT COMPLETED? CIRCLE IF COMPLETED	DOLLAR EARNED	COO SIGNA-
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 _____