



Lesson 5: Problem Solving

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.

Lesson 4: Getting Hired

You Are Here → **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 Presentation | **Lesson 9:** Receiving Feedback

PHASE 4

BUILDING YOUR PORTFOLIO AND INTERVIEWING SKILLS

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

In **Phase 4** of the **Level 1 Work Simulation**, students draft their first resume, which will include their experience in their Digitability Work Simulation. Additionally, students learn to frame their strengths, interests and skills through a professional bio. Using these new assets, students will practice scheduling an interview and completing the formal interview process for a 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

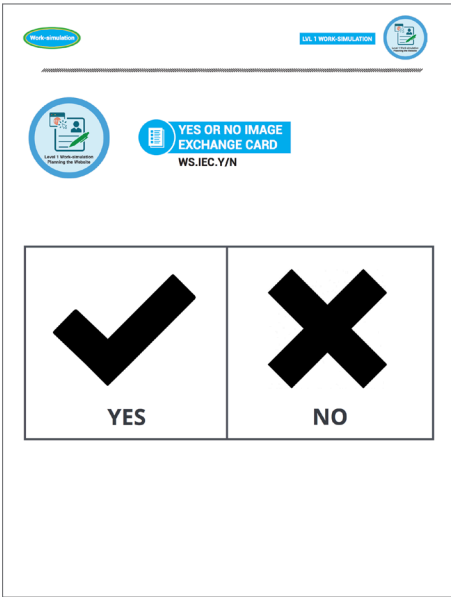
Lesson 13: Interview



WARM UP



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

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 on 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 **Brainstorming Barriers Worksheet WS.2.5.2** and **Image Exchange Cards WS.IEC.IMAGE** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

T1 BRAINSTORMING BARRIERS WORKSHEET
 GUIDED FACILITATION | WS.2.5.2.1

Directions: List the barriers you may face in your job role. Then write how you would solve this problem.

Jobs	Barriers & Solutions
Project Manager	Barrier _____ Solution _____
	Barrier _____ Solution _____
	Barrier _____ Solution _____
	Barrier _____ Solution _____
	Barrier _____ Solution _____
	Barrier _____ Solution _____

T2 BRAINSTORMING BARRIERS WORKSHEET
 GUIDED FACILITATION | WS.2.5.2.2

Directions: Write the correct solution on the barriers listed on the left.

Barriers	Solutions
Not getting website assets from others _____	A. Get upset
Not good with spreadsheets _____	B. Study the subject you don't know enough about
Not prepared with tape, or paste _____	C. Ask for help
Sky _____	D. Yell at other employees
	E. Ask someone for tape or paste
	F. Talk with your CEO

T3 BRAINSTORMING BARRIERS WORKSHEET
 GUIDED FACILITATION | WS.2.5.2.3

Directions: Read each barrier, tell whether you will face this barrier by pointing to YES/NO on the right side.

Barrier	Yes	No
Not sure how to use a search engine to research	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Cannot remember everything I learned	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Having trouble collaborating with other Content Writers	<input checked="" type="checkbox"/>	<input type="checkbox"/>

IMAGE EXCHANGE CARDS
 WS.IEC.IMAGE

Wake Up Late 	Lost Keys
Traffic 	Having trouble finding information

DIFFERENTIATION

- T1** Student completes **Brainstorming Barriers Worksheet [WS.2.5.2.1]**.
- T2** Student completes **Brainstorming Barriers Worksheet [WS.2.5.2.2]**.
- T3** Student completes **Brainstorming Barriers Worksheet [WS.2.5.2.3]** and **Image Exchange Cards [WS.IEC.IMAGE]**.



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. Ask, *“For a participation dollar, who can give me one example of a barrier that you may experience in the workplace?”*

Possible Answers: disagreement about the best photo, forgetting to complete a step, not meeting a deadline



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



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



6. Ask, *“For a participation dollar, what will you need to do when faced with barriers to getting your jobs/tasks completed?”*

Possible Answers: think of a solution, ask for help, research



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



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



8. Say, *“Review your Exit Ticket from yesterday. For a participation dollar, what possible barriers or problems may you face when working to complete your job tasks?”*

Possible Answers: misspelling words, pixelated images, misplacing assets, disagree on the best photo, forget to complete a step, not meeting a deadline



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



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

You can do the first one or two examples together as a class or have students complete independently.

Award at least four participation dollars.



10. Tell students, "I'm going to set a timer for ___ minutes. If you finish both sections in ___ minutes, you will earn \$___ for this task. If you finish both sections in ___ minutes (a longer interval), you will earn \$___ (a smaller dollar amount) in compensation."



11. Ask, "For a participation dollar, who can share the first barrier they think they may face when working toward completing their job tasks?"

Possible Answers: disagreeing on the best photo, forgetting to complete a step, not meeting a deadline



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



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



13. Ask, "For a participation dollar, how would you solve this problem?"

Possible Answers: think of a solution, ask for help, research



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



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

Repeat these questions for each student's job.

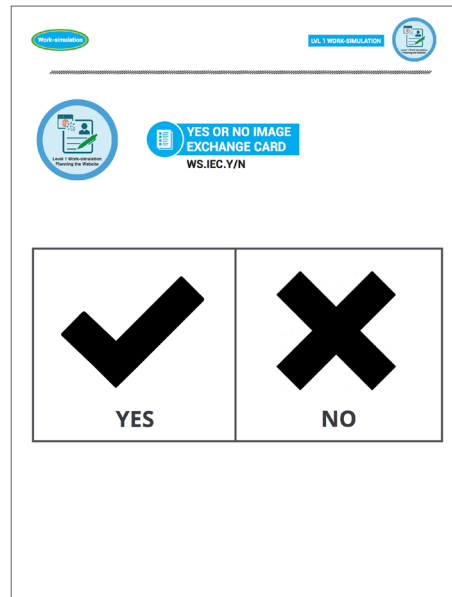
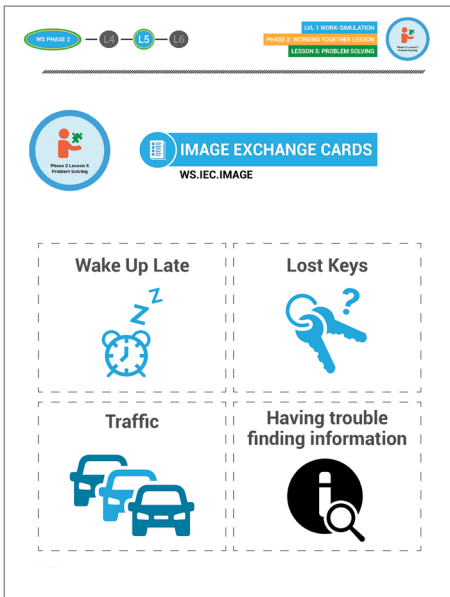
You can also list the barriers and solutions on the board, on chart paper or in a Google Doc that will be shared.



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 writes response down in notebook or on post-it OR the teacher rephrases prompt to a yes/no question; uses **Image Exchange Cards** [WS.IEC.IMAGE].
- T3** Student 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.

? 15. Ask, *“For a participation dollar, when you are stuck because someone has not given you what you need to complete your task, should you argue with that coworker?”*



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

+\$ 16. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase2.DollarTracker]

? 17. Ask *“For a participation dollar, What SHOULD you do if you are stuck because someone has not given you assets that you need to complete your task?”*



Possible Answers: communicate with your coworker, speak to your CEO about getting the assets

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

+\$ 18. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase2.DollarTracker]

? 19. Ask, *“For a participation dollar, if you are having trouble with something during your work day, what should you do?”*

Award at least four participation dollars.

Possible Answers: ask for help, research, take a moment

+\$ 20. Give Immediate Feedback and record workplace behavior earnings on the Dollar Earnings Tracker. [WS.Phase2.DollarTracker]



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

Award at least four participation dollars.



GUIDED ACTIVITY



Distribute **Problem Solving as a Team Worksheet WS.2.5.4** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.

LVL 1 WORK-SIMULATION
PHASE 2: WORKING TOGETHER LESSON
LESSON 5: PROBLEM SOLVING

T1 PROBLEM SOLVING AS A TEAM
GUIDED ACTIVITY | WS.2.5.4.1

Directions: List team barriers you may face. Brainstorm possible solutions to these barriers. Discuss these barriers and solutions with your partner(s).

Team Barriers _____

Possible Solutions _____

LVL 1 WORK-SIMULATION
PHASE 2: WORKING TOGETHER LESSON
LESSON 5: PROBLEM SOLVING

T2 PROBLEM SOLVING AS A TEAM
GUIDED ACTIVITY | WS.2.5.4.2

Directions: List team barriers you may face. Brainstorm possible solutions to these barriers. Discuss these barriers and solutions with your partner(s).

Team Barriers	Possible Solutions
No team members know how to use a search engine _____	A. Come to an agreement to have work done while at home
Cannot agree written content for the pages on the website. _____	B. Bring in another coworker like the project manager to come to an agreement of images/videos
Cannot agree on website images and videos _____	C. Study the subject you don't know enough about
Team members will be absent. _____	D. Bring in another coworker like the project manager to come to an agreement written content
	E. Argue with your coworker

LVL 1 WORK-SIMULATION
PHASE 2: WORKING TOGETHER LESSON
LESSON 5: PROBLEM SOLVING

T3 PROBLEM SOLVING AS A TEAM
GUIDED ACTIVITY | WS.2.5.4.3

Directions: List team barriers you may face. Brainstorm possible solutions to these barriers. Discuss these barriers and solutions with your partner(s).

Team Barriers	Possible Solutions
No team members know how to use a search engine _____	A. Come to an agreement to have work done while at home
Cannot agree written content for the pages on the website. _____	B. Bring in another coworker like the project manager to come to an agreement of images/videos
Cannot agree on website images and videos _____	C. Study the subject you don't know enough about
Team members will be absent. _____	D. Bring in another coworker like the project manager to come to an agreement written content
	E. Argue with your coworker



DIFFERENTIATION

T1 Student completes **Problem Solving as a Team Worksheet [WS.2.5.4.1]**.

T2 Student completes **Problem Solving as a Team Worksheet [WS.2.5.4.2]**.

T3 Student completes **Problem Solving as a Team Worksheet [WS.2.5.4.3]**.



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.

Pair students with a team member to collaborate.

Tell students who their partner will be for this next activity and direct them to sit next to their partner.



21. Tell students, *"I'm going to set a timer for ____ seconds. If you follow directions and sit with your partner, you will earn a Following Directions dollar."*



Use Positive Narration as students Follow Directions.



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



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

23. Tell students, *"You will take turns reading the list of barriers you wrote down and discussing your ideas for problem solving."*

Award at least four participation dollars.

Name each student in the pair that will go first. Say, *"[Student that will go first] will first describe his barriers and solutions. When he/she is done, [partner] will summarize what they heard."*



24. Say, *"I'm going to set a timer for ____ minutes. I know that you are on-task and collaborating during this time because I will see everyone communicating during this activity."*



Use Positive Narration as students begin following directions.



"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].



Reset timer for the second student to share and receive their feedback. Provide prompting as needed.

26. Tell students, *“Now, I want you to take turns discussing the list of barriers or problems you may experience when working together. How might you need help from your team? How will you solve these problems together?”*



27. Tell students, *“I’m going to set a timer for ___ minutes. I know that you are on-task and collaborating during this time because I will see everyone communicating during this activity.”*



Use Positive Narration as students begin following directions.



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



“Nice job following directions and earning a dollars class.”

Award at least four participation dollars.



EXIT TICKET (PART A)

Distribute **Brainstorm Your First Day of Work WS.2.5.5** 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 5: PROBLEM SOLVING

T1 BRAINSTORM YOUR FIRST DAY OF WORK
 EXIT TICKET A | WS.2.5.5.1

Directions: Answer the questions below to brainstorm your first day of work.

What is your job? _____

What will you be doing on your first day?

Who will you be collaborating with?

What barriers will you face?

WS PHASE 2 — L4 — L5 — L6

LVL 1 WORK-SIMULATION
 PHASE 2: WORKING TOGETHER LESSON
 LESSON 5: PROBLEM SOLVING

T2 BRAINSTORM YOUR FIRST DAY OF WORK
 EXIT TICKET A | WS.2.5.5.2

Directions: Complete these sentence starters to brainstorm your first day of work.

My job is _____. I will be working on _____ and _____.

I will be collaborating with _____ and _____. The barriers I may face are _____ and _____.

WS PHASE 2 — L4 — L5 — L6

LVL 1 WORK-SIMULATION
 PHASE 2: WORKING TOGETHER LESSON
 LESSON 5: PROBLEM SOLVING

T3 BRAINSTORM YOUR FIRST DAY OF WORK
 EXIT TICKET A | WS.2.5.5.3

Directions: Circle the correct image to answer the question below.

1. What is your job?

2. What will you be doing on your first day?

3. Point to who you will work with?

4. What barriers will you face?

DIFFERENTIATION

- T1** Using Tier 1 **Brainstorm Your First Day of Work** [WS.2.5.5.1], student answers questions on the lines provided.
- T2** Using Tier 2 **Brainstorm Your First Day of Work** [WS.2.5.5.2], student completes sentence starter to prepare for presentation.
- T3** Using Tier 3 **Brainstorm Your First Day of Work** [WS.2.5.5.3], student points to or circles the correct images.



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.

29. 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.

30. 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 (a longer interval) ___ minutes, 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 2 — L4 — L5 — L6

LVL 1 WORK-SIMULATION
 PHASE 2: WORKING TOGETHER LESSON
 LESSON 5: PROBLEM SOLVING

T2 FEEDBACK SENTENCE STARTER
 EXIT TICKET B | WS.2.5.6.1

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 5: PROBLEM SOLVING

IMAGE EXCHANGE CARDS
 WS.IEC.IMAGE

<p>Wake Up Late</p>	<p>Lost Keys</p>
<p>Traffic</p>	<p>Having trouble finding information</p>

Work-Simulation

LVL 1 WORK-SIMULATION

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

<p>YES</p>	<p>NO</p>
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DIFFERENTIATION

- T1** Student shares an on-topic verbal response.
- T2** Student completes **Feedback Sentence Starter** [WS.2.5.6] 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(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.



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



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

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



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

Award at least four participation dollars.

34. 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."*



35. 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?"



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

Award at least four participation dollars.



37. 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.



NEXT STEPS

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

39. 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.

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

41. 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.

42. 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)**.

ROLE	DESCRIPTION	ADULT ASSIGNED
CEO	Facilitates completion of planning list with @Team Grades docs Schedules planning docs to CDO 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 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 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 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 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 2






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 presenting their first day brainstorm presentation

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

Wake Up Late



Lost Keys



Traffic

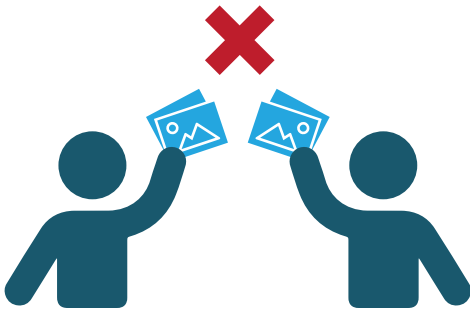


Having Trouble Finding Information

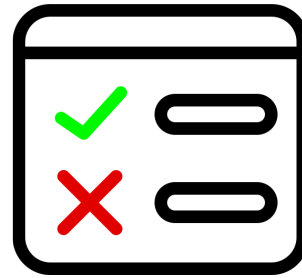




Disagree on the Best Photo



Forgetting to Complete a Step



Not Meeting a Deadline



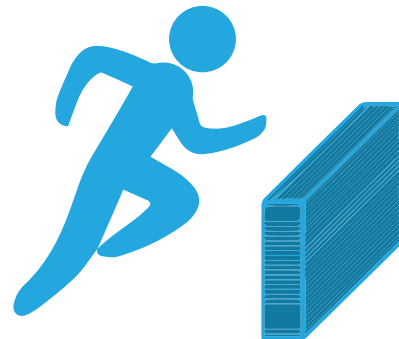
Tasks You Worked on Yesterday



Tasks You Will Work on Today



Obstacles To Completing Your Tasks





I Have A Question



Loved It



Confused



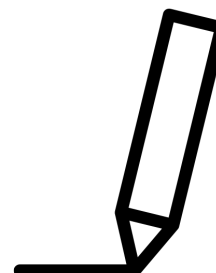
Great Details



Project Manager

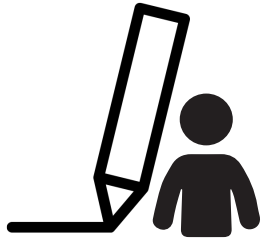


Copy Writer

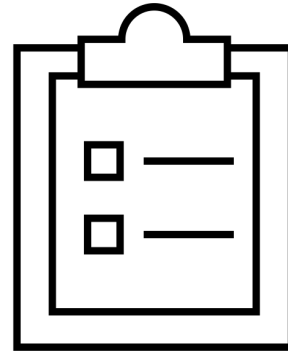




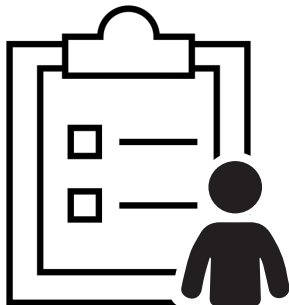
Assistant Copy Writer



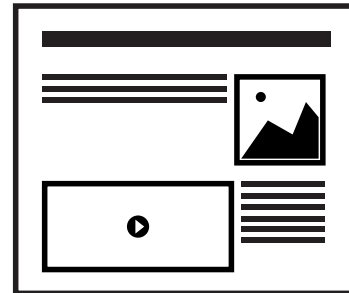
Multimedia Manager



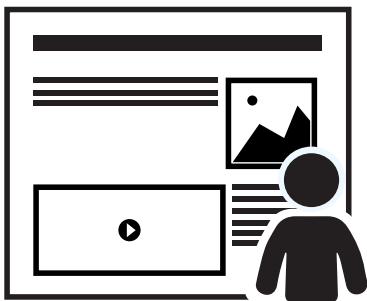
Assistant Multimedia Manager



Web UI Designer



Assistant Web UI Designer



Writing





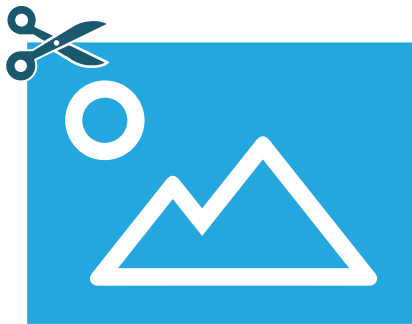
Research Images



Research Videos



Cut Out Images



Print Images



Communicate With Your Coworker



Speak to Your CEO

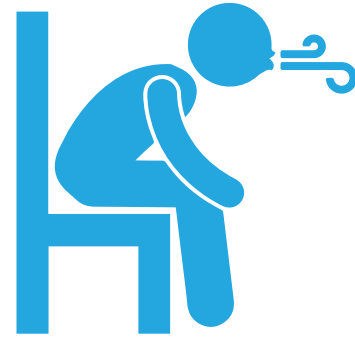




Ask For Help



Take a Moment



Misplacing Assets



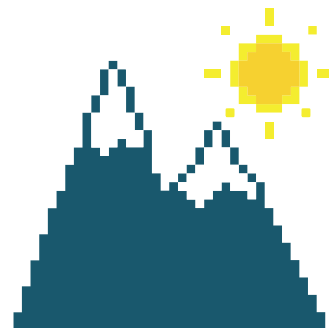
Think of a Solution



Misspell Words

e
Spilled

Pixelated Images






T1 BRAINSTORMING BARRIERS WORKSHEET

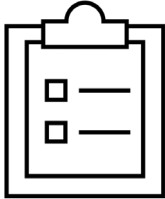

GUIDED FACILITATION | WS.2.5.2.1

Directions: List the barriers you may face in your job role. Then, for each barrier, write how you would solve these problems.

Jobs	Barriers & Solutions
	Barrier _____ Solution _____
	Barrier _____ Solution _____
Project Manager	Barrier _____ Solution _____
	Barrier _____ Solution _____


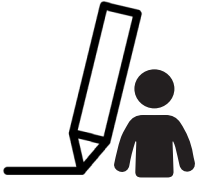


Directions: List the barriers you may face in your job role. Then, write how you would solve these problems.

Jobs	Barriers & Solutions
 <p>Multimedia Manager</p>	<p>Barrier _____</p> <p>Solution _____</p> <p>Barrier _____</p> <p>Solution _____</p> <p>Barrier _____</p> <p>Solution _____</p>
 <p>Assistant Multimedia Manager</p>	<p>Barrier _____</p> <p>Solution _____</p> <p>Barrier _____</p> <p>Solution _____</p> <p>Barrier _____</p> <p>Solution _____</p>


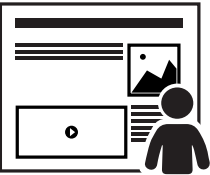


Directions: List the barriers you may face in your job role. Then, write how you would solve these problems.

Jobs	Barriers & Solutions
	Barrier _____ Solution _____
 Copy Writer	Barrier _____ Solution _____
	Barrier _____ Solution _____
	Barrier _____ Solution _____
 Assistant Copy Writer(s)	Barrier _____ Solution _____
	Barrier _____ Solution _____



Directions: List the barriers you may face in your job role. Then, write how you would solve these problems.

Jobs	Barriers & Solutions
 <p>Web UI Designer</p>	<p>Barrier _____</p> <p>Solution _____</p> <p>Barrier _____</p> <p>Solution _____</p> <p>Barrier _____</p> <p>Solution _____</p>
 <p>Assistant Web UI Designer(s)</p>	<p>Barrier _____</p> <p>Solution _____</p> <p>Barrier _____</p> <p>Solution _____</p> <p>Barrier _____</p> <p>Solution _____</p>



T2 BRAINSTORMING BARRIERS WORKSHEET

GUIDED FACILITATION | WS.2.5.2.2

Directions: Write the correct solution for the barriers listed on the left.



Project Manager

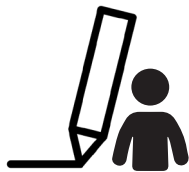
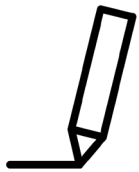
	Solutions
Not getting website assets from others _____	A. Get upset
Not good with spreadsheets _____	B. Study the subject you don't know enough about
Not prepared with tape or paste _____	C. Ask for help
You are shy _____	D. Yell at other employees
	E. Ask someone for tape or paste
	F. Talk with your CEO



T2 BRAINSTORMING BARRIERS WORKSHEET

GUIDED FACILITATION | WS.2.5.2.2

Directions: Write the correct solution for the barriers listed on the left.



Copy Writer/Assistant Copy Writer

Solutions

Not sure how to use a search engine to conduct research _____

Cannot remember everything I learned _____

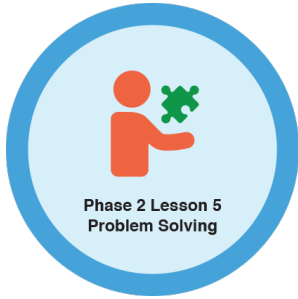
Having trouble collaborating with other Content Writers _____

A. Study the subject you don't know enough about

B. Go back to Digitability Search Bar lesson

C. Yell at other employees

D. Talk with your CEO



T2 BRAINSTORMING BARRIERS WORKSHEET

GUIDED FACILITATION | WS.2.5.2.2

Directions: Write the correct solution for the barriers listed on the left.



Multimedia Manager/Assistant Multimedia Manager

Solutions

Cannot agree on images and videos to use on the website _____

A. Talk with another coworker to come to an agreement

Not sure how to use a search engine to conduct research _____

B. Practice

Not good with scissors _____

C. Yell at other employees

Having trouble collaborating with other Multimedia Managers _____

D. Talk with your CEO

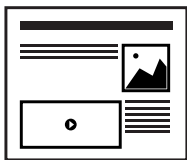
E. Go back to Digitability Search Bar lesson



T2 BRAINSTORMING BARRIERS WORKSHEET

GUIDED FACILITATION | WS.2.5.2.2

Directions: Write the correct solution for the barriers listed on the left.



Web UI Designer/Assistant Web UI Designer

Solutions

Having trouble organizing layouts of each webpage _____

A. Look at existing website layouts you like

Not sure where to put the website menu(s), photos, text or hyperlinks _____

B. Work with your project manager to see all the webpages

Having trouble collaborating with other Web UI Designers _____

C. Yell at other employees
 D. Talk with your CEO



T3 BRAINSTORMING BARRIERS WORKSHEET

GUIDED FACILITATION | WS.2.5.2.3

Directions: Read each barrier. Tell whether you will work to solve this barrier by pointing to YES/NO on the right side.



Copy Writer/Assistant Copy Writer

Not sure how to use a search engine to conduct research

 Yes	 No
---------	--------

Cannot remember everything I learned

 Yes	 No
---------	--------

Having trouble collaborating with other Content Writers

 Yes	 No
---------	--------



T3 BRAINSTORMING BARRIERS WORKSHEET

GUIDED FACILITATION | WS.2.5.2.3

Directions: Read each barrier. Tell whether you will work to solve this barrier by pointing to YES/NO on the right side.



Multimedia Manager/Assistant Multimedia Manager

Cannot agree on images and videos to use on the website

Yes	No

Not sure how to use a search engine to conduct research

Yes	No

Not good with scissors

Yes	No

Having trouble collaborating with other Multimedia Managers

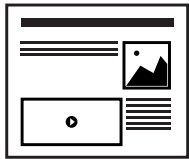
Yes	No



T3 BRAINSTORMING BARRIERS WORKSHEET



GUIDED FACILITATION | WS.2.5.2.3

Directions: Read each barrier. Tell whether you will work to solve this barrier by pointing to YES/NO on the right side.





Web UI Designer/Assistant Web UI Designer



Having trouble organizing layouts of each webpage

 Yes	 No
--	---

Not sure where to put the website menu(s), photos, text or hyperlinks

 Yes	 No
--	---

Having trouble collaborating with other Web UI Designers

 Yes	 No
--	---



T1 PROBLEM SOLVING AS A TEAM

GUIDED ACTIVITY | WS.2.5.4.1

Directions: List team barriers you may face. Brainstorm possible solutions to these barriers. Discuss these barriers and solutions with your partner(s).

Team Barriers _____

Possible Solutions _____



T2 PROBLEM SOLVING AS A TEAM

GUIDED ACTIVITY | WS.2.5.4.2

Directions: List team barriers you may face. Brainstorm possible solutions to these barriers. Discuss these barriers and solutions with your partner(s).

Team

Possible Solutions

No team members know how to use a search engine _____

A. Come to an agreement to have work done while at home

Cannot agree on written content for the pages on the website _____

B. Seek input/advice from the project manager to come to an agreement on images/videos

Cannot agree on website images and videos _____

C. Study the subject you don't know enough about

D. Argue with your coworker

Team members will be absent _____



T3 PROBLEM SOLVING AS A TEAM

GUIDED ACTIVITY | WS.2.5.4.3

Directions: List team barriers you may face. Brainstorm possible solutions to these barriers. Discuss these barriers and solutions with your partner(s).

Team

Possible Solutions

No team members know how to use a search engine _____



A. Come to an agreement to have work done while at home

Cannot agree on written content for the pages on the website _____



B. Bring in a coworker like the project manager to come to an agreement on images/videos

Cannot agree on website images and videos _____



C. Study the subject you don't know enough about

Team members will be absent _____



D. Argue with your coworker





T1 BRAINSTORM YOUR FIRST DAY OF WORK

EXIT TICKET A | WS.2.5.5.1

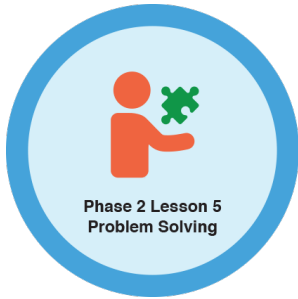
Directions: Answer the questions below to brainstorm your first day of work.

What is your job? _____

What will you be doing on your first day? _____

Who will you be collaborating with? _____

What barriers might you face? _____



T2 BRAINSTORM YOUR FIRST DAY OF WORK

EXIT TICKET A | WS.2.5.5.2

Directions: Complete these sentence starters to brainstorm your first day of work.

My job is _____ . I will be working on

_____ , _____ ,

_____ , and _____ . I

will be collaborating with _____ and

_____ . The barriers I might face are

_____ , _____ ,

and _____ .



T3 BRAINSTORM YOUR FIRST DAY OF WORK

EXIT TICKET A | WS.2.5.5.3

Directions: Circle the correct image to answer the questions below.

1. What is your job?



Multimedia Manager



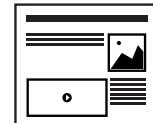
Assistant Multimedia Manager



Copy Writer



Assistant Copy Writer(s)



Web UI Designer



Assistant Web UI Designer(s)

2. What will you be doing on your first day?



Search Images



Search Videos



Write Content



Create Layouts



Cut images Out

3. Point to peers you will work with?

4. What barriers will you face?



Not sure how to use a search engine to conduct research



Not good with scissors



Having trouble writing



Not sure what layouts to make



Phase 2 Lesson 5
Problem Solving



Phase 2 Lesson 5
Problem Solving

T2 FEEDBACK SENTENCE STARTER

EXIT TICKET B | WS.2.5.6.1

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 _____

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 _____