



# Lesson 6: Time to Work

## Phase 2



## 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 jobs they would like to apply for.

**Lesson 1:** Brainstorming a Website | **Lesson 2:** Standup Meetings | **Lesson 3:** Applying for a Job

## PHASE 2

# WORKING TOGETHER

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 | **You Are Here → Lesson 6: Time to Work!**

## PHASE 3

# DEMO DAY

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

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

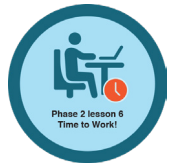
## PHASE 4

# BUILDING YOUR PORTFOLIO AND INTERVIEWING SKILLS

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

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

**Lesson 13:** Interview



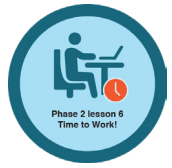
# EXECUTIVE TEAM PREPARATION



**Woo-hoo! You are ready to begin the employee training process. Your Executive Team will now work together to provide training, schedule deadlines and determine compensation amounts for each of your student employees.**

## Executive Team Next Steps:

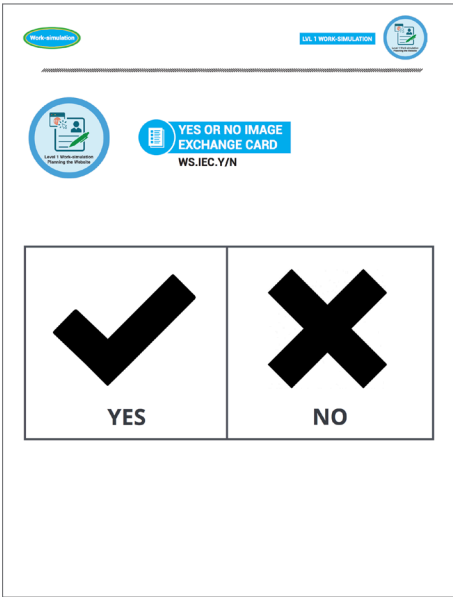
1. The Executive Team reviews the Employee Work Order forms for each job role and student. Each member of the Executive Team will choose which students they will support during the training process.
2. The Executive Team makes a plan for each employee they are training. This includes writing in the deadlines for each of the tasks that their employees need to complete. The Executives should also schedule the training appointment times for either individual employees or for a group of employees who will be collaborating (i.e. a content manager and an assistant content manager, etc.).
3. The Executive Team agrees on the total daily compensation available for all students. Then each Executive breaks down the incremental compensation amounts for each task and corresponding deadline. Additionally, the Executive Team should communicate when employee paychecks will be distributed and the hours when the “bank” is open and available to cash paychecks.
4. The Executive team decides if students will still receive full compensation if they do not meet the deadline. What steps can they take to manage their time, request help and communicate with their executive team if their job is being delayed?
5. Usually, during the first Work Simulation, the CEO (or lead teacher) will also serve as the Project Manager. However, you can decide to hire a student as a Project Manager based on their current level of independence and/or the leadership skills you want to develop.
6. Once the lesson plan has been completed, the Executive Team will roll out employee training and begin the Employment process. As a team, review the Executive Guide to Training and Employment prior to the start of the lesson.



# WARM UP



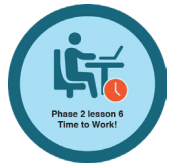
Distribute **Yes/No Image Exchange Cards WS.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



## 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. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

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."*



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

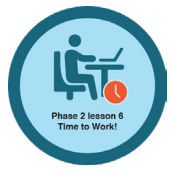


2. Give Immediate Feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase2.DollarTracker]

3. Facilitate the **Standup** process from Lesson 2. Refer to your **Standup Guide** or to 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**

Throughout the working process, Standups should be conducted every day. You can do a standup for the entire school day or at the beginning of your Digitability facilitation.



# GUIDED FACILITATION

Distribute the **Employee Training Process Worksheet WS.2.6.2** and **Image Exchange Cards WS.IEC.IMAGE** to students. See DIFFERENTIATION below to identify supplements needed for your students.

**T1 EMPLOYEE TRAINING PROCESS WORKSHEET**  
 GUIDED FACILITATION | WS.2.6.2.1

Employment Training is when you are taught a new skill or process that you will need to complete at work. Training can begin when you first start working for your new employer. You may receive training several times during your employment.

**Before Training:**

- Review your employment tasks.
- Prepare your questions.
- Confirm training date, time and location.

**During Training:**

- Meet your trainer and introduce yourself
- Discuss any personal assistance you may need for retaining information during training (ex do you need instructions written down)
- Listen carefully to your trainer
- Watch your trainer model tasks
- Take notes or record instructions using your phone or device if needed
- Practice the tasks
- Listen to feedback from your trainer
- Ask questions as needed

**T2 EMPLOYEE TRAINING PROCESS WORKSHEET**  
 GUIDED FACILITATION | WS.2.6.2.2

**Directions:** Look at the steps below, circle the questions you may have about the training process.

- Meet with your Trainer Introduce yourself
- Discuss any personal assistance you may need for retaining information during training (ex do you need instructions written down) Listen carefully to your trainer
- Watch your trainer model steps or activities
- Take notes or record instructions using your phone or device if needed

**IMAGE EXCHANGE CARDS**  
 WS.IEC.IMAGE

NAME: \_\_\_\_\_

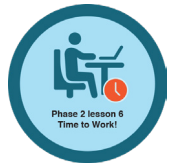
Address

Career Goals

Education

## DIFFERENTIATION

- T1** Student completes **Employee Training Process Worksheet [WS.2.6.2.1]**.
- T2** Student completes **Employee Training Process Worksheet [WS.2.6.2.2]**.
- T3** Student uses **Image Exchange Cards [WS.IEC.IMAGE]** to answer questions.



# PHOTO OPP

Capture images of your students working on this activity. Be sure to add a description of the image when you submit it to your Milestone form. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

4. Tell students: *"Today, you will begin your employment training."*



5. Ask, *"For a participation dollar, who can tell me what 'training' means?"*

**Possible Answers:** learning, practice, school



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



6. Give Immediate Feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker [WS.Phase2.DollarTracker].



7. Ask, *"Let's review what you can expect during your employee training process. For a participation dollar, who can tell Step #1 of the training process?"*

**Possible Answers:** review your employment tasks



**Award at least four participation dollars.**

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



8. Give Immediate Feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker [WS.Phase2.DollarTracker].



9. Ask, *"For a contribution dollar, can you think of any questions you want to ask about Step #1?"*

**Award at least four participation dollars.**



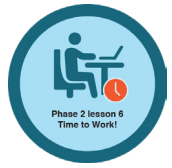
10. Give Immediate Feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker [WS.Phase2.DollarTracker].



*"Nice job contributing and earning a dollar, Marcus. Who else would like to share for a contribution dollar?"*

**Repeat and review each step with students answering any questions. Students can write their answers down in preparation for meeting with their trainer or circle their questions using the differentiated supplement.**

**Award at least four participation dollars.**



# INFORMAL ASSESSMENT

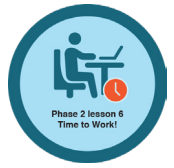


Distribute the **Image Exchange Cards WS.IEC.IMAGE** and **Yes/No Image Exchange Cards WS.IEC.Y/N** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Student shares an on-topic verbal response.
- T2** Student writes response down in notebook or points to Yes/No using **Yes/No Image Exchange Cards** for rephrased question(s) [WS.IEC.Y/N].
- 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. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



13. Ask, *“For a participation dollar, who can tell me what ‘training’ means?”*

**Possible Answers:** when you are taught a new skill or process, training can begin when you first start working, you may receive training several times during your employment



*“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].



15. Ask, *“For a participation dollar, who can name one step in the training process?”*

**Possible Answers:** review your employment tasks, prepare your questions, confirm training date, time and location



*“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 sharing dollar, who will tell me one of their questions for their trainer?”*

**Possible Answers:** what are the tasks I need to complete, who am I working with

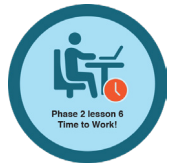


*“Nice job sharing and earning a dollar, Marcus. Who else would like to share for a sharing dollar?”*



18. 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 **Employee Work Orders WS.2.6.4** 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 6: TIME FOR WORK!

**WORK ORDER: WEB EDITOR** GUIDED ACTIVITY | WS.2.6.5

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

The project manager will help CEO oversee the production of all website assets.

Visit each team member or group of team members who are working together with the Project Manager. Take notes on what each student is doing using this form.

The Project Manager ensures that the project is completed by the company deadline and that all

NAME	WHAT ARE THEY DOING?	DID THEY HAVE A PROBLEM?	DID THEY SOLVE THE PROBLEM?	DOLLARS EARNED
Review each employee's daily tasks and deadlines.				
Check in with employees to see if they are running late or experiencing problems.				
Ask the Executive Team if any deadlines or work product requests have been changed or updated.				

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WS PHASE 2 — L4 — L5 — L6

LVL 1 WORK SIMULATION  
 PHASE 2: WORKING TOGETHER  
 LESSON 6: TIME FOR WORK!

**WORK ORDER: COPY WRITER** GUIDED ACTIVITY | WS.2.6.5

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
Do you have a Copy Writer Assistant helping you?	If yes, complete the next two rows. If no, skip to #1.			
Who is the Copy Writer Assistant?				
How did the Copy Writer Assistant help you?				
1. Review your work order form.			YES or NO	
2. What will you write about?			YES or NO	

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WS PHASE 2 — L4 — L5 — L6

LVL 1 WORK SIMULATION  
 PHASE 2: WORKING TOGETHER  
 LESSON 6: TIME FOR WORK!

**WORK ORDER: MULTIMEDIA MANAGER** GUIDED ACTIVITY | WS.2.6.5

Name: \_\_\_\_\_  
 Date: \_\_\_\_\_

DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
Do you have an Assistant Multi Media Manager helping you?	If yes, complete the next two rows. If no, skip to #1.			
Who is the Assistant Multi Media Manager?				
How did the Assistant Multi Media Manager help you?				
1. Review your work order form.			YES or NO	
2. Review the list of photos/videos			YES or NO	
3. Perform an image search to find photos from the list			YES or NO	

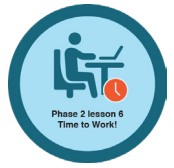
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## DIFFERENTIATION

**T1** Student completes **Employee Work Orders [WS.2.6.4]**.

**T2** Student completes **Employee Work Orders [WS.2.6.4]**.

**T3** Student completes **Employee Work Orders [WS.2.6.4]**.



# 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. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.

19. Tell students, *“Each of you has been hired for a specific job. Review your new responsibilities. If there is a step that is not clear or that you think you will need help with, check the box and write a checkmark on the steps that are clear that you don’t have questions about.”*

20. *“For a sharing dollar, someone tell me one of the tasks on their Work Order.”*

**Possible Answers:** How will I schedule meetings? Do I have an assistant? Where do I search images?



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



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



22. Ask, *“Do you have questions about this step? Do you think you will need help learning this step?”*

**Award at least four participation dollars.**

If a student answers “No,” ask them if there are any steps that they do have questions about. You can use probing questions to assess their level of understanding.

If the student answers “Yes,” tell them to put a checkmark next to that step and move on to Step #23 below.



23. Ask, *“For a sharing dollar, can you tell us what question you have about this step?”*

**Possible Answers:** I’m not sure what to put here

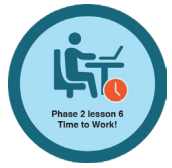



*“Nice job sharing and earning a dollar, Marcus. Who else would like to share for a sharing dollar?”*





24. Give Immediate Feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker [WS.Phase2.DollarTracker].

**Award at least four participation dollars.**



 25. Ask, *“For a participation dollar, write your questions in the ‘Notes’ section of your Work Order form.”*


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


 26. Give Immediate Feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker [WS.Phase2.DollarTracker].


 27. Ask, *“For a participation dollar, what will you do if you do not understand one of your employment tasks?”*

**Award at least four participation dollars.**


**Possible Answers:** ask an executive, look at your work order form

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

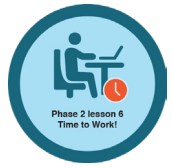
  
*“Nice job participating and earning a dollar, Marcus. Who else would like to share for a participation dollar?”*

 29. Say, *“I will set a timer for \_\_\_ minutes. Review the rest of your Work Order form and check any steps that you will need help with.”*

**Award at least four participation dollars.**

 30. Use Positive Narration and call out those students who are on-task or following directions, i.e. *“I see [Student] following directions and on-task. Good job reviewing your Work Order form and earning a following directions dollar.”*





# EXIT TICKET (PART 1): REVIEW DAILY WORK ORDER REFLECTION FORM

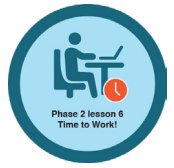


Distribute the **Work Order Reflection & Performance Review WS.2.6.5** to students. See **DIFFERENTIATION** below to identify supplements needed for your students.



## DIFFERENTIATION

- T1** Student completes **Work Order Reflection & Performance Review** [WS.2.6.5.1].
- T2** Student completes **Work Order Reflection & Performance Review** [WS.2.6.5.2].
- T3** Student completes **Work Order Reflection & Performance Review** [WS.2.6.5.3].



# 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. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



31. Ask, *“For a participation dollar, what is the name of this form?”*

**Possible Answers:** Work Order Reflection & Performance Review



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



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



33. Say, *“For a participation dollar, tell me what you think the purpose of this form is in the workplace.”*

**Possible Answers:** to understand what to do, to review our work

**Award at least four participation dollars.**



34. 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?”*



35. Ask, *“For a participation dollar, when do you think you should complete this form?”*

**Possible Answers:** at the end of the session, when im done

**Award at least four participation dollars.**



36. 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?”*

**\*\*You can prompt students with additional questions: “Every day? Every week?”**

37. Say, *“At the end of each work session, you will complete a Work Order Reflection Form. This will help you understand what you need to report to your team and to your employers during the Wrap Up Meeting at the end of your work session.”*

**Award at least four participation dollars.**



# EXIT TICKET (PART 2): WRAP UP MEETING

Distribute **Wrap Up Meeting Sentence Starters WS.2.6.6**, **Image Exchange Cards WS.IMAGE.IEC** and **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 6: TIME FOR WORK!

**T2 WRAP UP MEETING SENTENCE STARTERS**  
 WS.2.6.4

Today I: \_\_\_\_\_

\_\_\_\_\_

I worked with: \_\_\_\_\_

\_\_\_\_\_

While I was working, I experienced [two] problems:

\_\_\_\_\_

\_\_\_\_\_

To solve these problems, first I: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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WS PHASE 2 — L4 — L5 — L6

LVL 1 WORK SIMULATION  
 PHASE 2: WORKING TOGETHER  
 LESSON 6: TIME FOR WORK!

**IMAGE EXCHANGE CARDS**  
 WS.IMAGE.IEC

NAME: \_\_\_\_\_

Address

Career Goals

Education

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Work Simulation

LVL 1 WORK SIMULATION

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

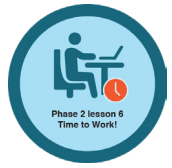
YES

NO



## DIFFERENTIATION

- T1** Student shares an on-topic verbal response.
- T2** Student completes **Wrap Up Meeting Sentence Starters [WS.2.6.6]** to give feedback about other students' summaries.
- T3** Teacher distributes **Image Exchange Cards [WS.IMAGE.IEC]** and **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. These images/videos/descriptions will be used to help create Student Work-Ready, Digital Portfolios.



38. Say, *“For a following directions dollar, let’s get into our Standup Circle.”*



Use Positive Narration to call out students who are following directions, i.e. *“I see [Student] getting up and walking to our Standup Circle. Good job earning a following directions dollar.”*



39. Ask, *“For a participation dollar, who can tell me what a Stand Up meeting is?”*

**Possible Answers:** a Standup is a meeting where you stand up and answer three questions



40. 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?”*



41. Ask, *“For a participation dollar, who can tell me when we have Standup?”*

**Award at least four participation dollars.**

**Possible Answers:** at the beginning of our work session, at the beginning of the day, morning, etc.



42. 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?”*

43. Say, *“A Wrap Up meeting is very similar to Standup, but this meeting happens at the end of the work session (or end of the day).”*

**Award at least four participation dollars.**

44. Say, *“We are going to begin the training process and then you will all begin working. At the end of the day/session, we will meet here to complete our Wrap Up.”*

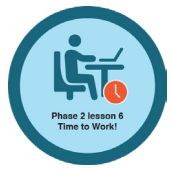


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45. *"We will now begin our training process. Each of our company's executives will announce who they will be working with and what time you will begin your training."*

**Students complete their work products.**

**Lesson plan 6 gets moved to Project Manager Process & Executive Training space. Good job earning a following directions dollar."**



# NEXT STEPS

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

EXECUTIVE DOLLAR TRACKER		
WS.Phase2.DollarTracker		
STUDENT NAME	PART 1 GETTING HIRED	PART 2 PROBLEM SOLVING

47. 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 CDO and used for check-writing by the CFO.			STUDENT NAME _____
PHASE	ASSIGNMENT COMPLETED? CIRCLE IF COMPLETED	DOLLAR EARNED	CDO SIGNATURE
PHASE 1	1. Brainstorming a Website	1. \$ _____	_____
	2. Meet to Develop Meetings	2. \$ _____	_____
	3. Applying for a Job	3. \$ _____	_____
PHASE 2	4. Getting Hired	4. \$ _____	_____
	5. Problem Solving	5. \$ _____	_____
	6. Time to Work	6. \$ _____	_____
PHASE 3	7. Preparing Your Demos	7. \$ _____	_____
	8. Practicing Your Presentation	8. \$ _____	_____
	9. Receiving Feedback	9. \$ _____	_____
PHASE 4	10. Starting Your Resume	10. \$ _____	_____
	11. Drafting Your Bio	11. \$ _____	_____
	12. Submitting Your Bio with Executives	12. \$ _____	_____
13. Interview and (Thank You)	13. \$ _____	_____	
Final Project Grade	Total \$ _____	4 Signatures _____	_____

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

49. Please submit your narrative and photos/videos online using the Milestone form found at [digitability.com/milestone6](http://digitability.com/milestone6). Contact your Implementation Coach if you need help or have a question.

PHOTO OPP GUIDE	
<p><b>Directions:</b> Use this form to brainstorm your Milestone submission. You can submit your Milestone assets using your <b>Teacher Resources Portal</b> at <a href="http://digitability.com/">digitability.com/</a> teacherresources. We included some suggestions but feel free to submit what you think is most important to capture your implementation!</p>	
<p><b>Suggested Capture:</b>                      Videos/photos of students presenting their first day brainstorm presentation                      Videos/photos of differentiation for students with english/receptive language needs                      Videos/photos of students completing supplements and these completed supplements</p>	
<p><b>Narrative:</b>                      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.</p>	
<p>_____                      _____                      _____                      _____</p>	
<p><small>*Refer to the How To Take a Good Video/Photo resource in Lesson 1 supplements</small></p>	

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

EXECUTIVE TEAM BUILDING SIGN UP WS.1.2.F		
ROLE	DESCRIPTION	ADULT ASSIGNED
CEO	<ul style="list-style-type: none"> <li>Facilitates completion of planning list with @TIME</li> <li>Grades discs</li> <li>Delivers planning discs to CDO for approval</li> </ul>	
COO	Review each student's to do list and approve their Website Planning Earnings	
CFO	<ul style="list-style-type: none"> <li>Writes the checks.</li> <li>Tracks student daily behaviors</li> </ul>	

EXECUTIVE TEAM BUILDING DESCRIPTIONS WS.1.1.F	
<p><b>FACILITATOR ROLES:</b>                      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.</p>	
<p><b>Chief Executive Officer (CEO): Lead Facilitator</b>                      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.</p>	
<p><b>Chief Operations Officer (COO): Co-Facilitator or Assistant Facilitator</b>                      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.</p>	
<p><b>Chief Financial Officer (CFO): Co-Facilitator or Assistant Facilitator - Other Aid</b>                      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.</p>	



# Executive Guide To Training and Employment

In this lesson, you are rolling out the training and employment process for this project. This is where students will work both independently and as a team to complete the project chosen.

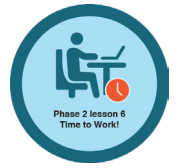
Use this guide to manage your employees each day.

## Phase 2



TechCrunch





# DURING EMPLOYEE TRAINING

1. Introduce yourself: Give your name, title and your role in the company. Explain how you support and supervise their work.
2. Ask if each employee has any specific needs or requests that will help make their training successful. This is a good time to make students aware of specific accommodations that they may need for future work experience.
3. Check in with your employee and ask questions to assess comprehension.
4. Model steps with detail, explaining what you're doing and why you are doing it.
5. Model or describe potential barriers they may experience and work through a problem-solving process so that, if the student experiences this barrier, they can recall a potential solution.
6. Be sure that your employee is taking notes. If they are recording the training, they should still take notes or otherwise actively participate in the process.
7. Ask the employee to execute the task that you have modeled. Do this throughout the process to give them hands-on experience with the task. This will also allow you to address any mistakes or gaps in comprehension.
8. Provide feedback to the employee after they model the steps. Be sure to use the Sandwich Approach (see Sandwich Approach Supplement in this Executive Guide).
9. Ask the employee to repeat the feedback they received from you.
10. Ask a probing question regarding the feedback to assess their comprehension.
11. Ask the employee if they have any other questions.



# Provide Students Feedback with The Sandwich Approach

Receiving, processing, and acting upon conclusions drawn from feedback is a critical, 21st century skill that students must master. One method of safely delivering critical feedback to students is to utilize the Sandwich Approach. The Sandwich Approach is a communication method that aims to wrap a piece of critical feedback within a positive observation and a motivating statement.



## Positive

**What did you love about their presentation? Is there a skill they have been working on that you could celebrate?**



## Critique

**What could have been better? What questions do you have about their presentation or topic?**



## Motivation to Grow

**Positively frame action items and next steps. Then, wrap it up with a compliment!**

### Example:

[student finishes presenting their Exit Ticket]

“Julian, I thought you did a great job presenting because of how clearly and slowly you spoke so that we could hear your details.” **(Positive)**

I do have a question though: “insert question and have student answer.” **(Question)**

“I see, ok. And the last thing I wanted to say is that I know how hard you have been working to speak more clearly when you are nervous, and I think you are going to continue improving, so keep up the great effort!.” **(Motivation to Grow)**



# DAILY EMPLOYMENT ROUTINES



Conduct Standup Meetings at the beginning of your work sessions.



The Project Manager and Executive Team should supervise and manage employees throughout the day, checking progress or helping resolve barriers experienced.

\*\* If you have a student hired as the Project Manager, decide how often throughout the daily work session you will check in with them.



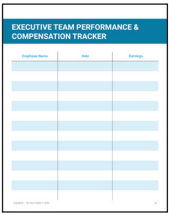
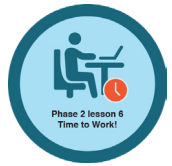
At the end of the work session, be sure that all students have requested their Daily Work Order Reflection form from the Project Manager. The Project Manager is expected to complete a form, as well. This can also be completed in a notebook or by using Digitability's Google Template Gallery for the Google Sheets version of the Daily Work Order Reflection Form.



After employees complete their Daily Work Order Reflection form, they will attend the Daily Wrap Up meeting. Employees can bring their Daily Work Order Reflection form to help guide their Wrap Up speaking points.



Once Wrap Up is complete, the Project Manager will collect all Daily Work Order Reflection forms and score them. Once the forms are scored, they will be delivered to the Executive Team member responsible for reviewing employee performance. The money will then be tracked in the student account to be issued during payday.



\*\*The scores from the Daily Work Order Reflection form can be tracked in the Executive Team Performance & Compensation Trackers (included in this guide). This can also be completed in a teacher notebook, spreadsheet or by using Digitability's Google Template Gallery resource named Executive Team Performance & Compensation Tracker).



Remind students that their compensation is based on their performance and the dates which paychecks are issued.



**\*\*Let students know that they can work with the CFO if they need financial planning assistance in order to pay virtual bills and purchase desired rewards.**





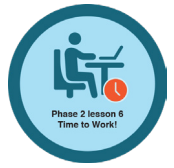
# Supplemental Materials

## Phase 2



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# STANDUP GUIDE

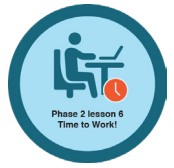


A **Standup** is a meeting style used in the software/tech community. Usually no more than 15 minutes, each individual in the group participates in Stand Up by sharing three pieces of information:

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 Stand Up meeting. See  **DIFFERENTIATION** for this activity to identify supplements needed for your students.

Refer to **Lesson 2: Stand Up Meetings** if you need more information about running a Stand Up 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](http://digitability.com/teacherresources). We included some suggestions, but feel free to submit what you think is most important to capture your implementation!

## Suggested Capture:

Videos/photos of students presenting the planning session summary

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

Videos/photos of students completing supplements and those completed supplements

## Narrative:

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

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

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

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



# IMAGE EXCHANGE CARDS

WS.IEC.IMAGE

NAME: \_\_\_\_\_



Address

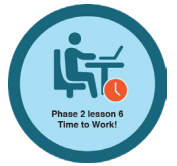


Career Goals



Education





### Tasks You Will Work on Today



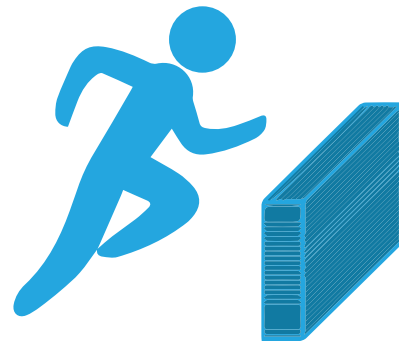
### Tasks You Worked on Yesterday



### I Have A Question



### Obstacles To Completing Your Tasks

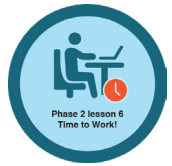


### Confused



### Great Details





Loved It



Learning



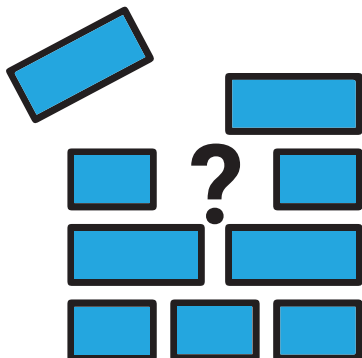
Practice



Review Tasks



Prepare Questions



Confirm Date and Location

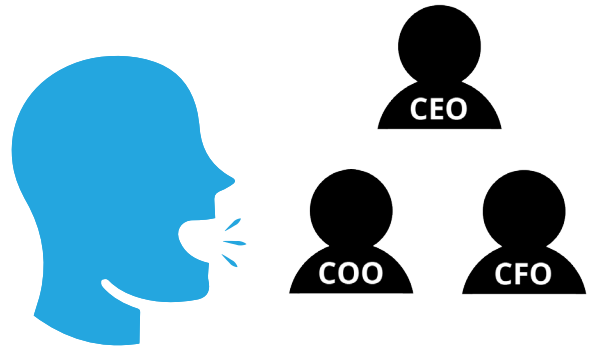




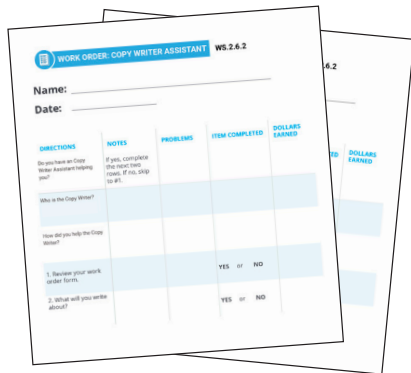
### Who's My Partner?



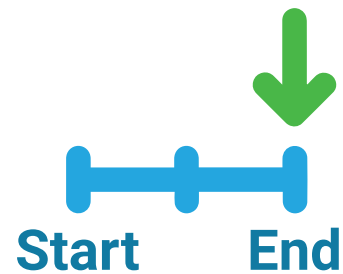
### Ask Executives



### See Work Order Form



### End of the Session



### When I'm Done





# T1 EMPLOYEE TRAINING PROCESS WORKSHEET

## GUIDED FACILITATION | WS.2.6.2.1

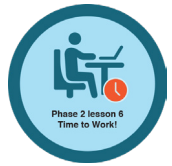
Employment Training is when you are taught a new skill or process that you will need to complete at work. Training can begin when you first start working for your new employer. You may receive training several times during your employment.

### Before Training:

- Review your employment tasks
- Prepare your questions
- Confirm training date, time and location

### During Training:

- Meet your trainer and introduce yourself
- Discuss any personal assistance you may need for retaining information during training (ex: Do you need instructions written down?)
- Listen carefully to your trainer
- Watch your trainer model the tasks for you
- Take notes and/or record instructions using your phone/device (if needed)
- Practice the tasks your trainer models
- Listen to feedback from your trainer
- Ask questions (as needed)



### After Training:

After you complete your work each day, you will complete a Work Order Reflection form and submit it to your Project Manager. This reflection will be scored, and you will receive your compensation based on your productivity.

- Request a Work Order Reflection form from your Project Manager
- Complete the Work Order Reflection form
- Use your reflection during your Wrap Up meeting. Your Wrap Up meeting will be held at the end of the work session
- Submit Work Order Reflection form to your Project Manager

### Draft Questions You Might Have About This Process:

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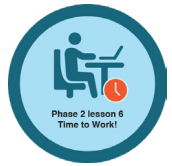
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# T2 EMPLOYEE TRAINING PROCESS WORKSHEET

## GUIDED FACILITATION | WS.2.6.2.2

**Directions:** Look at the steps below and circle the questions you have about the training process.



Meet with your trainer to introduce yourself.



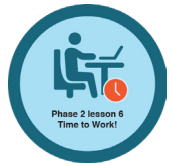
Discuss any personal assistance you may need for retaining information during training (ex: Do you need instructions written down?). Listen carefully to your trainer.



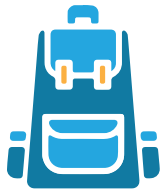
Watch your trainer model steps or activities.



Take notes or record instructions using your phone/device (if needed).



How long will training last?



Do I need to bring anything to training?



Will I train in a group?



Can I record the training (video, photos, audio)?

Draw your own question in the box below.



**WORK ORDER: WEB EDITOR**

**GUIDED ACTIVITY | WS.2.6.5**

**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

The Project Manager will help the CEO oversee the production of all website assets.

Visit each team member or group of team members who are working together with the Project Manager. Take notes on what each student is doing using this form.

The Project Manager ensures that the project is completed by the company deadline and that all work products have been delivered as requested.

<p><b>NAME</b></p> <p>Review each employee's daily tasks and deadlines.</p>	<p><b>WHAT ARE THEY DOING?</b></p>	<p><b>DID THEY HAVE A PROBLEM?</b></p>	<p><b>DID THEY SOLVE THE PROBLEM?</b></p>	<p><b>DOLLARS EARNED</b></p>
<p>Check in with employees to see if they are running late or experiencing any problems.</p>				
<p>Ask the Executive Team if any deadlines or work product requests have been changed or updated</p>				





Phase 2 lesson 6  
Time to Work!



NAME	WHAT ARE THEY DOING?	DID THEY HAVE A PROBLEM?	DID THEY SOLVE THE PROBLEM?	DOLLARS EARNED



Phase 2 lesson 6  
Time to Work!



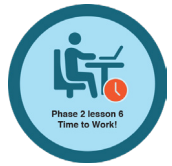
**WORK ORDER: COPY WRITER**

**GUIDED ACTIVITY | WS.2.6.5**

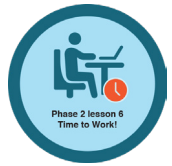
**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
Do you have an Copy Writer Assistant helping you?	If yes, complete the next two rows. If no, skip to #1.			
Who is the Copy Writer Assistant?				
How did the Copy Writer Assistant help you?				
1. Review your work order form.			YES or NO	
2. What will you write about?			YES or NO	



DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
<p>3. What keywords will you search?</p>			<p>YES or NO</p>	
<p>Using a search engine, type in the keywords you listed to begin researching.</p>			<p>YES or NO</p>	
<p>Cite your sources and summarize</p>	<p>Website #1</p> <p>Name:</p> <p>URL:</p>	<p>Summarize what you learned from this website (do not copy):</p>	<p>YES or NO</p>	
	<p>Website #2</p> <p>Name:</p> <p>URL:</p>	<p>Summarize what you learned from this website (do not copy):</p>	<p>YES or NO</p>	
	<p>Website #3</p> <p>Name:</p> <p>URL:</p>	<p>Summarize what you learned from this website (do not copy):</p>	<p>YES or NO</p>	



DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
4. Schedule a meeting with Photo/video Content Manager.			YES or NO	
5. Review photos download or printed.			YES or NO	
6. Will any of these photos support the content that you have written? If yes, list each photo by describing the content of the image			YES or NO	
7. If no, how will you help the photo manager find the right photos?				



Phase 2 lesson 6  
Time to Work!



## WORK ORDER: COPY WRITER ASSISTANT

### GUIDED ACTIVITY | WS.2.6.5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
Do you have an Copy Writer Assistant helping you?	If yes, complete the next two rows. If no, skip to #1.			
Who is the Copy Writer?				
How did you help the Copy Writer?				
1. Review your work order form.			YES or NO	
2. What will you write about?			YES or NO	



DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
3. What keywords will you search?			YES or NO	
Using a search engine, type in the keywords you listed to begin researching.			YES or NO	
Cite your sources and summarize	Website #1 Name: URL:	Summarize what you learned from this website (do not copy):	YES or NO	
	Website #2 Name: URL:	Summarize what you learned from this website (do not copy):	YES or NO	
	Website #3 Name: URL:	Summarize what you learned from this website (do not copy):	YES or NO	



DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
4. Schedule a meeting with Photo/video Content Manager.			YES or NO	
5. Review photos download or printed.			YES or NO	
6. Will any of these photos support the content that you have written? If yes, list each photo by describing the content of the image			YES or NO	
7. If no, how will you help the photo manager find the right photos?				



## WORK ORDER: MULTIMEDIA MANAGER

### GUIDED ACTIVITY | WS.2.6.5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
Do you have an Assistant Multi Media Manager helping you?	If yes, complete the next two rows. If no, skip to #1.			
Who is the Assistant Multi Media Manager ?				
How did the Assistant Multi Media Manager help you?				
1. Review your work order form.			YES or NO	
2. Review the list of photos/videos			YES or NO	
3. Perform an image search to find photos from the list			YES or NO	





DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
4. Print or download the photos that you think are the best for the website.			YES or NO	
5. Schedule a meeting with the content writer.			YES or NO	
6. Review the Content Writer's research. What did he write about?			YES or NO	
7. Do you have photos printed or download that will support the content that he has written? If yes, list each photo by describing the content of the image.			YES or NO	
8. If no, how will you find the right photos for the content and the website?			YES or NO	



# WORK ORDER: ASSISTANT MULTI MEDIA MANAGER

## GUIDED ACTIVITY | WS.2.6.5

Name: \_\_\_\_\_

Date: \_\_\_\_\_

DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
Do you have an Assistant Multi Media Manager helping you?	If yes, complete the next two rows. If no, skip to #1.			
Who is the Multi Media Manager?				
How did you help the Multi Media Manager?				
1. Review your work order form.			YES or NO	
2. Review the list of photos/videos			YES or NO	
3. Perform an image search to find photos from the list			YES or NO	



DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
4. Print or download the photos that you think are the best for the website.			YES or NO	
5. Schedule a meeting with the content writer.			YES or NO	
6. Review the Content Writer's research. What did he write about?			YES or NO	
7. Do you have photos printed or download that will support the content that he has written? If yes, list each photo by describing the content of the image.			YES or NO	
8. If no, how will you find the right photos for the content and the website?			YES or NO	



Phase 2 lesson 6  
Time to Work!



## WORK ORDER: WEB UI DESIGNER

### GUIDED ACTIVITY | WS.2.6.5

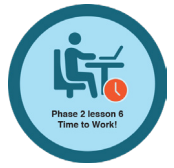
**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
Do you have a Web UI Design Assistant helping you?	If yes, complete the next two rows. If no, skip to #1.			
Who is your Web UI Design Assistant?				
How will the Web UI Design Assistant help you?				
1. Review your work order form.			YES or NO	
2. Review the list of pages, photos, text and hyperlinks.			YES or NO	
3. Schedule a meeting with team members to get their photos, text and hyperlinks.			YES or NO	



DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
4. Review team member's work. Did they collect the right content?			YES or NO	
5. If no, how will you get the correct content?			YES or NO	
6. Lay out where all pictures, text and hyperlinks will go.			YES or NO	
7. Did you place all of the pictures with the correct content?			YES or NO	
8. Have team members review your layout.			YES or NO	



**WORK ORDER: WEB UI DESIGN ASSISTANT**

**GUIDED ACTIVITY | WS.2.6.5**

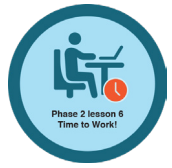
**Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
Do you have a Web UI Design Assistant helping you?	If yes, complete the next two rows. If no, skip to #1.			
Who is the Web UI Designer?				
How will you help the Web UI Designer?				
1. Review your work order form.			YES or NO	
2. Review the list of pages, photos, text and hyperlinks.			YES or NO	
3. Schedule a meeting with team members to get their photos, text and hyperlinks.			YES or NO	



DIRECTIONS	NOTES	PROBLEMS	ITEM COMPLETED	DOLLARS EARNED
4. Review team member's work. Did they collect the right content?			YES or NO	
5. If no, how will you get the correct content?			YES or NO	
6. Lay out where all pictures, text and hyperlinks will go.			YES or NO	
7. Did you place all of the pictures with the correct content?			YES or NO	
8. Have team members review your layout.			YES or NO	



Click Edit and create your own amazing website [Read more](#) [Edit this site](#)

# NAME OF SITE

HOME
ABOUT
SERVICES
CONTACT

I'm a paragraph. Click here to add your own text and edit me. It's easy. Just click "Edit Text" or double click me to add your own content and make changes to the font. Feel free to drag and drop me anywhere you like on your page. I'm a great place for you to tell a story and let your users know a little more about you. This is a great space to write long text about your company and your services. You can use this space to go into a little more detail about your company. Talk about your team and what services you provide. Tell your visitors the story of how you came up with the idea for your business and what makes you different from your competitors. Make your company stand out and show your visitors who you are.

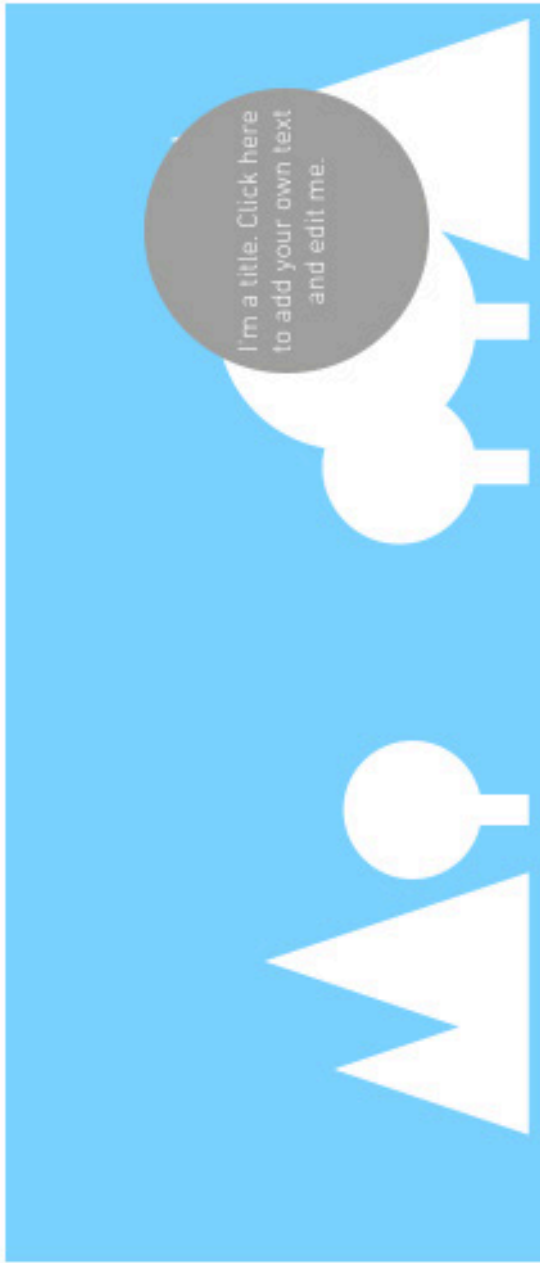
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HOME ABOUT SERVICES CONTACT



I'm a paragraph. Click here to add your own text and edit me. It's easy. Just click "Edit Text" or double click me to add your own content and make changes to the font.



I'm a paragraph. Click here to add your own text and edit me. It's easy. Just click "Edit Text" or double click me to add your own content and make changes to the font.



I'm a paragraph. Click here to add your own text and edit me. It's easy. Just click "Edit Text" or double click me to add your own content and make changes to the font.

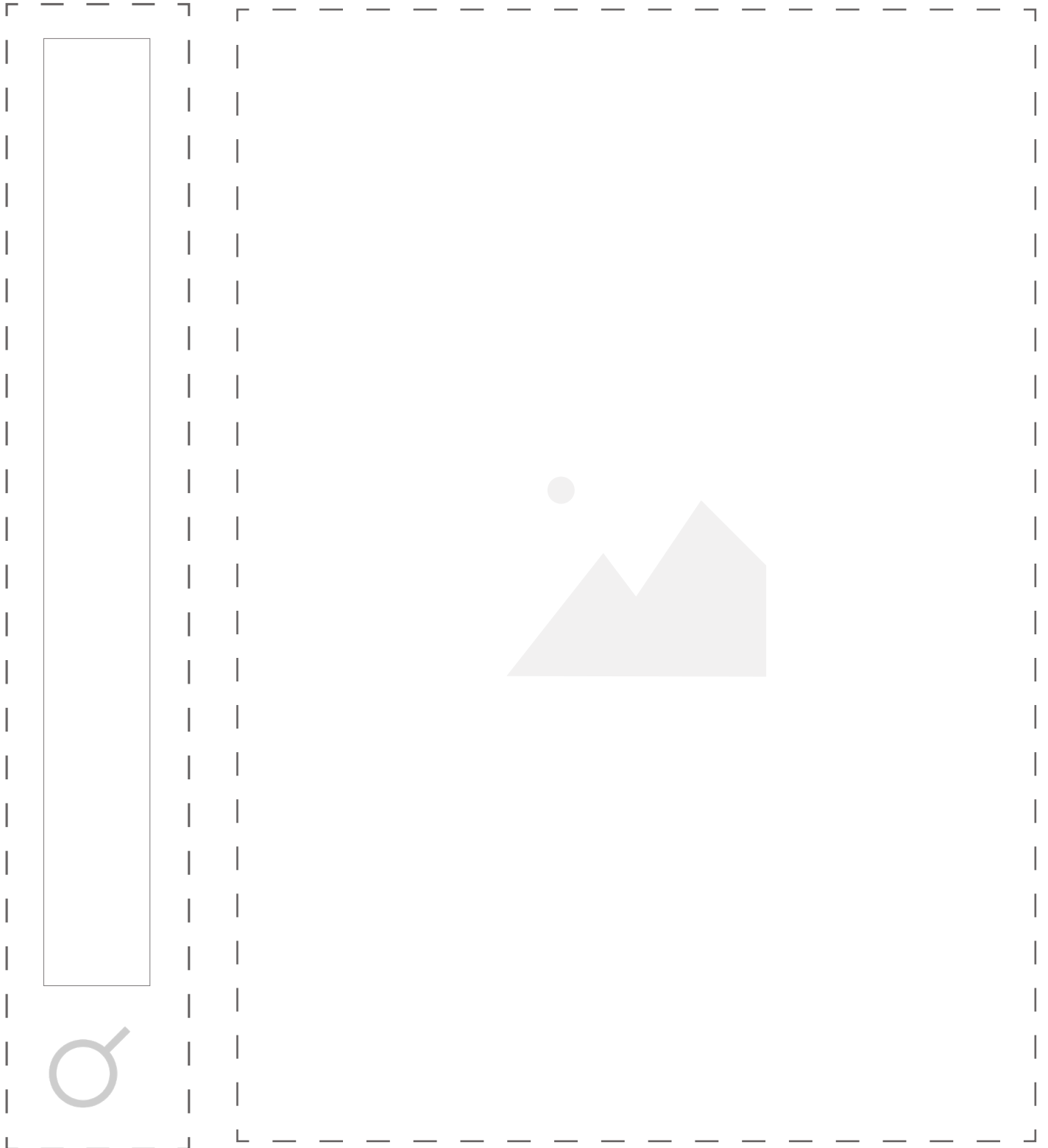
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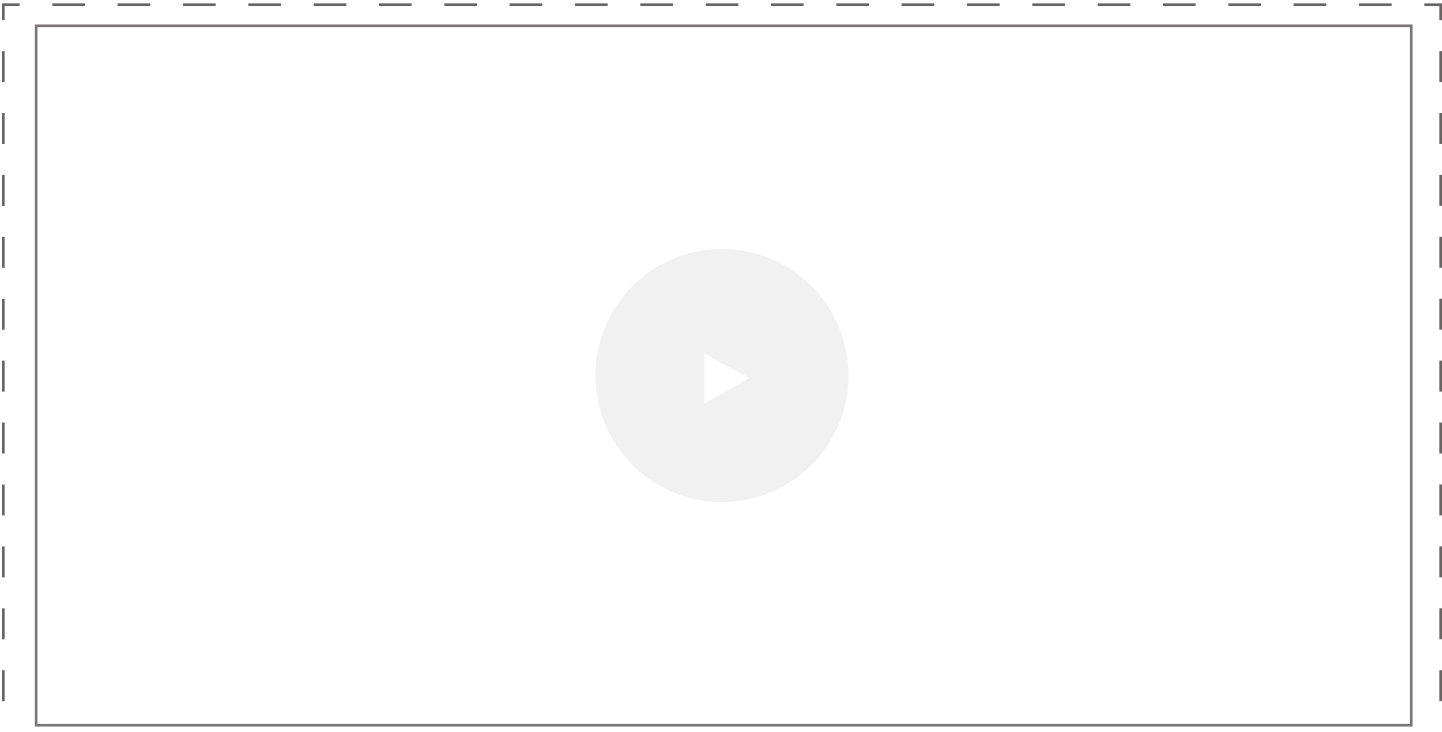


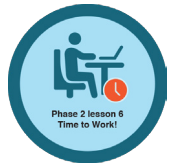
# WEBSITE CUT OUTS

## WS.2.6.3

Cut these pieces out and create your own wire frames on a board or paper.



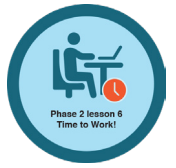




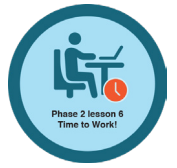
Large dashed rectangular area for drawing or writing.

MENU

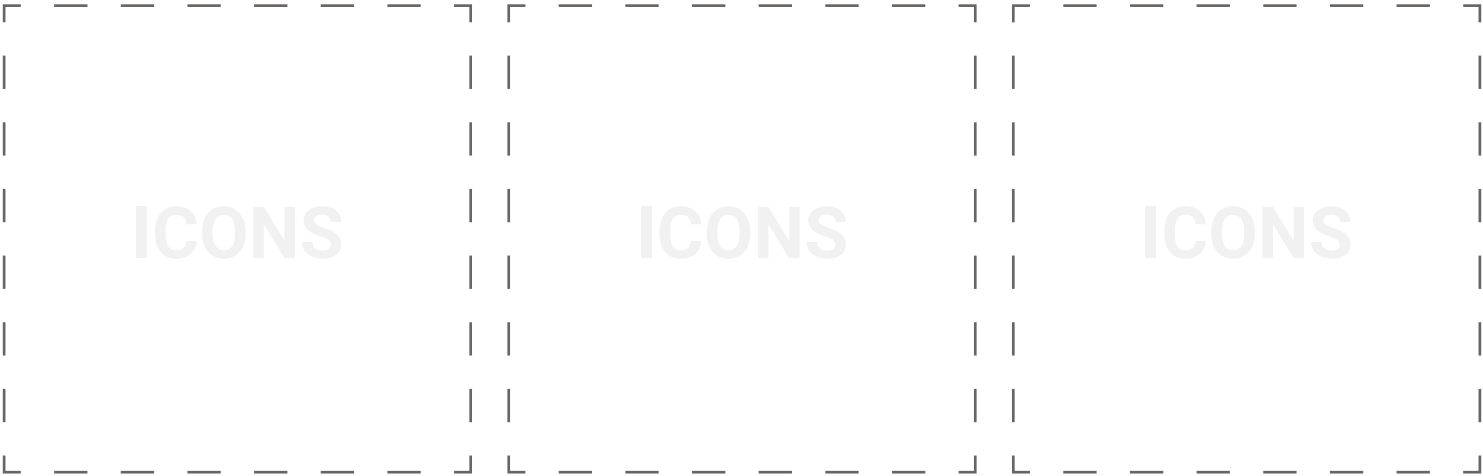
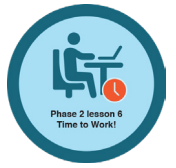
Vertical column of ten dashed rectangular boxes, each containing the word 'HYPERLINK' in a light gray font.

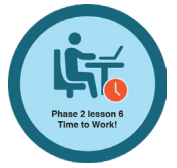


HEADING



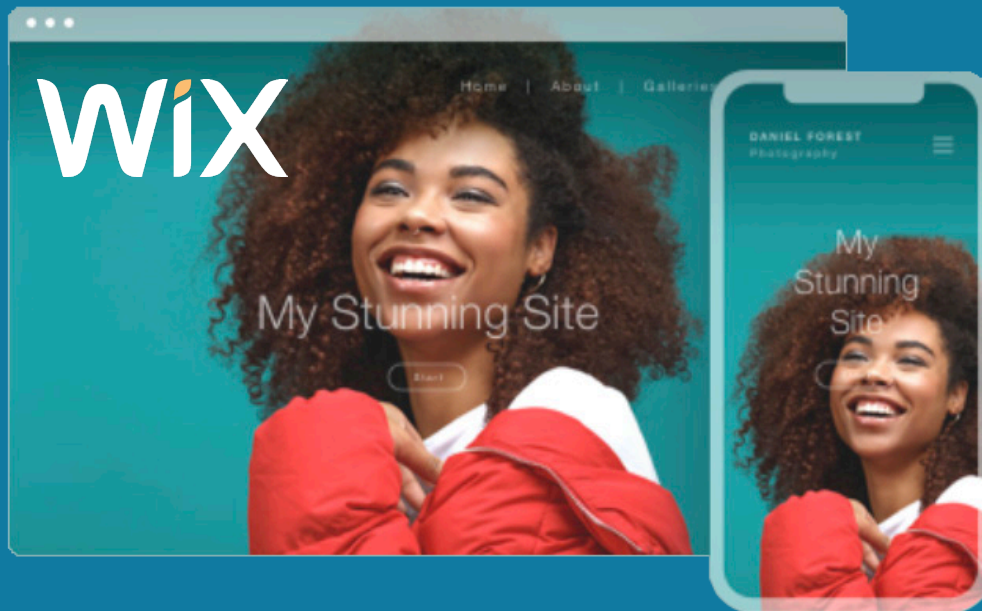
HEADING	TEXT
---------	------





NAV	NAV	NAV	NAV
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# Creating a Wix Website

Throughout Level 1 Internet Navigator, students have been building conceptual knowledge of the internet and showing generalization of these skills through reading, writing and math activities. Now, as a group, students will apply this conceptual understanding of the internet to create a classroom website together on wix.com.

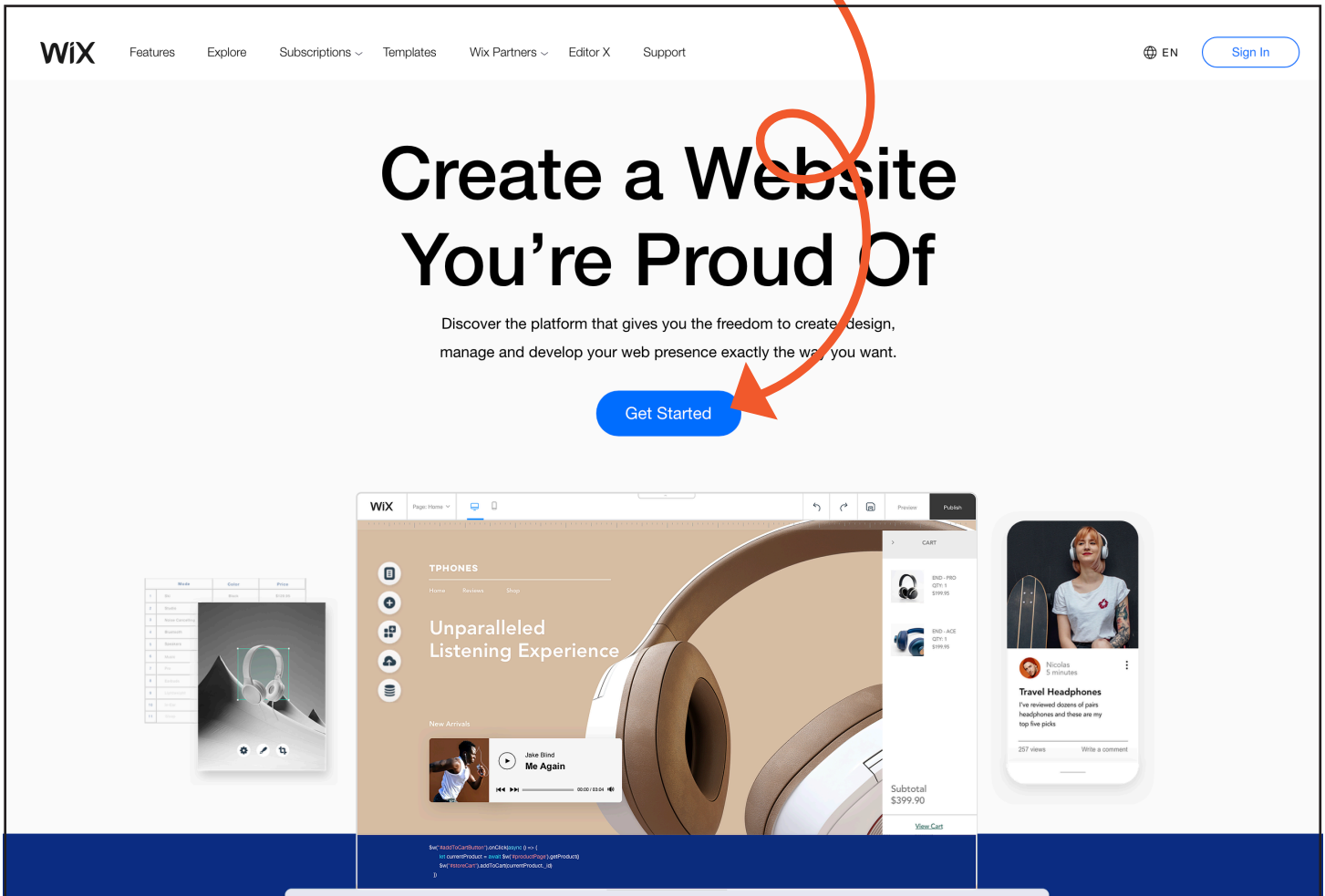
Wix is a free and friendly website building platform that will allow you and your class to embed technology into your daily instruction. Use this lesson plan as a resource and training guide to implement a Wix website into your classroom instruction, using the subject or topic matter of your choice.

# Step 1: Get Started



Digitability  
Be Work Ready!

Go to Wix.com and Click **“Get Started”**



The Freedom to Create  
the Websites You Want

Design and build your own high-quality websites. Whether you're promoting your business, showcasing your work, opening your store or starting a blog—you can do it all with the Wix website builder.

[Get Started >](#)

## Step 2: Sign Up



Enter your **email address** and a **password** or sign in with a Google or Facebook social account. Please make sure to create a shared password and not a personal password.

A screenshot of the Wix website's sign-up page. The page has a white background with a blue header containing the Wix logo and navigation links: Features, Explore, Subscriptions, Templates, Wix Partners, Editor X, and Support. On the right side of the header, there is a globe icon labeled 'EN' and a 'Sign In' button. The main content area features the heading 'Sign Up' in a large, dark font. Below the heading is a link that says 'Already have a Wix account? Log In'. The sign-up form is divided into two columns. The left column contains two orange input fields: the top one is labeled 'Email' and the bottom one is labeled 'Password'. Below each field is a smaller, lighter orange input field with the placeholder text 'Type your email again' and 'Type your password again' respectively. At the bottom of the left column is a blue 'Sign Up' button. The right column contains two social login buttons: a dark blue button with the Facebook 'f' logo and the text 'Continue with Facebook', and a blue button with the Google 'G' logo and the text 'Continue with Google'.

**\*Please note:** Editing your site is possible only on one computer at a time. When one person finishes editing your site, he/she should log out. Then, another person can log in to start editing your site on a different computer. Please make sure that two people don't enter your Editor at the same time.

# Step 3: Answer Questions



Answer a series of questions to help Wix suggest the most appropriate templates for you. These questions include: **“Who do you want to create a website for? Have you created a website before? What kind of website do you need?”**

The image displays three sequential screenshots of the Wix website selection process, connected by orange arrows indicating the flow of the user journey.

**Screenshot 1: Who do you want to create a website for?**

- Myself (This is a site for myself or my business.)
- A company (This is a site for the company I work for.)
- My client (I'm getting paid by a client to create this site.)
- A startup (This is a site for a startup I'm a part of.)
- Someone else (I'm getting paid by a client to create this site.)

**Screenshot 2: Have you created a website before?**

- This is my first time
- I've created a few
- I build sites professionally

**Screenshot 3: What kind of website do you need?**

Business	Online Store	Music	Design
Blog	Beauty & Wellness	Portfolio & CV	Events
Photography	Restaurant & Food	Fitness	Other

# Step 4: Choose a Template



Once you've picked what type of website you want to create, you'll be shown different templates to choose from. You can browse from the popular templates, search for something specific or choose a blank template.

**Wix** Features Explore Subscriptions Templates Wix Partners Editor X Support EN Sign In

Q E.g music, photography

View by  
NEW!  
Most Popular  
Blank Templates

Categories  
See All Templates  
Business  
Online Store  
Photography  
Video  
Music  
Design  
Designer  
Agency  
Portfolio  
Restaurants & Food  
Travel & Tourism  
Events  
Portfolio & CV  
Blog  
Health & Wellness  
Beauty & Hair  
Fashion & Style  
Education  
Communities  
Creative Arts  
Landing Pages

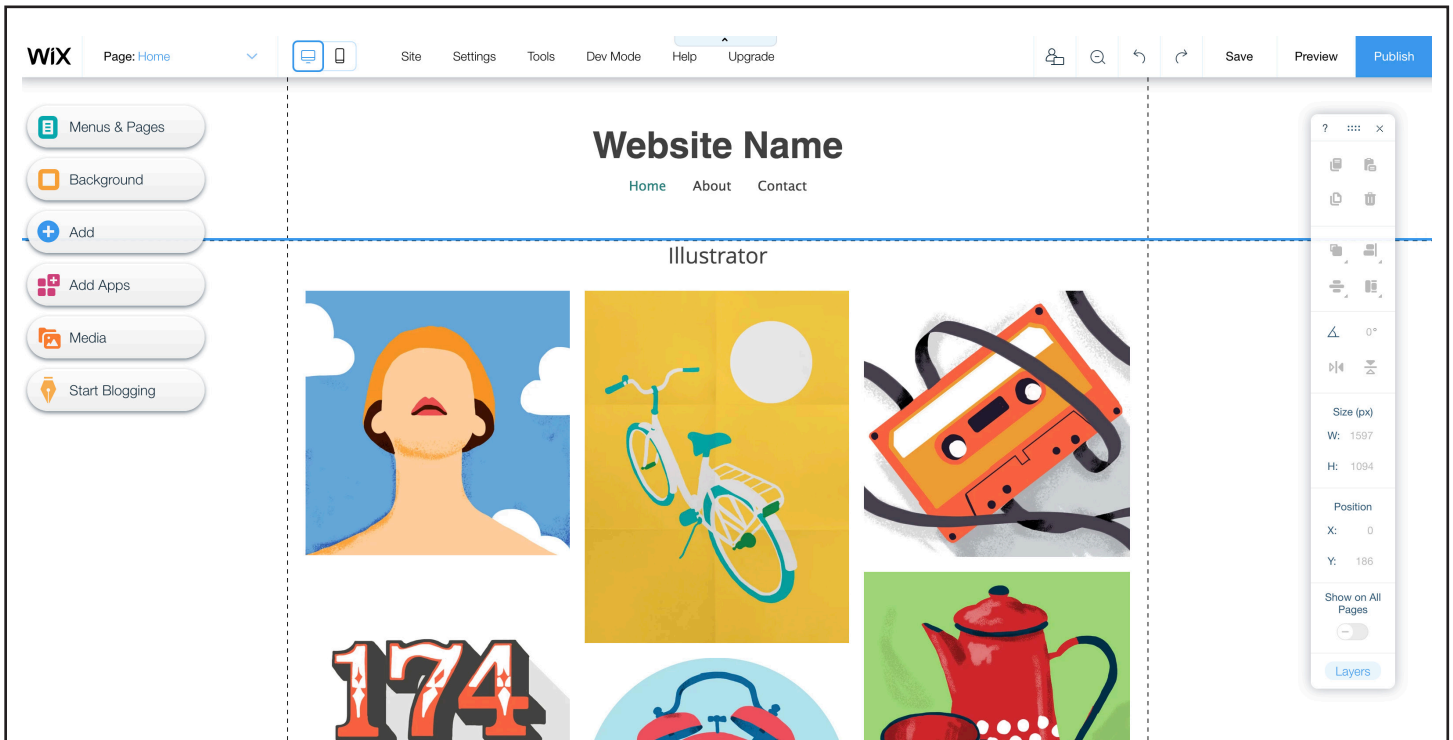
Pick the Design website template you love

- Graphic Design Portfolio
- Brand Studio
- Interior Designer
- Nitido
- Industrial Design Studio
- Graffiti Artist
- Interior Design
- Modern Architecture
- Interior Designer
- Illustrator Portfolio

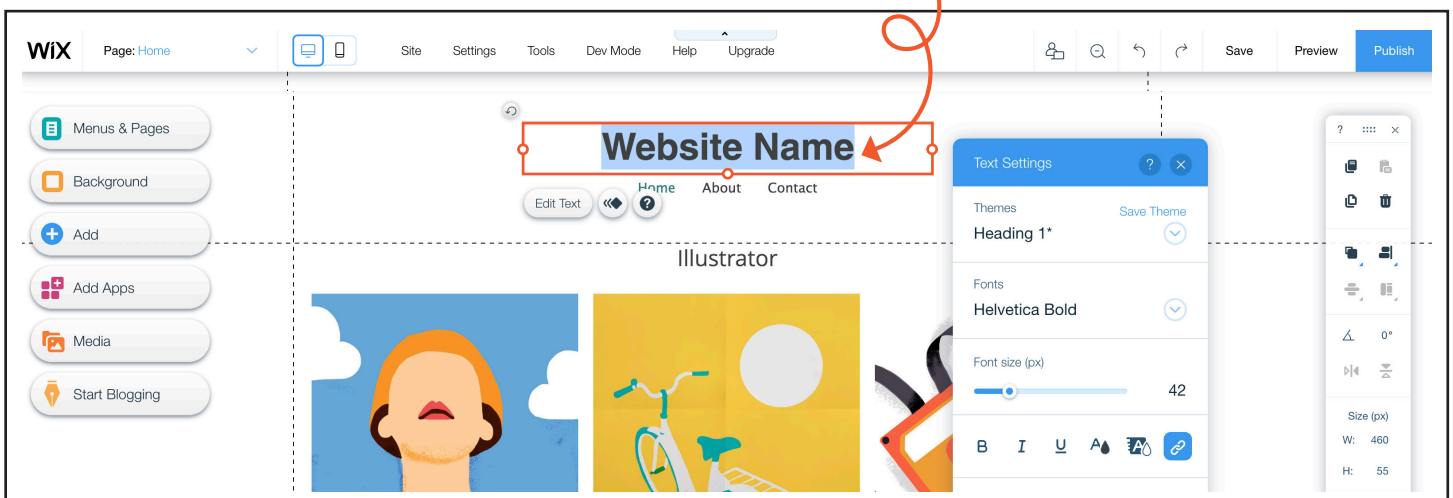
## Step 5: Change the Details



Update your website name, menu text, and other text elements on the page that aren't specific to your topic.



To do this, click on the text that you want to change. Then, you'll see a text editor that lets you type in new text and change the size, font and other elements.

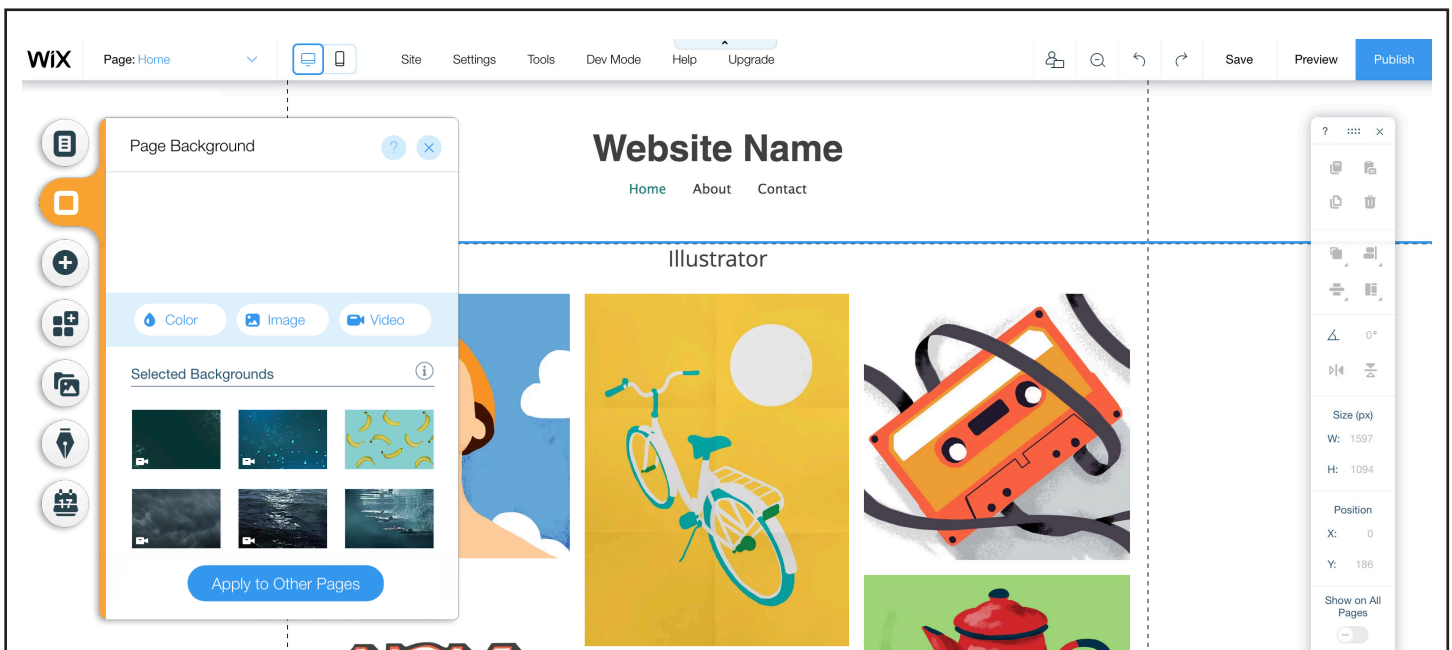




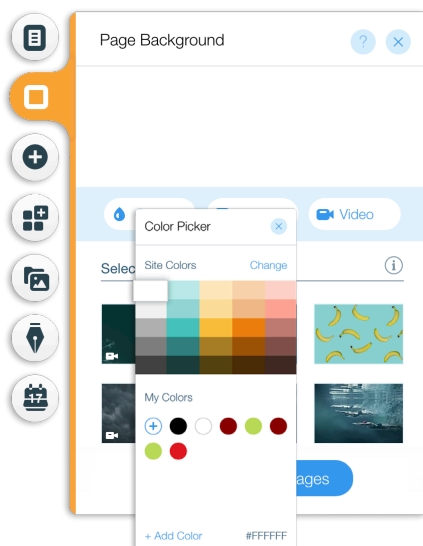
## Step 6: Change your Background



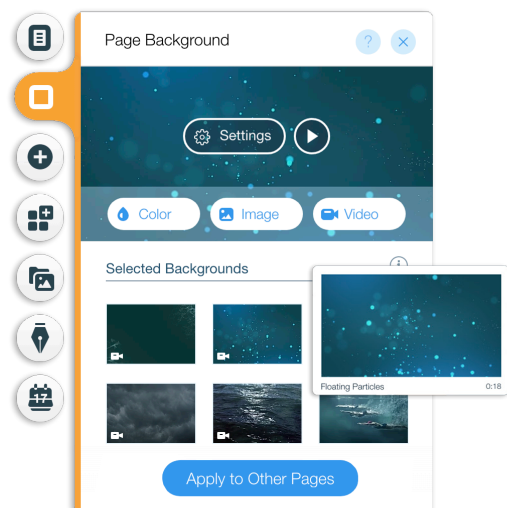
You'll also have the ability to change some of the visual elements of the site. If there are any photos included on the template, you can click on them to change them to a photo that's more specific to your website topic. You also have the ability to change the background of your page.



Choose a color to be your website background or choose from the **'Selected Backgrounds'** section.



OR

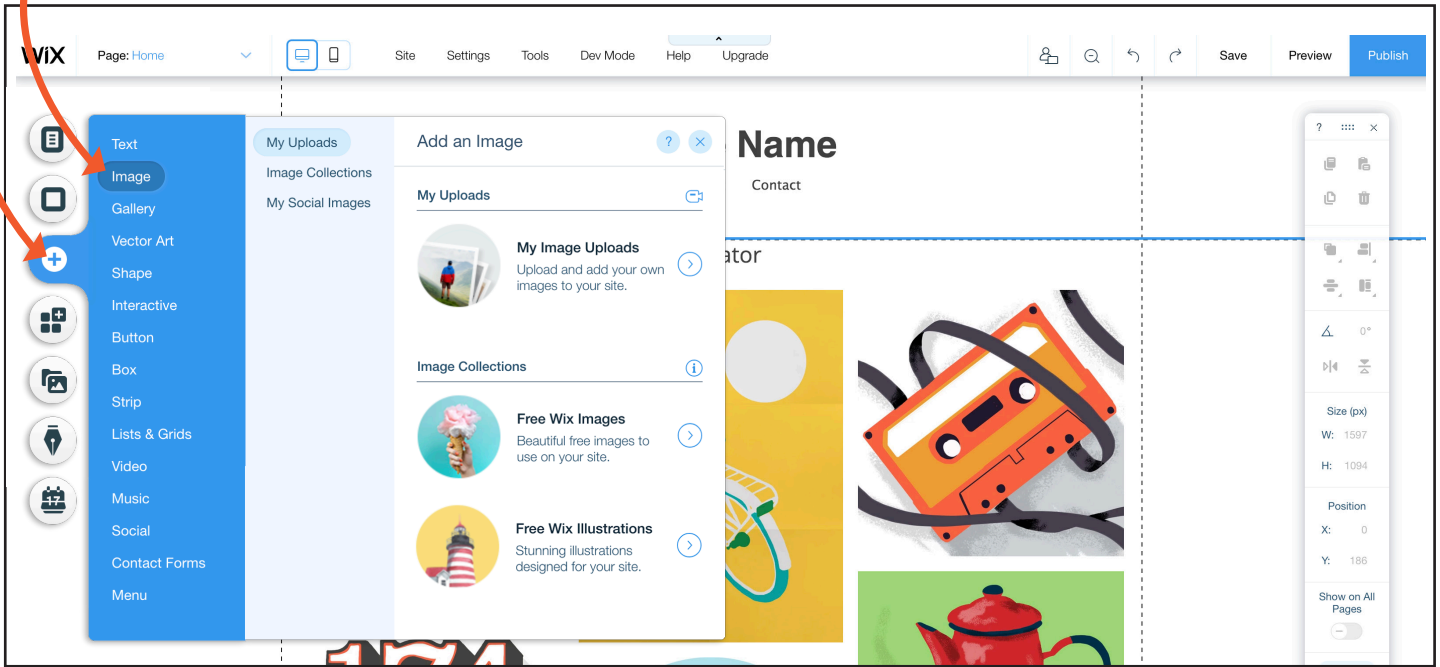


# Step 7: Add Different Elements

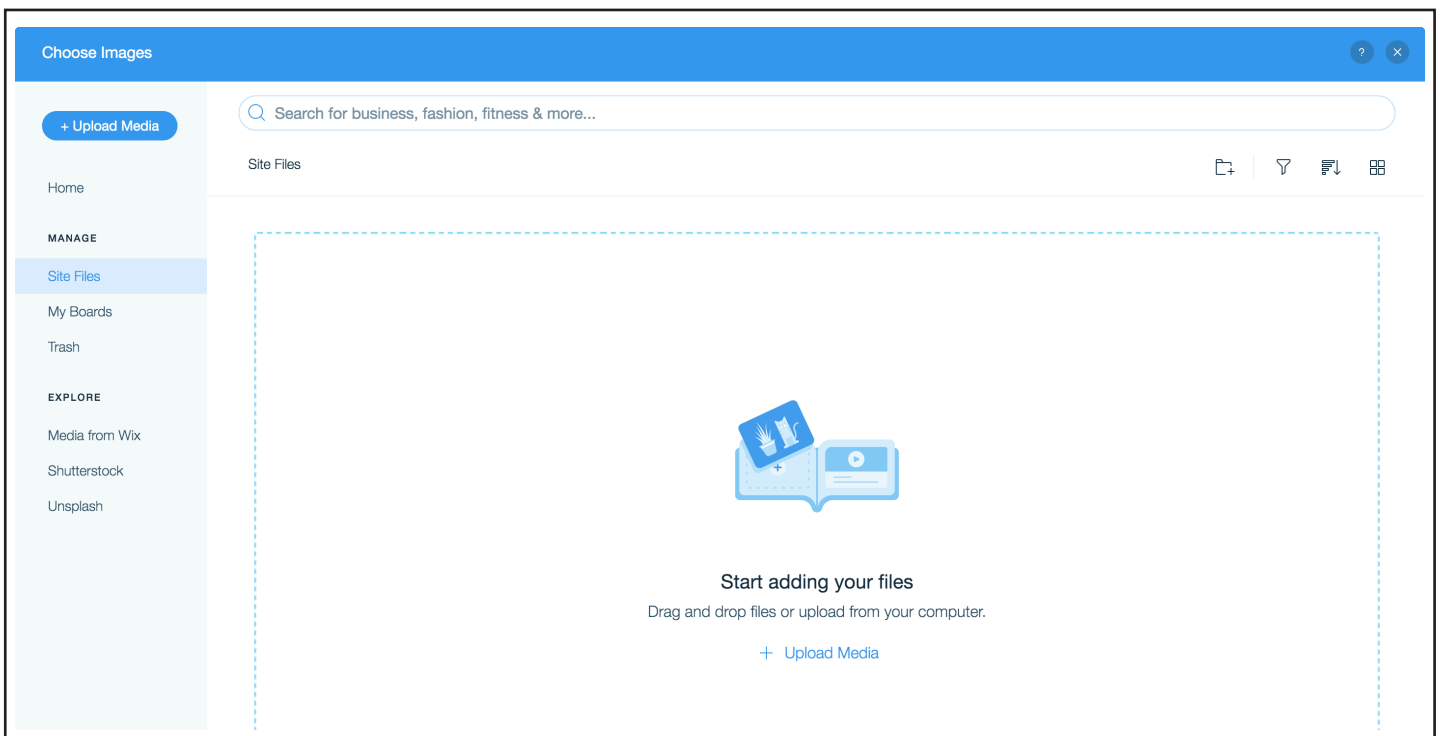


## Add an Image

Click the **“+” Icon** on the left-hand side of the page.  
Click **Image**.



Upload the image of your choice.

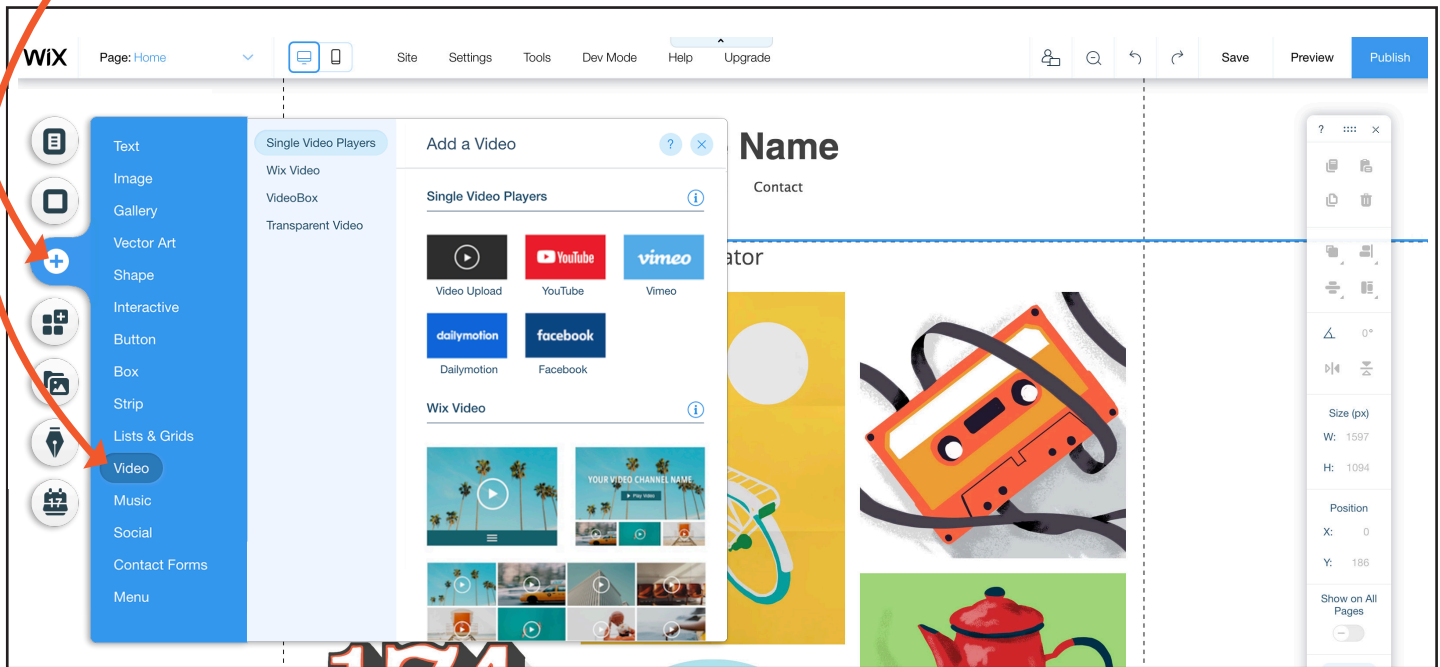




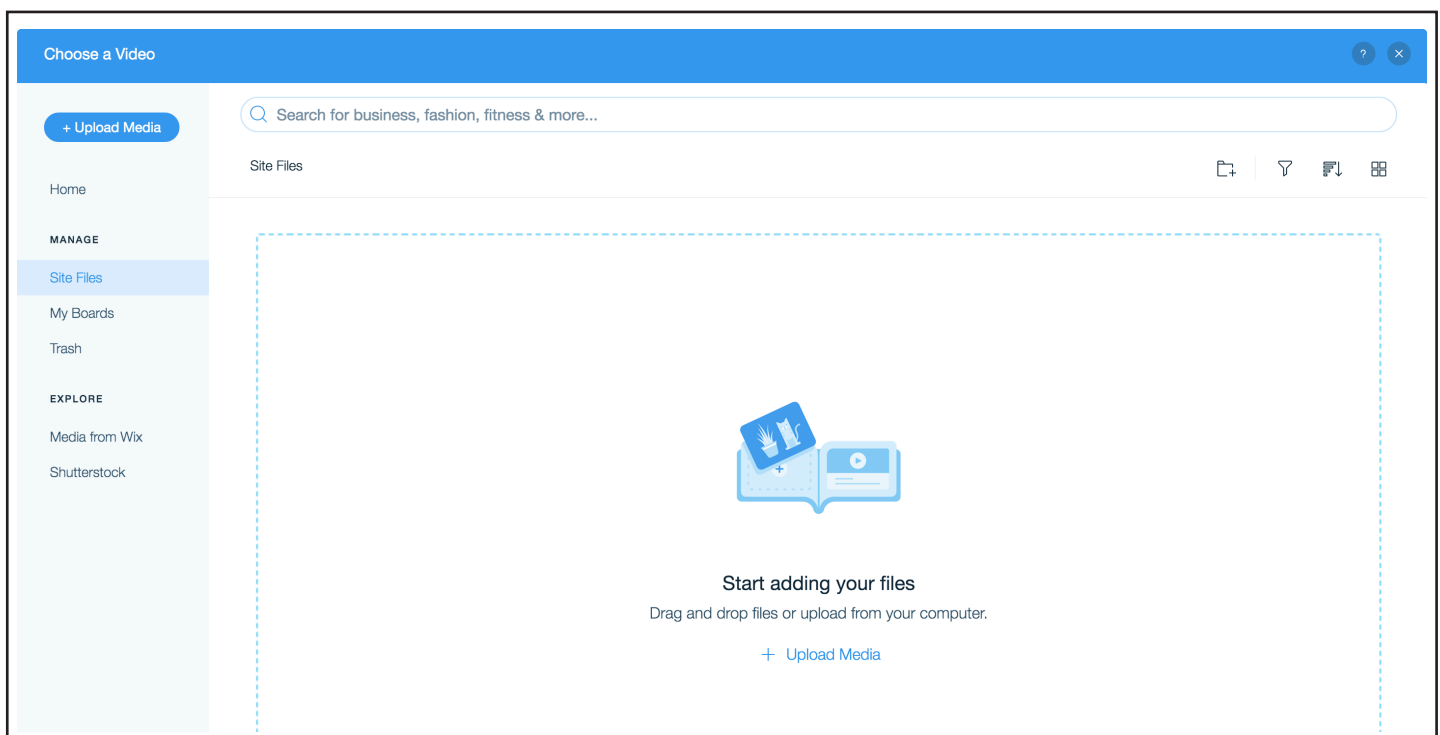


## Add a Video

Click the **“+” Icon** on the left-hand side of the page.  
Click **Video**.



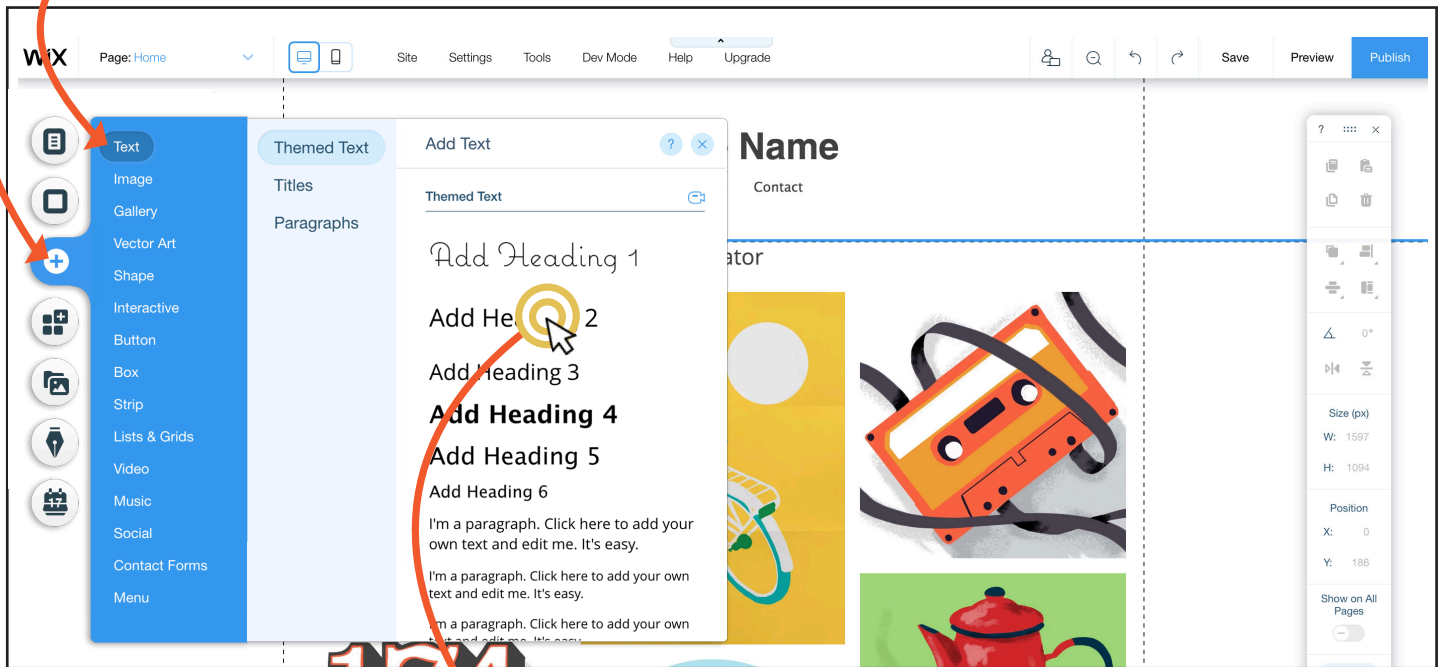
Upload the video of your choice.





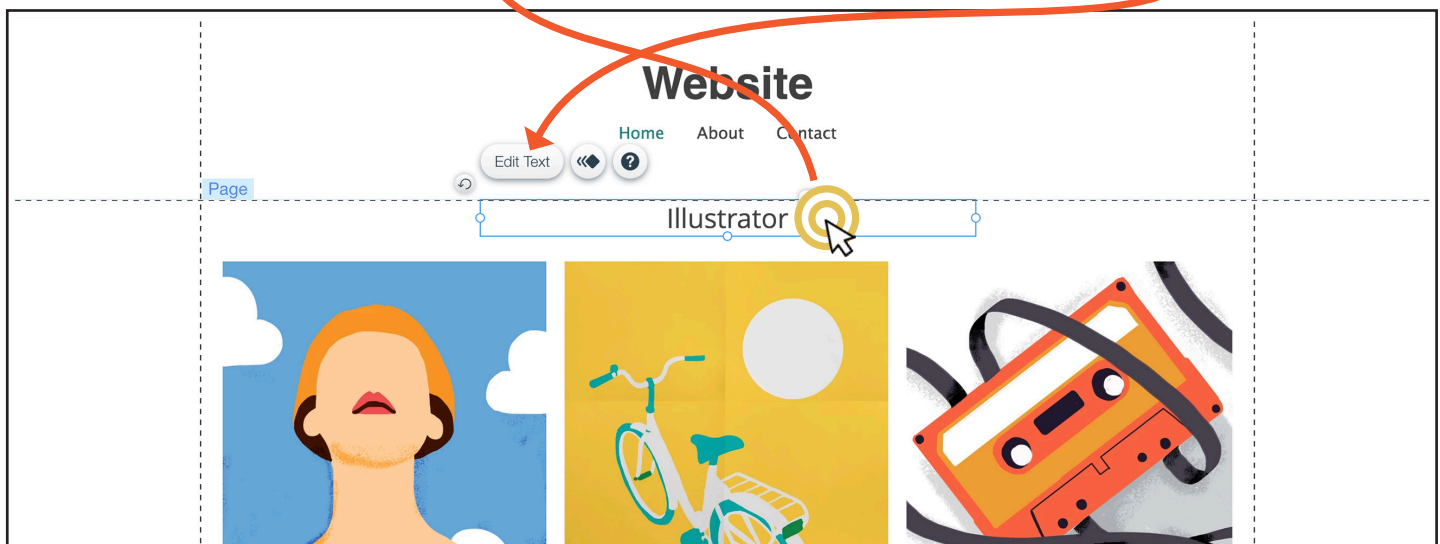
## Add Text

Click the on the **“+” icon** on the left-hand side of the page.  
Click **Text**.



Choose the style text you want to have. Then, double click or simply drag and drop it onto your website.

Edit the text by double clicking in the box or by clicking **“Edit Text.”**

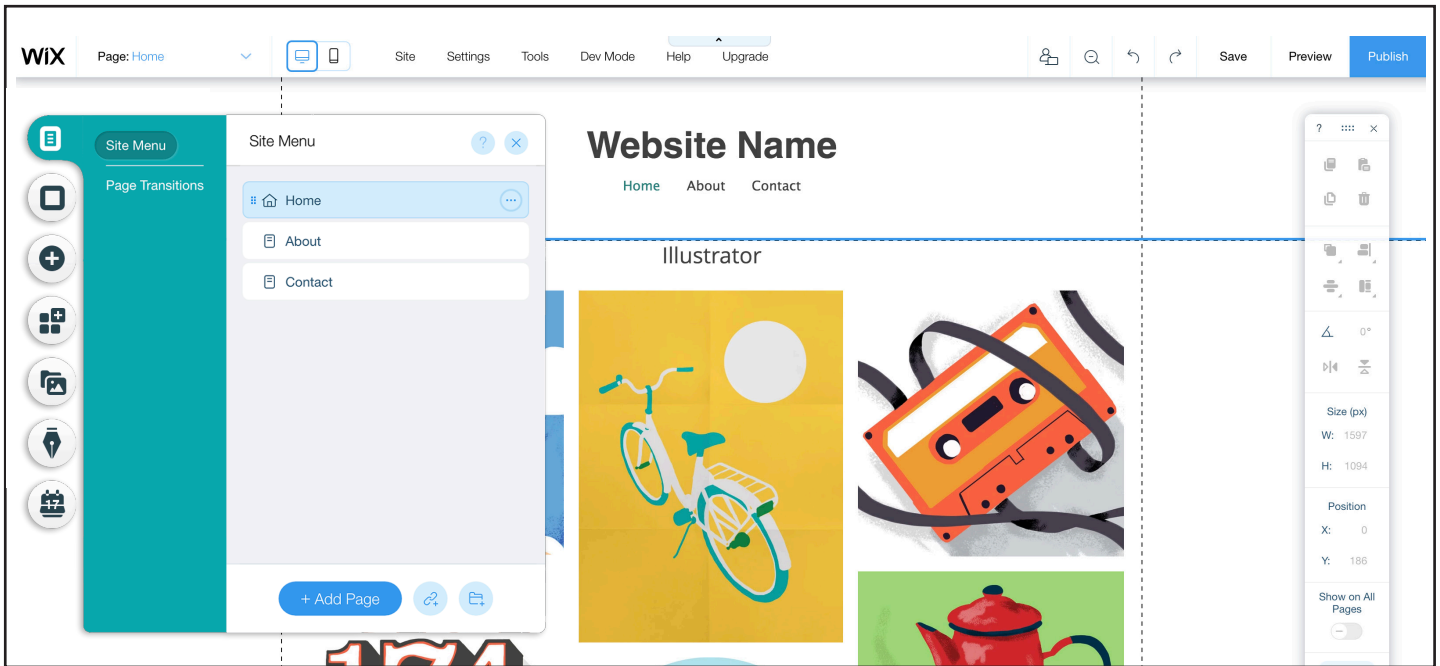


# Step 8: Add Pages to Your Site

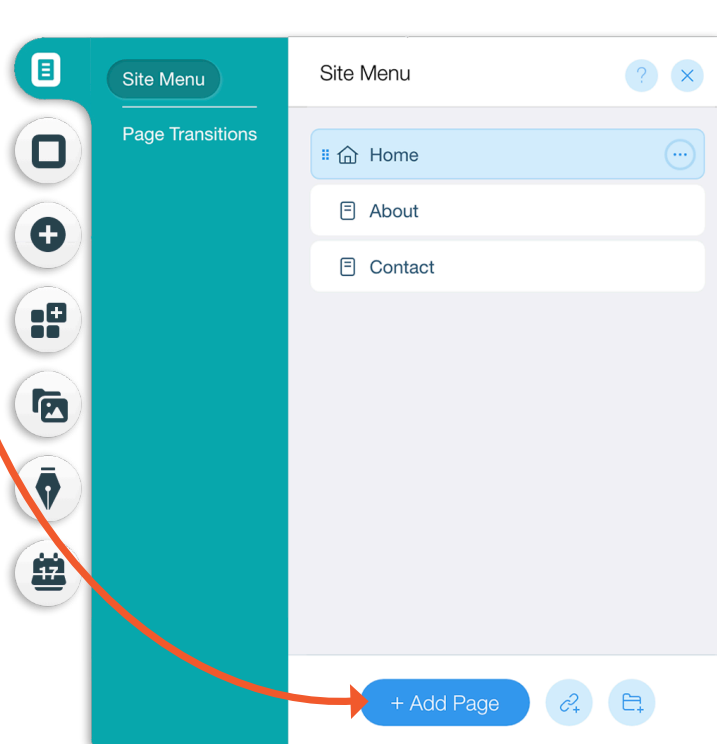


## Add a Page

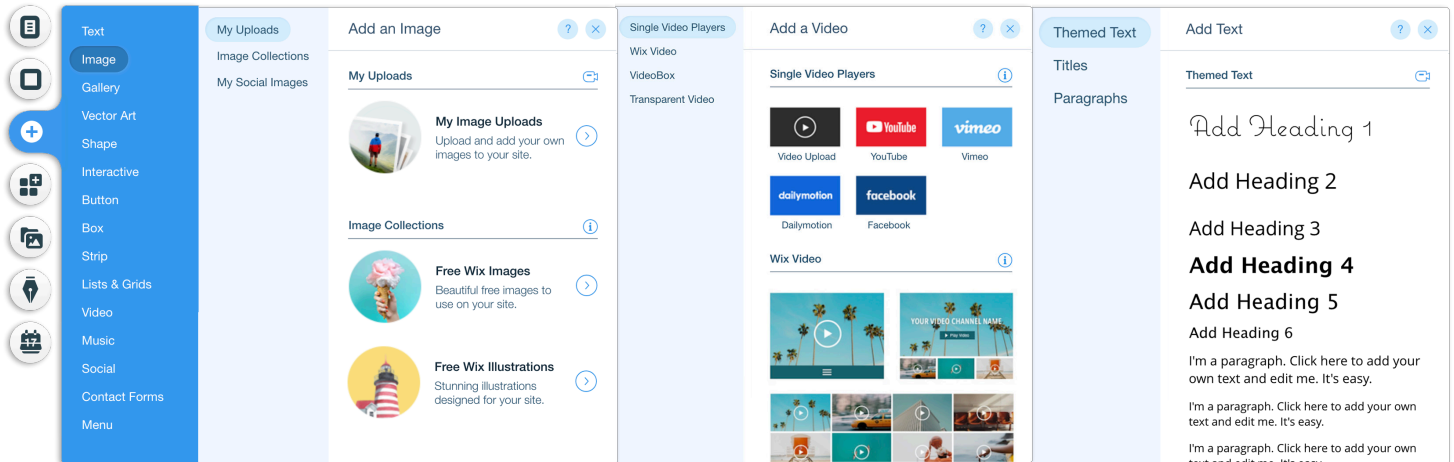
Click on the **"Pages" Icon** in the upper left-hand corner of your home page.



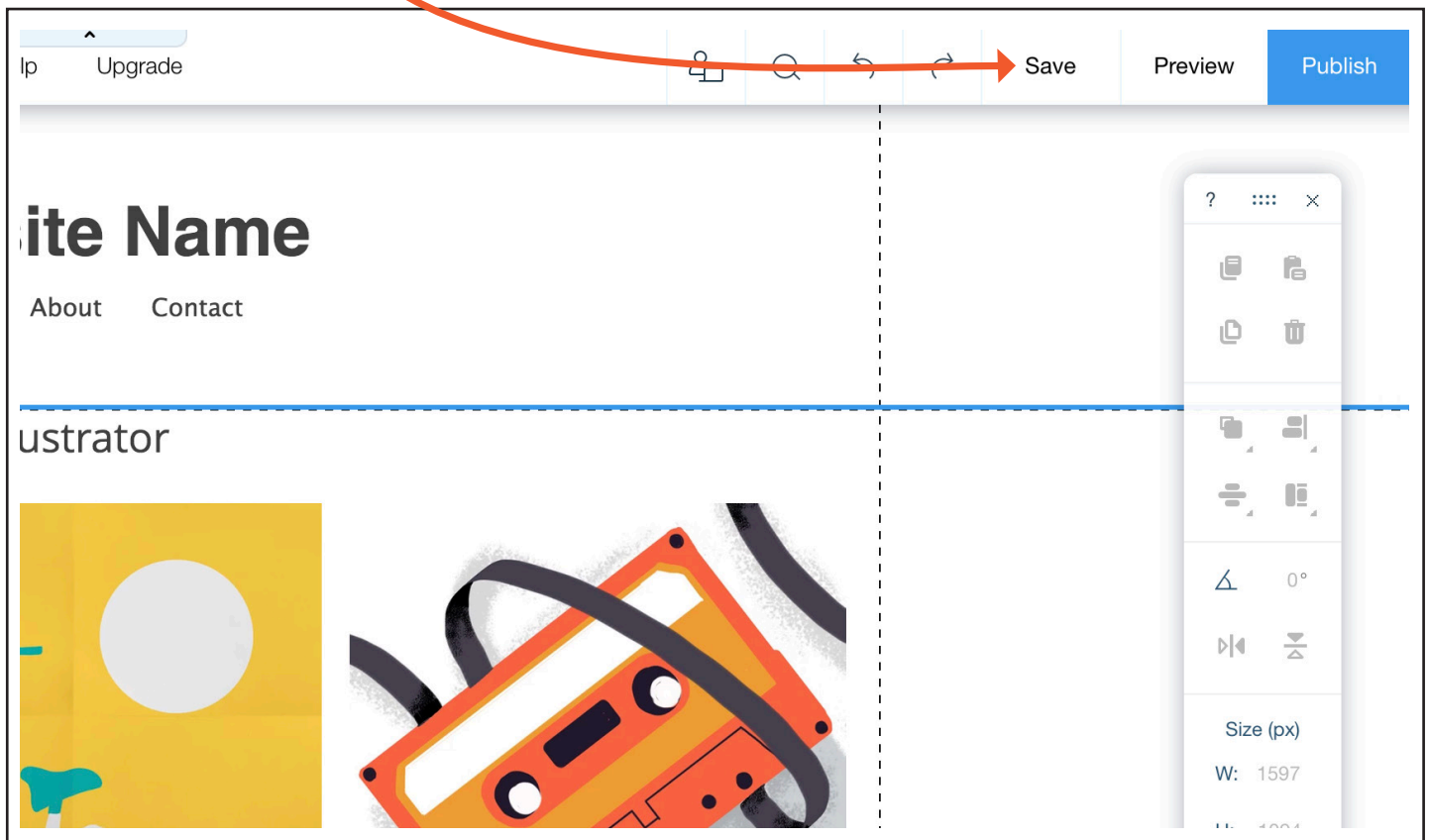
Click **+ Add Page**



Add the elements you want on that page.



Be sure to **Save** your work as you go!



## Step 9: Public vs. Private

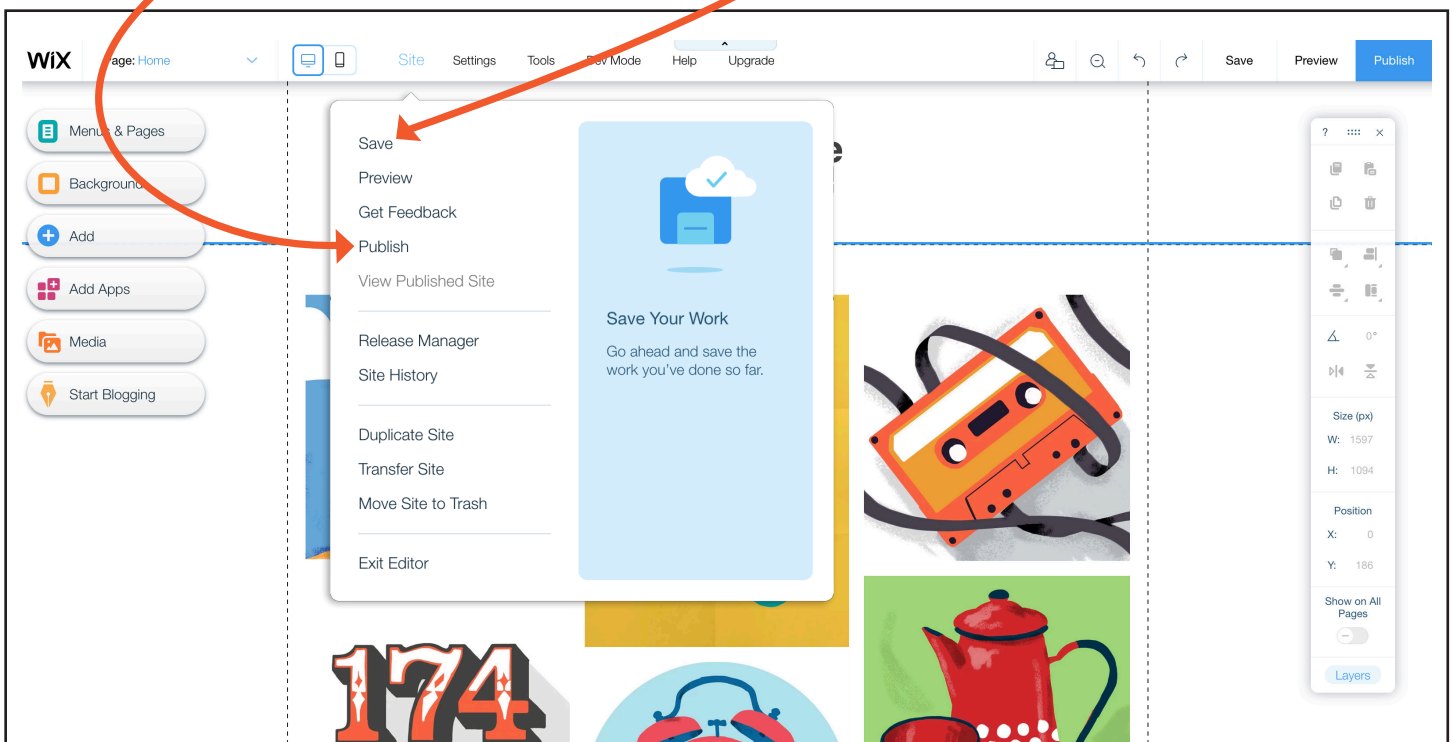


Digitability  
Be Work Ready!

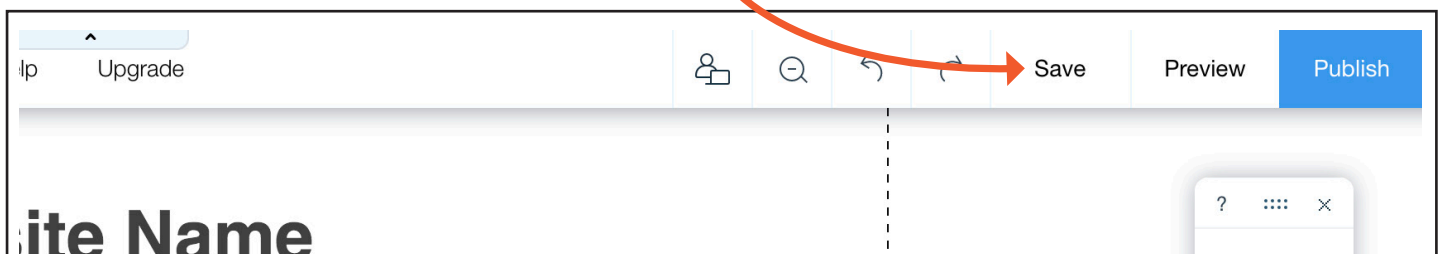
You can choose to publish your site to share with parents and the Digitability team, or you can keep it private and continue to design the website as you move through the Digitability curriculum!

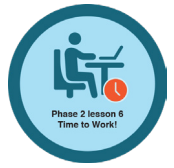
### If you choose to publish your site:

Click **"Site"** on the top bar of your screen.  
Click on **"Publish."**



If you choose to keep your website private, go to the right-hand corner of your screen and click **Save**.





# T1 WORK ORDER REFLECTION & PERFORMANCE REVIEW

## EXIT TICKET PART 1 | WS.2.5.1

**Deadline** \_\_\_\_\_ **Task Description:** \_\_\_\_\_

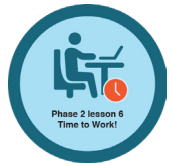
\_\_\_\_\_  
\_\_\_\_\_

### Steps Taken to Complete Task

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

### Issues/Problems You Had When Accomplishing Your Task

**SUMMARY:** Discuss the overall experience you had completing this task. Summarize the process, any issues and the steps you took to solve them.



**This section is for the Project Manager's Review**

**Did they complete the task by the noted deadline?**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The task was submitted on time.	The task is less than 24 hours late.	The task is 1-2 days late.	The task is more than 2 days late.

**Is the Work Order Completion Form filled out completely?**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Complete and no errors.	Complete with errors.	One item is missing or is incomplete.	More than one item is missing or is incomplete.

**Did they successfully problem solve and/or address any issues they encountered effectively?**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
All issues were noted and address completely. The task was completed successfully.	Issues were noted, but nothing in the form talks about how they solved the problem. The task was completed successfully.	Issues and attempts to solve the problem were noted, but the solutions did not address the problem successfully. <b>Task needs to be redone.</b>	No issues were noted and the task was not completed appropriately. <b>Task needs to be redone.</b>

**TOTAL SCORE:** \_\_\_\_\_

**Reviewer Signature:** \_\_\_\_\_ **Date Reviewed:** \_\_\_\_\_



# T2 WORK ORDER REFLECTION & PERFORMANCE REVIEW

## EXIT TICKET PART 1 | WS.2.5.2

**Deadline** \_\_\_\_\_ **Task Description:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

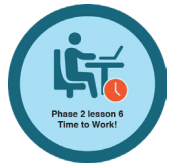
### Steps Taken to Complete Task

- |          |           |
|----------|-----------|
| 1. _____ | 7. _____  |
| 2. _____ | 8. _____  |
| 3. _____ | 9. _____  |
| 4. _____ | 10. _____ |
| 5. _____ | 11. _____ |
| 6. _____ | 12. _____ |

### Issues/Problems You Met When Accomplishing Your Task

**SUMMARY:** Discuss the overall experience you had completing this task. Summarize the process, any issues and the steps you took to solve them.





**This Section is for the Project Manager's Review**

**Did they complete the task by the noted deadline?**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
The task was submitted on time.	The task is less than 24 hours late.	The task is 1-2 days late.	The task is more than 2 days late.

**Is the Work Order Completion Form filled out completely?**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
Complete and no errors.	Complete with errors.	One item is missing or is incomplete.	More than one item is missing or is incomplete.

**Did they successfully problem solve and/or address any issues they encountered effectively?**

<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
All issues were noted and address completely, The task was completed successfully.	Issues were noted, but nothing in the form talks about how they solved the problem. The task was completed successfully.	Issues and attempts to solve the problem were noted, but the solutions did not address the problem successfully. <b>Task needs to be redone.</b>	No issues were noted and the task was not completed appropriately. <b>Task needs to be redone.</b>

**TOTAL SCORE:** \_\_\_\_\_

**Reviewer Signature:** \_\_\_\_\_ **Date Reviewed:** \_\_\_\_\_



# T2 WRAP UP MEETING SENTENCE STARTERS

## WS.2.6.4

**Today I:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**I worked with:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**While I was working, I experienced [two] problems:**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**To solve these problems, I:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_