



## LEVEL 1: INTERNET NAVIGATOR

Digitability uses technology as a hook to develop expressive and receptive language



**Phase 3 Lesson 6**  
**Preparing your demo**

# LEVEL 1 : WORK-SIMULATION

## Lesson 6



## LEVEL 1 CAPSTONE: PLANNING A WEBSITE

Digitability uses technology as a hook.



### LEVEL 1 CAPSTONE OVERVIEW

Throughout Stage 1 The Internet Navigator, students have been building conceptual knowledge of the internet while practicing their writing skills using TAG. Now students, as a group, will apply the cognitive skill of synthesizing information and organizing it visually by creating a website template together.

[~9-10 hours]

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



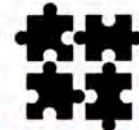
### WORK SIMULATION SKILL DEVELOPMENT



TIME & TASK MANAGEMENT  
(EXECUTIVE FUNCTIONING)



PROFESSIONAL  
COMMUNICATION



FLEXIBILITY &  
PROBLEM SOLVING



PROJECT MANAGEMENT



SOCIALIZATION



META-COGNITIVE  
DEVELOPMENT

#### PHASE 1

### PLANNING THE WORK PROJECT

[~1-1.5 hours] \*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 the website and organizing their ideas. Then, each job role is reviewed and student identify the job they would like to apply for.

Lesson 1: Brainstorming a Website

Lesson 2: Applying for a Job

## PHASE 2 WORKING TOGETHER

[~2.5-3+ hours] \*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 project by the assigned deadline. They will need to problem solve, think flexibility and communicate using expressive and receptive language.

Lesson 3: Getting Hired

Lesson 4: Problem Solving

Lesson 5: Time to Work!



## PHASE 3 DEMO DAY

[~2-3+ hours] \*Project timeline will depend on theme and nature of website, scheduling and student support needs.

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

Lesson 6: Preparing your demo

Lesson 7: Practicing your presentation

Lesson 8: Receiving Feedback



## PHASE 4 BUILDING YOUR RESUME AND INTERVIEWING SKILLS

[~3+ hours] \*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 including their experience in their first work-simulation. Additionally, student learn to frame their strengths, interest 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 Digitability program. Students develop skills that they can transfer from one role to another. 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 9: Starting your resume

Lesson 10: Drafting Your Bio

Lesson 11: Scheduling an Interview with The Executives

Lesson 12: Interviewing (and Thank you!)






## PHASE 3 LESSON 6: PREPARING YOUR DEMO

### WARM UP: PREPARING PRESENTATION



In this Level 1 Work-simulation, the lead classroom teacher (CEO) will also play the Job of the **Project Manager**. Each session you will have each student discuss what they did on the last session and discuss any plans or concerns for today's session. This is called a  **Stand-up**

1. **As Project Manager:** Say, *"Alright class we will be doing a stand-up. A stand up is when we all get up and say what we did in our last session."*




Ask, *"For a participation dollar, who can tell me what we did previously/ yesterday on this project? Raise your hand for a participation dollar and give me on thing we did in our planning session together."*

**Possible Answers:** We Named our website & our URL,  
 We listed photos that we would have on our website,  
 We thought about how we would organize our information using a menu,  
 We applied to job roles for our planning a website project,  
 We got hired,  
 We thought about how to solve possible problems in our project,  
 We started working on the website,



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase3.DollarTracker]



Use supplemental material Yes/no Image Exchange Cards **WS.IEC.Y/N** to students. See  **DIFFERENTIATION** below to identify supplements needed for your students.



*"Yes [Student]! We thought about how to solve possible problems in our project. Nice job participating and earning a dollar [Student]. Who can give another example?"*

**Award at least four participation dollars.**



## DIFFERENTIATION

T1

On-topic shared verbal response

T2

Answers yes/no or points to Yes/No answer prompt with Yes/no Image Exchange Cards [WS.IEC.Y/N]

T3

Point to Yes/No answer prompt with Yes/no Image Exchange Cards OR partner with a Tier 1 student. [WS.IEC.Y/N]

\* Today can be a rehearsal to a second (or even third) Demo Day. Once you feel students have their Demo Showcases in a good place, invite your administrators, teachers, parents and other stakeholders to attend. They too can use the Executive Rubric to offer feedback using the Sandwich approach.

3. *"For a participation dollar, tell me one reason you will need to present your work to our executive team."* (repeat)

**Possible Answers:** feedback, review quality of work, followed direction, improve your process, develop new skills



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase3.DollarTracker]



Use supplemental material Preparing Presentations Warm Up Checklist **WS.3.6.1** or Preparing Presentation Warm Up IECs **WS.3.6.IEC** to students. See **+\$ DIFFERENTIATION** below to identify supplements needed for your students.



[Student] says feedback. "Nice job earning participating and earning a dollar [student]. Who wants to share next and earn a dollar?"

Award at least four participation dollars.



## DIFFERENTIATION

T1

Verbal or written response

T2

Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question; uses Preparing Presentations Warm Up Checklist. [WS.3.6.1]

T3

Preparing Presentation Warm Up IECs [WS.3.6.IEC]

3. *"For a participation dollar, tell me one thing you might want to include in your presentation."*

**Possible Answers:** Introduction, visuals, photos, video, reflection, questions,



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase3.DollarTracker]



Use supplemental material Preparing Presentations Warm Up Checklist **WS.3.6.1** to students. See **+\$ DIFFERENTIATION** below to identify supplements needed for your students.



*[Student] says an introduction. "Nice job earning participating and earning a dollar [student]. Who wants to share next and earn a dollar?"*



## DIFFERENTIATION

T1

verbal or written response

T2

Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question; uses Preparing Presentations Warm Up Checklist. [WS.3.6.1]

T3

Preparing Presentation Warm Up IECs [WS.3.6.IEC]

**Award at least four participation dollars.**



## GUIDED PREP

1. *"Today, each one of you will showcase the work you completed. You will describe your role and the many task you completed. You will also describe how you worked with teammate to solve problems and complete your work-orders together. "*

2. *"First, you will complete a reflection. Answer the questions on this sheet to think through what you will describe in your presentation."*



3. Set a timer. *"I'm setting a timer for 8 minutes, if you finish answering both questions in 5 minutes you will earn \$2 participation dollars. If you finish in 8 minutes you will earn \$1 participation dollar."*

Give a 1 minute alert to students to indicate that they will move on to the next steps soon.



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase3.DollarTracker]

*"Nice work staying on task and completing your Work-Order Reflections!"*



Use supplemental material **Work-Order Reflection worksheet WS.3.6.2** to students. See **+\$ DIFFERENTIATION** below to identify supplements needed for your students.

**Award at least four participation dollars.**



### DIFFERENTIATION



verbal or written response



Writes response down in notebook or on post-it OR rephrase prompt to a yes or no question; uses Preparing Presentations Warm Up Checklist. [WS.3.6.1]



Preparing Presentation Warm Up IECs [WS.3.6.IEC]



## LEVEL 1: INTERNET NAVIGATOR

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# LEVEL 1 : WORK-SIMULATION

## SUPPLEMENTAL MATERIALS



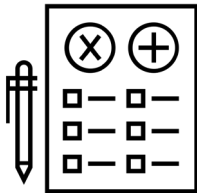


# T2 PREPARING PRESENTATION WARM UP CHECKLIST

WS.3.6.1



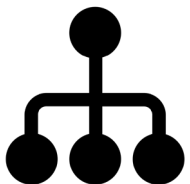
Feedback



Review quality of work



Followed Direction



Improve your process

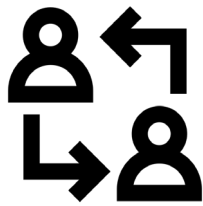


Develop new skills

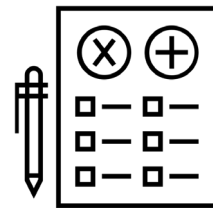


# T2 PREPARING PRESENTATION IEC

WS.3.6.IEC



Feedback



Review quality of work



Followed directions



Develop new skills



# T2

## WORK-ORDER REFLECTION WORKSHEET

WS.3.6.2

NAME:

---

DEADLINE:

---

JOB ROLE:

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### STEPS TAKEN TO COMPLETE TASK (USE A BLANK SHEET OF PAPER IF YOU NEED MORE SPACE)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.



## ISSUES/PROBLEMS YOU MET WHEN ACCOMPLISHING YOUR TASKS

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**SUMMARY:**  
**DISCUSS THE OVERALL EXPERIENCE YOU HAD COMPLETING THIS TASK. SUMMARIZE THE PROCESS, ANY ISSUES AND THE STEPS YOU TOOK TO SOLVE THEM.**

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