Phase 3 Lesson 7
Practicing your
presentation

LEVEL 1 : WORK-SIMULATION

Lesson 7

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]

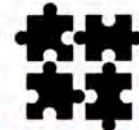*Project timeline will depend on theme and nature of website, scheduling and student support needs.

WORK SIMULATION SKILL DEVELOPMENT

TIME & TASK MANAGEMENT (EXECTUIVE 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

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!

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

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!)

LVL 1 WORK-SIMULATION

PHASE 3: DEMO DAY

LESSON 7: PRACTICING YOUR PRESENTATION

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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 todays 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,
We prepared our demonstrations

+$

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.

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+$ 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]

ORAL PRESENTATION GUIDE

1. *"Nice work staying on task and completing your Work-Order Reflections! The next step for preparing our presentations will be to organize what we want to say and demonstrate."*

2. *"Using your Work Reflection worksheet, you will now plan your oral presentation using this worksheet to guide you."*

+$ 3. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase3.DollarTracker]

Use supplemental material Oral Presentation Guide **WS.3.7.2** to students. See +$ DIFFERENTIATION below to identify supplements needed for your students.

+$ *"I love how [student] has started drafting their introduction for their presentation. [Student] is on-task and completing sentences to discuss the problems he was able to sole. Nice job earning a dollar!"*

+$ DIFFERENTIATION

T1 Oral Presentation Guide- Brainstorming

T2 Oral Presentation Guide- Sentence Starter

T3 Uses Device or Capstone IECs with Level 1 Peer or Executive to Present

Award at least four participation dollars.

Work-simulation — P1 — P2 — P3 — P4

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4. Set a timer. *"I'm setting a timer for 8 minutes, if you complete your Oral Presentation Guide 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.

5. *"For a participation dollar, who can tell me how they will introduce themselves for their presentation?"*

Repeat, giving at least 2-3 students an opportunity to practice

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

+$

Great job introducing yourself and earning a dollar [Student]. Who would like to introduce themselves for a participation dollar?

7. *"Nice work sharing, everyone! "Now you will all practice your full presentation. Find a space in the hallway or in the classroom where you can rehearse."*

8. Set a timer. *"I'm setting the timer for [5] minutes. I will give you a [1] minute warning and then we will get ready to take turns presenting."*

Members of the Executive Team or other Team Members can coach during the rehearsals.

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LEVEL 1 :
WORK-SIMULATION

SUPPLEMENTAL MATERIALS

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T1 **ORAL PRESENTATION OUTLINE GUIDE - SENTENCE STARTER**
WS.3.7.2

Thank you _____, for giving me your attention. My name is _____, and
(audience)   **(full name)**

my role for _____ was _____. To complete this, I had to _____.
(project name)   **(job title)**   **(action taken--what did you make?)**

This means I had to _____. For instance, if you
(research/collaborate/plan)

look at _____ you can see that I _____.
(point to/use visual)   **(explain what the visual shows about process)**

My most memorable part of the project was _____ because
_____; however, I did   **(positive part of project)**
(why you liked it)

encounter obstacles in the process. For example _____, was difficult,
(name problem)

but I was able to solve it by _____.
(name what you did to address the problem)

If I were to do this project again, I would _____

in order to _____.   **(something you would do better)**
(why this is an improvement)

Overall, my role as _____ in completing _____ made me realize
(job title)   **(project name)**

_____ and _____.
(skill that you learned you can do)   **(what you learned about yourself.)**