



## LEVEL 1: INTERNET NAVIGATOR

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



**Phase 4 Lesson 10**  
**Drafting Your Bio**

# LEVEL 1 : WORK-SIMULATION

## Lesson 10



## 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.



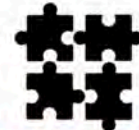
### WORK SIMULATION SKILL DEVELOPMENT



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!)






# LESSON 10: DRAFTING A BIO

## 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,  
 We prepared our demonstrations,  
 We practiced our presentations  
 We received feedback on our presentations  
 We started our resumes



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.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 received feedback on our presentations. Nice job participating and earning a dollar [Student]. Who can give another example?"*

**Award at least four participation dollars.**



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,  
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2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]

**+\$**  
 "Yes [Student]! We received feedback on our presentations. Nice job participating and earning a dollar [Student]. Who can give another example?"



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



### DIFFERENTIATION

**Award at least four participation dollars.**



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]



3. Say, "For a participation dollar, tell me, why do we need a resume?"

**Possible Answers:** Get an interview, tell/show why you're a good fit for a job, impress an employer, get a job, showcase what you are able to do at work.



[Student] to impress an employer "Yes [Student]! We need a resume to impress an employer. Nice job participating and earning a dollar [Student]. Who can give another reason?"



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]



5. Say, "For a participation dollar, who can tell me one of their work interest?"

**Possible Answers:** Socializing with coworkers, hands-on activities, learning new tasks, helping others, likes being outside, likes staying active, interested in theater, museums, and libraries, loves to smile, enjoys jokes, following sports, blogs, organizing materials, design, video



[Student] to impress an employer "Yes [Student]! We need a resume to impress an employer. Nice job participating and earning a dollar [Student]. Who can give another reason?"



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]



Use supplemental material Bio Interest Checklist **WS.4.10.1** and Bio Interest IECs **WS.IEC.BIO** to students. See DIFFERENTIATION below to identify supplements needed for your students.

Award at least four participation dollars.



## DIFFERENTIATION

T1

On-topic shared verbal response

T2

Student uses Bio Interest Checklist [WS.4.10.1]

T3

Student uses Bio Interest IECs [WS.IEC.BIO]



7. Say, "Let's read this sample Bio for Deanna."



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]

**+\$**  
 "I see [Student] has their sample bio out. Nice job staying on task and earning a dollar [Student]. Who else is on task?"



Use supplemental material Deanna's Job Bio **WS.4.10.2** to students. See **+\$ DIFFERENTIATION** below to identify supplements needed for your students.

**Award at least four participation dollars.**



**DIFFERENTIATION**



T1 Reads along independently [WS.4.10.2]



T2 Reads along independently or reads along with tier 1 partner [WS.4.10.2]



T3 Reads along with teacher or other executive reads [WS.4.10.2]

Use a variety of reading strategies to engage your students.

Deanna McMahon is currently a student at John F. Kennedy High School and resides in the Juanita Park neighborhood of Philadelphia. Her most recent job role was that of a content manager during which she collaborated with a team to complete a website for her school's volleyball team. Some work-ready skills that Deanna has developed and improved upon during this process include time-management, planning, and conflict-resolution. Her supervisors would say that Deanna's "enthusiasm to take on any job" makes her an asset to her team. Deanna's interests include music and animal welfare. Her ideal job environment would allow her to help people, but also have time to work independently.



9. Ask, "For a participation dollar, why would someone want to hire Deanna?"

**Possible Answers:** She worked well with a team, her supervisors like her, she would probably be on time, she can resolve conflict, she likes helping people and working independently



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]



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



### DIFFERENTIATION



T1 Student gives verbal response



T2 Student writes down answer or points to passage [WS.4.10.2]



T3 Student points to passage or uses IEC to answer YES/NO questions [WS.IEC.Y/N]



11. "We are going to brainstorm the rest of our skills, interest and strengths. 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.



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]



[Student] says" She worked well with a team .""Yes [Student] She worked well with a team. Nice job participating and earning a dollar [Student]. Who else would like to share and earn a dollar?"

Try to have each student in the class participate



"I see [Student] is brainstorming. Nice job participating and earning a dollar [Student]. Who else is brainstorming their interest, strengths and skills."





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

Try to have each student in the class participate



### DIFFERENTIATION



T1 Student uses brainstorming worksheet to understand what their interest, strengths and skills are.. [WS.4.10.4]



T2 Student works with tier one partner on brainstorming worksheet to understand what their interest, strengths and skills are. [WS.4.10.4]



T3 Student works with teacher or other executive on brainstorming worksheet to understand what their interest, strengths and skills are. [WS.4.10.4]

13. *"Now that we have completed brainstorming our interest, strengths and skills for our bios, let's put together our first draft."*

14. *"You will use your brainstorming doc and this sentence starter to draft your first bio."*



*"I see [Student] is working on a draft of their bio. Nice job participating and earning a dollar [Student]. Who else is working on a draft of their bio."*



2. Give immediate feedback and record Workplace Behavior earnings on the Dollar Earnings Tracker. [WS.Phase4.DollarTracker]



Use supplemental material Sentence Starter worksheet **WS.4.10.5** and to students. See **+\$** DIFFERENTIATION below to identify supplements needed for your students.

Try to have each student in the class participate



## DIFFERENTIATION



Student uses Bio Brainstorming Worksheet. If student needs more space use a piece of paper or Google doc. [WS.4.10.4]



Student uses Sentence Starter worksheet to draft their bio [WS.4.10.4]



Student works with teacher or other executive Sentence Starter worksheet to draft their bio [WS.4.10.4]



16. Set the 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."*



Use **positive narration** and reinforcement for students who raise their hands.



## LEVEL 1: INTERNET NAVIGATOR

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



Level 1 Work-simulation  
Planning the Website

# LEVEL 1 : WORK-SIMULATION

## SUPPLEMENTAL MATERIALS



# T2 BIO INTEREST CHECKLIST

WS.4.10.1

**museums**

**design**

**likes being outside**

**helping others**

**socializing with coworkers**

**hands-on activities**

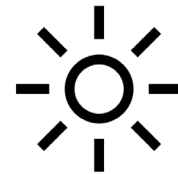


T3 BIO INTEREST IEC

WS.4.IEC.BIO



Museums



Being outside



Helping others



Hands-on Activities



 **DEANNA'S JOB BIO**

**WS.4.10.3**

Deanna McMahan is currently a student at John F. Kennedy High School and resides in the Juanita Park neighborhood of Philadelphia. Her most recent job role was that of a content manager during which she collaborated with a team to complete a website for her school's volleyball team. Some work-ready skills that Deanna has developed and improved upon during this process include time-management, planning, and conflict-resolution. Her supervisors would say that Deanna's "enthusiasm to take on any job" makes her an asset to her team. Deanna's interests include music and animal welfare. Her ideal job environment would allow her to help people, but also have time to work independently.



**T1** BIO BRAINSTORMING WORKSHEET

**WS.4.10.4**

**Skills**

**Interests**

**Strengths**



# T2 PROFESSIONAL BIO SENTENCE STARTER

## WS.4.10.4

\_\_\_\_\_ is currently a student at \_\_\_\_\_ and resides in the  
(your first & last name) (name of your school)

\_\_\_\_\_ neighborhood of Philadelphia.  
(name of your neighborhood)

His/her most recent job role was \_\_\_\_\_  
(job title)

during which s/he collaborated with a team to complete \_\_\_\_\_. Some work-  
ready (name of project)

skills that \_\_\_\_\_ has developed and improved upon during this process  
include (your first name)

\_\_\_\_\_ and \_\_\_\_\_.  
(insert from skill list) (insert from strength list)

Her/his supervisors would say that \_\_\_\_\_.  
(list something positive that your teachers and peers like about you and/or your work)

\_\_\_\_\_’s interests include \_\_\_\_\_ and his/her ideal job environment  
(your first name) (insert from interests list)

would allow him to \_\_\_\_\_.  
(what do you want to learn, do, and/or be involved with)