



LEVEL 1: INTERNET NAVIGATOR

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



Phase 4 Lesson 11
Scheduling an Interview
with The Executives

LEVEL 1 : WORK-SIMULATION

Lesson 11



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.



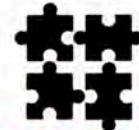
WORK SIMULATION SKILL DEVELOPMENT



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 11: SCHEDULING AN INTERVIEW

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
We drafted our bios




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



"Yes [Student]! We drafted our bios. 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.

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]

1. For this simulation, the executive team will examine the applicant's **resume** and contact the applicant for an **interview**.

2. **Note:** If applicants are familiar with Google applications, this is an opportunity to use Gmail for communication and Google Calendar for scheduling. Otherwise, the teacher can print the Executive Letter to Applicant: letter inserting applicant names and positions with a signature.

Students will practice scheduling an interview with the executive staff.

3. On the board, list the following steps:

- | | | |
|--|----------------------|----------|
| ___Apply for a job | | <u>3</u> |
| ___Make a resume | ← Heres the answers! | <u>2</u> |
| ___Participate in a work-project (You did this already!) | | <u>1</u> |
| ___Schedule an Interview | | <u>4</u> |

4. Say, *"For a participation dollar, who can tell me what we decided was the first steps to becoming employed?"*



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



"I see [Student] is writing in the numbers. Nice job staying on task and earning a dollar [Student]. Who else is on task?"



Use supplemental material Steps To Work Cut Outs **WS.4.9.2** to students. See **+\$ DIFFERENTIATION** below to identify supplements needed for your students.



DIFFERENTIATION

Award at least four participation dollars.



T1 Students write in the number



T2 Use **Steps To Work Cut Outs** and have students arrange them in order [WS.4.9.2]



T3 Arrange **Steps To Work Cut Outs** With T1 partner. [WS.4.9.2]



Use **positive narration** and reinforcement for students who raise their hands. Prompt students to name each step in order until all four are numbered.

6. Ask, "For a participation dollar, raise your hand and tell me about the time you interviewed for a job."



[Student] talks about his experience "Nice job participating and earning a dollar [Student]. Who else wants to share?"



7. 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.

Award at least four participation dollars.



DIFFERENTIATION



verbal response of experience



Writes down answer of experience



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



Use **positive narration** and reinforcement for students who raise their hands. Prompt students to name each step in order until all four are numbered.

8a. Write key pieces of his/her narrative on the board.

If students can describe an experience ask them about what they needed to do to prepare for the interview. If no student can reference an experience you can brainstorm steps.

b. Say, *“Ok, well no one has had the experience yet, but we will work on it! For a participation dollar, tell me one thing that you might need to do in order to interview for a job?”*

Possible Answers: Submit a resume, schedule a call, make an appointment, send an email, confirm interview time, dress appropriately, answer questions, meet with HR



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



Use supplemental material Scheduling an Interview Image Exchange Cards **WS.IEC.INTERVIEW** to students. See **+ \$ DIFFERENTIATION** below to identify supplements needed for your students.



[Student] talks about his experience “Nice job participating and earning a dollar [Student]. Who else wants to share?”

Award at least four participation dollars.



DIFFERENTIATION

T1

verbal response

T2

Write down answer or uses Scheduling an Interview IECs [WS.IEC.INTERVIEW]

T3

Uses Scheduling an Interview IECs [WS.IEC.INTERVIEW]

"The Executive Team will review your resumes and bios today and invite you to interview for a job role at Digitability's Website Planning Company. You will be invited to interview for a job that you did NOT already complete. For example, if you were the designer, you might interview for the project manager job or the content editor job."

"Submit your resumes/bios to _____" (the CEO, CFO, CFO)

Use **positive narration**: Example, *"I love how [Student] is up with resume in hand and submitting it to _____. Nice work following directions and submitting your resume!"*

The executive team can divide the contact attempts up into different categories. For students who are already using email, you may email them using the **Executive Letter to Applicant [WS.4.11.LETTER]** and **Student Response to Interview Letter/Email [WS.4.11.4]**. You may also use the phone system in the school or personal cell phones to setup a practice phone conversation using **CEO Phone Call to Applicant Guide [WS.4.11.5]** and the **Student Scripted Response to Interview Phone Call [WS.4.11.6]**.



EXIT TICKET

1. "For a participation dollar, complete this checklist to manage your progress on this project."

1. Submit your resume
2. Receive an invite and review position
3. Contact executive to ask questions
4. Confirm date, time and location of interview
5. Practice interview skills
6. Complete Interview
7. Send follow-up Thank you email/letter/call



[Student] complete Checklist "Nice job staying on task and earning a dollar [Student]. Let's see who else is on task?"



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



Use supplemental material Steps To An Interview Checklist Exit Ticket **WS.4.11.7** to students. See DIFFERENTIATION below to identify supplements needed for your students.

Award at least four participation dollars.



DIFFERENTIATION



Completes Steps To An Interview Checklist Exit Ticket independently. [WS.4.11.7]



Completes Steps To An Interview Checklist Exit Ticket independently or partner with tier 1 partner. [WS.4.11.7]



Completes Steps To An Interview Checklist Exit Ticket with teacher or other executive. [WS.4.11.7]



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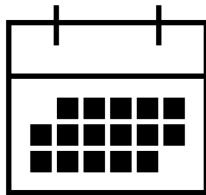
LEVEL 1 : WORK-SIMULATION

SUPPLEMENTAL MATERIALS



T3 SCHEDULING AN INTERVIEW IEC

WS.4.IEC.INTERVIEW



Date



Location



Do I need to bring anything?



Who is interviewing me?



EXECUTIVE LETTER TO APPLICANT

WS.4.11.LETTER

For this simulation, the CEO or COO is to examine the applicant’s resume and contact the applicant for an interview. Note: If applicants are familiar with Google applications, this is an opportunity to use Gmail for communication and Google Calendar for scheduling. Otherwise, the teacher can print this letter inserting applicant names and positions with a signature.

Hello _____, congratulations on being selected for an interview for

the _____ position at _____ !

Your interview is scheduled for _____ in the Human Resources

Department, located in _____. Please contact me if you have any questions. We look forward to seeing you!

Thank you,

(Phone Number)



STUDENT RESPONSE TO INTERVIEW LETTER/EMAIL

WS.4.11.4

Hi _____,

Thank you so much for the opportunity to interview for the _____ at _____.

If possible, can you please tell me _____ and _____.
(Insert questions you have for the interview process.)

Thanks, and I look forward to meeting with the team soon!
Sincerely,



CEO PHONE CALL TO APPLICANT GUIDE

WS.4.11.5

“Hello, I’m calling from _____ . May I please speak with _____.”

“Hi _____! I’m calling because we looked over your resume are interested in having you come in for an interview.”

“Great! See you on _____ at _____.”



STUDENT SCRIPTED RESPONSE TO INTERVIEW PHONE CALL

WS.4.11.6

“Yes, this is _____.”

“Thank you! I’m excited to interview. I have a few questions, if you don’t mind.”

“When is it?”

Answer: _____

“Where is it?”

Answer: _____

“Who is leading the interview, and what other parties will be there?”

Answer: _____

“What can/should I bring?”

Answer: _____

I will be in need of _____ as an accommodation.

Will you be able to provide _____.



STEPS TO AN INTERVIEW CHECKLIST EXIT TICKET

WS.4.11.7

Submit your resume

Receive an invite and review position

Contact executive to ask questions

Confirm date, time and location of interview

Practice interview skills

Complete Interview

Send follow-up Thank you email/letter/call