Updated by JAG National October 2021

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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** The Dream Team | | **Duration (days):** 4 weeks or more | | | **Written For:**  ☒Period Schedule ☐Trimester  ☒Block Schedule ☐Semester |
| **Subject/Course:** JAG | **Teacher(s):** Melissa Lanham | | **State:** Iowa | | **Grade Level(s):**  ☒7/8 ☒Alternative Ed.  ☒9/10 ☒Out of School  ☒11/12 ☒Any |
| **Other Subject Areas to be Included:** **Guidance Office for resources and connections. Make students fully aware of what your guidance office has to offer them. *Jr. High Accommodation – introduce the High School Guidance Office and how staff there can be helpful.*** | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will complete the Dream Team process to plan for their own transitions out of high school. They will create goals and plans and share those goals/plans in their own Dream Team meetings outside of class. The individuals chosen for each student’s Dream Team will be chosen by each individual student! The students may choose as many people for their team as they feel would be helpful. Participants in the Dream Team will then be invited to take part and hold the student accountable/support the student as they graduate and transition out of High School.  *Junior High Modification: Students will complete the Dream Team process to plan for their own transitions out of Junior High and into High School. They will create goals and plans and share those goals/plans in their own Dream Team meetings outside of class. The individuals chosen for each student’s Dream Team will be individuals that will then hold the student accountable and support them as they transition into High School. The students again choose their own Dream Team – however it is highly encouraged to have certain requirements such as to include one family member, on school personnel, one community support.* | | | | |
| **Driving Question**  What problems/questions will students be learning about? | Who will surround me and be my support as I leave High School and start my future?  *Junior High Modification: Who will surround me and be my support as I graduate from Junior High and transition to High School* | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | |  | | --- | | Who is at your table? Who will still be at your table when High School is behind you?  *Junior High Modification: Who is at your table? Who will still be at your table when you transition to High School?* | | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** Report back to class: How did it go? | | | **Presentation Audience**  ☒Class  ☒School  ☒Community  ☐Experts  ☐Web  ☒Other: Dream Team | |
| **Individual:** Dream Team Meeting  Action Plan – Dream Team Path | | |

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| **P R O J E C T O V E R V I E W** | | | |
| **Competency Attainment**  What competencies should students understand, know, and be able to do as a result of this PBL? | **What competencies will you introduce in this project?** (Level 1):  MY: A1, A2  MS: N118, 121  OOS: 16  **What competencies will be in progress during this project?** (Level 2):  MY: C17, C19, E27, E28 F35  MS: L112  OOS:13  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  MY: A4, A5, A6, C14, C18, D21, D22, D23, D24, E26, F33, F34, F36, F37  MS: R132  OOS: 18 | | |
| **Formative Assessments**  (Check all that apply or add your own)  How will you assess student learning throughout the PBL? | ☐Checklists | ☒Notes | ☒Plans/Outlines/Prototypes |
| ☐Concept Maps | ☐Online Test/Exams | ☐Quizzes/Tests |
| ☒Journal/Learning Log | ☒Practice Presentations | ☒Rough Drafts |
| ☐Other (see PBL Library for ideas): Thank-you card | | |
| **Summative Assessments**  (Check all that apply or add your own)  How will you assess student learning at the completion of the project? | ☒Essay | ☐Oral Presentation w/Rubric | ☐Peer Evaluation |
| ☐Multiple Choice/Short Answer Test | ☐Written Final w/ Rubric | ☒Self-Evaluation |
| ☐Other (see PBL Library for ideas): Click here to enter text. | | |
| **Reflection Methods**  (Check all that apply or add your own)  How will you provide intentional opportunities for students to reflect on learning throughout the PBL? | ☒Journal/Learning Log | ☐Fishbowl Discussion | ☐Survey |
| ☒Whole-Class Discussion | ☐Focus Group |  |
| ☐Other (see PBL Library for ides): Click here to enter text. | | |

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| **Career Association**  How will you build student leadership into the PBL? Think of natural ways to build leadership, extend ownership, and empower your students through this project. | **Which CA Goal(s) will be covered in this PBL?**  ☒Leadership  ☐Community Service  ☒Career Prep  ☐Civic Awareness  ☒Social Awareness  ☐Fundraising  ☐Other: | **What roles will your officers lead in planning?**  Leadership: Assist with planning of PBL  Community Service: Click here to enter text.  Career Prep: Invite guest speakers to discuss the importance of support systems  Civic Awareness: Click here to enter text.  Social Awareness: Arrange for social gathering of students’ dream teams  Fundraising: Raise funds for social gathering  Other: Click here to enter text. | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Assist with planning of PBL  Community Service: Click here to enter text.  Career Prep: Invite guest speakers to discuss the importance of support systems  Civic Awareness: Click here to enter text.  Social Awareness: Arrange for social gathering of students’ dream teams  Fundraising: Raise funds for social gathering  Other: Click here to enter text. | |
| **Which Career Pathways will be incorporated into this PBL?** | | **Which employers/businesses will you work with throughout this project?**  Any career pathway could be included, based on student interest. | |
| ☐Agriculture, Food & Natural Resources  ☐Architecture &Construction  ☐Arts, A/V Technology & Communications  ☐Business Management &  Administration  ☐Education & Training  ☐Finance  ☐Government & Public Administration  ☐Health Sciences  ☐Hospitality & Tourism | ☐Human Services  ☐Information Technology  ☐Law, Public Safety, Corrections &  Security  ☐Manufacturing  ☐Marketing  ☐Science, Technology, Engineering &  Math  ☐Transportation, Distribution &  Logistics  **X ANY Career Pathway** |
| **Employer Engagement Strategy**  How will you utilize employer connections to increase relevance? | **Circle One:**  ☒Meet and Greet  ☒Classroom Presentation  ☐Project Observation  ☒Skype/Webinar  ☒Mock Interview  ☐Other: Click here to enter text. | **Circle Two:**  ☒Service Learning  ☐Company Tour  ☐Mentoring  ☐Co-Develop PBL/Scaffolding  ☐Critique of Public Product  ☐Other: Click here to enter text. | **Circle 3:**  ☐Job Shadow  ☐Limited Time Work Experience  ☐Pre-Apprenticeship  ☐Internship/Apprenticeship  ☐Summer Job  ☐Other: Click here to enter text. |

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| **Scaffolding**  *\*this is a high level overview, details can be found in the Student Learning Guide*  What lessons, exercises, and activities will be integrated into the project that build a student’s understanding and experience with the content?  How is this scaffolding be leading students towards the Driving Question and ultimately to a high-quality Public Project? | **Prior to the Project Beginning:**  (What do you need to do to prepare for the project to begin?)  \*\*All worksheets referenced are provided as printable pages at the end of this document. All are referenced in this section with a worksheet letter. \*\*  Students will learn about the Dream Team, its purpose, vision and principles – as well as what a Dream Team looks like. At this time, it is important to stress to the students that it is THEIR CHOICE who they want to involve – but the individuals participating have the choice to be involved or not. The Specialist should be a sounding board to the student’s thoughts – not a dictator telling the students who needs to be there.  *Jr. High Accommodation – Give the students requirements for who they need to have in their Dream Team. This should include at least one family member, one school personnel, and one community support that they have met through the JAG program.*  **Launching the Project:**  (How will you SPARK their attention?)  Ice Breaker – **\*\* WORKSHEET A \*\*** Choose a relevant “getting to know you” ice breaker that will be relevant to your students. Make it energizing and an activity that forces the students to share something about themselves. YOU KNOW YOUR STUDENTS. This project is involved and your students need a strong start to gain motivation, energy, and desire to accomplish their goals. On the worksheet provided at the end of this document – four sample ice breakers are provided.    **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  Day 1 - Launching the Project:  Ice Breaker – **\*\* WORKSHEET A \*\*** Choose a relevant “getting to know you” ice breaker that will be relevant to your students. Make it energizing and an activity that forces the students to share something about themselves. YOU KNOW YOUR STUDENTS. This project is involved and your students need a strong start to gain motivation, energy, and desire to accomplish their goals. On the worksheet provided at the end of this document – four sample ice breakers are provided.  Day 2  **\*\* WORKSHEET B \*\*** Explain the Principles of a Dream Team, and the Roles and Responsibilities of each participant. (Reference Worksheet) The Specialist will also need to utilize this worksheet when talking to potential Dream Team members about their role in the process. The initial goal is to have ONE Dream Team occur to get the students talking to their supports. The HOPE is that multiple Dream Team meetings would occur over the year. This would be ESPECIALLY beneficial in the FOLLOW UP phase of JAG!  *Jr. High Accommodation – This would be a great time to include the JAG Education Specialist from the 9-10 program, and even the Career Association President from the 9-10 program!*  **\*\* WORKSHEET C \*\*** Ask them “Who is at your table?” and provide the SUPPORT WHEEL worksheet. Have them read the questions and fill out the circles accordingly. Encourage them to fill out each circle with a different name. If they have gaps and do not have a name to put in a circle that is fine and will be addressed later. Many students really try to skip this worksheet by placing their boyfriend/girlfriend or their mom in every single circle. Explain to them that this is not an option and challenge them to think outside of their immediate world.  Ask them – “when high school is over, and you walk out the door for the last time – who will still be at your table?” School officials will continue on with their jobs serving hundreds of students, some support services students received through school may not be available anymore. Discussion should occur regarding having INTENTIONAL relationship and asking for INTENTIONAL support after high school.  *Jr. High Accommodation – At this level it is very likely that students will need you to assign people to be supports. Again – this would be a perfect time to include the JAG program they will be graduating to!*  Project Navigation:  The worksheets provided will take students through the growth process of creating their own dream team. They will utilize journals and worksheets to lead to their final project that will be presented to their chosen team of people. Afterwards, they will report back to the class.  Day 3  Activity 1: People Map **\*\*WORKSHEET D \*\*** – Provide students with a copy of the People Map and request they fill it out with the people in their lives. At this point the worksheet will not be filled out in its entirety but they will revisit it at a later date. Have them reference their Support Wheel worksheet. The People Map encourages them to think of people that they may not view as “at their table” but that are available as a resource in their lives right now. Have them view the map as a target with their name in the middle. Their immediate supports will be in the circle close to their name, while individuals available but not actively involved can be on the outer circle.  Pass out **WORKSHEET E** and have them fill out on their own and return to you or to their folders. Utilizing the WORKSHEET, students will respond to the questions in preparation for the presentation of the project.  *Jr. High Accommodation – Not every section of these worksheets will be relevant to a Jr. High student – for example they may not have a job to pull individuals from on their People Map. Encourage them to consider volunteer opportunities they have participated in.*  Day 4  Activity 2:  **\*\* WORKSHEET E \*\*** Return the worksheet to the students. Today there should be a group discussion regarding the students answers as this may trigger further thought into each student’s answers. It works best if the students first fill out the questions on their own, then meet with one or two other people and share, and then collectively share their various answers with the class. This method reduces the anxiety some students feel about sharing their information and provides an opportunity for some students to take a lead role in their small group.  Day 5  \*\*This would be a good time to stop and have the students journal about what they are thinking of the Dream Team process at the beginning stages. Their hesitations and their “I like and I wonder” statements.  Day 6  Activity 3: Prep work for organizing the project. The goal is to help the students organize pertinent information for their Dream Team “All About Me” presentation. This presentation will be shown to their individual Dream Teams. Students should receive enough time on this activity to brainstorm on their own for 10 minutes, with a peer for 10 minutes, and then as a group for 10 minutes. Students should be encouraged to create their “All About Me” presentation however they choose. For example – many students like to create posters or videos to display their All About Me information. Encourage them to OWN their project as how they present themselves to their team will tell their team more about them.  Day 7  \*\*\*A really good follow up activity for this is a “Gallery Walk” where students are able to view each other’s progress, offer suggestions (including “I like and I wonder”), and gain ideas for their own projects.  Day 8  \*\*At this point in the project – students can become overwhelmed with the amount of work being done so it is a really good time for an energizer activity! Reference **WORKSHEET A** for ideas.  Day 9  Activity 4: Have the students return to their People Map. Encourage them to look at the issues they identified as needing help with now (during activity 3) and identify specific people that could assist with those needs. This would be another great opportunity for a “Gallery Walk.” Have the students write down their main concern or issue with their upcoming transition and ask the other students to use post-it notes to suggest who they would go to for that issue or concern. These people can come from their inner circle OR people they identify in their outer circle that they see as someone that could assist them.  Day 10  Activity 5: Students should choose a time to hold their Dream Team meeting. It is very important for the Specialist to be helpful and accommodating during this process. Many students are not able to meet before or after school and may need to meet during class or during a free period. Create invitations for individuals to participate in a Dream Team Meeting. This can occur during the school day – or before/after school. Included in this invitation should be a description of what the meeting will be, the Specialist’s contact information, a description of the roles/responsibilities for the student, Specialist, and participant, as well as the student’s contact information. Specialist should assist in distributing invitations. Remember to include the information from **WORKSHEET B**.  Days 11 - 13  Activity 6: **\*\* WORKSHEET F \*\*** Using this worksheet as a guide, have the students transfer their information into their chosen project medium (power point, poster board, handouts/booklet, etc.) Allow 2 – 3 days depending on student needs. Remind the students to be creative and to choose a medium they enjoy working with! This project should be fun and should reflect their personality.  Day 14 - 15  Activity 7: DISTRIBUTE **\*\* WORKSHEET H \*\*** AND **\*\* WORKSHEET I \*\*** for the Dream Path and the Action Plan. The first part of WORKSHEET H will be done in class. Students will identify their dreams in the various areas listed on the Dream Path. The remainder of WORKSHEET H and all of WORKSHEET I will be completed during the Dream Team.  These worksheets can be confusing at first. This is a great time to let the students discuss and figure the worksheets out together. Let the leaders lead! Help guide their conversation to best utilize the worksheets and talk about the importance of setting goals. Group the students together randomly and have them share their initial plans and provide each other feedback.  *Jr. High Accommodation – the “housing” aspect of this document may not be relevant and can be left blank.*  Days 16-20  End Product: Student conducts their own Dream Team outside of the classroom (though potentially during class). Students will lead or co-lead (if they request help from the Specialist) their meeting and fill out their Dream Path as well as their Action Plan with their team. These documents will come back to the classroom. As students begin to bring these documents back to the classroom **they will share with their class their thoughts on how the meeting went and what could have gone better.** They will also indicate if the meeting was helpful and if they want to continue to have meetings with their own Dream Teams in the future.  Every student should reflect in a journal about their experience in their Dream Team. Encourage students to write down what they wished they would have talked about, and to identify the hardest part of their meeting. Further, ask them to reflect on who they wish they would have included in their meeting.  Exit Ticket – When each Dream Team has been completed, and that student has shared their experience – they need to provide one thing that they learned about themselves during the Dream Team process. They also need to indicate if they would want to have another meeting in the future to see progress and discuss new needs/goals. | | |
| **Accommodations**  What modifications will you need to make to fit the needs of all students in your classroom? | **Adjustments may be made based on 504 or IEP accommodations** | **Revision & Critique**  How will you provide opportunities for students to review their work and provide feedback for improvement? |  |
| **Resources**  How will you incorporate business professionals, employers, community leaders, organizations, technology, funding and other resources to implement this project? | **WHO will you be incorporating?**  ☒School Staff  ☒Business Professionals/Employers  ☒Community Leaders/Organizations  ☒Technology  ☐Other: Click here to enter text. | **HOW will you be incorporating? (please describe)**  Students will interview respected adults about their experiences growing up and lessons they wish a younger version of themselves would have known. They will also ask questions from a professional point of view – what do they wish they would have known about the world of work that would have helped them get ahead or make wiser decisions. Students will select adults/professionals of their choice to complete the interviews. Adults can come into class to be interviewed, invited via webinar, or interviewed independently. | |

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| **S T U D E N T L E A R N I N G G U I D E** | | |
| **Project Title:** The Dream Team | | |
| **Driving Question:** Who will surround me and be my support as I leave High School and start my future? | | |
|  | | |
| **Description of Activity/Product**  What will students, specialists, guests, etc. be doing during this portion? | | **Learning Outcomes/Targets**  What knowledge, understanding & success skills will  students need to successfully complete this portion? |
| ☒Formative  ☐Final Product | People map | I can identify supports in my life. |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | All About Me/ Dream Team | I can present what is important to me to others. |
| ☒Team  ☐Individual |
| ☒Formative  ☐Final Product | Invitations, Action Plan, Dream Path | I can plan a meeting with others |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | Dream Path | I can plan my future |
| ☐Team  ☒Individual |
| ☒Formative  ☐Final Product | Gallery walk | We can work together |
| ☐Team  ☒Individual |
| ☐Formative  ☐Final Product |  |  |
| ☐Team  ☐Individual |
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| **P R O J E C T C A L E N D A R** | | | | |
| M O N D A Y | T U E S D A Y | W E D N E S D A Y | T H U R S D A Y | F R I D A Y |
| **P R O J E C T W E E K O N E** | | | | |
| Icebreaker   |  | | --- | | Notes: Start the week off with another energizer. There is a lot to accomplish in this project and you will have to work to keep the students motivated. You know your students! You will need to provide cardstock for the invitations. | | Who is at your table/  Support Wheel  Introduction to Project | People Map    Activity 2 Questions worksheet | Activity 2 Questions worksheet – Group Work | Journal  I like – I wonder  End of week energizer |
| **P R O J E C T W E E K T W O** | | | | |
| Prep work for All About Me  Individual 10 minutes  Small group 10 minutes  Whole group 10 minutes  Notes: This week students create their “All About Me” projects that they will present at their Dream Team meeting. Students can utilize any medium they chose to create the project.  You will need to print the Dream Path and the Action Plan. It would be very beneficial for the students if you made a mock Dream Path about your own high school experience to show them what a FINALIZED Dream Path would look like. | Gallery View of Progress  I like – I wonder | Energizer | Return to People Map  Gallery View for suggestions | Dream Team Details  Invitations |

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| **P R O J E C T C A L E N D A R** | | | | |
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| **P R O J E C T W E E K T H R E E** | | | | |
| All About Me  Notes: Allow students class time if needed to have their Dream Teams during school. Otherwise, this week should be used for Academic Remediation, grade checks, and updating Individualized Development Plans | All About Me | All About Me | Distribute Dream Path  and Action Plan | Students begin their  own Dream Path and Action Plan |
| **P R O J E C T W E E K F O U R** | | | | |
| Dream Teams  held this week | Dream Teams  held this week | Dream Teams  held this week | Dream Teams  held this week | As students finish their Dream Teams – they should report back to the class |

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| **P R O J E C T C A L E N D A R** | | | | |
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| **P R O J E C T W E E K F I V E** | | | | |
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| **P R O J E C T W E E K S I X** | | | | |
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| **A D D I T I O N A L I N F O R M A T I O N** |
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