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| **P R O J E C T O V E R V I E W** | | | | | |
| **Name of Project:** The Perfect I & I Ceremony | | **Duration (days):** 4-6 weeks | | | **Written For:**  Period Schedule Trimester  Block Schedule Semester |
| **Subject/Course:** JAG | **Teacher(s):** Natalie Toney | | **State:** Kansas | | **Grade Level(s):**  7/8 Alternative Ed.  9/10 Out of School  11/12 Any |
| **Other Subject Areas to be Included:** Teamwork, Public Speaking, Etiquette, Event Planning, Leadership Development | | | | | |
| **Project Summary**  What will the students be doing? What challenges will they face? What is the purpose? | Students will work together to plan their I & I Ceremony. Through leadership development, public speaking, personal skills, and time management workshops, students will gain the skills to plan an event. They will then work together to plan all aspects of their I & I Ceremony including the invitation, program, food, decorations, etc. Students will gain pride and ownership of their Career Association while building relationships with their fellow JAG peers, school members, and community members through this PBL.  Purpose of I & I Ceremony: The purpose of the Initiation and Installation Ceremony (I&I) is to celebrate students’ involvement in the JAG Program and the Career Association. By recognizing members and officers in a public ceremony, members are more likely to get involved in chapter activities. After officer elections, this is one of the first functions the chapter will plan and implement as a team. The I&I usually occurs within the months of September and October. (From Career Association Handbook Chapter 3, pg.9) | | | | |
| **Driving Question**  What problems/questions will students be learning about? | How can we plan an event that will engage our school, community, and families? | | | | |
| **Entry Event**  How will you introduce the topic in an engaging way? | Watch videos of either past I & I Ceremonies or find examples on YouTube. Then have returning or former JAG students talk about their experience with the I & I Ceremony. | | | | |
| **Public Product**  How will students be able to demonstrate what they have learned? | **Team:** I & I Ceremony | | | **Presentation Audience**  Class  School  Community  Experts  Web  Other: Click here to enter text. | |
| **Individual:** Each student will be assigned to a different committee which will be responsible for one aspect of the I & I Ceremony. | | |

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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):  High School: H80, H81  Middle School: L111, L113, R132  **What competencies will be in progress during this project?** (Level 2):  High School: E27, E28, H62, D21, D22, D23, D24  Middle School: P127, K110  **What competencies will students be able to demonstrate mastery by the end of the project?** (Level 3):  High School: E26, E30, C14, C17, | | |
| **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): | | |
| **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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| **P R O J E C T O V E R V I E W** | | | |
| **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: Click here to enter text. | **What roles will your officers lead in planning?**  Leadership: They will oversee the different committees that plan the I & I Ceremony. They will make sure their committees meet deadlines.  Community Service: Click here to enter text.  Career Prep: Officers will be responsible for wearing business casual attire at the I & I ceremony.  Civic Awareness: They will be responsible for researching their local elected officials, and inviting them to the I & I Ceremony.  Social Awareness: They will be responsible for introducing elected officials (School Board members, city officials, state legislatures). They will also be responsible for introducing special guest employers who are in attendance. They will also research table etiquette and teach it to their peers.  Fundraising: Click here to enter text.  Other: Click here to enter text. | |
| **How will you incorporate committees, or the rest of your class?**  Leadership: Each committee will be responsible for planning a different aspect of the I & I Ceremony.  Community Service: Click here to enter text.  Career Prep: Each student will learn how to dress in business casual attire and wear business casual attire.  Civic Awareness: They will be responsible for researching their local elected officials, and inviting them to the I & I Ceremony.  Social Awareness: They will also serve as table hosts, greeting any employers at their table. Students will serve as table hosts, greeting any elected officials sitting at their table. They will also learn and practice table etiquette prior to the I & I Ceremony.  Fundraising: Click here to enter text.  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?**  Click here to enter text. | |
| 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 |
| **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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| **P R O J E C T O V E R V I E W** | | | |
| **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?)   * Career Association officers should be elected. * Identify Subject Matter Experts to present workshops to your class over topics such as Business/Casual attire, Table manners and etiquette, public speaking, and phone/email etiquette.   **Launching the Project:**  (How will you SPARK their attention?)  Get them excited by watching videos of either past I & I Ceremonies or find examples on YouTube. Then have returning or former JAG students talk about their experience with the I & I Ceremony.  **Project Navigation:**  (What are the main ideas and lessons you will need to take from the first day, through completion of the PBL?)  You want to hit home that the I & I Ceremony is an opportunity for them to make it what they want to make it, and show off their hard work to their family, school, and community.  Throughout each week they will be introduced to different topics that will better prepare them for their I & I Ceremony. The first week will focus on phone and email etiquette to prepare them for reaching out to businesses and community members to solicit donations or help with their I & I Ceremony. The second and week, they will learn public speaking skills to prepare themselves for having to network with people at the I & I Ceremony and to prepare the students who will be speaking on program at the I & I Ceremony. The third week, they will learn about appropriate dress attire for the I & I Ceremony. During this time, they will learn the difference between casual, business/casual, and business attire. In the third and fourth weeks, they will learn how table etiquette and manners.  Each week, students will be given time to break into their planning committee groups to plan the I & I Ceremony. The 4 committees are the venue/technology committee, the guest coordinating committee, the food/decoration committee, and the program committee. There is an I & I Ceremony Checklist committees can use to plan the I & I Ceremony and can be used as a way for the specialist to manage their progress. | | |
| **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? | Each week, students will be introduced to a different topic that will enrich them and prepare them for the I & I Ceremony. These topics include business casual attire, table manners and etiquette, public speaking, and phone/email etiquette. Throughout each week, they will be given a challenge related to this topic. Other Career Association students and the teacher will have the opportunity to provide feedback on their challenge.  Additionally, every week, the planning committees will have an opportunity to report out what they have accomplished so far. At that time, other Career Association students can give feedback and suggestions. |
| **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)**  They will be invited to the I & I Ceremony and will be given an opportunity to answer a survey on how they think the event went. | |

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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 Perfect I & I Ceremony | | |
| **Driving Question:** How can we plan an event that will engage our school, community, and families? | | |
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| **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 | Phone Etiquette Do’s and Don’ts and Role Play- Attached is a list of Do’s and Don’ts for making calls on the phone. Using a script, they will then practice role playing with their peers. | Students will learn how to engage on the phone properly and professionally. |
| Team  Individual |
| Formative  Final Product | Mock Business Calls: The specialist will reach out to local employers prior to class to set up mock business support calls. In class, students will use the phone etiquette they learned in class to call the employers to solicit for support for their I & I Ceremony. Their peers will assess how well each student did on the phone. | Practice using proper phone etiquette. |
| Team  Individual |
| Formative  Final Product | Email Etiquette Do’s and Don’ts and Practice Emailing- Attached is a list of Do’s and Don’ts for sending appropriate emails. They will then practice sending emails to the specialist using prompts. The specialist will assess their emails they sent. | Practice using proper email etiquette. |
| Team  Individual |
| Formative  Final Product | Public Speaking Tips Research: In groups, students will research public speaking tips, using a computer or. They will then present to class the tips they learned. Each student in the group must speak when presenting the tips. The Career Association secretary or another volunteer will compile a list of the tips based on the common themes that each group presents. Students will then break into pairs and practice the public speaking tips they learned by filling a full minute telling a story about any topic. They must talk the full minute. Their peers will then evaluate how well they did. | Learn how to effectively speak in front of people. |
| Team  Individual |
| Formative  Final Product | Make a Commercial: Based on the public speaking tips they learned; students will create a 30 second commercial about the I & I Ceremony. They will then present the commercial in front of the class. | Learn how to effectively speak in front of people. |
| Team  Individual |
| Formative  Final Product | Understanding Appropriate Dress Attire: The presentation (PowerPoint Attachment) will cover the differences between casual, business casual, and business attire. As a Career Association, they will have to determine whether they want a formal or informal I & I Ceremony so they can set the dress code. | Understand the differences between casual, business/casual, and business attire. |
| Team  Individual |
| Formative  Final Product | Students will individually log into Headrush and complete the Headrush module over Dressing for Success. | Learn how to dress appropriately for different occasions including the work environment. |
| Team  Individual |
| Formative  Final Product | Table Etiquette video: Students will watch a short video over table etiquette and manners. Following the video, the specialist will then provide them with plates, cups, and utensils. They will then practice properly setting a table. After practicing a few times they will play the place setting relay race where the students are given a set amount of time and have to set their table. Whoever does it the fastest in the amount of time given is the winner. | Learn table manners and etiquette. |
| Team  Individual |
| Formative  Final Product | Formal Meal Day: The specialist will plan a formal lunch/dinner. The students will come to class that day dressed in the appropriate dress code (business/casual or business) designated by the specialist. They will then have a formal sit-down meal where they can practice their table etiquette. They will be assessed based on whether they fit the dress code, and how well they did during the meal with their table etiquette. | Learn how to dress appropriately for different occasions including the work environment. Learn table manners and etiquette. |
| Team  Individual |
| Formative  Final Product | Plan Days: Each day they are given time to plan, they will be broken into four I & I Ceremony Planning Committees. The 4 committees are the venue/technology committee, the guest coordinating committee, the food/decoration committee, and the program committee. There is an I & I Ceremony Checklist committees can use to plan the I & I Ceremony and can be used as a way for the specialist to manage their progress. | Working together in a group to accomplish a common goal. |
| Team  Individual |
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| **P R O J E C T W E E K O N E** | | | | |
| Students will watch videos of I & I Ceremonies that other programs have done. If your program has recorded a previous I & I Ceremony, you can show that. Below are links of other I & I Ceremonies. Discuss the things you loved about the ceremonies in the videos and discuss the things you would like your Career Association to do differently.  <https://www.youtube.com/watch?v=GQAx5i6hEfI>  <https://www.youtube.com/watch?v=NJ6ya0gY0Tc>  <https://www.youtube.com/watch?v=SfRWIik1YNY>  <https://www.youtube.com/watch?v=RqBz3PTPyPU>  After showing the videos, you could have former students who participated in planning an I & I Ceremony, share their experience. | Phone Etiquette Handout: Review it with students. You can get creative in how you share it. (Handout attached)  Role Playing on the phone with peers.  If there is time left after finishing your activities, give your students time to break into their I & I Ceremony Planning Committees (venue/technology committee, the guest coordinating committee, the food/decoration committee, and the program committee) | Mock Business Calls Handout: Using the 10 Phone Tips and Script handout, students will call business to practice their phone etiquette (Handout attached)  If there is time left after finishing your activities, give your students time to break into their I & I Ceremony Planning Committees (venue/technology committee, the guest coordinating committee, the food/decoration committee, and the program committee) | A Subject Matter Expert (computer teacher or someone from the technology field) cand teach students the parts of an email and how to create a professional email.  Email Etiquette Tips Handout: Review it with students. You can get creative in how you share it. (Handout attached)  Practice Emailing: Using the Email Prompts Handout students will practice their email etiquette by sending emails to their specialist or the Subject Matter Expert. (Handout Attached) | Class time is spent breaking into their I & I Ceremony Planning Committees (venue/technology committee, the guest coordinating committee, the food/decoration committee, and the program committee). |
| **P R O J E C T W E E K T W O** | | | | |
| Public Speaking Tips Research: In groups, students will research public speaking tips and present to class the tips they learned.  In pairs, practice the public speaking tips by filling a full minute telling a story about any topic. They must talk the full minute. Their peers will then evaluate how well they did. | Make a Commercial: Using the Public Speaking tips, students will individually make a 30 second commercial about the I & I Ceremony. | Students finalize their commercials, and present to the class. | Class time is spent breaking into their I & I Ceremony Planning Committees (venue/technology committee, the guest coordinating committee, the food/decoration committee, and the program committee). | Class time is spent breaking into their I & I Ceremony Planning Committees (venue/technology committee, the guest coordinating committee, the food/decoration committee, and the program committee). |

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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** | | | | |
| Understanding Appropriate Dress Attire: The presentation (PowerPoint Attachment)  You could bring in a Subject Matter Expert to do this presentation.    Afterwards, students can determine what kind of dress they feel is appropriate for their I & I Ceremony (Business/casual or Business?) | Students will individually work on the Dress for Success Headrush module. Link below.  \*Note: You must copy the module to edit to your program needs. Contact Jenn Beal ([jenn.beal@jag.org](mailto:jenn.beal@jag.org)) for questions on how to get a Headrush account.  https://jag.headrushapp.com/module/5j8nyQkGe43pch5rt/active | Continue Headrush module. | Table Etiquette video: Have students watch the video.  <https://www.youtube.com/watch?v=HDTB7jsc0UY>  If there is someone in your community who does table Etiquette, you could invite them in to do a presentation instead of the video.  Following the video, pass out table ware and have them practice setting a table for 20-30 minutes.  Table Setting Relay Race: Students are given a set amount of time to set their table. Whoever does it the fastest, in the amount of time given, is the winner. | Class time is spent breaking into their I & I Ceremony Planning Committees (venue/technology committee, the guest coordinating committee, the food/decoration committee, and the program committee). |
| **P R O J E C T W E E K F O U R** | | | | |
| Formal Meal Day: Students will come dressed in the appropriate dress code (business/casual or business)  They will then have a formal sit-down meal where they can practice their table etiquette.  They will be assessed based on whether they fit the dress code, and how well they did during the meal with their table etiquette. | Class time is spent breaking into their I & I Ceremony Planning Committees (venue/technology committee, the guest coordinating committee, the food/decoration committee, and the program committee). | Class time is spent breaking into their I & I Ceremony Planning Committees (venue/technology committee, the guest coordinating committee, the food/decoration committee, and the program committee). | Class time is spent breaking into their I & I Ceremony Planning Committees (venue/technology committee, the guest coordinating committee, the food/decoration committee, and the program committee). | Class time is spent breaking into their I & I Ceremony Planning Committees (venue/technology committee, the guest coordinating committee, the food/decoration committee, and the program committee). |

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