

2020-21

Flex PBL

PBL Title:	Maximizing My Potential	Professional Conference Prep	ex.) <i>National Student Leadership Academy</i>
Duration:	3 weeks	Release Date:	October 28, 2020
HELP?	e-mail jenn.beal@jag.org	Pages:	8

Project Summary

This Flex PBL is intended to be used in preparation for the 2020 Virtual National Student Leadership Academy (NSLA), but could be implemented as a prep tool for other professional conferences.

The Maximizing My Potential Flex PBL will focus on the 6 following topics:

Professionalism	Growth Mindset
Setting individual and team goals	Conference Etiquette
Virtual Interactions	Positive Competition

Public Product

Students will select activities from Choice Boards for the six categories above. Choice boards provide a personalized learning experience for students.

Using the knowledge gained from completing these activities, **students will construct an action plan to maximize their full potential in a professional atmosphere** such as Virtual NLSA and/or at a Career Development Conference, typically in the Spring. These action plans can be presented in person, or by creating a video. Most of the activities, along with the public product, could be completed as an individual, partner or a small group.

Competency Attainment

Level 1: C.17 Demonstrate time management, C.18 Follow directions, D.21 Comprehend verbal communications, D.24 Communicate verbally, F.33 Base decisions on values and goals, G.49 Provide constructive feedback, G.55 Apply the problem solving process to complex problems, H.62 Demonstrate how to work effectively with others, H.78 Demonstrate basic computer operation skills. H.79 Demonstrate an ability to learn from past experiences and others, H.63 Demonstrate an attitude that attracts the attention of management, H.64 Demonstrate an ability to communicate and work with customers to satisfy their expectations.

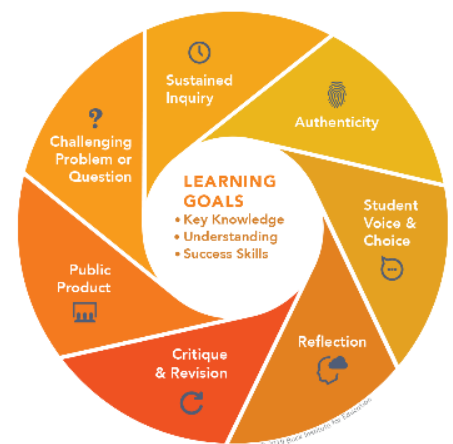
Level 2: C.16 Identify problems of new employees D.22 Comprehend written communications, F.31 Understand types of maturity, G.39 Identify how best to achieve marketable occupation skills for an entry level job, G.48 Demonstrate an openness to change, G.53 Exhibit work ethics and behaviors essential to success, G.58 Identify ways to build mutual trust and respect, H.76 Demonstrate familiarity with a variety of technologies.

Level 3: C.14-Demonstrate appropriate appearance, C.15 Understand what employers expect of employees, C.19 Practice effective human relations, E.28 Deliver presentations to a group, F.35 Demonstrate ability to assume responsibility for actions and decisions, F.36 Demonstrate a positive attitude, G.46 Describe how to work and communicate with diverse people at work and in the community to satisfy their expectations, G.51 Demonstrate politeness and civility. G.52 Demonstrate an ability to adapt to people and situations. G.53 Exhibit work ethics and behaviors essential to success. G.54 Set and prioritize goals and establish a timeline for achieving them.

**JAG Competencies should be set based on the Specialists discretion.
The above stated are merely suggestions based on the project structure.**

Notes for Specialist

- Flex PBL are designed with two intended purposes:
 1. to meet the ever-changing instructional needs of JAG Specialists across the JAG National network and
 2. to provide relief with competency attainment and project design to allow Specialists the space to devote a majority of their time in meeting the immediate needs of students.
- **With Flex PBL, Specialists are encouraged to meet with their students as recommended by their school district-whether face-to-face, hybrid, or virtual. Specialists should also use the technology recommended by their school district.**
- Additional tools such as Flipgrid may be used for classroom discussions. Flipgrid account and establish a classroom code to share with your students. You may use other video software if you prefer. If you choose to use Flipgrid, here is a helpful tutorial video:
<https://www.youtube.com/watch?v=aLzX13jw7bw>
- A Flex PBL can be administered in a variety of instructional modalities. Here are three of the most common options:
 - **Traditional; full time, in-person instruction** – walk through the steps in showing videos and leading discussions as a typical class unit.
 - **Hybrid, blended or a flipped classroom** – identify and pull out the pieces that can be asked of students to perform outside of in-person class time (i.e. to watch videos, journal, etc.) and reserve team building, discussions and/or problem solving for in-person opportunities.
 - **Completely online model** – this Flex PBL can also be administered in a completely online format, by using any means of delivery that is being directed or offered by your school district.
- The format of this Flex PBL was aimed to be easily manipulated for Specialists to deliver the project within a classroom. They can print, copy and paste into an e-mail, text, social media or a learning management system (i.e. Google Classroom, Canvas, etc).
- The intentional design of this Flex PBL is to allow a logical and manageable flow for students to work in a self-guided way.
- A series of webinars are available on the Genius for each of these three options. The topic area shifts from week to week, but the three group offerings remain consistent to accommodate your needs as they may change throughout the 2020-2021 academic year.
- In addition to Genius resources, the JAG National Staff is available for steps on the practical application of this Flex PBL.
- **The yellow highlighted sections need Specialist attention, as they are notes that require an action of the Specialist.**
- Remember that each student's responsibilities can be adjusted to fit their needs, especially when it comes to the expected time spent on this project. **You are encouraged to add, remove or change any elements within this Flex PBL to make this project suitable for your JAG students.** Just remembering that a strong PBL (regardless of delivery method) has seven essential gold standard elements.
- **Please complete this JAG Specialist survey at the completion of the project:**
<https://forms.gle/irtxxwoGH89E5Bb77>
- Finally, Specialists are responsible for how grading/allocation of points are determined based on your program expectations.



Flex PBL – National Student Leadership Academy: Maximizing my Potential

Driving Question

How can I maximize my potential in a professional atmosphere?

Entry Events

- **Watch this video** – Lessons on Leadership with Ken Smith (3:35 minutes)
<https://www.youtube.com/watch?v=nVVkShcQ7vg>
- **Answer the following questions:** (5 minutes)
 1. Who is someone I look up to as a leader?
 2. What are the qualities of an effective leader?
- **Watch this video** - Arely Silverio Special Reception NSLA 2019 (6:55 minutes)
<https://www.youtube.com/watch?v=mPQzkelAo9s>
- **Answer the following questions:** (5 minutes)
 1. What do I hope to gain as a JAG student?
 2. How can I maximize my potential as a JAG student?

Public Product

Students will select activities from Choice Boards in each of the following six categories:

- Professionalism
- Growth Mindset
- Setting individual and team goals
- Conference Etiquette
- Virtual Interactions
- Positive Competition

Using the knowledge gained from completing the Choice Board activities, students will construct an action plan to maximize their full potential in a professional atmosphere such as the Virtual NSLA. These action plans can be presented in class or by creating a video*.

***If you haven't done so already,** create a Flipgrid account (*optional presentation method*)-- <https://info.flipgrid.com/> What is Flipgrid? A simple, free and accessible video discussion experience for everyone!



Use this Join Code to have students get connected with each other _____

Post a Video presenting your personal action plan to maximize your full potential at professional conferences such as the Virtual National Student Leadership Academy – within your Flipgrid account, find the **NSLA Action Plan Video** assignment and post a short 60 second intro. Here is a video on how students can use Flipgrid:

<https://www.youtube.com/watch?v=C0QV3Yfv7UY>

JAG Student Week One Responsibilities

Entry Event -- Implement the Entry Event activities found on page three of this Flex PBL.

- ✓ Watch YouTube Videos
- ✓ Answer Discussion Questions
- ✓ Create Flipgrid account if you plan to use it for this assignment (20 minutes)

Part 1: Professionalism

- Define: Professionalism. (5 minutes)
- Complete one Professionalism Choice Board activity below. (30 - 45 minutes)

Professionalism Choice Board		
Research professionalism and complete one of the following activities in the chart below:		
Image you are a business owner. Develop a list of qualities you would want your ideal employee to have.	Create a t-chart listing bad workplace behavior on the left and good workplace behavior on the right.	Create a cartoon depicting a person who appears unprofessional and a person who appears to be professional.

- Reflection: How can you exhibit professionalism in the classroom? (5 minutes)

Part 2: Growth Mindset

- Write down a mistake you have made on a piece of paper. Now, crumple that paper and throw it against the wall. Pick up the paper, open it, and read the mistake you wrote down. Think about what you have learned or could learn from that mistake. Now, crumple it back up and throw it in the trash. You don't want to hold on to your mistakes, just the lessons that you learned from them. Repeat as necessary. (5 minutes)
- Define: Growth Mindset. (5 minutes)
- Complete one Growth Mindset Choice Board activity below. (60 - 90 minutes)

Growth Mindset Choice Board		
Select a "famous failure" that you find to be inspirational. After researching that individual, complete one of the following activities:		
Create a fictional interview with your famous failure either in writing or through role play. Include at least 10 thought-provoking questions and answers.	Write a diary from the point of view of your famous failure, telling their story in first person.	Construct a photo essay of the life of your famous failure by putting together pictures found in your research.

- Reflection: How can you develop a growth mindset? (5 minutes)
- Check-in with your specialist and discuss your plan for constructing your public product and decide how you will integrate **Professionalism** and a **Growth Mindset**. (21 minutes)
- Begin work on your public product. (Time will vary)

JAG Student Week Two Responsibilities

Part 1: Setting Individual and Team Goals

- _ Explain the following: Why, as a member of your Career Association, is it important to have both individual and team goals? (10 minutes)
- _ Complete one Setting Individual and Team Goals Choice Board activity below. (30 - 45 minutes)

Setting Individual and Team Goals Choice Board Research methods for effectively setting goal, then complete one of the following activities:		
Create a Venn diagram, or other chart, comparing effective ways to set individual goals and effective ways to set team goals.	Write a story about a character who is part of a team that has individual goals, but no team goals.	Working with other career association members, set individual and team goals for participation in the Virtual National Student Leadership Academy.

Part 2: Conference Etiquette

- _ Discuss: Is it just as important to demonstrate professional etiquette in a virtual setting as it is in person? Why or why not? (10 minutes)
- _ Complete one Conference Etiquette Choice Board activity below. (30 - 45 minutes)

Conference Etiquette Choice Board Research professional etiquette in a virtual setting, then complete one of the following activities:		
Create a comic strip that portrays professional conference etiquette in a virtual setting.	Construct a list of rules for professional conference etiquette in a virtual setting.	Produce a video using Zoom, Flipgrid, or other conferencing technology, that portrays the do's and don'ts of professional conference etiquette in a virtual setting.

- _ Check-in with your specialist and discuss your plan for continuing to develop your public product for this project. Decide how you will integrate **Setting Individual and Team Goals** and **Conference Etiquette** to what you had from the previous week. (10 minutes)
- _ Continue developing your public product.

JAG Student Week Three Responsibilities

Part 1: Virtual Interactions

- _ Discuss: Have you had positive or negative experiences interacting virtually? What made them positive? What made them negative? (10 minutes)
- _ Complete one Virtual Interactions Choice Board activity below. (30 minutes)

Virtual Interactions Choice Board		
Research virtual interactions, then complete one of the following activities:		
Create a guide for making a good first impression in a virtual setting.	Create a chart or table listing rules for both the host and the participants in effective virtual interactions.	Create a poster or pamphlet that explains how to make virtual interactions more personal.

Part 2: Positive Competition

- _ Discuss: Have you ever been in a sporting event or other competition? Was it a positive or negative experience? What made it positive? What made it negative? (10 minutes)
- _ Complete one Positive Competition Choice Board activity below. (30 minutes)

Positive Competition Choice Board		
Research positive competition, then complete one of the following activities:		
Create a chart comparing the characteristics of negative competition and positive competition.	Write two brief news stories: one that depicts a negative competition and one that depicts a positive competition.	Write about the following: Would being competitive make you a better employee? Why or why not?

- _ Checklist for creating your Public Product: (Time will vary)
 - o Draft your plan using the work you've done throughout this project.
 - Recap the choice board work for each of the six categories.
 - o Grade yourself using the Action Plan Rubric (attached) and make revisions.
 - o Do a practice recording/dress rehearsal. Listen and watch for things you would like to improve.
 - o Get feedback from one or more peers before your final presentation.
 - o Remember to reach out to your Specialist if you have questions or need assistance.
- _ Present/Record your final public product. (10 minutes)
- _ Complete the Self-Reflection On Project Work (attached). (10 minutes)
- _ Complete this JAG National student survey to gather feedback about this Flex PBL: (2 minutes)

<https://forms.gle/ZsNQMrqT6EGYzjq9>

Action Plan Rubric

CATEGORY	(4) Excellent	(3) Good	(2) Almost	(1) Not Yet
Inclusion of required components: - Professionalism - Growth Mindset - Setting individual and team goals - Conference Etiquette - Virtual Interactions - Positive Competition	Required project components are integrated into the action plan fully. Each of the 6 topics are included in detail.	Required project components are integrated into the action plan. Each of the 6 topics are included adequately	One or two required project components are not covered satisfactorily	Three or more project components are not covered satisfactorily
Project Appearance	Appearance is professional and impressive	Appearance is neat and professional	Neat in appearance	Appearance needs improvement
Content	Cohesive action plan, which is realistic and attainable in maximizing potential in a professional atmosphere	Competent action plan, which is attainable in maximizing potential in a professional atmosphere	Fair action plan, which needs some clarification and/or improvements to be attainable	Action plan needs improvement
Mechanics and Grammar	No errors in grammar, usage, or mechanics	1-2 errors that do not detract from the plan	There are noticeable errors in that may detract from the plan	Multiple errors in mechanics, usage, and/or grammar
Organization	Plan is laid out in an organized way that would be easy for anyone to follow.	Plan is laid out in an organized way that is acceptable	Plan is slightly disorganized and may be difficult to follow	Plan is disorganized and needs improvement

Raw Rubric Score/Total	Percentage
20	100%
19	97%
18	95%
17	92%
16	90%
15	87%
14	84%
13	82%
12	79%
11	77%
10	74%
9	71%
8	69%

SELF-REFLECTION PROJECT WORK

THINK ABOUT WHAT YOU DID IN THIS PROJECT, AND HOW WELL THE PROJECT WENT. WRITE YOUR COMMENTS IN THE RIGHT COLUMN.	
Student Name:	
Project Name:	
Driving Question:	
List the major steps of the project:	
About Yourself:	
What is the most important thing you learned in this project:	
What do you wish you had spent more time on or done differently:	
What part of the project did you do your best work on:	
About the Project:	
What was the most enjoyable part of this project:	
What was the least enjoyable part of this project:	
How could your teacher(s) change this project to make it better next time:	