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Technology Integration Workshop 2022

Alternate Unit Plan

Project / Event Name	Networking Community Partnerships to Support Wrap Around Skills in Life and Work for Adolescents
Description	Divided into Soft and Hard skill sets, (also known as Transferable and Technical skill sets) students will develop a 'portfolio' of skills that can be used to enhance their personal and professional lives. The Unit will be divided into phases. The first phase will include classroom instruction, simulations and activities that focus on teaching and developing the Soft Skills, and the second phase will focus on speaking with mentors about soft skills and hard skills, and then participating in job shadows to witness and practice soft skills and hard skills.
Purpose	This project seeks to provide authentic, relevant experiences which will connect the community with the students in the school district for the mutual benefit of both parties. This project will equip learners to go out into their school, family, jobs and community with a learned insight and a developed social/emotional/interpersonal and professional skill set that will last throughout their entire lives.
<u>Established Goals;</u> Standards Being Met	1. Students will understand what a strong work ethic looks like and the benefits it can have in their lives 2. Students will practice social skills in their relationships 3. Students understand and practice skills that encourage open communication 4. Students will understand their options for future school and career planning 5. Students will be equipped to properly search for and apply for jobs that match their skills and interests 6. Students will accumulate experience through job shadowing, internships and/or mentoring that can help them with future employability.

Essential Question(s) (at the end of this project/event) what people will be able to answer or do	Students will: *Understand the meaning and importance of “soft skills.” *Be able to list at least three soft skills that are sought after by employers, and will identify good and bad examples of each soft skill. *Recognize that good communication requires active listening and adapting to various types of communication styles. *Identify the danger in making assumptions when communicating. *Explain why a positive attitude is essential on the job and in life. *Understand how differences and similarities among people affect teamwork and productivity. *Identify the difference between a growth vs. fixed mindset. *Practice useful problem solving and critical thinking skills. Apply both to real world situations. *Recognize that decisions made in the workplace (and in life) have consequences. *Develop relationships with a mentor from the community. *Explore careers in the community that match student interests, skill sets and values.
Audience	High School students in careers class and/or internship class.
Timeline	Project start date: Beginning of each trimester Milestone dates: 6 soft skills sessions during the trimester (weekly) 1 day for students to be introduced to mentoring opportunities 2 mentoring sessions during the trimester 1 day for students to be introduced to available job shadow opportunities 1 job shadow day during the trimester
Materials / Resources Needed	Community mentors Representatives from companies who will host job shadows

	Classrooms at HHS; pod rooms at HHS for mentoring sessions Business locations for mentoring School activity bus to transport students to job shadow sites Food Printed materials, permissions for job shadows, etc. Laptop or chromebooks; access to Peardeck and Google forms
Tools/Equipment Needed	Any PSE required for job shadow placements
Technology Needed:	Laptop or chromebooks; access to Peardeck and Google forms
Who to Involve	Careers class teachers; business representatives; community mentors; parents; SPED teachers; principals, paras; custodial staff
Research/Rationale	Giving students the tools they need to be successful at authentic exploratory job shadows in the community.
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GENERAL OUTLINE OF UNIT/PROJECT:

Lesson 1: Soft skill CRITICAL THINKING/PROBLEM SOLVING

Google slide show-Special order and Taco truck activities

☐ 20-21 Lesson 2-Careers classes-Critical Thinking

Lesson 2: Soft skill COMMUNICATION

Google slide show-Oogle and Cash Register activities

☐ 20-21 Lesson 3-Careers Class- Communication

Lesson 3: Soft skill COMMUNICATION

Google slide show-Stuffed animal maze and Art Hub/drawing activities

☐ 20-21 Lesson 4-Careers Class-Communication cont.

Lesson 4: Soft skill TEAMWORK/COLLABORATION

Google slide show-Notecard paperclip tower group activity/competition

☐ 20-21 Lesson 5-Teamwork/Collaboration-Careers classes

Lesson 5: SOFT SKILLS; GROWTH VS FIXED MINDSET; INTERVIEW SKILLS

Google slide show-Rate your own soft skills/Growth vs, Fixed Mindset video/practice interview questions

☐ 20-21 Lesson 6-Careers Class-SOFTSKILLS/INTERVIEW ?'S

Lesson 6: WORK VALUES AND PRIORITIES

Google slide show-Work values and priorities exercise

☐ 20-21 Lesson 7- Careers Class-work priorities & values

Lesson 7: MENTORING PREP-INTRODUCE MENTORS VIA FORM; STUDENTS CHOOSE THEIR TOP 3 MENTOR PREFERENCES; GO OVER MENTOR EXPECTATIONS AND FIRST MENTOR SESSION UNO ACTIVITY

Mentoring documents:

https://docs.google.com/forms/d/116-5b251Llx_mqfNL2mZyJJsUAb-vR2M5t7WximKLw/edit

<https://docs.google.com/forms/d/1ZKGwOnj2nZIK5-m3IYYL7D06U8e6us4T-p8E6vziIWI/edit>

https://docs.google.com/forms/d/1ErwB81b42OWbH5uiy-OqAGIKWM7OKJXcu3wQc8W_GWU/edit

Lesson 8: INTRODUCE JOB SHADOW OPTIONS

Job Shadow documents:

☐ “REVOLVING JOB SHADOW EXPERIENCE”

https://docs.google.com/forms/d/1w3n3_TZbE2DVR7Bg1AAB2x1jWRjb3XPsa4rL_Vy8atk/edit

https://docs.google.com/forms/d/1dal22EseBwVrApVrLVmU72e6i8pejXK0mO_fitJ9PV8/edit