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| **Note to Teachers:** Given the shift to virtual instruction, students may need each lesson’s graphic organizers, reflection questions, and exit ticket prompts in a Google Doc or Word format to easily complete the day’s lesson. Below is a virtual notebook for students.  Teachers should feel free to:   * Make a copy of the virtual notebook for their class and update it, as necessary. For example, if the teacher decides to use a different exit ticket prompt, they would want to update that prompt in the virtual notebook. * Allow students to have their own copy of the notebook for use throughout the course. Students may keep this notebook in the Google Doc format by making a copy. If internet connection is an issue, students may use it offline by downloading as a Word document. * Monitor student progress in their notebooks throughout the course in order to provide appropriate feedback to the students.   As students are working through the various lessons, they will need to add the actual date next to each “Day: \_\_\_” in the notebook.  Note: the student-facing resources for each unit (performance tasks and unit reflections) are not embedded in the virtual notebook. You can share the Google doc versions of these resources with students, have them make a copy for their own use, store their copy in a specific place, and add a link to their copy in their virtual notebook. |

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| **Unit Bookmarks** |
| [Unit 1: How I Lead and Learn](#_fgkamqsguauq)  [Lesson 1: Setting a Vision](#_dxh68zyq0o4e)  [Lesson 2: My Personal Brand and Vision](#_6vd7efbdcc8z)  [Lesson 3: How I Learn](#_m9x6zgku04a0)  [Lesson 4: How I Lead](#_pxnlwyjklf0g)  [Lesson 5: Student Success Plan](#_dh52wp42aii7) |
| [Unit 2: Effective Teams](#_fengnea9ta9u)  [Lesson 1: Communication is the Key](#_pmv2z13v1azu)  [Lesson 2: Using Teamwork to Solve a Problem](#_9my3nsrhdkoc) |

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| Unit 1: How I Lead and Learn |

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| Lesson 1: My Strengths and Values |

**Day 1: \_\_\_\_\_\_\_\_\_\_**

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| What compliments did you receive? |
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| **Exit Ticket**: Complete the sentences below. |
| The self-assessment suggests that \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ is one of my strengths.  I agree/disagree with this. For example…  One way I demonstrate this strength in my daily life is… |

**Day 2: \_\_\_\_\_\_\_\_\_\_**

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| [Values Assessment Activity](https://carleton.ca/mentoring/wp-content/uploads/Values-Assessment-Community-College-of-Vermont.pdf)[[1]](#footnote-1)  1. Recall times when you have been so absorbed in what you were doing that you hardly noticed the time. What were you doing? |
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| 2. Think about the things that you find meaningful. What do you think of? Include ideals, feelings, and activities. |
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| 3. From the list of values, choose the ten most important to you and then prioritize them. |
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| 4. What are the five most important to you? Prioritize them. |
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| Lesson 2: My Personal Brand and Vision |

**Day 1: \_\_\_\_\_\_**

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| Write a personal goal statement and a career goal statement that incorporates your strengths, character attributes, and values. |
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| What feedback did you receive from your partner after sharing your statements with them? |
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| Write your revised personal and career goal statements. |
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| **Elevator Pitch Graphic Organizer** | |
| Question | Scripted Sentence/Answer |
| 1. What is your name? |  |
| 2. What type of work do you want to do in the future? |  |
| 3. Where do you want to go to work or go to school? |  |
| 4. What jobs, clubs, or activities are you currently involved in that are preparing you for your future role? How are these activities preparing you? |  |
| 5. What are your goals? |  |

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| Feedback I received from my mock interview: |
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**Day 2: \_\_\_\_\_\_**

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| How might a vision board help you achieve your goals?  What is different about the vision board compared to just writing your goals? |
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| **Performance Task 1: Personal Brand and Vision Board** |
| **Link to my copy:** |

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| Lesson 3: How I Learn |

**Day 1: \_\_\_\_\_\_**

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| After completing a learning style inventory, write 2-3 sentences explaining your learning style and how this information might help you achieve your personal and career goals. |
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| Lesson 4: How I Lead |

**Day 1: \_\_\_\_\_\_**

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| Identify a person you regard as a great and effective leader. What qualities, characteristics, skills, or abilities do you think made this person an effective leader? |
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| What are the 5-10 top qualities, characteristics, skills, or abilities you and your partner selected? |
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| What are the 5-10 top qualities, characteristics, skills, or abilities the whole class selected? |
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| Write a 2-3 sentence reflection about your leadership style and how you can incorporate leadership into the achievement of your personal and career goals. |
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| Lesson 5: Student Success Plan |

**Days 1-4: \_\_\_\_\_\_**

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| **Performance Task 2: Student Success Plan** |
| **Link to my copy:** |

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| Unit 2: Effective Teams |

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| Lesson 1: Communication Is the Key |

**Day 1: \_\_\_\_\_\_\_\_\_\_**

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| Think about the idiom “two heads are better than one.” Describe a time when this was true and a time when this was false. |
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| **Exit Ticket**: List three ways you could improve communication during group work. |
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**Day 2: \_\_\_\_\_\_\_\_\_\_**

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| **Exit Ticket**: What are some strategies you can use to show you are interested in what a team member has to say? |
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| Lesson 2: Using Teamwork to Solve a Problem |

**Day 1: \_\_\_\_\_\_**

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| Describe 2-3 times when you were part of a team project or on another team such as a sports team, drama performance, choir, or band. What role did you play on the team? |
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| Thinking about the roles described below, which best suits you and why?   * + **Encourager**: a person who inspires courage, spirit, or confidence   + **Facilitator**: a person that makes an action or process easier   + **Innovator***:* a person who introduces something as new or as if new   + **Mediator**: a person who attempts to make people involved in a conflict come to an agreement; a go-between   + **Prioritizer**: a person who lists or rates (projects, goals, etc.) in order of priority   + **Recorder**: a person who keeps records |
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| **Exit Ticket**: I work best in a group when \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. What kind of norms need to be in place to make sure a team functions successfully? |
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**Day 2: \_\_\_\_\_\_**

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| **Performance Task 1A: Team Contract** |
| **Link to my copy:** |

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| **Performance Task 1B: Web Redesign and Social Media Campaign** |
| **Link to my copy:** |

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| **Exit Ticket**: After you draft your team contract with your team, respond to the following questions:   1. Why do teams need group norms or agreements? 2. What are the risks/potential dangers of not having agreed to norms? |
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**Day 3: \_\_\_\_\_\_**

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| Reading Reflection Graphic Organizer | |
| Question | Answers |
| 1. What are the characteristics of Advanced Manufacturing? How are its products, processes, and tools different from those you might use in making things at home or by a small craftsman? |  |
| 2. How are the realities of advanced manufacturing potentially different than traditional views held about the manufacturing sector? |  |
| 3. What are the various careers within the advanced manufacturing sector? |  |
| 4. What advanced manufacturing companies are located in Texas? What do they make and who are their customers? How are they changing? |  |
| 5. What postsecondary training, credentials (e.g., professional certifications or licenses), and experiences are necessary for jobs in the Advanced Manufacturing sector? |  |

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| **Exit Ticket**: What skills, competencies and training are necessary for a job in Advanced Manufacturing? |
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**Day 4: \_\_\_\_\_\_**

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| Manufacturing companies research: which companies did you find and what products to they manufacture? |
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| **Exit Ticket**: Name a time you could have used a decision matrix to help you make a choice and how it might have helped and/or changed your final decision. |
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**Days 5 and 6: \_\_\_\_\_\_**

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| Manufacturing company research:   1. Which company’s website did you review? 2. List 5 recommendations to improve their website that will help to attract potential clients and/or future employees, specifically those from underrepresented employee demographics. |
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| **Exit Ticket**: What features of a website make visitors want to return? How did we use these features in our team web page design? |
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**Days 7, 8 and 9: \_\_\_\_\_\_**

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| Website redesign: Which platform are you using for your website redesign? (Wix, Hibu, Blogger, Web.com, Google slides, etc.?) |
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| Website redesign: What feedback did you receive from your teammates about your draft web page? |
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**Days 10 and 11: \_\_\_\_\_\_**

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| What marketing techniques did you find? |
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| Record the types of advertisements, social media formats, and social media activity for the company you selected or for related products. |
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| With your team, list ideas or criteria for an effective social media campaign. |
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**Days 12 and 13: \_\_\_\_\_\_**

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| Presentation: What platform is your team using to develop your presentation? What is your role during the presentation? |
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**Day 14: \_\_\_\_\_\_**

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| Post-presentation self-reflection: Write 2-3 sentences about how you would like to improve your presentation and public speaking skills. |
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1. This activity was adapted from [Carleton University’s Values Assessment Worksheet](https://carleton.ca/mentoring/wp-content/uploads/Values-Assessment-Community-College-of-Vermont.pdf) [↑](#footnote-ref-1)