

Starting Off On the Right Foot



Overview

The first week of school can be tedious. Listening to rules, procedures, and expectations you have heard a hundred times before. Surely there is a better way to spend your first week considering how excited you are to go back to school. What if you did something to match that excitement?

Questions to Consider

- What if you spent the first week back to school doing an exciting lesson/project?
- Should you learn something worthwhile the first week of school?
- How would a lesson such as this be delivered?
- What skills would students have to be taught in order to properly learn this lesson?
- What if you could shape the first week of school for next year's students?

Product

You will complete a lesson plan including resources needed and skills that need to be taught. This lesson plan should last at least a couple of days or even the entire week. One of these lesson plans will be used with next year's group of students.

<p>DAY ONE Prepare for debate – should students spend the first week of school learning or getting to know one another?</p>	<p>DAY TWO Have debate</p>	<p>DAY THREE What is something you think would benefit every student entering this grade to learn?</p>	<p>DAY FOUR How would you teach this lesson to students?</p>	<p>DAY FIVE What would the class look like day-to-day during this lesson?</p>
<p>DAY SIX What goes into a lesson plan?</p>	<p>DAY SEVEN Begin to create lesson plan</p>	<p>DAY EIGHT Create lesson plan</p>	<p>DAY NINE Create lesson plan</p>	<p>DAY TEN Develop resources and materials needed for lesson</p>
<p>DAY ELEVEN Develop resources and materials needed for lesson</p>	<p>DAY TWELVE Work on presentation of lesson</p>	<p>DAY THIRTEEN Work on presentation of lesson</p>	<p>DAY FOURTEEN Practice/film presentation</p>	<p>DAY FIFTEEN Present lesson idea to a panel of teachers</p>

LESSON ONE

Prepare for debate

Either put students in small groups (at least 5 per group) or have a class debate on what should students be doing the first week of school.

Affirmative: Students should be learning the first week of school.

Negative: Students should be getting to know their school and one another the first week of school

Debate Format

- Opening statement affirmative – 2 minutes
- Opening statement negative – 2 minutes
- Counterargument of negative opening– 2 minutes
- Counterargument of affirmative opening – 2 minutes
- Questions for affirmative – 3 minutes
- Questions for negative – 3 minutes
- Closing argument affirmative – 1 minute
- Closing argument negative – 1 minute

Opening statement – make the main argument(s) for your case

Counterargument – come up with arguments against the opposing side's opening statement

Questions – one side gets to ask questions of the opposing side to find fault with their argument

Closing argument – make a final argument for why your side is correct

LESSON TWO

What is something every student entering this grade should learn to be successful?

Using the debate and other information, brainstorm several ideas for something that every student should have to learn to be successful in this grade.

Use the graphic organizer to help you:

What are five things you think every student coming into this grade needs to learn to be successful for the year?

1. _____

2. _____

3. _____

4. _____

5. _____

Jot down some reasons why each of these are important.

1.

2.

3.

4.

5.

Which of these responses generated the most points for why this would be important?

LESSON THREE

What could that lesson look like?

Now that you have what it is you think needs to be taught, what does that lesson look like in the classroom?

Things to consider:

- What are the learning objectives?
- How many days would this take?
- What materials/resources are going to be needed?
- What would the role of the students be?
- What would the role of the teacher be?
- What would students produce to show they have learned it?
- How would this be evaluated?
- What do you envision entire process looking like?
- How will this lesson be revisited throughout the year?

LESSON FOUR

What goes into a lesson plan?

A lesson plan is essentially the lesson broken down into parts, providing a step-by-step process for how this will look and what will be needed.

You are going to create your own lesson plan using the template provided:

Lesson Plan

Learning Objectives (3 to 5):

-
-
-
-
-

Other Skills Learned:

-
-
-
-
-

Overall Goal of Lesson: _____

Product of Lesson: _____

How will learning be Assessed: _____

DAY ONE	DAY TWO	DAY THREE	DAY FOUR	DAY FIVE
Learning Objective(s):	Learning Objective(s):	Learning Objective(s):	Learning Objective(s):	Learning Objective(s):
Activities:	Activities:	Activities:	Activities:	Activities:
Materials/Resources:	Materials/Resources:	Materials/Resources:	Materials/Resources:	Materials/Resources:
Assessing of Learning:	Assessing of Learning:	Assessing of Learning:	Assessing of Learning:	Assessing of Learning:
Next Steps:	Next Steps:	Next Steps:	Next Steps:	Next Steps:

LESSON FIVE

Giving a persuasive presentation

Now that you have your lesson plan completed you will need to convince a panel of teachers that they should use it come next school year. How do you make a persuasive case for your lesson?

- 1) Structure matters
- 2) State your goal
- 3) Use evidence
- 4) Keep it sort but sweet
- 5) Know your audience
- 6) Posture matters
- 7) Act like you care/Be authentic
- 8) Be confident, don't umm and ahh
- 9) Dress for success
- 10) Practice, practice, practice
- 11) Present, don't read
- 12) Finish strong

You can watch this YouTube video which shows you what these steps look like:

<https://youtu.be/RMcP2SLguaA>

Project Rubric

Overall	Clarity	Significance	Presentation
Excellent	<ul style="list-style-type: none"> • Lesson plan is clearly laid out with specific learning objectives. • Each day is planned out so that it can clearly be seen what students will be doing. • How students are assessed is fair and does a good job of determining whether they mastered the lesson or not. 	<ul style="list-style-type: none"> • Lesson seems as though it would generate a lot of excitement and get students motivated for the coming school year. • What the lesson teaches is an important skill that every student would benefit from. • Lesson would start the year off on the right foot and set a tone for the rest of the year. 	<ul style="list-style-type: none"> • Student makes a compelling case why this lesson should be used, using logic and examples to make points. • Student presents in a manner that shows they care about what they are presenting, shows enthusiasm. • Presentation is well organized and easy to follow.
Good	<ul style="list-style-type: none"> • Lesson plan is laid out in an orderly fashion but learning objectives too general, not specific enough. • Most activities are planned out so that it can be seen what students will be doing but some a little vague. • How students are assessed determines that they learned but not whether they mastered the lesson. 	<ul style="list-style-type: none"> • Lesson seems as though it would generate excitement but not necessarily motivate students for the coming school year. • What the lesson teaches is an important skill but not every student would benefit from it. • Lesson would start the year off right but not set a tone for the rest of the year. 	<ul style="list-style-type: none"> • Student makes a case why this lesson should be used, but does not always use logic and/or enough examples to make points. • Student presents in a manner that shows they care about getting a good grade but not about the lesson itself. • Presentation is organized but not consistently easy to follow.
Needs	<ul style="list-style-type: none"> • Lesson plan is not very clear and learning objectives 	<ul style="list-style-type: none"> • Lesson does not seem as though it would generate a lot of 	<ul style="list-style-type: none"> • Student makes a poor case why this lesson should be used, not

Improve ment

- are hard to understand.
- Not planned out enough so that it can clearly be seen what students will be doing, causes confusion.
 - Students are assessed in a manner that is not fair or does not give any indication of what they learned or mastered.

- excitement and/or get students motivated for the coming school year.
- What the lesson teaches is not really an important skill, most students would not learn from it.
 - Lesson would start the year off on a sour note.

- making sense at times and/or including no examples to make points.
- Student presents in a manner that shows they do not seem to care about what they are presenting, lacks enthusiasm
 - Presentation is poorly organized, making it difficult to follow what is being presented.

Schoolhouse Rock in Review



Overview

What is one way you could remember something important you learned this year so that you can use it next year? How about using an ear worm which is a catchy song that you can recall easily? Schoolhouse Rock were songs that were used to help kids learn about their math facts, grammar rules, principles of science, and important historical events. Now it is your chance to create a song that helps others to remember a valuable lesson(s) that was learned this school year.

Questions to Consider

- What is something important you learned this school year that you think would benefit you next year?
- What are the important aspects of this lesson and how could you capture them in a phrase or two?
- How could you turn these aspects in a song?
- What makes a song memorable?
- How do you present that song to others to make it memorable?

Product

You will write a catchy song that captures the importance of the lesson you think you should remember for next year. You will then make your own video of this song so that others can watch it and remember important lessons from the year.

<p>DAY ONE What is a Schoolhouse Rock?</p>	<p>DAY TWO What is a lesson you think would be good to remember for next year and why is this important?</p>	<p>DAY THREE What are the important aspects of this lesson?</p>	<p>DAY FOUR What makes a catchy song?</p>	<p>DAY FIVE How do you capture these important aspects? Select your song</p>
<p>DAY SIX Write your lyrics for your song</p>	<p>DAY SEVEN Write your lyrics for your song</p>	<p>DAY EIGHT Write your lyrics for your song</p>	<p>DAY NINE Write your lyrics for your song</p>	<p>DAY TEN Write your lyrics for your song</p>
<p>DAY ELEVEN Create video of your song</p>	<p>DAY TWELVE Create video of your song</p>	<p>DAY THIRTEEN Create video of your song</p>	<p>DAY FOURTEEN Create video of your song</p>	<p>DAY FIFTEEN Present your song</p>

LESSON ONE

What is a Schoolhouse Rock?

Watch the Schoolhouse Rock video "Conjunction Junction"

<https://www.youtube.com/watch?v=RPoBE-E8VOc>

1. What does a conjunction do?
2. What are three examples of conjunctions?
3. What images do they use to help you to understand the function of a conjunction?
4. What you consider this song catchy or sticky?
5. What about it makes it so?

LESSON TWO

What are some valuable lessons you have learned this year?

Either have a discussion as a class, pair and share between partners, or have students write a reflection about five valuable lessons they have learned this school year.

Use the graphic organizer to help them organize their thoughts:

What are the five lessons you feel were most important this school year?

1.

2.

3.

4.

5.

Explain why you think each of these lessons are important.

1.

2.

3.

4.

5.

What are some elements that made these lessons stick out to you or what made them memorable to you (you can write phrases, draw pictures, make a list, etc.)

LESSON THREE

How do you capture these important aspects?

Analyze a specific Schoolhouse Rock song and how they put in the important aspects people should know.

Look at Schoolhouse Rocks "I'm Just a Bill"

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

What important information is given in this song?

- Capitol Building is where bills are passed (Capitol Hill)
- Sitting in committee means congressmen discuss and debate
- How laws/bills start as ideas
- Contacting your local congressman
- Congress must decide whether a bill becomes a law
- Most bills don't get very far
- Die in committee means they vote on you unfavorably
- If committee passes, it goes to the either the House or the Senate. Once it passes in one it must go to the other
- If Congress votes to pass it must go to the president for a signature
- President has veto power

Do you feel you have a general understanding of the process of how a bill becomes a law?

LESSON FOUR

What is important about your lesson

Choose one of these lessons you feel is important and write down the aspects that someone would need to know to learn it.

After you have created some phrases you want to teach and choose a song, print up the lyrics to that song using <http://www.songlyrics.com/> or some other site.

Go through the lyrics and see where you can insert your key words and phrases.

What is the topic of your lesson _____

What are ten important things someone should remember about the lesson you have chosen?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

How could you condense these aspects in a short phrase or two?

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

What are some songs that come to mind when thinking about your lesson that might go with your topic or some of the phrases you have created?

LESSON FIVE

Shooting a video for your song

Use a website such as WeVideo, FlipGrid, or Seesaw.

You can film your video and add any enhancements, graphics, animation, etc.

Tips for a Better Experience

- Props and costumes always enhance the creativity aspect.
- The chorus should contain the main idea of what it is you are teaching. This is the part people will remember the most.
- If it helps, put subtitles in the video so people understand the lyrics more clearly.
- Make sure the music is not so loud to drown out your singing.
- Get others involved. Recruit friends or family members to participate.
- Don't worry about how good your voice sounds, just have fun with it. People will respond to your level of excitement.

Project Rubric

Students:

Overall	Creativity/Catchiness	Understandability	Educational
Excellent	<ul style="list-style-type: none"> Entire song sticks in your head, you are humming a few bars even after the song is done. Performer uses props, costumes, graphics that enhance the understanding of the lesson. Song chosen is not only appropriate but it is a wonder Weird Al himself hasn't made a song using it. 	<ul style="list-style-type: none"> Audience can understand very clearly what the lyrics are saying. The chorus captures the main idea of the lesson in an inventive manner. Song is organized so that the lesson builds upon itself, teaching the concept. 	<ul style="list-style-type: none"> The concept of the lesson is conveyed in the song clearly, explained well and in depth. Teaches something that would be very important for those listening to remember. Lyrics are clever in how they teach you the concept.
Good	<ul style="list-style-type: none"> Parts of the song, especially the chorus, stick in your head, you are able to remember what the song was about. Performer uses props, costumes, graphics but they do not always enhance the understanding of the lesson, just there for show. Song chosen is appropriate but it does not seem like a natural fit, some parts are forced. 	<ul style="list-style-type: none"> Audience can understand what the lyrics are saying most times but a couple of places hard to tell. The chorus captures the main idea of the lesson but enhance its learning of it. Song is fairly organized, but there are a few places where things seemed shoved or at of place. 	<ul style="list-style-type: none"> The basic concept of the lesson is conveyed in the song, but not much depth to it. Teaches something that would be important for those listening to remember but not as important as others. Lyrics teach you the concept but in a straightforward manner, not clever.

Needs Improvement

- Song is forgettable, you have trouble remembering what it was about soon after hearing it.
- Performer either does not use any props, costumes, or graphics, or they distract from the understanding of the lesson.
- Song chosen is not appropriate, doesn't seem to fit the lesson being taught.

- Audience cannot understand what the lyrics are saying, either garbled or audio issues.
- The chorus does not really capture the main idea of the lesson.
- Song is not organized well, just seems randomly put together with no thought how it builds upon itself.

- The concept of the lesson is lost in the song clearly, hard to tell what is being taught.
- Teaches something that is not very important for those listening to remember.
- Lyrics get some of the lesson wrong, causing misunderstanding.

What If You Could Go Back to the Future?



Overview

In the movie *Back to the Future*, the main character is able to send himself a letter from the past. What would you tell yourself or show about your world to yourself in 30 years? How could you capture what life was like in the world you currently live in?

Questions to Consider

- What do you want yourself to know about you 30 years from now?
- What are some items that reveal who you are as a person?
- What are some items that reveal a lot about our culture and society?
- What would you want your future self to remember about what it was like right now?
- How would you find items that convey a lot of meaning and information without having to explain them?

Product

Students are going to create a time capsule where they choose at least 10 items that reveal a lot about who they are at this time in their life as well as the culture and society they live in. The idea is that you or others will open this years later and get a good sense of who you were and how you lived.

<p>DAY ONE Look at the contents of a time capsule from 30 years ago and try to determine what this says about the time it was buried</p>	<p>DAY TWO Looking at the contents of a time capsule prepared in 2019</p>	<p>DAY THREE Create a list of items you would like to include in your time capsule</p>	<p>DAY FOUR Narrow your list down to the 10 items that you think will best represent you and our time</p>	<p>DAY FIVE In addition to your 10 items, write a letter to yourself 30 years from now</p>
<p>DAY SIX Preparing your items in your time capsule</p>	<p>DAY SEVEN Collect your 10 items</p>	<p>DAY EIGHT Bring your 10 items into school or take photos of them</p>	<p>DAY NINE Gallery walk where others see our items and comment why they think you chose them</p>	<p>DAY TEN Bury or put your time capsule someplace it won't be bothered along with the comments by other people</p>

LESSON ONE

Looking at the past

Watch this video of a man who opens up a time capsule he sealed 37 years ago:

<https://www.youtube.com/watch?v=y2OhcY6euo>

- Alf figurine/puppet
- List of classmates and the jobs he thought they would have
- Cassette tape of Alf premiere
- Mix tape of songs
- Newspaper clipping of him choosing who he thought would win the Super Bowl
- Picture of a funny sign
- Yankee wristband
- Baseball cards
- Cover of a book he liked (War of the Worlds)
- Sunglasses he wore to Bar Mitzvahs
- Lyrics to song typed on a word processor
- Bazooka Joe comics
- Yankee piggy bank

Reflect or have a discussion on the following?

- How many of things do you not recognize or not know?
- What items have become obsolete?
- What seems to be important to this man when he was younger?
- Do many of those things seem important to him now?
- There are things he does not remember putting in. Why do you suppose that is?
- What do you suppose was on that sign?
- What do these items reflect about his 12-year old self?
- What do these items reflect about 1989?

- What do you think his experience would have been had he opened it in 2000 like he originally wanted?
- Why do you suppose he wants to share this moment with his kids?

LESSON TWO

Looking at the contents of a time capsule in 2019

Watch this video of a girl who is preparing a time capsule in 2019

<https://www.youtube.com/watch?v=KOVsqcbN3oM>

- What are some of the items she puts in?
- Do you agree with a lot of her decisions?
- What would you include that she didn't?
- What do you think she will think of herself when she opens it years later?
- She comments she's not sure she put the right things in her time capsule?

Why do you suppose that is?

LESSON THREE

What are some items you would consider putting in your time capsule?

Use these questions and the graphic organizer to generate ideas for your time capsule

- My favorite music is...?
- My favorite movie/show is...?
- If I could have anything for dinner is would be...?
- I like to spend my free time doing...?
- One of my best friends in the world is...?
- I really like to play the game/sport of...?
- Something I use almost every day would be...?
- The item I think be represents this current time is...?
- A piece of clothing that would reflect the style of now would be...?
- An animal that I think might not be around in 30 years would be...?
- A subject in school that I think will be important for me in my future is...?
- 30 years from now I hope to be...?
- If I could change anything about our world right now it might be...?
- What is a current event that will be remembered in history books 30 years from now...?
- A person that would be interesting to interview would be...?
- If I had an unlimited budget, what is something I would put this...in the time capsule.
- Something that is important to my family would be...?
- The holiday that everyone should still be celebrating 30 years from now is...?
- This is something I learned this year that I think I will still be using 30 years from now...?
- My hero is...?

You will eventually go back to the list and pick the 10 items you feel should be in your time capsule

Artifact for the time capsule	Why I think it is important

Artifact for the time capsule	Why I think it is important

LESSON FOUR

How to write a letter to your future self

Depending on the age and abilities of your students, you could just have them write a letter to themselves freely or provide them with something to help them to organize their thoughts

I just finished _____ grade and my teacher was _____

One of my favorite memories from this year is _____

The best day of my life was when _____

My best friend is _____ and in 30 years he/she will be

When I get older I think a career I would be interested in would be

I want to travel to these places _____

Some of the things I would like to do in my life are

If I could make one change in the world, it would be

Something I hope is fixed in 30 years would be

My words of advice to my future self would be

The address of the person you are writing to should be displayed on the left just beneath your address

Your Address: Should be displayed in the top right corner

The date should be displayed just below your address on the right

Your greeting should be displayed on the left just beneath the date

This is where you sign off; yours faithfully or yours sincerely

This is the main body of your letter

This is where you sign and print your name



LESSON FIVE

Preparing your time capsule

Watch this video on tips of how to make the items in your time capsule last longer and stay preserved

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

LESSON SIX

Other people's reactions to your items

For the gallery walk, people are either going to see the display of your ten items or look at the photos you have taken of them. They will make comments as to why they think this item is included. Turned down will be your explanation as to why you chose to include these item that people can check after making their comments.

Name of student _____

Item	Why do you think this item was included?

Name of student _____

Item	Why do you think this item was included?

Item	Why did I include this item?

Project Rubric

Overall	Items	Explanation of items	Letter to Self
Excellent	<ul style="list-style-type: none"> • There are 10 items in your time capsule. • The 10 items give a well-rounded picture of who you are as well as the time you live in. • All 10 items can explain themselves without notes to makes things clearer. 	<ul style="list-style-type: none"> • Explanation gives a clear reason why the item was chosen and its importance. • Why the item was chosen has significance to reflecting the person and the time. • Solid reason given for all 10 items for its inclusion in the time capsule. 	<ul style="list-style-type: none"> • Letter is written in the proper format, making it easy to follow. • Letter includes lots of details to paint a clear picture of what the writer was thinking. • Letter includes thoughtful responses that provide the reader with insight and curiosity.
Good	<ul style="list-style-type: none"> • There are a little more or less than 10 items in your time capsule. • The 10 items give a general picture of who you are as well as the time you live in but not a full one. • Most of the 10 items can explain themselves without notes to makes things clearer but a couple need them for clarity. 	<ul style="list-style-type: none"> • Explanation gives the reason why the item was chosen but not always its importance. • Why the item was chosen has some significance to reflecting the person and the time but there are a few where this connection is hard to see. • Solid reason given for most of the 10 items for its inclusion in the time capsule but not all. 	<ul style="list-style-type: none"> • Letter is written in the proper format, but not always easy to follow. • Letter includes details to paint a clear picture of what the writer was thinking but places where more is needed. • Letter includes responses that provide the reader with a reporting of the facts.
Needs Improvement	<ul style="list-style-type: none"> • There are far less or more than 10 items in your time capsule. • The 10 items gives a very basic idea of 	<ul style="list-style-type: none"> • Explanation does not give a clear reason why the item was chosen and/or its importance. 	<ul style="list-style-type: none"> • Letter is not written in the proper format, making it difficult to follow.

who you are or represents the time incorrectly.

- Most of the items need a lot of explanation in order to understand why they are included.

- Why the item was chosen lacks significance to reflecting the person and the time. Could have been anyone's.
- Very few of the items have a solid reason for their inclusion in the time capsule.

- Letter includes very few details, not painting a clear picture of what the writer was thinking.
- Letter includes responses that seem out of place and cause confusion.

It's Never Too Early to Apply



Overview

When you think of yourself 20 years from now, what sort of job do you envision yourself being in? More importantly, what do you need to start doing now in order to prepare yourself for such a job? That is what you will explore. You will choose a job you would be interested in, find out what school/experience/ qualifications you would need to possess in order to get this job, and then create yourself a resume

Questions to Consider

- What job would be interested in as an adult?
- What requirements or qualifications are necessary for someone to be in this line of work?
- How do you show what you are capable of in a resume?
- How do you convince others that you are the best person for the job?
- What are you going to have to do moving forward in order to pursue a job in this field?

Product

Students will create a mock resume of qualifications they would need in have in order to have a chance to land this job. This will also involve producing a video interview where they make an argument for why they would be the best person for the job.

Suggested Timeline

DAY ONE Have students take on-line career prognosticator	DAY TWO Have students select their career and begin to conduct research concerning that career.	DAY THREE Research on career	DAY FOUR Research on career	DAY FIVE Research on career
DAY SIX Conducting an interview	DAY SEVEN Writing your interview questions	DAY EIGHT Conduct your interview	DAY NINE What is a resume?	DAY TEN Write your imagined resume
DAY ELEVEN What is a video interview?	DAY TWELVE Students will work on their video interview	DAY THIRTEEN Students will work on their video interview	DAY FOURTEEN Students will finalize their video interview	DAY FIFTEEN Students will turn in their video interview and write reflection

LESSON ONE

Have students take an on-line career prognosticator such as:

<https://www.yourfreecareertest.com/>

Have them look through all of the results and see which one sticks out to them as being a career they would be interested in doing.

LESSON TWO

Research the career you are interesting, looking for the following information:

- What is it exactly someone would do in the career you are interested in?
- What are the opportunities in this field you have chosen?
- Are jobs plentiful (approximately how many people do this job currently)
- Is there a hierarchy in the job field that you have to work your way up by gaining experience?
- What is the average salary of doing such a job?
- Are there many people doing this job or are there only a few select?
- Is there an organization for your field to turn to for support like a union or guild?
- What does one have to do to be qualified to be in your profession?
- Is there special training or school to be in your profession?
- What exactly does this involve? (i.e. how many years and where does this take place)

LESSON THREE

Conducting an interview

As part of this project you will interview someone in the career you are interested in. You can use this opportunity to check your research as well as gaining new insights.

STEP 1: Research, research, research. Then research some more. The only way to come up with good questions is to know everything there is to know about your subject.

STEP 2: Contact the person you wish to interview. Ask when a good time would be to do the interview. Be polite! Say "please" and "thank you." Try to set up the interview in person. If this isn't possible, then set up a phone interview.

STEP 3: Read over your research and brainstorm a list of 15 questions. The more specific your questions are, the better. And never ask questions that can be answered with a simple yes or no. Make your interviewee give details and examples with the questions you ask.

Be sure to write all your questions down and practice asking them with a partner. Become very familiar with your questions before you go into the interview.

STEP 4: Come prepared with:

- A pencil
- A notebook
- A list of good questions
- A recording device (always ask permission before recording an interview)

STEP 5: Be on time. Arrive at your interview with plenty of time to spare. If you've never been to the place where your interview is taking place, go early and scout it out. There is nothing more unprofessional than a reporter who is late.

If you are conducting a phone or on-line interview, make sure to be ready with a minute before you are placing the call.

STEP 6: Conduct your interview in an organized, timely manner. During the interview:

- Be courteous to your subject.
- Always take time to ask for an explanation about things you don't understand.
- Don't be afraid of uncomfortable silences and pauses.
- Let the interview take its natural course.
- If possible, look the person in the eye when asking questions.
- Always listen carefully to the answers. Each answer could lead to more questions or include an answer to a question you haven't asked yet. Don't ask a question that has already been answered. Your subject will know you weren't listening and be insulted.
- Don't read through your questions one right after another like you can't wait to be finished. Conduct your interview like a conversation. One question should lead naturally into another.

STEP 7: Even if you are recording an interview, take notes. Don't try to write every word said. It will slow down the interview. Just take down the main points.

After the interview, while the details are still fresh in your mind, write everything down you can remember about the person you interviewed. Write it all down as soon as possible. Then expand your notes by following up on things you learned in your interview with more research.

STEP 8: Review your research and your interview notes. Circle or highlight quotations that you think will be good to know.

LESSON FOUR

Writing a resume

A resume is a one-page listing of what qualifications you have as a potential employee

These can be organized in many ways but most contain the same information which is:

- Summary
- Education and Training
- Experiences
- Former jobs
- Special Skills

Because you have not had any of these yet, you will imagine where your path would lead you based on your desires and the research you did.

For example, let us say you research being a teacher. You would want to make what you hope would be your resume 10 – 15 years from now. It might look like this:

about me

An organized professional with proven teaching, guidance, and counseling skills. Possess a strong track record in improving test scores and teaching effectively. Ability to be a team player and resolve problems and conflicts professionally. Skilled at communicating complex information in a simple and entertaining manner. Looking to contribute my knowledge and skills in a school that offers a genuine opportunity for career progression.

contact



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Linkedin.com/in/username

EDUCATION

B.S. GENERAL EDUCATION
University of Illinois
Chicago, IL
2011 -2013

A.A. MASS COMMUNICATION
University of Illinois
Chicago, IL
2009 - 2011

SKILLS

Excellent With Children
Teaching Assistance Expert
Communication Skills
Interpersonal Skills
Time Management Skills
MS Office Suite
Modern Classroom Technology

CERTIFICATIONS

TEACHING ASSISTANT COURSE
Adult Education Centre
Chicago, IL / 2017

CELTA (Certificate In Teaching
English To Speakers Of Other
Languages)
Cambridge CELTA Course Online
2016

professional experience

2015 - Present

ENGLISH TEACHER / *Pathways Primary School, Jacksonville, FL*

- Met parents and school governors; maintain discipline in the classroom; methodically provide resources for lessons; simplify lesson plans in line with curriculum objectives and assist students to prepare for examinations in a 2,500+ student school
- Assess and look after 150+ students' progress throughout the term and work closely with other staff to efficiently plan and coordinate work
- Provide informative presentations to students regarding different areas of studies and ensure that all students fully comprehend all aspects
- Trained four new English teachers, emphasizing the importance of classroom control

2011 - 2015

TEACHING ASSISTANT / *Mount Hill Secondary School, Jacksonville, FL*

- Responsible for ensuring that all students fully comprehended the taught curriculum and provided support to students who required extra guidance
- Worked closely with the other teachers to ensure all avenues of the curriculum are met and delivered lessons the students
- Adopted distinctive teaching methodologies, documented all lessons, organized healthy group discussions, and mentored troubled students

LESSON FIVE

Video Interview

In order to get a job many times you have to go through an interview where you are answering questions that are supposed to reveal whether you would be a good fit for the job.

You are going to conduct a video interview where you will pick 10 of the following most common questions you might be asked in an interview. You are going to answer these questions on the video. You can record this interview using WeVideo, Flipgrid, or some other video program.

1. What are your strengths?
2. What are your weaknesses?
3. Why are you interested in working for this company?
4. Where do you see yourself in five years? Ten years?
5. What can you offer us that someone else can not?
6. What are three things your former manager would like you to improve on?
7. Tell me about an accomplishment you are most proud of.
8. Tell me about a time you made a mistake.
9. What is your dream job?
10. What would you look to accomplish in the first 30 days/60 days/90 days on the job?
11. Describe yourself.
12. Tell me how you handled a difficult situation.
13. Why should we hire you?
14. How would you deal with an angry or irate customer?
15. Give a time when you went above and beyond the requirements for a project.

16. What was your biggest failure?
17. What motivates you?
18. Who's your mentor?
19. How do you handle pressure?
20. What are your career goals?
21. Are you a leader or a follower?
22. What are your hobbies?
23. What makes you uncomfortable?
24. What are some of your leadership experiences?
25. What do you like the most and least about working in this industry?

LESSON SIX

Reflection

Consider the following questions in a written reflection:

- Is this career what you expected it would be?
- Now that you have researched it, are you still interested in this career?
- Do you think pursuing this career will be a difficult or easy task and why?
- What are your career goals with this profession?
- Do you think this will be a life-long career or could you imagine yourself trying different careers?

Project Rubric

Overall	Resume	Interview	Reflection
Excellent	<ul style="list-style-type: none"> • Resume is in an easy to read format and clearly shows your strengths. • Resume has realistic information in it that indicates you researched your career well. • Resume is professional looking without any spelling errors or grammar issues. 	<ul style="list-style-type: none"> • Interview has 10 responses to questions. • The responses given reflect the amount of research and information you took from your interview. • The responses given are thoughtful and would make me want to hire you. 	<ul style="list-style-type: none"> • Reflection gives an honest assessment of how you feel about this career. • Reflection is detailed and provides plenty of specific examples to justify your answers. • Reflection gives an overall picture of what you learned from the project.
Good	<ul style="list-style-type: none"> • Resume is in a readable format and shows your strengths. • Resume has mostly realistic information in it that indicates you researched your career well, but one or two seem far-fetched. • Resume is professional looking with only a couple of spelling errors or grammar issues. 	<ul style="list-style-type: none"> • Interview has a little less or more than 10 responses to questions. • The responses given reflect research and information you took from your interview but a couple have misinformation. • The responses given are respectable but don't make you stand out from other candidates. 	<ul style="list-style-type: none"> • Reflection gives an assessment of how you feel about this career but doesn't delve into your deeper thoughts and feelings. • Reflection has detail and provides plenty of specific examples to justify most answers but not all. • Reflection gives a general idea of what you learned from the project.
Needs Improvement	<ul style="list-style-type: none"> • Resume is not in a format that is easy to follow and/or does not show your strengths very well. • Resume has information in it that 	<ul style="list-style-type: none"> • Interview has a lot less or more than 10 responses to questions. • The responses given reflect a misconception of the 	<ul style="list-style-type: none"> • Reflection gives a poor assessment of how you feel about this career, not much shared. • Reflection lacks detail and specific examples to

indicates you did not research very well.

- Resume is not professional looking with many spelling errors or grammar issues.

research and information you took from your interview.

- The responses given leave me to question why would I want to hire you.

justify many of your answers.

- Reflection gives little to no indication of what you learned from the project.

Here's a Great Book to Read for the Summer



Overview

Do you have a favorite book that you are so excited about that you would like to convince others to read it...over the summer? This is going to take some convincing to get someone to give up their “me time” over the long break and do something that seems academic. What could you possibly say to get someone to put down their sun lotion and pick up a book?

Questions to Consider

- What is so exciting about this book that someone would want to read it over the summer?
- How much can you share about a book without giving any of the good stuff away?
- What are ways you can be persuasive both visually and in the written word?
- How do you capture the heart of what a book is about?
- How do you convince someone to do something they normally wouldn't?

Product

You are going to put together a book trailer that will be designed to encourage someone to read a particular book over the summer. This book trailer must be from 3 to 5 minutes long and contain a summary and an enticing tagline.

<p>DAY ONE What makes a good book?</p>	<p>DAY TWO How do you convince someone to read a book in just 5 minutes?</p>	<p>DAY THREE What goes on the back of the book cover?</p>	<p>DAY FOUR What does a book trailer look like?</p>	<p>DAY FIVE Students will choose a book they want to recommend to someone and find the selling points of it</p>
<p>DAY SIX Writing the summary of your book</p>	<p>DAY SEVEN Writing the summary of your book</p>	<p>DAY EIGHT Students begin to write the storyboard for their book trailer</p>	<p>DAY NINE Students continue to write the storyboard for their book trailer</p>	<p>DAY TEN Students continue to write the storyboard for their book trailer</p>
<p>DAY ELEVEN Creating your book trailer</p>	<p>DAY TWELVE Creating your book trailer</p>	<p>DAY THIRTEEN Creating your book trailer</p>	<p>DAY FOURTEEN Creating your book trailer</p>	<p>DAY FIFTEEN Publish your book trailer for others to see</p>

LESSON ONE

What goes on the back of a book cover?

Who here has ever bought a book based on the description on the back?

When publishers publish books, they have to try to persuade people to buy the book based on the description of what is inside the book.

These summaries are not usually very long.

Example: *And Then There Were None* by Agatha Christie

Ten strangers are lured to an isolated island mansion off the Devon coast by a mysterious "U.N. Owen."

At dinner a recorded message accuses each of them in turn of having a guilty secret, and by the end of the night one of the guests is dead.

Stranded by a violent storm, and haunted by a nursery rhyme counting down one by one...as one by one...they begin to die.

Which among them is the killer and will any of them survive?

What has this summary done?

- Established that there are ten people in the story
- That they have been gathered together on an isolated island
- That they each have a terrible secret
- Now they are being killed off one-by-one
- Leaves with the cliffhanger of who is the killer and who will survive
- Uses words such as "mysterious", "isolated", "stranded", "guilty secret", "violent", "killer", and "survive" to set a tone for the book

The purpose of this summary is both to inform you about the basic story of the book, and also persuade you to want to read it. To want more. What does it not do?

- Give away the ending
- Tell you what these terrible deeds are
- Give any indication of how these people are dying

It leaves much of the story a mystery which makes you want to know more about it.

LESSON TWO

How to fit a 200-page book in a 5 minute video

You are going to write a summary of a book of your choosing and create a book trailer for it.

What exactly is a book trailer? It is like the previews at the movies. It tells the basic story, who the main characters are, what genre the story is, sets a tone, but does not give too much away.

A preview of a movie has to take a two-hour film and boil it down into a few minutes. They have to carefully select what they are going to include in the preview to persuade people to watch it, but almost as important is what they leave out so that it does not ruin the movie for people.

The Hunger Games

Example of movie preview:

<https://www.youtube.com/watch?v=mfmrPu43DF8>

Example of a book trailer

https://www.youtube.com/watch?v=niE_owA6a28

A Wrinkle in Time

Example of movie preview

<https://www.youtube.com/watch?v=UhZ56rcWwRQ>

Example of book trailer

https://www.youtube.com/watch?v=dY_QkjChP5M

You will first want to summarize your book, mentioning important characters, the basic story line, the setting if it is important to the story, and elements of the story that would persuade someone to want to read it.

LESSON THREE

Writing your summary

The first thing you will want to do is describe the basic plot of the book in a sentence.

Use King Midas and the Golden Touch as an example

King Midas loves gold more than anything, so much that when he is granted a wish, he wishes everything he touches will turn to gold.

Then list the main characters which would be the protagonist (hero), antagonist (villain)/conflict, and other important characters.

King Midas is the protagonist

Conflict is that everything he touches turns to gold

God Dionysus who grants the wish, King Midas' daughter

Then describe two actions that take place in the story that might persuade someone to read the book.

1. King Midas meets with the God Dionysus who grants him anything he wants.
2. When King Midas touches a rose to smell it, it turns to gold.

Then you put this all together into a summary.

King Midas loves gold more than anything. When he is granted a wish for anything by the God Dionysus, King Midas wishes everything he touches will turn to gold. At first he enjoys turning tables and chairs into gold, but when he wants to smell a rose, he accidentally turns it to gold. He soon discovers that his blessing has become a curse.

Summarize your book in a sentence or two

List the main characters who you feel need to be included to tell this summary

Main Protagonist _____

Main Antagonist/Conflict _____

Other major characters _____

What are two actions that take place in the story that might persuade someone to read the book.

1. _____

2. _____

Write the back of your book

LESSON FOUR

Storyboarding your book trailer

Now that you have the back of your book, how are you going to put this into your book trailer?

You will want to storyboard your trailer. Storyboard means planning out each scene you plan on having in the trailer.

You should have at least five scenes in your storyboarding.

Scene 1 – Introduction of the book

Scene 2 – The main characters

Scene 3 – The conflict or antagonist

Scene 4 – A detail that will persuade someone to want to read the book

Scene 5 – A finishing tag line

A tag line is what you see at the very end of a trailer that is meant to stick with you. It can be a quote, something about the main character, or something that captures the basic story.

Some famous taglines from books are:

The Lightning Thief – Half boy. Half god. All hero.

The Hunger Games – May the odds be ever in your favor.

The Fault in Our Stars – They don't have forever, they have each other.

A tagline from our example of King Midas might be:

Be careful what you wish for.

You can have more than five scenes but remember, you do not want to give too much away, otherwise you might ruin the story for people.

You can add animation, visual, narration, and other details if you like. Be as creative with it as you like but make sure you have the basics of your story.

Scene 1 – Introduction of the book

Draw out how you might represent this.

Scene 2 – The main characters

How are you going to introduce the main characters?

Scene 3 – The conflict or antagonist

Explain what or who the conflict in the story revolves around.

Scene 4 – A detail that will persuade someone to want to read the book

Draw a scene from the book that would make others want to read it.

Scene 5 – A finishing tag line

End your trailer with a tag line that will stick with your viewer.

LESSON FIVE

Creating your book trailer

Students will use an online movie maker such as...

- iMovie
- Animoto
- YouTube Video Editor
- Kaltura
- One True Media
- Video Toolbox

...to create their trailers. Trailer must be between 3 to 5 minutes in length.

Project Rubric

Overall	Content	Book Trailer	Persuasiveness
Excellent	<ul style="list-style-type: none"> • Provides a summary that captures the heart of the story, can get a clear picture. • Uses scenes or visuals that consistently conveys the mood and tone of the book. • Has a catchy tagline that gives someone a good idea of the book's main story. 	<ul style="list-style-type: none"> • Can be clearly seen and heard throughout. • Is 3 to 5 minutes in length. • Looks professional, like something a publisher would put out. 	<ul style="list-style-type: none"> • Walks a fine line of giving enough information to make people curious without giving too much of the book away. • Presented in such a persuasive manner that I want to read the book this summer. • The tagline leaves people wanting to know more.
Good	<ul style="list-style-type: none"> • Provides a summary that captures the basics of the story but not its heart. • Uses scenes or visuals that convey the mood and tone of the book but breaks the tone here or there. • Has a tagline that gives someone a good idea of the book's main story but is not catchy. 	<ul style="list-style-type: none"> • Can be clearly seen and heard in most parts but a couple of places cannot. • Is a little less or more than 3 to 5 minutes in length. • Looks well done, like a lot of time was spent on it but not completely polished. 	<ul style="list-style-type: none"> • Either gives a little too much or too little information, not whetting the appetite of someone watching. • Presented in a persuasive manner but not completely sold on reading it. • The tagline is memorable but does not necessarily leave people wanting to know more.
Needs Improvement	<ul style="list-style-type: none"> • Provides a summary that does not capture the basic storyline or is wrong. • The mood and tone of the book that is conveyed is not consistent with that of the book. 	<ul style="list-style-type: none"> • Many times cannot be clearly seen and heard. • Is well under or over 3 to 5 minutes in length. • Looks sloppy, like something thrown together at the last minute. 	<ul style="list-style-type: none"> • Makes the book seem boring. • Presented in such a manner that it turns people off of wanting to read the book. • The tagline is not appropriate or not memorable.

- | | | | |
|--|---|--|--|
| | <ul style="list-style-type: none">• Has a tagline that has little or nothing to do with the book. | | |
|--|---|--|--|