

Michaela Mabe		Challenge #1	8/29/22	EDCI 60002
SUPRA-BADGE:	Professional Foundations in LDT			
SUB-BADGE:	Applying ID Research & Theory			
CHALLENGE:	Explain key concepts and principles related to instructional design			
ARTIFACT:	EDCI 572: EDCI 572 Design Documents (Final)/Week #7 Discussion			
CRITERIA:	<p><b>Criteria for successful completion of this challenge:</b> Evidence must demonstrate the interpretation of instructional design concepts and principles in writing or verbal expression.</p> <p><b>Reflection must address:</b> How you explained and interpreted key instructional design concepts and principles in their evidence.</p>			

### Competency and artifact identification

My **Final Project and Design Documents and Week #7 Discussion** for EDCI 572 provides the evidence for the sub-badge, Applying ID Research & Theory, and the challenge, “Explain key concepts and principles related to instructional design”. This artifact provides evidence that I am able to explain key concepts and principles related to instructional design. I used key concepts from the Dick and Carey instructional design method which includes: instructional design theory, gap analysis, performance objectives, creating a goal analysis, learner analysis, assessment plan, and an implementation and evaluation report. These were all modeled in my design document which can be used to explain the key concepts and principles. Also, the discussion post that I included in the evidence shows that I am able to explain the key concepts of ADDIE and the Dick and Carey model by comparing and contrasting them.

### Description of how the artifact supports the competency

For the Final Project and Design Documents, I used different instructional design concepts to create a project for middle school students to complete in a classroom environment. To complete this project, I was able to get experience completing different types of evaluations and assessments, and creating the project around that data. This whole design project was based on the Dick and Carey instructional design module, which is reflected in the final design document and how it was organized. The concepts explored and exemplified in the design document are, a gap analysis, performance objectives, creating a goal analysis, learner analysis, assessment plan, and an implementation and evaluation report. All of these concepts fall within the Dick and Carey model that helped guide the design process. The design document can be used to explain key concepts and principles because it is a real-world model of how the concepts are used in an instructional design document.

For the Week #7 Discussion Post, I was able to describe what the ADDIE model and Dick and Carey model were while also comparing them to each other and comparing them to my final project for the class which supports explaining key concepts to my peers and being able to explain the key concepts to compare and contrast them.

### **Competency alignment with prior knowledge and experience**

I have had some prior knowledge in designing documents and assessments in the classroom, but never in a systematic way like the Dick and Carey model. I have designed documents to explain key concepts of my curriculum and lesson planning and assessments to make sure the students understand those key concepts. I also have explained key concepts and principles in regard to teaching but mostly verbally instead of a document that can be used to explain the concepts and provide examples of it. I model key concepts and principles with my students daily. One subject that I am modeling strategies daily is in math. I will show the students to use a model or manipulatives to complete math problems in the classroom. I will also usually make a model of a worksheet or project I am working on with my students to highlight my expectations and the key concepts I want to make sure they include and understand by the end of the lesson or unit.

I have had experience explaining key concepts in discussion posts in the prior classes that I've taken in this program and during my undergraduate in education. This experience has helped me be able to synthesize and explain key concepts from the reading and videos included in the weekly modules to give information and my opinion of how it connects to the course and the materials.

### **Reflection on experiences**

Overall, this challenge has been a great way to reflect on how I have used and explained key instructional design concepts and principles. This challenge helped me understand how I understand key instructional design concepts and principles and how I can create documents to showcase those key concepts in real time. I still have room for improvement and need to learn more about instructional design concepts but I do better when I can create a product that aligns with the concept to understand it better because I did it myself.

# Game of Life Final Project

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Section 009

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# Design Document Part #1

## Project Overview

The Game of Life Project is a project that I made my first year of teaching middle school students with special needs when I saw how many deficits there were in the area of life skills. I have also been modifying it every year depending on the students that I have in my classroom but there are some key components. A focus on Education and Employment, Independent Living, Budgeting, and a Simulated Month in The Life.

It will be utilized as a unit plan for a Social Studies class that can also be cross-curricular if multiple teachers work together in different subjects (Budgeting Day could be in Math). To identify the goal of the project, I utilized the Ohio Learning Standards for Social Studies and the Ohio Extended Standards for students with disabilities. For this project, I used a Subject Level Expert approach since this is for a unit plan for teachers to utilize, and I also used a Content Outline Approach to go from the educational standards to a project outline. Below is the Gap Analysis for the project.

Desired Status	-	Actual Status	=	Need
Middle school students in an MD/AU classroom will be able to identify a desired career, where they are going to live, how they are going to spend and save their money and live a simulated "month in the life".	-	Currently, middle school students need to work on life skills such as money, reading, writing, and identifying their personal information. To help students with disabilities gain life skills and to identify where they want to be after high school, currently they only have a vague idea of this information and its usually after a lot of prompting.	=	A way for students to learn about careers, living situations, and budgeting in a controlled learning module that it guided to help them learn information that they will be able to use and retain.

## Identification of Instructional Goal

By the end of the learning module, the students will gain a basic understanding of life skills in the categories of employment, education, and independent living. They will also be able to identify a personal economic decision and identify the difference between a want and a need, which fall under Ohio Educational Standards of SS.8.24b and SS.8.24c.

This learning module can be used with middle school or high school students, they don't specifically have to have learning deficits, but I wanted to make sure that I was planning for my demographic of my students in mind. By the end of the lesson, the students will be able to identify multiple moving pieces of what living in the world entails and get a basic understanding of how what they are doing now can help them in the future.

This will be taught as a unit plan for Social Studies, right after teaching about wants and needs, different types of jobs, and making sure to cover money skills in mathematics so that they will be prepared. The tools available to the learners will be a computer for finding information, guided worksheets, and graphic organizers to help the students and guide their learning, a notebook (physical or digital) to gather all of their information, and a project rubric to make sure that they understand the assignment and the components.

## Creation of a Goal Analysis Diagram

The main steps leading to the goal happen day by day in a Social Studies unit. Day one will be the day for the students to research a career, which includes finding the

job title, salary, job requirements, education requirements, 3 facts about the job, and 3 pictures of the job.

Day two will be daily living and transportation, which includes where they want to live, house or apartment, how many beds and bathrooms, cost per month for rent, cost of utilities, the vicinity of what is close to the house, and for transportation, it is the type of transportation, and the cost of whichever mode is chosen.

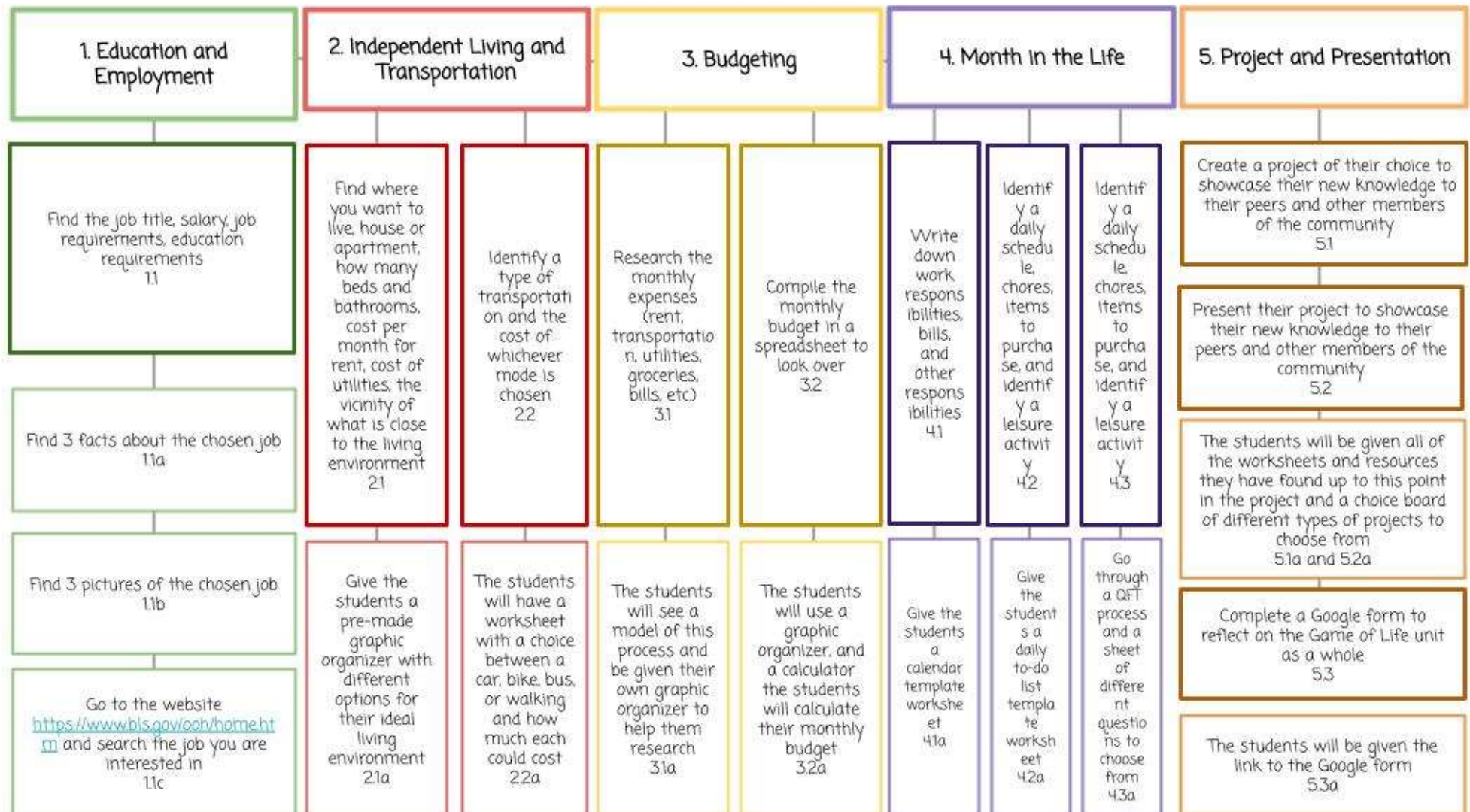
Day three is the budget, which consists of having the monthly salary and subtracting the rent, transportation, utilities, groceries, bills, and compiling the monthly budget in a spreadsheet to look over.

Day four is a simulated month in the life using all of the information gathered so far, there is a calendar for the month given so they can plan out their days of work, bills, and other responsibilities, and there is a to-do list for the week consisting of chores, purchases that need to be made, work tasks, leisure tasks, and the other category for anything else.

## Game of Life Learning Module

**Entry Skills:** Understanding the basic premise of what a job/career is, job skills, money skills, daily living, and awareness of their daily life in and out of their home

**Project Goal:** By the end of the learning module, the students will learn a basic understanding of life skills in the categories of employment, education, and independent living by completing a guided research project consisting of identifying a job and researching information about that job, identifying a place to live and the requirements to live there, identify transportation and the requirements of that, create a budget based off of that information, and live a simulated month in the life with all of the information they have gained up to that point in the week. They will also complete a project, presentation, and reflection with all the information they obtained.





## Instructional Designer Reflection

Up to this point in the project, things that are going well was the original idea for the project, since it is something that I have used in my professional career. I also think that the beginning of the goal analysis went well. Some things that I have struggled with so far is mostly the goal analysis, specifically the subordinate skills, for some reason those aren't clicking for me fully. I also had some issues setting up the goal analysis diagram the exact way that I wanted it, but all in all I think that I was overthinking some aspects of the project.

The peer feedback process was a good way to get more eyes on the work and to get suggestions about how to make it better. One of my peers mentioned adding more subordinate skills and the entry skills and clarifying some of the skills, which I was able to include. Another of my peers suggested adding in numbers to each of the boxes in the diagram which I was also able to include to improve the work. Overall, I tried to incorporate all of the feedback because it made sense and improved my writing and planning for this assignment.

## Resources

Ohio Department of Education. (2022, January 19). *Ohio's learning standards for Social Studies*. Ohio's Learning Standards for Social Studies. Retrieved July 10, 2022, from <https://education.ohio.gov/getattachment/Topics/Learning-in-Ohio/Social-Studies/Ohio-s-Learning-Standards-for-Social-Studies/SSFfinalStandards01019.pdf.aspx?lang=en-US>

Dick, W., Carey, L., & Carey, J.O. (2015). *The systematic design of instruction* (8th ed.). Upper Saddle River, NJ: Pearson.

## Design Document Part #2

### Learner Analysis

This target population to utilize the online learning module will be middle school teachers and middle school special education teachers. The teaching unit will be used for students in a middle school general education or special education classroom, ages 11-14, to teach them different life skills. The learners will have had prior instruction about the difference between wants and needs, different types of jobs, types of living and transportation, the basics of shopping, and making sure to cover money skills in mathematics so that they will be prepared. The data for this learning module is from prior years of teaching this type of module to students with special needs, so it is mostly observation.

Information Categories	Data Sources	Learner Characteristics
Entry Skills	Observation and Anecdotal Evidence	Learners will be able to add and subtract within 100, write independently or based on a model, and fill out a worksheet or graphic organizer when given verbal directions, and be able to complete guided research independently or with guidance from the teacher
Prior Knowledge	Observation and Anecdotal Evidence	Learners will be able to identify a want and a need, different types of jobs, basic skills of shopping, and be able to count and identify money
Attitude Towards Content	Observation and Anecdotal Evidence	The attitude can vary based on how the content is introduced to the learners, but all in all the

		learners are interested in learning more about life skills and information that can be applied to a real world context
Attitude Towards Delivery System	Observation and Anecdotal Evidence	The learners enjoy being able to utilize their devices to find information, no matter what academic level they are at. The learners also enjoy working in a guided inquiry process and working on an online learning module format when given the right supports and information to succeed
Motivation For Instruction	Observation and Anecdotal Evidence	The learners are motivated to find more information about these topics because they get to choose what they want to learn more about and are able to apply it to their lives. They also get to use technology which based on my experience increases engagement and motivation
Education and Ability Levels	Observation and Anecdotal Evidence	While teaching this unit, there will need to be changes made based on the needs of the learners and how much they progress through each day of the unit. The education level and ability level of the learners will change with each group that this unit is taught with
General Learning Preference	Observation and Anecdotal Evidence	The learners that I have worked with have preferred hands on learning, the use of technology, student choice, and being able to

		present and talk about what they learned
Attitude Towards Training Organization	Observation and Anecdotal Evidence	The learners' attitude towards school currently is that they are just told what to do and what to learn day by day and would like to have a voice and choice in their learning
General Group Characteristics	Observation and Anecdotal Evidence	<p>If the class is special needs, there should be no more than 8 students with 2 professionals in the classroom to work with them and one to one technology and accommodations and modifications that come from their IEP's</p> <p>If the class is general education, the class size and number of professionals in the class will change but there should be support for the unit and time dedicated in the classroom to work on this project and report out what they learned</p>

## Learning Context

The unit will take place in a Social Studies classroom, preferably inclusion or a self-contained MD/AU classroom. There will be a Clevertouch or projector at the front of the classroom where the daily expectations will be presented and the rubric for the daily tasks. The classroom will have one to one technology (either an iPad or laptop) and the students will be working independently in their seats in the classroom completing research, filling out their graphic organizers and worksheets, and creating their

presentations. They will have time at the end of each class period to ask questions or report out what they learned from the day.

Information Categories	Data Sources	Learning Site Characteristics
Number/Nature of Sites	Observation and Anecdotal Evidence	The unit will be completed in a classroom environment with one to one technology and desks or flexible seating for each of the learners
Site Compatibility with Instructional Needs	Observation and Anecdotal Evidence	The classroom is compatible with all of the needed components for the unit. There will be devices and chargers for each student and teacher in the classroom, adequate seating, and a Clevertouch or projector for the teacher
Site Compatibility with Learner Needs	Observation and Anecdotal Evidence	The classroom is compatible with the learners needs, there will be visuals for students who need them, a consistent schedule for each of the days, flexible seating, and any other accommodations and modifications based on each individual learner
Feasibility for Simulating Performance Site	Observation and Anecdotal Evidence	The unit being digital gives some feasibility for simulating some of the instruction in the unit, but there should be some follow up lessons for some of the learning objectives, such as grocery shopping and job training (or even classroom jobs)

## Performance Context

The performance context for the learners will be presenting the information they've learned about the different life skills. They will be able to take all the information gathered and create a presentation for the class to show what they learned about a job, independent living, transportation, and budgeting. This can be as big or small as the school wants it to be, it could be in a science fair format or gallery walk where they are each walking around and talking to each other about their projects or doing a class presentation in the Social Studies class at the end of the unit.

Information Categories	Data Sources	Performance Site Characteristics
Managerial/Supervisory Support	Observation and Anecdotal Evidence	The teachers are very supportive to each other and can even co-teach to complete this unit with the students. There can be support from administrators as well to help motivate the students and to orchestrate a school wide presentation of their learning
Physical Aspects of the Site	Observation and Anecdotal Evidence	The presentation will either take place in the classroom or in a hallway gallery walk setting which will be set up for each of the learners to have a place to present either on their device or on a poster/diorama and will have the needed amount of space to let the students present their learning and work
Social Aspects of the Site	Observation and Anecdotal Evidence	The learners will be able to support each other and receive support from their teachers, administrators,

		and possibly parents on the work that they put into this unit and they will be able to show pride and engagement in their work and use it in the future to prepare them for high school and the future
Relevance of Skills to the Workplace	Observation and Anecdotal Evidence	Each of the skills gained from this unit will help prepare the students in different aspects of their future in school and in their lives. They will gain more information and curiosity of the world around them and they will gain research and presentation skills that they will be able to use from that project forward in their academic careers

## Assessment Plan

### Entry Skills Test

The students will be given a math test to assess their ability to add and subtract within 100 that will consist of 20 addition/subtraction questions given to them in math class to be looked over by the teacher doing this unit and will be graded based on accuracy. The students need to be able to score at least a 90% on the test to start the project with accommodations or modifications as needed. They will also be given a mini research assignment to assess whether they are able to complete guided research and fill out a graphic organizer at the beginning of the year to refresh and go over the needed information for completing research correctly. The students will need to be able to complete all of the components of the research assignment with 90% accuracy to make sure that they are able to have the necessary skills to complete this unit.

## Pretest

The mini research assignment discussed in the entry skills test section can also be used as a pretest to assess if the students have improved in their research skills and presentation of the information gained from the research.

## Practice Tests

Each day of the unit will have a practice test embedded in the unit. Day one, the practice test will be an exit slip asking the students which job they chose and one fact they learned about the job through their research. Day two, the practice test will be an exit slip asking the students which housing option and transportation option they chose and one fact about each. Day three, the practice test will be an exit slip asking the students to submit their budget. Day four, the practice test will be an exit slip asking the students to write a paragraph about what they learned the most from the Month in the Life. Day five will be the posttest, or the presentation.

## Posttest

The posttest will be the whole project submission along with the presentation. This will show what the students have learned in each of the life skills categories. This will also allow the students to reflect on what they thought about how living as an adult would be before and after doing the project. They will also get a chance to present their learning to their peers, teachers, parents, and possibly administrators. The learners will be assessed based on a rubric, one for the project and one for the presentation. The goal is for the students to score an 80% or more on the project and presentation.



## Performance Objectives

Goal: By the end of the learning module, the students will learn a basic understanding of life skills in the categories of employment, education, and independent living by completing a guided research project consisting of identifying a job and researching information about that job, identifying a place to live and the requirements to live there, identify transportation and the requirements of that, create a budget based off of that information, and live a simulated month in the life with all of the information they have gained up to that point in the week. They will also complete a project, presentation, and reflection with all the information they obtained.

Terminal Objective: Middle school students will be able to identify a career of choice and the information about that career, choose their independent living situation and form of transportation, be able to calculate a monthly budget, and be able to use a virtual or classroom exercise to live a simulated life in the month of their future selves, using different resources, manipulatives, and technology to evaluate different aspects of transition skills that they will need in high school and afterward.

Performance Objective #1: Given the website <https://www.bls.gov/ooh/home.htm>, the students will be able to fill out a worksheet identifying basic information about a career of their choosing with an 80% accuracy using the provided rubric.

Subordinate Objective 1.1: Given the website <https://www.bls.gov/ooh/home.htm>, the students will fill out the section of the worksheet asking for 3 facts about the career of their choosing to analyze that career with an 80% accuracy using the provided rubric.

Subordinate Objective 1.2: Given the website <https://www.bls.gov/ooh/home.htm>, the students will fill out the section of the worksheet asking for 3 pictures about the career of their choosing to analyze that career with an 80% accuracy using the provided rubric.

Subordinate Objective 1.3: Given the website <https://www.bls.gov/ooh/home.htm>, the students will write the job title, salary, and job requirements to analyze that career with an 80% accuracy using the provided rubric.

Performance Objective #2: Given a pre-made graphic organizer with different options for living environments, the students will identify what type of home they want to live in, how many beds and bathrooms, cost per month for rent, number and type of utilities, and three important resources close to the living environment to identify and analyze their preferences of independent living options with an

80% accuracy using the provided rubric.		
	Subordinate Objective 2.1: Given a pre-made graphic organizer with different options for their ideal living environment, the students will identify what type of home they want to live in to identify their preferred living environment with an 80% accuracy using the provided rubric.	
	Subordinate Objective 2.2: Given a pre-made graphic organizer with different options for their ideal living environment, the students will identify their preference of how many bedrooms and bathrooms they would need in their home to analyze their preferred living environment with an 80% accuracy using the provided rubric.	
	Subordinate Objective 2.3: Given a pre-made graphic organizer with different options for their ideal living environment, the student will research the availability and cost of utilities to identify information about their preferred living environment with an 80% accuracy using the provided rubric.	
	Subordinate Objective 2.4: Given a pre-made graphic organizer with different options for their ideal living environment, the students will find the cost per month for rent to analyze information about their preferred living environment with an 80% accuracy using the provided rubric.	
	Subordinate Objective 2.5: Given a pre-made graphic organizer with different options for their ideal living environment, the students will research to find three resources close to their preferred living environment to identify resources they would need in the vicinity of the living environment with an 80% accuracy using the provided rubric.	
Performance Objective #3: Given a worksheet of transportation choices (car, bike, bus, or walking) and how much each could cost, the students will be able to choose two different types of transportation and complete a Venn Diagram comparing and contrasting the types and chose their preferred type of transportation with an 80% accuracy using the provided rubric.		
	Subordinate Objective 3.1: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose a method of transportation, research three facts about that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric.	
	Subordinate Objective 3.2: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose a second method of transportation, research three facts about	

	that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric.	
	Subordinate Objective 3.3: Given the Venn Diagram with the two modes of transportation and the independent sections completed, the students will be able to identify three similarities between the modes and fill it into the middle of the Venn Diagram with an 80% accuracy using the provided rubric.	
	Subordinate Objective 3.4: Given the completed Venn Diagram, the students will be able to identify their preferred method of transportation with an 80% accuracy using the provided rubric.	
Performance Objective #4: Given a model of a budget and given a graphic organizer to calculate a budget, the students will be able to research their monthly expenses in the graphic organizer and calculate their monthly budget for students examine money management and budgeting with an 80% accuracy using the provided rubric.		
	Subordinate Objective 4.1: Given a model of a budget and given a graphic organizer to input their expenses, the students will be able to research their monthly expenses and write them down in the graphic organizer for students to analyze a budget with an 80% accuracy using the provided rubric.	
	Subordinate Objective 4.2: Given a model of a budget and given a graphic organizer to calculate their expenses, the students will calculate their monthly budget and input the numbers into the graphic organizer for the students to analyze budgeting with an 80% accuracy using the provided rubric.	
Performance Objective #5: Given a calendar worksheet and a daily to-do list worksheet to fill out, the students will fill out the calendar worksheet to plan out the work responsibilities, bills, and other responsibilities, fill out the daily to-do list for students to analyze how to manage their time and responsibilities, and make/answer situational questions about living a month in this lifestyle with an 80% accuracy using the provided rubric.		
	Subordinate Objective 5.1: Given a calendar worksheet, the students will write down work responsibilities, bills, and other responsibilities for the students to analyze and manage their time with an 80% accuracy using the provided rubric.	

	Subordinate Objective 5.2: Given a daily to-do list worksheet to fill out, the students will identify a daily schedule, chores, items to purchase, and identify a leisure activity for students to analyze and manage how they would need to spend their time with an 80% accuracy using a rubric.	
	Subordinate Objective 5.3: Given a classroom QFT going over different types of situational questions about the lifestyle choices made during their research and a sheet of different types of questions, the students will make and answer five situational questions on a worksheet with an 80% accuracy using the provided rubric.	
Performance Objective 6: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of their community, present the project, and complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric.		
	Subordinate Objective 6.1: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric.	
	Subordinate Objective 6.2: Given all of the graphic organizers, worksheets, and research conducted, the students will present their project to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric.	
	Subordinate Objective 6.3: Given all of the graphic organizers, worksheets, and research conducted, the students will complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric.	

# Game of Life Project Rubrics

	Section #1: Job Search Rubric		Section #2: Future Home Rubric		Section #3: Transportation Search Rubric
	Did You? (Check what you did for the project)		Did You? (Check what you did for the project)		Did You? (Check what you did for the project)
<input type="checkbox"/>	Type/Write the Job Title on the Worksheet	<input type="checkbox"/>	Type/Write what type of house they want to live in on the Worksheet	<input type="checkbox"/>	Type/Write one choice of transportation in the Venn Diagram
<input type="checkbox"/>	Type/Write the Job Salary on the Worksheet	<input type="checkbox"/>	Type/Write how many bed/bath the home has on the Worksheet	<input type="checkbox"/>	Type/Write a second choice of transportation in the Venn Diagram
<input type="checkbox"/>	Type/Write the Job Requirements on the Worksheet	<input type="checkbox"/>	Type/Write the included/not included home utilities on the Worksheet	<input type="checkbox"/>	Compare the two types of transportations of things that are similar and different
<input type="checkbox"/>	Insert/Find 3 Pictures for the Worksheet	<input type="checkbox"/>	Type/Write the monthly rent on the Worksheet	<input type="checkbox"/>	Choose a method of transportation you prefer
<input type="checkbox"/>	Type/Write 3 Facts on the Worksheet	<input type="checkbox"/>	Type/Write 3 resources in the vicinity to the home on the Worksheet	<input type="checkbox"/>	Give 3 facts about the type of transportation you chose

	Section #4: Personal Budgeting Rubric		Section #5: Simulated Month in the Life Rubric		Section #6: Project / Presentation Rubric
	Did You? (Check what you did for the project)		Did You? (Check what you did for the project)		Did You? (Check what you did for the project)
<input type="checkbox"/>	Find the cost of monthly expenses (vary based on student)	<input type="checkbox"/>	Create one sample responsibility to be added to a class list	<input type="checkbox"/>	Choose a type of project or presentation on the choice board
<input type="checkbox"/>	Input the monthly expenses into the graphic organizer	<input type="checkbox"/>	Fill out the monthly to-do list with your responsibilities	<input type="checkbox"/>	Create an outline for your project
<input type="checkbox"/>	Calculate the monthly budget (can use a calculator)	<input type="checkbox"/>	Fill out the daily list of your responsibilities	<input type="checkbox"/>	Create a final draft of your project
<input type="checkbox"/>	Fill those numbers into the graphic organizer	<input type="checkbox"/>	Create a situational question based on the classroom model	<input type="checkbox"/>	Present your project to the class
<input type="checkbox"/>	Answer the questions on the worksheet about the budget	<input type="checkbox"/>	Answer 5 situational questions based on your monthly and daily lists	<input type="checkbox"/>	Reflect on your project on the form

## Instructional Designer Reflection

Up to this point in this project things are pretty aligned with what I thought this project should look like. There are some things that I've had to change and adapt but I think that is just making it better. I like being able to figure out all of the aspects of this unit and flesh everything out. It is easier for me to talk about it rather than type everything out in all of the boxes. It may be easier for me to do a brain dump on paper or with somebody before putting it all in the design document, but it is a fun challenge. I think the most challenging thing for me so far on this project is to deep dive everything. I'm so used to it just being explained then I move onto the next project, rather than going in depth for every aspect of a project. It isn't something that I expected going into instructional design and it is something I need to work on. I feel like there is a line between over explaining and not explaining enough and I want to get it all right the first time even though I have never worked on a project like this before.

The peer feedback process was a great way to have other people take a look at my work and make sure it makes sense. One of my peers suggested clarifying my assessment and the way it will be graded. Another of my peers suggested making my objectives more measurable. Both pieces of feedback and all of the other feedback they've given me so far are helpful so that I can improve my work and make sure that my final project make sense and is a great final product for this class and a great practice product as a professional.

## Design Document Part #3

### Design Evaluation Chart

Note: The Assessment will be graded using the project rubric on Page #17 of this document or it is hyperlinked here:

<https://drive.google.com/file/d/1HpaWFeX1KCLGxLUnk2Z8yIFrWNhqKMLj/view?usp=sharing>

Goal / Step / Subordinate Skill	Performance Objectives	Parallel Test Items
<p>Instructional Goal:</p> <p>By the end of the learning module, the students will learn a basic understanding of life skills in the categories of employment, education, and independent living by completing a guided research project consisting of identifying a job and researching information about that job, identifying a place to live and the requirements to live there, identify transportation and the requirements of that, create a budget based off of that information, and live a simulated month in the life with all of the information they have gained up to that point in the week. They will also complete a project, presentation, and reflection with all the information they obtained.</p>	<p>Terminal Objective:</p> <p>Middle school students will be able to identify a career of choice and the information about that career, choose their independent living situation and form of transportation, be able to calculate a monthly budget, and be able to use a virtual or classroom exercise to live a simulated life in the month of their future selves, using different resources, manipulatives, and technology to evaluate different aspects of transition skills that they will need in high school and afterward.</p>	
<b>Main Step</b>	<b>Performance Objective</b>	<b>Assessment</b>
1: Future Job Research	1: Given the website <a href="https://www.bls.gov/ooh/home.htm">https://www.bls.gov/ooh/home.htm</a> , the students will be able to fill out a worksheet identifying basic	

	information about a career of their choosing with an 80% accuracy using the provided rubric.	Completed Job Research Worksheet  Selected a preferred future job and analyzed it  *Graded using the Game of Life Project rubric
<b>Subordinate Step</b>	<b>Subordinate Objectives</b>	
1.1: Write 3 Facts on the Job Research Worksheet	1.1: Given the website <a href="https://www.bls.gov/ooh/home.htm">https://www.bls.gov/ooh/home.htm</a> , the students will fill out the section of the worksheet asking for 3 facts about the career of their choice to analyze that career with an 80% accuracy using the provided rubric.	
1.2: Find 3 pictures to attach to the Job Research Worksheet	1.2: Given the website <a href="https://www.bls.gov/ooh/home.htm">https://www.bls.gov/ooh/home.htm</a> , the students will fill out the section of the worksheet asking for 3 pictures about the career of their choice to analyze that career with an 80% accuracy using the provided rubric.	
1.3: Write down the job title, salary, and job requirements	1.3: Given the website <a href="https://www.bls.gov/ooh/home.htm">https://www.bls.gov/ooh/home.htm</a> , the students will write the job title, salary, and job requirements to analyze that career with an 80% accuracy using the provided rubric.	Assessment
<b>Main Step</b>	<b>Performance Objective</b>	
2: Future Home Research	2: Given a pre-made graphic organizer with different options for living environments, the students will identify what type of home they want to live in, how many beds and bathrooms, the cost per month for rent, the number and type of utilities, and three important resources close to the living environment to identify and analyze their preferences of independent living options with an 80% accuracy using the provided rubric.	
<b>Subordinate Step</b>	<b>Subordinate Objectives</b>	
2.1: Identify the type of home they want to live in	2.1: Given a pre-made graphic organizer with different options for their ideal living environment, the students will identify what type of home they want to live in to identify their preferred living environment with an 80% accuracy using the provided rubric.	Completed Future Home Worksheet



2.2: Identify their preference of the number of bedrooms and bathrooms	2.2: Given a pre-made graphic organizer with different options for their ideal living environment, the students will identify their preference of how many bedrooms and bathrooms they would need in their home to analyze their preferred living environment with an 80% accuracy using the provided rubric.	<p>Completed Guided Research Worksheet</p> <p>Identified a preferred living environment and analyzed information about that learning environment</p> <p>*Graded using the Game of Life Project rubric</p>
2.3: Research the utilities available to them, ones that they would need, and the monthly cost	2.3: Given a pre-made graphic organizer with different options for their ideal living environment, the student will research the availability and cost of utilities to identify information about their preferred living environment with an 80% accuracy using the provided rubric.	
2.4: Research the average cost per month of rent/mortgage for the type of home they chose	2.4: Given a pre-made graphic organizer with different options for their ideal living environment, the students will find the cost per month for rent to analyze information about their preferred living environment with an 80% accuracy using the provided rubric.	
2.5: Find three resources close to the home of their choice (grocery, bank, work, laundry, etc.)	2.5: Given a pre-made graphic organizer with different options for their ideal living environment, the students will research to find three resources close to their preferred living environment to identify resources they would need in the vicinity of the living environment with an 80% accuracy using the provided rubric.	
<b>Main Step</b>	<b>Performance Objective</b>	
3: Future Transportation Research	3: Given a worksheet of transportation choices (car, bike, bus, or walking) and how much each could cost, the students will be able to choose two different types of transportation and complete a Venn Diagram comparing and contrasting the types and choose their preferred type of transportation with an 80% accuracy using the provided rubric.	
<b>Subordinate Step</b>	<b>Subordinate Objectives</b>	

3.1: Choose one mode of transportation and three facts about it	3.1: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose a method of transportation, research three facts about that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric.	<p>Completed Transportation Venn Diagram Worksheet</p> <p>Compared and contrasted two different modes of Transportation</p> <p>Chosen a preferred method of transportation</p> <p>*Graded using the Game of Life Project rubric</p>
3.2: Choose another mode of transportation and three facts about it	3.2: Given a choice on a worksheet between a car, bike, bus, or walking and how much each could cost, the students will be able to choose the second method of transportation, research three facts about that type of transportation, and input it into the Venn Diagram with an 80% accuracy using the provided rubric.	
3.3: Identify three similarities between the modes of transportation	3.3: Given the Venn Diagram with the two modes of transportation and the independent sections completed, the students will be able to identify three similarities between the modes and fill it into the middle of the Venn Diagram with an 80% accuracy using the provided rubric.	
3.4: Write down the chosen option of a mode of transportation	3.4: Given the completed Venn Diagram, the students will be able to identify their preferred method of transportation with an 80% accuracy using the provided rubric.	
<b>Main Step</b>	<b>Performance Objective</b>	<b>Assessment</b>
4: Future Budget Research and Calculations	4: Given a model of a budget and given a graphic organizer to calculate a budget, the students will be able to research their monthly expenses in the graphic organizer and calculate their monthly budget for students to examine money management and budgeting with an 80% accuracy using the provided rubric.	<p>Completed Guided Research Budget Worksheet</p> <p>Researched different monthly expenses for their budget</p> <p>Completed the Budget Graphic Organizer</p>
<b>Subordinate Step</b>	<b>Subordinate Objectives</b>	
4.1: Research their monthly expenses	4.1: Given a model of a budget and given a graphic organizer to input their expenses, the students will be able to research their	

	monthly expenses and write them down in the graphic organizer for students to analyze a budget with an 80% accuracy using the provided rubric.	Calculated their personal monthly budget
4.2: Calculate their monthly expenses	4.2: Given a model of a budget and given a graphic organizer to calculate their expenses, the students will calculate their monthly budget and input the numbers into the graphic organizer for the students to analyze budgeting with an 80% accuracy using the provided rubric.	*Graded using the Game of Life Project rubric
<b>Main Step</b>	<b>Performance Objective</b>	<b>Assessment</b>
5: Time Management Research: Calendar and Daily To-Do List	5: Given a calendar worksheet and a daily to-do list worksheet to fill out, the students will fill out the calendar worksheet to plan out the work responsibilities, bills, and other responsibilities, and fill out the daily to-do list for students to analyze how to manage their time and responsibilities and make/answer situational questions about living a month in this lifestyle with an 80% accuracy using the provided rubric.	Completed Monthly Tasks Worksheet
<b>Subordinate Step</b>	<b>Subordinate Objectives</b>	
5.1: Write down their monthly responsibilities on a calendar	5.1: Given a calendar worksheet, the students will write down work responsibilities, bills, and other responsibilities for the students to analyze and manage their time with an 80% accuracy using the provided rubric.	Completed Daily To-Do List Worksheet  Analyzed time management strategies on a monthly and daily basis
5.2: Write down their daily responsibilities	5.2: Given a daily to-do list worksheet to fill out, the students will identify a daily schedule, chores, items to purchase, and identify a leisure activity for students to analyze and manage how they would need to spend their time with an 80% accuracy using a rubric.	Completed Situational Question and Answer Worksheet  Created situational questions about the lifestyle they researched in the project
5.3: Create three situational questions about their life in the project and write down the answers	5.3: Given a classroom QFT going over different types of situational questions about the lifestyle choices made during their research and a sheet of different	*Graded using the Game of Life Project rubric

	types of questions, the students will make and answer five situational questions on a worksheet with an 80% accuracy using the provided rubric.	
<b>Main Step</b>	<b>Performance Objective</b>	<b>Assessment</b>
6: Final Project, Presentation, and Reflection	6: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of their community, present the project, and complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric.	Chosen a project format
<b>Subordinate Step</b>	<b>Subordinate Objectives</b>	Created Game of Life Project
6.1: Choose a project format and complete the project	6.1: Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric.	Showcased their Game of Life Project and presented it to an audience
6.2: Present the project to a specified audience	6.2: Given all of the graphic organizers, worksheets, and research conducted, the students will present their project to showcase their new knowledge to their peers and other members of the community with an 80% accuracy using the provided rubric.	Reflected on their project by completing an End of Project Reflection Google Form
6.3: Complete the Google Form Reflection	6.3: Given all of the graphic organizers, worksheets, and research conducted, the students will complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric.	*Graded using the Game of Life Project rubric

## Instructional Strategy Alignment

Learning Component	Design Plan
Cluster #1: Future Job Research	<p><b>Objectives</b> Given the website <a href="https://www.bls.gov/ooh/home.htm">https://www.bls.gov/ooh/home.htm</a>, the students will be able to fill out a worksheet identifying basic information about a career of their choosing with an 80% accuracy using the provided rubric.</p> <p><u>Content Presentation</u> Content</p> <ol style="list-style-type: none"> <li>1. Go over the objective, I can statement, and essential question with the students</li> <li>2. Go over the Game of Life Project and the project timeline</li> <li>3. Explain what today's lesson will be (researching a job of their choosing)</li> <li>4. Ask the students what types of jobs that they are interested and which ones they aren't interested in</li> <li>5. Write them on the board</li> <li>6. Watch the video 20 Jobs You Never Knew Existed <a href="https://www.youtube.com/watch?v=PcZTEo-1cUA">https://www.youtube.com/watch?v=PcZTEo-1cUA</a></li> <li>7. Ask the students if they have any questions about the video</li> <li>8. Talk to the students about different career clusters (True2U worksheet)</li> <li>9. Ask the students what jobs they want to learn more about today</li> <li>10. Write them on the board</li> <li>11. Go over the research worksheet and the information they need to find and put on their papers (show the example and non-example)</li> <li>12. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)</li> <li>13. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found</li> <li>14. Talk to the students about what they accomplished for that lesson and show them the project timeline</li> <li>15. Go over the next day's objective briefly (tomorrow you are going to investigate what type of home you want to live in and find more information about it)</li> </ol> <p>Example- Model of the worksheet completed beforehand by the teacher, list of career clusters Nonexample- Model of how not to complete the worksheet</p> <p>Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their worksheet independently, then get into small groups to go over their research</p>

	<p>The media used for this cluster of the project will be the following video: 20 Jobs You Never Knew Existed <a href="https://www.youtube.com/watch?v=PcZTEo-1cUA">https://www.youtube.com/watch?v=PcZTEo-1cUA</a></p> <p><u>Student Participation</u> Practice Items and Participation- The students will get a chance to practice identifying different types of jobs and information about the jobs with the teacher at the beginning of the lesson and will get to practice their research skills by completing the guided research worksheet.</p> <p>Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the worksheet and presenting it to their group members.</p> <p>Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)</p>
<p>Cluster #2: Future Home Research</p>	<p><b>Objectives</b> Given a pre-made graphic organizer with different options for living environments, the students will identify what type of home they want to live in, how many beds and bathrooms, the cost per month for rent, the number and type of utilities, and three important resources close to the living environment to identify and analyze their preferences of independent living options with an 80% accuracy using the provided rubric.</p> <p><u>Content Presentation</u> Content</p> <ol style="list-style-type: none"> <li>1. Go over the objective, I can statement, and essential question with the students</li> <li>2. Go over the Game of Life Project and the project timeline</li> <li>3. Explain what today's lesson will be (researching a living environment-home of their choosing)</li> <li>4. Ask the students what types of homes they live in and talk about what type of home you live in</li> <li>5. Show the students different types of homes on Google Earth and different resources by the houses (they can look up their house on there too)</li> <li>6. Ask the students if they have any questions about Google Earth or what we looked at</li> <li>7. Show the students a list of different types of homes with a brief description and a picture of each</li> <li>8. Ask the students what types of homes they want to learn more about today</li> <li>9. Write them on the board</li> </ol>

	<p>10. Go over the graphic organizer and the information they need to find and put on their papers (show the example and non-example)</p> <p>11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)</p> <p>12. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found</p> <p>13. Talk to the students about what they accomplished for that lesson and show them the project timeline</p> <p>14. Go over the next day's objective briefly (tomorrow you are going to investigate what type of transportation you want to use to get places when you're older and find more information about it)</p> <p>Example- Model of the graphic organizer completed beforehand by the teacher, list of types of homes</p> <p>Nonexample- Model of how not to complete the graphic organizer</p> <p>Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their worksheet independently, then get into small groups to go over their research</p> <p>The media used for this cluster of the project will be Google Earth  <a href="https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t">https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t</a>  <u>.Or</u></p> <p><u>Student Participation</u></p> <p>Practice Items and Participation- The students will get a chance to practice identifying different types of homes and information about the homes with the teacher at the beginning of the lesson and will get to practice their research skills by completing the graphic organizer worksheet.</p> <p>Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the graphic organizer and presenting it to their group members.</p> <p>Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)</p>
Cluster #3: Future Transportation Research	<p><b>Objectives</b></p> <p>Given a worksheet of transportation choices (car, bike, bus, or walking) and how much each could cost, the students will be able to choose two different types of transportation and complete a Venn Diagram comparing and</p>



contrasting the types and choose their preferred type of transportation with an 80% accuracy using the provided rubric.

### Content Presentation

#### Content

1. Go over the objective, I can statement, and essential question with the students
2. Go over the Game of Life Project and the project timeline
3. Explain what today's lesson will be (researching a mode of daily transportation of their choosing)
4. Ask the students how they get different places and talk about how you get to work
5. Show the students the NYC's Best & Worst Ways to Commute video and discuss it afterwards
6. Ask the students if they have any questions about the video
7. Show the students a list of different types of transportation with a brief description, picture, and cost of each
8. Ask the students what types of transportation they want to learn more about today
9. Write them on the board
10. Go over the Venn Diagram worksheet and the information they need to find and put on their papers (show the example and non-example)
11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)
12. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found
13. Talk to the students about what they accomplished for that lesson and show them the project timeline
14. Go over the next day's objective briefly (tomorrow you are going to investigate how much your monthly expenses will be and calculate your monthly budget)

Example- Model of the Venn Diagram completed beforehand by the teacher, list of types of homes

Nonexample- Model of how not to complete the Venn Diagram

Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their worksheet independently, then get into small groups to go over their research

The media used for this cluster of the project will be NYC's Best & Worst Ways to Commute-

[https://www.youtube.com/watch?v=V6ubAFnhluo&ab\\_channel=WIRED](https://www.youtube.com/watch?v=V6ubAFnhluo&ab_channel=WIRED)

### Student Participation



	<p>Practice Items and Participation- The students will get a chance to practice identifying different types of transportation and information about the modes of transportation with the teacher at the beginning of the lesson and will get to practice their research skills by completing the Venn Diagram</p> <p>Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the Venn Diagram and presenting it to their group members.</p> <p>Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)</p>
<p>Cluster #4: Future Budget Research and Calculations</p>	<p><b>Objectives</b> Given a model of a budget and given a graphic organizer to calculate a budget, the students will be able to research their monthly expenses in the graphic organizer and calculate their monthly budget for students to examine money management and budgeting with an 80% accuracy using the provided rubric.</p> <p><b>Content</b></p> <ol style="list-style-type: none"> <li>1. Go over the objective, I can statement, and essential question with the students</li> <li>2. Go over the Game of Life Project and the project timeline</li> <li>3. Explain what today's lesson will be (researching their monthly expenses and calculating their monthly budget)</li> <li>4. Ask the students how they get money and how they spend their money (can also give examples if they are having trouble coming up with examples)</li> <li>5. Show the students the Budgeting Basics! video and discuss it afterwards</li> <li>6. Ask the students if they have any questions about the video</li> <li>7. Show the students a model budget and a list of different monthly expenses they can look up and add to their budget worksheet</li> <li>8. Ask the students what expenses they want to research today</li> <li>9. Write them on the board</li> <li>10. Go over the Monthly Expenses Research worksheet and the information they need to find and put on their papers (show the example and non-example)</li> <li>11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)</li> <li>12. After the timer goes off, have the students use the expenses they found to calculate their monthly budget and write it down on their worksheet</li> </ol>

	<p>13. Then have the students get into small groups and talk about each of their budgets and why they may look different from each other</p> <p>14. Talk to the students about what they accomplished for that lesson and show them the project timeline</p> <p>15. Go over the next day's objective briefly (tomorrow you are going to explore how to live day to day in the life you created and see what a month looks like)</p> <p>Example- Model of the Monthly Expenses Research Worksheet and the Monthly Budget completed beforehand by the teacher</p> <p>Nonexample- Model of how not to complete the Monthly Expenses Worksheet and the Monthly Budget</p> <p>Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do the research worksheet and monthly budget independently, then get into small groups to go over the worksheets</p> <p>The media used for this cluster of the project will be Budgeting Basics!  <a href="https://www.youtube.com/watch?v=sVKQn2l4HDM&amp;ab_channel=TwoCents">https://www.youtube.com/watch?v=sVKQn2l4HDM&amp;ab_channel=TwoCents</a></p> <p><u>Student Participation</u></p> <p>Practice Items and Participation- The students will get a chance to practice identifying monthly expenses and a budget with the teacher at the beginning of the lesson and will get to practice their research skills and math skills by completing the research worksheet and the monthly budget</p> <p>Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the research worksheet, monthly budget, and presenting it to their group members.</p> <p>Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)</p>
<p>Cluster #5: Time Management Research: Calendar and Daily To-Do List</p>	<p><b>Objectives</b></p> <p>Given a calendar worksheet and a daily to-do list worksheet to fill out, the students will fill out the calendar worksheet to plan out the work responsibilities, bills, and other responsibilities, and fill out the daily to-do list for students to analyze how to manage their time and responsibilities and make/answer situational questions about living a month in this lifestyle with an 80% accuracy using the provided rubric.</p>

## Content Presentation

### Content

1. Go over the objective, I can statement, and essential question with the students
2. Go over the Game of Life Project and the project timeline
3. Explain what today's lesson will be (identifying their daily and monthly responsibilities and time management)
4. Ask the students how they spend their time at home (after school or on the weekends) and if they think about how they spend their time (give an example of how you manage your time)
5. Show the students the How to manage your time more effectively (according to machines) video and discuss it afterwards
6. Ask the students if they have any questions about the video
7. Show the students an example calendar with responsibilities, a daily to do list, and a list of responsibilities they can add to their calendar or daily to-do list
8. Ask the students what responsibilities they want to add to their calendar and daily to-do list
9. Write them on the board
10. Go over the Calendar worksheet and Daily To-Do List Worksheet and the information they need to find and put on their papers (show the example and non-example)
11. Set a timer for 20 minutes on the board and let the students start filling out the worksheets (give more time or less time as needed for different classrooms)
12. After the timer goes off, have the students get into small groups and talk about each of their calendar worksheets and daily to-do list worksheets
13. Talk to the students about what they accomplished for that lesson and show them the project timeline
14. Go over the next day's objective briefly (tomorrow you are going to choose a format to create a project with all of the information you've learned and next week present it!)

Example- Model of the Calendar worksheet and Daily To-Do List Worksheet completed beforehand by the teacher

Nonexample- Model of how not to complete the Calendar worksheet and Daily To-Do List Worksheet

Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do the Calendar worksheet and Daily To-Do List Worksheet independently, then get into small groups to go over the worksheets

	<p>The media used for this cluster of the project will be How to manage your time more effectively (according to machines)  <a href="https://www.youtube.com/watch?v=iDbdXTMnOmE&amp;ab_channel=TED-Ed">https://www.youtube.com/watch?v=iDbdXTMnOmE&amp;ab_channel=TED-Ed</a></p> <p><u>Student Participation</u>  Practice Items and Participation- The students will get a chance to practice identifying a Calendar and Daily To-Do List with the teacher at the beginning of the lesson and will get to practice managing their time and making a to-do list</p> <p>Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the Calendar worksheet and Daily To-Do List Worksheet and presenting it to their group members.</p> <p>Student Grouping and Media Usage- When the students are grouped for the reflection at the end of the lesson, they will be grouped based on student choice, they will be able to pick their group members (the specific number will be determined based on the class size of the individual classroom)</p>
Cluster #6: Final Project, Presentation, and Reflection	<p><b>Objectives</b>  Given all of the graphic organizers, worksheets, and research conducted, the students will create a project of their choice to showcase their new knowledge to their peers and other members of their community, present the project, and complete a Google form to reflect on the Game of Life unit as a whole with an 80% accuracy using the provided rubric.</p> <p><u>Content Presentation</u>  Content</p> <ol style="list-style-type: none"> <li>1. Go over the objective, I can statement, and essential question with the students</li> <li>2. Go over the Game of Life Project and the project timeline</li> <li>3. Explain what today's lesson will be (choosing a project format from the choice board and starting to work on it)</li> <li>4. Ask the students how they spend their time at home (after school or on the weekends) and if they think about how they spend their time (give an example of how you manage your time)</li> <li>5. Show the students the project format choice board and ask the students if they have any others they want to add</li> <li>6. Have the students choose their project format and get started</li> <li>7. Set a timer for 40 minutes on the board and let the students start making their projects (give more time or less time as needed for different classrooms)</li> <li>8. After the timer goes off and if the students were able to get their project done without additional time needed, have the students sign up for presentation time slots</li> </ol>

	<p>9. Set aside the next few days for presentations of the students work in whatever format you choose (classroom, school building, present to families)</p> <p>10. The day after presentations are done, send the End of Project Reflection Google Form to the students to complete</p> <p>Example- Model of the Game of Life Project beforehand by the teacher Nonexample- Model of how not to complete the Game of Life Project</p> <p>Student Grouping and Media Usage- The students will be in a full class setting for the lesson portion, break off to do their individual projects, then get in front of the class for their presentations</p> <p>The media used for this cluster of the project will be anything that the students make and present</p> <p><u>Student Participation</u></p> <p>Practice Items and Participation- The students will get a chance to practice their project by creating an outline of their project and asking questions about which format of project they choose</p> <p>Participation will be the students listening and giving input on the discussion at the beginning of the lesson. They will also participate in completing the project and presentation, listening and being active participants in the project presentations, and completing the reflection form</p> <p>Student Grouping and Media Usage- The students will not be in groups for the cluster of activities, they will be working independently</p>
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## Implementation Plan

To implement this learning module pilot test, I will reach out to colleagues that are also educators in the Cleveland area that have implemented projects like this in their classrooms before. To conduct the test, I will meet with them over Zoom and talk about the learning module and have them complete the daily learning activities/assessments and give feedback on the learning module as a whole and the learning activities and assessments.

## Evaluation Plan

I will complete an interview with each pilot tester and “grade” the learning activities and assessments based on the learning module rubric to collect formative evaluation data about the learning module.

### Interview Questions

1. Would you implement this type of project to your students?
2. How would you adapt this project for your population of students?
3. Do you think this project has a logical flow?
4. What would you do to improve this project?
5. What do you like about this project?
6. Is this learning module and activities clear to an instructor and students?
7. Is the project rubric appropriate for the learning activities?

## Instructional Designer Reflection

In this section, what went the best was categorizing the different parts of the learning module and going into more depth on how each day of the unit will be taught to the students. I had to go back to clarify my performance objectives, the rubrics, and the Goal Analysis Diagram to make sure that it reflected the different parts of the learning module and to make sure that everything aligned. The most challenging thing about this section of the design document was the Design Evaluation Chart. This was mostly because I felt like I was repeating myself too much and that it was too specific. I understand the importance of aligning assessment to the objective and making sure everything connected, but it felt odd going into that much depth. Being in the classroom,

that is something that I don't usually have the time to do for each lesson and activity and it ends up being condensed or streamlined based on my classroom day to day. I think this project has helped me get better at writing out my design process, but it is definitely something that I will have to work on using different types of projects and modules. I like that it gets me out of my professional and personal comfort zone and that I'm learning new things every week.

The peer review process for this section was very helpful. My peers gave me suggestions to help me be more specific and clarify some things that were clear to them at first. They also were able to give me encouragement that I was on the right track. The best pieces of feedback that I have gotten from my classmates for this design document was from the Capturing Media discussion board where my peers suggested doing a reflection after showing the media to the students and asking the students to look at what they would want to do in the future and what they know they don't want to do. The best piece of feedback from my K-12 peers, was that I include and make sure to clarify my rubric so that it aligns with the different sections of the project, which I was able to incorporate into this document. Overall, it has been great being able to get feedback from peers who are familiar with the type of setting this learning module would be used in and peers who aren't as familiar with it to make sure that this module is clear and effective.

## Learning Module

In this Learning Module is the Workshop Agenda, Facilitator Guide, and Model Worksheets.

Link to the Learning Module-

[https://docs.google.com/presentation/d/1dwH4Q2eWZe4J4ZT\\_v34x25PZmJMj2Otj1OW\\_h5QmdnZI/edit?usp=sharing](https://docs.google.com/presentation/d/1dwH4Q2eWZe4J4ZT_v34x25PZmJMj2Otj1OW_h5QmdnZI/edit?usp=sharing)

## Implementation & Formative Evaluation Report

To implement this pilot test for the Game of Life project, I reached out to three of my colleagues and asked them if they wanted to fill out the worksheets, write comments on them if they had any, and asked them to fill out the Google form to give feedback. The colleagues that I reached out to were all at the school the day that I was in the school to set up, so I was able to watch them all complete the worksheets in real time and have discussions about it. All the worksheets were given to each tester as a packet, and they completed each worksheet in order. The only thing that they didn't complete as testers was making their own project and presenting it. In the future, I would have the tester create a mini project to make sure that the flow of the project and the rubric make sense from a facilitator's perspective and the students.

### Formative Evaluation Data

The verbal feedback I was given when the pilot test was being conducted was to include a resource page that gives credible sources for the students to use for their research.

Pilot tester #1 gave comments on the worksheets that can help me improve the flow of the worksheets for the students to lower the margin of error. She also gave me



feedback such as creating a separate worksheet for house cost calculation and utility expenses. Pilot tester #2 didn't write comments on the worksheets themselves but we had a discussion while she was completing the worksheet about changing up the transportation Venn diagram worksheet because it could be confusing depending on what options for transportation the students choose. Pilot tester #3 also gave me feedback comments on the worksheets themselves while completing them. He suggested changes to the worksheets such as making the directions and types of worksheets clearer and more explicit for the students.

#### Pilot Test Instrument

[https://docs.google.com/presentation/d/1rx627PLlckjyEYJS-ti0BwJnGeh8XS9Si5z\\_S3bMEeY/edit?usp=sharing](https://docs.google.com/presentation/d/1rx627PLlckjyEYJS-ti0BwJnGeh8XS9Si5z_S3bMEeY/edit?usp=sharing)

#### Pilot Test #1 PDF Link

<https://drive.google.com/file/d/15sKHtHua4MYAZ6moEEcyuZT1EUUtgDnt/view?usp=sharing>

#### Pilot Test #2 PDF Link

<https://drive.google.com/file/d/10sNuZwGdkS-JASHWdVs7d66CmjYlyxeA/view?usp=sharing>

#### Pilot Test #3 PDF Link

[https://drive.google.com/file/d/1lbrS9zJCZ23qJGna9gM\\_cwPbWEru2qq/view?usp=sharing](https://drive.google.com/file/d/1lbrS9zJCZ23qJGna9gM_cwPbWEru2qq/view?usp=sharing)

#### Pilot Test Feedback Form

<https://forms.gle/s12oxMYho9cfZKc89>

Name	Date	What was your favorite part of the project?	What was your least favorite part of the project?	What was one new thing you learned from the project?	Is there anything you would do differently after completing the project?	Do you have any questions that weren't answered during the project?	Do you think this project helped you?
Pilot Tester #1	8/15/2022	Choosing a job different from my own	Figuring things out without having a comparison chart/list already filled out to reference.	That I need lots of information gathered to reference before making decisions.	Create a chart to manage bill payments		In realizing that I need clear systems of organization, yes.
Pilot Tester #2	8/15/2022	Picking a profession and seeing the pay	Calendar	Dog walkers make more than social workers	No	No	Yes, I want to be a dog walker
Pilot Tester #3	8/15/2022	Getting to visualize how experiences would be in a month given a salary and expectations	The monthly planning page	Certain expenses for things such as transportation and the cost of certain housing options	I would do more general research over all aspects of the project before starting the project-possibly a day of a lesson and a day for the research/project	None	Yes

## Feedback Based Design Changes

Based on the feedback from each of my pilot testers, the big three design changes that I would make focus around adding more resource worksheets for the students, adding more explicit directions and headings on each of the worksheets, and changing the transportation Venn diagram worksheet to just be a compare and contrast worksheet. I appreciated all of the feedback from my colleagues and these changes would make the learning module activities and unit have a better flow and student/facilitator

understanding. I'll begin to make these changes over the next few weeks that way I can implement this unit and project in my classroom this school year with my group of students.

## Instructional Designer Reflection

What went the best during this whole instructional design process was being able to create new material and update materials based on new knowledge of the content and of instructional design as a whole. This project has also given me a chance to be creative and put myself out there in a way that I haven't before this class. I've made some materials for discussion boards but nothing to this scale. I am honestly proud of all of the work that I put into this project in terms of presentation and content. This project will be something that I implement in my classroom year after year with all of the documents I made for this project and changes that I make based on my feedback from the pilot tests.

For developing the module, I think the creation of the worksheets and aligning everything went well. I was able to set up the google slides in order of days in the unit and the worksheets to make sure that it would be understood by whatever facilitator would be teaching this unit. I also think that I added a good amount of supports and visuals for students who may need those supports and more accommodations and modifications can be made as needed since everything was created in Google Slides. It could be something that any teacher could make a copy of and make changes based on their classrooms or leave as is and teach it.

Some challenges I faced in the project as a whole was having a limited amount of information about certain aspects of the project such as the analysis sections and some of the front-loading information. I had an idea of this information because of doing similar projects in prior years but the information that I would need for my students that I have this school year would provide different information because of how much my student population changes year after year. I think another challenge during this process was overthinking the Dick and Carey model steps because I wanted to get everything right, instead of using the steps to guide my design process and adapting as needed. Another challenge I faced during this project was the pilot test process. Mostly because of timing and scheduling. In a perfect world, and probably in the instructional design field, I would have more time to do pilot testing to make sure that every aspect of the learning module made sense to the facilitator and the students. I wanted to have more time to do a sample of each lesson and show the lessons first before introducing the worksheets for each day of the unit, but I was only able to just hand my testers the packet of worksheets and have them complete them with me in the room to guide as needed and listen to feedback. While this did give me useful feedback, it was challenging.

I have grown from this process as an instructional designer because I now have a better understanding of the Dick and Carey design model and an example of how to implement it in real time. I gained more confidence of my own creating, designing, and writing skills. I noticed that I am growing better at managing myself and my time to make sure that I am on track for completing different aspects of a project on a timeline. This project has given me a chance to grow with a real example of something that I would

actually be doing in the instructional design field and the branch of instructional design that I am interested in, education. This class and the classes following it in this degree program are helping me understand my design style and are giving me a chance to try new things and get outside of my comfort zone. One of the biggest takeaways that I have from this project and the process of designing a learning module is to narrow my focus and make sure that I stay consistent and clear in each aspect of the design process.



# Game of Life Project Workshop Agenda

# Game of Life Project Workshop Agenda

Day	Objective	Media
Day #1	Students will research a job they want to do after high school	20 Jobs You Never Knew Existed <a href="https://www.youtube.com/watch?v=PcZTEo-1cUA">https://www.youtube.com/watch?v=PcZTEo-1cUA</a>
Day #2	Students will research research a type of home they are interested in living in after high school	Google Earth <a href="https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t,0r">https://earth.google.com/web/@0,0,0a,22251752.77375655d,35y,0h,0t,0r</a>
Day #3	Students will research and choose a type of transportation they will use after high school	NYC's Best & Worst Ways to Commute- <a href="https://www.youtube.com/watch?v=V6ubAFnhluo&amp;ab_channel=WIRED">https://www.youtube.com/watch?v=V6ubAFnhluo&amp;ab_channel=WIRED</a>
Day #4	Students will research and calculate a monthly budget based on the information from the last three days	Budgeting Basics! <a href="https://www.youtube.com/watch?v=sVKQn2I4HDM&amp;ab_channel=TwoCents">https://www.youtube.com/watch?v=sVKQn2I4HDM&amp;ab_channel=TwoCents</a>
Day #5	Students will make a monthly and daily to do list of responsibilities and tasks they need to complete to survive and thrive	How to manage your time more effectively (according to machines) <a href="https://www.youtube.com/watch?v=iDbdXTMnOmE&amp;ab_channel=TED-Ed">https://www.youtube.com/watch?v=iDbdXTMnOmE&amp;ab_channel=TED-Ed</a>
Day #6	Students will choose a type of project to present the knowledge they learned during the project and fill out a reflection at the end of the presentation	

# Game of Life Project

## Daily Agenda: Day #1

1. Go over the objective, I can statement, and essential question with the students
2. Go over the Game of Life Project and the project timeline
3. Explain what today's lesson will be (researching a job of their choosing)
4. Ask the students what types of jobs that they are interested and which ones they aren't interested in
5. Write them on the board
6. Watch the video 20 Jobs You Never Knew Existed video
7. Ask the students if they have any questions about the video
8. Talk to the students about different career clusters (True2U worksheet)
9. Ask the students what jobs they want to learn more about today
10. Write them on the board
11. Go over the research worksheet and the information they need to find and put on their papers (show the example and non-example)
12. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)
13. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found
14. Talk to the students about what they accomplished for that lesson and show them the project timeline
15. Go over the next day's objective briefly (tomorrow you are going to investigate what type of home you want to live in and find more information about it)



# Game of Life Project

## Daily Agenda: Day #2

1. Go over the objective, I can statement, and essential question with the students
2. Go over the Game of Life Project and the project timeline
3. Explain what today's lesson will be (researching a living environment-home of their choosing)
4. Ask the students what types of homes they live in and talk about what type of home you live in
5. Show the students different types of homes on Google Earth and different resources by the houses (they can look up their house on there too)
6. Ask the students if they have any questions about Google Earth or what we looked at
7. Show the students a list of different types of homes with a brief description and a picture of each
8. Ask the students what types of homes they want to learn more about today
9. Write them on the board
10. Go over the graphic organizer and the information they need to find and put on their papers (show the example and non-example)
11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)
12. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found
13. Talk to the students about what they accomplished for that lesson and show them the project timeline
14. Go over the next day's objective briefly (tomorrow you are going to investigate what type of transportation you want to use to get places when you're older and find more information about it)

# Game of Life Project

## Daily Agenda: Day #3

1. Go over the objective, I can statement, and essential question with the students
2. Go over the Game of Life Project and the project timeline
3. Explain what today's lesson will be (researching a mode of daily transportation of their choosing)
4. Ask the students how they get different places and talk about how you get to work
5. Show the students the NYC's Best & Worst Ways to Commute video and discuss it afterwards
6. Ask the students if they have any questions about the video
7. Show the students a list of different types of transportation with a brief description, picture, and cost of each
8. Ask the students what types of transportation they want to learn more about today
9. Write them on the board
10. Go over the Venn Diagram worksheet and the information they need to find and put on their papers (show the example and non-example)
11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)
12. After the timer goes off, have the students get into small groups (based on class size) and go over what information they found
13. Talk to the students about what they accomplished for that lesson and show them the project timeline
14. Go over the next day's objective briefly (tomorrow you are going to investigate how much your monthly expenses will be and calculate your monthly budget)

# Game of Life Project

## Daily Agenda: Day #4

1. Go over the objective, I can statement, and essential question with the students
2. Go over the Game of Life Project and the project timeline
3. Explain what today's lesson will be (researching their monthly expenses and calculating their monthly budget)
4. Ask the students how they get money and how they spend their money (can also give examples if they are having trouble coming up with examples)
5. Show the students the Budgeting Basics! video and discuss it afterwards
6. Ask the students if they have any questions about the video
7. Show the students a model budget and a list of different monthly expenses they can look up and add to their budget worksheet
8. Ask the students what expenses they want to research today
9. Write them on the board
10. Go over the Monthly Expenses Research worksheet and the information they need to find and put on their papers (show the example and non-example)
11. Set a timer for 20 minutes on the board and let the students start researching (give more time or less time as needed for different classrooms)
12. After the timer goes off, have the students use the expenses they found to calculate their monthly budget and write it down on their worksheet
13. Then have the students get into small groups and talk about each of their budgets and why they may look different from each other
14. Talk to the students about what they accomplished for that lesson and show them the project timeline
15. Go over the next day's objective briefly (tomorrow you are going to explore how to live day to day in the life you created and see what a month looks like)

# Game of Life Project

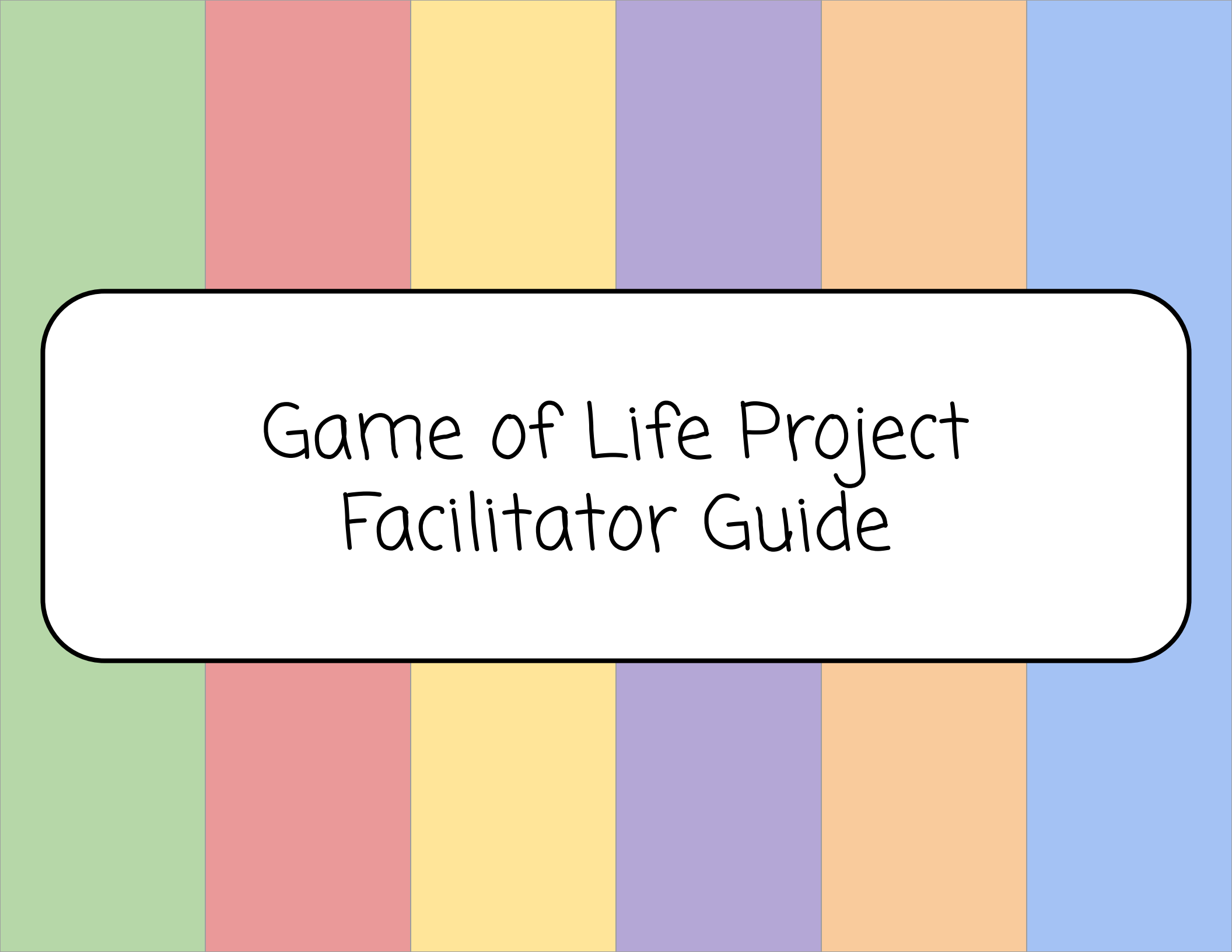
## Daily Agenda: Day #5

1. Go over the objective, I can statement, and essential question with the students
2. Go over the Game of Life Project and the project timeline
3. Explain what today's lesson will be (identifying their daily and monthly responsibilities and time management)
4. Ask the students how they spend their time at home (after school or on the weekends) and if they think about how they spend their time (give an example of how you manage your time)
5. Show the students the How to manage your time more effectively (according to machines) video and discuss it afterwards
6. Ask the students if they have any questions about the video
7. Show the students an example calendar with responsibilities, a daily to do list, and a list of responsibilities they can add to their calendar or daily to-do list
8. Ask the students what responsibilities they want to add to their calendar and daily to-do list
9. Write them on the board
10. Go over the Calendar worksheet and Daily To-Do List Worksheet and the information they need to find and put on their papers (show the example and non-example)
11. Set a timer for 20 minutes on the board and let the students start filling out the worksheets (give more time or less time as needed for different classrooms)
12. After the timer goes off, have the students get into small groups and talk about each of their calendar worksheets and daily to-do list worksheets
13. Talk to the students about what they accomplished for that lesson and show them the project timeline
14. Go over the next day's objective briefly (tomorrow you are going to choose a format to create a project with all of the information you've learned and next week present it!)

# Game of Life Project

## Daily Agenda: Day #6

1. Go over the objective, I can statement, and essential question with the students
2. Go over the Game of Life Project and the project timeline
3. Explain what today's lesson will be (choosing a project format from the choice board and starting to work on it)
4. Ask the students how they spend their time at home (after school or on the weekends) and if they think about how they spend their time (give an example of how you manage your time)
5. Show the students the project format choice board and ask the students if they have any others they want to add
6. Have the students choose their project format and get started
7. Set a timer for 40 minutes on the board and let the students start making their projects (give more time or less time as needed for different classrooms)
8. After the timer goes off and if the students were able to get their project done without additional time needed, have the students sign up for presentation time slots
9. Set aside the next few days for presentations of the students work in whatever format you choose (classroom, school building, present to families)
10. The day after presentations are done, send the End of Project Reflection Google Form to the students to complete



# Game of Life Project Facilitator Guide



# GAME OF LIFE

*Day One*



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Game of Life Day #1: List of Career Clusters

## Resource <https://www.bls.gov/ooh/>



Hospitality and Tourism	Engineering and Science Technologies	Business Administration	Government and Public Administration
Finance	Arts and Communication	Construction Technologies	Human Services
Education and Training	Transportation Services	Information Technology	Agriculture and Environmental Systems
Marketing	Law and Public Safety	Manufacturing	Health Science



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Game of Life Day #1: Future Job Worksheet



<https://www.bls.gov/ooh/>

Job Title: \_\_\_\_\_

Average Salary: \_\_\_\_\_

Job Requirements: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Picture #1

Picture #2

Picture #3

Fact #1: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Fact #2: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Fact #3: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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# GAME OF LIFE

*Day Two*



# Game of Life Day #2: Home Guide Worksheet

## House

Average Monthly Cost

(range)

\$700 to \$1200

Average Home Price

\$296,871

Average Mortgage Rate

2.89%

3 Bedrooms/2 Bathrooms

<https://www.rentcafe.com/cost-of-living-calculator/us/oh/cleveland/>



## Apartment

Average Monthly Rent

\$1,277

Average Apartment Size

807 sq. ft.

Average Apartment Utilities

Trash, Water, Heat, Parking

1-2 Bedrooms/1 Bathrooms

<https://www.rentcafe.com/average-rent-market-trends/us/oh/cleveland/>



## Other Types of Houses You Can Research

Condo/Townhouse

Tiny House

Trailer

Duplex

<https://www.homenish.com/types-of-houses/>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Game of Life Day #2: Future Home Worksheet



Type of Home

\_\_\_\_\_

Number of Bedrooms

\_\_\_\_\_

Number of Bathrooms

\_\_\_\_\_

Average Cost Locally (Cleveland, Ohio): \_\_\_\_\_

Utilities Included (circle)



Water



Electric



Wifi



Gas



Trash

Utilities Not Included (circle)



Water



Electric



Wifi



Gas

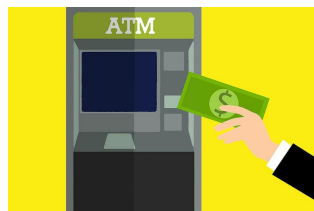


Trash

Local Resources (circle three)



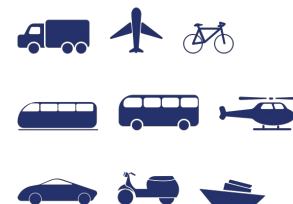
Grocery Store



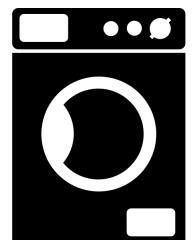
Bank/ATM



Restaurants



Transportation/Highway



Laundry



# GAME OF LIFE

*Day Three*



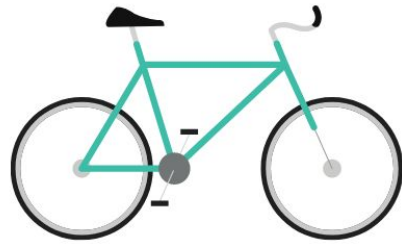
Name: \_\_\_\_\_

Date: \_\_\_\_\_

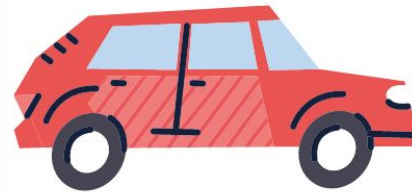
## Types of Transportation and Cost



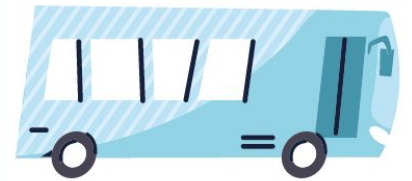
walking



bicycle



car



bus



\$100 for good  
walking shoes



\$300 for a good  
bike



\$600 a month



\$100 for a  
monthly bus pass

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Game of Life Day #3: Future Transportation Venn Diagram Worksheet

Option #1: \_\_\_\_\_

Option #2: \_\_\_\_\_

## Similarities

Fact #1

Fact #1

Fact #1

Fact #2

Fact #2

Fact #2

Fact #3

Fact #3

Fact #3

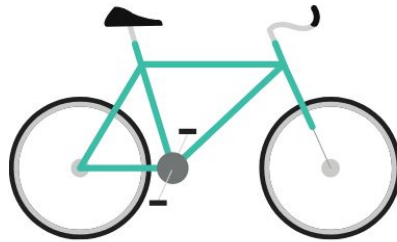
Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Game of Life Day #3: Future Transportation Choice Worksheet



walking

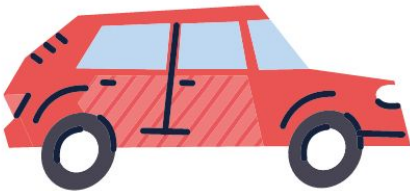


bicycle

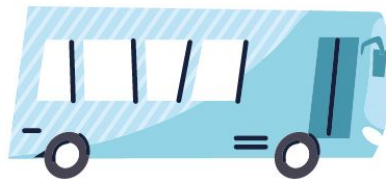
To get to work and other places in my  
neighborhood, I will \_\_\_\_\_

because (use one of your three facts)

\_\_\_\_\_.



car



bus

## Sentence Helpers

Ride a bike

Take the bus

Walk

Drive my car



---

# GAME OF LIFE

*Day Four*



Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Game of Life Day #4: Future Budget Research Worksheet



How much do I get paid a month?

How much is my rent a month?

How much does my transportation cost a month?

How much do my utilities cost a month?

How much do my groceries cost a month?

Name: \_\_\_\_\_

Date: \_\_\_\_\_



# Game of Life Day #4: Future Budget Worksheet



Annual Salary	\$ a year	
Divide the annual salary by 12 (monthly income)	$X / 12 =$	
Subtract monthly rent	Number minus _____	
Subtract transportation cost	Number minus _____	
Subtract monthly utilities	Number minus _____	
Subtract monthly groceries	Number minus _____	

How much money do you have left after that?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Game of Life Day #4: Future Budget Worksheet (MODEL)

Annual Salary	\$50,000 a year	
Divide the annual salary by 12 (monthly income)	$X / 12 =$	\$4,166
Subtract rent	Number minus 760	$\$4,166 - \$760 = \$3,406$
Subtract car payment	Number minus 400	$\$3,406 - \$400 = \$3,006$
Subtract car insurance	Number minus 100	$\$3,006 - \$100 = \$2,966$
Subtract gas	Number minus 100	$\$2,966 - \$100 = \$2,866$
Subtract utilities	Number minus 350	$\$2,866 - \$350 = \$2,516$
Subtract groceries	Number minus 100	$\$2,516 - \$100 = \$2,416$

---

# GAME OF LIFE

## Day Five



Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Game of Life Day #5: Monthly Tasks To-Do List

Month: \_\_\_\_\_

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

# Game of Life Day #5: Monthly and Daily Tasks Resource

Things you can write in your calendar

Work

Payday

Time Off

Bills (Rent/Utilities/Other)

Chores

Going to the grocery store

Appointments (Doctor/Dentist/Other)

Activities with friends/family

Holidays

Other (you can put anything that is your responsibility for a month of living on your own or with family/roommate)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Game of Life Day #5: Daily Tasks To-Do List

	Daily Schedule	To Do (circle)	To Buy	Downtime (circle)	Reminders
Day: _____	Wake up: 8:00 am: 9:00 am: 10:00 am: 11:00 am: 12:00 pm: 1:00 pm: 2:00 pm: 3:00 pm: 4:00 pm: 5:00 pm: 6:00 pm: 7:00 pm: 8:00 pm: 9:00 pm: Bedtime:	Going to work Doing Dishes Laundry Vacuuming Moping Dusting Making the Bed Cooking Shopping Taking care of a pet Taking care of yourself Pay the bills	Grocery List 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	Read a book Listen to music Play a video game Watch TV or a movie Talk to a friend or family Arts and crafts Learn something new Play with your pet	For Example: Remember to make a doctors appointment 1. 2. 3. 4. 5. 6. 7. 8. 9. 10.



Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Game of Life Day #6: QFT Future Situational Questions and Resource

### Example Questions

1. What happens when you don't pay your bills on time?
2. How do you make a doctors appointment?
3. What responsibilities come with having a pet?
4. Should you live alone or with a roommate?
5. What types of groceries should you buy for a week?
6. What happens if you can't come into work for a day?
7. How do you track your money?
8. What do you need to get an apartment or house?
9. How do you get a job?
10. What happens if you have a car and it breaks down?

### QFT Process (How to make more questions)

**Produce:** Brainstorm new questions-as many as possible without judgment-writing down everything that's said exactly as it's said, then changing any statements that were made into questions.

**Improve:** Categorize and label questions as Open or Closed, turn one Open question into a Closed question and vice-versa, then describe the advantages & disadvantages of both types of questions and their role in the inquiry process, then improve them (as necessary for clarity, precision, relevance, depth, etc.)

**Prioritize:** Select the 'best' three questions for your application

**Plan:** Create a plan to use the questions for whatever inquiry/learning process relevant to your classroom application

**Reflect:** Reflect on the QFT process, what you've learned, how your perspective has changed, etc.

Name: \_\_\_\_\_

Date: \_\_\_\_\_



## Game of Life Day #6: Future Situational Questions To Answer

Question: \_\_\_\_\_?

Answer: \_\_\_\_\_.

Question: \_\_\_\_\_?

Answer: \_\_\_\_\_.

Question: \_\_\_\_\_?

Answer: \_\_\_\_\_.

Question: \_\_\_\_\_?

Answer: \_\_\_\_\_.

Question: \_\_\_\_\_?

Answer: \_\_\_\_\_.

# Resources:

Day #1  
Activities  
Sources:

Day #2  
Activities  
Sources:

Day #3  
Activities  
Sources:

Day #4  
Activities  
Sources:

Day #5  
Activities  
Sources:

Day #6  
Activities  
Sources:

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# GAME OF LIFE

*Day Six*

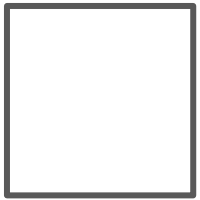


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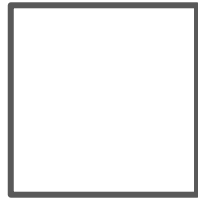
Date: \_\_\_\_\_

## Game of Life Day #7: Project Choice Board

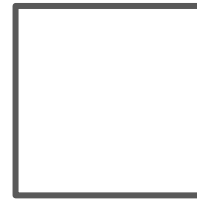
Directions: Check which project you want to do to show your knowledge



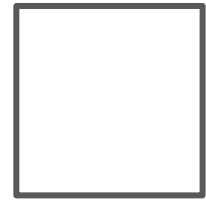
Poster



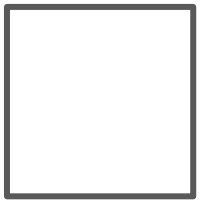
Blog Post



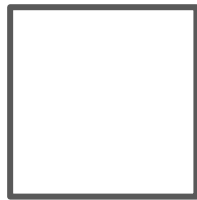
Video



Paper



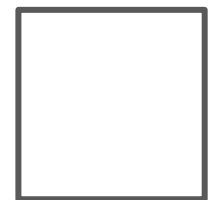
Slideshow



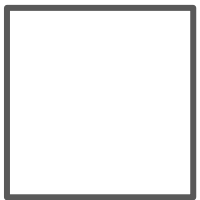
Magazine



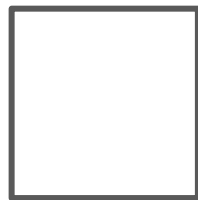
Movie



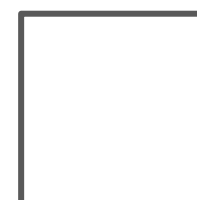
Game



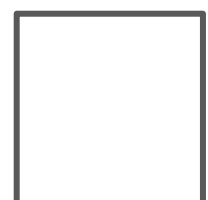
Song



Podcast



Comic



Scale Model

Name: \_\_\_\_\_

Date: \_\_\_\_\_

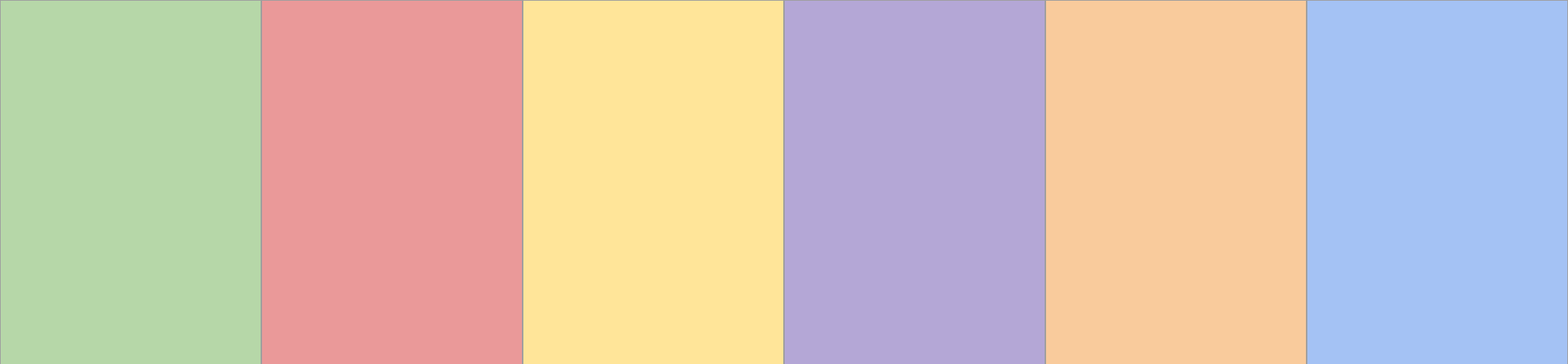
# Game of Life Day #7: Presentation Sign Up Sheet

[illegible]

# Post-Presentations

Complete the end of project reflection form

Link: <https://forms.gle/7VGwAjMR3b77Z8Js7>



# Game of Life Project Model Worksheets





Name: M. Mabe

Date: 8-14-22

# Game of Life Day #1: Future Job Worksheet



<https://www.bls.gov/ooh/>

Job Title: Teacher (Special Education)

Average Salary: \$61,820 per year

Job Requirements: Bachelors Degree, Student Teaching Completed, Certification Tests, Pass Background Check

Picture #1

Picture #2

Picture #3

Fact #1: To be a teacher,  
you need good communication  
skills.

Fact #2: Special education  
teachers write and implement  
IEP's.

Fact #3: Teachers only work  
for 10 months out of the  
year

Name: M. Mabe

Date: 8-14-22

# Game of Life Day #2: Future Home Worksheet



Type of Home  
Single Family House

Number of Bedrooms  
4

Number of Bathrooms  
3

Average Cost Locally (Cleveland, Ohio): \$127,500

## Utilities Included (circle)



Water



Electric



Wifi



Gas



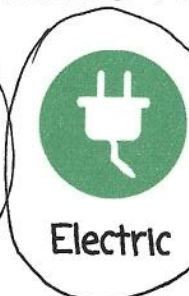
Trash

None

## Utilities Not Included (circle)



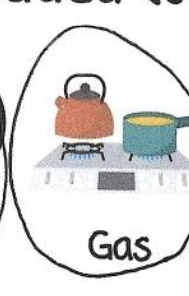
Water



Electric



Wifi

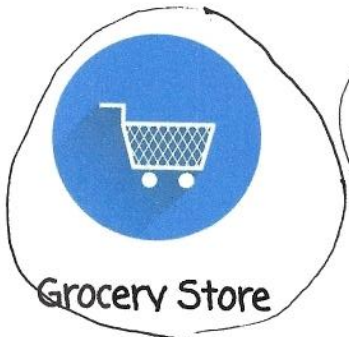


Gas



Trash

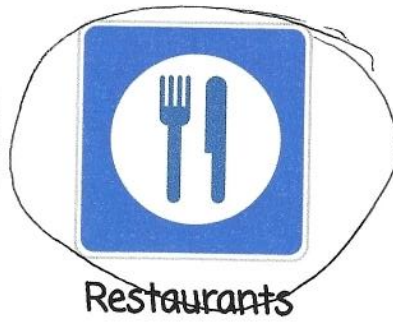
## Local Resources (circle three)



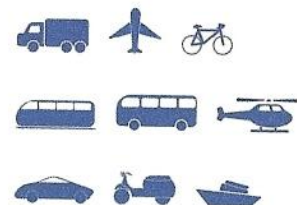
Grocery Store



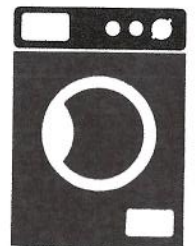
Bank/ATM



Restaurants



Transportation/Highway



Laundry



Name: M. Mabe

Date: 8-14-22



# Game of Life Day #3: Future Transportation

## Venn Diagram Worksheet

Option #1: Car

Option #2: Bus

### Similarities

Fact #1 It takes an average of 25.4 minutes to drive to work

Fact #2 It costs an average of \$625 a year to drive to work in gas

Fact #3 One of the best cars to commute in is the 2022 Honda Odyssey

Fact #1  
They both use gas

Fact #2  
They are both vehicles that carry people

Fact #3  
They both need roads

Fact #1 Public transportation is 10 times safer per mile than driving a car

Fact #2 For a monthly RTA pass, it costs \$95.00

Fact #3 The RTA has accommodations for people with disabilities

Name: M. Mabe

Date: 8-14-22

## Game of Life Day #3: Future Transportation Choice Worksheet



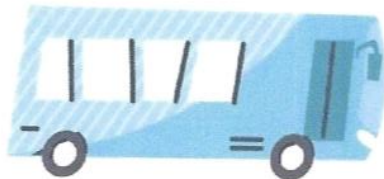
walking



bicycle



car



bus

To get to work and other places in my neighborhood, I will drive a  
car

because (use one of your three facts)

I have more control over.  
my schedule

### Sentence Helpers

Ride a bike

Take the bus

Walk

Drive my car

Name: M. Mabe

Date: 8-14-22



# Game of Life Day #4: Future Budget Research Worksheet



How much do I get paid a month?

Salary - 61,820 / 12 Months =  
\$ 5,151 a month

How much is my rent a month?

House Cost - 127,500 / 30 yr mortgage / 12 months  
+ interest (6% or 0.06) = \$375 a month

How much does my transportation cost a month?

Car - \$110 a week or  
\$450 to \$550 a month

How much do my utilities cost a month?

Average of \$2060 a year / 12 months  
\$ 170 a month

How much do my groceries cost a month?

For one person  
\$150 a month



Name: M. MabeDate: 8-14-22

# Game of Life Day #4: Future Budget Worksheet



Annual Salary	\$ a year 61,820	
Divide the annual salary by 12 (monthly income)	$X / 12 =$	5,151
Subtract monthly rent	Number minus <u>375</u>	4,776
Subtract transportation cost	Number minus <u>450</u>	4,401
Subtract monthly utilities	Number minus <u>170</u>	4,231
Subtract monthly groceries	Number minus <u>150</u>	4,081

How much money do you have left after that? \$4,081

Name: M. Mabe

Date: 8-14-22

# Game of Life Day #5: Monthly Tasks To-Do List

Month: August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3 Grocery Shop	4	5 Pay Day	6	7	8 Pay ★ Utilities	9
10 Grocery Shop	11	12	13 Dinner w/ Sister	14	15	16
17 Grocery Shop	18	19	20 Pay Day	21	22 Rent ★ Due	23
24 Grocery Shop	25	26 Doctors Appointment	27	28	29 Pay Phone Bill ★	30
31 Grocery Shop						

Name: M. MabeDate: 8-24-22

# Game of Life Day #5: Daily Tasks To-Do List

	Daily Schedule	To Do (circle)	To Buy	Downtime (circle)	Reminders
Day: <u>Monday</u>	Wake up: 6:00 8:00 am: Work 9:00 am: ↑ 10:00 am: 11:00 am: 12:00 pm: Lunch 1:00 pm: ↓ 2:00 pm: 3:00 pm: ↓ 4:00 pm: Drive Home 5:00 pm: 6:00 pm: Make Dinner 7:00 pm: Clean 8:00 pm: Watch TV 9:00 pm: 1 Bedtime: 10:00	<u>Going to work</u> <u>Doing Dishes</u> Laundry Vacuuming Moping Dusting Making the Bed <u>Cooking</u> Shopping Taking care of a pet <u>Taking care of yourself</u> Pay the bills	Grocery List 1. Chicken 2. Rice 3. Salt 4. Paper Towels 5. Ice Cream 6. Carrots 7. 8. 9. 10.	<u>Read a book</u> Listen to music Play a video game <u>Watch TV or a movie</u> Talk to a friend or family Arts and crafts Learn something new Play with your pet	For Example: Remember to make a doctors appointment 1. Go to work 2. Make dinner 3. Text my friend 4. 5. 6. 7. 8. 9. 10.



Name: M. Mabe

Date: 8-14-22



## Game of Life Day #6: Future Situational Questions To Answer

Question: What happens when you don't pay your bills on time?

Answer: They turn it off (water, electric, wifi, etc).

Question: How do you track your money??

Answer: Use your bank app or an app like Mint.

Question: How do you make a doctors appointment?

Answer: You call your doctors office and talk to a receptionist.

Question: What happens when you can't come into work for a day?

Answer: Call your boss to call off work for the day.

Question: How do you get a job?

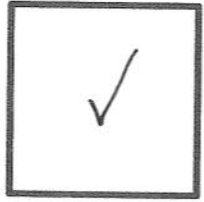
Answer: Find a job listing, apply online with your resume, interview for the job

Name: M. Mabe

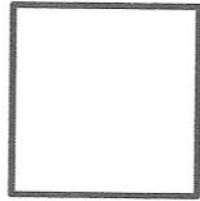
Date: 8-14-22

## Game of Life Day #7: Project Choice Board

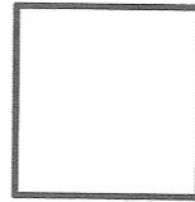
Directions: Check which project you want to do to show your knowledge



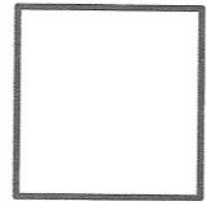
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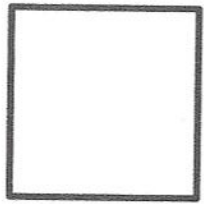
Blog Post



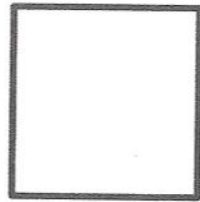
Video



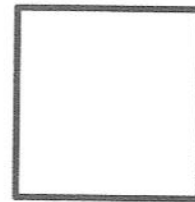
Paper



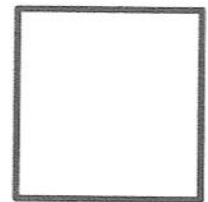
Slideshow



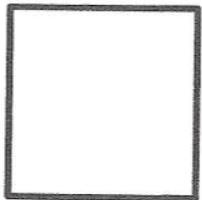
Magazine



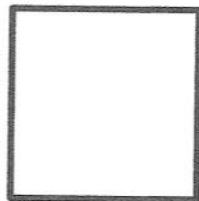
Movie



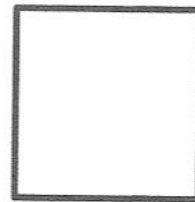
Game



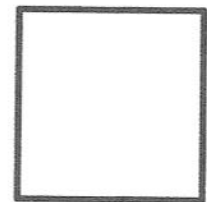
Song



Podcast




Comic



Scale Model



## Mabe- Comparing ADDIE and D&C Models

Michaela Mabe posted Aug 8, 2022 11:48 AM • 261 Words  [Subscribed](#)

Based on the readings, the ADDIE model is an “umbrella term” for an instructional design process (Molenda, pg.3). All of the instructional design models seem to have all of the five steps included in ADDIE because it is a foundation model that can take on different adaptations based on the needs of the project or the instructional designer. This helps connect it to the D&C model because it is just the ADDIE model expanded with the addition of evaluation during each step of the process. Both models are used to guide the instructional design process, but using D&C this semester has allowed me to see the process step by step and to see the end product. From the textbook, I also like how the D&C model was described as a recipe that can be followed but you can add your own “personal touch result in a unique product” (Dick and Carey, pg.4). I feel like both of the models can be good fits depending on the level of experience of the instructional designer and the type of project that is being created. The only element that I feel like is under-represented in the ADDIE model is creativity from the instructional designer because of how structured it is. Each model has its strengths and weaknesses, and utilizing the D&C model was a great way to have a structured and scaffolded way to learn more about instructional design. I'm curious to utilize different models through this coursework to see which fits the best for my style and depending on the projects I'm creating.

[Reply to Thread](#)