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***Quest for Success* Virtual Guidance and Unit 2 Alternate Activity**

September 14, 2020

Objectives

- Introductions
- Hybrid/Virtual Guidance
- Original Activity
- Alternative Activity
- Closing

Hybrid/Virtual Guidance

- The only activities that are modified are those that may be challenging to complete in a virtual environment.
- The resources are created for Louisiana's unique *Quest for Success* course.
- The resources for Unit 2 and additional units under development will be located on the [LDOE Quest for Success website](#).

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Original Activities

Quest for Success: Obstacle Course

Alternative activities are an option for hybrid and virtual instruction.

The original activity is always an option if it can be performed safely.

Lesson One Learning Plan Communication is Key	
discuss how to be an effective team member and will be provided opportunities to practice teamwork .	<ul style="list-style-type: none"> How do I identify and apply my strengths to become an effective team member?
Assessed Career and Life Readiness Competencies:	
<p><i>Understanding teamwork and being able to work with others is demonstrated by students working in teams to move through an obstacle course.</i></p> <p><i>Communicating verbally is demonstrated by students as they provide verbal instructions to peers in an obstacle course and as peers discuss relevant topics.</i></p> <p><i>Listening actively is demonstrated by students as they discuss relevant topics with their peers.</i></p> <p><i>Observing carefully is demonstrated by students as they use nonverbal cues through pantomime.</i></p>	
Suggested Texts and Resources:	
<p>Resources</p> <ul style="list-style-type: none"> How Google Builds the Perfect Team Pixar: For the Birds <p>Materials</p> <ul style="list-style-type: none"> blindfold classroom objects to form an obstacle course stopwatch video link 	<p>New Vocabulary for the Learning Plan:</p> <ul style="list-style-type: none"> appearance artifacts body language eye gaze facial expression gesture nonverbal communication teamwork
Learning Events and Formative Checkpoints:	
Day 1	<p>Students will know the importance of both verbal and nonverbal communication.</p> <p>Students will be able to communicate effectively within teams and manage competing ideas to accomplish an obstacle course.</p>
	<p>Formative Assessment</p> <ul style="list-style-type: none"> teacher observation of class discussion teacher observation of student responses to activity questions teacher observation of student teamwork
	<p>Materials/Resources:</p> <ul style="list-style-type: none"> blindfold classroom objects to form an obstacle course stopwatch video link

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Quest Hybrid Resources PDF

Quest Hybrid Resources PDF

LDOE released a [crosswalk](#) to share with instructors what alternate activities are being developed.

As resources are updated, they will be added to this document in the Online Activity Option column.

Quest for Success Activity Crosswalk				
		Pacing	Face to Face Activity Option	Online Activity Option
Unit 1: How I Learn and Lead	Unit 1: Performance Task 1	10 Days	Performance Task 1 Personal Brand and Vision Board	
	Unit 1: Performance Task 2		Performance Task 2 Student Success Plan	
Unit 2: Effective Teams: The Sum is Greater Than the Parts	Unit 2: Performance Task 1	14 Days	Performance Task 1 Team Contract	
	Unit 2: Lesson 1		Activity: Obstacle Course	Alternative Activity: Building a Winning Team Bracket Modified Teaching Guide
	Unit 2: Performance Task 1 A		Performance Task 1 A Team Contract	
	Unit 2: Performance Task 1 B		Performance Task 1B Web Redesign and Social Media Campaign	
Unit 3: Thinking out of the Box	Unit 3: Performance Task 1	22 Days	Performance Task 1- Food Truck Prototype	Alternative activity
	Unit 3: Unit Plan		Activity: Build a Tower	Alternative activity
	Unit 3: Lesson 3		Activity: Catapult Activity	Alternative activity
Unit 4: Being a Cyber Citizen	Unit 4: Performance Task 1	28 Days	Performance Task 1 Navigating the Net	
	Unit 4: Performance Task 2		Performance Task 2 My Digital Identity	
	Unit 4: Performance Task 3		Performance Task 3 The Price of Cyberbullying	
	Unit 4: Performance Task 4		Performance Task 4 Your Data Your Privacy	
Unit 5: Superheroes in My Community	Unit 5: Performance Task 1	28 Days	Performance Task 1 Servant Leadership	Alternate activity
	Unit 5: Performance Task 2		Performance Task 2 Community Service Project	
	Unit 5: Performance Task 3		Performance Task 3 Helping Professions Awareness Campaign	
	Unit 5: Performance Task 4		Performance Task 4 Public Health and Healthcare Careers	
Unit 6: Managing Money to Meet My Goals	Unit 6: Performance Task 1	9 Days	Performance Task 1 What Would You Do	
	Unit 6: Performance Task 2		Performance Task 2 Understanding Car Loans	
	Unit 6: Performance Task 3		Performance Task 3 Budgets 101	
Unit 7: Navigating My Career Path	Unit 7: Performance Task 1	15 Days	Performance Task 1 Is this Career Is for You?	
	Unit 7: Performance Task 2		Performance Task 2 Individual Graduation Plan	
Unit 8: Looking Forward	Unit 8: Performance Task 1	18 Days	Performance Task 1 Bulletin Board of Poster Presentation	
	Unit 8: Performance Task 2		Performance Task 2 Parent and Community Night	Alternate activity

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Alternate Virtual Activity

Unit 2: Effective Teams Modified Teacher Resource Guide

The Modified Teacher Resource Guide is a complement to the original guide and has a modification explaining the new modified activity.

Modifications:

The following lesson(s) have been modified to make learning opportunities more accessible to students in a remote setting. The use of an LMS with the capability of posting discussions, assignments, and video/content links for students is recommended.

- In a modification to Lesson One: Communication is the Key, students are asked to recall the knowledge of the 16 different personality types as it relates to the communication, collaboration, and teamwork skills necessary for future success. Students will be presented profiles of positions needed to complete, and it will be their task ahead to match each open position to one of the 16 personality types. Communication, and its role in teamwork and collaboration, will be the centralized topic in the discussions throughout the lesson.

Unit 2:Effective Teams Modified Teacher Resource Guide

Multiple Modalities

The Modified Teacher Resource Guide has a remote learning tip to offer guidance if you are offering the course in different modalities.

Remote Learning Tip: To make the “Building a Winning Team Bracket” activity as accessible to remote learning students as possible, links to external content, graphic organizers, and formative assessment checkpoints have been designed to easily integrate into a school or district’s Learning Management System (LMS). It is suggested that links found within the lesson be shared with students directly through the LMS and tested prior to releasing them to students to ensure that links are still active and mapped correctly.

- **Synchronous instruction:** For live synchronous instruction such as web conferencing, teachers can facilitate this activity by allowing students time to research each open position found in the “Build a Winning Team Bracket” graphic organizer. If assigning to students individually, teachers might consider working through one open position together with students so that students have a modeled example to work from and better align their work to desired outcomes.
- **Asynchronous instruction:** The “Building a Winning Team Bracket” activity can be posted for students to complete independently or at their own pace (self-paced) as long as additional structures are in place. Providing a learning agenda or checklist for students detailing the various steps of the activity would give students more agency and provide support for students in need of accommodations such as this. Teachers may also consider providing an example of one of the open positions to ensure that students have enough direction to meet the desired learning outcomes.

Unit 2: Effective Teams Modified Activity Student Resource

Digital Performance Task

The Modified Lesson 1 Activity Student Resource is structured similarly to the student resources from the original course.

The Modified Teacher Resource Guide includes detailed guidance on completing the activity.

Digital Performance Task Description:

Communication and its role in personal, academic, and professional spaces is strongly connected to an individual's personality type. In this task, the human relations department of a company has asked your team to match one of the 16 personality types to the current job openings and provide further guidance as to the reasons why that specific personality type should be prioritized for each position.

Essential Questions:

- How does **communication** contribute to the success of a team?
- How do I identify and apply my strengths to become an effective team member?
- How do I identify and apply my knowledge of personal attributes to build stronger collaborative teams?
- How do I understand the potential strengths and roles of each team member to collaborate for the benefit of the team?

Directions:

Step 1: Review the 16 personality types

- Reflect on the traits of diverse personality types.
- Review the strengths and weaknesses of each personality type, taking into consideration how communication manifests for each personality type.

Step 2: Build a stronger collaborative team

- Review the personality traits needed in each of the open positions listed in the "Building a Winning Team Bracket" graphic organizer.
- Identify and record which personality type would match each open position based on the traits listed.
- Detail your rationale behind your decision.

Step 3: Reflect on learning

- Complete the assigned reflection in the "Building a Winning Team Bracket" reflection space.

Resources:

- "Building a Winning Team Bracket" Graphic Organizer

Unit 2: Alternate Virtual Activity Links

[Unit 2: Effective Teams Modified Teacher Resource Guide](#)

[Unit 2: Effective Teams Modified Lesson 1 Activity Student Resource](#)

Closing

QFS Documents Location

[QFS Website](#)

Slack Channel

<http://bit.ly/QFSSLACK>

Questions?

Email Ted Holmes at LDOE: tedrick.holmes@la.gov