



THE DELAWARE MET
HIGH SCHOOL

LTI Curriculum 2015 - 2016



LTI – Learning Through Interests and Internships

LTI Curriculum **CHECKLIST**

WEEK	PORTFOLIO EVIDENCE (Numbers in parenthesis represent the file number in the LTI Curriculum Folder)	COMPLETION STATUS Advisor Signature
1	<ul style="list-style-type: none"> ● KWL Chart (1) and (1.1) ● DE Met LTI Expectations ● What I Think I Like Worksheet ● Career Interest Survey - online or (4) ● Four Corners Interest Worksheets 	
2	<ul style="list-style-type: none"> ● ABCs of Skills Worksheet ● You Know You Want Me Pitch ● Going Somewhere -- LTI Research 	
3	<ul style="list-style-type: none"> ● What is it? Journal Entry 	
4	<ul style="list-style-type: none"> ● Phone Script ● LTI Research ● LTI Request (advanced) 	
5	<ul style="list-style-type: none"> ● Interview Activity 1 ● Interview Activity 2 ● Mock Interview Feedback 	
6	<ul style="list-style-type: none"> ● Good Informational Interview Questions ● Informational Interview Questions ● Scheduled Informational Interviews 	
7	<ul style="list-style-type: none"> ● Edited Professional Thank You Email ● Personal Versus Professional Activity 1 ● Personal Strengths ● Resume Writing Activity ● Resume ● Scheduled Shadow Day ● Research About Mentor or Industry 	
8	<ul style="list-style-type: none"> ● Printed Bus or Transportation Route ● Informational Interview Journal Entry (1 for each site) ● Shadow Day Anthropology (1 for each site) ● Research about Mentor or Industry 	
9 & 10	<ul style="list-style-type: none"> ● Printed Bus or Transportation Route ● Informational Interview Journal Entry (1 for each site) ● Shadow Day Anthropology (1 for each site) ● Research about mentor or industry 	

Week One

Session One (70 minutes): What are the expectations of an internship?

In this session, you will share the expectations listed below with students. Have a discussion and encourage them to ask questions.

Warm-up (10 min)

Teacher shares Slide Deck with students.(10 min).

- KWL Chart (1)
- KWL Chart that students fill out will be included in the portfolio. Please fill out the Chart detailing what you know and what you want to know about LTIs (A filled-in KWL Chart (1.1) is included as a guide)
- Teacher debrief student comments

Core Activity (60 minutes)

- Put students into four groups (45 minutes). Jigsaw reading of articles on BPL schools LTI experiences (2). Provide guiding questions:
 - **Who** or **where** BPL school is referenced and how does this inform the LTI experience?
 - **What** did the article suggest or say about the LTI experience?
 - **When** -- how does time or timing influence the work the student accomplished at the LTI?
 - **Why** is the LTI experience different than a traditional learning experience?
- Provide students with a list of DE Met Expectations (see below and include in each student's portfolio) and engage in a discussion as you thoroughly explore each item below (15 minutes).
- Instructional Best Practice: Have students sit in a circle. Students should read out each expectation and students should interpret what the expectation means to them. Teacher clarifies or supports as needed.
 - Find an internship that is aligned with your interests. If you don't have an internship, you won't really get the most out of your BP experience.
 - Attend internship every Wednesday for the entire school day unless otherwise directed by the mentor at the site or school staff.
 - Develop a project that is interesting and meaningful to you and to the internship site.
 - Journal after every experience either at the site for the last ten minutes of internship. You can decide to create your own topic or use the journal prompts provided to you.

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- Use Google Voice to track your attendance – You will call in to Google Voice when you arrive at the site from a phone at the site (NOT FROM YOUR CELL PHONE)!*
- Dress in a manner that is appropriate for the internship site.
- Network with as many people at your LTI site. Gather business cards. Learn ALL aspects of the business.
- Make sure your mentor knows if you are going to be late, absent or school is closed.
- Review LTI Package (3)– make sure this is completed and you receive a Curriculum Certificate from your advisor indicating you are ready to begin your internship.

*LTI coordinator should set up.

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DE Met LTI Expectations

You are beginning your LTI journey. It will be exciting and challenging. Below are the expectations to support you in being successful. Your compliance is critical to your participation in the LTI experience.

- Find an internship that is aligned with your interests. If you don't have an internship, you won't really get the most out of your BP experience.
- Attend internship every Wednesday for the entire school day unless otherwise directed by the mentor at the site or school staff.
- Develop a project that is interesting and meaningful to you and to the internship site.
- Journal after every experience either at the site for the last ten minutes of internship. You can decide to create your own topic or use the journal prompts provided for you.
- Use Google Voice to track your attendance – You will call in to Google Voice when you arrive at the site from a phone at the site (NOT FROM YOUR CELL PHONE)! (If Google Voice is not operational, leave a message from the internship site's phone on the number given to you by your advisor.
- Dress appropriately for the internship site.
- Network with as many people at your LTI site. Gather business cards. Learn ALL aspects of the business.
- Make sure your mentor knows if you are going to be late, absent or school is closed.
- Review LTI Package – make sure this is completed and you receive a Curriculum Certificate from your advisor indicating you are ready to begin your internship.

Student Name _____ Student Signature _____

Date _____

Session Two (45 minutes): Who are you? (Computer Lab or laptops)

This session is devoted to helping students identify interests and passions associated with careers.

Warm up: (10 min) What I Think I Like Worksheet

Every student gets notebook paper and needs to fill out the following (to be included in the portfolio):

- Name
- Career Passion/Interest/or Curious about
- Explain why?
- Name one person you may know in that career

Core Activity (35 minutes):

- Teacher introduces the Interest Inventory and its purpose.
- Teacher guides students to Google Classroom to complete interest survey (If not set up yet, then survey is available via link below or as file 4).
- Teacher instructs students that once inventory is complete, they must print (or screenshot) and add this to their portfolio. Turn their laptop screens down to let teacher know they are ready for the debrief activity.

Interest Inventory: Share this link and provide students with time to complete the interest inventory located at [Career Interest Survey](#) (4) (15 minutes):

<http://checkoutacollege.com/explorecareers/interestsurvey.aspx>

- Teacher instructs students to get in predetermined pairs for the Debrief Activity (20 minutes).
- Debrief in pairs answering the following questions:
 1. What are some things that you found out that excited, surprised or disappointed you?
 2. What new understanding do you have about yourself? What does this say about who you are?
 3. Which interests would you like to explore or learn more about? What careers are related to that interest?
- Students share their partner's response to one of the above questions with the class.

Session Three (55 minutes): Big Picture Interest Exploration

In this session, students share their interests with the group, helping you begin to know your students better and assist them in matching interest with internships. Be very observant of not only what students suggest they are interested in, but also students' hobbies, concerns and talents.

Warm Up (15 minutes):

Two Truths and a Lie Activity (5)

Debrief: Teacher informs students that to meet the goals of this activity, students need to be fully truthful with their responses. Don't choose a response based on how it sounds. Choose a response that is true about you. This will give you a more accurate read on your "Smarts".

Core Activity (30-40 minutes):

- Utilize *Interest Exploration Four Corners Activity* in the BPL Real World Learning Guide (6)
- Four Corners Activity: Have students complete page three (to be included in their portfolio, pages 134-135). Then use page 133 to define the categories of "Smarts". Ask students to find the top 2 dominant "Smarts" and relate it to description on page 134.

Week Two

Session One (55 minutes): ABCs of Skills

Purpose: This session will allow students to identify skills they have developed.

Warm up (10 minutes) :

Play the Yes and Story Game (7) to get students to brainstorm ideas. Explain that it will be important for them to think critically and creatively in the core activity.

Core Activity (45 minutes)

- Utilize the *ABC's of Skills* activity below (to be included in students' portfolios)
- ABC's of Skills: (8) Teachers must review the lesson plan.
- Teachers send the ABC's student worksheets via Google Classroom or using file (9)

Session Two (55 minutes): You Know You Want Me

In this session, students must express who they are and persuade or impress the group.

Warm up (10 minutes):

- Complete Champion Icebreaker (10). Emphasize that we are focusing on strengths and strong personal qualities which ties into core activity.

Core Activity (45 minutes)

- Utilize the You Know You Want Me Activity (11). If possible, videotape the students pitching themselves. Also, please ask students to add this pitch to their portfolios.

Session Three (75 minutes): Computer Research Mini-Lesson

In this session, students will begin to research their interests and passions and match them with places for potential LTI. The *Going Somewhere form* will be revisited often over the next several weeks. You will need access to computers for each student.

Warm Up (15 minutes):

- Teachers show students [Deeper Learning Student Profile: Diana from San Diego Met](#) (Stop video 3:27)
- Debrief with students
 - Why did Diana choose BP?
 - What does Diana’s mentor, Rick Berger, admire in Diana?
 - What are some of Diana’s interest?
 - What are some of Diana’s responsibilities at her internship?

Core Activity (60 minutes)

1. Provide each student with Going Somewhere – LTI Research Form (12). Tell students that this document will be critical to their pursuit for internships and understanding the field of their interests. Be sure that each student adds this form to their portfolio (and refers to it).
2. As a search strategy, instruct students to use a search engine like Google. In the search field instruct student to type an interest + location ie; animals, Wilmington, DE. Explain that often adding too many words or details will limit the results and without a location, the results will be too broad.
3. Explain how this form will be used. Encourage students to complete the form.
 - The first column is a list of interests the student has identified.
 - The second column is a list of potential internship sites with contact information.
 - The third column is a list of related articles, links and resources that students might use to better understand the field. Explain how everything is relevant because it is important to understand what is going on in the field today. Important to stay current.

Week Three

Session One (70-80 minutes): What is it?

This session challenges students to articulate the purpose of the program.

Warm up (10 minutes):

- [Telephone Game](#): (13)
- Stress to the students that the point of the activity is how important being clear is when communicating with others. Too long and the message gets lost. Too little, message is unclear. Hence you need to focus on the main points and make sure that people take that away.

Core Activity (60-70 minutes)

- Use What is It? Activity (14)
- After completing the activity, have students get into groups of about 4.
- Look at the DE Met Mentor Brochure and DE Met Brochure (15 and 16) and have students discuss what they think our school is about. Each group should come up with a description in 1-2 sentences. No more than that! Just capture the essence of our school. Ex: Big Picture is a school that allows students to explore their interests in the real world and connect it to academic learning.

Session Two (50 minutes): Group Pitch & Share Out

This session requires students to exercise collaborative skills.

Warm Up (10 minutes):

- Review the purpose of warm up and core activity from session one.

Core Activities (30-40 minutes)

- Each group then shares with the class their 1-2 line description which you will write on the board. After all the groups go, the class will pick the one they like the best.
- Get back into groups and practice mock interviews, telling the potential mentor about our school and internship program. Each person gets a chance to practice. One person is the student/intern, one is the mentor and the other students observe. Each student has about 3-5 minutes to be the student/intern.
- Debrief by assessing:
 - How it felt to describe the school?
 - What was most difficult?
 - What went well?

Session Three (60 minutes): Computer Research Mini-Lesson Cont'd

In this session, students will become oriented to the [Sample LTI Database](#) (17) Database (not yet set up – link to sample database from another BP school) and learn how to search for LTI sites by interest. Students will also learn how to notify the LTI coordinator for approval to contact a site or add a new site.

- Teachers make sure laptops are ready for students upon entering the room and students sign on immediately.
- Ask students to retrieve their Going Somewhere -- LTI Research form as a back-up or reference of their interests of other sites not listed on the LTI database.

Week Four

Session One (55 minutes): Phone Script Review and Mock Phone Calls

In this session, students learn and practice how to handle professional cold calls.

Warm up (15 mins):

Engage in the *Call a Friend* Activity.

- First, ask students to find a partner, “call” them on their fake phone and greet them like you would your best friend.
- Second, find a new partner, “call” them on their fake phone and greet them like you would a (distant) relative.
- Third, find a new partner, “call” them on their fake phone and greet them like you would an employer.
- Debrief this quickly, -- *what was the difference in each greeting? Why is this important to understand?*

Core Activity (30-40 minutes):

- Use Phone Script Activity (18 and 19). Be sure to inform students to put this into their portfolio.

Session Two (70 minutes): Who We Are and How We Are Perceived

This session provides students with information about first impressions and how to conduct themselves in professional settings.

Warm up (10 minutes):

- [Making a Good First Impression Video](#)
- Guiding questions:
 - How long does it take for someone to evaluate you?
 - People form their opinions based on (Name two)
 - Name three things you can do to make a good first impression.

Core Activity (60 minutes):

- Assign students, Etiquette for Young Men and Women packet (20) for each via Google Classroom or by giving them file 20. Go through each part of packet and practice different aspects.
 - Students can demonstrate each handshake to see how it gives a message about them

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- From the Rules for Engaging in Conversations, privately give each student 2 rules and have them engage in a discussion while practicing or mocking the rules. Ask students to identify which rules each student had.

Session Three (45- 60 minutes): Computer Research Mini-Lesson

In this session, students have the opportunity to either continue their research for LTI sites and/or begin research about one specific LTI site (mission, skills related to the work, kinds of jobs, what does the work look like).

- Ask students to reference their *Going Somewhere -- LTI Research form (12)*.
- Explain the importance of researching the details of the company of which you are interested. Encourage students to identify one LTI site on the database which I hope will be created by the time you get here.
- Students should use the name of the organization to perform a search of the following:
 - What is the mission of the organization?
 - What services do they provide and to whom?
 - What kinds of jobs exist at this location?
- Be sure to get students to submit a LTI request to the LTI coordinator. We are half-way through the process and students should be gearing up to get out. Be sure students follow the process for send requests on soon to be created LTI database.

Week Five

Session One (40 minutes): Interview Dos & Don'ts

In this session, students learn how to conduct themselves during an interview.

Warm up (15 minutes):

Teacher shows the videos to students

[Don't Dos on an Interview](#)

[Do's in an Interview](#)

- Debrief by soliciting reactions to the videos. Set the tone that many decisions are made between the first impression and personal presentations during interviews.

Core Activity (25 minutes)

- Use the [Jobs Interview Activity](#) (21) (to be included in the portfolio).
- Activity 1: Interview Preparation. Students are to complete the student activity sheet.

Session Two (60 minutes): Mock Informational Interviews

In this session, students practice their professionalism and interview skills.

- Use the [Jobs Interview Activity](#) (21) (to be included in the portfolio).
- Set the classroom for fishbowls. Start with one fishbowl and ask for one volunteer. Advisor serves as the student/interviewee and the volunteer is the interviewer. Sit in the center and model how the interviews will go. Ask students for quick feedback related to the rubric.
- Next, create two fishbowls and instruct students that each must practice as an interviewee. Before each interview round, select one student to document feedback on the *Mock Interview Feedback* form. All students can provide verbal feedback for each interview round.
- Debrief this experience.

Session Three (60 minutes): Continue research of a specific LTI site or career.

We are halfway through the curriculum. For students who you feel are ready, create a sense of urgency for using this time to find an internship.

- Start the session with a circle and check-in.
 - Who feels confident about having at least one interest they hope to pursue? (*Note: students who may need help with this*)
 - Who feels confident about one potential LTI site they hope to pursue? (*Note: students who may need help with this*)

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- Who feels confident about research related to one particular site? (*Note: students who may need help with this*)
- Who has sent a request to the LTI coordinator for permission to contact an LTI site? (*Note: students who may need help with this*)
- Who has not completed the LTI Golden Ticket paperwork? (*Note: students who may need help with this*) (note: I need to create the Golden Ticket).
- Direct kids to specific tasks they will need (using the information from the check-in) to move forward in the LTI process. Complete Database information to update the LTI coordinator on your advisory's LTI status. (see 22 for a template)

Week Six

Note: LTI Coverage Schedule should be available and advisors must know when they can support their students who may be out on Informational Interviews next week.

Session One (55 minutes): Being Curious. Asking Questions

This session will model the importance of being curious and asking questions.

Warm up (10 minutes):

20 Questions Game: (<http://www.20q.net/>) Teachers log into the website and play the game with students. Teacher and students decide on one item and begin answering the questions. Stress to students that asking the right questions will lead you to the answer. Analyze what type of the questions the game asks (Close Ended Questions)

Core Activity (45 minutes):

Use the [Grill'Em Activity \(23\)](#)

- Before you use this lesson, you should decide if you want to play the Questions Game embedded in the lesson (this is optional). If so, adjust the rules of the Question Game. All students must stand in a circle so that everyone can see everyone's eyes. Students must use eye contact and should not look down during the game. The is about asking questions. You respond to a question with a question without pausing. If you pause or answer the question accidentally, you must give up you slip of paper (optional: and answer the question). There are two rules:
 - a. You cannot repeat a question that has asked of you.
 - b. You cannot use a question repeatedly.
- After the game (if you choose to play), be sure to follow the instruction about differentiating questions. Also, student should document a list of *Good Informational Interview Questions* and add this to their portfolio.
- Debrief this activity by asking each student to share at least one question from their list and the class can confirm that the question is or suggest ways to make it open-ended.

Session Two (50 minutes): Get on the Horn

In this session, each student should have an opportunity to confirm a potential LTI site. Advisors and the LTI coordinator and have approved students to make the call to the LTI sites prior to this session. This may be achieved via the *LTI Data Breakdown form* or during a common planning session. Some points to assist you in running this session smoothly:

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- Post potential Informational Interview dates and times for your students based on your coverage time/availability
- Review and model making the Informational Interview call, emphasizing that students need not mention “internship”.
- Set the expectations for how students will make the calls
 - Use the corners of the classroom to huddle and reduce noise. One student in each corner will be “on deck” to make a call. All other students must remain completely silent.
 - Have at least one partner in each corner to listen and offer support.
- Provide options and direction for students who have successfully set an appointment or are waiting to call:
 - Research the mentor or industry using the Research Questions (below).
 - Search the Database for a potential Informational Interview
 - Complete Portfolio Evidence on the Checklist

Upon approval from the LTI coordinator, students will contact the potential mentor to set up either informational interviews or shadow days. In order to get on the horn (his/her cell phone), the student must have these items in front of him/her:

- List of dates (Wednesdays starting _____) and times (no earlier than ____)
- pen or pencil
- name, address and phone number of the potential mentor (to be confirmed over the phone)
- the *What is It* description of BP and personal pitch (*You Know You Want Me*)

After each call, encourage students to document the information and share it with you (possibly on a large calendar in your advisory).

At the end of this session, get students in a circle and review their progress as you document and confirm each Informational Interview that you will attend with students.

Session Three (60 minutes): Continue research of a specific LTI site or career.

In this session, it will be important to help students understand the next several steps. List them in the room and visual track where students are in the process as a tool to assist students who need the most support:

- Informational Interview (with reflection in journal)
- Shadow Day (with reflection using the Shadow Day Anthropology document)
- LTI Set-up Meeting
- LTI Anthropology
- LTI Project Set-up Meeting
- LTI Project Proposal and Timeline

Once each student has an informational interview or shadow day scheduled, s/he will need to learn more about the company and that mentor's career (and background). Students should continue to research their company and mentor by answering the following questions:

Research Questions

About the organization:

1. What kind of organization is this (non-profit, school, state facility, etc)?
2. What is the purpose or mission of this organization?
3. What success has this organization had?
4. What partners do they have?
5. Who are their clientele?
6. Who are their competitors?

About the mentor:

1. What is this mentor's title?
2. What is this mentor's main responsibility?
3. What professional experiences does this mentor have? Where else has s/he worked?
4. What formal education does this mentor have (college degree in a specific area, specific trade from a specific trade school, etc)?
5. What interesting facts (hobbies, etc) did you learn about this mentor that matters to you (perhaps you have this in common)?

Week Seven

Session One (55 minutes): Professional Emails

This session is focused on improving professionalism in written communication. Be intentional about ensuring that students understand building a honest and positive image of themselves.

Warm up (15 minutes):

[Email Etiquette Video](#): Teachers show students the video.

Debriefing questions:

- What's the difference between texting and emailing someone?
- Can written communication be misunderstood? How can we avoid this?

Core Activity (40 minutes):

- [Tips for Writing Professional Emails Activity](#) (24)

In this session, students will have the opportunity to [write thoughtful thank you emails \(25\)](#). To start, give each student an email template. Ask them to write a thank you as if they had just completed an informational interview with a professional. Instruct them *not* to add their names to the email template. Collect these and redistribute them so that no student has his/her own.

Hand out the *Tips for Writing Professional Emails*. After reading the introduction, read through each section and allow time for students to check and edit the sample email they received.

After they have had a chance to edit a sample, allow students to identify their own (or have them write a new one).

Session Two (60 minutes): Resume Writing

For this session, assist students in understanding what a resume conveys and how to use their experience and skills to communicate their abilities. Be sure to mention ethics (ie, that the resume must be factual, etc).

- Use *Personal versus Professional Activity 1*
- Use *Personal Strengths and Resume Writing* activity

To start, allow students to discuss the importance of having a professional email. Review and complete the *Personal versus Professional Email* activity. If possible, allow students to create Gmail accounts online using what they have learned about professionalism.

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To assist students in building a resume, start with the Personal Strengths Activity and move to the Resume Writing Activity.

Debrief:

At the end of the session, get students in a circle and ask each student to think of one verb they plan to use on their resume that describes an action they are most proud of (ie, “inspired”, “created”, etc).

Session Three (60 minutes): Computer Time

During this session, allow students time to create Gmail accounts and Resumes. All resumes should be placed in their Portfolios with access to you. If time allots, students can:

- schedule Informational Interview or Shadow Days
- research mentors or industries
- update Checklist and Portfolio Evidence

Be sure to review the LTI Tasks and Timeline, encouraging students to move towards LTI Set-up by Week 10.

- Informational Interview (with reflection in journal)
- Shadow Day (with reflection using the Shadow Day Anthropology document)
- **LTI Set-up Meeting by Week ?**
- LTI Anthropology
- LTI Project Set-up Meeting
- LTI Project Proposal and Timeline

Week Eight

Session One: MapQuest. Where are you going?

In this session, introduce students to ways online options for navigating the city of Wilmington and beyond. Use the projector to demonstrate how students can identify a route (bus or walking route if applicable) to any location. Allow students time to MapQuest the route to: 1) identify the address for a potential internship site (for an informational interview/shadow day) and 2) plug in address to MapQuest to get travel routes to location of the informational interview. By the end of today, students should have:

- Correct company/organization *name* for informational interview or shadow day
- Correct company/organization *address* for informational interview or shadow day
- Correct company/organization *contact* for informational interview or shadow day
- Correct *contact phone number* for informational interview or shadow day
- *a printed bus route* (to be added to the portfolio) to the informational interview or shadow day

Session Two and Three: Find ONE...

And this is the first big step to getting out on an internship. Offer lots of encouragement and the right balance of support and challenge/urgency. Create plenty of time for students to do three things:

- Researching companies/organizations/mentors/interest areas. This is the continuation of previous activities but students who are still in the research phase should be encouraged to identify at least one organization from which to request an informational interview
- Set up at least one informational interview or shadow day (depending on BP connection with the site/mentor...see LTI coordinator). Consider how you will let students makes calls and schedule appropriate appointments with professionals for informational interviews or shadow days. For example, will students use cell phones? How will you keep the noise in the room at a reasonable level? How will you organize who should make an informational interview set-up versus a shadow day? How will you create a shared schedule that will allow you or the LTI coordinator to attend each interview with each student.
- GOING OUT! Remember each student will be accompanied with an adult (ideally you) and your other students will remain with another adult. Be sure that the students who remain in school have activities to complete before you leave. Also, be sure the students are appropriately dressed and have their materials (resume and informational interview questions).

Week Nine and Ten Getting Out!

Session One: Check-in

In this session, you will need to review some steps that will support students in getting out on LTIs. To start, you might want to put a timeline on a board in the room and map out important steps (identify interests, research interest, learn work readiness skills, create resume and other professional tools, make informational interview/shadow day appointment, complete appointment, request an internship). Students can write their names on index cards and place their names on the step that they on. Afterwards, ask students to volunteer to share insights for how they will get to the next step. Ask students to write at least one action steps for on his/her index card. Encourage students to get further along today!

Here is the LTI Timeline. Using a visual representation of this list, document where students are and remind them about course expectations and using school supports to get on an LTI.

- Informational Interview (with reflection in journal)
- Shadow Day (with reflection using the Shadow Day Anthropology document)
- LTI Set-up Meeting
- LTI Anthropology
- LTI Project Set-up Meeting
- LTI Project Proposal and Timeline

Session Two and Three: Find ONE...

See above in Week Eight.