



DATE: MONDAY, MARCH 14 TUESDAY, MARCH 15

SCHOOL: PALATINE HIGH SCHOOL CONANT HIGH SCHOOL

TABLE _____

RECORDER _____

FACILITATOR/SPOKESPERSON _____

SMALL GROUP WORK ACTIVITY
ACADEMIC PROGRAMMING
COMMUNITY ENGAGEMENT SESSION #2

Instructions

Each group should select a **recorder** and a **facilitator/spokesperson**. The **recorder** is responsible for writing the information from the discussion on the worksheet printed on color paper. This worksheet will be collected at the conclusion of tonight.

The **facilitator/spokesperson** should facilitate discussions and keep the group focused to complete the work in the allotted time. At the end of the session, the **facilitator/spokesperson** from each table will be asked to share the group's information.

Please make sure the information recorded on the group's work activity reflects the *collective thought/decision or general agreement* of everyone at the table, not just the opinion of one or two individuals.

ACTIVITY

TASK #1: COLLEGE MAJOR AND CAREER EXPLORATIONS (*APPROXIMATELY 15 MINUTES*)

What if every student was able to identify and explore a college major or career pathway while in high school?

<p>POSITIVES</p> <p><i>Discuss the positives if every student was able to identify and explore a college major or career pathway while in high school.</i></p>	<p><i>Please use short phrases or just a word or two for your explanation.</i></p> <p>1.) _____</p> <p>2.) _____</p> <p>3.) _____</p>
<p>CONCERNS</p> <p><i>Discuss any concerns if every student was able to identify and explore a college major or career pathway while in high school.</i></p>	<p><i>Please use short phrases or just a word or two for your explanation.</i></p> <p>1.) _____</p> <p>2.) _____</p> <p>3.) _____</p>
<p>SUGGESTIONS</p> <p><i>Discuss suggestions for helping students identify and explore a college major or career pathway while in high school.</i></p>	<p><i>Please use short phrases or just a word or two for your explanation.</i></p> <p>1.) _____</p> <p>2.) _____</p> <p>3.) _____</p>

TASK #2: LIFE SKILLS (APPROXIMATELY 15 MINUTES)

Businesses and industry continually stress the importance of life skills, work place skills, soft skills, etc. that are critical for success in the work place and life in general. Brainstorm with your table a list of those skills. If you have time, mark the top five most important skills with stars.

<p>LIFE SKILLS</p> <p><i>Take 15 minutes to discuss the top life skills, workplace skills, soft skills, etc. students should be practicing while in high school.</i></p> <p><i>If you have time, star the top five most important skills.</i></p>	<p><i>Please use short phrases or just a word or two for your explanation.</i></p> <p>1.) _____</p> <p>2.) _____</p> <p>3.) _____</p> <p>4.) _____</p> <p>5.) _____</p> <p>6.) _____</p> <p>7.) _____</p> <p>8.) _____</p> <p>9.) _____</p> <p>10.) _____</p>
--	---

TASK #3: GRADING (APPROXIMATELY 15 MINUTES)

Grading is an important form of communication between the teacher, student, parent, college and future employer. Though high schools issue more than a semester grade per course (mid-term, quarter, final exam, etc.), only the final semester grade is considered the official grade and marked on a transcript for colleges and future employers to see as the student grants permission.

<p>POSITIVES <i>Discuss the positive attributes about to grading.</i></p>	<p><i>Please use short phrases or just a word or two for your explanation.</i></p> <p>1.) _____</p> <p>2.) _____</p> <p>3.) _____</p>
<p>CONCERNS <i>Discuss the concerns about grading.</i></p>	<p><i>Please use short phrases or just a word or two for your explanation.</i></p> <p>1.) _____</p> <p>2.) _____</p> <p>3.) _____</p>
<p>SUGGESTIONS <i>Discuss suggestions for communicating grades most effectively.</i></p>	<p><i>Please use short phrases or just a word or two for your explanation.</i></p> <p>1.) _____</p> <p>2.) _____</p> <p>3.) _____</p>

TASK #4: ONE-TO-ONE DEVICES (APPROXIMATELY 15 MINUTES)

Each District 211 student has an individual iPad device and has the ability to bring that device home for educational use. Both teachers and students report the capacity for enhanced learning opportunities associated with access to an individual device.

<p>POSITIVES</p> <p><i>Discuss the benefits regarding every student having an individual electronic device. (consider both at home and at school use)</i></p> <p>(Table recorder, please ask and indicate on the record if this is a first-hand experience or not)</p>	<p><i>Please use short phrases or just a word or two for your explanation.</i></p> <p>1.) _____</p> <p>2.) _____</p> <p>3.) _____</p>
<p>CONCERNS</p> <p><i>Discuss the concerns regarding every student having an individual device. (consider both at home and at school use)</i></p> <p>(Table recorder, please ask and indicate on the record if this is a first-hand experience or not)</p>	<p><i>Please use short phrases or just a word or two for your explanation.</i></p> <p>1.) _____</p> <p>2.) _____</p> <p>3.) _____</p>
<p>SUGGESTIONS</p> <p><i>Discuss suggestions regarding every student having an individual electronic device. (consider both at home and at school use)</i></p>	<p><i>Please use short phrases or just a word or two for your explanation.</i></p> <p>1.) _____</p> <p>2.) _____</p> <p>3.) _____</p>

