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CareerVisions Phase 1

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CareerVisions Phase 1

Learning Plan for Model: CareerVisions Phase I INTERESTS, IDENTITY & ASSETS

Email *

lramos1690@gmail.com

School or Organization Name *

Bronx Bridges High School

Cover Page

CareerVisions Phase I
INTERESTS, IDENTITY & ASSETS

Objectives for the Phase/NYS Learning Standards/SEDL guidelines (What knowledge/skill/value/experiences will the participants gain as a result of the lessons from this phase?) *

SWBAT explore their own interests in various positions in softball by completing an assessment.

Timeline for Project (The start and end dates of the entire project) *

3/18/2022-5/28/2022

Number of Lessons for Project (Total number of lessons in the entire project) *

22

Timeline for this Phase (The start and end dates of this phase) *

3/18-3/26

Number of Lessons for this Phase (19% of total # of lessons for the Project) *

4

Implementation Dates of Lessons for this Phase *

3/18, 3/19, 3/25, 3/26

Questions

Essential question: What jobs and careers relate to my interests?

IMPORTANT NOTE: The summaries of each phase will be the references for phase six. Please track your responses to the questions explored as you proceed through the model. This will be your phase summary.

Choose one of the following questions that will be addressed during this phase. *

- 1. How do I define and spell the key terms of this phase?
- 2. What do I like to do?
- 3. What are my hobbies?
- 4. What are my interests?
- 5. What are my knowledge, skills, values and experiences/habits?
- 6. What am I good at doing?
- 7. What are some of the possible jobs, careers and industries that relate to my interests?
- 8. What are some of the possible jobs, careers and industries that relate to the things that I am good at doing?
- 9. Which career am I most interested in?
- 10. What are my strengths that will help me to succeed in this industry?
- 11. What are some things that I must improve to become successful in this industry?
- Other:

Identify the Reference for the Question (i.e. website, video, song, article) *

[learnersdictionary.com](https://www.learnersdictionary.com) - This dictionary gives accurate definitions and will answer the question:
"How do I define and spell the key terms of this phase?"

EXPLORATORY EXERCISE: for each of the previously identified questions, explain the activity that will be done which will allow the participants to use one of the references to find its answers (i.e. paired reading; choral reading). Each of the selected question(s) and reference(s) should be represented here. *

1. Warm welcome to students as they enter and greet each other. 2. Ice breaker: Each participant will take the talking piece (softball) and share a goal they have for this season. 3. After everyone has shared out I will introduce the introductory question and provide the main Vocabulary for the day. The words include: Umpire, Coach, First base coach, First basemen,

second basemen, Third basemen, pitcher, catcher, center fielder, left fielder, right Fielder, home run, strike out, ball, walk, foul ball, error.

EXPRESSION EXERCISE: for each of the previously identified questions, explain the activity that will be done which will allow the participants to creatively share or express what they learned from the reference (i.e. collage, role-play, talk show skit). Participants must creatively share their answers to each question here. *

Using a popcorn style discussion protocol students will one by one share out a chosen vocabulary word by defining and spelling a key term for the group. We will pause after each share out to allow for a different student to share out in their own words what that definition means to them to allow for a small discussion and to enhance student understanding. Words will each be written using different color paper and placed on a wall/board with the definition to allow for both verbal and visual reinforcement of key vocabulary words. Whole group review by playing a [kahoot.com](https://www.kahoot.com) using to review the vocabulary words of the lesson.

Do you have more questions to explore? *

- Yes, I would like to add more questions from the phase.
- No, I would like to move on to PHASE SUMMARY..

CareerVisions Phase I

2nd Question from the Phase

Choose one of the following questions that will be addressed during this phase. *

1. How do I define and spell the key terms of this phase?
2. What do I like to do?
3. What are my hobbies?
4. What are my interests?
5. What are my knowledge, skills, values and experiences/habits?
6. What am I good at doing?

7. What are some of the possible jobs, careers and industries that relate to my interests?
8. What are some of the possible jobs, careers and industries that relate to the things that I am good at doing?
9. Which career am I most interested in?
10. What are my strengths that will help me to succeed in this industry?
11. What are some things that I must improve to become successful in this industry?
- Other:

Identify the Reference for the Question (i.e. website, video, song, article) *

<https://www.snapsoftball.com/softball-positions/> - This resource provides specific details and demands for each softball position. Students will be able to explore various positions to find the position they are most interested and passionate about playing. We will use these responses to help us explore on field positioning.

EXPLORATORY EXERCISE: for each of the previously identified questions, explain the activity that will be done which will allow the participants to use one of the references to find its answers (i.e. paired reading; choral reading). Each of the selected question(s) and reference(s) should be represented here. *

1. Warm welcome to students as they enter and greet each other. 2. Ice breaker: Each participant will take the talking piece (softball) and share a highlight of their week so far. 3. After everyone has shared out I will provide a pre-activity for students. I will show an image of a softball field that displays where positions in softball are stationed on the field. I will go over how players are listed based on their position on the field: 1-9. Students will be then begin to read in a round robin exercise. As they read they will highlight at least 3 positions they would like to play on the field.

EXPRESSION EXERCISE: for each of the previously identified questions, explain the activity that will be done which will allow the participants to creatively share or express what they learned from the reference (i.e. collage, role-play, talk show skit). Participants must creatively share their answers to each question here. *

Students will answer the phase question using their notes from the reading. Students will gather in groups with other participants who have similar softball positions they wish to play. In these groups students will discuss the necessary skills and demands of their chosen positions.

They will also discuss some ideas and practice techniques they could do to prepare for their position. (ex. timed sprints to improve speed in the outfield).

Do you have more questions to explore? *

- Yes, I would like to add more questions from the phase.
- No, I would like to move on to PHASE SUMMARY..

CareerVisions Phase I

3rd Question from the Phase

Choose one of the following questions that will be addressed during this phase. *

1. How do I define and spell the key terms of this phase?
2. What do I like to do?
3. What are my hobbies?
4. What are my interests?
5. What are my knowledge, skills, values and experiences/habits?
6. What am I good at doing?
7. What are some of the possible jobs, careers and industries that relate to my interests?
8. What are some of the possible jobs, careers and industries that relate to the things that I am good at doing?
9. Which career am I most interested in?
10. What are my strengths that will help me to succeed in this industry?
11. What are some things that I must improve to become successful in this industry?
- Other:

Identify the Reference for the Question (i.e. website, video, song, article) *

<https://news.no-errors.com/home-softball-drills>- This resource provides specific drills for each softball player to do in their spare time that will help them improve their skills. . Students will be able to explore various drills to find the ones they can do independently or with a friend to help them improve when they aren't on the field and passionate about playing. We will use these resource to help us develop a training plan.

EXPLORATORY EXERCISE: for each of the previously identified questions, explain the activity that will be done which will allow the participants to use one of the references to find its answers (i.e. paired reading; choral reading). Each of the selected question(s) and reference(s) should be represented here. *

1. Warm welcome to students as they enter and greet each other. 2. Ice breaker: Toilet paper game. Each participant will be asked to take as much toilet paper as they want. After each participant has some toilet paper they will be notified that for each square they have to share an interesting fact about themselves. 3. After everyone has shared out I will provide a pre-activity for students. I will ask students how they prepare for a big test. Students will share out their responses. I will write down student responses on the board. I will also make it a point for students to note that in order for students to perform their best they must prepare and practice.

EXPRESSION EXERCISE: for each of the previously identified questions, explain the activity that will be done which will allow the participants to creatively share or express what they learned from the reference (i.e. collage, role-play, talk show skit). Participants must creatively share their answers to each question here. *

Students will answer the phase question using their notes from the reading. Students will popcorn share out for the drills they find think will be the most beneficial for them to practice on the field. Students will create a training plan or practice and for at home exercises. Each students will share out their chosen practice drill and then will call on someone else for feedback and discussion. This process will be repeated until all student get to share out.

Do you have more questions to explore? *

- Yes, I would like to add more questions from the phase.
- No, I would like to move on to PHASE SUMMARY..

4th Question from the Phase

Choose one of the following questions that will be addressed during this phase. *

- 1. How do I define and spell the key terms of this phase?
- 2. What do I like to do?
- 3. What are my hobbies?
- 4. What are my interests?
- 5. What are my knowledge, skills, values and experiences/habits?
- 6. What am I good at doing?
- 7. What are some of the possible jobs, careers and industries that relate to my interests?
- 8. What are some of the possible jobs, careers and industries that relate to the things that I am good at doing?
- 9. Which career am I most interested in?
- 10. What are my strengths that will help me to succeed in this industry?
- 11. What are some things that I must improve to become successful in this industry?
- Other:

Identify the Reference for the Question (i.e. website, video, song, article) *

<https://www.urmc.rochester.edu/news/publications/health-matters/eat-to-compete-nutrition-tips-for-student-athlete>- This resource provides specific details on healthy eating for student athletes. Students will be able to explore various tips for maintaining a healthy, balanced, and nutritious diet in order to complete in high school and college sports. We will use these resource to help us develop a training plan.
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EXPLORATORY EXERCISE: for each of the previously identified questions, explain the activity that will be done which will allow the participants to use one of

the references to find its answers (i.e. paired reading; choral reading). Each of the selected question(s) and reference(s) should be represented here. *

1. Warm welcome to students as they enter and greet each other. 2. Ice breaker: Ballon game: Students will anonymously write their goals for this season on a piece of paper and then place it in a balloon, they will blow up the balloon and tie it closed. For 60 seconds students will toss the balloons in the air. After 60 seconds students will each grab a random balloon and we will go around in a circle to share our goals. Students will eventually find they have similar goals and that their goals can be achieved by working together. 3. After everyone has shared out I will explain to students that we will continue our exploration of our selected question. I will give students a pre-activity and ask them a discussion question: I will ask students to discuss with a partner what they ate during their entire day yesterday . Students will share out their responses. I will write down student responses on the board. I will also make it a point for students to note that in order for students to perform their best they must think about what will give them the proper fuel and energy for practice and games.

EXPRESSION EXERCISE: for each of the previously identified questions, explain the activity that will be done which will allow the participants to creatively share or express what they learned from the reference (i.e. collage, role-play, talk show skit). Participants must creatively share their answers to each question here. *

Students will answer the phase question using their notes from the reading. Students will create a meal plan for the week based on their research. Students will create a meal plan that will allow for them to eat a balanced diet, with proper water intake that will fuel them for game and practices. Each student will share out one day of their meal plan with the group in a popcorn style discussion. After a student has shared, other group members will provide feedback in the form of "glows" and "grows" . This process will be repeated until all students get to share out.

Do you have more questions to explore? *

- Yes, I would like to add more questions from the phase.
- No, I would like to move on to PHASE SUMMARY..

PHASE SUMMARY TEMPLATE

Restate the questions and references list the findings from the research activities during this phase. Please distribute to participants. Students will be able to share each summary to the public in the form of a presentation, without reading.

FINDINGS: list the answers to the questions found in the references used during this phase below. *

1. How do I define and spell the key terms of this phase? Umpire- a person who controls play and makes sure that players act according to the rules in a sports event, coach - a person who teaches and trains the members of a sports team and makes decisions about how the team plays during game, pitcher- the player who throws the ball to the batter in baseball, catcher- the player who plays behind home plate and catches the pitches thrown by the pitcher 2. What do I like to do- Students will be able to choose the position they wish to play based on their own research and discussion. The positions they can choose from are: pitcher, catcher, first basemen, second basemen, third basement, center field, right field, left field, short stop. 3. What are some things that I must improve to become successful in this industry? (part 1) Students will develop individual and group training plans for practice. they will develop drill they can do on their own at home and together on the field. Some positions will benefit from different drill than other positions. Ex. wall ball, toe taps, and the shoe lace drill. (Part 2) Students will develop individual meal plans to help fuel them properly for games and practice which includes proper water intake, caloric intake, carb intake, Sugar intake and protein intake. Ex. 1500 calorie intake, 64 oz water each day, etc...

REVIEW: ask participants to summarize what they learned from this workshop. They should restate 1. the questions explored; 2. the answers found; 3. the references used; and 4. the activities done. *

Yes, I reviewed with my group.

REFLECTION: ask participants to give their feedback about this workshop. They should state how they feel after completing this workshop; what they liked about it; what they didn't like about it; and offer suggestions for improvement. *

Yes, I reflected with my group

Are you ready to submit your learning plan? *

Yes, I would like to submit my form.

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