



Experience Handbook

Community Social

Partner's Office

Journey

Description:

Embarc Community Social's purpose is to connect our students to our growing community through team building and question based activities. Bringing together our communities not only facilitates understanding but also investment in the well-being of others and responsibility towards each other. Students learn social skills and community members learn more about Embarc Students' lives.

Agenda:

15 minutes - Welcome
 30 minutes - Circle Game
 10 minutes - Reflection
 30 minutes - Life Legacy
 15 minutes - Reflection
 30 minutes - Meal

Did you know...

Embarc has the hook up to careers and networks all over the city! Students who are most engaged often leave a community social with more than just a new friend. They leave with a business card and email address so that they can stay connected to professionals with great jobs.

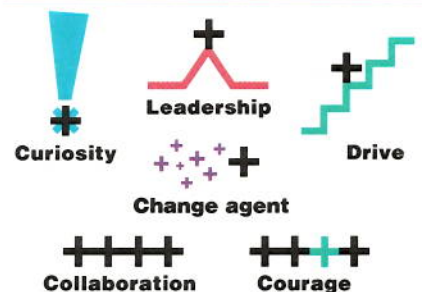
Student Year:

- Sophomores
- Juniors
- Seniors

Career Path:

All

Core Values:



Before:

- Students need a field trip slip to go
- Student and chaperone names are needed for security
- Students need photo ID
- Students should wear their Embarc shirts

During:

- Students should be prepared to ask questions
- Teacher should ensure all students are on best behavior
- Teacher should tie activities to core values
- Embarc teachers should be prepared to lead one or more sections of the social

After:

- Write Thank You notes to the people you met
- Students should share with their classmates what they experienced, learned, and enjoyed

Making of the Map

HERE

Journey

Description:

Have you ever wondered how online maps are created? Take a behind-the-scenes look into the process! Students will be led by an expert from HERE Chicago and work on a team to capture the city's information using state-of-the-art technology including smart phone applications, the control center, and take a spin in the mighty computer cars. Use your imagination to develop a look into the future as student pitch new platforms to the HERE team.

Agenda:

20 minutes - Welcome & introductions, split into teams
 1 hour 30 minutes - Rotate through 3 activities
 1 hour - Lunch with HERE employees
 30 minutes - The Next Generation of HERE group work
 15 minutes - Thank you, depart

Did you know...

HERE is a division of Nokia, a Finnish communications company. They have created maps for 196 countries around the world, boasting the highest global reach.

Website:

<https://company.here.com/here/>

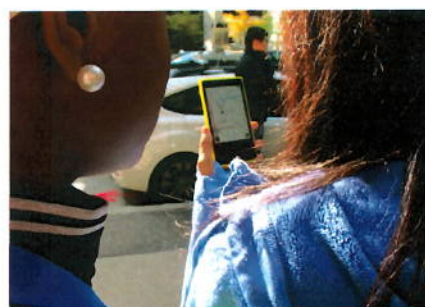
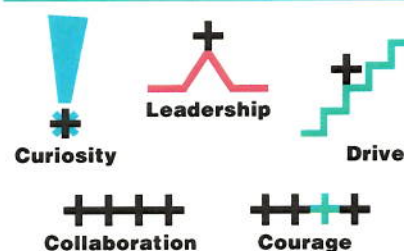
Student Year:

- Sophomores
- Juniors
- Seniors

Career Path:

Technology, Business

Core Values:



Before:

- Students need a field trip slip to go
- Student and chaperone names are needed for security
- Students need photo ID
- Students should wear their Embarc shirts
- Divide students into three groups and name each team after a famous explorer (i.e. Magellan, Columbus, Marco Polo, Boone, etc.)

During:

- Students should be prepared to ask questions
- Teacher should ensure all students are on best behavior
- Teacher should tie activities to core values
- Circulate and facilitate activities that will be exciting for students

After:

- Write Thank You notes to the people you met
- Students should share with their classmates what they experienced, learned, and enjoyed

Wear Your Statement

Spudnik Press

Journey

Description:

Been there, done that, MADE the t-shirt! The staff at Spudnik Press work with you to take your hand-drawn idea and transfer it onto a t-shirt. Rock your meaningful t-shirt the next day to make all your friends jealous.

Agenda:

15 minutes – Welcome, Introduction to Spudnik, Screen Printing History
 15 minutes – Screen Printing Instructions
 2 hours 15 minutes – Groups of 4 rotate through the space and create up to 2 shirts each student
 15 minutes – Wrap-up, Thank You
 30 minutes – Depart Spudnik, drive to restaurant
 1 hour – Eat
 10 minutes – Bathrooms and thank staff

Did you know...

Spudnik Press provides education in printmaking practices though uniting professional artists with a diverse community of emerging artists, established artists, youth, and adults.

Website:

<http://www.spudnikpress.org>

Student Year:

- Sophomores
- Juniors
- Seniors

Career Path:

Fine Arts, Manufacturing, Engineering

Core Values:



Before:

- Students need a field trip slip to go
- Students should wear clothing that could get paint on it
- Class should create up to 5 black and white designs on transparencies
 - Each student can create up to 2 shirts each
 - The Embarc logo is screen printed on the front of the shirts and serves as practice before students will print their own designs on the back
 - Split students into groups of 3, based on design and behavior

During:

- Students should be prepared to ask questions
- Teacher should ensure all students are on best behavior
- Teacher should tie activities to core values
- Circulate around the space and make sure groups are not acting up in the dark room

After:

- Write Thank You notes to the people you met
- Students should share with their classmates what they experienced, learned, and enjoyed
- Snap a picture the following day with everyone wearing their shirts from Spudnik and tag Spudnik Press on social media!

Great Lakes Action Day (GLAD)

Shedd Aquarium

Journey

Description:

Roll up your sleeves and put on a wadders as you learn more about the wildlife Lake Michigan and compete for best beach collector! It's our job to keep our beaches clean and protect our water. Learn from the biologists of Chicago's Shedd Aquarium!

You'll be swimming in service hours after this journey!

Agenda:

- 15 minutes - Welcome, Introduction to GLAD
- 45 minutes - Rotation 1 (Beach Clean-up, Water Study, or Marine Life Study)
- 45 minutes - Rotation 2 (Beach Clean-up, Water Study, or Marine Life Study)
- 30 minutes - Lunch
- 45 minutes - Rotation 3 (Beach Clean-up, Water Study, or Marine Life Study)
- 15 minutes - Embarc-led reflection
- 15 minutes - Clean-up, thank staff, depart






Did you know...

Chicago's Shedd Aquarium is still home to "Granddad," a fish on exhibit that was acquired to wow the crowds at the World's Fair held in Chicago in 1933. Granddad is the oldest aquatic animal in a public aquarium in the world.





Website:

<http://www.shedd Aquarium.org/Learning-Experiences/Teen-Programs/Great-Lakes-Action-Days/>

Before:

-  Students need a field trip slip to go
-  Students must have an additional signed waiver to participate
-  Service Learning hours are available
-  Students should wear Embarc shirts and appropriate clothing for the outdoors. Weather near the lake can be cool and breezy. Bring water bottles and sunscreen.
-  Review beach safety: remain with a partner as you work, don't go far from base, water safety
- Divide students into 3 groups, based on behavior

During:

-  Students should be prepared to ask questions
-  Teacher should ensure all students are on best behavior
-  Teacher should tie activities to core values
-  Hold all electronics for students and encourage them to leave them on the bus. Sand and water damage can occur easily

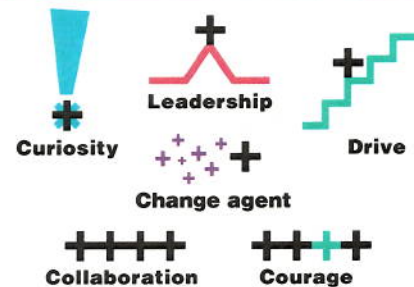
Student Year:

- Sophomores
- Juniors




Career Path:

Biology, Environmental Science

Core Values:



After:

-  Write Thank You notes to the people you met
-  Students should share with their classmates what they experienced, learned, and enjoyed
-  Discuss what wildlife and plantlife is our responsibility to protect

A Catered Event

Boutique Bites

Journey

Description:

Taking the students on a journey of what it is like to plan, prep, and produce a catered event from start to finish for a client. This journey will provide students with a behind-the-scenes look at the culinary and catering industry.

Students will choose a department within Boutique Bites that interests them and they will work together in groups to produce a luncheon event. After the event is ready, the students will enjoy the event that they have created.

Agenda:

- 5 minutes - Welcome & Introduction
- 1 hour 15 minutes - Department & Event Work
- 45 minutes - Lunch, reflection
- 15 minutes - Breakdown event, clean up
- 10 minutes - Thank you

Did you know...

Prior to opening Boutique Bites, chef and owner Elaina Vazquez honed her skills at some of the best restaurants in the United States.

Website:

<http://www.boutiquebites.com>

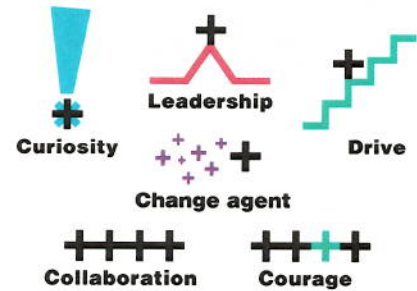
Student Year:

- Juniors

Career Path:

Event Planner, Culinary, Business

Core Values:



Before:



Students need a field trip slip to go



Students should wear their Embarc shirts



Students should be split into two groups: culinary, event design

During:



Students should be prepared to ask questions



Teacher should ensure all students are on best behavior



Teacher should tie activities to core values

After:



Write Thank You notes to the people you met



Students should share with their classmates what they experienced, learned, and enjoyed

RockBand

Intonation Music Project

Journey

Description:

What to rock out in a band? The musicians at Intonation will work with you and show you how to play, sing, and jam out. Warning: they aren't scared to bring the house down!

Agenda:

15 minutes - Welcome, introduction, ice breaker
 1 hour 30 minutes - Rotation through music sections
 30 minutes - Performances
 15 minutes - Reflection and thanks

Did you know...

Intonation's in-school, after-school, and summer programs provide year-round access to instruments, instruction, performance opportunities, and mentorship to youth age 6-17 in Chicago who wouldn't otherwise have the opportunity.

Website:

<http://www.intonationmusic.org>

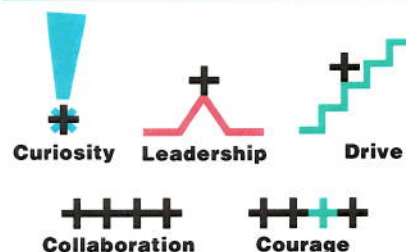
Student Year:

- Juniors



Career Path:

Music Performance, Production




Core Values:






Before:

-  Students need a field trip slip to go
-  Students should wear their Embarc shirts

During:

-  Students should be prepared to ask questions
-  Teacher should ensure all students are on best behavior
-  Teacher should tie activities to core values

After:

-  Write Thank You notes to the people you met
-  Students should share with their classmates what they experienced, learned, and enjoyed
-  Discuss how quickly students were able to learn a new instrument and how life would change if they approached most challenges with a positive mindset

Intro to Advertising

FCB

Journey

Description:

Are you a cool, creative, funny, inspiring person? You may have a real talent in the advertising agency firm. Come and step into one of the coolest offices we've seen. You'll have the chance to create an ad campaign for a real client FCB is taking on. Bring your skills and think outside of the box for this one. You might just see your ideas on TV!

Agenda:

30 minutes - Welcome, icebreaker
 30 minutes - Advertising overview
 15 minutes - Client challenge
 1 hour - Working Session 1
 30 minutes - Lunch + Presentation
 30 minutes - Working Session 2
 15 minutes - Team Presentations, judges
 15 minutes - Reflection, thank you

Did you know...

FCB does advertising that you've seen. Brands like Coca-Cola, Nivea, K-Mart, Levi's, HP, Valspar, and Sony have had commercials put together by FCB.

Website:

<http://www.fcb.com>

Sample FCB Ads:

Fun Coke campaign: <http://www.fcb.com/our-work/bobby>

Gun Control: <http://www.fcb.com/our-work/unforgotten>

Power of Color: <http://www.fcb.com/our-work/colorforall-project>

For the ladies: <http://www.fcb.com/our-work/this-girl-can>

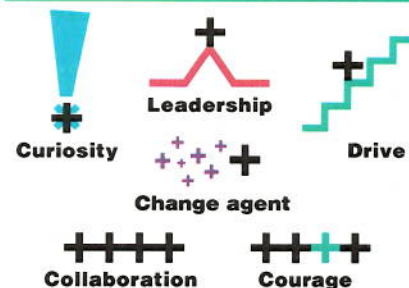
Student Year:

- Juniors
- Seniors



Career Path:

Advertising, Business




Core Values:





Before:

-  Students need a field trip slip to go
-  Students should wear their Embarc shirts

During:

-  Students should be prepared to ask questions
-  Teacher should ensure all students are on best behavior
-  Teacher should tie activities to core values

After:

-  Write Thank You notes to the people you met
-  Students should share with their classmates what they experienced, learned, and enjoyed

Brooklyn Boulders (BKB)

Before Lesson

Framework/Timing	Opening
5-8 Minutes	Journal Prompt —Respond to the following quote: “Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved.” Mattie Stepanek <ul style="list-style-type: none"> What do you think of this? Have you ever experienced this kind of courage? How would <i>you</i> define courage? *Invite 2-3 students to share their responses
Resources/Materials	
Journal Prompt	

Framework/Timing	Activity
25-30 Minutes	→ Electricity Icebreaker <ul style="list-style-type: none"> Participants partner off and face each other while forming two lines. Hold hands with the people on your side, thus your partner is on the other side Facilitator is on one end with the coin One person at the beginning of the line from each team by the facilitator has their eyes open while everyone else's are closed. The facilitator flips the coin continuously until it lands on 'heads'. In silence, the person at the beginning of the line must squeeze the hand of the person next to him/her. This generates an 'electric current' of sorts all the way through to the end of the line. The persons at the end of each line race to an object once he/she receives a squeeze. The person to get the object first gains a point. The lines shift with the person at the beginning moving to the back and everyone else moving forward one. It keeps going until every gets to go or a certain number of points are gained. In the event of a fault squeeze, the team loses a point. → Debrief Icebreaker <ul style="list-style-type: none"> How did it feel to have to trust the person next to you? Did you team ever struggle or fail? If so, how did you react or respond? In what ways did your team have to work together? When was your team most successful? → Brooklyn Boulders Intro Video <ul style="list-style-type: none"> Watch the video about how climbing creates community. Have students discuss how they will face fear and what tools they can use to beat that fear. Let students know that they will not be climbing. They will be doing a variety of team building activities in this space, but they will NOT climb the wall. BKB creates climbing community Core Values Self-Assessment: <ul style="list-style-type: none"> Have students complete the Core Values Self Assessment When they are done, put students into pairs and have them share their responses with one of their peers, noting any
Objectives	
Actions (Discover/Understand)	
<input type="checkbox"/> Contribute <input checked="" type="checkbox"/> Choose <input checked="" type="checkbox"/> Practice	
<input type="checkbox"/> Tinker <input type="checkbox"/> Encounter	
→ Experience failure and keep trying → Recognize constraints and advantages → Identify goals and make decisions	
Reflections (Discover/Understand)	
<input type="checkbox"/> Integrate <input type="checkbox"/> Envision	
<input type="checkbox"/> Connect <input checked="" type="checkbox"/> Describe & Evaluate	
→ Recognize that “they did that” → Talk about feelings and thoughts related to experiences	
Resources/Materials	
<input type="checkbox"/> Coin <input type="checkbox"/> Core Values Self Assessment <input type="checkbox"/> Computer, projector, speakers <input type="checkbox"/> BKB creates climbing community	

	<p>strengths and any areas for growth</p> <ul style="list-style-type: none"> ◆ Allow for 2-3 students to share their strengths and their growth areas
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Framework/Timing	Wrap-up
5-8 Minutes	<ul style="list-style-type: none"> → On a sticky note write down one thing you can do to support and encourage your classmates on this trip → If there is additional time you can explore the BKB website or watch a Youtube clip that gives a visual of some low ropes activities similar to what the students may be doing at BKB <ul style="list-style-type: none"> ◆ BKB Chicago ◆ Intro to Low Ropes
Resources/Materials	
<ul style="list-style-type: none"> ☐ Sticky Notes ☐ Websites <ul style="list-style-type: none"> ☐ BKB Chicago ☐ Intro to Low Ropes 	

Before Journey Attendance Journal

Reflective

Courage	Collaboration	Curiosity
Drive	Change Agency	Leadership

Let's think about the Embarc Core Values before the is journey and how we may have connected to them before...

Paragraph 1: Journal Prompt—Respond to the following quote: “Unity is strength... when there is teamwork and collaboration, wonderful things can be achieved.”

Mattie Stepanek

- What do you think of this?
- Have you ever experienced this kind of courage?
- How would *you* define courage?

Paragraph 2: Which Embarc core values are reflected in the quote and how?

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Brooklyn Boulders (BKB)

During Lesson

Bus Talks

Before Leaving School

- Pump students up and remind them today we will be asked to work together and trust each other
- Remind them to think about what they wrote on their sticky notes during the before lesson - and ask a couple students to shout out "how can we support and encourage each other"

Upon Arriving To Our Journey Location

- Remind students of expectations:
 - ◆ Respect ALL adults
 - ◆ Electronic devices invisible at all times unless otherwise stated by an adult
 - ◆ Try anything once
 - ◆ No hats, hoods, etc. (use discretion if it is cold outside)
- Give students a focus for the day. This focus may be a core value, something you're working on in class, or another "big picture" item.
 - ◆ Possible questions for BKB Staff
 - What is your definition of success and how does it connect to climbing?
 - What are some obstacles that you face when you are climbing that you relate to your life?
 - What made you become interested in climbing?
 - How do you deal with failure when you're climbing?
 - How does climbing rely on collaboration?
- Ask for a volunteer to write down a couple of the reflections throughout the day.

At Journey Location

Brooklyn Boulders
100 S Morgan St, Chicago, IL 60607

Agenda

9:00am Pick-up @ School
10:00am Drop-off @ Brooklyn Boulders
2:00pm Pick-up @ Brooklyn Boulders
3:00pm Drop-off @ School

Resources/Materials

Points for Reflection

- BKB facilitators will lead students through a series of low ropes team building activities
- If a team/group is struggling be sure to give them time to work through their issue and support by asking them what they are thinking, why previous decisions may not have worked
- Be sure to manage individual student participation and motivation

Other Important Information:

- Teacher's role: Active observer and encourage points of reflection
- Allow the facilitators to lead activities but be sure to assist students in reflecting and making meaning as the progress through activities

☐ None

Bus Talks

Before Leaving Journey

- Teacher will ask the following questions and may take some notes, have students take notes, or jot down reminders to inform the after lesson
 - ◆ What were some highlights of the trip for you?
 - ◆ What did you like/appreciate about this experience/visiting this place?
 - ◆ Did anyone stand out to you from the partner organization that you would like to thank? (Get their names while they are fresh)

Upon Returning to School

- Before getting off the bus: Reminders about returning to the school building
 - ◆ What period are students reporting to?
 - ◆ We enter quietly and respectfully as representatives of our school and Embarc

Brooklyn Boulders (BKB)

After Lesson

Framework/Timing	Opening
5-8 Minutes	<ul style="list-style-type: none"> → Students will grab a sticky note and write the job title of someone they met or encountered on their recent journey <ul style="list-style-type: none"> ◆ Students will place their stickies on a “Career Catcher” poster that is housed in the classroom → In a paragraph, write two paragraph descriptive narrative <ul style="list-style-type: none"> ◆ Paragraph 1: Describe the journey from start to finish - use descriptive language and names of individuals you met ◆ Paragraph 2: Describe what you learned or what may have surprised you during the journey. How the deeper connection to what you learned or practiced and how you may apply it to your life. → IF students did NOT attend the journey they will complete an alternative journal <ul style="list-style-type: none"> ◆ Paragraph 1: How did you use your time effectively yesterday? How did those actions help guide you to the positive image and future you want to create for yourself? What specific behaviors yesterday helped you? ◆ Paragraph 2: How did you NOT use time effectively yesterday? What was it that got in your way and caused you to misuse your time (was it yourself, a situation, etc.)? What specific behaviors yesterday derailed you?
Resources/Materials	
<ul style="list-style-type: none"> ☐ Sticky Notes ☐ Board/Chart paper for “Career Catcher” ☐ Reflective Journal handout 	

Framework/Timing	Activity
30-35 Minutes	<ul style="list-style-type: none"> → Group Reflect (10 Min) <ul style="list-style-type: none"> ◆ Share-out a few narratives. Highlight words or phrases that convey a vivid picture of the experience and exhibit writing that is clear and coherent → Thank You Presentation & Writing (25 Minutes) <ul style="list-style-type: none"> ◆ Lead students through a discussion that generates things that students are grateful for from this trip. Push students to be as specific as possible ◆ Generate a list of people or institutions who the class should show gratitude ◆ Model exemplar thank-you <ul style="list-style-type: none"> ● Have students generate a list of criteria for an exemplary thank-you OR provide students an exemplar ◆ Students write at least 2 thank-you drafts <ul style="list-style-type: none"> ● Once draft is approved by the teacher students will transfer writing to a thank-you card <ul style="list-style-type: none"> ○ Students should use the list of people/institutions and specific things they are grateful for along with the criteria discussed to write a quality thank-you note
Objectives	
<div> <div> <ul style="list-style-type: none"> ✓ Contribute ☐ Choose ✓ Practice </div> <div> <ul style="list-style-type: none"> ☐ Tinker ☐ Encounter </div> </div> <ul style="list-style-type: none"> → Identifies contributions made on the journey experience → Make connections with others journey experiences 	

Note to Teachers: Please be sure to return completed thank-you notes to your coach in the week following your journey

Reflections		Journey Specific After Activity
<input type="checkbox"/> Integrate <input checked="" type="checkbox"/> Envision	<input checked="" type="checkbox"/> Connect <input type="checkbox"/> Describe & Evaluate	<ul style="list-style-type: none">➔ Ask students to specifically share out on points where they struggled or faced failure and how they reacted or responded➔ Ask students to share out on points that made them feel the most successful➔ Ask students to share out how they felt upon first arriving and seeing the space and how those feelings may have changed by the end of the day➔ Ask students to shout out someone that supported them during the experience (classmate or adult)
<ul style="list-style-type: none">➔ Identify and explain connections from experiences to personal goals➔ List behaviors/strategies from journey that will help them achieve their positive future image		Activity For Students That Did Not Attend The Journey Or If There Is No Specific Journey Activity to Complete
Resources/Materials		<ul style="list-style-type: none">➔ Select a job from the “Career Catcher” board and research this position➔ Complete a “Career Catcher Discovery” form
<ul style="list-style-type: none"><input type="checkbox"/> Thank you card presentation<input type="checkbox"/> Thank you cards<input type="checkbox"/> Computers/Internet if completing “Career Catcher” research		

Framework/Timing	Wrap-up
5-7 Minutes	<ul style="list-style-type: none"> → Have students complete the 3-2-1 wrap-up/reflection sheet <ul style="list-style-type: none"> ◆ 3 Things you learned about yourself, an experience, and/or a career you researched ◆ 2 people you want to share your learning with ◆ 1 personal goal you want to achieve before we attend our next journey
Resources/Materials	

Paragraph 1: Describe the journey from start to finish - use descriptive language and names of individuals you met. Describe your experience with vivid detail so someone that did not attend could experience it through your writing

Paragraph 2: Describe what you learned or what may have surprised you during the journey. Describe the deeper connection to what you learned or practiced and how you may apply it to your life.

This image shows a single sheet of white paper with horizontal blue lines, resembling notebook paper. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

After Journey Non-Attendance Journal

Reflective

Reflect on the journey you just experienced by responding to the following prompts:

Paragraph 1: How did you use your time effectively yesterday? How did those actions help guide you to the positive image and future you want to create for yourself? What specific behaviors yesterday helped you?

Paragraph 2: Paragraph 2: How did you NOT use time effectively yesterday? What was it that got in your way and caused you to misuse your time (was it yourself, a situation, etc.)? What specific behaviors yesterday derailed you?

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Career Catcher Sheet

Discovery

Step 1: Select a career from the "Career Catcher" board in your room.

Step 2: Research this career to discover the following information:

Name of Career

Write a short job description - what are the main functions of this job?

What are the education requirements?

Common college majors? (If you need additional schooling for this job what do people typically major in?)

What types of business or companies is this job located in?

What are 2 things you would like about this career path? Why?

1.

2.

What are 2 things that would be drawbacks for you about taking this career path? Why?

1.

2.

Be prepared to share your research with the class.

After Journey Wrap-up

3-2-1

<p>3</p> <p>List 3 things you learned about yourself, an experience, and/or a career you research.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p>2</p> <p>List 2 people you want to share your learning with (not from your Embarc class)</p>	<p>1.</p> <p>2.</p>
<p>1</p> <p>List one personal goal you want to achieve before we attend our next journey</p>	<p>1.</p>

After Journey Wrap-up

3-2-1

<p>3</p> <p>List 3 things you learned about yourself, an experience, and/or a career you research.</p>	<p>1.</p> <p>2.</p> <p>3.</p>
<p>2</p> <p>List 2 people you want to share your learning with (not from your Embarc class)</p>	<p>1.</p> <p>2.</p>
<p>1</p> <p>List one personal goal you want to achieve before we attend our next journey</p>	<p>1.</p>

First Name:

Last Name:

School:

After Journey Attendance

Journey Review

Name of Journey _____

1. On a scale of 1 to 5 with 5 being the Strongest, How strongly would you recommend this journey to a friend or another Embarc class? (circle your choice)

1

2

3

4

5

2. Why did you give the journey this rating?

3. What did you like best about this journey? (please do not respond with the food - think about the EXPERIENCE!)

4. What would you add to this journey or how would you improve it?

5. What is one lesson you learned about yourself or the world that you will take with you into the rest of the day/week/year/life?

6. Who is someone you met that you really enjoyed meeting? Why?

6. What is one cool/interesting/exciting thing from this journey that you would tell someone about who was not on the journey?
