

INTRODUCTION

Lesson Descriptions

Introduction 1: Culture and Procedures

Students review Roads to Success course requirements, grading system, and classroom procedures, and examine how the program will be different from last year.

Introduction 2: Team Building

Students analyze how class goals relate to them individually, and participate in a team-building activity designed to demonstrate the importance of respect, responsibility, and teamwork.

PLANNING PYRAMID

GRADE 10, Unit 1, Introduction



Some Students Will:

- Volunteer for classroom jobs.

Most Students Will:

- Understand how performance will be evaluated and how extra rewards can be earned.
- Describe how the topics to be covered in 10th grade differ from their ninth grade topics.
- Demonstrate appropriate workplace behavior.

All Students Will:

- Locate the portfolio pages in their student handbooks, and describe their purpose.
- Know when the class meets and identify at least one topic that will be studied.
- Describe three workplace behaviors expected in this class and know the consequences for not observing these rules.
- Know procedures for entering and leaving classroom, distributing and storing materials, and turning in/returning homework.

Culture and Procedures

The **BIG** Idea

- Why am I here and what is expected of me?

AGENDA

Approx. 45 minutes

- I. Warm Up: Name Tents and Welcome (5 minutes)
- II. Procedures (10 minutes)
- III. RTS in the 10th Grade (10 minutes)
- IV. College and Careers Quiz! (10 minutes)
- V. Wrap Up: Review With a Surprise! (10 minutes)

MATERIALS

- STUDENT HANDBOOK PAGES:**
 - Student Handbook page 1, Roads to Success Overview
 - Student Handbook page 2, Roads to Success Ninth Grade vs. 10th Grade
 - Student Handbook page 3, College and Career Quiz
- FACILITATOR PAGES:**
 - Facilitator Resource 1, DO NOW, Introduction 1: Cultures and Procedures
 - Facilitator Resource 2, Name Tent Directions
 - Facilitator Resource 3, Procedures
 - Facilitator Resource 4, College and Career Quiz Answer Key
 - Facilitator Resource 5, Roads to Success Ninth Grade vs. 10th Grade Answer Key
 - Facilitator Resource 6, Venn Diagram: Ninth vs. 10th Grade
 - Facilitator Resource 7, Grade 9: Student Handbook Table of Contents (class set on heavy card stock)
- Colored 4 x 6-inch index cards
- Family Intro Letters (one class set, see **Roads to Success Program Manual**)

OBJECTIVES

During this lesson, students will:

- Recognize the purpose of participation in Roads to Success.
- Understand how their performance will be evaluated.
- Practice the following classroom procedures: entering and exiting the classroom, passing out and putting away binders, turning in and returning work, and taking attendance.

OVERVIEW

In this lesson, students are introduced to Roads to Success culture, course requirements, grading system, and classroom procedures. Students will complete a short quiz to pique their interest in some of the topics that will be covered during the year. Lastly, they will examine how the program will be different from last year.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Facilitator Resource 2, Name Tent Directions**
 - **Facilitator Resource 3, Procedures**
 - **Facilitator Resource 6, Venn Diagram: Ninth vs. 10th Grade**
 - **Student Handbook page 2, Roads to Success Ninth Grade vs. 10th Grade**
 - **Student Handbook page 3, College and Career Quiz**
- Make copies of **Facilitator Resource 7, Grade 9: Student Handbook Table of Contents.** (one class set)
- Before this lesson, establish procedures for storing handbooks; entering and exiting the classroom; turning in and returning work; and taking attendance, so that you are prepared to provide students with answers to each of the statements on **Facilitator Resource 3, Procedure.**
- In advance of the lesson, create a Family Intro Letter, and decide on an orderly procedure for distributing copies. (See **Program Manual** for a sample letter.)

BACKGROUND INFORMATION

“Why am I here?” and “What is expected of me?” Over the course of this lesson and the one that follows, students should be able to answer these questions for themselves.

In combination, the first two lessons should pique student interest in the program; establish basic expectations, rules, and procedures; and create opportunities for you and your students to learn something about each other.

VOCABULARY

Portfolio: A record of accomplishments and achievements, including samples of best work. In Roads to Success, this means career and college research and job-hunting tools (like resumes) that will be useful from one year to the next.

IMPLEMENTATION OPTIONS

If you choose to use the DO NOW option for your classes, you will need to explain your expectations for this activity. Here is an example of what you could say:

“We are going to begin every class with a DO NOW. As soon as you walk in you will need to look at the _____. (This could be the board or chart paper or an overhead. Pick the spot that will be the easiest for you to implement). It will be in this spot every class. You will need to write your answers on a _____. (This could be an index card, blank sheet of paper, or student handbook page. If you are providing the paper/index card, you will need to tell your students where it will be in class or if you will be passing it out.) Each class you will have ____ (probably around three) minutes to complete this assignment. I will be collecting it every class. (If you decide to do that.) Are there any questions?”

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)

Questions:

1. What is the purpose of Roads to Success?

2. How do you think this year in Roads to Success will be different from what you did in Ninth grade?

[After the students have finished, they can create their name tents and discuss their answers from the DO NOW.]

For **Activity II, Procedures**, you may choose to practice these procedures by demonstrating incorrect behavior for each procedure. Students will observe your behavior and explain how accurately (or inaccurately) you completed the tasks. Then have students model each procedure correctly.

For **Activity III, College and Careers Quiz**, you may choose to have students complete this activity in pairs. You can then go over the answers as a class by filling in the correct answer using an overhead projector or chart paper.

For **Activity IV, Roads to Success in the 10th Grade**, if you have students who are new to the program you may want to pair them with veteran students to help sort the topics.

During the first months of school, if time permits, feel free to have students share information from their name tents with the class. If you choose this option, make sure to let students know ahead of time that the information on their cards may be shared with the class.

ACTIVITY STEPS

I. Warm Up: Name Tents & Welcome (5 minutes)

1. [Meet the students at the door and give each student a 4 x 6-inch index card. Place the instructions for the name tents on the overhead or write them on a large piece of chart paper. (See **Facilitator Resource 2, Name Tent Directions**) While students are writing on their cards, pass out the binders to all of the students.]
2. [Introduce yourself, give the name of the course and tell them when and how often the class meets. Since these students have already been in the program for two years, ask the students to predict what they think they will be learning this year.]

Write the following questions on the board, overhead, or chart paper:

- What is the purpose of Roads to Success?
- How do you think this year in Roads to Success will be different from what you did in ninth grade?

II. Procedures (10 minutes)

1. **SAY SOMETHING LIKE:** We only have one day a week together. If we're going to accomplish our goals we have to be completely organized, just like a well-run business. Let's talk about a few ways to make this happen.
2. [Put **Facilitator Resource 3, Procedures** on an overhead. Go over each procedure, instructing the students to follow along as you write them on the overhead. (See **Implementation Options** for suggestions.)]

III. Roads to Success in the 10th Grade (10 minutes)

1. [Display **Student Handbook page 1, Roads to Success Overview** on the overhead projector and instruct students to turn to this page in their handbook. Give students a minute to scan these two pages, and then ask students who have been in the program before to briefly explain one of the three sections: Your Mission, Your Grade, or Your Portfolio. Explain to students that this review will teach new students (and refresh for old students) the basics about Roads to Success (RTS). Keep this discussion to no more than five minutes.]

2. **SAY SOMETHING LIKE:** Most of you have already completed at least a year with Roads to Success, which means that you are already familiar with the program. You most likely found some parts of the program similar from year to year, while other units were completely new. Who can list one thing they remember learning in RTS last year? [Allow students to respond and list on chart paper or the board.]

Today we are going to figure out how this year in RTS will be different from what you learned last year.

3. [Assign pairs. Display **Student Handbook page 2, RTS Ninth Grade vs. 10th Grade** on an overhead or recreate it on chart paper. Instruct students to turn to this page in their handbook. Have a volunteer read the directions at the top of the page. Then pass out copies **Facilitator Resource 7, Grade 9: Student Handbook Table of Contents** to each student. Explain that this table of contents along with the table of contents in their current student handbook will help them complete this assignment. Model one example together.

Write the phrase “Job Application” on the board or overhead. Give students 30 seconds to scan the ninth and 10th grade table of contents. Then ask them where they think this activity should go and allow students to respond. Since this topic is only covered in ninth grade, you would write “ninth” next to it (Model this on the overhead). If students seem to need more practice, model one more example.

Write the phrase “Informational Interview” on the board or overhead. Ask them if this topic was covered in Grade 9. (They may refer to their Grade 9 table of contents for confirmation. Then ask them to locate this topic in the Grade 10 table of contents. Since this topic is only covered in 10th grade, you would write “10th” next to it. (Model this on the overhead.) If students seem to need some more practice, model one more example.]

Instruct the students that they will have the next five minutes to sort the rest of the topics with their partners.

After the five minutes are up, come back as a class and go over the answers. Display **Facilitator Resource 6, Venn Diagram: Roads to Success Ninth vs. 10th Grade** on the overhead projector.]

SAY SOMETHING LIKE: This graphic organizer is called a Venn Diagram. You will notice that a Venn Diagram is made up of two overlapping circles, creating three separate categories. The left side is labeled ninth grade, and the right side is labeled 10th grade. The two circles overlap in the middle; this area includes information that

fits into both topics. Where would you put a topic that belongs only in 10th grade? [Allow students to respond.] Exactly. A topic that fits only in 10th grade would have to go into the circle all the way to the right.

[Call on volunteers to read off their answers and write the correct answers in the Venn Diagram. Instruct students to fix any incorrect answers on **Student Handbook page 2, Roads to Success Ninth Grade vs. 10th Grade** as you go over them.]

IV. College and Career Quiz (10 minutes)

1. **SAY SOMETHING LIKE:** Although we are going to spend a lot of time learning about jobs—how to choose them, find them, and get them—that’s not all we’re going to learn about this year. Right now I want you all to turn to **Student Handbook page 3, College and Career Quiz** to see how much you know already about some of the things we will be studying this year.
2. [Read instructions (and each question, if needed) aloud, giving students a moment to answer each on their own before discussing the answer as a class. **Facilitator Resource 4, College & Career Quiz Answer Key**, includes the questions and correct answers for each. (See **Implementation Options** for suggestions.)]

V. Wrap Up: Review with a Surprise! (10 minutes)

1. [Congratulate the students for their hard work today and emphasize how excited you are for the coming year. Distribute **Family Intro Letters**. Ask for three volunteers to explain what they learned from today’s lesson and/or things they are excited to do in this course.]
2. [Tell them that next week we will be learning about and practicing some of the behaviors necessary for success in the workplace and the Roads to Success program.]

DO NOW

Introduction 1: Culture and Procedures

Directions: You will have three minutes to read the questions below and write your responses. (You do not need to write the questions down.)

Questions:

1. What is the purpose of Roads to Success?

2. How do you think this year in Roads to Success will be different from what you did in ninth grade?

NAME TENT DIRECTIONS

You will have TWO minutes to complete the tasks below.

- Fold the card you were given at the door, in half, length-wise (like a tall book).
- Write your name on one side with the opening at the bottom. Make sure to use **large, dark letters** so that your name can be seen clearly.
- Write your **birthday** on the back of the card.
- On the inside of the tent, write your **favorite thing to do/activity**.
- Then place your card on your desk with the name side facing away from you.

Procedures

1. ENTERING THE CLASSROOM

- _____

- _____ will take the attendance.

2. BINDER

- Binders will be stored _____.
- Passing out and returning binders:

3. TURNING IN and RETURNING WORK

- Where and how do I turn in work?

- Work will be returned to me...

4. EXITING THE CLASSROOM

College & Careers Quiz Answer Key



How much do you already know about planning for your future? Read each question and circle the best answer.

1. Who should take the ACT PLAN?
 - a. Only students who are certain that they want to go to college
 - b. No one. It is a waste of time.
 - c. Everyone. It's a good opportunity to practice test-taking regardless of whether or not you're planning on going to college.

Answer: C. Like them or not, tests are everywhere and learning how to take them well will help you to succeed in getting to where you want to go. The ACT PLAN, which we'll be learning much more about soon, is a great opportunity not only to get practice taking college admissions tests like the SAT and the ACT, but will also give you an opportunity to practice taking tests in general.

2. Which of the following should you **not** expect of your first (or even second or third) job?
 - a. You will gain experience that you can use to get a better job in the future.
 - b. It will help you figure out what you want to do (or at least what you don't want to do!) later in life.
 - c. It will be your dream job.

Answer: C. Many entry-level jobs aren't very exciting, but they can give you valuable experience, skills, and references that will help you to get closer to your actual dream job.

3. When should you start thinking about what you are going to do after graduating from high school?
 - a. The summer after you graduate.
 - b. Starting now.
 - c. If you don't have a plan yet, it's already too late.

Answer: B. Chances are, especially if you've had Roads to Success before, that you've been thinking about your future for quite a while now. But now that you're starting your second year of high school, the choices that you make about what classes you take, the tests you take, and the grades you earn, start to become even more important in determining your path after high school.

Roads to Success Ninth Grade vs. 10th Grade Answer Key

Topics for BOTH grades

- Financial Aid for College
- Setting Goals
- Identifying Interesting Careers
- Job Interview Tips
- Career Values

Topics for only ninth grade

- Creating a Public Service Announcement (PSA)
- Job Application
- Employee Rights and Responsibilities
- Monthly Budget
- Tips for Building Credentials

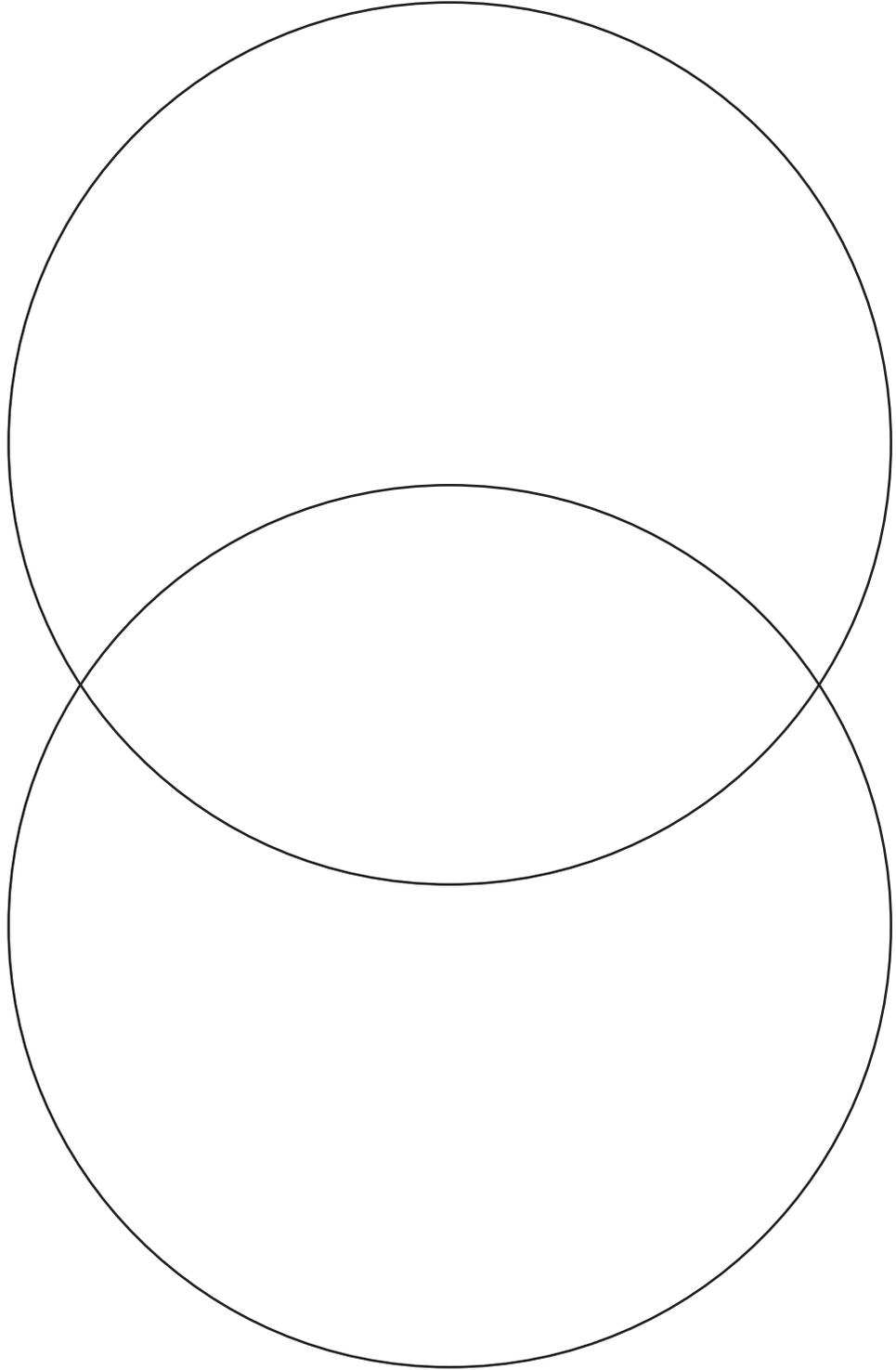
Topics for only 10th grade

- PSAT/ACT PLAN Practice Tests
- Informational Interviews
- College Visit
- Career Clusters
- Examining Cell Phone Contracts

**Venn Diagram:
Roads to Success Ninth Grade vs. 10th Grade**

Ninth Grade

10th Grade



GRADE 9: STUDENT HANDBOOK TABLE OF CONTENTS

UNIT 1: INTRODUCTION

Introduction 1: Culture and Procedures

Roads to Success Overview

Introduction 2: Team Building

Respect, Responsibility, and Teamwork

Our Destination

Introduction 3: Autobiography

Autobiography

UNIT 2: SETTING GOALS

Setting Goals 1: Setting Goals

SMART Goals Record Sheet

Setting SMART Goals

Ninth Grade Goals Reflection

Setting Goals 2: High School Matters

Dear David

UNIT 3: CAREERS

Careers 1: Interest Inventory

RUReadyND.com Basic Directions

Careers 2: Finding Careers That Fit

What Do You Like to Do?

RUReadyND.com Directions

Careers 3: Career Report

Sample Career Report

Careers 4: Day on the Job

A Day in the Life

A Day in the Life: Reflection on

the Life of a _____.

Careers 5: Work and Values

My Values

Careers 6: A Career For You

Career Assessments

A Job for You?

UNIT 4: AD APPRENTICES

Ad Apprentices 1: Think Like An Advertiser

Do Tag Lines Work?

Ad Analysis Forms

PSA Topics

Ad Apprentices 2: Setting Up Shop

Sample Proposal

Ad Agency Job Description Cards

Backgrounders

Ad Apprentices 3: Target the Market

Proposal Checklist

Persuasive Techniques

Keeping It Simple

Ad Apprentices 4: Planning and Storyboarding

Ad Apprentice Pitch Outline

Presentation Tips

Ad Apprentices 5: Presentation

Judges' Rubric: PSA Evaluation Guide

Peer Evaluation

UNIT 5: EDUCATION AFTER HIGH SCHOOL

Education After High School 1:

Postsecondary Options

Education After High School Glossary

Postsecondary Education Notes

Postsecondary Options: Pros and Cons

Education After High School 2:

One- and Two-Year Programs

Careers with a Degree of

Two Years or Less

Pros and Cons for One- and

Two-Year Schools

Keeping Your Options Open!

Examining One- and Two-Year Schools

Education After High School 3:

Four-Year Programs

My Choices

Education After High School 4:

The Cost of College

Education & Earnings

Fees Please!

Education After High School Glossary II

Education After High School 5:

Financial Aid

College Scholarships Awarded

Expected Family Contributions

Financial Aid Menu

Scholarships and Awards

Scholarship Scavenger Hunt

Check-up Questions

Scholarship Research

My Scholarships

Education After High School 6:

Entrance Requirements

What Schools Want

Recommended Courses for College

Questions for My School Counselor

Education After High School 7:

Building Credentials

You're Hired!

Tips for Building Credentials

Activities Checklist

UNIT 6: FINDING A JOB

Finding A Job 1: Jobs for Teens

Part-Time Jobs for Teens

Youth Employment Information

Local Jobs for Teens

Freelance Jobs for Teens

Finding A Job 2: Completing Applications

Job Application Tips

Sample Application

Finding A Job 3: Workplace Responsibilities

Case Study

What Every Teen Worker Needs
to Know (Responsibilities)

First Job

Finding A Job 4: Workplace Rights

What Every Teen Works Needs to

Know: Rights and Responsibilities

What Should You Do?

UNIT 7: MONEY MATTERS

Money Matters 1: Budgeting I

Monthly Budget Worksheet 1

Expenses Worksheet 1

Percentage Calculator

Money Matters 2: Budgeting II

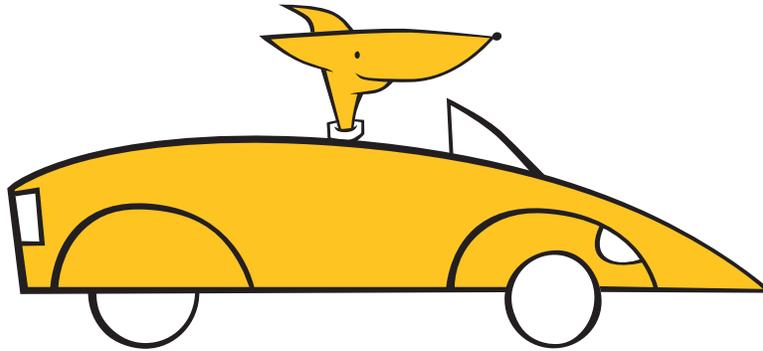
Monthly Budget Worksheet 2

Expenses Worksheet 2

UNIT 8: PORTFOLIO REVIEW

Portfolio Review 1: Year in Review

Roads to Success Overview



Your Mission

Roads to Success is not about mastering facts and figures, or getting the right answers to questions. There are no textbooks, no quizzes, and no tests. That's the easy part.

Roads to Success is about figuring out what you want from life, and how to get it. It's about investigating what might happen in the future. It's about setting goals for yourself. That's the challenging part.

Your Grade

Roads to Success will be graded on a pass/fail basis. Your grade will be included in your regular report card. To pass, you must:

- Complete in-class assignments.
- Complete homework assignments.

Homework will not be given in most Roads to Success classes. You may be asked to complete work not finished in class at home. There will also be a few special projects that require out-of-class work.

- Abide by Roads to Success rules and procedures.

Your Portfolio

The portfolio section of your student handbook is your personal record of careers you explore, colleges you investigate, and tools you can use to look for jobs or apply to college. Each year, you'll add to this information. You'll also be able to look back on your efforts from the year before. Your completed portfolio is yours to take with you when you graduate from high school.

Roads to Success Ninth Grade vs. 10th Grade

Directions: Below you will see a list of topics covered in Roads to Success. Some of the topics are covered only in ninth or 10th grade, while others are covered in both. If you think a topic is only covered in ninth grade, write “**ninth**” next to it. If you think it is covered in only 10th grade, write “**10th**” next to it. And if you think the topic applies to both grades, write the word “**both**” next to it.

Topics:

- Informational Interviews _____
- College Visit _____
- Tips for Building Credentials _____
- Career Values _____
- Job Application _____
- Identifying Interesting Careers _____
- Examining Cell Phone Contracts _____
- Employee Rights and Responsibilities _____
- Setting Goals _____
- Monthly Budget _____
- PSAT/ACT PLAN Practice Tests _____
- Job Interview Tips _____
- Career Clusters _____
- Financial Aid for College _____
- Creating a Public Service Announcement (PSA) _____

College & Careers Quiz



How much do you already know about planning for your future? Read each question and circle the best answer.

1. Who should take the ACT PLAN?
 - a. Only students who are certain that they want to go to college.
 - b. No one. It is a waste of time.
 - c. Everyone. It's a good opportunity to practice test-taking regardless of whether or not you're planning on going to college.

2. Which of the following should you not expect of your first (or even second or third) job?
 - a. You will gain experience that you can use to get a better job in the future.
 - b. It will help you figure out what you want to do (or at least what you don't want to do!) later in life.
 - c. It will be your dream job.

3. When should you start thinking about what you are going to do after graduating from high school?
 - a. The summer after you graduate.
 - b. Starting now.
 - c. If you don't have a plan yet, it's already too late.

Team Building

The **BIG** Idea

- What behaviors are required for success in the workplace and how can we practice these behaviors in the classroom?

AGENDA

Approx. 45 minutes

I. Warm Up: Procedure Review
(5 minutes)

II. Our Destination (15 minutes)

III. Gumdrops Towers (15 minutes)

IV. Wrap Up (10 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 4, Our Destination
- Student Handbook page 5, Reflecting on the Structures Activity

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW, Introduction 2: Team Building
- Facilitator Resource 2, Gumdrops Towers Directions
- Facilitator Resource 3, Respect, Responsibility, and Teamwork

Uncooked spaghetti (20 to 40 pieces per group)

Gumdrops (or marshmallows if gumdrops are not available), 10 to 15 per group

Ruler

OBJECTIVES

During this lesson, students will:

- Practice classroom procedures that were introduced last week.
- Explain behaviors of respect, responsibility, and teamwork that are necessary in the Roads to Success classroom.

OVERVIEW

In this lesson, students revisit the procedures from last week. Students will examine the class goals and analyze how each goal relates to them individually. Lastly, students will participate in a team-building activity. They will use this activity to examine ways that they can demonstrate respect, responsibility, and teamwork in this course.

PREPARATION

- List the day's **BIG IDEA** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- The following handouts need to be made into overhead transparencies or copied onto chart paper:
 - **Student Handbook page 4, Our Destination**
 - **Facilitator Resource 2, Gumdrop Towers Directions**
 - **Student Handbook page 5, Reflecting on the Structures Activity**
- You will need to make copies of the following handout:
 - **Facilitator Resource 3, Respect, Responsibility, and Teamwork** (one per pair of students.) You will need to cut the slips in half, so each student receives a half a sheet of paper.

VOCABULARY

Interpersonal skills: How someone interacts with other people.

IMPLEMENTATION OPTIONS

DO NOW:

(You may choose to present the Warm Up activity as a written Do Now. Present the questions on the board or overhead, and have students write only their answers on index cards. You could also choose to give the students a handout by copying **Facilitator Resource 1, DO NOW.**)

Questions:

1. Explain the procedure for how to properly enter class.
2. Where are the binders for this class stored? Who passes out the binders?
3. What do you need to do to properly exit the class? Who picks up your binder?

[Then call on students to read their answers for reviewing class procedures.]

For **Activity II, Our Destination**, if you think students will struggle to complete all eight prompts, you may reduce the number they need to complete to five or six prompts.

For **Activity IV, Wrap Up**, if you need more time to discuss the reflection questions on **Student Handbook page 5, Reflecting on the Structures Activity**, you may skip **Facilitator Resource 3, Respect, Responsibility, and Teamwork**. You may also choose to discuss the reflection questions as a whole class without breaking students into groups first.

ACTIVITY STEPS

I. Warm Up: Procedure Review (5 minutes)

1. [Welcome the students back and let them know how happy you are to be with them again.]
2. [Review and practice procedures learned last week. Remind students where to find these procedures in their student binders. If students have not correctly followed class procedures, have them re-enter the classroom and distribute the binders, take attendance, etc.]

II. Our Destination (15 minutes)

1. [Display **Student Handbook page 4, Our Destination** using an overhead or chart paper and instruct students to turn to this page in their handbook. Give students 30 seconds to scan the page.]
2. **SAY SOMETHING LIKE:** Raise your hand if you recognize anything on this student handbook page. Who can explain to the class what these statements represent? [Allow students to answer.] That's right. These represent our goals for this class. We will accomplish some of these goals this year and some, like high school graduation, will take a few years to reach. Today you are going to examine how these goals personally relate to you.

[Have a different student read each of the **bolded** statements. Once all of the goals have been read and discussed, have a volunteer read the directions in the middle of the page. Using a personal example, model how to complete questions 1 and 2. Answer any questions the students may have. Then explain that they will have five minutes to complete this assignment.]

[After five minutes, allow students to share their goals with a partner. If students feel comfortable (and time permits), you may choose to have a few volunteers share their answers with the class.]

III. Gumdrop Towers (15 minutes)

1. **SAY SOMETHING LIKE:** In this class you will be doing a lot of group work. There are three skills that will be very important when working in groups: respect, responsibility,

and teamwork. In a few minutes you are going to participate in a team-building activity that will allow you to analyze the importance of these three skills in our class.

2. [Divide the class into groups of four and pass out the spaghetti and gumdrops to each group. Ask the students not to touch the materials until you have given instructions. Display **Facilitator Resource 2, Gumdrops Towers Directions** on an overhead or on chart paper. Have a volunteer read the directions aloud as the rest of the students follow along. Ask students to explain the rules back to you, and then let them begin.]
3. [Circulate among the groups while they are planning and building their structures. You may need to reinforce the rules. Call out a 10-minute and five-minute warnings. At 15 minutes, call time and make sure that all groups stop working. Scan the room to see which groups have the highest tower. Measure those towers with a ruler and announce the winners. Groups may clean up at this point.]

IV. Wrap Up (10 minutes)

1. [Have a volunteer read the **Big Idea**. Remind students to keep this question in mind during the class discussion. Project the **Student Handbook page 5, Reflecting on the Structures Activity** on an overhead or on large chart paper. Read each question aloud and allow the students to respond/discuss each question. Cover up the questions so that the students can only see one at a time. Allow roughly five minutes for this discussion. Pass out **Facilitator Resource 3, Respect, Responsibility, and Teamwork**. (Each student gets one half of this sheet.) Give students three minutes to work on this individually and collect the sheets when they leave class.]
2. [Tell the students that they have completed their first unit of the year. Thank them for their hard work and explain that next week they will be starting their taking tests unit. In this unit, they will learn about content covered on tests required for entrance into college, and hiring and promotion at various jobs.]

DO NOW

Introduction 2: Team Building

Directions: You will have three minutes to read the questions and write your answer.

Questions:

1. Explain the procedure for how to properly enter class.

2. Where are the binders for this class stored? Who passes out the binders?

3. What do you need to do to properly exit the class? Who picks up your binder?

GUMDROP TOWERS DIRECTIONS

- You will be working in groups of four.
- Your challenge is to build the tallest tower possible using **only** the spaghetti and gumdrops.
- No other supports or materials may be used.
- Total time for this task is **15 minutes**.
- You may take as much time as you wish for planning, but once you start building, you may not go back to the planning stage.
- During the **planning stage**, you may talk, but not touch the materials.
- During the **building stage**, you may touch the materials, but not talk.

Our Destination

1. We will figure out what we like and are good at. We will use this information to give us ideas about future jobs.
2. We will explore careers and find potential matches for every person in the class.
3. We will practice the kind of behavior that's desirable in the workplace.
4. We will set goals and make clear plans for reaching them.
5. We will make a step-by-step, year-by-year plan starting in middle school and ending two years after high school.
6. We will learn how to find and keep a job.
7. We will learn strategies for managing our own money.
8. We will all graduate from high school.

Directions: Circle a goal from above that you find personally important. Then answer the questions below.

1. Why is this goal important to you? _____

2. What is one step you can take in the next month to help you reach your goal?

Reflecting on the Structures Activity

1. How did your group decide how to divide up the tasks?
2. How were group decisions made in completing this activity?
Were everyone's ideas heard equally? Explain.
3. During the group activity, where did you see the skills respect, responsibility, and teamwork being demonstrated? Explain your answer.
4. During the group activity, where did you see a complete lack of respect, responsibility, and teamwork being demonstrated? Explain your answer.