

Year in Review

The **BIG** Idea

- What have I learned in Roads to Success this year?

AGENDA

Approx. 45 minutes

- I. Warm Up (5 minutes)
- II. Jeopardy! (20 minutes)
- III. Portfolio Review (10 minutes)
- IV. Wrap Up: Skills Checklist (10 minutes)

MATERIALS

PORTFOLIO PAGES:

- Portfolio pages 20-22, Grade 7 Skills Checklist

FACILITATOR PAGES:

- Facilitator Resource 1, Jeopardy! Board
- Facilitator Resource 2, Grade 7 Jeopardy! Questions

- Play money in hundred-dollar denominations (OPTIONAL)

- Timer (OPTIONAL)

OBJECTIVES

During this lesson, the student(s) will:

- Review their progress in Roads to Success, and identify areas of accomplishment.
- Consider their role as a member of the Roads to Success class.
- Identify one thing they'd like to learn about/improve next year.

OVERVIEW

In this lesson, students have the opportunity to celebrate what they've accomplished during the year—through a friendly game of Jeopardy!, a review of their portfolios, and a self-evaluation of their mastery of Roads to Success skills.

PREPARATION

- List the day's activities on the board.
- Use **Facilitator Resource 1, Grade 7 Jeopardy! Board**, to create the Jeopardy! game template on an overhead transparency or chart paper.

IMPLEMENTATION OPTIONS

JEOPARDY! OPTIONS:

Instead of keeping track of points, you may wish to award teams play money for each question answered correctly.

The Jeopardy! game is intended to help students celebrate how much they've learned. For that reason, you may wish to eliminate the penalty for wrong answers. You may choose to eliminate the Final Jeopardy! question as well, since it's possible for a team that was winning throughout the game to lose on the final question.

ACTIVITY STEPS

I. Warm Up (5 minutes)

1. **SAY SOMETHING LIKE:** Today, we're going to see how much you've learned since our first Roads to Success class last fall. There's no final exam or project—all the evidence is accumulated in the portfolios you've been working on throughout the year. We'll play a trivia game, review your portfolios, have a look at the skills you've worked on, and see how you think you measure up.

II. Jeopardy! (20 minutes)

1. **SAY SOMETHING LIKE:** How many of you have ever seen the game Jeopardy! on TV? [Students respond. Have somebody describe it in 25 words or less.]

[Direct students' attention to **Facilitator Resource 1, Grade 7 Jeopardy! Board**, on the overhead projector or chart paper.]

SAY SOMETHING LIKE: The object of the game is to accumulate money (or in this case, points) by answering questions correctly. Categories are written across the top of the board. Players choose a category, for example, careers, and a money value from \$100 to \$500. Where would you expect to find the hardest questions? (At the bottom of the board, where the money values are higher.)

If you get the question right, that number of points is added to your score. But if you get the question wrong, you lose that number of points.

At the end of the game, there will be a Final Jeopardy! question, which is often harder than the others. You may bet none, some, or all of your points on the final question. If you get it right, you win the number of points you bet. If you get it wrong, what happens? (You lose the same number of points.)

Is everybody ready? Let's get started!

2. [Play can occur in two teams, taking turns choosing questions and collaborating on the answers. Unlike the televised version, the team that chooses a question is the team that answers it. Alternatively, the game could be played with multiple teams, each collaborating and writing the answers to all questions on dry-erase boards. In this scenario, all teams with correct answers get points.]

[Appoint two students to stand at the board and serve as score keepers, with each keeping track of the points for one team.]

3. [At the end of 15 minutes of play, announce the Final Jeopardy! category, review the rules, and have teams write down their bets.]
4. [Present the Final Jeopardy! question, and set a timer for one minute or hum the Jeopardy! theme twice through while each team privately records its answer.

When the final outcome has been decided, congratulate the winners and point out particularly strong answers given by both sides.]

III. Portfolio Review (10 minutes)

1. **SAY SOMETHING LIKE:** As a group, you were able to remember practically everything we covered this year. Now let's see how well you did individually. Let's take some time to review what you've done this year. I'll give you about five minutes to look through your portfolio. I want you to find the assignment you're proudest of, and mark the page. When I call time, I'll ask you to pair up and share what you found.
2. [After five minutes, call time and request that students pair up. Use an engagement strategy to choose who goes first, and have partner A talk for one minute about what they're proudest of and why.]
3. [Call time, and have students reverse roles, with partner B speaking and partner A listening.]

IV. Wrap Up: Skills Checklist (10 minutes)

1. Have students turn to **Portfolio pages 20–22, Grade 7 Skills Checklist**, to review skills covered in the seventh grade. Have students answer questions about what they're proudest of, their roles as class members, and what they'd like to learn next.

Grade 7 Jeopardy! Board				
Setting Goals	Study Skills	Careers	Grow Your Intelligence	Money Matters
\$100	\$100	\$100	\$100	\$100
\$200	\$200	\$200	\$200	\$200
\$300	\$300	\$300	\$300	\$300
\$400	\$400	\$400	\$400	\$400
\$500	\$500	\$500	\$500	\$500

Grade 7 Jeopardy! Board					
	Setting Goals	Study Skills	Careers	Grow Your Intelligence	Money Matters
\$ 1 0 0	What is a goal?	Name a profession in which a person needs to take notes.	Name one reason to think about careers while still in middle school.	What is a dendrite?	What do you call a plan for spending money?
\$ 2 0 0	List two study habits from our seventh grade goals chart.	List two possible solutions for the following problem: "I can't study at home because there's no place that's quiet."	Name two things to consider when choosing a career.	What does "use it or "lose it" mean?	Transportation is one spending category in a budget. Name another.
\$ 3 0 0	Name one thing to do when setting a goal to make sure you reach it.	Describe two healthy ways to reduce stress.	What is an interest inventory?	Which is better, to be "smart" or "persistent?" Explain.	Describe one way making a budget can help you.
\$ 4 0 0	Why is it important to make a plan for achieving a goal?	What's the first thing you should do when planning your day?	What is an "entry level" salary?	Describe one thing you can do to grow your intelligence.	When you make a budget, it's important to be able to tell the difference between needs and _____.
\$ 5 0 0	Name a second thing to do when setting a goal to make sure you reach it.	What's the second thing you should do when planning your day?	Name two advantages of getting more education after high school.	Give scientific evidence that it's possible to grow your intelligence.	Describe one way advertisers try to convince you to buy something.

Final Jeopardy!: Money Matters

Explain two ways budgeting and setting goals are alike.

Answer: You have to start by writing it down; you have to check back to see how you're doing; they can help you plan for the future.

Use these pages to keep track of the skills you're building.



Grade 7 Skills Checklist

Check the box that shows your level of skill in each area.

Then answer the questions below.

SETTING GOALS

I can...

Set a goal for myself and make a plan to reach it.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
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GROW YOUR INTELLIGENCE

I can...

Give evidence that it's possible to improve a skill by practicing.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Describe ways to "grow my intelligence."	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Recognize that stereotypes may cause me to limit my own opportunities.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

STUDY SKILLS

I can...

Take notes in my classes.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Keep track of my homework assignments.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Manage my time, make lists and prioritize.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Understand ways to manage stress and use them.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Identify and practice strategies to prepare for tests.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

CAREERS

I can...

Identify careers that match my interests and skills.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Use research to figure out whether a career is right for me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Present information clearly.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Ask questions to get more information about a career.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
List reasons to continue my education after high school.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

MONEY MATTERS

I can...

Understand how advertising affects my spending decisions.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
Use a spending diary to find ways to cut spending.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well

VALUES

I can...

Identify the values that are important to me.	<input type="checkbox"/> not at all	<input type="checkbox"/> somewhat	<input type="checkbox"/> very well
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1. What was your biggest accomplishment in Roads to Success this year? Explain.

2. Describe one way in which you were a valuable member of this class.

3. Describe one thing you'd like to learn more about or improve next year.
