

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. Roads to Success Culture (10 minutes)
- IV. Careers in the Real-World! (10 minutes)
- V. Wrap Up: Review With a Surprise! (10 minutes)

MATERIALS

STUDENT HANDBOOK PAGES:

- Student Handbook page 1, Procedures
- Student Handbook page 2, Roads to Success Overview

FACILITATOR PAGES:

- Facilitator Resource 1, DO NOW: Name Tent Directions

MEDIA:

- Futures Channel Career Montage Video (Windows Media Player: <http://www.roadstosuccess.org/documents/Roads%20to%20Success%20montage.wmv>)
- QuickTime: <http://www.roadstosuccess.org/documents/Roads%20to%20Success%20montage.mov>)
- Colored 4" x 6" index cards

Lined Index cards (two per student)

Family Intro Letters (one class set, available at <http://www.roadstosuccess.org/materials/newsletters>)

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, a five-minute montage previews some of the careers students will have a chance to explore this year in RTS. Students are introduced to Roads to Success culture, course requirements, grading system, and classroom procedures.

PREPARATION

- Download The Futures Channel montage at Windows Media Player: <http://www.roadstosuccess.org/documents/Roads%20to%20Success%20montage.wmv>
QuickTime: <http://www.roadstosuccess.org/documents/Roads%20to%20Success%20montage.mov>
- List the day's **Big Idea** and activities on the board.
- Write the day's vocabulary word and definition on the board.
- Make transparencies of **Student Handbook page 1, Procedures** and **Facilitator Resource 1, Do Now: Name Tent Directions**.
- Before classes begin, establish procedures for storing handbooks, entering and exiting the classroom, turning in and returning work, and attendance so that you are prepared to provide students with answers to each of the statements.
- 4 x 6-inch cards will be used to make students' Name Tents. These name tents will be placed on the front of the students' desks until you have learned all of the students' names. You can choose to use different colored card stock for each class or allow students to use markers to write down their information. (The name cards can be stored in the back plastic pocket of the binder to ensure that the students do not lose their cards.)
- You may want to pre-label the binders for your students. One facilitator uses the computer to print out labels for the spines. Each class gets a different color label, and names are big enough to be read across the room. (This makes it possible to take attendance by noting which binders are unclaimed.)
- In advance of the lesson, decide on an orderly procedure for distributing Roads to Success Family Intro Letters (see **RTS Program Manual**). It will work best to distribute these at the end of class.

BACKGROUND INFORMATION

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

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

VOCABULARY

Portfolio: A record of accomplishments and achievements, including samples of best work. In Roads to Success, 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 a DO NOW 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 or blank sheet of paper. 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.) 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?”

If you think you will run short on time due to procedures and first-day paperwork, you may choose one or more of the following Implementation Options:

- In **Activity II, Procedures and Roads to Success Culture**, you may go over **Student Handbook page 2, Roads to Success Overview** as a class instead of dividing the students into pairs.

- In **Activity III, Career Video**, you may choose to have a few students share one career of interest with the class instead of having students write their responses on index cards.

ACTIVITY STEPS

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

1. Meet the students at the door and give each student a 4 X 6-inch piece of card stock. Place the instructions for the Name Tents on the overhead or write them on a large piece of chart paper. (See **Facilitator Resource 1, Do Now: Name Tent Directions.**) While students are writing on their cards, pass out binders.
2. Introduce yourself to the class, then give the name of the course and tell them when and how often the class meets. If your school or organization has chosen to adopt the program for more than one grade, describe that plan. The purpose of this class is to provide students with information about careers, colleges, getting (and keeping) a job, and building the skills they'll need to become successful adults.
3. If you plan on using DO NOWs with your students, this is the place to introduce the procedure (See **Implementation Options**).

II. Procedures (10 minutes)

1. **SAY SOMETHING LIKE:** 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. Have the students turn to **Student Handbook page 1, Procedures**. Go over each procedure, instructing the students to complete each statement with you as you model on the overhead.
3. To practice these procedures, demonstrate an incorrect behavior for each procedure and have the students observe your behavior. Then call on students to explain how accurately (or inaccurately) you completed the tasks. Ask for volunteers who can model each procedure correctly.

III. Roads to Success Culture (10 minutes)

In this activity students learn about the Roads to Success mission, how they will be graded, and the purpose of their portfolio, as well as the rewards they can earn. To make this

interactive, assign pairs of students to read each section: *Your Mission, Your Grade*, and *Your Portfolio*. (This will mean that multiple pairs will have the same section.)

1. **SAY SOMETHING LIKE:** In this class, you will be working in pairs a lot. While the activities will change, there are two rules that you will always need to follow. In a few minutes you and a partner will be working together to learn more about Roads to Success.

Write the two rules below on chart paper, overhead transparency or on the board. Call on two students to read the rules below and discuss them briefly. Once you have reviewed the two rules, divide students into pairs.

Rules for Working with a Partner:

- Everyone needs to be working at all times.
 - Make sure that both people in your pair have a chance to contribute. You are both responsible for completing the task. This may mean that one person is writing down the facts, while the other person is reading the section aloud.
 - Everyone has a right to be heard.
 - When you are working in pairs, it is normal to have different ideas or opinions. Part of the benefit of working in pairs is to hear someone else's thoughts. If you disagree with what the person is saying, let him finish speaking and then calmly explain why you disagree with his or her answer.
2. **SAY SOMETHING LIKE:** There are some things that make this class like other classes you take in school – you have assignments, you're expected to be here every week – but there are also some important things that make Roads to Success very different from your math or social studies class. Please turn to **Student Handbook page 2, Roads to Success Overview**. Each of you has been assigned a partner. Every pair will be responsible for reading one section and then writing down three to five facts they learned about that section. Your facts should be written down on an index card. As you begin reading, I will walk around and pass out the index cards.

You will have five minutes to complete this task and I will be timing you to keep track of this. After five minutes, we will come back together as a class. Each pair will need to share one fact they learned from their section. Please write down as many facts as you can so we can make sure we cover them all.

In this activity, each partner will have a different role: one person will be the recorder and the second partner will be the presenter. The recorder is responsible for writing down all the important facts from the reading and the presenter will be the student who reads the fact to the class.

3. Assign each pair a section. After five minutes get all the students back into one group and remind them that each group will be sharing only one fact and that no facts should be repeated. Tell the students that the recorder from each group will need to look at their list and put an X next to each statement that has already been said, so that no facts are repeated. Have the presenter from each pair share their fact.

When you review the section of “Your Portfolio,” you should walk the students through their binders. First, explain the difference between the Student Handbook and the Portfolio section. Then, ask students to turn to the first page of their Portfolio and select someone to read it aloud. Next, turn to the Table of Contents, and explain that the Portfolio is divided by units. Explain that not every unit has Portfolio pages.

IV. Careers in the Real-World! (10 minutes)

1. **SAY SOMETHING LIKE:** Great Job everyone. One of the things we’ll be talking about a lot this year is planning for the future. Who knows what they want to do when they get out of high school?

[If students answer college, ask about plans afterward. If students mention wanting to go straight to a job, ask them what type of job they are considering. Keep this exchange brief and playful.]

2. It’s so great hearing the ideas you already have about what kind of job you think you might like to have after graduating. One of our goals this year is to explore and learn about new careers that we might enjoy, whether or not we have an idea of what career we think is right for us. In a minute, you are going to watch a video that highlights a few careers. While you are watching the video, keep an eye out for careers you have never seen before. After the video, you will need to write down the name of one career from the video and a few sentences to explain what you thought about that career.
3. Before you start the video, give each student an index card. When the video is finished, give students two minutes to finish writing down their thoughts on one career of interest. Tell the students one career you found interesting and why. Then call on a few students to share their answers. (See **Implementation Options** for suggestions.)

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

Congratulate the students for their hard work today and emphasize how excited you are for the coming year. Distribute Family Intro Letters.

Ask for two volunteers to explain what they learned from today's lesson and/or things they are excited to do in this course. Tell them that next week we will be learning about and practicing some of the behaviors necessary for success in the workplace and in the Roads to Success program.

DO NOW

Welcome to Roads to Success!

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

I. ENTERING THE CLASSROOM

- I will enter my Roads to Success classroom and...
- ... will take the attendance

II. BINDERS

- My Roads to Success binder will be stored
- I will get my binder by...
- My binder will be put back in its place by...

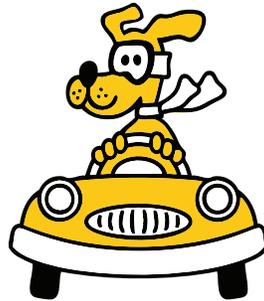
III. TURNING IN and RETURNING WORK

- Where and how do I turn in work?
- Work will be returned to me...

IV. EXITING THE CLASSROOM

- When it is time to leave my Roads to Success class, I will exit the classroom...

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 procedures and rules.

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.